

Hato Rey and San Sebastian Campuses

EDP at a Glance



**2017-2018
Number 17**

**Manati and Humacao
Branch Campuses**



Villalba Branch Campus



EDP at a Glance

2017-2018
(December 2018)
Number 17

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OVERVIEW

Created in 2005, *EDP at a Glance* aims to gather data related to the Institution's development, stability and growth. As a leader in the education of professionals, EDP University continually focuses its efforts towards fulfilling its mission as a technological, social and humanistic higher education institution.

Yearly collection of data provides feedback for analysis and decision making. It allows for the creation of necessary conditions in promoting active learning and the integral development of students, as they are the center of the educational process. In a continuous effort to improve EDP at a Glance, news sections have been added through the years.



EDP UNIVERSITY OF PUERTO RICO

PHILOSOPHY

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

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

MISSION

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

VISION

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

INSTITUTIONAL GOALS

Academic Affairs

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

Student Affairs

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

Administrative Affairs

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

Community Affairs

1. Promote and sustain social and ethical responsibilities among the members of the community.
2. Encourage a relationship of mutual development between the university and the community.

INSTITUTIONAL PROFILE

President: Eng. Gladys Nieves Vázquez

Website: www.edpuniversity.edu Type: Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's

Licensed by the: Puerto Rico Council of Education

Accredited by: The Middle States Commission on Higher Education since 2005.

Next Evaluation visit for 2020-2021.

Control: Private (Non-Profit)

STRATEGIC PLAN 2019-2023

Axis I: Innovation and Entrepreneurship

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

Axis II: Institutional Capacity Building

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

Axis III: Renovation and Growth in the Academic Offer, and Fiscal Sustainability of the Institution

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

Axis IV: Social Responsibility and the Third Mission

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

Axis V: Strategy and Governance

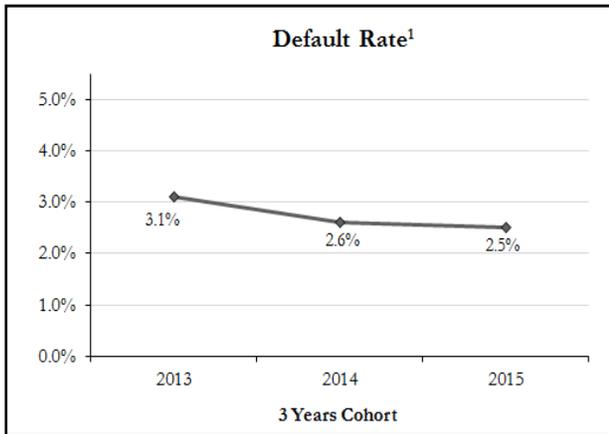
EDP has an institutional governance and a university administration whose management is transparent, flexible, and effective. It has clear policies for effective institutional and learning student appraisal. It will use planning in a permanently systematic, and integral manner to provide direction and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

FINANCIAL HIGHLIGHTS

The Financial Highlights section updates different score values that reflect the Institutions fiscal health. Administrators and concerned constituents are continually evaluating these score values as one of the means to follow up on the Institutions fiscal health. Default rates, composite scores, credits bought, cost of attendance, tuition, and fees, among others, are considered for this purpose.

DEFAULT RATE AND COMPOSITE SCORE

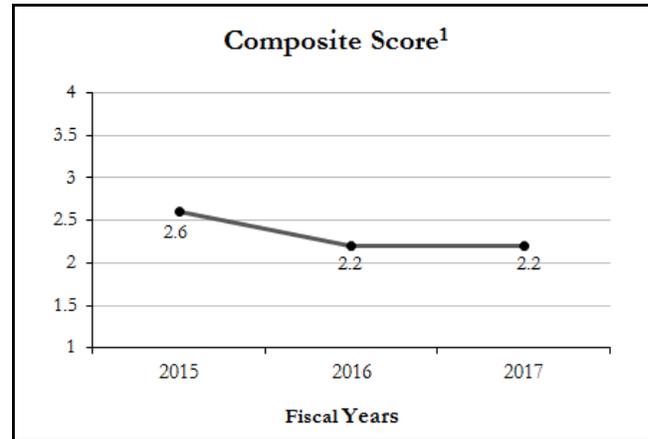
The last two (2) default rates and composite scores reported reflect positive values that continue to show an Institutional healthy fiscal scenario.



Source: National Student Loan Data System (NSLDS)

Benchmark: 10.0% (3 year official cohort default rate for Puerto Rico calculated in August 2018)

¹Default Rate indicates the percentage of students' that are in breach of their payments within the program of student loans.



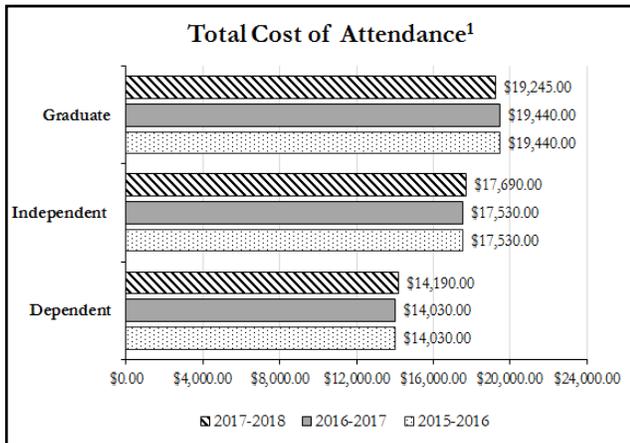
Source: Financial Statement

Scale: Fail: -1 to .9, Zone: 1.0 to 1.4, and Pass: 1.5 to 3.0

¹Composite Score indicates the fiscal health of the Institution.

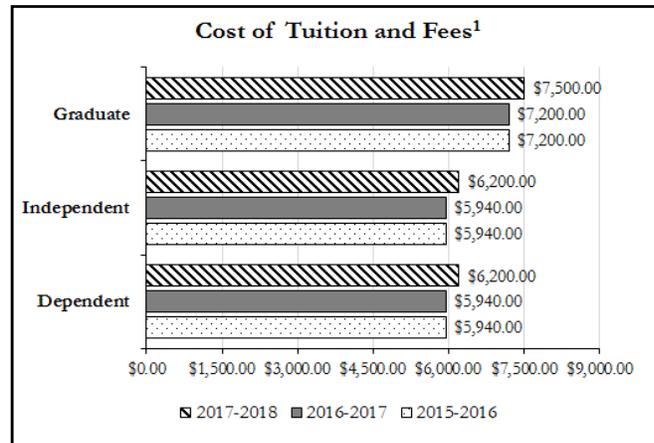
TOTAL COST OF ATTENDANCE, TUITION, AND FEES

In the Total Cost of Attendance, for 2017-2018 academic year, the Undergraduate (independent and dependent) shows an increase of 1% and the Graduate decreased by 1%. The Cost of Tuition and Fees for the Dependent, Independent and Graduate components had an increase of 4% for the same academic year.



Source: Financial Office, Cost of Attendance Report

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



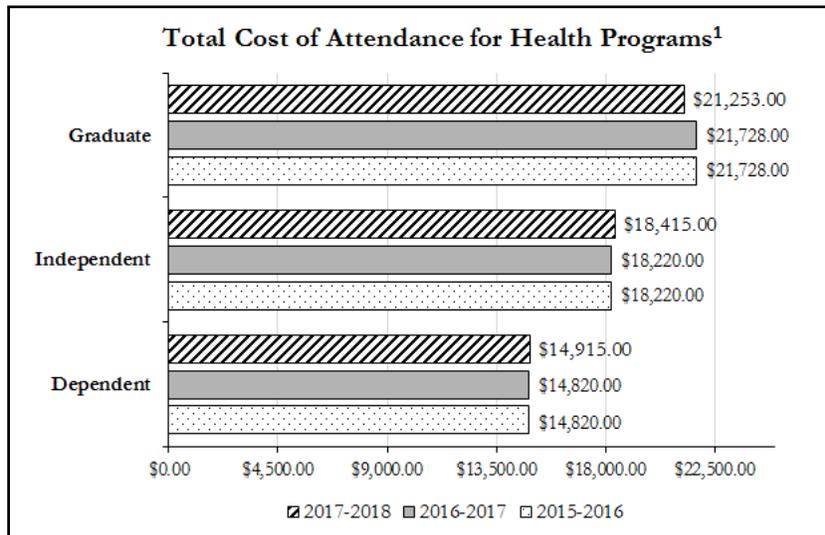
Source: Financial Office, Cost of Attendance Report

¹The Cost of Tuition and Fees indicates the cost by credits and by semester.

FINANCIAL HIGHLIGHTS (CONTINUATION)

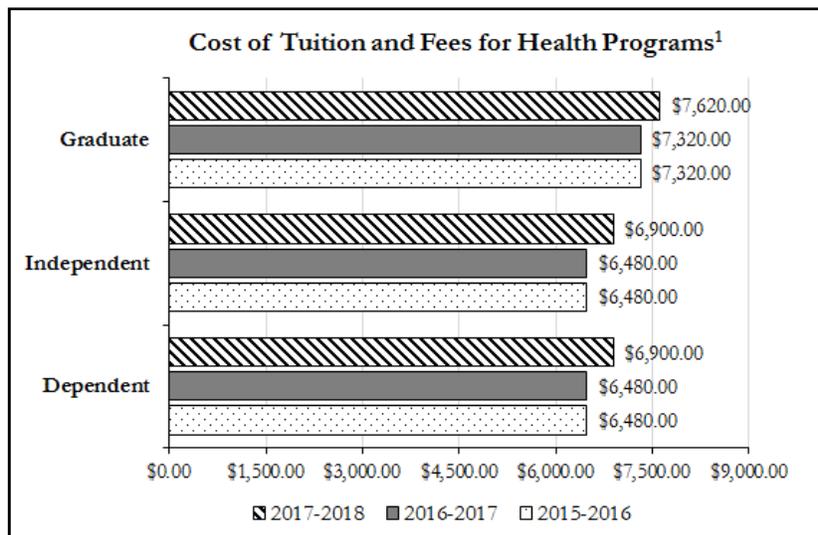
TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR HEALTH PROGRAMS

The Cost of Attendance for the 2017-2018 academic year, is assessed through the Total Cost of Attendance and the Tuition and Fees. The Total Cost of Attendance for Undergraduate (dependent and independent) increased by less than 1%. The Graduate component had a decrease of 2%. Whereas the Cost of Tuition and Fees for the Dependent and Independent shows an increase of 6% and 4% for the Graduate.



Source: Financial Office, Cost of Attendance Report

¹The Total Cost of Attendance for Health Programs includes tuition, fees, books, materials, housing, transportation and personal expenses and others.



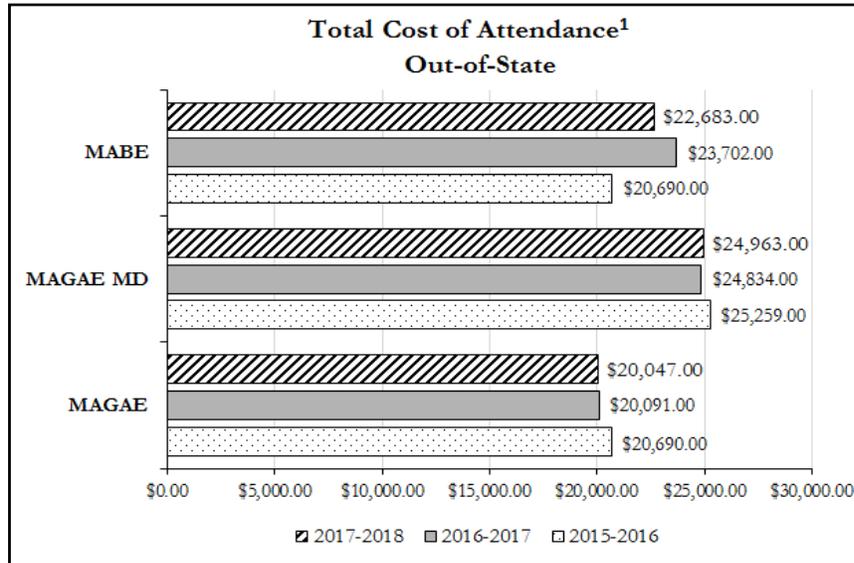
Source: Financial Office, Cost of Attendance Report

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

FINANCIAL HIGHLIGHTS (CONTINUATION)

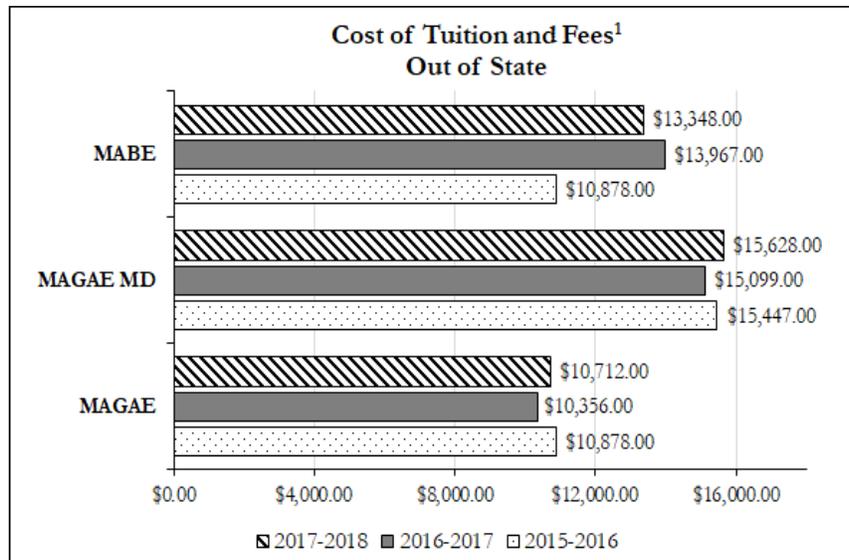
TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR OUT-OF-STATE

The Out-of-State, have a higher cost in relation with other programs. This component includes the states of Florida, New York, Texas and Kentucky among other continental United States regions. To this avail, the Institution oversees its costs separately from other programs in order to follow up on their fiscal health. The Total Cost of Attendance for the **MAGAE** modality had a decrease of less than 1% and the **MABE** modality had a decrease of 4%. The **MAGAE MD** modality shows a small increase of 0.5%. The Cost of Tuition and Fees also show a decrease of 4% for **MABE** modality. Whereas, the **MAGAE MD** had an increase of 4% and the **MAGAE** modality had an increase of 3%.



Source: Financial Office, Cost of Attendance Report

¹The Total Cost of Attendance for Out-of-State includes tuition, fees, book, materials, housing, transportation and personal expenses and others.



Source: Financial Office, Cost of Attendance Report

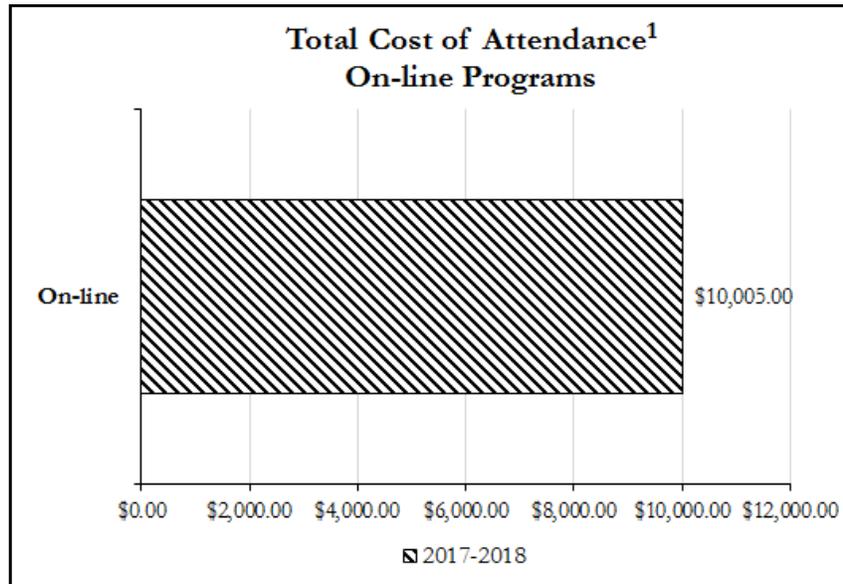
¹The Cost of Tuition and Fees for Out-of-State indicates the cost by credits and by semester.

FINANCIAL HIGHLIGHTS (CONTINUATION)

TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR ON-LINE PROGRAMS

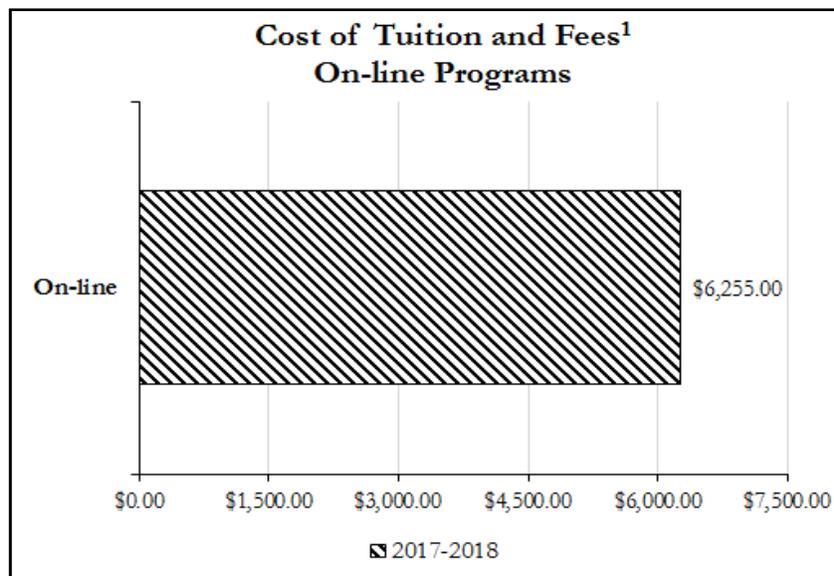
A new section of Total Cost of Attendance, Tuition, and, Fees was added to include data related to on-line programs. Data for comparison will be added in the following years as new information became available.

Below, the Total Cost of Attendance, Tuition and Fees for on-line programs. For the academic year 2017-2018, the Cost of Attendance was \$10,005.00 and the Cost of Tuition and Fees \$6,255.00.



Source: Financial Office, Cost of Attendance Report

¹The Total Cost of Attendance for on-line programs includes tuition, fees, book, materials, hand personal expenses and others.

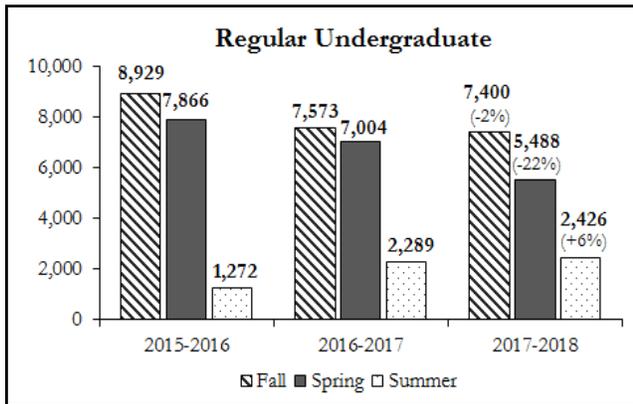


Source: Financial Office, Cost of Attendance Report

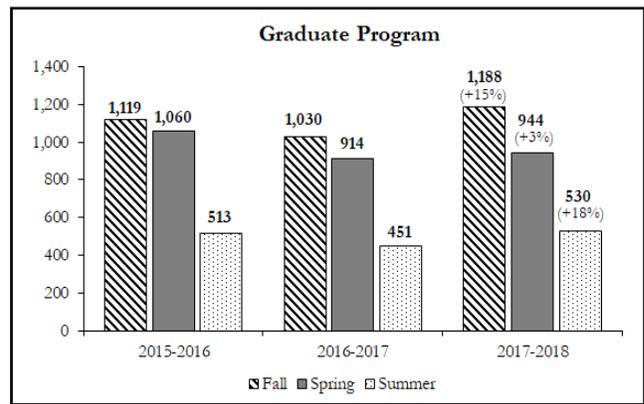
¹The Cost of Tuition and Fees on-line programs indicates the cost by credits and by semester.

HATO REY CAMPUS CREDITS BOUGHT

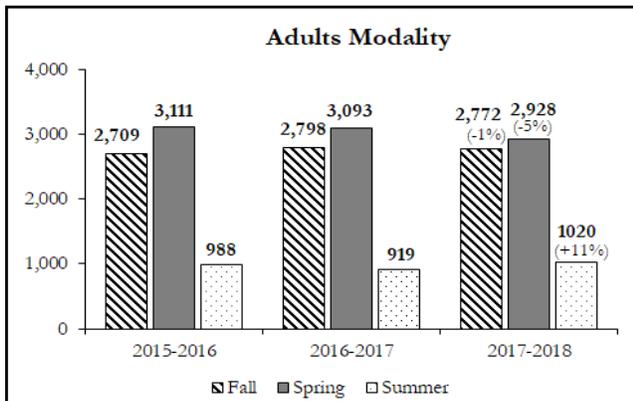
Credits bought, during the 2017-2018 academic year ran as follows; an increase in all the terms was evident for the **Graduate Programs** and **MAGAE** modality. Also an increase for the **Regular** and **Adults** modalities can be observed in the Summer period. The **MABE** modality had a significant decrease of credits bought in all semesters.



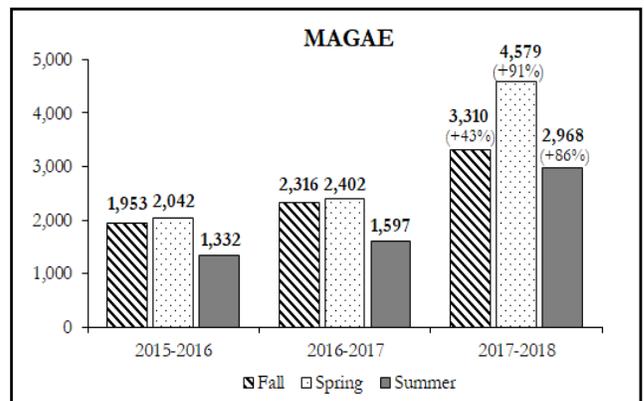
Source: Enrollment Certifications



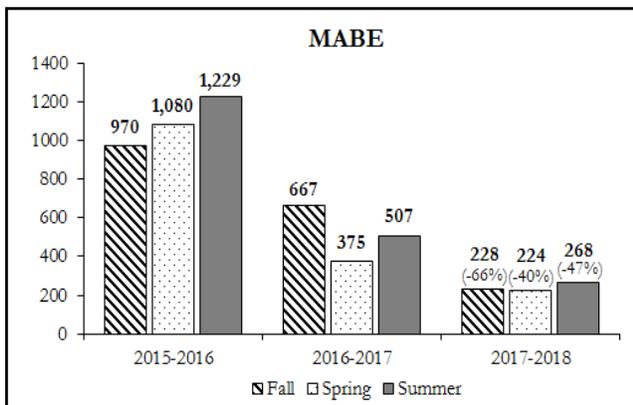
Source: Enrollment Certifications



Source: Enrollment Certifications



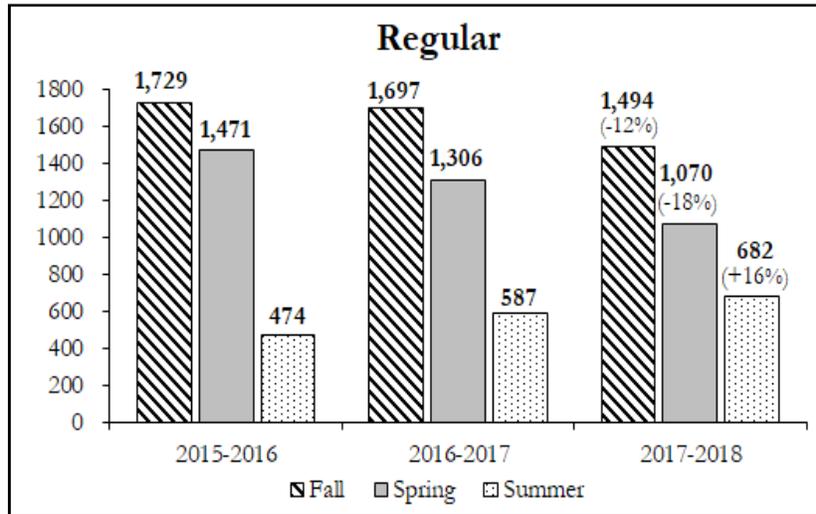
Source: Enrollment Certifications



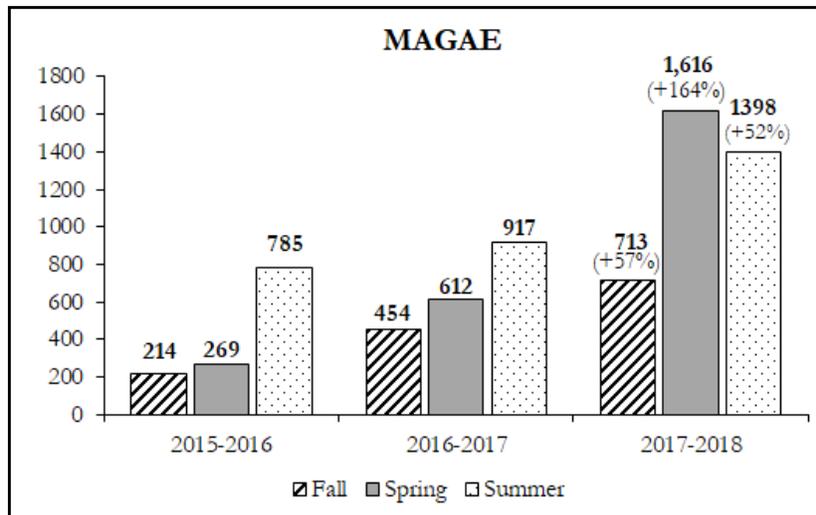
Source: Enrollment Certifications

MANATI BRANCH CAMPUS CREDITS BOUGHT

The credits bought in 2017-2018 revealed a decrease of 12% for the Regular modality in Fall semester and 18% in Spring. It also shows an increase of 16% in the Summer semester. Whereas, the **MAGAE** modality shows a significant increase in all the terms.



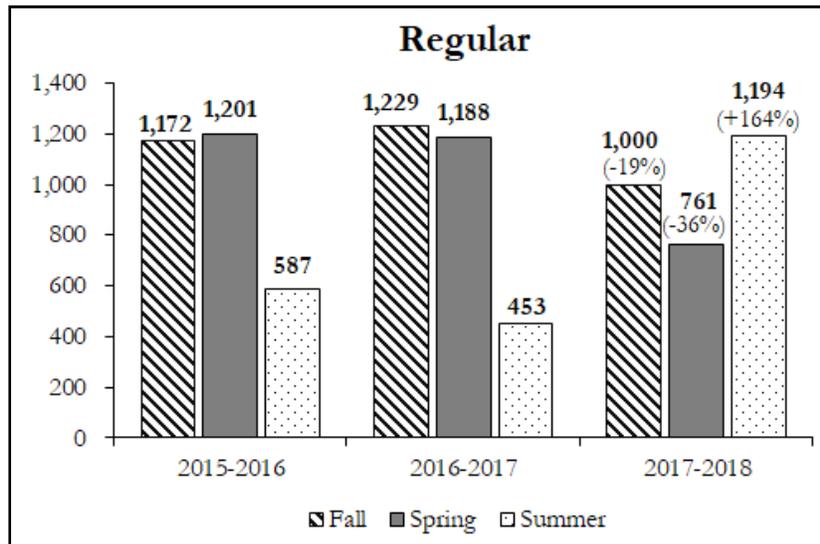
Source: Enrollment Certifications



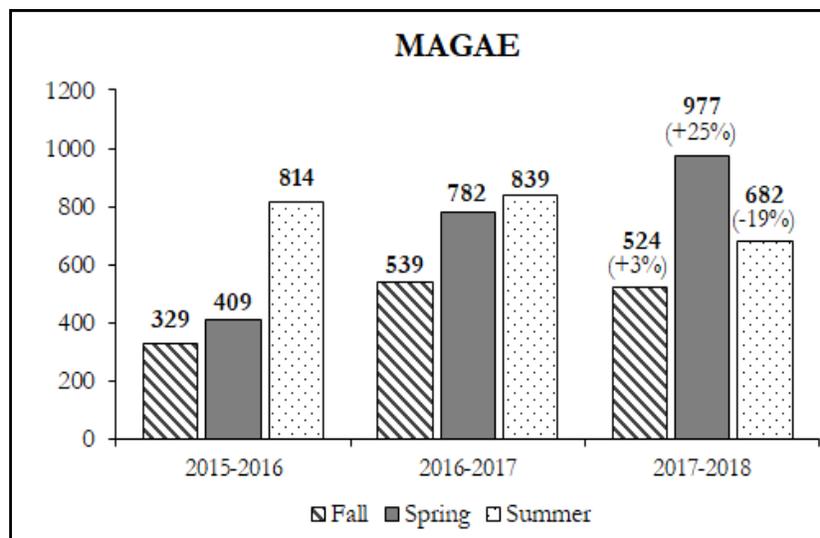
Source: Enrollment Certifications

HUMACAO BRANCH CAMPUS CREDITS BOUGHT

The credits bought in 2017-2018 display a decrease of 19% in the **Regular** modality for the Fall period, 36% in the Spring, and an increase of 164% in the Summer semester. Meanwhile, the **MAGAE** modality shows an increase in Fall and Spring semesters and a decrease of 19% in the Summer term.



Source: Enrollment Certifications

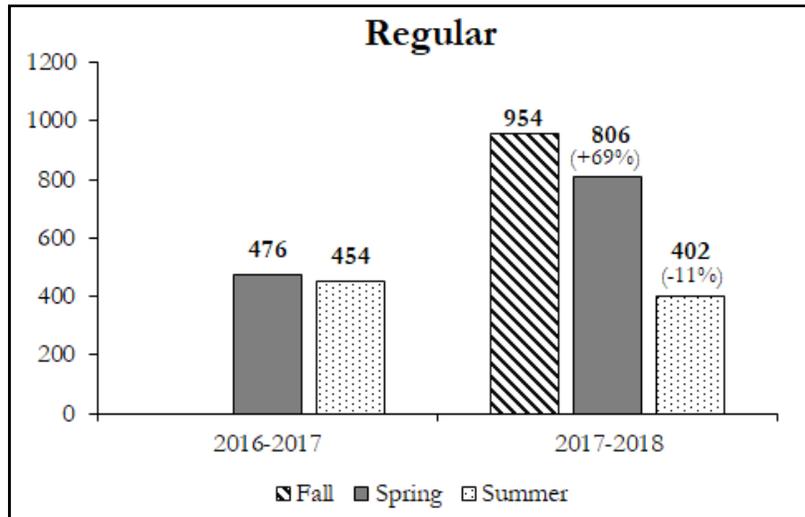


Source: Enrollment Certifications

VILLALBA BRANCH CAMPUS CREDITS BOUGHT

The Villalba Branch Campus began operating in Spring of 2017. During 2017-2018, the **Regular** modality had an increase of 69% in credits bought in the Spring semester and a decrease of 11% in the Summer semester.

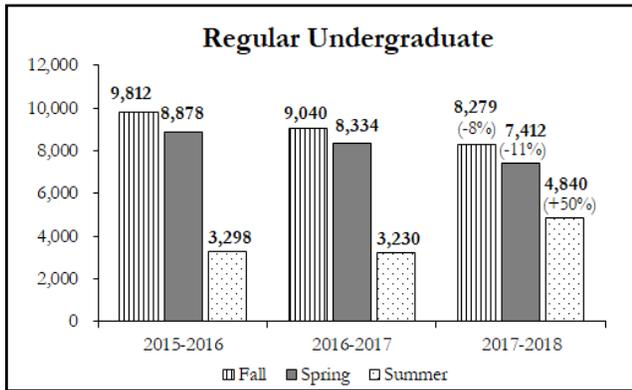
Additional data for the Fall period will be available in the following edition.



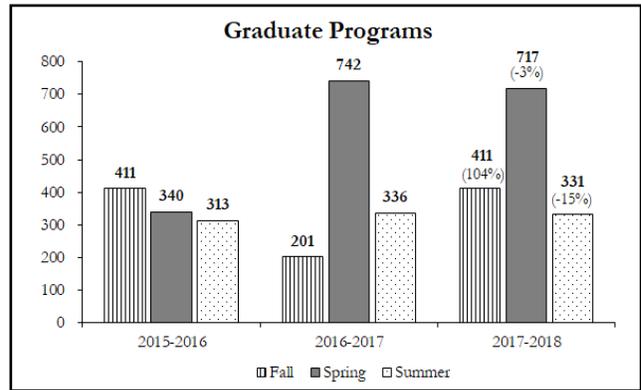
Source: Enrollment Certifications

SAN SEBASTIAN CAMPUS CREDITS BOUGHT

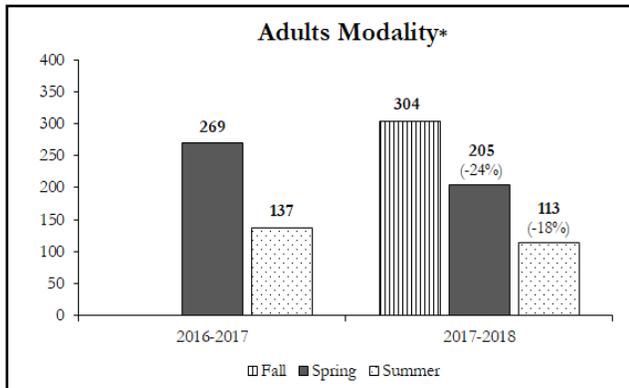
Credits bought during the 2017-2018 Fall semester increased for the **Graduate Programs**, **MAGAE** and **MABE** modalities, and decreased for the **Regular Undergraduate**. A significant increase in credits bought during the Spring semester was evident for the **MAGAE** modality. A decrease in **Regular Undergraduate**, **Graduate Programs**, **Adult**, and **MABE** modality can be observed in the Spring semester. Whereas, in the Summer, the **Regular Undergraduate** had an increase of 50% in credits bought. A decrease of **Graduate Programs**, **Adult**, **MAGAE** and **MABE** modalities can be observed in the Summer semester.



Source: Enrollment Certifications

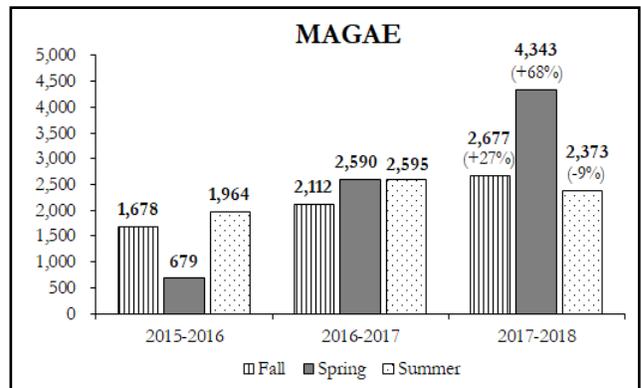


Source: Enrollment Certifications

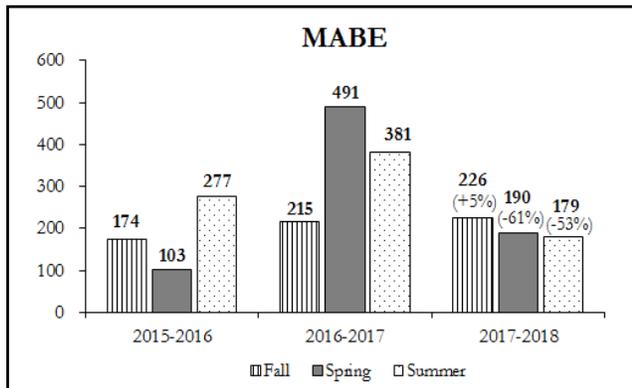


Source: Enrollment Certifications

*Adults Modality officially began in Spring 2017.



Source: Enrollment Certifications



Source: Enrollment Certifications

HATO REY CAMPUS (HR)

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (PRCE)
HATO REY CAMPUS**

ASSOCIATE DEGREES

Associate Degree in Business Administration	1973
Associate Degree in Office Administration	1981
Associate Degree in Medical Emergencies Technology	1992
Associate Degree in Digital Fashion Design	2006
Associate Degree in Physical Therapy Technology	2007
Associate Degree in Nursing	2010
Associate Degree in Arts in Interior Design and Decoration	2011
Associate Degree in Business Administration/On-line	2012
Associate Degree in Arts in Digital Design	2012
Associate Degree in Biotechnology	2014
Associate Degree in Information Technology	2015
Associate Degree in Criminal Justice	2015
Associate Degree in Pharmacy Technician	2015
Associate Degree in Health Billing and Codifications Services	2018
Associate Degree in Executive Protection and Security	2018

BACHELOR'S DEGREES

Bachelor's Degree in Business Administration Major in Management	2003
Bachelor's Degree in Business Administration Major in Accounting	2003
Bachelor's Degree in Technological Office Administration	2006
Bachelor's Degree in Arts Major in Interior Design and Decoration	2011
Bachelor's Degree in Science of Nursing	2012
Bachelor's Degree in Arts in Digital Design Major in Multimedia	2012
Bachelor's Degree in Arts Major in Digital Fashion Design	2012
Bachelor's Degree in Information Technology Science Major in Networks	2015
Bachelor's Degree in Information Technology Science Major in Programming	2015
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	2016
Bachelor's Degree in Natural Sciences	2018

MASTER'S DEGREES

Master's Degree in Information Systems	1990
Master's Degree in Information Technology for Education	2005
Master's Degree in Business Administration Major in Strategic Management	2009
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	2009
Master's Degree in Naturopathic Sciences	2014
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line	2018

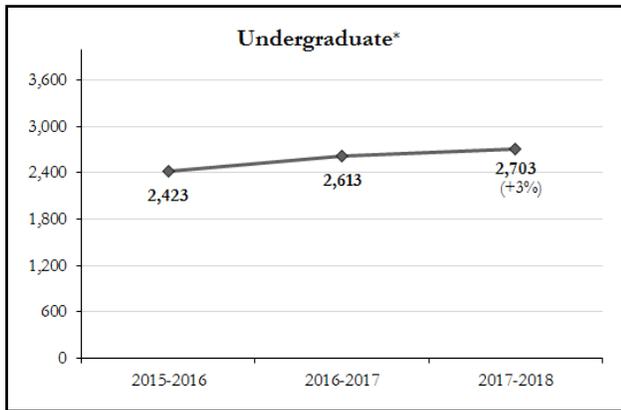
GRADUATE PROFESSIONAL CERTIFICATES

Professional Certificate in Relational Database Administration	2000
Professional Certificate in Information Systems Auditing	2000
Professional Certificate in Information Technology for Education	2005
Professional Certificate in Electronic Commerce	2007
Professional Certificate in Project Management	2009
Professional Certificate in Information Security and Digital Fraud Investigation	2009

ENROLLMENT (HR)

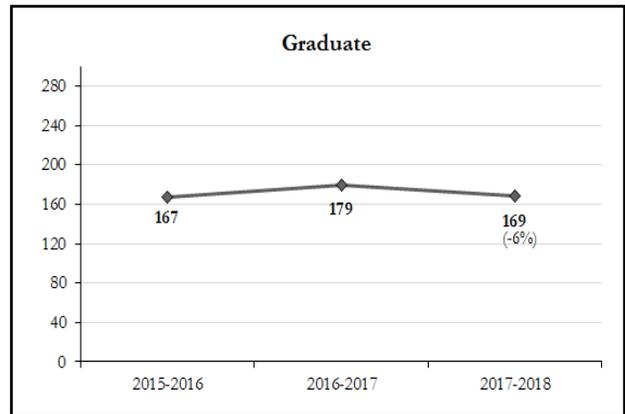
(INCLUDES MANATI AND HUMACAO BRANCH CAMPUSES)

Based on the IPEDS 2017-2018, 12-month Enrollment Data, the Undergraduate enrollment increased by 3% in comparison to the previous year and the Graduate's had a decrease of 6%.



Source: IPEDS 12-month Enrollment Data

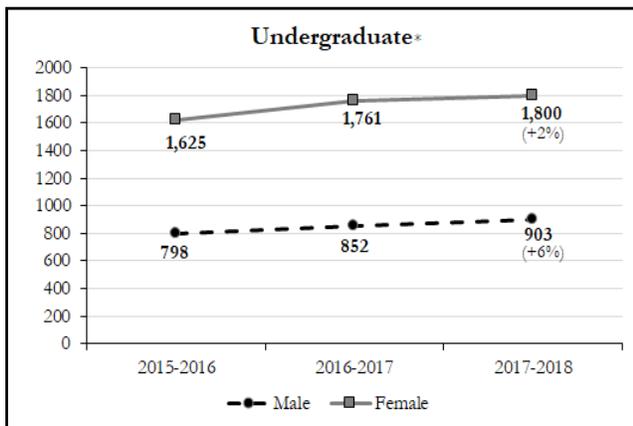
*Includes Manati and Humacao Branch Campuses



Source: IPEDS 12-month Enrollment Data

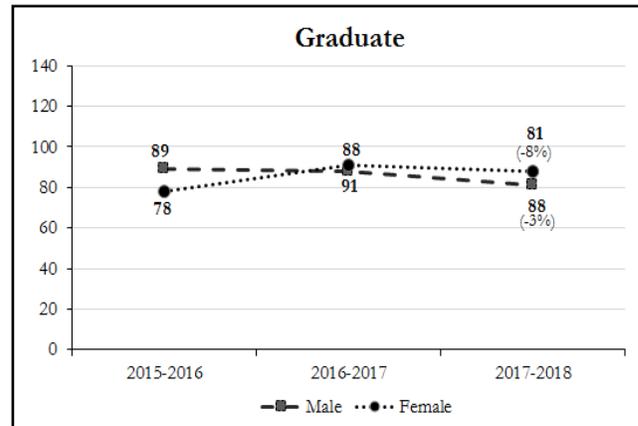
ENROLLMENT GENDER DISTRIBUTION (HR)

The Undergraduate female student enrollment increased by 2% (39), while the male's had a 6% (51) increase in comparison to the previous year. The Graduate student enrollment shows a decrease of 8% (7) for females and 3% (3) for males during the year 2017-2018.



Source: IPEDS 12-month Enrollment Data

*Includes Manati and Humacao Branch Campuses



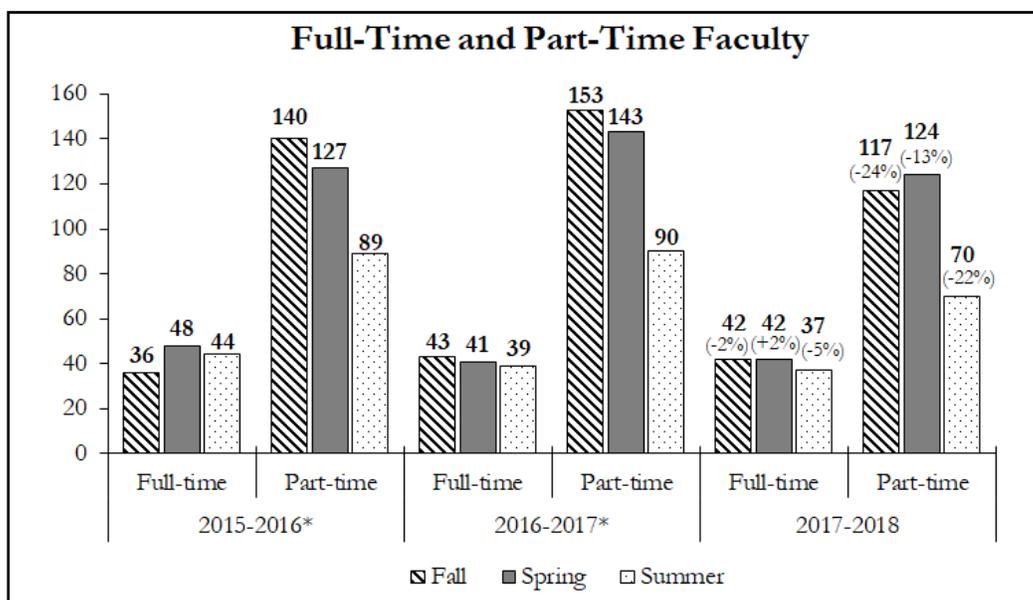
Source: IPEDS 12-month Enrollment Data

FACULTY PROFILE (HR)

The academic load for full-time faculty remains at 15 credits and a maximum of six (6) credits per semester overload. The maximum load for part-time faculty is 12 credits per semester (Faculty Handbook, 2015).

Faculty academic degrees are kept in check as well as the student faculty ratio, as these measures sustain teaching and learning academic quality. Gender distribution data examines equal opportunity concerns.

There is more part-time qualified faculty due to, among other considerations, that many practitioners are available for teaching and learning endeavors as an enhancement to their professional responsibilities. This practice is common among higher education settings. A steady healthy cadre of part timers is in place. A steady pattern for full-time faculty is observed.

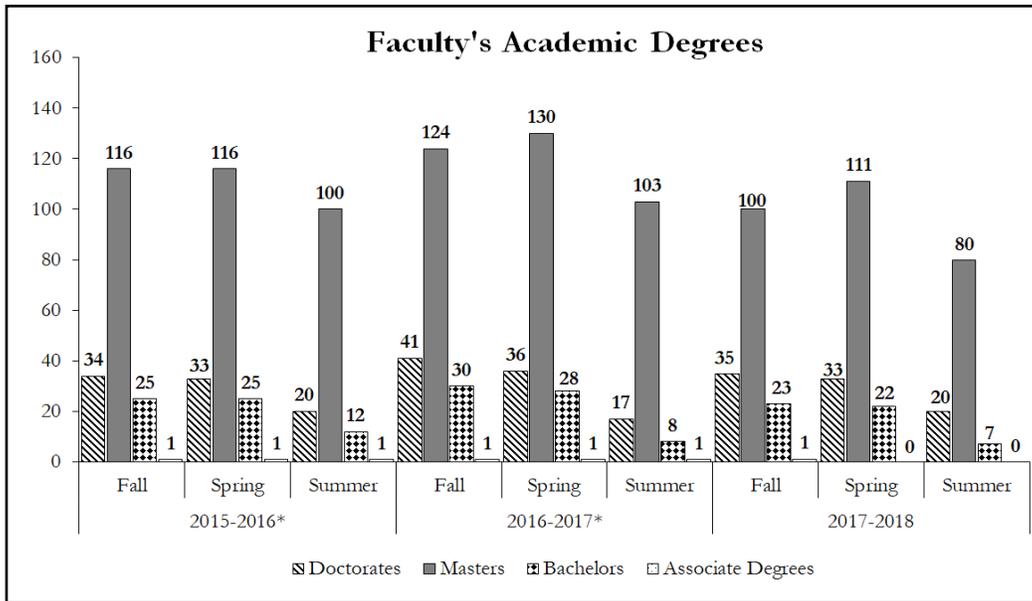


Source: Dean of Academic Affairs Office

*Includes Hato Rey Campus and the Manati and Humacao Branch Campuses

FACULTY PROFILE (HR)

Professors with an associate degree are not qualified to teach at the associate degrees level, except in special circumstances. Bachelor's degree faculty is qualified to teach in associate degree programs. Master's degree faculty is qualified to teach undergraduate programs, and those holding a doctorate degree can also teach at the Graduate level. There is one (1) professor, who is recognized with a strong professional knowledge and practice that teaches at the associate degree level, embodying an academic area that has difficult human resources availability. At present there is a higher number of masters degrees, this may respond to the fact that the Institution targets mostly undergraduate programs.



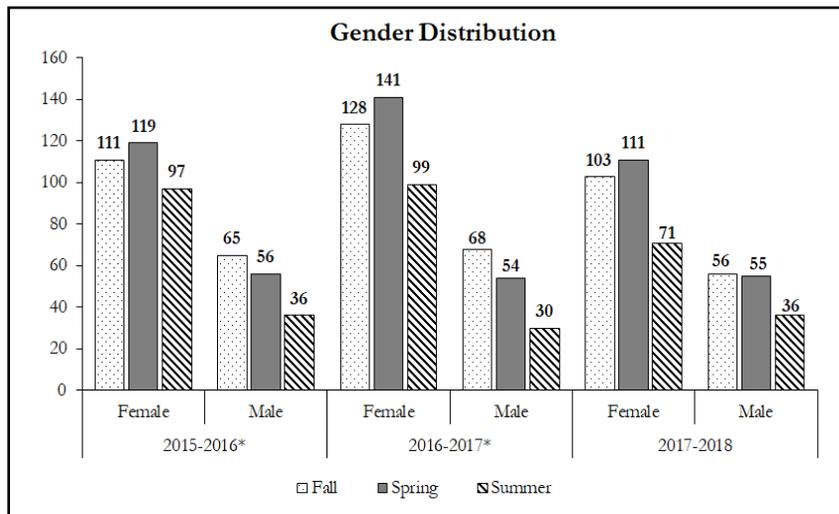
Source: Dean of Academic Affairs Office

*Includes Hato Rey Campus and the Manati and Humacao Branch Campuses

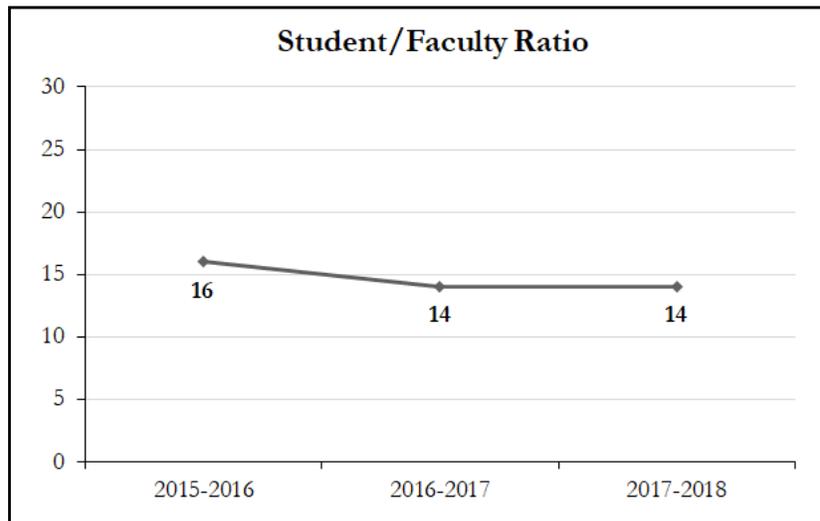
FACULTY PROFILE (HR)

Gender distribution sustains that more female faculty is in place. For the Fall semester the female faculty represented 65% (103) of the teaching body, while the remaining 35% (56) are men. There was an increase of male faculty in the Spring and Summer semesters. Additionally, there was a decrease of female faculty in all academic terms.

There is a healthy student ratio of 14 student per faculty member. The student/faculty ratio remained the same in comparison to the previous year.



Source: Dean of Academic Affairs Office



Source: IPEDS Fall Enrollment

LEARNING RESOURCES (HR)

(INCLUDES MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES)

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

The Instructional Resource Center provides access to:

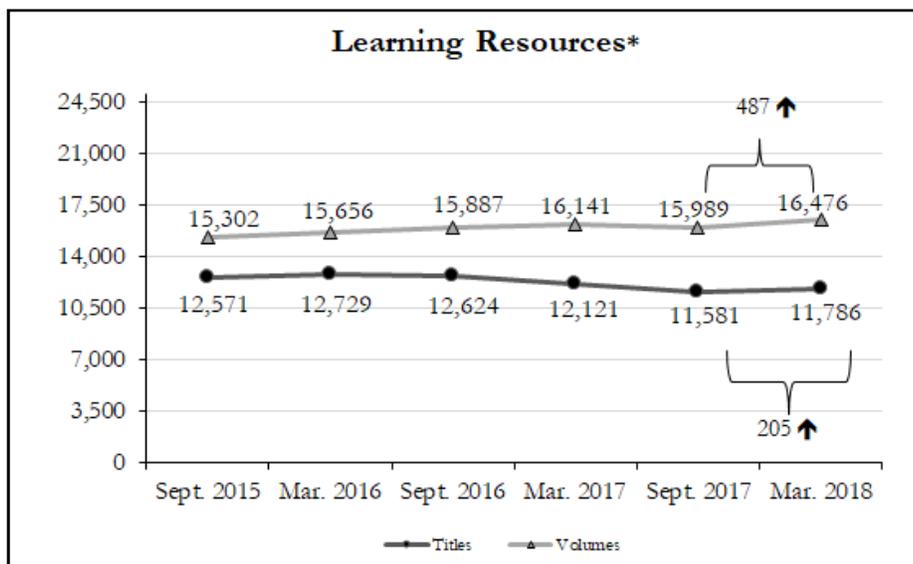
- **EBSCO Database** Full text journals Natural & Alternative Treatments, Alt Health Watch, Academic Search Premier, Art & Architecture Complete, Business Source Complete, *CINAHL* Plus® with Full Text, Health Source: Nursing/Academic Edition, Education Research Complete, Computer Source, GreenFILE, Library Information Science & Technology Abstracts, and Teacher Reference Center, AHFS Consumer Medication Information, and American Doctoral Dissertations. It also includes one (1) Spanish language databases: Fuente Académica.
- **OCENET** (Universitas, Health and Medicine and Business Administration). Universitas is a tool to help through the learning and research process; it has the most subject coverage in the Spanish language. Health and Medicine is an information center, with contents about health, nursing and medicine, oriented toward the patient, the consumer and the health careers alike. Business administration is an information center, with contents about economy, business and management oriented toward the student and the business professional. It provides a support tool to the learning process of students and to the daily tasks of professionals.
- **SIRS Mandarin M-5** is the Library On-line Catalog. It allows students to access the collection of books, journals and other resources available at the library from anywhere.
- **e-libro** is the first and only electronic Spanish-language platform devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material that e-libro offers from leading publishers. It hosts more than 80,000 titles from over 500+ publishers – with 95% of them from Latin America and Spain.
- **e-brary** offers authoritative e-books in a wide range of subject areas devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material. E-brary currently hosts 948,112 documents.
- **Alexander Street Streaming Video Resources** content is selected by expert editors with the student in mind. Nursing Assessment, Nursing Education and Nursing Assistant provides thousands of learning resources in Nursing videos for the classroom. Rehabilitation Therapy provides the same resources for the Physical Therapy Assistant Program.

LEARNING RESOURCES CONTINUATION(HR)

(INCLUDES MANATI, HUMACAO UNIVERSITY CENTERS, AND VILLALBA BRANCH CAMPUS)

- **NNN Consult** allows the agile search in each of these standardized languages: NIC, NOC, NANDA or simultaneously in all, also offering the links between them. It is updated with the latest editions of nursing reference works.
- **LexJuris** offers legal and, educational information of Puerto Rico. It is a powerful legal research tool. In addition, it provides information and educational tutorials for all levels of education in Puerto Rico.
- **MicroJuris** it's a powerful legal research tool that offers legal information Puerto Rico and USA state and federal laws.

For the months of March to September 2017 the collection of titles and volumes had a decrease because many collections in the area of computers, nursing and among others dated before 2000, have been discarded. In the months of September 2017 to March 2018 had an increase of 487 in volumes and 205 for the titles, that because the numbers of collections in nursing was replaced by subject or by new editions.



Source: Center of Information Resources

*Includes Manati, Humacao and Villalba Branch Campuses

RETENTION ANALYSIS (HR)

(INCLUDES MANATI AND HUMACAO BRANCH CAMPUSES)

ACADEMIC PROGRAMS	2015-2016		2016-2017		2017-2018	
UNDERGRADUATE	Enrollment/Retention Rate		Enrollment/Retention Rate		Enrollment/Retention Rate	
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(65)	64%	(75)	64%	(67)	64%
Associate Degree in Business Administration/On-line	(36)	53%	(61)	72%	(66)	53% ↓
Associate Degree in Office Administration	(40)	63%	(37)	62%	(23)	57% ↓
Bachelor's Degree in Business Administration Major in Accounting	(48)	83%	(51)	76%	(45)	71% ↓
Bachelor's Degree in Business Administration Major in Management	(88)	81%	(77)	66%	(71)	80% ↑
Bachelor's Degree in Technological Office Administration	(32)	78%	(22)	77%	(17)	82% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(148)	61%	(129)	62%	(110)	60% ↓
Associate Degree in Arts in Digital Design	(19)	58%	(18)	67%	(14)	79% ↑
Associate Degree in Digital Fashion Design	(208)	67%	(114)	74%	(173)	69% ↓
Bachelor's Degree in Arts in Major Digital Fashion Design	(68)	79%	(87)	82%	(125)	86% ↑
Bachelor's Degree in Arts Major in Interior Design and Decoration	(67)	76%	(67)	78%	(59)	68% ↓
Bachelor's Degree in Arts in Digital Design Major in Multimedia	(20)	75%	(23)	87%	(30)	63% ↓
SCHOOL OF TECHNOLOGY						
Associate Degree in Computer Programming	(53)	66%	(35)	60%	(20)	35% ↓
Associate Degree in Information Technology	(39)	87%	(48)	75%	(48)	65% ↓
Bachelor's Degree in Information Systems Major in Computer Programming+	(39)	80%	(5)	60%	(2)	100% ↑
Bachelor's Degree in Information Systems Major in Networking+	(65)	85%	(14)	100%	(4)	100%
Bachelor's Degree in Information Technology Science Major in Programming	(25)	96 %	(39)	82 %	(45)	67% ↓
Bachelor's Degree in Information Technology Science Major in Networks	(30)	90%	(40)	75%	(46)	85% ↑
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice	(7)	100%	(39)	74%	(43)	79% ↑
Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences			(1)	100%	(18)	83% ↓
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(53)	64%	(42)	67%	(32)	56% ↓
Associate Degree in Pharmacy Technician	(6)	100%	(31)	71%	(40)	63% ↓
Associate Degree in Physical Therapy Technology	(311)	75%	(281)	73%	(245)	76% ↓
Associate Degree Biotechnology	(36)	67%	(34)	82%	(27)	56% ↓
Bachelor's Degree in Natural Sciences*					(1)	100%
SCHOOL OF NURSING						
Associate Degree in Nursing	(854)	75%	(1079)	80%	(1282)	83% ↑
Bachelor's Degree in Science of Nursing	(254)	87%	(257)	72%	(202)	71% ↓
TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)	(2423)	73%	(2614)	75%	(2703)	75%
GRADUATE						
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	(65)	86%	(53)	74%	(54)	70% ↓
Master's Degree in Information Systems	(16)	69%	(14)	79%	(19)	47% ↓
Master's Degree in Business Administration Major in Strategic Management	(15)	100%	(19)	68%	(18)	94% ↑
Master's Degree in Naturopathic Sciences	(58)	95%	(84)	95%	(76)	92% ↓
Master's Degree in Information Technology for Education	(2)	100%	(2)	50%	(1)	0% ↓
Professional Certificate in Information Systems Auditing	(11)	82%	(7)	71%	(1)	100% ↑
Professional Certificate in Information Technology for Education		N/A		N/A		N/A
Professional Certificate Project Management	(6)	67%	(1)	100%	(1)	0% ↓
Professional Certificate Information Security and Digital Fraud Investigation	(4)	100%	(5)	100%	(5)	80% ↓
Professional Certificate in Relational Database Administration	(6)	100%	(8)	88%	(9)	78% ↓
Professional Certificate in Electronic Commerce		N/A		N/A		N/A
TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)	(167)	88%	(178)	84%	(169)	80% ↓
CAMPUS TOTAL RETENTION RATE (UNDUPLICATED)	(2590)	74%	(2792)	75%	(2872)	76% ↑

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

*New Programs

**The low retention rate for this program is do to its replacement with the new Associate Degree in Information Technology.

+Programs in moratorium.

RETENTION ANALYSIS (HR)
(INCLUDES MANATI AND HUMACAO BRANCH CAMPUSES)

In the 2017-2018 fiscal year, the campus total retention rate increased in comparison to the previous year. A total of 10 programs had an increase in retention rate. The Undergraduate retention rate remained the same as the previous year. The programs revealing an increase were: the Associate Degrees in Digital Design (12%), Criminal Justice (5%), and Nursing (3%). At the Bachelor's Degrees level: Information Systems Major in Computer Programming (40%) Business Administration Major in Management (14%), Information Technology Science Major in Networks (10%), Technological Office Administration (5%), Digital Fashion Design (4%), . The Master's Degrees retention increased in Business Administration Major in Strategic Management by (26%) and by (29%) in one (1) Professional Certificate in Information System Auditing.

PLACEMENT ANALYSIS (HR)

(INCLUDES MANATI AND HUMACAO BRANCH CAMPUSES)

ACADEMIC PROGRAMS	2015-2016		2016-2017		2017-2018	
	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate
UNDERGRADUATE						
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(1)	100%	(3)	60%	(1)	50% ↓
Associate Degree in Business Administration/On-line	N/A		(1)	33%	(1)	17% ↓
Associate Degree in Office Administration	(4)	100%	(2)	100%	(1)	50% ↓
Bachelor's Degree in Business Administration Major in Accounting	(4)	80%	(1)	50%	(4)	57% ↑
Bachelor's Degree in Business Administration Major in Management	(7)	100%	(4)	40%	(3)	43% ↑
Bachelor's Degree in Technological Office Administration	(9)	82%	(3)	75%	(3)	100% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(4)	100%	(5)	45%	(4)	44% ↓
Associate Degree in Arts in Digital Design	N/A		N/A		(0)	0%
Associate Degree in Digital Fashion Design	(4)	67%	(2)	29%	(4)	31% ↑
Bachelor's Degree in Arts in Major Digital Fashion Design	(0)	0%	(0)	0%	(3)	33% ↑
Bachelor's Degree in Arts Major in Interior Design and Decoration	(4)	80%	(1)	25%	(8)	100% ↑
Bachelor's Degree in Arts in Digital Design Major in Multimedia**	N/A		N/A		(0)	0%
SCHOOL OF TECHNOLOGY						
Associate Degree in Computer Programming+	N/A		(0)	0%	(0)	0%
Associate Degree in Information Technology			(0)	0%	(1)	25% ↑
Bachelor's Degree in Information Systems Major in Computer Programming+	(3)	100%	(3)	100%	N/A	
Bachelor's Degree in Information Systems Major in Networking+	(9)	64%	(6)	86%	N/A	
Bachelor's Degree in Information Technology Science Major in Programming					(2)	33%
Bachelor's Degree in Information Technology Science Major in Networks					(5)	100%
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice**						
Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences*						
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(0)	0%	(1)	50%	(1)	50%
Associate Degree in Pharmacy Technician**						
Associate Degree in Physical Therapy Technology	(5)	71%	(4)	29%	(6)	33% ↑
Associate Degree Biotechnology	(1)	50%	(0)	0%	(0)	0%
Bachelor's Degree in Natural Sciences*						
SCHOOL OF NURSING						
Associate Degree in Nursing	(22)	73%	(59)	36%	(79)	43% ↑
Bachelor's Degree in Science of Nursing	(23)	92%	(24)	36%	(20)	63% ↑
GRADUATE						
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	(11)	79%	(8)	67%	(5)	100% ↑
Master's Degree in Information Systems	(1)	100%	(1)	100%	(1)	100%
Master's Degree in Business Administration Major in Strategic Management	(1)	100%	(5)	100%	N/A	
Master's Degree in Naturopathic Sciences			(4)	25%	(1)	17% ↓
Master's Degree in Information Technology for Education	(1)	100%	N/A		N/A	
Professional Certificate in Information Systems Auditing	(1)	50%	(0)	0%	N/A	
Professional Certificate in Information Technology for Education	N/A		N/A		N/A	
Professional Certificate Project Management	(2)	100%	N/A		N/A	
Professional Certificate Information Security and Digital Fraud Investigation	N/A		N/A		(1)	100%
Professional Certificate in Relational Database Administration	(1)	100%	(1)	100%	(2)	40% ↓
Professional Certificate in Electronic Commerce	N/A		N/A		N/A	
CAMPUS TOTAL PLACEMENT RATE	(119)	78%	(137)	40%	(154)	44% ↑

Source: AIR and Placement Office

(n)=(Graduate + Complete)

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

*New Programs

**Programs that don't have yet graduate students.

+Programs in moratorium.

PLACEMENT ANALYSIS (HR)
(INCLUDES MANATI AND HUMACAO UNIVERSITY CENTERS)

During 2017-2018, 11 programs increased in placement rate: They are the Associate Degrees in: Information Technology (25%), Nursing (7%), Physical Therapy Technology (4%), and Digital Fashion Design (2%). The Bachelor's Degrees in: Interior Design and Decoration (75%), Digital Fashion Design (33%), Science of Nursing (27%), Technological Office Administration (25%), Business Administration Major in Accounting (7%), and Business Administration Major in Management (3%). In the Graduate programs one (1) increased its placement rate: Information Systems Major in Information Security and Digital Fraud Investigation (33%).

According to the Annual Institutional Report (AIR) data from 2017-2018, the percentage of employment increased by 4% in comparison to the previous year. 154 of 309 students contacted were placed in their fields of study. The percent of employment increase as, many students took and pass board exams, and employers came to campus providing students and graduates their first job opportunities. Giving the hurricane situation and large exodus has left employers with the need to fill vacancies.

PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS (HR)

(INCLUDES MANATI AND HUMACAO BRANCH CAMPUSES)

ACADEMIC PROGRAMS	2015-2016		2016-2017		2017-2018	
	Complete +, Enrollment, Graduation Graduate	Rate	Complete +, Enrollment, Graduation Graduate	Rate	Complete +, Enrollment, Graduation Graduate	Rate
UNDERGRADUATE						
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(3/65)	3%	(5/75)	7%	(3/67)	4% ↓
Associate Degree in Business Administration/On-line	(0/36)	0%	(3/61)	5%	(8/66)	12% ↑
Associate Degree in Office Administration	(9/40)	23%	(4/37)	11%	(3/23)	13% ↑
Bachelor's Degree in Business Administration Major in Accounting	(11/48)	23%	(4/51)	8%	(9/45)	20% ↑
Bachelor's Degree in Business Administration Major in Management	(16/88)	18%	(12/77)	16%	(9/71)	13% ↓
Bachelor's Degree in Technological Office Administration	(11/32)	34%	(5/22)	23%	(5/17)	29% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(7/148)	5%	(15/129)	12%	(8/110)	7% ↓
Associate Degree in Arts in Digital Design	(1/19)	5%	(0/18)	0%	(1/14)	7% ↑
Associate Degree in Digital Fashion Design	(11/208)	5%	(17/179)	9%	(24/173)	13% ↑
Bachelor's Degree in Arts Major in Digital Fashion Design	(7/68)	10%	(5/87)	6%	(11/125)	9% ↑
Bachelor's Degree in Arts Major in Interior Design and Decoration	(8/67)	12%	(7/67)	10%	(11/59)	19% ↑
Bachelor's Degree in Arts in Digital Design Major in Multimedia	(0/20)	0%	(0/23)	0%	(4/30)	13% ↑
SCHOOL OF TECHNOLOGY						
Associate Degree in Computer Programming+	(1/53)	2%	(5/35)	14%	(1/20)	5% ↓
Associate Degree in Information Technology	(0/39)	0%	(4/48)	8%	(7/48)	15% ↑
Bachelor's Degree in Information Systems Major in Computer Programming+	(13/39)	33%	(1/5)	20%	(2/2)	100% ↑
Bachelor's Degree in Information Systems Major in Networking+	(24/65)	37%	(9/14)	64%	(3/4)	75% ↑
Bachelor's Degree in Information Technology Science Major in Programming	(0/25)	0%	(0/39)	0%	(9/45)	20% ↑
Bachelor's Degree in Information Technology Science Major in Networks	(0/30)	0%	(0/40)	0%	(6/46)	13% ↑
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice**	(0/7)	0%	(0/39)	0%	(0/43)	0%
Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences**					(0/18)	0%
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(5/53)	9%	(7/42)	17%	(5/32)	16% ↓
Associate Degree in Pharmacy Technician**	(0/6)	0%	(0/31)	0%	(0/40)	0%
Associate Degree in Physical Therapy Technology	(31/311)	10%	(28/281)	10%	(7/71)	10%
Associate Degree in Biotechnology	(5/36)	14%	(8/34)	24%	(3/27)	11% ↓
Bachelor's Degree in Natural Sciences*						
SCHOOL OF NURSING						
Associate Degree in Nursing	(150/854)	18%	(201/1079)	19%	(267/1282)	21% ↑
Bachelor's Degree in Science of Nursing	(63/254)	25%	(81/257)	32%	(39/202)	19% ↓
TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED)	(307/2423)	13%	(342/2614)	13%	(405/2703)	15% ↑
GRADUATE						
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	(22/65)	34%	(20/53)	38%	(7/54)	13% ↓
Master's Degree in Information Systems	(2/16)	13%	(1/14)	7%	(1/19)	5% ↓
Master's Degree in Business Administration Major in Strategic Management	(7/15)	47%	(5/19)	26%	(0/18)	0% ↓
Master's Degree in Naturopathic Sciences	(0/58)	0%	(32/84)	38%	(22/76)	29% ↓
Master's Degree in Information Technology for Education	(1/2)	50%	(0/2)	0%	(0/1)	0%
Professional Certificate in Information Systems Auditing	(8/11)	73%	(4/7)	57%	(1/1)	100% ↑
Professional Certificate in Information Technology for Education		N/A		N/A		N/A
Professional Certificate Project Management	(3/6)	50%	(1/1)	100%		
Professional Certificate Information Security and Digital Fraud Investigation	(1/4)	25%	(2/5)	40%	(1/5)	20% ↓
Professional Certificate in Relational Database Administration	(1/4)	25%	(1/8)	13%	(7/9)	78% ↑
Professional Certificate in Electronic Commerce		N/A		N/A		N/A
TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED)	(35/167)	21%	(62/178)	35%	(33/169)	20% ↓
CAMPUS TOTAL GRADUATION RATE (UNDUPLICATED)	(342/2590)	13%	(404/2792)	14%	(438/2872)	15% ↑

Source: AIR

(n=Graduate+Complete, Total Enrollment)

Formula: SUM(Graduate+Complete)/Total Enrollment

*New Programs

**Programs that don't have yet graduate students.

+Programs in moratorium.

IPEDS Graduation Rates		
2015-2016	2016-2017	2017-2018
27%	30%	36%

Source: IPEDS Graduation Rates Data

**PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM ANALYSIS (HR)
(INCLUDES MANATI AND HUMACAO BRANCH CAMPUSES)**

The campus total graduation rate per academic program increased in 17 programs in comparison to the previous year. They are the Associate Degrees in: Business Administration/On-line (7%), Digital Design (7%), Information Technology (7%), Digital Fashion Design (4%), Office Administration (2%), and Nursing (2%). The Bachelor's Degrees in: Information Systems Major in Computer Programming (80%), Information Technology Science Major in Programming (20%), Information Technology Science Major in Networks (13%), Digital Design Major in Multimedia (13%), Business Administration Major in Accounting (12%), Information Systems Major in Networking (11%), Interior Design and Decoration (9%), Technological Office Administration (6%), and Digital Fashion Design (3%); and for the Professionals Certificates in Information Systems Auditing (43%) and Relational Database Administration (65%).

IPEDS

During 2017-2018, the IPEDS Graduation Rate increased by 6% in comparison to the year 2016-2017.

CAMPUS CRIME REPORT (HR)

Postsecondary institutions that participate in federal student financial assistance programs are required by the Higher Education Act (HEA), Section 486 (a) and (f), to report criminal offenses. The Institution keeps statistics concerning the occurrences at on-campus and off-campus buildings, including nearby public property. The Institution must report criminal offenses which have been notified to on-campus security and/or local police. There are four (4) general categories to be reported: Criminal Offenses: criminal homicide, including murder and non-negligent manslaughter, and manslaughter by negligence; sexual assault, including rape, fondling, incest and statutory rape; robbery, aggravated assault, burglary, motor vehicle theft; and arson; Hate Crime: any of the above-mentioned offenses, and any incidents of larceny-theft, simple assault, intimidation, or destruction/damage/vandalism of property that were motivated by bias; Violence Against of Women Act (VAWA) Offenses: any incidents of domestic violence, dating violence and stalking and; Arrests and Referrals for Disciplinary Action: for weapons-carrying, possessing, etc. law violations, drug abuse violations and liquor law violations.

In the report of 2018 there was one (1) VAWA Offense, which was a domestic violence on campus. In the 2016 report, two (2) robbery offenses and one (1) aggravated assault occurred in public property, they took place at a private Bank adjacent (Banco Popular) to the University facilities located at the Arroyo Street, San Juan.

Campus Crime Report

Year Report	Crimes	Criminal Offenses	Quantity	Site
2016	Criminal Offenses	Robbery and Aggravated Assault	3	Public Property
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2017	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2018	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	Domestic Violence	1	On Campus
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

**MANATI AND HUMACAO
BRANCH CAMPUSES**

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (PRCE)
MANATI BRANCH CAMPUS**

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

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

ASSOCIATE DEGREES

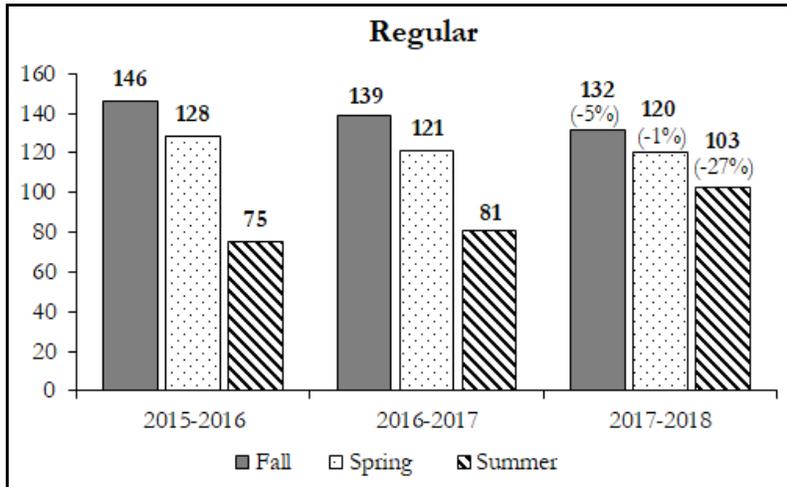
Associate Degree in Nursing	2013
Associate Degree in Physical Therapy Technology	2013
Associate Degree in Digital Fashion Design	2013
Associate Degree in Information Technology	2017

BACHELOR'S DEGREES

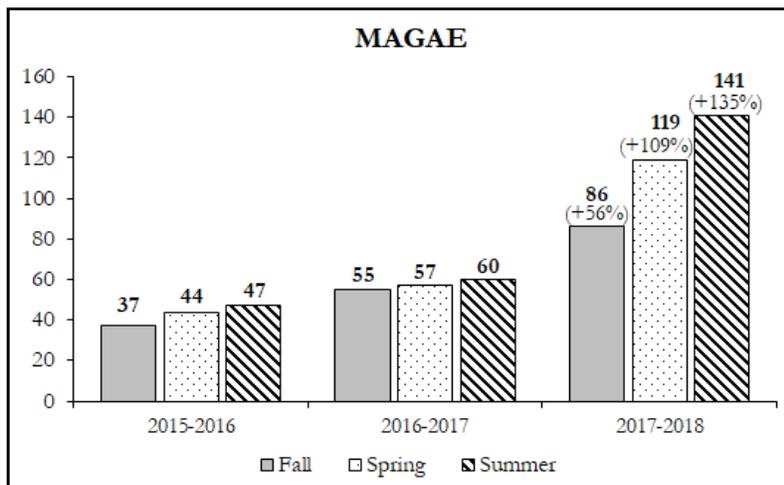
Bachelor's Degree in Science of Nursing	2018
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MANATI BRANCH CAMPUS ENROLLMENT

In the 2017-2018 academic year, the **Regular** enrollment decreased in all the terms. Whereas, the **MAGAE** modality shows an increase in all terms, 56% in the Fall semester, 109% in Spring, and 135% in the Summer. This decrease is partly due to the passing of a hurricane through the Island.



Source: Enrollment Certifications

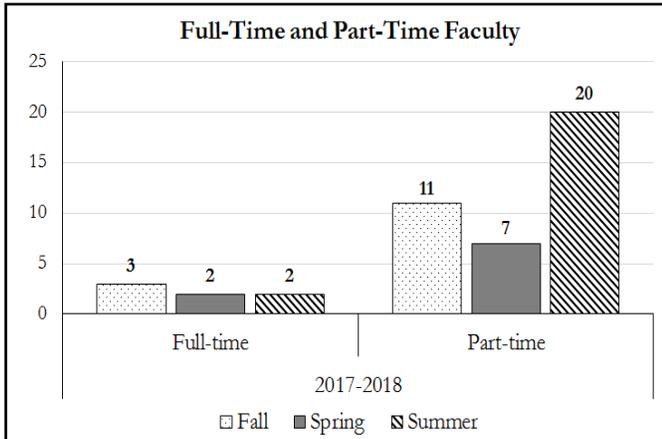


Source: Enrollment Certifications

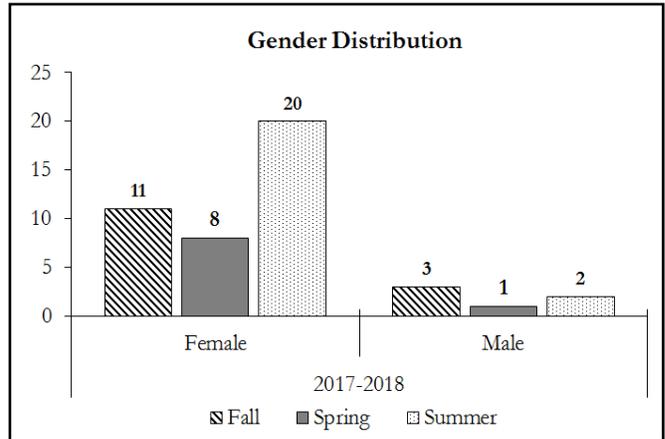
MANATI BRANCH CAMPUS FACULTY PROFILE*

*For descriptions see page 17.

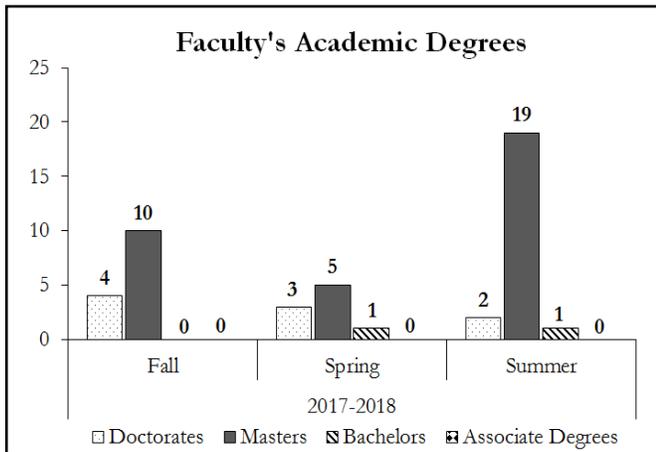
There is more part-time qualified faculty and the gender distribution sustains that more female faculty is in place. Whereas, the faculty's academic degrees show more masters degrees professors for all the terms. The Faculty Profile section was added to present data from the now branch campus and previous additional location.



Source: Dean of Academic Affairs Office



Source: Dean of Academic Affairs Office



Source: Dean of Academic Affairs Office

MANATI BRANCH CAMPUS RETENTION

The total retention rate for the academic year 2017-2018 was 83%. The retention rate increased by 6% in comparison to the previous year. As can be observed, the Associate Degree in Nursing had an increase of 10 % in retention.

ACADEMIC PROGRAMS	2015-2016		2016-2017		2017-2018	
	Enrollment/Retention Rate		Enrollment/Retention Rate		Enrollment/Retention Rate	
Associate Degree in Computer Programming+	(19)	68% *	(12)	67% *	(3)	67% *
Associate Degree in Information Technology**					(4)	100% *
Associate Degree in Digital Fashion Design	(27)	74% *	(36)	86% *	(33)	73% * ↓
Associate Degree in Physical Therapy Technology	(85)	67% *	(72)	85% *	(71)	76% * ↓
Associate Degree in Nursing	(149)	71% *	(179)	76% *	(274)	86% * ↑
Total Retention (Unduplicated)	(280)	70%	(279)	77%	(368)	83% ↑

*Data recorded in Hato Rey Campus Retention Table (page 22).

Source : AIR

(n=Enrollment)

Formula: (Total Enrollment - Drops)/Total Enrollment

+Program in moratorium.

**New Program

MANATI BRANCH CAMPUS CAMPUS CRIME REPORT

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

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

Campus Crime Report

Year Report	Crimes	Criminal Offenses	Quantity	Site
2018	Criminal Offenses	N/A	0	N/A
	Hates crimes	N/A	0	N/A
	VAWA Offenses*	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

*Violence Against of Women Act

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (PRCE)
HUMACAO BRANCH CAMPUS**

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

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

ASSOCIATE DEGREES

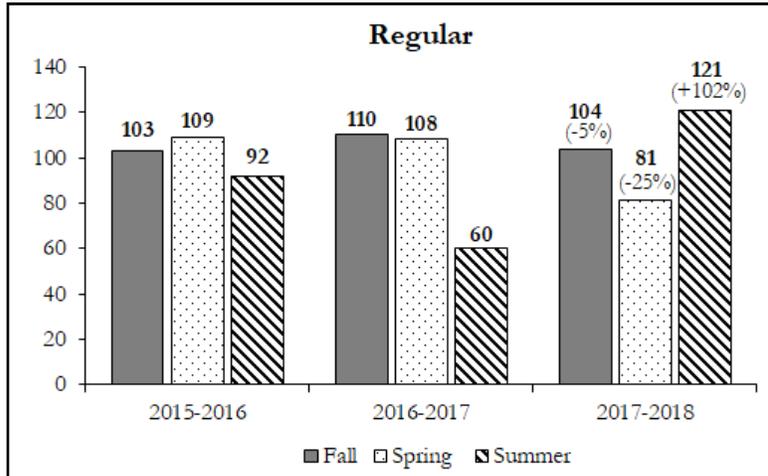
Associate Degree in Nursing	2013
Associate Degree in Physical Therapy Technology	2013
Associate Degree in Digital Fashion Design	2013
Associate Degree in Information Technology	2017

BACHELOR'S DEGREES

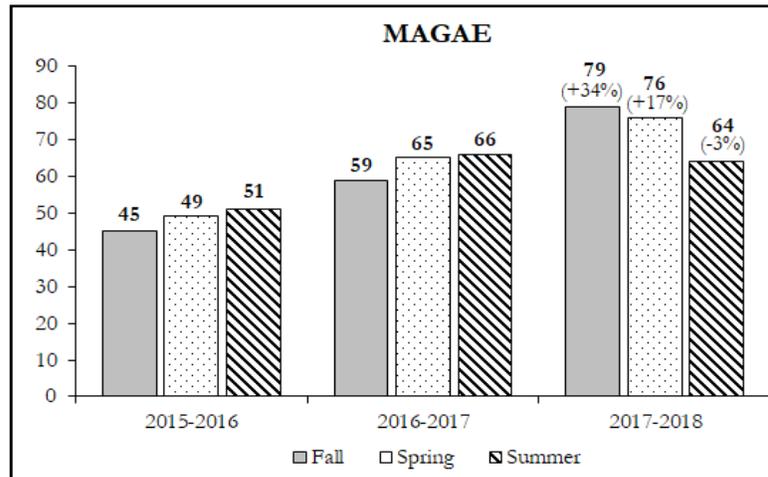
Bachelor's Degree in Science of Nursing	2018
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HUMACAO BRANCH CAMPUS ENROLLMENT

In the 2017-2018 academic year, the **Regular** enrollment increased in the Summer (102%) semester and decreased in Fall and Spring. Whereas, the **MAGAE** modality shows an increase in the Fall (34%) and Spring (17%) semesters, and a decrease for the Summer session.



Source: Enrollment Certifications

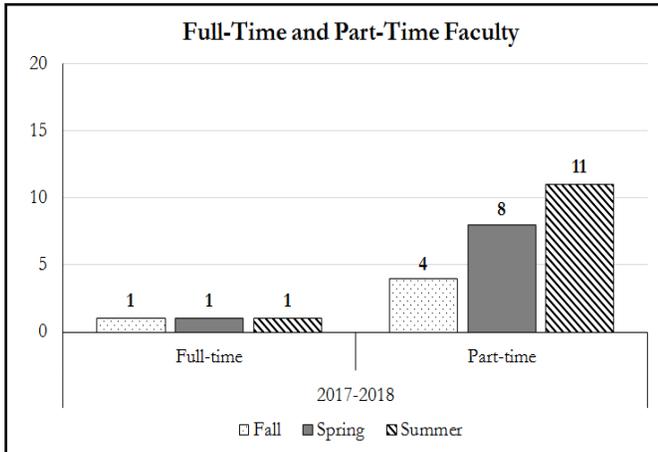


Source: Enrollment Certifications

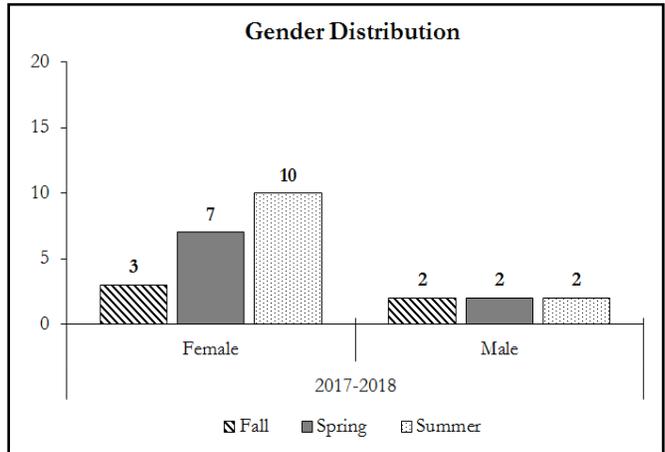
HUMACAO BRANCH CAMPUS FACULTY PROFILE*

*For descriptions see page 17.

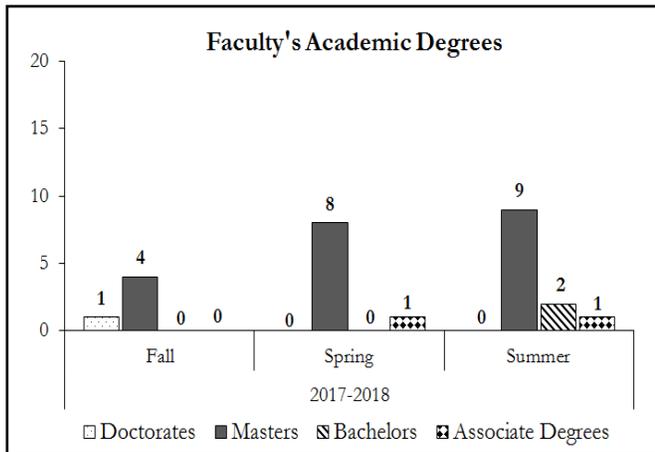
There is more part-time qualified faculty and the gender distribution sustains that more female faculty is in place. Whereas, the faculty's academic degrees show more masters degrees professors for all the terms.



Source: Dean of Academic Affairs Office



Source: Dean of Academic Affairs Office



Source: Dean of Academic Affairs Office

HUMACAO BRANCH CAMPUS RETENTION

The total retention rate for the academic year 2017-2018, was 72%. The retention rate had an increase of 4% in comparison to the previous year. The retention rate increased for the Associate Degrees in: Physical Therapy Technology (10%) and Nursing (5%).

ACADEMIC PROGRAMS	2015-2016		2016-2017		2017-2018	
	Enrollment	Retention Rate	Enrollment	Retention Rate	Enrollment	Retention Rate
Associate Degree in Computer Programming ⁺	(9)	56% *	(22)	55% *	(16)	25% * ↓
Associate Degree in Information Technology ^{**}					(3)	100% *
Associate Degree in Digital Fashion Design	(21)	52% *	(29)	86% *	(32)	76% * ↓
Associate Degree in Physical Therapy Technology	(76)	76% *	(78)	64% *	(58)	74% * ↑
Associate Degree in Nursing	(154)	76% *	(173)	72% *	(168)	77% * ↑
Total Retention (Unduplicated)	(260)	73%	(287)	68%	(271)	72% ↑

*Data recorded in Hato Rey Campus Retention Table (page 22).

Source : AIR

(n=Enrollment)

Formula: $(\text{Total Enrollment} - \text{Drops}) / \text{Total Enrollment}$

⁺Program in moratorium.

^{**}New Program

HUMACAO BRANCH CAMPUS CAMPUS CRIME REPORT

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

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

Campus Crime Report

Year Report	Crimes	Criminal Offenses	Quantity	Site
2018	Criminal Offenses	N/A	0	N/A
	Hates crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

*Violence Against of Women Act

VILLALBA BRANCH CAMPUS

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (PRCE)
VILLALBA BRANCH CAMPUS**

The Villalba Branch Campus establishment was approved by the PRCE at the beginning of the 2017. Following are the academic programs offered at the branch campus, including a new bachelor's degree approved in 2018.

ASSOCIATE DEGREES

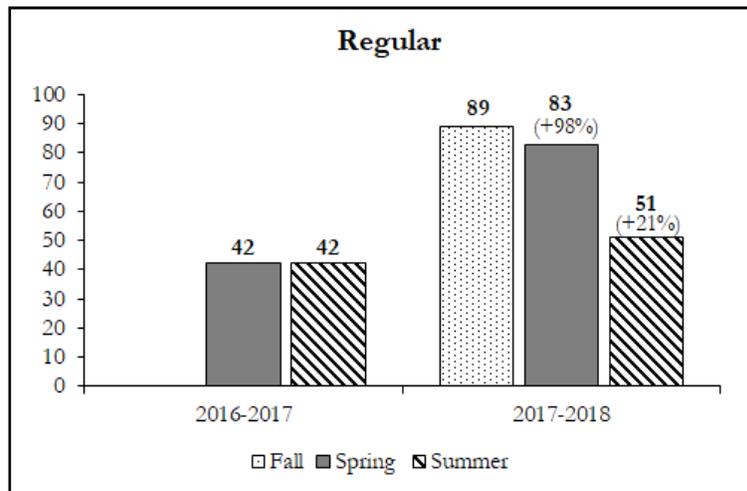
Associate Degree in Business Administration	2017
Associate Degree in Nursing	2017
Associate Degree in Information Technology	2017
Associate Degree in Criminal Justice	2017

BACHELOR'S DEGREES

Bachelor's Degree in Business Administration Major in Accounting	2017
Bachelor's Degree in Science of Nursing	2018

VILLALBA BRANCH CAMPUS ENROLLMENT

The Villalba Branch Campus began operating in Spring 2017. In the 2017-2018 academic year, the **Regular** enrollment increased in the Spring term by 98% and 21% in the Summer.

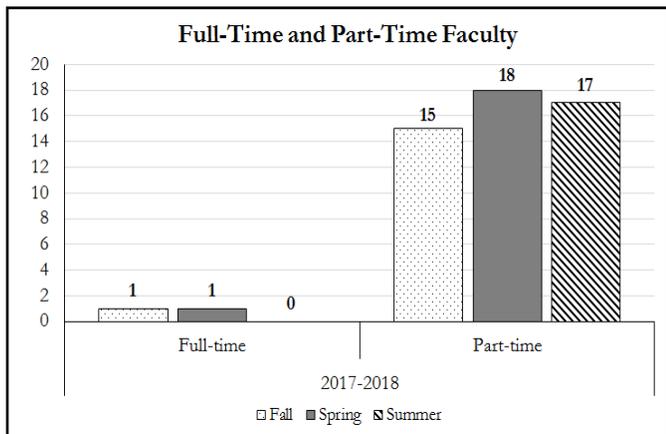


Source: Enrollment Certifications

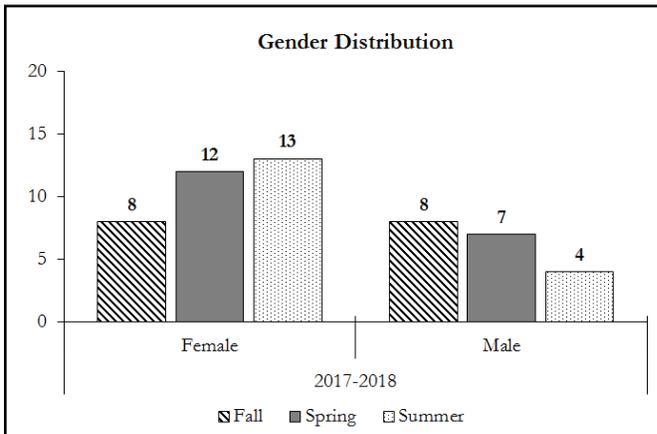
VILLALBA BRANCH CAMPUS FACULTY PROFILE

*For descriptions see page 17.

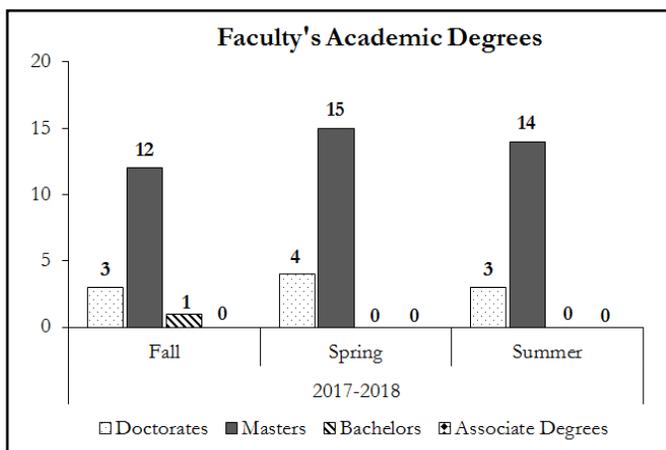
During 2017-2018, more part-time qualified faculty was in place. Gender distribution for the Fall session was composed of a 50% female and 50% male faculty. In the Spring and Summer sessions there were had more females. Faculty's Academic Degrees show more master's degrees in all academic terms in comparison to other degrees and sessions.



Source: Academic Dean Office



Source: Academic Dean Office



Source: Academic Dean Office

VILLALBA BRANCH CAMPUS RETENTION

During 2017-2018, the total retention rate was 50%. As can be observed, the retention decreased in all academic programs. The decrease can be a consequence of a hurricane passing through the Island in September 2017.

ACADEMIC PROGRAMS	2016-2017 Enrollment/Retention Rate		2017-2018 Enrollment/Retention Rate	
Associate Degree in Business Administration	(9)	89% *	(30)	63% ↓
Associate Degree in Nursing	(75)	81% *	(37)	38% ↓
Associate Degree in Information Technology	(6)	100% *	(14)	50% ↓
Associate Degree in Criminal Justice	(16)	100% *	(33)	52% ↓
Bachelor's Degree in Business Administration Major in Accounting	(2)	100% *	(5)	80% ↓
Bachelor's Degree in Science of Nursing			(1)	100%
Total Retention (Unduplicated)	(108)	86%	(117)	50% ↓

Source : AIR

(n=Enrollment)

Formula: (Total Enrollment—Drops)/Total Enrollment

SAN SEBASTIAN CAMPUS (SS)

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (PRCE)
SAN SEBASTIAN CAMPUS**

ASSOCIATE DEGREES

Associate Degree in Medical Emergencies Technology	1992
Associate Degree in Nursing	1992
Associate Degree in Pharmacy Technician	2004
Associate Degree in Physical Therapy Technology	2007
Associate Degree in Digital Fashion Design	2013
Associate Degree in Arts in Interior Design and Decoration	2014
Associate Degree in Information Technology	2015
Associate Degree in Criminal Justice	2015
Associate Degree in Health Billing and Codifications Services	2018
Associate Degree in Executive Protection and Security	2018

BACHELOR'S DEGREES

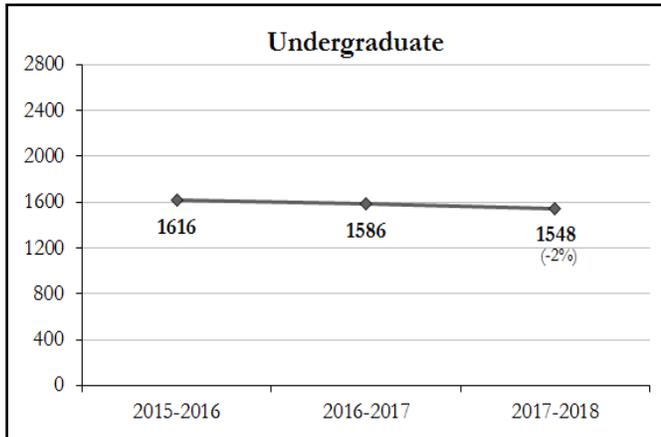
Bachelor's Degree in Science of Nursing	2002
Bachelor's Degree in Information Technology Sciences Major in Programming	2015
Bachelor's Degree in Information Technology Sciences Major in Networks	2015
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	2016
Bachelor's Degree in Natural Sciences	2018

MASTER'S DEGREES

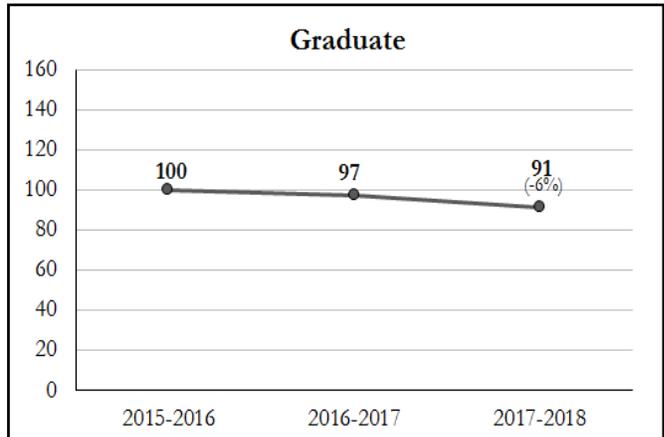
Master's Degree in Science of Nursing Major in Emergency/Trauma Care (MSN)	2013
Master's Degree in Science of Nursing Major in Acute/Critical Care (MSN)	2013

ENROLLMENT(SS)

Based on the IPEDS 12-month Enrollment Data, in 2017-2018, the undergraduate enrollment decreased by 2% in comparison to the previous year and the graduate enrollment decreased by 6%.



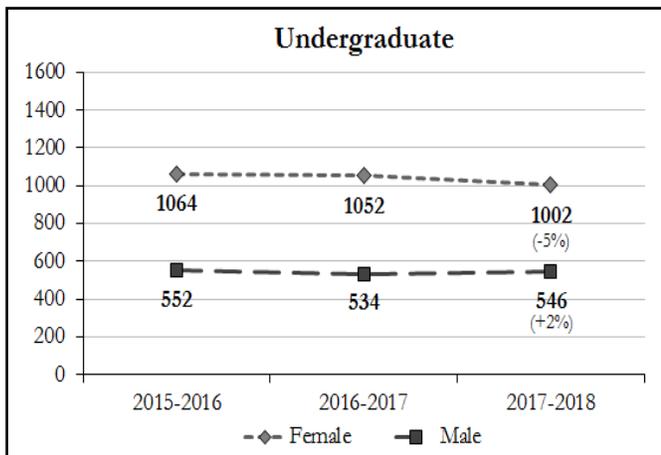
Source: IPEDS 12-month Enrollment Data



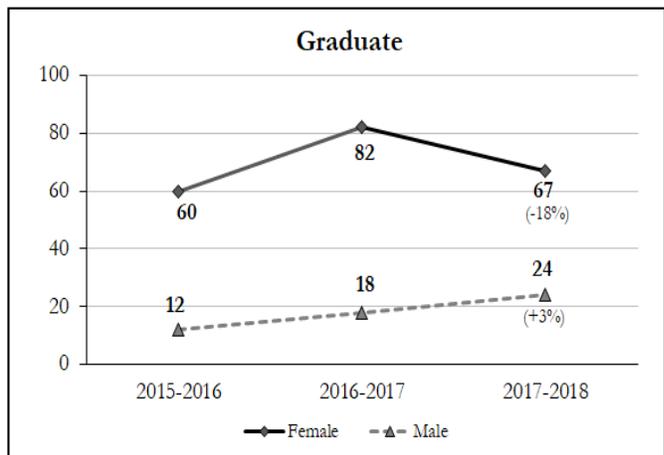
Source: IPEDS 12-month Enrollment Data

ENROLLMENT GENDER DISTRIBUTION (SS)

The undergraduate female student enrollment decreased 5% (50). Male enrollment increased 2% (12) in comparison to the previous year. In 2017-2018, graduate student enrollment decreased 18% (15) for females and increased 3% (6) for the male population.



Source: IPEDS 12-month Enrollment Data

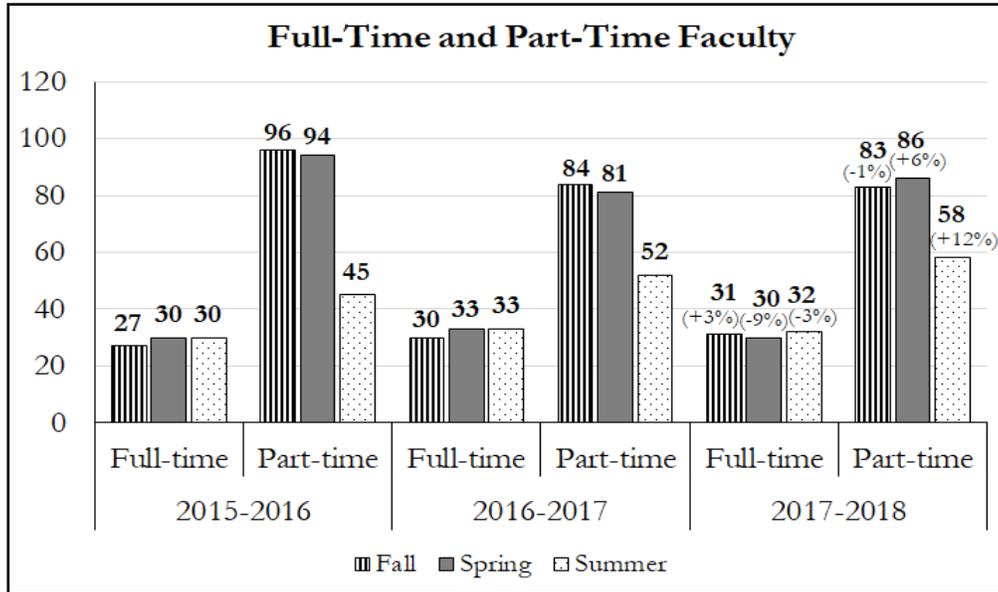


Source: IPEDS 12-month Enrollment Data

FACULTY PROFILE (SS)

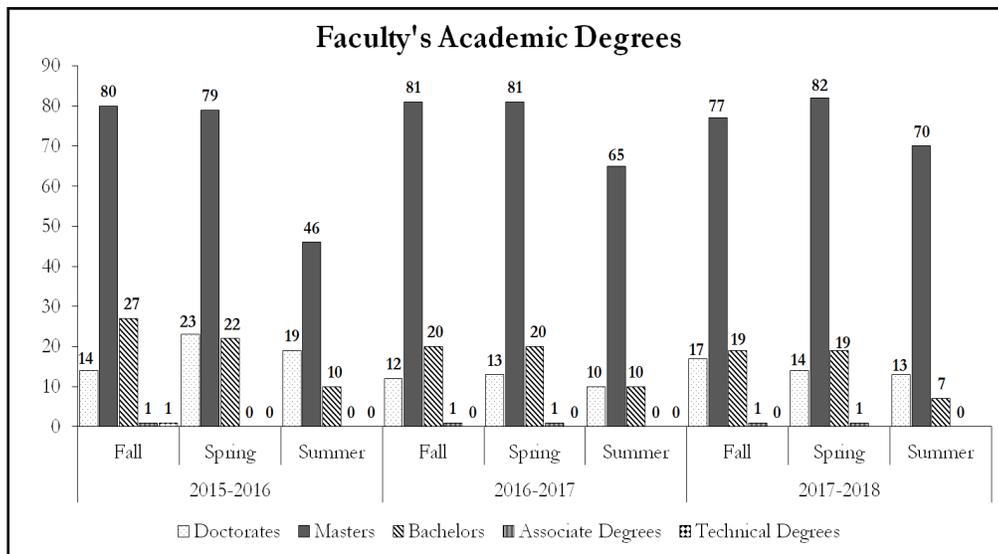
*For descriptions see page 17.

There is more part-time qualified faculty due to, among other considerations, that many practitioners are available for teaching and learning endeavors as an enhancement to their professional responsibilities. This practice is common among higher education settings. A steady healthy cadre of part timers is in place.



Source: Academic Dean Office

There are more professors holding a master's degree than any other academic level. A higher number of master's academic degrees responds to the fact that the Institution targets mostly undergraduate programs.

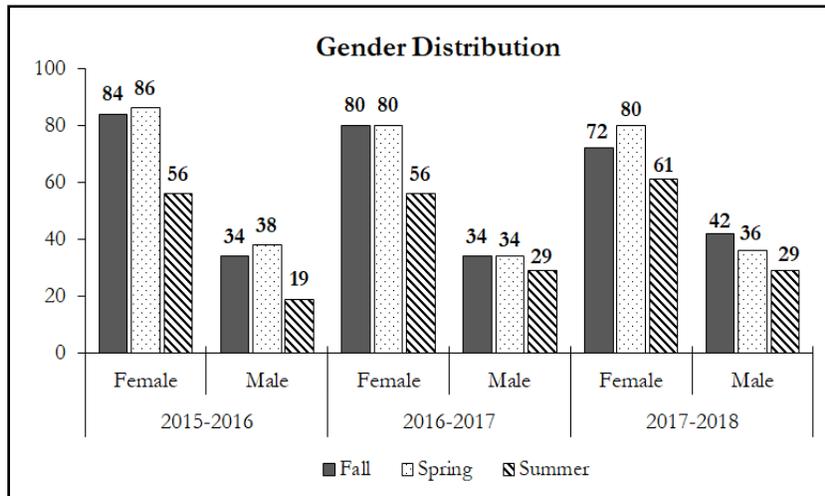


Source: Academic Dean Office

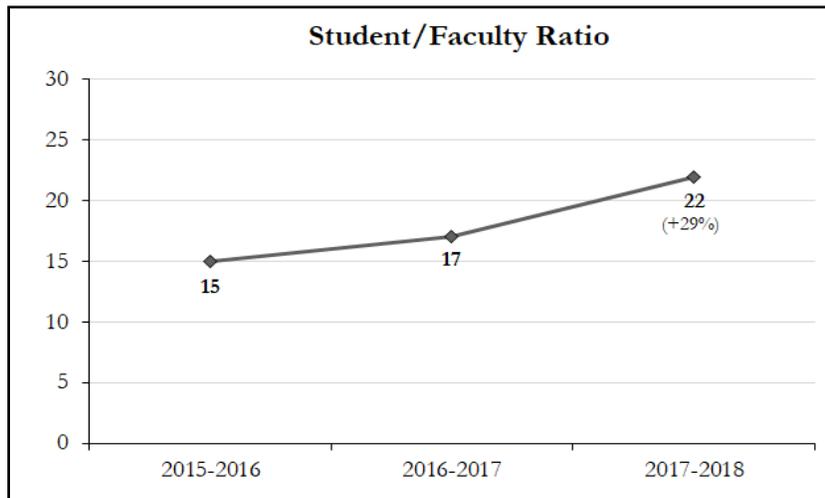
FACULTY PROFILE (SS)

Gender distribution sustains that more female faculty is in place. The San Sebastian campus focuses mostly on health programs, which historically has had a female cadre as major practitioners.

There is a healthy student ratio. It has increased to a still adequate student/faculty ratio.



Source: Dean of Academic Affairs Office



Source: IPEDS Fall Enrollment

LEARNING RESOURCES (SS)

The Information Resources Center continues its efforts to provide a quality service to the community, faculty and students. Additionally, book collections and electronic databases were updated. They contain a variety of topics such as health, trade, human resources, nursing, computer science, clinical pharmacology, and general academic areas, among others. By March 2018, the Information Resources Center had 11,211 titles and 12,129 volumes.

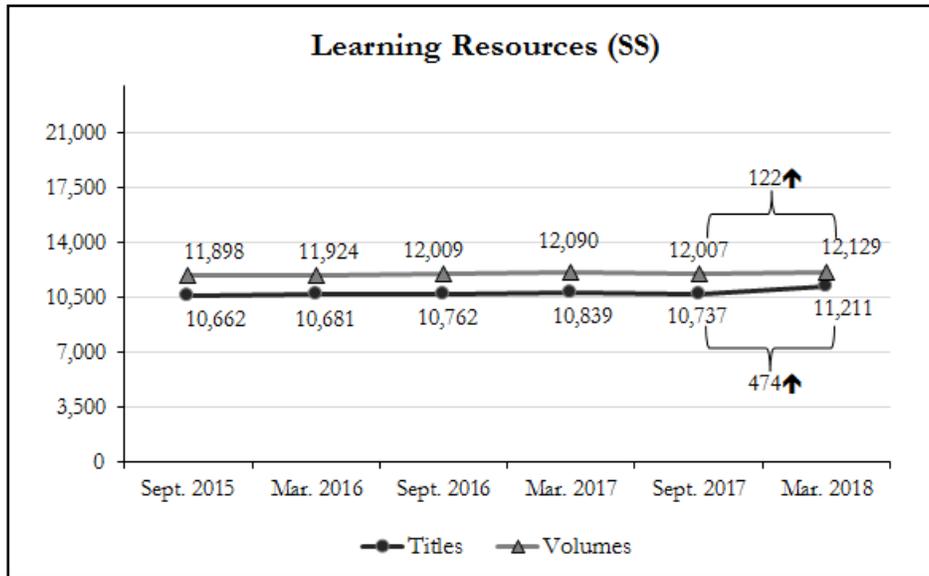
The available databases are:

- **EBSCO Database** Full text journals Natural & Alternative Treatments, Alt HealthWatch, Academic Search Premier, Art & Architecture Complete, Business Source Complete, *CINAHL Plus® with Full Text*, Health Source: Nursing/Academic Edition, Education Research Complete, Computer Source, GreenFILE, Library Information Science & Technology Abstracts, Regional Business News and Teacher Reference Center, AHFS Consumer Medication Information, and American Doctoral Dissertations. It also includes one (1) Spanish language databases: Fuente Académica.
- **OCENET (Universitas, Health and Medicine, and Business Administration)** Universitas is a tool to help through the learning and research process. It has the most subject coverage in the Spanish language. Health and Medicine is an information center, with contents about health, nursing and medicine, oriented toward the patient, the consumer, and the health careers alike. Business Administration is an information center, with contents about economy, business and management oriented toward the student and the business professional. It provides a support tool to the learning process of students and to the daily tasks of professionals.
- **e-libro** is the first and only electronic Spanish-language platform devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material that e-Libro offers from leading publishers. It hosts more than 80,000 titles from over 500+ publishers – with 95% of them from Latin America and Spain.
- **e-brary** offers authoritative e-books in a wide range of subject areas devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material. E-brary currently hosts 948,112 documents.
- **Alexander Street Streaming Video Resources** content is selected by expert editors with the student in mind. Nursing Assessment, Nursing Education and Nursing Assistant provides thousands of learning resources in video in Nursing for the classroom. Rehabilitation Therapy provides the same for the Physical Therapy Assistant Program.
- **NNN Consult** allows the agile search in each of these standardized languages: NIC, NOC, NANDA or simultaneously in all, also offering the links between them. It is updated with the latest editions of nursing reference works.
- **LexJuris** offers legal and, educational information of Puerto Rico. It is a powerful legal research tool. In addition, provides information and educational tutorials of all levels of education in Puerto Rico.

LEARNING RESOURCES CONTINUATION (SS)

- **MicroJuris** Virtual legal library with essential information for legal practice and advice of your company. Laws, jurisprudence, regulations, magazines, and continuing education courses.

There is an increase in learning resources, in both the titles (474) and volumes (122) categories. This increase is in response to new program developments and resource updating.



Source: Center of Information Resources

RETENTION ANALYSIS (SS)

ACADEMIC PROGRAMS	2015-2016		2016-2017		2017-2018	
UNDERGRADUATE	Enrollment/Retention Rate		Enrollment/Retention Rate		Enrollment/Retention Rate	
SCHOOL OF ADMINISTRATION						
Bachelor's Degree in Business Administration Major in Accounting+	(13)	85%	(5)	100%	(3)	100%
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(16)	50%	(19)	79%	(23)	52% ↓
Associate Degree in Digital Fashion Design	(53)	68%	(50)	82%	(50)	82%
SCHOOL OF TECHNOLOGY						
Associate Degree in Information Technology	(66)	79%	(80)	69%	(58)	62% ↓
Bachelor's Degree in Information Technology Science Major in Programming	(13)	92%	(23)	91%	(29)	72% ↓
Bachelor's Degree in Information Technology Science Major in Networks	(27)	93%	(29)	93%	(38)	87% ↓
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(8)	88%	(7)	100%	(24)	29% ↓
Associate Degree in Pharmacy Technician	(245)	71%	(189)	59%	(136)	51% ↓
Associate Degree in Physical Therapy Technology	(132)	81%	(123)	83%	(111)	75% ↓
Bachelor's Degree in Natural Sciences*					(11)	100%
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice	(27)	63%	(69)	77%	(109)	69% ↓
Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences*			(2)	100%	(30)	73% ↓
SCHOOL OF NURSING						
Associate Degree in Nursing	(735)	74%	(729)	81%	(699)	76% ↓
Bachelor's Degree in Science of Nursing	(310)	85%	(273)	82%	(290)	82%
TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)	(1616)	74%	(1586)	77%	(1548)	72% ↓
GRADUATE						
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care	(82)	93%	(70)	96%	(64)	91% ↓
Master's Degree in Science of Nursing, Major in Acute/Critical Care	(34)	91%	(38)	95%	(27)	89% ↓
TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)	(100)	91%	(97)	95%	(91)	90% ↓
CAMPUS TOTAL RETENTION RATE (UNDUPLICATED)	(1716)	75%	(1683)	78%	(1639)	73% ↓

Source : AIR

(n=Enrollment)

Formula: (Total Enrollment—Drops)/Total Enrollment

*New Programs

+Programs in moratorium.

RETENTION ANALYSIS (SS)

During the academic year 2017-2018, the campus retention rate decreased by 5% in comparison to the previous year. In 2017-2018, 12 programs had a decrease in their retention rates. Two (2) programs remained the same retention as the previous year. They are: Associate Degree in Arts in Digital Design and the Bachelor's Degree in Science of Nursing.

PLACEMENT ANALYSIS (SS)

ACADEMIC PROGRAMS	2015-2016		2016-2017		2017-2018	
	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate
UNDERGRADUATE						
SCHOOL OF ADMINISTRATION						
Bachelor's Degree in Business Administration Major in Accounting+	(5)	100%	(1)	50%	(2)	67% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration					(3)	67%
Associate Degree in Digital Fashion Design			(4)	80%	(5)	63% ↓
SCHOOL OF TECHNOLOGY						
Associate Degree in Information Technology			(0)	0%	(2)	50% ↑
Bachelor's Degree in Information Systems Major in Computer Programming+	(0)	0%	(1)	100%		
Bachelor's Degree in Information Technology Science Major in Programming					(2)	100%
Bachelor's Degree in Information Technology Science Major in Networks					(7)	86%
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice					(1)	0%
Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences*						
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(2)	33%				
Associate Degree in Pharmacy Technician	(8)	35%	(7)	47%	(4)	75% ↑
Associate Degree in Physical Therapy Technology	(7)	41%	(12)	44%	(6)	40% ↓
Bachelor's Degree in Natural Sciences*						
SCHOOL OF NURSING						
Associate Degree in Nursing	(51)	65%	(57)	67%	(74)	56% ↓
Bachelor's Degree in Science of Nursing	(35)	53%	(39)	68%	(30)	59% ↓
GRADUATE						
Master's Degree in Science of Nursing Major in Emergency/Trauma Care	(17)	100%	(20)	95%	(21)	95%
Master's Degree in Science of Nursing Major in Acute/Critical Care	(9)	100%	(8)	100%	(7)	100%
CAMPUS TOTAL PLACEMENT RATE	(143)	60%	(153)	65%	(161)	63% ↓

Source : AIR and Placement Office

(n)=(Graduate + Complete)

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

*New Programs

+Programs in moratorium.

PLACEMENT ANALYSIS (SS)

During 2017-2018, three (3) programs increased their placement rates. They are the Associate Degrees in: Information Technology (50%), Pharmacy Technician (28%) and the Bachelor's Degrees in Business Administration Major in Accounting (17%).

According to the Annual Institutional Report (AIR) data for 2017-2018, the percentage of employment decreased by 2% in comparison to the previous year. This is based on 255 graduated students, of whom 161 are employed in their areas of study. Reasons that graduates may not be employed are that many graduates students left to the United States for better employment opportunities. Other students are working in areas not related to their program of study . Also, those who graduated from the Physical Therapy Technology, Pharmacy Technician, Nursing, Medical Emergencies, and Interior Design programs are required to have permanent license in order to be employed, but many are still in the process of completing such requirements.

PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS (SS)

ACADEMIC PROGRAMS	2015-2016		2016-2017		2017-2018	
UNDERGRADUATE	Complete+, Enrollment, Graduation Graduate	Rate	Complete+, Enrollment, Graduation Graduate	Rate	Complete+, Enrollment, Graduation Graduate	Rate
SCHOOL OF ADMINISTRATION						
Bachelor's Degree in Business Administration Major in Accounting+	(6/13)	46%	(2/5)	40%	(3/3)	100% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(0/16)	0%	(0/19)	0%	(6/23)	26% ↑
Associate Degree in Digital Fashion Design	(0/53)	0%	(7/50)	14%	(9/51)	18% ↑
SCHOOL OF TECHNOLOGY						
Associate Degree in Information Technology	(0/66)	0%	(7/80)	9%	(4/58)	7% ↓
Bachelor's Degree in Information Technology Science Major in Programming	(0/13)	0%	(0/23)	0%	(3/29)	10% ↑
Bachelor's Degree in Information Technology Science Major in Networks	(0/27)	0%	(0/29)	0%	(10/38)	20% ↑
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice**	(0/27)	0%	(0/69)	0%	(0/109)	0%
Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences**			(0/2)	0%	(0/30)	0%
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(7/8)	88%	(0/7)	0%	(0/24)	0%
Associate Degree in Pharmacy Technician	(27/245)	11%	(18/189)	10%	(4/136)	3% ↓
Associate Degree in Physical Therapy Technology	(22/132)	17%	(29/123)	24%	(20/29)	18% ↓
Bachelor's Degree in Natural Sciences*					(0/11)	0%
SCHOOL OF NURSING						
Associate Degree in Nursing	(106/735)	14%	(113/729)	15%	(180/699)	26% ↑
Bachelor's Degree in Science of Nursing	(72/310)	23%	(64/325)	20%	(72/290)	25% ↑
TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED)	(263/1616)	16%	(248/1586)	16%	(313/1548)	20% ↑
GRADUATE						
Master's Degree in Science of Nursing Major in Emergency/Trauma Care	(21/82)	26%	(21/70)	30%	(9/27)	33% ↑
Master's Degree in Science of Nursing Major in Acute/Critical Care	(10/34)	29%	(10/38)	26%	(24/64)	38% ↑
TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED)	(29/100)	29%	(32/97)	33%	(33/91)	36% ↑
CAMPUS TOTAL GRADUATION RATE (UNDUPLICATED)	(292/1716)	17%	(282/1683)	17%	(345/1639)	21% ↑

Source: AIR

(n=Total G+C,TE)

Formula: $\text{SUM}(\text{Graduate} + \text{Complete}) / \text{Total Enrollment}$

*New Programs

**Programs that don't have yet graduate students.

+ Programs in moratorium.

IPEDS Graduation Rates		
2015-2016	2016-2017	2017-2018
18%	23%	3%

Source: IPEDS Graduation Rates Data

PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS (SS)

In 2017-2018, the following nine (9) programs showed an increase in the students graduation rates. The Associate Degrees in: Interior Design and Decoration (26%), Nursing (11%), and Digital Fashion Design (4%) ; the Bachelor's Degrees level, the Business Administration with Major in Accounting (60%), Information Technology Science Major in Networks (20%), Information Technology Science Major in Programming (10%), and Science of Nursing (5%). At the Master's Degrees level Nursing, all increase its graduation rate: Acute/Critical Care with 12%, and Emergency/Trauma Care with 3%.

IPEDS

In the 2017-2018, the IPEDS graduation rate decreased by 20% in comparison to the previous year.

CAMPUS CRIME REPORT (SS)

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

EDP University can be considered a safe campus as these offenses have not occurred.

Campus Crime Report*

Year Report	Crimes	Criminal Offenses	Quantity	Site
2016	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA** Offenses	N/A	0	N/A
	Arrests and Referrals for Disciplinary Actions	N/A	0	N/A
2017	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA** Offenses	N/A	0	N/A
	Arrests and Referrals for Disciplinary Actions	N/A	0	N/A
2018	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA** Offenses	N/A	0	N/A
	Arrests and Referrals for Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

*Includes San Sebastian Nursing School

**Violence Against of Women Act

R³
**RECRUITMENT, READMISSION,
AND RETENTION**

R³ RECRUITMENT, READMISSION, AND RETENTION

R³ represents the outcome of efforts aimed at reaching a projected enrollment number from three (3) available areas. These are recruitment, readmission, and retention. The offices responsible for this area are the Promotion's, Admission's, the Registrar's and the Dean's of Academic Affairs Offices, accordingly.

R³ outcome numbers allow the Institution to make an enrollment projection as well as its composition. It also indicates how these areas relate to the enrollment plan in order to uphold a healthy sustainable growth.

The following table shows the projected and real enrollment of students from the regular, graduate program as well as in the adult modality.

HATO REY CAMPUS

During the academic year 2016–2017 and 2017-2018, there was a decrease in the real enrollment in comparison with the projected enrollment.

The Graduate, Regular, and Adult Modality 2017 Summer recruitment data had the highest student enrollment numbers surpassing the projected outcome, except for the Fall of 2016, Spring, Summer, and Fall of 2017, and the Spring and Summer of 2018. Retention efforts did not surpass the projected enrollment. The readmission efforts surpassed the projected enrollment in the Fall of 2016, Summer and Fall 2017, and Summer 2018.

GRADUATE, REGULAR, AND ADULT MODALITIES (HR)

P = Projected enrollment R = Real enrollment	FALL 2016		SPRING 2017		SUMMER 2017		FALL 2017		SPRING 2018		SUMMER 2018	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	302	250	142	126	82	105	279	203	129	110	78	80
Retention (Academic Affairs)	800	708	979	806	539	412	740	670	891	740	513	435
Readmission (Student Affairs)	58	74	59	56	13	16	54	55	54	47	12	24
TOTALS	1160	1032	1180	988	634	533	1073	928	1073	897	603	539

Sources: Project Enrollment Analysis and Enrollment Certifications

MANATI BRANCH CAMPUS

In the Spring of 2018, the real total enrollment increased compared to the projected enrollment distribution. Nonetheless, there was a decrease in the Spring and Fall of 2016, Summer and Fall of 2017, and the Summer of 2018.

Recruitment efforts in the Summer of 2017 and 2018 reached the enrollment projections. Retention efforts for the Fall of 2016 and 2017, and Spring of 2018, also reached the expected outcomes. Readmission reached the expected outcomes for the term of Summer 2017.

P =Projected R= Real	REGULAR											
	FALL 2016		SPRING 2017		SUMMER 2017		FALL 2017		SPRING 2018		SUMMER 2018	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	40	22	22	15	12	23	34	17	11	9	12	13
Retention (Promotion Office)	107	113	149	105	77	56	90	107	75	101	81	72
Readmission (Student Affairs)	8	4	9	1	2	3	7	1	5	0	2	2
Total	155	139	180	121	90	82	130	125	90	110	95	87

Sources: Project Enrollment Analysis and Enrollment Certifications

R³

RECRUITMENT, READMISSION, AND RETENTION*

*For descriptions see page 60.

HUMACAO BRANCH CAMPUS

The real total enrollment was lower than the projections established for all academic terms.

In the Spring of 2016 and Summer of 2017, recruitment efforts surpassed the enrollment projections. Whereas, retention and readmission did not meet the outcomes.

P =Projected R= Real	REGULAR											
	FALL 2016		SPRING 2017		SUMMER 2017		FALL 2017		SPRING 2018		SUMMER 2018	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	36	32	18	27	12	19	29	12	10	6	12	24
Retention (Promotion Office)	97	76	125	81	77	39	76	71	71	67	81	51
Readmission (Student Affairs)	7	2	8	0	2	2	6	2	4	0	2	1
Total	140	110	150	108	90	60	110	85	85	73	95	76

Sources: Project Enrollment Analysis and Enrollment Certifications

VILLALBA BRANCH CAMPUS

Villalba Branch Campus began operating in Spring 2017.

In the Summer and Fall of 2017, Spring and Summer of 2018, the real total enrollment did not reach the enrollment projections. Also, retention and readmission efforts did not reach the projections. On the other hand, recruitment efforts surpassed the projected outcomes in all terms.

P =Projected R= Real	REGULAR							
	SUMMER 2017		FALL 2017		SPRING 2018		SUMMER 2018	
	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	8	11	20	30	11	19	7	8
Retention (Promotion Office)	51	31	52	32	79	53	43	36
Readmission (Student Affairs)	1	0	4	1	5	0	1	0
Total	60	42	75	63	95	72	50	44

Sources: Project Enrollment Analysis and Enrollment Certifications

R³ RECRUITMENT, READMISSION, AND RETENTION

*For descriptions see page 60.

In the Summer of 2018, the real total enrollment increased in comparison with projected enrollment distribution. Nonetheless, there was a decrease in the others terms.

Recruitment efforts did not reach the projected enrollment, except in the Summer of 2017 and 2018. Retention efforts did not reach the projected enrollment, except in the Summer of 2018. Readmission efforts surpassed all enrollment projections except for the Spring semester of 2018.

SAN SEBASTIAN CAMPUS

GRADUATE, REGULAR, AND ADULT* MODALITY (SS)

P = Projected enrollment R = Real enrollment	FALL 2016		SPRING 2017		SUMMER 2017		FALL 2017		SPRING 2018		SUMMER 2018	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	265	150	104	77	61	85	225	137	94	46	62	87
Retention (Academic Affairs)	704	580	718	634	400	333	597	538	652	617	404	461
Readmission (Student Affairs)	51	64	43	66	9	18	43	87	39	39	10	58
TOTALS	1020	794	865	777	471	436	865	762	785	702	475	606

Sources: Project Enrollment Analysis and Enrollment Certifications

*The Adult modality began in Spring 2017.

R³
RECRUITMENT, READMISSION, AND RETENTION
MAGAE AND MABE

*For descriptions see page 60.

The following table shows the projected and real enrollment for students enrolled in the modalities of MAGAE and MABE for both Hato Rey and San Sebastian campuses, and Manati and Humacao Branch Campuses.

In the Fall of 2016, Spring and Summer 2018, the real enrollment surpassed the projections established. Nonetheless, a decrease in the Spring and Summer 2017, Spring and Summer of 2018 can be observed.

Recruitment efforts surpassed enrollment projections for Fall of 2016, Spring and Fall of 2017, and the Spring and Summer of 2018 semesters. Retention efforts surpassed enrollment projections, for the Fall of 2016 semester. Readmission efforts did not surpass the established projections, except in the 2018 Summer session.

MAGAE AND MABE R³ DISTRIBUTION
HATO REY* AND SAN SEBASTIAN CAMPUSES

P = Projected enrollment R = Real enrollment	FALL 2016		SPRING 2017		SUMMER 2017		FALL 2017		SPRING 2018		SUMMER 2018	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	130	215	84	154	99	72	195	264	96	207	98	136
Retention (Academic Affairs)	345	380	581	479	650	558	518	448	664	607	638	582
Readmission (Student Affairs)	25	11	35	25	15	9	38	24	40	20	15	47
TOTALS	500	606	700	658	765	639	750	736	800	834	750	765

Source: Project Enrollment Analysis and Enrollment Certifications

* Includes Manati and Humacao Branch Campuses.

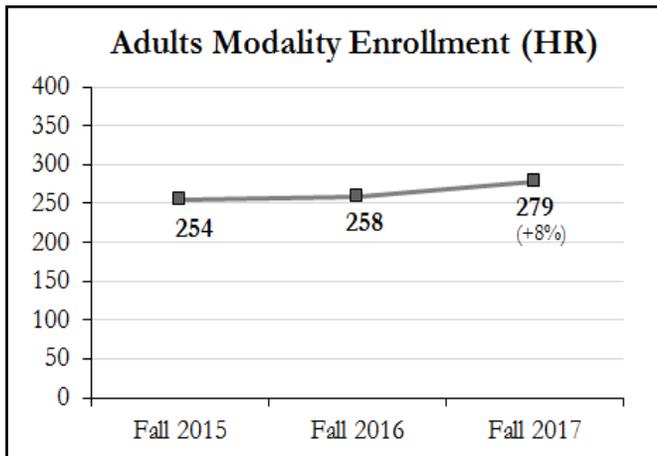
**INSTITUTIONAL
INNOVATIVE INITIATIVES**

ADULTOS@EDP (HR)

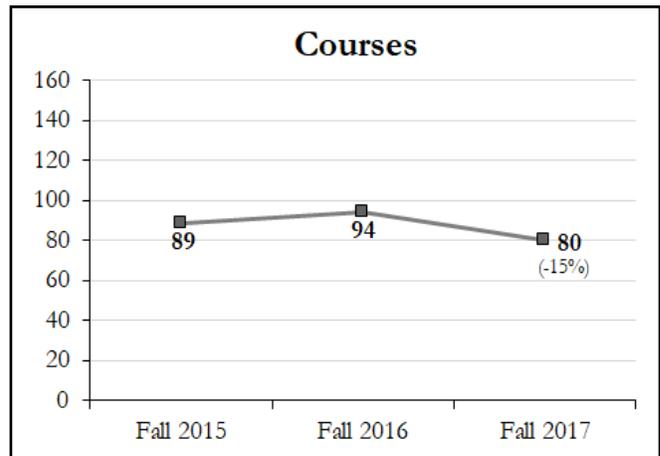
The Adults Modality for teaching and learning follows a nontraditional accelerated calendar of study for students 21 years of age or older. Students meet once a week per cycle. Each cycle clusters two (2) nine (9) weeks into one (1) semester. Each course has a study guide which helps lead the student through the content areas.

A student may complete nine (9) credits per cycle thus completing 18 credits per semester. Nevertheless, students tend to complete six (6) credits per cycle. This calendar has evidenced positive feedback for nontraditional students whose goals are to complete an academic degree as part of their professional development.

The ratio between enrollment and courses averages 29 to 35 students per course.



Source: Enrollment Certifications



Source: Campus VUE

ADULTS MODALITY PROGRAM OFFERINGS

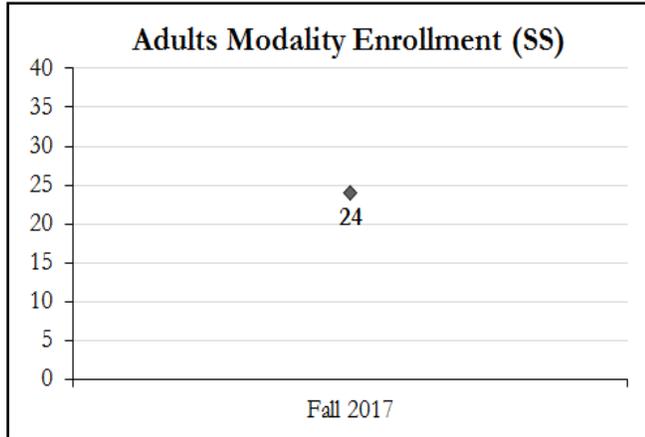
- Associate Degree in Office Administration
- Associate Degree in Business Administration
- Associate Degree in Business Administration/On-line
- Associate Degree in Information Technology
- Associate Degree in Health Billing and Codifications Services
- Bachelor's Degree in Business Administration Major in Management
- Bachelor's Degree in Business Administration Major in Accounting
- Bachelor's Degree in Information Technology Science Major in Programming
- Bachelor's Degree in Information Technology Science Major in Networks
- Bachelor's Degree in Science of Nursing

ADULTOS@EDP (SS)*

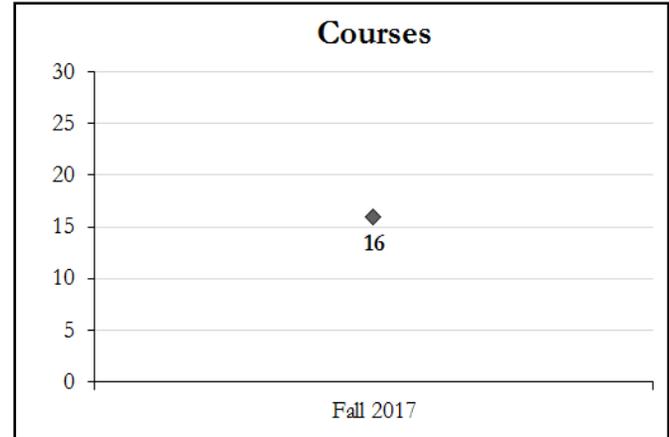
*For descriptions of the modality see page 65.

Adults Modality in San Sebastian Campus officially started in Spring 2017.

During the term of Spring 2017, the modality began with a registration of 23 students with 22 courses offered. In the Fall of 2017 there were 24 students for a total of 16 courses.



Source: Enrollment Certifications



Source: Campus VUE

ADULTS MODALITY PROGRAM OFFERINGS

Associate Degree in Arts in Interior Design and Decoration

Associate Degree in Health Billing and Codifications Services

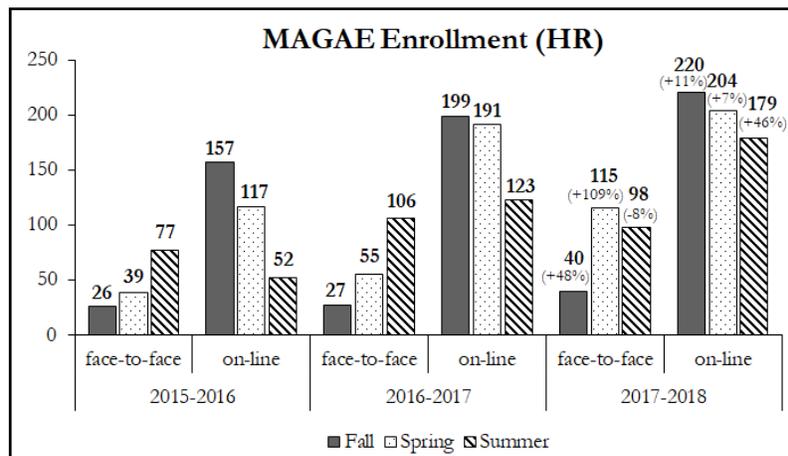
ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE) (HR)

The Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym) program is an adaptation of the Associate Degree in Nursing approved by the Puerto Rico Council for Education. The program schedule was formatted to accommodate the fast track pace of the Adult Modality.

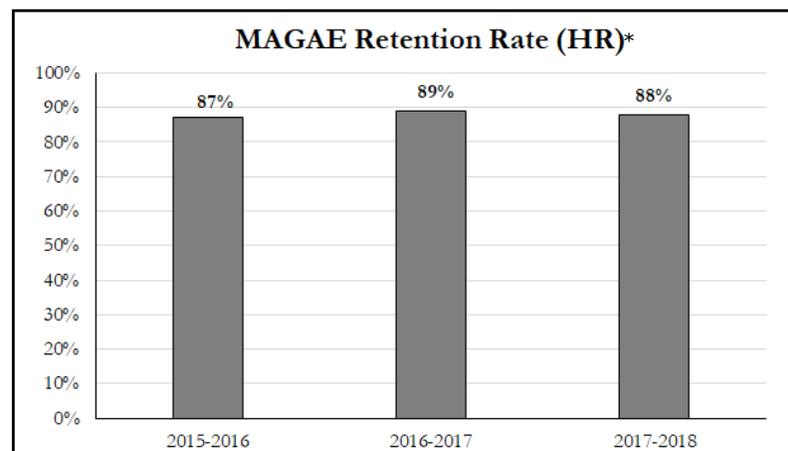
The MAGAE mode requires courses taken through both distance education (51%) and traditional in classroom (49%). On-line courses are accessed through EDP's virtual campus (www.campusvirtualedp.net). Face-to-face courses and clinical practices, require students to travel to Puerto Rico for two (2) consecutive periods. Students may travel during established periods from February to April, June to August and, October to December. During this time period, clinical placements are provided at hospitals currently licensed by the Puerto Rico Department of Health.

In the 2017-2018 academic year, on-line enrollment increased by 11% in the Fall, 7% in the Spring, and in the Summer 46% in comparison to the previous year. Meanwhile, face-to-face enrollment increased in the Fall by 48%, in Spring by 109% and in the Summer decreased by 8% for the same academic year.

The 2017-2018 academic year, the MAGAE retention rate had a 1% decrease, as can be observed in the graphics presented below.



Source: Enrollment Certifications



Source: AIR
(n=Enrollment)

Formula: $(\text{Total Enrollment} - \text{Drops}) / \text{Total Enrollment}$

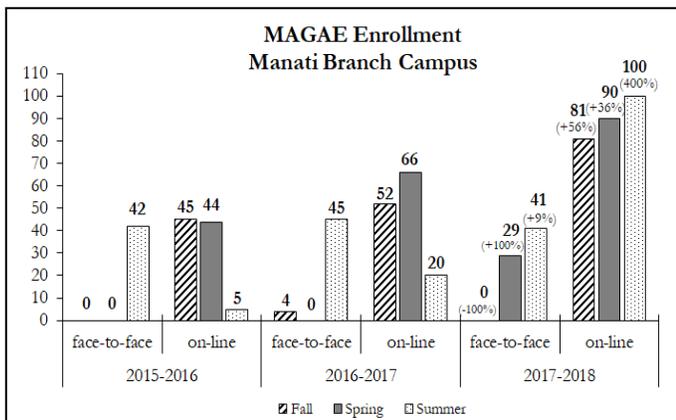
*Data recorded in Hato Rey Campus Retention Table (page 22).

ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)+ MANATI AND HUMACAO BRANCH CAMPUSES

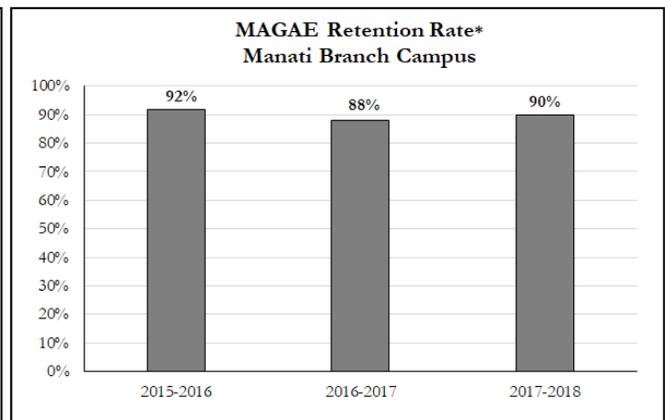
+For description of the modality see page 67.

During 2017-2018, at the Manati Branch Campus, on-line enrollment increased in all academic terms, face-to-face enrollment increased in the Spring and Summer sessions. In the 2017-2018 academic year, at the Humacao Branch Campus, on-line enrollment increased in the terms of Fall and Summer in comparison to the previous year, while in the Spring and Summer terms we observe an increase in the number of face-to-face students.

The MAGAE retention rate for Manati Branch Campus had an increased of 2% in the academic year of 2017-2018, and for the Humacao Branch Campus decrease of 1% in comparison to the previous year is reflected.



Source: Enrollment Certifications

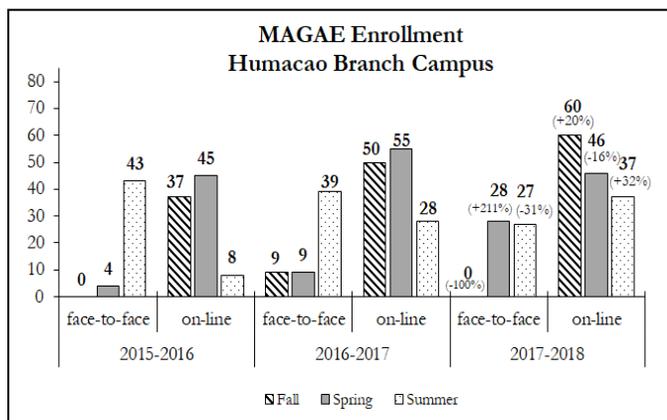


Source: AIR

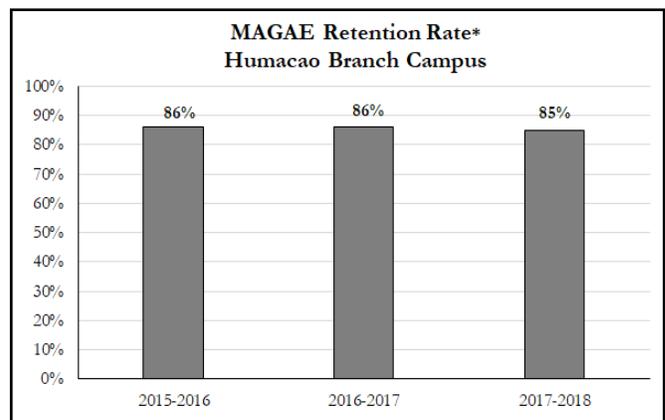
(n=Enrollment)

Formula: $(\text{Total Enrollment} - \text{Drops}) / \text{Total Enrollment}$

*Data recorded in Hato Rey Campus Retention Table (page 20).



Source: Enrollment Certifications



Source: AIR

(n=Enrollment)

Formula: $(\text{Total Enrollment} - \text{Drops}) / \text{Total Enrollment}$

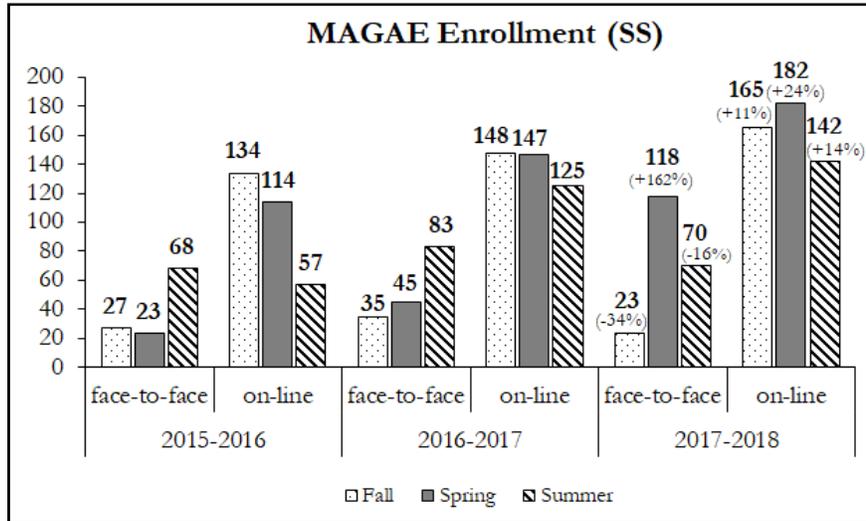
*Data recorded in Hato Rey Campus Retention Table (page 20).

ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE) (SS)+

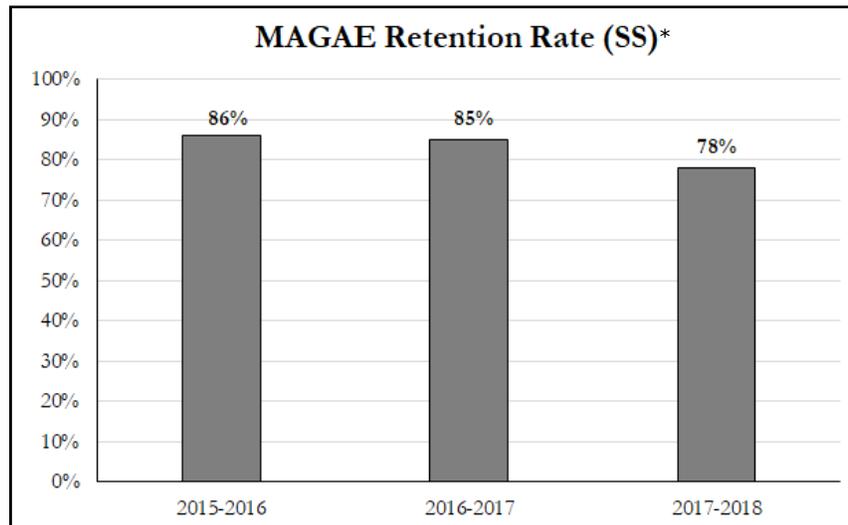
+For description of the modality see page 67.

During the 2017-2018 academic year, there was an increase in all terms for the on-line enrollment while, face-to-face enrollment increased in the Spring session.

The MAGAE retention rate decreased by 7%, in the 2017-2018 academic year.



Source: Enrollment Certifications



Source: AIR

(n=Enrollment)

Formula: $(\text{Total Enrollment} - \text{Drops}) / \text{Total Enrollment}$

*Data recorded in San Sebastian Campus Retention Table (page 47).

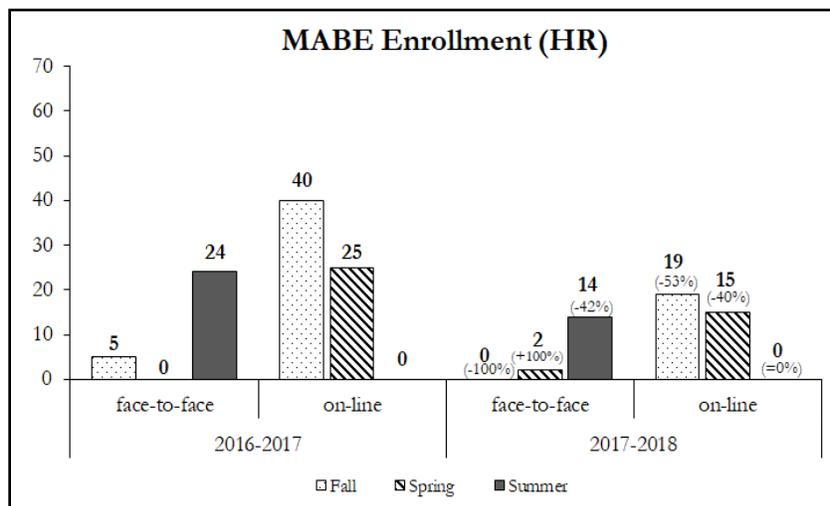
BACHELOR'S DEGREE IN SCIENCE OF NURSING ADULT MODALITY (MABE) (HR)

The Bachelor's Degree in Science of Nursing Adult Modality (MABE by its Spanish acronym) program is an outgrowth of MAGAE (see page 67). The students take 58% of their course work on-line and 42% face-to-face.

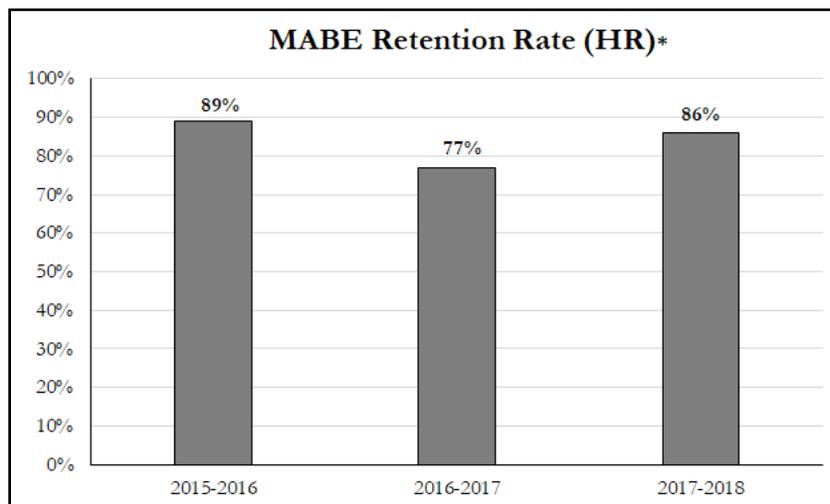
HATO REY CAMPUS (HR)

The on-line enrollment decreased during the 2017-2018 academic year. Face-to-face enrollment increased in the Spring semester.

During the same year the MABE retention rate increased by 9% in comparison to the previous year.



Source: Enrollment Certifications



Source: AIR

(n=Enrollment)

Formula: $(\text{Total Enrollment} - \text{Drops}) / \text{Total Enrollment}$

*Data recorded in Hato Rey Campus Retention Table (page 22).

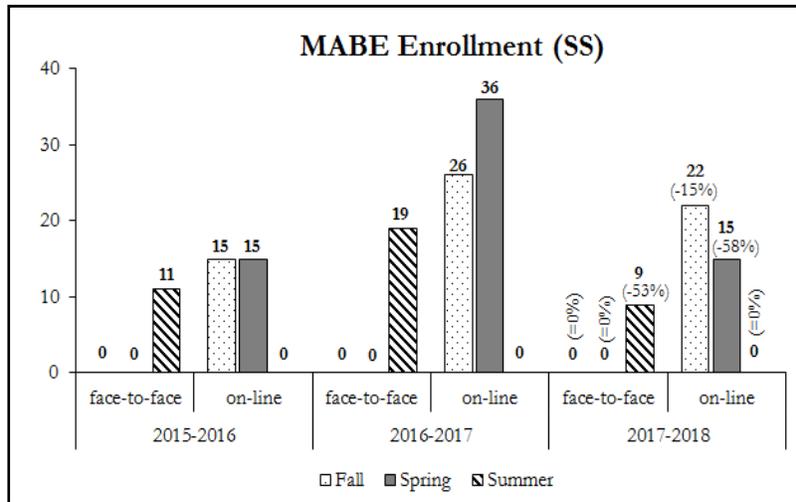
BACHELOR'S DEGREE IN SCIENCE OF NURSING ADULT MODALITY+ (MABE) (SS)

+For description of the modality see pages 67 and 70.

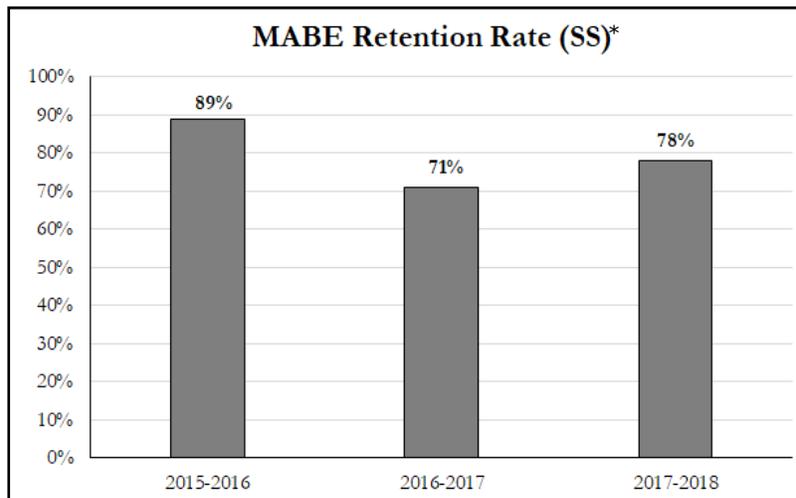
SAN SEBASTIAN CAMPUS (SS)

In the 2017-2018 academic year, the on-line and face-to-face enrollment decreased in all terms. Face-to-face students of this modality study mostly in the Summer term.

During 2017-2018, the MABE mode retention rate had an increase of 7% in comparison to the previous year.



Source: Enrollment Certifications



Source: AIR

(n=Enrollment)

Formula: $(\text{Total Enrollment} - \text{Drops}) / \text{Total Enrollment}$

*Data recorded in San Sebastian Campus Retention Table (page 52).

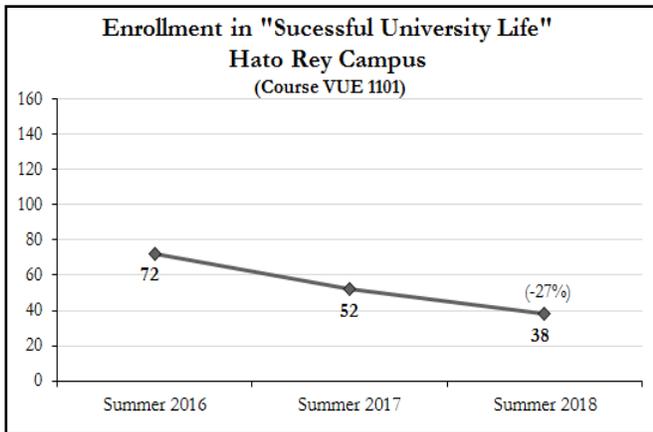
FRESHMEN SUMMER HATO REY CAMPUS, MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES



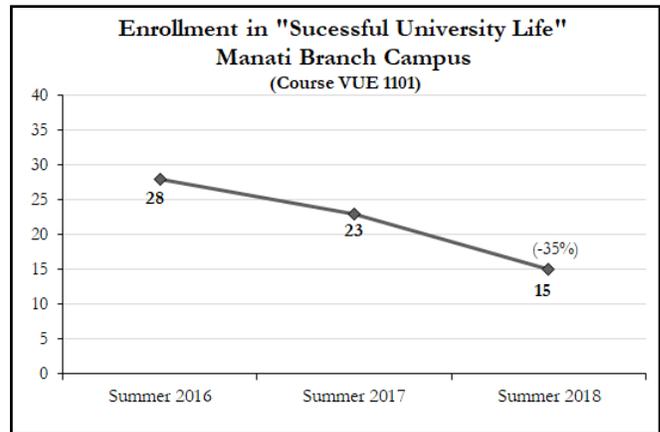
The transition from high school to the university is a challenging experience. To such avail, an innovative Freshmen Summer project was developed to make this transition easier while also addressing poor academic performance.

The Freshmen Summer project provides students with higher education academic experiences that promote cognitive, social and psychological competencies. Freshmen are grouped together as to facilitate team building. Cultural and social activities, research study skills, and collaboration between students and faculty are developed in a scenario that helps students flow into a higher education culture. The program focuses on research skills and personal development through group presentations of a study they have explored through team building experiences. These research presentations are recognized in the learning community by awarding first, second and third places for excellence. Since 2009, the students participate in Project VIDA, which is an outgrowth of this project. Project VIDA will be described further on.

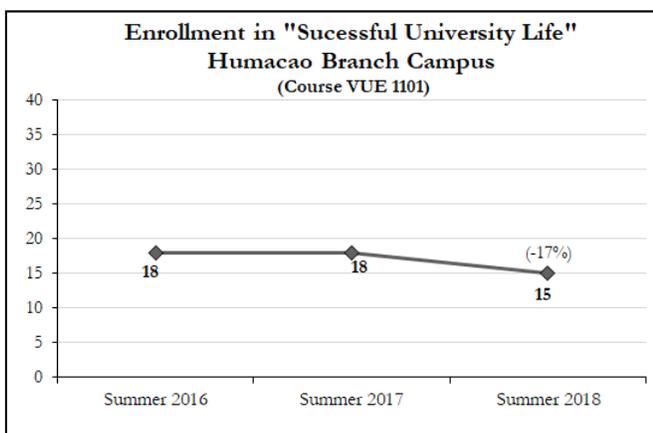
During the Summer of 2018, the Hato Rey campus, Manati, Humacao, and Villalba branch campuses had a decrease in enrollment in comparison to the previous year.



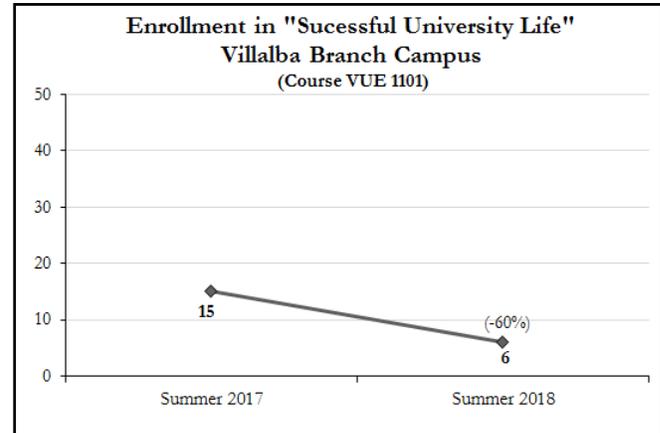
Source: Campus VUE Systems



Source: Campus VUE Systems



Source: Campus VUE Systems

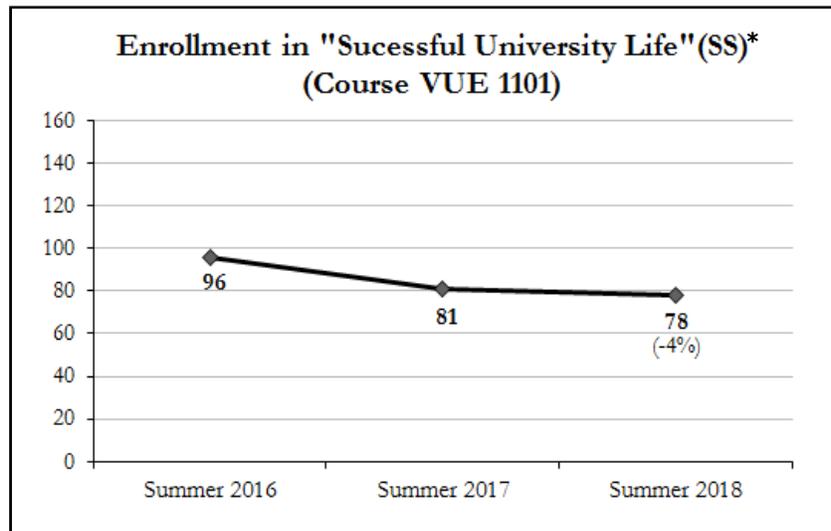


Source: Campus VUE Systems

FRESHMEN SUMMER SAN SEBASTIAN CAMPUS

*For description see page 72.

During the Summer of 2018 the San Sebastian campus enrollment for the project decreased by 4% in comparison to the previous year.



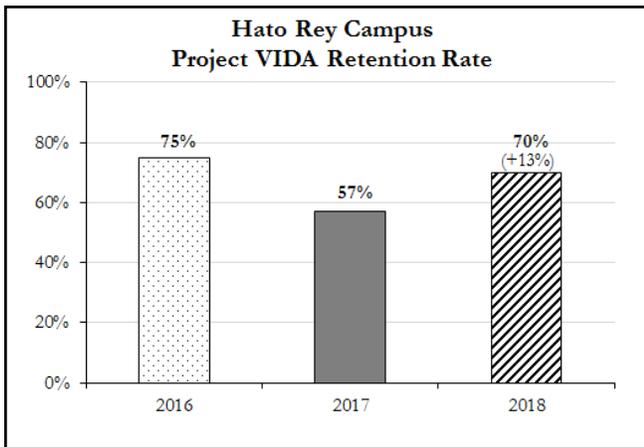
Source: Campus VUE Systems

PROJECT VIDA

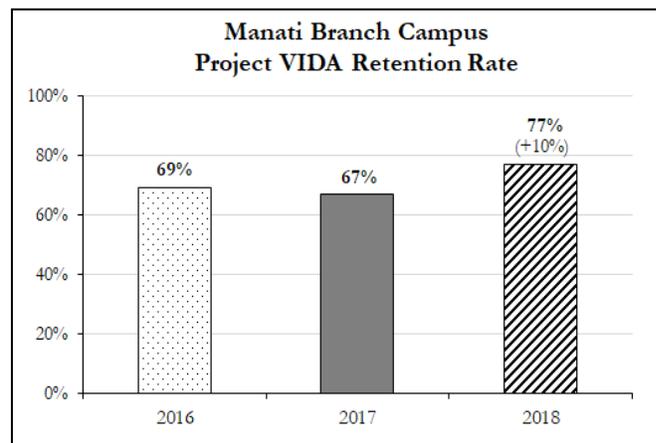
HATO REY CAMPUS, MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES

The Admissions and Student Support Services Office is in charge of the Project Intellectual Links for Personal and Academic Development (VIDA by its Spanish acronym). This is a student retention project directed towards creating student-centered initiatives that improve first year student's experiences. Three (3) major characteristics define this project. The first characteristic is in student support services where the admissions director keeps track and guides the students until their second year of college. During their first year of college, students develop their capacity for an autonomous and successful university life. This component includes tutoring services and counseling. The second characteristic is the development of personal growth and resilience through systematic visualizations and affirmations. The third characteristic introduces changes to the curricular activities. Courses are scheduled in blocks so that the student can do research as a team experience. An innovative integrated curriculum favors this active integrated teaching and learning experience.

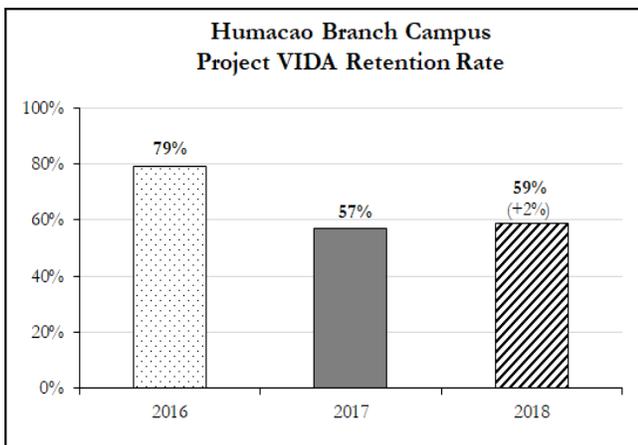
Following, are the retention rates for Project VIDA at the Hato Rey campus, Manati, Humacao and Villalba branch campuses. During 2018, the Hato Rey campus retention rate increased 13%, the two (2) branch campuses also had an increase, 10% in Manati, 2% increase in Humacao. On the other hand, the Villalba Branch Campus had a decrease of 28%.



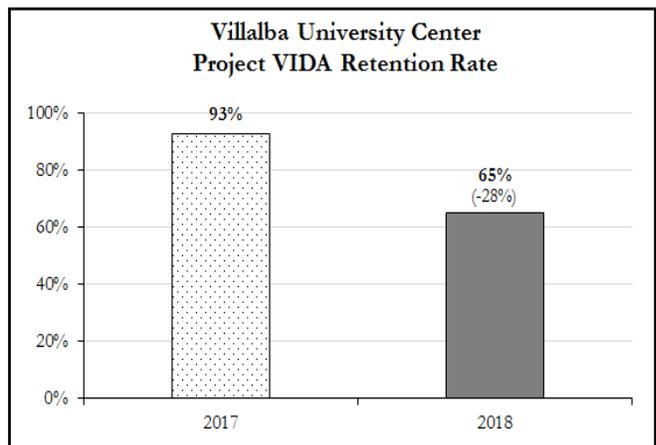
Sources: Admissions and Student Services Office



Sources: Admissions and Student Services Office



Sources: Admissions and Student Services Office

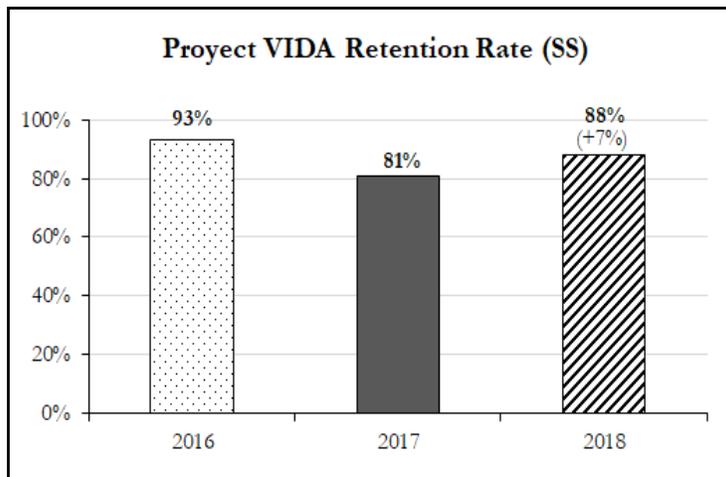


Sources: Admissions and Student Services Office

PROJECT VIDA SAN SEBASTIAN CAMPUS

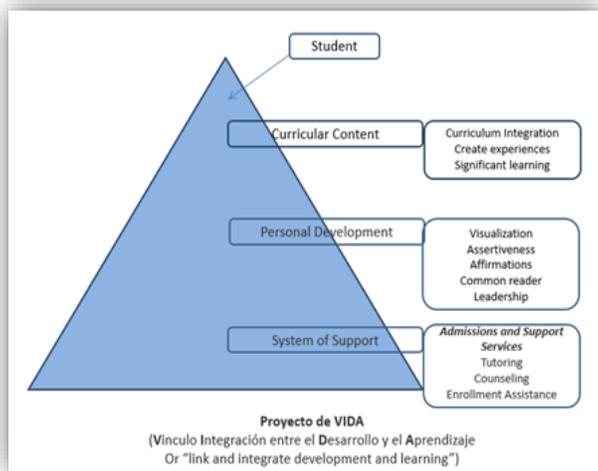
*For description see page 74.

Following, are the retention rates for Project VIDA at the San Sebastian campus. During 2018, the San Sebastian campus had an increase of 7%, as can be observed.



Sources: Admissions and Student Services Office

Project VIDA Model



**VIDA PROJECT ENROLLMENT PER PROGRAM
HATO REY CAMPUS**

HATO REY CAMPUS			
PROGRAMS	FALL 2015	FALL 2016	FALL 2017
Associate Degree in Office Administration	7	1	
Associate Degree in Business Administration	6	2	3
Associate Degree in Digital Fashion Design	27	6	17
Associate Degree in Physical Therapy Technology	10	4	4
Associate Degree in Medical Emergencies Technology	11	8	6
Associate Degree in Nursing	52	36	22
Associate Degree in Arts in Digital Design	1	3	
Associate Degree in Arts in Interior Design and Decoration	18	10	5
Associate Degree in Biotechnology	1	4	3
Associate Degree in Information Technology	11	3	4
Associate Degree in Criminal Justice	1	6	7
Associate Degree in Pharmacy Technician		8	4
Bachelor's Degree in Information Technology Science Major in Programming	1		1
Bachelor's Degree in Information Technology Science Major in Networks		1	1
Bachelor's Degree in Business Administration Major in Management	2		1
Bachelor's Degree in Interior Design and Decoration	2		1
Bachelor's Degree in Digital Fashion Design	3	7	8
Bachelor's Degree in Digital Design Major in Multimedia	5	1	2
Bachelor's Degree in Science of Nursing			
Bachelor's Degree in Science of Criminal Justice Major in Forensic Science			2
Bachelor's Degree in Natural Sciences			
TOTAL	163	101	91

Source: Campus VUE

**VIDA PROJECT ENROLLMENT PER PROGRAM
MANATI, HUMACAO, VILLALBA BRANCH CAMPUSES
AND SAN SEBASTIAN CAMPUS**

MANATI BRANCH CAMPUS			
PROGRAMS	FALL 2015	FALL 2016	FALL 2017
Associate Degree in Nursing	15	9	6
Associate Degree in Digital Fashion Design	4	1	3
Associate Degree in Physical Therapy Technology	18	7	4
Associate Degree in Information Technology			
TOTAL	41	17	13

HUMACAO BRANCH CAMPUS			
PROGRAMS	FALL 2015	FALL 2016	FALL 2017
Associate Degree in Nursing	2	11	8
Associate Degree in Digital Fashion Design	2	6	3
Associate Degree in Physical Therapy Technology		6	2
Associate Degree in Computer Programming		7	5
Associate Degree in Information Technology			
TOTAL	4	30	18

VILLALBA BRANCH CAMPUS		
PROGRAMS		FALL 2017
Associate Degree in Business Administration		10
Associate Degree in Nursing		12
Associate Degree in Information Technology		4
Associate Degree in Criminal Justice		9
Bachelor's Degree in Business Administration Major in Accounting		
TOTAL		35

SAN SEBASTIAN CAMPUS			
PROGRAMS	FALL 2015	FALL 2016	FALL 2017
Associate Degree in Nursing	68	51	19
Associate Degree in Pharmacy Technician	23	24	17
Associate Degree in Medical Emergencies Technology			8
Associate Degree in Information Technology	17	12	7
Associate Degree in Arts in Digital Fashion Design	11	11	6
Associate Degree in Arts in Interior Design and Decoration	2	4	3
Associate Degree in Physical Therapy Technology	9	17	21
Bachelor's Degree in Science of Nursing	4	19	4
Bachelor's Degree in Information Technology Science Major in Programming			3
Bachelor's Degree in Information Technology Science Major in Networks	2	3	3
Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences			4
TOTAL	139	150	105

Source: Campus VUE

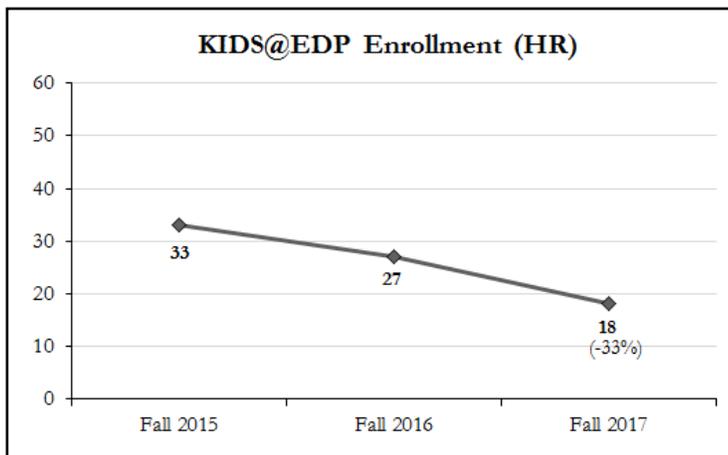
KIDS@EDP HATO REY CAMPUS

Since June 2003, KIDS@EDP, Day Care and Development Center, offers its services to the children of students, employees, and community members children in general. Among its goals is to be able to work with children from a multiple intelligence perspective through family support services, recreation and early childhood development. The Center has all the required permits for operation, such as those from the PR Department of Health, PR Planning Board, PR Fire Department, PR Family Department, and PR Food Management.

By taking advantage of the daycare service, students can fully concentrate on their college education, with confidence and dedication.

Ages range from approximately two (2) month old babies to two (2) years old toddlers, even though, from time to time, older children may be cared for. The caregiver for each child ratio is approximately two (2) adults per each two (2) children.

In the Fall of 2017, the daycare had a decrease of 33% from the average enrollment. The reason of the decrease of enrollment was the Hurricane María.



Source: Kids@EDP (HR)

Age and Adult per Child Rate

Fall 2015	
Age in Months	Child/Employee Ratio
9-19	12/4
24-32	12/3
36-53	9/2
Fall 2016	
Age in Months	Child/Employee Ratio
2-18	8/2
24-32	7/1
36-45	12/2
Fall 2017	
Age in Months	Child/Employee Ratio
2-18	4/2
24-35	3/1
36-48	11/2

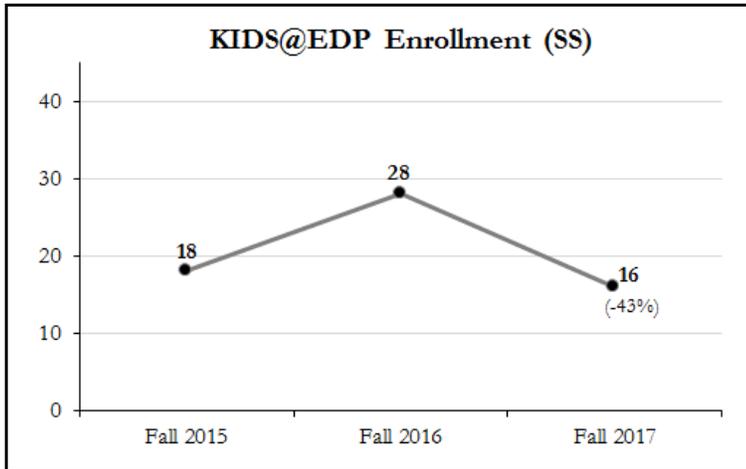
Source: Kids@EDP (HR)

KIDS@EDP* SAN SEBASTIAN CAMPUS

*For description see page 78.

KIDS@EDP in San Sebastian Campus, opened its doors in September 3, 2012. It offers its services to the children of students, employees, and community members in general. By taking advantage of the daycare service, students can fully concentrate on their college education, with confidence and dedication.

In Fall 2017, there was a decrease of 43% in children's enrollment. The main reason of the decrease was the passing of Hurricane María.



Source: Kids@EDP (SS)

Age and Adult per Child Rate

Fall 2015	
Age in Months	Child/Employee Ratio
2-23	7/2
24-35	6/2
36-59	5/1
Fall 2016	
Age in Months	Child/Employee Ratio
2-18	8/6
24-35	11/2
36-48	9/1
Fall 2017	
Age in Months	Child/Employee Ratio
2-18	5/3
24-35	4/1
36-48	7/2

Source: Kids@EDP (SS)

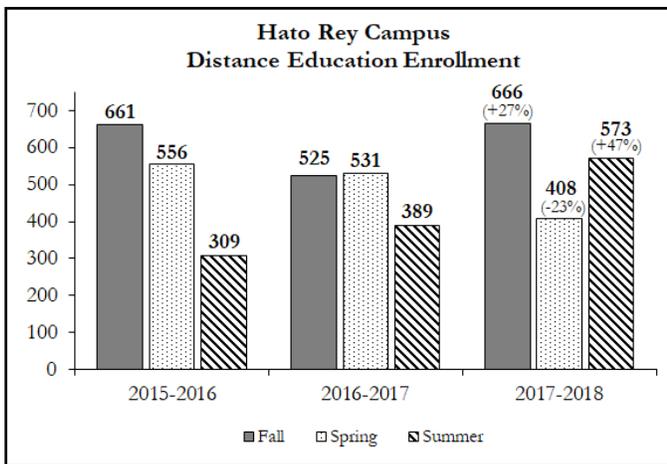
DISTANCE EDUCATION ENROLLMENT

DISTANCE EDUCATION

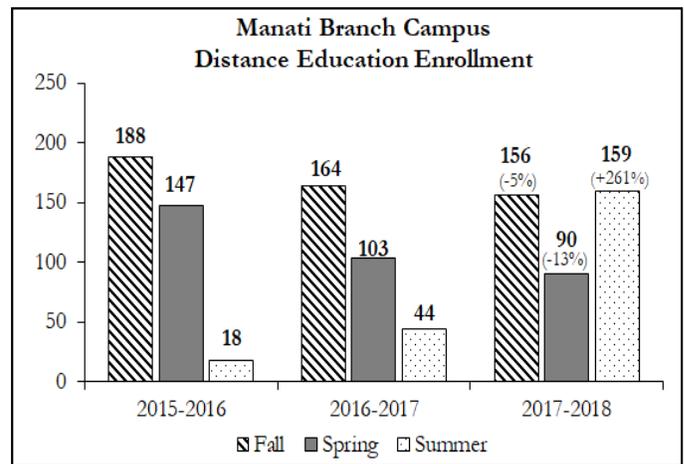
EDP University of Puerto Rico recognizes the importance of integrating technology within the educational experience and; therefore, enhances the quality of higher education opportunities. The Institution aims to provide students with the experience of taking at least one (1) on-line course. This responds to the Mission which guides the Institution’s educational endeavors. The Distance Education Academic Dean’s Office oversees access to academic courses and program growth.

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

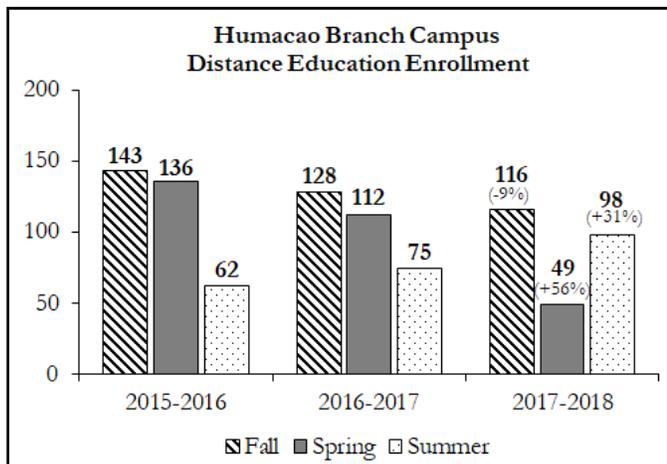
In 2017-2018, the Hato Rey’s campus had an enrollment increase for the Fall and Summer academic terms. The Manati branch campus shows an increase in Summer session, and the Humacao branch campus increased in the Spring and Summer terms. While, for the academic year of 2017-2018, the Villalba branch campus increased for the terms of Spring and Summer.



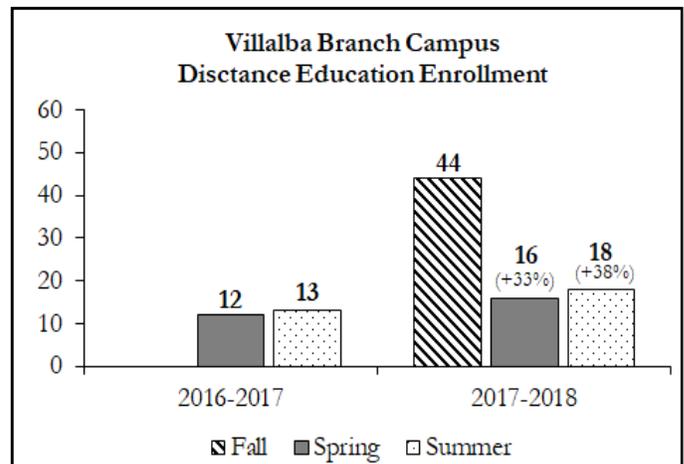
Source: Campus VUE and Distance Education Academic Dean’s Office



Source: Campus VUE and Distance Education Academic Dean’s Office



Source: Campus VUE and Distance Education Academic Dean’s Office

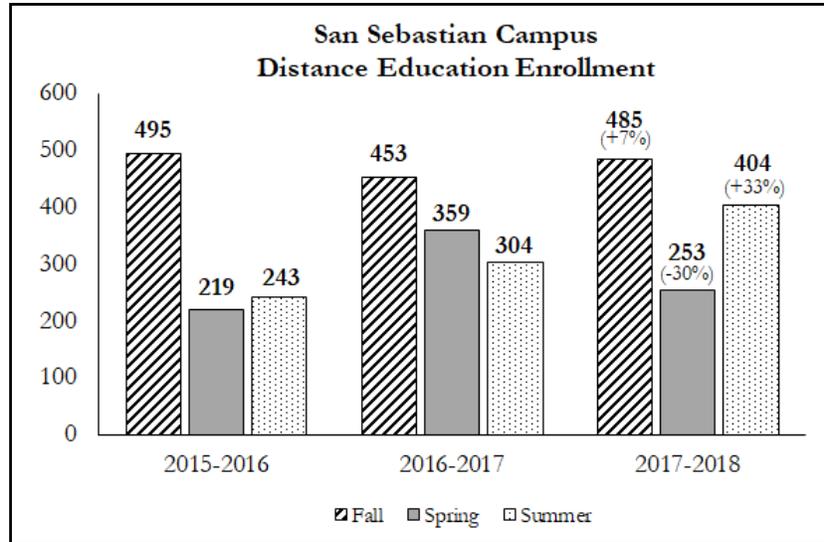


Source: Campus VUE and Distance Education Academic Dean’s Office

DISTANCE EDUCATION *

*For description see page 81.

In the 2017-2018, the San Sebastian's campus enrollment increased during the Fall and Summer academic terms. The Spring term enrollment shows a decrease.



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

DISTANCE EDUCATION ENROLLMENT PER COURSE HATO REY CAMPUS

The first year, face-to-face program schedule is usually organized around an integrated program which includes **BIO, CHE, ENG, NUR, PRO, SOC, SPA**, and **VUE** courses. The distance learning modality also organizes its program schedules the same as the face-to-face integrated approach.

During the 2017 Fall semester, courses with the highest enrollment were **BIO 1201, BIO 2203, ENG 1101-1102, NUR 1115, NUR 1140, PRO 1101, SOC 1101, SPA 1101-1102**, and **VUE 1101**.

The least on-line course enrollment registered (less than 12 students), in all terms were: **ACC 2113, BA 4350, FIN 4310, MAT 4303, MET 2230, MET 3102, PHY 1102, SIC 3375**, and **STA 4208**. These tend to be programmatic concentration courses.

ENROLLMENT PER COURSE*			
Courses	Fall 2017	Spring 2018	Summer 2018
ACC 2113	1		8
ACC 2114	14	9	
ACC 3315		12	
BA 1110	47		19
BA 1313	46	30	20
BA 2301		23	
BA 2321	41		
BA 3332		14	14
BA 3351	20		
BA 4350	3		
BIO 1101	41	11	
BIO 1102	28		40
BIO 1201	92	97	
BIO 1202	13	96	111
BIO 2203	130	20	26
CHE 1163		56	24
ENG 1101	77	65	104
ENG 1102	57	118	69
FIN 2105	6	15	
FIN 4310	1		
HUM 1101	36	45	19
HUM 1102	24		7
HUM 1105	15	16	24
HUM 1110	28		13

* Double count

Source: Campus VUE

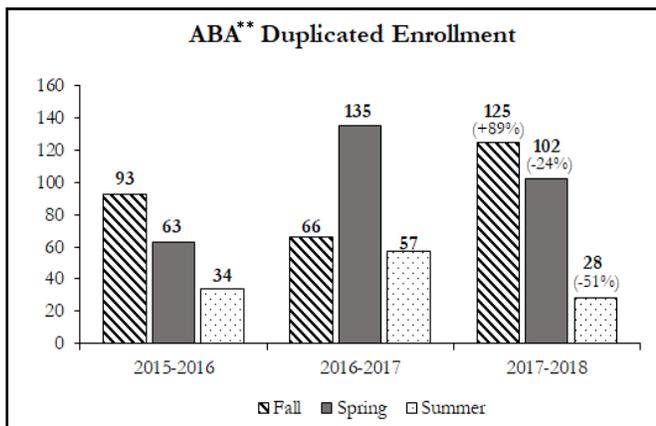
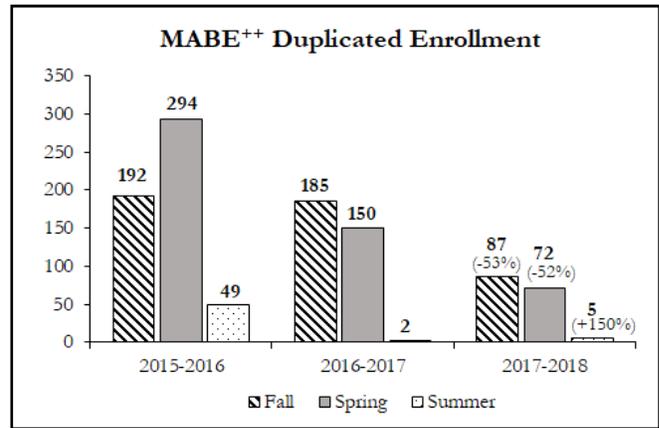
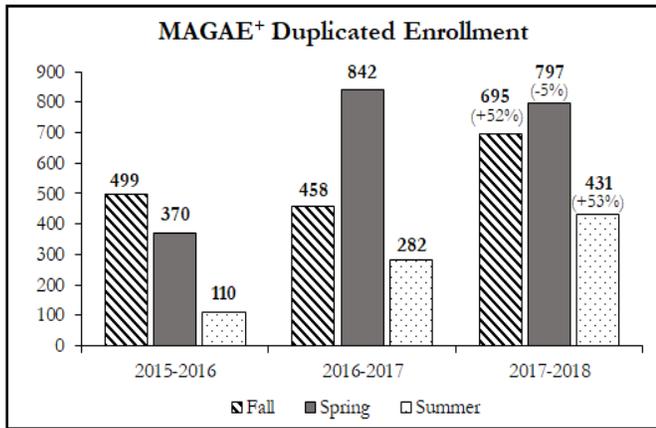
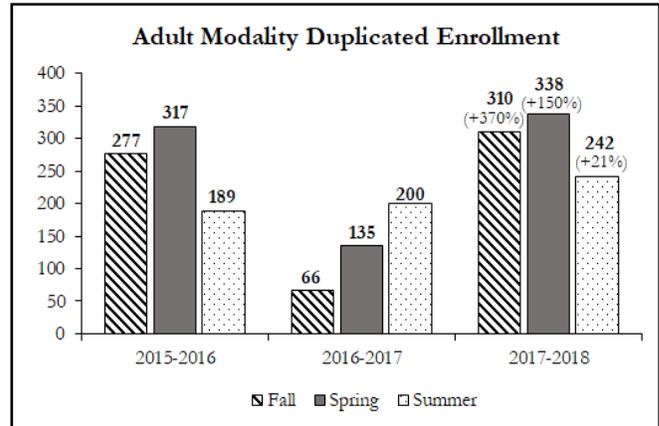
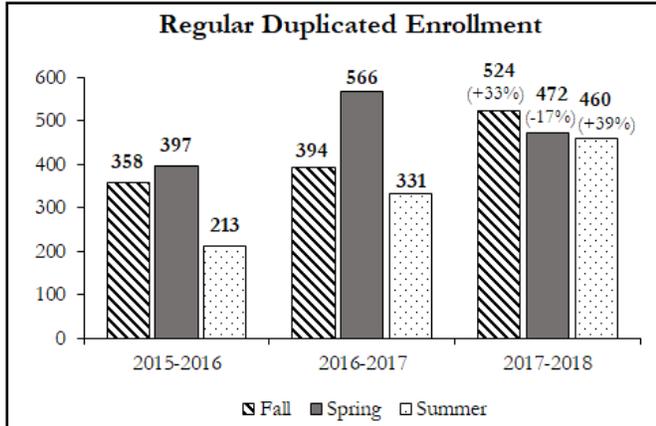
**DISTANCE EDUCATION ENROLLMENT PER COURSE
HATO REY CAMPUS**

ENROLLMENT PER COURSE*			
Courses	Fall 2017	Spring 2018	Summer 2018
ITP 1103	13	8	
MAT 1101	19	30	35
MAT 1111	36	27	16
MAT 1113	19	13	
MAT 2301	41		7
MAT 3302	20		19
MAT 4303	2		
MET 2230	5		
MET 3102	6		
NUR 1115	63	162	68
NUR 1140	74	101	34
NUR 2260	40		
NUR 3000		14	
NUR 3250	40	144	57
NUR 3375	37	15	20
NUR 4395		23	
PHY 1102		8	
PRO 1101	191	164	69
PRO 1110	15	13	13
PSY 1101	31	106	91
PSY 1102	20	20	20
SIC 2400	14		
SIC 3375	4		
SOC 1101	157	97	92
SOC 1102	17	29	
SPA 1101	60	67	98
SPA 1102	55	30	85
STA 3207	28	43	
STA 4208	1		
TAS 2208		29	
VUE 1101	126	143	87
TOTAL	1854	1913	1309
* Double count			

Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT HATO REY CAMPUS

For the 2017-2018 academic year, the **Regular** duplicated enrollment increased for the Fall and Summer terms. The **Adult modality** increased in all its terms. The **MAGAE** modality increased its enrollment for the Fall and Summer terms, while the **MABE** modality increased in the Summer semester. The **ABA** (Associate Degree in Business Administration program on-line) increased its duplicated enrollment in Fall session.



Sources: Campus VUE and Distance Education Academic Dean's Office

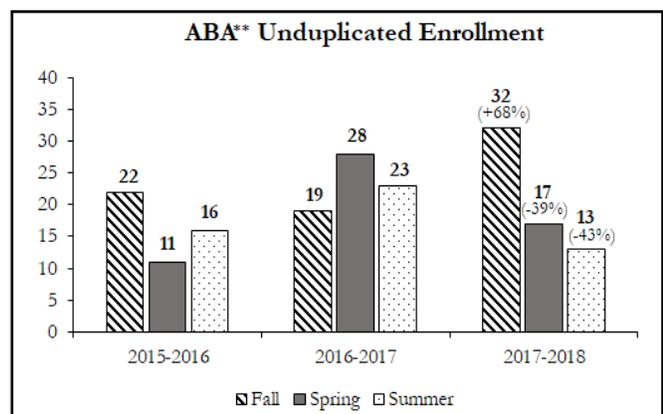
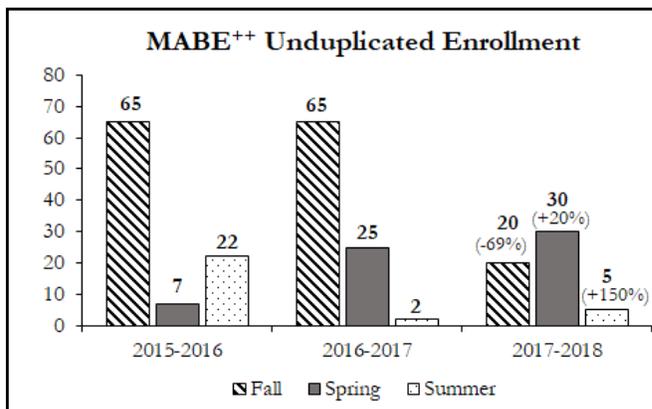
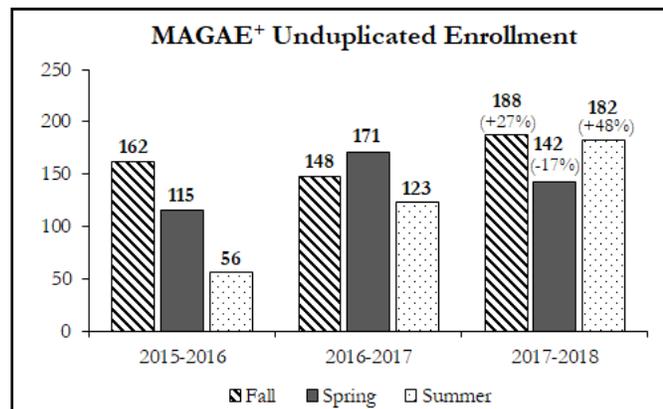
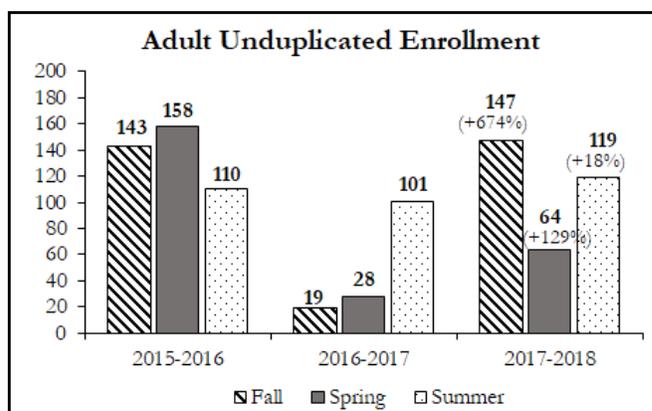
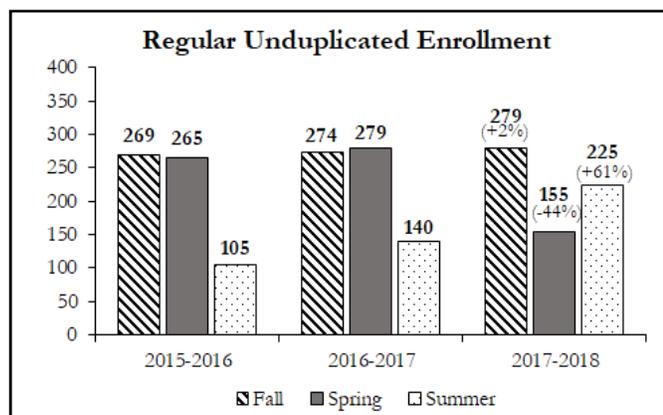
**ABA - Associate Degree in Business Administration (Program fully on-line)

+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**MABE-Bachelor's Degree in Science of Nursing in Adult Modality (MABE by its Spanish acronym)

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT HATO REY CAMPUS

During 2017-2018, the **Regular** unduplicated enrollment increased for the Fall and Summer terms. While, **Adult** modality had an increase in all sessions. Also, the **MAGAE** modality increased in the Fall and Summer semesters, and the **MABE** modality increased for the Spring and Summer semesters. The **ABA** (Associate Degree in Business Administration program on-line) unduplicated enrollment had an increase for the Fall and decreased for the Spring and Summer sessions.



Sources: Campus VUE and Distance Education Academic Dean's Office

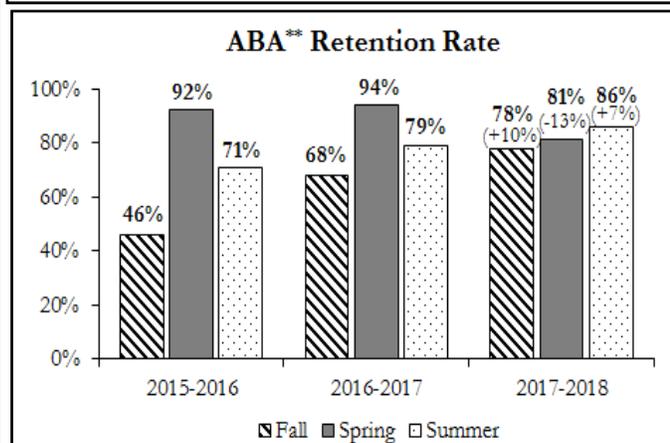
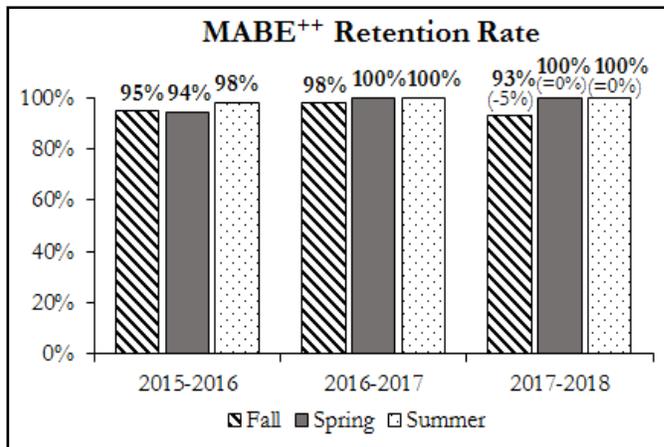
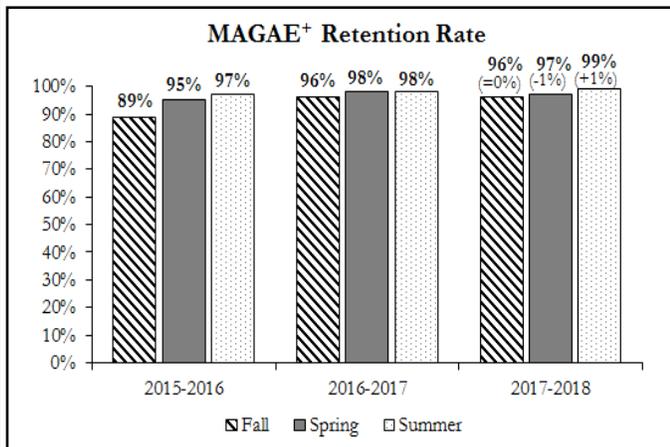
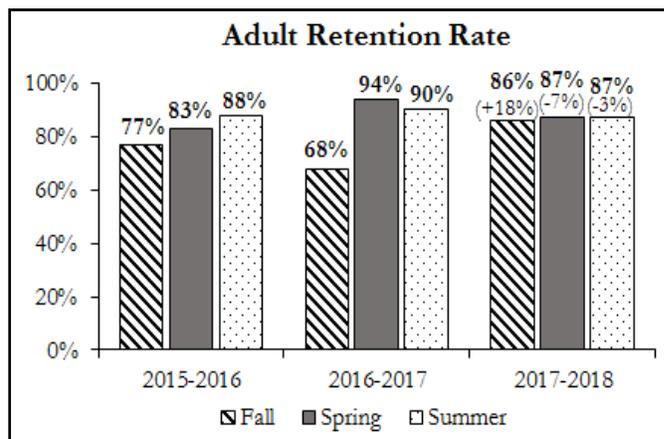
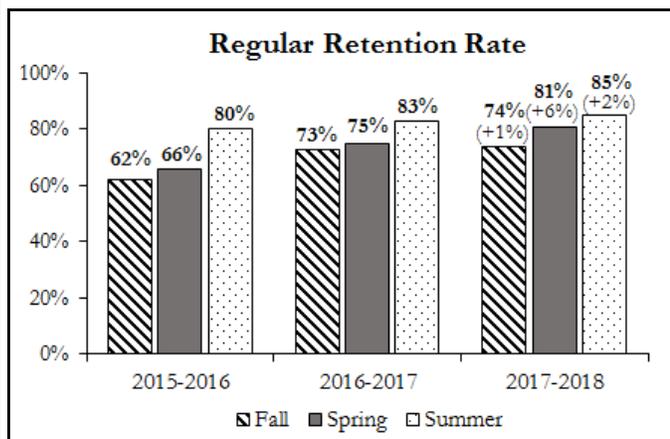
**ABA - Associate Degree in Business Administration (Program fully on-line)

*MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**MABE-Bachelor's Degree in Science of Nursing in Adult Modality (MABE by its Spanish acronym)

DISTANCE EDUCATION RETENTION RATE HATO REY CAMPUS

During the academic year 2017-2018, there was an increase on the retention rates in all the terms for the **Regular**. While, the **Adult** modality presented an increase on the Fall semester. **MAGAE** also had an increase in retention rate for the Summer session and **MABE** decreased in the Fall semester and remained the same as the previous year for the Spring and Summer sessions. The **ABA** (Associate Degree in Business Administration program on-line) retention rate increased for the Fall and Summer sessions.



Sources: Campus VUE and Distance Education Academic Dean's Office

**ABA - Associate Degree in Business Administration (Program fully on-line)

*MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**MABE-Bachelor's Degree in Science of Nursing in Adult Modality (MABE by its Spanish acronym)

DISTANCE EDUCATION ENROLLMENT PER COURSE*
MANATI BRANCH CAMPUS

*For description see page 83.

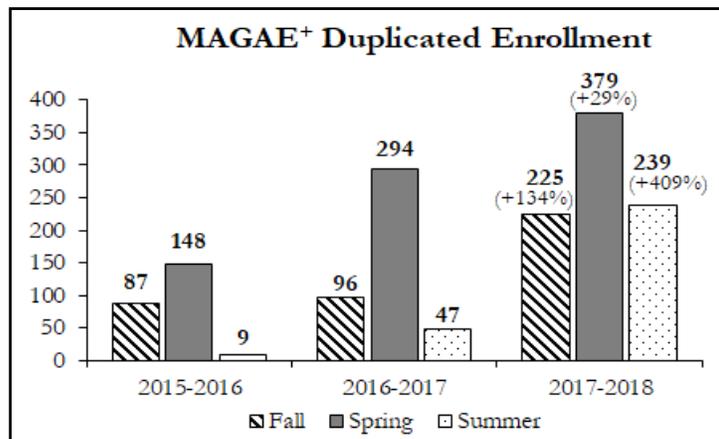
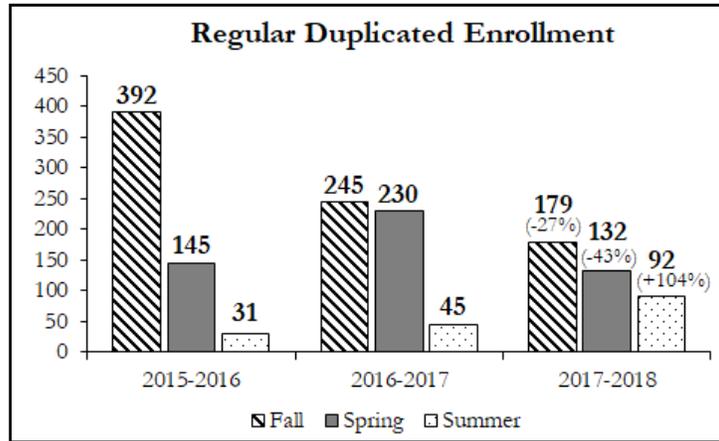
Courses with the highest enrollment include **NUR 1115**, and **PSY 1101**. During the Fall semester they were, **NUR 1115**, and **PSY1101**. In the Spring and Summer of 2018, the least on-line courses enrollment registered (less than 25 students) were: **ENG 1102**, **PRO 1101**, **SPA 1102**, and **NUR 1140** . In some courses, students were enrolled at the Hato Rey Campus on-line courses. Thus, the Manati Branch Campus students are counted in Hato Rey (see table on page 83).

ENROLLMENT PER COURSE*			
Courses	Fall 2017	Spring 2018	Summer 2018
BA 1313	21		
BIO 1202	16		
BIO 2203	34		
ENG 1101	13		
ENG 1102		22	
NUR 1115	47		
NUR 1140			14
NUR 3250			
PRO 1101	25	16	23
PRO 1110	23		
PSY 1101	56		
SOC 1101	16		
SPA 1101	32		
SPA 1102	14	17	
TAS 2208	10		
VUE 1101	31		
TOTAL	338	55	37
* Double count			

Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT MANATI BRANCH CAMPUS

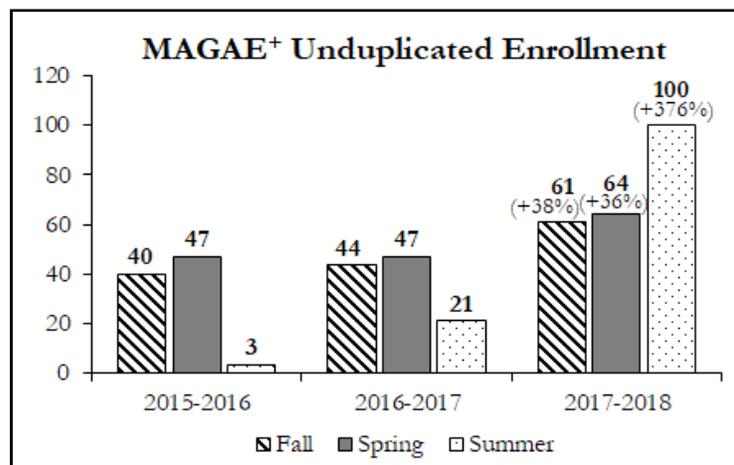
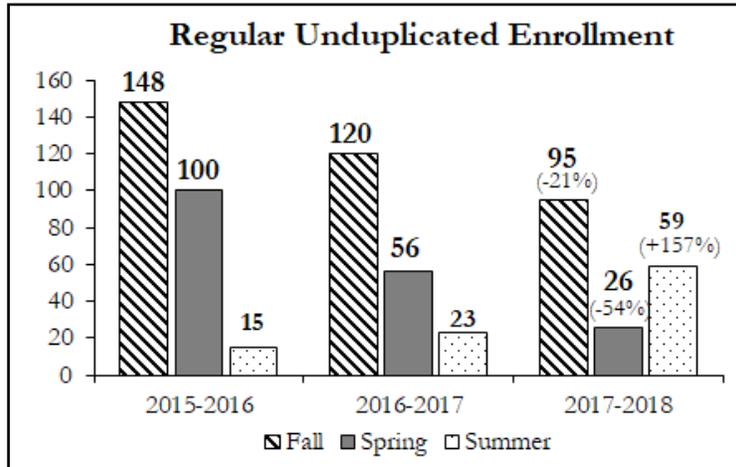
During the academic year of 2017-2018, the **Regular** duplicated enrollment showed an increase for the Summer session. The **MAGAE** modality increased for all semesters.



Sources: Campus VUE and Distance Education Academic Dean's Office
 +MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT MANATI BRANCH CAMPUS

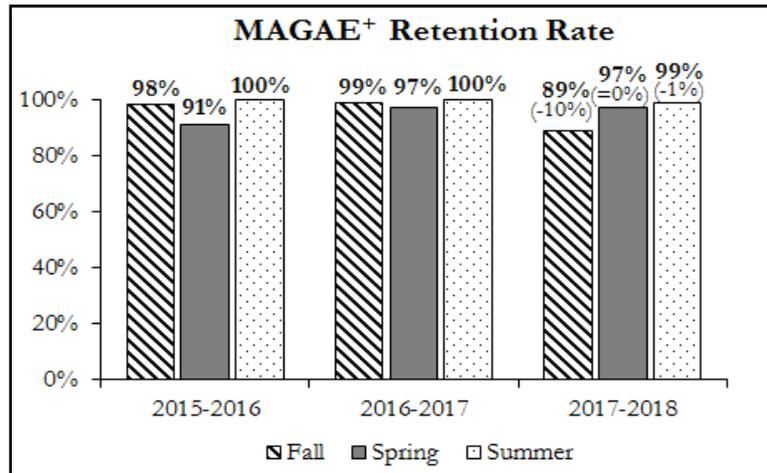
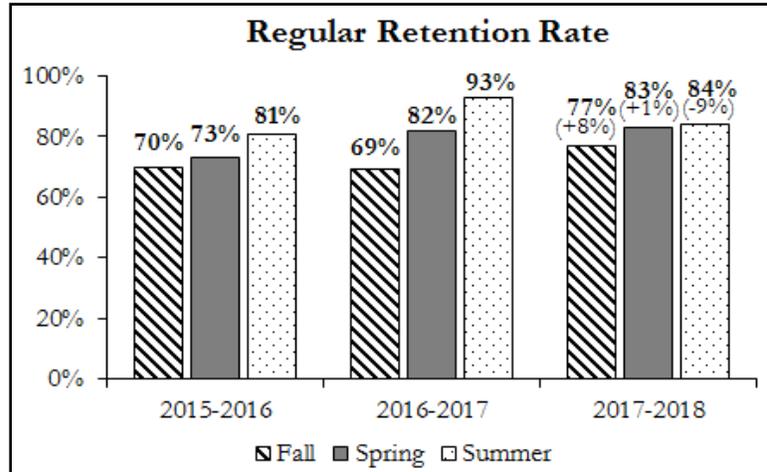
In the 2017-2018, the **Regular** modality showed a decrease on the unduplicated enrollment during the Fall and Spring semesters, while the Summer session had an increase. The **MAGAE** modality increased the unduplicated enrollment in all the terms.



Sources: Campus VUE and Distance Education Academic Dean's Office
+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

DISTANCE EDUCATION RETENTION RATE MANATI BRANCH CAMPUS

In 2017-2018 data, shows an increase on the enrollment retention rates for the **Regular** modality in the Fall and Spring semesters. The **MAGAE** modality retention rate decreased on the Fall and Summer terms.



Sources: Campus VUE and Distance Education Academic Dean's Office
 *MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**DISTANCE EDUCATION ENROLLMENT PER COURSE
HUMACAO UNIVERSITY CENTER**

*For description see page 83.

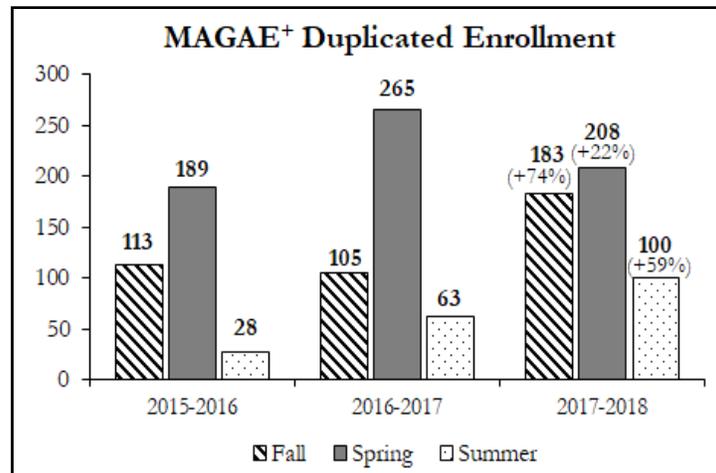
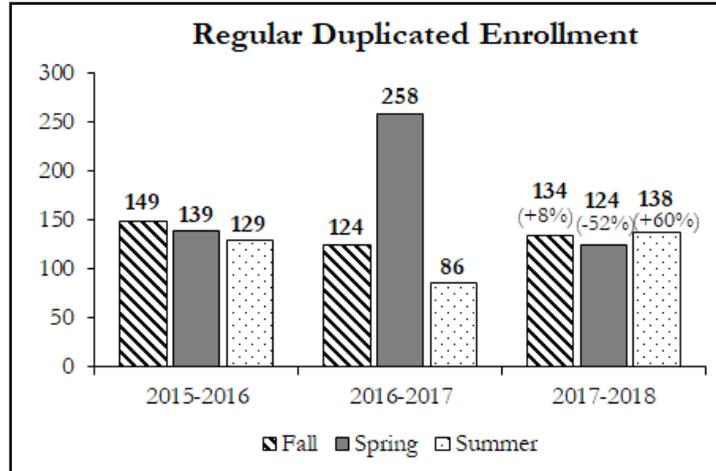
During the Fall semester the highest enrollment was in **BIO 1201**. In the Spring and Summer of 2018, the least on-line courses enrollment registered (less than 20 students) were: **BIO 1201**, **BIO 1202**, **ENG 1101**, **NUR 1115**, and **PRO 1101**.

ENROLLMENT PER COURSE*			
Courses	Fall 2017	Spring 2018	Summer 2018
BIO 1201	30	7	
BIO 1202		14	
BIO 2203	16		
ENG 1101		14	
ENG 1102	8		
HUM 1101	10		
MAT 1111			
NUR 1115	15	14	
PRO 1101	24	7	17
PRO 2212	12		
VUE 1101	24		
TOTAL	139	56	17
* Double count			

Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT HUMACAO BRANCH CAMPUS

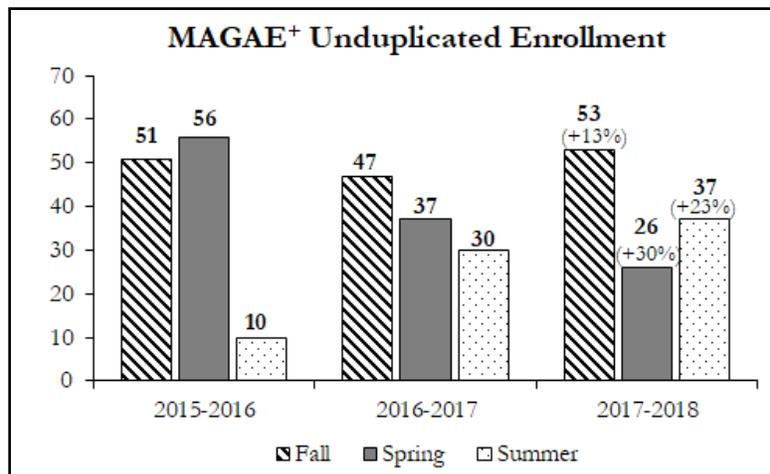
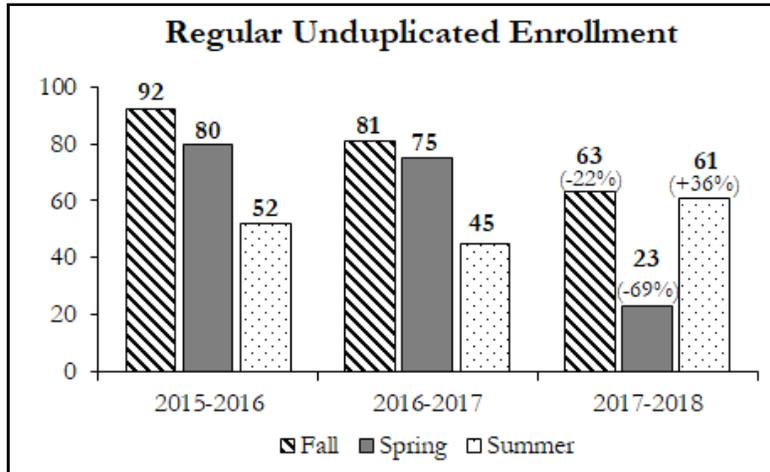
For the 2017-2018 academic year, the **Regular** duplicated enrollment increased in the Fall and Summer semesters. On the other hand, the **MAGAE** modality presented an increase in all terms.



Sources: Campus VUE and Distance Education Academic Dean's Office
⁺MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT HUMACAO BRANCH CAMPUS

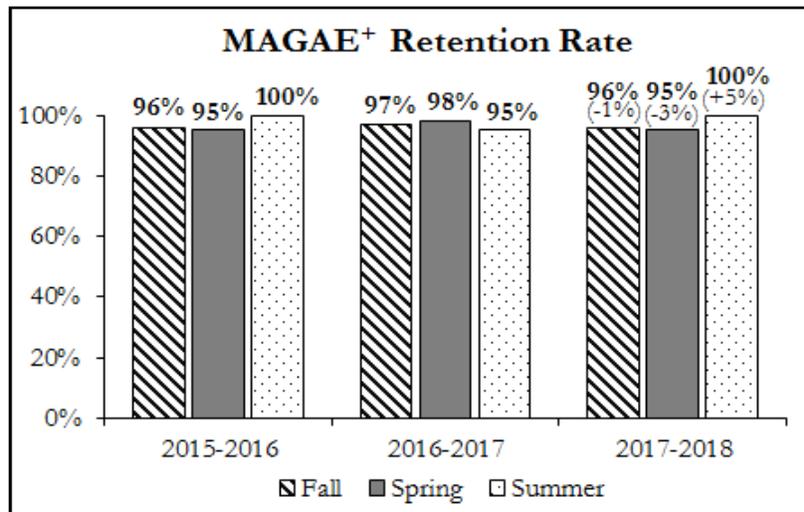
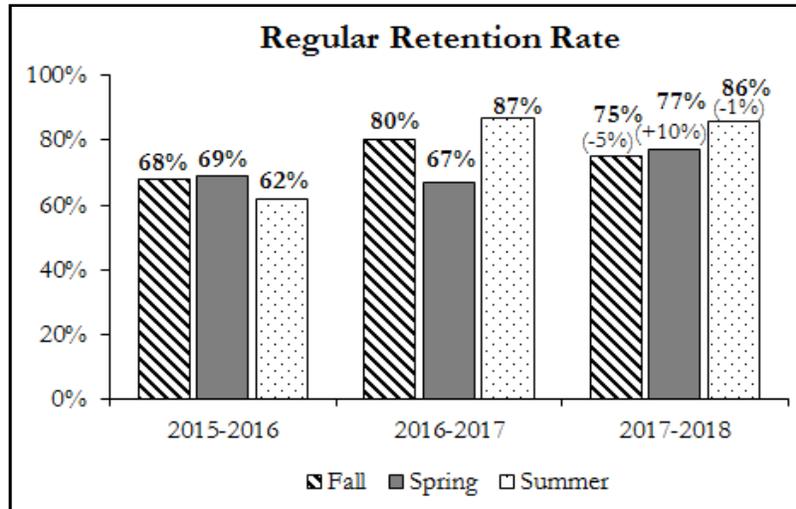
For the 2017-2018 academic year, the **Regular** duplicated enrollment increased in the Summer term. While, the **MAGAE** modality unduplicated enrollment increased in all the terms.



Sources: Campus VUE and Distance Education Academic Dean's Office
 +MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

DISTANCE EDUCATION RETENTION RATE HUMACAO BRANCH CAMPUS

In the 2017-2018, there was an increase on the retention rates for the **Regular** enrollment in the Spring semester. In **MAGAE** modality the retention rate increased on the Summer term.



Sources: Campus VUE and Distance Education Academic Dean's Office
*MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

DISTANCE EDUCATION ENROLLMENT PER COURSE*
VILLALBA BRANCH CAMPUS

*For description see page 83.

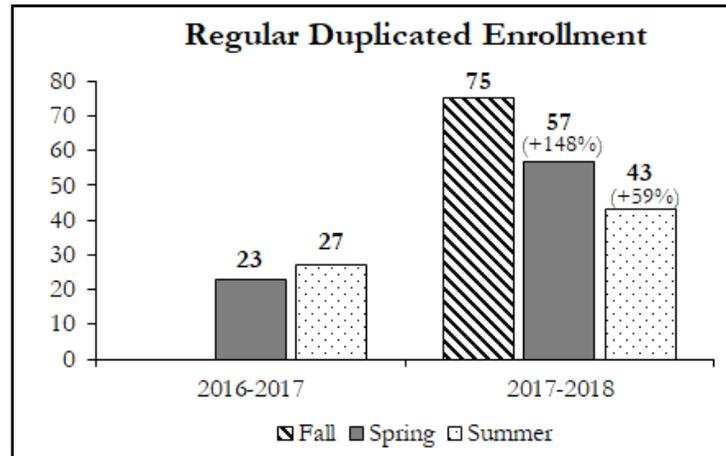
Courses with the highest enrollment include: **NUR 1115**, and **PRO 1101**. During the Fall semester the highest enrollment was in **NUR 1115**, and **PRO 1101**. In Spring semester one (1) course had enrollment, this was **PRO 1101**. In the Summer, all branch campus students were enrolled at the Hato Rey Campus on-line courses. Thus, the Villalba Branch Campus students are counted in Hato Rey Campus (see table on page 82).

ENROLLMENT PER COURSE*			
Courses	Fall 2017	Spring 2018	Summer 2018
BIO 1201	16		
BIO 1202	14		
BIO 2203	12		
ENG 1101	14		
NUR 1115	31		
NUR 3250	19		
PRO 1101	36	5	
SOC 1101	21		
VUE 1101	27		
TOTAL	190	5	0
* Double count			

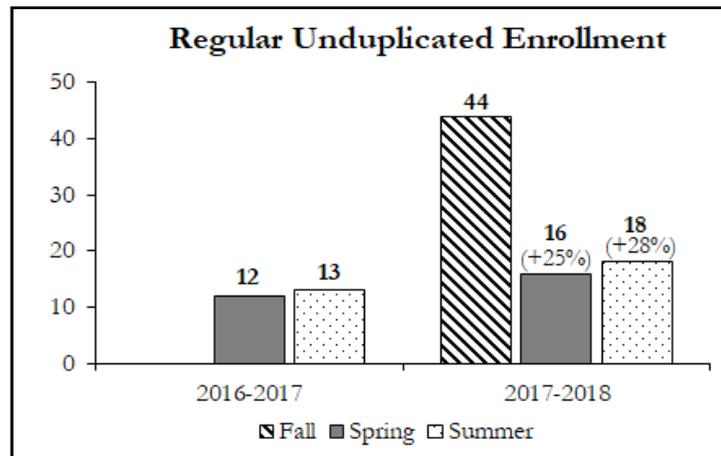
Source: Campus VUE

DISTANCE EDUCATION DUPLICATED AND UNDUPLICATED ENROLLMENT VILLALBA BRANCH CAMPUS

In the 2017-2018, the **Regular** modality shows an increase on the duplicated enrollment during the Spring and Summer semesters. In the 2017-2018, **Regular** modalities showed an increase on the unduplicated enrollment during the Spring and Summer semesters. There is no enrollment data available for the in Fall of 2016 because Villalba Branch Campus began operating in Spring 2017.



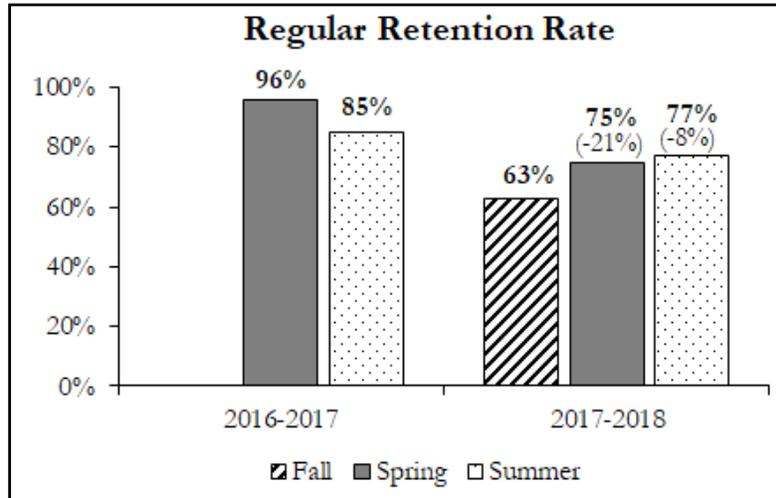
Sources: Campus VUE and Distance Education Academic Dean's Office



Sources: Campus VUE and Distance Education Academic Dean's Office

DISTANCE EDUCATION RETENTION RATE VILLALBA BRANCH CAMPUS

In the 2017-2018, there was a decrease on the enrollment retention rates for the **Regular** modality in the Spring and Summer semesters.



Sources: Campus VUE and Distance Education Academic Dean's Office

**DISTANCE EDUCATION ENROLLMENT PER COURSE
SAN SEBASTIAN CAMPUS**

*For description see page 83.

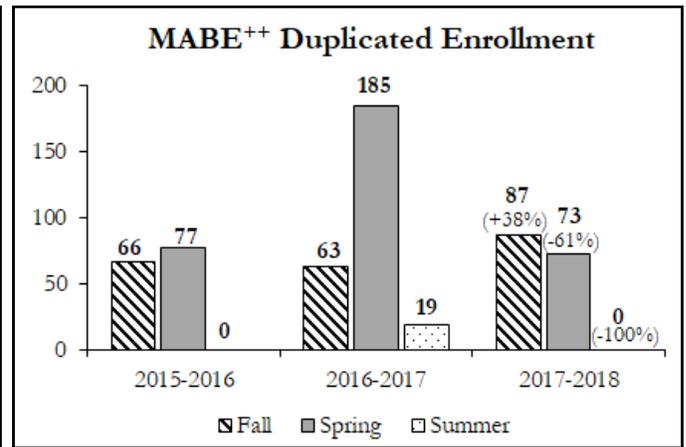
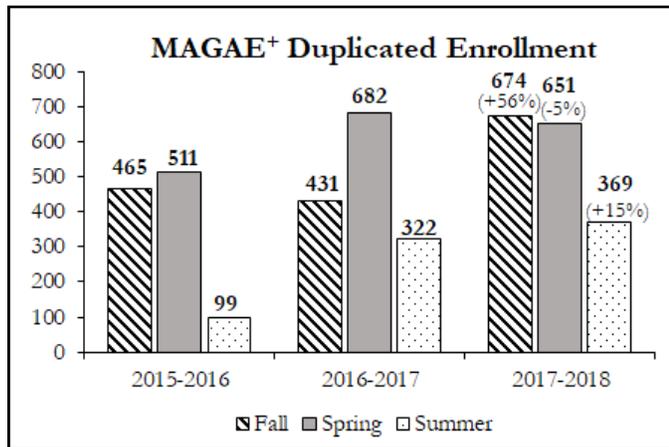
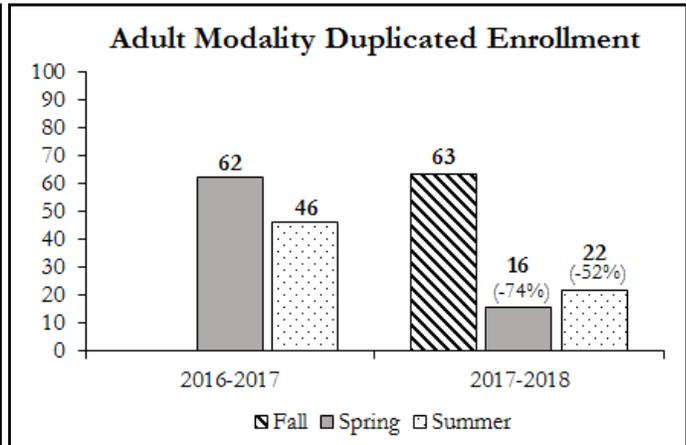
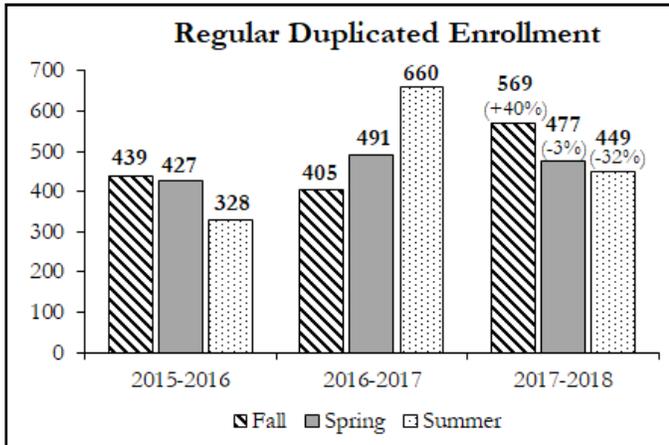
During the Fall semester, the highest enrollment was in **ENG 1101, NUR 1115, NUR 3250, PRO 1101, SOC 1101, and VUE 1101**. The highest enrollment for the Spring of 2018 was in **BIO 1102, NUR 1115, NUR 1140, NUR 3250, PRO 1101 and VUE 1101**. The Spring semester registered the most on-line course enrollment. In the Summer **SOC 1101** had the most enrollment. The least on-line courses enrollment registered (less than 12 students), were in **BIO 1101, DEC 1102, DEC 1102, DEC 2105, DEC 2209, DIS 1301, DIS 2309, PRO 1110 and PRO 2212**.

ENROLLMENT PER COURSE *			
Courses	Fall 2017	Spring 2018	Summer 2018
ART 1101		31	6
BA 1313	15		
BIO 1101	10		
BIO 1201	36	38	34
BIO 1202	14	54	44
BIO 2203	33	15	17
CHE 1163	32	40	17
DEC 1102	10		
DEC 2105	10		
DEC 2209	6		
DIS 1301	10		
DIS 2309	8		
ENG 1101	52	36	33
ENG 1102	20	47	31
HUM 1101	19	21	18
HUM 1102	25	20	18
HUM 1105	27	40	26
MAT 2301	49	19	14
NUR 1115	102	97	19
NUR 1140	46	54	24
NUR 3000		16	
NUR 3250	68	102	39
NUR 3375	5	16	
NUR 4395	36	20	19
PRO 1101	102	99	34
PRO 1110	9		
PRO 2212	7		
PSY 1101	23	42	44
PSY 1102	37	30	9
SOC 1101	70	49	57
SOC 1102	32	12	16
SPA 1101	31	32	36
SPA 1102	29	34	25
STA 3207		33	22
VUE 1101	111	110	42
TOTAL	1084	1107	644

* Double count
Source Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT SAN SEBASTIAN CAMPUS

For the 2017-2018 academic year, the **Regular** duplicated enrollment increased in the Fall term. The **Adult modality** decreased for the Spring and Summer semesters. The **MAGAE** modality increased its enrollment for Fall and Summer terms, while the **MABE** modality increased for the Fall the semester.



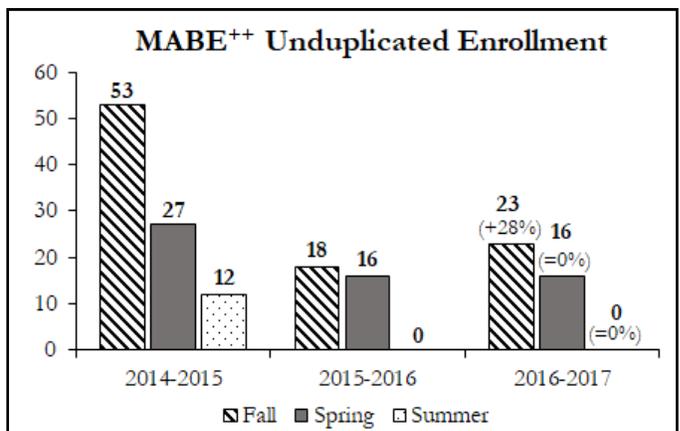
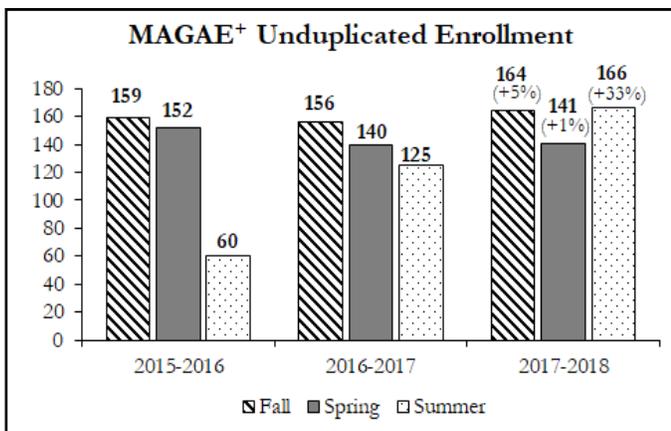
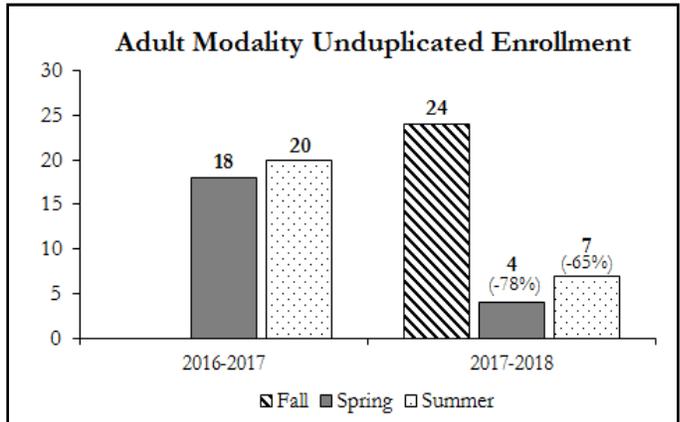
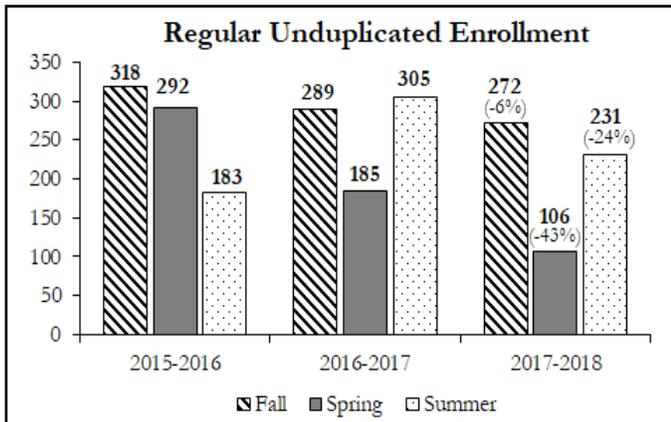
Sources: Campus VUE and Distance Education Academic Dean's Office

*MAGAE- Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**MABE- Bachelor's Degree in Nursing Adult Modality (MABE by its Spanish acronym)

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT SAN SEBASTIAN CAMPUS

For the 2017-2018 academic year, the **Regular** unduplicated enrollment decreased in all the semesters. The **Adult modality** decreased its enrollment in the terms of Spring and Summer. While, **MAGAE** modality increase in all sessions and **MABE** modality had an increase in the Fall semester.



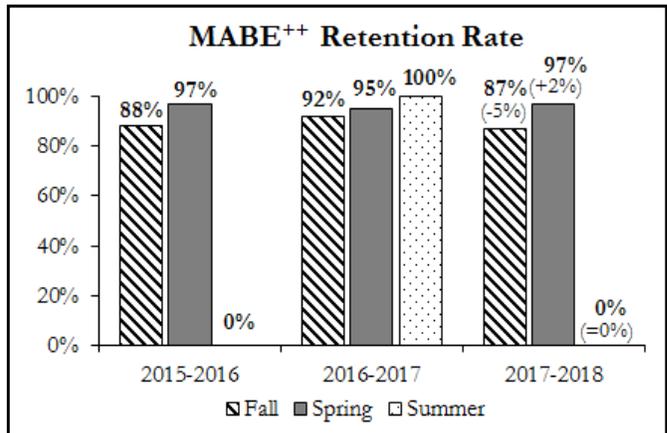
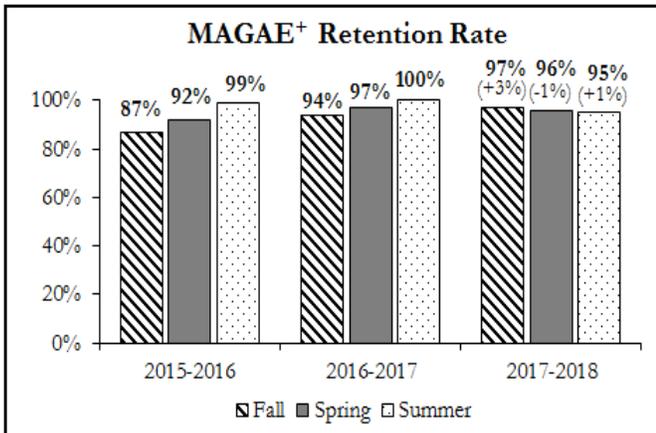
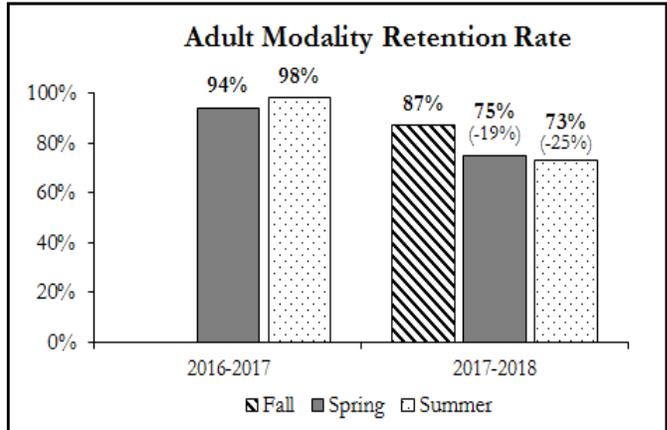
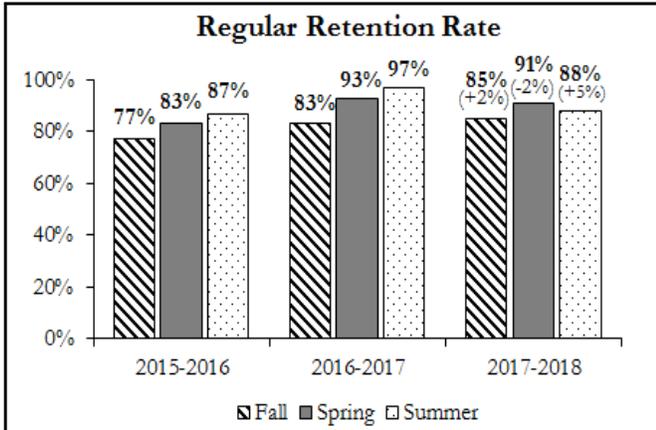
Sources: Campus VUE and Distance Education Academic Dean's Office

*MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**MABE-Bachelor's Degree in Nursing Adult Modality (MABE by its Spanish acronym)

DISTANCE EDUCATION RETENTION RATE SAN SEBASTIAN CAMPUS

In the 2017-2018 academic year, the **Regular** and **MAGAE** modalities increased the enrollment retention rate in the Fall and Summer semesters. While, **Adult** modality had a decrease in the Spring and Summer terms. In addition, the **MABE** modality increased its retention rate in the Spring term.



Sources: Campus VUE and Distance Education Academic Dean's Office

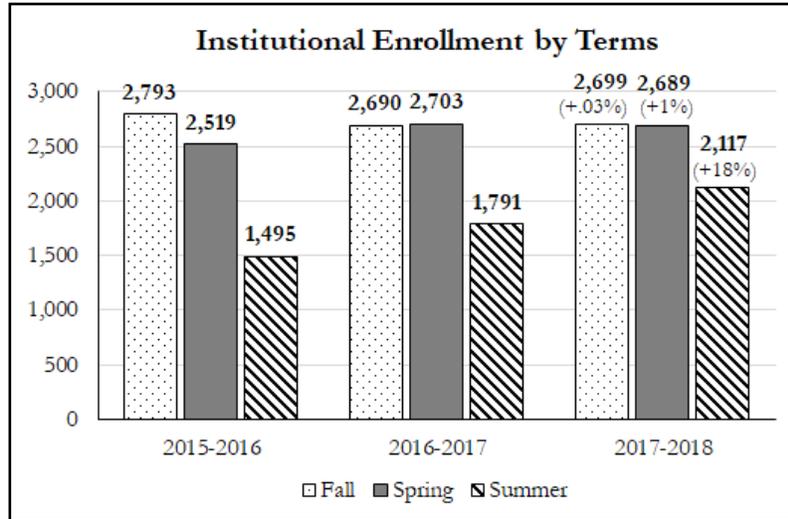
+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

**MABE-Bachelor's Degree in Nursing Adult Modality (MABE by its Spanish acronym)

INSTITUTIONAL PROFILE

INSTITUTIONAL ENROLLMENT BY TERMS

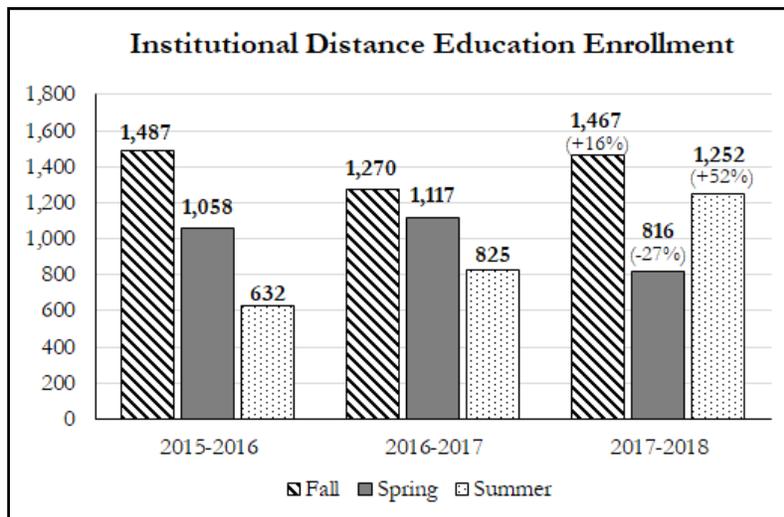
During the 2017-2018 academic year, the **Institutional Enrollment** increased in all the semesters. In the Fall semester there was an increase of 0.3%, 1 % in the Spring, and 18% in the Summer.



Source: Enrollment Certifications

INSTITUTIONAL DISTANCE EDUCATION ENROLLMENT

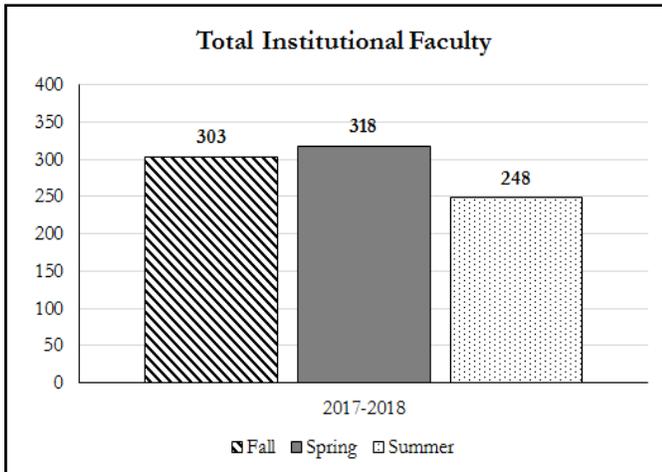
In the 2017-2018 academic year, the **Institutional Distance Education Enrollment** increased by 16% in the Fall and 52% in the Summer semesters. Meanwhile, there was a decrease of 27% in the Spring session.



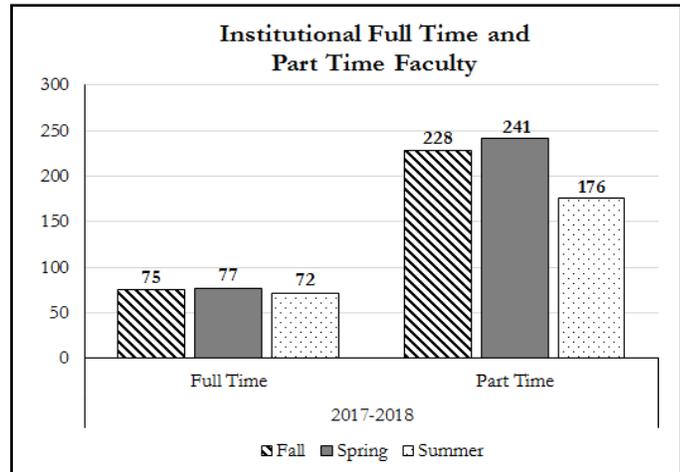
Sources: Campus VUE and Distance Education Academic Dean's Office

INSTITUTIONAL FACULTY PROFILE

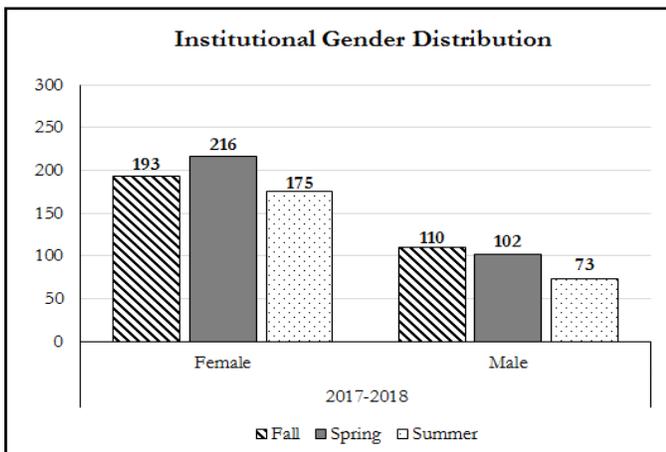
For the 2017-2018 academic year, the **Institutional Faculty Profile** amount fluctuates between 248 to 318 faculty members. As can be observed, there is more part-time faculty. The Institutional Gender Distribution shows that more female faculty is in place.



Source: Academic Dean Office



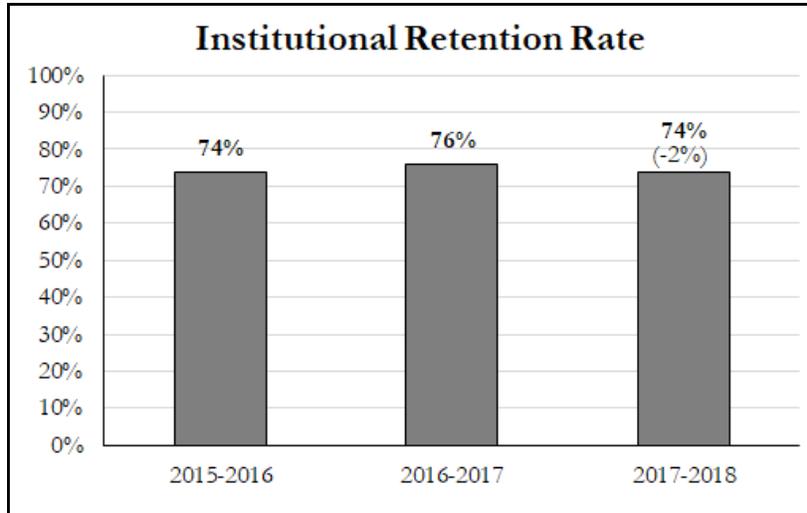
Source: Academic Dean Office



Source: Academic Dean Office

INSTITUTIONAL RETENTION AND PLACEMENT RATES

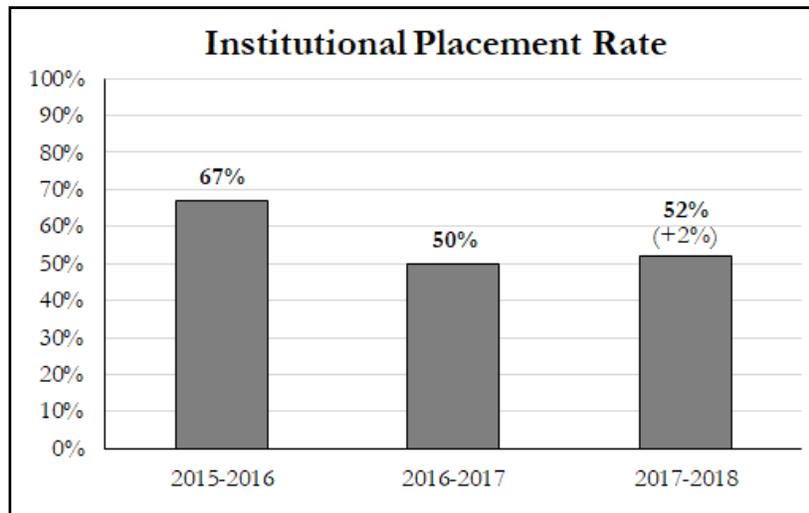
For the 2017-2018 academic year, the **Institutional Retention Rate** had a decrease of 2%. The **Institutional Placement Rate** increased 2 % in comparison to the previous year.



Source: AIR

(n=Enrollment)

Formula: $(\text{Total Enrollment} - \text{Drops}) / \text{Total Enrollment}$



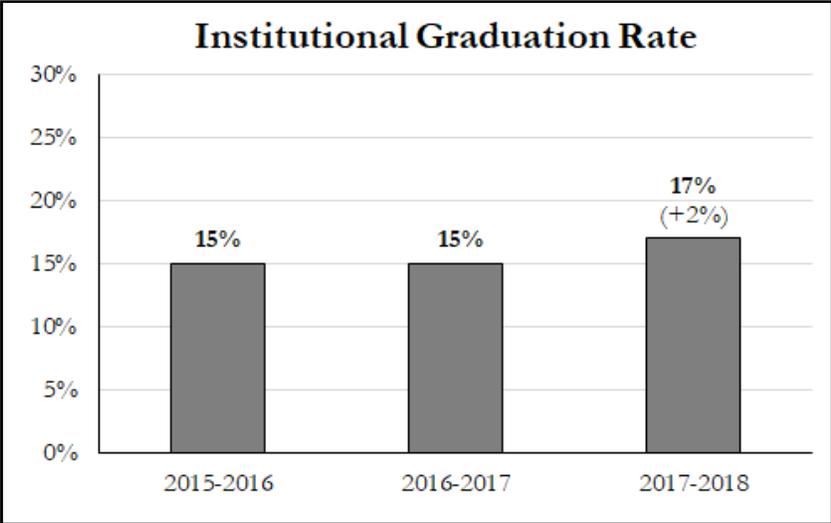
Source: AIR and Placement Office

(n)=(Graduate + Complete)

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

INSTITUTIONAL GRADUATION RATE

During the 2017-2018 academic year, the **Institutional Graduation Rate** increase by 2% in comparison to the previous year..



Source: AIR
(n=Graduate+Complete, Total Enrollment)
Formula: $\text{SUM}(\text{Graduate}+\text{Complete})/\text{Total Enrollment}$

EXTERNAL FUNDS



21st Century Community Learning Centers - *Reto Estudiantil* Center - San Sebastian Campus

This project was approved in the Fall of 2013 to operate for five (5) years under the Puerto Rico Department of Education through the Federal Affairs Office. Federal funding comes from 21st Century Community Learning Centers (21st CCLC) program as authorized under Title IV, Part B, of the Elementary and Secondary Education Act of 1965 (ESEA) (P.L. 89-10), as amended by the No Child Left Behind Act of 2001. During the last year of operations in 2017-2018, the Institution was assigned an allocation of \$245,766.00 as the complete operating budget for one (1) Center. The purpose of this program is to create community learning centers that provide academic enrichment opportunities in Mathematics, Science, and Robotics for students who attend high-poverty and low-performing public schools.

Assigned Funds				
2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
\$1,380,323.00	\$1,279,280.00	\$1,380,323.00	\$506,294.00	\$245,766.00

Participating Middle and High Schools					
School	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Public	5	5	5	2	1
Private	1	1	1	1	0
Total	6	6	6	3	1

Students								
Grade/ Numbers of Students	2013-2014	2014-2015	2015-2016 Regular School Year	2015-2016 Summer Session	2016-2017 Regular School Year	2016-2017 Summer Session	2017-2018 Regular School Year	2017-2018 Summer Session
7th	62	82	80	57				
8th	36	67	73	22				
9th	48	80	74	27	54	50		
10th	130	66	48	68	33	31	32	28
11th	84	87	66	62	48	57	16	10
12th			61	23	45	25	12	5
Total	360	382	402	259	180	163	163	43

Source: Institutional External Funds Office.



**21st Century Community Learning Centers -
Reto Estudiantil Center -
 San Sebastian Campus**

Related educational development activities					
Activities	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Workshop	10	25	12	10	34
Seminars	2	0	0	0	1
Computer Literacy	2	10	28	3	2
Cultural Activities	6	8	5	4	1
Field Trips	5	30	0	2	2
Character Education	27	88	10	12	7
Others	0	4	0	0	4
Total	52	165	55	31	51

Outcomes:

The participating schools belong to the Mayagüez Educational Region, which is located in the Central-Western Region of the Island. The following outcomes were achieved despite the effects of Hurricane Maria in September 2017:

- During 2017-2018, the regular Fall and Spring sessions had a 100% retention rate, and for the Summer 85%.

Source: Institutional External Funds Office.



**US Department of Education’s English Literacy/Civics Education
 Workforce Investment Act of 1998, Title II:
 Adult Education and Family Literacy
 Adult Education Program- PEA,
 Puerto Rico Department of Education
 Project: “ADULTOS ALCANZANDO HORIZONTES”**

The Adult Literacy Educational Program of the Puerto Rico Department of Education approved this federal proposal for the Hato Rey and San Sebastián Campuses through the USDE in the fall of 2015, with the option of yearly renewals of up to three (3) years to provide and increase access to three (3) literacy programs for qualifying adults. The project titled: “ADULTOS ALCANZANDO HORIZONTES”, or “ADULTS REACHING HORIZONS” emphasized contextualized instruction in the following programs: The Conversational English (ESL) Program consists of 60 contact hours per proficiency level for speaking, comprehension, and life skills for individuals with limited English proficiency. This is accomplished through highly participative conversational exercises and activities for individuals 16 years of age or older in groups of up to 25 students per group. The High School Equivalency Exam Program, under Act 217, consists of 210 contact hours for individuals 18 years of age or older in groups of up to 18. The subjects at high school level are English, Spanish, Mathematics, Science, and Social Studies as per USDE Standards. The main purpose of this program is to help adult students acquire the skills and knowledge they will need to challenge the High School Equivalency Exam required by the Department of Education. The English Language/Civic Education Program is for immigrants and emphasizes instruction in English language on: rights and responsibilities of US citizenship, naturalization procedures, civic participation, U.S. history and government. The participants, 18 years of age or older in groups of up to 18 students prepare to challenge the US Citizenship Test, which consists of 100 questions in English and undergo an interview in English conducted by a United States Citizenship and Immigration Services EDP University offered the 60-hour course to qualifying immigrant adults.

Allocated Funds	
Year	Total Allocated
2015-2016	\$117,632.00
2016-2017	\$140,068.00
2017-2018	\$140,004.00

Year	Program	Participants	Hours
2015-2016	ESL	327	60 hours per cycle
	ACT 217	20	210 hours per cycle
	CIVICS	70	60 hours per cycle
2016-2017	ESL	327	60 hours per cycle
	ACT 217	20	210 hours per cycle
	CIVICS	70	60 hours per cycle
2017-2018	ESL	369	60 hours per cycle
	ACT 217	30	210 hours per cycle
	CIVICS	47	60 hours per cycle

Source: Institutional External Funds Office.



**Library Services and Technology Act, P.L. 104-208
Center for Virtual Investigation Grant
EDP University of PR**

The Library Services and Technology Act (LSTA) is the only federal program exclusively for libraries. It is administered by the Institute of Museum and Library Services (IMLS). The Institute of Museum and Library Services is the primary source of federal support for the nation's libraries and museums. IMLS supports and empowers America's museums, libraries, and related organizations through grant making, research, and policy development. Through a LSTA State Grant for the San Sebastian Campus, conducted a one-year grant for a total amount of \$8,448.00. On the other hand, a total of \$13,717.00 was granted to the Hato Rey Campus. The purpose of said grants is for improving the library's technology for virtual investigation. This permits the academic community and the general community develop the necessary information competencies through the use of technology in order support the teaching and learning process, thus succeeding during their university life.

Allocated Funds		
Year	Location	Total Allocated
2016-2017	San Sebastián Campus	\$8,448.00
2017-2018	Hato Rey Campus	\$13,717.00

Outcomes:

- Hardware and software such as computers, laptops, and applications were acquired for use by faculty and students, as well as for the use of students and interested residents in the surrounding communities in need of technological support for their academic and personal endeavors.

Source: Institutional External Funds Office.

STRATEGIC PLAN
2019-2023

STRATEGIC PLAN 2019-2023

A new Strategic Plan has been developed for the years 2019-2023. Achievement data will be gathered yearly to establish the Institutions progress toward the completion of new strategic axes and goals.

AXIS I: Innovation and Entrepreneurship

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

Strategic goal 1: Reconfigure the academic experiences of students from diverse population profiles in order for the programs to be pertinent and focused in a culture of innovation, virtual learning and entrepreneurship.

Strategic Objectives:

1. Revise 100% of Academic Program Syllabus in all academic levels in order to incorporate transversal and generic competencies to the graduate's profile of the new Model of Entrepreneurship University.
2. Create six (6) new programs during the first five (5) years.

Strategic goal 2: Create an ethically responsible culture of innovation that acknowledges and generates creative thinking, empowers its constituents, advisors, administrators, faculty, students and members of the school community to create, implement, and measure results.

Strategic Objectives:

1. Create an incentives system that promotes the creation of innovative projects whose results are measurable and sustainable.
2. Create start-up incubators for entrepreneurship students.
3. Coordinate community meetings where citizens will be invited to express concerns that may be resolved through student associations work teams. Coordinate one (1) activity per academic unit.
4. Encourage students to participate in international competitions and awards. Faculty may be integrated into this process by including some of these competitions as part of course requirements.

Strategic goal 3: Promote and award creative thinking; empower constituents, advisors, administrators, faculty, students, and community members in order to create, implement solutions, and measure their results; establish ethically responsible practices that develop a culture of innovation with interdisciplinary and multisector collaboration.

Strategic Objectives:

1. Award incentives to develop innovative projects that will generate economic capacity and add value. "Start-ups".

Strategic goal 4: Operationalize the Model of Entrepreneurship University adopted by EDP and evaluate its results.

Strategic Objectives:

1. Accelerate growth and improve study experiences through strategic alliances. All Academic Schools should undergo at least one (1) activity annually.
2. Develop extracurricular activities directed toward improving the experience and formation of the entrepreneur student in all academic programs. Ex. *Curriviajes*, interuniversity alliances, among others. All Academic Schools should undergo at least one (1) activity annually.
3. Complete projects with students from different majors which will be directed to resolve problems in innovative ways. (Ex. A. Creation of an application between Programming students and Pharmacy students. Ex. B. Design uniforms between Design students and Nursing students. Perform at least two (2) activities annually.

AXIS II: Institutional Capacity Building

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

Strategic goal 1: Create an interactive and porous faculty web which will be agile and changing. Offer academic grades in diverse formats that will be responsive to the profile of the students, and connected with the real world and the needs of the labor global market, including self-employment.

Strategic Objectives:

1. Create and publish a faculty profile for an entrepreneurship university linked to the capacity of the teacher to undertake, innovate, and transform.
2. Revise faculty evaluation policies and regulations and align them to the new EDP faculty profile.
3. Facilitate the digital transformation of EDP faculty through active investigation projects related to virtual learning environments in undergraduate and graduate programs.
4. Develop School of continuing Education with an offer that responds to 21st Century graduates profile, corporate profile, and that of the population served by the Institution.

AXIS III: Renewal and Growth in the Academic Offer, and Fiscal Sustainability of the Institution.

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

Strategic goal 1: Establish innovative practices in the teaching, investigation, and service model, and calibrate institutional initiatives with an evaluation design based on data and evidence, which will demonstrate effectiveness of investments of diverse investments in initiatives, and the possibility of replicating them to a higher level.

Strategic Objectives:

1. Develop a creative and research-based project in each School/Program, and a sustainable community development project with national impact for 2019-2022.
2. Develop indicators for learning assessment with its respective metrics related to graduating student profiles from diverse EDP University programs, its mission and strategic priorities as an Entrepreneurship University.
3. Increase the institutional student retention from 72% to 80%, and elevate the general graduation rate up to 20%.
4. Create a strategic team between the Administration and the Board of Trustees in order to accomplish 1) the approval of policies that will position EDP as an Entrepreneurship University, with national and international acknowledgement in higher education, and 2) the development of an Endowment Fund for the year 2019-2020.

Strategic goal 2: Increase the amount of alumni in order to maintain financial sustainability and optimize operations.

Strategic Objectives:

1. Perform a viability study to offer new academic degrees based on job demand in the working environment of the 21st Century.
2. Attract non-traditional populations that have been excluded or expelled from higher education through hybrid modalities, on-line continuing education and digital marketing.

AXIS IV: Social Responsibility and the Third Mission

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

Strategic goal 1: Assume the social responsibility through applied social research, thus converting the university into a global urban center that will result in an attractive effort for neighbors and communities to develop alliances for sustainable entrepreneurship.

Strategic Objectives:

1. Formalize relationships between EDP and the surrounding communities so that each campus may adopt at least one (1) neighboring community.
2. Operationalize a Community Impact pilot project and develop at least one (1) community impact project for each location served.

Strategic goal 2: Convert the University into an urban and global hub that will attract neighbors and communities to the campuses, thus creating vital and real alliances that will generate measurable results.

Strategic Objectives:

1. Conduct workshops in coordination with Academic Programs in order to train community members to encourage access to said training sessions in order to attract different populations to the campuses. 100% of the Academic Schools should conduct at least one (1) annual activity.
2. Create extracurricular activities where the community is invited to participate, such as, competitions in the subjects of Programming and Design; family festivals with activities involving the different academic programs. 100% of the Academic Schools should conduct at least one (1) annual activity.
3. Train 100% of full-time faculty and 80% of part-time faculty in innovative strategies from the social, economic, environmental, and international point of view through the integration of TICS in all appropriate faculty activities.

AXIS V: Strategy and Governance

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

Strategic goal 1: The University Administration will adopt and clearly express its disposition to change, and actively compromise with an innovative culture, and institutional renewal as it accepts and monitors risks, assigns appropriate resources, and establishes a structure that will attract private investment, promote research, innovation, and measure results.

Strategic Objectives:

1. Compose internal policies that will regulate and monitor entrepreneurship, and innovation, thus delimitating risks and creating opportunities for institutional renewal.
2. Promote and acknowledge creative thinking by creating ecosystems from the production of the product up to the sale of possible sustainable services, such as:
 - Graphic Arts, Interior and Fashion Design, Health Consulting

NOTES

Collaborators:

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

Mrs. Jessica M. Santana Martínez, Institutional Assessment Officer

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

December 2018