SEVENTEEN EDITION

ACADEMIC ASSESSMENT ATAGLANCE UNIVERSITY ANNUAL REPORT

2022-2023







ACADEMIC ASSESSMENT AT A GLANCE

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HATO REY & SAN SEBASTIAN CAMPUSES, HUMACAO, MANATI & VILLALBA BRANCH CAMPUSES

OVERVIEW

How is EDP University using assessment to close the loop in the student learning process? 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 Hato Rey and San Sebastian Campuses, and Humacao, Manati, and Villalba Branch Campuses. The data presented in this publication represents direct and indirect evidence from students' assessment results, by the Assessment personnel under the AVP for Institutonal Compliance.

The seventeen (17th) edition includes updated results from the three (3) most recent years related to the General Education (core) and program learning outcomes per academic school program. These are: Arts and General Education, Technology, Science and Health, Administration, Nursing, Design, Criminal Justice, and the Graduate School. Separate data is presented for each academic unit.

The document includes a description of 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 information such as mission, vision, philosophy, goals, institutional profile and the Strategic Plan for 2019-2023 are presented to help the reader understand EDP University's assessment initiatives.



HATO REY CAMPUS



SAN SEBASTIÁN CAMPUS



MANATÍ BRANCH CAMPUS



HUMACAO BRANCH CAMPUS



VIVILALBA BRANCH CAMPUS

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HATO REY CAMPUS



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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 of our surrounding community.

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 center of the educational process.



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.





INSTITUTIONAL PROFILE

President: Eng. Gladys T. Nieves Vazquez Website: www.edpuniversity.edu Type: Baccalaureate/Associate's Colleges: Mixed Licensed by the Post Secondary Institutions Board Accredited by The Middle States Commission on Higher Education since 2005. Next evaluation visit is for 2028-2029

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 inHigher 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

1. Assess graduate and undergraduate academic programs.

2. Follow-up on student learning outcome results.

3. Document student learning in terms of 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 comprehensive and holistic curricular Learning Model where students are the center of the education process. Specific and general 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 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 21 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 21 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:



- General competencies are aligned with the courses 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 general 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 general ones to complete approximately thirty.

ACADEMIC COMPETENCY-BASED LEARNING ASSESSMENT

IMPLEMENTATION PHASES

Phase I: General Competencies for the School of Arts and 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 additional competencies completing 21 General Education Competencies adopted by the Institution. The assessments was developed, revised, and validated by faculty members from both campuses led by an expert in evaluation development. 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 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)	• Hato Rey and San Sebastian, Academic Affairs Deans	Every other year	
Pre-Test = Freshmen Students	• Humacao, Manati and Villalba Directors	(Summer and Fall-Sept., Week	
Post-Test = 90 credits completed		5 and 4)	
Specific Program Competencies (Professional) Assessment Instruments Administration	Hato Rey and San Sebastian, Academic Affairs Deans	Annually	
	• Humacao, Manati and Villalba Directors	According to the academic offer	
	• AVP Research and Development		
Classroom Assessment Activities	 Hato Rey and San Sebastian, Academic Affairs Deans Program Directors Faculty 	On going Classroom Annually (Spring)	
Classroom Action Research Report	 Hato Rey and San Sebastian, Academic Affairs Deans Program Directors Faculty 	Annually (Fall)	
Assessment Results Analysis	AVP for Institutional Compliance	Annually	
Data Driven Analysis, Reflection and Planning	• Provost, Associates Vice Presidents and Chancellors		
	• Hato Rey and San Sebastian Academic and Students Deans, School Directors, Faculty	Annually March (Spring)	
Meeting	• Assessment Committee	Match (Spring)	
	• A representative student per campus		

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 identified.
- 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. Creation of an Institutional Academic Assessment Coordinator Office .
- 2. Hato Rey and San Sebastian Academic Affairs Deans took on the academic assessment leadership.
- 3. General Éducation (Core) and Program (Professional) Competencies assessment instrument 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 published.
- 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, 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 general 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 for Academic Assessment.
- 2. Review and analysis of the academic assessment processes . Meeting with President,

Provost, AVP of Institutional Compliance, Institutional Director for 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).

December 2022-February 2023

1. Review of assessment instruments and processes for each academic academic school.

March 2023

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

April 2023– January 2024

1. Revision of capstone courses, learning outcomes, rubrics and tests.

August 2023

1. English test was created and incorporated into AVA 0100.



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 General 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) general 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 RELATION-SHIPS 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.

UNIVERSITY SABER ES PODER

OUTCOMES GENERAL EDUCATION CORE COMPETENCIES

PRE-TEST RESULTS

HATO REY CAMPUS

SUMMER ACADEMIC SEMESTER



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 increased from 50% in 2021 to 61% in 2022, and to 63% in 2023. The 2023 sample size was significantly smaller than 2022.



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 70% in 2021, to 63 % in 2022, and to 58 % in 2023. The 2023 sample size was significantly smaller than 2022.



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 decreased from 67% in 2021 to 57% in 2022, but increased to 81% in 2023. The 2023 sample size was significantly smaller than 2022.



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 administered, the percentage obtained decreased from 50% in 2021 to 46% in 2022, and increased to 51 % in 2023. The 2023 sample size was smaller than 2022.

HATO REY CAMPUS

SUMMER ACADEMIC SEMESTER





Freshmen students who began their studies in the summer obtained an average of 52% on the English test. The highest percentage was in reading skills (57%) and the lowest in writing (44%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

HATO REY CAMPUS

FALL ACADEMIC SEMESTER



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 62% in 2021to 58% in 2022, and finally, to 57% in 2023. The sample size remained the same in the last two years.



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 increased from 59 % in 2021, to 70% in 2022, but decreased to 60% in 2023. The sample size increased from 16 in 2022 to 18 in 2023.



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 64% in 2022 and 66% in 2023. The sample decreased from 16 in 2022 to 14 in 2023.



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 48% in 2021, to 56% in 2022, but decreased to 41% in 2023. The sample increased from 11 in 2022 to 13 in 2023.

HATO REY CAMPUS

FALL ACADEMIC SEMESTER





Freshmen students who began their studies in fall obtained an average of 50% on the English test. The highest percentage was in listening skills (61%) and the lowest in writing (39%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

SAN SEBASTIAN CAMPUS

SUMMER ACADEMIC SEMESTER



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 51% in 2021 to 49% in 2022, but increased to 54% in 2023. The 2023 sample size is smaller than previous years.



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 61% in 2021to 58% in 2022, but increased to 62% in 2023. The 2023 sample size is smaller than 2021 and 2022.



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 decreased from 57% in 2021 to 55 % in 2022, but increased to 67% in 2023. There was no significant difference in the sample size in the three semesters.



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 increased from 40% in 2021 to 41% in 2022 and to 42% in 2023. The 2023 sample size is smaller than previous years.

SAN SEBASTIAN CAMPUS

SUMMER ACADEMIC SEMESTER





Freshmen students who began their studies in summer obtained an average of 60% on the English test. The highest percentage was in listening skills (82%) and the lowest in writing (46%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

SAN SEBASTIAN CAMPUS

FALL ACADEMIC SEMESTER



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 decreased from 67% in 2021, to 55% in 2022, and increased to 56% in 2023. The 2023 sample size was larger than in 2021, but smaller than in 2022.



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 decreased from 72% in 2021 to 57% in 2022, and increased to 58% in 2023. The 2023 sample size was smaller than in 2022.



Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 75% in the information literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained decreased from 68% in 2021 to 53% in 2022, but increased to 71% in 2023. The 2023 sample was larger than in 2021, but smaller than in 2022.



Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 65% in the mathematics pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained decreased rom 64 % in 2021 to 42% in 2022, but increased to 44% in 2023. The 2023 sample was slightly smaller than in 2022.

SAN SEBASTIAN CAMPUS

FALL ACADEMIC SEMESTER





Freshmen students who began their studies in fall obtained an average of 54 % on the English test. The highest percentage was in listening skills (81%) and the lowest in writing (50%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

HUMACAO BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER



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 increased from 51% in 2022 to 64% in 2023. There was no student participation in 2021.



Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 75% in the Spanish pre-test. The two summer academic semesters that the pre-test was administered, the percentage obtained increased from 53% in 2022 to 72% in 2023 There was no student participation in 2021.



Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 75% in the information literacy pre-test. The two summer academic semesters that the pre-test was administered, the percentage obtained increased from 52% in 2022 to 72 % in 2023. There was no student participation in 2021.



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 39% in 2022 to 36% in 2023. There was no student participation in 2021.

HUMACAO BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER





Freshmen student who began their studies in summer obtained an average of 58 % on the English test. The highest percentage was in listening skills (90%) and the lowest in grammar (43%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

HUMACAO BRANCH CAMPUS

FALL ACADEMIC SEMESTER



Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 60%. The last three fall academic semesters that the computer literacy pre-test was administered, the percentage obtained decreased from 54% in 2021 to 53% in 2022, but increased to 59% in 2023. There was little student participation in all academic semesters.



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 Spanish pre-test was administered, the percentage obtained increased from 58% in 2021 and 2022 to 61% in 2023 There was little student participation.



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 information literacy pre-test was administered, the percentage obtained increased from 58% in 2021 to 65% in 2022, but decreased to 63% in 2023. There was little student participation in all academic semesters.



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 mathematics pre-test was administered, the percentage obtained decreased from 50% in 2021 to 48% in 2022, an finally to 37% in 2023. There was little student participation.

HUMACAO BRANCH CAMPUS

FALL ACADEMIC SEMESTER





Freshmen students who began their studies in fall obtained an average of 52 % on the English test. The highest percentage was in listening skills (75%) and the lowest in writing (44%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.
MANATI BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER



The last two 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. The 2022 sample size was larger than 2021. There was no student participation in 2023.



The last two summer academic semesters that the information literacy pre-test was administered, the percentage obtained increased from 64% in 2021 to 69% in 2022. The 2022 sample size was larger than 2021. There was no student participation in 2023.



The last two summer academic semesters that the Spanish pre-test was administered, the percentage obtained decreased from 84% in 2021 to 73% in 2022. The 2022 sample size was larger than 2021. There was no student participation in 2023.



The last twosummer academic semesters that the mathematics pre-test was administered, the percentage obtained decreased from 70% in 2021 to 48% in 2022. The 2022 sample size was larger than 2021. There was no participation during 2023.

MANATI BRANCH CAMPUS

FALL ACADEMIC SEMESTER



The last three fall academic semesters that the computer literacy pre-test was administered, one student obtained a 36% in 2022 .There was no student participation in 2021 and 2023.



The last three fall academic semesters that the information literacy pre-test was administered, one student obtained a 36% in 2022. There was no student participation in 2021 and 2023.





The last three fall academic semesters that the Spanish literacy pre-test was administered, one student obtained a 63% in 2022 .There was no student participation in 2021 and 2023. The last three fall academic semesters that the Mathematics literacy pre-test was administered, one student obtained a 55% in 2022 .There was no student participation in 2021 and 2023.

VILLALBA BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER



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 increased from 26% in 2021 to 68% in 2023. There was no student participation in 2022.



Participating freshmen students who began their studies during the summer academic semester of 2023 obtained an 88% compared to 2021 (51%) in the literacy information pre -test. There was no student participation in 2022.





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 increased from 54 % in 2021 to 60% in 2023. There was no student participation in 2022. 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 40% in 2021 to 33% in 2023. There was no student participation in 2022.

VILLALBA BRANCH CAMPUS

FALL ACADEMIC SEMESTER



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 two fall academic semesters that the pre-test was administered, the percentage was the same (68%) in the last two years. The 2023 sample size was significantly smaller than 2022. There was no student participation in 2021.



Participating freshmen students who began their studies during the fall academic semester of 2023 obtained an 88% compared to 2022 (63%) in the literacy information pretest. The 2023 sample size was significantly smaller than previous year. There was no student participation in 2021.



Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 65% in the Spanish pre-test. The last two fall academic semesters that the pre-test was administered, the percentage increased from 58% in 2022 to 60% in 2023. The 2023 sample size is significantly smaller than 2022. There was no student participation in 2021.



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 two fall academic semesters that the pre-test was administered, the percentage obtained decreased from 42% in 2022 to 33% in 2023. The 2023 sample size is significantly smaller than 2022. There was no student participation in 2021.

VILLALBA BRANCH CAMPUS

FALL ACADEMIC SEMESTER





Freshmen student who began their studies in fall of 2023 obtained an average of 74 % on the English test. The highest percentage was in listening skills (100%) and the lowest in writing (54%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

CLOSING THE LOOP

Assessment Decisions:

- 1. 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. To achieve this objective, the "Assessment of Assessment Day" is carried out and meetings are held with the different service offices.
- 2. In order to improve the results in Mathematics, Spanish and English, 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.
- 3. A greater number of tutors was contracted for the benefit of students.

UNIVERSITY SABER ES PODER

OUTCOMES GENERAL EDUCATION CORE COMPETENCIES

POST-TEST RESULTS

HATO REY CAMPUS



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 66% in 2020, but increased to 70% in 2022 .The 2022 sample size was significantly smaller than 2018 and 2020.



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 72% in 2020 and to 70% in 2022. The 2022 sample size was significantly smaller than 2018 and 2020.



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 decreased from 68% in 2018 to 57 % in 2020, but increased to 71% in 2022. The 2022 sample size was significantly smaller than 2018 and 2020.



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 68% in 2020 but increased to 71% in 2022. The 2022 sample size was significantly smaller than 2018 and 2020.

SAN SEBASTIAN CAMPUS



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. The 2022 sample size was significantly smaller than 2018 and 2020.



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 60% in 2020 and to 67% in 2022. The 2022 sample size was significantly smaller than 2018 and 2020.



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 decreased from 73% in 2020 to 69% in 2022. The 2022 sample size was significantly smaller than 2018 and 2020. The next cohort where these tests will be offered will be in spring 2024.



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 decreased from 64% in 2020 to 58% in 2022. The 2022 sample size is significantly smaller than 2018 and 2020. The next cohort where these tests will be offered will be in spring 2024.

HUMACAO BRANCH CAMPUS



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.



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.



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.



Participating graduating students generally obtain an average around 65% 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.

MANATI BRANCH CAMPUS



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.



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 70% 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 increased from 69% in 2020 to 74% in 2022.



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.

VILLALBA BRANCH CAMPUS



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. The 2022 sample size was smaller than 2020.



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 decreased from 72% in 2020 to 44% in 2022.

CLOSING THE LOOP

Assessment Decisions

- 1. In order to improve the results in Mathematics, Spanish and English, 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.
- 2. The next cohort where these tests will be offered will be in spring 2024.

PRE-TEST RESULTS

MAGAE OUTCOMES GENERAL EDUCATION CORE COMPETENCIES



MAGAE

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 former Puerto Rico Council of Education and current Board of Postsecondary Institutions. 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 an academic program in Spanish.

MAGAE is a hybrid modality, where the students complete all of their General Education courses online. Most of the major courses and the clinical practices are on-site.



HATO REY CAMPUS

MAGAE



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 69% in the information literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 77% in 2021 and an average of 75% in 2022. These results show a decrease from the previous year. The 2023 sample size was significantly bigger than in 2021 and 2022.



During the 2023summer academic semester, participating MAGAE freshmen students achieved an average of 70% in the Spanish pre-test. In comparison, participating MAGAE freshmen students obtained an average of 74% in 2021 and an average of 79% in 2022. These results show a decrease from the previous year. The 2023 sample size is significantly bigger than 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 75% in the information literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 66% in 2021 and an average of 68% in 2022. These results show an increase from the previous year. The 2023 sample size was significantly bigger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 61% in the mathematics pre-test. In comparison, participating MA-GAE freshmen students obtained an average of 66% in 2021 and an average of 55% in 2022. These results show an increase from the previous year. The 2023 sample size was significantly bigger than 2021 and 2022.

HATO REY CAMPUS

MAGAE





MAGAE Freshmen students who began their studies in summer obtained an average of 63% on the English test. The highest percentage was in listening skills (81%) and the lowest in writing (55%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

SAN SEBASTIAN CAMPUS

MAGAE



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 75% in the computer literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 71% in 2021 and an average of 70% in 2022. These results show an increase from the previous year. The 2023 sample size was significantly bigger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 77% in the information literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 67% in 2021 and an average of 67% in 2022. These results show an increase from the previous years. The 2023 sample size was significantly bigger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 73% in the Spanish pre-test. In comparison, participating MAGAE freshmen students achieved an average of 72% in 2021 and an average of 70% in 2022. These results show an increase from the previous year. The 2023 sample size was significantly bigger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 64% in the mathematics pre-test. In comparison, participating MA-GAE freshmen students achieved an average of 57% in 2021 and an average of 63% in 2022. These results show an from the previous year. The 2023 sample size was significantly bigger than in 2021 and 2022.

SAN SEBASTIAN CAMPUS

MAGAE





MAGAE Freshmen students who began their studies in summer obtained an average of 67% on the English test. The highest percentage was in listening skills (82%) and the lowest in writing (59%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

HUMACAO BRANCH CAMPUS

MAGAE



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 63 % in the computer literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 75% in 2021 and an average of 52 % in 2022. These results show an increased from the previous year. The 2023 sample size was significantly larger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 70% in the information literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 65% in 2021 and an average of 66% in 2022. These results show a slight increase from the previous year. The 2023 sample size was significantly larger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 62% in the Spanish pre-test. In comparison, participating MAGAE freshmen students achieved an average of 72% in 2021 and an average of 60% in 2022. These results show a slight increase from the previous year. The 2023 sample size was significantly larger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 57% in the mathematics pre-test. In comparison, participating MA-GAE freshmen students achieved an average of 63% in 2021 and an average of 54% in 2022 These results show a slight increase from the previous year. The 2023 sample size was significantly larger than in 2021 and 2022.

HUMACAO BRANCH CAMPUS

MAGAE





MAGAE Freshmen students who began their studies in summer obtained an average of 58% on the English test. The highest percentage was in listening skills (80%) and the lowest in writing (54%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

MANATI BRANCH CAMPUS

MAGAE



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 70% in the computer literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 77% in 2021 and an average of 75% in 2022. These results show a decreased from the previous year. The 2023 sample size was larger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 73% in the Spanish pre-test. In comparison, participating MAGAE freshmen students achieved an average of 73% in 2021 and an average of 69% in 2022. These results show an increased from the previous year. The 2023 sample size was significantly larger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 79% in the information literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 64% in 2021 and 64% in 2022. These results show an increased from the previous year. The 2023 sample size was significantly larger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 65% in the mathematics pre-test. In comparison, participating MA-GAE freshmen students achieved an average of 63% in 2021 and an average of 58% in 2023. These results show an increased from the previous year. The 2023 sample size is significantly larger than in 2021 and 2022.

MANATÍ BRANCH CAMPUS

MAGAE





MAGAE Freshmen students who began their studies in summer obtained an average of 66% on the English test. The highest percentage was in listening skills (81%) and the lowest in writing (63%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

VILLALBA BRANCH CAMPUS

MAGAE



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 65% in the computer literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 73% in 2021 and an average of 69% in 2022. These results show a slight decreased in the last three years. The 2023 sample size is significantly larger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 63% in the Spanish pre-test. In comparison, participating MAGAE freshmen students achieved an average of 71% in 2021 and an average of 61% in 2022. These results show an increase from the previous year. The 2023 sample size is significantly larger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 79% in the information literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 63% in 2021 and an average of 62% in 2022. These results show an increase from the previous year. The 2023 sample size is significantly larger than in 2021 and 2022.



During the 2023 summer academic semester, participating MAGAE freshmen students achieved an average of 58% in the mathematics pre-test. In comparison, participating MA-GAE freshmen students achieved an average of 63% in 2021 and an average of 61 % in 2022. These results show a decreased from the previous year. The 2023 sample size is significantly larger than in 2021 and 2022.

VILLALBA BRANCH CAMPUS

MAGAE





MAGAE Freshmen students who began their studies in summer obtained an average of 57% on the English test. The highest percentage was in listening skills (100%) and the lowest in writing (54%). There is no data available for periods 2021 and 2022 because the test was in process of being developed. The test was previously offered using the College Board Standarized Level 1 ELASH Test. The new test is aligned to EDP's Assessment Cycle.

CLOSING THE LOOP

Assessment Decisions

1. In order to improve the results in Mathematics, Spanish and English, 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.

UNIVERSITY SABER ES PODER

MAGAE OUTCOMES

GENERAL EDUCATION CORE COMPETENCIES

POST-TEST RESULTS

HATO REY CAMPUS



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 79% in the computer literacy post-test. In comparison, participating MAGAE graduating students achieved and average of 86% in 2020. These results show a decreased from the previous year. The 2022 sample size is significantly larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 70% in the information literacy post-test. The results were the same during both 2020 and 2022. The 2022 sample size is significantly larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 74% in the Spanish post-test. In comparison, participating MA-GAE graduating students achieved an average of 81%.in 2020. These results show a decrease from the previous year. The 2022 sample size is significantly larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 65% in the mathematics post-test. In comparison, participating MAGAE graduating students achieved an average of 89%. in 2020. These results show a decrease from the previous year. The 2022 sample size is significantly larger than 2020.

SAN SEBASTIAN CAMPUS



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 75% in the computer literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 89% in 2020. These results show a decrease from the previous year. The 2022 sample size is significantly larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average 75% in the information literacy post-test. In comparison, participating MAGAE graduating achieved an average of 69% in 2020. These results show an increase from the previous year. The 2022 sample size is significantly larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 75% in the Spanish post-test. In comparison, participating MA-GAE graduating students achieved an average of 86% in 2020. These results show a decrease from the previous year. The 2022 sample size is significantly larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 74% in the mathematics post-test. In comparison, participating MAGAE graduating students achieved an average of 85%. in 2020. These results show a decreased from the previous year. The 2022 sample size is significantly larger than 2020.

HUMACAO BRANCH CAMPUS



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 75% in the computer literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 87% in 2020. These results show a decrease from the previous year. The 2022 sample size is smaller than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 68% in the information literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 70% in 2020. These results show a slight decrease from the previous year. The 2022 sample size is smaller than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 76% in the Spanish post-test. In comparison, participating MA-GAE graduating students achieved an average of 84% in 2020. These results show a decrease from the previous year. The 2022 sample size is smaller than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 68% in the Spanish post-test. In comparison, participating MA-GAE graduating students achieved an average of 87%. In 2020. These results show a decrease from the previous year. The 2022 sample size is smaller than 2020.

MANATI BRANCH CAMPUS



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 84% in the computer literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 81% in 2020. These results show a slight increase from the previous year. The 2022 sample size is significantly larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 67% in the information literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 73%. in 2020. These results show a decrease from the previous year. The 2022 sample size is significantly larger-than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of of 82% in the information literacy post-test. The results were the same during both 2020 and 2022. The 2022 sample size is significantly larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 75% in the mathematics post-test. In comparison, participating MAGAE graduating students achieved an average of 87% in 2020. These results show a decrease from the previous year .

VILLALBA BRANCH CAMPUS



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of f69% in the computer literacy post-test. In comparison, participating MAGAE graduating students in the 2020 achieved an average of 81% in 2020. These results show a significant decrease from the previous year. The 2022 sample size is larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of an average of 76% in the Spanish post-test. In comparison, participating MAGAE graduating students achieved an average of 71% in 2020. These results show a slight increase from the previous year. The 2022 sample size is larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 71% in the information literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 67% in 2020. These results show a slight increase from the previous year. The 2022 sample size is larger than 2020.



During the 2022 spring academic semester, participating MAGAE graduating students achieved an average of 76% in the mathematics post-test. In comparison, participating MAGAE graduating students achieved an average of 84% in 2020. These results show a decrease from the previous year. The 2022 sample size is larger than 2020.

CLOSING THE LOOP

Assessment Decisions

1. The Academic Support Center offers online tutoring services for those students who request it and/or are referred by the faculty.

2. Assessments instruments were revised in 2023.

CAPSTONE COURSE ASSESSMENT



CAPSTONE COURSE ASSESSMENT INSTRUMENTS

Multiple choice instruments are administered through Canvas, the Learning Management System. (LMS) used by the Institution. The assessment of learning outcomes data, generated by Canvas, is systematically collected and distributed. The data is presented throughout this publication for decision making efforts. 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 currently in place.

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

Activities for the continuous improvement of program assessment. Issues discussed :

- Identification of reference courses for the evaluation of learning outcomes.
- Program assessment instrument development and revision.
- Result analysis of the administered assessment instruments.
- Alignment of the student profile and syllabi with learning outcomes.
- Informed decision making action plans development.

ACADEMIC PROGRAM ASSESSMENT OUTCOMES

Academic program assessment allows for student follow-up, it provides relevant data for the decision making process and its continuous improvement. Capstone courses were identified for each academic program. Capstone courses are periodically reviewed to ensure their relevance. Associate Degree programs include two (2) capstone courses. Bachelor's Degree programs previously had four (4) capstone courses which were later reduced to three (3).

Associate level students are assessed at the beginning and at the end of their academic program. Bachelor's level students have their assessment in three (3) periods, at the beginning, the middle, and at the final stage during the completion of their academic program. The results are provided in percentages for a period of three (3) years to facilitate comparison and analysis.




OUTCOMES

SCHOOL OF Administration

SCHOOL OF ADMINISTRATION

Duo guo m	Capstone Courses	Instruments	
Frogram		Test	Rubric
Associate Degree in	BA 1313 Administration Theory		Х
Administration	BA 2321 Human Resources		Project

- 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.

SCHOOL OF ADMINISTRATION

Duaguam	Capstone Courses	Instruments	
Frogram		Test	Rubric
Associate Degree in	ADO 1101 Keyboarding and its Application		Х
Office Administration	ADO 3282 Practicum		Internship

- 1. Produce business documents for a specific time and follow 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 management.
- 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.

SCHOOL OF ADMINISTRATION HATO REY CAMPUS



During the 2022-2023 academic year, students in the initial capstone course BA 1313 achieved an average of 80%. In comparison, during the 2020-2021 academic year, students achieved an average of 89% and an average of 75% during 2021-2022. There is a slight increase in the average score from the previous year. Students have been exceeding the 70% standard goal.



During the 2020-2021 academic year, students in the initial capstone course ADO 1101 achieved an average of 89%. Students in the 2020-2021 academic year were able to exceed the 70% standard goal. There is no data available for 2021-2022 and 2022-2023 academic years since there were no students from that program enrolled in that course during those periods.



During the 2021-2022 academic year, students in the final capstone course BA 2321 achieved an average of 72%. During the 2020-2021 academic year, students achieved an average of 87%. There was a decrease over the last year. There is no data available for 2022-2023 academic year since there were no students from that program enrolled in that course during that period.



During the 2020-2021 academic year, one student enrolled in the final capstone course ADO 3282 and achieved 100%. There is no data available for 2021-2022 and 2022-2023 academic years since there were no students from that program enrolled in that course during those periods.

SCHOOL OF ADMINISTRATION

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

- 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.

SCHOOL OF ADMINISTRATION SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course HBC 1101 achieved an average of 89%. In comparison, during the 2020-2021 academic year, students achieved an average of 60% and 95% during 2021-2022. There was a slight decrease over the last year. However, students have been exceeding the 70% standard goal.



During the 2022-2023 academic year, students in the final capstone course HBC 3282 achieved an average of 98%. In comparison, during the 2020 -2021 academic year, achieved an average of 93% and 100% during 2021-2002. There is a slight decrease over the last year. However, students have been exceeding the 70% standard goal.

SCHOOL OF ADMINISTRATION

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

- 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







During the 2021-2022 academic year, students in the initial capstone course BA 1313 achieved an average of 75%. In comparison, during the 2020-2021 academic year, students obtained an average of 89%. There is a decrease in student achievement from the previous year. There is no data available for 2022-2023 academic year since there were no students from that program enrolled in the course during that period.

During the 2022-2023 academic year, students in the intermediate capstone course BA 2321 achieved an average of 78%. In comparison, during the 2021-2022 academic year, students achieved an average of 79%. There is an slight decrease in student achievement from the previous year. However, students are exceeding the 70% standard goal.

During the 2020-2021academic year, students in final capstone course BA 4400 achieved an average of 75%. During the 2021-2022 academic year, students achieved an average of 92%. The students are exceeding the 70% standard goal. There is no data available for 2022-2023 academic year since there were no students from that program enrolled in the course during that period.

CLOSING THE LOOP

Assessment Efforts and Decisions

- 1. The program and its methodology were revised in order for students to achieve learning goals.
- 2. Capstone courses and assessments instruments were revised.
- 3. The teaching strategies will be reviewed in order to make learning more effective.
- 4. The technology used in classroom to promote learning will be reviewed.
- 5. A rubric was created as an assessment instrument for the HBC 1101 course.



OUTCOMES

SCHOOL OF SCIENCE AND HEALTH

SCHOOL OF SCIENCE AND HEALTH

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

- 1. Identify and operate laboratory equipment and instrumentation.
- 2. Evidence the knowledge, skills and techniques required by your profession.
- 3. Design, plan and execute scientific experiments.
- 4. Document, analyze and interpret the results of your experiments.
- 5. Solve problems using scientific method techniques.
- 6. Implement statistical studies when developing laboratory reports.
- 7. Apply the laws and procedures of biotechnology in your professional practice.

SCHOOL OF SCIENCE AND HEALTH HATO REY CAMPUS



During the 2020-2021 academic year, students in the initial capstone course BIO 1102 achieved an average of 71%. There were no new students enrolled for the program during the 2021-2022 and 2022-2023 academic years.

SCHOOL OF SCIENCE AND HEALTH

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Pharmacy	APH 1101 Pharmacy Fundamentals	Х	
Technician	APH 3212 Internship II	Х	

- 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.

SCHOOL OF SCIENCE AND HEALTH HATO REY CAMPUS



During the 2020-2021 academic year, students in the initial capstone course APH 1101 achieved an average of 59%. This shows students did not meet the 70% standard goal. There were no new students enrolled for the program during the 2021-2022 and 2022-2023 academic years.



During the 2022-2023 academic year students in the final capstone course APH 3212 achieved a 71%. In comparison, during the 2020-2021 academic year, students obtained an average of 60%.Results show students meet the 70% standard goal during the 2022-2023 academic year. There were no students enrolled for the program during the 2021-2022 academic year.

SCHOOL OF SCIENCE AND HEALTH SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course APH 1101 achieved an average of 57%. During 2021-2022 students achieved an average of 68%. There is a decrease in student achievement from the previous year. The students did not meet the 70% standard goal.



During the 2022-2023 academic year, students in the final capstone course APH 3212 achieved an average of 81%. During the 2020-2021 academic year, students obtained an average of 72%. There is an increase in student achievement .The students have been exceeding the 70% standard goal. There was no student participation in 2021-2022.

SCHOOL OF SCIENCE AND HEALTH

Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Modical Emorganeica	MET 1101 Associate Degree in Fundamentals of Medical		Х
Medical Emergencies Technology	MET 3213 Medical Emergencies Practice		Practice

- 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 SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course MET 1101 achieved an average of 91%. During the 2021-2022 academic year, students achieved an average of 97%. This shows a slight decrease in student achievement from the previous year. However, students have been exceeding the 70% standard goal.

Associ	ate Degree in M	edical Emergencie	s Technology
100%		99%	100%
90%			
80%			
70%			
60%			
50%			
40%			
30%			
20%			
10%			
0%		(n=4)	(n=1)
	2020-2021	2021-2022	2022-2023
MET 3213		99%	100%

During the 2022-2023 academic year, students in the final capstone course MET 3213 achieved an average of 100%. During the 2021-2022 academic year, students achieved an average of 100%. Students exceed the 70% standard goal in both academic years.

SCHOOL OF SCIENCE AND HEALTH

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

- 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.

SCHOOL OF SCIENCE AND HEALTH HATO REY CAMPUS



During the 2022-2023 academic year, students in the initial capstone course BIO 1102 achieved an average of 70%. In comparison, during the 2020-2021 academic year, students achieved an average of 78%. However, students are meeting the 70% standard goal. There is no data available for 2021-2022 academic year since the course was not offered during that academic period.

SCHOOL OF SCIENCE AND HEALTH SAN SEBASTIAN CAMPUS



For the 2022-2023 academic year, students in the initial capstone course BIO 1102 achieved an average of 77%. Results show students exceeded the 70% standard goal. There were no new students enrolled fot the program during the 2020-2021 and 2021-2022.





For the 2022-2023 academic year, students in the intermediate capstone course BNS 3001 achieved an average of 83%. Results show students exceeded the 70% standard goal. There is no data available for 2020-2021 and 2021-2022 academic years since the course was not offered during these academic periods.

For the 2020-2021 academic year, students in the final capstone course BNS 4002 achieved an average of 95%. During the 2021-2022 academic year students achieved an average of 92%. Students exceeded the 70% standard goal for both academic years. There is no data available for 2022-2023 academic year since the course was not offered during that academic period.

CLOSING THE LOOP

Assessment Decisions

- 1. Capstone courses and assessments instruments were revised.
- 2. A rubric for capstone course MET 1101 was created.
- 3. The test for the initial capstone course (BIO 1102) was reviewed.
- 4. The teaching strategies will be reviewed in order to make learning more effective



OUTCOMES

SCHOOL OF TECHNOLOGY

SCHOOL OF TECHNOLOGY

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

- 1. Update information systems with solutions and changes using new technologies on the market.
- 2. Create and update documents with productivity programs
- 3. Design applications for mobile devices that adapt to the needs of the computing, entertainment and educational industries
- 4. Design and develop animations or interactive games on various operating system platforms.
- 5. Document and demonstrate the processes established in the administration of information systems.
- 6. Identify needs and requirements for the design and use of programming language to solve situations including mathematical and programming solutions expressed through algorithms and the use of syntax
- 7. Identify and solve hardware and software technical problems in computer networks so that they can provide possible solutions.
- 8. Manage the entry and update of a company's data in information systems through the use of database applications and/or file management
- 9. Manage utility programs to resolve situations in the organization.

SCHOOL OF TECHNOLOGY HATO REY CAMPUS



During the 2022-2023 academic year, students in the initial capstone course PRO 1110 achieved an average of 70%. During the 2021-2022 academic year, students achieved an average of 59% .There was an increase in student achievement .The students achieved the 70% standard goal.



During the 2021-2022 academic year, students in the final capstone course SIC achieved an average of 78%.In comparison, during the 2020-2021 academic year students achieved an average of 69% . There is an increase in student achievement over the previous year. The students exceed the 70% standard goal. No data was collected during 2022-2023 academic year since the course was not offered.

SCHOOL OF TECHNOLOGY SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course PRO 1110 achieved an average of 57%. During the 2021-2022 academic year, students achieved an average of 42%. Although there was an increase in the average score, students have not been meeting the 70% standard goal.



During the 2022-2023 academic year, students in the final capstone course SIC 2400 achieved an average of 88%. During the 2021-2022 academic year, students achieved an average of 64%. This shows an increase in the average over the previous year. Results show that students were able to exceed the 70% standard goal during the last year.

SCHOOL OF TECHNOLOGY HUMACAO BRANCH CAMPUS



During the 2022-2023 academic year, students in the initial capstone course PRO 1110 achieved an average of 70%. During 2021-2022 students obtained an average of 73%. Although there was a decrease in participation compared to the previous year, the students met the 0% standard goal during 2022-2023.



During the 2020-2021 academic year, students in the final capstone course SIC 2400 obtained an average of 87%. This shows students met the 70% standard goal. There is no data available for 2021-2022 and 2022-2023 academic years since the course was not offered.

SCHOOL OF TECHNOLOGY MANATI BRANCH CAMPUS



During the 2021-2022 academic year students in the initial capstone course PRO 1110 achieved an average of 57%. During the 2020-2021 academic year, students achieved an average of 61%. There was a decline in student achievement from the previous year. Students have not been meeting the 70% standard goal for both academic years. There is no data available for 2022-2023 academic year since the course was not offered.

SCHOOL OF TECHNOLOGY VILLALBA BRANCH CAMPUS



During the 2021-2022 academic year, students in final capstone course PRO 1110 achieved an average of 77%. This shows students have been meeting the 70% standard goal. There is no data available for 2020-2021and 2022-2023 academic years since the course was not offered.



During the 2021-2022 academic year, students in final capstone course SIC 2400 achieved an average of 82%. This shows students have been meeting the 70% standard goal. There is no data available for 2020-2021 and 2022-2023 academic years since the course was not offered.

SCHOOL OF TECHNOLOGY

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

- 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



During the 2022-2023 academic year, students in initial capstone course PRO 1110 achieved an average of 66%. During the 2021-2022 academic year, students achieved an average of 87% .This shows a decrease over the previous year in student achievement. also, students did not meet the 70% standard goal.



During the 2022-2023 academic year, students in the intermediate capstone course SIC 2400 achieved an average of 85%. During the 2020-2021 academic year, students achieved an average of 69%. Students met the 70% standard goal.

SCHOOL OF TECHNOLOGY HATO REY CAMPUS



During the 2022-2023 academic year, students in the initial capstone course PRO 1110 achieved an average of 64%. did not meet the 70% standard goal. There were no new students enrolled for the program during the 2020-2021 and 2021-2022 academic years.

SCHOOL OF TECHNOLOGY SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course PRO 1110 achieved an average of 51%. Students did not meet the 70% standard goal. There were no new students enrolled for the program during the 2020-2021 and 2021-2022 academic years.

SCHOOL OF TECHNOLOGY

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

- 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



During the 2022-2023 academic year, students in initial capstone course PRO 1110 achieved an average of 68%. During the 2021-2022 academic year, students achieved an average of 84%. Results show a decrease from the previous year in student achievement and that students did not meet the 70% standard goal.





During the 2021-2022 academic year, students in the intermediate capstone course SIC 2400 achieved an average of 88%. During 2020-2021 academic year, students achieved an average of 69%. No data was collected during 2022-2023 academic year since the course was not offered.

During the 2022-2023 academic year, students in the final capstone course ITP 4780/ITP 4790 achieved an average of 98%. During the 2020-2021 academic year, students achieved an average of 88%. Students met the 70% standard goal.

SCHOOL OF TECHNOLOGY SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course PRO 1110 achieved a 42%. During the 2021-2022 academic year one student achieved an average of 61%.Results show a decrease from the previous year in student achievement. Students did not meet the 70% standard goal.





During the 2022-2023 academic year, students in the intermediate capstone course SIC 2400 achieved an average of 88%. During the 2021-2022 academic year, students achieved an 82%. Students exceeded the 70% standard goal in both academic years.

During the 2020-2021 academic year, one student in the final capstone course ITP 4780/ITP 4790 achieved a 100%. This shows the student exceeded the 70% standard goal. No data was collected during 2021-2022 and 2022-2023 academic years since the course was not offered.

CLOSING THE LOOP

Assessment Decisions

- 1. The Bachelor's Degree in Information Technology program was reviewed in 2023. It was increased from 119 credits to 120.
- 2. Capstone courses and assessments instruments were revised.


OUTCOMES

SCHOOL OF NURSING

ACADEMIC PROGRAM ASSESSMENT OUTCOMES

The School of Nursing has developed a program evaluation plan that allows for monitoring for student learning monitoring aligned to the Accreditation Commission for Education in Nursing (ACEN). The program evaluation plan was developed and began in 2018. Students are evaluated in their academic program through capstone courses that have been identified by dean, directors and specialists from the School of Nursing. Students in the Associate Degree in Nursing are evaluated in three (3) capstone courses while the Bachelor's of Science in Nursing has four (4) capstone courses.

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

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



ACADEMIC PROGRAM ASSESSMENT TECHNOLOGY

The School of Nursing researched technological strategies for teaching nursing skills and acquired the following since October 2020.

- 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	Constance Courses	Instruments	
	Capstones Courses	Test	Rubric
	NUR 1301		v
	Fundamentals of Nursing Practice		Λ
Associato Dograo in	NUR 2306		
Nursing	Child and Adolescent Care Clinical		Х
	Practice		
	NUR 2260	v	
	Nursing Integration Seminar	Λ	

- 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.

SCHOOL OF NURSING HATO REY CAMPUS



For the 2022-2023 academic year, students achieved the established goal of 85% for the courses NUR 1301 and NUR 2306. Although an increase is observed in the percentage for NUR 2260, students did not achieve the 80% established goal for that course.

SCHOOL OF NURSING HUMACAO BRANCH CAMPUS



Students did not achieve the established goal of the 85% in NUR 1301 course or 80% in NUR 2260 during 2022-2023 academic year. NUR 2306 course was not offered during the 2022-2023 academic period.

SCHOOL OF NURSING MANATI BRANCH CAMPUS



During the 2022-2023 academic period, students achieved an average of 92% in the capstone course NUR 1301. Students achieved the established goal of 85% for this course. During 2021-2022 the students achieved an average of 81% in the course NUR 2260. Therefore, they met the established goal of 80% for this course. The courses NUR 2306 and NUR 2260 were not offered for the 2022-2023 academic year.

SCHOOL OF NURSING SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year students achieved 86% in the capstone courses NUR 1301 and NUR 2306, meeting the established goal of 85%. However, they obtained a 61% in NUR 2260, so the established goal for the course was not met.

SCHOOL OF NURSING HATO REY CAMPUS



During the 2022-2023 academic year, students achieved 96% in the capstone course NUR 1301 and 98% in the capstone course NUR 2306. In both courses, students achieved the established goal of 85%. Similarly, in the capstone course NUR 2260 students achieved 90%, meeting the established goal of 80%.



During the 2022-2023 academic year, students achieved 93% in the capstone course NUR 1301 course and 98% in the capstone course NUR 2306. This shows that students achieved the established goal of 85% in both courses. Similarly, in the capstone course NUR 2260 students achieved 90%, meeting the established goal of 80%.

SCHOOL OF NURSING HUMACAO BRANCH CAMPUS



During the 2022-2023 academic year, students achieved 95% in the capstone course NUR 1301 and 97% in the capstone NUR 2306. Students achieved the established goal of 85% in both courses. . Similarly, in the capstone course NUR 2260 students achieved 91%, meeting the established goal of 80% .

SCHOOL OF NURSING MANATI BRANCH CAMPUS



During the 2022-2023 academic year, students achieved 97% in the capstone course NUR 1301 and 93% in the capstone course NUR 2306. Students achieved the established goal of 85% in both courses. Similarly, in the capstone course NUR 2260 students achieved 87%, meeting the established goal of 80%.



During the 2022-2023 academic year, students achieved 98% in the capstone course NUR 1301 and 96% in the capstone course NUR 2306. Students in both courses achieved the established goal of 85%. Similarly, in the capstone course NUR 2260 students achieved 93%, meeting the established goal of 80%.

SCHOOL OF NURSING SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year students achieved 90% in the capstone course NUR 1301 and 96% in the capstone course NUR 2306. In both courses students achieved the established goal of 85%. Similarly, in the capstone course NUR 2260 students obtained 95%, meeting the established goal of 80%.



During the 2022-2023 academic year, students achieved 88% in the capstone course NUR 1301 and 92% in the capstone course NUR 2306. In both courses students achieved the established goal of 85%. Similarly, in the capstone course NUR 2260 students achieved 93%, meeting the established goal of 80%.

SCHOOL OF NURSING VILLALBA BRANCH CAMPUS



During the 2022-2023 academic year students achieved 94% in the capstone course NUR 1301 and 95% in the NUR 2306 course. In both courses students achieved the established goal of 85%. Similarly, in the NUR 2260 course students achieved 88%, meeting the established goal of 80%.

SCHOOL OF NURSING

Bachelor's Degree in Science of Nursing

- 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.

SCHOOL OF NURSING HATO REY CAMPUS



During the 2022-2023 academic year, students achieved an average of 99% in the capstone course NUR 2306 and achieved the established goal of 85%. Students did not achieve the goal of 80% in the capstone course NUR 1301 nor in the capstone course NUR 4395. The capstone course NUR 4460 and capstone course NUR 4300 were not offered during 2022-2023 academic year.

SCHOOL OF NURSING HUMACAO BRANCH CAMPUS



During the 2022-2023 academic year, students achieved an average of 100 % in the capstone course NUR 1301 and an average of 97% in the capstone course NUR 4395. The students achieved the established goal of the 85% in both courses. The other capstones courses were not offered during 2022-2023 academic year.

SCHOOL OF NURSING MANATI BRANCH CAMPUS



No data was collected from the Bachelor's Degree in Science of Nursing Traditional program during 2022-2023 academic year since the courses were not offered in this period. During the 2021-2022 academic period students did not meet the goal established for the capstone courses NUR 4395 and NUR 4460.

SCHOOL OF NURSING HATO REY CAMPUS



During the 2022-2023 academic year, students achieved an average of 100 % in the capstone course NUR 4300 and an average of 95% in the capstone course NUR 4395. The students achieved the established goal of 85% in both courses. However, the students achieved an average of 70% in the capstone course NUR 4460, so the 80% standard goal was not met.

SCHOOL OF NURSING SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students achieved an average of 98 % in the capstone course NUR 4300 and an average of 84% in the capstone course NUR 4395. The students achieved the established goal of 85% only in the capstone course NUR 4300. Similarly, students achieved an average of 63 % in the capstone course NUR 4460, so the 80% standard goal was not met.

SCHOOL OF NURSING SAN SEBASTIAN CAMPUS



During 2022-2023 academic year, students achieved the established goal of 85% in the capstone courses NUR 2306, NUR 4300 and NUR 4395. However, they achieved an average of 82% in the NUR 1301 course, not meeting the established goal of 85%. Likewise, students did not meet the established goal of 80% in the NUR 4460 course since the average they achieved was 62%.

CLOSING THE LOOP

Assessment Decisions

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

- 1. The clinical laboratories which allow students to practice their skills, knowledge, and abilities before the clinical practice were updated by acquiring high fidelity mannequins.
- 2. Students' learning experiences are reinforced with simulation scenarios and clinical experiences.
- 3. There was an increase in full-time faculty members to improve faculty-student ratio as a result of an increase in student enrollment.



OUTCOMES

SCHOOL OF DESIGN

SCHOOL OF DESIGN

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

- 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 assemble 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



During the 2022-2023 academic year, students in the initial capstone course DMD 1203 achieved an average of 80%. During the 2020-2021 academic year, students achieved an average of 78%. Students exceeded the 70% standard goal.

[Associate Degr	ee in Digital Fashion	Design
100%			
90%	78%		84%
80%	7870		
70%			
60%			
50%			
40%			
30%			
20%			
10%			
0%	(n=7)		(n=11)
	2020-2021	2021-2022	2022-2023
DMD 3201	78%		84%

During the 2022-2023 academic year, students in final capstone course DMD 3201 achieved an average of 84%. During the 2020-2021 academic year, students obtained an average of 78%. Students have exceeded the 70% standard goal.

SCHOOL OF DESIGN SAN SEBASTIÁN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course DMD 1203 achieved an average of 91%. During the 2020-2021 academic year, students achieved an average of 73%. Students exceeded the 70% standard goal.

[Associate Degree	in Digital Fashion	Design
100%		90%	89%
90%			05,0
80%			
70%			
60%			
50%			
40%			
30%			
20%			
10%			
0%		(2)	(
		(n=2)	(n=4)
	2020-2021	2021-2022	2022-2023
DMD 3201		90%	89%

During the 2022-2023 academic year, students in the final capstone course DMD 3201 achieved an average of 89%. During the 2021-2022 academic year, students achieved 90 %. This shows students that have been exceeding the 70% standard goal.

SCHOOL OF DESIGN

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

- 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



During the 2022-2023 academic year, students in the initial capstone course DEC 1102 achieved an average of 88%. During the 2021-2022 academic year, students achieved an average of 83%. Results show that students have been exceeding the 70% standard goal.

	Associa Interior D	nte Degree in Arts esign and Decoratio	n
100%	100%		
90%			87%
80%			
70%			
60%			
50%			
40%			
30%			
20%			
10%			
0%	(n=1)		(n=5)
	2020-2021	2021-2022	2022-2023
DIS 2501	100%		87%

During the 2022-2023 academic year, students in the final capstone course DIS 2501 achieved an average of 87%. During the 2020-2021 academic year, one student achieved an 100%. Students have been exceeding the 70% standard goal.

SCHOOL OF DESIGN SAN SEBASTIAN CAMPUS



During the 2022-2023 and 2021-2022 academic years, students in the initial capstone course DEC 1102 achieved an average of 88%. During the 2020-2021 academic year, students achieved an average of 78%. Results show that students have been exceeding the 70% standard goal.



During the 2022-2023 academic year, students in the final capstone course DIS 2501 achieved an average of 96% Students exceeded the 70% standard goal. No data was collected during 2020-2021 and 2021-2022 academic years since the course was not offered.

SCHOOL OF DESIGN

Duoguam	Capstone Courses	Instruments	
rrogram		Test	Rubric
Associate Degree in Arts in Digital Design	BADD 1101 Introduction Digital Design I		Portfolio
	BADD 3302 Web Design I		Portfolio

- 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.

SCHOOL OF DESIGN HATO REY CAMPUS



During the 2021-2022 academic year, students in initial capstone course BADD 1101 achieved an average of 82%. No data was collected during 2022-2023 academic year since the course was not offered.

A	ssociate Degree	in Arts in Digital I	Design
100%			00%
90%			89%
80%			
70%			
60%			
50%			
40%			
30%			
20%			
10%			
0%			(n=3)
	2020-2021	2021-2022	2022-2023
BADD 3302			89%

During the 2022-20223 academic year, students in capstone course BADD 3302 achieved an average of 89%. Students exceeded the 70% standard goal. No data was collected during 2020-2021 and 2021 -2022 academic year since the course was not offered.

SCHOOL OF DESIGN

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

- 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



During the 2022-2023 academic year, students in the initial capstone course DMD 1203 students achieved an average of 86%. During the 2020-2021 academic year, students achieved an average of 78%. Students exceeded the 70% standard goal.





During the 2022-2023 academic year, students in the intermediate capstone course DMD 3201 achieved an average of 86%. During the 2020-2021 academic year, students achieved an average of 78%. Students exceeded the 70% standard goal.

During the 2022-2023 academic year, students in the final capstone course DMD 4005 achieved an average of 96%. During the 2020-2021 and 2021-2022 academic years, students achieved 100%. Students have been exceeding the 70% standard goal.

SCHOOL OF DESIGN

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

- 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.

SCHOOL OF DESIGN HATO REY CAMPUS



During the 2022-2023 academic year, students in the initial capstone course DEC 1102 obtained an average of 88%. During the 2021-2022 academic year, students obtained an average of 83%. Results show that students have been exceeding the 70% standard goal.



During the 2022 -2023 academic year, students in the intermediate capstone course DIS 2501 achieved an average of 97%. During the 2020-2021 academic year, students achieved a 100%. Results show that students have been exceeding the 70% standard goal.

SCHOOL OF DESIGN

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

- 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



During the 2022-2023 academic year, students in the initial capstone course BADD 1101 achieved an average of 99%. During the 2021 -2022 academic year, students achieved an average of 92%. Results shows that students have exceeded the 70% standard goal.





During the 2022-2023 academic year, students in intermediate capstone course BADD 3302 achieved an average of 94%. Students exceeded the 70% standard goal. No data was collected during 2020-2021 and 2021-2022 academic years since the course was not offered.

During the 2022-2023 academic year, students in final capstone course BADD 4401 obtained an average of 89%. This shows students have exceeded the 70% standard goal. No data was collected during 2020-2021 and 2021-2022 academic years since the course was not offered.
CLOSING THE LOOP

Assessment Decisions

- The Bachelor's Degree in Arts Major in Digital Fashion Design was reviewed in 2023. It was reduced from 129 credits to 124.
- 2. The programs and assessments instruments are being reviewed.
- 3. Review programs learning outcomes and develop new rubrics.



OUTCOMES

SCHOOL OF CRIMINAL JUSTICE

SCHOOL OF CRIMINAL JUSTICE

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

- 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



During the 2022 -2023 academic year, students in the initial capstone course CJU 1101 achieved an average of 54%. During the 2020-2021 academic year, students achieved an average of 59% and 40% during 2021-2022 academic year. Although there was an increase in the percentage achieved in the last academic period, students are not meeting the 70% standard goal.



During the 2020-2021 academic year, students in the final capstone course CJU 3001 obtained an average of 67 %. This shows that students did not meet the 70% standard goal. No data was collected during 2020-2021 and 2021-2022 academic years since the course was not offered.

SCHOOL OF CRIMINAL JUSTICE SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course CJU 1101 achieved an average of 41%. During the 2022-20223 academic year, Students obtained a 40%. Students have not met the 70% standard goal.

	Associate Degree in Criminal Justice		
100%			
90%	85%		
80%			
70%			
60%			
50%			
40%			
30%			
20%			
10%			
0%	(n=6)		
	2020-2021	2021-2022	2022-2023
CJU 3001	85%		

During the 2020-2021 academic year, students in the final capstone course CJU 3001 achieved an average of 85%. Students exceeded the 70% standard goal. No data was collected for during 2021-2022 and 2022-2023 academic years since the course was not offered.

SCHOOL OF CRIMINAL JUSTICE VILLALBA BRANCH CAMPUS



During the 2021-2022 academic year, students in the initial capstone course CJU 1101 achieved an average of 36%. During the 2020-2021 academic year, students achieved a 56%. Students have not met the 70% standard goal. There were no new students enrolled for the program during the 2022-2023 academic year.

SCHOOL OF CRIMINAL JUSTICE

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

- 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.

SCHOOL OF CRIMINAL JUSTICE HATO REY CAMPUS



During the 2022-2023 academic year, students in the initial capstone course FSC 1000 achieved an average of 73%. During the 2021-2022 academic year, students achieved an average of 50% and during the 2021-2023 academic year, students achieved an average of 91%. Students exceeded the 70% standard goal during the last academic year.





During the 2021-2022 academic year, students in the intermediate capstone course FSC 3003 achieved an average of 90%. No data was collected during 2022-2023 academic year since the coud

During the 2021-2022 academic year, one student in the final capstone course FSC 4003 achieved a 100%. During the 2020-2021 academic year, one student achieved a 100%. The student exceeded the 70% standard goal. No data was collected during 2022-2023 academic yearsince the course was not offered.

SCHOOL OF CRIMINAL JUSTICE SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course FSC 1000 achieved an average of 70%. During the 2021-2022 academic year, students obtained a 68%. Students exceeded the 70% standard goal during the last academic year.



During the 2021-2022 academic year, students in the intermediate capstone course FSC 3003 achieved an average of 100%. No data was collected during 2022 -2023 academic year since the course was not offered.



During the 2021-2022 academic year, students in the final capstone course FSC 4003 achieved an average of 100%. During the 2020-2021 academic year, students achieved an average of 96%. No data was collected during 2022-2023 academic yearsince the course was not offered,

CLOSING THE LOOP

Assessment Decisions.

- 2. The programs and assessments instruments are being reviewed.
- 3. Review course learning outcomes and create new rubrics. .



OUTCOMES

GRADUATE SCHOOL

GRADUATE SCHOOL

Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Information Systems Major in Information	MIS 5540 Organizational Functions and Management		Project
Security and Digital Fraud Investigation	MIF 7890 Seminar in Digital Fraud Investigation		Project

- 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.

GRADUATE SHOOL HATO REY CAMPUS



During the 2022-2023 academic year, students in the inital capstone course MIS 5540 achieved an average of 88%. During 2021-2022 academic year students obtained 90%.Results show students have been exceeding the 70% standard goal.



During the 2022-2023 academic year, students in the capstone course MIF 7890 achieved an average of 85%. During 2021-2022 academic year students obtained 91%. Students exceeded the 70% standard goal in both years.

GRADUATE SCHOOL

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

- 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.

GRADUATE SHOOL HATO REY CAMPUS



During the 2021-2022 academic year, students in the initial capstone course MIS 5540 achieved an average of 83%. No data was collected during 2020-2021 and 2022-2023 academic years since the course were not offered.

N	Master's Degree in Business Administration Major in Strategic Management		
100%			90%
90%			
80%			
70%			
60%			
50%			
40%			
30%			
20%			
10%			
0%			(n=2)
	2020-2021	2021-2022	2022-2023
MSM 7690			90%

During the 2022-2023 academic year, students in the final capstone course MSM 7690 obtained an average of 86%. Students exceded the 70% standard goal. No data was collected during 2020-2021 and 2021-2022 academic years since the course were not offered.

GRADUATE SCHOOL

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

- 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 sociocultural 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.

GRADUATE SHOOL SAN SEBASTIAN CAMPUS



During the 2020-2021 academic year, students in inital capstone course NURS 5510 obtained an average of 68%. During the 2021-2022 academic year, students obtained an average of 95%. During 2022 -2023, students obtained an average of 93%. This shows students are exceeding the 70% standard goal.



During the 2020-2021 academic year, students in the final capstone course NURS 7610 obtained an average of 89%. During the 2022-2023 academic year, students obtained an average of 90%. This shows students are exceeding the 70% standard goal.

GRADUATE SCHOOL

Duoguom	Constance Courses	Instruments	
rrogram	Test		Rubric
Master's Degree in Science of Nursing	NURS 5510 Physiology and Advanced	X	
Major in Acute/ Critical Care	NURS 7500 Advanced Internship Acute/Critical Care		Internship

- 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 sociocultural 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.

GRADUATE SHOOL SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the inital capstone course NURS 5510 achieved an average of 86%. During the 2021-2022 academic year, students achieved an average of 91%. Students exceded the 70% standard goal in the past two years.



During the 2022-2023 academic year, students in the final capstone course NURS 7500 achieved an average of 92%. During the 2020-2021 academic year, students achieved an average of 94%. Students exceded the 70% standard goal.

CLOSING THE LOOP

Assessment Decisions

1. The programs and assessments instruments are being reviewed.

COLLABORATORS

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> Prof. Marjorie M. Maisonet Rivera, Institutional Director for Accreditations, Licensing and Assessment

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JUNE 2024