

**Academic Assessment at a Glance
University Annual Report
Eighteen Edition
2023-2024**

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 Caguas, Humacao, Manati, and Villalba Branch Campuses. Data presented in this publication represents direct and indirect evidence from students' assessment results, gathered by the assessment personnel under the AVP for Institutional Compliance.

The eighteen (18th) edition includes updated results from the three (3) most recent years related to the General Education (core) and program learning outcomes per academic school. 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 creation.

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.

TABLE OF CONTENTS

Overview	
INSTITUTIONAL INFORMATION	
Philosophy, Mission and Vision.....	1
Institutional Goals	2
Institutional Profile.....	3
EDP UNIVERSITY ACADEMIC ASSESSMENT MODEL	
Academic Assessment Model Based on Talent Development.....	5
Academic Assessment Model	6
Curriculum Development and Learning Model at EDP University	7
From Knowledge to Competency-Based Learning Assessment	8
Assessment Program Development Chronology.....	9
Competency-Based Learning Assessment Implementation Phases	12
Assessment Calendar.....	13
GENERAL EDUCATION	
General Education Core Competencies.....	14
OUTCOMES RESULTS GENERAL EDUCATION PRE-TEST	
Hato Rey.....	18
San Sebastian.....	22
Humacao Branch Campus	26
Manati Branch Campus	30
Villalba Branch Campus	34
Closing the Loop: General Education Pre-Test.....	38
OUTCOMES RESULTS GENERAL EDUCATION POST-TEST	
Hato Rey.....	40
San Sebastian.....	42
Humacao Branch Campus	44
Manati Branch Campus	46
Villalba Branch Campus	48
Closing the Loop: General Education Post-Test	50

TABLE OF CONTENTS

MAGAE OUTCOME RESULTS GENERAL EDUCATION PRE-TEST	
Hato Rey.....	53
San Sebastian.....	55
Humacao Branch Campus	57
Manatí Branch Campus	59
Villalba Branch Campus	61
Closing the Loop: General Education Pre-Test.....	63
MAGAE OUTCOME RESULTS GENERAL EDUCATION POST-TEST	
Hato Rey.....	65
San Sebastian.....	67
Humacao Branch Campus	69
Manati Branch Campus	71
Villalba Branch Campus	73
Closing the Loop: General Education Post-Test	75
PROGRAM ASSESSMENT OUTCOMES RESULTS.....	
Academic Program Assessment Outcome Results.....	77
Capstone Course Assessment Instruments.....	78
School of Administration	79
School of Sciences and Health	87
School of Technology	96
School of Nursing.....	110
School of Design	135
School of Criminal Justice	151
Graduate School	159

EDFP

UNIVERSITY

S A B E R E S P O D E R

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.

VISION

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

INSTITUTIONAL GOALS

Academic Affairs

1. Offer and develop excellent, pertinent, and relevant graduate and undergraduate academic programs in Technology, Administration, Arts, Sciences and Health related areas.
2. Integrate information technology into the academic offerings and the Institution's administration.
3. Offer a General Education Program that promotes the development of competencies in the following areas: oral and written communication skills in Spanish and in English, computer literacy, information literacy, critical thinking, scientific and math culture, 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

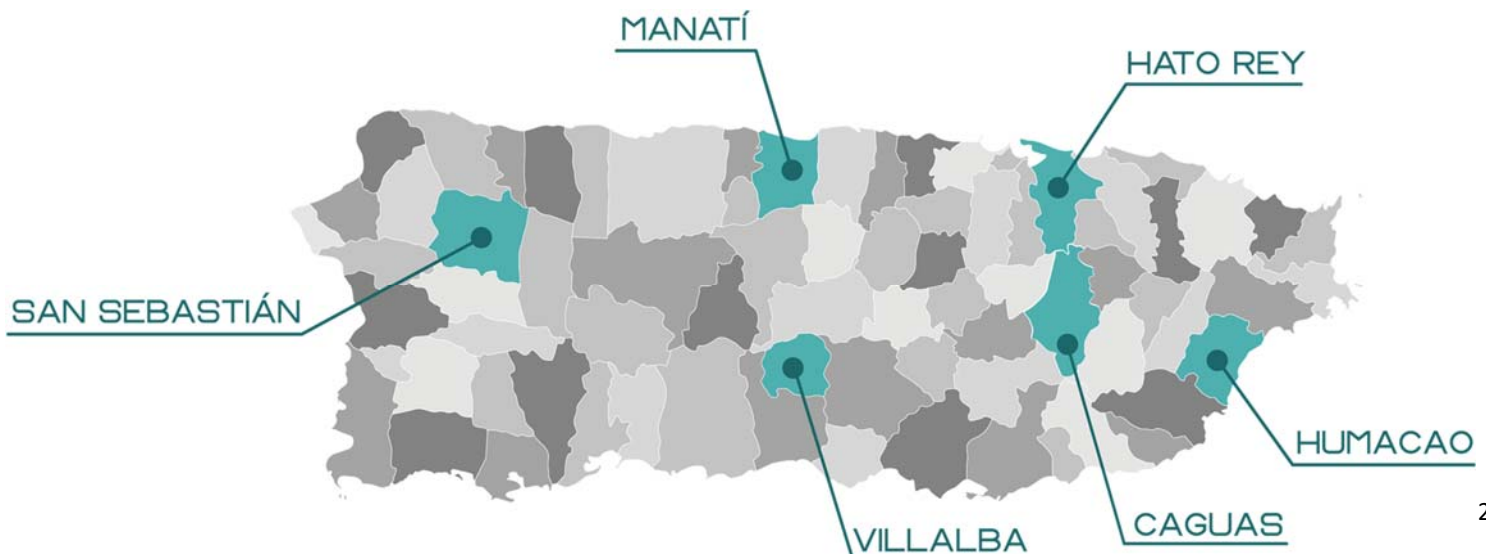
1. Offer student support services to assist students in achieving their educational objectives in the profession aspired to and their development as integral human beings.

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.

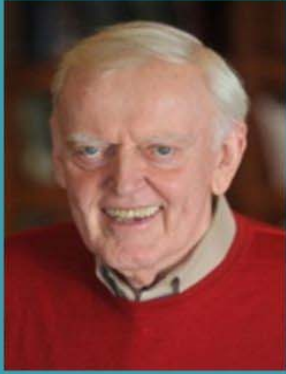
Next evaluation visit is for 2028-2029

EDP

UNIVERSITY

S A B E R E S P O D E R

EDP UNIVERSITY'S ACADEMIC ASSESSMENT MODEL



EDP UNIVERSITY ACADEMIC ASSESMENT PROGRAM

Model Based in Talent Development

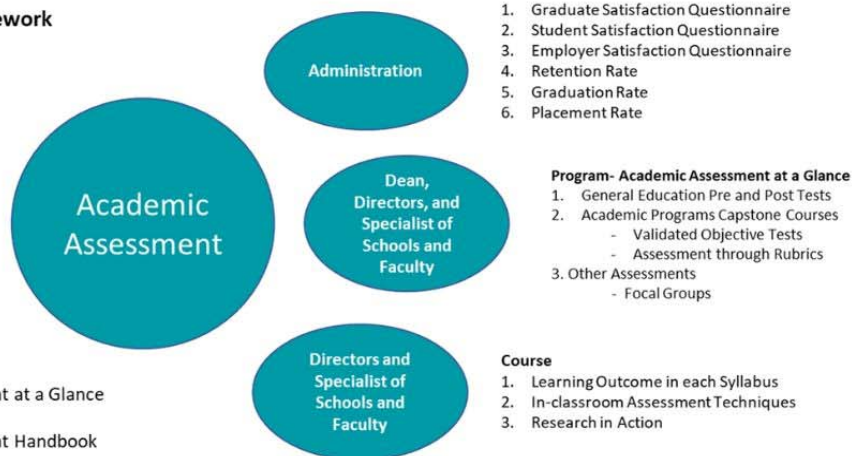
EDP University's academic assessment model is based on research developed by Dr. Alexander W. Astin. In his book, *Assessment for Excellence – The Philosophy and Practice of Assessment and Evaluation in Higher Education*, Dr. Astin (2012) examines different approaches to assessment to highlight how assessment results can be interpreted and used effectively for evaluation. Astin (2012) states that educational excellence is related to the institution's ability to enhance, augment or improve its students and faculty attributes, knowledge, ability, skills, and potential. Educational excellence is the result of structured activities developed and implemented by the institution and program of study. Astin (2012) further states that the assessment program should facilitate the institution's basic mission, educational goals, and values, and enhance educational policy and practice.

Students and faculty improve their knowledge and competence as a result of the feedback received from assessment activities. The role of education providers from this perspective is to ensure that learners and faculty fully participate in, and contribute to, the learning process in such a way that they become responsible for creating, delivering, and evaluating the product. EDP University, from this perspective, understands the assessment process as a tool for reflection, decision making, and future planning. It is EDP University's goal to integrate assessment practices into daily curricular activities as it is inherent to the educational process. From this standpoint, qualitative and quantitative methods help explore participants' development and perceptions of the quality of the activities developed and implemented by EDP.

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

Theoretical Framework

Alexander Astin
Bologna Process
Tuning Project



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.

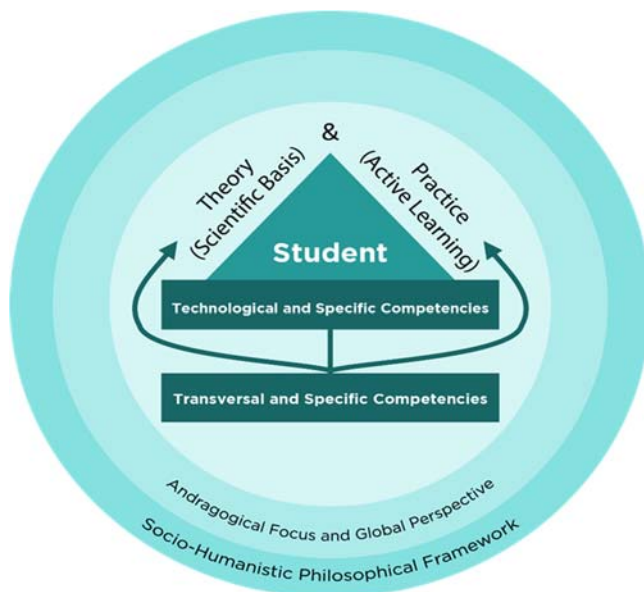
CURRICULUM DEVELOPMENT AND LEARNING MODEL AT EDP UNIVERSITY

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.



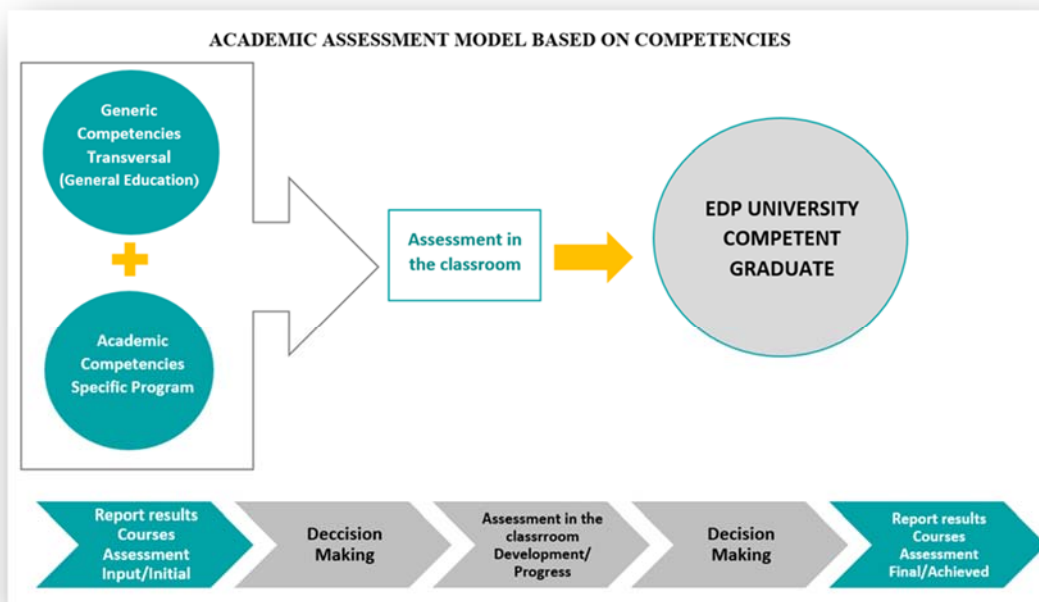
Therefore, all the corpus of knowledge that coexists and is taught as part of the educational process at EDP University is designed to foster a coherent learning experience. Learning will be developed in significant experiences for students to understand the concepts and skills based on practical applications. 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, developed professional competencies for their academic program alumni's profile. These specific competencies are aligned to the general ones.

ASSESSMENT PROGRAM DEVELOPMENT CHRONOLOGY

January 2001 – December 2002

In charge of Assessment Consultant

- ♦ Assessment Program concept development and planning with Dr. Alexander W. Astin's Assessment Model.
- ♦ Assessment Program implementation calendar was developed and capstone academic courses were identified.
- ♦ 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

- ♦ Assessment of General Education (Core) and Program (Professional) Competencies was put into action.
- ♦ Learning outcomes were gathered as evidence of student learning.
- ♦ Assessment workshops were offered for Hato Rey and San Sebastian faculty members on learning outcomes, rubrics and assessment techniques.
- ♦ Web CT Platform development.
- ♦ General Education (Core) and Program (Professional) Competencies evaluation material was developed using the Web CT Platform.
- ♦ General Education (Core) and Program (Professional) Competencies assessment instruments results analysis.
- ♦ Assessment Handbook developed for "Vida Universitaria Exitosa" (VUE) course.
- ♦ 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

- ♦ Creation of an Institutional Academic Assessment Coordinator Office .
- ♦ Hato Rey and San Sebastian Academic Affairs Deans took on the academic assessment leadership.
- ♦ General Education (Core) and Program (Professional) Competencies assessment instrument results analysis.
- ♦ 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.

- ♦ Assessment data analysis as input for curricular development.
- ♦ Hands-on workshops in rubrics and test construction offered for Hato Rey and San Sebastian faculty members.
- ♦ Assessment activities were held in the classrooms.
- ♦ General Education (Core) and Program (Professional) Competencies Post-Tests were developed.
- ♦ Data Driven Analysis, Reflection and Planning annual meetings held by the Executive, the Analysis and Recommendation and the Implementation Committees.
- ♦ Academic Assessment Program at a Glance First Edition was published.
- ♦ 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.

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

January 2010-December 2011

Validation and administration of core competencies tests.

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

January 2012 - December 2012

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

- ◆ Assessment based on competencies begins.
- ◆ Core competencies are aligned with the general and specific program's competencies.

January 2013 - March 2015

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

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

April 2015 - June 2018

- ♦ Revision for capstone courses, rubrics and tests.
- ♦ Creation of the Curriculum Development and Learning Model at EDP University.

July 2019

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

June 2020– June 2021

- ♦ The Academic Assessment Officers were promoted to Academic Assessment Coordinators.
- ♦ Revision for capstone courses, learning outcomes, rubrics and tests.
- ♦ As of July 2021, Academic Assessment moves under the AVP for Institutional Compliance.

February 2022

- ♦ Presentation of assessment results at “Assessment of Assessment Day”.

March 2022

- ♦ Designation of an Institutional Director for Academic Assessment.
- ♦ Review and analysis of the academic assessment processes . Meeting with President, Provost, AVP of Institutional Compliance, Institutional Director for Academic Assessment.

June 2022-October 2022

- ♦ In 2022, a week long Assessment Retreat was held to review competencies specific to each academic program. The assessment Retreat was divided in two sessions and took place during the months of June and October. It included participation from all academic units including Academic School Directors, Coordinators and Specialists, as well as Academic Affairs Deans, and Branch Campus Directors. It also included key personnel from the Central Administration level. The Assessment Retreat was developed by the AVP for Institutional Compliance as part of the Institutional Assessment. Results from the Retreat included program revisions and a review process of the assessment instruments in collaboration with faculty members.
- ♦ Assessment Institute in Indianapolis.

December 2022-February 2023

- ♦ Review of assessment instruments and processes for each Academic School.

March 2023

- ♦ Presentation and discussion of assessment results at “Assessment of Assessment Day”.

April 2023– January 2024

- ♦ Revision of capstone courses, learning outcomes, rubrics and tests.

August 2023

- ♦ English test was created and incorporated into AVA 0100.

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 assessment 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. Programs have between two and three capstone courses, depending on the length and nature of the 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.

ASSESSMENT CALENDAR

Activity	Office/Participants	Due Date
General Education (Core) Competencies Assessment (Pre & Post Tests) Pre-Test = Freshmen Students Post-Test = 90 credits completed	• Hato Rey and San Sebastian, Academic Affairs Deans • Caguas, Humacao, Manati and Villalba Directors	Every other year (Summer and Fall-Sept., Week 3 and 4)
Specific Program Competencies (Professional) Assessment Instrument Administration	• Hato Rey and San Sebastian, Academic Affairs Deans • Caguas, Humacao, Manati and Villalba Directors • AVP for Institutional Compliance	Annually According to the academic offer
Classroom Assessment Activities	• Hato Rey and San Sebastian, Academic Affairs Deans • Caguas, Humacao, Manati and Villalba Directors • Program Directors • Faculty	On going Classroom Annually (Spring)
Classroom Action Research Report	• Hato Rey and San Sebastian, Academic Affairs Deans • Caguas, Humacao, Manati and Villalba Directors • Program Directors • Faculty	Annually (Fall)
Assessment Results Analysis	AVP for Institutional Compliance	Annually
Data Driven Analysis, Reflection and Planning Meeting	• Provost, Associates Vice Presidents and Chancellors • Hato Rey and San Sebastian Academic and Students Deans, School Directors, Faculty • Assessment Committee • A representative student per campus	Annually March (Spring)

EDP

UNIVERSITY

S A B E R E S P O D E R

GENERAL EDUCATION CORE COMPETENCIES

GENERAL EDUCATION CORE COMPETENCIES

The assessment cycle is composed of two (2) major aspects: core competencies and program learning outcomes. Core competencies are evaluated by validated multiple choice instruments. A pre-test is administered in the freshman year followed by a post-test as soon as the students have approved at least 90% of their credits. Program learning outcomes and competencies are evaluated by rubrics or multiple choice instruments.

Since 2005, these instruments have been implemented, revised, and validated in a systematic, continuous and participatory process overviewed by an evaluation consultant. The first full cycle of validated instruments was administered in Summer/Fall 2011, continuing in the proposed two (2) year cycle.

In August 2011, EDP University implemented 21 General Education Core. These Competencies began to be evaluated in the academic assessment cycle of 2013. Following are the key areas within the 21 General Education Competencies measured in multiple choice instruments.

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 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 POSITIVE WORK AND PERSONAL RELATIONSHIPS .

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 – NECESSARY SKILLS TO NAVIGATE COMPLEX SYSTEMS AND MANAGE CHANGE AND 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.

EDFP

UNIVERSITY

S A B E R E S P O D E R

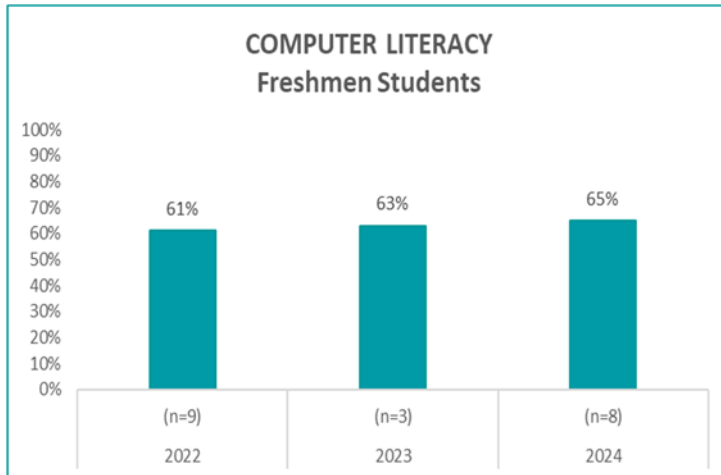
**OUTCOMES
GENERAL EDUCATION
CORE COMPETENCIES**

PRE-TEST RESULTS

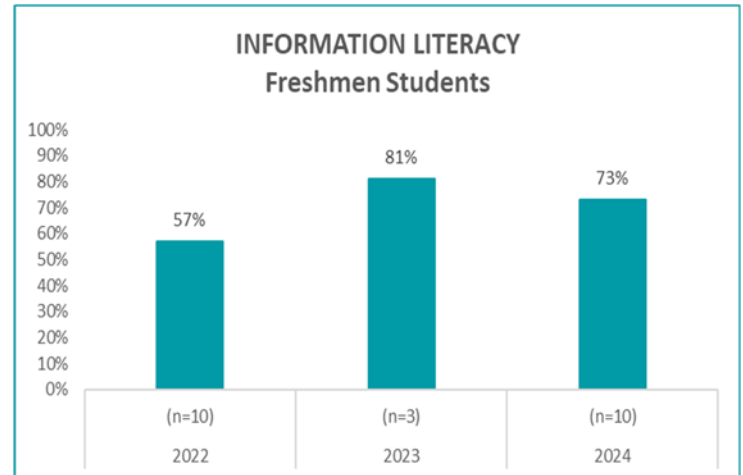
GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

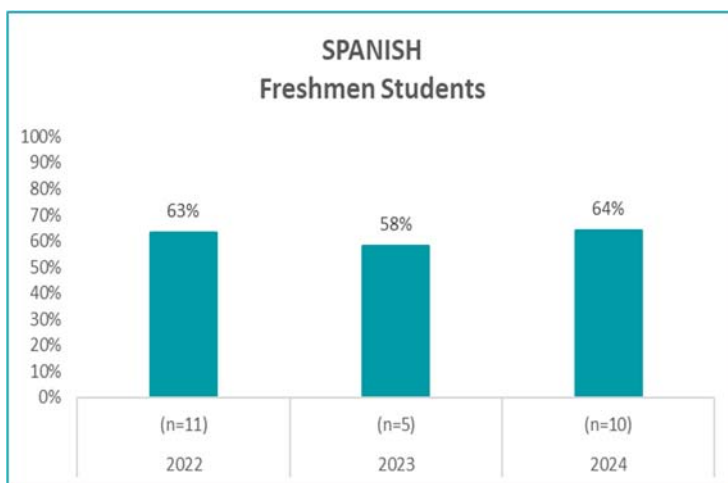
SUMMER ACADEMIC SEMESTER



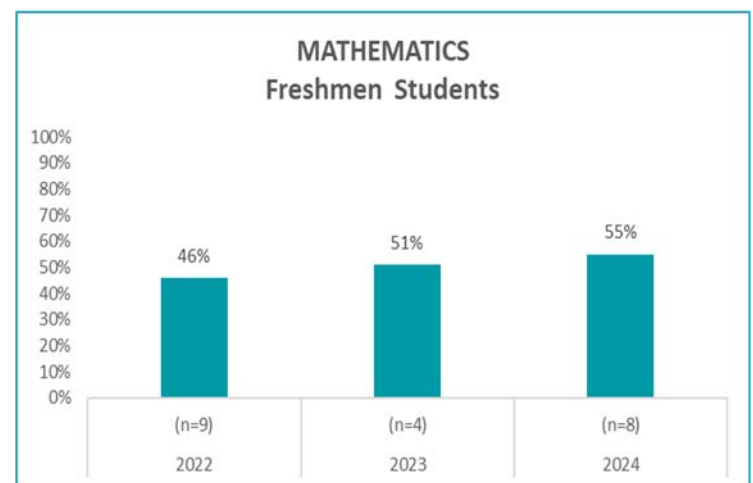
Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the computer literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained increased from 61% in 2022 to 63% in 2023, and to 65% in 2024. The 2024 sample size was larger than in 2023.



Participating freshmen students who began their studies during the summer academic semester generally obtain an average above 70% in the information literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained increased from 57% in 2022 to 81% in 2023, but decreased to 73% in 2024. The 2024 sample size was larger than in 2023.



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 63% in 2022, to 58 % in 2023, but increased to 64 % in 2024. The 2024 sample size was larger than in 2023.

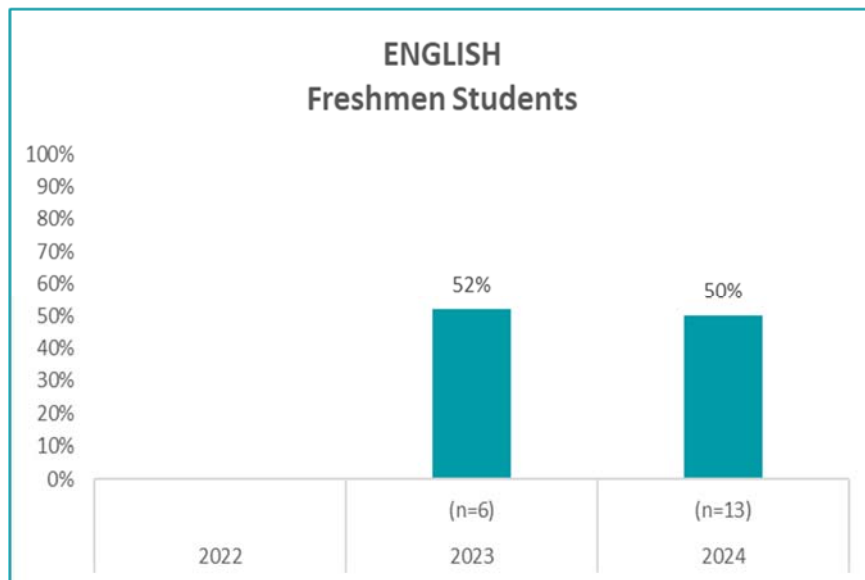


Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the mathematics pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained increased from 46% in 2022 to 51% in 2023, and to 55% in 2024. The 2024 sample size was larger than in 2023.

GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

SUMMER ACADEMIC SEMESTER

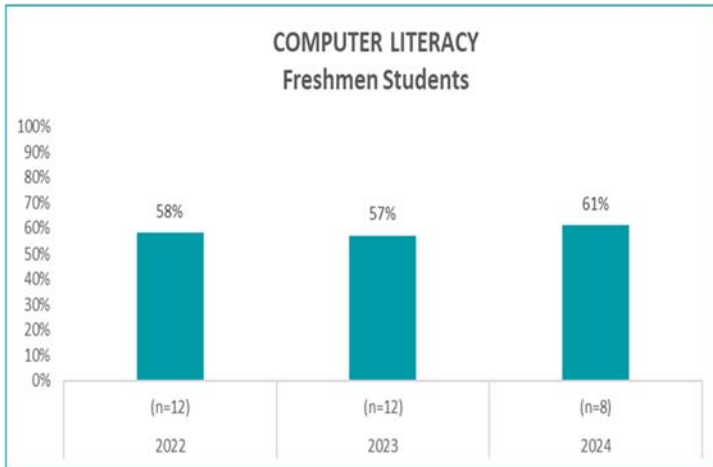


During the 2024 summer academic semester, freshmen students achieved an average of 50% on the English pre-test. The percentage obtained decreased from 52% in the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

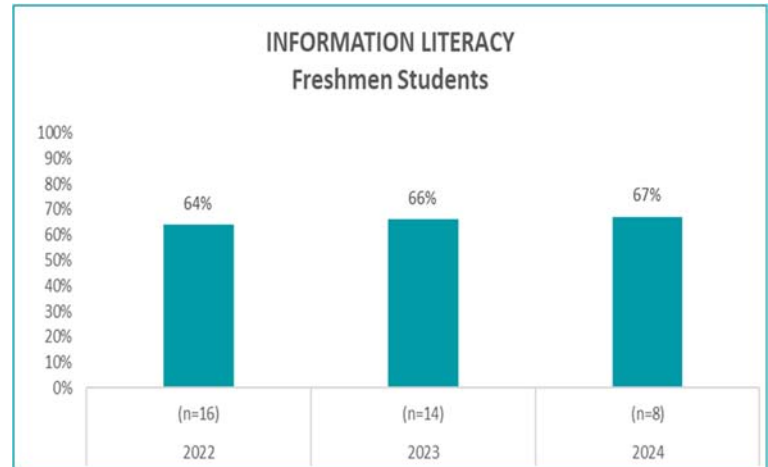
GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

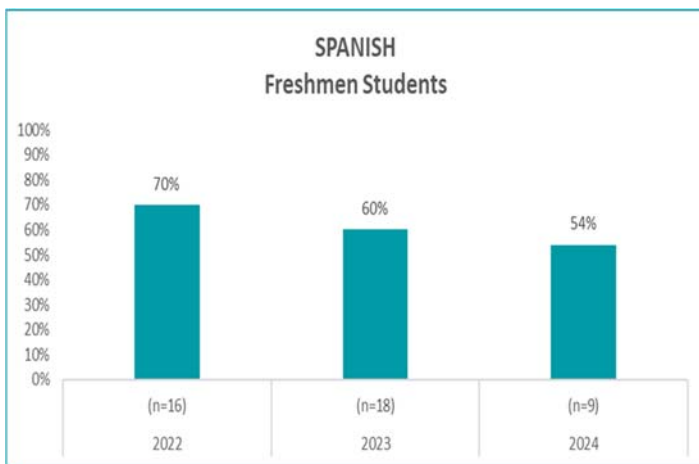
FALL ACADEMIC SEMESTER



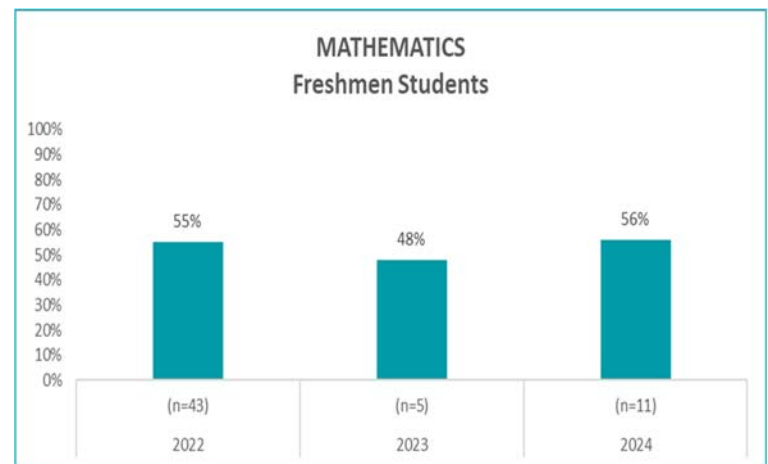
Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70 % in the computer literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained decreased from 58% in 2022 to 57% in 2023, but increased to 61% in 2024. The 2024 sample size was smaller than 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 from 64% in 2022 to 66% in 2023 and 67% in 2024. The 2024 sample size was smaller than in 2023.



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 70% in 2022, to 60% in 2023, and to 54% in 2024. The 2024 sample was significantly smaller than in 2023.

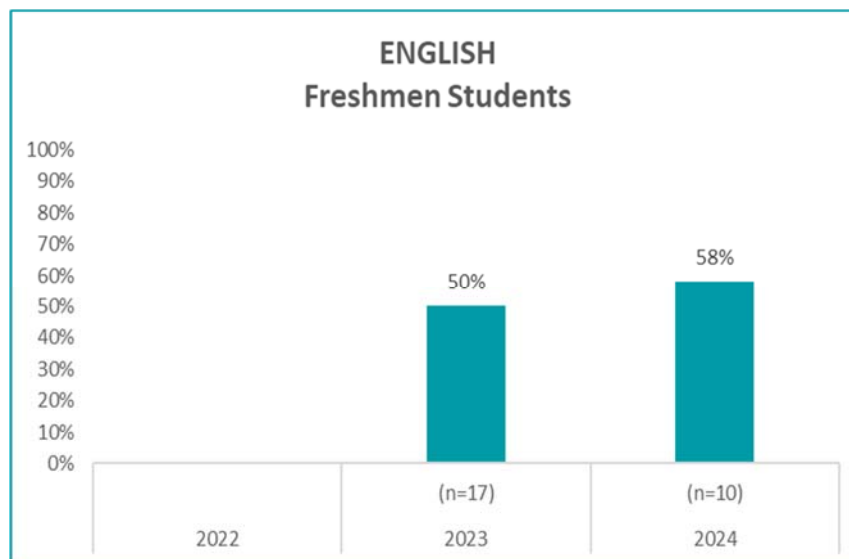


Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the mathematics pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained decreased from 55% in 2022, to 48% in 2023, but increased to 56 % in 2024. The 2024 sample was significantly bigger than in 2023.

GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

FALL ACADEMIC SEMESTER

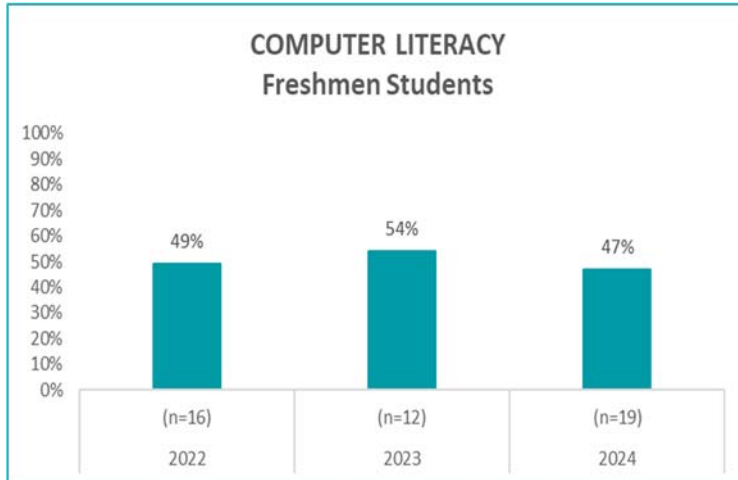


During the 2024 fall academic semester, freshmen students achieved an average of 58% on the English pre-test. The percentage obtained increased from 50% in the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

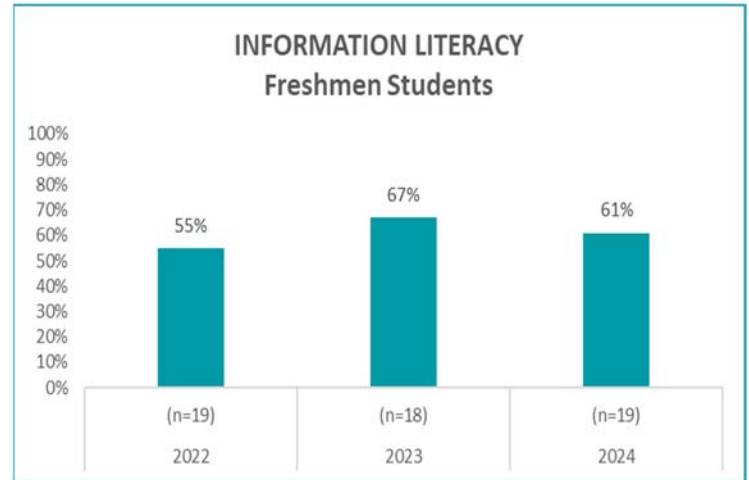
GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

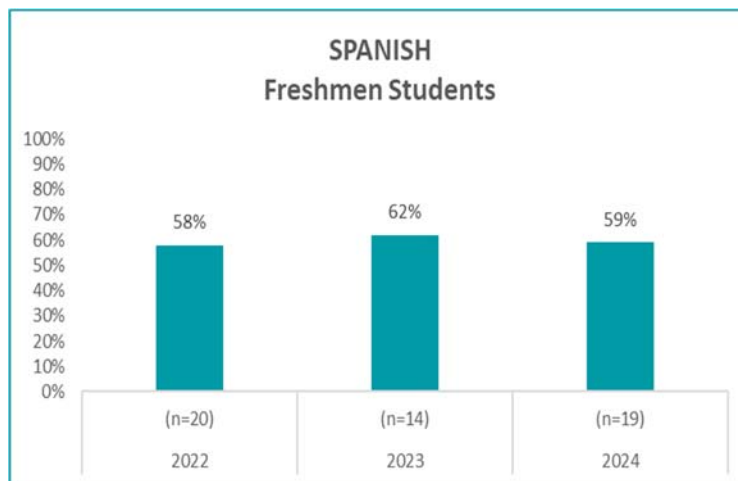
SUMMER ACADEMIC SEMESTER



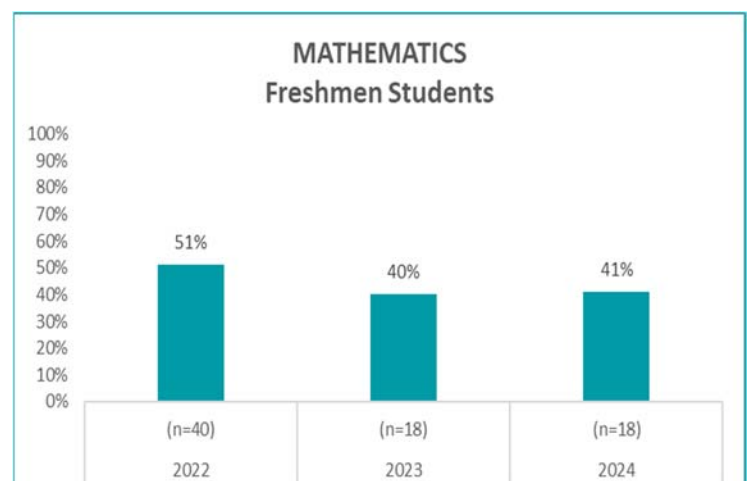
Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the computer literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained increased from 49% in 2022 to 54% in 2023, but decreased to 47 % in 2024. The 2024 sample size was bigger than previous years.



Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the information literacy pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained increased from 55% in 2022 to 67% in 2023, but decreased to 61% in 2024. 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 70% in the spanish pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained increased from 58% in 2022 to 62% in 2023, but decreased to 59 % in 2024. The 2024 sample size was bigger than the previous year.

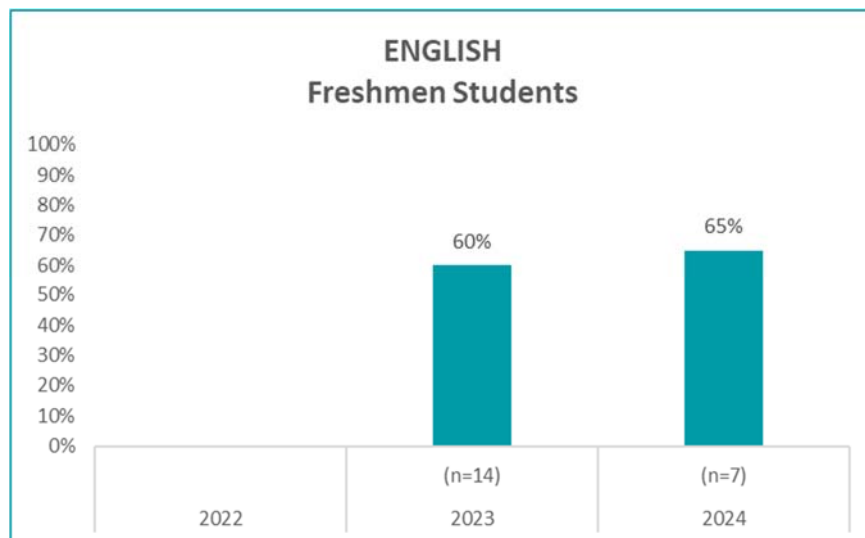


Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the mathematics pre-test. The last three summer academic semesters that the pre-test was administered, the percentage obtained decreased from 51% in 2022 to 40% in 2023, but increased to 41% in 2024. The 2024 sample size was the same as the previous year.

GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

SUMMER ACADEMIC SEMESTER

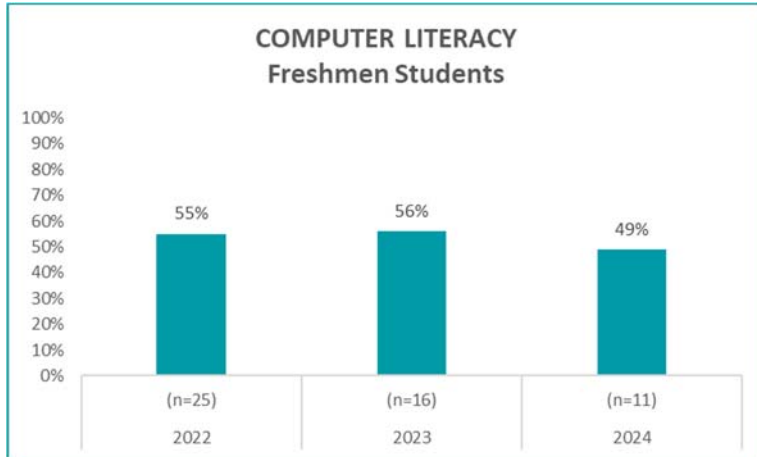


During the 2024 summer academic semester, freshmen students achieved an average of 65% on the English pre-test. The percentage obtained increased from 60% in the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

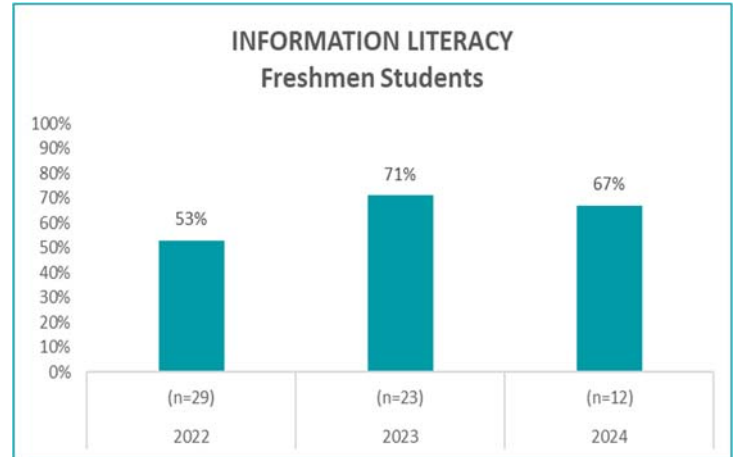
GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

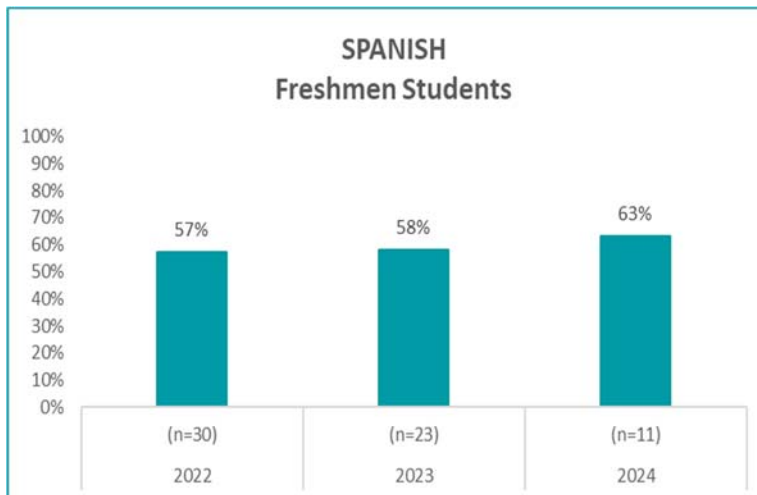
FALL ACADEMIC SEMESTER



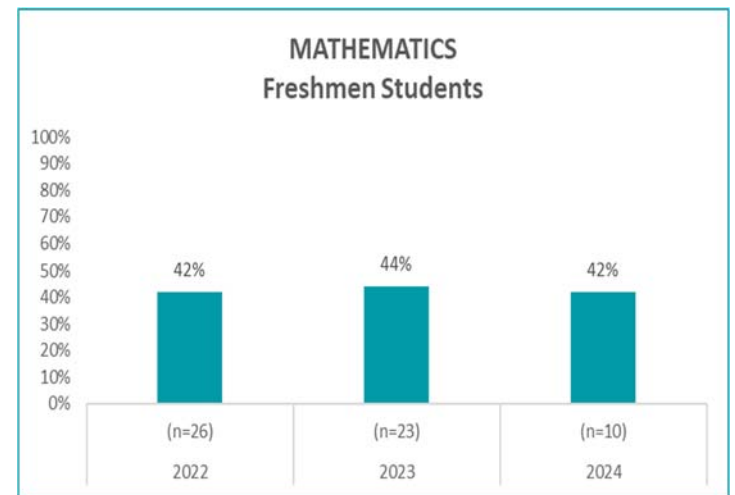
Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the computer literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 55% in 2022, to 56% in 2023, but decreased to 49% in 2024. The 2024 sample size was smaller than in previous years.



Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the information literacy pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 53% in 2022 to 71% in 2023, but decreased to 67% in 2024. The 2024 sample size was smaller than in previous years.



Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the spanish pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 57% in 2022 to 58% in 2023, and to 63% in 2024. The 2024 sample size was smaller than in previous years.

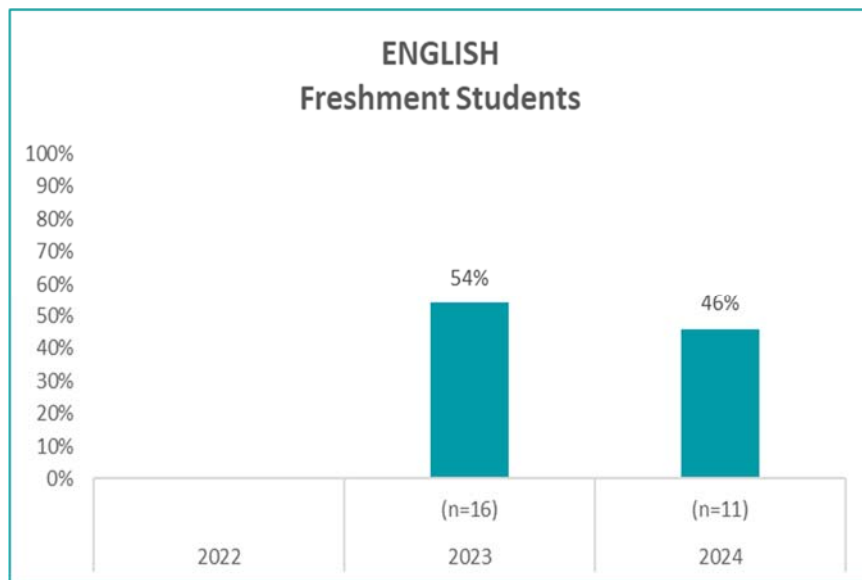


Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the mathematics pre-test. The last three fall academic semesters that the pre-test was administered, the percentage obtained increased from 42% in 2022 to 44% in 2023, but decreased to 42% in 2024. The 2024 sample size was smaller than in previous years.

GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

FALL ACADEMIC SEMESTER

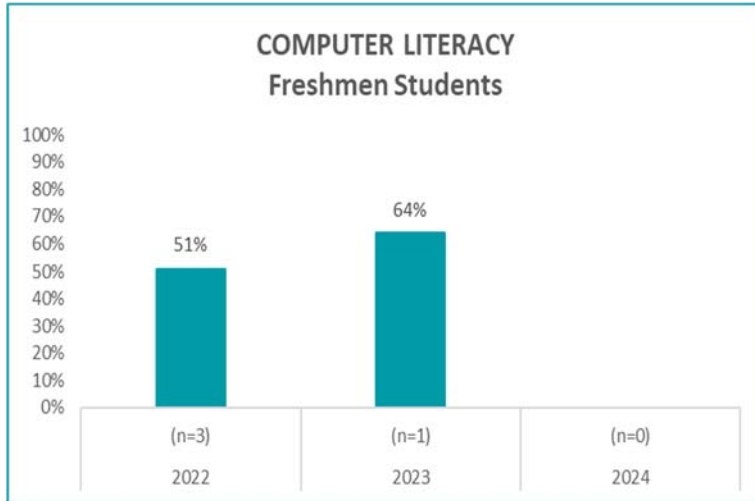


During the 2024 fall academic semester, freshmen students achieved an average of 46% on the English pre-test. The percentage obtained decreased from 54% in the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle .

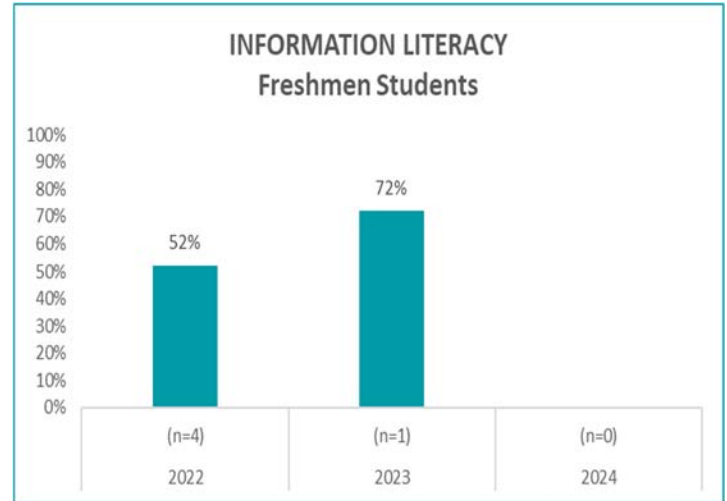
GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

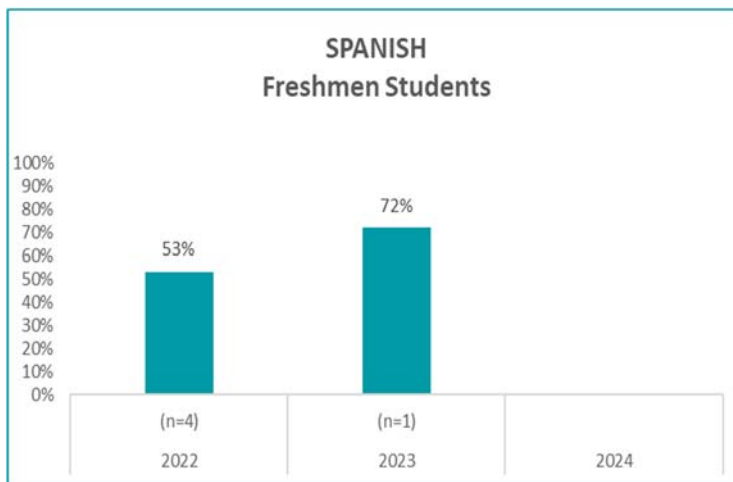
SUMMER ACADEMIC SEMESTER



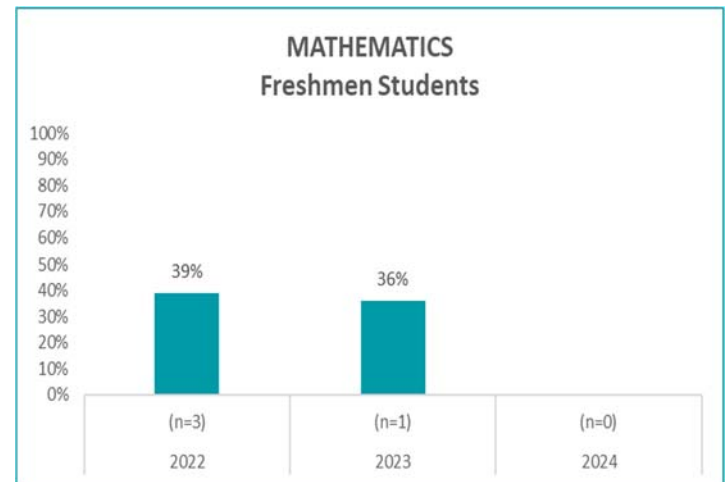
Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the computer literacy pre-test. The last two summer academic semesters that the pre-test was administered, the percentage obtained increased from 51% in 2022 to 64% in 2023. There was no student participation in 2024.



Participating freshmen students who began their studies during the summer academic semester generally obtain an average above 70% in the information literacy pre-test. The last 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 2024.



Participating freshmen students who began their studies during the summer academic semester generally obtain an average above 70% in the spanish pre-test. The last 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 2024.

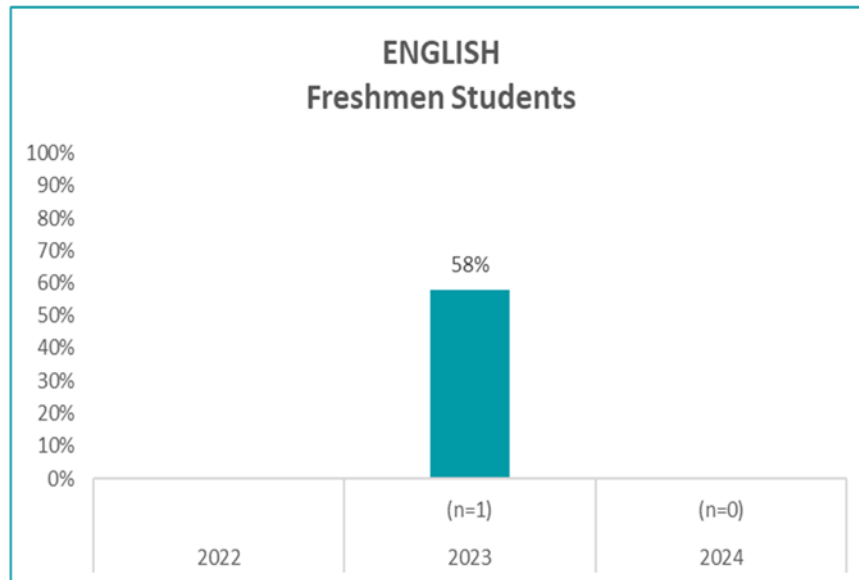


Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the mathematics pre-test. The last two summer academic semesters that the pre-test was administered, the percentage obtained decreased from 39% in 2022 to 36% in 2023. There was no student participation in 2024.

GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER

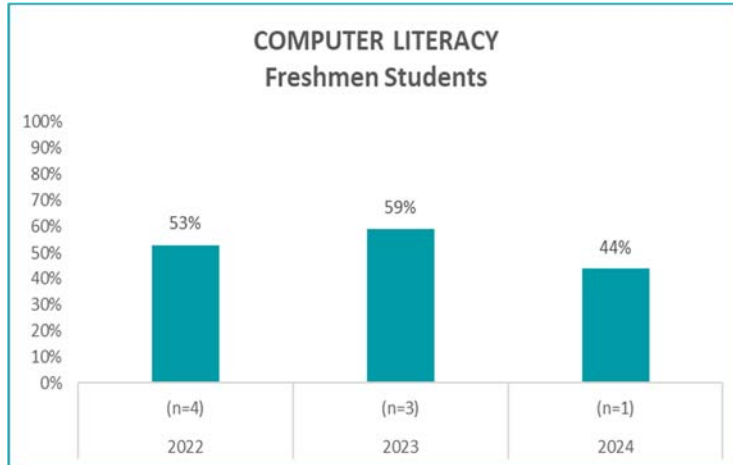


During the 2023 summer academic semester, freshmen students achieved an average of 58% on the English pre-test. There was no student participation in 2024. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

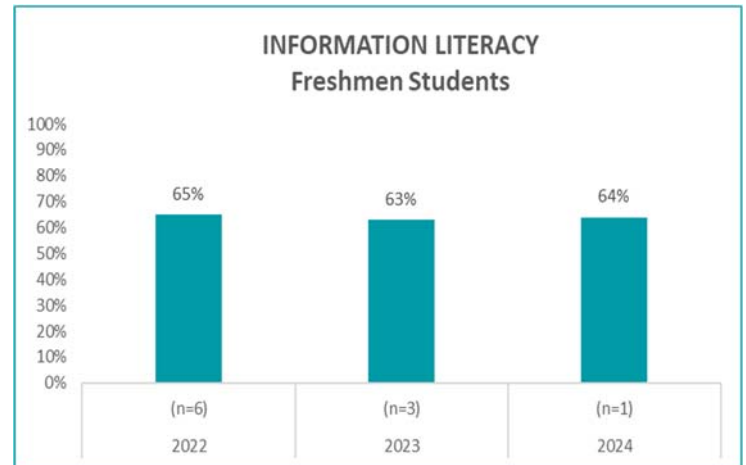
GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

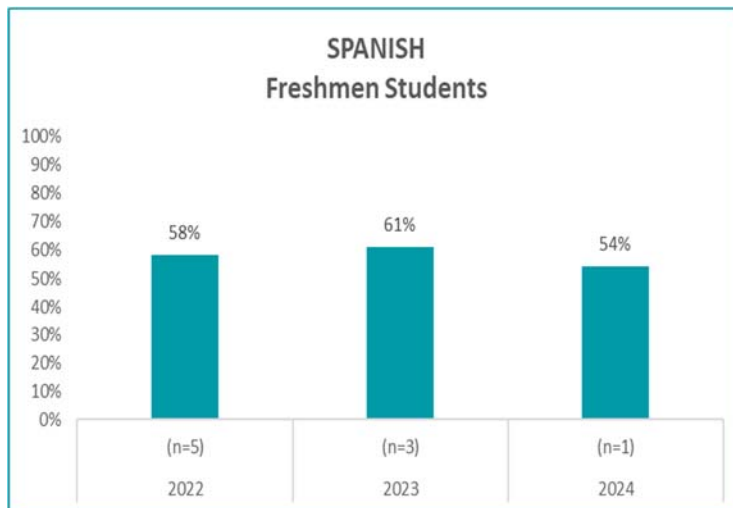
FALL ACADEMIC SEMESTER



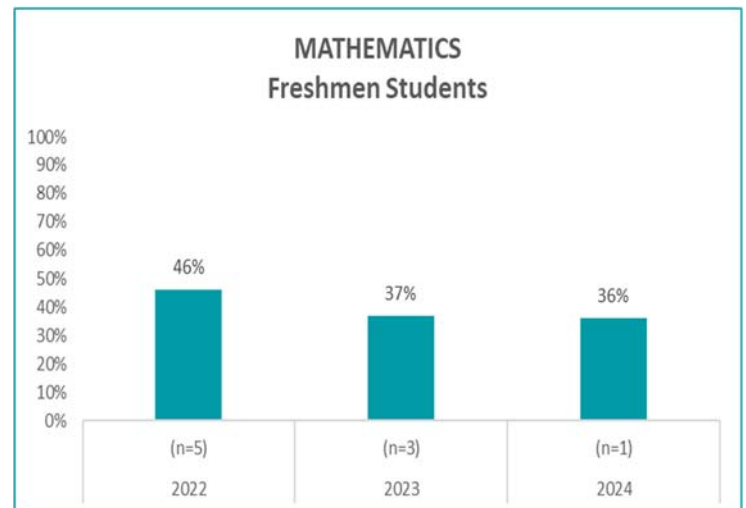
Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 67% in the computer literacy pre-test. The last three fall academic semesters that the computer literacy pre-test was administered, the percentage obtained increased from 53% in 2022 to 59% in 2023, but decreased to 44% in 2024. There was few 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 information literacy pre-test. The last three fall academic semesters that the information literacy pre-test was administered, the percentage obtained decreased from 65% in 2022 to 63% in 2023, but increased to 64% in 2024. There was few 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 2022 to 61% in 2023 , but decreased to 54% in 2024. There was few student participation.

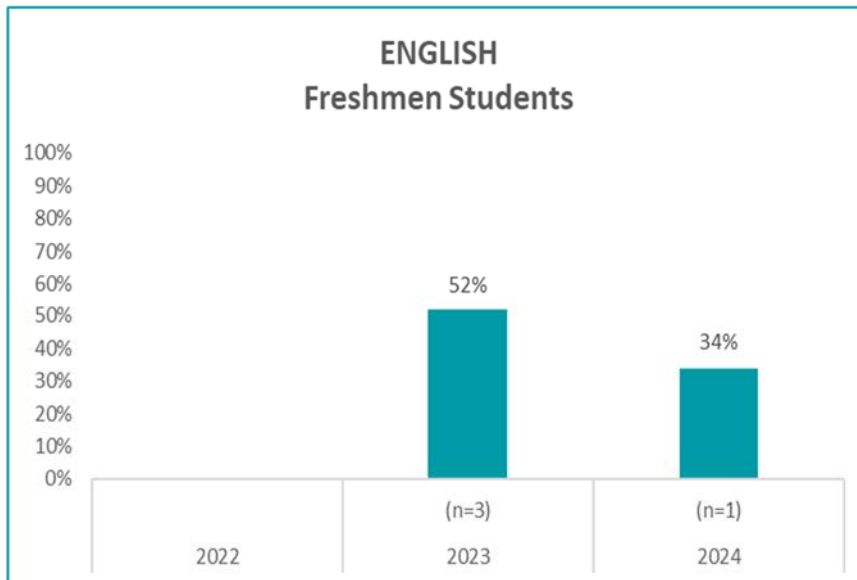


Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the mathematics pre-test. The last three fall academic semesters that the mathematics pre-test was administered, the percentage obtained decreased from 46% in 2022 to 37% in 2023, an finally to 36% in 2024. There was few student participation.

GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

FALL ACADEMIC SEMESTER

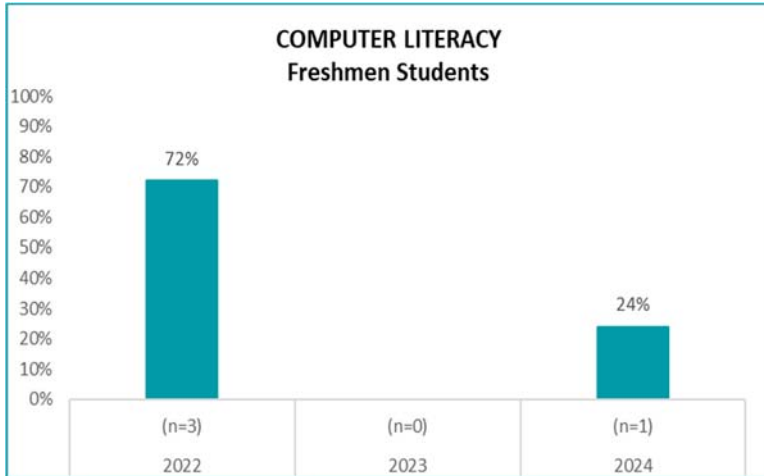


During the 2024 fall academic semester, freshmen students achieved an average of 34% on the English pre-test. The percentage obtained decreased from 52% in the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

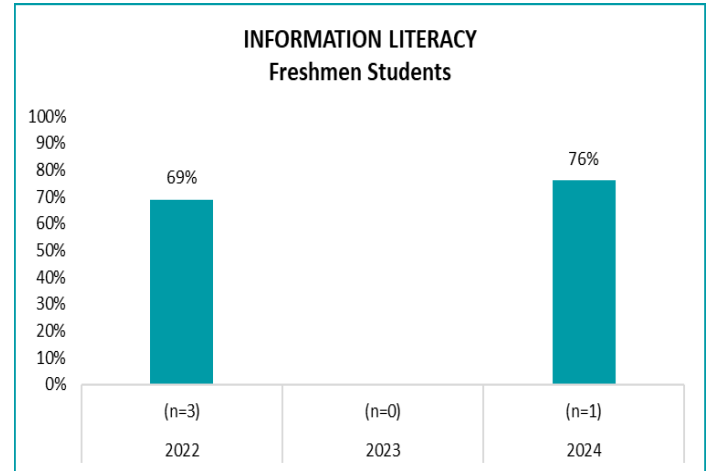
GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

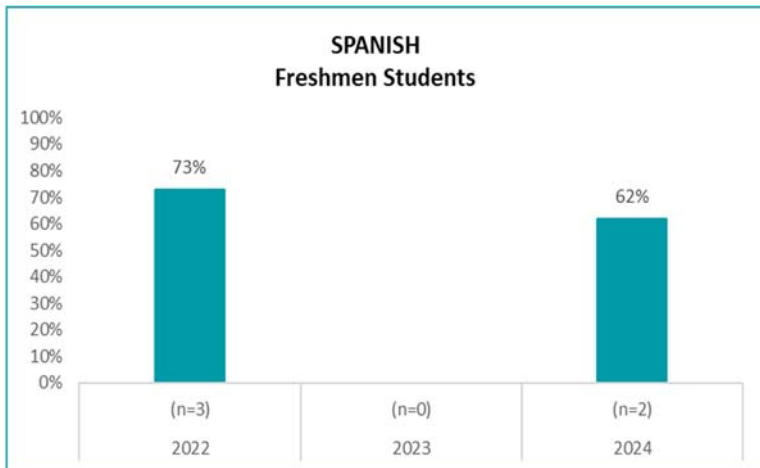
SUMMER ACADEMIC SEMESTER



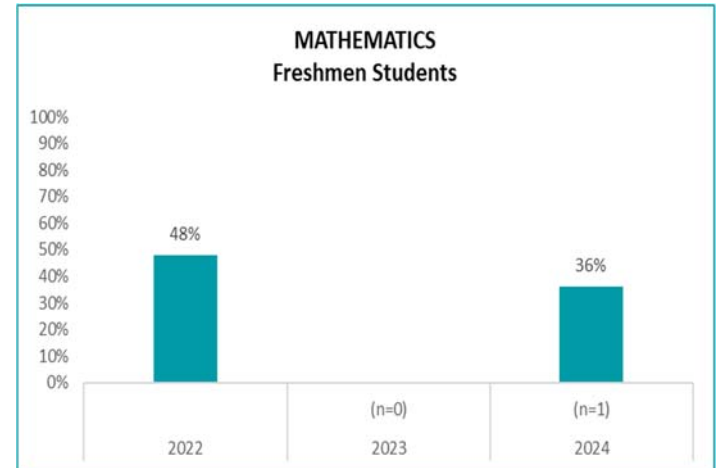
Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the computer literacy pre-test. The last fall academic semester that the pre-test was administered, the percentage decreased from 72 % in 2022 to 24% in 2024. There was few student participation in all academic semesters.



Participating freshmen students who began their studies during the summer academic semester generally obtain an average above 70% in the information literacy pre-test. The last fall academic semester that the pre-test was administered, the percentage increased from 69% in 2022 to 76% in 2024. There was few student participation in all academic semesters.



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 fall academic semester that the pre-test was administered, the percentage obtained decreased from 73% in 2022 to 62% in 2024. There was few student participation in all academic semesters.

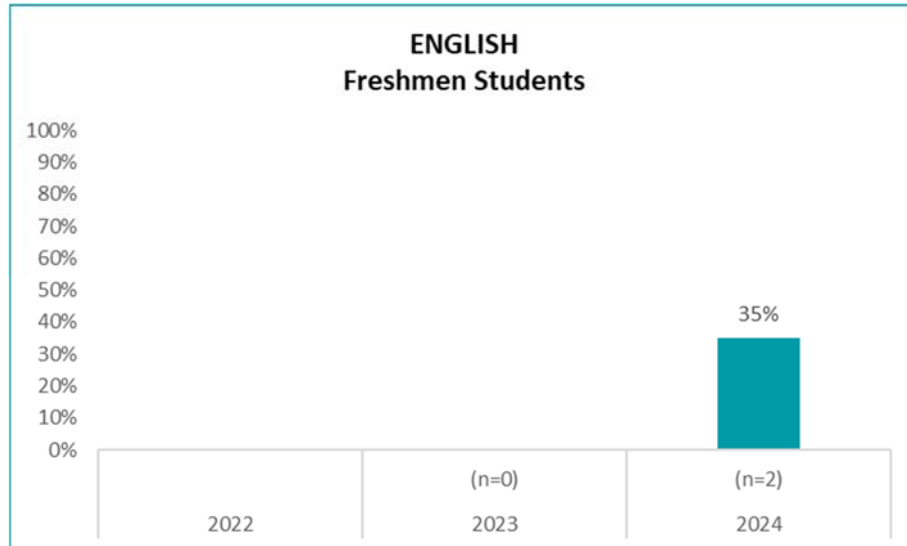


Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the mathematics pre-test. The last fall academic semester that pre-test was administered, the percentage obtained decreased from 48% in 2022 to 36% in 2024. There was few student participation in all academic semesters.

GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER

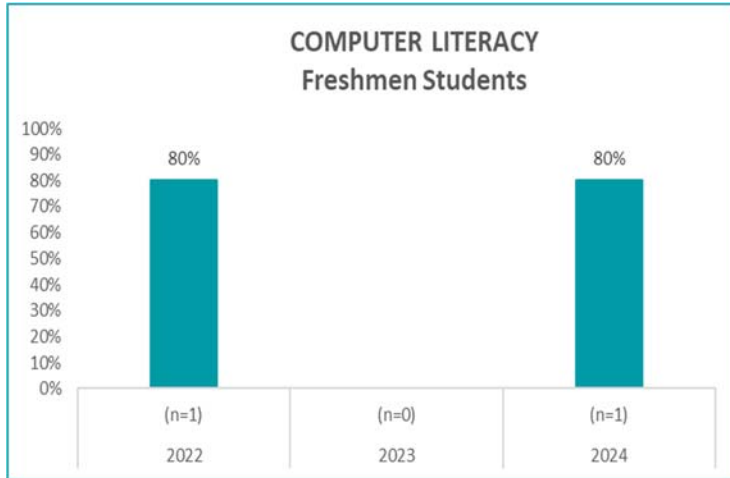


During the 2024 summer academic semester, freshmen students achieved an average of 35% on the English pre-test. There is no data available for the period 2022 because the test was in the process of being developed, and there was no student participation during 2023. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

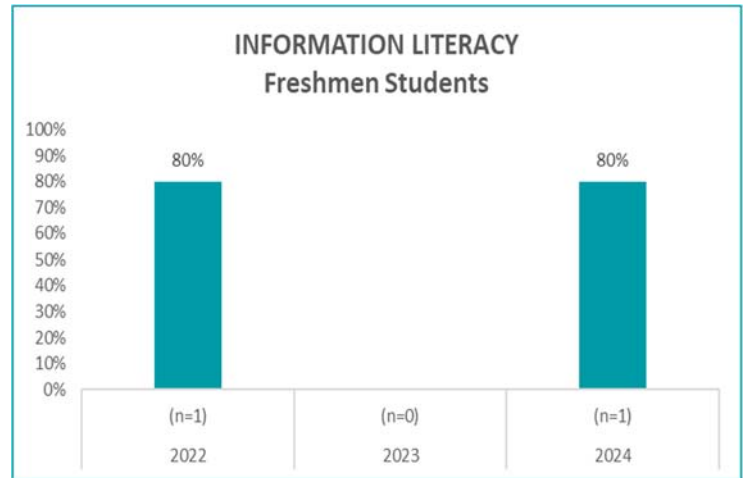
GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

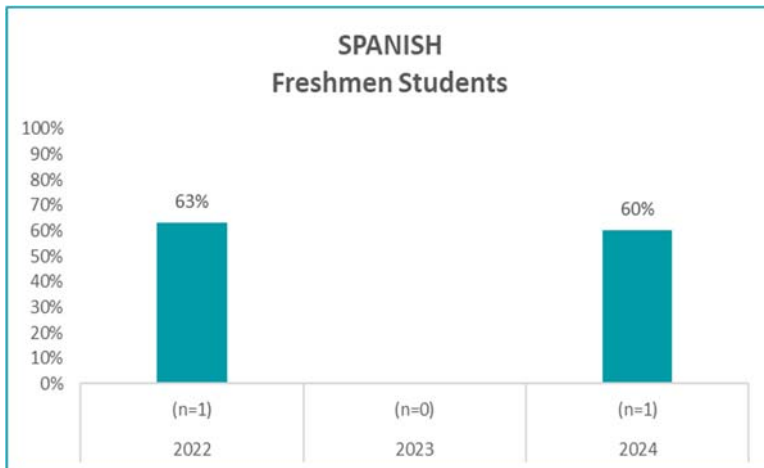
FALL ACADEMIC SEMESTER



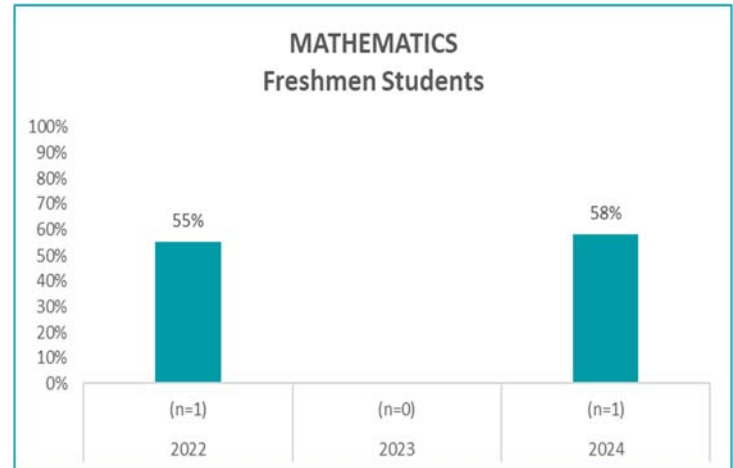
Participating freshmen students who began their studies during the fall academic semester generally obtain an average above 70% in the computer literacy pre-test. The last fall academic semester that the pre-test was administered, the percentage obtained was 80% , just like in 2022. There was no student participation during 2023.



Participating freshmen students who began their studies during the fall academic semester generally obtain an average above 70% in the information literacy pre-test. The last fall academic semester that the pre-test was administered, the percentage obtained was 80% , just like in 2022. There was no student participation during 2023.



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 fall academic semester that the pre-test was administered, the percentage obtained decreased from 63% in 2022 to 60% in 2024. There was no student participation during 2023.

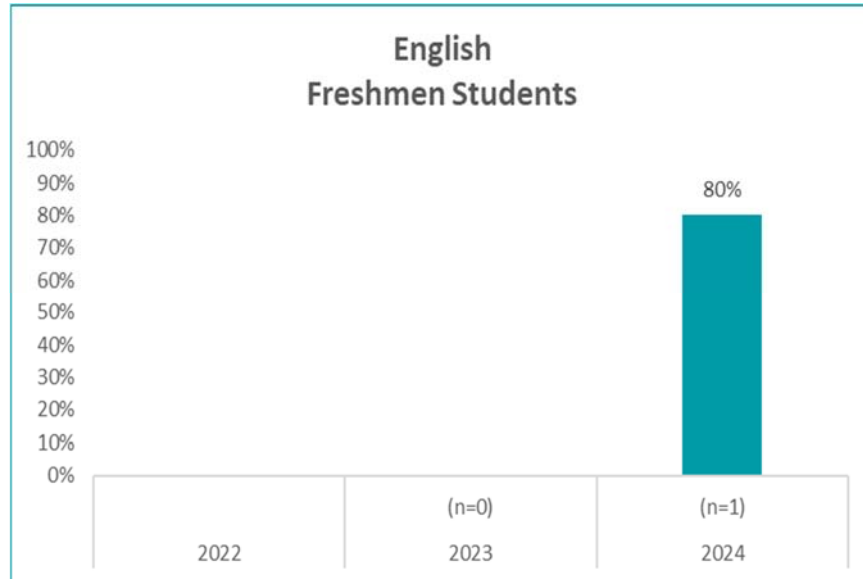


Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 60% in the mathematics pre-test. The last fall academic semester that pre-test was administered, the percentage obtained increased from 55% in 2022 to 58% in 2024. There was no student participation during 2023.

GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

FALL ACADEMIC SEMESTER

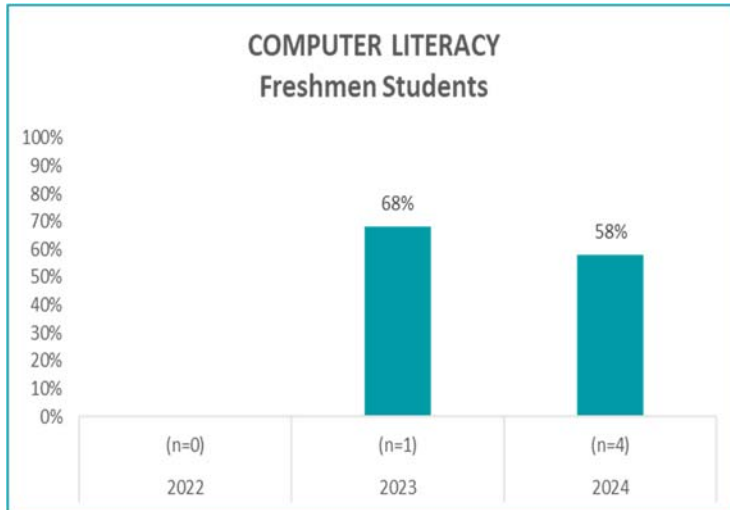


During the 2024 fall academic semester, freshmen students achieved an average of 80% on the English pre-test. There is no data available for the period 2022 because the test was in the process of being developed. There was no student participation during 2023. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

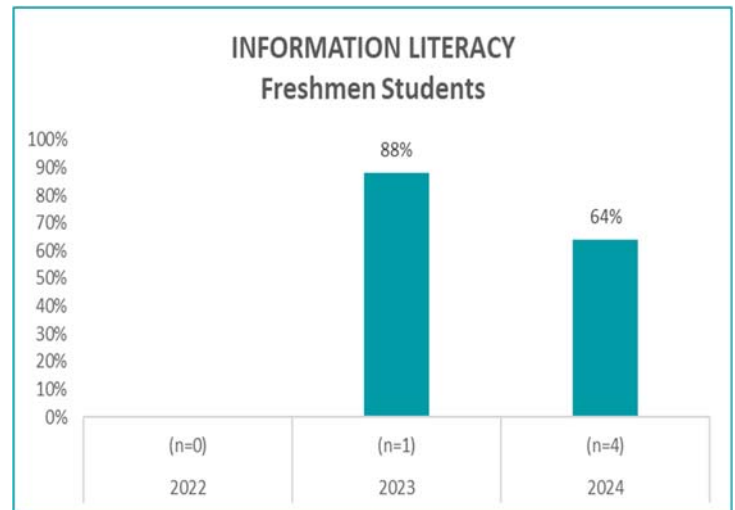
GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

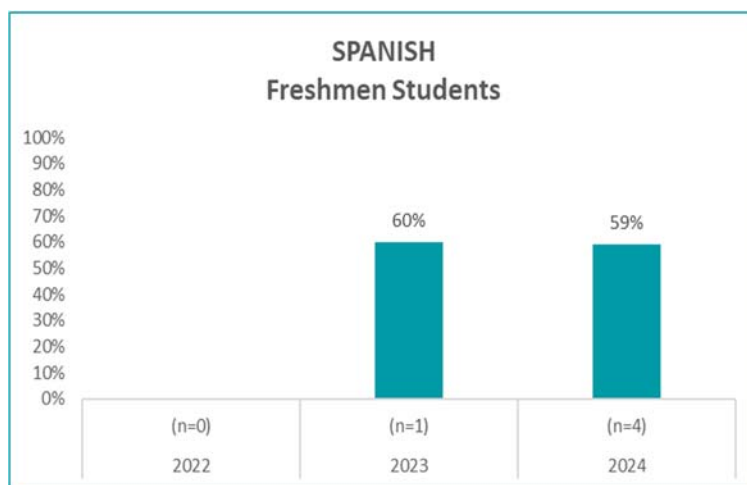
SUMMER ACADEMIC SEMESTER



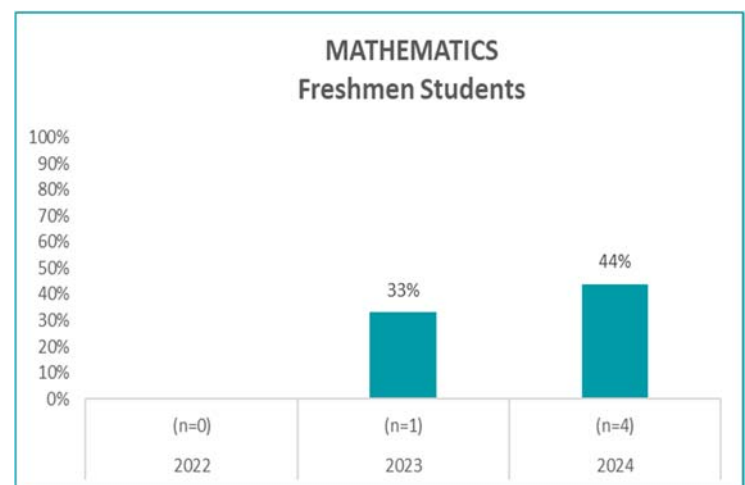
Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the computer literacy pre-test. The last two summer academic semesters that the pre-test was administered, the percentage obtained decreased from 68% in 2023 to 58 % in 2024. 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 information literacy pre-test. The last two summer academic semesters that the pre-test was administered, the percentage obtained decreased from 88% in 2023 to 64 % in 2024. 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 two summer academic semesters that the pre-test was administered, the percentage obtained decreased from 60 % in 2023 to 59% in 2024. There was no student participation in 2022.

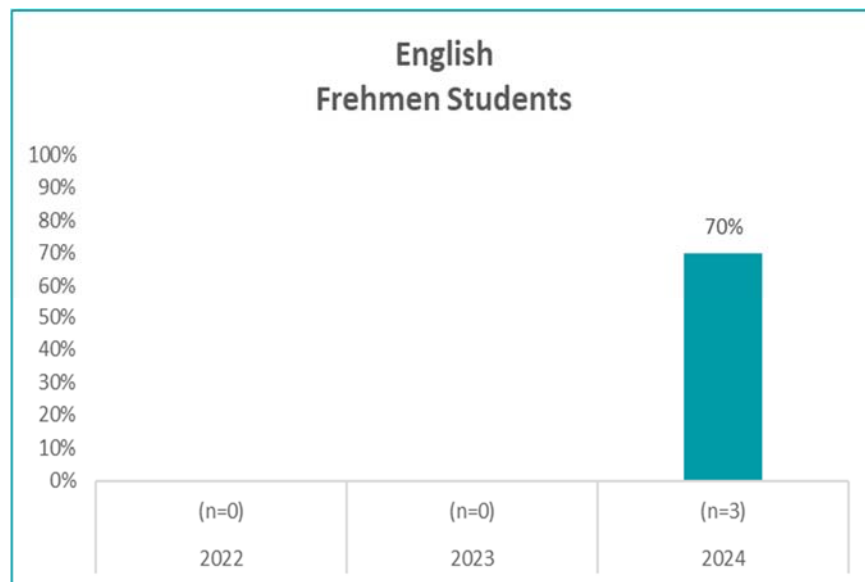


Participating freshmen students who began their studies during the summer academic semester generally obtain an average below 70% in the mathematics pre-test. The last two summer academic semesters that the pre-test was administered, the percentage obtained increased from 33% in 2023 to 44% in 2024. There was no student participation in 2022.

GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER

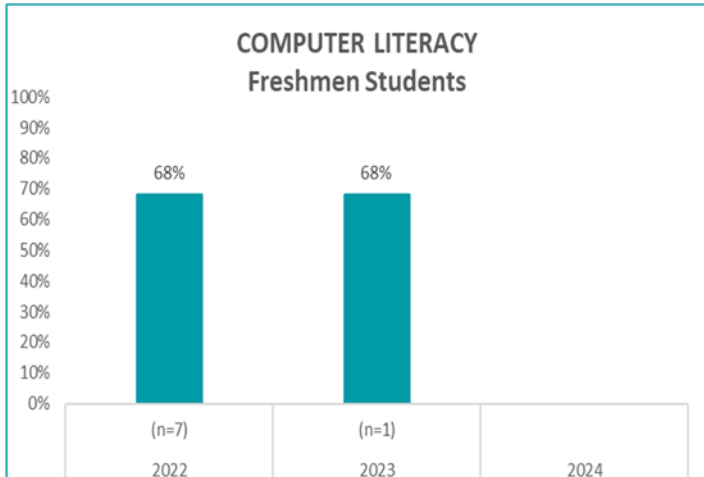


During the 2024 summer academic semester, freshmen students achieved an average of 70% on the English pre-test. There is no data available for the period 2022 because the test was in the process of being developed. There was no student participation during 2023. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

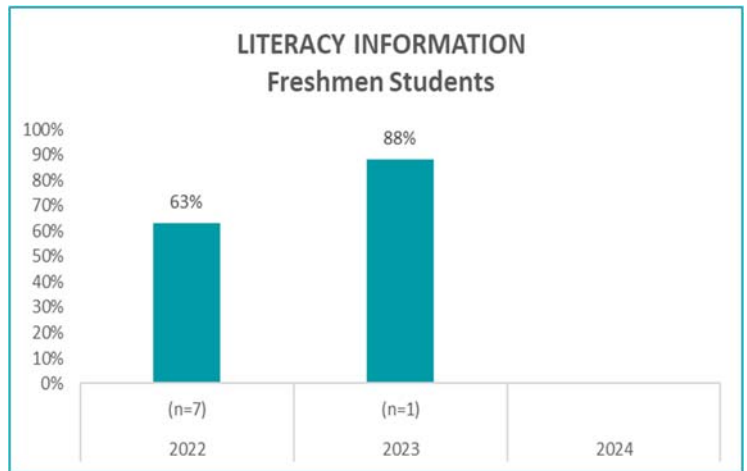
GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

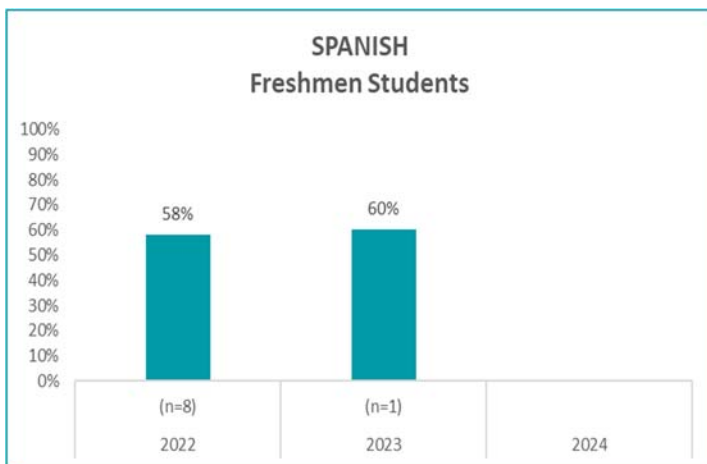
FALL ACADEMIC SEMESTER



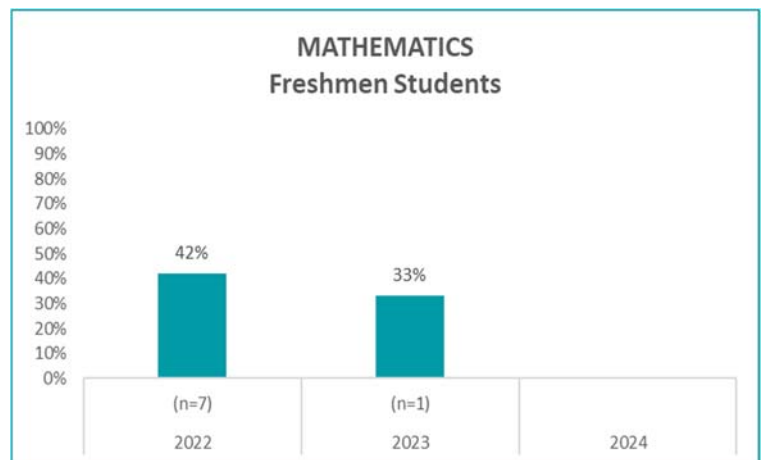
Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the computer literacy pre-test. The last two fall academic semesters that the pre-test was administered, the percentage was 68% in both academic years.. The 2023 sample size was significantly smaller than 2022. There was no student participation in 2024.



Participating freshmen students who began their studies during the fall academic semester generally obtain an average above 70% in the literacy information pre-test. The last two fall academic semesters that the pre-test was administered, the percentage increased from 63% in 2022 to 88% in 2023. The 2023 sample size was significantly smaller than 2022. There was no student participation in 2024.



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 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 2024.

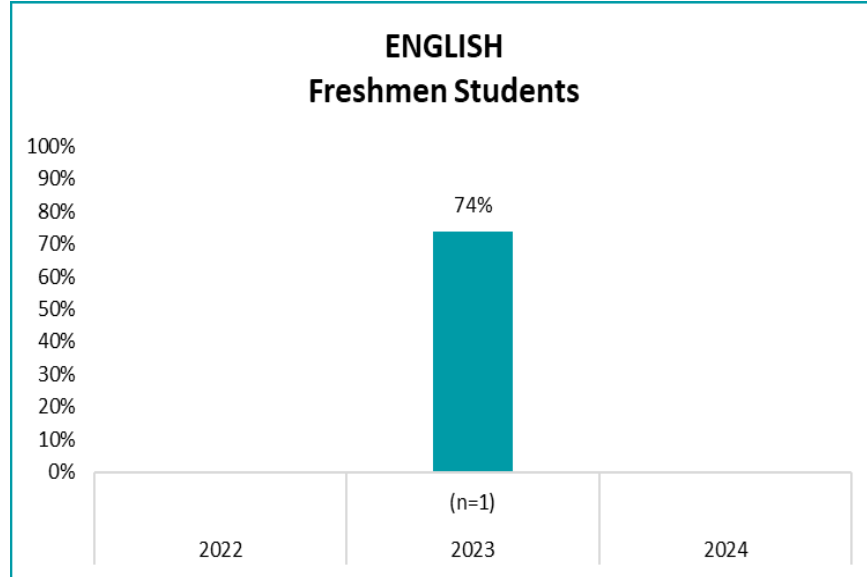


Participating freshmen students who began their studies during the fall academic semester generally obtain an average below 70% in the mathematics pre-test. The last two fall academic semesters that the pre-test was administered, the percentage obtained decreased from 42% in 2022 to 33% in 2023. The 2023 sample size is significantly smaller than 2022. There was no student participation in 2024.

GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

FALL ACADEMIC SEMESTER



During the 2024 fall academic semester, freshmen students achieved an average of 74% on the English pre-test. There is no data available for the period 2022 because the test was in the process of being developed. There was no student participation during 2024. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

General Education Core Competencies Pre-Test

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. A greater number of tutors were hired for the benefit of students.
3. Professional development workshops were offered to faculty, focusing on innovative pedagogical strategies and the use of educational technologies .

EDFP

UNIVERSITY

S A B E R E S P O D E R

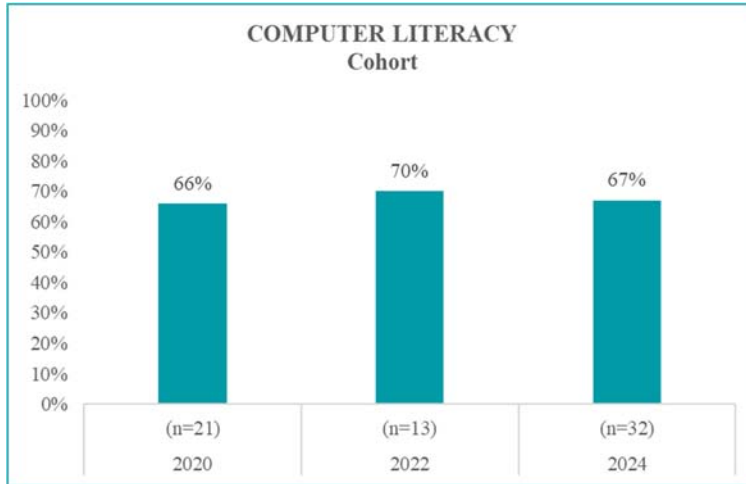
**OUTCOMES
GENERAL EDUCATION
CORE COMPETENCIES**

POST-TEST RESULTS

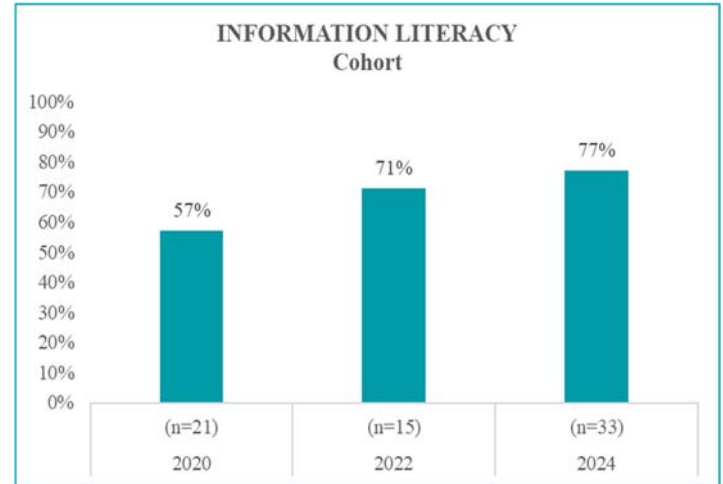
GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

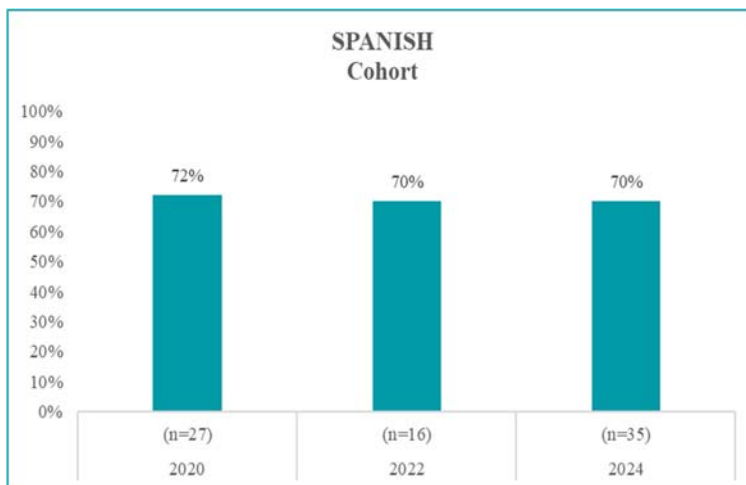
SPRING ACADEMIC SEMESTER



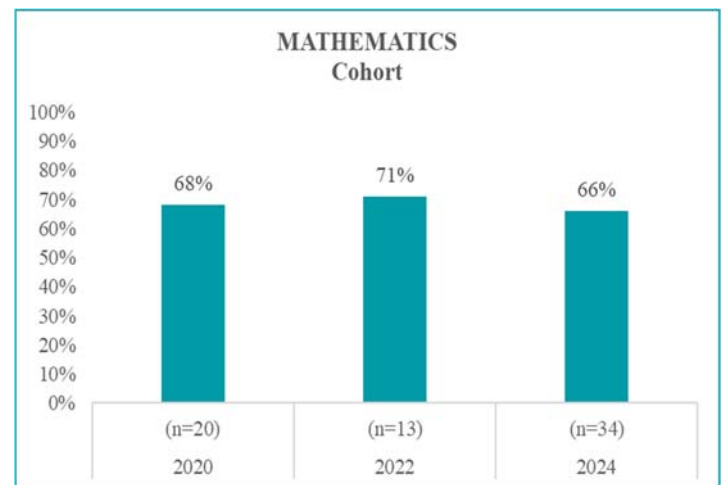
Participating graduating students generally obtain an average below 70% in the computer literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained increased from 66% in 2020 to 70% in 2022, but decreased to 67% in 2024. The 2024 sample size was significantly larger from previous years.



Participating graduating students generally obtain an average above 70% in the information literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained increased from 57% in 2020 to 71% in 2022, and remained on an upward trend, reaching 77% in 2024. The 2024 sample size was significantly larger from previous years.



Participating graduating students generally obtain an average of 70% in the spanish post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 72% in 2020 to 70% in 2022, and remained at 70% in 2024. The 2024 sample size was significantly larger from previous years.



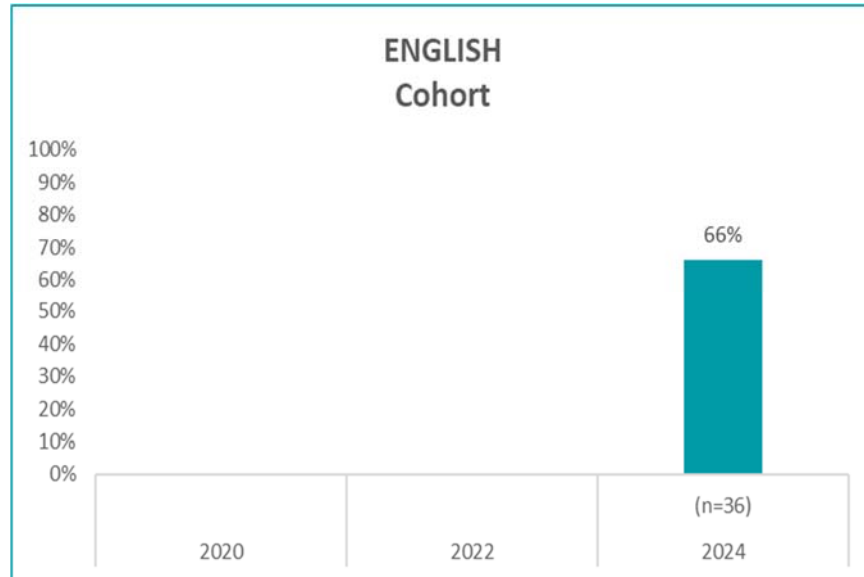
Participating graduating students generally obtain an average below 70% in the mathematics post-test. The last three spring academic semesters that the post-test was administered, the percentage obtained increased from 68% in 2020 to 71% in 2022, but decreased to 66% in 2024. The 2024 sample size was significantly larger from previous years.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

SPRING ACADEMIC SEMESTER



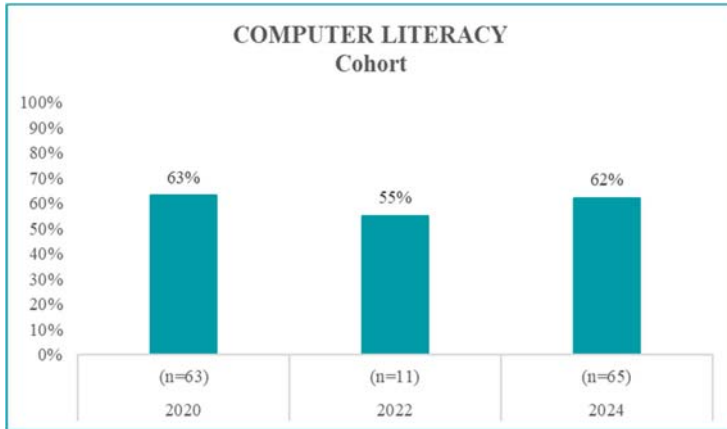
During the 2024 spring academic semester, participating graduating students achieved an average of 74% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

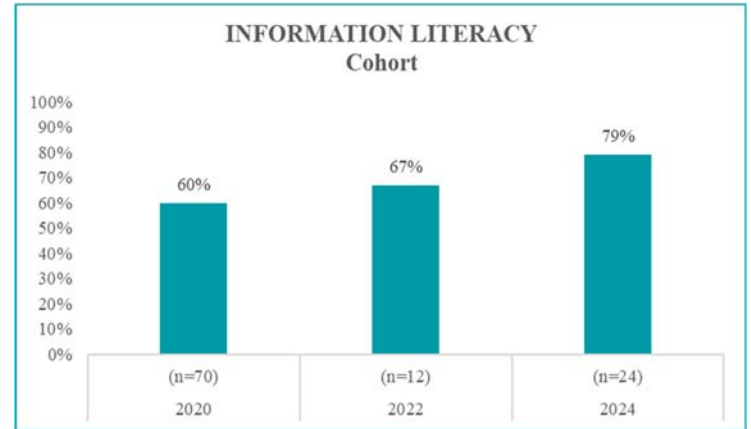
GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

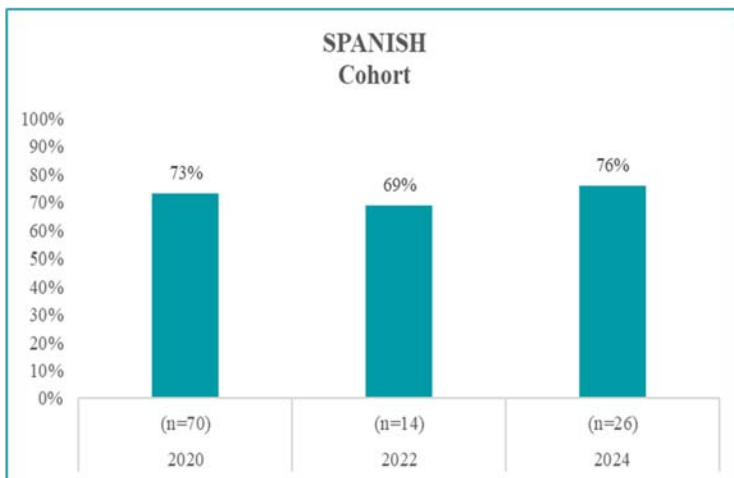
SPRING ACADEMIC SEMESTER



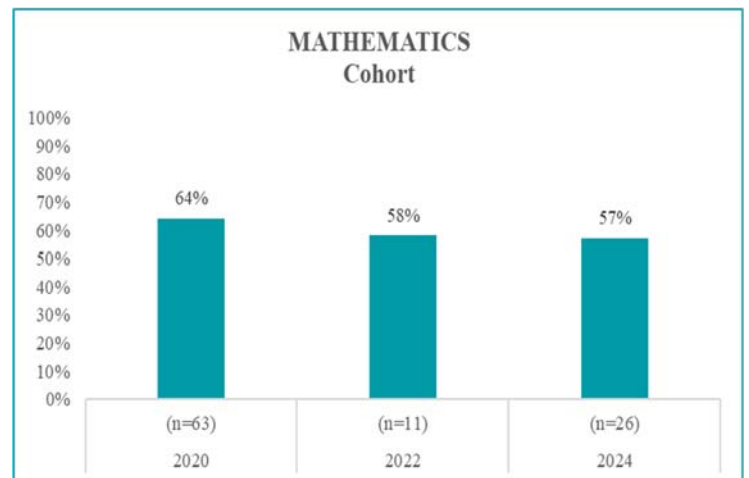
Participating graduating students generally obtain an average below 70% in the computer literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 63% in 2020 to 55% in 2022, but increased to 62% in 2024. The 2024 sample size was larger from previous years.



Participating graduating students generally obtain an average above 70% in the information literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained increased from 60% in 2020 to 67% in 2022 and to 79% in 2024. The 2024 sample size was significantly larger from previous year.



Participating graduating students generally obtain an average above 70% in the spanish post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 73% in 2020 to 69% in 2022, but then increased to 76% in 2024. The 2024 sample size was significantly larger from previous year.



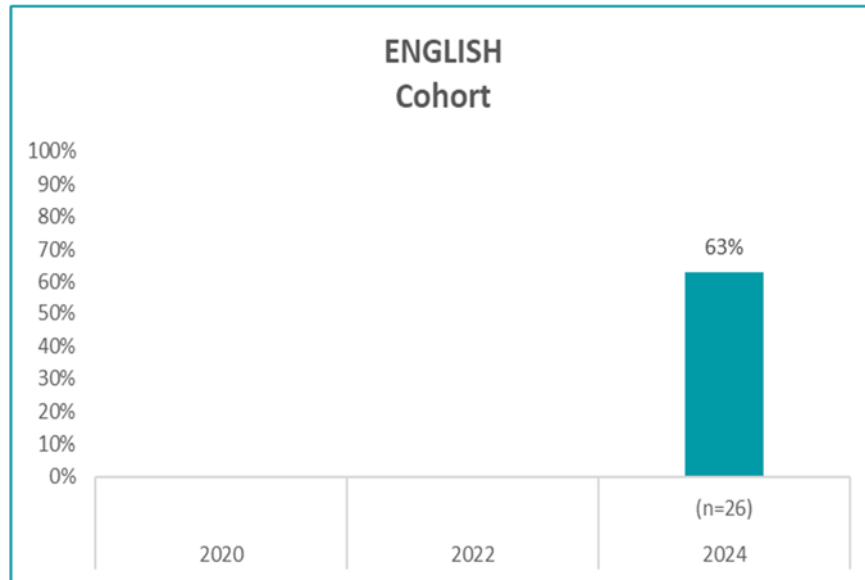
Participating graduating students generally obtain an average below 70% in the mathematics post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 64% in 2020 to 58% in 2022, and then to 57% in 2024. The 2024 sample size was significantly larger from previous year.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

SPRING ACADEMIC SEMESTER



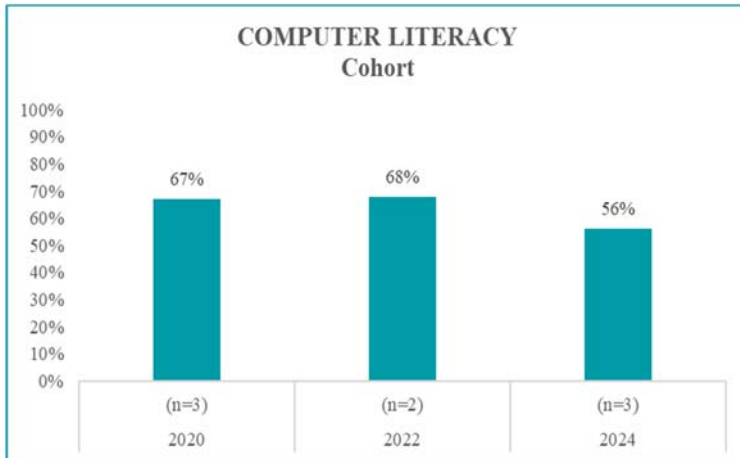
During the 2024 spring academic semester, participating graduating students achieved an average of 63% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

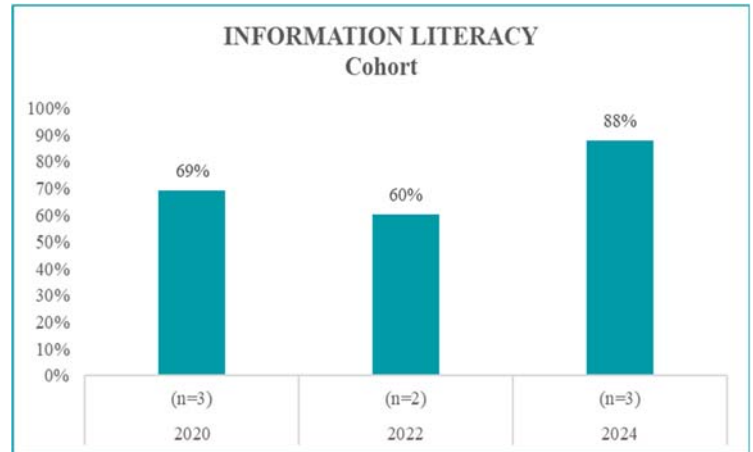
GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

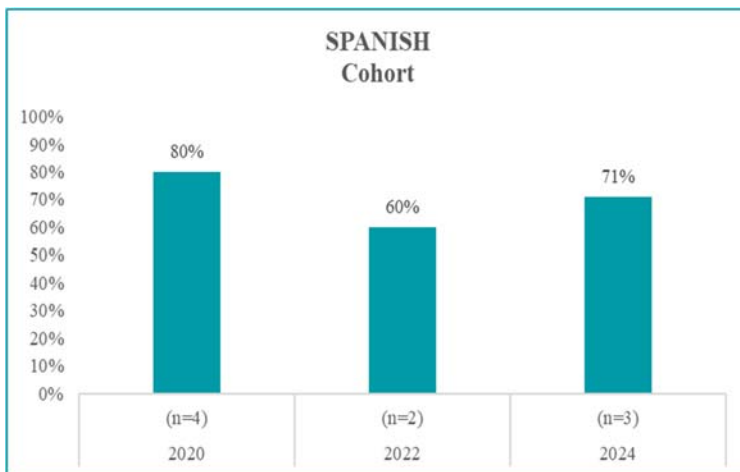
SPRING ACADEMIC SEMESTER



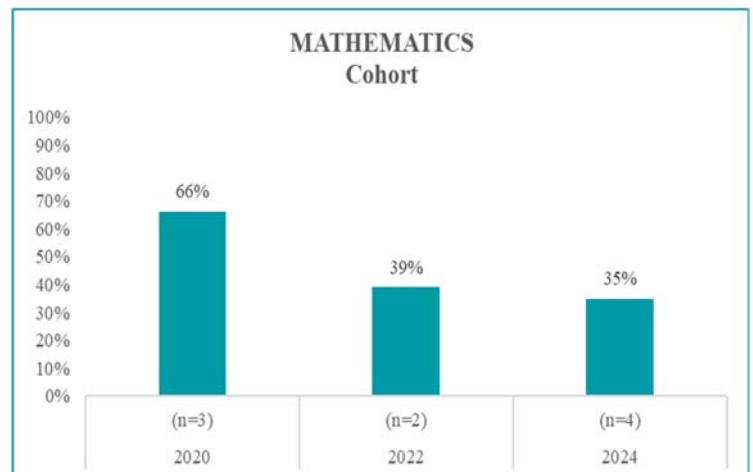
Participating graduating students generally obtain an average below 70% in the computer literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained increased from 67% in 2020 to 68% in 2022, but then decreased to 56% in 2024.



Participating graduating students generally obtain an average above 70% in the information literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 69% in 2020 to 60% in 2022, but then increased to 88% in 2024.



Participating graduating students generally obtain an average above 70% in the spanish post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 80% in 2020 to 60% in 2022, but then increased to 71% in 2024.



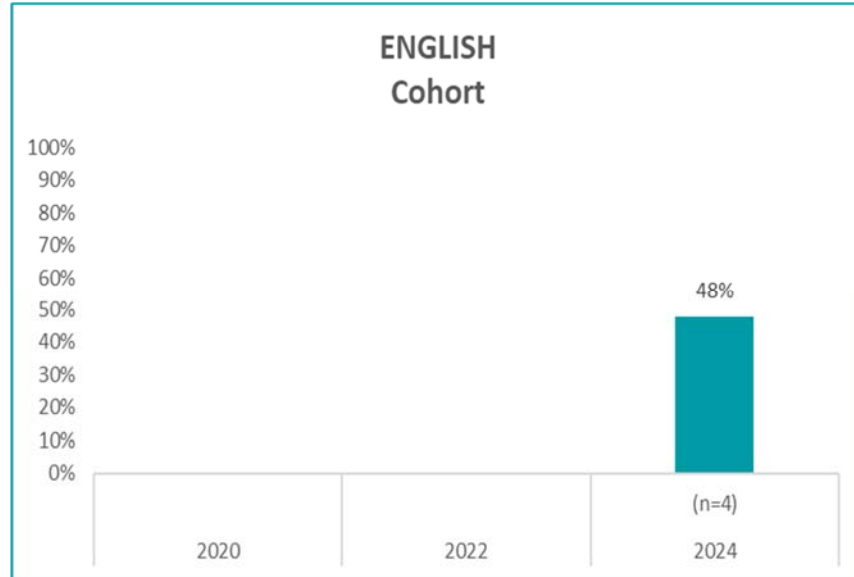
Participating graduating students generally obtain an average below 70% in the mathematics literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 66% in 2020 to 39% in 2022, and then to 35% in 2024.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

SPRING ACADEMIC SEMESTER



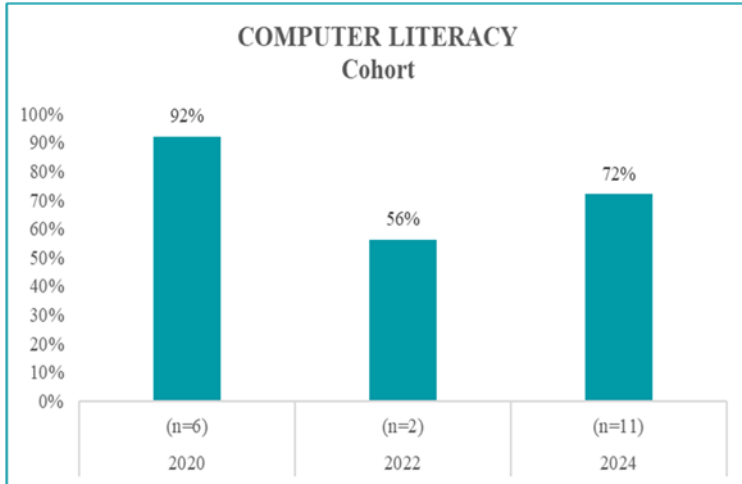
During the 2024 spring academic semester, participating graduating students achieved an average of 48% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

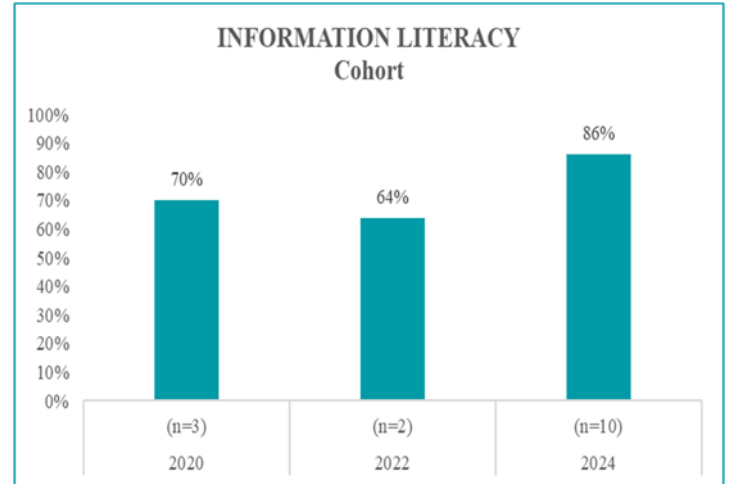
GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

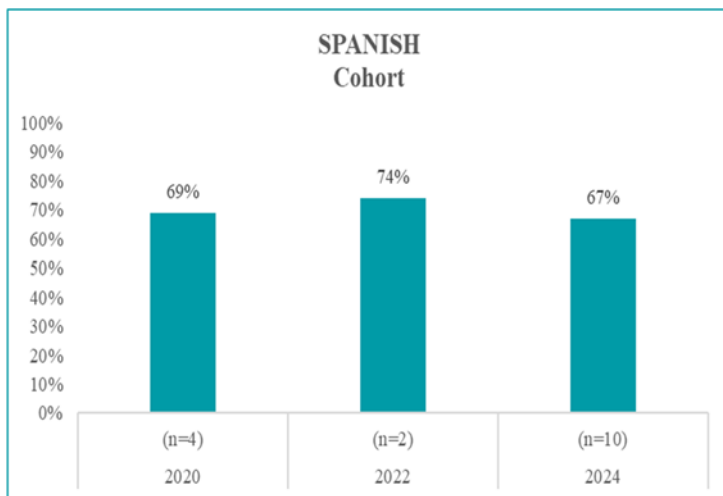
SPRING ACADEMIC SEMESTER



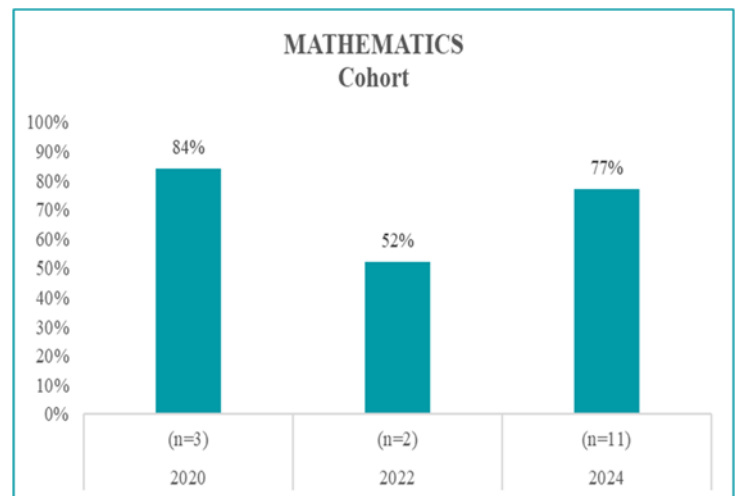
Participating graduating students generally obtain an average above 70% in the computer literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 92% in 2020 to 56% in 2022, but then increased to 72% in 2024.



Participating graduating students generally obtain an average above 70% in the information literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 70% in 2020 to 64% in 2022, but then increased to 86% in 2024.



Participating graduating students generally obtain an average below 70% in the spanish post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained increased from 69% in 2020 to 74% in 2022, but then decreased to 67% in 2024.



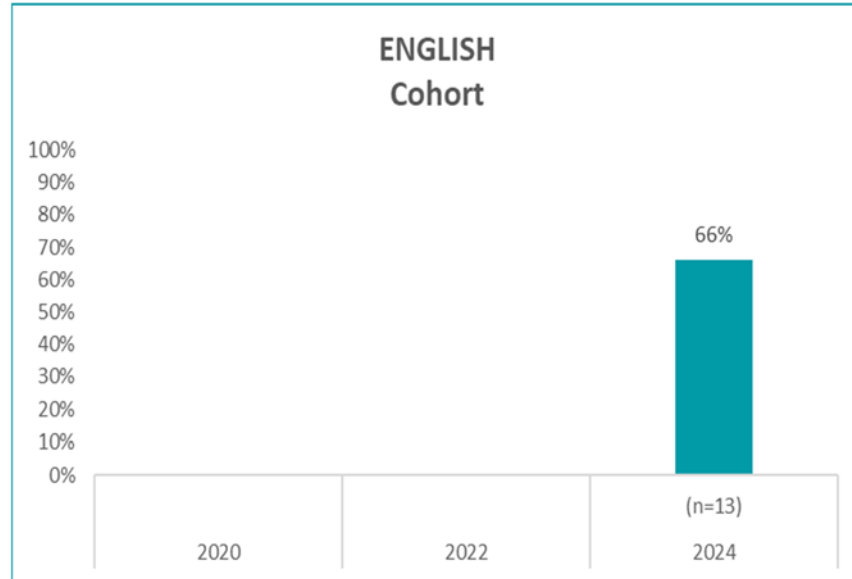
Participating graduating students generally obtain an average above 70% in the mathematics post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 84% in 2020 to 52% in 2022, but then increased to 77% in 2024.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

SPRING ACADEMIC SEMESTER



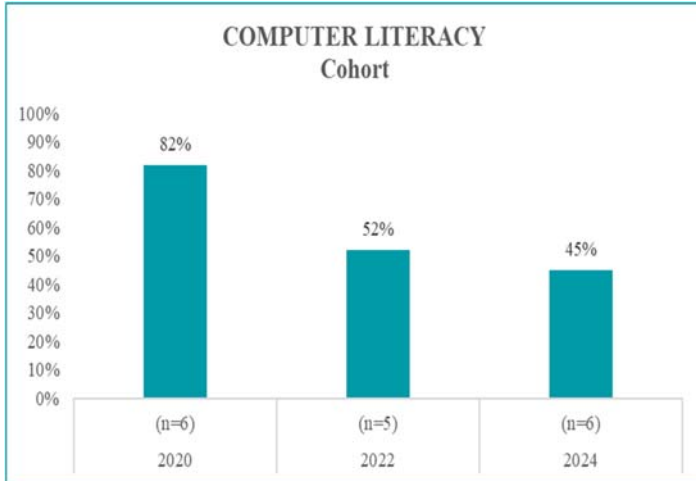
During the 2024 spring academic semester, participating graduating students achieved an average of 66% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

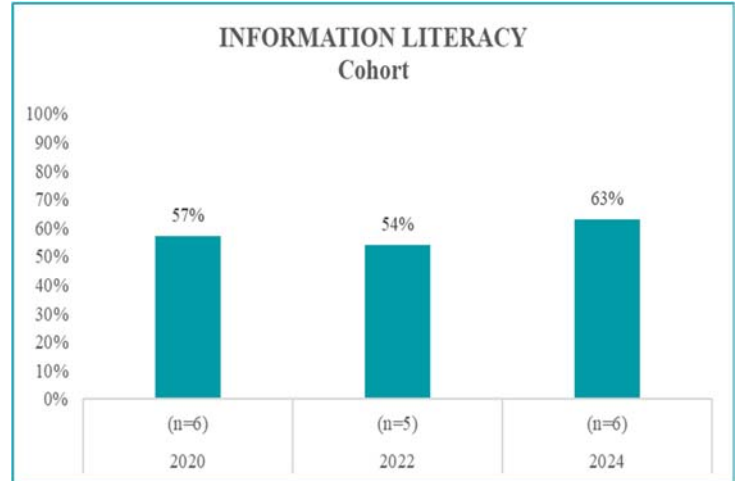
GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

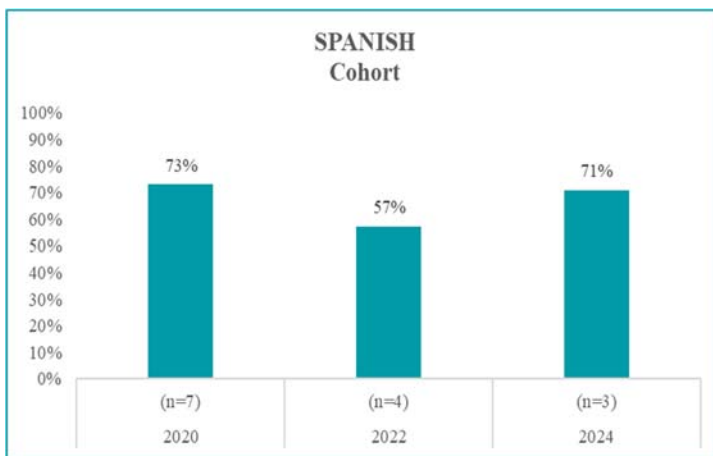
SPRING ACADEMIC SEMESTER



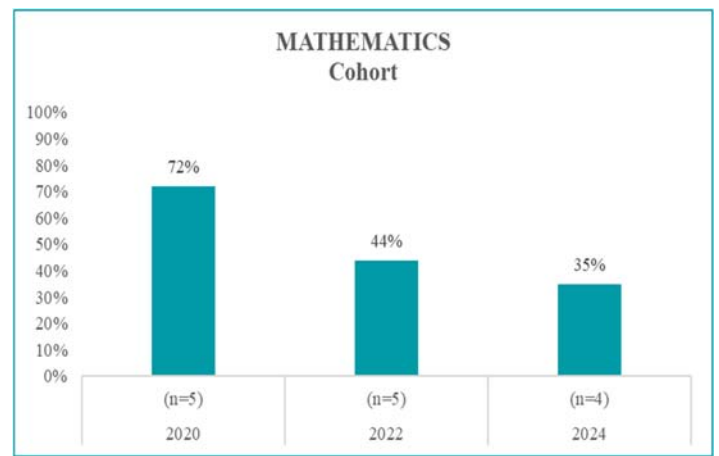
Participating graduating students generally obtain an average below 70% in the computer literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 82% in 2020 to 52% in 2022, and to 45% in 2024.



Participating graduating students generally obtain an average below 70% in the information literacy post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 57% in 2020 to 54% in 2022, but increased to 63% in 2024.



Participating graduating students generally obtain an average above 70% in the spanish post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 73% in 2020 to 57% in 2022, but increased to 71% in 2024.



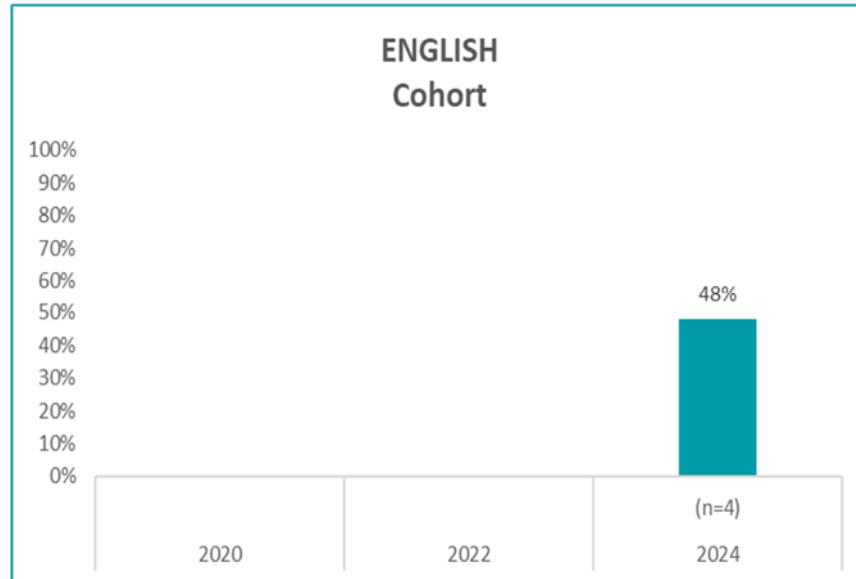
Participating graduating students generally obtain an average below 70% in the mathematics post-test. During the last three spring academic semesters when the post-test was administered, the percentage obtained decreased from 72% in 2020 to 44% in 2022, and to 35% in 2024.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

SPRING ACADEMIC SEMESTER



During the 2024 spring academic semester, participating graduating students achieved an average of 66% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

* Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.

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 2026.
3. Professional development workshops were offered to faculty, focusing on innovative pedagogical strategies and the use of educational technologies .

EDFP

UNIVERSITY

S A B E R E S P O D E R

**MAGAE
OUTCOMES
GENERAL EDUCATION
CORE COMPETENCIES**

PRE-TEST RESULTS

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.

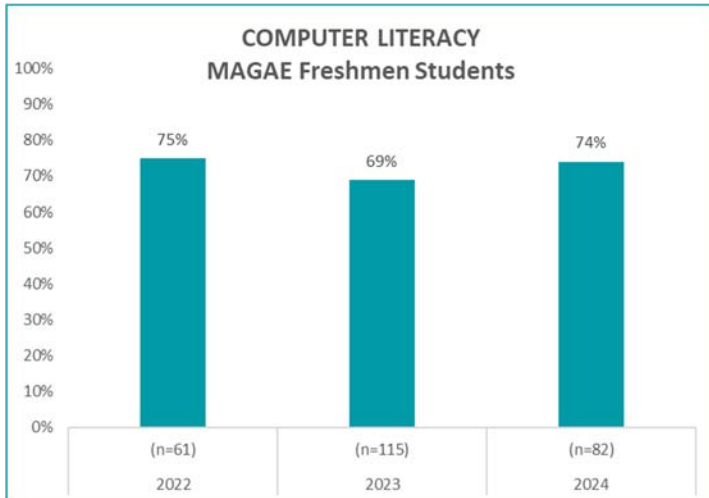
MAGAE is a hybrid modality, where the students complete all of their General Education courses online. Most of the major courses and the clinical practices are on-site.



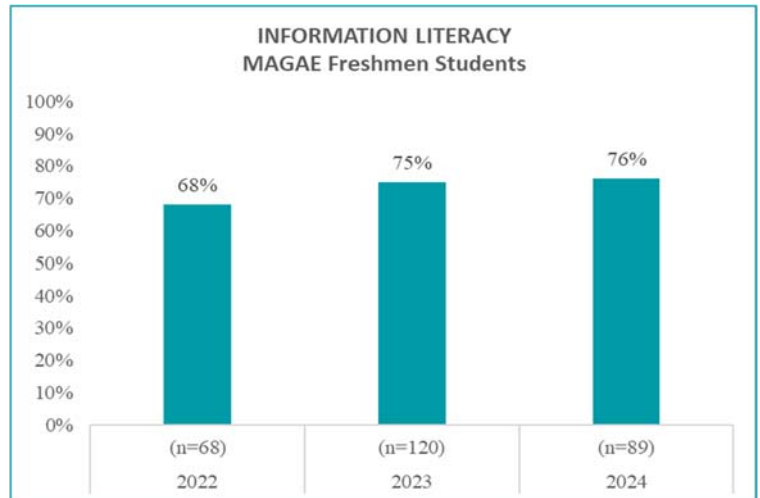
GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

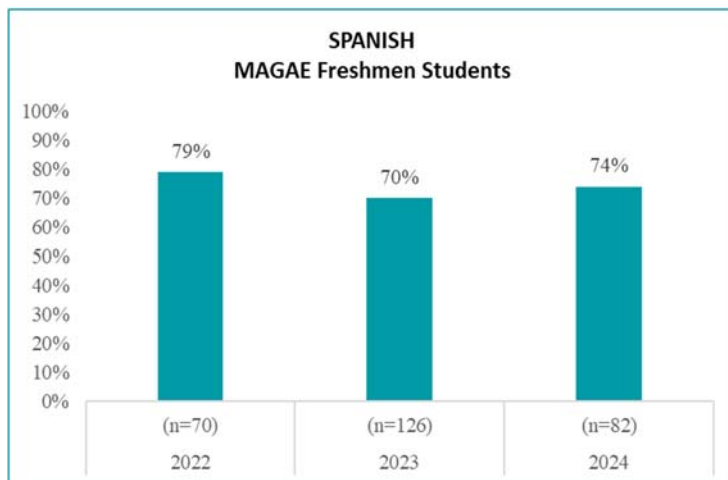
SUMMER ACADEMIC SEMESTER



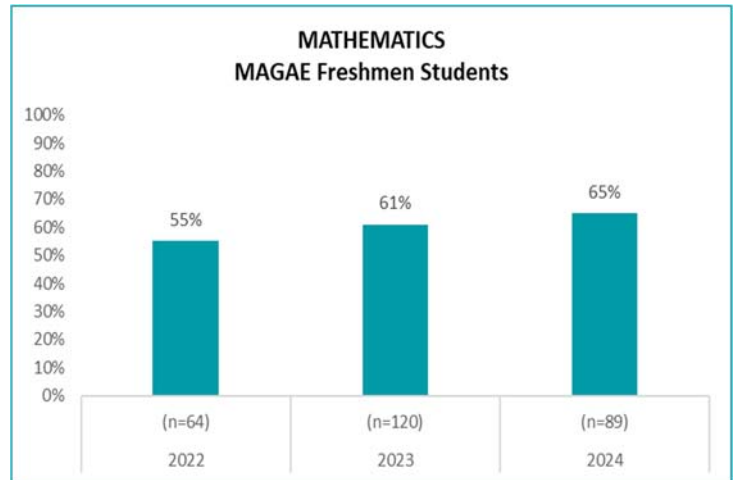
During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 74% on the computer literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 75% in 2022 and an average of 69% in 2023. These results show an increase compared to the previous year (2023).



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 76% on the information literacy pre-test. In comparison, participating MAGAE freshmen students obtained an average of 68% in 2022 and an average of 75% in 2023. These results show an increase compared to the previous year (2023).



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 74% on the spanish pre-test. In comparison, participating MAGAE freshmen students obtained an average of 79% in 2022 and an average of 70% in 2023. These results show a slight increase compared to the previous year (2023).

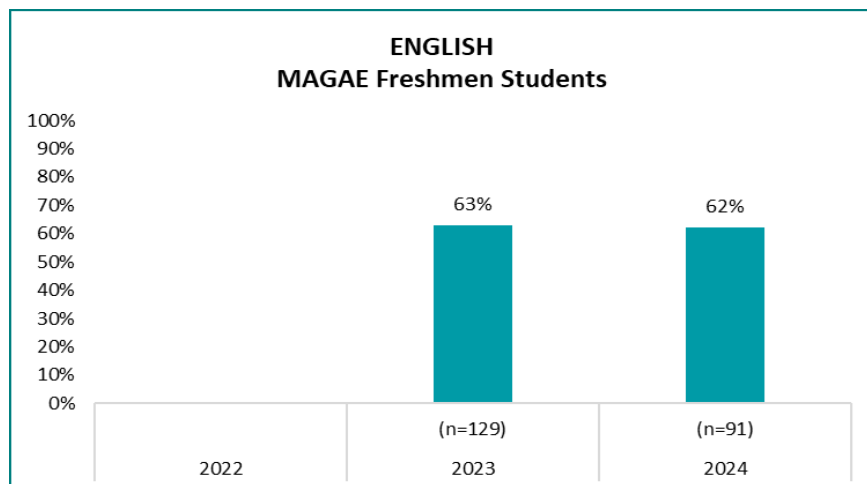


During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 65% on the mathematics pre-test. In comparison, participating MAGAE freshmen students obtained an average of 55% in 2022 and an average of 61% in 2023. These results show a slight increase compared to the previous year (2023).

GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

SUMMER ACADEMIC SEMESTER

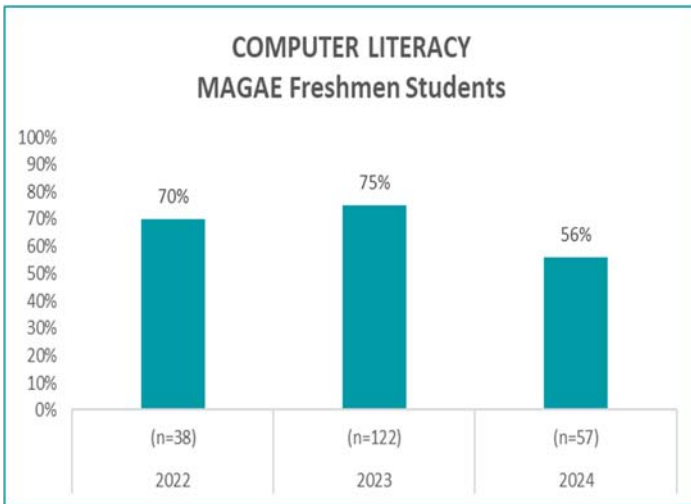


MAGAE freshmen students who began their studies in the summer of 2024 obtained an average of 62% on the English pre-test. These results show a slight decrease from the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

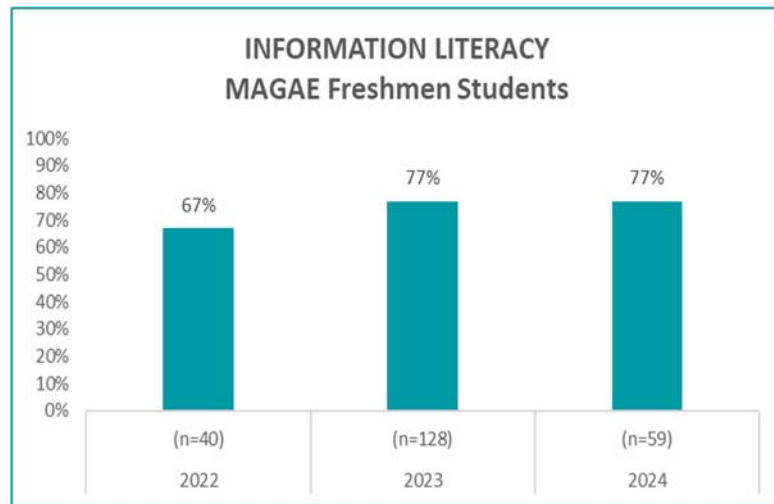
GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

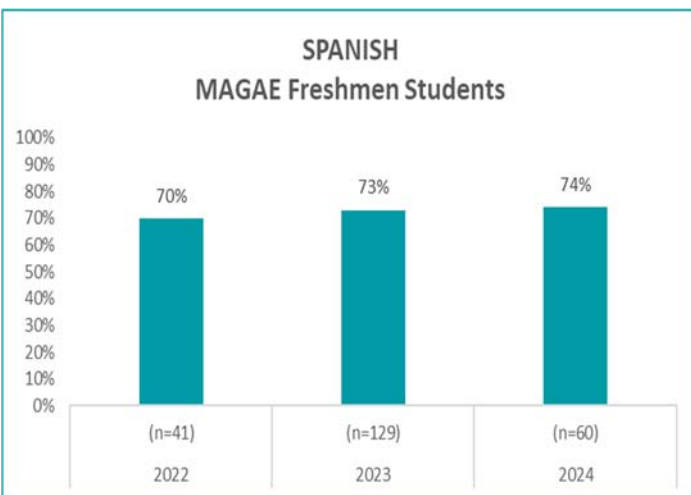
SUMMER ACADEMIC SEMESTER



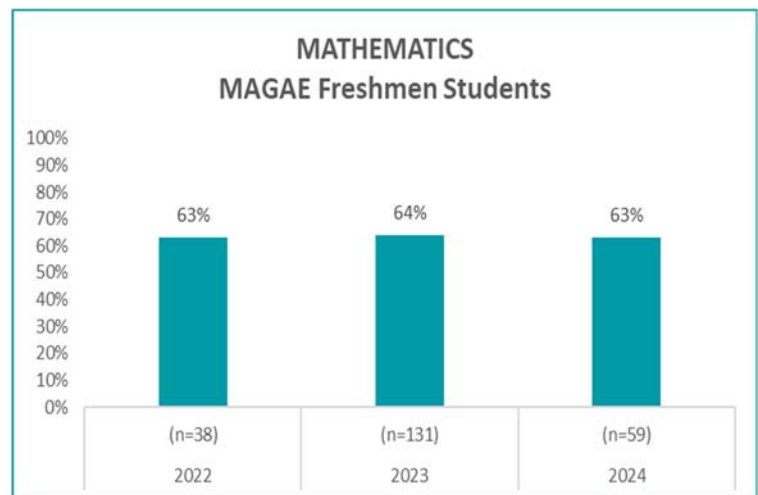
During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 56% on the computer literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 70% in 2022 and an average of 75% in 2023. These results show a decrease from the previous year (2023).



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 77% on the information literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 67% in 2022 and an average of 77% in 2023. The percentage obtained during the last two academic semesters was the same (77%).



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 74% on the spanish pre-test. In comparison, participating MAGAE freshmen students achieved an average of 70% in 2022 and an average of 74% in 2023. These results show a slight increase from the previous year.

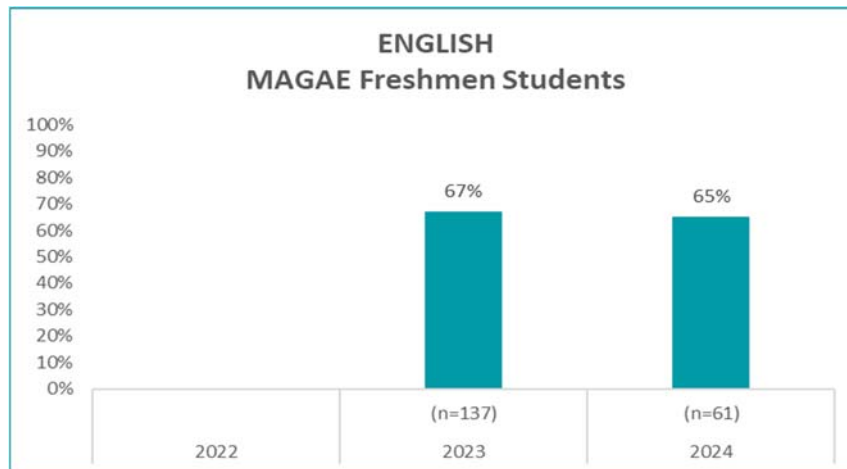


During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 63% on the mathematics pre-test. In comparison, participating MAGAE freshmen students achieved an average of 63% in 2022 and an average of 64% in 2023. These results show a slight decrease from the previous year (2023).

GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

SUMMER ACADEMIC SEMESTER

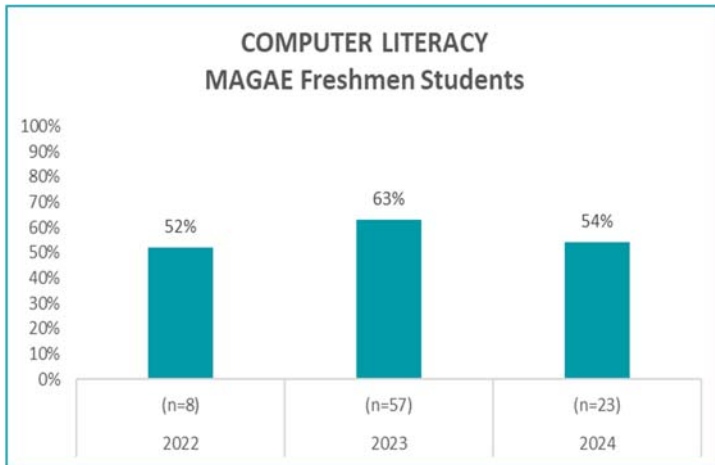


MAGAE freshmen students who began their studies in the summer of 2024 obtained an average of 65% on the English pre-test. These results show a decrease from the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

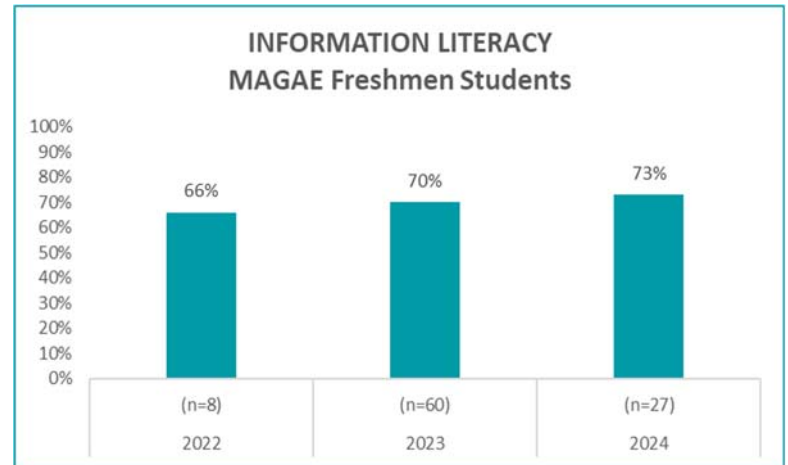
GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

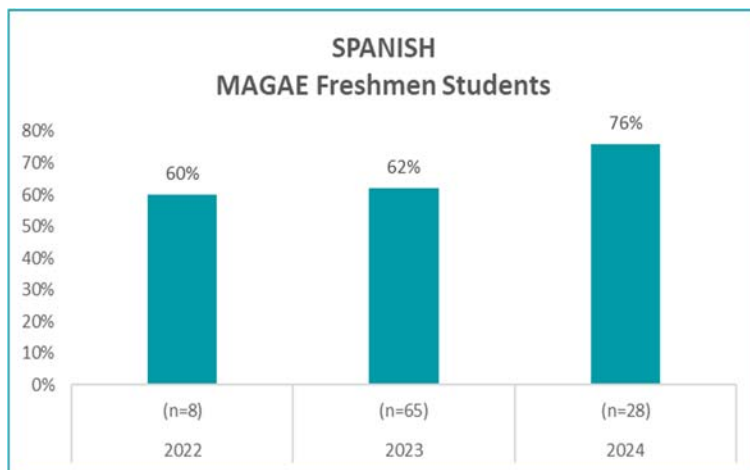
SUMMER ACADEMIC SEMESTER



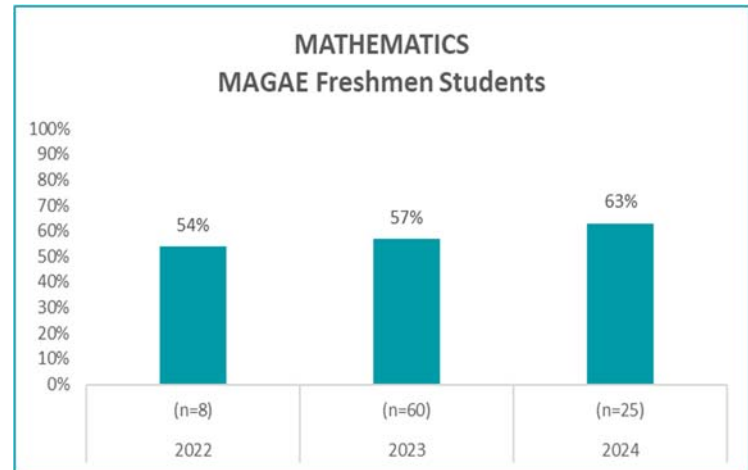
During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 54% on the computer literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 52% in 2022 and an average of 63% in 2023. These results show a decrease from the previous year (2023).



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 73% on the information literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 66% in 2022 and an average of 70% in 2023. These results show a slight increase from the previous year (2023).



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 76% on the spanish pre-test. In comparison, participating MAGAE freshmen students achieved an average of 60% in 2022 and an average of 62% in 2023. These results show an increase from the previous year (2023).

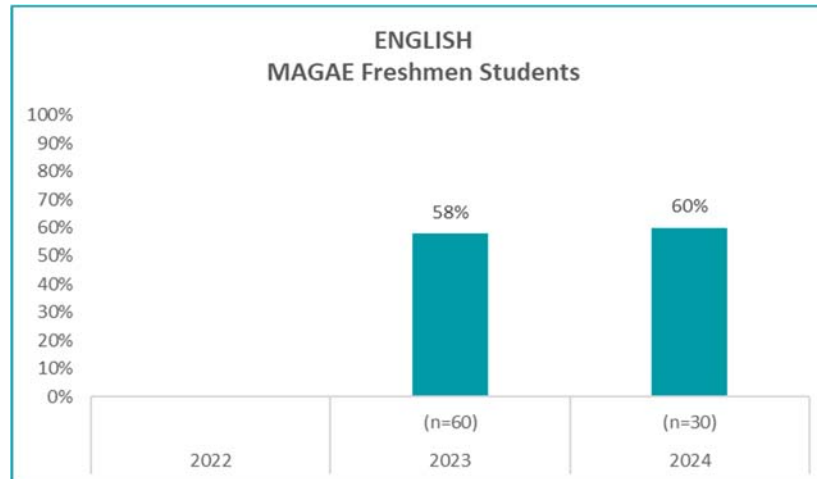


During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 63% on the mathematics pre-test. In comparison, participating MAGAE freshmen students achieved an average of 54% in 2022 and an average of 57% in 2023. These results show an increase from the previous year (2023).

GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER

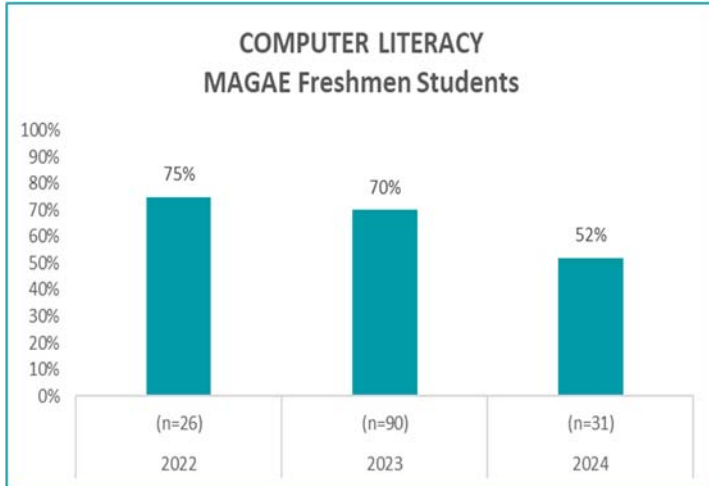


MAGAE freshmen students who began their studies in the summer of 2024 obtained an average of 60% on the English pre-test. These results show an increase from the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

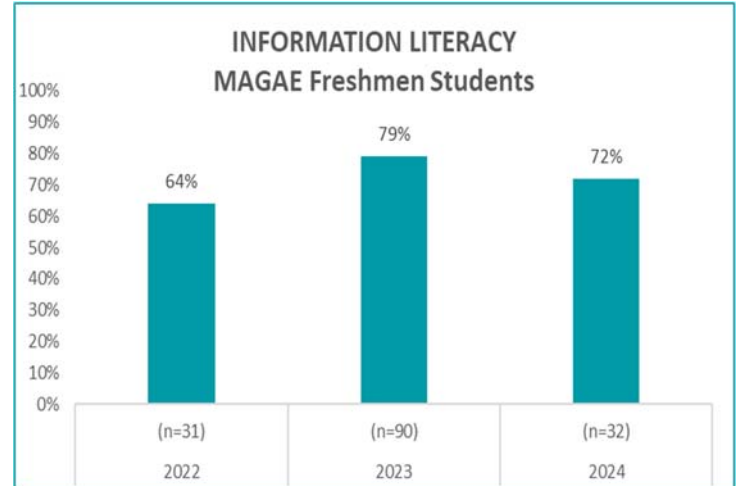
GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

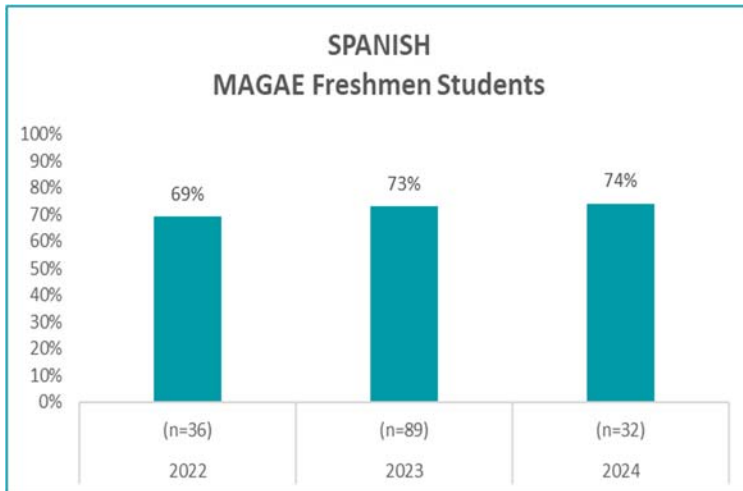
SUMMER ACADEMIC SEMESTER



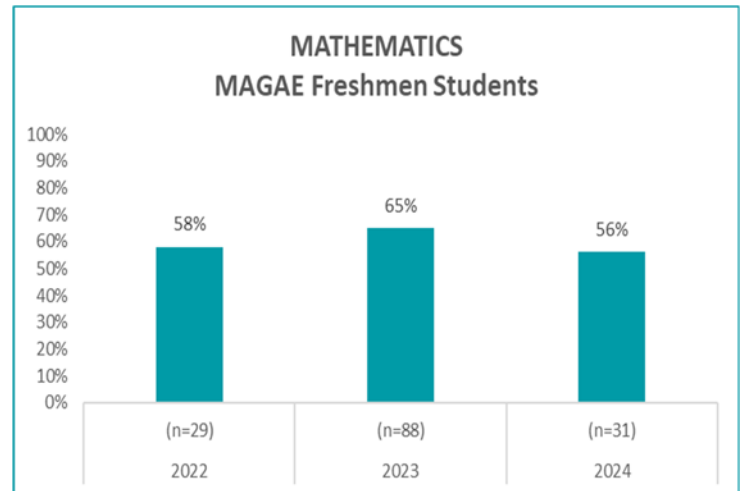
During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 52% on the computer literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 75% in 2022 and an average of 70% in 2023. These results show a decrease from the previous year (2023).



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 72% on the information literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 64% in 2022 and 79% in 2023. These results show a decrease from the previous year (2023).



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 74% on the spanish pre-test. In comparison, participating MAGAE freshmen students achieved an average of 69% in 2022 and an average of 73% in 2023. These results show an increase from the previous year (2023).

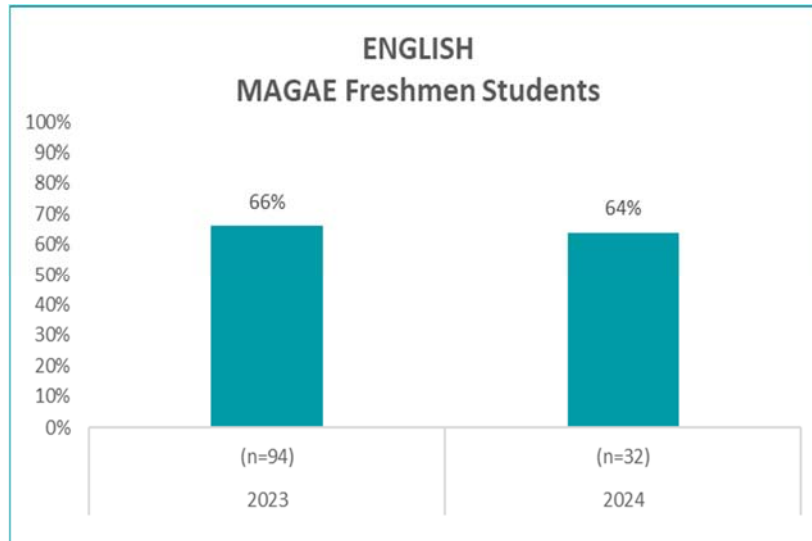


During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 56% on the mathematics pre-test. In comparison, participating MAGAE freshmen students achieved an average of 58% in 2022 and an average of 65% in 2023. These results show a decrease from the previous year (2023).

GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER

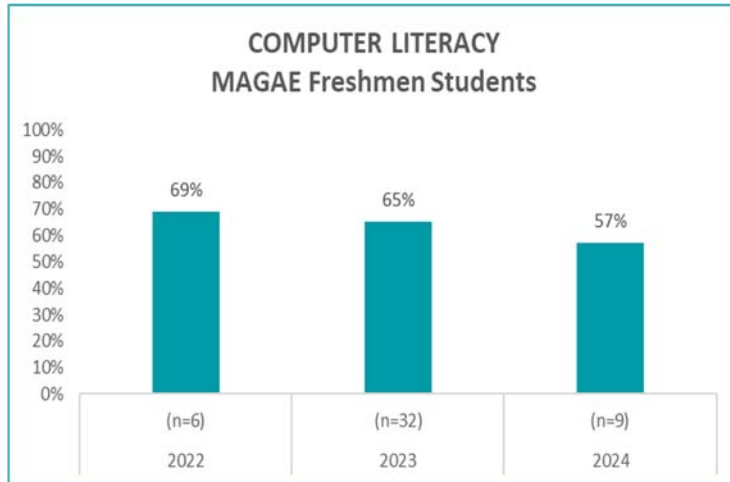


MAGAE freshmen students who began their studies in the summer of 2024 obtained an average of 64% on the English pre-test. These results show a decrease from the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

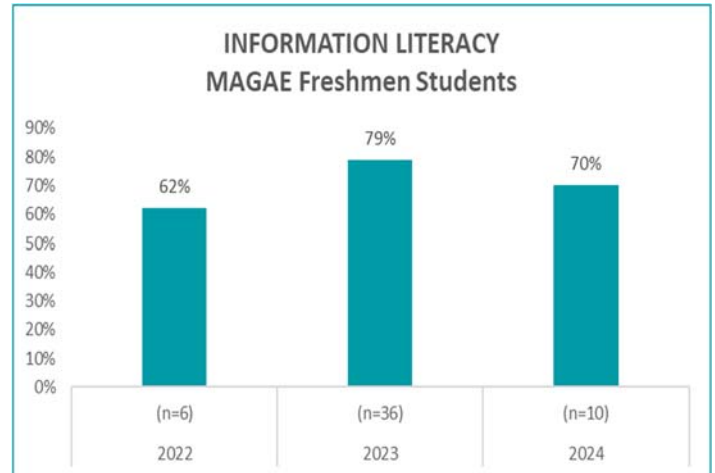
GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

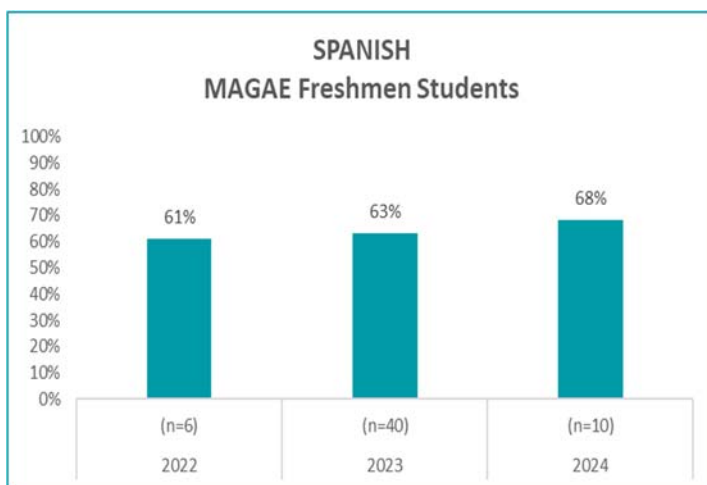
SUMMER ACADEMIC SEMESTER



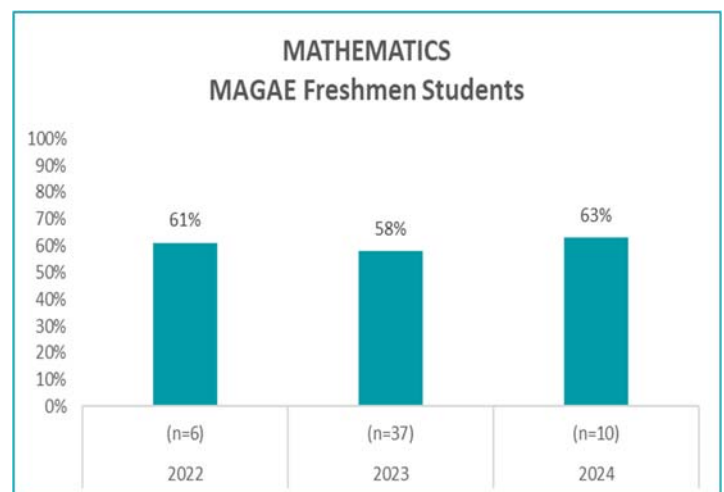
During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 57% on the computer literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 69% in 2022 and an average of 65 % in 2023. These results show a slight decrease in the last three years.



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 70% on the information literacy pre-test. In comparison, participating MAGAE freshmen students achieved an average of 62% in 2022 and an average of 79% in 2023. These results show a decrease from the previous year (2023).



During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 68% on the spanish pre-test. In comparison, participating MAGAE freshmen students achieved an average of 61% in 2022 and an average of 63% in 2023. These results show an increase from the previous year (2023).

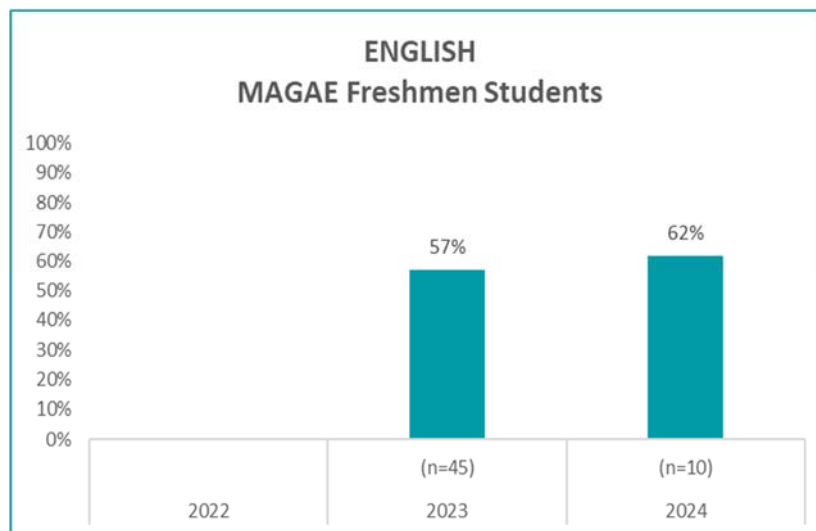


During the 2024 summer academic semester, participating MAGAE freshmen students achieved an average of 63% on the mathematics pre-test. In comparison, participating MAGAE freshmen students achieved an average of 61% in 2022 and an average of 58% in 2023. These results show an increase from the previous year (2023).

GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

SUMMER ACADEMIC SEMESTER



MAGAE freshmen students who began their studies in the summer of 2024 obtained an average of 62% on the English pre-test. These results show an increase from the previous year. There is no data available for the period 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

General Education Core Competencies Pre-Test

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. Professional development workshops were offered to faculty, focusing on innovative pedagogical strategies and the use of educational technologies .

EDFP

UNIVERSITY

S A B E R E S P O D E R

MAGAE OUTCOMES

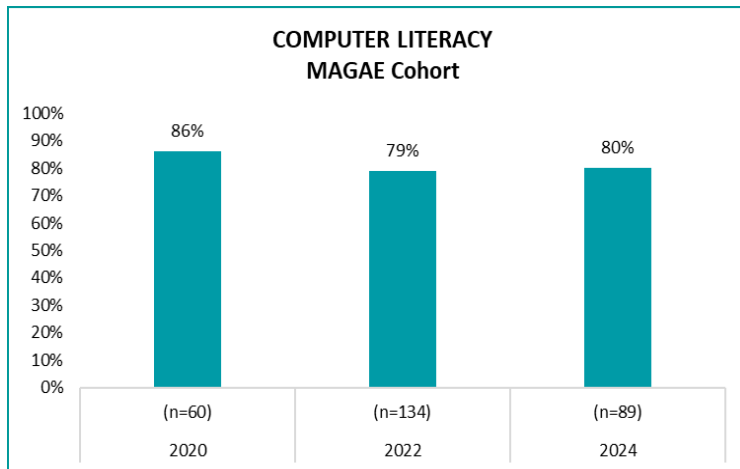
GENERAL EDUCATION CORE COMPETENCIES

POST-TEST RESULTS

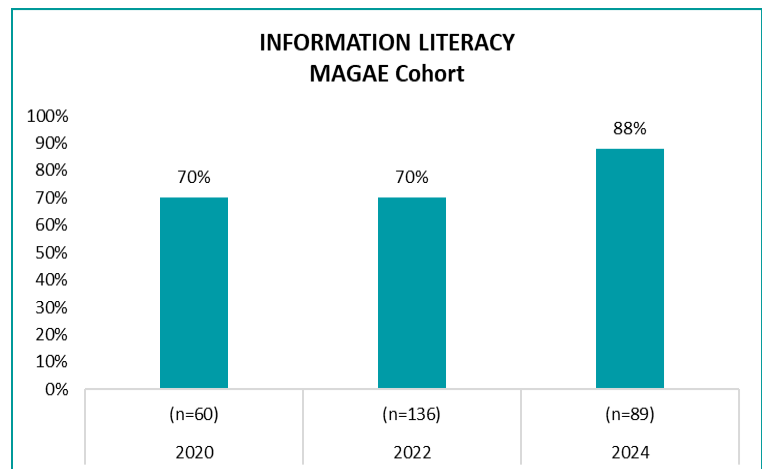
GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

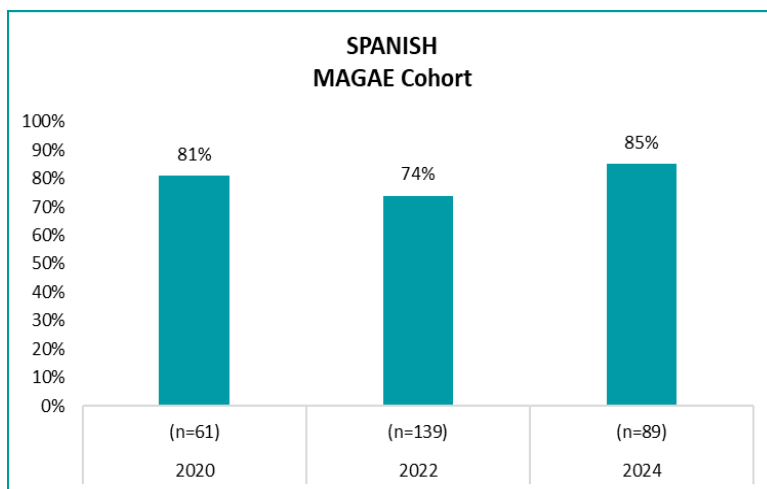
SPRING ACADEMIC SEMESTER



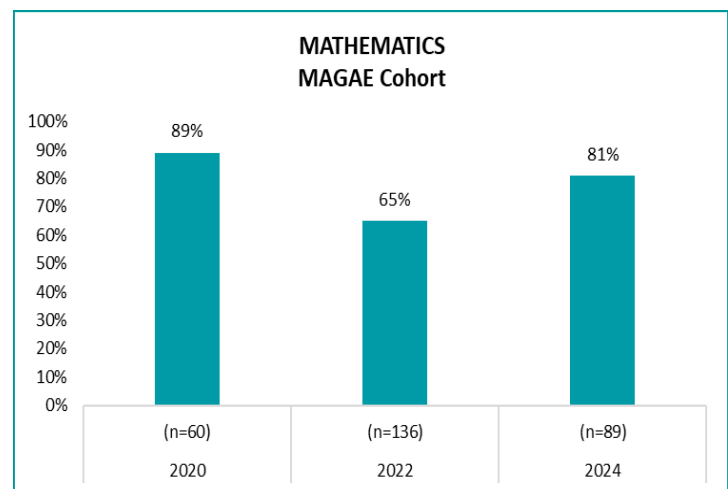
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 80% on the computer literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 86% in 2020 and 79% in 2022. These results show an increase from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 88% on the information literacy post-test. The results were the same during both 2020 and 2022. These results show an increase from the previous years.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 85% on the Spanish post-test. In comparison, participating MAGAE graduating students achieved an average of 81% in 2020 and 74% in 2022. These results show an increase from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 81% on the mathematics post-test. In comparison, participating MAGAE graduating students achieved an average of 89% in 2020 and 65% in 2022. These results show an increase from the previous year.

* Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.

GENERAL EDUCATION COMPETENCIES

HATO REY CAMPUS

SPRING ACADEMIC SEMESTER



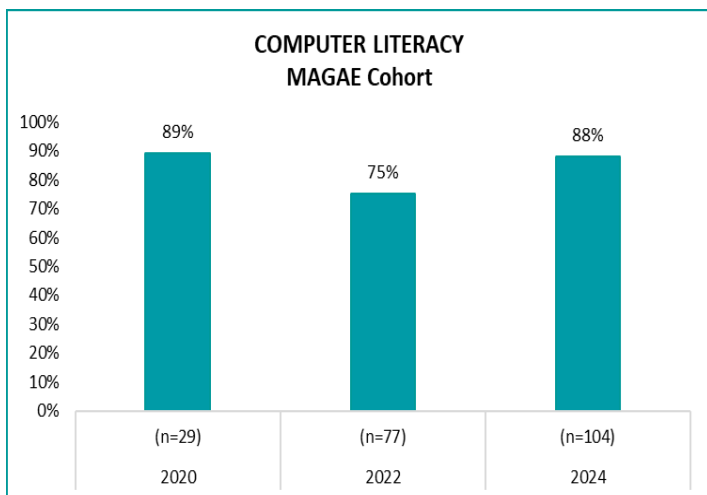
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 74% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle .

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

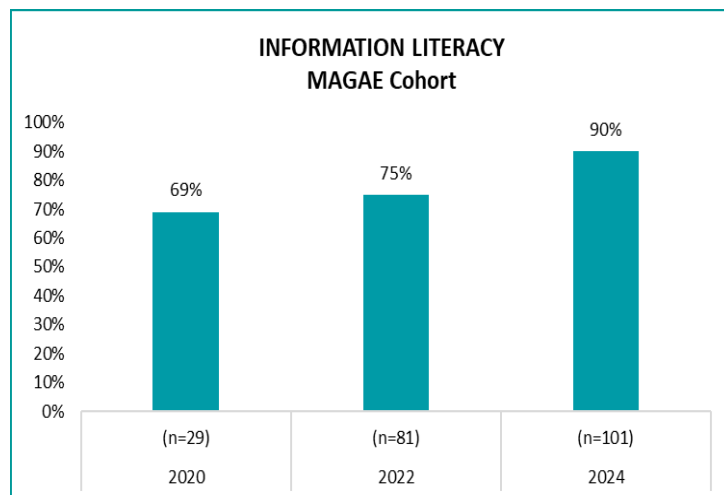
GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

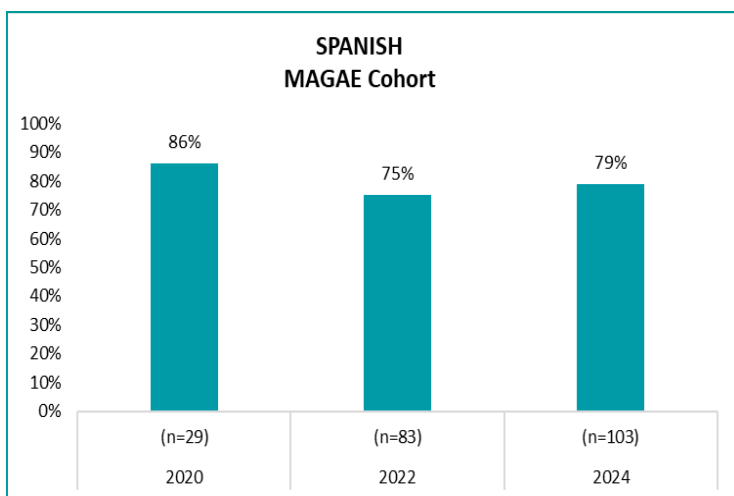
SPRING ACADEMIC SEMESTER



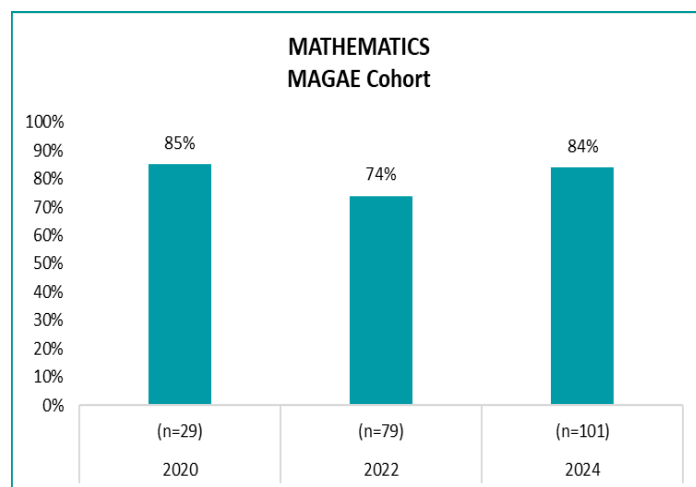
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 88% on the computer literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 89% in 2020 and 75% in 2022. These results show an increase from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average 90% on the information literacy post-test. In comparison, participating MAGAE graduating achieved an average of 69% in 2020 and 75% in 2022. These results show an increase from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 79% in the spanish post-test. In comparison, participating MAGAE graduating students achieved an average of 86% in 2020 and 75% in 2022. These results shows an increase from the previous year.



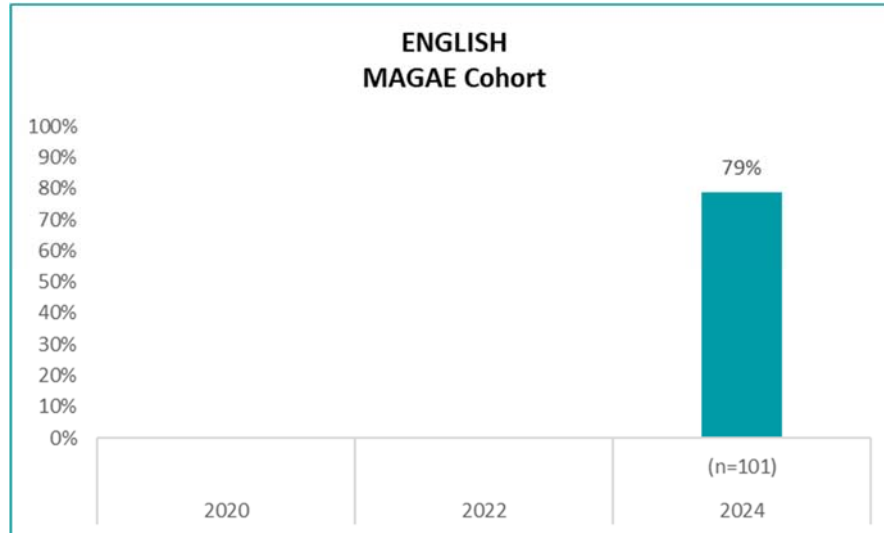
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 84% in the mathematics post-test. In comparison, participating MAGAE graduating students achieved an average of 85% in 2020 and 74% in 2022. These results shows an increase from the previous year.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

GENERAL EDUCATION COMPETENCIES

SAN SEBASTIAN CAMPUS

SPRING ACADEMIC SEMESTER



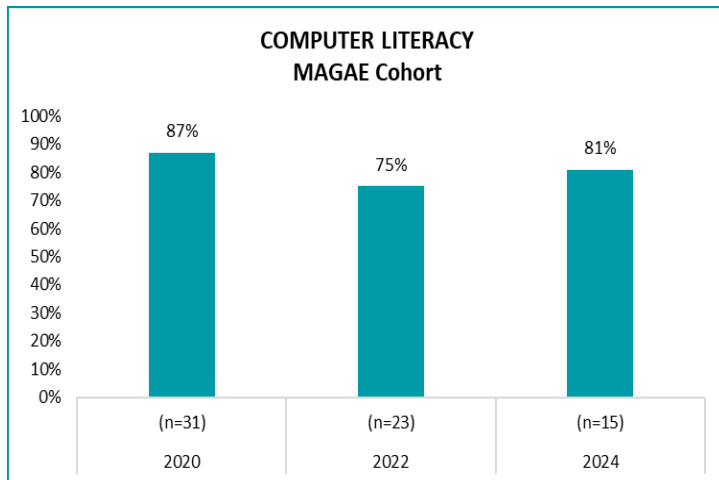
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 79% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

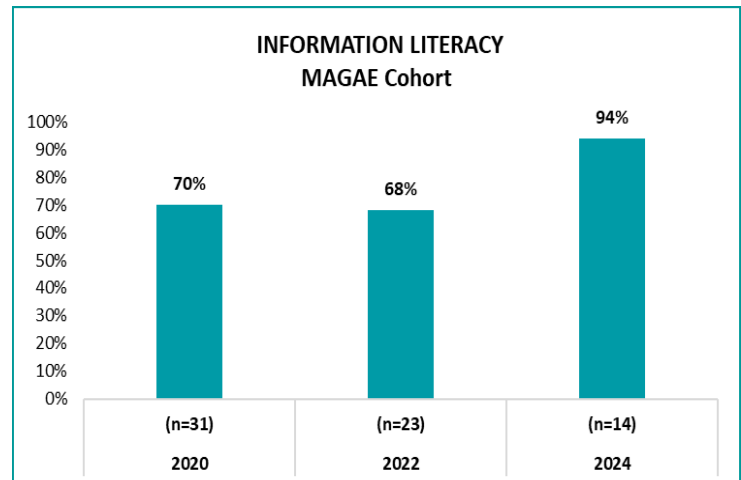
GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

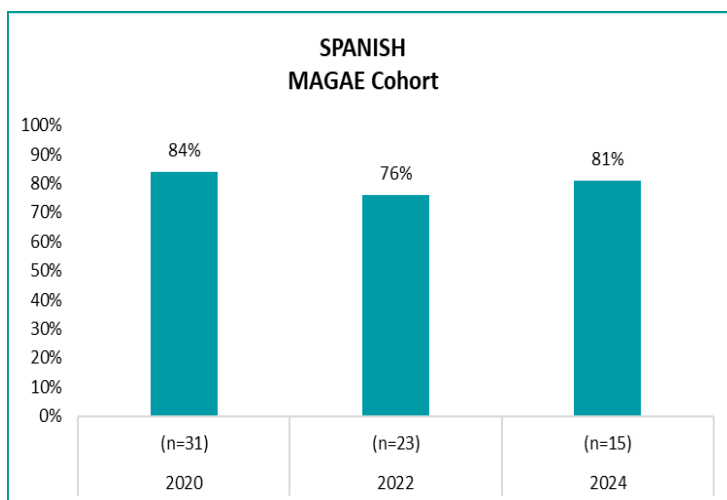
SPRING ACADEMIC SEMESTER



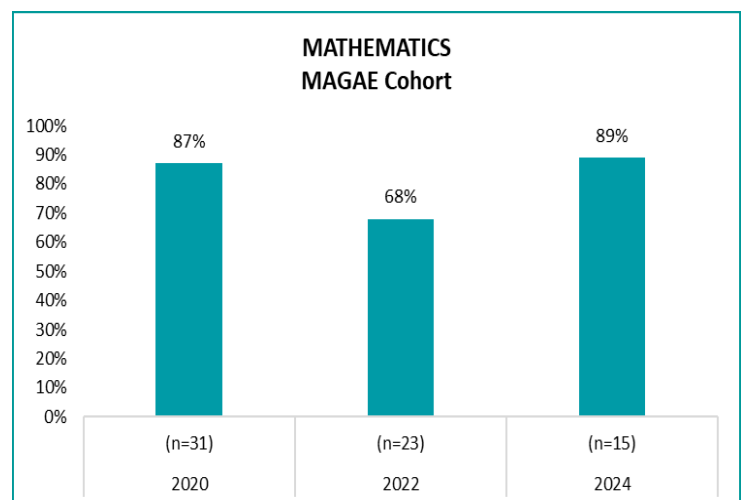
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 81% on the computer literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 87% in 2020 and 75% in 2022. These results show an increase from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 94% on the information literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 70% in 2020 and 68% in 2022. These results show an increase from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 81% on the Spanish post-test. In comparison, participating MAGAE graduating students achieved an average of 84% in 2020 and 76% in 2022. These results show an increase from the previous year.

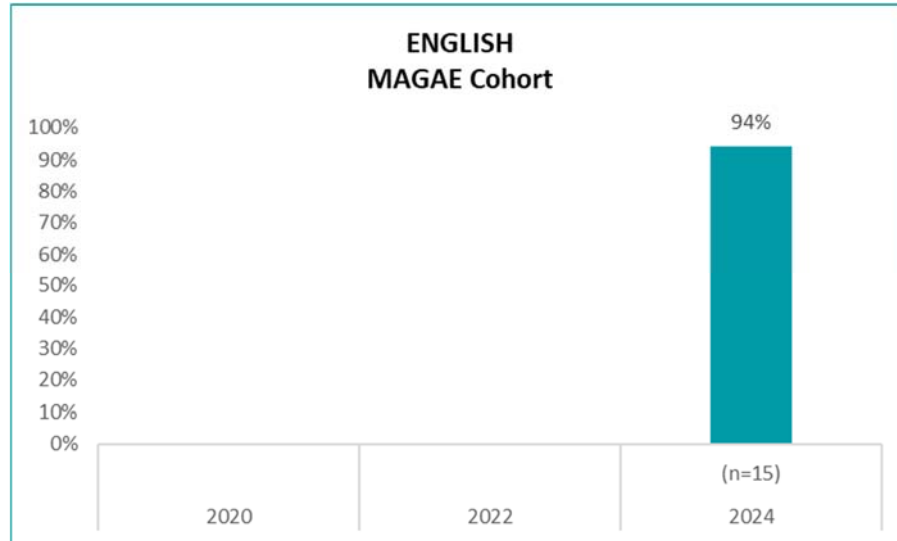


During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 89% on the Mathematics post-test. In comparison, participating MAGAE graduating students achieved an average of 87% in 2020 and 68% in 2022. These results show an increase from the previous year.

GENERAL EDUCATION COMPETENCIES

HUMACAO BRANCH CAMPUS

SPRING ACADEMIC SEMESTER



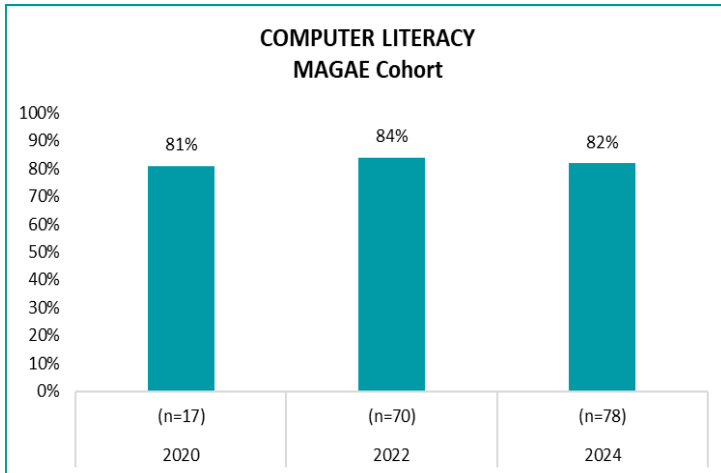
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 94% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP’s Assessment Cycle.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

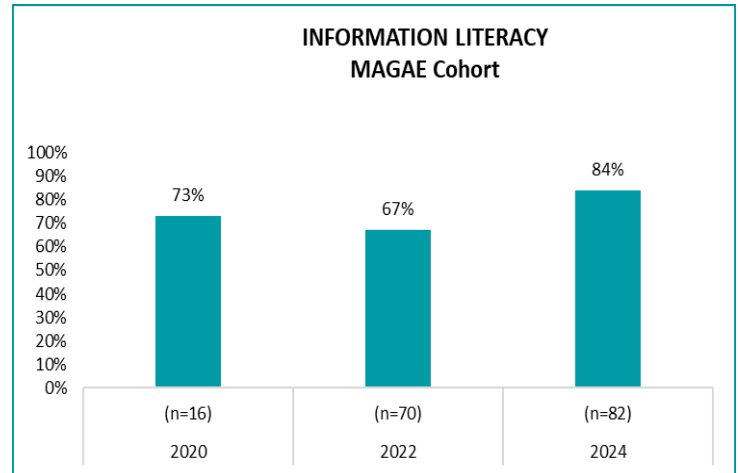
GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

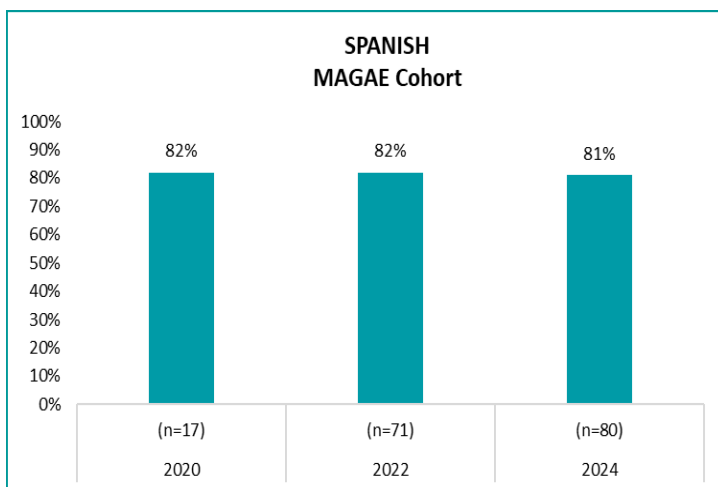
SPRING ACADEMIC SEMESTER



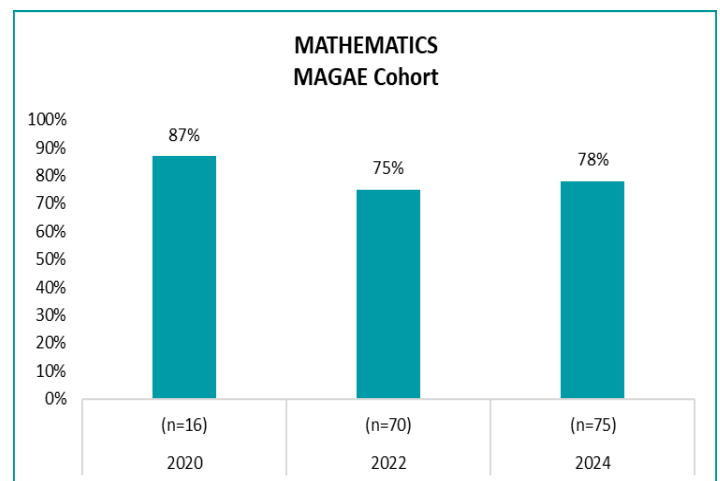
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 82% on the computer literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 81% in 2020 and 84% in 2022. These results show a slight decrease from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 84% on the information literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 73% in 2020 and 67% in 2022. These results show an increase from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 81% on the spanish literacy post-test. The results were the same during both 2020 and 2022. These results show a slight decrease from the previous year.



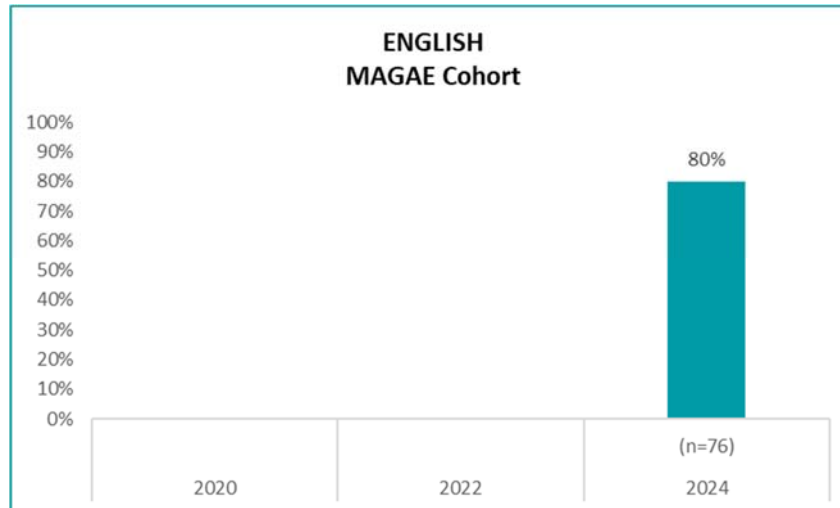
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 78% on the mathematics post-test. In comparison, participating MAGAE graduating students achieved an average of 87% in 2020 and 75% in 2022. These results show an increase from the previous year.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

GENERAL EDUCATION COMPETENCIES

MANATI BRANCH CAMPUS

SPRING ACADEMIC SEMESTER



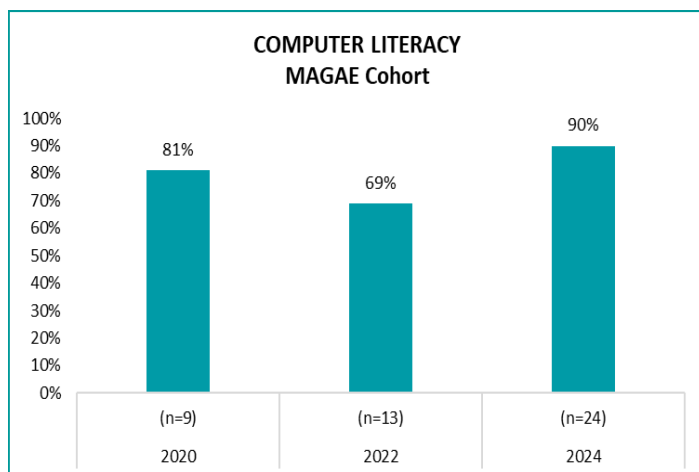
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 80% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

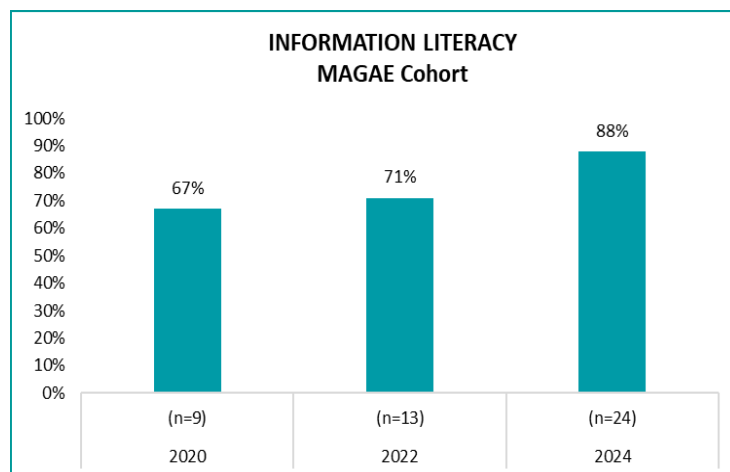
GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

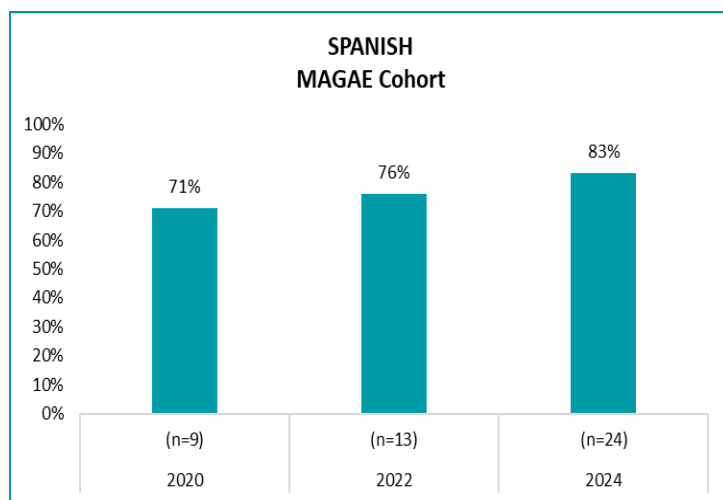
SPRING ACADEMIC SEMESTER



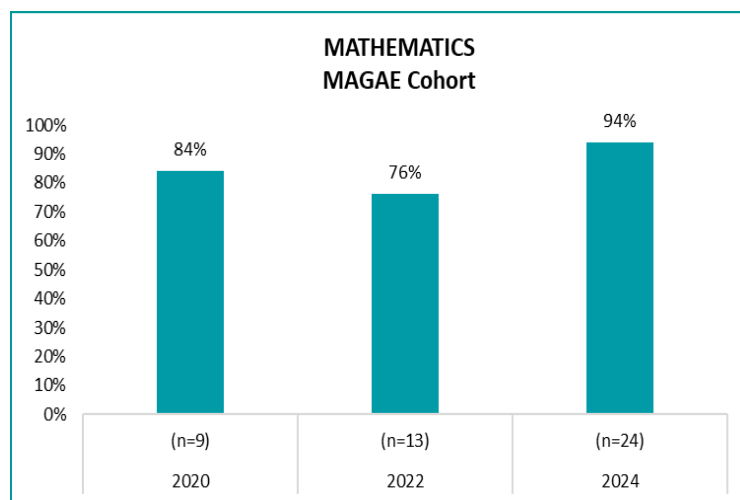
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 90% on the computer literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 81% in 2020 and 69% in 2022. These results show an increase from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 88% on the information literacy post-test. In comparison, participating MAGAE graduating students achieved an average of 67% in 2020 and 71% in 2022. These results show an increase from the previous year.



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 83% on the Spanish post-test. In comparison, participating MAGAE graduating students achieved an average of 71% in 2020 and 76% in 2022. These results show an increase from the previous year.



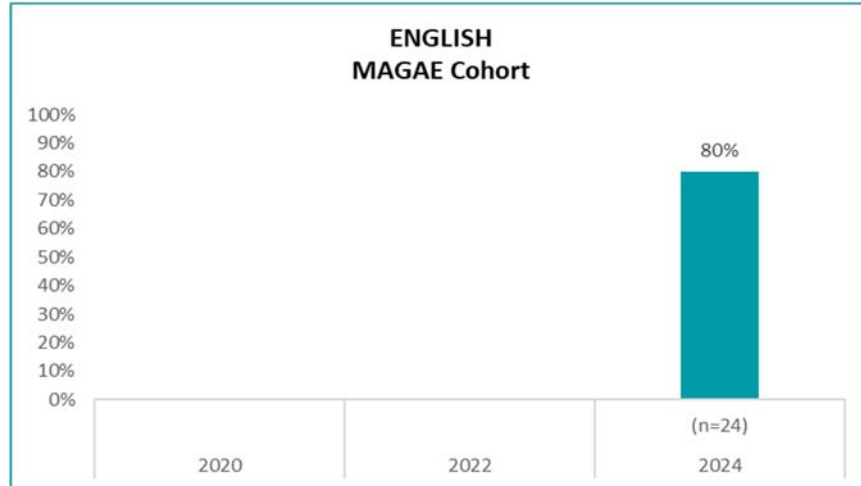
During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 94% on the mathematics post-test. In comparison, participating MAGAE graduating students achieved an average of 84% in 2020 and 76% in 2022. These results show an increase from the previous year.

* Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.

GENERAL EDUCATION COMPETENCIES

VILLALBA BRANCH CAMPUS

SPRING ACADEMIC SEMESTER



During the 2024 spring academic semester, participating MAGAE graduating students achieved an average of 80% on the English post-test. There is no data available for the periods 2020 and 2022 because the test was in the process of being developed. Previously, the test was administered using the College Board Standardized Level 1 ELASH Test. The new test is aligned with EDP's Assessment Cycle.

*** Post-tests are offered every two years to students who have completed ninety percent or more of the courses corresponding to their academic program.**

General Education Core Competencies Post-Test

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. Professional development workshops were offered to faculty, focusing on innovative pedagogical strategies and the use of educational technologies .

CAPSTONE COURSE ASSESSMENT



ACADEMIC PROGRAM ASSESSMENT OUTCOMES

Academic program assessment allows the institution for student follow-up, provides relevant data for the decision making process and 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.



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 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 and decision making, are based on the assessment results. Assessment results are discussed, with Academic Deans, Academic School Directors, specialists and faculty during the annual Assessment of the Assess Day. They are responsible for the decision making through the analysis of the data.

Activities for continuous improvement of program assessment:

- Identification of reference courses to support the evaluation of student learning outcomes.
- Program assessment instrument development and revision.
- Result analysis of the administered assessment instruments.
- Development of an action plan based on analysis of collected data.

EDFP

UNIVERSITY

S A B E R E S P O D E R

OUTCOMES

**SCHOOL OF
ADMINISTRATION**

SCHOOL OF ADMINISTRATION

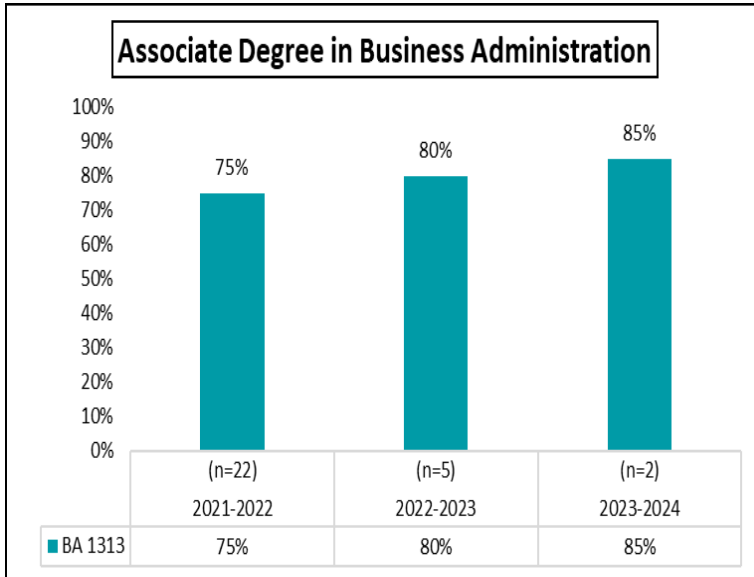
Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Business Administration	BA 1313 Administration Theory		X
	BA 2321 Human Resources		Project

Student Learning Outcomes

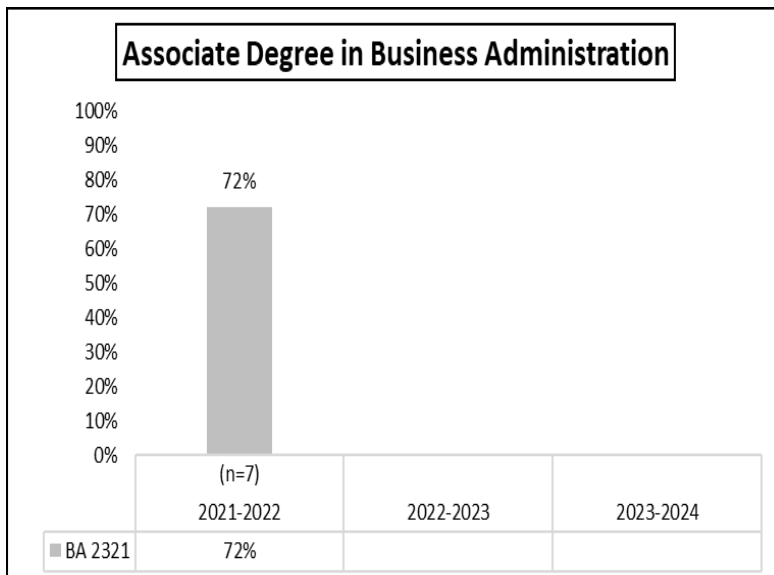
1. Distinguish knowledge, theories and principles related to organizational behavior contributing to improving the effectiveness of organizations as a system.
2. Recognizes management functions and roles a manager plays within an organization.
3. Assess the legal framework applied to business management.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

SCHOOL OF ADMINISTRATION

HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course BA 1313 achieved an average of 85%. In comparison, during the 2021-2022 academic year, students achieved an average of 75%, and an average of 80% during 2022-2023. There is a slight increase in the average score compared to the previous year. Students have consistently been exceeding the 70% standard goal.



During the 2021-2022 academic year, students in the final capstone course BA 2321 achieved an average of 72%. There is no data available for the 2022-2023 and 2023-2024 academic years since there were no students from that program enrolled in the course during those periods.

SCHOOL OF ADMINISTRATION

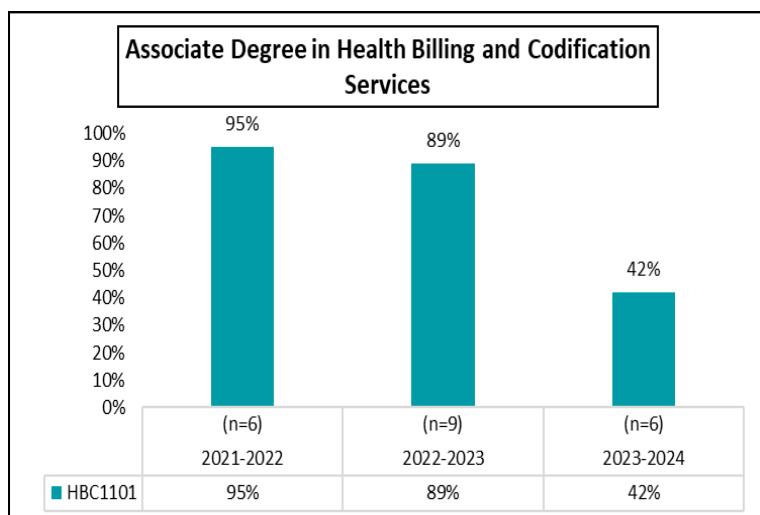
Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Health Billing and Codification Services	HBC 1101 Administrative Procedures for Health Services Providers		X
	HBC 3282 Practice		Practice

Student Learning Outcomes

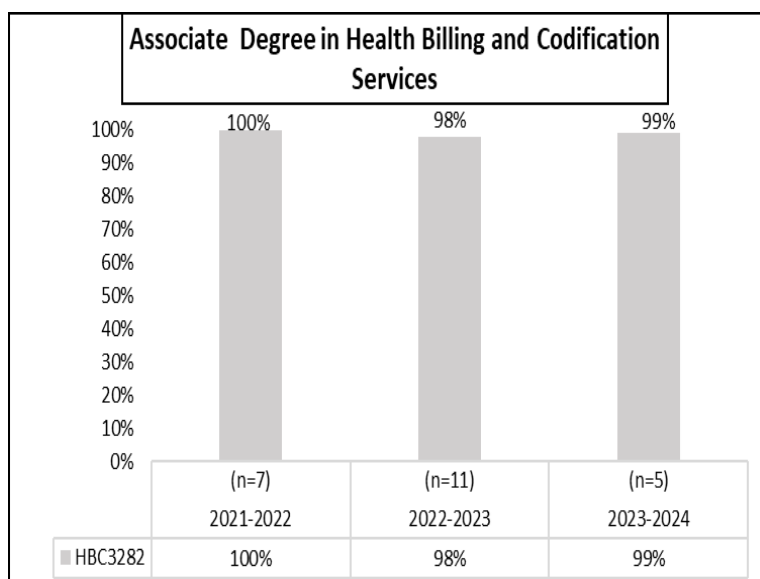
1. Apply the basic rules that regulate the use of medical codification and its terminology using the corresponding resources and sources.
2. Implement the most effective and adequate administrative procedures and practices for the health services office.
3. Apply the cycle for billing and collection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

SCHOOL OF ADMINISTRATION

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in the initial capstone course HBC 1101 achieved an average of 42%. In comparison, during the 2021-2022 academic year, students achieved an average of 95%, and 89% during 2022-2023. There was a decrease compared to the previous year. Students did not meet the established 70% standard goal.



During the 2023-2024 academic year, students in the final capstone course HBC 3282 achieved an average of 99%. In comparison, during the 2021-2022 academic year, students achieved an average of 100%, and 98% during 2022-2023. There is a slight increase compared to the previous year. Students have consistently been exceeding the 70% standard goal.

SCHOOL OF ADMINISTRATION

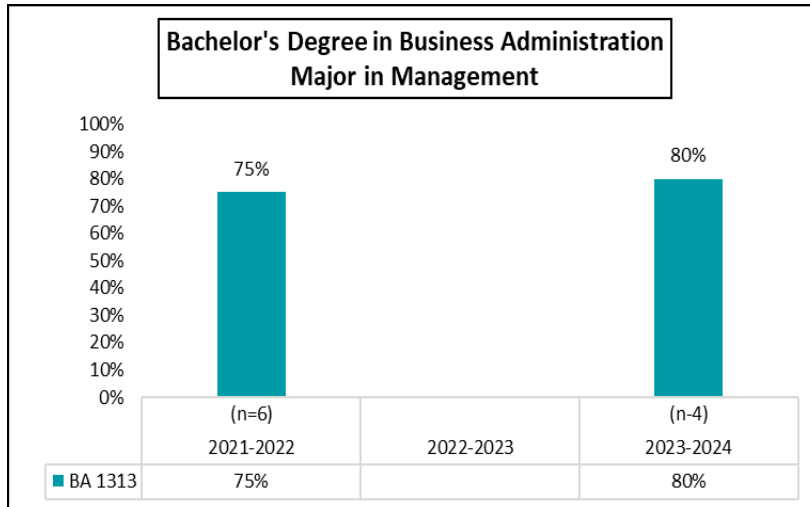
Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Business Administration Major in Management	BA 1313 Administration Theory		X
	BA 2321 Human Resources		Project
	BA 4400 Business Development		Project

Student Learning Outcomes

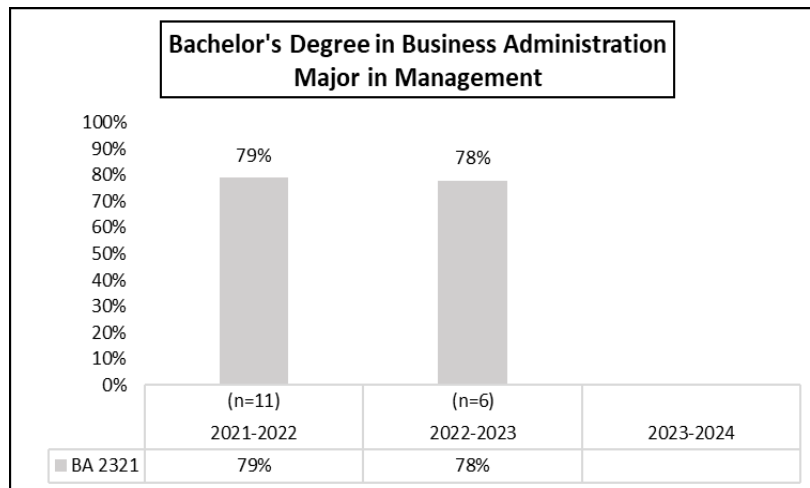
1. Apply organizational behavior knowledge, theories and principles in order to contribute to the continuous improvement and effectiveness of organizations as a system.
2. Apply the functions that a manager performs within the various positions in an organization.
3. Evaluate the legal framework applied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

SCHOOL OF ADMINISTRATION

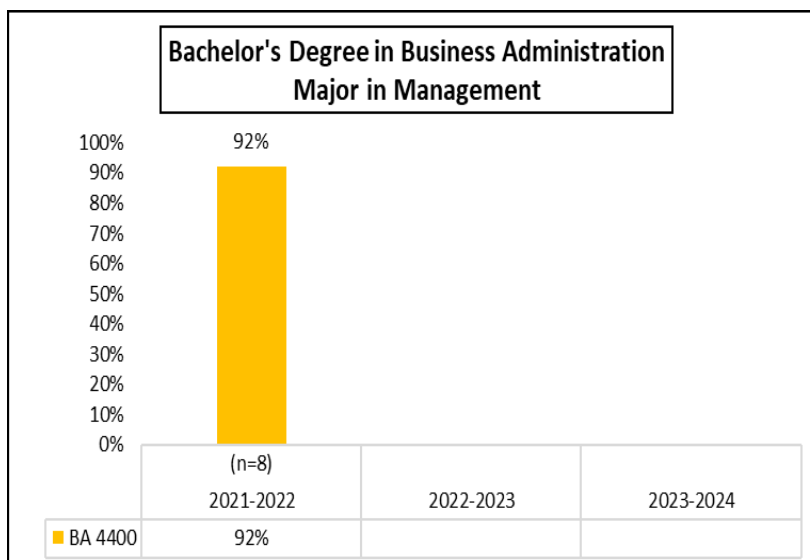
HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course BA 1313 achieved an average of 80%. In comparison, during the 2020-2021 academic year, students obtained an average of 75%. There is no data available for the 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%. This represents a slight decrease in student achievement compared to the previous year. However, students continue to exceed the 70% standard goal. There is no data available for the 2023-2024 academic year since the course was not offered.



During the 2021-2022 academic year, students in the final capstone course BA 4400 achieved an average of 92%. There is no data available for the 2022-2023 and 2023-2024 academic years since the course was not offered.

CLOSING THE LOOP

Assessment Efforts and Decisions

1. The teaching strategies will be reviewed in order to make learning more effective.
2. Offer professional development workshops to faculty to improve pedagogical strategies.

EDFP

UNIVERSITY

S A B E R E S P O D E R

OUTCOMES

SCHOOL OF SCIENCE AND HEALTH

SCHOOL OF SCIENCE AND HEALTH

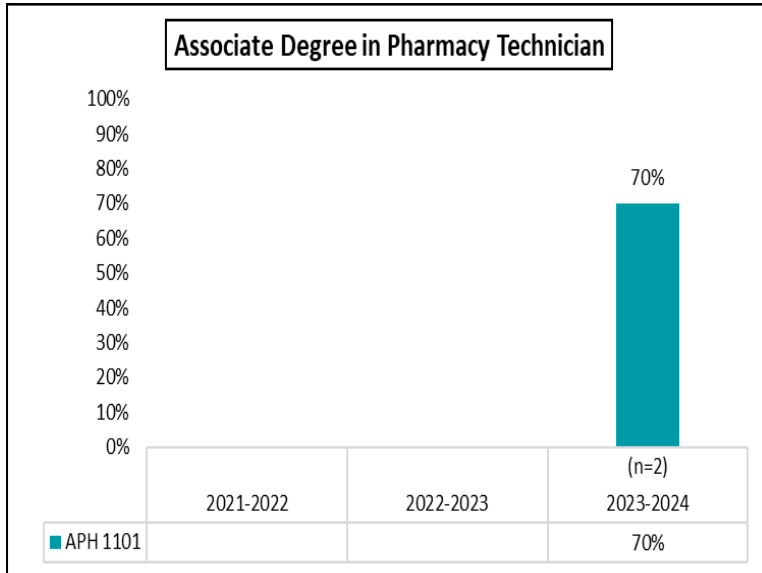
Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Pharmacy Technician	APH 1101 Pharmacy Fundamentals	X	
	APH 3216 Clinical Practice II	X	

Student Learning Outcomes

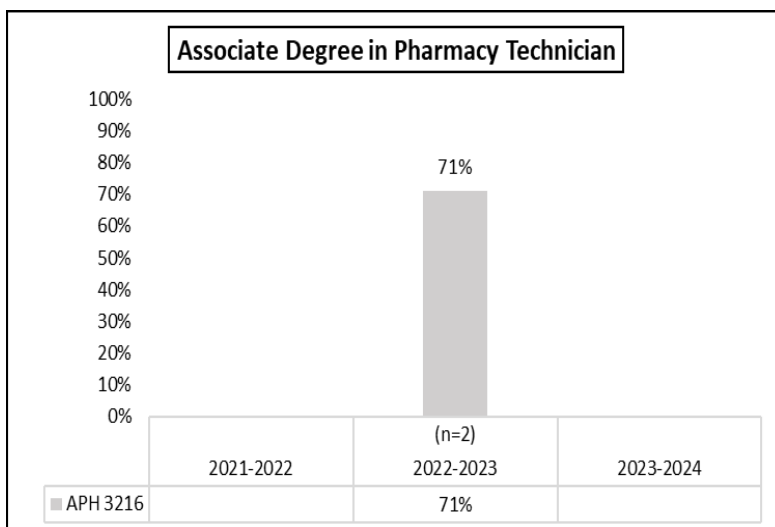
1. Process and dispense a prescription either manually or through technological means, under the supervision of a licensed pharmacist.
2. Prepare magisterial compositions and reconstitution of products.
3. Manage specialized software used in the prescription area.
4. Perform pharmaceutical dosage calculations.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

SCHOOL OF SCIENCE AND HEALTH

HATO REY CAMPUS



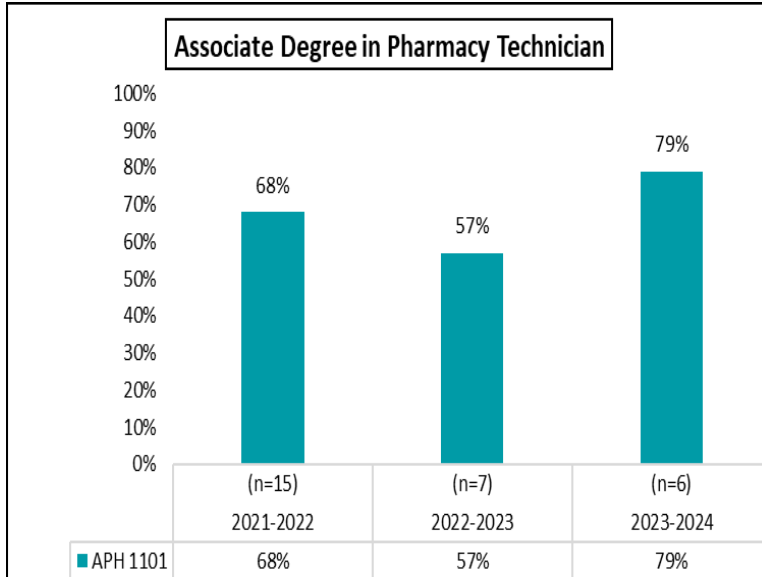
During the 2023-2024 academic year, students in the initial capstone course APH 1101 achieved an average of 70%. Results show that students met the 70% standard goal during the 2023-2024 academic year. There were no new students enrolled in the program during the 2021-2022 and 2022-2023 academic years.



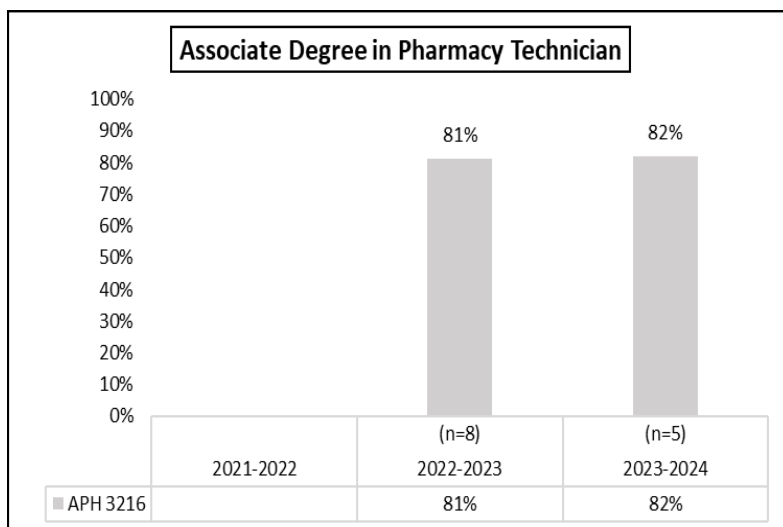
During the 2022-2023 academic year, students in the final capstone course APH 3216 achieved an average of 71%. Results show that students met the 70% standard goal during the 2022-2023 academic year. There is no data available for the 2023-2024 academic year since the course was not offered.

SCHOOL OF SCIENCE AND HEALTH

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in the initial capstone course APH 1101 achieved an average of 79%. During the 2021-2022 academic year, students achieved an average of 68%, and 57% in 2022-2023. There is an increase in student achievement compared to the previous year. Results show that students were able to exceed the 70% standard goal during the last year.



During the 2023-2024 academic year, students in the final capstone course APH 3216 achieved an average of 82 %. Results show that students met the 70% standard goal for the 2023-2024 academic year. In 2022-2023, students achieved an average of 81%.

SCHOOL OF SCIENCE AND HEALTH

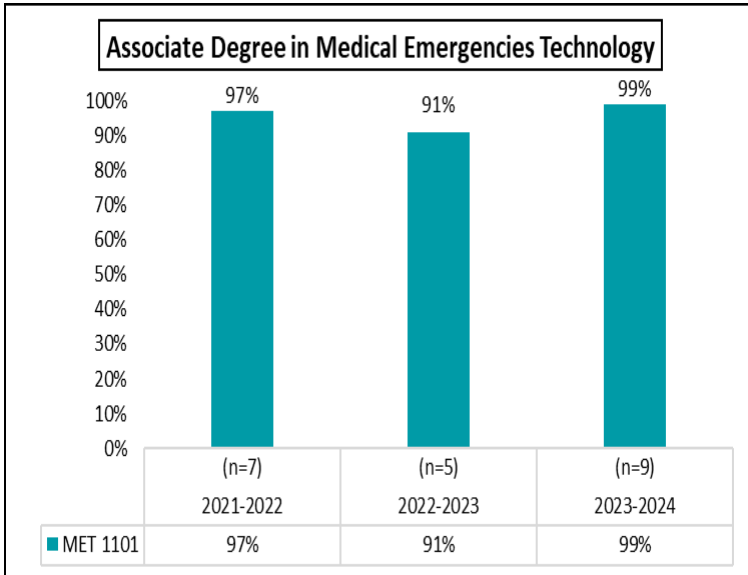
Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Medical Emergencies Technology	MET 1101 Fundamentals of Medical		X
	MET 3213 Medical Emergencies Practice		Practice

Student Learning Outcomes

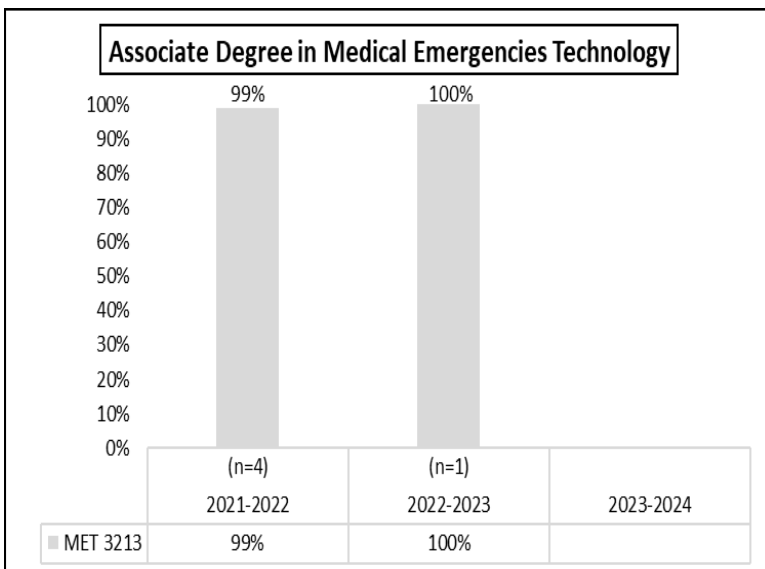
1. Identify, categorize and evaluate medical emergencies.
2. Take vital signs and provide first aid support.
3. Communicate the specifics of the emergency at hand via telephone or emergency frequency equipment.
4. Apply techniques of extrication and rescue for trapped victims.
5. Apply techniques and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

SCHOOL OF HEALTH

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in the initial capstone course, MET 1101, achieved an average score of 99%. In the 2021-2022 academic year, students achieved an average score of 97%, and in 2022-2023, they achieved an average score of 91%. This shows an increase in student achievement compared to the previous year.



During the 2022-2023 academic year, students in the final capstone course, MET 3213, achieved an average score of 100%. In the 2021-2022 academic year, they achieved an average score of 99%. Students exceeded the 70% benchmark goal in both academic years. There is no data available for the 2023-2024 academic year, as the course was not offered.

SCHOOL OF SCIENCE AND HEALTH

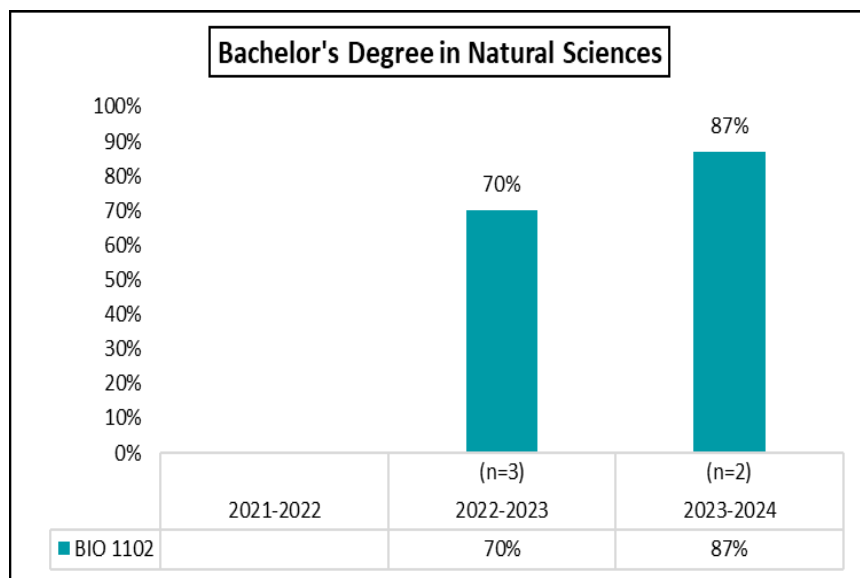
Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Natural Sciences	BIO 1102 Introduction to Biology II	X	
	BNS 3001 Research Methodology		X
	BNS 4002 Research Seminar II		X

Student Learning Outcomes

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

SCHOOL OF SCIENCE AND HEALTH

HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course, BIO 1102, achieved an average score of 87%. In comparison, during the 2022-2023 academic year, students achieved an average score of 70%. Students are meeting the 70% standard goal. There is no data available for the 2021-2022 academic year, as the course was not offered during that period. No data was collected from the other screening courses in the program, as those courses were not offered during that academic period.

CLOSING THE LOOP

Assessment Decisions

1. The teaching strategies will be reviewed in order to make learning more effective.
2. Offer professional development workshops to faculty to improve pedagogical strategies.
3. The assessment instruments for the Bachelor's Program in Health Sciences in Speech and Language Therapy were reviewed (February 2024). The assessment process for this program will begin in August 2024.

EDFP

UNIVERSITY

S A B E R E S P O D E R

OUTCOMES

SCHOOL OF TECHNOLOGY

SCHOOL OF TECHNOLOGY

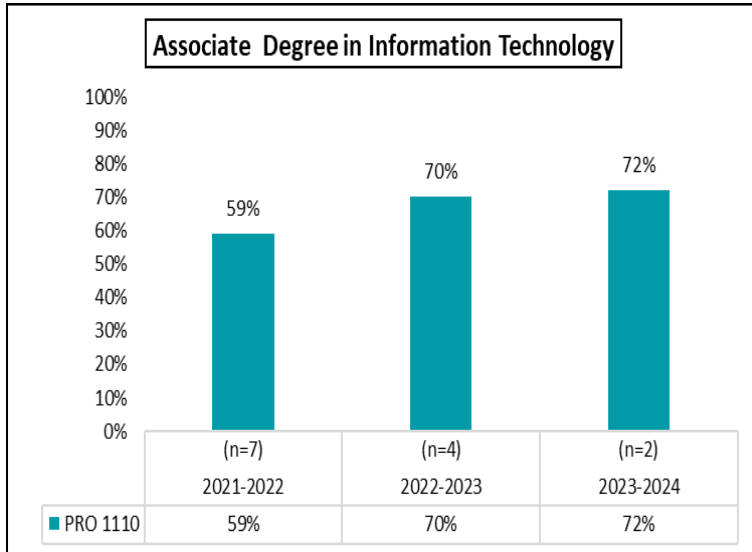
Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Information Technology	PRO 1110 Computers and Information Systems	X	
	SIC 2400 Databases		Project

Student Learning Outcomes

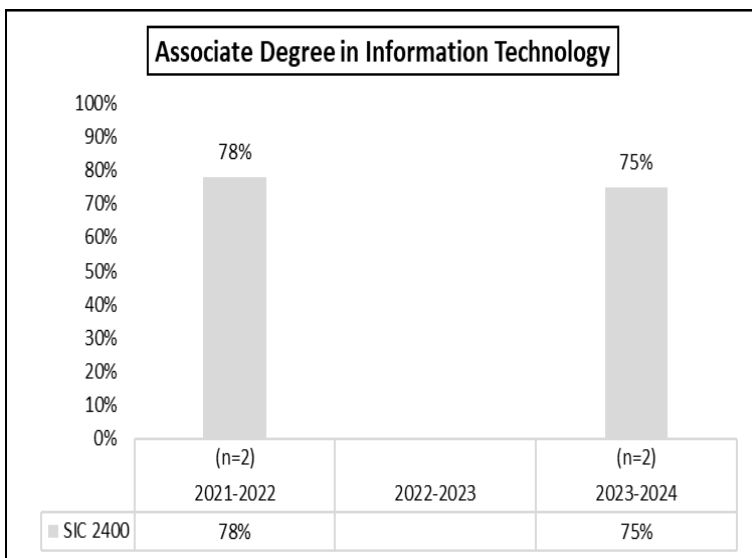
1. Update information systems with solutions and changes using new technologies on the market.
2. Create and update documents with productivity programs
3. Design applications for mobile devices that adapt to the needs of the computing, entertainment and educational industries
4. Design and develop animations 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



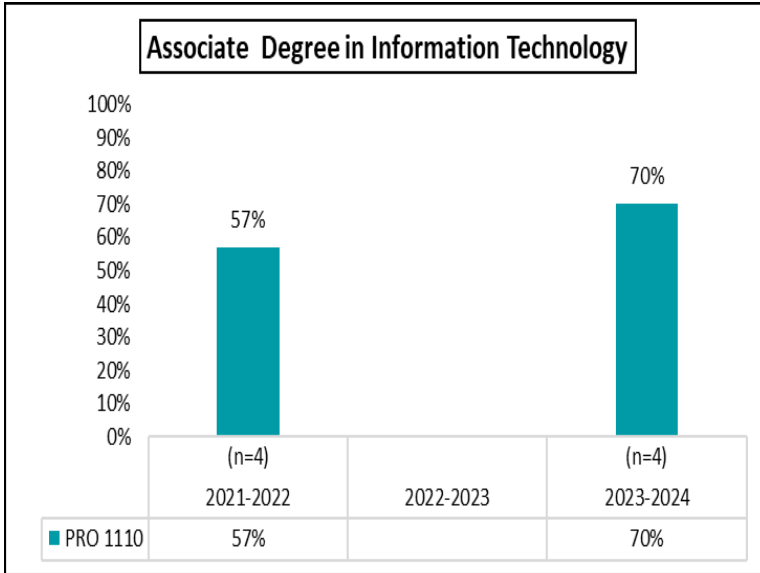
During the 2023-2024 academic year, students in the initial capstone course, PRO 1110, achieved an average score of 72%. In the 2021-2022 academic year, students achieved an average score of 59%, and in 2022-2023, they achieved an average score of 70%. There was an increase in student achievement, and students met the 70% standard goal.



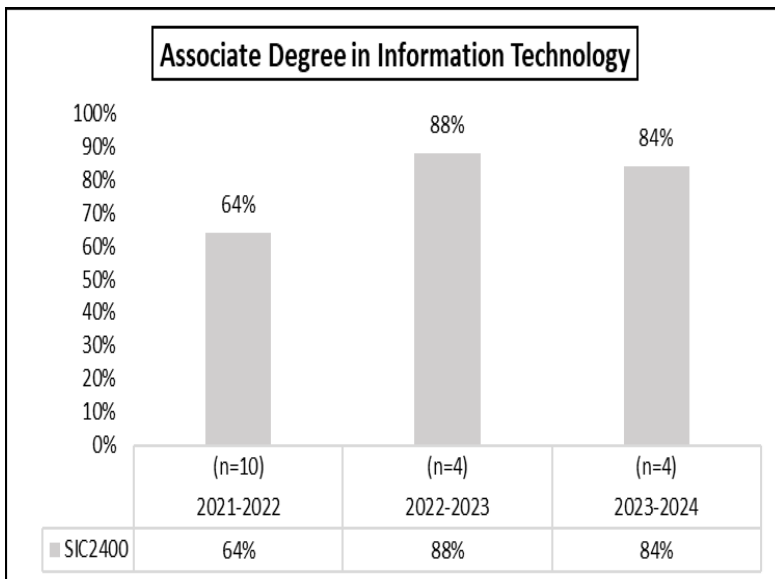
During the 2023-2024 academic year, students in the final capstone course, SIC 2400, achieved an average score of 75%. In comparison, during the 2021-2022 academic year, students achieved an average score of 78%. There was a decrease in student achievement compared to 2021-2022. Students exceeded the 70% standard goal. No data was collected during the 2022-2023 academic year, as the course was not offered.

SCHOOL OF TECHNOLOGY

SAN SEBASTIAN CAMPUS



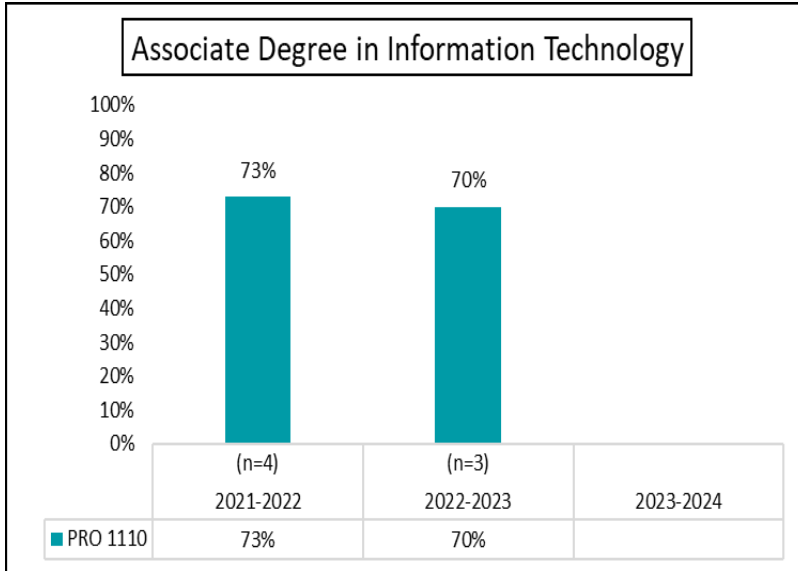
During the 2023-2024 academic year, students in the initial capstone course, PRO 1110, achieved an average score of 70%. In the 2021-2022 academic year, students achieved an average score of 57%. There was an increase in the average score, and students met the 70% standard goal.



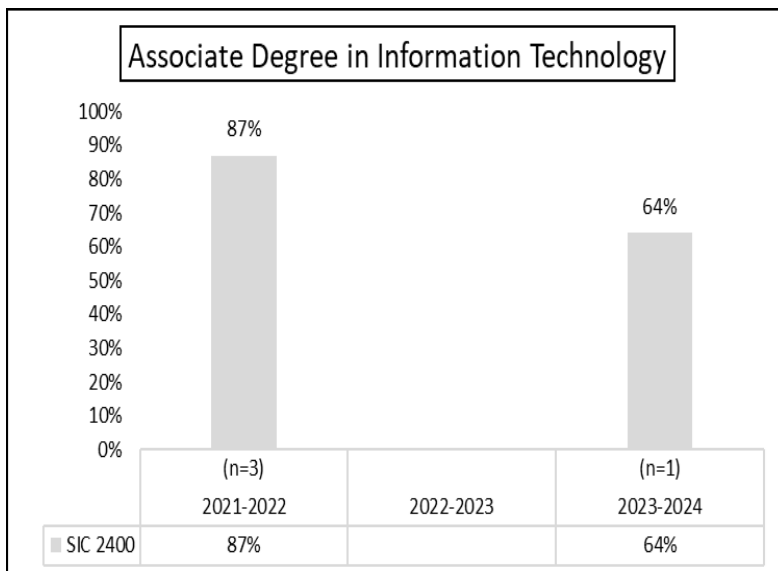
During the 2023-2024 academic year, students in the final capstone course, SIC 2400, achieved an average score of 84%. In the 2022-2023 academic year, students achieved an average score of 88%. This shows a decrease in the average score compared to the previous year. Results show that students exceeded the 70% standard goal.

SCHOOL OF TECHNOLOGY

HUMACAO BRANCH CAMPUS



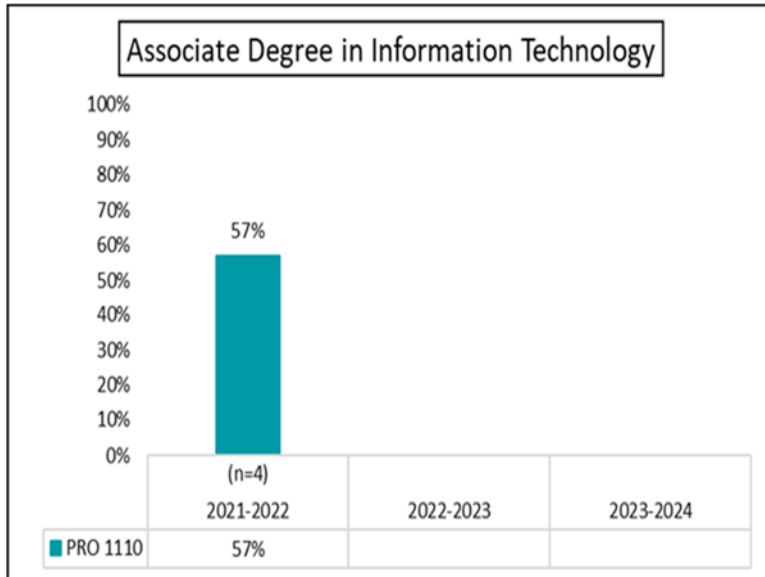
During the 2022-2023 academic year, students in the initial capstone course, PRO 1110, achieved an average score of 70%. During the 2021-2022 academic year, students achieved an average score of 73%. Although there was a decrease in the average score compared to the previous year, students met the 70% standard goal during 2022-2023. There is no data available for the 2023-2024 academic year, as the course was not offered.



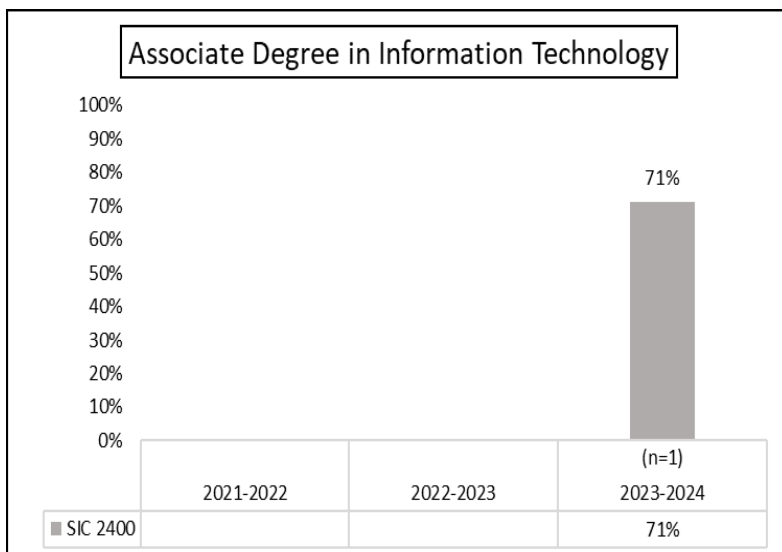
During the 2023-2024 academic year, students in the final capstone course, SIC 2400, achieved an average score of 64%. During the 2021-2022 academic year, students achieved an average score of 87%. This shows a decrease in student achievement compared to the 2021-2022. Students did not meet the established 70% benchmark goal. There is no data available for the 2022-2023 academic year, as the course was not offered.

SCHOOL OF TECHNOLOGY

MANATI BRANCH CAMPUS



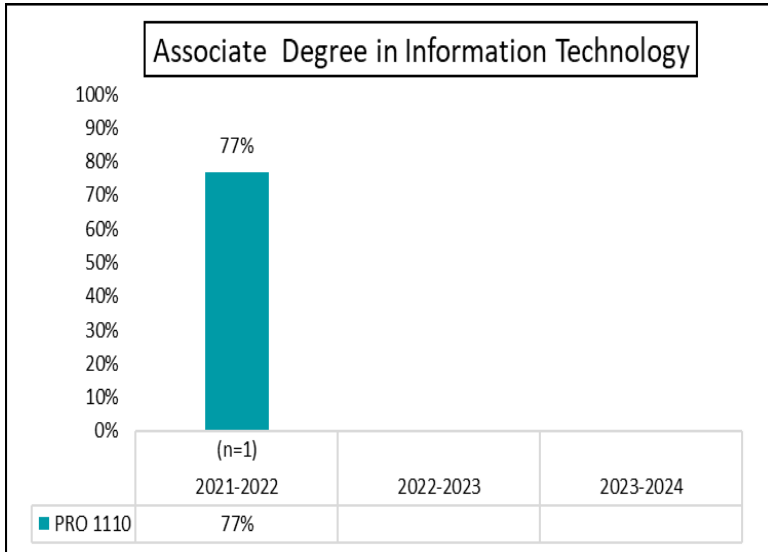
During the 2021-2022 academic year, students in the initial capstone course, PRO 1110, achieved an average score of 57%. Students did not meet the 70% standard goal. There is no data available for the 2022-2023 and 2023-2024 academic years, as the course was not offered.



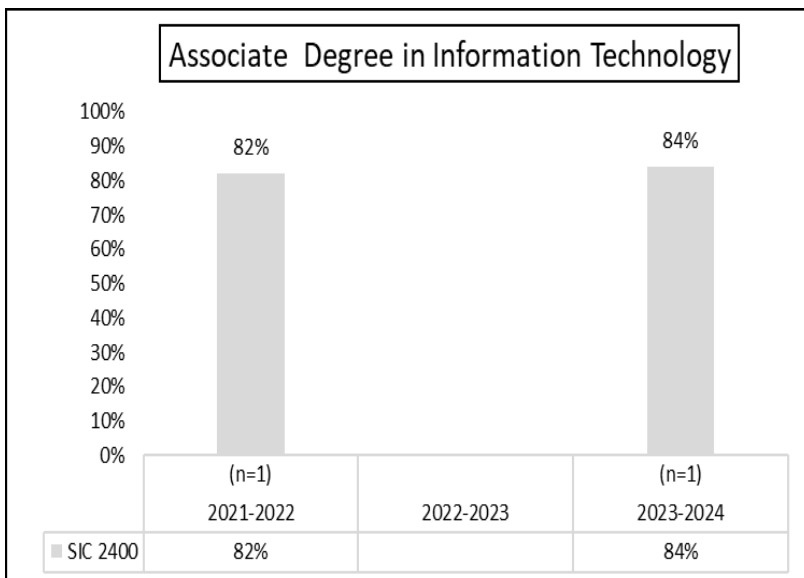
During the 2023-2024 academic year, one student in the capstone course, SIC 2400, achieved an average score of 71%. The result shows that students are meeting the established standard goal of 70%. There is no data available for the 2020-2021 and 2022-2023 academic years, as the course was not offered.

SCHOOL OF TECHNOLOGY

VILLALBA BRANCH CAMPUS



During the 2021-2022 academic year, students in the final capstone course, PRO 1110, achieved an average score of 77%. This shows that students met the 70% standard goal. There is no data available for the 2022-2023 and 2023-2024 academic years, as the course was not offered.



During the 2023-2024 academic year, students in the final capstone course, SIC 2400, achieved an average score of 84%. This shows that students have met the 70% standard goal. There is no data available for the 2022-2023 academic year, as the course was not offered.

SCHOOL OF TECHNOLOGY

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

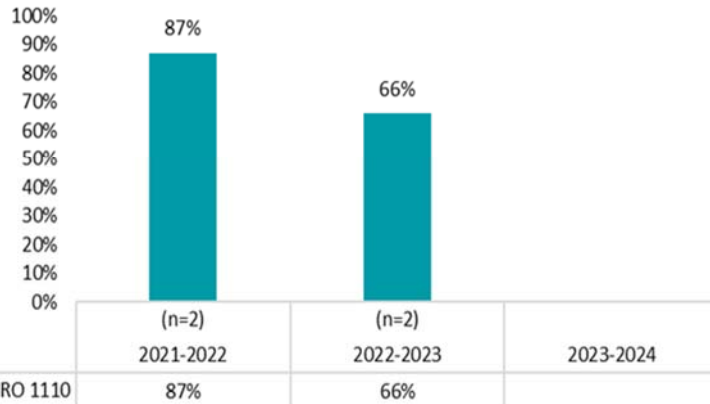
Student Learning Outcomes

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

SCHOOL OF TECHNOLOGY

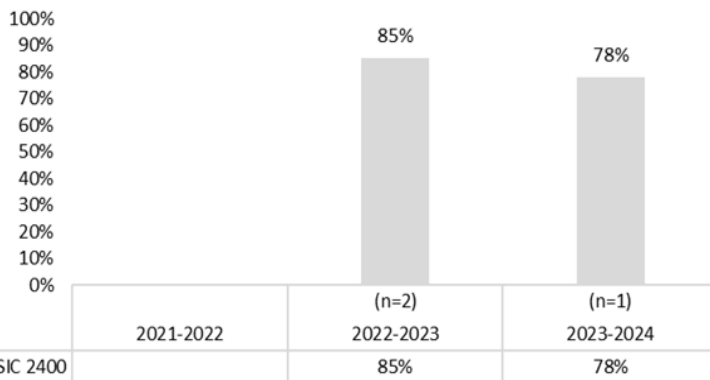
HATO REY CAMPUS

**Bachelor's Degree in Information Technology Science
Major in Networks**



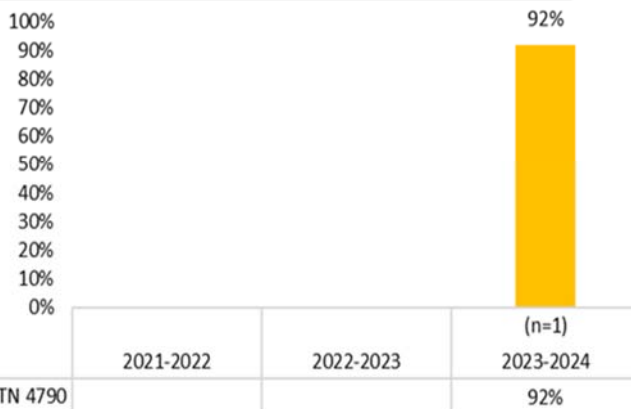
During the 2022-2023 academic year, students in the initial capstone course, PRO 1110, achieved an average score of 66%. During the 2021-2022 academic year, students achieved an average score of 87%. This shows a decrease in student achievement compared to 2021-2022. Additionally, students did not meet the 70% standard goal. There is no data available for the 2023-2024 academic year, as the course was not offered.

**Bachelor's Degree in Information Technology Science
Major in Networks**



During the 2023-2024 academic year, one student in the intermediate capstone course, SIC 2400, achieved an average score of 78%. During the 2022-2023 academic year, students achieved an average score of 85%. This shows a decrease in student achievement compared to the previous year. However, students met the 70% standard goal.

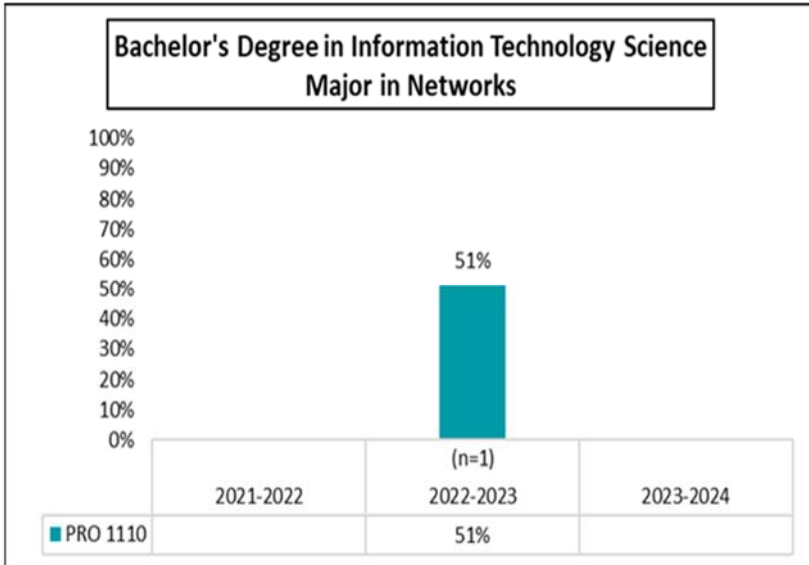
**Bachelor's Degree in Information Technology Science
Major in Networks**



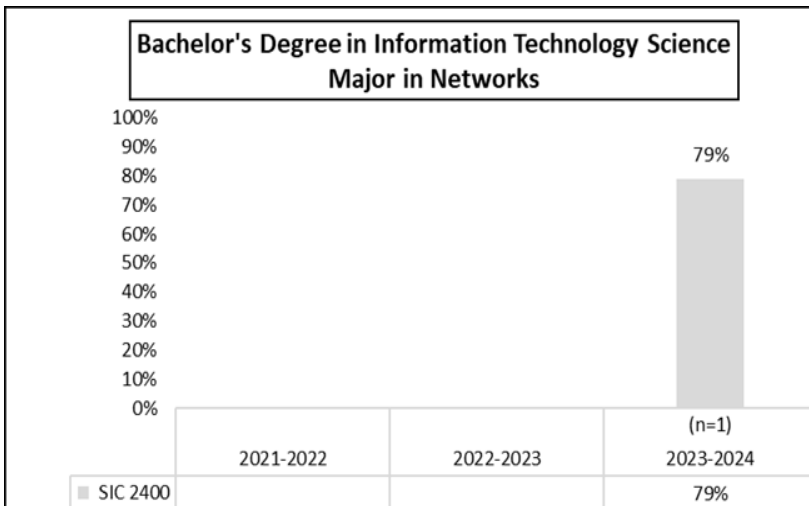
During the 2023-2024 academic year, one student in the final capstone course, ITN 4780/4790, achieved an average score of 92%. The student met the 70% goal. There is no data available for the 2021-2022 and 2022-2023 academic years, as the course was not offered.

SCHOOL OF TECHNOLOGY

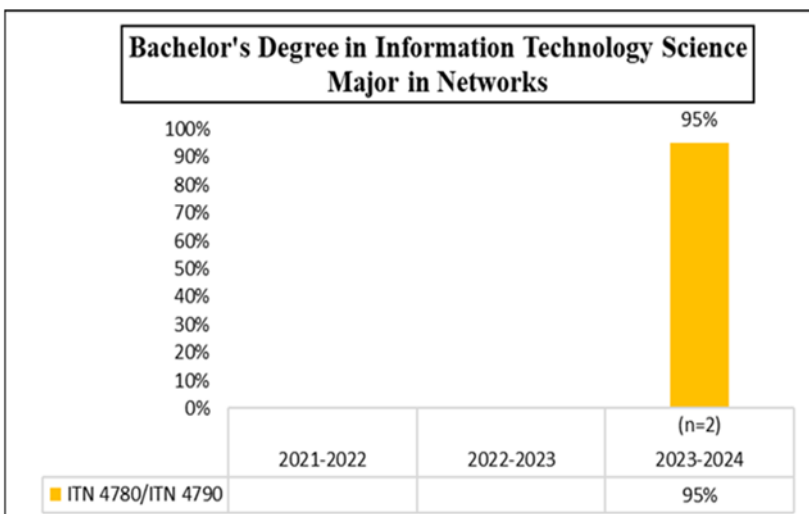
SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course, PRO 1110, achieved an average score of 51%. Students did not meet the 70% standard goal. There is no data available for 2023-2024 academic year, as the course was not offered.



During the 2023-2024 academic year, students in the intermediate capstone course, SIC 2400, achieved an average score of 79%. Students met the 70% standard goal. There is no data available for the 2021-2022 and 2022-2023 academic years, as the course was not offered.



During the 2023-2024 academic year, students in the final capstone course, ITN 4780/4790, achieved an average score of 95%. Students met the 70% standard goal. There is no data available for the 2021-2022 and 2022-2023 academic years, as the course was not offered.

SCHOOL OF TECHNOLOGY

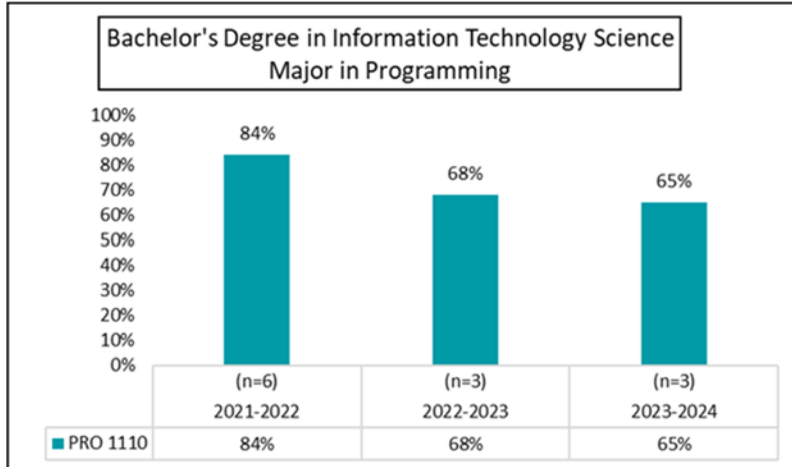
Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Information Technology Science Major in Programming	PRO 1110 Computers and Information Systems	X	
	SIC 2400 Databases		Project
	ITP 4780/ ITP 4790 Project/Practicum		Project/ Practicum

Student Learning Outcomes

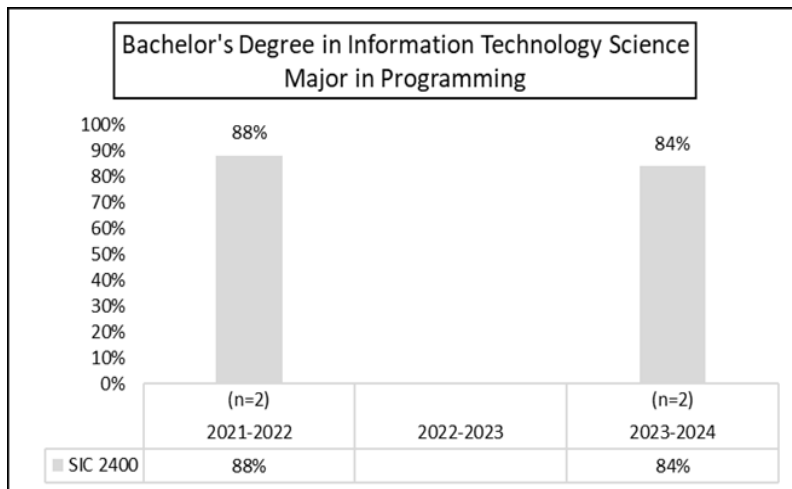
1. Identify needs and requirements for the design and use of programming languages to solve situations including math and programming solutions expressed by algorithms and the use of syntax.
2. Identify and solve Hardware and Software technical problems as well as in computer networks, so that possible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

SCHOOL OF TECHNOLOGY

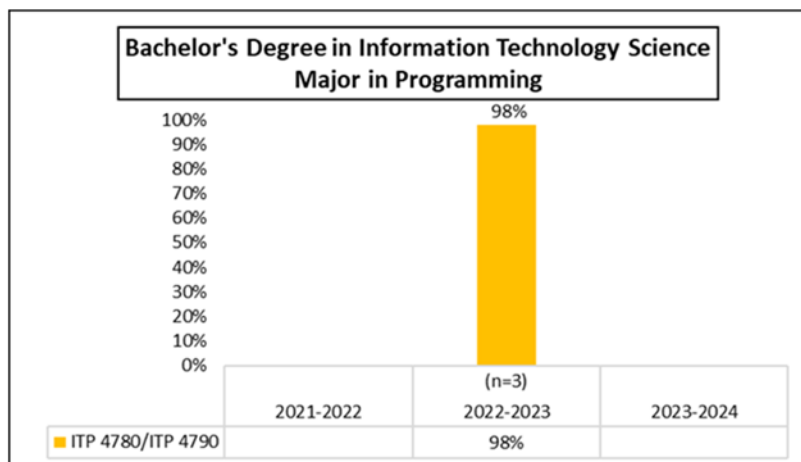
HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course, PRO 1110, achieved an average score of 65%. During the 2021-2022 academic year, students achieved an average score of 84%, and in 2022-2023, they achieved an average score of 68%. Results show a decrease in student achievement compared to the previous year, and students did not meet the 70% standard goal.



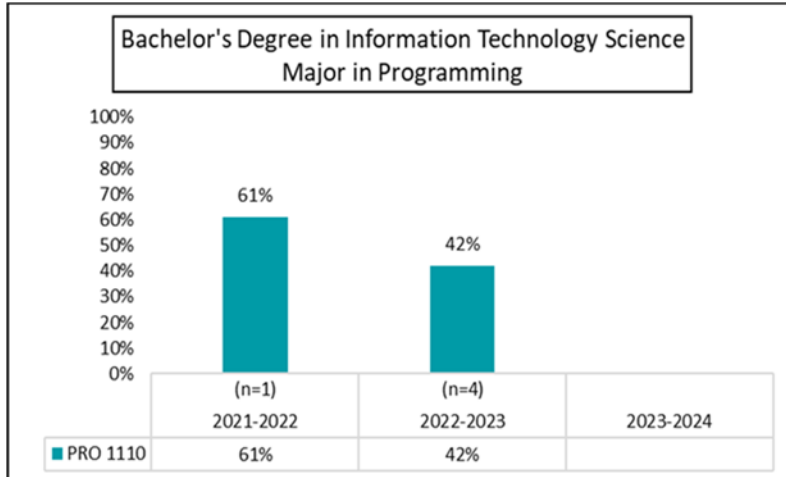
During the 2023-2024 academic year, students in the intermediate capstone course, SIC 2400, achieved an average score of 84%. During the 2021-2022 academic year, students achieved an average score of 88%. Students met the 70% standard goal. No data was collected during the 2022-2023 academic year, as the course was not offered.



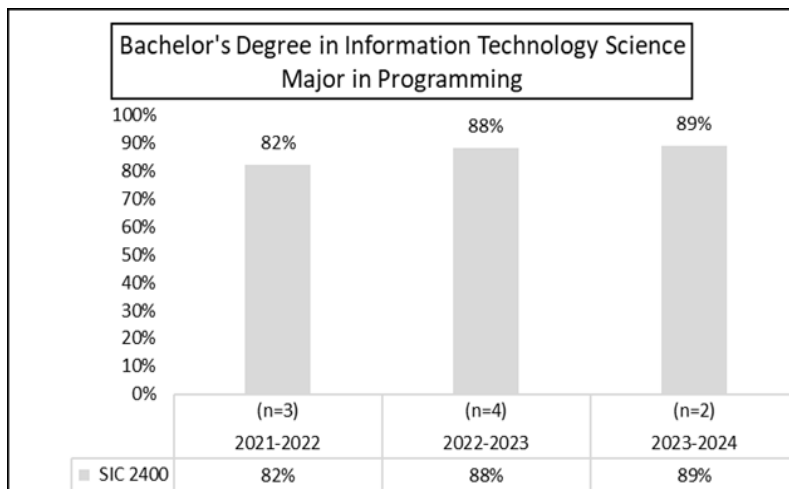
During the 2022-2023 academic year, students in the final capstone course, ITP 4780/ITP 4790, achieved an average score of 98%. Students met the 70% standard goal. No data was collected during the 2021-2022 and 2023-2024 academic years, as the course was not offered.

SCHOOL OF TECHNOLOGY

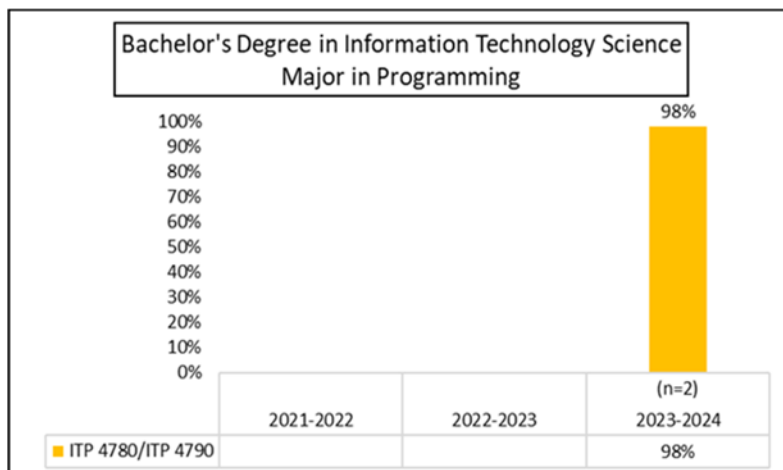
SAN SEBASTIAN CAMPUS



During the 2022-2023 academic year, students in the initial capstone course, PRO 1110, achieved an average score of 42%. During the 2021-2022 academic year, one student achieved an average score of 61%. Results show a decrease in student achievement compared to the previous year. Students did not meet the 70% standard goal. No data was collected during the 2023-2024 academic year, as the course was not offered.



During the 2023-2024 academic year, students in the intermediate capstone course, SIC 2400, achieved an average score of 89%. During the 2022-2023 academic year, students achieved an average score of 88%. Students exceeded the 70% standard goal in both academic years.



During the 2023-2024 academic year, students in the final capstone course, ITP 4780/ITP 4790, achieved an average score of 98%. This shows that students exceeded the 70% standard goal. No data were collected during the 2021-2022 and 2022-2023 academic years, as the course was not offered.

CLOSING THE LOOP

Assessment Decisions

1. Offer professional development workshops to faculty to improve pedagogical strategies and the use of educational technologies.
2. New laboratory equipment was acquired to help students to develop and improve their skills and competencies.

EDFP

UNIVERSITY

S A B E R E S P O D E R

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 implemented 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 are periodically reviewed to ensure 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

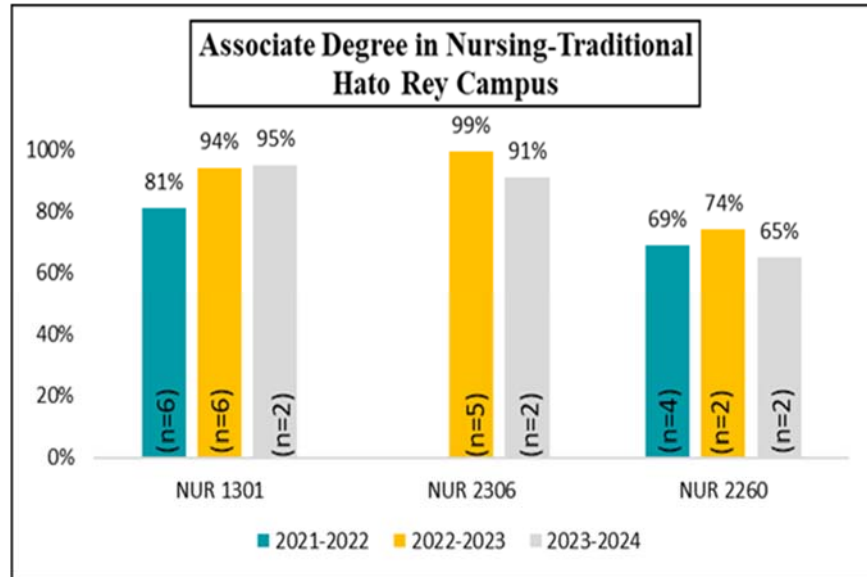
Programs	Capstones Courses	Instruments	
		Test	Rubric
Associate Degree in Nursing	NUR 1301 Fundamentals of Nursing Practice		X
	NUR 2306 Child and Adolescent Care Clinical Practice		X
	NUR 2260 Nursing Integration Seminar	X	

Student Learning Outcomes

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

SCHOOL OF NURSING

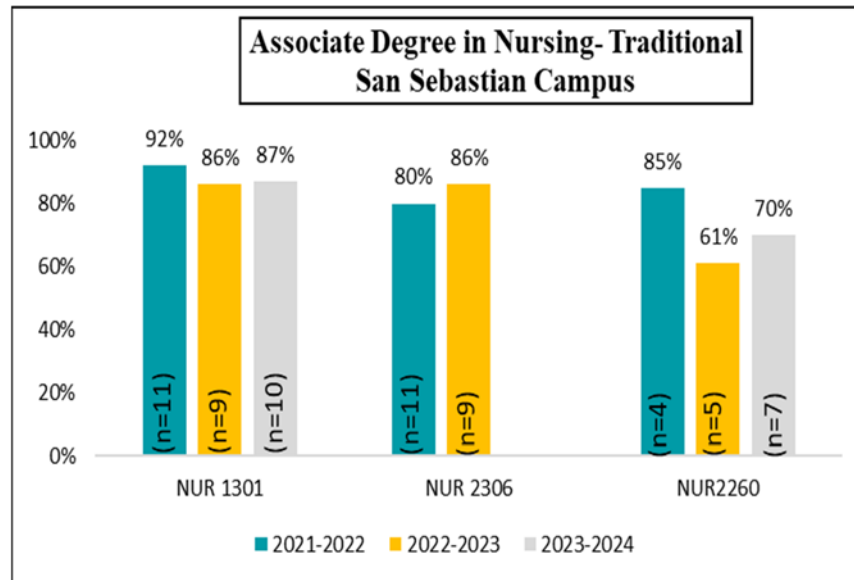
HATO REY CAMPUS



For the 2023-2024 academic year, students achieved the established benchmark goal of 85% in the courses NUR 1301 and NUR 2306. However, in the course NUR 2260, students achieved an average score of 65%, not meeting the established goal of 80% for that course.

SCHOOL OF NURSING

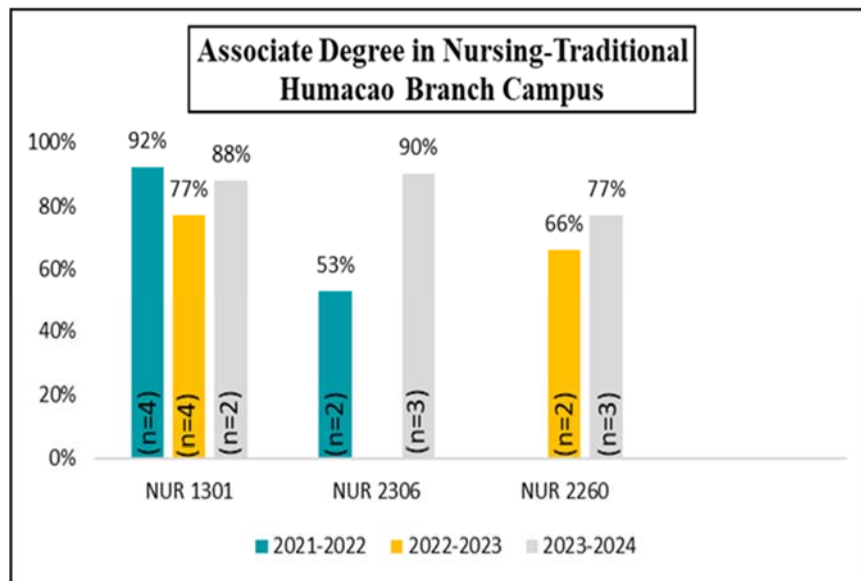
SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students achieved an average score of 87% in the capstone course NUR 1301, meeting the established benchmark goal of 85%. However, they obtained an average score of 70% in NUR 2260, so the established goal for that course was not met. The course NUR 2306 was not offered during the 2023-2024 academic year.

SCHOOL OF NURSING

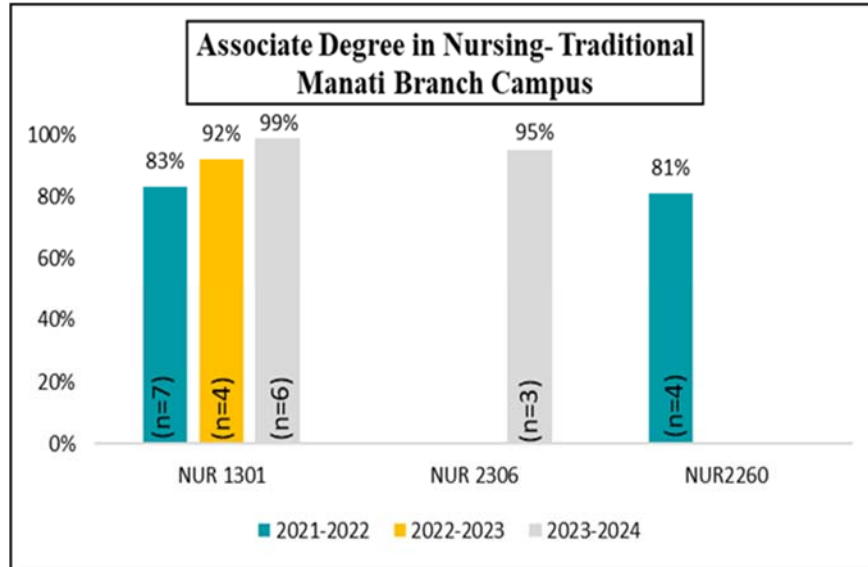
HUMACAO BRANCH CAMPUS



For the 2023-2024 academic year, students achieved the established standard goal of 85% in the courses NUR 1301 and NUR 2306. However, in the course NUR 2260, students achieved an average score of 77%, not meeting the established goal of 80% for that course. No data was collected for courses NUR 2306 in 2022-2023 and NUR 2260 in 2021-2022, as the course was not offered.

SCHOOL OF NURSING

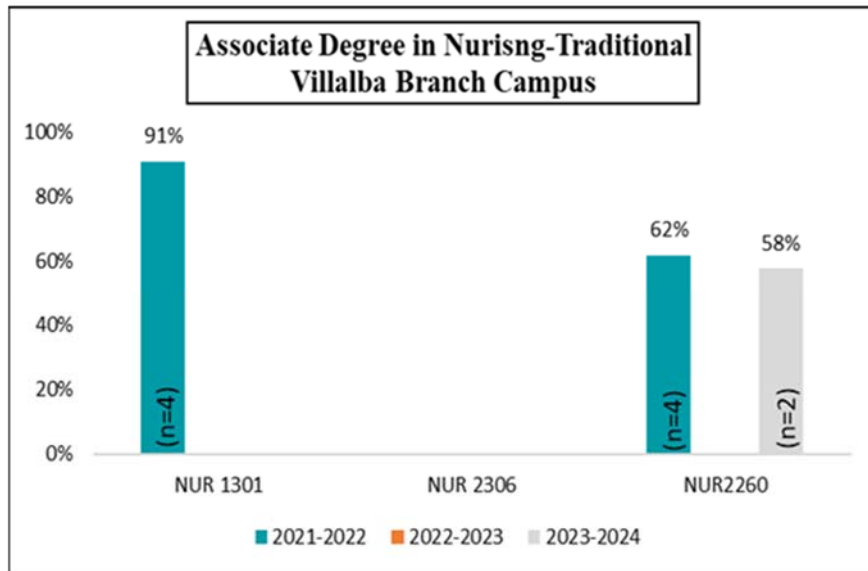
MANATI BRANCH CAMPUS



During the 2023-2024 academic year, students achieved an average score of 99% in the capstone course NUR 1301 and 95% in NUR 2306. Students met the established goal of 85% for these courses. The course NUR 2260 was not offered during the 2023-2024 academic year.

SCHOOL OF NURSING

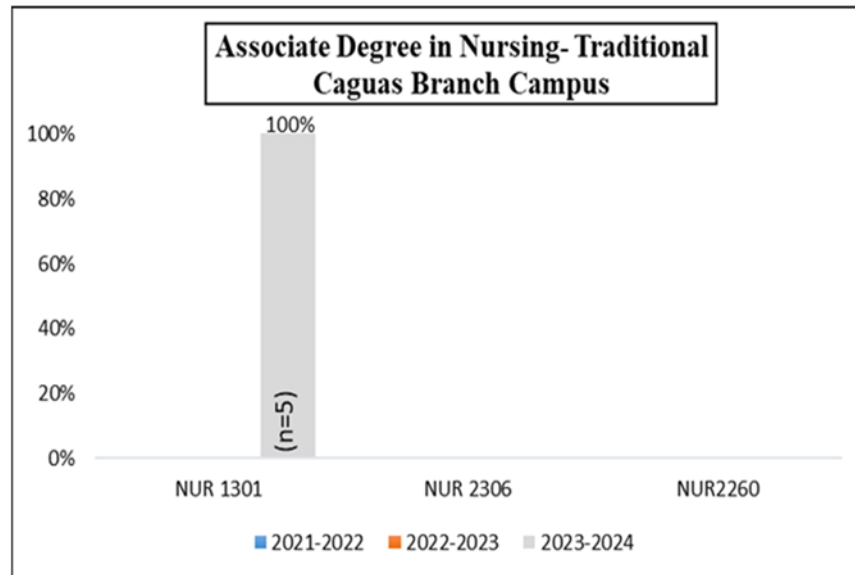
VILLALBA BRANCH CAMPUS



During the 2023-2024 academic year, students achieved an average score of 58% in the capstone course NUR 2260; therefore, the established goal for the course was not met. The courses NUR 1301 and NUR 2306 were not offered during the 2023-2024 academic year.

SCHOOL OF NURSING

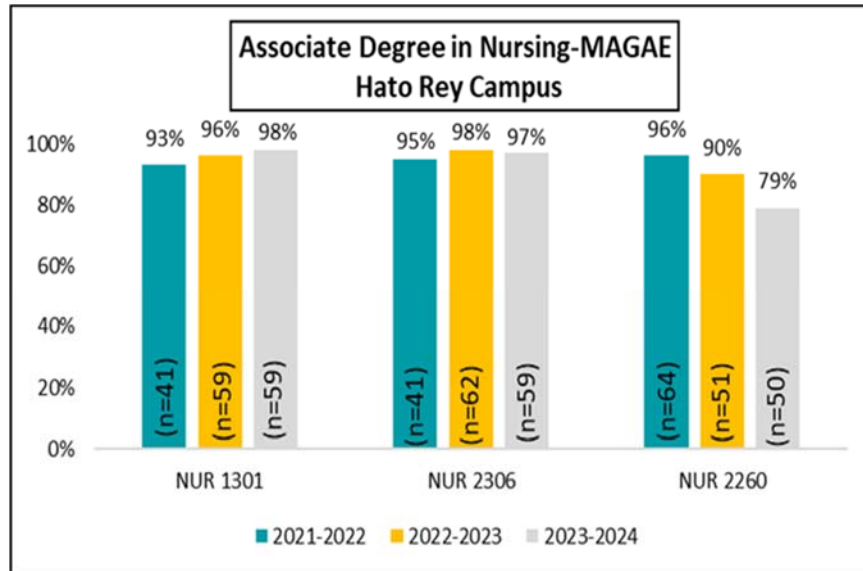
CAGUAS BRANCH CAMPUS



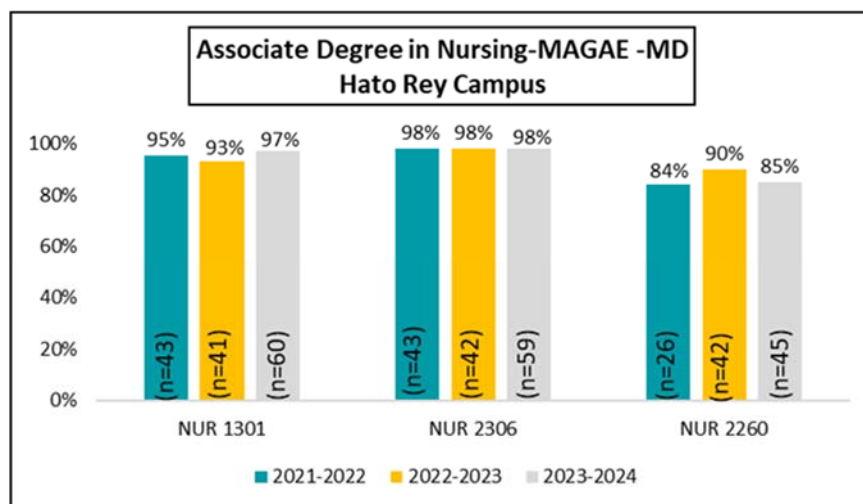
During the 2023-2024 academic year, students achieved an average score of 100% in the capstone course, NUR 1301, meeting the established benchmark goal of 85%. No data was collected during the 2021-2022 and 2022-2023 academic years, as the branch campus was not in operation.

SCHOOL OF NURSING

HATO REY CAMPUS



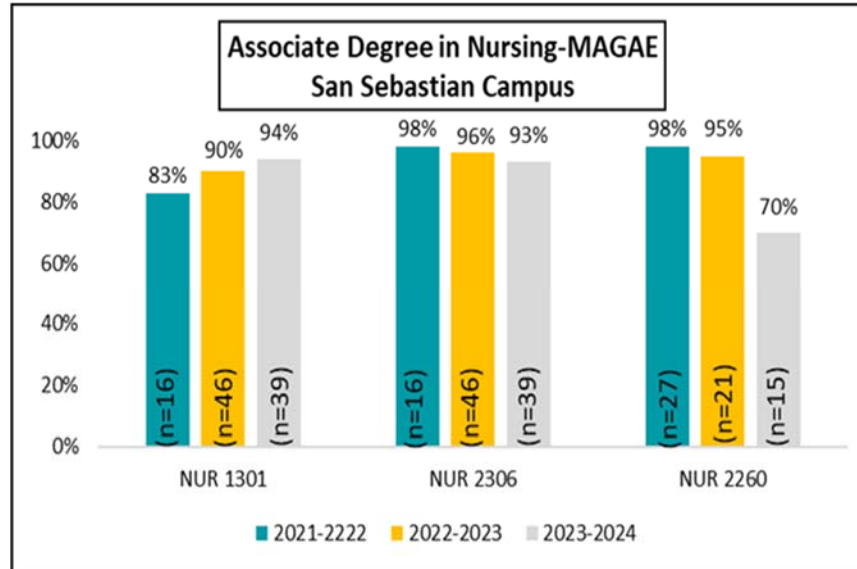
During the 2023-2024 academic year, students achieved an average score of 98% in the capstone course NUR 1301 and 97% in the capstone course NUR 2306. In both courses, students met the established benchmark goal of 85%. However, in the capstone course NUR 2260, students achieved an average score of 79%, not meeting the established goal of 80% .



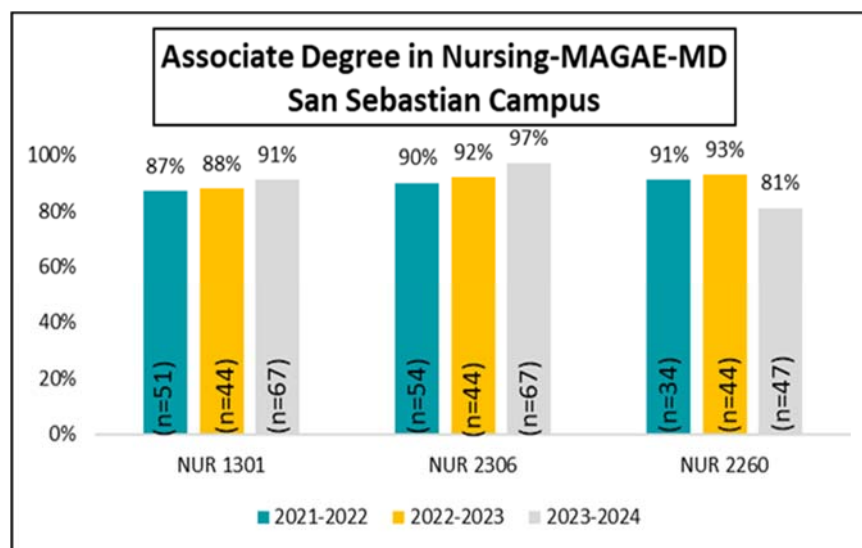
During the 2023-2024 academic year, students achieved an average score of 97% in the capstone course NUR 1301 and 98% in the capstone course NUR 2306. This shows that students met the established benchmark goal of 85% in both courses. Similarly, in the capstone course NUR 2260, students achieved an average score of 85%, meeting the established benchmark goal of 80%.

SCHOOL OF NURSING

SAN SEBASTIAN CAMPUS



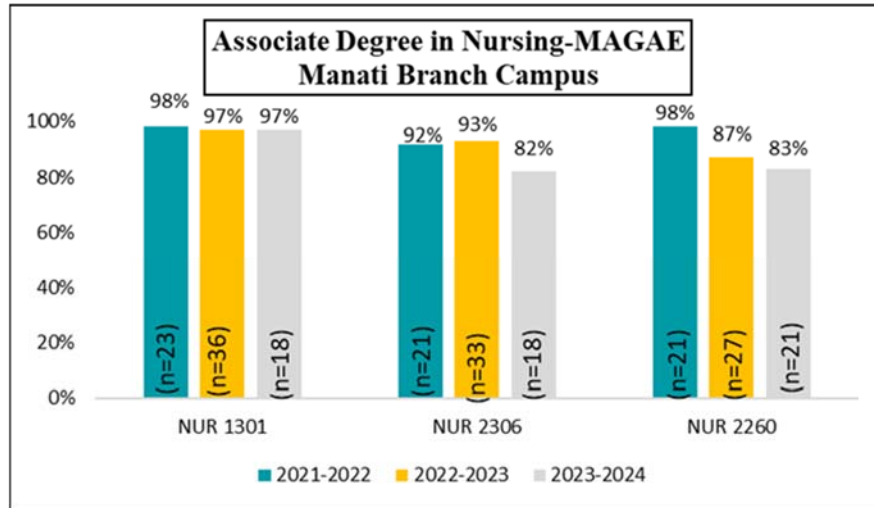
During the 2023-2024 academic year, students achieved an average score of 94% in the capstone course NUR 1301 and 93% in the capstone course NUR 2306. In both courses, students met the established goal of 85%. However, in the capstone course NUR 2260, they achieved an average score of 70%, not meeting the established goal of 80% for that course.



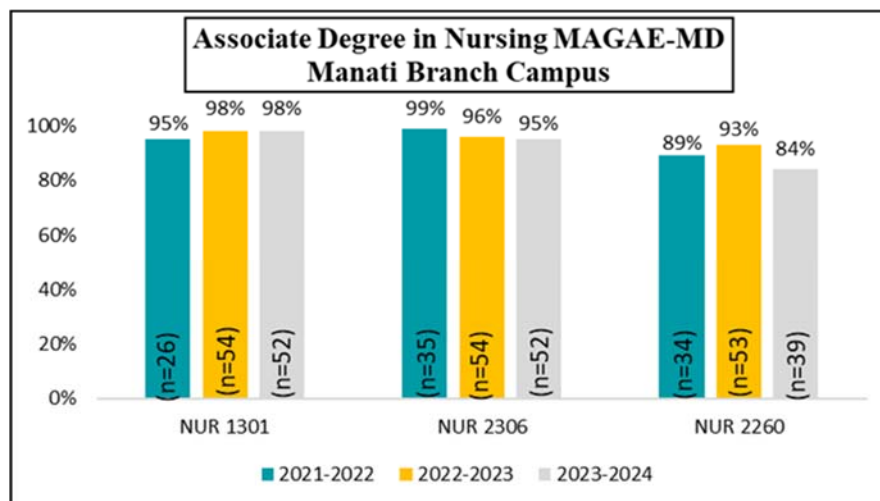
During the 2023-2024 academic year, students achieved an average score of 91% in the capstone course NUR 1301 and 97% in the capstone course NUR 2306. In both courses, students met the established goal of 85%. Similarly, in the capstone course NUR 2260, students achieved an average score of 81%, meeting the established goal of 80%.

SCHOOL OF NURSING

MANATI BRANCH CAMPUS



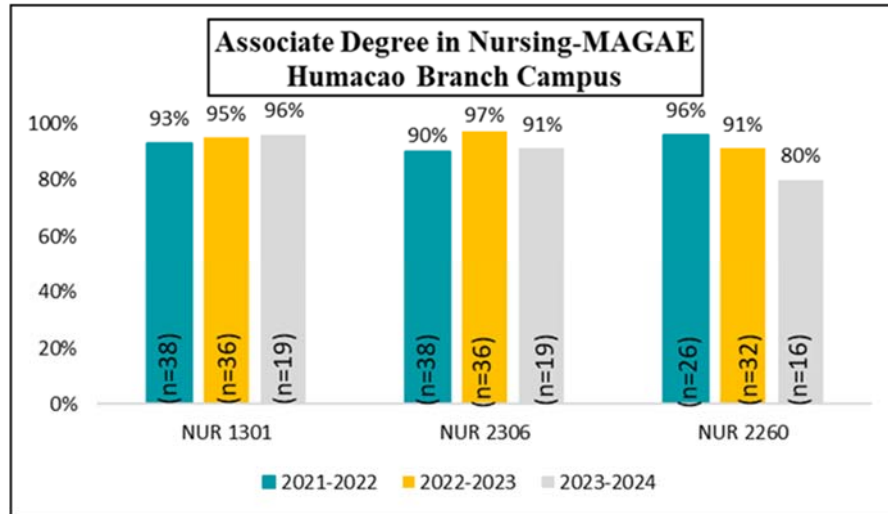
During the 2023-2024 academic year, students achieved an average score of 97% in the capstone course NUR 1301, meeting the established goal of 85%. However, in the capstone course NUR 2306, they achieved an average score of 82%, not meeting the established goal. Similarly, they did not meet the goal for the capstone course NUR 2260 (80%), as the result was 83%.



During the 2023-2024 academic year, students achieved an average score of 98% in the capstone course NUR 1301 and 95% in the capstone course NUR 2306. In both courses, students met the established goal of 85%. Similarly, in the capstone course NUR 2260, students achieved an average score of 84%, meeting the established goal of 80%.

SCHOOL OF NURSING

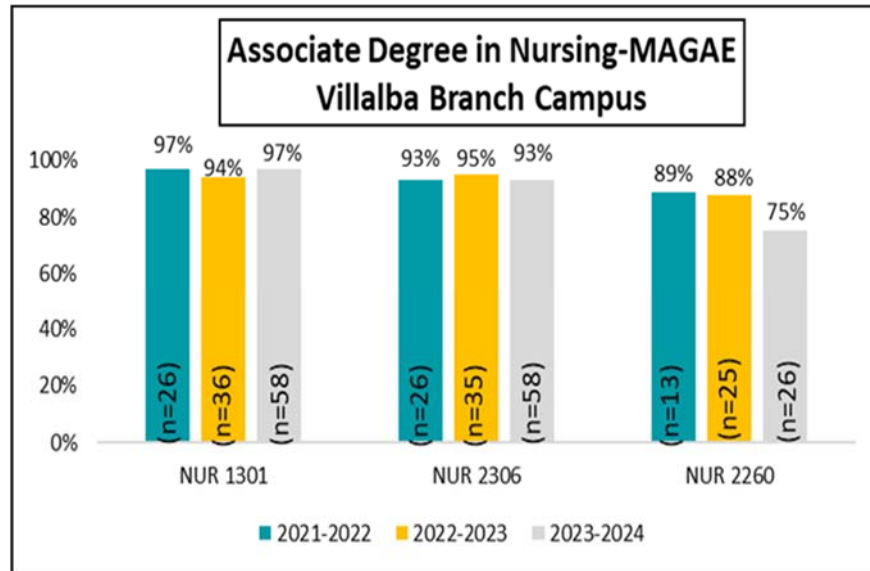
HUMACAO BRANCH CAMPUS



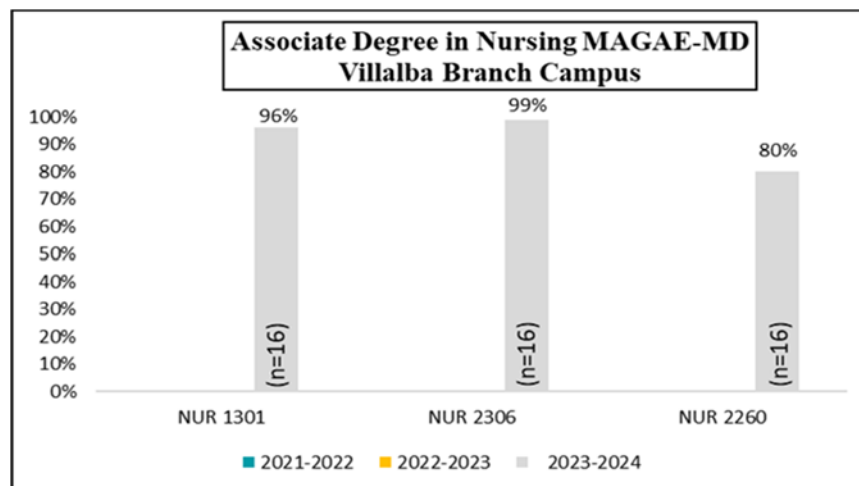
During the 2023-2024 academic year, students achieved an average score of 96% in the capstone course NUR 1301 and 91% in NUR 2306 meeting the established goal of 85%. However, in the capstone course NUR 2260, they achieved an average score of 80%, not meeting the established goal.

SCHOOL OF NURSING

VILLALBA BRANCH CAMPUS



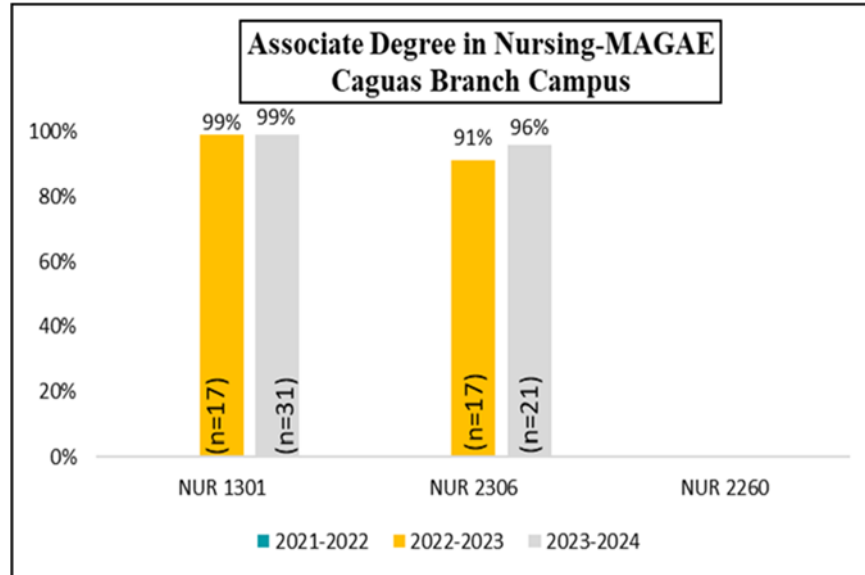
During the 2023-2024 academic year, students achieved an average score of 97% in the capstone course NUR 1301 and 93% in the capstone course NUR 2306. In both courses, students met the established goal of 85%. However, in the capstone course NUR 2260, they achieved an average score of 75%, not meeting the established goal of 80% for that course.



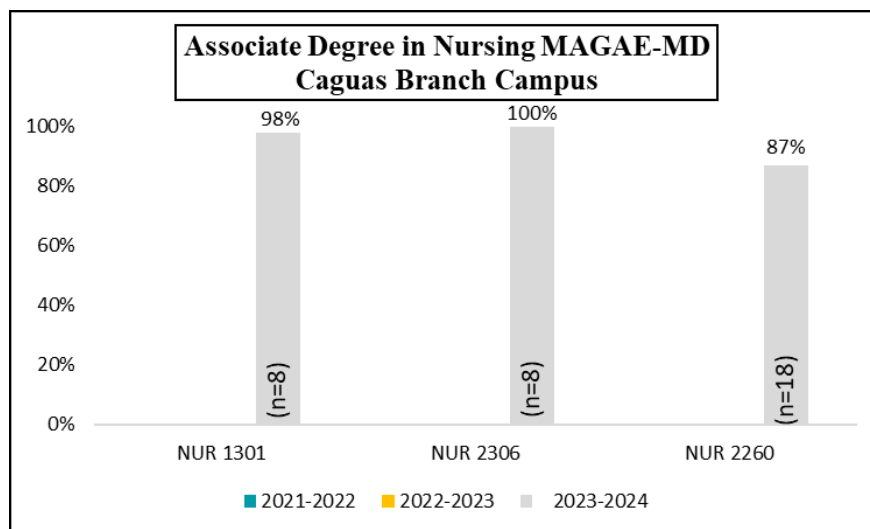
During the 2023-2024 academic year, students achieved an average score of 96% in the capstone course NUR 1301 and 99% in the capstone course NUR 2306. In both courses, students met the established benchmark goal of 85%. Similarly, in the capstone course NUR 2260, students achieved an average score of 80%, meeting the established goal of 80%. No data was gathered during the 2021-2022 and 2022-2023 academic years, as the courses were not offered.

SCHOOL OF NURSING

CAGUAS BRANCH CAMPUS



During the 2023-2024 academic year, students achieved an average score of 99% in the capstone course NUR 1301 and 96% in the capstone course NUR 2306. In both courses, students met the established benchmark goal of 85%. The course NUR 2260 was not offered during the 2023-2024 academic year. No data is available for the year 2021-2022 because the branch campus was not in operation.



During the 2023-2024 academic year, students achieved an average score of 98% in the capstone course NUR 1301 and 100% in the capstone course NUR 2306. In both courses, students met the established goal of 85%. Similarly, in the capstone course NUR 2260, students achieved an average score of 87%, meeting the established goal of 80%.

SCHOOL OF NURSING

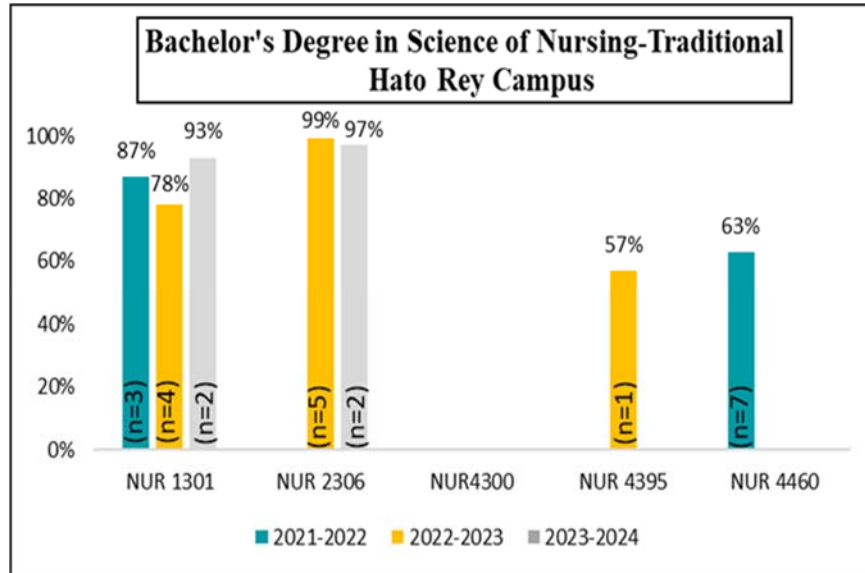
Bachelor's Degree in Science of Nursing

Student Learning Outcomes

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

SCHOOL OF NURSING

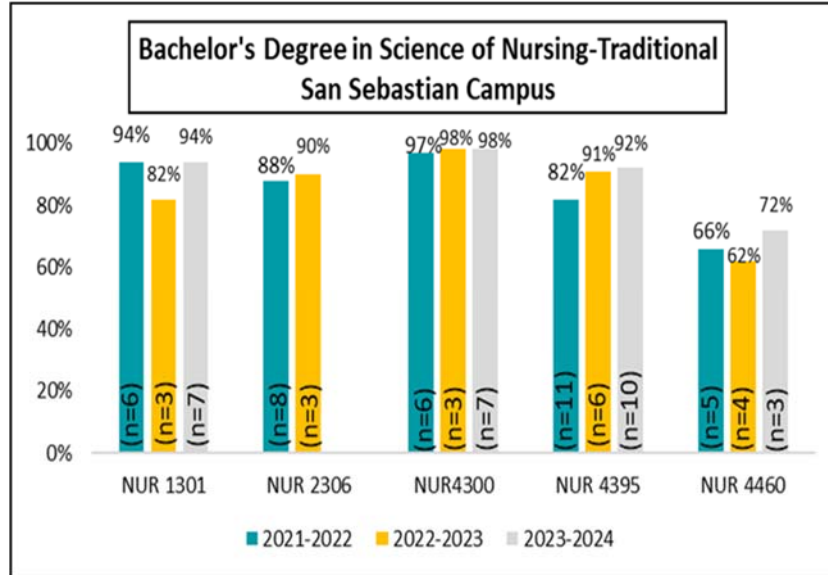
HATO REY CAMPUS



During the 2023-2024 academic year, students achieved an average score of 93% in the capstone course NUR 1301 and 97% in the capstone course NUR 2306, meeting the established goal of 85%. No data was gathered for the other courses during this period, as they were not offered.

SCHOOL OF NURSING

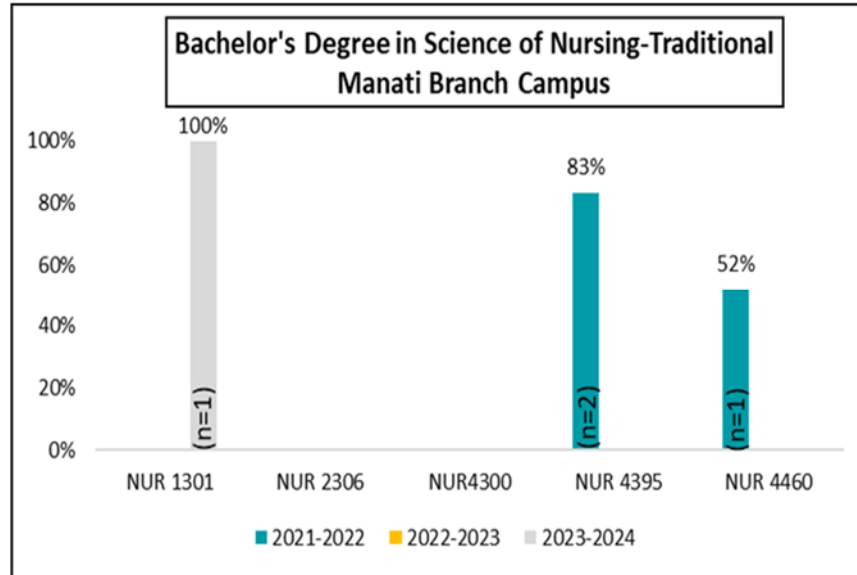
SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students achieved the established goal of 85% in the capstone courses NUR 1301, NUR 2306, NUR 4300, and NUR 4395. However, in the course NUR 4460, they achieved an average score of 72%, not meeting the established goal of 80%.

SCHOOL OF NURSING

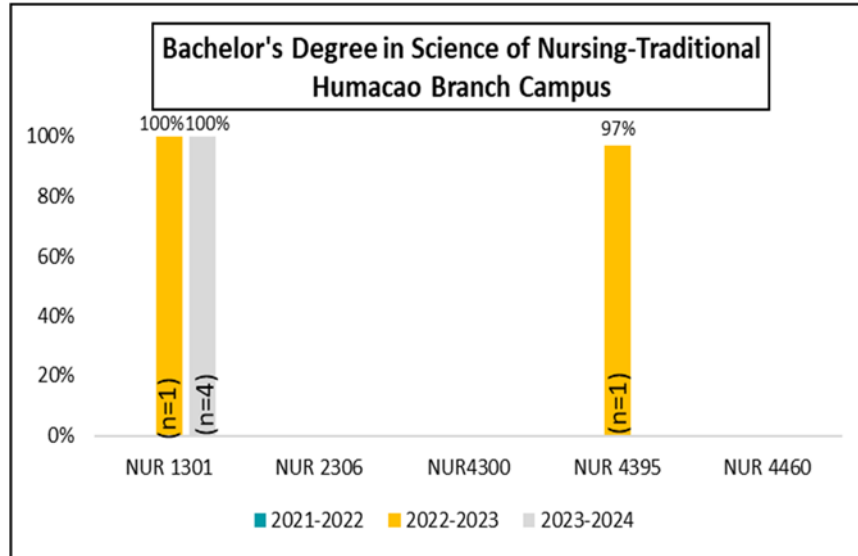
MANATI BRANCH CAMPUS



During the 2023-2024 academic year, students achieved an average score of 100% in the capstone course NUR 1301, meeting the established benchmark goal of 85%. The other capstone courses were not offered during the 2023-2024 academic year.

SCHOOL OF NURSING

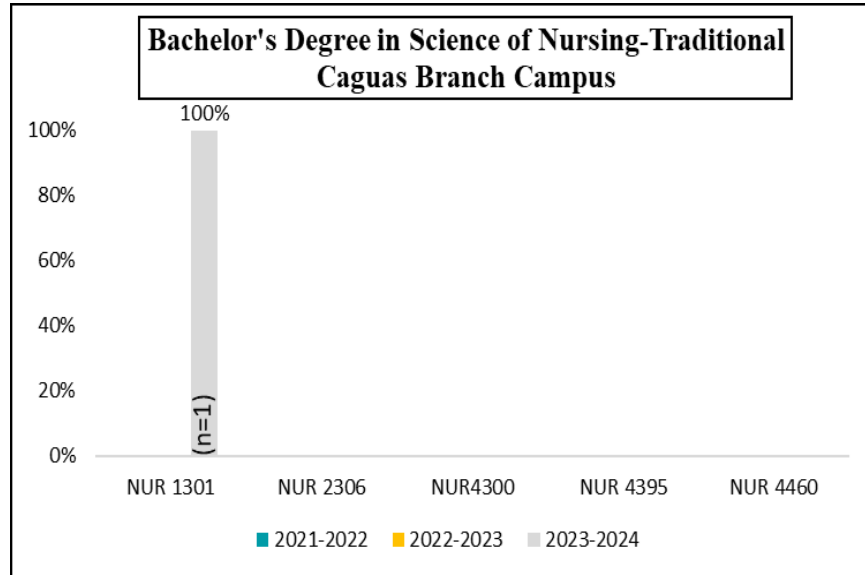
HUMACAO BRANCH CAMPUS



During the 2023-2024 academic year, students achieved an average score of 100% in the capstone course NUR 1301, meeting the established goal of 85%. The other capstone courses were not offered during the 2023-2024 academic year.

SCHOOL OF NURSING

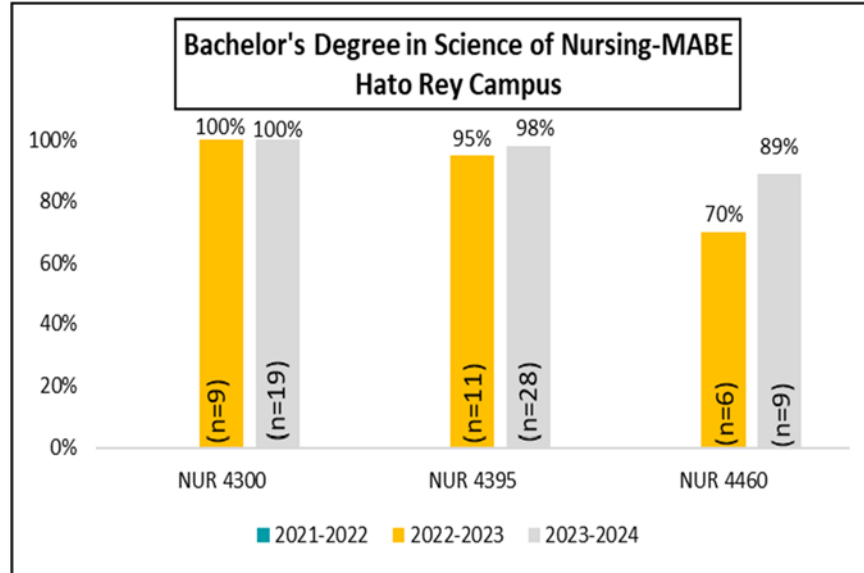
CAGUAS BRANCH CAMPUS



During the 2023-2024 academic year, students achieved an average score of 100% in the capstone course NUR 1301, meeting the established goal of 85%. No data was gathered during the 2021-2022 and 2022-2023 because the branch campus was not in operation.

SCHOOL OF NURSING

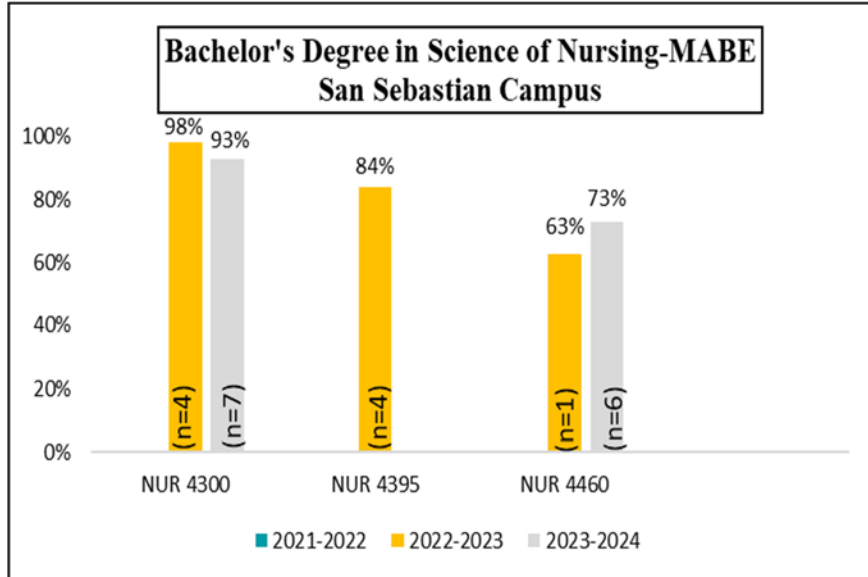
HATO REY CAMPUS



During the 2023-2024 academic year, students achieved an average score of 100% in the capstone course NUR 4300 and 98% in the capstone course NUR 4395. Students met the established benchmark goal of 85% in both courses. Similarly, students achieved an average score of 89% in the course NUR 4460, meeting the established goal of 80%.

SCHOOL OF NURSING

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students achieved an average score of 93% in the capstone course NUR 4300, meeting the established goal of 85% for the course. However, they did not meet the established goal of 80% for the course NUR 4460, as they achieved an average score of 73%. No data was gathered during the 2023-2024 academic year for the course NUR 4395, as it was not offered during that period.

CLOSING THE LOOP

Assessment Decisions

1. New clinical simulation equipment was acquired to help students to develop and improve skills and competencies.
2. New partnerships and collaborative agreements that provide health services at both hospital and community levels.
3. There was an increase in full-time faculty members to improve faculty-student ratio as a result of an increase in student enrollment.
4. Offer professional development workshops to faculty to improve pedagogical strategies and the use of educational technologies.

EDFP

UNIVERSITY

S A B E R E S P O D E R

OUTCOMES

SCHOOL OF DESIGN

SCHOOL OF DESIGN

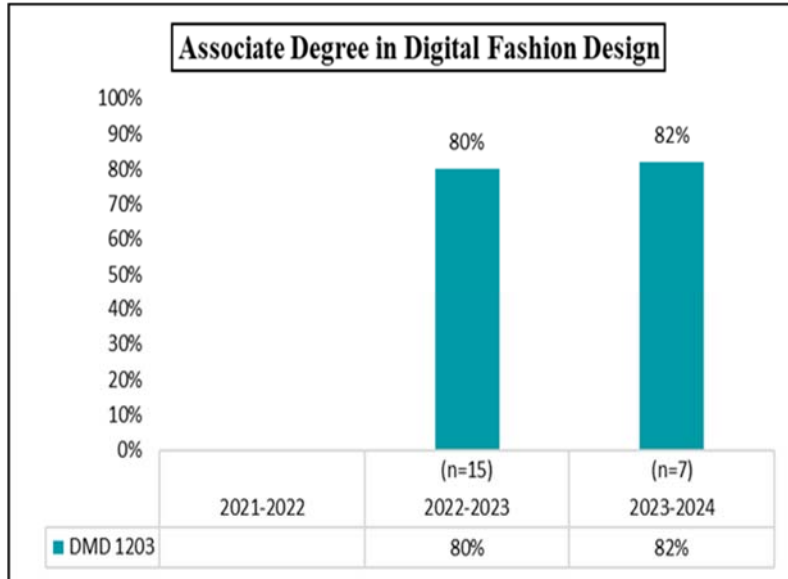
Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Digital Fashion Design	DMD 1203 Fashion Design I		Portfolio
	DMD 3201 Collection Development and Construction		Fashion Design

Student Learning Outcomes

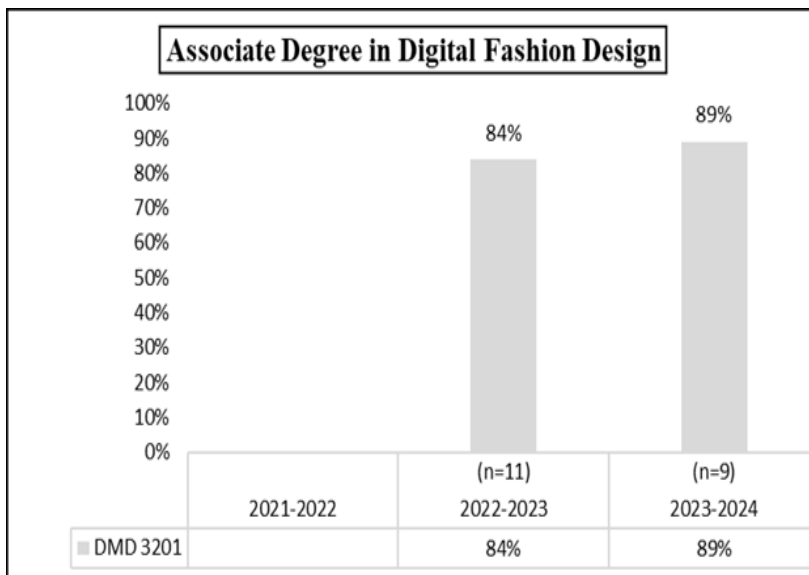
1. Conceptualize and design fashion concepts for all occasions.
2. Apply the concepts of fashion design to the human figure and its proportions to achieve an aesthetic and functional design.
3. Implement trends in textiles and accessories that contribute to the designs.
4. Cut and assemble the parts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

SCHOOL OF DESIGN

HATO REY CAMPUS



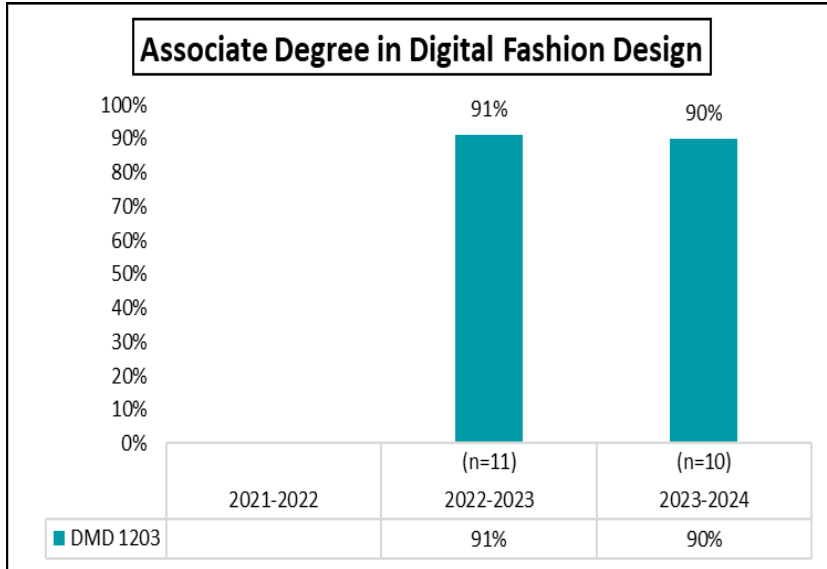
During the 2023-2024 academic year, students in the initial capstone course DMD 1203 achieved an average score of 82%. During the 2022-2023 academic year, students achieved an average score of 80%. Students exceeded the 70% benchmark goal in both academic years.



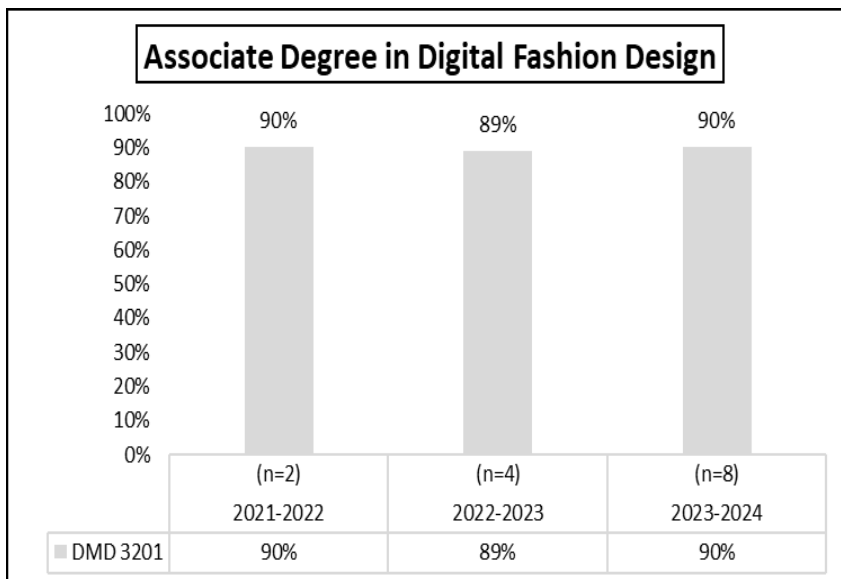
During the 2023-2024 academic year, students in the final capstone course DMD 3201 achieved an average score of 89%. During the 2022-2023 academic year, students achieved an average score of 84%. Students exceeded the 70% benchmark goal in both years.

SCHOOL OF DESIGN

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in the initial capstone course DMD 1203 achieved an average score of 90%. During the 2022-2023 academic year, students achieved an average score of 91%. Students exceeded the 70% benchmark goal in both years.



During the 2023-2024 academic year, students in the final capstone course DMD 3201 achieved an average score of 90%. During the 2022-2023 academic year, students achieved an average score of 89%. These results show that students have been consistently exceeding the 70% benchmark goal.

SCHOOL OF DESIGN

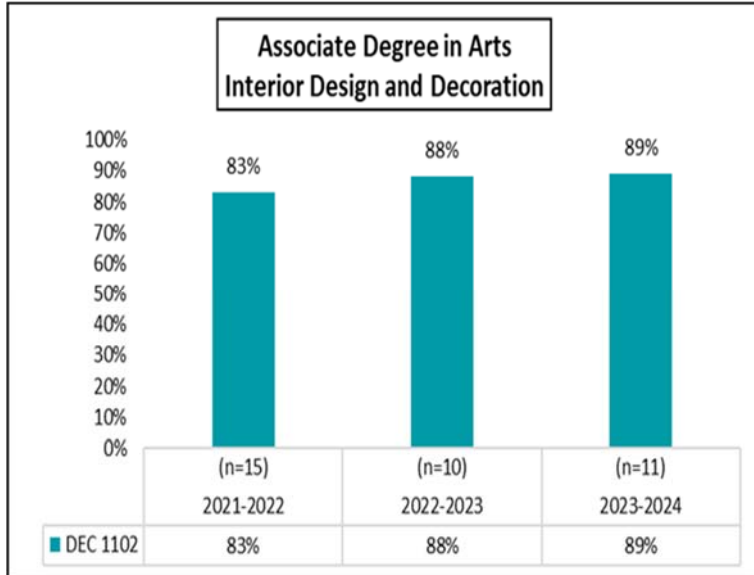
Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Arts in Interior Design and Decoration	DEC 1102 Fundamentals of Design		Project
	DIS 2501 Administration and Practice of the Profession		Project

Student Learning Outcomes

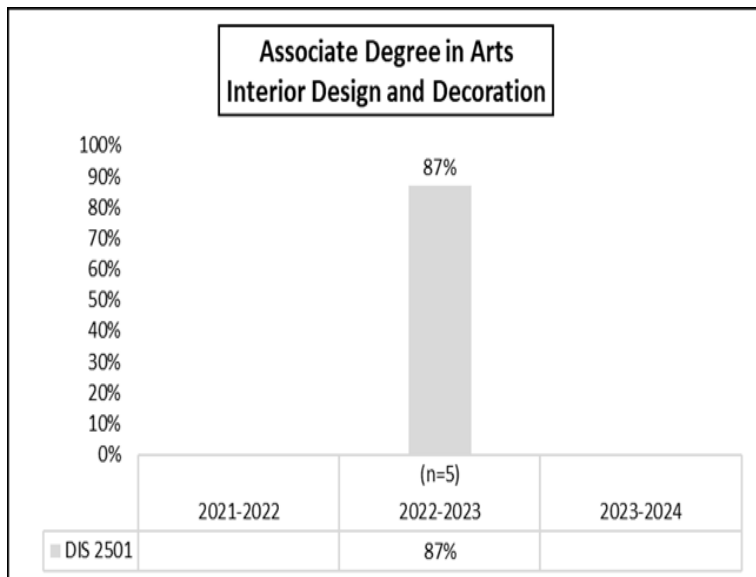
1. Efficiently implement principles of design and interior decoration.
2. Develop proposals, cost estimates and contracts for the design projects.
3. Interpret and draw up plans for the designed project.
4. Design and/or select the right furniture and its distribution, according to the project concept.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

SCHOOL OF DESIGN

HATO REY CAMPUS



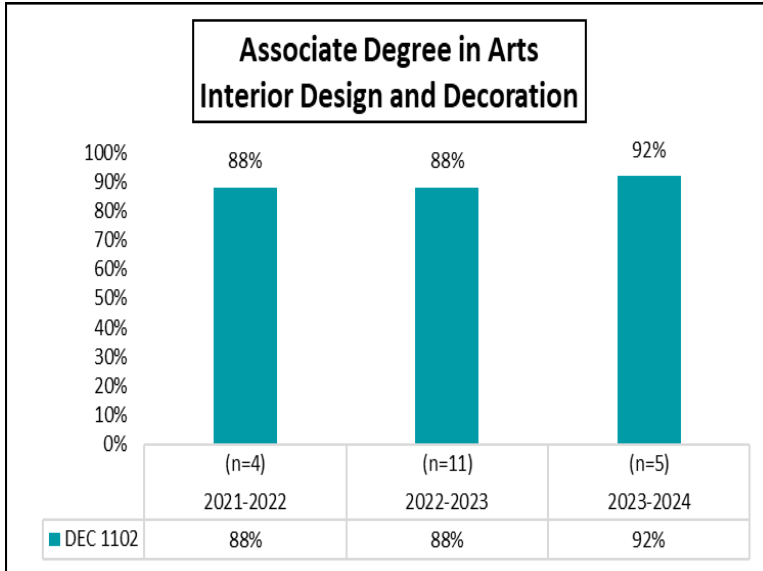
During the 2023-2024 academic year, students in the initial capstone course DEC 1102 achieved an average score of 89%. During the 2021-2022 academic year, students achieved an average score of 83%, and 88% in 2022-2023. These results show that students have been consistently exceeding the 70% benchmark goal.



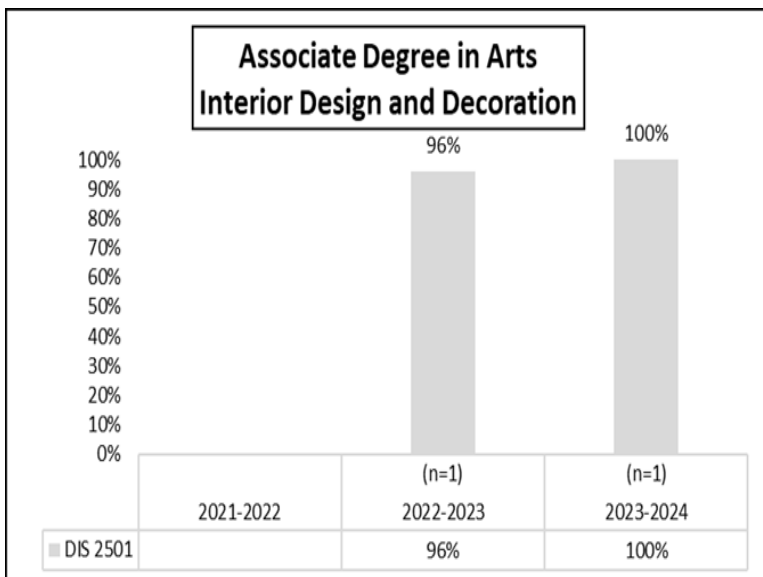
During the 2022-2023 academic year, students in the final capstone course DIS 2501 achieved an average score of 87%. Students have been consistently exceeding the 70% benchmark goal. No data was gathered during the 2023-2024 academic year, as the course was not offered.

SCHOOL OF DESIGN

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in the initial capstone course DEC 1102 achieved an average score of 92%. During the 2020-2021 and 2022-2023 academic years, students achieved an average score of 88%. These results show that students have been consistently exceeding the 70% benchmark goal.



During the 2023-2024 academic year, students in the final capstone course DIS 2501 achieved an average score of 100%. During the 2022-2023 academic year, students achieved an average score of 96%. Students exceeded the 70% benchmark goal in both years. No data was gathered during the 2021-2022 academic year, as the course was not offered.

SCHOOL OF DESIGN

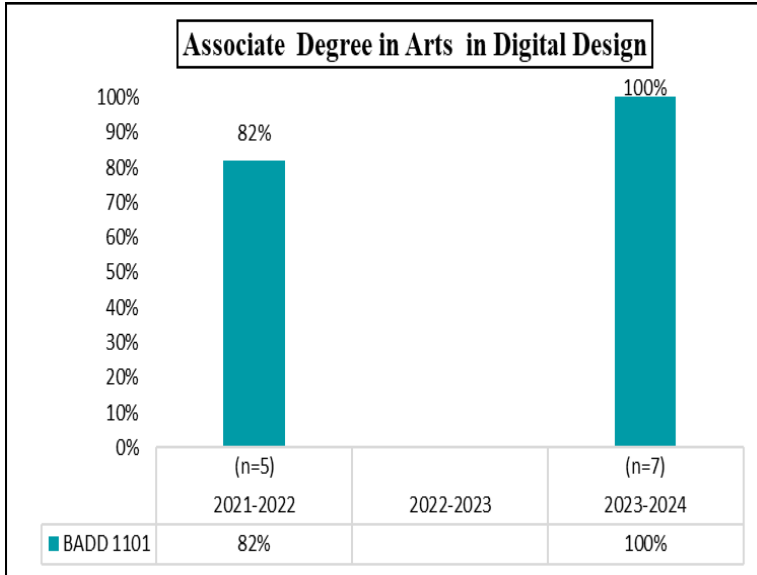
Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Arts in Digital Design	BADD 1101 Introduction Digital Design I		Portfolio
	BADD 3302 Web Design I		Portfolio

Student Learning Outcomes

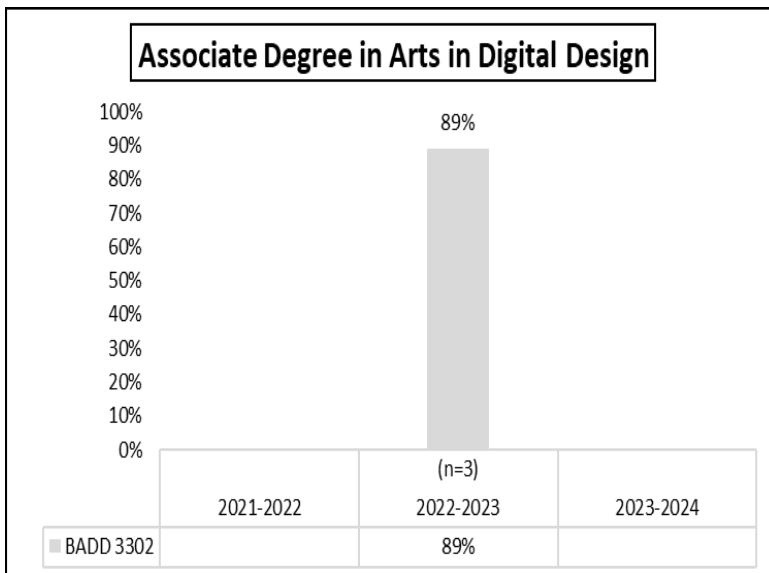
1. Develop sketches, designs, and publications for print and digital media through the use of specialized software.
2. Make correct use of visual elements in digital design.
3. Design, program, and publish a web page.
4. Develop audiovisual projects using two-dimensional animations.
5. Apply the use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

SCHOOL OF DESIGN

HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course BADD 1101 achieved an average score of 100%. Students exceeded the 70% benchmark goal. No data was gathered during the 2022-2023 academic year, as the course was not offered.



During the 2022-2023 academic year, students in the capstone course BADD 3302 achieved an average score of 89%. Students exceeded the 70% benchmark goal. No data was gathered during the 2021-2022 and 2023-2024 academic years, as the course was not offered.

SCHOOL OF DESIGN

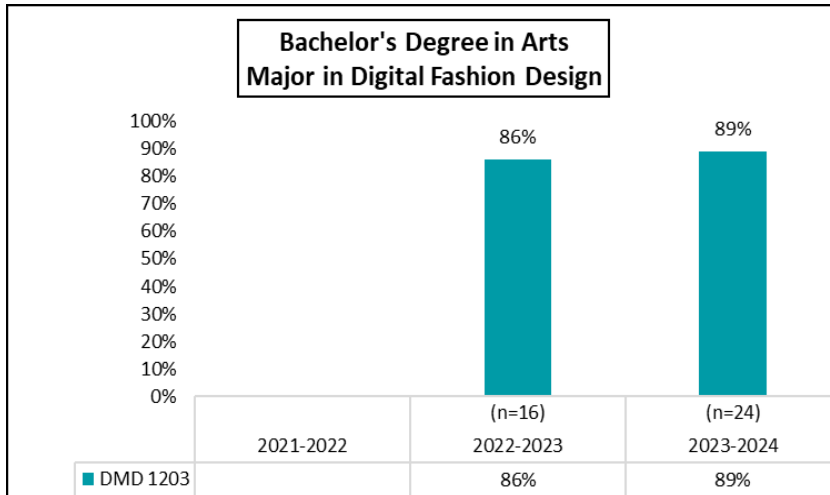
Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Arts Major in Digital Fashion Design	DMD 1203 Fashion Design I		Fashion
	DMD 3201 Collection		Fashion Design
	DMD 4005 Internship		Fashion

Student Learning Outcomes

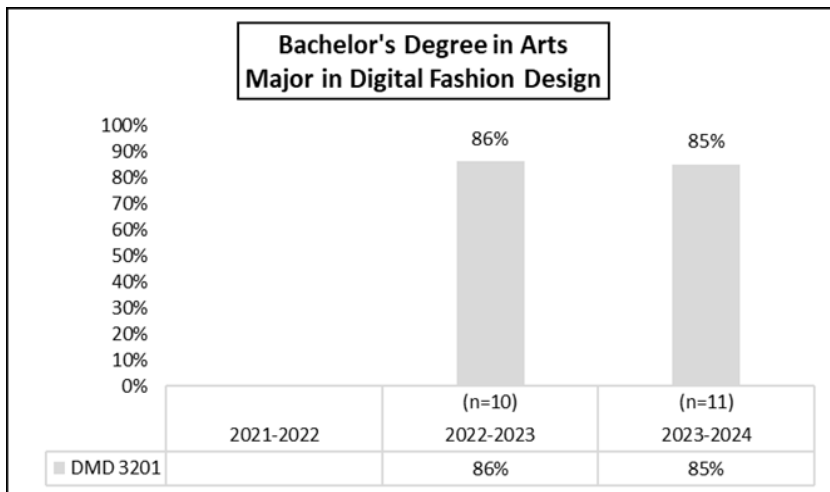
1. Conceive, design, cut, make, manufacture and produce all the parts of the products designed.
2. Apply the concepts of fashion design to the human figure, and its proportions, to achieve aesthetically successful, comfortable and functional designs.
3. Implement trends in textiles and accessories that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

SCHOOL OF DESIGN

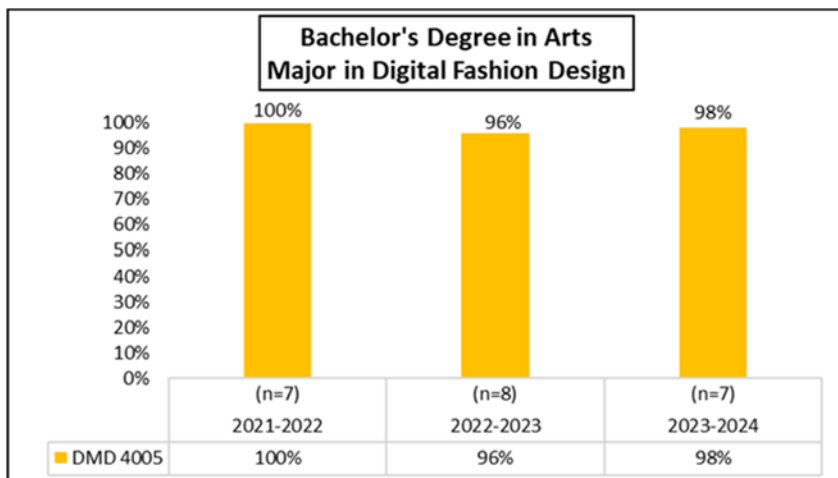
HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course DMD 1203 achieved an average score of 89%. During the 2022-2023 academic year, students achieved an average score of 86%. Students exceeded the 70% benchmark goal in both years.



During the 2023-2024 academic year, students in the intermediate capstone course DMD 3201 achieved an average score of 85%. During the 2022-2023 academic year, students achieved an average score of 86%. Students exceeded the 70% benchmark goal in both years.



During the 2023-2024 academic year, students in the final capstone course DMD 4005 achieved an average score of 98%. During the 2022-2023 academic year, students achieved an average score of 96%. Students have consistently exceeded the 70% benchmark goal.

SCHOOL OF DESIGN

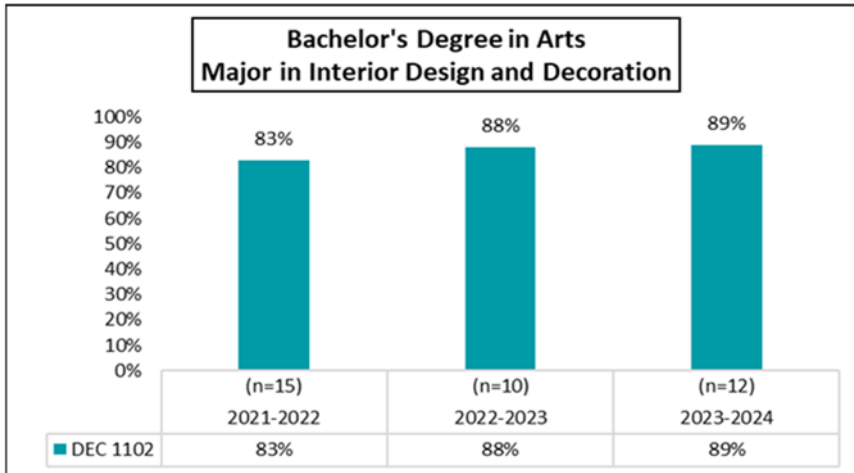
Program	Capstone Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Arts Major in Interior Design and Decoration	DEC 1102 Fundamentals of Design		Project
	DIS 2501 Administration and Practice of the Profession		Project
	DIS 4505 Portfolio		Portfolio

Student Learning Outcomes

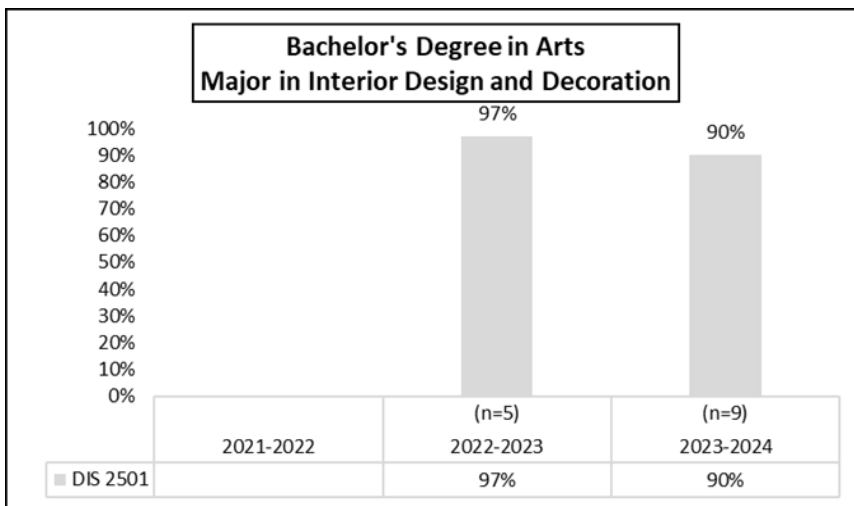
1. Efficiently implement principles of design and interior decoration.
2. Develop proposals, cost estimates and contracts for design projects.
3. Interpret and draw up plans for the project.
4. Design and/or select the right furniture and its distribution, according to the project concept.
5. Apply the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

SCHOOL OF DESIGN

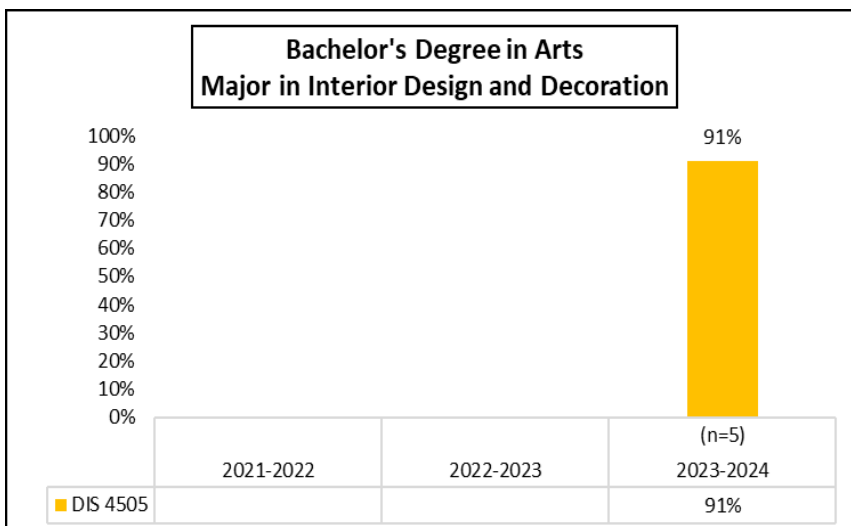
HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course DEC 1102 obtained an average of 89%. During the 2022-2023 academic year, students obtained an average of 88%. Results show that students have been exceeding the 70% standard goal.



During the 2023-2024 academic year, students in the intermediate capstone course DIS 2501 achieved an average of 90%. During the 2022-2023 academic year, students achieved a 97%. Results show that students have been exceeding the 70% standard goal.



During the 2023-2024 academic year, students in the final capstone course DIS 4505 achieved an average of 91%. Results show that students exceeded the 70% standard goal. No data was gathered during previous academic years since the course was not offered.

SCHOOL OF DESIGN

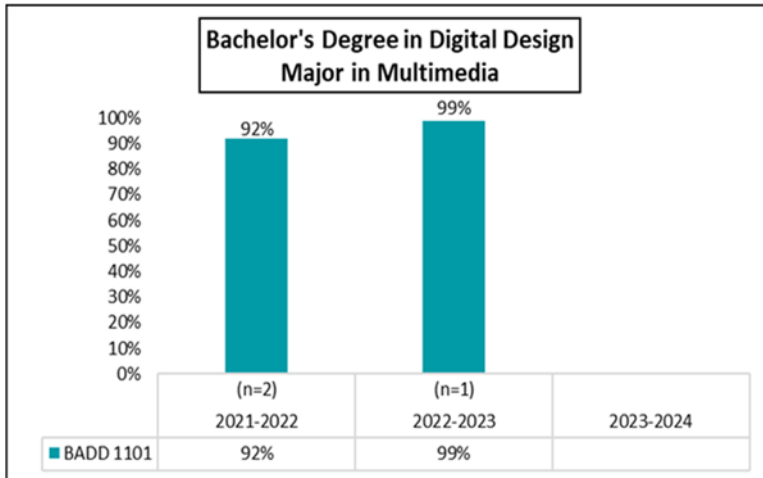
Programs	Capstones Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Arts in Digital Design Major in Multimedia	BADD 1101 Introduction Digital Design I		Portfolio
	BADD 3302		Portfolio
	BADD 4401 Portfolio		Portfolio

Student Learning Outcomes

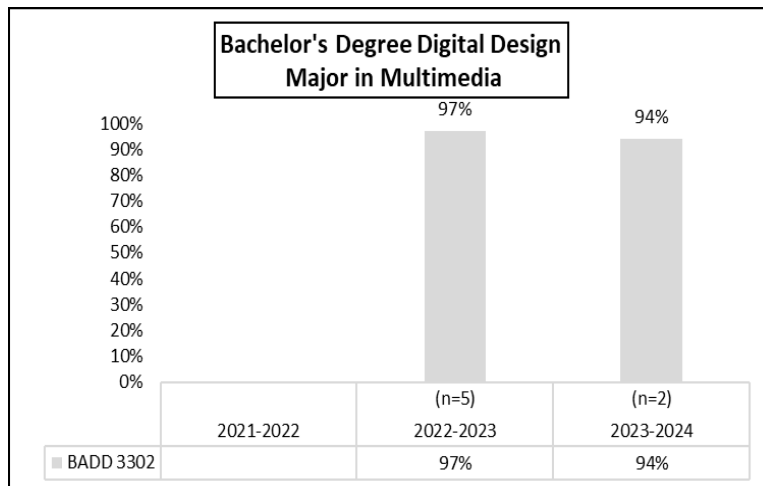
1. Create sketches, designs, and publications for print and digital media.
2. Make correct use of visual elements in digital design.
3. Design, program, and publish a web page.
4. Develop audiovisual projects using two and three dimensional animations.
5. Design and incorporate marketing strategies in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

SCHOOL OF DESIGN

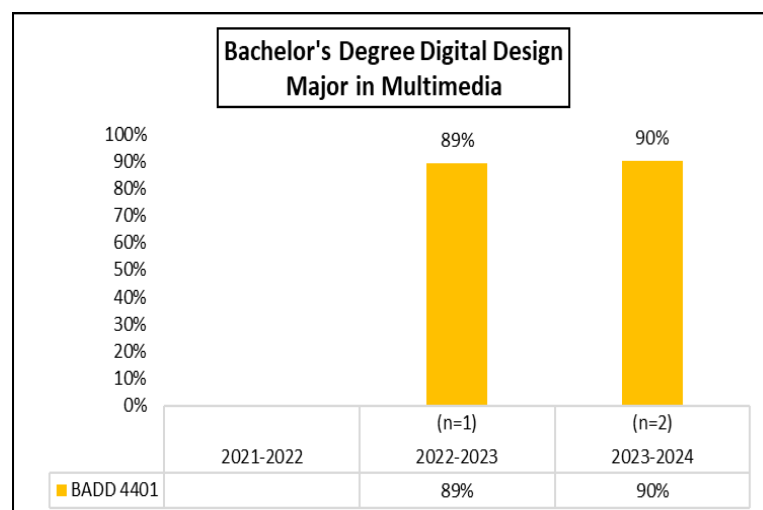
HATO REY CAMPUS



During the 2022-2023 academic year, students in the initial capstone course BADD 1101 achieved an average score of 99%. During the 2021-2022 academic year, students achieved an average score of 92%. These results show that students have consistently exceeded the 70% benchmark goal. No data was gathered during the 2023-2024 academic year, as the course was not offered.



During the 2023-2024 academic year, students in the intermediate capstone course BADD 3302 achieved an average score of 94%. Students exceeded the 70% benchmark goal. No data was gathered during the 2021-2022 academic year, as the course was not offered.



During the 2023-2024 academic year, students in the final capstone course BADD 4401 achieved an average score of 90%. This shows that students have exceeded the 70% benchmark goal. No data was gathered during the 2021-2022 academic year, as the course was not offered.

CLOSING THE LOOP

Assessment Decisions

1. Offer professional development workshops to faculty to improve pedagogical strategies.
2. It is recommended to integrate the use of the interactive textbook within the DMD 2006 course, as it will allow students to develop skills and competencies.

EDFP

UNIVERSITY

S A B E R E S P O D E R

OUTCOMES

SCHOOL OF CRIMINAL JUSTICE

SCHOOL OF CRIMINAL JUSTICE

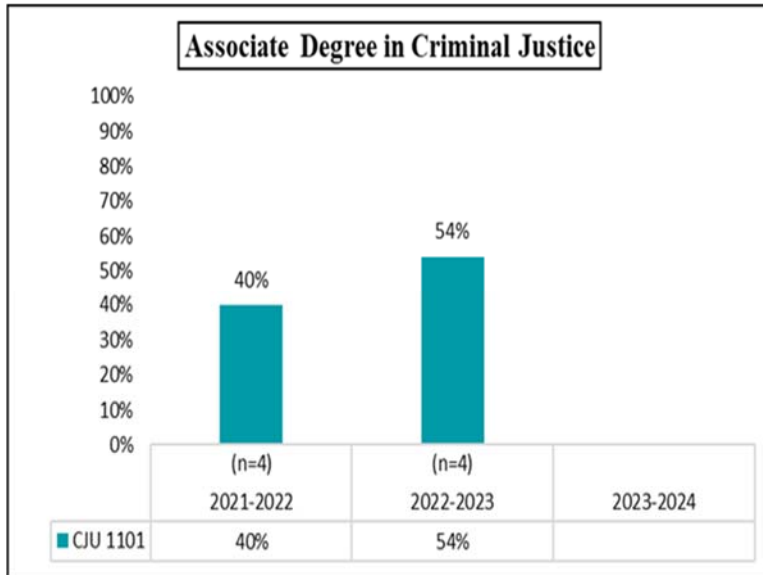
Associate's Degree			
Program	Capstone Courses	Instruments	
		Test	Rubric
Associate Degree in Criminal Justice	CJU 1101 Constitutional Law	X	
	CJU 3001 Interview, Interrogatory and Testimony		Project

Student Learning Outcomes

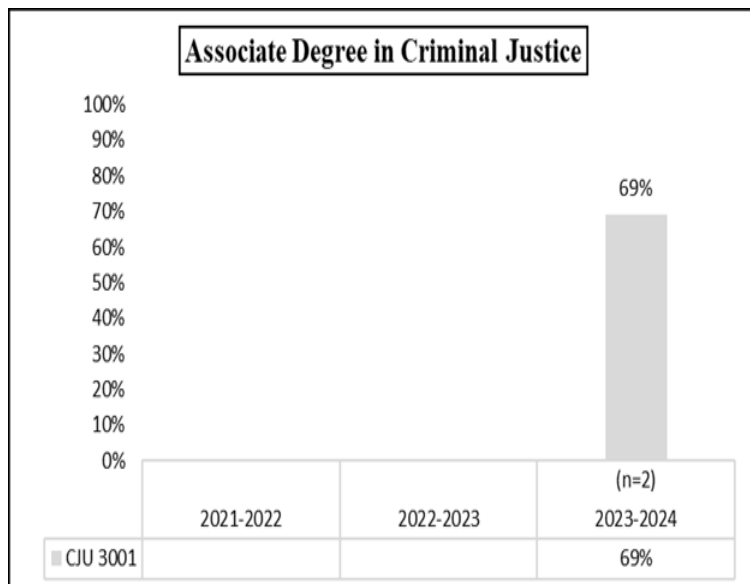
1. Recognize and evaluate imputable conducts of crime and prosecution process.
2. Identify and understand Puerto Rico's and United States' Justice Systems.
3. Know and distinguish the Criminal Justice System procedures related with minors.
4. Guarantee the Constitutional Right that assist suspects and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

SCHOOL OF CRIMINAL JUSTICE

HATO REY CAMPUS



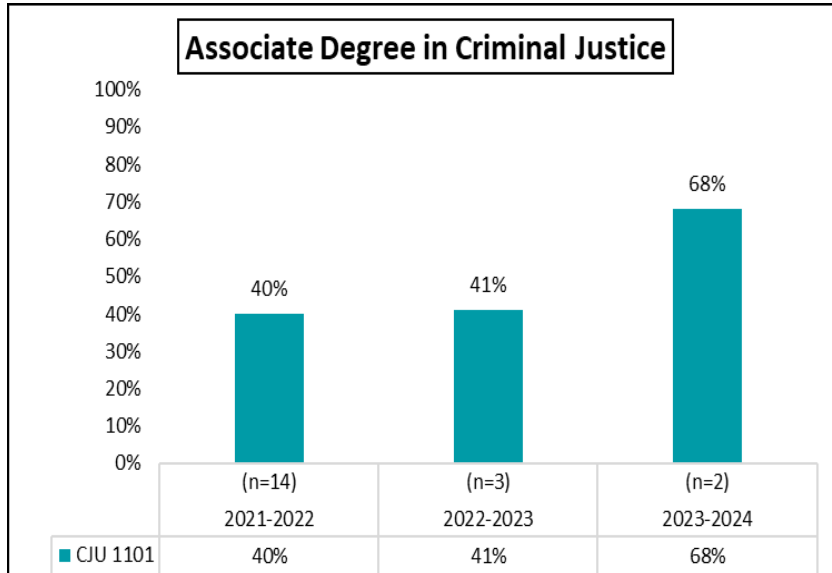
During the 2022-2023 academic year, students in the initial capstone course CJU 1101 achieved an average score of 54%. During the 2021-2022 academic year, students achieved an average score of 40%. Although there was an increase in the average score in the most recent academic period, students did not meet the 70% benchmark goal. No data was during the 2023-2024 academic year, as the course was not offered.



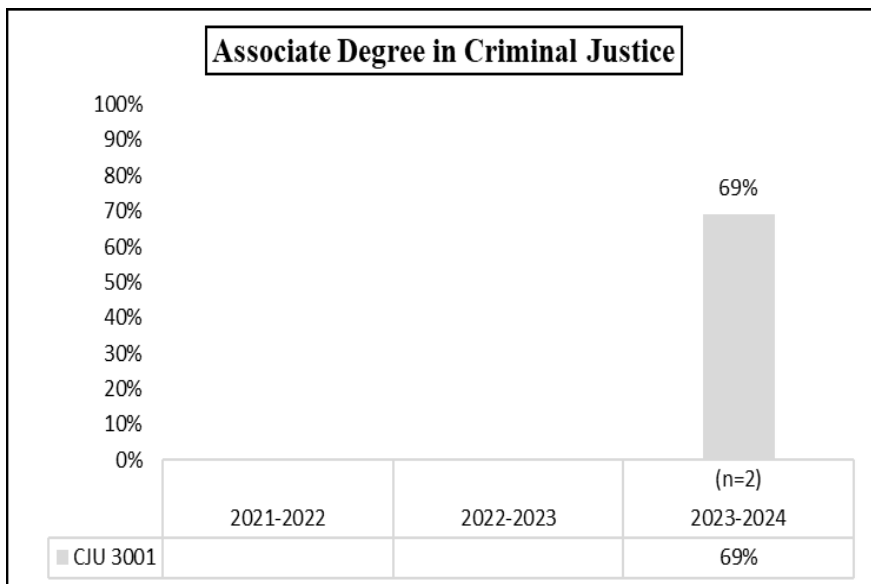
During the 2023-2024 academic year, students in the final capstone course CJU 3001 achieved an average score of 69%. This shows that students did not meet the 70% benchmark goal. No data was gathered during the 2021-2022 and 2022-2023 academic years, as the course was not offered.

SCHOOL OF CRIMINAL JUSTICE

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in the initial capstone course CJU 1101 achieved an average of 68%. During the 2022-2023 academic year, students obtained a 41%. Students have not met the 70% standard goal.



During the 2023-2024 academic year, students in the final capstone course CJU 3001 achieved an average of 69%. Students have not met the 70% standard goal. No data was gathered for during 2021-2022 and 2022-2023 academic years since the course was not offered.

SCHOOL OF CRIMINAL JUSTICE

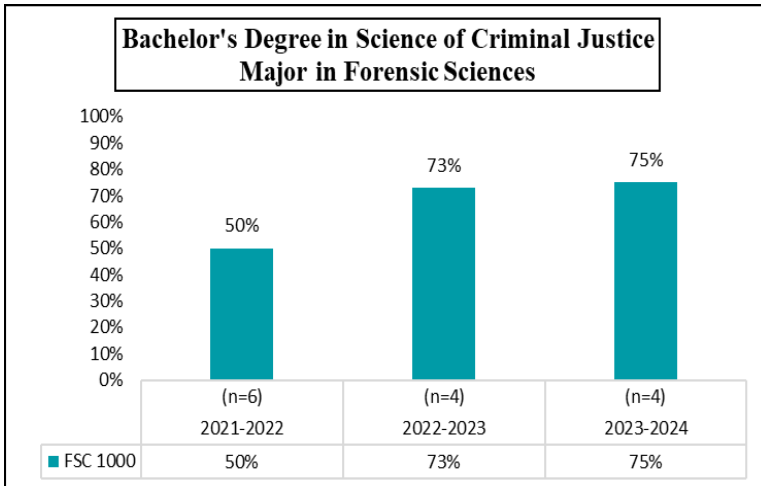
Programs	Capstones Courses	Instruments	
		Test	Rubric
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	FSC 1000 Introduction to Forensic Science	X	
	FSC 3003 Investigation and Scene Reconstruction		X
	FSC 4003 Practice		X

Student Learning Outcomes

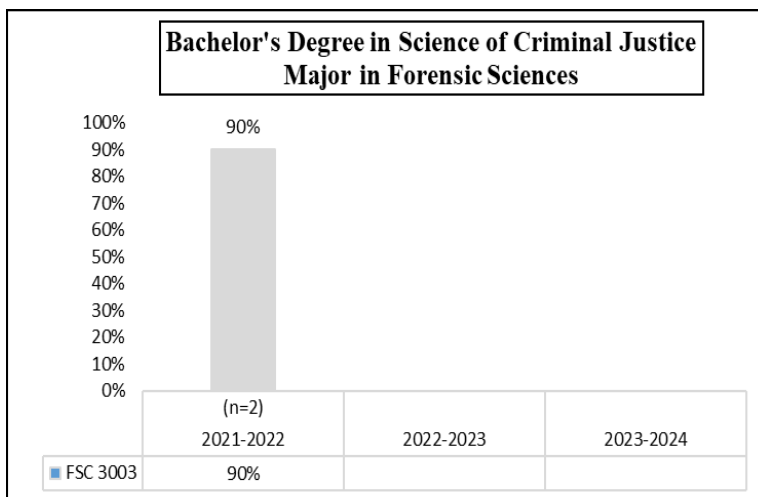
1. Analyze collected evidence and develop investigative strategies at the crime scene applying scientific, legal, ethical and practical methods.
2. Follow protocols in the collection of evidence in a forensic investigation by applying the theoretical, scientific and legal standards.
3. Evidence the crime's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

SCHOOL OF CRIMINAL JUSTICE

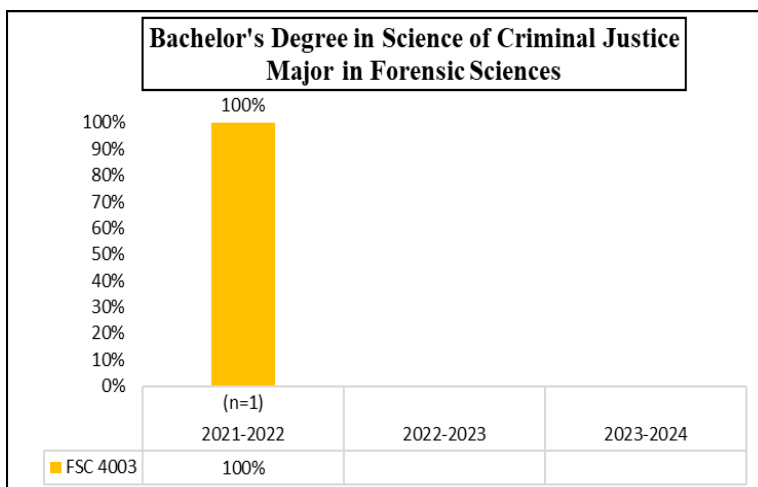
HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course FSC 1000 achieved an average score of 75%. During the 2022-2023 academic year, students achieved an average score of 73%. Students exceeded the 70% benchmark goal in both academic years.



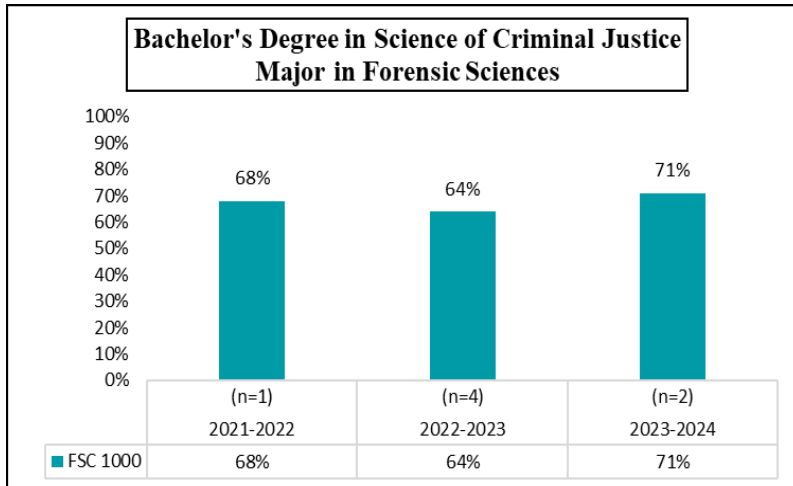
During the 2021-2022 academic year, students in the intermediate capstone course FSC 3003 achieved an average score of 90%. No data was gathered during the 2022-2023 and 2023-2024 academic years, as the course was not offered.



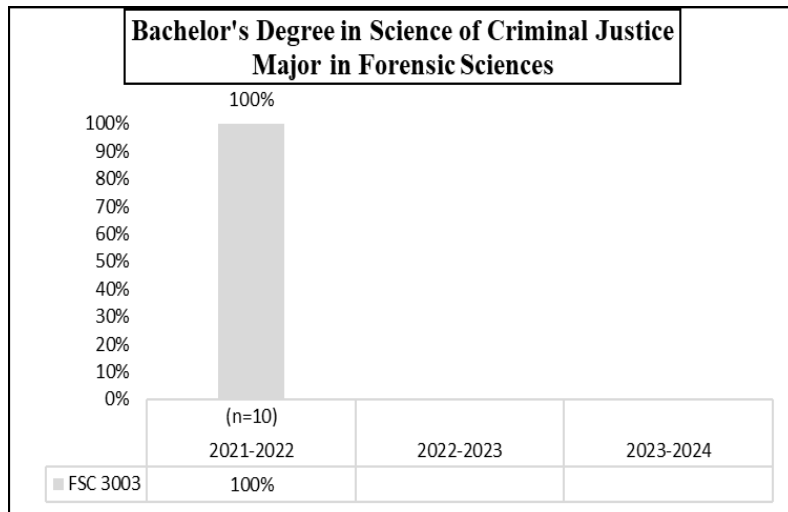
During the 2021-2022 academic year, one student in the final capstone course FSC 4003 achieved a score of 100%. The student exceeded the 70% benchmark goal. No data was gathered during the 2022-2023 and 2023-2024 academic years, as the course was not offered.

SCHOOL OF CRIMINAL JUSTICE

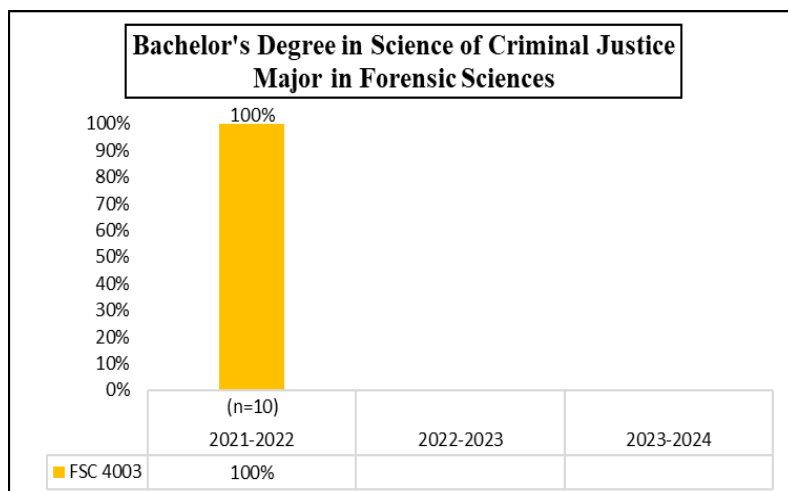
SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in the initial capstone course FSC 1000 achieved an average score of 71%. Students exceeded the 70% benchmark goal for the 2023-2024 academic year.



During the 2021-2022 academic year, students in the intermediate capstone course FSC 3003 achieved an average score of 100%. No data was gathered during the 2022-2023 and 2023-2024 academic years, as the course was not offered.



During the 2021-2022 academic year, students in the final capstone course FSC 4003 achieved an average score of 100%. During the 2020-2021 academic year, students achieved an average score of 96%. No data was gathered during the 2022-2023 and 2023-2024 academic years, as the course was not offered.

CLOSING THE LOOP

Assessment Decisions.

1. Offer professional development workshops to faculty to improve pedagogical strategies and the use of educational technologies.

EDFP

UNIVERSITY

S A B E R E S P O D E R

OUTCOMES

GRADUATE SCHOOL

GRADUATE SCHOOL

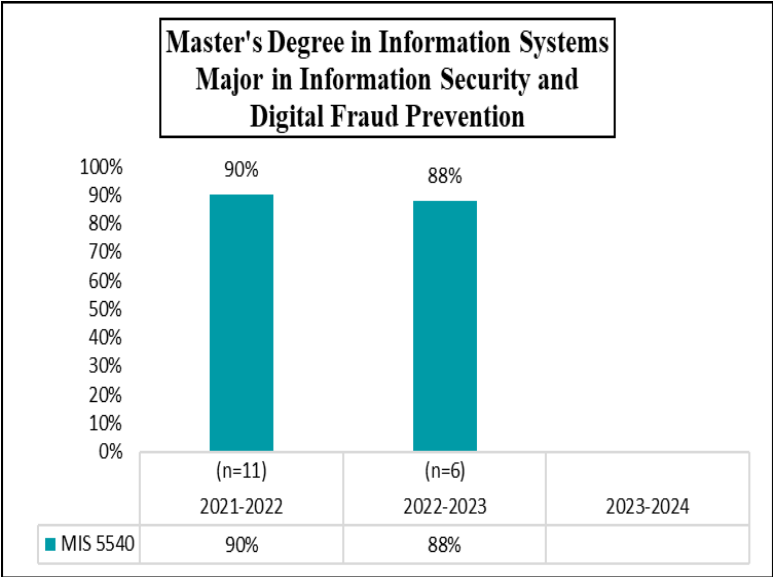
Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	MIS 5540 Organizational Behavior		Project
	MIF 7890 Seminar in Digital Fraud Investigation		Project

Student Learning Outcomes

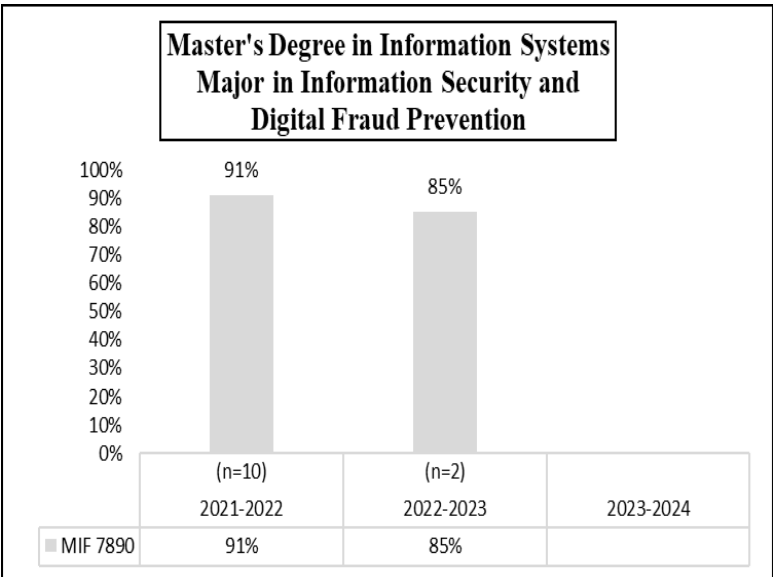
1. Evaluate financial statements to detect common patterns of fraud and develop techniques for its prevention.
2. Review the risks, threats and vulnerabilities within an organization's information systems security structure for the purpose of detecting and preventing fraud.
3. Develop and implement policies,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

GRADUATE SCHOOL

HATO REY CAMPUS



During the 2022-2023 academic year, students in the initial capstone course MIS 5540 achieved an average score of 88%. During the 2021-2022 academic year, students achieved an average score of 90%. These results show that students have been consistently exceeding the 70% benchmark goal. No data was gathered during the 2023-2024 academic year, as the course was not offered.



During the 2022-2023 academic year, students in the capstone course MIF 7890 achieved an average score of 85%. During the 2021-2022 academic year, students achieved an average score of 91%. Students exceeded the 70% benchmark goal in both years. No data was gathered during the 2023-2024 academic year, as the course was not offered.

GRADUATE SCHOOL

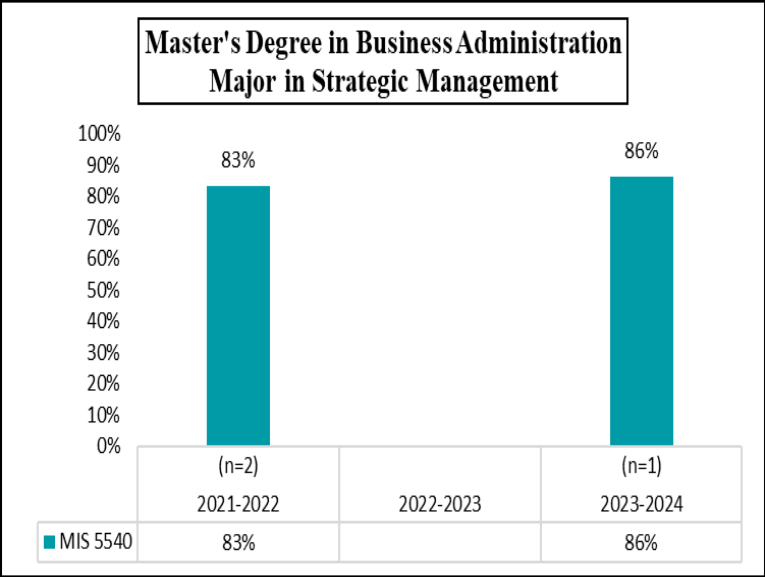
Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Business Administration Major in Strategic	MIS 5540 Organizational Behavior		Project
	MSM 7690 Seminar in Strategic Management		Project

Student Learning Outcomes

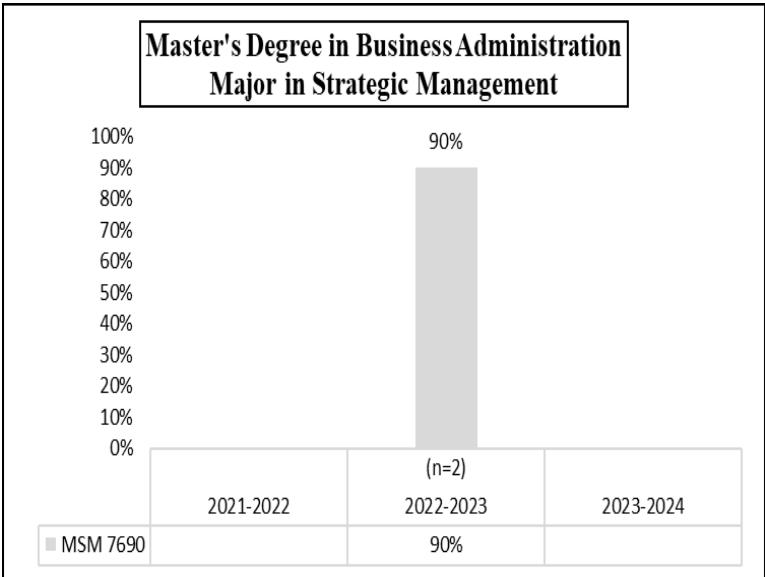
1. Analyze and solve practical problems in a critical scenario and during the transformation phases of a business organization.
2. Develop creative projects and innovative practices within the business organization.
3. Outline business strategies with a global, diverse and complex perspective.
4. Apply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

GRADUATE SCHOOL

HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course MIS 5540 achieved an average score of 86%. Students exceeded the 70% benchmark goal. No data was gathered during the 2022-2023 academic year, as the course was not offered.



During the 2022-2023 academic year, students in the final capstone course MSM 7690 achieved an average score of 90%. Students exceeded the 70% benchmark goal. No data was gathered during the 2021-2022 and 2023-2024 academic years, as the course was not offered.

GRADUATE SCHOOL

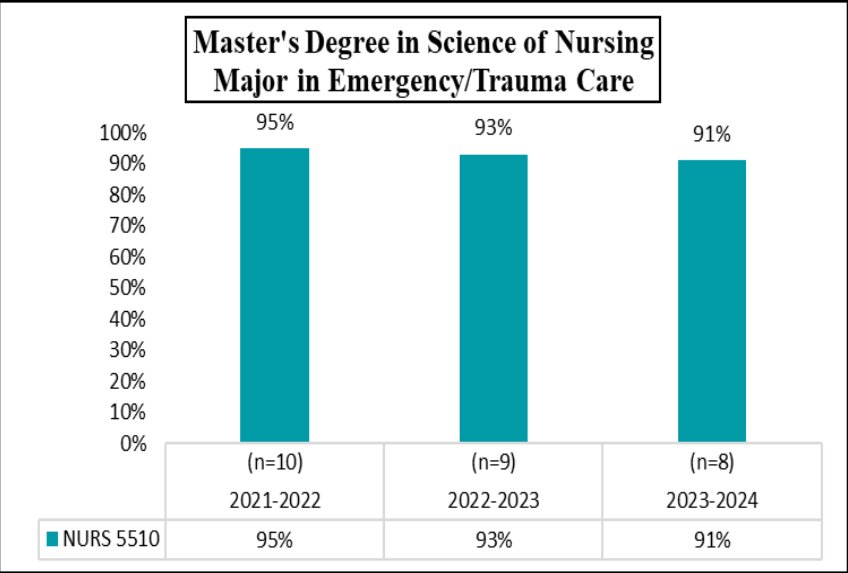
Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Science of Nursing	NURS 5510 Physiology and Advanced	X	
Major in Emergency/Trauma Care	NURS 7610 Advanced Internship Emergency/Trauma Care		Internship

Student Learning Outcomes

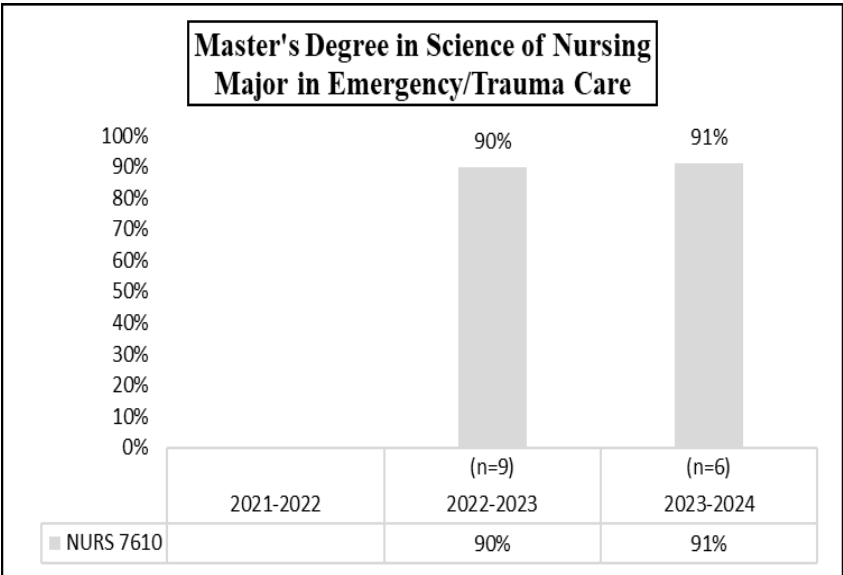
1. Introduce changes and innovations in the solution of problems of health, and professional ethical practice in emergency and trauma nursing.
2. Exercise leadership in the planning, implementation and evaluation of patient care, the family, and the community in different contexts of health, with a focus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

GRADUATE SCHOOL

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in initial capstone course NURS 5510 obtained an average of 91%. During the 2021-2022 academic year, students obtained an average of 95% and 93% in 2022-2023. This shows students are exceeding the 70% standard goal.



During the 2023-2024 academic year, students in the final capstone course NURS 7610 obtained an average of 91%. During the 2022-2023 academic year, students obtained an average of 90%. This shows students are exceeding the 70% standard goal.

GRADUATE SCHOOL

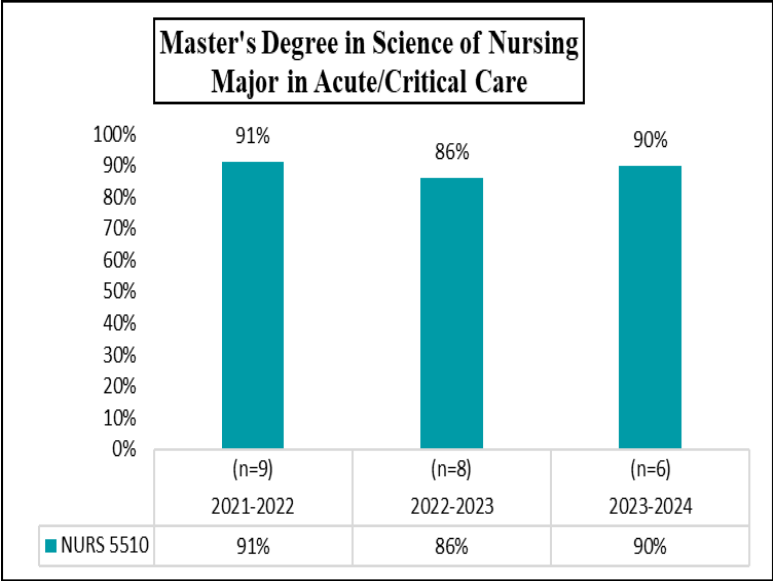
Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Science of Nursing	NURS 5510 Physiology and Advanced	X	
Major in Acute/ Critical Care	NURS 7500 Advanced Internship Acute/Critical Care		Internship

Student Learning Outcomes

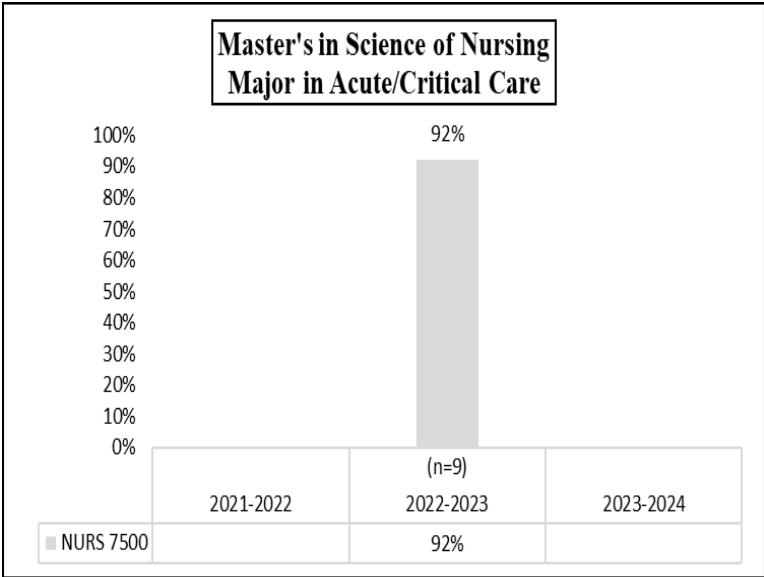
1. Introduce changes and innovations in the solution of problems of health, and professional ethical practice in acute and critical nursing care.
2. Exercise leadership in the planning, implementation and evaluation of patient care, the family, and the community in different contexts of health, with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

GRADUATE SCHOOL

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in the initial capstone course NURS 5510 achieved an average score of 90%. During the 2021-2022 academic year, students achieved an average score of 91%, and in 2022-2023, they achieved an average score of 86%. Students have exceeded the 70% benchmark goal in the past three years.



During the 2022-2023 academic year, students in the final capstone course NURS 7500 achieved an average score of 92%. No data were collected during the 2020-2021 and 2023-2024 academic years, as the course was not offered.

GRADUATE SCHOOL

SAN SEBASTIAN CAMPUS

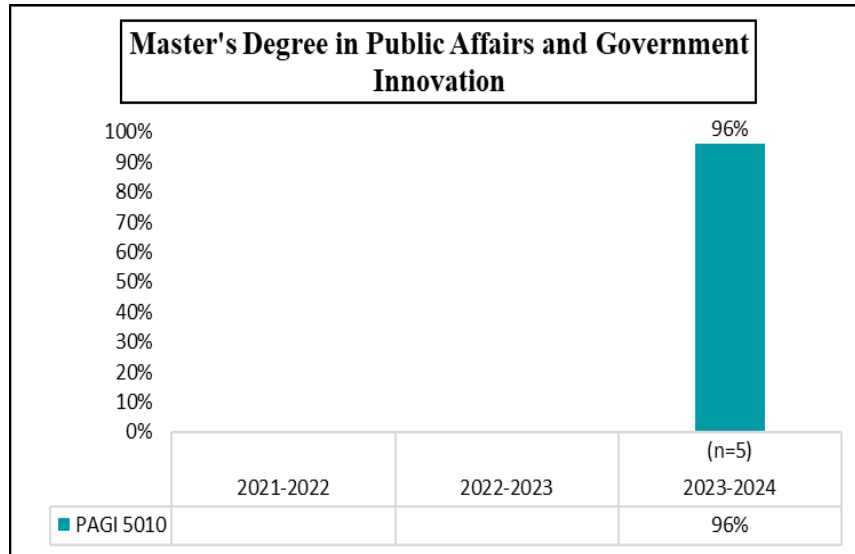
Program	Capstone Courses	Instruments	
		Test	Rubric
Master's Degree in Public Affairs and Government Innovation	PAGI 5010 Public Administration, Ethics and Law in governmental innovation		x
	PAGI 7700 Research Project		x

Student Learning Outcomes

1. Develop government projects for innovative and corrective action to improve the public services offered.
2. Implement innovative approaches to government action in public affairs from the principles of constitutional, labor and administrative law in the context of open and transparent public administration.
3. Design an innovative public service aimed at solving a community issue that requires the use of technology in public administration.
4. Investigate the biunivocal relationship between a non-governmental organization and the government sector in the innovative creation of alliances, collaborations and areas of development that positively impact the society they serve.
5. Apply the results of scientific research on sociopolitical, economic, educational, health, security, cultural and population change factors that affect public affairs and offer direction to government management.
6. Use the media in the accountability of public affairs, certifying the achievement or not of effective innovative government action within an open and transparent government.
7. Rigorously evaluate official innovative public policy documents in their social justice, ethical and moral dimensions, as well as their efficiency in accountability.
8. Exercise an administrative function from the perspective of open and transparent government ethics.

GRADUATE SCHOOL

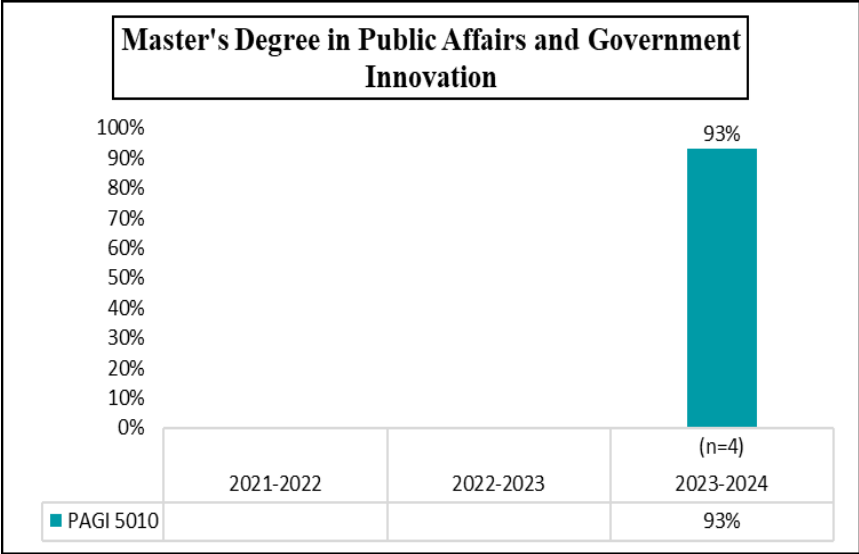
HATO REY CAMPUS



During the 2023-2024 academic year, students in the initial capstone course PAGI 5010 achieved an average score of 96%. No data was gathered during the 2021-2022 and 2022-2023 academic years, as the program was not yet developed.

GRADUATE SCHOOL

SAN SEBASTIAN CAMPUS



During the 2023-2024 academic year, students in the initial capstone course PAGI 5010 achieved an average of 93%. No data was collected during 2022-2023 academic year since the program was not yet developed.

CLOSING THE LOOP

Assessment Decisions

1. Review of assessment instruments for the Master's Program in Public Affairs and Government Innovation.
2. Professional development workshops were offered to faculty, focusing on innovative pedagogical strategies and the use of educational technologies .

COLLABORATORS

Dr. Alberto López Mercado,
Associate Vice President for Institutional Compliance

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

Dr. Lillian Alers Soto
Institutional Director for Academic Assessment

FEBRUARY 2025

