

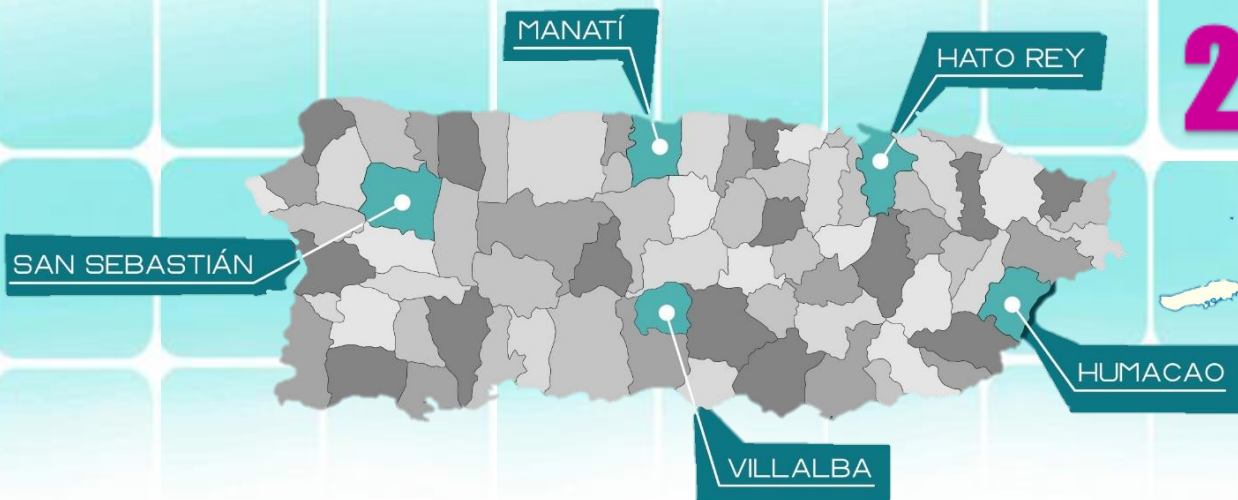
# EDP AT A GLANCE

UNIVERSITY ANNUAL REPORT

2021-2022

NUMBER

21



**SABER ES PODER**

HATO REY AND SAN SEBASTIÁN – CAMPUSES  
MANATÍ, HUMACAO AND VILLALBA – BRANCH CAMPUSES



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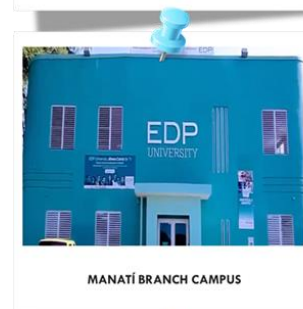


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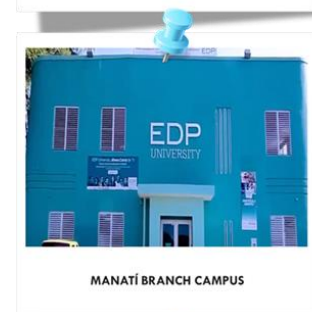
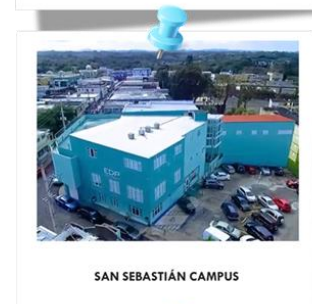
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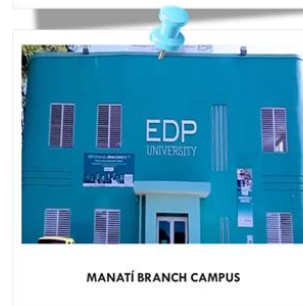
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# OVERVIEW

Created in 2005, EDP at a Glance is an annual report that gathers data related to the development, stability, and growth of EDP University of Puerto Rico. The yearly collection of data provides feedback and analysis that supports in the decision-making of the Institution and its programs.

As a leader in the education of professionals, EDP University of Puerto Rico focuses its efforts on fulfilling its mission as a technological, social, and humanistic higher education institution. EDP at a Glance permits the Institution to reflect on these goals, allowing for the creation of conditions that promote active learning and the student's integral development as the center of the educational process.

In our continued efforts to document the Institution's development and growth throughout the years, new sections are added periodically to EDP at a Glance.





EDP UNIVERSITY OF PUERTO RICO

## PHILOSOPHY

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

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

## MISSION

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

## VISION

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



# INSTITUTIONAL PROFILE

**President:** Eng. Gladys Nieves Vázquez.

**Website:** [www.edpuniversity.edu](http://www.edpuniversity.edu)

**Type:** Baccalaureate/Associate's Colleges: Mixed.

**Licensed by the** Postsecondary Institutions Board.

**Accredited by:** The Middle States Commission on Higher Education since 2005. The next Evaluation visit is for 2028-2029. Mid-Point Peer Review: 2025.

**Control:** Private (Non-Profit).



# INSTITUTIONAL GOALS

## Academic Affairs

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





# STRATEGIC PLAN

2019-2023

## Axis I: Innovation and Entrepreneurship

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

---

## Axis II: Institutional Strengthening

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

---

## Axis III: Renovation and Growth of the Academic Offerings, and Fiscal Sustainability of the Institution

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

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## Axis IV: Social Responsibility and the Third Mission

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

---

## Axis V: Strategy and Governance

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

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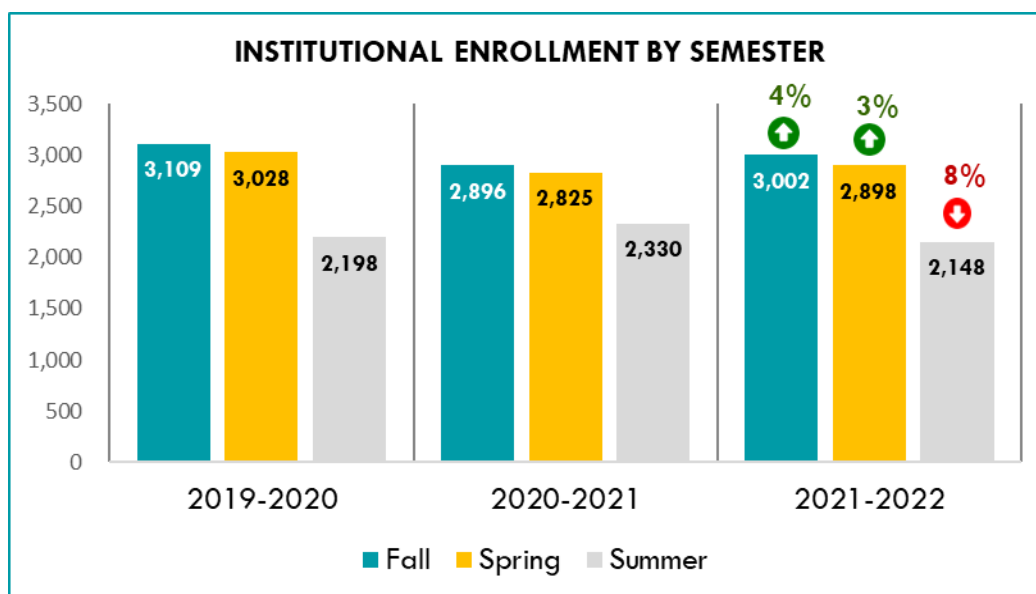


# INSTITUTIONAL PROFILE



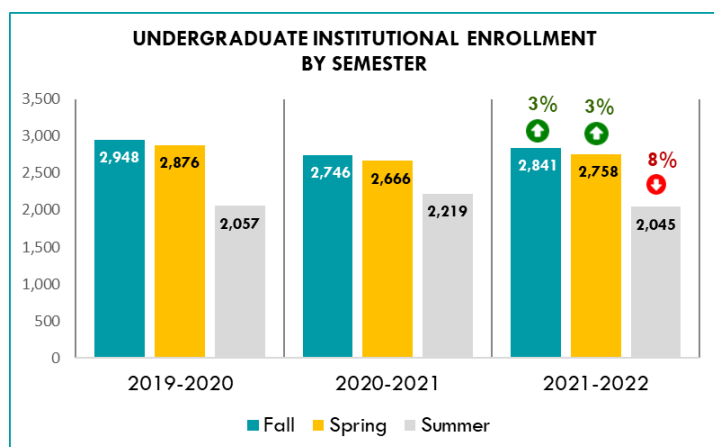


## INSTITUTIONAL ENROLLMENT BY SEMESTER



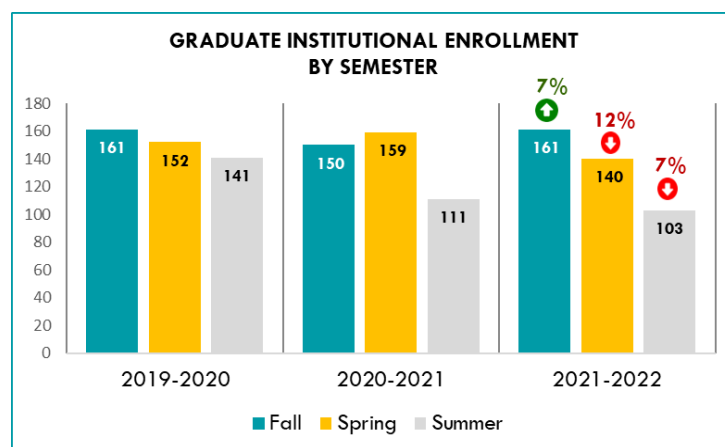
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **institutional enrollment** (the sum of undergraduate and graduate enrollment) increased by 4% for the fall semester (+106 students), increased by 3% for the spring semester (+73 students), and decreased by 8% for the summer semester (-182 students) compared to the previous academic year.



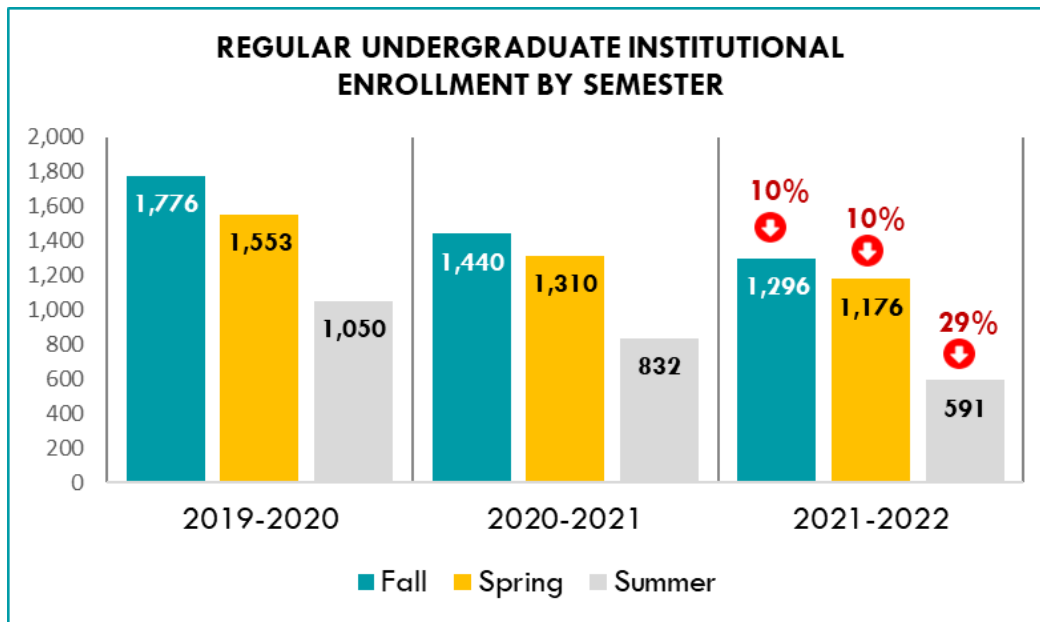
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **undergraduate institutional enrollment** increased by 3% for the fall semester (+95 students), increased by 3% for the spring semester (+92 students), and decreased by 8% for the summer semester (-174) compared to the previous academic year.



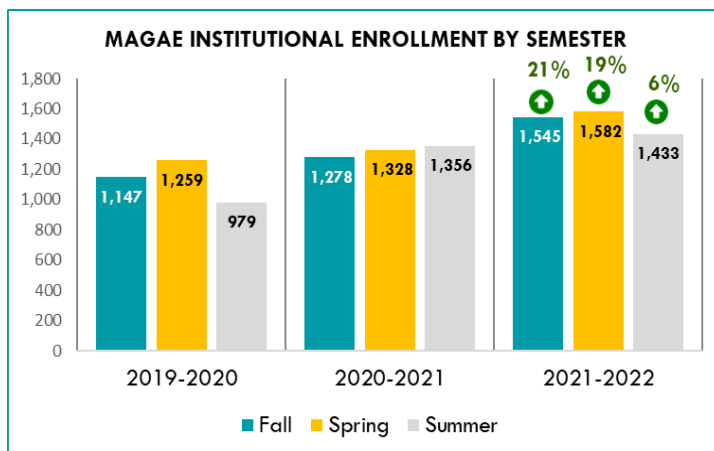
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **graduate institutional enrollment** increased by 7% for the fall semester (+11 students), decreased by 12% for the spring semester (-19 students), and decreased by 7% for the summer semester (-eight students) compared to the previous academic year.



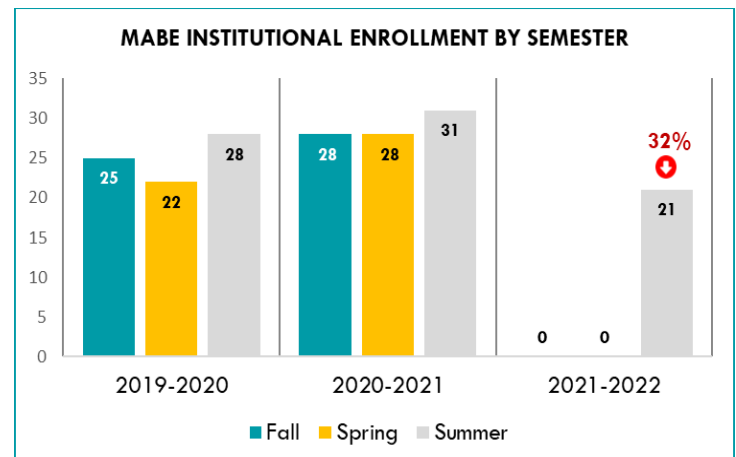
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **regular undergraduate institutional enrollment** decreased by 10% for the fall semester (-144 students), decreased by 10% for the spring semester (-134 students), and decreased by 29% for the summer semester (-241 students) compared to the previous academic year. This data includes regular undergraduate students and the adult's modality students.



Source: Enrollment Certifications - Registrar's Office, 2022

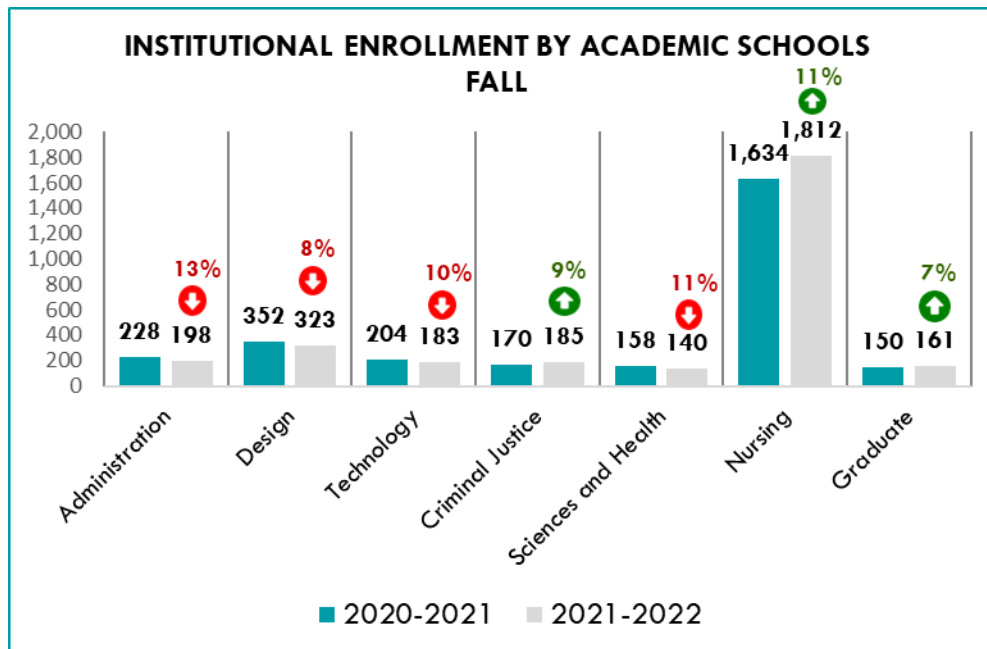
During the 2021-2022 academic year, **MAGAE institutional enrollment** increased by 21% for the fall semester (+267 students), increased by 19% for the spring semester (+254 students), and increased by 6% for the summer semester (+98 students). MAGAE enrollment increased across all three academic semesters compared to the previous year.



Source: Enrollment Certifications - Registrar's Office, 2022

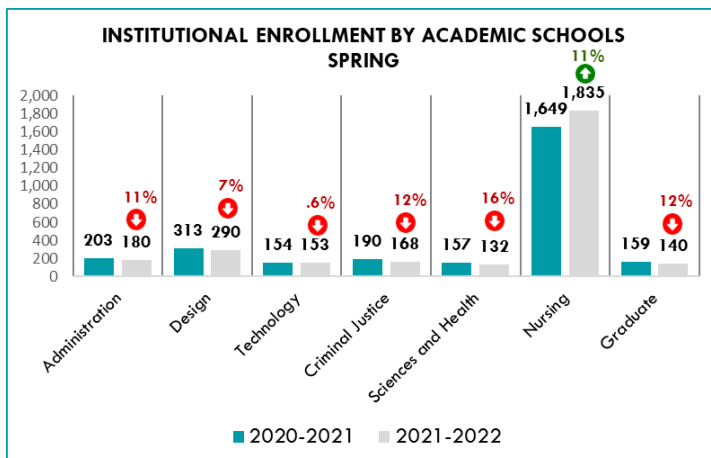
There was no enrollment in the **MABE** program during the fall and spring semester of the 2021-2022 academic year. Summer semester enrollment decreased by 32% (-10 students) compared to the previous academic year.

## ACADEMIC SCHOOLS INSTITUTIONAL ENROLLMENT BY SEMESTER



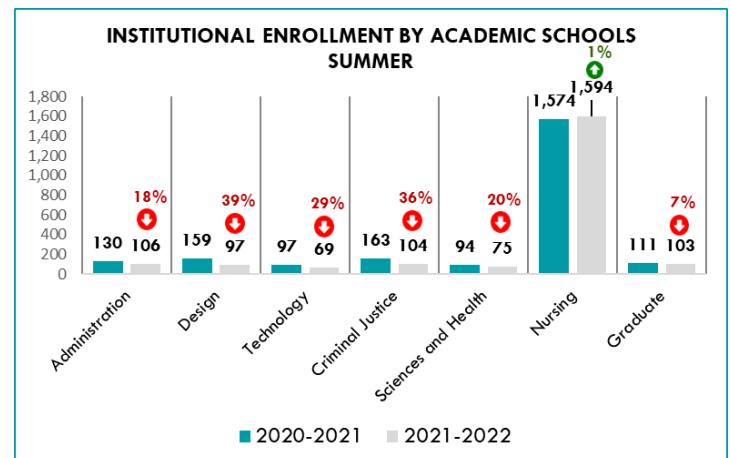
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 fall academic semester, the Nursing program had the highest student enrollment. The programs that followed in student enrollment were Design, Administration, Criminal Justice, Technology, Graduate programs, and Sciences and Health. Compared to the previous academic year, Criminal Justice, Nursing and the Graduate programs had student enrollment increase for the fall semester.



Source: Enrollment Certifications - Registrar's Office, 2022

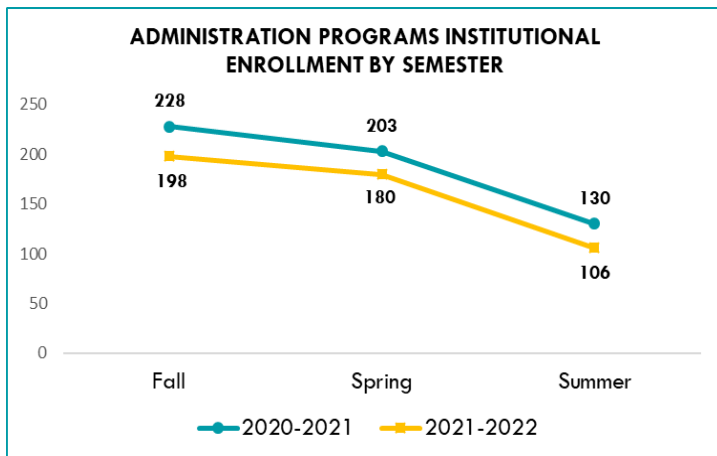
During the 2021-2022 spring academic semester, the Nursing program had the highest student enrollment. The programs that followed in student enrollment were Design, Administration, Criminal Justice, Technology, Graduate, and Sciences and Health. Compared to the previous academic year, only the Nursing School had student enrollment increase for the spring semester.



Source: Enrollment Certifications - Registrar's Office, 2022

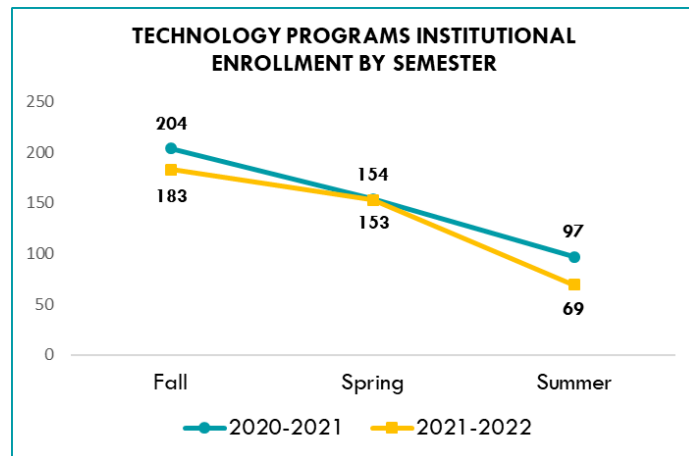
During the 2021-2022 summer academic semester, the Nursing program had the highest student enrollment. The programs that followed in student enrollment were Administration, Criminal Justice, Graduate, Design, Sciences and Health, and Technology. Compared to the previous academic year, only the Nursing School had student enrollment increase for the summer semester.

## ACADEMIC PROGRAMS ENROLLMENT BY SEMESTER



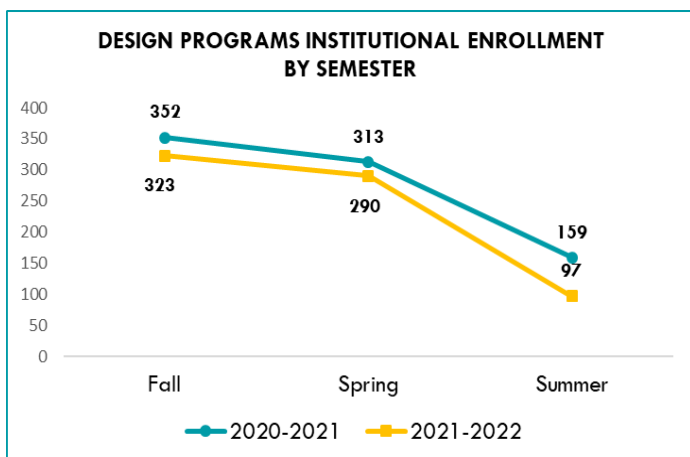
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, there were fewer students in Administration programs as the year progressed. There are typically more students enrolled during the fall semester due to new student enrollment. Compared to the previous academic year, all academic semesters had fewer student enrollment.



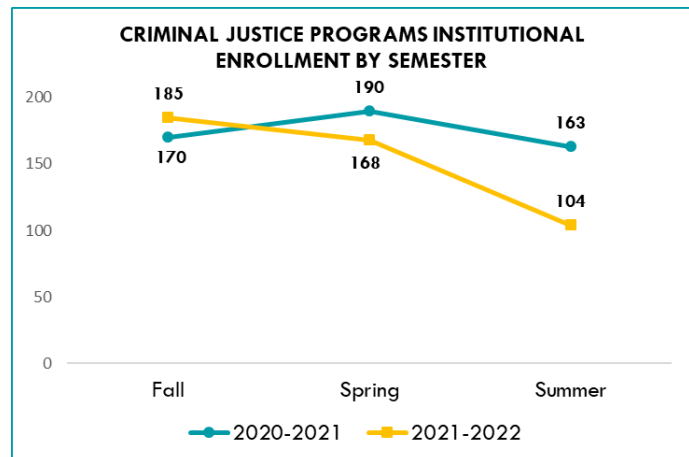
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, there were fewer students in Technology programs as the academic progressed. There are typically more students in the fall semester due to new student enrollment. Compared to the previous academic year, all academic semester had fewer student enrollment.



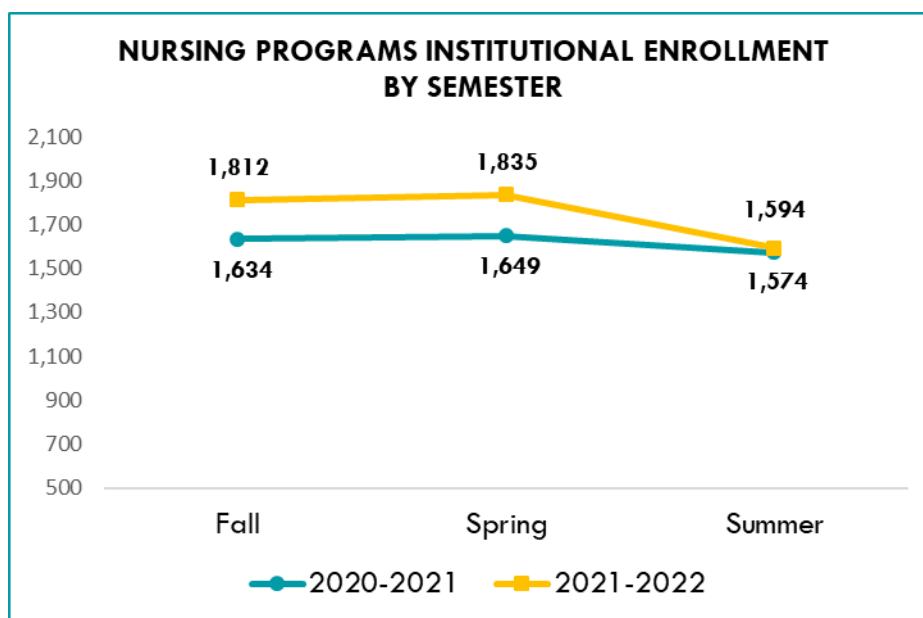
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, there were fewer students in Design programs as the year progressed. There are typically more students in the fall semester due to new student enrollment. Compared to the previous academic year, all academic semesters had fewer student enrollment.



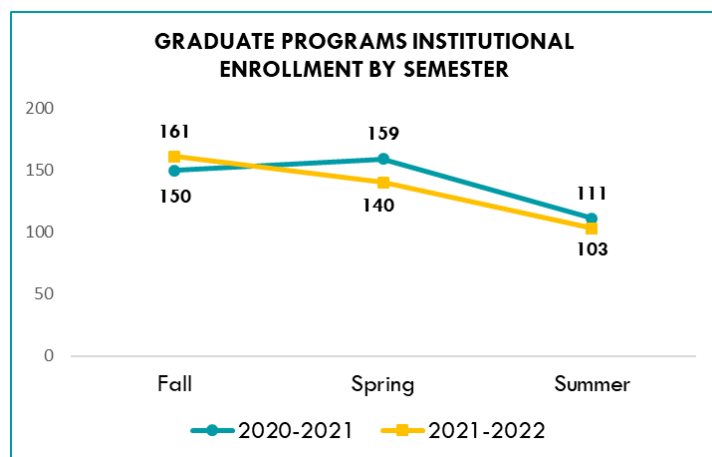
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, there were fewer students in Criminal Justice programs as the year progressed. There are typically more students in the fall semester due to new student enrollment. Compared to the previous academic year, the 2021 fall semester had more active students than the fall 2020 semester. However, the spring and summer semesters had fewer enrollment compared to the previous academic year.



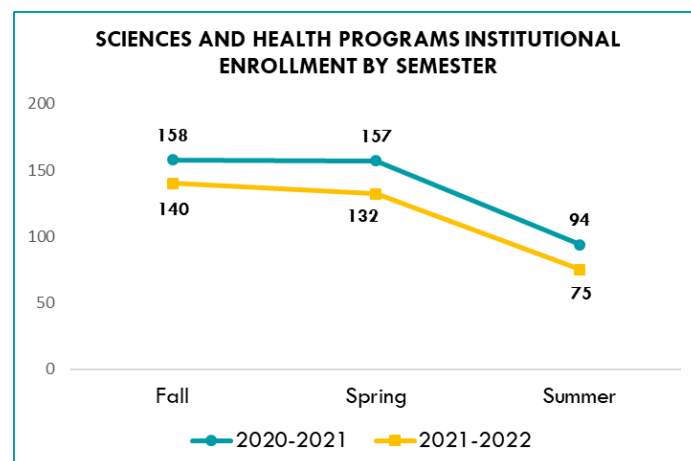
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, Nursing programs saw an increase in student enrollment during the spring 2022 semester compared to the fall 2021 semester, the only program to have more student enrollment in the spring semester than in the fall semester. Likewise, during the 2021-2022 academic year, all three semesters (fall, spring and summer) had more student enrollment compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, there were fewer students in Graduate programs as the year progressed. There are typically more students in the fall semester due to new student enrollment. Compared to the previous academic year, the fall 2021 semester had more active students than the fall 2020 semester. However, the spring and summer semesters had fewer enrollment compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

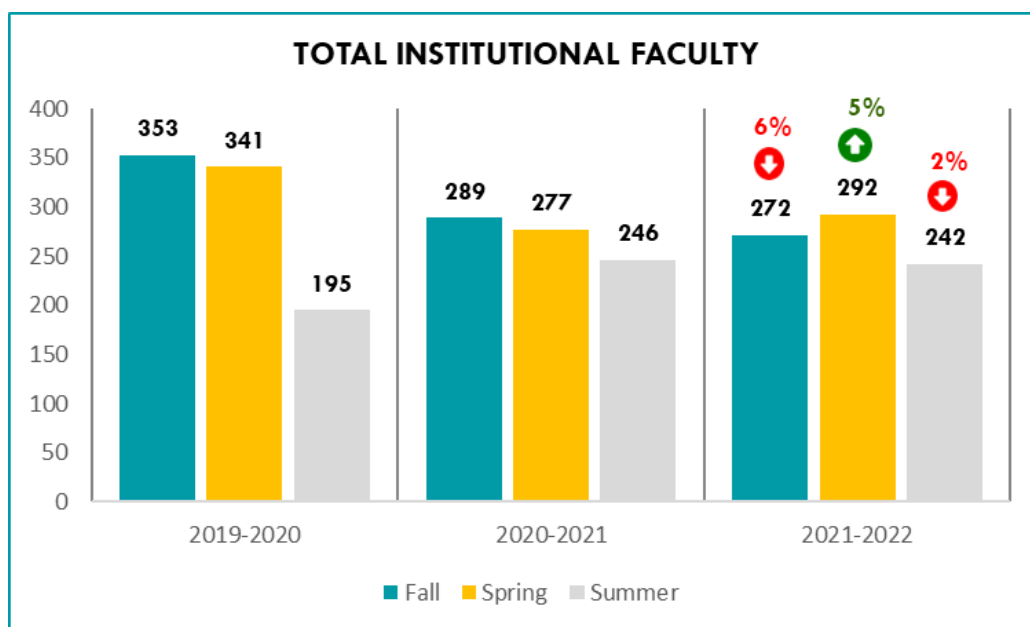
During the 2021-2022 academic year, there were fewer students in Sciences and Health programs as the year progressed. There are typically more students in the fall semester due to new student enrollment. Compared to the previous academic year, all academic semesters had fewer student enrollment.

# INSTITUTIONAL FACULTY PROFILE

The academic load for full-time faculty remains at 15 credits and a maximum of six credits overload per semester. The maximum load for part-time faculty is 12 credits per semester (Faculty Handbook, 2020). Faculty academic degrees, as well as the student-faculty ratio, are kept in check as these measures sustain teaching-learning academic quality. Gender distribution data examines equal opportunity concerns. There are more part-time qualified faculty than full-time qualified faculty due to, among other considerations, that many practitioners are available for other teaching and learning endeavors as an enhancement to their professional responsibilities. This practice is common in higher education settings.

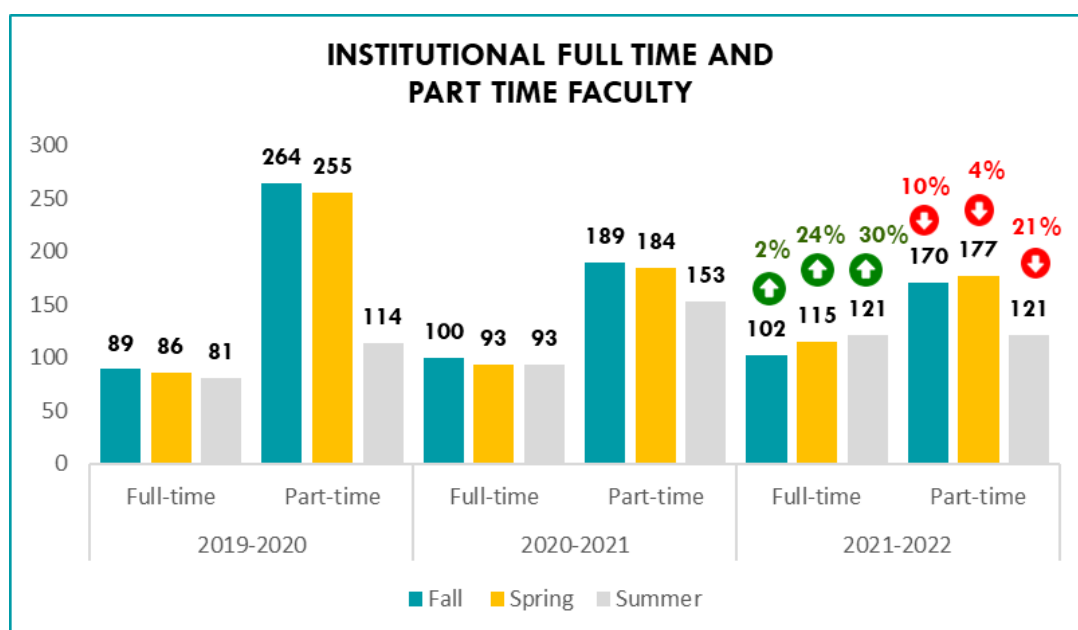
Professors with an Associate Degree are not qualified to teach at the level of the associate degree, except in special circumstances. Bachelor's Degree faculty is qualified to teach in Associate Degree programs. Master's Degree faculty is qualified to teach undergraduate programs, and those holding a doctorate can teach at the Graduate level. There are professors from the School of Design with Associate's Degrees that teach at the Associate Degree level because they specialize in an academic area that is of difficult recruitment. At present, there is a higher number of faculty with Master's Degrees, this may respond to the fact that the Institution targets mostly undergraduate programs.





Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **total institutional faculty** decreased by 6% for the fall semester (-17 professors), increased by 5% for the spring semester (+15 professors), and decreased by 2% for the summer semester (-four professors) compared to the previous academic year.

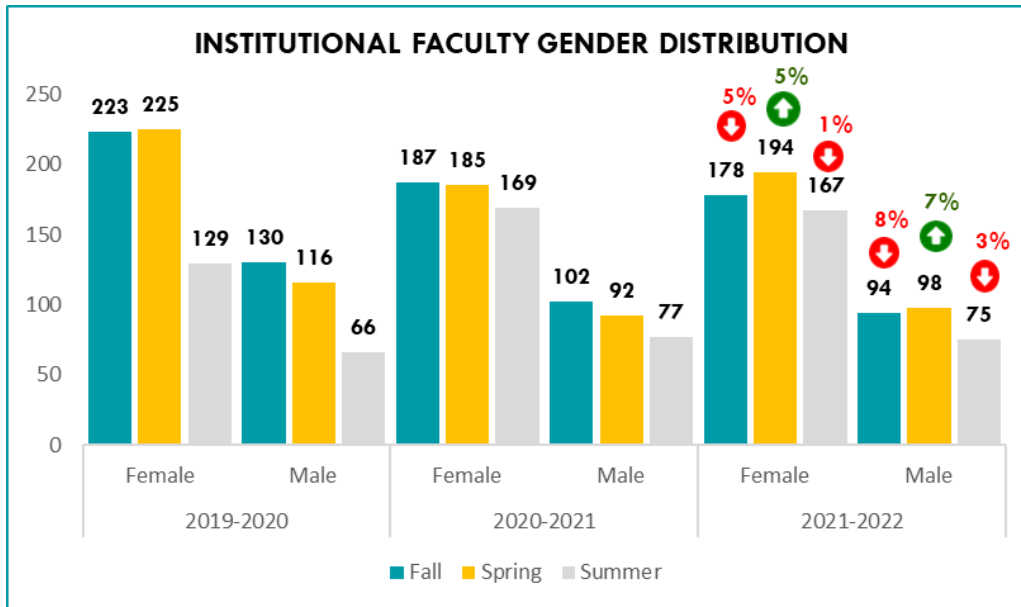


Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **institutional full-time faculty** increased by 2% for the fall semester (+two professors), increased by 24% for the spring semester (+22 professors), and increased by 30% for the summer semester (+28 professors) compared to the previous academic year.

**Institutional part-time faculty** decreased by 10% in the fall semester (-19 professors), decreased by 4% in the spring semester (-seven professors), and decreased by 21% in the summer semester (-32 professors) compared to the previous academic year.

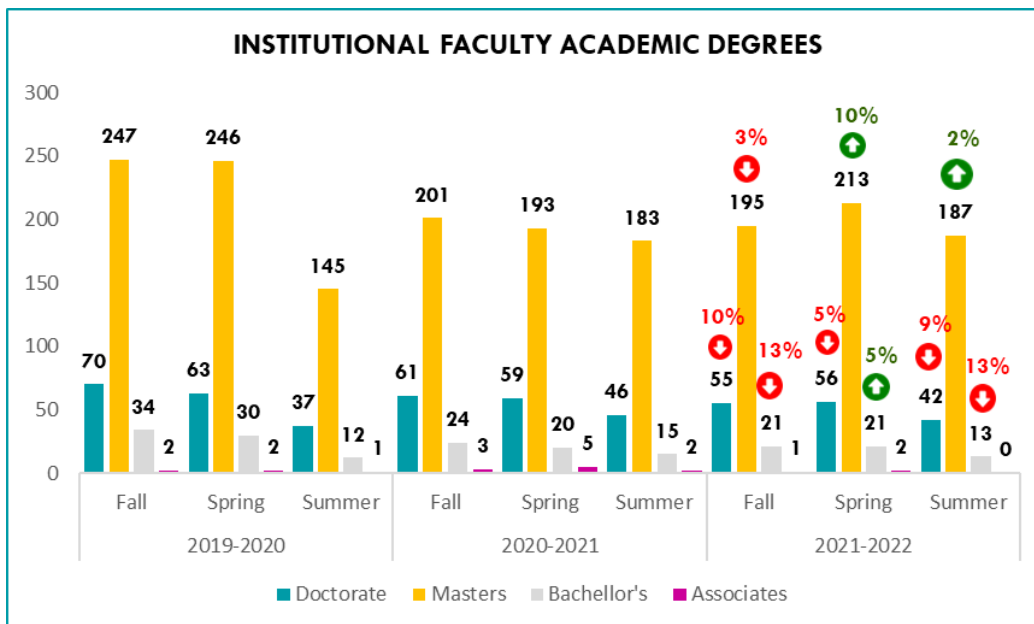
There were more part-time faculty members than full-time faculty members for the 2021-2022 academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **institutional female faculty** decreased by 5% for the fall semester (-nine professors), increased by 5% for the spring semester (+nine professors), and decreased by 1% for the summer semester (-two professors) compared to the previous academic year.

**Institutional Male Faculty** decreased by 8% for the fall semester (-eight professors), increased by 7% for the spring semester (+six professors), and decreased by 3% for the summer semester (-two professors) compared to the previous academic year. The 2021-2022 data shows there were more female faculty than male faculty.



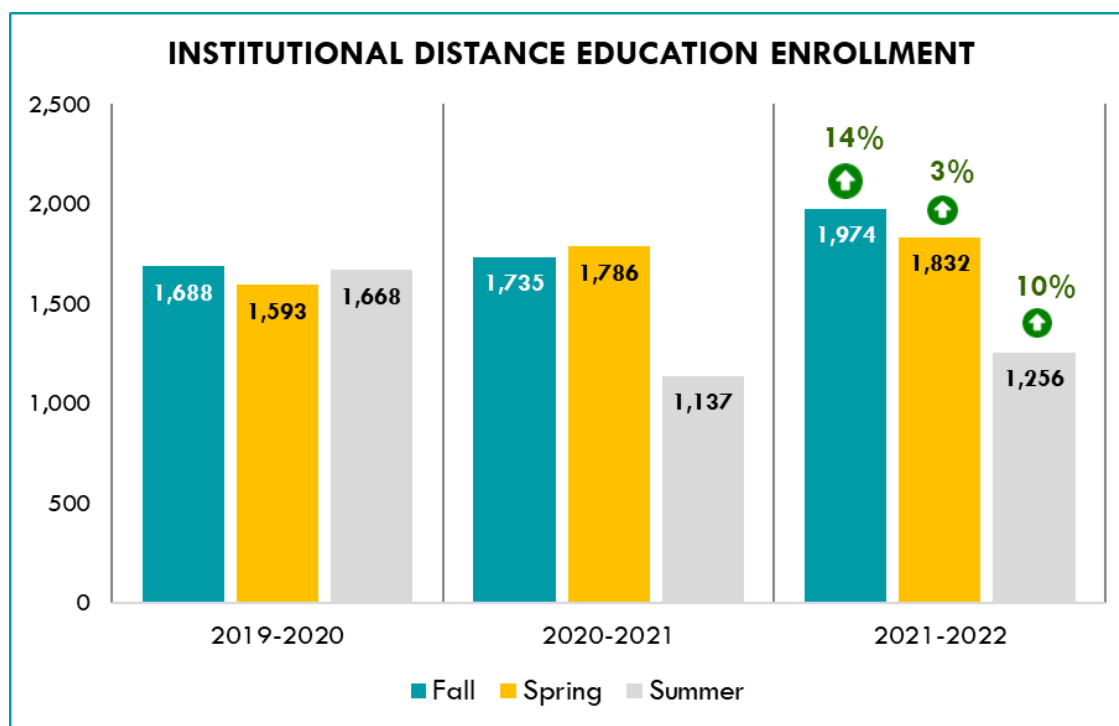
Source: Enrollment Certifications - Registrar's Office, 2022

**Institutional Academic Degrees** show more faculty with Master's Degrees during the 2021-2022 academic year. Compared to the previous academic year, faculty members with Doctorate degrees decreased for all three semesters while faculty members with Bachelor's degrees decreased for the fall and summer semesters but increased for the spring semester. Faculty members with Master's degrees increased for the spring and summer semesters but decreased for the fall semester.

# INSTITUTIONAL DISTANCE EDUCATION ENROLLMENT

EDP University of Puerto Rico recognizes the importance of integrating technology within the educational experience and enhancing the quality of higher education learning opportunities. The institution aims to provide students with the experience of tasking at least one online course. This is in response to the mission, which guides the institution's educational endeavors. The Distance Education Academic Dean's Office oversees access to academic courses and program growth.

In 2003-2004, EDP University began the process of offering distance-learning courses. During this period, the proposed online courses had to go through the approval of ACICS's rigorous process. Later, a similar approval was required by the MSCHE. As a result, the office of Technology Development at EDP University was created, now under the office of the Dean of Technology Affairs. The Distance Education Academic Dean's Office is responsible for the design and enrichment of new online offerings.



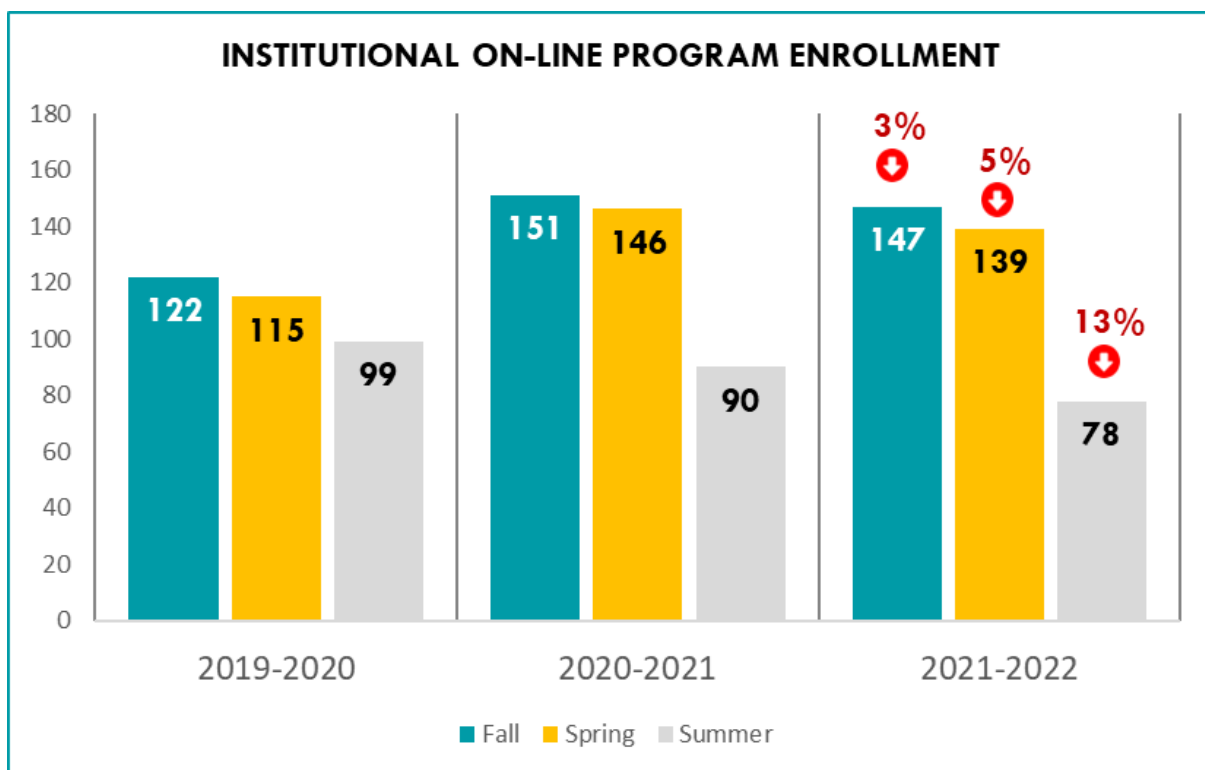
Source: Campus VUE and Distance Education Academic Dean's Office.

**Institutional Distance Education Enrollment** increased for the fall, spring and summer semesters. Compared to the previous academic year, fall semester enrollment increased by 14% (+239 students), spring semester enrollment increased by 3% (+46 students) and summer semester enrollment decreased 10% (+119 students).

# INSTITUTIONAL ONLINE PROGRAM ENROLLMENT

The Associate Degree in Business Administration was the first program to go fully online. From 2018 to 2021, more programs were added to the online academic offerings. These are:

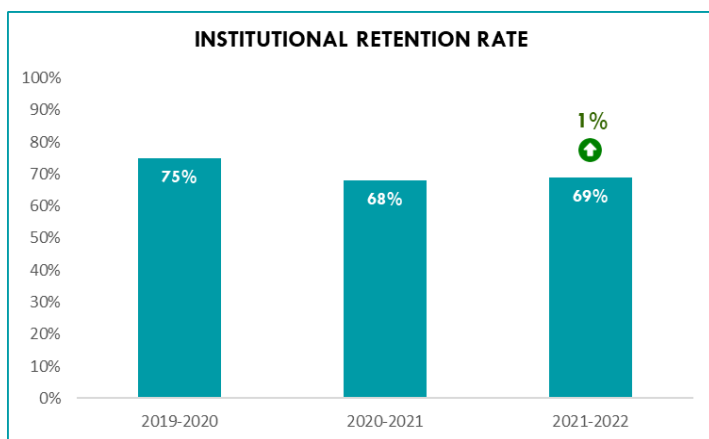
- Associate Degree in Information Technology
- Associate Degree in Criminal Justice
- Associate Degree in Business Administration
- Bachelor's Degree in Business Administration, major in Management
- Bachelor's Degree in Information Technology Science, major in Networks
- Bachelor's Degree in Information Technology Science, major in Programming
- Master's Degree in Information Systems, major in Information Security and Digital Fraud Investigation



Source: Campus VUE and Distance Education Academic Dean's Office.

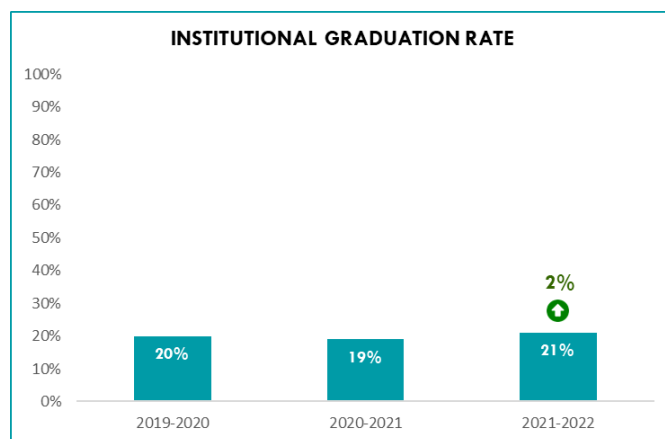
**Institutional Online Program Enrollment** decreased for the fall, spring and summer semesters. Compared to the previous academic year, fall semester enrollment decreased by 3% (-four students), spring semester enrollment decreased by 5% (-seven students), and summer semester enrollment decreased by 13% (-12 students).

# INSTITUTIONAL RETENTION, PLACEMENT, AND GRADUATION RATES



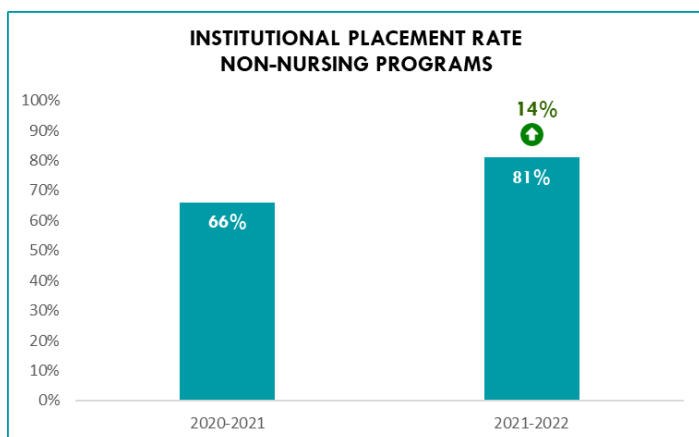
Source: Annual Institutional Report (AIR).  
(n= Enrollment).  
Formula: (Total Enrollment – Drops) / Total Enrollment.

The overall institutional retention rate was 69% for the 2021-2022 academic year. This is an increase of 1% compared to the previous academic year.



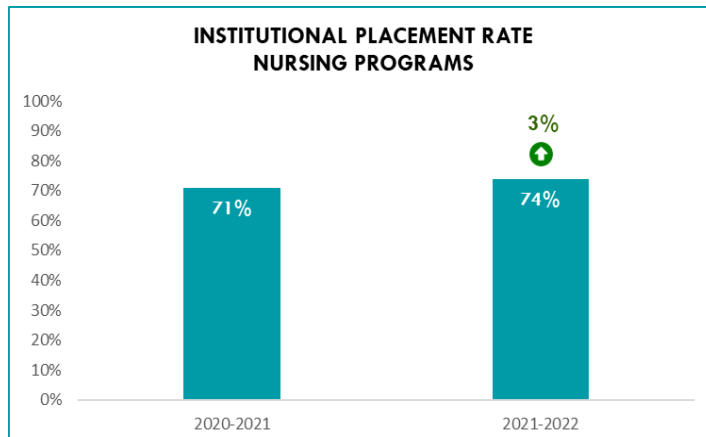
Source: Annual Institutional Report (AIR). (n= Enrollment).  
(n) = (Graduate + Complete, Total Enrollment)  
Formula: SUM (Graduate + Complete) / Total Enrollment.

The institutional graduation rate was 21% for the 2021-2022 academic year. This is a 2% increase compared to the previous academic year.



Source: Annual Institutional Report (AIR). (n= Enrollment) and Placement Office.  
(n) = (Graduate + complete)  
Formula: SUM (Infield + Refield) / (Graduate + Complete – Exemptions)

The Institutional Placement Rate was 80% for non-nursing programs for the 2021-2022 academic year.



Source: Associate Vice Presidency of Nursing and Research.  
Formula: (SUM Infield / Graduate contacts).

The Institutional Placement Rate for Nursing Programs was 74% for the 2021-2022 academic year.

## ADMINISTRATION PROGRAM INSTITUTIONAL ENROLLMENT, RETENTION, PLACEMENT AND GRADUATION RATES

	<b>Enrollment 2020-2021</b>	<b>Enrollment 2021-2022</b>
<b>Hato Rey Campus</b>	262	221
<b>San Sebastián Campus</b>	87	71
<b>Villalba Branch Campus</b>	20	19
<b>Total</b>	<b>369</b>	<b>311</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

Enrollment for the School of Administration totaled 311 students for the 2021-2022 academic year, a 58-student decrease compared to the previous academic year and a decrease of 127 students since 2019-2020.

	<b>Retention 2020-2021</b>	<b>Retention 2021-2022</b>
<b>Hato Rey Campus</b>	52%	51%
<b>San Sebastián Campus</b>	67%	63%
<b>Villalba Branch Campus</b>	70%	61%
<b>Total</b>	<b>62%</b>	<b>55%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The retention rate for the School of Administration was 55% for the 2021-2022 academic year, a 7% decrease compared to the previous academic year.

	<b>Placement 2020-2021</b>	<b>Placement 2021-2022</b>
<b>Hato Rey Campus</b>	84%	91%
<b>San Sebastián Campus</b>	67%	80%
<b>Villalba Branch Campus</b>	100%	100%
<b>Total</b>	<b>81%</b>	<b>91%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office.

The placement rate for the School of Administration was 91% for the 2021-2022 academic year, an increase of 10% compared to the previous academic year.

	<b>Graduation 2020-2021</b>	<b>Graduation 2021-2022</b>
<b>Hato Rey Campus</b>	9%	16%
<b>San Sebastián Campus</b>	11%	10%
<b>Villalba Branch Campus</b>	16%	11%
<b>Total</b>	<b>10%</b>	<b>14%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The graduation rate for the School of Administration was 14% for the 2021-2022 academic year, a 4% increase compared to the previous academic year.



## DESIGN PROGRAM INSTITUTIONAL ENROLLMENT, RETENTION, PLACEMENT AND GRADUATION RATES

	Enrollment 2020-2021	Enrollment 2021-2022
<b>Hato Rey Campus</b>	400	368
<b>San Sebastián Campus</b>	69	57
<b>Humacao Branch Campus</b>	23	17
<b>Manatí Branch Campus</b>	31	27
<b>Total</b>	<b>523</b>	<b>469</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

Enrollment for the School of Design totaled 469 students for the 2021-2022 academic year, a 54-student decrease compared to the previous academic year and a decrease of 52 students since 2019-2020.

	Retention 2020-2021	Retention 2021-2022
<b>Hato Rey Campus</b>	48%	50%
<b>San Sebastián Campus</b>	67%	61%
<b>Humacao Branch Campus</b>	65%	47%
<b>Manatí Branch Campus</b>	48%	56%
<b>Total</b>	<b>52%</b>	<b>51%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The retention rate for the School of Design was 51% for the 2021-2022 academic year, a 1% decrease compared to the previous academic year.

	Placement 2020-2021	Placement 2021-2022
<b>Hato Rey Campus</b>	78%	84%
<b>San Sebastián Campus</b>	33%	100%
<b>Humacao Branch Campus</b>	100%	100%
<b>Manatí Branch Campus</b>	100%	50%
<b>Total</b>	<b>71%</b>	<b>85%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office.

The placement rate for the School of Design was 85% for the 2021-2022 academic year, an increase of 14% compared to the previous academic year.

	Graduation 2020-2021	Graduation 2021-2022
<b>Hato Rey Campus</b>	11%	7%
<b>San Sebastián Campus</b>	13%	18%
<b>Humacao Branch Campus</b>	13%	0%
<b>Manatí Branch Campus</b>	3%	4%
<b>Total</b>	<b>11%</b>	<b>8%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The graduation rate for the School of Design was 8% for the 2021-2022 academic year, a 3% decrease compared to the previous academic year.

## TECHNOLOGY PROGRAM INSTITUTIONAL ENROLLMENT, RETENTION, PLACEMENT AND GRADUATION RATES

	Enrollment 2020-2021	Enrollment 2021-2022
Hato Rey Campus	125	115
San Sebastián Campus	119	107
Humacao Branch Campus	13	17
Manatí Branch Campus	7	10
Villalba Branch Campus	16	12
<b>Total</b>	<b>280</b>	<b>261</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

Enrollment for the School of Technology totaled 261 students for the 2021-2022 academic year, a 19-student decrease compared to the previous academic year and a decrease of 82 students since 2019-2020.

	Retention 2020-2021	Retention 2021-2022
Hato Rey Campus	47%	47%
San Sebastián Campus	55%	59%
Humacao Branch Campus	46%	59%
Manatí Branch Campus	86%	40%
Villalba Branch Campus	69%	83%
<b>Total</b>	<b>55%</b>	<b>55%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The retention rate for the School of Technology was 55% for the 2021-2022 academic year, the same as the previous academic year.

	Placement 2020-2021	Placement 2021-2022
Hato Rey Campus	38%	75%
San Sebastián Campus	50%	100%
Humacao Branch Campus	N/A	N/A
Manatí Branch Campus	0%	N/A
Villalba Branch Campus	100%	100%
<b>Total</b>	<b>43%</b>	<b>85%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office.

The placement rate for the School of Technology was 85% for the 2021-2022 academic year, an increase of 42% compared to the previous academic year.

	Graduation 2020-2021	Graduation 2021-2022
Hato Rey Campus	9%	9%
San Sebastián Campus	4%	13%
Humacao Branch Campus	0%	12%
Manatí Branch Campus	14%	0%
Villalba Branch Campus	13%	67%
<b>Total</b>	<b>7%</b>	<b>13%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The graduation rate for the School of Technology was 13% for the 2021-2022 academic year, a 6% increase compared to the previous academic year.



## CRIMINAL JUSTICE PROGRAM INSTITUTIONAL ENROLLMENT, RETENTION, PLACEMENT AND GRADUATION RATES

	Enrollment 2020-2021	Enrollment 2021-2022
<b>Hato Rey Campus</b>	139	121
<b>San Sebastián Campus</b>	156	138
<b>Villalba Branch Campus</b>	19	11
<b>Total</b>	<b>314</b>	<b>270</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

Enrollment for the School of Criminal Justice totaled 270 students for the 2021-2022 academic year, a 43-student decrease compared to the previous academic year and a decrease of 7 students since 2019-2020.

	Retention 2020-2021	Retention 2021-2022
<b>Hato Rey Campus</b>	54%	37%
<b>San Sebastián Campus</b>	77%	68%
<b>Villalba Branch Campus</b>	58%	45%
<b>Total</b>	<b>67%</b>	<b>55%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The retention rate for the School of Criminal Justice was 55% for the 2021-2022 academic year, a 12% decrease compared to the previous academic year.

	Placement 2020-2021	Placement 2021-2022
<b>Hato Rey Campus</b>	60%	50%
<b>San Sebastián Campus</b>	0%	44%
<b>Villalba Branch Campus</b>	0%	0%
<b>Total</b>	<b>18%</b>	<b>44%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office.

The placement rate for the School of Criminal Justice was 44% for the 2021-2022 academic year, an increase of 26% compared to the previous academic year.

	Graduation 2020-2021	Graduation 2021-2022
<b>Hato Rey Campus</b>	4%	6%
<b>San Sebastián Campus</b>	7%	16%
<b>Villalba Branch Campus</b>	11%	9%
<b>Total</b>	<b>6%</b>	<b>11%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The graduation rate for the School of Criminal Justice was 11% for the 2021-2022 academic year, a 5% increase compared to the previous academic year.

## SCIENCES AND HEALTH PROGRAM INSTITUTIONAL ENROLLMENT, RETENTION, PLACEMENT AND GRADUATION RATES

	Enrollment 2020-2021	Enrollment 2021-2022
Hato Rey Campus	81	53
San Sebastián Campus	162	143
Humacao Branch Campus	14	1
Manatí Branch Campus	13	0
Villalba Branch Campus	N/A	1
<b>Total</b>	<b>270</b>	<b>198</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

Enrollment for the School of Science and Health totaled 198 students for the 2021-2022 academic year, a 72-student decrease compared to the previous academic year and a decrease of 176 students since 2019-2020.

	Retention 2020-2021	Retention 2021-2022
Hato Rey Campus	56%	37%
San Sebastián Campus	64%	63%
Humacao Branch Campus	86%	100%
Manatí Branch Campus	77%	0%
Villalba Branch Campus	N/A	100%
<b>Total</b>	<b>62%</b>	<b>57%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The retention rate for the School of Science and Health was 57% for the 2021-2022 academic year, a 5% decrease compared to the previous academic year.

	Placement 2020-2021	Placement 2021-2022
Hato Rey Campus	44%	57%
San Sebastián Campus	71%	87%
Humacao Branch Campus	10%	25%
Manatí Branch Campus	20%	100%
Villalba Branch Campus	N/A	N/A
<b>Total</b>	<b>40%</b>	<b>72%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office.

The placement rate for the School of Science and Health was 72% for the 2021-2022 academic year, an increase of 32% compared to the previous academic year.

	Graduation 2020-2021	Graduation 2021-2022
Hato Rey Campus	17%	4%
San Sebastián Campus	19%	9%
Humacao Branch Campus	79%	100%
Manatí Branch Campus	77%	N/A
Villalba Branch Campus	N/A	N/A
<b>Total</b>	<b>24%</b>	<b>8%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The graduation rate for the School of Science and Health was 8% for the 2021-2022 academic year, a 16% decrease compared to the previous academic year.



## NURSING PROGRAM INSTITUTIONAL ENROLLMENT, RETENTION, PLACEMENT AND GRADUATION RATES

	Enrollment 2020-2021	Enrollment 2021-2022
<b>Hato Rey Campus</b>	1,072	1,089
<b>San Sebastián Campus</b>	879	917
<b>Humacao Branch Campus</b>	258	334
<b>Manatí Branch Campus</b>	456	510
<b>Villalba Branch Campus</b>	194	234
<b>Total</b>	<b>2,859</b>	<b>3,084</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

Enrollment for the School of Nursing Program totaled 3,084 students for the 2021-2022 academic year, a 225-student increase compared to the previous academic year and an increase of 282 students since 2019-2020.

	Retention 2020-2021	Retention 2021-2022
<b>Hato Rey Campus</b>	75%	75%
<b>San Sebastián Campus</b>	79%	87%
<b>Humacao Branch Campus</b>	73%	72%
<b>Manatí Branch Campus</b>	67%	72%
<b>Villalba Branch Campus</b>	75%	78%
<b>Total</b>	<b>75%</b>	<b>76%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The retention rate for the School of Nursing was 76% for the 2021-2022 academic year, an increase of 1% over the previous academic year.

	Placement 2020-2021	Placement 2021-2022
<b>Hato Rey Campus</b>	74%	74%
<b>San Sebastián Campus</b>	68%	73%
<b>Humacao Branch Campus</b>	68%	61%
<b>Manatí Branch Campus</b>	76%	79%
<b>Villalba Branch Campus</b>	59%	64%
<b>Total</b>	<b>71%</b>	<b>74%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office.

Nursing Program retention rate was 74% for the 2021-2022 academic year, an increase of 3% over the previous academic year.

	Graduation 2020-2021	Graduation 2021-2022
<b>Hato Rey Campus</b>	26%	30%
<b>San Sebastián Campus</b>	24%	29%
<b>Humacao Branch Campus</b>	19%	18%
<b>Manatí Branch Campus</b>	19%	17%
<b>Villalba Branch Campus</b>	14%	22%
<b>Total</b>	<b>23%</b>	<b>25%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The graduation rate for the School of Nursing was 25% for the 2021-2022 academic year, a 2% increase compared to the previous academic year.



## NURSING PROGRAM INSTITUTIONAL ENROLLMENT AND RETENTION RATES BY MODALITY

	Enrollment 2020-2021	Enrollment 2021-2022
<b>Hato Rey Campus</b>	147	100
<b>San Sebastián Campus</b>	275	229
<b>Humacao Branch Campus</b>	54	55
<b>Manatí Branch Campus</b>	62	39
<b>Villalba Branch Campus</b>	40	32
<b>Total</b>	<b>578</b>	<b>455</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

Enrollment for the School of Nursing **traditional face-to-face** program totaled 455 students for the 2021-2022 academic year, a 123-student decrease compared to the previous academic year.

	Enrollment 2020-2021	Enrollment 2021-2022
<b>Hato Rey Campus</b>	925	989
<b>San Sebastián Campus</b>	604	688
<b>Humacao Branch Campus</b>	204	279
<b>Manatí Branch Campus</b>	394	471
<b>Villalba Branch Campus</b>	154	202
<b>Total</b>	<b>2,281</b>	<b>2,629</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

Enrollment for the School of Nursing **Out of State Hybrid** program totaled 2,629 students for the 2021-2022 academic year, a 348-student increase compared to the previous academic year.

	Retention 2020-2021	Retention 2021-2022
<b>Hato Rey Campus</b>	40%	43%
<b>San Sebastián Campus</b>	65%	60%
<b>Humacao Branch Campus</b>	59%	51%
<b>Manatí Branch Campus</b>	39%	59%
<b>Villalba Branch Campus</b>	54%	66%
<b>Total</b>	<b>55%</b>	<b>56%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The retention rate for the School of Nursing **traditional face-to-face** program was 56% for the 2021-2022 academic year, an increase of 1% over the previous academic year.

	Retention 2020-2021	Retention 2021-2022
<b>Hato Rey Campus</b>	81%	78%
<b>San Sebastián Campus</b>	86%	85%
<b>Humacao Branch Campus</b>	77%	77%
<b>Manatí Branch Campus</b>	71%	73%
<b>Villalba Branch Campus</b>	81%	81%
<b>Total</b>	<b>80%</b>	<b>79%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The retention rate for the School of Nursing **Out of State Hybrid** program was 79% for the 2021-2022 academic year, a decrease of 1% over the previous academic year.





## NURSING PROGRAM INSTITUTIONAL PLACEMENT AND GRADUATION RATES BY MODALITY

	Placement 2020-2021	Placement 2021-2022
<b>Hato Rey Campus</b>	33%	77%
<b>San Sebastián Campus</b>	66%	79%
<b>Humacao Branch Campus</b>	50%	60%
<b>Manatí Branch Campus</b>	88%	50%
<b>Villalba Branch Campus</b>	N/A	50%
<b>Total</b>	<b>61%</b>	<b>74%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office.

The Nursing Program **traditional face-to-face** placement rate was 74% for the 2021-2022 academic year, an increase of 13% over the previous academic year.

	Placement 2020-2021	Placement 2021-2022
<b>Hato Rey Campus</b>	79%	74%
<b>San Sebastián Campus</b>	69%	71%
<b>Humacao Branch Campus</b>	70%	62%
<b>Manatí Branch Campus</b>	74%	81%
<b>Villalba Branch Campus</b>	60%	65%
<b>Total</b>	<b>73%</b>	<b>74%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office.

The Nursing Program **Out of State Hybrid** placement rate was 74% for the 2021-2022 academic year, an increase of 1% over the previous academic year.

	Graduation 2020-2021	Graduation 2021-2022
<b>Hato Rey Campus</b>	4%	7%
<b>San Sebastián Campus</b>	16%	12%
<b>Humacao Branch Campus</b>	6%	15%
<b>Manatí Branch Campus</b>	11%	0%
<b>Villalba Branch Campus</b>	5%	3%
<b>Total</b>	<b>11%</b>	<b>9%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The graduation rate for the School of Nursing **traditional face-to-face** program was 9% for the 2021-2022 academic year, a 2% decrease compared to the previous academic year.

	Graduation 2020-2021	Graduation 2021-2022
<b>Hato Rey Campus</b>	30%	32%
<b>San Sebastián Campus</b>	27%	34%
<b>Humacao Branch Campus</b>	23%	19%
<b>Manatí Branch Campus</b>	21%	18%
<b>Villalba Branch Campus</b>	16%	24%
<b>Total</b>	<b>26%</b>	<b>28%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The graduation rate for the School of Nursing **Out of State Hybrid** program was 28% for the 2021-2022 academic year, a 2% increase compared to the previous academic year.



## GRADUATE PROGRAM'S ENROLLMENT, RETENTION, PLACEMENT AND GRADUATION

	<b>Enrollment 2020-2021</b>	<b>Enrollment 2021-2022</b>
<b>Hato Rey Campus</b>	161	159
<b>San Sebastián Campus</b>	75	76
<b>Total</b>	<b>236</b>	<b>235</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

Enrollment for the Graduate School totaled 235 students during the 2021-2022 academic year, which is a 1-student decrease compared to the previous academic year and a decrease of 39 students since 2019-2020.

	<b>Retention 2020-2021</b>	<b>Retention 2021-2022</b>
<b>Hato Rey Campus</b>	61%	70%
<b>San Sebastián Campus</b>	79%	82%
<b>Total</b>	<b>67%</b>	<b>75%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

The retention rate for the Graduate School was 75% for the 2021-2022 academic year, an 8% increase compared to the previous academic year.

	<b>Placement 2020-2021</b>	<b>Placement 2021-2022</b>
<b>Hato Rey Campus</b>	69%	82%
<b>San Sebastián Campus</b>	93%	93%
<b>Total</b>	<b>76%</b>	<b>85%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office.

The placement rate for the Graduate School was 55% for the 2021-2022 academic year, the same as the previous academic year.

	<b>Graduation 2020-2021</b>	<b>Graduation 2021-2022</b>
<b>Hato Rey Campus</b>	23%	26%
<b>San Sebastián Campus</b>	25%	25%
<b>Total</b>	<b>24%</b>	<b>26%</b>

Source: AIR, 2021-2022. (Annual Institutional Report).

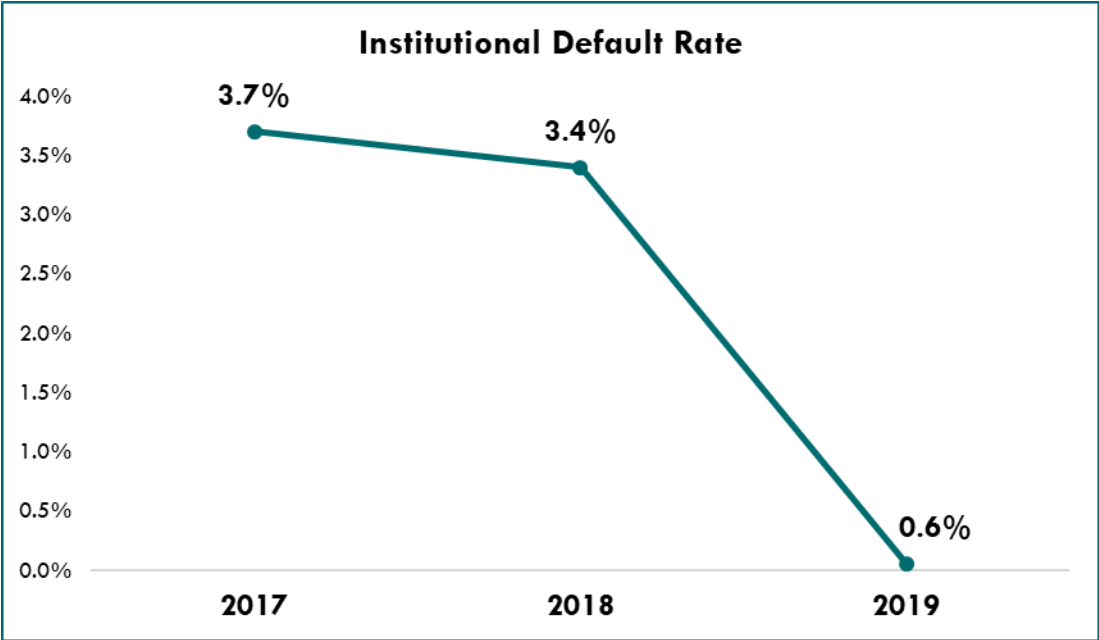
The graduation rate for the Graduate School was 26% for the 2021-2022 academic year, a 2% increase compared to the previous academic year.



# FINANCIAL HIGHLIGHTS

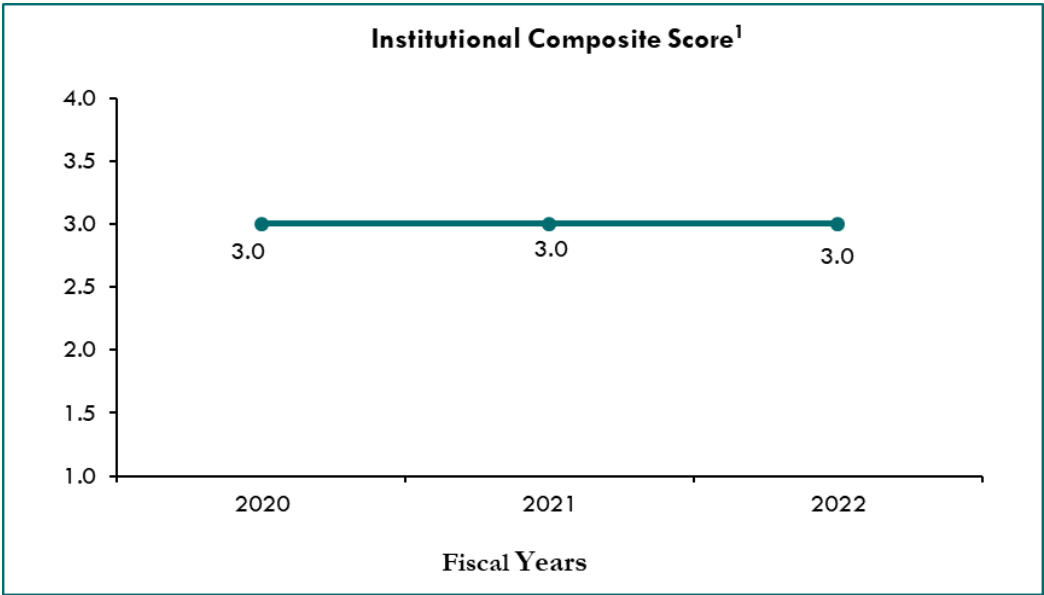
The Financial Highlights section reports different score values that reflect the Institution's fiscal health. Administrators and their constituents are continually evaluating these score values as one measure to follow up on the Institution's fiscal health and stability. Default rates, composite scores, credits bought, cost of attendance, tuition and fees, among others, are taken into consideration when reporting the fiscal health and stability of the Institution.

# DEFAULT RATE AND COMPOSITE SCORE



Source: National Student Loan Data System (NSLDS), 2022

**Default Rate** indicates the percentage of students who are in breach of their student loan payments within their program. The last three reporting reflect rates under 4%. That reveals positive values and continues to show an Institutional healthy fiscal scenario. The benchmark is 6.6% (3-year official cohort default rate for Puerto Rico calculated in August 2019).

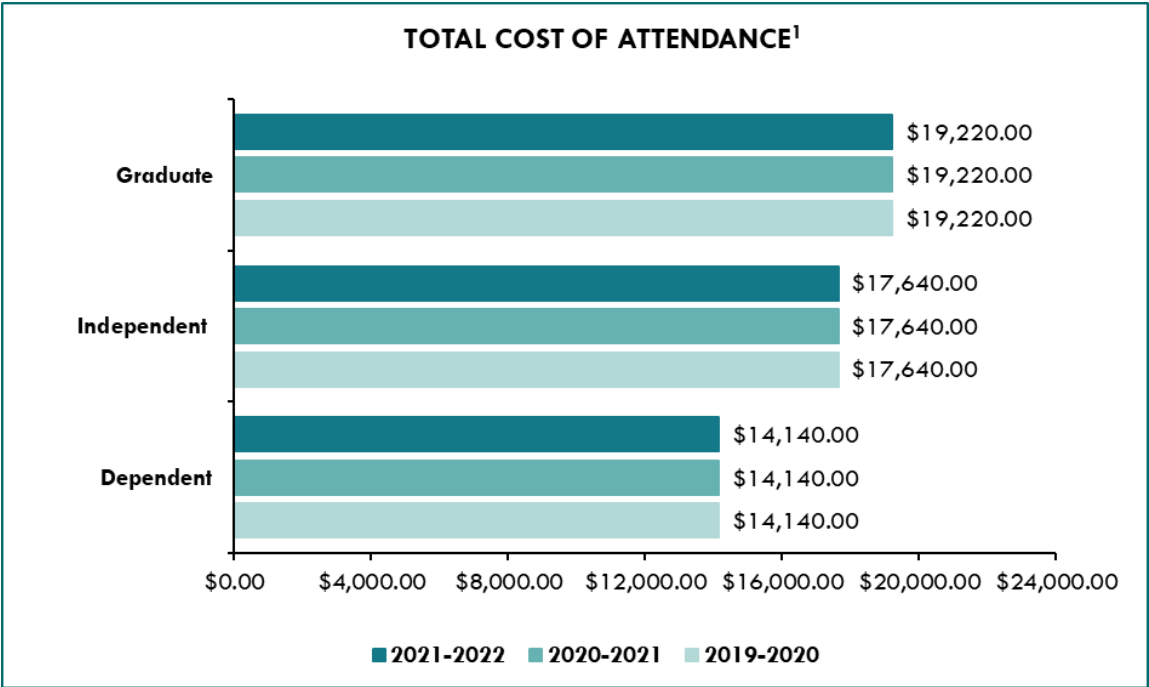


Source: Financial Statement. 2022  
Scale: Fail: -1 to 0.9, Zone: 1.0 to 1.4, and Pass: 1.5 to 3.0.

The **Institutional Composite Score** is indicative of the fiscal health of the Institution. The composite score of 3.0 reflects a stable value that continues to show a healthy fiscal scenario. The composite score has maintained a 3.0 value over the last three years, which is the maximum value on the scale.

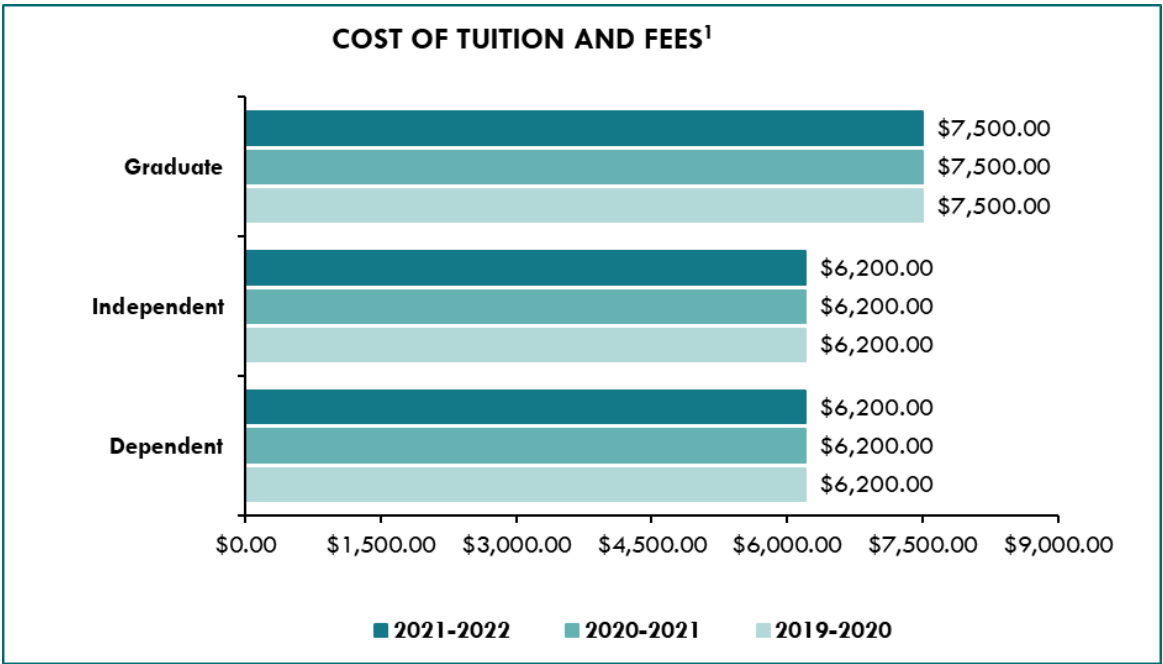


TOTAL COST OF ATTENDANCE, TUITION, AND FEES



Source: Financial Office, Cost of Attendance Report, 2021-2022  
¹ The Total Cost of Attendance includes tuition, fees, books, materials, housing, transportation, and personal expenses.

The **Total Cost of Attendance** for undergraduate (independent and dependent) and graduate students for the 2021-2022 academic year remained the same as the previous academic year.

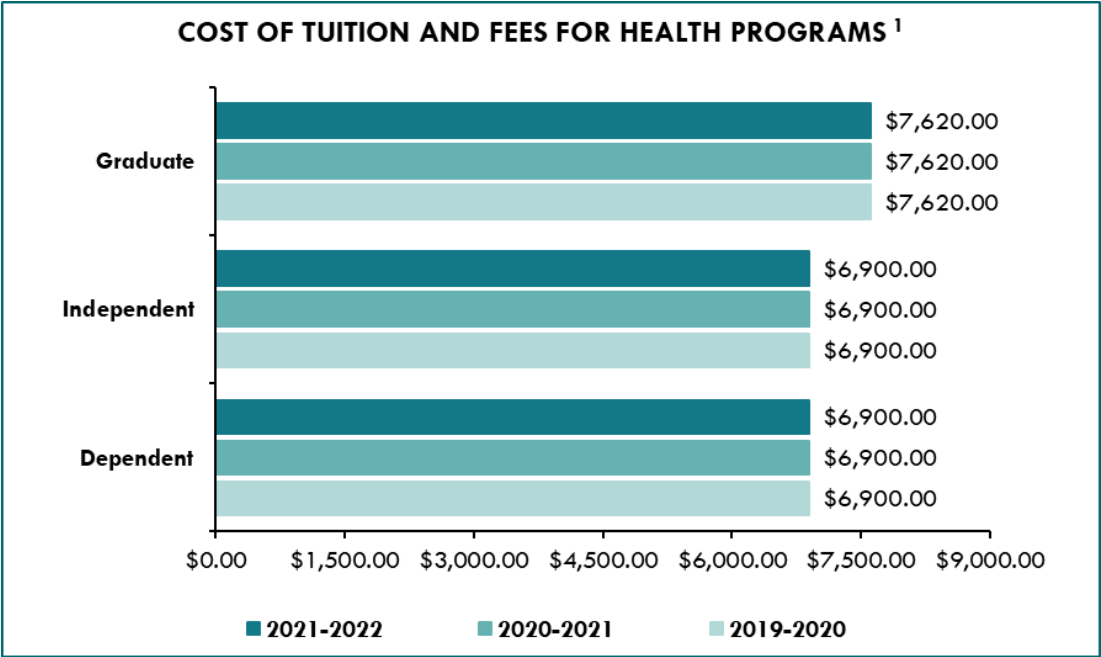


Source: Financial Office, Cost of Attendance Report, 2021-2022  
¹ The Cost of Tuition and Fees indicates the cost by credits and by semester.

The cost of **Tuition and Fees** for the 2021-2022 academic year remained the same as the previous academic year for undergraduate (independent and dependent) and graduate students.



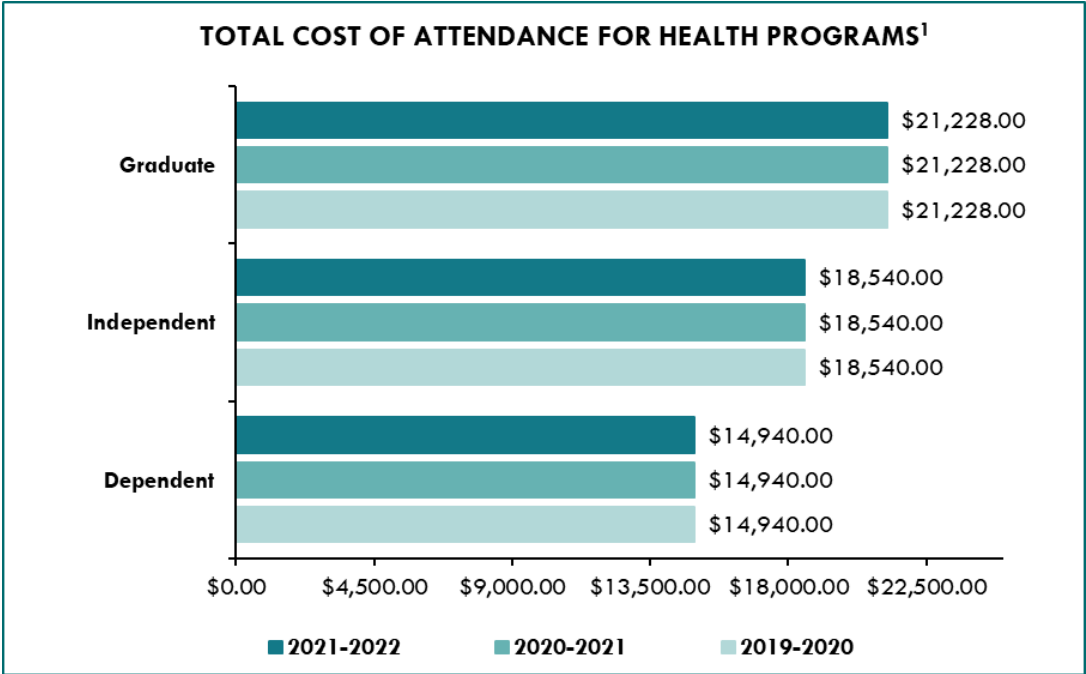
TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR HEALTH PROGRAMS



Source: Financial Office, Cost of Attendance Report, 2021-2022

<sup>1</sup> The Total Cost of Attendance includes tuition, fees, books, materials, housing, transportation, and personal expenses.

The **Total Cost of Attendance for Health Programs** for undergraduate (independent and dependent) and graduate students for the 2021-2022 academic year remained the same as the previous academic year.



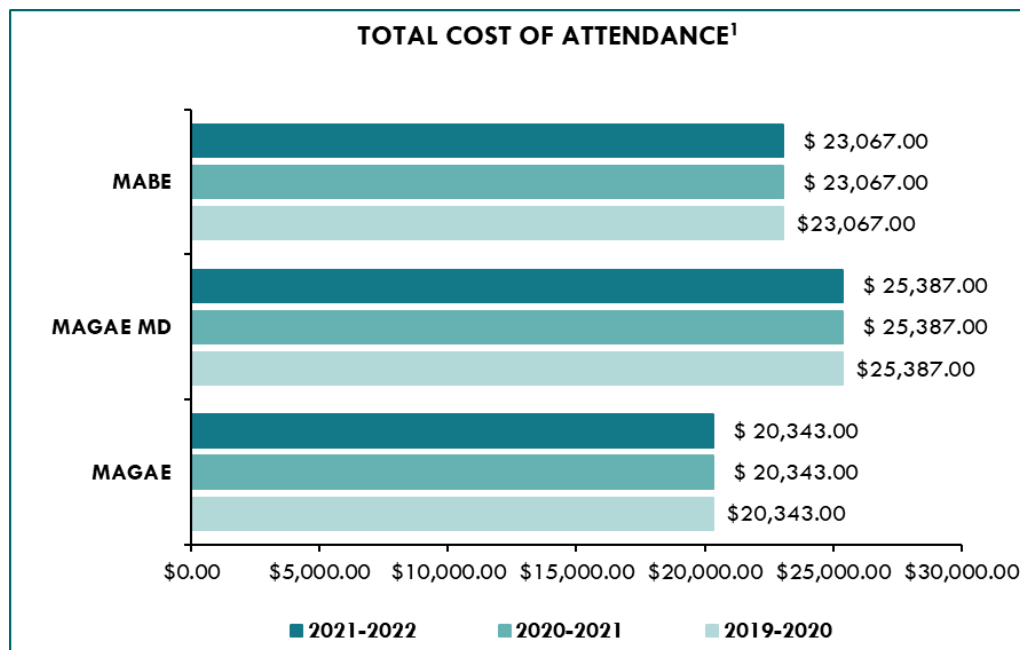
Source: Financial Office, Cost of Attendance Report, 2021-2022

<sup>1</sup> The Cost of Tuition and Fees Health Programs indicates the cost by credits and by semester.

The cost of **Tuition and Fees** for Health Programs for undergraduate (independent and dependent) and graduate students during the 2021-2022 academic year remained the same as the previous academic year.

## TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR OUT-OF-STATE STUDENTS

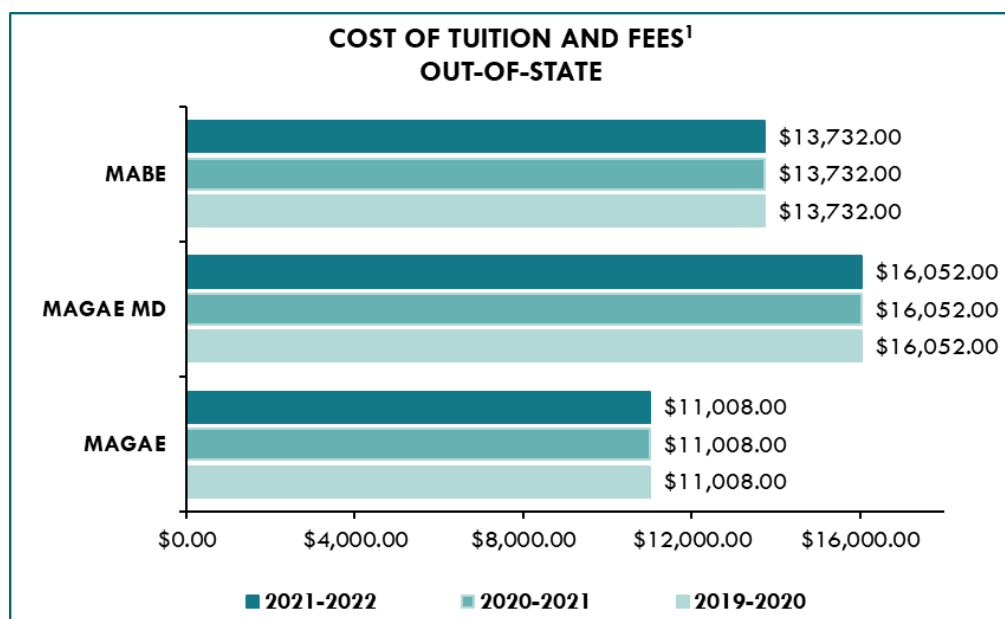
Out-of-State students have a higher cost of tuition and fees than other programs. The Institution oversees its costs separately to follow up on its fiscal health.



Source: Financial Office, Cost of Attendance Report, 2021-2022

<sup>1</sup> The Total Cost of Attendance for Out-of-State includes tuition, fees, books, materials, housing, transportation, and personal expenses, among others.

The **Total Cost of Attendance** for the **MAGAE**, **MAGAE MD**, and **MABE** modalities for the 2021-2022 academic year remained the same as the previous academic year.



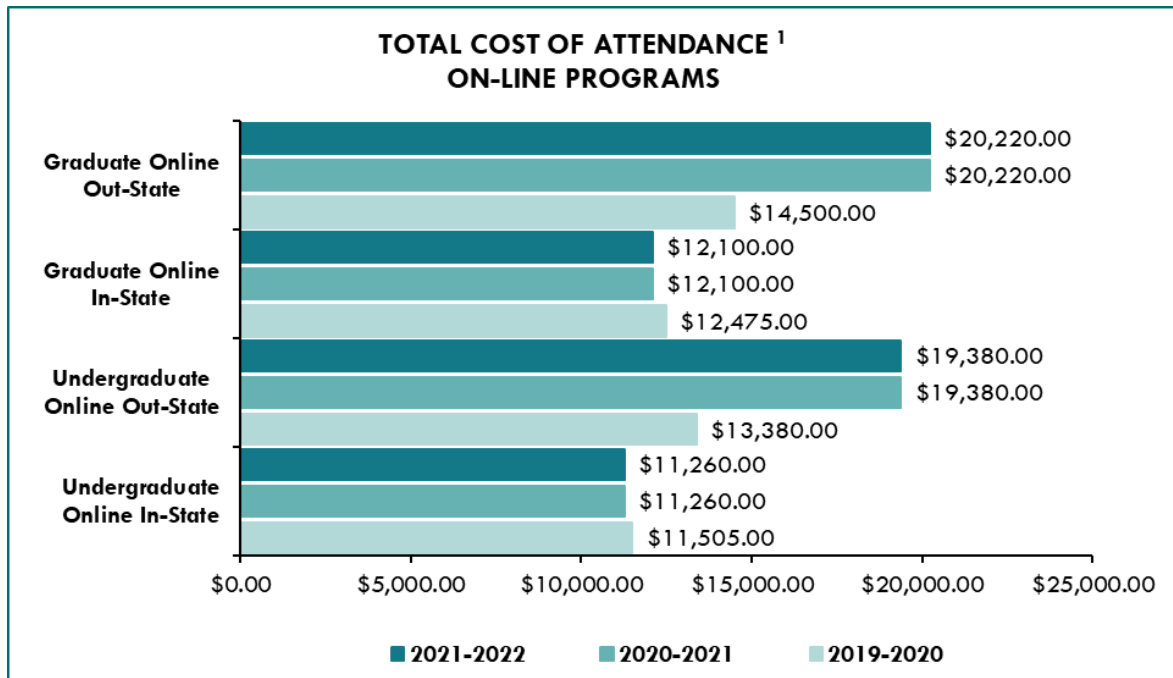
Source: Financial Office, Cost of Attendance Report, 2021-2022

<sup>1</sup> The Total Cost of Attendance for Out-of-State includes tuition, fees, books, materials, housing, transportation, and personal expenses, among others.

The **Cost of Tuition and Fees** for the **MAGAE**, **MAGAE MD**, and **MABE** modalities for the 2021-2022 academic year remained the same as the previous academic year.



## TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR ONLINE PROGRAMS

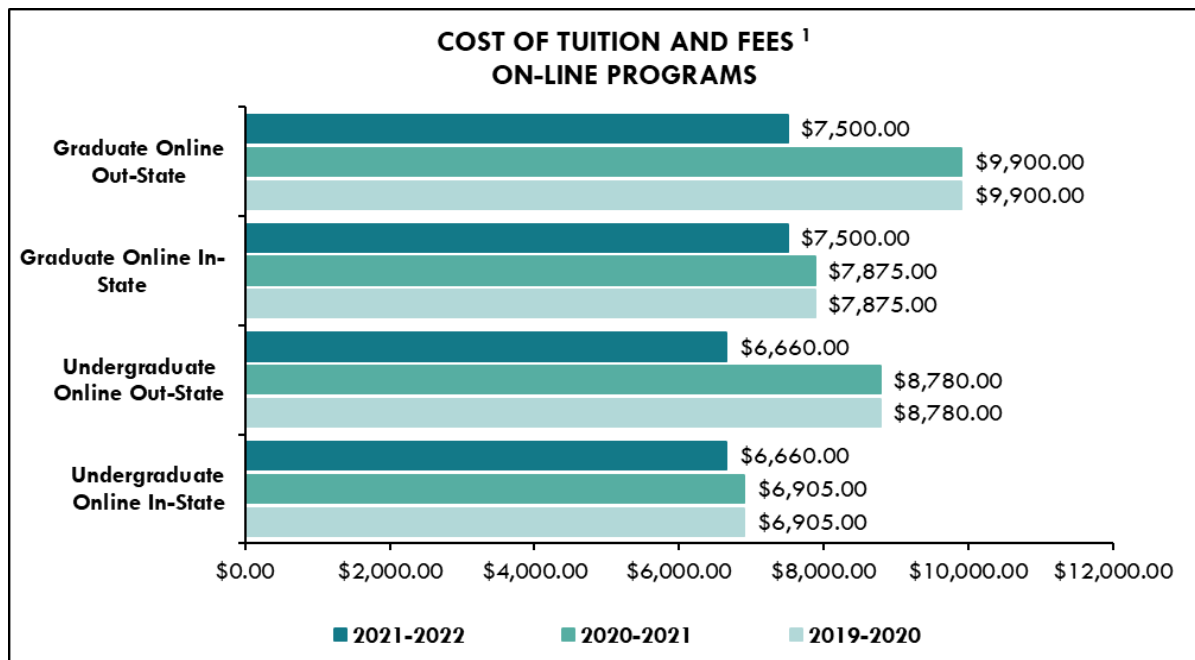


Source: Financial Office, Cost of Attendance Report, 2021-2022

<sup>1</sup> The Total Cost of Attendance for Online Programs includes tuition, fees, books, materials, and personal expenses, among others.

<sup>x</sup> In state indicates students who reside in Puerto Rico and Out-of-State indicates students who reside outside of Puerto Rico.

The **Cost of Attendance** for undergraduate (in-state and out-of-state) and graduate (in-state and out-of-state) online students for the 2021-2022 academic year remained as the previous academic year.



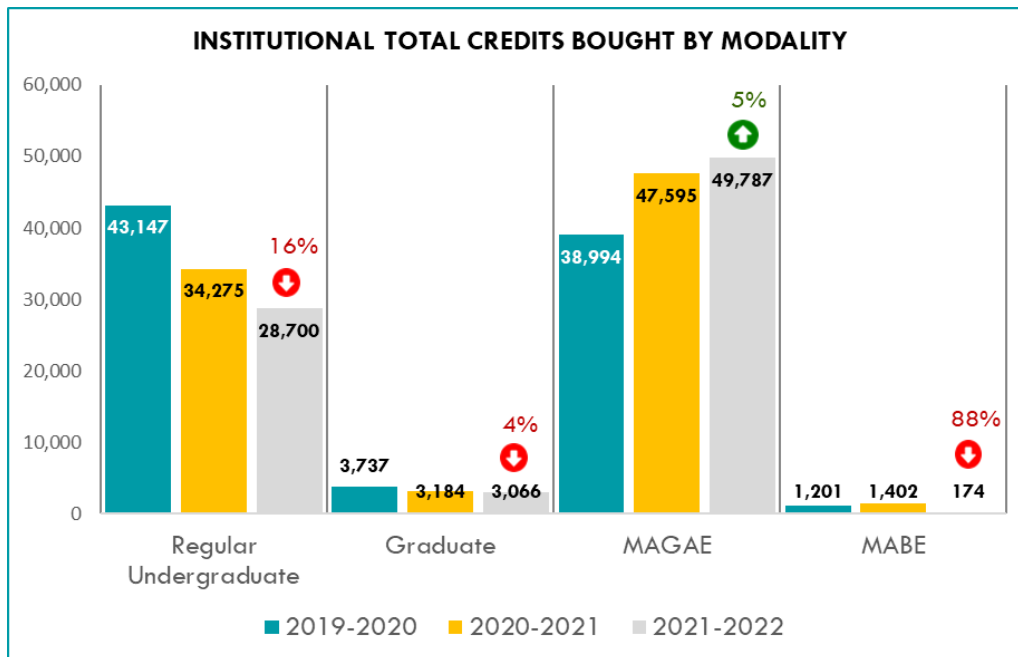
Source: Financial Office, Cost of Attendance Report, 2021-2022

<sup>1</sup> The Total Cost of Attendance for Online Programs includes tuition, fees, books, materials, and personal expenses, among others.

<sup>x</sup> In state indicates students who reside in Puerto Rico and Out-of-State indicates students who reside outside of Puerto Rico.

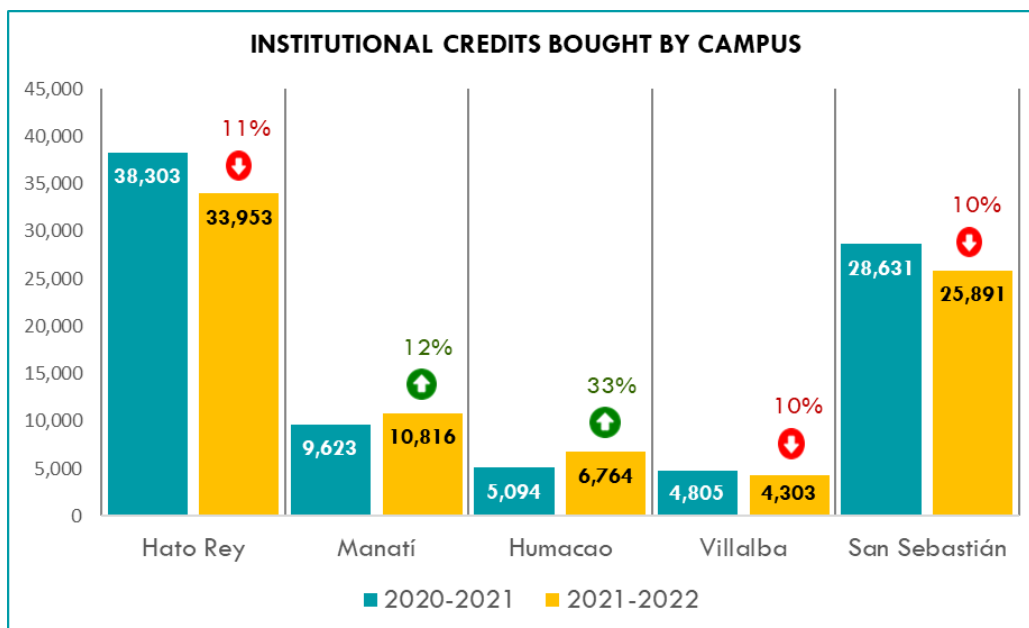
The cost of **Tuition and Fees** for the 2021-2022 academic year decreased for undergraduate (in-state and out-of-state) and graduate (in state and out of state) online students compared to the previous academic year.

## TOTAL INSTITUTIONAL CREDITS BOUGHT



Source: Enrollment Certifications - Registrar's Office, 2022

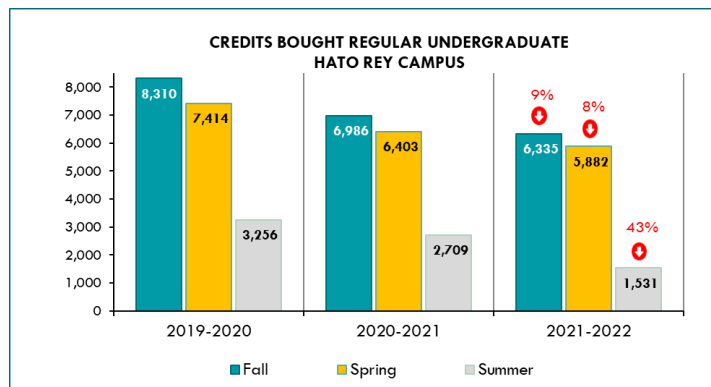
Total Institutional credits bought (the sum of fall, spring, and summer for all campuses) for the 2021-2022 academic year **regular undergraduate** decreased by 16% (-5,575 credits), **graduate** decreased by 4% (-118 credits), **MAGAE** increased by 5% (+2,192 credits) and **MABE** decreased by 88% (-1,228 credits) compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

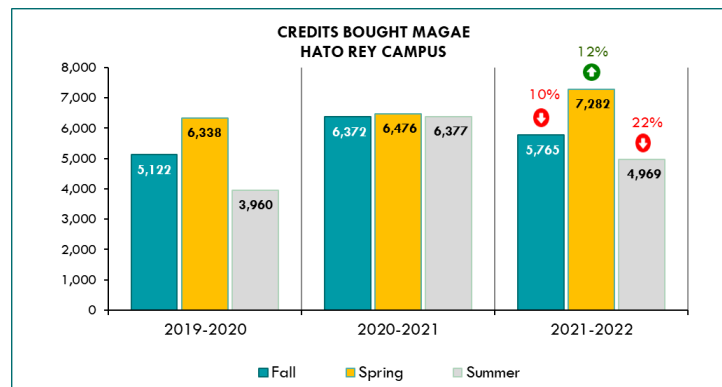
Hato Rey sold the most credits (undergraduate + graduate) amongst the main campuses and Manatí sold the most credits amongst the branch campuses. Compared to the previous year, Hato Rey decreased by 11% (-4,350 credits), Manatí increased by 12% (+1,193 credits), Humacao increased by 33% (+1,670 credits), Villalba decreased by 10% (-502 credits), and San Sebastián decreased by 10% (-2,740 credits).

## HATO REY CAMPUS CREDITS BOUGHT BY MODALITY AND ACADEMIC TERM



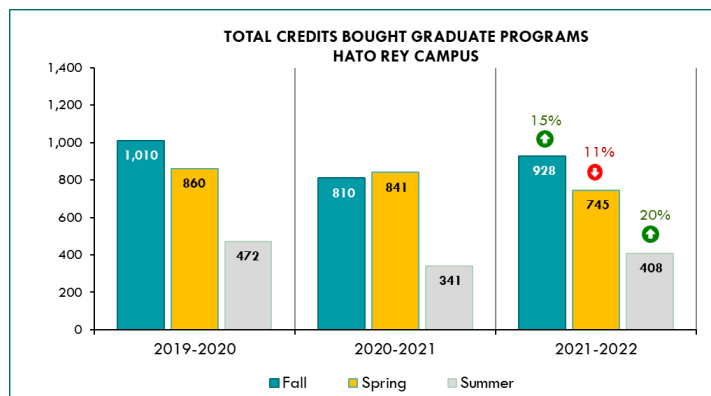
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **regular undergraduate** credits bought decreased by 9% (-651 credits) for the fall semester, decreased by 8% (-521 credits) for the spring semester, and decreased by 43% (-1,178 credits) for the summer semester compared to the previous academic year. This data includes regular undergraduate and adults modality credits bought.



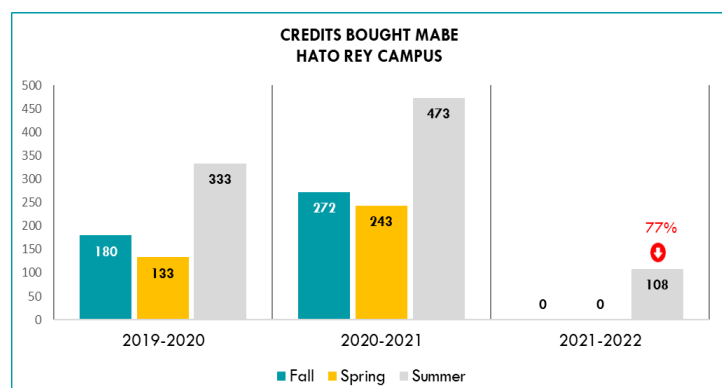
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **MAGAE** credits bought decreased by 10% (-608 credits) for the fall semester, increased by 12% (+806 credits) for the spring semester, and decreased by 22% (-1,408 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

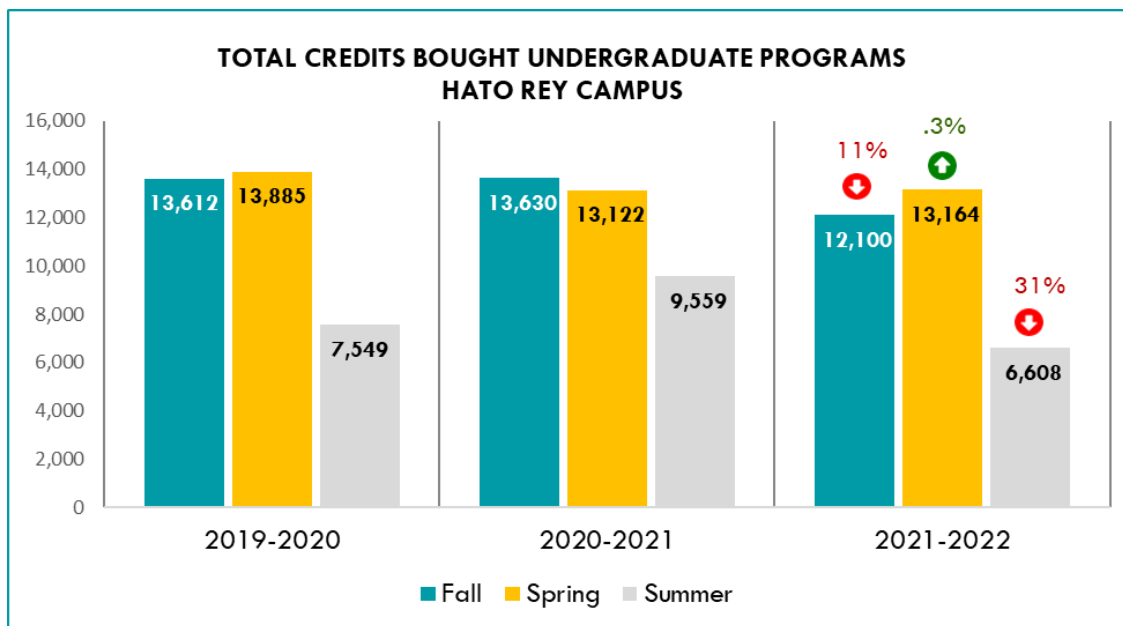
During the 2021-2022 academic year, **graduate** credits bought increased by 15% (+118 credits) for the fall semester, decreased by 11% (-96 credits) for the spring semester, and increased by 20% (+67 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

There was no enrollment in the **MABE** program during the fall and spring semester of the 2021-2022 academic year. Summer semester credits bought decreased by 77% (-365 credits) compared to the previous academic year.

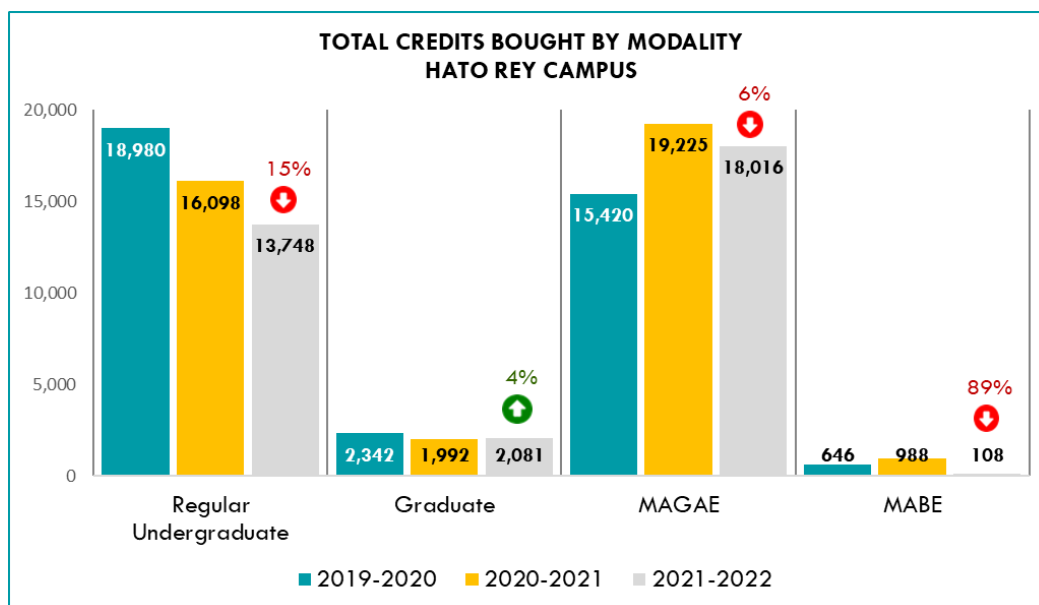
## TOTAL UNDERGRADUATE CREDITS BOUGHT HATO REY CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **total undergraduate** credits bought decreased by 11% (-1,530 credits) for the fall semester, increased by .3% (+42 credits) for the spring semester, and decreased by 31% (-2,951 credits) for the summer semester compared to the previous academic year.

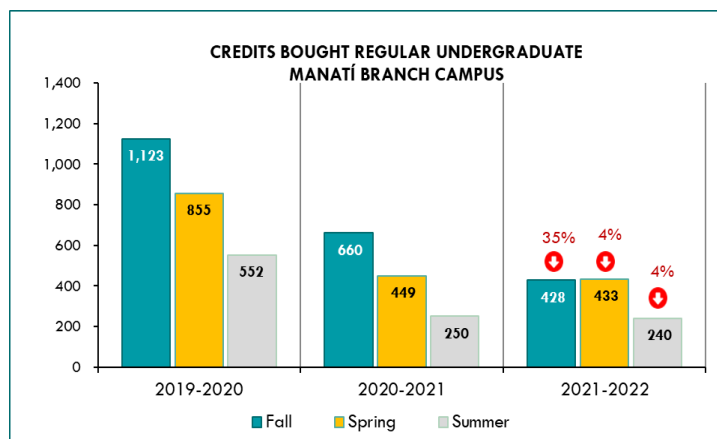
## TOTAL CREDITS BOUGHT HATO REY CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2022

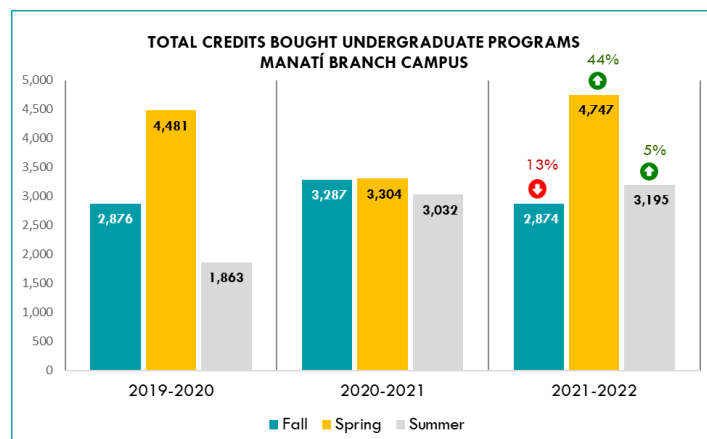
Total credits bought (the sum of fall, spring, and summer semesters) for the 2021-2022 academic year **regular undergraduate** decreased by 15% (-2,350 credits), **graduate** increased by 4% (+89 credits), **MAGAE** decreased by 6% (-1,209 credits) and **MABE** decreased by 89% (-880 credits) compared to the previous academic year.

## MANATÍ BRANCH CAMPUS CREDITS BOUGHT BY MODALITY AND ACADEMIC TERM



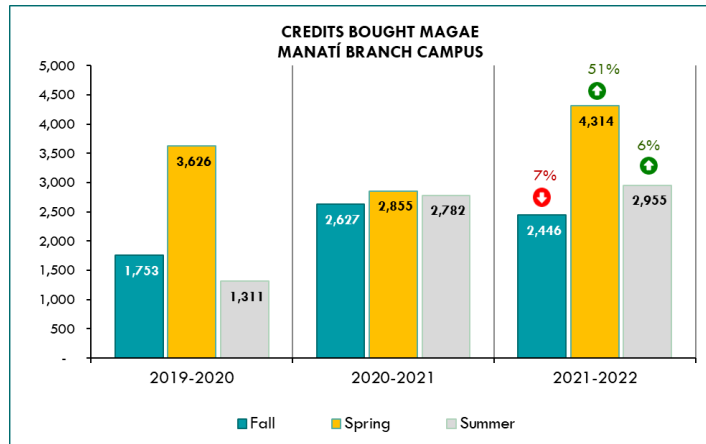
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **regular undergraduate** credits bought decreased by 35% (-232 credits) for the fall semester, decreased 4% (-16 credits) for the spring semester, and decreased by 4% (-10 credits) for the summer semester compared to the previous academic year.



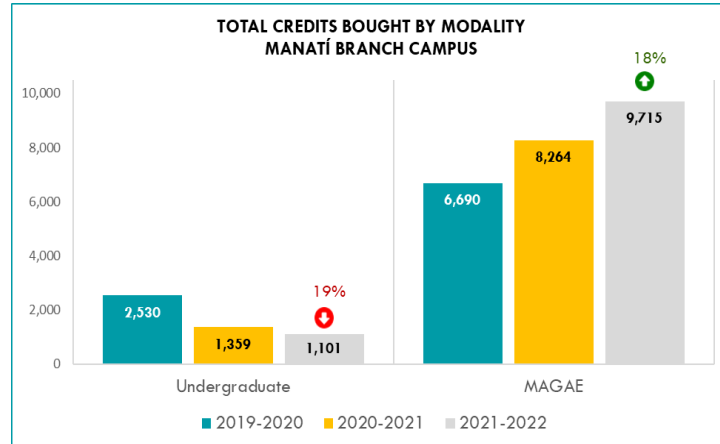
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **total undergraduate** credits bought decreased by 13% (-413 credits) for the fall semester, increased by 44% (+1,443 credits) for the spring semester, and increased by 5% (+163 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

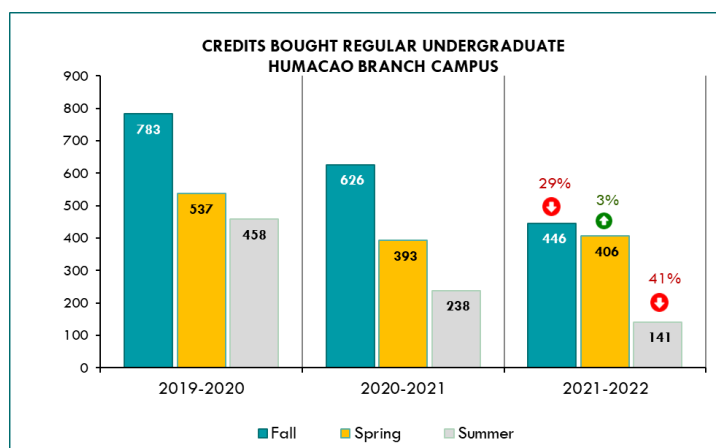
During the 2021-2022 academic year, **MAGAE** credits bought decreased by 7% (-181 credits) for the fall semester, increased by 51% (+1,459 credits) for the spring semester, and increased by 6% (+173 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

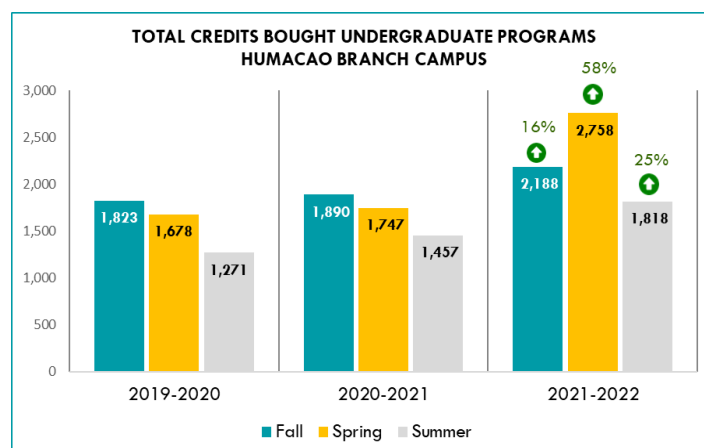
Total credits bought (the sum of fall, spring, and summer) for the 2021-2022 academic year decreased by 19% (-258 credits) for **regular undergraduate** and increased by 18% (+1,451 credits) for **MAGAE** compared to the previous academic year. Regular undergraduate credits bought has decreased for three consecutive years while MAGAE credits bought has increased for three consecutive years.

## HUMACAO BRANCH CAMPUS CREDITS BOUGHT BY MODALITY AND ACADEMIC TERM



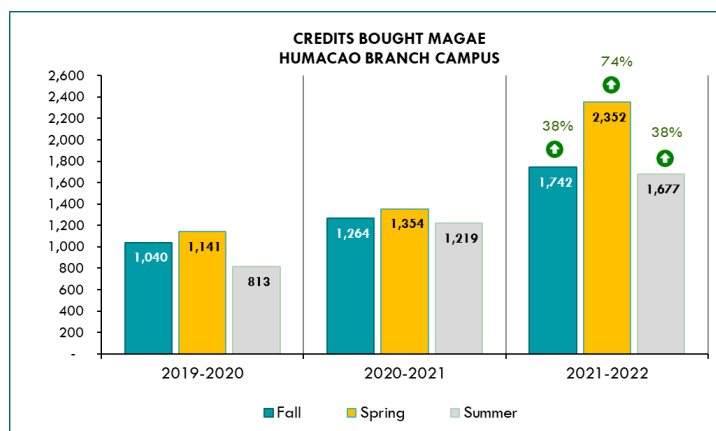
Source: Enrollment Certifications - Registrar's Office, 2022

**Regular Undergraduate** credits bought during the 2021-2022 academic year decreased by 29% (-180 credits) for the fall semester, increased by 3% (+13 credits) for the spring semester, and decreased by 41% (-97 credits) for the summer semester compared to the previous academic year.



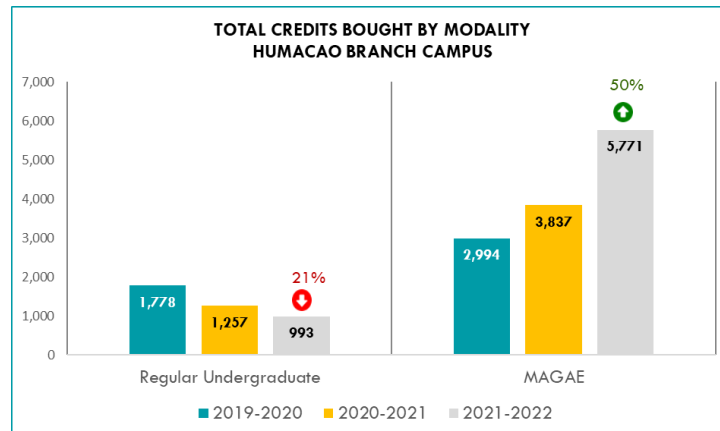
Source: Enrollment Certifications - Registrar's Office, 2022

**Total Undergraduate** credits bought during the 2021-2022 academic year increased by 16% (+298 credits) for the fall semester, increased by 58% (+1,011 credits) for the spring semester, and increased by 25% (+361 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

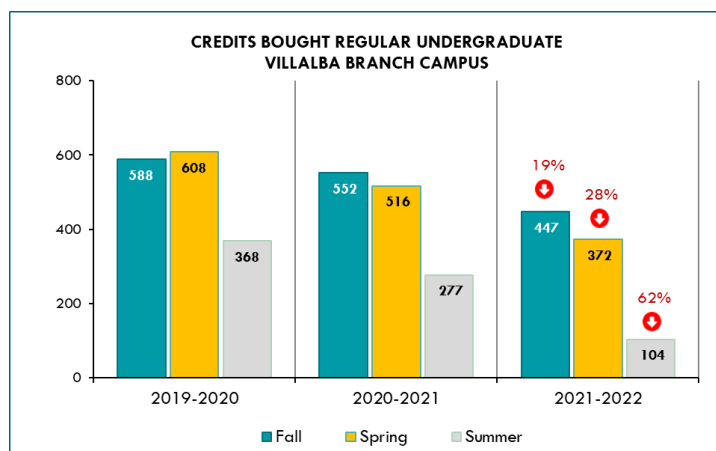
**MAGAE** credits bought during the 2021-2022 academic year increased by 38% (+478 credits) for the fall semester, increased by 74% (+998 credits) for the spring semester, and increased by 38% (+458 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

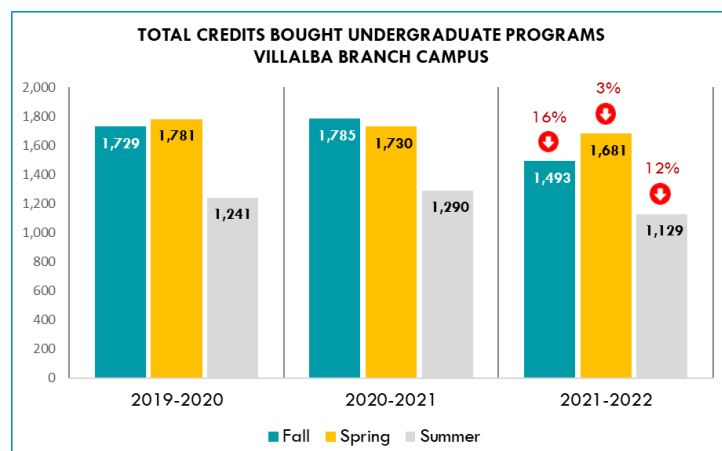
Total credits bought (the sum of fall, spring, and summer) for the 2021-2022 academic year decreased by 21% (-264 credits) for **regular undergraduate** and increased by 50% (+1,934 credits) for **MAGAE** compared to the previous academic year. Regular undergraduate credits bought has decreased three consecutive years while MAGAE credits bought has increased for three consecutive years.

## VILLALBA BRANCH CAMPUS CREDITS BOUGHT BY MODALITY AND ACADEMIC TERM



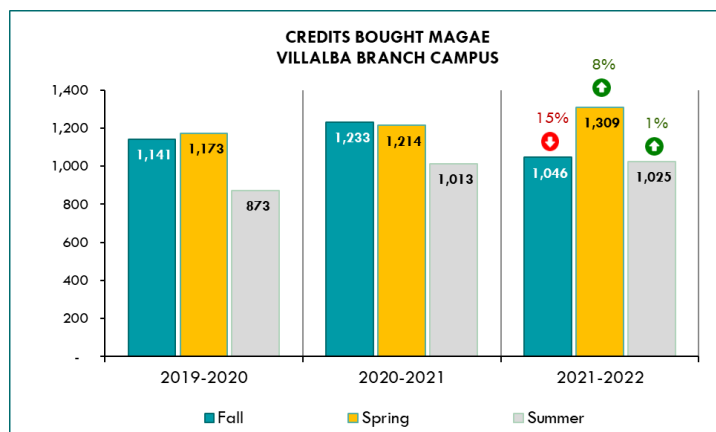
Source: Enrollment Certifications - Registrar's Office, 2022

**Regular Undergraduate** credits bought during the 2021-2022 academic year decreased by 19% (-105 credits) for the fall semester, decreased by 28% (-144 credits) for the spring semester, and decreased by 62% (-173 credits) for the summer semester compared to the previous academic year.



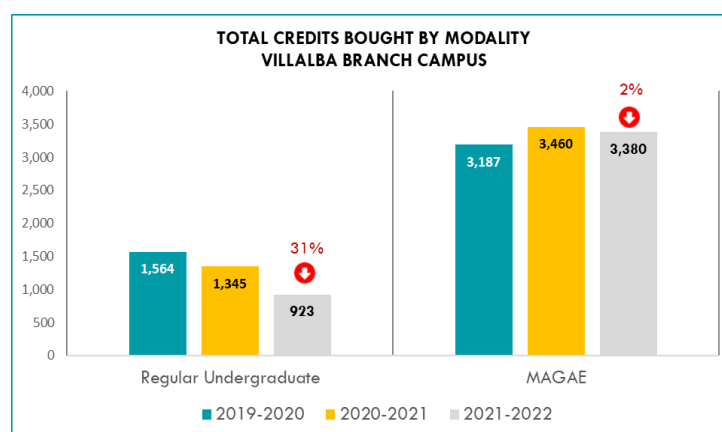
Source: Enrollment Certifications - Registrar's Office, 2022

**Total Undergraduate** credits bought during the 2021-2022 academic year decreased by 16% (-292 credits) for the fall semester, decreased by 3% (-49 credits) for the spring semester, and decreased by 12% (-161 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

**MAGAE** credits bought during the 2021-2022 academic year decreased by 15% (-187 credits) for the fall semester, increased by 8% (+95 credits) for the spring semester, and increased by 1% (+12 credits) for the summer semester compared to the previous academic year.

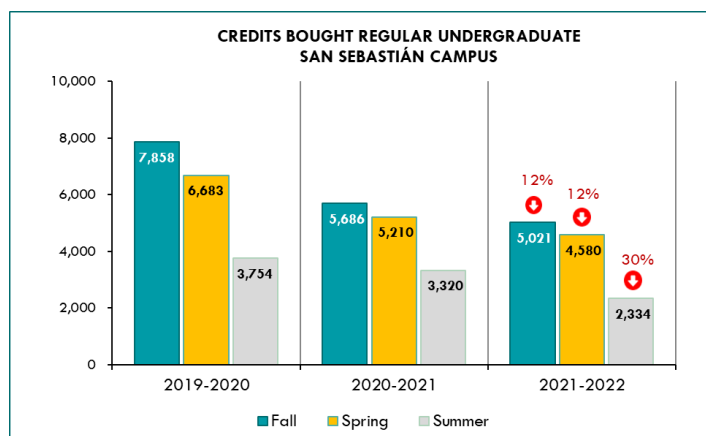


Source: Enrollment Certifications - Registrar's Office, 2022

Total credits bought (the sum of fall, spring, and summer) for the 2021-2022 academic year decreased by 14% (-422 credits) for **regular undergraduate** and decreased by 2% (-80 credits) for **MAGAE** compared to the previous academic year. Regular undergraduate credits bought has decreased for three consecutive years.

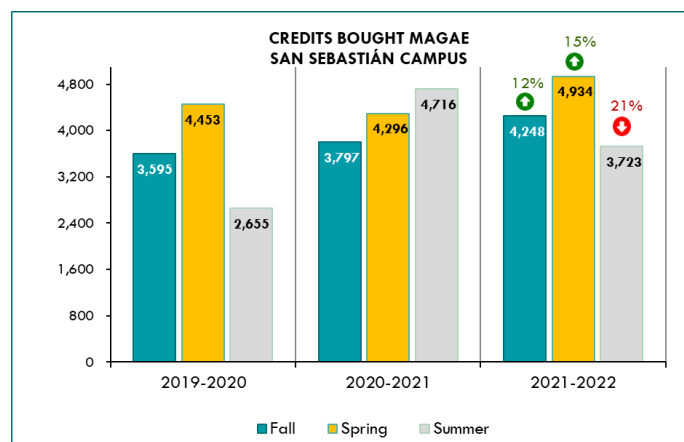


## SAN SEBASTIÁN CAMPUS CREDITS BOUGHT BY MODALITY AND ACADEMIC TERM



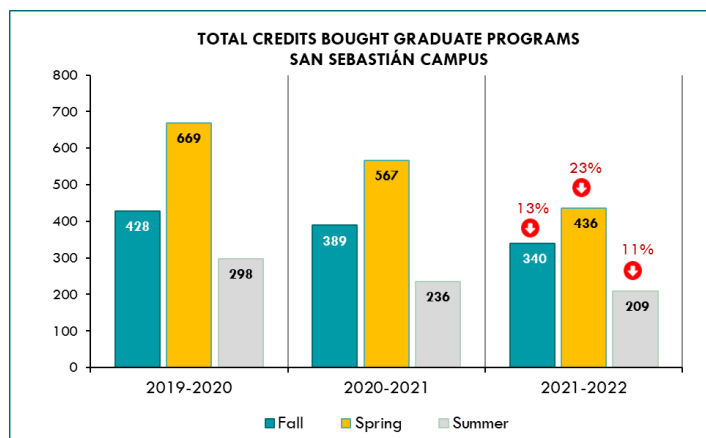
Source: Enrollment Certifications - Registrar's Office, 2022

**Regular Undergraduate** credits bought during the 2021-2022 academic year decreased by 12% (-665 credits) for the fall semester, decreased by 12% (-630 credits) for the spring semester, and decreased by 30% (-986 credits) for the summer semester compared to the previous academic year.



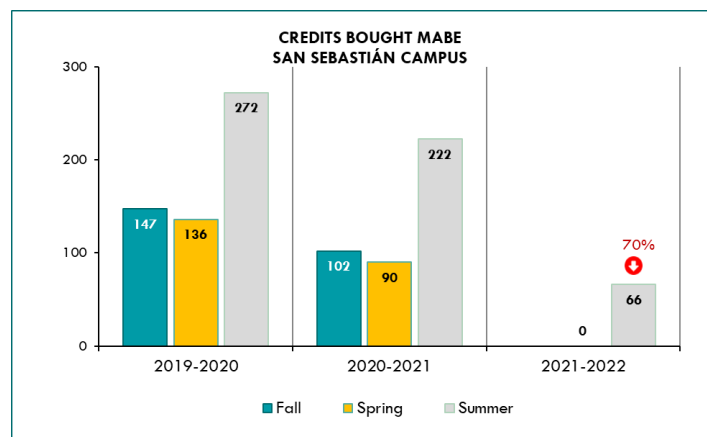
Source: Enrollment Certifications - Registrar's Office, 2022

**MAGAE** credits bought during the 2021-2022 academic year increased by 12% (+451 credits) for the fall semester, increased by 15% (+638 credits) for the spring semester, and decreased by 21% (-993 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

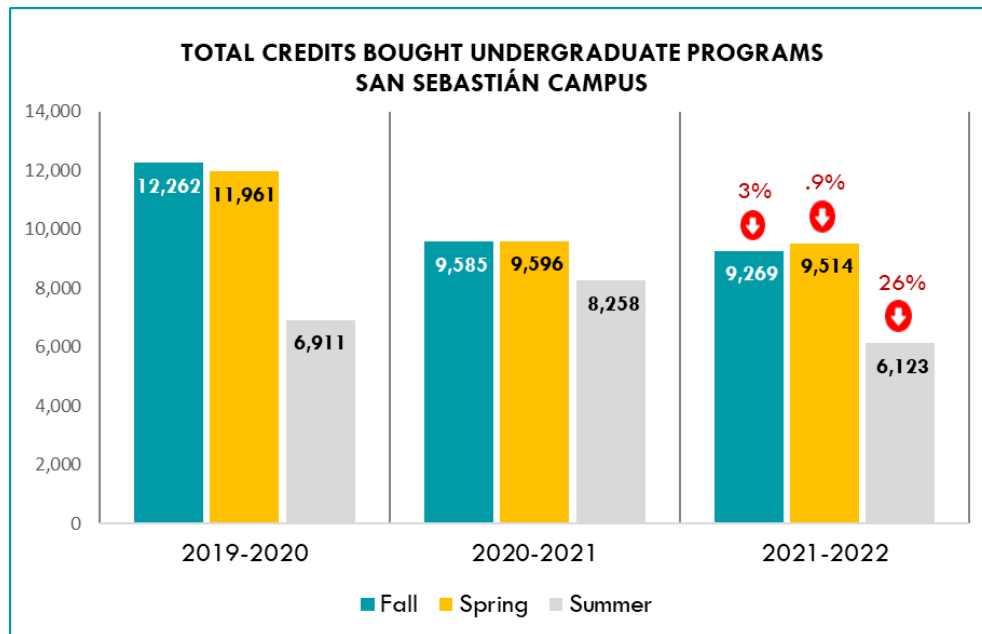
**Graduate** credits bought during the 2021-2022 academic year decreased by 13% (-49 credits) for the fall semester, decreased by 23% (-131 credits) for the spring semester, and decreased by 11% (-27 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

There was no enrollment in the **MABE** program during the fall and spring semesters of the 2021-2022 academic year. Summer semester credits bought decreased by 70% (-156 credits) compared to the previous academic year.

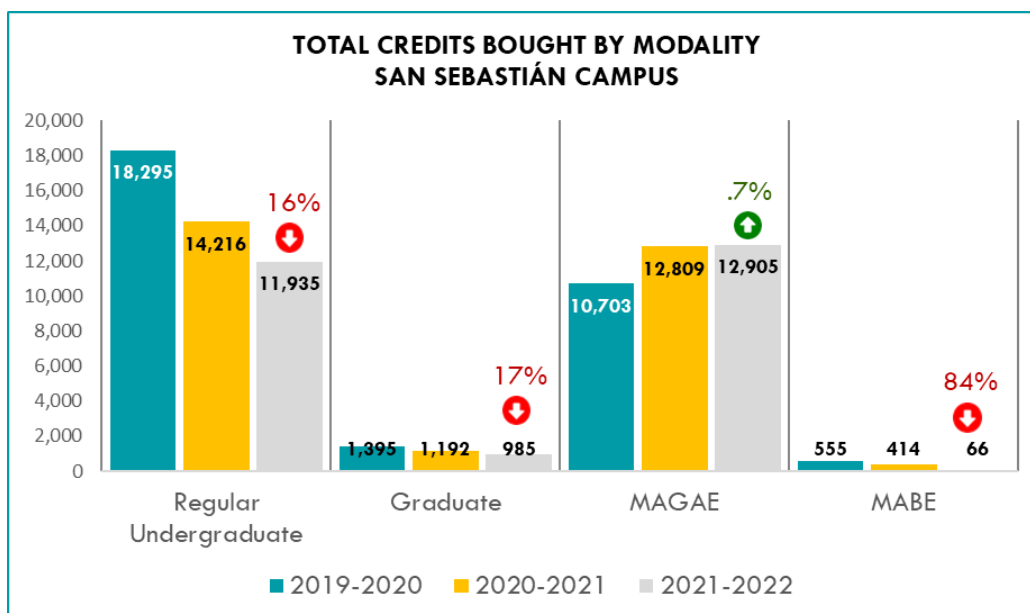
## TOTAL UNDERGRADUATE CREDITS BOUGHT SAN SEBASTIÁN CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2022

**Total Undergraduate** credits bought during the 2021-2022 academic year decreased by 3% (-316 credits) for the fall semester, decreased by .9% (-82 credits) for the spring semester, and decreased by 26% (-2,135 credits) for the summer semester compared to the previous academic year.

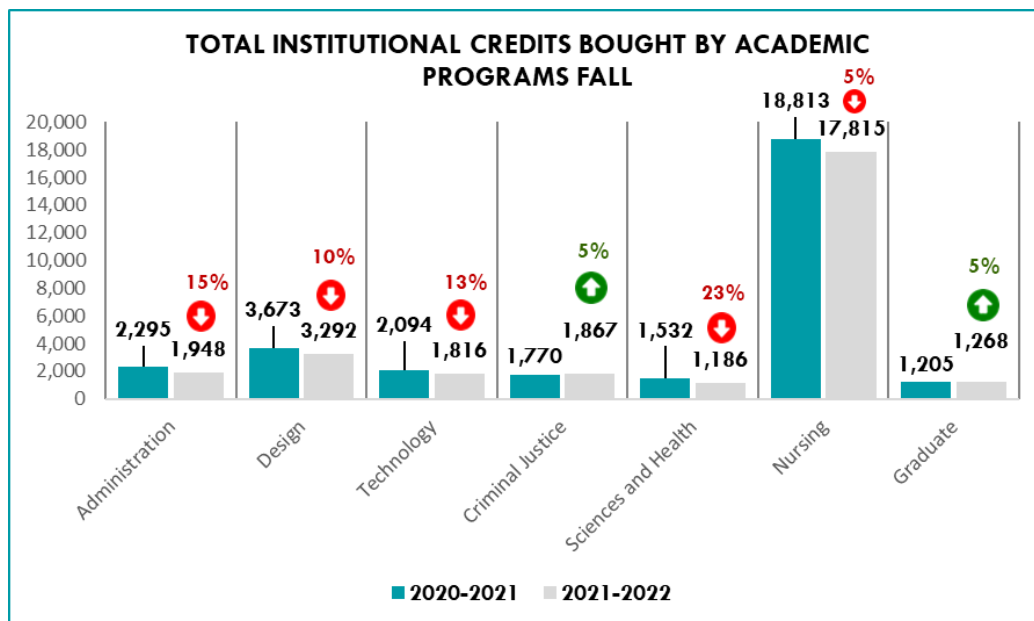
## TOTAL CREDITS BOUGHT SAN SEBASTIÁN CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2022

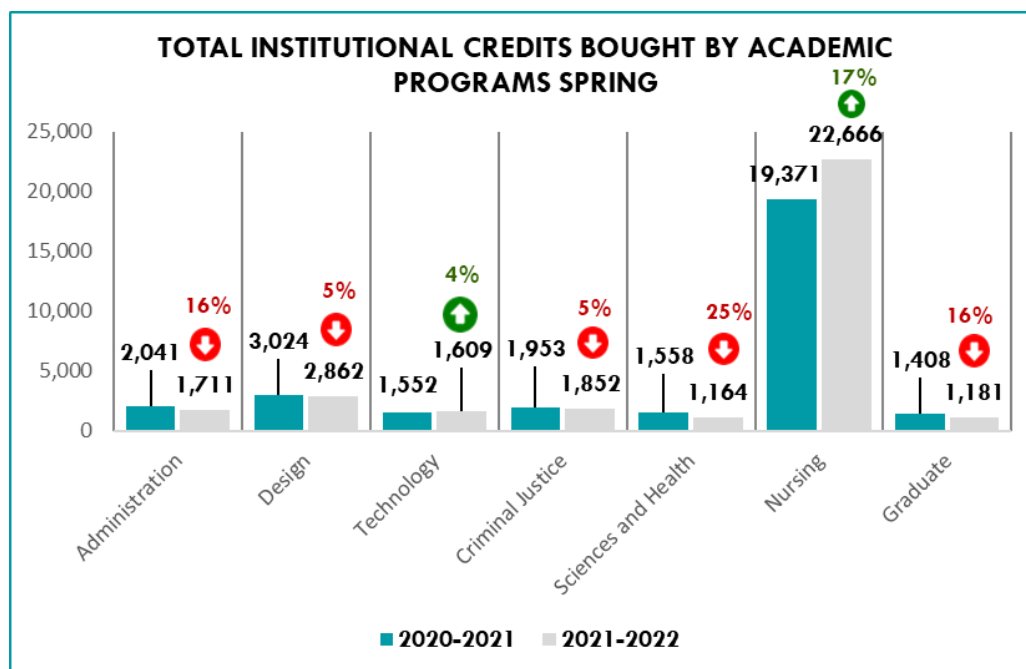
Total credits bought (the sum of fall, spring, and summers) for the 2021-2022 academic year **regular undergraduate** decreased by 16% (-2,281 credits), graduate decreased by 17% (-207 credits), **MAGAE** increased by .7% (+96 credits) and **MABE** decreased by 84% (-348 credits) compared to the previous academic year.

## CREDITS BOUGHT BY ACADEMIC PROGRAMS



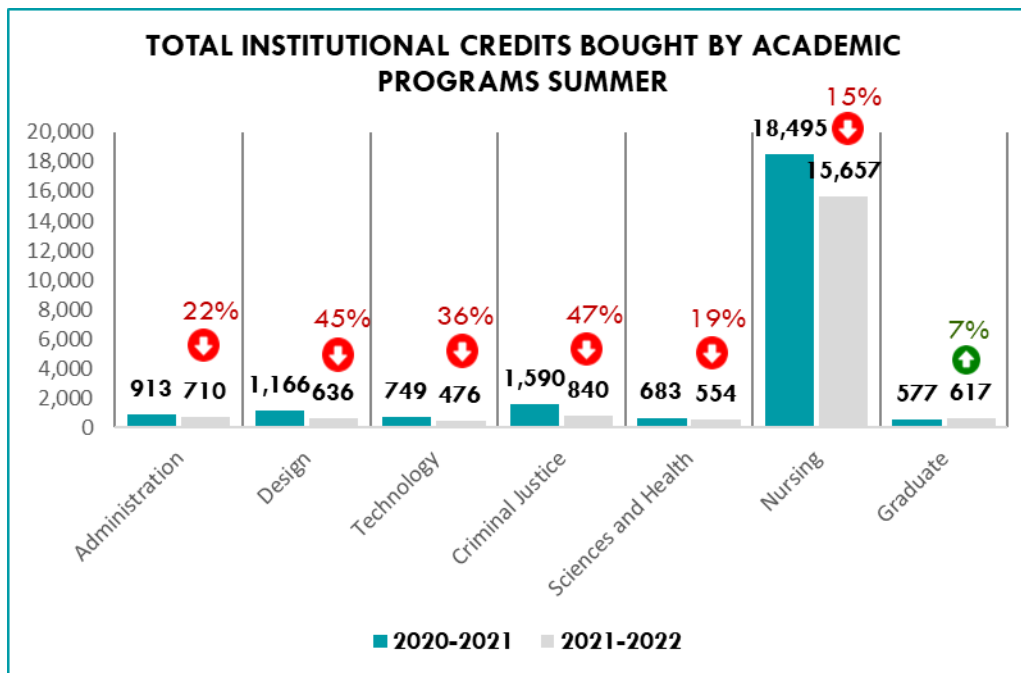
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by academic programs for the fall semester (the sum of fall for all campuses) during the 2021-2022 academic year was led by Nursing, followed by Design, Administration, Criminal Justice, Technology, Graduate, and Sciences and Health. Criminal Justice and Graduate programs sold more credits in fall 2021 over fall 2020.



Source: Enrollment Certifications - Registrar's Office, 2022

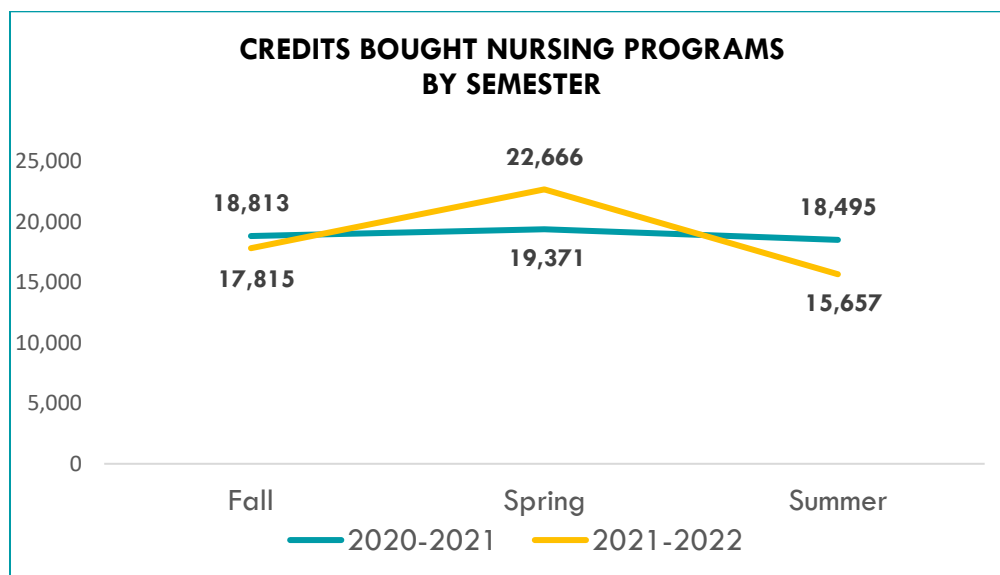
Credits bought by academic programs during the spring semester (the sum of spring for all campuses) during the 2021-2022 academic year was led by Nursing, followed by Design, Criminal Justice, Administration, Technology, Graduate, and Sciences and Health. Technology and Nursing programs sold more credits in spring 2022 over spring 2021.



Source: Enrollment Certifications - Registrar's Office, 2022

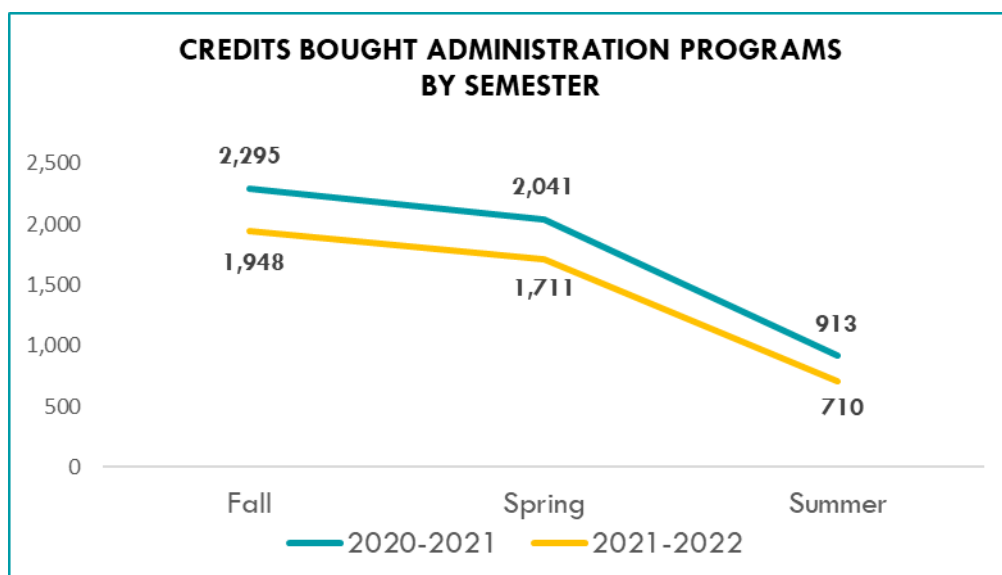
Credits bought by academic programs for the summer semester (the sum of summer for all campuses) during the 2021-2022 academic year was led by Nursing, followed by Criminal Justice, Administration, Design, Graduate, Sciences and Health, and Technology. Graduate programs sold more credits in summer 2022 over summer 2021.

## ACADEMIC PROGRAMS CREDITS BOUGHT BY SEMESTER



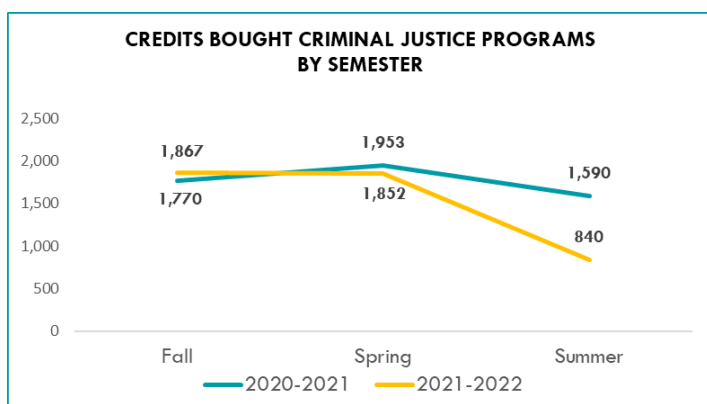
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, Nursing programs saw an increase in credits bought during the spring 2022 semester compared to the fall 2021 semester. During the 2021-2022 academic year, the fall and summer semesters had fewer credits bought while the spring semester had more credits bought compared to the previous academic year.



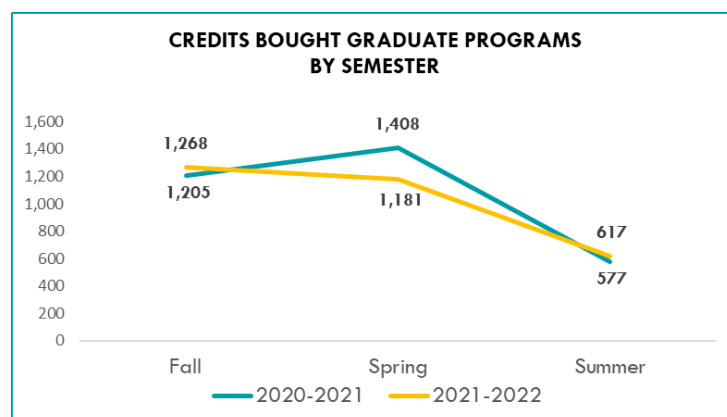
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, Administration programs credits bought decreased for all semesters as the year progressed. During the 2021-2022 academic year, the fall, spring and summer semesters had fewer credits bought compared to the previous academic year.



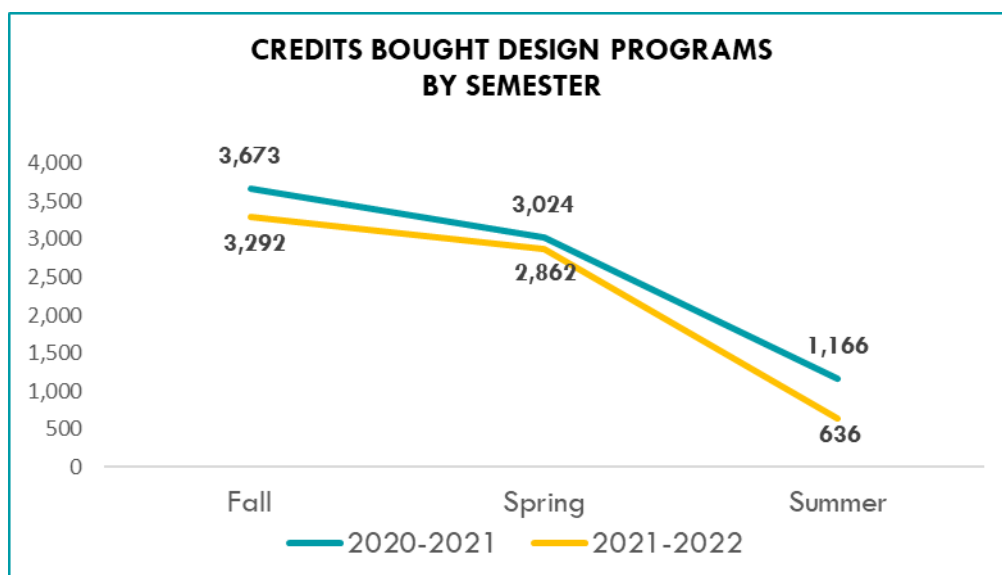
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, Criminal Justice programs credits bought decreased for all semesters as the year progressed. During the 2021-2022 academic year, the fall 2021 semester had more credits bought than the fall 2020 semester. Spring and summer semesters had fewer credits bought compared to the previous academic year.



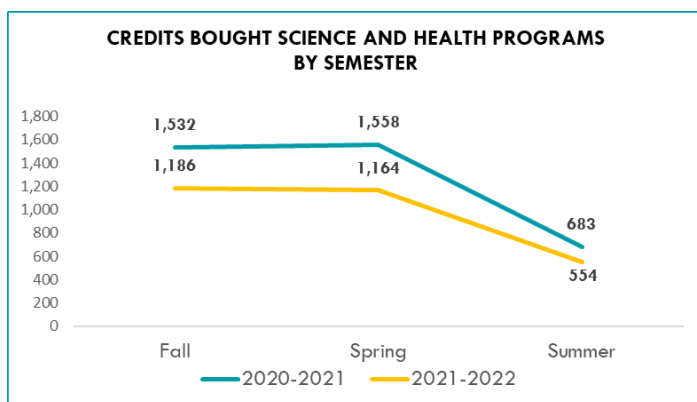
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, Graduate programs credits bought decreased for all semesters as the year progressed. During the 2021-2022 academic year, the fall 2021 semester had more credits bought than the fall 2020 semester. Likewise, summer 2022 had more credits bought than summer 2021.



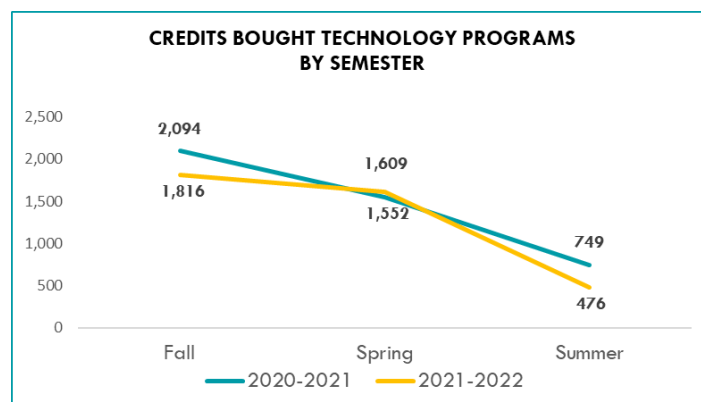
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, Design programs credits bought decreased for all semesters as the year progressed. During the 2021-2022 academic year, the fall, spring and summer semesters had fewer credits bought compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, Science and Health credits bought decreased for all semesters as the year progressed. During the 2021-2022 academic year, the fall, spring and summer semesters had fewer credits bought compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, Technology programs saw an increase in credits bought during the spring 2022 semester compared to the fall 2021 semester. During the 2021-2022 academic year, the fall and summer semesters had fewer credits bought while the spring semester had more credits bought compared to the previous academic year.

# HATO REY CAMPUS



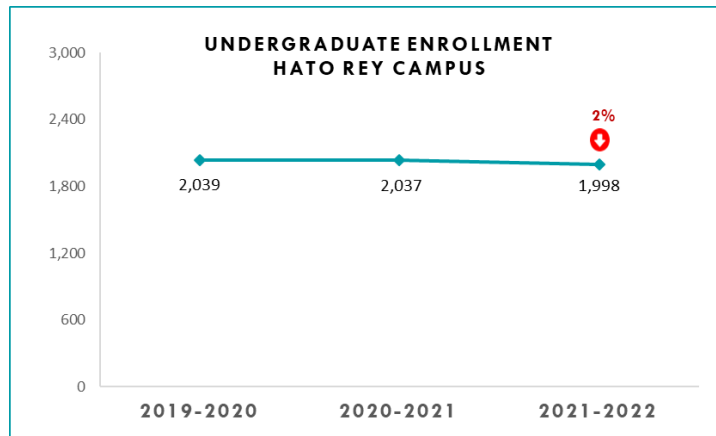


PROGRAMS OF STUDY APPROVED BY THE POSTSECONDARY INSTITUTION BOARD, FORMER PUERTO RICO COUNCIL OF EDUCATION (PRCE), HATO REY CAMPUS

ASSOCIATE DEGREES	
1973	Associate Degree in Business Administration
1981	Associate Degree in Office Administration
1992	Associate Degree in Medical Emergencies Technology
2006	Associate Degree in Digital Fashion Design
2010	Associate Degree in Nursing
2011	Associate Degree in Arts in Interior Design and Decoration
2012	Associate Degree in Business Administration/On-line
2012	Associate Degree in Arts in Digital Design
2014	Associate Degree in Biotechnology
2015	Associate Degree in Information Technology
2015	Associate Degree in Criminal Justice
2015	Associate Degree in Pharmacy Technician
2015	Associate Degree in Health Billing and Codifications Services
2018	Associate Degree in Executive Protection and Security
2021	Associate Degree in Criminal Justice/On-line
2021	Associate Degree in Health and Physical Aptitude for Special Populations
BACHELOR'S DEGREES	
2003	Bachelor's Degree in Business Administration Major in Management
2003	Bachelor's Degree in Business Administration Major in Accounting
2011	Bachelor's Degree in Arts Major in Interior Design and Decoration
2012	Bachelor's Degree in Science of Nursing Sciences
2012	Bachelor's Degree in Arts in Digital Design Major in Multimedia
2012	Bachelor's Degree in Arts Major in Digital Fashion Design
2015	Bachelor's Degree in Information Technology Science Major in Networks
2015	Bachelor's Degree in Information Technology Science Major in Programming
2016	Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences
2018	Bachelor's Degree in Natural Sciences
2018	Bachelor's Degree in Business Administration Major in Management/On-line
2018	Bachelor's Degree in Information Technology Science Major in Networks/On-line
2018	Bachelor's Degree in Information Technology Science Major in Programming/On-line
2021	Bachelor's Degree in Political Sciences and International Relations
MASTER'S DEGREES	
1990	Master's Degree in Information Systems
2009	Master's Degree in Business Administration Major in Strategic Management
2009	Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation
2014	Master's Degree in Naturopathic Sciences
2018	Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line
GRADUATE PROFESSIONAL CERTIFICATES	
2000	Professional Certificate in Information Systems Auditing
2000	Professional Certificate in Relational Database Administration
2007	Professional Certificate in Electronic Commerce
2009	Professional Certificate in Project Management
2009	Professional Certificate in Information Security and Digital Fraud Investigation

# ENROLLMENT ANALYSIS

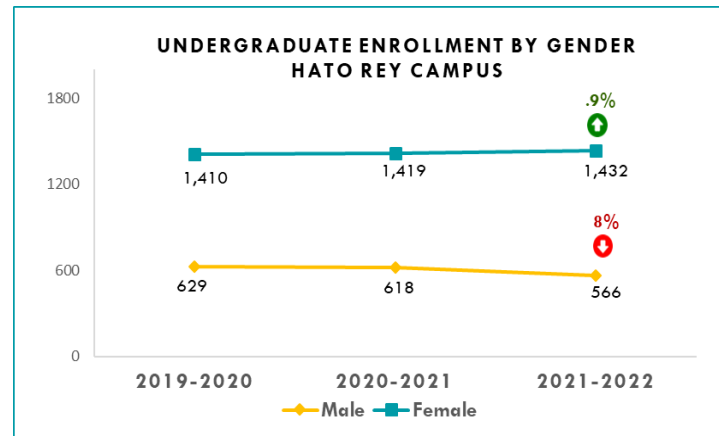
## UNDERGRADUATE ENROLLMENT



Source: IPEDS 12-month Enrollment Data.

Based on **IPEDS 12-month Enrollment Data**, total undergraduate enrollment for the 2021-2022 academic year was 1,998 students, a decrease of 39 students over the previous academic year.

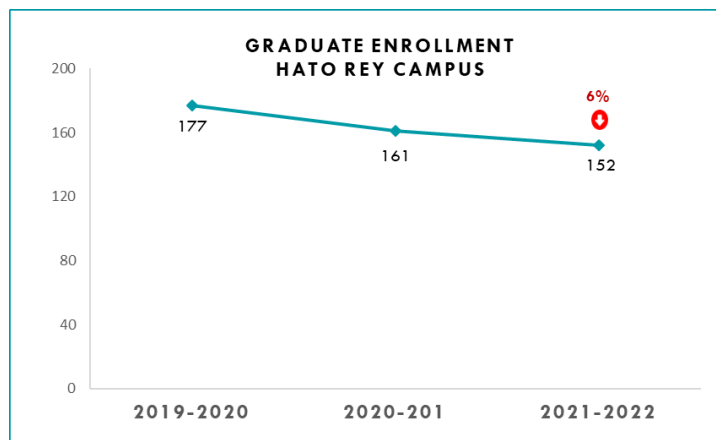
## GENDER DISTRIBUTION



Source: IPEDS 12-month Enrollment Data.

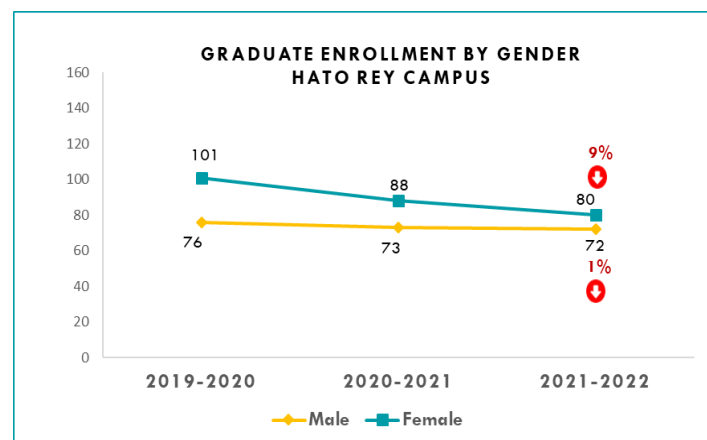
Based on **IPEDS 12-month Enrollment Data**, total undergraduate female enrollment for the 2021-2022 academic year was 1,432 students, an increase of 13 students over the previous year. Total undergraduate male enrollment was 566 students, a decrease of 52 students over the previous academic year.

## GRADUATE ENROLLMENT



Source: IPEDS 12-month Enrollment Data.

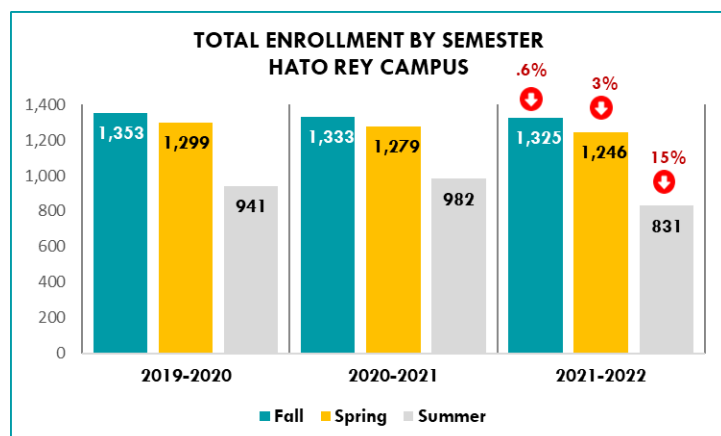
Based on **IPEDS 12-month Enrollment Data**, total graduate enrollment for the 2021-2022 academic year was 152 students, a decrease of nine students over the previous academic year.



Source: IPEDS 12-month Enrollment Data.

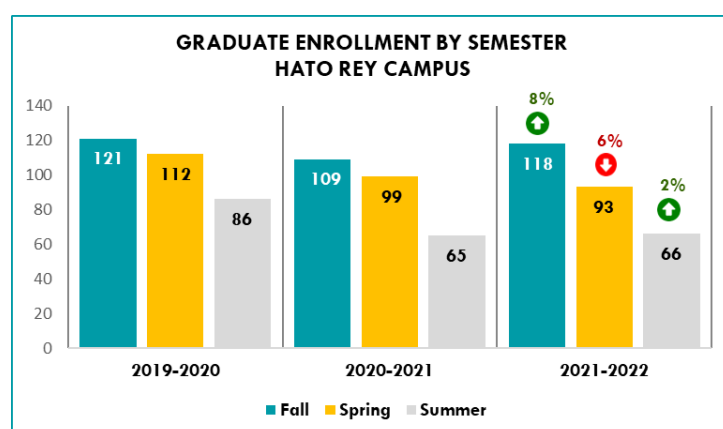
Based on **IPEDS 12-month Enrollment Data**, total graduate female enrollment for the 2021-2022 academic year was 80 students, a decrease of eight students over the previous year. Total graduate male enrollment was 72 students, a decrease of one student over the previous academic year.

## ENROLLMENT BY SEMESTER



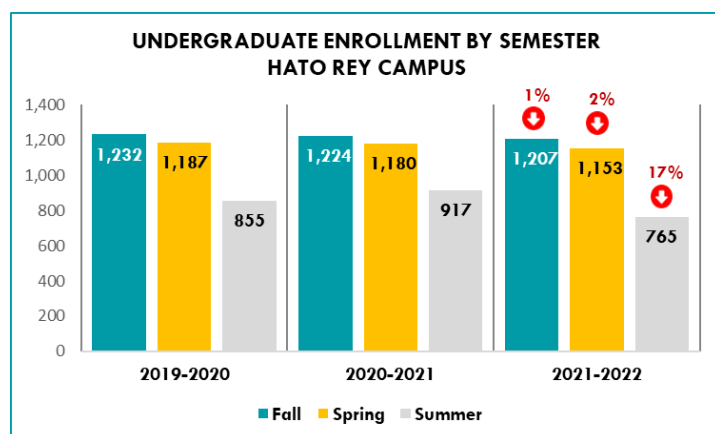
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **total enrollment** decreased by .6% (-eight students) for the fall semester, decreased by 3% (-33 students) for the spring semester, and decreased by 15% (-151 students) during the summer semester compared to the previous academic year.



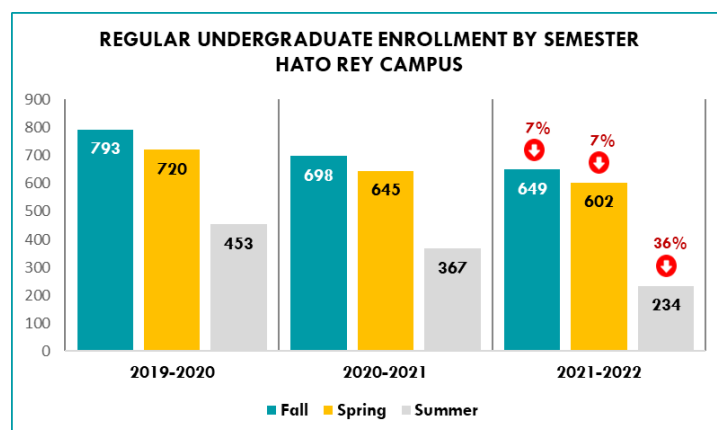
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **total graduate enrollment** increased by 8% (+nine students) for the fall semester, decreased by 6% (-six students) for the spring semester, and increased by 2% (+one student) during the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

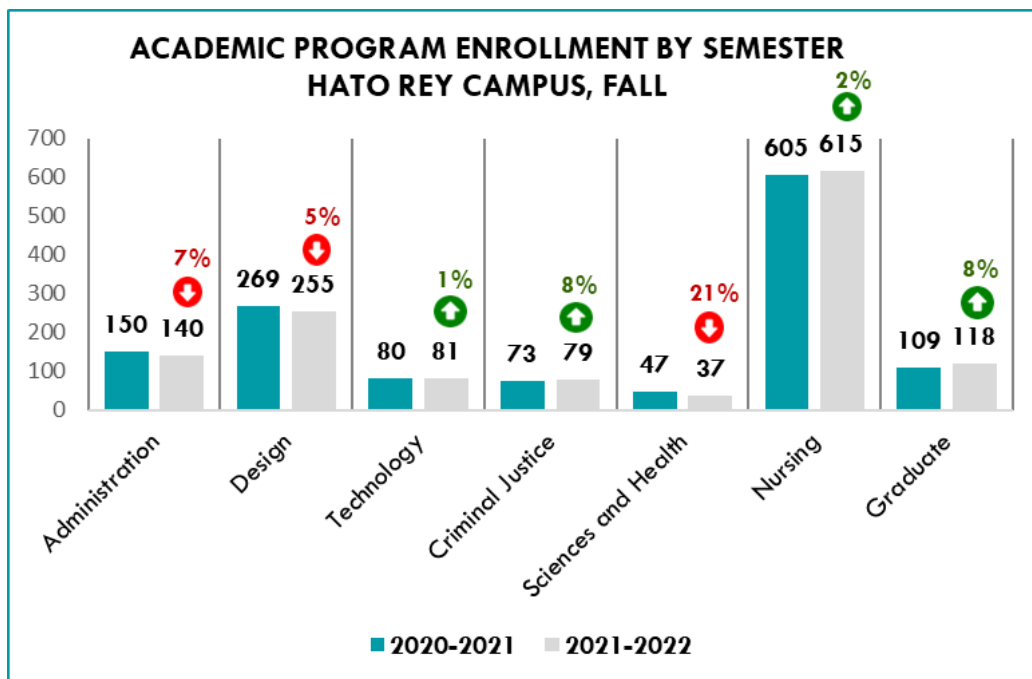
During the 2021-2022 academic year, **total undergraduate enrollment** decreased by 1% (-17 students) for the fall semester, decreased by 2% (-27 students) for the spring semester, and decreased by 17% (-152 students) during the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

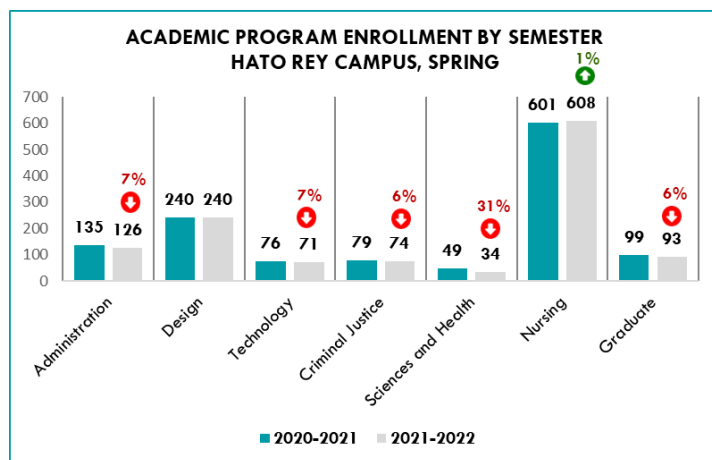
During the 2021-2022 academic year, **regular undergraduate enrollment** decreased by 7% (-49 students) for the fall semester, decreased by 7% (-43 students) for the spring semester, and decreased by 37% (-133 students) during the summer semester compared to the previous academic year.

## HATO REY CAMPUS ENROLLMENT BY ACADEMIC PROGRAM



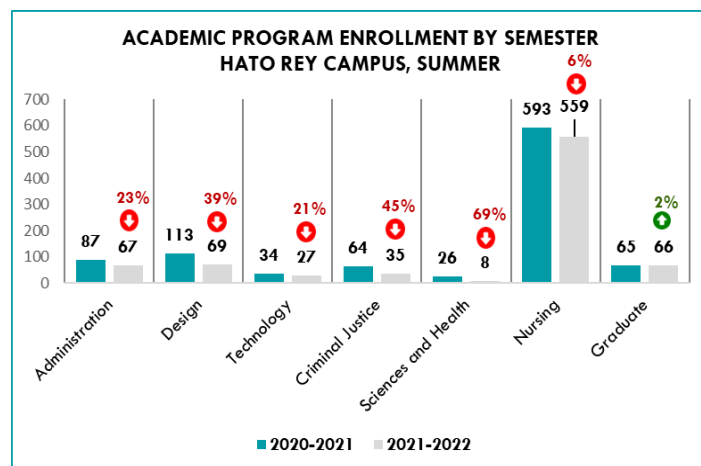
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Nursing School had the most student enrollment during the fall semester. Design, Administration, Graduate, Technology, Criminal Justice and Sciences and Health Schools followed in student enrollment.



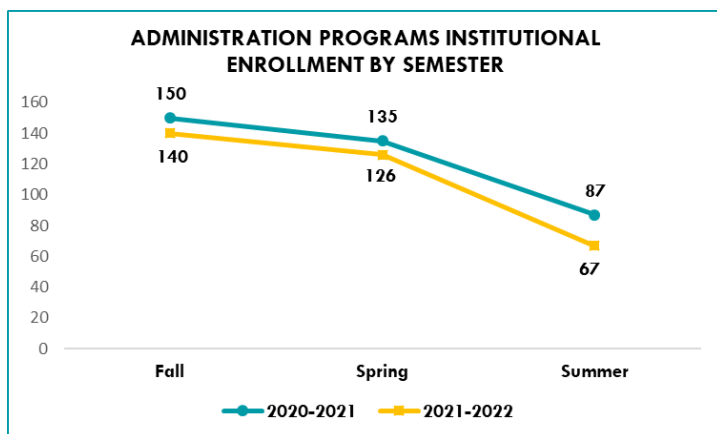
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Nursing School had the most student enrollment during the spring semester. Design, Administration, Graduate, Criminal Justice, Technology and Sciences and Health Schools followed in student enrollment.



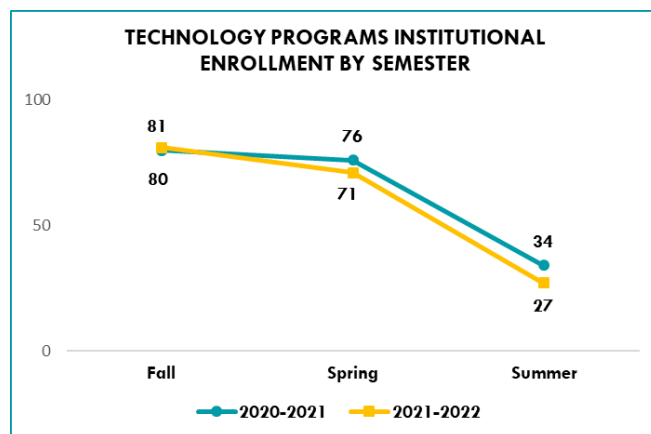
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Nursing School had the most student enrollment during the summer semester. Design, Administration, Graduate, Criminal Justice, Technology, and Sciences and Health Schools followed in student enrollment.



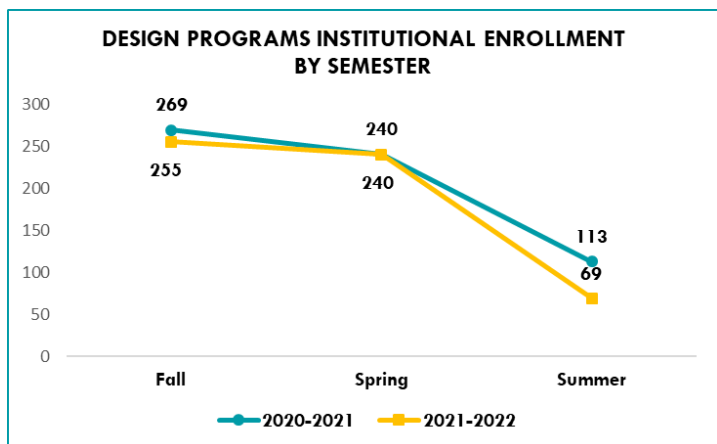
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Administration School had fewer students enrolled during the fall semester (-10), the spring semester (-9) and the summer semester (-20) compared to the previous academic year.



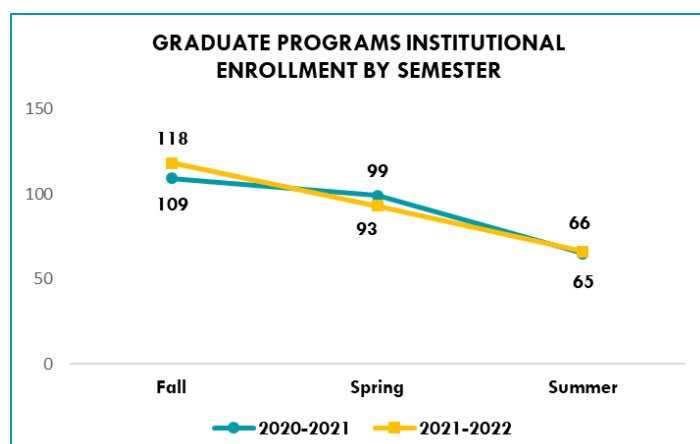
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Technology School had more students enrolled during the fall semester (+1) compared to the previous academic year. Spring semester (-5) and summer semester (-7) had fewer student enrollment compared to the previous academic year.



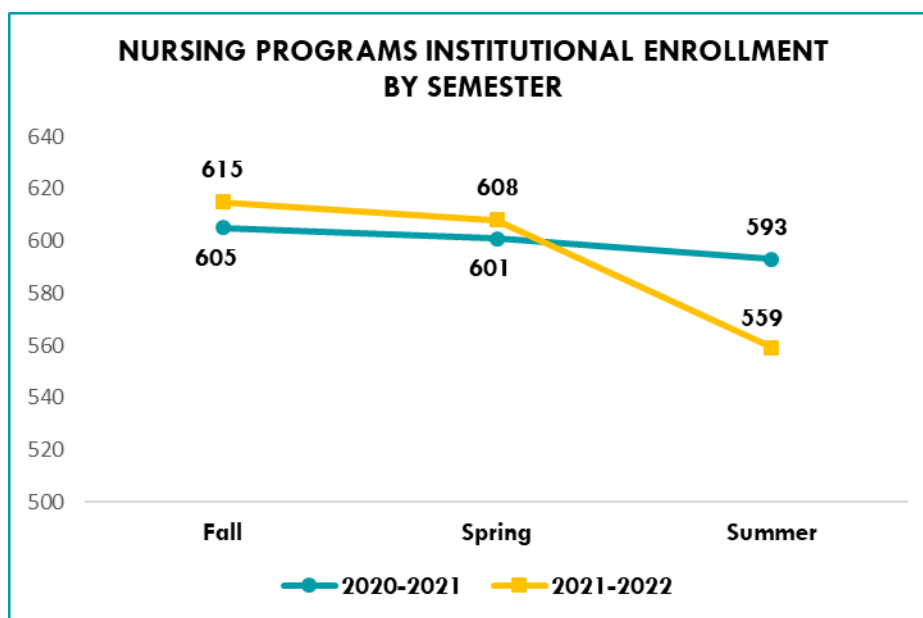
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Design School had fewer students enrolled during the fall semester (-14) and the summer semester (-44) compared to the previous academic year. Spring semester had the same enrollment as the previous academic year.



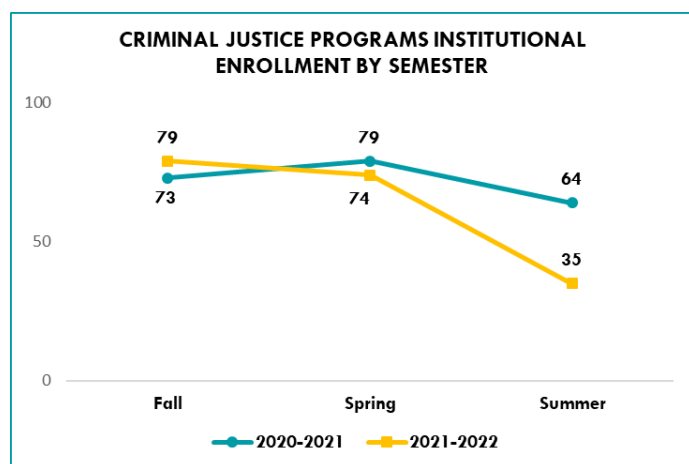
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Graduate School had more students enrolled during the fall semester (+9) and the summer semester (+1) compared to the previous academic year. Spring semester (-6) had fewer student enrollment compared to the previous academic year.



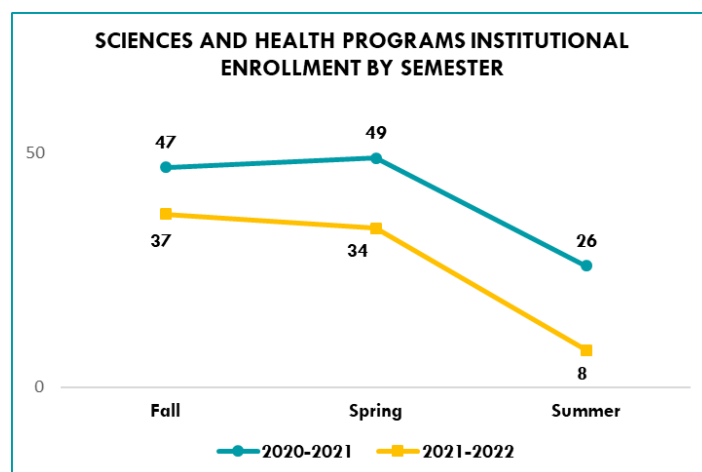
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Nursing School had more students enrolled during the fall semester (+10) and the spring semester (+7) compared to the previous academic year. Summer semester (-34) had fewer student enrollment compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Criminal Justice School had more students enrolled during the fall semester (+6) compared to the previous academic year. Spring semester (-5) and summer semester (-29) had fewer student enrollment compared to the previous academic year.

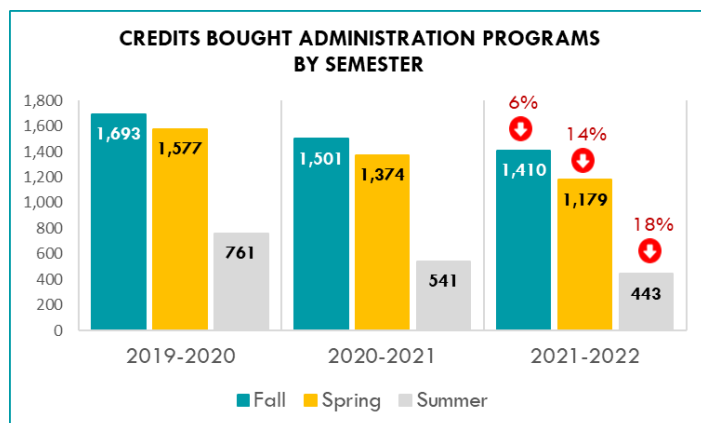


Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Sciences and Health School had fewer students enrolled during the fall semester (-10), the spring semester (-15) and the summer semester (-18) compared to the previous academic year. The Sciences and Health School had significantly less students during the 2021-2022 academic year compared to the previous year.

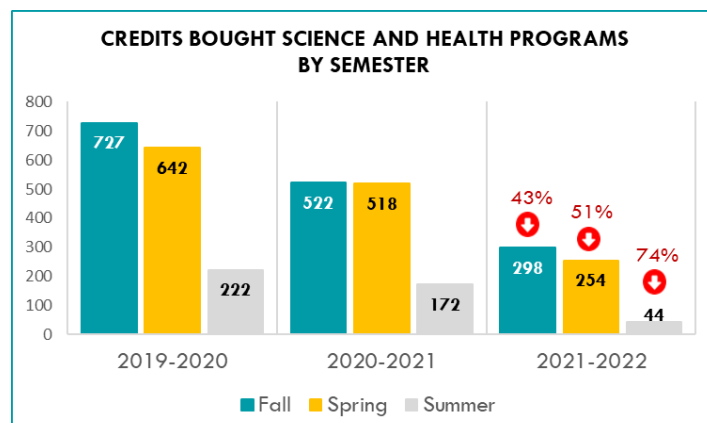


## CREDITS BOUGHT BY ACADEMIC PROGRAMS



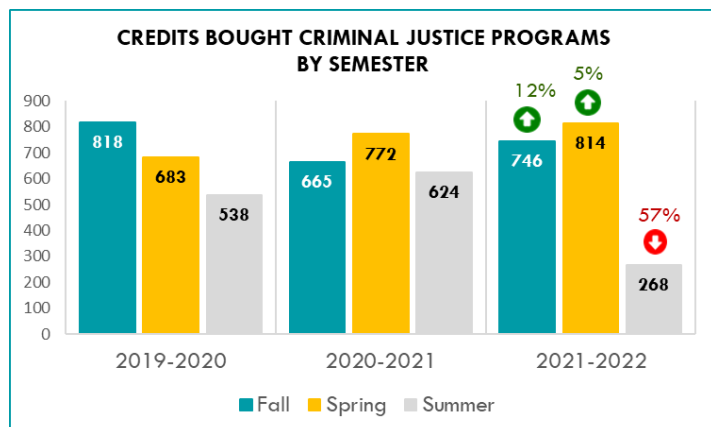
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Administration programs for the 2021-2022 academic year decreased by 6% (-91 credits) for the fall semester, decreased by 14% (-195 credits) for the spring semester, and decreased by 18% (-98 credits) for the summer semester compared to the previous academic year.



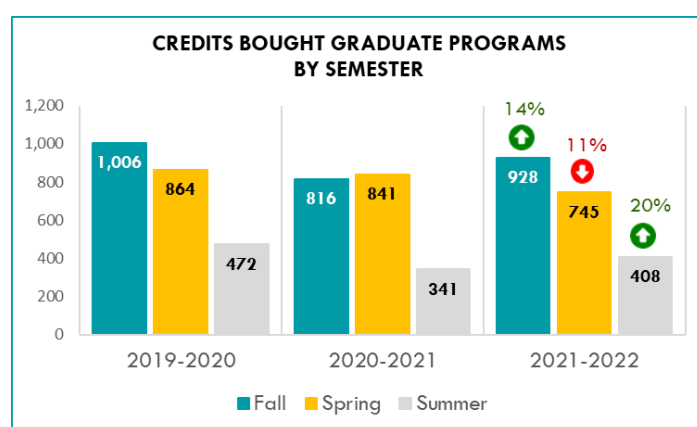
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Science and Health programs for the 2021-2022 academic year decreased by 43% (-224 credits) for the fall semester, decreased by 51% (-264 credits) for the spring semester, and decreased by 74% (-128 credits) for the summer semester compared to the previous academic year.



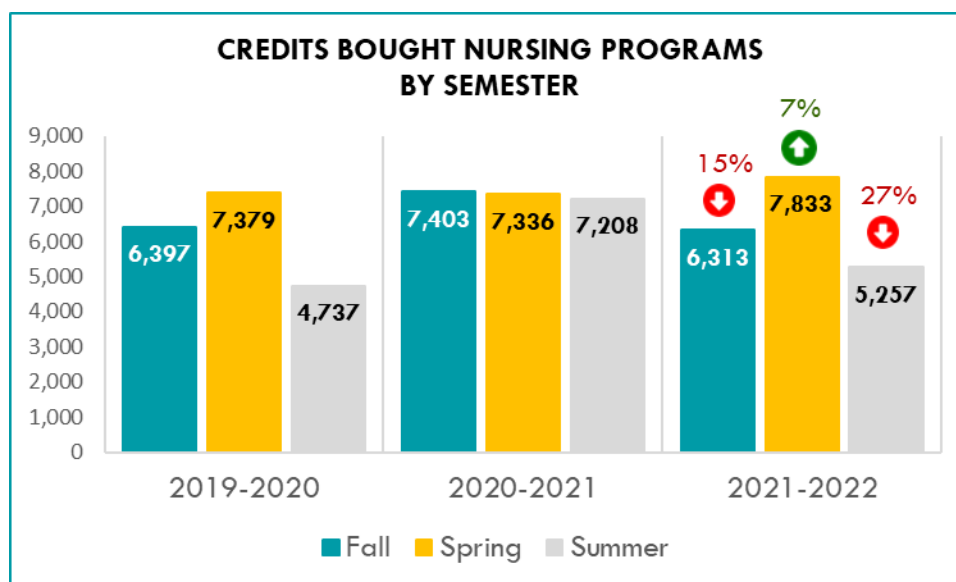
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Criminal Justice programs for the 2021-2022 academic year increased by 12% (+81 credits) for the fall semester, increased by 5% (+42 credits) for the spring semester, and decreased by 57% (-356 credits) for the summer semester compared to the previous academic year.



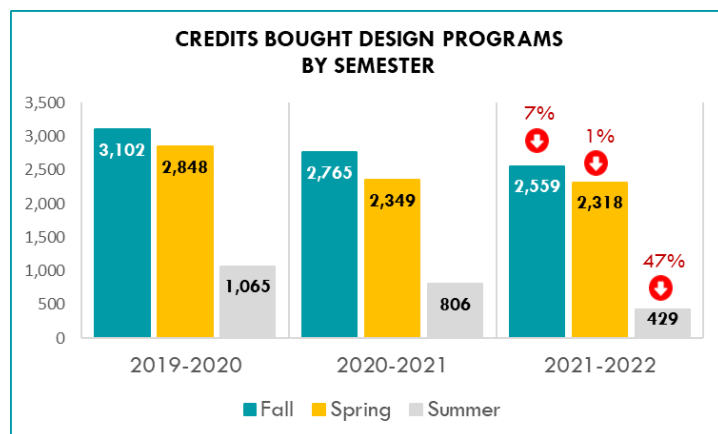
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Graduate programs for the 2021-2022 academic year increased by 14% (+112 credits) for the fall semester, decreased by 11% (-96 credits) for the spring semester, and increased by 20% (+67 credits) for the summer semester compared to the previous academic year.



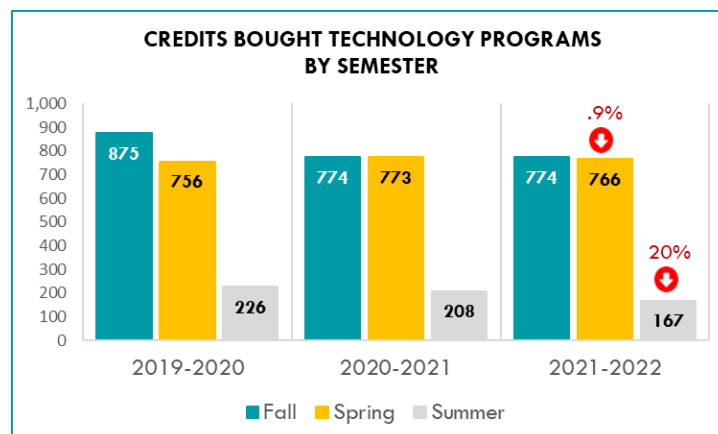
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Nursing programs for the 2021-2022 academic year decreased by 15% (-1,090 credits) for the fall semester, increased by 7% (+497 credits) for the spring semester, and decreased by 27% (-1,951 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Design programs for the 2021-2022 academic year decreased by 7% (-206 credits) for the fall semester, decreased by 1% (-31 credits) for the spring semester, and decreased by 47% (-377 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Technology programs for the 2021-2022 academic year remained the same for the fall semester, decreased by .9% (-seven credits) for the spring semester, and decreased by 20% (-41 credits) for the summer semester compared to the previous academic year.

# ADULTOS @EDP

The Adults Modality for teaching and learning follows a nontraditional accelerated calendar of study for students 21 years of age or older. Students meet once a week per cycle. Each cycle clusters two eight weeks into one semester.

A student may complete nine credits per cycle thus completing 18 credits per semester. Nevertheless, students need to complete six credits per cycle. This calendar has evidenced positive feedback from nontraditional students whose goals are to complete an academic degree as part of their professional development.

## ADULT MODALITY PROGRAM OFFERING

Associate Degree in Office Administration

Associate Degree in Business Administration

Associate Degree in Business Administration/On-line

Associate Degree in Information Technology

Associate Degree in Health Billing and Codification Services

Associate Degree in Nursing

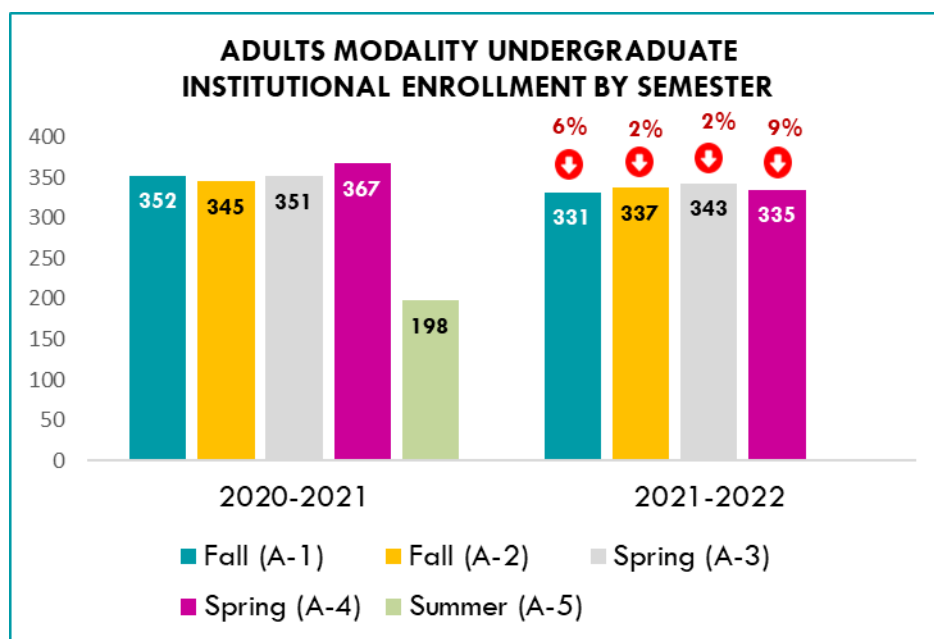
Bachelor's Degree in Business Administration, Major in Management

Bachelor's Degree in Business Administration, Major in Accounting

Bachelor's Degree in Information Technology Science, Major in Programming

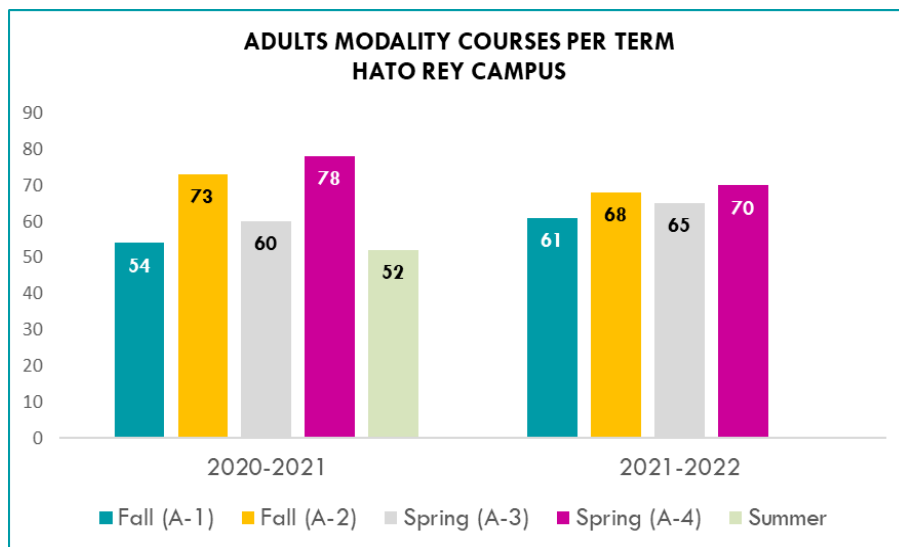
Bachelor's Degree in Information Technology Science, Major in Networks

Bachelor's Degree in Science of Nursing



Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, fall A-1 semester enrollment decreased by 6% (-21 students), fall A-2 enrollment decreased by 2% (-eight students), spring A-3 semester enrollment decreased by 2% (-eight students) and spring A-4 semester enrollment decreased by 9% (-32 students) compared to the previous academic year.



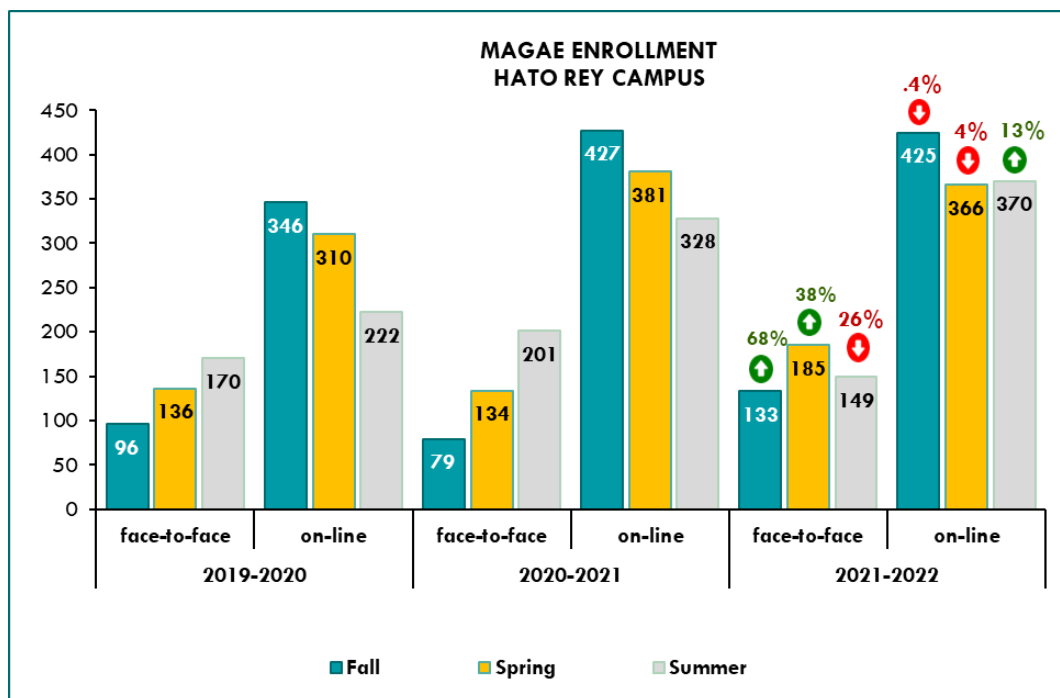
Source: Campus VUE.

During the 2021-2022 academic year, the number of courses offered in the adult modality was over 60 for every academic term. Spring A-4 term had the most courses offered at 70. Compared to the previous academic year, term A-1 and A-3 offered more adults modality courses in 2021-2022.

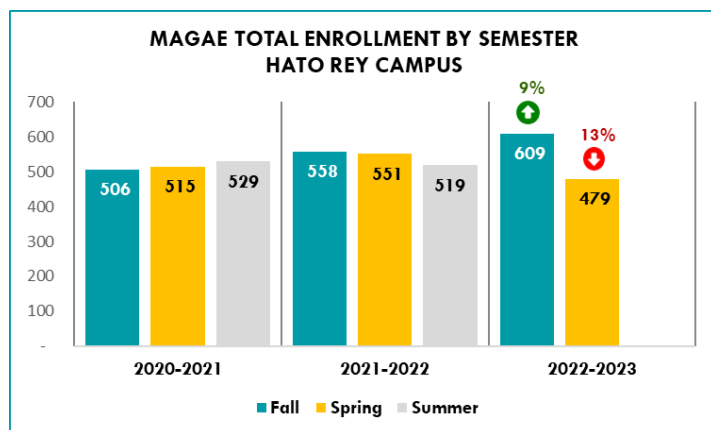
# ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)

The Associate Degree in Nursing Adult Modality program (MAGAE by its Spanish acronym) is an adaptation of the Associate's Degree in Nursing approved by the former Puerto Rico Council for Education and the current Postsecondary Institution Board. The program was adapted to accommodate the fast track pace of the Adult Modality.

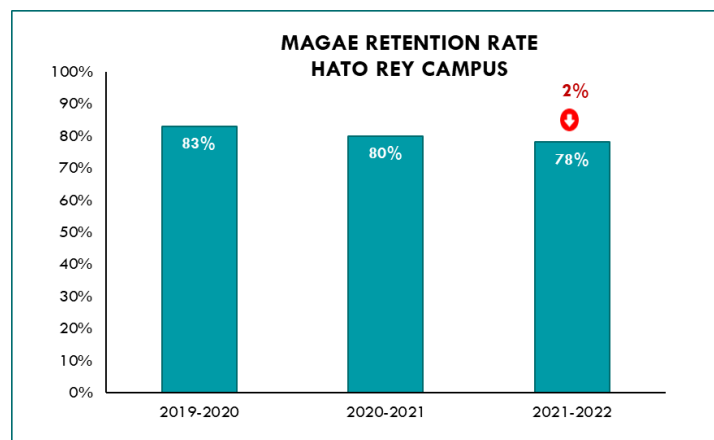
The MAGAE modality requires student to complete courses through both distance education and traditionally in the classroom. Online courses are accessed through EDP's virtual campus (<https://studentlive.edpuniversity.edu>) and (<https://edpvirtual.instructure.com/login/canvas>), both available through the institutional webpage. Face-to-face courses and clinical practices require students to travel to Puerto Rico for two consecutive periods. Students may travel during established periods from February to April, June to August, and October to December. During this period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.



During the 2021-2022 academic year, face-to-face enrollment increased during the fall and spring semesters but decreased for the summer semester compared to the previous academic year. Online enrollment decreased for the fall and spring semester but increased for the summer semester compared to the previous academic year.



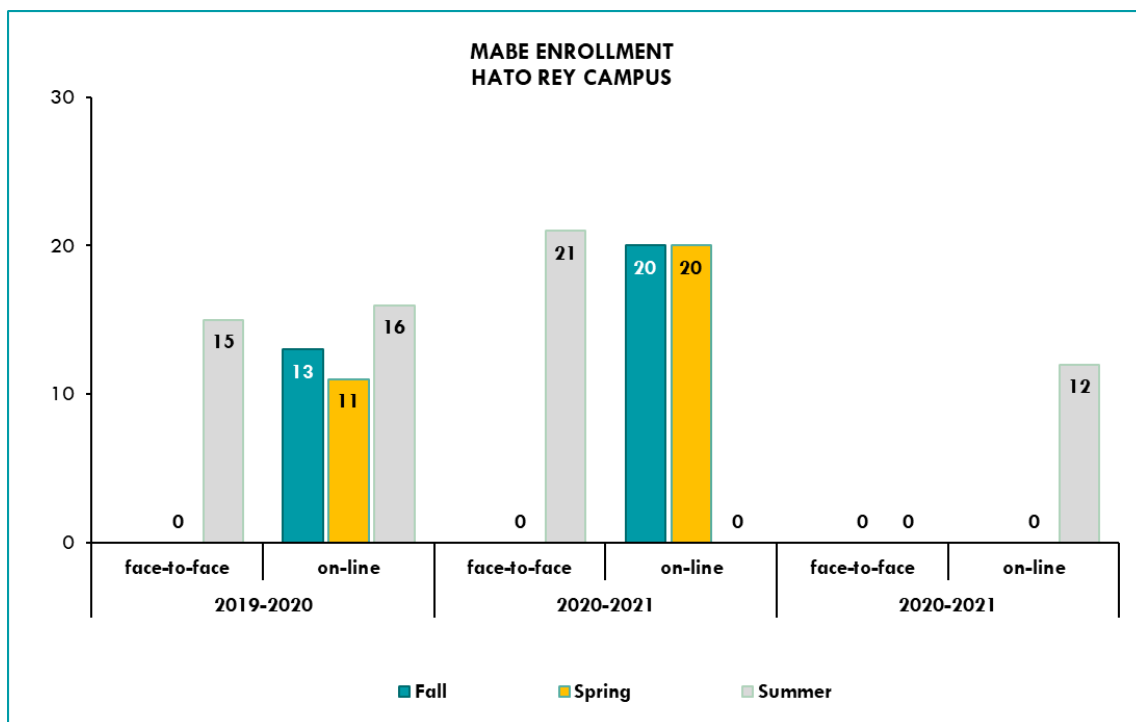
**MAGAE undergraduate** enrollment for the 2021-2022 academic year increased for the fall and spring semesters but decreased for the summer semester compared to the previous academic year. Fall semester increased by 10% (+52 students), spring semester increased by 7% (+36 students), and summer semester decreased by 2% (-10 students). Fall and spring enrollment has increased three consecutive years.



During the 2021-2022 academic year, the MAGAE retention rate was 78%, which is a decrease of 2% over the previous academic year.

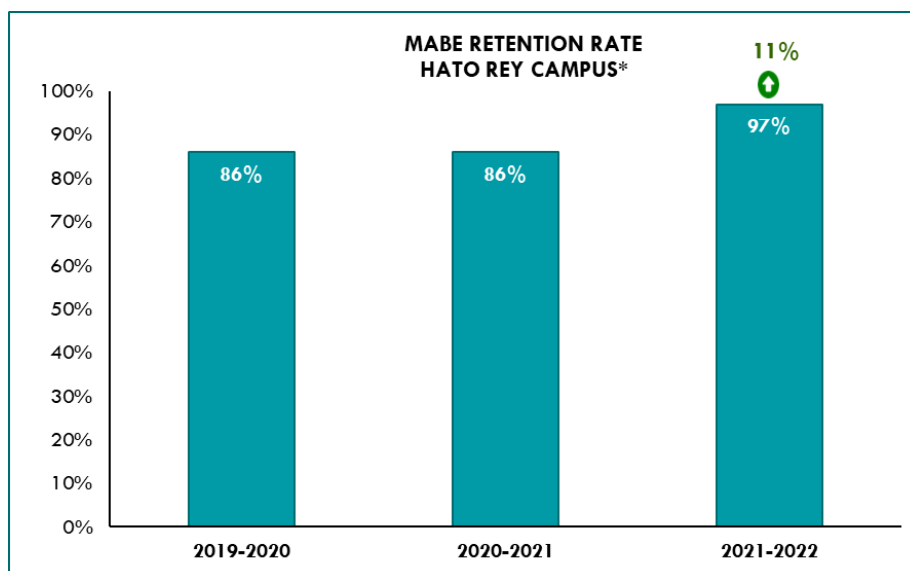
# BACHELOR'S DEGREE IN SCIENCE OF NURSING ADULT MODALITY (MABE)

The Bachelor's Degree in Science of Nursing Adult modality program (MABE by its Spanish acronym) is an outgrowth of MAGAE (see pg. 61). The students take their coursework online and face-to-face.



Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, there was no MABE student enrollment during the fall and spring semesters. Online enrollment for the summer semester totaled 12 students.



Source: AIR, 2022.

(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

During the 2021-2022 academic year, the MABE retention rate was 97%, which is an 11% increase over the previous academic year.



# **ENROLLMENT, RETENTION, PLACEMENT, AND GRADUATION RATES BY ACADEMIC PROGRAMS**

## HATO REY CAMPUS ENROLLMENT BY ACADEMIC PROGRAM

ACADEMIC PROGRAMS	2019-2020	2020-2021	2021-2022
	Enrollment	Enrollment	Enrollment
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF ADMINISTRATION</b>			
Associate Degree in Business Administration	42	37	29
Associate Degree in Business Administration/On-line	102	74	69
Associate Degree in Office Administration	16	7	6
Associate Degree in Health Billing and Codifications Services	26	29	14
Bachelor's Degree in Business Administration Major in Accounting	29	26	20
Bachelor's Degree in Business Administration Major in Management	46	31	23
Bachelor's Degree in Business Administration Major in Management/On-line	59	57	57
Bachelor's Degree in Political Sciences and International Relations			2
Bachelor's Degree in Technological Office Administration	4	1	1
<b>SCHOOL OF DESIGN</b>			
Associate Degree in Arts in Interior Design and Decoration	102	110	93
Associate Degree in Arts in Digital Design	24	22	19
Associate Degree in Digital Fashion Design	90	85	84
Bachelor's Degree in Arts in Major Digital Fashion Design	133	118	104
Bachelor's Degree in Arts Major in Interior Design and Decoration	29	39	44
Bachelor's Degree in Arts in Digital Design Major in Multimedia	23	26	24
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	29	23	21
Associate Degree in Information Technology/On-line	24	22	15
Bachelor's Degree in Information Technology Science Major in Programming	32	29	19
Bachelor's Degree in Information Technology Science Major in Programming/On-line	9	16	23
Bachelor's Degree in Information Technology Science Major in Networks	27	26	22
Bachelor's Degree in Information Technology Science Major in Networks/On-line	8	9	15
<b>SCHOOL OF CRIMINAL JUSTICE</b>			
Associate Degree in Criminal Justice	49	52	25
Associate Degree in Criminal Justice-Online		1	17
Associate Degree in Executive Protection and Security	18	41	36
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	36	45	43
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Medical Emergencies Technology	11	2	1
Associate Degree in Health and Physical Aptitude for Special Populations			3
Associate Degree in Pharmacy Technician	37	33	25
Associate Degree in Physical Therapy Technology	32	10	
Associate Degree Biotechnology	18	9	7
Bachelor's Degree in Natural Sciences	20	27	17
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	866	973	1,014
Bachelor's Degree in Science of Nursing	141	99	75
<b>TOTAL UNDERGRADUATE ENROLLMENT (DUPLICATED)</b>	<b>2,082</b>	<b>2,079</b>	<b>1,967</b>
<b>TOTAL UNDERGRADUATE ENROLLMENT (UNDUPLICATED)</b>	<b>2,009</b>	<b>2,002</b>	<b>1,896</b>
<b>GRADUATE</b>			
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	34	30	29
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line*	43	42	38
Master's Degree in Information Systems	13	9	7
Master's Degree Strategic Management	27	22	33
Master's Degree in Naturopathic Sciences	56	48	42
Professional Certificate in Information Systems Auditing	5	1	1
Professional Certificate Project Management	11	3	5
Professional Certificate Information Security and Digital Fraud Investigation	3	3	3
Professional Certificate Information Security and Digital Fraud Investigation	5	5	1
Non Degree Seeking	30	35	102
<b>TOTAL GRADUATE ENROLLMENT (DUPLICATED)</b>	<b>197</b>	<b>163</b>	<b>159</b>
<b>TOTAL GRADUATE ENROLLMENT (UNDUPLICATED)</b>	<b>177</b>	<b>161</b>	<b>152</b>
<b>CAMPUS TOTAL ENROLLMENT (UNDUPLICATED)</b>	<b>2,216</b>	<b>2,198</b>	<b>2,150</b>

Source: AIR, 2021 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

## HATO REY CAMPUS ENROLLMENT BY ACADEMIC PROGRAM ANALYSIS

During the 2021-2022 academic year, there were six Hato Rey Campus academic programs with an increase in enrollments. These programs were:

- Associate Degree in Nursing (+41 students) and Criminal Justice Online (+16 students).
- Bachelor's Degree in Arts Major in Interior Design and Decoration (+five students), Information Technology Science major in Programming Online (+seven students), Information Technology Science major in Networks Online (+six students).
- Master's Degree in Strategic Management (+11 students).

Programs with enrollment decreases were:

- Associate Degree in: Business Administration (-eight students), Business Administration Online (-five students), Office Administration (-one student), Health Billing and Codification Services (-15 students), Interior Design and Decorations (-17 students), Digital Design (-three students), Digital Fashion Design (-one student), Information Technology (-two students), Information Technology Online (-seven students), Criminal Justice (-27 students), Executive Protection and Security (-five students), Pharmacy Technician (-eight students) and Biotechnology (-two students).
- Bachelor's Degree in: Business Administration major in Accounting (-six students), Business Administration major in Management (-eight students), Digital Fashion Design (-14 students), Digital Design major in Multimedia (-two students), Information Technology Science major in Programming (-10 students), Information Technology Science major in Networks (-four students), Criminal Justice major in Forensic Sciences (-two students), Natural Sciences (-10 students) and Science of Nursing (-24 students).
- Master's Degree in Information Systems major in Information Security and Digital Fraud Investigation (-one student), Information Systems major in Information Security and Digital Fraud Investigation Online (-four students), Information Systems (-two students) and Naturopathic Sciences (-six students).

Academic programs that have had enrollment decrease over three consecutive years include:

- Associates Degree in: Business Administration, Business Administration Online, Office Administration, Digital Design, Digital Fashion Design, Information Technology, Information Technology Online, Medical Emergencies Technology, Biotechnology and Pharmacy Technician.
- Bachelor's Degree in: Business Administration major in Accounting, Business Administration major in Management, Digital Fashion Design, Information Technology Science major in Programming, Information Technology Science major in Networks and Science of Nursing.
- Master's Degree in: Information Systems major in Information Security and Digital Fraud Investigation, Information Systems major in Information Security and Digital Fraud Investigation Online, Information Systems and Naturopathic Sciences.

Academic programs that have had enrollment increase over the consecutive years include:

- Associate Degree in Nursing.
- Bachelor's Degree in Interior Design and Decoration, Information Technology Science major in Programming Online and Information Technology Science major in Networks Online.



**Enrollment by Modality**

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	1,070	945
<b>Out of State students- Hybrid</b>	917	986
<b>Online Students</b>	211	219

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student enrollment decreased by 12% (-125 students). Out of State student enrollment increased by 8% (+69 students) while Online Student enrollment increased by 4% (+eight students).

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	88	58
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	59	42
<b>Out of State Associate in Nursing</b>	885	956
<b>Out of State Bachelor's in Science of Nursing</b>	40	33

Source: AIR, 2022 (Annual Institutional Report).

Of the Puerto Rico students enrolled during the 2021-2022 academic year, 58 were in the Associate Degree in Nursing program and 42 were in the Bachelor's Degree in Nursing program. Out-of-state students totaled 956 in the Associate Degree in Nursing and 33 in the Bachelor's Degree in Science of Nursing.

**Enrollment by School**

	2019-2020	2020-2021	2021-2022
<b>Administration</b>	324	243	208
<b>Criminal Justice</b>	103	126	113
<b>Design</b>	401	387	341
<b>Nursing</b>	1,007	1,048	1,078
<b>Sciences and Health</b>	118	81	51
<b>Technology</b>	129	117	105
<b>Graduate</b>	177	161	152
<b>Non degree seeking</b>	30	35	102
<b>Total</b>	<b>2,289</b>	<b>2,198</b>	<b>2,150</b>

Source: AIR, 2022 (Annual Institutional Report).

Program enrollment increased for Nursing (+30 students) compared to the previous academic year. The rest of the academic programs had enrollment decrease:

- Administration (-35 students), Criminal Justice (-13 students), Design (-46 students), Sciences and Health (-30 students), Technology (-12 students) and Graduate (-nine students).

The Nursing program has had enrollment increase three consecutive years (+71 students from 2019-2020 to 2021-2022). However, most of the programs have had enrollment decrease three consecutive years:

- Administration (-116 students), Design (-60 students), Sciences and Health (-67 students), Technology (-24 students) and Graduate (-25 students).

Overall campus enrollment has decreased three consecutive years (-139 students from 2019-2020 to 2021-2022).

## HATO REY CAMPUS RETENTION

ACADEMIC PROGRAMS	2019-2020	2020-2021	2021-2022
	Retention Rate	Retention Rate	Retention Rate
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF ADMINISTRATION</b>			
Associate Degree in Business Administration	71%	46%	45%
Associate Degree in Business Administration/On-line	51%	51%	48%
Associate Degree in Office Administration	44%	29%	17%
Associate Degree in Health Billing and Codifications Services	69%	41%	50%
Bachelor's Degree in Business Administration Major in Accounting	55%	62%	80%
Bachelor's Degree in Business Administration Major in Management	72%	74%	65%
Bachelor's Degree in Business Administration Major in Management/On-line	66%	65%	54%
Bachelor's Degree in Political Sciences and International Relations			100%
Bachelor's Degree in Technological Office Administration	100%	100%	100%
<b>SCHOOL OF DESIGN</b>			
Associate Degree in Arts in Interior Design and Decoration	75%	48%	44%
Associate Degree in Arts in Digital Design	67%	41%	63%
Associate Degree in Digital Fashion Design	71%	41%	50%
Bachelor's Degree in Arts in Major Digital Fashion Design	76%	58%	64%
Bachelor's Degree in Arts Major in Interior Design and Decoration	79%	44%	36%
Bachelor's Degree in Arts in Digital Design Major in Multimedia	87%	69%	58%
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	31%	65%	43%
Associate Degree in Information Technology/On-line	67%	41%	67%
Bachelor's Degree in Information Technology Science Major in Programming	69%	28%	53%
Bachelor's Degree in Information Technology Science Major in Programming/On-line	67%	63%	52%
Bachelor's Degree in Information Technology Science Major in Networks	78%	62%	64%
Bachelor's Degree in Information Technology Science Major in Networks/On-line	50%	56%	27%
<b>SCHOOL OF CRIMINAL JUSTICE</b>			
Associate Degree in Criminal Justice	65%	56%	28%
Associate Degree in Criminal Justice-Online		100%	35%
Associate Degree in Executive Protection and Security	78%	61%	36%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	67%	58%	53%
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Medical Emergencies Technology	27%	50%	100%
Associate Degree in Health and Physical Aptitude for Special Populations			67%
Associate Degree in Pharmacy Technician	54%	48%	28%
Associate Degree in Physical Therapy Technology	72%	100%	
Associate Degree Biotechnology	67%	67%	43%
Bachelor's Degree in Natural Sciences	60%	44%	47%
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	80%	77%	76%
Bachelor's Degree in Science of Nursing	60%	58%	68%
<b>TOTAL UNDERGRADUATE (DUPLICATED)</b>			
<b>TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>72.0%</b>	<b>64.0%</b>	<b>63.0%</b>
<b>GRADUATE</b>			
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	76%	47%	45%
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line*	72%	50%	71%
Master's Degree in Information Systems	62%	33%	14%
Master's Degree Strategic Management	93%	50%	79%
Master's Degree in Naturopathic Sciences	96%	88%	95%
Professional Certificate in Information Systems Auditing	60%	0%	0%
Professional Certificate Project Management	82%	100%	80%
Professional Certificate Information Security and Digital Fraud Investigation	100%	67%	67%
Professional Certificate in Relational Database Administration	100%	80%	0%
Non Degree Seeking			
<b>TOTAL GRADUATE (DUPLICATED)</b>			
<b>TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>82.0%</b>	<b>61.0%</b>	<b>70.0%</b>
<b>CAMPUS TOTAL RETENTION RATE (UNDUPLICATED)</b>	<b>73%</b>	<b>64%</b>	<b>65%</b>

Source: AIR, 2021 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment



## HATO REY CAMPUS RETENTION ANALYSIS

During the 2021-2022 academic year, retention rates increased for the following programs:

- Associate Degree in: Health Billing and Codification Services (+9%), Digital Design (+22%), Digital Fashion Design (+9%) and Information Technology Online (+26%).
- Bachelor's Degree in: Business Administration major in Accounting (+18%), Digital Fashion Design (+6%), Information Technology Science major in Programming (+25%), Information Technology Science major in Networks (+2%), Natural Sciences (+3%) and Science of Nursing (+10%).
- Master's Degree in: Information Systems major in Information Security and Digital Fraud Investigation Online (+21%), Strategic Management (+29%) and Naturopathic Sciences (+7%).

Retention rates decreased for the following programs:

- Associate Degree in: Business Administration (-9%), Business Administration Online (-3%), Interior Design and Decoration (-4%), Information Technology (-22%), Criminal Justice (-28%), Criminal Justice Online (-65%), Executive Protection and Security (-25%), Pharmacy Technician (-20%), Biotechnology (-24%) and Nursing (-1%).
- Bachelor's Degree in: Business Administration major in Management (-9%), Business Administration major in Management Online (-11%), Interior Design and Decoration (-8%), Digital Design major in Multimedia (-11%), Information Technology Science major in Programming Online (-11%), Information Technology Science major in Networks Online (-29%) and Criminal Justice major in Forensic Science (-5%).
- Master's Degree in: Information Systems major in Information Security and Digital Fraud Investigation (-2%) and Information Systems (-19%).

Academic programs that have had retention rates decrease over three consecutive years include:

- Associate Degree in: Business Administration, Business Administration Online, Office Administration, Interior Design and Decoration, Criminal Justice, Executive Protection and Security, Pharmacy Technician, Biotechnology and Nursing.
- Bachelor's Degree in: Business Administration major in Management Online, Interior Design and Decoration, Digital Design major in Multimedia, Information Technology Science major in Programming Online and Criminal Justice major in Forensic Sciences.
- Master's Degree in: Information Systems major in Information Security and Digital Fraud Investigation and Information Systems.

Academic programs that have had retention rates increase over three consecutive years include:

- Bachelor's Degree: Business Administration major in Accounting.

## Retention Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	52%	55%
<b>Out of State Students- Hybrid</b>	80%	78%
<b>Online Students</b>	53%	50%

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico face-to-face student retention rates increased by 3%. Out-of-state student retention rates decreased by 2% and Online student retention rates decreased by 3% compared to the previous academic year.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	48%	41%
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	37%	45%
<b>Out of State- Associate in Nursing</b>	80%	78%
<b>Out of state- Bachelor's in Science of Nursing</b>	88%	97%

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student retention rate for the Associate Degree in Nursing program decreased by 7% while the retention rates for the Bachelor's Degree in Science of Nursing increased by 8% compared to the previous academic year. Out of State student retention rate for the Associate Degree in Nursing decreased by 2% while retention rates for the Bachelor's Degree in Science of Nursing increased by 9%.

## Retention Rates by School

	2020-2021	2021-2022
<b>Administration</b>	52%	51%
<b>Criminal Justice</b>	54%	37%
<b>Design</b>	48%	50%
<b>Nursing</b>	75%	75%
<b>Sciences and Health</b>	56%	37%
<b>Technology</b>	47%	47%
<b>Graduate</b>	61%	70%
<b>Undergraduate</b>	64%	63%
<b>Total</b>	64%	65%

Source: AIR, 2022 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

Academic program retention rates increased for Design (+2%), remained the same for Nursing and Technology, and decreased for Administration (-1%), Criminal Justice (-17%) and Sciences and Health (-19%).

The retention rate for Graduate programs increased by 9%, from 61% to 70%. Undergraduate programs retention rate decreased by 1%, from 64% to 63%.

The overall Hato Rey campus retention rate (including undergraduate and graduate programs) increased (+1%) from 64% to 65%.

## HATO REY CAMPUS PLACEMENT

Academic Programs	2019-2020		2020-2021		2021-2022	
	Infield and Refield Students	Placement Rate	Infield and Refield Students	Placement Rate	Infield and Refield Students	Placement Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF ADMINISTRATION</b>						
Associate Degree in Business Administration	3	75%	2	100%	3	100%
Associate Degree in Business Administration/On-line	3	60%	2	67%	5	83%
Associate Degree in Office Administration			1	100%	1	100%
Associate Degree in Health Billing and Codifications Services						
Bachelor's Degree in Business Administration Major in Accounting	1	100%	2	67%	4	100%
Bachelor's Degree in Business Administration Major in Management	0	0%	3	75%	3	100%
Bachelor's Degree in Business Administration Major in Management/On-line	2	100%	5	100%	5	100%
Bachelor's Degree in Technological Office Administration			1	100%	0	0%
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Arts in Interior Design and Decoration	1	20%	6	67%	7	100%
Associate Degree in Arts in Digital Design						
Associate Degree in Digital Fashion Design	2	67%	2	100%	2	67%
Bachelor's Degree in Arts in Major Digital Fashion Design	8	100%	15	88%	15	94%
Bachelor's Degree in Arts Major in Interior Design and Decoration	1	20%	4	50%	4	50%
Bachelor's Degree in Arts in Digital Design Major in Multimedia			4	100%	4	100%
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	0	0%			0	0%
Associate Degree in Information Technology/On-line						
Bachelor's Degree in Information Technology Science Major in Programming			0	0%	1	50%
Bachelor's Degree in Information Technology Science Major in Programming/On-line						
Bachelor's Degree in Information Technology Science Major in Networks	3	100%	3	50%	5	83%
Bachelor's Degree in Information Technology Science Major in Networks/On-line						
<b>SCHOOL OF CRIMINAL JUSTICE</b>						
Associate Degree in Criminal Justice	0	0%	0	0%	1	25%
Associate Degree in Executive Protection and Security			1	100%	1	100%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences			2	67%	2	67%
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Medical Emergencies Technology	0	0%	0	0%		
Associate Degree in Pharmacy Technician						
Associate Degree in Physical Therapy Technology	1	50%	4	50%	3	50%
Associate Degree Biotechnology	0	0%	0	0%	1	100%
Bachelor's Degree in Natural Sciences						
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	72	72%	87	74%	175	74%
Bachelor's Degree in Science of Nursing	9	100%	11	69%	16	73%
<b>GRADUATE</b>						
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	6	86%	2	67%	2	67%
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line	4	100%	4	80%	4	80%
Master's Degree in Information Systems	1	100%	2	100%	3	100%
Master's Degree in Business Administration Major in Strategic Management	3	100%	2	100%	3	100%
Master's Degree in Naturopathic Sciences	2	100%	9	56%	6	86%
Professional Certificate in Information Systems Auditing	2	100%			1	100%
Professional Certificate Project Management	4	80%	1	33%	1	50%
Professional Certificate Information Security and Digital Fraud Investigation			1	100%	1	50%
Professional Certificate in Relational Database Administration			3	100%	4	100%
Professional Certificate in Electronic Commerce						
<b>CAMPUS TOTAL PLACEMENT RATE</b>	<b>128</b>	<b>74%</b>	<b>179</b>	<b>72%</b>	<b>283</b>	<b>76%</b>

Source: AIR, 2021 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.



## HATO REY CAMPUS PLACEMENT ANALYSIS

During the 2021-2022 academic year, placement rates increased for the following programs:

- Associate Degree in: Business Administration Online (+16%), Criminal Justice (+25%), and Biotechnology.
- Bachelor's Degree in: Business Administration major in Accounting (+33%), Business Administration major in Management (+25%), Digital Fashion Design (+6%), Information Technology Science major in Programming Online (+50%), Information Technology Science major in Networks Online (+33%), and Nursing (+4%).
- Master's Degree in: Naturopathic Sciences (+30%), Professional certificate in Project Management (+17%).

Retention rates decreased for the following programs:

- Associate Degree in: Digital Fashion Design (-33%).
- Bachelor's Degree in: Technological Office Administration.
- Master's Degree in: Professional certificate in Information Security and Digital Fraud Investigation (-50%).

No academic program has had placement rates decrease over three consecutive years. Meanwhile, academic programs that have had placement rates increase over three consecutive years include:

- Associates Degree: Business Administration, Business Administration Online, Interior Arts and Decoration, and Nursing.
- Bachelor's Degree: Business Administration major in Management.

### Placement Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	25%	57%
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	43%	100%
<b>Out-of-state- Associate in Nursing</b>	78%	75%
<b>Out-of-state- Bachelor's in Science of Nursing</b>	89%	63%

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

Puerto Rico face-to-face student placement rates increased by 32% for the Associates Degree in Nursing and 57% for the Bachelor's Degree in Science of Nursing compared to the previous academic year. Out-of-state student placement rates decreased by 3% for the Associates Degree in Nursing and decreased by 26% for the Bachelor's Degree in Science of Nursing compared to the previous academic year.

### Placement Rates by School

	2020-2021	2021-2022
<b>Administration</b>	84%	91%
<b>Criminal Justice</b>	60%	43%
<b>Design</b>	78%	84%
<b>Nursing</b>	74%	74%
<b>Sciences and Health</b>	50%	100%
<b>Technology</b>	38%	75%
<b>Graduate</b>	69%	82%
<b>Undergraduate</b>	73%	81%
<b>Total</b>	72%	81%

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

Academic program placement rates increased for Administration (+7%), Design (+6%), Sciences and Health (+50%) and Technology (+37%), remained the same for Nursing, and decreased for Criminal Justice (-17%) compared to the previous academic year.

The placement rate for Graduate programs increased by 13%, from 69% to 82%. Undergraduate programs placement rate increased by 8%, from 73% to 81%.

The overall Hato Rey campus placement rate (including undergraduate and graduate programs) increased (+9%) from 72% to 81%.

## HATO REY CAMPUS GRADUATION RATES PER PROGRAM

Academic Programs	2019-2020			2020-2021			2021-2022		
	Complete + Graduation	Enrollment	Graduation Rate	Complete + Graduation	Enrollment	Graduation Rate	Complete + Graduation	Enrollment	Graduation Rate
<b>UNDERGRADUATE</b>									
<b>SCHOOL OF ADMINISTRATION</b>									
Associate Degree in Business Administration	5	42	12%	2	37	5%	2	29	7%
Associate Degree in Business Administration/On-line	7	102	7%	7	74	9%	7	69	10%
Associate Degree in Office Administration	1	16	6%	1	7	14%	0	6	0%
Associate Degree in Health Billing and Codifications Services	0	26	0%	0	29	0%	1	14	7%
Bachelor's Degree in Business Administration Major in Accounting	3	46	7%	3	26	12%	6	20	30%
Bachelor's Degree in Business Administration Major in Management	10	46	22%	5	31	16%	9	23	39%
Bachelor's Degree in Business Administration Major in Management/On-line	2	59	3%	5	57	8%	12	57	21%
Bachelor's Degree in Technological Office Administration	3	4	75%	0	1	0%	0	1	0%
<b>SCHOOL OF DESIGN</b>									
Associate Degree in Arts in Interior Design and Decoration	9	102	9%	10	110	9%	7	93	8%
Associate Degree in Arts in Digital Design	2	24	8%	0	22	0%	1	19	5%
Associate Degree in Digital Fashion Design	5	90	6%	3	85	4%	5	84	6%
Bachelor's Degree in Arts in Major Digital Fashion Design	11	133	8%	17	118	14%	8	104	8%
Bachelor's Degree in Arts Major in Interior Design and Decoration	1	29	3%	8	39	21%	3	44	7%
Bachelor's Degree in Arts in Digital Design Major in Multimedia	0	23	0%	5	26	19%	3	24	13%
<b>SCHOOL OF TECHNOLOGY</b>									
Associate Degree in Information Technology	0	29	0%	1	23	4%	2	21	10%
Associate Degree in Information Technology/On-line	0	24	0%	0	22	0%	4	15	27%
Bachelor's Degree in Information Technology Science Major in Programming	4	32	13%	3	29	10%	2	19	11%
Bachelor's Degree in Information Technology Science Major in Programming/On-line	0	9	0%	0	16	0%	0	23	0%
Bachelor's Degree in Information Technology Science Major in Networks	6	26	23%	7	26	27%	3	22	14%
Bachelor's Degree in Information Technology Science Major in Networks/On-line	0	8	0%	0	9	0%	0	15	0%
<b>SCHOOL OF CRIMINAL JUSTICE</b>									
Associate Degree in Criminal Justice	1	49	2%	2	52	3%	2	25	8%
Associate Degree in Criminal Justice (Online)				0	1	0%	0	17	0%
Associate Degree in Executive Protection and Security	0	18	0%	1	41	2%	5	36	14%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	0	36	0%	3	45	6%	2	43	5%
<b>SCHOOL OF SCIENCE AND HEALTH</b>									
Associate Degree in Medical Emergencies Technology	1	11	9%	1	2	50%	0	1	0%
Associate Degree in Pharmacy Technician	0	37	0%	0	33	0%	0	25	0%
Associate Degree in Physical Therapy Technology	13	32	41%	10	10	100%			
Associate Degree Biotechnology	5	18	28%	3	9	33%	0	7	0%
Bachelor's Degree in Natural Sciences	0	20	0%	0	27	0%	2	17	12%
<b>SCHOOL OF NURSING</b>									
Associate Degree in Nursing	214	867	25%	266	973	27%	301	1014	30%
Bachelor's Degree in Science of Nursing	38	141	27%	18	99	18%	22	75	29%
<b>TOTAL UNDERGRADUATE GRADUATION (UNDUPLICATED)</b>	<b>341</b>	<b>2,099</b>	<b>16%</b>	<b>381</b>	<b>2079</b>	<b>18%</b>	<b>409</b>	<b>1962</b>	<b>21%</b>
<b>GRADUATE</b>									
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	12	34	35%	3	30	10%	4	29	14%
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line*	6	43	14%	6	42	14%	11	38	29%
Master's Degree in Information Systems	1	13	8%	2	9	22%	0	7	0%
Master's Degree in Business Administration Major in Strategic Management	5	27	19%	2	22	9%	9	33	27%
Master's Degree in Naturopathic Sciences	18	56	32%	16	48	33%	14	42	33%
Professional Certificate in Information Systems Auditing	3	5	60%	0	1	0%			
Professional Certificate Project Management	6	11	55%	3	3	100%	4	5	80%
Professional Certificate Information Security and Digital Fraud Investigation	1	3	33%	1	3	33%	2	3	67%
Professional Certificate in Relational Database Administration	2	5	40%	4	5	25%	0	1	0%
<b>TOTAL GRADUATE GRADUATION (UNDUPLICATED)</b>	<b>54</b>	<b>197</b>		<b>37</b>	<b>163</b>		<b>44</b>	<b>158</b>	<b>28%</b>
<b>CAMPUS TOTAL GRADUATION RATE (UNDUPLICATED)</b>	<b>395</b>	<b>2,296</b>	<b>18%</b>	<b>418</b>	<b>2242</b>	<b>19%</b>	<b>453</b>	<b>2120</b>	<b>21%</b>

Source: AIR, 2021 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

Formula: SUM (Graduate + Complete) / Total Enrollment.

IPEDS Graduation Rates		
2019-2020	2020-2021	2021-2022
35%	38%	26%

Source: IPEDS Graduation Rates Data.

The Hato Rey Campus IPEDS graduation rate was 26% for the 2021-2022 academic year, a decrease of 8% over the previous academic year.

## HATO REY CAMPUS GRADUATION RATES PER PROGRAM ANALYSIS

During the 2021-2022 academic year, graduation rates increased for the following academic programs:

- Associate Degree in: Business Administration (+2%), Business Administration (Online) (+1%), Health Billing and Codification Services (+7%), Digital Design (+5%), Digital Fashion Design (+2%), Information Technology (+6%), Information Technology Online (+27%), Criminal Justice (+5%), Executive Protection and Security (+12%) and Nursing (+3%).
- Bachelor's Degree in: Business Administration Major in Accounting (+18%), Business Administration Major in Management (+23%), Business Administration Major in Management Online (+13%), Information Technology Science major in Programming (+1%), Natural Sciences (+12%) and Science of Nursing (+11%).
- Master's Degree in: Information Systems major in Information Security and Digital Fraud Investigation (+4%), Information Systems major in Information Security and Digital Fraud Investigation Online (+15%) and Business Administration major in Strategic Management (+18%).

Graduation rates decreased for the following programs:

- Associate Degree in: Office Administration (-14%), Interior Design and Decoration (-1%) and Biotechnology (-33%).
- Bachelor's Degree in: Digital Fashion Design (-6%), Interior Design and Decoration (-14%), Digital Design major in Multimedia (-6%), Information Technology Science major in Networks (-13%) and Criminal Justice major in Forensic Sciences (-1%).
- Master's Degree in: Information Systems (-22%).

Academic programs that have had graduation rates decrease over three consecutive years include:

- Associate Degree in: Interior Design and Decoration.

Academic programs that have had graduation rates increase over three consecutive years include:

- Associate Degree in: Business Administration Online, Information Technology, Criminal Justice, Executive Protection and Security and Nursing.
- Bachelor's Degree in: Business Administration major in Accounting, Business Administration major in Management Online and Natural Sciences.
- Master's Degree in: Information Systems major in Information Security and Digital Fraud Investigation Online and Naturopathic Sciences.

## Graduation Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	<b>13%</b>	<b>16%</b>
<b>Out of State students- Hybrid</b>	<b>30%</b>	<b>32%</b>
<b>Online Students</b>	<b>8%</b>	<b>13%</b>

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student's graduation rates increased over the previous academic year by 3%. Out of State student graduation rates increased by 2% while Online students graduation rates increased by 5%.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	<b>2%</b>	<b>9%</b>
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	<b>7%</b>	<b>5%</b>
<b>Out of State- Associate in Nursing</b>	<b>30%</b>	<b>31%</b>
<b>Out of state- Bachelor's in Science of Nursing</b>	<b>35%</b>	<b>61%</b>

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student graduation rates for the Associate Degree in Nursing program increased by 7% while the graduation rates for the Bachelor's Degree in Science of Nursing decreased by 2%. Out-of-State student graduation rates for the Associate Degree in Nursing increased by 1% while graduation rates for the Bachelor's Degree in Science of Nursing increased by 26%.

## Graduation Rates by School

	2020-2021	2021-2022
<b>Administration</b>	<b>9%</b>	<b>17%</b>
<b>Criminal Justice</b>	<b>4%</b>	<b>7%</b>
<b>Design</b>	<b>11%</b>	<b>7%</b>
<b>Nursing</b>	<b>26%</b>	<b>30%</b>
<b>Sciences and Health</b>	<b>17%</b>	<b>4%</b>
<b>Technology</b>	<b>8%</b>	<b>10%</b>
<b>Graduate</b>	<b>23%</b>	<b>28%</b>
<b>Undergraduate</b>	<b>18%</b>	<b>21%</b>
<b>Total</b>	<b>19%</b>	<b>21%</b>

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

Formula: SUM (Graduate + Complete) / Total Enrollment.

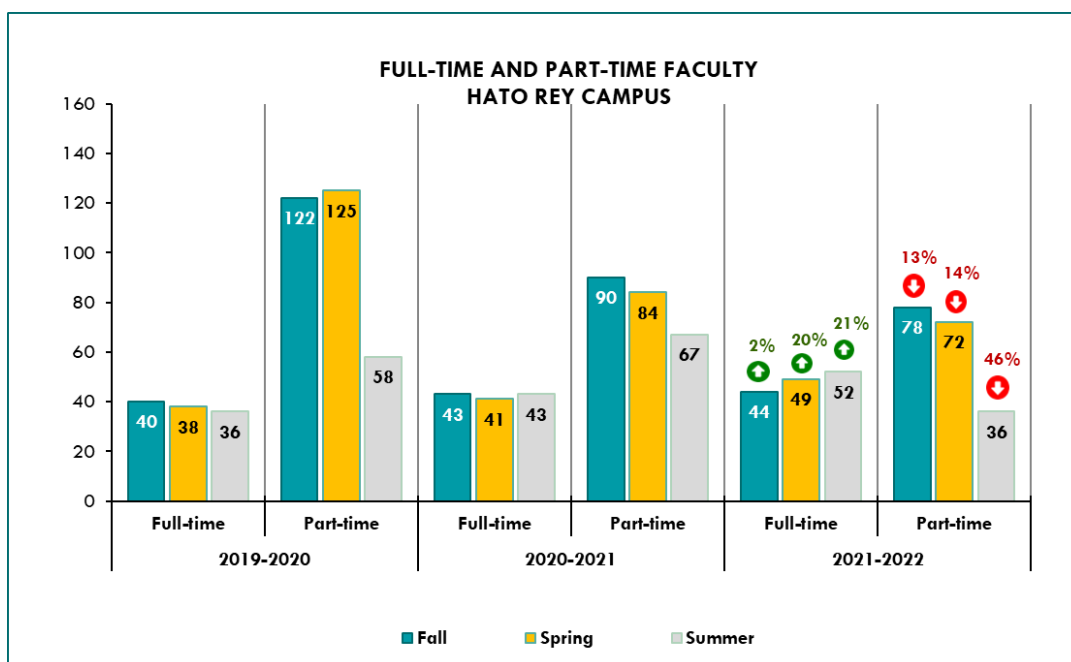
Academic program graduation rates increased for Administration (+8%), Criminal Justice (+3%), Nursing (+4%), and Technology (+2%). They decreased for Design (-4%) and Sciences and Health (-13%).

The graduation rate for Graduate programs increased by 5%, from 23% to 28%. Undergraduate programs graduation rate increased by 3%, from 18% to 21%.

The overall Hato Rey campus graduation rate (including undergraduate and graduate programs) increased (+2%) from 19% to 21%.

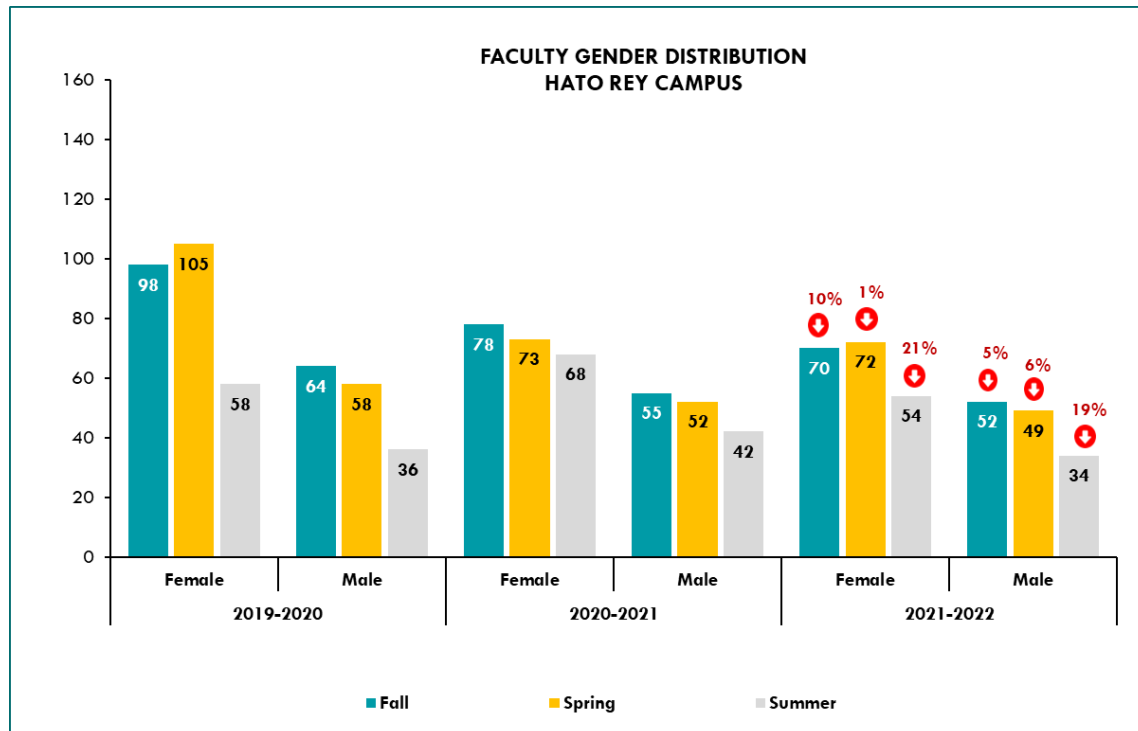
# FACULTY PROFILE





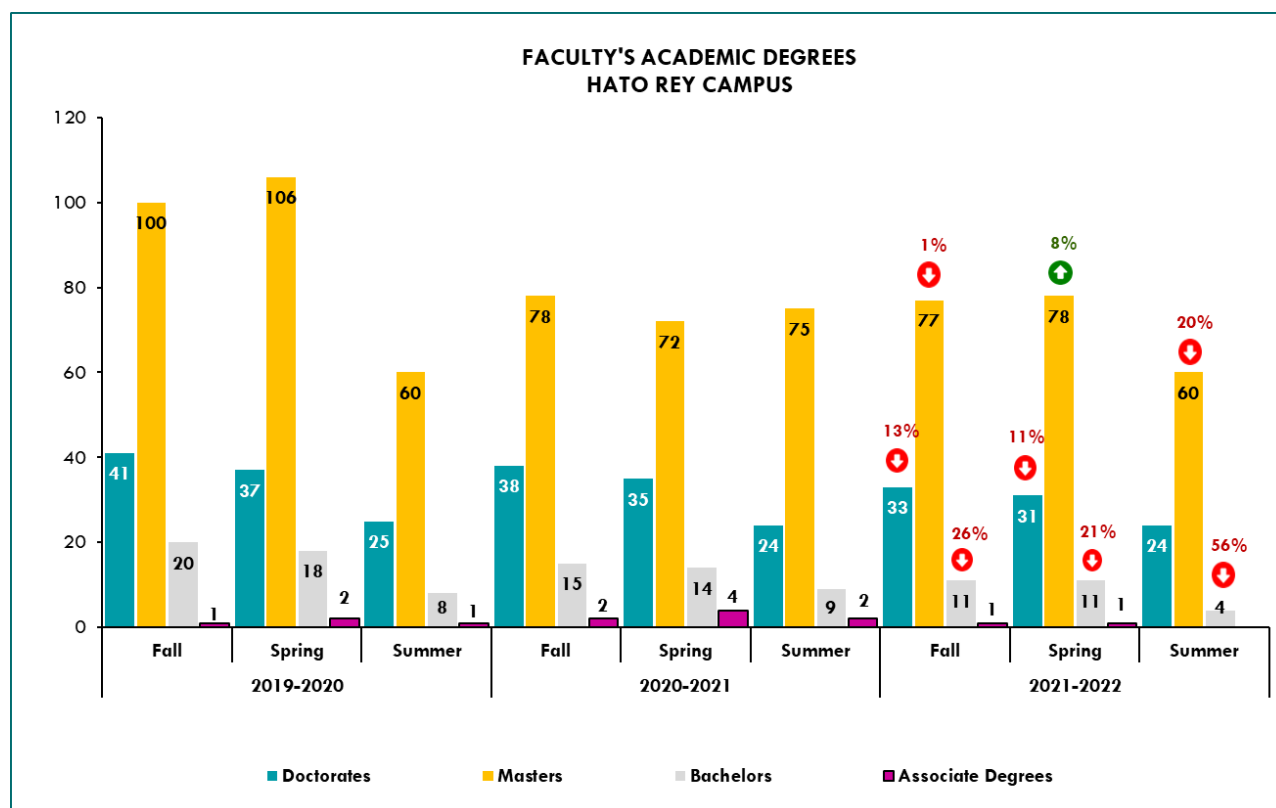
Source: Dean of Academic Affairs Office, 2022

For the 2021-2022 academic year, full-time faculty increased for the fall, spring, and summer semesters compared to the previous academic year. On the other hand, part-time faculty decreased for the fall, spring, and summer semesters compared to the previous academic year.

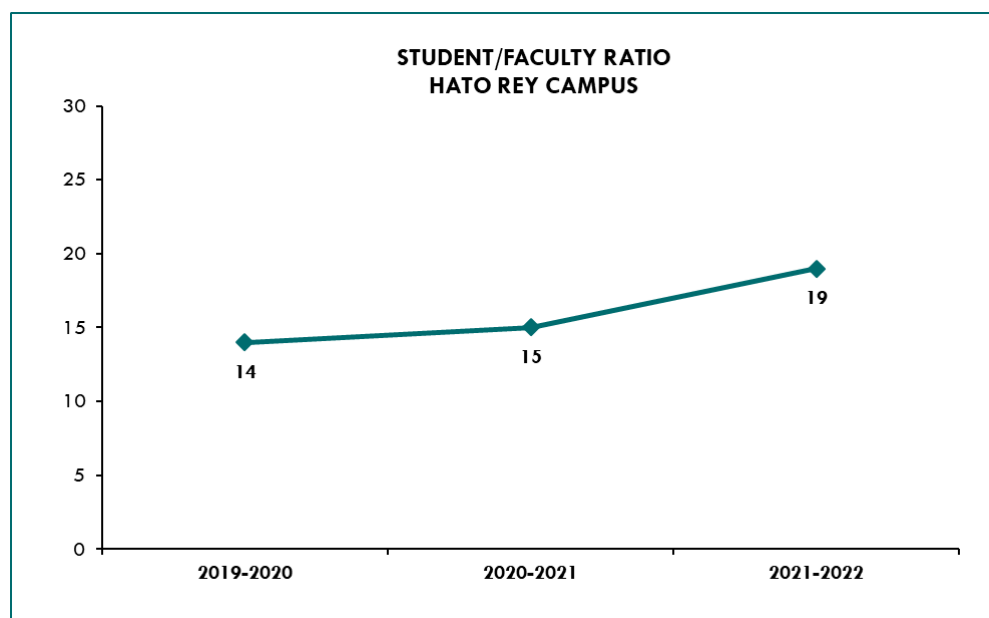


Source: Dean of Academic Affairs Office, 2022

For the 2021-2022 academic year, there were more female faculty than male faculty. There was a decrease in male and female faculty for the fall, spring, and summer semesters compared to the previous academic year.



For the 2020-2021 academic year, there were more faculty with master's degrees. There was a decrease in total doctorate, master's, and bachelor's degrees over the previous academic year.



For the 2021-2022 fall academic semester, the student/faculty ratio was 19 students per faculty member. The student/faculty ratio increased in comparison to the previous year.



# LEARNING RESOURCES

## HATO REY CAMPUS LEARNING RESOURCES

The Information Resources Center continues its efforts to provide an array of efficient and quality services to the university community. Various electronic journal database collections have been updated: EBSCO and OCEANO DIGITAL. They contain a variety of topics such as health, trade human resources, nursing, computer science, clinical pharmacology, arts and architecture, alternative medicine, business administration, criminal justice, forensic science, and general academic areas, among others. In addition, the SIRS Mandarin M3 was updated to SIRS Mandarin M5 (Online Library Catalogue).

The Information Resource Center provides access to:

**EBSCO Database** Full-text journals Natural & Alternative Treatments, Alt Health Watch, Academic Search Premier, Art & Architecture Complete, Business Source Complete, CINAHL Plus® with Full Text, Health Source: Nursing/Academic Edition, Education Research Complete, Computer Source, GreenFILE, Library Information Science & Technology Abstracts, and Teacher Reference Center, AHFS Consumer Medication Information, and American Doctoral Dissertations. It also includes one (1) Spanish language database: Fuente Académica.

**OCEANO DIGITAL** (Universitas, Health and Medicine and Business Administration). Universitas is a tool to help through the learning and research process; it has the most subject coverage in the Spanish language. Health and Medicine is an information center with content about health, nursing, and medicine oriented toward the patient, the consumer, and the health careers alike. Business administration is an information center, with content about the economy, business, and management-oriented for the student and the business professional. It provides a support tool for the learning process of students and the daily tasks of professionals.

**Online Library Catalogue (SIRS Mandarin M-5)** is the electronic bibliography database that describes the print collection. Allows students to access the collection of books, journals, and other resources available at the library from anywhere.

**e-Libro** is the first and only electronic Spanish-language platform devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material that e-Libro offers from leading publishers. It hosts more than 80,000 titles from over 500+ publishers – with 95% of them from Latin America and Spain.

**Ebook Central** offers authoritative e-books in a wide range of subject areas devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material. Ebook Central currently hosts 948,112 documents.

**Nursing & Allied Health Premium** content is selected by expert editors with the student in mind. Nursing Assessment, Nursing Education and Nursing Assistant provide thousands of learning resources in Nursing videos for the classroom. Rehabilitation Therapy provides the same resources as the Physical Therapy Assistant Program.

**NNN Consult** allows the agile search in each of these standardized languages: NIC, NOC, NANDA, or simultaneously in all, also offering the links between them. It is updated with the latest editions of nursing reference works.

**LexJuris** offers legal and, educational information about Puerto Rico. It is a powerful legal research tool. In addition, it provides information and educational tutorials for all levels of education in Puerto Rico.

**MicroJuris** it's a powerful legal research tool that offers legal information on Puerto Rico and USA state and federal laws.

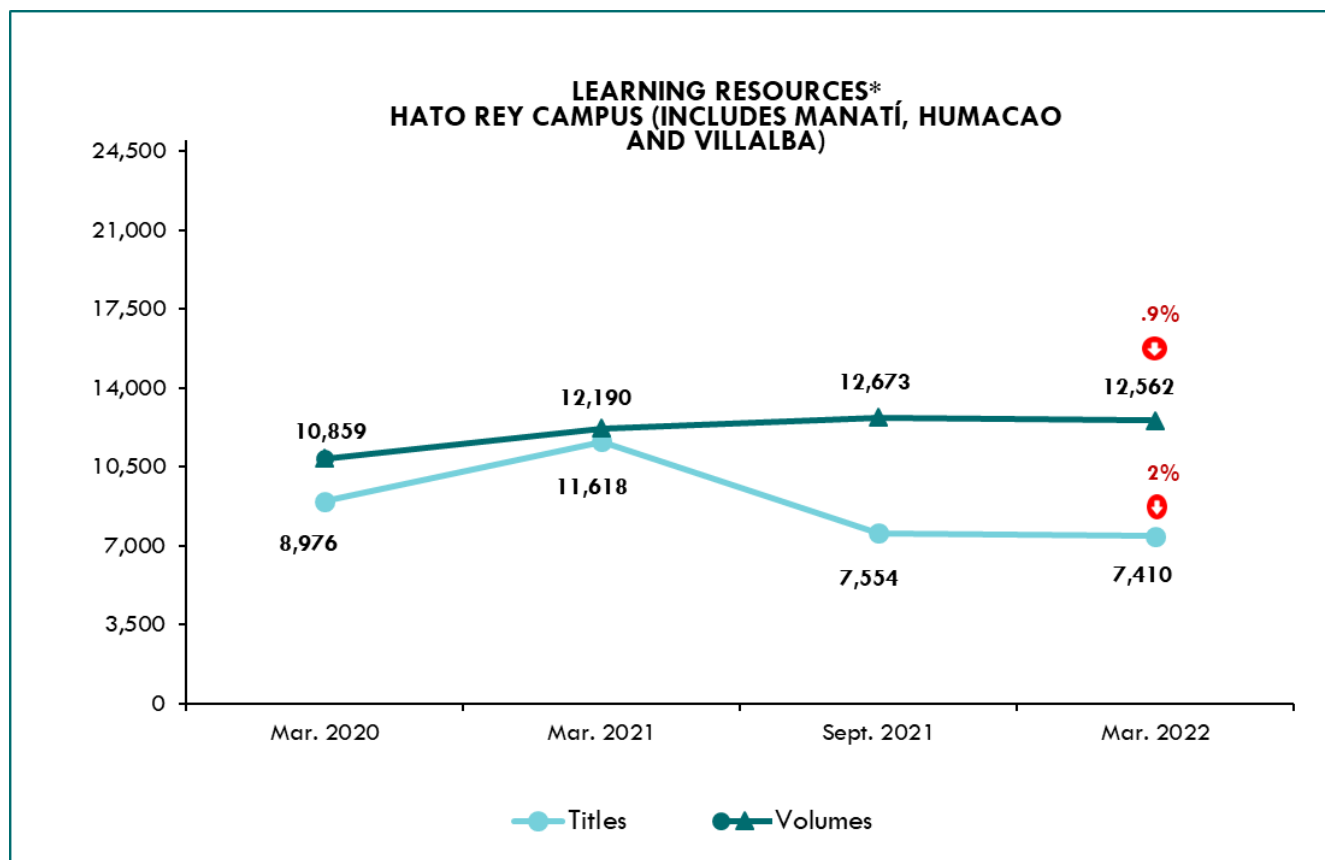
**Revista Science** is one of the best Scientific Journals worldwide. In it, you can find scientific news and articles on topics of Health, Research, Environment, and Agriculture among many others.

**Cengage (Virtual Library)** is a virtual reference text consultation library, which now has 45 e-books in Spanish and English. Cengage is an education and technology company created for students. The company serves the higher education libraries markets worldwide, providing electronic resources for research, characterized by the precision, reliability, and organization of the contents.

**e-Forensics Magazine** is a monthly magazine specializing in the topic of Digital Forensic Investigation. It includes articles on different aspects of digital forensic investigations and provides practical explanations, instructions, and tutorials on how to perform different forensic tests and procedures. It also offers complete training courses on digital forensic investigation procedures and techniques. Students can subscribe to courses and take the course at their own pace.

For March through September 2021, the collection of Titles had a significant decrease (35%) because many collections have been discarded and the books are obsolete. From March 2021 to September 2021 there was an increase of 483 in volumes and a decrease of 4,064 titles. Additionally, more books in electronic format have been bought to meet the bibliographic resource needs for online courses as well as technological tendencies.

EDP University databases are shared among all the libraries of the different units, which is why the statistics of the Branch Campuses are reflected under a single account, that of the Hato Rey Campus.



Source: Center of Information Resources.

\*Includes Manatí, Humacao and Villalba Branch Campuses.

From March 2020 through March 2022, learning resources increased in volumes but decreased in titles. Compared to September 2021, there fewer titles and volumes in March 2022.

## CAMPUS CRIME REPORT HATO REY CAMPUS

The Higher Education Act (HEA), Section 486 (a) and (f), require postsecondary institutions that participate in federal student financial assistance programs to report criminal offenses. EDP University keeps statistics concerning the occurrences at on-campus and off-campus buildings, including nearby public property. The Institution must report criminal offenses notified to on-campus security and/or local police. There are four general categories to be reported:

1. Criminal Offenses: criminal homicide, including murder and non-negligent manslaughter, and manslaughter by negligence; sexual assault, including rape, fondling, incest, and statutory rape; robbery, aggravated assault, burglary, motor vehicle theft; and arson.
2. Hate Crime: any of the above-mentioned offenses, and any incidents of larceny-theft, simple assault, intimidation, or destruction/damage/vandalism of property that were motivated by bias;
3. Violence against of Women Act (VAWA) Offenses: any incidents of domestic violence, dating violence, and stalking.
4. Arrests and Referrals for Disciplinary Action: for weapons carrying, possessing, law violations, drug abuse violations and liquor law violations.

CAMPUS CRIME REPORT-HATO REY CAMPUS				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2020  2020 data reported on 2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	Dating Violence	1	On Campus
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2021  2021 data as reported on 2020	Criminal Offenses	Robbery/Burglary	2	On Campus
		Robbery	1	Public Property
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2022  2022 data as reported on 2021	Criminal Offenses	Robbery	0	N/A
		N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	Stalking	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report \*Violence Against Women Act

None of the offenses listed above occurred in the Hato Rey Campus during the 2021-2022 academic year.

# MANATÍ

## BRANCH CAMPUS



## PROGRAMS OF STUDY APPROVED BY THE POSTSECONDARY INSTITUTION BOARD, FORMER PUERTO RICO COUNCIL OF EDUCATION (PRCE) MANATÍ BRANCH CAMPUS

In 2017, the former PRCE approved the name change request from Extension to Manatí University Center, allowing the approved programs to be offered 100% on-site. In 2018, MSCHE approved the substantive change request to re-classify Manatí and Humacao Additional Locations as Branch Campuses.

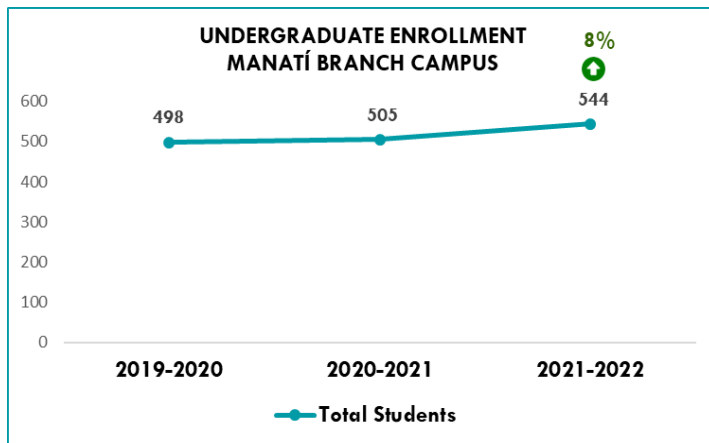
New sections have been added to display the Branch Campus data separate from the Main Campus in Hato Rey. Additional sections will be developed as new information is gathered and analyzed.

ASSOCIATE DEGREES	
2013	Associate Degree in Nursing
2013	Associate Degree in Digital Fashion Design
2017	Associate Degree in Information Technology
BACHELOR'S DEGREES	
2018	Bachelor's Degree in Science of Nursing

# ENROLLMENT ANALYSIS



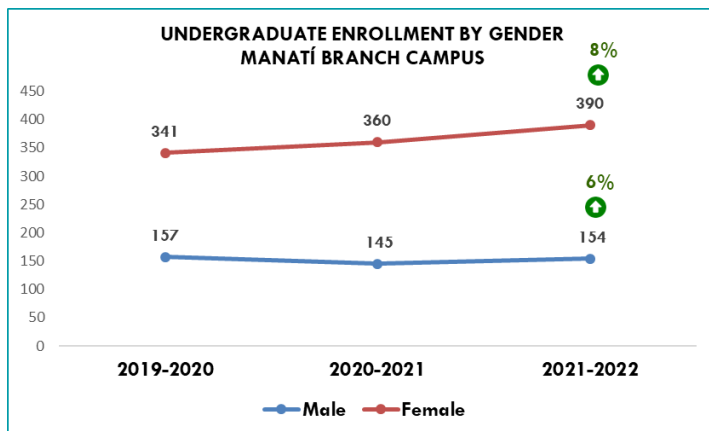
## UNDERGRADUATE ENROLLMENT



Source: IPEDS 12-month Enrollment Data.

Based on IPEDS 12-month Enrollment Data, the 2021-2022 **undergraduate enrollment** for the Manatí Branch Campus was 544 students, which is an 8% increase (+39) over the previous academic year.

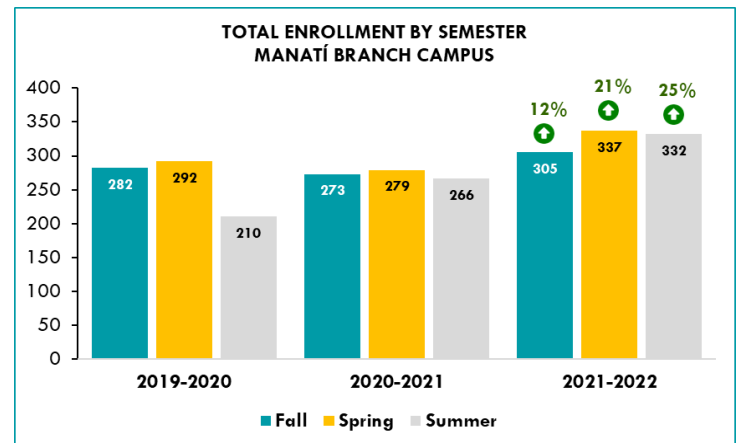
## GENDER DISTRIBUTION



Source: IPEDS 12-month Enrollment Data.

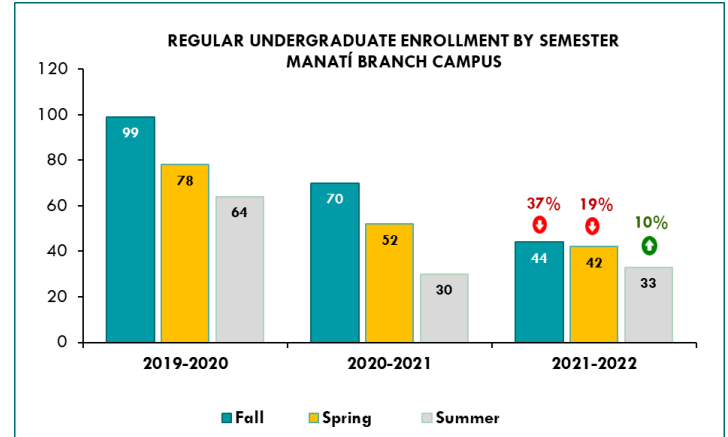
Based on IPEDS 12-month Enrollment Data, **total undergraduate female enrollment** for the 2021-2022 academic year was 390 students, which is an increase of 30 students compared to the previous academic year. **Total undergraduate male enrollment** was 154 students, which is an increase of nine students over the previous academic year.

## ENROLLMENT BY SEMESTER



Source: Enrollment Certifications - Registrar's Office, 2022

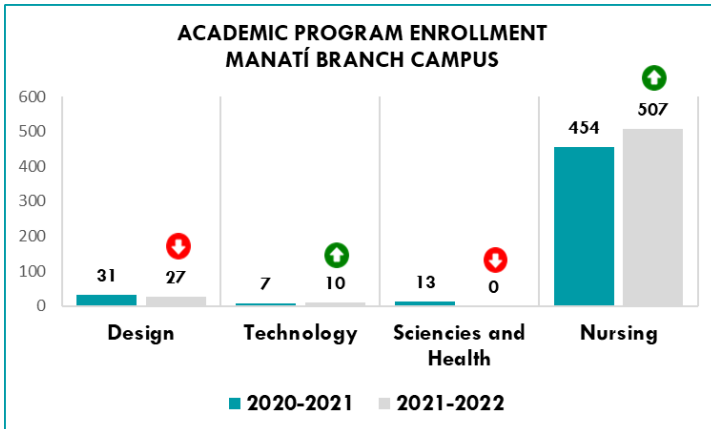
During the 2021-2022 academic year, **total enrollment** increased by 12% (+32 students) for the fall semester, spring semester enrollment increased by 21% (+58 students), and summer semester enrollment increased by 25% (+66 students) compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

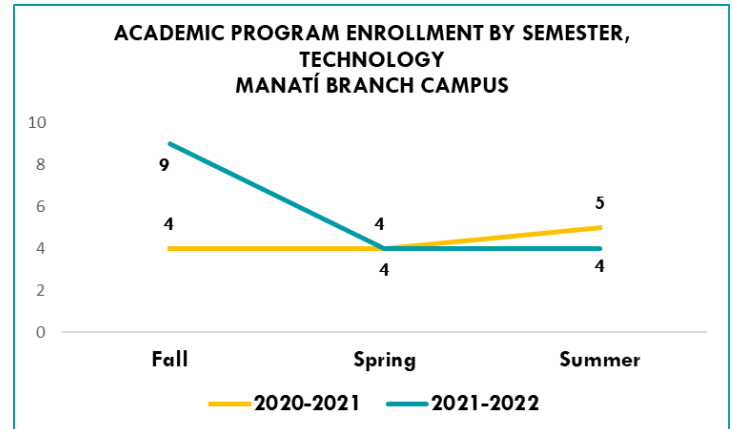
During the 2020-2021 academic year, **regular undergraduate enrollment** decreased by 37% (-26 students) for the fall semester, spring semester enrollment decreased by 19% (-10 students), and summer semester enrollment increased by 10% (+3 students) compared to the previous academic year.

## ENROLLMENT BY ACADEMIC PROGRAM



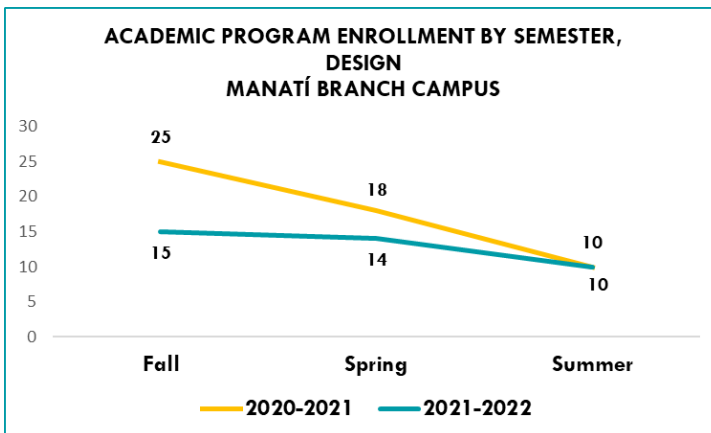
Source: AIR, 2022 (Annual Institutional Report).

During the 2021-2022 academic year, Nursing programs had the most student enrollment (507), followed by Design (27) and Technology (10). Nursing (+53) and Technology (+3) had increases in student enrollment while Design (-4) had enrollment decrease compared to the previous academic year.



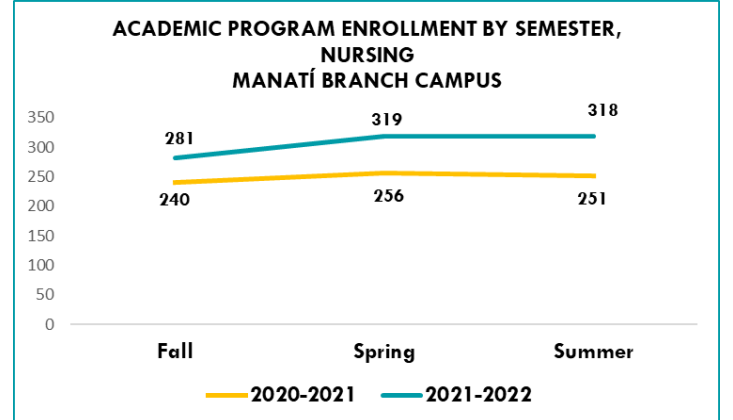
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Technology School had fewer students enrolled during the fall semester (-5) and the summer semester (-1) compared to the previous academic year. Spring semester had the same enrollment.



Source: Enrollment Certifications - Registrar's Office, 2022.

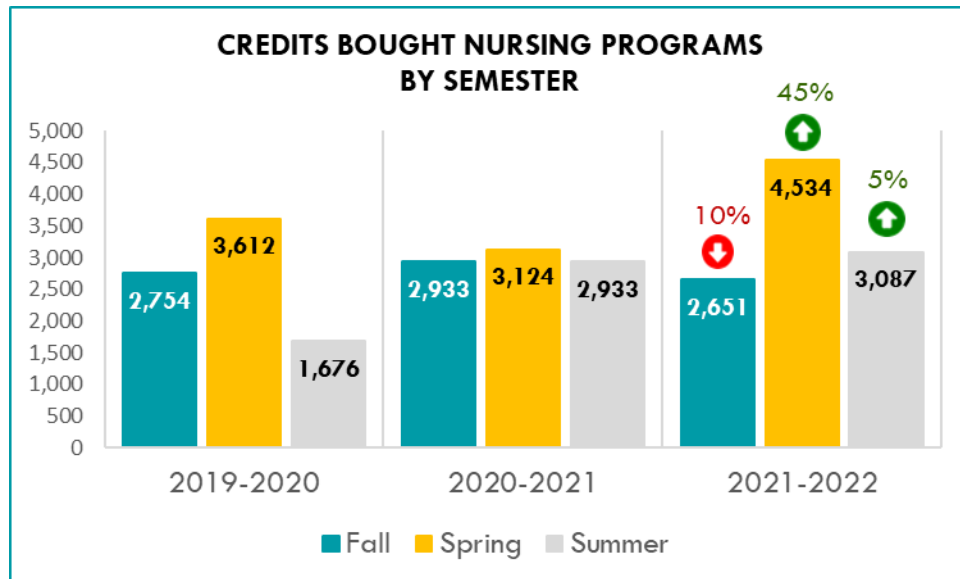
During the 2021-2022 academic year, the Design School had fewer students enrolled during the fall semester (-10) and the spring semester (-4) compared to the previous academic year. Summer semester had the same enrollment.



Source: Enrollment Certifications - Registrar's Office, 2022.

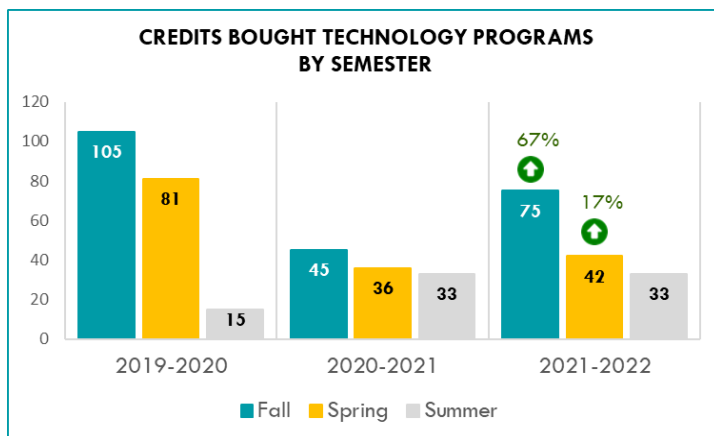
During the 2021-2022 academic year, the Nursing School had more students enrolled during the fall semester (+41), spring semester (+63), and summer semester (+67) compared to the previous academic year.

## CREDITS BOUGHT BY ACADEMIC PROGRAMS



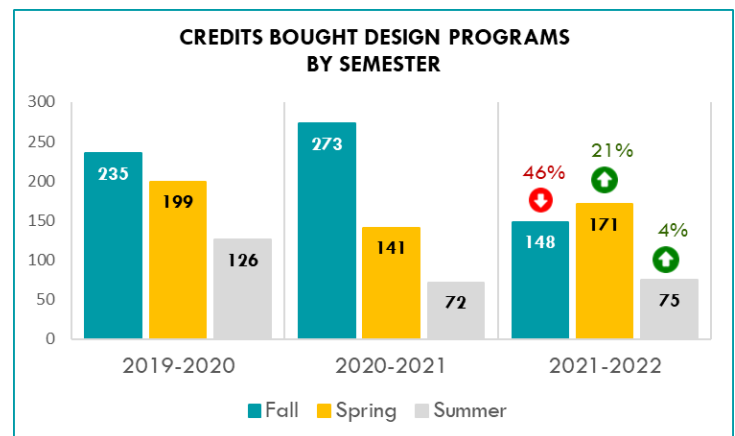
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Nursing programs for the 2021-2022 academic year decreased by 10% (-282 credits) for the fall semester, increased by 45% (+1,410 credits) for the spring semester, and increased by 5% (+154 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Technology programs for the 2021-2022 academic year increased by 67% (+30 credits) for the fall semester, increased by 17% (+six credits) for the spring semester, and remained the same for the summer semester compared to the previous academic year.

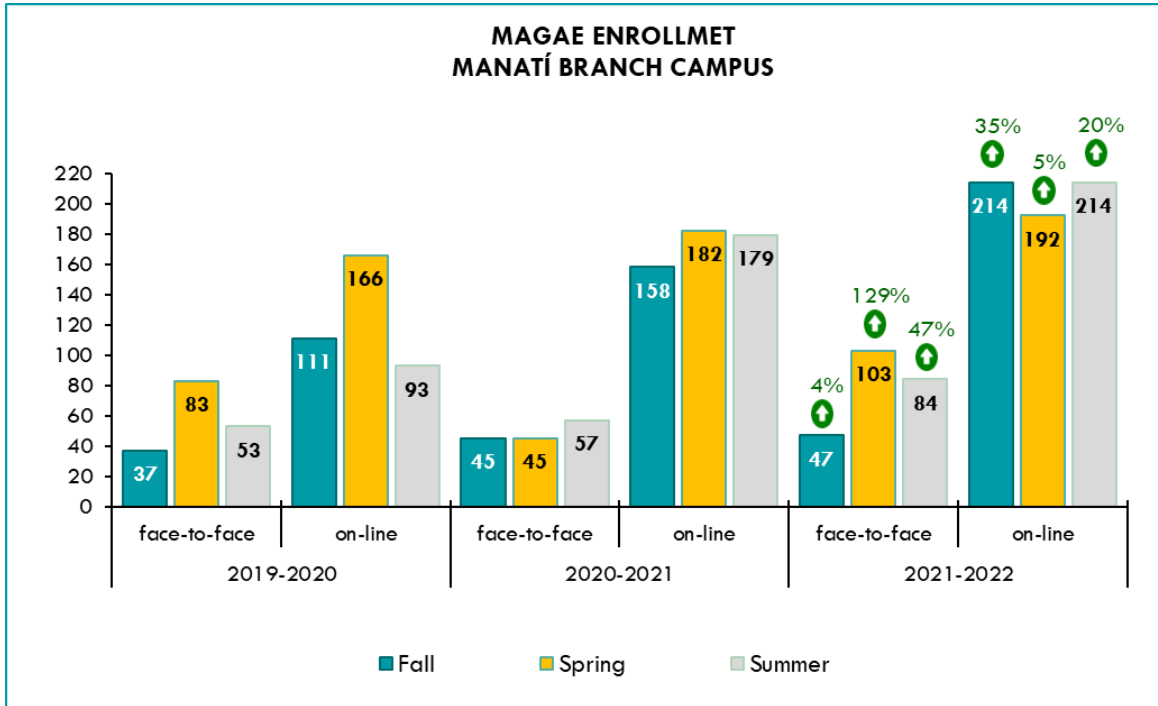


Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Design programs for the 2021-2022 academic year decreased by 46% (-125 credits) for the fall semester, increased by 21% (+30 credits) for the spring semester, and increased by 4% (+three credits) for the summer semester compared to the previous academic year.

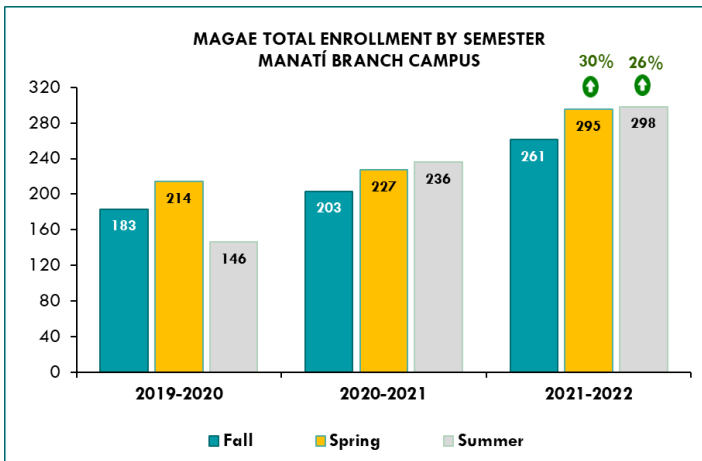
# **ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)**

For more information, see pg. 57.



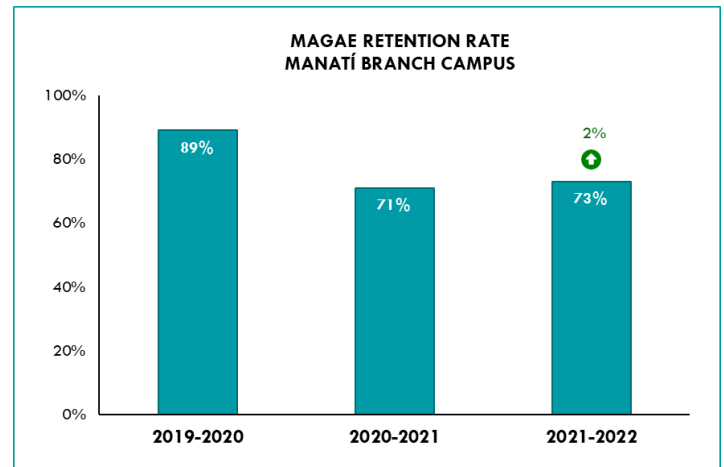
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, face-to-face enrollment increased during the fall, spring and summer semesters compared to the previous academic year. Online enrollment also increased for the fall, spring and summer semesters compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

**MAGAE Undergraduate** enrollment for the 2021-2022 academic year increased over all three academic semesters compared to the previous academic year. Fall semester increased by 29% (+58 students), spring semester increased by 30% (+68 students), and summer semester increased by 27% (+63 students).








Source: AIR, 2022.

(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

During the 2021-2022 academic year, the MAGAE retention rate was 73%, which is an increase of 2% over the previous academic year.

# **ENROLLMENT, RETENTION, PLACEMENT, AND GRADUATION RATES BY ACADEMIC PROGRAMS**

## MANATÍ BRANCH CAMPUS ENROLLMENT BY ACADEMIC PROGRAM

ACADEMIC PROGRAMS	2019-2020	2020-2021	2021-2022
	Enrollment	Enrollment	Enrollment
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF DESIGN</b>			
Associate Degree in Digital Fashion Design	31	31	27 
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	13	7	10 
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Physical Therapy Technology	31	13	
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	403	438	497 
Bachelor's Degree in Science of Nursing	24	18	13 
<b>TOTAL ENROLLMENT (DUPLICATED)</b>	<b>502</b>	<b>507</b>	<b>547</b>
<b>TOTAL ENROLLMENT (UNDUPLICATED)</b>	<b>498</b>	<b>505</b>	<b>544 </b>

Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, program enrollment increased for the Associate Degrees in Information Technology (+three students) and Nursing (+51 students) and decreased for the Associate Degree in Digital Fashion Design (-four students) and the Bachelor's Degree in Science of Nursing (-five students) compared to the previous academic year.

Over the last three years, the School of Design (-four students) and the School of Technology (-three students) have had enrollment decrease while the School of Nursing (+83 students) has had enrollment increase. Overall campus enrollment has also increased three consecutive years (+45 students from 2019-2020 to 2021-2022).

### Enrollment by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	111	73
<b>Out-of-state students- Hybrid</b>	394	471

Source: AIR, 2022 (Annual Institutional Report).






Puerto Rico student enrollment decreased over the previous academic year by 34% (-38 students). Meanwhile, Out-of-state student enrollment increased by 20% (+77 students) compared to the previous academic year.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	44	26
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	18	13

Source: AIR, 2022 (Annual Institutional Report).

Of the 73 Puerto Rico students enrolled during the 2021-2022 academic year, 26 were in the Associate Degree in Nursing program and 13 were in the Bachelor's Degree in Science of Nursing program.

## MANATÍ BRANCH CAMPUS RETENTION ANALYSIS

ACADEMIC PROGRAMS	2019-2020	2020-2021	2021-2022
	Retention Rate	Retention Rate	Retention Rate
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF DESIGN</b>			
Associate Degree in Digital Fashion Design	61%	48%	56% 
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	54%	86%	40% 
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Physical Therapy Technology	48%	77%	
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	87%	67%	72% 
Bachelor's Degree in Science of Nursing	79%	56%	77% 
<b>TOTAL UNDERGRADUATE RETENTION RATE (DUPLICATED)</b>			
<b>TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>82%</b>	<b>66%</b>	<b>71%</b> 

Source: AIR, 2022 (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

During the 2021-2022 academic year, program retention rates increased for the Associate Degrees in Digital Fashion Design (+8%) and Nursing (+5%) and the Bachelor's Degree in Science of Nursing (+21%) compared to the previous academic year. The Associate Degree in Information Technology (-46%) had retention rates decrease compared to the previous academic year.

The School of Nursing had a combined (Associate and Bachelor's) retention rate of 72% for the 2021-2022 academic year, up from 67% during the 2020-2021 academic year.

The overall campus retention rate increased by 5%, from 66% to 71%.

## Retention Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	48%	53%
<b>Out of State Students- Hybrid</b>	71%	73%

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student retention rates increased by 5% while Out of State student retention rates increased by 2% compared to the previous academic year.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	32%	50%

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student retention rate for the Nursing program increased by 18% compared to the previous academic year.



## MANATÍ BRANCH CAMPUS PLACEMENT ANALYSIS

Academics Programs	2019-2020		2020-2021		2021-2022	
	Infield and Refield Student	Placement Rate	Infield and Refield Student	Placement Rate	Infield and Refield Student	Placement Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Digital Fashion Design			1	100%	1	50%
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	0	0%	0	0%		
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Physical Therapy Technology	0	0%	2	20%	3	100%
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	67	91%	56	75%	80	79%
Bachelor's Degree in Science of Nursing	2	50%	6	86%	1	100%
<b>TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>69</b>	<b>85%</b>	<b>65</b>	<b>70%</b>	<b>85</b>	<b>79%</b>

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

During the 2021-2022 academic year, placement rates increased for the Associates Degree in Physical Therapy Technology (+80%) and Nursing (+4%) and the Bachelor's Degree in Science of Nursing (+14%). The Digital Fashion Design program had a decrease in placement rates (-50%). The overall Placement rate increased by 9%, from 70% during the 2020-2021 academic year to 79% during the 2021-2022 academic year.

### Placement Rates by Academic Schools

	2020-2021	2021-2022
<b>Design</b>	100%	50%
<b>Nursing</b>	76%	79%
<b>Sciences and Health</b>	20%	100%
<b>Technology</b>	0%	N/A
<b>Undergraduate</b>	<b>70%</b>	<b>79%</b>

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

Placement rates increased for the Nursing (+3%) and Sciences and Health (+80%) programs. Undergraduate placement rates increased by 9% from 70% to 79%.

### Placement Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	100%	33%
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	86%	100%
<b>Out of State- Associate in Nursing</b>	74%	81%
<b>Out of state- Bachelor's in Nursing</b>	N/A	N/A

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

Placement rates increased for the presential Bachelor's in Nursing and Out of State Associate's in Nursing.

## MANATÍ BRANCH CAMPUS GRADUATION RATES PER PROGRAM

Academics Programs	2019-2020			2020-2021			2021-2022		
	Complete + Graduation	Enrollment	Graduation Rate	Complete + Graduation	Enrollment	Graduation Rate	Complete + Graduation	Enrollment	Graduation Rate
<b>UNDERGRADUATE</b>									
<b>SCHOOL OF DESIGN</b>									
Associate Degree in Digital Fashion Design	0	31	0%	1	31	3%	1	27	4%
<b>SCHOOL OF TECHNOLOGY</b>									
Associate Degree in Information Technology	4	13	31%	1	7	14%	0	10	0%
<b>SCHOOL OF SCIENCE AND HEALTH</b>									
Associate Degree in Physical Therapy Technology	2	31	6%	10	13	77%			
<b>SCHOOL OF NURSING</b>									
Associate Degree in Nursing	149	403	37%	84	438	19%	87	497	18%
Bachelor's Degree in Science of Nursing	6	24	25%	4	18	22%	0	13	0%
<b>TOTAL GRADUATION RATE (UNDUPLICATED)</b>	<b>161</b>	<b>502</b>	<b>32%</b>	<b>100</b>	<b>507</b>	<b>20%</b>	<b>88</b>	<b>547</b>	<b>16%</b>

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

Formula: SUM (Graduate + Complete) / Total Enrollment.

During the 2021-2022 academic year, program graduation rates increased for the Associate Degree in Digital Fashion Design (+1%) and decreased for the Associate Degrees in Information Technology (-14%) and Nursing (-2%) and the Bachelor's Degree in Science of Nursing (-22%) compared to the previous academic year.

The Associate Degree in Digital Fashion Design has had graduation rates increase over three consecutive years while the Associate Degrees in Information Technology and Nursing and the Bachelor's Degree in Science of Nursing have had graduation rates decrease over three consecutive years.

The School of Nursing had a combined (Associate and Bachelor's) graduation rate of 17% for the 2021-2022 academic year, a decrease from 19% during the 2020-2021 academic year.

The overall campus graduation rate decreased by 4%, from 20% to 16%.

### Graduation Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	17%	1%
<b>Out of State Students- Hybrid</b>	21%	18%

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

Formula: SUM (Graduate + Complete) / Total Enrollment.

Graduation rates decreased by 16% for Puerto Rico students and by 3% for Out of State students compared to the previous academic year.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	7%	0%

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

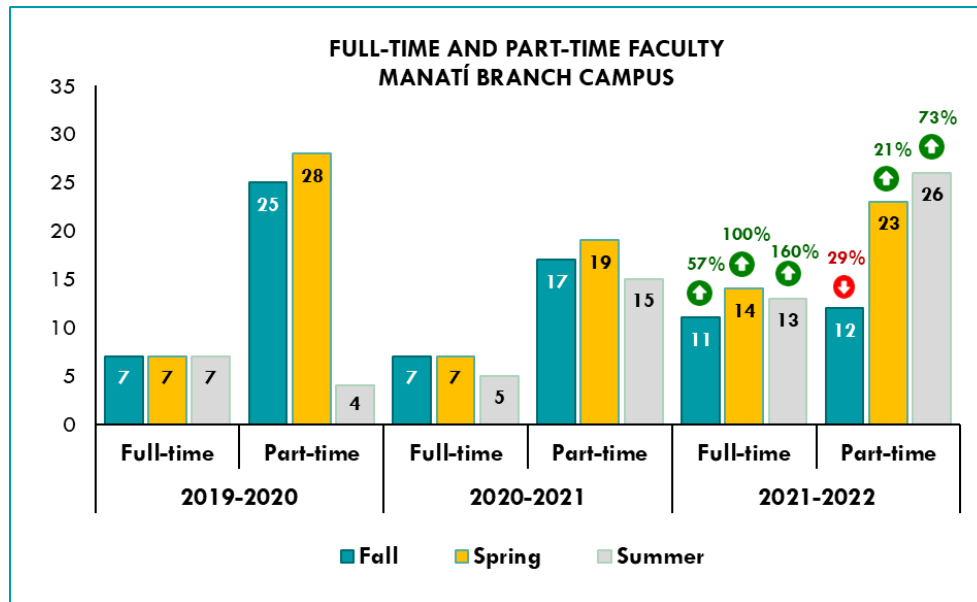
Formula: SUM (Graduate + Complete) / Total Enrollment.

Puerto Rico student graduation rate for the Nursing program decreased by 7% compared to the previous academic year.

# FACULTY PROFILE

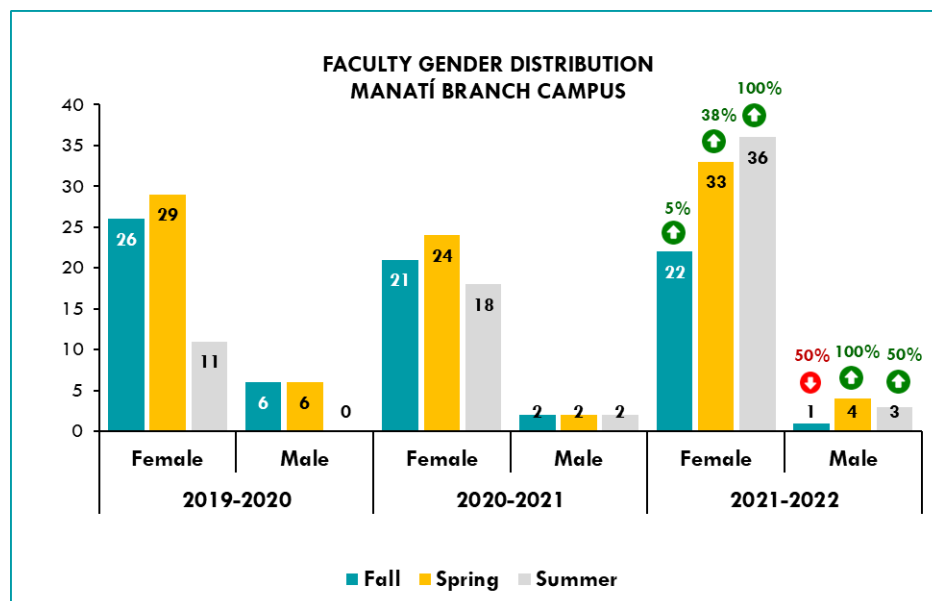


## MANATÍ BRANCH CAMPUS FACULTY PROFILE



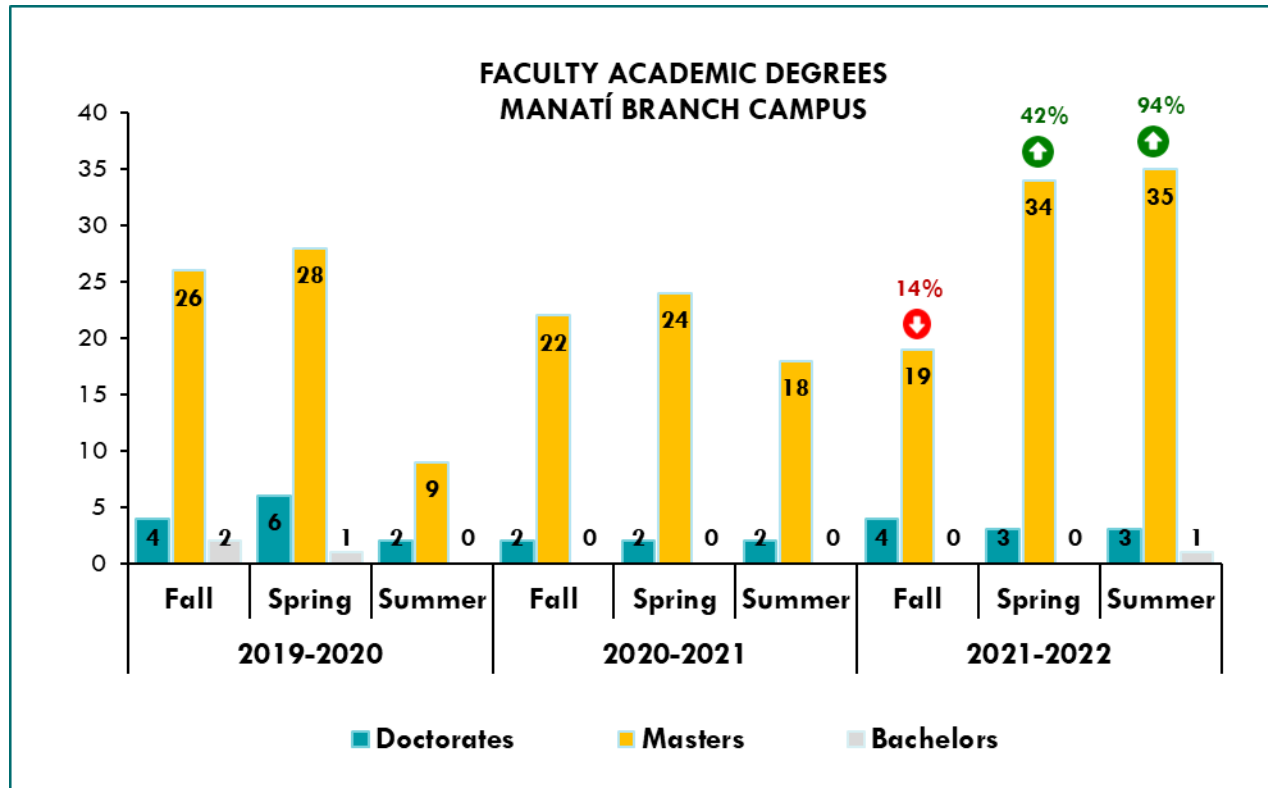
Source: Administrative Sub-director's Office, 2022

During the 2021-2022 academic year, there were more part-time faculty than full-time faculty. There were increases in full-time faculty for the fall semester (+4), spring semester (+7), and summer semester (+8) compared to the previous academic year. Part-time faculty decreased for the fall semester (-4), but increased for the spring semester (+4) and the summer semester (+11).



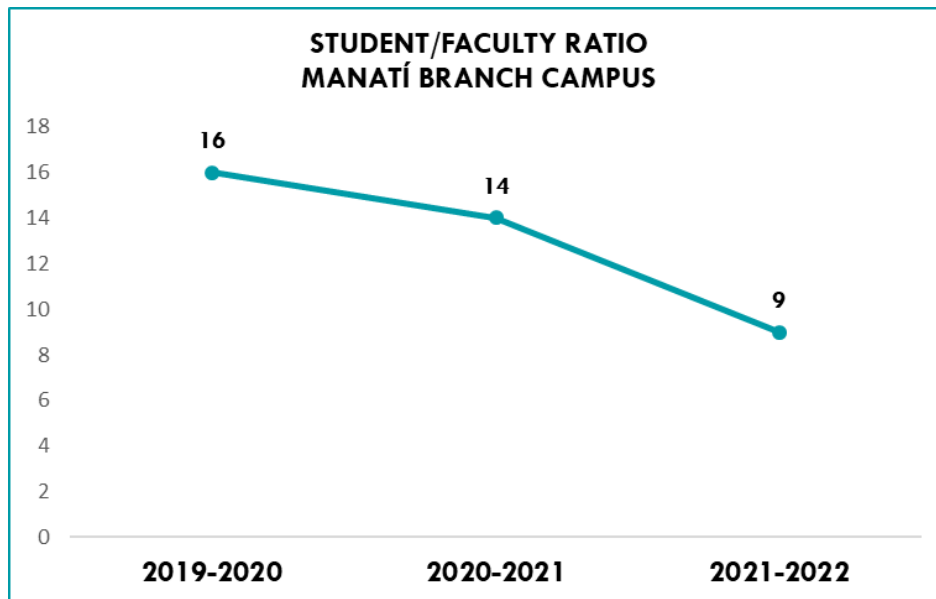
Source: Administrative Sub-director's Office, 2022

During the 2021-2022 academic year, there were more female faculty than male faculty. Female faculty increased for the fall semester (+1), spring semester (+9), and summer semester (+18) compared to the previous academic year. Male faculty decreased (-1) for the fall semester, but increased (+2) for the spring semester and (+1) for the summer semester compared to the previous year.



Source: Administrative Sub-director's Office, 2022

During the 2021-2022 academic year, there were more faculty with master's degrees. Professors with Master's degree decreased for the fall semester (-3), but increased for the spring semester (+10) and summer semester (+17). Doctorate degrees increased slightly compared to the previous academic year.



Source: IPEDS Fall enrolment.

For the 2020-2021 fall academic semester, the student ratio was nine students per faculty member. The student/faculty ratio decreased in comparison to the previous year.

## CAMPUS CRIME REPORT MANATÍ BRANCH CAMPUS

The Higher Education Act (HEA), Section 486 (a) and (f), requires postsecondary institutions that participate in federal student financial assistance programs to report criminal offenses. Institutions must report criminal offenses that have been notified to on-campus security and/or local police. EDP University keeps statistics concerning the occurrences at on-campus and off-campus buildings, including nearby public property. The Institution must report criminal offenses notified to on-campus security and/or local police. There are four general categories to be reported:

1. Criminal Offenses: criminal homicide, including murder and non-negligent manslaughter, and manslaughter by negligence; sexual assault, including rape, fondling, incest, and statutory rape; robbery, aggravated assault, burglary, motor vehicle theft; and arson.
2. Hate Crime: any of the above-mentioned offenses, and any incidents of larceny-theft, simple assault, intimidation, or destruction/damage/vandalism of property that were motivated by bias;
3. Violence against of Women Act (VAWA) Offenses: any incidents of domestic violence, dating violence, and stalking.
4. Arrests and Referrals for Disciplinary Action: for weapons carrying, possessing, law violations, drug abuse violations and liquor law violations.

CAMPUS CRIME REPORT MANATÍ BRANCH CAMPUS				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2020  2020 data reported on 2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2021  2021 data as reported on 2020	Criminal Offenses	N/A	0	N/A
		N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
2022  2022 data as reported on 2021	Disciplinary Actions	N/A	0	N/A
	Criminal Offenses	N/A	0	N/A
		N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report, 2022

\*Violence against Women Act

The Manatí Branch Campus is considered a safe campus, as none of the offenses listed below have occurred.

# **HUMACAO**

## **BRANCH CAMPUS**



## PROGRAMS OF STUDY APPROVED BY THE POSTSECONDARY INSTITUTION BOARD, FORMER PUERTO RICO COUNCIL OF EDUCATION (PRCE)

### HUMACAO BRANCH CAMPUS

In 2017, the former PRCE approved the request for a name change from the Humacao Extension Center to the Humacao University Center. This allowed for all of the approved Associate and Bachelor's degree programs to be offered completely on-site.

In 2018, MSCHE approved the substantive change request to re-classify the Manatí and Humacao Additional Locations as Branch Campuses.

This section of EDP at a Glance was created to allow the Humacao Branch Campus data to be reported separate from the Main Campus in Hato Rey. Additional sections will be added as new information is gathered and analyzed.

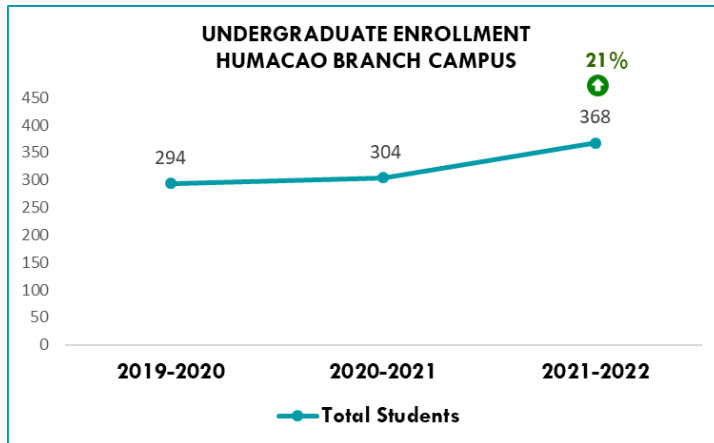
ASSOCIATE DEGREES	
<b>2013</b>	Associate Degree in Nursing
<b>2013</b>	Associate Degree in Digital Fashion Design
<b>2017</b>	Associate Degree in Information Technology
BACHELOR'S DEGREES	
<b>2018</b>	Bachelor's Degree in Science of Nursing



# ENROLLMENT ANALYSIS



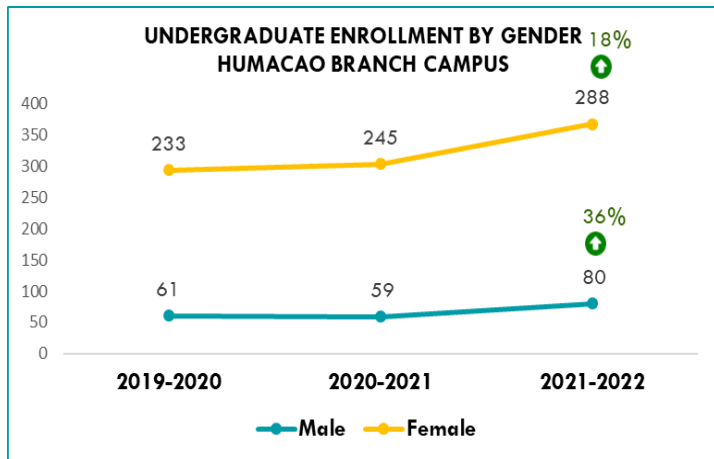
## CAMPUS ENROLLMENT



Source: IPEDS 12-month Enrollment Data.

Based on IPEDS 12-month Enrollment Data, the 2021-2022 **undergraduate enrollment** for the Humacao Branch Campus was 368 students, which is a 21% increase (+64) over the previous academic year.

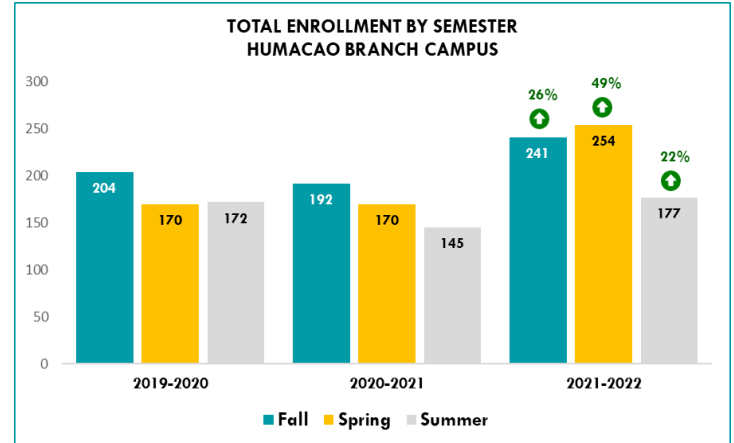
## GENDER DISTRIBUTION



Source: IPEDS 12-month Enrollment Data.

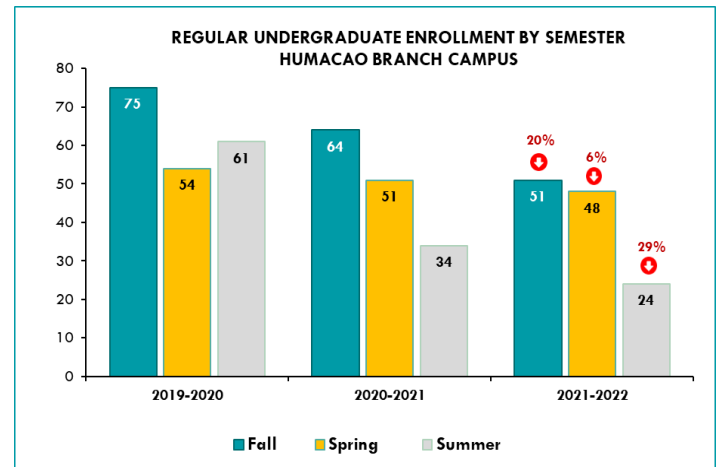
Based on IPEDS 12-month Enrollment Data, total Undergraduate Female enrollment for the 2021-2022 academic year was 288 students, which is an increase of 43 students over the previous year. Total Undergraduate Male enrollment was 80 students, which is an increase of 21 students over the previous year.

## ENROLLMENT BY SEMESTER



Source: Enrollment Certifications - Registrar's Office, 2022

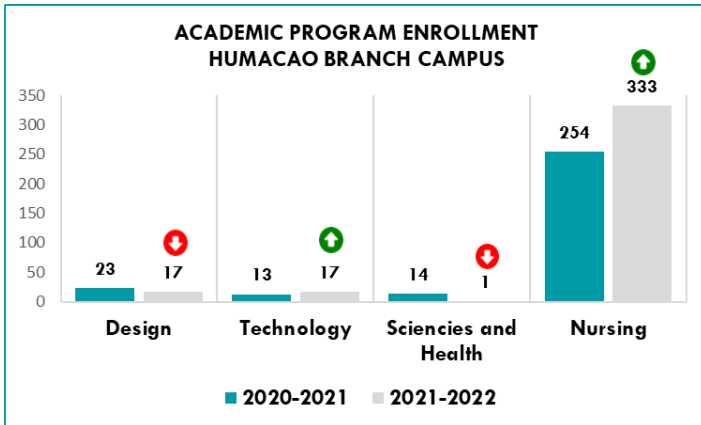
During the 2021-2022 academic year, **total enrollment** increased by 26% (+49 students) for the fall semester, spring semester enrollment increased by 49% (+84 students), and summer semester enrollment increased by 22% (+32 students).



Source: Enrollment Certifications - Registrar's Office, 2022

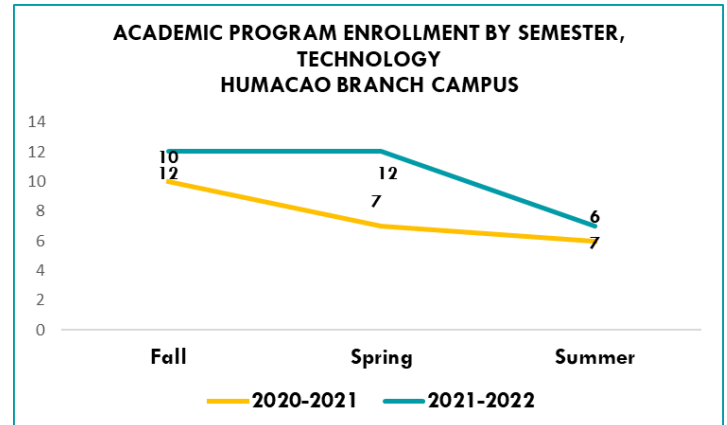
During the 2021-2022 academic year, **regular undergraduate enrollment** decreased by 20% (-13 students) for the fall semester, spring semester enrollment decreased by 6% (-three students), and summer semester enrollment decreased by 29% (-10 students). Regular undergraduate enrollment for the Humacao Branch Campus has gradually decreased over the last three years.

## ENROLLMENT BY ACADEMIC PROGRAMS



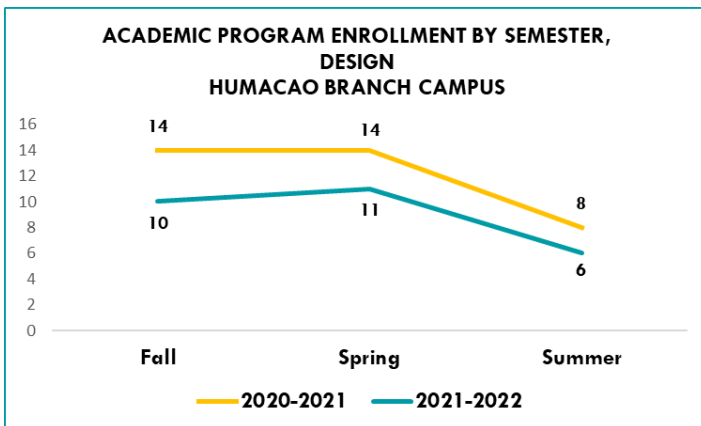
Source: AIR, 2022 (Annual Institutional Report).

During the 2021-2022 academic year, the Nursing School had more student enrollment followed by a tie between the Design and Technology schools. The Nursing and Technology Schools also had an increase in enrollment over the previous academic year while the Design School had enrollment decrease.



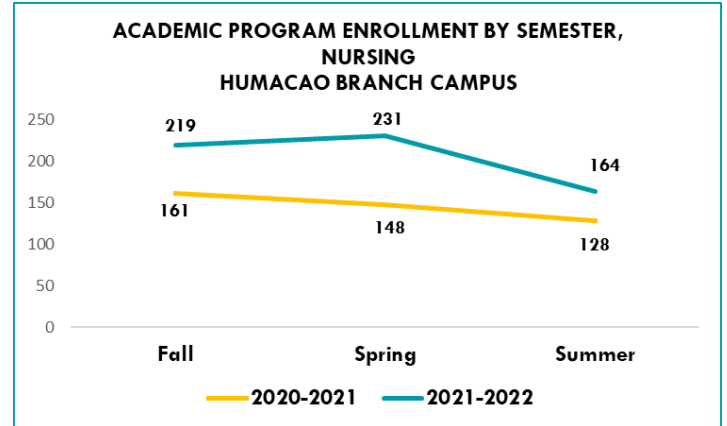
Source: Enrollment Certifications - Registrar's Office, 2022

Compared to the previous academic year, the Technology School had fewer students enrolled during the fall semester (-2), spring semester (-3), and summer semester (-3).



Source: Enrollment Certifications - Registrar's Office, 2022

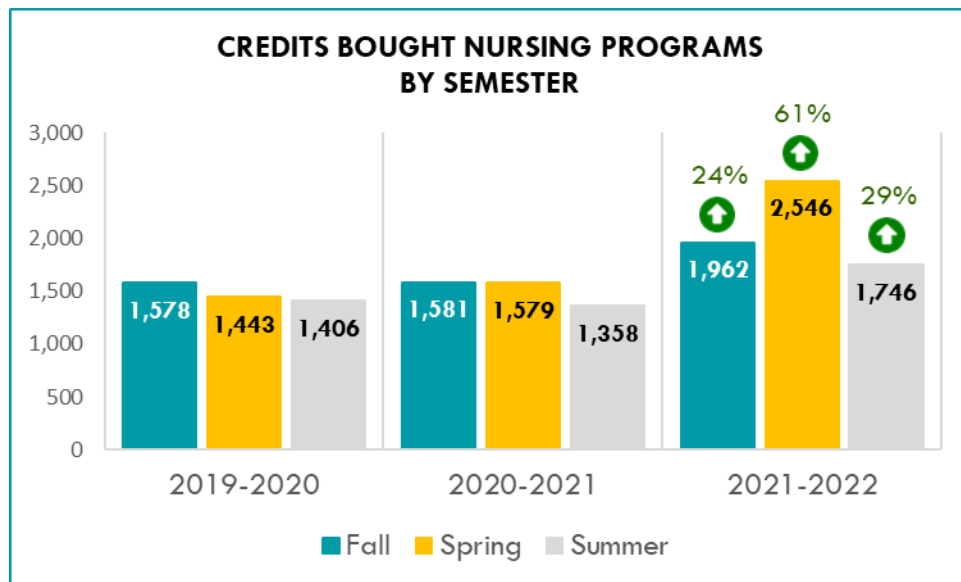
Compared to the previous academic year, the Design School had fewer students enrolled during the fall semester (-4), spring semester (-3), and summer semester (-2).



Source: Enrollment Certifications - Registrar's Office, 2022

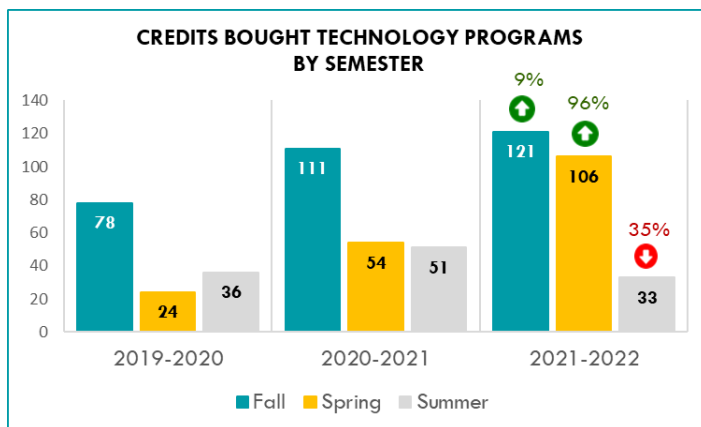
Compared to the previous academic year, the Nursing School had more students enrolled during the fall semester (+58), spring semester (+83), and summer semester (+36).

## CREDITS BOUGHT BY ACADEMIC PROGRAMS



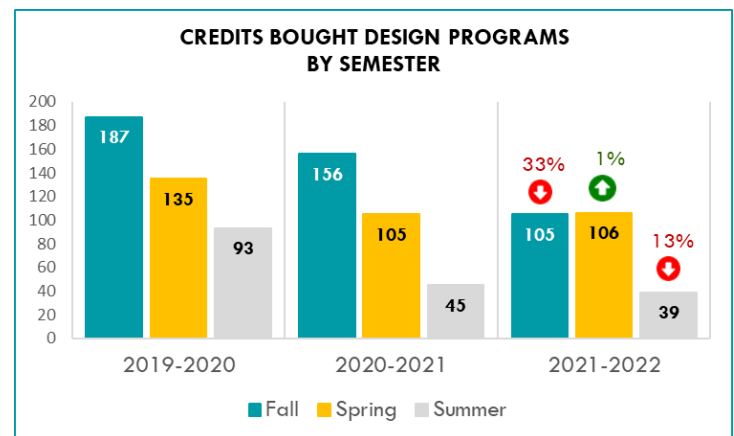
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Nursing programs for the 2021-2022 academic year increased by 24% (+381 credits) for the fall semester, increased by 61% (+967 credits) for the spring semester, and increased by 29% (+388 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Technology programs for the 2021-2022 academic year increased by 9% (+10 credits) for the fall semester, increased by 96% (+52 credits) for the spring semester, and decreased by 35% (-18 credits) for the summer semester compared to the previous academic year.

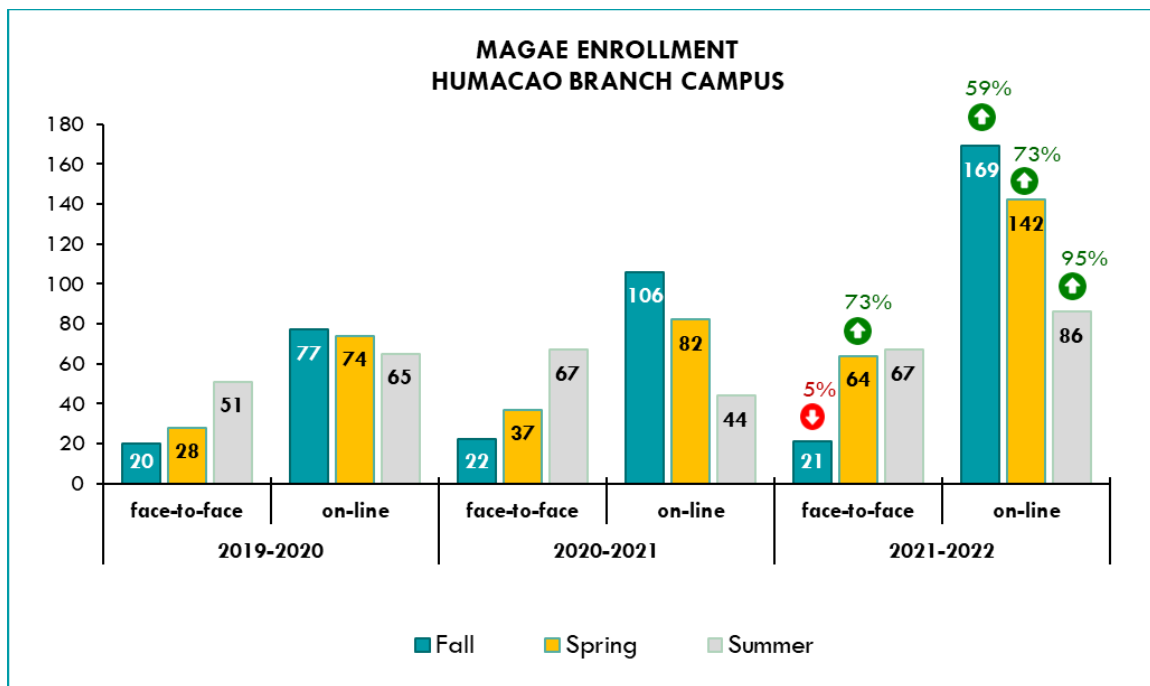


Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Design programs for the 2021-2022 academic year decreased by 33% (-51 credits) for the fall semester, increased by 1% (+one credit) for the spring semester, and decreased by 13% (-six credits) for the summer semester compared to the previous academic year.

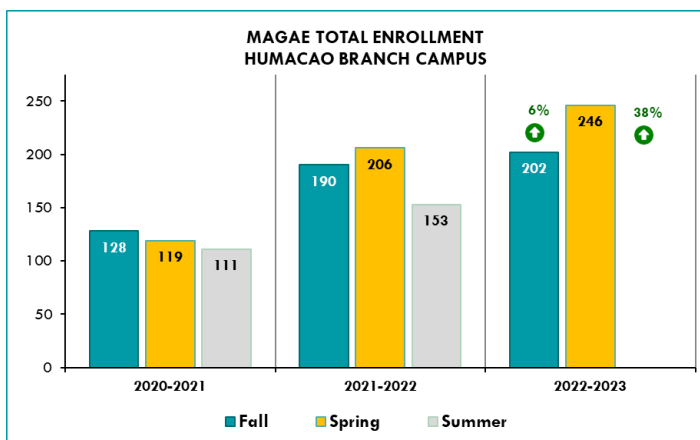
# **ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)**

For more information, see pg. 57.



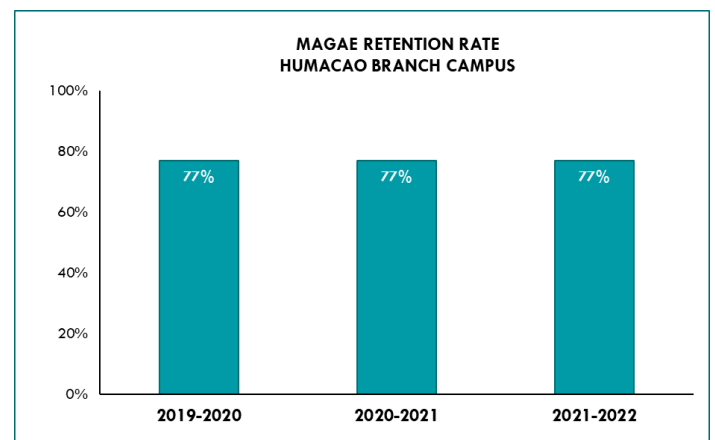
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, face-to-face enrollment decreased for the fall semester but increased for the spring and summer semesters compared to the previous academic year. Online enrollment increased for all three semesters compared to the previous year.



Source: Enrollment Certifications - Registrar's Office, 2022

**MAGAE Undergraduate Enrollment** increased for all three academic semesters compared to the previous academic year. During the 2021-2022 academic year, fall semester enrollment increased by 48% (+62 student), spring semester enrollment increased by 73% (+87 students), and summer semester enrollment increased by 38% (+42 students).








Source: AIR, 2022.

(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

During the 2020-2021 academic year, the MAGAE retention rate was 77%, which is the same as the previous academic year.

# **ENROLLMENT, RETENTION, PLACEMENT, AND GRADUATION RATES BY ACADEMIC PROGRAMS**

## HUMACAO BRANCH CAMPUS ENROLLMENT BY ACADEMIC PROGRAMS

ACADEMIC PROGRAMS	2019-2020	2020-2021	2021-2022
	Enrollment	Enrollment	Enrollment
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF DESIGN</b>			
Associate Degree in Digital Fashion Design	25	23	17 
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	14	13	17 
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Physical Therapy Technology	26	14	1 
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	216	237	313 
Bachelor's Degree in Science of Nursing	14	21	21
<b>TOTAL ENROLLMENT (DUPLICATED)</b>	<b>295</b>	<b>308</b>	<b>369</b>
<b>TOTAL ENROLLMENT (UNDUPLICATED)</b>	<b>294</b>	<b>304</b>	<b>368 </b>

Source: AIR, 2022 (Annual Institutional Report).

During the 2021-2022 academic year, program enrollment increased for the Associate Degrees in Information Technology (+four students) and Nursing (+76 students) and decreased for the Associate Degree in Digital Fashion Design (-six students) compared to the previous academic year. Enrollment remained the same for the Bachelor's Degree in Science of Nursing.

Over the last three years, the School of Design (-eight students) has had enrollment decrease while the School of Technology (+three students) and the School of Nursing (+104 students) have had enrollment increase. The School of Design has had three consecutive years of enrollment decrease while the School of Nursing has had three consecutive years of enrollment increase. Overall campus enrollment has increased three consecutive years (+74 students from 2019-2020 to 2021-2022).

### Enrollment by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	100	89
<b>Out of State students- Hybrid</b>	204	279

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student enrollment decreased over the previous academic year by 11% (-11 students). Meanwhile, Out-of-state student enrollment increased by 37% (+75 students) compared to the previous academic year.







	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	33	34
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	21	21

Source: AIR, 2022 (Annual Institutional Report).

Of the 89 Puerto Rico students enrolled during the 2021-2022 academic year, 34 were in the Associate Degree in Nursing program and 21 were in the Bachelor's Degree in Nursing program.



## HUMACAO BRANCH CAMPUS RETENTION

ACADEMIC PROGRAMS	2019-2020	2020-2021	2021-2022
	Retention Rate	Retention Rate	Retention Rate
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF DESIGN</b>			
Associate Degree in Digital Fashion Design	64%	65%	47% 
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	43%	46%	59% 
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Physical Therapy Technology	81%	86%	100% 
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	76%	73%	74% 
Bachelor's Degree in Science of Nursing	71%	76%	52% 
<b>TOTAL UNDERGRADUATE RETENTION RATE (DUPLICATED)</b>			
<b>TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>73%</b>	<b>72%</b>	<b>71%</b> 

Source: AIR, 2022 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

During the 2021-2022 academic year, program retention rates increased for the Associate Degrees in Information Technology (+13%) and Nursing (+1%) while the Associate Degree in Digital fashion Design (-18%) and the Bachelor's Degree in Science of Nursing (-24%) had retention rates decrease compared to the previous academic year.

The School of Nursing had a combined (Associate and Bachelor's) retention rate of 72% for the 2021-2022 academic year, a decrease from 73% during the 2020-2021 academic year.

The overall campus retention rate decreased by 1%, from 72% to 71%.

### Retention Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	61%	52%
<b>Out of State Students- Hybrid</b>	77%	77%

Source: AIR, 2022 (Annual Institutional Report).




Puerto Rico student retention rates decreased by 9% while Out of State student retention rates remained the same compared to the previous academic year.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	48%	50%

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student retention rate for the Nursing program increased by 2% compared to the previous academic year.

## HUMACAO BRANCH CAMPUS PLACEMENT ANALYSIS

Academic Programs	2019-2020		2020-2021		2021-2022	
	Infield and Refield Student	Placement Rate	Infield and Refield Student	Placement Rate	Infield and Refield Student	Placement Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Digital Fashion Design	1	50%	2	100%	1	100%
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	0	0%				
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Physical Therapy Technology	2	29%	1	10%	1	25% 
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	16	67%	20	67%	16	57% 
Bachelor's Degree in Science of Nursing			1	100%	3	100%
<b>TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>19</b>	<b>59%</b>	<b>24</b>	<b>56%</b>	<b>21</b>	<b>58%</b> 

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

During the 2021-2022 academic year, placement rates increased for the Associate Degree in Physical Therapy Technology (+80%) and decreased for the Associate Degree Nursing (-10%).

The overall Placement rate increased by 2%, from 56% during the 2020-2021 academic year to 58% during the 2021-2022 academic year.

### Placement Rates by Academic Schools

	2020-2021	2021-2022
<b>Design</b>	100%	100%
<b>Nursing</b>	68%	61%
<b>Sciences and Health</b>	10%	25%
<b>Technology</b>	N/A	N/A
<b>Undergraduate</b>	<b>56%</b>	<b>58%</b>

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

Placement rates increased for Sciences and Health (+15%) and decreased for Nursing (-7%). Undergraduate placement rates increased by 2% from 56% to 58%.

### Placement Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	33%	0%
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	100%	100%
<b>Out of State- Associate in Nursing</b>	70%	62%
<b>Out of state- Bachelor's in Science of Nursing</b>	N/A	N/A







Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

Placement rates decreased for the presential and out-of-state Associate's degree in Nursing.

## HUMACAO BRANCH CAMPUS GRADUATION RATES PER PROGRAM

Academics Programs	2019-2020			2020-2021			2021-2022		
	Complete + Graduation	Enrollment	Graduation Rate	Complete + Graduation	Enrollment	Graduation Rate	Complete + Graduation	Enrollment	Graduation Rate
<b>UNDERGRADUATE</b>									
<b>SCHOOL OF DESIGN</b>									
Associate Degree in Digital Fashion Design	3	25	12%	3	23	13%	0	17	0% 
<b>SCHOOL OF TECHNOLOGY</b>									
Associate Degree in Information Technology	1	14	7%	0	13	0%	2	17	12% 
<b>SCHOOL OF SCIENCE AND HEALTH</b>									
Associate Degree in Physical Therapy Technology	0	36	0%	11	14	79%	1	1	100% 
<b>SCHOOL OF NURSING</b>									
Associate Degree in Nursing	29	216	13%	49	237	21%	53	313	17% 
Bachelor's Degree in Science of Nursing	0	14	0%	0	21	0%		7	21% 
<b>TOTAL GRADUATION RATE (UNDUPLICATED)</b>	<b>33</b>	<b>305</b>	<b>11%</b>	<b>63</b>	<b>308</b>	<b>20%</b>	<b>56</b>	<b>355</b>	<b>16%</b> 

Source: AIR, 2021 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)  
Formula: SUM (Graduate + Complete) / Total Enrollment.

During the 2021-2022 academic year, program graduation rates increased for the Associate Degree in Information Technology (+12%) and the Bachelor's Degree in Science of Nursing (+21%) while they decreased for the Associate Degrees in Digital Fashion Design (-13%) and Nursing (-4%) compared to the previous academic year.

The Bachelor's Degree in Science of Nursing graduation rates have increased over three consecutive years.

The School of Nursing had a combined (Associate and Bachelor's) graduation rate of 18% for the 2021-2022 academic year, a decrease from 19% during the 2020-2021 academic year.

The overall campus graduation rate decreased by 4%, from 20% to 16%.

### Graduation Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Fcae-to-face</b>	17%	12%
<b>Out of State students- Hybrid</b>	23%	19%

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)  
Formula: SUM (Graduate + Complete) / Total Enrollment.

Graduation rates decreased by 5% for Puerto Rico students and by 4% for Out-of-state students compared to the previous academic year.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	9%	3%

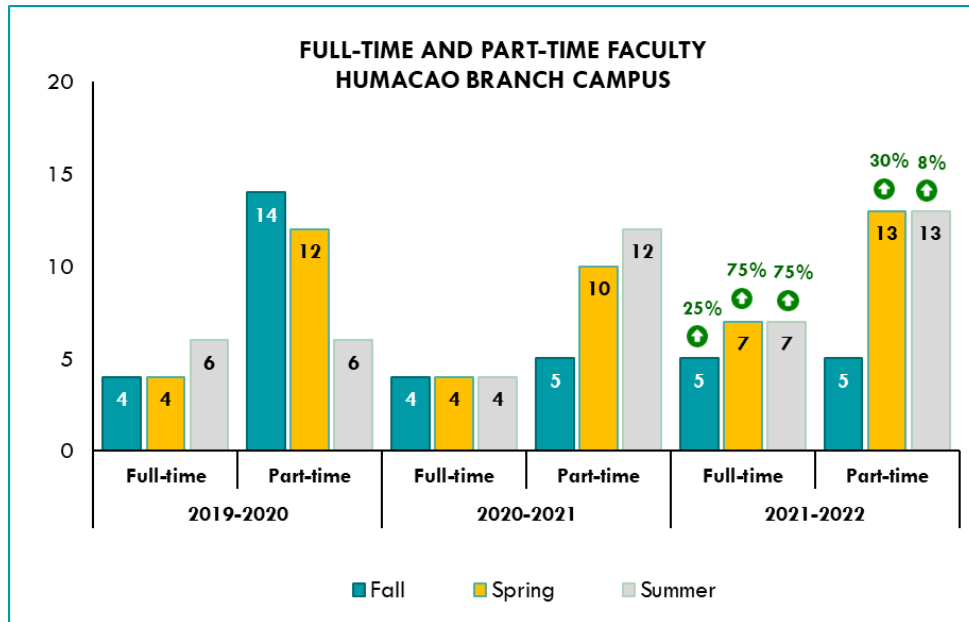
Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)  
Formula: SUM (Graduate + Complete) / Total Enrollment.

Puerto Rico student graduation rate for the Nursing program decreased by 6% compared to the previous academic year.

# FACULTY PROFILE

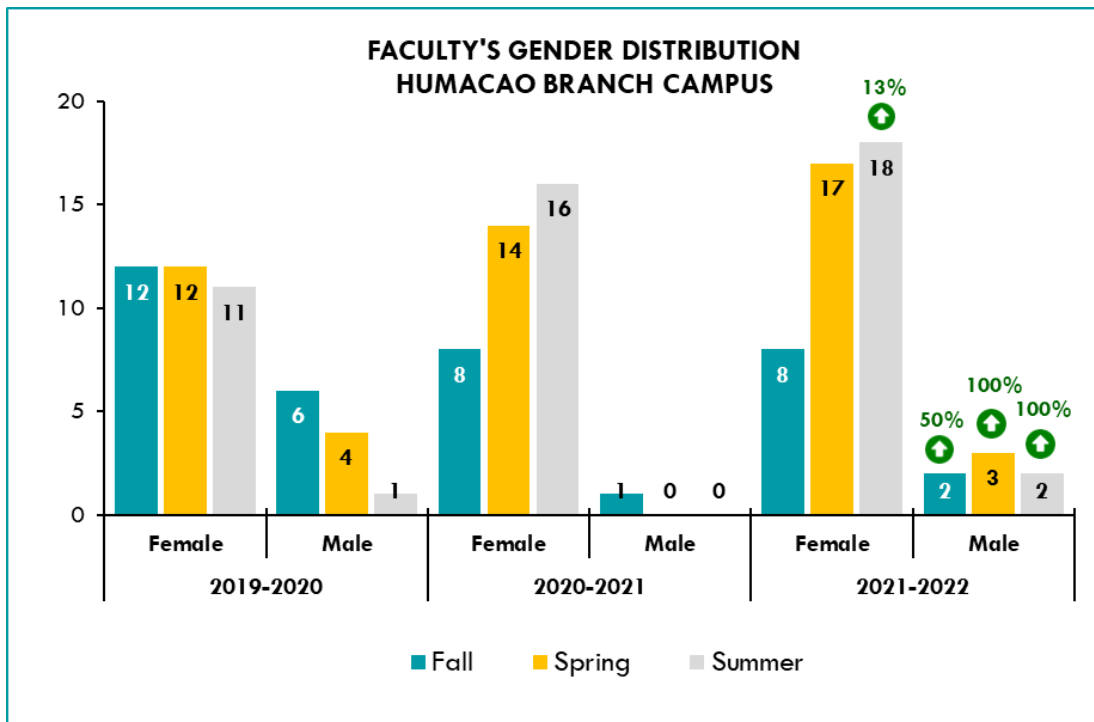


# HUMACAO BRANCH CAMPUS FACULTY PROFILE



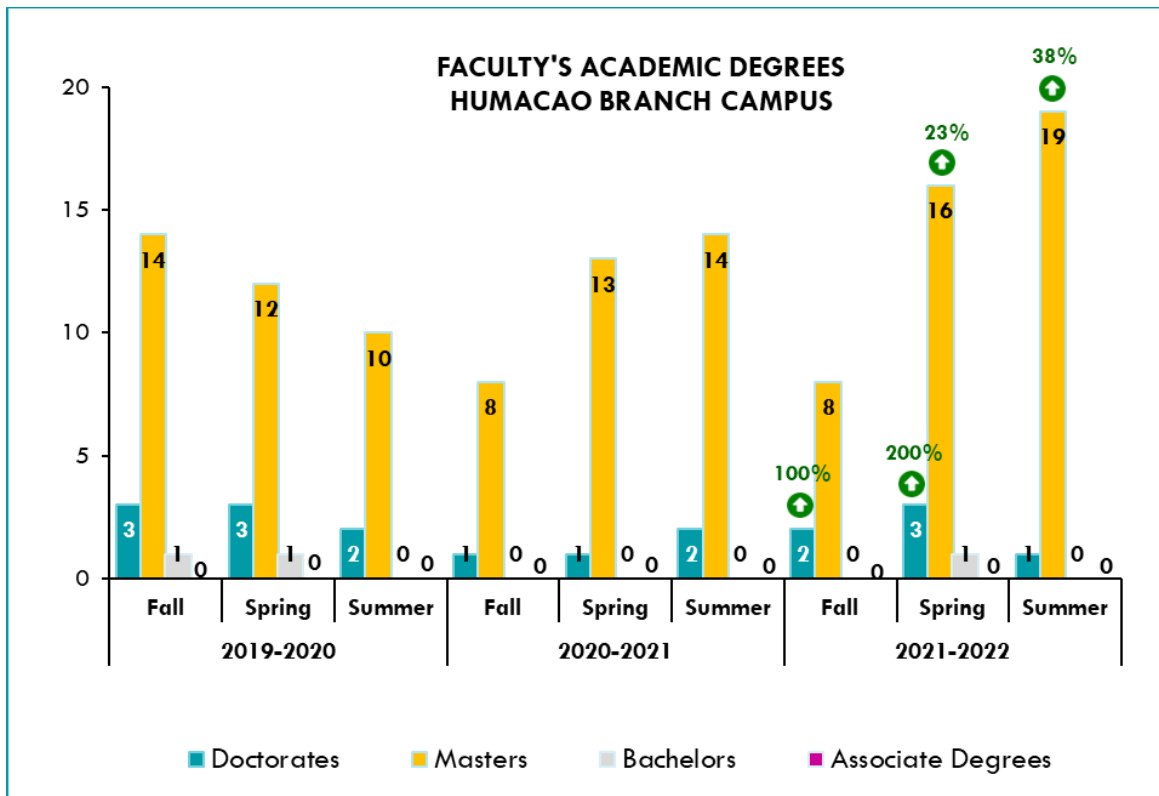
Source: Administrative Sub-director's Office, 2021

During the 2021-2022 academic year, there were more part-time qualified faculty than full-time faculty. There were increases in full-time and part-time faculty compared to the previous academic year.



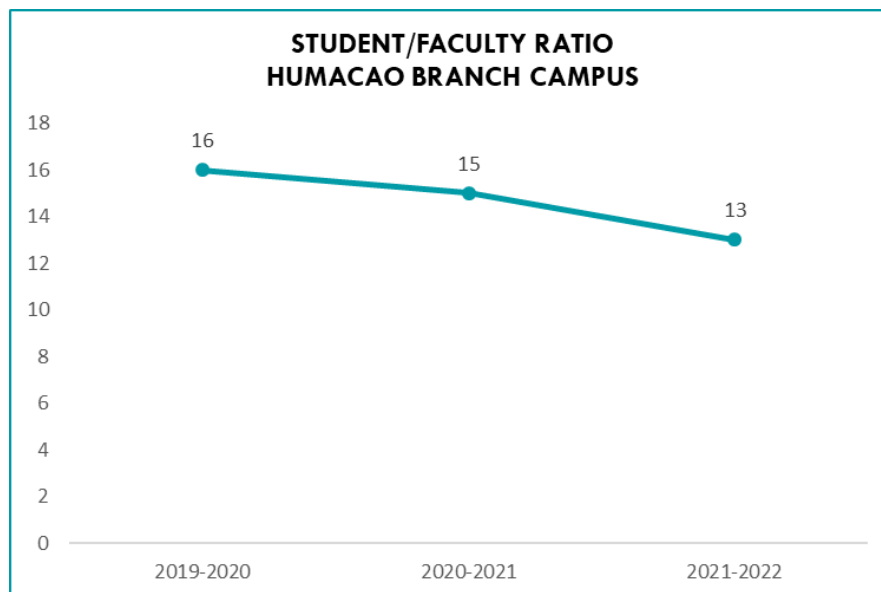
Source: Administrative Sub-director's Office, 2021

During the 2021-2022 academic year, there were more female faculty than male faculty. Both female and male faculty increased compared to the previous academic year.



Source: Administrative Sub-director's Office, 2021

During the 2021-2022 academic year, there were more faculty with master's degrees. There was an increase in faculty with master's degree in the spring and summer semester compared to the previous academic year.



Source: IPEDS Fall enrolment.

For the 2021-2022 academic semester, the student ratio was 13 students per faculty member. The student/faculty ratio increased in comparison to the previous year.

## CAMPUS CRIME REPORT HUMACAO BRANCH CAMPUS

The Higher Education Act (HEA), Section 486 (a) and (f), require postsecondary institutions that participate in federal student financial assistance programs to report criminal offenses. The Institution keeps statistics concerning the occurrences at on-campus and off-campus buildings, including nearby public property. The Institution must report criminal offenses that have been notified to on-campus security and/or local police. There are four general categories to be reported:

1. Criminal Offenses: criminal homicide, including murder and non-negligent manslaughter, and manslaughter by negligence; sexual assault, including rape, fondling, incest, and statutory rape; robbery, aggravated assault, burglary, motor vehicle theft; and arson.
2. Hate Crime: any of the above-mentioned offenses, and any incidents of larceny-theft, simple assault, intimidation, or destruction/damage/vandalism of property that were motivated by bias;
3. Violence against of Women Act (VAWA) Offenses: any incidents of domestic violence, dating violence, and stalking.
4. Arrests and Referrals for Disciplinary Action: for weapons carrying, possessing, law violations, drug abuse violations and liquor law violations.

CAMPUS CRIME REPORT HUMACAO BRANCH CAMPUS				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2020  2020 data reported on 2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2021  2021 data as reported on 2020	Criminal Offenses	N/A	0	N/A
		N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
2022  2022 data as reported on 2021	Criminal Offenses	N/A	0	N/A
		N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report, 2021 \*Violence Against Women Act

None of the offenses listed above have occurred at the Humacao Branch Campus, which means it can be considered safe.

# VILLALBA

## BRANCH CAMPUS





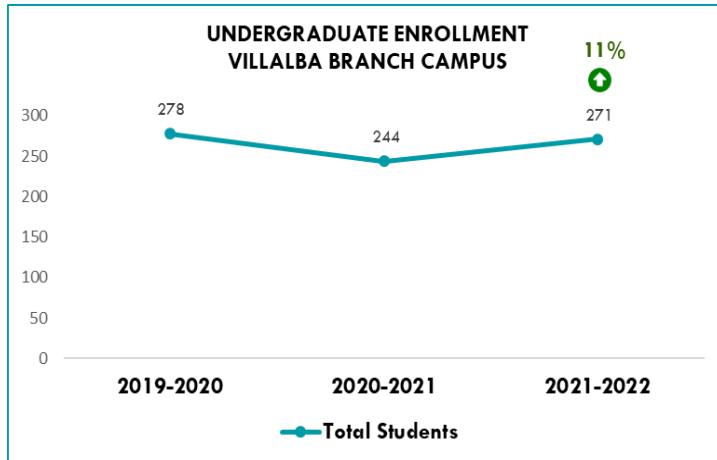
## PROGRAMS OF STUDY APPROVED BY THE POSTSECONDARY INSTITUTE BOARD, FORMER PUERTO RICO COUNCIL OF EDUCATION (PRCE) VILLALBA BRANCH CAMPUS

The Villalba Branch Campus was approved by the PRCE at the beginning of 2017. The following are academic programs offered at the branch campus.

ASSOCIATE DEGREES	
<b>2017</b>	Associate Degree in Business Administration
<b>2017</b>	Associate Degree in Nursing
<b>2017</b>	Associate Degree in Information Technology
<b>2017</b>	Associate Degree in Criminal Justice
<b>2021</b>	Associate Degree in Health and Physical Aptitude for Special Populations
BACHELOR'S DEGREES	
<b>2017</b>	Bachelor's Degree in Business Administration Major in Accounting
<b>2018</b>	Bachelor's Degree in Science of Nursing
<b>2021</b>	Bachelor's Degree in Political Sciences and International Relations

# ENROLLMENT ANALYSIS

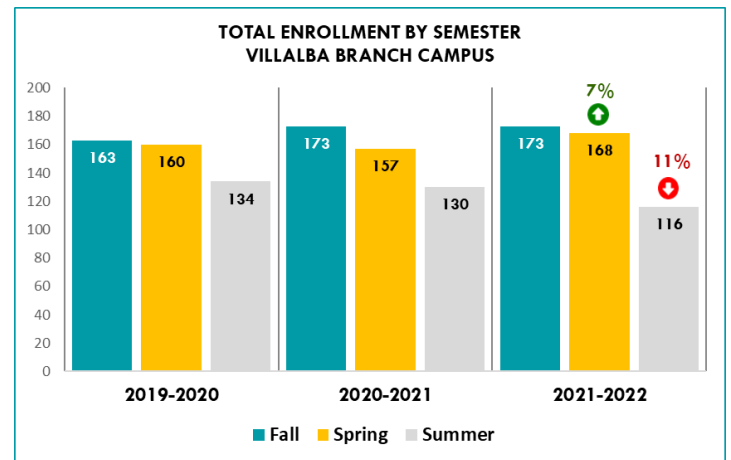
## CAMPUS ENROLLMENT



Source: IPEDS 12-month Enrollment Data.

Based on IPEDS 12-month Enrollment Data, the 2021-2022 **undergraduate enrollment** for the Villalba Branch Campus was 271 students, which is an 11% increase (+27) over the previous academic year.

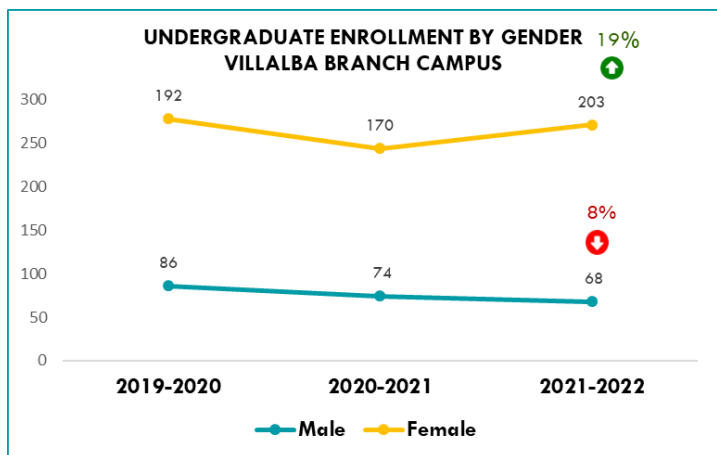
## ENROLLMENT BY SEMESTER



Source: Enrollment Certifications - Registrar's Office, 2022

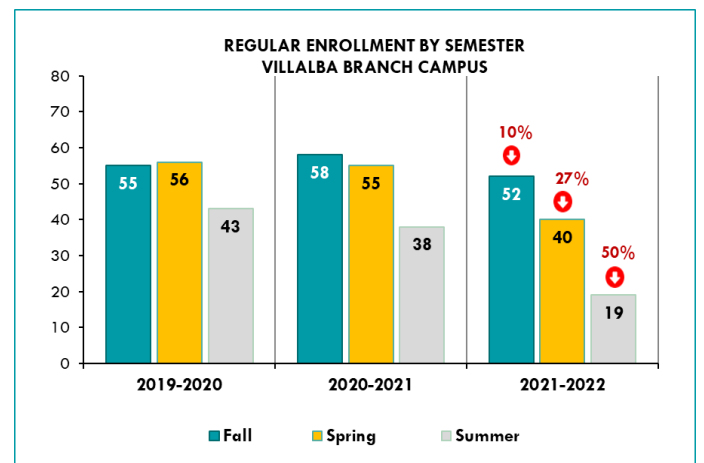
During the 2021-2022 academic year, **Total Enrollment** for the fall semester remained the same, spring semester enrollment increased by 7% (+11 students), and summer semester enrollment decreased by 11% (-14 students) compared to the previous academic year.

## GENDER DISTRIBUTION



Source: IPEDS 12-month Enrollment Data.

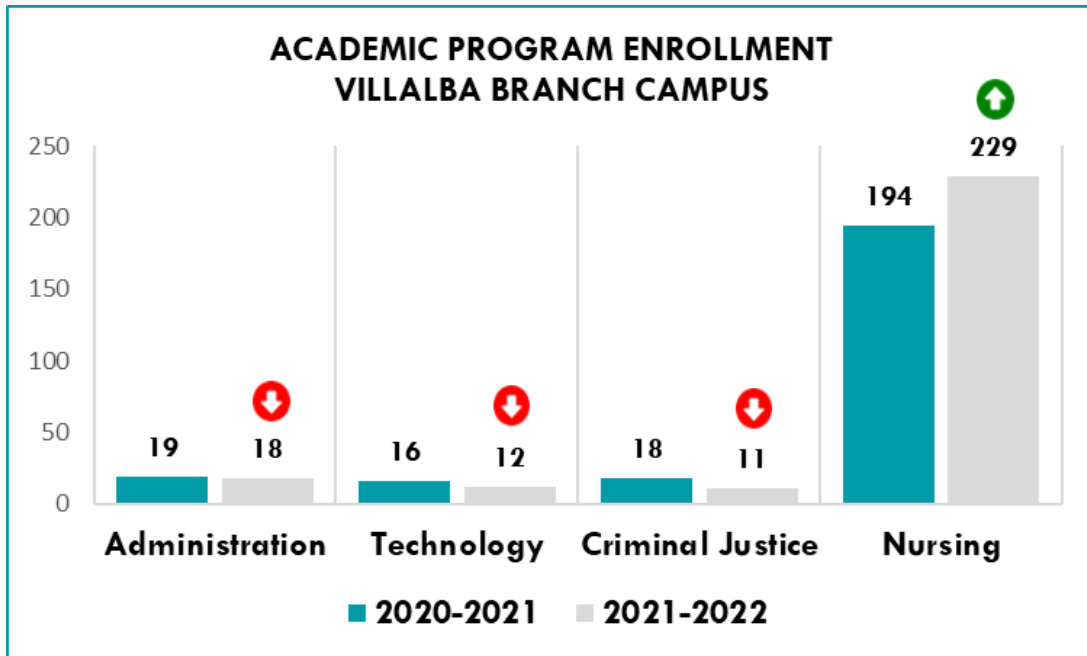
Based on IPEDS 12-month Enrollment Data, the total **Undergraduate Female Enrollment** for the 2021-2022 academic year was 203 students, which is an increase of 33 students over the previous year. Total **Undergraduate Male Enrollment** was 68 students, which is a decrease of six students over the previous year.



Source: Enrollment Certifications - Registrar's Office, 2022

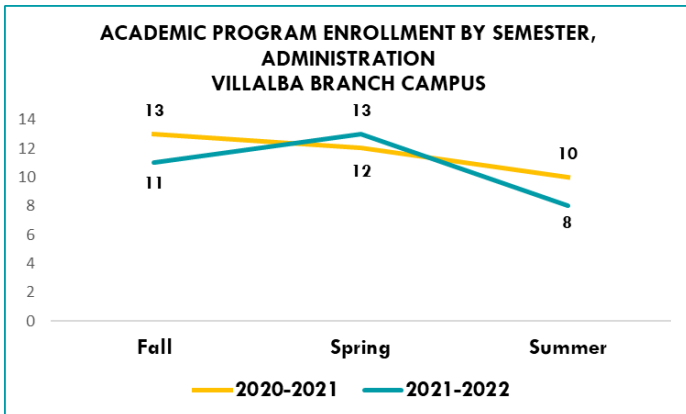
**Regular Undergraduate** enrollment for the 2021-2022 academic year decreased by 10% (-six students) for the fall semester, decreased by 27% (-15 students) for the spring semester, and decreased by 50% (-19 students) for the summer semester compared to the previous academic year.

## ENROLLMENT BY ACADEMIC PROGRAMS



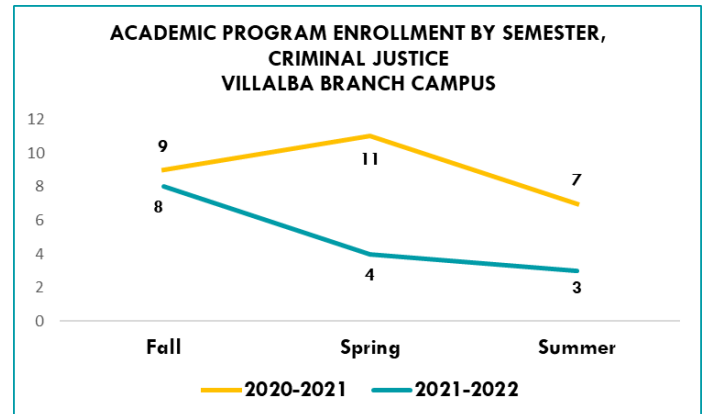
Source: AIR, 2022 (Annual Institutional Report).

During the 2021-2022 academic year, Nursing programs had more student enrollment followed by Administration, Technology and Criminal Justice. The Nursing School also had an increase in enrollment over the previous academic year, while the Administration, Technology and Criminal Justice Schools had enrollment decrease.



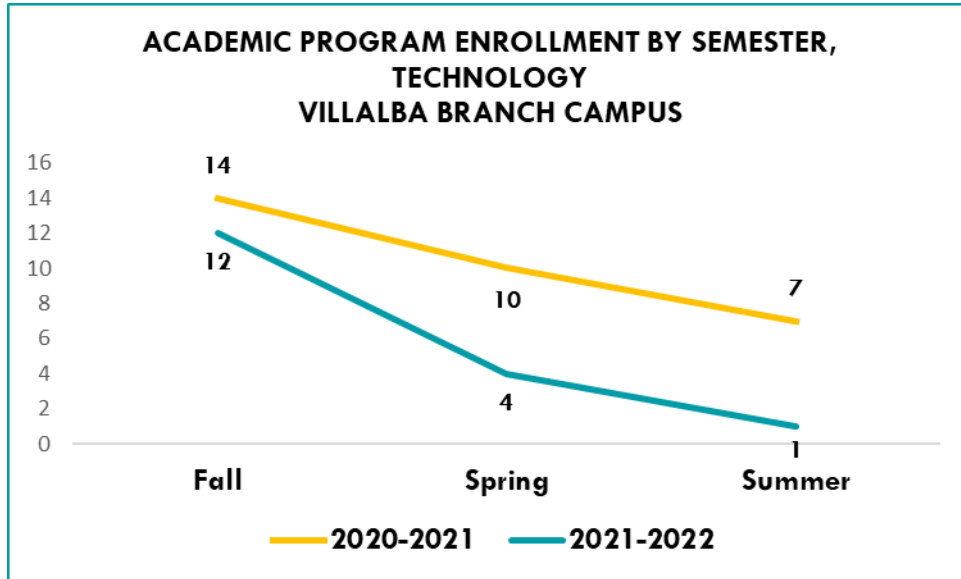
Source: Enrollment Certifications - Registrar's Office, 2022

Compared to the previous academic year, the Administration School had fewer students enrolled during the fall semester (-2), it had more students enrolled in the spring semester (+1), and fewer students enrolled in the summer semester (-2).



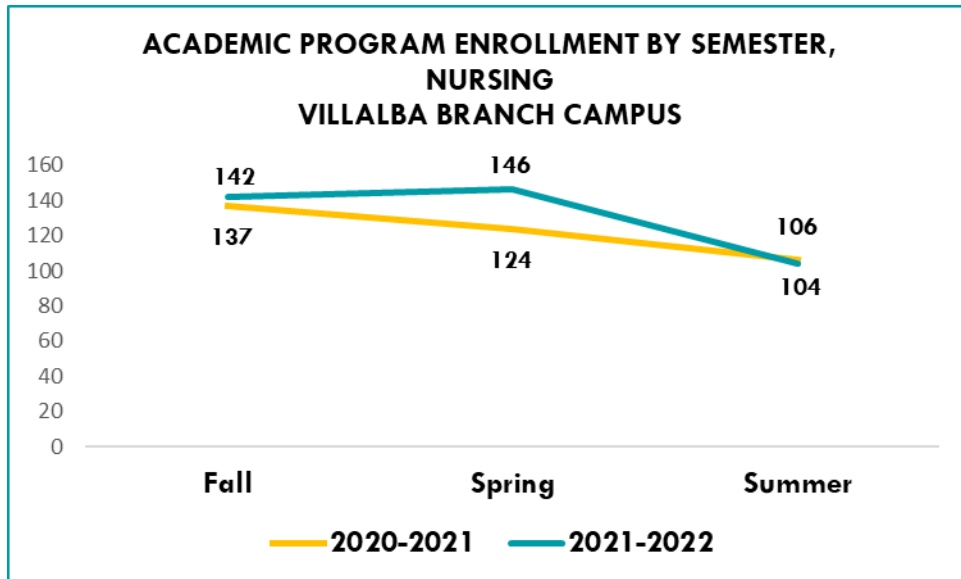
Source: Enrollment Certifications - Registrar's Office, 2022

Compared to the previous academic year, the Criminal Justice School had fewer students enrolled during the fall semester (-1), the spring semester (-7), and the summer semester (-4).



Source: Enrollment Certifications - Registrar's Office, 2022

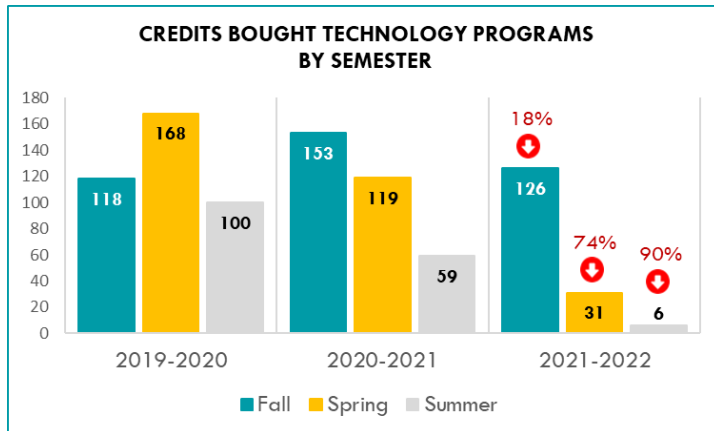
Compared to the previous academic year, the Technology School had fewer students enrolled during the fall semester (-2), the spring semester (-6), and the summer semester (-6).



Source: Enrollment Certifications - Registrar's Office, 2022

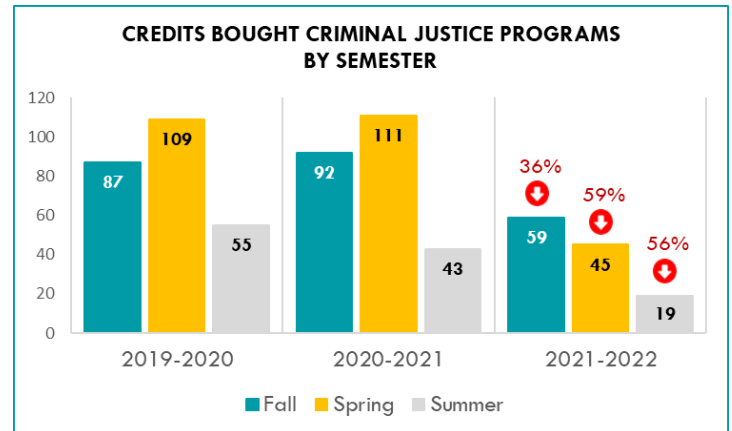
Compared to the previous academic year, the Nursing School had more students enrolled during the fall semester (+5) and the spring semester (+22), and fewer students enrolled in the summer semester (-2).

## CREDITS BOUGHT BY ACADEMIC PROGRAMS



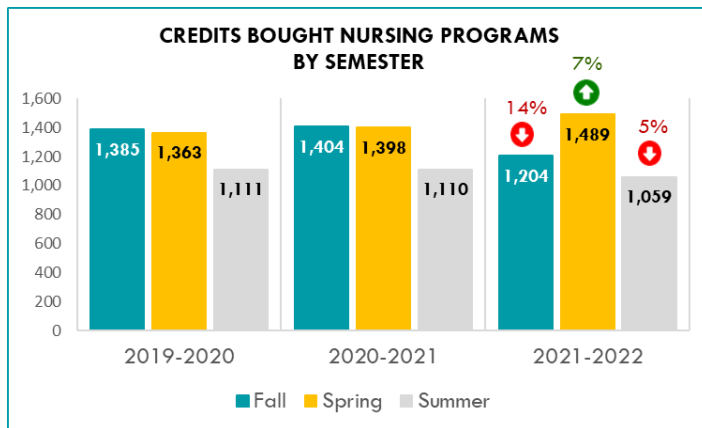
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Technology programs for the 2021-2022 academic year decreased by 18% (-27 credits) for the fall semester, decreased by 74% (-88 credits) for the spring semester, and decreased by 90% (-53 credits) for the summer semester compared to the previous academic year.



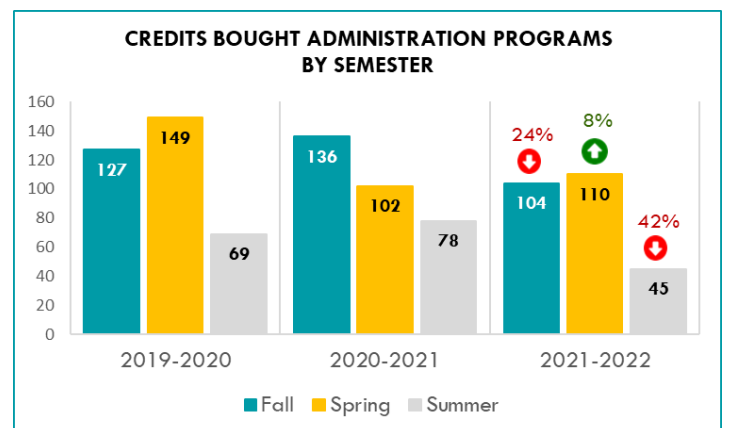
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Criminal Justice programs for the 2021-2022 academic year decreased by 36% (-33 credits) for the fall semester, decreased by 59% (-66 credits) for the spring semester, and decreased by 56% (-24 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Nursing programs for the 2021-2022 academic year decreased by 14% (-200 credits) for the fall semester, increased by 7% (+91 credits) for the spring semester, and decreased by 5% (-51 credits) for the summer semester compared to the previous academic year.

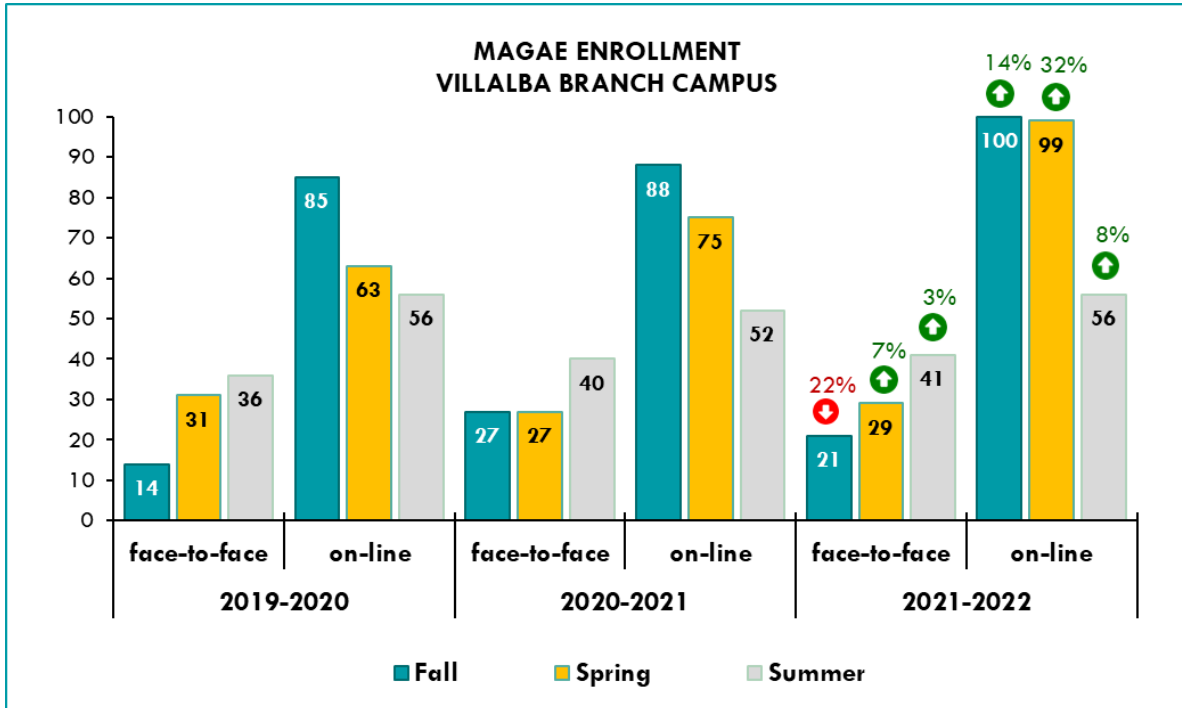


Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Administration programs for the 2021-2022 academic year decreased by 24% (-32 credits) for the fall semester, increased by 8% (+eight credits) for the spring semester, and decreased by 42% (-33 credits) for the summer semester compared to the previous academic year.

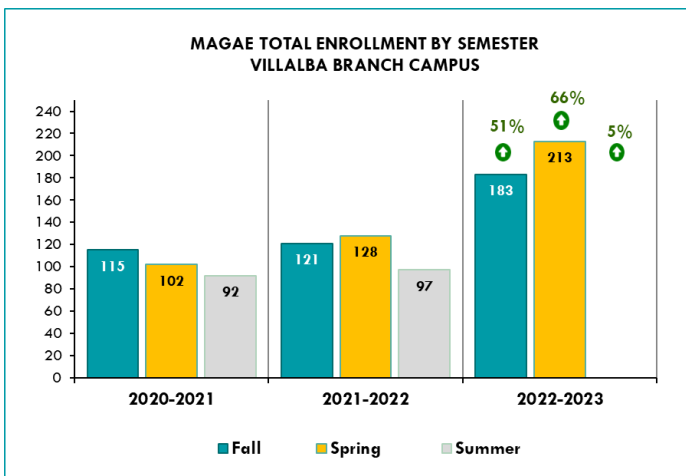
# **ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)**

For more information, see pg. 57.



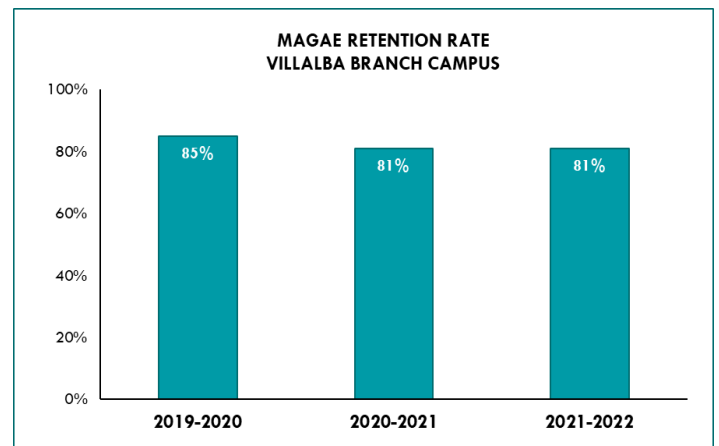
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, face-to-face enrollment decreased during the fall semester and increased during the spring and summer semesters compared to the previous academic year. Online enrollment increased for all three academic semesters compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

**MAGAE Undergraduate** enrollment for the 2021-2022 academic year increased for all three academic semesters. Fall semester enrollment increased by 5% (+6 students), spring semester enrollment increased by 25% (+26 students), and summer semester enrollment increased by 5% (+5 students) compared to the previous academic year.



Source: AIR, 2022.







(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

During the 2021-2022 academic year, the MAGAE retention rate was 81%, the same as the previous academic year.



# **ENROLLMENT, RETENTION, PLACEMENT, AND GRADUATION RATES BY ACADEMIC PROGRAMS**

## VILLALBA BRANCH CAMPUS ENROLLMENT BY ACADEMIC PROGRAM

ACADEMICS PROGRAMS	2019-2020	2020-2021	2021-2022
	Enrollment	Enrollment	Enrollment
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF ADMINISTRATION</b>			
Associate Degree in Business Administration	20	13	12 
Bachelor's Degree in Business Administration Major in Accounting	5	7	6 
Bachelor's Degree in Political Sciences and International Relations			1
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	24	16	12 
<b>SCHOOL OF CRIMINAL JUSTICE</b>			
Associate Degree in Criminal Justice	18	19	11 
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	210	187	227 
Bachelor's Degree in Science of Nursing	7	7	7
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Health and Physical Aptitude for Special Populations			1
<b>TOTAL ENROLLMENT (DUPLICATED)</b>	<b>284</b>	<b>249</b>	<b>277</b>
<b>TOTAL ENROLLMENT (UNDUPLICATED)</b>	<b>278</b>	<b>247</b>	<b>271 </b>

Source: AIR, 2022 (Annual Institutional Report).

During the 2021-2022 academic year, program enrollment increased for the Associate Degree in Nursing (+40 students) and decreased for the Associate Degrees in Business Administration (-one student), Information Technology (-four students) and Criminal Justice (-eight students), and the Bachelor's Degree in Business Administration major in Accounting (-one student) compared to the previous academic year.

Over the last three years, the School of Administration (-six students), the School of Technology (-12 students) and the School of Criminal Justice (-seven students) have had enrollment decrease while the School of Nursing (+17 students) has had enrollment increase.

### Enrollment by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	93	69
<b>Out of State students- Hybrid</b>	154	202

Source: AIR, 2022 (Annual Institutional Report).








Puerto Rico student enrollment decreased over the previous academic year by 26% (-24 students). Meanwhile, Out-of-State student enrollment increased by 31% (+48 students) compared to the previous academic year.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	33	25
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	7	7

Source: AIR, 2022 (Annual Institutional Report).

Of the 69 Puerto Rico students enrolled during the 2021-2022 academic year, 25 were in the Associate Degree in Nursing program and 7 were in the Bachelor's Degree in Science of Nursing program.

## VILLALBA BRANCH CAMPUS RETENTION

ACADEMICS PROGRAMS	2019-2020	2020-2021	2021-2022
	Retention Rate	Retention Rate	Retention Rate
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF ADMINISTRATION</b>			
Associate Degree in Business Administration	75%	69%	58% 
Bachelor's Degree in Business Administration Major in Accounting	80%	71%	83% 
Bachelor's Degree in Political Sciences and International Relations			0%
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	71%	69%	83% 
<b>SCHOOL OF CRIMINAL JUSTICE</b>			
Associate Degree in Criminal Justice	61%	58%	45% 
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	82%	75%	79% 
Bachelor's Degree in Science of Nursing	43%	86%	57% 
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Health and Physical Aptitude for Special Populations			100%
<b>TOTAL RETENTION RATE (UNDUPLICATED)</b>	<b>78%</b>	<b>73%</b>	<b>76%</b> 

Source: AIR, 2022 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

During the 2021-2022 academic year, program retention rates increased for the Associate Degrees in Information Technology (+14%) and Nursing (+4%), and the Bachelor's Degree in Business Administration major in Accounting (+12%). Retention rates decreased for the Associate Degrees in Business Administration (-11%) and Criminal Justice (-13%), and the Bachelor's Degree in Science of Nursing (-29%).

The School of Nursing had a combined retention rate of 78% for the 2021-2022 academic year, an increase from 75% the previous year. The School of Administration had a combined retention rate of 61% for the 2021-2022 academic year, a decrease from 69% the previous year. The overall campus retention rate increased by 3%, from 73% to 76%.

## Retention Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	59%	62%
<b>Out of State Students- Hybrid</b>	81%	81%

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student retention rates increased by 3% while Out-of-State student retention rates remained the same compared to the previous academic year.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	53%	68%

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)  
Formula: SUM (Graduate + Complete) / Total Enrollment.

Puerto Rico student retention rate for the Nursing program increased by 15% compared to the previous academic year.

## VILLALBA BRANCH CAMPUS PLACEMENT ANALYSIS

Academics Programs	2019-2020		2020-2021		2021-2022	
	Infield and Reinfield Sudents	Placement Rate	Infield and Reinfield Sudents	Placement Rate	Infield and Reinfield Sudents	Placement Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF ADMINISTRATION</b>						
Associate Degree in Business Administration	2	50%	1	100%	4	100%
Bachelor's Degree in Business Administration Major in Accounting			1	100%	3	100%
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	0	0%	1	100%	1	100%
<b>SCHOOL OF CRIMINAL JUSTICE</b>						
Associate Degree in Criminal Justice	0	0%	0	0%	0	0%
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	9	60%	10	59%	17	63% ↑
Bachelor's Degree in Science of Nursing					1	100%
<b>TOTAL Placement RATE (UNDUPLICATED)</b>	<b>11</b>	<b>52%</b>	<b>13</b>	<b>62%</b>	<b>26</b>	<b>70%</b> ↑

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

During the 2021-2022 academic year, placement rates increased for the Associate Degree in Nursing (+4%).

The overall Placement rate increased by 8%, from 62% during the 2020-2021 academic year to 70% during the 2021-2022 academic year.

## Academic Program Placement Rates

	2020-2021	2021-2022
<b>Administration</b>	100%	100%
<b>Technology</b>	100%	100%
<b>Criminal Justice</b>	0%	0%
<b>Nursing</b>	59%	63%
<b>Undergraduate</b>	<b>62%</b>	<b>70%</b>

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

2021-2022 academic program placement rates increased for Nursing programs compared to the previous academic year and remained the same for the other academic programs.

## Placement Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	50%	0%
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	100%	100%
<b>Out-of-state- Associate in Nursing</b>	60%	65%
<b>Out-of-state- Bachelor's in Nursing</b>	N/A	N/A

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

Placement rates decreased for the out-of-state Associate's degree in Nursing program.

## VILLALBA BRANCH CAMPUS GRADUATION RATES PER PROGRAM

ACADEMIC PROGRAMS	2019-2020			Complete + Graduation	2020-2021			Complete + Graduation	2021-2022	
	Complete + Graduation	Enrollment	Graduation Rate		Enrollment	Graduation Rate	Enrollment		Graduation Rate	
UNDERGRADUATE										
SCHOOL OF ADMINISTRATION										
Associate Degree in Business Administration	5	19	26%	2	13	15%	0	12	0%	🔴
Bachelor's Degree in Business Administration Major in Accounting	0	4	0%	1	7	14%	2	6	33%	🟢
Bachelor's Degree in Political Sciences and International Relations										
SCHOOL OF TECHNOLOGY										
Associate Degree in Information Technology	2	23	9%	2	16	13%	8	12	67%	🟢
SCHOOL OF CRIMINAL JUSTICE										
Associate Degree in Criminal Justice	1	18	6%	2	19	11%	1	11	9%	🔴
SCHOOL OF NURSING										
Associate Degree in Nursing	35	207	17%	26	187	14%	50	227	22%	🟢
Bachelor's Degree in Science of Nursing	0	7	0%	1	7	14%	0	7	0%	🔴
SCHOOL OF SCIENCE AND HEALTH										
Associate Degree in Health and Physical Aptitude for Special Populations										
TOTAL GRADUATION RATE (UNDUPLICATED)	43	278	15%	34	249	14%	61	275	22%	

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

Formula: SUM (Graduate + Complete) / Total Enrollment.

During the 2021-2022 academic year, program graduation rates increased for the Associate Degrees in Information Technology (+54%) and Nursing (+8%), and the Bachelor's Degree in Business Administration major in Accounting (+19%). Graduation rates decreased for the Associate Degrees in Business Administration (-15%) and Criminal Justice (-2%), and the Bachelor's Degree in Science of Nursing (-14%) compared to the previous academic year.

The Associate Degree in Information Technology and the Bachelor's Degree in Business Administration major in Accounting have had graduation rates increase over three consecutive years. The Associate Degree in Business Administration has had graduation rates decrease over three consecutive years.

The School of Nursing had a combined (Associate and Bachelor's) graduation rate of 22% for the 2021-2022 academic year, an increase from 14% during the 2020-2021 academic year. The School of Administration had a combined graduation rate of 11% for the 2021-2022 academic year, a decrease from 16% the previous year. The overall campus graduation rate increased by 8%, from 14% to 22%.

## Graduation Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	10%	17%
<b>Out of State students- Hybrid</b>	16%	24%

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

Formula: SUM (Graduate + Complete) / Total Enrollment.

Graduation rates increased by 7% for Puerto Rico students and by 8% for Out-of-State students compared to the previous academic year.

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	3%	4%

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

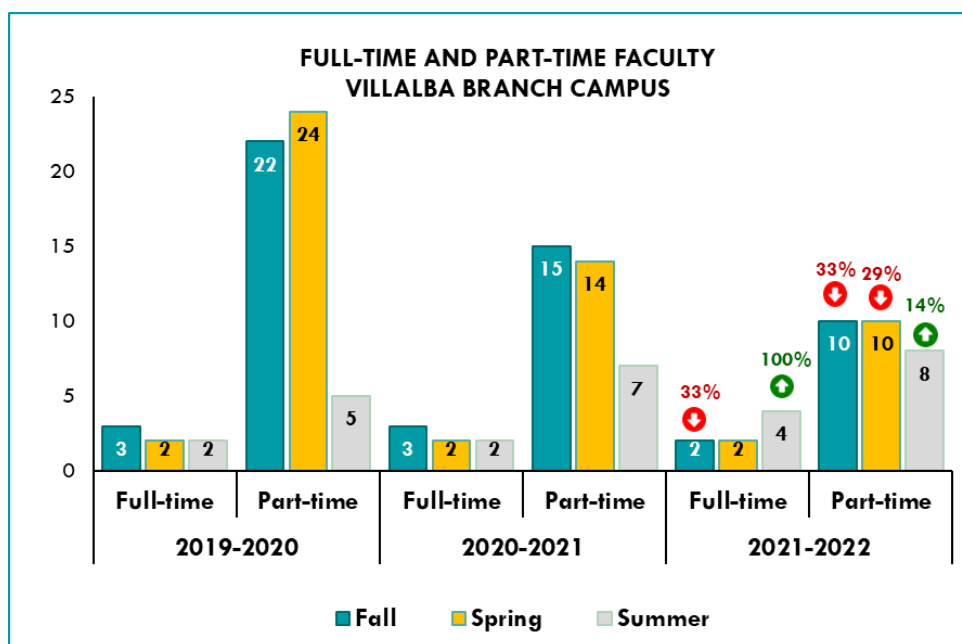
Formula: SUM (Graduate + Complete) / Total Enrollment.

Puerto Rico student graduation rates for the Nursing program increased by 1% compared to the previous academic year.

# FACULTY PROFILE

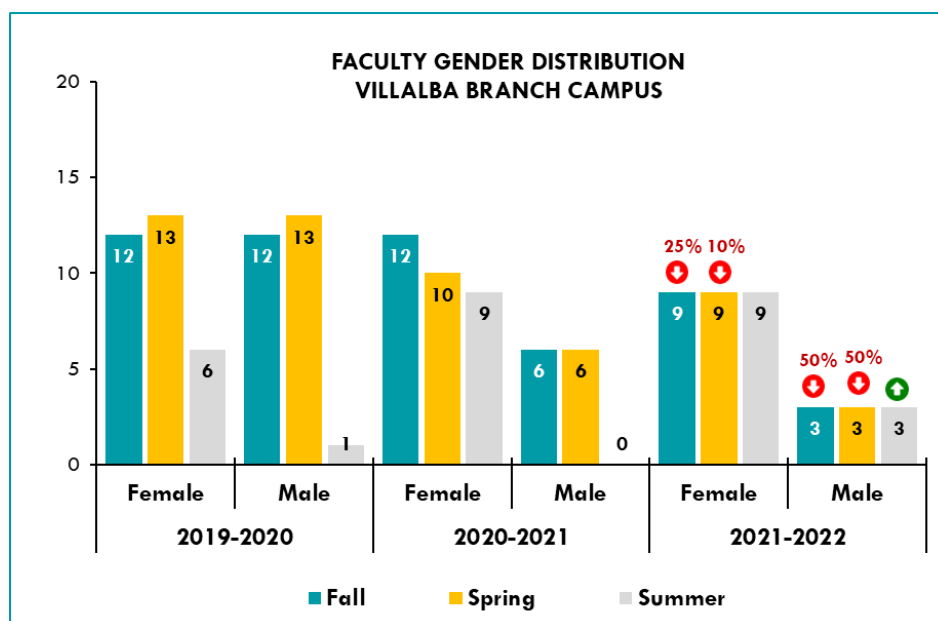


## VILLALBA BRANCH CAMPUS FACULTY PROFILE



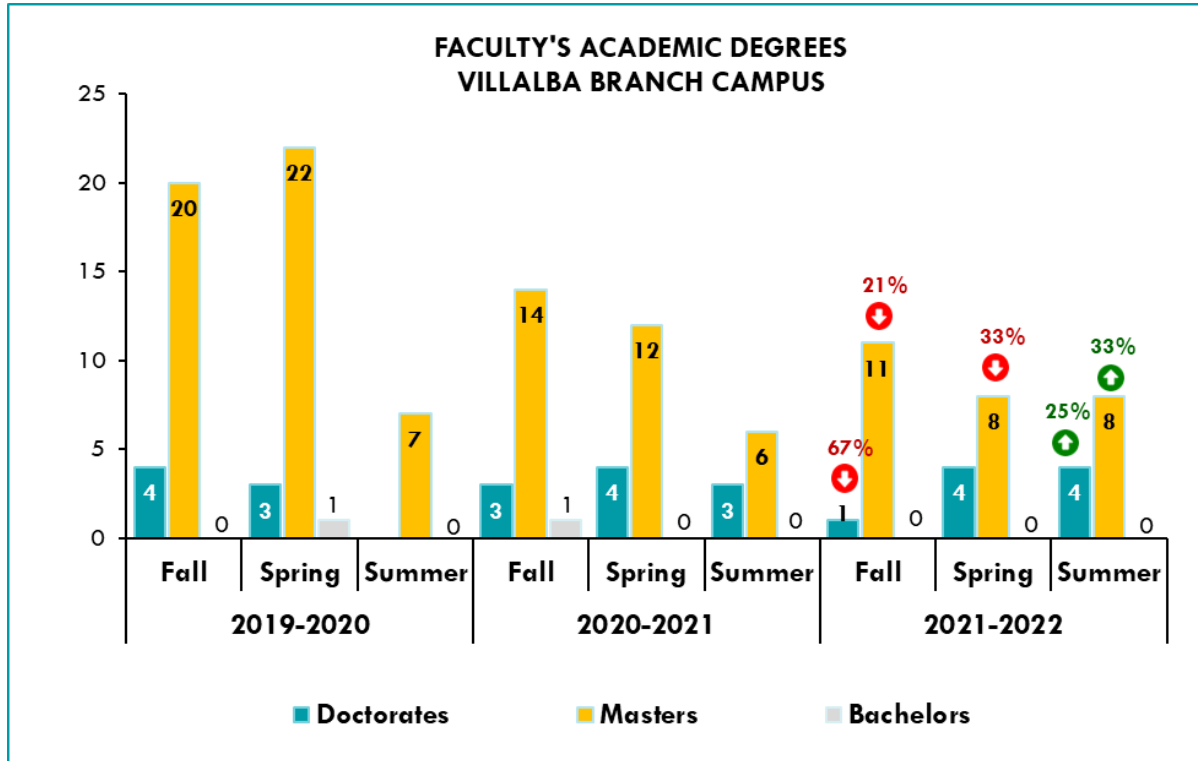
Source: Administrative Sub-director's Office, 2022

During the 2021-2022 academic year, there were more part-time faculty than full-time faculty. There were decreases in part-time faculty for the fall semester (-5 professors) and spring semester (-4 professors) compared to the previous academic year. Summer part-time faculty did increase 14% (+4 professors).



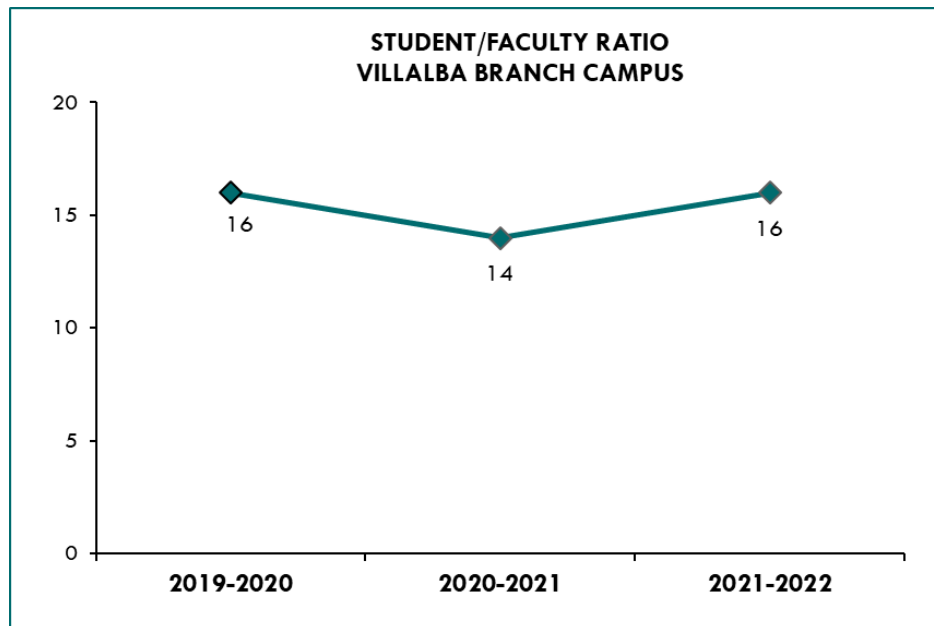
Source: Administrative Sub-director's Office, 2022

During the 2021-2022 academic year, there were more female faculty than male faculty. Female faculty decreased for the fall semester (-3 professors) and spring semester, but remained the same for the summer semester compared to the previous academic year. Male faculty decreased 50% for both fall and spring semesters but increased for the summer semester compared to the previous year.



Source: Administrative Sub-director's Office, 2022

During the 2021-2022 academic year, there were more faculty with master's degrees. Professors with Master's degree decreased for fall semester (-3) and spring semester (-4), but increased for summer semester (+2). Doctorate degrees remained the same as the previous academic year.



Source: IPEDS Fall enrollment.

For the 2021-2022 fall academic semester, the student ratio was 16 students per faculty member. The student/faculty ratio increased in comparison to the previous year.



## CAMPUS CRIME REPORT VILLALBA BRANCH CAMPUS

The Higher Education Act (HEA), Section 486 (a) and (f), require postsecondary institutions that participate in federal student financial assistance programs to report criminal offenses. The Institution keeps statistics concerning the occurrences at on-campus and off-campus buildings, including nearby public property. The Institution must report criminal offenses that have been notified to on-campus security and/or local police. There are four general categories to be reported:

1. Criminal Offenses: criminal homicide, including murder and non-negligent manslaughter, and manslaughter by negligence; sexual assault, including rape, fondling, incest, and statutory rape; robbery, aggravated assault, burglary, motor vehicle theft; and arson.
2. Hate Crime: any of the above-mentioned offenses, and any incidents of larceny-theft, simple assault, intimidation, or destruction/damage/vandalism of property that were motivated by bias;
3. Violence against Women Act (VAWA) Offenses: any incidents of domestic violence, dating violence, and stalking.
4. Arrests and Referrals for Disciplinary Action: for weapons carrying, possessing, law violations, drug abuse violations and liquor law violations.

CAMPUS CRIME REPORT- VILLALBA BRANCH CAMPUS				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2020  2020 data reported on 2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2021  2021 data as reported on 2020	Criminal Offenses	N/A	0	N/A
		N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2022  2022 data as reported on 2021	Criminal Offenses	N/A	0	N/A
		N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report, 2022

\*Violence Against Women Act

The Villalba Branch Campus can be considered safe, as none of the offenses listed below have occurred.

# **SAN SEBASTIÁN CAMPUS**

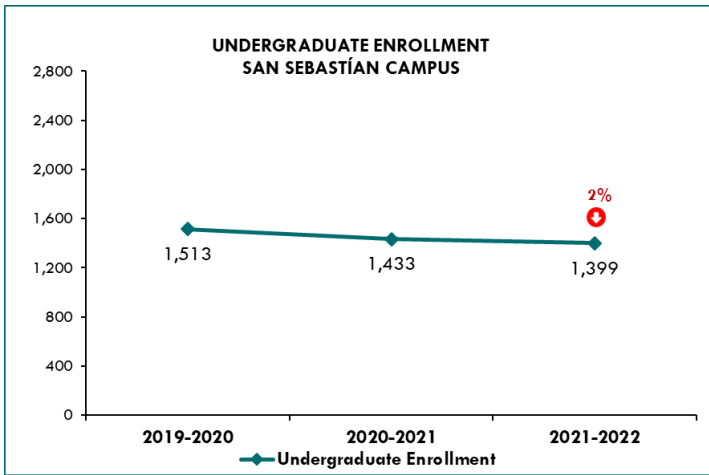


PROGRAMS OF STUDY APPROVED BY THE POSTSECONDARY INSTITUTION BOARD, FORMER  
PUERTO RICO COUNCIL OF EDUCATION (PRCE), SAN SEBASTIÁN CAMPUS

<b>ASSOCIATE DEGREES</b>	
<b>1992</b>	Associate Degree in Medical Emergencies Technology
<b>1992</b>	Associate Degree in Nursing
<b>2004</b>	Associate Degree in Pharmacy Technician
<b>2013</b>	Associate Degree in Digital Fashion Design
<b>2014</b>	Associate Degree in Arts Major in Interior Design and Decoration
<b>2015</b>	Associate Degree in Information Technology
<b>2015</b>	Associate Degree in Criminal Justice
<b>2018</b>	Associate Degree in Health Billing and Codifications Services
<b>2018</b>	Associate Degree in Executive Protection and Security
<b>2021</b>	Associate Degree in Health and Physical Aptitude for Special Populations
<b>BACHELLOR'S DEGREES</b>	
<b>2002</b>	Bachelor's Degree of Science in Nursing
<b>2015</b>	Bachelor's Degree in Information Technology Sciences Major in Networks
<b>2015</b>	Bachelor's Degree in Information Technology Science Major in Programming
<b>2016</b>	Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences
<b>2018</b>	Bachelor's Degree in Natural Sciences
<b>2021</b>	Bachelor's Degree in Political Science and International Relations
<b>MASTER'S DEGREES</b>	
<b>2013</b>	Master's Degree in Sciences of Nursing, Major in Emergency/Trauma Care (MSN)
<b>2013</b>	Master's Degree in Sciences of Nursing, Major in Acute/Critical Care (MSN)

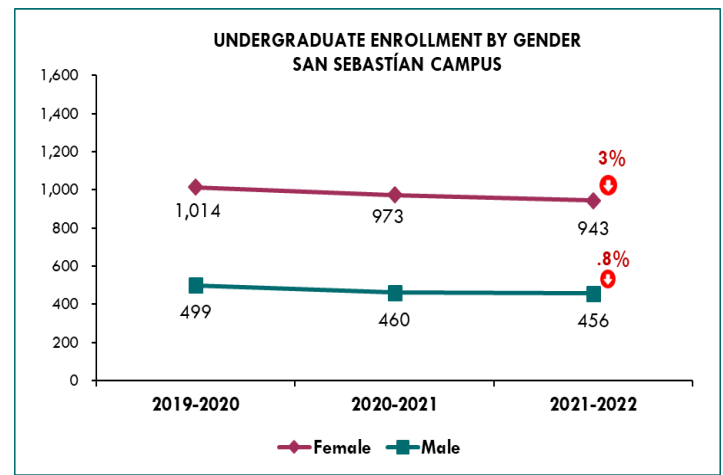
# ENROLLMENT ANALYSIS

## UNDERGRADUATE ENROLLMENT



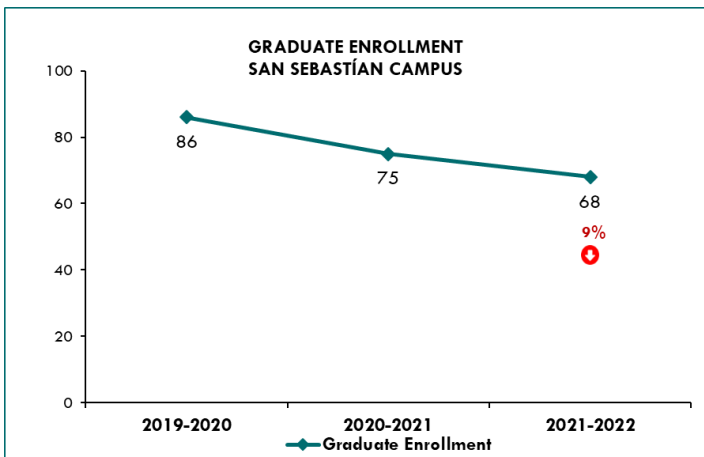
Based on IPEDS 12-month Enrollment Data, the **total undergraduate enrollment** for the 2021-2022 academic year was 1,399 students, which is a 34-student decrease over the previous academic year.

## GENDER DISTRIBUTION

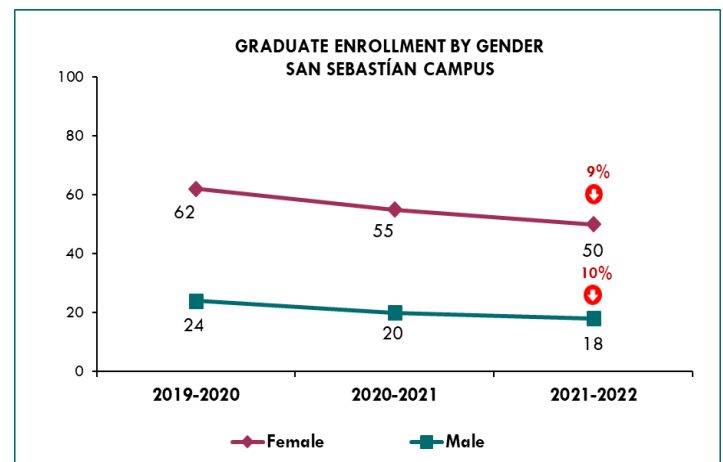


Based on IPEDS 12-month Enrollment Data, **total undergraduate female enrollment** for the 2021-2022 academic year was 943 students, which is a decrease of 30 students over the previous year. **Total undergraduate male enrollment** was 456 students, which is a decrease of four students over the previous year.

## GRADUATE ENROLLMENT

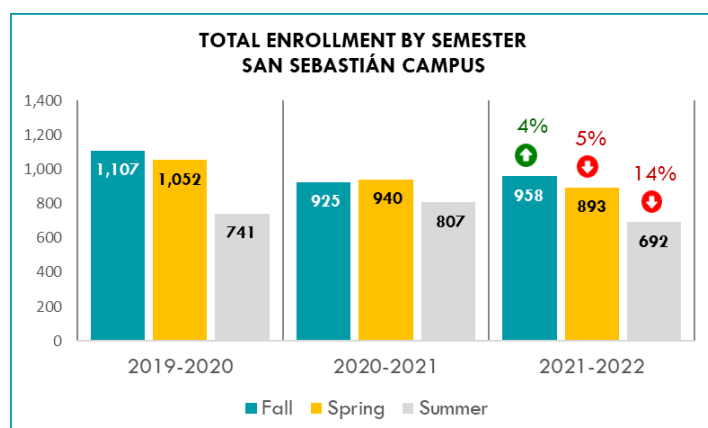


Based on IPEDS 12-month Enrollment Data, the **total graduate enrollment** for the 2021-2022 academic year was 68 students, which is a 7-student decrease over the previous academic year.



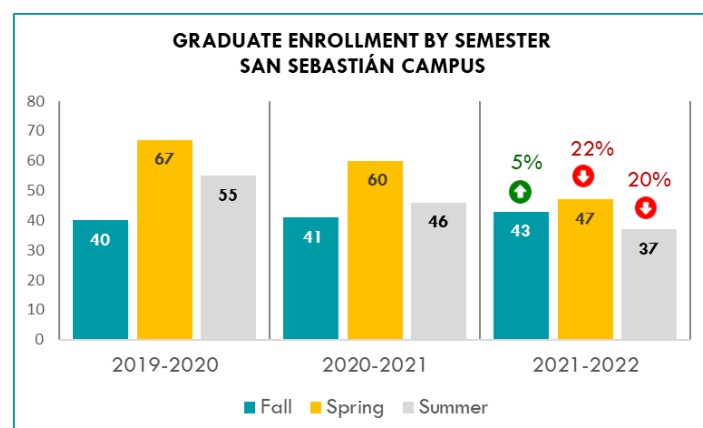
Based on IPEDS 12-month Enrollment Data, **total graduate female enrollment** for the 2021-2022 academic year was 50 students, which is a decrease of five students over the previous year. **Total graduate male enrollment** was 18 students, which is a decrease of two students over the previous year.

## ENROLLMENT BY SEMESTER



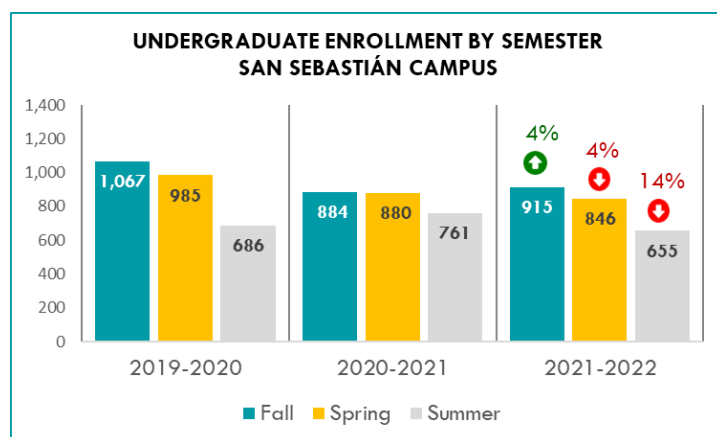
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **total enrollment** increased by 4% (+33 students) for the fall semester, decreased by 5% (-47 students) for the spring semester, and decreased by 14% (-115 students) during the summer semester compared to the previous academic year.



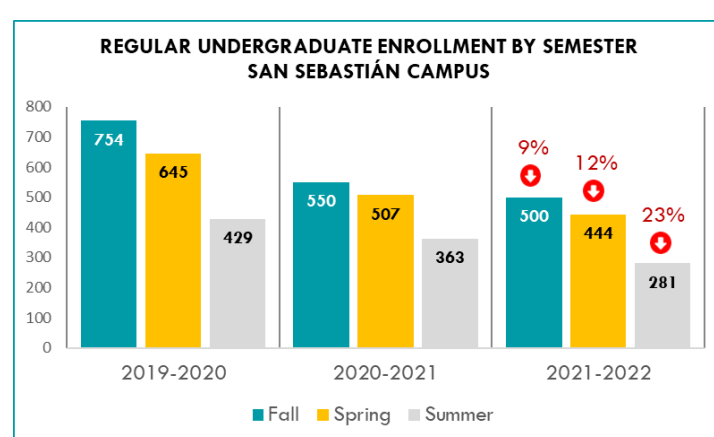
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **total graduate enrollment** increased by 5% (+two students) for the fall semester, decreased by 22% (-13 students) for the spring semester, and decreased by 20% (-nine student) during the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

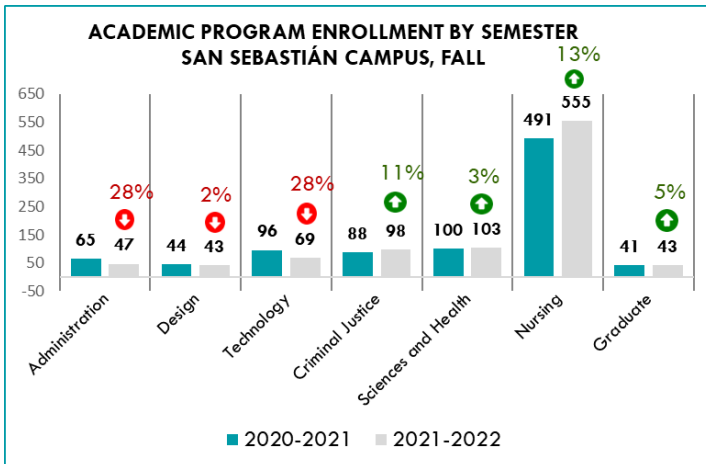
During the 2021-2022 academic year, **total undergraduate enrollment** increased by 4% (+31 students) for the fall semester, decreased by 4% (-34 students) for the spring semester, and decreased by 14% (-106 students) during the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

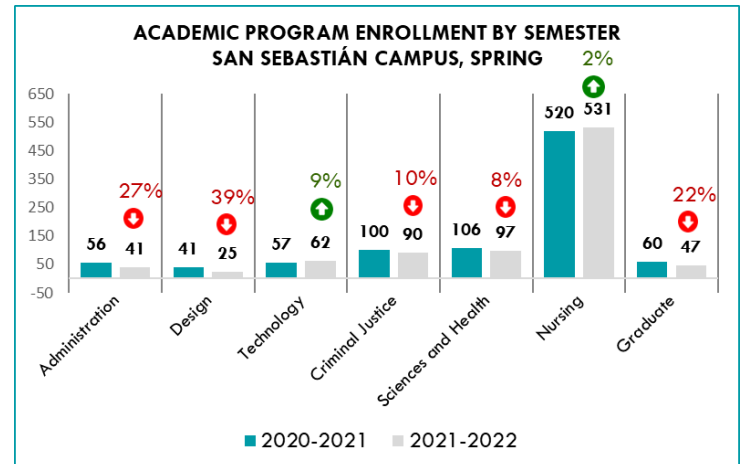
During the 2021-2022 academic year, **regular undergraduate enrollment** decreased by 9% (-50 students) for the fall semester, decreased by 12% (-63 students) for the spring semester, and decreased by 23% (-82 students) during the summer semester compared to the previous academic year.

## ENROLLMENT BY ACADEMIC PROGRAMS



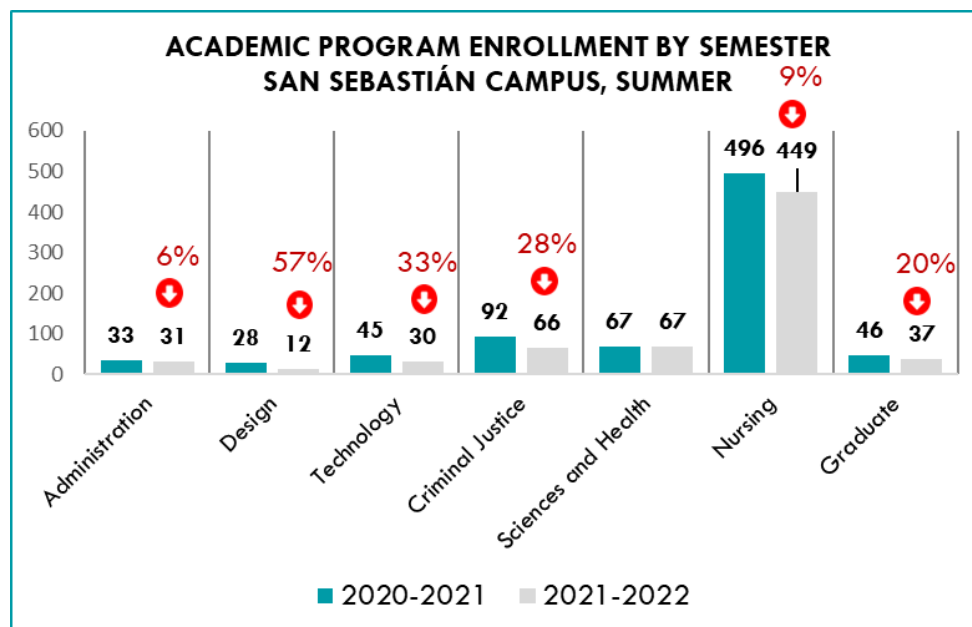
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Nursing School had the most student enrollment during the fall semester. The Science and Health, Criminal Justice, Technology, Administration, Design and Graduate Schools followed in student enrollment.



Source: Enrollment Certifications - Registrar's Office, 2022.

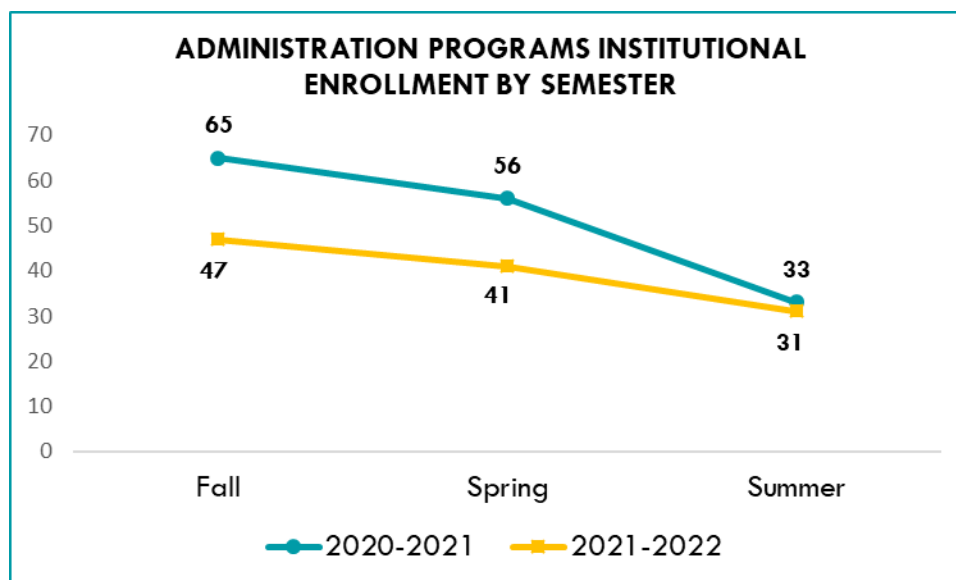
During the 2021-2022 academic year, the Nursing School had the most student enrollment during the spring semester. The Science and Health, Criminal Justice, Technology, Graduate, Administration and Design Schools followed in student enrollment.



Source: Enrollment Certifications - Registrar's Office, 2022.

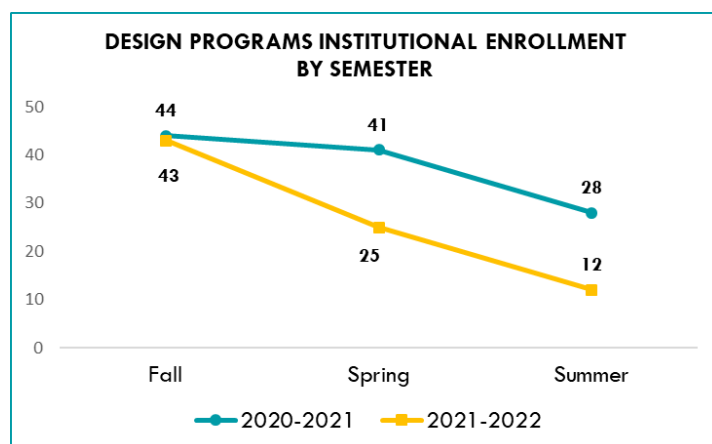
During the 2021-2022 academic year, the Nursing School had the most student enrollment during the summer semester. The Science and Health, Criminal Justice, Graduate, Administration, Technology and Design Schools followed in student enrollment.

## ENROLLMENT BY ACADEMIC PROGRAMS



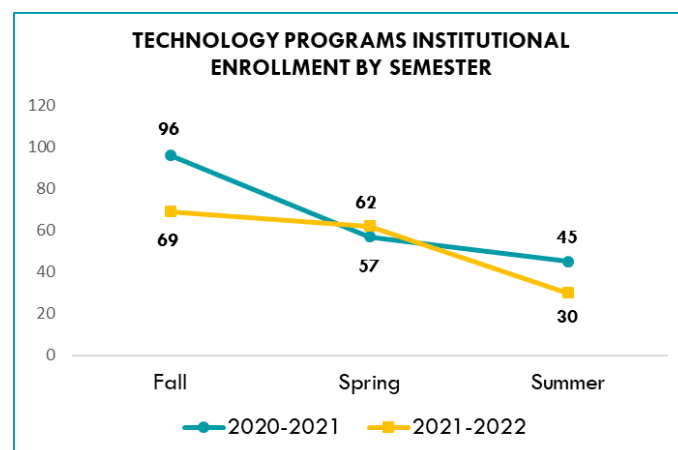
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Administration School had fewer students enrolled during the fall semester (-18), the spring semester (-15) and the summer semester (-two) compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022.

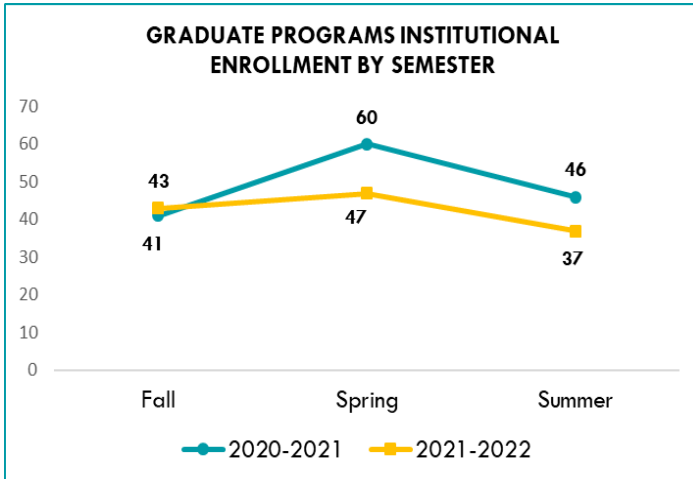
During the 2021-2022 academic year, the Design School had fewer students enrolled during the fall semester (-one), the spring semester (-16) and the summer semester (-16) compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022.

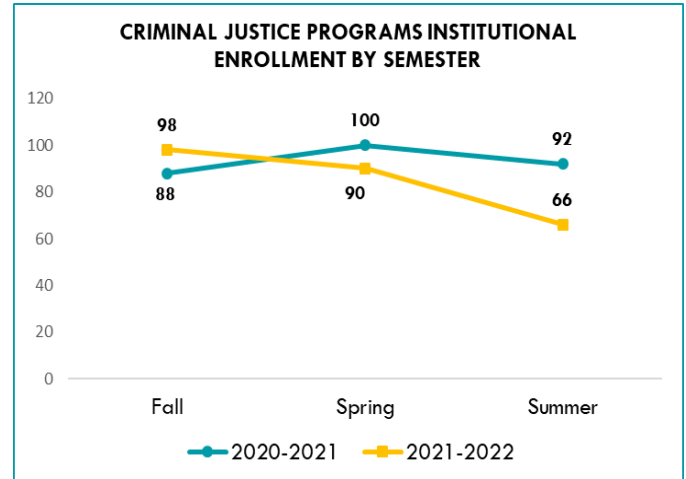
During the 2021-2022 academic year, the Technology School had fewer students enrolled during the fall semester (-27), more students enrolled during the spring semester (+5) and fewer students enrolled during the summer semester (-15) compared to the previous academic year.





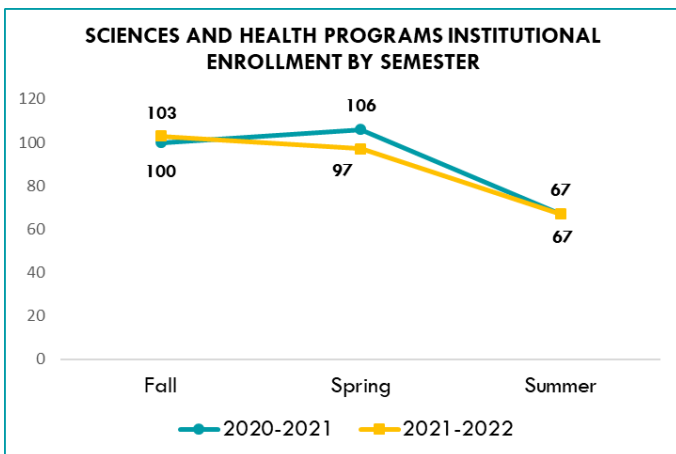
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Graduate School had more students enrolled during the fall semester (+two), and fewer students enrolled during the spring semester (-13) and the summer semester (-nine) compared to the previous academic year.



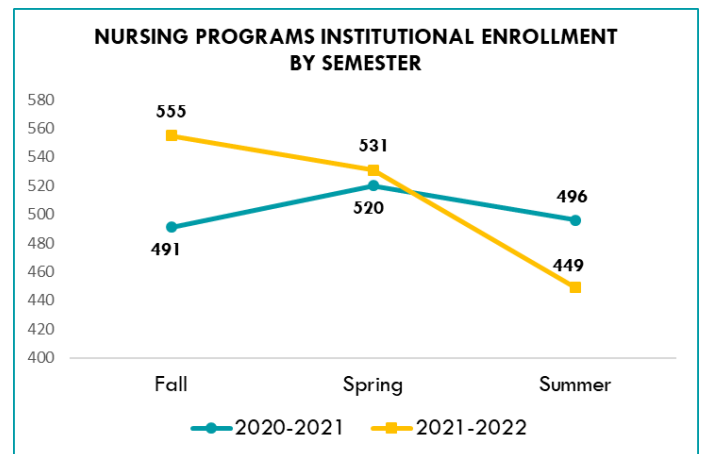
Source: Enrollment Certifications - Registrar's Office, 2022.

During the 2021-2022 academic year, the Criminal Justice School had more students enrolled during the fall semester (+10), and fewer students enrolled during the spring semester (-10) and the summer semester (-26) compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022.

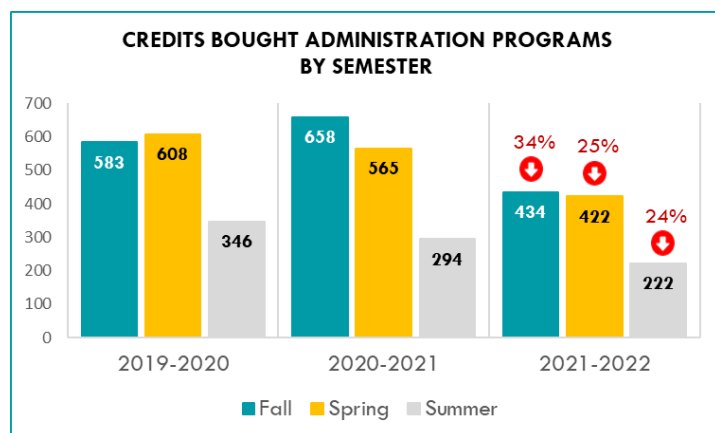
During the 2021-2022 academic year, the Science and Health School had more students enrolled during the fall semester (+three), fewer students enrolled during the spring semester (-nine) and the same enrollment during the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022.

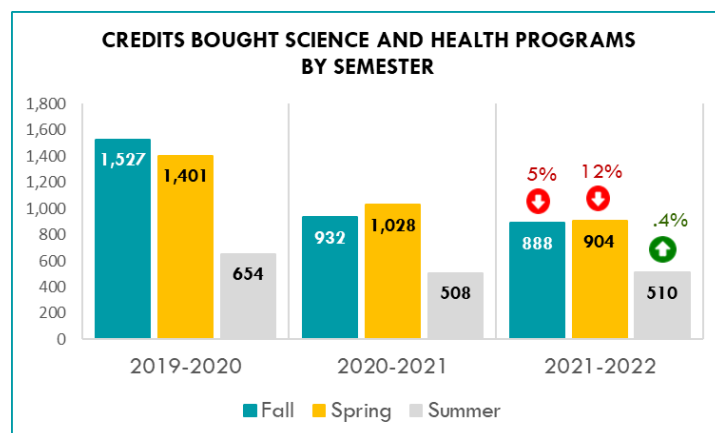
During the 2021-2022 academic year, the Nursing School had more students enrolled during the fall semester (+64) and the spring semesters (+11), and fewer students enrolled during the summer semester (-47) compared to the previous academic year.

## CREDITS BOUGHT BY ACADEMIC PROGRAMS



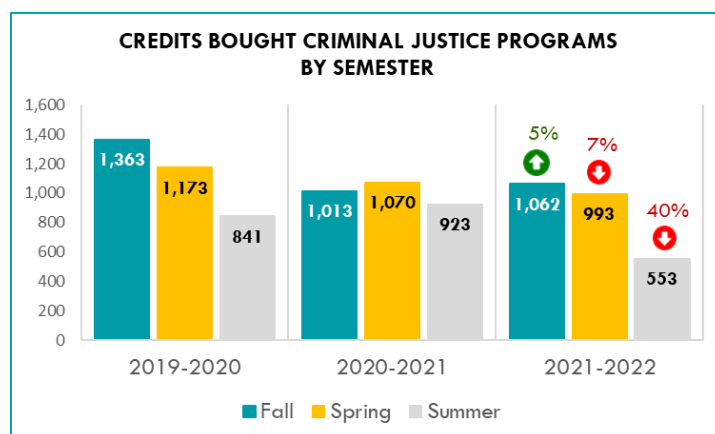
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Administration programs for the 2021-2022 academic year decreased by 34% (-224 credits) for the fall semester, decreased by 25% (-143 credits) for the spring semester, and decreased by 24% (-72 credits) for the summer semester compared to the previous academic year.



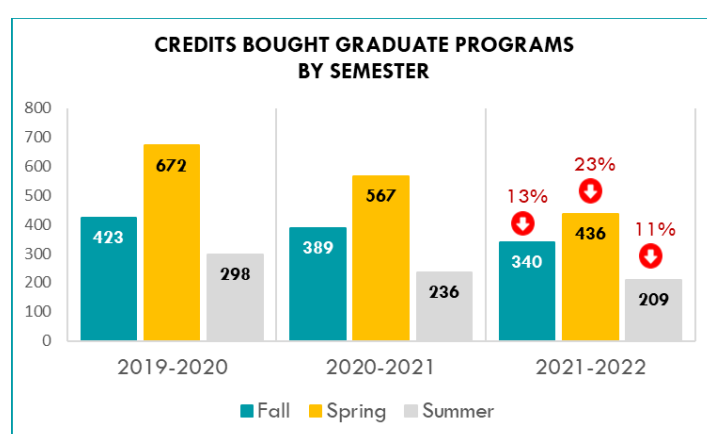
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Science and Health programs for the 2021-2022 academic year decreased by 5% (-44 credits) for the fall semester, decreased by 12% (-124 credits) for the spring semester, and increased by .4% (+two credits) for the summer semester compared to the previous academic year.



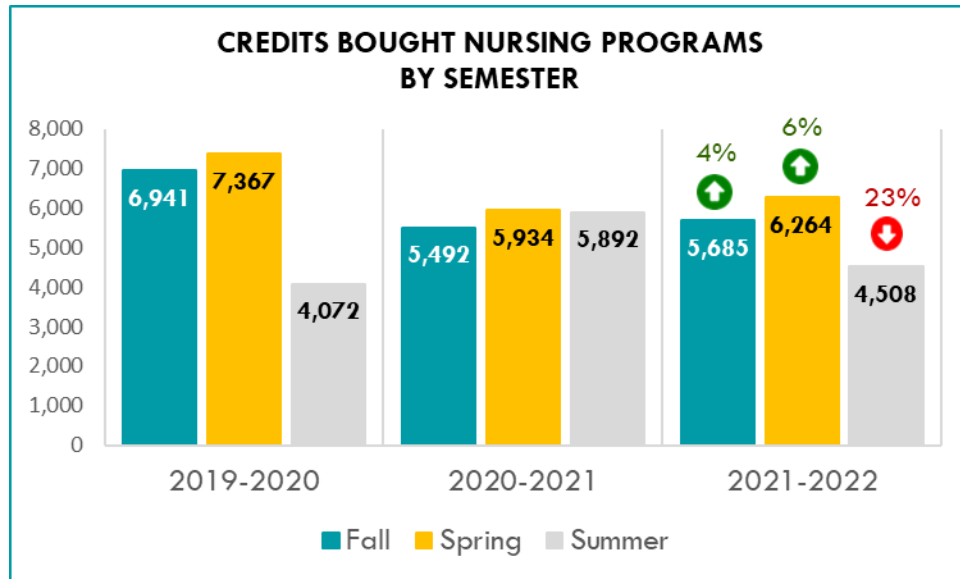
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Criminal Justice programs for the 2021-2022 academic year increased by 5% (+49 credits) for the fall semester, decreased by 7% (-77 credits) for the spring semester, and decreased by 40% (-370 credits) for the summer semester compared to the previous academic year.



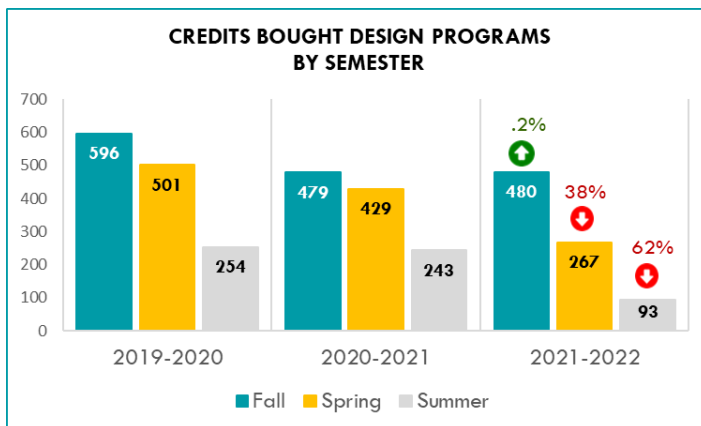
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Graduate programs for the 2021-2022 academic year decreased by 13% (-49 credits) for the fall semester, decreased by 23% (-131 credits) for the spring semester, and decreased by 11% (-27 credits) for the summer semester compared to the previous academic year.



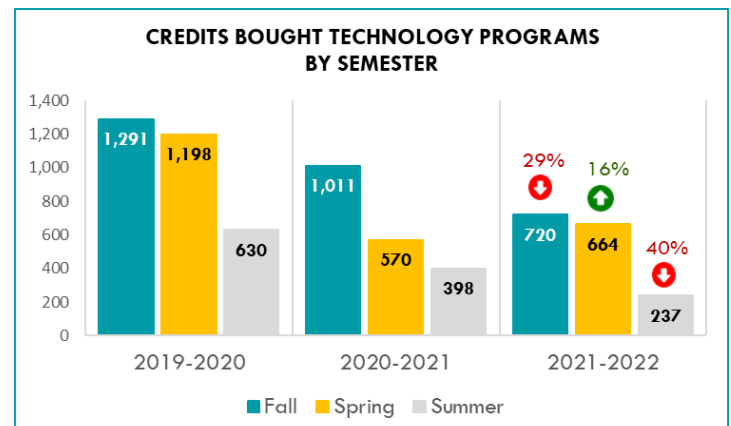
Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Nursing programs for the 2021-2022 academic year increased by 4% (+193 credits) for the fall semester, increased by 6% (+330 credits) for the spring semester, and decreased by 23% (-1,384 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

Credits bought by Design programs for the 2021-2022 academic year increased by .2% (+one credit) for the fall semester, decreased by 38% (-162 credits) for the spring semester, and decreased by 62% (-150 credits) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

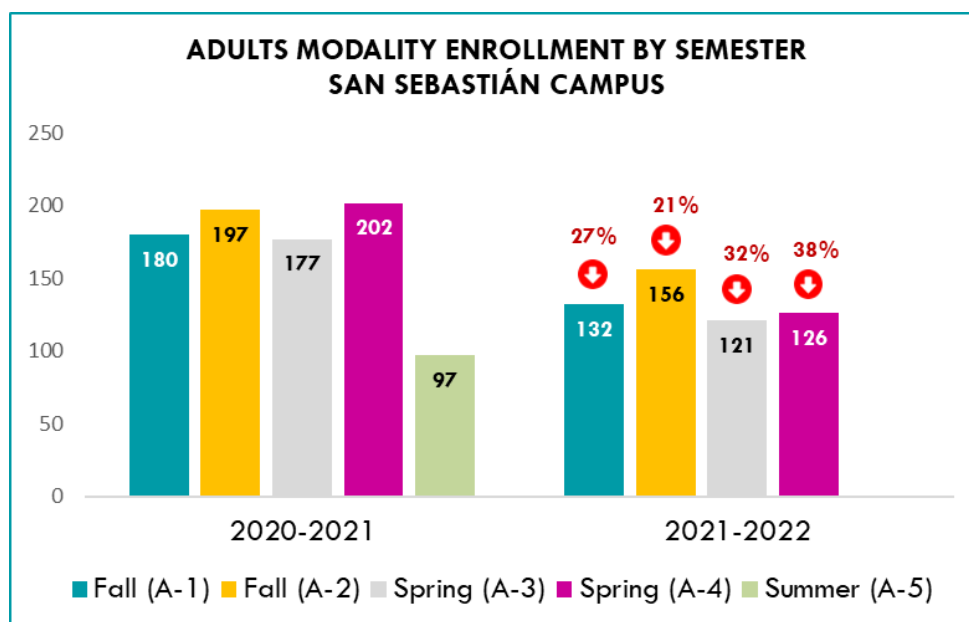
Credits bought by Technology programs for the 2021-2022 academic year decreased by 29% (-291 credits) for the fall semester, increased by 16% (+94 credits) for the spring semester, and decreased by 40% (-161 credits) for the summer semester compared to the previous academic year.

# ADULTOS @EDP

## **Adult Modality Program Offerings**

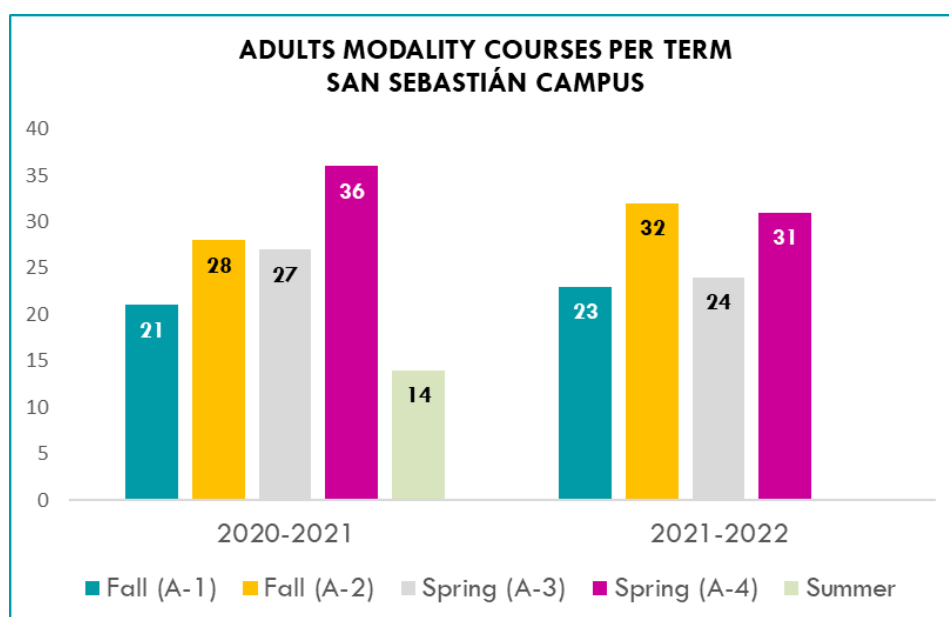
Associate Degree in Arts in Interior Design and Decoration  
Associate Degree in Health Billing and Codification Services

For more information, see pg. 55.



Source: Enrollment Certifications - Registrar's Office, 2021

**Adults Modality** enrollment for the 2021-2022 academic year decreased for every academic period compared to the previous academic year. During the 2021-2022 academic year, the fall A-1 period decreased by 27% (-48 students), the fall A-2 period decreased by 21% (-41 students), the spring A-3 period decreased by 32% (-56 students) and the spring A-4 semester decreased by 38% (-76 students) compared to the previous academic year.

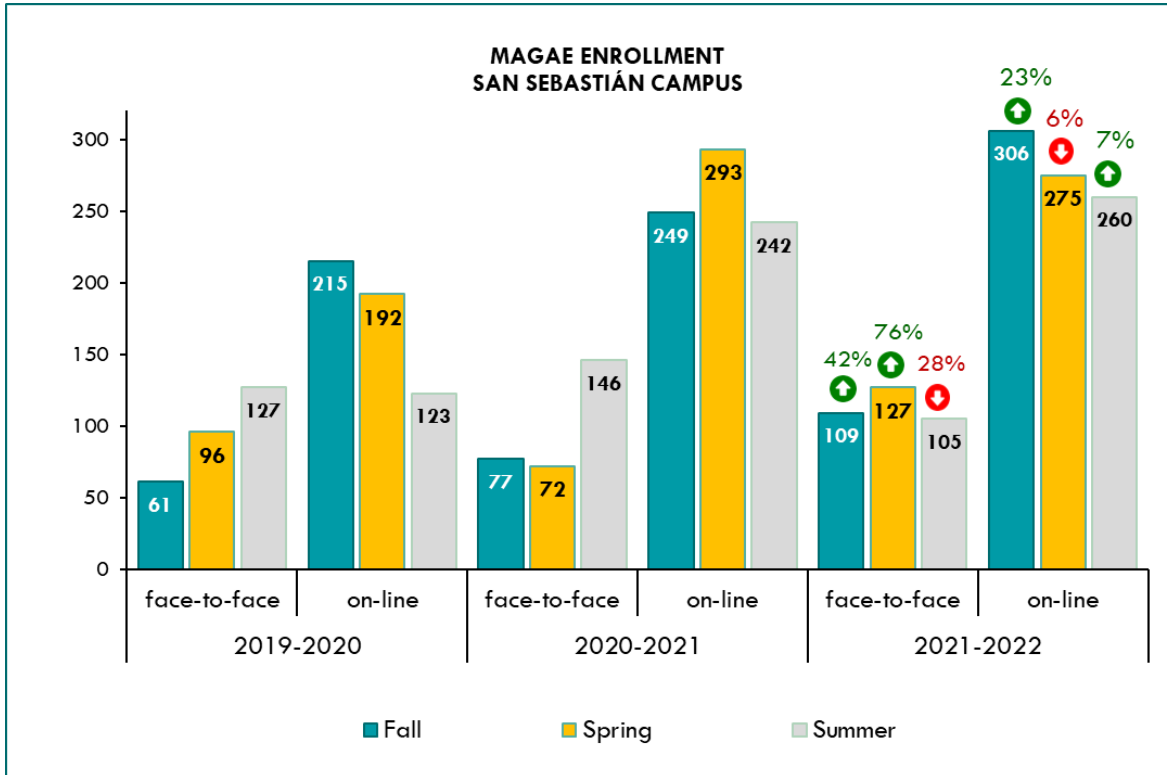


Source: Campus VUE.

During the 2021-2022 academic year, the number of courses offered in the adult modality was over 20 for every academic period. Fall A-2 had the most courses offered at 32. Compared to the previous academic year, the Fall A-1 and Fall A-2 academic periods offered more adults modality courses.

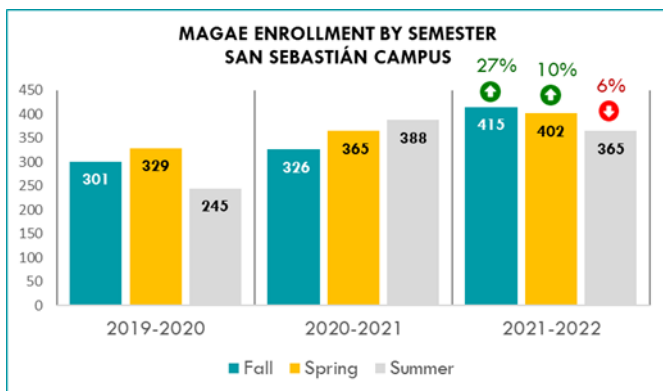
# ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)

For more information, see pg. 57.



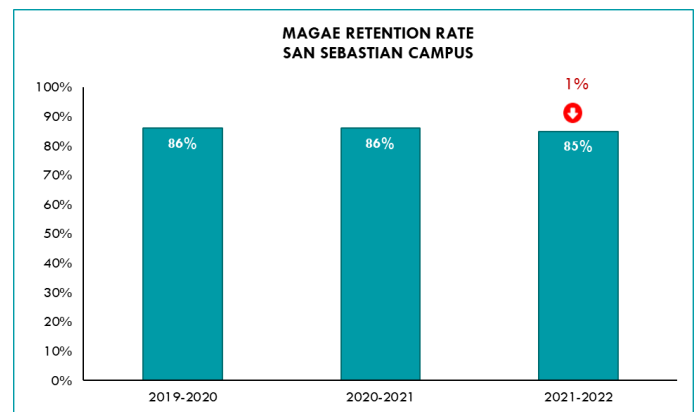
Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, face-to-face enrollment increased during the fall and spring semesters but decreased during the summer semester compared to the previous academic year. Online enrollment increased for the fall and summer semesters but decreased for the spring semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, **MAGAE enrollment** for the fall semester increased by 27% (+89 students), increased by 10% (+37 students) for the spring semester, and decreased by 6% (-23 students) for the summer semester compared to the previous academic year.



Source: AIR, 2022.

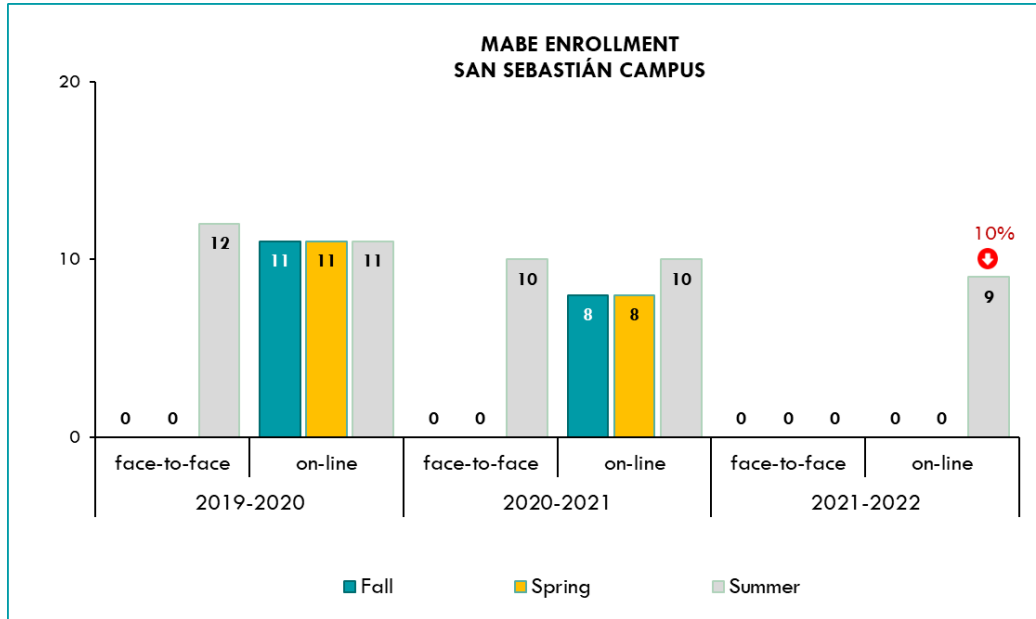
(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

During the 2021-2022 academic year, the MAGAE retention rate was 85%, which is a decrease of 1% compared to the previous academic year.

# **BACHELOR'S DEGREE IN SCIENCE OF NURSING ADULT MODALITY (MABE)**

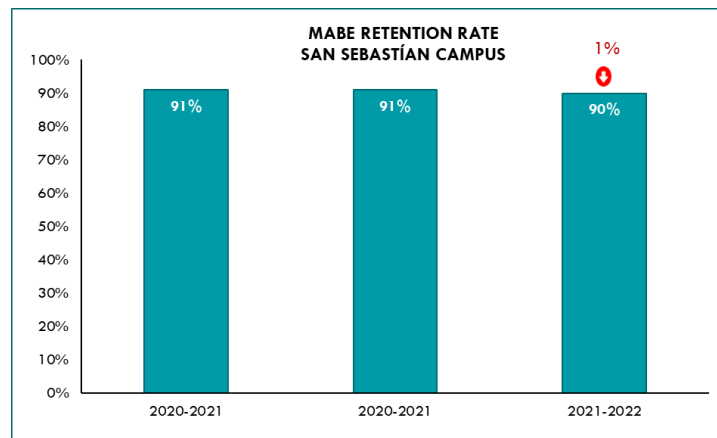
For more information, see pg. 59.





Source: Enrollment Certifications - Registrar's Office, 2022

During the 2021-2022 academic year, there was no MABE student enrollment during the fall and spring semesters. Online enrollment for the summer semester totaled nine students.



Source: AIR, 2022.

(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

During the 2021-2022 academic year, the MAGAE retention rate was 90%, which is a decrease of 1% compared to the previous academic year.

# ENROLLMENT, RETENTION, PLACEMENT, AND GRADUATION RATES BY ACADEMIC PROGRAMS

# SAN SEBASTIÁN CAMPUS ENROLLMENT BY ACADEMIC PROGRAM

Academic Programs	2019-2020	2020-2021	2021-2022
	Enrollment	Enrollment	Enrollment
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF ADMINISTRATION</b>			
Associate Degree in Health Billing and Codifications Services	89	87	70
Bachelor's Degree in Political Sciences and International Relations			1
<b>SCHOOL OF DESIGN</b>			
Associate Degree in Arts in Interior Design and Decoration	20	30	33
Associate Degree in Digital Fashion Design	44	39	24
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	95	72	68
Bachelor's Degree in Information Technology Science Major in Programming	38	30	28
Bachelor's Degree in Information Technology Science Major in Networks	30	17	11
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Medical Emergencies Technology	27	34	31
Associate Degree in Health and Physical Aptitude in Special Populations			2
Associate Degree in Pharmacy Technician	35	91	90
Associate Degree in Physical Therapy Technology	110	12	
Bachelor's Degree in Natural Sciences	27	25	20
<b>SCHOOL OF CRIMINAL JUSTICE</b>			
Associate Degree in Criminal Justice	93	85	64
Associate Degree in Executive Protection and Security	9	9	15
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	54	62	59
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	651	719	793
Bachelor's Degree in Science of Nursing	270	160	124
<b>TOTAL UNDERGRADUATE ENROLLMENT (UNDUPLICATED)</b>	<b>1,511</b>	<b>1,432</b>	<b>1,398</b>
<b>TOTAL UNDERGRADUATE ENROLLMENT (DUPLICATED)</b>	<b>1,592</b>	<b>1,472</b>	<b>1,433</b>
<b>GRADUATE</b>			
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care	68	45	43
Master's Degree in Science of Nursing, Major in Acute/Critical Care	29	30	33
Non Degree Seeking	2	1	1
<b>TOTAL GRADUATE ENROLLMENT (UNDUPLICATED)</b>	<b>86</b>	<b>75</b>	<b>68</b>
<b>TOTAL GRADUATE ENROLLMENT (DUPLICATED)</b>	<b>97</b>	<b>75</b>	<b>76</b>
<b>CAMPUS ENROLLMENT (UNDUPLICATED)</b>	<b>1,678</b>	<b>1,508</b>	<b>1,467</b>

Source: AIR, 2022 (Annual Institutional Report).

During the 2021-2022 academic year, there were four San Sebastián Campus academic programs with an increase in enrollments. These programs were:

- Associate Degrees in Interior Design and Decorations (+three students), Executive Protection and Security (+six students) and Nursing (+74 students).
- Master's Degree in Science of Nursing major in Acute/Critical Care (+three students).

Programs with enrollment decreases were:

- Associate Degrees in Health Billing and Codification Services (-17 students), Digital Fashion Design (-15 students), Information Technology (-four students), Medical Emergencies Technology (-three students), Pharmacy Technician (-one student) and Criminal Justice (-21 students).
- Bachelor's Degree in Information Technology Science major in Programming (-two students), Information Technology Science major in Networks (-six students), Criminal Justice major in Forensic Sciences (-three students), Natural Sciences (-five students) and Science of Nursing (-36 students).
- Master's Degree in Science of Nursing major in Emergency/Trauma Care (-two students).

Academic programs that have had enrollment decrease over three consecutive years include:

- Associate Degrees in Health Billing and Codification Services, Digital Fashion Design, Information Technology, Information Technology Online and Criminal Justice.
- Bachelor's Degree in Information Technology Science major in Programming, Information Technology Science major in Networks, Natural Sciences and Science of Nursing.
- Master's Degree in Science of Nursing major in Emergency/Trauma Care.

Academic programs that have had enrollment increase over the consecutive years include:

- Associate Degrees in Interior Design and Decoration and Nursing.
- Master's Degree in Science of Nursing major in Acute/Critical Care.

## Enrollment by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	905	784
<b>Out of State students- Hybrid</b>	603	683

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student enrollment decreased by 13% (-121 students) while Out-of-State student enrollment increased by 13% (+80 students).

	2020-2021	2021-2022
<b>Puerto Rico Student- Associate in Nursing</b>	137	125
<b>Puerto Rico Student- Bachelor's in Science of Nursing</b>	138	104
<b>Out-of-State Associate in Nursing</b>	582	668
<b>Out-of-State Bachelor's in Science of Nursing</b>	22	20

Source: AIR, 2022 (Annual Institutional Report).

Of the Puerto Rico students enrolled during the 2021-2022 academic year, 125 were in the Associate Degree in Nursing program and 104 were in the Bachelor's Degree in Nursing program. Out-of-State students totaled 668 in the Associate Degree in Nursing and 20 in the Bachelor's Degree in Science of Nursing.

	2019-2020	2020-2021	2021-2022
<b>Administration</b>	89	87	71
<b>Criminal Justice</b>	156	156	128
<b>Design</b>	64	69	57
<b>Nursing</b>	921	879	900
<b>Sciences and Health</b>	199	162	141
<b>Technology</b>	163	119	101
<b>Graduate</b>	97	75	68
<b>Non degree seeking</b>	2	1	1
<b>Total</b>	<b>1,691</b>	<b>1,548</b>	<b>1,467</b>

Source: AIR, 2022 (Annual Institutional Report).

Academic school enrollment increased for Nursing (+38 students) and Graduate (+one) compared to the previous academic year. The rest of the academic schools had enrollment decrease:

- Administration (-16 students), Criminal Justice (-18 students), Design (-12 students), Sciences and Health (-19 students) and Technology (-12 students).

The following school have had program enrollment decrease for three consecutive years:

- Administration (-18 students), Sciences and Health (-56 students) and Technology (-56 students).

Overall campus enrollment has decreased three consecutive years (-181 students from 2019-2020 to 2021-2022).

# SAN SEBASTIÁN CAMPUS RETENTION ANALYSIS

Academic Programs	2019-2020 Retention Rate	2020-2021 Retention Rate	2021-2022 Retention Rate
<b>UNDERGRADUATE</b>			
<b>SCHOOL OF ADMINISTRATION</b>			
Associate Degree in Health Billing and Codifications Services	66%	69%	67%
Bachelor's Degree in Political Sciences and International Relations			100%
<b>SCHOOL OF DESIGN</b>			
Associate Degree in Arts in Interior Design and Decoration	75%	80%	55%
Associate Degree in Digital Fashion Design	66%	59%	71%
<b>SCHOOL OF TECHNOLOGY</b>			
Associate Degree in Information Technology	75%	57%	59%
Bachelor's Degree in Information Technology Science Major in Programming	71%	53%	68%
Bachelor's Degree in Information Technology Science Major in Networks	90%	59%	64%
<b>SCHOOL OF SCIENCE AND HEALTH</b>			
Associate Degree in Medical Emergencies Technology	48%	41%	71%
Associate Degree in Health and Physical Aptitude in Special Populations			50%
Associate Degree in Pharmacy Technician	83%	68%	64%
Associate Degree in Physical Therapy Technology	64%	92%	
Bachelor's Degree in Natural Sciences	78%	92%	50%
<b>SCHOOL OF CRIMINAL JUSTICE</b>			
Associate Degree in Criminal Justice	76%	76%	72%
Associate Degree in Executive Protection and Security	33%	67%	67%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	72%	84%	69%
<b>SCHOOL OF NURSING</b>			
Associate Degree in Nursing	83%	82%	79%
Bachelor's Degree in Science of Nursing	72%	68%	74%
<b>TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>74%</b>	<b>74%</b>	<b>72%</b>
<b>GRADUATE</b>			
Master's Degree in Science of Nursing, Major in Critical Care with Administrative Role	91%	88%	87%
Master's Degree in Science of Nursing, Major in Critical Care with Educational Role		77%	83%
Master's Degree in Science of Nursing, Major Emergency Trauma Care with Administrative Role	93%	91%	86%
Master's Degree in Science of Nursing, Major Emergency Trauma Care with Educational Role		70%	81%
<b>TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>91%</b>	<b>79%</b>	<b>82%</b>
<b>CAMPUS TOTAL RETENTION RATE (UNDUPLICATED)</b>	<b>75%</b>	<b>74%</b>	<b>73%</b>

Source: AIR, 2022 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

## SAN SEBASTIÁN CAMPUS RETENTION ANALYSIS

During the 2021-2022 academic year, retention rates increased for the following programs:

- Associate Degrees in Digital Fashion Design (+12%), Information Technology (+2%) and Medical Emergencies Technology (+30%).
- Bachelor's Degree in Information Technology Science major in Programming (+15%), Information Technology Science major in Networks (+5%) and Science of Nursing (+6%).
- Master's Degree in Science of Nursing major in Critical Care with Educational Role (+6%) and Science of Nursing Emergency Trauma with Educational Role (+11%).

Retention rates decreased for the following programs:

- Associate Degrees in Health Billing and Codification Services (-6%), Interior Design and Decoration (-25%), Pharmacy Technician (-4%), Criminal Justice (-4%) and Nursing (-3%).
- Bachelor's Degree in Natural Sciences (-42%) and Criminal Justice major in Forensic Science (-15%).
- Master's Degree in Science of Nursing major in Critical Care with Administrative Role (-1%) and Science of Nursing major in Emergency Trauma Care with Administrative Role (-5%).

Academic programs that have had retention rates decrease over three consecutive years include:

- Associate Degrees in Pharmacy Technician and Nursing.
- Master's Degree in Science of Nursing major in Critical Care with Administrative Role and Science of Nursing major in Emergency Trauma Care with Administrative Role.

## Retention Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	66%	64%
<b>Out of State Students- Hybrid</b>	86%	85%

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico face-to-face student retention rates decreased by 2% while Out-of-State student retention rates decreased by 12%.

	2020-2021	2021-2022
<b>Puerto Rico Student- Associate in Nursing</b>	66%	51%
<b>Puerto Rico Student- Bachelor's in Science of Nursing</b>	64%	71%
<b>Out-of-State- Associate in Nursing</b>	86%	85%
<b>Out-of-state- Bachelor's in Nursing</b>	91%	90%

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student retention rate for the Associate Degree in Nursing program decreased by 15% while the retention rates for the Bachelor's Degree in Science of Nursing increased by 7% compared to the previous academic year. Out-of-State student retention rate for the Associate Degree in Nursing decreased by 1% while retention rates for the Bachelor's Degree in Science of Nursing decreased by 1%.

	2020-2021	2021-2022
<b>Administration</b>	67%	63%
<b>Criminal Justice</b>	77%	68%
<b>Design</b>	67%	61%
<b>Nursing</b>	79%	87%
<b>Sciences and Health</b>	64%	63%
<b>Technology</b>	55%	59%
<b>Graduate</b>	<b>79%</b>	<b>82%</b>
<b>Undergraduate</b>	<b>74%</b>	<b>72%</b>
<b>Total</b>	<b>74%</b>	<b>73%</b>

Source: AIR, 2022 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

Academic program retention rates increased for Nursing (+8%) and Technology (+4%), and decreased for Administration (-4%), Criminal Justice (-9%), Design (-6%) and Sciences and Health (-1%).

The retention rate for Graduate programs increased by 3%, from 79% to 82%. Undergraduate programs retention rate decreased by 2%, from 74% to 72%.

The overall San Sebastián campus retention rate (including undergraduate and graduate programs) decreased (-1%) from 74% to 73%.



# SAN SEBASTIÁN CAMPUS PLACEMENT ANALYSIS

Academics Programs	2019-2020		2020-2021		2021-2022	
	Infield and Refield Students	Placement Rate	Infield and Refield Students	Placement Rate	Infield and Refield Students	Placement Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF ADMINISTRATION</b>						
Associate Degree in Health Billing and Codifications Services	3	100%	4	67%	4	80%
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Arts in Interior Design and Decoration			0	0%	4	100%
Associate Degree in Digital Fashion Design	5	100%	3	100%	3	100%
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	2	50%	0	0%		
Bachelor's Degree in Information Technology Science Major in Programming	1	50%	1	100%	3	100%
Bachelor's Degree in Information Technology Science Major in Networks	3	60%	1	50%	1	100%
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Medical Emergencies Technology	1	50%				
Associate Degree in Pharmacy Technician	3	60%	6	75%	8	90%
Associate Degree in Physical Therapy Technology	5	63%	1	33%	2	67%
Bachelor's Degree in Natural Sciences			3	100%	3	100%
<b>SCHOOL OF CRIMINAL JUSTICE</b>						
Associate Degree in Criminal Justice	0	0%	0	0%	0	0%
Associate Degree in Executive Protection and Security						
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences			0	0%	4	100%
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	70	71%	71	68%	100	74%
Bachelor's Degree in Science of Nursing	31	74%	37	69%	18	69%
<b>GRADUATE</b>						
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care	11	100%	9	90%	7	100%
Master's Degree in Science of Nursing, Major in Acute/Critical Care	5	100%	5	100%	7	88%
<b>CAMPUS TOTAL PLACEMENTS (UNDUPLICATED)</b>	<b>140</b>	<b>73%</b>	<b>141</b>	<b>64%</b>	<b>164</b>	<b>84%</b>

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

During the 2021-2022 academic year, placement rates increased for the following programs:

- Associate Degree in: Health Billing and Codification (+13%), Interior Design and Decoration (100%), Pharmacy Technician (+15%), Physical Therapy Technology (+34%) and Nursing (+6%).
- Bachelor's Degree in: Information Technology Science major in Networks (+50%) and Criminal Justice major in Forensic Sciences (+100%).
- Master's Degree in: Nursing major in Emergency/Trauma Care (+10%).

Retention rates decreased for the following programs:

- Master's Degree in: Nursing major in Acute/Critical Care (-12%).

The Pharmacy Technician program has had placement rates increase over three consecutive years. Meanwhile, no academic programs has had placement rates decrease over three consecutive years.

## Placement Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Associate in Nursing</b>	55%	87%
<b>Puerto Rico Students- Bachelor's in Science of Nursing</b>	68%	74%
<b>Out of State- Associate in Nursing</b>	69%	72%
<b>Out of state- Bachelor's in Nursing</b>	71%	57%

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula:  $\text{SUM (Infield + Refield)} / (\text{Graduate} + \text{Complete} - \text{Outfield}^*)$

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

Puerto Rico presential student placement rates increased by 32% for the Associates Degree in Nursing and by 6% for the Bachelor's Degree in Science of Nursing compared to the previous academic year. Out-of-State student placement rates increased by 3% for the Associates Degree in Nursing and decreased by 14% for the Bachelor's Degree in Science of Nursing compared to the previous academic year.

## Academic Programs Placement Rates

	2020-2021	2021-2022
<b>Administration</b>	67%	80%
<b>Criminal Justice</b>	0%	44%
<b>Design</b>	33%	100%
<b>Nursing</b>	68%	73%
<b>Sciences and Health</b>	71%	87%
<b>Technology</b>	50%	100%
<b>Graduate</b>	93%	93%
<b>Undergraduate</b>	61%	76%
<b>Total</b>	64%	84%

Source: AIR, 2022 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

Formula:  $\text{SUM (Infield + Refield)} / (\text{Graduate} + \text{Complete} - \text{Outfield}^*)$

\*Outfield are Pregnancy, death, or health-related issues, continuing education, military service, and other situations.

Academic program placement rates increased for Administration (+13%), Criminal Justice (+44%), Design (+67%), Nursing (+5%), Sciences and Health (+16%) and Technology (+50%) compared to the previous academic year. The graduate placement rate remained the same, undergraduate increased by 15%, and overall placement rate increased by 20% compared to the previous academic year.

## SAN SEBASTIÁN CAMPUS GRADUATION RATES PER PROGRAM

Academic Programs	2019-2020			2020-2021			2021-2022		
	Complete + Graduation	Enrollment	Graduation Rate	Complete + Graduation	Enrollment	Graduation Rate	Complete + Graduation	Enrollment	Graduation Rate
<b>UNDERGRADUATE</b>									
<b>SCHOOL OF ADMINISTRATION</b>									
Associate Degree in Health Billing and Codifications Services	3	89	3%	10	87	11%	7	70	10%
<b>SCHOOL OF DESIGN</b>									
Associate Degree in Arts in Interior Design and Decoration	0	20	0%	6	30	20%	4	24	17%
Associate Degree in Digital Fashion Design	8	44	18%	3	39	8%	6	33	18%
<b>SCHOOL OF TECHNOLOGY</b>									
Associate Degree in Information Technology	5	95	5%	1	72	1%	6	68	9%
Bachelor's Degree in Information Technology Science Major in Programming	4	38	11%	2	30	7%	4	28	14%
Bachelor's Degree in Information Technology Science Major in Networks	13	30	43%	2	17	12%	4	11	36%
<b>SCHOOL OF SCIENCE AND HEALTH</b>									
Associate Degree in Medical Emergencies Technology	2	27	7%	0	34	0%	2	31	6%
Associate Degree in Pharmacy Technician	11	110	10%	9	91	10%	6	90	7%
Associate Degree in Physical Therapy Technology	15	35	43%	11	12	92%			
Bachelor's Degree in Natural Sciences	0	27	0%	11	25	44%	5	20	25%
<b>SCHOOL OF CRIMINAL JUSTICE</b>									
Associate Degree in Criminal Justice	5	93	5%	7	85	8%	2	64	3%
Associate Degree in Executive Protection and Security	0	9	0%	0	9	0%	1	15	7%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	0	54	0%	4	62	6%	19	59	32%
<b>SCHOOL OF NURSING</b>									
Associate Degree in Nursing	164	651	25%	168	719	23%	237	793	30%
Bachelor's Degree in Science of Nursing	73	270	27%	40	160	25%	26	124	21%
<b>TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED)</b>	<b>303</b>	<b>1,592</b>	<b>19%</b>	<b>274</b>	<b>1,472</b>	<b>19%</b>	<b>329</b>	<b>1,430</b>	<b>23%</b>
<b>GRADUATE</b>									
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care	17	68	25%	12	45	27%	11	43	26%
Master's Degree in Science of Nursing, Major in Acute/Critical Care	5	29	17%	7	30	23%	8	33	24%
<b>TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED)</b>	<b>22</b>	<b>97</b>	<b>23%</b>	<b>19</b>	<b>75</b>	<b>25%</b>	<b>19</b>	<b>75</b>	<b>25%</b>
<b>CAMPUS TOTAL RETENTION RATE (UNDUPLICATED)</b>	<b>325</b>	<b>1,599</b>	<b>20%</b>	<b>293</b>	<b>1,547</b>	<b>19%</b>	<b>348</b>	<b>1,505</b>	<b>23%</b>

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

Formula: SUM (Graduate + Complete) / Total Enrollment.

IPEDS Graduation Rates		
2019-2020	2020-2021	2021-2022
18%	30%	32%

Source: IPEDS Graduation Rates Data.

The San Sebastián Campus IPEDS graduation rate was 32% for the 2021-2022 academic year, an increase of 2% over the previous academic year.

## SAN SEBASTIÁN CAMPUS GRADUATION RATES PER PROGRAM

During the 2021-2022 academic year, graduation rates increased for the following academic programs:

- Associate Degrees in Digital Fashion Design (+10%), Information Technology (+8%), Medical Emergencies Technology (+6%), Executive Protection and Security (+7%) and Nursing (+7%).
- Bachelor's Degree in Information Technology Science major in Programming (+7%), Information Technology Science major in Networks (+24%) and Criminal Justice major in Forensic Sciences (+26%).
- Master's Degree in Science of Nursing major in Acute/Critical Care (+1%).

Graduation rates decreased for the following programs:

- Associate Degrees in Health Billing and Codification Services (-1%), Interior Design and Decoration (-3%) and Pharmacy Technician (-3%).
- Bachelor's Degree in Natural Sciences (-19%) and Science of Nursing (-4%).
- Master's Degree in Science of Nursing major in Emergency/Trauma Care (-1%).

Academic programs that have had graduation rates decrease over three consecutive years include:

- Bachelor's Degree in Science of Nursing.

Academic programs that have had graduation rates increase over three consecutive years include:

- Bachelor's Degree in Criminal Justice major in Forensic Sciences.
- Master's Degree in Science of Nursing major in Acute/Critical Care.

## Graduation Rates by Modality

	2020-2021	2021-2022
<b>Puerto Rico Students- Face-to-face</b>	<b>14%</b>	<b>14%</b>
<b>Out of State students- Hybrid</b>	<b>27%</b>	<b>35%</b>

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student's graduation rates remained the same compared to the previous academic year. Out-of-State student graduation rates increased by 8%.

	2020-2021	2021-2022
<b>Puerto Rico Student- Associate in Nursing</b>	<b>12%</b>	<b>7%</b>
<b>Puerto Rico Student- Bachelor's in Science of Nursing</b>	<b>21%</b>	<b>17%</b>
<b>Out of State- Associate in Nursing</b>	<b>26%</b>	<b>34%</b>
<b>Out of state- Bachelor's in Nursing</b>	<b>50%</b>	<b>40%</b>

Source: AIR, 2022 (Annual Institutional Report).

Puerto Rico student graduation rates for the Associate Degree in Nursing program decreased by 5% while the graduation rates for the Bachelor's Degree in Science of Nursing decreased by 4%. Out-of-State student graduation rates for the Associate Degree in Nursing increased by 8% while graduation rates for the Bachelor's Degree in Science of Nursing decreased by 10%.

## Academic Programs Graduation Rates

	2020-2021	2021-2022
<b>Administration</b>	<b>11%</b>	<b>10%</b>
<b>Criminal Justice</b>	<b>7%</b>	<b>16%</b>
<b>Design</b>	<b>13%</b>	<b>18%</b>
<b>Nursing</b>	<b>24%</b>	<b>30%</b>
<b>Sciences and Health</b>	<b>19%</b>	<b>9%</b>
<b>Technology</b>	<b>4%</b>	<b>13%</b>
<b>Graduate</b>	<b>25%</b>	<b>25%</b>
<b>Undergraduate</b>	<b>19%</b>	<b>23%</b>
<b>Total</b>	<b>19%</b>	<b>23%</b>

Source: AIR, 2022 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)  
Formula: SUM (Graduate + Complete) / Total Enrollment.

Academic program graduation rates increased for Criminal Justice (+9%), Design (+5%), Nursing (+6%) and Technology (+9%). They decreased for Administration (-1%) and Sciences and Health (-10%).

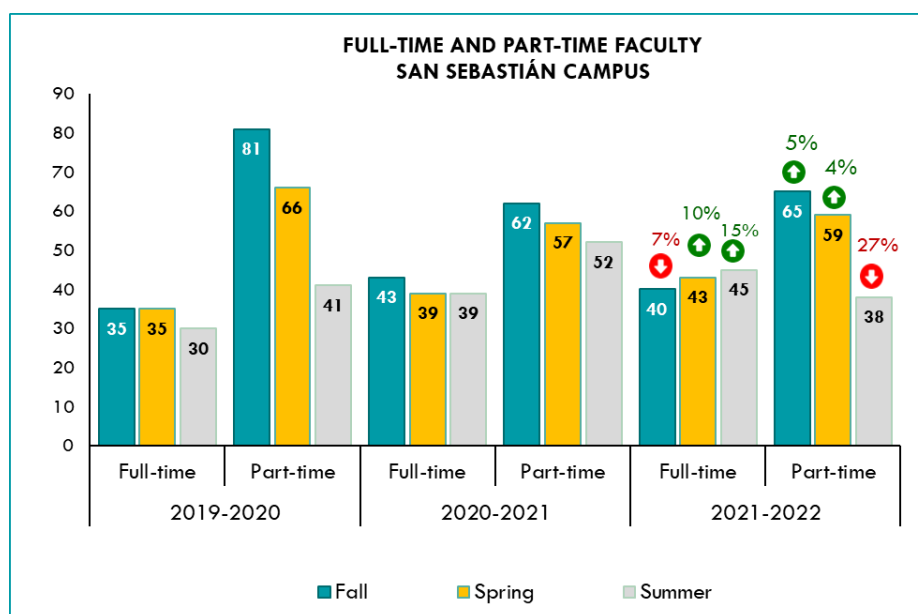
The graduation rate for Graduate programs remained the same compared to the previous academic year. Undergraduate programs graduation rate increased by 4%, from 19% to 23%.

The overall San Sebastián campus graduation rate (including undergraduate and graduate programs) increased (+4%) from 19% to 23%.

# FACULTY PROFILE

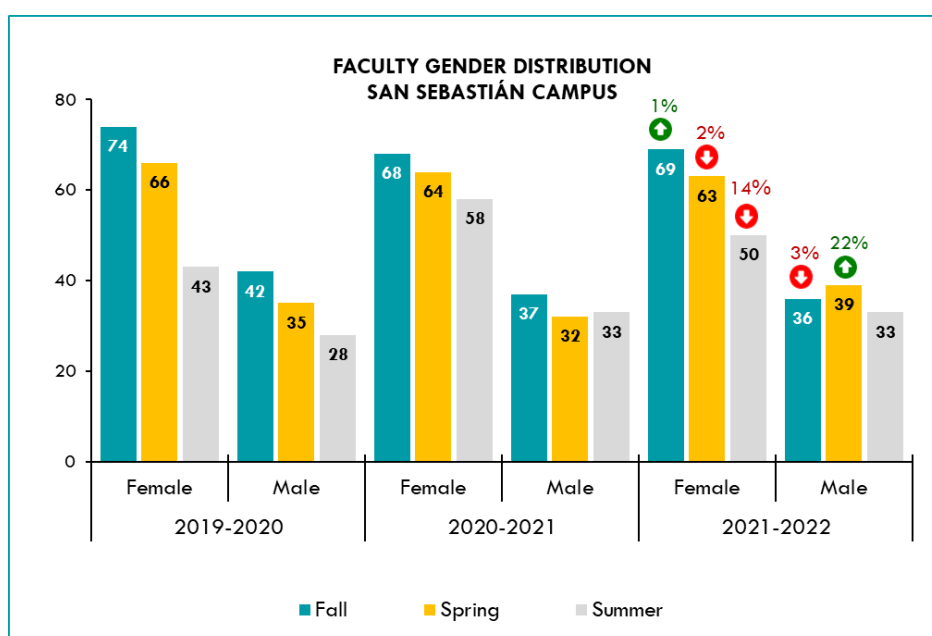


## SAN SEBASTIÁN CAMPUS FACULTY PROFILE



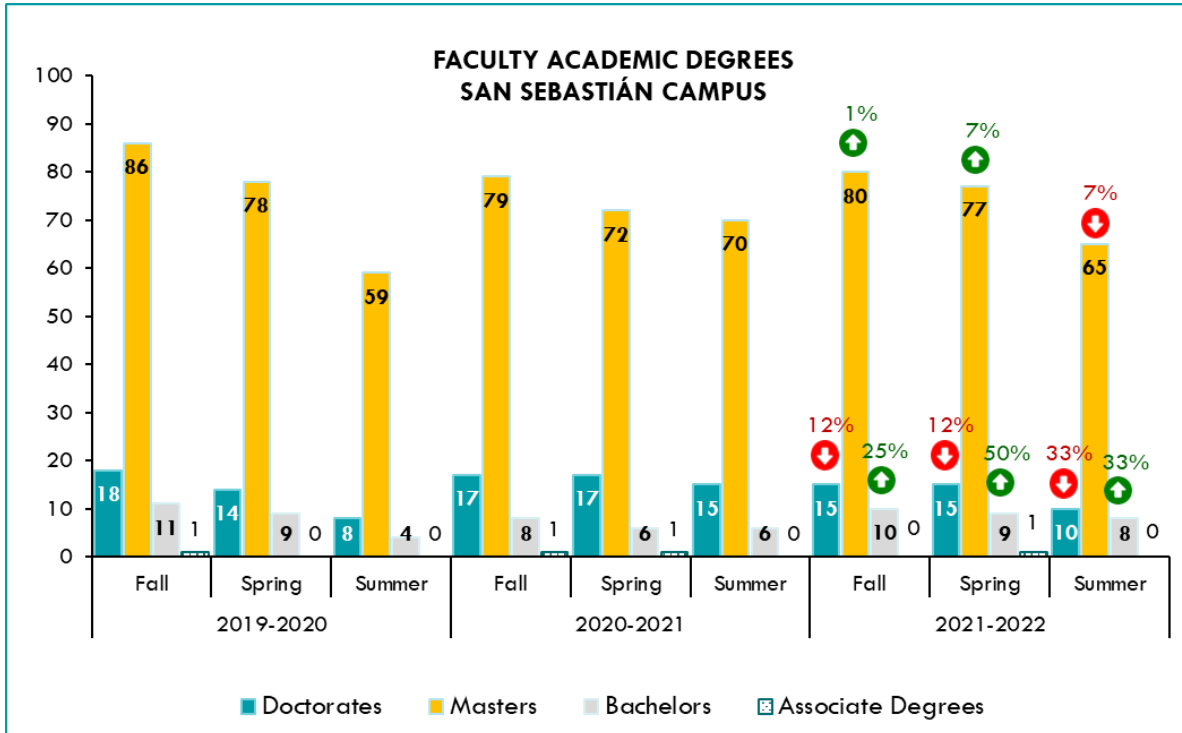
Source: Administrative Sub-director's Office, 2022

For the 2021-2022 academic year, full-time faculty decreased for the fall semester and increased for the spring and summer semesters compared to the previous academic year. On the other hand, part-time faculty increased for the fall and spring semesters but decreased for the summer semester.



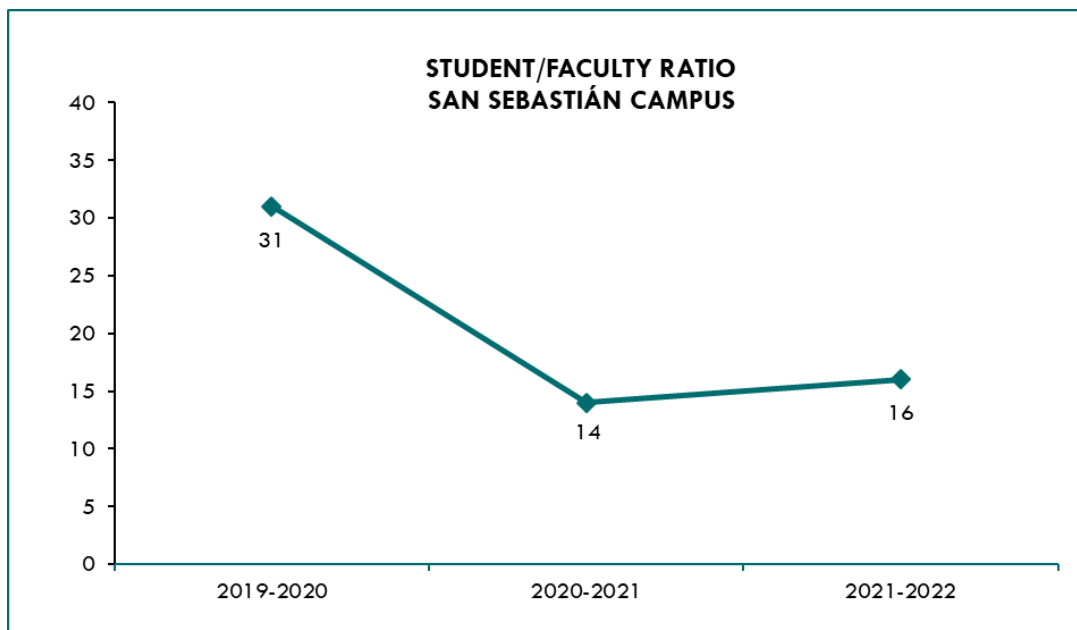
Source: Administrative Sub-director's Office, 2022

For the 2021-2022 academic year, there were more female faculty than male faculty. There was a decrease in male faculty for the fall semester and a decrease in female faculty for the spring and summer semesters.



Source: Administrative Sub-director's Office, 2022

During the 2021-2022 academic year, there were more faculty with master's degrees. There were more Bachelor's degrees while Doctorate degrees decreased compared to the previous academic year.



Source: IPEDS Fall enrolment.

For the 2020-2021 fall academic semester, the student ratio was 16 students per faculty member. The student/faculty ratio increased in comparison to the previous year.



# LEARNING RESOURCES



## SAN SEBASTIÁN CAMPUS LEARNING RESOURCES

The Information Resources Center continues its efforts to provide an array of efficient and quality services to the university community. Various electronic journal database collections have been updated: EBSCO and, OCEANO DIGITAL. They contain a variety of topics such as health, trade human resources, nursing, computer science, clinical pharmacology, arts and architecture, alternative medicine, business administration, criminal justice, forensic science, and general academic areas, among others. In addition, the SIRS Mandarin M3 was updated to SIRS Mandarin M5 (Online Library Catalogue).

The Information Resource Center provides access to:

**EBSCO Database** Full-text journals Natural & Alternative Treatments, Alt Health Watch, Academic Search Premier, Art & Architecture Complete, Business Source Complete, CINAHL Plus® with Full Text, Health Source: Nursing/Academic Edition, Education Research Complete, Computer Source, GreenFILE, Library Information Science & Technology Abstracts, and Teacher Reference Center, AHFS Consumer Medication Information, and American Doctoral Dissertations. It also includes one (1) Spanish language database: Fuente Académica.

**OCEANO DIGITAL** (Universitas, Health and Medicine and Business Administration). Universitas is a tool to help through the learning and research process; it has the most subject coverage in the Spanish language. Health and Medicine is an information center, with content about health, nursing, and medicine, oriented toward the patient, the consumer, and the health careers alike. Business administration is an information center, with content about the economy, business, and management-oriented for the student and the business professional. It provides a support tool for the learning process of students and the daily tasks of professionals.

**Online Library Catalogue (SIRS Mandarin M-5)** is the electronic bibliography database that describes the print collection. Allows students to access the collection of books, journals, and other resources available at the library from anywhere.

**e-Libro** is the first and only electronic Spanish-language platform devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material that e-Libro offers from leading publishers. It hosts more than 80,000 titles from over 500+ publishers – with 95% of them from Latin America and Spain.

**Ebook Central** offers authoritative e-books in a wide range of subject areas devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material. Ebook Central currently hosts 948,112 documents.

**Nursing & Allied Health Premium** content is selected by expert editors with the student in mind. Nursing Assessment, Nursing Education and Nursing Assistant provide thousands of learning resources in Nursing videos for the classroom. Rehabilitation Therapy provides the same resources as the Physical Therapy Assistant Program.

**NNN Consult** allows the agile search in each of these standardized languages: NIC, NOC, NANDA, or simultaneously in all, also offering the links between them. It is updated with the latest editions of nursing reference works.

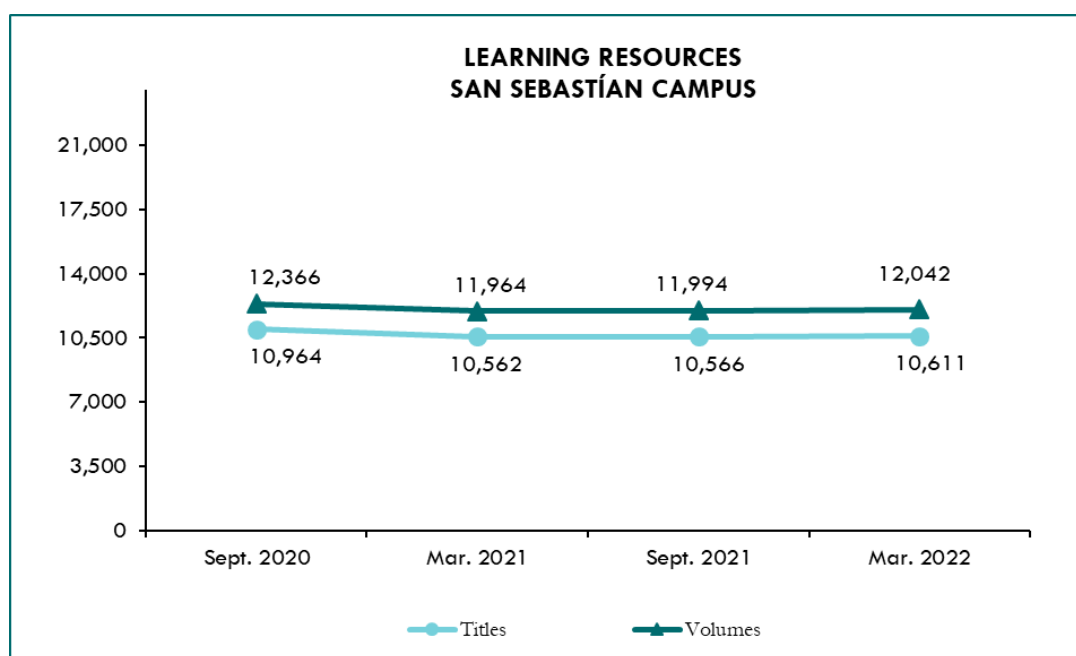
**LexJuris** offers legal and, educational information about Puerto Rico. It is a powerful legal research tool. In addition, it provides information and educational tutorials for all levels of education in Puerto Rico.

**MicroJuris** it's a powerful legal research tool that offers legal information on Puerto Rico and USA state and federal laws.

**Revista Science** is one of the best Scientific Journals worldwide. In it, you can find scientific news and articles on topics of Health, Research, Environment, and Agriculture among many others.

**Cengage (Virtual Library)** is a virtual reference text consultation library, which now has 45 e-books in Spanish and English. Cengage is an education and technology company created for students. The company serves the higher education libraries markets worldwide, providing electronic resources for research, which are characterized by the precision, reliability, and organization of the contents.

**e-Forensics Magazine** is a monthly magazine specializing in the topic of Digital Forensic Investigation. It includes articles on different aspects of digital forensic investigations and provides practical explanations, instructions, and tutorials on how to perform different forensic tests and procedures. It also offers complete training courses on digital forensic investigation procedures and techniques. Students can subscribe to courses and take the course at their own pace.



Source: Information Resources Center, 2022

From Sept 2020 through March 2022, there has been a slight decrease in learning resources in titles and volumes, but learning resources have remained stable. However, since September 2021, there has been an increase in total titles and volumes.

## CAMPUS CRIME REPORT SAN SEBASTIÁN CAMPUS

The Higher Education Act (HEA), Section 486 (a) and (f), require postsecondary institutions that participate in federal student financial assistance programs to report criminal offenses. The Institution keeps statistics concerning the occurrences at on-campus and off-campus buildings, including nearby public property. The Institution must report criminal offenses that have been notified to on-campus security and/or local police. There are four general categories to be reported:

1. Criminal Offenses: criminal homicide, including murder and non-negligent manslaughter, and manslaughter by negligence; sexual assault, including rape, fondling, incest, and statutory rape; robbery, aggravated assault, burglary, motor vehicle theft; and arson.
2. Hate Crime: any of the above-mentioned offenses, and any incidents of larceny-theft, simple assault, intimidation, or destruction/damage/vandalism of property that were motivated by bias;
3. Violence against of Women Act (VAWA) Offenses: any incidents of domestic violence, dating violence, and stalking.
4. Arrests and Referrals for Disciplinary Action: for weapons carrying, possessing, law violations, drug abuse violations and liquor law violations.

CAMPUS CRIME REPORT- SAN SEBASTIÁN CAMPUS				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2020	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
2020 data reported as on 2019	Disciplinary Actions	N/A	0	N/A
2021	Criminal Offenses	N/A	0	N/A
		N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
2021 data as reported on 2020	Disciplinary Actions	N/A	0	N/A
2022	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2022 data as reported on 2021				

Source: Campus Safety and Security Survey Report, 2022

\*Includes San Sebastian Nursing School \*\*Violence Against Women Act

The San Sebastian Campus can be considered a safe campus as these offenses have not occurred.





**R<sup>3</sup>**

## **RECRUITMENT, READMISSION, AND RETENTION**

R<sup>3</sup> represents the outcome of efforts aimed at reaching a projected enrollment from three available areas: recruitment, readmission, and retention. The offices responsible for these areas are Promotion, Admissions, the Registrars, and the Deans of Academic Affairs.

R<sup>3</sup> outcome numbers allow the institution to make an enrollment projection as well as its composition. It also indicates how these areas relate to the enrollment plan to uphold healthy sustainable growth.

The following tables show the projected and real enrollment of students from the regular, graduate program as well as the adult modality.

## HATO REY CAMPUS R<sup>3</sup> GRADUATE, REGULAR, ADULT MODALITY, AND ONLINE PROGRAMS

R3 DISTRIBUTION-HATO REY CAMPUS																		
P = Projected enrollment	FALL 2019		SPRING 2020		SUMMER 2020		FALL 2020		SPRING 2021		SUMMER 2021		FALL 2021		SPRING 2022		SUMMER 2022	
R = Real enrollment	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	325	201	146	116	104	88	221	135	88	117	71	70	228	184	104	131	84	56
Retention (Academic Affairs)	863	673	1013	664	680	412	587	501	606	447	463	261	604	531	722	586	548	268
Readmission (Student Affairs)	63	40	61	52	16	39	43	30	37	55	11	23	44	69	44	47	13	22
	1,251	914	1,220	832	800	539	850	666	730	619	545	354	875	784	870	764	645	346

Source: Project Enrollment Analysis and Enrollment Certifications

During the fall 2021 semester, real recruitment and real retention were lower than projected recruitment and projected retention while real readmission was higher than projected readmission. For the spring 2022 semester, real recruitment and real readmission surpassed projected recruitment and projected readmission, but real retention was lower than projected retention. Finally, during the summer 2022 semester, real recruitment and real retention were lower than projected recruitment and projected retention, but real readmission surpassed projected readmission.

Overall enrollment for the fall, spring, and summer semesters did not meet the projected goals.

## MANATÍ BRANCH CAMPUS R<sup>3</sup> REGULAR PROGRAMS

R3 DISTRIBUTION-MANATÍ BRANCH CAMPUS																		
P = Projected enrollment	FALL 2019		SPRING 2020		SUMMER 2020		FALL 2020		SPRING		SUMMER		FALL 2021		SPRING		SUMMER 2022	
R = Real enrollment	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	30	17	12	8	12	9	29	22	11	7	12	3	18	13	7	5	7	8
Retention (Academic Affairs)	79	81	85	69	77	52	76	45	75	41	77	25	48	29	46	29	43	25
Readmission (Student Affairs)	6	1	5	1	2	3	6	3	5	4	2	2	4	2	3	8	1	0
	115	99	102	78	91	64	110	70	90	52	90	30	70	44	55	42	50	33

Source: Project Enrollment Analysis and Enrollment Certifications

During the fall 2021 semester, real recruitment, real retention and real readmission were lower than projected recruitment, projected retention and projected readmission. For the spring 2022 semester, real recruitment and real retention was lower than projected recruitment and projected retention, but real readmission was higher than projected readmission. Finally, during the summer 2022 semester, real recruitment was higher than projected recruitment, but real retention and real readmission were lower than projected retention and projected readmission.

Overall enrollment for the fall, spring, and summer semesters did not meet the projected goals.

## HUMACAO BRANCH CAMPUS R<sup>3</sup> REGULAR PROGRAMS

R3 DISTRIBUTION-HUMACAO BRANCH CAMPUS																		
P = Projected enrollment	FALL 2019		SPRING 2020		SUMMER 2020		FALL 2020		SPRING		SUMMER		FALL 2021		SPRING		SUMMER 2022	
R = Real enrollment	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
<b>Recruitment</b> (Promotion Office)	29	13	12	1	9	7	21	16	8	5	9	5	16	14	6	6	7	1
<b>Retention</b> (Academic Affairs)	75	62	81	53	60	48	55	44	58	44	60	29	41	37	43	38	46	22
<b>Readmission</b> (Student Affairs)	6	0	5	0	1	3	4	4	4	2	1	0	3	0	3	4	1	1
	110	75	98	54	70	58	80	64	70	51	70	34	60	51	52	48	54	24

Source: Project Enrollment Analysis and Enrollment Certifications

During the fall 2021 semester, real recruitment, real retention and real readmission were lower than projected recruitment, projected retention and projected readmission. For the spring 2022 semester, real recruitment and real readmission equaled or surpassed projected recruitment and projected readmission, but real retention was lower than projected retention. Finally, during the summer 2022 semester, real recruitment and real retention were lower than projected recruitment and projected retention, while real readmission equaled projected readmission.

Overall enrollment for the fall, spring, and summer semesters did not meet the projected goals.

## VILLALBA BRANCH CAMPUS R<sup>3</sup> REGULAR PROGRAMS

R3 DISTRIBUTION-VILLALBA BRANCH CAMPUS																		
P = Projected enrollment	FALL 2019		SPRING 2020		SUMMER 2020		FALL 2020		SPRING		SUMMER		FALL 2021		SPRING		SUMMER 2022	
R = Real enrollment	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
<b>Recruitment</b> (Promotion Office)	22	19	9	10	10	10	21	19	10	8	10	4	16	8	9	6	8	3
<b>Retention</b> (Academic Affairs)	59	33	62	45	64	31	55	38	66	45	68	32	41	40	61	32	55	15
<b>Readmission</b> (Student Affairs)	4	3	4	1	2	2	4	1	4	2	2	2	3	4	4	1	1	1
	85	55	75	56	76	43	80	58	80	55	80	38	60	52	74	39	65	19

Source: Project Enrollment Analysis and Enrollment Certifications

During the fall 2021 semester, real recruitment and real retention were lower than projected recruitment and projected retention, but real readmission surpassed projected readmission. For the spring 2022 semester, real recruitment, real retention and real readmission were lower than projected recruitment, projected retention and projected readmission. Finally, during the summer 2022 semester, real recruitment and real retention were lower than projected recruitment and projected retention, while real readmission equaled projected readmission.

Overall enrollment for the fall, spring, and summer semesters did not meet the projected goals.

## SAN SEBASTIÁN CAMPUS R<sup>3</sup> GRADUATE, REGULAR AND ADULT MODALITY

R3 DISTRIBUTION-SAN SEBASTIÁN CAMPUS																		
P = Projected enrollment	FALL 2019		SPRING 2020		SUMMER 2020		FALL 2020		SPRING 2021		SUMMER 2021		FALL 2021		SPRING 2022		SUMMER 2022	
R = Real enrollment	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	212	50	97	83	78	75	163	109	65	83	49	48	160	103	79	59	62	38
Retention (Academic Affairs)	562	719	671	610	510	393	431	446	448	433	323	354	424	408	544	404	404	264
Readmission (Student Affairs)	41	25	40	19	12	16	31	36	27	51	8	7	31	32	33	28	10	16
	815	794	808	712	600	484	625	591	540	567	380	409	615	543	655	491	475	318

Source: Project Enrollment Analysis and Enrollment Certifications

During the fall 2021 semester, real recruitment and real retention were lower than projected recruitment and projected retention while real readmission was higher than projected readmission. For the spring 2022 semester, real recruitment, real retention and real readmission were lower than projected recruitment, projected retention and projected readmission. Finally, during the summer 2022 semester, real recruitment and real retention were lower than projected recruitment and projected retention, but real readmission surpassed projected readmission.

Overall enrollment for the fall, spring, and summer semesters did not meet the projected goals.

## MAGAE AND MABE R<sup>3</sup> DISTRIBUTION HATO REY AND SAN SEBASTIÁN CAMPUS MANATÍ, HUMACAO AND VILLALBA BRANCH CAMPUSES

MAGAE AND MABE R3 DISTRIBUTION - HATO REY AND SAN SEBASTIÁN CAMPUSES AND MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES																		
P = Projected enrollment	FALL 2019		SPRING 2020		SUMMER 2020		FALL 2020		SPRING 2021		SUMMER 2021		FALL 2021		SPRING 2022		SUMMER 2022	
R = Real enrollment	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
<b>Recruitment</b> (Promotion Office)	291	370	122	323	140	135	290	425	122	394	133	194	302	401	152	494	138	208
<b>Retention</b> (Academic Affairs)	771	757	847	888	913	821	769	670	847	927	867	1145	802	1,127	1054	1,037	905	1,200
<b>Readmission</b> (Student Affairs)	56	18	51	30	21	51	56	211	51	35	20	48	58	15	64	51	21	46
	1,118	1,145	1,020	1,241	1,074	1,007	1,118	1,145	1,020	1,241	1,074	1,007	1,163	1,543	1,270	1,582	1,065	1,454

Source: Project Enrollment Analysis and Enrollment Certifications

During the fall 2021 semester, real recruitment and real retention were higher than projected recruitment and projected retention, but real readmission failed to reach the projected readmission goal. For the spring 2022 semester, real recruitment was higher than projected recruitment, but real retention and real readmission failed to reach the projected retention and projected readmission goals. Finally, during the summer 2022 semester, real recruitment, real retention and real readmission all surpassed than projected goals.

Overall enrollment for the fall, spring, and summer semesters surpassed the projected goals.



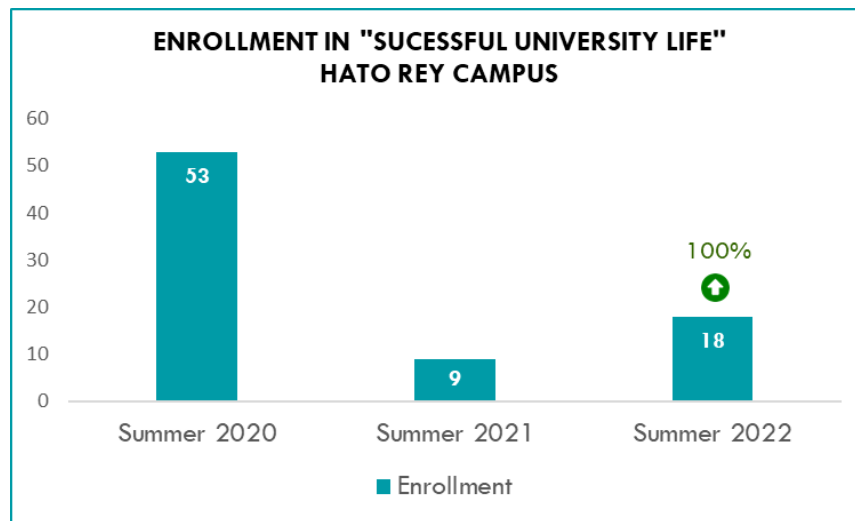


# INSTITUTIONAL INNOVATIVE INITIATIVES

## FRESHMEN SUMMER

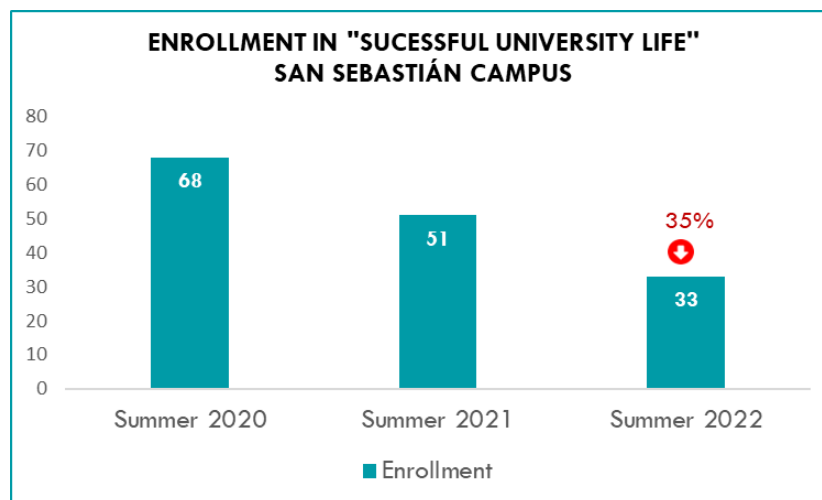
The transition from high school to university is a challenging experience. To ease the transition and address poor academic performance, EDP University created an innovative Freshmen Summer project. The Freshmen Summer project provides new students with higher education academic experiences that promote cognitive, social, and psychological competencies. Cultural and social activities, research study skills, and collaboration between students and faculty help students transition into a higher education culture. The program focuses on research skills and personal development through group presentations on a subject they have explored through team-building experiences. Students display these research presentations in the learning community and are awarded first, second and third place for excellence.

Since 2009, Freshmen Summer students participate in Project Vida, which is an outgrowth of this project.



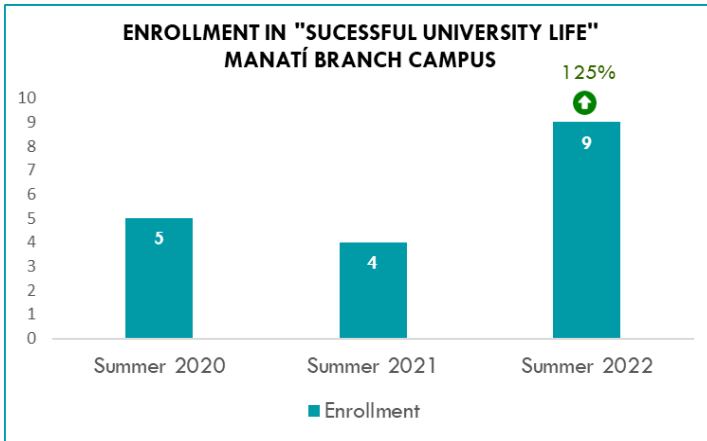
Source: Center of Information Resources, 2022

The Hato Rey Campus had an increase of 100% in freshmen summer enrollment (+9 students) compared to the previous academic year.

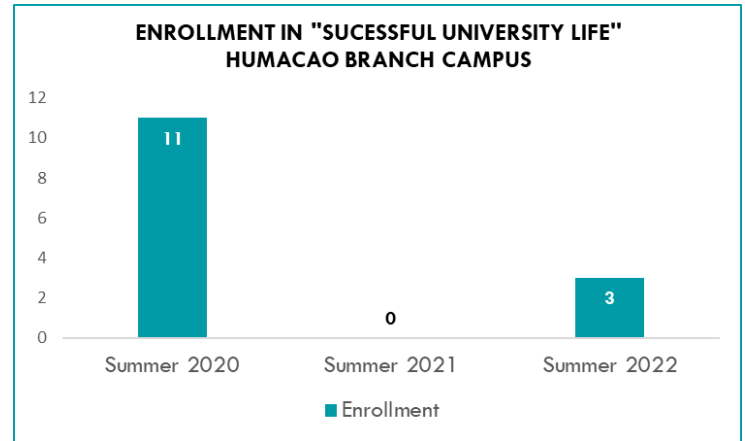


Source: Center of Information Resources, 2022

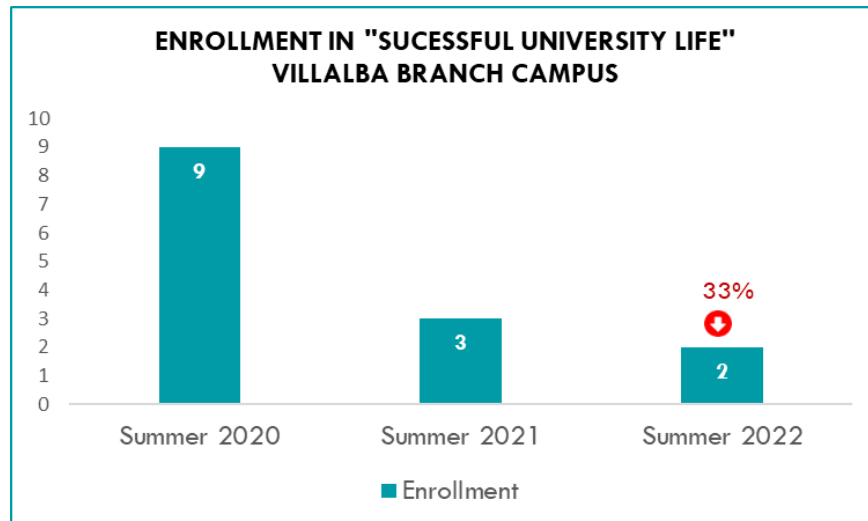
The San Sebastián Campus had a decrease of 35% in freshmen summer enrollment (-15 students) compared to the previous academic year.



The Manatí Branch Campus had an increase of 125% in freshmen summer enrollment (+5 students) compared to the previous academic year.



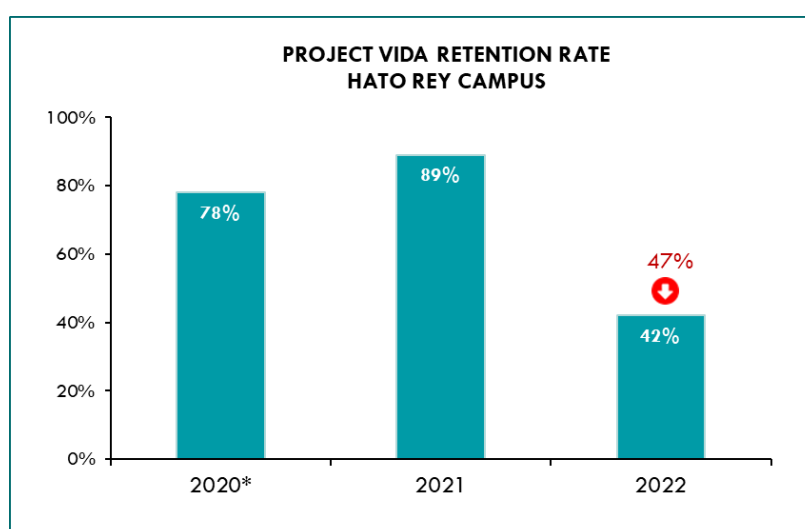
The Humacao Branch Campus had three participating students in freshmen summer. They did not have any participating students the previous academic year.



The Villalba Branch Campus had a decrease of 33% in freshmen summer enrollment (-one student) compared to the previous academic year.

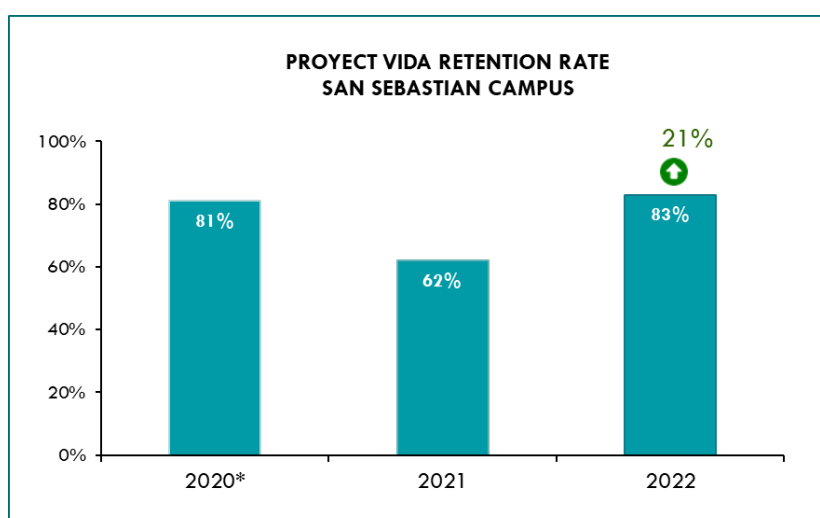
## PROJECT VIDA

The Admissions and Student Support Services Office is in charge of the project Intellectual Links for Personal and Academic Development (VIDA, by its Spanish acronym). This is a student retention project directed toward creating student-centered initiatives that improve first-year students' experiences. Three major characteristics define this project. The first characteristic is in student support services where the admissions director keeps track of and guides the students until their second year of college. During their first year of college, students develop their capacity for autonomous and successful university life. This component includes tutoring services and counseling. The second characteristic is the development of personal growth and resilience through systematic visualizations and affirmations. The third characteristic introduces changes to the curricular activities. Courses are scheduled in blocks so that the student can do research as a team experience. An innovative integrated curriculum favors this active integrated teaching and learning experience.



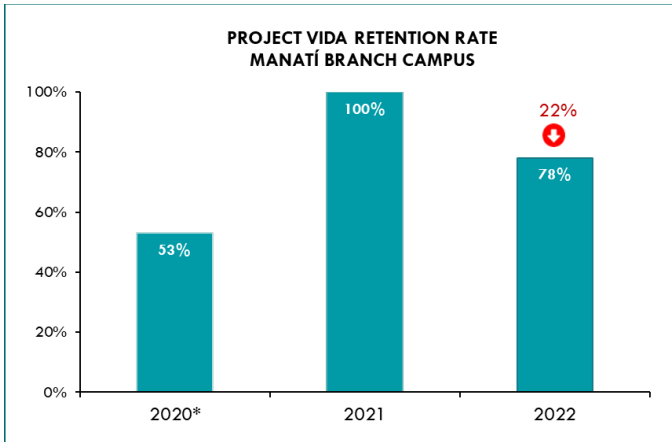
Source: Admissions and Student Services Office 2022

The Hato Rey Campus had a retention rate of 42%, a 47% decrease over the previous year.



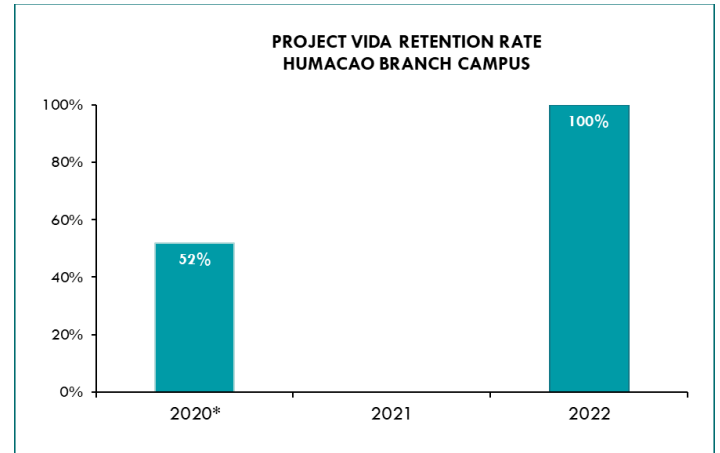
Source: Admissions and Student Services Office 2022

The San Sebastián Campus had a retention rate of 83%, a 21% increase over the previous year.



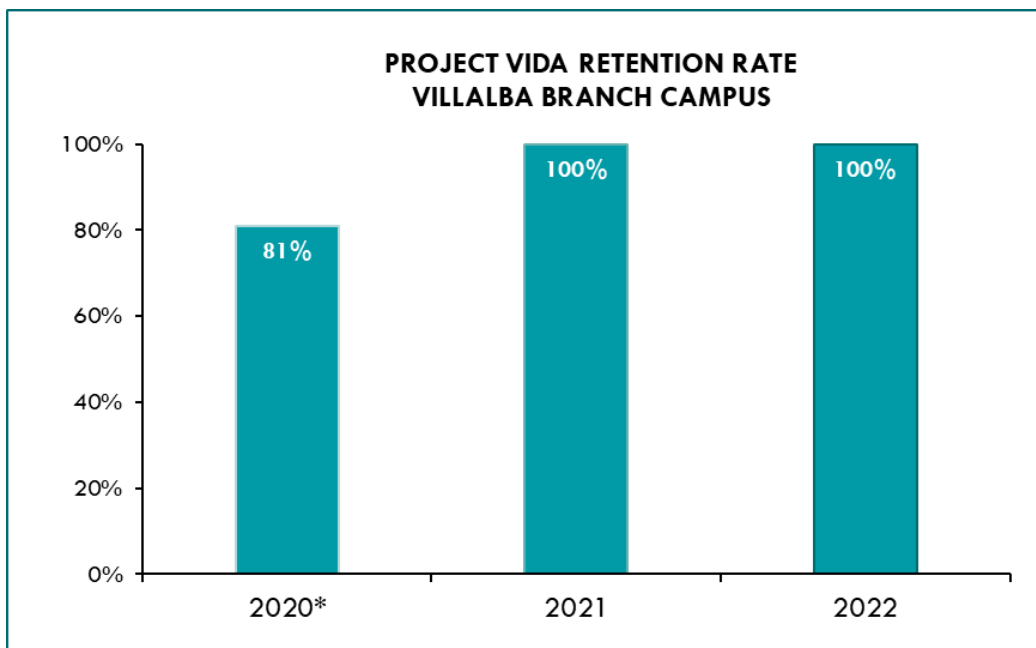
Source: Admissions and Student Services Office 2022

The Manatí Branch Campus had a retention rate of 78% for Project Vida participants, a 22% decrease over the previous year.



Source: Admissions and Student Services Office 2022

The Humacao Branch Campus had a retention rate of 100% for Project Vida participants.



Source: Admissions and Student Services Office 2022

The Villalba Branch Campus had a retention rate of 100% for Project Vida participants.

# PROJECT VIDA ENROLLMENT PER PROGRAM

VIDA PROJECT-HATO REY CAMPUS			
Academics Programs	FALL	FALL	FALL
	2020	2021	2022
Associate Degree in Business Administration	5		
Associate Degree in Business Administration- Online			3
Associate Degree in Health Billing and Codifications Services	4		
Associate Degree in Digital Fashion Design	3	1	
Associate Degree in Physical Therapy Technology			
Associate Degree in Medical Emergencies Technology			
Associate Degree in Nursing	7	1	
Associate Degree in Arts in Digital Design	1		
Associate Degree in Arts in Interior Design and Decoration	2	1	2
Associate Degree in Biotechnology	2		
Associate Degree in Information Technology	4		
Associate Degree in Criminal Justice	4	1	
Associate Degree in Criminal Justice- Online			1
Associate Degree in Pharmacy Technician	1		
Associate Degree in Executive Protection and Security			2
Bachelor's Degree in Information Technology Science Major in Programming			
Bachelor's Degree in Information Technology Science Major in Programming- Online			2
Bachelor's Degree in Information Technology Science Major in Networks			
Bachelor's Degree in Business Administration Major in Accounting		1	1
Bachelor's Degree in Business Administration Major in Management	1		1
Bachelor's Degree in Interior Design and Decoration	1		
Bachelor's Degree in Digital Fashion Design	4	2	3
Bachelor's Degree in Digital Design Major in Multimedia	2		
Bachelor's Degree in Science of Nursing	3	1	
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	2	1	1
Bachelor's Degree in Business Administration Major in Management- Online			2
Bachelor's Degree in Natural Sciences			
<b>TOTAL</b>	<b>46</b>	<b>9</b>	<b>18</b>

Source: Campus VUE, 2022

On the Hato Rey Campus, the programs with the most student enrollment from Project Vida fall 2022 participants was the Associate Degree in Business Administration- Online and Bachelor's Degree in Digital Fashion Design at three students each.

VIDA PROJECT-MANATI BRANCH CAMPUS			
Academics Programs	FALL	FALL	FALL
	2020	2021	2022
Associate Degree in Nursing	3		5
Associate Degree in Digital Fashion Design	1	3	3
Associate Degree in Physical Therapy Technology			
Associate Degree in Information Technology	1	1	1
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>9</b>

Source: Campus VUE, 2022

On the Manatí Branch Campus, the program with the most student enrollment from Project Vida fall 2022 participants was the Associate Degree in Nursing (5 students).

## INSTITUTIONAL INNOVATIVE INITIATIVES

VIDA PROJECT-HUMACAO BRANCH CAMPUS			
Academics Programs	FALL	FALL	FALL
	2020	2021	2022
Associate Degree in Nursing	2		1
Associate Degree in Digital Fashion Design	2		1
Associate Degree in Physical Therapy Technology			
Associate Degree in Information Technology	2		1
Bachelor's Degree in Science of Nursing	1		
<b>TOTAL</b>	<b>7</b>	<b>0</b>	<b>3</b>

Source: Campus VUE, 2022

On the Humacao Branch Campus, the programs with student enrollment from Project Vida fall 2022 participants were the Associate's Degrees in Nursing, Digital Fashion Design, and Information Technology.

VIDA PROJECT-VILLALBA BRANCH CAMPUS			
Academics Programs	FALL	FALL	FALL
	2020	2021	2022
Associate Degree in Business Administration		1	
Associate Degree in Nursing	1		1
Associate Degree in Information Technology	3		
Associate Degree in Criminal Justice	3		1
Bachelor's Degree in Business Administration Major in Accounting	1		
Bachelor's Degree in Science of Nursing	1	2	
<b>TOTAL</b>	<b>9</b>	<b>3</b>	<b>2</b>

Source: Campus VUE, 2022

On the Villalba Branch Campus, the programs with student enrollment from Project Vida fall 2022 participants were the Associate Degrees in Nursing and Criminal Justice.

VIDA PROJECT-SAN SEBASTIÁN CAMPUS			
Academics Programs	FALL	FALL	FALL
	2020	2021	2022
Associate Degree in Nursing	12	12	11
Associate Degree in Health Billing and Codifications Services	9	2	5
Associate Degree in Pharmacy Technician	8	5	4
Associate Degree in Medical Emergencies Technology		2	3
Associate Degree in Information Technology	12	8	2
Associate Degree in Arts in Digital Fashion Design	3	1	
Associate Degree in Arts in Interior Design and Decoration	1	3	3
Associate Degree in Physical Therapy Technology			
Associate Degree in Criminal Justice	4	13	4
Associate Degree in Executive Protection and Security	4	1	
Associate Degree in Health and Physical Aptitude for Special Populations			1
Bachelor's Degree in Science of Nursing	7	3	3
Bachelor's Degree in Information Technology Science Major in Programming	4	1	
Bachelor's Degree in Information Technology Science Major in Networks			
Bachelor's Degree in Natural Sciences	1		
Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences	3		
<b>TOTAL</b>	<b>68</b>	<b>51</b>	<b>36</b>

Source: Campus VUE, 2022

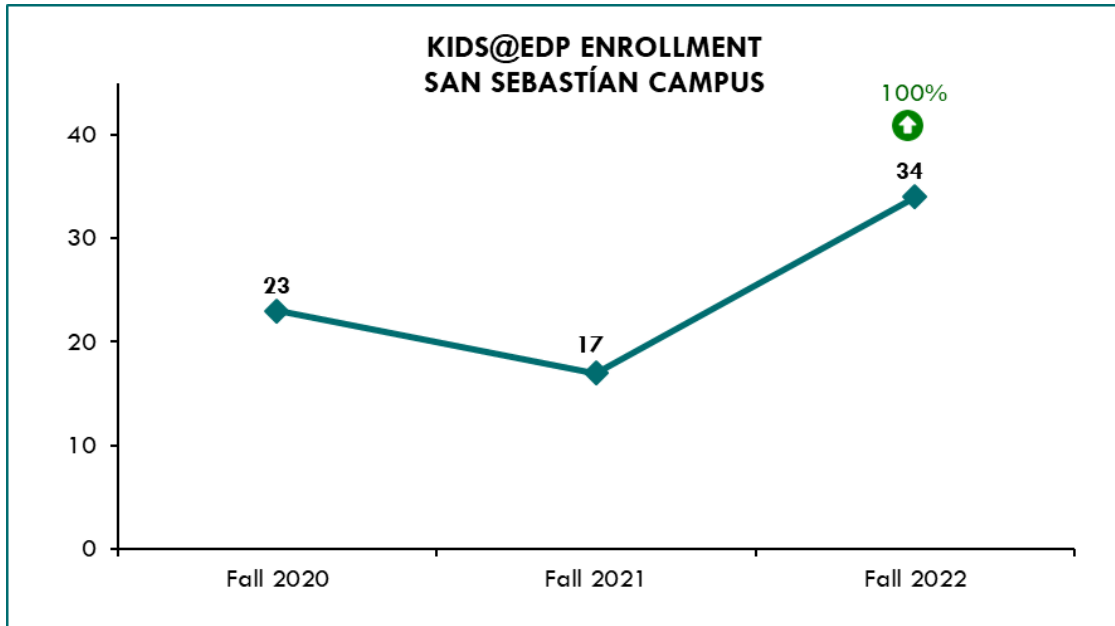
On the San Sebastián Campus, the program with the most student enrollment from Project Vida fall 2022 participants was the Associate Degree in Nursing (11 students). That was followed by the Associate Degrees in Health Billing and Codification Services, Pharmacy Technician and Criminal Justice.



## KIDS@EDP SAN SEBASTIÁN CAMPUS

KIDS@EDP in San Sebastián Campus opened its doors on September 3, 2012. It offers its services to the children of students, employees, and community members in general. By taking advantage of the daycare service, students can fully concentrate on their college education, with confidence and dedication.

In 2022, there was a 100% increase in children enrollment (+17 children). It is the highest enrollment of children in the last three years.



Fall 2022	
Age in Months	Child/Employee Ratio
2-18	6/2
19-35	11/2
36-48	14/1
Fall 2021	
Age in Months	Child/Employee Ratio
2-18	3/1
19-35	7/2
36-48	7/1
Fall 2020	
Age in Months	Child/Employee Ratio
2-18	5/3
19-35	7/1
36-48	11/2



# DISTANCE EDUCATION ENROLLMENT

EDP University of Puerto Rico recognizes the importance of integrating technology within the educational experience and; therefore, enhances the quality of higher education opportunities. The Institution aims to provide students with the experience of taking at least one online course. This responds to the university's Mission to guide the Institution's educational endeavors. The Distance Education Academic Dean's Office oversees access to academic courses and program growth.

In 2003-2004, the Institution began the process of offering distance-learning courses. During this period, the proposed online courses had to go through the ACICS's rigorous process for approval. Later, a similar approval was required by the MSCHE. As a result, the Office of Technology Development at EDP was created, now under the Dean of Technology Affairs Office. The Distance Education Academic Dean's Office is responsible for the design and enrichment of new online offerings.

## DISTANCE EDUCATION ENROLLMENT PER COURSE (HATO REY CAMPUS)

Courses	Fall 2021	Spring 2022	Summer 2022
ACC 2113	21	27	8
ACC 2114	15		10
ACC 3215		4	4
ACC 3315		11	
BA 1110	8		19
BA 1313	58	51	23
BA 2210	6	5	2
BA 2301	11	14	
BA 2321	13	12	
BA 3332	8		9
BA 3335	9		11
BA 3351	11	7	
BA 4330	15	6	
BA 4350	10	8	
BA 4400	9		5
BIO 1101	37	36	5
BIO 1102	18	18	5
BIO 1201	78	80	46
BIO 1202	47	56	55
BIO 2101			16
BIO 2203	98	46	8
CHE 1163	12	11	6
CIF 1001		7	
CJU 1100	7	14	
CJU 1101	8	14	
ECO 2101	14	18	
ECO 2102	8	8	
ENG 0100		3	2
ENG 1101	98	101	56
ENG 1102	95	115	32
FIN 2105	25	11	
FIN 4310	13	7	
FSC 1000	4	3	
HUM 1101	29	30	4
HUM 1102	7	4	2
HUM 1105	12	22	6
HUM 1110	10	7	11

ITN 2375	18	7	
ITN 3240	7	5	
ITN 3320	2		1
ITN 3340	2		
ITN 3350	3		
ITN 4260	3		
ITN 4270		15	
ITP 1103	10	13	
ITP 2080	2	1	7
ITP 2230	16		1
ITP 2300	14	12	1
ITP 2330	11		
ITP 2340	11		
ITP 2350	16	18	
ITP 3240		9	
ITP 3301	11	3	
ITP 3345		23	
ITP 3402	8	1	
ITP 4210			5
ITP 4385	6	6	
LB 1201	74	76	43
LB 1202	47	58	53
LB 2203	100	45	8
LC 1163	12	11	6
MAT 0100		3	2
MAT 1101	17	18	13
MAT 1111	56	52	13
MAT 1113	3	1	
MAT 2301	27	44	23
MAT 3302	3	24	5
MIF 6820	15		
MIF 6830	6	4	2
MIF 6840	3	18	
MIF 6855		20	
MIF 7890	10	2	7
MIS 5515	15	6	3
MIS 5540	28	13	7
MIS 5550	14		6
MIS 6730	5	12	
MIS 6735		14	
MIS 6760	5	20	
MIS 6810	10	8	11
MIS 7675	10	2	8

## DISTANCE EDUCATION ENROLLMENT

<b>NUR 1115</b>	147	174	56
<b>NUR 1140</b>	79	75	58
<b>NUR 2260</b>	7	4	1
<b>NUR 3000</b>		10	
<b>NUR 3250</b>	45	81	11
<b>NUR 3375</b>	1		
<b>NUR 4395</b>			6
<b>PHY 3211</b>		11	
<b>PRO 1101</b>	240	238	117
<b>PRO 1110</b>	16	19	6
<b>PRO 2212</b>		73	12
<b>PSY 1101</b>	69	1	79
<b>PSY 1102</b>	1	2	
<b>SIC 2400</b>	7	13	
<b>SOC 1101</b>	112	139	65
<b>SOC 1102</b>	6	3	11
<b>SPA 0100</b>		2	
<b>SPA 1101</b>	105	72	30
<b>SPA 1102</b>	83	47	28
<b>STA 3207</b>	31	33	14
<b>STA 4208</b>	5	6	4
<b>VUE 1101</b>	219	258	104
<b>TOTAL</b>	<b>2587</b>	<b>2581</b>	<b>1172</b>

Source: Campus VUE.

\*Double Count.

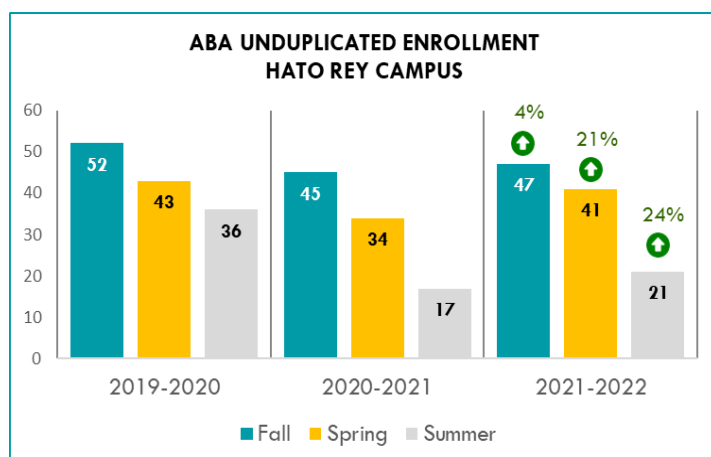
The first-year face-to-face schedule is usually organized around an integrated program that includes **BA, BIO, ENG, MAT, NUR, PRO, SOC, SPA,** and **VUE** courses. The distance modality also organizes its program schedule in the same way as the face-to-face integrated approach.

During the 2021-2022 academic year, the courses with the highest enrollment included: **BA 1313, BIO 1101, BIO 1201, BIO 1202, BIO 2203, ENG 1101, ENG 1102, LB 1201, LB 1202, LB 2203, MAT 1111, NUR 1115, NUR 1140, NUR 3250, PRO 1101, PSY 1101, SOC 1101, SPA 1101, SPA 1102** and **VUE 1101**.

The on-line courses with the least enrollment registered (less than 12 students) include: **ACC 3315, BA 2210, BA 3332, BA 3335, BA 3351, BA 4350, BA 4400, CIF 1101, ECO 2102, ENG 0100, FIN 2105, FIN 4310, FSC 1000, HUM 1102, ITN 3240, ITN 3320, ITN 3340, ITN 3350, ITN 4260, ITN 4270, ITP 2080, ITP 2230, ITP 3240, ITP 3301, ITP 3402, ITP 4210, ITP 4385, MAT 0100, MAT 1113, MIF 6830, MIF 7890, MIS 5515, MIS 6810, MIS 7675, NUR 2260, NUR 3375, NUR 4395, PSY 1102, SOC 1102, SPA 100,** and **STA 4208**. Most online courses had more than 12 students enrolled per semester.

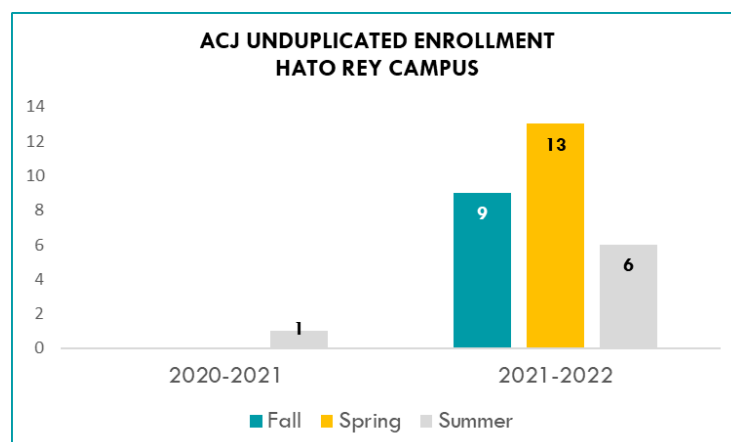
\*Online courses that do not appear on the previous table or analysis is due to not having any students enrolled during the academic year.

## DISTANCE EDUCATION UNDUPLICATED ENROLLMENT HATO REY CAMPUS



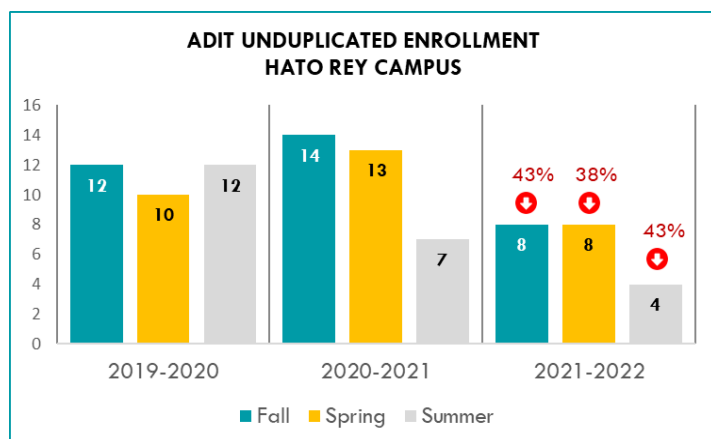
Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Associate's Degree in Business Administration (ABA, program fully online) unduplicated enrollment increased by 4% (+2) for the fall semester, increased by 21% (+7) for the spring semester, and increased by 24% (+4) for the summer semester compared to the previous academic year.



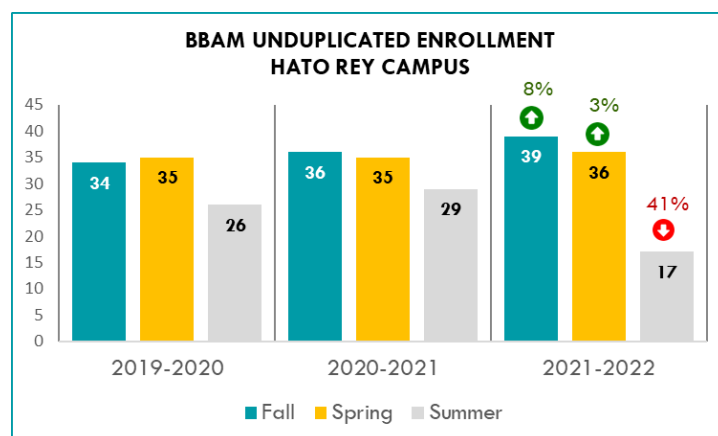
Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Associate's Degree in Criminal Justice online, (ACJ, program fully online) unduplicated enrollment was 9 students for the fall semester, 13 students for the spring semester, and 6 students for the summer semester. This online program was recently created and comparative data should be available in the 2022-2023 academic year.



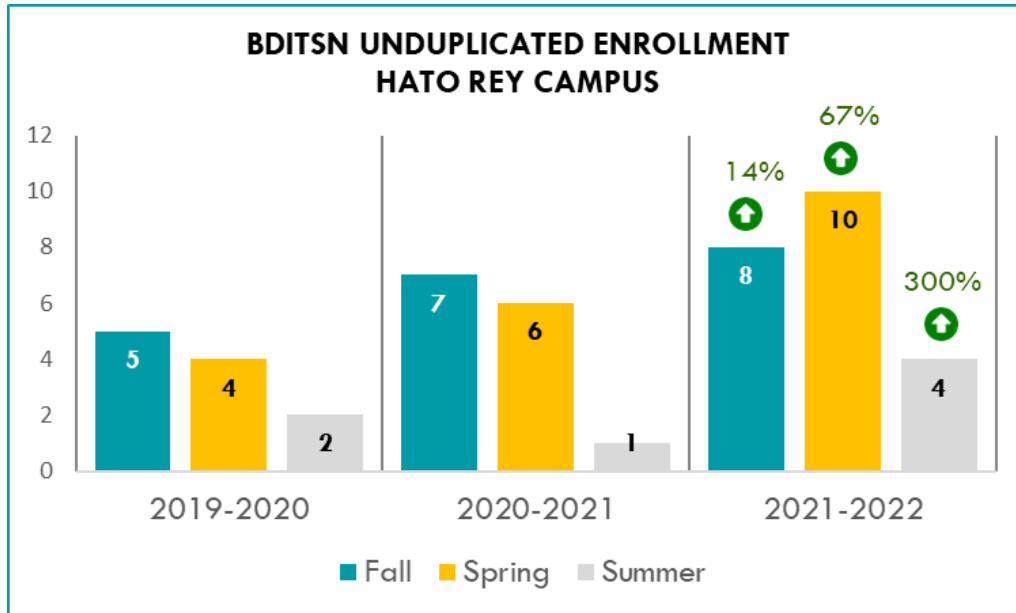
Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Associate's Degree in Information technology (ADIT, program fully online) unduplicated enrollment decreased by 43% (-6) for the fall semester, decreased by 38% (-5) for the spring semester, and decreased by 43% (-3) for the summer semester compared to the previous academic year.



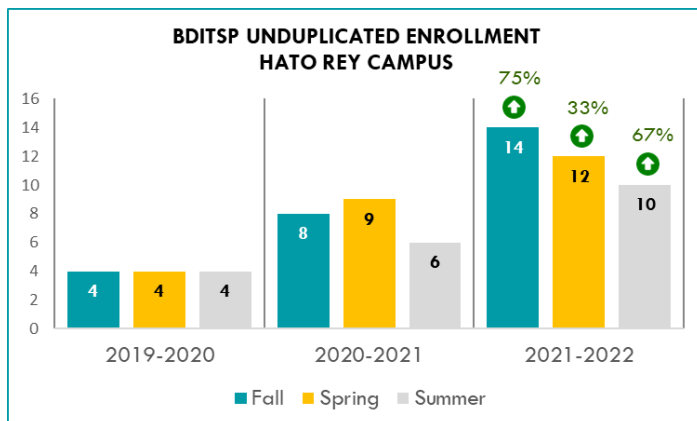
Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Bachelor's Degree in Business Administration, major in Management (BBAM, program fully online) unduplicated enrollment increased by 8% (+3) for the fall semester, increased by 3% (+1) for the spring semester, and decreased by 41% (-12) for the summer semester compared to the previous academic year.



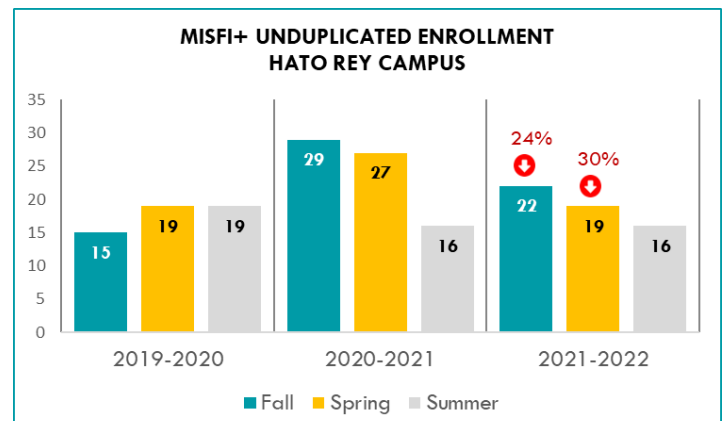
Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Bachelor's Degree in Information Technology Science, major in Networks (BDITSN, program fully online) unduplicated enrollment increased by 14% (+1) for the fall semester, increased by 67% (+4) for the spring semester, and increased by 300% (+3) for the summer semester compared to the previous academic year.



Source: Campus VUE and Distance Education Academic Dean's Office.

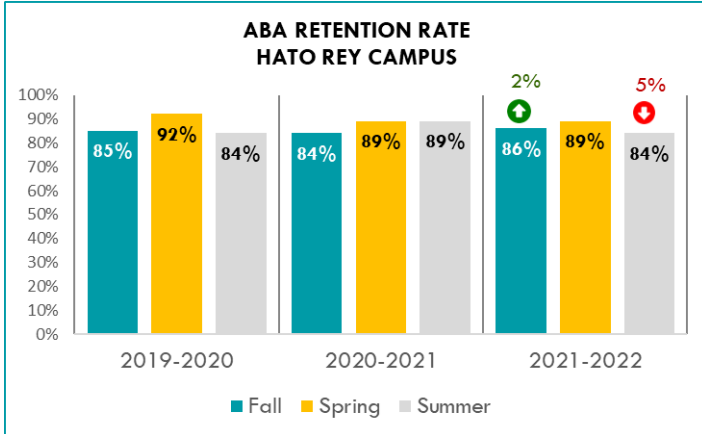
During the 2021-2022 academic year, the Bachelor's Degree in Information Technology Science, major in Programming (BDITSP, program fully online) unduplicated enrollment increased by 75% (+6) for the fall semester, increased by 33% (+3) for the spring semester, and increased by 67% (+4) for the summer semester compared to the previous academic year.



Source: Campus VUE and Distance Education Academic Dean's Office.

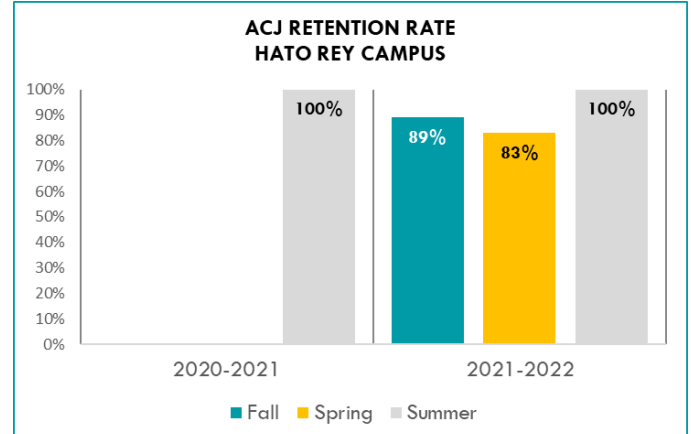
During the 2021-2022 academic year, the Master's Degree in Information Systems, major in Information Security and Digital Fraud Investigation (MISFI+, program fully online) unduplicated enrollment decreased by 24% (-7) for the fall semester, decreased by 30% (-8) for the spring semester, and remained the same for the summer semester compared to the previous academic year.

## DISTANCE EDUCATION RETENTION RATE HATO REY CAMPUS



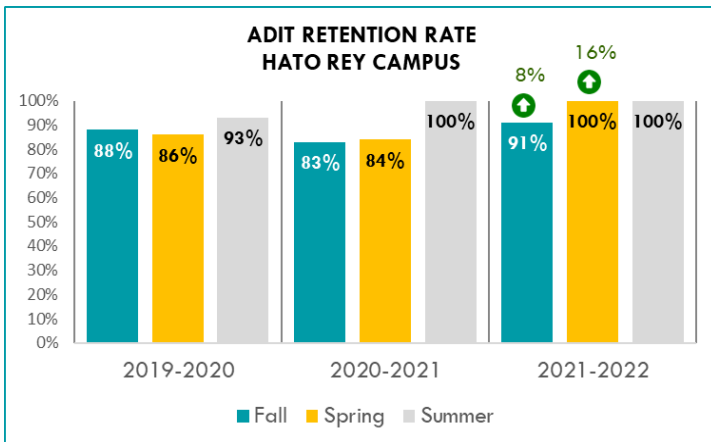
Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Associate Degree in Business Administration (ABA, program fully online) retention rate increased by 2% for the fall semester, remained the same for the spring semester, and decreased by 5% for the summer semester compared to the previous academic year.



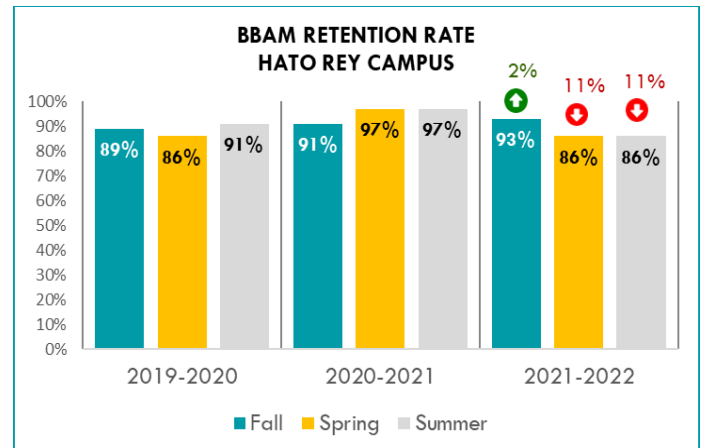
Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Associate Degree in Criminal Justice (ACJ, program fully online) retention rate was 89% for the fall semester, 83% for the spring semester, and 100% for the summer semester. This online program was recently created and comparative data should be available in the 2022-2023 academic year.



Source: Campus VUE and Distance Education Academic Dean's Office.

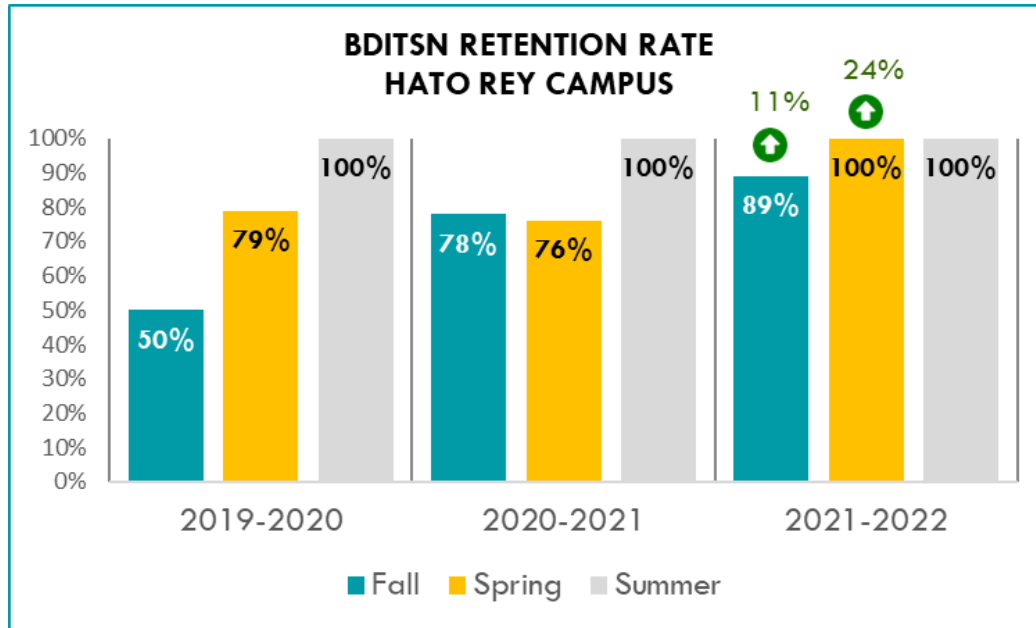
During the 2021-2022 academic year, the Associate Degree in Information technology (ADIT, program fully online) retention rate increased by 8% for the fall semester, increased by 16% for the spring semester, and remained the same for the summer semester compared to the previous academic year.



Source: Campus VUE and Distance Education Academic Dean's Office.

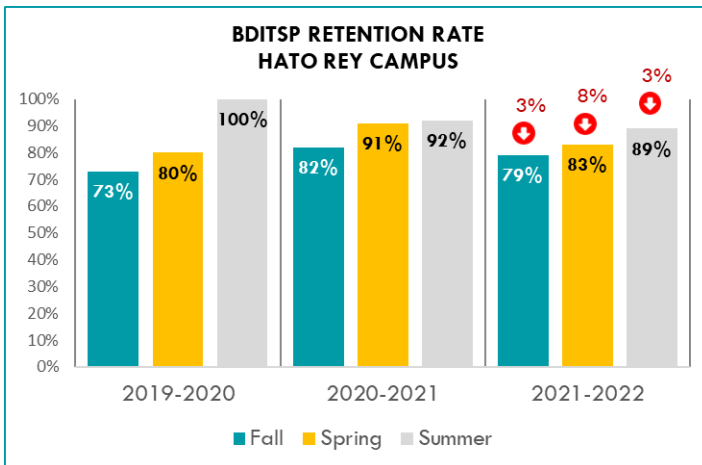
During the 2021-2022 academic year, the Bachelor's Degree in Business Administration, major in Management (BBAM, program fully online) retention rate increased by 2% for the fall, decreased by 11% for the spring, and decreased by 11% for the summer semesters compared to the previous academic year.

## DISTANCE EDUCATION ENROLLMENT



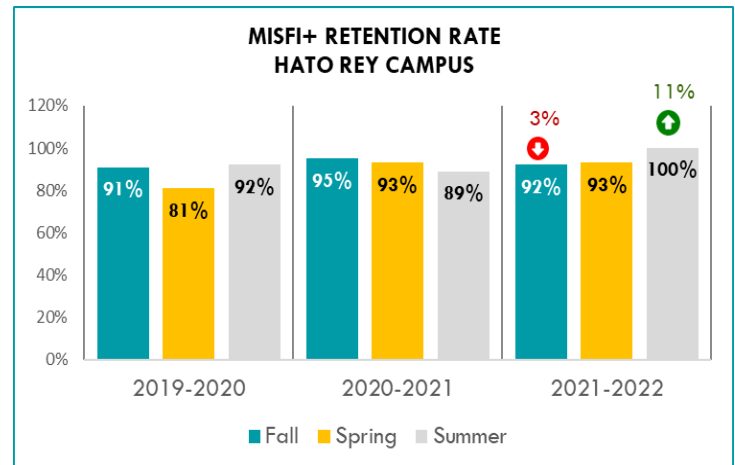
Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Bachelor's Degree in Information Technology Science, major in Networks (BDITSN, program fully online) retention rate increased by 11% for the fall semester, increased by 24% for the spring semester and remained the same for the summer semester compared to the previous academic year.



Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Bachelor's Degree in Information Technology Science, major in Programming (BDITSP, program fully online) retention rate decreased by 3% for the fall semester, decreased by 8% for the spring semester, and decreased by 3% for the summer semester compared to the previous academic year.



Source: Campus VUE and Distance Education Academic Dean's Office.

During the 2021-2022 academic year, the Master's Degree in Information Systems, major in Information Security and Digital Fraud Investigation (MISFI+, program fully online) retention rate decreased by 3% for the fall semester, remained the same for the spring semester, and increased by 11% for the summer semester compared to the previous academic year.

## DISTANCE EDUCATION ENROLLMENT PER COURSE SAN SEBASTIÁN CAMPUS

Courses	Fall 2021	Spring 2022	Summer 2022
ACC 2113	1		
BA 1313	19	11	19
BIO 1101	2	1	4
BIO 1102		5	
BIO 1201	50	27	29
BIO 1202	31	31	38
BIO 2203	61	32	18
CHE 1163	19	6	
ENG 1101	60	36	25
ENG 1102	57	56	15
HUM 1101	23	11	14
HUM 1102	12	7	6
HUM 1105	2	6	12
ITN 3320			1
ITP 2080			5
ITP 2230			4
LB 1201	50	27	28
LB 1202	31	31	38
LB 2203	61	32	18
LC 1163	19	6	
MAT 1101	2	2	4
MAT 1111	13		
MAT 2301	20	7	8
MAT 3302			1
NUR 1115	125	121	50
NUR 1140	52	77	48
NUR 2260	5	6	6
NUR 3250	20	50	13
NUR 3375	6	7	7
NUR 4460		9	
NUR 4395	6		11
NUR 4460	6		
PRO 1101	106	130	53
PRO 1110			2
PRO 2212	14		4
PSY 1101	36	34	40
PSY 1102		8	
SOC 1101	74	78	42
SOC 1102	3		7
SPA 1101	22	11	10
SPA 1102	49	18	19
STA 3207	10	6	3
VUE 1101	117	140	55
TOTAL	1184	1029	657

Source: Campus VUE.

\*Double Count.

The first-year face-to-face schedule is usually organized around an integrated program that includes **BA, BIO, ENG, MAT, NUR, PRO, SOC, SPA,** and **VUE** courses. The distance modality also organizes its program schedule in the same way as the face-to-face integrated approach.

During the 2021-2022 academic year, the courses with the highest enrollment included **BA 1313, BIO 1201, BIO 1202, BIO 2203, ENG 1101, ENG 1102, LB 1201, LB 1202, LB 2203, NUR 1115, NUR 1140, NUR 3250, PRO 1101, PSY 1101, SOC 1101, SPA 1101, SPA 1102** and **VUE 1101**.

The online courses with the least enrollment registered (less than 12 students) include **ACC 2113, BIO 1101, BIO 1102, HUM 1105, ITN 3320, ITP 2080, ITP 2230, MAT 1101, NUR 2260, NUT 3375, NUR 4460, NUR 4395, PRO 110, PRO 2212, PSY 1102, SOC 1102,** and **STA 3207**. Most online courses had more than 12 students enrolled per semester.

\*Online courses that do not appear on the previous table or analysis are due to not having any students enrolled during the academic year.



## DISTANCE EDUCATION ENROLLMENT PER COURSE MANATÍ BRANCH CAMPUS

Courses	Fall 2021	Spring 2022	Summer 2022
BA 1313	1	3	1
BIO 1201	39	21	13
BIO 1202	19	22	22
BIO 2203	39	26	5
CHE 1163		1	1
ENG 1101	14	43	18
ENG 1102	20	26	29
HUM 1105	1	1	
HUM 1110	2		2
ITP 1103	3	2	
ITP 2080		3	
ITP 2230			3
ITP 2300	2	1	2
ITP 2350		1	
LB 1201	36	20	11
LB 1202	19	22	22
LB 2203	39	27	5
LC 1163		1	1
MAT 1111	1	1	
MAT 2301	2	1	4
NUR 1115	81	94	45
NUR 1140	38	56	30
NUR 2260	2	4	1
NUR 3000		2	
NUR 3250	16	40	4
NUR 3375	4	1	2
NUR 4395	2		2
NUR 4460	1	2	
PRO 1101	70	105	51
PRO 1110	5		
PSY 1101	26	27	24
SOC 1101	39	62	25
SOC 1102	1		
SPA 1101	31	20	13
SPA 1102	19	13	10
STA 3207	2	2	
VUE 1101	71	109	56
<b>TOTAL</b>	<b>645</b>	<b>759</b>	<b>402</b>

Source: Campus VUE.

\*Double Count.

The first-year face-to-face schedule is usually organized around an integrated program that includes **BA, BIO, ENG, MAT, NUR, PRO, SOC, SPA,** and **VUE** courses. The distance modality also organizes its program schedule in the same way as the face-to-face integrated approach.

During the 2021-2022 academic year, the courses with the highest enrollment included: **BIO 1201, BIO 1202, BIO 2203, ENG 1101, ENG 1102, LB 1201, LB 1202, LB 2203, NUR 1115, NUR 1140, NUR 3250, PRO 1101, PSY 1101, SOC 1101, SPA 1101** and **VUE 1101**.

The online courses with the least enrollment registered (less than 12 students) include: **BA 1313, CHE 1163, HUM 1105, HUM 1110, ITN 2375, ITP 1103, ITP 2080, ITP 2230, ITP 2330, ITP 2340, MAT 0100, MAT 1111, MAT 2301, NUR 1140, NUR 2260, PRO 1110, SIC 2400, SPA 1102, STA 3207** and **STA 4208**. Most online courses had more than 12 students enrolled per semester.

\*Online courses that do not appear on the previous table or analysis are due to not having any students enrolled during the academic year.

## DISTANCE EDUCATION ENROLLMENT PER COURSE HUMACAO BRANCH CAMPUS

Courses	Fall 2021	Spring 2022	Summer 2022
ACC 2113	4	1	
BA 1313	2		2
BIO 1201	64	57	29
BIO 1202	15	48	30
BIO 2203	49	6	6
CHE 1163		1	
ENG 1101	36	16	18
ENG 1102	23	25	6
HUM 1101	3	5	2
HUM 1102	1		1
HUM 1105	5		1
HUM 1110	1		
ITP 1103	2	8	
ITP 2080		5	
ITP 2230	1		5
ITP 2300			6
ITP 2340	1		
ITP 2350	3	5	
LB 1201	62	53	26
LB 1202	14	48	29
LB 2203	47	5	6
LC 1163		1	
MAT 1101			1
MAT 1111	4	2	
MAT 2301	1	1	1
NUR 1115	72	63	10
NUR 1140		6	4
NUR 3000		1	
NUR 3250	26	25	4
NUR 3375		3	
NUR 4395	1		
PRO 1101	91	51	21
PRO 1110	6	3	
PSY 1101	26	45	46
PSY 1102	2	2	
SIC 2400	3		
SOC 1101	36	30	8
SOC 1102	2		
SPA 1101	17	6	6
SPA 1102	11	15	1
STA 3207	1	1	2
VUE 1101	87	56	18
TOTAL	719	594	289

Source: Campus VUE. \*Double Count.

The first-year face-to-face schedule is usually organized around an integrated program that includes **BA, BIO, ENG, MAT, NUR, PRO, SOC, SPA,** and **VUE** courses. The distance modality also organizes its program schedule in the same way as the face-to-face integrated approach.

During the 2021-2022 academic year, the courses with the highest enrollment included: **BIO 1201, BIO 1202, BIO 2203, ENG 1101, ENG 1102, LB 1201, LB 1202, LB 2203, NUR 1115, NUR 3250, PRO 1101, PSY 1101, SOC 1101, SPA 1101** and **VUE 1101**.

The online courses with the least enrollment registered (less than 12 students) include: **ACC 2113, BA 1313, CHE 1163, HUM 1101, HUM 1102, HUM 1105, HUM 110, ITP 1103, ITP 2080, ITP 2230, ITP 2300, ITP 2340, ITP 2350, LC 1163, MAT 0100, MAT 1111, MAT 2301, NUR 1140, NUR 3000, NUR 3375, NUR 4395, PRO 1110, SIC 2400,** and **STA 3207**. Most online courses had more than 12 students enrolled per semester.

\*Online courses that do not appear on the previous table or analysis are due to not having any students enrolled during the academic year.

## DISTANCE EDUCATION ENROLLMENT PER COURSE VILLALBA BRANCH CAMPUS

Courses	Fall 2021	Spring 2022	Summer 2022
ACC 2113	1		2
ACC 2114	2		1
ACC 3215			1
BA 1110	1		1
BA 1313		2	1
BA 2301	1		
BA 2321	1	4	
BA 3332	2		
BA 3335	2		1
BA 3351		1	
BA 4330		1	
BIO 1101		2	
BIO 1102	1		
BIO 1201	26	47	21
BIO 1202	8	31	11
BIO 2203	25	4	6
ECO 2101	3		
ECO 2101		1	
ENG 1101	14	6	5
ENG 1102	18	14	4
FIN 2105	1		
FIN 4310	1		
HUM 1101	1	2	1
HUM 1105		1	
ITN 2375		2	
ITP 1103		1	
ITP 2080	2	1	
ITP 2230	1		1
ITP 2300	2		1
ITP 2330	1		
ITP 2340	6		
ITP 2350	7		
LB 1201	25	40	22
LB 1202	8	31	11
LB 2203	25	4	6
MAT 1111	3	2	1
MAT 2301		1	
NUR 1115	29	41	9
NUR 1140		1	
NUR 2260		5	2
NUR 3250	13	21	3
PRO 1101	53	40	9
PRO 1110		1	
PSY 1101	8	34	28
SIC 2400	3		
SOC 1101	17	22	8
SPA 1101	15	5	2
SPA 1102	7	7	4
STA 3207	1	3	
VUE 1101	57	41	11
TOTAL	391	419	173

Source: Campus VUE.

\*Double Count.

The first-year face-to-face schedule is usually organized around an integrated program that includes **BA, BIO, ENG, MAT, NUR, PRO, SOC, SPA,** and **VUE** courses. The distance modality also organizes its program schedule in the same way as the face-to-face integrated approach.

During the 2021-2022 academic year, the courses with the highest enrollment included: **BIO 1201, BIO 1202, BIO 2203, ENG 1102, LB 1201, LB 1202, LB 2203, NUR 1115, NUR 3250, PRO 1101, PSY 1101, SOC 1101,** and **VUE 1101.**

The online courses with the least enrollment registered (less than 12 students) include: **ACC 2113, ACC 2114, ACC 3215, BA 1313, BA 2301, BA 2321, BA 3332, BA 3335, BA 3351, BA 4330, BIO 1101, BIO 1102, ECO 2101, FIN 2105, FIN 4310, HUM 1101, HUM 1105, ITN 2375, ITP 1103, ITP 2080, ITP 2230, ITP 2300, ITP 2340, ITP 2350, MAT 1111, MAT 2301, NUR 1140, NUR 2260, PRO 1110, SIC 2400, SPA 1102** and **STA 3207.** Most online courses had more than 12 students enrolled per semester.

\*Online courses that do not appear on the previous table or analysis are due to not having any students enrolled during the academic year.

# EXTERNAL FUNDS

## Commonwealth of Puerto Rico, Special Commission on Legislative Funds, “Proyectos con Impacto Significativo a la Comunidad”



The Commonwealth of Puerto Rico has approved funding to EDP University since 2013 through its Special Commission on Legislative Funds. The Puerto Rico Legislature provides monetary funds to non-profit entities on the Island for projects that impact communities with educational or cultural efforts.

The first proposal, *Proyectos con Impacto Significativo a la Comunidad* or “Projects with Significant Impact on the Community”, consisted of acquiring and equipping a vehicle to serve as a Community Mobile Clinic for the San Sebastián Campus. The Mobile Clinic provides orientation services to promote quality of life, general well-being, healthy lifestyles, and personal hygiene. The project also conducts prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to residents of neighboring communities. Students and faculty from the San Sebastián Campus School of Nursing lead this community effort to impact the public with a healthier lifestyle, to promote positive conduct and wellness.

The purpose of the second proposal awarded funds to the EDP University Editorial. Said funds served to provide support for the publication, presentation and dissemination of books written by local authors that perpetuated topics on Puerto Rican culture. The books were presented to the communities to enhance culture by reading local literature.

The third proposal consisted in acquiring and conditioning a vehicle to ultimately become a Community Mobile Clinic for the Hato Rey Campus.

The fourth proposal was to equip the mobile unit purchased the previous year with medical devices and materials. The goal consists of providing free orientation services to surrounding communities by promoting general well-being, healthy lifestyles, and personal hygiene. Activities include, but are not limited to, conducting prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to residents of the neighboring communities under partnerships with private and government entities. Services are provided by students and faculty from the School of Nursing at the Hato Rey Campus. This community effort fosters awareness for a healthier lifestyle to promote a better quality of life in said communities.

The fifth proposal was to equip the mobile unit purchased previously with medical disposable materials. The goal consists of providing free orientation services to communities by promoting general well-being, healthy lifestyles, and personal hygiene. Activities included, but were not limited to, conducting prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to residents under partnerships with private and government entities. Services were provided by School of Nursing students and faculty from the Hato Rey and San Sebastián Campuses respectfully. This community effort continues to foster awareness for a healthier lifestyle to promote a better quality of life in said communities. Furthermore, the services

provided were highly significant during the aftermath of Hurricanes Irma and Maria, which devastated the Island of Puerto Rico in 2017.

The sixth, seventh, and eight proposal included funds for maintenance of disposable medical materials and small equipment for the mobile units for the Hato Rey and San Sebastián campuses respectfully. Due to the Pandemic, we have temporarily postponed providing free orientation services to communities by promoting general well-being, healthy lifestyles, and personal hygiene. We are expecting to resume services provided by School of Nursing students and faculty from both campuses as soon as all is safe to do so.

#### Allocated Funds

Year	Total Allocated
2013-2014	\$25,000.00
2014-2015	\$13,500.00
2015-2016	\$15,000.00
2016-2017	\$15,000.00
2018-2019	\$4,000.00
2019-2020	\$2,292.00
2020-2021	\$2,292.00
2021-2022	\$2,654.00

**US Department of Education - Office of Postsecondary Education (OPE): Promoting Post Baccalaureate Opportunities for Hispanic Americans (PPOHA) CFDA No. 84.031M - "Improving Graduate Opportunities Through Distance Learning and Financial Literacy" 2019-2025 - Federal/\$3,000,000.00.**



Funds under this federal program were granted to impact the Graduate School. PPOHA funding is crucial to expand educational opportunities by converting graduate programs to online alternatives, thus improving access to quality services to be provided to our graduate students. This Program is a multi-faceted approach to expand access to and success in graduate education, thus increasing opportunities for Hispanic and low-income graduate students at EDP University. The five-pronged approach includes:

- 1) A graduate student center to provide targeted students and faculty services at the graduate level,
- 2) Online curricular options in three (3) graduate programs (Information Systems, Strategic Management and Nursing);
- 3) Fellowships for low-income graduate students;
- 4) Financial literacy development for graduate students.

The goals of Improving Graduate Opportunities through Distance Learning and Financial Literacy clearly align with the purpose of the PPOHA Program. The specific goals are:

**Goal #1:** Expand graduate educational offerings for Hispanic and low-income students through distance delivery of existing high-demand graduate programs;

**Goal #2:** Improve graduation rates (academic attainment) through services that contribute to higher rates of completion; and

**Goal #3:** Increase enrollment of Hispanic and low-income students through more online accessible graduate programs and through direct financial assistance.

The services developed through this Project will provide graduate students with the skills, knowledge and confidence they need to succeed through workshops, mentoring, Graduate Student Center (GSC) and state-of-the-art technological resources. Additional services are financial literacy instruction, assistance with identifying and applying for external financial resources, discipline specific graduate student handbooks, assistance with thesis preparation, and access to research resources. The GSC will also increase access by streamlining the graduate admissions process and improving our communications to students waiting for a decision on their applications. Additionally, the project seeks to establish collaboration with other institutions of higher education to expand graduate education offerings. These components of *Improving Graduate Opportunities through Distance Learning and Financial Literacy* will enable EDP to better serve graduate students, increase retention and graduation rates.

Finally, the Institution is awarding scholarships to 100 graduate students (20 per year) in the amount of \$120,000 (\$6,000 per year) for the duration of the Program. The Program completed its goals and objectives successfully during the 2020-2021 grant period despite the inconveniences of the Pandemic. On the other hand, during 2021-2022, this Project has made a MOU with another USDE project at the Institution. The purpose is to provide additional technological equipment to the PRG-STEM grant as collaboration. This Project was approved for the fourth year 2022-2023.

### US Department of Education - PL 110-315 TITLE V Higher Education Act, As Amended Higher Education - Institutional Aid “Improving Students’ Achievements Through Academic and Support Programs” 2021-2026 - Federal/\$3,000,000.00.



Funds under this federal program were granted to impact undergraduate students and faculty in five (5) areas of activity:

- 1- Improving and maximizing the tutoring program providing both face-to-face tutoring and instructional modules available online and off-line on a 24-7 basis; and providing Financial Literacy instruction,
- 2- Training of faculty in the use of technology for teaching and related activities, including student-centered approaches to learning,
- 3- Development and integration of curricular and co-curricular support materials that will become a key factor in improving student persistence and completion of their study programs,
- 4- Remodeling of a building for the creation of an English Language Skills Laboratory; and improvement of the existing technological infrastructure, including software, needed to support these initiatives, and
- 5- Development of an articulation agreement to facilitate a smooth transfer a from two-year to four-year institution.

A seamless transfer articulation agreement for the Nursing Program will be developed between EDP and Instituto Tecnológico de Puerto Rico, San Juan Campus (ITEC) for a smooth transition of students from the ASN Program at ITEC to the BSN Program at EDP. Performance measures will include, but will not be limited to, increasing the number of:

- 1) First and second-year students receiving tutoring services and financial literacy to enhance their academic achievement,
- 2) First and second-year students in good academic standing,
- 3) Faculty participating in professional development opportunities,
- 4) Faculty incorporating best practices and technology into their teaching strategies; and
- 5) Classrooms and labs equipped with state-of-the-art technology.

Sample of other key measures by the end of the grant period:

- a) At least 75% of students receiving tutoring will approve basic Mathematics, Spanish and English courses with a GPA of “C” or better;
- b) At least 500 students will receive tutorial services in the targeted disciplines as recorded by attendance data;
- c) 85% of faculty participating in professional development will incorporate technology and best practices in teaching and learning;
- d) A total of 23 classrooms, four (4) Labs and one Student Tutoring Center equipped with state-of-the-art multimedia technology to enhance the learning environment,
- (e) Increase the number of nursing students completing a BSN.

The Activity budget dedicates 44% to personnel (includes fringe benefits) and 5% consultants and guest speakers who will be key resources in delivering the activities and services to participating students and faculty. Another 27% of the budget will be used for the equipment and supplies; 1% for travel; and 23% for construction. Of the total request of \$3,000,000, approximately 12% will be dedicated to project management and evaluation. This Project has a yearly budget of \$600,000 for four years from 2021 to 2026.



### US Department of Education - PL 110-315 III Higher Education Opportunity Act, Higher Education - Institutional Aid "Promoting Retention and Graduation Rates in STEM Careers (PRG-STEM)" 2021-2026 - Federal/\$5,000,000.00.



A grant was awarded to EDP as a Hispanic Serving Institution under Science, Technology, Engineering & Mathematics and Articulation Program (HSI STEM & Articulation Programs). The purpose of this grant was to improve and expand EDP's capacity to serve Hispanic and other low-income students in our region. PRG-STEM seeks to increase the number of undergraduate Hispanic students completing degrees in Technology and Computer Sciences in our region.

The PRG-STEM is designed to strengthen STEM disciplines, increase the number of Hispanic and other underrepresented low-income students in our region attaining degrees in STEM fields, and to encourage transfer to EDP from two-year public community colleges. EDP has identified the Instituto Tecnológico de Puerto Rico, San Juan Campus (ITEC), an eligible Hispanic Serving Institution, as a collaborative partner who is supportive of the Project and who will participate in various aspects of the articulated activities. The PRG-STEM goals consist of a vigorous and cost-effective implementation of a number of activities to include:

- 1) Peer tutoring;
- 2) Faculty mentorship program;
- 3) Faculty professional development;
- 4) Model transfer and articulation agreements;
- 5) Curriculum alignment;
- 6) Student tracking system; and,
- 7) Laboratory renovations and equipment upgrades.

In addition, the Institution expects to increase persistence and graduation rates by 10%; 100% of faculty using innovative teaching strategies as well as the efficient use of technology-based teaching techniques; improved teaching and learning environment; improved academic programs; Model Seamless Transfer Agreement; and increased numbers of Hispanics graduates in Technology workforce.

A seamless transfer articulation agreement will be developed with ITEC for a smooth transition between the college and the University, thus meeting the articulation and transfer model absolute priority. There is also collaboration with employers to ensure student learning objectives are aligned with the skills or knowledge required for employment in in-demand industry jobs and by providing work-based learning experiences. The enhancement of tutoring (WWC), counseling, and student service programs will also be addressed under this grant. The first year kicked off very well. This Project has a yearly budget of \$1,000,000.00 for five (5) years from 2021 to 2026.

### **US Department of Education - PL 110-315 TITLE IV The Higher Education Opportunity Act, Childcare Access Means Parents In School “Kids@EDP Childcare Center with a Daycare Center and an Afterschool Program (CCAMPIS)” 2021-2025 - Federal/\$467,392.00.**



A grant was awarded to EDP to serve the needs of the nontraditional student population of the San Sebastian Campus relating to child care and afterschool tutoring for their children while they attend college. Free childcare is provided for ages 2 months – 4.9 years and an afterschool activity program for children from ages 5 to 12 for the benefit of the students that pursue postsecondary education.

A high percentage of students enrolled in EDP University-San Sebastian can be classified as nontraditional students as they come from a less advantage population with low incomes, of single parents, military-related families, special need students, and many are single parents that struggle with their daily responsibilities. The CCAMPIS Program will offer care and supervision for groups of infants, toddlers, and preschoolers, who are grouped with others of similar ages, so they can play, learn and socialize in environments best suited to their own happiness and development. Children will be provided with opportunities to engage with peers of all ages throughout the day.

Educational and recreational daytime childcare services will be provided following the Head Start Model in which school readiness will be promoted with variety of activities. The program will also provide crucial early learning opportunities to vulnerable young children and by supporting and empowering families towards being involved leaders who are connected to each other and the services they need. A variety of activities will also be integrated in the program that emphasize on the development of cognitive, emotional, literacy, physical, and social skills in the child. Daily classroom routines experiences will provide for free play, small and whole groups, and individual instruction.

Children will engage in activities of various pre-academic contents such as letter-sound, math, discovering, and fine-motor activities. Teacher-child interactions will occur constantly for group and individual instruction such as scaffolding and didactic instruction. Time will be provided for free-play activities for students' free choice. Physical activities will provide infants, toddlers, and preschoolers with plenty of time to play to keep the child healthy and active while helping them develop important developing and social skills such as building self-confidence and learning to work together cooperatively. Various enrichment classes will be scheduled to enhance the curriculum such as the teaching of English as a second language, music, art, yoga, drama, among others. A lunchroom will be established to provide participants with meals. A balanced diet will be developed by a certified nutritionist to guarantee students receive a balanced nutritious meal.

This Project has a yearly budget of \$116,848.00 for four (4) years from 2021 to 2025.

**US Department of Education - Workforce Investment Act of 1998, Title II: Adult Education and Family Literacy Adult Education and Family Literacy Adult Education Program- PEA, Puerto Rico Department of Education “ADULTOS ALCANZANDO HORIZONTES” 2021-2024.**



The Adult Literacy Educational Program of the Puerto Rico Department of Education approved this federal proposal for the Hato Rey and San Sebastian Campuses through the USDE in the fall of 2015, with the option of yearly renewals of up to three (3) years to provide and increase access to three (3) literacy programs for qualifying adults.

The project titled: “ADULTOS ALCANZANDO HORIZONTES” or “ADULTS REACHING HORIZONS” emphasized contextualized instruction in the following programs: The Conversational English (ESL) Program consists of 60 contact hours per proficiency level for speaking, comprehension, and life skills for individuals with limited English proficiency. This is accomplished through highly participative conversational exercises and activities for individuals 16 years of age or older in groups of up to 20 students per group. The English Language/Civics Education Program is for immigrants and emphasizes instruction in the English language on rights and responsibilities of US citizenship, naturalization procedures, civic participation, U.S. history and government.

The participants, 18 years of age or older prepare to challenge the US Citizenship Test, which consists of 100 questions in English and undergo an interview in English conducted by the United States Citizenship and Immigration Services. EDP University offered the 60-hour course to qualifying immigrant adults. Due to natural disasters, COVID 19 Pandemic, and internal situations with the PRDE, the Program was inactive during the academic years 2018-2019, 2019-2020, and 2020-2021.

**Allocated Funds**

Year	Total
2015-2016	\$117,632.00
2016-2017	\$140,068.00
2017-2018	\$140,004.00
2021-2022	\$145,129.00

# Collaborators

The following EDP University professionals contributed their insights to this annual report.

**Dr. Alberto López Mercado**

Associate Vice President for Institutional Compliance

**Prof. Marjorie M. Maisonet Rivera**

Institutional Director for Accreditations, Licensing,  
and Institutional Assessment

**Dr. Raimar Martínez Morales**

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August 2023