

# EDP

UNIVERSITY ANNUAL REPORT

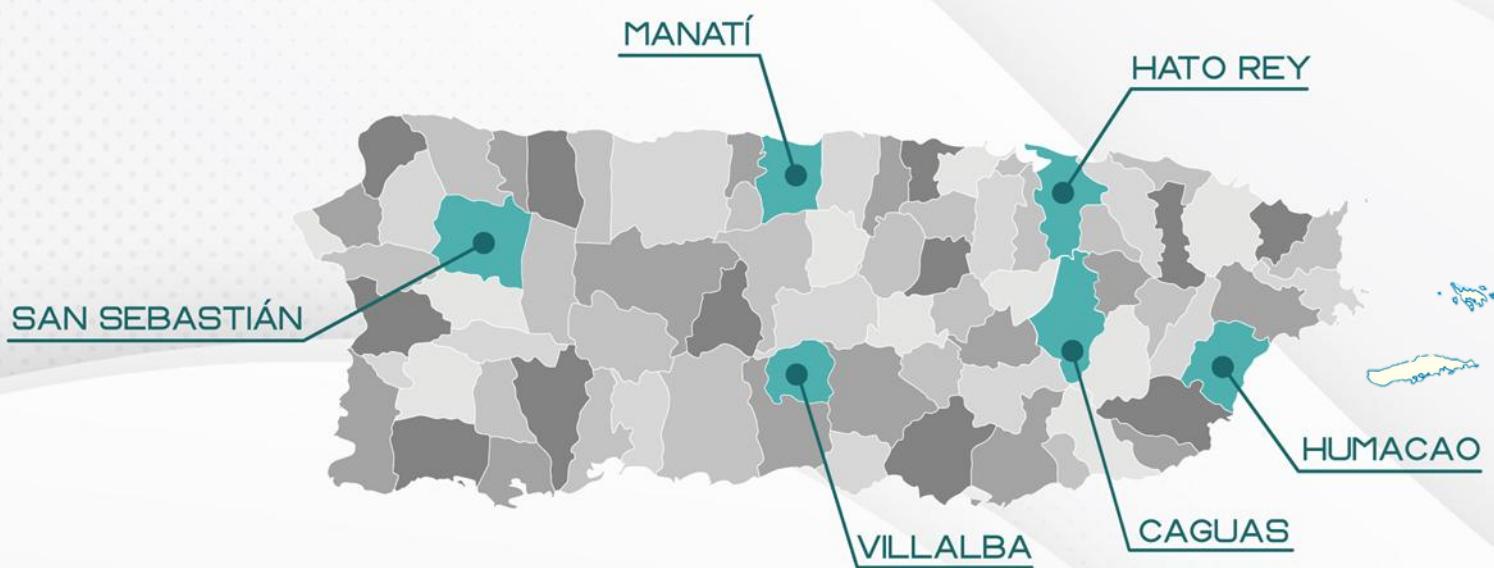
## AT A GLANCE

YEAR

2023-2024

NUMBER

23



**SABER ES PODER**

HATO REY AND SAN SEBASTIÁN - CAMPUSES  
MANATÍ, HUMACAO, VILLALBA AND CAGUAS - BRANCH CAMPUSES



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JANUARY 2026

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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 annual data collection provides feedback and analysis that support decision-making by the Institution and its academic schools and programs.

As a leader in professional education, 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 allows the Institution to reflect on these goals, creating 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 over the years, new sections are added to EDP at a Glance periodically.





## 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- 2025.

**Accreditation:** The Middle States Commission on Higher Education since 2005. The next Evaluation visit is for 2028-2029.

**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.

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## 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.

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## 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.

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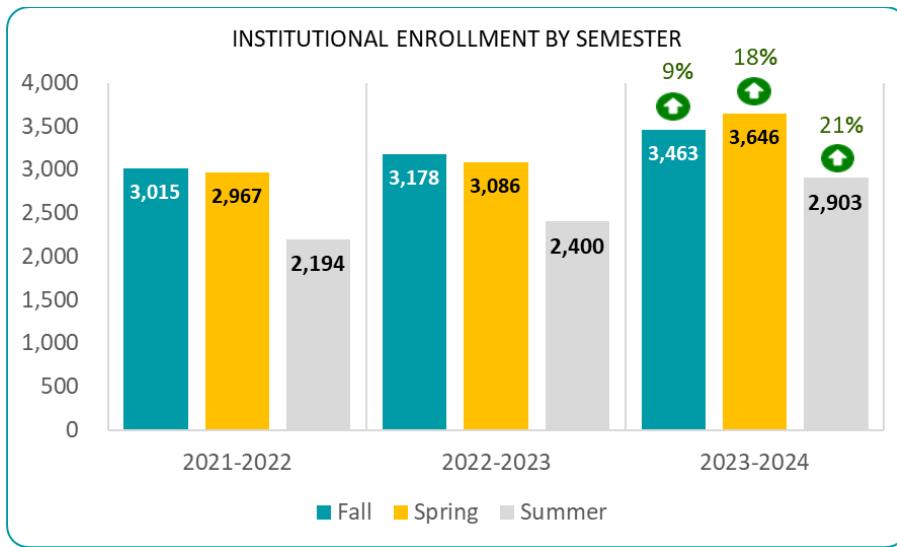
## Axis V: Strategy and Governance

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.

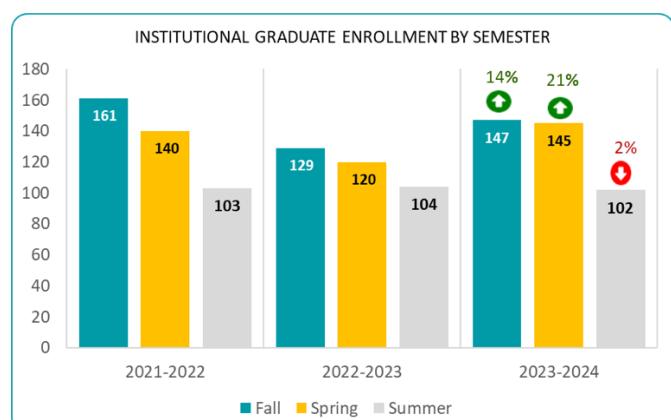
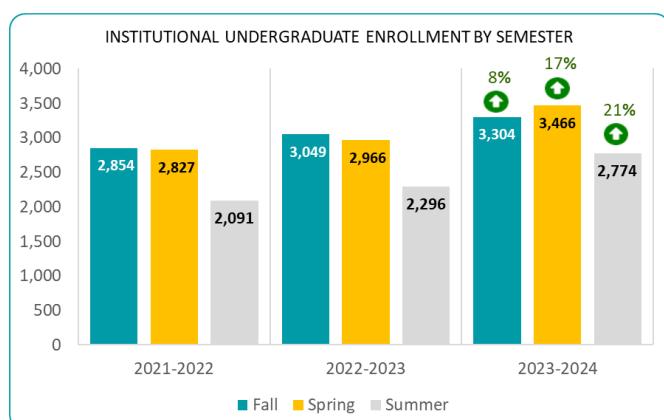
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## INSTITUTIONAL ENROLLMENT PROFILE

### INSTITUTIONAL ENROLLMENT BY SEMESTER AND MODALITY

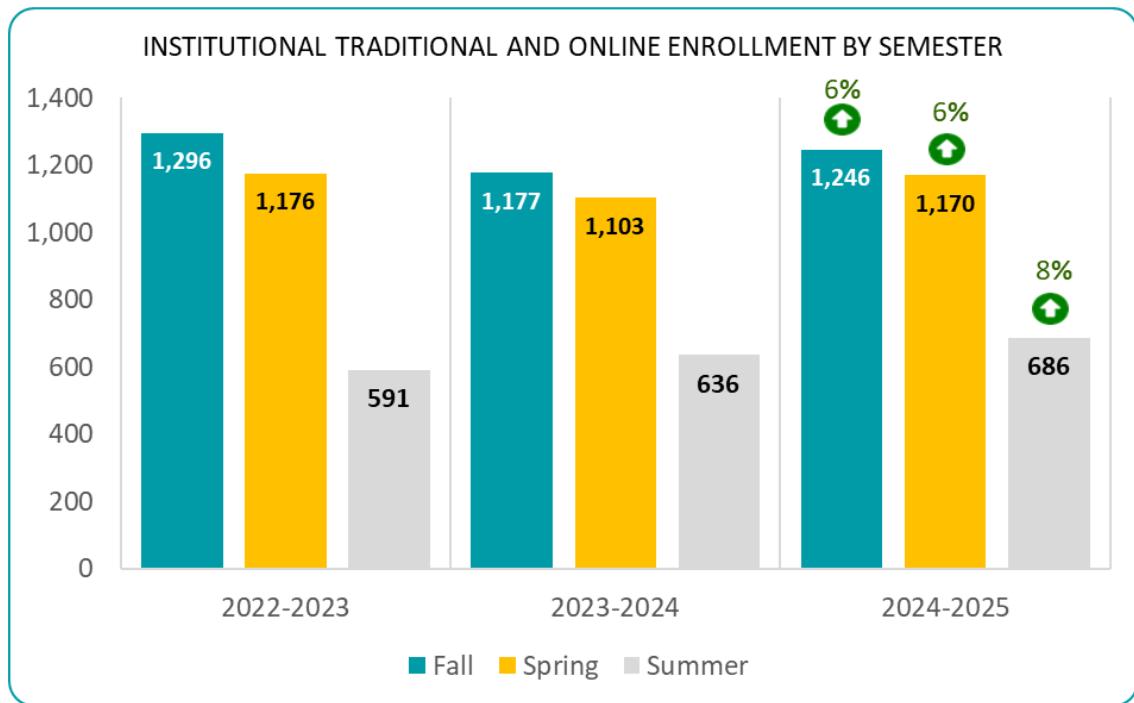


During the 2023-2024 academic year, **institutional enrollment** (the sum of undergraduate and graduate enrollment) increased by 9% for the fall semester (+285 students), 18% for the spring semester (+560 students), and 21% for the summer semester (+503 students) compared to the previous academic year. Institutional enrollment has increased for fall, spring, and summer semesters for three consecutive years. This data includes traditional undergraduate (see glossary) and graduate students, as well as MAGAE (Modalidad Adultos Grado Asociado en Enfermería, by its Spanish acronym) and MABE (Modalidad Adultos Bachillerato en Enfermería, by its Spanish acronym) modalities (see glossary), online students, and non-degree-seeking students.



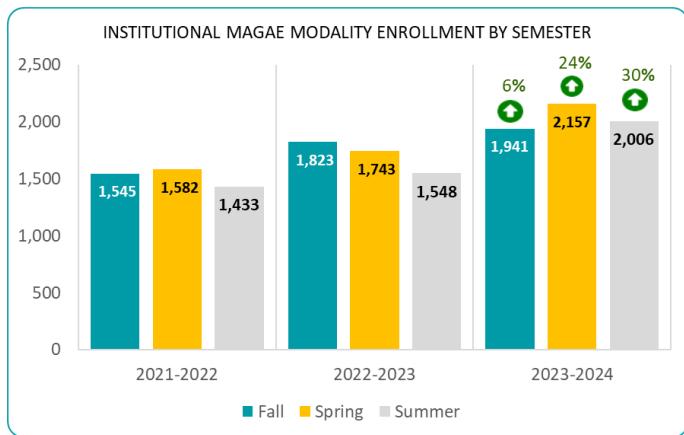
During the 2023-2024 academic year, **institutional undergraduate enrollment** increased by 8% for the fall semester (+255 students), 17% for the spring semester (+500 students), and 21% for the summer semester (+478 students) compared to the previous academic year. Institutional undergraduate enrollment has increased in the fall, spring, and summer semesters for three consecutive years. This data only includes the traditional, online, MAGAE, and MABE modalities.

During the 2023-2024 academic year, **institutional graduate enrollment** increased by 14% for the fall semester (+18 students) and 21% for the spring semester (+25 students) compared to the previous academic year. It decreased by 2% for the summer semester (-two students).



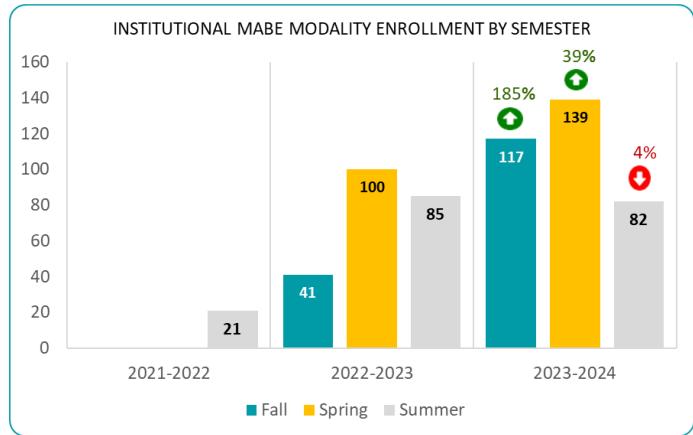
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **institutional regular undergraduate enrollment** increased by 6% for the fall semester (+69 students), 6% for the spring semester (+67 students), and 8% for the summer semester (+50 students) compared to the previous academic year. Regular undergraduate institutional enrollment has increased for three consecutive years for the summer semester. This data only includes traditional undergraduate and online students, excluding the MAGAE and MABE modalities.



Source: Enrollment Certifications - Registrar's Office, 2024

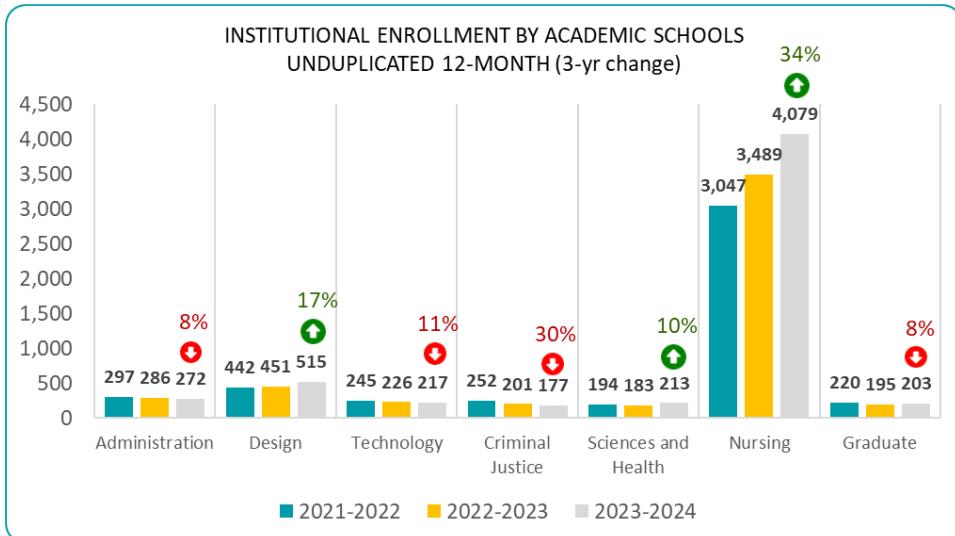
During the 2023-2024 academic year, **institutional MAGAE modality enrollment** increased by 6% in the fall semester (+118 students), 24% in the spring semester (+414 students), and 30% in the summer semester (+458 students) compared to the previous academic year. MAGAE institutional enrollment has consistently increased for three consecutive years for the fall, spring, and summer semesters. With the addition of the Caguas Branch Campus, enrollment is expected to continue growing.



Source: Enrollment Certifications - Registrar's Office, 2024

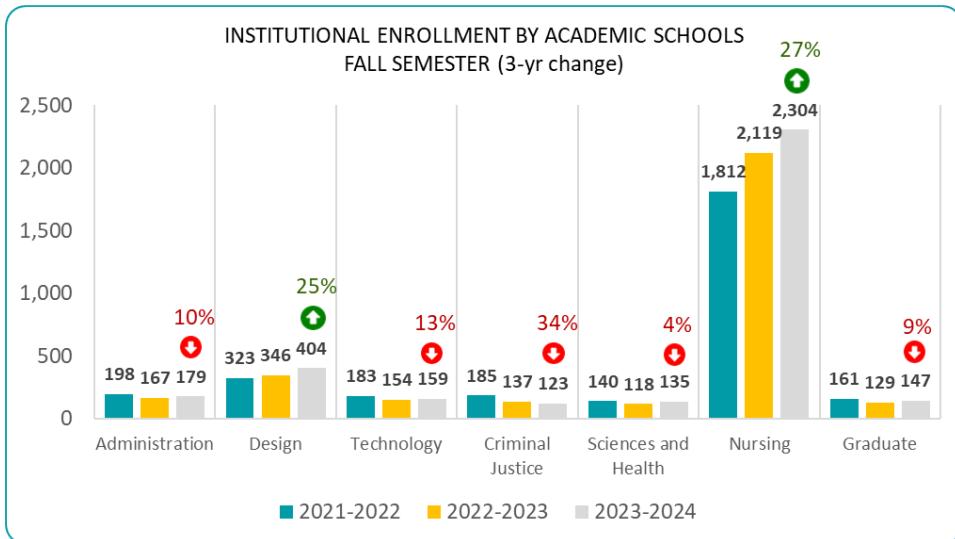
**MABE institutional enrollment** totaled 117 students for the fall semester, 139 students for the spring semester, and 82 for the summer semester. As students continue to enroll in the modality, additional data will be available for analysis in the upcoming years.

## ACADEMIC SCHOOLS INSTITUTIONAL ENROLLMENT BY SEMESTER



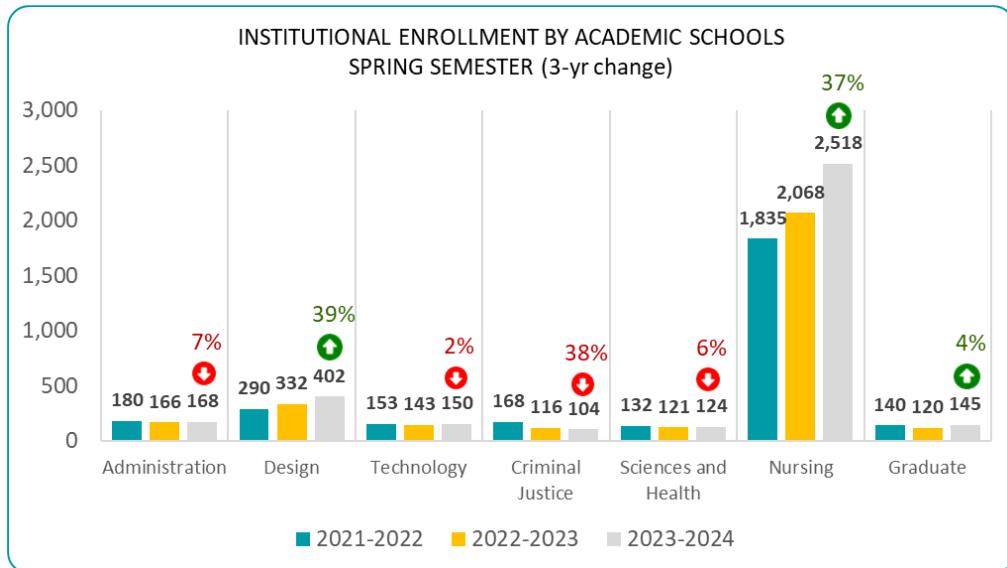
Source: AIR, 2024

Over the past three years, the **unduplicated 12-month institutional enrollment** has increased by 34% for Nursing programs (+1,032 students), 17% for Design programs (+73 students), and 10% for Sciences and Health programs (+19 students). **Unduplicated 12-month institutional enrollment** has decreased by 8% for Administration programs (-25 students), 11% for Technology programs (-28 students), 30% for Criminal Justice programs (-75 students), and 8% for Graduate programs (-17 students). Unduplicated 12-month institutional enrollment has increased for three consecutive years in the Design and Nursing programs, while it has decreased for three consecutive years in the Administration, Technology, and Criminal Justice programs.



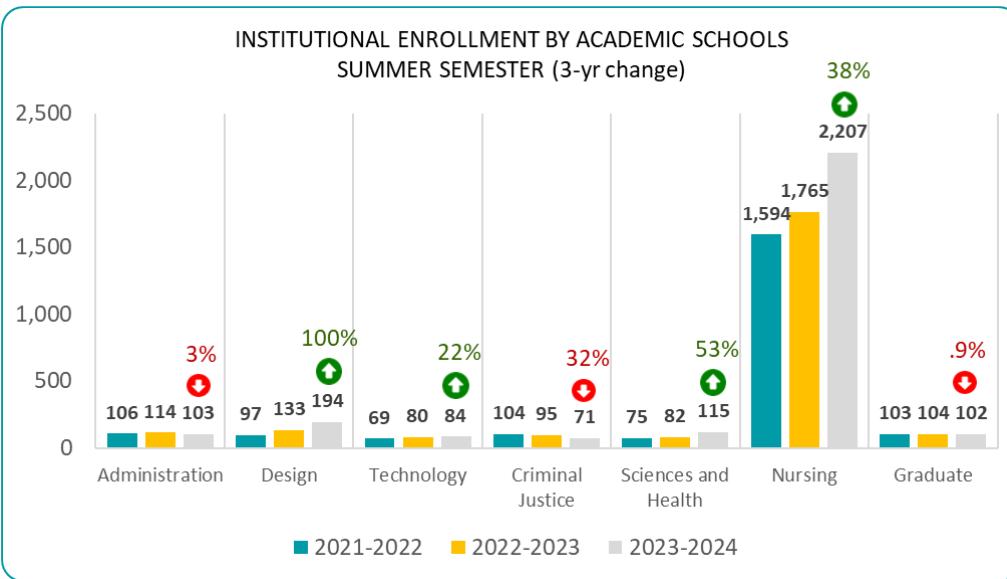
Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **institutional program enrollment for the fall semester** has increased by 27% for Nursing programs (+492 students) and 25% for Design programs (+81 students). Institutional fall semester enrollment in Nursing and Design programs has increased for three consecutive years. Over the same period, institutional fall semester program enrollment has decreased by 10% for Administration programs (-19 students), 13% for Technology programs (-24 students), 34% for Criminal Justice programs (-62 students), 4% for Sciences and Health programs (-five students), and 9% for Graduate programs (-14 students). Institutional fall semester enrollment in Criminal Justice programs has decreased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **institutional program enrollment for the spring semester** has increased by 37% for Nursing programs (+683 students), 39% for Design programs (+112 students), and 4% for Graduate programs (+five students). Institutional spring semester enrollment in Nursing and Design programs has increased for three consecutive years. Over the same period, institutional spring semester program enrollment has decreased by 7% for Administration programs (-12 students), 2% for Technology programs (-three students), 38% for Criminal Justice programs (-64 students), and 6% for Sciences and Health programs (-eight students). Institutional spring semester enrollment in Criminal Justice programs has decreased for three consecutive years.

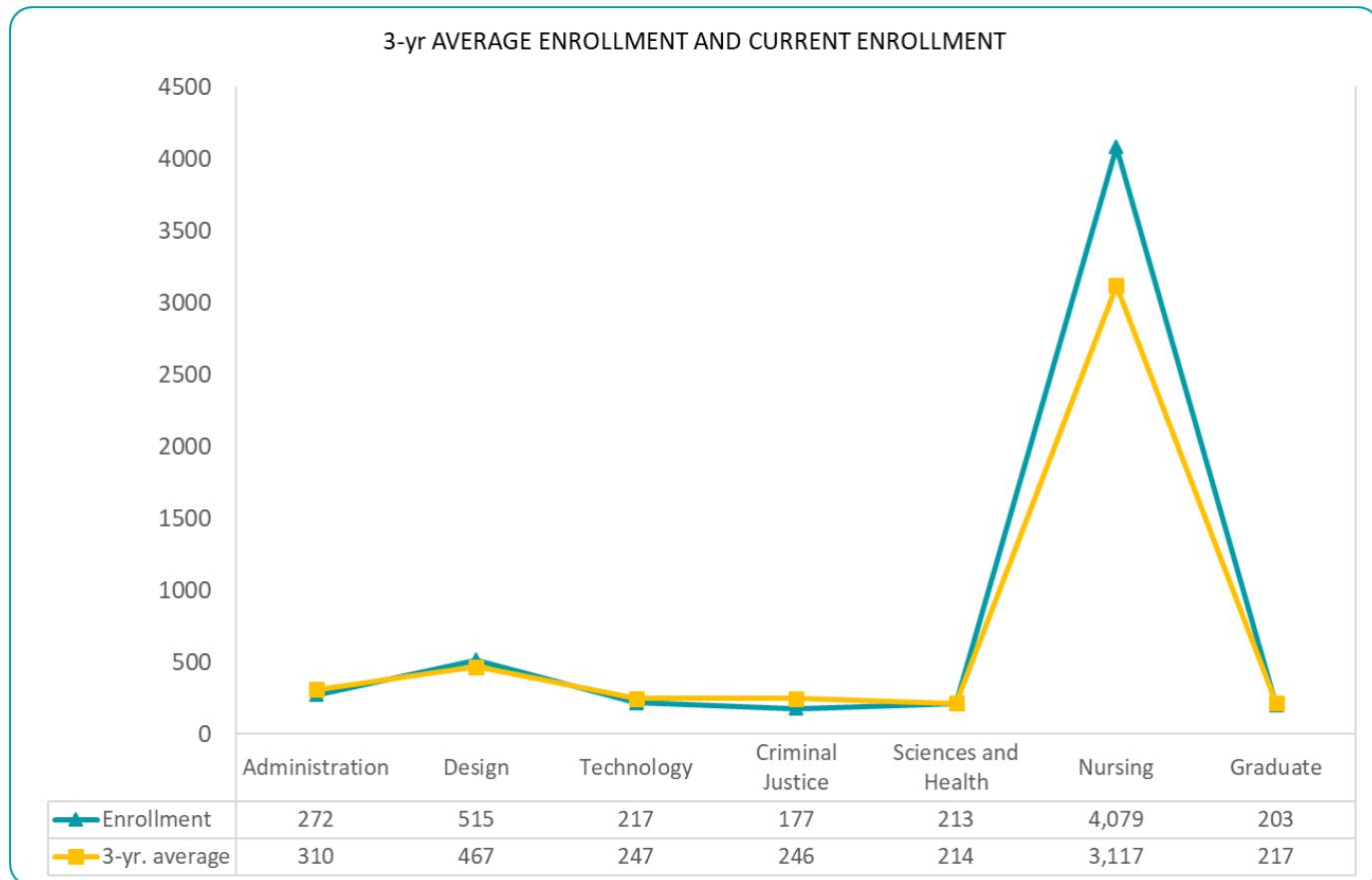


Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **institutional program enrollment for the summer semester** has increased by 38% for Nursing programs (+613 students), 100% for Design programs (+97 students), 22% for Technology programs (+15 students), and 53% for Sciences and Health programs (+40 students). Institutional summer semester enrollment for Nursing, Design, Technology, and Sciences and Health programs has increased for three consecutive years. Over the same period, institutional summer semester program enrollment has decreased by 3% for Administration programs (-three students), 32% for Criminal Justice programs (-33 students), and 0.9% for Graduate programs (-two students). Institutional summer semester enrollment for Criminal Justice programs has decreased for three consecutive years.

## ENROLLMENT IN ACADEMIC PROGRAMS AND 3-YR AVERAGE ENROLLMENT

Comparing current enrollment with the previous 3-year enrollment can help establish current enrollment trends. If current enrollment is above or below the previous 3-year average, it can indicate a positive or negative growth trend.



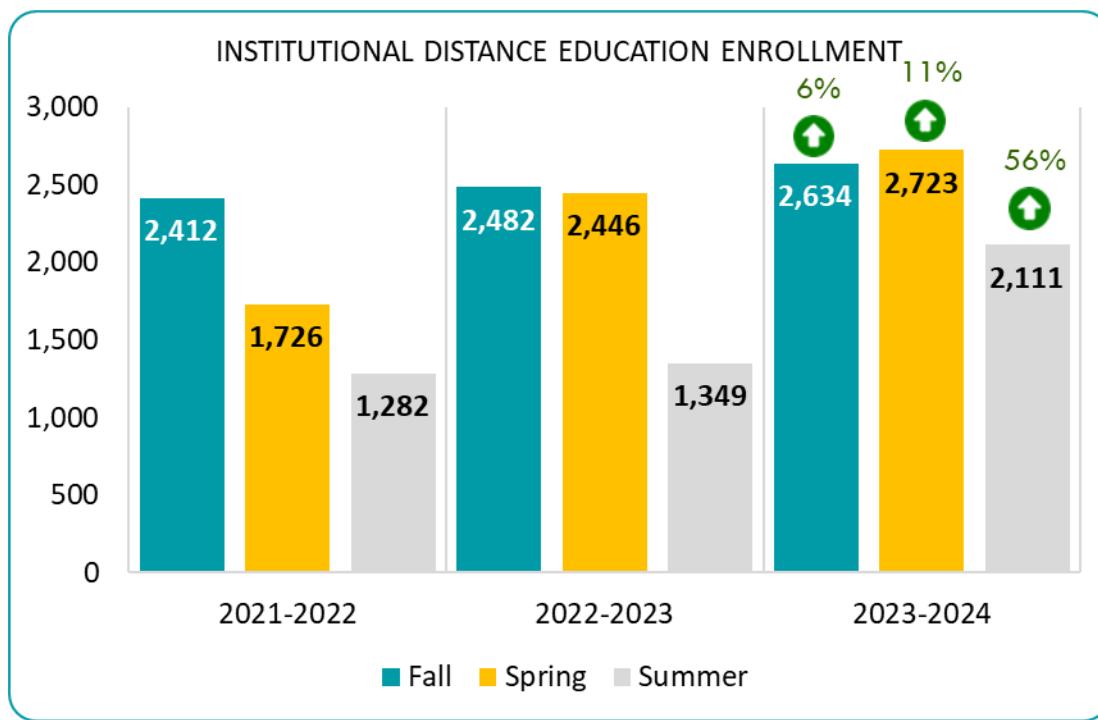
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, total enrollment for the Administration, Technology, Criminal Justice, Graduate, and Sciences and Health programs was below their previous 3-year average. Only the Design and Nursing program's overall enrollment surpassed its previous 3-year averages.

## 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 taking at least one online course. This response aligns with the mission that guides the institution's educational endeavors. Currently, 121 courses are offered online, including 74 across different undergraduate academic programs and 17 graduate courses. Students can choose from a variety of online courses, as 30 General Education courses are available through Distance Education. The Distance Education Academic Dean's Office oversees access to academic courses and program growth.

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



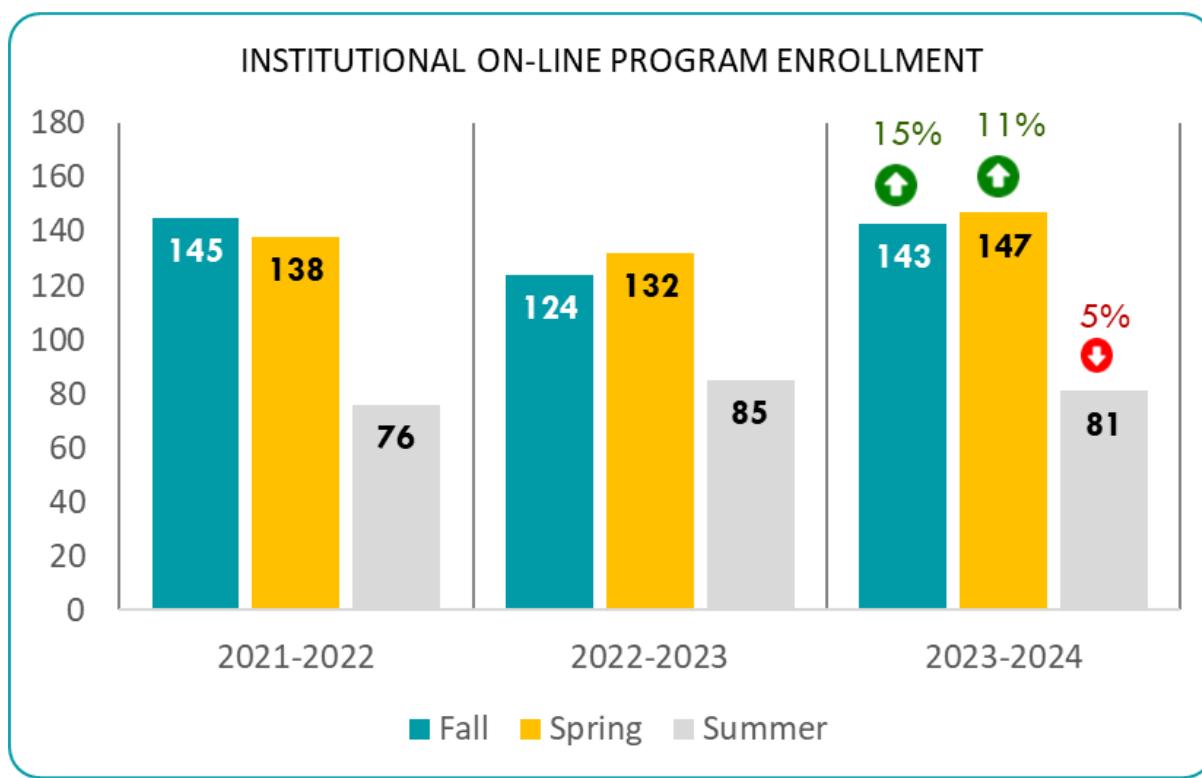
Source: Anthology and Distance Education Academic Dean's Office, 2024

**Institutional Distance Education Enrollment** increased by 6% for the fall semester (+152 students), 11% for the summer semester (+277 students), and 56% for the summer semester (+762 students) compared to the previous academic year. This data includes students in the fully online, traditional, MAGAE, and MABE modalities who were enrolled in at least one online course during the semester.

## INSTITUTIONAL ONLINE PROGRAM ENROLLMENT

The Associate Degree in Business Administration was the first program to go entirely online. Since 2018, more programs have been 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
- Bachelor's Degree in Science of Nursing
- Master's Degree in Information Systems, major in Information Security and Digital Fraud Investigation



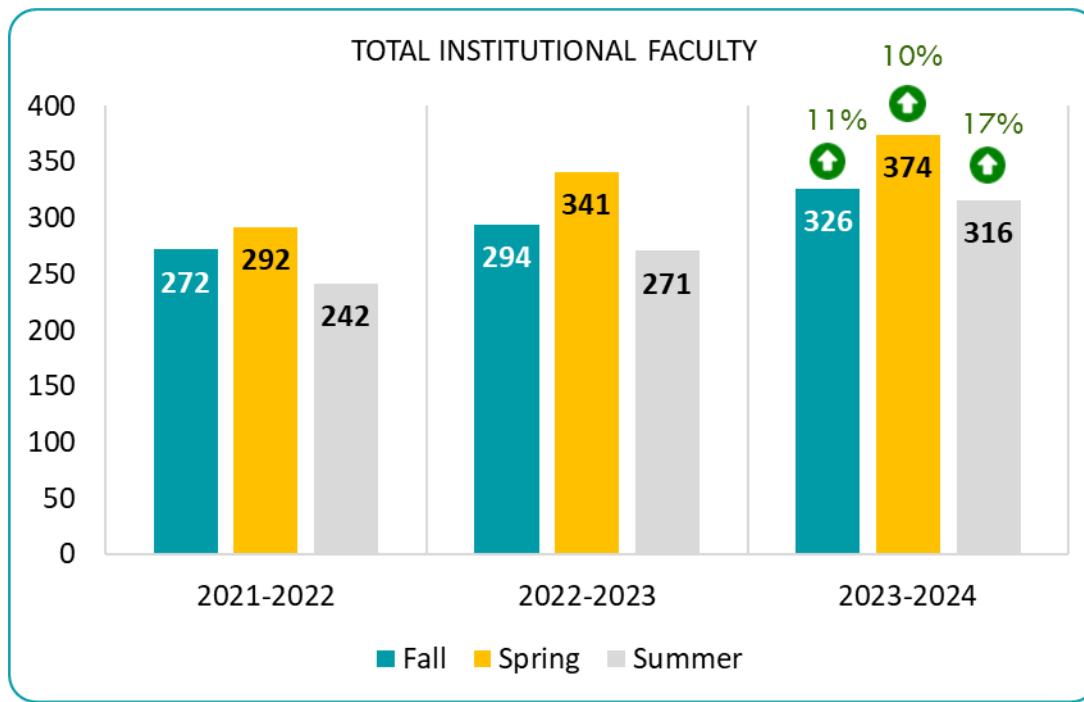
Source: Enrollment Certifications.

During the 2023-2024 academic year, **Institutional Online Program Enrollment** increased by 15% for the fall semester (+19 students) and 11% for the spring semester (+15 students) compared to the previous academic year. It decreased by 5% for the summer semester (-four students).

## INSTITUTIONAL FACULTY PROFILE

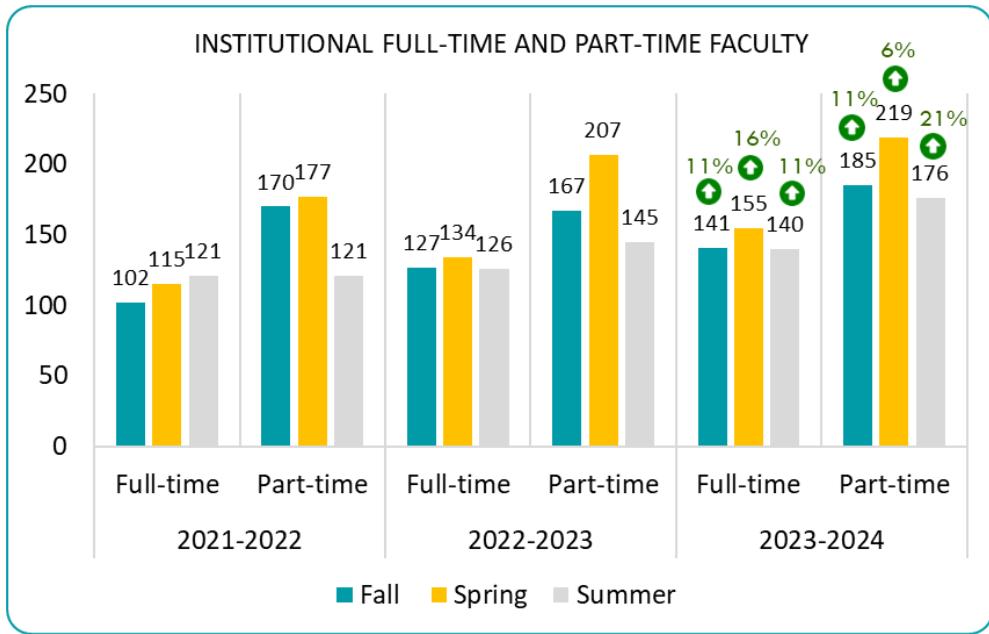
At EDP University of Puerto Rico, the academic load for full-time faculty remains at 15 credits with a maximum of six credits of overload per semester. The maximum load for part-time faculty is 12 credits per semester (Faculty Handbook, 2020). Faculty academic degrees and the student-faculty ratio are closely monitored, as having qualified faculty and a low student-faculty ratio are essential for sustaining high academic quality in teaching and learning. Gender distribution data examines equal opportunity efforts. Overall, there are more part-time qualified faculty members than full-time qualified faculty members because, among other considerations, many practitioners are available to engage in various teaching and learning endeavors that enhance their professional responsibilities. This practice is common in higher education settings.

Professors with an Associate Degree are not qualified to teach at the associate degree level, except in exceptional circumstances. Bachelor's Degree faculty are qualified to teach in Associate Degree programs. Master's Degree faculty are 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 who teach at the Associate Degree level because they specialize in an academic area of difficult recruitment. Currently, the institution has more faculty members with Master's degrees, which aligns with its focus on undergraduate programs.



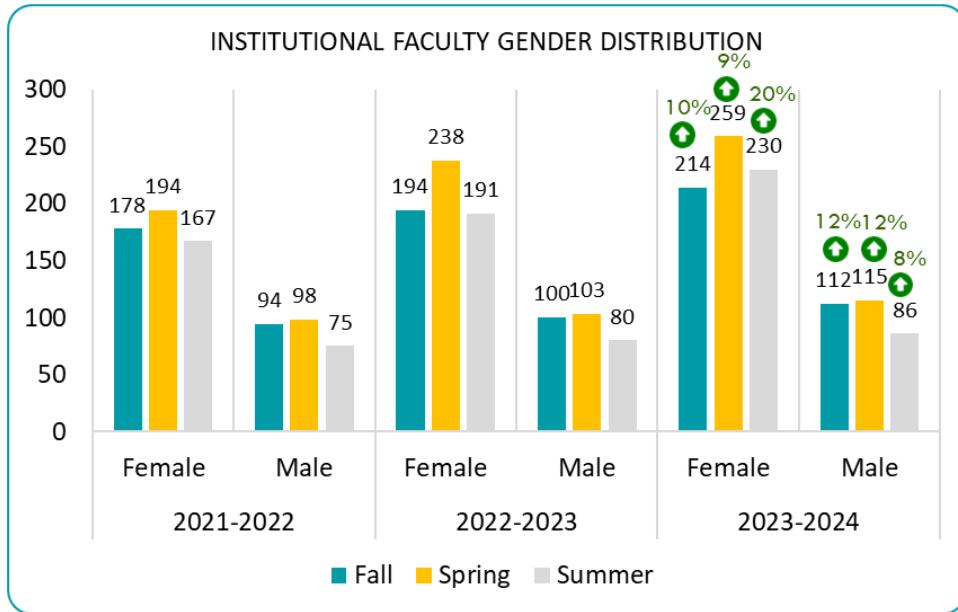
Source: Academic Dean's Office, 2024

During the 2023-2024 academic year, **total institutional faculty** increased by 11% for the fall semester (+32 professors), 10% for the spring semester (+33 professors), and 17% for the summer semester (+45 professors) compared to the previous academic year. Institutional faculty for the fall, spring, and summer semesters has increased for three consecutive years.



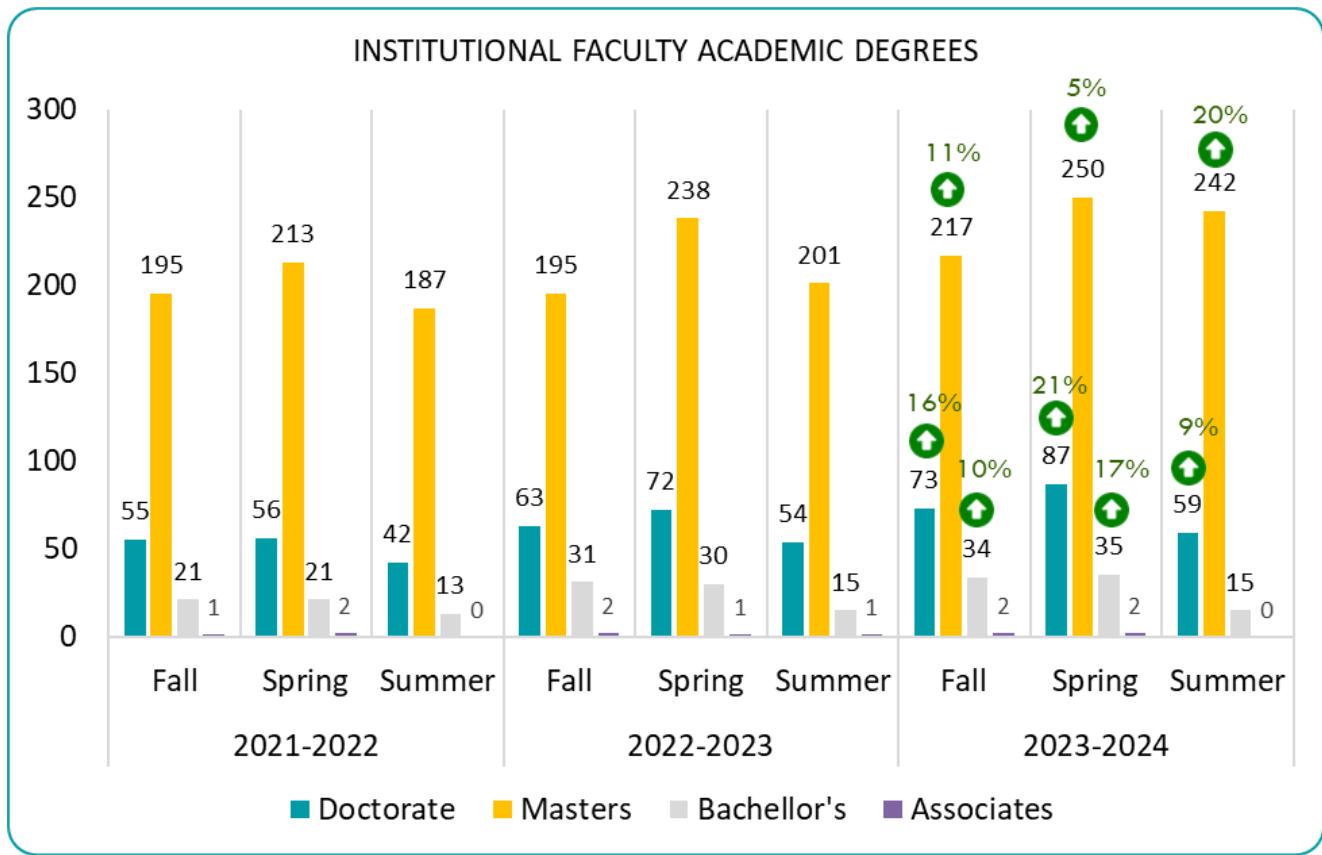
Source: Academic Dean's Office, 2024

During the 2023-2024 academic year, **institutional full-time faculty** increased by 11% for the fall semester (+14 professors), 16% for the spring semester (+21 professors), and 11% for the summer semester (+14 professors) compared to the previous academic year. The number of **full-time faculty** members has increased considerably over the past three years. **institutional part-time faculty** increased by 11% for the fall semester (+18 professors), 6% for the spring semester (+12 professors), and 21% for the summer semester (+31 professors).



Source: Academic Dean's Office, 2024

During the 2023-2024 academic year, **institutional female faculty** increased by 10% for the fall semester (+20 professors), 9% for the spring semester (+21 professors), and 20% for the summer semester (+39 professors) compared to the previous academic year. **institutional Male Faculty** increased by 12% for the fall semester (+12 professors), 12% for the spring semester (+12 professors), and 8% for the summer semester (+six professors).



Source: Academic Dean's Office, 2024

**Institutional Academic Degrees** show more faculty with Master's Degrees during the 2023-2024 academic year. Compared to the previous academic year, faculty members with Doctorate degrees increased for all three academic semesters, while faculty members with Master's degrees increased for the fall and summer semesters. Faculty members with bachelor's degrees also increased for the fall and spring semesters. The number of faculty members holding Doctoral and Master's degrees has increased over the past three years.

## INSTITUTIONAL PROFILE GUIDE

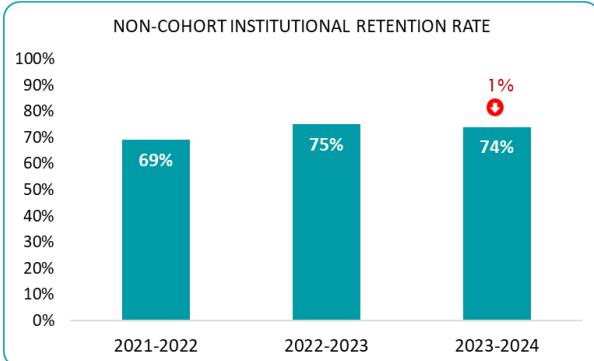
To review overall **Institutional Enrollment** data and graphics, please refer to page 6, where the data is displayed by academic semester and modality. To review the overall institutional enrollment by Academic Schools, please refer to page 8, where the data is displayed by academic semester.

To review the overall **Institutional non-cohort retention rate, non-cohort complete and graduate rates**, the **Placement Rate for Non-Nursing Programs**, and the **Placement Rate for Nursing Programs**, please refer to page 17.

The following section will present the Institutional Profile of EDP University Academic Schools. This includes **the institutional unduplicated enrollments for the academic schools** (overall and by campus), **the institutional non-cohort retention rates for the academic schools** (overall and by campus), **the institutional placement rates for the academic schools** (overall and by campus), and **non-cohort complete and graduate rates** (overall and by campus). For data on the:

- Institutional profile for the **Administration School**, refer to page 18.
- Institutional profile for the **Design School**, refer to page 19.
- Institutional profile for the **Technology School**, refer to page 20.
- Institutional profile for the **Criminal Justice School**, refer to page 21.
- Institutional profile for the **Sciences and Health School**, refer to page 22.
- Institutional profile for the **Nursing School**, refer to page 23.
- Institutional profile for the Nursing School, **out-of-state students**, refer to page 24.
- Institutional profile for the Nursing School, **face-to-face students**, refer to page 25.
- Institutional profile for the **Graduate School**, refer to page 26.

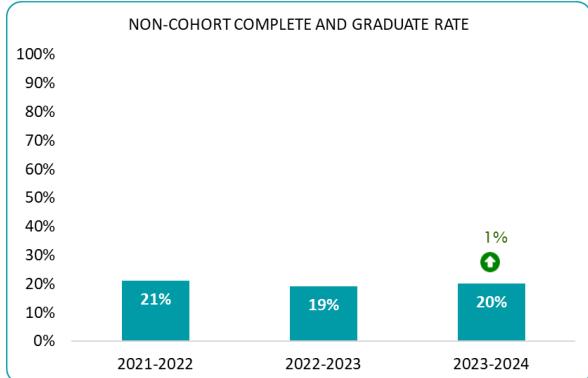
## INSTITUTIONAL RETENTION, PLACEMENT, AND GRADUATION RATES



Source: Annual Institutional Report (AIR). (n= Enrollment).

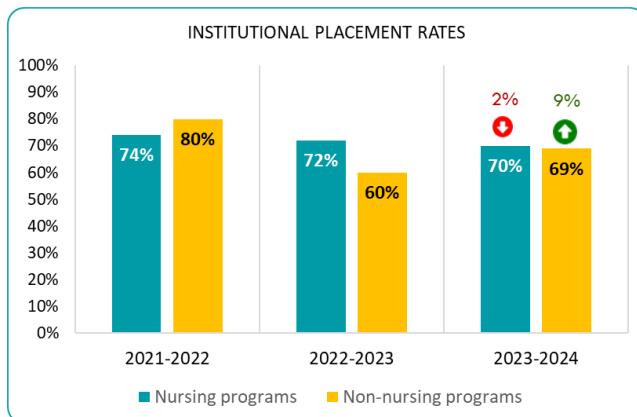
Formula: (Total Enrollment – Drops) / Total Enrollment.

**Non-cohort retention rates (see glossary)** provide insight into the university's ability to retain students. A 75%-80% retention rate is a good benchmark as it shows strong outcomes and reflects the university's effectiveness in retaining students. Rates below 75% may indicate the need to strengthen student support services. The **overall non-cohort institutional retention rate** was 74% for the 2023-2024 academic year, a 1% decrease compared to the previous academic year.



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

**Non-cohort complete-and-graduate rates** (degrees conferred per total enrollment, **see glossary**) provide insight into a program's ability to support student persistence toward completion and graduation. Tracking these rates helps institutions identify areas of productivity, student achievement, and programs that require additional support (ACE, AASCU). IPEDS data suggest this rate is about 20%, based on trends from the last three years (degrees conferred/12-month enrollment). The **overall non-cohort complete-and-graduate rate** was 20% for the 2023-2024 academic year, a 1% increase from the previous academic year.



Source: Nursing programs: Associate Vice Presidency of Nursing and Research. Formula: ACEN (total graduates - contacted graduates). Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office. (n) = (Graduate + complete). Formula: SUM (Infield + Refield) / (Graduate + Complete – Exemptions)

**Placement Rates (see glossary)** are typically above 80% a year after graduation in the United States. In Puerto Rico, universities usually report a 70%-80% placement rate due to various economic factors. The Institutional Placement Rate for **Nursing Programs** was 70%, a 2% decrease over the previous academic year, and 69% for non-nursing programs, a 9% increase over the previous academic year. For further information on the Nursing placement rates, visit: <https://edpuniversity.edu/student-achievement-outcome-data/>

## INSTITUTIONAL PROFILE: ADMINISTRATION SCHOOL

Enrollment			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	208	188	183
<b>San Sebastián Campus</b>	71	69	65
<b>Humacao Branch Campus</b>	N/A	3	1
<b>Villalba Branch Campus</b>	18	26	23
<b>Institutional</b>	<b>297</b>	<b>286</b>	<b>272</b>

Source: AIR, 2023-2024. (Annual Institutional Report).

The Administration School **institutional enrollment** decreased by 5% (-14 students) compared to the previous academic year. Over the last three years, enrollment has decreased by 8% (-25 students).

Non-Cohort Retention Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	51%	63%	55%
<b>San Sebastián Campus</b>	63%	64%	66%
<b>Humacao Branch Campus</b>	N/A	0%	100%
<b>Villalba Branch Campus</b>	61%	54%	61%
<b>Institutional</b>	<b>55%</b>	<b>62%</b>	<b>58%</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

The Administration School **non-cohort retention rate** was 58%, a 4% decrease over the previous academic year.

Non-Cohort Complete and Graduate Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	16%	10%	17%
<b>San Sebastián Campus</b>	10%	13%	17%
<b>Humacao Branch Campus</b>	N/A	0%	0%
<b>Villalba Branch Campus</b>	11%	4%	9%
<b>Institutional</b>	<b>14%</b>	<b>10%</b>	<b>16%</b>

Source: AIR, 2023-2024. (Annual Institutional Report).

The Administration School **non-cohort complete-and-graduate rate** was 16%, a 6% increase over the previous year. This rate is below the 20% benchmark. This data, along with retention rates, is used to track program enrollment and effectiveness. This data is **not an official** program graduation rate, as it is not derived from cohort data.

Placement Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	88%	66%	78%
<b>San Sebastián Campus</b>	80%	43%	78%
<b>Humacao Branch Campus</b>	N/A	N/A	N/A
<b>Villalba Branch Campus</b>	100%	100%	100%
<b>Institutional</b>	<b>89%</b>	<b>62%</b>	<b>79%</b>

Source: 2023-2024 (Annual Institutional Report) and Placement Office.

The Administration School **institutional placement rate** was 79%, a 17% increase over the previous academic year.

## INSTITUTIONAL PROFILE: DESIGN SCHOOL

Enrollment		2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	341	331	359	
<b>San Sebastián Campus</b>	57	67	93	
<b>Humacao Branch Campus</b>	17	22	28	
<b>Manatí Branch Campus</b>	27	31	35	
<b>Institutional</b>	<b>442</b>	<b>451</b>	<b>515</b>	

Source: AIR, 2023-2024. (Annual Institutional Report).

The Design School **Institutional enrollment** increased by 14% (+64 students) compared to the previous academic year. Over the last three years, enrollment has increased by 17% (+73 students).

Non-Cohort Retention Rates		2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	50%	74%	65%	
<b>San Sebastián Campus</b>	61%	69%	67%	
<b>Humacao Branch Campus</b>	47%	82%	75%	
<b>Manatí Branch Campus</b>	56%	48%	80%	
<b>Institutional</b>	<b>51%</b>	<b>72%</b>	<b>67%</b>	

Source: AIR, 2023-2024. (Annual Institutional Report).

The Design School **non-cohort retention rate** was 67%, a 5% decrease over the previous academic year.

Non-Cohort Complete and Graduate Rates		2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	7%	9%	5%	
<b>San Sebastián Campus</b>	18%	7%	2%	
<b>Humacao Branch Campus</b>	0%	9%	0%	
<b>Manatí Branch Campus</b>	4%	3%	0%	
<b>Total</b>	<b>8%</b>	<b>8%</b>	<b>4%</b>	

Source: AIR, 2023-2024. (Annual Institutional Report).

The Design School **non-cohort complete-and-graduate rate** was 4%, a 4% decrease from the previous year. This rate is below the 20% benchmark. This data, along with retention rates, is used to track program enrollment and effectiveness. This data is **not an official** program graduation rate, as it is not derived from cohort data.

Placement Rates		2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	84%	43%	53%	
<b>San Sebastián Campus</b>	100%	86%	100%	
<b>Humacao Branch Campus</b>	100%	N/A	N/A	
<b>Manatí Branch Campus</b>	50%	100%	N/A	
<b>Total</b>	<b>85%</b>	<b>55%</b>	<b>59%</b>	

Source: 2023-2024 (Annual Institutional Report) and Placement Office.

The Design School **institutional placement rate** was 59%, a 4% increase over the previous academic year.

## INSTITUTIONAL PROFILE: TECHNOLOGY SCHOOL

Enrollment			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	105	96	91
<b>San Sebastián Campus</b>	101	104	100
<b>Humacao Branch Campus</b>	17	15	10
<b>Manatí Branch Campus</b>	10	6	7
<b>Villalba Branch Campus</b>	12	5	9
<b>Institutional</b>	<b>245</b>	<b>226</b>	<b>217</b>

Source: AIR, 2023-2024. (Annual Institutional Report).

The Technology School **institutional enrollment** decreased by 4% (-nine students) compared to the previous academic year. Over the last three years, enrollment has decreased by 11% (-28 students).

Non-Cohort Retention Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	47%	65%	62%
<b>San Sebastián Campus</b>	59%	72%	68%
<b>Humacao Branch Campus</b>	59%	60%	60%
<b>Manatí Branch Campus</b>	40%	50%	57%
<b>Villalba Branch Campus</b>	83%	80%	44%
<b>Institutional</b>	<b>54%</b>	<b>68%</b>	<b>64%</b>

Source: AIR, 2023-2024. (Annual Institutional Report).

The Technology School **non-cohort retention rate** was 64%, a 4% decrease over the previous academic year.

Non-Cohort Complete and Graduate Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	9%	10%	10%
<b>San Sebastián Campus</b>	14%	8%	16%
<b>Humacao Branch Campus</b>	12%	20%	0%
<b>Manatí Branch Campus</b>	0%	0%	14%
<b>Villalba Branch Campus</b>	67%	0%	11%
<b>Institutional</b>	<b>13%</b>	<b>9%</b>	<b>12%</b>

Source: AIR, 2023-2024. (Annual Institutional Report).

The Technology School **non-cohort complete-and-graduate rate** was 12%, a 3% increase over the previous year. This rate is below the 20% benchmark. This data, along with retention rates, is used to track program enrollment and effectiveness. This data is **not an official** program graduation rate, as it is not derived from cohort data.

Placement Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	67%	25%	50%
<b>San Sebastián Campus</b>	100%	75%	67%
<b>Humacao Branch Campus</b>	N/A	0%	100%
<b>Manatí Branch Campus</b>	N/A	N/A	N/A
<b>Villalba Branch Campus</b>	100%	50%	N/A
<b>Institutional</b>	<b>79%</b>	<b>50%</b>	<b>59%</b>

Source: 2023-2024 (Annual Institutional Report) and Placement Office.

The Technology School **institutional placement rate** was 59%, a 9% increase over the previous academic year.

## INSTITUTIONAL PROFILE: CRIMINAL JUSTICE SCHOOL

Enrollment		2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	113	84	86	
<b>San Sebastián Campus</b>	128	109	86	
<b>Villalba Branch Campus</b>	11	8	5	
<b>Institutional</b>	<b>252</b>	<b>201</b>	<b>177</b>	

Source: AIR, 2023-2024. (Annual Institutional Report).

The Criminal Justice School **institutional enrollment** decreased by 12% (-24 students) compared to the previous academic year. Over the last three years, enrollment has decreased by 30% (-75 students).

Non-Cohort Retention Rates		2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	37%	63%	44%	
<b>San Sebastián Campus</b>	68%	59%	65%	
<b>Villalba Branch Campus</b>	45%	38%	40%	
<b>Institutional</b>	<b>53%</b>	<b>60%</b>	<b>54%</b>	

Source: AIR, 2023-2024. (Annual Institutional Report).

The Criminal Justice School **non-cohort retention rate** was 54%, a 6% decrease over the previous academic year.

Non-Cohort Complete and Graduate Rates		2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	6%	6%	9%	
<b>San Sebastián Campus</b>	17%	10%	20%	
<b>Villalba Branch Campus</b>	9%	13%	0%	
<b>Total</b>		<b>12%</b>	<b>8%</b>	<b>14%</b>

Source: AIR, 2023-2024. (Annual Institutional Report).

The Criminal Justice School **non-cohort complete and graduate rate** was 14%, a 6% increase over the previous year. This rate is below the 20% benchmark. This data, along with retention rates, is used to track program enrollment and effectiveness. This data is **not an official** program graduation rate, as it is not derived from cohort data.

Placement Rates		2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	50%	50%	50%	
<b>San Sebastián Campus</b>	44%	58%	75%	
<b>Villalba Branch Campus</b>	0%	0%	0%	
<b>Institutional</b>	<b>44%</b>	<b>52%</b>	<b>62%</b>	

Source: 2023-2024 (Annual Institutional Report) and Placement Office.

The Criminal Justice School **institutional placement rate** was 62%, a 10% increase over the previous academic year.

## INSTITUTIONAL PROFILE: SCIENCES AND HEALTH SCHOOL

Enrollment			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	51	39	48
<b>San Sebastián Campus</b>	141	136	153
<b>Humacao Branch Campus</b>	1	N/A	1
<b>Manatí Branch Campus</b>	N/A	1	5
<b>Villalba Branch Campus</b>	1	7	6
<b>Institutional</b>	<b>194</b>	<b>183</b>	<b>213</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

The Sciences and Health School **Institutional enrollment** increased by 16% (+30 students) compared to the previous academic year. Over the last three years, enrollment has increased by 10% (+19 students).

Non-Cohort Retention Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	37%	62%	44%
<b>San Sebastián Campus</b>	63%	56%	73%
<b>Humacao Branch Campus</b>	100%	N/A	100%
<b>Manatí Branch Campus</b>	N/A	0%	0%
<b>Villalba Branch Campus</b>	100%	43%	67%
<b>Institutional</b>	<b>57%</b>	<b>56%</b>	<b>64%</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

The Sciences and Health School **non-cohort retention rate** was 64%, an increase of 8% over the previous year.

Non-Cohort Complete and Graduate Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	4%	8%	0%
<b>San Sebastián Campus</b>	9%	6%	15%
<b>Humacao Branch Campus</b>	100%	N/A	0%
<b>Manatí Branch Campus</b>	N/A	0%	0%
<b>Villalba Branch Campus</b>	N/A	0%	0%
<b>Institutional</b>	<b>8%</b>	<b>6%</b>	<b>11%</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

The Sciences and Health School **non-cohort complete and graduate rate** was 11%, a 5% increase over the previous year. This data, along with retention rates, is used to track program enrollment and effectiveness. This data is **not an official** program graduation rate, as it is not derived from cohort data.

Placement Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	57%	0%	67%
<b>San Sebastián Campus</b>	87%	92%	83%
<b>Humacao Branch Campus</b>	25%	0%	N/A
<b>Manatí Branch Campus</b>	100%	N/A	N/A
<b>Villalba Branch Campus</b>	N/A	N/A	N/A
<b>Institutional</b>	<b>72%</b>	<b>75%</b>	<b>78%</b>

Source: 2023-2024 (Annual Institutional Report) and Placement Office.

The Sciences and Health School **institutional placement rate** was 78%, a 3% increase over the previous academic year.

## INSTITUTIONAL PROFILE: NURSING SCHOOL

Enrollment			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	1,078	1,088	1,187
<b>San Sebastián Campus</b>	900	969	1,073
<b>Humacao Branch Campus</b>	333	417	531
<b>Manatí Branch Campus</b>	507	688	803
<b>Villalba Branch Campus</b>	229	327	485
<b>Institutional</b>	<b>3,047</b>	<b>3,489</b>	<b>4,079</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

The Nursing School **institutional enrollment** increased by 17% (+590 students) compared to the previous academic year. Over the last three years, enrollment has increased by 34% (+1,032 students).

Non-Cohort Retention Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	75%	84%	82%
<b>San Sebastián Campus</b>	78%	76%	76%
<b>Humacao Branch Campus</b>	72%	75%	70%
<b>Manatí Branch Campus</b>	72%	79%	82%
<b>Villalba Branch Campus</b>	78%	74%	73%
<b>Institutional</b>	<b>75%</b>	<b>79%</b>	<b>78%</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

The Nursing School **non-cohort retention rate** was 78%, a 1% decrease over the previous academic year.

Non-Cohort Complete and Graduate Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	30%	29%	29%
<b>San Sebastián Campus</b>	30%	22%	25%
<b>Humacao Branch Campus</b>	18%	14%	13%
<b>Manatí Branch Campus</b>	17%	28%	28%
<b>Villalba Branch Campus</b>	22%	12%	14%
<b>Institutional</b>	<b>26%</b>	<b>23%</b>	<b>24%</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

The Nursing School **non-cohort complete-and-graduate rate** was 24%, a 1% increase over the previous year. This rate surpasses the 20% benchmark. This data, along with retention rates, is used to track program enrollment and effectiveness. This data is **not an official** program graduation rate, as it is not derived from cohort data.

Placement Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	74%	78%	74%
<b>San Sebastián Campus</b>	73%	74%	66%
<b>Humacao Branch Campus</b>	61%	77%	72%
<b>Manatí Branch Campus</b>	79%	62%	69%
<b>Villalba Branch Campus</b>	64%	56%	70%
<b>Institutional</b>	<b>74%</b>	<b>72%</b>	<b>70%</b>

Source: AIR, 2023-2024 (Annual Institutional Report) and Associate Vice Presidency for Nursing and Research.

The Nursing School **institutional placement rate** was 70%, a 2% decrease over the previous academic year.

## INSTITUTIONAL PROFILE: NURSING SCHOOL, OUT-OF-STATE STUDENTS

Enrollment			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	986	1,012	1,117
<b>San Sebastián Campus</b>	683	757	879
<b>Humacao Branch Campus</b>	279	388	494
<b>Manatí Branch Campus</b>	471	646	763
<b>Villalba Branch Campus</b>	202	302	464
<b>Institutional</b>	<b>2,621</b>	<b>3,105</b>	<b>3,717</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

**Out-of-state students' institutional enrollment** increased by 20% (+612 students). Over the last three years, enrollment has increased by 42% (+1,096 students).

Non-Cohort Retention Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	78%	85%	84%
<b>San Sebastián Campus</b>	76%	78%	79%
<b>Humacao Branch Campus</b>	77%	77%	72%
<b>Manatí Branch Campus</b>	73%	81%	84%
<b>Villalba Branch Campus</b>	81%	77%	73%
<b>Institutional</b>	<b>77%</b>	<b>81%</b>	<b>80%</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

**Out-of-state students' non-cohort retention rate** was 80%, a 1% decrease over the previous academic year.

Non-Cohort Complete and Graduate Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	32%	30%	30%
<b>San Sebastián Campus</b>	35%	25%	27%
<b>Humacao Branch Campus</b>	19%	14%	13%
<b>Manatí Branch Campus</b>	18%	29%	29%
<b>Villalba Branch Campus</b>	24%	12%	14%
<b>Institutional</b>	<b>28%</b>	<b>25%</b>	<b>25%</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

**Out-of-state students' non-cohort complete and graduate rate** was 25%, the same as the previous year. This rate surpasses the 20% benchmark. This data, along with retention rates, is used to track program enrollment and effectiveness. This data is **not an official** program graduation rate, as it is not derived from cohort data.

Placement Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	74%	77%	73%
<b>San Sebastián Campus</b>	71%	77%	68%
<b>Humacao Branch Campus</b>	62%	77%	71%
<b>Manatí Branch Campus</b>	81%	63%	68%
<b>Villalba Branch Campus</b>	65%	54%	72%
<b>Institutional</b>	<b>74%</b>	<b>74%</b>	<b>70%</b>

Source: AIR, 2023-2024 (Annual Institutional Report) and Associate Vice Presidency for Nursing and Research.

**Out-of-state students' placement rate** was 70, a 4% decrease over the previous academic year.

## INSTITUTIONAL PROFILE: NURSING SCHOOL, TRADITIONAL STUDENTS

Enrollment			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	92	76	70
<b>San Sebastián Campus</b>	217	212	194
<b>Humacao Branch Campus</b>	54	29	37
<b>Manatí Branch Campus</b>	36	42	41
<b>Villalba Branch Campus</b>	27	25	21
<b>Institutional</b>	<b>426</b>	<b>384</b>	<b>363</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

**Traditional student institutional enrollment** decreased by 5% (-21 students). Over the last three years, enrollment has decreased by 15% (-63 students).

Non-Cohort Retention Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	38%	63%	46%
<b>San Sebastián Campus</b>	58%	66%	65%
<b>Humacao Branch Campus</b>	50%	48%	49%
<b>Manatí Branch Campus</b>	56%	52%	59%
<b>Villalba Branch Campus</b>	59%	36%	71%
<b>Institutional</b>	<b>53%</b>	<b>61%</b>	<b>60%</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

**Traditional students' non-cohort retention rate** was 60%, a 1% decrease over the previous academic year.

Non-Cohort Complete and Graduate Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	5%	11%	14%
<b>San Sebastián Campus</b>	12%	11%	14%
<b>Humacao Branch Campus</b>	15%	3%	8%
<b>Manatí Branch Campus</b>	0%	14%	5%
<b>Villalba Branch Campus</b>	4%	12%	10%
<b>Institutional</b>	<b>10%</b>	<b>11%</b>	<b>12%</b>

Source: AIR, 2023-2024 (Annual Institutional Report).

**Traditional students' non-cohort complete-and-graduate rate** was 12%, a 1% increase over the previous year. This rate is below the 20% benchmark. This data, along with retention rates, is used to track program enrollment and effectiveness. This data is **not an official** program graduation rate, as it is not derived from cohort data.

Placement Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	77%	75%	100%
<b>San Sebastián Campus</b>	79%	58%	43%
<b>Humacao Branch Campus</b>	60%	75%	100%
<b>Manatí Branch Campus</b>	50%	43%	100%
<b>Villalba Branch Campus</b>	50%	67%	0%
<b>Institutional</b>	<b>74%</b>	<b>59%</b>	<b>64%</b>

Source: AIR, 2023-2024 (Annual Institutional Report) and Associate Vice Presidency for Nursing and Research.

**Traditional students' placement rate** was 64%, a 5% increase over the previous academic year.

## INSTITUTIONAL PROFILE: GRADUATE SCHOOL

Enrollment			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	152	132	140
<b>San Sebastián Campus</b>	68	63	63
<b>Institutional</b>	<b>220</b>	<b>195</b>	<b>203</b>

Source: AIR, 2023-2024. (Annual Institutional Report).

The Graduate School **Institutional enrollment** increased by 4% (+eight students) compared to the previous academic year. Over the last three years, enrollment has decreased by 8% (-17 students).

Non-Cohort Retention Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	70%	80%	79%
<b>San Sebastián Campus</b>	82%	86%	81%
<b>Institutional</b>	<b>74%</b>	<b>82%</b>	<b>79%</b>

Source: AIR, 2023-2024. (Annual Institutional Report).

The Graduate School **non-cohort retention rate** was 79%, a 3% decrease over the previous academic year.

Non-Cohort Complete and Graduate Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	26%	27%	26%
<b>San Sebastián Campus</b>	30%	22%	30%
<b>Institutional</b>	<b>26%</b>	<b>26%</b>	<b>28%</b>

Source: AIR, 2023-2024. (Annual Institutional Report).

The Graduate School **non-cohort complete-and-graduate rate** was 28%, a 2% increase over the previous year. This rate surpasses the 20% benchmark. This data, along with retention rates, is used to track program enrollment and effectiveness. This data is **not an official** program graduation rate, as it is not derived from cohort data.

Placement Rates			
	2021-2022	2022-2023	2023-2024
<b>Hato Rey Campus</b>	83%	38%	61%
<b>San Sebastián Campus</b>	93%	94%	100%
<b>Institutional</b>	<b>87%</b>	<b>56%</b>	<b>71%</b>

Source: 2023-2024 (Annual Institutional Report) and Placement Office.

The Graduate School **institutional placement rate** was 71%, a 15% increase over the previous academic year.

## LEARNING RESOURCES

The Information Resources Center continues its efforts to provide efficient and quality services to the university community. Part of these efforts was creating the Institutional Virtual Library to expand services and research. The Institutional Virtual Library offers unique simultaneous access to various electronic database collections, such as EBSCO, PROQUEST, OCEANO DIGITAL & more. These databases 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. In addition, the SIRS Mandarin M3 was updated to SIRS Mandarin M5 (Online Library Catalogue). The Information Resource Center/Institutional Virtual Library provides the following access:

**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, **Applied Science & Technology Source Ultimate**. It also includes one (1) Spanish language database: Fuente Académica.

**OCEANO DIGITAL:** (Universitas, Health and Medicine, and Business Administration). Universitas is a tool that helps the learning and research process. It has the most subject coverage in Spanish. Health and Medicine is an information center with content about health, nursing, and medicine oriented toward the patient, the consumer, and the health careers. Business Administration is an information center featuring content on economy, business, and management for students and business professionals. It provides a support tool for students' learning and professionals' daily tasks.

**Online Library Catalogue (SIRS Mandarin M-5):** Electronic database that describes the print collection. Allows students to access books, journals, and other library resources from any computer with an internet connection, wherever they may be.

**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 e-books and other authoritative materials offered by e-Libro from leading publishers. It hosts more than 80,000 titles from over 500 publishers, with 95% from Latin America and Spain.

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

**ProQuest/Nursing & Allied Health Premium** content is selected by expert editors with students in mind. Nursing Assessment, Nursing Education, and Nursing Assistant provide thousands of learning resources, including nursing videos, for the classroom. Rehabilitation Therapy provides the same resources as the Physical Therapy Assistant Program. Citations of doctoral theses and dissertations from around the world from 1637 to the present, with full-text doctoral theses.

**ProQuest/Dissertations & Theses Global** is a wealth of unique global scholarship, a credible and high-quality source for uncovering undiscovered research insights and intelligence in the easiest and most effective ways. The equitable discoverability of more than 5 million dissertations and theses, with coverage dating back to 1637, allows researchers to amplify diverse voices and place their research in a global context. The database offers

nearly 3 million full texts for most of the dissertations added since 1997.

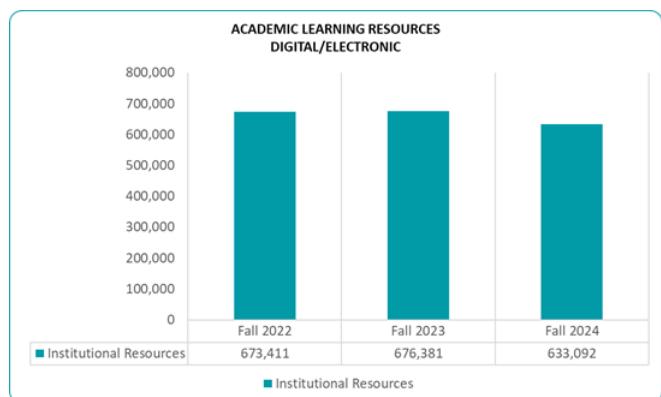
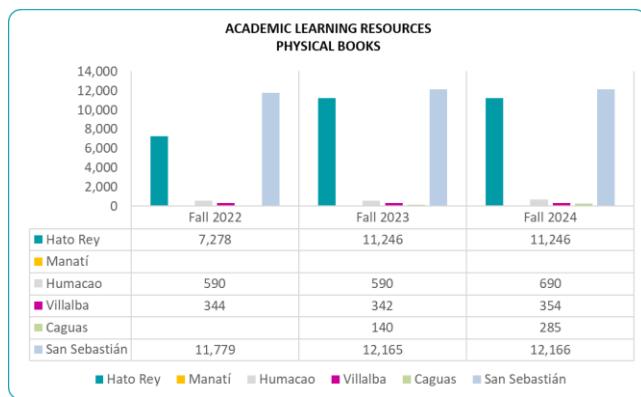
**NNN Consult** allows the agile search of these standardized languages: NIC, NOC, NANDA, or all simultaneously, offering links between them. It is updated with the latest editions of nursing reference works.

**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** is a powerful legal research tool that provides legal information on Puerto Rico and the laws of the USA, state and federal.

**ebooks 7-24** is a virtual reference text consultation library with 12 e-books in Spanish and English. Digital Content is an education and technology company created for students. The company serves the global higher education libraries market, providing electronic resources for research characterized by precise, reliable, and well-organized content.

EDP University databases are shared among all libraries across the different units.



Source: Information Resources Center, 2024.

For the Fall 2024 semester, physical books learning resources:

- Remained the same for the Hato Rey Campus compared to Fall 2023. Over three years, physical books learning resources increased by 55% (+3,968).
- Manatí data was reported with the Hato Rey Branch Campus. In future editions, it will be reported separately.
- Increased by 17% at the Humacao Branch Campus (+100). Over three years, physical book learning resources have increased by 17% (+100).
- Increased by 4% at the Villalba Branch Campus (+12). Over three years, physical book learning resources have increased by 3% (+10).
- Increased by 104% at the Caguas Branch Campus (+145).
- Increased by one book at the San Sebastián Campus. Over three years, physical books have increased by 3% (+387).

Source: Information Resources Center, 2024\*

• Includes digital/electronic books, databases, media and serials.

For the Fall 2024 semester, institutional digital/electronic learning resources decreased by 6% (-43,289) compared to the previous academic year. Over the last three years, institutional digital/electronic learning resources have decreased by 6% (-40,319).

## CAMPUS CRIME REPORT

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. EDP University maintains statistics regarding occurrences at on-campus and off-campus buildings, including nearby public property. The Institution must report criminal offenses notified to on-campus security and local police. Four general categories are 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 offenses mentioned above, 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 carrying, possessing, or violating laws related to weapons, drug abuse, and liquor law.

Campus Crime Report- Hato Rey Campus				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2022 2022 data reported in 2021	Criminal Offenses	N/A	0	N/A
	Hate 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
2023 2023 data reported in 2022	Criminal Offenses	N/A	0	N/A
	Hate 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
2024 2024 data reported in 2023	Criminal Offenses	N/A	0	N/A
	Hate 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, 2024. \*Violence Against Women Act

No offenses listed above- criminal offenses, hate crimes, VAWA offenses, arrests, or disciplinary actions- occurred in the Hato Rey Campus during the 2023-2024 academic year.

Campus Crime Report- Manatí Branch Campus				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2022 2022 data reported in 2021	Criminal Offenses	N/A	0	N/A
	Hate 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
2023 2023 data reported in 2022	Criminal Offenses	N/A	0	N/A
	Hate 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
2024 2024 data reported in 2023	Criminal Offenses	N/A	0	N/A
	Hate 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, 2024. \*Violence against Women Act

No offenses listed above- criminal offenses, hate crimes, VAWA offenses, arrests, or disciplinary actions- occurred in the Manatí Branch Campus during the 2023-2024 academic year.

Campus Crime Report- Humacao Branch Campus				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2022 2022 data reported in 2021	Criminal Offenses	N/A	0	N/A
	Hate 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
2023 2023 data reported in 2022	Criminal Offenses	N/A	0	N/A
	Hate 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
2024 2024 data reported in 2023	Criminal Offenses	N/A	0	N/A
	Hate 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, 2024. \*Violence Against Women Act

No offenses listed above- criminal offenses, hate crimes, VAWA offenses, arrests, or disciplinary actions- occurred in the Humacao Branch Campus during the 2023-2024 academic year.

Campus Crime Report- Villalba Branch Campus				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2022 2022 data reported in 2021	Criminal Offenses	N/A	0	N/A
	Hate 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
2023 2023 data reported in 2022	Criminal Offenses	N/A	0	N/A
	Hate 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
2024 2024 data reported in 2023	Criminal Offenses	N/A	0	N/A
	Hate 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, 2024. \*Violence Against Women Act

No offenses listed above- criminal offenses, hate crimes, VAWA offenses, arrests, or disciplinary actions- occurred in the Villalba Branch Campus during the 2023-2024 academic year.

Campus Crime Report- San Sebastián Campus*				
Year Report	Crimes	Criminal Offenses	Quantity	Site
2022 2022 data reported in 2021	Criminal Offenses	N/A	0	N/A
	Hate 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
2023 2023 data reported in 2022	Criminal Offenses	N/A	0	N/A
	Hate 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
2024 2024 data reported in 2023	Criminal Offenses	N/A	0	N/A
	Hate 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, 2024. \*Includes San Sebastian Nursing School. \*\*Violence Against Women Act

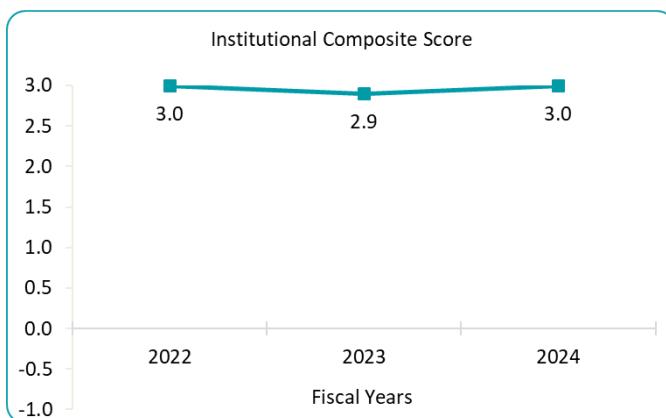
No offenses listed above- criminal offenses, hate crimes, VAWA offenses, arrests, or disciplinary actions- occurred in the San Sebastián Campus during the 2023-2024 academic year.



# FINANCIAL HIGHLIGHTS

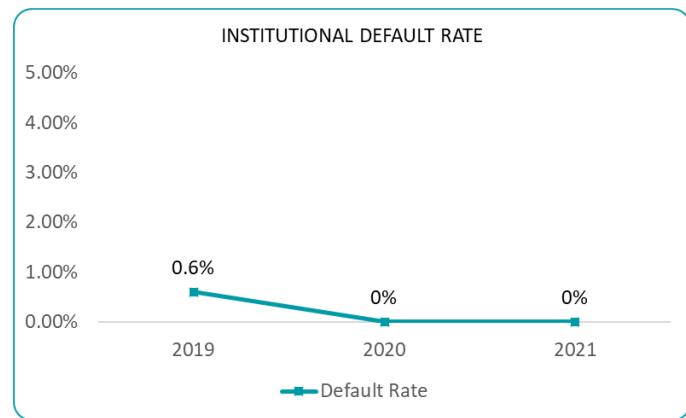
The Financial Highlights section reports different score values that reflect EDP University's fiscal health. Administrators and their constituents continually evaluate these scores as one measure to follow-up on the Institution's fiscal health and stability. Default rates, composite scores, credits bought,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

## COMPOSITE SCORE



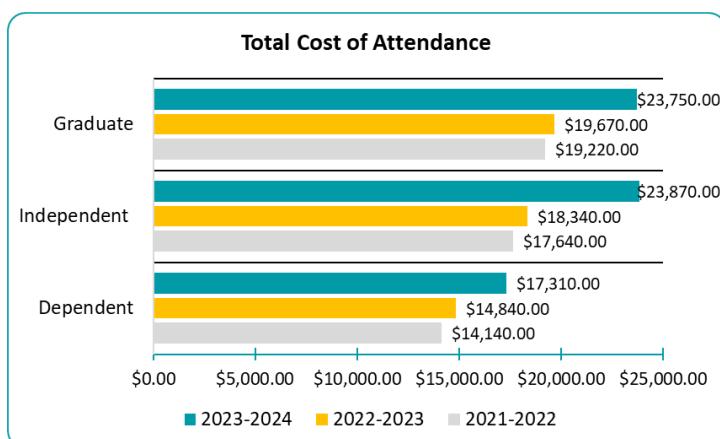
The Institutional Composite Score indicates the Institution's fiscal health. The composite score of 3.0 indicates a pass, with a healthy and stable fiscal scenario. The composite score has remained at or near 3.0 over the last three years, the maximum value on the scale.

## DEFAULT RATE



The Default Rate indicates the percentage of students who are in breach of their student loan payments. The last three reports reflect rates under 4%, which continue to show an institutionally healthy fiscal scenario. The benchmark is 0% (the 3-year official cohort default rate for Puerto Rico was calculated in August 2020). FY 2021 cohort default rates were affected by the pause on federal student loan payments that began on March 13, 2020, as borrowers with ED-held student loans were not required to make payments, and no borrowers with ED-held loans entered default.

## TOTAL COST OF ATTENDANCE, TUITION, AND FEES

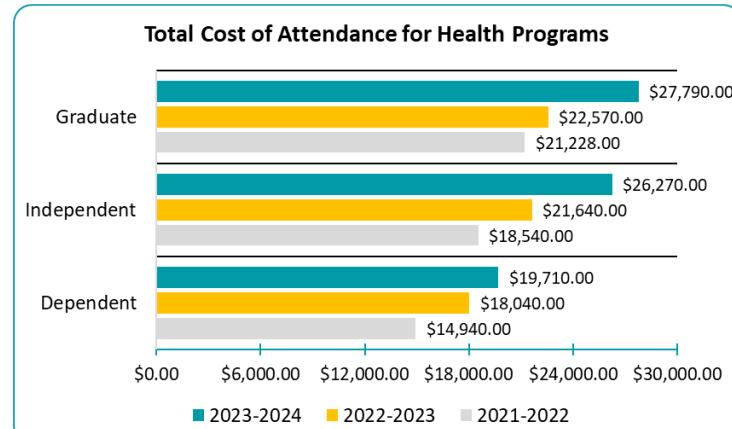


Source: Financial Office, Cost of Attendance Report, 2023-2024.

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

The total cost of attendance for in-state undergraduate students (independent and dependent) and in-state graduate students increased for the 2023-2024 academic year.

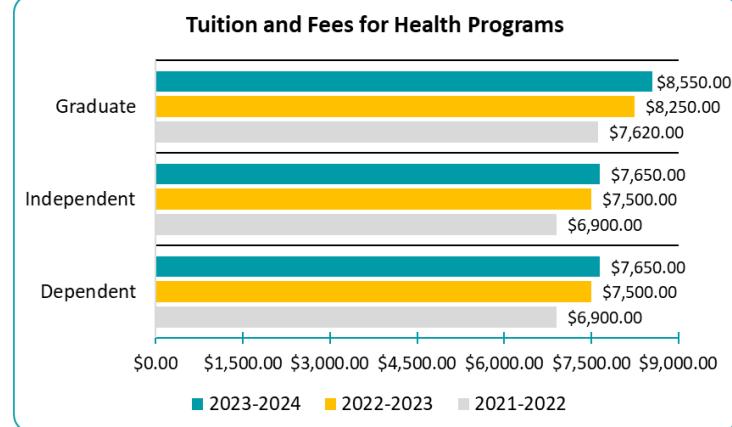
## TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR HEALTH PROGRAMS



Source: Financial Office, Cost of Attendance Report, 2023-2024.

<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 increased for in-state undergraduate students (independent and dependent) and in-state graduate students in the 2023-2024 academic year.



Source: Financial Office, Cost of Attendance Report, 2023-2024.

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

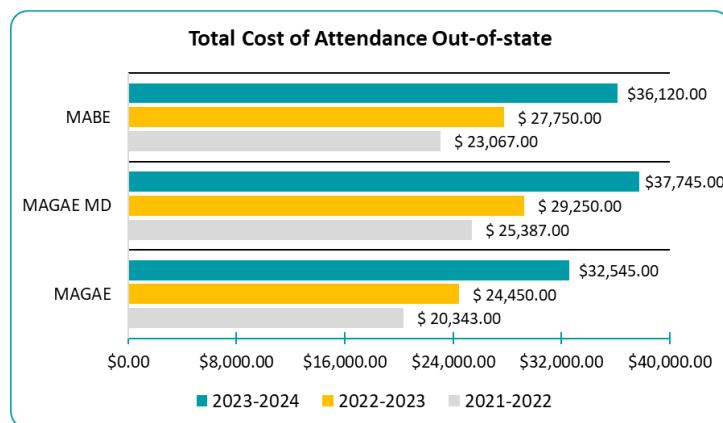
Tuition and fees for in-state undergraduate students (independent and dependent) increased slightly for the 2023-2024 academic year. In-state tuition and fees for graduate students decreased for the 2023-2024 academic year.

Source: Financial Office, Cost of Attendance Report, 2023-2024.

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

The tuition and fees for health programs increased for in-state undergraduate students (independent and dependent) and in-state graduate students for the 2023-2024 academic year.

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

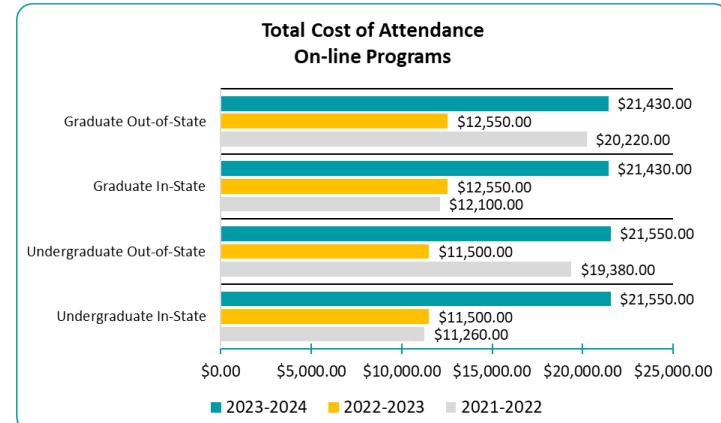


Source: Financial Office, Cost of Attendance Report, 2023-2024.

<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 increased for the 2023-2024 academic year.

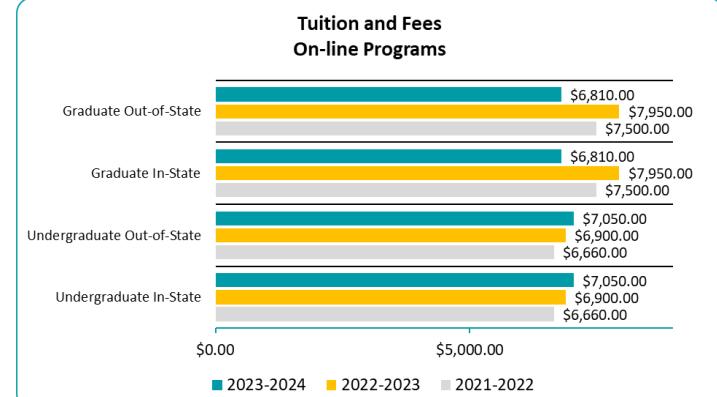
## TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR ONLINE PROGRAMS



Source: Financial Office, Cost of Attendance Report, 2023-2024.

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

The cost of attendance for in-state undergraduate and graduate online students increased compared to the previous academic year, while the cost of attendance for out-of-state undergraduate and graduate students decreased.



Source: Financial Office, Cost of Attendance Report, 2023-2024.

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

Tuition and fees for the MAGAE, MAGAE MD, and MABE modalities increased for the 2023-2024 academic year.

\*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, 2023-2024.

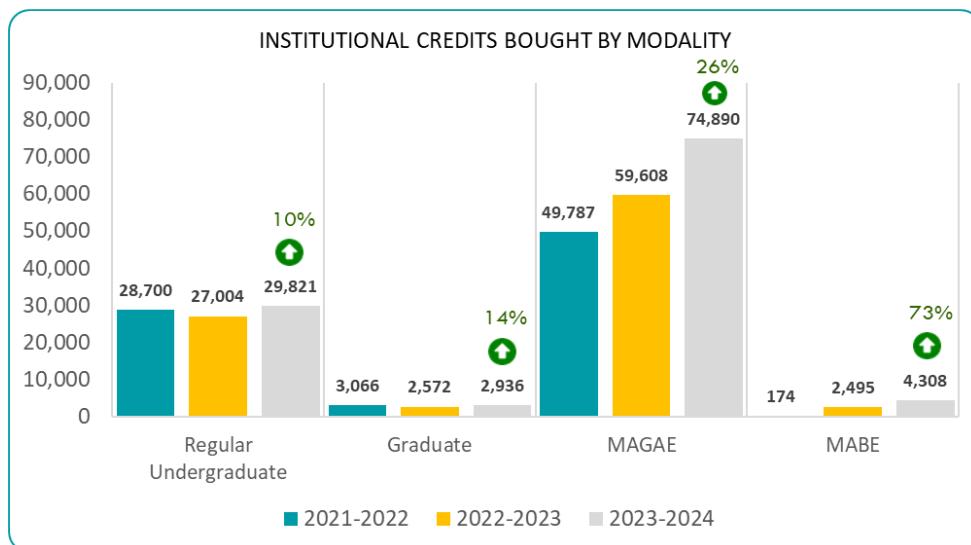
<sup>1</sup> The Total Cost of Attendance for Online Programs includes tuition, fees, books, materials, and personal expenses, among others.

<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 increased for undergraduate and graduate in-state and out-of-state online students compared to the previous academic year.

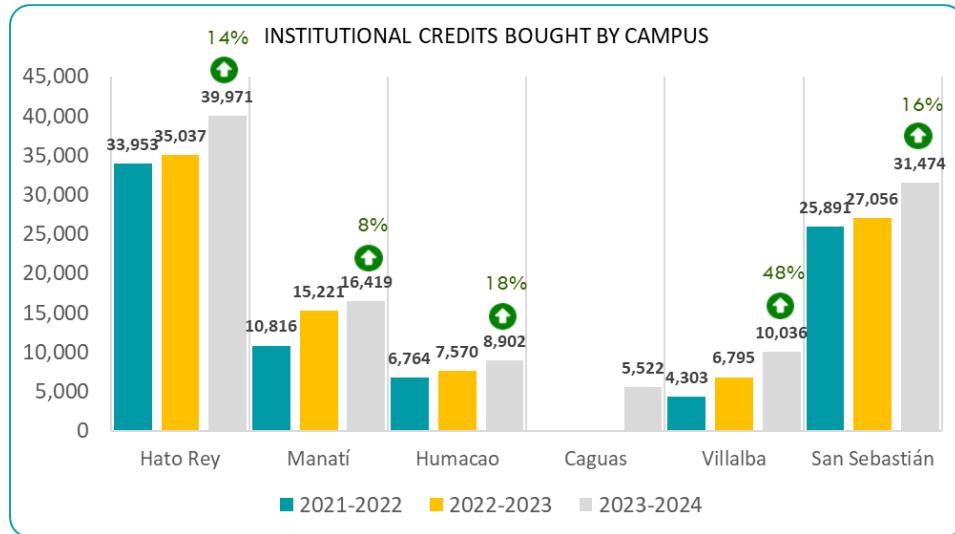
## CREDITS BOUGHT

### TOTAL INSTITUTIONAL CREDITS BOUGHT



Source: Enrollment Certifications - Registrar's Office, 2023

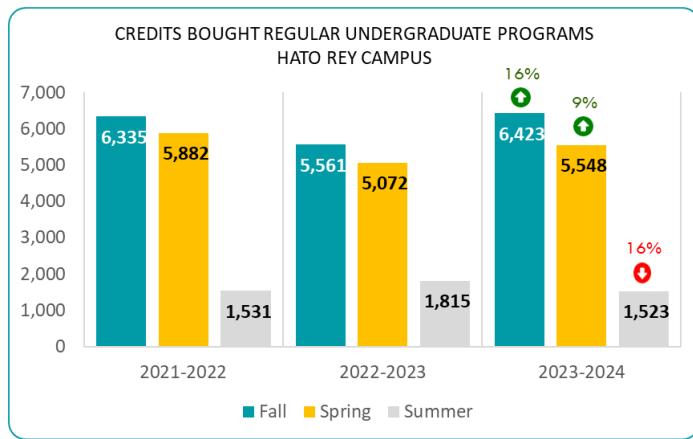
During the 2023-2024 academic year, **total Institutional credits bought by modality** (the sum of fall, spring, and summer for all campuses) increased by 10% for regular undergraduates (+2,817 credits), 14% for graduates (+364 credits), 26% for the MAGAE modality (+15,282 credits) and 73% for MABE (+1,813 credits) compared to the previous academic year. **Total institutional credits bought** have increased for three consecutive years for the MAGAE modality. Over three years, the number of MAGAE credits bought has increased by 50%.



Source: Enrollment Certifications - Registrar's Office, 2024

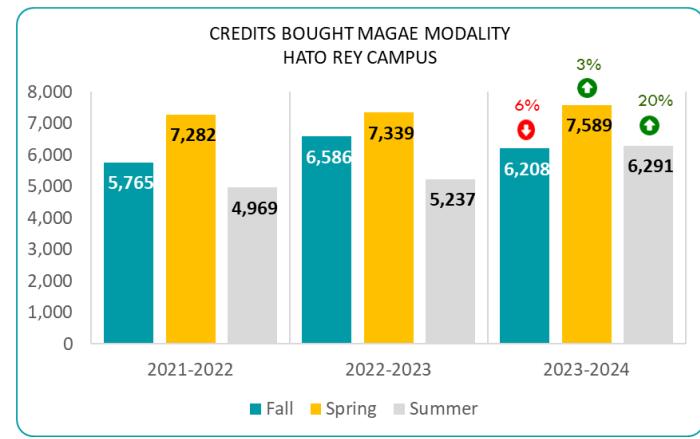
During the 2023-2024 academic year, credits bought increased by 14% for the Hato Rey Campus (+4,934 credits), 8% for Manatí Branch Campus (+1,198 credits), 18% for Humacao Branch Campus (+1,332 credits), 48% for Villalba Branch Campus (+3,241 credits), and 16% for San Sebastián Campus (+4,418 credits). **Total institutional credits bought** increased for three consecutive years for all campuses and branch campuses. Over three years, credits bought by Hato Rey have increased by 18%, Manatí by 52%, Humacao by 32%, Villalba by 133%, and San Sebastián by 22%. This data includes non-degree-seeking students. More comparative data will be available for the Caguas Branch Campus in the upcoming years.

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



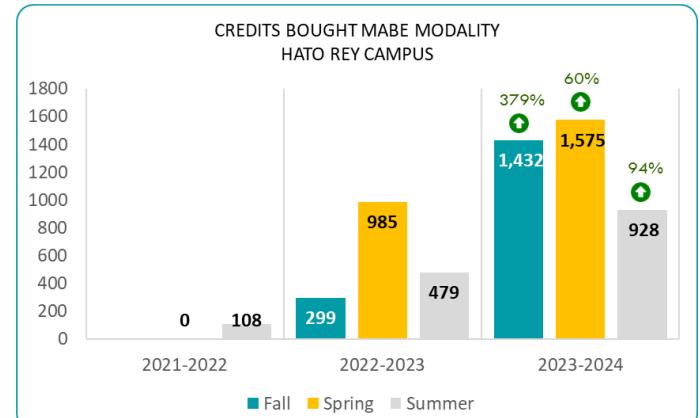
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **credits bought by regular undergraduate programs** increased by 16% for the fall semester (+862 credits) and 9% for the spring semester (+476 credits) compared to the previous academic year. It decreased by 16% for the summer semester (-292 credits). **This data only includes credits bought from traditional and online programs.**



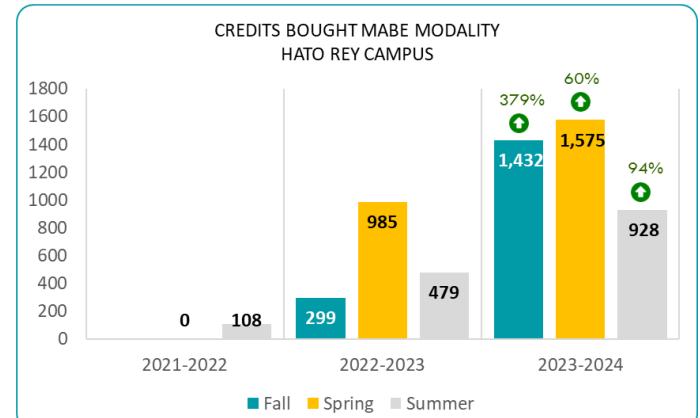
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **credits bought by the MAGAE modality** decreased by 6% for the fall semester (-378 credits) compared to the previous academic year. It increased by 3% for the spring semester (+250 credits) and 20% for the summer semester (+1,054 credits). Spring and Summer credits bought for the MAGAE modality have increased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

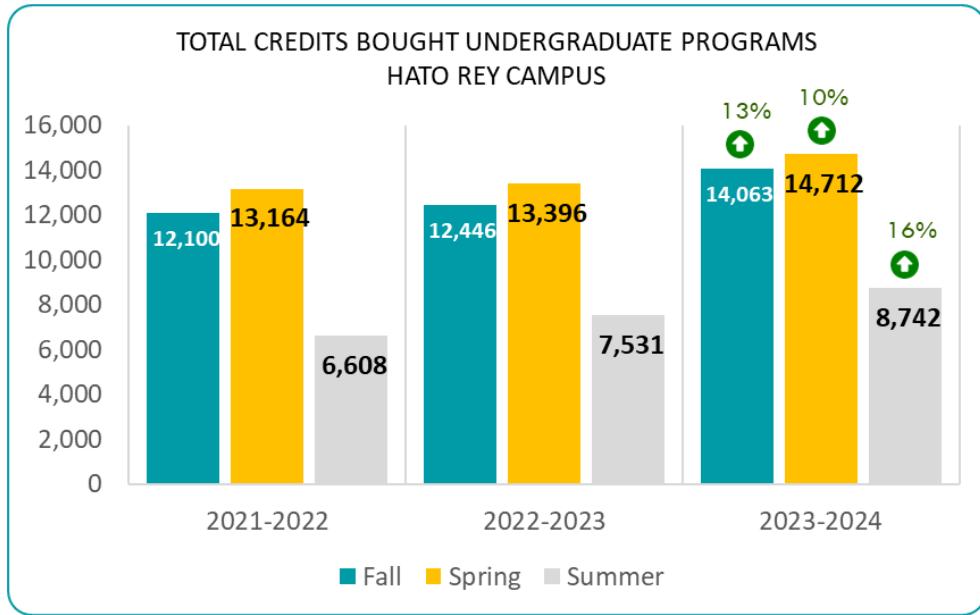
During the 2023-2024 academic year, **credits bought by graduate programs** increased by 21% for the fall semester (+161 credits), 48% for the spring semester (+257 credits), and 9% for the summer semester (+35 credits) compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2024

The **MABE modality** had 1,432 credits bought for the fall semester, 1,575 credits bought for the spring semester, and 928 credits bought for the summer semester. As more students enroll in the modality in the upcoming years, more data will become available.

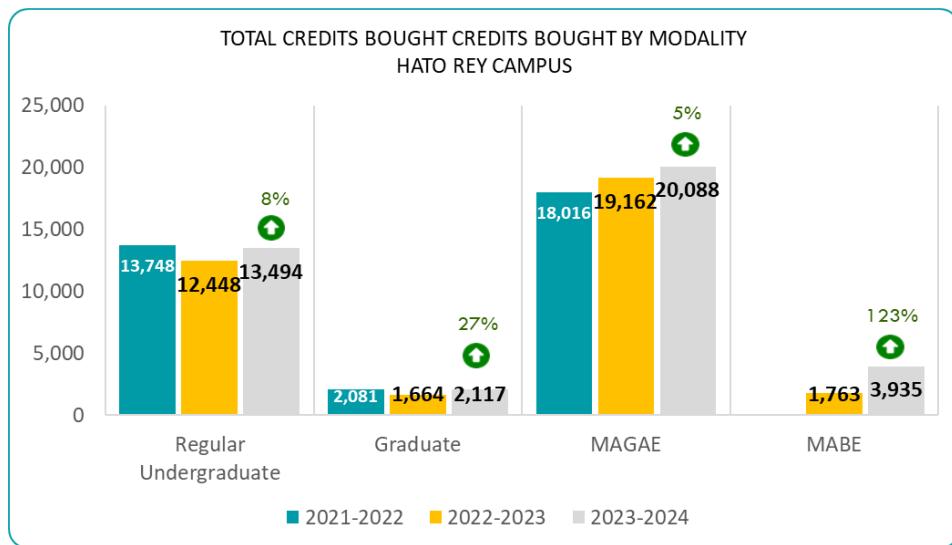
## TOTAL UNDERGRADUATE CREDITS BOUGHT HATO REY CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought by undergraduate programs** increased by 13% for the fall semester (+1,617 credits), 10% for the spring semester (+1,316 credits), and 16% for the summer semester (+1,211 credits) compared to the previous academic year. **This data includes the traditional, virtual, MAGAE, and MABE modalities.**

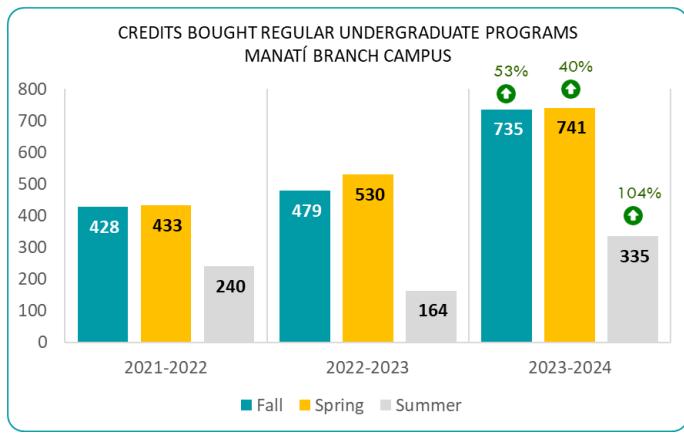
## TOTAL CREDITS BOUGHT BY MODALITY HATO REY CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2024

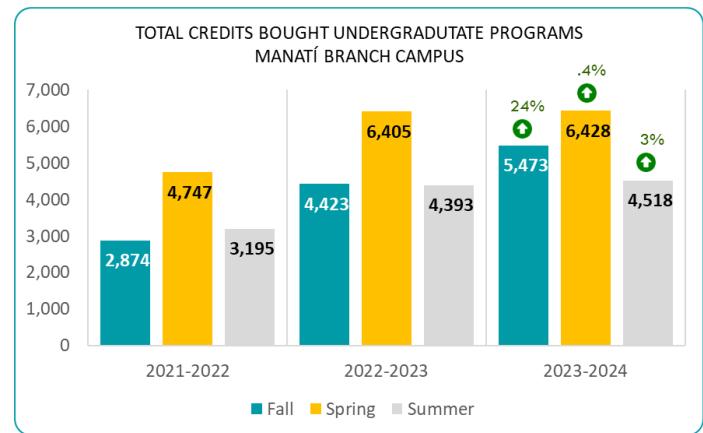
**Total credits bought** (the sum of fall, spring, and summer semesters) for the 2023-2024 academic year increased by 8% for regular undergraduate programs (+1,046 credits), 27% for graduate (+453 credits), 5% for the MAGAE modality (+926 credits) and 123% for the MABE modality (+2,172 credits). Hato Rey credits bought also totaled 337 credits for Preparatory Health Course Work, Non-Degree seekers, and Route to the University students.

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



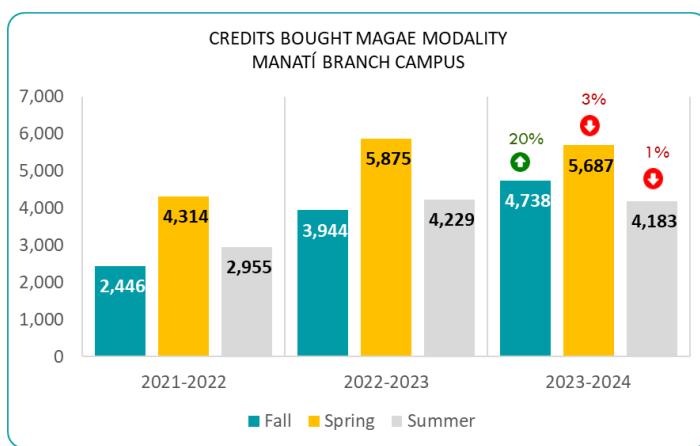
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **credits bought by regular undergraduate programs** increased by 53% for the fall semester (+256 credits), 40% for the spring semester (+211 credits), and 104% for the summer semester (+171 credits) compared to the previous academic year. Fall and Spring semester credits bought by regular undergraduate programs have increased for three consecutive years.



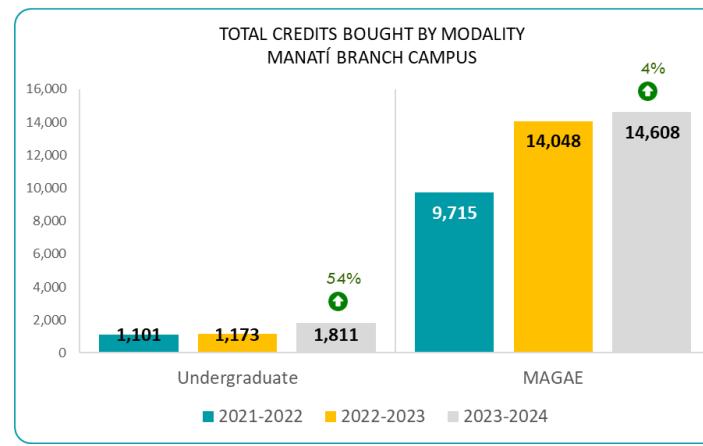
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought by undergraduate programs** increased by 24% for the fall semester (+1,050 credits), .4% for the spring semester (+23 credits), and 3% for the summer semester (+125 credits) compared to the previous academic year. **This data includes regular undergraduate programs and the MAGAE modality.**



Source: Enrollment Certifications - Registrar's Office, 2024

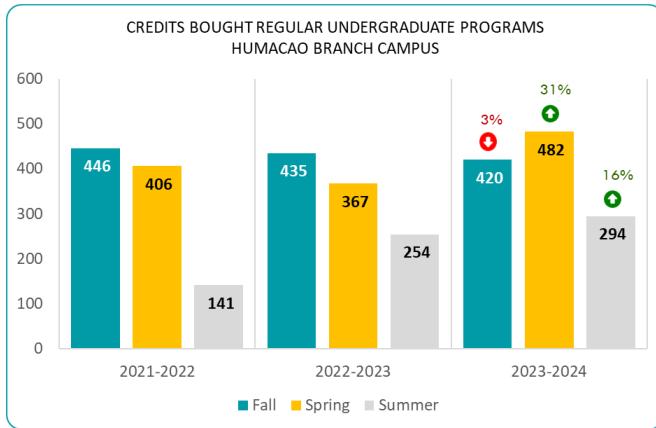
During the 2023-2024 academic year, **credits bought by the MAGAE modality** increased by 20% for the fall semester (+794 credits) compared to the previous academic year. It decreased by 3% for the spring semester (-188 credits) and 1% for the summer semester (-46 credits). Fall semester credits bought by the MAGAE modality have increased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

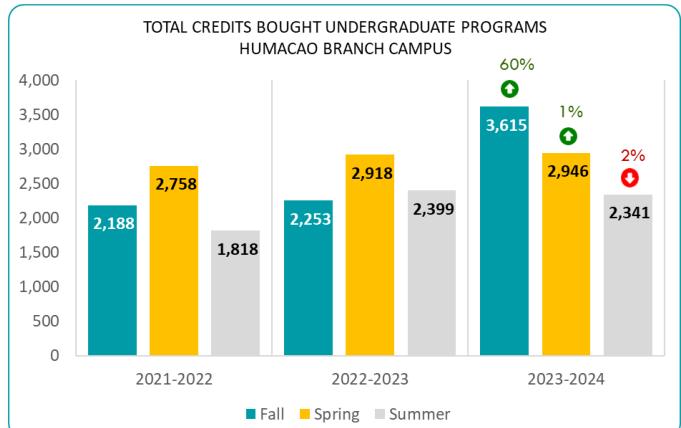
**Total credits bought** (the sum of fall, spring, and summer) for the 2023-2024 academic year increased by 54% for regular undergraduate programs (+638 credits) and 4% for the MAGAE modality (+560 credits) compared to the previous academic year. Total MAGAE credits bought and regular undergraduate credits bought have increased for three consecutive years.

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



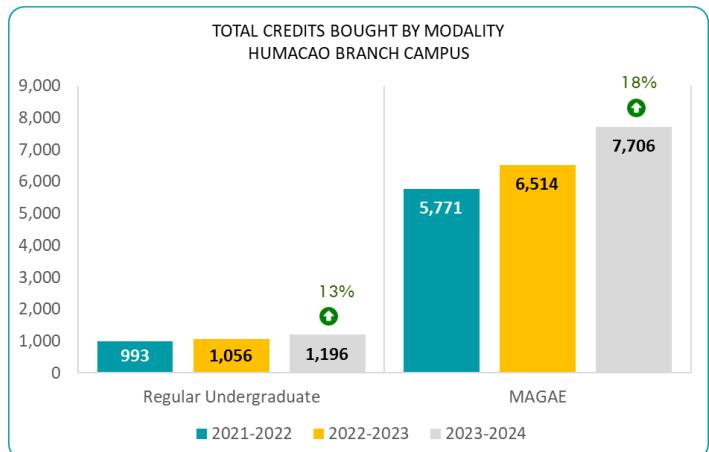
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **credits bought by regular undergraduate programs** decreased by 3% for the fall semester (-15 credits) compared to the previous academic year. It increased by 31% for the spring semester (+115 credits) and 16% for the summer semester (+40 credits). Fall semester credits bought by regular undergraduate programs have decreased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought by undergraduate programs** increased by 60% for the fall semester (+1,362 credits) and 1% for the spring semester (+28 credits) compared to the previous academic year. It decreased 2% for the summer semester (-58 credits). **This data includes regular undergraduate programs and the MAGAE modality.**

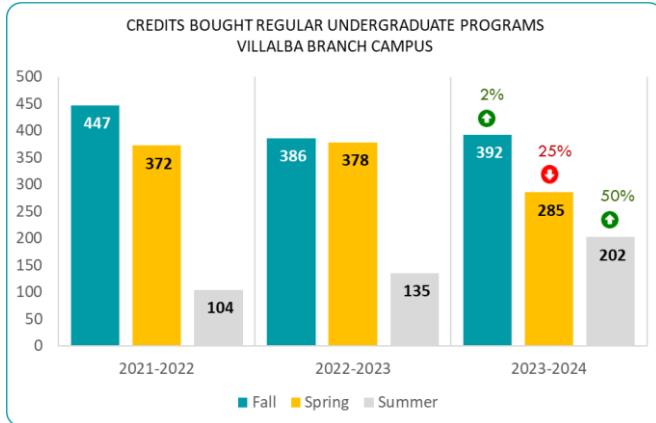


Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **credits bought by the MAGAE modality** increased by 76% for the fall semester (+1,377 credits) compared to the previous academic year. It decreased by 3% for the spring semester (-87 credits) and 5% for the summer semester (-98 credits). Fall semester credits bought by the MAGAE modality have increased for three consecutive years.

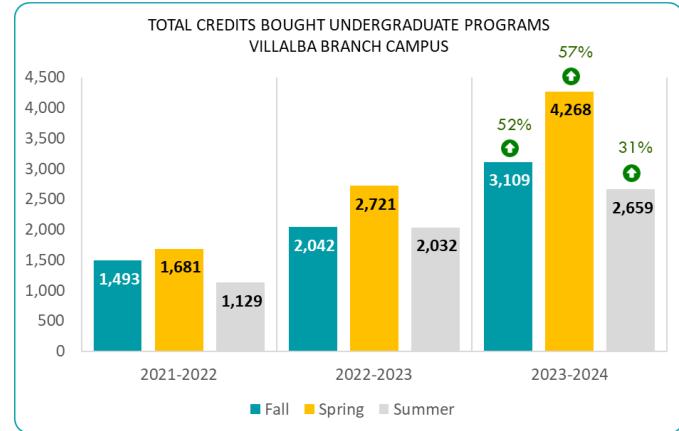
**Total credits bought** (the sum of fall, spring, and summer) for the 2023-2024 academic year increased by 13% for regular undergraduate programs (+140 credits) and 18% for the MAGAE modality (+1,192 credits) compared to the previous academic year. Total MAGAE credits bought and regular undergraduate programs credits bought have increased for three consecutive years.

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



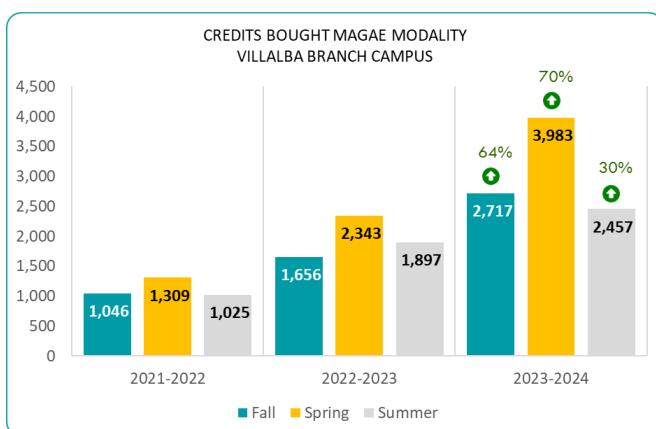
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **credits bought by regular undergraduate programs** increased by 2% for the fall semester (+six credits) and 50% for the summer semester (+67 credits) compared to the previous academic year. It decreased by 25% spring semester (-93 credits). Summer semester credits bought by regular undergraduate programs have increased for three consecutive years.



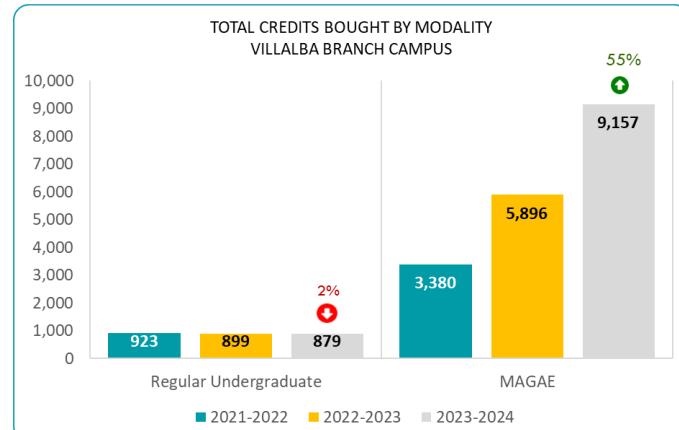
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought by undergraduate programs** increased by 52% for the fall semester (+1,067 credits), 57% for the spring semester (+1,547 credits), and 31% for the summer semester (+627 credits) compared to the previous academic year. **This data includes regular undergraduate programs and the MAGAE modality.**



Source: Enrollment Certifications - Registrar's Office, 2024

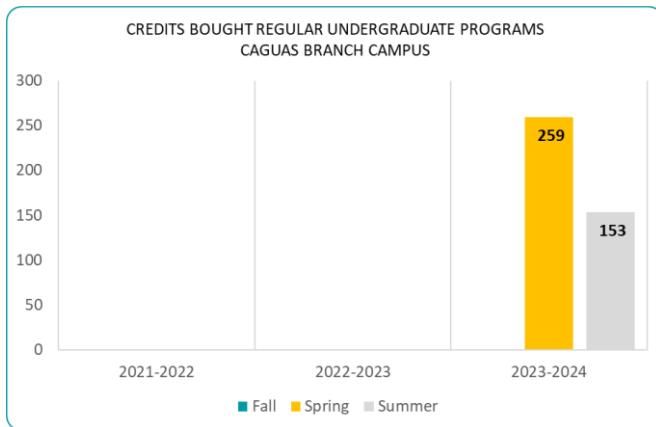
During the 2023-2024 academic year, **credits bought by the MAGAE modality** increased by 64% for the fall semester (+1,061 credits), 70% for the spring semester (+1,640 credits), and 30% for the summer semester (+560 credits). Fall, spring, and summer credits bought by the MAGAE modality have increased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

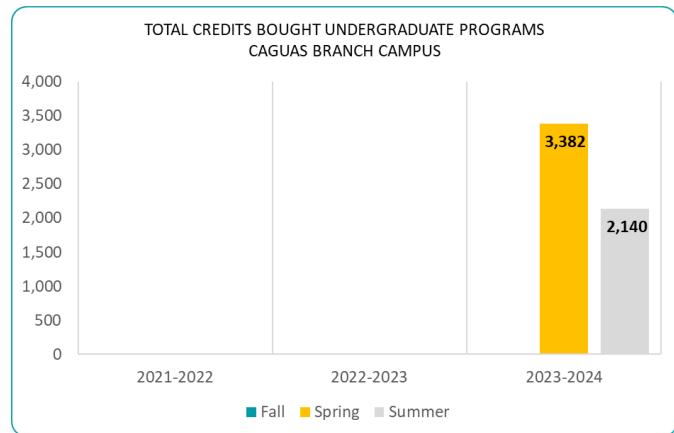
**Total credits bought** (the sum of fall, spring, and summer) for the 2023-2024 academic year decreased by 2% for regular undergraduate programs (-20 credits). They increased 55% for the MAGAE modality (+3,261 credits) compared to the previous academic year. Total MAGAE credits bought have increased for three consecutive years.

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



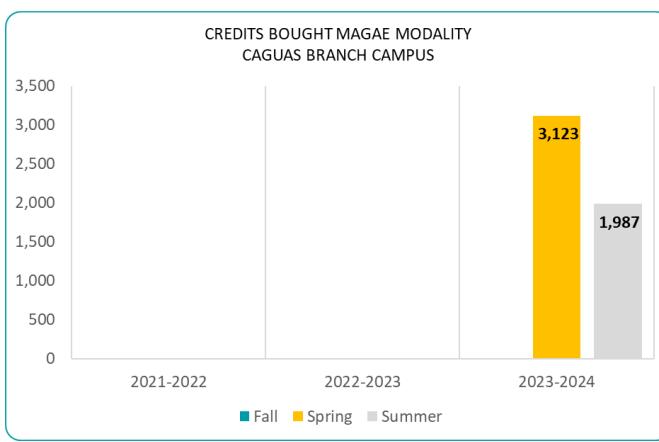
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **credits bought by regular undergraduate programs** totaled 259 credits for the fall semester and 153 credits for the summer semester. More data will become available in the upcoming academic years.



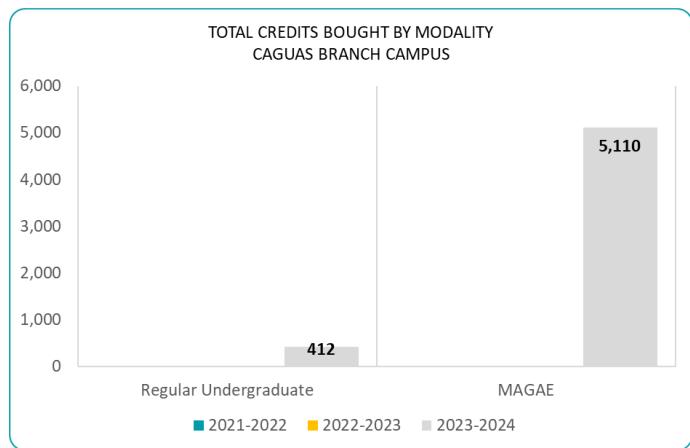
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought by undergraduate programs** totaled 3,382 credits for the fall semester and 2,140 credits for the summer semester. More data will become available in the upcoming academic years. **This data includes regular undergraduate programs and the MAGAE modality.**



Source: Enrollment Certifications - Registrar's Office, 2024

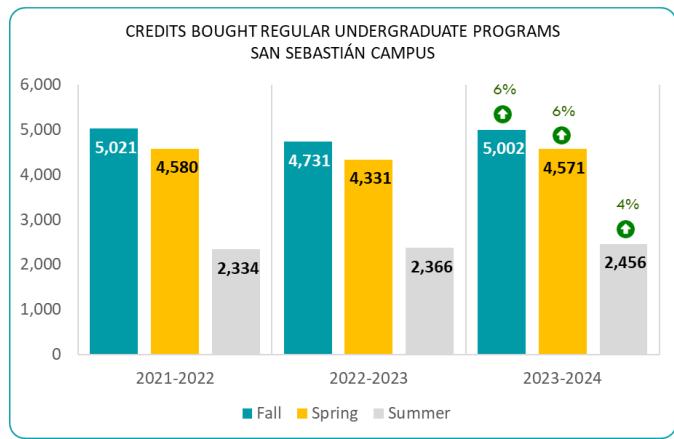
During the 2023-2024 academic year, **credits bought by the MAGAE modality** totaled 3,123 credits for the spring semester and 1,987 credits for the summer semester. More data will become available in the upcoming academic years.



Source: Enrollment Certifications - Registrar's Office, 2024

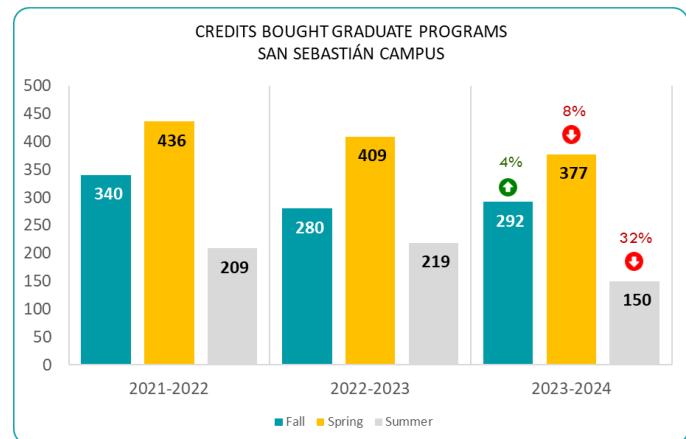
**Total credits bought** (the sum of fall, spring, and summer) for the 2023-2024 academic year totaled 412 credits for regular undergraduate programs (-20 credits) and 5,110 credits for the MAGAE modality. Total MAGAE credits bought have increased for three consecutive years. More data will become available in the upcoming academic years.

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



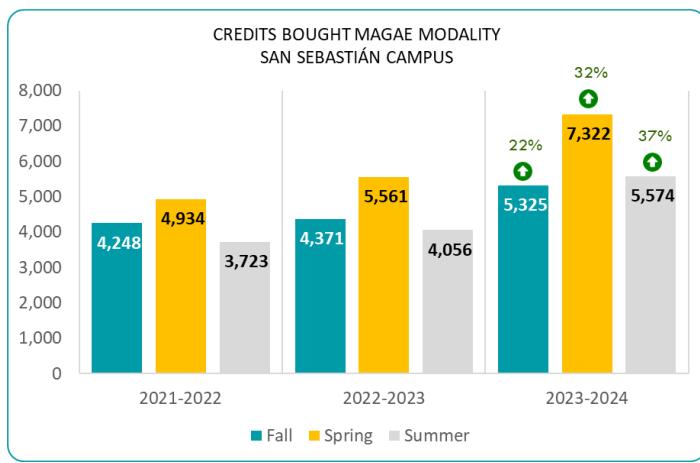
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **credits bought by regular undergraduate programs** increased by 6% for the fall semester (+271 credits), 6% for the spring semester (+240 credits), and 4% for the summer semester (+90 credits) compared to the previous academic year. Summer semester credits bought by regular undergraduate programs have increased for three consecutive years.



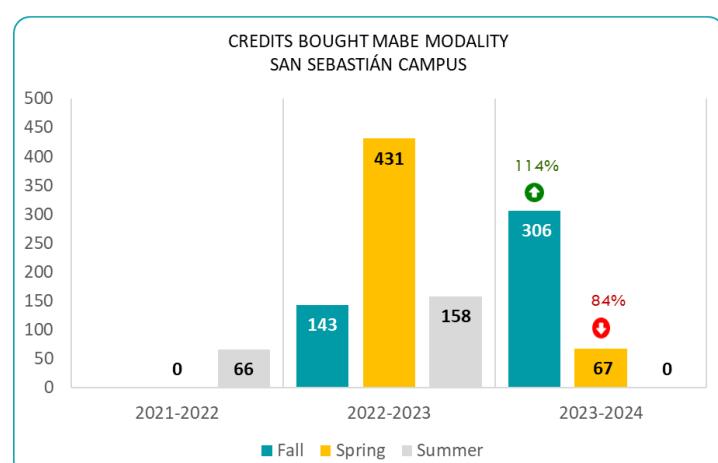
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **credits bought by graduate programs** increased by 4% for the fall semester (+12 credits) compared to the previous academic year. It decreased by 8% for the spring semester (-32 credits) and 32% for the summer semester (-69 credits). Fall semester credits bought by graduate programs have decreased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

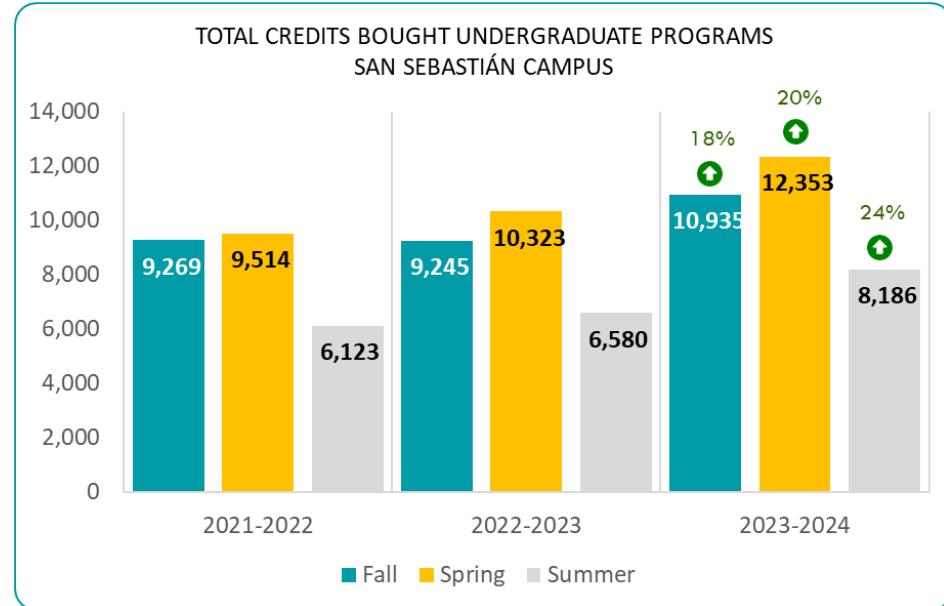
During the 2023-2024 academic year, **credits bought by the MAGAE modality** increased by 22% for the fall semester (+954 credits), 32% for the spring semester (+1,761 credits), and 37% for the summer semester (+1,518 credits). Fall, spring, and summer credits bought by the MAGAE modality have increased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

The **MABE modality** had 306 credits bought for the fall semester, 67 credits bought for the spring semester, and 0 credits bought for the summer semester. In the upcoming years, more data will become available as more students enroll in the modality.

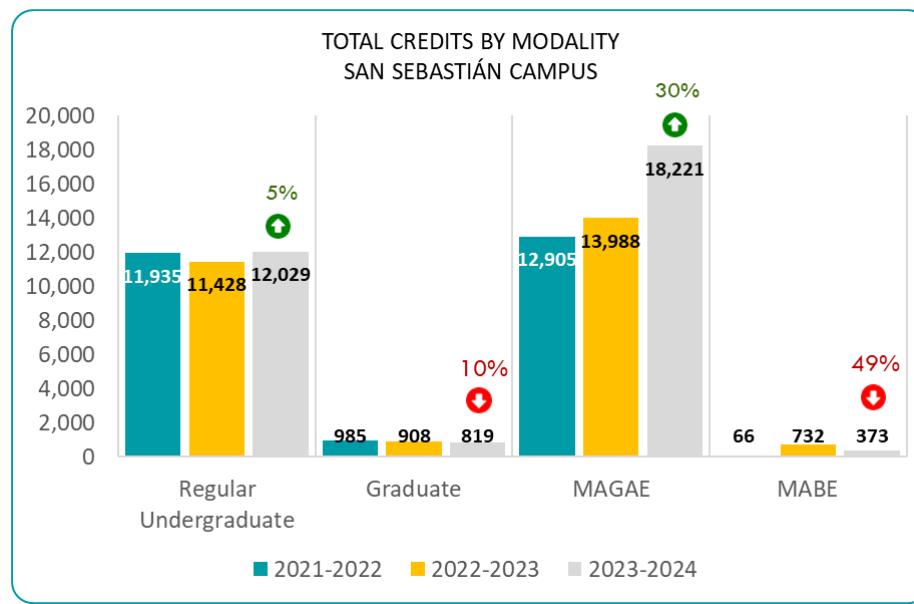
## TOTAL UNDERGRADUATE CREDITS BOUGHT SAN SEBASTIÁN CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought by undergraduate programs** increased by 18% for the fall semester (+1,690 credits), 20% for the spring semester (+2,030 credits), and 24% for the summer semester (+1,606 credits) compared to the previous academic year. **This data includes the traditional, MAGAE, and MABE modalities.**

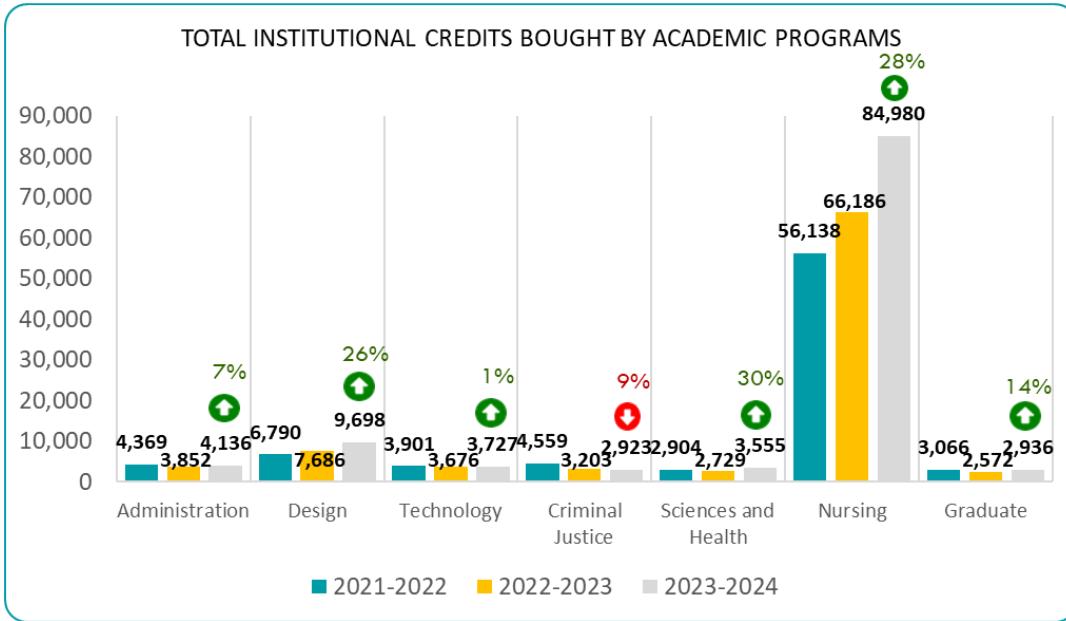
## TOTAL CREDITS BOUGHT SAN SEBASTIÁN CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2024

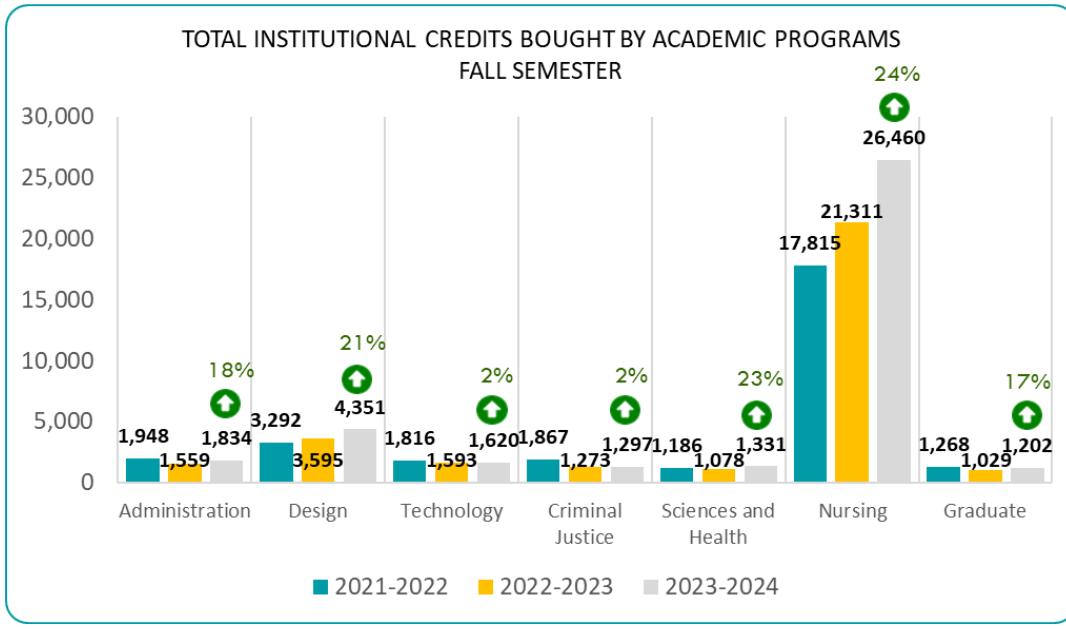
**Total credits bought** (the sum of fall, spring, and summer semesters) for the 2023-2024 academic year increased by 5% for regular undergraduate programs (+601 credits) and 30% for the MAGAE modality (+4,233 credits). It decreased by 10% for graduate programs (-89 credits) and 49% for the MABE modality (-359 credits).

## INSTITUTIONAL CREDITS BOUGHT BY ACADEMIC PROGRAMS



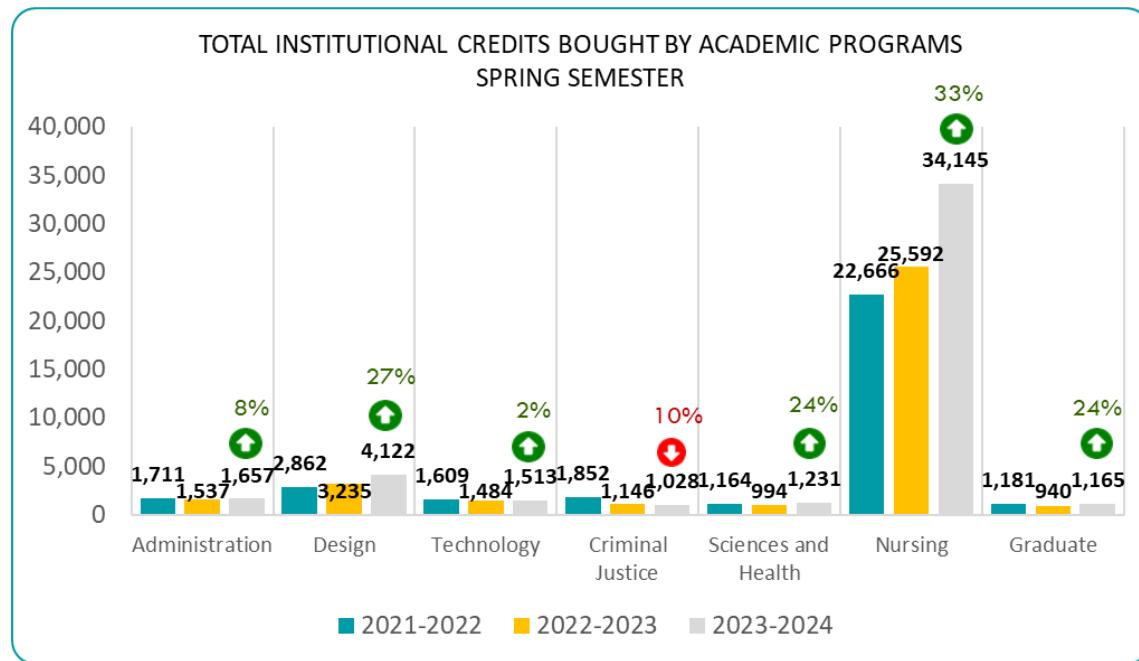
Source: Enrollment Certifications - Registrar's Office, 2024

**Total credits bought** (the sum of fall, spring, and summer semesters for all campuses) increased by 7% (+9,507 credits) for Administration programs (+284 credits), 26% for Design programs (+2,012 credits), 1% for Technology programs (+51 credits), 30% for Sciences and Health programs (+826 credits), 28% for Nursing programs (+18,794 credits), and 14% for Graduate programs (+364 credits) compared to the previous academic year. It decreased 9% for Criminal Justice programs (-280 credits).



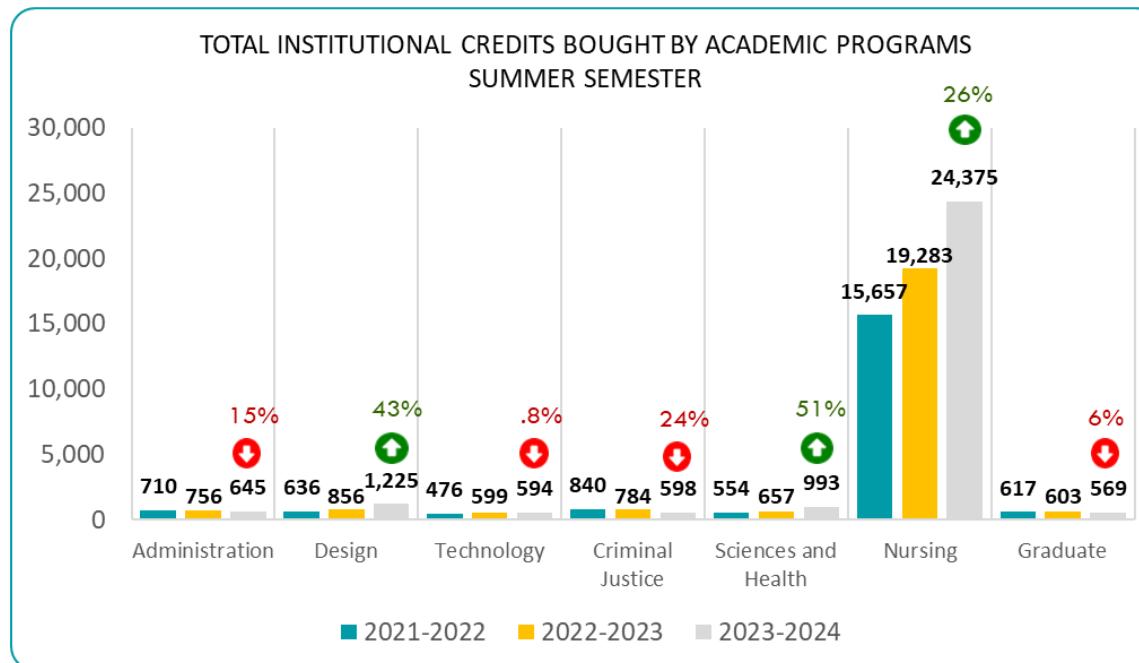
Source: Enrollment Certifications - Registrar's Office, 2024

**Total credits bought for the fall semester** increased by 18% for Administration programs (+275 credits), 21% for Design programs (+756 credits), 2% for Technology programs (+27 credits), 2% for Criminal Justice programs (+24 credits), 23% for Sciences and Health programs (+253 credits), 24% for Nursing programs (+5,149 credits), and 17% for Graduate programs (+173 credits) compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2024

**Total credits bought for the spring semester** increased by 8% for Administration programs (+120 credits), 27% for Design programs (+887 credits), 2% for Technology programs (+29 credits), 24% for Sciences and Health programs (+237 credits), 33% for Nursing programs (+8,553 credits), and 24% for Graduate programs (+225 credits) compared to the previous academic year. It decreased 10% for Criminal Justice programs (-118 credits).



Source: Enrollment Certifications - Registrar's Office, 2024

**Total credits bought for the summer semester** increased by 43% for Design programs (+369 credits), 51% for Sciences and Health programs (+336 credits), and 26% for Nursing programs (+5,092 credits) compared to the previous academic year. It decreased by 15% for Administration programs (-111 credits), .8% for Technology programs (-five credits), 24% for Criminal Justice programs (-186 credits), and 6% for Graduate programs (-34 credits).

# HATO REY CAMPUS



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

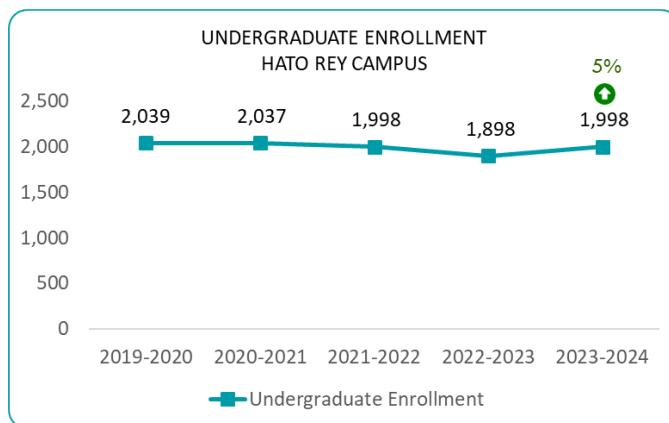
The following undergraduate programs, graduate programs, and graduate professional certificates are offered at the Hato Rey Campus:

<b>ASSOCIATE DEGREES</b>	
<b>1973</b>	Business Administration
<b>1981</b>	Office Administration
<b>1992</b>	Medical Emergencies Technology
<b>2006</b>	Digital Fashion Design
<b>2010</b>	Nursing
<b>2011</b>	Interior Design and Decoration
<b>2012</b>	Business Administration/Online
<b>2012</b>	Digital Design
<b>2014</b>	Biotechnology
<b>2015</b>	Information Technology
<b>2015</b>	Criminal Justice
<b>2015</b>	Pharmacy Technician
<b>2015</b>	Health Billing and Codification Services
<b>2018</b>	Executive Protection and Security
<b>2018</b>	Information Technology/Online
<b>2021</b>	Criminal Justice/Online
<b>2021</b>	Health and Physical Aptitude for Special Populations
<b>BACHELOR'S DEGREES</b>	
<b>2003</b>	Business Administration Major in Management
<b>2003</b>	Business Administration Major in Accounting
<b>2011</b>	Interior Design and Decoration
<b>2012</b>	Science of Nursing
<b>2012</b>	Digital Design Major in Multimedia
<b>2012</b>	Digital Fashion Design
<b>2015</b>	Information Technology Science Major in Networks
<b>2015</b>	Information Technology Science Major in Programming

<b>2016</b>	Science major in Forensic Sciences
<b>2018</b>	Natural Sciences
<b>2018</b>	Business Administration Major in Management/Online
<b>2018</b>	Information Technology Science Major in Networks/Online
<b>2018</b>	Information Technology Science Major in Programming/Online
<b>2021</b>	Political Science and International Relations
<b>2022</b>	Health Sciences in Speech-Language Therapy
<b>2023</b>	Science of Nursing Sciences/Online
<b>MASTER'S DEGREES</b>	
<b>1990</b>	Information Systems
<b>2009</b>	Business Administration Major in Strategic Management
<b>2009</b>	Information Systems Major in Information Security and Digital Fraud Investigation
<b>2014</b>	Naturopathic Sciences
<b>2018</b>	Information Systems Major in Information Security and Digital Fraud Investigation/Online
<b>2022</b>	Public Affairs and Government Innovation
<b>2024</b>	Family Nurse Practitioner
<b>GRADUATE PROFESSIONAL CERTIFICATES</b>	
<b>2000</b>	Professional Certificate in Information Systems Auditing
<b>2000</b>	Professional Certificate in Relational Database Administration
<b>2007</b>	Professional Certificate in Electronic Commerce
<b>2009</b>	Professional Certificate in Project Management
<b>2009</b>	Professional Certificate in Information Security and Digital Fraud Investigation

## ENROLLMENT ANALYSIS

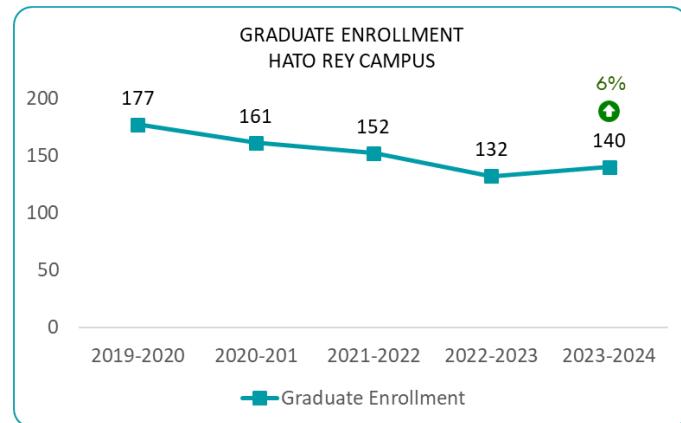
## UNDERGRADUATE ENROLLMENT AND GENDER



Source: IPEDS 12-month Enrollment Data, 2024.

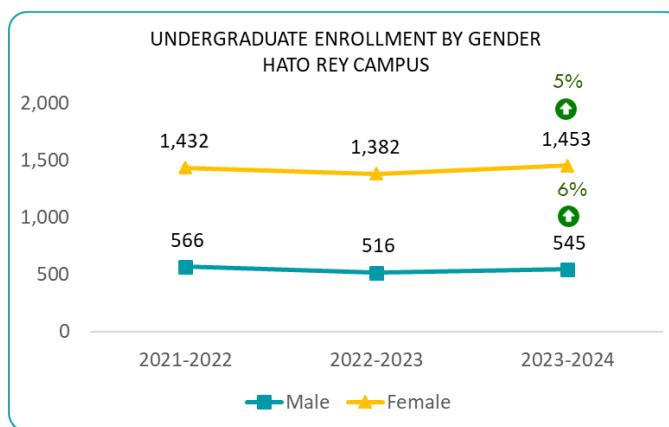
**Undergraduate enrollment** totaled 1,998 students during the 2023-2024 academic year, an increase of 5% (+100 students) over the previous academic year. Over the last five years, undergraduate enrollment has decreased by 2% (-41 students).

## GRADUATE ENROLLMENT AND GENDER



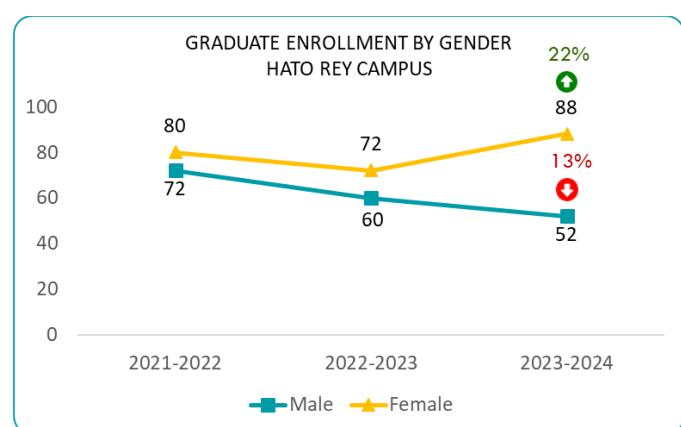
Source: IPEDS 12-month Enrollment Data, 2024.

**Graduate enrollment** totaled 140 students during the 2023-2024 academic year, a 6% increase (+eight students) over the previous academic year. Over the last five years, graduate enrollment has decreased by 21% (-37 students).



Source: IPEDS 12-month Enrollment Data, 2024.

**Female undergraduate enrollment** for the 2023-2024 academic year increased by 5% (+71 students) compared to the previous academic year, while **male undergraduate enrollment** increased by 6% (+29 students). Over the last three years, female undergraduate enrollment has increased by 1% (+21 students) while male undergraduate enrollment has decreased by 4% (-21 students).

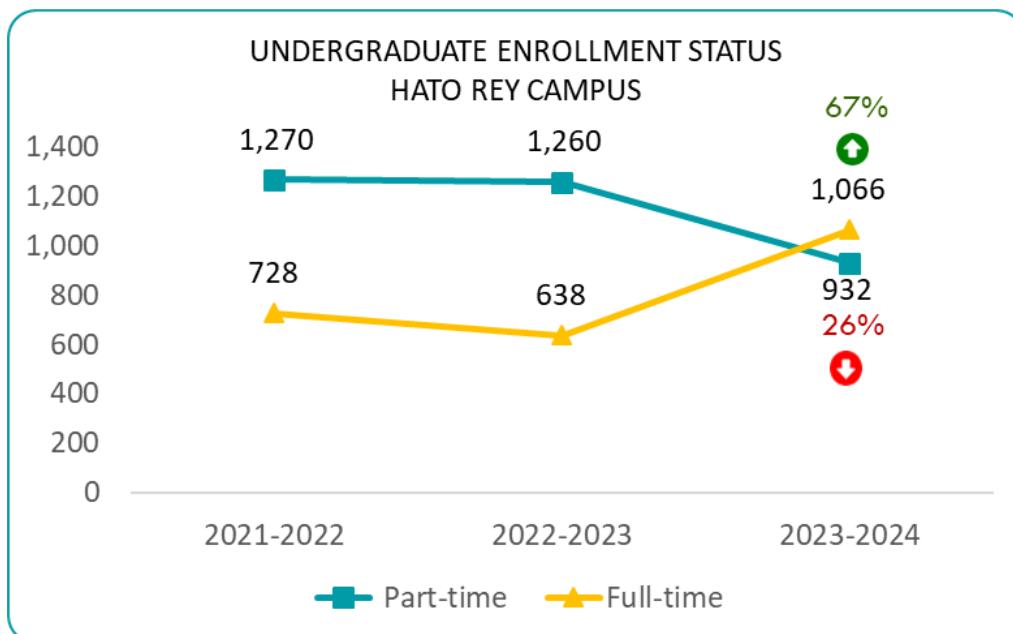


Source: IPEDS 12-month Enrollment Data, 2024.

**Female graduate enrollment** for the 2023-2024 academic year increased by 22% (+16 students) compared to the previous academic year, while **male graduate enrollment** decreased by 13% (- eight students). Over the last three years, female graduate enrollment has increased by 10% (+eight students) while male graduate enrollment has decreased by 28% (-20 students).

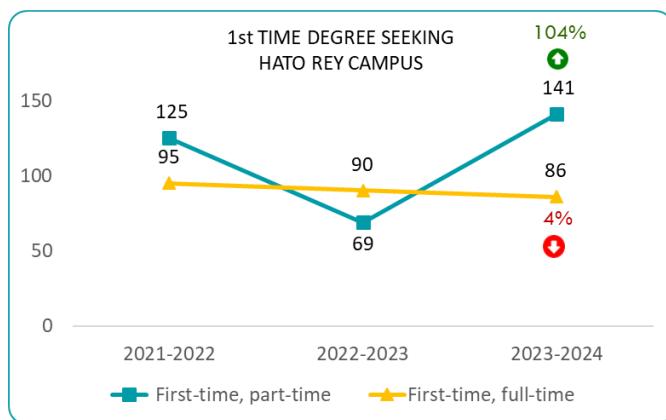
## UNDERGRADUATE AND GRADUATE ENROLLMENT STATUS





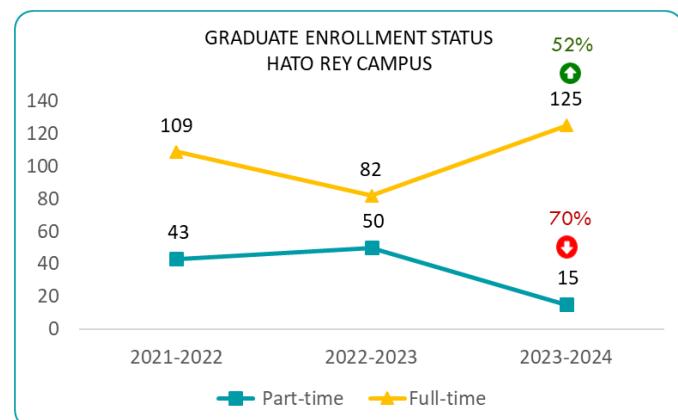
Source: IPEDS 12-month Enrollment Data, 2024

**The number of initial part-time undergraduate students** (12 credits or less) for the 2023-2024 academic year decreased by 26% (-328 students) compared to the previous academic year, while **the number of initial full-time undergraduate students** (12 credits or more) increased by 67% (+428 students).



Source: IPEDS 12-month Enrollment Data, 2024

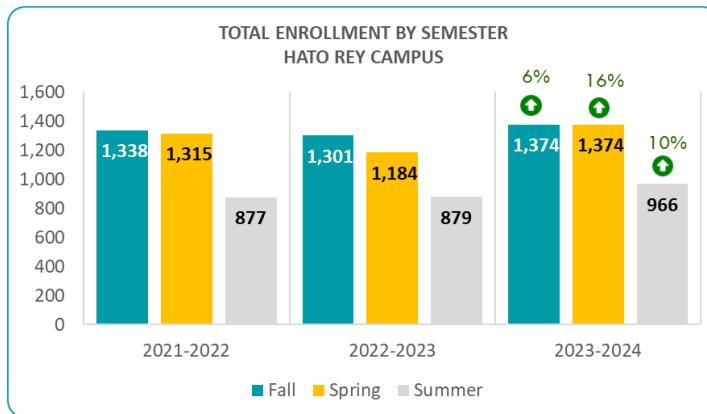
**The number of initial first-time, part-time undergraduate students** (12 credits or less) for the 2023-2024 academic year increased by 104% (+72 students) compared to the previous academic year, while **the number of initial first-time, full-time undergraduate students** (12 credits or more) decreased by 4% (-four students).



Source: IPEDS 12-month Enrollment Data, 2024

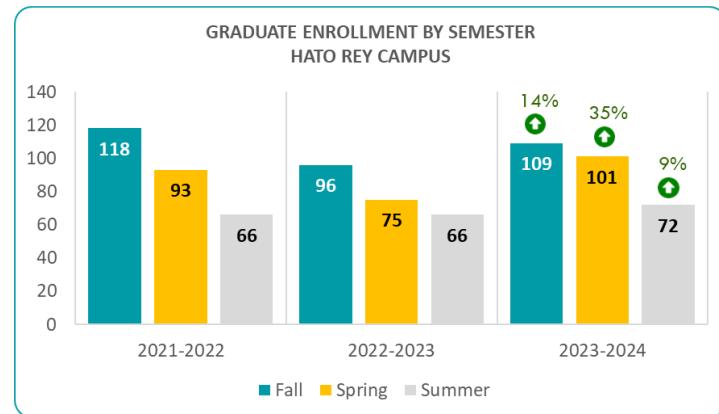
**The number of initial part-time graduate students** (9 credits or less) for the 2023-2024 academic year decreased by 70% (-35 students) compared to the previous academic year, while **the number of initial full-time graduate students** (9 credits or more) increased by 52% (+43 students).

### ENROLLMENT BY SEMESTER AND ACADEMIC PROGRAMS



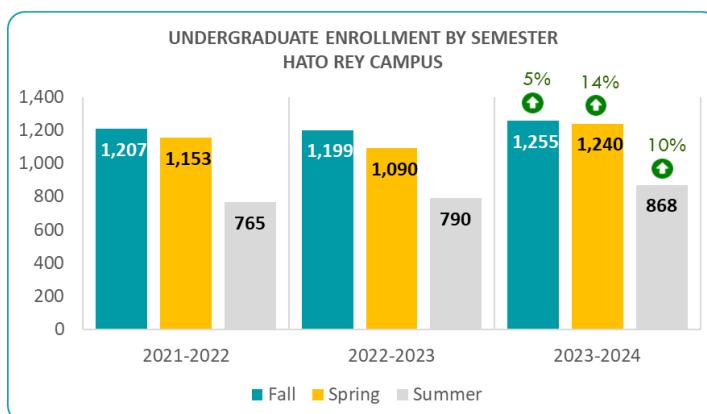
Source: Enrollment Certifications - Registrar's Office, 2024

**Total enrollment (the sum of undergraduate and graduate students) during the 2023-2024 academic year increased by 6% for the fall semester (+73 students), 16% for the spring semester (+190 students), and 10% for the summer semester (+87 students) compared to the previous academic year. This data includes MAGAE, MABE, traditional face-to-face undergraduates, graduates, non-degree seekers, and online students.**



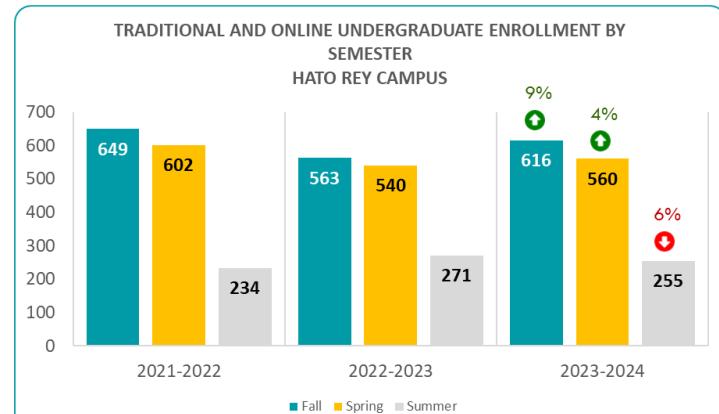
Source: Enrollment Certifications - Registrar's Office, 2024

**Total graduate enrollment for the 2023-2024 academic year increased by 14% for the fall semester (+13 students), 35% for the spring semester (+26 students), and 9% for the summer semester (+six students) compared to the previous academic year. This data includes traditional face-to-face and online graduate students.**



Source: Enrollment Certifications - Registrar's Office, 2024

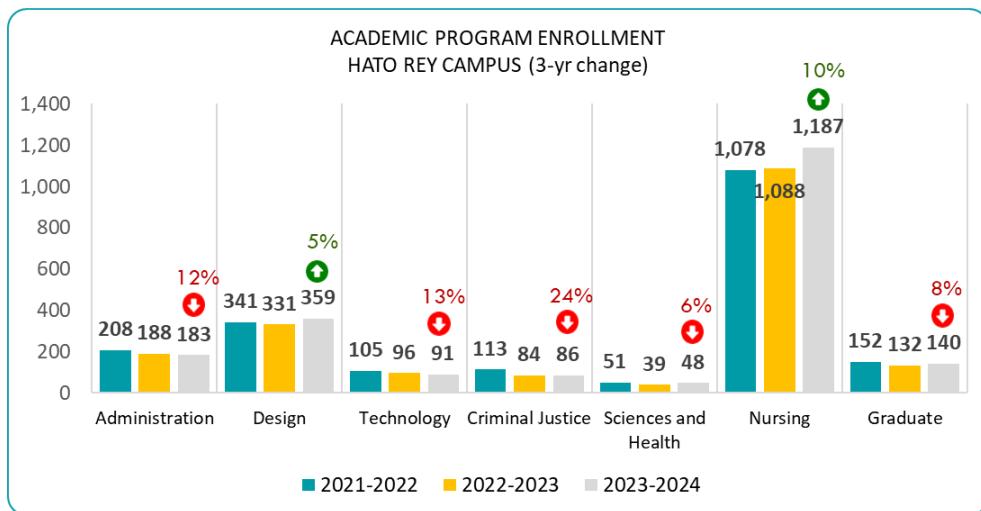
**Total undergraduate enrollment for the 2023-2024 academic year increased by 5% for the fall semester (+56 students), 14% for the spring semester (+150 students), and 10% for the summer semester (+78 students) compared to the previous academic year. This data includes MAGAE, MABE, traditional face-to-face undergraduates, and online students.**



Source: Enrollment Certifications - Registrar's Office, 2024

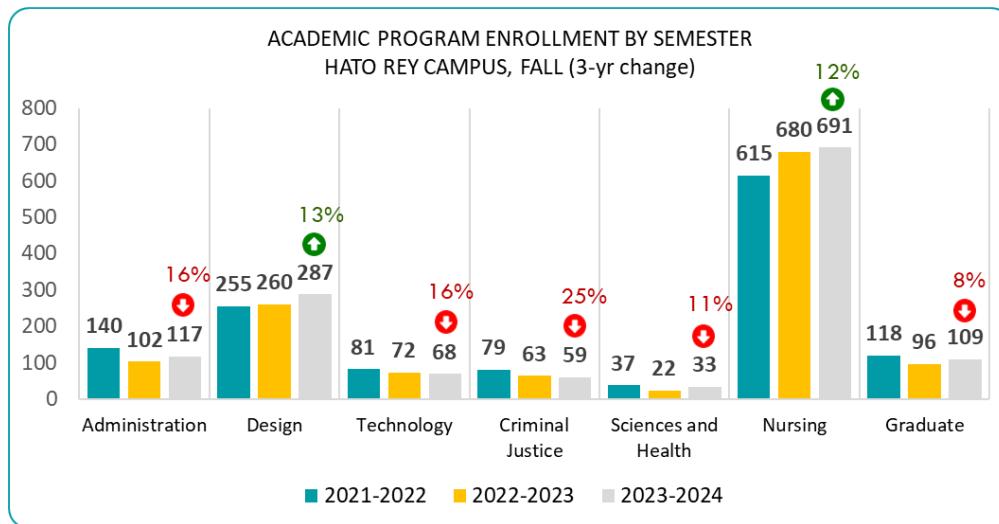
**Traditional undergraduate enrollment for the 2023-2024 academic year increased by 9% for the fall semester (+53 students) and 4% for the spring semester (+20 students) compared to the previous academic year. Enrollment decreased by 6% for the summer semester (-16 students). This data includes only traditional face-to-face undergraduates and online undergraduate students.**

## ENROLLMENT IN ACADEMIC PROGRAMS BY SEMESTER



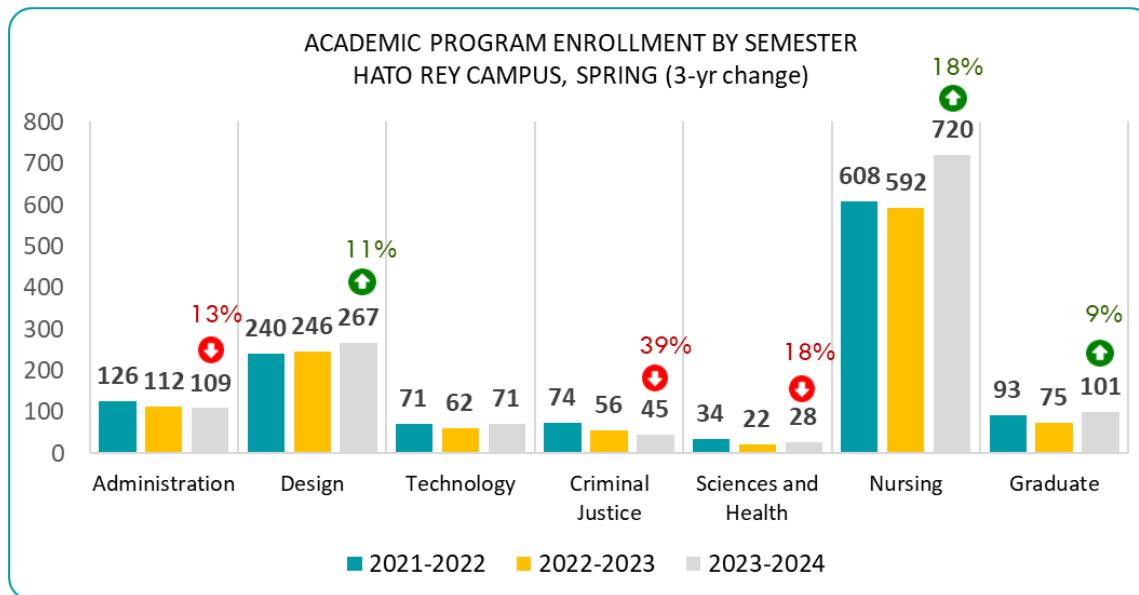
Source: AIR, 2024.

Over the past three years, **total academic program enrollment** has increased by 10% for Nursing programs (+109 students) and 5% for Design programs (+18 students). Nursing program enrollment has increased for three consecutive years. Over the same period, fall semester enrollment has decreased by 12% for Administration programs (-25 students), 13% for Technology programs (-14 students), 24% for Criminal Justice programs (-27 students), 6% for Sciences and Health programs (-three students), and 8% for Graduate programs (-12 students). Enrollment in the Administration and Technology program has decreased for three consecutive years.



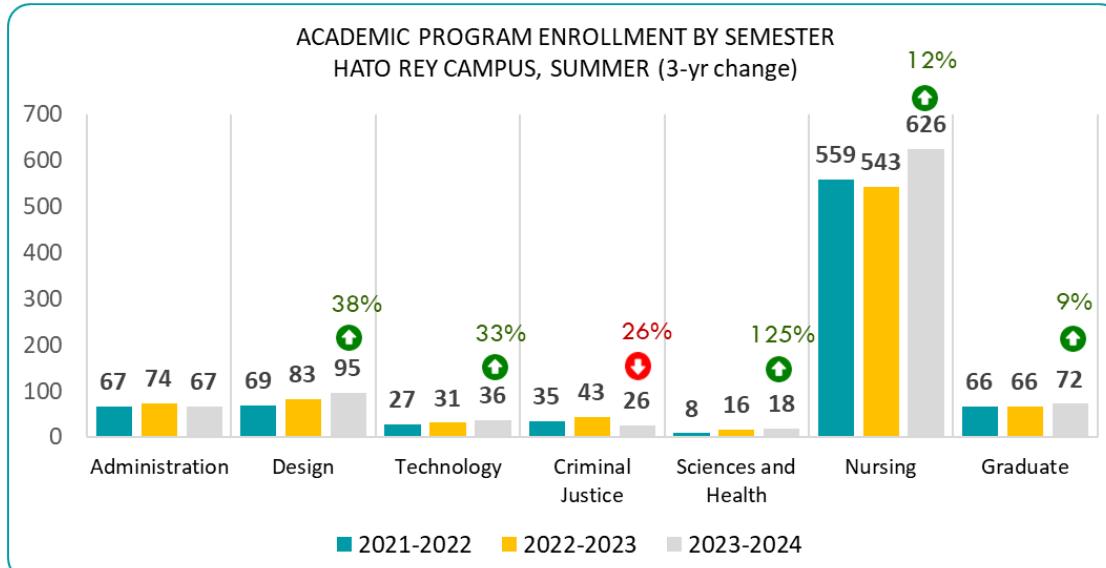
Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **fall semester program enrollment** has increased by 12% for Nursing programs (+76 students) and 13% for Design programs (+32 students). Fall semester enrollment for Nursing and Design programs has increased for three consecutive years. Over the same period, fall semester enrollment has decreased by 16% for Administration programs (-23 students), 16% for Technology programs (-13 students), 25% for Criminal Justice programs (-20 students), 11% for Sciences and Health programs (-four students), and 8% for Graduate programs (-nine students). Fall semester enrollment for Technology and Criminal Justice programs has decreased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **spring semester program enrollment** has increased by 18% for Nursing programs (+112 students), 11% for Design programs (+27 students), and 9% for Graduate programs (+eight students). Spring semester enrollment for Design programs has increased for three consecutive years. Over the same period, spring semester enrollment has decreased by 13% for Administration programs (-17 students), 39% for Criminal Justice programs (-29 students), and 18% for Sciences and Health programs (-six students). Spring semester enrollment for Administration and Criminal Justice programs has decreased for three consecutive years.

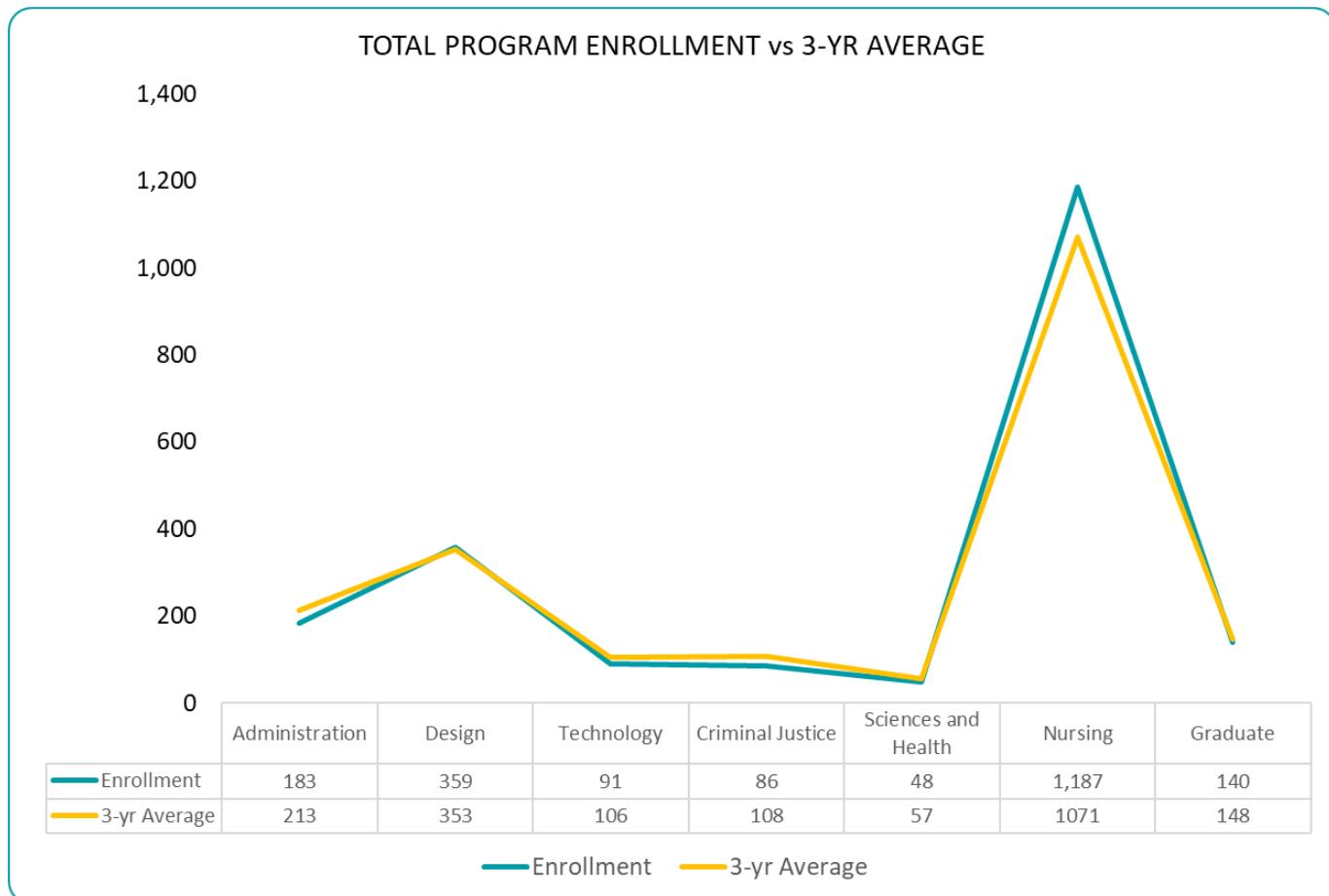


Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **summer semester program enrollment** has increased by 12% for Nursing programs (+67 students), 38% for Design programs (+26 students), 33% for Technology programs (+nine students), 125% for Sciences and Health programs (+10 students), and 9% for Graduate programs (+six students). Over the same period, summer semester enrollment has decreased by 26% for Criminal Justice programs (-nine students). Summer semester enrollment for Design, Technology, and Sciences and Health programs has increased for three consecutive years. Enrollment for Administration programs has remained the same.

## ENROLLMENT IN ACADEMIC PROGRAMS AND 3-YR AVERAGE ENROLLMENT

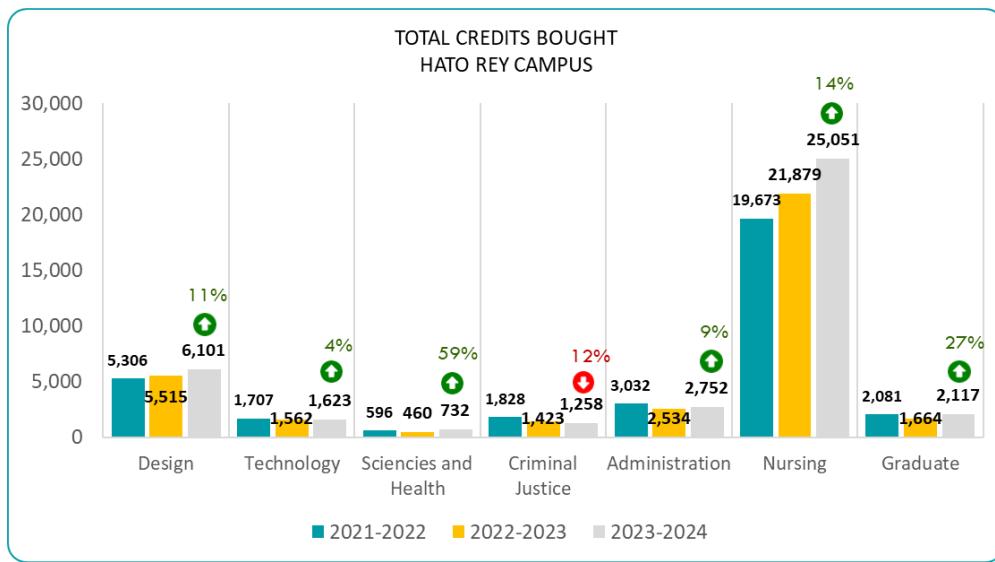
Comparing current enrollment to the previous 3-year enrollment can help establish current trends. If current enrollment is above or below the previous 3-year average, it can indicate a positive or negative growth trend.



Source: Enrollment Certifications - Registrar's Office, 2024

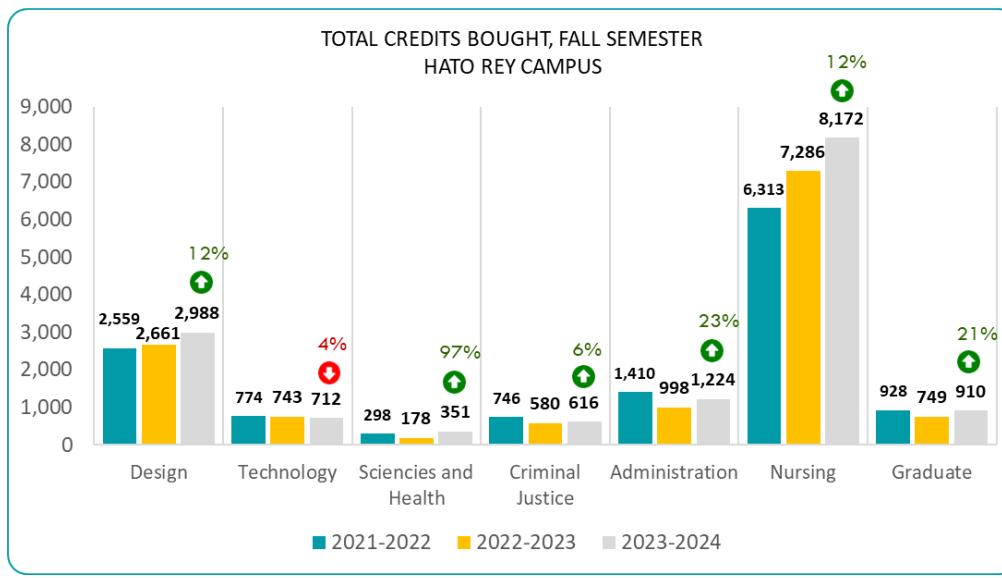
During the 2023-2024 academic year, total enrollment for Administration, Technology, Criminal Justice, Graduate, and Sciences and Health programs was below their previous 3-year average enrollment. Only the Design and Nursing program's overall enrollment surpassed their previous 3-year averages.

## CREDITS BOUGHT



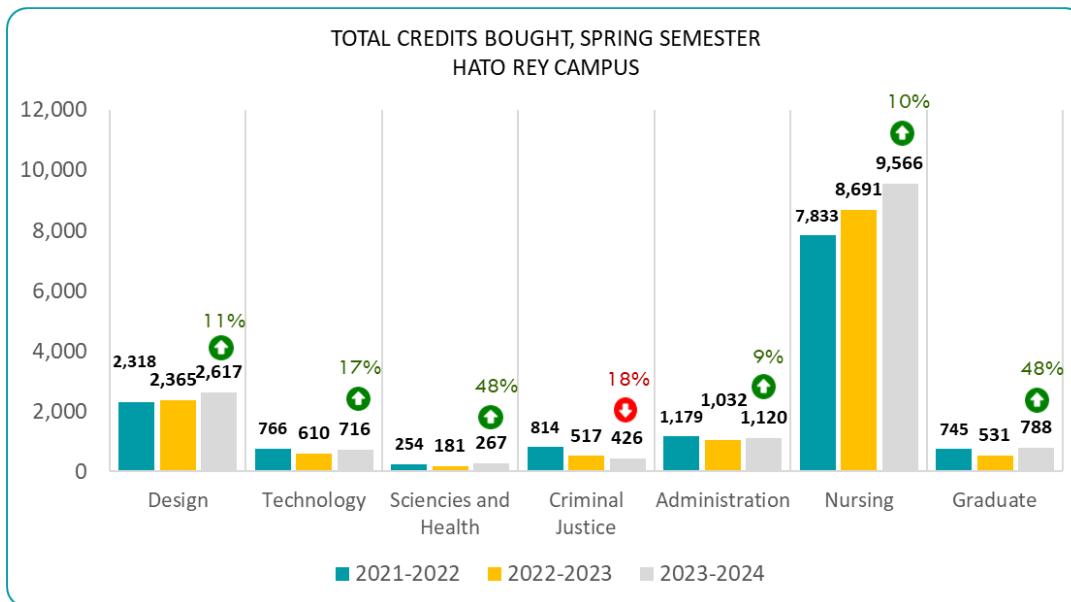
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought** (the sum of fall, spring, and summer semesters) increased by 11% for Design programs (+586 credits), 4% for Technology programs (+61 credits), 59% for Sciences and Health programs (+272 credits), 9% for Administration programs (+218 credits), 14% for Nursing programs (+3,172 credits), and 27% for Graduate programs (+453 credits) compared to the previous academic year. It decreased by 12% for Criminal Justice programs (-165 credits).



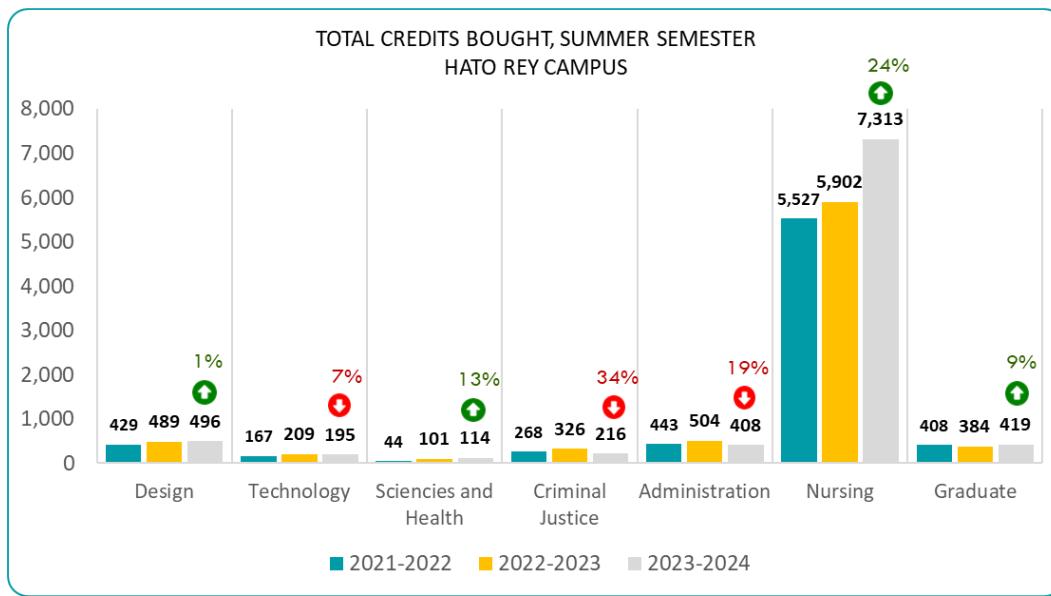
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the fall semester** increased by 12% for Design programs (+327 credits), 97% for Sciences and Health programs (+173 credits), 6% for Criminal Justice programs (+36 credits), 23% for Administration programs (+226 credits), 12% for Nursing programs (+886 credits), and 21% for Graduate programs (+161 credits) compared to the previous academic year. It decreased by 4% for Technology programs (-31 credits).



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the spring semester** increased by 11% for Design programs (+252 credits), 17% for Technology programs (+106 credits), 48% for Sciences and Health programs (+86 credits), 9% for Administration programs (+88 credits), 10% for Nursing programs (+875 credits), and 48% for Graduate programs (+257 credits) compared to the previous academic year. It decreased by 18% for Criminal Justice programs (-91 credits).



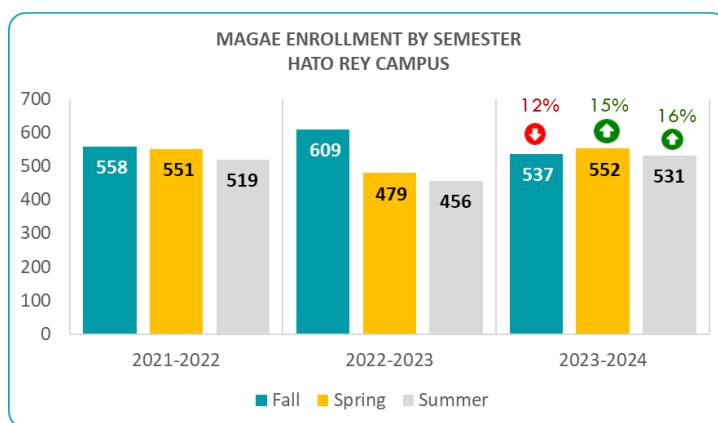
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the summer semester** increased by 1% for Design programs (+seven credits), 13% for Sciences and Health programs (+13 credits), 24% for Nursing programs (+1,411 credits), and 9% for Graduate programs (+35 credits) compared to the previous academic year. It decreased by 7% for Technology programs (-14 credits), 34% for Criminal Justice programs (-110 credits), and 19% for Administration programs (-96 credits).

## ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)

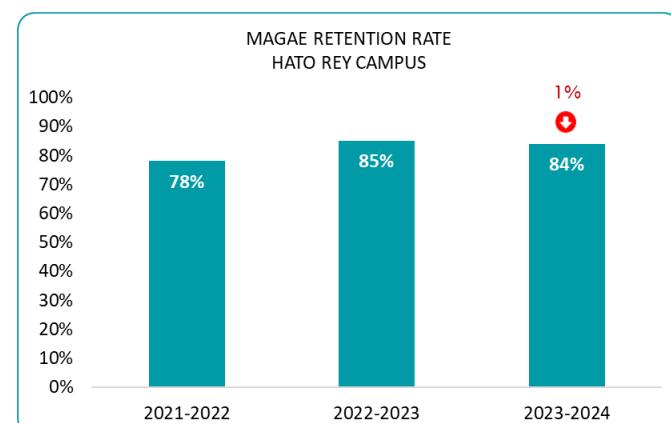
The Associate's Degree in Nursing Adult Modality program (MAGAE by its Spanish acronym) is an adaptation of the Associate's Degree in Nursing approved by the former Puerto Rico Council for Education and the current Postsecondary Institutions Board. The program was adapted to accommodate the fast-track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

The MAGAE modality requires students to complete courses through both distance education and classroom settings. Online courses are accessed through EDP's virtual campus (<https://studentlive.edpuniversity.edu/cmcportal/>) and (<https://edpvirtual.instructure.com/login/canvas>), both of which are available on the institutional webpage. Face-to-face courses and clinical practices require students to travel to Puerto Rico for two consecutive periods. Students travel during established periods during the fall, spring, and summer semesters, depending on their plan of study. During this period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.



Source: Enrollment Certifications - Registrar's Office, 2024

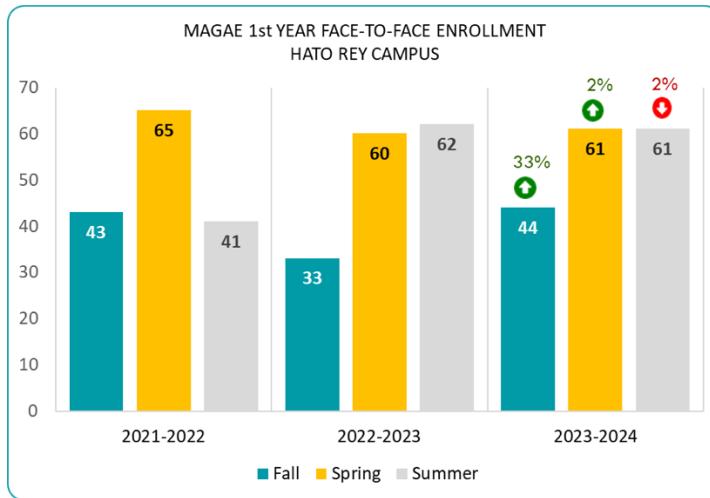
**MAGAE undergraduate enrollment** for the 2023-2024 academic year decreased by 12% for the fall semester (-72 students). Enrollment increased by 15% for the spring semester (+73 students) and 16% for the summer semester (+75 students). Fall and spring semester enrollment has decreased for three consecutive years.



Source: AIR, 2024

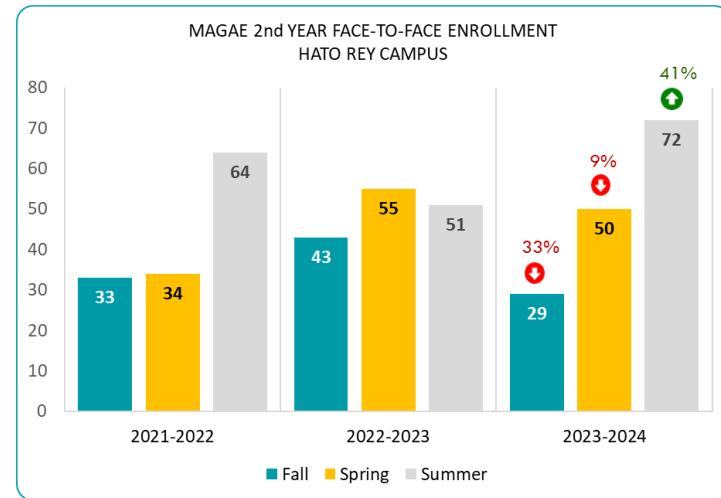
(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

During the 2023-2024 academic year, the **MAGAE retention rate was 84%**, a 1% decrease from the previous academic year.



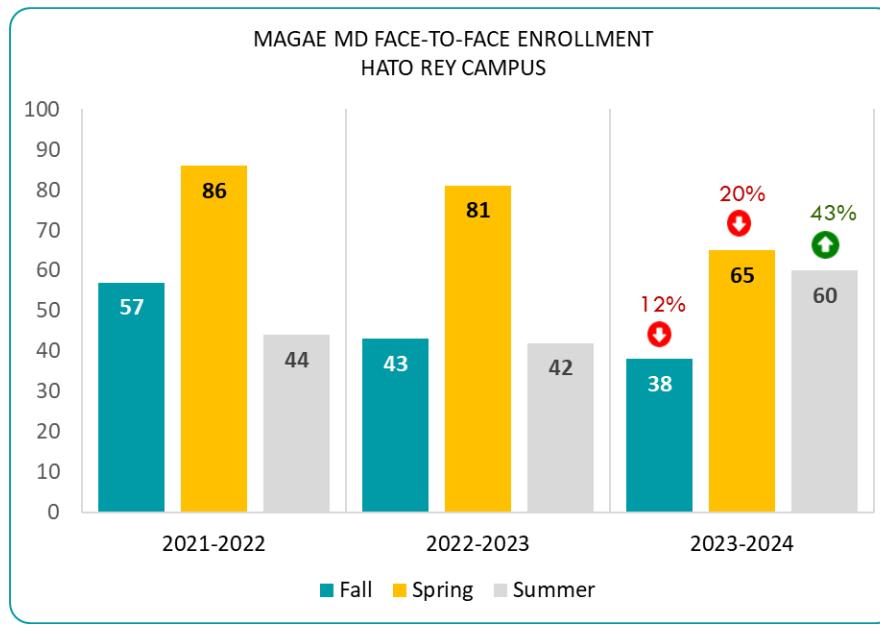
Source: Enrollment Certifications - Registrar's Office, 2024

**MAGAE 1<sup>st</sup> year face-to-face enrollment** increased by 33% for the fall semester (+11 students) and 2% for the spring semester (+one student). It decreased by 2% (-one student) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2024

**MAGAE 2<sup>nd</sup> year face-to-face enrollment** decreased by 33% for the fall semester (-14 students) and 9% for the spring semester (-five students) compared to the previous academic year. It increased by 41% (+21 students) for the summer semester compared to the previous academic year.

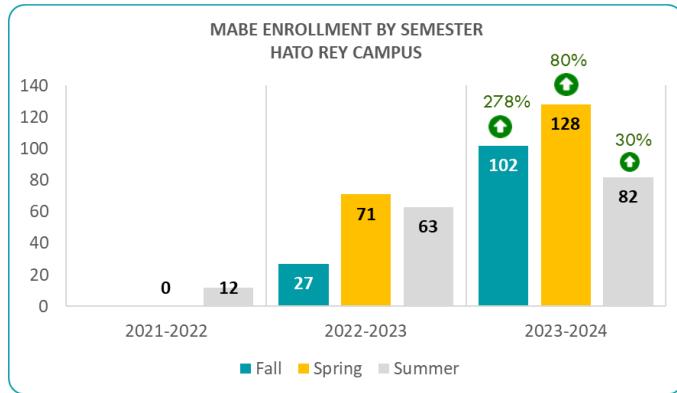


Source: Enrollment Certifications - Registrar's Office, 2024

**MAGAE MD face-to-face enrollment** decreased by 12% for the fall semester (-five students) and 20% for the spring semester (-16 students). It increased by 43% (+18 students) for the summer semester compared to the previous academic year. **Face-to-face enrollment** has decreased for three consecutive years during the fall and spring semesters.

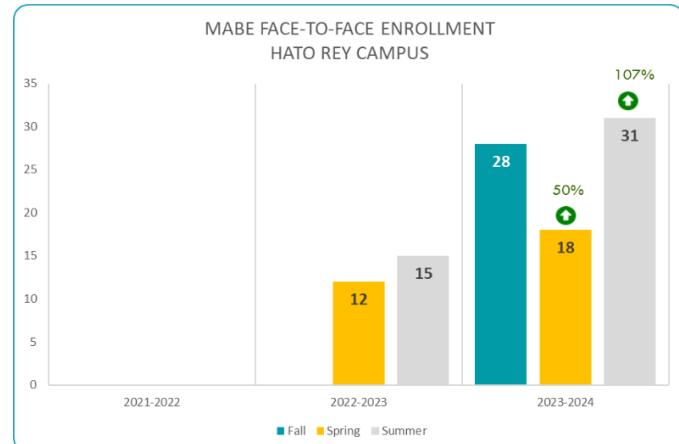
## BACHELOR'S DEGREE IN SCIENCE OF NURSING ADULT MODALITY (MABE)

The Bachelor's Degree in Science of Nursing Adult modality program (MABE by its Spanish acronym) is an outgrowth of MAGAE (see pg. 140). The students take their coursework online and face-to-face.



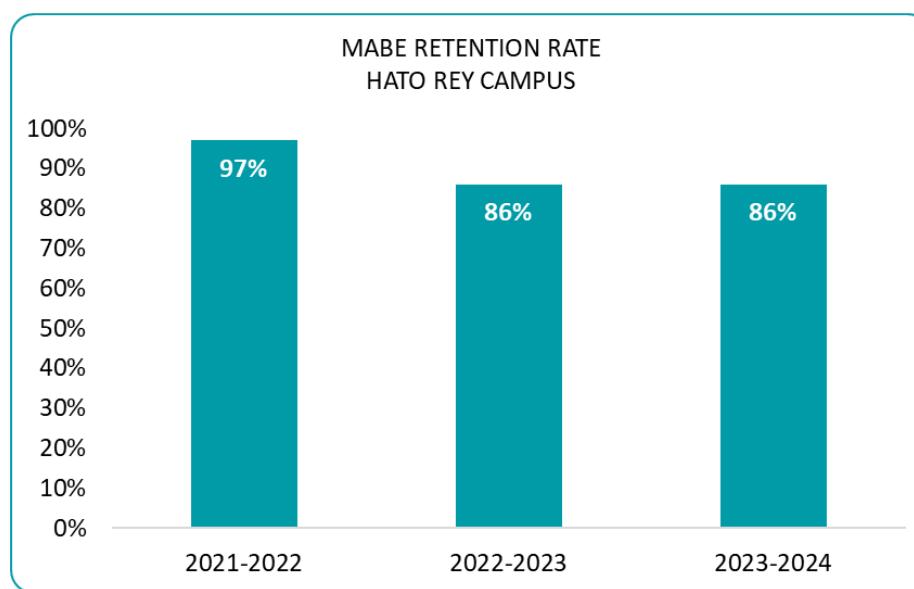
Source: Enrollment Certifications - Registrar's Office, 2024

**MABE undergraduate enrollment** for the 2023-2024 academic year increased by 278% for the fall semester (+75 students), by 80% for the spring semester (+57 students), and by 30% for the summer semester (+19 students).



Source: Enrollment Certifications - Registrar's Office, 2024

**MABE face-to-face enrollment** increased by 50% for the spring semester (+six students) and 107% for the spring semester (+16 students).



Source: AIR, 2024

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

During the 2023-2024 academic year, the **MABE retention rate** was 86%, the same as the previous academic year.

## ENROLLMENT AND NON-COHORT RETENTION RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>	<b>1,292/ 1,998</b>	<b>63%</b>	<b>1,485/ 1,898</b>	<b>78%</b>	<b>1,466/ 2,004</b>	<b>73%</b>
<b>SCHOOL OF ADMINISTRATION</b>	<b>106/208</b>	<b>51%</b>	<b>119/188</b>	<b>63%</b>	<b>101/183</b>	<b>55%</b>
<b>ASSOCIATE DEGREE</b>	<b>46/110</b>	<b>42%</b>	<b>66/106</b>	<b>62%</b>	<b>49/97</b>	<b>51%</b>
Business Administration	11/27	41%	8/18	44%	10/15	67%
Business Administration/Online	28/64	44%	41/64	64%	31/62	50%
Office Administration	1/6	17%	1/1	100%		
Health Billing and Codifications Services	6/13	46%	16/23	70%	8/20	40%
<b>BACHELOR'S DEGREE</b>	<b>60/98</b>	<b>61%</b>	<b>53/82</b>	<b>65%</b>	<b>52/86</b>	<b>60%</b>
Business Administration Major in Accounting	16/20	80%	11/15	73%	12/20	60%
Business Administration Major in Management	15/23	65%	7/15	47%	10/13	77%
Business Administration Major in Management/Online	26/52	50%	33/46	72%	30/52	58%
Political Sciences and International Relations	2/2	100%	2/5	40%	0/1	0%
Technological Office Administration	1/1	100%	0/1	0%		
<b>SCHOOL OF DESIGN</b>	<b>169/341</b>	<b>50%</b>	<b>246/331</b>	<b>74%</b>	<b>234/359</b>	<b>65%</b>
<b>ASSOCIATE DEGREE</b>	<b>79/180</b>	<b>44%</b>	<b>124/174</b>	<b>71%</b>	<b>113/193</b>	<b>59%</b>
Interior Design and Decoration	36/88	41%	66/95	69%	59/101	58%
Digital Design	11/18	61%	12/18	67%	10/16	63%
Digital Fashion Design	32/74	43%	46/61	75%	44/76	58%
<b>BACHELOR'S DEGREE</b>	<b>90/161</b>	<b>56%</b>	<b>122/157</b>	<b>78%</b>	<b>121/166</b>	<b>73%</b>
Arts Major Digital Fashion Design	66/103	64%	81/105	77%	84/112	75%
Arts Major in Interior Design and Decoration	11/35	31%	27/36	75%	19/34	56%
Arts in Digital Design Major in Multimedia	13/23	57%	14/16	88%	18/20	90%
<b>SCHOOL OF TECHNOLOGY</b>	<b>49/105</b>	<b>47%</b>	<b>62/96</b>	<b>65%</b>	<b>56/91</b>	<b>62%</b>
<b>ASSOCIATE DEGREE</b>	<b>11/28</b>	<b>39%</b>	<b>13/21</b>	<b>62%</b>	<b>17/27</b>	<b>63%</b>
Information Technology	3/15	20%	8/9	89%	9/12	75%
Information Technology/Online	8/13	62%	5/12	42%	8/15	53%
<b>BACHELOR'S DEGREE</b>	<b>38/77</b>	<b>49%</b>	<b>49/75</b>	<b>65%</b>	<b>39/64</b>	<b>61%</b>
Information Technology Science Major in Programming	10/19	53%	15/22	68%	13/19	68%
Information Technology Science Major in Programming/Online	11/22	50%	11/17	65%	11/15	73%
Information Technology Science Major in Networks	13/21	62%	11/18	61%	9/15	60%
Information Technology Science Major in Networks/Online	4/15	27%	12/18	67%	6/15	40%

Academic Programs	2021-2022		2022-2023		2023-2024	
	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate
<b>SCHOOL OF CRIMINAL JUSTICE</b>	<b>42/113</b>	<b>37%</b>	<b>53/84</b>	<b>63%</b>	<b>38/86</b>	<b>44%</b>
<b>ASSOCIATE DEGREE</b>	<b>20/71</b>	<b>28%</b>	<b>27/53</b>	<b>51%</b>	<b>22/49</b>	<b>45%</b>
Criminal Justice	2/20	10%	2/7	29%	2/9	22%
Criminal Justice-Online	6/16	38%	17/26	65%	13/27	48%
Executive Protection and Security	12/35	34%	8/20	40%	7/13	54%
<b>BACHELOR'S DEGREE</b>	<b>22/42</b>	<b>52%</b>	<b>26/31</b>	<b>84%</b>	<b>16/37</b>	<b>43%</b>
Science major in Forensic Sciences	22/42	52%	26/31	84%	16/37	43%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	<b>19/51</b>	<b>37%</b>	<b>24/39</b>	<b>62%</b>	<b>21/48</b>	<b>44%</b>
<b>ASSOCIATE DEGREE</b>	<b>11/34</b>	<b>32%</b>	<b>11/23</b>	<b>48%</b>	<b>7/20</b>	<b>35%</b>
Medical Emergencies Technology			1/2	50%	0/1	0%
Health and Physical Aptitude for Special Populations	2/3	67%	1/1	100%	3/4	75%
Pharmacy Technician	7/25	28%	6/15	40%	3/8	38%
Biotechnology	2/6	33%	3/5	60%	1/7	14%
<b>BACHELOR'S DEGREE</b>	<b>8/17</b>	<b>47%</b>	<b>13/16</b>	<b>81%</b>	<b>14/28</b>	<b>50%</b>
Health Sciences in Speech and Language Therapy			3/3	100%	5/14	36%
Natural Sciences	8/17	47%	10/13	77%	9/14	64%
<b>SCHOOL OF NURSING</b>	<b>808/1,078</b>	<b>75%</b>	<b>912/1,088</b>	<b>84%</b>	<b>969/1,187</b>	<b>82%</b>
<b>ASSOCIATE DEGREE</b>	<b>759/1,005</b>	<b>76%</b>	<b>824/978</b>	<b>84%</b>	<b>825/1,004</b>	<b>82%</b>
Nursing	759/1,005	76%	824/978	84%	825/1,004	82%
<b>BACHELOR'S DEGREE</b>	<b>49/73</b>	<b>67%</b>	<b>88/110</b>	<b>80%</b>	<b>144/183</b>	<b>79%</b>
Science of Nursing	49/73	67%	88/110	80%	144/183	79%
Sciences of Nursing/Online						
<b>Non-Degree Seeking</b>	<b>99/102</b>	<b>97%</b>	<b>69/72</b>	<b>96%</b>	<b>47/50</b>	<b>94%</b>
<b>GRADUATE PROGRAMS</b>	<b>107/152</b>	<b>70%</b>	<b>106/132</b>	<b>80%</b>	<b>110/140</b>	<b>79%</b>
<b>GRADUATE SCHOOL</b>	<b>107/152</b>	<b>70%</b>	<b>106/132</b>	<b>80%</b>	<b>110/140</b>	<b>79%</b>
<b>MASTER'S DEGREE</b>	<b>102/144</b>	<b>71%</b>	<b>98/122</b>	<b>80%</b>	<b>105/135</b>	<b>78%</b>
Information Systems Major in Information Security and Digital Fraud Investigation	12/28	43%	17/26	65%	18/22	82%
Information Systems Major in Information Security and Digital Fraud Investigation/Online*	27/38	71%	22/30	73%	17/28	61%
Information Systems	1/7	14%	1/2	50%	1/2	50%
Business Administration major in Strategic Management	23/30	77%	16/18	89%	9/12	75%
Naturopathic Sciences	39/41	95%	36/39	92%	44/50	88%
Public Affairs and Government Innovation			6/7	86%	16/21	76%
Family Nurse Practitioner						
<b>PROFESSIONAL CERTIFICATE</b>	<b>5/8</b>	<b>63%</b>	<b>8/10</b>	<b>80%</b>	<b>5/5</b>	<b>100%</b>
Information Systems Auditing	N/A	N/A	N/A	N/A		
Project Management	3/4	75%	6/7	86%	4/4	100%

Academic Programs	2021-2022		2022-2023		2023-2024	
	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate
Relational Data Base Administration	0/1	0%	1/2	50%		
Information Security and Digital Fraud Investigation	2/3	67%	1/1	100%	1/1	100%
<b>TOTAL CAMPUS ENROLLMENT AND NON-COHORT RETENTION RATE (UNDUPLICATED)</b>	<b>1,399/ 2,150</b>	<b>65%</b>	<b>1,591/ 2,030</b>	<b>78%</b>	<b>1,576/ 2,144</b>	<b>74%</b>

Source: AIR, 2024 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment.

## ENROLLMENT ANALYSIS

Compared to the previous academic year, **enrollment** increased for the following academic programs:

Academic Degree	Student enrollment change	Three consecutive years of enrollment increase
<b>Associate Degree</b>		
Interior Design and Decoration	+6 students	Yes
Digital Fashion Design	+15 students	
Information Technology	+3 students	
Information Technology Online	+3 students	
Criminal Justice	+2 students	
Criminal Justice online	+1 student	Yes
Health and Physical Aptitude for Special Populations	+3 students	
Biotechnology	+2 students	
Nursing	+26 students	
<b>Bachelor's Degree</b>		
Business Administration, major in Accounting	+5 students	
Business Administration, major in Management Online	+6 students	
Digital Fashion Design	+7 students	Yes
Digital Design, major in Multimedia	+4 students	
Science major in Forensic Sciences	+6 students	
Health Sciences in Speech and Language Therapy	+11 students	
Natural Sciences	+1 students	
Science of Nursing	+73 students	Yes
<b>Master's Degree</b>		
Naturopathic Sciences	+11 students	
Public Affairs and Government Innovation	+14 students	

**Enrollment** decreased for the following academic programs:



Academic Degree	Student enrollment change	Three consecutive years of enrollment decrease
<b>Associate Degree</b>		
Business Administration	-3 students	Yes
Business Administration Online	-2 students	
Health Billing and Codification Services	-3 students	
Digital Design	-2 students	
Executive Protection and Security	-7 students	Yes
Medical Emergencies Technology	-1 student	
Pharmacy Technician	-7 students	Yes
<b>Bachelor's Degree</b>		
Business Administration, major in Management	-2 students	Yes
Political Sciences and International Affairs	-4 students	
Interior Design and Decoration	-2 students	
Information Technology Science major in Programming	-3 students	
Information Technology Science major in Programming Online	-2 students	Yes
Information Technology Science major in Networks	-3 students	Yes
Information Technology Science major in Networks Online	-3 students	
<b>Master's Degree</b>		
Information Systems, major in Information Security and Digital Fraud Investigations	-4 students	Yes
Information Systems, major in Information Security and Digital Fraud Investigations Online	-2 students	Yes
Business Administration, major in Strategic Management	-6 students	Yes

## NON-COHORT RETENTION ANALYSIS

Most academic programs at the Hato Rey Campus have non-cohort retention rates below 75%, indicating that the academic schools and the campus need to make stronger efforts in student support and retention. Programs with **non-cohort retention rates** above 75% include:

- Associate Degrees in Information Technology, Health and Physical Aptitude for Special Populations, and Nursing (in large part due to out-of-state hybrid students).
- Bachelor's Degrees in Business Administration major in Management, Digital Fashion Design, Digital Design major in Multimedia, and Science of Nursing (in large part due to out-of-state hybrid students).
- Master's Degrees in Information Systems major in Information Security and Digital Fraud Investigation, Business Administration major in Strategic Management, Naturopathic Sciences, and Public Affairs and Government Innovation.

Compared to the previous academic year, **non-cohort retention rates** increased for the following academic programs:

Academic Degree	Retention Rate change	Three consecutive years of non-cohort retention rates increase
<b>Associate Degree</b>		
Business Administration	+23%	Yes
Information Technology Online	+11%	
Executive Protection and Security	+14%	Yes
<b>Bachelor's Degree</b>		
Business Administration, major in Management	+30%	
Digital Design major in Multimedia	+2%	
Information Technology Science major in Programming Online	+8%	Yes
<b>Master's Degree</b>		
Information Systems major in Information Security and Digital Fraud Investigations	+17%	Yes

Compared to the previous academic year, **non-cohort retention rates** decreased for the following academic programs:

Academic Degree	Retention Rate change	Three consecutive years of non-cohort retention rates decrease
<b>Associate Degree</b>		
Business Administration Online	-14%	Yes
Health Billing and Codification Services	-30%	
Interior Design and Decoration	-11%	
Digital Design	-4%	
Digital Fashion Design	-17%	
Information Technology	-14%	
Criminal Justice	-7%	
Criminal Justice Online	-17%	
Medical Emergencies Technology	-50%	
Health and Physical Aptitude for Special Populations	-25%	
Pharmacy Technician	-2%	
Biotechnology	-46%	
Nursing	-2%	
<b>Bachelor's Degree</b>		
Business Administration, major in Accounting	-13%	
Business Administration, major in Management Online	-14%	

Political Science and International Relations	<b>-40%</b>	Yes
Digital Fashion Design	<b>-2%</b>	
Interior Design and Decoration	<b>-19%</b>	
Information Technology Science major in Networks	<b>-1%</b>	
Information Technology Science major in Networks Online	<b>-27%</b>	
Science major in Forensic Sciences	<b>-41%</b>	
Health Sciences in Speech and Language Therapy	<b>-64%</b>	
Natural Sciences	<b>-13%</b>	
Sciences of Nursing	<b>-1%</b>	
<b>Master's Degree</b>		
Information Systems major in Information Security and Digital Fraud Investigation Online	<b>-12%</b>	
Business Administration major in Strategic Management	<b>-14%</b>	
Naturopathic Sciences	<b>-4%</b>	Yes
Public Affairs and Government Innovation	<b>-10%</b>	

#### ENROLLMENT AND NON-COHORT RETENTION RATES BY MODALITIES

Enrollment and Non-Cohort Retention by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face</b>	55% (517/945)	73% (586/805)	64% (523/813)
<b>Traditional ADN</b>	35% (18/52)	60% (25/42)	44% (15/34)
<b>Traditional BSN</b>	43% (17/40)	68% (23/34)	47% (17/36)
<b>Out-of-State Hybrid</b>	78% (773/986)	85% (864/1,012)	84% (937/1,117)
<b>MAGAE</b>	78% (741/953)	85% (799/936)	84% (810/970)
<b>MABE</b>	97% (32/33)	86% (65/76)	86% (127/147)
<b>Online</b>	50% (109/219)	66% (141/213)	54% (116/214)

Source: AIR, 2024 (Annual Institutional Report).

Compared to the previous academic year, **traditional face-to-face enrollment** increased by 1% (+eight students), **Out-of-State Hybrid enrollment** increased by 10% (+105 students), and **Online enrollment** increased by 0.5% (+one student). Over the same period, **traditional ADN enrollment** decreased by 19% (-eight students), **traditional BSN enrollment** increased by 6% (+two students), MAGAE modality enrollment increased by 4% (+34 students), and MABE modality enrollment increased by 93% (+71 students).

Over the last three years, **traditional face-to-face enrollment** has decreased by 14% (-132 students), **Out-of-State Hybrid enrollment** has increased by 13% (+131 students), and **Online enrollment** has decreased by 2% (-

five students). Over the same period, **traditional ADN** enrollment decreased by 35% (-18 students), **traditional BSN** enrollment decreased by 10% (-four students), **MAGAE modality** enrollment increased by 2% (+17 students), and **MABE modality** enrollment increased by 345% (+114 students).

Compared to the previous academic year, **non-cohort retention rates** decreased by 9% in the traditional face-to-face modality, 1% in the Out-of-State Hybrid modality, and 12% in the Online modality. Over the same period, non-cohort retention rates decreased by 16% for **traditional ADN**, decreased 21% for **traditional BSN**, decreased by 1% for the **MAGAE modality**, and remained unchanged for the **MABE modality**.

Over the last three years, **traditional face-to-face** non-cohort retention rates have increased by 9%, **Out-of-State hybrid** by 6%, and **Online** by 4%. Over the same period, non-cohort retention rates increased by 9% for **traditional ADN**, increased 4% for **traditional BSN**, increased by 6% for the **MAGAE modality**, and decreased by 11% for the **MABE modality**.

#### ENROLLMENT AND NON-COHORT RETENTION RATES BY ACADEMIC SCHOOLS

Non-Cohort Retention Rates by Academic Schools	2021-2022	2022-2023	2023-2024
<b>Administration</b>	<b>51%</b>	<b>63%</b>	<b>55%</b>
<b>Criminal Justice</b>	<b>37%</b>	<b>63%</b>	<b>44%</b>
<b>Design</b>	<b>50%</b>	<b>74%</b>	<b>65%</b>
<b>Nursing</b>	<b>75%</b>	<b>84%</b>	<b>82%</b>
<b>Sciences and Health</b>	<b>37%</b>	<b>62%</b>	<b>44%</b>
<b>Technology</b>	<b>47%</b>	<b>65%</b>	<b>62%</b>
<b>Graduate</b>	<b>70%</b>	<b>80%</b>	<b>79%</b>
<b>Undergraduate</b>	<b>63%</b>	<b>78%</b>	<b>73%</b>
<b>Associate Degree</b>	<b>65%</b>	<b>79%</b>	<b>74%</b>
<b>Bachelor's Degree</b>	<b>57%</b>	<b>75%</b>	<b>68%</b>
<b>Total</b>	<b>65%</b>	<b>78%</b>	<b>74%</b>

Source: AIR, 2024 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

**Non-cohort retention rates** decreased across all academic schools during the 2023-2024 academic year: -8% for Administration, -19% for Criminal Justice, -9% for Design, -2% for Nursing, -18% for Sciences and Health, and -3% for Technology. Undergraduate non-cohort retention rates decreased by 5%, while Graduate non-cohort retention rates decreased by 1%. Of the undergraduate students, non-cohort retention rates for the Associate Degree decreased by 5%, while the non-cohort retention rate for the Bachelor's Degree decreased by 7%. Non-cohort retention rates were below 75% for the Administration, Criminal Justice, Design, Sciences and Health, and Technology Schools, meaning stronger efforts need to be implemented. The **overall Hato Rey Campus non-cohort retention rate** decreased from 78% to 74%.

## NON-COHORT COMPLETE AND GRADUATE RATES

Academic Programs	2021-2022		2022-2023		2023-2024	
	Complete+ Graduate / Enrollment	Rate	Complete+ Graduate / Enrollment	Rate	Complete+ Graduate / Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>	<b>395/1,896</b>	<b>21%</b>	<b>379/1,826</b>	<b>21%</b>	<b>405/1,954</b>	<b>21%</b>
<b>SCHOOL OF ADMINISTRATION</b>	<b>33/208</b>	<b>16%</b>	<b>19/188</b>	<b>10%</b>	<b>31/183</b>	<b>17%</b>
<b>ASSOCIATE DEGREE</b>	<b>9/110</b>	<b>8%</b>	<b>10/106</b>	<b>9%</b>	<b>13/97</b>	<b>13%</b>
Business Administration	2/27	7%	2/18	11%	2/15	13%
Business Administration/Online	5/64	8%	5/64	8%	10/62	16%
Office Administration	1/6	17%	0/1	0%		
Health Billing and Codifications Services	1/13	8%	3/23	13%	1/20	5%
<b>BACHELOR'S DEGREE</b>	<b>24/98</b>	<b>24%</b>	<b>9/82</b>	<b>11%</b>	<b>18/86</b>	<b>21%</b>
Business Administration Major in Accounting	6/20	30%	3/15	20%	4/20	20%
Business Administration Major in Management	9/23	39%	0/15	0%	2/13	15%
Business Administration Major in Management/Online	9/52	17%	6/46	13%	12/52	23%
Political Sciences and International Relations	0/2	0%	0/5	0%	0/1	0%
Technological Office Administration	0/1	0%	0/1	0%		
<b>SCHOOL OF DESIGN</b>	<b>25/341</b>	<b>7%</b>	<b>29/331</b>	<b>9%</b>	<b>17/359</b>	<b>5%</b>
<b>ASSOCIATE DEGREE</b>	<b>13/180</b>	<b>7%</b>	<b>15/174</b>	<b>9%</b>	<b>12/193</b>	<b>6%</b>
Interior Design and Decoration	7/88	8%	9/95	9%	8/101	8%
Digital Design	1/18	6%	3/18	17%	3/16	19%
Digital Fashion Design	5/74	7%	3/61	5%	1/76	1%
<b>BACHELOR'S DEGREE</b>	<b>12/161</b>	<b>7%</b>	<b>14/157</b>	<b>9%</b>	<b>5/166</b>	<b>3%</b>
Arts Major Digital Fashion Design	8/103	8%	6/105	6%	2/112	2%
Arts Major in Interior Design and Decoration	1/35	3%	5/36	14%	2/34	6%
Arts in Digital Design Major in Multimedia	3/23	13%	3/16	19%	1/20	5%
<b>SCHOOL OF TECHNOLOGY</b>	<b>9/105</b>	<b>9%</b>	<b>10/96</b>	<b>10%</b>	<b>9/91</b>	<b>10%</b>
<b>ASSOCIATE DEGREE</b>	<b>4/28</b>	<b>14%</b>	<b>2/21</b>	<b>10%</b>	<b>0/27</b>	<b>0%</b>
Information Technology	1/15	7%	1/9	11%	0/12	0%
Information Technology/Online	3/13	23%	1/12	8%	0/15	0%
<b>BACHELOR'S DEGREE</b>	<b>5/77</b>	<b>6%</b>	<b>8/75</b>	<b>11%</b>	<b>9/64</b>	<b>14%</b>
Information Technology Science Major in Programming	2/19	11%	2/22	9%	3/19	16%
Information Technology Science Major in Programming/Online	0/22	0%	3/17	18%	2/15	13%
Information Technology Science Major in Networks	3/21	14%	1/18	6%	2/15	13%
Information Technology Science Major in Networks/Online	0/15	0%	2/18	11%	2/15	13%

Academic Programs	2021-2022		2022-2023		2023-2024	
	Complete+ Graduate / Enrollment	Rate	Complete+ Graduate / Enrollment	Rate	Complete+ Graduate / Enrollment	Rate
<b>SCHOOL OF CRIMINAL JUSTICE</b>	<b>7/113</b>	<b>6%</b>	<b>5/84</b>	<b>6%</b>	<b>8/86</b>	<b>9%</b>
<b>ASSOCIATE DEGREE</b>	<b>5/71</b>	<b>7%</b>	<b>4/53</b>	<b>8%</b>	<b>7/49</b>	<b>14%</b>
Criminal Justice	1/20	5%	0/7	0%	0/9	0%
Criminal Justice-Online	0/16	0%	2/26	8%	3/27	11%
Executive Protection and Security	4/35	11%	2/20	10%	4/13	31%
<b>BACHELOR'S DEGREE</b>	<b>2/42</b>	<b>5%</b>	<b>1/31</b>	<b>3%</b>	<b>1/37</b>	<b>3%</b>
Science major in Forensic Sciences	2/42	5%	1/31	3%	1/37	3%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	<b>2/51</b>	<b>4%</b>	<b>3/39</b>	<b>8%</b>	<b>0/48</b>	<b>0%</b>
<b>ASSOCIATE DEGREE</b>	<b>0/35</b>	<b>0%</b>	<b>3/23</b>	<b>13%</b>	<b>0/20</b>	<b>0%</b>
Medical Emergencies Technology	0/1	0%	0/2	0%	0/1	0%
Health and Physical Aptitude for Special Populations	0/3	0%	0/1	0%	0/4	0%
Pharmacy Technician	0/25	0%	3/15	20%	0/8	0%
Biotechnology	0/6	0%	0/5	0%	0/7	0%
<b>BACHELOR'S DEGREE</b>	<b>0/6</b>	<b>0%</b>	<b>0/5</b>	<b>0%</b>	<b>0/28</b>	<b>0%</b>
Health Sciences in Speech and Language Therapy			0/3	0%	0/14	0%
Natural Sciences	2/17	12%	0/13	0%	0/14	0%
<b>SCHOOL OF NURSING</b>	<b>319/1,078</b>	<b>30%</b>	<b>313/1,088</b>	<b>29%</b>	<b>340/1,187</b>	<b>29%</b>
<b>ASSOCIATE DEGREE</b>	<b>297/1,005</b>	<b>30%</b>	<b>296/978</b>	<b>30%</b>	<b>290/1,004</b>	<b>29%</b>
Nursing	297/1,005	30%	296/978	30%	290/1,004	29%
<b>BACHELOR'S DEGREE</b>	<b>22/73</b>	<b>30%</b>	<b>17/110</b>	<b>15%</b>	<b>50/183</b>	<b>27%</b>
Science of Nursing	22/73	30%	17/110	15%	50/183	27%
Non-Degree Seeking	102	N/A	72	N/A	50	N/A
<b>GRADUATE PROGRAMS</b>	<b>40/152</b>	<b>26%</b>	<b>36/132</b>	<b>27%</b>	<b>37/140</b>	<b>26%</b>
<b>GRADUATE SCHOOL</b>	<b>40/152</b>	<b>26%</b>	<b>36/132</b>	<b>27%</b>	<b>37/140</b>	<b>26%</b>
<b>MASTER'S DEGREE</b>	<b>35/144</b>	<b>24%</b>	<b>32/122</b>	<b>26%</b>	<b>32/135</b>	<b>24%</b>
Information Systems Major in Information Security and Digital Fraud Investigation	4/28	14%	5/26	19%	5/22	23%
Information Systems Major in Information Security and Digital Fraud Investigation/Online	11/38	29%	9/30	30%	7/28	25%
Information Systems	1/7	0%	1/2	50%	0/2	0%
Business Administration major in Strategic Management	6/30	27%	5/18	28%	4/12	33%
Naturopathic Sciences	13/41	33%	12/39	31%	10/50	20%
Public Affairs and Government Innovation			0/7	0%	6/21	29%

Academic Programs	2021-2022		2022-2023		2023-2024	
	Complete+ Graduate / Enrollment	Rate	Complete+ Graduate / Enrollment	Rate	Complete+ Graduate / Enrollment	Rate
<b>PROFESSIONAL CERTIFICATE</b>	<b>5/8</b>	<b>63%</b>	<b>4/10</b>	<b>40%</b>	<b>5/5</b>	<b>100 %</b>
Information Systems Auditing						
Project Management	3/4	75%	3/7	43%	4/4	100 %
Information Security and Digital Fraud Investigation	2/3	67%	0/1	0%	1/1	100 %
Relational Database Administration	0/1	0%	1/2	50%		
<b>NON-COHORT RATE (Undergraduate and Graduate)</b>	<b>435/2,048</b>	<b>21%</b>	<b>415/1,958</b>	<b>21%</b>	<b>442/2,094</b>	<b>21%</b>

Source: AIR, 2024 (Annual Institutional Report).

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

## NON-COHORT COMPLETE AND GRADUATE RATE ANALYSIS

Most academic programs at the Hato Rey Campus fall below the 20% rate, indicating that more substantial efforts are needed in student support and retention. Programs with **non-cohort complete and graduate rates** above 20% include:

- Associate Degree in Executive Protection and Security, and Nursing.
- Bachelor's Degree in Business Administration Major in Accounting, Business Administration Major in Management Online, 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, Business Administration major in Strategic Management, Naturopathic Sciences, and Public Affairs and Government Innovation.

**Non-cohort complete and graduate rates** increased for the following academic programs:

Academic Degree	Non-cohort complete and graduate rate change	Three consecutive years of non-cohort complete and graduate rate increase
<b>Associate Degree</b>		
Business Administration	+2%	Yes
Business Administration Online	+8%	
Digital Design	+2%	Yes
Criminal Justice Online	+3%	Yes
Executive Protection and Security	+21%	

<b>Bachelor's Degree</b>		
Business Administration, major in Management	+15%	
Business Administration, major in Management online	+10%	
Information Technology Science major in Programming	+7%	
Information Technology Science major in Networks	+7%	
Information Technology Science major in Networks Online	+2%	Yes
Science of Nursing	+12%	
<b>Master's Degree</b>		
Information Systems major in Information Security and Digital Fraud Investigation	+4%	Yes
Strategic Management	+5%	Yes
Public Affairs and Government Innovation	+29%	

**Non-cohort complete and graduate rates** decreased for the following academic programs:

<b>Academic Degree</b>	<b>Non-cohort complete and graduate rate change</b>	<b>Three consecutive years of non-cohort complete and graduate rate decrease</b>
<b>Associate Degree</b>		
Health Billing and Codification Services	-8%	
Interior Design and Decoration	-1%	
Digital Fashion Design	-4%	Yes
Information Technology	-11%	
Information Technology Online	-8%	Yes
Pharmacy Technician	-20%	
Nursing	-1%	
<b>Bachelor's Degree</b>		
Digital Fashion Design	-4%	Yes
Interior Design and Decoration	-8%	
Digital Design major in Multimedia	-14%	
Information Technology Science major in Programming Online	-5%	
<b>Master's Degree</b>		
Information Systems major in Information Security and Digital Fraud Investigation Online	-5%	
Information Systems	-50%	
Naturopathic Sciences	-11%	Yes

## NON-COHORT COMPLETE AND GRADUATE RATES BY MODALITIES

Non-Cohort Complete and Graduate Rates	2021-2022	2022-2023	2023-2024
<b>Traditional undergraduate (face-to-face)</b>	16% (148/945)	16% (126/805)	10% (76/763)
<b>Traditional ADN</b>	6% (3/52)	2% (1/42)	18% (6/34)
<b>Traditional BSN</b>	5% (2/40)	21% (7/34)	11% (4/36)
<b>Out-of-State Hybrid</b>	32% (314/986)	30% (305/1,012)	30% (330/1,117)
<b>Out-of-State Hybrid MAGAE</b>	31% (294/953)	32% (295/936)	29% (284/970)
<b>Out-of-State Hybrid MABE</b>	61% (20/33)	13% (10/76)	31% (46/147)
<b>Online</b>	13% (28/219)	13% (28/213)	17% (36/214)

Source: AIR, 2024 (Annual Institutional Report).

Compared to the previous academic year, the **traditional face-to-face** non-cohort complete and graduate rate decreased by 6%, **Out-of-State Hybrid** remained the same at 30%, and **Online** increased by 4% (+one student). Over the same period, non-cohort complete and graduate rates increased by 16% for **traditional ADN**, decreased by 10% for **traditional BSN**, decreased by 3% for **MAGAE modality**, and increased by 18% for **MABE modality**.

Over the last three years, **traditional face-to-face** non-cohort complete and graduate rates have decreased by 6%, **Out-of-State hybrid** has decreased by 2%, and **Online** has increased by 4%. Over the same period, non-cohort complete and graduate rates increased by 12% for **traditional ADN**, increased by 6% for **traditional BSN**, decreased by 2% for **MAGAE modality**, and decreased by 30% for **MABE modality**.

	2021-2022	2022-2023	2023-2024
<b>Administration</b>	16%	10%	17%
<b>Criminal Justice</b>	6%	6%	9%
<b>Design</b>	7%	9%	5%
<b>Nursing</b>	30%	29%	29%
<b>Sciences and Health</b>	4%	8%	0%
<b>Technology</b>	9%	10%	10%
<b>Graduate Rate</b>	<b>26%</b>	<b>27%</b>	<b>26%</b>
<b>Undergraduate Rate</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>
<b>Associate Degree</b>	<b>23%</b>	<b>24%</b>	<b>23%</b>
<b>Bachelor's Degree</b>	<b>14%</b>	<b>11%</b>	<b>15%</b>
<b>Total Rate</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

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

Academic School **non-cohort complete and graduate rates** increased for Administration (+7%) and Criminal Justice (+3%) compared to the previous academic year. They remained the same for the Nursing and Technology schools, but declined for Design (-4%) and Sciences and Health (-8%). The undergraduate rate (21%) remained the same as the previous year, while the Graduate program's rate (26%) decreased by 1%.

Only the Nursing and Graduate School's non-cohort completion and graduation rates have consistently been above 20%. Associate Degree programs as a whole have consistently been above 20%, while Bachelor's Degree programs as a whole have been below 20%.

The overall non-cohort complete and graduation rate at the Hato Rey Campus remained the same as the previous year, at 21%. Compared to benchmark data, 21% represents a favorable scenario. It should be noted that the Nursing and Graduate School **non-cohort complete and graduate rates** maintain the total campus rate above 20%.

<b>IPEDS Graduation Rates</b>		
<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
30%	24%	24%

Source: IPEDS Graduation Rates Data.

The overall Hato Rey Campus **IPEDS graduation rate** was 24% based on the 2018 cohort of 123 students (30 graduates at 150% normal time).

## PLACEMENT RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Infield and Re-field Students	Rate	Infield and Re-field Students	Rate	Infield and Re-field Students	Rate
<b>UNDERGRADUATE PROGRAMS</b>	<b>258/343</b>	<b>75%</b>	<b>182/255</b>	<b>71%</b>	<b>203/283</b>	<b>72%</b>
<b>SCHOOL OF ADMINISTRATION</b>	<b>21/24</b>	<b>88%</b>	<b>19/29</b>	<b>66%</b>	<b>14/18</b>	<b>78%</b>
<b>ASSOCIATE DEGREE</b>	<b>9/10</b>	<b>90%</b>	<b>4/8</b>	<b>50%</b>	<b>7/10</b>	<b>70%</b>
Business Administration	3/3	100%	1/2	50%	3/3	100%
Business Administration Online	5/6	83%	3/4	75%	2/4	50%
Office Administration	1/1	100%	0/1	0%		
Health Billing and Codification Services			0/1	0%	2/3	67%
<b>BACHELOR'S DEGREE</b>	<b>12/14</b>	<b>86%</b>	<b>15/21</b>	<b>71%</b>	<b>7/8</b>	<b>88%</b>
Business Administration major in Accounting	4/4	100%	4/5	80%	1/2	50%
Business Administration major in Management	3/4	100%	6/9	67%		
Business Administration major in Management Online	5/5	100%	5/7	71%	6/6	100%
Technological Office Administration	0/1	0%				
Political Sciences and International Affairs						
<b>SCHOOL OF DESIGN</b>	<b>32/38</b>	<b>84%</b>	<b>9/21</b>	<b>43%</b>	<b>10/19</b>	<b>53%</b>
<b>ASSOCIATE DEGREE</b>	<b>9/10</b>	<b>90%</b>	<b>2/8</b>	<b>25%</b>	<b>7/11</b>	<b>64%</b>
Interior Design and Decoration	7/7	100%	2/3	67%	5/6	83%
Digital Design			0/1	0%	2/3	67%
Digital Fashion Design	2/3	67%	0/4	0%	0/2	0%
<b>BACHELOR'S DEGREE</b>	<b>23/28</b>	<b>82%</b>	<b>7/13</b>	<b>54%</b>	<b>3/8</b>	<b>38%</b>
Digital Fashion Design	15/16	94%	5/9	56%	1/3	33%
Interior Design and Decoration	4/8	50%	0/1	0%	2/4	50%
Digital Design major in Multimedia	4/4	100%	2/3	67%	0/1	0%
<b>SCHOOL OF TECHNOLOGY</b>	<b>6/9</b>	<b>67%</b>	<b>1/4</b>	<b>25%</b>	<b>5/10</b>	<b>50%</b>
<b>ASSOCIATE DEGREE</b>	<b>0/1</b>	<b>0%</b>	<b>0/2</b>	<b>0%</b>	<b>0/2</b>	<b>0%</b>
Information Technology	0/1	0%	0/1	0%	0/1	0%
Information Technology Online			0/1	0%	0/1	0%
<b>BACHELOR'S DEGREE</b>	<b>6/8</b>	<b>75%</b>	<b>1/2</b>	<b>50%</b>	<b>5/8</b>	<b>63%</b>
Information Technology major in Programming	1/2	50%	0/1	0%	1/2	50%
Information Technology major in Programming Online					2/3	67%
Information Technology major in Networks	5/6	83%	1/1	100%	1/1	100%

Academic Programs	2021-2022		2022-2023		2023-2024	
	Infield and Re-field Students	Rate	Infield and Re-field Students	Rate	Infield and Re-field Students	Rate
Information Technology major in Networks Online					1/2	50%
<b>SCHOOL OF CRIMINAL JUSTICE</b>	<b>4/8</b>	<b>50%</b>	<b>4/8</b>	<b>50%</b>	<b>2/4</b>	<b>50%</b>
<b>ASSOCIATE DEGREE</b>	<b>2/5</b>	<b>40%</b>	<b>3/6</b>	<b>50%</b>	<b>2/3</b>	<b>67%</b>
Criminal Justice	1/4	25%	1/2	50%	0/1	0%
Criminal Justice Online						
Executive Protection and Security	1/1	100%	2/4	50%	2/2	100%
<b>BACHELOR'S DEGREE</b>	<b>2/3</b>	<b>67%</b>	<b>1/2</b>	<b>50%</b>	<b>0/1</b>	<b>0%</b>
Science major in Forensic Sciences	2/3	67%	1/2	50%	0/1	0%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	<b>4/7</b>	<b>57%</b>	<b>0/2</b>	<b>0%</b>	<b>2/2</b>	<b>100%</b>
<b>ASSOCIATE DEGREE</b>	<b>4/7</b>	<b>57%</b>			<b>2/2</b>	<b>100%</b>
Medical Emergencies Technology						
Pharmacy Technician					2/2	100%
Physical Therapy Technology	3/6	50%				
Biotechnology	1/1	100%				
Health and Physical Aptitude for Special Populations						
<b>BACHELOR'S DEGREE</b>			<b>0/2</b>	<b>0%</b>		
Natural Sciences			0/2	0%		
Health Sciences in Speech and Language Therapy						
<b>SCHOOL OF NURSING</b>	<b>191/257</b>	<b>74%</b>	<b>149/191</b>	<b>78%</b>	<b>170/230</b>	<b>74%</b>
<b>ASSOCIATE DEGREE</b>	<b>175/235</b>	<b>74%</b>	<b>147/188</b>	<b>78%</b>	<b>152/210</b>	<b>72%</b>
Nursing	175/235	74%	147/188	78%	152/210	72%
<b>BACHELOR'S DEGREE</b>	<b>16/22</b>	<b>73%</b>	<b>2/3</b>	<b>67%</b>	<b>18/20</b>	<b>90%</b>
Science of Nursing	16/22	73%	2/3	67%	18/20	90%
Science of Nursing Online						
<b>GRADUATE PROGRAMS</b>	<b>25/30</b>	<b>83%</b>	<b>15/39</b>	<b>38%</b>	<b>20/33</b>	<b>61%</b>
<b>GRADUATE SCHOOL</b>	<b>25/30</b>	<b>83%</b>	<b>15/39</b>	<b>38%</b>	<b>20/33</b>	<b>61%</b>
<b>MASTER'S DEGREE</b>	<b>18/21</b>	<b>86%</b>	<b>11/33</b>	<b>33%</b>	<b>17/30</b>	<b>57%</b>
Information Systems major in Information Security and Digital Fraud Investigation	2/3	67%	1/3	33%	2/3	67%
Information Systems	3/3	100%	1/1	100%	1/1	100%

<b>Academic Programs</b>	<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>	
	<b>Infield and Re-field Students</b>	<b>Rate</b>	<b>Infield and Re-field Students</b>	<b>Rate</b>	<b>Infield and Re-field Students</b>	<b>Rate</b>
Information Systems major in Information Security and Digital Fraud Investigation Online	4/5	80%	4/10	40%	6/8	75%
Business Administration major in Strategic Management	3/3	100%	4/6	67%	6/8	75%
Naturopathic Sciences	6/7	86%	1/13	8%	2/10	20%
Public Affairs and Government Innovation						
Science of Nursing major in Family Nurse Practitioner						
<b>PROFESSIONAL CERTIFICATES</b>	<b>7/9</b>	<b>78%</b>	<b>4/6</b>	<b>67%</b>	<b>3/3</b>	<b>100%</b>
Information Systems Auditing	1/1	100%				
Project Management	1/2	50%	3/3	100%	2/2	100%
Information Security and Digital Fraud Investigation	1/2	50%	1/2	50%		
Relational Database Administration	4/4	100%			1/1	100%
<b>CAMPUS PLACEMENT RATE</b>	<b>283/373</b>	<b>76%</b>	<b>197/294</b>	<b>67%</b>	<b>223/316</b>	<b>71%</b>

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield)/ (Graduate + Complete - Exemptions).

## PLACEMENT ANALYSIS

The following programs in the Hato Rey Campus had placement rates above 70%:

- Associate Degree in Business Administration, Interior Design and Decoration, and Executive Protection and Security.
- Bachelor's Degree in Business Administration major in Management Online, Information Technology Science major in Networks, and Science of Nursing.
- Master's Degree in Information Systems, Information Systems major in Information Security and Digital Fraud Investigation Online, and Business Administration major in Strategic Management.
- The Associate Degree in Information Technology has not had any graduating students placed in the field for three consecutive years.

Placement rates increased for the following academic programs:

<b>Academic Degree</b>	<b>Placement rate change</b>	<b>Three consecutive years of Placement rate increase</b>
<b>Associate Degree</b>		
Business Administration	+50%	
Health Billing and Codification Services	+67%	
Interior Design and Decoration	+16%	

Digital Design	+67%	
Executive Protection and Security	+50%	
<b>Bachelor's Degree</b>		
Business Administration, major in Management Online	+29%	
Interior Design and Decoration	+50%	
Information Technology Science major in Programming	+50%	
Science of Nursing	+23%	
<b>Master's Degree</b>		
Information Systems major in Information Security and Digital Fraud Investigation	34%	
Information Systems major in Information Security and Digital Fraud Investigation Online	+35%	
Business Administration major in Strategic Management	+8%	
Naturopathic Sciences	+12%	

**Placement rates** decreased for the following academic programs:

Academic Degree	Placement rate change	Three consecutive years of Placement rate decrease
<b>Associate Degree</b>		
Business Administration Online	-25%	Yes
Criminal Justice	-50%	
Nursing	6%	
<b>Bachelor's Degree</b>		
Business Administration major in Accounting	-30%	Yes
Digital Fashion Design	-23%	Yes
Digital Design major in Multimedia	-67%	Yes
Science major in Forensic Sciences	-50%	Yes

## PLACEMENT RATES BY MODALITIES

Placement Rates by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face and Online</b>	79% (102/129)	48% (51/107)	64% (59/92)
<b>Traditional ADN</b>	57% (4/7)	100% (1/1)	100% (1/1)
<b>Traditional BSN</b>	100% (6/6)	67% (2/3)	100% (5/5)
<b>Out-of-State Hybrid</b>	74% (181/244)	77% (146/187)	73% (164/224)
<b>MAGAE</b>	75% (171/228)	77% (146/187)	72% (151/209)
<b>MABE</b>	63% (10/16)	N/A	87% (13/15)

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield)/ (Graduate + Complete – Exemptions).

Compared to the previous academic year, **traditional face-to-face and online** Placement rates increased by 16%, while **Out-of-State Hybrid** decreased by 4%. Over the same period, placement rates for the **traditional ADN** remained the same, increased by 33% for **traditional BSN**, and decreased by 5% for the **MAGAE modality**.

Over the last three years, **traditional face-to-face and online** placement rates have decreased by 15%, while **Out-of-State Hybrid** placement rates have decreased by 1%. Over the same period, the placement rate for **traditional ADN** increased by 43%, **traditional BSN** has remained the same, the MAGAE modality decreased by 3%, and the MABE modality increased by 24%. For further information on the Nursing placement rates, visit: For further information on the Nursing placement rates, visit: <https://edpuniversity.edu/student-achievement-outcome-data/>

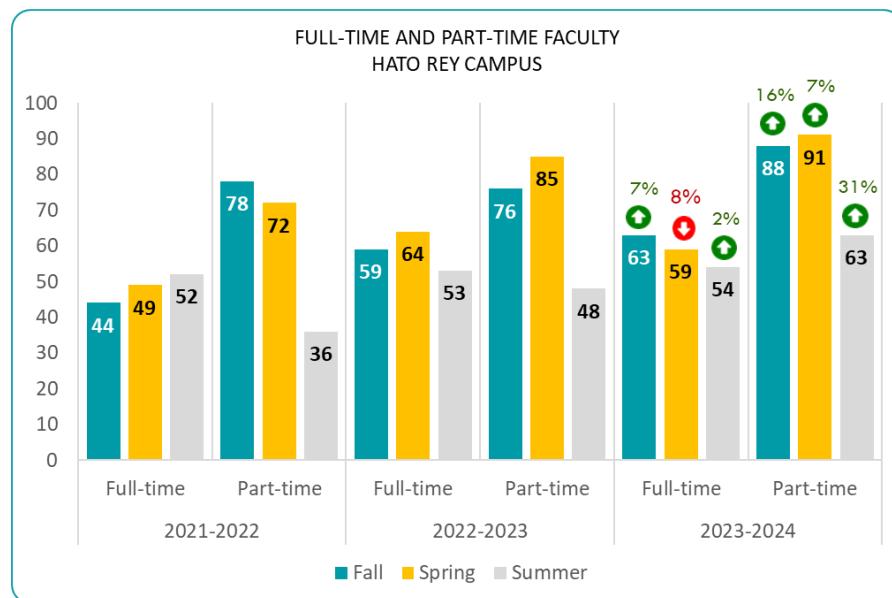
Placement Rates by School	2021-2022	2022-2023	2023-2024
<b>Administration</b>	88%	66%	78%
<b>Criminal Justice</b>	50%	50%	50%
<b>Design</b>	84%	43%	53%
<b>Nursing</b>	74%	78%	74%
<b>Sciences and Health</b>	57%	0%	100%
<b>Technology</b>	67%	25%	50%
<b>Graduate</b>	<b>83%</b>	<b>38%</b>	<b>61%</b>
<b>Undergraduate</b>	<b>75%</b>	<b>71%</b>	<b>72%</b>
<b>Associate Degree</b>	<b>74%</b>	<b>74%</b>	<b>71%</b>
<b>Bachelor's Degree</b>	<b>79%</b>	<b>60%</b>	<b>73%</b>
<b>Total</b>	<b>76%</b>	<b>67%</b>	<b>71%</b>

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield)/ (Graduate + Complete – Exemptions).

The Administration and Nursing school's **placement rates** were above 70%. Graduate School placement rates have been below 70% for two consecutive years. The undergraduate program placement rate was above 70%, including for both the Associate's Degree and the Bachelor's Degree academic programs.

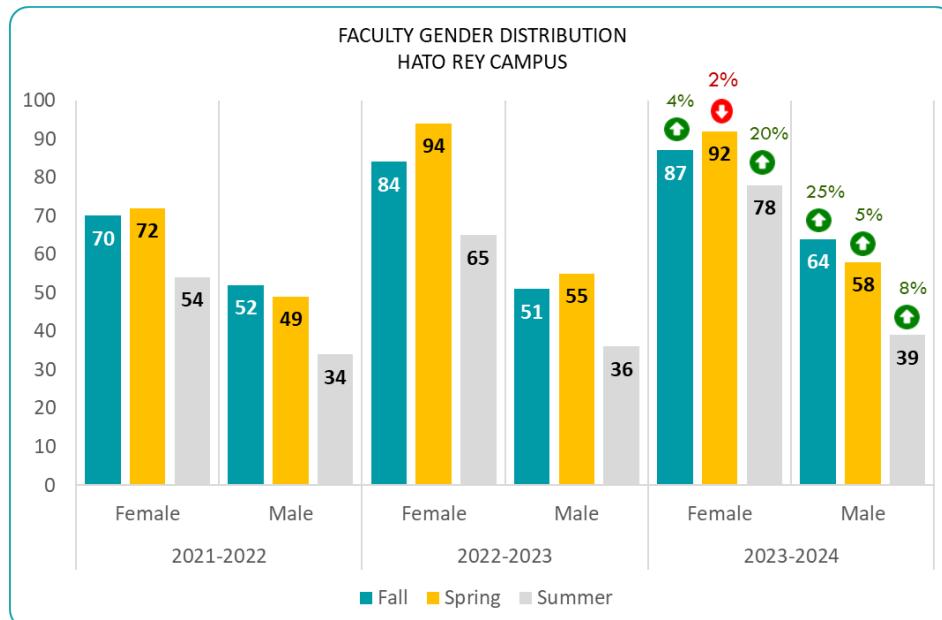
The overall Hato Rey campus **placement rate** (including undergraduate and graduate programs) increased by 4% and placed above 70%.

## FACULTY PROFILE



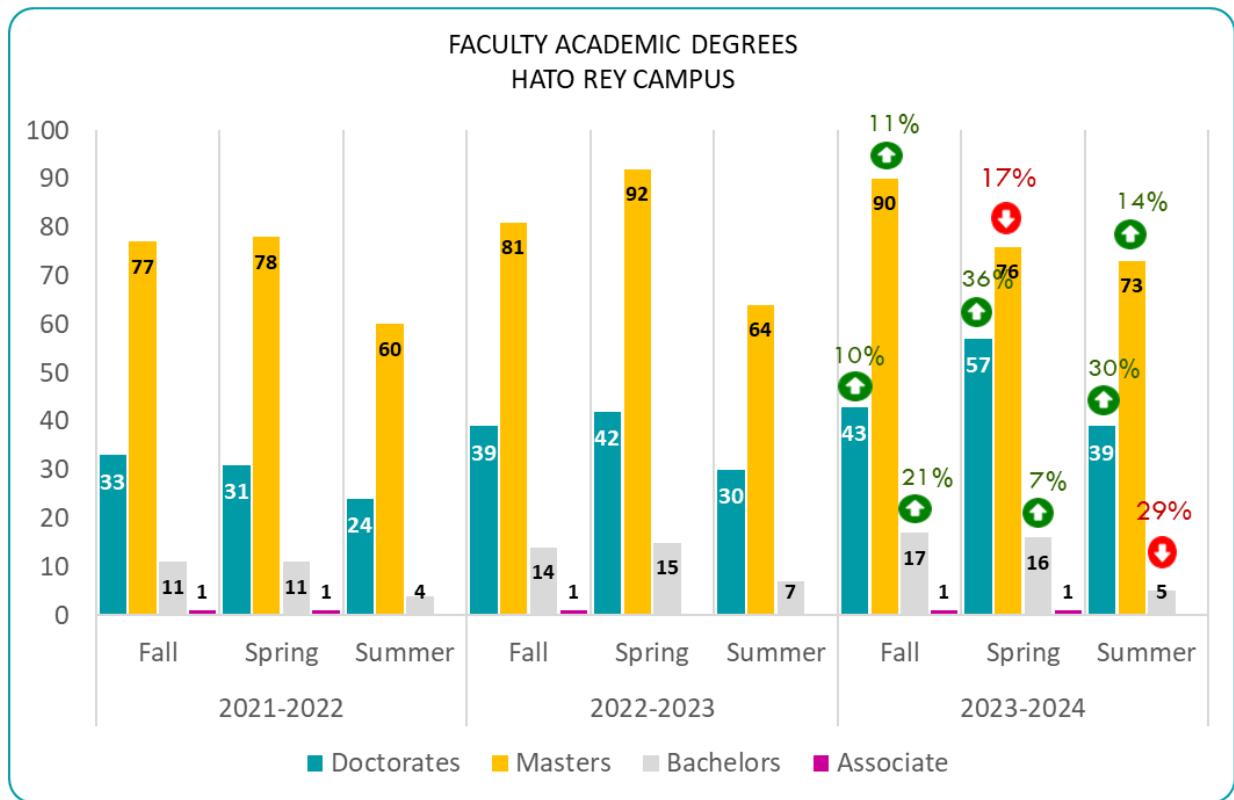
Source: Dean of Academic Affairs Office, 2024

For the 2023-2024 academic year, full-time faculty increased by 7% (+four professors) for the fall semester and 2% (+one professor) for the summer compared to the previous academic year. It decreased by 8% (-five professors) for the spring semester. Part-time faculty increased by 16% (+12 professors) for the fall semester, 7% (+six professors) for the spring semester, and 31% (+15 professors) for the summer semester. Both full-time and part-time faculty have increased over the previous three years.



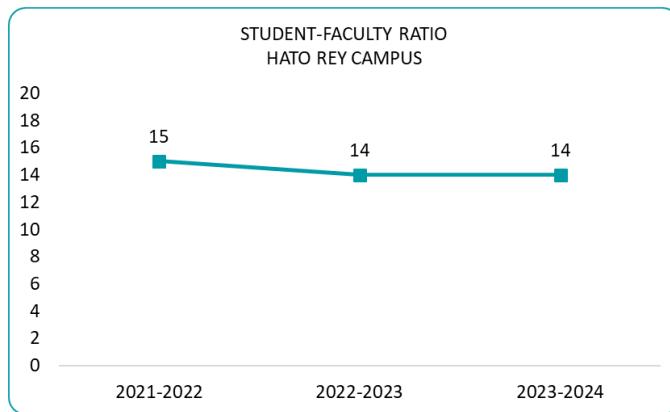
Source: Dean of Academic Affairs Office, 2024

For the 2023-2024 academic year, there was more female faculty than male faculty. Female faculty increased for the fall and summer semesters while male faculty increased for all three semesters compared to the previous academic year. Both male and female faculty have continually increased over the previous three years.



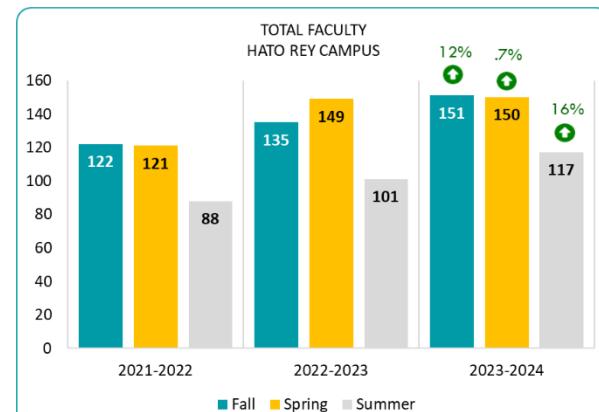
Source: Dean of Academic Affairs Office, 2024

For the 2023-2024 academic year, there were more faculty with master's degrees. There was an increase in total doctorate, master's, and bachelor's degrees across all three semesters compared to the previous academic year.



Source: IPEDS Fall enrolment.

During the 2023-2024 fall academic semester, the student/faculty ratio was 14 students per faculty member. The student/faculty ratio remained the same in comparison to the previous fall academic semester.



Source: Dean of Academic Affairs Office, 2024

During the 2023-2024 academic year, total faculty increased by 12% for the fall semester (+16 professors), .7% for the spring semester (+one professor), and 16% for the summer semester (+16 professors) compared to the previous academic year.

# San Sebastián Campus



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

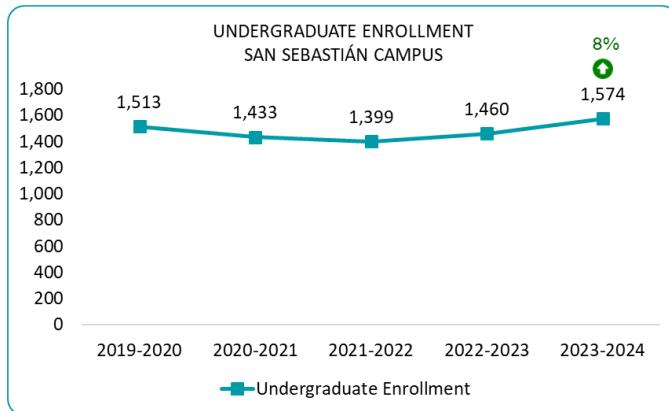
The following undergraduate and graduate academic programs are offered at the San Sebastián Campus:

<b>ASSOCIATE DEGREES</b>	
<b>1992</b>	Medical Emergencies Technology
<b>1992</b>	Nursing
<b>2004</b>	Pharmacy Technician
<b>2013</b>	Digital Fashion Design
<b>2014</b>	Arts in Interior Design and Decoration
<b>2015</b>	Information Technology
<b>2015</b>	Criminal Justice
<b>2018</b>	Health Billing and Codification Services
<b>2018</b>	Executive Protection and Security
<b>2021</b>	Health and Physical Aptitude for Special Populations
<b>BACHELOR'S DEGREES</b>	
<b>2002</b>	Science of Nursing
<b>2015</b>	Information Technology Science Major in Networks
<b>2015</b>	Information Technology Science Major in Programming
<b>2016</b>	Science major in Forensic Sciences
<b>2018</b>	Natural Sciences
<b>2021</b>	Political Sciences and International Relations
<b>2022</b>	Arts Major in Digital Fashion Design
<b>2022</b>	Health Sciences in Speech-Language Therapy

<b>MASTER'S DEGREES</b>	
<b>2013</b>	Science of Nursing Major in Acute Critical Care
<b>2013</b>	Science of Nursing Major in Emergency/Trauma
<b>2022</b>	Public Affairs and Government Innovation
<b>2024</b>	Science of Nursing major in Family Nurse Practitioner

## ENROLLMENT ANALYSIS

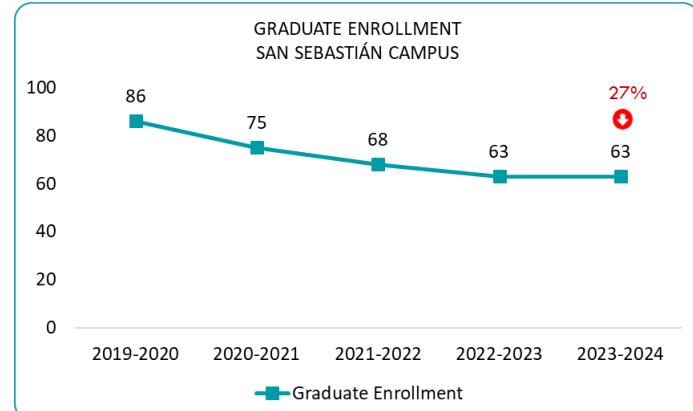
## UNDERGRADUATE ENROLLMENT AND GENDER



Source: IPEDS 12-month Enrollment Data, 2024

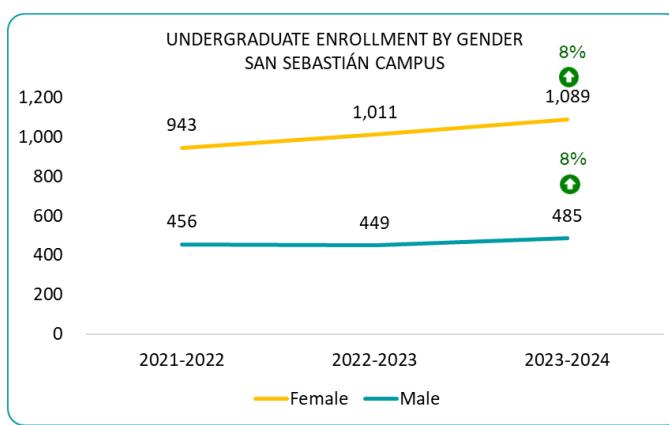
**The total undergraduate enrollment** for the 2023-2024 academic year was 1,574 students, representing an 8% increase (+114 students) over the previous academic year. Over the last five years, undergraduate enrollment has increased by 4% (+61 students).

## GRADUATE ENROLLMENT AND GENDER



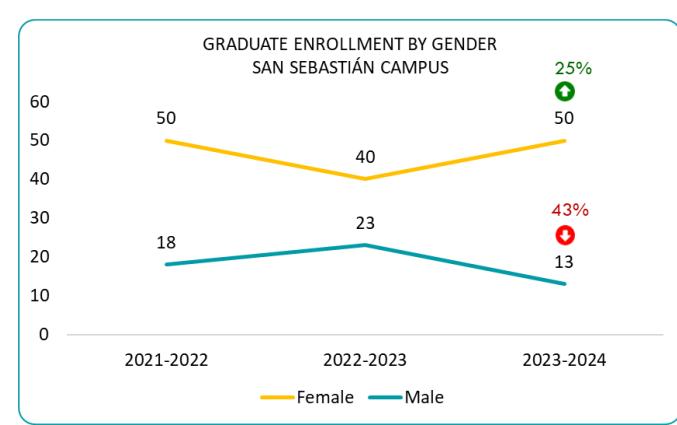
Source: IPEDS 12-month Enrollment Data, 2024

**The total graduate enrollment** for the 2023-2024 academic year was 63 students, the same as the previous academic year. However, over the last five years, graduate enrollment has decreased by 27% (-23 students).



Source: IPEDS 12-month Enrollment Data, 2024

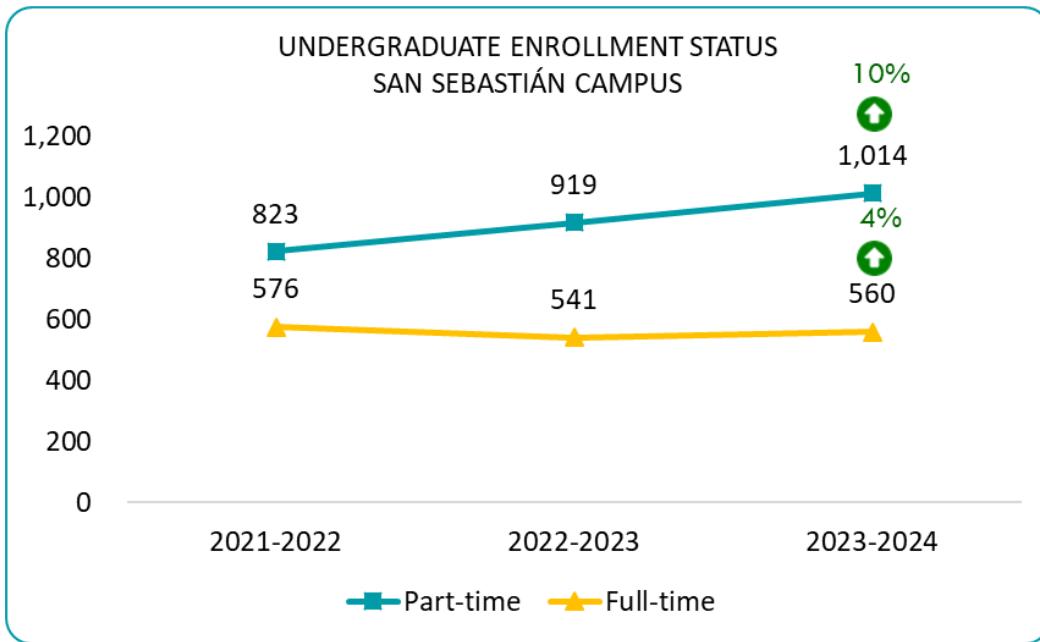
**Total undergraduate female enrollment** for the 2023-2024 academic year increased by 8% (+78 students) compared to the previous academic year, while **total undergraduate male enrollment** increased by 8% (+36 students). Over the last three years, male enrollment has increased by 6% (+29 students) and female enrollment has increased by 15% (+146 students).



Source: IPEDS 12-month Enrollment Data, 2024

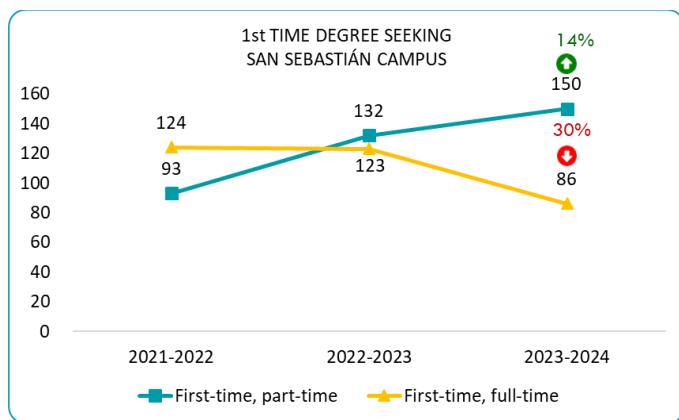
**Total graduate female enrollment** for the 2023-2024 academic year increased by 25% (+10 students) compared to the previous academic year. **Total graduate male enrollment** decreased by 43% (-10 students) compared to the previous academic year. Over the last three years, female enrollment has remained constant while male enrollment has decreased by 28% (five students).

## UNDERGRADUATE AND GRADUATE ENROLLMENT STATUS



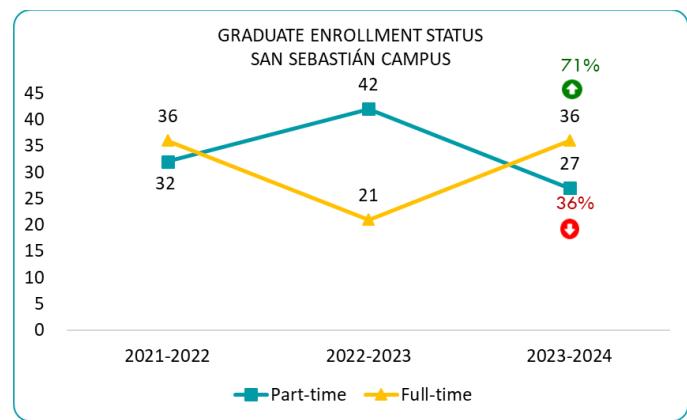
Source: IPEDS 12-month Enrollment Data, 2024

**The number of initial part-time undergraduate students** (12 credits or less) for the 2023-2024 academic year increased by 10% (+95 students) compared to the previous academic year, while **the number of initial full-time undergraduate students** (12 credits or more) increased by 4% (+19 students).



Source: IPEDS 12-month Enrollment Data, 2024

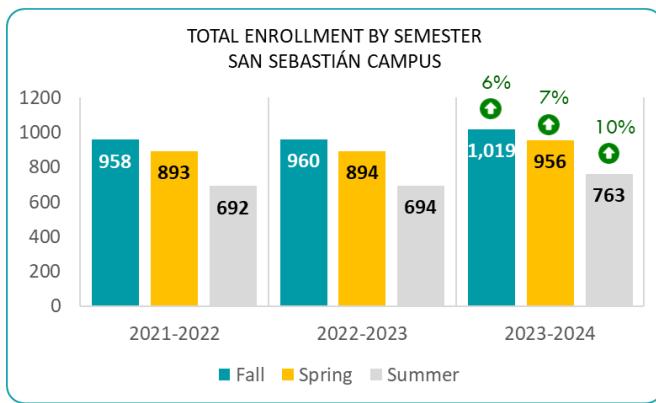
**The number of initial first-time, part-time undergraduate students** (12 credits or less) for the 2023-2024 academic year increased by 14% (+18 students) compared to the previous academic year, while **the number of initial first-time, full-time undergraduate students** (12 credits or more) decreased by 30% (-37 students).



Source: IPEDS 12-month Enrollment Data, 2024

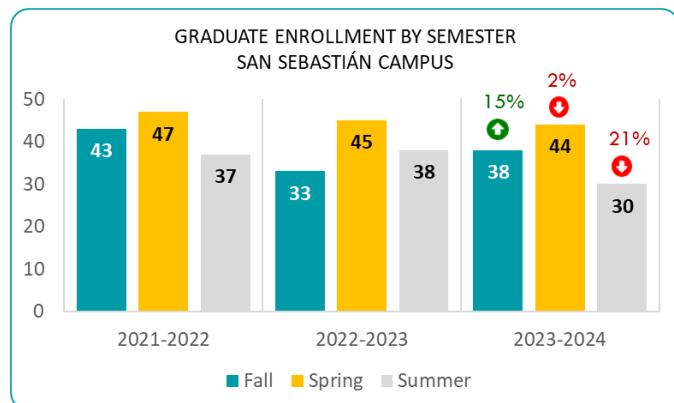
**The number of part-time graduate students** (9 credits or less) for the 2023-2024 academic year decreased by 36% (-15 students) compared to the previous academic year, while **the number of full-time graduate students** (9 credits or more) increased by 71% (+15 students).

## UNDERGRADUATE AND GRADUATE ENROLLMENT BY SEMESTER



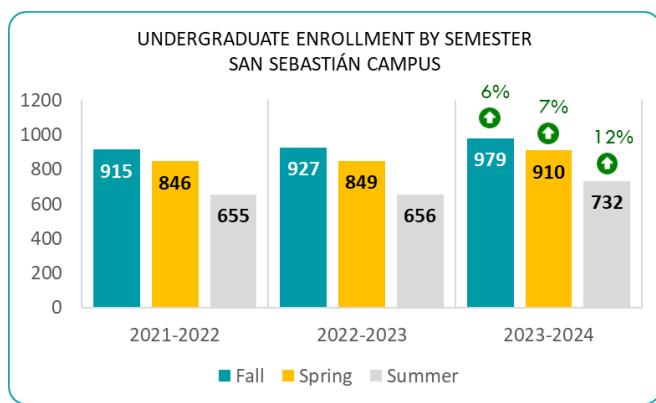
Source: Enrollment Certifications - Registrar's Office, 2024

**Total enrollment (undergraduate and graduate)** for the 2023-2024 academic year increased by 6% for the fall semester (+59 students), 7% for the spring semester (+62 students), and 10% for the summer semester (+69 students) compared to the previous academic year. This data includes MAGAE, MABE, regular undergraduates, graduates, and non-degree-seeking students. Enrollment has increased every semester for three consecutive years.



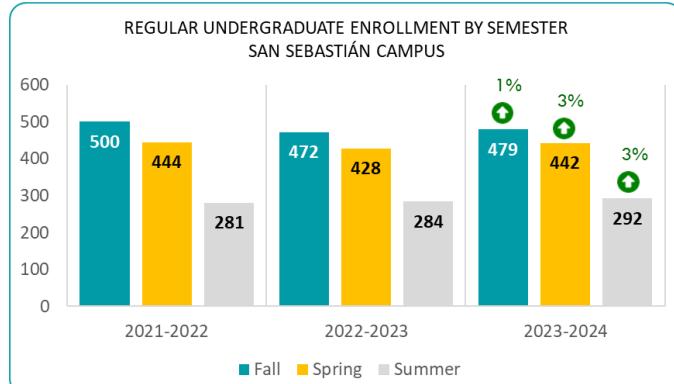
Source: Enrollment Certifications - Registrar's Office, 2024

**Total graduate enrollment** for the 2023-2024 academic year increased by 15% for the fall semester (+five students) compared to the previous academic year. It decreased by 2% for the spring semester (-one student) and 21% for the summer semester (-eight students). Graduate enrollment in the spring semester has decreased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

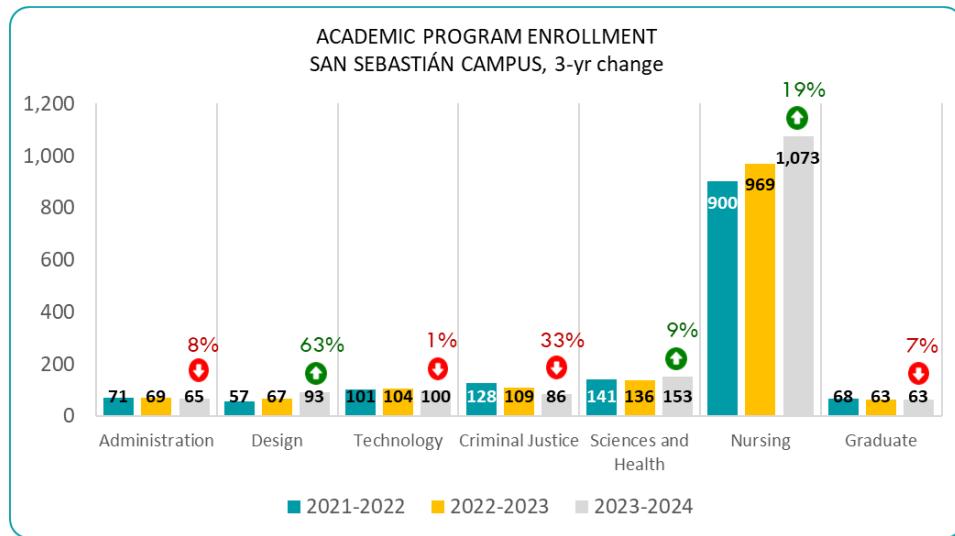
**Total undergraduate enrollment** for the 2023-2024 academic year increased by 6% for the fall semester (+52 students), 7% for the spring semester (+61 students), and 12% for the summer semester (+76 students) compared to the previous academic year. This data includes MAGAE, MABE, and traditional undergraduate students. Undergraduate enrollment has increased every semester for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

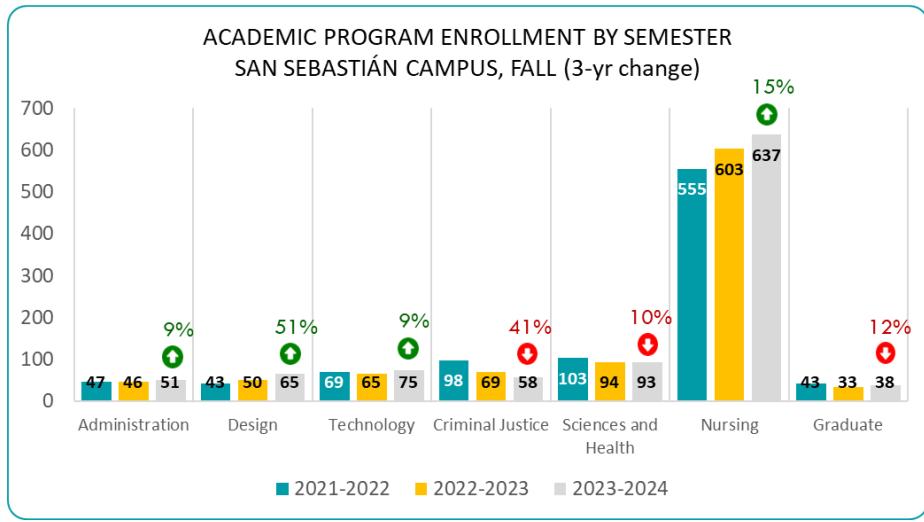
**Regular undergraduate enrollment** for the 2023-2024 academic year increased by 1% for the fall semester (+seven students), 3% for the spring semester (+14 students), and 3% for the summer semester (+eight students) compared to the previous academic year. This data only includes traditional undergraduate students. Summer enrollment has increased for three consecutive summer semesters.

## ENROLLMENT IN ACADEMIC PROGRAMS BY SEMESTER



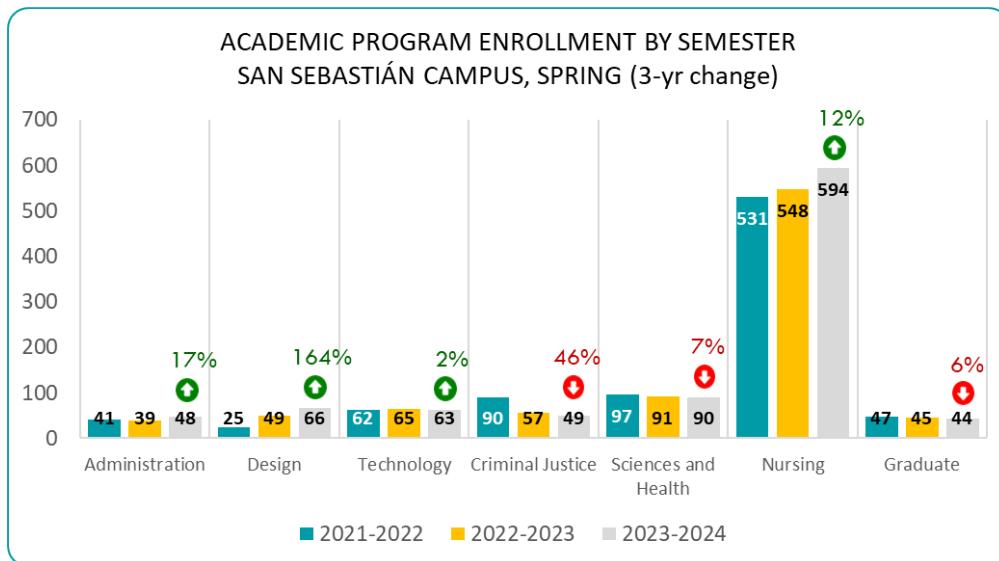
Source: AIR, 2024 (Annual Institutional Report).

Over the past three years, **total academic program enrollment** has increased by 63% for Design programs (+36 students), 9% for Sciences and Health programs (+12 students), and 19% for Nursing programs (+173 students). Fall semester enrollment for Nursing and Design programs has increased for three consecutive years. Over the same period, fall semester enrollment has decreased by 8% for Administration programs (-six students), 1% for Technology programs (-one student), 33% for Criminal Justice programs (-42 students), and 7% for graduate programs (-five students). Fall semester enrollment for the Administration and Criminal Justice programs has decreased for three consecutive years.



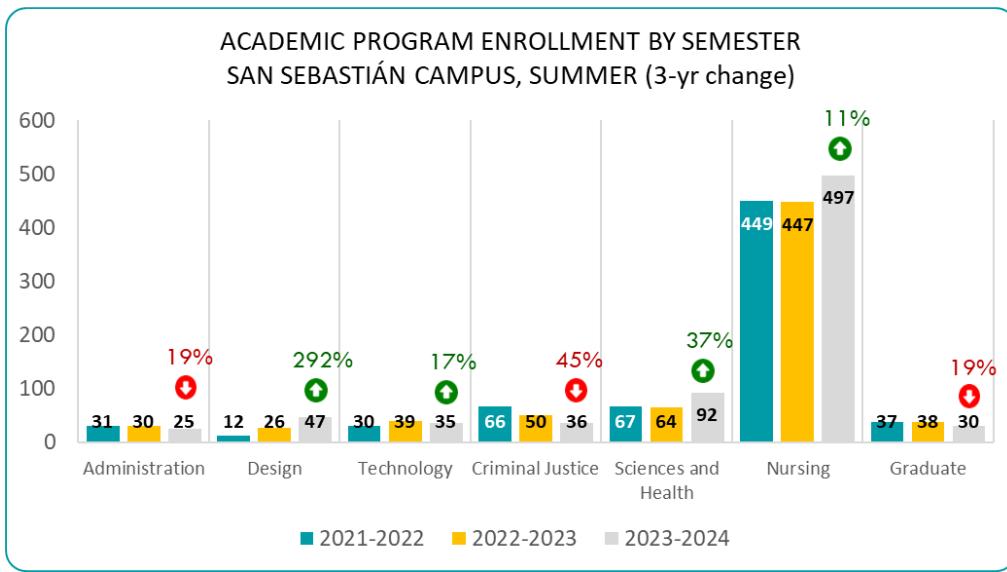
Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **fall semester** program enrollment has increased by 15% for Nursing programs (+82 students), 9% for Administration programs (+four students), 51% for Design programs (+22 students), and 9% for Technology programs (+six students). Fall semester enrollment for Nursing and Design programs has increased for three consecutive years. Over the same period, fall semester enrollment has decreased by 41% for Criminal Justice programs (-40 students), 10% for Sciences and Health programs (-10 students), and 12% for Graduate programs (-five students). Fall semester enrollment for Criminal Justice and Sciences and Health programs has decreased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2023

Over the past three years, **spring semester** program enrollment has increased by 12% for Nursing programs (+63 students), 17% for Administration programs (+seven students), 164% for Design programs (+41 students), and 2% for Technology programs (+one student). Spring semester enrollment for Nursing and Design programs has increased for three consecutive years. Over the same period, spring semester enrollment has decreased by 46% for Criminal Justice programs (-41 students), 7% for Sciences and Health programs (-seven students), and 6% for Graduate programs (-three students). Spring semester enrollment for Criminal Justice, Graduate, and Sciences and Health programs has decreased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **summer semester** program enrollment has increased by 11% for Nursing programs (+48 students), 292% for Design programs (+35 students), 17% for Technology programs (+five students), and 37% for Sciences and Health programs (+25 students). Summer semester enrollment has increased for Design programs for three consecutive years. Over the same period, summer semester enrollment has decreased by 19% for Administration programs (-six students), 45% for Criminal Justice programs (-30 students), and 19% for Graduate programs (-seven students). Summer semester enrollment for Criminal Justice, Graduate, and Sciences and Health programs has decreased for three consecutive years.

## ENROLLMENT IN ACADEMIC PROGRAMS AND 3-YR AVERAGE ENROLLMENT

Comparing current enrollment to the previous 3-year enrollment can help establish current trends. If current enrollment is above or below the previous 3-year average, it can indicate a positive or negative growth trend.

TOTAL PROGRAM ENROLLMENT vs 3-YR AVERAGE  
SAN SEBASTIÁN CAMPUS

1,200

1,000

800

600

400

200

0

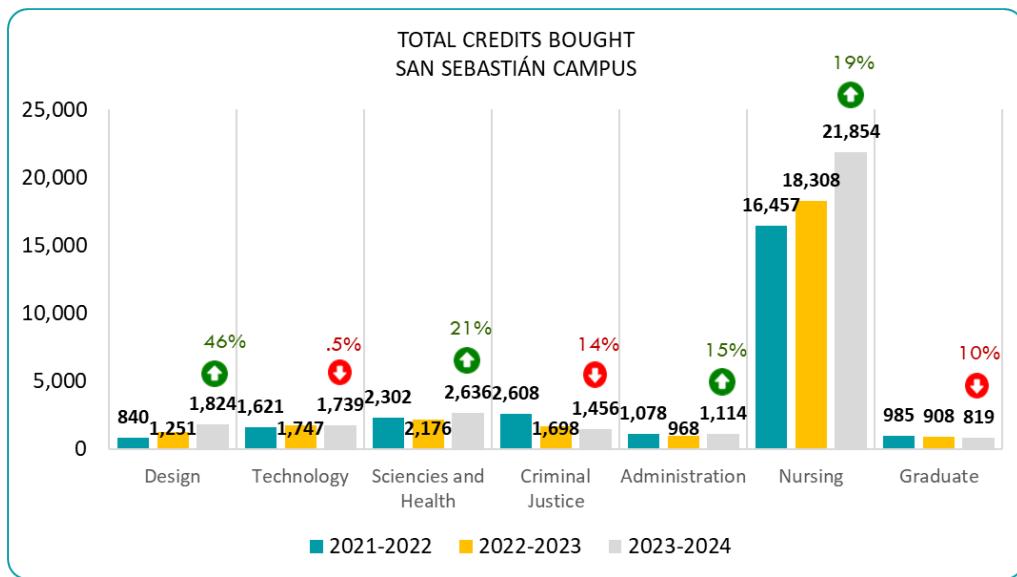
	Administration	Design	Technology	Criminal Justice	Sciences and Health	Nursing	Graduate
Enrollment	65	93	100	86	153	1,073	63
3-yr average	75	64	107	126	145	912	69

— Enrollment — 3-yr average

Source: Enrollment Certifications - Registrar's Office, 2024

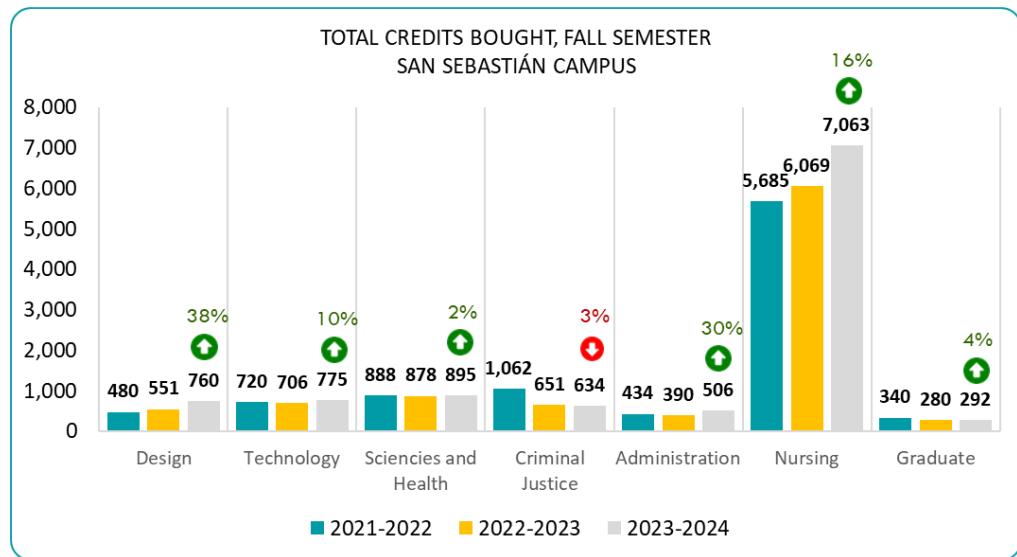
During the 2023-2024 academic year, total enrollment for Administration, Technology, Criminal Justice, and Graduate programs was below their previous 3-year average enrollment. The overall program enrollment in Design, Nursing, and Sciences and Health surpassed their previous three-year averages.

## CREDITS BOUGHT



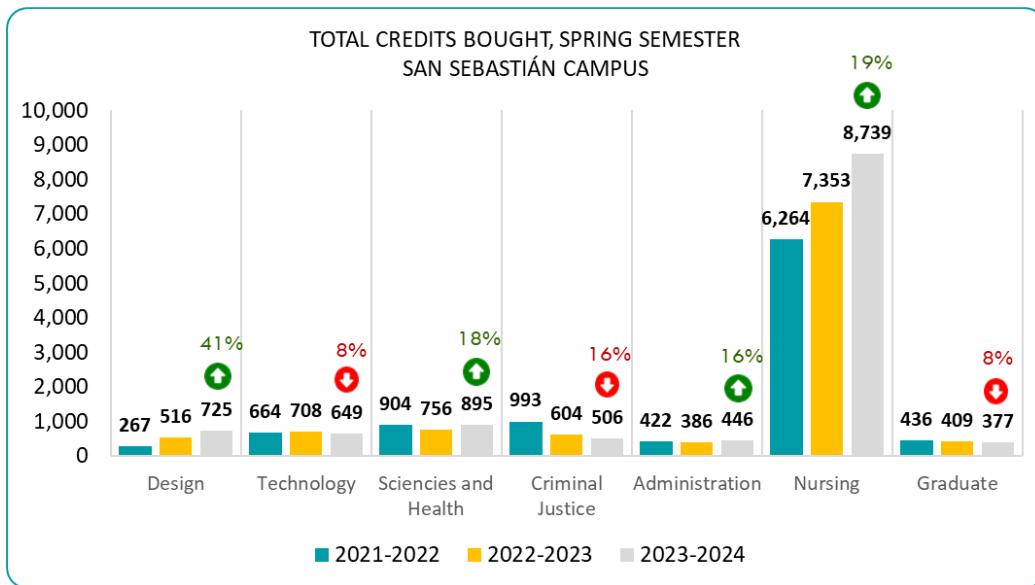
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought** (the sum of fall, spring, and summer semesters) increased by 46% for Design programs (+573 credits), 21% for Sciences and Health programs (+460 credits), 15% for Administration programs (+146 credits), and 19% for Nursing programs (+3,546 credits) compared to the previous academic year. It decreased by .5% for Technology programs (-eight credits), 14% for Criminal Justice programs (-242 credits) and 10% for Graduate programs (-89 credits).



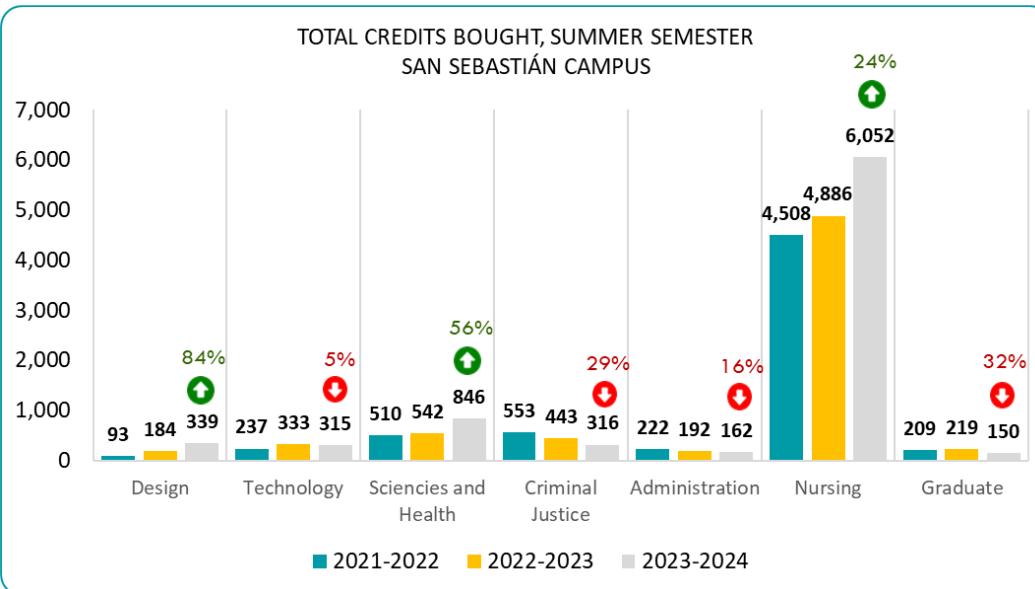
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the fall semester** increased by 38% for Design programs (+209 credits), 10% for Technology programs (+69 credits), 2% for Sciences and Health programs (+17 credits), 30% for Administration programs (+116 credits), 16% for Nursing programs (+994 credits), and 4% for Graduate programs (+12 credits) compared to the previous academic year. It decreased by 3% for Criminal Justice programs (-17 credits).



Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the spring semester** increased by 41% for Design programs (+209 credits), 18% for Sciences and Health programs (+139 credits), 16% for Administration programs (+60 credits), and 19% for Nursing programs (+1,386 credits) compared to the previous academic year. It decreased by 8% for Technology programs (-59 credits), 16% for Criminal Justice programs (-98 credits), and 8% for Graduate programs (-32 credits).



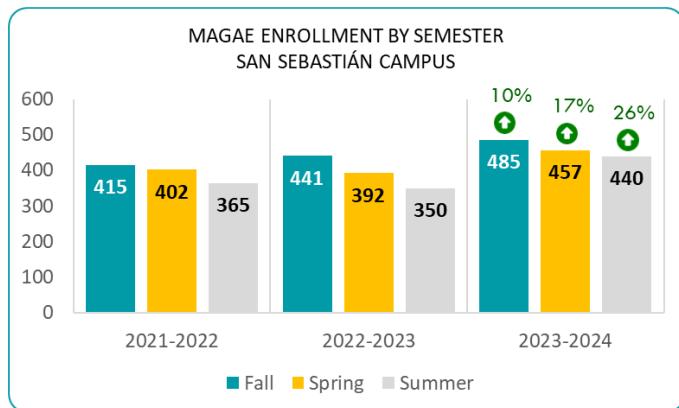
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the summer semester** increased by 84% for Design programs (+155 credits), 56% for Sciences and Health programs (+304 credits), and 24% for Nursing programs (+1,166 credits) compared to the previous academic year. It decreased by 5% for Technology programs (-18 credits), 29% for Criminal Justice programs (-127 credits), 16% for Administration programs (-30 credits), and 32% for Graduate programs (-69 credits).

## ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)

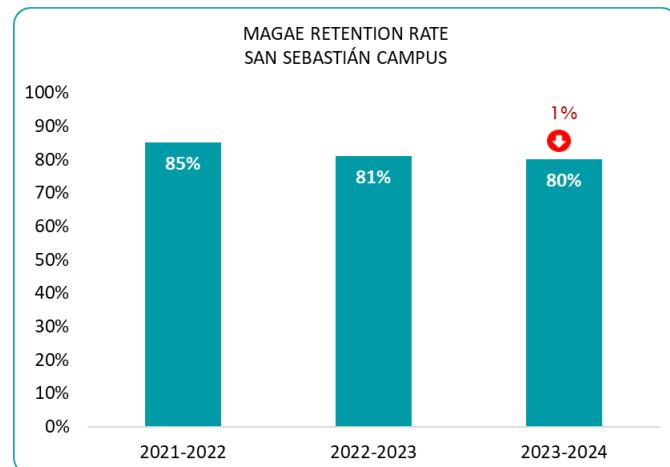
The Associate's Degree in Nursing Adult Modality program (MAGAE by its Spanish acronym) is an adaptation of the Associate's Degree in Nursing approved by the former Puerto Rico Council for Education and the current Postsecondary Institutions Board. The program was adapted to accommodate the fast-track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

The MAGAE modality requires students to complete courses through both distance education and classroom settings. Online courses are accessed through EDP's virtual campus (<https://studentlive.edpuniversity.edu/cmcportal/>) and (<https://edpvirtual.instructure.com/login/canvas>), both of which are available on the institutional webpage. Face-to-face courses and clinical practices require students to travel to Puerto Rico for two consecutive periods. Students travel during established periods during the fall, spring, and summer semesters, depending on their plan of study. During this period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.

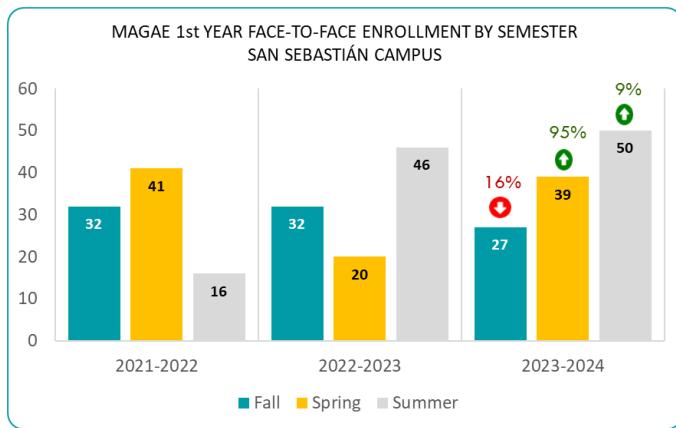


Source: Enrollment Certifications - Registrar's Office, 2024

**MAGAE undergraduate enrollment** for the 2023-2024 academic year increased by 10% for the fall semester (+44 students), 17% for the spring semester (+65 students), and 26% for the summer semester (+90 students) compared to the previous academic year. Fall semester enrollment has increased for three consecutive years.

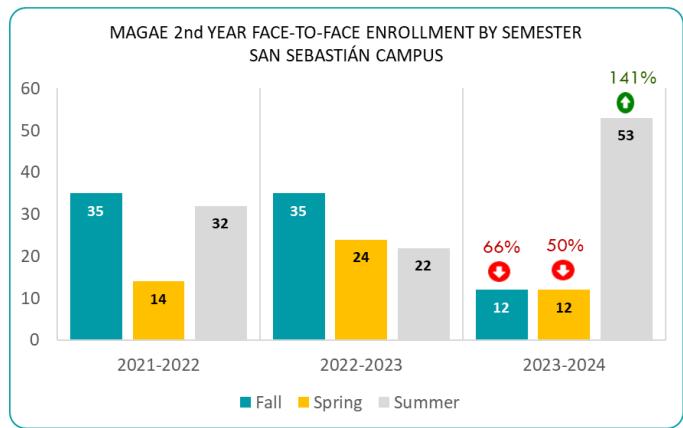


The MAGAE retention rate was 80% during the 2023-2024 academic year, a decrease of 1% from the previous year. MAGAE retention rates have declined for three consecutive years.



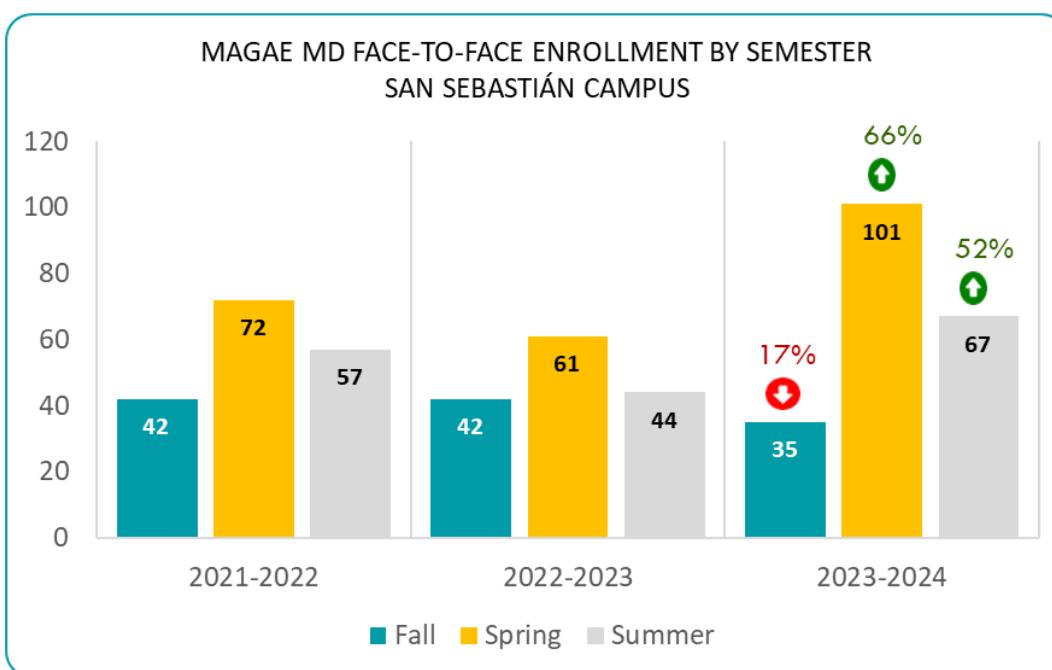
Source: Enrollment Certifications - Registrar's Office, 2024

MAGAE 1<sup>st</sup> year face-to-face enrollment decreased by 16% for the fall semester (-five students) compared to the previous academic year. Enrollment increased by 95% for the spring semester (+19 students) and 9% for the summer semester (+four students). Summer face-to-face enrollment has increased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

MAGAE 2<sup>nd</sup> year face-to-face enrollment decreased by 66% for the fall semester (-23 students) and 50% for the spring semester (-12 students) compared to the previous academic year. Enrollment increased 141% for the summer semester (+31 students).



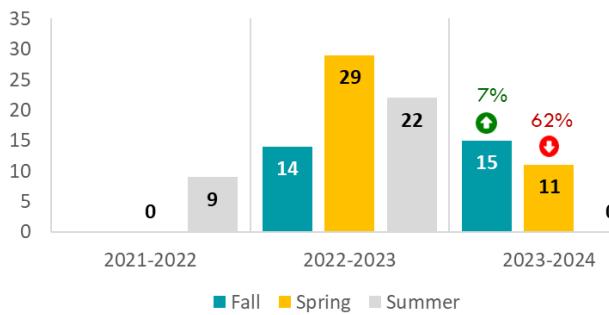
Source: Enrollment Certifications - Registrar's Office, 2024

MAGAE MD face-to-face enrollment decreased 17% for the fall semester (-seven students) compared to the previous academic year. Enrollment increased 66% for the spring semester (+40 students) and 52% for the summer semester (+23 students)

## 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. 140). The students take their coursework online and face-to-face.

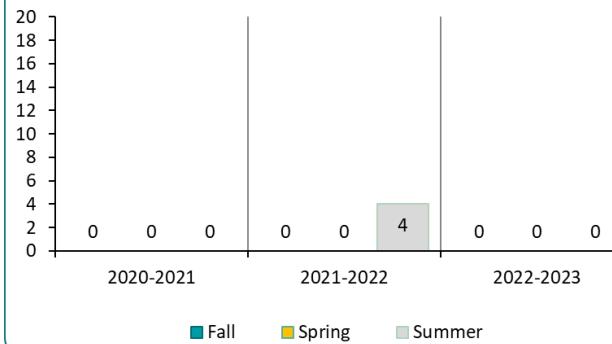
MABE ENROLLMENT BY SEMESTER  
SAN SEBASTIÁN CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, the **MABE modality enrollment** for the fall semester totaled 15 students, the spring semester totaled 11 students, and the summer semester did not have any enrollment. There will be more comparative data for the upcoming academic years.

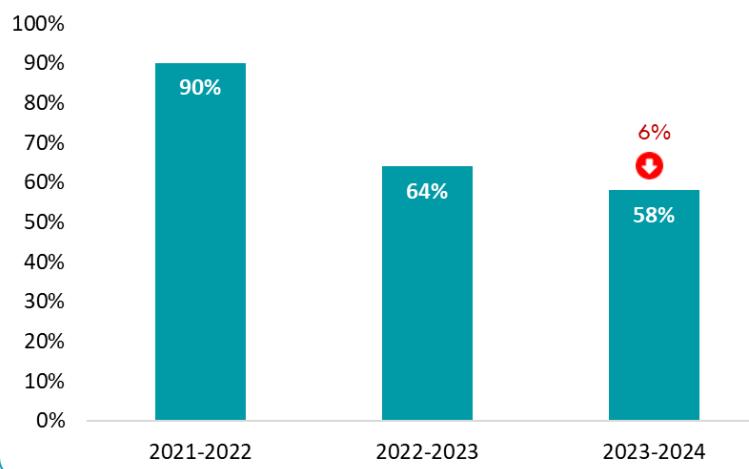
MABE FACE-TO-FACE ENROLLMENT  
SAN SEBASTIÁN CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, San Sebastián MABE face-to-face enrollment was in conjunction with Hato Rey Campus students.

MABE RETENTION RATE  
SAN SEBASTIÁN CAMPUS



Source: AIR, 2024  
(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

During the 2023-2024 academic year, the MABE retention rate was 58%, a 6% decrease from the previous year. MABE retention rates have decreased three consecutive years.

## ENROLLMENT AND NON-COHORT RETENTION RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>	<b>1,020/1,398</b>	<b>73%</b>	<b>1,041/1,459</b>	<b>71%</b>	<b>1,162/1,574</b>	<b>74%</b>
<b>SCHOOL OF ADMINISTRATION</b>	<b>45/71</b>	<b>63%</b>	<b>44/69</b>	<b>64%</b>	<b>43/65</b>	<b>66%</b>
<b>ASSOCIATE DEGREE</b>	<b>44/70</b>	<b>63%</b>	<b>42/66</b>	<b>64%</b>	<b>43/61</b>	<b>70%</b>
Health Billing and Codifications Services	44/70	63%	42/66	64%	43/61	70%
<b>BACHELOR'S DEGREE</b>	<b>1/1</b>	<b>100%</b>	<b>2/3</b>	<b>67%</b>	<b>0/4</b>	<b>0%</b>
Political Sciences and International Relations	1/1	100%	2/3	67%	0/4	0%
<b>SCHOOL OF DESIGN</b>	<b>35/57</b>	<b>61%</b>	<b>46/67</b>	<b>69%</b>	<b>62/93</b>	<b>67%</b>
<b>ASSOCIATE DEGREE</b>	<b>35/57</b>	<b>61%</b>	<b>38/58</b>	<b>66%</b>	<b>45/67</b>	<b>67%</b>
Interior Design and Decoration	17/24	71%	16/24	67%	26/34	76%
Digital Fashion Design	18/33	55%	22/34	65%	19/33	58%
<b>BACHELOR'S DEGREE</b>			<b>8/9</b>	<b>89%</b>	<b>17/26</b>	<b>65%</b>
Digital Fashion Design			8/9	89%	17/26	65%
<b>SCHOOL OF TECHNOLOGY</b>	<b>60/101</b>	<b>59%</b>	<b>75/104</b>	<b>72%</b>	<b>68/100</b>	<b>68%</b>
<b>ASSOCIATE DEGREE</b>	<b>34/62</b>	<b>55%</b>	<b>43/57</b>	<b>75%</b>	<b>29/47</b>	<b>62%</b>
Information Technology	34/62	55%	43/57	75%	29/47	62%
<b>BACHELOR'S DEGREE</b>	<b>26/39</b>	<b>67%</b>	<b>32/47</b>	<b>68%</b>	<b>39/53</b>	<b>74%</b>
Information Technology Science Major in Programming	19/28	68%	23/36	64%	29/38	76%
Information Technology Science Major in Networks	7/11	64%	9/11	82%	10/15	67%
<b>SCHOOL OF CRIMINAL JUSTICE</b>	<b>87/128</b>	<b>68%</b>	<b>64/109</b>	<b>59%</b>	<b>56/86</b>	<b>65%</b>
<b>ASSOCIATE DEGREE</b>	<b>46/69</b>	<b>67%</b>	<b>26/57</b>	<b>46%</b>	<b>21/35</b>	<b>60%</b>
Criminal Justice	36/54	67%	19/44	43%	17/31	55%
Executive Protection and Security	10/15	67%	7/13	54%	4/4	100%
<b>BACHELOR'S DEGREE</b>	<b>41/59</b>	<b>69%</b>	<b>38/52</b>	<b>73%</b>	<b>35/51</b>	<b>69%</b>
Science major in Forensic Sciences	41/59	69%	38/52	73%	35/51	69%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	<b>89/141</b>	<b>63%</b>	<b>76/136</b>	<b>56%</b>	<b>111/153</b>	<b>73%</b>
<b>ASSOCIATE DEGREE</b>	<b>80/122</b>	<b>66%</b>	<b>67/123</b>	<b>54%</b>	<b>90/122</b>	<b>74%</b>
Medical Emergencies Technology	21/30	70%	25/40	63%	46/55	84%
Health and Physical Aptitude for Special Populations	1/2	50%	0/1	0%	0/1	0%

Academic Programs	2021-2022		2022-2023		2023-2024	
	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate
Pharmacy Technician	58/90	64%	42/82	51%	44/66	67%
<b>BACHELOR'S DEGREE</b>	<b>9/19</b>	<b>47%</b>	<b>9/13</b>	<b>69%</b>	<b>21/31</b>	<b>68%</b>
Health Sciences in Speech and Language Therapy			5/6	83%	15/23	65%
Natural Sciences	9/19	47%	4/7	57%	6/8	75%
<b>SCHOOL OF NURSING</b>	<b>703/899</b>	<b>78%</b>	<b>732/968</b>	<b>76%</b>	<b>819/1,073</b>	<b>76%</b>
<b>ASSOCIATE DEGREE</b>	<b>613/777</b>	<b>79%</b>	<b>631/833</b>	<b>76%</b>	<b>746/959</b>	<b>78%</b>
Nursing	613/777	79%	631/833	76%	746/959	78%
<b>BACHELOR'S DEGREE</b>	<b>90/122</b>	<b>74%</b>	<b>101/135</b>	<b>75%</b>	<b>73/114</b>	<b>64%</b>
Science of Nursing	90/122	74%	101/135	75%	73/114	64%
Non-Degree Seeking	1/1	100%	4/6	67%	3/4	75%
<b>GRADUATE PROGRAMS</b>	<b>56/68</b>	<b>82%</b>	<b>54/63</b>	<b>86%</b>	<b>51/63</b>	<b>81%</b>
<b>GRADUATE SCHOOL</b>	<b>56/68</b>	<b>82%</b>	<b>54/63</b>	<b>86%</b>	<b>51/63</b>	<b>81%</b>
<b>MASTER'S DEGREE</b>	<b>56/68</b>	<b>82%</b>	<b>54/63</b>	<b>86%</b>	<b>51/63</b>	<b>81%</b>
Science of Nursing, Major in Emergency/Trauma Care	32/39	82%	26/31	84%	23/31	74%
Science of Nursing, Major in Acute/Critical Care	24/29	83%	26/30	87%	26/28	93%
Public Affairs and Government Innovation			2/2	100%	2/4	50%
Science of Nursing major in Family Nurse Practitioner						
<b>TOTAL CAMPUS ENROLLMENT AND NON-COHORT RETENTION RATE (UNDUPLICATED)</b>	<b>1,076/1,466</b>	<b>73%</b>	<b>1,095/1,522</b>	<b>72%</b>	<b>1,213/1,637</b>	<b>74%</b>

Source: AIR, 2024 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

## ENROLLMENT ANALYSIS

Compared to the previous academic year, **enrollment** increased for the following academic programs:

Academic Program	Student enrollment change	Three consecutive years of enrollment increase
<b>Associate Degree</b>		
Interior Design and Decoration	+10 students	
Medical Emergencies Technology	+15 students	Yes
Nursing	+126 students	Yes

<b>Bachelor's Degree</b>		
Political Sciences and International Relations	+1 student	Yes
Digital Fashion Design	+17 students	
Information Technology Science major in Programming	+2 students	Yes
Information Technology Science major in Networks	+4 students	
Health Sciences in Speech and Language Therapy	+17 students	
Natural Sciences	+1 student	
<b>Master's Degree</b>		
Public Affairs and Government Innovation	+2 students	

**Enrollment** decreased for the following academic programs:

<b>Academic Program</b>	<b>Student enrollment change</b>	<b>Three consecutive years of enrollment decrease</b>
<b>Associate Degree</b>		
Health Billing and Codification Services	-5 students	Yes
Digital Fashion Design	-1 student	
Information Technology	-10 students	Yes
Criminal Justice	-13 students	Yes
Executive Protection and Security	-9 students	Yes
Pharmacy Technician	-16 students	Yes
<b>Bachelor's Degree</b>		
Science major in Forensic Sciences	-1 student	Yes
Science of Nursing	-21 students	
<b>Master's Degree</b>		
Science of Nursing major in Acute/Critical Care	-2 students	

## NON-COHORT RETENTION ANALYSIS

Most academic programs at the San Sebastián Campus have retention rates below 75%, indicating that the campus needs to make stronger efforts in student support and retention. Programs with **non-cohort retention rates** above 75% include:

- Associate Degree in Interior Design and Decoration, Executive Protection and Security, Medical Emergencies Technology, and Nursing.
- Bachelor's Degree in Information Technology Science major in Programming and Natural Sciences.
- Master's Degree in Science of Nursing, major in Acute/Critical Care.

Compared to the previous academic year, **non-cohort retention rates** increased for the following academic programs:

Academic Degree	Retention Rate change	Three consecutive years of non-cohort retention rates increase
<b>Associate Degree</b>		
Health Billing and Codification Services	+6%	Yes
Interior Design and Decoration	+9%	
Criminal Justice	+12%	
Executive Protection and Security	+46%	
Medical Emergencies Technology	+21%	
Pharmacy Technician	+16%	
Nursing	+2%	
<b>Bachelor's Degree</b>		
Information Technology Science major in Programming	+12%	
Natural Sciences	+18%	Yes
<b>Master's Degree</b>		
Science of Nursing major in Acute/Critical Care	+6%	Yes

Compared to the previous academic year, **non-cohort retention rates** decreased for the following academic programs:

Academic Degree	Retention Rate change	Three consecutive years of non-cohort retention rates decrease
<b>Associate Degree</b>		
Digital Fashion Design	-7%	
Information Technology	-13%	
<b>Bachelor's Degree</b>		
Political Sciences and International Relations	-67%	Yes
Digital Fashion Design	-24%	
Information Technology Science major in Networks	-15%	
Science major in Forensic Sciences	-4%	
Health Sciences in Speech and Language Therapy	-18%	
Science of Nursing	-11%	
<b>Master's Degree</b>		
Science of Nursing major in Emergency/Trauma Care	-10%	
Public Affairs and Government Innovation	-50%	

## ENROLLMENT AND NON-COHORT RETENTION RATES BY MODALITIES

Enrollment and Non-Cohort Retention Rates by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face modality</b>	64% (498/784)	66% (503/766)	69% (521/758)
<b>Traditional ADN</b>	47% (54/115)	54% (61/112)	66% (65/99)
<b>Traditional BSN</b>	71% (72/102)	79% (79/100)	65% (62/95)
<b>Total Nursing traditional face-to-face</b>			
<b>Out-of-State Hybrid modality</b>	85% (578/683)	78% (593/757)	79% (692/879)
<b>MAGAE modality</b>	75% (500/663)	79% (570/721)	79% (681/860)
<b>MABE modality</b>	90% (18/20)	64% (23/36)	58% (11/19)

Source: AIR, 2024 (Annual Institutional Report).

Compared to the previous academic year, **traditional face-to-face** enrollment decreased by 1% (-eight students) while **Out-of-State Hybrid** enrollment increased by 16% (+122 students). Over the same period, **traditional ADN** enrollment decreased by 1% (-eight students), **traditional BSN** enrollment decreased by 5% (-five students), **MAGAE modality** enrollment increased by 19% (+139 students), and **MABE modality** enrollment decreased by 47% (-17 students).

Over the last three years, **traditional face-to-face** enrollment has decreased by 3% (-26 students) while **Out-of-State Hybrid** enrollment has increased by 29% (+196 students). Over the same period, **traditional ADN** enrollment has decreased by 14% (-16 students), **traditional BSN** enrollment has decreased by 7% (-seven students), **MAGAE modality** enrollment has increased by 30% (+197 students), and **MABE enrollment** has decreased by 5% (-one student).

Compared to the previous academic year, **non-cohort retention rates** increased by 3% for the **traditional face-to-face** modality and by 1% for the **Out-of-State Hybrid** modality. Over the same period, non-cohort retention rates increased by 12% for traditional ADN, decreased by 14% for traditional BSN, remained unchanged at 79% for the MAGAE modality, and decreased by 6% for the MABE modality. The traditional face-to-face and the traditional ADN non-cohort retention rates have increased for three consecutive years.

Over the last three years, **traditional face-to-face** non-cohort retention rates have increased by 5% while **Out-of-State Hybrid** non-cohort retention rates have decreased by 6%. Over the same period, non-cohort retention rates have increased by 19% for **traditional ADN**, decreased by 6% for **traditional BSN**, increased by 4% for the **MAGAE modality**, and decreased by 32% for the **MABE modality**. The MABE modality has experienced three consecutive years of decreases in non-cohort retention rate.

Non-Cohort Retention Rates by Academic Programs	2021-2022	2022-2023	2023-2024
<b>Administration</b>	63%	64%	66%
<b>Design</b>	61%	69%	67%
<b>Technology</b>	59%	72%	68%
<b>Criminal Justice</b>	68%	59%	65%
<b>Sciences and Health</b>	63%	56%	73%
<b>Nursing</b>	78%	76%	76%
<b>Graduate</b>	<b>82%</b>	<b>86%</b>	<b>81%</b>
<b>Undergraduate</b>	<b>73%</b>	<b>71%</b>	<b>74%</b>
<b>Associate Degree</b>	<b>74%</b>	<b>71%</b>	<b>75%</b>
<b>Bachelor's Degree</b>	<b>70%</b>	<b>73%</b>	<b>66%</b>
<b>Total</b>	<b>73%</b>	<b>72%</b>	<b>74%</b>

Source: AIR, 2024 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

**Non-cohort retention rates** increased for Administration (+2%), Criminal Justice (+6%), and Sciences and Health programs (+17%) compared to the previous academic year. They decreased for Design (-2%), Technology (-4%), and Graduate (-5%) programs. They remained the same for Nursing programs (76%).

Undergraduate **non-cohort retention rates** increased by 3%. Of the undergraduate students, **non-cohort retention rates** for the Associate Degree increased by 4% while the **non-cohort retention rates** for the Bachelor's Degree decreased by 7%. Only the Nursing and Graduate schools have non-cohort retention rates above 75%, indicating that the rest of the Schools need to strengthen student support and services.

The **overall San Sebastián Campus non-cohort retention rate** increased (+2%) from 72% to 74%.

## NON-COHORT COMPLETE AND GRADUATE RATES

Academic Programs	2021-2022		2022-2023		2023-2024	
	Complete + Graduate / Enrollment	Rate	Complete + Graduate / Enrollment	Rate	Complete + Graduate / Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>	<b>339/1,397</b>	<b>24%</b>	<b>254/1,454</b>	<b>17%</b>	<b>337/1,570</b>	<b>21%</b>
<b>SCHOOL OF ADMINISTRATION</b>	<b>7/71</b>	<b>10%</b>	<b>9/69</b>	<b>13%</b>	<b>11/65</b>	<b>17%</b>
<b>ASSOCIATE DEGREE</b>	<b>7/70</b>	<b>10%</b>	<b>9/66</b>	<b>14%</b>	<b>11/61</b>	<b>18%</b>
Health Billing and Codifications Services	7/70	10%	9/66	14%	11/61	18%
<b>BACHELOR'S DEGREE</b>	<b>0/1</b>	<b>0%</b>	<b>0/3</b>	<b>0%</b>	<b>0/4</b>	<b>0%</b>
Political Sciences and International Relations	0/1	0%	0/3	0%	0/4	0%
<b>SCHOOL OF DESIGN</b>	<b>10/57</b>	<b>18%</b>	<b>5/67</b>	<b>7%</b>	<b>2/93</b>	<b>2%</b>
<b>ASSOCIATE DEGREE</b>	<b>10/57</b>	<b>18%</b>	<b>5/58</b>	<b>9%</b>	<b>2/67</b>	<b>3%</b>
Interior Design and Decoration	4/24	17%	3/24	13%	2/34	6%
Digital Fashion Design	6/33	18%	2/34	6%	0/33	0%
<b>BACHELOR'S DEGREE</b>			<b>0/9</b>	<b>0%</b>	<b>0/26</b>	<b>0%</b>
Digital Fashion Design			0/9	0%	0/26	0%
<b>SCHOOL OF TECHNOLOGY</b>	<b>14/101</b>	<b>14%</b>	<b>8/104</b>	<b>8%</b>	<b>16/100</b>	<b>16%</b>
<b>ASSOCIATE DEGREE</b>	<b>6/62</b>	<b>10%</b>	<b>5/57</b>	<b>9%</b>	<b>6/47</b>	<b>13%</b>
Information Technology	6/62	10%	5/57	9%	6/47	13%
<b>BACHELOR'S DEGREE</b>	<b>8/39</b>	<b>21%</b>	<b>3/47</b>	<b>6%</b>	<b>10/53</b>	<b>19%</b>
Information Technology Science Major in Programming	4/28	14%	2/36	6%	8/38	21%
Information Technology Science Major in Networks	4/11	36%	1/11	9%	2/15	13%
<b>SCHOOL OF CRIMINAL JUSTICE</b>	<b>22/128</b>	<b>17%</b>	<b>11/109</b>	<b>10%</b>	<b>17/86</b>	<b>20%</b>
<b>ASSOCIATE DEGREE</b>	<b>3/69</b>	<b>4%</b>	<b>4/57</b>	<b>7%</b>	<b>12/35</b>	<b>34%</b>
Criminal Justice	2/54	4%	1/44	2%	9/31	29%
Executive Protection and Security	1/15	7%	3/13	23%	3/4	75%
<b>BACHELOR'S DEGREE</b>	<b>19/59</b>	<b>32%</b>	<b>7/52</b>	<b>13%</b>	<b>5/51</b>	<b>10%</b>
Science major in Forensic Sciences	19/59	32%	7/52	13%	5/51	10%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	<b>13/141</b>	<b>9%</b>	<b>8/136</b>	<b>6%</b>	<b>23/153</b>	<b>15%</b>
<b>ASSOCIATE DEGREE</b>	<b>8/122</b>	<b>7%</b>	<b>8/123</b>	<b>7%</b>	<b>20/122</b>	<b>16%</b>
Medical Emergencies Technology	2/30	7%	1/40	3%	9/55	16%
Health and Physical Aptitude for Special Populations	0/2	0%	0/1	0%	0/1	0%

Academic Programs	2021-2022		2022-2023		2023-2024	
	Complete + Graduate / Enrollment	Rate	Complete + Graduate / Enrollment	Rate	Complete + Graduate / Enrollment	Rate
Pharmacy Technician	6/90	7%	7/82	9%	11/66	17%
<b>BACHELOR'S DEGREE</b>	<b>5/19</b>	<b>26%</b>	<b>0/13</b>	<b>0%</b>	<b>3/31</b>	<b>10%</b>
Health Sciences in Speech and Language Therapy			0/6	0%	0/23	0%
Natural Sciences	5/19	26%	0/7	0%	3/8	38%
<b>SCHOOL OF NURSING</b>	<b>273/899</b>	<b>30%</b>	<b>213/969</b>	<b>22%</b>	<b>268/1,073</b>	<b>25%</b>
<b>ASSOCIATE DEGREE</b>	<b>237/777</b>	<b>31%</b>	<b>191/833</b>	<b>23%</b>	<b>244/959</b>	<b>25%</b>
Nursing	237/777	31%	191/833	23%	244/959	25%
<b>BACHELOR'S DEGREE</b>	<b>26/122</b>	<b>21%</b>	<b>22/136</b>	<b>16%</b>	<b>24/114</b>	<b>21%</b>
Science of Nursing	26/122	21%	22/136	16%	24/114	21%
<b>GRADUATE PROGRAMS</b>	<b>18/68</b>	<b>26%</b>	<b>14/63</b>	<b>22%</b>	<b>19/63</b>	<b>30%</b>
<b>GRADUATE SCHOOL</b>	<b>18/68</b>	<b>26%</b>	<b>14/63</b>	<b>22%</b>	<b>19/63</b>	<b>30%</b>
<b>MASTER'S DEGREE</b>	<b>18/68</b>	<b>26%</b>	<b>14/63</b>	<b>22%</b>	<b>19/63</b>	<b>30%</b>
Science of Nursing, major in Emergency/Trauma Care	10/39	26%	5/13	16%	9/31	29%
Science of Nursing, major in Acute/Critical Care	8/29	28%	9/30	30%	9/28	32%
Public Affairs and Government Innovation			0/2	0%	1/4	25%
<b>NON-COHORT COMPLETE AND GRADUATE RATE</b>	<b>357/1,465</b>	<b>24%</b>	<b>268/1,517</b>	<b>18%</b>	<b>356/1,633</b>	<b>22%</b>

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment) Formula: SUM (Graduate + Complete) / Total Enrollment.

## NON-COHORT COMPLETE AND GRADUATE RATE ANALYSIS

Most academic programs at the San Sebastián Campus fall below the 20% rate, indicating that more substantial efforts are needed in student support and retention. Programs with **non-cohort complete and graduate rates** above 20% include:

- Associate Degree in Criminal Justice, Executive Protection and Security, and Nursing.
- Bachelor's Degree in Information Technology Science major in Programming, Natural Sciences, and Sciences of Nursing.
- Master's Degree in Sciences of Nursing major in Emergency/Trauma Care, Sciences of Nursing major in Acute/Critical Care, and Public Affairs and Government Innovation.

**Non-cohort complete and graduate rates** increased for the following academic programs:

Academic Degree	Non-cohort complete and graduate rate change	Three consecutive years of non-cohort complete and graduate rate increase
<b>Associate Degree</b>		
Health Billing and Codification Services	+4%	Yes
Information Technology	+4%	
Criminal Justice	+27%	
Executive Protection and Security	+52%	Yes
Medical Emergencies Technology	+13%	
Pharmacy Technician	+8%	Yes
Nursing	+2%	
<b>Bachelor's Degree</b>		
Information Technology Science major in Programming	+15%	
Information Technology Science major in Networks	+4%	
Natural Sciences	+38%	
Science of Nursing	+5%	
<b>Master's Degree</b>		
Science of Nursing major in Emergency/Trauma Care	+13%	
Science of Nursing major in Acute/Critical Care	+2%	Yes
Public Affairs and Government Innovation	+25%	

**Non-cohort complete and graduate rates** decreased for the following academic programs:

Academic Degree	Non-cohort complete and graduate rate change	Three consecutive years of non-cohort complete and graduate rate decrease
<b>Associate Degree</b>		
Interior Design and Decoration	-7%	Yes
Digital Fashion Design	-6%	Yes
<b>Bachelor's Degree</b>		
Science major in Forensic Sciences	-3%	Yes

## NON-COHORT COMPLETE AND GRADUATE RATES BY MODALITIES

Non-Cohort Complete and Graduate Rates	2021-2022	2022-2023	2023-2024
<b>Traditional undergraduate (face-to-face)</b>	14% (112/784)	10% (79/766)	15% (117/755)
<b>Traditional ADN</b>	8% (9/114)	4% (4/112)	15% (15/99)
<b>Traditional BSN</b>	18% (18/102)	19% (19/100)	14% (13/95)
<b>Out-of-State Hybrid</b>	35% (236/683)	25% (190/757)	27% (240/879)
<b>Out-of-State Hybrid MAGAE</b>	34% (228/663)	26% (187/721)	27% (229/860)
<b>Out-of-State Hybrid MABE</b>	40% (8/20)	8% (3/36)	58% (11/19)

Source: AIR, 2024 (Annual Institutional Report).

Compared to the previous academic year, **traditional face-to-face** non-cohort complete and graduate rates increased by 5% while **Out-of-State Hybrid** increased by 2%. Over the same period, non-cohort complete and graduate rates for the **traditional ADN** program increased by 11%, **traditional BSN** decreased by 5%, **MAGAE modality** increased by 1%, and **MABE modality** increased by 50%.

Over the last three years, **traditional face-to-face** non-cohort complete and graduate rates have increased by 1% while **Out-of-State hybrid** have decreased by 8%. Over the same period, non-cohort complete and graduate rates have increased for the **traditional ADN** by 7%, decreased by 4% for **traditional BSN**, decreased by 7% for **MAGAE modality**, and increased by 18% for the **MABE modality**.

Non-cohort complete and graduate rates	2021-2022	2022-2023	2023-2024
<b>Administration</b>	10%	13%	17%
<b>Criminal Justice</b>	17%	10%	20%
<b>Design</b>	18%	7%	2%
<b>Nursing</b>	30%	22%	25%
<b>Sciences and Health</b>	9%	6%	15%
<b>Technology</b>	14%	8%	16%
<b>Graduate</b>	<b>26%</b>	<b>22%</b>	<b>30%</b>
<b>Undergraduate</b>	<b>24%</b>	<b>17%</b>	<b>21%</b>
<b>Associate Degree</b>	<b>23%</b>	<b>19%</b>	<b>23%</b>
<b>Bachelor's Degree</b>	<b>24%</b>	<b>12%</b>	<b>15%</b>
<b>Total</b>	<b>24%</b>	<b>18%</b>	<b>22%</b>

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

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

Academic School **non-cohort complete and graduate rates** increased for Administration (+4%), Criminal Justice (+10%), Nursing (+3%), Sciences and Health (+9%), Technology (+8%), and Graduate (+8%) programs

compared to the previous academic year. They decreased for Design (-5%). The **undergraduate non-cohort complete and graduate** rate (21%) increased by 4% compared to the previous academic year.

Only Criminal Justice, Nursing, and the Graduate School's **non-cohort completion and graduation rates** were above 20%. Associate Degree programs have consistently been at or above 20%, primarily due to the Nursing program. Bachelor's Degree programs have been below 20% for the past two years.

The overall San Sebastián Campus non-cohort complete and graduate rate increased by 4% from 18% to 22% compared to the previous academic year. Compared to benchmark data, 22% represents a favorable scenario, highlighting the program's effectiveness in promoting graduation. It should be noted that the Nursing and Graduate School **non-cohort complete and graduate rates** maintain the total campus rate above 20%.

<b>IPEDS Graduation Rates</b>		
<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
37%	37%	35%

Source: IPEDS Graduation Rates Data.

The San Sebastián Campus **IPEDS graduation rate** was 35% for the 2023-2024 academic year, based on a 2018 cohort of 108 students (38 graduates at 150% of normal time).

## PLACEMENT RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Infield and Refield /Graduate	Rate	Infield and Refield /Graduate	Rate	Infield and Refield /Graduate	Rate
<b>UNDERGRADUATE PROGRAMS</b>	<b>150/202</b>	<b>74%</b>	<b>165/224</b>	<b>74%</b>	<b>135/199</b>	<b>68%</b>
<b>SCHOOL OF ADMINISTRATION</b>	<b>4/5</b>	<b>80%</b>	<b>3/7</b>	<b>43%</b>	<b>7/9</b>	<b>78%</b>
<b>ASSOCIATE DEGREE</b>	<b>4/5</b>	<b>80%</b>	<b>3/7</b>	<b>43%</b>	<b>7/9</b>	<b>78%</b>
Health Billing and Codification Services	4/5	80%	3/7	43%	7/9	78%
<b>BACHELOR'S DEGREE</b>						
Political Sciences and International Relations						
<b>SCHOOL OF DESIGN</b>	<b>7/7</b>	<b>100%</b>	<b>6/7</b>	<b>86%</b>	<b>3/3</b>	<b>100%</b>
<b>ASSOCIATE DEGREE</b>	<b>7/7</b>	<b>100%</b>	<b>6/7</b>	<b>86%</b>	<b>3/3</b>	<b>100%</b>
Interior Design and Decoration	4/4	100%	3/4	75%	2/2	100%
Digital Fashion Design	3/3	100%	3/3	100%	1/1	100%
<b>BACHELOR'S DEGREE</b>						
Digital Fashion Design						
<b>SCHOOL OF TECHNOLOGY</b>	<b>4/4</b>	<b>100%</b>	<b>6/8</b>	<b>75%</b>	<b>4/6</b>	<b>67%</b>
<b>ASSOCIATE DEGREE</b>			<b>2/2</b>	<b>100%</b>	<b>2/3</b>	<b>67%</b>
Information Technology			2/2	100%	2/3	67%
<b>BACHELOR'S DEGREE</b>	<b>4/4</b>	<b>100%</b>	<b>4/6</b>	<b>67%</b>	<b>2/3</b>	<b>67%</b>
Information Technology major in Programming	3/3	100%	2/4	50%	1/2	50%
Information Technology major in Networks	1/1	100%	2/2	100%	1/1	100%
<b>SCHOOL OF CRIMINAL JUSTICE</b>	<b>4/9</b>	<b>44%</b>	<b>7/12</b>	<b>58%</b>	<b>6/8</b>	<b>75%</b>
<b>ASSOCIATE DEGREE</b>	<b>0/5</b>	<b>0%</b>	<b>2/2</b>	<b>100%</b>	<b>2/3</b>	<b>67%</b>
Criminal Justice	0/5	0%	1/1	100%	1/1	100%
Executive Protection and Security			1/1	100%	1/2	50%
<b>BACHELOR'S DEGREE</b>	<b>4/4</b>	<b>100%</b>	<b>5/10</b>	<b>50%</b>	<b>4/5</b>	<b>80%</b>
Science major in Forensic Sciences	4/4	100%	5/10	50%	4/5	80%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	<b>13/15</b>	<b>87%</b>	<b>12/13</b>	<b>92%</b>	<b>5/6</b>	<b>83%</b>
<b>ASSOCIATE DEGREE</b>	<b>10/12</b>	<b>83%</b>	<b>7/8</b>	<b>88%</b>	<b>5/6</b>	<b>83%</b>
Medical Emergencies Technology			2/2	100%	1/1	100%
Pharmacy Technician	8/9	90%	5/6	83%	4/5	80%
Physical Therapy Technology	2/3	67%				
<b>BACHELOR'S DEGREE</b>	<b>3/3</b>	<b>100%</b>	<b>5/5</b>	<b>100%</b>		
Natural Sciences	3/3	100%	5/5	100%		
Health Sciences in Speech and Language Therapy						

Academic Programs	2021-2022		2022-2023		2023-2024	
	Infield and Refield /Graduate	Rate	Infield and Refield /Graduate	Rate	Infield and Refield /Graduate	Rate
<b>SCHOOL OF NURSING</b>	<b>118/162</b>	<b>73%</b>	<b>131/177</b>	<b>74%</b>	<b>110/167</b>	<b>66%</b>
<b>ASSOCIATE DEGREE</b>	<b>100/136</b>	<b>74%</b>	<b>120/162</b>	<b>74%</b>	<b>102/150</b>	<b>68%</b>
Nursing	100/136	74%	120/162	74%	102/150	68%
<b>BACHELOR'S DEGREE</b>	<b>18/26</b>	<b>69%</b>	<b>11/15</b>	<b>73%</b>	<b>8/17</b>	<b>47%</b>
Science of Nursing	18/26	69%	11/15	73%	8/17	47%
<b>GRADUATE PROGRAMS</b>	<b>14/15</b>	<b>93%</b>	<b>17/18</b>	<b>94%</b>	<b>12/12</b>	<b>100%</b>
<b>GRADUATE SCHOOL</b>	<b>14/15</b>	<b>93%</b>	<b>17/18</b>	<b>94%</b>	<b>12/12</b>	<b>100%</b>
<b>MASTER'S DEGREE</b>	<b>14/15</b>	<b>93%</b>	<b>17/18</b>	<b>94%</b>	<b>12/12</b>	<b>100%</b>
Science of Nursing, major in Emergency/Trauma Care	7/7	100%	9/9	100%	4/4	100%
Science of Nursing, major in Acute/Critical Care	7/8	88%	8/9	89%	8/8	100%
Public Affairs and Government Innovation						
Science of Nursing major in Family Nurse Practitioner						
<b>CAMPUS PLACEMENT RATE</b>	<b>164/217</b>	<b>76%</b>	<b>182/242</b>	<b>75%</b>	<b>147/211</b>	<b>70%</b>

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield) / (Graduate + Complete - Exemptions).

## PLACEMENT ANALYSIS

The following programs in the San Sebastián Campus had rates above 70%:

- Associate Degree in Health Billing and Codification Services, Interior Design and Decoration, Digital Fashion Design, Criminal Justice, Medical Emergencies Technology, and Pharmacy Technician.
- Bachelor's Degree in Information Technology major in Networks and Science major in Forensic Sciences.
- Master's Degree in Science of Nursing, major in Emergency/Trauma Care and Science of Nursing, major in Acute/Critical Care.

Compared to the previous academic year, **Placement rates** increased for the following academic programs:

Academic Degree	Placement rate change	Three consecutive years of Placement rate increase
<b>Associate Degree</b>		
Health Billing and Codification Services	+35%	
Interior Design and Decoration	+25%	
<b>Bachelor's Degree</b>		
Science major in Forensic Sciences	+30%	
<b>Master's Degree</b>		
Science of Nursing, major in Acute/Critical Care	11%	

The Master's Degree in Science of Nursing, major in Acute/Critical Care has had placement rates increase for three consecutive years. The Associate's Degree in Digital Fashion Design, the Bachelor's Degree in Information Technology major in Networks, and the Master's Degree in Science of Nursing, major in Emergency/Trauma Care programs, have had three consecutive years of 100% placement for graduating students.

**Placement rates** decreased for the following academic programs:

Academic Degree	Placement rate change	Three consecutive years of Placement rate decrease
<b>Associate Degree</b>		
Information Technology	-33%	
Executive Protection and Security	-50%	
Pharmacy Technician	-3%	Yes
Nursing	-6%	
<b>Bachelor's Degree</b>		
Science of Nursing	-26%	

## PLACEMENT RATES BY MODALITIES

Placement Rates by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face</b>	82% (73/89)	71% (66/93)	74% (43/58)
<b>Traditional ADN</b>	87% (13/15)	36% (4/11)	50% (2/4)
<b>Traditional BSN</b>	74% (14/19)	73% (11/15)	40% (4/10)
<b>Out-of-State Hybrid</b>	71% (91/128)	77% (116/151)	68% (104/153)
<b>MAGAE modality</b>	72% (87/121)	77% (116/151)	68% (100/146)
<b>MABE modality</b>	57% (4/7)	N/A	57% (4/7)

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield) / (Graduate + Complete - Exemptions).

Compared to the previous academic year, **traditional face-to-face** Placement rates increased by 3% while **Out-of-State Hybrid** decreased by 9%. Over the same period, **traditional ADN** Placement rates increased by 14%, **traditional BSN** placement rates decreased by 33%, and **MAGAE modality** placement rates decreased by 9%.

Over the last three years, **traditional face-to-face** placement rates have decreased by 8% while **Out-of-State Hybrid** placement rates have decreased by 3%. Over the same period, the placement rate for **traditional ADN** decreased by 37%, **traditional BSN** decreased by 34%, the **MAGAE modality** decreased by 4%, and the

**MABE modality** remained unchanged at 57%. For further information on the Nursing placement rates, visit: For further information on the Nursing placement rates, visit: <https://edpuniversity.edu/student-achievement-outcome-data/>

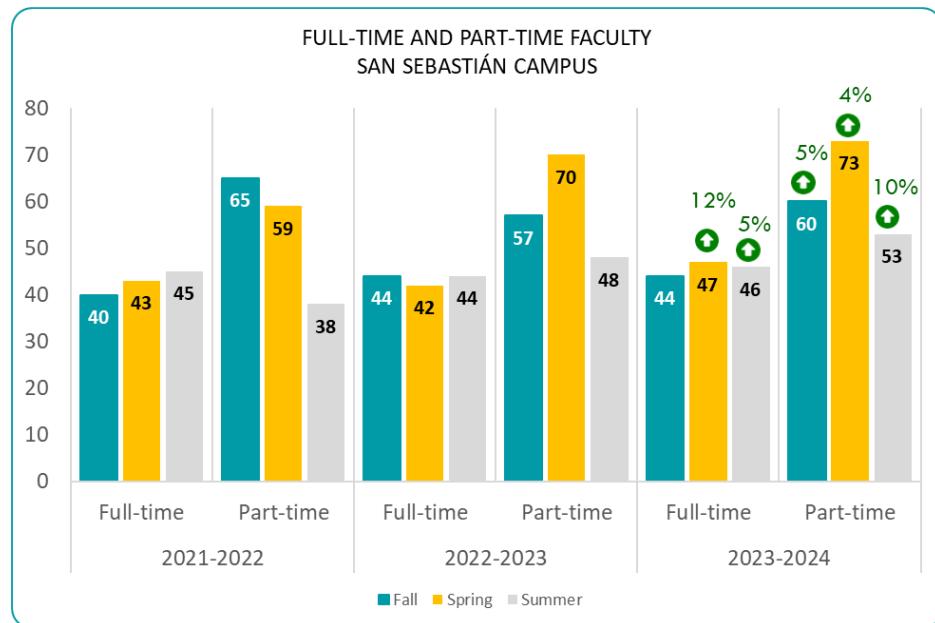
Academic Programs Placement Rates	2021-2022	2022-2023	2023-2024
<b>Administration</b>	80%	43%	78%
<b>Criminal Justice</b>	44%	58%	75%
<b>Design</b>	100%	86%	100%
<b>Nursing</b>	73%	74%	66%
<b>Sciences and Health</b>	87%	92%	83%
<b>Technology</b>	100%	75%	67%
<b>Graduate</b>	<b>93%</b>	<b>94%</b>	<b>100%</b>
<b>Undergraduate</b>	<b>74%</b>	<b>74%</b>	<b>68%</b>
<b>Associate Degree</b>	<b>73%</b>	<b>74%</b>	<b>70%</b>
<b>Bachelor's Degree</b>	<b>78%</b>	<b>69%</b>	<b>56%</b>
<b>Total</b>	<b>76%</b>	<b>75%</b>	<b>70%</b>

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield) / (Graduate + Complete - Exemptions).

The Administration, Criminal Justice, Design, Graduate, and Sciences and Health School's **academic program placement rates** were above 70%. The undergraduate program placement rate was below 70%, and the Graduate placement rate was above 70%, all above benchmarks.

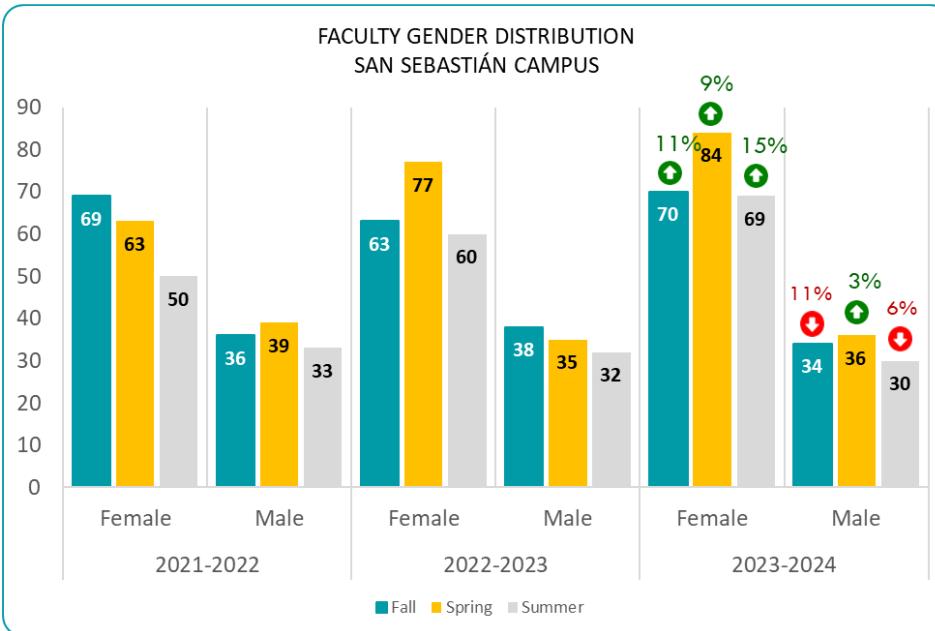
The overall San Sebastián campus **placement rate** (including undergraduate and graduate programs) decreased by 5% and was 70%, right at benchmark.

## FACULTY PROFILE



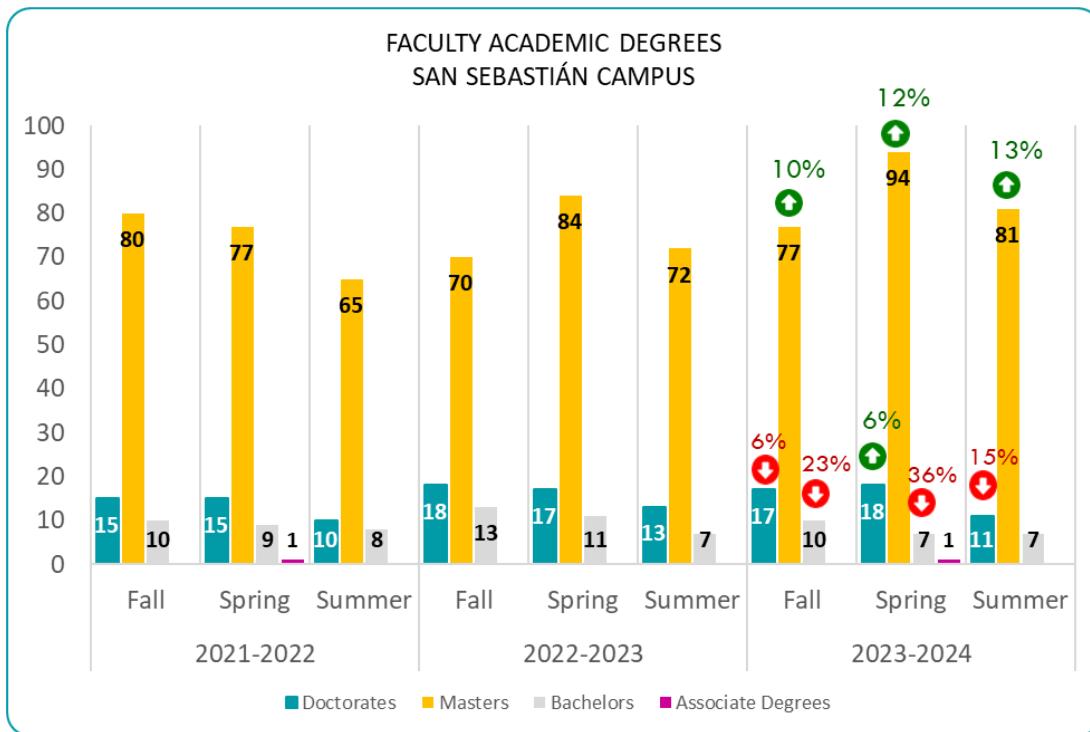
Source: Administrative Sub-director's Office, 2024

For the 2023-2024 academic year, full-time and part-time faculty increased for the fall, spring, and summer semesters compared to the previous academic year. Total full-time and part-time faculty have increased slightly on a year-to-year basis. For the academic year, there were more part-time faculty.



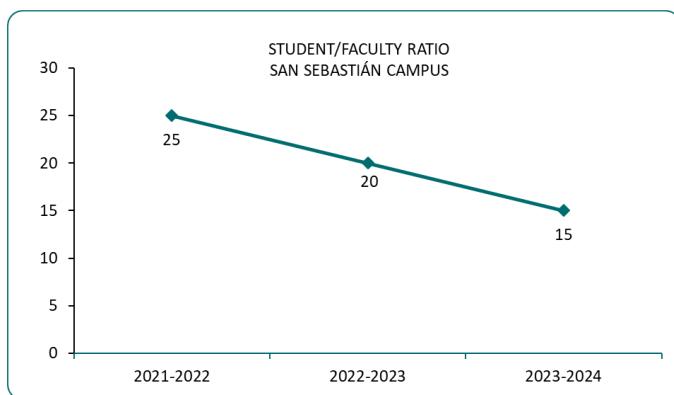
Source: Administrative Sub-director's Office, 2024

For the 2023-2024 academic year, female faculty increased for the fall, spring, and summer semesters compared to the previous academic year. Male faculty increased for the spring semester but decreased for the fall and summer semesters. There was more female faculty than male faculty. Female faculty has steadily increased on a year-to-year basis while male faculty has increased to a lesser extent.



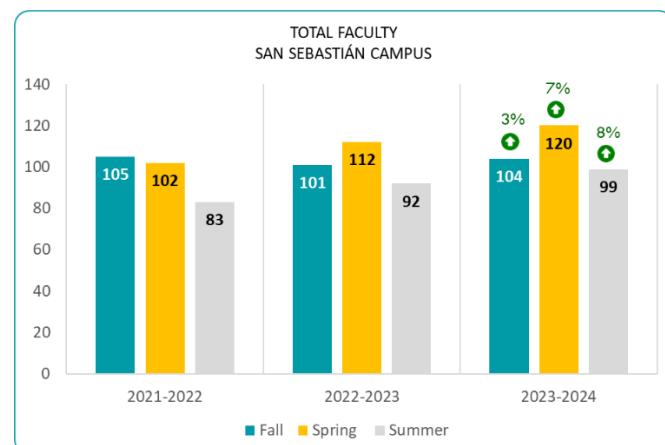
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, more faculty had Master's Degrees as their highest degree. There was an increase in Doctorate degrees for the spring semester, but a decrease during the fall and summer semesters compared to the previous academic year. Master's degrees increased for the fall, spring, and summer semesters. Faculty with Master's Degrees has increased slightly year over year, while faculty with Doctorate degrees has also increased, but to a lesser extent.



Source: IPEDS Fall enrolment.

During the 2023-2024 fall academic semester, there were 15 students per faculty member. The student-to-faculty ratio decreased compared to the previous fall academic semester.



Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, total faculty increased by 3% for the fall semester (+three), 7% for the spring semester (+eight), and 8% for the summer semester (+seven). The total faculty has increased for three consecutive years for the spring and summer semesters.

# MANATÍ

# BRANCH CAMPUS



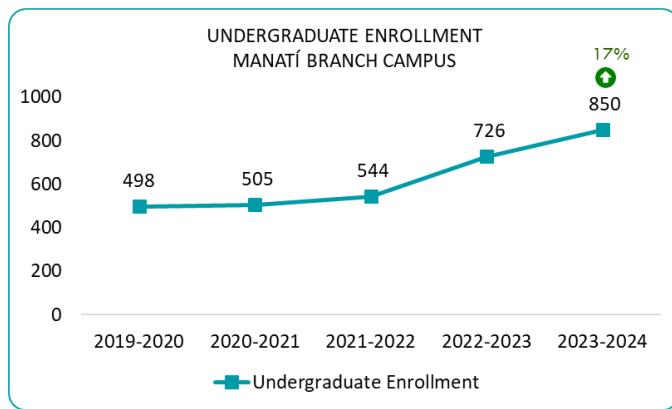
**PROGRAMS OF STUDY APPROVED BY THE POSTSECONDARY INSTITUTION BOARD,  
FORMER PUERTO RICO COUNCIL OF EDUCATION (PRCE)**

The following undergraduate academic programs are offered at the Manatí Branch Campus:

<b>ASSOCIATE DEGREES</b>	
<b>2013</b>	Associate Degree in Nursing
<b>2013</b>	Associate Degree in Digital Fashion Design
<b>2017</b>	Associate Degree in Information Technology
<b>BACHELOR'S DEGREES</b>	
<b>2018</b>	Bachelor's Degree in Science of Nursing
<b>2021</b>	Bachelor's Degree in Digital Fashion Design
<b>2022</b>	Bachelor's Degree in Health Sciences in Speech-Language Therapy

## ENROLLMENT ANALYSIS

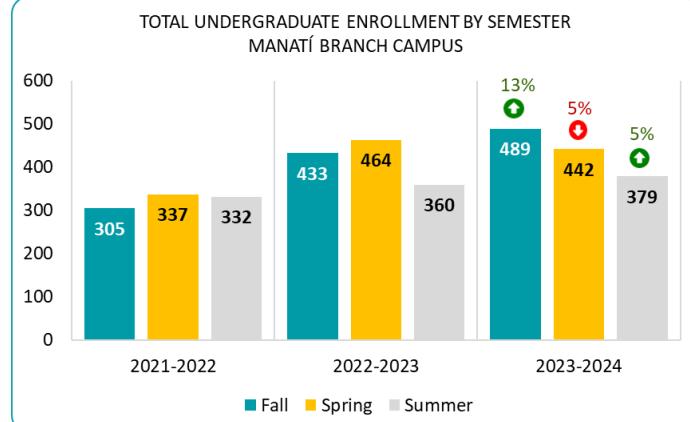
## ENROLLMENT AND GENDER DISTRIBUTION



Source: IPEDS 12-month Enrollment Data, 2024-2025.

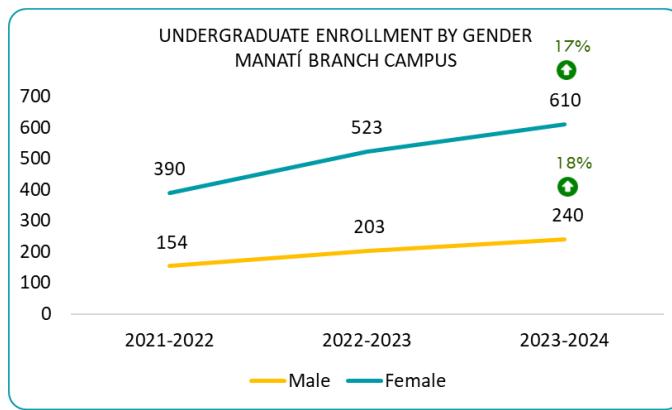
**Undergraduate enrollment** for the 2023-2024 academic year totaled 850 students, an increase of 17% (+124 students) over the previous academic year. Over the last five years, undergraduate enrollment has increased by 71% (+352 students). Enrollment has increased for four consecutive years.

## ENROLLMENT BY SEMESTER



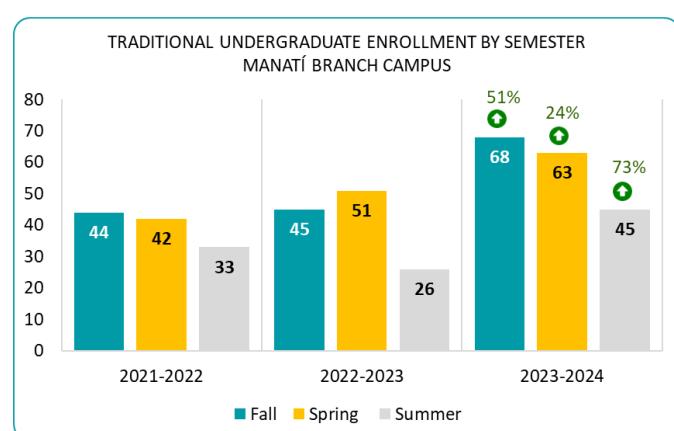
Source: Enrollment Certifications - Registrar's Office, 2024

**Total enrollment** for the 2023-2024 academic year increased by 13% for the fall semester (+56 students) and 5% for the summer semester (+19 students) compared to the previous academic year. It decreased by 5% for the spring semester (-22 students). Total enrollment for the fall and summer semesters has increased for three consecutive years.



Source: IPEDS 12-month Enrollment Data, 2024-2025.

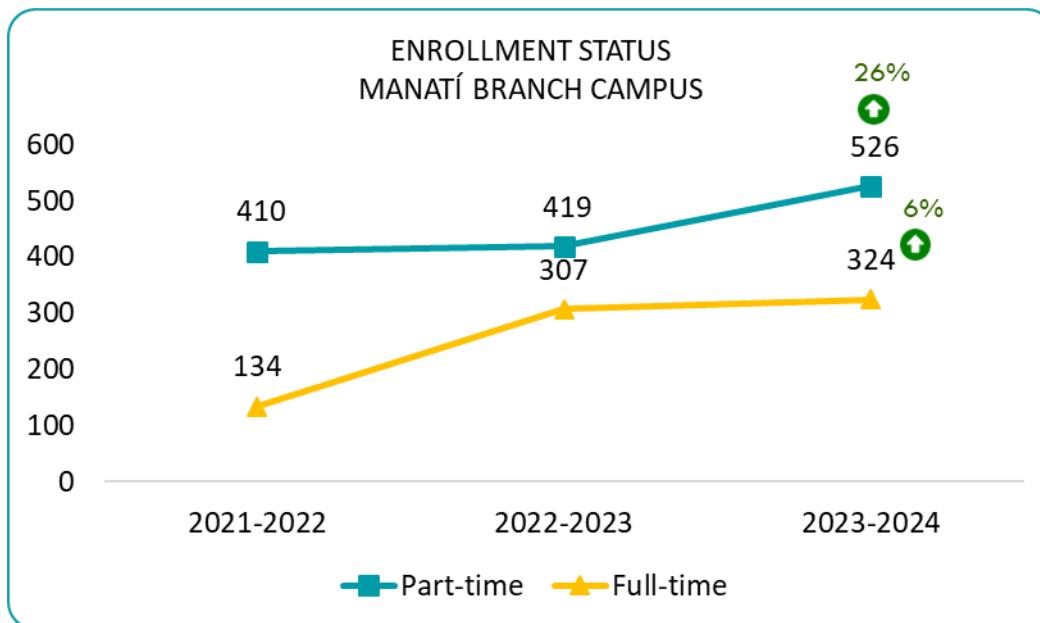
**Female undergraduate enrollment** for the 2023-2024 academic year increased by 17% (+87 students) compared to the previous academic year, while **male undergraduate enrollment** increased by 18% (+37 students). Over the last three years, female enrollment has increased by 56% (+220 students) while male enrollment has increased by 56% (+86 students).



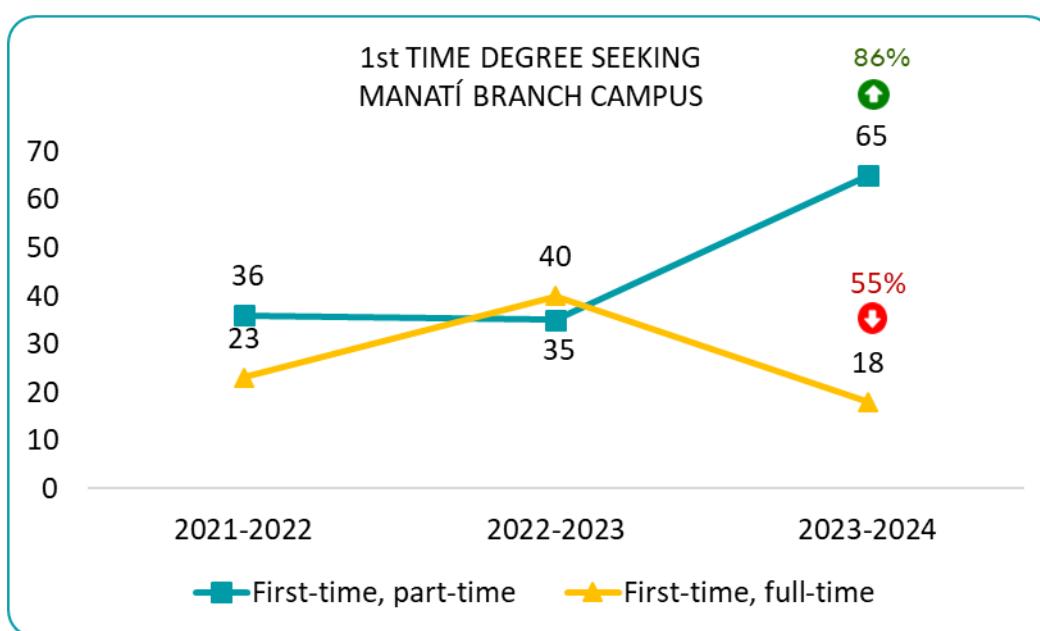
Source: Enrollment Certifications - Registrar's Office, 2024

**Traditional undergraduate enrollment** for the 2023-2024 academic year increased by 51% for the fall semester (+23 students), 24% for the spring semester (+12 students), and 73% for the summer semester (+19 students) compared to the previous academic year. Fall and spring semester enrollment has increased for three consecutive years.

## UNDERGRADUATE ENROLLMENT STATUS

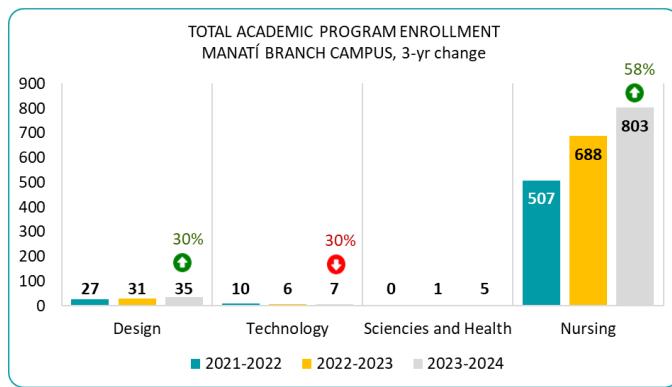


**The total number of initial part-time students** (12 credits or less) for the 2023-2024 academic year increased by 26% (+107 students) compared to the previous academic year, while the **total number of initial full-time students** (12 credits or more) increased by 6% (+17 students).



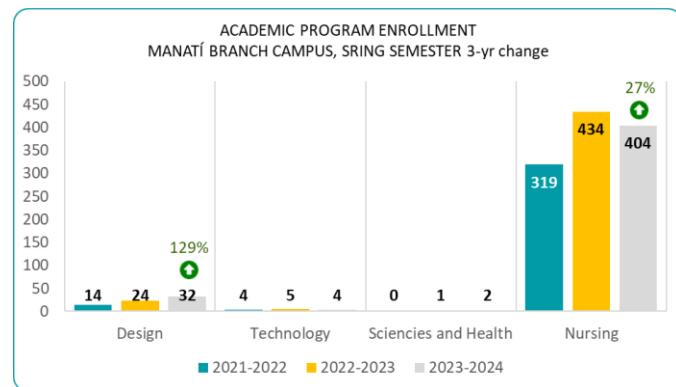
**The total number of initial first-time, part-time students** (12 credits or less) for the 2023-2024 academic year increased by 86% (+30 students) compared to the previous academic year, while the **total number of initial first-time, full-time students** (12 credits or more) decreased by 55% (-22 students).

## ENROLLMENT IN ACADEMIC PROGRAM BY SEMESTER



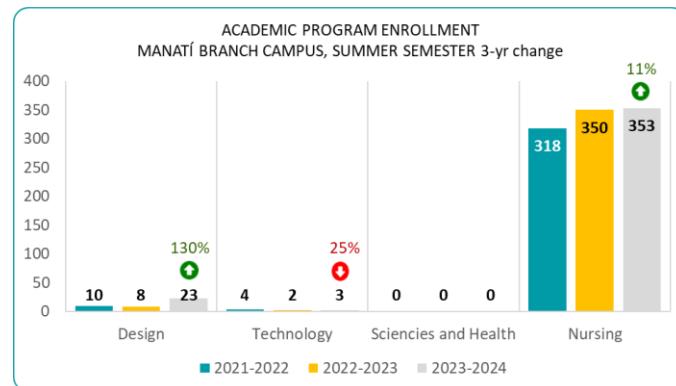
Source: AIR, 2024 (Annual Institutional Report).

Over the past three years, **total academic program enrollment** has increased by 58% for Nursing programs (+296 students) and 30% for Design programs (+eight students). Technology program enrollment has decreased by 30% (-three students). Enrollment in new academic programs for the Sciences and Health totaled five students.



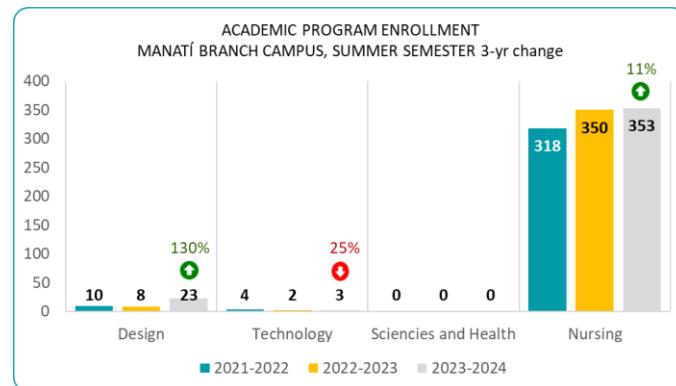
Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **spring semester** program enrollment has increased by 27% for Nursing programs (+85 students) and 129% for Design programs (+18 students). Spring semester enrollment for Design programs has increased for three consecutive years. Technology program enrollment for the spring semester has remained the same over the last three years (4 students). Enrollment in new academic programs for the Sciences and Health totaled two students.



Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **fall semester** program enrollment has increased by 59% for Nursing programs (+167 students) and 100% for Design programs (+15 students). Fall semester enrollment for Nursing and Design programs has increased for three consecutive years. Fall enrollment for Technology programs has decreased by 33% over the past three years (-three students). Enrollment in new academic programs for the Sciences and Health totaled five students.



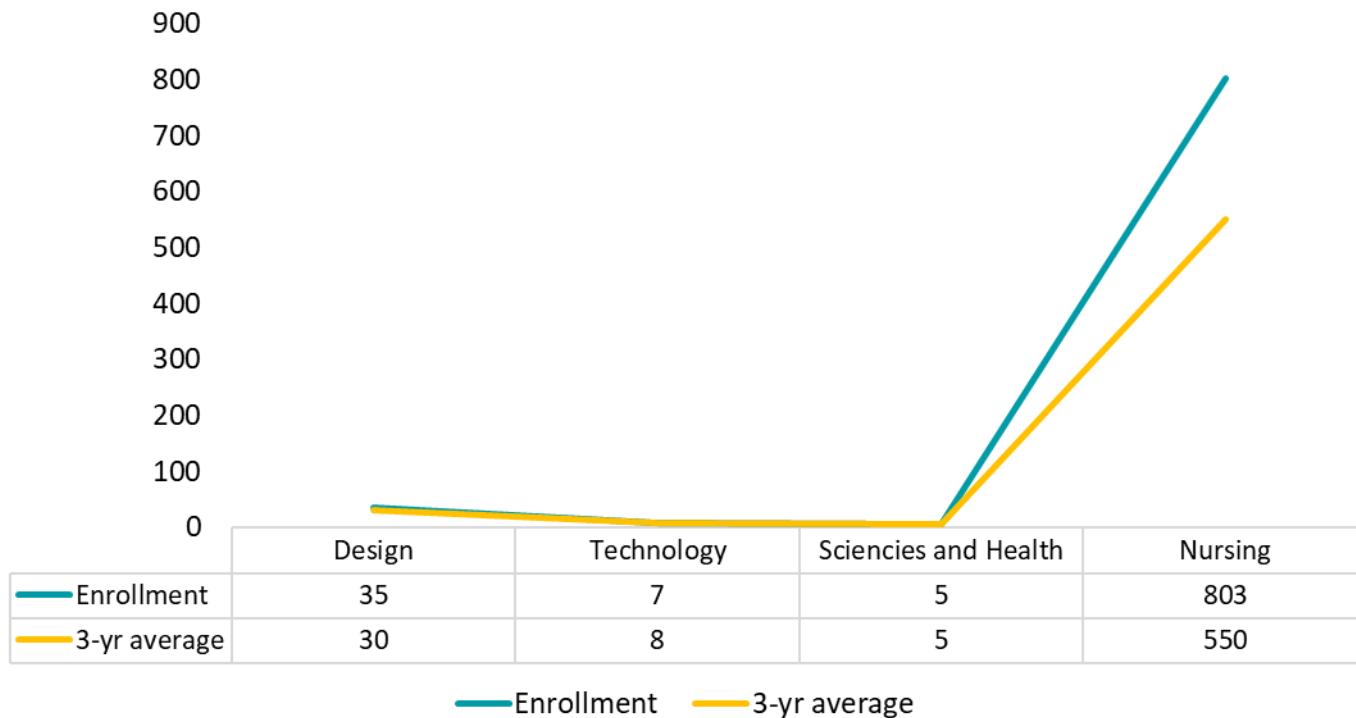
Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **summer semester** program enrollment has increased by 11% for Nursing programs (+35 students) and 130% for Design programs (+13 students). Summer semester enrollment for Nursing programs has increased for three consecutive years. Summer enrollment for Technology programs has decreased by 25% over the past three years (-one student). There was no enrollment for the Sciences and Health programs.

## ENROLLMENT IN ACADEMIC PROGRAMS AND 3-YR AVERAGE ENROLLMENT

Comparing current enrollment to the previous 3-year enrollment can help establish current trends. If current enrollment is above or below the previous 3-year average, it can indicate a positive or negative growth trend.

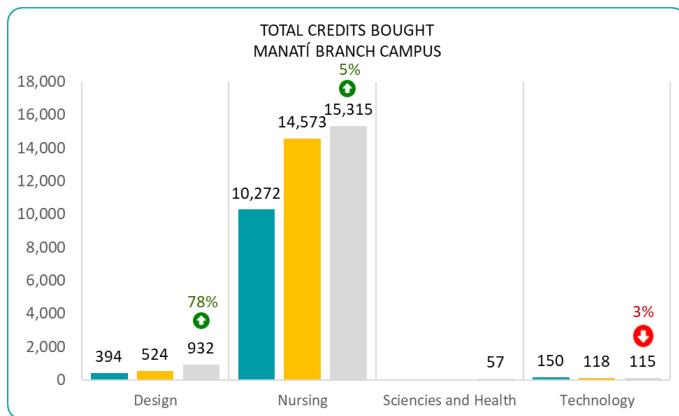
TOTAL PROGRAM ENROLLMENT vs 3-YR AVERAGE



Source: Enrollment Certifications - Registrar's Office, 2024

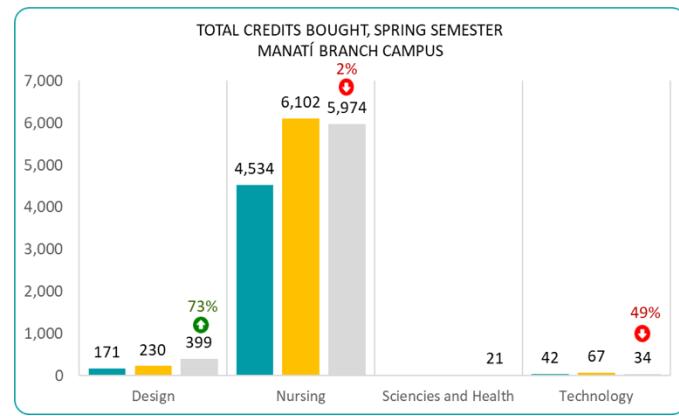
During the 2023-2024 academic year, total enrollment for Technology and Sciences and Health programs was below their previous 3-year average enrollment. Only the Design and Nursing program's overall enrollment surpassed their previous 3-year averages.

## CREDITS BOUGHT



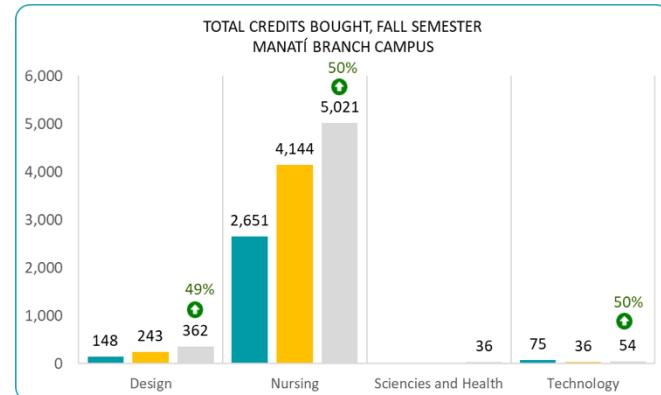
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought** (the sum of fall, spring, and summer semesters) increased by 78% for Design programs (+408 credits) and 5% for Nursing programs (+742 credits) compared to the previous academic year. It decreased by 3% for Technology programs (-three credits). More data will be available for Health and Sciences programs in the upcoming years.



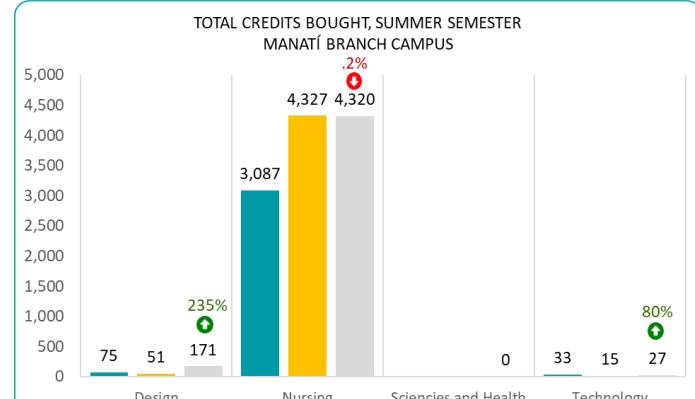
Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the spring semester** increased by 73% for Design programs (+169 credits) compared to the previous academic year. It decreased by 49% for Technology programs (-33 credits) and 2% for Nursing programs (-128 credits). More data will be available for Health and Sciences programs in the upcoming years.



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the fall semester** increased by 49% for Design programs (+119 credits), 50% for Technology programs (+18 credits), and 21% for Nursing programs (+877 credits) compared to the previous academic year. More data will be available for Health and Sciences programs in the upcoming years.



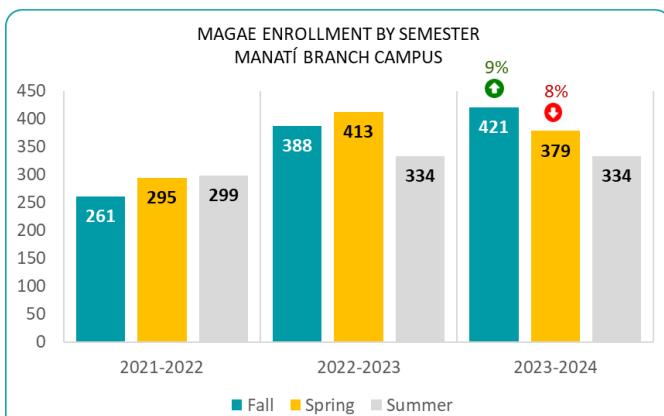
Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the summer semester** increased by 235% for Design programs (+120 credits) and 80% for Technology programs (+12 credits) compared to the previous academic year. It decreased by .2% for Nursing programs (-seven credits). More data will be available for Health and Sciences programs in the upcoming years.

## ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)

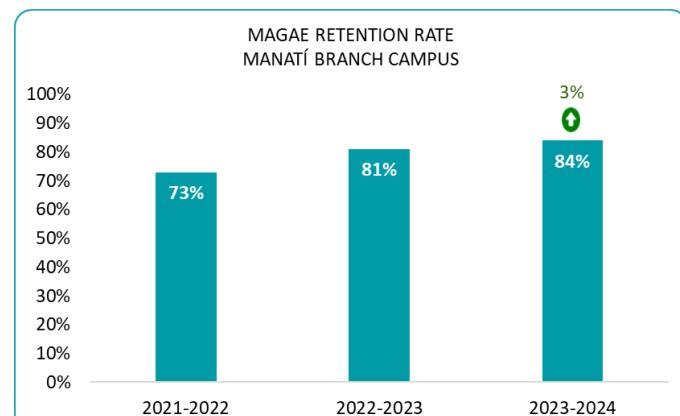
The Associate's Degree in Nursing Adult Modality program (MAGAE by its Spanish acronym) is an adaptation of the Associate's Degree in Nursing approved by the former Puerto Rico Council for Education and the current Postsecondary Institutions Board. The program was adapted to accommodate the fast-track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

The MAGAE modality requires students to complete courses through both distance education and classroom settings. Online courses are accessed through EDP's virtual campus (<https://studentlive.edpuniversity.edu/cmcportal/>) and (<https://edpvirtual.instructure.com/login/canvas>), both of which are available on the institutional webpage. Face-to-face courses and clinical practices require students to travel to Puerto Rico for two consecutive periods. Students travel during established periods during the fall, spring, and summer semesters, depending on their plan of study. During this period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.



Source: Enrollment Certifications - Registrar's Office, 2024

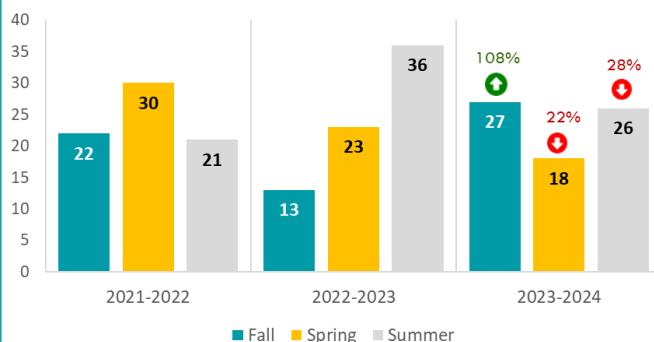
**MAGAE undergraduate enrollment** for the 2023-2024 academic year increased by 9% for the fall semester (+33 students) and decreased by 8% for the spring semester (-34 students) compared to the previous academic year. Summer semester enrollment remained the same. Fall semester enrollment has increased for three consecutive years.



Source: AIR, 2024  
(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

**MAGAE retention rate** was 84% during the 2023-2024 academic year, an increase of 3% over the previous academic year. MAGAE retention rates have increased over the last three years.

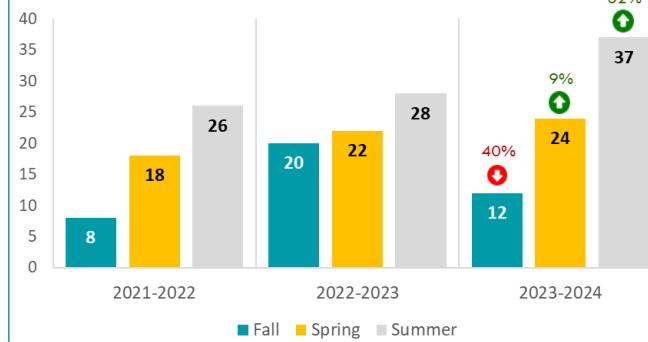
MAGAE 1st YEAR FACE-TO-FACE ENROLLMENT  
MANATÍ BRANCH CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, MAGAE 1st-year face-to-face enrollment increased by 108% in the fall semester (+14 students) compared to the previous academic year. It decreased by 22% in the spring semester (-5 students) and by 28% in the summer semester (-10 students).

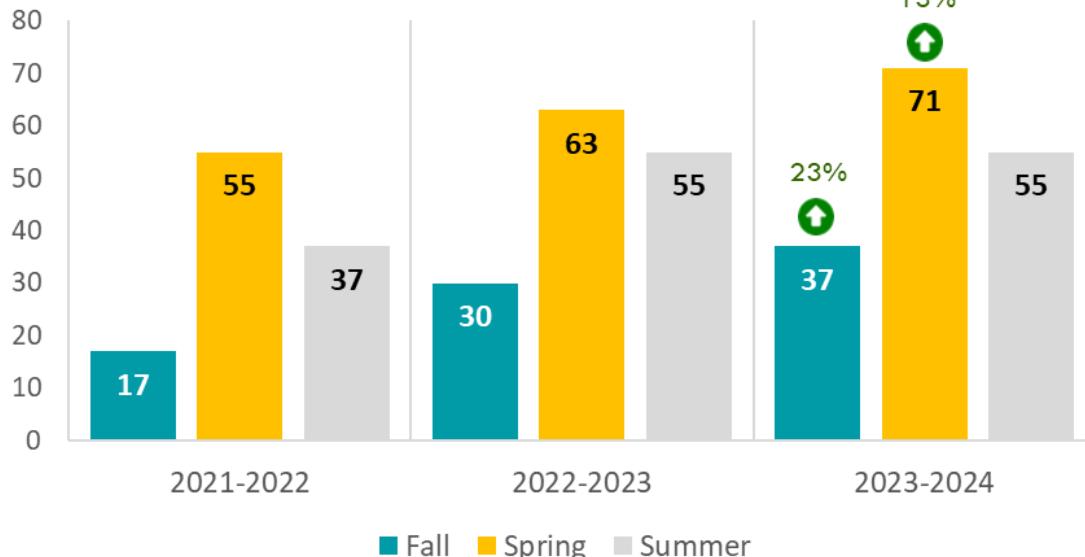
MAGAE 2nd YEAR FACE-TO-FACE ENROLLMENT  
MANATÍ BRANCH CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, MAGAE 2nd-year face-to-face enrollment decreased by 40% for the fall semester (-eight students) compared to the previous academic year. It increased by 9% in the spring semester (+two students) and 32% in the summer semester (+nine students).

MAGAE MD FACE-TO-FACE ENROLLMENT  
MANATÍ BRANCH CAMPUS



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, MAGAE MD face-to-face enrollment increased 23% for the fall semester (+seven students), 13% for the spring semester (+eight students), and remained the same for the summer semester compared to the previous academic year.

## ENROLLMENT AND NON-COHORT RETENTION RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>						
<b>SCHOOL OF DESIGN</b>	<b>15/27</b>	<b>56%</b>	<b>15/31</b>	<b>48%</b>	<b>28/35</b>	<b>80%</b>
<b>ASSOCIATE DEGREE</b>	<b>15/27</b>	<b>56%</b>	<b>15/31</b>	<b>48%</b>	<b>19/25</b>	<b>76%</b>
Digital Fashion Design	15/27	56%	15/31	48%	19/25	76%
<b>BACHELOR'S DEGREE</b>					<b>9/10</b>	<b>90%</b>
Digital Fashion Design					9/10	90%
<b>SCHOOL OF TECHNOLOGY</b>	<b>4/10</b>	<b>40%</b>	<b>3/6</b>	<b>50%</b>	<b>4/7</b>	<b>57%</b>
<b>ASSOCIATE DEGREE</b>	<b>4/10</b>	<b>40%</b>	<b>3/6</b>	<b>50%</b>	<b>4/7</b>	<b>57%</b>
Information Technology	4/10	40%	3/6	50%	4/7	57%
<b>SCHOOL OF SCIENCES AND HEALTH</b>			<b>0/1</b>	<b>0%</b>	<b>0/5</b>	<b>0%</b>
<b>ASSOCIATE DEGREE</b>			<b>0/1</b>	<b>0%</b>	<b>0/5</b>	<b>0%</b>
Health Sciences in Speech-Language Therapy			0/1	0%	0/5	0%
<b>SCHOOL OF NURSING</b>	<b>365/507</b>	<b>72%</b>	<b>546/688</b>	<b>79%</b>	<b>662/803</b>	<b>82%</b>
<b>ASSOCIATE DEGREE</b>	<b>356/495</b>	<b>72%</b>	<b>539/675</b>	<b>80%</b>	<b>657/794</b>	<b>83%</b>
Nursing	356/495	72%	539/675	80%	657/794	83%
<b>BACHELOR'S DEGREE</b>	<b>9/12</b>	<b>75%</b>	<b>7/13</b>	<b>54%</b>	<b>5/9</b>	<b>56%</b>
Science of Nursing	9/12	75%	7/13	54%	5/9	56%
<b>TOTAL CAMPUS ENROLLMENT AND NON-COHORT RETENTION RATE (UNDUPLICATED)</b>	<b>384/544</b>	<b>71%</b>	<b>564/726</b>	<b>78%</b>	<b>694/850</b>	<b>82%</b>

Source: AIR, 2024 (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

## ENROLLMENT ANALYSIS

Compared to the previous academic year, **enrollment increased** for the following academic programs:

Academic Degree	Student enrollment change	Three consecutive years of enrollment increase
<b>Associate Degree</b>		
Information Technology	+1 student	
Nursing	+119 students	

**Enrollment decreased** for the following academic programs:

Academic Degree	Student enrollment change	Three consecutive years of enrollment increase
<b>Associate Degree</b>		
Digital Fashion Design	<b>-6 students</b>	
<b>Bachelor's Degree</b>		
Science of Nursing	<b>-4 students</b>	

The Bachelor's Degrees in Digital Fashion Design and Health Sciences in Speech-Language Therapy are new programs, and more data will be available in the upcoming years.

## NON-COHORT RETENTION ANALYSIS

Programs with **non-cohort retention rates** above 75% include:

- Associate Degrees in Digital Fashion Design and Nursing.
- Bachelor's Degree in Digital Fashion Design.

Compared to the previous academic year, **non-cohort retention rates increased** for the following programs:

Academic Degree	Retention Rate change	Three consecutive years of non-cohort retention rates increase
<b>Associate Degree</b>		
Digital Fashion Design	<b>+28%</b>	
Information Technology	<b>+7%</b>	
Nursing	<b>+3%</b>	
<b>Bachelor's Degree</b>		
Science of Nursing	<b>+2%</b>	

## ENROLLMENT AND NON-COHORT RETENTION RATES BY MODALITIES

Non-Cohort Retention Rates by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional Face-to-face</b>	53% (39/73)	51% (41/80)	63% (55/87)
<b>Traditional ADN</b>	46% (11/24)	55% (16/29)	59% (19/32)
<b>Traditional BSN</b>	75% (9/12)	46% (6/13)	56% (5/9)
<b>Out-of-State Hybrid</b>	73% (345/471)	81% (523/646)	84% (639/763)

Source: AIR, 2024 (Annual Institutional Report).

Compared to the previous academic year, **traditional face-to-face enrollment** increased by 9% (+seven students) while **Out-of-State Hybrid enrollment** increased by 18% (+117 students). Over the same period, enrollment in the **traditional ADN** program increased by 10% (+three students), while enrollment in the **traditional BSN** program decreased by 31% (-4 students).

Over the last three years, **traditional face-to-face** enrollment has increased by 19% (+14 students) and **Out-of-State Hybrid** enrollment has increased by 62% (+292 students). Over the same period, enrollment in the traditional ADN program has increased by 33% (+eight students), while enrollment in the traditional BSN program has decreased by 25% (-three students).

Compared to the previous academic year, **non-cohort retention rates** increased by 12% for **traditional face-to-face** and 3% for **Out-of-State Hybrid**. Over the same period, non-cohort retention rates increased by 4% for the **traditional ADN** and by 10% for the **traditional BSN**.

Over the last three years, traditional face-to-face non-cohort retention rates have increased by 10% and by 11% for the Out-of-State hybrid modality. During the same period, non-cohort retention rates have increased by 13% for **traditional ADN** and decreased by 19% for **traditional BSN**.

Non-Cohort Retention Rates by Academic Programs	2021-2022	2022-2023	2023-2024
<b>Design</b>	56%	48%	80%
<b>Technology</b>	40%	50%	57%
<b>Nursing</b>	72%	79%	82%
<b>Sciences and Health</b>	N/A	0%	0%
<b>Total</b>	<b>71%</b>	<b>78%</b>	<b>82%</b>
<b>Associate Degree</b>	<b>70%</b>	<b>78%</b>	<b>82%</b>
<b>Bachelor's Degree</b>	<b>75%</b>	<b>54%</b>	<b>74%</b>

Source: AIR, 2024 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

**Academic program non-cohort retention rates** increased for Technology (+7%), Nursing (+3%), and Design (+32%) compared to the previous academic year. Non-cohort retention rates were below 75% for Technology programs, indicating that stronger efforts are needed within the program.

The overall Manatí Branch Campus retention rate increased (+4%) from 78% to 82%.

## NON-COHORT COMPLETE AND GRADUATE RATES

Academic Programs	2021-2022		2022-2023		2023-2024	
	Complete + Graduate / Enrollment	Rate	Complete + Graduate / Enrollment	Rate	Complete + Graduate / Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>						
<b>SCHOOL OF DESIGN</b>	<b>1/27</b>	<b>4%</b>	<b>1/31</b>	<b>3%</b>	<b>0/35</b>	<b>0%</b>
<b>ASSOCIATE DEGREE</b>	<b>1/27</b>	<b>4%</b>	<b>1/31</b>	<b>3%</b>	<b>0/25</b>	<b>0%</b>
Digital Fashion Design	1/27	4%	1/31	3%	0/25	0%
<b>BACHELOR'S DEGREE</b>					<b>0/10</b>	<b>0%</b>
Digital Fashion Design					0/10	0%
<b>SCHOOL OF TECHNOLOGY</b>	<b>0/10</b>	<b>0%</b>	<b>0/6</b>	<b>0%</b>	<b>1/7</b>	<b>14%</b>
<b>ASSOCIATE DEGREE</b>	<b>0/10</b>	<b>0%</b>	<b>0/6</b>	<b>0%</b>	<b>1/7</b>	<b>14%</b>
Information Technology	0/10	0%	0/6	0%	1/7	14%
<b>SCHOOL OF SCIENCES AND HEALTH</b>			<b>0/1</b>	<b>0%</b>	<b>0/5</b>	<b>0%</b>
<b>BACHELOR'S DEGREE</b>			<b>0/1</b>	<b>0%</b>	<b>0/5</b>	<b>0%</b>
Health Sciences in Speech-Language Therapy			0/1	0%	0/5	0%
<b>SCHOOL OF NURSING</b>	<b>87/507</b>	<b>17%</b>	<b>191/688</b>	<b>28%</b>	<b>224/803</b>	<b>28%</b>
<b>ASSOCIATE DEGREE</b>	<b>87/495</b>	<b>18%</b>	<b>187/675</b>	<b>28%</b>	<b>223/794</b>	<b>28%</b>
Nursing	87/495	18%	187/675	28%	223/794	28%
<b>BACHELOR'S DEGREE</b>	<b>0/12</b>	<b>0%</b>	<b>4/13</b>	<b>31%</b>	<b>1/9</b>	<b>11%</b>
Science of Nursing	0/12	0%	4/13	31%	1/9	11%
<b>NON-COHORT RATE</b>	<b>88/544</b>	<b>16%</b>	<b>192/726</b>	<b>26%</b>	<b>225/850</b>	<b>26%</b>

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

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

## NON-COHORT COMPLETE AND GRADUATE RATE ANALYSIS

Most of the academic programs at the Manatí Branch Campus fall below 20%, indicating that stronger efforts are needed in student support and retention. The only program with **non-cohort complete and graduate rates** above 20% was the Associate Degree in Nursing.

Non-cohort complete and graduate rates increased for the following academic programs:

Academic Degree	Non-cohort complete and graduate rate change	Three consecutive years of non-cohort complete and graduate rate increase
<b>Associate Degree</b>		
Information Technology	+14%	

**Non-cohort complete and graduate rates** remained unchanged at 28% for the Associate Degree in Nursing.

Non-cohort complete and graduate rates decreased for the following academic programs:

Academic Degree	Non-cohort complete and graduate rate change	Three consecutive years of non-cohort complete and graduate rate increase
<b>Associate Degree</b>		
Digital Fashion Design	-3%	Yes
<b>Bachelor's Degree</b>		
Science of Nursing	-20%	

### NON-COHORT COMPLETE AND GRADUATE RATES BY MODALITY

NON-COHORT RATE	2021-2022	2022-2023	2023-2024
<b>Traditional Face-to-face</b>	1% (1/73)	9% (7/80)	3% (3/87)
<b>Traditional ADN</b>	0% (0/26)	7% (2/30)	3% (1/32)
<b>Traditional BSN</b>	0% (0/13)	31% (4/13)	11% (1/9)
<b>Out-of-State Hybrid</b>	18% (87/471)	29% (185/646)	29% (222/763)

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

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

Compared to the previous academic year, the **traditional face-to-face** non-cohort complete and graduate rate decreased by 6% while **Out-of-State Hybrid** remained the same at 29%. Over the same period, non-cohort complete and graduate rates decreased by 4% for **traditional ADN** and decreased by 20% for **traditional BSN**. Over the last three years, **traditional face-to-face** non-cohort complete and graduate rates have increased by 2% while **Out-of-State hybrid** has increased by 11%. Over the same period, non-cohort complete and graduate rates increased by 3% for **traditional ADN** and increased by 11% for **traditional BSN**.

	2021-2022	2022-2023	2023-2024
<b>Design</b>	4%	3%	0%
<b>Technology</b>	0%	0%	14%
<b>Nursing</b>	17%	28%	28%
<b>Sciences and Health</b>	N/A	0%	0%
<b>Undergraduate Rate</b>	<b>16%</b>	<b>26%</b>	<b>26%</b>
<b>Associate Degree</b>	<b>17%</b>	<b>26%</b>	<b>27%</b>
<b>Bachelor's Degree</b>	<b>0%</b>	<b>29%</b>	<b>4%</b>

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

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

Academic School **non-cohort complete and graduate rates** increased for Technology (+14%), remained the same for Nursing (28%), and decreased for Design (-3%). The undergraduate rate remained unchanged from the previous year at 26%. Only the Nursing School's non-cohort completion and graduation rates were above 20%. Bachelor's Degree programs were below 20%, mostly due to new program enrollment.

The overall Manatí Branch Campus non-cohort complete and graduation remained the same as the previous year, at 26%. Compared to benchmark data, 26% represents a favorable scenario, highlighting the program's effectiveness in promoting graduation. It should be noted that the Nursing School **non-cohort complete and graduate rates** maintain the total campus rate above 20%.

## PLACEMENT RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Infield and Reinfield Students	Placement Rate	Infield and Reinfield Students	Placement Rate	Infield and Reinfield Students	Placement Rate
<b>UNDERGRADUATE</b>						
SCHOOL OF DESIGN	1/2	50%	1/1	100%		
ASSOCIATE DEGREE	1/2	50%	1/1	100%		
Digital Fashion Design	1/2	50%	1/1	100%		
<b>BACHELOR'S DEGREE</b>						
Digital Fashion Design						
<b>SCHOOL OF TECHNOLOGY</b>						
ASSOCIATE DEGREE						
Information Technology						
<b>SCHOOL OF SCIENCE AND HEALTH</b>	3/3	100%				
ASSOCIATE DEGREE	3/3	100%				
Physical Therapy Technology	3/3	100%				
<b>BACHELOR'S DEGREE</b>						
Health Sciences in Speech-Language Therapy						
<b>SCHOOL OF NURSING</b>	81/102	79%	62/100	62%	94/137	69%
ASSOCIATE DEGREE	80/101	79%	61/98	50%	91/134	68%
Nursing	80/101	79%	61/98	62%	91/134	68%
<b>BACHELOR'S DEGREE</b>	1/1	100%	1/2	50%	3/3	100%
Science of Nursing	1/1	100%	1/2	50%	3/3	100%
<b>TOTAL Placement Rate (UNDUPLICATED)</b>	<b>85/107</b>	<b>79%</b>	<b>63/101</b>	<b>62%</b>	<b>94/137</b>	<b>69%</b>

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield)/ (Graduate + Complete - Exemptions).

## PLACEMENT ANALYSIS

The only program with placement rates above 70% was the Bachelor's Degree in Science of Nursing. Placement rates increased for the following academic programs:

Academic Degree	Placement rate change	Three consecutive years of non-cohort complete and graduate rate increase
Associate Degree		
Nursing	+6%	

Bachelor's Degree		
Science of Nursing	+50%	

## PLACEMENT RATES BY MODALITY

Placement Rates by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face</b>	67% (6/9)	50% (4/8)	100% (3/3)
<b>Traditional ADN</b>	33% (1/3)	40% (2/5)	(0/0)
<b>Traditional BSN</b>	100% (1/1)	50% (1/2)	100% (3/3)
<b>Out-of-State Hybrid</b>	81% (79/98)	63% (59/93)	68% (91/134)

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield)/ (Graduate + Complete – Exemptions).

Compared to the previous academic year, **traditional face-to-face** Placement rates increased by 50% while **Out-of-State Hybrid** increased by 5%. Over the same period, placement rates for the **traditional BSN** increased by 50%. No student graduated from the traditional ADN.

Over the last three years, **traditional face-to-face** Placement rates have increased by 33% while **Out-of-State Hybrid** Placement rates have decreased by 13%. Over the same period, the placement rates for **traditional BSN** programs have remained unchanged. For further information on the Nursing placement rates, visit: For further information on the Nursing placement rates, visit: <https://edpuniversity.edu/student-achievement-outcome-data/>

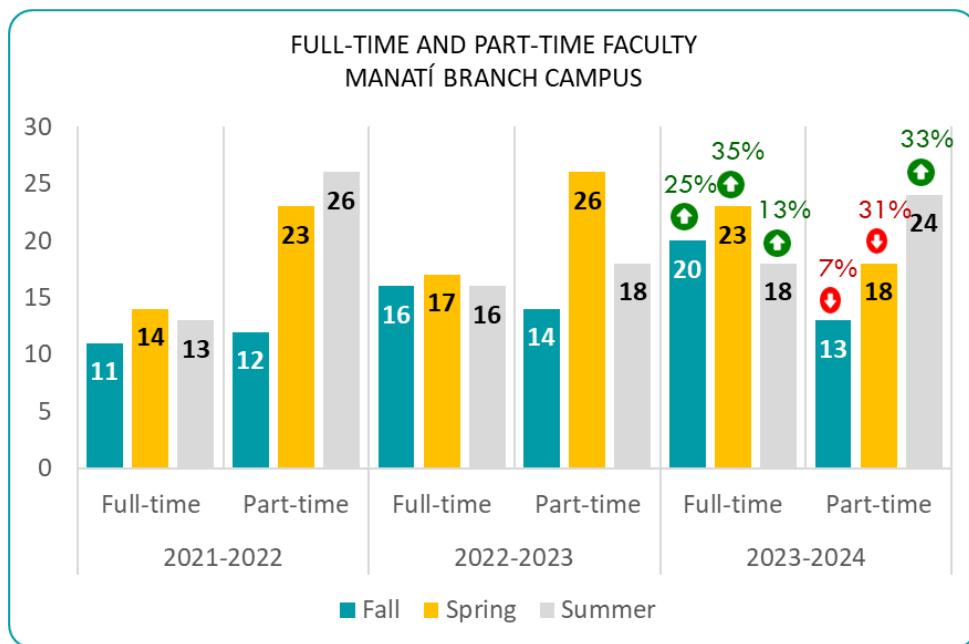
Placement Rates by Academic Schools	2021-2022	2022-2023	2023-2024
<b>Design</b>	50%	100%	N/A
<b>Nursing</b>	79%	62%	69%
<b>Sciences and Health</b>	100%	N/A	N/A
<b>Technology</b>	N/A	N/A	N/A
<b>Total</b>	<b>79%</b>	<b>62%</b>	<b>69%</b>
<b>Associate Degree</b>	<b>79%</b>	<b>63%</b>	<b>68%</b>
<b>Bachelor's Degree</b>	<b>100%</b>	<b>50%</b>	<b>100%</b>

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield)/ (Graduate + Complete – Exemptions).

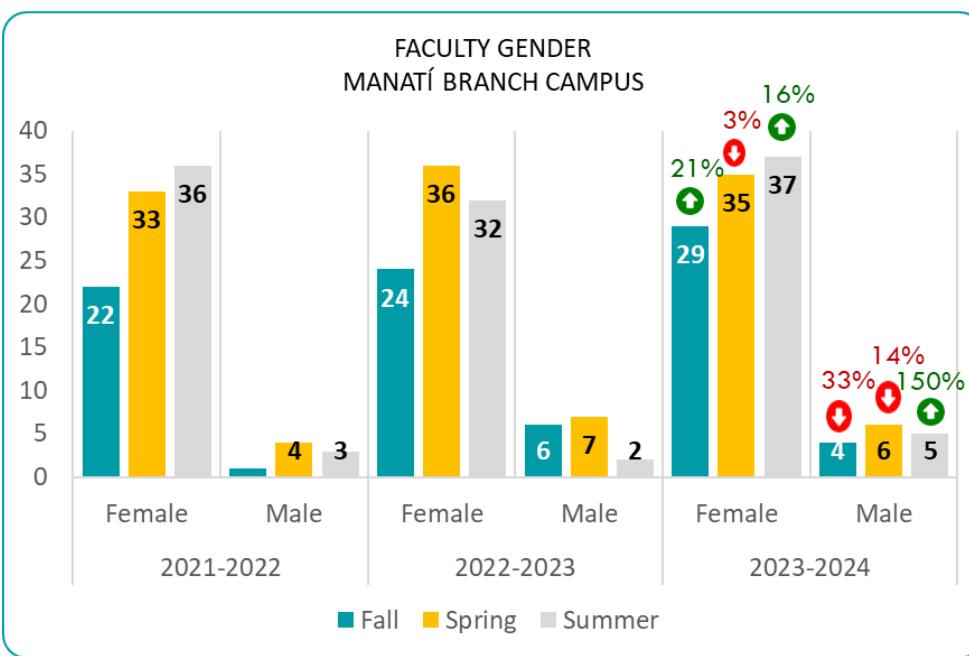
The Nursing school's **academic program placement rate** was 69%, below benchmark. The Design, Technology and Sciences and Health Schools did not have any graduating students.

The overall Manatí Branch campus **placement rate** increased by 7%, but it was still short of the 70% benchmark.

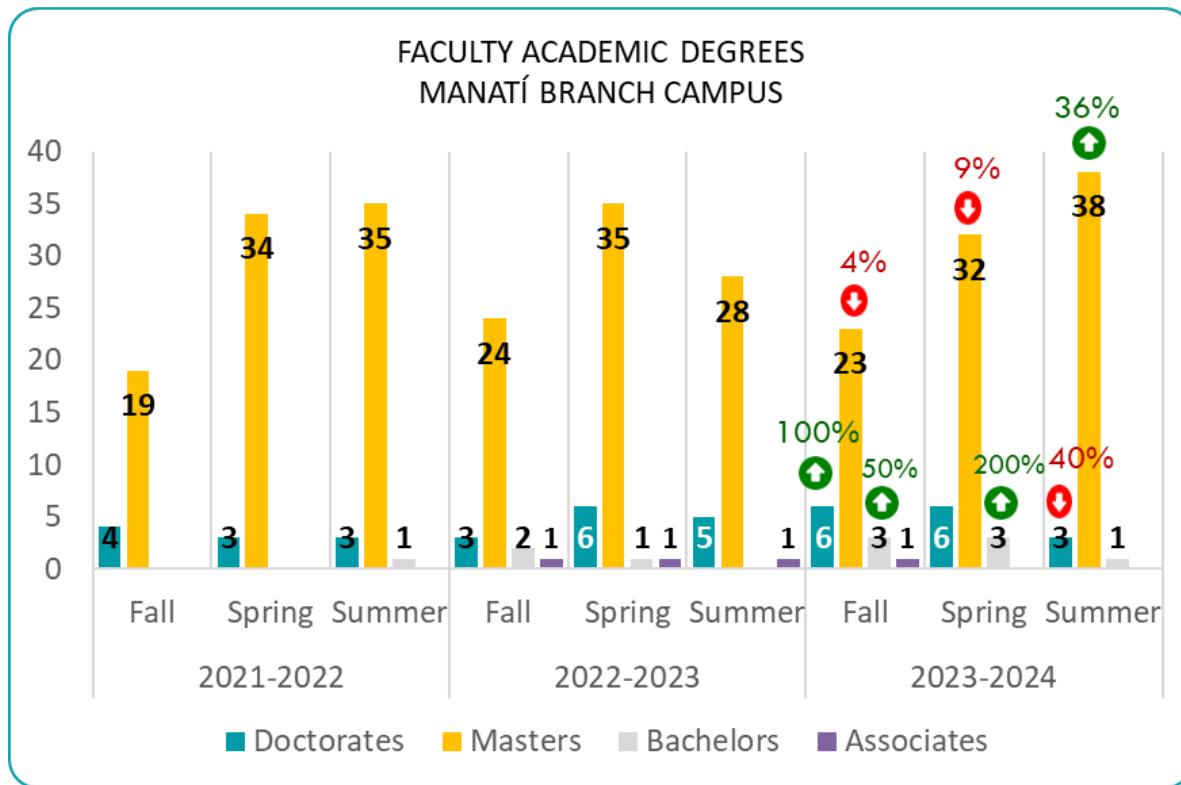
## FACULTY PROFILE



During the 2023-2024 academic year, there were more full-time faculty than part-time. Over the previous three years, full-time faculty has increased every academic semester. There were fewer part-time faculty members throughout the fall and summer semesters compared to the prior year.

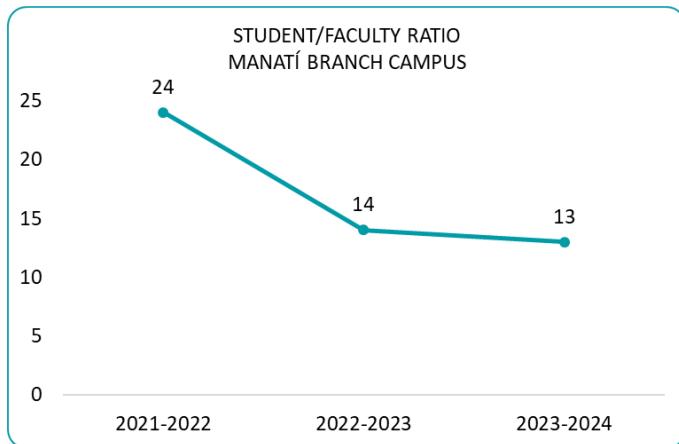


During the 2023-2024 academic year, there were more female faculty than male faculty. Male faculty decreased for the fall and spring semesters compared to the previous year. Female faculty increased during the fall and summer semesters compared to the previous year and has remained stable over the last three years.



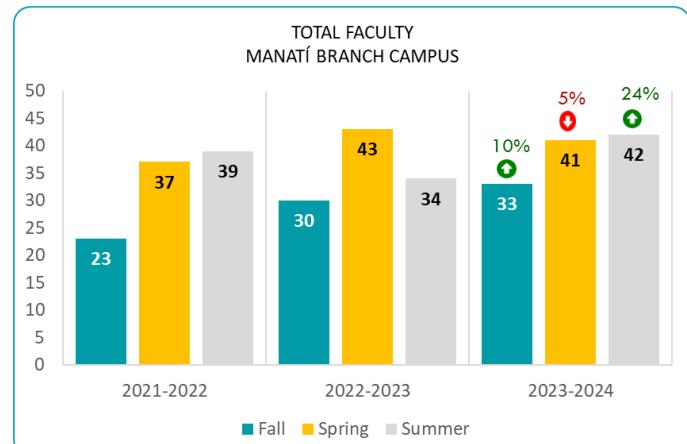
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more faculty with master's degrees. There has been an increase in faculty with bachelor's degrees over the last three years as the Design School enrollment has increased. Faculty with Doctorate degrees also increased compared to the previous year.



Source: IPEDS Fall enrolment, 2023-2024.

During the 2023-2024 fall academic semester, the student/faculty ratio was 13 students per faculty member. The student-to-faculty ratio decreased compared to the previous year.



Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, total faculty increased by 10% for the fall semester (+three) and 24% for the summer semester (+eight) compared to the previous academic year. It decreased by 5% for the spring semester (-two).

# HUMACAO BRANCH CAMPUS



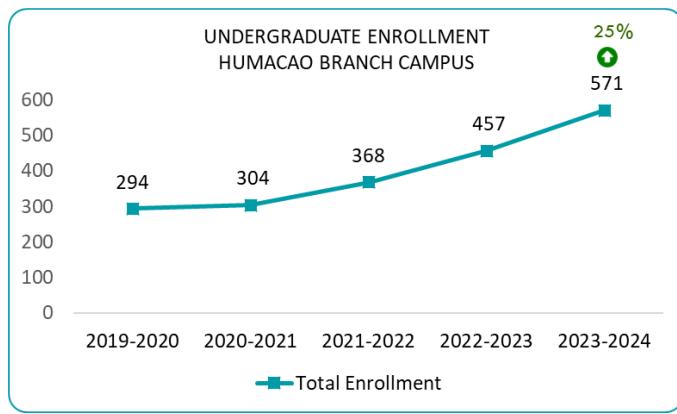
**PROGRAMS OF STUDY APPROVED BY THE POSTSECONDARY INSTITUTION BOARD,  
FORMER PUERTO RICO COUNCIL OF EDUCATION (PRCE)**

The following undergraduate academic programs are offered at the Humacao Branch Campus:

<b>ASSOCIATE DEGREES</b>	
<b>2013</b>	Associate Degree in Nursing
<b>2013</b>	Associate Degree in Digital Fashion Design
<b>2017</b>	Associate Degree in Information Technology
<b>2022</b>	Associate Degree in Business Administration
<b>BACHELOR'S DEGREES</b>	
<b>2018</b>	Bachelor's Degree in Science of Nursing
<b>2022</b>	Bachelor's Degree in Health Sciences in Speech-Language Therapy
<b>2022</b>	Bachelor's Degree in Business Administration, Major in Accounting

## ENROLLMENT ANALYSIS

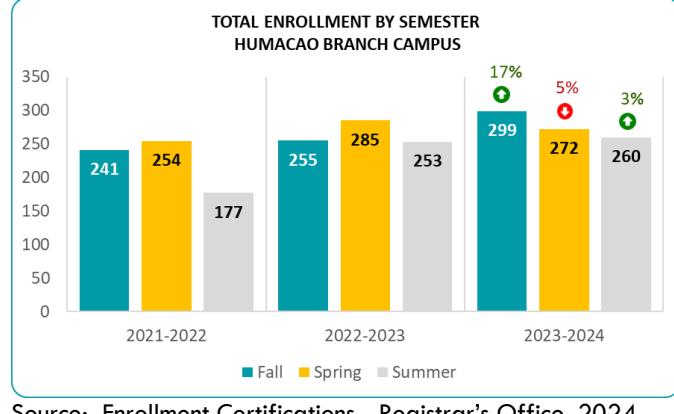
### ENROLLMENT AND GENDER DISTRIBUTION



Source: IPEDS 12-month Enrollment Data, 2024

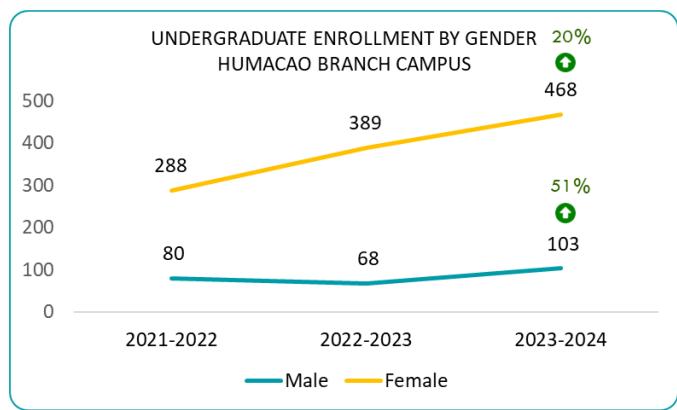
**Total undergraduate enrollment** for the 2023-2024 academic year was 571 students, an increase of 25% (+114 students) over the previous academic year. Over the last five years, undergraduate enrollment has increased by 94% (+277 students), marking four consecutive years of growth.

### ENROLLMENT BY SEMESTER



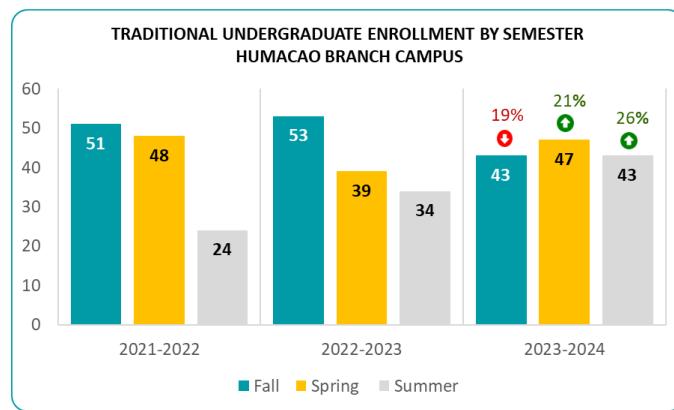
Source: Enrollment Certifications - Registrar's Office, 2024

**Total enrollment** for the 2023-2024 academic year increased by 17% for the fall semester (+44 students) and 3% for the summer semester (+seven students) compared to the previous academic year. It decreased by 5% for the spring semester (-13 students). Total enrollment for fall and summer semesters has increased for three consecutive years, primarily due to the MAGAE modality.



Source: IPEDS 12-month Enrollment Data, 2024

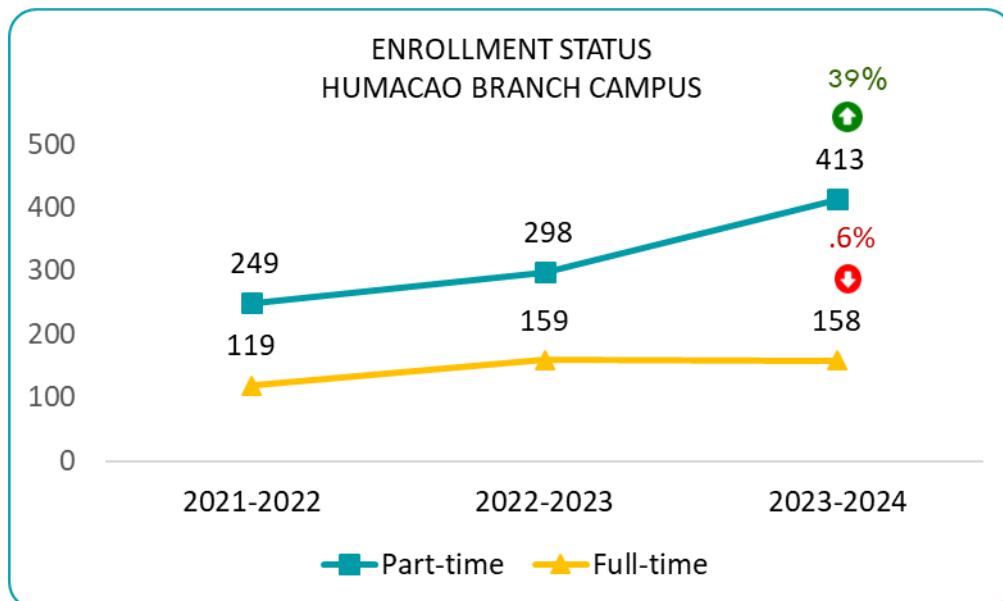
**Total undergraduate female enrollment** for the 2023-2024 academic year increased by 20% (+79 students) compared to the previous academic year, while **total undergraduate male enrollment** increased by 51% (+35 students). Over the last three years, male enrollment has increased by 29% (+23 students) and female enrollment has increased by 63% (+180 students).



Source: Enrollment Certifications - Registrar's Office, 2024

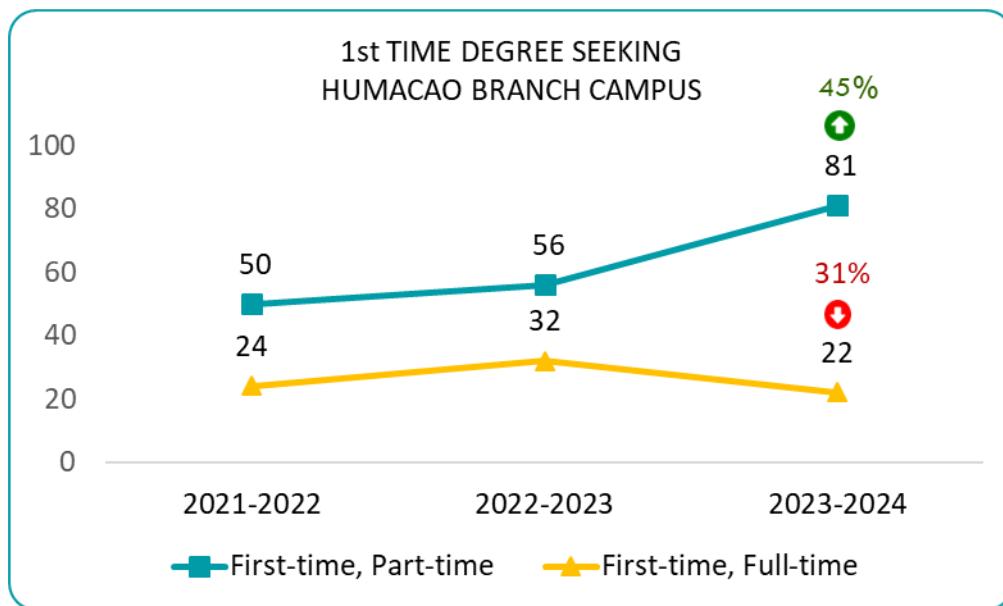
**Traditional undergraduate enrollment** for the 2023-2024 academic year decreased by 19% for the fall semester (-10 students). It increased by 21% for the spring semester (+eight students) and 26% for the summer semester (+nine students). Summer semester traditional undergraduate enrollment has increased for three consecutive years. The 2023-2024 academic year was the first time over the last three years that no semester had more than 50 local students enrolled.

## UNDERGRADUATE ENROLLMENT STATUS



Source: IPEDS 12-month Enrollment Data, 2024

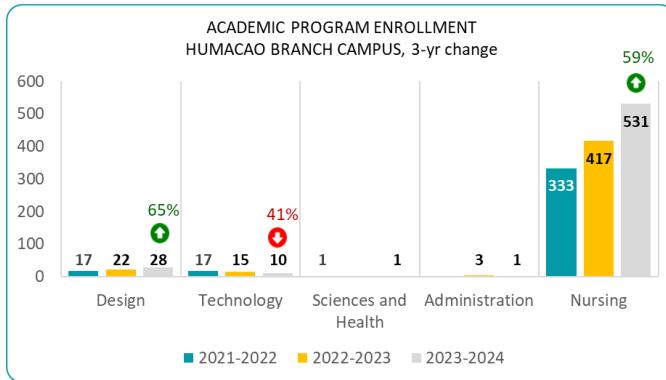
**Total initial part-time students** (12 credits or less) for the 2023-2024 academic year increased by 39% (+115 students) compared to the previous academic year, while **total initial full-time students** (12 credits or more) decreased by .6% (-one student).



Source: IPEDS 12-month Enrollment Data, 2024

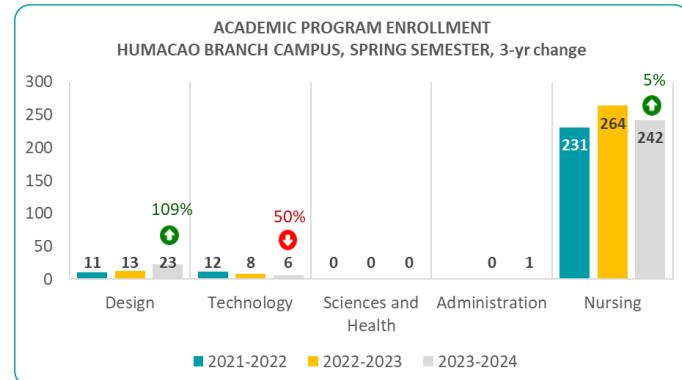
**Total initial first-time, part-time students** (12 credits or less) for the 2023-2024 academic year increased by 45% (+25 students) compared to the previous academic year, while **total initial first-time, full-time students** (12 credits or more) decreased by 31% (-10 students).

### ENROLLMENT IN ACADEMIC PROGRAMS BY SEMESTER



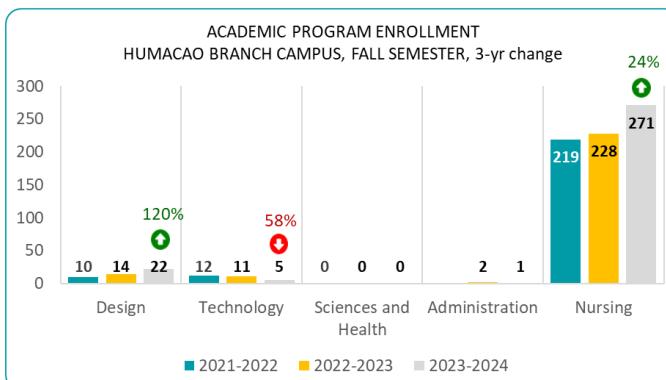
Source: AIR, 2024 (Annual Institutional Report).

Over the past three years, **total academic program enrollment** has increased by 65% for Design programs (+11 students) and 59% for Nursing programs (+198 students). Enrollment has decreased by 41% for Technology programs (-seven students). Enrollment in Sciences and Health programs and Administration programs totaled one student.



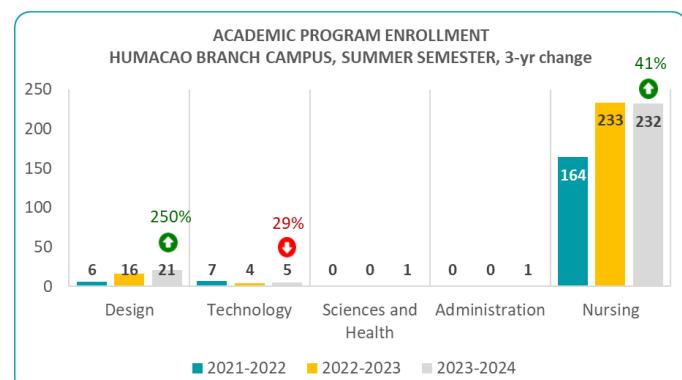
Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, academic program enrollment for the **spring semester** has increased by 5% for Nursing programs (+11 students) and 109% for Design programs (+12 students). Spring enrollment for the Design program has increased for three consecutive years. Spring enrollment for Technology program has decreased by 50% (-six students) over the last three years and decreased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, **fall semester** program enrollment has increased by 24% for Nursing programs (+52 students) and 120% for Design programs (+12 students). Fall semester enrollment for the Nursing and Design programs has increased for three consecutive years. Fall semester enrollment has decreased by 140% for Technology programs over the last three years (-seven students).



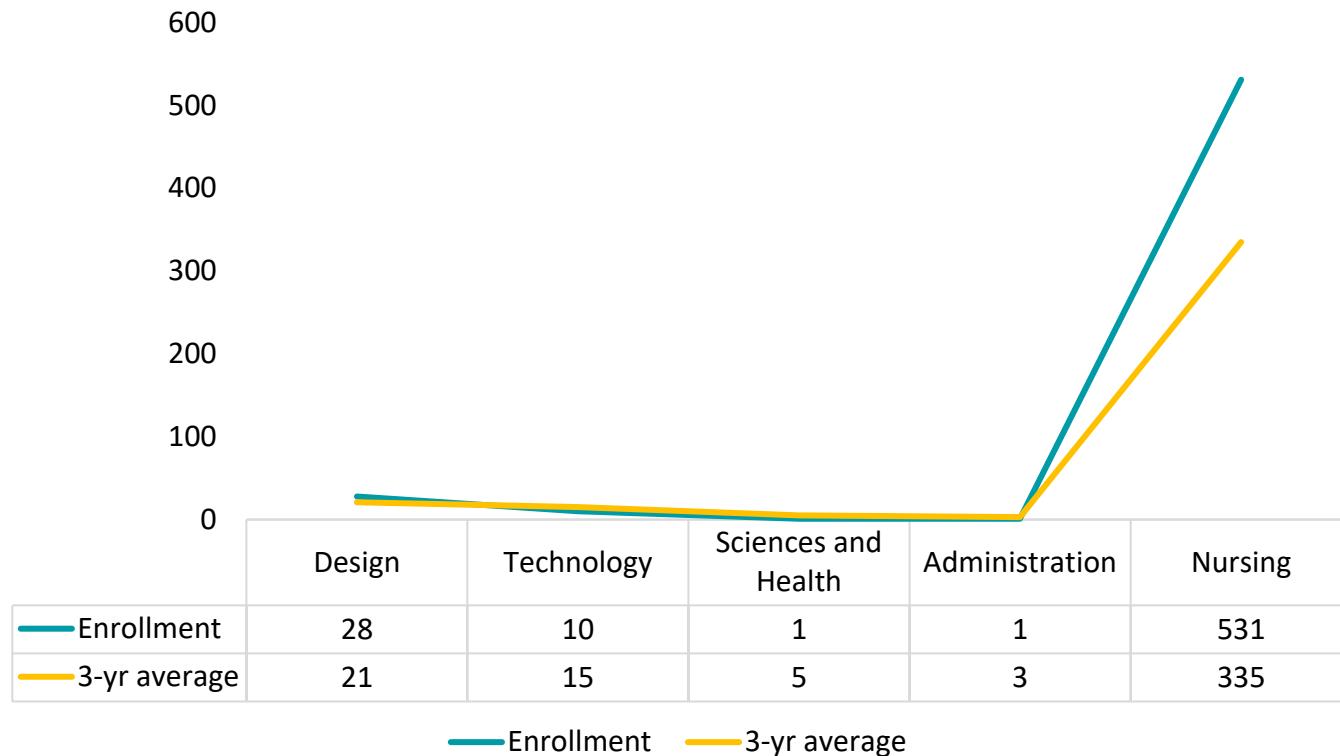
Source: Enrollment Certifications - Registrar's Office, 2024

Over the past three years, academic program enrollment for the **summer semester** has increased by 41% for Nursing programs (+68 students) and 250% for Design programs (+15 students). Summer semester enrollment for the Design program has increased for three consecutive years. Summer enrollment has decreased by 29% for Technology programs (-two students) over the last three years.

## ENROLLMENT IN ACADEMIC PROGRAMS AND 3-YR AVERAGE ENROLLMENT

Comparing current enrollment to the previous 3-year enrollment can help establish current trends. If current enrollment is above or below the previous 3-year average, it can indicate a positive or negative growth trend.

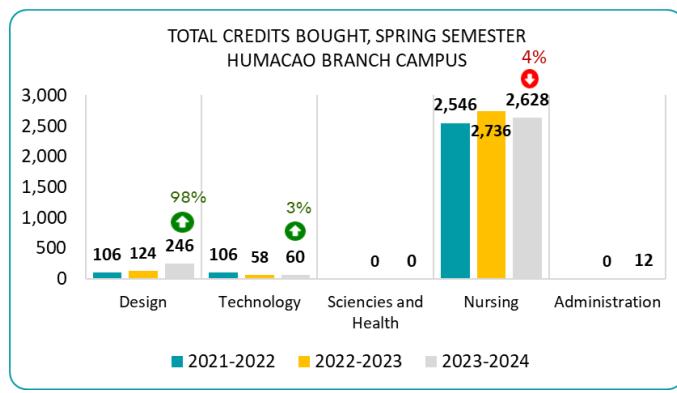
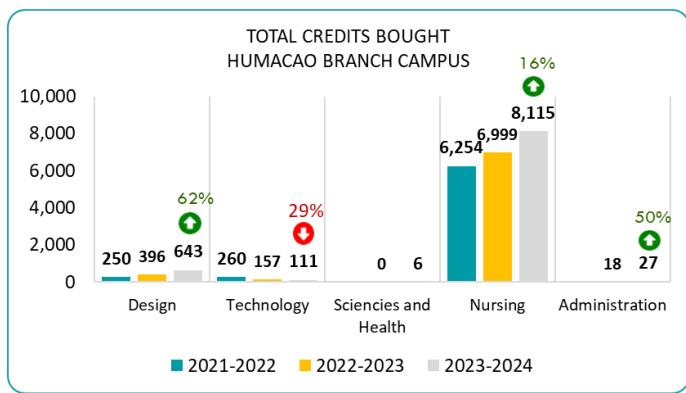
**TOTAL PROGRAM ENROLLMENT vs 3-YR AVERAGE**  
**HUMACAO BRANCH CAMPUS**



Source: Enrollment Certifications - Registrar's Office, 2024

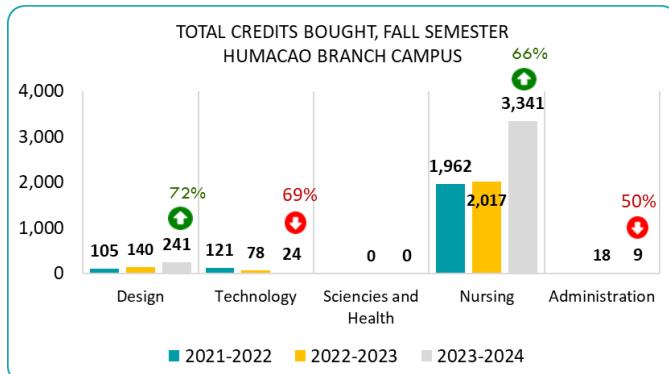
During the 2023-2024 academic year, total enrollment for Technology, Administration, and Sciences and Health programs was below their previous 3-year average enrollment. Only the Design and Nursing program's overall enrollment surpassed their previous 3-year averages.

### CREDITS BOUGHT



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought** (the sum of fall, spring, and summer semesters) increased by 62% for Design programs (+247 credits) and 16% for Nursing programs (+1,116 credits) compared to the previous academic year. It decreased by 29% for Technology programs (-46 credits). More data will be available for the Administration and Health and Sciences programs in the upcoming years.

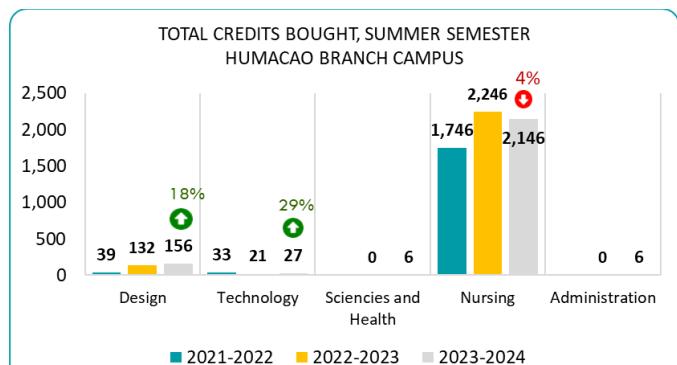


Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the fall semester** increased by 72% for Design programs (+101 credits) and 66% for Nursing programs (+1,324 credits) compared to the previous academic year. It decreased by 69% for Technology programs (-54 credits). More data will be available for the Administration and Health and Sciences programs in the upcoming years.

Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the spring semester** increased by 98% for Design programs (+122 credits) and 3% for Technology programs (+two credits) compared to the previous academic year. It decreased by 4% for Nursing programs (-108 credits). More data will be available for the Administration and Health and Sciences programs in the upcoming years.



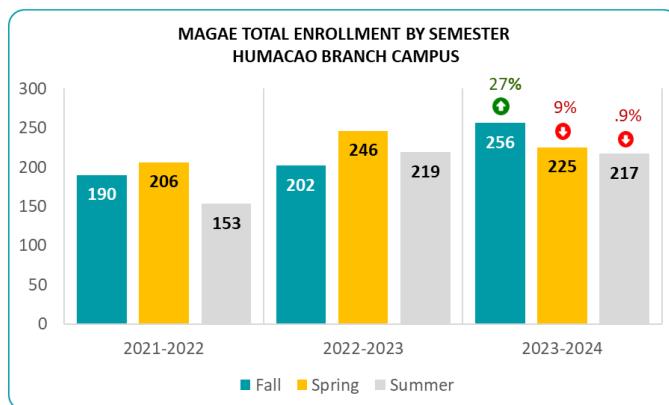
Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the summer semester** increased by 18% for Design programs (+24 credits) and 29% for Technology programs (+six credits) compared to the previous academic year. It decreased by 4% for Nursing programs (-100 credits). More data will be available for the Administration and Health and Sciences programs in the upcoming years.

## ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)

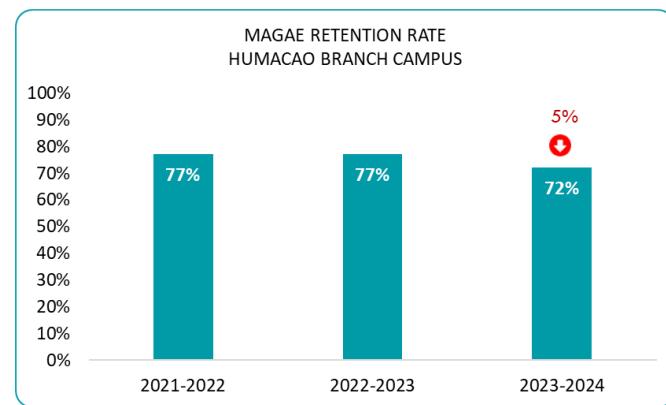
The Associate's Degree in Nursing Adult Modality program (MAGAE by its Spanish acronym) is an adaptation of the Associate's Degree in Nursing approved by the former Puerto Rico Council for Education and the current Postsecondary Institutions Board. The program was adapted to accommodate the fast-track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

The MAGAE modality requires students to complete courses through both distance education and classroom settings. Online courses are accessed through EDP's virtual campus (<https://studentlive.edpuniversity.edu/cmcportal/>) and (<https://edpvirtual.instructure.com/login/canvas>), both of which are available on the institutional webpage. Face-to-face courses and clinical practices require students to travel to Puerto Rico for two consecutive periods. Students travel during established periods during the fall, spring, and summer semesters, depending on their plan of study. During this period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.



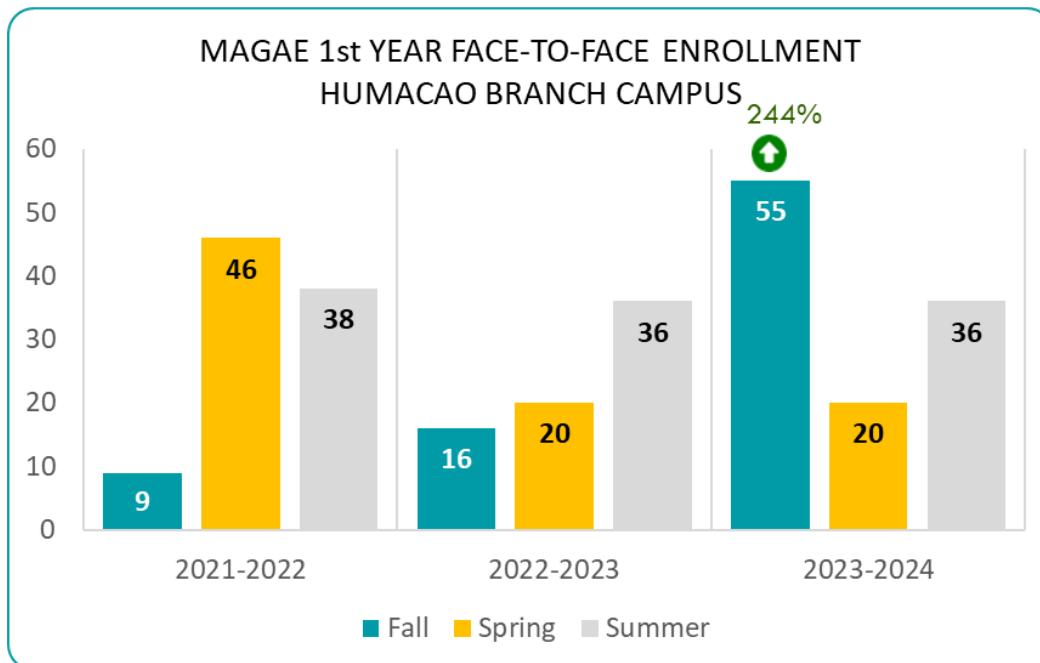
Source: Enrollment Certifications - Registrar's Office, 2024

**MAGAE undergraduate enrollment** for the 2023-2024 academic year increased by 27% for the fall semester (+54 students) compared to the previous academic year. It decreased by 9% in the spring semester (-21 students) and by 0.9% in the summer semester (-2 students). Fall semester enrollment has increased for three consecutive years.



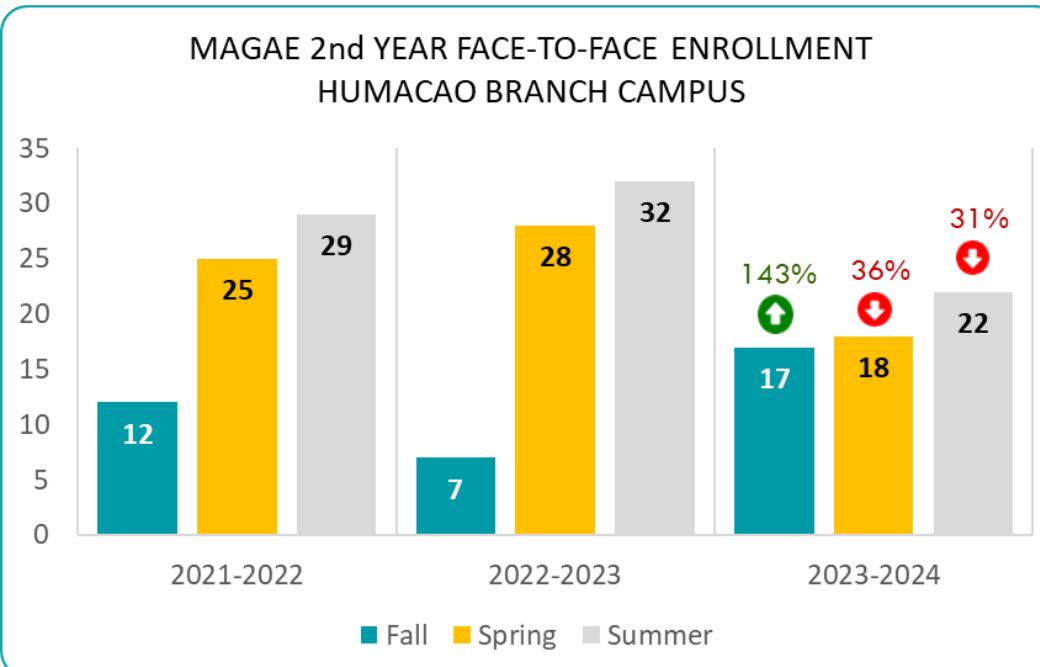
Source: AIR, 2024  
(n = enrollment). Formula:  $(\text{total enrollment} - \text{drops}) / \text{total enrollment}$ .

During the 2023-2024 academic year, the **MAGAE retention rate** was 72%, a 5% decrease over the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2024

MAGAE 1<sup>st</sup> year face-to-face enrollment increased by 244% for the fall semester (+39 students) compared to the previous academic year. 1<sup>st</sup> year face-to-face enrollment remained the same for the spring and summer semesters.



Source: Enrollment Certifications - Registrar's Office, 2024

MAGAE 2<sup>nd</sup> year face-to-face enrollment increased by 143% for the fall semester (+10 students) compared to the previous academic year. It decreased by 36% for the spring semester (-10 students) and 31% for the summer semester (-7 students).

## ENROLLMENT AND NON-COHORT RETENTION RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>						
<b>SCHOOL OF ADMINISTRATION</b>			0/3	0%	1/1	100%
<b>ASSOCIATE DEGREE</b>			0/3	0%	1/1	100%
Business Administration			0/3	0%	1/1	100%
<b>BACHELOR'S DEGREE</b>						
Business Administration major in Management						
<b>SCHOOL OF TECHNOLOGY</b>	10/17	59%	9/15	60%	6/10	60%
<b>ASSOCIATE DEGREE</b>	10/17	59%	9/15	60%	6/10	60%
Information Technology	10/17	59%	9/15	60%	6/10	60%
<b>SCHOOL OF DESIGN</b>	8/17	47%	18/22	82%	21/28	75%
<b>ASSOCIATE DEGREE</b>	8/17	47%	18/22	82%	21/28	75%
Digital Fashion Design	8/17	47%	18/22	82%	21/28	75%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	1/1	100%			1/1	100%
<b>ASSOCIATE DEGREE</b>	1/1	100%				
Physical Therapy Technology	1/1	100%				
<b>BACHELOR'S DEGREE</b>					1/1	100%
Health Sciences in Speech-Language Therapy					1/1	100%
<b>SCHOOL OF NURSING</b>	241/333	72%	312/417	75%	373/531	70%
<b>ASSOCIATE DEGREE</b>	230/312	74%	308/409	75%	370/523	71%
Nursing	230/312	74%	308/409	75%	370/523	71%
<b>BACHELOR'S DEGREE</b>	11/21	52%	4/8	50%	3/8	38%
Science of Nursing	11/21	52%	4/8	50%	3/8	38%
<b>TOTAL CAMPUS ENROLLMENT AND NON-COHORT RETENTION RATE (UNDUPLICATED)</b>	260/368	71%	339/457	74%	402/571	70%

Source: AIR, 2024 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

## ENROLLMENT ANALYSIS

Compared to the previous academic year, enrollment increased for the following academic programs:

Academic Degree	Student enrollment change	Three consecutive years of enrollment increase
<b>Associate Degree</b>		
Digital Fashion Design	+6 students	
Nursing	+114 students	

**Enrollment** decreased for the following academic programs:

Academic Degree	Student enrollment change	Three consecutive years of enrollment increase
<b>Associate Degree</b>		
Business Administration	<b>-2 students</b>	
Information Technology	<b>-5 students</b>	

Enrollment in the Bachelor's Degree in Science of Nursing remained the same (eight students) as the previous year. The Bachelor's in Health Sciences in Speech-Language Therapy and Business Administration Major in Management are new programs, and more data will be available in upcoming years.

## NON-COHORT RETENTION ANALYSIS

Programs with **non-cohort retention rates** above 75% include:

- Associate Degree in Digital Fashion Design.
- Bachelor's Degrees in Business Administration (based one student) and Health Sciences in Speech-Language Therapy (based on one student).

Non-cohort retention rates increased for the following academic programs:

Academic Degree	Retention Rate change	Three consecutive years of non-cohort retention rates increase
<b>Associate Degree</b>		
Business Administration	<b>+100%</b>	

Non-cohort retention rates decreased for the following academic programs:

Academic Degree	Retention Rate change	Three consecutive years of non-cohort retention rates increase
<b>Associate Degree</b>		
Digital Fashion Design	<b>-7%</b>	
Nursing	<b>-4%</b>	
<b>Bachelor's Degree</b>		
Science of Nursing	<b>-12%</b>	

Non-cohort retention rates remained unchanged for the Associate Degree in Information Technology.

## ENROLLMENT AND NON-COHORT RETENTION RATES BY MODALITIES

Non-Cohort Retention Rates by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face</b>	52% (46/89)	59% (41/69)	61% (47/77)
<b>Traditional ADN</b>	48% (16/33)	48% (10/21)	52% (15/29)
<b>Traditional BSN</b>	52% (11/21)	50% (4/8)	38% (3/8)
<b>Out-of-State Hybrid</b>	77% (214/279)	77% (298/388)	72% (355/494)

Source: AIR, 2024 (Annual Institutional Report).

Compared to the previous academic year, **traditional face-to-face enrollment** increased by 12% (+eight students) while **Out-of-State Hybrid enrollment** increased by 27% (+106 students). Over the same period, **traditional ADN** enrollment increased by 38% (+eight students) while **traditional BSN** enrollment remained unchanged at eight students. Over the last three years, **traditional face-to-face** enrollment has decreased by 13% (-12 students) while **Out-of-State Hybrid** enrollment has increased by 77% (+215 students). Over the same period, **traditional ADN** enrollment decreased by 12% (-four students) while **traditional BSN** enrollment decreased by 62% (-13 students).

Compared to the previous academic year, non-cohort retention rates increased by 2% in the **traditional face-to-face** modality, while they decreased by 5% for the **Out-of-State Hybrid** modality. Over the same period, non-cohort retention rates increased by 4% for **traditional ADN** and decreased 12% for **traditional BSN**. Over the last three years, **traditional face-to-face** non-cohort retention rates have increased by 9% while **Out-of-State Hybrid** has decreased by 5%. Over the same period, non-cohort retention rates increased by 4% for **traditional ADN** and decreased 14% for **traditional BSN**.

Non-Cohort Retention Rates by Academic Programs	2021-2022	2022-2023	2023-2024
<b>Administration</b>	N/A	0%	100%
<b>Design</b>	47%	82%	75%
<b>Technology</b>	59%	60%	60%
<b>Nursing</b>	72%	75%	70%
<b>Sciences and Health</b>	100%	N/A	100%
<b>Total</b>	<b>71%</b>	<b>74%</b>	<b>70%</b>
<b>Associate Degree</b>	<b>72%</b>	<b>75%</b>	<b>71%</b>
<b>Bachelor's Degree</b>	<b>52%</b>	<b>50%</b>	<b>44%</b>

Source: AIR, 2024 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

**Academic program non-cohort retention rates** decreased for Design and Nursing programs (+1%) and remained the same for Technology programs. Non-cohort retention rates were below 75% in the Technology and Nursing programs, indicating the need for stronger efforts. The overall Humacao Branch Campus retention rate decreased (-4%) from 74% to 70%.

## NON-COHORT COMPLETE AND GRADUATE RATES

Academic Programs	2021-2022		2022-2023		2023-2024	
	Complete + Graduate /Enrollment	Rate	Complete + Graduate /Enrollment	Rate	Complete + Graduate /Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>						
<b>SCHOOL OF ADMINISTRATION</b>			<b>0/3</b>	<b>0%</b>	<b>0/1</b>	<b>0%</b>
<b>ASSOCIATE DEGREE</b>			<b>0/3</b>	<b>0%</b>	<b>0/1</b>	<b>0%</b>
Business Administration			0/3	0%	0/1	0%
<b>BACHELOR'S DEGREE</b>						
Business Administration major in Accounting						
<b>SCHOOL OF DESIGN</b>	<b>0/17</b>	<b>0%</b>	<b>2/22</b>	<b>9%</b>	<b>0/28</b>	<b>0%</b>
<b>ASSOCIATE DEGREE</b>	<b>0/17</b>	<b>0%</b>	<b>2/22</b>	<b>9%</b>	<b>0/28</b>	<b>0%</b>
Digital Fashion Design	0/17	0%	2/22	9%	0/28	0%
<b>SCHOOL OF TECHNOLOGY</b>	<b>2/17</b>	<b>12%</b>	<b>3/15</b>	<b>20%</b>	<b>0/10</b>	<b>0%</b>
<b>ASSOCIATE DEGREE</b>	<b>2/17</b>	<b>12%</b>	<b>3/15</b>	<b>20%</b>	<b>0/10</b>	<b>0%</b>
Information Technology	2/17	12%	3/15	20%	0/10	0%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	<b>1/1</b>	<b>100%</b>			<b>0/1</b>	<b>0%</b>
<b>ASSOCIATE DEGREE</b>	<b>1/1</b>	<b>100%</b>				
Physical Therapy Technology	1/1	100%				
<b>BACHELOR'S DEGREE</b>					<b>0/1</b>	<b>0%</b>
Health Sciences in Speech-Language Therapy					0/1	0%
<b>SCHOOL OF NURSING</b>	<b>60/233</b>	<b>18%</b>	<b>57/417</b>	<b>14%</b>	<b>67/531</b>	<b>13%</b>
<b>ASSOCIATE DEGREE</b>	<b>53/312</b>	<b>17%</b>	<b>56/409</b>	<b>14%</b>	<b>66/523</b>	<b>13%</b>
Nursing	53/312	17%	56/409	14%	66/523	13%
<b>BACHELOR'S DEGREE</b>	<b>7/21</b>	<b>33%</b>	<b>1/8</b>	<b>13%</b>	<b>1/8</b>	<b>13%</b>
Science of Nursing	7/21	33%	1/8	13%	1/8	13%
<b>NON-COHORT RATE</b>	<b>63/368</b>	<b>17%</b>	<b>62/457</b>	<b>14%</b>	<b>67/571</b>	<b>12%</b>

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

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

## NON-COHORT COMPLETE AND GRADUATE RATE ANALYSIS

All of the academic programs at the Humacao Branch Campus fall below a 20% rate, indicating that stronger efforts are needed in student support and retention. **Non-cohort complete and graduate rates** decreased for the following academic programs:

Academic Degree	Non-cohort complete and graduate rate change	Three consecutive years of non-cohort complete and graduate rate decrease
<b>Associate Degree</b>		
Digital Fashion Design	-9%	

Nursing	-1%	Yes
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**Non-cohort complete and graduate rates** remained the same for the Bachelor's Degree in Science of Nursing (13%).

NON-COHORT COMPLETE AND GRADUATE RATE	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face</b>	12% (11/89)	9% (6/69)	4% (3/77)
<b>Traditional ADN</b>	1% (1/34)	0% (0/21)	7% (2/29)
<b>Traditional BSN</b>	33% (7/21)	11% (1/9)	13% (1/8)
<b>Out-of-State Hybrid</b>	19% (52/279)	14% (56/388)	13% (64/494)

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

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

Compared to the previous academic year, the **traditional face-to-face** non-cohort complete and graduate rate decreased by 5%, while the **Out-of-State Hybrid** decreased by 1%. Over the same period, non-cohort complete and graduate rates increased by 7% for **traditional ADN** and increased by 2% for **traditional BSN**. Over the last three years, **traditional face-to-face** non-cohort complete and graduate rates have decreased by 8% while the **Out-of-State hybrid** has decreased by 6%. Over the same period, non-cohort complete and graduate rates increased by 6% for **traditional ADN** and decreased by 20% for **traditional BSN**.

	2021-2022	2022-2023	2023-2024
<b>Administration</b>	N/A	0%	0%
<b>Design</b>	0%	9%	0%
<b>Nursing</b>	18%	14%	13%
<b>Sciences and Health</b>	100%	N/A	0%
<b>Technology</b>	12%	20%	0%
<b>Undergraduate Rate</b>	<b>17%</b>	<b>14%</b>	<b>12%</b>
<b>Associate Degree</b>	<b>16%</b>	<b>14%</b>	<b>12%</b>
<b>Bachelor's Degree</b>	<b>33%</b>	<b>13%</b>	<b>11%</b>

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment). Formula: SUM (Graduate + Complete) / Total Enrollment.

Academic School **non-cohort complete and graduate rates** decreased for Design (-9%), Nursing (-1%), and Technology (-20%). The undergraduate rate (12%) decreased by 2%. Associate Degree programs have consistently been below 20%, while Bachelor's Degree programs were below 20% as well.

The overall Humacao Branch Campus non-cohort complete and graduation rate decreased by 2%, from 14% to 12%. This rate is below the benchmark of 20%, indicating stronger efforts in student support and retention need to be implemented.

## PLACEMENT RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Infield and Reinfield Students	Rate	Infield and Reinfield Students	Rate	Infield and Reinfield Students	Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF ADMINISTRATION</b>						
<b>ASSOCIATE DEGREE</b>						
Business Administration						
<b>BACHELOR'S DEGREE</b>						
Business Administration major in Accounting						
<b>SCHOOL OF TECHNOLOGY</b>			0/2	0%	1/1	100%
<b>ASSOCIATE DEGREE</b>			0/2	0%	1/1	100%
Information Technology			0/2	0%	1/1	100%
<b>SCHOOL OF DESIGN</b>	1/1	100%				
<b>ASSOCIATE DEGREE</b>	1/1	100%				
Digital Fashion Design	1/1	100%				
<b>SCHOOL OF SCIENCES AND HEALTH</b>	1/4	25%	0/1	0%		
<b>ASSOCIATE DEGREE</b>	1/4	25%	0/1	0%		
Physical Therapy Technology	1/4	25%	0/1	0%		
<b>BACHELOR'S DEGREE</b>						
Health Sciences in Speech and Language Therapy						
<b>SCHOOL OF NURSING</b>	19/31	61%	33/43	77%	33/46	72%
<b>ASSOCIATE DEGREE</b>	16/28	57%	31/40	78%	32/45	71%
Nursing	16/28	57%	31/40	78%	32/45	71%
<b>BACHELOR'S DEGREE</b>	3/3	100%	2/3	67%	1/1	100%
Science of Nursing	3/3	100%	2/3	67%	1/1	100%
<b>TOTAL PLACEMENT RATE</b>	<b>21/36</b>	<b>58%</b>	<b>33/46</b>	<b>72%</b>	<b>34/47</b>	<b>72%</b>

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield)/ (Graduate + Complete - Exemptions).

## PLACEMENT ANALYSIS

The Associate Degree in Information Technology and the Bachelor's Degree in Science of Nursing had a 100% for one student, while the Associate Degree in Nursing had a placement rate of 72%, above the 70% benchmark.

Placement rates increased for the following programs:

Academic Degree	Placement rate change	Three consecutive years of Placement rate increase
<b>Associate Degree</b>		
Information Technology	+100%	
<b>Bachelor's Degree</b>		
Science of Nursing	+33%	

Placement rates decreased for the following programs:

Academic Degree	Placement rate change	Three consecutive years of Placement rate increase
<b>Associate Degree</b>		
Nursing	-7%	

## PLACEMENT RATES BY MODALITY

Placement Rates by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face</b>	50% (5/10)	43% (3/7)	100% (2/2)
<b>Traditional ADN</b>	0% (0/2)	100% (1/1)	(0/0)
<b>Traditional BSN</b>	100% (3/3)	67% (2/3)	100% (1/1)
<b>Out-of-State Hybrid</b>	62% (16/26)	77% (30/39)	71% (32/45)

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield) / (Graduate + Complete - Exemptions).

Compared to the previous academic year, **traditional face-to-face** Placement rates increased by 57%, while **Out-of-State Hybrid** decreased by 6%. Over the same period, placement rates for the **traditional BSN** increased by 33%.

Over the last three years, **traditional face-to-face** Placement rates have increased by 50% while **Out-of-State Hybrid** Placement rates have increased by 9%. Over the same period, the placement rate for **traditional BSN** has remained the same. For further information on the Nursing placement rates, visit: <https://edpuniversity.edu/student-achievement-outcome-data/>

Placement Rates by Academic Schools	2021-2022	2022-2023	2023-2024
<b>Design</b>	100%	N/A	N/A
<b>Nursing</b>	61%	77%	72%
<b>Administration</b>	N/A	N/A	N/A
<b>Sciences and Health</b>	25%	0%	N/A
<b>Technology</b>	N/A	0%	100%
<b>Total</b>	<b>58%</b>	<b>72%</b>	<b>72%</b>
<b>Associate Degree</b>	<b>55%</b>	<b>72%</b>	<b>72%</b>
<b>Bachelor's Degree</b>	<b>100%</b>	<b>67%</b>	<b>100%</b>

Source: AIR, 2024 (Annual Institutional Report) and Placement Office. (n)= (Graduate + Complete)

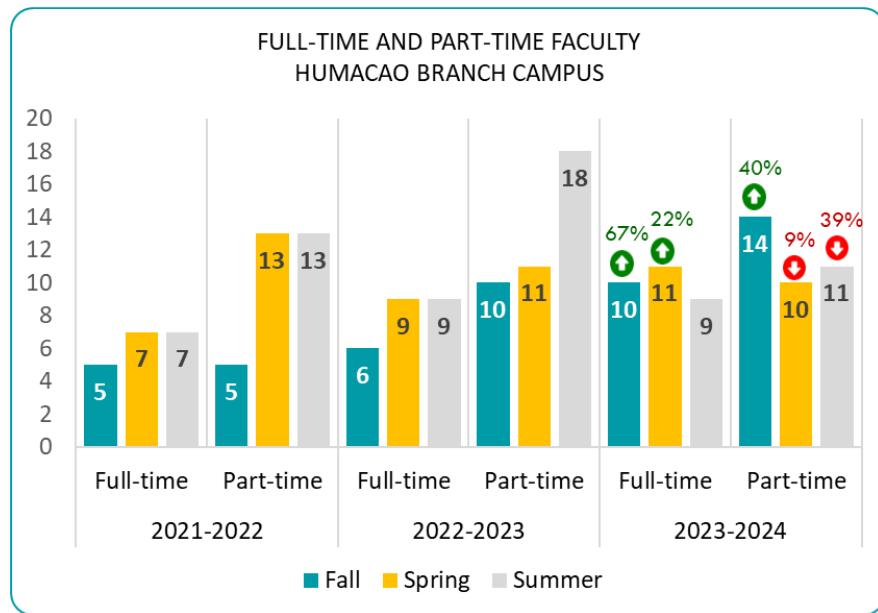
Formula: SUM (Infield + Refield) / (Graduate + Complete – Outfield\*)

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

The Nursing school's **academic program placement rate** was 72%, above the 70% benchmark but below 80%. The Design, Technology, Administration, and Sciences and Health Schools did not have any graduating students placed.

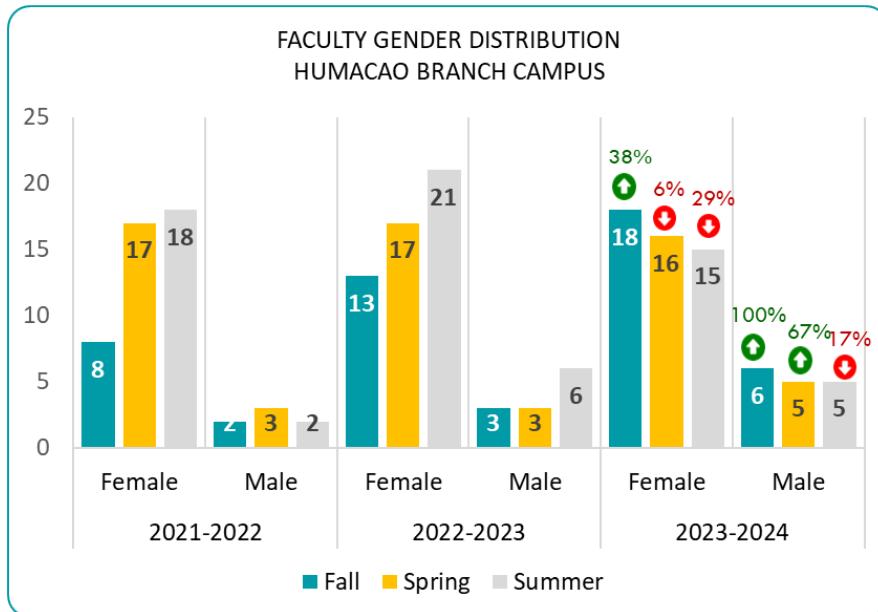
The overall Humacao Branch Campus **placement rate** remained at 72%, above the 70% benchmark but below 80%.

## FACULTY PROFILE



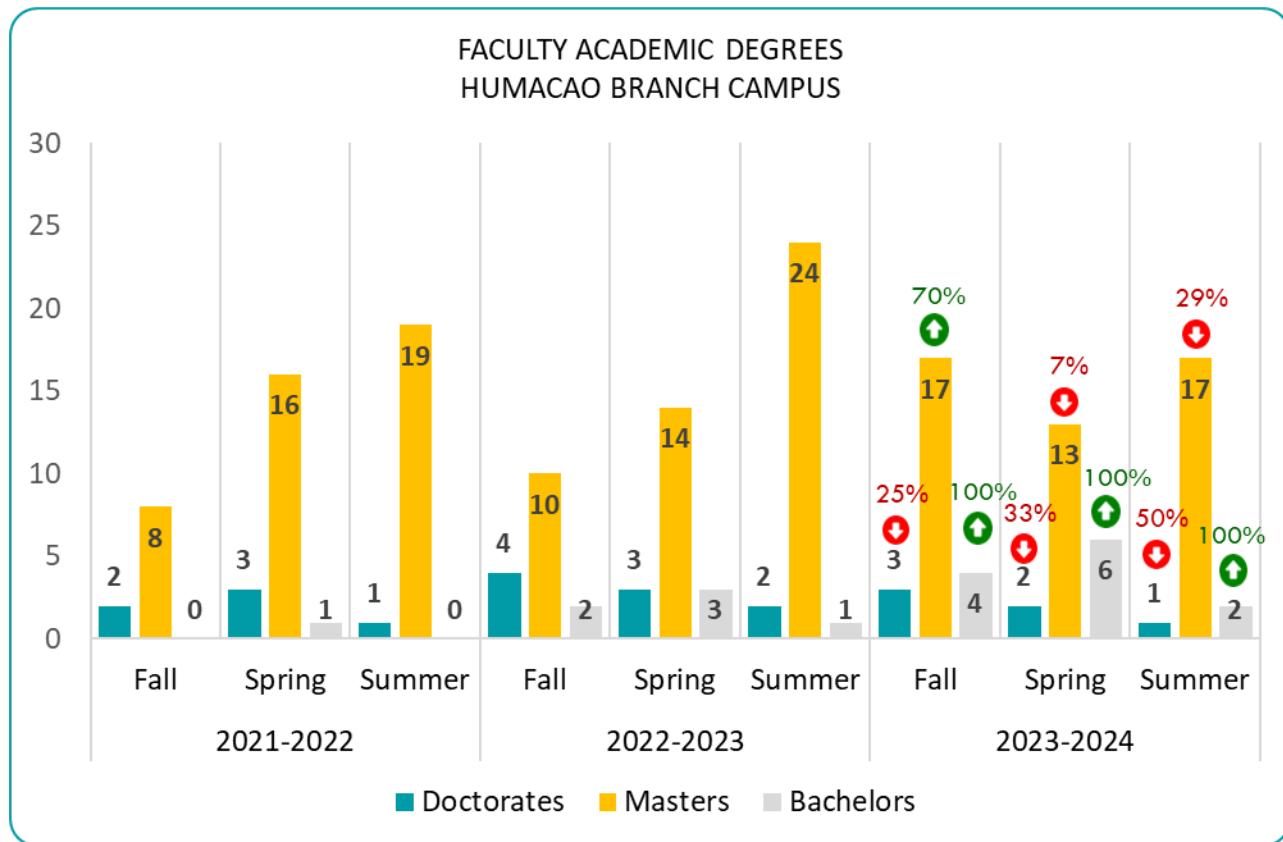
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more part-time faculty than full-time. Over the previous three years, full-time faculty has increased for every academic semester while part-time faculty has remained stable. In comparison to the prior year, there were fewer part-time faculty members throughout the spring and summer semesters.



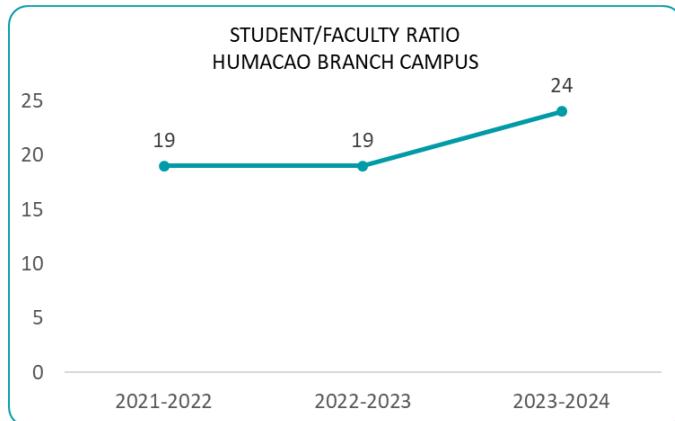
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more female faculty than male faculty. Male faculty increased for the fall and spring semesters compared to the previous year and have increased for three consecutive years. Female faculty decreased during the spring and summer semesters compared to the previous year and has remained stable over the last three years.



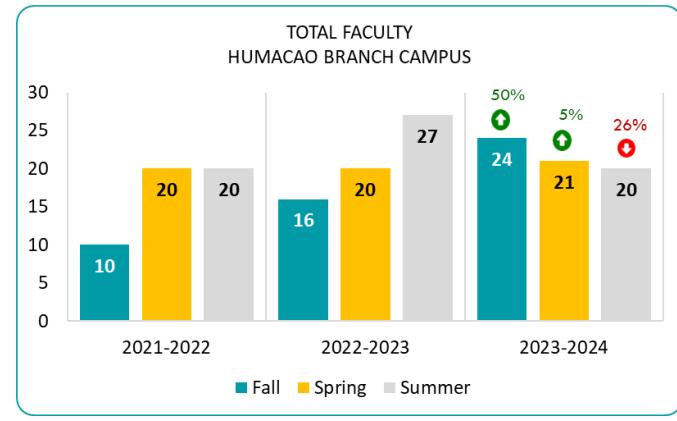
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more faculty with master's degrees. There has been an increase in faculty with bachelor's degrees over the last three years as the Design School enrollment has increased. Faculty with Doctorate degrees also increased compared to the previous year.



Source: IPEDS Fall enrolment, 2024

During the 2023-2024 fall academic semester, the student-to-faculty ratio was 24 students per faculty member. The student-to-faculty ratio increased compared to the previous academic year.



Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, total faculty increased by 50% for the fall semester (+eight) and 5% for the spring semester (+one) compared to the previous academic year. It decreased by 26% for the summer semester (-seven).

# VILLALBA BRANCH CAMPUS



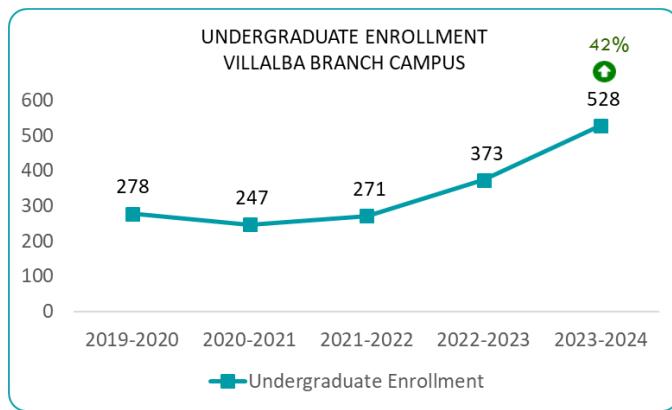
**PROGRAMS OF STUDY APPROVED BY THE POSTSECONDARY INSTITUTION BOARD,  
FORMER PUERTO RICO COUNCIL OF EDUCATION (PRCE)**

The following undergraduate academic programs are offered at the Humacao Branch Campus:

<b>ASSOCIATE DEGREES</b>	
<b>2016</b>	Associate Degree in Business Administration
<b>2016</b>	Associate Degree in Criminal Justice
<b>2016</b>	Associate Degree in Nursing
<b>2016</b>	Associate Degree in Information Technology
<b>2021</b>	Associate Degree in Health and Physical Aptitude for Special Populations
<b>BACHELOR'S DEGREES</b>	
<b>2016</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
<b>2022</b>	Bachelor's Degree in Health Sciences in Speech-Language Therapy

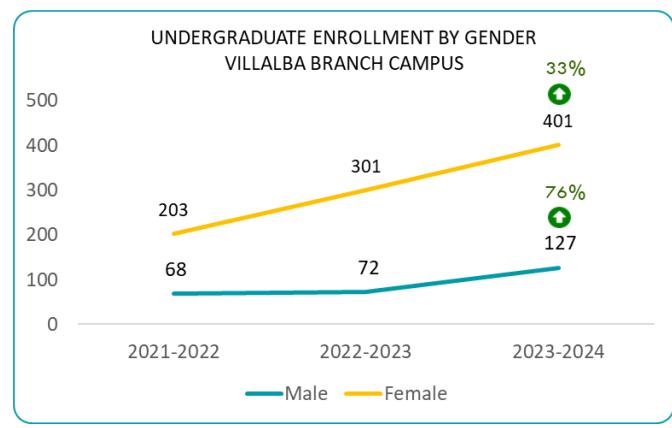
## ENROLLMENT ANALYSIS

## ENROLLMENT AND GENDER DISTRIBUTION



Source: IPEDS 12-month Enrollment Data, 2024.

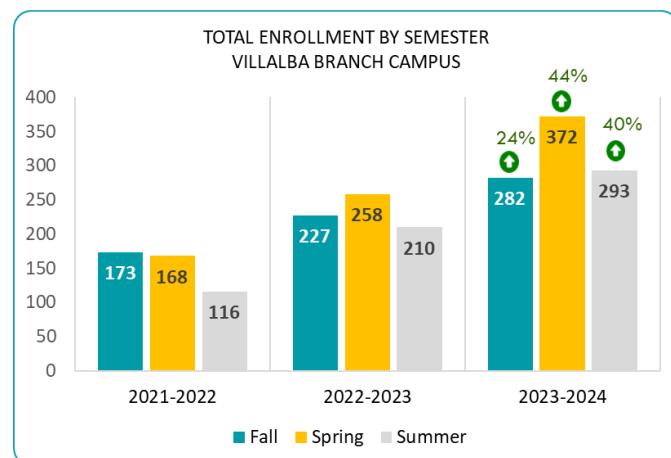
**Total undergraduate enrollment** for the 2023-2024 academic year was 528 students, an increase of 42% (+155 students) over the previous academic year. Over the last five years, undergraduate enrollment has increased by 90% (+250 students), which is three consecutive years of increases.



Source: IPEDS 12-month Enrollment Data, 2024

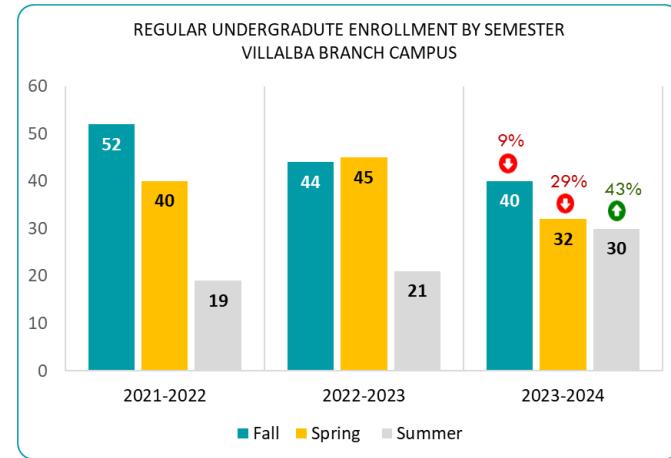
**Total undergraduate female enrollment** for the 2023-2024 academic year increased by 33% (+100 students) compared to the previous academic year, while **total undergraduate male enrollment** increased by 76% (+55 students). Over the last three years, male enrollment has increased by 87% (+59 students) and female enrollment has increased by 98% (+198 students).

## ENROLLMENT BY SEMESTER



Source: Enrollment Certifications - Registrar's Office, 2024

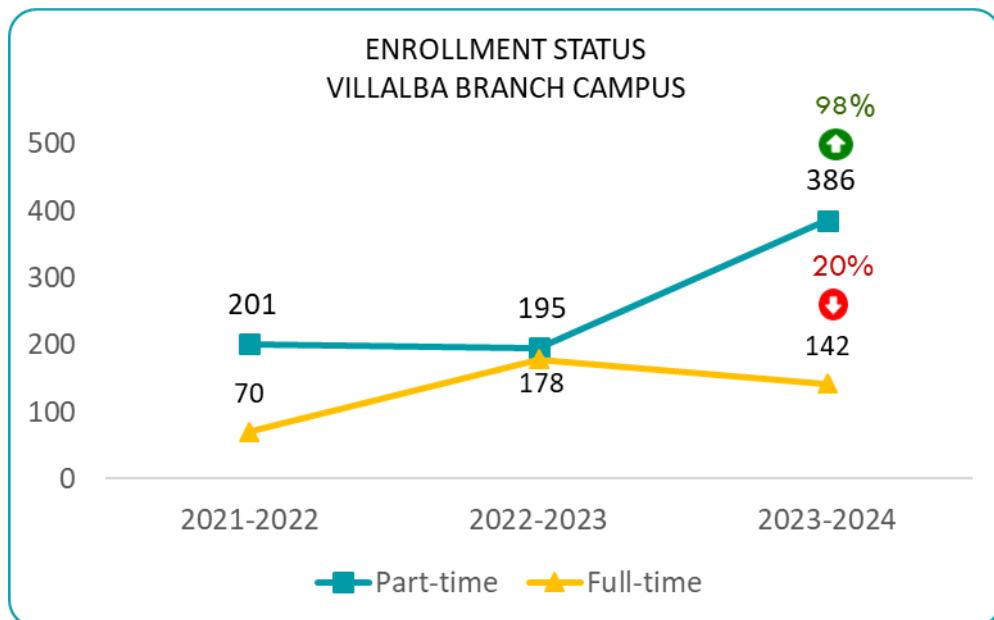
**Total enrollment** for the 2023-2024 academic year increased by 24% for the fall semester (+55 students), 44% for the spring semester (+114 students), and 40% for the summer semester (+83 students) compared to the previous academic year. Due to the MAGAE modality, total enrollment for the fall, spring, and summer semesters has increased for three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024

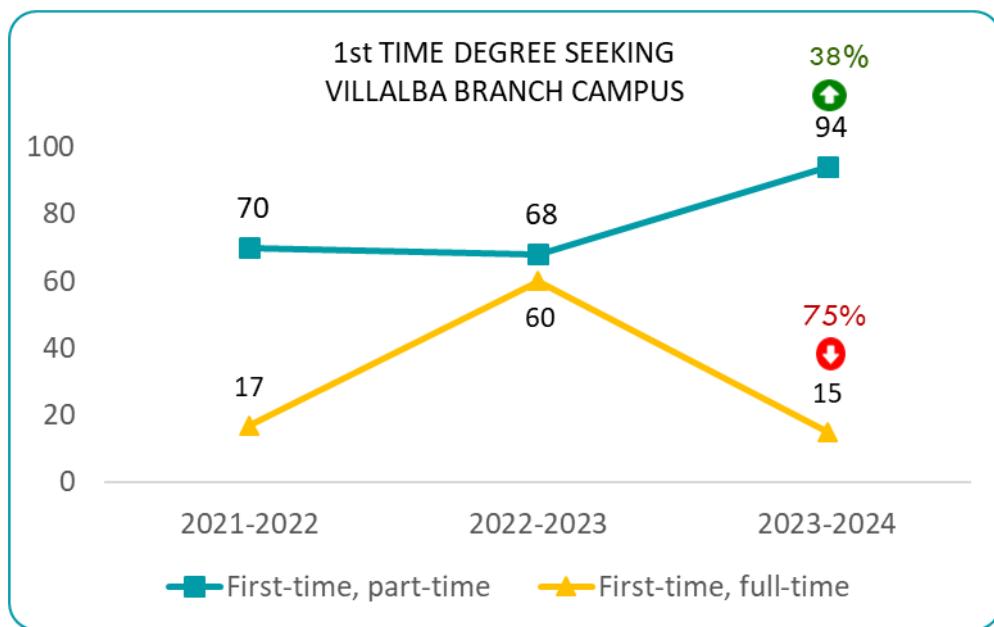
**Regular undergraduate enrollment** for the 2023-2024 academic year decreased by 9% for the fall semester (-four students) and 29% for the spring semester (-13 students). Enrollment increased by 43% for the summer semester (+nine students). Regular undergraduate enrollment for the fall semester has decreased for three consecutive years.

## UNDERGRADUATE ENROLLMENT STATUS



Source: IPEDS 12-month Enrollment Data, 2024

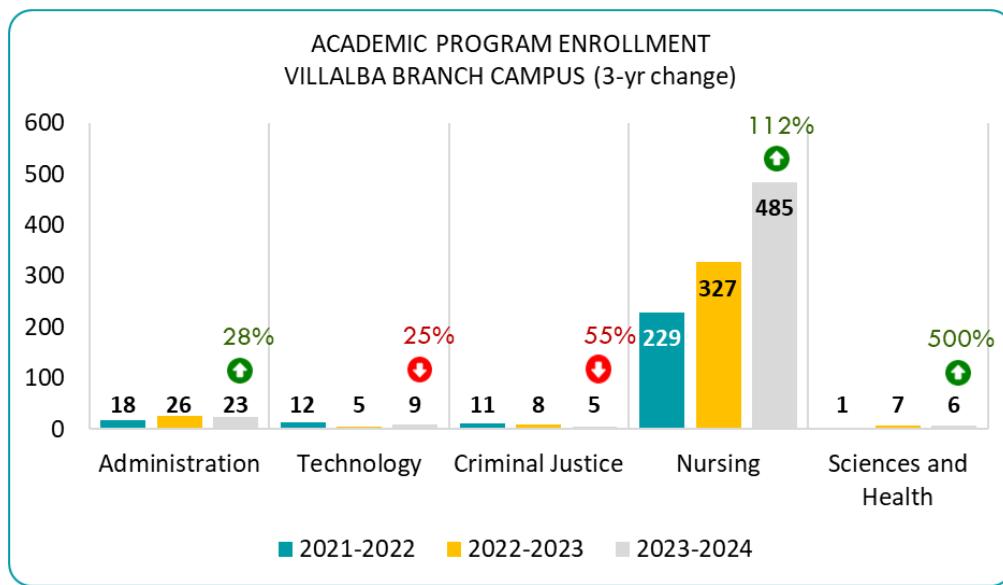
**Total initial part-time students** (12 credits or less) for the 2023-2024 academic year increased by 98% (+191 students) compared to the previous academic year, while **total initial full-time students** (12 credits or more) decreased by 20% (-36 students).



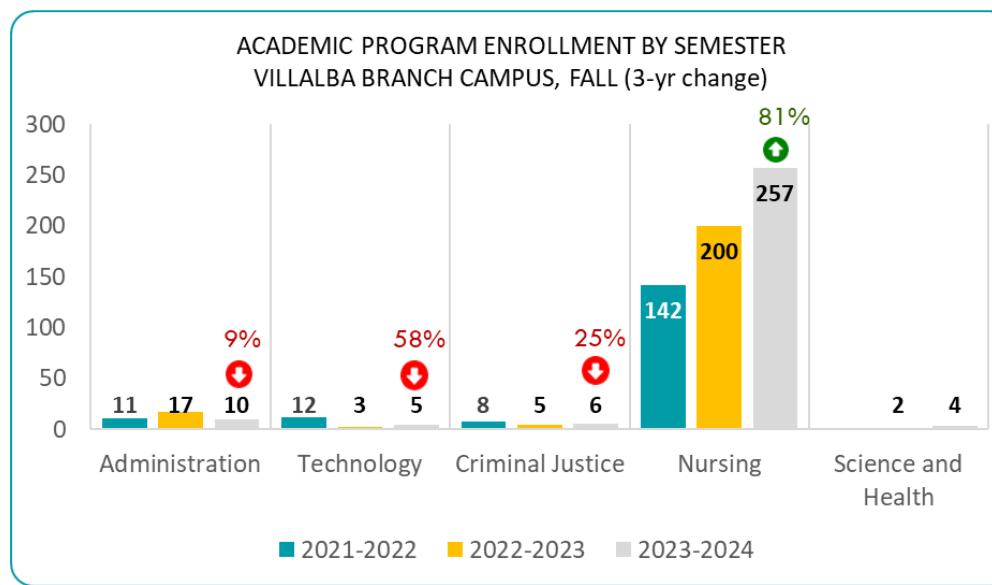
Source: IPEDS 12-month Enrollment Data, 2024

**Total initial first-time, part-time students** (12 credits or less) for the 2023-2024 academic year increased by 38% (+26 students) compared to the previous academic year, while **total first-time, full-time students** (12 credits or more) decreased by 75% (-45 students).

## ENROLLMENT IN ACADEMIC PROGRAMS BY SEMESTER

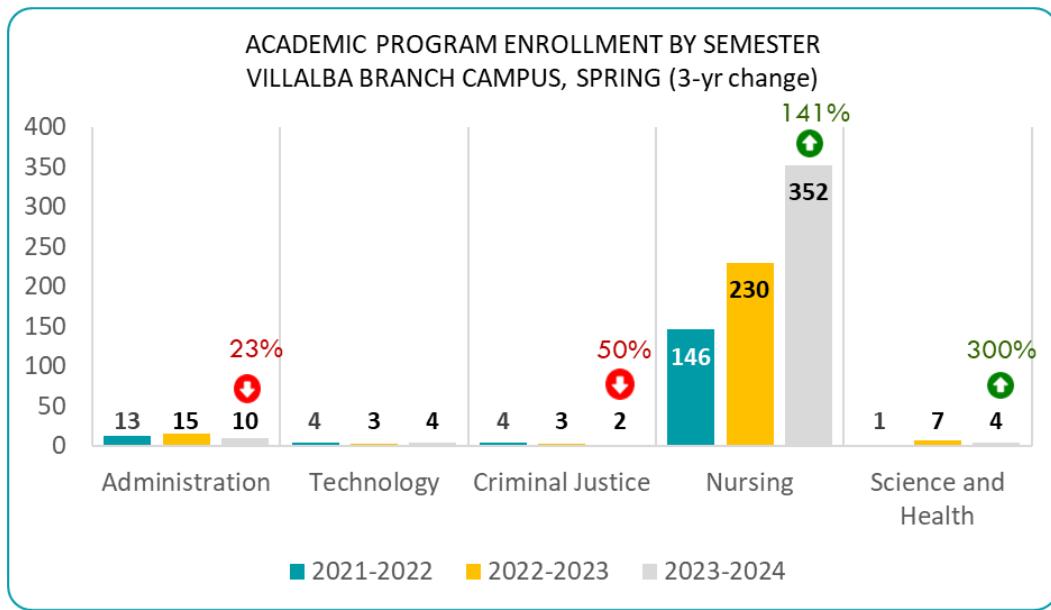


Over the past three years, **total academic program enrollment** has increased by 28% for Administration programs (+five students), 112% for Nursing programs (+256 students), and 500% for Sciences and Health programs (+five students). Enrollment in Nursing programs has increased for three consecutive years. Over the same period, fall semester enrollment has decreased by 25% for Technology programs (-three students) and 55% for Criminal Justice programs (-six students). Enrollment in Criminal Justice programs has decreased for three consecutive years.

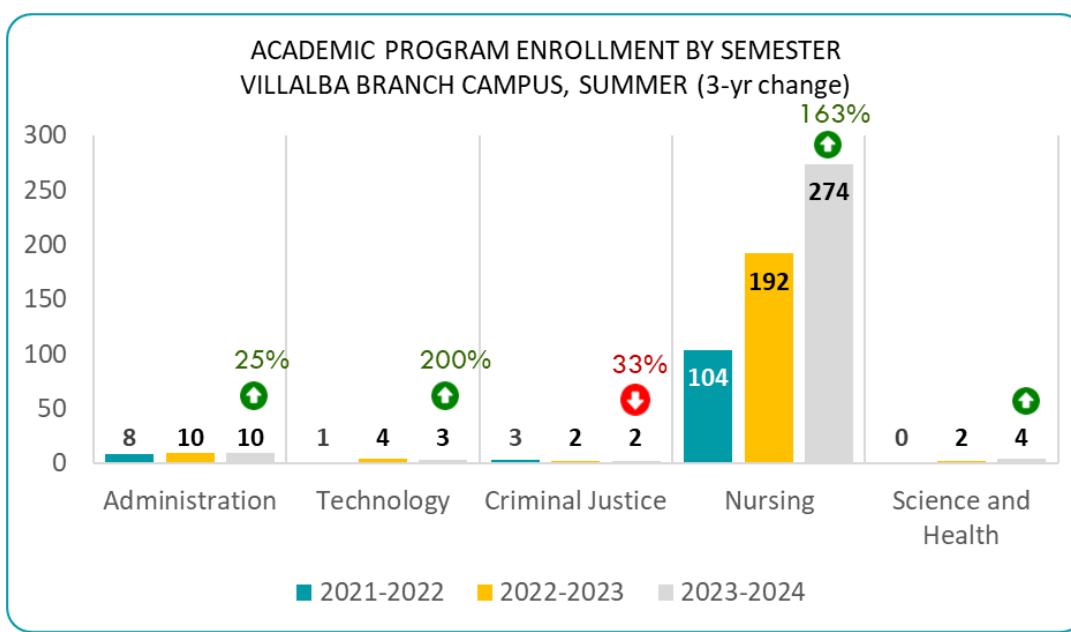


Source: Enrollment Certifications - Registrar's Office, 2024.

Over the past three years, **fall semester** program enrollment has increased by 81% for Nursing programs (+115 students). Sciences and Health enrollment totaled four students. Fall semester enrollment for Nursing programs has increased for three consecutive years. Over the same period, fall semester enrollment has decreased by 9% for Administration programs (-one student), 58% for Technology programs (-seven students), and by 25% for Criminal Justice programs (-two students).



Over the past three years, **spring semester** program enrollment has increased by 141% for Nursing programs (+206 students) and 300% for Science and Health programs (+three students). Spring semester enrollment for Nursing programs has increased for three consecutive years. Over the same period, spring semester enrollment has decreased by 23% for Administration programs (-three students) and 50% for Criminal Justice programs (-two students). Technology program enrollment has remained the same. Criminal Justice enrollment has decreased for three consecutive spring semesters.

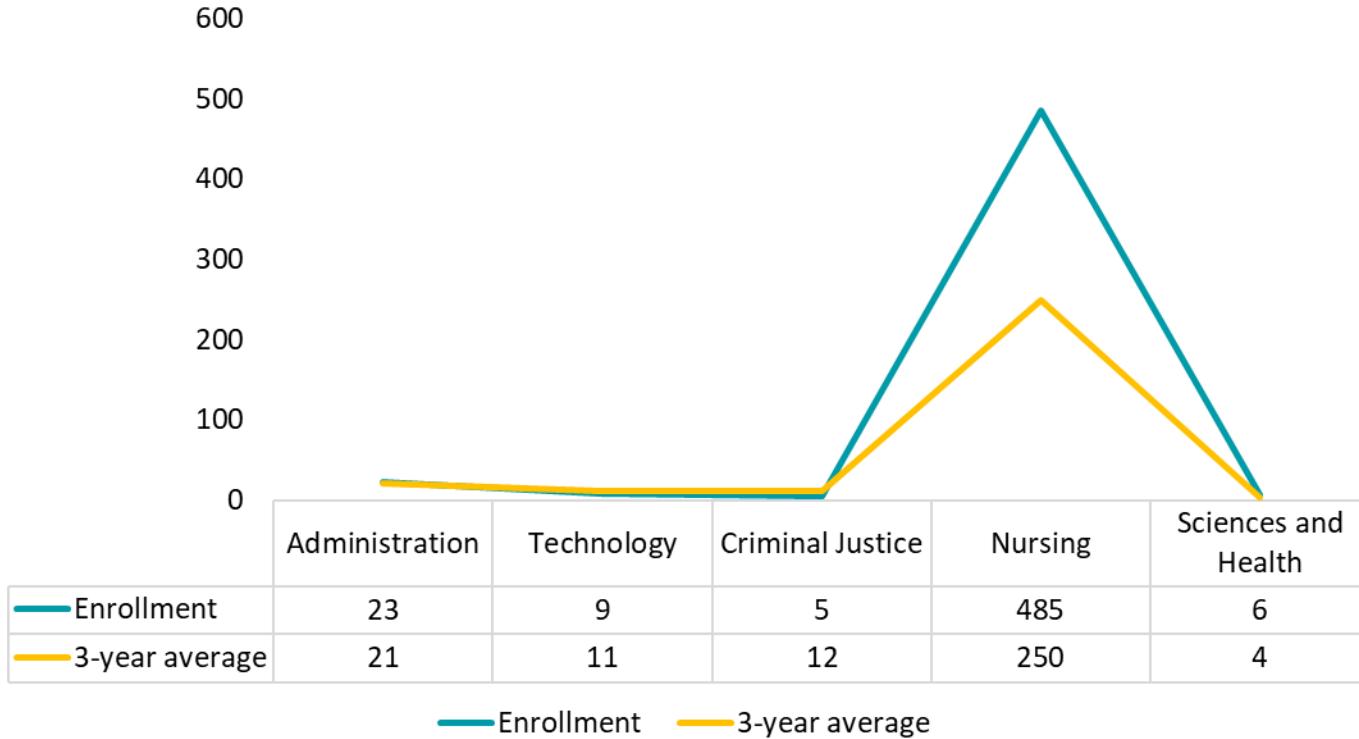


Over the past three years, **summer semester** program enrollment has increased by 163% for Nursing programs (+170 students), 25% for Administration programs (+two students), and 200% for Technology programs (+two students). Summer semester enrollment for Nursing programs has increased for three consecutive years. Over the same period, summer semester enrollment has decreased by 33% for Criminal Justice programs (-one student). Science and Health program enrollment totaled four students.

## ENROLLMENT IN ACADEMIC PROGRAMS AND 3-YR AVERAGE ENROLLMENT

Comparing current enrollment to the previous 3-year enrollment can help establish current trends. If current enrollment is above or below the previous 3-year average, it can indicate a positive or negative growth trend.

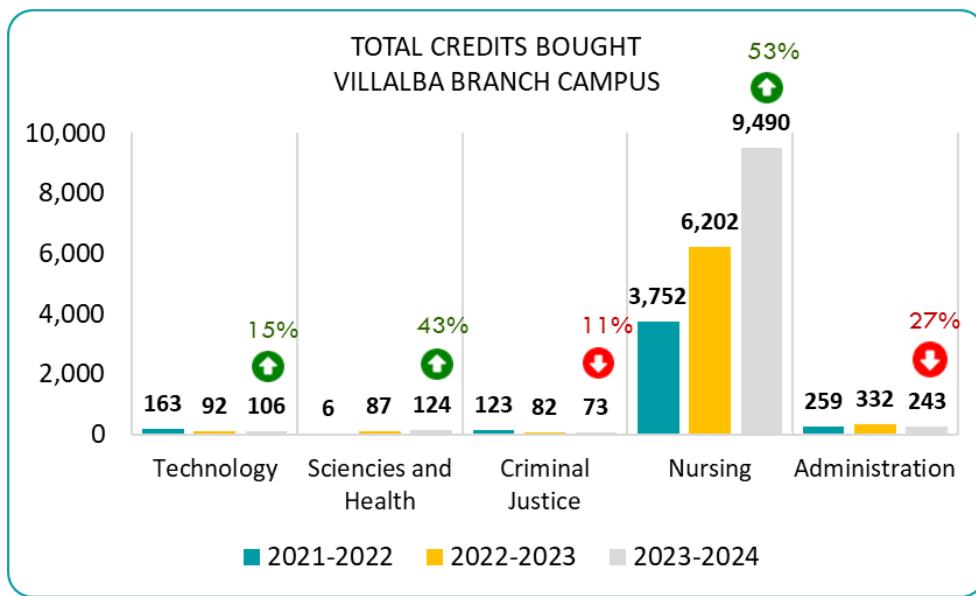
**TOTAL PROGRAM ENROLLMENT vs 3-YR AVERAGE  
VILLALBA BRANCH CAMPUS**



Source: Enrollment Certifications - Registrar's Office, 2024

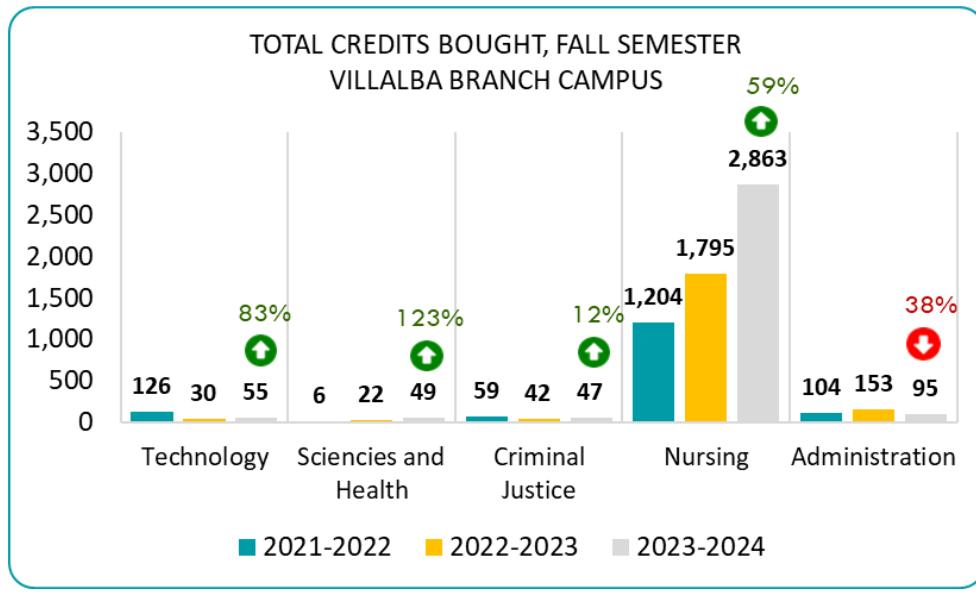
During the 2023-2024 academic year, total enrollment for Technology and Criminal Justice programs was below their previous 3-year average enrollment. The overall program enrollment in Administration, Nursing, and Sciences and Health surpassed their previous three-year averages.

## CREDITS BOUGHT



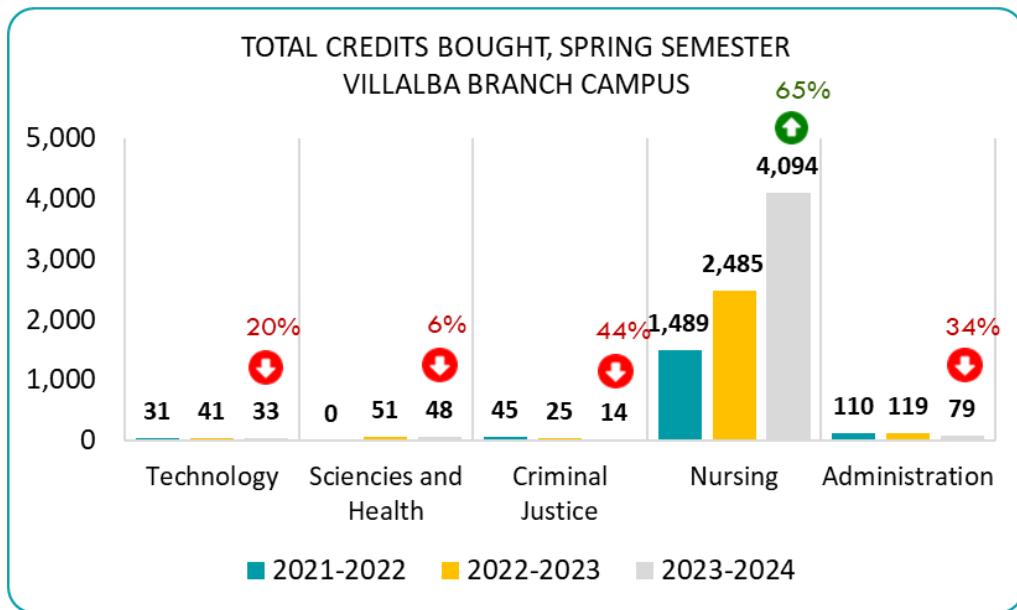
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought** (the sum of fall, spring, and summer semesters) increased by 15% for Technology programs (+14 credits), 43% for Sciences and Health programs (+37 credits), and 53% for Nursing programs (+3,288 credits) compared to the previous academic year. It decreased by 11% for Criminal Justice programs (-nine credits) and 27% for Administration programs (-89 credits).



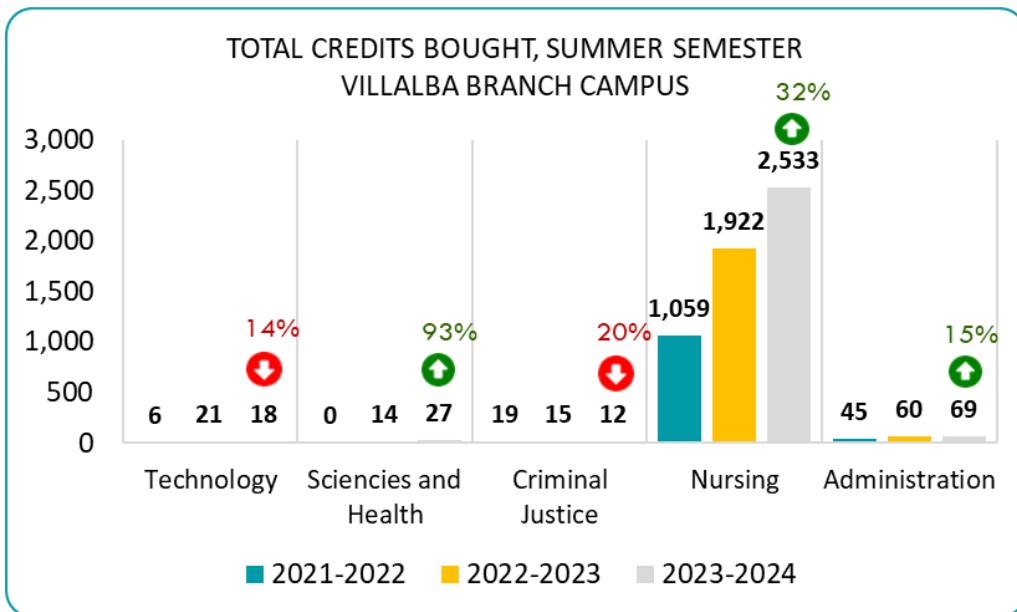
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the fall semester** increased by 83% for Technology programs (+25 credits), 12% for Criminal Justice programs (+five credits), 59% for Nursing programs (+1,068 credits), and 123% for Sciences and Health programs (+27 credits) compared to the previous academic year. It decreased by 38% for Administration programs (-58 credits).



Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the spring semester** increased by 65% for Nursing programs (+1,609 credits) compared to the previous academic year. It decreased by 20% for Technology programs (-eight credits), 44% for Criminal Justice programs (-11 credits), 34% for Administration programs (-40 credits), and 6% for Sciences and Health programs (-three credits).



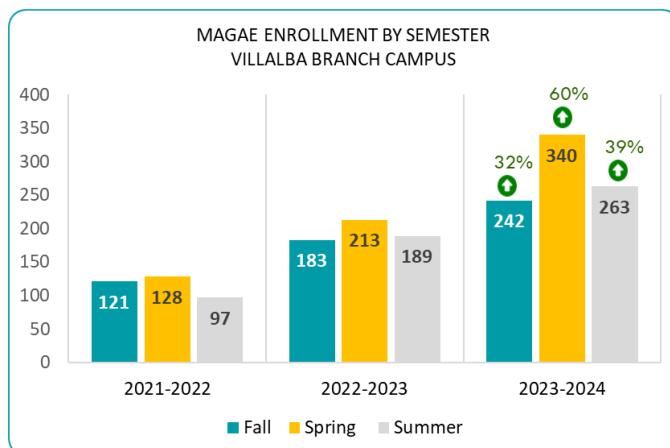
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought for the summer semester** increased by 32% for Nursing programs (+611 credits), 15% for Administration programs (+nine credits), and 93% for Sciences and Health programs (+13 credits) compared to the previous academic year. It decreased by 14% for Technology programs (-three credits) and 20% for Criminal Justice programs (-three credits).

## ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)

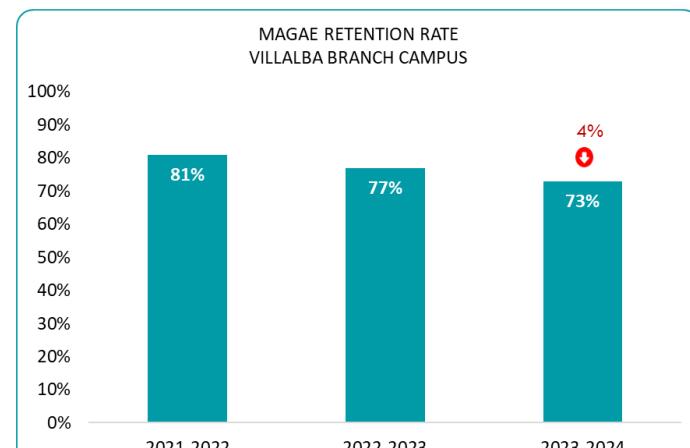
The Associate's Degree in Nursing Adult Modality program (MAGAE by its Spanish acronym) is an adaptation of the Associate's Degree in Nursing approved by the former Puerto Rico Council for Education and the current Postsecondary Institutions Board. The program was adapted to accommodate the fast-track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

The MAGAE modality requires students to complete courses through both distance education and classroom settings. Online courses are accessed through EDP's virtual campus (<https://studentlive.edpuniversity.edu/cmcportal/>) and (<https://edpvirtual.instructure.com/login/canvas>), both of which are available on the institutional webpage. Face-to-face courses and clinical practices require students to travel to Puerto Rico for two consecutive periods. Students travel during established periods during the fall, spring, and summer semesters, depending on their plan of study. During this period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.



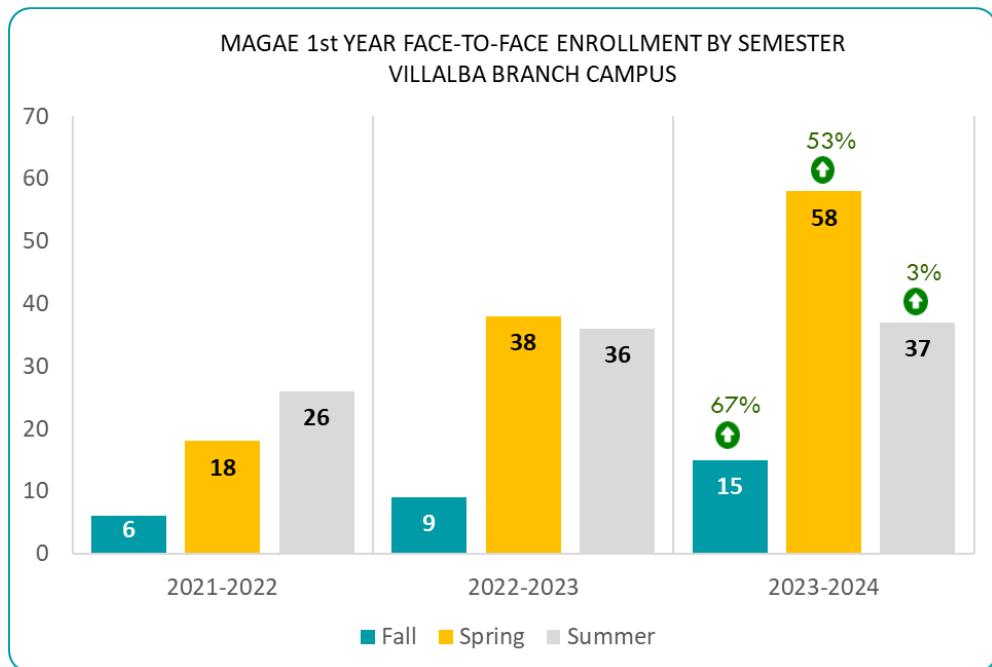
Source: Enrollment Certifications - Registrar's Office, 2024.

**MAGAE undergraduate enrollment** for the 2023-2024 academic year increased by 32% for the fall semester (+59 students), 60% for the spring semester (+127 students), and 39% for the summer semester (+74 students) compared to the previous academic year. Fall, spring, and summer semester enrollment has increased for three consecutive years.



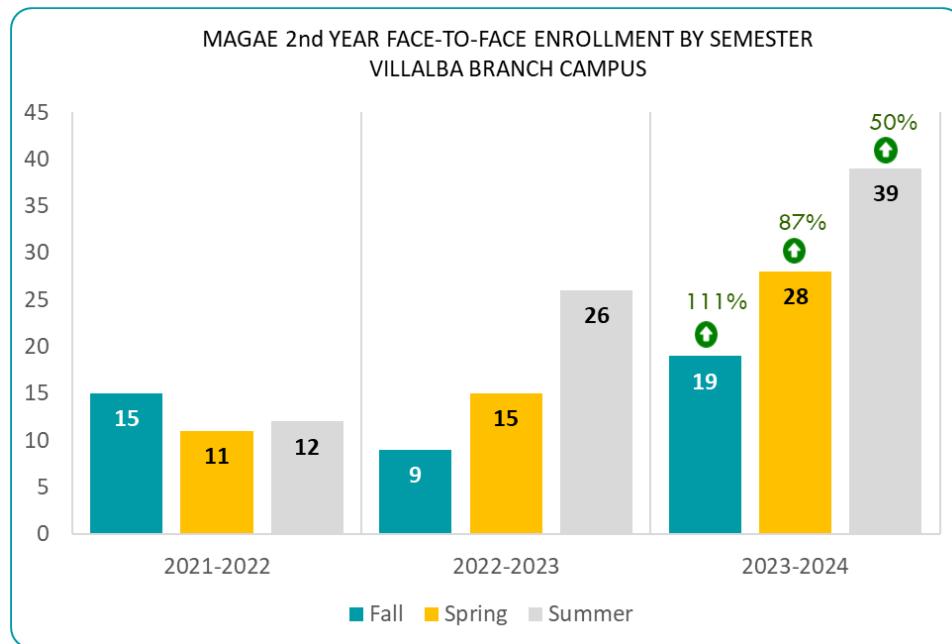
Source: AIR, 2024.  
(n= enrollment). Formula: (total enrollment – drops) / total enrollment.

The **MAGAE retention rate** was 73% during the 2023-2024 academic year, a decrease of 4% compared to the previous academic year. The MAGAE retention rate has decreased three consecutive years.



Source: Enrollment Certifications - Registrar's Office, 2024.

MAGAE 1<sup>st</sup> year face-to-face enrollment increased by 67% for the fall semester (+six students), 53% for the spring semester (+20 students), and 3% for the summer semester (+one student) compared to the previous academic year.



Source: Enrollment Certifications - Registrar's Office, 2024.

MAGAE 2<sup>nd</sup> year face-to-face enrollment increased for the fall semester by 111% (+10 students), 87% for the spring semester (+13 students), and 50% for the summer semester (+17 students) compared to the previous academic year.

## ENROLLMENT AND NON-COHORT RETENTION RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate	Retention/ Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>						
<b>SCHOOL OF ADMINISTRATION</b>	<b>11/18</b>	<b>61%</b>	<b>14/26</b>	<b>54%</b>	<b>14/23</b>	<b>61%</b>
<b>ASSOCIATE DEGREE</b>	<b>7/12</b>	<b>58%</b>	<b>9/19</b>	<b>47%</b>	<b>10/17</b>	<b>59%</b>
Business Administration	7/12	58%	9/19	47%	10/17	59%
<b>BACHELOR'S DEGREE</b>	<b>4/6</b>	<b>67%</b>	<b>5/7</b>	<b>71%</b>	<b>4/6</b>	<b>67%</b>
Business Administration major in Accounting	4/5	80%	5/6	83%	4/6	67%
Political Sciences and International Affairs	0/1	0%	0/1	0%		
<b>SCHOOL OF TECHNOLOGY</b>	<b>10/12</b>	<b>83%</b>	<b>4/5</b>	<b>80%</b>	<b>4/9</b>	<b>44%</b>
<b>ASSOCIATE DEGREE</b>	<b>10/12</b>	<b>83%</b>	<b>4/5</b>	<b>80%</b>	<b>4/9</b>	<b>44%</b>
Information Technology	10/12	83%	4/5	80%	4/9	44%
<b>SCHOOL OF CRIMINAL JUSTICE</b>	<b>5/11</b>	<b>45%</b>	<b>3/8</b>	<b>38%</b>	<b>2/5</b>	<b>40%</b>
<b>ASSOCIATE DEGREE</b>	<b>5/11</b>	<b>45%</b>	<b>3/8</b>	<b>38%</b>	<b>2/5</b>	<b>40%</b>
Criminal Justice	5/11	45%	3/8	38%	2/5	40%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	<b>1/1</b>	<b>100%</b>	<b>3/7</b>	<b>43%</b>	<b>4/6</b>	<b>67%</b>
<b>ASSOCIATE DEGREE</b>	<b>1/1</b>	<b>100%</b>	<b>1/5</b>	<b>20%</b>	<b>0/2</b>	<b>0%</b>
Health and Physical Aptitude for Special Populations	1/1	100%	1/5	20%	0/2	0%
<b>BACHELOR'S DEGREE</b>			<b>2/2</b>	<b>100%</b>	<b>4/4</b>	<b>100%</b>
Health Sciences in Speech and Language Therapy			2/2	100%	4/4	100%
<b>SCHOOL OF NURSING</b>	<b>179/229</b>	<b>78%</b>	<b>241/327</b>	<b>74%</b>	<b>356/485</b>	<b>73%</b>
<b>ASSOCIATE DEGREE</b>	<b>178/225</b>	<b>79%</b>	<b>240/322</b>	<b>75%</b>	<b>352/480</b>	<b>73%</b>
Nursing	178/225	79%	240/322	75%	352/480	73%
<b>BACHELOR'S DEGREE</b>	<b>1/4</b>	<b>25%</b>	<b>1/5</b>	<b>20%</b>	<b>4/5</b>	<b>80%</b>
Science of Nursing	1/4	25%	1/5	20%	4/5	80%
<b>TOTAL CAMPUS ENROLLMENT AND NON-COHORT RETENTION RATE (UNDUPLICATED)</b>	<b>206/271</b>	<b>76%</b>	<b>265/373</b>	<b>71%</b>	<b>380/528</b>	<b>72%</b>

Source: AIR, 2024 (Annual Institutional Report) (n=Enrollment) Formula: (Total Enrollment - Drops)/Total Enrollment

## ENROLLMENT ANALYSIS

Compared to the previous academic year, **enrollment** increased for the following academic programs:

Academic Degree	Student enrollment change	Three consecutive years of enrollment increase
<b>Associate Degree</b>		
Information Technology	+4 students	
Nursing	+158 students	Yes
<b>Bachelor's Degree</b>		
Health Sciences in Speech and Language Therapy	+2 students	

**Enrollment** decreased for the following academic programs:

Academic Degree	Student enrollment change	Three consecutive years of enrollment increase
<b>Associate Degree</b>		
Business Administration	-2 students	
Criminal Justice	-3 students	Yes
Health and Physical Aptitude for Special Populations	-3 students	

The Bachelor's Degree in Political Sciences and International Affairs had no student enrollment during the year.

## NON-COHORT RETENTION ANALYSIS

Programs with **non-cohort retention rates** above 75% include:

- Bachelor's Degree in Health Sciences in Speech-Language Therapy (based on four students) and Science of Nursing (based on five students).

Non-cohort retention rates increased for the following academic programs:

Academic Degree	Retention Rate change	Three consecutive years of non-cohort retention rates increase
<b>Associate Degree</b>		
Business Administration	+12%	
Criminal Justice	+2%	
<b>Bachelor's Degree</b>		
Science of Nursing	+60%	

Non-cohort retention rates decreased for the following academic programs:

Academic Degree	Retention Rate change	Three consecutive years of non-cohort retention rates increase
<b>Associate Degree</b>		
Information Technology	-36%	Yes
Health and Physical Aptitude for Special Populations	-20%	Yes
Nursing	-2%	Yes
<b>Bachelor's Degree</b>		
Business Administration major in Accounting	-16%	

## ENROLLMENT AND NON-COHORT RETENTION RATES BY MODALITIES

Non-Cohort Retention Rates by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face</b>	62% (43/69)	46% (33/71)	61% (39/64)
<b>Traditional ADN</b>	65% (15/23)	40% (8/20)	69% (11/16)
<b>Traditional BSN</b>	25% (1/4)	20% (1/5)	80% (4/5)
<b>Out-of-State Hybrid</b>	81% (163/202)	77% (232/302)	73% (341/464)

Source: AIR, 2024 (Annual Institutional Report).

Compared to the previous academic year, **traditional face-to-face enrollment** decreased by 10% (+seven students) while **Out-of-State Hybrid enrollment** increased by 54% (+162 students). Over the same period, **traditional ADN** enrollment decreased by 20% (-four students) while **traditional BSN** enrollment remained unchanged at five students. Over the last three years, **traditional face-to-face** enrollment has decreased by 7% (-five students) while **Out-of-State Hybrid** enrollment has increased by 130% (+262 students). Over the same period, **traditional ADN** enrollment decreased by 30% (-seven students) while **traditional BSN** enrollment increased by 25% (+one student).

Compared to the previous academic year, non-cohort retention rates increased by 15% in the **traditional face-to-face** modality, while they decreased by 4% for the **Out-of-State Hybrid** modality. Over the same period, non-cohort retention rates increased by 29% for **traditional ADN** and increased 60% for **traditional BSN**. Over the last three years, **traditional face-to-face** non-cohort retention rates have decreased by 1% while **Out-of-State Hybrid** has decreased by 8%. Over the same period, non-cohort retention rates increased by 4% for **traditional ADN** and increased 55% for **traditional BSN**.

Non-Cohort Retention Rates by Academic Programs	2021-2022	2022-2023	2023-2024
<b>Administration</b>	61%	54%	61%
<b>Criminal Justice</b>	45%	38%	40%
<b>Technology</b>	83%	80%	44%
<b>Nursing</b>	78%	74%	73%
<b>Sciences and Health</b>	100%	43%	67%
<b>Total</b>	<b>76%</b>	<b>71%</b>	<b>72%</b>
<b>Associate Degree</b>	<b>77%</b>	<b>72%</b>	<b>72%</b>
<b>Bachelor's Degree</b>	<b>50%</b>	<b>57%</b>	<b>80%</b>

Source: AIR, 2024 (Annual Institutional Report).

**Academic program non-cohort retention rates** increased for Administration (+7%), Criminal Justice (+2%), and Sciences and Health programs (+24%). They decreased for Technology (-36%) and Nursing programs (-1%). The overall Villalba Branch Campus retention rate increased by 1%, from 71% to 72%. Non-cohort retention rates were below 75% for Administration, Criminal Justice, Nursing, Sciences and Health, and Technology programs, meaning stronger efforts need to be implemented.

## NON-COHORT COMPLETE AND GRADUATE RATES

Academic Programs	2021-2022		2022-2023		2023-2024	
	Complete+ Graduate/ Enrollment	Rate	Complete+ Graduate/ Enrollment	Rate	Complete+ Graduate/ Enrollment	Rate
<b>UNDERGRADUATE PROGRAMS</b>						
<b>SCHOOL OF ADMINISTRATION</b>	<b>2/18</b>	<b>11%</b>	<b>1/26</b>	<b>4%</b>	<b>2/23</b>	<b>9%</b>
<b>ASSOCIATE DEGREE</b>	<b>0/12</b>	<b>0%</b>	<b>1/19</b>	<b>5%</b>	<b>2/17</b>	<b>12%</b>
Business Administration	0/12	0%	1/19	5%	2/17	12%
<b>BACHELOR'S DEGREE</b>	<b>2/6</b>	<b>33%</b>	<b>0/7</b>	<b>0%</b>	<b>0/6</b>	<b>0%</b>
Business Administration Major in Accounting	2/5	40%	0/6	0%	0/6	0%
Political Sciences and International Relations	0/1	0%	0/1	0%		
<b>SCHOOL OF TECHNOLOGY</b>	<b>8/12</b>	<b>67%</b>	<b>0/5</b>	<b>0%</b>	<b>1/9</b>	<b>11%</b>
<b>ASSOCIATE DEGREE</b>	<b>8/12</b>	<b>67%</b>	<b>0/5</b>	<b>0%</b>	<b>1/9</b>	<b>11%</b>
Information Technology	8/12	67%	0/5	0%	1/9	11%
<b>SCHOOL OF CRIMINAL JUSTICE</b>	<b>1/11</b>	<b>9%</b>	<b>1/8</b>	<b>13%</b>	<b>0/5</b>	<b>0%</b>
<b>ASSOCIATE DEGREE</b>	<b>1/11</b>	<b>9%</b>	<b>1/8</b>	<b>13%</b>	<b>0/5</b>	<b>0%</b>
Criminal Justice	1/11	9%	1/8	13%	0/5	0%
<b>SCHOOL OF SCIENCES AND HEALTH</b>	<b>0/1</b>	<b>0%</b>	<b>0/7</b>	<b>0%</b>	<b>0/6</b>	<b>0%</b>
<b>ASSOCIATE DEGREE</b>	<b>0/1</b>	<b>0%</b>	<b>0/5</b>	<b>0%</b>	<b>0/2</b>	<b>0%</b>
Health and Physical Aptitude for Special Populations	0/1	0%	0/5	0%	0/2	0%
<b>BACHELOR'S DEGREE</b>			<b>0/2</b>	<b>0%</b>	<b>0/4</b>	<b>0%</b>
Health Science in Speech and Language Therapy			0/2	0%	0/4	0%
<b>SCHOOL OF NURSING</b>	<b>50/229</b>	<b>22%</b>	<b>39/327</b>	<b>12%</b>	<b>66/485</b>	<b>14%</b>
<b>ASSOCIATE DEGREE</b>	<b>50/225</b>	<b>22%</b>	<b>39/322</b>	<b>12%</b>	<b>66/480</b>	<b>14%</b>
Nursing	50/225	22%	39/322	12%	66/480	14%
<b>BACHELOR'S DEGREE</b>	<b>0/4</b>	<b>0%</b>	<b>0/5</b>	<b>0%</b>	<b>0/5</b>	<b>0%</b>
Science of Nursing	0/4	0%	0/5	0%	0/5	0%
<b>NON-COHORT RATE</b>	<b>61/271</b>	<b>23%</b>	<b>41/373</b>	<b>11%</b>	<b>69/528</b>	<b>13%</b>

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

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

## NON-COHORT COMPLETE AND GRADUATE RATE ANALYSIS

All the academic programs at the Villalba Branch Campus fall below a 20% rate, indicating that stronger efforts are needed in student support and retention. **Non-cohort complete and graduate rates** increased for the following academic programs:

Academic Degree	Non-cohort complete and graduate rate change	Three consecutive years of non-cohort complete and graduate rate increase
<b>Associate Degree</b>		
Business Administration	+7%	
Information Technology	+11%	
Nursing	+2%	

**Non-cohort complete and graduate rates** decreased for the following academic programs:

Academic Degree	Non-cohort complete and graduate rate change	Three consecutive years of non-cohort complete and graduate rate decrease
<b>Associate Degree</b>		
Criminal Justice	-13%	

**Non-cohort complete and graduate rates** remained the same at 0% for the Business Administration Major in Accounting, Health and Physical Aptitude for Special Populations, Health Science in Speech and Language Therapy, and the Bachelor's Degree in Science of Nursing.

#### NON-COHORT COMPLETE AND GRADUATE RATE BY MODALITY

NON-COHORT COMPLETE AND GRADUATE RATE	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face</b>	17% (12/69)	7% (5/71)	8% (5/64)
<b>Traditional ADN</b>	4% (1/23)	15% (3/20)	13% (2/16)
<b>Traditional BSN</b>	0% (0/4)	0% (0/5)	0% (0/5)
<b>Out-of-State Hybrid</b>	24% (49/202)	12% (36/302)	14% (64/464)

Source: AIR, 2024 (Annual Institutional Report). (n)= (Graduate + Complete, Total Enrollment)

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

Compared to the previous academic year, the **traditional face-to-face** non-cohort complete and graduate rate increased by 1%, while the **Out-of-State Hybrid** increased by 2%. Over the same period, non-cohort complete and graduate rates decreased by 2% for **traditional AND**. Over the last three years, **traditional face-to-face** non-cohort complete and graduate rates have decreased by 9% while the **Out-of-State hybrid** has decreased by 10%. Over the same period, non-cohort complete and graduate rates increased by 9% for **traditional AND**.

	2021-2022	2022-2023	2023-2024
<b>Administration</b>	11%	4%	9%
<b>Criminal Justice</b>	9%	13%	0%
<b>Nursing</b>	22%	12%	14%
<b>Sciences and Health</b>	0%	0%	0%
<b>Technology</b>	67%	0%	11%
<b>Undergraduate Rate</b>	<b>23%</b>	<b>11%</b>	<b>13%</b>
<b>Associate Degree</b>	<b>23%</b>	<b>11%</b>	<b>13%</b>
<b>Bachelor's Degree</b>	<b>20%</b>	<b>0%</b>	<b>0%</b>

Source: AIR, 2024 (Annual Institutional Report). (n) = (Graduate + Complete, Total Enrollment). Formula: SUM (Graduate + Complete) / Total Enrollment.

Academic School **non-cohort complete and graduate rates** increased for Administration, Nursing and Technology programs while they decreased for Criminal Justice. They remained the same for Sciences and Health programs. The undergraduate rate (13%) increased by 2%. Associate and Bachelor's Degree programs were below 20%.

The overall Villalba Branch Campus non-cohort complete and graduation increased by 2%, from 11% to 13%. This rate is below the benchmark of 20%, indicating stronger efforts in student support and retention need to be implemented.

<b>IPEDS Graduation Rates</b>	
<b>2022-2023</b>	<b>2023-2024</b>
<b>36%</b>	<b>25%</b>

Source: IPEDS Graduation Rates Data.

The Villalba Branch Campus **IPEDS graduation rate** was 25% for the 2023-2024 academic year, based on a 2018 cohort of 4 students (1 graduate at 150% of normal time).

## PLACEMENT RATES BY ACADEMIC PROGRAMS

Academic Programs	2021-2022		2022-2023		2023-2024	
	Infield and Reinfield Students	Rate	Infield and Reinfield Students	Rate	Infield and Reinfield Students	Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF ADMINISTRATION</b>	7/7	100%	1/1	100%	1/1	100%
<b>ASSOCIATE DEGREE</b>	4/4	100%			1/1	100%
Business Administration	4/4	100%			1/1	100%
<b>BACHELOR'S DEGREE</b>	3/3	100%	1/1	100%		
Business Administration major in Accounting	3/3	100%	1/1	100%		
Political Sciences and International Affairs						
<b>SCHOOL OF TECHNOLOGY</b>	1/1	100%	1/2	50%		
<b>ASSOCIATE DEGREE</b>	1/1	100%	1/2	50%		
Information Technology	1/1	100%	1/2	50%		
<b>SCHOOL OF CRIMINAL JUSTICE</b>	0/1	0%	0/1	0%	0/1	0%
<b>ASSOCIATE DEGREE</b>	0/1	0%	0/1	0%	0/1	0%
Criminal Justice	0/1	0%	0/1	0%	0/1	0%
<b>SCHOOL OF SCIENCES AND HEALTH</b>						
<b>ASSOCIATE DEGREE</b>						
Health and Physical Aptitude for Special Populations						
<b>BACHELOR'S DEGREE</b>						
Health Science in Speech and Language Therapy						
<b>SCHOOL OF NURSING</b>	18/28	64%	15/28	54%	23/33	70%
<b>ASSOCIATE DEGREE</b>	17/27	63%	15/28	54%	23/33	70%
Nursing	17/27	63%	15/28	54%	23/33	70%
<b>BACHELOR'S DEGREE</b>	1/1	100%	N/A	N/A		
Science of Nursing	1/1	100%				
<b>TOTAL Placement Rate (UNDUPLICATED)</b>	26/37	70%	17/32	53%	24/35	69%

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield)/ (Graduate + Complete - Exemptions).

## PLACEMENT ANALYSIS

The Associate Degree in Business Administration (based on one student) and Nursing (70%) had placement rates meeting the benchmark. Placement rates increased for the following programs:

Academic Degree	Placement rate change	Three consecutive years of Placement rate increase
<b>Associate Degree</b>		
Nursing	<b>+16%</b>	

## PLACEMENT RATES BY MODALITY

Placement Rates by Modality	2021-2022	2022-2023	2023-2024
<b>Traditional face-to-face</b>	82% (9/11)	57% (4/7)	33% (1/3)
<b>Traditional ADN</b>	0% (0/1)	67% (2/3)	0% (0/1)
<b>Traditional BSN</b>	100% (1/1)	N/A	N/A
<b>Out-of-State Hybrid</b>	65% (17/26)	54% (13/24)	72% (23/32)

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield) / (Graduate + Complete - Exemptions).

Compared to the previous academic year, **traditional face-to-face** Placement rates decreased by 24%, while **Out-of-State Hybrid** increased by 18%. Over the same period, placement rates for the **traditional ADN** decreased by 67%.

Over the last three years, **traditional face-to-face** Placement rates have decreased by 49% while **Out-of-State Hybrid** Placement rates have increased by 7%. For further information on the Nursing placement rates, visit: For further information on the Nursing placement rates, visit: <https://edpuniversity.edu/student-achievement-outcome-data/>

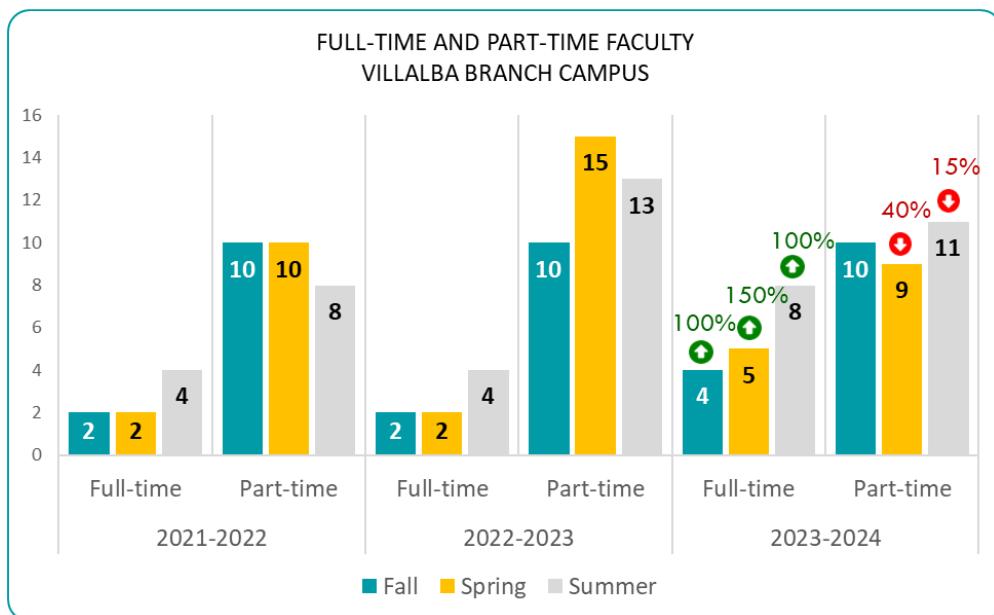
Placement Rates by Academic Schools	2021-2022	2022-2023	2023-2024
<b>Administration</b>	100%	100%	100%
<b>Technology</b>	100%	50%	N/A
<b>Criminal Justice</b>	0%	0%	0%
<b>Sciences and Health</b>	N/A	N/A	N/A
<b>Nursing</b>	64%	54%	70%
<b>Total</b>	<b>70%</b>	<b>53%</b>	<b>69%</b>
<b>Associate Degree</b>	<b>67%</b>	<b>52%</b>	<b>69%</b>
<b>Bachelor's Degree</b>	<b>100%</b>	<b>100%</b>	<b>N/A</b>

Source: Nursing programs: Associate Vice Presidency of Nursing and Research, 2024. Formula: ACEN (total graduates - contacted graduates. Employed students / contacted students). Non-nursing programs: Annual Institutional Report (AIR) (n= Enrollment) and Placement Office, 2024. (n) = (Graduate + complete). Formula: SUM (Infield + Refield) / (Graduate + Complete - Exemptions).

The Nursing school's **academic program placement rate** was 70%, which is at the 70% benchmark but below 80%. The Technology, Criminal Justice and Sciences and Health Schools did not have any eligible students placed. Administration School had a 100% placement rate based on one student.

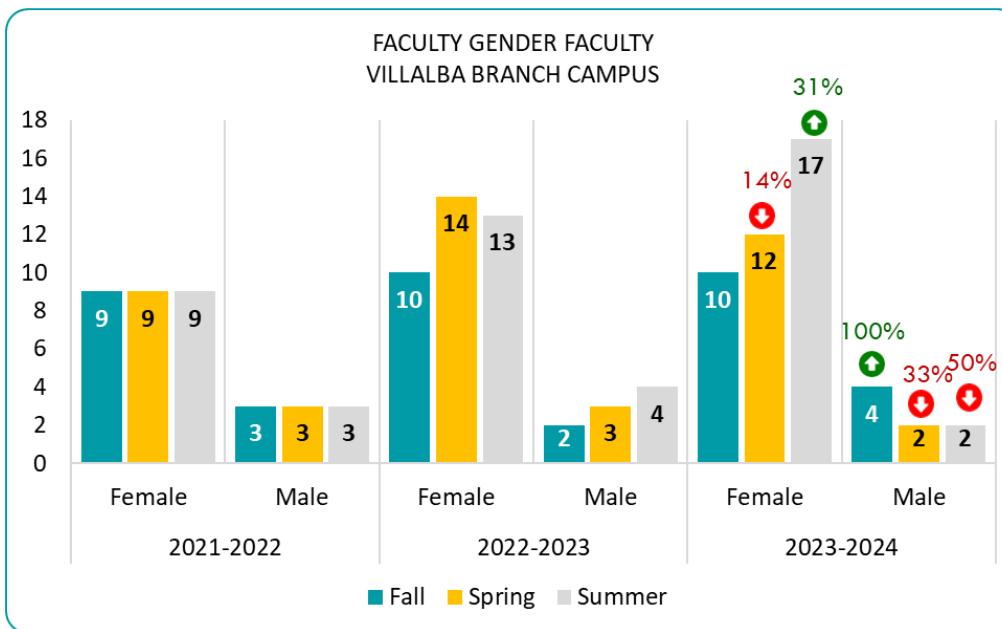
The overall Villalba Branch Campus **placement rate** was 69%, below the 70% benchmark.

## FACULTY PROFILE



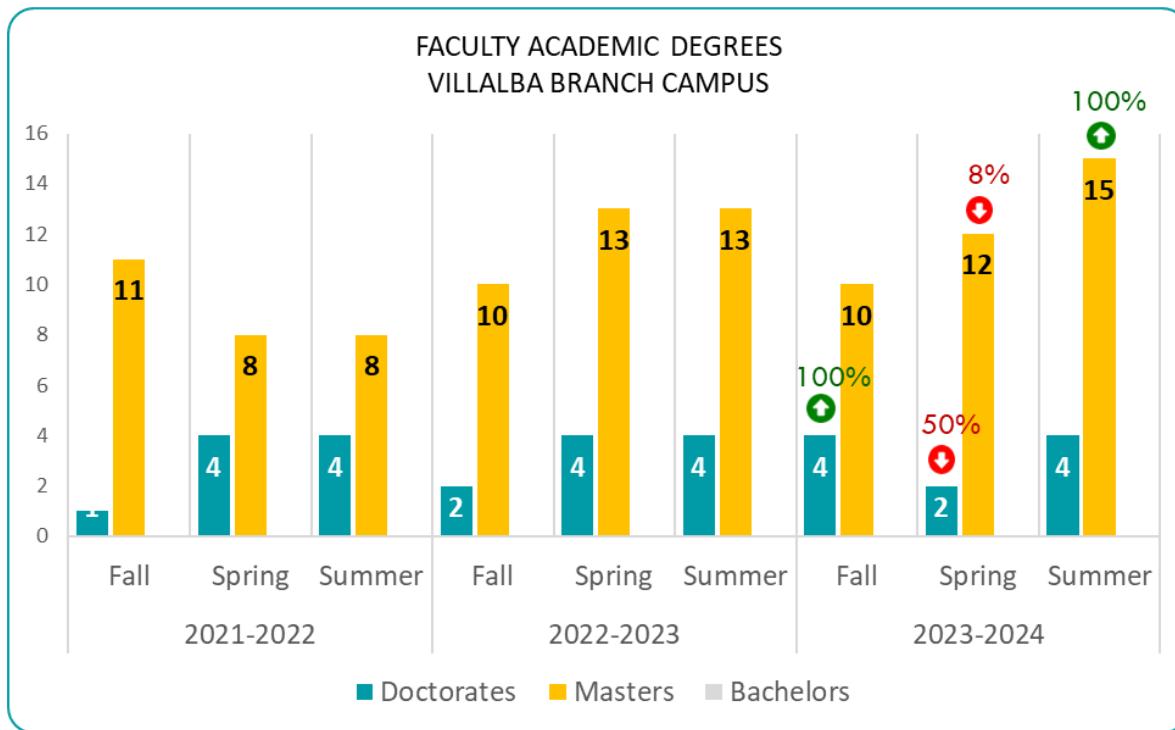
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more part-time faculty than full-time members. Over the previous three years, the number of full-time faculty members has increased for every academic semester while the number of part-time faculty members has remained stable. Compared to the prior year, there were fewer part-time faculty members throughout the spring and summer semesters.



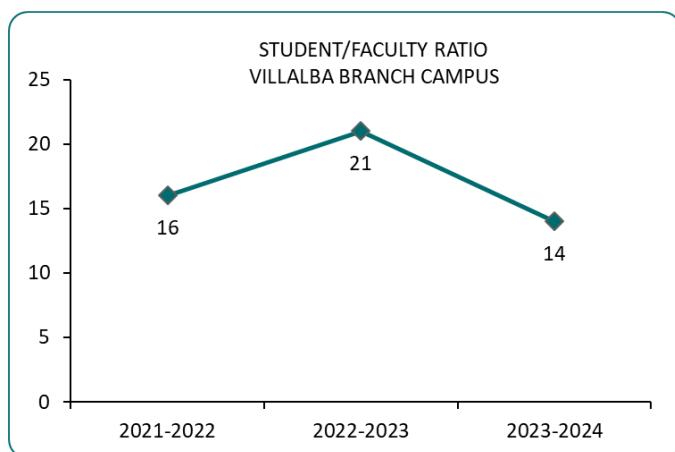
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more female faculty than male faculty. Male faculty increased for the fall semester but decreased for the spring and summer semesters compared to the previous year. Female faculty increased for the summer semester compared to the previous year, reaching its highest total for any semester over the last three years at 17 faculty members.



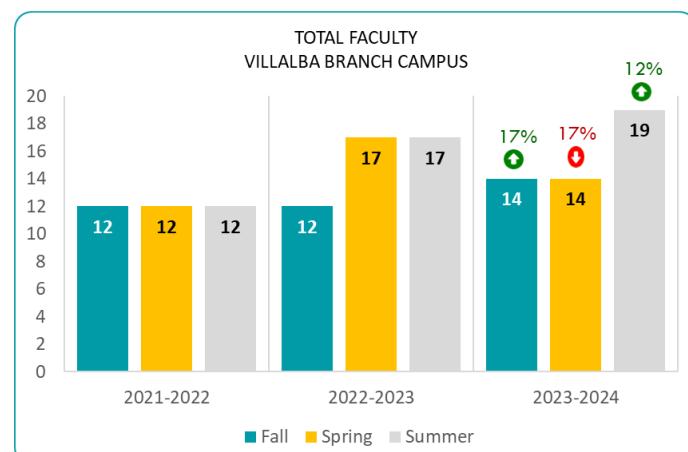
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more faculty with Master's Degrees as the highest degree obtained. Faculty members with Doctorate degrees have remained stable, while faculty with Master's Degrees have increased over the last three years, consistent with the increase in total faculty. During the summer 2024 semester, faculty with Master's Degrees hit its highest total in the previous three years, with 15 faculty members.



Source: IPEDS Fall enrollment.

For the 2023-2024 fall academic semester, the student/faculty ratio was 14 students per faculty member. The student-to-faculty ratio decreased compared to the previous fall academic semester.



Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, total faculty increased by 17% for the fall semester (+two) and 12% for the summer semester (+two) compared to the previous academic year. It decreased by 17% for the spring semester (-three).

# CAGUAS BRANCH CAMPUS

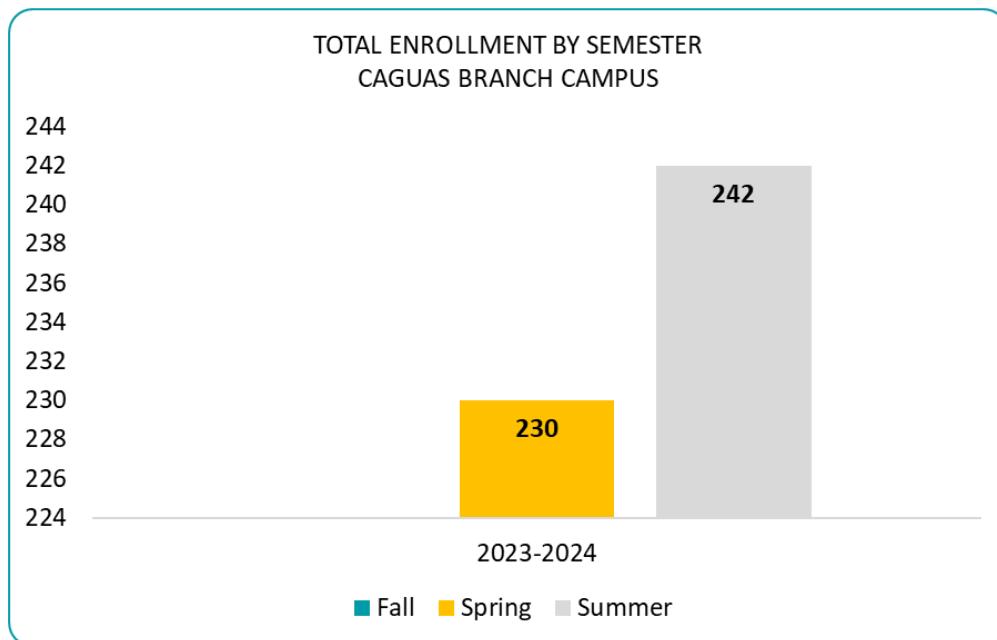


**PROGRAMS OF STUDY APPROVED BY THE POSTSECONDARY INSTITUTION BOARD**

The Caguas Branch Campus was approved by the JIP (Postsecondary Institution Board) during the Spring semester of 2024. The following academic programs are offered at the branch campus. New sections will be added as they become available.

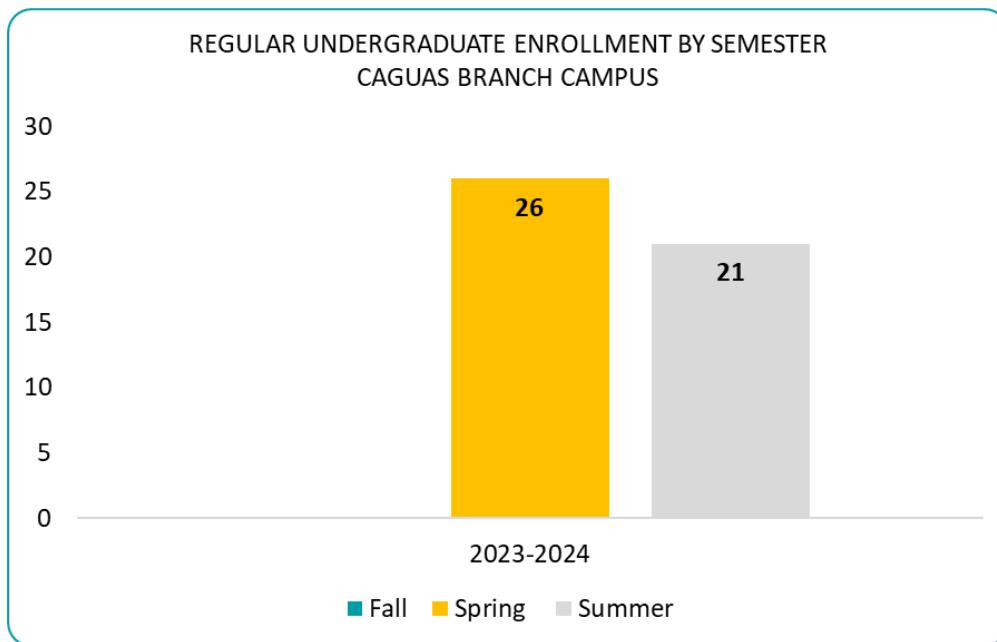
<b>ASSOCIATE DEGREES</b>	
<b>2023</b>	Associate Degree in Information Technology
<b>2023</b>	Associate Degree in Digital Fashion Design
<b>2023</b>	Associate Degree in Nursing
<b>2023</b>	Associate Degree in Criminal Justice
<b>2023</b>	Associate Degree in Executive Protection and Security
<b>BACHELOR'S DEGREES</b>	
<b>2023</b>	Bachelor's Degree in Arts in Digital Fashion Design
<b>2023</b>	Bachelor's Degree in Science of Nursing
<b>2023</b>	Bachelor's Degree in Science major in Forensic Sciences
<b>2023</b>	Bachelor's Degree in Information Technology Science major in Programming
<b>2023</b>	Bachelor's Degree in Information Technology Science major in Networks

## ENROLLMENT BY SEMESTER



Source: Enrollment Certifications - Registrar's Office, 2024

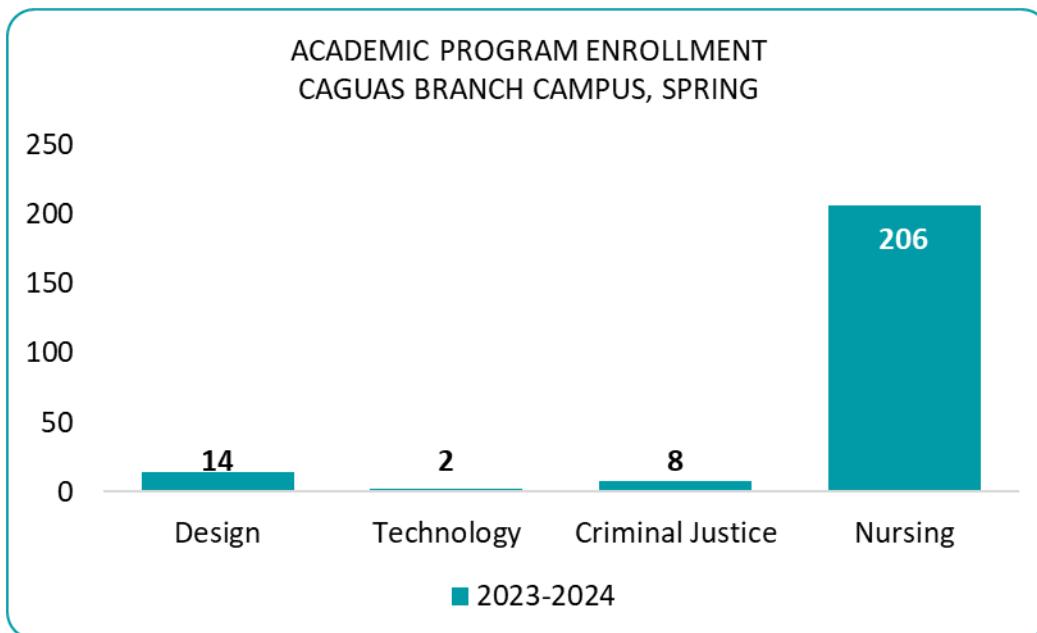
The **total enrollment** for the 2023-2024 academic year was 230 students for the fall semester and 242 students for the summer semester.



Source: Enrollment Certifications - Registrar's Office, 2024

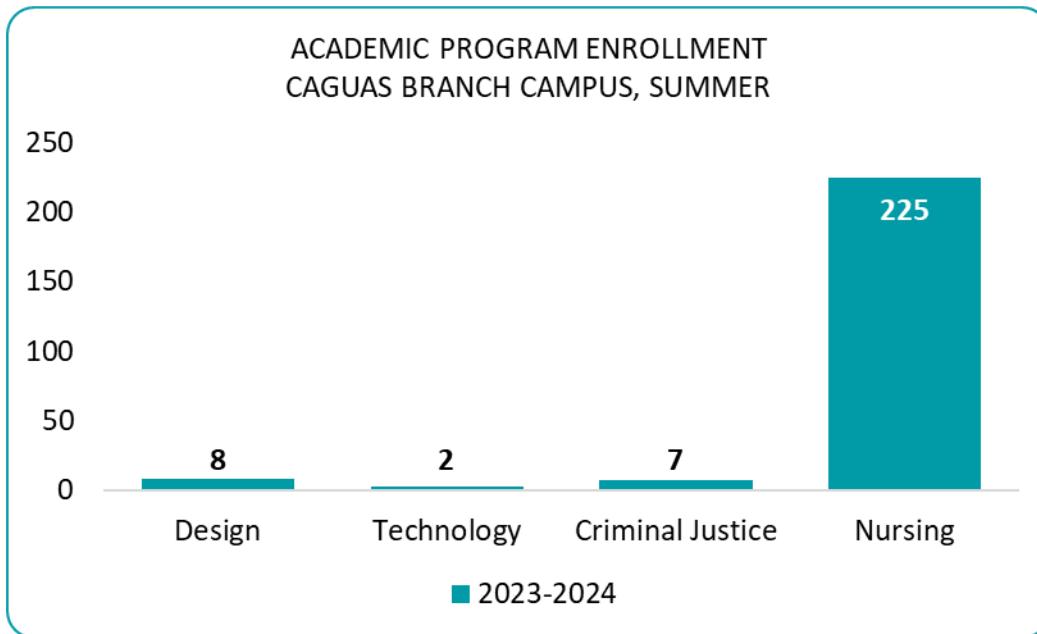
**Regular undergraduate enrollment** for the 2023-2024 academic year was 26 students for the spring semester and 21 students for the summer semester.

## ENROLLMENT BY SEMESTER



Source: AIR, 2024 (Annual Institutional Report).

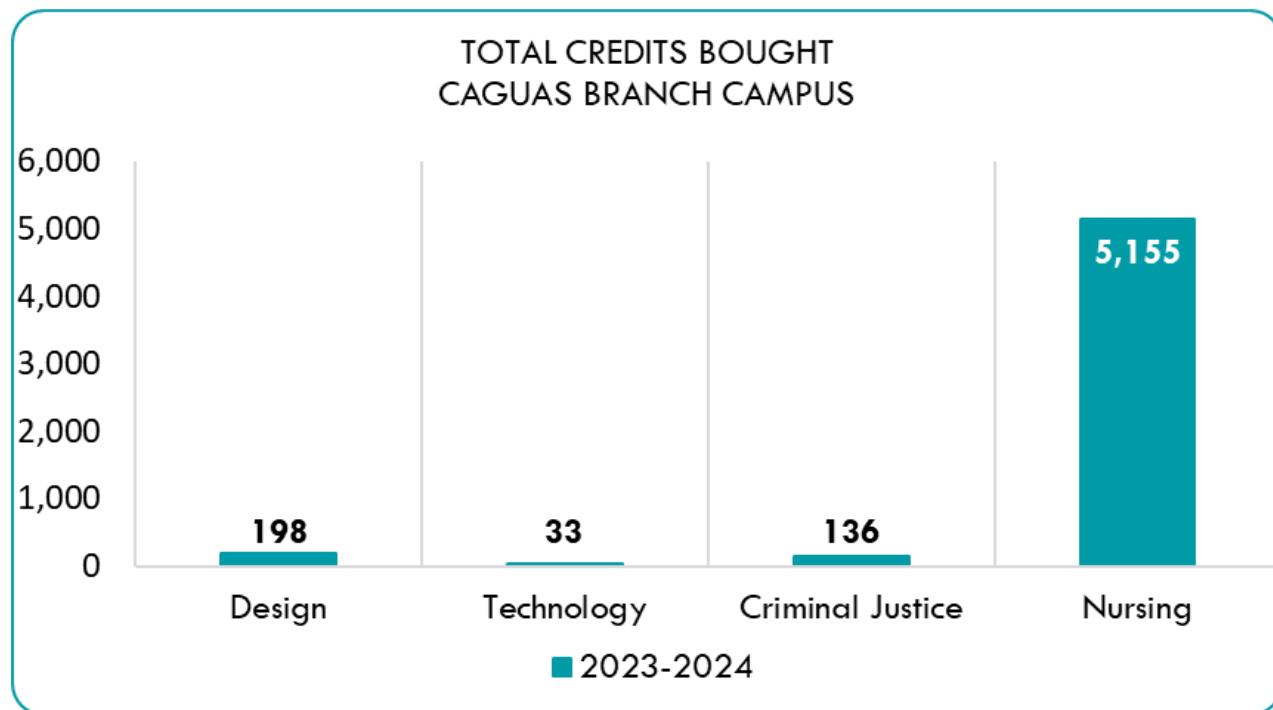
**Total academic program enrollment** for the spring semester was 14 students in Design programs, 2 students in Technology programs, 8 students in Criminal Justice programs, and 206 students in Nursing programs.



Source: AIR, 2024 (Annual Institutional Report).

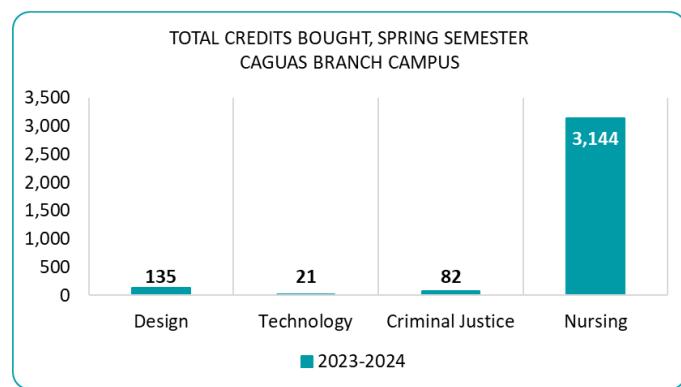
**Total academic program enrollment** for the summer semester was 8 students in Design programs, 2 students in Technology programs, 7 students in Criminal Justice programs, and 225 students in Nursing programs.

## CREDITS BOUGHT



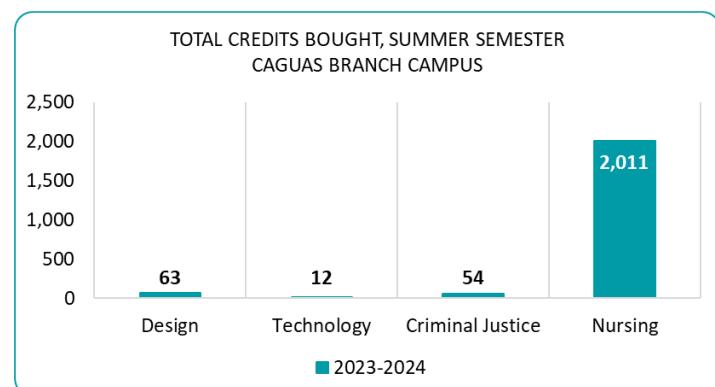
Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought** (the sum of fall, spring, and summer semesters) totaled 198 for Design programs, 33 for Technology programs, 136 for Criminal Justice programs, and 5,155 for the Nursing programs.



Source: Enrollment Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought** (the sum of fall, spring, and summer semesters) totaled 135 for Design programs, 21 for Technology programs, 82 for Criminal Justice programs, and 3,144 for the Nursing programs.



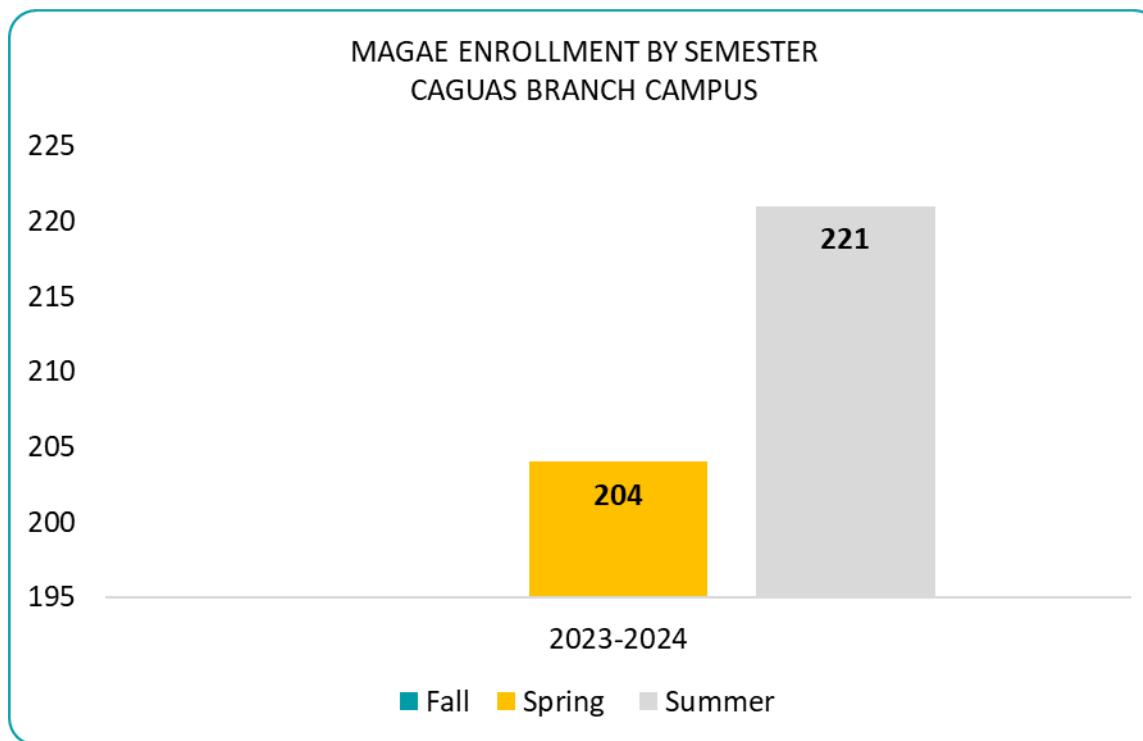
Certifications - Registrar's Office, 2024

During the 2023-2024 academic year, **total credits bought** (the sum of fall, spring, and summer semesters) totaled 63 for Design programs, 12 for Technology programs, 54 for Criminal Justice programs, and 2,011 for the Nursing programs.

## ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)

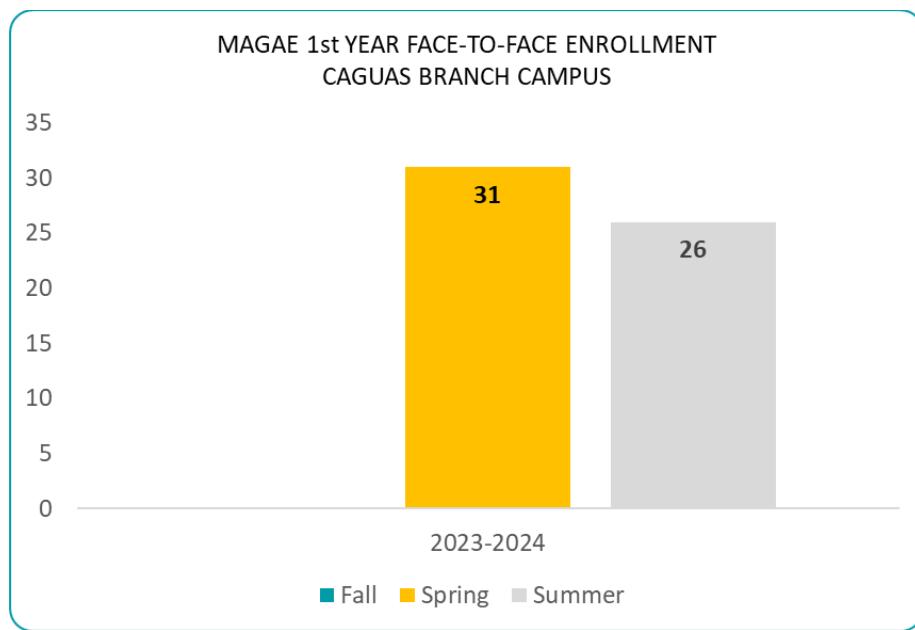
The Associate's Degree in Nursing Adult Modality program (MAGAE by its Spanish acronym) is an adaptation of the Associate's Degree in Nursing approved by the former Puerto Rico Council for Education and the current Postsecondary Institutions Board. The program was adapted to accommodate the fast-track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

The MAGAE modality requires students to complete courses through both distance education and classroom settings. Online courses are accessed through EDP's virtual campus (<https://studentlive.edpuniversity.edu/cmcportal/>) and (<https://edpvirtual.instructure.com/login/canvas>), both of which are available on the institutional webpage. Face-to-face courses and clinical practices require students to travel to Puerto Rico for two consecutive periods. Students travel during established periods during the fall, spring, and summer semesters, depending on their plan of study. During this period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.



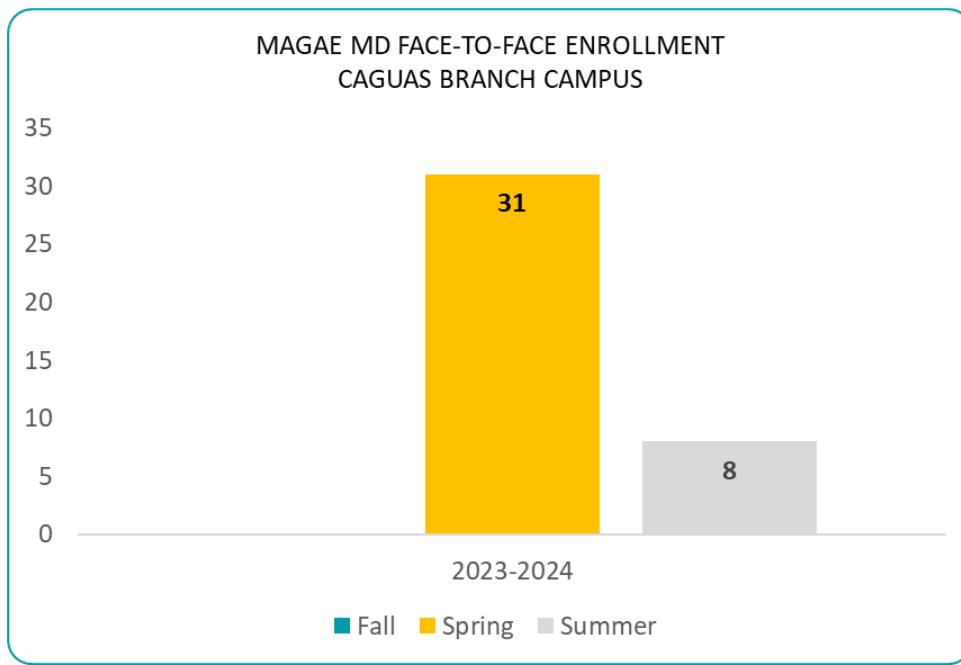
Source: Enrollment Certifications - Registrar's Office, 2024.

**MAGAE undergraduate enrollment** for the 2023-2024 academic year totaled 204 students for the spring semester and 221 students for the summer semester.



Source: Enrollment Certifications - Registrar's Office, 2024.

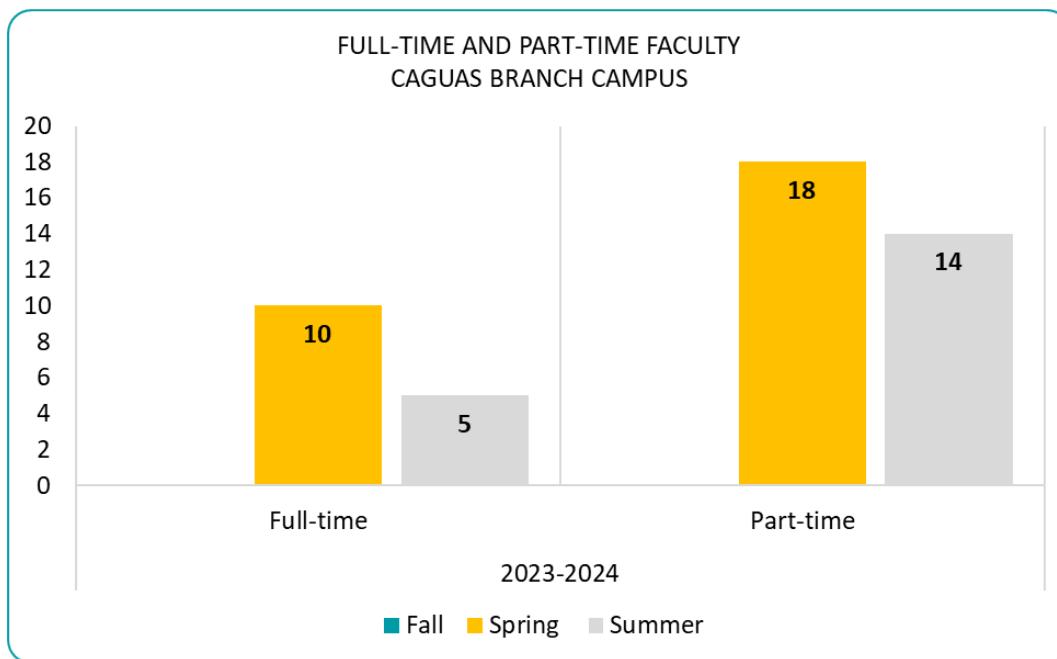
MAGAE 1st year face-to-face enrollment totaled 31 students for the spring semester and 26 students for the summer semester.



Source: Enrollment Certifications - Registrar's Office, 2024.

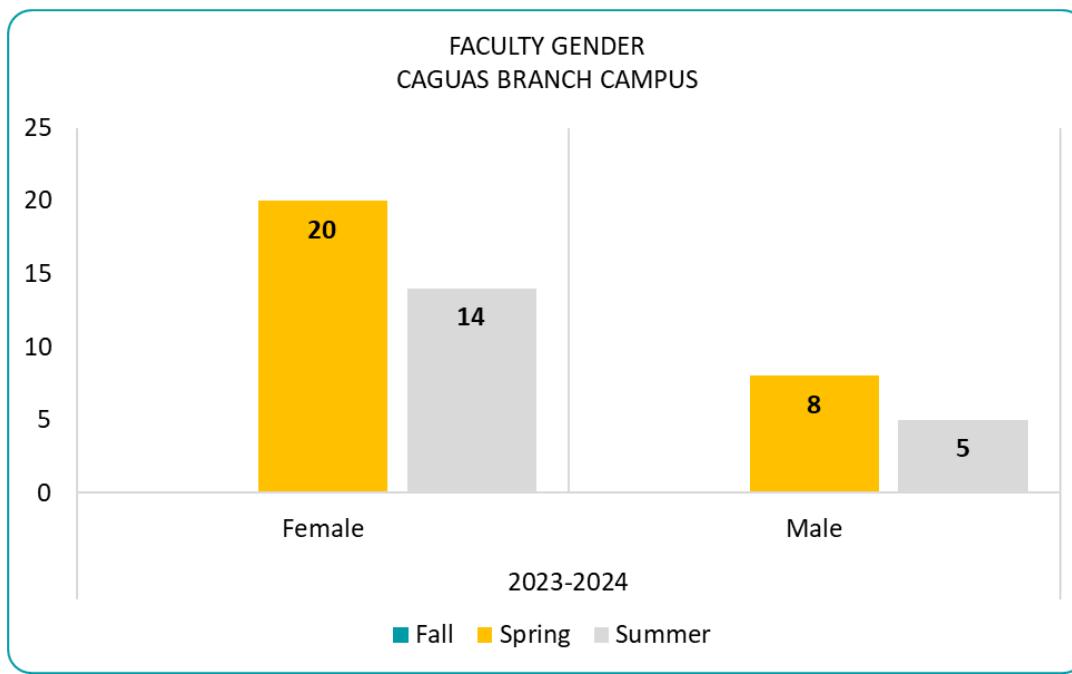
MAGAE 2nd year face-to-face enrollment totaled 31 students for the spring semester and 8 students for the summer semester.

## FACULTY PROFILE



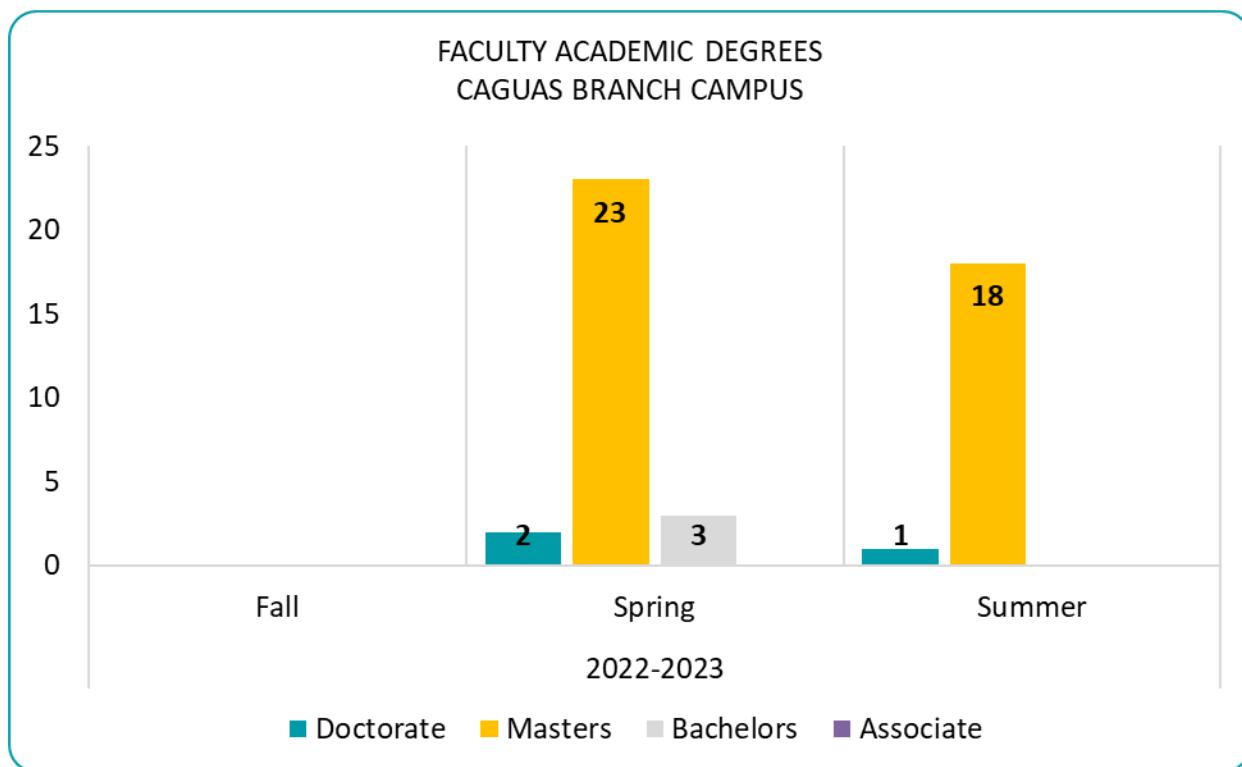
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more part-time faculty than full-time members for both spring and summer semesters.



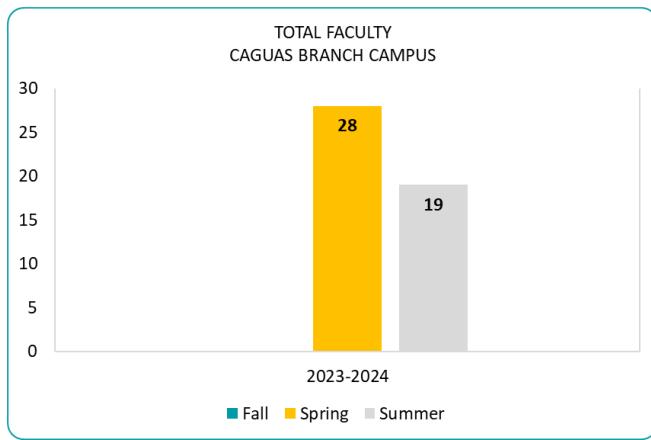
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more female faculty than male faculty for both spring and summer semesters.



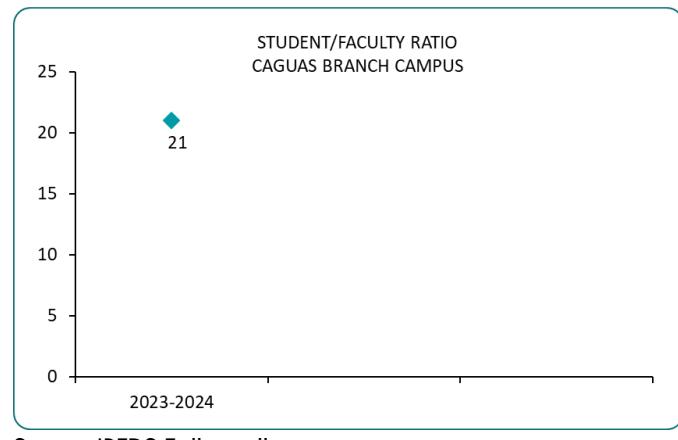
Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, there were more faculty with Master's Degrees as the highest degree obtained for both spring and summer semesters.



Source: Administrative Sub-director's Office, 2024

During the 2023-2024 academic year, total faculty was 28 for the spring semester and 19 for the summer semester.



Source: IPEDS Fall enrollment.

During the 2023-2024 fall academic semester, the student/faculty ratio was 21 students per faculty members.



# R<sup>3</sup> RECRUITMENT, READMISSION, & RETENTION

R<sup>3</sup> represents the outcome of efforts to reach 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 and determine its composition. They also indicate how these areas relate to the enrollment plan to uphold healthy, sustainable growth.

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

## RECRUITMENT, READMISSION, AND RETENTION

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

R3 Distribution Hato Rey Campus																		
P- projected enrollment R- real enrollment	Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023		Summer 2023		Fall 2023		Spring 2024		Summer 2024	
	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotions Office)	228	184	104	131	84	56	206	140	91	122	69	59	208	192	94	128	69	65
Retention (Academic Affairs)	604	531	722	586	548	268	546	467	627	478	451	276	552	484	647	533	448	275
Readmission (Student Affairs)	44	69	44	47	13	22	40	58	38	34	11	25	40	56	39	28	11	10
<b>TOTAL</b>	<b>875</b>	<b>784</b>	<b>870</b>	<b>764</b>	<b>645</b>	<b>346</b>	<b>792</b>	<b>665</b>	<b>756</b>	<b>634</b>	<b>530</b>	<b>360</b>	<b>800</b>	<b>732</b>	<b>780</b>	<b>689</b>	<b>527</b>	<b>350</b>

Source: Projected Enrollment Analysis and Enrollment Certifications, 2024

During the fall 2023 semester, real recruitment and real retention were lower than projected recruitment and retention. In contrast, real readmission was higher than projected. For the spring 2024 semester, real recruitment was higher than projected, while real retention and readmission were lower than projected retention and readmission. Finally, during the summer 2024 semester, real recruitment, real retention, and real readmission were lower than projected recruitment, retention, and readmission. Fall enrollment (732 local students) **did not meet** the 800-student enrollment goal. Spring enrollment (689 local students) **did not meet** the 780-student enrollment goal. Finally, summer enrollment (350 local students) **did not meet** the 527-student enrollment goal.

### SAN SEBASTIÁN CAMPUS R<sup>3</sup> GRADUATE, REGULAR AND ADULT MODALITY

R3 Distribution San Sebastián Campus																		
P- projected enrollment R- real enrollment	Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023		Summer 2023		Fall 2023		Spring 2024		Summer 2024	
	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotions Office)	160	103	79	59	62	38	146	110	58	68	48	47	147	104	61	64	48	44
Retention (Academic Affairs)	424	408	544	404	404	264	388	358	403	382	315	266	390	400	423	404	315	277
Readmission (Student Affairs)	31	32	33	28	10	16	28	39	24	24	7	12	28	15	26	20	7	2
<b>TOTAL</b>	<b>615</b>	<b>543</b>	<b>655</b>	<b>491</b>	<b>475</b>	<b>318</b>	<b>562</b>	<b>507</b>	<b>486</b>	<b>474</b>	<b>371</b>	<b>325</b>	<b>565</b>	<b>519</b>	<b>510</b>	<b>488</b>	<b>371</b>	<b>323</b>

Source: Projected Enrollment Analysis and Enrollment Certifications, 2024

During the fall 2023 semester, real recruitment and real readmission were lower than projected recruitment and readmission. In contrast, real retention exceeded the projected goal. For the spring 2024 semester, real recruitment exceeded the projected goal while real retention and real readmission were lower than projected. Finally, during the summer 2024 semester, real recruitment, real retention, and real readmission were below projected recruitment, retention, and readmission. Fall enrollment (519 local students) **did not meet** the 565-student enrollment goal. Spring enrollment (488 local students) **did not meet** the 510-student enrollment goal. Finally, summer enrollment (323 local students) **did not meet** the 371-student enrollment goal.

## RECRUITMENT, READMISSION, AND RETENTION

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

P- projected enrollment R- real enrollment	R3 Distribution Manatí Branch Campus																	
	Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023		Summer 2023		Fall 2023		Spring 2024		Summer 2024	
	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotions Office)	18	13	7	5	7	8	12	15	5	13	4	12	18	21	7	5	4	5
Retention (Academic Affairs)	48	29	46	29	43	25	31	30	37	38	23	14	48	47	50	57	23	40
Readmission (Student Affairs)	4	2	3	8	1	0	2	0	2	0	1	0	4	0	3	1	1	0
<b>TOTAL</b>	<b>70</b>	<b>44</b>	<b>55</b>	<b>42</b>	<b>50</b>	<b>33</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>51</b>	<b>27</b>	<b>26</b>	<b>70</b>	<b>68</b>	<b>60</b>	<b>63</b>	<b>27</b>	<b>45</b>

Source: Projected Enrollment Analysis and Enrollment Certifications, 2024

During the fall 2023 semester, real recruitment was higher than projected recruitment while real retention and real readmission were lower than projected retention and readmission. For the spring 2024 semester, real retention was higher than projected retention, while real recruitment and real readmission were lower than projected recruitment and readmission. Finally, during the summer 2024 semester, real recruitment and real retention were higher than projected recruitment and retention. In contrast, real readmission was lower than projected. Fall enrollment (68 local students) **did not meet** the 70-student enrollment goal. Spring enrollment (63 local students) **exceeded** the 60-student enrollment goal. Finally, summer enrollment (45 local students) **exceeded** the 27-student enrollment goal.

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

P- projected enrollment R- real enrollment	R3 Distribution Humacao Branch Campus																	
	Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023		Summer 2023		Fall 2023		Spring 2024		Summer 2024	
	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotions Office)	16	14	6	6	7	1	13	13	5	2	4	5	16	10	6	5	4	10
Retention (Academic Affairs)	41	37	43	38	46	22	35	36	33	37	23	27	41	30	42	42	23	32
Readmission (Student Affairs)	3	0	3	4	1	1	3	4	2	0	1	2	3	3	3	0	1	1
<b>TOTAL</b>	<b>60</b>	<b>51</b>	<b>52</b>	<b>48</b>	<b>54</b>	<b>24</b>	<b>50</b>	<b>53</b>	<b>40</b>	<b>39</b>	<b>27</b>	<b>34</b>	<b>60</b>	<b>43</b>	<b>50</b>	<b>47</b>	<b>27</b>	<b>43</b>

Source: Projected Enrollment Analysis and Enrollment Certifications, 2024

During the fall 2023 semester, new student recruitment and active student retention were lower than projected recruitment and retention. In contrast, readmissions met the projected enrollment. For the spring 2024 semester, new student recruitment and readmission projections were lower than the recruitment and readmission goals. In contrast, active student retention did meet the projected goal. Finally, during the summer 2024 semester, new student recruitment and active student retention surpassed the projected recruitment and retention goal. Fall enrollment (43 local students) **did not meet** the 60-student enrollment goal. Spring enrollment (47 local students) **did not meet** the 50-student enrollment goal. Finally, summer enrollment (43 local students) **exceeded** the 27-student enrollment goal.

## RECRUITMENT, READMISSION, AND RETENTION

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

P- projected enrollment R- real enrollment	R3 Distribution Villalba Branch Campus																	
	Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023		Summer 2023		Fall 2023		Spring 2024		Summer 2024	
	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotions Office)	16	8	9	6	8	3	14	17	5	10	5	3	16	12	6	6	4	8
Retention (Academic Affairs)	41	40	61	32	55	15	37	26	36	26	30	15	41	25	42	26	28	20
Readmission (Student Affairs)	3	4	4	1	1	1	3	1	2	5	1	3	3	3	3	0	1	2
<b>TOTAL</b>	<b>60</b>	<b>52</b>	<b>74</b>	<b>39</b>	<b>65</b>	<b>19</b>	<b>54</b>	<b>44</b>	<b>43</b>	<b>41</b>	<b>35</b>	<b>21</b>	<b>60</b>	<b>40</b>	<b>50</b>	<b>32</b>	<b>33</b>	<b>30</b>

Source: Projected Enrollment Analysis and Enrollment Certifications, 2024

During the fall 2023 semester, real recruitment and real retention were lower than projected recruitment and retention. In contrast, readmissions met the projected enrollment. For the spring 2024 semester, real recruitment met the projected goal while real retention and real readmission were lower than projected. Finally, during the summer 2024 semester, real recruitment and real readmission surpassed the projected recruitment and readmission goal. In contrast, real retention did not meet the projected goal. Fall enrollment (40 local students) **did not meet** the 60-student enrollment goal. Spring enrollment (32 local students) **did not meet** the 50-student enrollment goal. Finally, summer enrollment (30 local students) **did not meet** the 33-student enrollment goal.

### MAGAE AND MABE R<sup>3</sup> DISTRIBUTION (HATO REY AND SAN SEBASTIÁN CAMPUS MANATÍ, HUMACAO AND VILLALBA BRANCH CAMPUS).

P- projected enrollment R- real enrollment	R3 Distribution San Sebastián Campus																	
	Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023		Summer 2023		Fall 2023		Spring 2024		Summer 2024	
	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotions Office)	302	401	152	494	138	208	454	524	229	582	226	268	478	581	224	757	245	464
Retention (Academic Affairs)	802	1,127	1054	1,037	905	1,200	1,205	1,301	1,583	1,155	1,480	1,358	1,270	1,491	1,548	1,464	1,599	1,590
Readmission (Student Affairs)	58	15	64	51	21	46	87	39	95	108	35	40	92	63	93	75	38	34
<b>TOTAL</b>	<b>1,163</b>	<b>1,543</b>	<b>1,270</b>	<b>1,582</b>	<b>1,065</b>	<b>1,454</b>	<b>1,747</b>	<b>1,864</b>	<b>1,907</b>	<b>1,845</b>	<b>1,741</b>	<b>1,666</b>	<b>1,840</b>	<b>2,135</b>	<b>1,865</b>	<b>2,296</b>	<b>1,881</b>	<b>2,088</b>

Source: Projected Enrollment Analysis and Enrollment Certifications, 2024

During the fall 2023 semester, real recruitment and real retention exceeded projected recruitment and retention. In contrast, real readmission did not meet the projected goal. For the spring 2024 semester, real recruitment exceeded the projected goal while real retention and real readmission were lower than projected. Finally, during the summer 2024 semester, real recruitment exceeded projected recruitment while real retention and real readmission were below projected retention and readmission. Fall enrollment (2,135 out-of-state students) **exceeded** the 1,840-student enrollment goal. Spring enrollment (2,296 out-of-state students) **exceeded** the 1,865-student enrollment goal. Finally, summer enrollment (2,088 out-of-state students) **exceeded** the 1,881-student enrollment goal.



# INSTITUTIONAL INNOVATIVE INITIATIVES

Due to the growing number of institutional innovative initiatives, beginning in 2023-2024, this section will be published periodically by the Associate Vice Presidency for Student Affairs.

This will allow the institution to reflect updates on current and future trends.

# DISTANCE EDUCATION ENROLLMENT

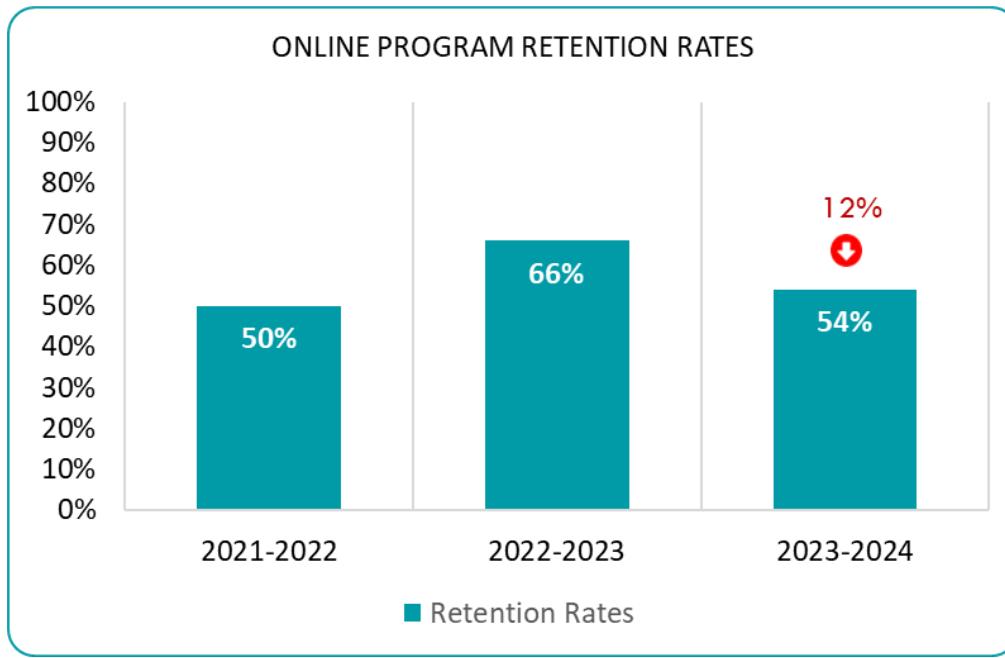


EDP University of Puerto Rico recognizes the importance of integrating technology within the educational experience and enhancing the quality of higher education opportunities. In response to the university's Mission, EDP University aims to provide students with the experience of taking at least one online course. The Distance Education Academic Dean's Office oversees access to academic courses and program growth.

In 2003-2004, the Institution began offering distance-learning courses. During this period, the proposed online courses had to go through ACICS rigorous approval process. Later, the MSCHE required a similar approval. 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, created in 2014, is responsible for designing and enriching new online offerings. In 2019, EDP University transitioned from Moodle to LMS Canvas.

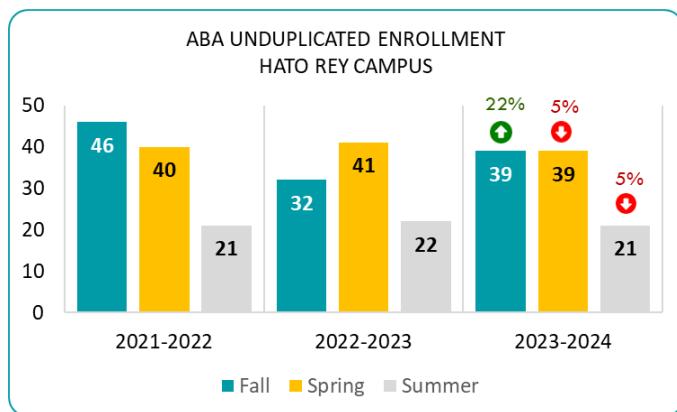
The first-year face-to-face schedule is usually organized around an integrated program that includes **BA, CHE, ENG, MAT, NUR, PRO, SOC, SPA, and VUE** courses. The distance modality also organizes its program schedule similarly to the face-to-face integrated approach. Although hybrid programs include distance education courses, this information is reported in each academic unit. Support services, including OSI, are offered to every student enrolled in distance education courses.



Source: Enrollment Certifications, 2023-2024

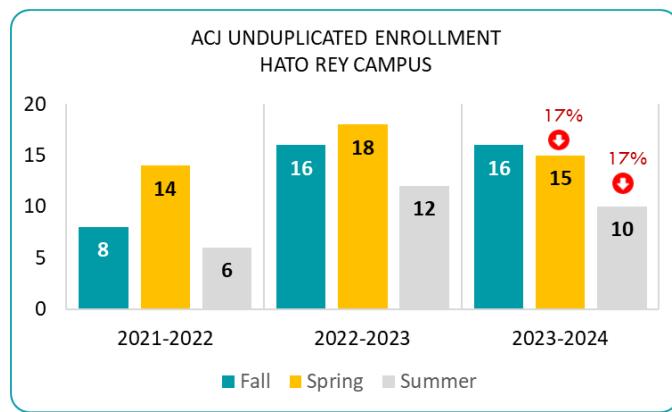
During the 2023-2024 academic year, the overall online program retention rate was 54%, which is a decrease of 12% compared to the previous academic year.

### DISTANCE EDUCATION UNDUPPLICATED ENROLLMENT HATO REY CAMPUS



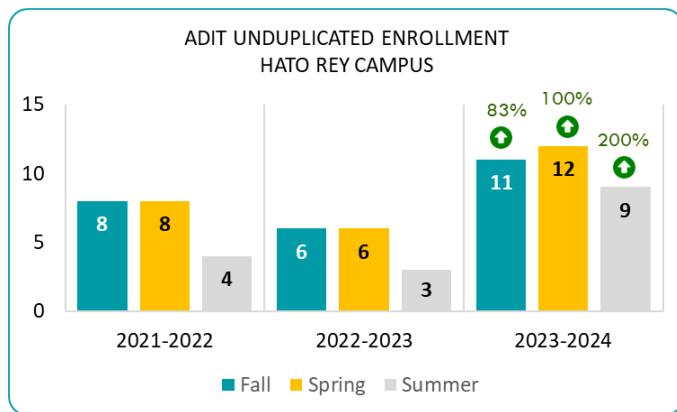
Source: Enrollment Certifications, 2023-2024

During the 2023-2024 academic year, the Associate's Degree in Business Administration (ABA, fully online program) unduplicated enrollment increased by 22% (+seven students) for the fall semester and decreased by 5% (-two students) for the spring and by 5% (-one student) for the summer semester compared to the previous academic year.



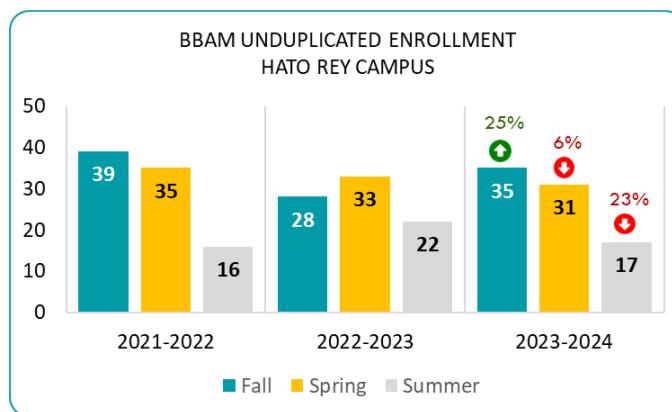
Source: Enrollment Certifications, 2023-2024

During the 2023-2024 academic year, the Associate's Degree in Criminal Justice online, (ACJ, fully online program) unduplicated enrollment remained the same for the fall semester and decreased by 17% (-three students) for the spring semester 17% (-two students) for the summer semester compared to the previous academic year.



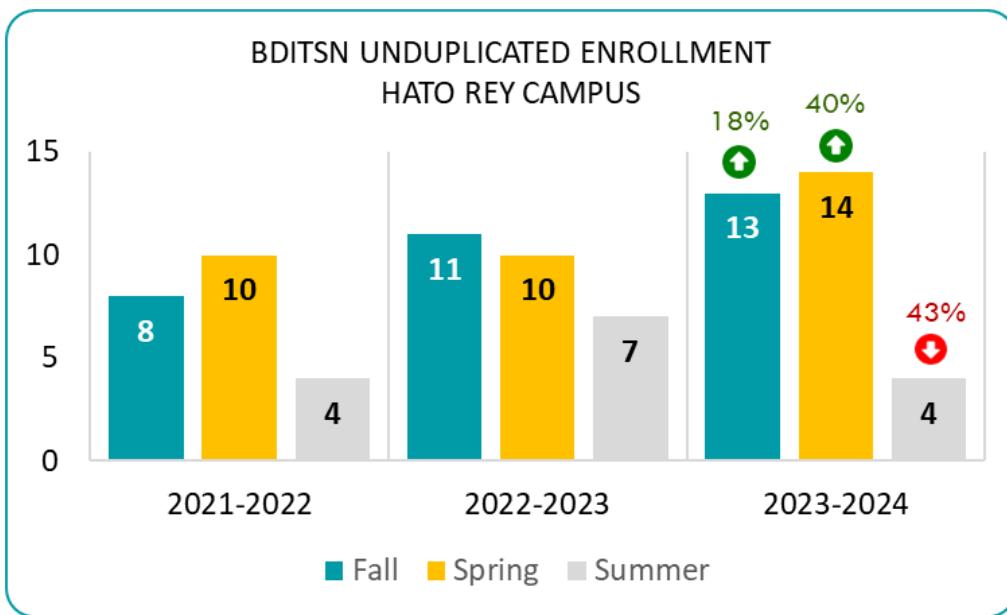
Source: Enrollment Certifications, 2023-2024

During the 2023-2024 academic year, the Associate's Degree in Information Technology (ADIT, fully online program) unduplicated enrollment increased by 83% (+five students) for the fall semester, by 100% (+six students) for the spring semester, and by 200% (+six students) for the summer semester compared to the previous academic year.



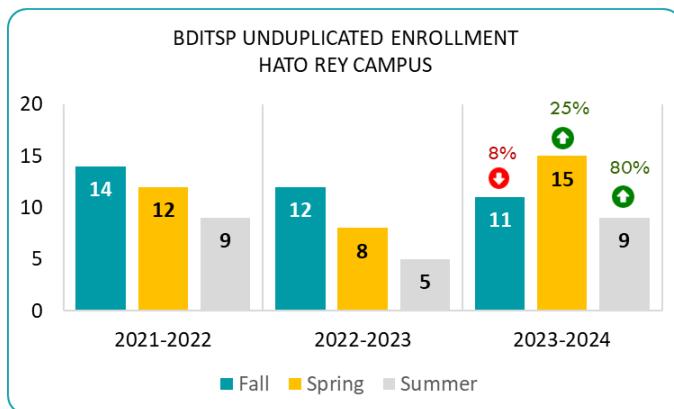
Source: Enrollment Certifications, 2023-2024

During the 2023-2024 academic year, the Bachelor's Degree in Business Administration, major in Management (BBAM, fully online program) unduplicated enrollment increased by 25% (+seven students) for the fall semester and decreased by 6% (-two students) for the spring semester and by 23% (-five students) for the summer semester compared to the previous academic year.



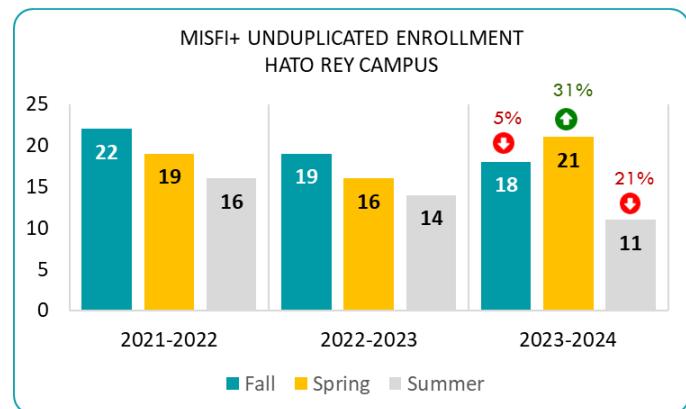
Source: Enrollment Certifications, 2023-2024

During the 2023-2024 academic year, the Bachelor's Degree in Information Technology Science, major in Networks (BDITSN, fully online program) unduplicated enrollment increased by 18% (+two students) for the fall semester and by 40% (+four students) for the spring semester. It decreased by 43% (-three students) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications, 2023-2024

During the 2023-2024 academic year, the Bachelor's Degree in Information Technology Science, major in Programming (BDITSP, fully online program) unduplicated enrollment decreased by 8% (-one student) for the fall semester. It increased by 25% (+three students) for the spring semester and by 80% (+four students) for the summer semester compared to the previous academic year.



Source: Enrollment Certifications, 2023-2024

During the 2023-2024 academic year, the Master's Degree in Information Systems, major in Information Security and Digital Fraud Investigation (MISFI+, fully online program) unduplicated enrollment decreased by 5% (-one student) for the fall semester and by 21% (-three students) for the summer semester. It increased by 31% (+five students) for the spring semester compared to the previous academic year.

# EXTERNAL FUNDS

**Government 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 state funds to non-profit entities on the Island for projects that impact communities with educational or cultural efforts. The amount of funds varies according to the Legislature's priorities.

The first proposal, “Proyectos con Impacto Significativo a la Comunidad” or “Projects with Significant Impact in the Community” consisted of acquiring, customizing, 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) for 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 and to promote positive conduct and wellness.

The second proposal awarded funds to the EDP University Editorial. The funds supported 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 involved acquiring, customizing, and equipping a vehicle to 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 equipment, devices, and supplies. 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) for 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 units purchased previously with medical disposable materials and supplies. 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) for 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 eighth proposals included funds for the maintenance of disposable medical materials and small equipment for the mobile units for the Hato Rey and San Sebastián campuses respectively. 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 expect to resume services provided by School of Nursing students and faculty from both campuses as soon as all is safe.

**Allocated Funds**

<b>Year</b>	<b>Total Allocated</b>
2013-2014	\$25,000.00
2014-2015	\$13,500.00
2015-2016	\$15,000.00
2016-2017	\$15,000.00
2018-2019	No Funds
2019-2020	\$2,292.00
2020-2021	\$2,292.00
2021-2022	\$2,654.00
2022-2023	\$5,000.00
2023-2024	\$3,115.00

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 was provided 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 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 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, the 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 with 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 and 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. During the year 2022-2023, the Program completed its goals and objectives by expanding services to graduate students under additional programs.

## US Department of Education

**Hispanic Serving Institutions Title V Development Grant Improving Students' Achievements Through Academic and Support Programs. "Enhancing Academic Achievements through Student Support Services, Innovative Teaching Strategies, Financial Literacy and Entrepreneurship"**  
**2021-2026/\$3,000,000.00**



Funds under this federal program were granted to improve student performance and increase the institution's retention and completion rates and productivity of the Main Campus in Hato Rey. The project was targeted to be developed in five 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 (Competitive Preference Priority 2);
- (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 the Arroyo Academic Building's top floor and 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 from a two-year to a four-year institution.

A seamless transfer articulation agreement for the Nursing Program will be developed between EDP and the Technological Institute of Puerto Rico (ITPR) for a smooth transition of students from their ASN Program to the BSN Program at EDP. Performance measures will include, but will not be limited to, increasing the number of:

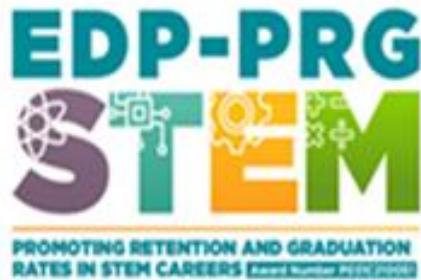
- 1) first and second-year students receiving tutoring services and financial literacy to enhance their academic achievement,
- 2) first and second-year students in good academic standing,
- 3) faculty participating in professional development opportunities,
- 4) faculty incorporating best practices 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 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. Due to issues in the construction logistics, the development of the labs has been delayed.

**US Department of Education**  
**Hispanic Serving Institutions Title V Development Grant**  
**Promoting Retention and Graduation Rates in STEM Careers (PRG-STEM)**  
**2021-2026/\$5,000,000.00.**



Funds under this federal program were to improve and expand EDP University's capacity to serve Hispanic and other low-income students in our region. PRG-STEM seeks to increase the number of 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 (ITPR-San Juan), 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 target population is faculty, and students.

The main goal of PRG-STEM is a vigorous and cost-effective implementation of several 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 upgrade.

The anticipated results of this federal project are 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 was developed with ITPR-San Juan for a transition between a two-year college and a four-year university (ITPR and EDP), thus meeting the articulation and transfer model absolute priority. On the other hand, there is active 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 as well as enhanced tutoring, counseling, and student service programs. To date, two state-of-the-art TechnoZones have been developed on the main campuses, of Hato Rey and San Sebastian respectfully which consists of special technology labs.

## US Department of Education

**Title V - Empowering Hispanic students for academic success by enhancing programs and restructuring student support services EHSAS**  
**2022-2026/\$3,000,000.00.**



Funding for this federal grant is intended to improve student performance and increase the institution's retention, completion rates, and productivity in the San Sebastian Campus. The Project addresses student social, emotional, and academic needs. In addition, its purpose is to increase postsecondary education access, affordability, completion, and post-enrollment success. Grant funds are to be used to strengthen academic support services through the provision of intensive tutoring services for at-risk students in a positive, inclusive, and identity-safe climate.

The establishment of One-Stop Student Support Center will allow the institution to integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, and career services, and the establishment of a Learning Commons to promote collaboration and strengthen the teaching-learning environment. A Crime Scene Investigation Lab will be expanded as experiential learning to allow students and faculty to conduct research, clinical practices, and simulations. The instructional laboratory of the San Sebastian Campus will be upgraded to enhance the instruction of the Fashion Design and Interior Design programs.

Faculty will benefit from the provision of evidence-based professional development opportunities designed to build asset-based mindsets on campus that are inclusive concerning race, ethnicity, culture, language, and disability status. An improved early alert system is in process to reduce time-to-degree completion by minimizing course withdrawals and course failures. The proposed strategies will bolster students' academic outcomes, improve retention, and graduation rates, foster improved grades, and increase student satisfaction.

Some of the performance measures include, but are not limited to increasing the number of students receiving multiple comprehensive student support services, provide tutoring services to enhance their academic achievement, maintain students in good academic standing, have faculty participate in professional development opportunities, have faculty incorporate asset-based approaches into their teaching strategies, and, and develop fashion-design instructional classrooms equipped with state-of-the-art, industry-standard equipment.

Other key measures by the end of the grant period include at least 75% of students receiving tutoring will approve basic Math, Spanish, and English courses with a GPA of "C" or better, at least 90% of students will receive tutorial services in the targeted disciplines as recorded by attendance data, faculty participating in professional development will incorporate asset-based approaches in teaching and learning, two (2) crime scene labs supporting the instruction of the Criminal Justice in Forensic program will be developed, Fashion design instructional classrooms equipped with state-of-the-art, industry-standard equipment will be developed, and increase the number of Hispanic students completing postsecondary education.

The Activity budget dedicates 30% to personnel; 5% to fringe benefits); 11% to consultants who will be key resources in delivering the activities and services to participating students and faculty; 13% for equipment and supplies; 1% for travel; 30% for construction; and 2% for other costs. Of the \$3,000,000 request, approximately 8% will be dedicated to project management and evaluation.

**Department of Health and Human Services  
Health Resources and Services Administration  
Nursing Workforce Diversity Program – NWDP  
2021-2025/\$2,220,000.00**



Health Resources & Services Administration

Funding for this federal grant was intended to implement a comprehensive, multilevel program that incorporates evidence-based strategies to increase the recruitment, enrollment, retention, and graduation rates of students from disadvantaged backgrounds in EDP University's School of Nursing. The grant aims at developing a nursing workforce that is more reflective of the communities needing to be served.

Social determinant factors that impede enrollment, retention, and graduation were identified and incorporated into the Project's goals and objectives. The NWDP integrates social determinants of education to enhance retention and graduation activities, pre-preparation, and provision of stipends and scholarships thus increasing educational opportunities for disadvantaged students who are underrepresented among registered nurses. The project objectives were:

- 1) Increase the enrollment rate of disadvantaged nursing students by 10% over the baseline of fall 2019, using evidenced-based strategies to minimize social determinant factors that impede entry to nursing programs,
- 2) Increase the retention rate of disadvantaged nursing students by 5% over the fall 2019 baseline, using evidence-based strategies to minimize the social determinant factors that impede student success,
- 3) Provide financial support in the form of scholarships or stipends to 50 nursing students and 50 pre-nursing high school students, each grant year,
- 4) By the end of the Project, the percentage of disadvantaged students who attain a nursing degree at EDP School of Nursing will increase by 5% over the fall 2019 baseline,
- 5) Increase the number of participants who will graduate and be eligible to take the Puerto Rico Nursing Board Examination PRNBE or NCLEX by 5% each year of the grant.

To accomplish objectives several evidenced-based strategies will be implemented to include: academic support, mentoring, partnerships and collaboration, student financial support, and holistic review. The Project will provide pre-entry activities that are focused on high school students; mentoring and supplementary academic support will be used as strategies to increase retention and graduation rates. Scholarships in the amount of \$5,400 will be awarded to 50 full-time nursing students, admitted and enrolled in the nursing program, and who have a GPA of 2.50 or above. Stipends in the amount of \$500 will be granted to 50 nursing students participating in all the activities and study sessions; and stipends in the amount of \$200 will be granted to 50 high school students participating in the Pre-Entry Nursing Summer Camps.

Evaluation methods including formative during the project and summative at the end of the project will be conducted, using RCQI methodology. Data collection and analysis will be conducted throughout the project to determine the need for changes during project and outcomes at the end of the project. The NWDP will substantially benefit underserved populations. To date, the Project is heading toward the highest percentage of achievements.

**Department of Health and Human Services  
Health Resources and Services Administration  
Nurse Education, Practice, Quality and Retention  
Mobile Health Training Program  
NEPQR-MHTP: Salud Sobre Ruedas  
2022-2026/\$4,000,000.00**



Health Resources & Services Administration

Funding for this federal grant was intended to improve health care access for underserved minority residents in rural areas in Puerto Rico. Aligned with the overall purpose of the NEPQR-MHTP Program, Salud Sobre Ruedas aims at strengthening the nursing workforce through education and training. This is to provide culturally aligned quality care in rural and underserved areas and training of diverse nursing students to address and manage Social Determinants of Health (SDOH) factors. It is also intended to improve health equity and health literacy of vulnerable populations in rural and underserved communities through nurse-led mobile health training sites.

Salud Sobre Ruedas will expand experiential learning opportunities for EDP nursing students. This will include the provision of high-quality culturally sensitive care, identification and understanding of SDOH in local communities, engagement in critical thinking, and clinical practice highlighting a collaborative team approach to care. The nurse education component of the Project will emphasize leadership and effective communication skills as well as innovative technological methods to deliver quality care in a rural or underserved environment. The clinical priority that will be addressed by the Project is COVID-19.

The Project's measurable objectives are:

- 1) Two modern nurse-led mobile health units will be integrated to the EDP Nursing Program to increase access to quality health care in rural and underserved communities in Puerto Rico around the six (6) academic units on the Island;
- 2) Many undergraduate nursing students per year will have participated in a clinical practice experience utilizing a nurse-led mobile unit;
- 3) Most of the participating students will demonstrate understanding of the community and public health issues that influence the delivery of health care to underserved populations;
- 4) Conduct multiple encounters per year with underserved minority and disadvantaged citizens residing in the targeted underserved and rural communities;
- 5) Hundreds of seniors and families will have received education and services focused on improving their quality of life;
- 6) COVID-19 tests, and vaccinations will be provided as needed;
- 7) SDOH concepts will have been integrated to EDP's nursing curriculum providing a foundation for nurses/nursing students to address and improve patient health outcomes;
- 8) A total of 16 nursing faculty per year will have received training on SDOH concepts;

A business model that demonstrates the added value of nurses on interprofessional teams will be developed by the end of the project cycle. A Work Plan has been developed containing the tasks, key personnel, timelines and expected outcomes.

**US Department of Education**  
**Puerto Rico Department of Education Project**  
**Title II Workforce Investment Act of 1998**  
**Adult Education and Family Literacy English Literacy/Civics Education**  
**Adult Education Program-PEA**  
**ADULTOS ALCANZANDO HORIZONTES**



The Adult Literacy Educational Program of the Puerto Rico Department of Education, (PEA for its Spanish acronym *Programa de Educación para Adultos*) approved this federal program to operate the Hato Rey and San Sebastián Campuses in the fall of 2015. This program provides funds as available with yearly renewals. The purpose is to provide and increase access to three (3) literacy programs for qualifying adults. The project titled: "ADULTOS ALCANZANDO HORIZONTES" or "ADULTS REACHING HORIZONS", with three (3) cycles per academic year consistent of 13 weeks per cycle emphasized contextualized instruction in the following programs:

- 1- The Conversational English (ESL) Program consistent of 60 contact hours per cycle and 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 25 students per group.
- 2- The High School Equivalency Exam Program, under Act 217, consists of 210 contact hours per cycle for individuals 18 years of age or older in groups of up to 18. The subjects at high school level are English, Spanish, Mathematics, Science, and Social Studies as per USDE Standards. The main purpose of this program is to help adult students acquire the skills and knowledge they will need to challenge the High School Equivalency Exam required by the Department of Education.
- 3- The English Language/Civics Education Program consists of 60 contact hours per cycle. It is for immigrants and emphasizes instruction in the English language related to rights and responsibilities of US citizenship, naturalization procedures, civic participation, U.S. history and government. The participants are 18 years of age or older and are prepared to challenge the US Citizenship Test, which consists of 100 questions in English, as well as to undergo an interview in English conducted by the United States Citizenship and Immigration Services (USCIS).

The Program did not operate during the academic years 2018-2019, 2019-2020, and 2021-2022. This was due to fiscal matters of the PR Department of Education, the aftermath of Hurricane Maria of 2017, and the effects of the Shutdown in Puerto Rico due to the COVID Pandemic of 2019. The table below shows allocations granted from the academic year 2015-2016.

Academic Year	Total Allocated to EDP
2015-2016	\$117,632.00
2016-2017	\$140,068.00
2017-2018	\$140,004.00
2021-2022	\$145,130.00
2022-2023	\$168,187.00
2023-2024	\$259,280.00

**US Department of Education****Title V - Providing Opportunities for Hispanic Students by Increasing  
Access to Diverse, Flexible and Affordable In-demand Graduate Programs – HEIA 2023-2028/\$3,000,000.00**

Funding for this federal grant is intended to expand graduate academic offerings for low-income Hispanic students, improve the academic attainment of graduate students, as well as enhance the faculty expertise and program quality at the Institution. The Project also addresses student social, emotional, and academic needs. In addition, it's purpose to increase graduate education access, affordability, completion, and post-enrollment success. Grant funds are to be used to develop the targeted graduate programs (Forensic Science, Nursing, Fashion Design, and Merchandising, and GPC in Information Technology-Blockchain Networks). Faculty will benefit from the provision of evidence-based professional development opportunities designed to build asset-based mindsets on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status.

## Glossary

**MAGAE:** Modalidad de Adulto Grado Asociado en Enfermería (by its Spanish acronym). In English, the Associate's Degree in Nursing Adult Modality.

**MABE:** Modalidad de Adulto Bachillerato en Enfermería (by its Spanish acronym). In English, the Bachelor's Degree in Science of Nursing Adult Modality.

**Traditional undergraduate:** Students enrolled in face-to-face programs.

**Non-cohort retention:** Formula:  $\text{total enrollment} - \text{dropped students (withdrawn or admin withdrawn)} / \text{total enrollment}$ . When evaluating program effectiveness, **non-cohort retention rates** can provide insight into a program's ability to retain students. A 75%-80% retention rate is a good benchmark, as it indicates strong program outcomes and reflects that enrolled students persist in their programs. By considering all students in the program, this rate demonstrates the program's effectiveness in retaining students. Programs with rates below 75% may indicate the need to strengthen student support services, while programs above 80% indicate solid retention efforts.

**Non-cohort complete and graduate rate:** Formula:  $\text{graduate} + \text{complete} / \text{total enrollment}$ . Non-cohort complete and graduate rates (degrees conferred per total enrollment) provide insight into a program's ability to support student persistence toward completion and graduation. Tracking these rates helps institutions identify areas of productivity, student achievement, and programs that require additional support (ACE, AASCU). IPEDS data suggest this rate is about 20%, based on trend data from the last three years (degrees conferred/12-month enrollment).

**Placement Rates:** After a year of graduation, placement rates typically range from 80% to 90% in the United States (NACE, 2024). Due to various economic factors, universities in Puerto Rico typically report placement rates between 70% and 80%.

# Collaborators

The following EDP University professionals contributed their insights to this annual report.

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