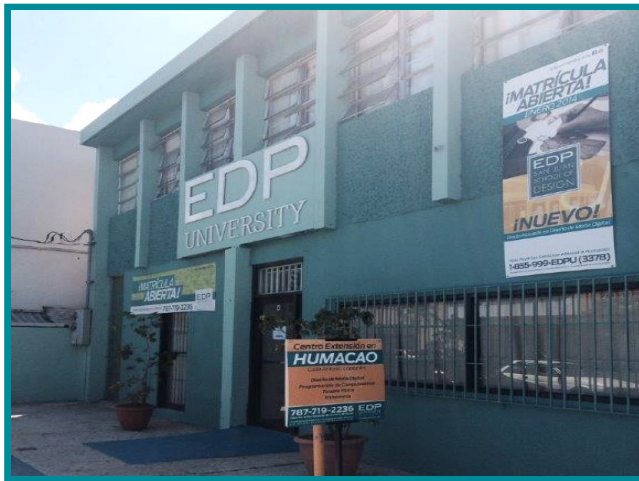# Academic Assessment at a Glance

Hato Rey & San Sebastian Campus

Humacao & Manati Additional Locations

Villalba Branch Campus

2016-2017 (*January 2018*) Number 11

FOREWORD

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

This eleventh (11th) edition is a historical update of indicators within three (3) years results from the General Education (Core) and the eight (8) Academics School Programs' learning outcomes. These are: Arts and General Education, Sciences & Technology, Administration, Nursing, Health, Design, Criminal Justice and the Graduate School. It includes analysis results for both campuses.

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

Other Institutional general information, such as it's philosophy, vision, mission, goals, profile, and the Strategic Plan for 2013-2017, are presented in order to help the reader to understand EDP University's assessment initiatives.

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Institutional
General Information

EDP UNIVERSITY OF PR

Philosophy

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

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

Vision

EDP University aspires to be an institution that achieves recognition in and outside of Puerto Rico, due to its innovate nature and flexible, non-traditional design, in which optimal use is made of information technology at the academic and administrative levels, integrating the Institution in the information society and adding value for its constituents.

Mission

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

Goals

ACADEMIC AFFAIRS

1. Offer and develop excellent, pertinent, and relevant graduate and undergraduate academic programs in the Arts, Sciences, and Technology.

2. Integrate information technology into the academic offerings, and the Institution's administration.

3. Offer a General Education Program that promotes the development of competencies in the following areas: oral and written communication skills in Spanish and in English, computer literacy, information literacy, critical thinking, scientific and math culture, and the acquisition of social, humanistic, tolerance and diversity values.

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

STUDENT AFFAIRS

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

ADMINISTRATIVE AFFAIRS

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

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

COMMUNITY AFFAIRS

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

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

Institutional Profile

President : Eng. Gladys Nieves-Vázquez
Website : www.edpuniversity.edu
Accredited by the Middle States Commission on Higher Education since 2006.
Next Evaluation visit for 2020-2021
Control: Private (Non Profit)   Type : Master's II
ACICS Accreditation: 1976 - 2006.

Strategic Plan 2013-2017

Strategic Axis I

An educational model to develop skills in its graduates for academic and relevant, flexible, efficient and focused on learning and accredited by the respective organizations and supported by the interaction and openness to domestic and international environment programs. The institution has been virtualized and has extensive student participation in classroom and distance education.

Strategic Axis II

The student learning process will be comprehensive and inclusive to ensure that students are critical, entrepreneurs, competitive and committed to society and its cultural management. This formation will promote national and international mobility.

Strategic Axis III

The faculty is competent in their field of study and academic work done that is recognized for their intellectual contributions and participation in national and international networks of cooperation.

Strategic Axis IV

The Institution will be realize creative activities, generating and applying a quality and relevance knowledge to the development of the fields of study and social care needs of your environment.

Strategic Axis V

Has an Institutional government and university administration whose management is transparent, flexible, efficient and clear to the assessment of the institution and the effectiveness of student learning policies. Will use planning permanently systematic and comprehensive perspective for a proportional direction for an educational activities.

Strategic Axis VI

The institution will be recognized by the outside community for their contributions to the cultural and social diffusion and the appellant educational development of professionals in the national productive sector.

Strategic Axis VII

The institution serves the challenges proactively upgrade its physical and technological infrastructure, workforce, development of human resources and faculty and staff successfully transits towards a model of generating external resources for institutional strengthening.

EDP University's

Academic Assessment Model

EDP UNIVERSITY ACADEMIC ASSESMENT PROGRAM

An Assessment Model Based in Talent Development

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

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

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

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

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

EDP UNIVERSITY'S

Academic Assessment Model

Theoretical Framework
Alexander Astin
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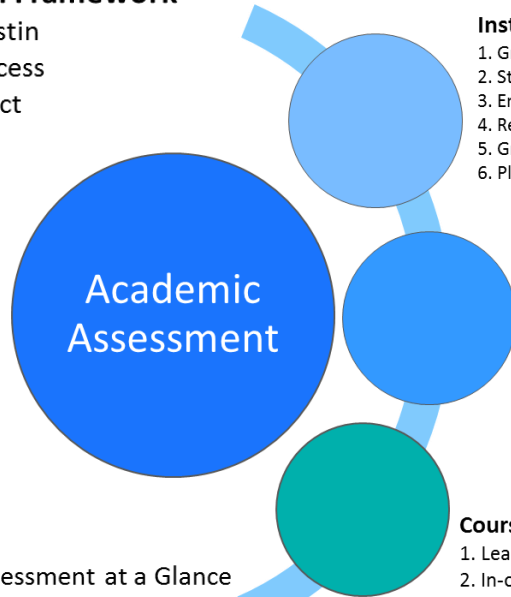
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        Competencies.
2. Other Assessments
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Disclosure
Academic Assessment at a Glance
EDP at a Glance
Revista Multidiciplinaria Academia (Journal)
Academic Assessment Manual

Course
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2. In-classroom Assessment techniques
3. Research in Action

Assessment Model Objectives

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

From Knowledge to Competency-based Learning Assessment

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

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

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

- Generic competencies are aligned against existing core competencies assessments offered by the School of General Education; these measure the students' competencies in the areas of Spanish, English, Math, Information Literacy, and Computer Literacy. As a result, each existing core competency assessed is included in the 21 generic competencies adopted.

- Faculty members identified how specialty courses relate to each of the generic competencies adopted.

- Academic Program Directors/Specialists, along with their faculty members, identified professional competencies specifically articulated for their academic program alumni's profile. These specific competencies were aligned to the generic ones in order to complete approximately thirty, all of which the alumni from EDP University academic programs must demonstrate mastery.

21 Generic Competencies → **Assessment in the Classroom** ← **Programs Specific Competencies**

General Education Core Competencies

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

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

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

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

Technological Proficiency (Computer Literacy)
Demonstrate ability to collect, organize, compute and interpret quantitative and qualitative information. Demonstrate the ability to use and apply technology to make decisions.

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

Socio-humanistic Values
Demonstrate knowledge of the relationships among the social sciences and the humanities and understanding of the value of a global perspective on society with respect to past, present and future events.

Tolerance and Respect for Diversity
Demonstrate ethical and cultural awareness and understanding of cultural diversity and effective and appropriate modes of social interaction.

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

Academic Competency-based Learning Assessment
Implementation Phases

Phase I: Generic Competencies for General Education

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

Phase II: Specific Professional Academic Competencies

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

Phase III: Classroom Assessment

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

EDP University's Generic Competencies

EDP University's Generic Competencies were adopted from the Tuning Project in 2011. Following are the twenty one (21) generic competencies that run across the curriculum in all of EDP University's study programs.
INSTRUMENTAL - Essential tools for learning and training.
1. Ability to communicate orally and in writing.
2. Basic skills in the use of information technologies and communication.
3. Skills to research, analyze, and evaluate information from multiple sources.
4. Ability to plan and organize time.
5. Ability to identify, formulate, and solve problems.
INTERPERSONAL - Ensure good working and personal relationships with third parties.
6. Capacity for reflective and critical thinking.
7. Commitment to the socio-cultural and historical conditions.
8. Appreciation and respect for diversity and multiculturalism.
9. Commitment to environmental preservation.
10. Ability to work autonomously.
11. Empathy, self-confidence, and ability to encourage the development of others.
12. Initiative, achievement motivation, and adaptability.
13. Capacity for teamwork.
14. Ethical commitment.
15. Social responsibility and civic compromise.
SYSTEMIC – Offer an overview and serve to manage the overall performance.
16. Capacity for applying knowledge in practice.
17. Knowledge of the area of study and profession.
18. Research capacity.
19. Ability to motivate and work towards common goals (leadership).
20. Ability to make decisions.
21. Ability to formulate and manage projects.

EDP University's Specific Competencies Per Program

SCHOOL OF ADMINISTRATION

Associate Degree in Office Administration	Bachelor's Degree in Technology Office Administration
1. Produce business documents for a set time and following instructions.	1. Create different types of documents steadily during a prolonged time frame.
2. Transfer business documents originating from various formats, with accuracy and grammatical correctness.	2. Transcribe commercial documents, created in various types of media, with accuracy and grammatical correctness.
3. Compose simple business documents directly to the computer, given a specific situation and under the rules of language.	3. Write business documents, directly to the computer, according to a specific situation; with the required language standards as established.
4. Implement administrative processes, following the standards set by the organization.	4. Apply managerial techniques and administrative processes, according to the company standards.
5. Manage, control and properly operate equipment and materials required in the office.	5. Apply specific day-to-day tasks, according to the nature of the organization: legal, medical, educational, service, among others.
6. Delegate, monitor and evaluate tasks in support of the executive in its administrative and organizational.	6. Identify opportunities for professional development as lifelong learning experiences.
7. Coordinate and plan activities related to the company, according to their level of authority and responsibility.	7. Produce advertising documents, as instructed by the executive.
8. Demonstrate the skills, abilities and knowledge acquired through a professional portfolio.	8. Organize and maintain information in an accessible way, using various methods and interconnections.
	9. Coordinate and lead meetings, local, national and international, as well as the activities they entail.

EDP University's Specific Competencies Per Program

SCHOOL OF ADMINISTRATION

Associate Degree in Business Administration	Bachelor's Degree in Business Administration
1. Distinguishing knowledge, theories and principles related to organizational behavior contributing to improving the effectiveness of organizations as a system.	1. Apply 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.	2. Apply management functions and roles a manager plays within an organization.
3. Assess the legal framework applied to business management.	3. Implement the legal framework in building projects and development of any organization
4. Interpret accounting information and financial information for management decision making.	4. Analyze financial data and financial information for management decision making.
5. Apply the basic principles for the development of human resources in the organization.	5. Manage and develop human talent in the organization.
6. Provide leadership in the pursuit and achievement of organizational goals.	6. Develop marketing plans for the company.
7. Improve and innovate administrative processes.	7. Apply principles of strategic planning for greater efficiency and effectiveness.
8. Identify opportunities to start new businesses and / or develop new products.	8. Listening opportunities to start new businesses and / or develop new products.
9. Analyze the microeconomic environment, local and global organizations for decision making.	9. Develop, evaluate and manage business projects in different types of organizations.

EDP University's Specific Competencies Per Program

SCHOOL OF ADMINISTRATION

Bachelor's Degree in Business Administration, Major in Accounting	Bachelor's Degree in Business Administration, Major in Management
1. Apply the axioms and principles of the framework of the accounting profession.	1. Apply organizational behavior knowledge, theories and principles in order to contribute to the continuous improvement and effectiveness of organizations as a system.
2. Using information and communication technologies in the management of accounting and financial data of the organization.	2. Apply management functions and roles within the organization.
3. Analyze, interpret and produce basic financial statements using financial ratios for managerial decision making.	3. Assess the legal framework applied to business management.
4. Applying the general principles of accounting to calculate and recover balances the accounting for different types of organizations.	4. Interpret accounting and financial information for management decision making.
5. Review cost information for planning, control and decision making.	5. Manage and develop human resource talent in the organization.
6. Complete state and federal lists, applying the relevant tax codes.	6. Develop marketing plans for the company.
7. Analyze, develop and implement management control systems to achieve the financial goals of the company.	7. Apply principles of strategic planning resulting in a greater efficiency and effectiveness for the organization.
8. Apply audit procedures for financial reporting.	8. Identify opportunities to start new businesses and/or develop new products.
9. Investigate opportunities for professional development and lifelong learning.	9. Develop, evaluate and manage business projects for different types of organizations.

EDP University's Specific Competencies Per Program

SCHOOL OF SCIENCES AND TECHNOLOGY

Associate Degree in Computer Programming	Bachelor's Degree in Information System Major in Computer Programming
1. Create and update documents with productivity software.	1. Develop algorithms and programming in different languages.
2. Evidence interoffice processes of information systems both in English and Spanish.	2. Apply the knowledge and skills required in the field of electronic commerce for a company or organization.
3. Manage utility software in order to resolve any given situation in the organization.	3. Manage data centers and information systems in an organization.
4. Assist in the management of information systems of the organization, according to the knowledge, skills and experiences acquired during their professional training.	4. Use, manage and administer the databases to create queries and reports applying the specific programming structured language.
5. Update information systems by applying the available new technology.	5. Develop proposals for the solution of a problem through a prototype based on a programming language.
6. Manage input and update of organizational data within the information systems.	6. Develop an analysis and consequent design of an organization in order to identify the requirements necessary to create an information system.
7. Identify and solve technical problems in the hardware and software to provide possible solutions.	7. Use tools and software development programs in creating prototypes that meet the needs of the organization.
8. Organize company digital files applying proper techniques for storing digital information.	8. Identify and assess, through the life cycle of a system, any changes that need to be made to meet the requirements of the organization.

EDP University's Specific Competencies Per Program

SCHOOL OF SCIENCES AND TECHNOLOGY

Bachelor's Degree in Information System Major in Computer Networking	Bachelor's Degree in Information System Major in Digital Imaging
1. Manage data communications systems by using different transmission media.	1. Develop visual works in response to a communication problem.
2. Troubleshoot the network environment using the concepts and skills developed in the program.	2. Create illustrations in digital format.
3. Proper use of different diagnostic tools for data networks.	3. Edit digital images.
4. Proper use of different types of diagnostic software available for communications networks.	4. Design, develop and maintain Web pages.
5. Manage different terminologies used throughout the problem solving processes within the network environment.	5. Develop two-dimensional animations.
6. Analyze and design data communications networks.	6. Design publications in different formats.
7. Implement different protocols used for the security of data communications networks.	7. Identify type styles and know how to apply them in a design.
8. Implement different security models in data communication networks within an organization.	8. Create sketches and diagrams as part of the creative process.

EDP University's Specific Competencies Per Program

SCHOOL OF SCIENCES AND TECHNOLOGY

Associate Degree in Information Technology	Bachelor's Degree in Information Technology Science, Major in Network
1. Identify needs and requirements for the design and use of programming language to solve situations including math and programming solutions expressed by algorithms and the use of syntax.	1. Provide documented solutions in the network environment given a specific situation using the concepts and skills developed in the program.
2. Updating information systems solutions and changes using new technologies in the market.	2. Analyze and design data communications networks according to the organization's needs.
3. Handle input and update data from a company in information systems using database applications and / or file management.	3. Manage from different working positions, information systems and contribute to the development of effective solutions in the organization.
4. Create and update documents with productivity programs.	4. Manage data communications systems using different transmission media: wired, wireless and optical.
5. Use of application programs in order to solve situations in the organization.	5. Provide documented solutions in the environment, manage data communications systems using different transmission media: wired, wireless and optical.
6. Identify and solve hardware and software technical problems in computer networks so that they can provide possible solutions.	6. Implement strategies for different models of security in an organization's data communications networks.
7. Designing applications for mobile devices that meet the needs of the computer industry, entertainment and education.	7. Use different types of computer programs and tools for network diagnostics.
8. Design and develop animations or interactive games in different operating system platforms.	8. Apply different terminologies learned through the program that will use in solving problems within the network environment.
9. Document and provide evidence the processes established in management information systems.	9. Implement the different protocols used for network security data communications.

EDP University's Specific Competencies Per Program

SCHOOL OF SCIENCES AND TECHNOLOGY

Associate Degree in Science of Biotechnolgy	**Bachelor's Degree in Information Technology Science Major in Programming**
1. Know, respect and observe the laws governing the healthy exercise of their profession.	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. Possess intellectual, physical, ethical, and social skills that encourage them to maintain the ideals that give an honest job basis.	2. Identify and solve Hardware and Software technical problems as well as in computer networks, so that possible solutions may be provided.
3. Demonstrate knowledge to solve problems and use laboratory equipment effectively.	
4. Master and update the knowledge, skills and techniques required by their profession.	3. Update information systems with solutions and changes using new technologies in the market.
5. Provide knowledge to their profession through scientific research.	4. Manage the input and update of data from a company in the information systems business, using database applications and / or file management.
6. Work individually and as a team.	
7. Demonstrate basic skills such as the appropriate use of communication, planning and organizing time; identify, formulate and solve problems.	5. Create and update documents with productivity programs.
8. Demonstrate basic interpersonal skills such as reflective and critical thinking, information technology and computer technology, commitment to socio - cultural and historical, appreciation and respect for diversity and multiculturalism, commitment to the preservation of the environment, the ability to work autonomously, empathy, self-confidence and the ability to encourage the development of others, initiative, achievement motivation and adaptability, teamwork, ethical commitment, social responsibility and civic engagement .	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. Demonstrate basic skills such as the ability to apply knowledge in practice in laboratories, knowledge of the field of study and profession, research capacity to motivate and work toward common goals, leadership, decision making and manage projects.	9. Document and provide evidence of the established processes for management information systems.

EDP University's Specific Competencies Per Program

SCHOOL OF HEALTH

Associate Degree in Medical Emergencies Technology	Associate Degree in Physical Therapy Technology
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.	1. Implement a treatment plan designed by the licensed physical therapist. 2. Document clinical record progress notes using medical terminology. 3. Implement a therapeutic exercise program designed by the licensed physical therapist. 4. Apply various technological and therapeutic modalities, as required by the patient's condition, while in-keeping with all security measures. 5. Analyze the patient's disabling conditions and identify different treatment options necessary for his/her rehabilitation. 6. Implement security measures for patient comfort, equipment maintenance and personal safety. 7. Identify risk factors that affect musculoskeletal health in order to educate the patient and/or family members in the modification or elimination of these. 8. Use transfer and ambulation techniques in patient management.

EDP University's Specific Competencies Per Program

SCHOOL OF HEALTH
Associate Degree in Pharmacy Technician

1. Process and dispense a prescription either manually or through technological means, under the supervision of a licensed pharmacist.
2. Prepare simple solutions and syrups.
3. Manage specialized software used in the prescription area.
4. Process prescriptions with or without authorization of health plans under the supervision of a licensed pharmacist.
5. Perform pharmaceutical dosage calculations.
6. Process and dispense controlled medications under the supervision of a licensed pharmacist.
7. Identify and recommend drugs bioequivalents.
8. Catalog and file prescriptions following statutory processes.
9. Educate patients about the side effects, and drug-drug/drug-food interactions.

EDP University's Specific Competencies Per Program

SCHOOL OF NURSING

Associate Degree in Nursing	Bachelor's Degree in Science in Nursing
1. Apply the nursing process methodology and theories of the discipline, to develop and implement nursing care plans and assess the client's goals.	1. Apply the nursing process methodology, theories of discipline, and evidence-based practice to provide general nursing care.
2. Apply knowledge in holistic care of individual, family, and community considering several of life cycle processes stages in the continuum health-disease process.	2. Assumes a leading role in the planning, organizing and monitoring of holistic care for the individual, family and community, taking into consideration the different stages of growth and development and the health- sickness process.
3. Report and communicate client, family and community information to provide continuity and safety care.	3. Maintain communication with the multidisciplinary health team to manage a safe and continuous care of the client, family and community.
4. Intercede to defend and protect the lives and dignity of the individual.	4. Design, implement and evaluate strategies to defend and protect the life and dignity of the individual.
5. Take decisions that are consistent with professional standards of practice, policy, procedures and current laws.	5. Assume a leadership role in implementing the standards of the profession of nursing practice.
6. Develop, implements, and evaluates nursing teachings plans based on client's needs.	6. Develop and manage strategies oriented to nursing administration at different levels of the organization.
7. Apply knowledge and skills to assist in the modification of the nursing care provided to the client, family or community.	7. Use multidisciplinary resources to design, implement and evaluate comprehensive education plans to meet the learning needs of individuals, groups or communities.
8. Actively participate in local, regional, national and international organizations, that promote the development of the profession.	8. Analyze the impact of evidence-based practice and apply the findings to client, family and community care.
	9. Participate actively in local, regional, national and international organizations, to promote the development of the nursing profession.

EDP University's Specific Competencies Per Program

SCHOOL OF DESIGN

Associate Degree in Digital Fashion Design	Bachelor's Degree in Arts, Major in Digital Fashion Design
1. Conceptualize and design fashion concepts for all occasions.	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 an aesthetic and functional design.	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 contribute to the designs.	3. Implement trends in textiles and accessories that will help in the development of their designs, as well as design their own digitally printed textiles.
4. Cut and put together the parts of the designs.	4. Express their artistic inspiration when designing individual pieces and fashion collections, Including unique designs such as wedding and evening gowns.
5. Create your own clothing collection.	5. Apply their knowledge in digital design art illustrations, drawings and models.
6. Promote and market the fashion design industry.	6. Collaborate with other designers to develop designs and/or craftsmanship.
	7. Conduct the appropriate research to develop an effective business plan, in order to start their own business within the fashion industry.
	8. Work with stretch fabrics, along with designing and making men's clothing.
	9. Promote and market the fashion design industry in general.

EDP University's Specific Competencies Per Program

SCHOOL OF DESIGN

Associate Degree in Arts, Major in Digital Design	Bachelor's Degree in Arts in Digital Design, Major in Multimedia
1. Use visual elements in digital design.	1. Use visual elements in digital design.
2. Design and program websites.	2. Design and program websites.
3. Use tools to create 2D animations.	3. Use tools for creating 2D and 3D animations.
4. Identify and troubleshoot communication problems through graphic design.	4. Identify and troubleshoot communication problems through graphic design.
5. Research and develop sketches in the production of publications for print and digital media.	5. Research and develop sketches in the production of publications for print and digital media.
6. Apply knowledge in the use of digital tools for creating designs.	6. Apply knowledge in the use of digital tools for creating designs.
7. Improve and manipulate images in digital format.	7. Improve and manipulate images in digital format.
	8. Identify marketing strategies applicable to social media.
	9. Use applicable technologies to capture and edit digital video.

EDP University's Specific Competencies Per Program

SCHOOL OF DESIGN

Associate Degree in Arts, Major in Interior Design and Decoration	Bachelor's Degree in Arts, Major in Interior Design and Decoration
1. Efficiently implement principles of design and interior decoration.	1. Efficiently implement principles of design and interior decoration.
2. Develop proposals, cost estimates and contracts for the design projects.	2. Develop proposals, cost estimates and contracts for design projects.
3. Interpret and draw up plans for the designed project.	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.	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.	5. Apply the principles of the art and history of furniture that relate to the concept of the project being generated.
6. Identify the characteristics, installation techniques and maintenance of materials and accessories used in decorative works.	6. Apply principles that meet with applicable pro-environmental conservation and sustainable project design regulations.
7. Apply the different lighting types and techniques in projects.	7. Identify the characteristics, installation techniques and maintenance materials and accessories used in decorative works.
8. Apply selection principles in choosing plants for indoor use.	8. Apply the different lighting types and techniques in projects.
9. Apply management principles that promote self-management.	9. Develop a professional portfolio evidencing their competence in the profession.

EDP University's Specific Competencies Per Program

SCHOOL OF CRIMINAL JUSTICE

Associate Degree in Criminal Justice

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.

EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

Master's Degree in Information System	Master's Degree in Information Technology for Education
1. Evaluate information technology needs and requirements within an organization.	1. Integrate information technology into the educational curriculum.
2. Apply information systems theories and principles to different areas of functionality within a company.	2. Apply educational theories and principles to information technology.
3. Analyze, design and implement information systems in order to provide a competitive advantage for the company.	3. Integrate information technology into the assessment process of the teaching – learning practice.
4. Create technology applications to support the systematic processes of a company and solve their information needs.	4. Design and develop educational multimedia modules.
5. Design and manage databases to meet the information needs of an organization, taking into account aspects of validation, access control and security.	5. Design and develop learning environments that integrate information technologies.
6. Apply technical and administrative skills in managing the information systems of an organization.	6. Design, develop and manage educational resources facilitated by internet technology.
	7. Develop, manage and evaluate projects and learning systems through the use of information technology.
	8. Plan and design training programs that integrate information technology.

EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

Master's Degree Information Systems Major in Information Security and Fraud Investigation	Master's Degree in Business Administration Major in Strategic Planning
1. Evaluate financial statements to detect common patterns of fraud, and develop techniques for its prevention.	1. Analyze and solve practical problems in a critical scenario and during the transformation phases of a business organization.
2. Review the risks, threats and vulnerabilities within an organization's information systems security structure for the purpose of detecting and preventing fraud.	2. Develop creative projects and innovative practices within the business organization.
3. Develop and implement policies, standards and procedures to ensure the confidentiality and integrity of information and the continuity of IT operations.	3. Outline business strategies with a global, diverse and complex perspective.
4. Develop and implement appropriate procedures and technical mechanisms of fraud prevention and detection taking into account legal and ethical aspects.	4. Apply theories and principles of accounting, management, marketing, economics and finance in a business context.
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.	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. 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.	6. Formulate strategic plans for different types of organizations.

EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

Master's Degree Science in Nursing with
Specialty in Acute/Critical Care

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.

EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

Master's Degree Science in Nursing with
Specialty in Emergency/Trauma Care

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.

EDP University's Specific Competencies Per Program

GRADUATE SCHOOL

Master's Degree in Naturopathic Sciences

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

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

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

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

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

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

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

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

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

Capstone Course Assessment Instruments

Per Program and Academic Schools

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

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

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

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

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

Capstone Course Per Program

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

SCHOOL OF SCIENCE AND TECHNOLOGY				
Programs	Capstones Courses	Instruments		
Associate Degree in:		Test	Rubric	Commentaries
Information Technology	PRO 1110 Computers and Informaticion Systems	X		
	ITP 2340 Programming for Mobile Devices II		Project	
Biotechnology	BIO 1101 Introduction to Biology I	X		
	BIT 2250 Molecular Biotechnology	X		
Bachelor's Degree Information Technology Science, Major in:				
Networks	PRO 1110 Computers and Informaticion Systems	X		
	ITP 2340 Programming for Mobile Devices II		Project	
	ITN 4780/ITN 4790 Project/Practicum		Project/ Practicum	
Programming	PRO 1110 Computers and Informaticion Systems	X		
	ITP 2340 Programming for Mobile Devices II		Project	
	ITP 4780/ ITP 4790 Project/Practicum		Project/ Practicum	

Capstone Course Per Program

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

SCHOOL OF ADMINISTRATION				
Programs	**Capstones Courses**	**Instruments**		
Associate Degree in:		**Test**	**Rubric**	**Commentaries**
Business Administration	BA 1313 Administration Theory	X		
	BA 2321 Human Resources		Project	
Office Administration	ADO 1101 Keyboarding and Its	X		
	ADO 3282 Practicum		Internship	
Bachelor's Degree in:				
Business Administration	BA 1313 Administration Theory	X		
	BA 2321 Human Resources		Project	
	BA 4350 Operation and Production Management		Project	
Technology Office Administration	ADO 1101 Keyboarding and Its Application	X		
	ADO 2261 Office Administration and Human Relations	X		
	ADO 4281 Internship		Internship	

Capstone Course Per Program

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

SCHOOL OF ADMINISTRATION				
Programs	**Capstones Courses**	**Instruments**		
Bachelor's Degree in Business Administration, Major in:		**Test**	**Rubric**	**Commentaries**
Accounting	ACC 2113 Introduction to Accounting I	X		
	BA 2321 Human Resources	X		
	ACC 4218 Auditing	X		
Management	BA 1313 Administration Theory	X		
	BA 2321 Human Resources		Project	
	BA 4400 Business Development		Project	

Capstone Course Per Program

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

SCHOOL OF NURSING				
Programs	**Capstones Courses**	**Instruments**		
Associate Degree in:		Test	Rubric	Commentaries
Nursing	NUR 1301 Fundamentals of Nursing Practice		X	
	NUR 2306 Child and Adolescent Care Clinical Practice		X	
	NUR 2250/ NUR 2260 Nursing Integration Seminar	X		
Bachelor's Degree in:				
Science in Nursing	NUR 1301 Fundamentals of Nursing Practice		X	
	NUR 2306 Child and Adolescent Care Clinical Practice		X	
	NUR 4395 Research in Nursing		X	
	NUR 4460 Seminar	X		

Capstone Course Per Program

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

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

Capstone Course Per Program

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

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

Capstone Course Per Program

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

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

Capstone Course Per Program

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

SCHOOL OF CRIMINAL JUSTICE				
Programs	**Capstones Courses**	**Instruments**		
Associate Degree in:		Test	Rubric	Commentaries
Criminal Justice	CJU 1100 Constitutional Law	X		
	CJU 3001 Interview, Interrogatory and Testimony		Project	

Capstone Course Per Program

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

GRADUATE SCHOOL				
Programs	**Capstones Courses**	**Instruments**		
Master's Degree in:		**Test**	**Rubric**	**Commentaries**
Information Systems	MIS 5540 Organizational Functions and Management		Portfolio	
	MIS 7690 Information Systems Project		Thesis	
Information Technology for Education	MAED 5410 Instructional Resources Production Seminar II		Project	
	MAED 6000 Degree Project		Thesis	
Strategic Management	MIS 5540 Organizational Functions and Management		Project	
	MSM 7690 Seminar in Strategic Management		Project	

Capstone Course Per Program

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

GRADUATE SCHOOL					
Programs	**Capstones Courses**	**Instruments**			
Master's Degree in:		**Test**	**Rubric**	**Commentaries**	
Information Security and Digital Fraud Investigation	MIS 5540 Organizational Functions and Management		Project		
	MIF 7890 Seminar in Digital Fraud Investigation		Project		
Nursing Sciences with Specialty in Acute/ Critical Care	NURS 5510 Physiology and Advanced	X			
	NURS 7500 Advanced Internship Acute/Critical Care		Internship		
Nursing Sciences with Specialty in Emergency/ Trauma Care	NURS 5510 Physiology and Advanced	X			
	NURS 7610 Advanced Internship Emergency/Trauma Care		Internship		
Naturopathic Sciences	NSC 5000 Naturopathic History and Foundations	X			
	NSC 7010 Naturopathic Practice		Internship		

Implementation Calendar

Activity	Office/Participants	Due Date
Generic General Education (Core) Competencies Assessment (Pre & Post Tests) Pre-Test = Freshmen Students Post-Test = 90 credits completed	Hato Rey and San Sebastian Academic Affairs Deans AVP Research, Academic Assessment and Institutional Development	Every other year (Summer and Fall-Sept., Week 3 and 4)
Specific Program Competencies (Professional) Assessment Instruments Administration	Hato Rey and San Sebastian Academic Affairs Deans AVP Research, Academic Assessment and Institutional Development	Annually According to the academic offer
Classroom Assessment Activities	Hato Rey and San Sebastian Academic Affairs Deans Program Directors Professors	On going Classroom Annually (Spring)
Classroom Action Research Report	Hato Rey and San Sebastian Academic Affairs Deans Program Directors Professors	Annually (Fall)
Assessment Results Analysis	Academic Planning and Institutional Development Office	Annually August and December
Data Driven Analysis, Reflection and Planning Meeting	• President, Vice Presidents, Chancellors • Hato Rey and San Sebastian Academic and Students Deans, School Directors, Faculty • Assessment Committee • A representative student per campus	Annually Week 2 February (Spring)

Assessment Program Development Chronology

January 2001 – December 2002
In charge of Assessment Consultant
1. Assessment Program concept development and planning with Dr. Alexander W. Astin's assessment model.
2. Assessment Program implementation calendar was developed and capstone academic courses were defined.
3. Syllabus review in order to incorporate learning outcomes as evidence of student learning.

January 2003 – May 2005
In charge of Assessment and Technology Development Office Director
1. Assessment of General Education (Core) and Program (Professional) Competencies was put into action.
2. Learning outcomes were gathered as evidence of student learning.
3. Assessment workshops were offered for Hato Rey and San Sebastian faculty members on learning outcomes, rubrics and assessment techniques.
4. Web CT Platform development.
5. General Education (Core) and Program (Professional) Competencies evaluation material was developed using the Web CT Platform.
6. General Education (Core) and Program (Professional) Competencies assessment instruments results analysis.
7. Assessment Handbook developed for "Vida Universitaria Exitosa" (VUE) course.
8. Professors were officially required to begin using assessment activities as evidence of student learning in their classrooms.

June 2005 – December 2005 Transition
Development of the Institutional Academic Assessment Coordinator Office
1. An Institutional Academic Assessment Coordinator Office is in place.
2. Hato Rey and San Sebastian Academic Affairs Deans took on the academic assessment leadership.
3. General Education (Core) and Program (Professional) Competencies assessment instruments results analysis.
4. Assessment Strategies in the Classroom Workshop offered for Hato Rey and San Sebastian faculty members. All professors were officially required to apply at least one (1) assessment technique.

January 2006- December 2007
In charge of Accreditation, Research and Institutional Development Office Director.
1. Assessment data analysis as input for curricular development.
2. Hands-on workshops in Rubrics and Test Construction offered for Hato Rey and San Sebastian faculty members.
3. Assessment activities were held in the classrooms.
4. General Education (Core) and Program (Professional) Competencies Post-Tests were developed.
5. Data Driven Analysis, Reflection and Planning annual meetings held by the Executive, the Analysis and Recommendation and the Implementation Committees.
6. Academic Assessment Program at a Glance- First Edition was developed.
7. An Institutional Assessment Coordinator was designated.

January 2008- December 2009

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

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

January 2010-December 2011

Validation and administration of core competencies tests.

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

January 2012 - December 2012

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

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

January 2013— March 2015

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

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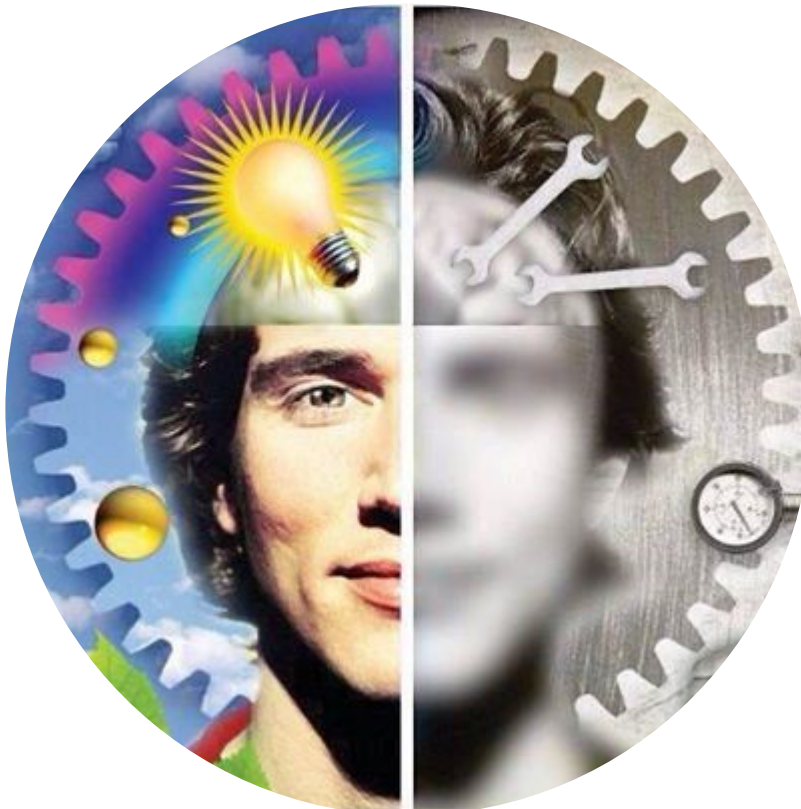7. Start of tests and rubrics revision for capstone courses.

April 2015 - June 2018

1. Revision for capstone courses, rubrics and tests.

Outcomes Results

Hato Rey Campus
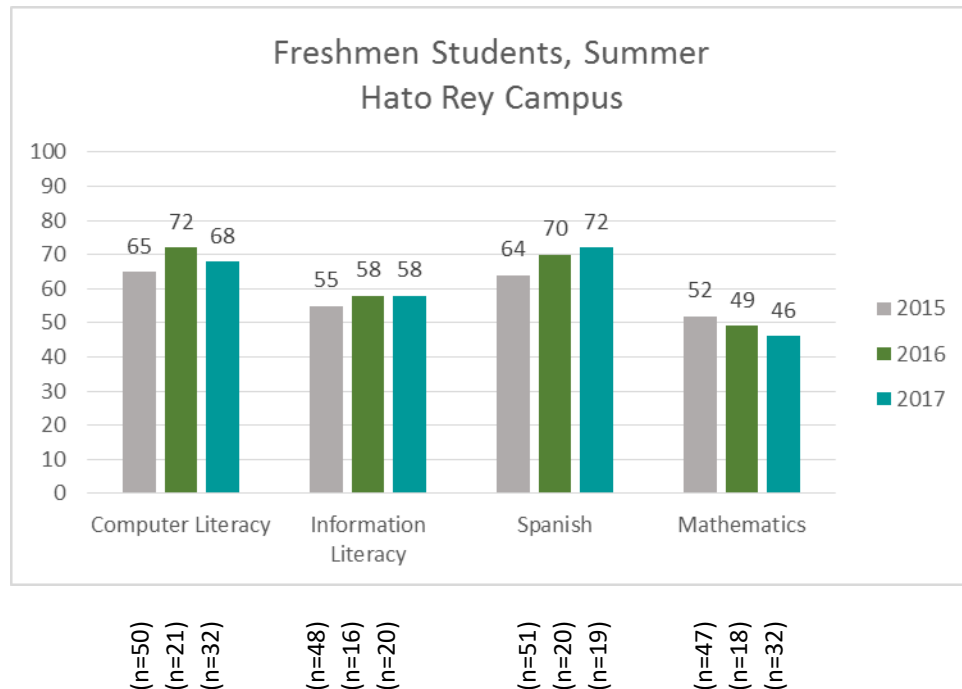
General Education

Pre and Post Assessment

The Academic Assessment is a rigorous process carried out by the Vice Presidency of Research and Development of EDP University of Puerto Rico. The present Academic Assessment at a Glance, shows the latest data collected and measures to be taken. However, it is imperative to point out that in September 2017 Puerto Rico suffered the devastating consequences of an unprecedented category 5 hurricane, known as Hurricane Maria which hit the Island and left most of it without electricity and water services, affecting all aspects of life. In fact, at present there is still a large part of the population lacking of these services.

EDP University depends on electricity to administer the tests for the assessment which are carried out through the Moodlerooms Platform. Therefore, in some areas of this document, the data for 2017 was not collected because of the lack of power. The data will be collected in September 2018.

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

Freshmen Students, Summer
Hato Rey Campus

	Computer Literacy	Information Literacy	Spanish	Mathematics
2015	65	55	64	52
2016	72	58	70	49
2017	68	58	72	46

(n=50) (n=21) (n=32)   (n=48) (n=16) (n=20)   (n=51) (n=20) (n=19)   (n=47) (n=18) (n=32)

Pre-Test Results Analysis

In core competencies students showed a consistent increment in scores on Computer Literacy until 2016; however, there was a decrease in to 68% in 2017. In Information Literacy scores did not change (58%) in 2016 and 2017. In Spanish there was a steady increase in scores with 72% in 2017; however there is a consistent decrease in Mathematics.

Closing the loop: Assessment Decisions

1. This scores support the decision to update and strengthen the tutorial labs and the acquisition of basic skills software.

2. All student and academic services must be fully aware of this disadvantage and its implications for retention efforts in order to assure adequate institutional support for the student achieving his or her educational goal.

3. Given this information it has been projected to separate the results by program starting Summer 2016 in order to have more specific results.

4. In order to manage the results in the domain of mathematics the institution has a tutoring program (Centro de Apoyo Académico/Academic Support Center). Additional promotion of these services will be implemented in order to have students benefit from them.

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

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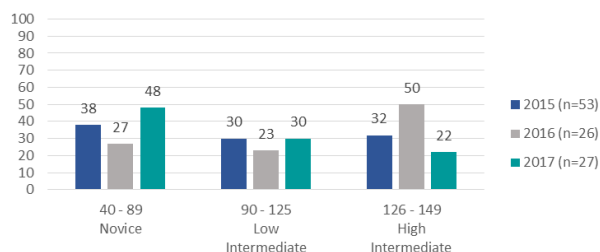
Pre-Test Results Analysis
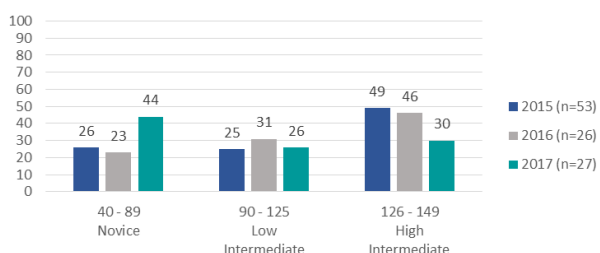
E-LASH I Test, Summer
Hato Rey Campus
Listening Comprehension

Level	2015 (n=53)	2016 (n=26)	2017 (n=27)
40 - 80 Novice	2	4	0
81 – 106 Low Intermediate	30	23	41
107 – 140 High Intermediate	38	31	37
141 - 200 Advanced	30	42	22
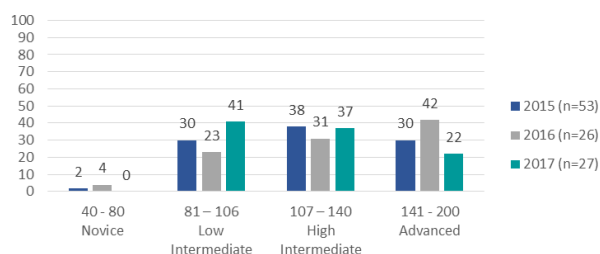
The Listening Comprehension Results demonstrate that 30% of freshman students in summer 2015 where in an intermediate-low level in comparison to a 23% in 2016 and a 41% in 2017 showing an increase. This pattern was also observed in scores in the high intermediate level where there was a 38% in 2015, 31% in 2016 and a 37% in 2017. In contrast, an inverse pattern was observed in the advanced level with 30% in 2015, 42% in 2016 and a 22% in 2017. The novice level decreased to 0% in 2017. The College Board states that in the low-intermediate level, students understand the general idea of slightly longer discourse on familiar subjects.

E-LASH I Test, Summer
Hato Rey Campus
Language

| Level	2015 (n=53)	2016 (n=26)	2017 (n=27)
40 - 89 Novice	38	27	48
90 - 125 Low Intermediate	30	23	30
126 - 149 High Intermediate	32	50	22

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

E-LASH I Test, Summer
Hato Rey Campus
Reading

Level	2015 (n=53)	2016 (n=26)	2017 (n=27)
40 - 89 Novice	26	23	44
90 - 125 Low Intermediate	25	31	26
126 - 149 High Intermediate	49	46	30

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

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

Freshmen Students, Fall
Hato Rey Campus
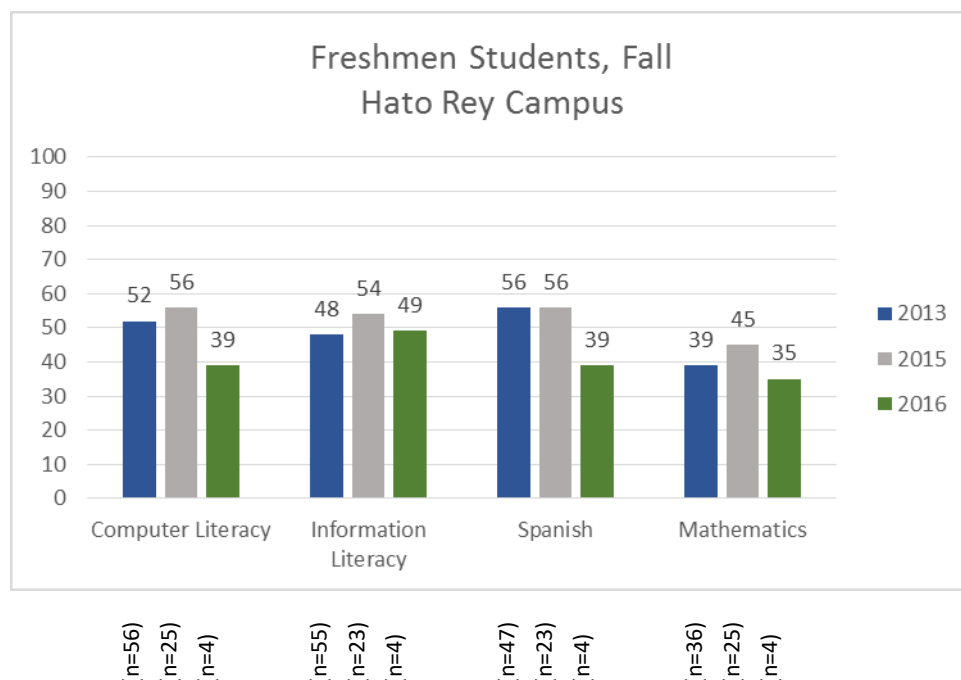
Pre-Test Results Analysis

In Core Competencies assessed the results show that a decrease in all areas in 2016. In the Computer Literacy there was a 52% in 2013 and an increase to 56% in 2015; however, there was a decrease to 39% in 2016. This pattern was also seen in Information Literacy and Mathematics. In Information Literacy there was an increase from 48% in 2013 to 54% in 2015, with a decrease to 49% in 2016. The Mathematics area showed an increase from 39% in 2013 to 45% in 2015, however, there is a decrease to 35% in 2016. There was no change in 2013 and 2016 with a 56% in the Spanish tests; however, there was a decrease to 39% in 2016.

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

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

In the Fall of 2013, this test was not administered in the Hato Rey Campus. The College Board changed its assessments availability schedule.
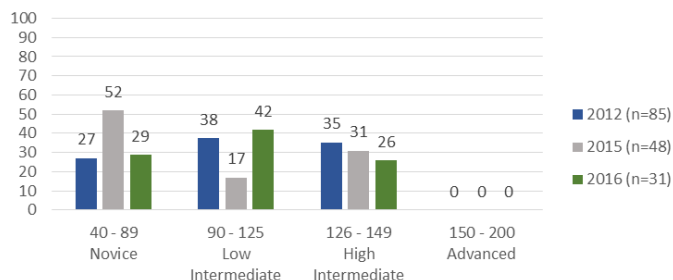
Pre-Test Results Analysis

E-LASH I Test, Fall
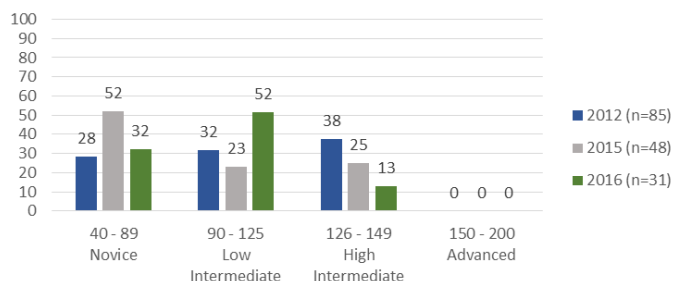Hato Rey Campus
Listening Comprehension

Novice: 40 - 80 — 0 (2012), 4 (2015), 3 (2016)
Low Intermediate: 81 – 106 — 27 (2012), 33 (2015), 39 (2016)
High Intermediate: 107 – 140 — 29 (2012), 31 (2015), 29 (2016)
Advanced: 141 - 200 — 44 (2012), 31 (2015), 26 (2016)

2012 (n=85), 2015 (n=48), 2016 (n=31)
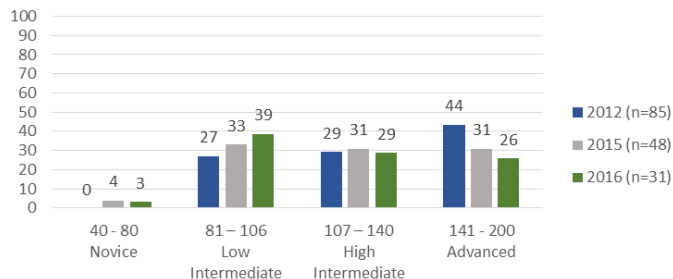
In the Listening Comprehension area a 3% of students were in the novice level in 2016. The low-intermediate level increased from 27% in 2012, to 33% in 2015 and 39% in 2016. The pattern for high-intermediate level did not show significant changes with 29% in 2016. However, a steady decrease was identified in the advanced level with 44% in 2012, 31% in 2015 and 26% in 2016. According to the College Board the low-intermediate level students understand the general idea of slightly longer discourse on familiar subjects.

E-LASH I Test, Fall
Hato Rey Campus
Language

Novice: 40 - 89 — 27 (2012), 52 (2015), 29 (2016)
Low Intermediate: 90 - 125 — 38 (2012), 17 (2015), 42 (2016)
High Intermediate: 126 - 149 — 35 (2012), 31 (2015), 26 (2016)
Advanced: 150 - 200 — 0, 0, 0

2012 (n=85), 2015 (n=48), 2016 (n=31)

In the Language area, in 2012, 27% of students were in the novice level, 52% in 2015 and 29% in 2016. An inverse pattern was observed in scores in the low-intermediate level where there was a 38% in 2012, 17% in 2015 and 42% in 2016. In contrast, a decrease in the high-intermediate level was observed with 35% in 2012, 31% in 2015 and a 26% in 2016. There were no students in the advanced level. The College Board indicates that students in the low-intermediate level can apply word order of information questions and requests; complements, adjectives and adverbs; present progressive and future verb tenses; noun inflections; prepositions and determiners. They can also recombine two and three sentences into acceptable English sentences and improve sentence structure.

E-LASH I Test, Fall
Hato Rey Campus
Reading

Novice: 40 - 89 — 28 (2012), 52 (2015), 32 (2016)
Low Intermediate: 90 - 125 — 32 (2012), 23 (2015), 52 (2016)
High Intermediate: 126 - 149 — 38 (2012), 25 (2015), 13 (2016)
Advanced: 150 - 200 — 0, 0, 0

2012 (n=85), 2015 (n=48), 2016 (n=31)

In the Reading area, 28% of freshman students 2012 where in the novice level with a significant increase to 52% in 2015 and a decrease to 32% in 2016. In contrast, the pattern was inverted in the low-intermediate level where there was a 32% in 2012, 23% in 2015 and a significant increase to 52% in 2016. A consistent decrease in the advanced level as identified with 38% in 2012, 25% in 2015 and 13% in 2016. There were no students in the advanced level. The College Board indicates that students in the low-intermediate level are able to identify main ideas, distinguish between fact and opinion, draw conclusions, and understand vocabulary presented on a variety of topics.

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

Cohorte 2011, 2014, 2016
Hato Rey Campus
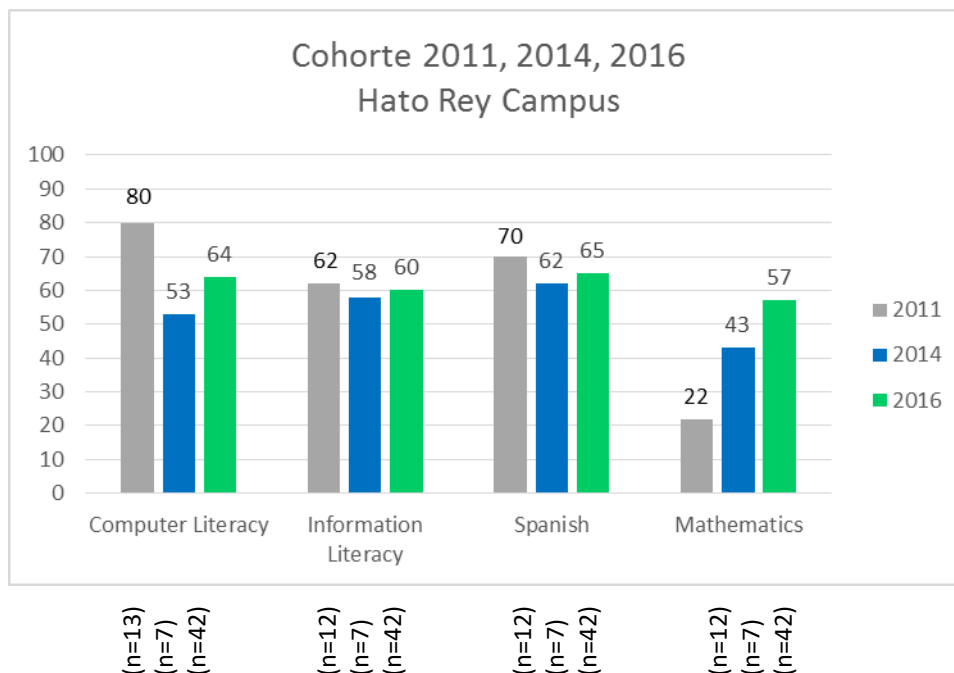
In Core Competencies assessed the results show that a decrease in all areas except Mathematics. In Computer Literacy there was an 80% in 2011 with a decrease to 53% in 2014, and an increase to 64% in 2016. This pattern was also observed in Information Literacy and Spanish. In Information literacy the fluctuations were slight ranging from 62% in 2011 to 58% in 2014 and 60% in 2016. In Spanish the pattern went from 70% in 2011, 62% in 2014 and 65% in 2016. These was a consistent increase in the Mathematics area with a 22% in 2011, 43% in 2014 and a 57% in 2016.

The Core Competencies assessment given to the students belonging to the 2016 Cohort showed the following:

1. The cohort assessment results show a score increase in Computer Literacy, Information Literacy, Spanish and Mathematics skills in comparison with results of 2014, yet they did not reach the minimum expected goal of 70%.

Closing the loop: Assessment Decisions

1. During 2016 the Academic Support Center was restructured as well as its services. The number of tutors increased, and they are now supervised by the Academic Dean.

2. During 2017 the faculty will receive workshops on new teaching strategies.

3. Inclusion of faculty in clasroom action research in order to assess the factors related to the teaching of Computer Literacy, Information Literacy, Spanish and Mathematics.

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

E-LASH I Test
Hato Rey Campus
Cohort 2011, 2014, 2016
Listening Comprehension
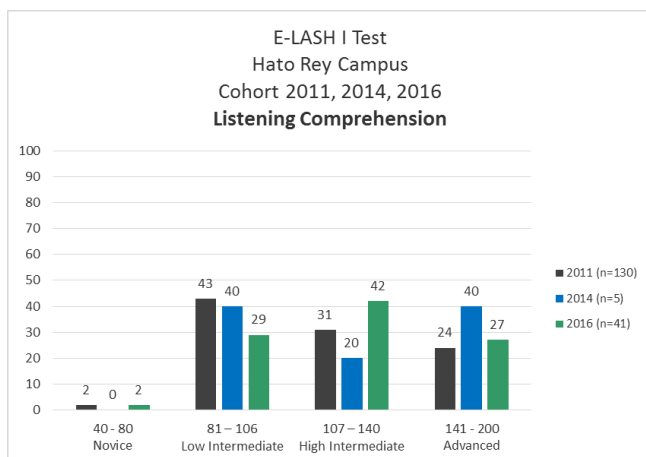
In the Listening Comprehension area a 2% of students were in the novice level in 2016. The low-intermediate level decreased from 43% in 2011, to 40% in 2014 and 29% in 2016. In the high-intermediate level from 31% in 2011, decreased to 20% in 2014 with a subsequent increase to 42% in 2016. The advanced level showed a 24% in 2011, 40% in 2014 and 27% in 2016. According to the College Board the high-intermediate level students understand the main idea and details of longer and more complex discourses beyond the immediacy the situation.

E-LASH I Test
Hato Rey Campus
Cohort 2011, 2014, 2016
Language
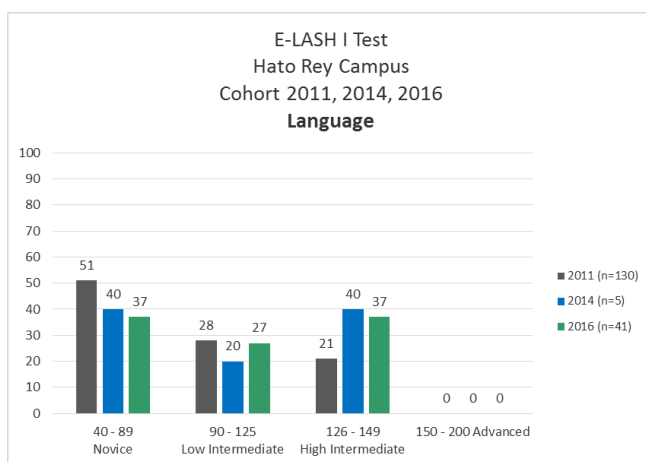
The Language Comprehension assessment shows a that in 2016 a 37% of students were in the high intermediate level showing a decrease of 3%. The same pattern was seen in the novice level. On the other hand there was an increase in the intermediate level where 20% of students were in this classification in 2014 while there was a 27% in 2016. Listening comprehension skills can be taken in consideration when determining innovative strategies to develop language and reading skills. Hear what is read, write what you hear, and read what you write can be used as a whole language teaching approach. Reinforce skills with tutorial labs.

E-LASH I Test
Hato Rey Campus
Cohort 2011, 2014, 2016
Reading
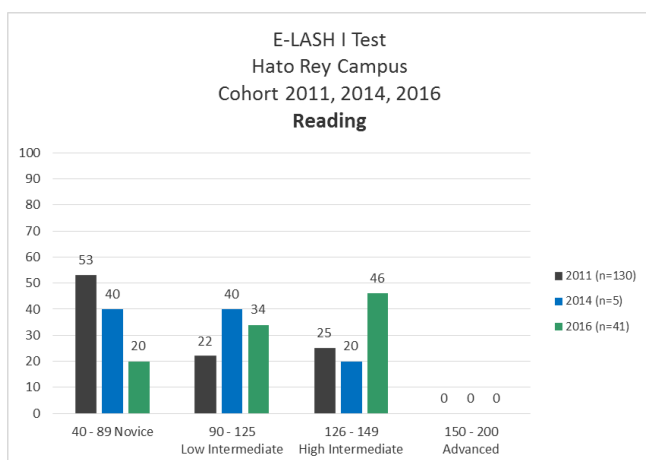
The Reading assessment of 2016 there was a significant increase of 46% of students in the high intermediate level versus a 20% in 2014. On the other hand there was a decrease in the low intermediate level from 40% in 2014 to 34% of students in 2016. Finally, a 20% of students were on the novice classification in 2016 versus 40% in 2014. No students were on the advanced level.

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

Closing the loop: Assessment Decisions

Listening Comprehension

1. During 2017 the faculty will receive workshops on new teaching strategies to help students develop better listening and studying skills.

Language

1. During 2017 the faculty will receive workshops on new teaching strategies to help students develop better listening and studying skills.

Reading

1. Continue reinforcing the listening, language, and reading skills with tutorial labs, basic skills software, and innovative teaching and learning approaches such as student classroom research activities.

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

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

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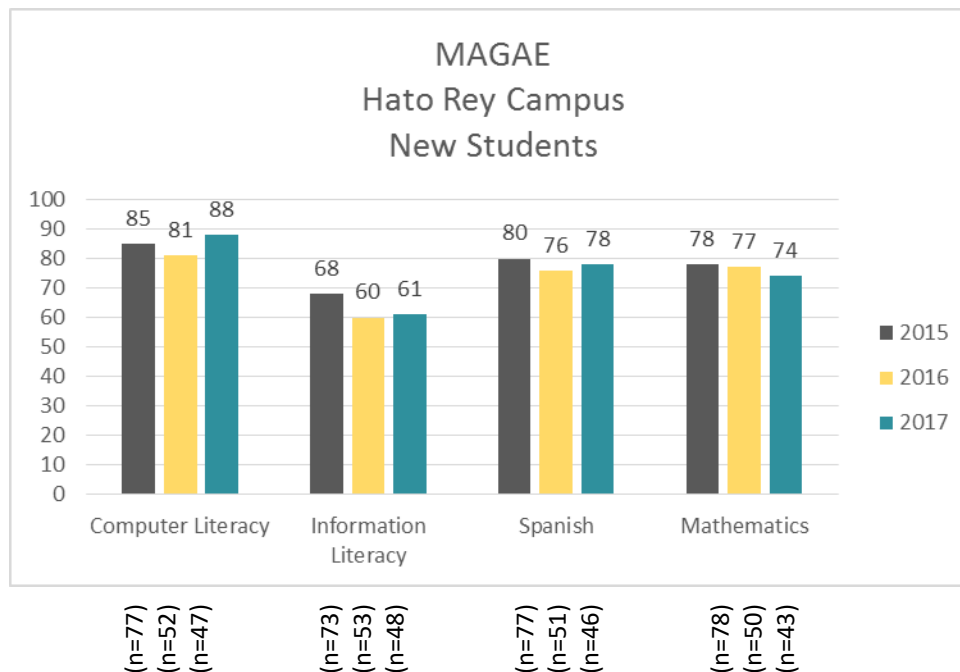
Pre-Test Results Analysis

Freshmen of MAGAE 2017 increased their Computer Literacy from 81% in 2016 to 88% in 2017. In Information Literacy, there was not a singificant increase from 60% in 2016 to 61% in 2017. There was also a slight increase in Spanish from 76% in 2016 to 78% in 2017. Finally, in Mathematics there was a constant, yet slight decrease from 77% in 2016 to 74% in 2017.

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

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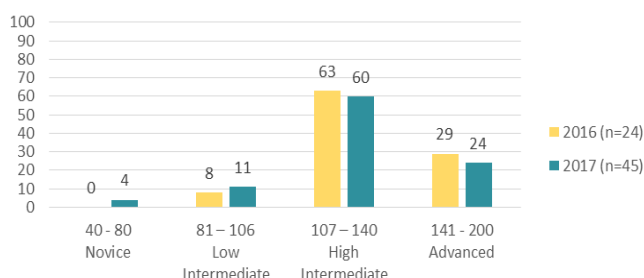
Listening Comprehension score for Freshmen of MAGAE 2017 decreased their from 29% in 2016 to 24% in 2017 in the advanced level. A slight decrease in the high-intermediate level was identified; from 63% in 2016 to 60% in 2017. There was an increase from 8% to 11% in the low-intermediate level, as well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

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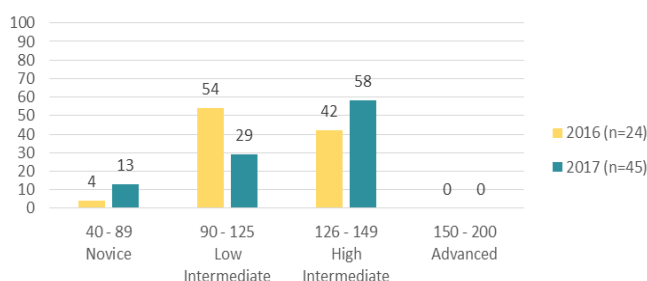
Language results for 2017 MAGAE freshmen increased from 4% in 2016 to 13% in 2017. There was a decreased their from 54% in 2016 to 29% in 2017 in the low intermediate level. A significant increase in the high intermediate level from 42% in 2016 to 58% in 2017 was identified. According to the College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

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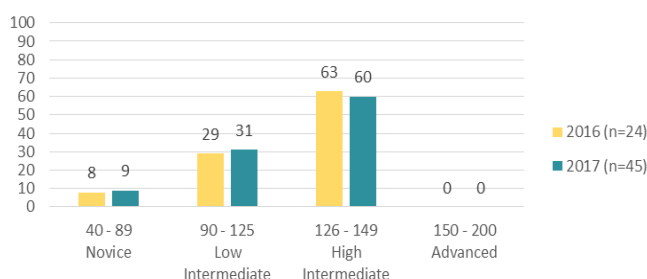
In Reading assessment MAGAE Freshmen in the novice level increased from 8% in 2016 to 9% in 2017. There was also an increase in the low intermediate level from 29% in 2016 to 31% in 2017. A decrease in the high intemediate level was identified from 63% in 2016 to 60% in 2017. No students were in the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

E-LASH-I Post Test Results Analysis
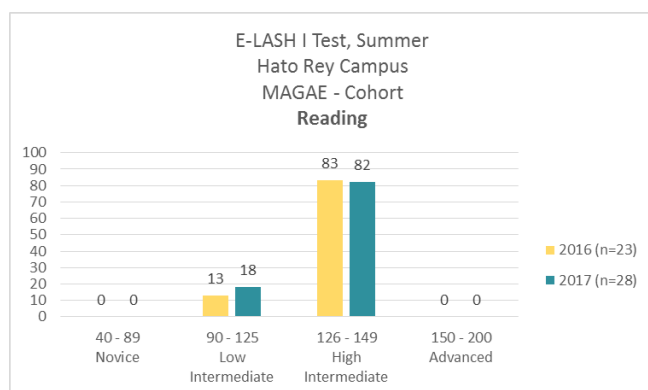## Hato Rey Campus
MAGAE - Cohort 2017

Post Test Results Analysis

E-LASH I Test, Summer
Hato Rey Campus
MAGAE - Cohort
Listening Comprehension
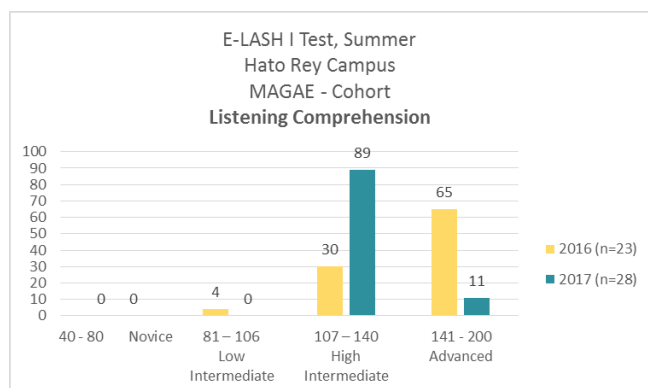
In Listening Comprehension MAGAE freshmen showed a decrease from 4% in 2016 to 0% in 2017 in the low intemediate level. A significant increase was identified in the high intermediate level from 30% in 2016 to 89% in 2017. However, there was a decrease in the advanced level from 65% in 2016 to 11% in 2017. There were no students in the novice levels during those years. According to the College Board the high-intermediate level students understand the main idea and details of longer and more complex discourse beyond the immediacy of the situation.

E-LASH I Test, Summer
Hato Rey Campus
MAGAE - Cohort
Language
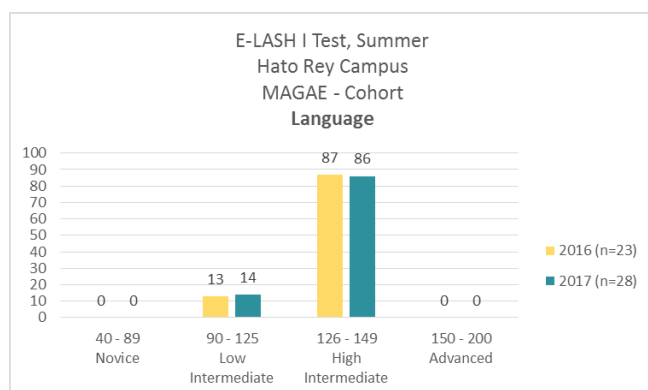
In Language MAGAE freshmen increased from 13% to 14% in 2017. A decrease was identified in the high intermediate level from 87% in 2016 to 86% in 2017. There were no students in the novice oe advanced levels during those years. According to the College Board the high-intermediate level students use skills in novice and low intermediate stages with reasonable accuracy and little effort.

E-LASH I Test, Summer
Hato Rey Campus
MAGAE - Cohort
Reading

In Reading assessment MAGAE freshmen increased from 13% to 18% in 2017. A decrease was identified in the high intermediate level from 83% in 2016 to 82% in 2017. There were no students in the novice or advanced levels during those years. According to the College Board the high-intermediate level students use skills in novice and low intermediate stages with reasonable accuracy and little effort.

Program

Assessment Outcome Results

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

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

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

Associate Degree in Scienses of Biotechnology
Capstone Courses
Hato Rey Campus
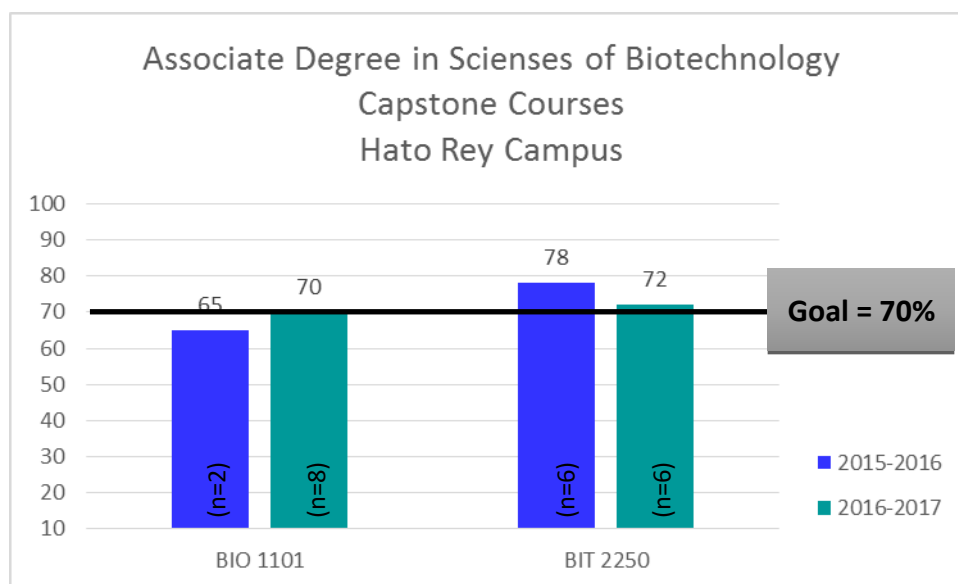
**Associate Degree in Biotechnology
Capstone Course, Hato Rey Campus**

In 2016 students obtained a 65% in Capstone Course BIO 1101 and increased it to 78% in BIT 2250 surpassing the 70% goal established. In 2017 students met the 70% goal in Capstone Course BIO 1101 and surpassed the score to 72% in BIT 2250.
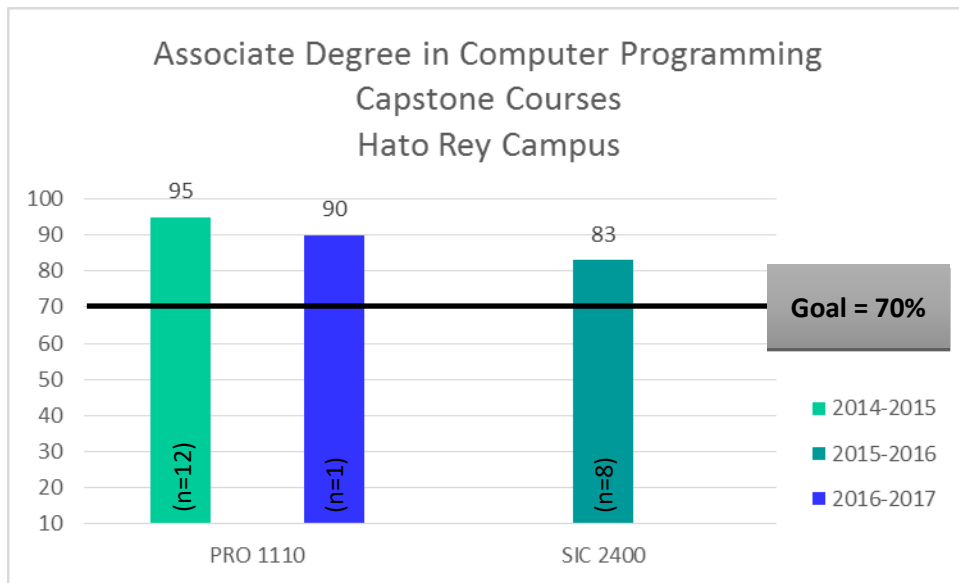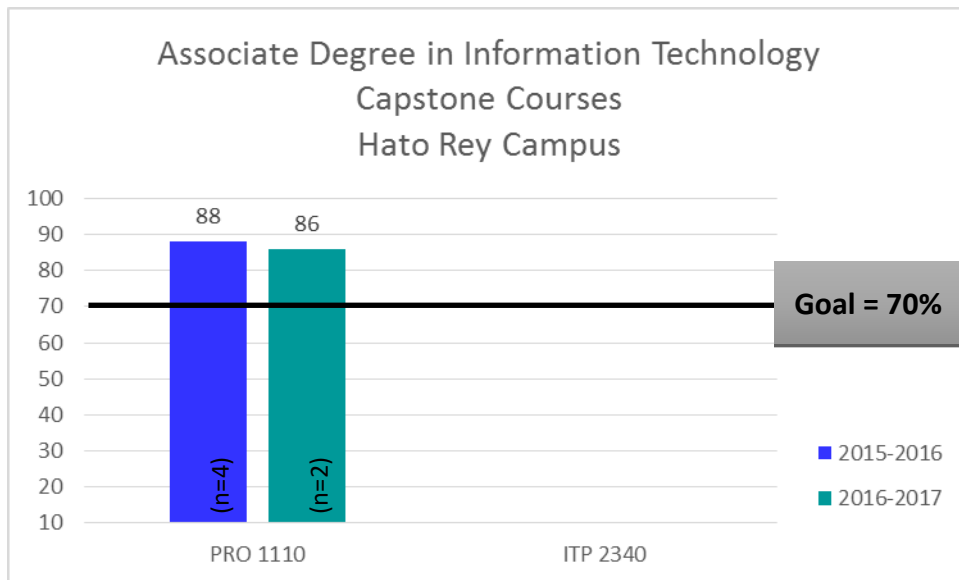
Associate Degree in Computer Programming
Capstone Courses
Hato Rey Campus

Associate Degree in Computer Programming

Capstone Course, Hato Rey Campus

In the period of 2014-15 students obtained a 95% in Capstone Course PRO 1110 while in 2015-16 they obtained 83% in SIC 2400. On 2016-17 students obtained a 90%. The 70% goal has consistently been surpassed.

Associate Degree in Information Technology
Capstone Courses
Hato Rey Campus

**Associate Degree in Information Technology
Capstone Course, Hato Rey Campus**

In the period of 2015-16 students obtained an 88% and 86% in 2016-17 in Capstone Course PRO 1110 consistently surpassing the 70% goal established.

SCHOOL OF SCIENCE AND TECHNOLOGY

Bachelor's Degree in Information System,
Major in Networking
Capstone Courses
Hato Rey Campus
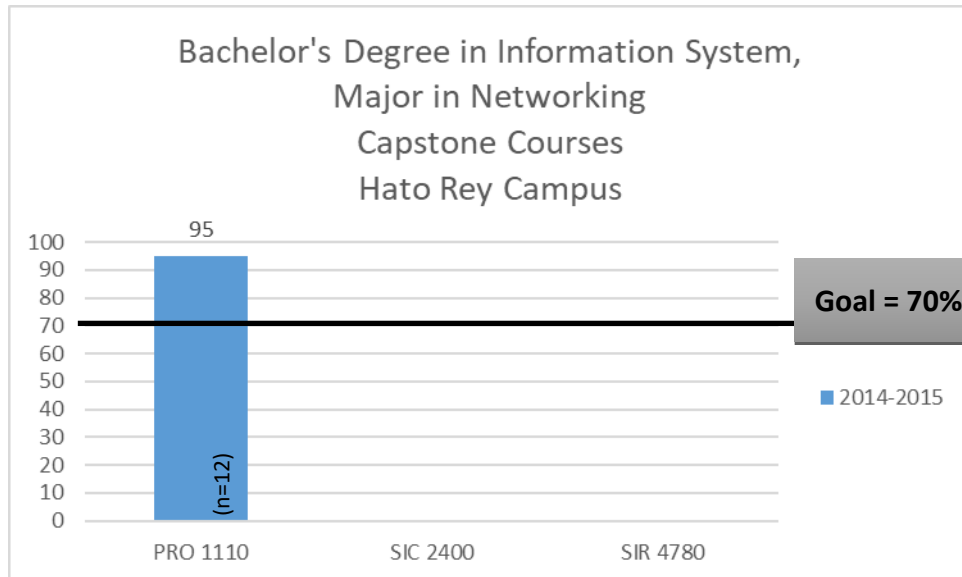
**Bachelor's Degree in System Information, Major in Networking
Capstone Course, Hato Rey Campus**

In 2014-15 students obtained a 95% in Capstone Course PRO 1110 surpassing the 70% goal established.

Closing the loop: Assessment Decisions

School of Sciences and Technology

1. The program and its methodology were revised in order for students to gain in their learning goals.
2. A new revised bachelor's degree is to be submitted to the Puerto Rico Education Board.
3. Awareness of the assessment schedule and its importance must be acquired and reported.
4. The revised bachelor's degree was approved by Puerto Rico Council on Education.
5. The assessment exams were revised.

Bachelor's Degree in Information Technology Sciences, Major in Networking
Capstone Courses
Hato Rey Campus

	2015-2016	2016-2017
PRO 1110	80 (n=4)	88 (n=2)
ITP 2340		
ITN 4780/ITN 4790		

Goal = 70%

**Bachelor's Degree in Information Technology Sciences, Major in Networking
Capstone Courses, Hato Rey Campus**

In the period of 2015-16 students obtained an 80%, and increased to 88% in 2016-17 in Capstone Course PRO 1110 surpassing the 70% goal established.

Bachelor's Degree in Information System, Major in Computer Programming Capstone Courses Hato Rey Campus

Bachelor's Degree in System Information, Major in Computer Programming Capstone Course, Hato Rey Campus

In the period of 2014-15 students obtained a 95% in Capstone Course PRO 1110 and 90% 2015-16 they obtained 90%. The 70% goal was surpassed.

Bachelor's Degree in System Information Computer Program
PRO 2400—Databases

This capstone is an intermediate course for the Bachelors' degree and final for the Associate degree. Not data available for this capstone course.

SIC 4460—System Development Project

This capstone is the final course for the Bachelors' degree.

Data for this capstone course is in process of analysis.

Closing the loop: Assessment Decisions
School of Sciences and Technology

1. The program and its methodology were revised in order for students to gain in their learning goals.
2. A new revised bachelor's degree is to be submitted to the Puerto Rico Education Board.
3. Awareness of the assessment schedule and its importance must be acquired and reported.
4. The revised bachelor's degree was approved by Puerto Rico Council on Education.
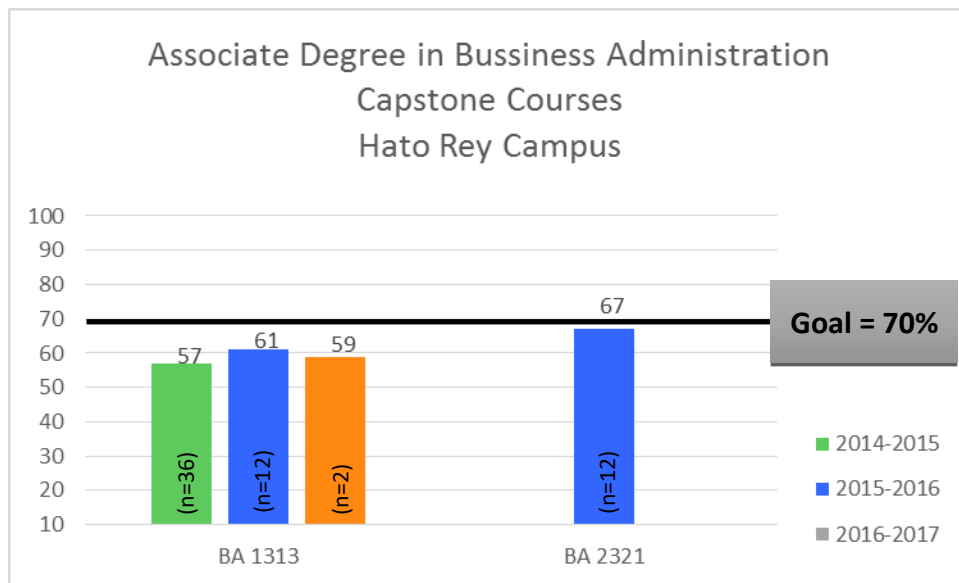5. The assessment exams were revised.

Bachelor's Degree in Information Technology Sciences, Major in Programming Capstone Courses Hato Rey Campus

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

In the period of 2015-16 students obtained a 90% in Capstone Course PRO 1110 which increased to 93% in 2016-17 surpassing the 70% goal.

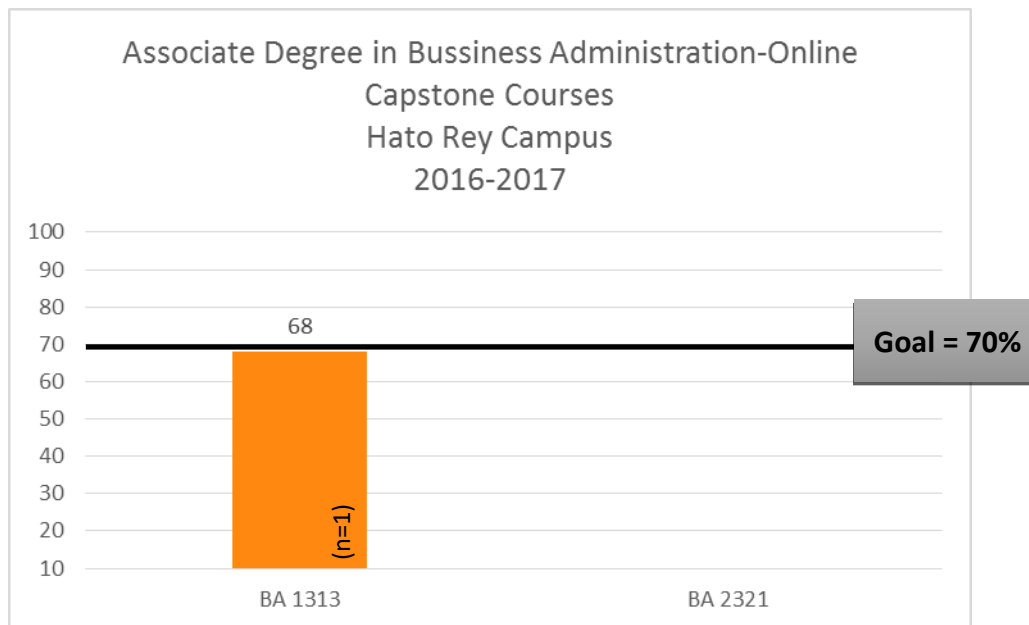Associate Degree in Bussiness Administration
Capstone Courses
Hato Rey Campus

Goal = 70%

- 2014-2015
- 2015-2016
- 2016-2017

BA 1313 (n=36) 57 (n=12) 61 (n=2) 59

BA 2321 (n=12) 67

**Associate Degree in Business Administration
Capstone Course, Hato Rey Campus**

In the period of 2014-15 students obtained a 57% in Capstone Course BA 1313 incrementing to 61% in 2015-2016 and decreasing to 59% in 2016-17. During 2015-16 period scores increased to 67% in the BA 2321 course. No group reached the 70% goal.

Closing the loop: Assessment Decisions

Office Administration Program

1. The program and its methodology were revised in order for students to gain in their learning goals.

2. Awareness of the assessment schedule and its importance must be acquired and reported.

3. Review of teaching strategies in order to make learning more effective.

4. Review the technology used in classroom to promote learning.

Associate Degree in Bussiness Administration-Online
Capstone Courses
Hato Rey Campus
2016-2017

Goal = 70%

68

(n=1)

BA 1313   BA 2321

**Associate Degree in Business Administration - Online
Capstone Course, Hato Rey Campus**

In the period of 2016-17 students obtained a 68% in Capstone Course BA 1313. There is no data available for BA 2321 course.
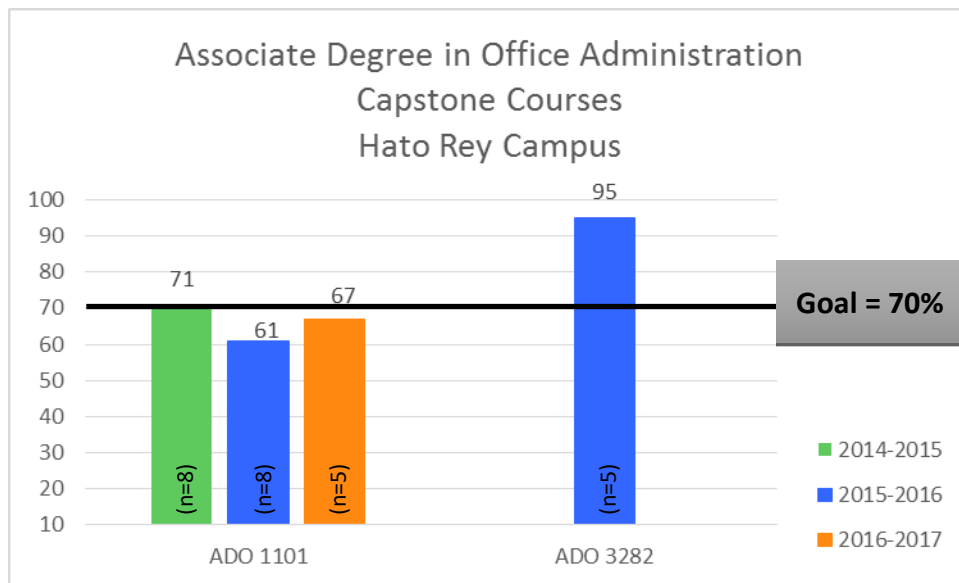
Closing the loop: Assessment Decisions

Office Administration Program

1. The program and its methodology were revised in order for students to gain in their learning goals.

2. Awareness of the assessment schedule and its importance must be acquired and reported.

3. Review of teaching strategies in order to make learning more effective.

4. Review the technology used in classroom to promote learning.

Associate Degree in Office Administration
Capstone Courses
Hato Rey Campus

**Associate Degree in Office Administration
Capstone Course, Hato Rey Campus**

In the period of 2014-15 students obtained a 71% in Capstone Course ADO 1101 meeting the goal established. However, there was a decrease to 61% in 2015-2016 and 67% in 2016-17. A significant increase to 95%during 2015-16 period in the ADO 3282 course surpassing the 70% goal.
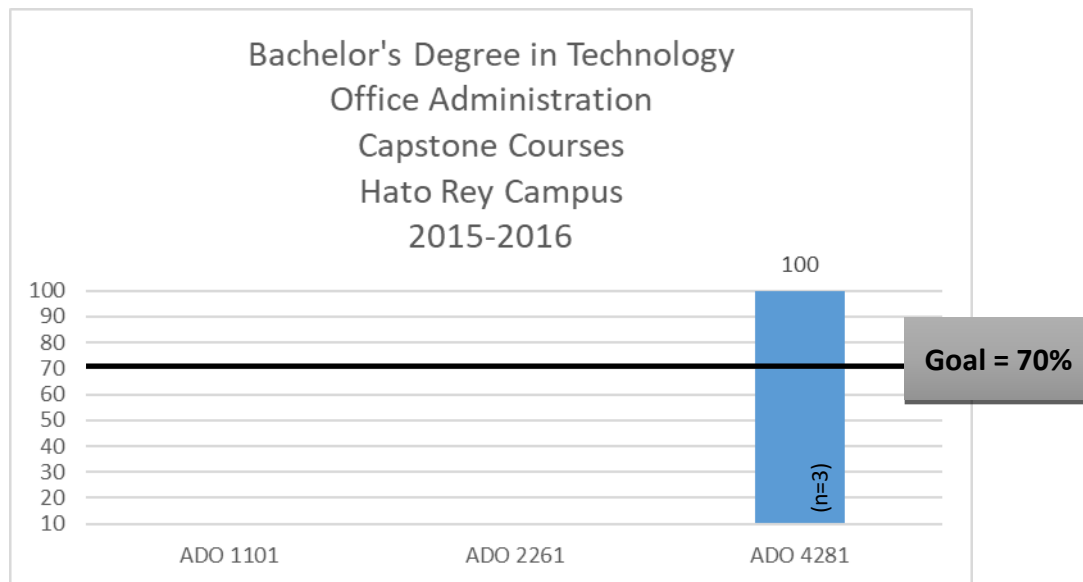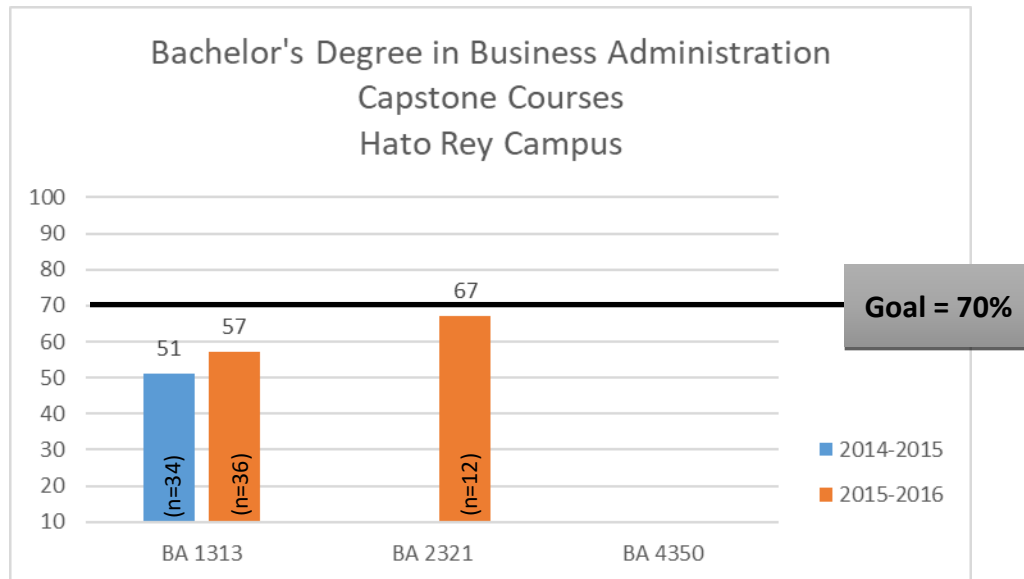
Closing the loop: Assessment Decisions

Office Administration Program

1. The program and its methodology were revised in order for students to gain in their learning goals.

2. Awareness of the assessment schedule and its importance must be acquired and reported.

3. Review of teaching strategies in order to make learning more effective.

4. Review the technology used in classroom to promote learning.

Bachelor's Degree in Technology
Office Administration
Capstone Courses
Hato Rey Campus
2015-2016

100

| | ADO 1101 | ADO 2261 | ADO 4281 |

Goal = 70%

(n=3)

**Bachelor's Degree in Technology Office
Capstone Course, Hato Rey Campus**

In the period of 2015-16 students obtained 100% in Capstone Course ADO 4281 course surpassing the 70% goal.

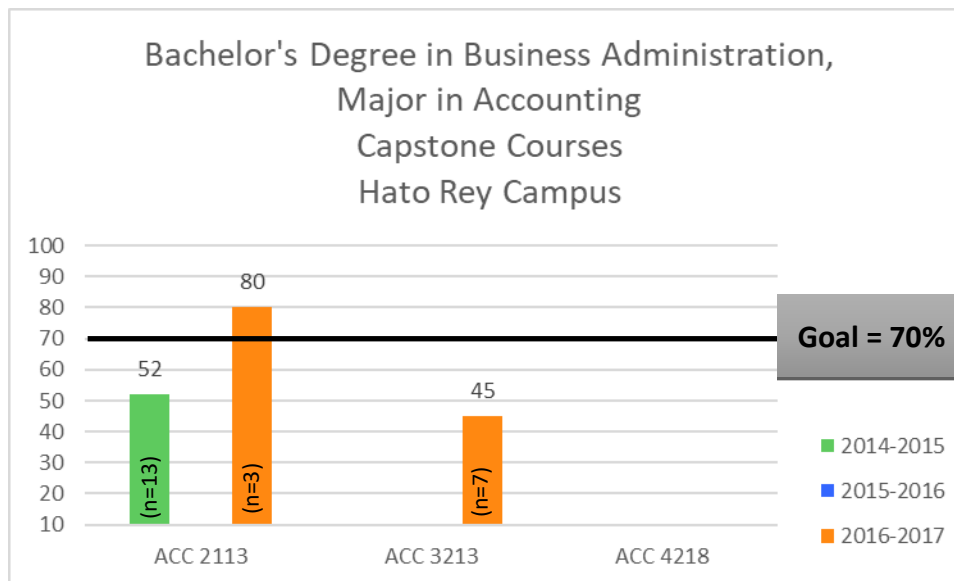Bachelor's Degree in Business Administration
Capstone Courses
Hato Rey Campus

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

In the period of 2014-15 students obtained a 51% in Capstone Course BA 1313 incrementing to 57% in 2015-2016. A significant increase to 67% during 2015-16 was observed. However, they did not meet the 70% goal.

Closing the loop: Assessment Decisions

Business Administration—Management Program

1. Both the Associate and Bachelor's degree programs were revised in order for students to gain in their learning goals.

2. The Associate Degree in Business Administration is been offered online.

3. Awareness of the assessment schedule and its importance must be acquired and reported.

4. Review of teaching strategies in order to make learning more effective.

5. Review the technology used in classroom to promote learning.

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

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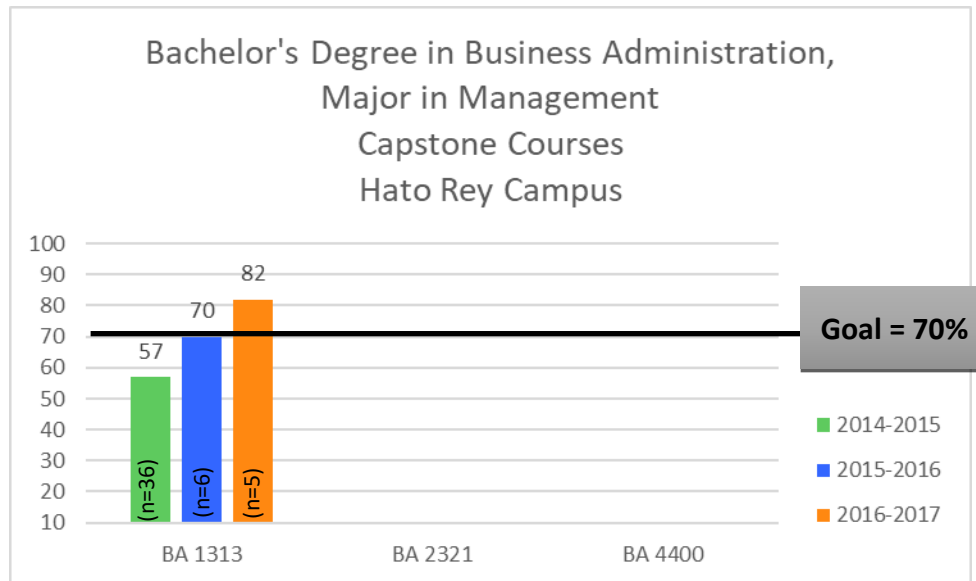Capstone Course, Hato Rey Campus**

In the period of 2014-15 students obtained a 52% in Capstone Course ACC2113 significantly incrementing to 80% in 2016-17. However, there was a decrease to 45% in Capstone Course ACC 3213. There is no data available for 2015-16 period.

Closing the loop: Assessment Decisions

Business Administration—Accounting Program

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

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

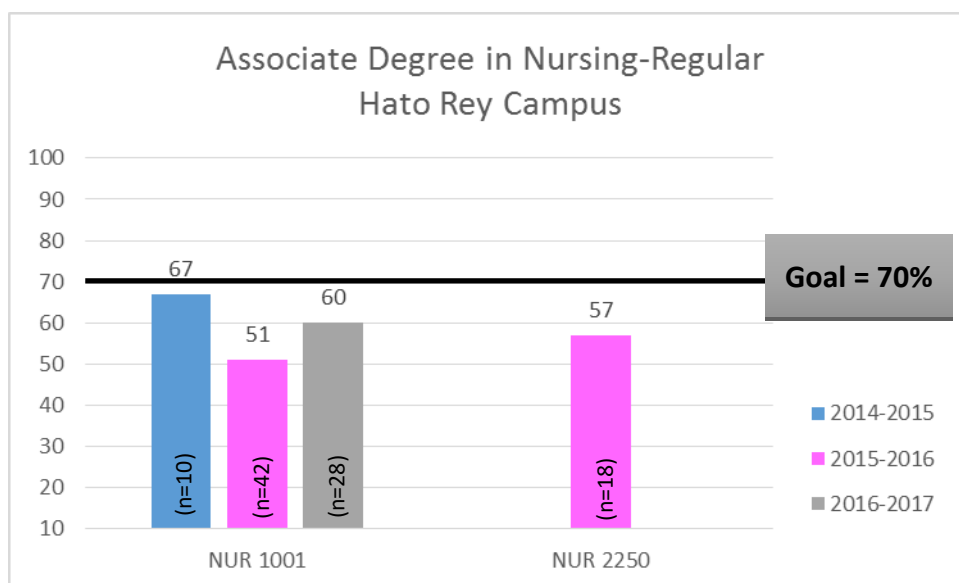**Bachelor's Degree in Business Administration
Capstone Course, Hato Rey Campus**

In the period of 2014-15 students obtained a 57% in Capstone Course BA 1313 with increments to 70% in 2015-16 and to 82% in 2016-17, surpassing the goal established.

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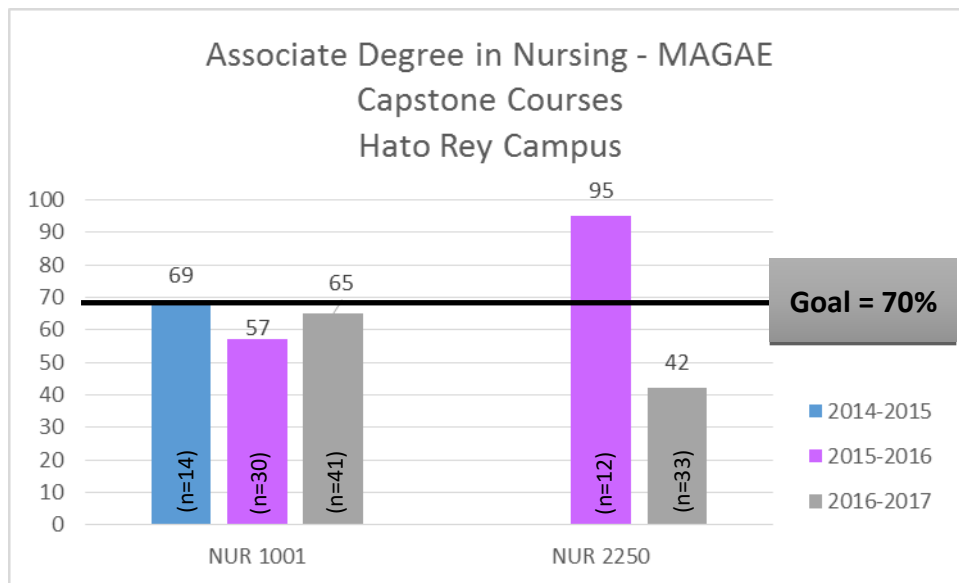**Capstone Course, Hato Rey Campus**

In the period of 2014-15 students obtained an 67% in Capstone Course NUR 1001, 51% in 2015-16, and 60% in 2016-17. In Capstone Course NUR 2250 students obtained 57% in the 2015-16 period. The 70% goal was not met.

Closing the loop: Assessment Decisions
School of Nursing

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

Bachelor's Degree in Science in Nursing-Regular
Capstone Courses
Hato Rey Campus

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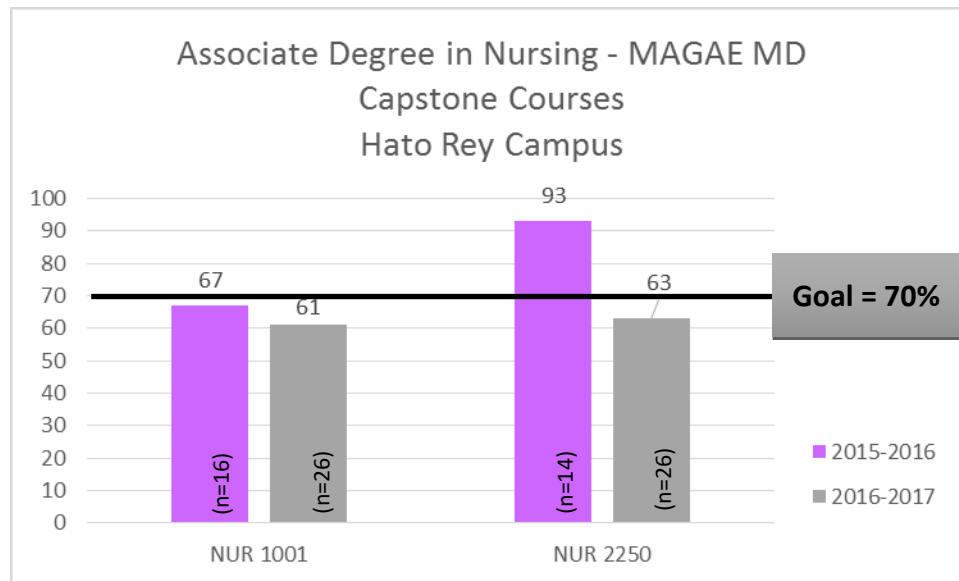Capstone Course, Hato Rey Campus**

In the period of 2014-15 students obtained an 67% in Capstone Course NUR 1001, 51% in 2015-16, and 60% in 2016-17. In Capstone Course NUR 3230 students obtained 54% in the 2016-17 period. In the period of 2015-16 students obtained 100% in Capstone Course NUR 4420.

Closing the loop: Assessment Decisions

School of Nursing (See page 77)

Associate Degree in Nursing - MAGAE
Capstone Courses
Hato Rey Campus

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

In the period of 2014-15 students obtained an 69% in Capstone Course NUR 1001, 57% in 2015-16, and 65% in 2016-17. In Capstone Course NUR 2250 students surpassed the goal with 95% in the 2015-16 period. However, in the period of 2016-17 a decrease to 42% was observed.

Closing the loop: Assessment Decisions
School of Nursing

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

Associate Degree in Nursing - MAGAE MD
Capstone Courses
Hato Rey Campus

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

In the period of 2015-16 students obtained a 67% in Capstone Course NUR 1001 and a 61% in the 2017-17 period. A significant increase to 93% during 2015-16 period in the NUR 2250 course was identified with a subsequent decrease to 63% in the 2016-17 period.
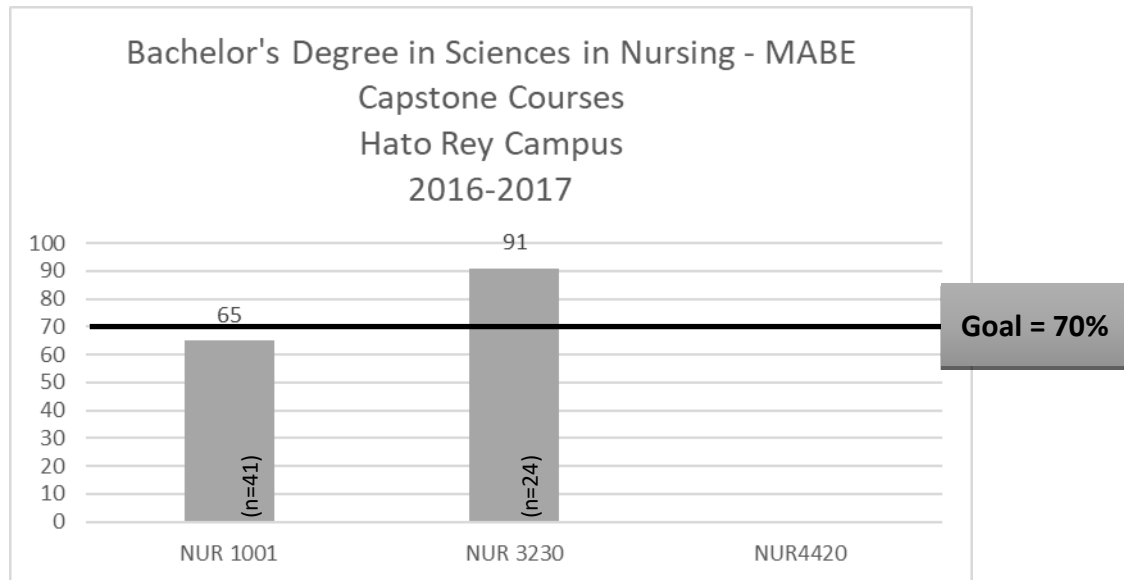
**Closing the loop: Assessment Decisions
School of Nursing**

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

Bachelor's Degree in Sciences in Nursing - MABE
Capstone Courses
Hato Rey Campus
2016-2017

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

In the period of 2016-17 students obtained an 65% in Capstone Course NUR 1001. A significant increase to 91% during the same period in the NUR 2250 course was identified surpassing the 70% goal.

Closing the loop: Assessment Decisions

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

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

Revised courses, methodology, among others in order for students to increase their knowledge and competencies to reach their learning goals. For example, Health Assessment Practice (NUR 3325; two (2) credits) was created as a practice course for Health Assessment (NUR 3225; three (3) theory credits), and a new course of Physiopathology (NUR 3000; three (3) credits) and Seminar (NUR 4460; one (1) credit) were added to the curriculum.

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

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

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

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

Three (3) new positions in each Campus were created: a full-time Basic Nursing Skills Coordinator and two (2) Programs Specialists, one (1) for the Associate Degree and one (1) for the Bachelor's Degree.

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

The achievement of the learning process is measured through assessment instruments in each capstone course stated before. In addition, the achievement of the end-of-program SLOs are measured through assessment instruments in the last nursing course.
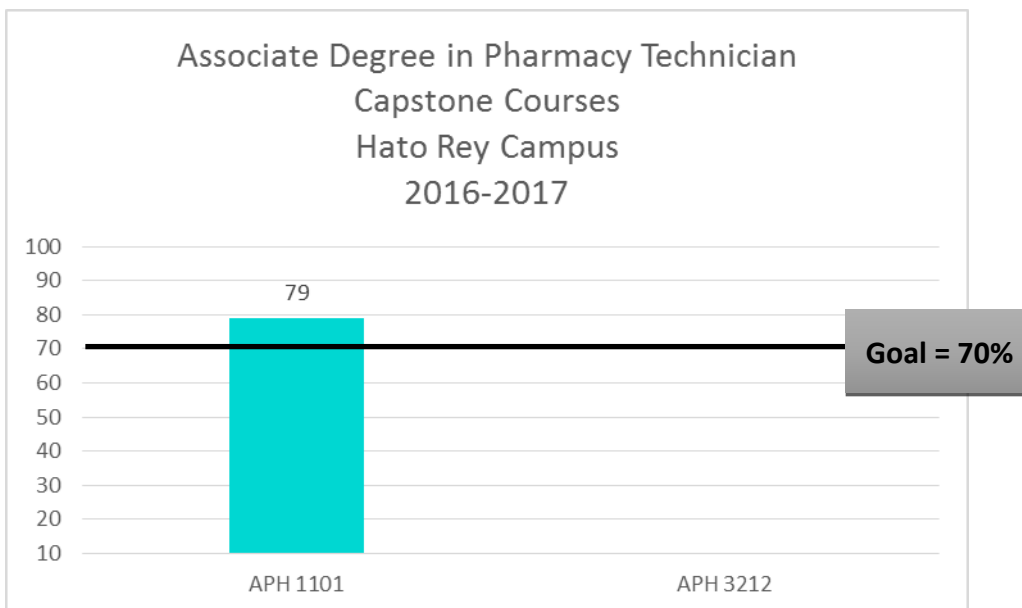
Associate Degree in Pharmacy Technician
Capstone Courses
Hato Rey Campus
2016-2017

Goal = 70%

**Associate Degree in Pharmacy Technician
Capstone Course, Hato Rey Campus**

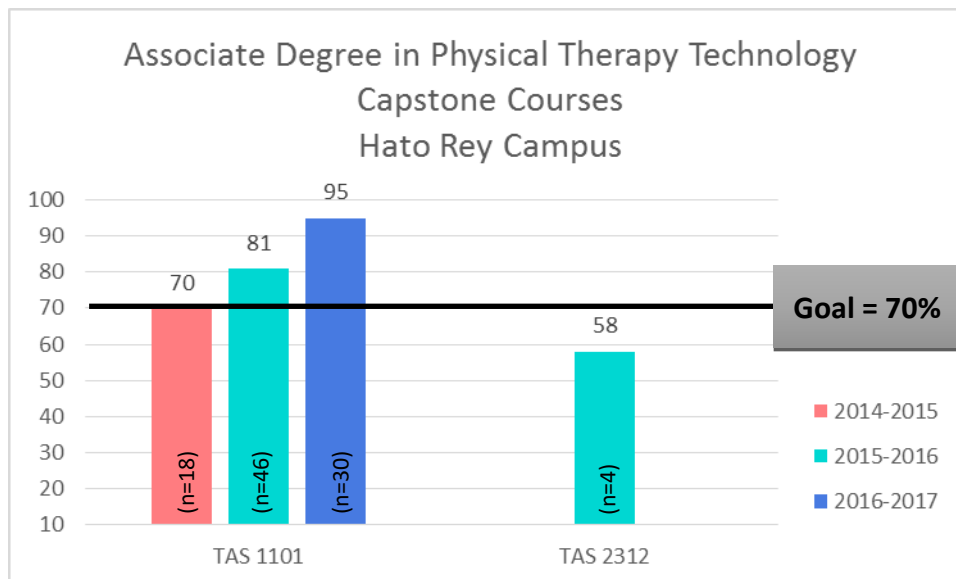In the period of 2016-17 students obtained 79% in Capstone Course APH1101 surpassing the 70% goal.

Closing the loop: Assessment Decisions
Physical Therapy Technology Program
1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. Recommendations from a focus group interview were implemented to strengthen the Physical Therapy Technology Program. Also, this program is being revised for a professional accreditation.
3. Agreements with the private and public sector are being made in order to develop an internship or   practicum for all final capstone courses.
4. Awareness of the assessment schedule and its importance must be acquired and reported.
5. The test for TAS 1101 was revised.

SCHOOL OF HEALTH

Associate Degree in Physical Therapy Technology
Capstone Courses
Hato Rey Campus

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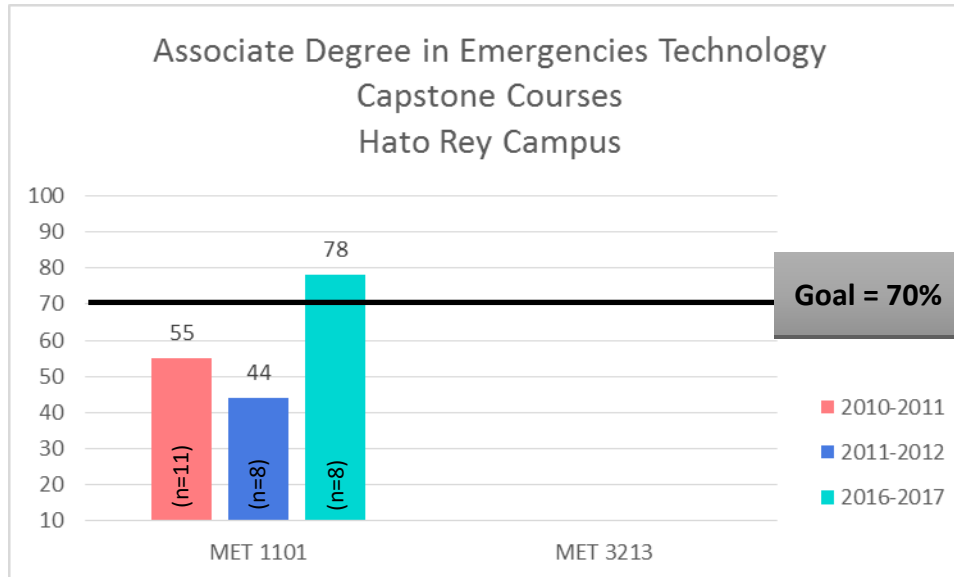## Capstone Course, Hato Rey Campus

In the period of 2014-15 students obtained an 70% in Capstone Course TAS1101 with a consistent increase to 81% in 2015-26 and 95% in 2016-17. There was a decrease to 58% in the 2015-16 period.

Closing the loop: Assessment Decisions
Physical Therapy Technology Program

1. Courses and methodology, among others, were revised in order for students to gain in their learning goals.
2. Recommendations from a focus group interview were implemented to strengthen the Physical Therapy Technology Program. Also, this program is being revised for a professional accreditation.
3. Agreements with the private and public sector are being made in order to develop an internship or   practicum for all final capstone courses.
4. Awareness of the assessment schedule and its importance must be acquired and reported.
5. The test for TAS 1101 was revised.
6. Review of teaching strategies in order to make learning more effective.
7. Review the technology used in classroom to promote learning.

Associate Degree in Emergencies Technology
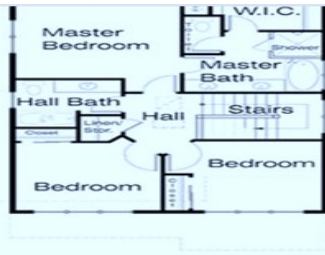Capstone Courses
Hato Rey Campus

Associate Degree in Emergencies Technology
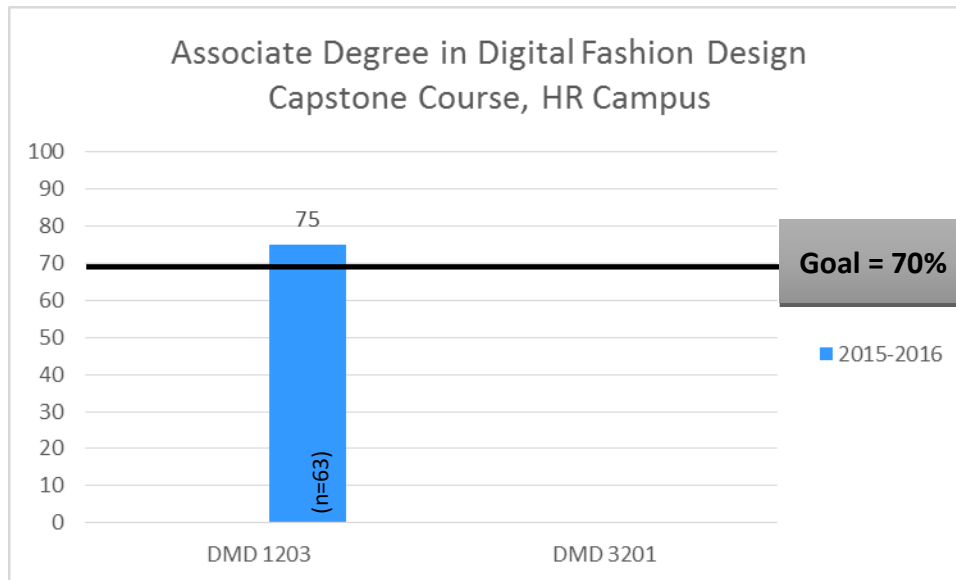## Capstone Course, Hato Rey Campus

In the period of 2010-11 students obtained a 55% in Capstone Course MET 1101 with a decrease to 44% in 2011-2012. However, a significant increase to 78% was reached in the 2016-17 period.

Closing the loop: Assessment Decisions

1. Awareness of the assessment schedule and its importance must be acquired and reported.

2. The program and assessments instruments are being reviewed.

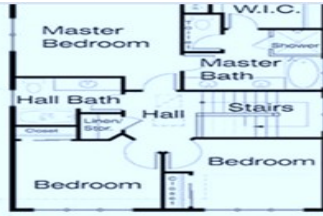**Associate Degree in Digital Fashion Design Capstone Course, HR Campus**

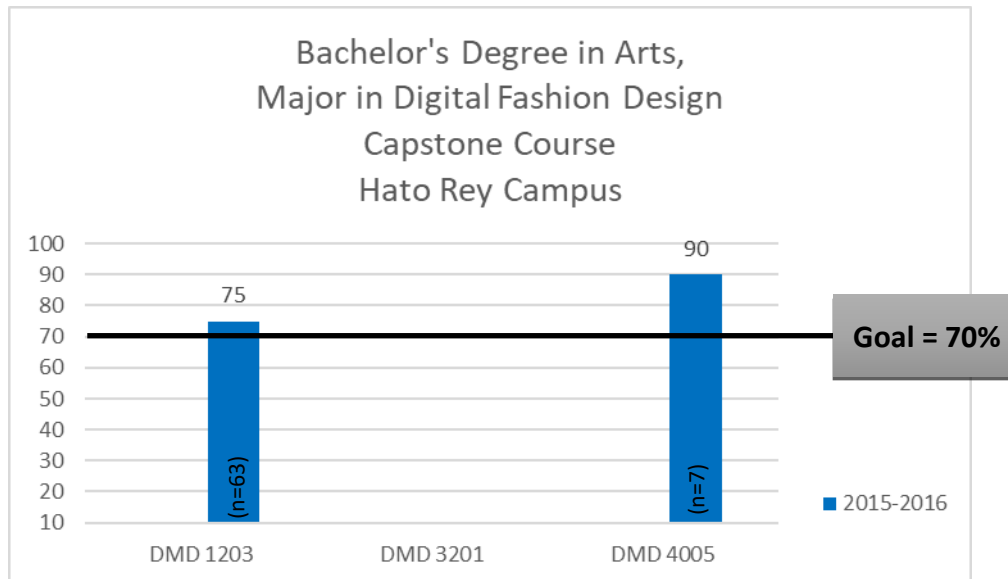**Associate Degree in Digital Fashion Design Capstone Course, Hato Rey Campus**

In the period of 2015-16 students obtained a 75% in Capstone Course DMD 1203 surpassing the 70% goal.

Closing the loop: Assessment Decisions

1. Awareness of the assessment schedule and its importance must be acquired and reported.

2. The program and assessments instruments are being reviewed.

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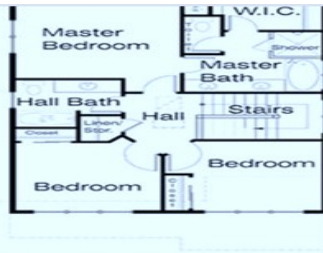Major in Digital Fashion Design
Capstone Course
Hato Rey Campus

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

In the period of 2015-16 students obtained a 75% in initial Capstone Course DMD 1203 surpassing the 70% goal. On the other hand, on the same period students obtained a 90% in final Capstone Course DMD 4005 increased 90% also surpassing the 70% goal.
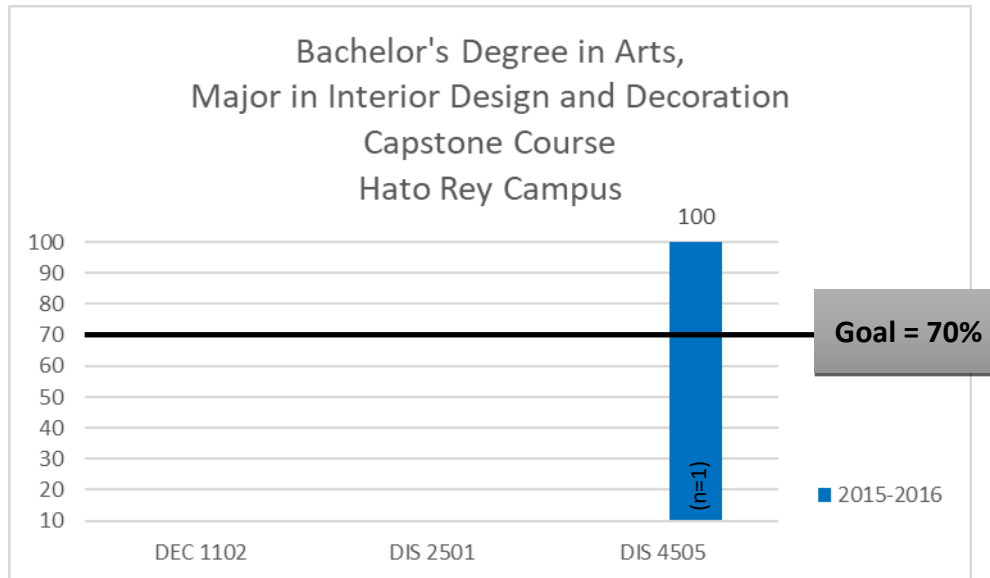
Closing the loop: Assessment Decisions

1. Awareness of the assessment schedule and its importance must be acquired and reported.

2. The program and assessments instruments are being reviewed.

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

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

In the period of 2015-16 students obtained a 100% in Capstone Course DIS 4505 surpassing the 70% goal.

Closing the loop: Assessment Decisions

1. Awareness of the assessment schedule and its importance must be acquired and reported.

2. The program and assessments instruments are being reviewed.
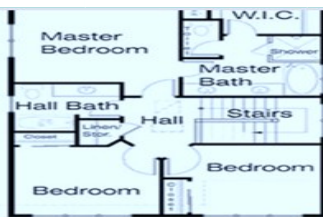
Capstone Courses, Hato Rey Campus

Associate and Bachelor's Degree in Digital Design Major in Multimedia

BADD 1101—Introduction Digital Design I

Data is not available.

BADD 3302—Web Design I

Data is not available.

Bachelor's Degree in Digital Design Major in Multimedia

BADD 4401—Portfolio

Data is not available.

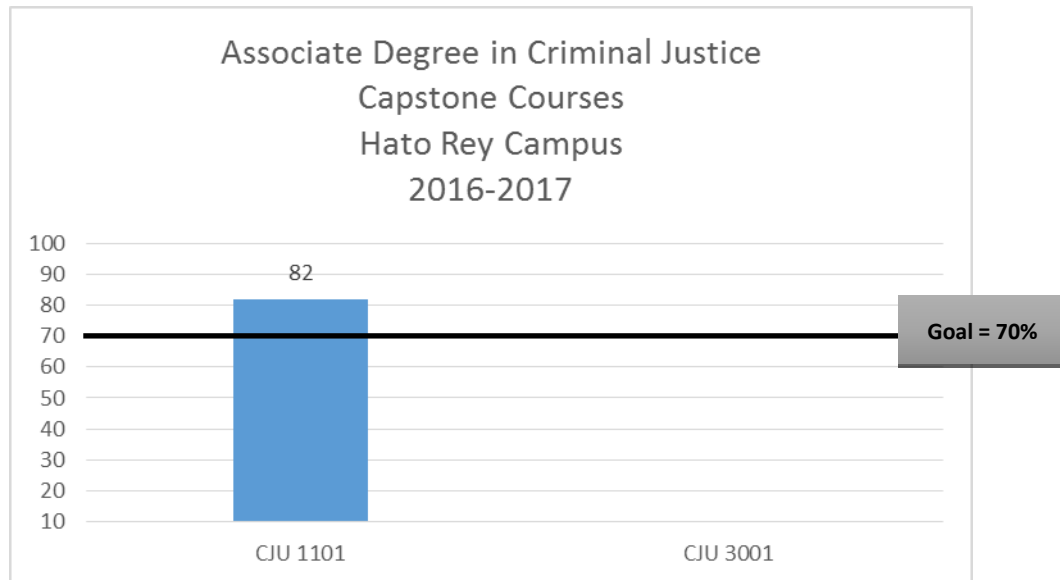**Closing the loop: Assessment Decisions**

Digital Design Major in Multimedia

1. The assessment instruments of School of Design are being reviewed in the 2015-2016.

Associate Degree in Criminal Justice
Capstone Courses
Hato Rey Campus
2016-2017

82

Goal = 70%

CJU 1101   CJU 3001

**Associate Degree in Criminal Justice
Capstone Course, Hato Rey Campus**

In the period of 2014-15 students obtained an 82% in Capstone Course CJU 1001 surpassing the 70% goal.

Outcome Results

Hato Rey Campus

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

Master's Degree in Information System (MIS)

MIS 5515-Computer Concepts and Software Tools

1. This is the first capstone course in this program.

2. In 2009, and 2012 AY, a rubric for portfolio assessment, focusing on the student's performance of Word, Excel, and Access programs was administered. The results for the average group showed:

AY	N	Word	Excel	Access
2009	13	100%	83%	67%
2012	6	100%	92%	92%

3. Based on the rubric results, students demonstrated competency in all the Microsoft Office applications.

MIS 7690-Information System Project

2013 (N = 3)

1. A rubric for the project and its oral presentation was administered. All the students demonstrated proficiency in the evaluated competencies.

Closing the loop: Assessment Decisions

Master in Information System (MIS)

1. A program revisión is recommended to include more recent common applications, other than Word, Excel and Access.

Master's Degree in Strategic Management
(MSM)

MIS 5540 - Organizational Functions and Management

This course is the first capstone course for the Master's in Strategic Management Program, and Master's in Information Security and Digital Fraud Investigation.

2011

Data are not available.

2012 and 2013

1. In August 2012 and August 2013, the professor administered a rubric for portfolio assessment. The results for the average group showed:

Criteria	2012 (N = 18)		2013 (N=20)	
	Average	Calification	Average	Calification
Conceptualization	1.91	Proficiency	1.60	Proficiency
Critical Thinking	1.9	Proficiency	1.56	Partial Proficiency
Data Analysis	1.76	Proficiency	0.55	Non Proficiency
Research	1.34	Partial Proficiency	0.99	Non Proficiency
Writing Report	1.42	Partial Proficiency	1.39	Partial Proficiency

MSM 7690 - Seminar in Strategic Management

Data is not available.

Closing the loop: Assessment Decisions

Master's Degree in Strategic Management (MSM)

1. Improve the critical thinking and writing report skills.

2. Offer workshops in writing composition and the use of APA Manual Style in academic reports for all students beginning at the Graduated Program.

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

MIS 5540 - Organizational Functions and Management

This course is the first capstone course for the Master's in Strategic Management Program, and Master's in Information Security and Digital Fraud Investigation.

MIF 7890—Seminar in Digital Fraud Investigation

Data is not available.

Closing the loop: Assessment Decisions

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

1. Offer workshops in writing composition and the use of APA Manual Style in academic reports for all freshmen students in Graduated Program.

Master's Degree in Information Technology for Education (MAED)

MAED 5410—Instruction Resources Production Seminar II

Data is not available.

MAED 6000—Degree Project

2013 (N = 5)

1. The professors used a rubric for a project and its oral presentation. All the students demonstrated proficiency in the evaluated competencies.

Closing the loop: Assessment Decisions

Master's Degree in Information Technology for Education (MAED)

1. Improve the style and writing skills for the final project.

2. Offer workshops related to qualitative research methods, and composition and writing skills.

Hato Rey Focus Groups for
Program Assessment
2009

A focus group was completed to assess the learning experience of the Associate Degree in Physical Therapy Technology Program at the Hato Rey Campus. The information gathered was used to develop corrective and preventive actions and thus promote its continuous improvement and strengthening. Participants included eight (8) students, seven (7) faculty members, three (3) clinical instructors; and nine (9) administrators. These interviews were conducted between October and November 2009.

Findings: In general, a high degree of satisfaction was perceived among participants. However, in order to strengthen the program it was essential to address educational aspects that were expressed.

The recommendations addressed were classified into two (2) main areas: Curriculum and Administration. Among the curricular aspects considered were: content emphasis, reconceptualization of the practicum experience and professional faculty development in teaching and learning. The administrative aspects included were to increase the number and type practicum centers, laboratories, and scheduling.

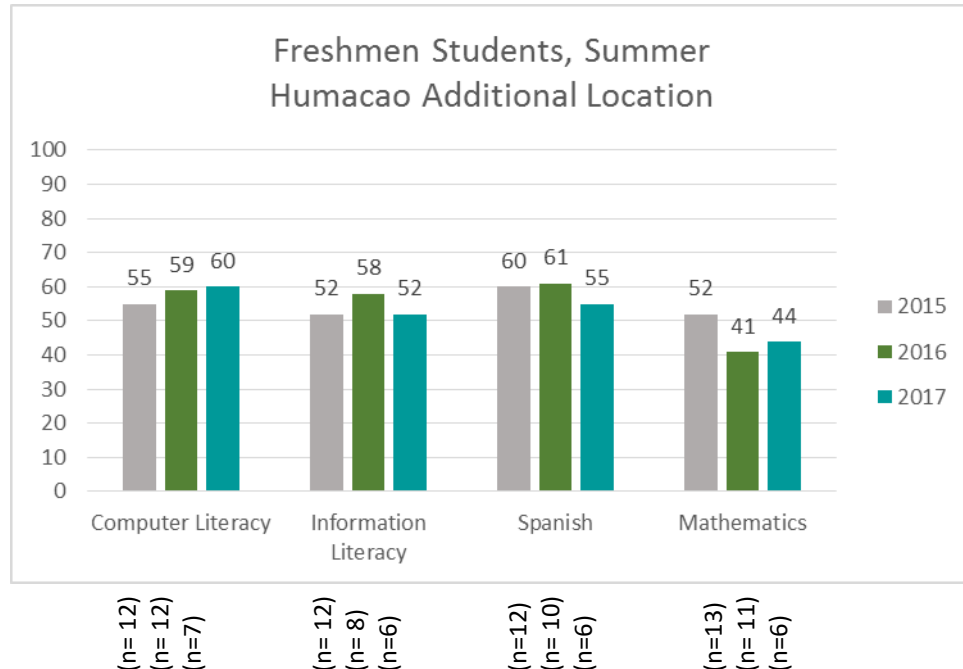| Participants	Curriculum	Administration
Students	• Develop a biology class with a physical therapy perspective.	• Interchange the practice set as it includes a total of 200 hours.
Faculty	• Separate groups of health students, as they have different dynamics.	• Improve the registration and program orientation processes, expand laboratories, and increase the numbers of practice centers.
Clinical instructors	• Provide a solid base for anatomy and physiology. • Provide additional assignments and hands-on therapy exercises.	• The equipment needs to be available in a variety of models, so that students can learn different techniques.
Administrators	• Locate practice centers outside the metropolitan area.	• Consider a more diverse schedule, open afternoon sessions.

Additional Location

Outcomes Results

Humacao

General Education
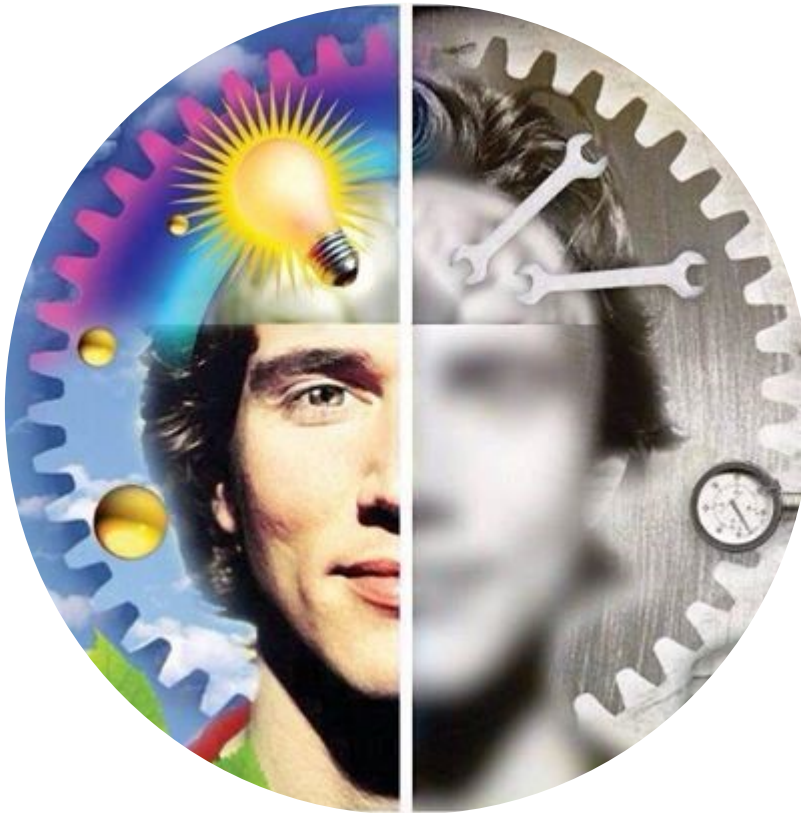
Pre and Post Assessment

General Education Core Competencies
Pre-Test Results and Analysis
Humacao Additional Location
Summer

The Humacao Additional Location commenced operations in September 2013. The academic assessment tests were first offered during the fall of that year.

Freshmen Students, Summer
Humacao Additional Location

Computer Literacy (n= 12) (n= 12) (n=7)
Information Literacy (n= 12) (n= 8) (n=6)
Spanish (n=12) (n= 10) (n=6)
Mathematics (n=13) (n= 11) (n=6)

Pre-Test Results Analysis

In Core Competencies assessed the results show an increase in Computer Literacy and Mathematics, and a decrease in Information Literacy, and Spanish in 2017. In computer literacy there was a steady increase from 55% in 2015, to 59% in 2016 and 60% in 2017. In Information Literacy an increase from 52% in 2015 to 58% in 2016 was observes; however, there was a decrease to 52% in 2017. In Spanish there was an increase from 60% in 2015 to 61% in 2016, with a decrease to 55% in 2017. Finally, in Mathematics from 52% in 2015 there was a decrease to 41% in 2016, followed by an increase to 44% in 2017.

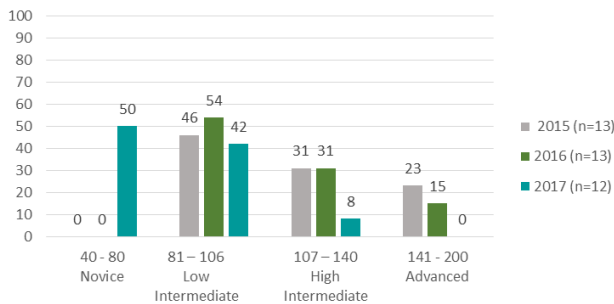# General Education Core Competencies
E-LASH I
# Pre-test Results and Analysis
Humacao Additional Location
Summer

E-LASH I Test, Summer
Humacao Additional Location
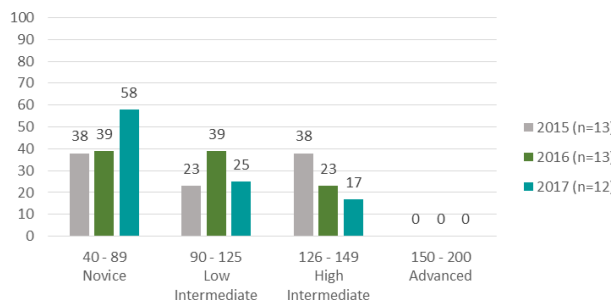**Listening Comprehension**

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

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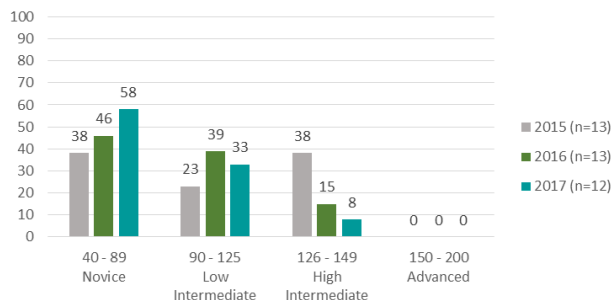
In 2015 Language Examination Results demonstrate a consistent increase in students in the novice level that range from 38% in 2015 to 46% in 2016 and 58% in 2017. Fluctuations were observed in the low intermediate level that went from 23% in 2015 to 39% in 2016 to a decrease of 33% in 2017. A consistent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

E-LASH I Test, Summer
Humacao Additional Location
Reading

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

General Education Core Competencies
Pre-test Results and Analysis
Humacao Additional Location
Fall

Freshmen Students, Fall
Humacao Additional Location

(n=15) (n=12) (n=6)   (n=15) (n=12) (n=6)   (n=15) (n=12) (n=7)   (n=14) (n=13) (n=6)
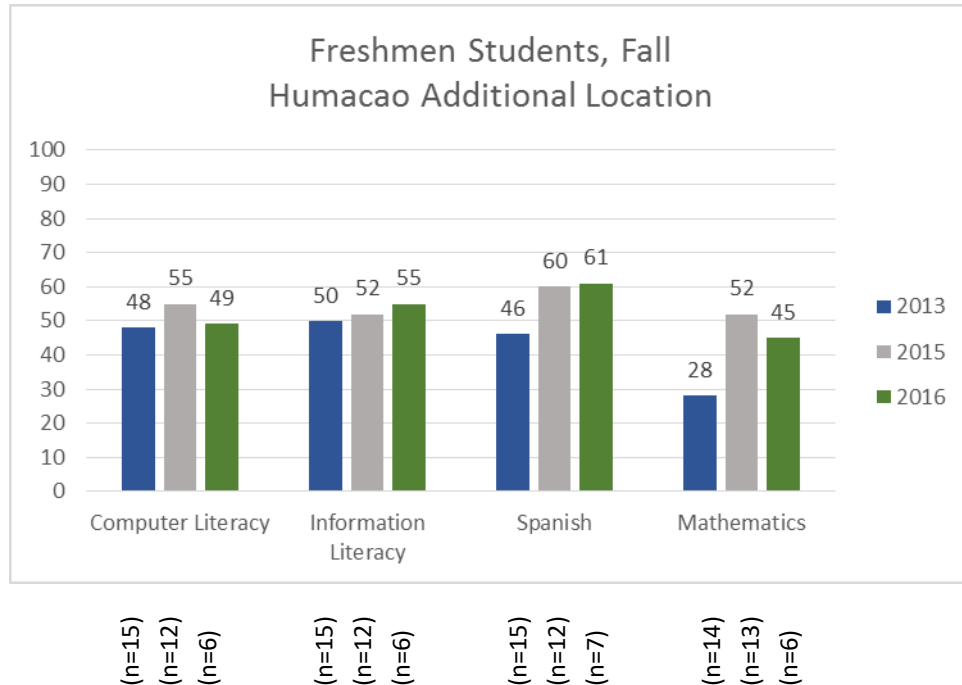
# Pre-Test Results Analysis

In Core Competencies assessed the results show an increase in Information Literacy and Spanish, and a decrease in Computer Literacy, and Mathematics in 2017. In computer literacy there was a fluctuation from 48% in 2013 to 55% in 2015, to 49% in 2016. In Information Literacy a steady increase from 50% in 2013 to 52% in 2015, and to 55% in 2016 was observed. In Spanish there was an increase from 46% in 2013 to 60% in 2015 to 61% in 2016. Finally, in Mathematics from 28% in 2013 there was an increase to 52% in 2015 with a decrease to 45% in 2016.

# E-LASH-I Post Test Results Analysis
Humacao Additional Location
MAGAE - Cohort 2017

E-LASH I Test, Fall
Hmuacao Additional Location
Listening Comprehension
2016 (n=16)
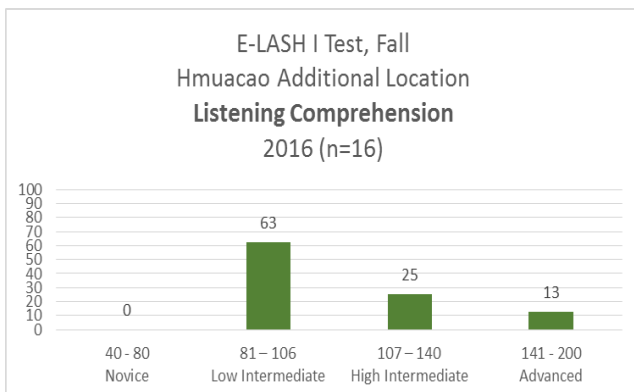
In 2016 Listening Comprehension Results demonstrate that 63% of freshman students were in the low intermediate level, 25% in the high intermediate level and 13% in the advanced level. There were no students in the novice level. According to College Board students in the low intermediate level are able to understand the general idea of slightly longer discourse on familiar subjects.

E-LASH I Test, Fall
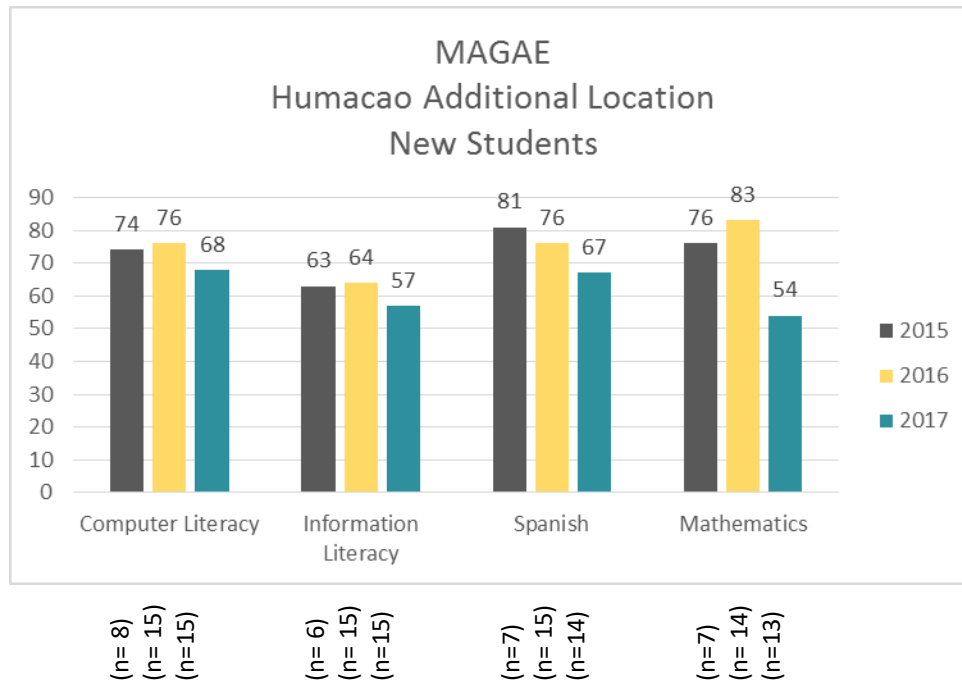### Humacao Additional Location
Language
2016 (n=16)
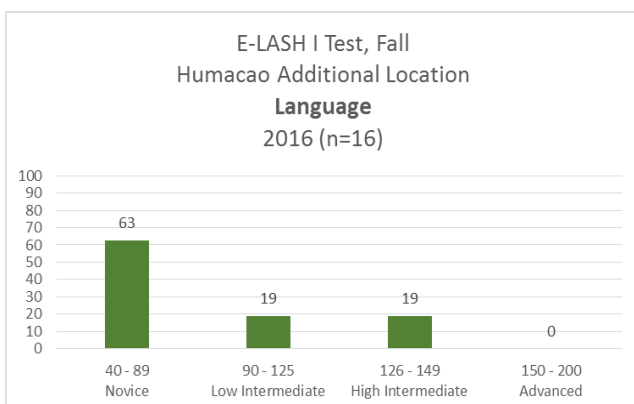
In 2016 Language Examination Results demonstrate that 63% of students were on the novice level, 19% on the low intermediate level and 19% in the high intermediate level. There were no students in the advanced level. According to College Board students in the novice level use basic grammatical structures including but not limited to affirmative, (yes/no) question and negative word order, present and past verb tenses; subject and object pronouns. They can also combine words and phrases into acceptable English sentences.

E-LASH I Test, Fall
Humacao Additional Location
Reading
2016(n=16)
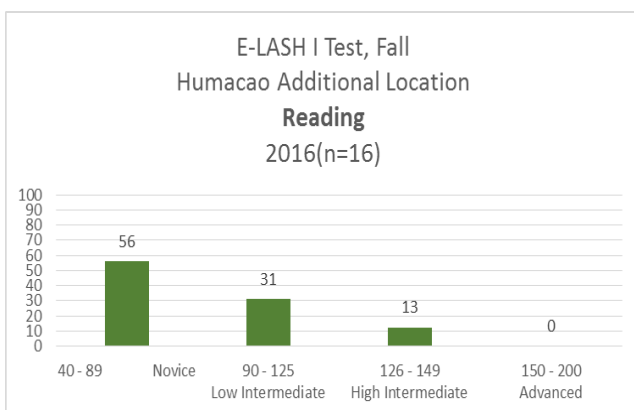
In 2016 Reading Examination Results demonstrate that 56% of students were on the novice level, 31% on the low intermediate level and 13% in the high intermediate level. There were no students in the advanced level. According to College Board students in the novice level are able to locate basic information and understand high frequency vocabulary.

General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Humacao Additional Location

MAGAE
Humacao Additional Location
New Students

	Computer Literacy	Information Literacy	Spanish	Mathematics
2015	74	63	81	76
2016	76	64	76	83
2017	68	57	67	54

(n= 8) (n= 15) (n=15)   (n= 6) (n= 15) (n=15)   (n=7) (n= 15) (n=14)   (n=7) (n= 14) (n=13)

Pre-Test Results Analysis

In Core Competencies assessed MAGAE students the results show a decrease in all areas in 2017. In computer literacy there was a fluctuation from 74% in 2015 to 76% in 2016, and a decrease to 68% in 2017. In Information Literacy scores went from 63% in 2015 to 64% in 2016 to 57% in 2017. In Spanish there was a decrease from 81% in 2015 to 76% in 2016 and 67% in 2017. Finally, in Mathematics from 76% in 2015 there was an increase to 83% in 2016 with a subsequent decrease to 54% in 2017.

General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
# Humacao Additional Location

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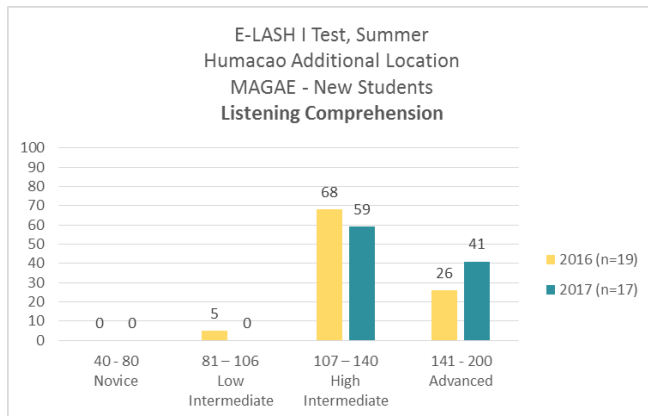
MAGAE Listening Comprehension Results demonstrate that 5% of freshman students were in the low intermediate level in 2016 with a decrease to 0% in 2017. A 68% of students were in the high intermediate level in 2016 and decreased to 59% in 2017. There was significant increase in the advanced level that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

E-LASH I Test, Summer
Humacao Additional Location
MAGAE - New Students
Language
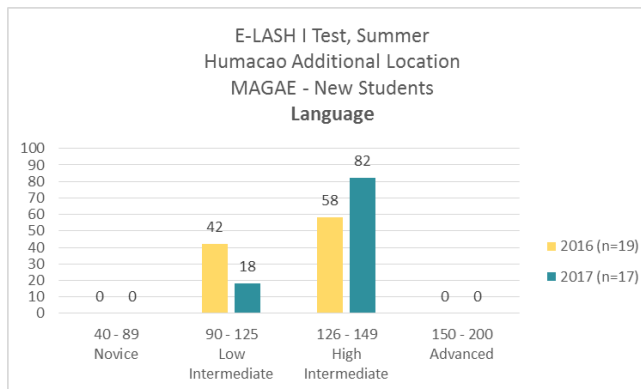
MAGAE Language Results demonstrate that 42% of freshman students were in the low intermediate level in 2016 with a decrease to 18% in 2017. A 58% of students were in the high intermediate level in 2016 with a significant increase to 82% in 2017. There were no students in the novice and advanced levels. According to College Boars students in the high intermediate level use skills in novice and low intermediate stages with reasonable accuracy and little effort.

E-LASH I Test, Summer
Humacao Additional Location
MAGAE - New Students
Reading
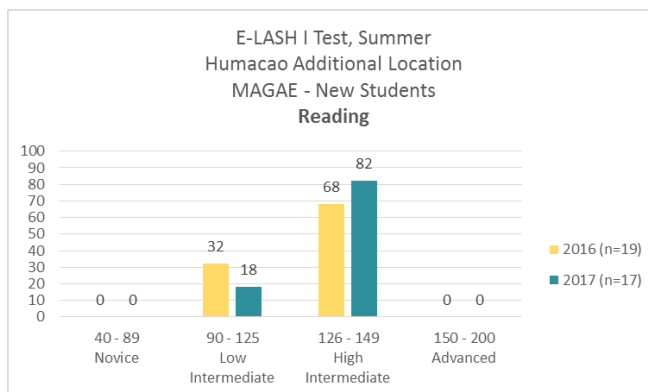
MAGAE Reading Results demonstrate that 32% of freshman students were in the low intermediate level in 2016 with a decrease to 18% in 2017. A 68% of students were in the high intermediate level in 2016 with a significant increase to 82% in 2017. There were no students in the novice and advanced levels. According to College Boars students in the high intermediate level use skills in novice and low intermediate stages with reasonable accuracy and little effort.

Associate Degree in Nursing - Regular
Capstone Course
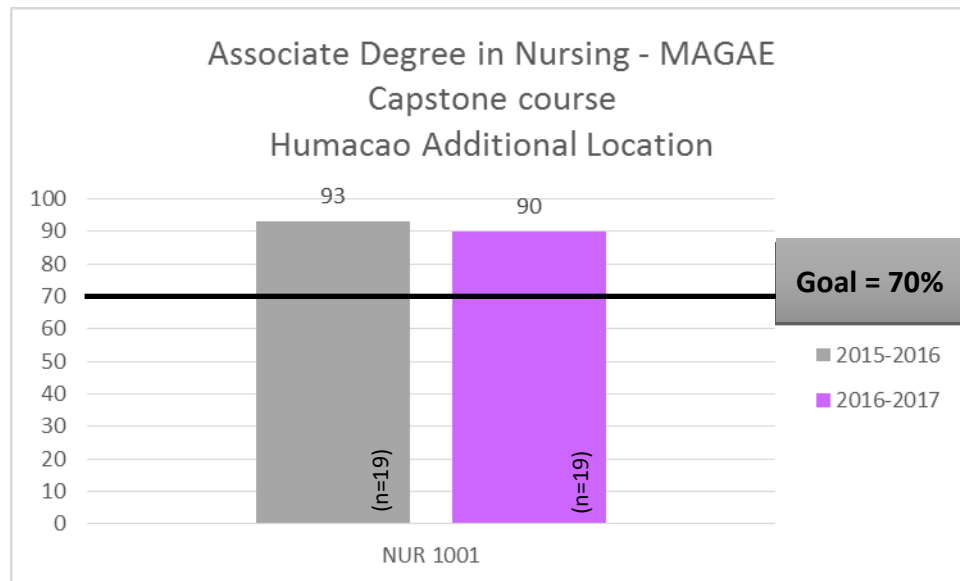Humacao Additional Location
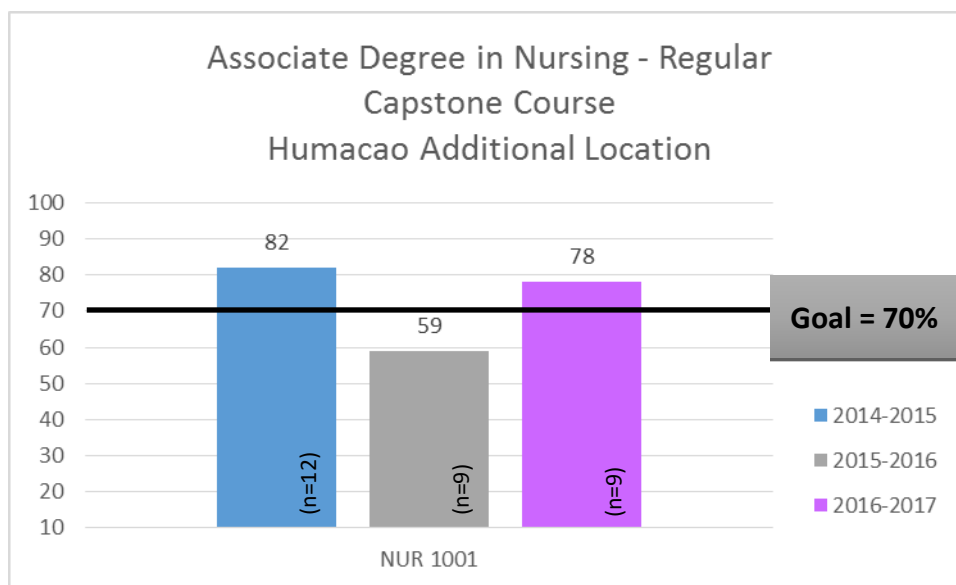
Students of 2014-15 period obtained a 82% in Capstone Course NUR 1101. There was a decrease to 59% in 2015-2016, followed by an increase to 78% in 2016-2017, surpassing the 70% goal.

Closing the loop: Assessment Decisions
School of Nursing

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

Associate Degree in Nursing - MAGAE
Capstone course
Humacao Additional Location

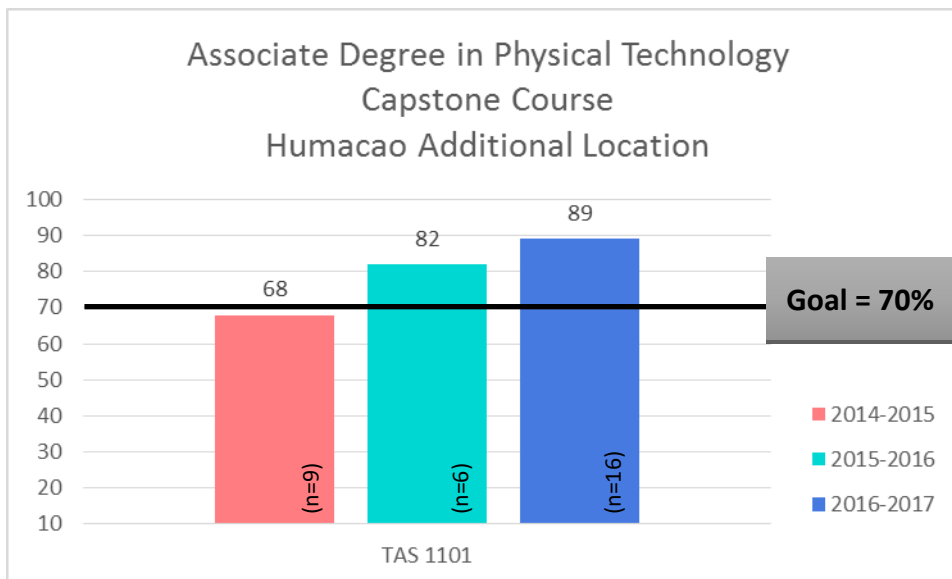MAGAE Students of 2015-2016 period obtained a 93% in Capstone Course NUR 1001, and 90% in the 2016-2017 period.

Closing the loop: Assessment Decisions
School of Nursing

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

Associate Degree in Physical Technology
Capstone Course
Humacao Additional Location

Goal = 70%

- 2014-2015
- 2015-2016
- 2016-2017

(n=9)   (n=6)   (n=16)

TAS 1101

Humacao students of 2014-15 period obtained a 68% in Capstone Course TAS 1101. There was an interment to 82% in 2015-16, and to 89% in the 2016-2017 period, surpassing the 70% goal.
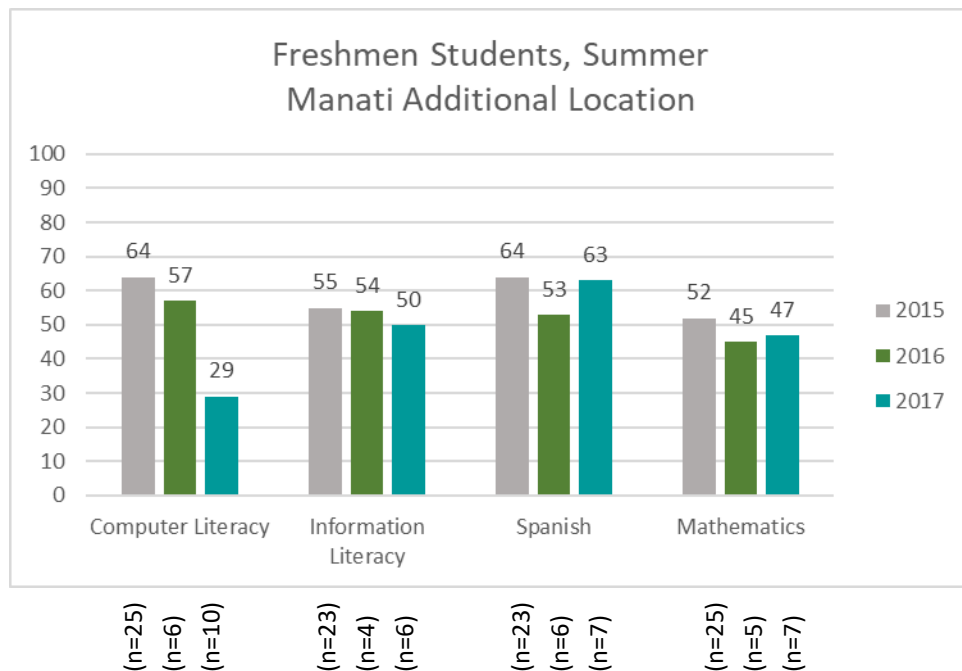
Additional Location

Outcomes Results

Manati

General Education

Pre and Post Assessment

General Education Core Competencies
Pre-Test Results and Analysis
Manati Additonal Location
Summer

Manati Additonal Locations began its work in September 2013. The assessment tests began to offer during the fall of that year.

Freshmen Students, Summer
Manati Additional Location

	Computer Literacy	Information Literacy	Spanish	Mathematics
2015	64	55	64	52
2016	57	54	53	45
2017	29	50	63	47

(n=25) (n=6) (n=10)   (n=23) (n=4) (n=6)   (n=23) (n=6) (n=7)   (n=25) (n=5) (n=7)

Pre-Test Results Analysis

In Core Competencies assessed the results show an increase in Spanish and Mathematics with a decrease in Computer Literacy and Information Literacy in 2017. In computer literacy there was a decrease from 64% in 2015 to 57% in 2016, to 29% in 2017. In Information Literacy a mild decrease from 55% in 2015 to 54% in 2016, and to 50% in 2017 was observed. In Spanish there was a fluctuation from 64% in 2015 to 53% in 2016 with an increase to 63% in 2017. Finally, in Mathematics from 52% in 2015 there was a decrease to 45% in 2016 and increased to 47% in 2017.

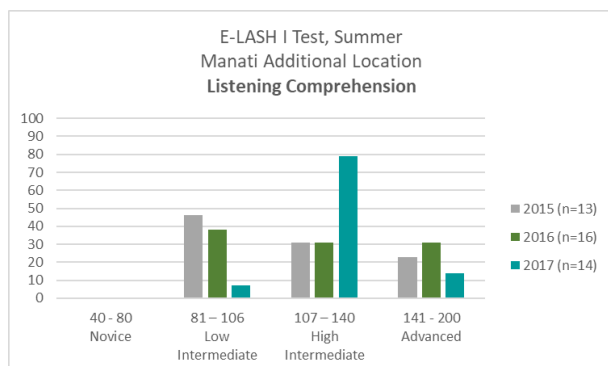# General Education Core Competencies
E-LASH I
## Results and Analysis
Manati Additional Location
Summer
PreTest Results Analysis

E-LASH I Test, Summer
Manati Additional Location
Listening Comprehension

2015 (n=13)
2016 (n=16)
2017 (n=14)

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

E-LASH I Test, Summer
Manati Additional Location
Language

2015 (n=13)
2016 (n=16)
2017 (n=14)
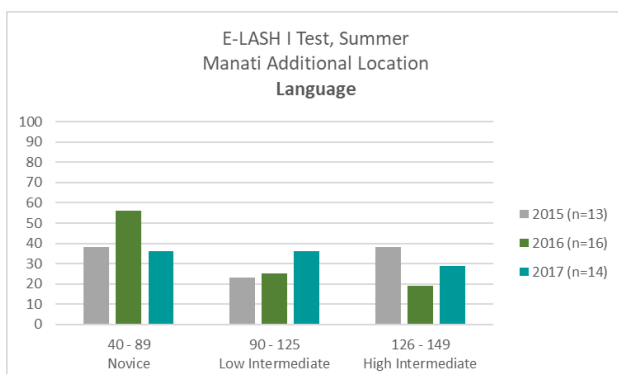
The Language Examination Results demonstrate that 38% of freshman were in the novice level in 2015 with a significant increase to 56% in 2016; however, there was a decrease to 36% in 2017. There was a consistent increase in the low intermediate level that went from 23% in 2015 to 25% in 2016, and 36% in 2017. On the other hand there was a fluctuation in the high intermediate level from 38% in 2015 to 19% in 2016, and finally an increase to 29% in 2017. There were no students in the advanced level. According to College Boars students in the low intermediate level are able to use the skills in the novice stage, as well as use word order of information, questions and requests; complements, adjectives and adverbs; present progressive and future verb tenses; noun inflections; prepositions and determiners. They can also recombine 2 and 3 sentences into acceptable English and improve sentence structure.

E-LASH I Test, Summer
Manati Additional Location
Reading

2015 (n=13)
2016 (n=16)
2017 (n=14)
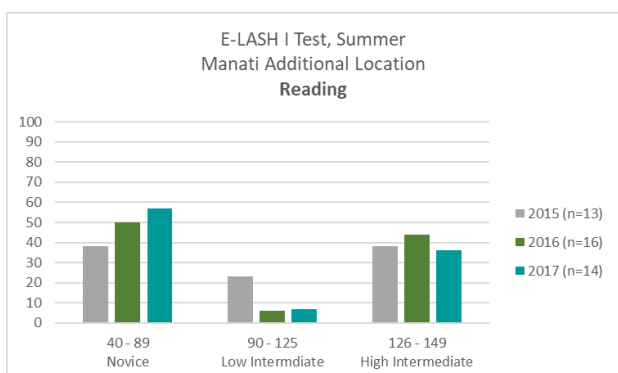
The Reading Examination Results demonstrate that there was a steady increase in the novice level from 38% of freshman in 2015 to 50% in 2016 and 57% in 2017. There was a significant decrease from 23% in 2015 to 6% in 2016 and 7% in 2017 in the low intermediate level. In the high intermediate level there was a fluctuation from 38% in 2015 to 44% in 2016 and 36% in 2017. There were no students in the advanced level. According to College Boars students in the novice level are able to locate basic information and understand high frequency vocabulary.

General Education Core Competencies
Pre-Test Results and Analysis
Manati Additonal Locations
Fall

Manati Additonal Locations commenced operations in September 2013. The academic assessment tests began to offered during the fall of that year.
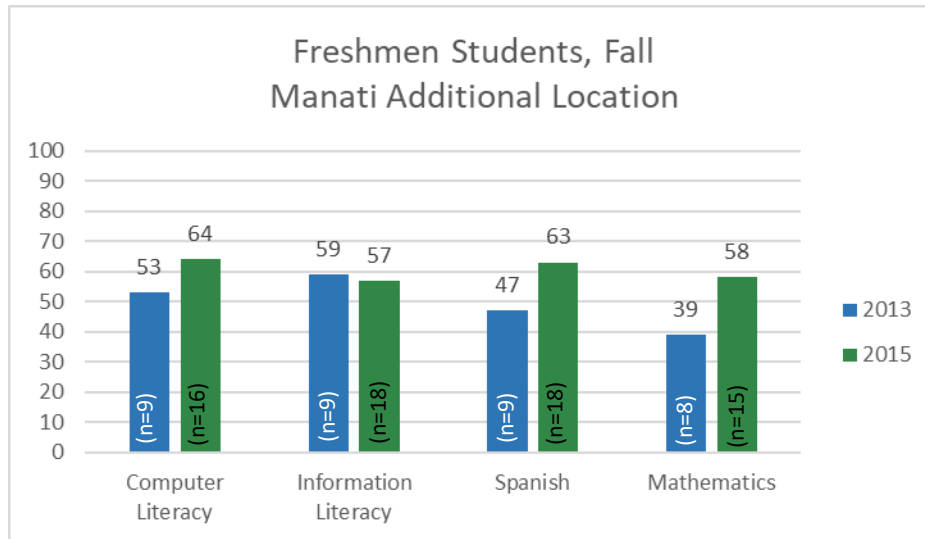
Freshmen Students, Fall
Manati Additional Location

Pre-Test Results Analysis

In Core Competencies assessed the results show an increase in Computer Literacy, Spanish, and a Mathematics with a slight decrease in Information Literacy in 2015. In computer literacy there was an increase from 53% n 2013 to 64% in 2015. In Information Literacy a slight decrease from 59% in 2013 to 57% in 2015 was observed. In Spanish there was an increase from 47% in 2013 to 63% in 2015. Finally, in Mathematics from 39% in 2013 there was an increase to 58% in 2015.
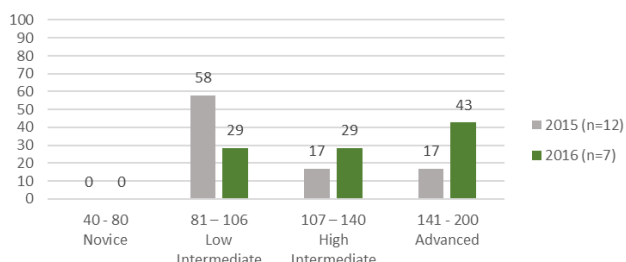
General Education Core Competencies
E-LASH I
Results and Analysis
Manati Additional Location
Fall
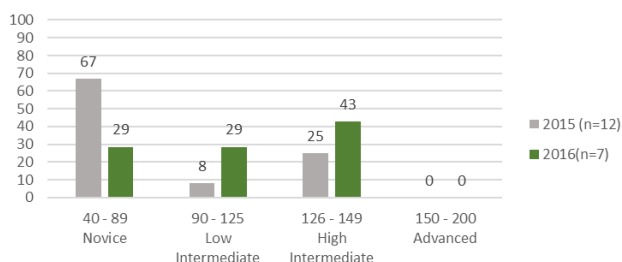
E-LASH I Test, Fall
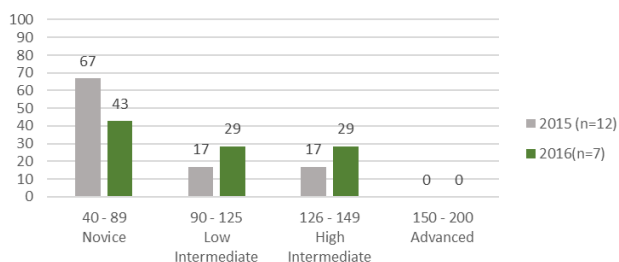### Manati Additional Location
Listening Comprehension

In 2015 Listening Comprehension Results demonstrate that 0% of freshman students were in the novice level. A 58% of students were in the low intermediate and 17% were in the high intermediate level. Finally 17% of students were in the advanced level. According to the College Board students in the low intermediate level understand the general idea of slightly longer discourse and familiar subjects.

E-LASH I Test, Fall
### Manati Additional Location
Language

In 2015 Language Examination Results demonstrate that 67% of freshman students were in the novice level, while 8% was in the low intermediate. A 25% were in the high intermediate level. There were no students in the advanced level. According to College Board students in the novice level use basic grammatical structures including but not limited to affirmative, (yes/no) question and negative word order, present and past verb tenses; subject and object pronouns. They can also combine words and phrases into acceptable English sentences.

E-LASH I Test, Fall
Manati Additional Location
Reading

In 2015 Reading Examination Results demonstrate that 67% of freshman students were in the novice level. A 17% of students were in the low intermediate as in the high intermediate level. There were no students in the advanced level. According to College Board students in the novice level are ale to locate basic information and understand high frequency vocabulary.

General Education Core Competencies
Pre-Test Results and Analysis
MAGAE
Manati Additional Location

MAGAE
Manati Additional Location
New Students
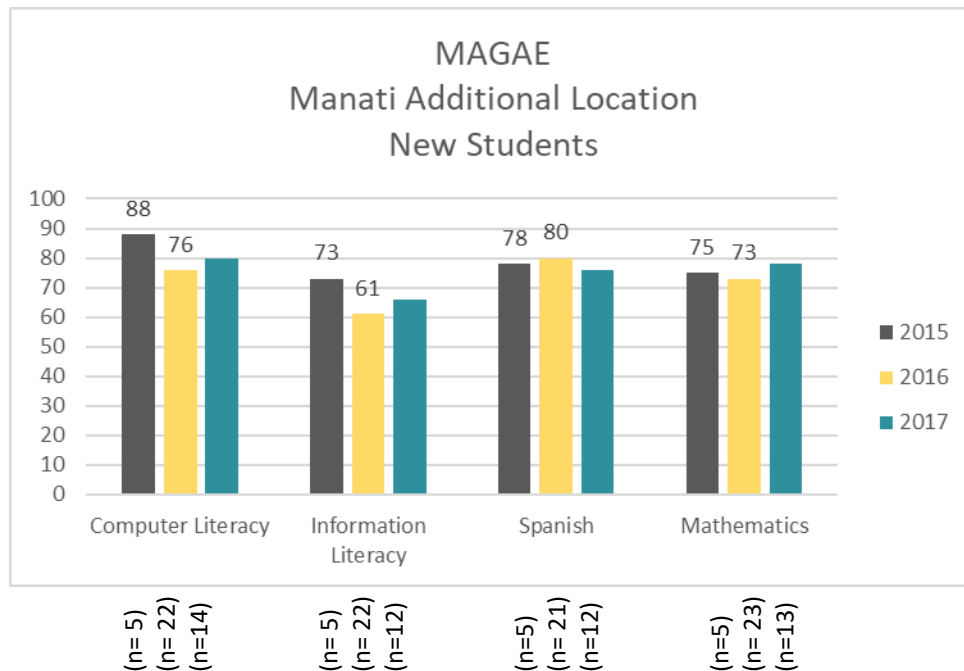
Pre-Test Results Analysis

In Core Competencies assessed MAGAE freshmen showed an increase in Computer Literacy, Information Literacy and Mathematics in 2017. However, there was a decrease in Spanish. In computer literacy there was a fluctuation from 88% in 2015 to 76% in 2016, to 80% in 2017. In Information Literacy scores went from 73% in 2015 to 61% in 2016, and to 66% in 2017. In Spanish there was a fluctuation from 78% in 2015 to 80% in 2016 with a decrease to 76% in 2017. Finally, in Mathematics from scores went from 75% in 2015 to 73% in 2016 and increased to 78% in 2017.
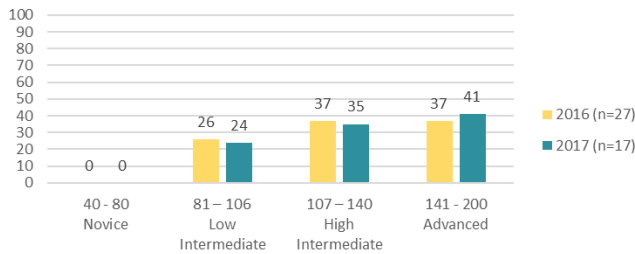
General Education Core Competencies
## Pre-Test Results and Analysis
MAGAE
Manati Additional Location

E-LASH Test, Summer
Manati Additional Location
### MAGAE - New Students
Listening Comprehension

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

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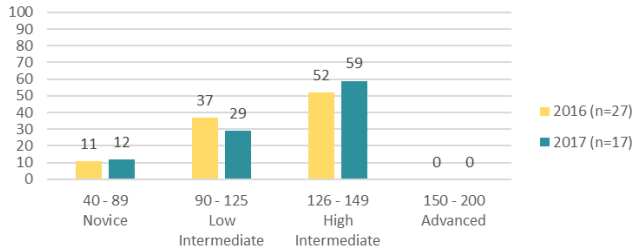
Language Examination Results demonstrate that 11% of MAGAE freshman were in the novice level in 2016 and 12% in 2017. A 37% were in the low intermediate level in 2016 with a decrease to 29% in 2017. IN the high intermediate level there was a 52% in 2016 with an increase to 59% in 2017. There were no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

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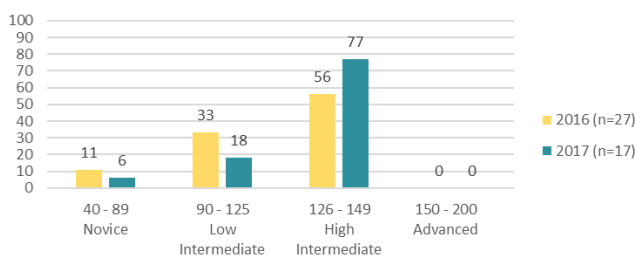
Reading Examination Results demonstrate that 11% of MAGAE freshman were in the novice level in 2016 and decreased to 6% in 2017. A 33% were in the low intermediate level in 2016 and decreased to 18% in 2017. However, a significant increase from 56% in the high intermediate level in 2016 to 77% in 2017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

Associate Degree in Nursing
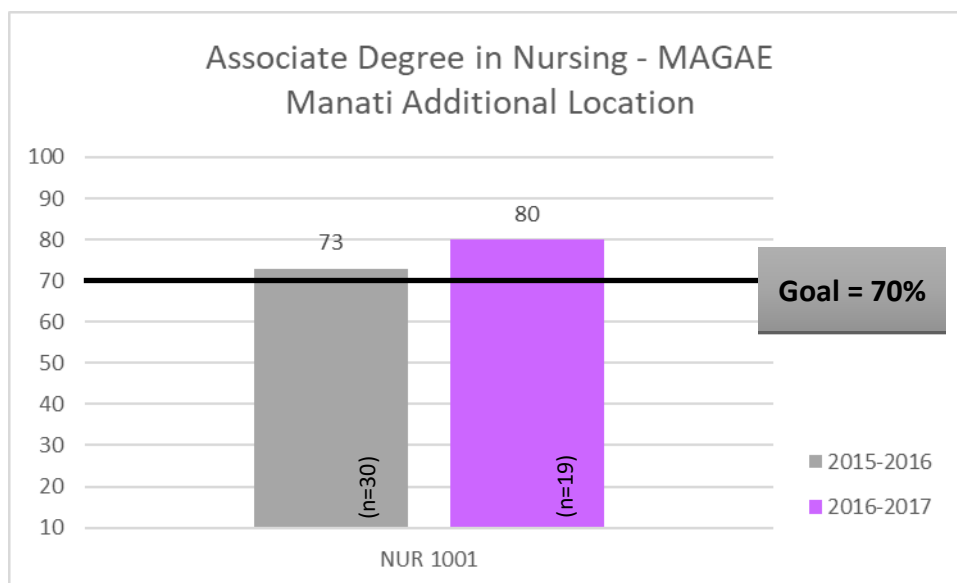Capstone Course
Manati Additional Location
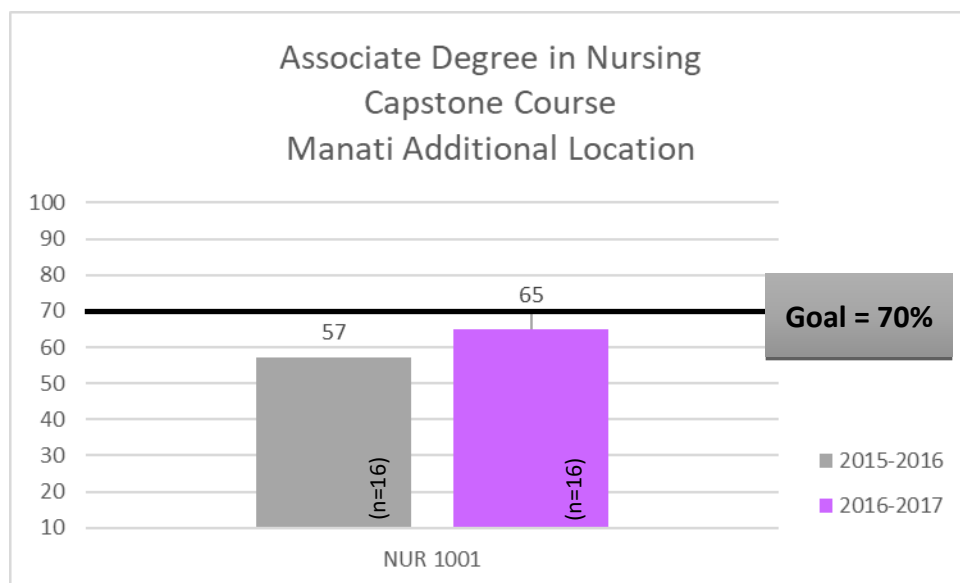
The course NUR 1001 Fundamentals of Nursing, is the first offered in the School of Nursing and is the course of initial screening. A test is offered during the semesters of September and December of each year. In Manati the test was administered for the first time in 2015-2016 period and the results showed a 57%. IN the 2016-2017 period there was an increase to 65%. However, the 70% goal was not reached.

Closing the loop: Assessment Decisions
School of Nursing

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

Associate Degree in Nursing - MAGAE
Manati Additional Location

MAGAE Students of 2015-2016 period obtained a 73% in Capstone Course NUR 1001 and 80% in 2016-2017 period consistently surpassing the 70% goal.

Closing the loop: Assessment Decisions
School of Nursing

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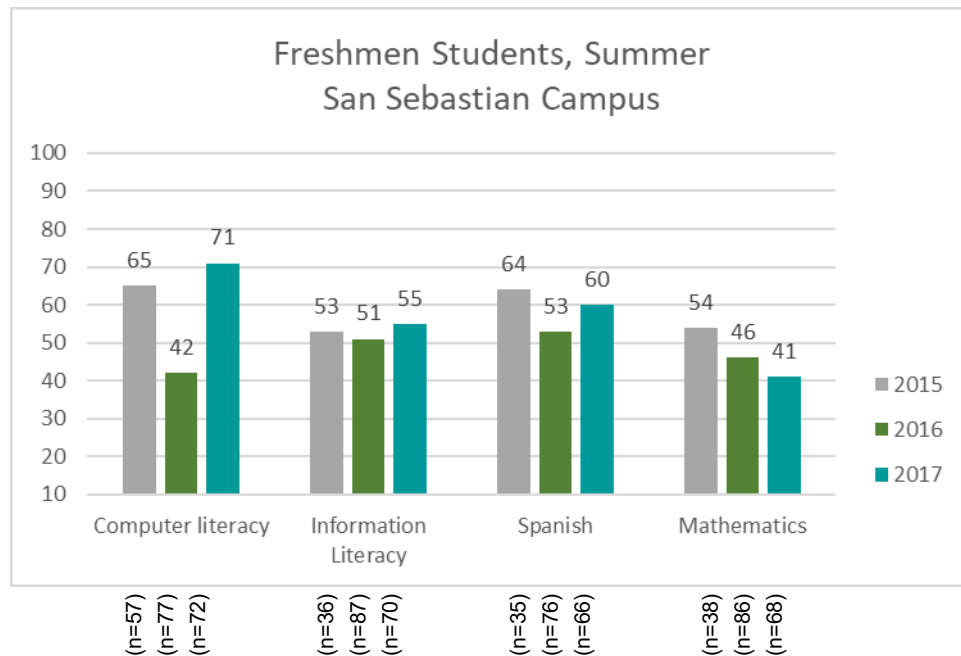5. Review the technology used in classroom to promote learning.

Outcomes Results

San Sebastian Campus

General Education
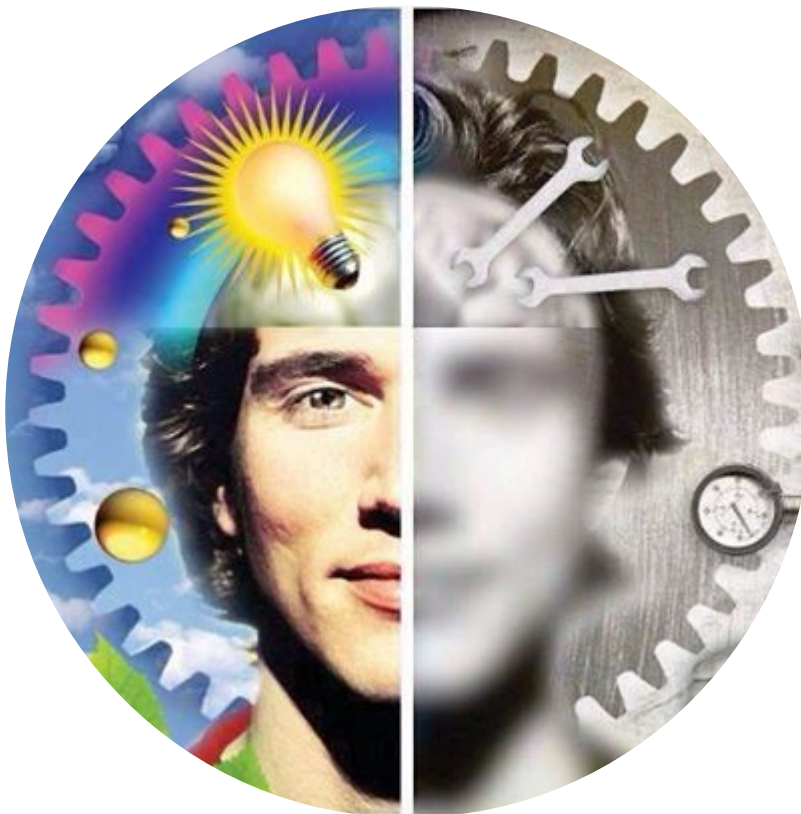
Pre and Post Assessment

General Education Core Competencies
Pre Test Results
San Sebastian Campus
Summer

Freshmen Students, Summer
San Sebastian Campus

Pre-Test Results Analysis

In the Computer Literacy domain students obtained a 65% in 2015, 42% in 2016 and 71% in 2017. In Information Literacy they obtained a 53% in 2015, 51% in 2016 and 55% in 2017. In the Spanish domain students obtained a 64% in 2015, 53% in 2016 and 60% in 2017. Finally in Mathematics students obtained a 54% in 2015, 46% in 2016 and 41% in 2017.

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

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

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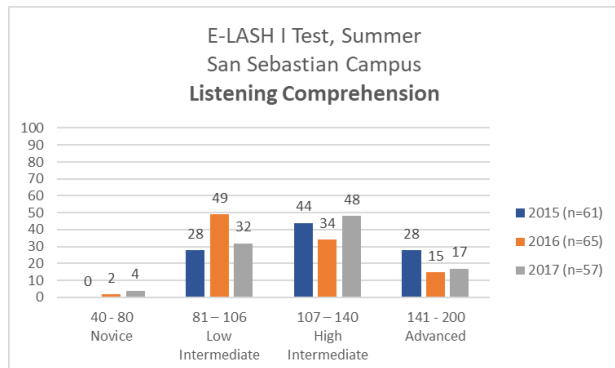
In Listening Comprehension Examination Results demonstrate that 0% of freshman were in the novice level in 2015, 0% in 2015, 2% in 2016 and 4% in 2017. 28% of students were in the low intermediate level in 2015, 49% in 2016 and 32% in 2017. On the other hand 44% of students were in the high intermediate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

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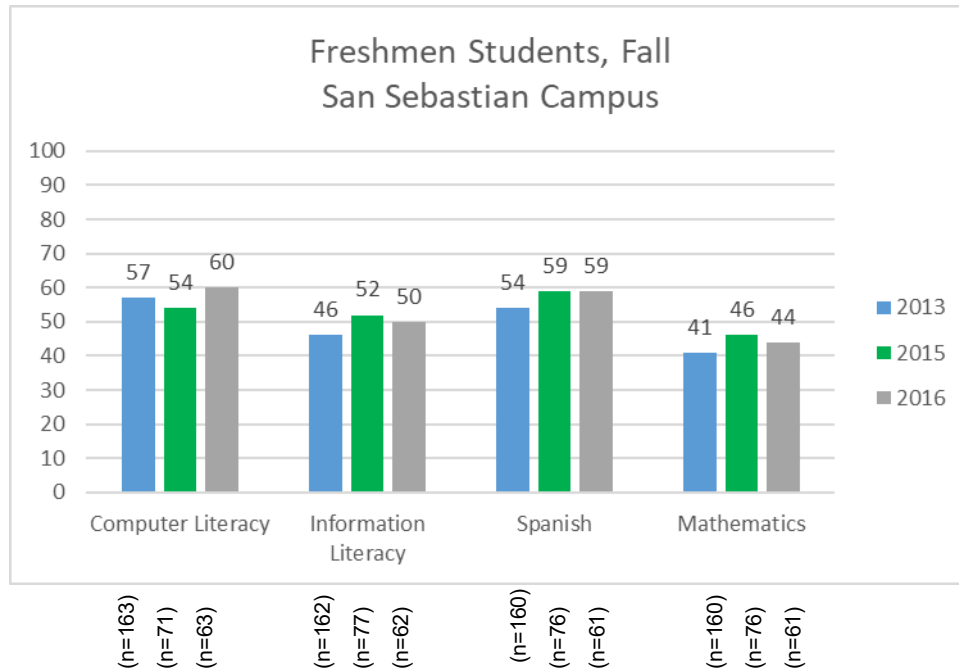### San Sebastian Campus
Language
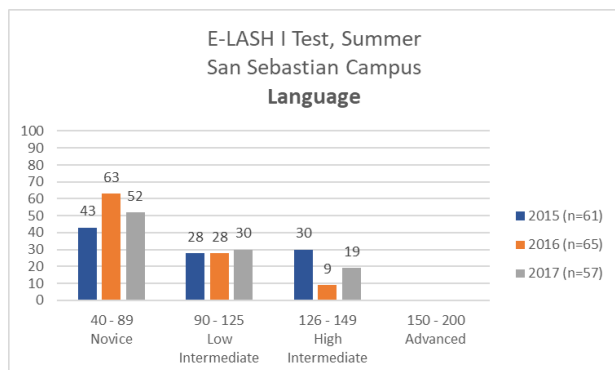
In Language Examination Results demonstrate that a 48% of freshman students were in the novice level in 2015, increasing to 63% in 2016 and 52% in 2017. A 28% of students were in the low intermediate level in 2015 and 2016, and increased to 30% and 2017. On the other hand 30% of students were in the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

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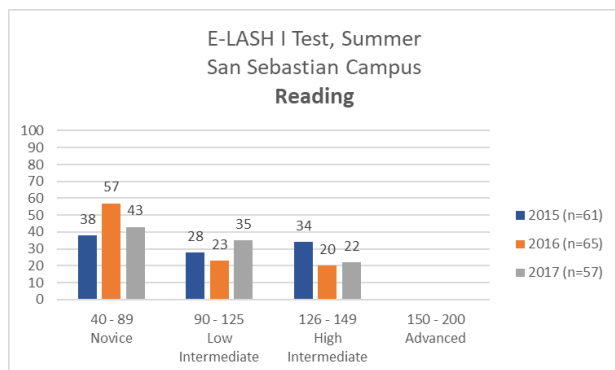
In Reading Examination Results demonstrate that 38% of freshman students were in the novice level in 2015, 57% in 2016 and 43% in 2017. A 28% of students were in the low intermediate level in 2015, 23% in 2016 and 35% in 2017. On the other hand 34% of students were in the high intermediate level in 2015,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

General Education Core Competencies
Pre Test Results
San Sebastian Campus
Fall

Freshmen Students, Fall
San Sebastian Campus

Domain	2013	2015	2016
Computer Literacy	57	54	60
Information Literacy	46	52	50
Spanish	54	59	59
Mathematics	41	46	44

Computer Literacy (n=163) (n=71) (n=63)
Information Literacy (n=162) (n=77) (n=62)
Spanish (n=160) (n=76) (n=61)
Mathematics (n=160) (n=76) (n=61)

Pre-Test Results Analysis

In the Computer Literacy domain students obtained a 54% in 2015, 60% in 2016 and 55% in 2017. In Information Literacy they obtained a 52% in 2015, 50% in 2016 and 55% in 2017. In the Spanish domain students obtained a 59% in 2015 and 2016, and 57% in 2017. Finally in Mathematics they obtained a 46% in 2015, and 44% in 2016. There is no data available for 2017.

Closing the loop: Assessment Decisions

1. This scores support the decision to update and strengthen the tutorial labs and the acquisition of basic skills software.

2. Revise the Information Literacy exam.
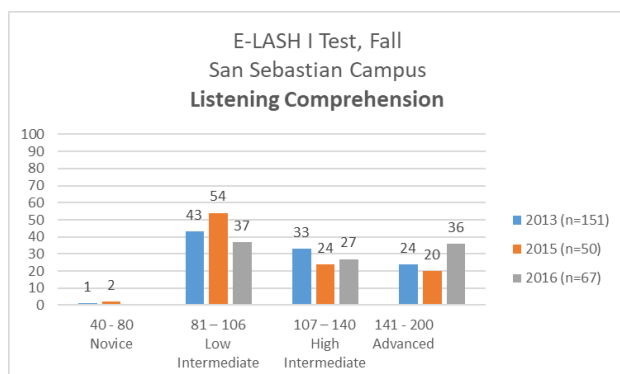
General Education Core Competencies
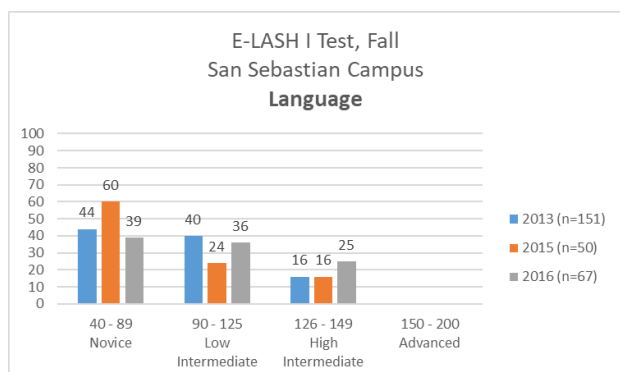# E-LASH I
Pre Test Results and Analysis
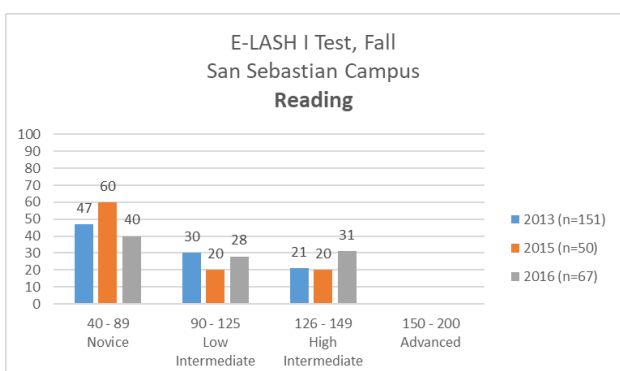# San Sebastian Campus
Fall

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

E-LASH I Test, Fall
San Sebastian Campus
Listening Comprehension

	40 - 80 Novice	81 – 106 Low Intermediate	107 – 140 High Intermediate	141 - 200 Advanced
2013 (n=151)	1	43	33	24
2015 (n=50)	2	54	24	20
2016 (n=67)		37	27	36

In Listening Comprehension Examination Results demonstrate that 4% of freshman were in the novice level in 2012, 1% in 2013 and 2% in 2015. A 47% of students were in the low intermediate level in 2012, 43% in 2013 and increased to 54% in 2015. On the other hand 21% of students were in the high intermediate level in 2012, 33% in 2013 and 24% in 2015. Finally 29% of students were in the advanced level in 2012, 24% in 2013 and 20% in 2015. According to College Board the low intermediate level students are able to understand the general idea of slightly longer discourse on familiar subjects.

E-LASH I Test, Fall
San Sebastian Campus
Language

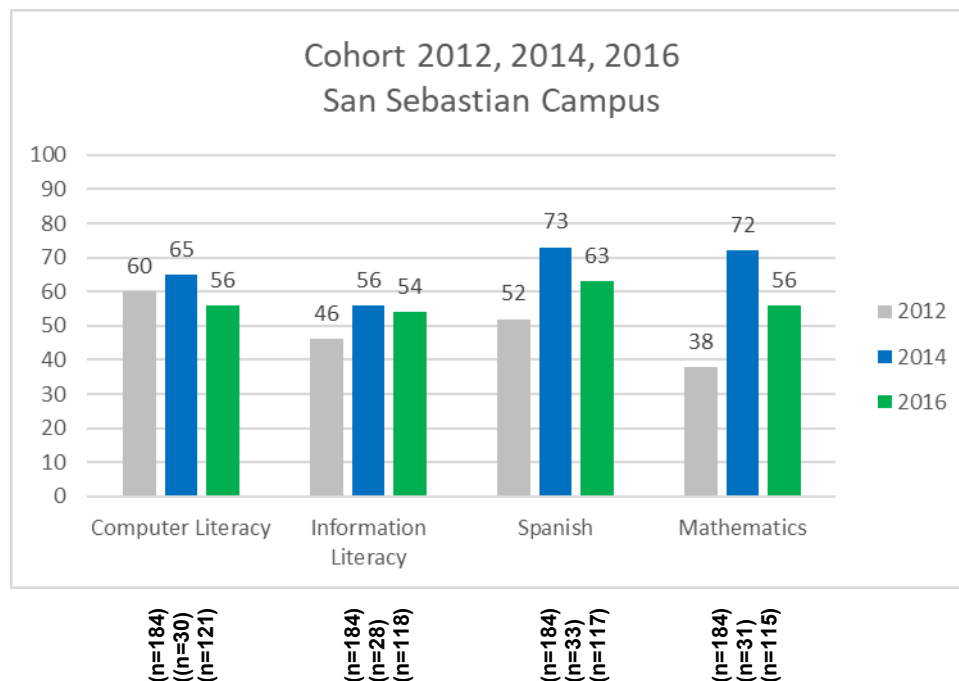|	40 - 89 Novice	90 - 125 Low Intermediate	126 - 149 High Intermediate	150 - 200 Advanced
2013 (n=151)	44	40	16	
2015 (n=50)	60	24	16	
2016 (n=67)	39	36	25	

Language Examination Results demonstrate that 55% of freshman were in the novice level in 2012, 44% in 2013 and 60% in 2015. A 22% of students were in the low intermediate level in 2012, 40% in 2013 and decreased to 24% in 2015. On the other hand 23% of students were in the high intermediate level in 2012, and maintained a 16% in 2013 and 2015. There were no students in the advanced level. According to the College Board students in the novice level use basic grammatical structure including but not limited to affirmative, (yes/no) question and negative word order, present and pas verb tenses; subjects and object pronouns, and are also able to combine words and phrases into acceptable English sentences.

E-LASH I Test, Fall
San Sebastian Campus
Reading

	40 - 89 Novice	90 - 125 Low Intermediate	126 - 149 High Intermediate	150 - 200 Advanced
2013 (n=151)	47	30	21	
2015 (n=50)	60	20	20	
2016 (n=67)	40	28	31	

The Reading Examination Results demonstrate that 57% of freshman were in the novice level in 2012, 47% in 2013 and 60% in 2015. A 20% of students were in the low intermediate level in 2012, 30% in 2013 and decreased to 20% in 2015. On the other hand 23% of students were in the high intermediate level in 2012, 21% in 2013 and 20% in 2015. There were no students in the advanced level. According to the College Board students in the novice level are able to locate basic information and understand high frequency vocabulary.

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

Cohort 2012, 2014, 2016
San Sebastian Campus

	Computer Literacy	Information Literacy	Spanish	Mathematics
2012	60	46	52	38
2014	65	56	73	72
2016	56	54	63	56

(n=184) ((n=30) (n=121)   (n=184) (n=28) (n=118)   (n=184) (n=33) (n=117)   (n=184) (n=31) (n=115)

In the Computer Literacy domain students obtained a 60% in 2012, 65% in 2014 and 56% in 2016. In Information Literacy they obtained a 46% in 2012, 56% in 2014 and 54% in 2016. In the Spanish domain students obtained a 52% in 2012, 73% in 2014, and 63% in 2016. Finally in Mathematics they obtained a 38% in 2012, 72% in 2014, and 56% in 2016. There is no data available for 2017 due to Hurricane Maria's aftermath.
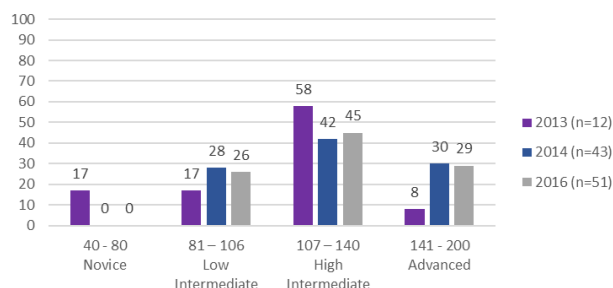
Closing the loop: Assessment Decisions
1. Reinforce the Literacy Information and Mathematics skills with tutorial labs.
   2. Renew the information literacy modules, and establish a systematic program at the Information Literacy Center.
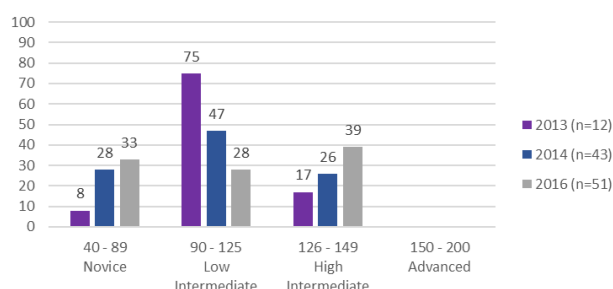
General Education English Assessment
ELASH Post Test Results
San Sebastian Campus

E-LASH I Test
San Sebastian Campus
Cohort 2013, 2014, 2016
Listening Comprehension

Legend:
- 2013 (n=12)
- 2014 (n=43)
- 2016 (n=51)

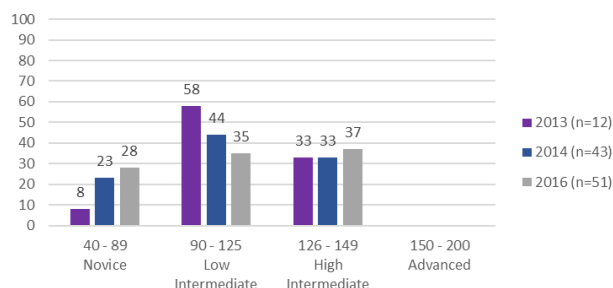| Level	2013	2014	2016
40 - 80 Novice	17	0	0
81 – 106 Low Intermediate	17	28	26
107 – 140 High Intermediate	58	42	45
141 - 200 Advanced	8	30	29

In Listening Comprehension Examination Results demonstrate that 17% of freshman were in the novice level in 2013, 0% in 2014 and 0% in 2016. A 17% of students were in the low intermediate level in 2013, 28% in 2014 and 26% in 2016. On the other hand 58% of students were in the high intermediate level in 2013, 42% in 2014 and 45% in 2016. Finally 8% of students were in the advanced level in 2013, 30% in 2014 and 29% in 2016. According to College Board the high intermediate level students are able to understand the main idea and details of longer and more complex discourse beyond the immediacy of the situation.

E-LASH I Test
San Sebastian Campus
Cohort 2013, 2014, 2016
Language

Legend:
- 2013 (n=12)
- 2014 (n=43)
- 2016 (n=51)

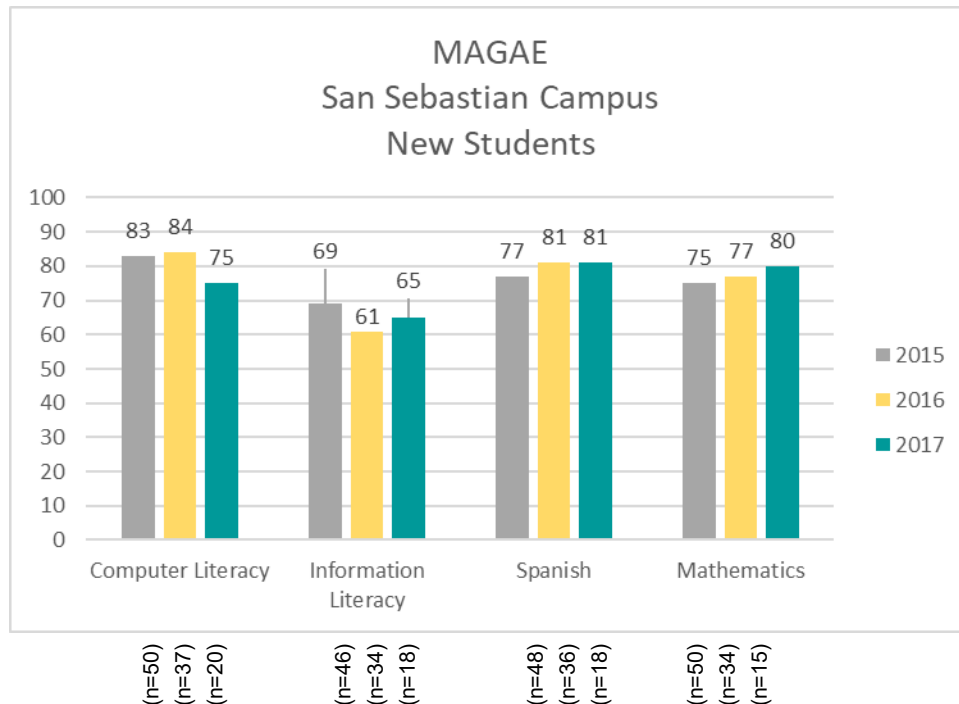| Level	2013	2014	2016
40 - 89 Novice	8	28	33
90 - 125 Low Intermediate	75	47	28
126 - 149 High Intermediate	17	26	39
150 - 200 Advanced			

Language Examination Results demonstrate that 8% of freshman were in the novice level in 2013, 28% in 2014 and increased to 33% in 2016. A 75% of students were in the low intermediate level in 2013, then decreased to 47% in 2014 and 28% in 2016. On the other hand 17% of students were in the high intermediate level in 2013, and increased to 26% in 2014 and 39% in 2016. No students were in the advanced level. According to College Board the high intermediate level students are able to use skills in novice and low intermediate stages with reasonable accuracy and little effort.

E-LASH I Test
San Sebastian Campus
Cohort 2013, 2014, 2016
Reading

Legend:
- 2013 (n=12)
- 2014 (n=43)
- 2016 (n=51)

Level	2013	2014	2016
40 - 89 Novice	8	23	28
90 - 125 Low Intermediate	58	44	35
126 - 149 High Intermediate	33	33	37
150 - 200 Advanced			

Reading Examination Results demonstrate that 8% of freshman were in the novice level in 2013, increasing to 23% in 2014 and 28% in 2016. A 58% of students were in the low intermediate level in 2013, decreasing to 44% in 2014 and 35% in 2016. On the other hand 33% of students were in the high intermediate level in 2013 and 2014, with an increase to 37% in 2016. There were no students in the advanced level. According to College Board the high intermediate level students are able to use skills in novice and low intermediate stages with reasonable accuracy and little effort.

General Education Core Competencies Results
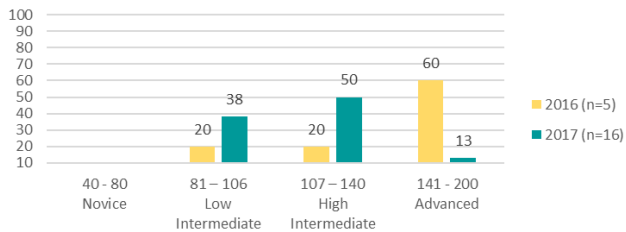## MAGAE
San Sebastian Campus

MAGAE
San Sebastian Campus
New Students

Computer Literacy: 2015 (n=50) 83, 2016 (n=37) 84, 2017 (n=20) 75
Information Literacy: 2015 (n=46) 69, 2016 (n=34) 61, 2017 (n=18) 65
Spanish: 2015 (n=48) 77, 2016 (n=36) 81, 2017 (n=18) 81
Mathematics: 2015 (n=50) 75, 2016 (n=34) 77, 2017 (n=15) 80

Pre-Test Results Analysis

In the Computer Literacy domain students obtained an 83% in 2015, 84% in 2016 and 75% in 2017. In Information Literacy they obtained a 69% in 2015, 61% in 2016 and 65% in 2017. In the Spanish domain students obtained a 77% in 2015, with an increase to 81% in 2016 and 2017. Finally in Mathematics a consistent increase was observed from 75% in 2015 to 77% in 2016 and 80% in 2017. This information was collected online one (1) week before Hurricane Maria.

Closing the loop: Assessment Decisions

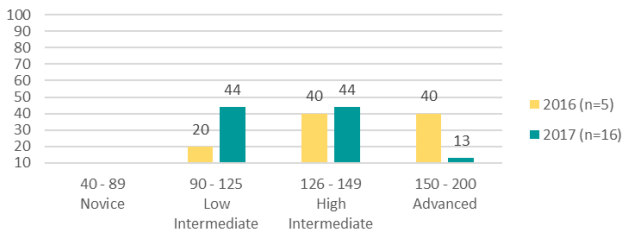   1. Since this is an online experience, authentication processes should be revised.

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

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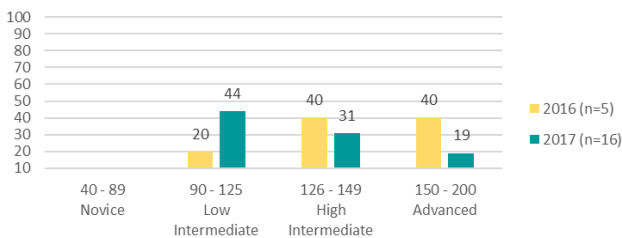**MAGAE-Cohort**
Listening Comprehension

	40 - 80 Novice	81 – 106 Low Intermediate	107 – 140 High Intermediate	141 - 200 Advanced
2016 (n=5)		20	20	60
2017 (n=16)		38	50	13

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

E-LASH I Test, Summer
San Sebatian Campus
MAGAE-Cohort
Language

	40 - 89 Novice	90 - 125 Low Intermediate	126 - 149 High Intermediate	150 - 200 Advanced
2016 (n=5)		20	40	40
2017 (n=16)		44	44	13

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

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

	40 - 89 Novice	90 - 125 Low Intermediate	126 - 149 High Intermediate	150 - 200 Advanced
2016 (n=5)		20	40	40
2017 (n=16)		44	31	19

Reading Examination Results for MAGAE demonstrate that 1there were no students in the novice level. A 20% of students were in the low intermediate level in 2016, and 44% in 2017. On the other hand 40% of students were in the high intermediate level in 2016, decreasing to 31% in 2017. Finally 40% of students were in the advanced level in 2016 decreasing to 19% in 2017. According to College Board the low intermediate level students are able to identify main ideas, distinguish between fact and opinion, draw conclusions, and understand vocabulary presented on a variety of topics.
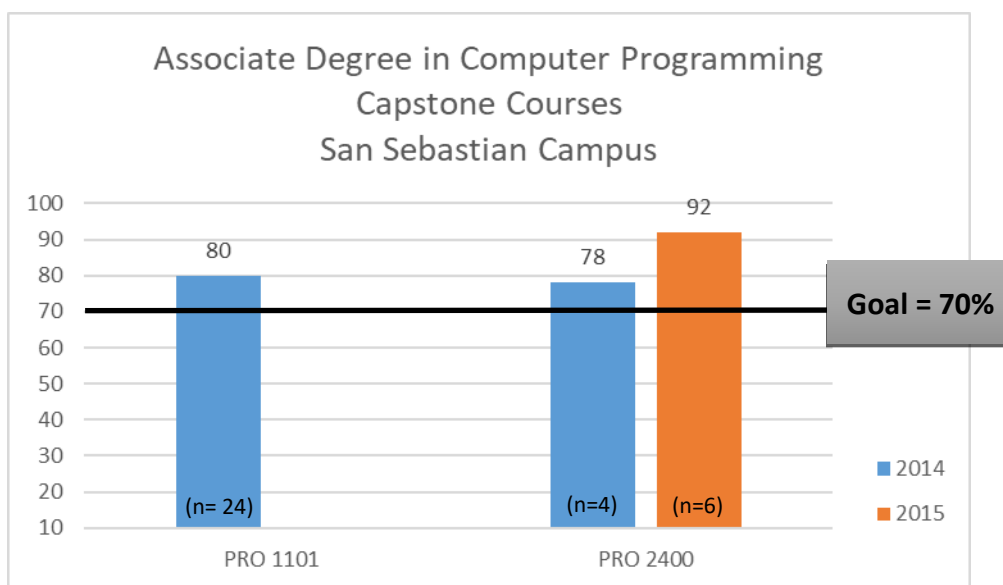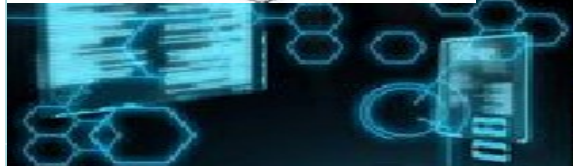
Program

Assessment Outcome Results

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

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

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

Associate Degree in Computer Programming Capstone Courses San Sebastian Campus

Goal = 70%

- 2014
- 2015

PRO 1101 — 80 (n= 24)

PRO 2400 — 78 (n=4), 92 (n=6)

Past program

Associate Degree in Information Techonology Capstone Courses San Sebastian Campus

Goal = 70%
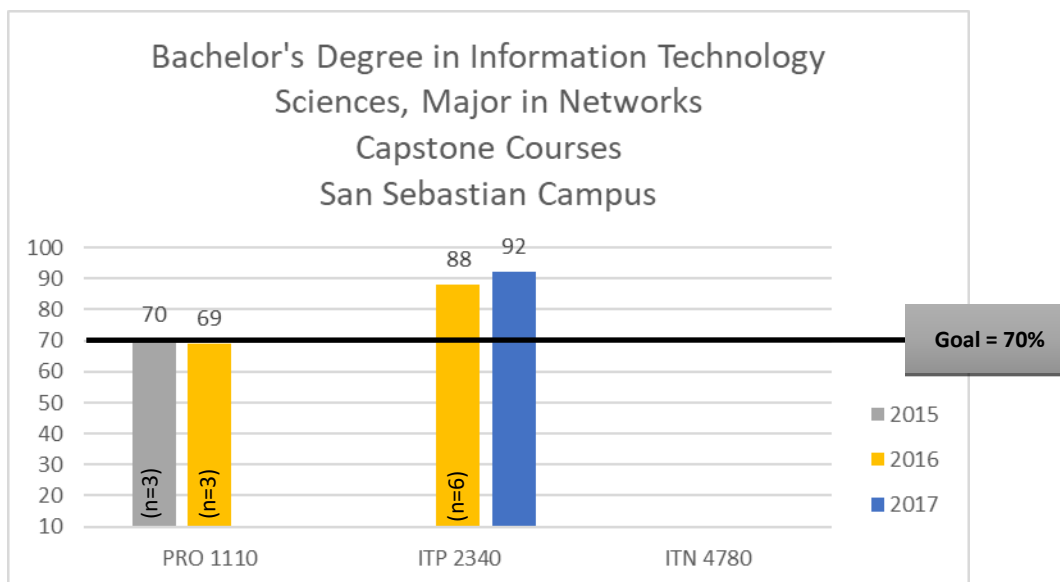
- 2015
- 2016
- 2017

PRO 1110 — 54 (n=12), 76 (n=11)

ITP 2340 — 78 (n=14), 91 (n=12)
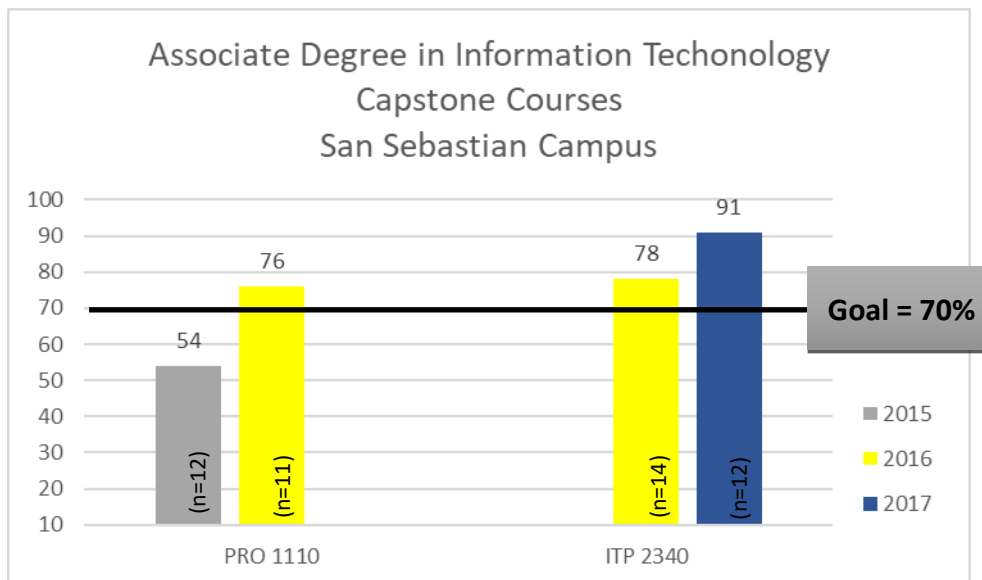
In 2015 it is the first year in which the exam is offered to the Associate Degree in Information Technology.
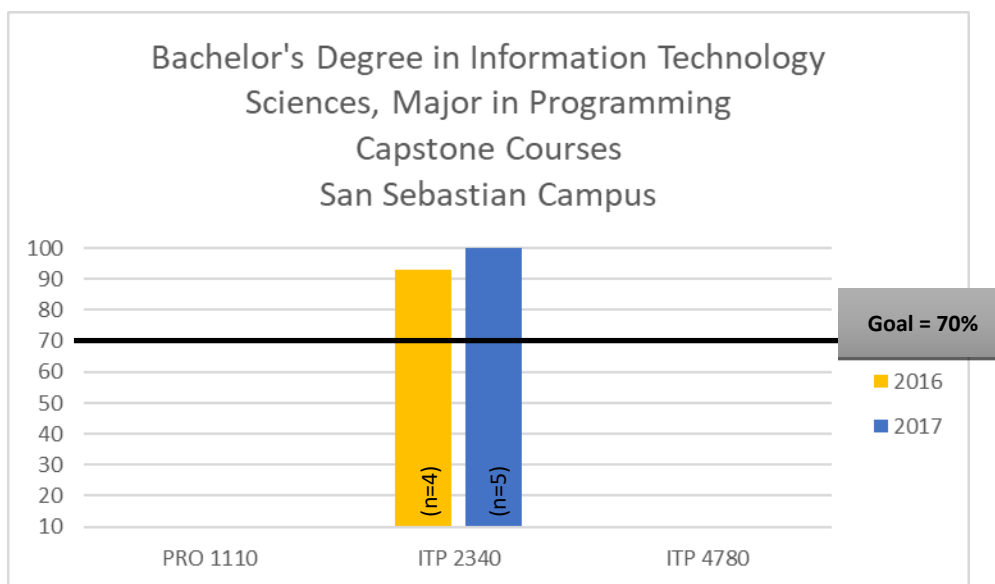
Bachelor's Degree in Information System, Major in Computer Programming Campstone Courses San Sebastian Campus
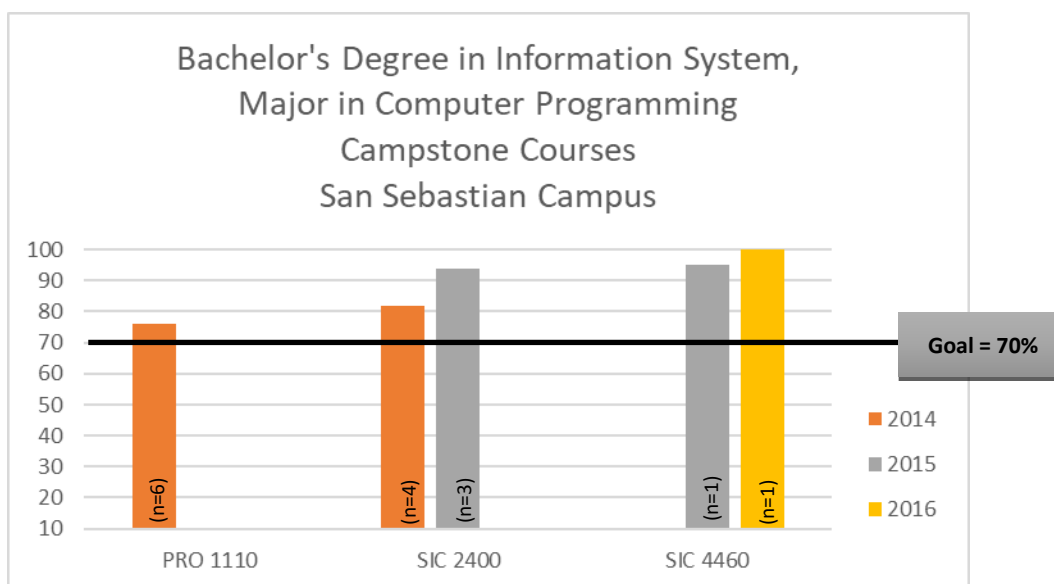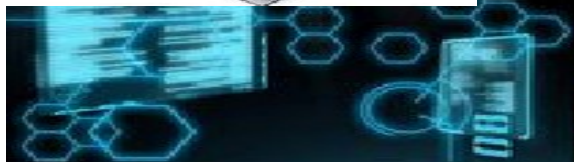
In all course obtain the 70% goal benchmark (+). Past program.

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

In all course obtain the 70% goal bechnmark (+). Present program.

Bachelor's Degree in Information Technology Sciences, Major in Programming Capstone Courses San Sebastian Campus

Goal = 70%

2016

2017

PRO 1110 | ITP 2340 (n=4)(n=5) | ITP 4780

Both in 2016 and 2017, students in ITP 2340 surpassed the 70% goal.

Associate Degree in Business Administration
Capstone Courses
San Sebastian Campus
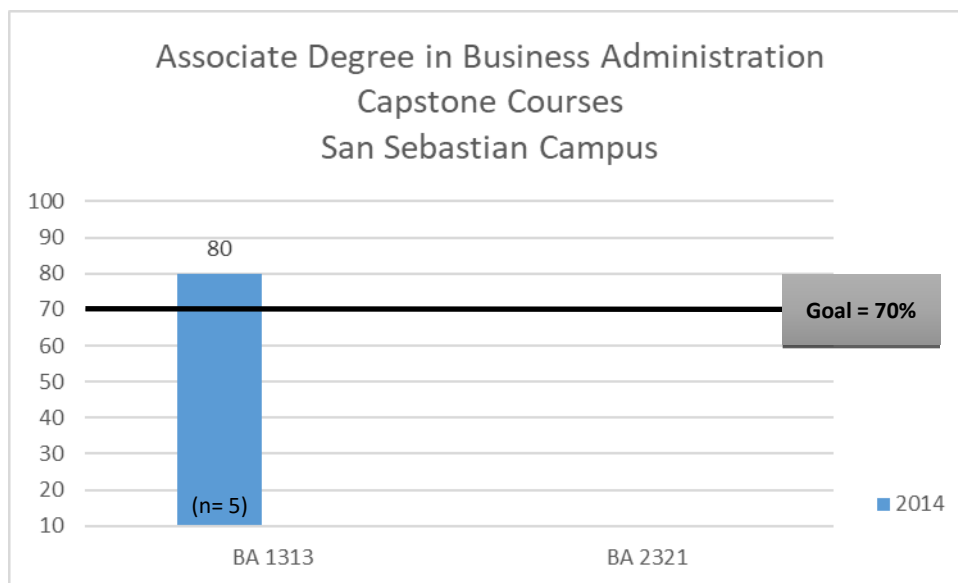
In 2014 the initial course BA 1313 of the Associate in Business Administration obtained 80% surpassing the 70% goal.
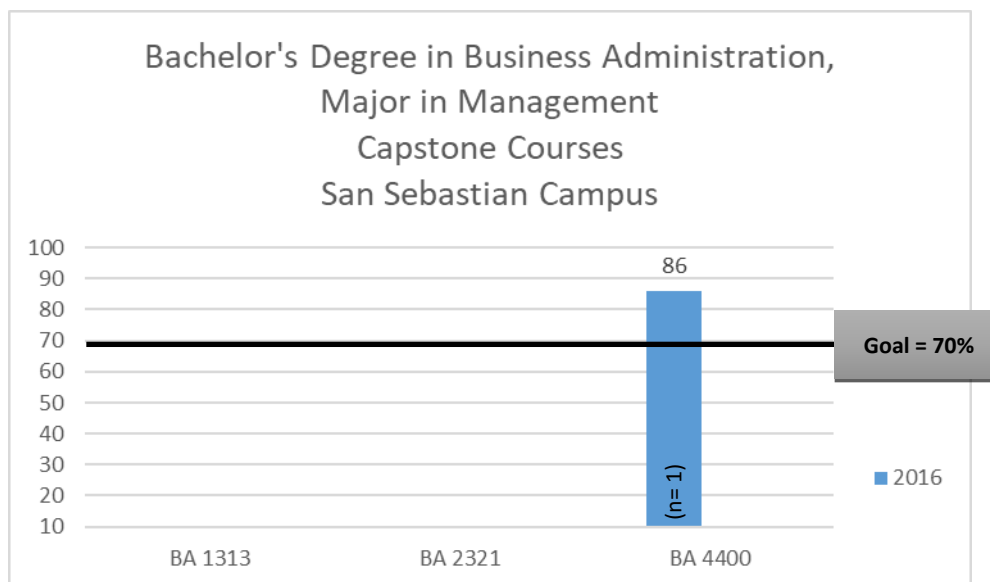
This program is in moratorium since 2015.

Bachelor's Degree in Business Administration, Major in Accounting
Capstone Courses
San Sebastian Campus
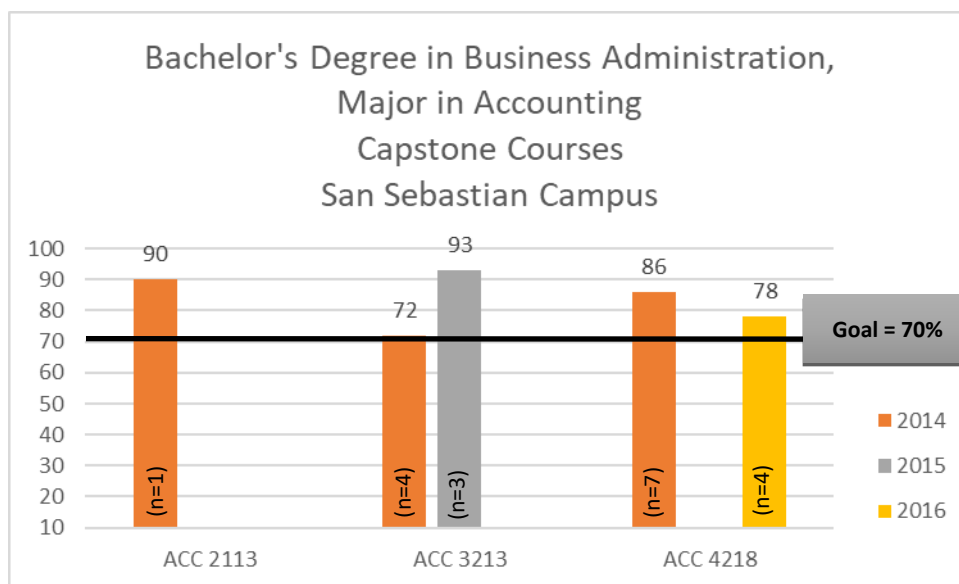
In all course of the Bachelor's in Business Administration Mayor in Accounting students surpassed the 70% goal from 2014 to 2016.

This program is in moratorium in 2015.

Bachelor's Degree in Business Administration, Major in Management
Capstone Courses
San Sebastian Campus

In 2016 students obtained an 86% surpassing the 70% goal. This program is in moratorium in 2015.

Associate Degree in Office Administration
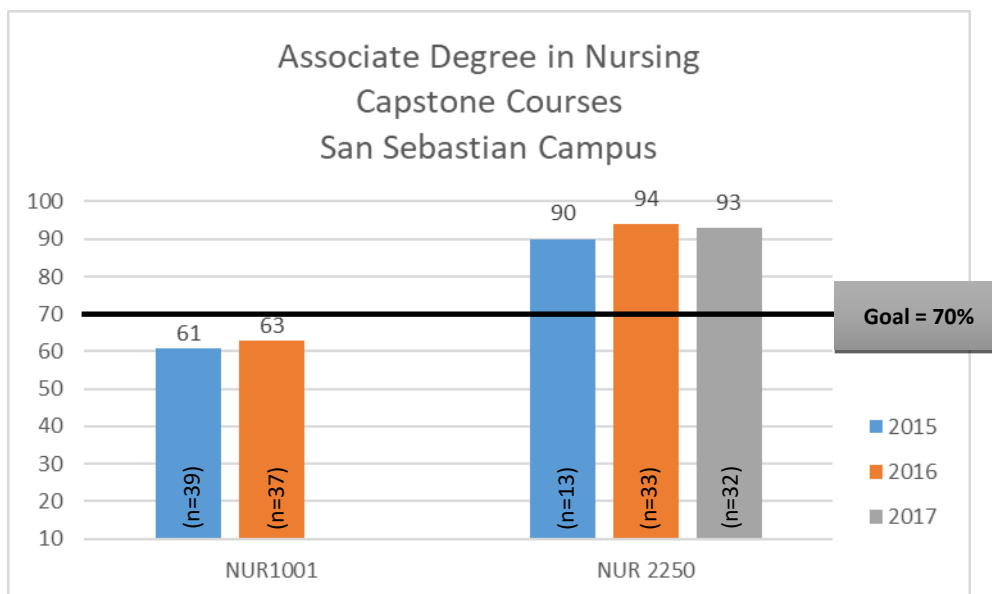Capstone Courses
San Sebastian Campus
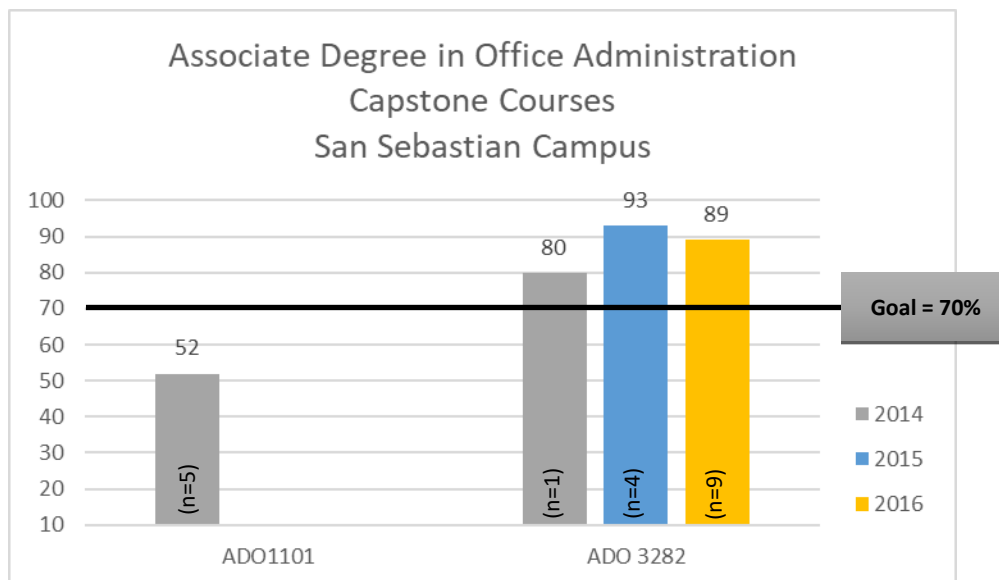
In 2014 students obtained a 52% in ADO 1101. However, they surpassed the 70% goal in ADO 3282 from 2014 to 2016. This program is in moratorium in 2015.
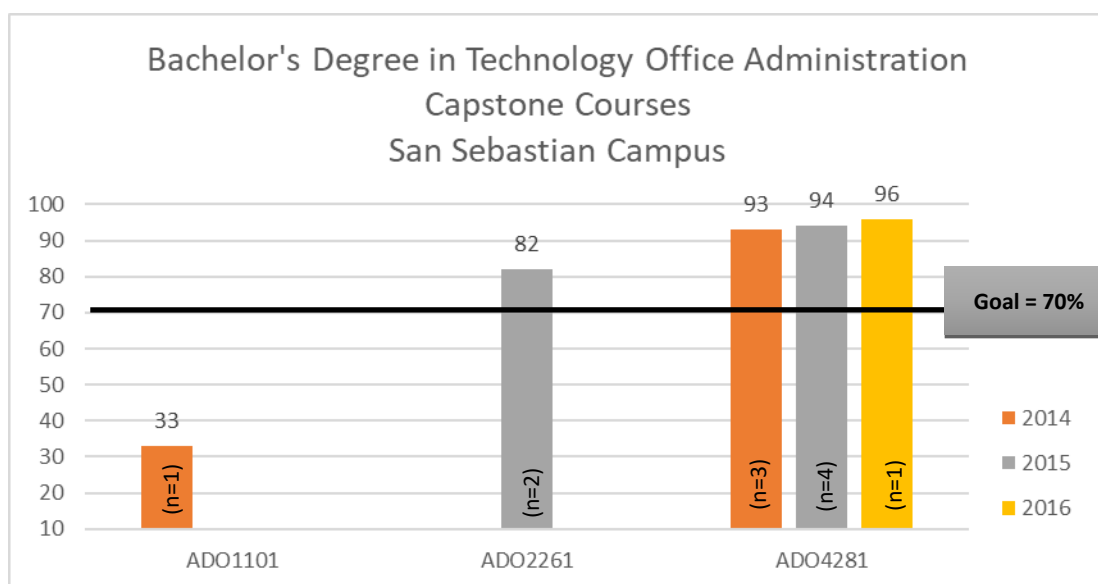
Bachelor's Degree in Technology Office Administration
Capstone Courses
San Sebastian Campus

This program is in moratorium in 2015.

Associate Degree in Nursing
Capstone Courses
San Sebastian Campus

For the Associate Degree in Capstone Course NUR 1001 students obtained 61% and 63% in 2015 and 2016 respectively. However, in NUR 2250 they surpassed the 70% goal obtaining 90% in 2015, 94% in 2016 and 93% in 2017.

Closing the loop: Assessment Decisions
School of Nursing

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

Bachelor Degree in Science in Nursing
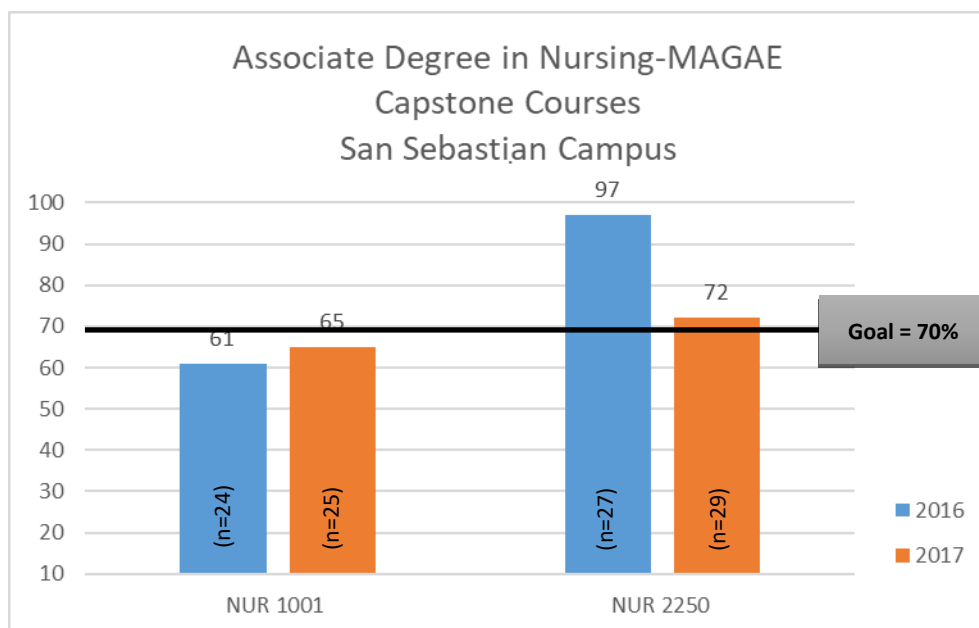Capstone Courses
San Sebastian Campus

For the Bachelor's Degree in Capstone Course NUR 1001 students obtained 71% in 2015, and decreased to and 67% in 2016. However, in NUR 3230 they surpassed the 70% obtaining 84% in 2015 and 74% in 2016. Finally, in course NUR 4420 students surpassed the 70% goal obtaining 97% in 2015, 90% in 2016 and 95% in 2017.

Closing the loop: Assessment Decisions

School of Nursing (See page 77)

Associate Degree in Nursing-MAGAE
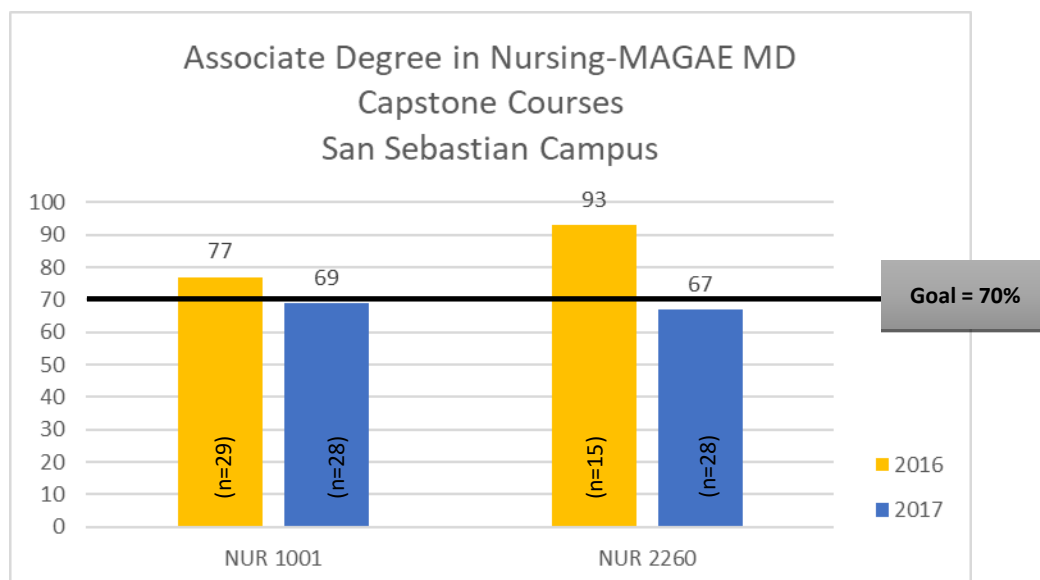Capstone Courses
San Sebastian Campus

For the MAGAE Associate Degree in Capstone Course NUR 1001 students obtained 61% and 65% in 2016 and 2017 respectively. However, in NUR 2250 they surpassed the 70% goal obtaining 97% in 2016, and decreased to 72% in 2017.

Closing the loop: Assessment Decisions
School of Nursing

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

Associate Degree in Nursing-MAGAE MD
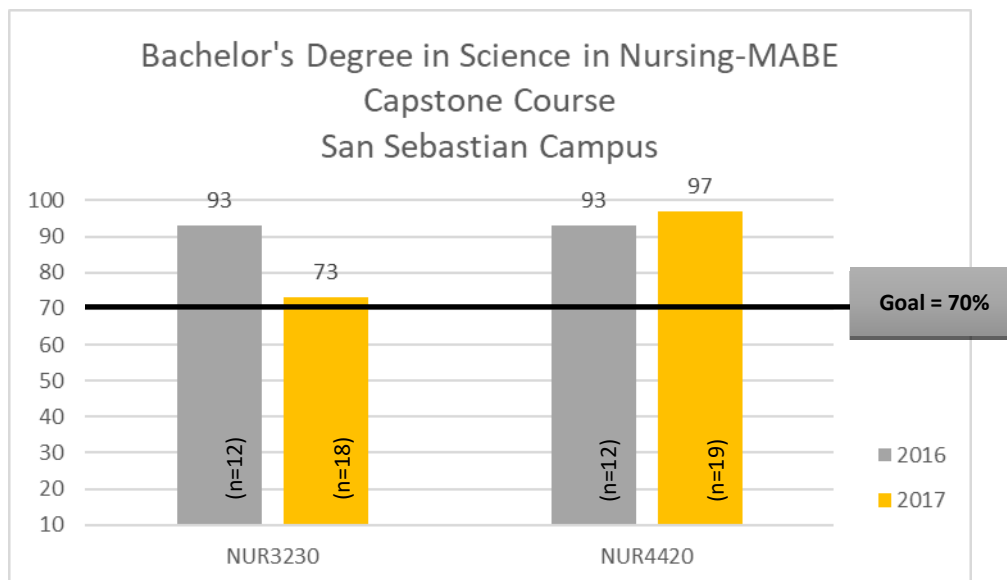Capstone Courses
San Sebastian Campus

For the MAGAE MD Associate Degree in Capstone Course NUR 1001 students obtained 77% and 69% in 2016 and 2017 respectively. However, in NUR 2250 they surpassed the 70% goal obtaining 93% in 2016, but decreased to 67% in 2017.

Closing the loop: Assessment Decisions
School of Nursing

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

Bachelor's Degree in Science in Nursing-MABE
Capstone Course
San Sebastian Campus

For the Bachelor's in Sciences in Nursing (MABE) in Capstone Course NUR 3230 they surpassed the 70% obtaining 93% in 2016 and 73% in 2017. They also surpassed the 70% goal in course NUR 4420 obtaining 93% in 2016, 97% in in 2017.

Closing the loop: Assessment Decisions

School of Nursing (See page 77)

San Sebastian Focus Groups

for Program Assessment, 2009

Several focus groups were conducted to identify the program outcome results for the Associate Degree in Nursing Accelerated Modality (MAGAE by its Spanish acronym). Participants included students, faculty, administrators and clinical supervisors. These interviews took place in Fall 2009.

Findings: While most participants noted the value of the Nursing Associate Degree Accelerated Modality, they expressed dissatisfaction with various academic aspects, administrative processes and the services provided. The following actions were taken in order to strengthen MAGAE: curriculum review; increase in practice experience hours; continued faulty training; increased and improved infrastructure and resources; extended hours at the computer center, library and laboratory for skills development; added transportation and tutoring services; creation of newsletter with information about accommodations. The Institution implemented an action plan based on these findings.

As follow-up, a second focus group was held. By Spring 2010, these were the findings: They no longer expressed dissatisfaction in general, the teaching and learning activities provided were considered excellent, the most significant aspect was the adjustment and increase of practice experience hours, participants stated that they have fulfilled their expectations, and 88% of them definitely would recommend this experience to others.
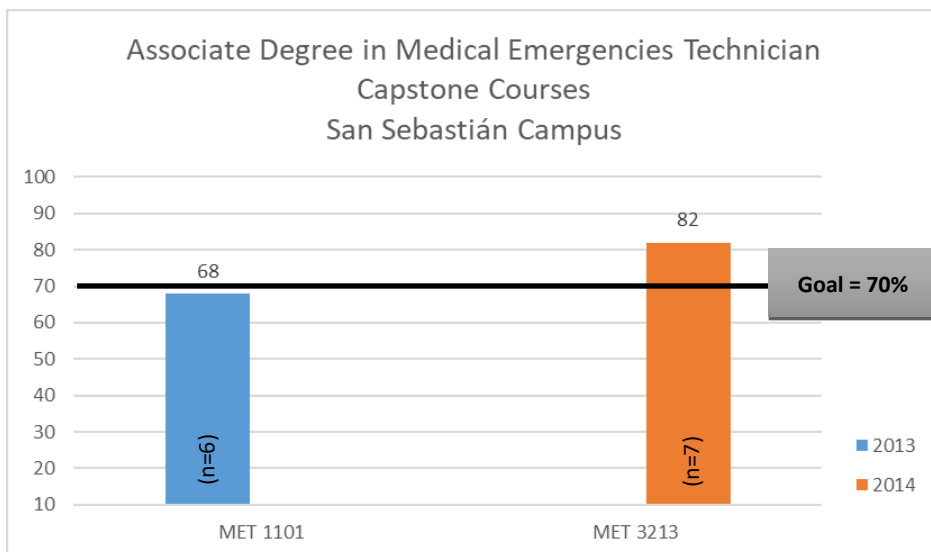
SCHOOL OF HEALTH

Associate Degree in Physical Therapy Technology
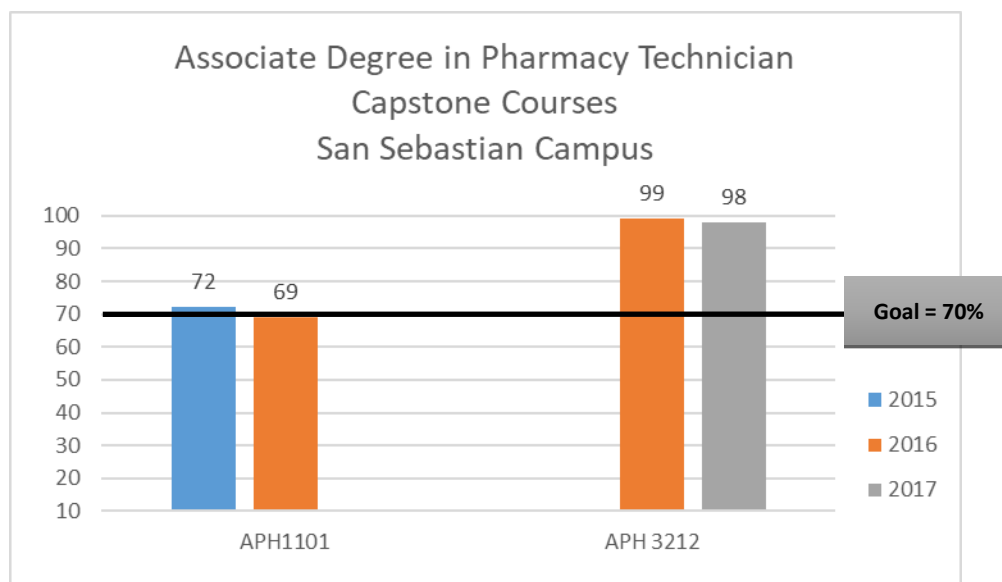Capstone Courses
San Sebastian Campus
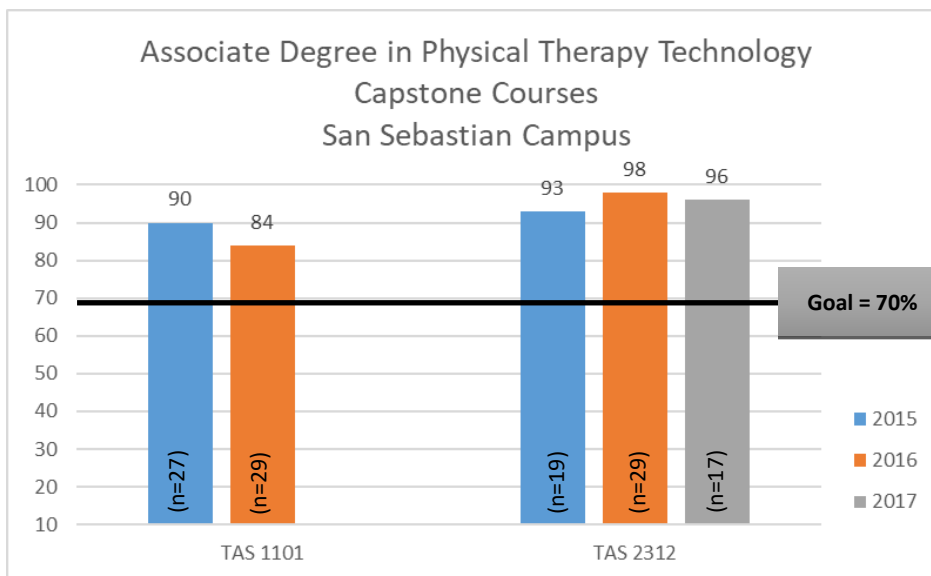
For the Associate Degree in Capstone Course TAS 1101 students obtained 90% and 84% in 2015 and 2016 respectively surpassing the 70% goal. In TAS 2312 they surpassed the 70% goal obtaining 93% in 2015, 98% in 2016 and 96% in 2017.

Associate Degree in Medical Emergencies Technician
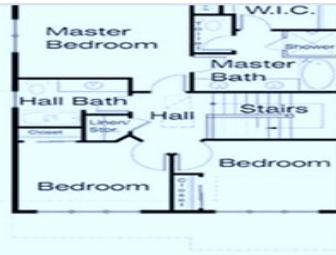Capstone Courses
San Sebastián Campus

For the Associate Degree in Capstone Course MET1101 students obtained 68% in 2013 not meeting the goal. However, in MET 3213 they surpassed the 70% goal obtaining 82% in 2014.
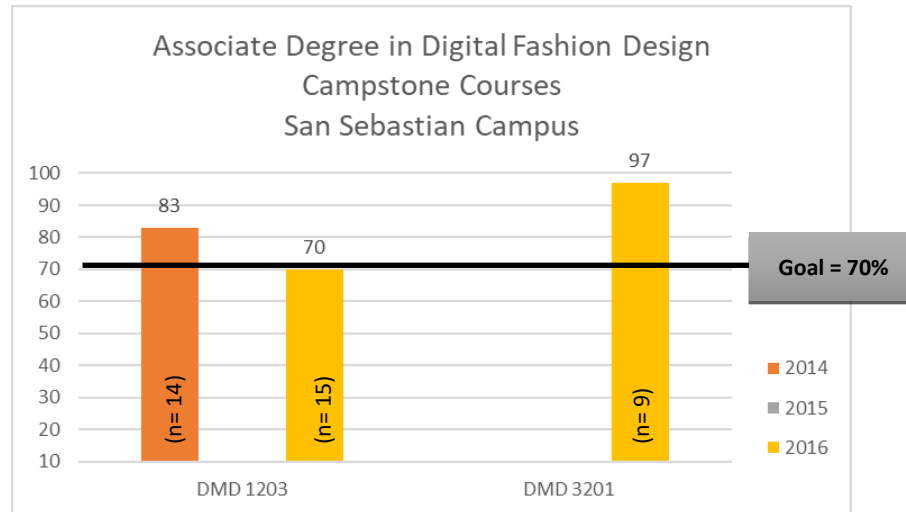
Associate Degree in Pharmacy Technician
Capstone Courses
San Sebastian Campus

For the Associate Degree in Capstone Course APH 1101 students obtained 72% and 69% in 2015 and 2016 respectively. In APH 2312 they surpassed the 70% goal obtaining 99% in 2016 and 98% in 2017.

Associate Degree in Digital Fashion Design Campstone Courses San Sebastian Campus
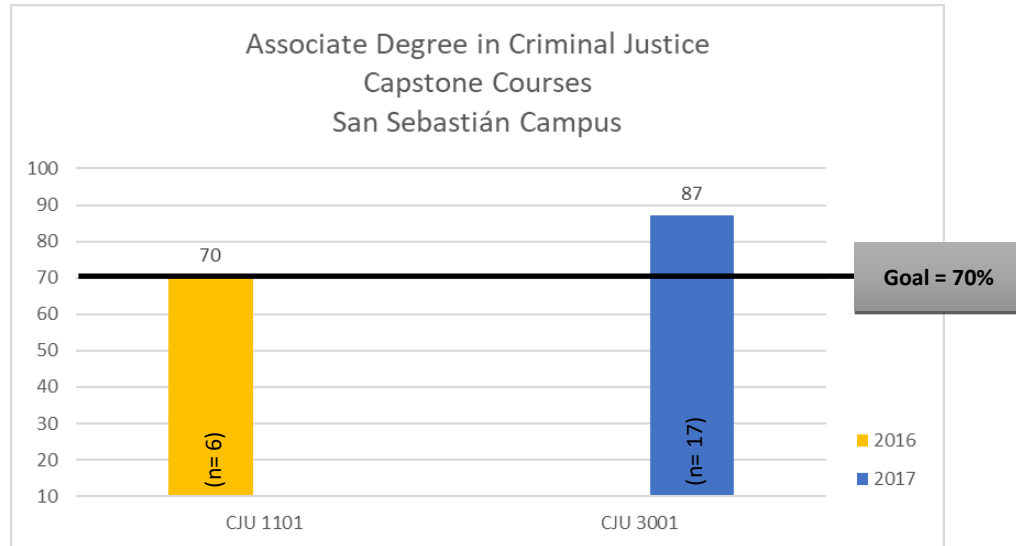
For the Associate Degree in Capstone Course DMD 1203 students obtained 83% and 70% in 2014 and 2016 respectively. In DMD 3201 students surpassed the 70% goal obtaining 97% in 2016.

Associate Degree in Interior Design Capstone Courses San Sebastián Campus
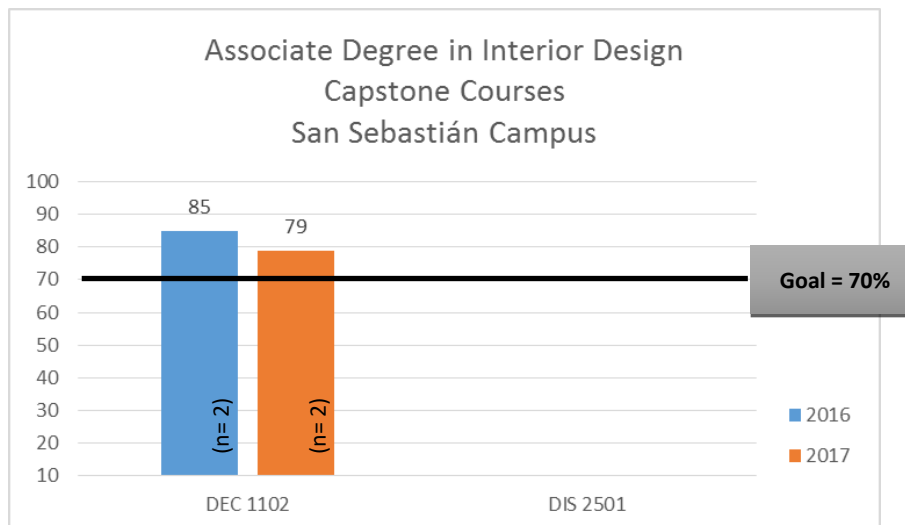
For the Associate Degree in Capstone Course DEC 1102 students obtained 85% and 79% in 2016 and 2017 respectively. There is no data available for course DIS 2501.

Associate Degree in Criminal Justice
Capstone Courses
San Sebastián Campus

Goal = 70%

70

87

(n= 9)

(n= 17)
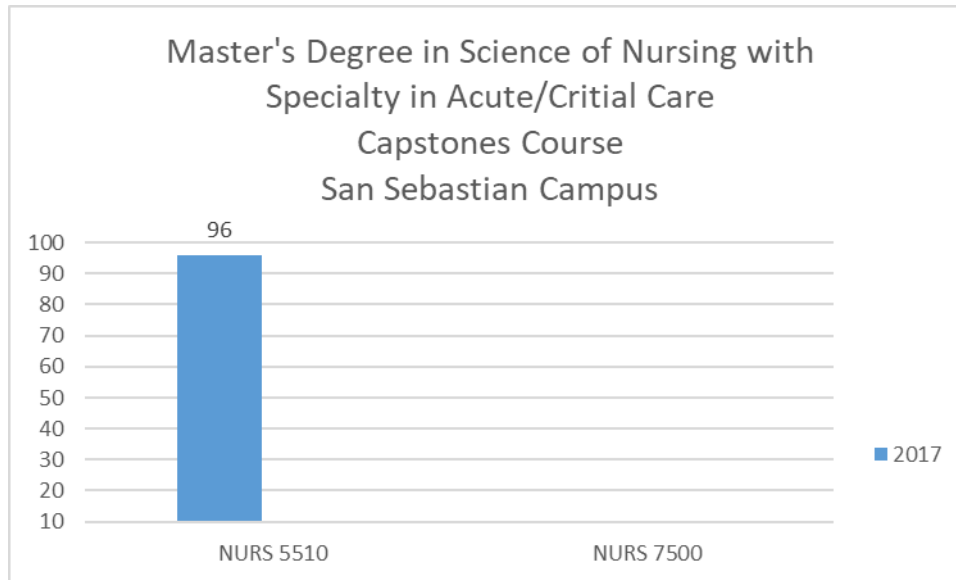
CJU 1101

CJU 3001

2016

2017

For the Associate Degree in Capstone Course CJU 1101 students met the 70% goal in 2016, and surpassed it with an 87% in course CJU 3001 in 2017.
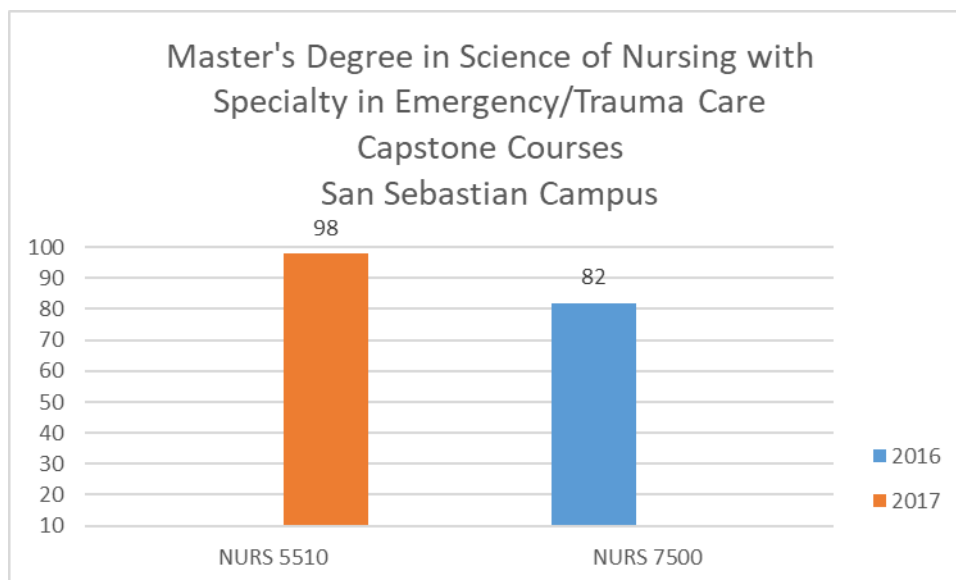
Outcome Results

Graduate School

San Sebastian Campus

Master's Degree in Science of Nursing with Specialty in Acute/Critial Care Capstones Course San Sebastian Campus

For the Master's Degree in Capstone Course NUR 5510 students obtained 96 in 2017. There is no data for NURS 7500.

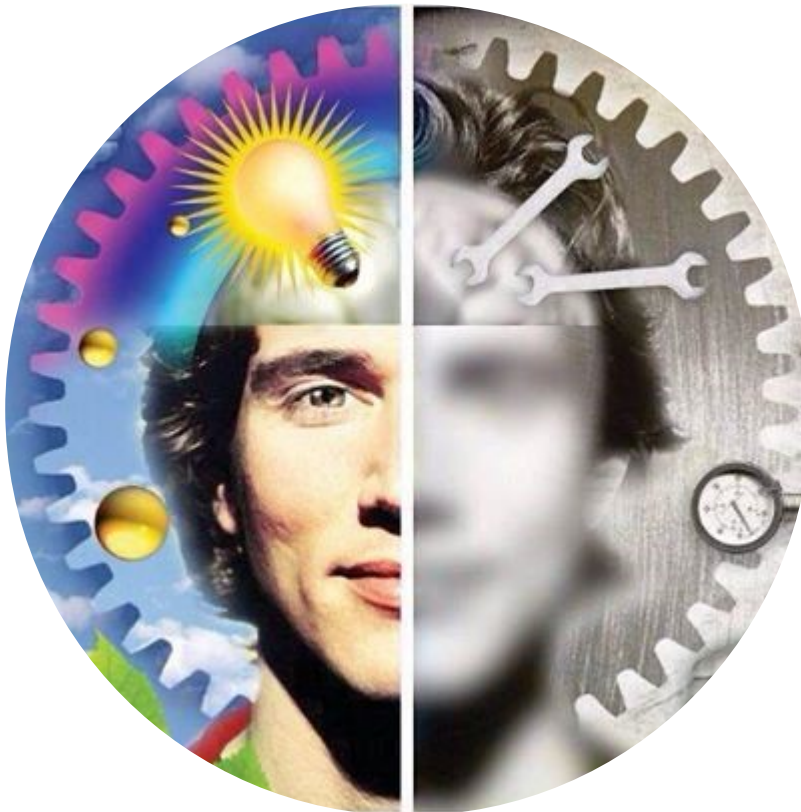Master's Degree in Science of Nursing with Specialty in Emergency/Trauma Care Capstone Courses San Sebastian Campus

For the Master's Degree in Capstone Course NUR 5510 students obtained 98% in 2017, and 82% in course NURS 7610 in 2016.
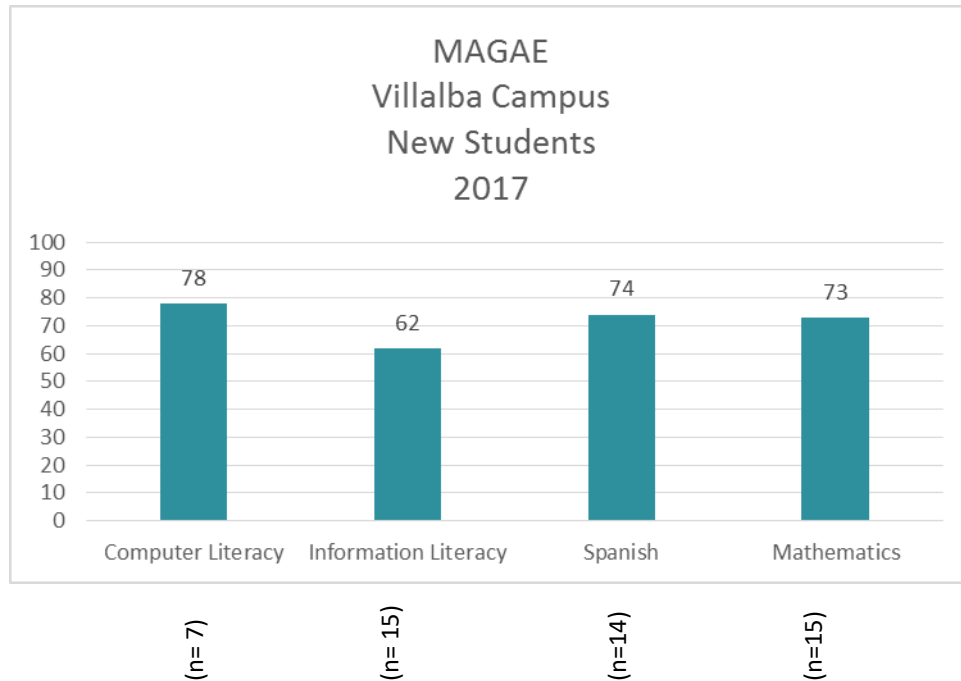
Outcomes Results

Villalba Branch Campus

General Education

Pre and Post Assessment

General Education Core Competencies
Pre Test Results
Villalba Campus
Summer

MAGAE
Villalba Campus
New Students
2017

Pre-Test Results Analysis

Villalba students in 2017 obtained higher scores in most tests except for Information Literacy. In the Computer Literacy domain students obtained 78%. In Information Literacy they obtained a 62%. In the Spanish domain students obtained a 74%, and in Mathematics obtained a 73%.
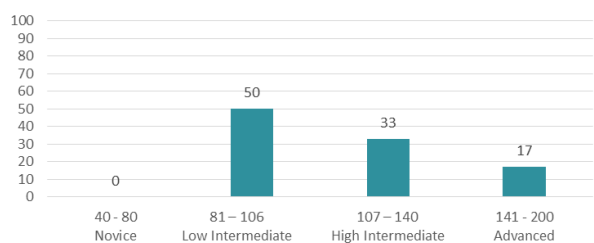
General Education Core Competencies
Pre Test Results
Villalba Campus
## Summer

E-LASH I Test, Summer
Villalba Campus
Listening Comprehension
2017 (n=6)

| Range	Level	Value
40 - 80	Novice	0
81 – 106	Low Intermediate	50
107 – 140	High Intermediate	33
141 - 200	Advanced	17

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

E-LASH I Test, Summer
Villalba Campus
Language
2017 (n=6)
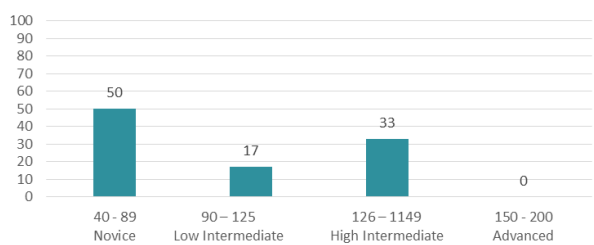
Range	Level	Value
40 - 89	Novice	50
90 – 125	Low Intermediate	17
126 – 1149	High Intermediate	33
150 - 200	Advanced	0

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

E-LASH I Test, Summer
Villalba Campus
Reading
2017 (n=6)
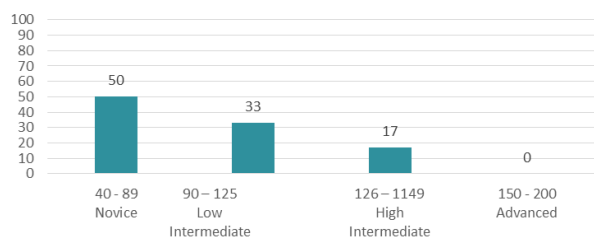
Range	Level	Value
40 - 89	Novice	50
90 – 125	Low Intermediate	33
126 – 1149	High Intermediate	17
150 - 200	Advanced	0

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

Collaborators:

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

Miss Sarybell Santiago, Academic Assessment and Research Officer

Prof. Rocío Rosario, Academic Assessment Officer San Sebastian Campus

Miss Adriana C. García , AVP, Research, Academic Assessment
and Institutional Development Administrative Assistant Officer

Dr. Héctor B. Crespo-Bujosa
Consultant

January 2018