ACADEMIC ASSESSMENT AT A GLANCE

EDP
UNIVERSITY
SABER ES PODER

HATO REY CAMPUS

SAN SEBASTIÁN CAMPUS

MANATÍ BRANCH CAMPUS

HUMACAO BRANCH CAMPUS

VIVLLALBA BRANCH CAMPUS

ACADEMIC ASSESSMENT AT A GLANCE

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Hato Rey & San Sebastian Campuses,
Humacao, Manati & Villalba Branch Campuses

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 to address these questions. It provides a concise assessment overview of student learning for both the Hato Rey and San Sebastian Campuses, and the Humacao, Manati, and Villalba Branch Campuses. The data presented in this publication are direct and indirect evidence from students' assessment results, put together by the Research and Development Office.

This sixteenth (16th) edition is an 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 main campuses and all three branch campuses.

This document also describes Alexander Astin's Assessment model based on 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, and 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 philosophy, vision, mission, goals, institutional profile and the Strategic Plan for 2019-2023 are presented to help the reader understand EDP University's assessment initiatives.

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INSTITUTIONAL INFORMATION

EDP UNIVERSITY OF PUERTO RICO, INC.

PHILOSOPHY

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

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

MISSION

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

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 it 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, and the acquisition of social, humanistic, tolerance and diversity values.

4. Systematically assess institutional effectiveness and student learning outcomes as a basis for decision-making and institutional renewal.

Student Affairs

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

Administrative Affairs

1. Provide a physical, human, and technological infrastructure that guarantees optimal conditions for the development of academic programs.

2. Establish strategic planning processes for the strengthening of institutional resources and the achievement of academic excellence.

Community Affairs

1. Promote and sustain social and ethical responsibilities among the members of the community.

2. Encourage a relationship of mutual development between the University and the

INSTITUTIONAL PROFILE

President: Eng. Gladys T. Nieves Vázquez

Website: www.edpuniversity.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 2028-2029. Midpoint Peer Review.. 2025.

Control: Private (Non Profit)

STRATEGIC PLAN

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.

Axis II: Institutional Strengthening

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.

Axis III: Renovation and Growth in the Academic Offering, 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.

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.

Axis V: Strategy and Governance

EDP has an institutional governance and a university administration whose management it transparent, flexible, and effective. It has clear policies for effective institutional and learning student appraisal. It will use planning in a permanently systemic and integral manner to provide direction and perspective.

EDP UNIVERSITY'S ACADEMIC ASSESSMENT MODEL

EDP UNIVERSITY ACADEMIC ASSESMENT PROGRAM

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 (2012) examines different approaches to assessment to highlight how assessment results can be interpreted and used effectively for evaluation.

Astin (2012) 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. Educational excellence is the result of structured activities developed and implemented by the institution and program of study. Astin (2012) further states that the assessment program should facilitate the institution's basic mission, educational goals, and values, and enhance educational policy and practice.

Students and faculty improve their knowledge and competence as a result of the feedback received from assessment activities. The role of education 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 perspective, understands the assessment process as a tool for reflection, decision making, and future planning. It is EDP University's goal to integrate assessment practices into daily curricular activities as it is inherent to the educational process. From this standpoint, qualitative and quantitative methods help explore participants' development and perceptions of the quality of the activities developed and implemented by EDP.

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

EDP UNIVERSITY'S
ACADEMIC ASSESSMENT MODEL

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 uniquely comprehensive and holistic curricular learning model where students are the center of the education process. Specific and generic competencies are expected to be mastered through the constant interaction of scientific content (theory) and active learning (practice) embedded in technological and educational innovations. Curriculum and learning will be developed with an andragogic focus and global perspective.

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 and interests of the student will be the starting point and the 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 initiatives 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.
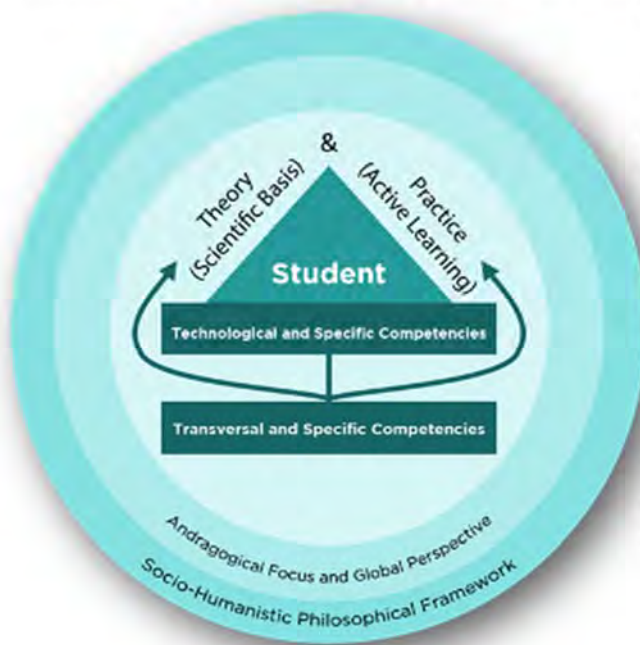
Therefore, all the corpus of knowledge that coexists and is taught as part of the educational process at EDP University is designed to foster a coherent learning experience. Learning will be developed in significant experiences for students to understand the concepts and skills based on practical applications. This approach allows the apprentice-student to assume an active role in the knowledge construction process while the teacher assumes the role of facilitator of experiences.

Figure 1: Curriculum Development and Learning Model at EDP University

FROM KNOWLEDGE TO COMPETENCY-BASED LEARNING ASSESSMENT

Our society requires the capacity to use knowledge and competencies to build a better quality of life. To achieve this, higher education institutions must join efforts with the working 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 to a competence-based society requires a different paradigm. Competency-based learning refers to an articulated chain that 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.

Based on these concepts, EDP University implements twenty-one generic competencies from the Tuning– Europe and Latin America Project, which run across the curriculum identifying a series of aptitudes: knowledge, understanding, and proficiency; all of which students are expected to master after completing their 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:

ACADEMIC ASSESSMENT MODEL BASED ON COMPETENCIES
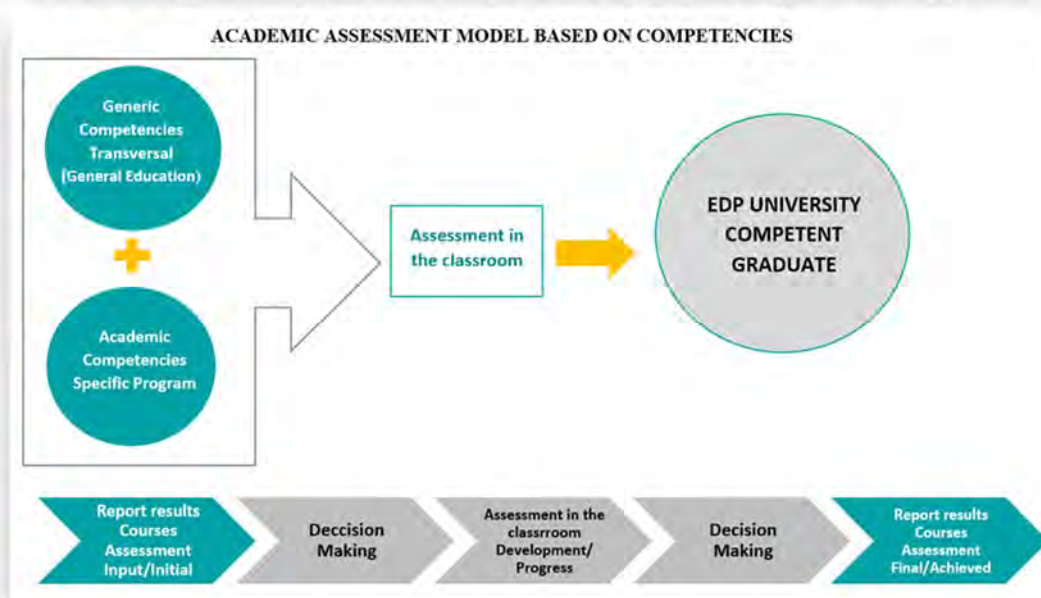
- Generic competencies are aligned with existing core competencies offered by the School of General Education; this measures the students' competencies in Spanish, English, Math, Information Literacy, and Computer Literacy.
- Faculty members identified how specialty courses relate to each of the generic competencies adopted.
- Academic Program Directors, 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 to complete approximately thirty, all of which the alumni from EDP University academic programs must demonstrate mastery.

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 freshmen 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 assessments 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 to evidence the students' learning progress in their specialized area of study. Capstone courses have been identified for each academic program.

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 teamwork, among others, embedded in action research as a teaching and learning strategy. The data gathered is used to modify the learning experience design and to monitor student competency development. The professors provide feedback to each student to support and foster academic achievement.

IMPLEMENTATION CALENDAR

Activity	Office/Participants	Due Date
Generic General Education (Core) Competencies Assessment (Pre & Post Tests) Pre-Test = Freshmen Students Post-Test = 90 credits completed	• Hato Rey and San 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	• 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	• Hato Rey and San Sebastian, Academic Affairs Deans • Program Directors • Professors	On going Classroom Annually (Spring)
Classroom Action Research Report	• 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	• 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.

June 2020– June 2021

1. The Academic Assessment Officers were promoted to Academic Assessment Coordinators.
2. Revision for capstone courses, learning outcomes, rubrics and tests.
3. As of July 2021, Academic Assessment passes to the AVP of Institutional Compliance.

February 2022

1. Presentation of assessment results at "Assessment of Assessment Day".

March 2022

1. Designation of an Institutional Director of Academic Assessment.
2. Review and analysis of the academic assessment processes . Meeting with President, PROVOST, VPA of Compliance, Institutional Director of Academic Assessment.

June 2022

1. Academic Assessment Withdrawal (revision of general and specific competencies, assessment instruments and alignment of competencies with courses).

October 2022

1. Assessment Institute in Indianapolis.
2. Academic Assessment Withdrawal (second part) (revision of general and specific , competencies, assessment instruments and alignment of competencies with courses).

GENERAL EDUCATION CORE COMPETENCIES

GENERAL EDUCATION
CORE COMPETENCIES

The assessment cycle is composed of two (2) major aspects: 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. Program learning outcomes and competencies are evaluated by rubrics or multiple choice instruments.

Since 2005, these instruments have been 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 in the proposed two (2) year cycle.

In August 2011, EDP University implemented 21 Generic Competencies which were integrated in the General Education Core Competencies. These Generic Competencies began to be evaluated in the academic assessment cycle of (2013). 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
GENERAL EDUCATION CORE COMPETENCIES

EDP University's General Education Core Competencies were adopted from the Tuning Project in 2011. The following are twenty one (21) generic competencies that run across the curriculum in all of EDP University's academic 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.

OUTCOMES RESULTS

GENERAL EDUCATION CORE COMPTENCIES

PRE-TEST RESULTS

COMPUTER LITERACY
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the computer literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 62% in 2020 to 50% in 2021, but increased to 61% in 2022.The 2021and 2022 sample size is significantly smaller than 2020.

INFORMATION LITERACY
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the information literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained increased from 62% in 2020 to 67% in 2021, but decreased to 57% in 2022. The 2021and 2022 sample size is significantly smaller than 2020.

SPANISH
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the Spanish pre-test. The last three summer academic semesters that the pre-test was adminis- tered, the percentage obtained increased from 68% in 2020, to 70% in 2021, but decreased to 63% in 2022. The 2021and 2022 sample size is significantly smaller than 2020.

MATHEMATICS
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 60% in the mathematics pre-test. The last three summer academic semesters that the pre-test was ad- ministered, the percentage obtained decreased from 55% in 2020 to 50% in 2021, and to 46 % in 2022. The 2021and 2022 sample size is significantly smaller than 2020.

COMPUTER LITERACY
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 65 % in the computer literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained decreased from 64% in 2020 to 62% in 2021, and finally, to 58% in 2022. The sample size increased from 5 in 2021 to 12.

INFORMATION LITERACY
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the information literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained decreased from 63% in 2020 to 61% in 2021, but increased to 64% in 2022. The sample increased from 5 in 2021 to 12 in 2022.

SPANISH
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 75% in the Spanish pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained decreased from 67% in 2020, to 59% in 2021, but increased to 70% in 2022.The sample size increased from 4 in 2021 to 16 in 2022.

MATHEMATICS
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 60% in the mathematics pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained decreased from 55 % in 2020, to 48% n 2021, but increased to 56% in 2022. The sample increased from 5 in 2021 to 11 in 2022.

COMPUTER LITERACY
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 60% in the computer literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 60% in 2020 to 51% in 2021, and to 49% in 2022. The 2022 sample size is smaller than previous years.
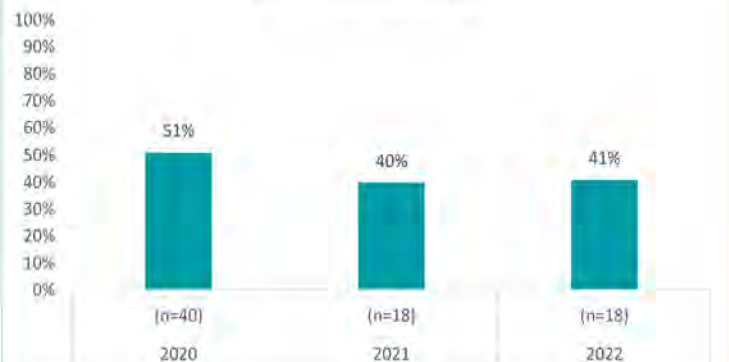

INFORMATION LITERACY
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 60% in the information literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 60% in 2020 to 57 % in 2021, and to 55% in 2022. The 2022 and 2021 sample size is smaller than 2020.

SPANISH
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the Spanish pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 66% in 2020 to 61% in 2021, and to 58% in 2022. The 2021 and 2022 sample size are smaller than 2020.
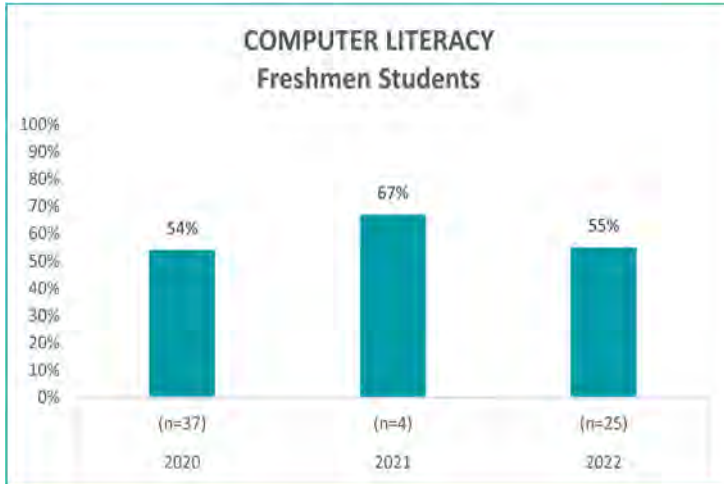

MATHEMATICS
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 50% in the mathematics pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 51 % in 2020 to 40 % in 2020, but increased to 41% in 2022. The 2021 and 2022 sample size is smaller than previous year.
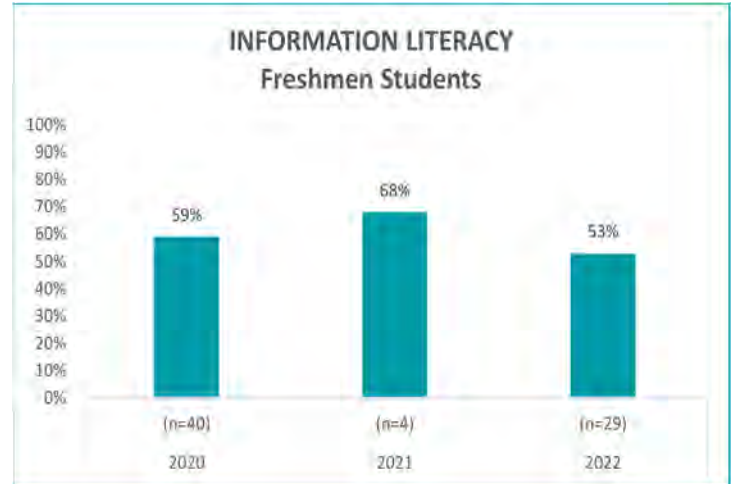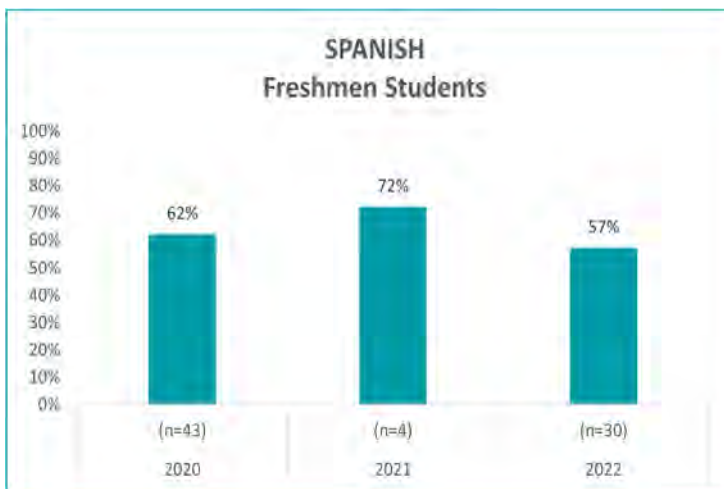
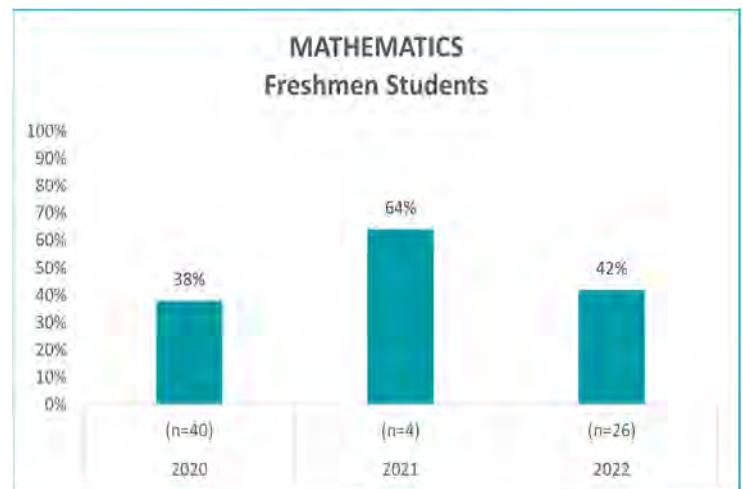**COMPUTER LITERACY**
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the computer literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 54% in 2020, to 67% in 2021, but decreased to 55% in 2022. The 2022 sample size is bigger than 2021, but smaller than 2020.

INFORMATION LITERACY
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the information literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 59% in 2020 to 68% in 2021, but decreased to 53% in 2022. The 2022 sample size is bigger than 2021, but smaller than 2020.

SPANISH
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the Spanish pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 62% in 2020 to 72% in 2021, but decreased to 57% in 2022. The 2022 sample size is bigger than 2021, but smaller than 2020.
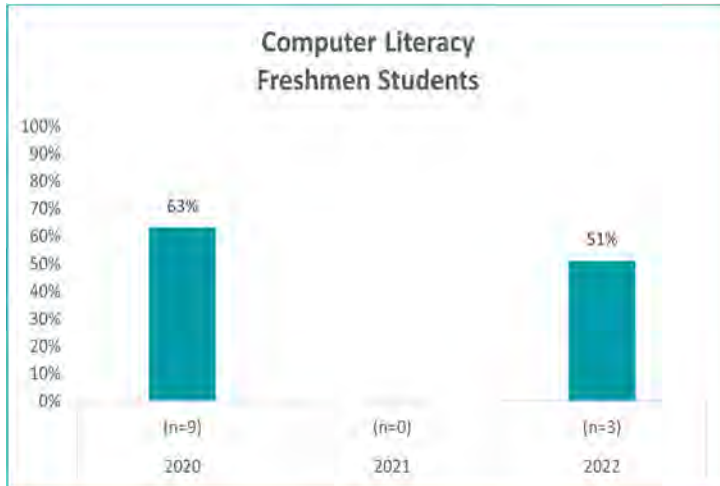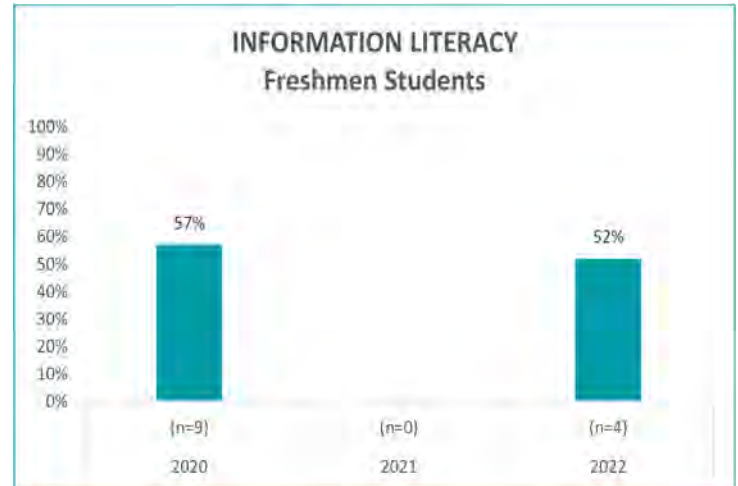
MATHEMATICS
Freshmen Students
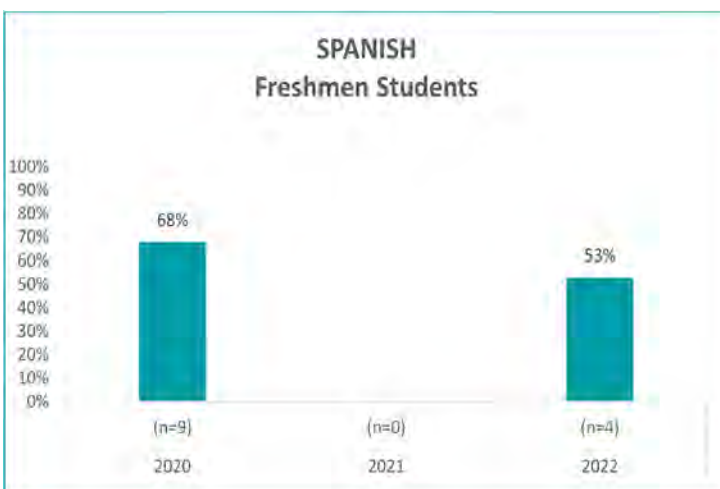
Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 60% in the mathematics pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 38% in 2020 to 64% in 2021, but decreased to 42% in 2022. The 2022 sample size is bigger than 2021, but smaller than 2020.
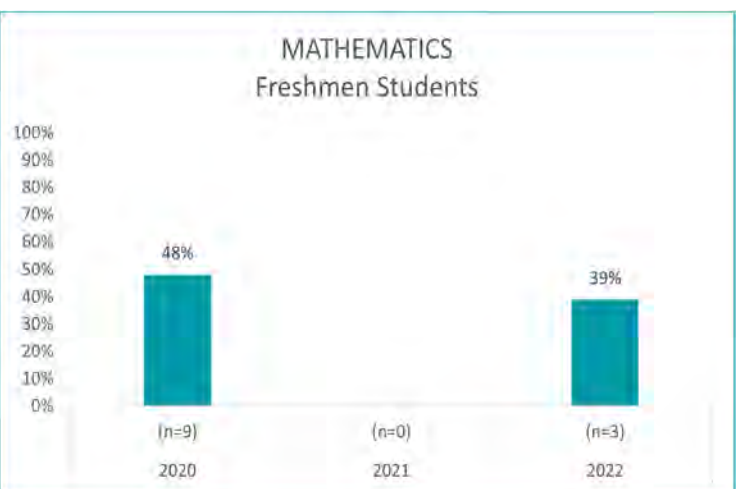
Computer Literacy Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the computer literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 63% in 2020 to 51% in 2022. There was no student participation in 2021.

INFORMATION LITERACY Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 60% in the information literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 57% in 2020 to 52% in 2022. There was no student participation in 2021.

SPANISH Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the Spanish pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 68% in 2020 to 53% in 2022. There was no student participation in 2021.
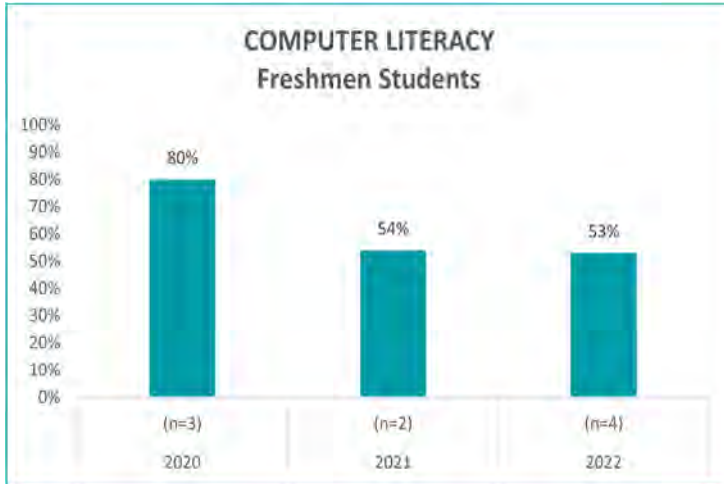

MATHEMATICS Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 50% in the mathematics pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 48% in 2020 to 39% in 2022. There was no student participation in 2021.
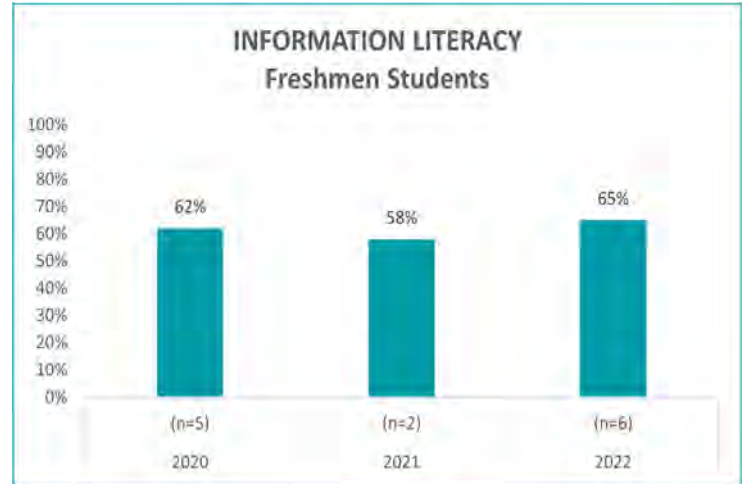
COMPUTER LITERACY
Freshmen Students
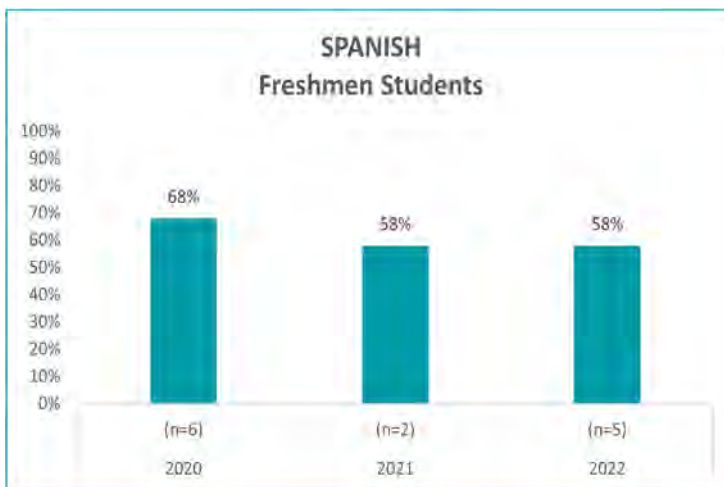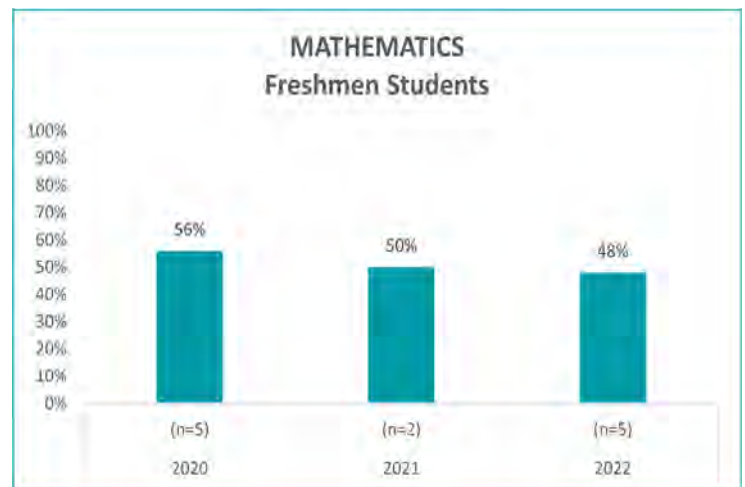
Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 60% in the computer literacy pre-test, with 2020 being an exception. The last three fall academic semesters that the computer literacy pre-test was administered, the percentage obtained decreased from 80% in 2020 to 54%, and finally to 53% in 2022. There is little student participation.

INFORMATION LITERACY
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the information literacy pre-test. The last three fall academic semesters that the information literacy pre-test was administered, the percentage obtained decreased from 62% in 2020 to 58% in 2021, but increased to 65% in 2022. There is little student participation.

SPANISH
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the Spanish pre-test. The last three fall academic semesters that the Spanish pre-test was administered, the percentage obtained decreased from 68% in 2020 to 58% in 2021 and 2022. There is little student participation.

MATHEMATICS
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 60% in the mathematics pre-test. The last three fall academic semesters that the mathematics pre-test was administered, the percentage obtained decreased from 56% in 2020 to 50% in 2021, an finally to 48% in 2022.There is little student participation.
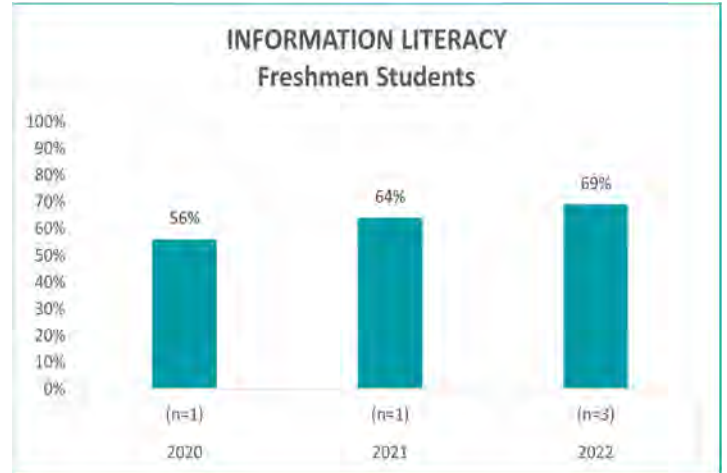
COMPUTER LITERACY
Freshmen Students
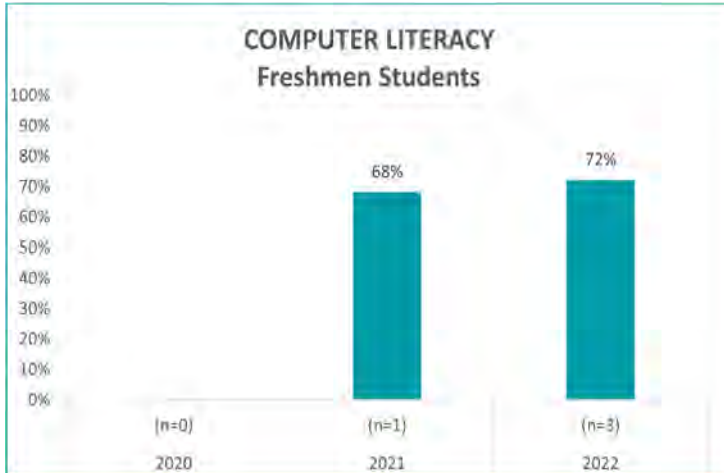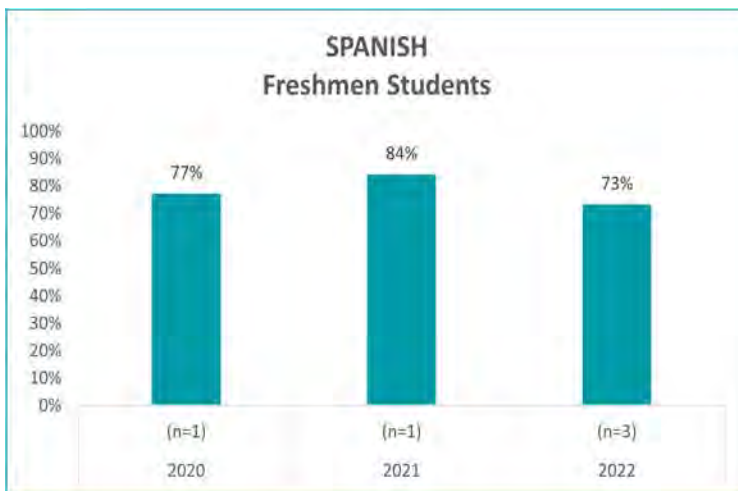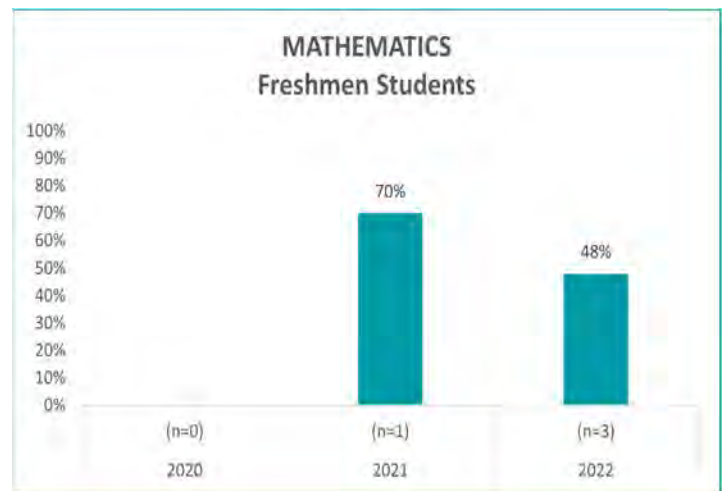
The last three summer academic semesters that the computer literacy pre-test was administered, one student obtained a 68% in 2021.The percentage obtained increased to 72%in 2022 There was no student participation in 2020.

INFORMATION LITERACY
Freshmen Students

The last three summer academic semesters that the pre-test was administered, the percentage obtained increased from 56% in 2020 to 64% in 2021, and finally to 69% in 2022.

SPANISH
Freshmen Students

The last three summer academic semesters that the pre-test was administered, the percentage obtained increased from 77% in 2020 to 84% in 2021, but decreased to 73% in 2022.
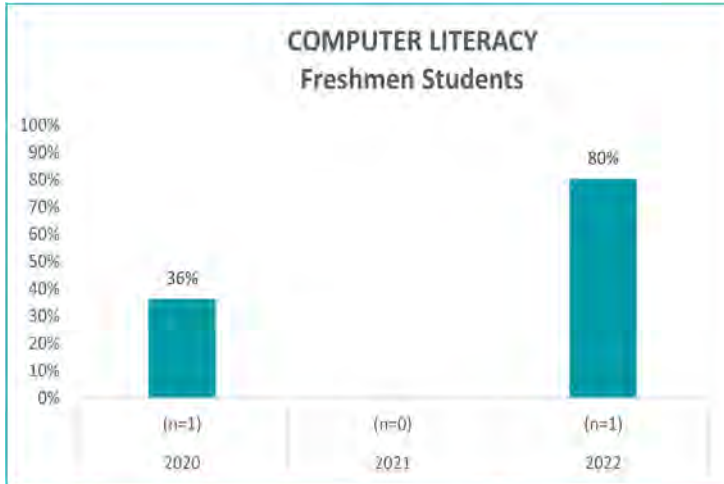

MATHEMATICS
Freshmen Students

The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 70% in 2021 to 48% in 2022.There was no participation during 2020.
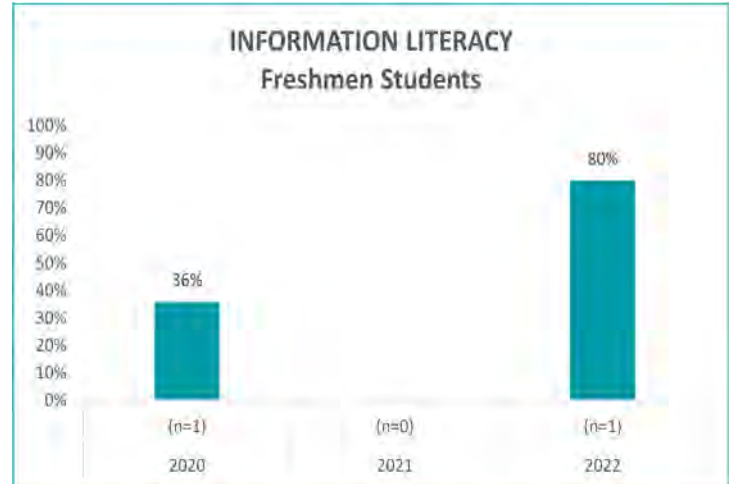
COMPUTER LITERACY
Freshmen Students
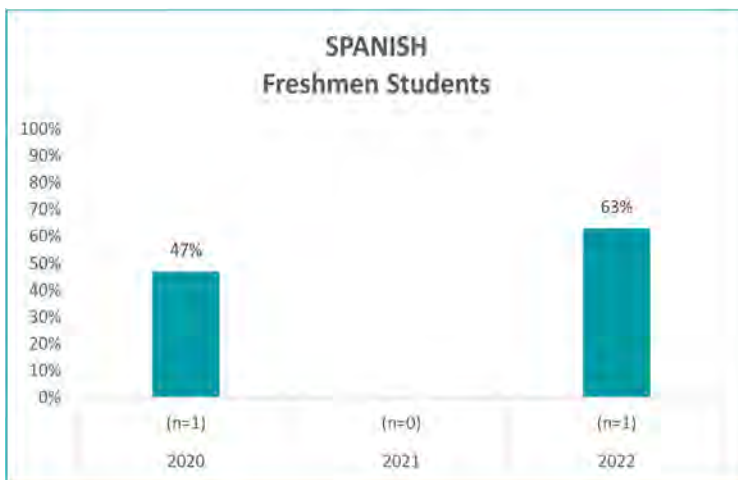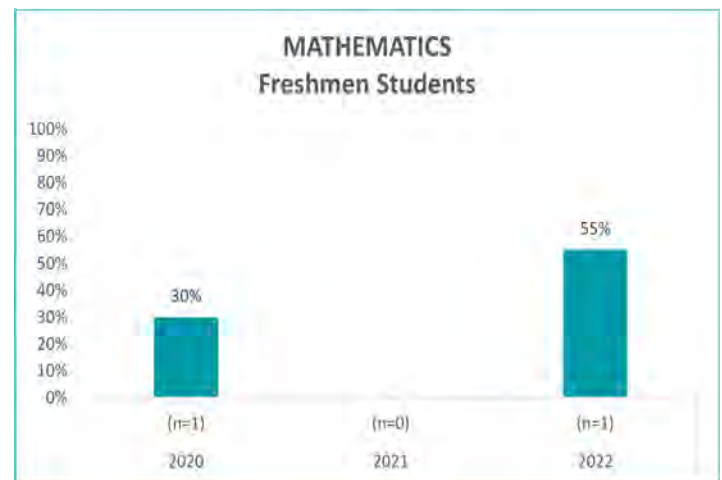
The last three summer academic semesters that the computer literacy pre-test was administered, one student obtained a 36% in 2020 and in 2022 one student obtained 80%.There was no student participation in 2021.

INFORMATION LITERACY
Freshmen Students

The last three summer academic semesters that the information literacy pre-test was administered, one student obtained a 36% in 2020 and in 2022 one student obtained 80%.There was no student participation in 2021.

SPANISH
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the Spanish pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained was a 47%% in 2020 and 63% in 2022. There was no student participation in 2021.

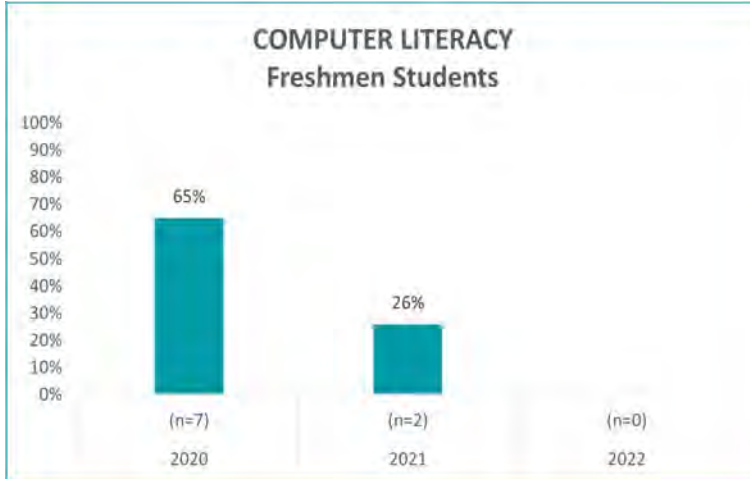
MATHEMATICS
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the mathematics pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained was a 30% in 2020 and 55 % in 2022. There was no student participation in 2021.
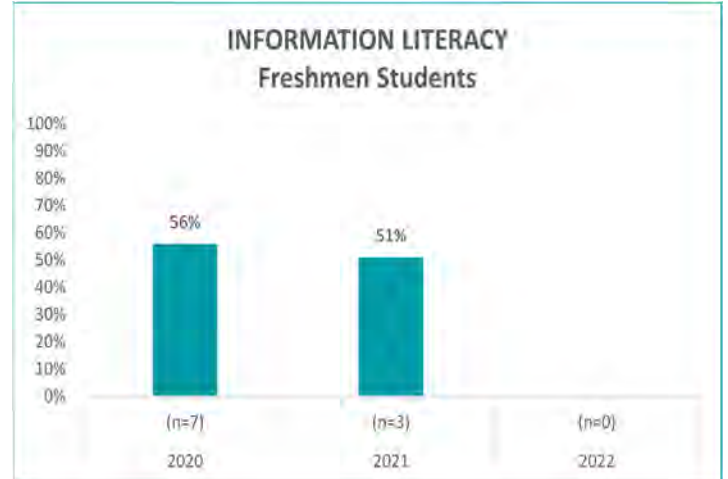
COMPUTER LITERACY
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the computer literacy pre-test. The last two summer academic semesters that the pre-test was administered, the percentage obtained decreased from 65% in 2020 to 26% in 2021. There was no student participation in 2022.

INFORMATION LITERACY
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 60% in the information literacy pre-test. The last two summer academic semesters that the pre-test was administered, the percentage obtained decreased from 56% in 2020 to 51% in 2021. The 2021 sample size in slightly smaller than previous year. There was no student participation in 2022.

SPANISH
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the Spanish pre-test. The last two summer academic semesters that the pre-test was administered, the percentage obtained decreased from 68% in 2020 to 54% in 2021. The 2021 sample size in slightly smaller than previous year. There was no student participation in 2022.
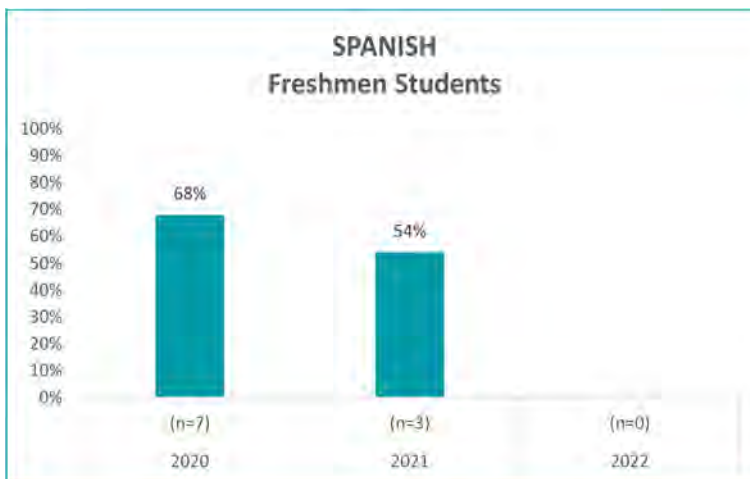

MATHEMATICS
Freshmen Students

Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 50% in the mathematics pre-test. The last two summer academic semesters that the pre-test was administered, the percentage obtained decreased from 50% in 2020 to 40% in 2021. The 2021 sample size in slightly smaller than previous year. There was no student participation in 2022.
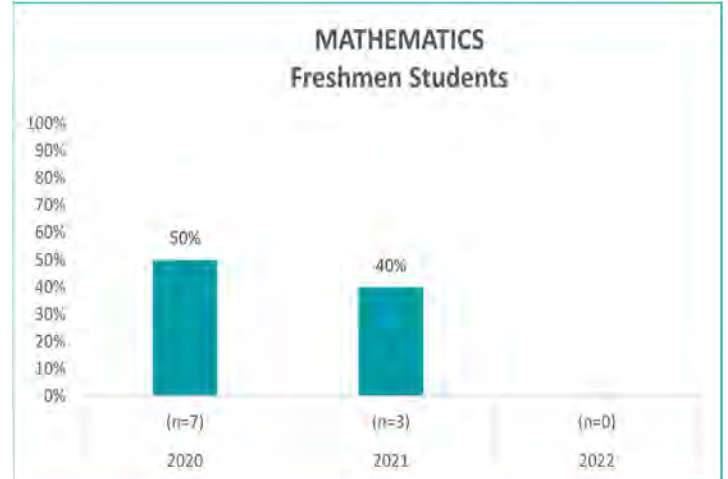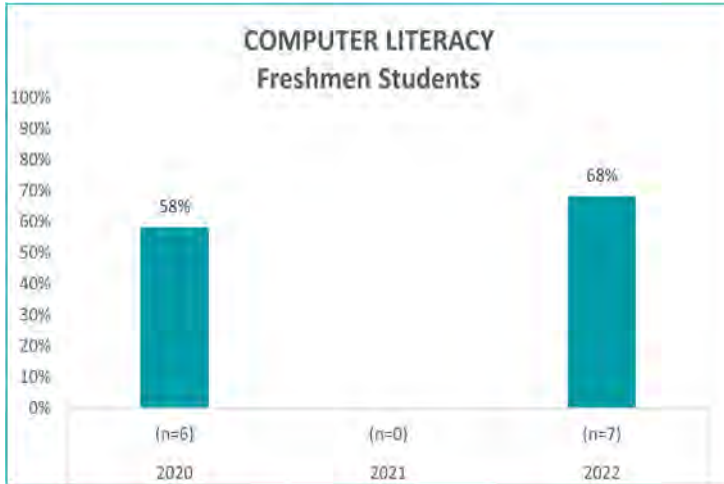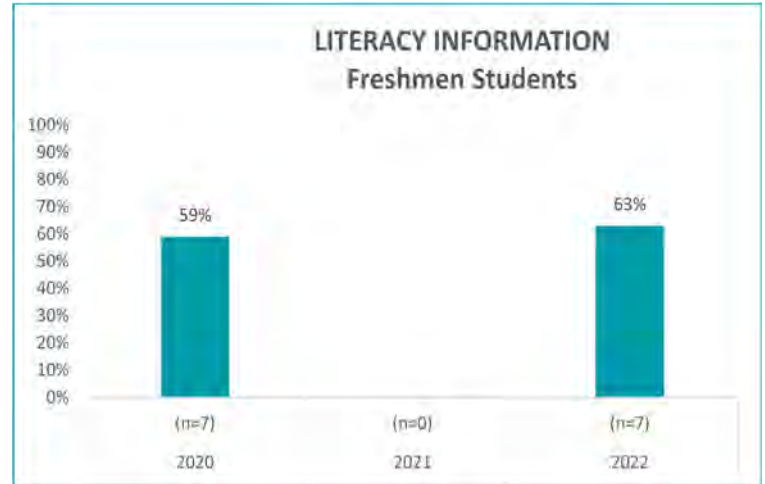
COMPUTER LITERACY
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the computer literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 58% in 2020 to 68% in 2022. There was no student participation in 2021.

LITERACY INFORMATION
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 65% in the information literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 59% in 2020 to 63% in 2022 There was no student participation in 2021.

SPANISH
Freshmen Students

Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 60% in the Spanish pre-test. The last three fall academic semesters that the pre-test was administered, the percentage was 58% both 2020 and 2022.There was no student participation in 2021.
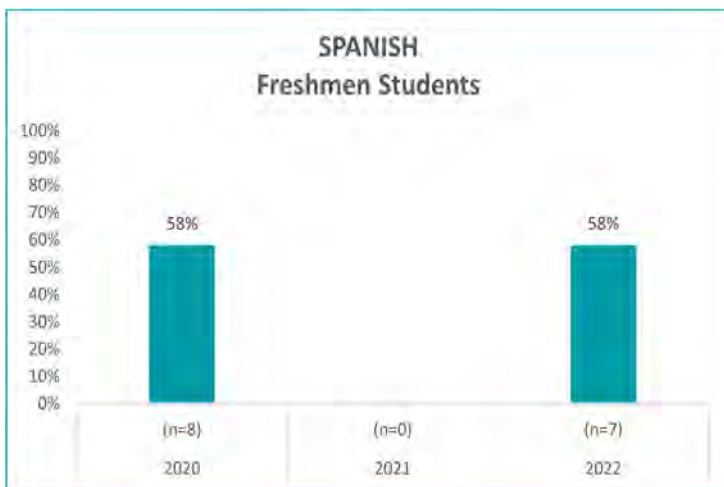

MATHEMATICS
Freshmen Students
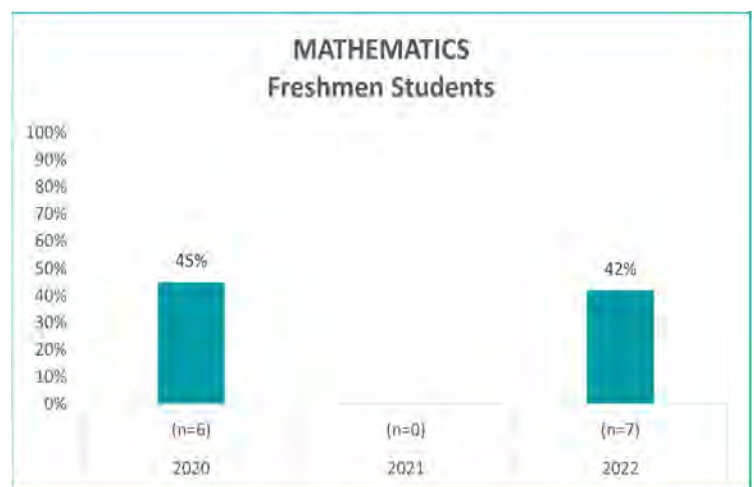
Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 50% in the mathematics pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained decreased from 45% in 2020 to 42% in 2022. There was no student participation in 2021.

Assessment Decisions:

1. During the 2019 summer, EDP University made the switch from Moodle to Canvas. The core tests were in the process of being transferred to the new Platform. They could not be offered to new students.

2. These pre-test scores in computer literacy, information literacy, Spanish and mathematics, support the decision to update and strengthen the tutorial labs, and to acquire basic skills software.

3. All student and academic services must be aware of these results and its implications for retention efforts and to assure adequate institutional support for the students.

4. Given these results, it has been projected to separate the results by program starting Summer 2016 in order to have more specific results.

5. In order to improve the results in 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 the tutoring program.

6. Summer 2020 students started college amid the COVID-19 pandemic. The courses were taught digitally using Miscrosoft Teams (synchronous encounters) and applications such as WhatsApp, to have direct contact with the student.

7. Fall 2020 students started college amid the COVID-19 pandemic. The courses were taught digitally using Miscrosoft Teams (synchronous encounters) and applications such as WhatsApp, to have direct contact with the student.

OUTCOMES RESULTS

GENERAL EDUCATION CORE COMPETENCIES

POST-TEST RESULTS

COMPUTER LITERACY
Cohort
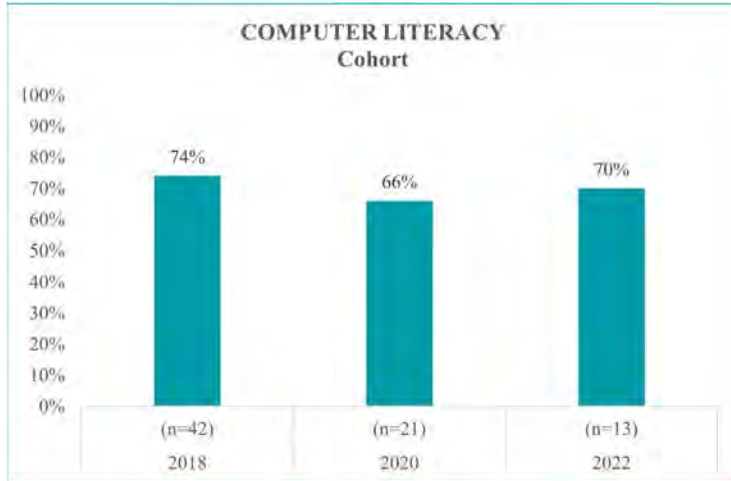
Participating graduating students generally obtain an average around 70% in the computer literacy post-test. The last three spring academic semesters that the post-test was administered, the percentage obtained decreased from 74% in 2018 to 70% in 2022.
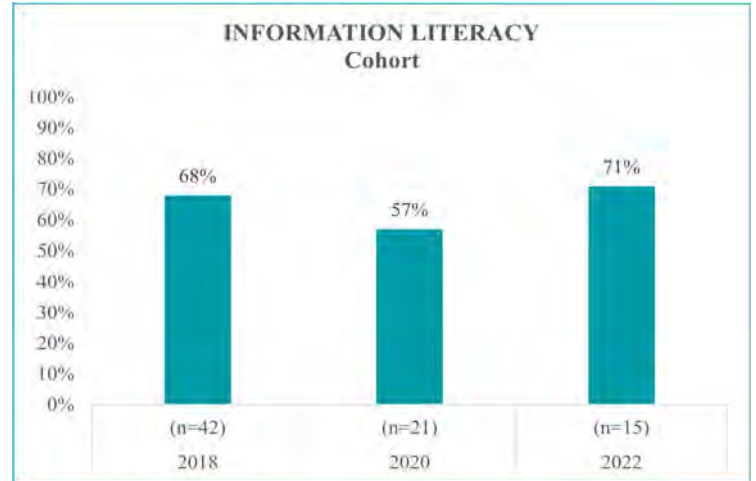
INFORMATION LITERACY
Cohort

Participating graduating students generally obtain an average around 60% in the information literacy post-test. The last three spring academic semesters that the post-test was administered, the percentage obtained increased from 68% in 2018 to 71 % in 2022.

SPANISH
Cohort

Participating graduating students generally obtain an average around 75% in the Spanish post-test. The last three spring academic semesters that the post-test was administered, the percentage obtained decreased from 77% in 2018 to 70% in 2022.

MATHEMATICS
Cohort

Participating graduating students generally obtain an average around 70% in the mathematics post-test. The last three spring academic semesters that the post-test was administered, the percentage obtained increased from 67% in 2018 to 71% in 2022.

COMPUTER LITERACY
Cohort

	63%	63%	55%
	(n=55)	(n=63)	(n=11)
	2018	2020	2022

Participating graduating students generally obtain an average around 60% in the computer literacy post-test. The last three spring academic semesters that the post-test was administered, the percentage obtained decreased from 63% in 2018 to 55% in 2022.

INFORMATION LITERACY
Cohort

	55%	60%	67%
	(n=52)	(n=70)	(n=12)
	2018	2020	2022

Participating graduating students generally obtain an average around 60% in the information literacy post-test. The last three spring academic semesters that the post-test was administered, the percentage obtained increased from 55% in 2018 to 67% in 2022.

SPANISH
Cohort

	67%	73%	69%
	(n=52)	(n=70)	(n=14)
	2018	2020	2022

Participating graduating students generally obtain an average around 70% in the Spanish post-test. The last three spring academic semesters that the post-test was administered, the percentage obtained increased from 67% in 2018 to 69% in 2022.

MATHEMATICS
Cohort

	53%	64%	58%
	(n=48)	(n=63)	(n=11)
	2018	2020	2022

Participating graduating students generally obtain an average around 60% in the mathematics post-test. The last three spring academic semesters that the post-test was administered, the percentage obtained increased from 53% in 2018 to 58% in 2022.

COMPUTER LITERACY Cohort
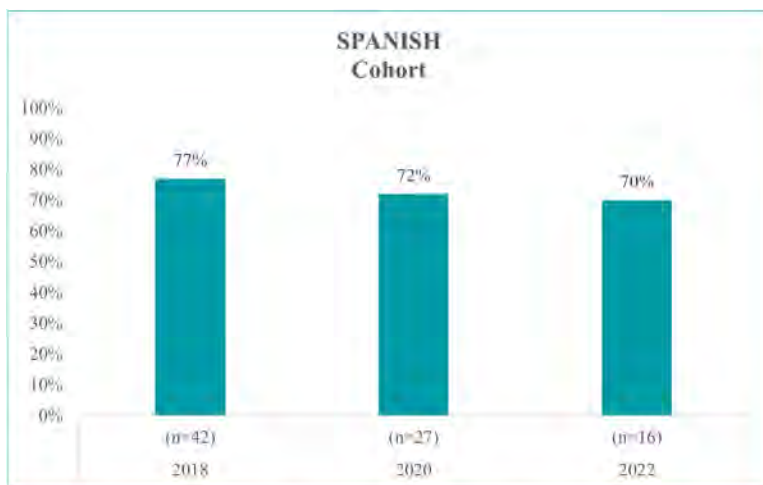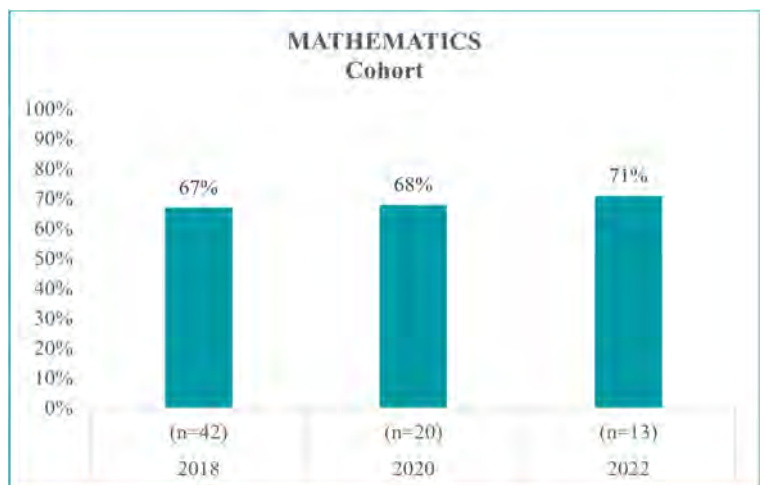
Participating graduating students generally obtain an average around 70% in the computer literacy post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained increased from 67% in 2020 to 68% in 2022. .
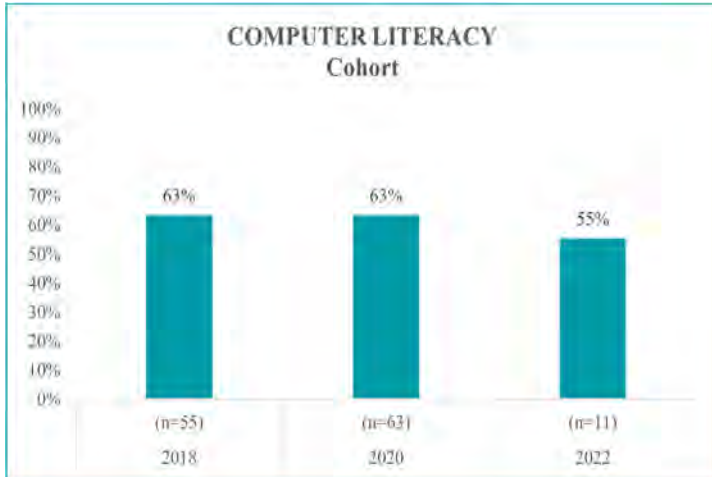
INFORMATION LITERACY Cohort

Participating graduating students generally obtain an average around 70% in the information literacy post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained decreased from 69% in 2020 to 68% in 2022.

SPANISH Cohort

Participating graduating students generally obtain an average around 70% in the Spanish post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained decreased from 80% in 2020 to 60% in 2022.

MATHEMATICS Cohort

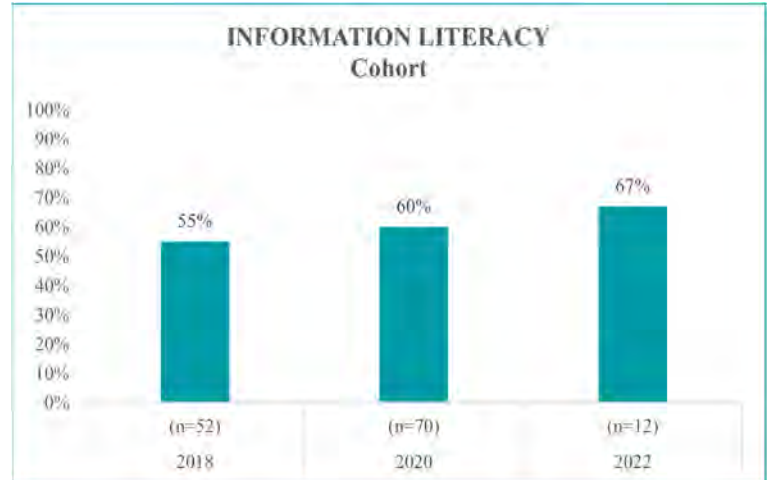Participating graduating students generally obtain an average around 70% in the mathematics post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained decreased from 66% in 2020 to 39% in 2022.

COMPUTER LITERACY Cohort
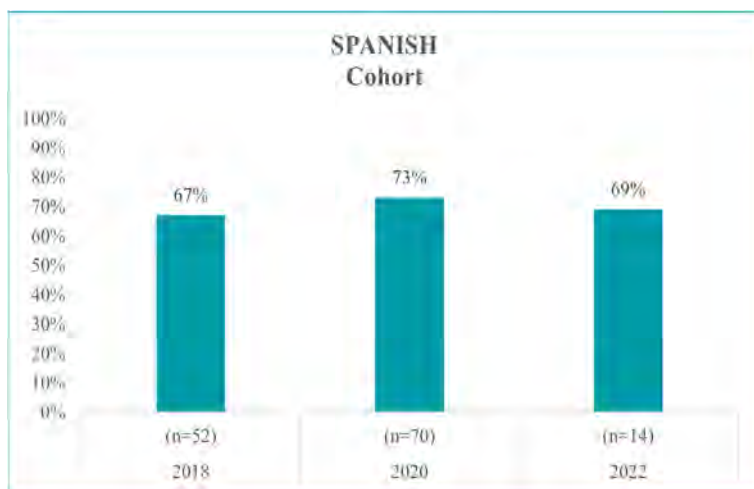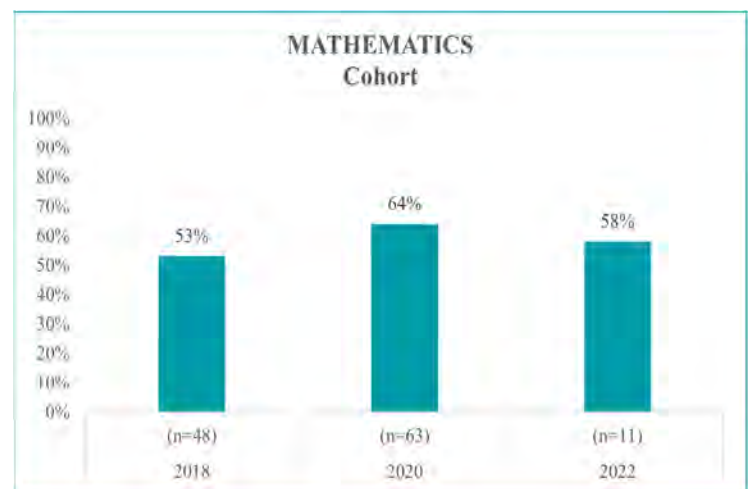
Participating graduating students generally obtain an average around 70% in the computer literacy post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained decreased from 92% in 2020 to 56% in 2022.

INFORMATION LITERACY Cohort

Participating graduating students generally obtain an average around 70% in the information literacy post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained decreased from was 70% in 2020 to 54% in 2022.
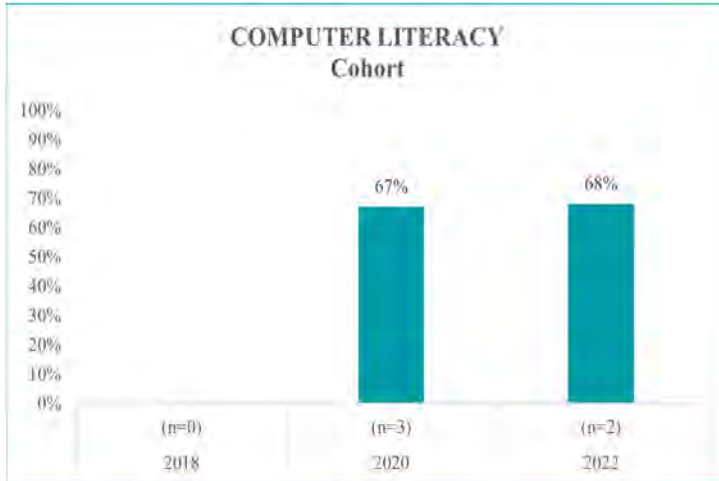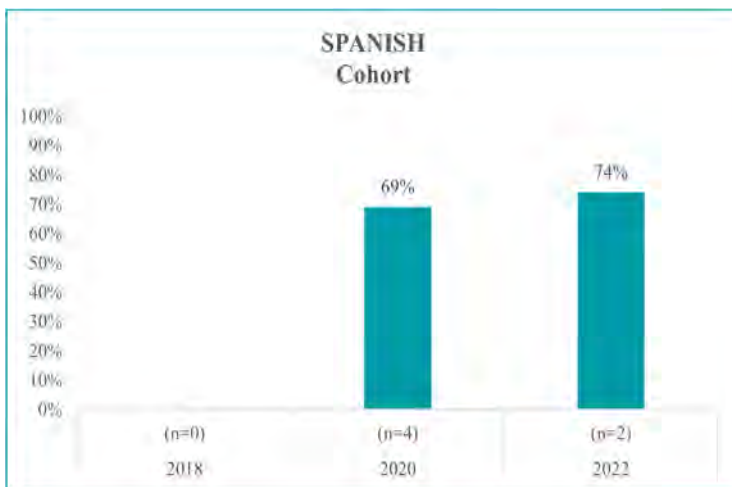

SPANISH Cohort

Participating graduating students generally obtain an average around 70% in the Spanish post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained increased from 69% in 2020 to 74% in 2022.
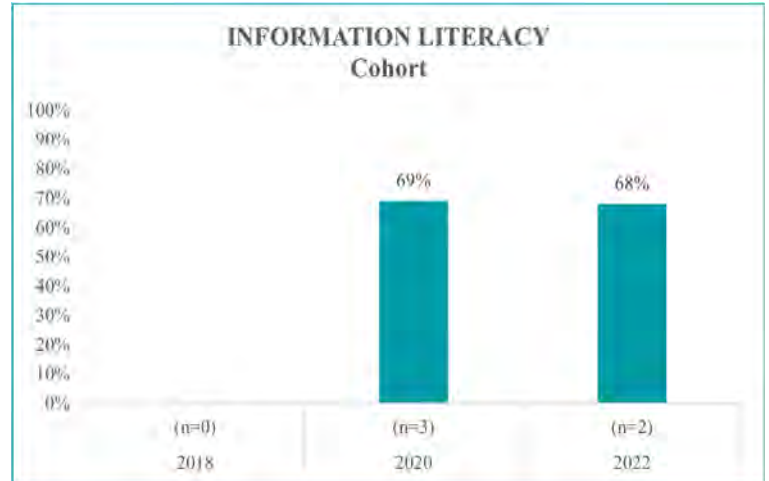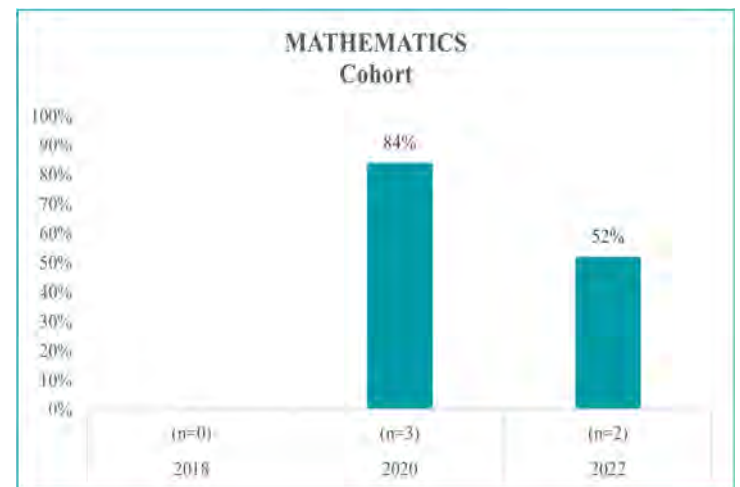

MATHEMATICS Cohort

Participating graduating students generally obtain an average around 70% in the mathematics post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained decreased from 84% in 2020 to 52% in 2022.
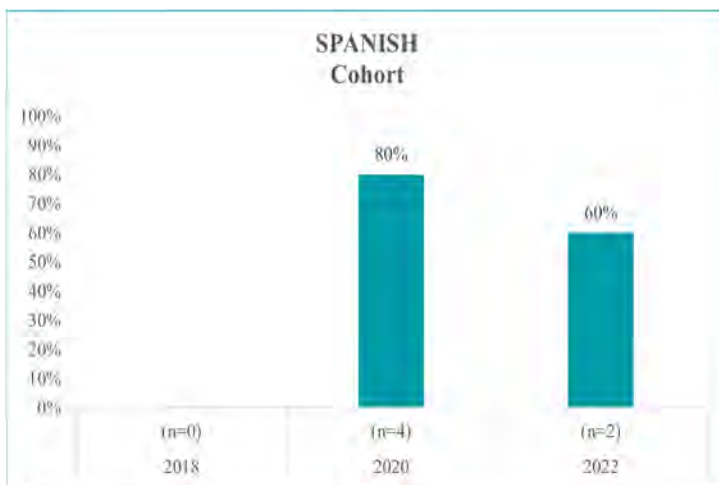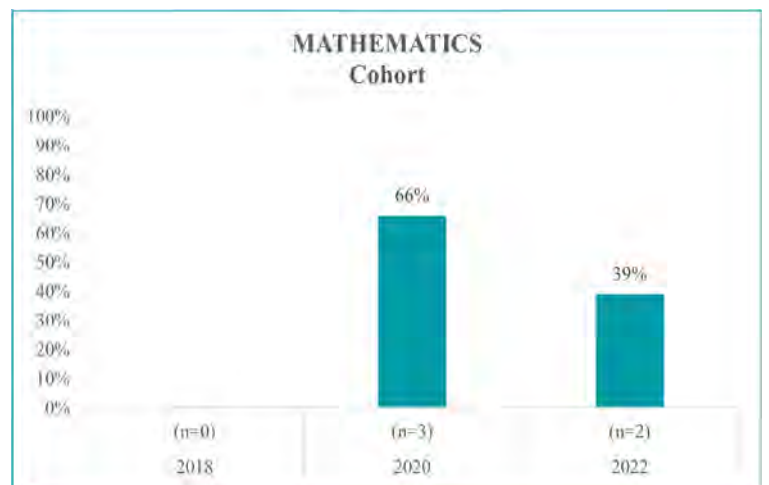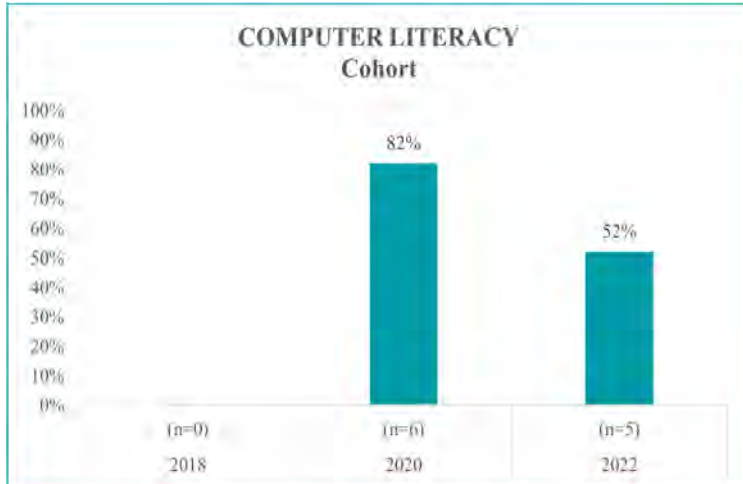
Participating graduating students generally obtain an average around 70% in the computer literacy post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained decreased from 82% in 2020 to 52% in 2022.
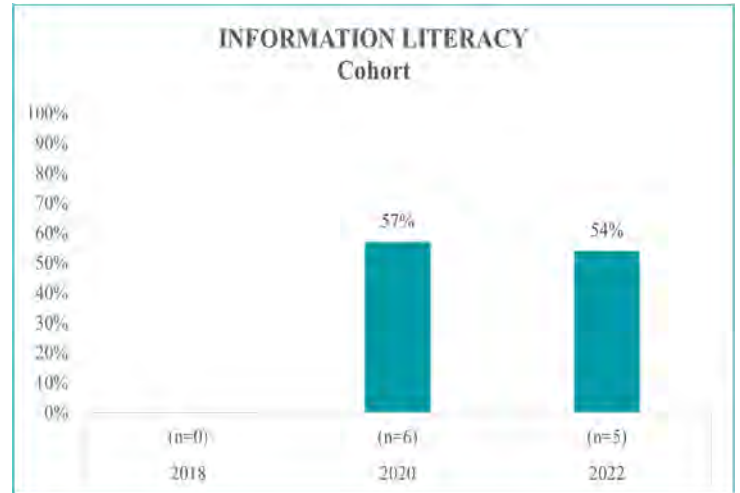
Participating graduating students generally obtain an average around 60% in the information literacy post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained decreased from 57% in 2020 to 54% in 2022.
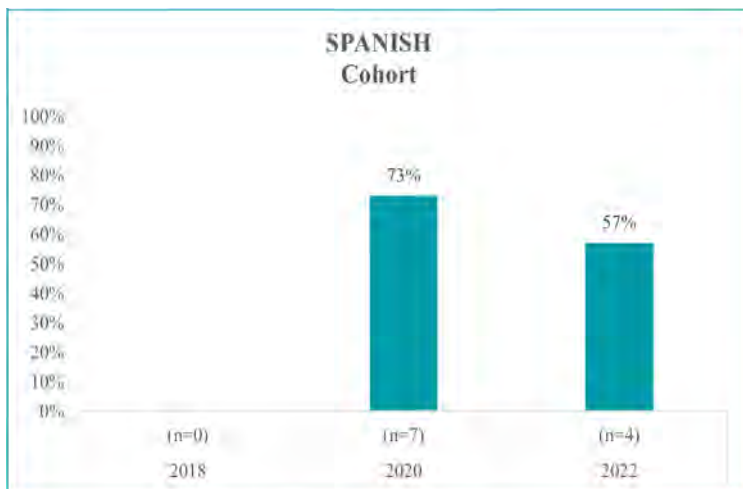
Participating graduating students generally obtain an average around 70% in the Spanish post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained decreased from 73% in 2020 to 57% in 2022.
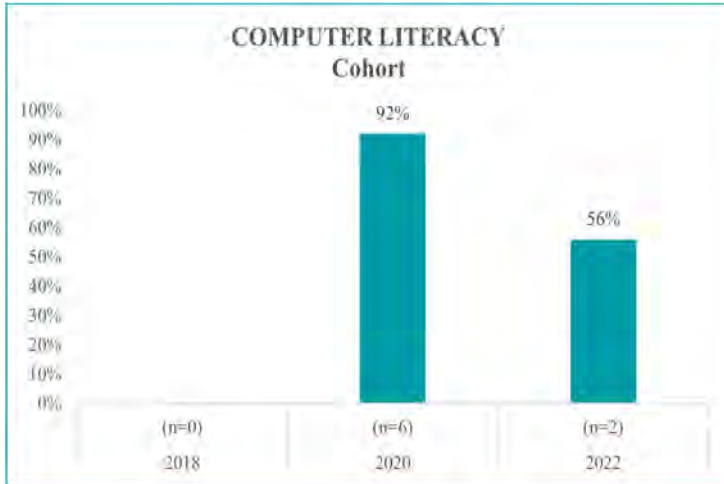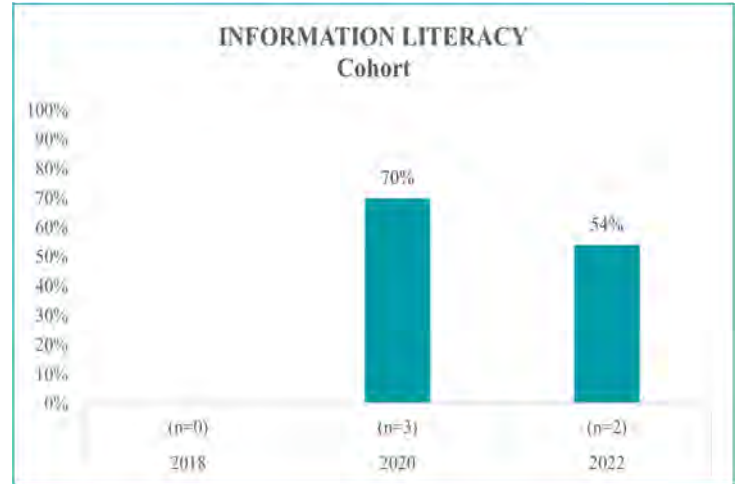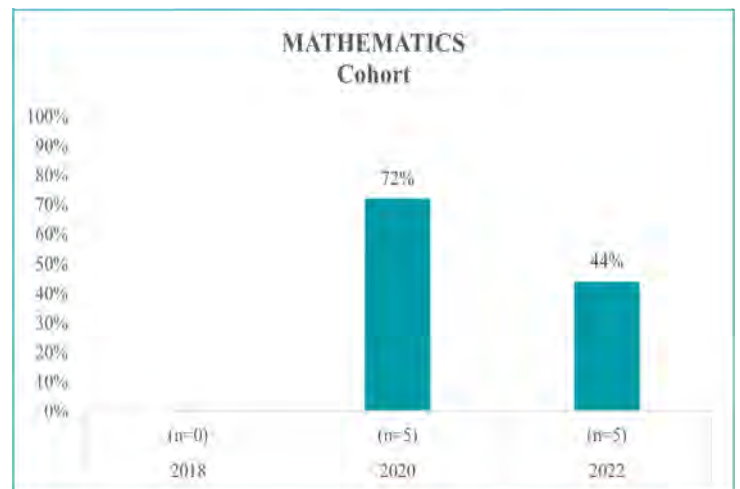

Participating graduating students generally obtain an average around 60% in the mathematics post-test. The last two spring academic semesters that the post-test was administered, the percentage obtained from 72% in 2020 to 44% in 2022.

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.

MAGAE
OUTCOMES RESULTS

GENERAL EDUCATION CORE COMPETENCIES

PRE-TEST RESULTS

The Associate Degree in Nursing Adult Modality program (MAGAE by its Spanish acronym) is an accelerated adaptation of the Associate Degree in Nursing approved by the Puerto Rico Council of Education. This program consists of a majority of Latin-American students who live in continental United States, mainly Florida, New York, Texas and Kentucky. These students 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.
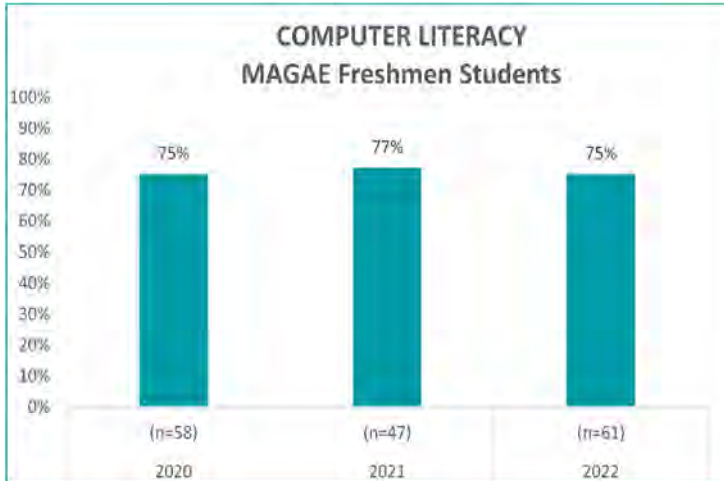
COMPUTER LITERACY
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 75% in the computer literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 77% in 2021 and an average of 75% in 2020. These results shows MAGAE students generally obtain around a 75% in the computer literacy pre-test.

INFORMATION LITERACY
MAGAE Freshmen Students
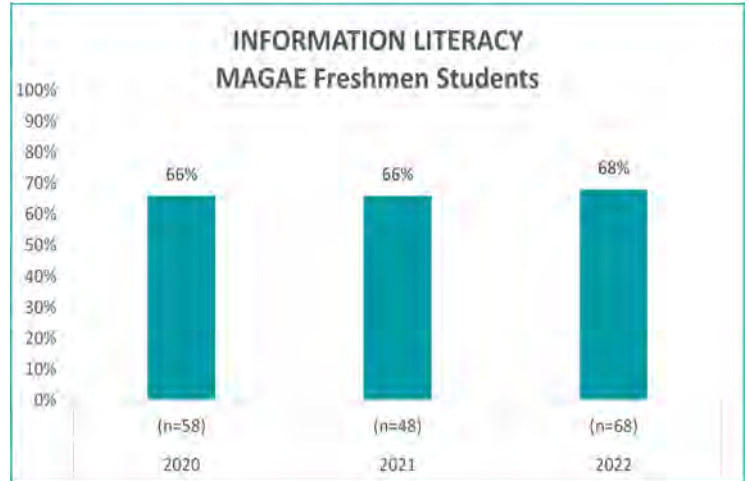
During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 68% in the information literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 66% both in 2020 and 2021. These results show an increase over the last three years. It also shows MAGAE students generally obtain around a 60% in the information literacy pre-test.

SPANISH
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 79% in the Spanish pre-test. In comparison, participating MAGAE freshmen students obtained an average of 74% in 2021 and an average of 75% in 2020. These results show an increased over the last year. It also shows MAGAE students generally obtain around a 75% in the Spanish pre-test.

MATHEMATICS
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 55% in the mathematics pre-test. In comparison, participating MAGAE freshmen students obtained an average of 66% in 2020 and an average of 67% in 2020. These results show a decrease over the last year. It also shows MAGAE students generally obtain around a 65% in the mathematics pre-test.

COMPUTER LITERACY
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 70% in the computer literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 76% in 2020 and an average of 71% in 2021. These results show a decrease over the last year. It also shows MAGAE students generally obtain around a 75% in the computer literacy pre-test.

INFORMATION LITERACY
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 67% in the information literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 65% in 2020 and an average of 67% in 2021. These results shows MAGAE students generally obtain around a 65% in the information literacy pre-test.

SPANISH
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 70% in the Spanish pre-test. In comparison, participating MAGAE freshmen students obtained an average of 74% in 2020 and an average of 72% in 2021. These results show a slight decrease over the last year. It also shows MAGAE students generally obtain around a 70% in the Spanish pre-test.

MATHEMATICS
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 63% in the mathematics pre-test. In comparison, participating MAGAE freshmen students obtained an average of 70% in 2020 and an average of 57% in 2021. These results shows MAGAE students generally obtain less than 70% in the mathematics pre-test.

COMPUTER LITERACY
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 52% in the computer literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 72% in 2020 and an average of 75% in 2021. These results show a decrease over the last three years.
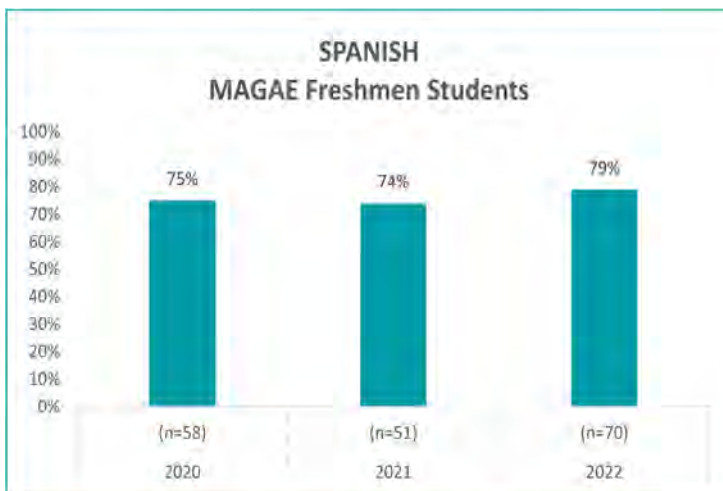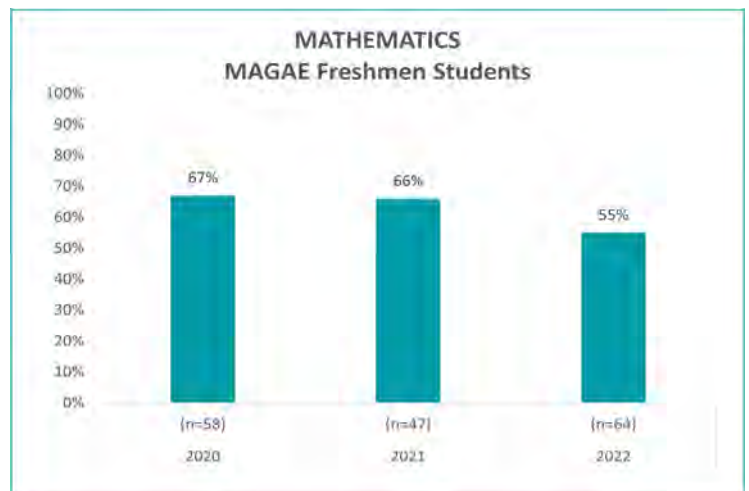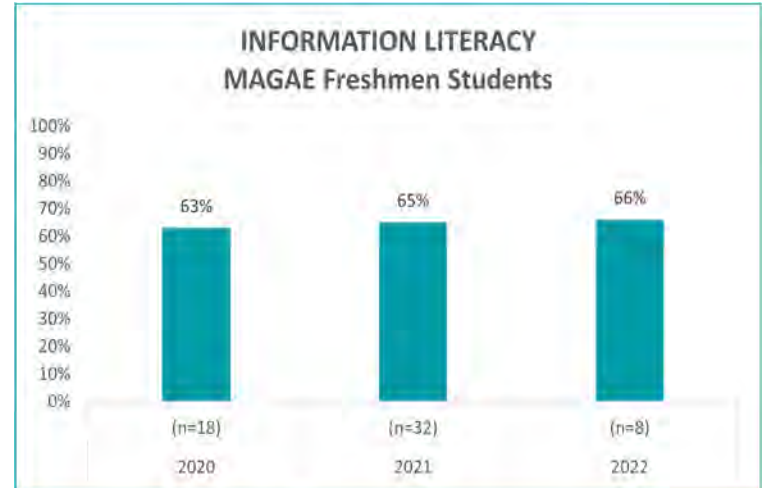

INFORMATION LITERACY
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 66% in the information literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 63% in 2020 and an average of 65% in 2021. These results show a slight increase over the last three years. It also shows MAGAE students generally obtain around a 65% in the information literacy pre-test.

SPANISH
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 60% in the Spanish pre-test. In comparison, participating MAGAE freshmen students obtained an average of 74% in 2020 and an average of 72% in 2021. These results show a decrease over the last year.
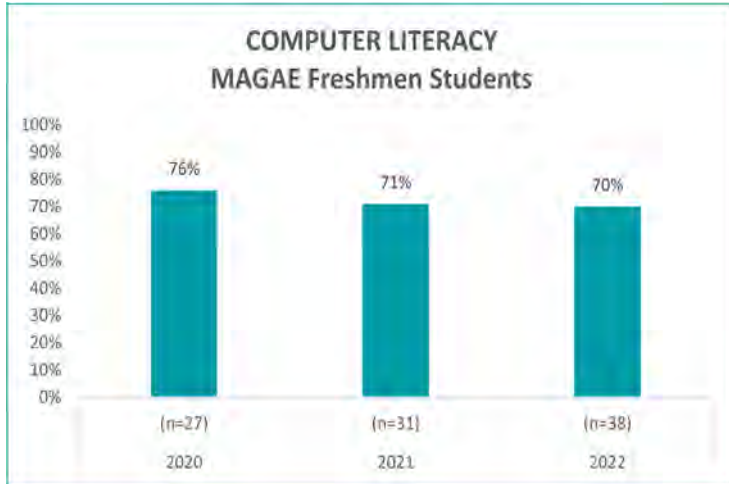

MATHEMATICS
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 53% in the mathematics pre-test. In comparison, participating MAGAE freshmen students obtained an average of 60% in 2020 and an average of 63% in 2021 These results show a decrease in the last year.
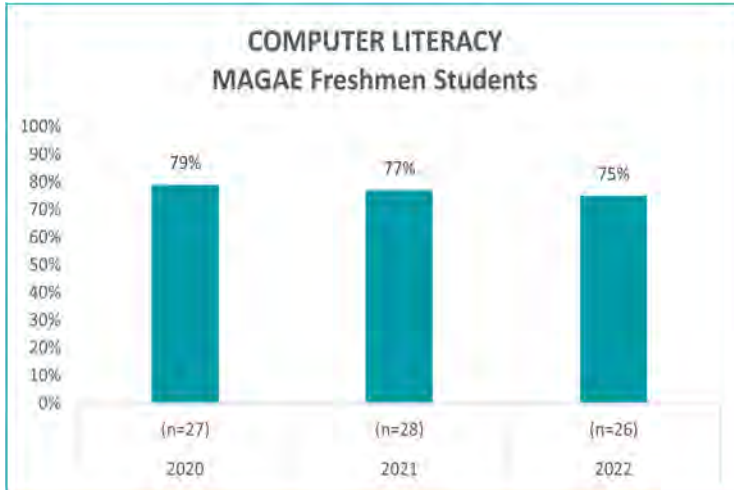
COMPUTER LITERACY
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 75% in the computer literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 79% in 2020 and an average of 77% in 2021, These results show a slight decrease over the last year. It also shows MAGAE students generally obtain around an 80% in the computer literacy pre-test.
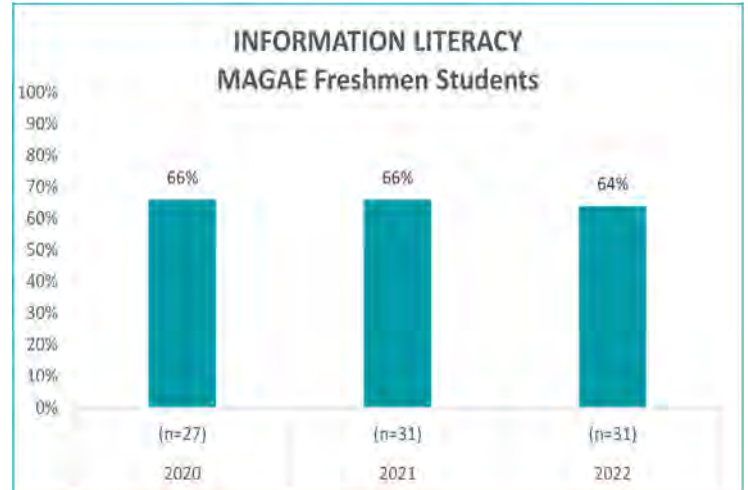
INFORMATION LITERACY
MAGAE Freshmen Students

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 64% in the information literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 66% both 2020 and 2021. These results show a slight decrease over the last three years. It also shows MAGAE students generally obtain around a 65% in the information literacy pre-test.

SPANISH
MAGAE Freshmen Students
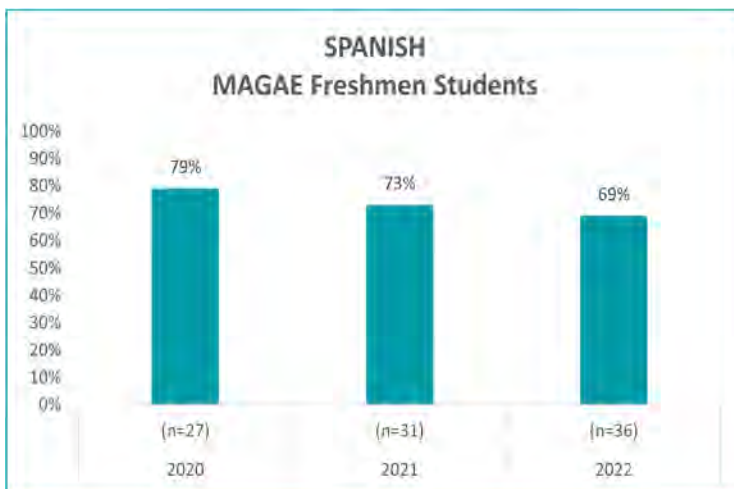
During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 69% in the Spanish pre-test. In comparison, participating MAGAE freshmen students obtained an average of 79% in 2020 and an average of 73% in 2021. These results show a slight decrease over the last year. It also shows MAGAE students generally obtain around a 70% in the Spanish pre-test.

MATHEMATICS
MAGAE Freshmen Students
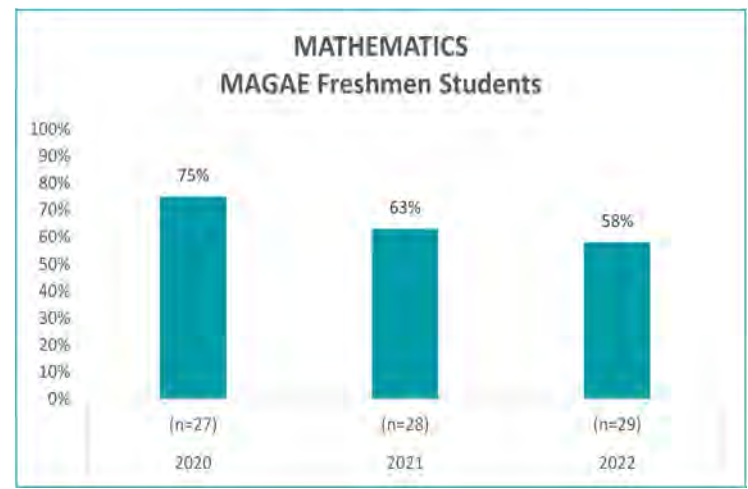
During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 58% in the mathematics pre-test. In comparison, participating MAGAE freshmen students obtained an average of 75% in 2020 and an average of 63% in 2021 These results show a decrease over the last year. It also shows MAGAE students generally obtain around a 65% in the mathematics pre-test.
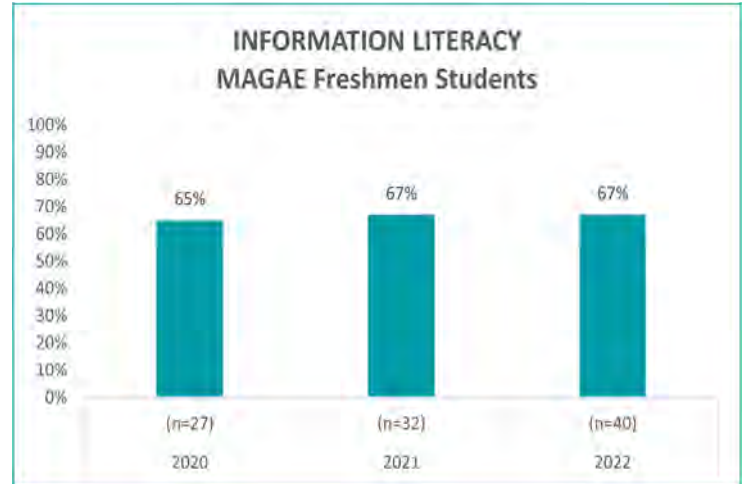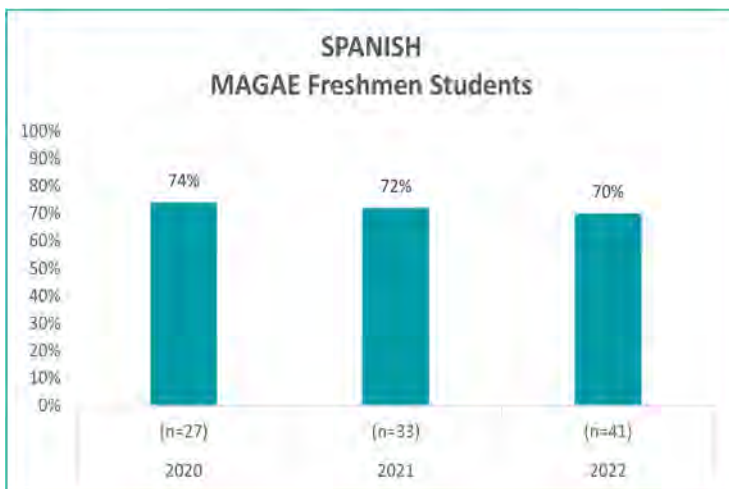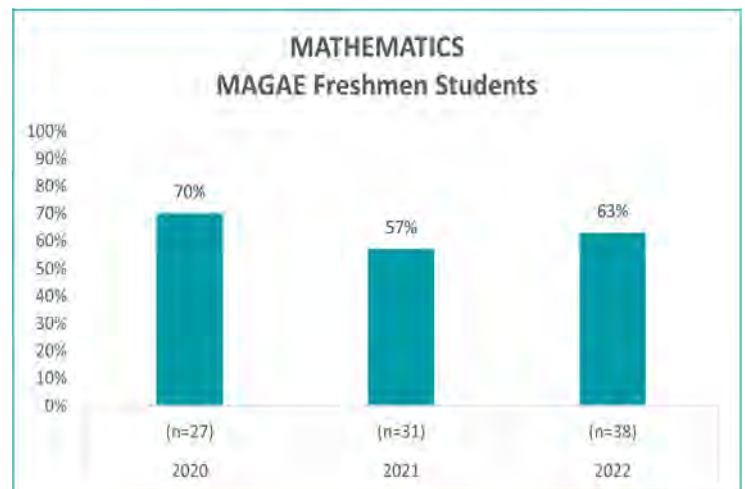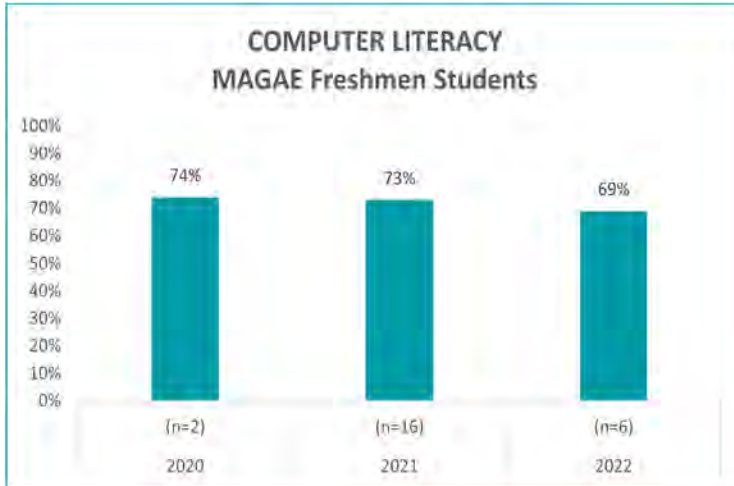
During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 69% in the computer literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 74% in 2020 and an average of 73% in 2021. These results show a slight decrease over the last year. It also shows MAGAE students generally obtain around an 75% in the computer literacy pre-test.
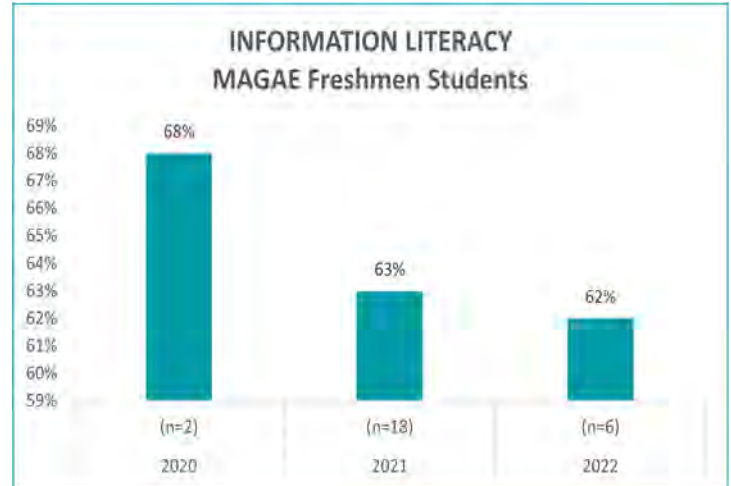
During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 62% in the information literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 68% in 2020 and an average of 63% in 2021. These results show a decrease over the last years. It also shows MAGAE students generally obtain around a 65% in the information literacy pre-test.
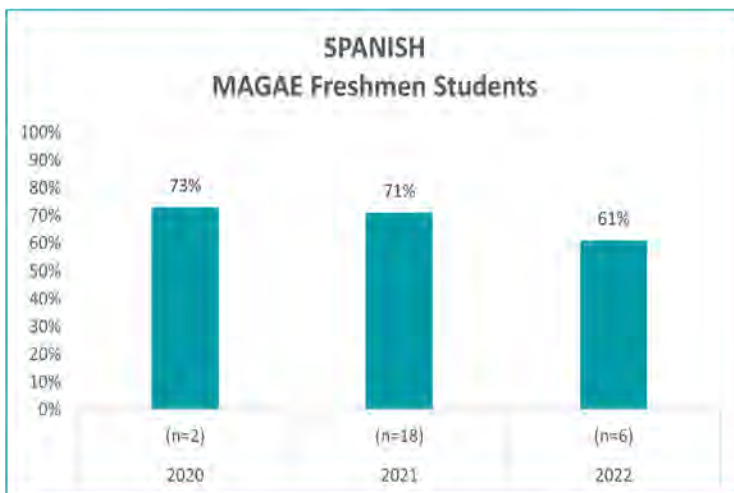
During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 61% in the Spanish pre-test. In comparison, participating MAGAE freshmen students obtained an average of 73% in 2020 and an average of 71% in 2021. These results show a decrease over the last year. It also shows MAGAE students generally obtain around a 70% in the Spanish pre-test.
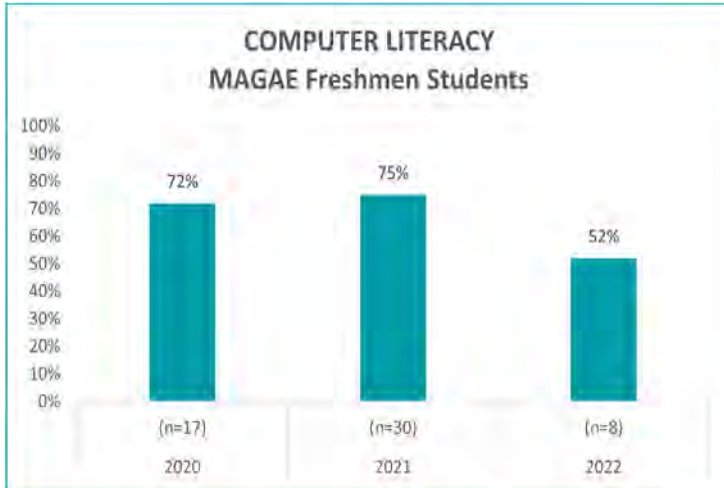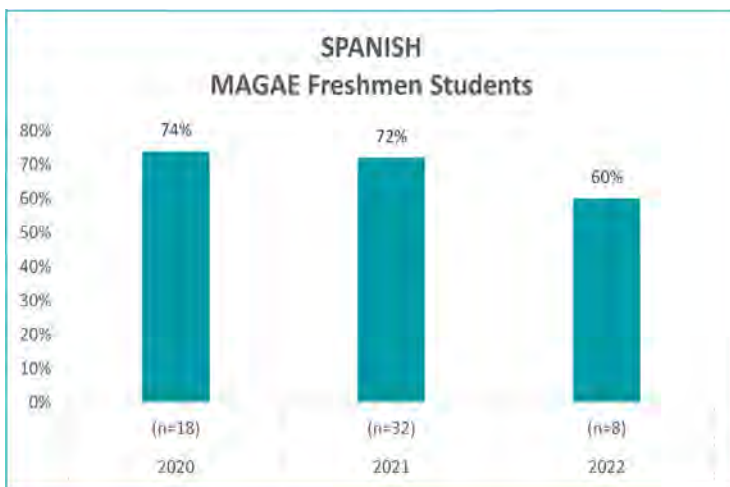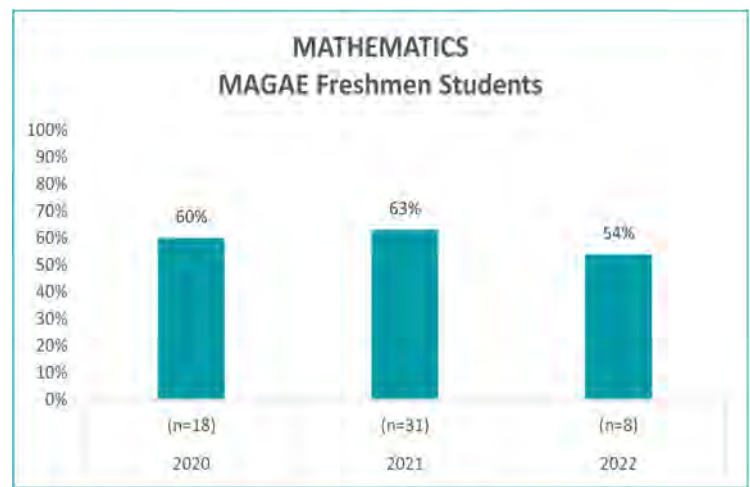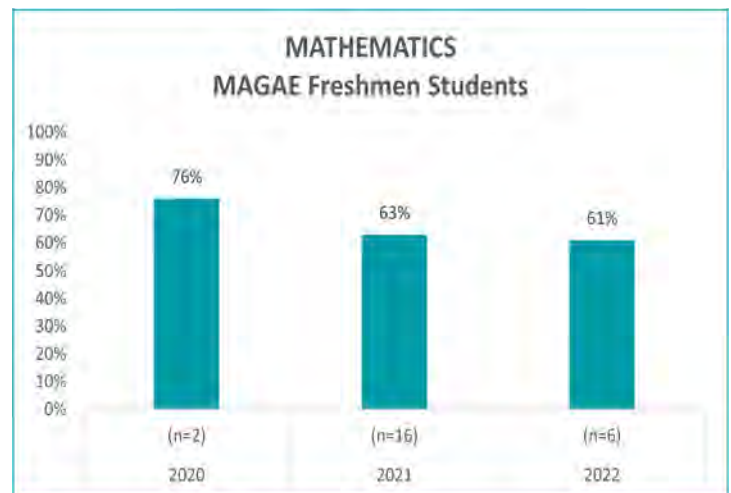

During the 2022 academic semester, participating MAGAE freshmen students obtained an average of 61% in the mathematics pre-test. In comparison, participating MAGAE freshmen students obtained an average of 76% in 2020 and an average of 63 % in 2021. These results show a significant decrease over the last years. It also shows MAGAE students generally obtain around a 60% in the mathematics pre-test.

Assessment Decisions

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

MAGAE
OUTCOMES RESULTS

GENERAL EDUCATION CORE COMPETENCIES
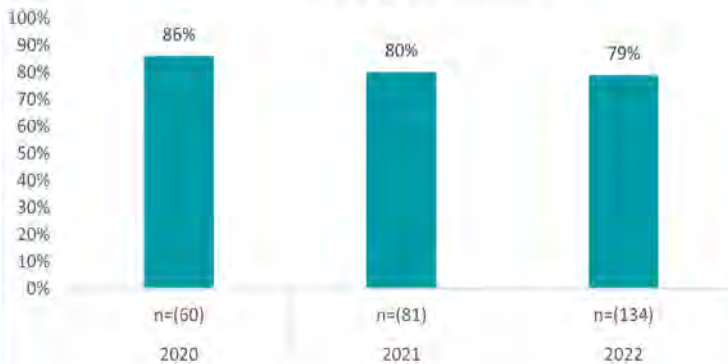
POST-TEST RESULTS

Participating MAGAE students in the 2022 cohort obtained an average of 79% in the computer literacy post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 80%. These results show a decrease over the last years. It also shows MAGAE graduating students generally obtain an average above 75% in the post-test.

Participating MAGAE students in the 2022 cohort obtained an average of 70% in the information literacy post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 78%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average around 73% in the post-test.

Participating MAGAE students in the 2022 cohort obtained an average of 74% in the Spanish post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 81%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average above 70% in the post-test.

Participating MAGAE students in the 2022 cohort obtained an average of 65% in the mathematics post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 87%. These results show a decrease over the last years. It also shows MAGAE graduating students generally obtain an average above 60% in the post-test.

COMPUTER LITERACY
MAGAE Cohort

Participating MAGAE students in the 2022 and 2021 cohort obtained an average of 75% in the computer literacy post-test. In comparison, participating MAGAE students in the 2020 cohort obtained an average of 89%. These results show a decrease over the last years. It also shows MAGAE graduating students generally obtain an average above 75% in the post-test.

INFORMATION LITERACY
MAGAE Cohort
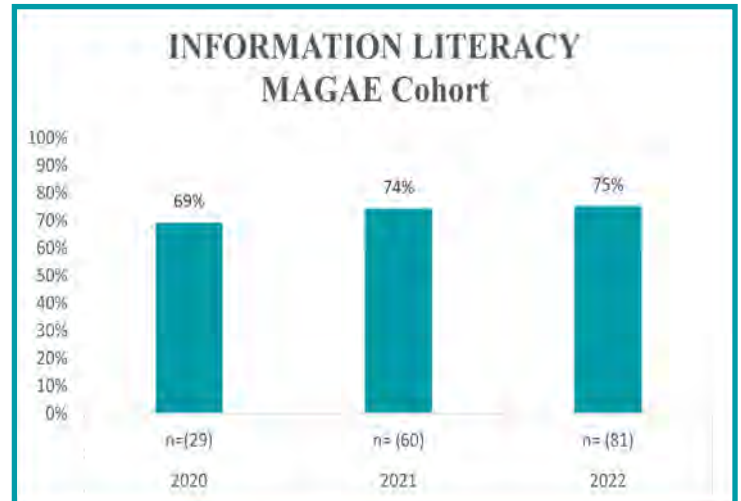
Participating MAGAE students in the 2022 cohort obtained an average of 75% in the information literacy post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 74%. These results show an increase over the last year. It also shows MAGAE graduating students generally obtain an average around 70% in the post-test.

SPANISH
MAGAE Cohort
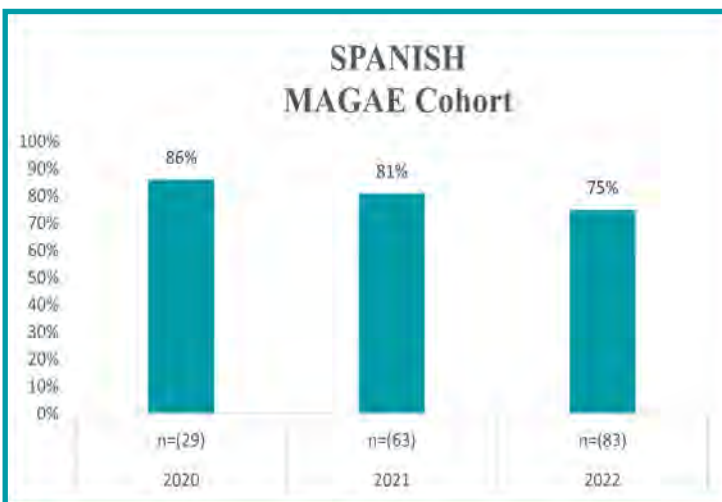
Participating MAGAE students in the 2022 cohort obtained an average of 75% in the Spanish post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 81%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average around 75% in the post-test.

MATHEMATICS
MAGAE Cohort
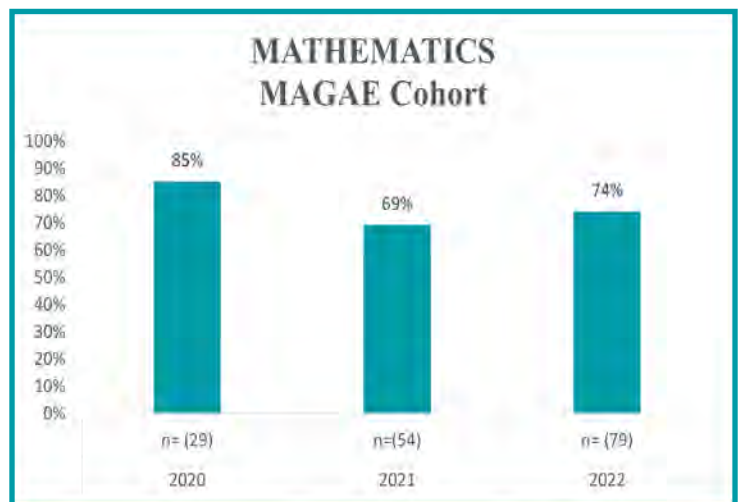
Participating MAGAE students in the 2022 cohort obtained an average of 74% in the mathematics post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 69%. These results show an increase over the last year. It also shows MAGAE graduating students generally obtain an average around 70% in the post-test.

COMPUTER LITERACY
MAGAE Cohort
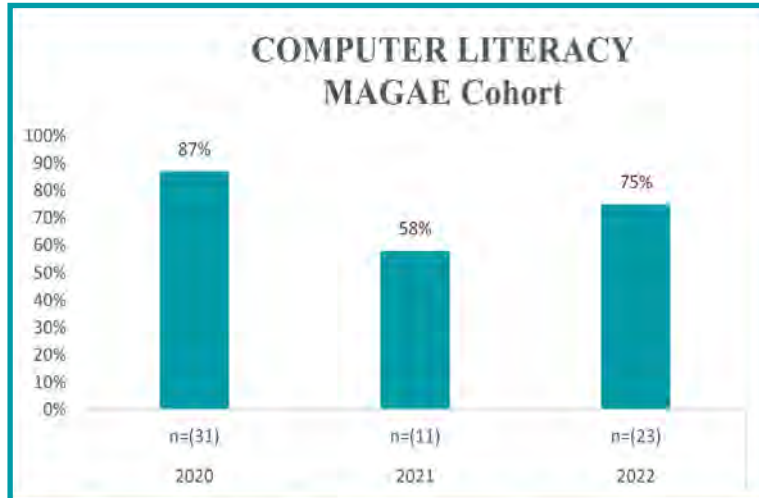
Participating MAGAE students in the 2022 cohort obtained an average of 75% in the computer literacy post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 58%. These results show a significant increase over the last year.
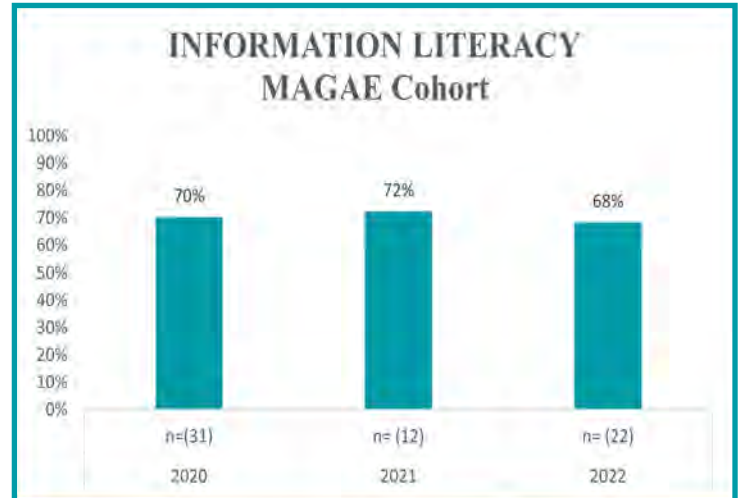
INFORMATION LITERACY
MAGAE Cohort

Participating MAGAE students in the 2022 cohort obtained an average of 68% in the information literacy post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 72%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average around 70% in the post-test.

SPANISH
MAGAE Cohort
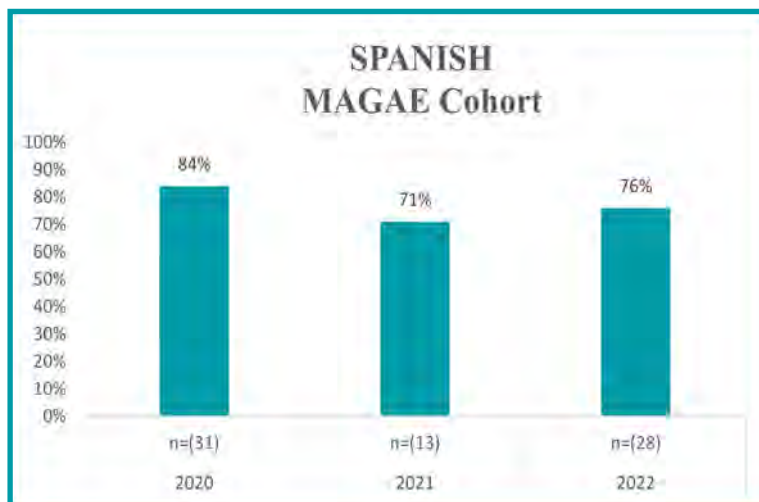
Participating MAGAE students in the 2022 cohort obtained an average of 76% in the Spanish post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 71%. These results show an increase over the last year. It also shows MAGAE graduating students generally obtain an average above 75% in the post-test.

MATHEMATICS
MAGAE Cohort
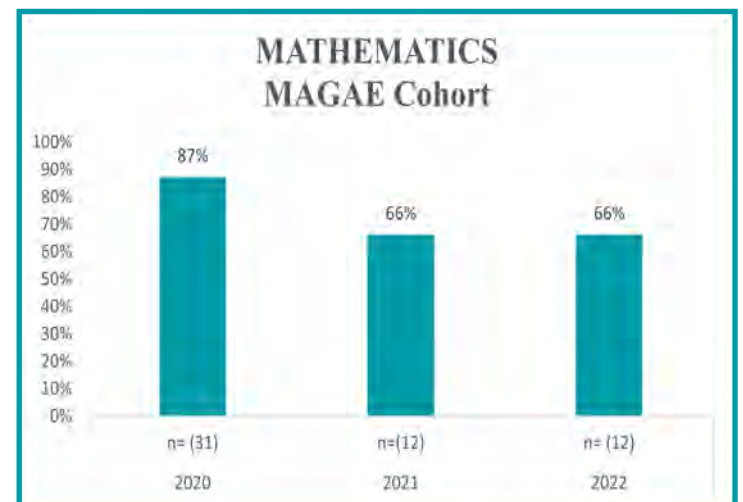
Participating MAGAE students in the 2021 and 2022 cohort obtained an average of 66% in the mathematics post-test. In comparison, participating MAGAE students in the 2020 cohort obtained an average of 87%. These results show a significant decrease over the last years.

COMPUTER LITERACY
MAGAE Cohort
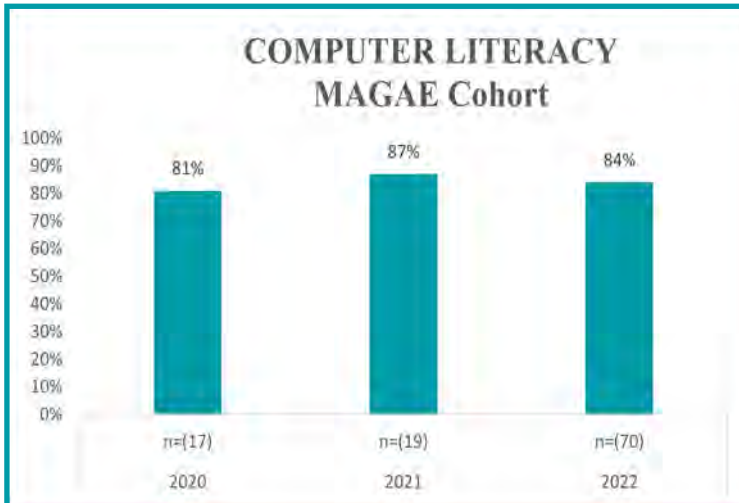
Participating MAGAE students in the 2022 cohort obtained an average of 84% in the computer literacy post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 87%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average above 80% in the post-test.
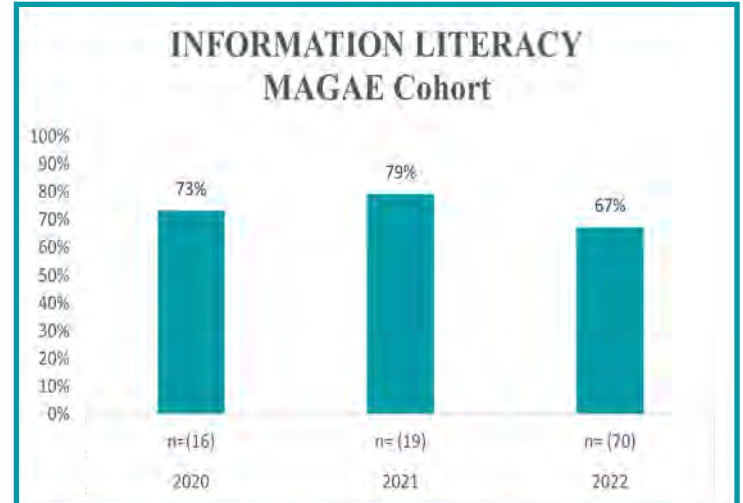
INFORMATION LITERACY
MAGAE Cohort

Participating MAGAE students in the 2022 cohort obtained an average of 67% in the information literacy post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 79%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average around 70% in the post-test.

SPANISH
MAGAE Cohort
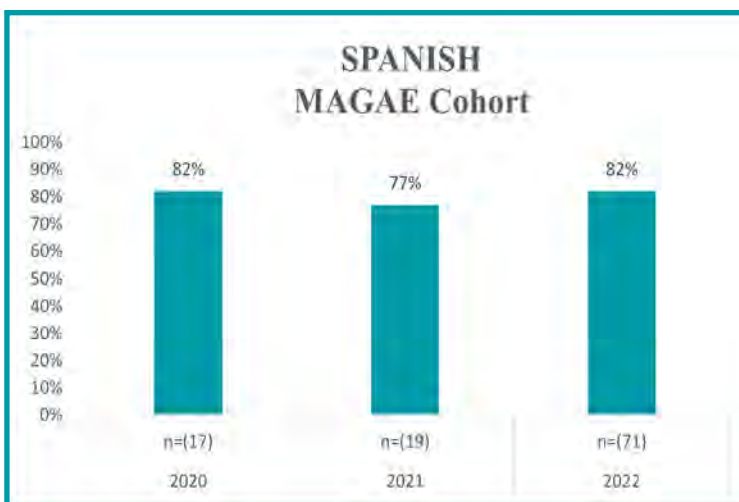
Participating MAGAE students in the 2022 cohort obtained an average of 82% in the Spanish post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 77%. These results show an increase over the last year. It also shows MAGAE graduating students generally obtain an average around 80% in the post-test.

MATHEMATICS
MAGAE Cohort
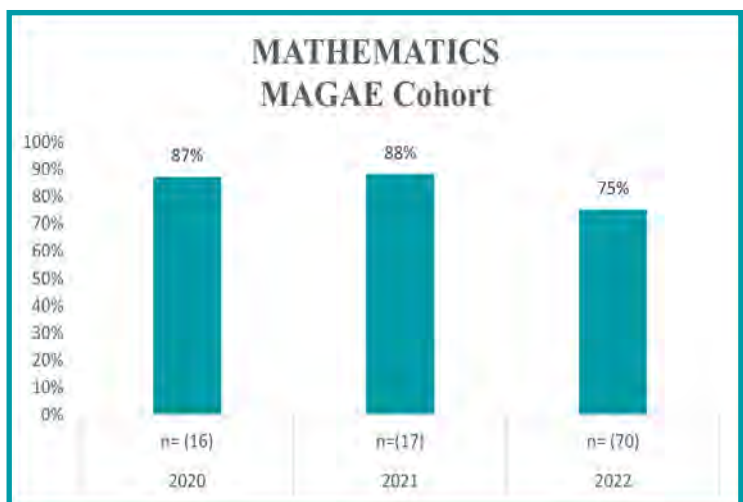
Participating MAGAE students in the 2022 cohort obtained an average of 75% in the mathematics post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 88%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average above 70% in the post-test.
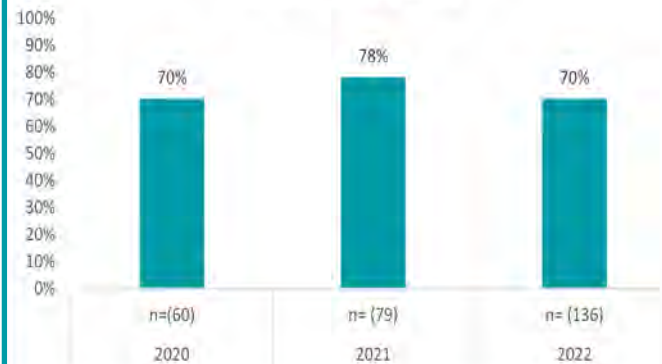
COMPUTER LITERACY MAGAE Cohort

Participating MAGAE students in the 2022 cohort obtained an average of 69% in the computer literacy post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 87%. These results show a significant decrease over the last year. It also shows MAGAE graduating students generally obtain an average above 75% in the post-test.
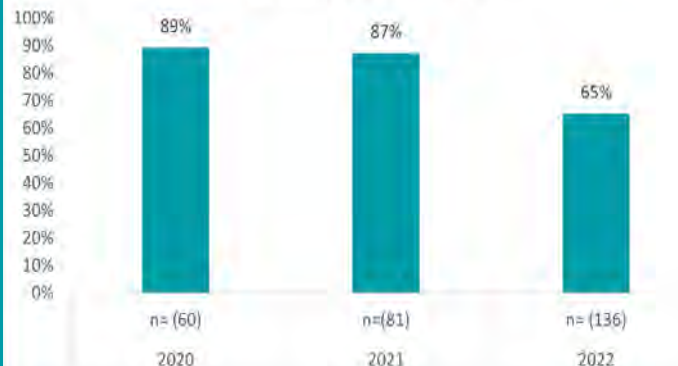

INFORMATION LITERACY MAGAE Cohort
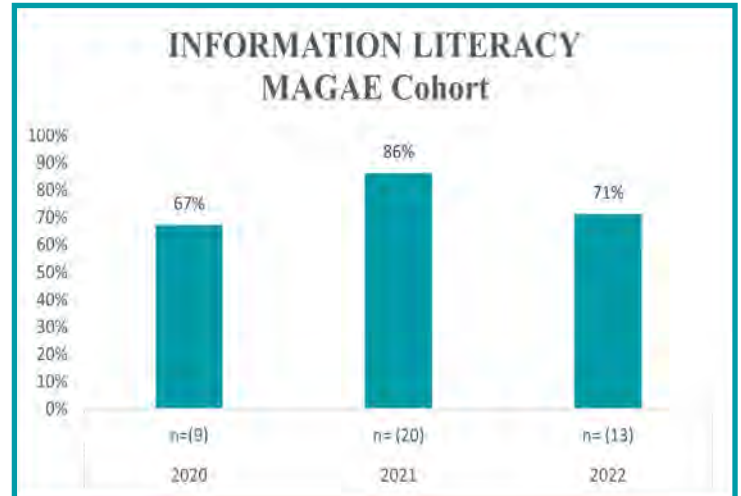
Participating MAGAE students in the 2022 cohort obtained an average of 71% in the information literacy post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 86%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average above 70% in the post-test.

SPANISH MAGAE Cohort

Participating MAGAE students in the 2022 cohort obtained an average of 76% in the Spanish post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 86%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average above 75% in the post-test.
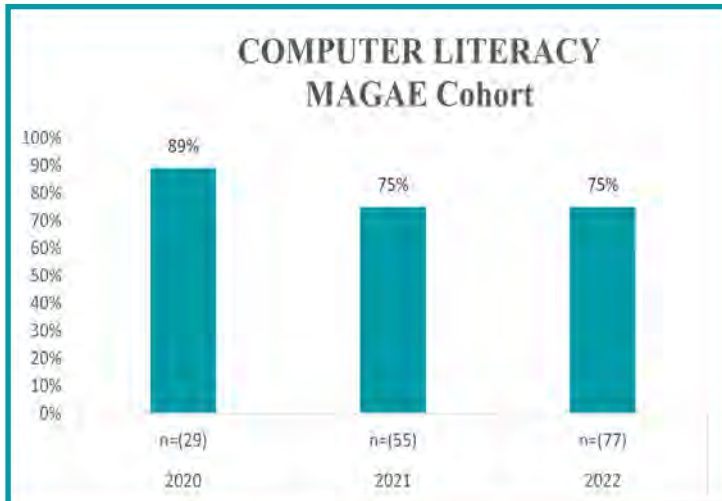

MATHEMATICS MAGAE Cohort
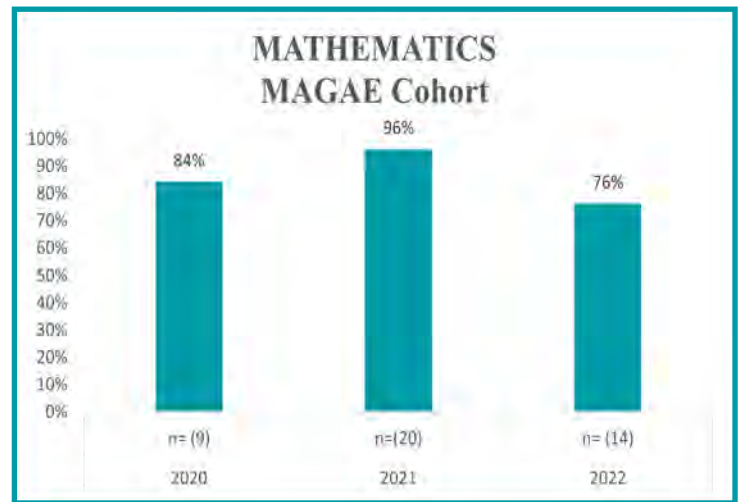
Participating MAGAE students in the 2022 cohort obtained an average of 76% in the mathematics post-test. In comparison, participating MAGAE students in the 2021 cohort obtained an average of 96%. These results show a decrease over the last year. It also shows MAGAE graduating students generally obtain an average above 75% in the post-test.

Assessment Decisions

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

CAPSTONE COURSES ASSESSMENT

CAPSTONE COURSE ASSESSMENT INSTRUMENTS

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.

ACADEMIC PROGRAM ASSESSMENT OUTCOME RESULTS

A program assessment plan has been developed which allows follow-up on student learning. These assessments allow student follow-up and program decision making for continuous improvement. Capstone courses were identified for each program. 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 to two (2) capstone courses.

Associate's degree students are assessed at the beginning and at the end of the academic program. Bachelor's degree students are assessed at the beginning, the middle, and at the final stage of the academic program.

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

OUTCOMES RESULTS

SCHOOL OF ADMINISTRATION

SCHOOL OF ADMINISTRATION

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate's Degree in Business Administration	BA 1313 Administration Theory		X
	BA 2321 Human Resources		Project

Student Learning Outcomes

1. Distinguish knowledge, theories and principles related to organizational behavior contributing to improving the effectiveness of organizations as a system.
2. Recognizes management functions and roles a manager plays within an organization.
3. Assess the legal framework applied to business management.
4. Analyze accounting information and financial information for management decision making.
5. Apply the basic principles for the development of human resources in the organization.
6. Exercise leadership in the pursuit and achievement of organizational goals.
7. Improve and innovate administrative processes.
8. Identify opportunities to start new businesses and / or develop new products.
9. Analyze the microeconomic environment, local and global organizations for decision making.

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate's Degree in Office Administration	ADO 1101 Keyboarding and Its Application		X
	ADO 3282 Practicum		Internship

Student Learning Outcomes

1. Produce business documents for a set time and following given instructions.
2. Transfer business documents originating from various formats, with accuracy and grammatical correctness.
3. Compose simple business documents directly to the computer, given a specific situation and under the rules of language.
4. Implement administrative processes, following the standards set by the organization.
5. Manage, control and properly operate equipment and materials required in the office.
6. Delegate, supervise and evaluate tasks in support of the executive in its administrative and organizational.
7. Coordinate and plan activities related to the company, according to their level of authority and responsibility.
8. Demonstrate the skills, abilities and knowledge acquired through a professional portfolio.
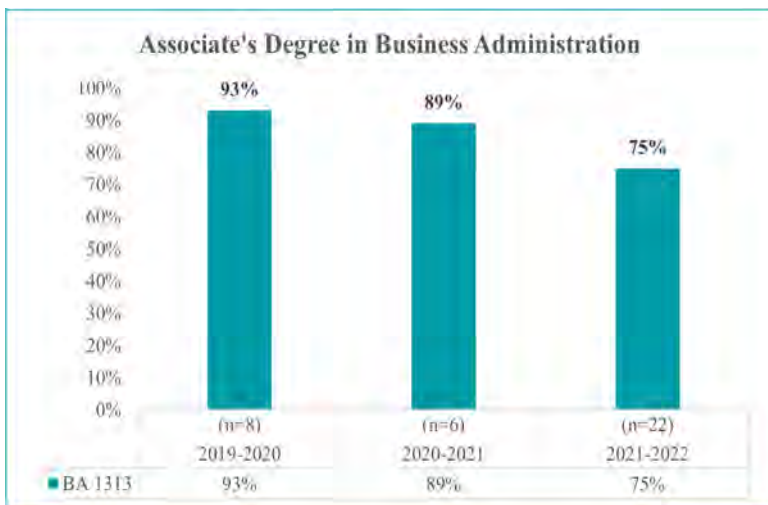
Associate's Degree in Business Administration

During the 2019-2020 academic year, students in initial capstone course BA 1313 obtained an average of 93%. During the 2020-2021 academic year, students obtained an average of 89%. During the 2021-2022 academic year, students obtained an average of 75%. Although there is a decrease observed over the past three years, students have been exceeding the 70% standard goal.

Associate's Degree in Business Administration
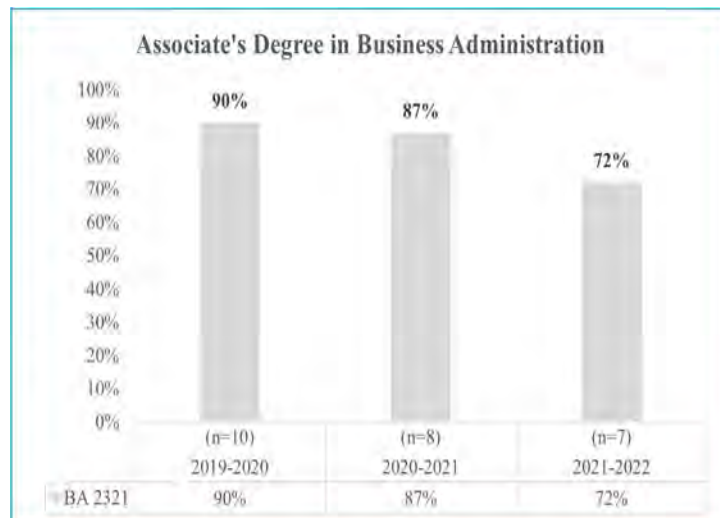
During the 2019-2020 academic year, students in the final capstone course BA 2321 obtained an average of 90%. During the 2020-2021 academic year, students obtained an average of 87%. During the 2021-2022 academic year, students obtained an average of 72%. Although there is a decrease observed over the past three years, students have been exceeding the 70% standard goal.

Associate's Degree in Office Administration
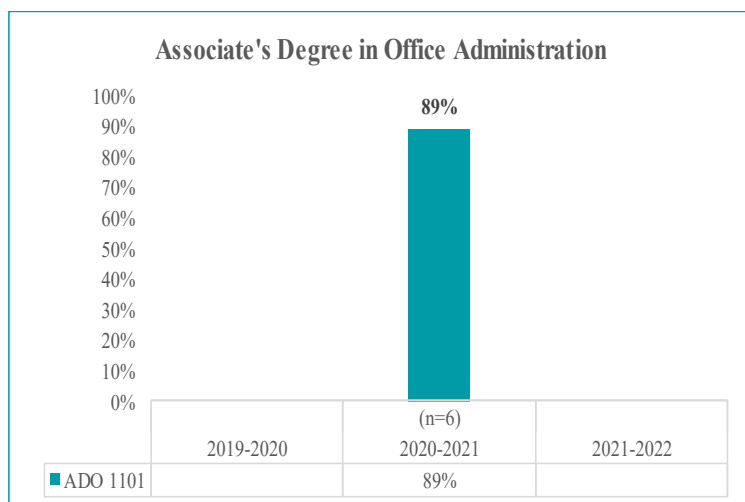
During the 2020-2021 academic year, students in initial capstone course ADO 1101 obtained an average of 89%. Students in the 2020-2021 academic year were able to exceed the 70% standard goal.

Associate's Degree in Office Administration
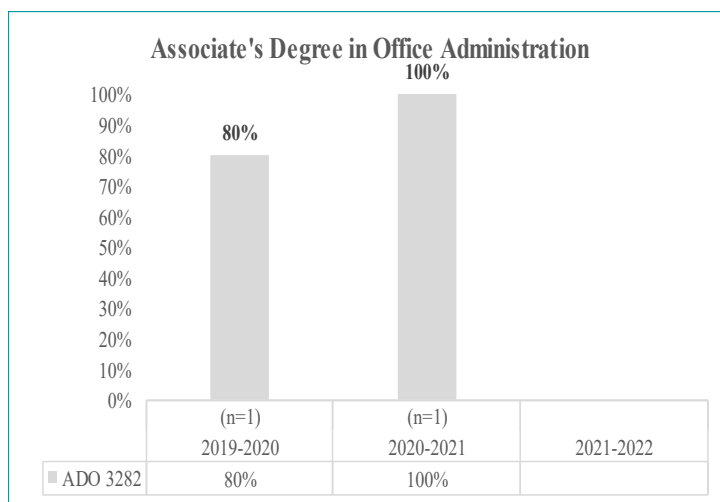
During the 2020-2021 academic year, one student enrolled in the final capstone course ADO 3282 obtained a 100%. In comparison, during the 2019-2020 academic year, one student enrolled obtained an average of 80%. Students have exceeded the 70% standard goal.

CLOSING THE LOOP

Assessment Decisions

1. The programs 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. These programs were revised in 2018.
6. Exams were changed to rubrics.
7. Review of curriculum and learning outcomes.

SCHOOL OF ADMINISTRATION

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate's Degree in Health Billing and Codification Services	HBC 1101 Administrative Procedures for Health Services Providers		X
	HBC 3282 Practice		Practice

Student Learning Outcomes

1. Apply the basic rules that regulate the use of medical codification and its terminology using the corresponding resources and sources.
2. Implement the most effective and adequate administrative procedures and practices for the health services office.
3. Apply the cycle for billing and collection of the different medical-hospital services. Both manually and electronically, as well as effective and efficiently.
4. Manage productivity applications for the creation and administration of electronic medical records and the integration of its composing data.
5. Use the required equipment for document digitalization.
6. Identify the main medical, federal, governmental and commercial plans agencies, the services they provide to patients, costs, and what deductibles apply to them.
7. Analyze the required documents in the process of auditing, reconciliation, claims related to payments made to the medical plan, and the writing of corresponding reports.
8. Demonstrate ethical and legal principles in the administration of a health services office and its required documentation by maintaining privacy, reliability, and integrity practices in patient related information.
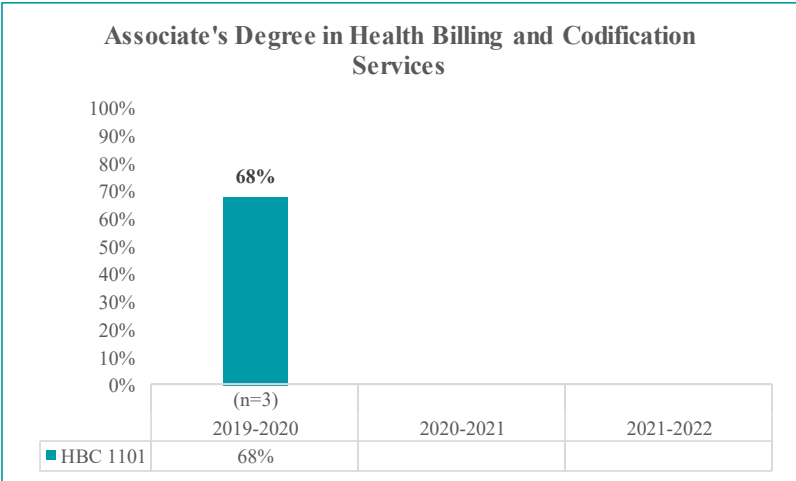
Associate's Degree in Health Billing and Codification Services

	(n=3) 2019-2020	2020-2021	2021-2022
HBC 1101	68%		

During the 2019-2020 academic year, students in initial capstone course HBC 1101 obtained an average of 68%. Students did not meet the 70% standard goal. The HBC 1101 course did not have new students for the 2021-2022 academic year.

SCHOOL OF ADMINISTRATION
SAN SEBASTIÁN CAMPUS
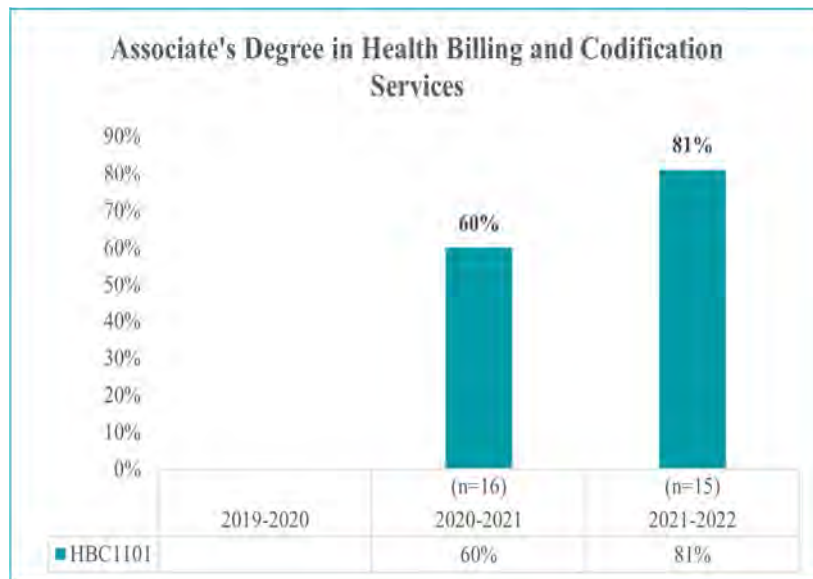
Associate's Degree in Health Billing and Codification Services

	2019-2020	(n=16) 2020-2021	(n=15) 2021-2022
HBC1101		60%	81%

During the 2020-2021 academic year, students in initial capstone course HBC 1101 obtained an average of 60%. This shows that students did not meet the 70% standard goal. During the 2021-2022 academic year, students obtained an average of 81%, exceeding the standard goal. This shows an increase in student achievement.

Associate's Degree in Health Billing and Codification Services

	2019-2020	(n=5) 2020-2021	(n=7) 2021-2022
HBC3282		93%	100%
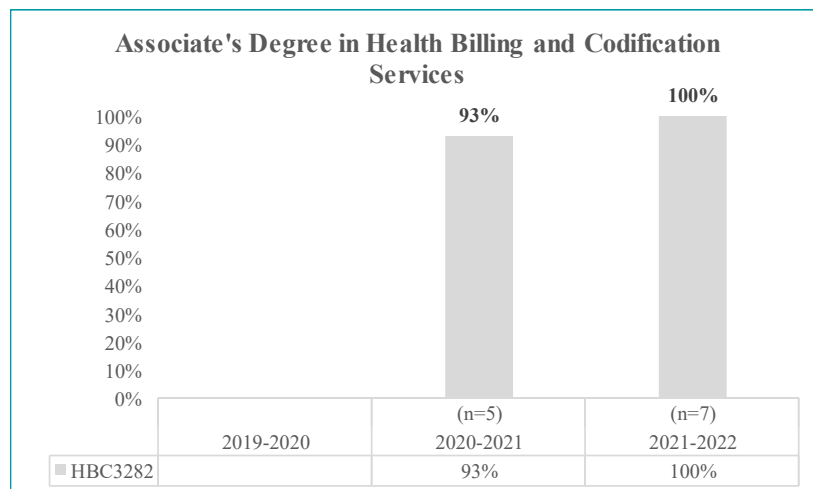
During the 2020-2021 academic year, students in the final capstone course HBC 3282 obtained an average of 93%. During the 2021-2022 academic year, students obtained an average of 100%. This shows that students exceeded the 70% standard goal. This shows an increase in student achievement.

Assessment Decisions

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

SCHOOL OF ADMINISTRATION

Program	Capstone Courses	Instruments	
		Test	**Rubric**
Bachelor's Degree in Business Administration **Major in Management**	BA 1313 Administration Theory		X
	BA 2321 Human Resources		Project
	BA 4400 Business Development		Project

Student Learning Outcomes

1. Apply organizational behavior knowledge, theories and principles in order to contribute to the continuous improvement and effectiveness of organizations as a system.
2. Apply the functions that a manager performs within the various positions in an organization.
3. Evaluate the legal framework applied to business management.
4. Interpret accounting and financial information for management decision making.
5. Develop and manage human resource talent in the organization.
6. Develop marketing plans for the company.
7. Apply principles of strategic planning resulting in a greater efficiency and effectiveness for the organization.
8. Evaluate opportunities to start new businesses and/or develop new products.
9. Design, manage an evaluate business projects for different types of organizations.

SCHOOL OF ADMINISTRATION
HATO REY CAMPUS

Bachelor's Degree in Business Administration
Major in Management

	(n=8) 2019-2020	(n=6) 2020-2021	(n=6) 2021-2022
BA 1313	93%	89%	75%
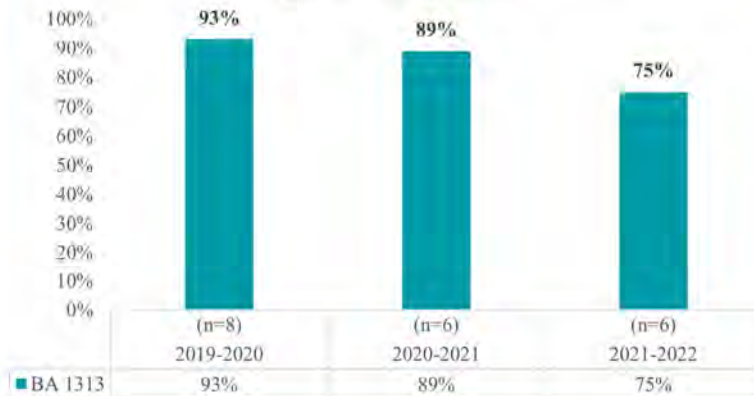
During the 2021-2022 academic year, students in initial capstone course BA 1313 obtained an average of 75%. In comparison, during the 2020-2021 academic year, students obtained an average of 89%. During the 2019-2020 academic year, students obtained an average of 93%. A decline is observed over the last three years. However, students are exceeding the 70% standard goal.

Bachelor's Degree in Business Administration
Major in Management

	(n=10) 2019-2020	(n=3) 2020-2021	(n=11) 2021-2022
BA 2321	90%	75%	79%
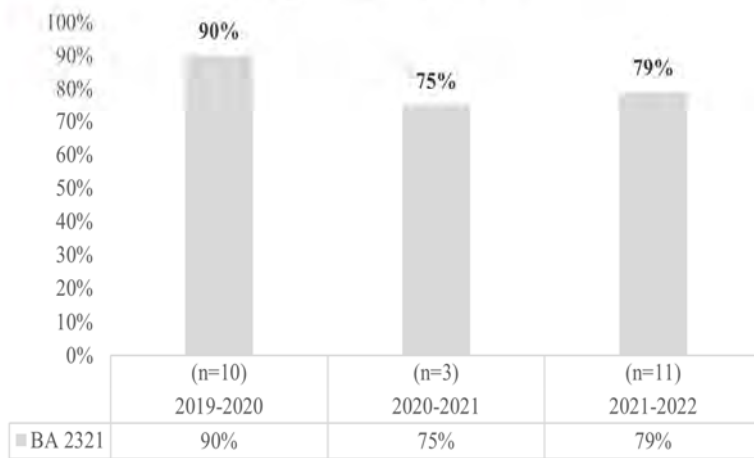
During the 2021-2022 academic year, students in intermediate capstone course BA 2321 obtained an average of 79%.
During the 2020-2021 academic year, students obtained an average of 75%. During the 2019-2020 academic year, students obtained an average of 90%. There is an increase in student achievement for the 2021-2022 academic year over the previous year. Students are exceeding the 70% standard goal.

Bachelor's Degree in Business Administration
Major in Management

|	(n=10) 2019-2020	(n=3) 2020-2021	(n=8) 2021-2022
BA 4400	90%	75%	92%
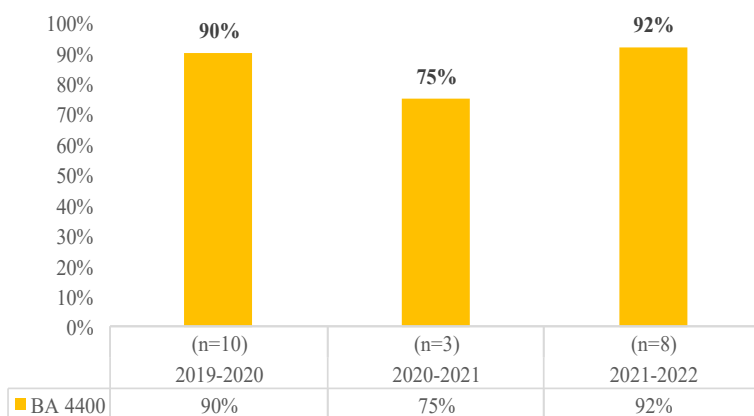
During the 2021-2022 academic year, students in final capstone course BA 4400 obtained an average of 92%. During the 2020-2021 academic year, students obtained an average of 75%. During the 2019-2020 academic year, students obtained an average of 90%. There is an increase in student attainment for the 2021-2022 academic year over the previous year. Students are exceeding the 70% standard goal.

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.

Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Business Administration **Major in Accounting**	ACC 2113 Introduction to Accounting I		X
	ACC 3213 Intermediate Accounting I		X
	ACC 4281 Auditing		X

Student Learning Outcomes

1. Apply generally accepted principles (GAAP) in the accounting profession to the operation of the company.
2. Using information and communication technologies in the management of accounting and financial data of the organization.
3. Analyze, interpret and produce basic financial statements using financial ratios for managerial decision making.
4. Validate the application of generally accepted principles (GAAP) in the accounting profession when calculating balance sheets for different types of organizations.
5. Evaluate cost information for planning, control and decision making.
6. Complete state and federal lists, applying the relevant tax codes.
7. Analyze, develop and implement management control systems to achieve the financial goals of the company.
8. Apply audit procedures for financial reporting.
9. Investigate opportunities for professional development and lifelong learning.

SCHOOL OF ADMINISTRATION
HATO REY CAMPUS

Bachelor's Degree in Business Administration Major in Accounting

	(n=1) 2019-2020	2020-2021	2021-2022
ACC 2113	97%		
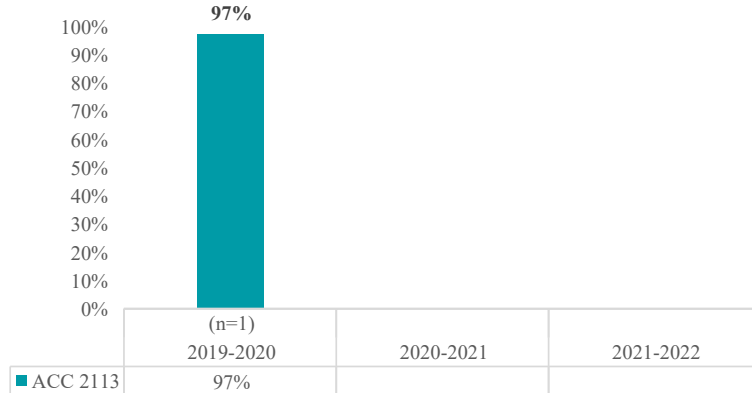
During the 2019-2020 academic year, one student in initial capstone course ACC 2113 obtained a 97%. This shows students have exceeded the 70% standard goal. There were no new students enrolled for the program during the 2021-2022 academic year.

Bachelor's Degree in Business Administration Major in Accounting

	2019-2020	2020-2021	(n=5) 2021-2022
ACC 3213			87%
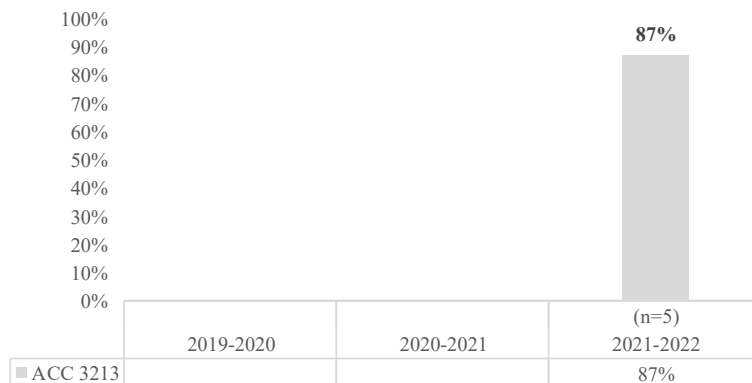
During the 2021-2022 academic year, students in intermediate capstone course ACC 3213 obtained an average of 87%. This shows students have exceeded the 70% standard goal.

SCHOOL OF ADMINISTRATION
VILLALBA BRANCH CAMPUS

Bachelor's Degree in Business Administration Major in Accounting

	(n=1) 2019-2020	2020-2021	2021-2022
ACC 2113	100%		

During the 2019-2020 academic year, one student in initial capstone course ACC 2113 obtained a 100%. This shows students have exceeded the 70% standard goal. There were no new students enrolled for the program during the 2021-2022 academic year.

Bachelor's Degree in Business Administration Major in Accounting

	2019-2020	(n=1) 2020-2021	2021-2022
ACC 3213		100%	
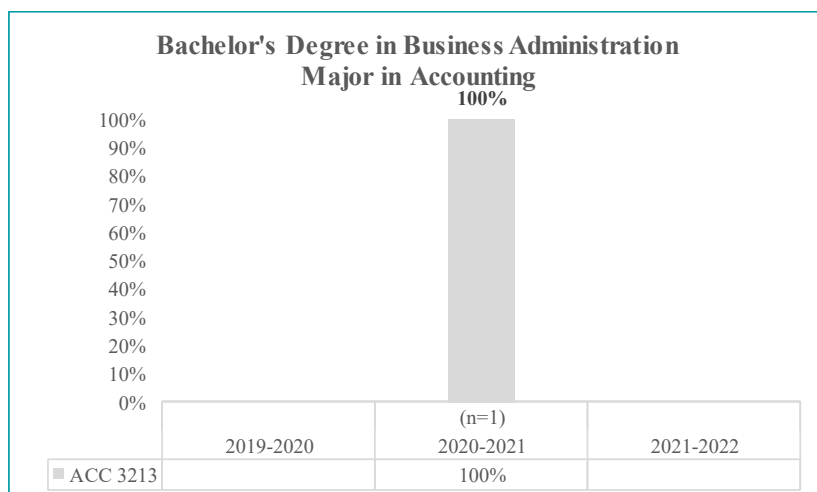
During the 2020-2021 academic year, one student in the intermediate capstone course ACC 3213 obtained a 100%. This shows students have exceeded the 70% standard goal.

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 ADMINISTRATION

Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Technological Office Administration	ADO 1101 Keyboarding and Its Application		X
	ADO 2261 Office Administration and Human Relations	X	
	ADO 4281 Internship		Practice

Student Learning Outcomes

1. Create different types of documents steadily during a prolonged time frame.
2. Transcribe commercial documents, created in various types of media, with accuracy and grammatical correctness.
3. Write business documents, directly to the computer, according to a specific situation; with the required language standards as established.
4. Apply managerial techniques and administrative processes, according to the company standards.
5. Apply specific day-to-day tasks, according to the nature of the organization: legal, medical, educational, service, among others.
6. Identify opportunities for professional development as lifelong learning experiences.
7. Produce advertising documents, as instructed by the executive.
8. Organize and maintain information in an accessible way, using various methods and interconnections.
9. Coordinate and lead meetings, local, national and international, as well as the activities they entail.

SCHOOL OF ADMINISTRATION
HATO REY CAMPUS
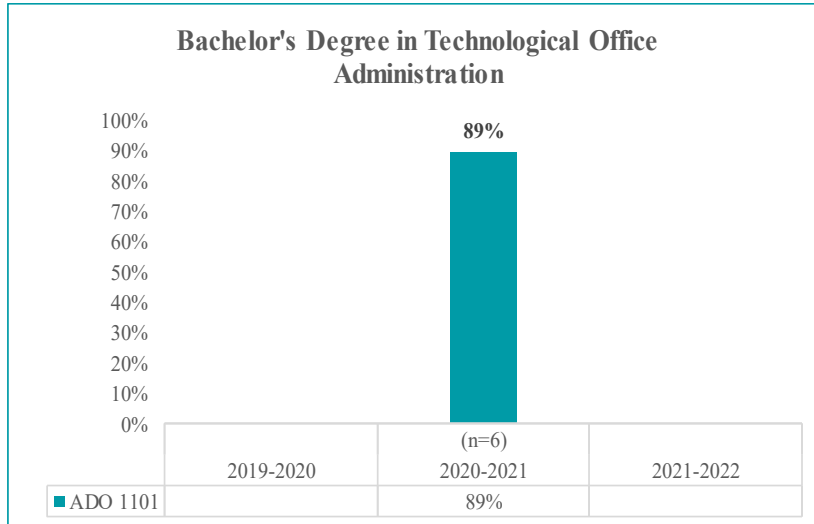
Bachelor's Degree in Technological Office Administration

	2019-2020	(n=6) 2020-2021	2021-2022
ADO 1101		89%	

During the 2020-2021 academic year, students in initial capstone course ADO 1101 obtained an average of 89%. This shows students have exceeded the 70% standard goal. There were no new students enrolled for the program during the 2021-2022 academic year.

Bachelor's Degree in Technological Office Administration

	(n=1) 2019-2020	2020-2021	2021-2022
ADO 4281	100%		
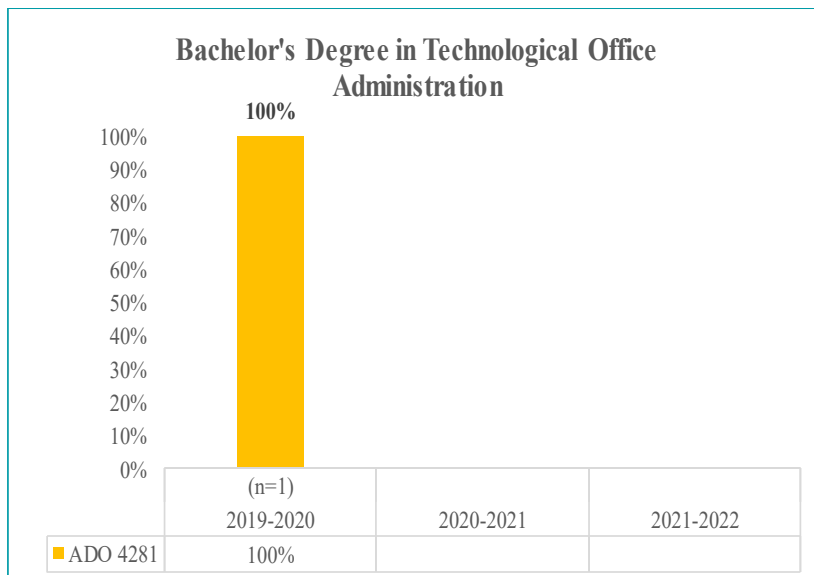
During the 2019-2020 academic year, one student in the final capstone course ADO 4281 obtained an average of 89%. This shows students have exceeded the 70% standard goal.

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.

OUTCOMES RESULTS

SCHOOL OF SCIENCE

SCHOOL OF SCIENCE

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate's Degree in Biotechnology	BIO 1102 Introduction to	X	
	BIT 2260 Molecular Biotechnology	X	

Student Learning Outcomes

1. Know, respect and observe the laws governing the healthy exercise of their profession.
2. Possess intellectual, physical, ethical, and social skills that encourage them to maintain the ideals that give an honest job basis.
3. Demonstrate knowledge to solve problems and use laboratory equipment effectively.
4. Master and update the knowledge, skills and techniques required by their profession.
5. Provide knowledge to their profession through scientific research.
6. Work individually and as a team.
7. Demonstrate basic skills such as the appropriate use of communication, planning and organizing time; identify, formulate and solve problems.
8. Demonstrate basic interpersonal skills such as reflective and critical thinking, information technology and computer technology, commitment to socio - cultural and historical, appreciation and respect for diversity and multiculturalism, commitment to the preservation of the environment, the ability to work autonomously, empathy, self-confidence and the ability to encourage the development of others, initiative, achievement motivation and adaptability, teamwork, ethical commitment, social responsibility and civic engagement.
9. Demonstrate basic skills such as the ability to apply knowledge in practice in laboratories, knowledge of the field of study and profession, research capacity to motivate and work toward common goals, leadership, decision making and manage projects.

SCHOOL OF SCIENCE
HATO REY CAMPUS
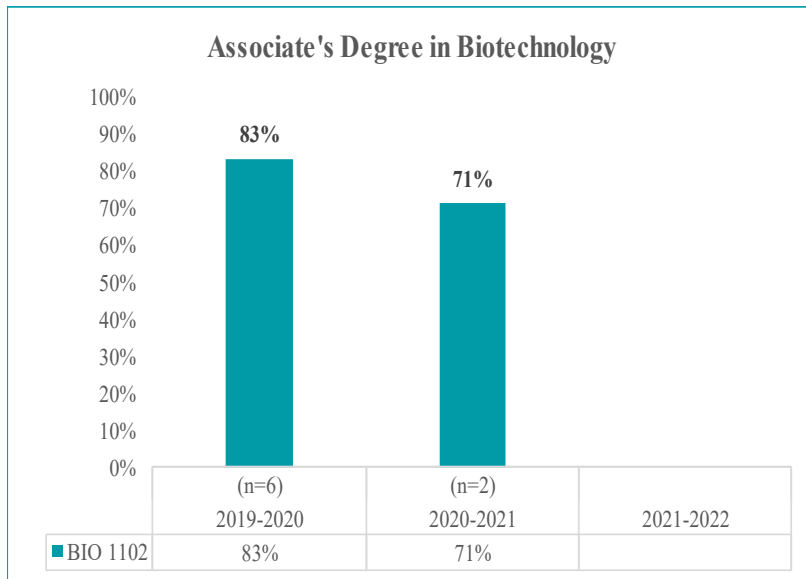
Associate's Degree in Biotechnology

	(n=6) 2019-2020	(n=2) 2020-2021	2021-2022
■ BIO 1102	83%	71%	

During the 2019-2020 academic year, students in initial capstone course BIO 1102 obtained an average of 83%. During the 2020-2021 academic year, students obtained an average of 71%. This shows a significant decline in student achievement, although students have exceeded the 70% standard goal. There were no new students enrolled for the program during the 2021-2022 academic year.
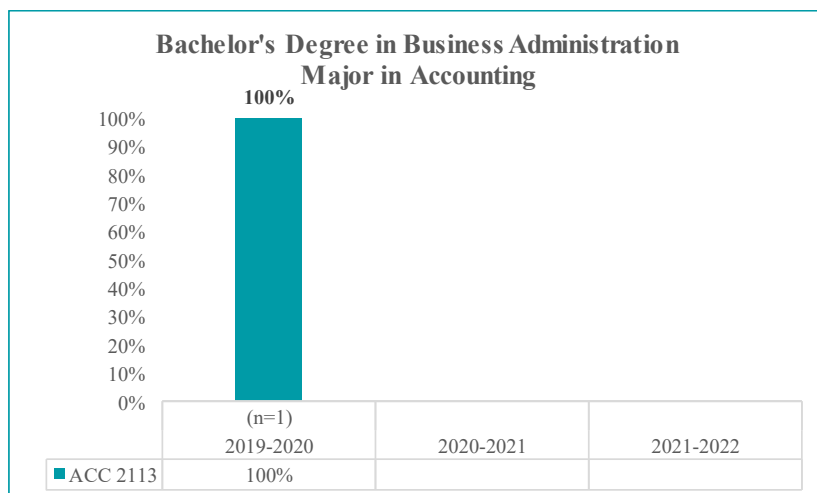
Associate's Degree in Biotechnology

|	(n=4) 2019-2020	2020-2021	2021-2022
■ BIT 2260	75%		
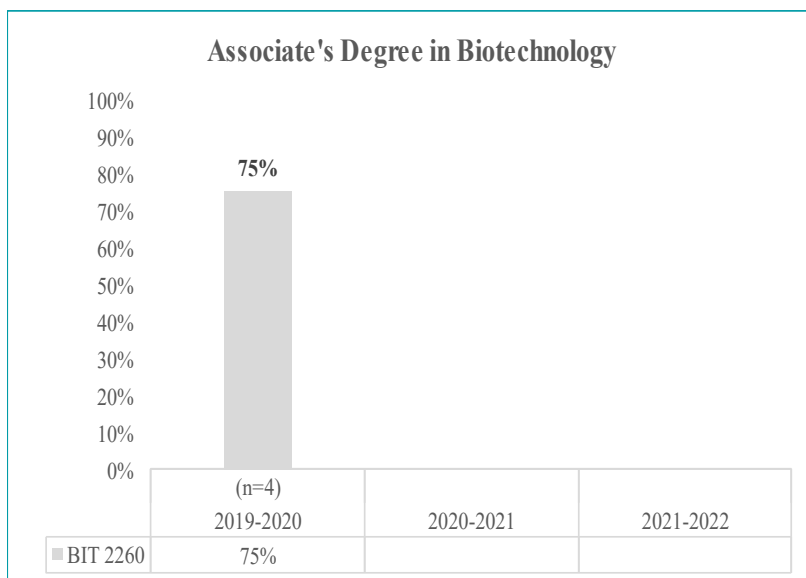
During the 2019-2020 academic year, students in the final capstone course BIT 2260 obtained an average of 75%. This shows students have exceeded the 70% standard goal.

Assessment Decisions

1. Review tests used as final exam.

SCHOOL OF SCIENCE

Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Natural Sciences	BIO 1102 Introduction to Biology II	X	
	BNS 3001 Research Methodology		X
	BNS 4002 Research Seminar II		X

Student Learning Outcomes

1. Apply bioethical concepts to scientific research.
2. Apply different skills and techniques in the use of scientific equipment and instruments.
3. Determine the role of microorganisms in human health, industry and the environment.
4. Evaluate the relevance of neurosciences and behavioral sciences in the field of natural sciences.
5. Explain the relationship between genetic, epigenetic and environmental factors and their impact on organisms.
6. Identify molecular structures and organic compounds.
7. Identify and understand symbols, formulas, elements and chemical equations.
8. Implement statistical studies when developing research projects.
9. Implement the laws and procedures of physics in the natural sciences.
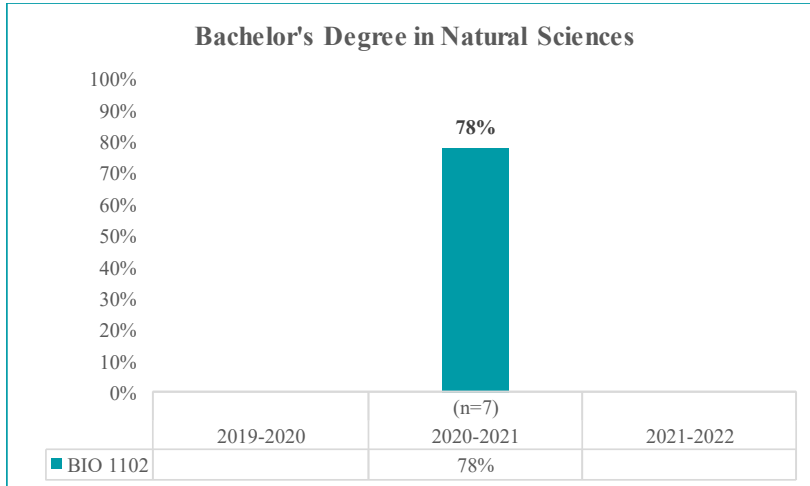
Bachelor's Degree in Natural Sciences

	2019-2020	(n=7) 2020-2021	2021-2022
BIO 1102		78%	

During the 2020-2021 academic year, students in initial capstone course BIO 1102 obtained an average of 78%. This shows students have met the 70% standard goal. There were no new students enrolled for the program during the 2021-2022 academic year.

Bachelor's Degree in Natural Sciences

	(n=3) 2019-2020	2020-2021	2021-2022
BIO 1102	58%		
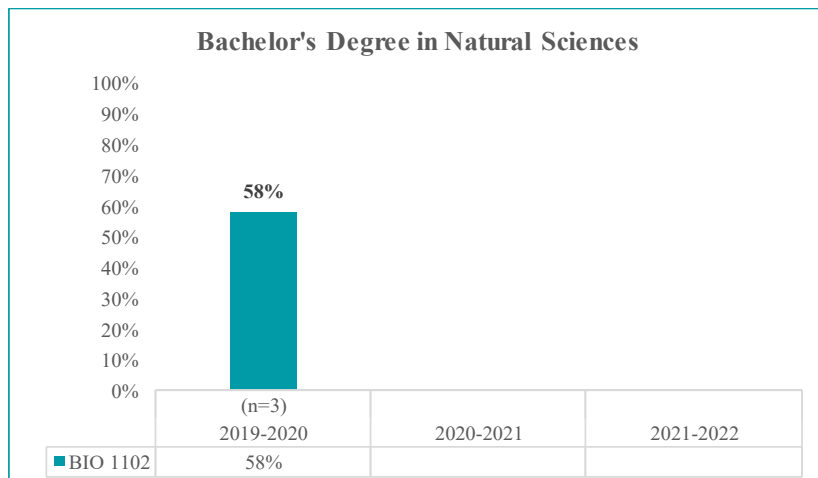
For the 2019-2020 academic year, students in initial capstone course BIO 1102 obtained an average of 58%. This shows students did not meet the 70% standard goal.

Bachelor's Degree in Natural Sciences

	(n=5) 2019-2020	2020-2021	2021-2022
BNS 3001	83%		
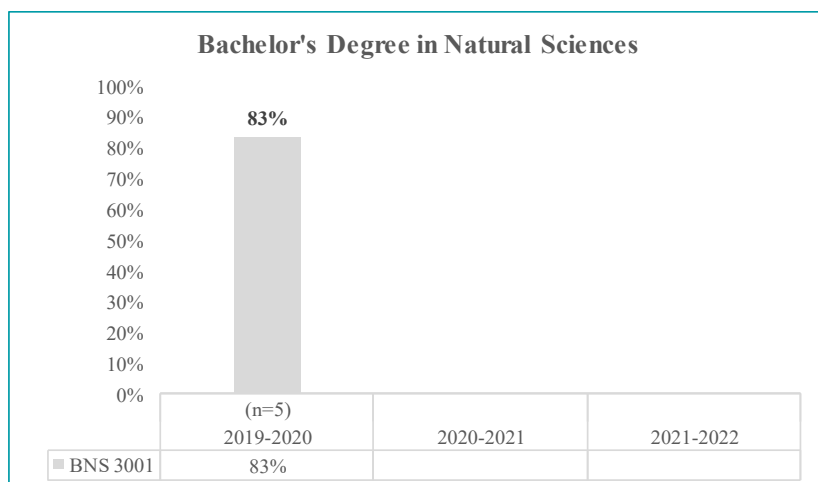
For the 2019-2020 academic year, students in the intermediate capstone course BNS 3001 obtained an average of 83%. This shows students exceeded the 70% standard goal.

Bachelor's Degree in Natural Sciences

	2019-2020	(n=4) 2020-2021	(n=6) 2021-2022
BNS 4002		95%	92%
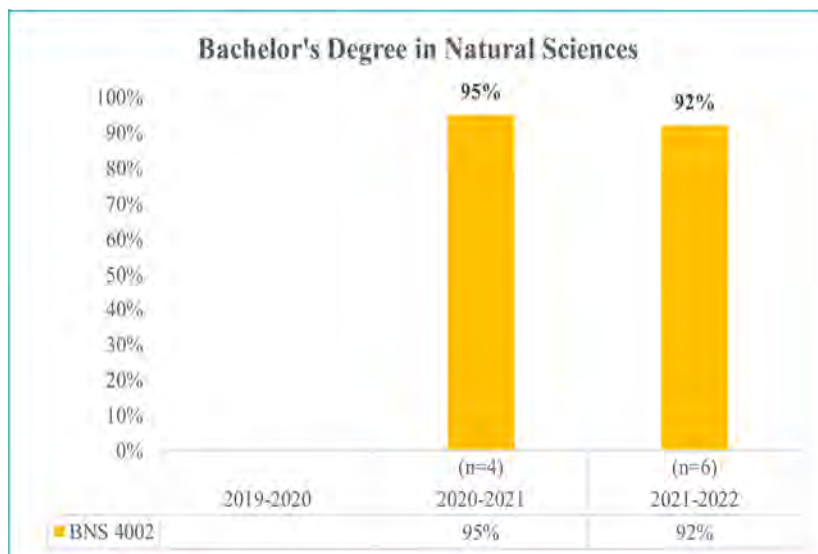
For the 2021-2022 academic year, students in the final capstone course BNS 4002 obtained an average of 92%. These results show a decreased over the last year. This shows students exceeded the 70% standard goal.

Assessment Decisions

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

OUTCOMES RESULTS

SCHOOL OF HEALTH

SCHOOL OF HEALTH

Program	Capstone Courses	Instruments	
		Test	**Rubric**
Associate's Degree in Pharmacy Technician	APH 1101 Pharmacy Fundamentals	X	
	APH 3212 Internship II	X	

Student Learning Outcomes

1. Process and dispense a prescription either manually or through technological means, under the supervision of a licensed pharmacist.
2. Prepare magisterial compositions and reconstitution of products.
3. Manage specialized software used in the prescription area.
4. Perform pharmaceutical dosage calculations.
5. Identify bioequivalent drugs.
6. Catalog and file prescriptions following statutory processes.
7. Identify drug-drug and drug-food side effects and interactions.

Associate's Degree in Pharmacy Technician

	(n=10) 2019-2020	(n=3) 2020-2021	2021-2022
■ APH 1101	60%	59%	
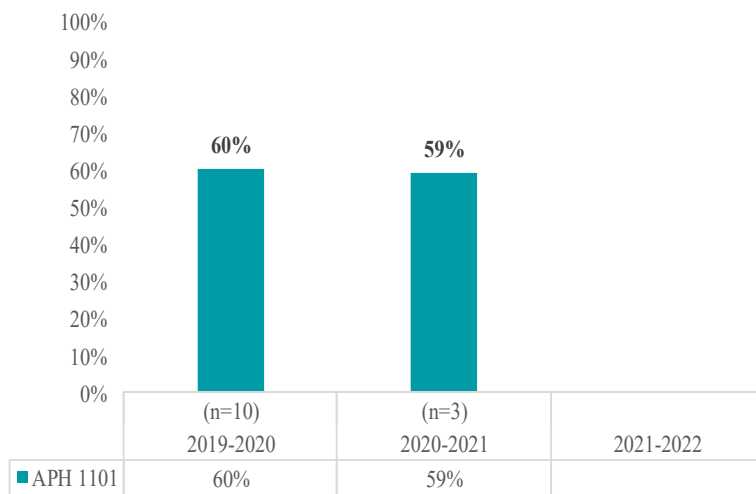
During the 2019-2020 academic year, students in initial capstone course APH 1101 obtained an average of 60%. During the 2020-2021 academic year, students obtained an average of 59%. This shows students are not meeting the 70% standard goal. There were no new students enrolled for the program during the 2021-2022 academic year.

Associate's Degree in Pharmacy Technician

	2019-2020	(n=1) 2020-2021	2021-2022
▫ APH 3212		60%	

During the 2020-2021 academic year, one student in final capstone course APH 3212 obtained a 60%. This shows students are not meeting the 70% standard goal.

SCHOOL OF HEALTH
SAN SEBASTIÁN CAMPUS
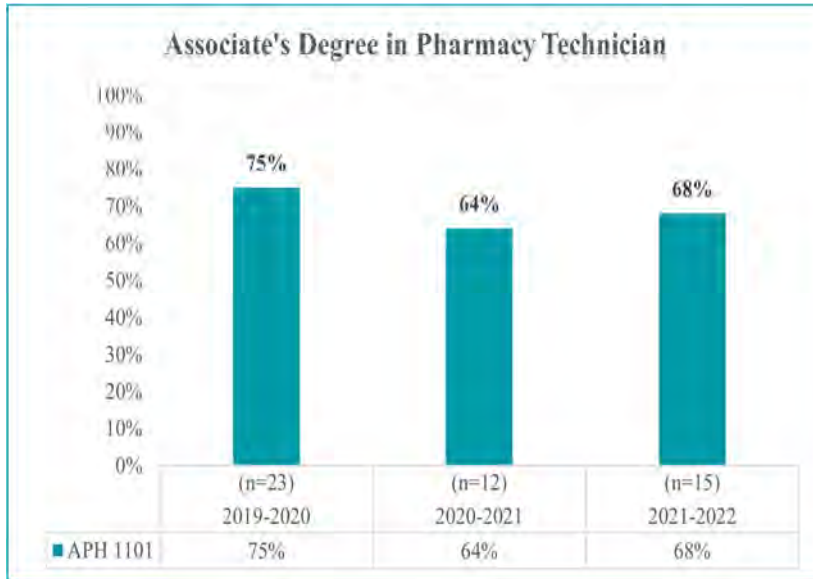
During the 2019-2020 academic year, students in initial capstone course APH 1101 obtained an average of 75%. During the 2020-2021 academic year, students obtained an average of 64%. During the 2021-2022, students obtain an average of 68%. For the 2020-2021 and 2021-2022 academic year, students did not meet the 70% standard goal.
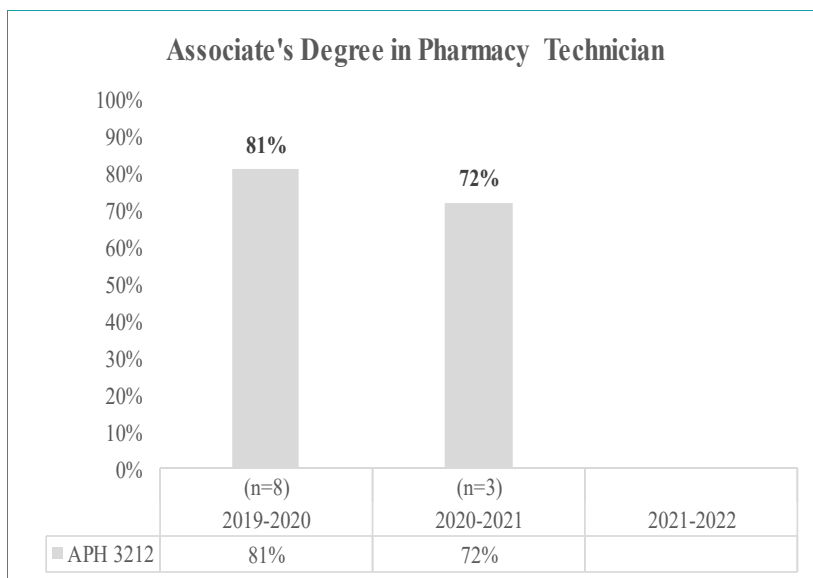
During the 2019-2020 academic year, students in final capstone course APH 3212 obtained an average of 81%. During the 2020-2021 academic year, students obtained an average of 72%. There is a decline in student achievement over the last year. However, students have been exceeding the 70% standard goal. There was no student participation in 2021-2022.

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.

Program	Capstone Courses	Instruments	
		Test	**Rubric**
Associate's Degree in Medical Emergencies Technology	MET 1101 Fundamentals of Medical		X
	MET 3213 Medical Emergencies Practice		Practice

Student Learning Outcomes

1. Identify, categorize and evaluate medical emergencies.
2. Take vital signs and provide first aid support.
3. Communicate the specifics of the emergency at hand via telephone or emergency frequency equipment.
4. Apply techniques of extrication and rescue for trapped victims.
5. Apply techniques and procedures to stabilize the patient.
6. Stabilize breathing problems using mechanical instruments, procedures and techniques of cardiopulmonary resuscitation.
7. Establish priorities for both treatment and patient transport quickly, safely and efficiently.

SCHOOL OF HEALTH
SAN SEBASTIÁN CAMPUS

Associate's Degree in Medical Emergencies Technology

	2019-2020	(n=11) 2020-2021	(n=7) 2021-2022
MET 1101		83%	97%
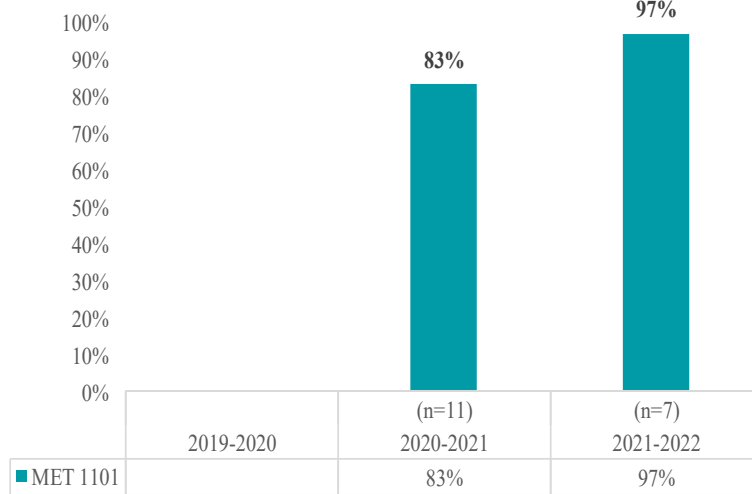
During the 2020-2021 academic year, students in initial capstone course MET 1101 obtained an average of 83%. During the 2021-2022 academic year, students obtained an average of 97%. This shows an increase in student achievement over the previous year. Students have been exceeding the 70% standard goal.

Associate's Degree in Medical Emergencies Technology

	(n=3) 2019-2020	2020-2021	(n=4) 2021-2022
MET 3213	96%		99%

During the 2019-2020 academic year, students in final capstone course MET 3213 obtained an average of 96%. During the 2021-2022 academic year, students obtained an average of 99%. Students have been exceeding the 70% standard goal.

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.

OUTCOMES RESULTS

SCHOOL OF TECHNOLOGY

SCHOOL OF TECHNOLOGY

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate's Degree in Information Technology	PRO 1110 Computers and Information Systems	X	
	SIC 2400 Databases		Project

Student Learning Outcomes

1. Identify needs and requirements for the design and use of programming language to solve situations including math and programming solutions expressed by algorithms and the use of syntax.
2. Updating information systems solutions and changes using new technologies in the market.
3. Handle input and update data from a company in information systems using database applications and / or file management.
4. Create and update documents with productivity programs.
5. Use of application programs in order to solve situations in the organization.
6. Identify and solve hardware and software technical problems in computer networks so that they can provide possible solutions.
7. Designing applications for mobile devices that meet the needs of the computer industry, entertainment and education.
8. Design and develop animations or interactive games in different operating system platforms.
9. Document and provide evidence the processes established in management information systems.
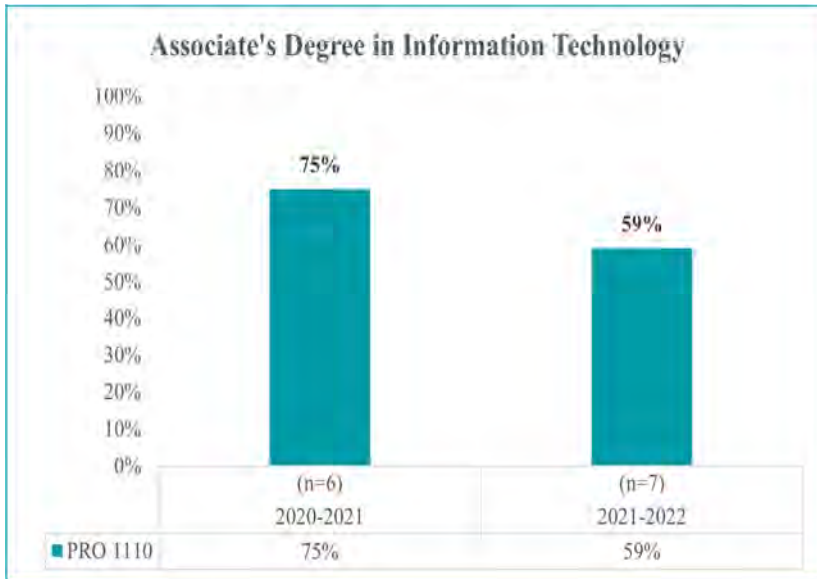
SCHOOL OF TECHNOLOGY
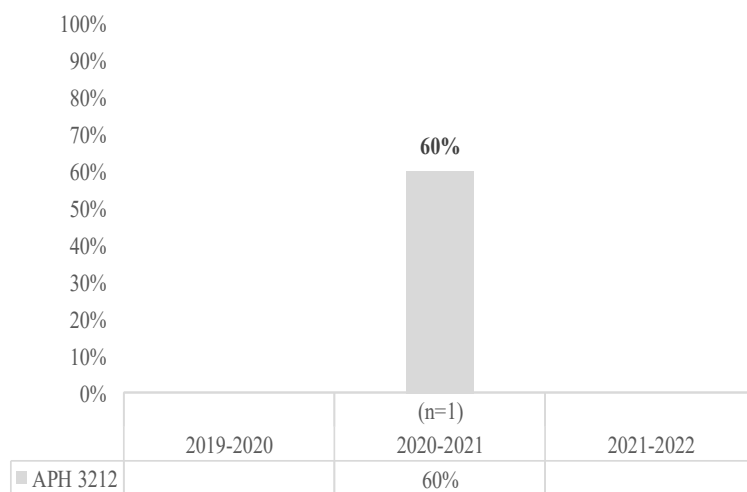# HATO REY CAMPUS

Associate's Degree in Information Technology

During the 2020-2021 academic year, students in initial capstone course PRO 1110 obtained an average of 75%, meeting the 70% standard goal. During the 2021-2022 academic year, students obtained an average of 59%, which shows they did not meet the 70% standard goal.
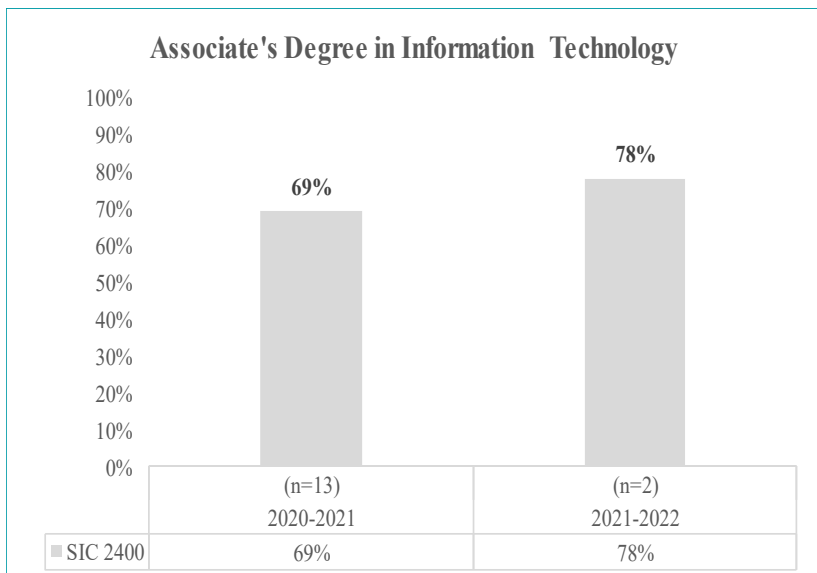
During the 2020-2021 academic year, students in the final capstone course SIC 2400 obtained an average of 69%, not meeting the 70% standard goal. During the 2021-2022 academic year, students obtained an average of 78%, exceeding the 70% standard goal. There is an increase in student achievement over the previous year.

SCHOOL OF TECHNOLOGY
SAN SEBASTIÁN CAMPUS
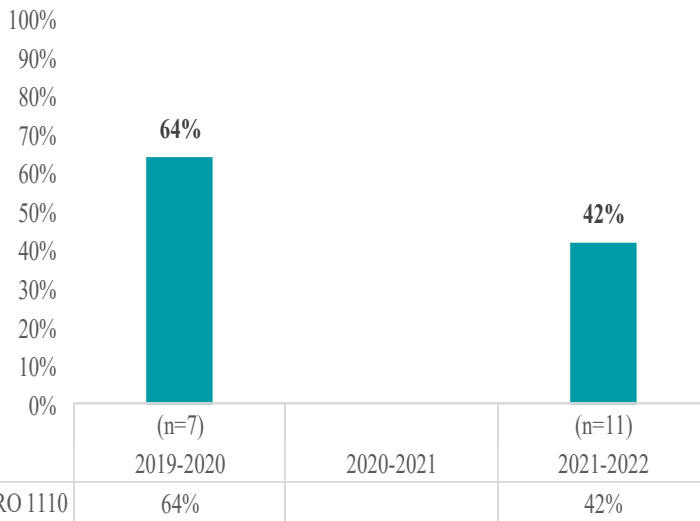
Associate's Degree in Information Technology

PRO 1110	2019-2020 (n=7)	2020-2021	2021-2022 (n=11)
	64%		42%

During the 2019-2020 academic year, students in initial capstone course PRO 1110 obtained an average of 64%. During the 2021-2022 academic year, students in initial capstone course PRO 1110 obtained an average of 42%. Students have not been meeting the 70% standard goal. There was a significant decline in student achievement over the previous year.

Associate's Degree in Information Technology
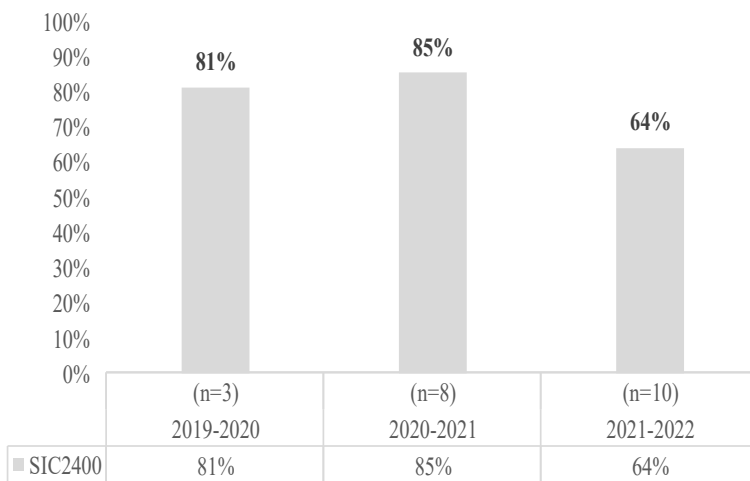
SIC2400	2019-2020 (n=3)	2020-2021 (n=8)	2021-2022 (n=10)
	81%	85%	64%

During the 2019-2020 academic year, students in the final capstone course SIC 2400 obtained an average of 81%. During the 2020-2021 academic year, students obtained an average of 85%. Students were able to exceed the 70% standard goal. During the 2021-2022 academic year, students obtained an average of 64%. This shows students were not able to meet the 70% standard goal. There was a significant decline in student achievement over the previous year.

SCHOOL OF TECHNOLOGY
HUMACAO BRANCH CAMPUS
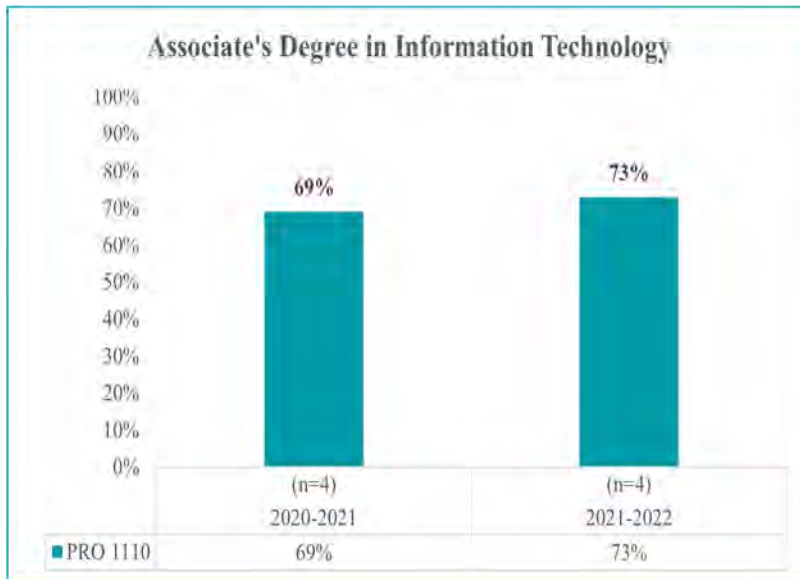
During the 2020-2021 academic year, students in initial capstone course PRO 1110 obtained an average of 69%. During the 2021-2022 academic year, students obtained an average of 73%.

For the 2021-2022 academic year, students in the final capstone course SIC 2400 obtained an average of 87%. This shows students met the 70% standard goal.

SCHOOL OF TECHNOLOGY
MANATÍ BRANCH CAMPUS

Associate's Degree in Information Technology

	(n=1) 2020-2021	(n=4) 2021-2022
■ PRO 1110	61%	57%

During the 2020-2021 academic year, one student in initial capstone course PRO 1110 obtained a 61%. During the 2021-2022 academic year, students obtained an average of 57%. There is a decline in student achievement over the previous year. This shows students have not been meeting the 70% standard goal.

Associate's Degree in Information Technology

	2019-2020	2020-2021	(n=1) 2021-2022
PRO 1110			77%

For the 2021-2022 academic year, students in final capstone course PRO 1110 obtained an average of 77%. This shows students have been meeting the 70% standard goal.
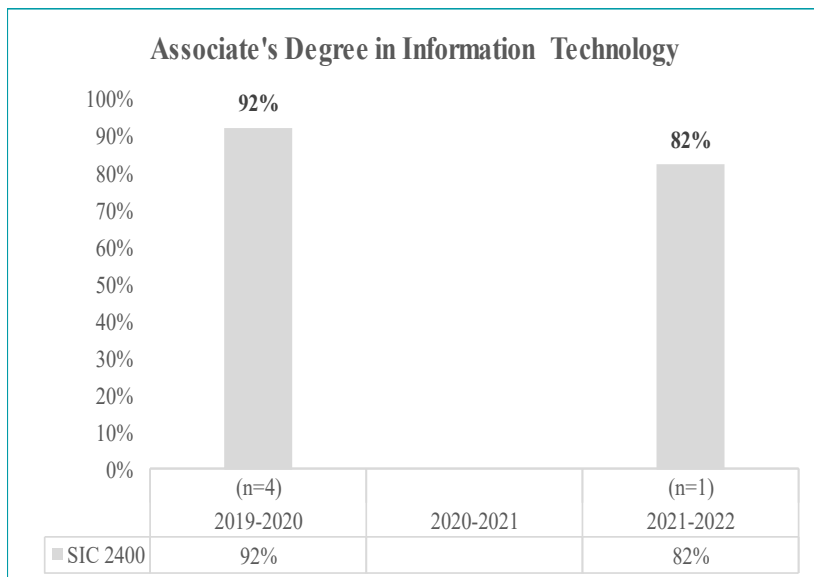
Associate's Degree in Information Technology

	(n=4) 2019-2020	2020-2021	(n=1) 2021-2022
SIC 2400	92%		82%

For the 2019-2020 academic year, students in final capstone course SIC 2400 obtained an average of 92%. During the 2021-2022 academic year, one student obtained an 82%. This shows students have been meeting the 70% standard goal.

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

Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Information Technology Science **Major in Networks**	PRO 1110 Computers and Information Systems	X	
	SIC 2400 Databases		Project
	ITN 4780/ITN 4790 Project/Practicum		Project/

Student Learning Outcomes

1. Provide documented solutions in the network environment given a specific situation using the concepts and skills developed in the program.
2. Analyze and design data communications networks according to the organization's needs.
3. Manage from different working positions, information systems and contribute to the development of effective solutions in the organization.
4. Manage data communications systems using different transmission media: wired, wireless and optical.
5. Provide documented solutions in the environment, manage data communications systems using different transmission media: wired, wireless and optical.
6. Implement strategies for different models of security in an organization's data communications networks.
7. Use different types of computer programs and tools for network diagnostics.
8. Apply different terminologies learned through the program that will use in solving problems within the network environment.
9. Implement the different protocols used for network security data communications.

SCHOOL OF TECHNOLOGY
HATO REY CAMPUS
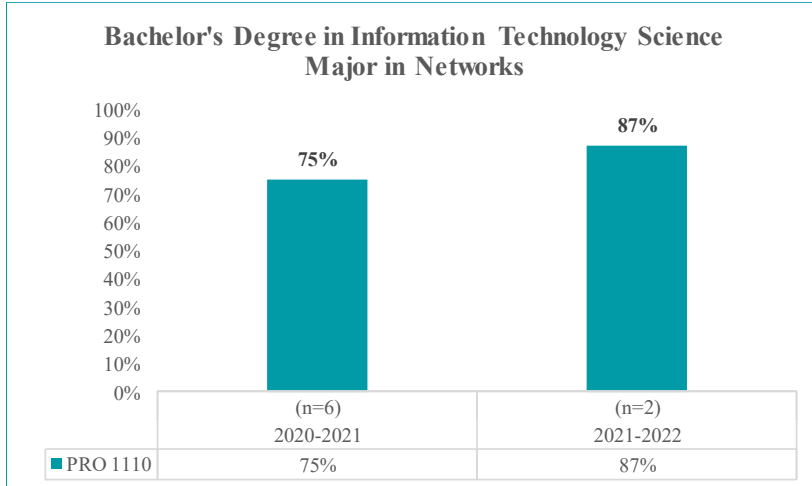
Bachelor's Degree in Information Technology Science Major in Networks

	(n=6) 2020-2021	(n=2) 2021-2022
PRO 1110	75%	87%

During the 2020-2021 academic year, students in initial capstone course PRO 1110 obtained an average of 75%. During the 2021-2022 academic year, two students obtained an average of 87%. This shows an increase over the previous year in student achievement, and it shows students have been exceeding the 70% standard goal.

Bachelor's Degree in Information Technology Science Major in Networks

	(n=13) 2020-2021	2021-2022
SIC 2400	69%	
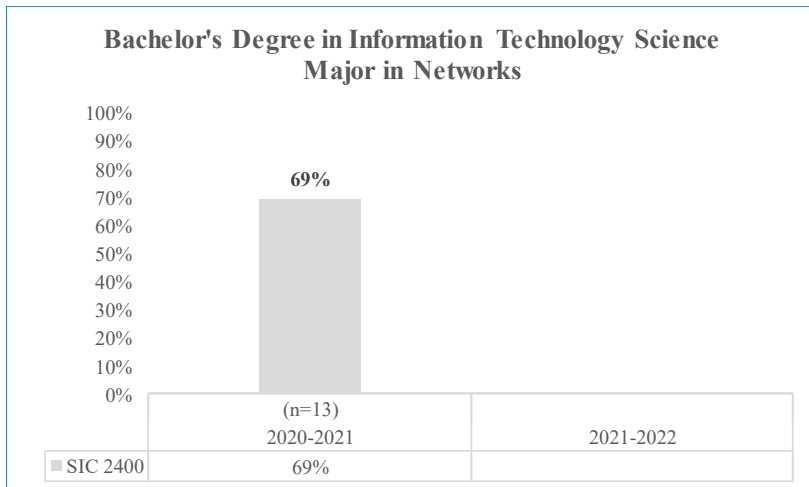
During the 2020-2021 academic year, students in the intermediate capstone course SIC 2400 obtained an average of 69%. This shows students did not meet the 70% standard goal.

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

Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Information Technology Science **Major in Programming**	PRO 1110 Computers and Information Systems	X	
	SIC 2400 Databases		Project
	ITP 4780/ ITP 4790 Project/Practicum		Project/ Practicum

Student Learning Outcomes

1. Identify needs and requirements for the design and use of programming languages to solve situations including math and programming solutions expressed by algorithms and the use of syntax.
2. Identify and solve Hardware and Software technical problems as well as in computer networks, so that possible solutions may be provided.
3. Update information systems with solutions and changes using new technologies in the market.
4. Manage the input and update of data from a company in the information systems business, using database applications and / or file management.
5. Create and update documents with productivity programs.
6. Managing utility programs in order to resolve situations in the organization.
7. Design and develop animations or interactive games in different operating system platforms.
8. Designing applications for mobile devices that meet the needs of the computer industry, entertainment and educational area.
9. Document and provide evidence of the established processes for management information systems.
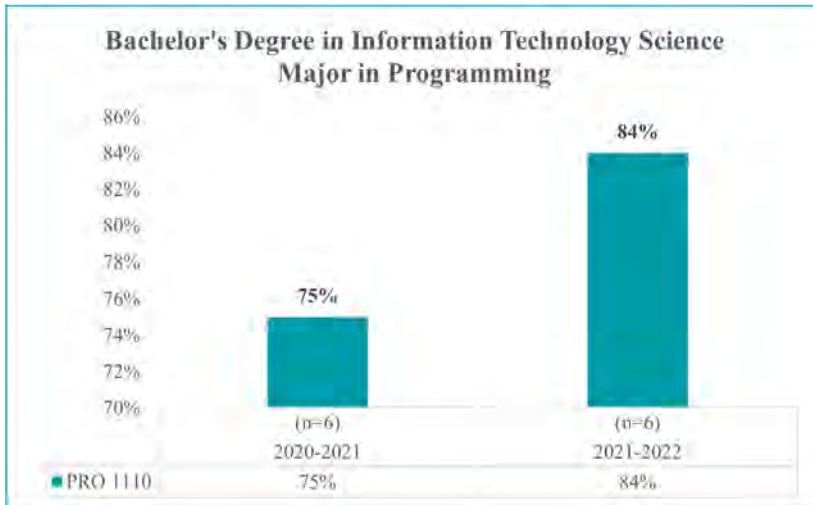
SCHOOL OF TECHNOLOGY
HATO REY CAMPUS

Bachelor's Degree in Information Technology Science Major in Programming

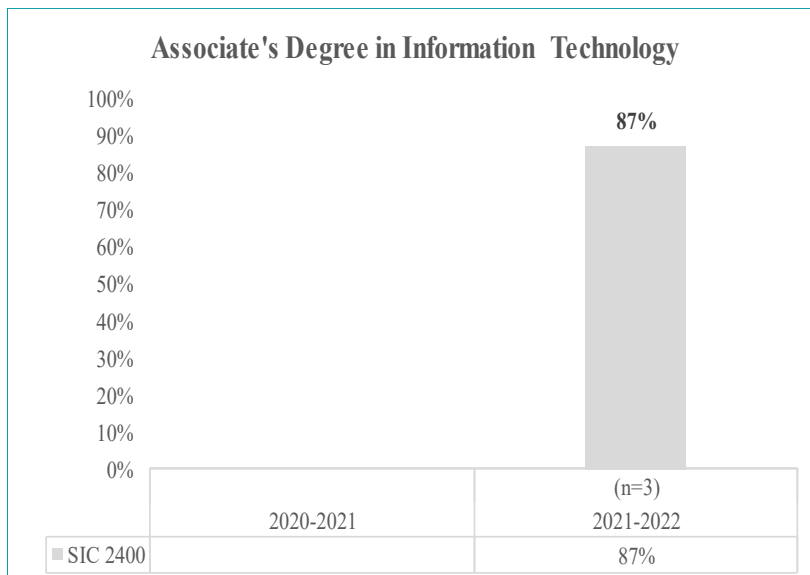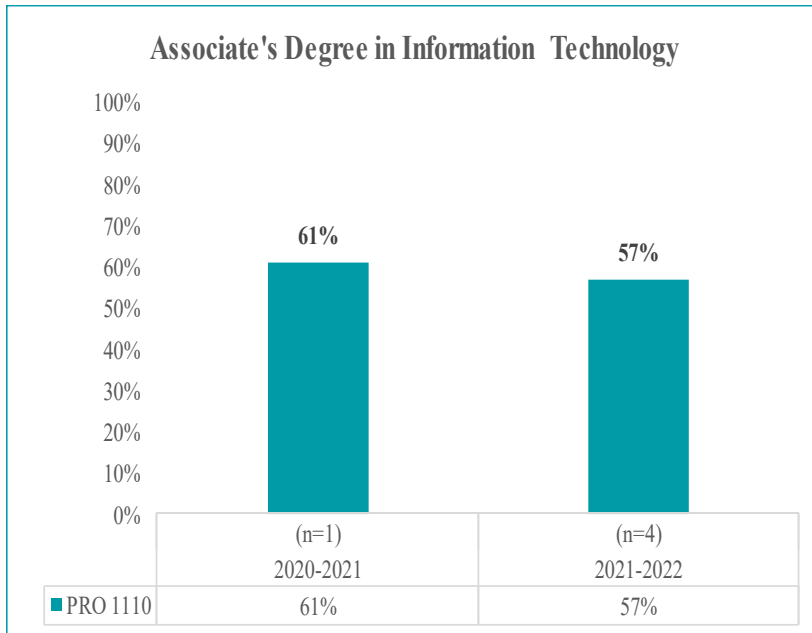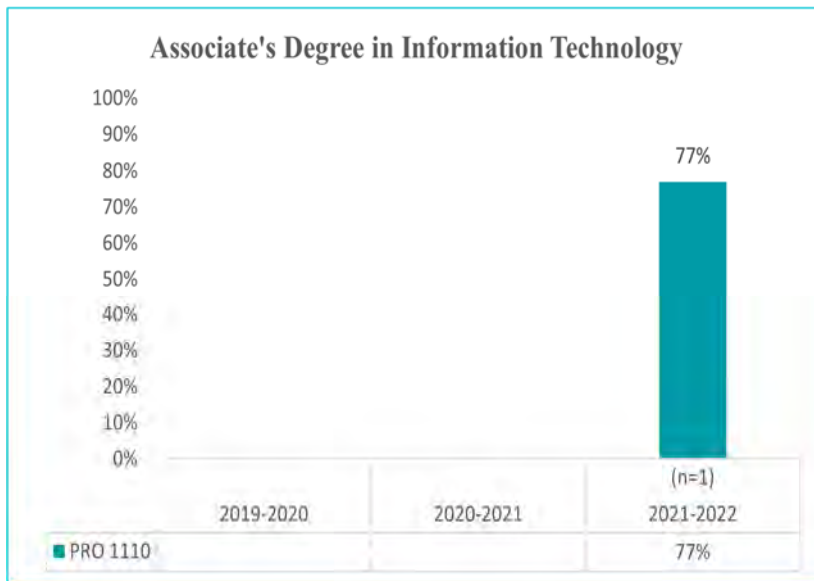|	(n=6) 2020-2021	(n=6) 2021-2022
PRO 1110	75%	84%

During the 2020-2021 academic year, students in initial capstone course PRO 1110 obtained an average of 75%. During the 2021-2022 academic year, two students obtained an average of 91%. This shows an increase over the previous year in student achievement, and it shows students have been exceeding the 70% standard goal.

Bachelor's Degree in Information Technology Science Major in Programming

	(n=13) 2020-2021	(n=2) 2021-2022
SIC 2400	69%	88%
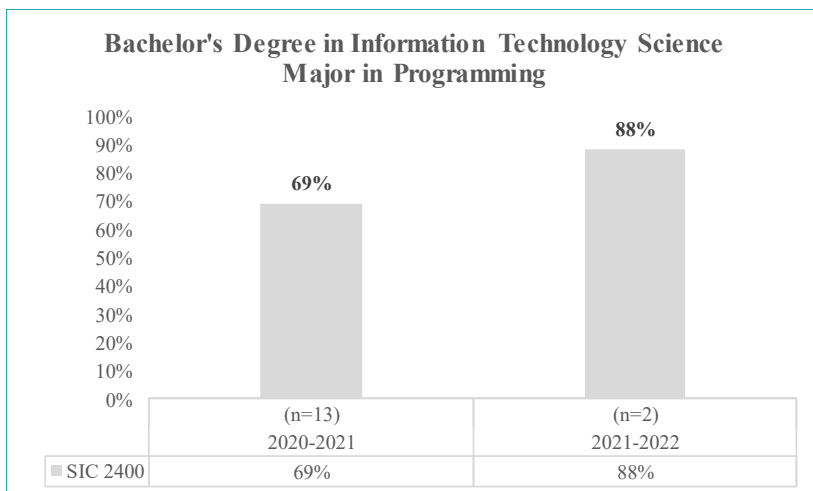
During the 2020-2021 academic year, students in the intermediate capstone course SIC 2400 obtained an average of 69% and did not meet the 70% standard goal. During the 2021-2022 academic year, two students obtained an average of 88%, exceeding the 70% standard goal. This shows an increase over the previous year in student achievement.

Bachelor's Degree in Information Technology Science Major in Programming

	(n=3) 2020-2021	2021-2022
ITP 4780/ITP 4790	88%	
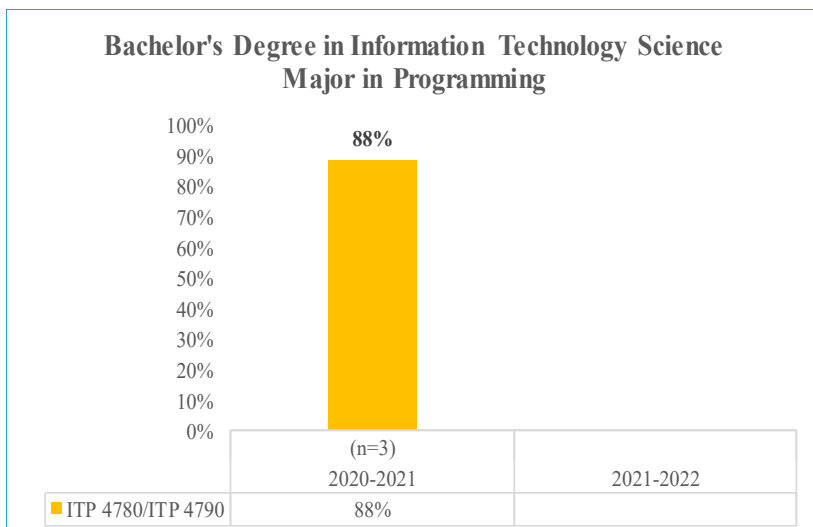
During the 2020-2021 academic year, students in final capstone course ITP 4780/ ITP 4790 obtained an average of 88%. This shows students have been exceeding the 70% standard goal.

Bachelor's Degree in Information Technology Science Major in Programming

	2019-2020	2020-2021	(n=1) 2021-2022
PRO 1110			61%

During the 2021-2022 academic year, one student in initial capstone course PRO 1110 obtained a 61%. This shows the student did not meet the 70% standard goal.

Bachelor's Degree in Information Technology Science Major in Programming

	(n=2) 2019-2020	2020-2021	(n=3) 2021-2022
SIC 2400	85%		82%
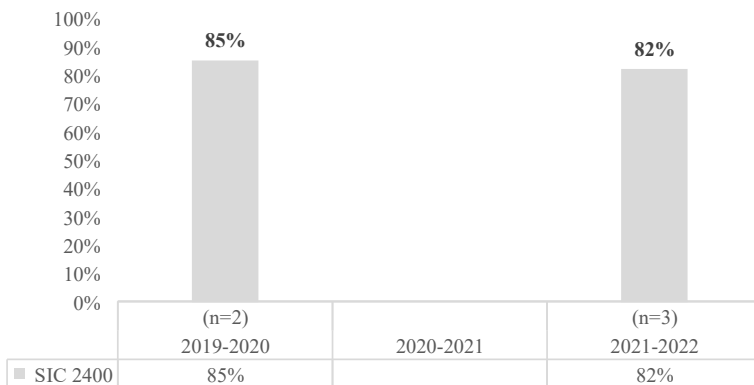
During the 2019-2020 academic year, two students in the intermediate capstone course SIC 2400 obtained an average of 85%. During the 2021-2022 academic year, students obtained an 82%. This shows the students exceeded the 70% standard goal.

Bachelor's Degree in Information Technology Science Major in Programming

	2019-2020	(n=1) 2020-2021	2021-2022
ITP 4780/ITP 4790		100%	
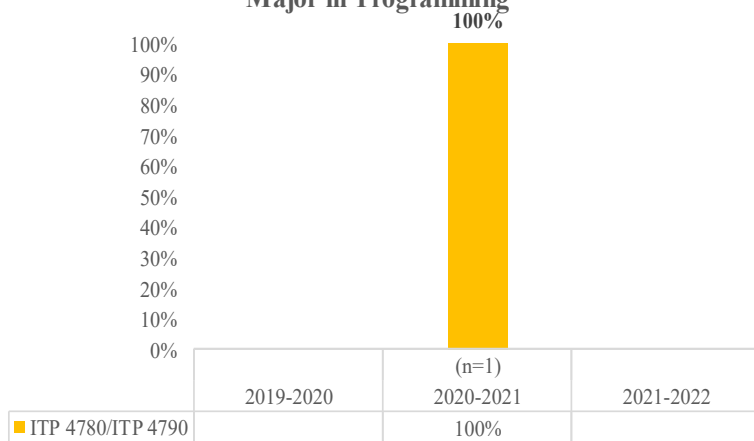
During the 2020-2021 academic year, one student in the final capstone course ITP 4780/ITP 4790 obtained a 100%. This shows the student exceeded the 70% standard goal.

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.

OUTCOMES RESULTS

SCHOOL OF NURSING

ACADEMIC PROGRAM ASSESSMENT OUTCOME RESULTS

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.

ACADEMIC PROGRAM ASSESSMENT OUTCOME RESULTS

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.

SCHOOL OF NURSING

Programs	Capstones Courses	Instruments	
		Test	Rubric
Associate's Degree in Nursing	NUR 1301 Fundamentals of Nursing Practice		X
	NUR 2306 Child and Adolescent Care Clinical Practice		X
	NUR 2260 Nursing Integration Seminar	X	

Student Learning Outcomes

1. Apply the nursing process methodology and theories of the discipline, to develop and implement nursing care plans and assess the client's goals.
2. Apply knowledge in holistic care of individual, family, and community considering several of life cycle processes stages in the continuum health-disease process.
3. Report and communicate client, family and community information to provide continuity and safety care.
4. Intercede to defend and protect the lives and dignity of the individual.
5. Take decisions that are consistent with professional standards of practice, policy, procedures and current laws.
6. Develop, implements, and evaluates nursing teachings plans based on client's needs.
7. Apply knowledge and skills to assist in the modification of the nursing care provided to the client, family or community.
8. Actively participate in local, regional, national and international organizations that promote the development of the profession.

OUTCOMES RESULTS

Student Learning Outcome 1: Apply the nursing process methodology and theories of the discipline, to develop and implement nursing care plans and assess the client's goals.

Capstone Course NUR 1301
Student Learning Outcome 1
Associate's Degree Regular

Campus	Percentage
Villalba (n=4)	96%
Humacao (n=3)	84%
Manatí (n=0)	
San Sebastián (n=9)	83%
Hato Rey (n=12)	93%
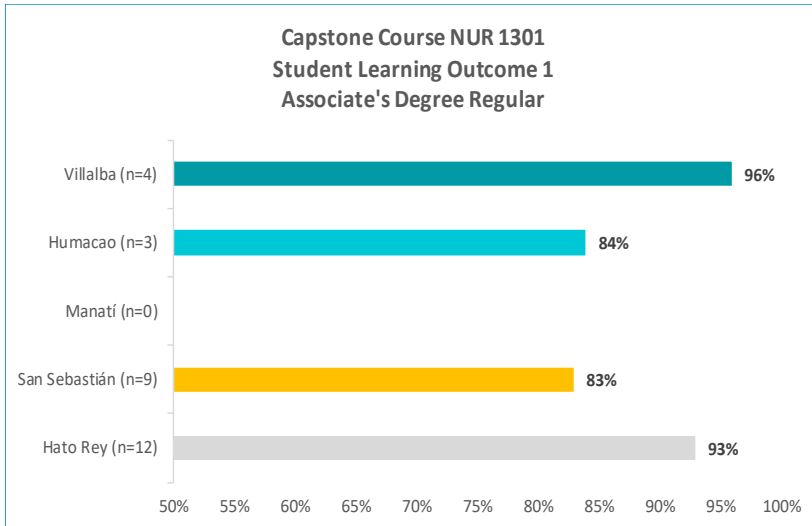
During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 89% mastery of SLO 1. Students in the Villalba Branch Campus had the highest percentage (96%) of mastery for SLO 1, while students in the San Sebastián Campus had the lowest percentage (83%). Manatí did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 1
Associate's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=0)	
San Sebastián (n=8)	96%
Hato Rey (n=2)	99%

During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 98% mastery of SLO 1. Students in the Hato Rey Campus had the highest percentage (99%) of mastery for SLO 1, while students in the San Sebastián Campus had the lowest percentage (96%). Humacao, Villalba and Manatí did not have students enrolled in the course.

Capstone Course NUR 2260
Student Learning Outcome 1
Associate's Degree Regular

Campus	Percentage
Villalba (n=4)	82%
Humacao (n=0)	
Manatí (n=4)	93%
San Sebastián (n=4)	92%
Hato Rey (n=4)	78%

During the 2022 summer academic semester, students enrolled in final capstone course NUR 2260 obtained an average of 86% mastery of SLO 1. Students in the Manatí Branch Campus had the highest percentage (93%) of mastery for SLO 1, while students in the Hato Rey Campus had the lowest percentage (78%). Humacao did not have students enrolled in the course.

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Capstone Course NUR 1301
Student Learning Outcome 1
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in initial capstone course NUR 1301 obtained an average of 94% mastery of SLO 1. Students in the Villalba Branch Campus had the highest percentage (100%) of mastery for SLO 1, while students in the San Sebastián Campus had the lowest percentage (86%).

Capstone Course NUR 2306
Student Learning Outcome 1
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in intermediate capstone course NUR 2306 obtained an average of 94% mastery of SLO 1. Students in the Manatí Branch Campus and San Sebastián had the highest percentage (96%) of mastery for SLO 1, while students in the Humacao Branch Campus had the lowest percentage (91%).

Capstone Course NUR 2260
Student Learning Outcome 1
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in final capstone course NUR 2260 obtained an average of 99% mastery of SLO 1. Students in the Manatí Branch Campus had the highest percentage (100%) of mastery for SLO 1, while students in the Hato Rey Campus had the lowest percentage (98%).

Capstone Course NUR 1301
Student Learning Outcome 1
MAGAE MD

Manatí (n=26): 95%
San Sebastián (n=51): 86%
Hato Rey (n=43): 96%

During the 2022 summer academic semester, MAGAE MD students enrolled in initial capstone course NUR 1301 obtained an average of 92% mastery of SLO 1. Students in the Manatí Branch Campus had the highest percentage (95%) of mastery for SLO 1, while students in the San Sebastián Campus had the lowest percentage (86%).

Capstone Course NUR 2306
Student Learning Outcome 1
MAGAE MD

Manatí (n=35): 97%
San Sebastián (n=54): 89%
Hato Rey (n=43): 98%

During the 2022 summer academic semester, MAGAE MD students enrolled in intermediate capstone course NUR 2306 obtained an average of 95% mastery of SLO 1. Students in the Hato Rey Campus had the highest percentage (98%) of mastery for SLO 1, while students in the San Sebastián Campus had the lowest percentage (89%).

Capstone Course NUR 2260
Student Learning Outcome 1
MAGAE MD

Manatí (n=21): 94%
San Sebastián (n=26): 100%
Hato Rey (n=15): 88%

During the 2022 summer academic semester, MAGAE MD students enrolled in final capstone course NUR 2260 obtained an average of 94% mastery of SLO 1. Students in the San Sebastián Campus had the highest percentage (100%) of mastery for SLO 1, while students in the Hato Rey Campus had the lowest percentage (88%).

OUTCOMES RESULTS

Student Learning Outcome 2: Apply knowledge in holistic care of individual, family, and community considering several of life cycle processes stages in the continuum health-disease process.

SCHOOL OF NURSING

NURSING REGULAR

**Capstone Course NUR 1301
Student Learning Outcome 2
Associate's Degree Regular**

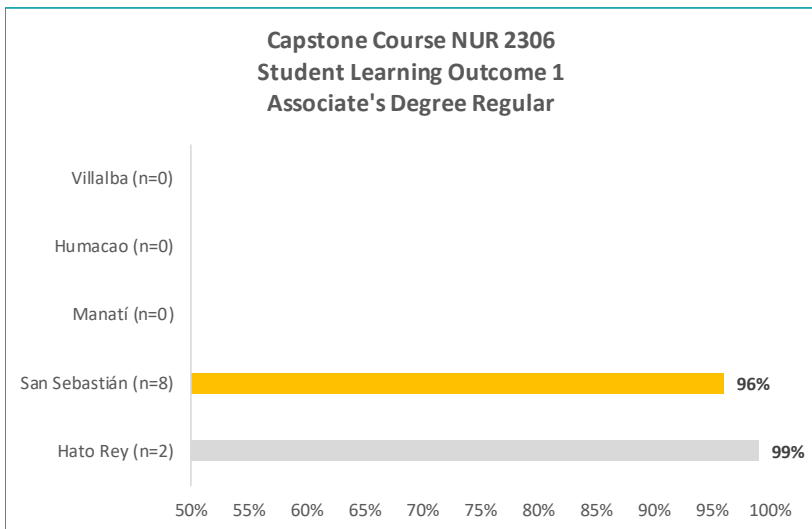| Campus	Percentage
Villalba (n=4)	98%
Humacao (n=3)	87%
Manatí (n=0)	
San Sebastián (n=9)	80%
Hato Rey (n=12)	85%

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 88% mastery of SLO 2. Students in the Villalba Branch Campus had the highest percentage (98%) of mastery for SLO 2, while students in the San Sebastián Campus had the lowest percentage (80%). Manatí did not have students enrolled in the course.

**Capstone Course NUR 2306
Student Learning Outcome 2
Associate's Degree Regular**

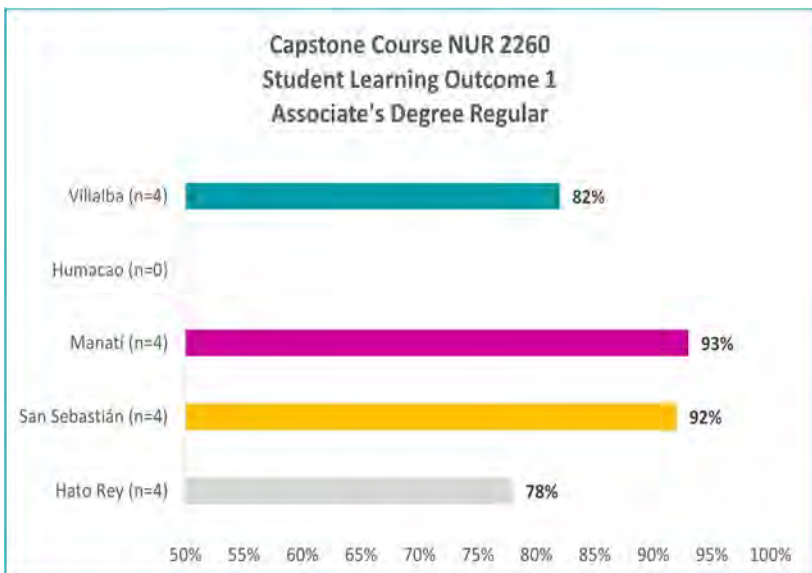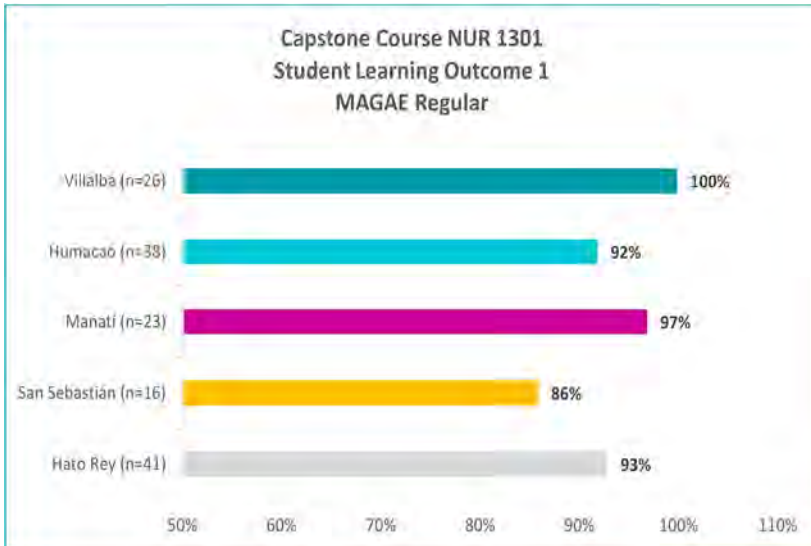| Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=0)	
San Sebastián (n=8)	97%
Hato Rey (n=2)	99%

During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 98% mastery of SLO 2. Students in the Hato Rey Campus had the highest percentage (99%) of mastery for SLO 2, while students in the San Sebastián Campus had the lowest percentage (97%). Humacao, Villalba and Manatí did not have students enrolled in the course.
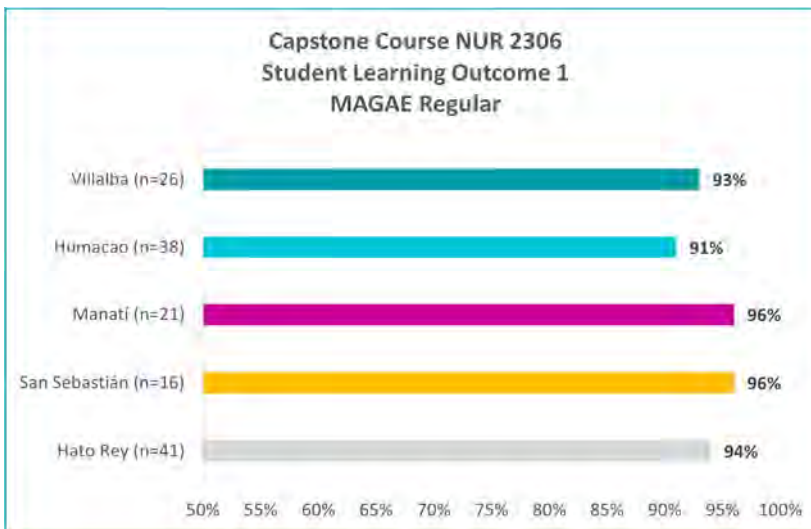
**Capstone Course NUR 2260
Student Learning Outcome 2
Associate's Degree Regular**

Campus	Percentage
Villalba (n=4)	27%
Humacao (n=0)	
Manatí (n=4)	63%
San Sebastián (n=4)	62%
Hato Rey (n=4)	46%

During the 2022 summer academic semester, students enrolled in final capstone course NUR 2260 obtained an average of 50 % mastery of SLO 2. Students in the Manatí Branch Campus had the highest percentage (63%) of mastery for SLO 2, while students Villalba Branch had the lowest percentage (27%). Humacao did not have students enrolled in the course.

Capstone Course NUR 1301
Student Learning Outcome 2
MAGAE Regular

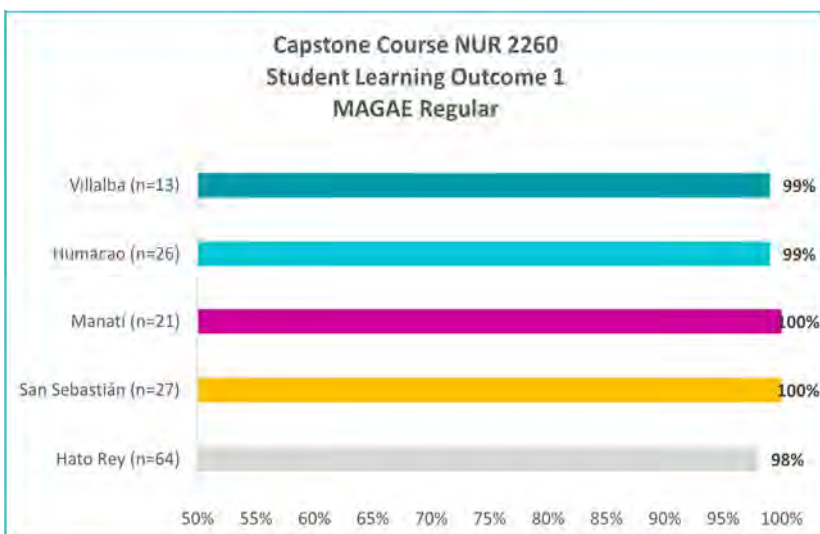| Campus	Percentage
Villalba (n=26)	100%
Humacao (n=38)	94%
Manatí (n=23)	97%
San Sebastián (n=16)	80%
Hato Rey (n=41)	93%

During the 2022 summer academic semester, MAGAE students enrolled in initial capstone course NUR 1301 obtained an average of 93% mastery of SLO 2. Students in the Villalba Branch Campus had the highest percentage (100%) of mastery for SLO 2, while students in the San Sebastián Campus had the lowest percentage (80%).

Capstone Course NUR 2306
Student Learning Outcome 2
MAGAE Regular

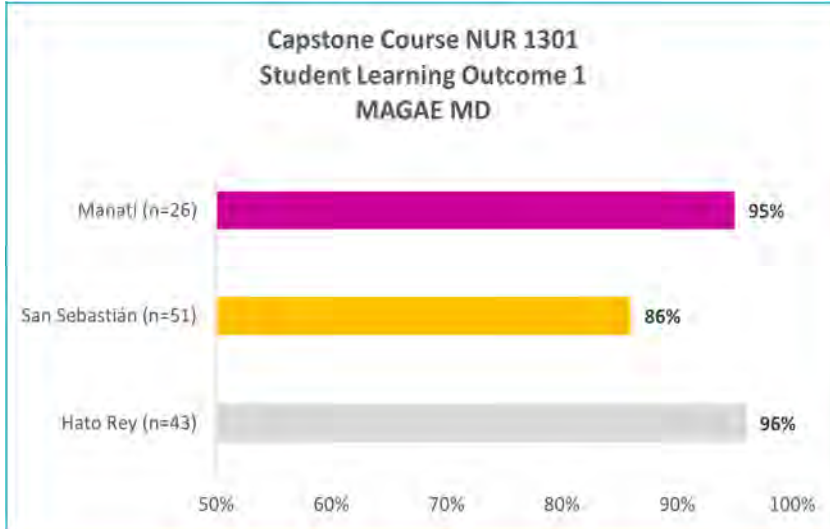| Campus	Percentage
Villalba (n=26)	93%
Humacao (n=38)	93%
Manatí (n=21)	86%
San Sebastián (n=16)	96%
Hato Rey (n=41)	94%

During the 2022 summer academic semester, MAGAE students enrolled in intermediate capstone course NUR 2306 obtained an average of 92% mastery of SLO 2. Students in the San Sebastián Campus had the highest percentage (96%) of mastery for SLO 2, while students in the Manatí Branch Campus had the lowest percentage (86%).

Capstone Course NUR 2260
Student Learning Outcome 2
MAGAE Regular

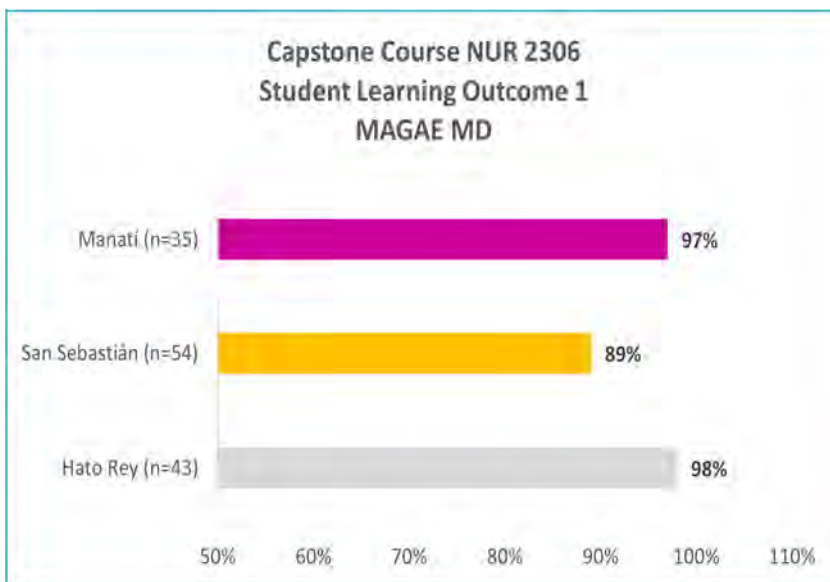| Campus	Percentage
Villalba (n=13)	99%
Humacao (n=26)	99%
Manatí (n=21)	100%
San Sebastián (n=27)	100%
Hato Rey (n=64)	98%

During the 2021 summer academic semester, MAGAE students enrolled in final capstone course NUR 2260 obtained an average of 99% mastery of SLO 2. Students in the San Sebastián Campus and Manatí Branch Campus had the highest percentage (100%) of mastery for SLO 2, while students in the Hato Rey Campus had the lowest percentage (98%).

Capstone Course NUR 1301
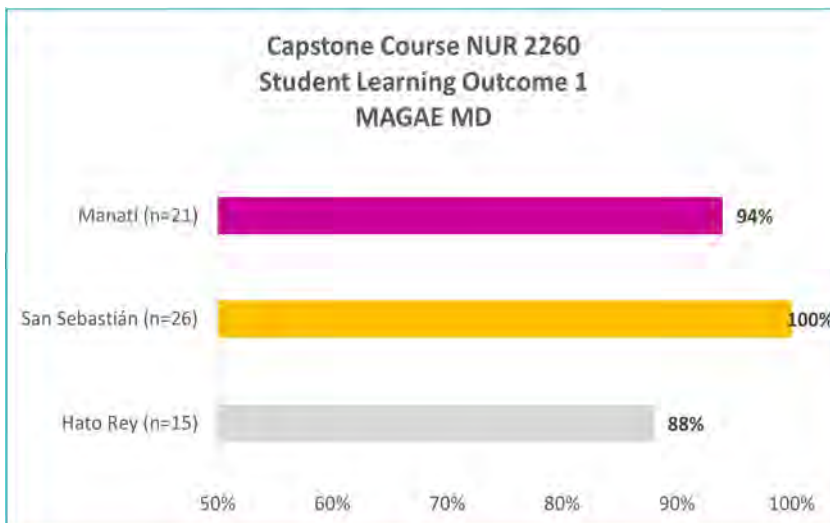Student Learning Outcome 2
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in initial capstone course NUR 1301 obtained an average of 89 % mastery of SLO 2. Students in the Hato Rey Campus had the highest percentage (94%) of mastery for SLO 2, while students in the San Sebastián Campus had the lowest percentage (80%).

Capstone Course NUR 2306
Student Learning Outcome 2
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in intermediate capstone course NUR 2306 obtained an average of 94% mastery of SLO 2. Students in the Manatí Branch Campus had the highest percentage (98%) of mastery for SLO 2, while students in the San Sebastián Campus had the lowest percentage (86%).

Capstone Course NUR 2260
Student Learning Outcome 2
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in final capstone course NUR 2260 obtained an average of 94% mastery of SLO 2. Students in the San Sebastián Campus had the highest percentage (100%) of mastery for SLO 2, while students in the Hato Rey Campus had the lowest percentage (88%).
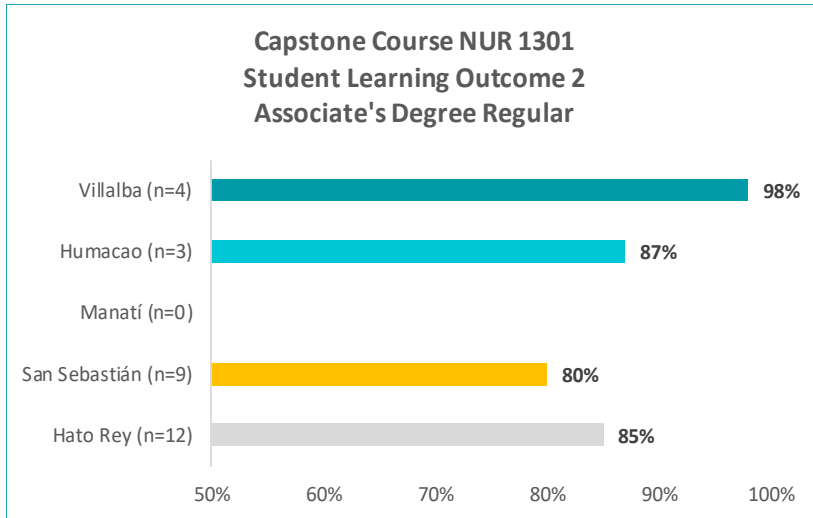
OUTCOMES RESULTS

Student Learning Outcome 3: Report and communicate client, family and community information to provide continuity and safety care.

**Capstone Course NUR 1301
Student Learning Outcome 3
Associate's Degree Regular**

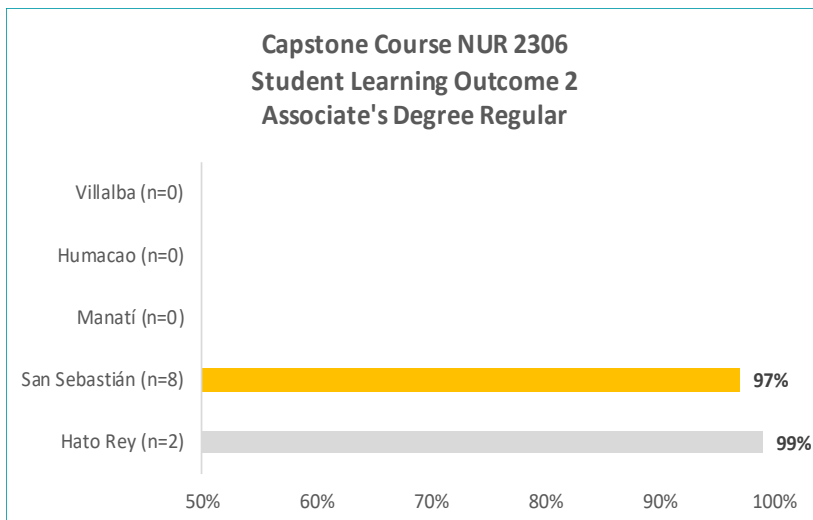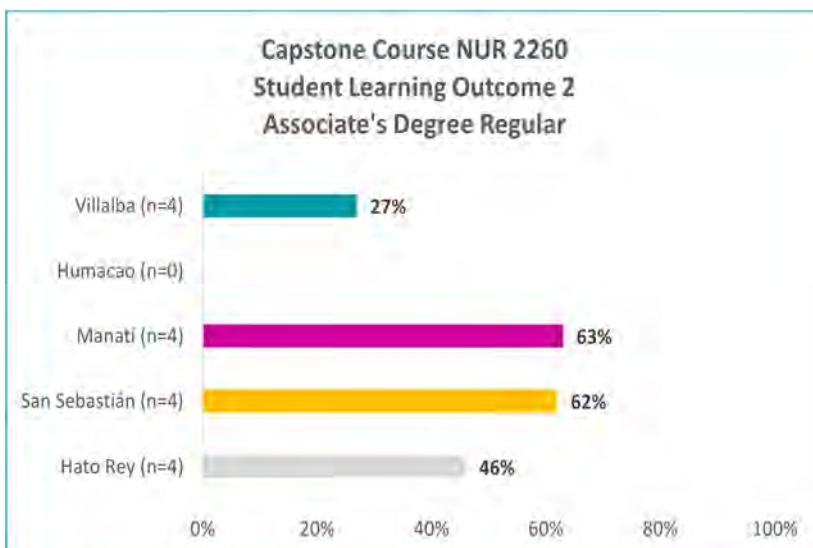| Campus	Percentage
Villalba (n=4)	94%
Humacao (n=3)	85%
Manatí (n=0)	
San Sebastián (n=9)	81%
Hato Rey (n=12)	94%
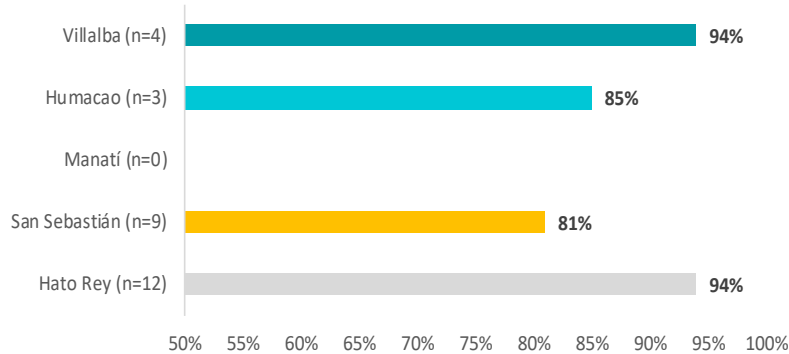
During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 89% mastery of SLO 3. Students in the Hato Rey Campus and Villalba Branch Campus had the highest percentage (94%) of mastery for SLO 3, while students in the San Sebastián Campus had the lowest percentage (81%). Manatí did not have students enrolled in the course.

**Capstone Course NUR 2306
Student Learning Outcome 3
Associate's Degree Regular**

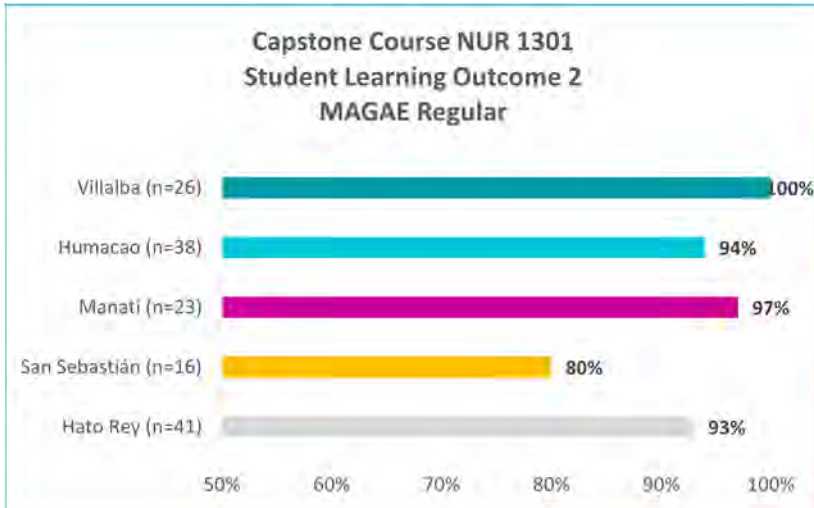| Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=0)	
San Sebastián (n=8)	96%
Hato Rey (n=2)	97%

During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 97% mastery of SLO 3. Students in the Hato Rey Campus had the highest percentage (97%) of mastery for SLO 3, while students in the San Sebastián Campus had the lowest percentage (96%). Humacao, Villalba and Manatí did not have students enrolled in the course.
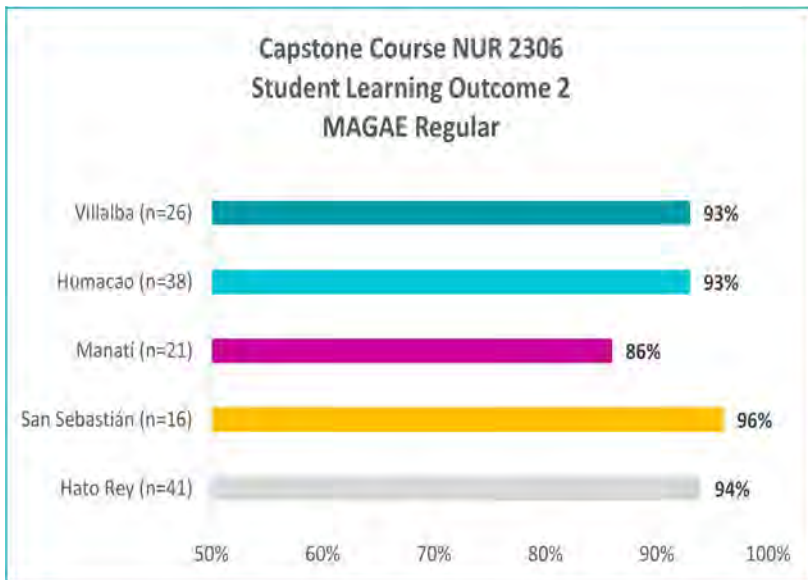
**Capstone Course NUR 2260
Student Learning Outcome 3
Associate's Degree Regular**

Campus	Percentage
Villalba (n=4)	82%
Humacao (n=0)	
Manatí (n=4)	93%
San Sebastián (n=4)	92%
Hato Rey (n=4)	78%

During the 2022 summer academic semester, students enrolled in final capstone course NUR 2260 obtained an average of 86 % mastery of SLO 3. Students in the Manatí Branch Campus had the highest percentage (93%) of mastery for SLO 3, while students in the Hato Rey Campus had the lowest percentage (78%). Humacao did not have students enrolled in the course.

Capstone Course NUR 1301
Student Learning Outcome 3
MAGAE Regular

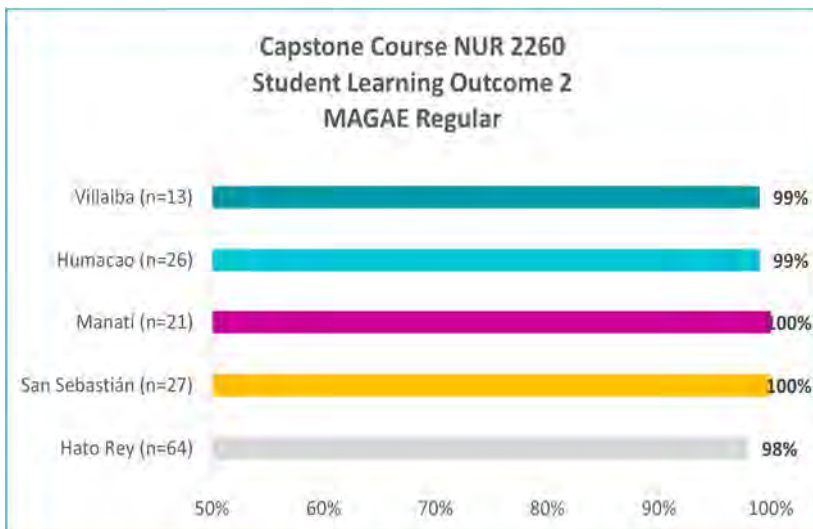| Campus	Percentage
Villalba (n=26)	100%
Humacao (n=38)	89%
Manatí (n=23)	97%
San Sebastián (n=16)	89%
Hato Rey (n=41)	91%

During the 2022 summer academic semester, MAGAE students enrolled in initial capstone course NUR 1301 obtained an average of 93% mastery of SLO 3. Students in the Villalba Branch Campus had the highest percentage (100%) of mastery for SLO 3, while students in the San Sebastián Campus and Humacao Branch Campus had the lowest percentage (89%).

Capstone Course NUR 2306
Student Learning Outcome 3
MAGAE Regular

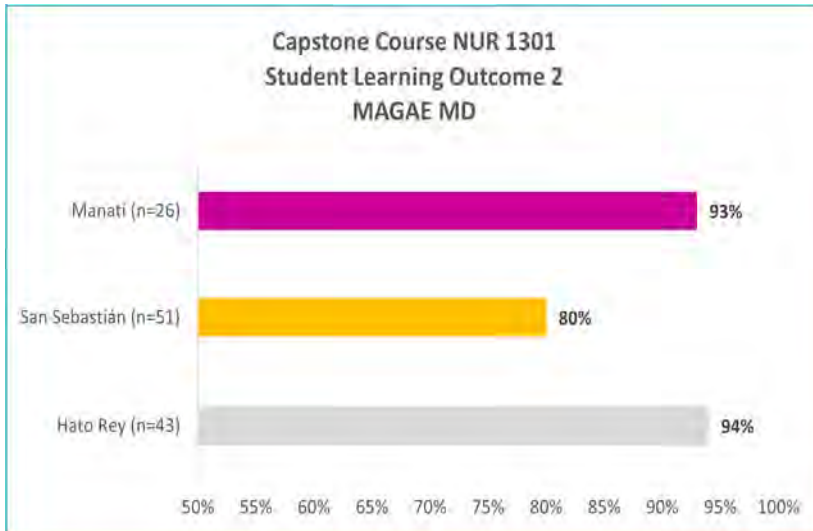| Campus	Percentage
Villalba (n=26)	93%
Humacao (n=38)	91%
Manatí (n=21)	94%
San Sebastián (n=36)	99%
Hato Rey (n=41)	96%

During the 2022 summer academic semester, MAGAE students enrolled in intermediate capstone course NUR 2306 obtained an average of 95% mastery of SLO 3. Students in the San Sebastián Campus had the highest percentage (99%) of mastery for SLO 3, while students in the Humacao Branch Campus had the lowest percentage (91%).
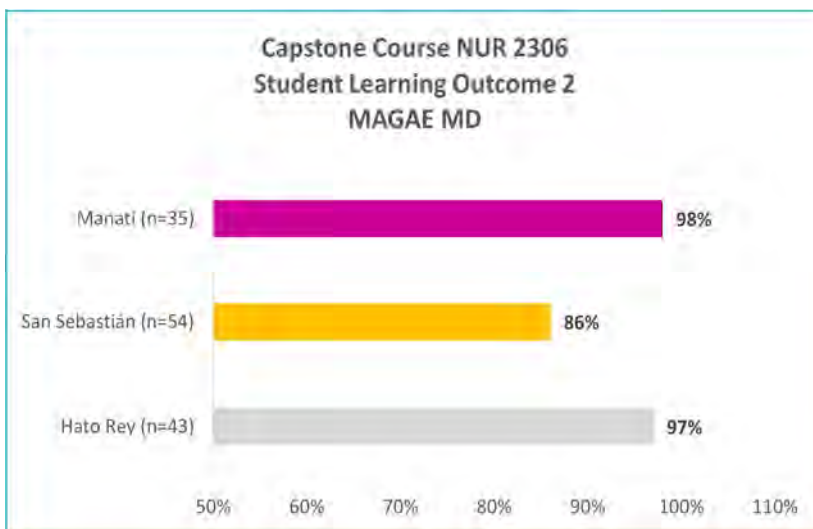
Capstone Course NUR 2260
Student Learning Outcome 3
MAGAE Regular

Campus	Percentage
Villalba (n=13)	78%
Humacao (n=26)	93%
Manatí (n=21)	96%
San Sebastián (n=27)	98%
Hato Rey (n=64)	92%

During the 2022 summer academic semester, MAGAE students enrolled in final capstone course NUR 2260 obtained an average of 91% mastery of SLO 3. Students in the San Sebastián Campus had the highest percentage (98%) of mastery for SLO 3, while students in the Villalba Branch Campus had the lowest percentage (78%).
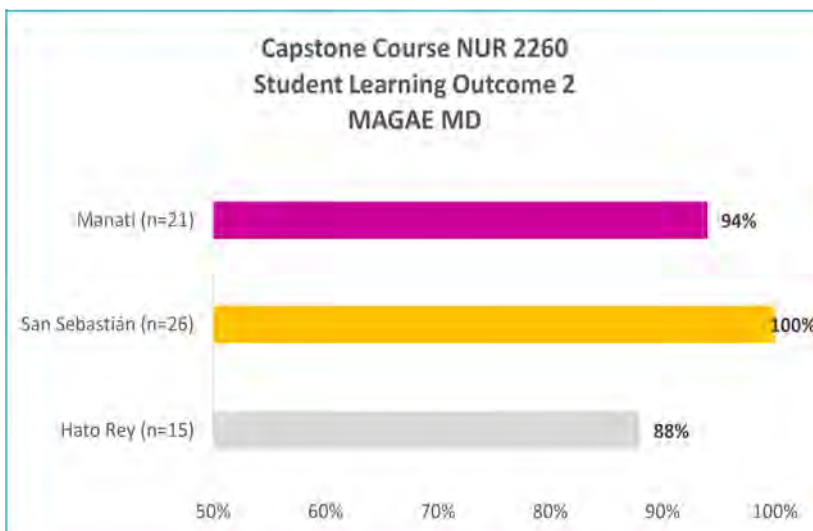
Capstone Course NUR 1301
Student Learning Outcome 3
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in initial capstone course NUR 1301 obtained an average of 93% mastery of SLO 3. Students in the Hato Rey Campus had the highest percentage (96%) of mastery for SLO 3, while students in the San Sebastián Campus had the lowest percentage (89%).

Capstone Course NUR 2306
Student Learning Outcome 3
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in intermediate capstone course NUR 2306 obtained an average of 96% mastery of SLO 3. Students in the Manatí Branch Campus and Hato rey Campus had the highest percentage (99%) of mastery for SLO 3, while students in the San Sebastián Campus had the lowest percentage (91%).

Capstone Course NUR 2260
Student Learning Outcome 3
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in final capstone course NUR 2260 obtained an average of 83% mastery of SLO 3. Students in the San Sebastián Campus had the highest percentage (88%) of mastery for SLO 3, while students in the Hato Rey Campus had the lowest percentage (78%).
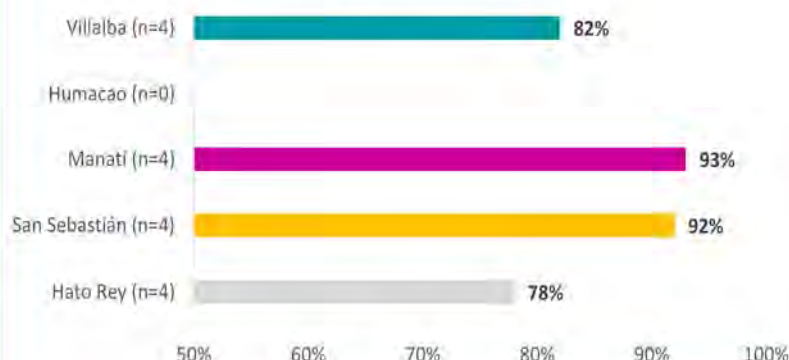
OUTCOMES RESULTS

Student Learning Outcome 4: Intercede to defend and protect the lives and dignity of the individual.

Capstone Course NUR 1301
Student Learning Outcome 4
Associate's Degree Regular

Campus	Percentage
Villalba (n=4)	95%
Humacao (n=3)	84%
Manatí (n=0)	
San Sebastián (n=9)	84%
Hato Rey (n=12)	92%

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 89% mastery of SLO 4. Students in the Villalba Branch Campus had the highest percentage (95%) of mastery for SLO 4, while students in the San Sebastián Campus and Humacao Branch Campus had the lowest percentage (84%). Manatí did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 4
Associate's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=0)	
San Sebastián (n=8)	98%
Hato Rey (n=2)	99%

During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 99% mastery of SLO 4. Students in the Hato Rey Campus had the highest percentage (99%) of mastery for SLO 4, while students in the San Sebastián Campus had the lowest percentage (98%). Humacao, Villalba and Manatí did not have students enrolled in the course.
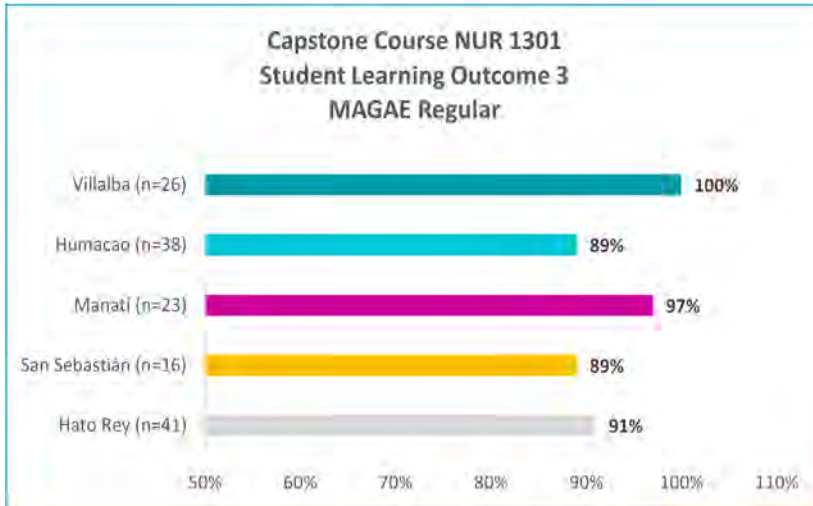
Capstone Course NUR 2260
Student Learning Outcome 4
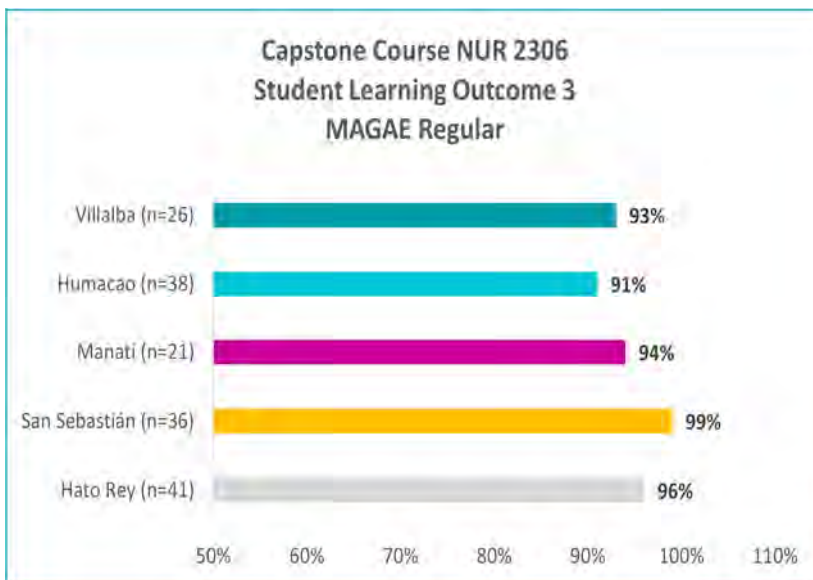Associate's Degree Regular

Campus	Percentage
Villalba (n=4)	53%
Humacao (n=0)	
Manatí (n=4)	82%
San Sebastián (n=4)	80%
Hato Rey (n=4)	58%

During the 2022 summer academic semester, students enrolled in final capstone course NUR 2260 obtained an average of 68 % mastery of SLO 4. Students in the Manatí Branch Campus had the highest percentage (82%) of mastery for SLO 4, while students in Villalba Branch Campus had the lowest percentage (53%). Humacao did not have students enrolled in the course.

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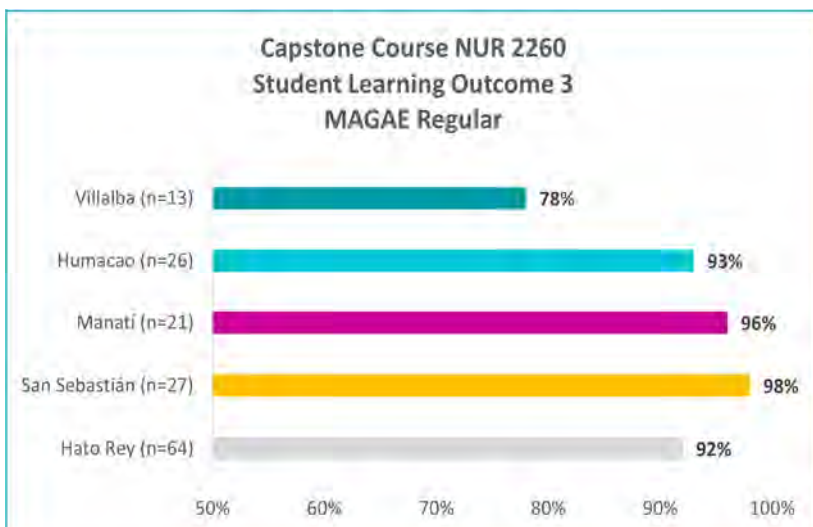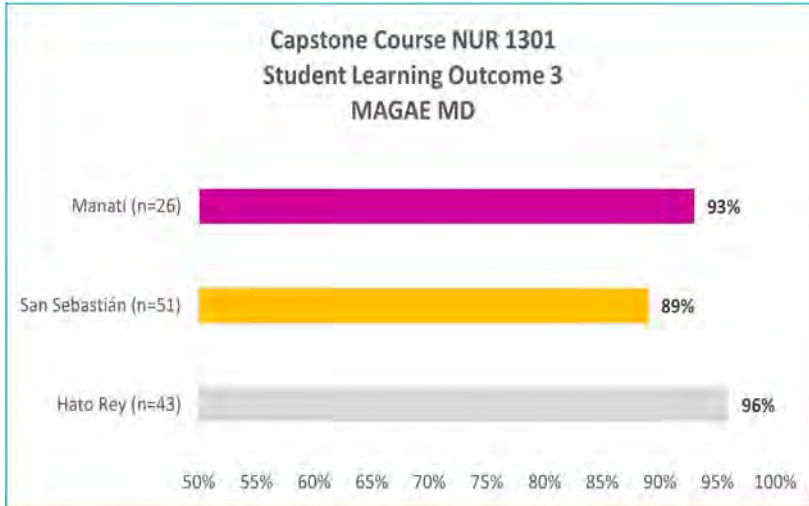Capstone Course NUR 1301
Student Learning Outcome 4
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in initial capstone course NUR 1301 obtained an average of 93% mastery of SLO 4. Students in the Villalba Branch Campus had the highest percentage (100%) of mastery for SLO 4, while students in the San Sebastián Campus had the lowest percentage (85%).

Capstone Course NUR 2306
Student Learning Outcome 4
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in intermediate capstone course NUR 2306 obtained an average of 94% mastery of SLO 4. Students in the San Sebastián Campus had the highest percentage (98%) of mastery for SLO 4, while students in the Manatí Branch Campus had the lowest percentage (90%).
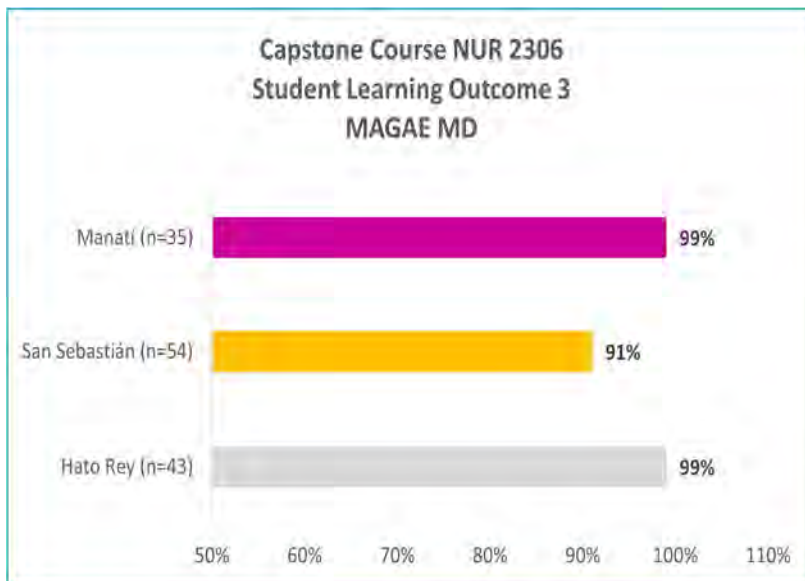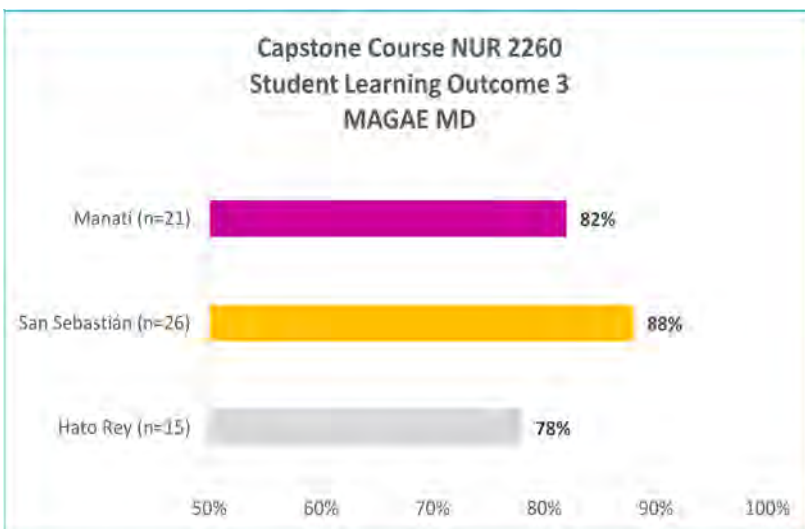

Capstone Course NUR 2260
Student Learning Outcome 4
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in final capstone course NUR 2260 obtained an average of 95% mastery of SLO 4. Students in the San Sebastián Campus had the highest percentage (99%) of mastery for SLO 4, while students in the Villalba Branch Campus had the lowest percentage (87%).

Capstone Course NUR 1301
Student Learning Outcome 4
MAGAE MD

Manatí (n=26) — 95%
San Sebastián (n=51) — 85%
Hato Rey (n=43) — 95%

During the 2022 summer academic semester, MAGAE MD students enrolled in initial capstone course NUR 1301 obtained an average of 92% mastery of SLO 4. Students in the Manatí Branch Campus and Hato Rey Campus had the highest percentage (95%) of mastery for SLO 4, while students in the San Sebastián Campus had the lowest percentage (85%).

Capstone Course NUR 2306
Student Learning Outcome 4
MAGAE MD

Manatí (n=35) — 99%
San Sebastián (n=54) — 90%
Hato Rey (n=43) — 99%

During the 2022 summer academic semester, MAGAE MD students enrolled in intermediate capstone course NUR 2306 obtained an average of 96% mastery of SLO 4. Students in the Manatí Branch Campus and Hato rey Campus had the highest percentage (99%) of mastery for SLO 4, while students in the Hato Rey Campus and San Sebastián Campus had the lowest percentage (90%).

Capstone Course NUR 2260
Student Learning Outcome 4
MAGAE MD

Manatí (n=21) — 86%
San Sebastián (n=26) — 94%
Hato Rey (n=15) — 81%

During the 2022 summer academic semester, MAGAE MD students enrolled in final capstone course NUR 2260 obtained an average of 87% mastery of SLO 4. Students in the San Sebastián Campus had the highest percentage (94%) of mastery for SLO 4, while students in the Hato Rey Campus had the lowest percentage (81%).
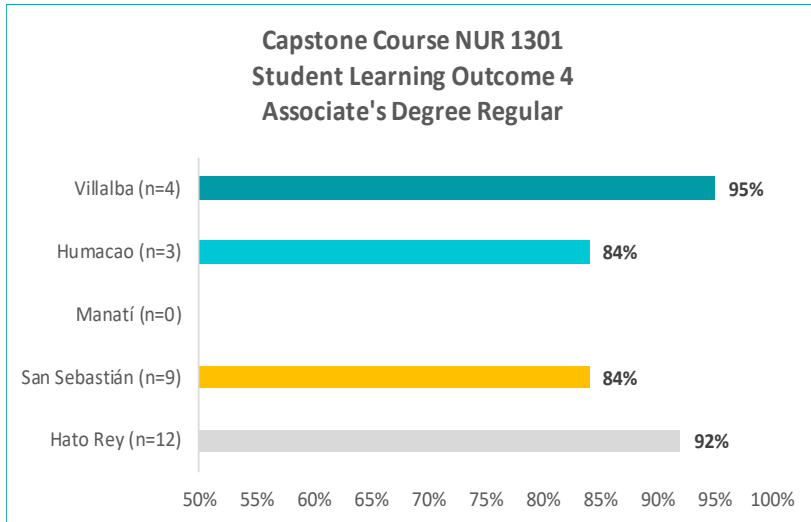
OUTCOMES RESULTS

Student Learning Outcome 5: Take decisions that are consistent with professional standards of practice, policy, procedures and current laws.
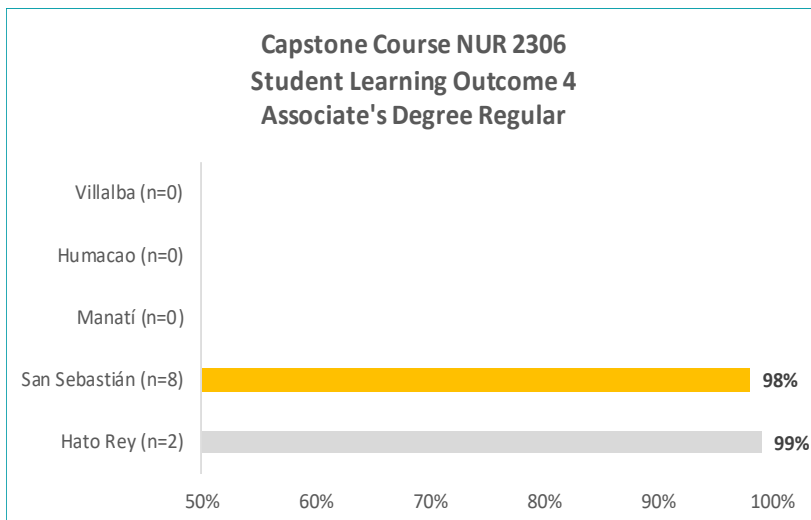
Capstone Course NUR 1301
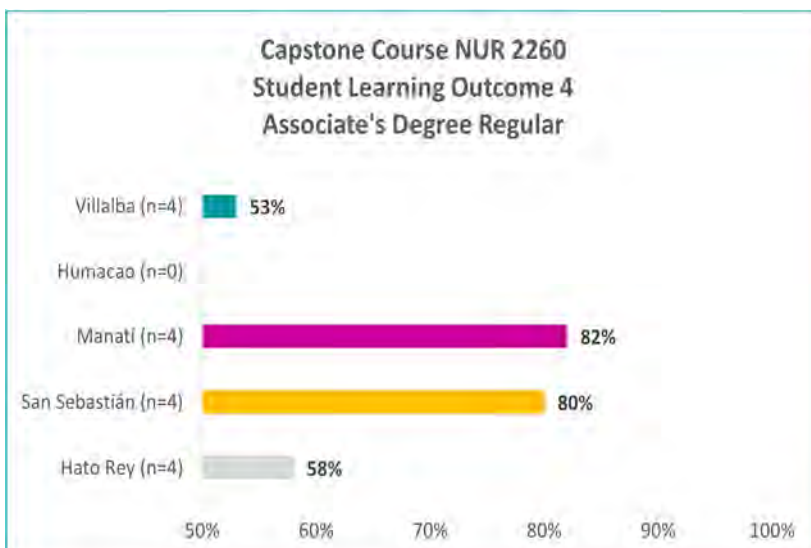**Student Learning Outcome 5**
Associate's Degree Regular

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 89% mastery of SLO 5. Students in the Villalba Branch Campus had the highest percentage (95%) of mastery for SLO 5, while students in the San Sebastián Campus and Humacao Branch Campus had the lowest percentage (84%). Manatí did not have students enrolled in the course.
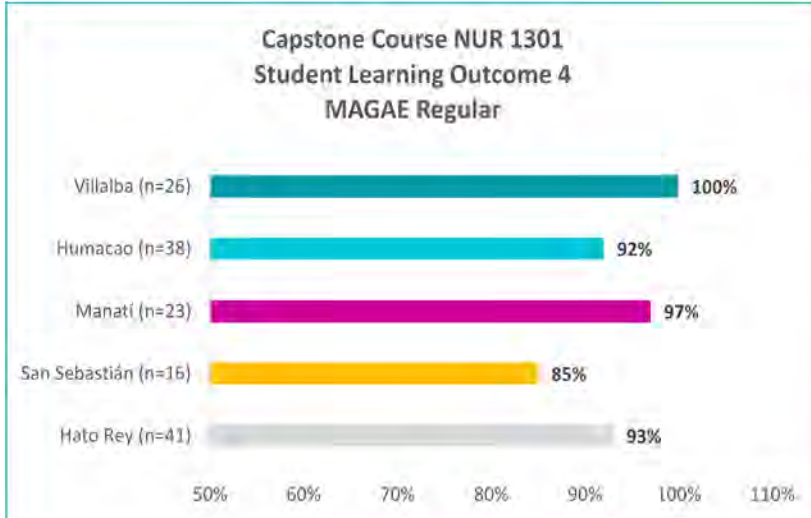

Capstone Course NUR 2306
Student Learning Outcome 5
Associate's Degree Regular

During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 98% mastery of SLO 5. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 5, while students in the San Sebastián Campus had the lowest percentage (95%). Humacao, Villalba and Manatí did not have students enrolled in the course.
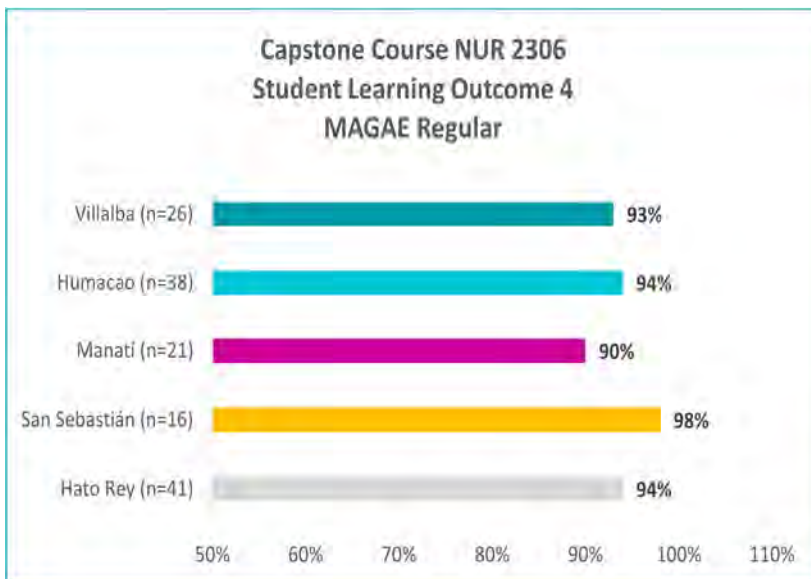

Capstone Course NUR 2260
Student Learning Outcome 5
Associate's Degree Regular

During the 2022 summer academic semester, students enrolled in final capstone course NUR 2260 obtained an average of 82% mastery of SLO 5. Students in the San Sebastián Campus had the highest percentage (90%) of mastery for SLO 5, while students in the Hato Rey Campus had the lowest percentage (74%). Humacao did not have students enrolled in the course.

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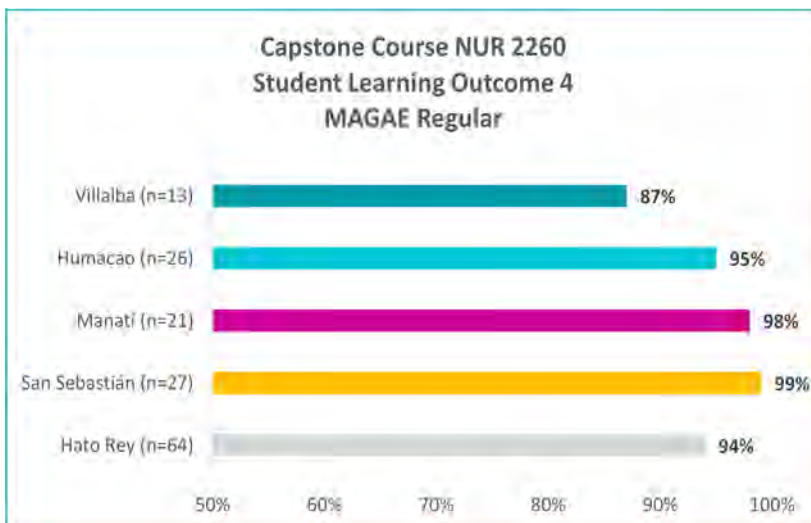
Capstone Course NUR 1301
Student Learning Outcome 5
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in initial capstone course NUR 1301 obtained an average of 93% mastery of SLO 5. Students in the Villalba Branch Campus had the highest percentage (100%) of mastery for SLO 5, while students in the San Sebastián Campus had the lowest percentage (85%).

Capstone Course NUR 2306
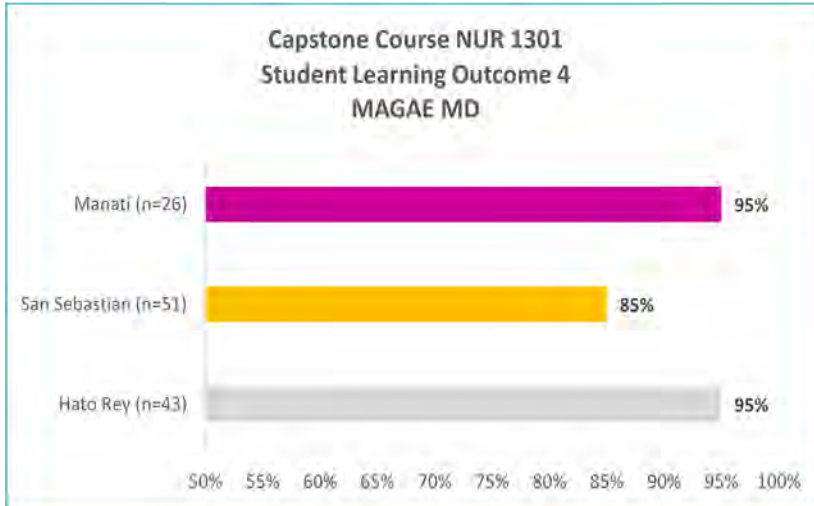Student Learning Outcome 5
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in intermediate capstone course NUR 2306 obtained an average of 94% mastery of SLO 5. Students in the San Sebastián Campus had the highest percentage (99%) of mastery for SLO 5, while students in the Humacao Branch Campus had the lowest percentage (86%).

Capstone Course NUR 2260
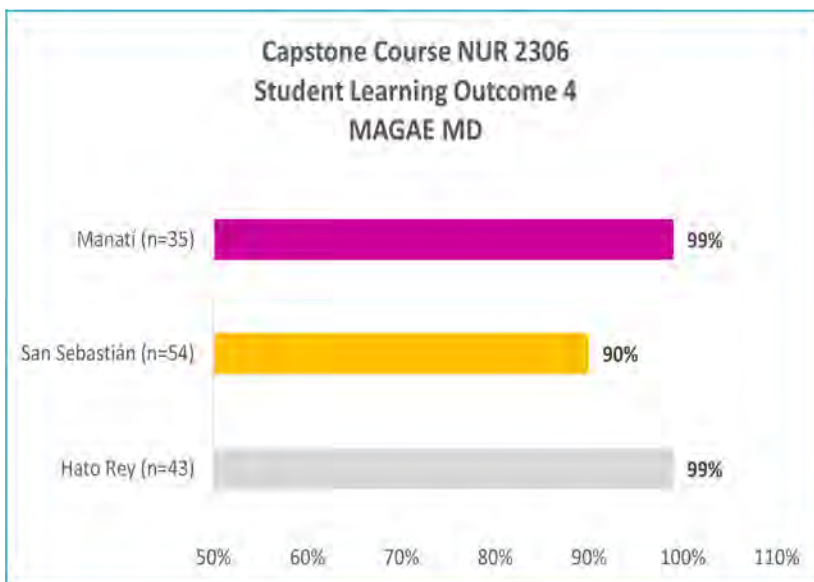Student Learning Outcome 5
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in final capstone course NUR 2260 obtained an average of 98% mastery of SLO 5. Students in the San Sebastián Campus and Manatí Branch campus had the highest 61percentage (100%) of mastery for SLO 5, while students in the Hato Rey Campus had the lowest percentage (97%).

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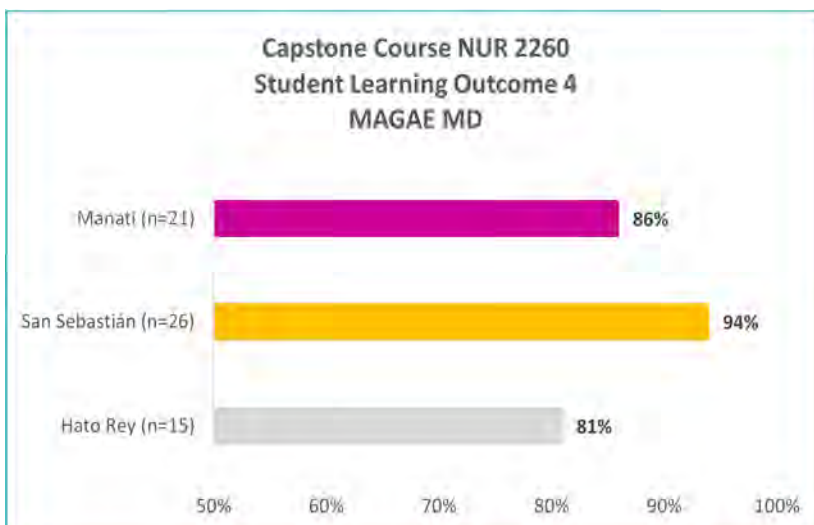Capstone Course NUR 1301
Student Learning Outcome 5
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in initial capstone course NUR 1301 obtained an average of 92% mastery of SLO 5. Students in the Manatí Branch Campus and Hato Rey Campus had the highest percentage (95%) of mastery for SLO 5, while students in the San Sebastián Campus had the lowest percentage (85%).

Capstone Course NUR 2306
Student Learning Outcome 5
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in intermediate capstone course NUR 2306 obtained an average of 97% mastery of SLO 5. Students in the Manatí Branch Campus and Hato rey Campus had the highest percentage (99%) of mastery for SLO 5, while students in the San Sebastián Campus had the lowest percentage (92%).

Capstone Course NUR 2260
Student Learning Outcome 5
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in final capstone course NUR 2260 obtained an average of 93% mastery of SLO 5. Students in the San Sebastián Campus had the highest percentage (98%) of mastery for SLO 5, while students in the Hato Rey Campus had the lowest percentage (87%).
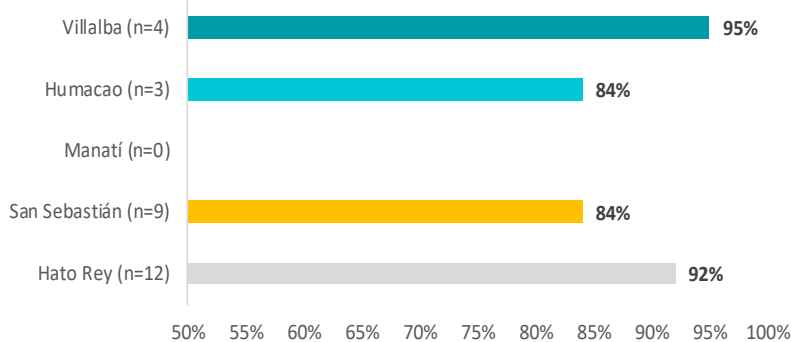
OUTCOMES RESULTS

Student Learning Outcome 6: Develop, implements, and evaluates nursing teachings plans based on client's needs.

Capstone Course NUR 1301
Student Learning Outcome 6
Associate's Degree Regular

- Villalba (n=4): 95%
- Humacao (n=3): 82%
- Manatí (n=0)
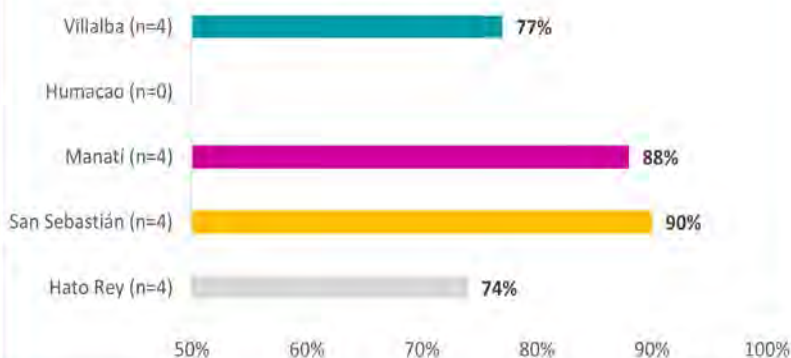- San Sebastián (n=9): 82%
- Hato Rey (n=12): 90%
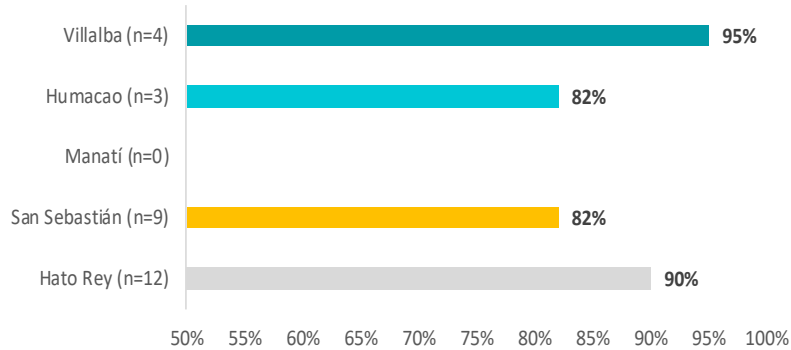
During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 87% mastery of SLO 6. Students in the Villalba Branch Campus had the highest percentage (95%) of mastery for SLO 6, while students in the San Sebastián Campus and Humacao Branch Campus had the lowest percentage (82%). Manatí did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 6
Associate's Degree Regular

- Villalba (n=0)
- Humacao (n=0)
- Manatí (n=0)
- San Sebastián (n=8): 95%
- Hato Rey (n=2): 97%

During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 96% mastery of SLO 6. Students in the Hato Rey Campus had the highest percentage (97%) of mastery for SLO 6, while students in the San Sebastián Campus had the lowest percentage (95%). Humacao, Villalba and Manatí did not have students enrolled in the course.
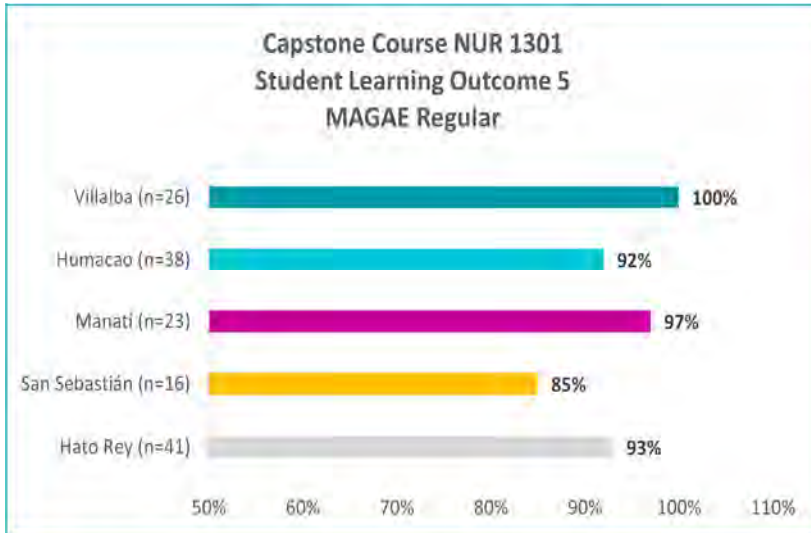

Capstone Course NUR 2260
Student Learning Outcome 6
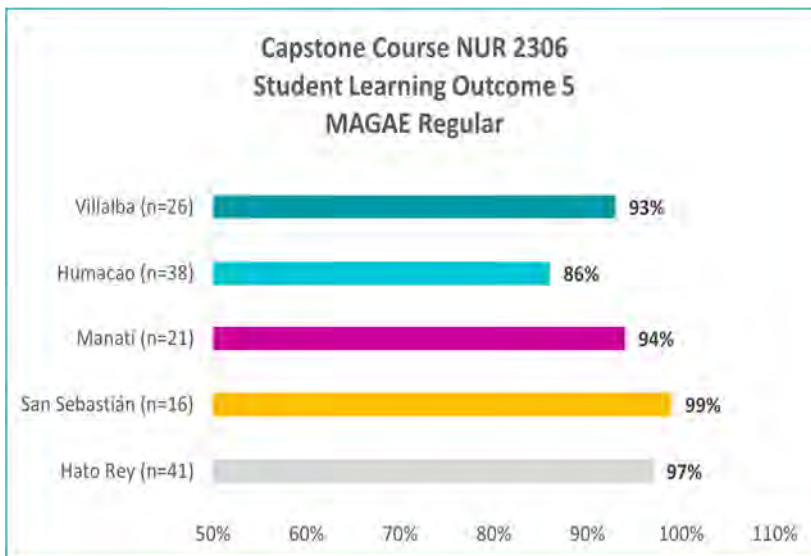Associate's Degree Regular

- Villalba (n=4): 19%
- Humacao (n=0)
- Manatí (n=4): 49%
- San Sebastián (n=4): 70%
- Hato Rey (n=4): 37%

During the 2022 summer academic semester, students enrolled in final capstone course NUR 2260 obtained an average of 44% mastery of SLO 6. Students in the San Sebastián Campus had the highest percentage (70%) of mastery for SLO 6, while students in the Villalba Branch Campus had the lowest percentage (19%). Humacao did not have students enrolled in the course.

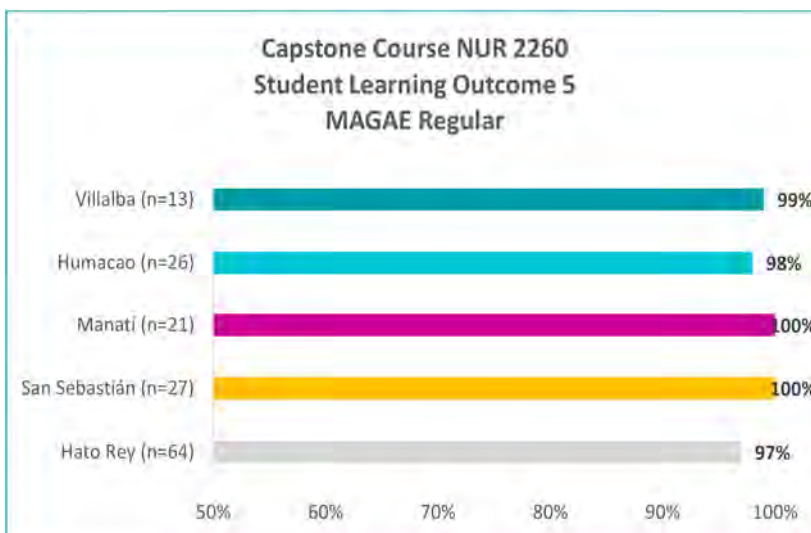Capstone Course NUR 1301
Student Learning Outcome 6
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in initial capstone course NUR 1301 obtained an average of 94% mastery of SLO 6. Students in the Villalba Branch Campus had the highest percentage (100%) of mastery for SLO 6, while students in the San Sebastián Campus had the lowest percentage (83%).

Capstone Course NUR 2306
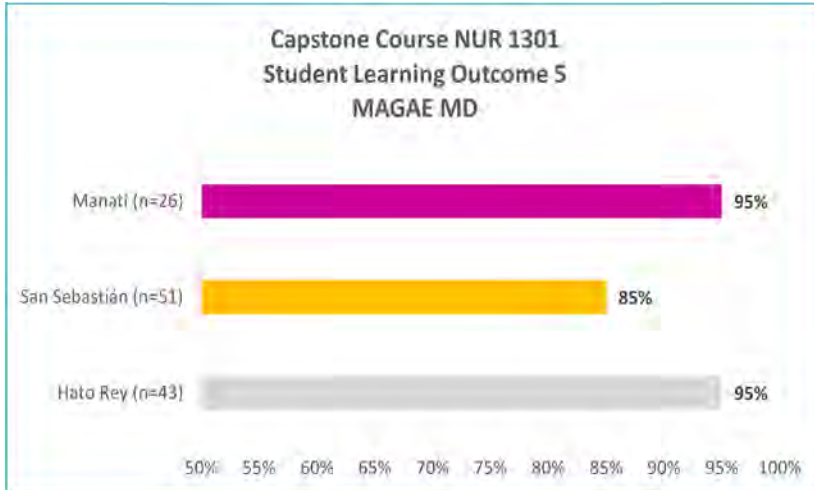Student Learning Outcome 6
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in intermediate capstone course NUR 2306 obtained an average of 91% mastery of SLO 6. Students in the San Sebastián Campus had the highest percentage (98%) of mastery for SLO 6, while students in the Humacao Branch Campus had the lowest percentage (84%).

Capstone Course NUR 2260
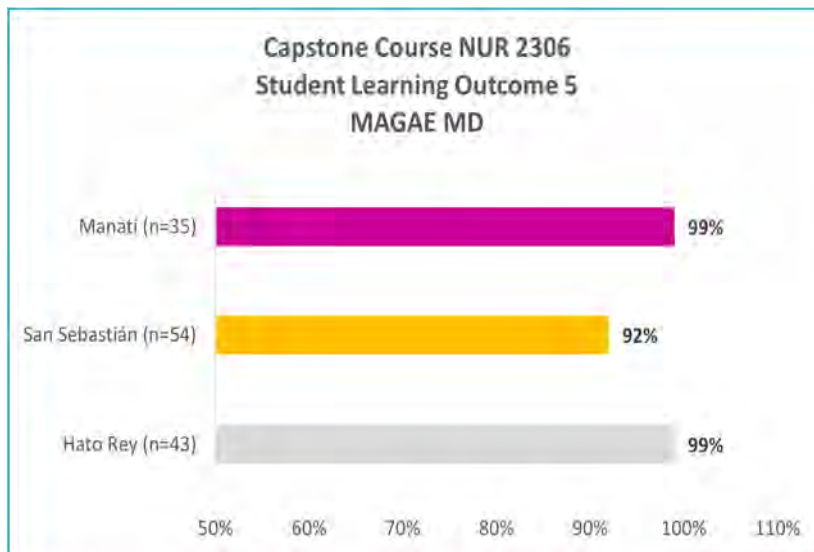Student Learning Outcome 6
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in final capstone course NUR 2260 obtained an average of 91% mastery of SLO 6. Students in the Manatí Branch Campus had the highest percentage (96%) of mastery for SLO 6, while students in the Villalba Branch Campus had the lowest percentage (72%).

Capstone Course NUR 1301
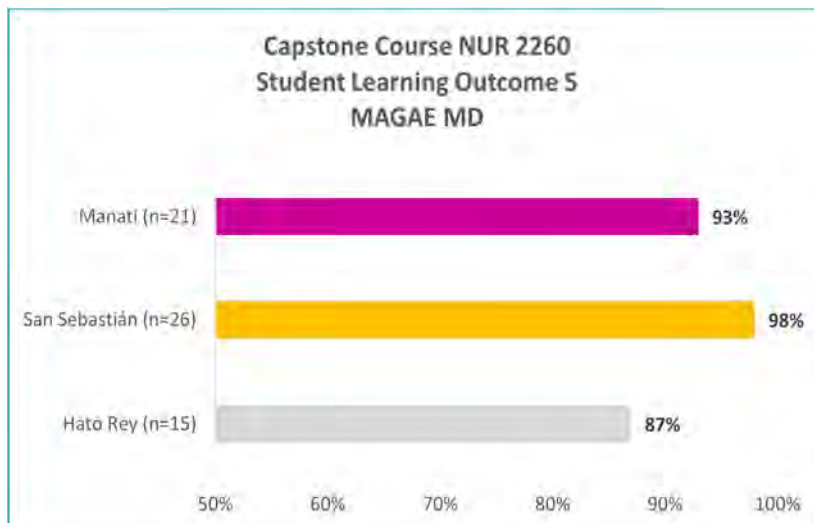Student Learning Outcome 6
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in initial capstone course NUR 1301 obtained an average of 90% mastery of SLO 6. Students in the Hato Rey Campus had the highest percentage (95%) of mastery for SLO 6, while students in the San Sebastián Campus had the lowest percentage (83%).

Capstone Course NUR 2306
Student Learning Outcome 6
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in intermediate capstone course NUR 2306 obtained an average of 95% mastery of SLO 6. Students in the Manatí Branch Campus and Hato rey Campus had the highest percentage (98%) of mastery for SLO 6, while students in the San Sebastián Campus had the lowest percentage (89%).

Capstone Course NUR 2260
Student Learning Outcome 6
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in final capstone course NUR 2260 obtained an average of 81% mastery of SLO 6. Students in the San Sebastián Campus had the highest percentage (83%) of mastery for SLO 6, while students in the Hato Rey Campus had the lowest percentage (77%).

OUTCOMES RESULTS

Student Learning Outcome 7: Apply knowledge and skills to assist in the modification of the nursing care provided to the client, family or community.

Capstone Course NUR 1301 Student Learning Outcome 7 Associate's Degree Regular

Campus	Percentage
Villalba (n=4)	96%
Humacao (n=3)	67%
Manatí (n=0)	
San Sebastián (n=9)	88%
Hato Rey (n=12)	94%

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 86% mastery of SLO 7. Students in the Villalba Branch Campus had the highest percentage (96%) of mastery for SLO 7, while students in the Humacao Branch Campus had the lowest percentage (67%). Manatí did not have students enrolled in the course. This shows students in Humacao did not meet the 70% standard goal.

Capstone Course NUR 2306 Student Learning Outcome 7 Associate's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=0)	
San Sebastián (n=8)	87%
Hato Rey (n=2)	100%

During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 94% mastery of SLO 7. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 7, while students in the San Sebastián Campus had the lowest percentage (87%). Humacao, Villalba and Manatí did not have students enrolled in the course.

Capstone Course NUR 2260 Student Learning Outcome 7 Associate's Degree Regular

Campus	Percentage
Villalba (n=4)	75%
Humacao (n=0)	
Manatí (n=4)	84%
San Sebastián (n=4)	100%
Hato Rey (n=4)	100%

During the 2022 summer academic semester, students enrolled in final capstone course NUR 2260 obtained an average of 90% mastery of SLO 7. Students in the Hato Rey and San Sebastián Campus had the highest percentage (100%) of mastery for SLO 7, while students in the Villalba Branch Campus had the lowest percentage (75%). Humacao did not have students enrolled in the course.
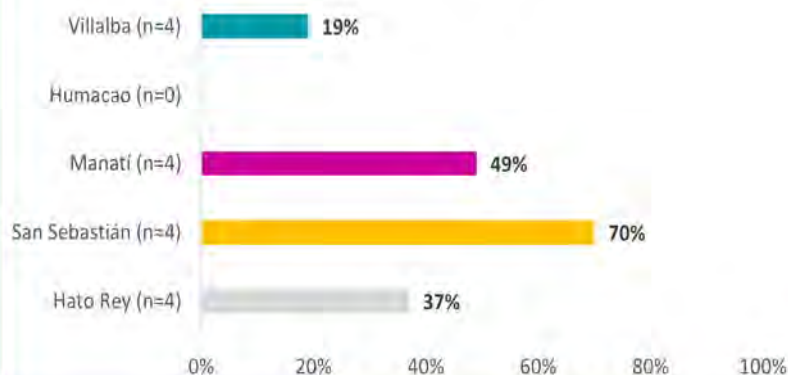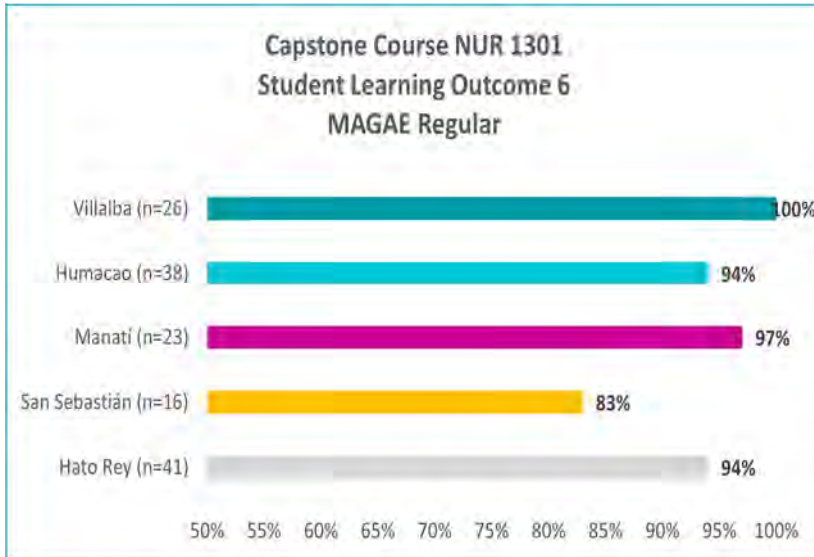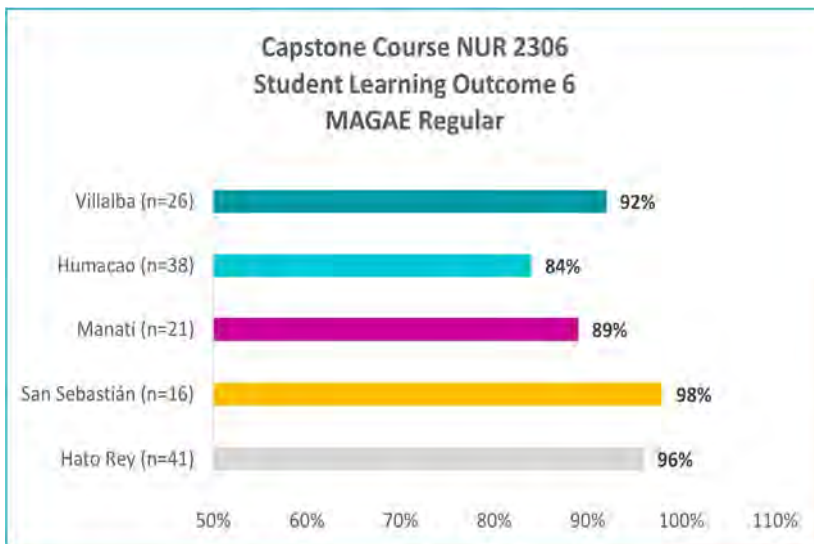
Capstone Course NUR 1301
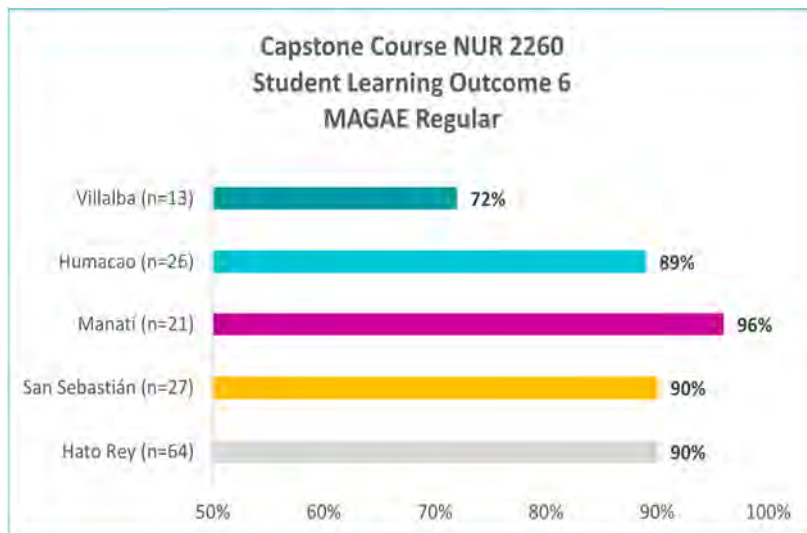Student Learning Outcome 7
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in initial capstone course NUR 1301 obtained an average of 94% mastery of SLO 7. Students in the Villalba Branch Campus had the highest percentage (100%) of mastery for SLO 7, while students in San Sebastián Campus had the lowest percentage (78%).

Capstone Course NUR 2306
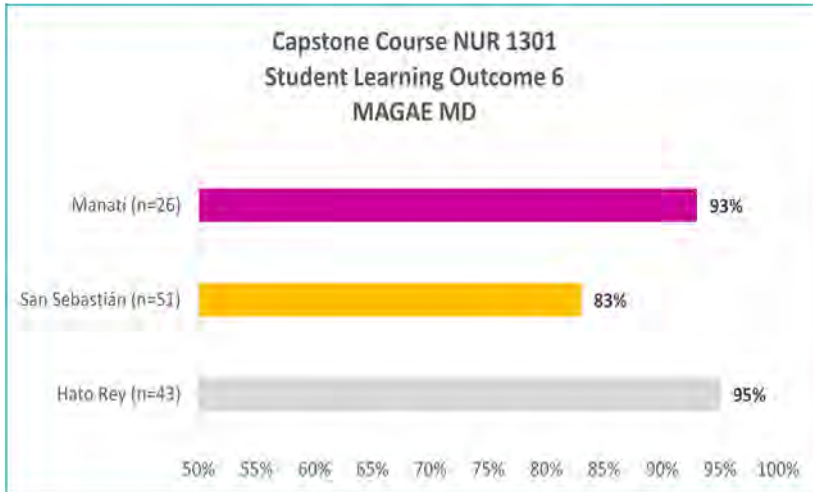Student Learning Outcome 7
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in intermediate capstone course NUR 2306 obtained an average of 91% mastery of SLO 7. Students in the San Sebastián Campus had the highest percentage (95%) of mastery for SLO 7, while students in the Humacao Branch Campus had the lowest percentage (81%).

Capstone Course NUR 2260
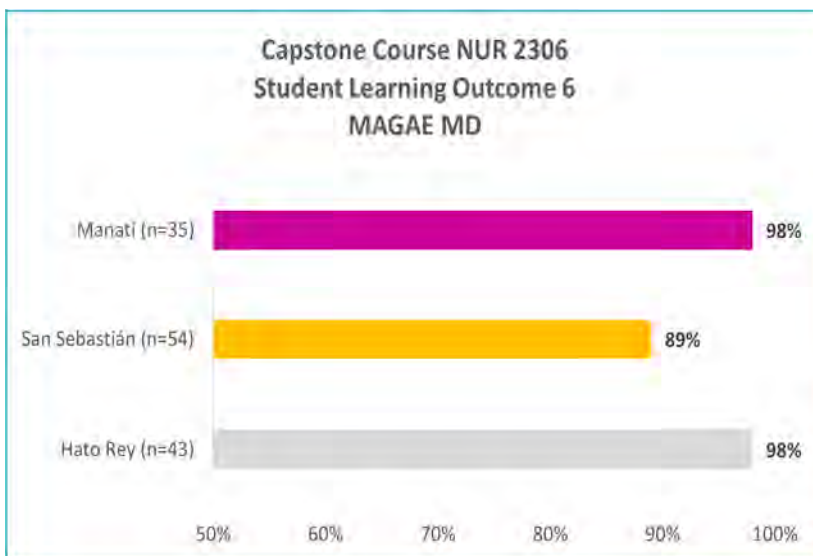Student Learning Outcome 7
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in final capstone course NUR 2260 obtained an average of 99% mastery of SLO 7. Students in the Manatí Branch Campus and San Sebastián Campus Campus had the highest percentage (100%) of mastery for SLO 7, while students in the Hato Rey Campus had the lowest percentage (98%).

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Capstone Course NUR 1301
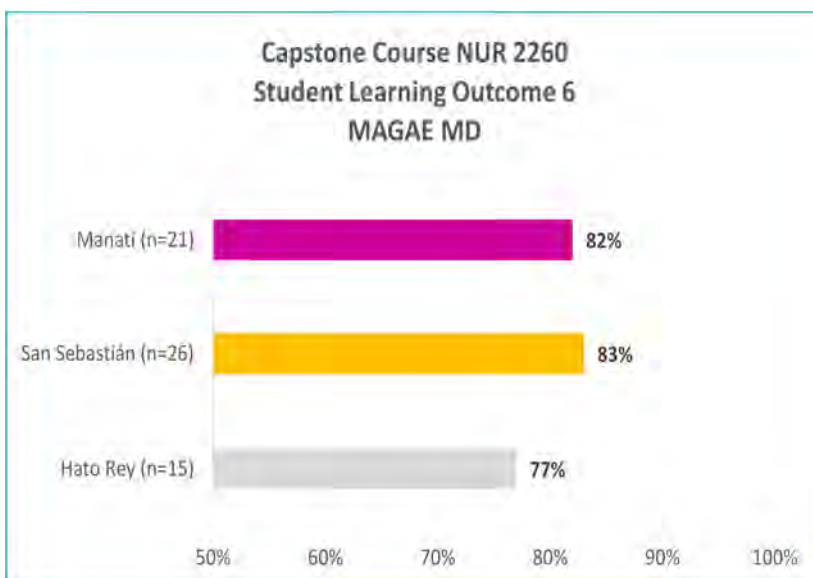Student Learning Outcome 7
MAGAE MD

During the 2021 summer academic semester, MAGAE MD students enrolled in initial capstone course NUR 1301 obtained an average of 91% mastery of SLO 7. Students in the Manatí Branch Campus had the highest percentage (99%) of mastery for SLO 7, while students in the San Sebastián Campus had the lowest percentage (78%).

Capstone Course NUR 2306
Student Learning Outcome 7
MAGAE MD

During the 2022summer academic semester, MAGAE MD students enrolled in intermediate capstone course NUR 2306 obtained an average of 95% mastery of SLO 7. Students in the Manatí Branch Campus had the highest percentage (100%) of mastery for SLO 7, while students in the San Sebastián Campus had the lowest percentage (89%).

Capstone Course NUR 2260
Student Learning Outcome 7
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in final capstone course NUR 2260 obtained an average of 94% mastery of SLO 7. Students in the San Sebastián Campus had the highest percentage (100%) of mastery for SLO 7, while students in the Hato Rey Campus had the lowest percentage (88%).
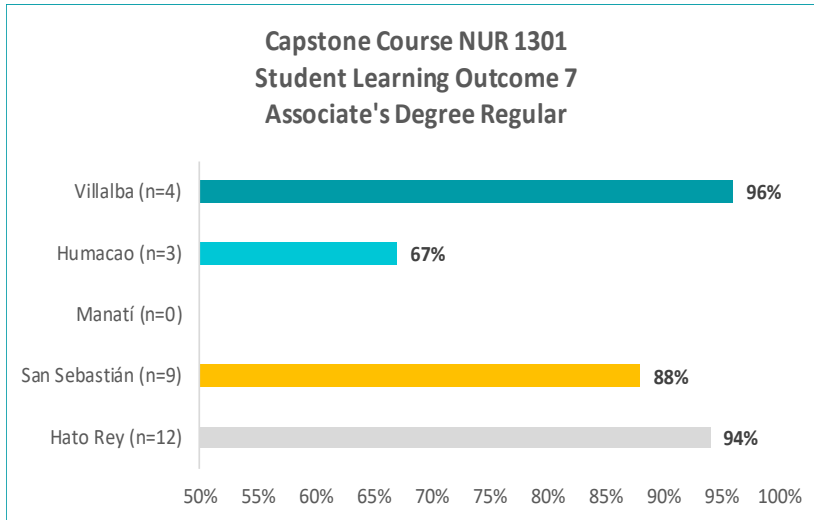
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OUTCOMES RESULTS

**Student Learning Outcome 8: Actively partici-
pate in local, regional, national and international
organizations that promote the development of
the profession.**

Capstone Course NUR 1301
Student Learning Outcome 8
Associate's Degree Regular

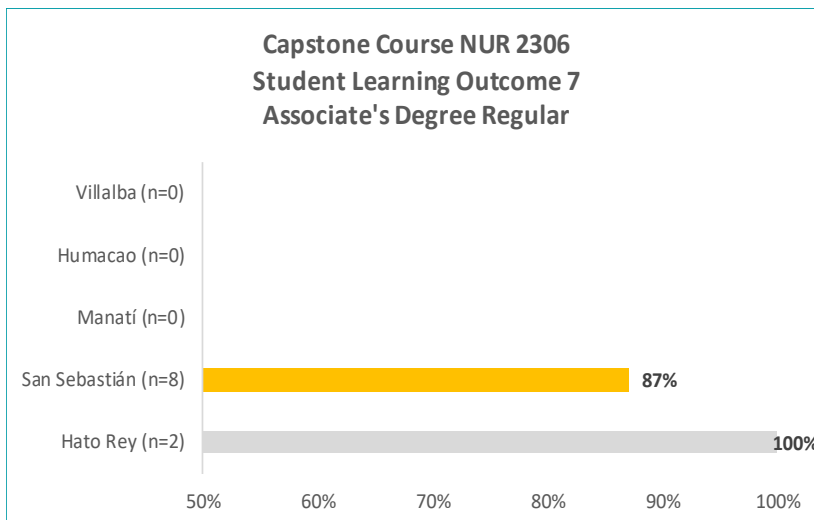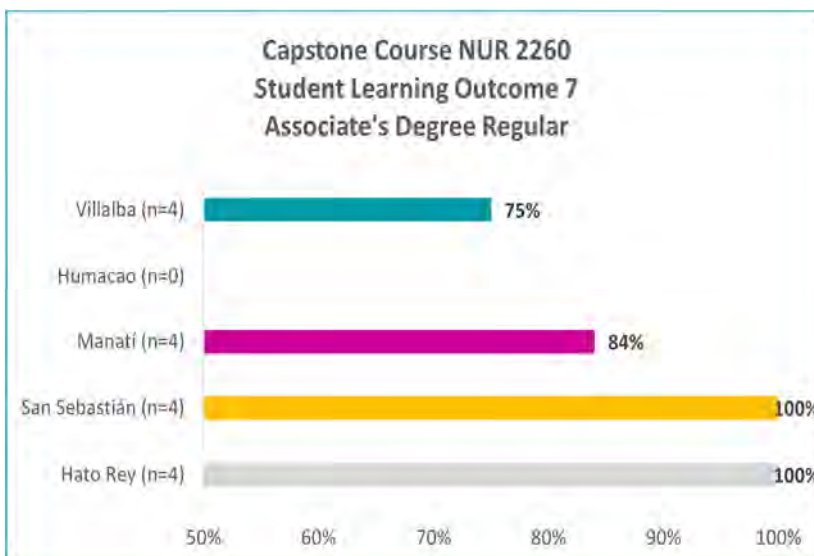| Campus	Percentage
Villalba (n=4)	97%
Humacao (n=3)	83%
Manatí (n=0)	
San Sebastián (n=9)	77%
Hato Rey (n=12)	94%

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 88% mastery of SLO 8. Students in the Villalba Branch Campus had the highest percentage (97%) of mastery for SLO 8, while students in the San Sebastián Campus had the lowest percentage (77%). Manatí did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 8
Associate's Degree Regular

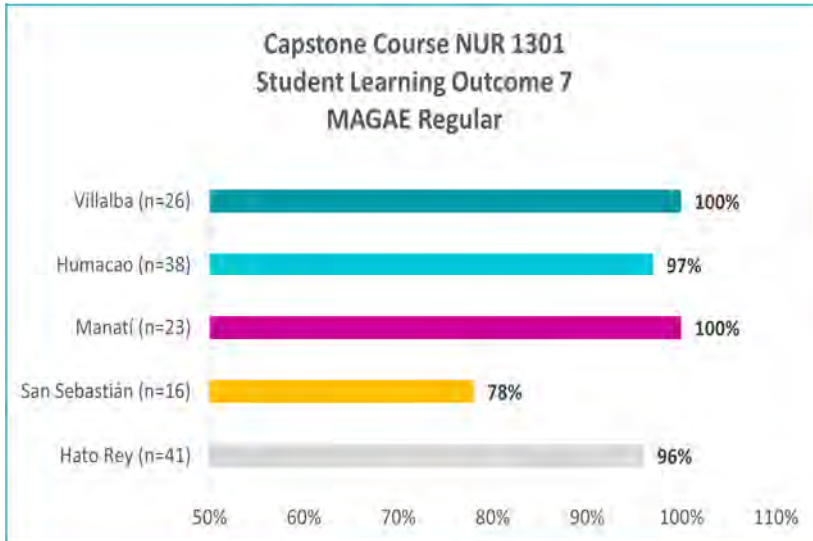| Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=0)	
San Sebastián (n=8)	96%
Hato Rey (n=2)	100%

During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 98% mastery of SLO 8. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 8, while students in the San Sebastián Campus had the lowest percentage (96%). Humacao, Villalba and Manatí did not have students enrolled in the course.
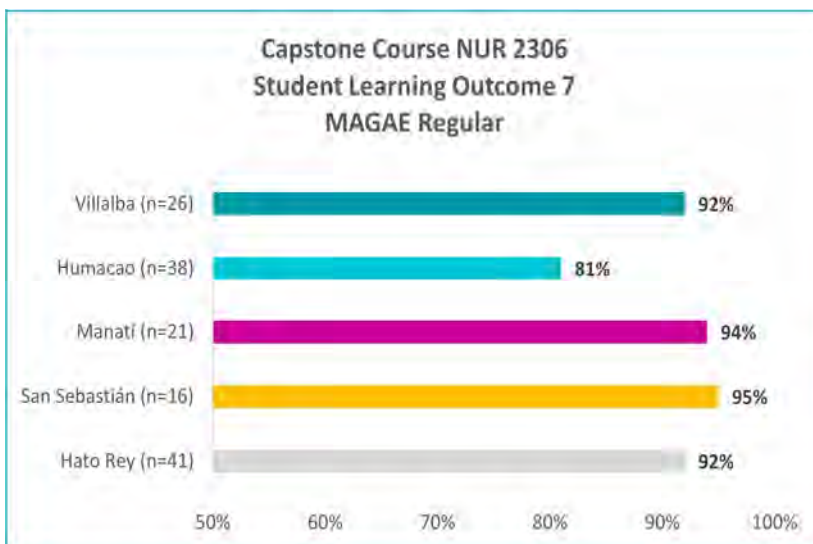

Capstone Course NUR 2260
Student Learning Outcome 8
Associate's Degree Regular

Campus	Percentage
Villalba (n=4)	82%
Humacao (n=0)	
Manatí (n=4)	93%
San Sebastián (n=4)	92%
Hato Rey (n=4)	78%

During the 2022 summer academic semester, students enrolled in final capstone course NUR 2260 obtained an average of 86% mastery of SLO 8. Students in the Manatí Branch Campus had the highest percentage (93%) of mastery for SLO 8, while students in the Hato Rey Campus had the lowest percentage (78%). Humacao did not have students enrolled in the course.

Capstone Course NUR 1301
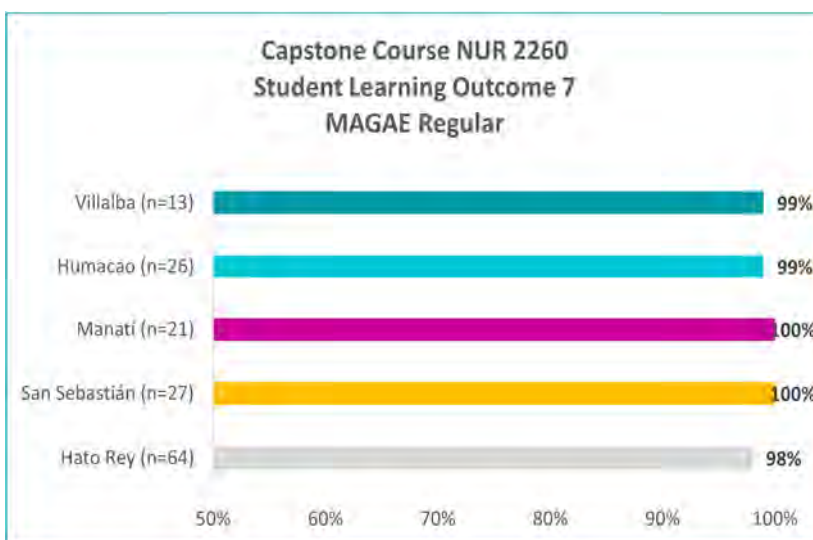Student Learning Outcome 8
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in initial capstone course NUR 1301 obtained an average of 92% mastery of SLO 8. Students in the Villalba Branch Campus had the highest percentage (100%) of mastery for SLO 8, while students in the San Sebastián Campus had the lowest percentage (78%).

Capstone Course NUR 2306
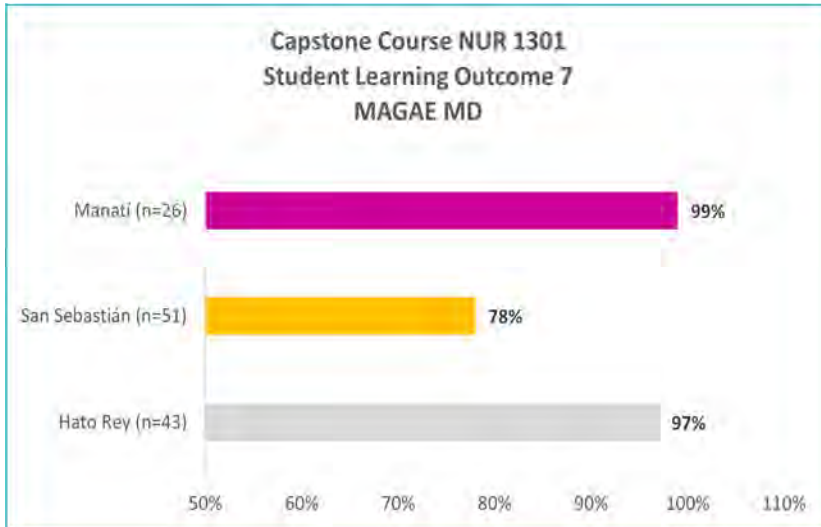Student Learning Outcome 8
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in intermediate capstone course NUR 2306 obtained an average of 96% mastery of SLO 8. Students in San Sebastián Campus had the highest percentage (99%) of mastery for SLO 8, while students in the Villalba Branch Campus had the lowest percentage (93%).

Capstone Course NUR 2260
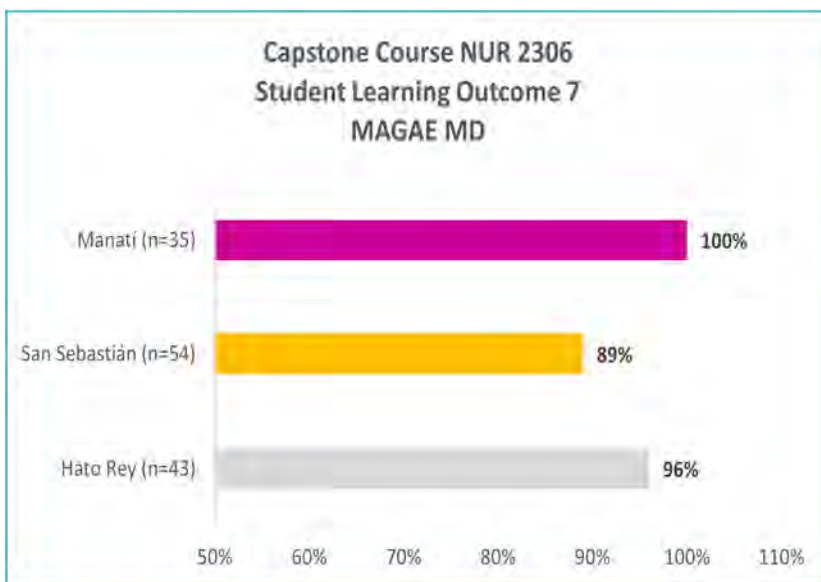Student Learning Outcome 8
MAGAE Regular

During the 2022 summer academic semester, MAGAE students enrolled in final capstone course NUR 2260 obtained an average of 94% mastery of SLO 8. Students in the San Sebastián Campus had the highest percentage (100%) of mastery for SLO 8, while students in the Villalba Branch Campus had the lowest percentage (83%).

Capstone Course NUR 1301
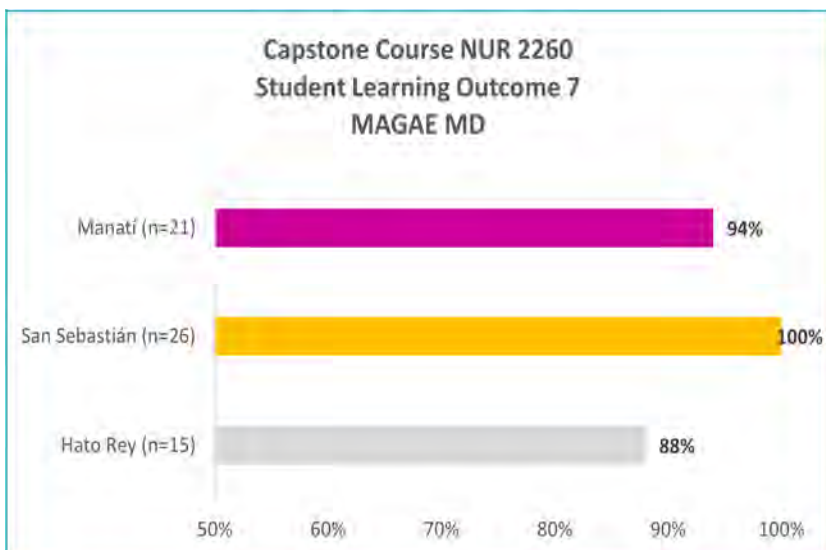Student Learning Outcome 8
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in initial capstone course NUR 1301 obtained an average of 90% mastery of SLO 8. Students in the Manatí Branch Campus had the highest percentage (98%) of mastery for SLO 8, while students in the San Sebastián Campus had the lowest percentage (78%).

Capstone Course NUR 2306
Student Learning Outcome 8
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in intermediate capstone course NUR 2306 obtained an average of 96% mastery of SLO 8. Students in the Manatí Branch Campus had the highest percentage (99%) of mastery for SLO 8, while students in the San Sebastián Campus had the lowest percentage (91%).

Capstone Course NUR 2260
Student Learning Outcome 8
MAGAE MD

During the 2022 summer academic semester, MAGAE MD students enrolled in final capstone course NUR 2260 obtained an average of 76% mastery of SLO 8. Students in the Manatí Branch Campus had the highest percentage (84%) of mastery for SLO 8, while stud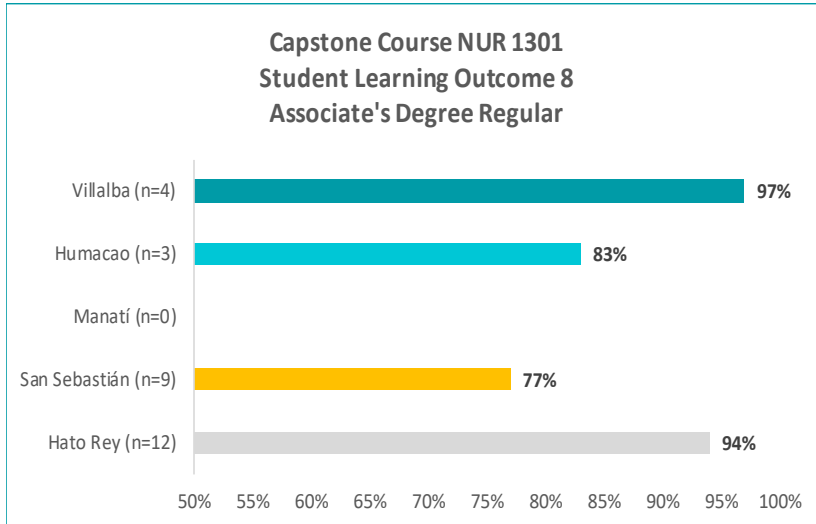ents in the San Sebastián Campus had the lowest percentage (63%). This shows that the students in the San Sebastián Campus did not meet the 70% established goal.
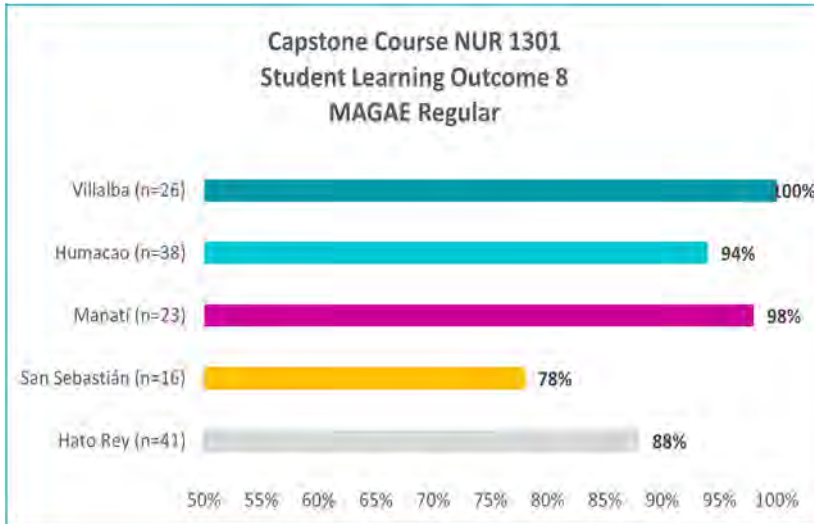
CLOSING THE LOOP

Assessment Decisions

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. 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.
7. 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).
8. 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.

SCHOOL OF NURSING

Bachelor's Degree			
Programs	**Capstones Courses**	**Instruments**	
		Test	**Rubric**
Bachelor's Degree in 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	

Bachelor's Degree in Nursing

Student Learning Outcomes

1. Applies nursing process methodology, discipline theories, and evidence-based practice to provide general nursing care.
2. Assumes a leading role in the planning, organization and monitoring of the holistic care of the individual, family and community considering the various stages of growth and development and health disease process.
3. Maintain communication with the interdisciplinary team to manage a safe and continuous care of the client, family and community.
4. Designs, implements and evaluates strategies to defend and safeguard the life and dignity of the individual.
5. Assume a leadership role in the implementation of the standards of the profession of nursing practice.
6. Develop and manage strategies aimed at the administration of nursing at different levels of the organization.
7. Uses interdisciplinary resources to design, implement and evaluate comprehensive educational plans to meet the learning needs of individuals, groups or communities.
8. Analyzes the impact of evidence-based practice and applies the findings to client, family, and community care.
9. Participates actively in local, regional, national and international organizations that promote the development of the profession.

OUTCOMES RESULTS

Student Learning Outcome 1: Applies nursing process methodology, discipline theories, and evidence-based practice to provide general nursing care.

SCHOOL OF NURSING
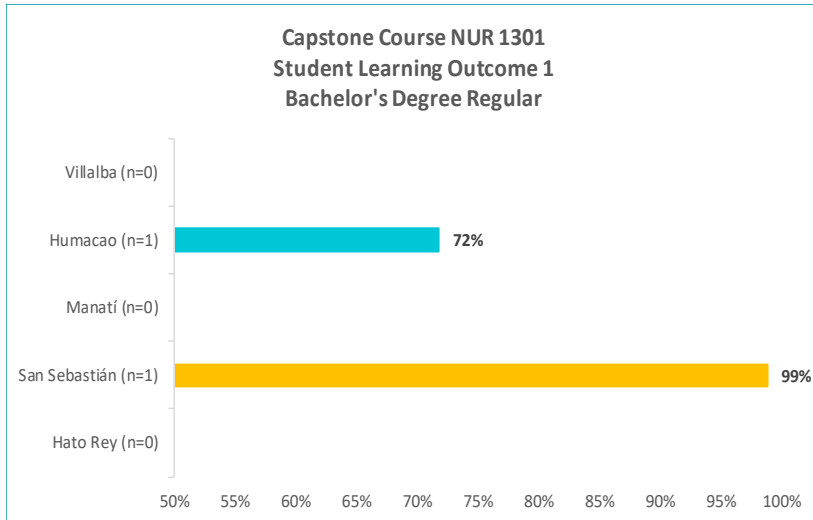
NURSING REGULAR

Capstone Course NUR 1301
Student Learning Outcome 1
Bachelor's Degree Regular

Villalba (n=0)
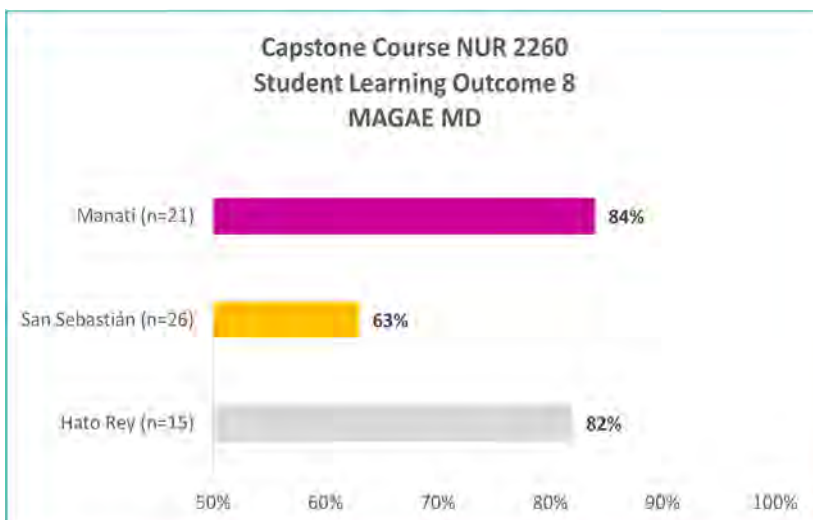Humacao (n=1) — 72%
Manatí (n=0)
San Sebastián (n=1) — 99%
Hato Rey (n=0)

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 86% mastery of SLO 1. One student in the San Sebastián Campus had the highest percentage (99%) of mastery for SLO 1, while one student in the Humacao Branch Campus had the lowest percentage (72%). Hato Rey, Manatí and Villalba did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 1
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=0)
Manatí (n=0)
San Sebastián (n=3) — 96%
Hato Rey (n=0)
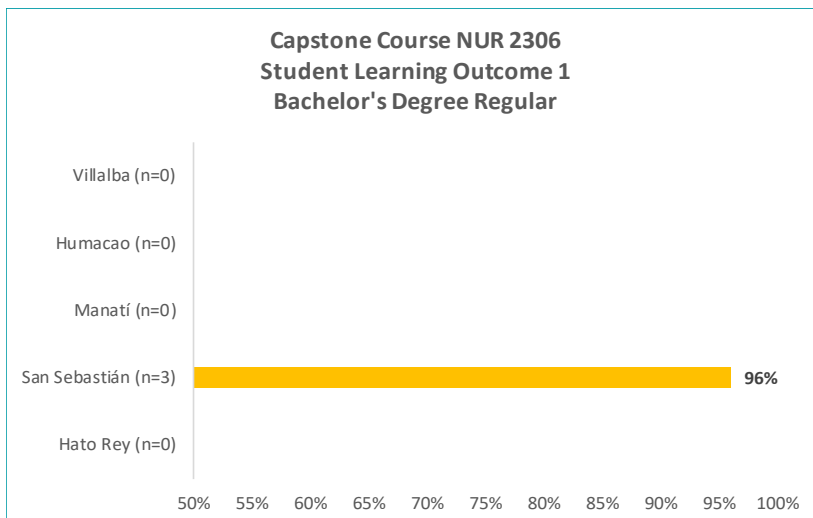
During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 96% mastery of SLO 1. Students in the San Sebastián Campus had the highest percentage (96%) of mastery for SLO 1. Hato Rey, Manatí, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 1
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=0)
Manatí (n=1) — 77%
San Sebastián (n=5) — 92%
Hato Rey (n=0)

During the 2021 fall academic semester, students enrolled in final capstone course NUR 4395 obtained an average of 85% mastery of SLO 1. Students in the San Sebastián Campus had the highest percentage (92%) of mastery for SLO 1. One student in Manatí obtained a 77%. Hato Rey, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 1
MABE

San Sebastián (n=9)	94%
Hato Rey (n=22)	100%

50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4395 obtained an average of 97% mastery of SLO 1. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 1, while students in the San Sebastián Campus had the lowest percentage (94%).

Capstone Course NUR 4460
Student Learning Outcome 1
MABE

San Sebastián (n=7)	72%
Hato Rey (n=13)	66%

50% 60% 70% 80% 90% 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4460 obtained an average of 69% mastery of SLO 1. Students in the San Sebastián Campus had the highest percentage (72%) of mastery for SLO 1, while students in the Hato Rey Campus had the lowest percentage (66%). Students in the Hato Rey Campus did not meet the 70% standard goal.

OUTCOMES RESULTS

Student Learning Outcome 2: Assumes a leading role in the planning, organization and monitoring of the holistic care of the individual, family and community considering the various stages of growth and development and health disease process.

Capstone Course NUR 1301
Student Learning Outcome 2
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=1) — 80%
Manatí (n=0)
San Sebastián (n=1) — 99%
Hato Rey (n=0)

50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%
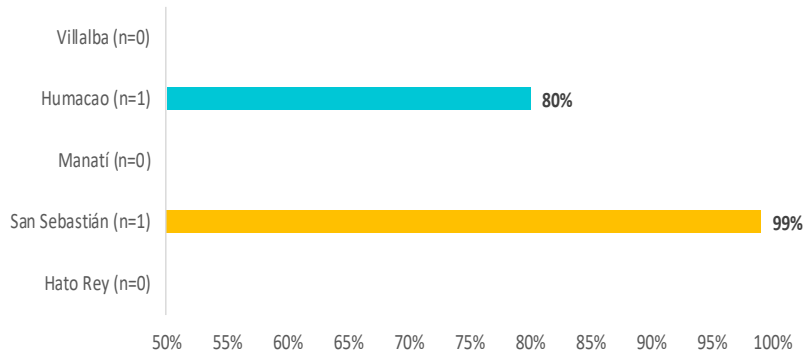
During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 90% mastery of SLO 2. One student in the San Sebastián Campus had the highest percentage (99%) of mastery for SLO 2, while one student in the Humacao Branch Campus had the lowest percentage (80%). Hato Rey, Manatí and Villalba did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 2
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=0)
Manatí (n=0)
San Sebastián (n=3) — 93%
Hato Rey (n=0)

50% 60% 70% 80% 90% 100%
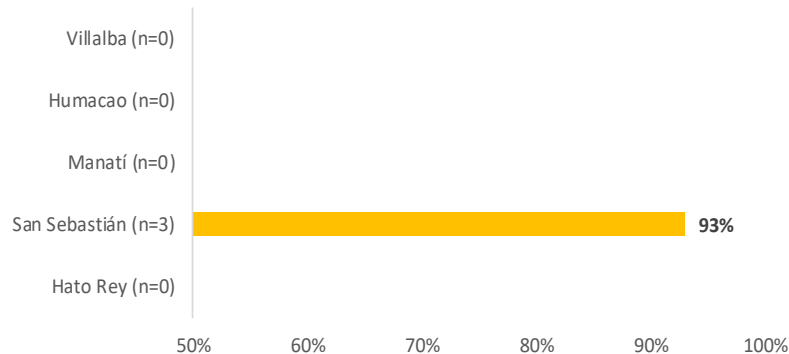
During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 93% mastery of SLO 2. Students in the San Sebastián Campus had the highest percentage (93%) of mastery for SLO 2. Hato Rey, Manatí, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 2
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=0)
Manatí (n=1) — 75%
San Sebastián (n=5) — 91%
Hato Rey (n=0)

50% 60% 70% 80% 90% 100%
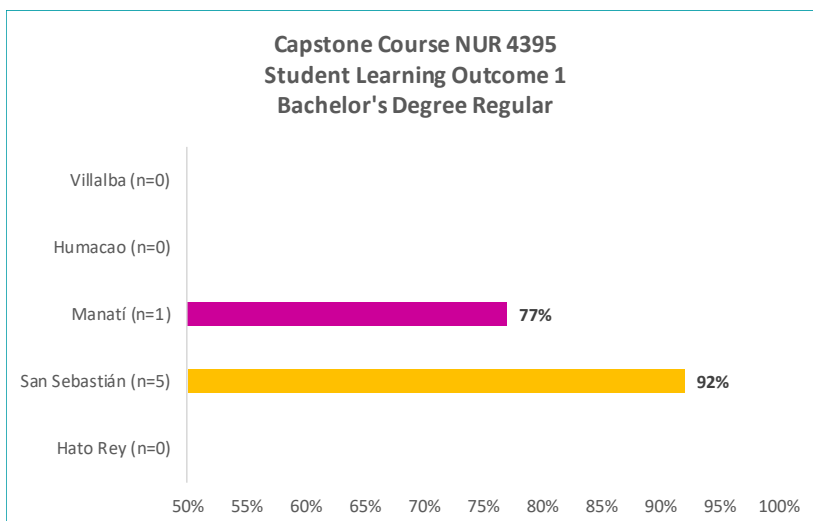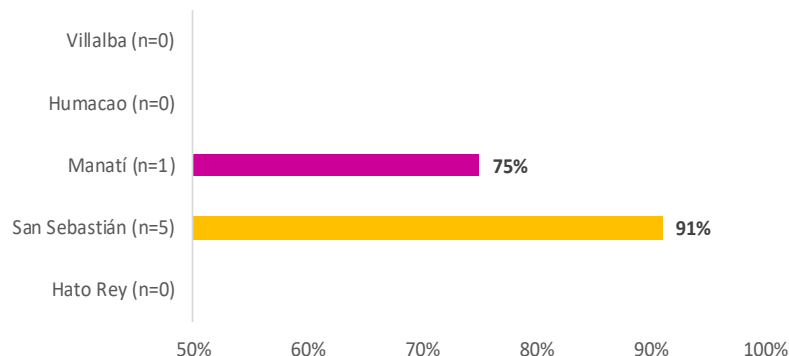
During the 2021 fall academic semester, students enrolled in final capstone course NUR 4395 obtained an average of 83% mastery of SLO 2. Students in the San Sebastián Campus had the highest percentage (91%) of mastery for SLO 2. One student in Manatí obtained a 75%. Hato Rey, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 2
MABE

San Sebastián (n=9) — 88%

Hato Rey (n=22) — 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4395 obtained an average of 94% mastery of SLO 2. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 2, while students in the San Sebastián Campus had the lowest percentage (88%).

Capstone Course NUR 4460
Student Learning Outcome 2
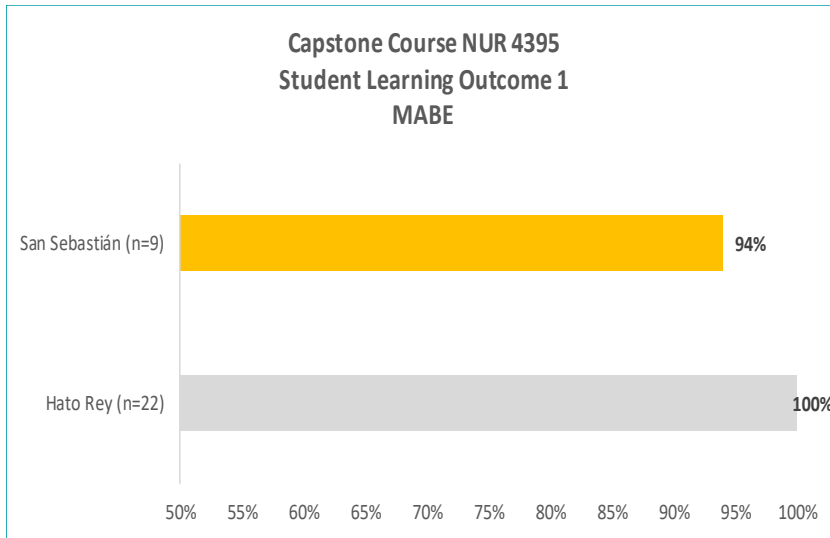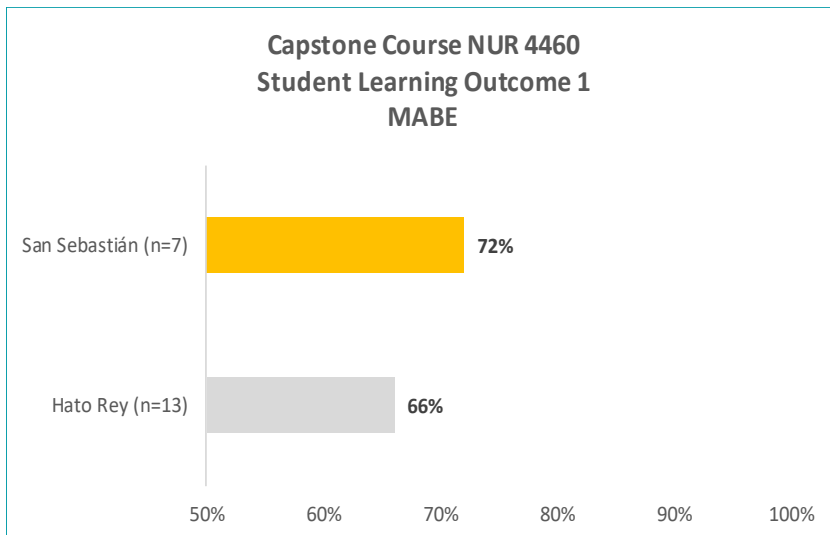## MABE

San Sebastián (n=7) — 71%

Hato Rey (n=13) — 64%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4460 obtained an average of 68% mastery of SLO 2. Students in the San Sebastián Campus had the highest percentage (71%) of mastery for SLO 2, while students in the Hato Rey Campus had the lowest percentage (64%). Students in the Hato Rey Campus did not meet the 70% standard goal.

OUTCOMES RESULTS

Student Learning Outcome 3: Maintain communication with the interdisciplinary team to manage a safe and continuous care of the client, family and community.

Capstone Course NUR 1301
Student Learning Outcome 3
Bachelor's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=1)	75%
Manatí (n=0)	
San Sebastián (n=1)	98%
Hato Rey (n=0)	
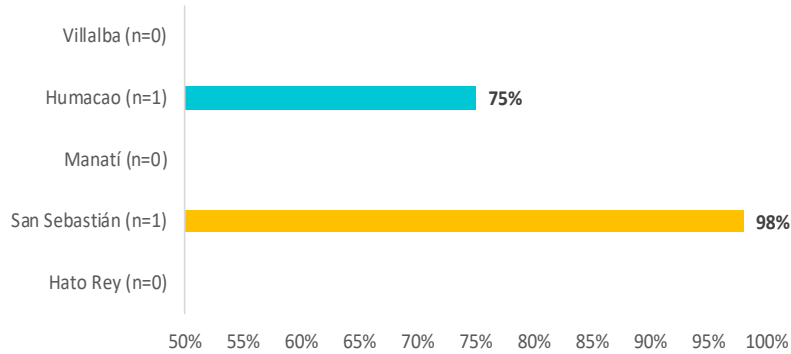
During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 87% mastery of SLO 3. One student in the San Sebastián Campus had the highest percentage (98%) of mastery for SLO 3, while one student in the Humacao Branch Campus had the lowest percentage (75%). Hato Rey, Manatí and Villalba did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 3
Bachelor's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=0)	
San Sebastián (n=3)	96%
Hato Rey (n=0)	

During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 96% mastery of SLO 3. Students in the San Sebastián Campus had the highest percentage (96%) of mastery for SLO 3. Hato Rey, Manatí, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
**Student Learning Outcome 3**
Bachelor's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=1)	77%
San Sebastián (n=5)	92%
Hato Rey (n=0)	

During the 2021 fall academic semester, students enrolled in final capstone course NUR 4395 obtained an average of 85% mastery of SLO 3. Students in the San Sebastián Campus had the highest percentage (92%) of mastery for SLO 3. One student in Manatí obtained a 77%. Hato Rey, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 3
MABE

San Sebastián (n=9) **94%**

Hato Rey (n=22) **100%**

50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4395 obtained an average of 97% mastery of SLO 3. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 3, while students in the San Sebastián Campus had the lowest percentage (94%).

Capstone Course NUR 4460
Student Learning Outcome 3
MABE

San Sebastián (n=7) **64%**

Hato Rey (n=13) **55%**

50% 60% 70% 80% 90% 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4460 obtained an average of 60% mastery of SLO 3. Students in the San Sebastián Campus had the highest percentage (64%) of mastery for SLO 3, while students in the Hato Rey Campus had the lowest percentage (55%). Students in the San Sebastián and Hato Rey Campus did not meet the 70% standard goal.

OUTCOMES RESULTS

Student Learning Outcome 4: Designs, implements and evaluates strategies to defend and safeguard the life and dignity of the individual.
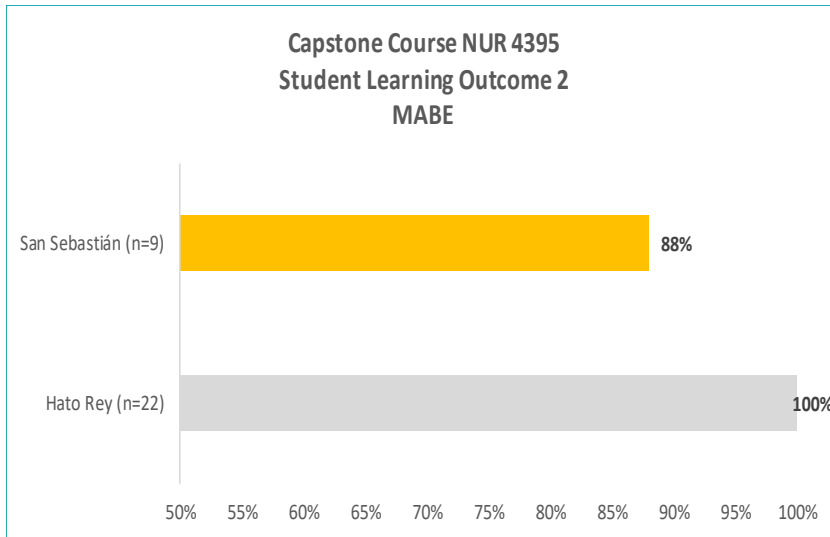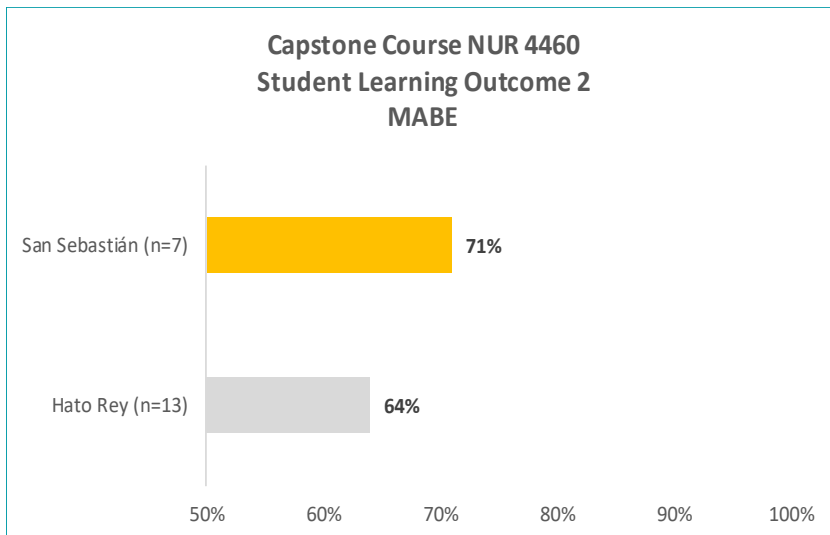
Capstone Course NUR 1301
Student Learning Outcome 4
Bachelor's Degree Regular

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 86% mastery of SLO 4. One student in the San Sebastián Campus had the highest percentage (99%) of mastery for SLO 4, while one student in the Humacao Branch Campus had the lowest percentage (73%). Hato Rey, Manatí and Villalba did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 4
Bachelor's Degree Regular
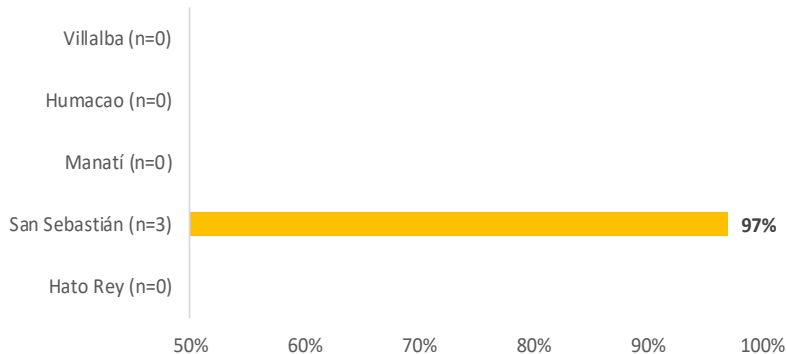
During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 97% mastery of SLO 4. Students in the San Sebastián Campus had the highest percentage (97%) of mastery for SLO 4. Hato Rey, Manatí, Humacao and Villalba did not have students enrolled in the course.
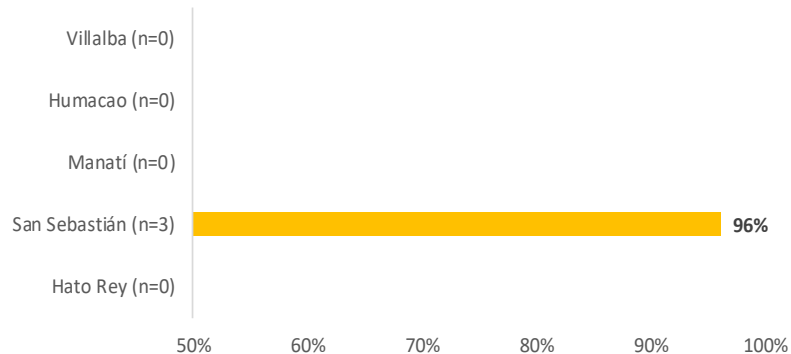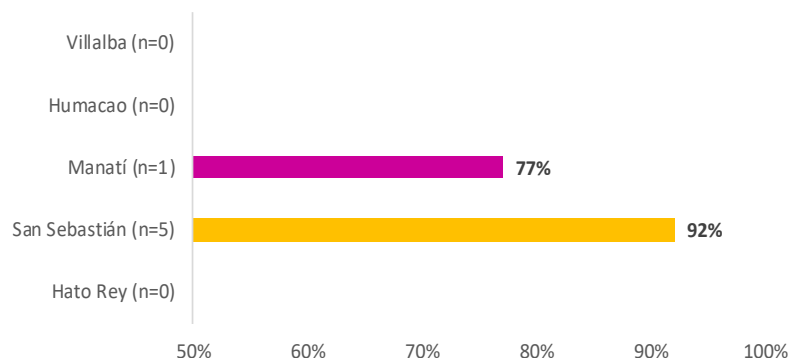
Capstone Course NUR 4395
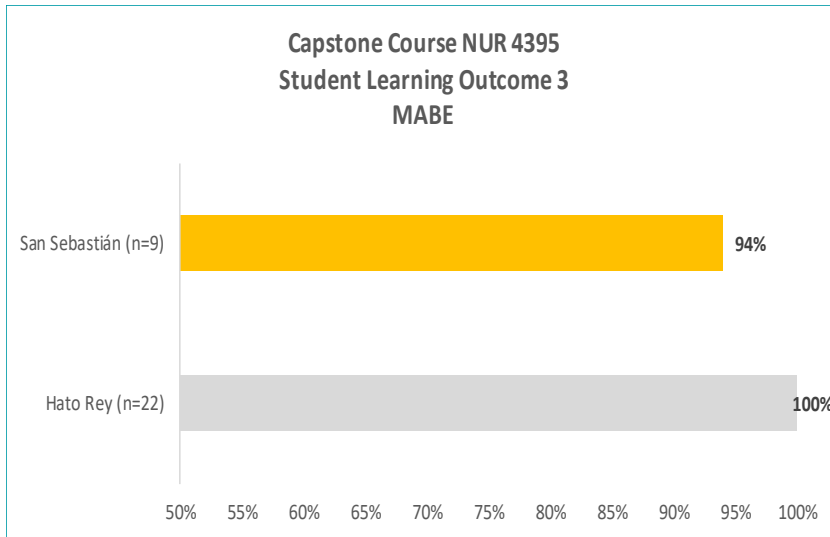### Student Learning Outcome 4
Bachelor's Degree Regular

During the 2021 fall academic semester, students enrolled in final capstone course NUR 4395 obtained an average of 79% mastery of SLO 4. Students in the San Sebastián Campus had the highest percentage (88%) of mastery for SLO 4. One student in Manatí obtained a 70%. Hato Rey, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 4
MABE

San Sebastián (n=9) — 93%

Hato Rey (n=22) — 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4395 obtained an average of 97% mastery of SLO 4. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 4, while students in the San Sebastián Campus had the lowest percentage (93%).

Capstone Course NUR 4460
Student Learning Outcome 4
MABE

San Sebastián (n=7) — 67%

Hato Rey (n=13) — 57%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4460 obtained an average of 62% mastery of SLO 4. Students in the San Sebastián Campus had the highest percentage (67%) of mastery for SLO 4, while students in the Hato Rey Campus had the lowest percentage (57%). Students in the San Sebastián and Hato Rey Campus did not meet the 70% standard goal.

OUTCOMES RESULTS

Student Learning Outcome 5: Assume a leadership role in the implementation of the standards of the profession of nursing practice.

Capstone Course NUR 1301
Student Learning Outcome 5
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=1) — 72%
Manatí (n=0)
San Sebastián (n=1) — 99%
Hato Rey (n=0)

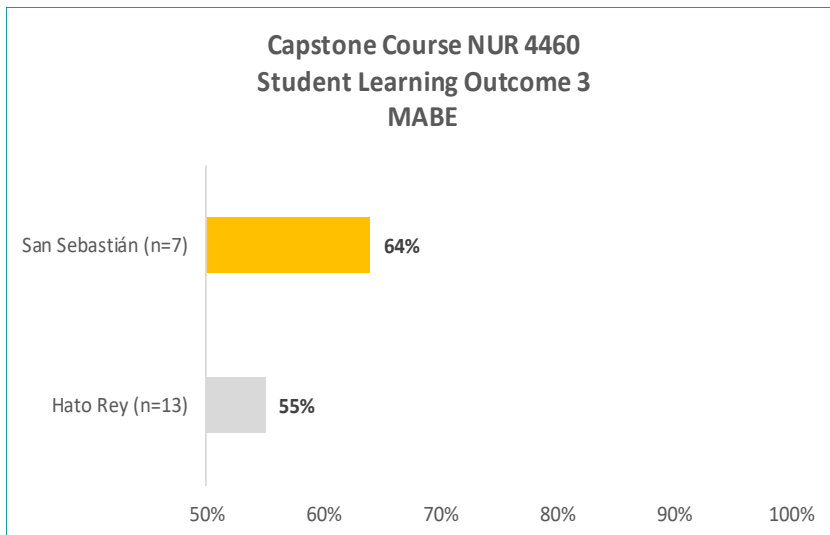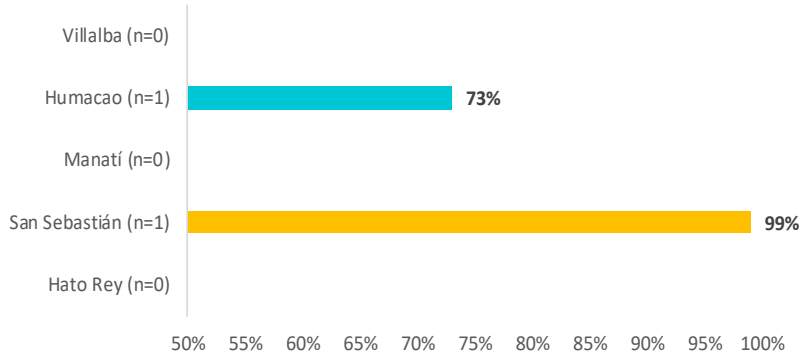50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 86% mastery of SLO 5. One student in the San Sebastián Campus had the highest percentage (99%) of mastery for SLO 5, while one student in the Humacao Branch Campus had the lowest percentage (72%). Hato Rey, Manatí and Villalba did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 5
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=0)
Manatí (n=0)
San Sebastián (n=3) — 94%
Hato Rey (n=0)

50% 60% 70% 80% 90% 100%
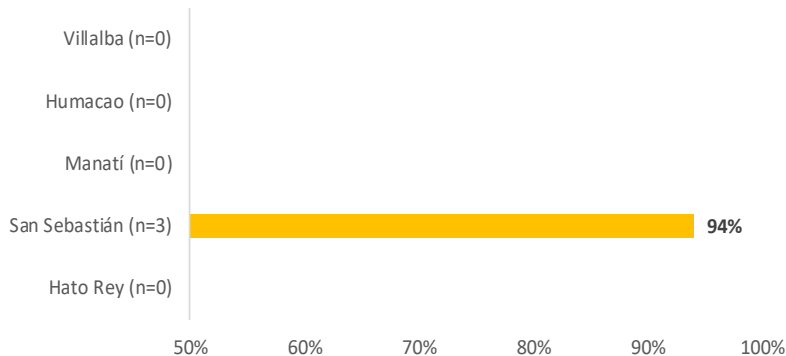
During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 94% mastery of SLO 5. Students in the San Sebastián Campus had the highest percentage (94%) of mastery for SLO 5. Hato Rey, Manatí, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 5
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=0)
Manatí (n=1) — 81%
San Sebastián (n=5) — 92%
Hato Rey (n=0)

50% 60% 70% 80% 90% 100%
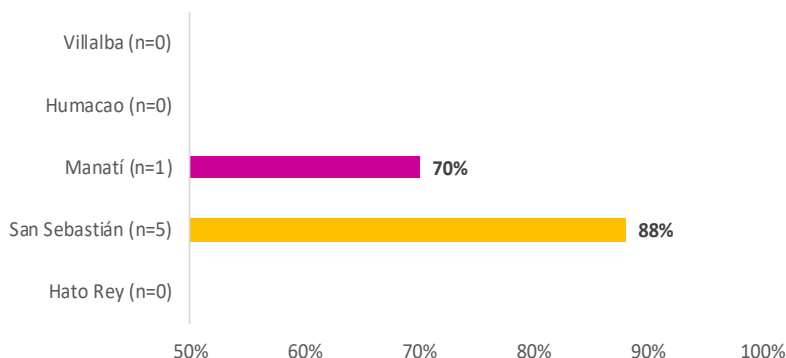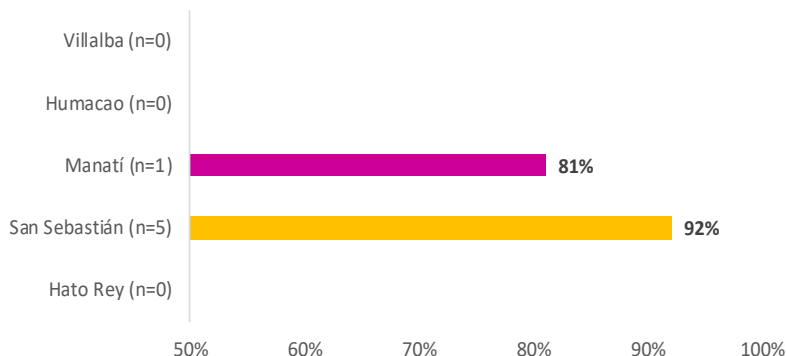
During the 2021 fall academic semester, students enrolled in final capstone course NUR 4395 obtained an average of 87% mastery of SLO 5. Students in the San Sebastián Campus had the highest percentage (92%) of mastery for SLO 5. One student in Manatí obtained a 81%. Hato Rey, Humacao and Villalba did not have students enrolled in the course.

SCHOOL OF NURSING
MABE
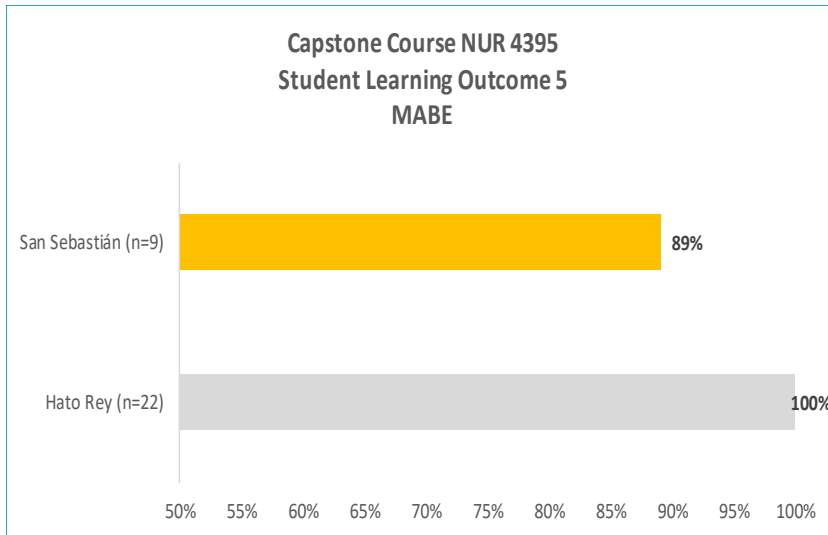
Capstone Course NUR 4395
Student Learning Outcome 5
MABE

San Sebastián (n=9) — 89%
Hato Rey (n=22) — 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4395 obtained an average of 95% mastery of SLO 5. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 5, while students in the San Sebastián Campus had the lowest percentage (89%).

Capstone Course NUR 4460
Student Learning Outcome 5
MABE

San Sebastián (n=7) — 71%
Hato Rey (n=13) — 67%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4460 obtained an average of 69% mastery of SLO 5. Students in the San Sebastián Campus had the highest percentage (71%) of mastery for SLO 5, while students in the Hato Rey Campus had the lowest percentage (67%). Students in the Hato Rey Campus did not meet the 70% standard goal.

OUTCOMES RESULTS

Student Learning Outcome 6: Develop and manage strategies aimed at the administration of nursing at different levels of the organization.

Capstone Course NUR 1301
Student Learning Outcome 6
Bachelor's Degree Regular

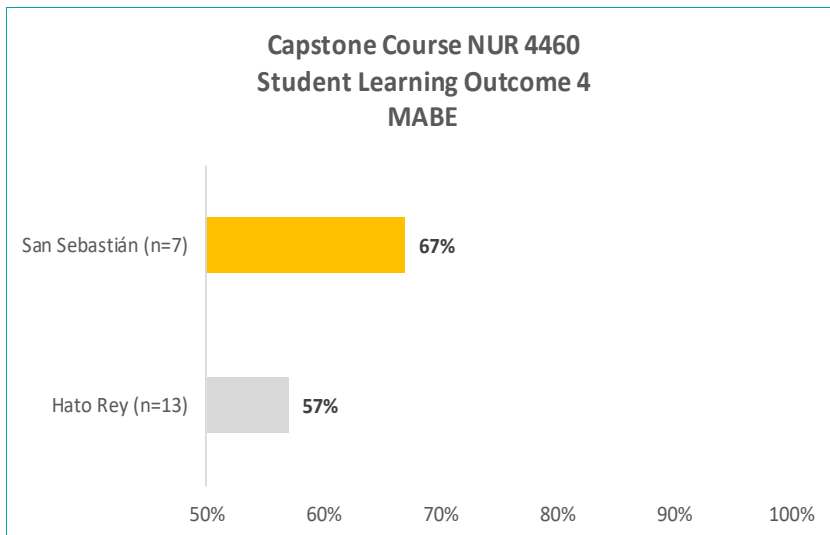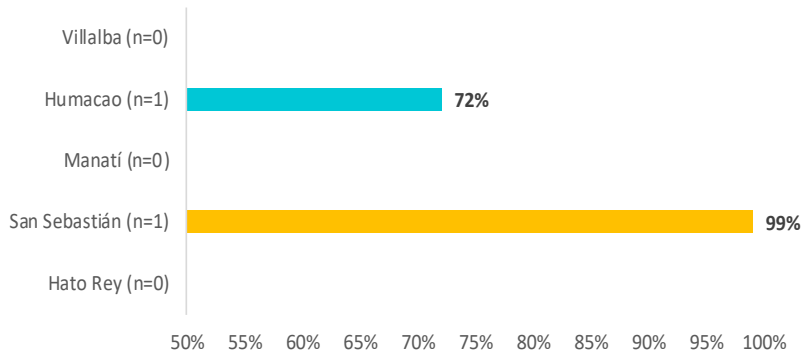| Campus	Percentage
Villalba (n=0)	
Humacao (n=1)	71%
Manatí (n=0)	
San Sebastián (n=1)	99%
Hato Rey (n=0)	
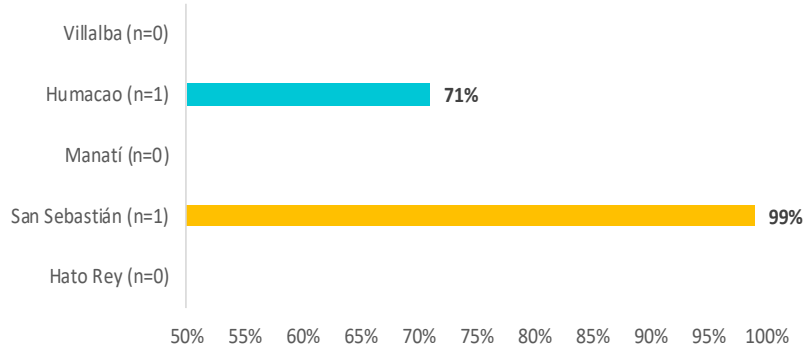
During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 85% mastery of SLO 6. One student in the San Sebastián Campus had the highest percentage (99%) of mastery for SLO 6, while one student in the Humacao Branch Campus had the lowest percentage (71%). Hato Rey, Manatí and Villalba did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 6
Bachelor's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=0)	
San Sebastián (n=3)	95%
Hato Rey (n=0)	
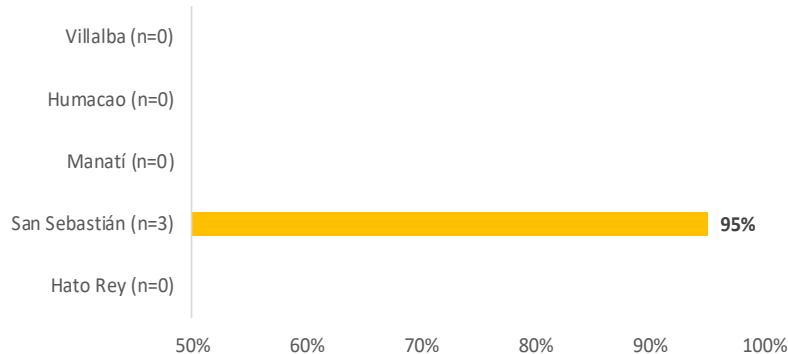
During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 95% mastery of SLO 6. Students in the San Sebastián Campus had the highest percentage (95%) of mastery for SLO 6. Hato Rey, Manatí, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 6
**Bachelor's Degree Regular**

Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=1)	81%
San Sebastián (n=5)	92%
Hato Rey (n=0)	

During the 2021 fall academic semester, students enrolled in final capstone course NUR 4395 obtained an average of 87% mastery of SLO 6. Students in the San Sebastián Campus had the highest percentage (92%) of mastery for SLO 6. One student in Manatí obtained a 81%. Hato Rey, Humacao and Villalba did not have students enrolled in the course.
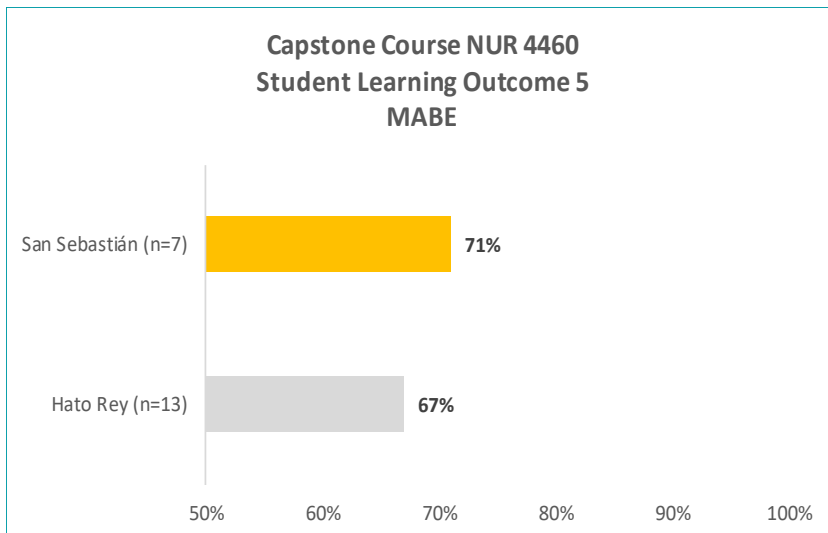
Capstone Course NUR 4395
Student Learning Outcome 6
MABE

San Sebastián (n=9) 89%

Hato Rey (n=22) 100%

50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4395 obtained an average of 95% mastery of SLO 6. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 6, while students in the San Sebastián Campus had the lowest percentage (89%).

Capstone Course NUR 4460
Student Learning Outcome 6
MABE

San Sebastián (n=7) 55%

Hato Rey (n=13) 62%

50% 60% 70% 80% 90% 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4460 obtained an average of 59% mastery of SLO 6. Students in the Hato Rey Campus had the highest percentage (62%) of mastery for SLO 6, while students in the San Sebastián Campus had the lowest percentage (62%). Students in the San Sebastián and Hato Rey Campus did not meet the 70% standard goal.

OUTCOMES RESULTS

Student Learning Outcome 7: Uses interdisciplinary resources to design, implement and evaluate comprehensive educational plans to meet the learning needs of individuals, groups or communities.

Capstone Course NUR 1301
Student Learning Outcome 7
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=1) — 72%
Manatí (n=0)
San Sebastián (n=1) — 100%
Hato Rey (n=0)

50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%
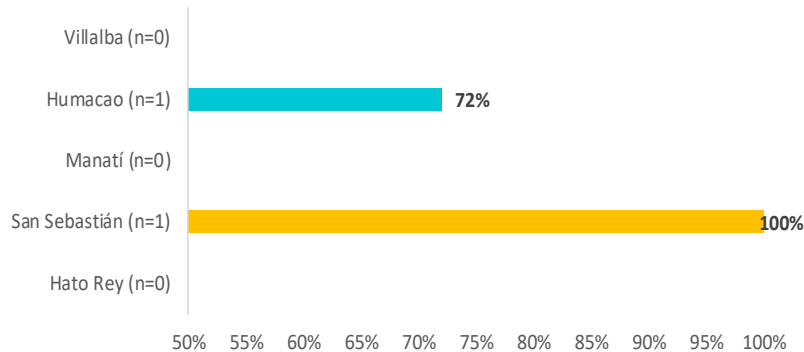
During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 86% mastery of SLO 7. One student in the San Sebastián Campus had the highest percentage (100%) of mastery for SLO 7, while one student in the Humacao Branch Campus had the lowest percentage (72%). Hato Rey, Manatí and Villalba did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 7
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=0)
Manatí (n=0)
San Sebastián (n=3) — 95%
Hato Rey (n=0)

50% 60% 70% 80% 90% 100%
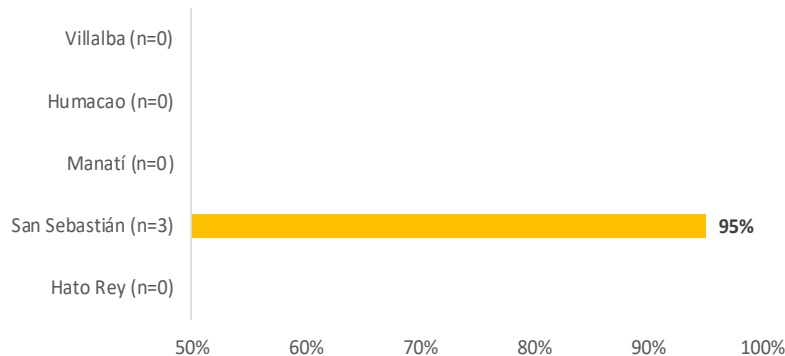
During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 95% master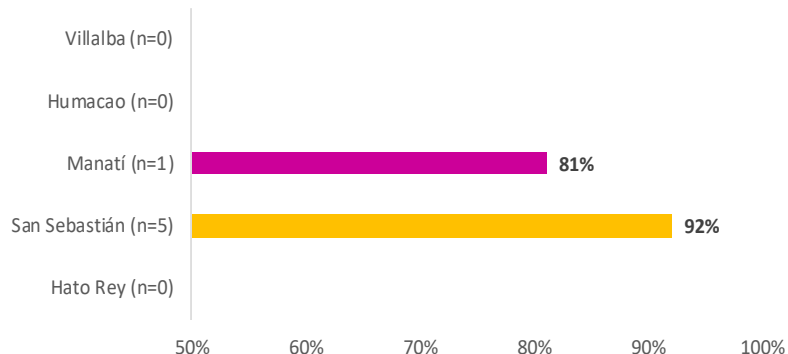y of SLO 7. Students in the San Sebastián Campus had the highest percentage (95%) of mastery for SLO 7. Hato Rey, Manatí, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 7
Bachelor's Degree Regular

Villalba (n=0)
Humacao (n=0)
Manatí (n=1) — 79%
San Sebastián (n=5) — 90%
Hato Rey (n=0)

50% 60% 70% 80% 90% 100%

During the 2021 fall academic semester, students enrolled in final capstone course NUR 4395 obtained an average of 85% mastery of SLO 7. Students in the San Sebastián Campus had the highest percentage (90%) of mastery for SLO 7. One student in Manatí obtained a 79%. Hato Rey, Humacao and Villalba did not have students enrolled in the course.
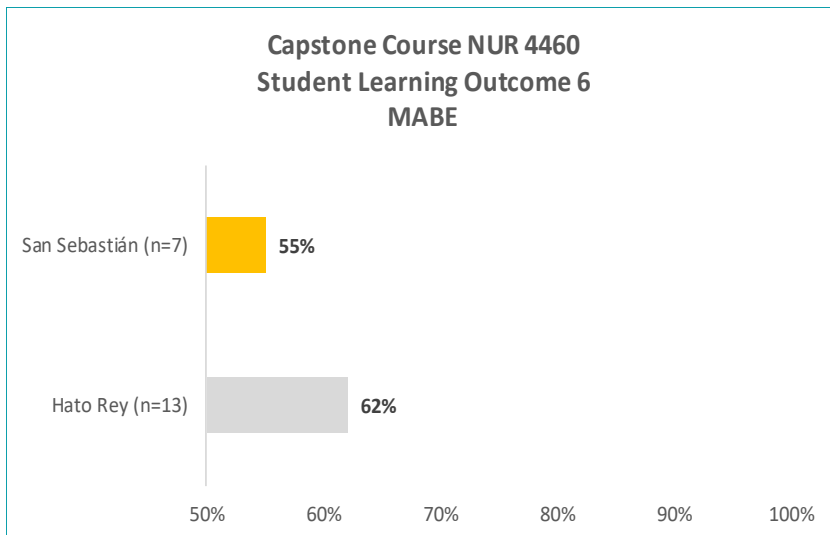
164

Capstone Course NUR 4395
Student Learning Outcome 7
MABE

San Sebastián (n=9) — 88%

Hato Rey (n=22) — 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4395 obtained an average of 94% mastery of SLO 7. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 7, while students in the San Sebastián Campus had the lowest percentage (88%).

Capstone Course NUR 4460
Student Learning Outcome 7
MABE

San Sebastián (n=7) — 71%

Hato Rey (n=13) — 70%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4460 obtained an average of 71% mastery of SLO 7. Students in the Sna Sebastián Campus had the highest percentage (71%) of mastery for SLO 7, while students in the Hato Rey Campus had the lowest percentage (70%).

OUTCOMES RESULTS

Student Learning Outcome 8: Analyzes the impact of evidence-based practice and applies the findings to client, family, and community care.

Capstone Course NUR 1301
Student Learning Outcome 8
Bachelor's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=1)	63%
Manatí (n=0)	
San Sebastián (n=1)	100%
Hato Rey (n=0)	

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 82% mastery of SLO 8. One student in the San Sebastián Campus had the highest percentage (100%) of mastery for SLO 8, while one student in the Humacao Branch Campus had the lowest percentage (63%). The student in Humacao did not meet the 70% standard goal. Hato Rey, Manatí and Villalba did not have students enrolled in the course.

Capstone Course NUR 2306
Student Learning Outcome 8
Bachelor's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=0)	
San Sebastián (n=3)	90%
Hato Rey (n=0)	
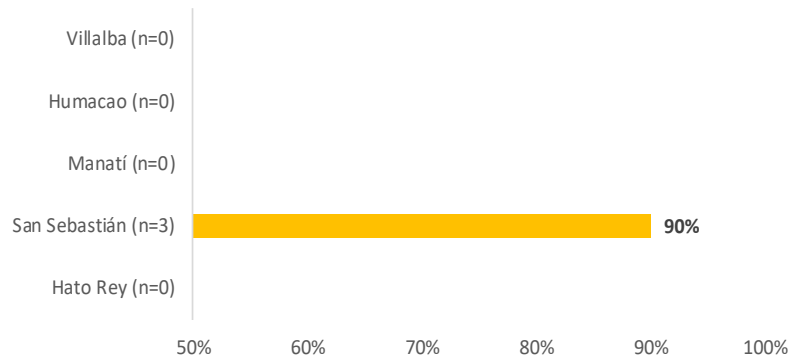
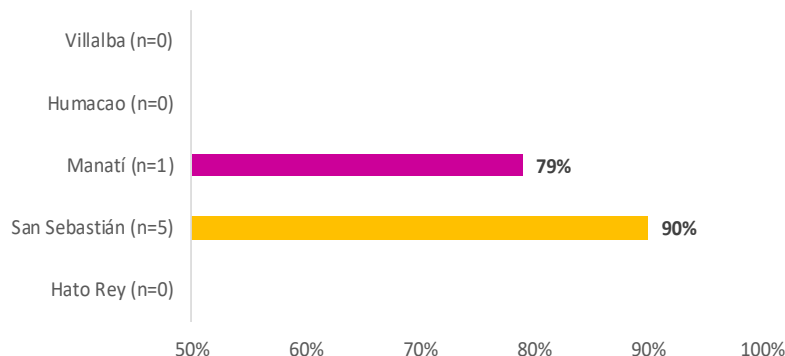During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 90% mastery of SLO 8. Students in the San Sebastián Campus had the highest percentage (90%) of mastery for SLO 8. Hato Rey, Manatí, Humacao and Villalba did not have students enrolled in the course.

Capstone Course NUR 4395
Student Learning Outcome 8
Bachelor's Degree Regular

Campus	Percentage
Villalba (n=0)	
Humacao (n=0)	
Manatí (n=1)	75%
San Sebastián (n=5)	88%
Hato Rey (n=0)	

During the 2021 fall academic semester, students enrolled in final capstone course NUR 4395 obtained an average of 82% mastery of SLO 8. Students in the San Sebastián Campus had the highest percentage (88%) of mastery for SLO 8. One student in Manatí obtained a 75%. Hato Rey, Humacao and Villalba did not have students enrolled in the course.
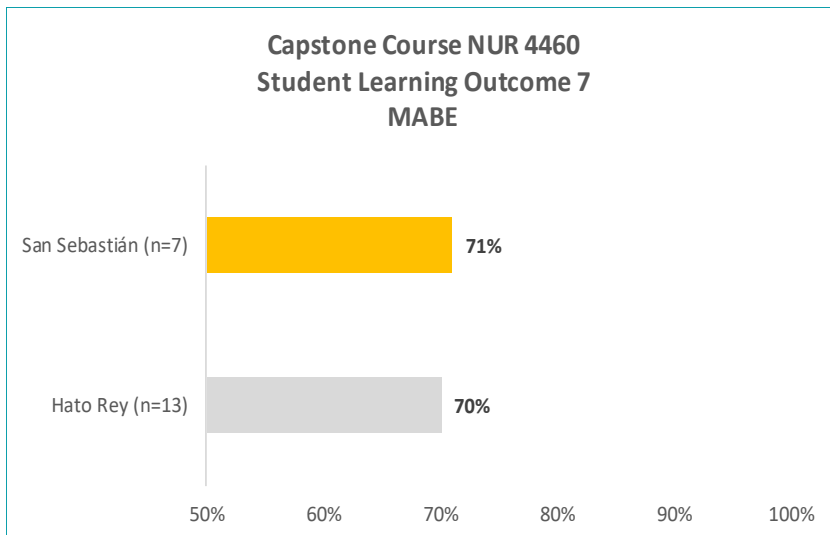
167

Capstone Course NUR 4395
Student Learning Outcome 8
MABE

San Sebastián (n=9)	91%
Hato Rey (n=22)	100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4395 obtained an average of 96% mastery of SLO 8. Students in the Hato Rey Campus had the highest percentage (100%) of mastery for SLO 8, while students in the San Sebastián Campus had the lowest percentage (91%).

Capstone Course NUR 4460
Student Learning Outcome 8
MABE

San Sebastián (n=7)	68%
Hato Rey (n=13)	66%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4460 obtained an average of 67% mastery of SLO 8. Students in the Sna Sebastián Campus had the highest percentage (68%) of mastery for SLO 8, while students in the Hato Rey Campus had the lowest percentage (66%). Students in the San Sebastián and Hato Rey Campus did not meet the 70% standard goal.

OUTCOMES RESULTS

Student Learning Outcome 9: Participates actively in local, regional, national and international organizations that promote the development of the profession.

**Capstone Course NUR 1301
Student Learning Outcome 9
Bachelor's Degree Regular**

Villalba (n=0)
Humacao (n=1)   75%
Manatí (n=0)
San Sebastián (n=1)   100%
Hato Rey (n=0)

50%   60%   70%   80%   90%   100%

During the 2021 fall academic semester, students enrolled in initial capstone course NUR 1301 obtained an average of 88% mastery of SLO 9. One student in the San Sebastián Campus had the highest percentage (100%) of mastery for SLO 9, while one student in the Humacao Branch Campus had the lowest percentage (75%). Hato Rey, Manatí and Villalba did not have students enrolled in the course.
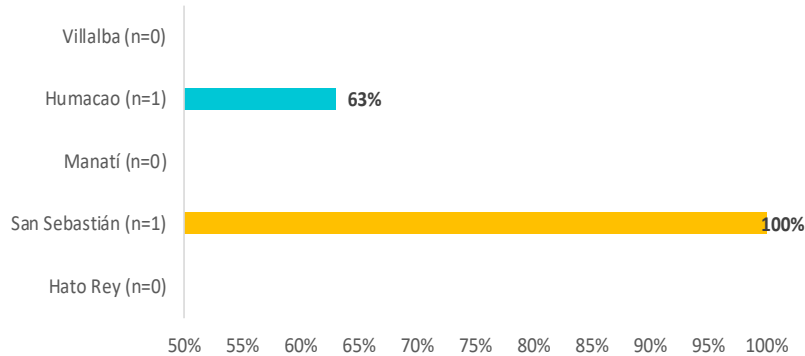
**Capstone Course NUR 2306
Student Learning Outcome 9
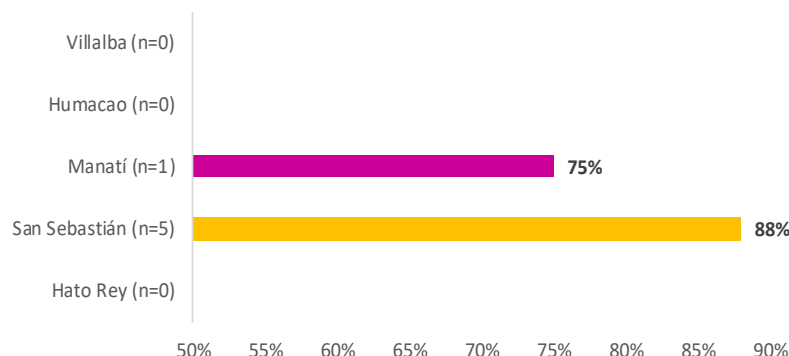Bachelor's Degree Regular**

Villalba (n=0)
Humacao (n=0)
Manatí (n=0)
San Sebastián (n=3)   96%
Hato Rey (n=0)

50%   60%   70%   80%   90%   100%
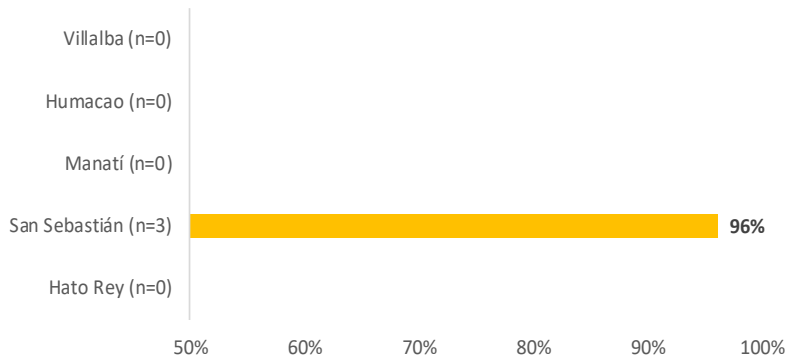
During the 2021 fall academic semester, students enrolled in intermediate capstone course NUR 2306 obtained an average of 96% mastery of SLO 9. Students in the San Sebastián Campus had the highest percentage (96%) of mastery for SLO 9. Hato Rey, Manatí, Humacao and Villalba did not have students enrolled in the course.

**Capstone Course NUR 4395
Student Learning Outcome 9
Bachelor's Degree Regular**

Villalba (n=0)
Humacao (n=0)
Manatí (n=1)   81%
San Sebastián (n=5)   94%
Hato Rey (n=0)

50%   60%   70%   80%   90%   100%

During the 2021 fall academic semester, students enrolled in final capstone course NUR 4395 obtained an average of 88% mastery of SLO 8. Students in the San Sebastián Campus had the highest percentage (94%) of mastery for SLO 8. One student in Manatí obtained a 81%. Hato Rey, Humacao and Villalba did not have students enrolled in the course.
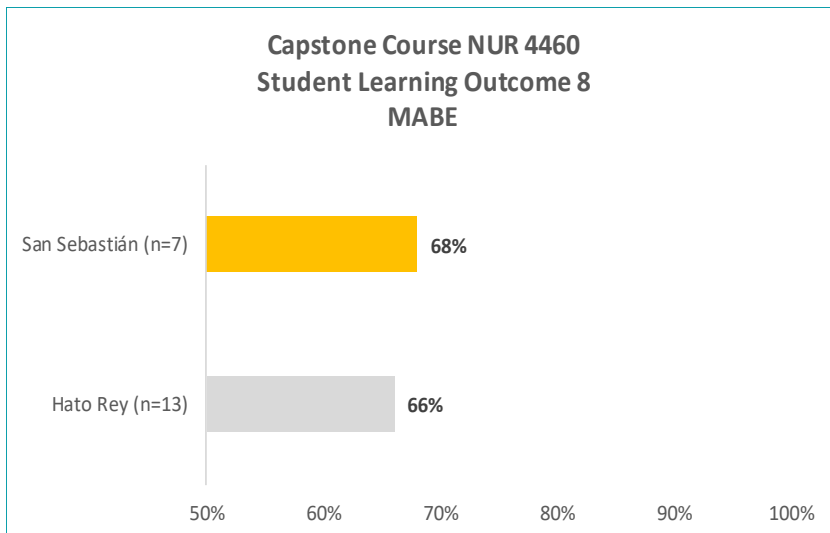
Capstone Course NUR 4395
Student Learning Outcome 9
MABE

San Sebastián (n=9) 93%

Hato Rey (n=22) 99%

50% 55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4395 obtained an average of 96% mastery of SLO 8. Students in the Hato Rey Campus had the highest percentage (99%) of mastery for SLO 8, while students in the San Sebastián Campus had the lowest percentage (93%).

Capstone Course NUR 4460
Student Learning Outcome 9
MABE

San Sebastián (n=7) 71%

Hato Rey (n=13) 66%

50% 60% 70% 80% 90% 100%

During the 2021 summer academic semester, MABE students enrolled in capstone course NUR 4460 obtained an average of 69% mastery of SLO 8. Students in the Sna Sebastián Campus had the highest percentage (71%) of mastery for SLO 8, while students in the Hato Rey Campus had the lowest percentage (66%). Students in the Hato Rey Campus did not meet the 70% standard goal.
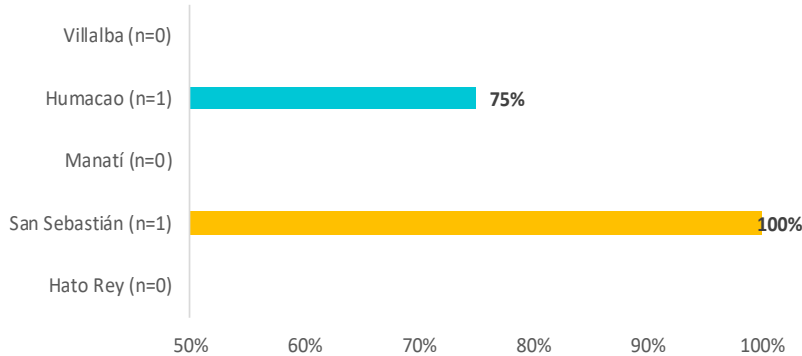
Assessment Decisions

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

1. 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.

2. 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 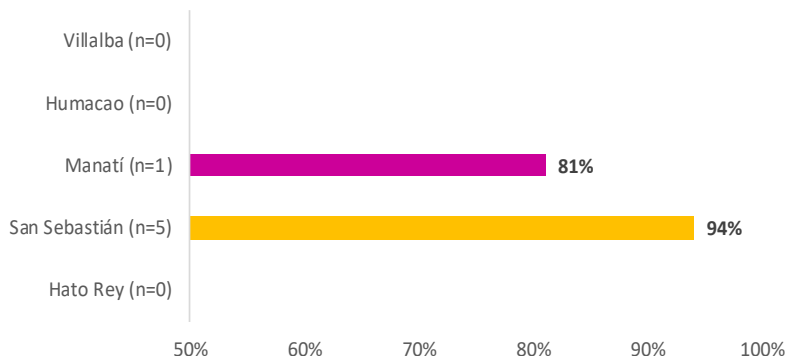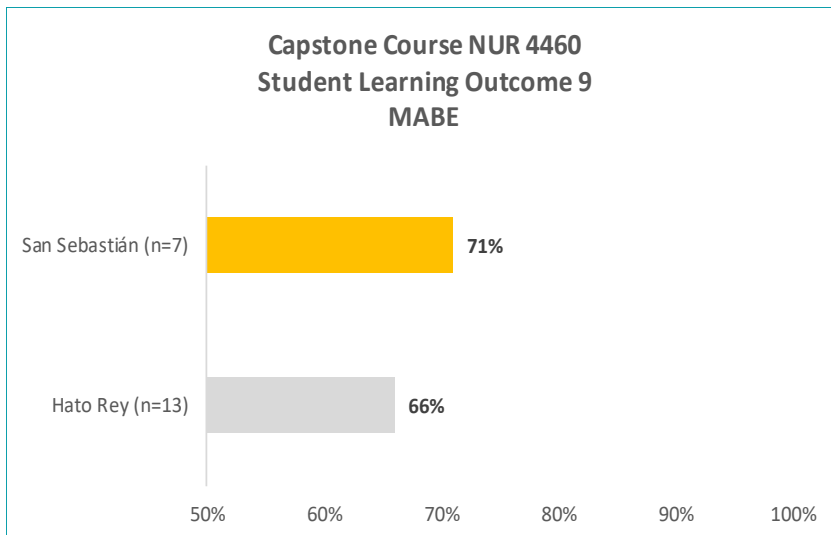to the faculty that an increase from 30-60 to 90 hours of practice, for all clinical practice courses, was an essential part of the curriculum.

3. 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.

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

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

6. Three (3) new positions in each Campus were created: Two (2) full-time Basic Nursing Skills Coordinator and one (1) Nursing Program Coordinator.

7. 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).

8. 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.

OUTCOMES RESULTS

SCHOOL OF DESIGN

SCHOOL OF DESIGN

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate's Degree in Digital Fashion Design	DMD 1203 Fashion Design I		Portfolio
	DMD 3201 Collection Development and Construction		Collection Exhibition

Student Learning Outcomes

1. Conceptualize and design fashion concepts for all occasions.
2. Apply the concepts of fashion design to the human figure and its proportions to achieve an aesthetic and functional design.
3. Implement trends in textiles and accessories that contribute to the designs.
4. Cut and put together the parts of the designs.
5. Create your own clothing collection.
6. Promote and market within the fashion design industry.

SCHOOL OF DESIGN
HATO REY CAMPUS

Associate's Degree in Digital Fashion Design

	(n=47) 2019-2020	(n=21) 2020-2021	2021-2022
DMD 1203	81%	78%	

During the 2019-2020 academic year, students in initial capstone course DMD 1203 obtained an average of 81%. During the 2020-2021 academic year, students obtained an average of 78%. This shows students have been exceeding the 70% standard goal.

Associate's Degree in Digital Fashion Design

	(n=7) 2019-2020	(n=7) 2020-2021	2021-2022
DMD 3201	81%	78%	

During the 2019-2020 academic year, students in final capstone course DMD 3201 obtained an average of 81%. During the 2020-2021 academic year, students obtained an average of 78%. This shows students have been exceeding the 70% standard goal.

SCHOOL OF DESIGN
SAN SEBASTIÁN CAMPUS

Associate's Degree in Digital Fashion Design

	2019-2020	(n=6) 2020-2021	2021-2022
DMD 1203		73%	

73%

During the 2020-2021 academic year, students in initial capstone course DMD 1203 obtained an average of 73%. This shows students have been exceeding the 70% standard goal.

Associate's Degree in Digital Fashion Design

	(n=8) 2019-2020	2020-2021	(n=2) 2021-2022
DMD 3201	90%		90%

90%   90%

During the 2020-2021 academic year, students in the final capstone course DMD 3201 obtained an average of 90%.During the 2021-2022 academic year, students obtained a 90%. This shows students have been exceeding the 70% standard goal.

Associate's Degree in Digital Fashion Design

	(n=5) 2019-2020	2020-2021	2021-2022
DMD 1203	67%		

67%

During the 2019-2020 academic year, students in initial capstone course DMD 1203 obtained an average of 67%. This shows students did not meet the 70% standard goal.

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.

Program	Capstone Courses	Instruments	
		Test	**Rubric**
Associate's Degree in Arts in Interior Design and Decoration	DEC 1102 Fundamentals of Design		Project
	DIS 2501 Administration and Practice of the Profession		Project

Student Learning Outcomes

1. Efficiently implement principles of design and interior decoration.
2. Develop proposals, cost estimates and contracts for the design projects.
3. Interpret and draw up plans for the designed project.
4. Design and/or select the right furniture and its distribution, according to the project concept.
5. Apply principles that meet with applicable pro environmental conservation and sustainable project design regulations.
6. Identify the characteristics, installation techniques and maintenance of materials and accessories used in decorative works.
7. Apply the different lighting types and techniques in projects.
8. Apply selection principles in choosing plants for indoor use.
9. Apply management principles that promote self-management.

SCHOOL OF DESIGN
HATO REY CAMPUS

Associate's Degree in Arts
Interior Design and Decoration

DEC 1102	(n=8) 2019-2020	(n=21) 2020-2021	(n=15) 2021-2022
DEC 1102	84%	84%	83%

During the 2019-2020 and 2020-2021 academic year, students in initial capstone course DEC 1102 obtained an average of 84%. During the 2021-2022 academic year, students obtained an average of 83%. This shows students have been exceeding the 70% standard goal.

Associate's Degree in Arts
Interior Design and Decoration

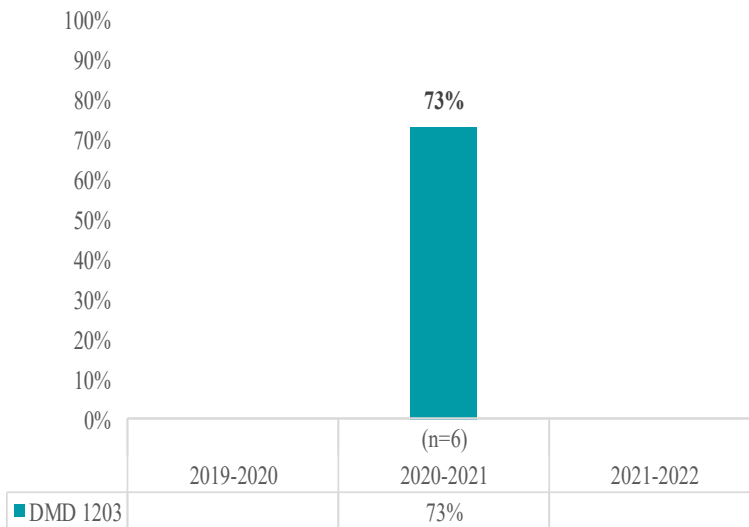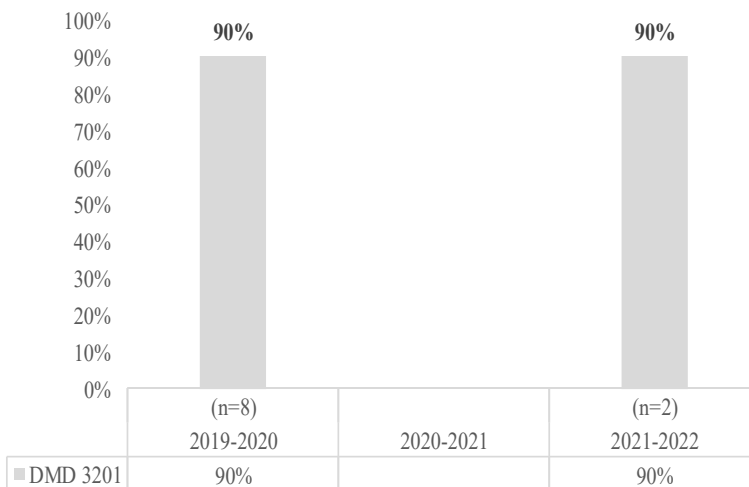| DIS 2501	(n=2) 2019-2020	(n=1) 2020-2021	2021-2022
DIS 2501	100%	100%	
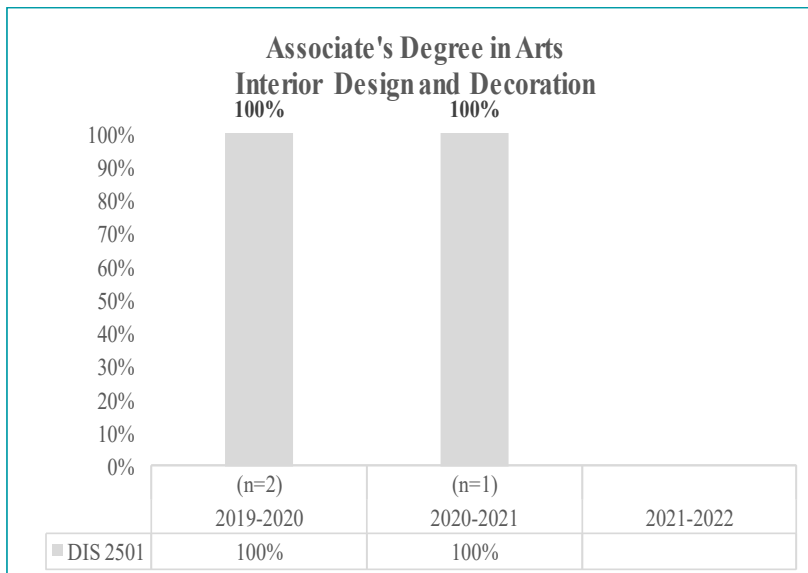
During the 2019-2020 academic year, students in the final capstone course DIS 2501 obtained an average of 100%. During the 2020-2021 academic year, one student obtained an 100%. This shows students have been exceeding the 70% standard goal.

Associate's Degree in Arts
Interior Design and Decoration

	(n=8) 2019-2020	(n=8) 2020-2021	(n=4) 2021-2022
DEC 1102	96%	78%	88%

During the 2019-2020 academic year, students in initial capstone course DEC 1102 obtained an average of 96%. During the 2020-2021 academic year, students obtained an average of 78%. During the 2021-2022 academic year, students obtained an average of 88%. This shows students have been exceeding the 70% standard goal.

Associate's Degree in Arts
Interior Design and Decoration

	(n=6) 2019-2020	2020-2021	2021-2022
DIS 2501	85%		

During the 2019-2020 academic year, students in the final capstone course DIS 2501 obtained an average of 85%. This shows students have been exceeding the 70% standard goal.
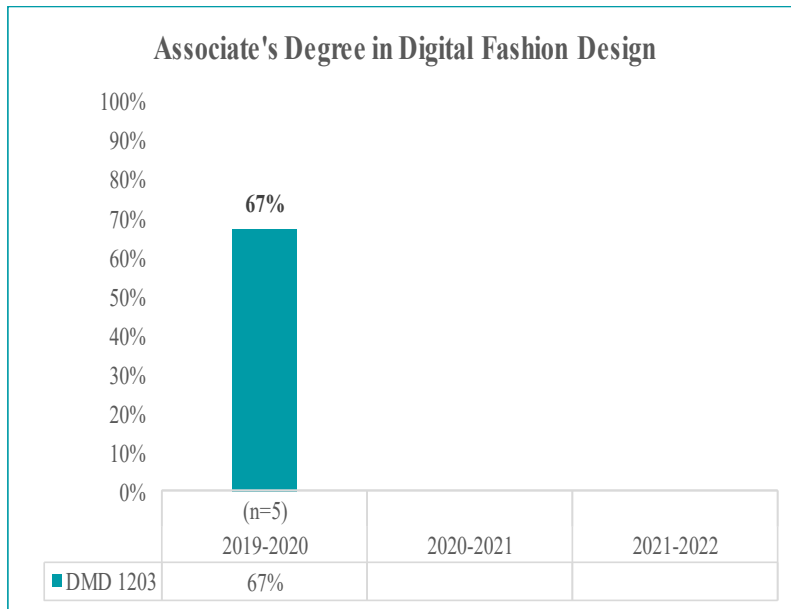
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Assessment Decisions

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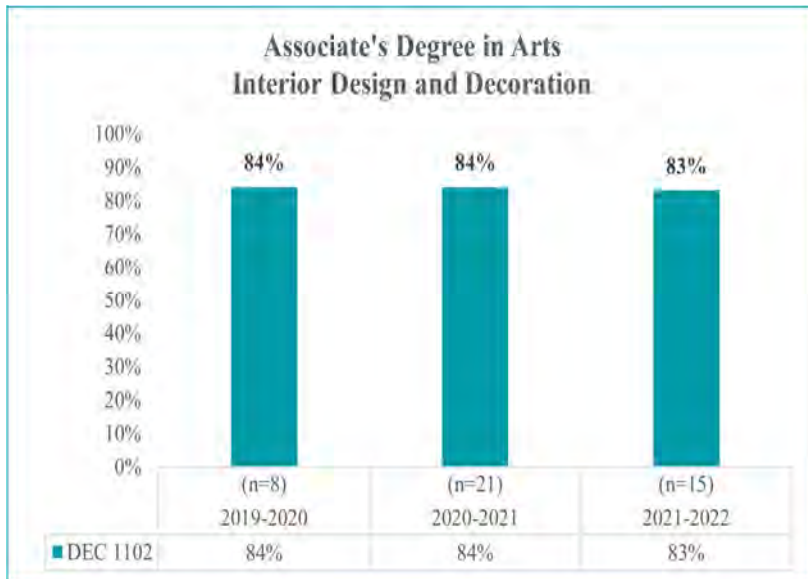3. Review learning outcomes and create new rubrics.

SCHOOL OF DESIGN

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate's Degree in Arts in Digital Design	BADD 1101 Introduction Digital Design I		Portfolio
	BADD 3302 Web Design I		Portfolio

Student Learning Outcomes

1. Develop sketches, designs, and publications for print and digital media through the use of specialized software.
2. Make correct use of visual elements in digital design.
3. Design, program, and publish a web page.
4. Develop audiovisual projects using two-dimensional animations.
5. Apply the use of tools and technologies related to design.
6. Identify communication problems and offer solutions through designs.

Associate's Degree in Arts
Major in Digital Design

	2019-2020	2020-2021	(n=5) 2021-2022
BADD 1101			82%

During the 2021-2022 academic year, students in initial capstone course BADD 1101 obtained an average of 82%. This shows students have been exceeding the 70% standard goal.

SCHOOL OF DESIGN

Program	Capstone Courses	Instruments	
		Test	**Rubric**
Bachelor's Degree in Arts **Major in Digital Fashion Design**	DMD 1203 Fashion Design I		Collection Exhibition
	DMD 3201 Collection		Collection Exhibition
	DMD 4005 Internship		Collection Exhibition

Student Learning Outcomes

1. Conceive, design, cut, make, manufacture and produce all the parts of the products designed.
2. Apply the concepts of fashion design to the human figure, and its proportions, to achieve aesthetically successful, comfortable and functional designs.
3. Implement trends in textiles and accessories that will help in the development of their designs, as well as create their own digitally printed textiles.
4. Demonstrate your creativity by designing individual pieces and fashion collections of exclusive designs for special occasions, including bridal and evening gowns.
5. Apply their knowledge in art to digital design illustrations and outfits.
6. Collaborate with other designers to develop designs and manufacturing.
7. Design an effective business plan for the fashion industry.
8. Design and make different categories of clothing within the fashion industry.
9. Promote and market within the fashion design industry.
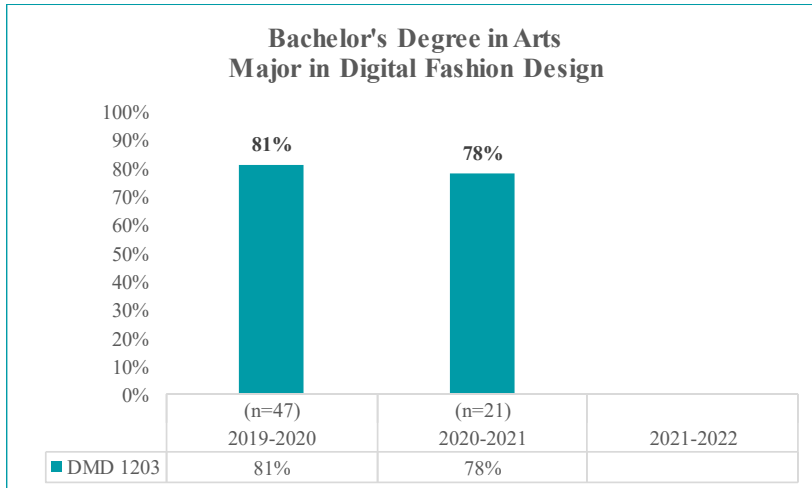
SCHOOL OF DESIGN
HATO REY CAMPUS

Bachelor's Degree in Arts
Major in Digital Fashion Design

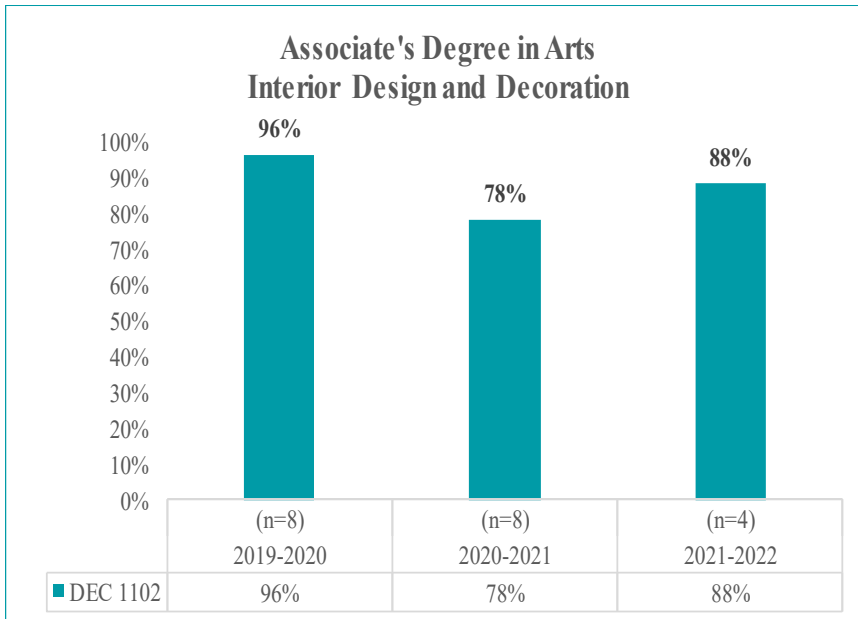|	(n=47) 2019-2020	(n=21) 2020-2021	2021-2022
DMD 1203	81%	78%	

During the 2019-2020 academic year, students in initial capstone course DMD 1203 obtained an average of 81%. During the 2020-2021 academic year, students obtained an average of 78%. This shows students have been exceeding the 70% standard goal.
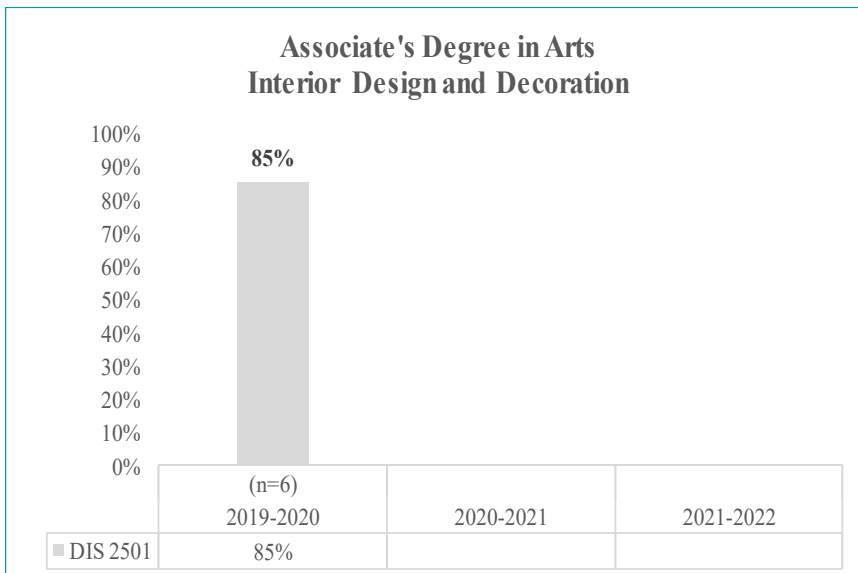
Bachelor's Degree in Arts
Major in Digital Fashion Design

	(n=7) 2019-2020	(n=7) 2020-2021	2021-2022
DMD 3201	81%	78%	

During the 2019-2020 academic year, students in the intermediate capstone course DMD 3201 obtained an average of 81%. During the 2020-2021 academic year, students obtained an average of 78%. This shows students have been exceeding the 70% standard goal.

Bachelor's Degree in Arts
Major in Digital Fashion Design

	(n=5) 2019-2020	(n=1) 2020-2021	(n=7) 2021-2022
DMD 4005	100%	100%	100%
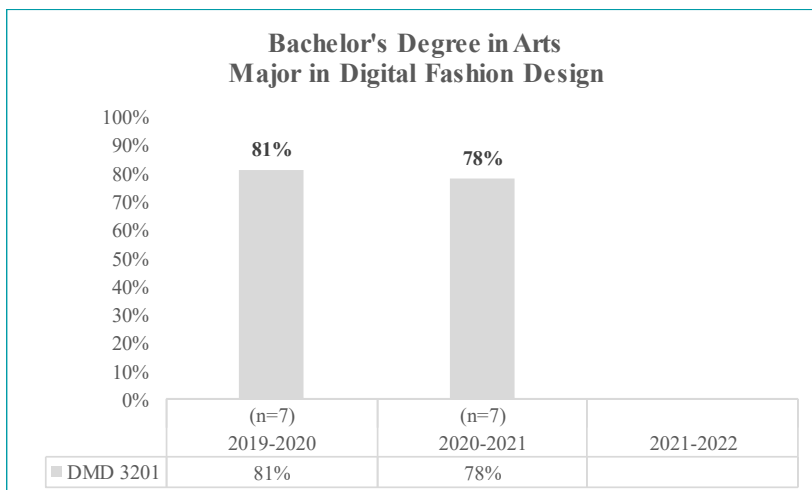
During the 2019-2020 academic year, students in the final capstone course DMD 4005 obtained an average of 100%. During the 2020-2021 academic year, one student obtained a 100%. During the 2021-2022, students obtained a 100%. This shows students have been exceeding the 70% standard goal.

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.
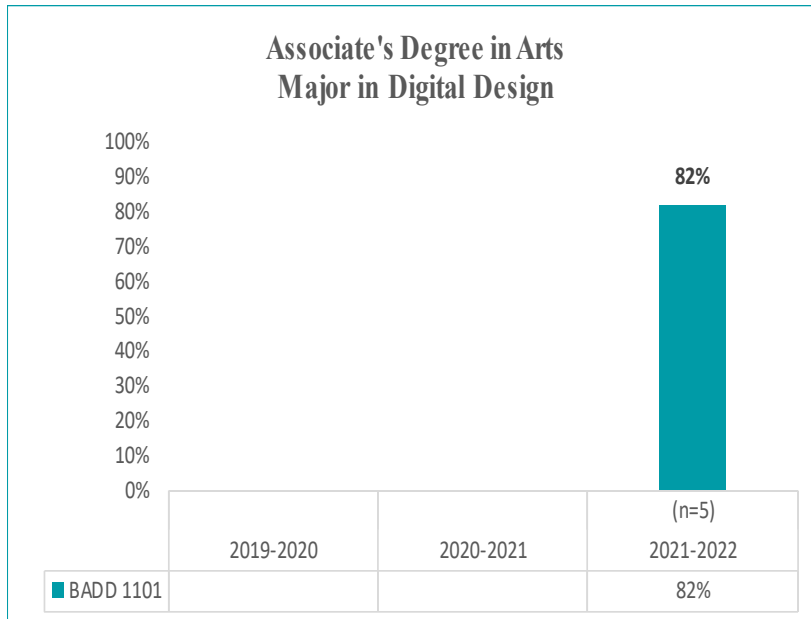
SCHOOL OF DESIGN

Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Arts **Major in Interior Design and Decoration**	DEC 1102 Fundamentals of Design		Project
	DIS 2501 Administration and Practice of the Profession		Project
	DIS 4505 Portfolio		Portfolio

Student Learning Outcomes

1. Efficiently implement principles of design and interior decoration.
2. Develop proposals, cost estimates and contracts for design projects.
3. Interpret and draw up plans for the project.
4. Design and/or select the right furniture and its distribution, according to the project concept.
5. Apply the principles of the art and history of furniture that relate to the concept of the project being generated.
6. Apply principles that meet with applicable pro environmental conservation and sustainable project design regulations.
7. Identify the characteristics, installation techniques and maintenance materials and accessories used in decorative works.
8. Apply the different lighting types and techniques in projects.
9. Apply principles in the selection of plants to be used in interior places.

Bachelor's Degree in Arts
Major in Interior Design and Decoration

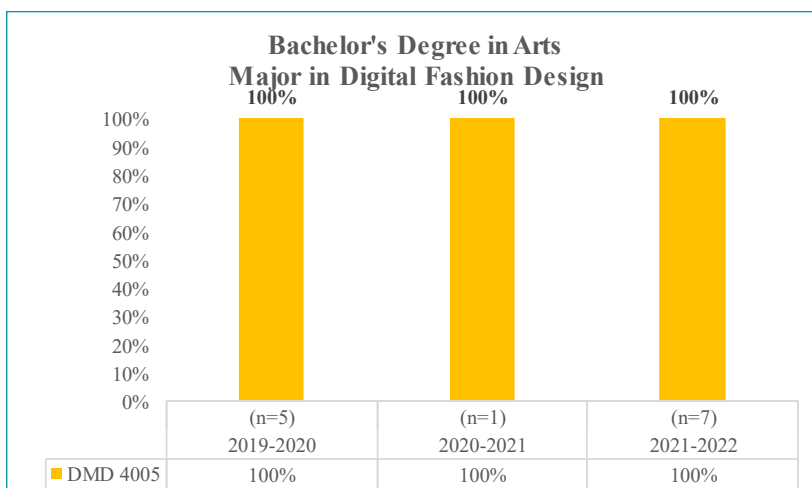|	(n=24) 2019-2020	(n=21) 2020-2021	(n=15) 2021-2022
DEC 1102	79%	84%	83%

During the 2019-2020 academic year, students in initial capstone course DEC 1102 obtained an average of 79%. During the 2020-2021 academic year, students obtained an average of 84%. During the 2021-2022 academic year, students obtained a 83%. This shows students have been exceeding the 70% standard goal.
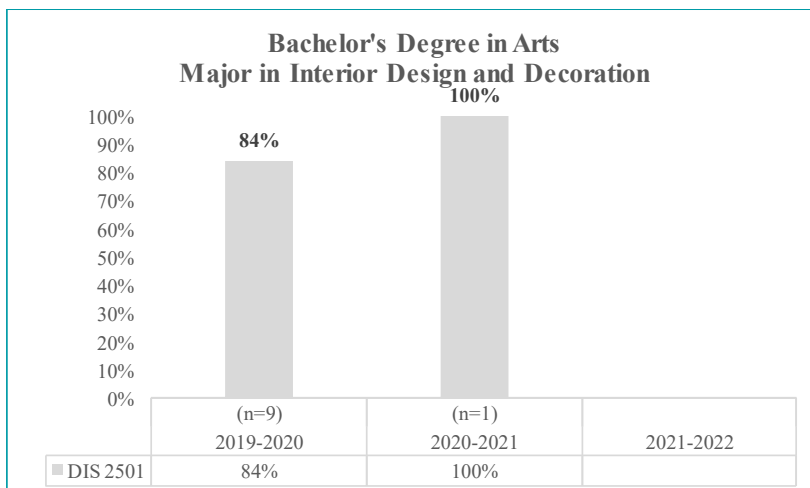
Bachelor's Degree in Arts
Major in Interior Design and Decoration

	(n=9) 2019-2020	(n=1) 2020-2021	2021-2022
DIS 2501	84%	100%	

During the 2019-2020 academic year, students in the intermediate capstone course DIS 2501 obtained an average of 84%. During the 2020-2021 academic year, one student obtained a 100%. This shows students have been exceeding the 70% standard goal.

Bachelor's Degree in Arts
Major in Interior Design and Decoration

	(n=9) 2019-2020	2020-2021	2021-2022
DIS 4505	84%		
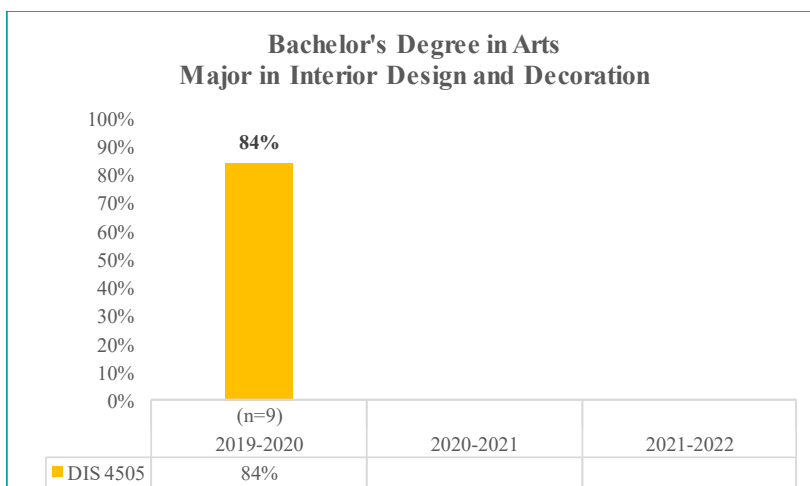
During the 2019-2020 academic year, students in the final capstone course DIS 4505 obtained an average of 84%. This shows students have been exceeding the 70% standard goal.

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.
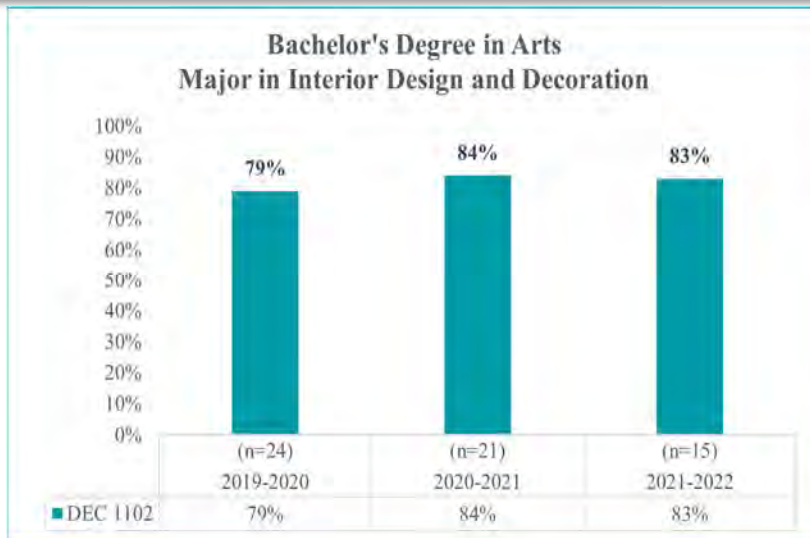
SCHOOL OF DESIGN

Programs	Capstones Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Arts in Digital Design **Major in Multimedia**	BADD 1101 Introduction Digital Design I		Portfolio
	BADD 3302		Portfolio
	BADD 4401 Portfolio		Portfolio

Student Learning Outcomes

1. Create sketches, designs, and publications for print and digital media.
2. Make correct use of visual elements in digital design.
3. Design, program, and publish a web page.
4. Develop audiovisual projects using two and three dimensional animations.
5. Design and incorporate marketing strategies in social networks.
6. Apply the use of tools and technologies related to design.
7. Identify communication problems and offer solutions through design, multimedia, animation, the Web and social networks.
8. Use applicable technologies to create, capture, and edit video.

SCHOOL OF DESIGN
HATO REY CAMPUS
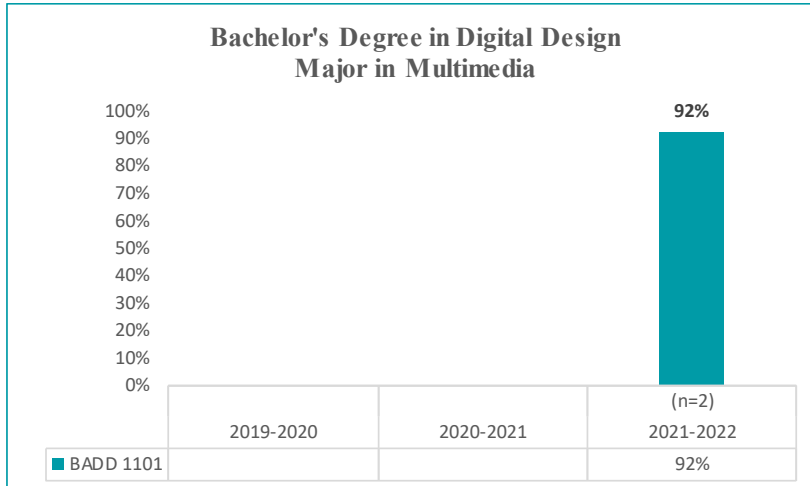
Bachelor's Degree in Digital Design
Major in Multimedia

	2019-2020	2020-2021	(n=2) 2021-2022
BADD 1101			92%

During the 2021-2022 academic year, students in initial capstone course BADD 1101 obtained an average of 92%. This shows students have exceeded the 70% standard goal.

OUTCOMES RESULTS

SCHOOL OF CRIMINAL JUSTICE

SCHOOL OF CRIMINAL JUSTICE

Associate's Degree			
Program	**Capstone Courses**	**Instruments**	
		Test	**Rubric**
Associate's Degree in Criminal Justice	CJU 1101 Constitutional Law	X	
	CJU 3001 Interview, Interrogatory and Testimony		Project

Student Learning Outcomes

1. Recognize and evaluate imputable conducts of crime and prosecution process.
2. Identify and understand Puerto Rico's and United States' Justice Systems.
3. Know and distinguish the Criminal Justice System procedures related with minors.
4. Guarantee the Constitutional Right that assist suspects and accuses.
5. Know the Evidence and Criminal Procedure Law.
6. Write reports, communicate and project in an assertive manner the analysis results of the investigations.
7. Know the basics of criminal and forensic investigation.
8. Apply the adequate techniques of testimony presentation in court, considering agency and the employer role.

SCHOOL OF CRIMINAL JUSTICE
HATO REY CAMPUS
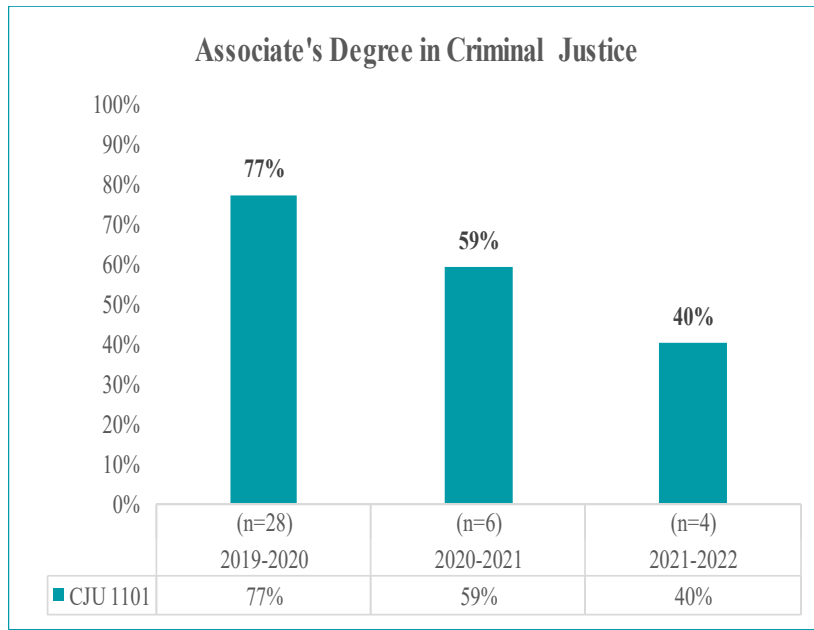
Associate's Degree in Criminal Justice

	(n=28) 2019-2020	(n=6) 2020-2021	(n=4) 2021-2022
CJU 1101	77%	59%	40%

During the 2019-2020 academic year, students in initial capstone course CJU 1101 obtained an average of 77%. During the 2020-2021 academic year, students obtained an average of 59%. During the 2021-2022, students obtained a 40%. There is a decline observed over the past two years. Students in the 2020-2021 and 2021-2022 academic year did not meet the 70% standard goal.
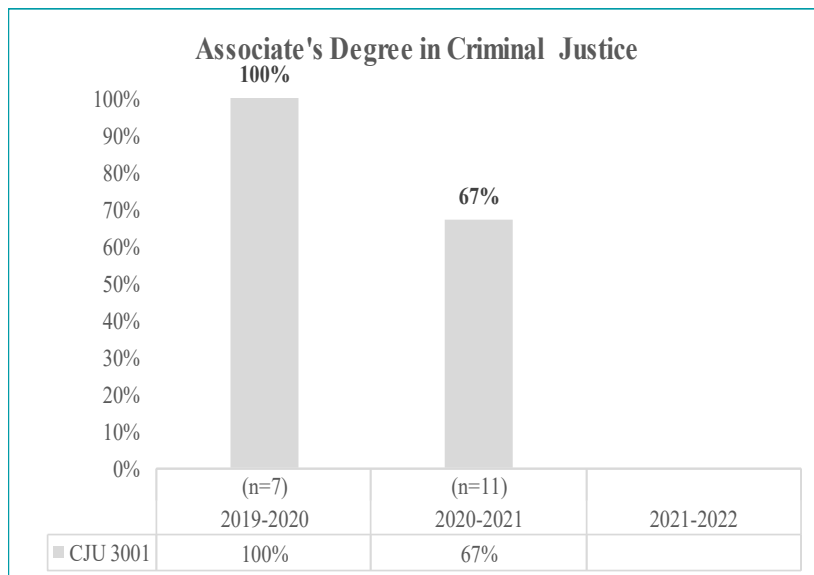
Associate's Degree in Criminal Justice

	(n=7) 2019-2020	(n=11) 2020-2021	2021-2022
CJU 3001	100%	67%	

During the 2019-2020 academic year, students in the final capstone course CJU 3001 obtained an average of 100%. During the 2020-2021 academic year, students obtained an average of 67%. For the 2020-2021 academic year, students did not meet the 70% standard goal.

SCHOOL OF CRIMINAL JUSTICE
SAN SEBASTIÁN CAMPUS

During the 2019-2020 academic year, students in initial capstone course CJU 1101 obtained an average of 41%. During the 2021-2022 academic year, students obtained a 40%. This shows students have not met the 70% standard goal.
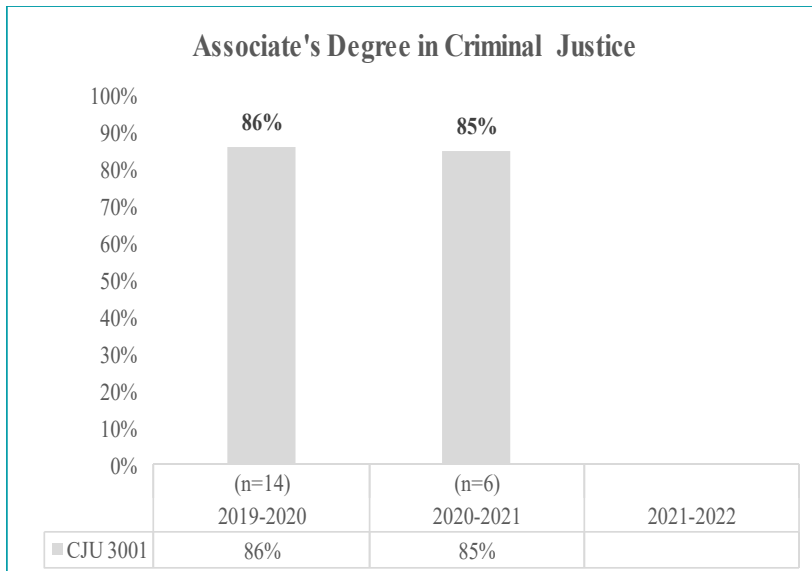
During the 2019-2020 academic year, students in the final capstone course CJU 3001 obtained an average of 86%. During the 2020-2021 academic year, students obtained an average of 85%. This shows students have been exceeding the 70% standard goal.
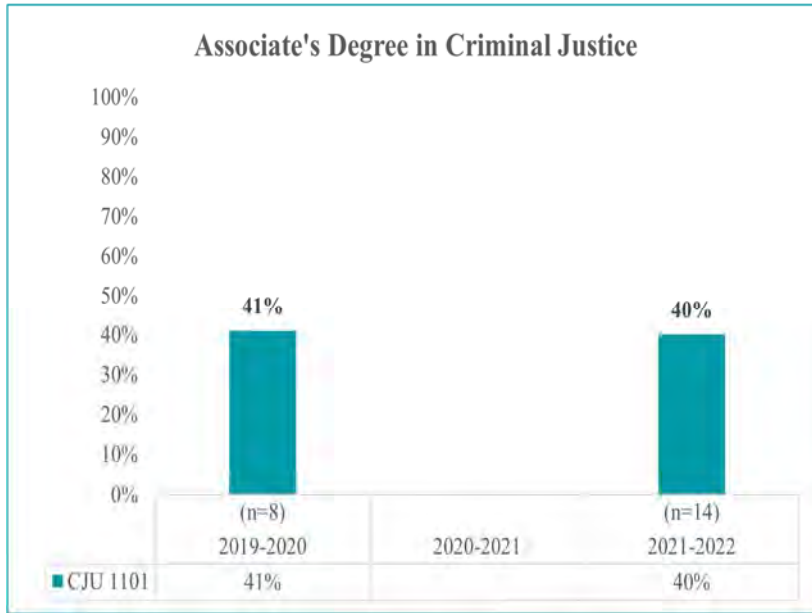
Associate's Degree in Criminal Justice

During the 2020-2021 academic year, students in initial capstone course CJU 1101 obtained an average of 56%. During the 2021-2022 academic year, one student obtained a 36%. This shows students have not met the 70% standard goal.
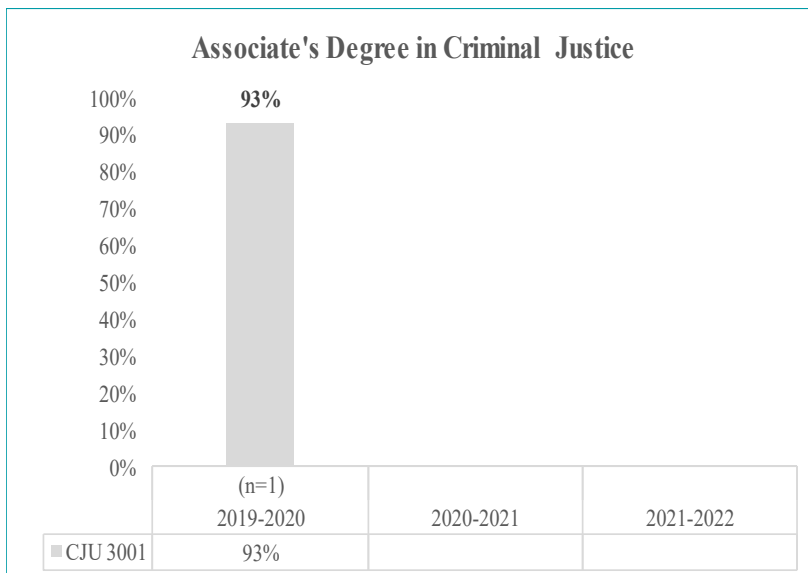
Associate's Degree in Criminal Justice

During the 2019-2020 academic year, one student in the final capstone course CJU 3001 obtained a 93%. This shows students have been exceeding the 70% standard goal.

Assessment Decisions

1. The exam for 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.

SCHOOL OF CRIMINAL JUSTICE

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate's Degree in Executive Protection and Security	EPS 1101 Intelligence Protection		Project
	EPS 2212 Escort and Protection II		Project

Student Learning Outcomes

1. Analyze and apply survival techniques in danger situations.
2. Design techniques and strategies for personal protection to executives and dignitaries.
3. Know the different types of escorts and their application for each particular case.
4. Evaluate and utilize specialized protection techniques in danger situations for personal escorts.
5. Apply the legal principles in situations of security and executive protection.
6. Apply the first aid, nutrition, and physical aptitude practical principles.
7. Apply the ethical and moral principles in the performance of personal security and protection.
8. Apply the etiquette and protocol norms and rules in formal events.

SCHOOL OF CRIMINAL JUSTICE

Programs	Capstones Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Science of Criminal Justice **Major in Forensic Sciences**	FSC 1000 Introduction to Forensic Science	X	
	FSC 3003 Investigation and Scene Reconstruction		X
	FSC 4003 Practice		X

Student Learning Outcomes

1. Analyze collected evidence and develop investigative strategies at the crime scene applying scientific, legal, ethical and practical methods.
2. Follow protocols in the collection of evidence in a forensic investigation by applying the theoretical, scientific and legal standards.
3. Evidence the crime's origins, causes, and prevention, as well as the rehabilitation of the transgressor.
4. Evaluate and analyze suspicious documents and allegations of fraud to determine their veracity and admissibility.
5. Use the appropriate techniques to work and rebuild the crime scene both in the field work phase and in the legal aspects of admissibility.
6. Analyze and apply methods of collecting technological based evidence in an investigation.
7. Recognize the various forms of death and the signs of violence in the bodies and remains found in criminal scenes.
8. Identify toxic substances that can cause the death of an individual.
9. Use photographic and forensic planimetry techniques to preserve evidence found at the scene of the crime in its original state.

Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences

	(n=22) 2019-2020	(n=5) 2020-2021	(n=6) 2021-2022
FSC 1000	90%	91%	50%
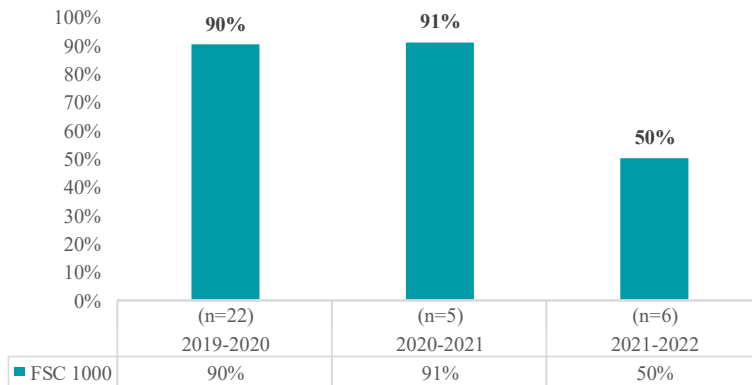
During the 2019-2020 academic year, students in initial capstone course FSC 1000 obtained an average of 90%. During the 2020-2021 academic year, students obtained an average of 91%. During the 2021-2022 academic year, students obtained an average of 50%. There is a significant decline over the last year. In 2021-2022, students did not achieve the 70% standard goal.

Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences

	2019-2020	2020-2021	(n=2) 2021-2022
FSC 3003			90%
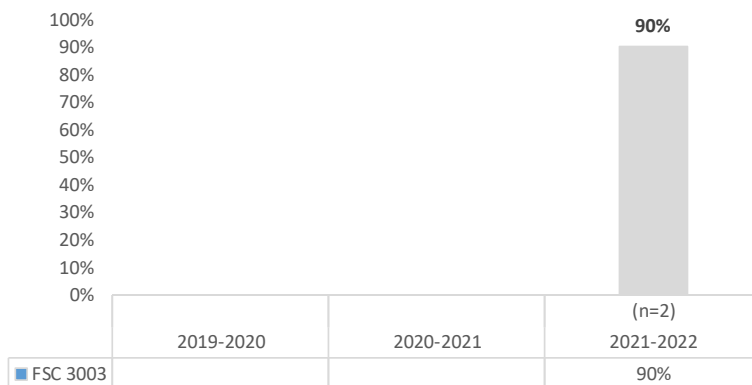
During the 2021-2022 academic year, students in intermediate capstone course FSC 3003 obtained an average of 90%. This shows students exceeded the 70% standard goal.

Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences

	2019-2020	(n=1) 2020-2021	(n=1) 2021-2022
FSC 4003		58%	100%
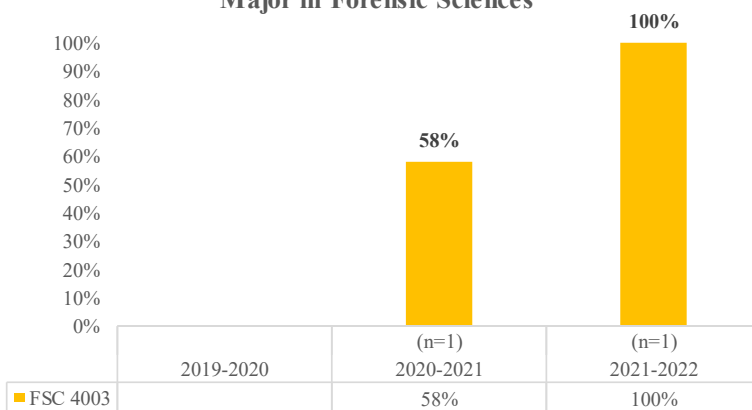
During the 2020-2021 academic year, one student in the final capstone course FSC 4003 obtained a 58%. During the 2021-2022 academic year, one student obtained a 100%.

SCHOOL OF CRIMINAL JUSTICE
SAN SEBASTIÁN CAMPUS
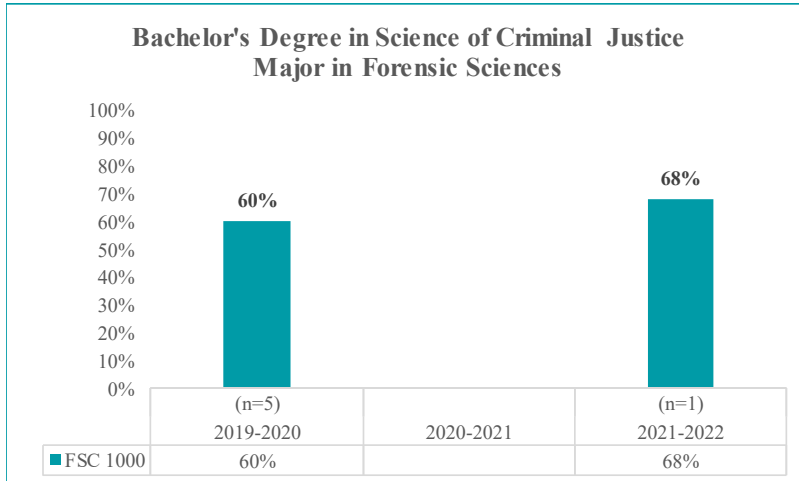
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences

FSC 1000	(n=5) 2019-2020	2020-2021	(n=1) 2021-2022
FSC 1000	60%		68%

During the 2019-2020 academic year, students in initial capstone course FSC 1000 obtained an average of 60%. During the 2021-2022 academic year, one student obtained a 68%. This shows students are not meeting the 70% standard goal.

Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences

FSC 3003	(n=6) 2019-2020	2020-2021	(n=10) 2021-2022
FSC 3003	99%		100%

During the 2019-2020 academic year, students in the intermediate capstone course FSC 3003 obtained an average of 99%. During the 2021-2022 academic year, students obtained a 100%. This shows students are exceeding the 70% standard goal.

Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences

FSC 4003	2019-2020	(n=7) 2020-2021	(n=10) 2021-2022
FSC 4003		96%	100%
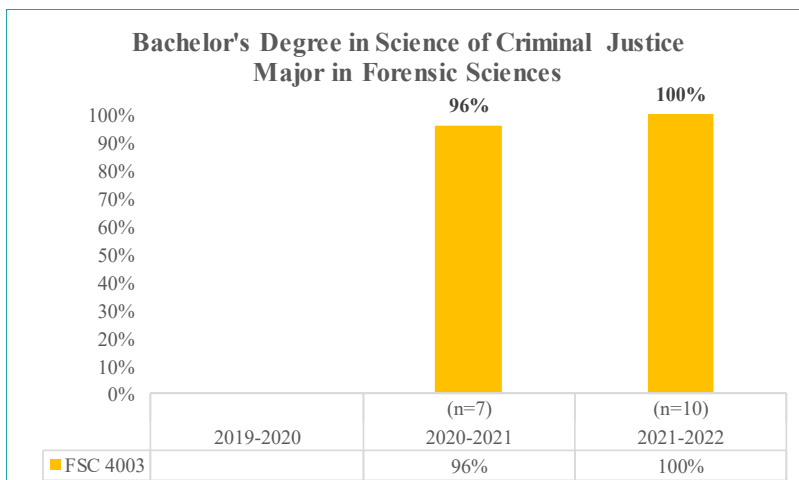
During the 2020-2021 academic year, students in the final capstone course FSC 4003 obtained an average of 96%. During the 2021-2022 academic year, students obtained an average of 100%. This shows students are exceeding the 70% standard goal.
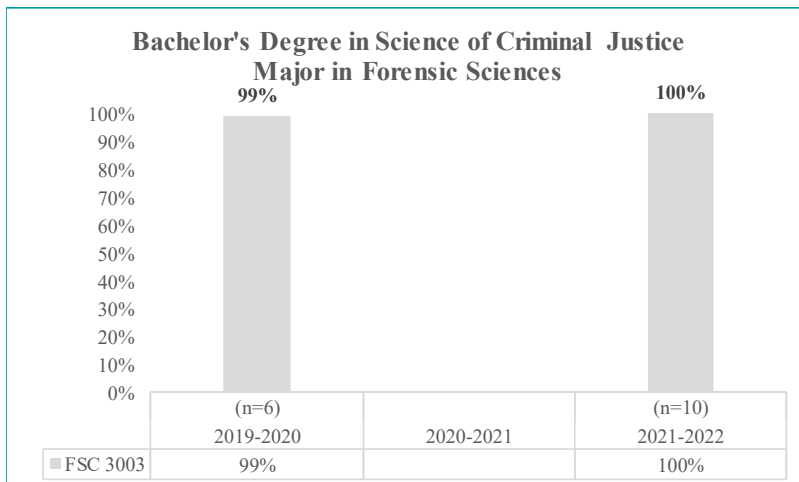
Assessment Decisions

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.

OUTCOMES RESULTS

GRADUATE SCHOOL

Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Information Systems	MIS 5540 Organizational Functions and Management		Portfolio
	MIS 7690 Information Systems Project		Thesis

Student Learning Outcomes

1. Evaluate information technology needs and requirements within an organization.
2. Apply information systems theories and principles to different areas of functionality within a company.
3. Analyze, design and implement information systems in order to provide a competitive advantage for the company.
4. Create technology applications to support the systematic processes of a company and solve their information needs.
5. Design and manage databases to meet the information needs of an organization, taking into account aspects of validation, access control and security.
6. Apply technical and administrative skills in managing the information systems of an organization.

GRADUATE SCHOOL

Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in 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

Student Learning Outcomes

1. Evaluate financial statements to detect common patterns of fraud and develop techniques for its prevention.
2. Review the risks, threats and vulnerabilities within an organization's information systems security structure for the purpose of detecting and preventing fraud.
3. Develop and implement policies, standards and procedures to ensure the confidentiality and integrity of information and the continuity of IT operations.
4. Develop and implement appropriate procedures and technical mechanisms of fraud prevention and detection taking into account legal and ethical aspects.
5. Plan techniques and technological tools to perform digital forensics investigation, as well as procedures to identify, retrieve and secure electronic evidence used in litigation and prosecution.
6. Review the operation of an organization's information systems, internet and telecommunication networks, from the perspective of security and data protection, aimed at fraud prevention.

Master's Degree in Information Systems Major in Information Security and Digital Fraud Prevention

	2019-2020	2020-2021	(n=11) 2021-2022
MIS 5540			90%
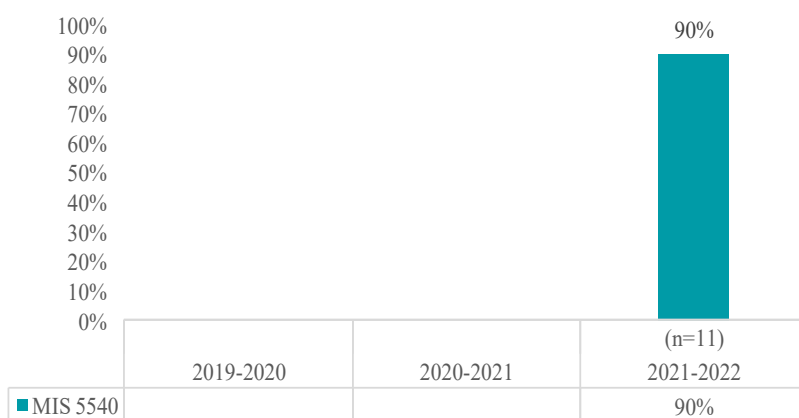
During the 2021-2022 academic year, students in inital capstone course MIS 5540 obtained an average of 90%.

Master's Degree in Information Systems Major in Information Security and Digital Fraud Prevention

	2019-2020	2020-2021	(n=10) 2021-2022
MIF 7890			91%
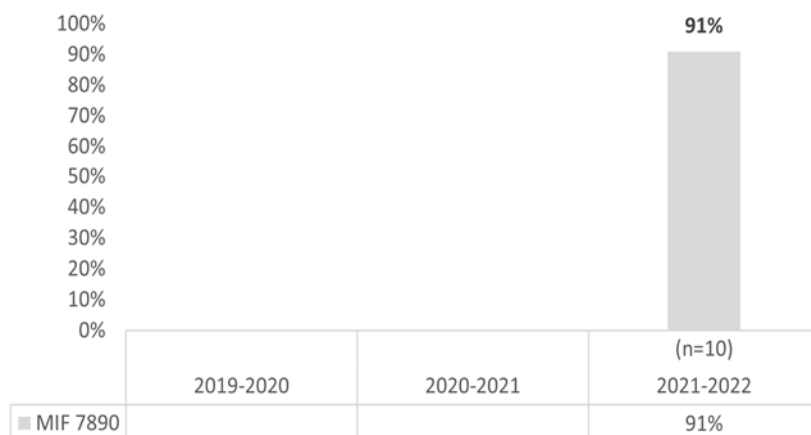
During the 2021-2022 academic year, students in inital capstone course MIF 7890 obtained an average of 91%.

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

Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Business Administration **Major in Strategic Management**	MIS 5540 Organizational Functions and Management		Project
	MSM 7690 Seminar in Strategic Management		Project

Student Learning Outcomes

1. Analyze and solve practical problems in a critical scenario and during the transformation phases of a business organization.
2. Develop creative projects and innovative practices within the business organization.
3. Outline business strategies with a global, diverse and complex perspective.
4. Apply theories and principles of accounting, management, marketing, economics and finance in a business context.
5. Analyze and integrate the international aspect of a business, according to the contemporary global market in order to diversify or expand its operations.
6. Formulate strategic plans for different types of organizations.

Master's Degree in Business Administration Major in Strategic Management

	2019-2020	2020-2021	(n=2) 2021-2022
MIS 5540			83%
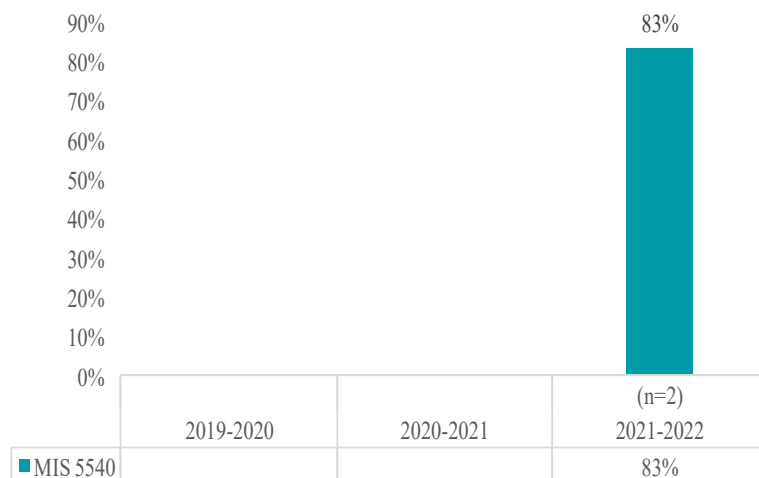
During the 2021-2022 academic year, students in inital capstone course MIS 5540 obtained an average of 83%.

Master's Degree in Business Administration Major in Strategic Management

	(n=6) 2019-2020	2020-2021	2021-2022
MSM 7690	86%		
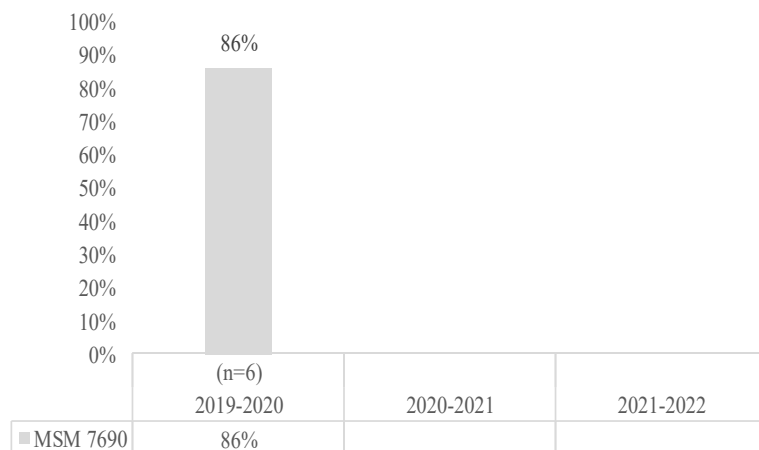
During the 2019-2020 academic year, students in the final capstone course MSM 7690 obtained an average of 86%.

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.

Program	Capstone Courses	Instruments	
		Test	**Rubric**
Master's Degree in Naturopathic Sciences	NSC 5000 Naturopathic History and Foundations	X	
	NSC 7010 Naturopathic Practice		Internship

Master's Degree in Naturopathic Sciences

Student Learning Outcomes

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

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

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

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

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

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

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

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

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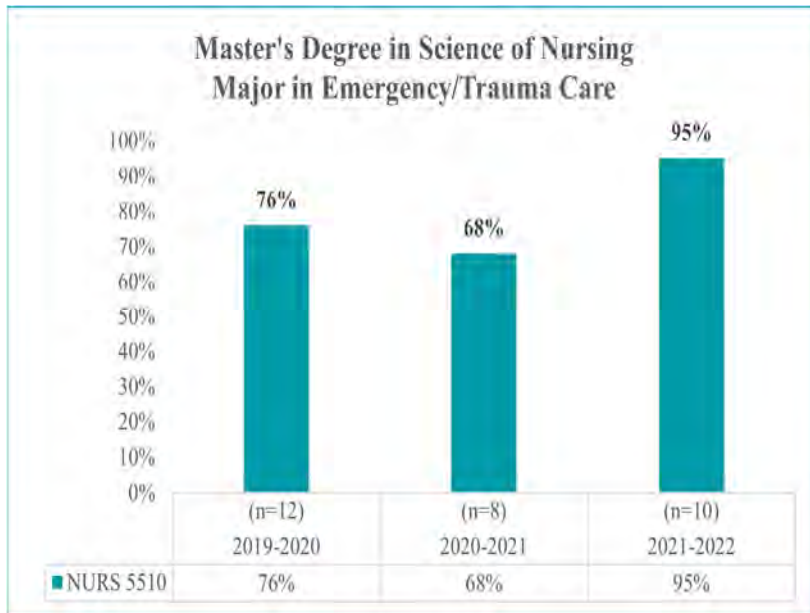
GRADUATE SCHOOL

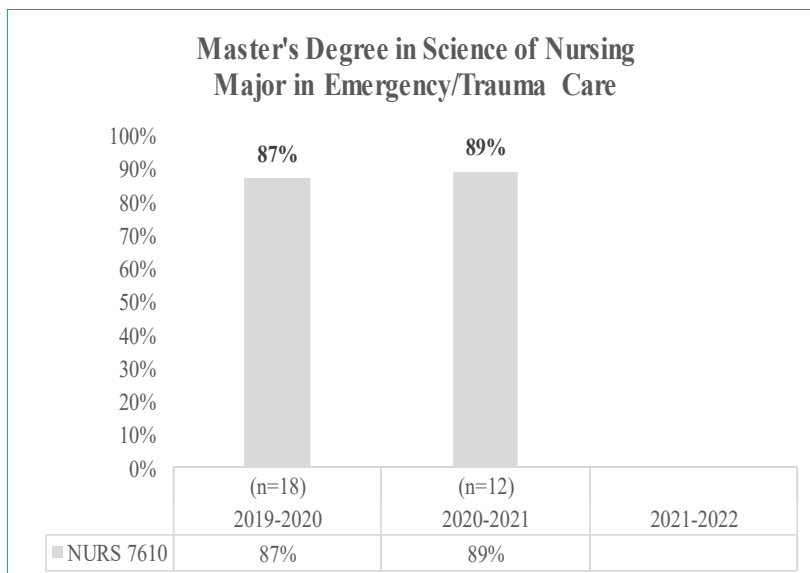| Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Science of Nursing **Major in Emergency/ Trauma Care**	NURS 5510 Physiology and Advanced	X	
	NURS 7610 Advanced Internship Emergency/Trauma Care		Internship

Student Learning Outcomes

1. Introduce changes and innovations in the solution of problems of health, and professional ethical practice in emergency and trauma nursing.
2. Exercise leadership in the planning, implementation and evaluation of patient care, the family, and the community in different contexts of health, with a focus on emergency and trauma care.
3. Developing and coordinating nursing care on evidence-based practice in different scenarios, including urgent care facilities, emergency room, trauma centers, health facilities, communities or independent professional practice.
4. Implement innovative models of care services that guide the processes of health promotion and prevention of disease, and the recovery of health status within a framework of emergency/trauma care.
5. Demonstrate instrumental competences such as proper use of oral and written communication, information technology and informatics technology, planning and organizing time, identify, plan, and solve problems within a framework of advanced nursing practice.
6. Demonstrate interpersonal competences such as: reflective and critical thinking, their socio-cultural and historical environment commitment, assessment and respect for diversity and multiculturalism, commitment to the preservation of the environment, the ability to work autonomously, empathy, confidence in you and ability to foster the development of others. In addition, demonstrate initiative, motivation, and achievement, and adaptability, capacity for teamwork, ethical commitment, social responsibility and citizenship commitment.
7. Demonstrate systemic competences such as: ability to apply the knowledge of practice, knowledge of the area of study, and the profession, research capacity, motivate and lead toward common goals (leadership), to make decisions, to formulate and manage projects.

Master's Degree in Science of Nursing Major in Emergency/Trauma Care

NURS 5510	(n=12) 2019-2020	(n=8) 2020-2021	(n=10) 2021-2022
	76%	68%	95%

During the 2021-2022 academic year, students in inital capstone course NURS 5510 obtained an average of 95%. During the 2020-2021 academic year, students obtained an average of 68%. For the 2020-2021 academic year, students did not meet the 70% standard goal.

Master's Degree in Science of Nursing Major in Emergency/Trauma Care

NURS 7610	(n=18) 2019-2020	(n=12) 2020-2021	2021-2022
	87%	89%	

During the 2019-2020 academic year, students in the final capstone course NURS 7610 obtained an average of 87%. During the 2020-2021 academic year, students obtained an average of 89%. This shows students are exceeding the 70% standard goal.
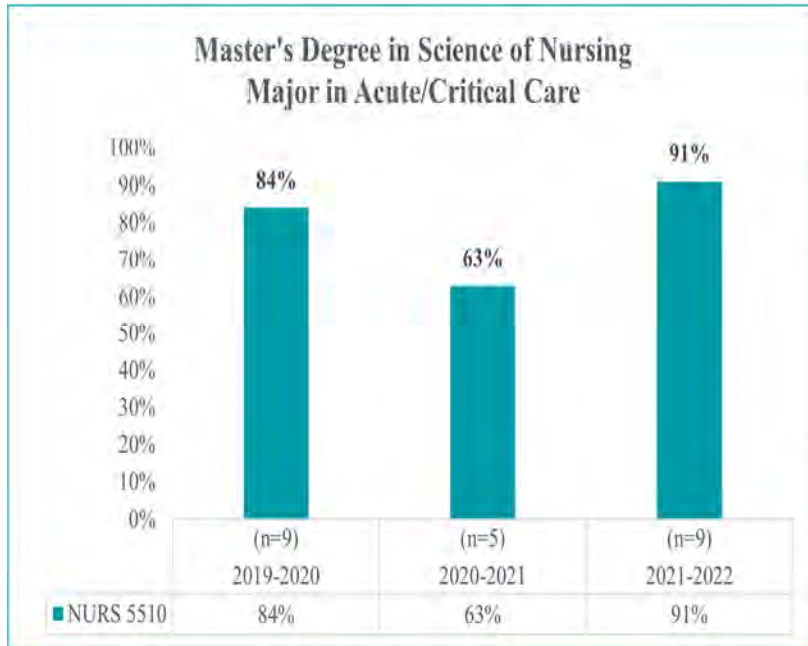
GRADUATE SCHOOL

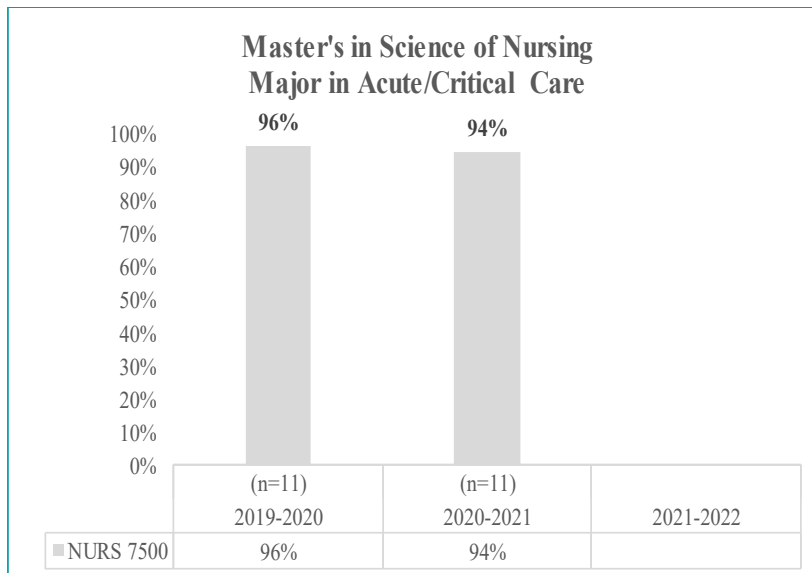| Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Science of Nursing **Major in Acute/ Critical Care**	NURS 5510 Physiology and Advanced	X	
	NURS 7500 Advanced Internship Acute/Critical Care		Internship

Student Learning Outcomes

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

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

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

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

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

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

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

SAN SEBASTIÁN
GRADUATE SHOOL

Master's Degree in Science of Nursing Major in Acute/Critical Care

NURS 5510	(n=9) 2019-2020	(n=5) 2020-2021	(n=9) 2021-2022
	84%	63%	91%

During the 2019-2020 academic year, students in inital capstone course NURS 5510 obtained an average of 84%. During the 2020-2021 academic year, students obtained an average of 63%. During 2020-2021, students did not meet the 70% standard goal. During the 2021-2022 academic year , students obtained 91% .

Master's in Science of Nursing Major in Acute/Critical Care

NURS 7500	(n=11) 2019-2020	(n=11) 2020-2021	2021-2022
	96%	94%	

During the 2019-2020 academic year, students in the final capstone course NURS 7500 obtained an average of 96%. During the 2020-2021 academic year, students obtained an average of 94%. This shows students are exceeding the 70% standard goal.

COLLABORATORS:

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Dr. Raimar Martínez Morales
Institutional Director of Institutional Assessment

Dra. Lillian Alers Soto
Institutional Director of Academic Assessment

December 2022