

**PERIODIC REVIEW REPORT TO THE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION**

from

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EXECUTIVE SUMMARY

Brief description introductory overview of the Institution and Eligibility Certification Statement

EDP University of Puerto Rico has made great progress with regard to its development and compliance since re accreditation was granted in 2011. Several recommendations from the Evaluation Team were submitted and taken into consideration. These recommendations helped guide the well-designed path that EDP University has taken through the past five (5) years. Many goals have been achieved and yet others remain as challenges to be dealt with during the next five (5) years. The Periodic Review Report surely attest to these accomplishments. In order to facilitate the reader's evaluation of the six (6) fundamental components of the Periodic Review Report, these have been organized in four (4) parts:

Part I: Section 1: Eligibility Certification Statement
Executive Summary

Part II: Section 2: Summary of institution's response to recommendations from the previous evaluation and to Commission actions

Section 3: Narrative identifying major challenges and/or opportunities

Section 5: Organized and sustained processes to assess institutional effectiveness and student learning

Section 6: Linked institutional planning and budgeting processes

Part III: Section 4: Enrollment and finance trends and projections

- The institutional financial plan for the period covered by the institution's strategic plan, but not less than the current year and three future years (plans might vary depending on the institution and should include such things as budgets, pro forma projections, and strategic plans tied to the budget)
- The audited financial statements and management letters or their equivalents covering the three previous years
- The financial information submitted to IPEDS for the three previous years
- Actual enrollment for the current year and the three previous years

Part IV: Appendixes

After months of information gathering, analysis and putting together the Periodic Review Report, the President with her staff closely reviewed the document and approved it. This analysis was fundamental in signing the enclosed Eligibility Certification Statement.

The following are the major areas of development during the past five (5) years and the challenges to be worked on during the next (5) years.

CHAPTER 1: MISSION, GOALS, OBJECTIVES, AND INTEGRITY

Strengths and/or accomplishments

1. The mission guides educational activity.
2. The organization has an awareness of the major policies that guide all institutional endeavors.
3. All institutional policies, undergraduate and graduate catalogs, student and faculty handbooks have been revised and updated
4. Emerging policies have been centralized and standardized.
5. Development of two (2) distance education modalities: Associate Degree in Business Administration and the Associate Degree in Nursing (with more than 50% online).
6. The change of our Institution's name to **EDP University of Puerto Rico, Inc.**
7. EDP University developed two (2) new Additional Locations.
8. The "Out of State" Associate Degree in Nursing Adult Modality (MAGAE) has served as a model for the Campus Puerto Rico effort to promote Puerto Rico as an academic destiny. This opportunity has driven EDP University's internationalization efforts.
9. The ACEN Candidacy Status in 2014 and the excellent Accreditation Evaluation Visit in 2016. The ACEN team was very impressed with the "Out of State" Associate Degree in Nursing Adult Modality (MAGAE).

Challenges

1. Continue fostering activities to ensure awareness among students and the community of EDP College's mission and what it entails, especially now as EDP University.
2. Revise all dual institutional roles to validate their effectiveness.
3. The Institution should continue working on the development of the EDP Internet site to promote better communication.
4. Obtain the professional accreditations for the Bachelor's Degree in Nursing, the Associate Degree in Physical Therapy Assistant, and for the School of Design, among others.

CHAPTER 2 – LEADERSHIP, ADMINISTRATION, AND GOVERNANCE

Strengths and/or accomplishments

1. EDP has notable leadership and governance strengths.
2. The President and key leaders are well-qualified and experienced to lead the Institution.
3. The roles and responsibilities of the key administrators, faculty, students, and staff are consistent with achieving the Institutional mission, goals, and objectives.
4. There is a well-defined system of governance; which includes the governance responsibilities of the administration and the faculty.
5. The EDP administration has developed various written documents that specify the responsibilities of its members, the faculty and other constituencies.
6. The membership of the Board of Trustees was increased in size, and maintains a continuously rigorous process of objective evaluation of their work.

Challenges

1. Creation of endowment funds developed by the Board of Trustees.
2. Establish a system to evaluate the performance of the executive level management.

3. Develop a division of Auxiliary Enterprises within the University that will allow our graduates to have had a practical working experience and simultaneously earn some type of economic income before graduation.
4. Increase student participation in campus level committees to provide a voice in matters which may affect them.
5. Refine processes for the effective use of the EDP Web pages for communication.
6. Establish improvement in policies and procedures on administrative aspects within the five (5) locations of the University, thus facilitating administrative efficiency and systematization.
7. Increase communication among all the constituents of the University in order to allow the collection of institutional and academic data, thus achieving more efficient decision making.

CHAPTER 3 - INSTITUTIONAL PLANNING, RESOURCES, ALLOCATION, AND RENEWAL

Strengths and/or accomplishments

1. The Strategic Plan is aligned with the institutional mission.
2. Work plans for each academic and administrative unit are aligned with the goals and objectives of the institutional strategic plan.
3. There is an annual process of budgeting and resource allocation based on the plans for each academic and administrative unit.
4. The decision making process, needed to implement changes and obtain results is clear, facilitating planning and the allocation of resources.
5. The Institution has the resources to achieve its mission.

Challenges

1. The Chancellors should expand discussion of the Strategic Plan to increase participation beyond department and office directors, and include more faculty, staff and students.
2. Every functional unit plan must be updated on a regular basis according to the Institutional Strategic Plan.
3. Develop alternative sources of income besides tuition revenue, such as the donations by individuals, corporations, and foundations. Secure funds from external sources including government and local agencies.
4. Rapidly identify growth and diminishing patterns that will allow us to take administrative actions.
5. Stabilize enrollment under difficult times to assure continuity and growth of EDP.

CHAPTER 4 -STUDENT ADMISSION AND RETENTION, AND SUPPORT SERVICES

Strengths and/or accomplishments

1. EDP philosophy, mission and vision drive the student experience at both campuses and additional locations.
2. In the best interest of the students the Institution promotes close collaboration across all support service units (recruitment, admissions, and financial aid, registrar's and bursars' office, and student services).
3. Under the leadership of administrators, faculty, and support personnel, and aligned with the principles of the Institutional mission, EDP's prospective and current students are encouraged to engage in a dynamic, participatory, and fulfilling academic experience.

4. EDP is committed to the success of students and retention continues to be a goal.
5. Efforts are made to promote integral development through experiences inside and outside of the classrooms for students' personal, social, and academic growth.
6. The Institution has an ongoing evaluation process of the support services to ensure that the students' needs are properly addressed.

Challenges

1. Increase retention numbers.
2. Increase graduation rates.
3. Continue reinforcing marketing and promotional activities.
4. Identify a reliable and consistent funding source for the Emergency Financial Aid Committee's activities.
5. Develop benchmarks of effective advising and implement measures to monitor both effectiveness and satisfaction with advising to ensure that this community approach to advising continues to support the students appropriately.
6. Continue developing the web portals where all services will be available to students through a single-sign-on (SSO) solution on a 24/7 basis.
7. Develop an innovative community support and service model for our students.
8. Have the "Out of State" Associate Degree in Nursing Adult Modality (MAGAE) grow numerically, and be recognized as an efficient project through its retention and graduation rat

CHAPTER 5: EDUCATIONAL OFFERINGS, GENERAL EDUCATION AND RELATED EDUCATIONAL OFFERINGS

Strengths and/or accomplishments

1. Academic programs are congruent with the Institutional mission.
2. Technology is integrated in teaching and institutional research.
3. Faculty is trained on technological skills and information literacy.
4. EDP is using Moodle, a recognized learning management system, to deliver online courses.
5. The creation of the Student Orientation Resources course (SOR 1101) which helps students use the Platform.
6. The Institution uses the results of periodic evaluations (alumni surveys, course evaluations, comprehensive and qualifying examinations scores, and licensing examination results) to make curricular changes, as well as, to improve the evaluation of the teaching and learning experiences and program effectiveness.

Challenges

1. Develop clinical opportunities in each university degree
2. Link academic programs with related industries by promoting the expansion of labor opportunities for students.
3. Initiate faculty research projects among the academic programs, and generate new academic knowledge and recognition.
4. Additional specialized staff (instructional designers and educational IT) needs to be hired to work with designing best practices in teaching strategies for online courses.
5. Incorporate internationalization elements to the curriculum in order to promote global thinking among students.

CHAPTER 6- FACULTY

Strengths and/or accomplishments

1. Faculty, who has well defined roles and responsibilities, is highly qualified, well regarded, and has made valuable contributions to the Institution.
2. Both full and part-time faculty have demonstrated loyalty to the Institutional mission and values and has maintained an active participation in Institutional committees and the EDP Institutional Academic Council.
3. Their level of satisfaction with the institution is very high.
4. The faculty has a great level of stability.
5. The creation of the Faculty Orientation Resources course (FOR 1101) which helps faculty use the Platform.

Challenges

1. Develop a faculty profile to keep updated records of faculty activities and accomplishments, to include presentations, publications, community services and other accomplishments; with a process to update the information.
2. Review all faculty evaluation instruments and reporting protocols.
3. Enhance the research capacity of EDP faculty by assigning seed money to support promising research proposals.
4. Achieve at least five (5) research projects among faculty per year that will result in new educational practices and/or that they be utilized to disclose the results.

CHAPTER 7: INSTITUTIONAL ASSESSMENT AND ASSESSMENT OF STUDENT LEARNING

Strengths and/or accomplishments

1. The Strategic Plan integrates all other planning tools and the Assessment Plan.
2. There is a variety of assessment instruments to evidence student learning.
3. Faculty Evaluation Instruments were revised.
4. Student Satisfaction Surveys and Employer Satisfaction Survey were revised and uploaded to the Web.
5. Student Satisfaction Questionnaires for specific Academic Programs were developed and implemented.
6. The Academic Assessment process was revised and new rubrics were created.
7. New Assessment Questionnaires and strategies were created.

Challenges

1. In order to continue promoting the culture of research we have set a new goal to make two (2) institutional investigations and six (6) faculty investigations per year.
2. Participate in national and international conferences exposing our research findings.
3. Develop an institutional digital journal in order to publish institutional, faculty and student research.
4. Complete the academic assessment cycle for at least 75% of the academic programs.
5. Increase in 5% the student participation on the general education core competencies post-tests.
6. Increase a 5% student scores in general education core competencies post-tests.
7. Complete the assessment cycle for all programs.
8. Address retention, placement and graduation rates issues.

INTRODUCTION

EDP University of Puerto Rico, Inc., formerly known as EDP College of Puerto Rico, Inc., is a private nonprofit institution of higher education, incorporated under the laws of the Commonwealth of Puerto Rico. EDP University of Puerto Rico is licensed by the Puerto Rico Council of Education (PRCE). It held the Accrediting Council for Independent Colleges and Schools (ACICS) accreditation until 2006, when the Institution obtained Middle States Commission on Higher Education (MSCHE) official approval (Appendix A). The MSCHE granted accreditation as EDP University of Puerto Rico complied with all of the 14 Characteristics for Excellence. The University's main campus is in Hato Rey, located in the metropolitan area. The second campus is located in San Sebastian in the northwest area of the Island.

A substantial institutional change occurred in July 2009, when EDP changed from a for-profit to a nonprofit organization. Another substantive change was the development of online academic offerings related to distance education and the approval by MSCHE. These were: the Associate Degree in Business Administration and the Associate Degree in Nursing (more than fifty percent on line) which responds to internationalization opportunities (Appendix B). Finally, the most important substantial change occurred in December 2012, when the Puerto Rico Council of Education granted the change of our Institution's name to **EDP University of Puerto Rico, Inc.** and MSCHE acknowledged and approved it as well (Appendix C). Currently, EDP University has 37 academic degree offerings. At the Hato Rey Campus there are five (5) Master's Degrees and six (6) professional graduate certificates. The undergraduate program consists of 11 Bachelor's Degrees and 13 Associate Degrees. The San Sebastian Branch Campus offers two (2) Master's Degrees, three (3) Bachelor's Degrees and eight (8) Associate Degrees (Appendix D).

Also, two (2) new additional locations (Manati and Humacao), allotted to the Hato Rey Main Campus, were developed and were approved by the Puerto Rico Council of Education (Appendix E) and MSCHE (Appendix F). In 2014, a Master's Degree in Naturopathic Sciences for the Hato Rey Campus (Appendix G) and two (2) Master's Degree in Nursing for the San Sebastian Campus were approved by the Puerto Rico Council of Education (Appendix H). Since the last accreditation in 2011, 11 new offerings have been developed at the Hato Rey Campus (Appendix I) and eight (8) at the San Sebastian Branch Campus (Appendix J). Nontraditional modalities such as adults accelerated schedules and online courses are in place, facilitating access to fulfilling student needs.

Fall 2011-2015 Enrollment

EDP University serves approximately 2,700-3,000 students. As of Fall 2015, there were 2,834 students enrolled.

Table 1: Enrollment

Level	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Undergraduate	2,286	2,470	2,494	2,669
Graduate	57	73	142	165
Total	2,343	2,543	2,636	2,834

At the Hato Rey Campus 66% are female and 34% male. At the San Sebastian Branch Campus 31% are male and 69% are female.

Fall 2015 Faculty

As of Fall 2015, the faculty of both campuses is comprised a total of 383 (full-time and part-timers). 17% have doctoral degrees, 71% have master's degrees and 17% have bachelor's degrees. The following tables show the increase of faculty members since 2012.

Table 2: Faculty members at the Hato Rey Campus (Includes Manati and Humacao Additional Locations)

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Part-Time</u>	111	137	167	196
<u>Full-Time</u>	26	30	37	45

Table 3: Faculty members at the San Sebastian Campus

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Part-Time</u>	107	106	99	121
<u>Full-Time</u>	19	20	25	21

The Institution was accredited by the Middle States Commission on Higher Education for the first time in 2006; and reaccredited in 2011. A Follow-up Report was submitted and accepted by MSCHE in April 1, 2013 (Appendix K).

To reaffirm accreditation and to request a progress report due by April 1, 2013 documenting further progress in (1) aligning its policies, procedures, governance, and practices with the requirements of the university's non-profit mission (Standards 1 and 4); and (2) implementation of a comprehensive and sustained process for the assessment of student learning, including evidence that assessment results are used to improve teaching and learning (Standard 14).

CHAPTER 1: MISSION, GOALS, OBJECTIVES, AND INTEGRITY

Standard 1 – The institution's mission clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The institution's stated goals and objectives, consistent with the aspirations and expectations of higher education specify how the institution will fulfill its mission. The mission, goals, and objectives are developed and recognized by the institution, its members and its governing body, and are utilized to develop and shape its programs and practices, and to evaluate its effectiveness.

Standard 6 – In the conduct of its programs and activities involving the public and the constituencies it serves, the institutions demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom.

In order to organize the Periodic Review Report in a logical manner, EDP University will address the Institution's response to recommendations from the previous evaluation followed by the Institution's response to the recommendations made by itself in the 2010-2011 Self Study. These recommendations are a work in progress since some have been managed while others remain a challenge. Each chapter ends with challenges and opportunities that the Institution still faces.

As a result of the 2011 Site visit, the Evaluation Team submitted the following commendations, recognitions, suggestions and/or recommendations:

1. The team commends EDP for its steadfast commitment to providing access and opportunity for students in the areas that it serves while exploring new initiatives in the international arena.
2. The team recognizes and considers noteworthy the close working relationship the college has with the community organizations and leaders in San Sebastian. These relationships have led to the institution's awareness and sensitivity to local and area community needs and interests. The college is to be commended for its responsiveness and efforts to truly serve this region and its students.
3. EDP should continue to implement its mission and goals and utilize the self-study and what it has learned in the accreditation process as primary sources in its efforts for continuous quality improvement.

EDP University acknowledges and accepts these recommendations. Our Institution appreciates the recommendations and will continue to implement our Mission and goals as a primary source in our efforts to maintain and continue quality improvement.

In the 2010-2011 Self Study, EDP University stated the following recommendations:

1. Continue fostering activities to ensure awareness among students and the community of EDP College's mission and what it entails.
2. Revise all dual institutional roles to validate their effectiveness.

3. Develop an effective registry for misconduct incidents with regard to rules, ethical standards, and laws and regulations.
4. Develop a mechanism for the systematic review of the academic freedom policy.
5. The Institution should continue working on the development of the EDP Internet site to promote better communication.
6. Update institutional catalogs and handbooks.

EDP University's vision leads the mission into contributing to the education of a global citizen more effectively as it continues developing information technology, while creating the underpinnings for internationalization as a route to better serve EDP University's constituents. The Institution's Vision, Mission and Philosophy state as follows:

Vision

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

EDP University's mission is widely publicized throughout the campuses and is constantly presented and ratified as current and pertinent in faculty and administrative meetings. The mission states the following:

Mission

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

EDP University's philosophy puts its mission and vision into context. The mission's purpose within the context of higher education as well as its vision is reflected in the Institution's philosophy which expresses the following:

Philosophy

We are an Institution that reaffirms a commitment to technology and social and humanistic values with excellence and integrity. We are grounded in values such as tolerance, respect for diversity, and social and ethical responsibilities in all dimensions. We reaffirm our commitment with Puerto Rican and worldwide cultures. We believe in the capacity of the human being to be self-directed, in the integration and collaboration of our Institution with the community, and in the contributions of our alumni to the social and economic development, environmental protection, healthy lifestyles, and cultural enrichment of our surrounding community.

The Institution's philosophy, its vision and mission entail a technological and a socio-humanistic formation as the leading values expressed in the mission. They also focus on issues such as diversity, access to education, flexibility, and innovation. The philosophy as expressed in the mission, centers on the education of students as its reason for existence. The institutional goals that lead all of the Institution's activities aligned with the mission were developed through an exercise for the 2005 Self-Study. The goals continue to respond to the mission as it has not since changed. They read as follows:

Academic Goals

1. Offer and develop excellent, pertinent, and relevant graduate and undergraduate academic programs in Arts, Sciences, and Technology.
2. Integrate information technology into the academic offerings and the Institution's administration.
3. Offer a General Education Program that promotes the development of competencies in the following areas: oral and written communication skills in Spanish and in English, computer literacy, information literacy, critical thinking scientific and math culture, and the acquisition of social, humanistic, tolerance and diversity values.
4. Systematically assess institutional effectiveness and student learning outcomes as a basis for decision-making and institutional renewal.

Students Goals

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 Goals

1. Provide a physical, human, and technological infrastructure that guarantees optimal conditions for the development of academic programs.
2. Establish strategic planning processes for the strengthening of the institutional resources and the achievement of academic excellence.

Community Goals

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.

These goals set the stage for the success of EDP University's mission. The goals are carried out through the alignment of planning, assessment, and financial endeavors. The 2008-2013 Strategic Plan led this process. The planning process is strategically linked to the Mission and goals. EDP University's 2008-2013 Strategic Plan (Appendix L) was composed of six (6) Strategic Goals which included:

1. Human Resources: A high-quality, innovative Faculty and Administrative Staff that is also capable of generating external funding for a non-profit institution.
2. Broadening of academic offerings with an emphasis on the graduate level and technical associates degrees.

3. Nontraditional programs and formats for academic and administrative offerings, emphasizing the virtual campus.
4. Internationalization of the curriculum and development of strategic alliances with other countries.
5. Diversification of income sources; proactive enrollment management and a capacity to create service businesses.
6. Outreach and exposure on the national and international level, emphasizing institutional strengths.

Each Strategic Goal aimed to particular areas as presented below:

The first strategic goal aimed to develop administrative personnel and faculty, in terms of creativity, intellectual output, innovation, and capacity to attract external funding.

The second strategic goal aimed to broaden academic offerings, emphasizing associate degrees in technical and occupational areas and graduate-level programs. Since last accreditation, the Institution has developed programs at all levels.

The third strategic goal aimed to establish a virtual campus that by 2013, will offer online academic programs to 500 students. Developing Distance Education is an initiative that serves the mission since otherwise these students would not have access to a professional education.

The fourth strategic goal aimed to include international experiences in the curriculum to develop attitudes in students that will allow them to be successful in a diverse, globalized, multicultural and changing world.

The fifth strategic goal was to diversify the sources of institutional income through proactive enrollment management, planning, obtaining external funding and creating profitable service businesses.

The sixth strategic goal aimed to achieve external recognition as an innovative and flexible institution that responds to market demand, academic rigor, excellence in teaching and service.

The communication and dissemination of the mission and vision is visible in the strategic planning, the creation and revision of programs and student services. The strategic plan is based on the mission; all programs are aligned with technological and socio-humanistic values in mind; and student services are at the center of the educational enterprise.

The humanistic value is adhered to in academic programs. Communication with the world implies the need for inclusion and respect of diverse ideas, cultures and values. These values make it possible to understand and cater to diversity. According to the Middle States Commission on Higher Education in Characteristics of Excellence (2009), integrity is defined as how the institution demonstrates adherence to ethical standards and its own policies in the conduct of the institutions programs and activities involving the public and the constituencies it serves. EDP University recognizes these characteristics as its own.

EDP University has also identified other administrative values that characterize it and upkeeps its integrity. These are: creativity, honesty, integrity, loyalty, and cost efficiency. These prized values further support the Institution's mission and are disseminated and discussed throughout the faculty and administration.

There are several mechanisms for effective dissemination of the mission, vision, policies and procedures of the Institution through administrative, academic, and student activities. The mission and vision are displayed throughout the physical facilities. They are ratified in faculty meetings and students discuss them in a transition to university life course. In catalogs, student handbooks and faculty handbooks, and other official documents made for the constituents of the university community, we ensure effective communication of policies and procedures. All institutional policies, undergraduate and graduate catalogs, student and faculty handbooks have been revised and updated because of the change of name to EDP University of Puerto Rico. Other policies have also been updated and created to comply with Title IX.

The Institution organizes committees and councils that promote the participation of the university community in decision making processes. Transparency is fundamental, which is an important reason to guarantee this ample participation. A mechanism of utmost importance are the Annual Institutional Retreats (Appendix M) where relevant planning issues are discussed and decisions are made collectively. As previously stated, the Institution values integrity, diversity and transparency. This is shown through the continuous evaluation of the Strategic Plan (Appendix N).

During the Annual Strategic Retreat in 2013, the current Strategic Plan was assessed and a report was presented to the participants (Appendix O). Among the various achievements included in the report were:

1. In 2009, a new organizational structure was established for the Central Administration and the campuses.
2. In 2012, the following positions were designated: PLA (Prior Learning Assessment) Director and Additional Location Directors and the Institutional Director for Marketing and Communications, among others.
3. According to the Enrollment Management Plan, the following programs were revised: the Associate Degree in Office Administration and the Associate Degree in Business Administration for a credit reduction.
4. The Puerto Rico Council for Education (PRCE) approved the following distance education modalities: Associate Degree in Business Administration and the Associate Degree in Nursing (with more than 50% online), both are currently submitted to MSCHE. In October 2012, a letter was submitted to the PRCE for the Associate's Degree in Pharmacy Assistant change of name to Associate Degree in Pharmacy Technician according to the recent law modifications.
5. A letter of intention was submitted to the PRCE for the Associate Degree and the Bachelor's Degree in Criminal Justice. The PRCE approved the Associates Degree in Digital Design and the Bachelor's Degree in Digital Design with a major in Multimedia. Also a proposal for the Associate

Degree in Biotechnology was submitted (in a collaborative agreement with the Interamerican University, Barranquitas Campus).

6. At the San Sebastian Campus, the following proposals were submitted to the PRCE: Associate Degree in Digital Fashion Design and Interior Design. At the Hato Rey Campus the proposal for the Master's Degree in Naturopathic Sciences was also submitted. Another proposal was submitted for the creation of two (2) additional locations (Humacao and Manati).
7. During the summer of 2011, a workshop was offered which focused on technological training with the purpose of improving the online courses design. A total of 27 faculty members offered online courses on 2011-2012, for eight (8) faculty members it was the first time offering a course on this mode of study. In September of 2012, an orientation was offered to the faculty about the change in platforms, from Moodle to Moodle Rooms, underlining the importance of the Joule integration with Campus Vue. Finally, the process for broadening the bandwidth and improving the technological and telephone infrastructure was completed.
8. The Social Sciences I and II (SOC 1101 and SOC 1102) courses were identified to make them a part of a new educational trip on the Caribbean during the month of February 2013. This project is known as "*Curriviaje*" (Curriculum through Travels). There have been meetings with the prospect students, the curricular content was designed along with the minimum requirements to participate and a travel itinerary.
9. At the end of 2012, the Institutional Vice-President and San Sebastian's Campus Chancellor participated in the "*Cumbre de Instituciones de Educación Superior de Iberoamerica*", located in Mexico. In this summit multiple relations were achieved with executives from different Ibero-American universities.
10. A Collaborative Agreement was signed with universities members of ODAEE.
11. The 21st Century proposal was approved at the end of 2011. It provides tutoring to High School students on subjects like Spanish, Mathematics and English. On the proposal's first year (2011) an amount \$250,000 was received, the estimated amount for the second year (2012) is \$300,000.
12. FUANNI (Fundación Universitaria Aníbal Nieves Nieves). This fund provides the SOS (\$300) grants for students based on their necessities. It offers 10 grants per year, five (5) on each campus. To date 20 students have received the grant (10 on each campus) for a total of \$3,000.
13. The scholarship fund UGARTE granted an amount of \$16,625 on 2011-2012, benefitting 59 students from the Hato Rey Campus. Another \$8,735 was granted for 26 students from the San Sebastian Campus making a total of \$25,360.
14. During 2011-2012, there was an increase in the amount of advertisements in all media in the country.
15. A Peace Pole, a five (5) feet wooden structure, was installed on each campus and an event was created where multiple people could participate.

The aforementioned facts presented in the report were accomplished. Acknowledging the achievements of the 2008-2013 Strategic Plan and the opportunities and goals which EDP University had in mind for the upcoming years, the 2013-2017 Strategic Plan was developed (Appendix P). The new Strategic Plan focuses on seven (7) Axels. These are comprised of:

1. Strategic Axis I - An educational model for the development of relevant, flexible, efficient and focused-on-learning academic programs, as well as, accredited by the respective organizations. Supported by the interaction and openness to national and international environment programs. The institution provides for a large student participation in classroom and distance education.
2. Strategic Axis II - Comprehensive and inclusive student training ensuring that students are critical, enterprising, competitive and committed to society. Their academic training will promote national and international mobility.
3. Strategic Axis III - The faculty members are competent in their field of study and recognized for their intellectual contributions and participation in national and international networks.
4. Strategic Axis IV - Create, generate and apply knowledge of quality and relevance to the development of fields of study and to the social needs of their environment.
5. Strategic Axis V - Count with an institutional administration whose management is transparent, flexible and effective in its assessment and learning effectiveness of students. Planning becomes systematic and comprehensive, thus providing direction and perspective to educational activities.
6. Strategic Axis VI - The institution will be recognized by the outside community for its contributions to cultural and social outreach programs, as well as, its educational development.
7. Strategic Axis VII - Support the challenges of periodically upgrading and developing its physical and technological infrastructure, its workforce, and their teaching and non-teaching human resources.

EDP University mission clearly states it as a technological and socio- humanistic higher education Institution. It declares being a leader in Arts, Sciences, and Technology, fields in which an educated citizen should be versed. In promoting active learning, the institution is responding to the need for establishing lifelong learning, which modern citizens need. Integral development means that a student who graduates from EDP University will be able to better contribute to society since his or her full potential capabilities have been tapped. EDP aspires to complete Distance Education programs to further advance its commitment in contributing to the education of a global citizen with integrity through all its programs and activities.

As stated earlier, in 2012 a substantive change occurred with the development of online academic offerings related to distance education and the approval by MSCHE. These were: the Associate Degree in Business Administration and the Associate Degree in Nursing (more than fifty percent on line) which responds to internationalization opportunities. The most important substantial change occurred in December 2012, when the Puerto Rico Council of Education granted the change of our Institution's name to **EDP University of Puerto Rico, Inc.** and MSCHE acknowledged and approved it as well. Another substantive change occurred in 2013 when EDP University developed two (2) new Additional Locations. The first one is in Humacao, located in the eastern part of the

Island; and, the second one is in Manati, located in the northern part of the Island. Both Additional Locations offer 50% of the Associate Degrees in Nursing, Physical Therapy, Digital Fashion Design and Computer Programming.

As part of the international affairs efforts which EDP University has made one of its goals, the Institution had the opportunity to host an international conference (Appendix Q). It was held in October 2014, more than 15 countries and over 60 presenters participated in the three (3) day conference. The conference's theme was focused on Educational Leadership and Research towards Education Based on Human Quality. It was a magnificent opportunity to establish academic relationships with different countries. As a result, one of our professors was invited to be part of a five (5) month research in Mexico. A quasi experimental design was developed where third year pedagogy students from UCI University participated in a Sudarsham Kriya Yoga breathing experience as part of their class schedule. Stress hormone tests, grade analysis, questionnaires, and focus group interviews were in place allowing to conclude that this kind of non-traditional and non-cognitive skills were instrumental in managing, stress, resilience and respect for an education with quality. The results were presented in the 2015 Latin-American Convention in Colombia (Appendix R). Also, EDP University has had the chance to participate in student exchange programs.

10. Another benefit of the 2014 International Conference hosted by EDP University was that the Institutional Vice-president and the Associate Vice-president for Institutional Development, Academic Assessment and Research were invited to present their research on the "Out of State" Associate Degree in Nursing Adult Modality (MAGAE) at the 2015 International Health Conference in Spain (Appendix S).

Given EDP's size and complex organization, there are dual roles. After a thorough analysis of these functions it was found that in both campuses these mostly occur between administration and faculty. For example, faculty members have dual roles as administrators in areas such as assessment, program directors and specialists. Administrators, on the other hand can be part-time faculty. Some administrators may have responsibility for various related areas. To preserve the integrity of these dual roles, policies have been created to regulate various functions. An example of these policies is the assignment of courses to administrative staff, which rules the distribution of time to ensure the balance of work between the administrative and academic responsibilities.

EDP University has had great accomplishments and overall development as an institution. The 2008-2013 and 2013-2017 Strategic Plans have contributed to the enhancement of the Institution's major role as an academic alternative in post-secondary education. It continues to face new opportunities for growth in many areas, such as:

Challenges and/or opportunities:

1. Continue fostering activities to ensure awareness among students and the community of EDP College's mission and what it entails, especially now as EDP University
2. Revise all dual institutional roles to validate their effectiveness.
3. The Institution should continue working on the development of the EDP Internet site to promote better communication.

CHAPTER 2 – LEADERSHIP, ADMINISTRATION, AND GOVERNANCE

Standard 4 - The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resources development, consistent with the mission of the institution.

Standard 5 – The institution's administration structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

In order to organize the Periodic Review Report in a logical manner, EDP University will address the Institution's response to recommendations from the previous evaluation followed by the Institution's response to the recommendations made by itself in the 2010-2011 Self Study. These recommendations are a work in progress since some have been managed while others remain a challenge. Each chapter ends with challenges and opportunities that the Institution still faces.

As a result of the 2011 Site visit, the Evaluation Team submitted the following commendations, recognitions, suggestions and/or recommendations:

Suggestions:

1. The Board of Trustees should continue to make use of the resources provided by AGB to address the new duties and responsibilities related to the college's new non-profit status.

Recommendations:

The team concurs with the findings of the self-study and recommends that EDP:

1. Continue to diversify membership on the Board of Trustees to reflect the makeup of its campuses and the communities the Institution serves.
2. Update all policies, procedures and practices to be better aligned with the requirements of a non-profit institution.
3. Develop more formal mechanisms for faculty and student input in governance processes.
4. Seek individuals whose education and qualifications are aligned with the demands of the new evolving and enhanced job responsibilities that result from the Institution's growth in program offerings and facilities.

In the 2010-2011 Self Study, EDP University stated the following recommendations:

1. Continue the process of rigorous assessment of the effectiveness of different areas of the Institution.
2. Establish a system to evaluate the performance of the executive level management.

3. Increase student participation in campus level committees to provide a voice in matters which may affect them.
4. Continue the Board of Trustees participation in AGB meetings.
5. Refine processes for the effective use of the EDP Web pages for communication.

EDP University acknowledges and appreciates the recommendations of the evaluation team and responds as follows: EDP has a governing body of an appropriate size to fulfill all its responsibilities. With the new appointments, the Board is composed of seven (7) men and four (4) women members, all with a vast array of expertise in professional fields such as Accounting, Administration, Marketing, Engineering, Law, Education, Health, and Information Systems, thus reflecting the student body profile. Additionally, among the Board of Trustees there are various members with professional experience in business and industry. (Appendix T)

As a result of the change of the Institution in July 2009, from a for-profit to a nonprofit organization, the governing board has been analyzing and exercising new roles. As part of their ongoing development and assessment all trustees regularly attend the National Conferences on Trusteeship sponsored by the Association of Governing Boards of Universities and Colleges (AGB)(Appendix U). These experiences give them a clearer view of the Board's responsibilities and best practices as a nonprofit educational institution.

EDP has a well-defined governance system that had to adapt to the change as a non-profit organization. With this in mind, the Board of Trustees revisited the bylaws in 2010 to facilitate a productive governance structure and establish the principles that govern the Institution as a non-profit organization. The bylaws outline the duties and responsibilities of the Board of Trustees, Board Officers, the standing committees, as well as their relationship with the President. The procedure for the selection process of its members is also stated in the Bylaws. During the Evaluation Visit, a draft was presented and in the Follow-up Report the new By-laws according to our new non-profit mission (Appendix V); The Commitment of Trusteeship (Appendix W); and, a Conflict of Interest Disclosure Form (Appendix X) were submitted.

To enhance the working relationship between the Institution and the Board of Trustees, meetings are regularly held with the Board and the President. The purpose of these meetings is to provide the Trustees with a deeper understanding of EDP's operations through frequent updates regarding the academic progress of the Institution, enrollment statistics, financial status, community involvement, and governmental relations, among other matters.

New members receive an induction package and orientation from the Board's executive secretary. This formal orientation includes the mission, vision, values, history of the Institution, licensing, accreditation, academic programs, and roles and responsibilities of Board Members, as well as the bylaws. Five (5) standing committees have been established and are incorporated to the Board of Trustees responsibilities: an Academic and Student Affairs Committee comprised of three (3) board members and the Institutional Vice-president, a Financial Affairs Committee composed of two (2) board members and the Financial Vice-president, and a Development and Philanthropy Committee composed of two (2) board members and one (1) administrative officer. The other two (2) committees are the Executive Committee and the Trusteeship Committee.

Since the Team Visit, the Board of Trustees has had three (3) professional retreats (Appendix Y) as means of aligning its policies, procedures, governance, and practices with the requirements of the university's non-profit status. The first one was held from February 10 to the 12, 2012. The main purpose of this Retreat was to establish their 2012 Work Plan for each standing committee. The second retreat was held February 8-9, 2013 to develop the strategic frameworks for the Board's Strategic Plan. Another retreat was held in March 2016, in which the Associate VPs were able to present their accomplishments and future plans accordingly.

EDP's President is responsible for leading the Institution in achieving its goals and the implementation and enforcement of administrative policies. The President will act according to the bylaws of the Institution, the vision, mission and objectives; and, will be responsible for monitoring or enforcing new Institutional policies for the Institution. She is also responsible for the integrity of all the certifications and documents that are submitted to governmental agencies, external auditors, and to the Board of Trustees. The President also represents the Institution in official activities and in accrediting organizations.

The President of EDP, Engineer Gladys Nieves Vázquez has demonstrated that she possesses a combination of an excellent academic background, professional training and other appropriate qualities useful toward the Institutional mission. Ms. Nieves Vázquez holds a degree in Industrial Engineering and Master's Degree in Business Administration. Additionally, she has 18 years of experience as an educator and as a higher education administrator. She represented Industrial Engineers as a Board Member of the Disciplinary and Professional Ethics Committee of the Puerto Rico College of Engineers and Surveyors. She was also the President of the State Rehabilitation Council and an active member of the Puerto Rico Association of Private College and University Presidents, currently the second vice-president, Board member of Universia, and the Private Education Association, and secretary of the Hispanic Educational Technology Services (HETS), among other organizations. Also, the Board of Trustees' evaluation of her performance evidences her leadership capacity as President of the Institution.

Due to the growth of the Institution, EDP University's Central Administration has been strengthened. It is comprised of the President, two (2) Vice-presidents and five (5) Associate Vice-presidents. Dr Marilyn Pastrana is the Institutional Vice-President; and CPA Luis Rivera is the Finance Vice-president. Dr. Alberto Lopez was appointed Associate Vice-president for Accreditation, Licensing, Institutional Assessment and External Funds; Prof. Nydia Rivera was appointed Associate Vice-president for Institutional Development, Academic Assessment and Research; Prof. Sandra Arroyo was appointed Associate Vice-president for Distance Education and International Affairs; Eng. Luis Fuster was appointed Associate Vice-president for Administration and Technology; and, Ms. Marie L. Pastrana was appointed Associate Vice-president for Financial Affairs (Appendix Z). Each Associate Vice-presidency has its corresponding personnel (Appendix AA).

It is important to mention that an Academic Dean for Distance Education was also appointed and a staff was appointed to the Distance Education Deanship (Appendix BB). EDP University's administrative leaders have the appropriate skills, degrees, and training to carry out their functions. The institution also benefits from the fact that all Vice Presidents, Associate Vice-presidents and Chancellors, have grown from several positions within EDP, providing them with the knowledge, experience and overview of the organizational culture.

In addition to a qualified staff, the work of the administrative leaders is supported by an appropriate decision-making system, such as: a) there are committees at different levels of the Institution that allow for the representation and involvement of different EDP constituencies at both campuses. Faculty, staff, and students participate in committees and task forces providing input on the development of Institutional plans, policies and procedures. b) Policy matters are discussed, and input from concerned constituents is sought and pondered. Frequently, this input is gathered using 2-3 days institutional retreats where, according to the issues to be discussed, concerned constituents are invited to participate. c) Once the different perspectives are taken into consideration, the President and the administrators develop and implement Institutional plans, policies and procedures. d) They identify and provide resources and financial support for the achievement of the Institution's goals and objectives.

EDP University has had great accomplishments and overall development as an institution. The 2008-2013 and 2013-2017 Strategic Plans have contributed to the enhancement of the Institution's major role as an academic alternative in post-secondary education. It continues to face new opportunities for growth in many areas, such as:

Challenges and/or opportunities:

1. Creation of endowment funds developed by the Board of Trustees.
2. Establish a system to evaluate the performance of the executive level management.
3. Develop a division of Auxiliary Enterprises within the University that will allow our graduates to have had a practical working experience and simultaneously earn some type of economic income before graduation.
4. Increase student participation in campus level committees to provide a voice in matters which may affect them.
5. Refine processes for the effective use of the EDP Web pages for communication.
6. Establish improvement in policies and procedures on administrative aspects within the five (5) locations of the University, thus facilitating administrative efficiency and systematization.
7. Increase communication among all the constituents of the University in order to allow the collection of institutional and academic data, thus achieving more efficient decision making.

CHAPTER 3 - INSTITUTIONAL PLANNING, RESOURCES, ALLOCATION, AND RENEWAL

Standard 2- An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resources allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3 - The human, financial, technical and physical facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the Context of the institution's mission, the effectiveness and efficient use of the institution's resources are analyzed as part of the ongoing outcomes' assessment.

In order to organize the Periodic Review Report in a logical manner, EDP University will address the Institution's response to recommendations from the previous evaluation followed by the Institution's response to the recommendations made by itself in the 2010-2011 Self Study. These recommendations are a work in progress since some have been managed while others remain a challenge. Each chapter ends with challenges and opportunities that the Institution still faces.

As a result of the 2011 Site visit, the Evaluation Team submitted the following commendations, recognitions, suggestions and/or recommendations:

Commendation:

1. EDP is in a good financial position during a difficult economic climate; new program initiatives and increased enrollments have resulted in improvements to its facilities. Strong leadership and positive financial controls are in place at the college. EDP College is commended for its significant growth under the leadership of President Nieves.

Recommendations:

1. To manage institutional growth as the college continues to move forward continued attention needs to be given to having credentialed staff with expertise in specialized areas and the supporting resources to support the institution going forward in the new areas it is pursuing.
2. To ensure that facilities adequately suit the current and future needs of the academic programs, external resources should be sought to develop a Facilities Master Plan that will address the use of existing space and plans for future facilities.

In the 2010-2011 Self Study, EDP University stated the following recommendations:

1. The Chancellors should expand discussion of the Strategic Plan to increase participation beyond department and office directors, and include more faculty, staff and students.
2. A strategic planning seminar should be offered to all members of the Institutional community, paying special attention to the development of measurable goals, objectives and assessment strategies.

3. Every functional unit plan must be updated on a regular basis according to the Institutional Strategic Plan.
4. Each department must develop assessment measures based on their updated goals, objectives and strategies.
5. The implementation of an Annual Institutional and Academic Assessment Report which consolidates individual departmental achievements and areas for improvement. This report must be shared with the stakeholders of the Institution.
6. Develop alternative sources of income besides tuition revenue, such as the donations by individuals, corporations, and foundations. Secure funds from external sources including government and local agencies..

EDP University is committed to its Mission and assures the achievement of its goals through its Institutional Planning, resources allocation and renewal. Allocation of funds establishes the support needed for the strengthening of student-centered learning. It is able to do so by reviewing recruitment policies of faculty and staff, reviewing the organizational structure, and developing the required capacities of human resources. Furthermore, the development of an innovation and research culture requires human, technological and financial resources.

In order to achieve institutional goals and objectives the physical, human and financial resources were allocated based on the needs identified in both the 2008-2013 and 2013-2017 Strategic Plans for this purpose, each operational unit developed a work plan which identified specific needs. These individual units have an assigned budget that projects the financial resources necessary to achieve the overall operational plan. The frameworks used as indicators to substantiate these physical, economic and human resource requirements, and how they relate to the expectations of the aforementioned Strategic Plans, were: Administrative Evaluations, Job Satisfaction Assessment (October 2015), Mailbox Suggestions, Faculty Evaluations, Purchase Requisitions, Action Plans, and Institutional Retreats, among others. Thus, the Institution can establish priorities in allocating funds.

The Institution conducts a strategic planning process through retreats which include the participation of at least one (1) representative from each concerning area. Concurrently, the Institutional Assessment Plan evaluates the effectiveness of the Strategic Plan and the growth areas of the institution, always promoting the model of student-centered learning.

EDP University has trained the administrator of each department and academic area to manage the allocated budget. The designation of funds for the past Fiscal Years were made based on the average spent over the previous years and considering other departmental budget requests. Requests must be supported with clear and comprehensive work plans to ensure a proper compliance with goals and objectives of the Institutional Strategic Plan. The projected income will be adjusted quarterly based on actual results compared with the budget, if deemed necessary. Departmental budgets will be monitored and managed by head of departments and or deans in conjunction with the Finance Department.

During the last four (4) years, the funds invested addressing human and physical resources, and economic and strategic goals have increased an average of 38%. The areas showing the highest percentage of growth are instruction public services, academic and public services and institutional support with an average increase of 37%. Operation and maintenance of the physical plant and library expenses showed a 31% increase. This increase confirms the institutional interest in meeting the goals set forth in the strategic plan and perpetuates the model based on student-centered academic management.

Table 4: Expense Allocation 2012-2015 Breakdown 1

<u>Breakdown 1</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Instruction	\$3,869,312	\$4,665,443	\$6,013,854	\$6,319,289
Academic support	\$1,724,124	\$1,625,657	\$1,889,650	\$2,330,907
Operation and Maintenance	\$2,419,195	\$2,695,593	\$3,213,100	\$3,216,451

Table 5: Expenses Allocation 2012-2015 Breakdown 2

<u>Breakdown 2</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Institutional support	\$1,550,377	\$1,700,746	\$1,930,571	\$3,051,402
Students Services	\$2,600,352	\$2,964,854	\$3,187,323	\$3,555,955
Depreciations Expenses	\$622,403	\$683,951	\$751,241	\$696,816
Research	\$264,740	\$269,403	\$305,904	\$180,643
Library expenses	\$295,483	\$306,451	\$304,855	\$337,184
Public services	\$176,494	\$179,602	\$203,936	\$214,892

Also, two (2) new additional locations were developed in Humacao and Manati in 2013. The Humacao Additional Location covers the southeastern part of the Island while the Manati Additional Location covers the Northern part. Both Additional Locations offer Associate Degrees in Nursing, Physical Therapy Assistant, Digital Fashion Design and Computer Programming.

New programs are being considered to be offered at these Additional Locations after the appropriate submission and approval of the Puerto Rico Council of Education. Also, the relocation of the Manati Additional Location to a new building is on its way. The success that these additional locations have shown has driven EDP University to open a new Additional Location in Villalba. This additional location will cover the southern part of the Island. Once the Puerto Rico Council of Education has approved this additional location, a Substantive Change Request will be submitted to MSCHE.

Since the Team Visit, the Hato Rey Main Campus and the San Sebastian Branch Campus have had significant infrastructural development. The Hato Rey Campus has developed the most advanced hospital simulation facilities in the metropolitan area. It has a Triage room, two (2) medical evaluation offices, a trauma room, intensive care room, and maternity and pediatrics rooms. It also has a conference and waiting room (Appendix CC). The Hato Rey Campus has created new labs for the Associate Degree in Biotechnology. They have one (1) Microbiology lab, one (1) Chemistry lab and one (1) Biotechnology lab, each with specialized and technological equipment for the students (Appendix DD). The Hato Rey Campus has also developed a Naturopathic Science Lab which

consists of a specialized kitchen with its components for the preparation of food in the Healthy Life Style course which is part of the Master’s Degree in Naturopathic Sciences and is currently establishing a place for student practices (Appendix EE).

Also, a new building across the street from the Main Campus has been purchased to house the School of Design. It will consist of classrooms, design labs and manufacturing facilities. The parking lot has been increased to accommodate 136 more parking spaces. It also has a mini basketball court.

The San Sebastian Branch Campus has bought a new building which will host the School of Design which includes the Associate Degrees in Digital Fashion Design and Interior Design and Decoration (Appendix FF). Years ago, this rented building, across the street from the main building, used to host the Library. It has also purchased a building which will house the School of Nursing and the School of Health. This new building will also have simulated hospital facilities. These facilities will be unique in the west side of the Island.

Acknowledging the fact that fiscal resources cannot depend solely on Title IV funds, in August of 2014, EDP created the Institutional External Funds Office under the Vice-Presidency of Accreditations, Licensing, Institutional Assessment, and External Funds. Prof. Carmen I. Negrón was appointed Institutional Director to oversee the compliance and management of the programmatic and fiscal plans of all the grants subsidized with external funds from federal, state, and/or private entities. She also provides technical, programmatic, and fiscal support to the directors and/or coordinators of each grant when needed. While providing support to the existing grants, Prof. Negrón researches, advises, and assists in the preparation of new and continuing proposals, and assists the AVP in all matters as required. During the past five (5) years, EDP University has received eight (8) grants, and has additional proposals under evaluation for approval from different entities. The aforementioned programs and the awards granted are:

Table 6: Grants

Grant	Year	Federal/State	Amount
Title IV-B, 21 st Century Community Learning Center, Hato Rey Campus	2011 to 2014	Federal	\$880,283.00
Title IV-B, 21 st Century Community Learning Center, San Sebastián Campus	2014 to present	Federal	\$3,753,387.00
National Science Foundation S-STEM Scholarships	2012 to present	Federal	\$703,658.00
STEM, Biotechnology in a collaborative agreement with the Interamerican University (Barranquitas)	2011 to present	Federal	\$1,136,965.00
Title I-A – Workshops for Parents	2014 to present	Federal	\$55,907.00
Title II Adult Education and Family Literacy Act - <i>Programa de Educación para Adultos</i> (PEA) Civics Adult Education	2013 to present	Federal	\$130,191.00
Title II Adult Education and Family Literacy Act - <i>Programa de Educación para Adultos</i> (PEA) Conversational English and Act 217 (HS Equivalency Exam Review)	2015 to present	Federal	\$117,632.00
Legislative Funds for Community Impact	2013 to present	State	\$52,000.00
Total			\$6,829,423.00

Although this is fairly new to the Institution, the Institutional External Funds Office has been able to raise over six (6) million dollars in only three (3) years. Great efforts are being placed in order to help faculty and academic schools to apply for grants.

Another great achievement during the past five (5) years has been the establishment of the Institutional Default Rate Detection Office. Several strategies have been put in place, such as: providing workshops to students on how to manage, pay, and minimize their student loan debt; collect data from different agencies that manage student loans in order to see the level of arrears, and follow up on students; make conference calls with the student and the agency to agree on installment payments; and, sending letters and e-mails to students notifying their debt status as per the agencies that manage their loans, among others. The results have been positive. In 2012, the Institutional Default Rate was 22% and it is now 4% as shown in the following table.

Table 7: Default Rate

	2012	2013	2014	2015
Hato Rey	22%	20.8%	17%	4%
Humacao				
Manatí				
San Sebastián				

Even though Puerto Rico has been having problems with its economy and its population leaving the Island, EDP has been able to maintain a stable number of admitted students. The creation of new academic programs and its retention rates have helped establish a healthy fiscal status. Its enrollment has been increasing through the years as shown in the following table:

Table 8: Enrollment Hato Rey Campus

	2011	2012	2013	2014	Total
Adults	108	91	175	82	N/A
Regular	344	393	598	605	N/A
MAGAE	69	100	94	174	N/A
Total	521	584	867	861	2,833

Table 9: Enrollment San Sebastian Campus

	2011	2012	2013	2014	Total
Regular	392	403	458	429	N/A
MAGAE	115	196	101	115	N/A
Total	507	599	559	544	2,209

EDP University has had great accomplishments and overall development as an institution. The 2008-2013 and 2013-2017 Strategic Plans have contributed to the enhancement of the Institution's major role as an academic alternative in post-secondary education. It continues to face new opportunities for growth in many areas, such as:

Challenges and/or opportunities:

1. The Chancellors should expand discussion of the Strategic Plan to increase participation beyond department and office directors, and include more faculty, staff and students.
2. Every functional unit plan must be updated on a regular basis according to the Institutional Strategic Plan.
3. Develop alternative sources of income besides tuition revenue, such as the donations by individuals, corporations, and foundations. Secure funds from external sources including government and local agencies.
4. Rapidly identify growth and diminishing patterns that will allow us to take administrative actions.
5. Stabilize enrollment under difficult times to assure continuity and growth of EDP.

CHAPTER 4 - STUDENT ADMISSION AND RETENTION, AND SUPPORT SERVICES

Standard 8 -The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuits of the students' educational goals.

Standard 9 -The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

In order to organize the Periodic Review Report in a logical manner, EDP University will address the Institution's response to recommendations from the previous evaluation followed by the Institution's response to the recommendations made by itself in the 2010-2011 Self Study. These recommendations are a work in progress since some have been managed while others remain a challenge. Each chapter ends with challenges and opportunities that the Institution still faces.

As a result of the 2011 Site visit, the Evaluation Team submitted the following commendations, recognitions, suggestions and/or recommendations:

Suggestions:

1. As the institution grows, careful consideration needs to be given to the development of programs and activities that can be developed to address student issues in a systematic manner. The team suggests that the college:
 - a. Develop publications that outline the financial aid process in clear steps and include guidance regarding the process for identifying and applying for merit and need based aid available from outside organizations and agencies.
 - b. Develop policies that would allow students access to a limited amount of funds prior to financial aid disbursement.
 - c. Identify a reliable and consistent funding source for the Emergency Financial Aid Committee's activities.
 - d. Review how data can inform the development and modification of enrollment and retention efforts and develop processes to store that data and access it through the student information database. This type of analysis will allow EDP College to transform the industry practices currently in place into programs tailored to the validated characteristics unique to the students of EDP.
 - e. Develop benchmarks of effective advising and implement measures to monitor both effectiveness and satisfaction with advising to ensure that this community approach to advising continues to support the students appropriately.
 - f. Review publications of policies and procedures relevant to students using a student view to ensure the information is easy to find and understand from the student perspective.

Recommendations:

1. EDP provides a learning environment that demonstrates commitment to its students and is caring and nurturing. To enhance and strengthen the support services and related efforts the team recommends that the college:
 - a. Further develop and document the process and criteria for accepting transfer credits including information regarding the circumstances under which courses are likely to be accepted.
 - b. Develop and disseminate information related to campus safety including information regarding the level of security provided on each campus, the practices used to alert the campus of incidents of crime, the crime prevention programs in place, the process the college employs for addressing incidents of violence or sexual assault, and the rights of victims of crimes in the college's discipline process to enhance the continued effort to provide a safe campus environment.
 - c. Provide information regarding institution wide assessments and student achievement of learning outcomes in a format that is accessible to students and applicants.

In the 2010-2011 Self Study, EDP University stated the following recommendations:

1. Review institutional retention initiatives, analyze current practices, establish benchmarks surrounding retention efforts, and formalize processes to enhance the role that service units play in academic support initiative across all programs.
2. Conduct an in-depth analysis of the impact that Student Support Services have on student academic performance, particularly with undergraduate students.
3. Include institutional competencies and expected academic outcomes in the information package for applicants and students.
4. Continue developing the web portals where all services will be available to students through a single-sign-on (SSO) solution on a 24/7 basis.
5. Find viable ways to provide childcare services at the San Sebastian campus

EDP University aims to admit students whose interest, goals, and abilities are congruent with its Mission. Students, who strive to develop in the technology, administration, design and/or health academic sectors, find up to 40 programmatic offerings that cater to these particular areas of study. The Institution's academic offerings are tailored to meet the needs of a wide variety of students. These include regular daytime and evening learners, working adults, and online learners while serving both in and out of state students. They are provided with an array of degree granting programs offered in modalities that best serve their particular needs. An essential part of institutional retention efforts is the priority given to a comprehensive development of its student population through activities and services that complement classroom learning experiences. The mission pronouncement explicitly states a commitment to an integral development of the student as he or she is the center of the

educational endeavor. With this in mind, the Institution promotes a unified collaboration across all its support service units.

A variety of strategies are in place to call upon student’s attention towards the institution’s offerings. For example, high schools potential students are enticed during school visits, fairs, and special events specially designed for them. Adults and other nontraditional prospects are encouraged through the web page, press and strategic visits and events. For the new hybrid degree modality in nursing, students learn of the Institution’s mission and its offering through special events and visits to different states. In 2015, the university administration decided to establish a relationship with the nationally recognized advisory consultant Noel-Levitz to work with a Recruitment Plan (Appendix GG) and a Retention Plan (Appendix HH). During these years, several committees have been created to work along with the consultants. In 2012, the Recruitment Plan was finished and put in place. Some of the strategies of the Recruitment Plan are:

Table 10: Recruitment Strategies

Recruitment Strategies	
High School Visits	Graduations
College Days and College Nights	Summer in High Schools
Career Days	Educational Fairs
Fact Tables	Health Fairs
Conventions	Visits to Public Housing
Yearly Festivals	Social Networks (Facebook)
Town Festivals	Refer and win a Visa Card
Shopping Malls	Emails
Communication Flow Charts	<i>Parrandas Navideñas</i>
Open House	College Board
Honors Day	Automated Calls

The Institution is embedded in a student centered cycle that begins the moment the student shows interest in the academic offerings and continues until he or she graduates and is set-up within the employment market. Financial aid alternatives, including academic rights and responsibilities, are accurately and comprehensively provided for students through the Financial Aid Office.

The student life cycle is followed through the implementation of the administrative database, Campus Vue, which keeps a record of student activities. The Campus Vue database system is composed of six (6) modules, beginning with Promotion and Marketing and ending with Career Services. In order to go from one module to the next, all requirements of the previous one must be completed. This means that the system enables a student from accessing the registrar’s module until he has concluded the admissions process. This way the institution knows that all students have had the proper advising and documents delivered. The registrar’s module captures and protects the integrity of the students’ academic history, thus permitting counseling and advising follow up.

As of Fall 2015, the Institution has catered to 2,834 students: 1,716 attending the Hato Rey Campus (Manati and Humacao Additional Locations) and 1,138 the San Sebastian Campus. A new gender composition was noticed in the Hato Rey Campus. Before 2006, the majority of the enrollment was composed of men. This new shift within the student population comes hand in hand with new programmatic offerings such as, Digital Fashion Design, Interior Design and Decoration, Nursing and Physical Therapy Technology.

Table 11: Hato Rey Campus Enrollment (Includes Manati and Humacao Additional Locations)

Undergraduate	Fall 2012-13	Fall 2013-14	Fall 2014-15
Men	399	440	472
Women	742	835	994
Total	1141	1275	1466

Graduate	Fall 2012-13	Fall 2013-14	Fall 2014-15
Men	29	43	52
Women	28	30	50
Total	57	73	102

	Fall 2012-13	Fall 2013-14	Fall 2014-15
Humacao	N/A	140	150
Manati	N/A	163	179
Total	N/A	303	329

Table 12: San Sebastian Campus Enrollment

Undergraduate	Fall 2012-13	Fall 2013-14	Fall 2014-15
Men	849	850	367
Women	296	345	701
Total	1145	1195	1068

Graduate	Fall 2012-13	Fall 2013-14	Fall 2014-15
Men	N/A	N/A	4
Women	N/A	N/A	36
Total	N/A	N/A	40

EDP University has been working hard to develop new strategies to continuously improve its retention rate. One of the most successful retention strategy has been Project VIDA (Spanish Acronym for Intellectual Liaison for Personal and Academic Development). Students become part of a first year experience containing curricular integration, student development and support services. Project VIDA organizes the educational experience to foster conditions that will help first time freshmen visualize and work towards their academic and personal success. Three (3) major characteristics define this project. The first characteristic is the student support services in which the Dean of Student Affairs and the Dean of Academic Affairs keep track and guide students until their sophomore year of college. This component includes tutoring services and counseling. The second characteristic is the development of personal growth and resilience through systematic visualizations and affirmations. The third element introduces changes to the curricular activities. Courses are organized in block schedules so that the student can experience an integrated curriculum. Students are organized in working groups in a research project which promotes active significant learning. During the Research Project, student must follow all the steps pertaining an actual investigation ending with an oral presentation of the findings. They also include the use of technology during their presentation. At the end of the semester the three (3) best projects are recognized. Included is a table illustrating awarded research projects.

Table 13: Awarded VIDA Student Research Projects

	Hato Rey's Campus Awarded Group Research Projects Themes	San Sebastian's Campus Awarded Group Research Projects Themes
2011	<p>Spring: 1st:Anabolicos 2st:Obesidad infantil 3st:Las redes sociales</p> <p>Summer: 1st:El impacto de la tecnología y la redes sociales en la juventud 2st:Historia de la Moda 3st:Cómo afecta el divorcio en los niños</p> <p>Fall: 1st:La Homofobia 2st:El suicido 3st:El efecto de las bebidas energizante</p>	<p>Spring: 1st:La Deserción Escolar 2st:Obesidad en los niños 3st:Cómo afecta la música en los jóvenes</p> <p>Summer: 1st:Animales en peligro de extinción 2st:Body Piercing 3st:Violencia Doméstica</p> <p>Fall: 1st:Plantas Medicinales 2st: El estrés y su manejo exitoso frente al reto de los exámenes.</p>
2012	<p>Spring: 1st:Violencia de Género 2st: El uso de la tecnología en el salón de clase. 3st: El Aborto</p> <p>Summer: 1st:El Alcoholismo 2st: Adopción “antes, en, después” 3st: Diferentes tipos de drogas</p> <p>Fall: 1st: “Ipod” devuélveme a mi hijo 2st:Problemas en las vías respiratorias por contaminación del aire 3st:El uso de sustancia controlada</p>	<p>Spring: 1st:Cuánto cuesta enfermarse en Puerto Rico 2st:School Bullying 3st:Adicción a las Redes Sociales</p> <p>Summer: 1st:Animales extinguidos 2st:Agresión sexual 3st:</p> <p>Fall: 1st:Stress Universitario 2st:El cuidado de los envejecientes 3st:Racismo en Puerto Rico</p>
2013	<p>Spring: 1st:El bullying en escuelas elementales 2st: Solar Roadway 3st: Las Drogas Legales</p> <p>Summer: 1st: Enfermedades de Transmisión Sexual 2st:Violencia Domesticas 3st: Protegiendo nuestro planeta</p> <p>Fall: 1st:El impacto de la tecnología 2st: Ayuda al paciente geriátrico 3st: La medicina preventiva para las embarazadas</p>	<p>Spring: 1st:Nuevas Modalidades en los jóvenes 2st:Rescate vehicular, estricción 3st:Parto natural vs. Cesaría</p> <p>Summer: 1st:Obesidad Infantil 2st:Extraterrestre 3st:Sucidio</p> <p>Fall: 1st:Historia de la computadora 2st:Plagio 3st:Historia del Auto</p>
2014	<p>Spring: 1st:La obesidad infantil 2st: Calentamiento global 3st:La deserción universitaria</p> <p>Summer: 1st:Eutanasia</p>	<p>Spring: 1st:Enfermedad de la piel 2st:Nuestro Planeta</p> <p>Summer: 1st:Nueva Tecnología</p>

	2 st :El impacto de la Tecnología 3 st :Evaluacion de la niñez Fall: 1 st :Esclavos de la tecnología 2 st : Puerto Rico como punto de la moda en el Caribe. 3 st :El cyber bullying	2 st :Bebes Prematuros Fall: 1 st :Escarificación 2 st :Legalización vs. Despenalización 3 st :Tatuaje
2015	Spring: 1 st :El maltrato infantil 2 st : Principales Enfermedades Cardiovasculares 3 st :El robo cibernético Summer: 1 st :La homosexualidad: la dura realidad 2 st :Los beneficios de los ejercicios en la tercera edad 3 st : La Diabetes en la tercera de edad Fall: 1 st :La enfermería en Puerto Rico 2 st :Hospital del Niño 3 st : Los deambulantes en Puerto Rico	Spring: 1 st :La sequía en Puerto Rico 2 st : La Homophobia 3 st :El alcoholismo Summer: 1 st :Adicción a los videos juego 2 st : Pena de Muerte 3 st :Alimentos Franquestain Fall: 1 st :Diabetes 2 st :Discrimen en Puerto Rico 3 st :Deteriodo de valores en los jóvenes

This initiative creates the necessary conditions for the students to develop valuable competencies for their insertion into the 21st century society. An 89% retention rate was monitored for the Institution’s 2014 cohort. The results of the impact of this project was presented in the 2015 Ruffalo Noel-Levitz Convention in Boston (Appendix II). The retention rates from EDP University were compared to those of other universities in Puerto Rico as shown in the following table:

Table 14: Comparison of EDP University’s Retention Rates with the University of Puerto Rico Campuses

College	Measure	State	City	Type
University of Puerto Rico-Rio Piedras Campus	92.0 %	Puerto Rico	San Juan	Public
EDP College of Puerto Rico Inc	89.1 %	Puerto Rico	San Juan	Private, not for Profit
University of Puerto Rico-Bayamon	88.1 %	Puerto Rico	Bayamon	Public
University of Puerto Rico-Humacao	88.0 %	Puerto Rico	Humacao	Public
University of Puerto Rico-Mayaguez	87.4 %	Puerto Rico	Mayaguez	Public
University of Puerto Rico at Cayey	83.3 %	Puerto Rico	Cayey	Public
University of Puerto Rico-Carolina	82.8 %	Puerto Rico	Carolina	Public
University of Puerto Rico-Arecibo	81.7 %	Puerto Rico	Arecibo	Public
University of Puerto Rico-Aguadilla	81.1 %	Puerto Rico	Ramey	Public

Public System

Table 15: Comparison of EDP University’s Retention Rates with other universities in Puerto Rico

College	Measure	State	City	Type
EDP College of Puerto Rico Inc	89.1 %	Puerto Rico	San Juan	Private, not for Profit
American University of Puerto Rico	81.5 %	Puerto Rico	Manati	Private, not for Profit
Pontifical Catholic University of Puerto Rico-Mayaguez	79.9 %	Puerto Rico	Mayaguez	Private, not for Profit
American University of Puerto Rico	78.4 %	Puerto Rico	Bayamon	Private, not for Profit
Pontifical Catholic University of Puerto Rico-Arecibo	76.4 %	Puerto Rico	Arecibo	Private, not for Profit
Inter American University of Puerto Rico-Arecibo	75.6 %	Puerto Rico	Arecibo	Private, not for Profit
University of Sacred Heart	74.3 %	Puerto Rico	Santurce	Private, not for Profit

Private System

Retention and graduation rates are one of the institutional assessment variables that reflect the effectiveness of the mission. The following tables show the retention and graduation rates for the past four (4) years.

Table 16: Retention Rates Hato Rey (Includes Manati and Humacao Additional Locations) and San Sebastian Campuses

Hato Rey	Fall 2012-13	Fall 2013-14	Fall 2014-15	Fall 2015-16
Full Time	89%	53%	71%	64%
Part Time	69%	60%	33%	N/A
San Sebastian	Fall 2012-13	Fall 2013-14	Fall 2014-15	Fall 2015-16
Full Time	60%	50%	100%	91%
Part Time	11%	N/A	100%	100%

Source: IPEDS

	Fall 2012-13	Fall 2013-14	Fall 2014-15	Fall 2015-16
Hato Rey	72%	70%	74%	N/A
San Sebastian	79%	74%	77%	N/A

Source: Annual Institutional Report (AIR)

Table 17: Graduation Rates Hato Rey and San Sebastian Campuses (Includes Manati and Humacao Additional Locations)

	Fall 2012-13	Fall 2013-14	Fall 2014-15	Fall 2015-16
Hato Rey	18%	29%	25%	27%
San Sebastian	23%	28%	19%	18%

Source: IPEDS

As mentioned before, the University decided to establish a relationship with the nationally recognized advisory consultant Ruffalo Noel-Levitz to work with a Recruitment Plan and a Retention Plan. For our Institutional Retention Plan, we have considered the four (4) components of the university: 1) Proyecto Vida; 2) Academic Advising; 3) A Student-Centered, Life Cycle Approach; 4) Intervention

with EDP University data relating to student withdrawal and failure. The Institutional Retention Plan is still in progress although some strategies are already in place. Its major components are the following:

1) Proyecto Vida, is a strategic teaching and learning project created in 2009 by academic leaders at EDP University that aims to ensure that all our first-year – first-time freshmen in university students are provided with a guided learning experience. It is no secret that the first year of a student’s life at the university poses particular challenges for both the student and the Institution. The overall aim of Proyecto Vida is to create student-centered initiatives that improves first year student’s experiences. The learning environment is accomplished by key elements which have been consistently applied since 2009 in the project: building connections between student-faculty and services office (staff); addressing academic skills during the Successful University Life course, used to plan student and academic activities for the specific student profile; an active institutional participation in prevention and education activities; and a special academic advising linked to the curricular block structure designed for participating Proyecto VIDA students. The results are significant. For the first semester of fall 2015, 82% retention rate out of 132 students was monitored for the 2015 cohort at the Hato Rey Campus. However, further investigation will be conducted to develop and improve internal processes of communication and attain higher levels of student engagement.

2) Academic advising is the second retention strategy. The main characteristic of this strategy is that the students have the opportunity to have one-on-one interaction with a representative of the Institution. Our consultant, Ruffalo Noel Levitz, visited our Strategic Enrollment Committee to evaluate academic counseling in 2012. Although the San Sebastian Campus started this strategic activity it was quickly adopted by the Hato Rey Campus. Academic advising has resulted in a bridge between student expectations and the realities of the educational experience. The strategies for retention include:

- a) Identifying professors by academic schools and programs;
- b) Each advisor/consultant has a maximum of 30 students for review and direct service
- c) Three (3) hours a week of consultation to connect with the needs of students;
- d) Advisors work with the academic program to facilitate completion;
- e) Advisors receive a compensation of \$250.00 for each semester (January-May and Aug December); they work in enrollment with management and keep record of interventions;
- f) Promote the adjustment of freshman students to university life.
- g) Give every student the opportunity to obtain the best financial aid assistance available.
- h) Provide students the opportunity to be involved in activities that promote their development and sense of belonging.
- i) Develop an academic advising process that contributes to students successfully finishing the degree within the stipulated time.

3) A Student-Centered, Life Cycle Approach: the Strategic Enrollment Committee of EDP University regard a student lifecycle approach that recognizes and supports diversity and social inclusion. This means a retention strategy that places students at the center of interventions from the point of initial contact with the University and the early stages of orientation and transition to university study, succeeding in their academic studies, through to the point of graduation. It is an important goal for EDP University to establish compulsory “Orientation Sessions” of one-day events for first-year student or transfers. These “Orientation Sessions” will be a retention strategy by itself. It will welcome students to EDP University and engage them with the academic life of the University and the opportunities, responsibilities and resources of the university life.

4) The fourth retention strategy is composed of intervening with EDP University data relating to student withdrawal and failure. A Strategic Enrollment Planning Committee was initiated in late 2014, and has had four (4) meetings through 2015, to discuss the project and share information about data collection efforts and results. The quality of implementation of initiatives and their outcomes are monitored and evaluated. For example, during the most recent meeting, the Committee reported a comparison of the incoming GPAs of students in 2014 compared with 2012. It increased from 2.78 in 2012 to 2.90 in 2014. A table was created with historic enrollments by academic program and level; committee members added projections for future terms based on trends; the Committee established a rubric for working with data from the Hato Rey campus, first, and then worked on tables for San Sebastian. A decision was made to shift how each campus identifies the various populations and creates reports that break out each group (traditional students, adult modality students, and the MAGAE ‘Out of State’ cohort) for greater accuracy in tracking enrollments.

Our goals for retention to develop going forward from 2016 are the following:

- Develop a plan for students in danger of failing
- Report of mid-term grades available to students, academic advisors, counselors, program directors.
- Analyze the results of the 2016 Student Satisfaction Inventory.
- The program director will implement an action plan, developed by the Dean of Academic Affairs, for students in danger of failing.
- Recruit former students to complete their degree.
- Contact students that have transferred to another institution during the past year, encourage them to return. (Calls, letters, and emails)
- Use the National Student Clearinghouse.
- Utilize data from the counselors exit interviews.
- Develop a plan for when 25% or more of students drop a class.
- Offer a three-hour orientation course before the beginning of the semester.
- Develop and implement a plan to improve the responsibilities and impact of the academic advisors.
- Utilize the New 2016 Student Satisfaction Survey results
- Develop a requirement that remedial classes of English, Spanish, and Math require regular tutoring.

New Student Satisfaction Surveys (Appendix JJ) and Employer Satisfaction Surveys (Appendix KK) have been created. These are available online to facilitate the process of receiving the necessary input.

In order to keep track of student employment rate, the Placement Office Director keeps communication channels with graduates every six (6) to twelve (12) months. They also offer help by organizing Resume Writing Workshops, Interview Workshops, Job Fairs, and Internship Programs. Organize students discussion groups with professional speakers related to their fields. This provides them with current information and issues, answer any concerns the student might have.

Table 18: Student Satisfaction Rates Hato Rey (Includes Manati and Humacao Additional Locations) and San Sebastian Campuses

	2012	2013	2014	2015
Hato Rey	95%	95%	95%	96%
San Sebastian	100%	98%	99%	94%

Table 19: Student Placement Rates Hato Rey (Includes Manati and Humacao Additional Locations) and San Sebastian Campuses

	2012	2013	2014	2015
Hato Rey	57%	45%	40%	40%
San Sebastian	76%	60%	42%	45%

The Institution provides support services necessary to enable each student in pursuing his/her goals. These services include admissions, financial aid, bursar, and registrar offices; academic advising, counseling, peer tutoring, career placement services; student organizations; and community and cultural activities. An Information System Center, with an open lab for students, and an Information Resources Center (library) are available at each of the campuses. All of these services assist students throughout their student life cycle. Furthermore, security services are in place making the campus a violence and crime-free environment.

Continuing to improve Student Support Services, the Center for Academic Development or CAA for its Spanish acronym initiated its operations in the Fall of 2014 at the Hato Rey and San Sebastian Campuses. Though tutoring has always been a priority at EDP University-wide, this Center pursues the goal of helping students through their path toward overall successful academic performance (Appendix LL). A fully equipped room with state-of-the-art computers and software, and seating facilities was set up near the Student Services Area of the main building. Some of the tutoring sessions take place in the laboratories in the main campus, and Tutors are assigned to the other additional locations (Manatí and Humacao). High achieving students with unique competencies in their areas are carefully selected to serve as Tutors. In addition to their academic excellence, the CAA provides a variety of tutoring methods, such as: peer tutoring, one-on-one, e-mail chats, Q&A Sessions, review of study material for exams, study groups, demonstrations, and workshops. The following tables show the amount of students served at the Center for Academic Center for the past four (4) years.

Table 20: Students served at the Center for Academic Support at the Hato Rey Campus (Includes Manati and Humacao Additional Locations)

Hato Rey Campus	
Year	Number of Students
2013	445
2014	964
2015	861
2016	361

Table 21: Students served at the Center for Academic Support at the San Sebastian Campus

San Sebastian Campus	
Year	Number of Students
2013	212
2014	270
2015	288
2016	154

Another student support service offered by EDP University is Kids @EDP. It is a child care center originally located only at the Hato Rey Campus. This center was developed to assist students with small children. It has been instrumental in encouraging more working mothers to finish their academic degrees at EDP. The need to offer this type of service at the San Sebastian Campus was identified in the 2011 Self Study, and in 2012, Kids @EDP began offering its services to the San Sebastian student population (Appendix MM).

EDP University has established guidelines governing student complaints and grievances. The policies are available to all students in the Student Handbook (Appendix NN). Some of the areas stipulated in relation to student complaints and/or grievances are categorized and handled accordingly: academic or grade grievances, administrative grievances, and administrative grievances against a faculty or staff member. The Dean of Student Affairs in each campus is responsible for keeping record of student complaints or grievances.

EDP has established policies and procedures for collecting, filing, maintaining, and updating student information. This process begins at admission and continues throughout the student's academic cycle. Access to student records is controlled by the standards of the Family Educational Rights and Privacy Act (FERPA). Only authorized personnel have access to this information and electronic records. Electronic records follow a privileged protocol in Campus Vue. Physical student records are stored in secured locations, such as the Registrar's vault, and flood and fireproof file cabinets. They are also secured in external locations that comply with security measures.

EDP University has developed policies which declare the Institution as one free of drugs, alcohol, tobacco and violence. For years, it has actively participated in the crusade against the use and abuse of drugs, alcohol, and violence (CRUSADA). It also prepares a Biennial report where data is collected on the specific activities that campuses carry out for this purpose. Furthermore, a new Institutional

Compliance Officer has been appointed. Among the responsibilities are develop, manage and handle the related effort to comply with the following regulations or programs (federal and local):

- Title IX (CFR TITLE 34, Subtitle B, Chapter I, Part 106)
- Drug and Alcohol Abuse Prevention (Drug- Free Schools and Campuses Regulations (EDGAR) Part 86)
- Federal Compliance – MSCHE
- ADA & Technology Accessibility: Steps to Ensure Campus Compliance
- Standard protocol for Suicide Prevention
- Campus Violence Protocols
- Sexual Harassment Prevention

Students learn of the academic progress policy from the institutional catalogs and the student handbook. Students are also instructed on this important issue through their induction process at the Successful University Life course (VUE 1101). Moreover, an Academic Progress Committee is in place. At least once every semester, the committee meets to examine data about students at risk. They are promptly summoned and followed up. Recently, the Committee revised the Academic Progress Policy due to changes in the credit hours in various programs (Appendix OO).

At EDP, Financial Aid is a student support service in which they tend to express a high level of satisfaction with its services. Procedures for determining eligibility are strictly guided by the Federal Department of Education regulations, and other higher education regulatory organizations. The effectiveness is evidenced in the Annual Compliance Audit Reports.

The most recent student support system that has been put in place is the one pertaining to distance education learners. All students should be able to access all the necessary services that enable them to achieve their academic goals. Campus Vue is an educational oriented database that mirrors all support services during the lifecycle of a student enrolled at EDP University. Since going live, in the summer of 2009, there have been capacity building initiatives for all staff including the faculty. The use of Campus Vue database infrastructure at its full capacity enables EDP University to foster one of its strategic plans goals: include international experiences in the curriculum to develop attitudes in students that will allow them to be successful in a diverse, globalized, multicultural and changing world.

The 21st century student may be considered a challenge to traditional education as a new generation has grown into a technological, global, and immediate information society. The Institution focuses on the integral development of the student in its mission to develop a technology oriented person with socio humanistic values. In this way, it has not changed and keeps on pursuing its mission. The Institution provides extensive services to all students contributing to their holistic development, including but not limited to: academic support, tutoring, accessibility, testing, counseling, and career services, also to distance education students. The Associate Vice-presidency for International Affairs and Distance Education created the Academic Deanship for Distance Education to provide support to students and faculty in developing on-line academic offerings that demonstrate excellence in education.

The personnel who work in this area are: the Distance Education Academic Dean, the Distance Education Academic and Student Director, a Coordinator and two (2) “Help Desks”. All offer technical support to the students as required, but the primary contact to offer technical support to the

students is the “Help Desk”. They receive petitions by referrals and student visits, by telephone during office hours, and 24/7 by email (helpdeskdistanceeducation@live.edpuniversity.edu). By email the student receives response within 24 hours. Students and faculty are provided with an institutional e-mail. This tool allows students to search for the professor and student addresses, no matter the campus or additional location. This way, the student who wishes to communicate with their on-line course may do it in an easy and convenient way.

The Institution put in place two (2) platforms in order to support the services offered to our students and to provide distance education. The first online enrollment procedure was successfully piloted in May 2010. By January 2011, it was fully implemented. While, Moodlerooms is a Learning Management System that the Institutional use to provide distance education courses. Since 2013, access to all online courses is controlled by the use of single sign-on between Campus Vue and Moodlerooms platform. The single sign-on authentication used by the Campus Vue Integration is Access ID authentication.

Distance Education Policies Handbook includes administrative and philosophical policies, educational, student, academic and legal integrity (Appendix PP). The Handbook was aligned with the guide of Middle States Commission on Higher Education and the Puerto Rico Council of Education guidelines for distance programs. Then Distance Education Academic Dean is in charge of their orientation and the required training to teach in virtual environments. The training is offered face to face and also online. The Moodleroom Handbook (Appendix QQ) for students is a guide that contains information about the equipment requirements that the students need, and the handling and navigation by the platform of on-line courses. In addition, the document's dissemination of distance education includes requirements that the student must have if taking on-line courses. EDP University, in its commitment for academic integrity, has used, for several years, a commercial program in order to identify similarities in the student's papers.

Another student support service is the Counselling Office which offers information, professional advice, counseling concerning the different aspects of a study career. A professional counselor is available for confidential counselling for students who cope with study problems because of personal distress; (pre)exam nerves, strain, fear of failure, relational problems, self-assertion, home sickness, depression. Also, a licensed psychologist is available. This service is at the disposal of all students, prospective students or anyone else interested in studying at EDP University.

The Student Affairs and the Academic Affairs Deans collaborate in the development of all the students' activities. They help in the development of their personal and social responsibilities as well as an ecologic conscience thus enabling them to shape the world, in which they must live, interact, and transform. Workshops, conferences, student organizations, recycling and leadership forums, art expositions, and fashion shows are some examples of the co-curricular, social and educational activities that students are exposed to. They not only participate in these activities but many times have the opportunity to design and develop the events themselves with institutional support. Community services orientations are frequently available to students in conferences from the police and the government, among others. Job fairs, Puerto Rican Week, Constitution Day, Education Week, Professional Department Weeks and Library Week, are other activities that support student learning and fulfillment of EDP's Mission and Vision.

Finally, taking into consideration that more nontraditional students are trying to achieve an academic degree, EDP University has created the Prior Learning Assessment (PLA) Office (Appendix RR).

Through various assessment strategies: such as: portfolios, special projects and demonstrations, among others, EDP has given students in areas such as: interior design, information systems and business administration the opportunity to advance in the goal of acquiring an academic degree based on their competencies. Since the name change in 2013 to EDP University of Puerto Rico, Inc. all of the student, academic and institutional policies have been revised, updated and placed on the University's website. The Student Handbook was also revised as of January 2016. The Undergraduate and Graduate Catalogs have been revised. (Appendix SS)

EDP University has had great accomplishments and overall development as an institution. The 2008-2013 and 2013-2017 Strategic Plans have contributed to the enhancement of the Institution's major role as an academic alternative in post-secondary education. It continues to face new opportunities for growth in many areas, such as:

Challenges and/or opportunities:

1. Increase retention numbers.
2. Increase graduation rates.
3. Continue reinforcing marketing and promotional activities.
4. Identify a reliable and consistent funding source for the Emergency Financial Aid Committee's activities.
5. Develop benchmarks of effective advising and implement measures to monitor both effectiveness and satisfaction with advising to ensure that this community approach to advising continues to support the students appropriately.
6. Continue developing the web portals where all services will be available to students through a single-sign-on (SSO) solution on a 24/7 basis.
7. Develop an innovative community support and service model for our students.
8. Have the "Out of State" Associate Degree in Nursing Adult Modality (MAGAE) grow numerically, and be recognized as an efficient project through its retention and graduation rates.

CHAPTER 5: EDUCATIONAL OFFERINGS, GENERAL EDUCATION AND RELATED EDUCATIONAL OFFERINGS

Standard 11 – The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12 – The Institution’s curricula are designed so that students acquire and demonstrate college level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13 – The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

In order to organize the Periodic Review Report in a logical manner, EDP University will address the Institution’s response to recommendations from the previous evaluation followed by the Institution’s response to the recommendations made by itself in the 2010-2011 Self Study. These recommendations are a work in progress since some have been managed while others remain a challenge. Each chapter ends with challenges and opportunities that the Institution still faces.

As a result of the 2011 Site visit, the Evaluation Team submitted the following commendations, recognitions, suggestions and/or recommendations:

Commendation

1. The team commends EDP for the hard work of its faculty, administration and staff. The education of the students is of utmost importance to every employee to whom we spoke.

Recommendation:

1. The team recognizes that the rigor, depth and breadth of the general education courses increase sequentially. The team recommends that the college continue its review and assessment process to further strengthen this area.

In the 2010-2011 Self Study, EDP University stated the following recommendations:

1. Although EDP offers seminars and workshops in the area of information technology, it needs to continue to promote and foster a culture of Information Technology among all constituents of the Institution.
2. Perform a curriculum review to identify which programs and/or certificates can be offered under the Distance Education modality.
3. Local and national accrediting requirements should continue to be incorporated in course design to implement Distance Education programs as stated in the Institutional Strategic Plan.
4. Continue to train faculty, staff, and students in the use of technology.

5. Although the academic programs have designed plans to assess the effectiveness of academic programs they should expand the use of the results to enhance the educational experiences provided to students.

Academic offerings at EDP are congruent with the values identified in the Institutional Mission. Each academic program possess content, rigor, and depth appropriate to their degree level. They have also established the relationship between academic activities, program goals, and the Institutional Mission. Likewise, each program is structured in a coherent way based on goals, activities, and competencies that include cognitive, affective, and experiential dimensions.

Each program establishes the objectives and competencies to be developed which are specified in the course syllabus, and are congruent with each program's goals and objectives. Those coherent learning experiences are based in curriculum revision processes which are conducted by different academic programs with the purpose of developing competencies structured in a logical and sequential order according to different levels of complexity as required by each program and academic level. The Institution has developed a master syllabus format which emphasizes learning goals for each academic program (Appendix TT). The Institutional Catalog also details the goals of each program, which are based in the knowledge, skills, and attitudes that students must develop as a result of the learning process, all related to the Institutional Mission.

Through the past five (5) years, EDP University has been constantly developing new academic programs. Among these are: an Associate Degree in Biotechnology at the Hato Rey Campus through a STEM Grant; an Associate Degree in Criminal Justice for the Hato Rey and San Sebastian Campus; the Associate Degree in Pharmacy Technician for the Hato Rey Campus; Associate Degrees in Interior Design and in Digital Fashion Design for the San Sebastian Campus; Bachelor's Degrees in Interior Design, Digital Design with a major in Multimedia and Digital Fashion Design for the Hato Rey Campus. A new Master's Degree in Naturopathic Sciences was developed for the Hato Rey Campus and two (2) Master's Degrees in Nursing for the San Sebastian Campus. New programs are currently in different stages of development. These are: Associate Degree in Dentist Technician, Associate Degree in Executive Body Guard, Bachelor's Degree in Criminal Justice with a major in Forensic Sciences, Bachelor's Degree in Natural Sciences and a Master's Degree in Nursing (Thanatology)

EDP University regularly engages in periodic review of its academic programs through both external and internal processes. These reviews range from evaluation of specific program components to evaluation of institutional programmatic offerings. EDP University's Institutional Academic Council serves a dual function. It reviews the recommendations for possible program improvement from various constituents (e.g., students, alumni, field experts, employers) that bring their unique perspective and provide a venue through which all programs must route all new curricular initiatives to meet the needs of the knowledge society.

The knowledge society is engrained in the mission statement as it promotes technological and socio humanistic values. These values are entrenched into the main academic areas: Technology and Science, Health, Design, Administration and the Arts and General Education component as all curricula have a professional technological perspective. To ensure and solidify this technological perspective, all EDP's programs require at least three (3) credits in computer literacy. Moreover, it is the President's

goal that all students be required to take at least one (1) online course before graduation in order to promote their lifelong learning and commitment to continuous professional improvement.

All undergraduate offerings comprise a strong Arts and General Education component that fosters strong socio humanistic underpinnings for the necessary competencies of the 21st century citizen. The knowledge, skills, and attitudes congruent with the objectives and competencies of each program are followed through by the academic assessment plan that is in place. As of summer 2015, all General Education courses were revised and updated.

The Information Resource Center provides services to students both on-campus and on-line. The online catalog and databases are available through the following links:

<http://www.edpuniversity.edu/catalogos> and

<http://www.edpuniversity.edu/centro-de-recursos-para-la-informacion>

The Library, as a support system to academic programs, offers electronic databases, specialized journals and books. The San Sebastian Campus, Juan S. Robles Library and the Hato Rey's Learning Resources Center are equipped with advanced technology, offering access to information that supports academic programs. The library holdings are closely related to the curricula and provide the necessary backup and support to EDP educational process. The general collection includes books, dictionaries, encyclopedias, almanacs, yearbooks, handbooks, indexes, digest, atlas and periodicals. Other services available through the library are audiovisual materials and equipment, online databases, high speed Wi-Fi Internet access, interlibrary loans, among others. Following is a summary of resources available at both campuses. There is access to:

1. EBSCO - Full Text Journals

Natural & Alternative Treatments	Health Source: Nursing/Academic Edition	Regional Business News
Academic Search Complete	Education Research Complete	Teacher Reference Center
Art & Architecture Complete	Computer Source	AHFS Consumer Medication Information
Business Source Complete	GreenFILE	CINAHL Plus® with Full Text
Alt Health Watch	Library, Information Science & Technology Abstracts	

2. OCENET (Universitas/Health and Medicine, Salus). Universitas is a tool to help in the learning and research process; it has the most subject coverage in the Spanish language. Salus and Health and Medicine are information centers, with contents about Health, Nursing and Medicine, oriented towards the patient and the consumer and the paramedic careers alike. They provide support tool to the learning process of students and to the daily tasks of professionals. Ocenet - <http://oceanodigital.oceano.com/Consulta/login.do>

ebrary	Alexander Street Videos: Nursing Assessment, Nursing Education y Nursing Assistant
e-Libro	Alexander Street Videos: Rehabilitation Therapy
Biblioteca Virtual Pearson	NNN Consult

3. Science Full Text database (H.W. Wilson) feature professionally produced abstracts, indexing and full text of thousands of leading publications.
4. Mandarin - <http://cri.edpuniversity.edu/oasis/catalog/?installation=Default>
5. ADENDI: Digital Archive, El Nuevo Día Newspaper - <http://www.adendi.com>

Taking into consideration that EDP University's beginnings were in the technology fields and after a thorough analysis of what the University's plan was for its positioning in the 21 century academic arena, all of the associate and bachelor's degrees in computer programming were revised and changed to Information Systems degrees. As previously mentioned before, a new Distance Education Deanship was created under the Associate Vice-Presidency of International Affairs and Distance Education. Since its creation in 2014, the Academic Dean for Distance Education has developed an on line support course for students called Student Orientation Resources (SOR 1101). This course presents the resources and tools that the University has available to the students. Its goal is for students to know what is available and to become familiar with the platforms. Participation in this course, will allow the students to feel safe, thus contributing to their success. Through SOR1101, students have the opportunity to practice: Navigation in the Student Portal, Institutional e-mail management, and Navigation in the Moodlerooms platform at the same time carrying out practical exercises.

Any student who starts with on-line courses or doesn't have experience using the platform is required to take an orientation workshop course. This workshop is Students Orientation Resources (SOR 1101). These workshops are programmed and are offered before the on line courses start. This course is also recommended for students who dropped out from an on line course or were reported as a no show in the first weeks of class. To participate in SOR 1101, students must be officially registered in the course. During this course, the students are oriented about the following: navigation through the student portal, management of the institutional e-mail and navigation through the Moodlerooms Platform. They are also given exercises to practice.

It is recommended that the on-line faculty be experienced in the management of the platform. Through the Technical Support Center, help is provided to on-line faculty. The strategies used to offer this support are telephone calls; email and messages through Moodleroom. This support consists of platform management, course administration and how to redirect situations that might occur. Currently, there is an ongoing process for the development of a Handbook that guides on the use of Moodleroom platform. An orientation course Faculty Orientation Resources (FOR 1101) was created to reinforce faculty's knowledge on the use of Moodleroom. Full and Part-time professors are continually given workshops about the Moodleroom Platform. All on line courses have been updated and every professor that offers an on line course must be certified by the Academic Dean for Distance Education.

EDP University has been offering on line courses since 2001, all of its General Education courses are on-line. In 2012, the first two (2) on line programs were submitted and approved by the Puerto Rico Council of Education and Middle States Commission on Higher Education. These were the Associate Degree in Business Administration and the Associate Degree in Nursing. Currently two (2) more programs are being considered to be offered on line: the Bachelor's Degree in Business Administration and the Master's Degree in Fraud Detection.

One of the greatest achievements for EDP University during these past five (5) years was the Accrediting Commission for Education in Nursing (ACEN) Candidacy Status for the Associate Degree in Nursing in 2014 (Appendix UU). During the first weeks of March 2016, the Associate Degree in Nursing received the ACEN Evaluation Team visit for its initial accreditation (Appendix VV). Both Evaluation Teams found the Hato Rey Campus and its Additional Locations in Manati and Humacao; and, the San Sebastian Campus in compliance with all six (6) ACEN Standards and recommended initial accreditation. The official letter is expected by August 2016.

EDP University has had great accomplishments and overall development as an institution. The 2008-2013 and 2013-2017 Strategic Plans have contributed to the enhancement of the Institution's major role as an academic alternative in post-secondary education. It continues to face new opportunities for growth in many areas, such as:

Challenges and/or opportunities:

1. Develop clinical opportunities in each university degree.
2. Link academic programs with related industries by promoting the expansion of labor opportunities for students.
3. Initiate faculty research projects among the academic programs, and generate new academic knowledge and recognition.
4. Additional specialized staff (instructional designers and educational IT) needs to be hired to work with designing best practices in teaching strategies for online courses.
5. Incorporate internationalization elements to the curriculum in order to promote global thinking among students.

CHAPTER 6- FACULTY

Standard 10 – The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

In order to organize the Periodic Review Report in a logical manner, EDP University will address the Institution’s response to recommendations from the previous evaluation followed by the Institution’s response to the recommendations made by itself in the 2010-2011 Self Study. These recommendations are a work in progress since some have been managed while others remain a challenge. Each chapter ends with challenges and opportunities that the Institution still faces.

As a result of the 2011 Site visit, the Evaluation Team submitted the following commendations, recognitions, suggestions and/or recommendations:

Commendation:

1. EDP is to be commended for the faculty's demonstrated commitment to learning and seriousness of purpose.

Recommendations:

As the institution works towards achieving its goals, the team recommends that the college:

1. Revise the processes of faculty appointments, evaluations, and rank promotions to allow for formal faculty input.
2. Invest more in faculty scholarship and research in a variety of ways including freeing up faculty time to pursue academic interests.
3. Strengthen its faculty’s background in the disciplines and areas in which they teach. Such strengthening might include developing minimum qualifications for teaching in each academic discipline.

In the 2010-2011 Self Study, EDP University stated the following recommendations:

1. Develop a faculty profile to keep updated records of faculty activities and accomplishments, to include presentations, publications, community services and other accomplishments; with a process to update the information.
2. Review all faculty evaluation instruments and reporting protocols.
3. Enhance the research capacity of EDP faculty by assigning seed money to support promising research proposals.

EDP, as an equal access and equal opportunity employer, selects its Faculty without regard to disability/impediment, race, gender, age, lifestyle, religion, national or ethnic origin, and is in compliance with all Federal and State legislation and regulations pertaining to non-discrimination employment environment. The Institution has diverse Faculty with a high representation of women.

As of Fall 2015, the faculty of both campuses is comprised a total of 383 (full-time and part-timers). 17% have doctoral degrees, 71% have master's degrees and 17% have bachelor's degrees. The following tables show the increase of faculty members since 2012.

Table 22: Faculty members at the Hato Rey Campus (Includes Manati and Humacao Additional Locations)

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Part-Time</u>	111	137	167	196
<u>Full-Time</u>	26	30	37	45

Table 23: Faculty members at the San Sebastian Campus

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
<u>Part-Time</u>	107	106	99	121
<u>Full-Time</u>	19	20	25	21

The recruitment and selection of faculty candidates at EDP is done with rigor and care. Academic program directors, together with his/her Faculty, select the candidates considered best able to satisfy the program's needs in terms of teaching, research and services. The selected candidates are interviewed by program specialists and directors, who make their recommendation for appointment to the Academic Affairs Dean. The Dean presents the recommendation to the Chancellor, who concludes the hiring process through the Human Resources Office. Distance education requires that the professor who teaches online courses must have specific competencies. EDP University of Puerto Rico divided the competencies in the following major groups: Knowledge, knowledge to do and knowledge to be. The first group includes scientific knowledge in their area of specialty and in pedagogic skills. The second group includes technological skills in order for the professor to manage and organize the course in the Learning Management System (LMS). The third group, online professors need to have values and ethics to teach online courses. These competencies are developed by trainings offered to the professors that teach online courses.

EDP has implemented an Induction/Orientation Program for new faculty, whether full-time or part-time. New professors are required to participate in faculty meetings at the beginning of each semester to familiarize with the Institution, its mission, vision, services and programs, as well as its policies and procedures. An induction package is presented to new faculty. It includes the Institutional vision, mission, goals and objectives, Institutional policies, procedures, services and programs.

The Faculty Development Plan (Appendix WW) is an ongoing process which allows faculty to participate in seminars and workshops offered through the Academic Affairs Deanship. Faculty is also encouraged to participate in courses, seminars and workshops offered outside the Institution. EDP University considers faculty development to be a profoundly academic activity that must be in tune with and supportive of the Institutional Mission, educational goals and objectives. EDP faculty development is conceptualized as an academic task within the Institution and an essential part of its Strategic Development Plan. Faculty development has been emphasized both within individual professional fields and through enhancing teaching and learning strategies focused on learning outcomes and student profiles. The Institution has sponsored more than 82 professional development

workshops and supported faculty to attend educational activities (seminars, workshops, congresses, symposia) carried out outside the Institution during the past years.

Several faculty members have been or are currently pursuing higher degrees and specialized certifications as shown in the following table:

Table 24: Faculty members pursuing higher degrees and specialized certifications

Professor	Degree or Specialty	Expected Graduation Date	*Program	Campus
Iris Berrios	D.P.T.	2016	<i>Physical Therapy</i>	Hato Rey
Margaret Diaz	M.S.	2017	<i>Interior Design</i>	Hato Rey
Frank Martinez	C.L.T.	2016	<i>Arts and General Education</i>	Hato Rey
Carmen Colón	N.L.	2016	<i>Physical Therapy</i>	Hato Rey
Diana Torres	Ed. D.	2017	<i>Nursing</i>	Hato Rey
Glorimar Santini	Ed. D.	2018	<i>Administration</i>	Hato Rey
César Ruiz	Ed. D.	2017	<i>Nursing</i>	San Sebastián
Daivisa Estrada	Ed. D.	2018	<i>Nursing</i>	San Sebastián
Luisa Cardona	Ed. D.	2017	<i>Nursing</i>	San Sebastián

EDP University recognizes the importance faculty has in all academic processes. The Faculty Handbook has been revised and put in place as of January 2016 (Appendix XX). All Academic Policies have also been revised and updated. A new academic degree validation policy has been created for faculty who have obtained their degree outside of Puerto Rican jurisdiction (Appendix YY).

In order to have the best qualified professors, all three (3) Faculty Evaluation Instruments were revised (Appendix ZZ). After taking into consideration faculty input on what areas should they be evaluated and based on a research done several years ago, the new Faculty Evaluation Instruments are ready to be implemented.

EDP University has a multidisciplinary journal publication called Academia which allows faculty members to publish their research and essays. The Institution has created its own publishing house called Editorial EDP. It has participated in cultural activities and international events; and, published 48 books, some already being used by other universities and schools.

Table 25: Editorial EDP Cultural and Publishing Activities

Activity	Date	Activity	Date
Book Presentation: <i>Carnaval de sangre</i>	May 17, 2016	Book Presentation: <i>De todo menos perfecto</i> , Jorge Viera, New York	March 12, 2016
<i>Festival del cuento</i>	May 7, 2016	Book Presentation: <i>Amanecida</i> New York	September 2015
Book Presentation: <i>Islandia</i> , Cindy Jiménez Vera	April 27, 2016	Feria De Libros Independientes y Alternativos de Puerto Rico (book fair)	September 20, 2015

Presentación <i>Del olor de otro tiempo y otros cuentos peregrinos</i> , Tina Casanova	April 13, 2016	Antesala del Primer Congreso de Afrodescendencia en Puerto Rico (Congress)	October 10, 2015
Feria de libros alternativos infantil y juvenil	April 23, 2016	Book Presentation: <i>Amanecida, Antología homenaje a Julia de Burgos en su centenario</i> Escuela Profesional de Creación Literaria en Madrid, España	November 13, 2014
VII Congreso de la Lengua Española	March 15-18, 2016	Book Presentation: <i>Carimbos de Cáncer</i> , Yolanda Arroyo Pizarro Feria Internacional del Libro de Perú (International Book Fair)	julio de 2013

EDP University has had great accomplishments and overall development as an institution. The 2008-2013 and 2013-2017 Strategic Plans have contributed to the enhancement of the Institution's major role as an academic alternative in post-secondary education. It continues to face new opportunities for growth in many areas, such as:

Challenges and/or opportunities:

1. Develop a faculty profile to keep updated records of faculty activities and accomplishments, to include presentations, publications, community services and other accomplishments; with a process to update the information.
2. Review all faculty evaluation instruments and reporting protocols.
3. Enhance the research capacity of EDP faculty by assigning seed money to support promising research proposals.
4. Achieve at least five (5) research projects among faculty per year that will result in new educational practices and/or that they be utilized to disclose the results.

CHAPTER 7: INSTITUTIONAL ASSESSMENT AND ASSESSMENT OF STUDENT LEARNING

Standard 7: The Institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 14: Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

In order to organize the Periodic Review Report in a logical manner, EDP University will address the Institution's response to recommendations from the previous evaluation followed by the Institution's response to the recommendations made by itself in the 2010-2011 Self Study. These recommendations are a work in progress since some have been managed while others remain a challenge. Each chapter ends with challenges and opportunities that the Institution still faces.

As a result of the 2011 Site visit, the Evaluation Team submitted the following commendations, recognitions, suggestions and/or recommendations:

Commendation:

1. EDP is commended for the development and implementation of the annual "Assessment of the Assessment Day".

Recommendations:

The college has made noteworthy strides in its assessment processes and protocols. To further strengthen and build on these efforts, the team recommends that the college:

1. Include the assessment of student services and assessment of distance learning courses.
2. Strengthen its analysis of data and assist faculty, staff, and students in understanding the results of analysis.

These recommendations were addressed in the Progress Report submitted in and accepted by MSCHE

In the 2010-2011 Self Study, EDP University stated the following recommendations:

1. Address retention, placement and graduation rates issues.
2. Professional development in classroom assessment techniques.
3. Engage an assessment consultant.
4. Measures must be taken to increase retention, graduation and placement rates.
5. The programmatic offerings assessment cycle must be completed and refined.
6. There is a need to focus on classroom assessment.
7. Continue developing and validating academic program assessment instruments with an evaluation specialist.

Since the MSCHE Evaluation Team visit on March 27-30, 2011, EDP University has revisited its Assessment Plan. EDP University has continued the implementation of a comprehensive and sustained process for the assessment of student learning, including evidence that assessment results are used to improve teaching and learning. The already existing and proven assessment processes that were in place served as a launching platform from which the new competency based assessment process would grow. Alexander Astin's Assessment Model still serves as a guiding standard. Learning outcomes had already been developed with a competency based perspective. Assessment cycles and calendars, as well as the capstone courses, were revised and updated.

Three (3) major areas of assessment are sustained at EDP University and will be addressed accordingly.

These are:

1. The Institutional Assessment which focuses on Standard 7 pertaining to the overall effectiveness in achieving EDP University's mission and goals and its compliance with accreditation standards. These values are disclosed in *EDP at a Glance* (Appendix AAA).
2. The Academic programmatic areas classified into Generic Competencies of the General Education area and the Specific Academic Program Competencies. These values are disclosed in *Academic Assessment at a Glance* (Appendix BBB).
3. The classroom assessment.

Institutional Assessment

As mentioned before, *EDP at a Glance* documents Institutional Assessment. It presents financial highlights such as default rates, composite score, 90/10 revenues, cost of attendance, credits bought and enrollment projection for both the Hato Rey and the San Sebastian campuses and the two (2) new Additional Locations. The number of credits bought is one possible indicator for financial assessment per modality. This measure allows programmatic and administrative expenses fiscal projections. These measures are indicators of fiscal health. Enrollment, gender, faculty, student/faculty ratios, and learning resources are other measures presented in *EDP at a Glance*. Enrollment by gender reflects increase in female students. This data indicated a change in gender enrollment. This information was used to develop services like the San Sebastian campus children's care center. This center services young and working mothers who are attending the Institution.

EDP at a Glance records a **R3** which represents an outcome of the efforts to reach a desirable enrollment number from three (3) possible available sources, which are **R**ecruitment, **R**eadmission, and **R**etention. The Academic Deans with the faculty are responsible for the retention outcome, which is represented by the number of students retained. Staff in charge of promotion is responsible for the recruitment results of new students. Academic School Directors together with the Registrar's Office are responsible for the readmission outcome. With the R3 outcomes, it is feasible to make an enrollment projection as well as its composition. It is also an indicator of how close the numbers are to the enrollment plan in order to uphold a healthy sustainable growth. *EDP at a Glance* also records course development and enrollment for modalities such as Distance Education and the accelerated

adult's modalities. This information is used to keep track of the development and needs that these modalities require.

Other assessment measures that inform EDP University's constituencies for decision making are the Annual Institutional Report (AIR), IPEDS, IP, surveys and institutional research projects. The Institution collects data from surveys such as the following: Student Satisfaction with the Administrative Services, Graduation Students Survey, Employers Satisfaction Survey, Needs Assessment for Professional Development, and an Alumni Satisfaction Survey. All data results give feedback to the different areas for decision making. The assessments results are utilized to make decisions related to the planning process and the strategic plan. The assessment results are also used to make operational decisions related to the improvement of the Institution. Some of the decisions are starting new academic programs and offerings, academic programs closings, equipment acquisition, hiring of new employees and curriculum revisions, among others.

Academic Assessment

It was decided to update EDP University Assessment Plan by adopting Tuning's (2003) 21st Century competency based assessment in lieu of the traditional content area evaluation. This decision was upheld at an Institutional Retreat in August 2011, where the sustainability of the existing program assessment was discussed and analyzed. To this avail and following Tuning Project Model, 21 generic competencies of general education, aligned to our Mission, were adopted. Up to nine (9) specific professional competencies were identified from the alumni profiles of each program. All alumni profiles were revised and aligned to the general education and professional competencies for each academic program adopted by the Institution. These are disclosed in the *Assessment at a Glance* which is an internal institutional publication; and, in the *Academic Assessment Handbook* (Appendix CCC) another internal publication for each School Director and Program Coordinator and any other constituency seeking information on the Institution's academic assessment efforts. The *Academic Assessment Handbook* was developed to assure that each school has the necessary information for its implementation to introduce new faculty into our Assessment culture.

EDP University constantly aims to implement various strategies that make the Academic Assessment process less complex, in a way that furthers continuity more effectively, achieving results that will help decision-making to improve the teaching and learning process of our students. As part of the decision making, we have developed the following strategies:

1. Recruitment of a full time Academic Assessment Officer for each campus. They work directly with assessment data collection, as well as guiding and assisting the Faculty in the preparation of strategies of classroom assessment.
2. Creation of the Academic Assessment Brochure (Appendix DDD) which aims to educate and disseminate the importance of Academic Assessment to faculty members, students and other institutional personnel.
3. Review of Capstone Courses Syllabus and Learning Outcomes.
4. Development and review of Capstone Course Exam and Rubric (Appendix EEE).

5. Academic Assessment Handbook update to include new academic programs and revisions made to the programs during the assessment process.
6. Creation of repository for Assessment tests and Perception Questionnaires. It is located in the Moodle 1.9 platform and its objective is to maintain the uniformity of documents for all campuses.
7. The Perception Questionnaires that are now online in the Moodle 1.9 platform are:
 - a. Student's perception questionnaire (Appendix FFF)
 - b. Professor's perception questionnaire (Appendix GGG)
 - c. Professor's Report (Appendix HHH)
8. The Student and Professor Perception Questionnaire was administrated to selected groups.
9. To ensure that all students take the core competencies tests, we have uploaded four (4) out of five (5) of them in Moodleroom, to be offered in the course PRO1101 (Computer Operations). This course is offered during the first semester of the first year in 90% of our academic programs. The E-Lash test is offered in person in the VUE 1101 course, which is offered in the first semester of study for all of our academic programs. For those academic programs that require a professional board exam to work in their professional field, we are developing exams that resemble bar exams for Exit Capstone Courses, for example: nursing, pharmacy technician and physical therapy. As part of HETS, we also promote the use of practice exams and resources in order to further prepare students.
10. Training workshops on Moodleroom Platform, rubric and exam development were offered for faculty and Assessment Officers.
11. Presentation of assessment data to Deans, Directors and Faculty for decision making on courses' revision, curricula, and teaching strategies. The assessment data published in the Academic Assessment at a Glance was divided by campus, additional locations and program of study to make it more specific.
12. Offer core competencies test to the MAGAE, "Out of State", modality students for the first time, and separate this data from the regular modality in order to better assess this modality.
13. In order to complete a Cycle of academic assessment, tests and rubrics to examine the academic performance in both the beginning of the program and at the end were implemented. This is the first time we were able to complete the cycle in the following programs: a) Associate Degrees in: Office Administration, Computer Programming, Nursing, Medical Emergencies Technology and Physical Therapy Technology; b) Bachelor's Degrees in: Technological Office Administration, Business Administration – Accounting, and Information System Major in Computer Programming. The results were used for decision making in regards to updating program curriculum, revision of courses and elimination of courses.

14. At graduate level we are carrying out Focal Groups with the Master's Program in Nursing and Naturopathic Science students.

Classroom Assessment

Classroom assessment is another area which was developed in the continuous efforts to create a culture of assessing for teaching and learning. The institution promotes a Research Culture. There is an annual call to faculty for research proposals in the classroom. Action Research on classroom assessment techniques have been put in place for several years. Workshops for faculty, mentoring, and poster sessions are strategies that the Institution has relied on to foster classroom assessment. Through it, the professor has immediate feedback on learning and teaching. It is expected that professors engage in classroom assessment through Action Research. A first group of 10 professors from both campuses voluntarily began this process. After presenting poster session's 10 new professors decided to try researching in their classrooms. Even though it is a voluntary process, an incentive has been set to promote further participation. They all have mentors following up and supporting their efforts. The following tables show some of the latest proposals being developed.

Table 26: Action Research Faculty Proposals for 2015-2016 at the Hato Rey Campus

Professor	School	Course	Title
Dr. Angélica Santiago	Graduate School	BIO 1102	The Use of Demonstrative Classes in the BIO 1102 Course
Dr. Héctor B. Crespo Bujosa	Graduate School	NSC 3610	The Case Study as an Assessment Strategy in the Psychobiology Course (NSC 3610)
Dr. Margarita Aponte	Nursing	NUR 2220	The Importance of the “Evidence-Based” in the Learning Process of Nursing Students in the NUR 2220 Course
Prof. Abdiel Millán	Arts and General Education	VUE 1101	Laughter and Humor in the Classroom

Table 27: Action Research Faculty Proposals for 2015-2016 at the San Sebastian Campus

Professor	School	Course	Title
Prof. Aida Ruiz Matos	Nursing	NUR 3225	Effectiveness of Study Guides in the Learning of Students in the Health Assessment (NUR 3225) Course
Prof. Aidaliz González Ramos Prof. Elizabeth Vera González	Nursing	Foreign Students	Anxiety Levels of Foreign Students and their Academic Performance
Prof. Yolanda Rodríguez Román	Arts and General Education	MAT 0100	The Relationship Between Relaxation Music and Academic Performance of Students in the Fundamentals of Mathematics (MAT 0100) course

Prof. Ángela Gaud Tiles	Arts and General Education	HUM 1101	Integration of the "Remind" Application in the Western Civilization I course (HUM 1101)
Prof. María Edna Delgado Artieri	Arts and General Education	Professors form different Academic Schools	Reasonable Accommodation and its Impact on the Classroom from the Teacher's Perspective
Prof. Rocío Rosario Cortés	Administration	ADO 2221	Implementation of the Collaborize Classroom Platform in ADO 2221

In order to improve our research culture we have participated in international conferences. At the HETS Congress we had one presentation entitled “Mirada 20/20” (Appendix III). The presentation entitled “Successful Academic Characteristics in School of Nursing Students – MAGAE Modality” was accepted to the XXII Congreso Internacional sobre Educación y Aprendizaje at the Universidad CEU in San Pablo, Spain.

We have made international agreements with other academic entities such as Universidad Iberoamericana de Santo Domingo (EDPU School of Design) and Harvard University (EDPU graduate nursing students).

The programmatic academic areas and classroom assessment pertain directly to the implementation of a comprehensive and sustained process for the assessment of student learning, including evidence that assessment results are used to improve teaching and learning.

EDP University has had great accomplishments and overall development as an institution. The 2008-2013 and 2013-2017 Strategic Plans have contributed to the enhancement of the Institution’s major role as an academic alternative in post-secondary education. It continues to face new opportunities for growth in many areas, such as:

Challenges and/or opportunities:

1. In order to continue promoting the culture of research we have set a new goal to make two (2) institutional investigations and six (6) faculty investigations per year.
2. Participate in national and international conferences exposing our research findings.
3. Develop an institutional digital journal in order to publish institutional, faculty and student research.
4. Complete the academic assessment cycle for at least 75% of the academic programs.
5. Increase in 5% the student participation on the general education core competencies post-tests.
6. Increase a 5% student scores in general education core competencies post-tests.
7. Complete the assessment cycle for all programs.
8. Address retention, placement and graduation rates issues.