EDP at a Glance

Hato Rey and San Sebastian Campuses

Manati, Humacao and Villalba Branch Campuses

Number 19

EDP
at a
Glance

2019-2020
(December 2020)
Number 19

TABLE OF CONTENTS

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, new sections are added periodically to present the Institution's changes and development 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. Continue to strengthen planning processes for the strengthening of Institutional resources and the achievement of academic excellence.

Community Affairs

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

INSTITUTIONAL PROFILE

President: Eng. Gladys Nieves Vázquez

Website: www.edpuniversity.edu Type: Master's Colleges & Universities: Small Programs

Licensed by the: Postsecondary Institutions Board

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 Strength
EDP's educational model will be acknowledged externally due to its innovative character focused on competencies, versatile and tempered to the diverse profile of the students and the global market needs.
Axis III: Renovation and Growth of the Academic Offerings, and Fiscal Sustainability of the Institution
The Institution will maintain a dynamic and competitive academic offer which will integrate activities that involve creativity, generation and applicability of knowledge with quality and pertinent attention to social and economic needs or its surroundings, and will provide governance directed to strengthening the Entrepreneur University Model.
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

FINANCIAL HIGHLIGHTS

The Financial Highlights section updates different score values that reflect the Institutions fiscal health. Administrators and its 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.
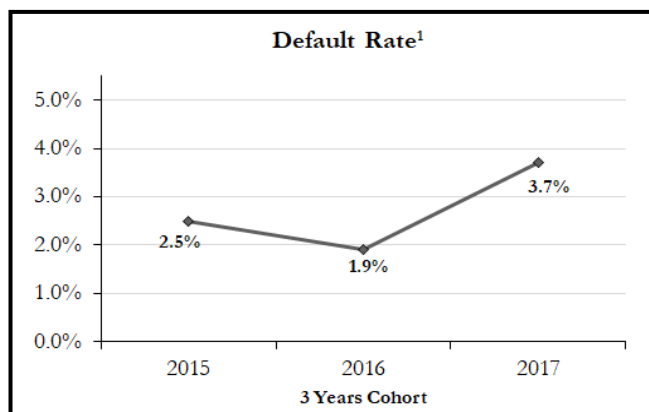
Source: National Student Loan Data System (NSLDS)

Benchmark: 6.6% (3 year official cohort default rate for Puerto Rico calculated in August 2019)

[1]Default Rate indicates the percentage of students' that are in breach of their payments within the program of student loans.
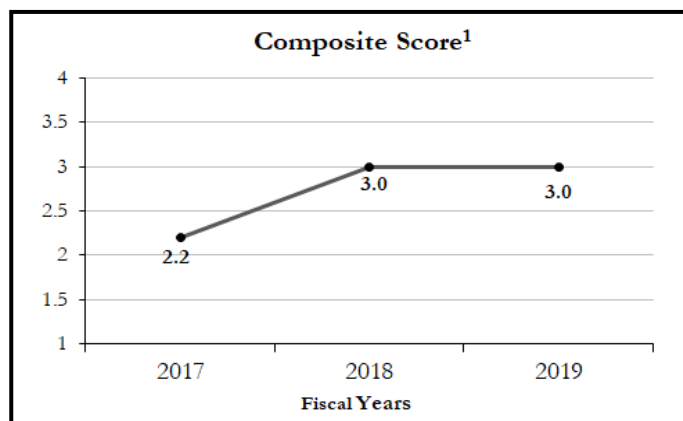
Source: Financial Statement

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

[1]Composite Score indicates the fiscal health of the Institution.

TOTAL COST OF ATTENDANCE, TUITION, AND FEES

For the academic year of 2019-2020, the Total Cost of Attendance for the Undergraduate (independent and dependent) and Graduate had a decrease, this is because of a reduction in other related expenses. While, the Cost of Tuition and Fees for the 2019-2020 academic year had no changes.
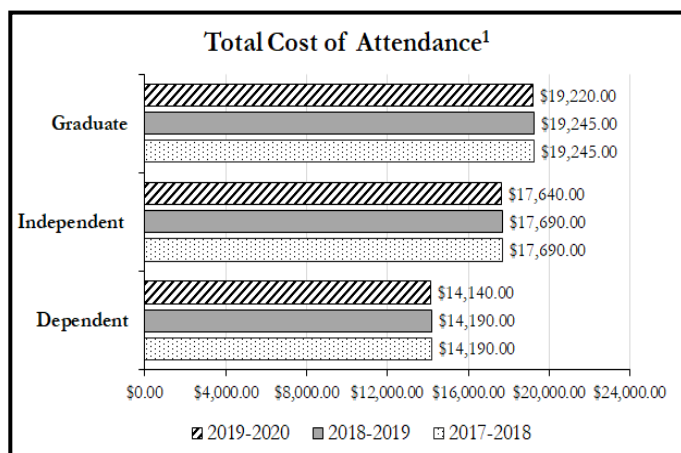
Source: Financial Office, Cost of Attendance Report

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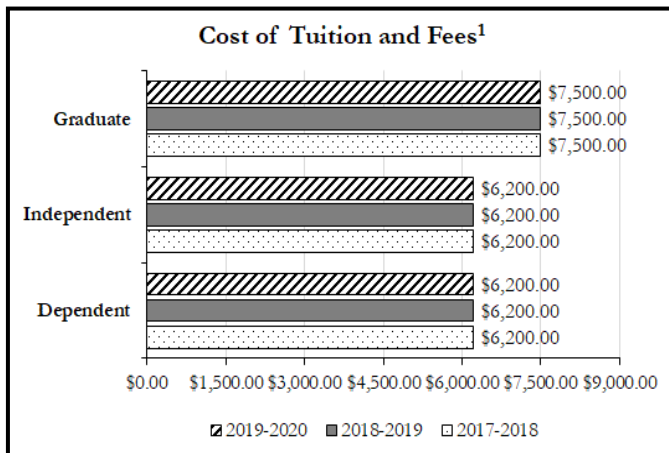
Source: Financial Office, Cost of Attendance Report

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

FINANCIAL HIGHLIGHTS

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

In the 2019-2020 academic year, the Total Cost of Attendance for Health Programs in the Undergraduate (independent and dependent) had a slight increase and Graduate had a decrease, the latter was because there was a reduction in other related expenses. While, the Cost of Tuition and Fees for Health Programs in the 2019-2020 academic year had no changes.

Total Cost of Attendance for Health Programs[1]

Category	2019-2020	2018-2019	2017-2018
Graduate	$21,228.00	$21,253.00	$21,253.00
Independent	$18,540.00	$18,415.00	$18,415.00
Dependent	$14,940.00	$14,915.00	$14,915.00

Source: Financial Office, Cost of Attendance Report

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

Cost of Tuition and Fees for Health Programs[1]

Category	2019-2020	2018-2019	2017-2018
Graduate	$7,620.00	$7,620.00	$7,620.00
Independent	$6,900.00	$6,900.00	$6,900.00
Dependent	$6,900.00	$6,900.00	$6,900.00
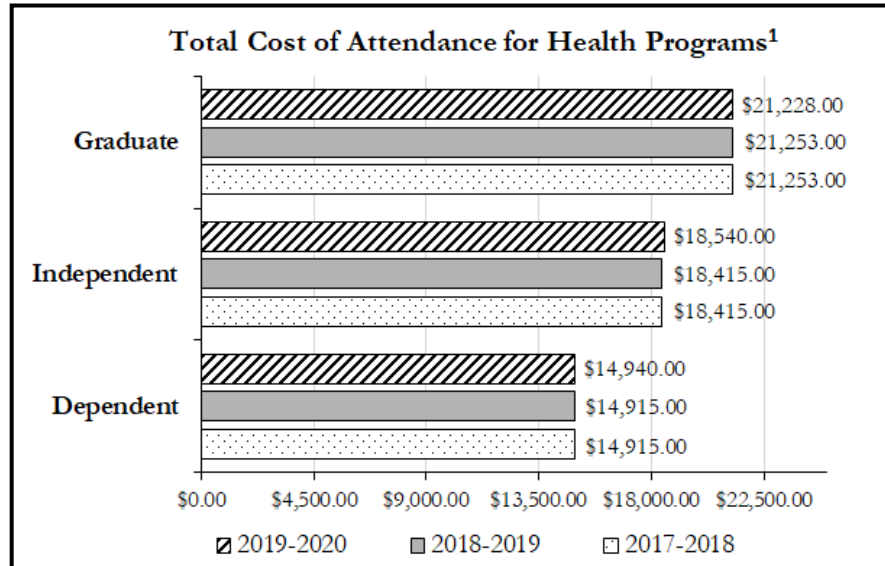
Source: Financial Office, Cost of Attendance Report

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

FINANCIAL HIGHLIGHTS

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. In the academic year of 2019-2020, the Total Cost of Attendance and Cost of Tuition and Fees for the **MAGAE**, **MAGAE MD** and **MABE** modalities, had an increase, this was due to an increase in tuition cost.

Total Cost of Attendance[1]
Out-of-State

Program	2019-2020	2018-2019	2017-2018
MABE	$23,067.00	$22,683.00	$22,683.00
MAGAE MD	$25,387.00	$24,963.00	$24,963.00
MAGAE	$20,343.00	$20,047.00	$20,047.00
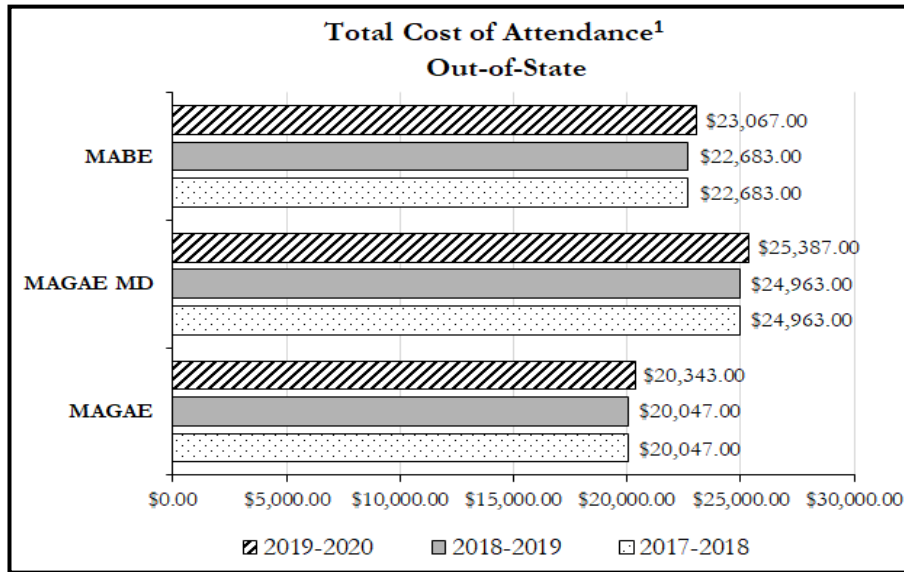
Source: Financial Office, Cost of Attendance Report

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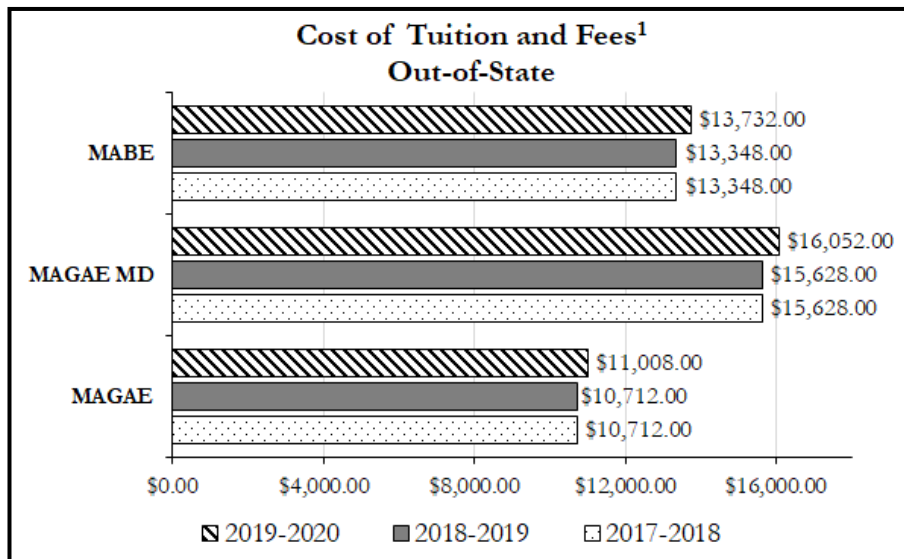
Cost of Tuition and Fees[1]
Out-of-State

Program	2019-2020	2018-2019	2017-2018
MABE	$13,732.00	$13,348.00	$13,348.00
MAGAE MD	$16,052.00	$15,628.00	$15,628.00
MAGAE	$11,008.00	$10,712.00	$10,712.00

Source: Financial Office, Cost of Attendance Report

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

FINANCIAL HIGHLIGHTS

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

In the 2019-2020 academic year, the Total Cost of Attendance On-line Undergraduate Programs (Out-of-state and In-state) and Graduate On-line (Out-of-state and In-state) had an increase, this is because of an increases in book and materials and personal expenses and others. While, the Cost of Tuition and Fees for On-line Programs in the 2019-2020 academic year had no changes.

Total Cost of Attendance On-line Programs

Category	2019-2020	2018-2019	2017-2018
Graduate On-line Out-of-State*	$14,500.00	$14,350.00	
Graduate On-line In-State*	$12,475.00	$12,325.00	
Undergraduate On-line Out-of-State*	$13,380.00	$12,530.00	
Undergraduate On-line In-State*	$11,505.00	$10,655.00	$10,005.00
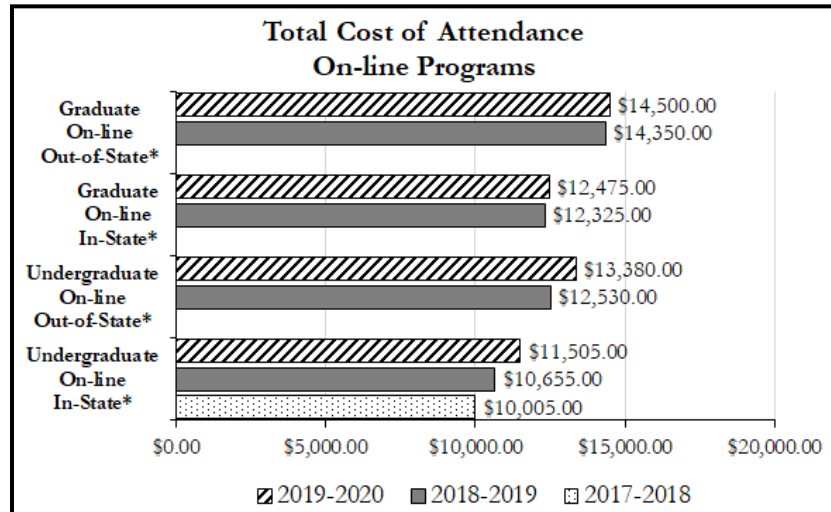
Source: Financial Office, Cost of Attendance Report

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

* In-State means students who reside in Puerto Rico and Out-of-State students who reside outside of Puerto Rico.

Cost of Tuition and Fees[1] On-line Programs

Category	2019-2020	2018-2019	2017-2018
Graduate On-line Out-of-State*	$9,900.00	$9,900.00	
Graduate On-line In-State*	$7,875.00	$7,875.00	
Undergraduate On-line Out-of-State*	$8,780.00	$8,780.00	
Undergraduate On-line In-State*	$6,905.00	$6,905.00	$6,255.00
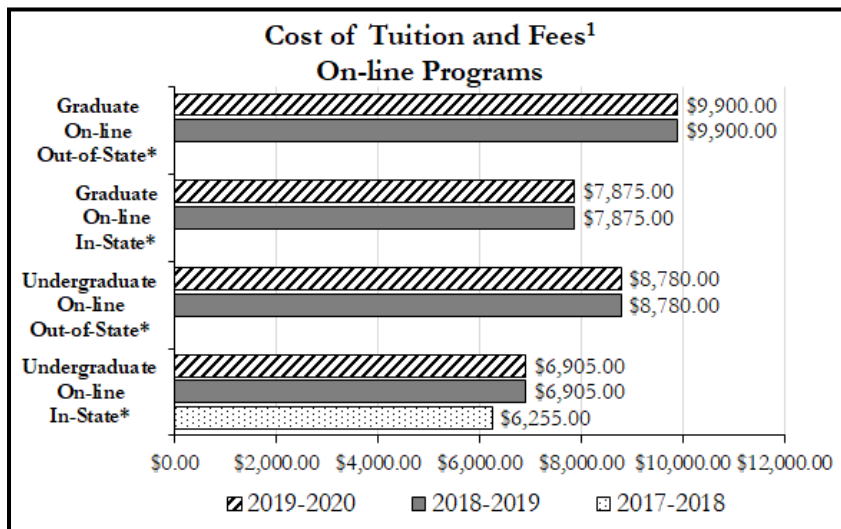
Source: Financial Office, Cost of Attendance Report

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

* In-State means students who reside in Puerto Rico and Out-of-State students who reside outside of Puerto Rico

HATO REY CAMPUS
CREDITS BOUGHT

Credits bought during the 2019-2020 Fall and Spring semesters increased for the **MAGAE** modality, and decreased for the **Regular Undergraduate** and **Graduate Programs**, **Adults** and **MABE** modalities. Whereas, in the Summer, an increase can be observe for the **Regular Undergraduate**. A decrease in credits bought was evident in the **Graduate Program, Adults** and **MABE** modalities.
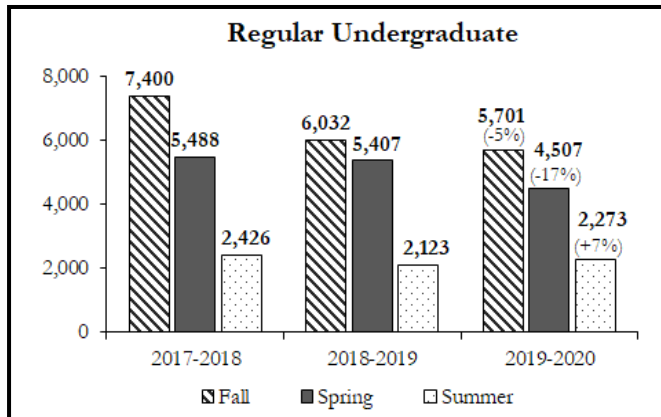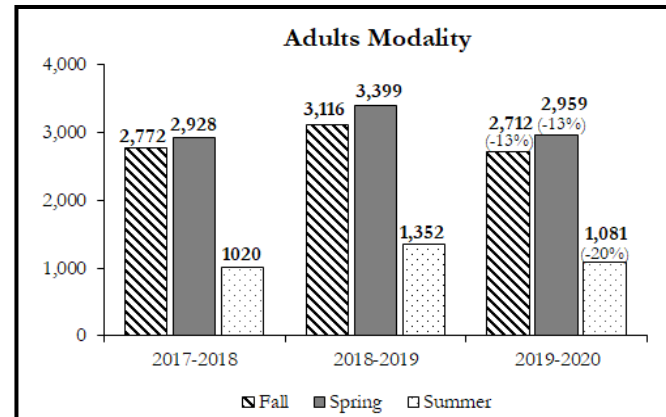
Source: Enrollment Certifications - Registrar's Office

Source: Enrollment Certifications - Registrar's Office
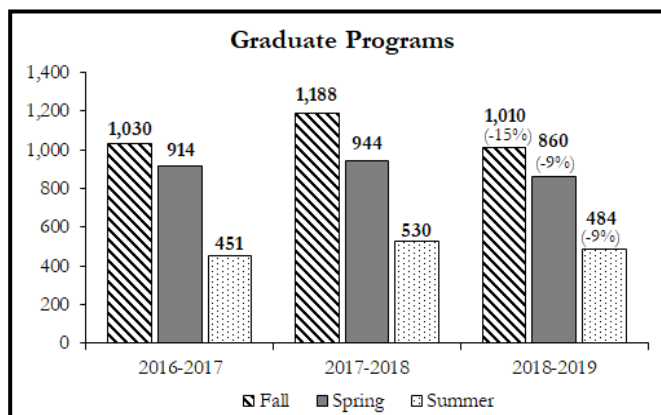
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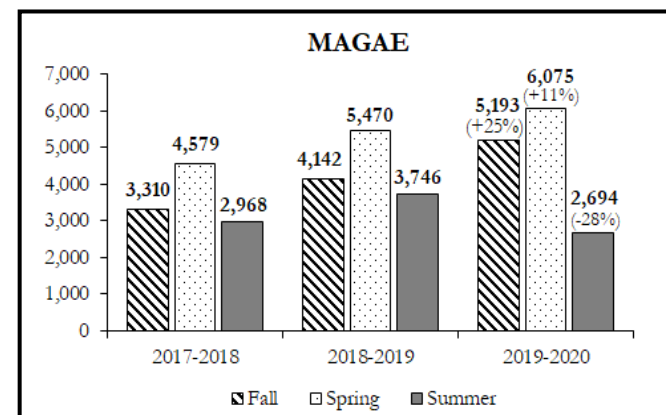
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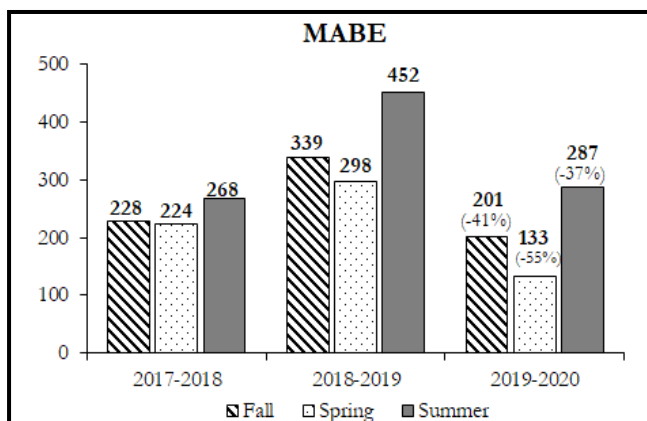
Source: Enrollment Certifications - Registrar's Office

MANATI BRANCH CAMPUS
CREDITS BOUGHT

The credits bought in 2019-2020 academic year, for the **Regular** modality had a decrease in all the terms. Meanwhile, the **MAGAE** modality shows a decrease of 16% in the Fall period, an increase of 11% in the Spring, and a decrease of 36% in the Summer semester. The reason for the decrease in the Summer term a reduction of clinical practices for **MAGAE MD**. Instead of six (6) rotations only three (3) rotations were provided.
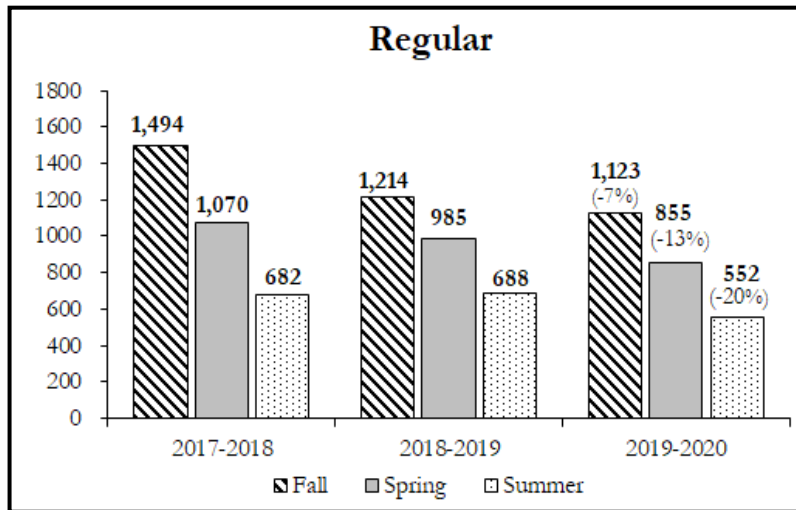
Source: Enrollment Certifications - Registrar's Office
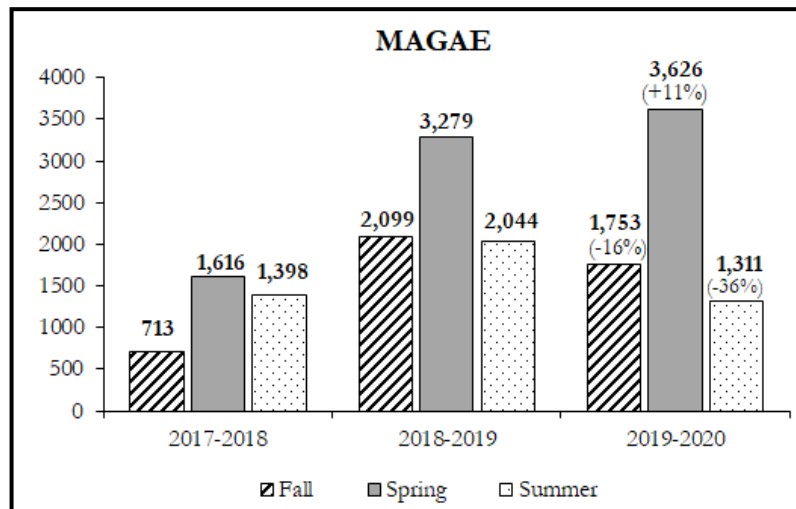
Source: Enrollment Certifications - Registrar's Office

HUMACAO BRANCH CAMPUS
CREDITS BOUGHT

The credits bought in 2019-2020 academic year for the **Regular** modality had a decrease of 15% in the Fall period, 37% in the Spring and a 6% increase in the Summer semester. Meanwhile, the **MAGAE** modality shows an increase in the semesters of Fall and Spring and a decrease in the Summer session.
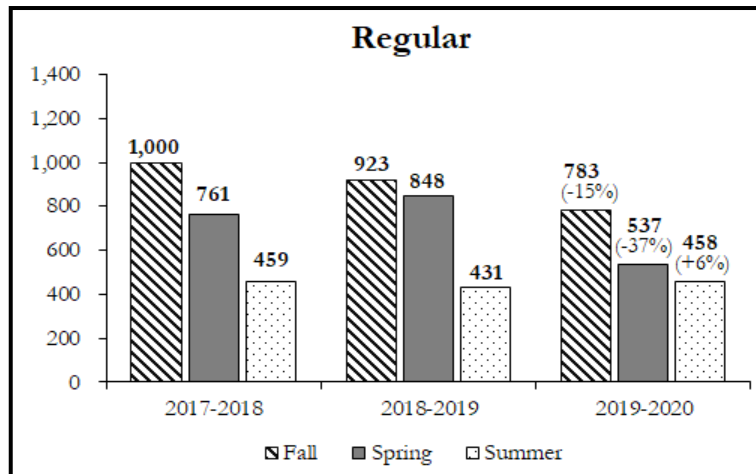
Source: Enrollment Certifications - Registrar's Office
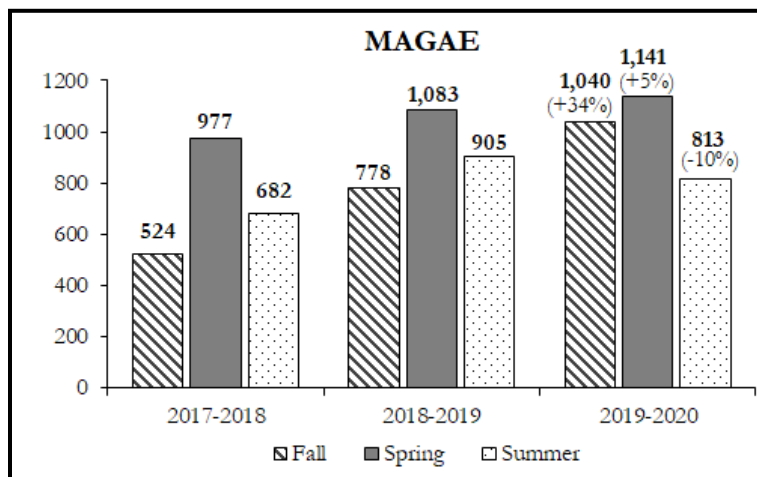
Source: Enrollment Certifications - Registrar's Office

VILLALBA BRANCH CAMPUS
CREDITS BOUGHT

During 2019-2020 academic year, the credits bought for the **Regular** modality decreased in Fall semester by 15%, 10% in the Spring and increased by 39% in the Summer term. While, the **MAGAE** modality began in the Spring semester of 2017 and had an increase in all semesters of 2019-2020.
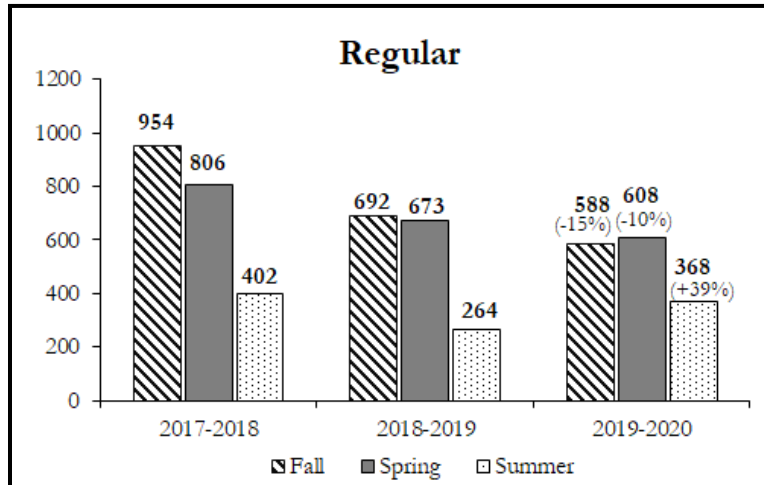
Regular

Source: Enrollment Certifications - Registrar's Office
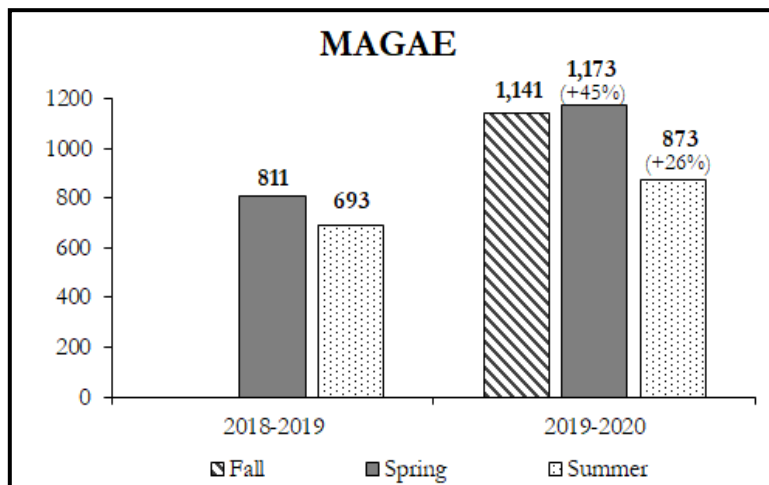
MAGAE

Source: Enrollment Certifications - Registrar's Office

MAGAE begins in Villalba during Spring 2017.

SAN SEBASTIAN CAMPUS
CREDITS BOUGHT

Credits bought during the 2019-2020 Fall semester increased for the **Graduate Programs**, **Adults** and **MAGAE** modalities, and decreased for the **Regular Undergraduate** and **MABE** modality. An increase in credits bought during the Spring semester was evident for the, **Adults** and **MAGAE** modalities. A decrease in **Regular Undergraduate, Graduate Programs** and **MABE** modality can be observed in the Spring semester. Whereas, in the Summer, a decrease can be observed for the **Regular Undergraduate, Graduate Programs** and **MAGAE** modality. An increase in credits bought was evident in the **Adults** and **MABE** modalities.
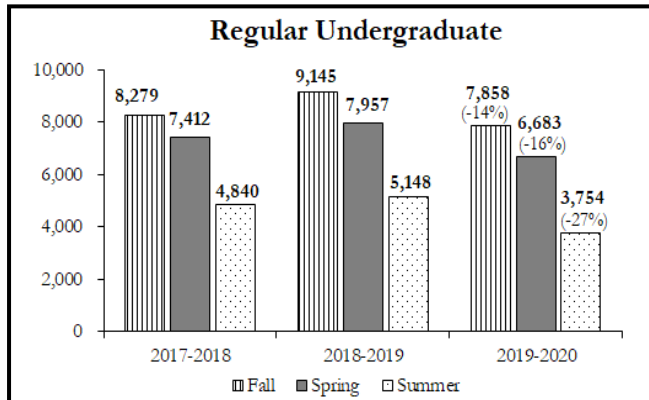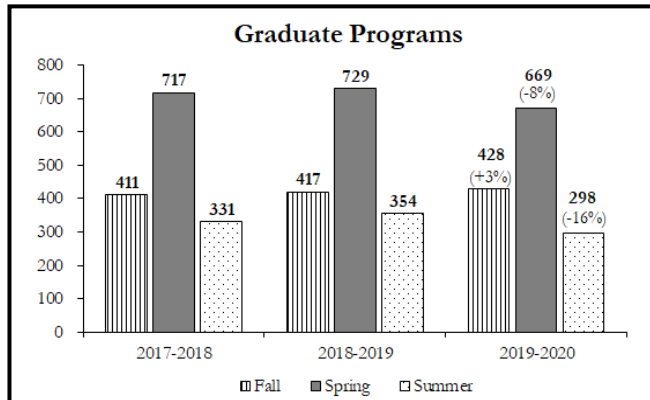
Source: Enrollment Certifications - Registrar's Office

Source: Enrollment Certifications - Registrar's Office

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Source: Enrollment Certifications - Registrar's Office

13
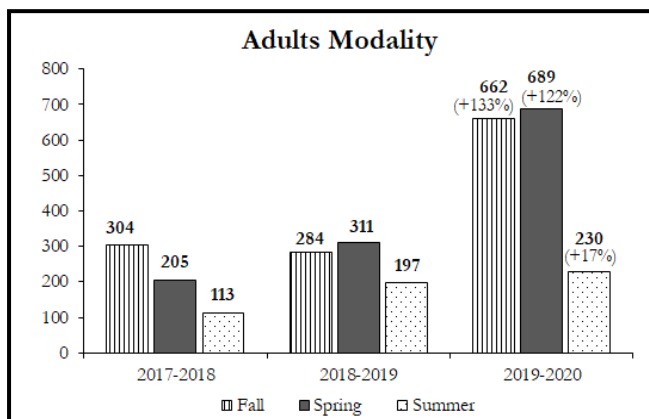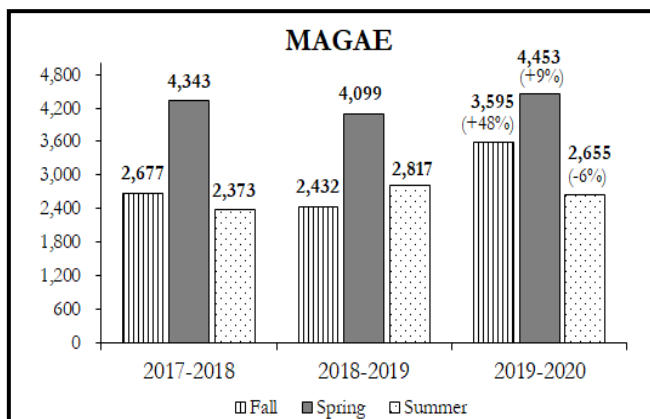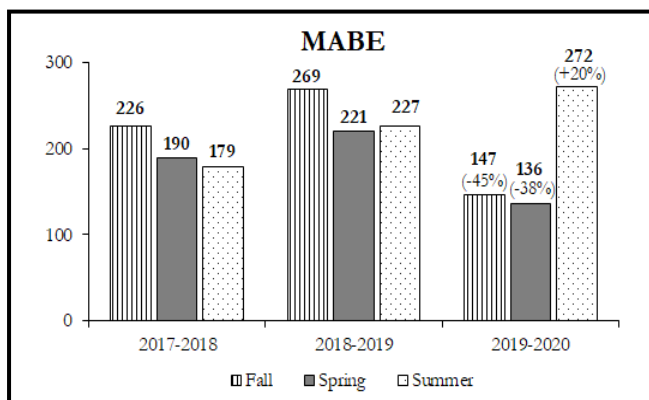
HATO REY CAMPUS (HR)

PROGRAMS OF STUDY APPROVED
BY THE POSTSECONDARY INSTITUTION BOARD,
FORMER 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 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
Bachelor's Degree in Business Administration Major in Management/On-line	2018
Bachelor's Degree in Information Technology Science Major in Networks/On-line	2018
Bachelor's Degree in Information Technology Science Major in Programming/On-line	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

HATO REY CAMPUS
ENROLLMENT

Based on the IPEDS 12-month Enrollment Data, the Undergraduate enrollment for 2019-2020 only includes data of for Hato Rey Campus, the Branch Campuses of Manati and Humacao for this and the following years will have their IPEDS data separate from Hato Rey Campus. The Undergraduate had a decrease of 27% in comparison to the previous year. This could be explained by the separation of Manati and Humacao data from the Main Campus. While, the Graduate's had an increase of 7%.
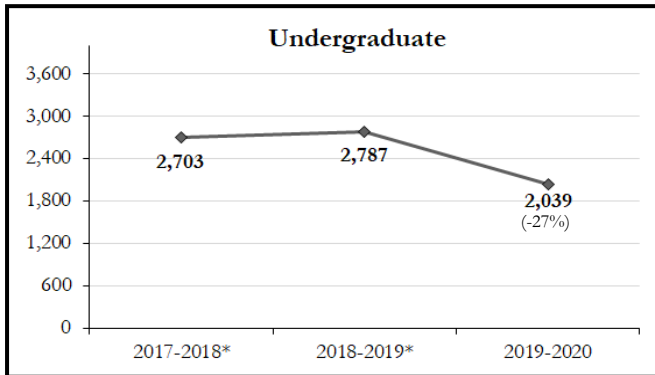
Source: IPEDS 12-month Enrollment Data

*For the academics year 2017-2018 and 2018-2019, includes Manati and Humacao Branch Campuses.
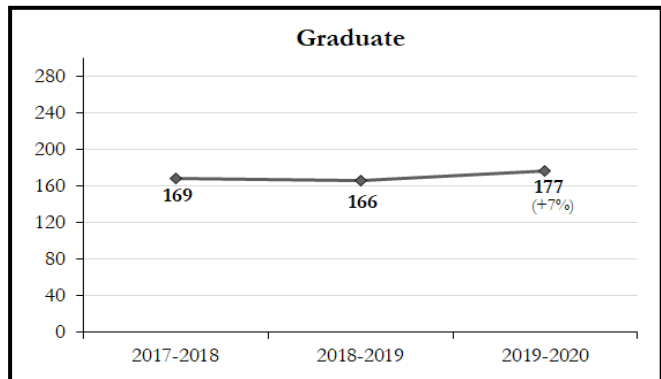
Source: IPEDS 12-month Enrollment Data

ENROLLMENT GENDER DISTRIBUTION (HR)

In the 2019-2020, the Undergraduate female and male students enrollment only includes data of the Hato Rey Campus, the Branch Campuses of Manati and Humacao for this and following years will have their IPEDS data separate from Hato Rey Campus. The Undergraduate enrollment shows a decrease for both female and male explained by the Branch Campuses data separation. While, the Graduate students enrollment female population increased by 15% and the male population decreased by 3% in comparison to the previous year.
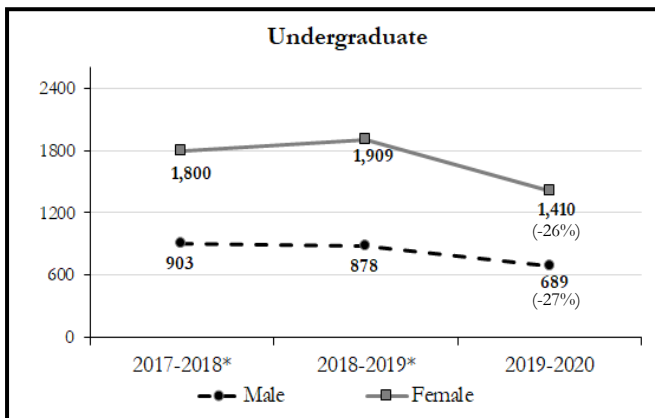
Source: IPEDS 12-month Enrollment Data

*Includes Manati and Humacao Branch Campuses
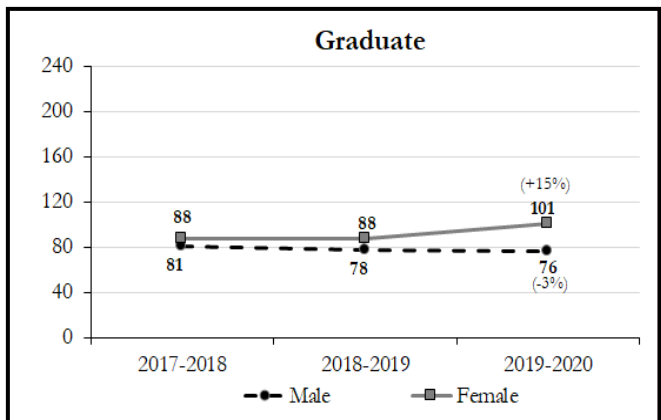
Source: IPEDS 12-month Enrollment Data

HATO REY CAMPUS
FACULTY PROFILE

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, 2019).

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.
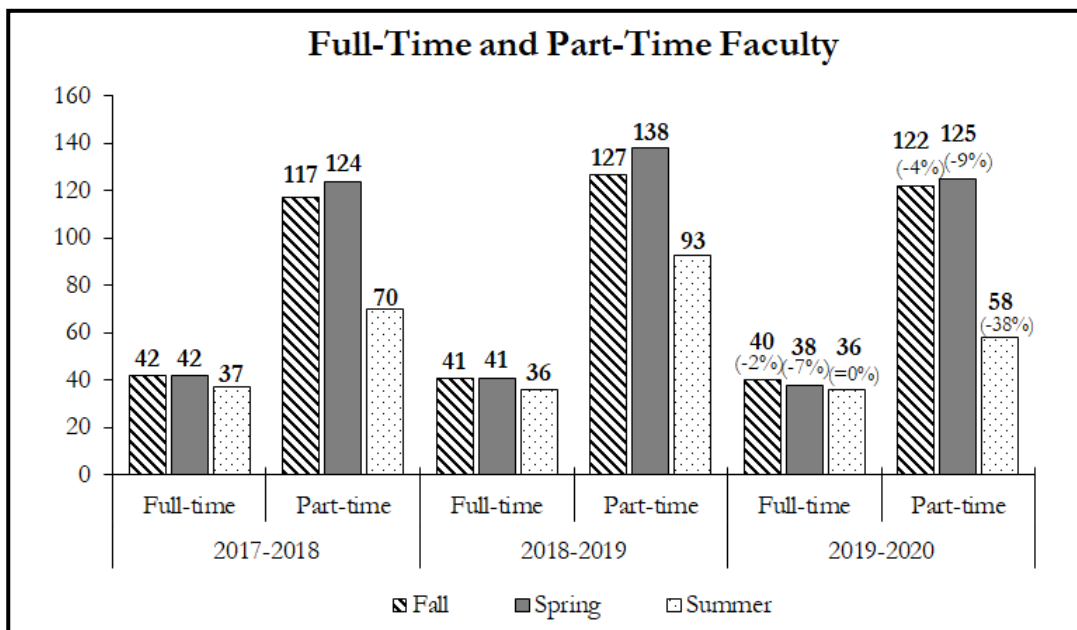
Source: Dean of Academic Affairs Office

HATO REY CAMPUS
FACULTY PROFILE

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 faculty with a Masters Degree, this may respond to the fact that the Institution targets mostly undergraduate programs.
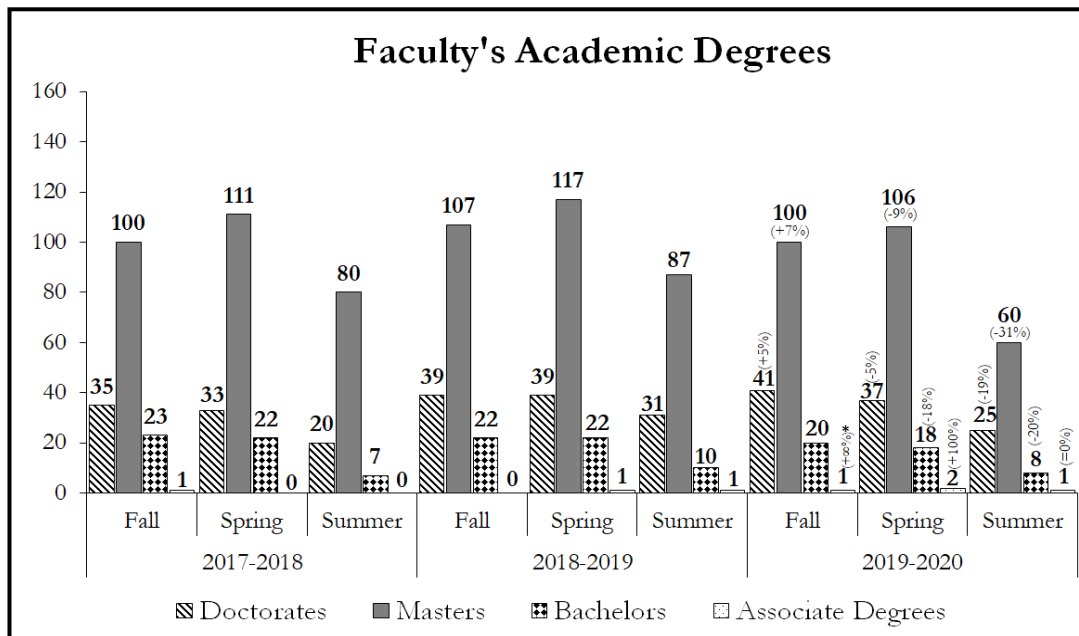
Source: Dean of Academic Affairs Office

*During the Fall of 2019, the associate degree faculty had an infinity percentage (∞). This happens when the original number is 0, meaning that the semester of Fall 2019 surpassed the percentage increase in faculties, in comparison with the Fall 2018 semester.

18

HATO REY CAMPUS
FACULTY PROFILE

Gender distribution sustains that more female faculty is in place. For the Fall semester the female faculty represented 60% (98) of the teaching body, while the remanding 40% (64) were men. During the year 2019-2020 there was a decrease in all semesters for the female faculty. While, the male faculty remained the same for the Fall semester and had a decrease for Spring and Summer semesters.

There is a healthy student ratio of 14 students per faculty member. The student/faculty ratio had an decrease in comparison to the previous year.
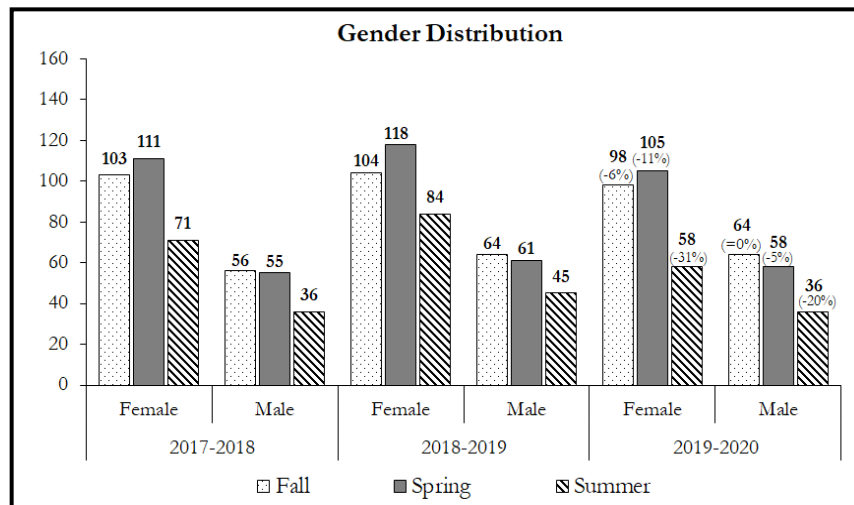
Source: Dean of Academic Affairs Office
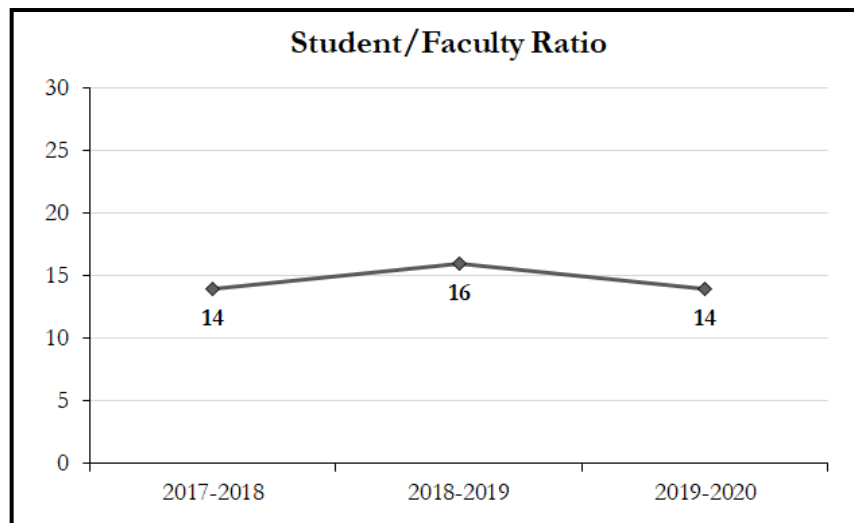
Source: IPEDS Fall Enrollment

LEARNING RESOURCES (HR)
(INCLUDES MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES)

The 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 was updated to SIRS Mandarin M5.

The Information Resource Center provides access to:

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

- **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.

LEARNING RESOURCES (HR)
(INCLUDES MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES)

- **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.

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

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

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

For the months of March through September 2019 the collection of titles and volumes had a significant decrease through because many collections have been discarded and the books are obsolete. In the months of September 2019 to March 2020 there was a decrease of 108 in volumes and 627 titles. Additionally, more books in electronic format are being bought to meet the bibliographic resource needs for online courses as well as technological tendencias.

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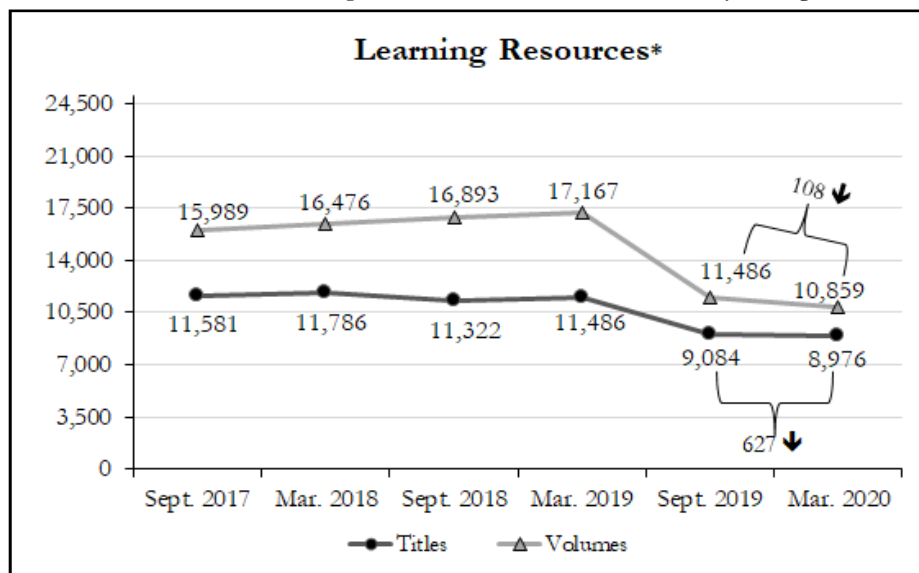
Source: Center of Information Resources

*Includes Manati, Humacao and Villalba Branch Campuses

HATO REY CAMPUS
RETENTION ANALYSIS

ACADEMIC PROGRAMS	2017-2018 Enrollment/Retention Rate		2018-2019 Enrollment/Retention Rate		2019-2020 Enrollment/Retention Rate	
UNDERGRADUATE						
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(67)	64%	(56)	70%	(42)	71% ↑
Associate Degree in Business Administration/On-line	(66)	53%	(85)	72%	(102)	51% ↓
Associate Degree in Office Administration	(23)	57%	(15)	67%	(16)	44% ↓
Associate Degree in Health Billing and Codifications Services			(15)	73%	(26)	69% ↓
Bachelor's Degree in Business Administration Major in Accounting	(45)	71%	(34)	79%	(29)	55% ↓
Bachelor's Degree in Business Administration Major in Management	(71)	80%	(71)	76%	(46)	72% ↓
Bachelor's Degree in Business Administration Major in Management/On-line			(35)	77%	(59)	66% ↓
Bachelor's Degree in Technological Office Administration	(17)	82%	(9)	89%	(4)	100% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(110)	60%	(96)	80%	(102)	75% ↓
Associate Degree in Arts in Digital Design	(14)	79%	(23)	83%	(24)	67% ↓
Associate Degree in Digital Fashion Design	(173)	69%	(83)	77%	(90)	71% ↓
Bachelor's Degree in Arts in Major Digital Fashion Design	(125)	86%	(137)	77%	(133)	76% ↓
Bachelor's Degree in Arts Major in Interior Design and Decoration	(59)	68%	(39)	74%	(29)	79% ↑
Bachelor's Degree in Arts in Digital Design Major in Multimedia	(30)	63%	(23)	87%	(23)	87%
SCHOOL OF TECHNOLOGY						
Associate Degree in Information Technology	(48)	65%	(24)	75%	(29)	31% ↓
Associate Degree in Information Technology/On-line			(12)	58%	(24)	67% ↑
Bachelor's Degree in Information Technology Science Major in Programming	(45)	67%	(32)	84%	(32)	69% ↓
Bachelor's Degree in Information Technology Science Major in Programming/On-line			(4)	50%	(9)	67% ↑
Bachelor's Degree in Information Technology Science Major in Networks	(46)	85%	(39)	85%	(27)	78% ↓
Bachelor's Degree in Information Technology Science Major in Networks/On-line			(6)	50%	(8)	50%
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice	(43)	79%	(46)	83%	(49)	65% ↓
Associate Degree in Executive Protection and Security			(8)	63%	(18)	78% ↑
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	(18)	83%	(27)	78%	(36)	67% ↓
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(32)	56%	(22)	77%	(11)	27% ↓
Associate Degree in Pharmacy Technician	(40)	63%	(39)	64%	(37)	54% ↓
Associate Degree in Physical Therapy Technology	(245)	76%	(95)	60%	(32)	72% ↑
Associate Degree Biotechnology	(27)	56%	(23)	65%	(18)	67% ↑
Bachelor's Degree in Natural Sciences	(1)	100%	(18)	67%	(20)	60% ↓
SCHOOL OF NURSING						
Associate Degree in Nursing	(1282)	83%	(866)	84%	(8667)	80% ↓
Bachelor's Degree in Science of Nursing	(202)	71%	(197)	78%	(141)	60% ↓
TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)	(2703)	75%	(2137)	76%	(2009)	72% ↓
GRADUATE						
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	(54)	70%	(51)	80%	(34)	76% ↓
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line*			(22)	73%	(43)	72% ↓
Master's Degree in Information Systems	(19)	47%	(10)	80%	(13)	62% ↓
Master's Degree in Business Administration Major in Strategic Management	(18)	94%	(21)	100%	(27)	93% ↓
Master's Degree in Naturopathic Sciences	(76)	92%	(64)	94%	(56)	96% ↑
Professional Certificate in Information Systems Auditing	(1)	100%	(1)	100%	(5)	60% ↓
Professional Certificate Project Management	(1)	0%	(3)	67%	(11)	82% ↑
Professional Certificate Information Security and Digital Fraud Investigation	(5)	80%	(2)	100%	(3)	100%
Professional Certificate in Relational Database Administration	(9)	78%	(1)	100%	(5)	100%
Professional Certificate in Electronic Commerce	N/A		N/A		N/A	
TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)	(169)	80%	(166)	86%	(177)	82% ↓
CAMPUS TOTAL RETENTION RATE (UNDUPLICATED)	(2872)	76%	(2303)	77%	(2216)	73% ↓

Source: AIR (Annual Institutional Report)

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

HATO REY CAMPUS
RETENTION ANALYSIS

In the 2019-2020 fiscal year, the Total Campus, Undergraduate, and Graduate programs retention rate decreased in comparison to the previous year. While, a total of 10 programs had an increase in retention rate. The programs that had an increase were: the Associate Degree in Executive Protection and Security (15%), Physical Therapy Technology (12%), Information Technology/On-line (9%), Biotechnology (2%), and Business Administration (1%). At the Bachelor's Degrees level: Information Technology Science Major in Programming/On-line (17%), Technological Office Administration (11%) and Arts Major in Interior Design and Decoration (5%). The Master's Degrees retention increased in Naturopathic Sciences by (2%) and by (15%) in the Professional Certificate in Project Management.

HATO REY CAMPUS
PLACEMENT ANALYSIS

ACADEMIC PROGRAMS	2017-2018		2018-2019		2019-2020	
UNDERGRADUATE	Infield and Refield Students	/Placement Rate	Infield and Refield Students	/Placement Rate	Infield and Refield Students	/Placement Rate
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(1)	50%	(1)	50%	(3)	75% ↑
Associate Degree in Business Administration/On-line	(1)	17%	(3)	60%	(3)	60%
Associate Degree in Office Administration	(1)	50%				
Associate Degree in Health Billing and Codifications Services*						
Bachelor's Degree in Business Administration Major in Accounting	(4)	57%	(4)	80%	(1)	100% ↑
Bachelor's Degree in Business Administration Major in Management	(3)	43%	(6)	55%	(0)	0% ↓
Bachelor's Degree in Business Administration Major in Management/On-line*					(2)	100%
Bachelor's Degree in Technological Office Administration	(3)	100%	(3)	100%		
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(4)	44%	(6)	75%	(1)	20% ↓
Associate Degree in Arts in Digital Design	(0)	0%	(2)	100%		
Associate Degree in Digital Fashion Design	(4)	31%	(1)	25%	(2)	67% ↑
Bachelor's Degree in Arts in Major Digital Fashion Design	(3)	33%	(3)	75%	(8)	100% ↑
Bachelor's Degree in Arts Major in Interior Design and Decoration	(8)	100%	(1)	25%	(1)	20% ↓
Bachelor's Degree in Arts in Digital Design Major in Multimedia	(0)	0%				
SCHOOL OF TECHNOLOGY						
Associate Degree in Information Technology	(1)	25%	(0)	0%	(0)	0%
Bachelor's Degree in Information Technology Science Major in Programming	(2)	33%	(1)	50%		
Bachelor's Degree in Information Technology Science Major in Programming/On-line*						
Bachelor's Degree in Information Technology Science Major in Networks	(5)	100%	(2)	50%	(3)	100% ↑
Bachelor's Degree in Information Technology Science Major in Networks/On-line*						
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice			(0)	0%	(0)	0%
Associate Degree in Executive Protection and Security*						
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences						
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(1)	50%	(2)	67%	(0)	0% ↓
Associate Degree in Pharmacy Technician			(1)	50%		
Associate Degree in Physical Therapy Technology	(6)	33%	(3)	21%	(1)	50% ↑
Associate Degree Biotechnology	(0)	0%	(0)	0%	(0)	0%
Bachelor's Degree in Natural Sciences*						
SCHOOL OF NURSING						
Associate Degree in Nursing	(79)	43%	(153)	68%	(72)	72% ↑
Bachelor's Degree in Science of Nursing	(20)	63%	(18)	78%	(9)	100% ↑
GRADUATE						
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	(5)	100%	(9)	75%	(6)	86% ↑
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line					(4)	100%
Master's Degree in Information Systems	(1)	100%			(1)	100%
Master's Degree in Business Administration Major in Strategic Management			(3)	43%	(3)	100% ↑
Master's Degree in Naturopathic Sciences	(1)	17%	(15)	75%	(2)	100% ↑
Professional Certificate in Information Systems Auditing			(0)	0%	(2)	100% ↑
Professional Certificate Project Management					(4)	80%
Professional Certificate Information Security and Digital Fraud Investigation	(1)	100%	(0)	0%		
Professional Certificate in Relational Database Administration	(2)	40%	(0)	0%		
Professional Certificate in Electronic Commerce						
CAMPUS TOTAL PLACEMENT RATE	(154)	44%	(240)	66%	(128)	74% ↑

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

Formula: SUM(Infield+Relfield)/(Graduate + Complete - Outfield+)

+Outfield are: pregnancy, death or other health-related issues, continuing education, military service, and others situations.

*Programs that don't have yet graduate students.

HATO REY CAMPUS
PLACEMENT ANALYSIS

During 2019-2020, 12 programs increased in placement rate: They are the Associate Degrees in: Digital Fashion Design (42%), Physical Therapy Technology (29%), Business Administration (25%) and Nursing (4%). The Bachelor's Degrees in: Information Technology Science Major in Networks (50%), Digital Fashion Design (25%), Science of Nursing (22%) and Business Administration Major in Accounting (20%). While, in the Graduate programs three (3) increased its placement rate: Business Administration Major in Strategic Management (57%) Naturopathic Sciences (25%) and Information Systems Major in Information Security and Digital Fraud Investigation (11%). In the professional certificates one (1) increased in placement rates: Information Systems Auditing (100%).

According to the Annual Institutional Report (AIR) data from 2019-2020, the percentage of employment increased by 8% in comparison to the previous year. 128 of 192 students contacted were placed in their fields of study. The reason for the increase in placement rate was additional efforts made to contact the majority of the graduates. On the other hand, there are factors that affect employability such as: world wide crisis of Covid-19. The pandemic has also affected the boards passing rates for the Nursing Programs. Some of these alumni have not yet taken their board exams due to delays caused by the pandemic.

HATO REY CAMPUS
PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM ANALYSIS

ACADEMIC PROGRAMS	2017-2018+		2018-2019		2019-2020	
UNDERGRADUATE	Complete +, Enrollment Graduate	Graduation Rate	Complete +, Enrollment Graduate	Graduation Rate	Complete +, Enrollment Graduate	Graduation Rate
SCHOOL OF ADMINISTRATION						
Associate Degree in Business Administration	(3/67)	4%	(5/50)	10%	(5/42)	12% ↑
Associate Degree in Business Administration/On-line	(8/66)	12%	(5/80)	6%	(7/102)	6%
Associate Degree in Office Administration	(3/23)	13%	(0/14)	0%	(1/16)	6% ↑
Associate Degree in Health Billing and Codifications Services*					(0/26)	0%
Bachelor's Degree in Business Administration Major in Accounting	(9/45)	20%	(6/31)	19%	(3/46)	10% ↓
Bachelor's Degree in Business Administration Major in Management	(9/71)	13%	(11/58)	19%	(10/46)	22% ↑
Bachelor's Degree in Business Administration Major in Management/On-line					(2/59)	3%
Bachelor's Degree in Technological Office Administration	(5/17)	29%	(2/7)	29%	(3/4)	75% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(8/110)	7%	(8/91)	9%	(9/102)	9%
Associate Degree in Arts in Digital Design	(1/14)	7%	(2/21)	10%	(2/24)	8% ↓
Associate Degree in Digital Fashion Design	(24/173)	13%	(6/76)	8%	(5/90)	6% ↓
Bachelor's Degree in Arts Major in Digital Fashion Design	(11/125)	9%	(5/135)	4%	(11/133)	8% ↑
Bachelor's Degree in Arts Major in Interior Design and Decoration	(11/59)	19%	(6/35)	17%	(1/29)	3% ↓
Bachelor's Degree in Arts in Digital Design Major in Multimedia	(4/30)	13%	(1/21)	5%	(0/23)	0% ↓
SCHOOL OF TECHNOLOGY						
Associate Degree in Information Technology	(7/48)	15%	(1/25)	4%	(0/29)	0%
Associate Degree in Information Technology/On-line*					(0/24)	0%
Bachelor's Degree in Information Technology Science Major in Programming	(9/45)	20%	(5/32)	16%	(4/32)	13% ↓
Bachelor's Degree in Information Technology Science Major in Programming/On-line*					(0/9)	0%
Bachelor's Degree in Information Technology Science Major in Networks	(6/46)	13%	(10/38)	26%	(6/26)	22% ↓
Bachelor's Degree in Information Technology Science Major in Networks/On-line*					(0/8)	0%
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice	(0/43)	0%	(2/38)	5%	(1/49)	2% ↓
Associate Degree in Executive Protection and Security*					(0/18)	0%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences*	(0/18)	0%	(0/20)	0%	(0/36)	0%
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(5/32)	16%	(4/18)	22%	(1/11)	9% ↓
Associate Degree in Pharmacy Technician	(0/40)	0%	(2/38)	5 %	(0/37)	0 % ↓
Associate Degree in Physical Therapy Technology	(7/71)	10%	(28/105)	27 %	(13/32)	41 % ↑
Associate Degree in Biotechnology	(3/27)	11%	(1/22)	4%	(5/18)	28% ↑
Bachelor's Degree in Natural Sciences*			(0/15)	0%	(0/20)	0%
SCHOOL OF NURSING						
Associate Degree in Nursing	(267/1282)	21%	(310/916)	34%	(214/867)	25% ↓
Bachelor's Degree in Science of Nursing	(39/202)	19%	(35/163)	22%	(38/141)	27% ↑
TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED)	(405/2703)	15%	(458/2137)	21%	(326/2009)	16% ↓
GRADUATE						
Master's Degree in Information Systems Major in Information Secutity and Digital Fraud Investigation	(7/54)	13%	(18/46)	39%	(12/34)	35% ↓
Master's Degree in Information Systems Major in Information Secutity and Digital Fraud Investigation/On-line					(6/43)	14%
Master's Degree in Information Systems	(1/19)	5%	(1/10)	10%	(1/13)	8% ↓
Master's Degree in Business Administration Major in Strategic Management	(0/18)	0%	(7/20)	35%	(5/27)	19% ↓
Master's Degree in Naturopathic Sciences	(22/76)	29%	(22/64)	34%	(18/56)	32% ↓
Professional Certificate in Information Systems Auditing	(1/1)	100%	(1/1)	100%	(5/3)	60% ↓
Professional Certificate Project Management			(0/3)	0%	(6/11)	55% ↑
Professional Certificate Information Security and Digital Fraud Investigation	(1/5)	20%	(0/1)	0%	(1/3)	33% ↑
Professional Certificate in Relational Database Administration	(7/9)	78%	(1/1)	100%	(2/5)	40% ↓
TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED)	(33/169)	20%	(50/166)	30%	(46/177)	26% ↓
CAMPUS TOTAL GRADUATION RATE (UNDUPLICATED)	(438/2872)	15%	(508/2303)	22%	(395/2216)	18% ↓

IPEDS Graduation Rates

2017-2018	2018-2019	2019-2020
36%	35%	38%

Source: IPEDS Graduation Rates Data

Source: AIR (Annual Institutional Report)

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

*Programs that don't have yet graduate students.

HATO REY CAMPUS
PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM ANALYSIS

The campus total graduation rate per academic program increased in 10 programs in comparison to the previous year. They are the Associate Degrees in: Biotechnology (24%), Physical Therapy Technology (14%), Office Administration (6%) and Business Administration (2%). While, the Bachelor's Degrees in: Technological Office Administration (46%), Nursing (5%), Digital Fashion Design (4%) and Business Administration Major in Management; and for the Professionals Certificates in Project Management (55%) and Information Security and Digital Fraud Investigation (33%).

For the 2019-2020 fiscal year, the Hato Rey Campus had a total graduation rate of 18%. Although, we can observe a graduation rate of 16% for the total undergraduate and 26% for the total graduate.

IPEDS

During 2019-2020, the IPEDS Graduation Rate increased by 3% in comparison to the year 2018-2019.

HATO REY 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. 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.

The Campus Safety Survey reported three (3) Criminal Offenses, of these two (2) were on campus and one (1) was in a public property, as reported in 2020. In the 2019 report there was a dating violence on campus and 2018 in the report, there was a domestic violence on campus as well.

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	Domestic Violence	1	On Campus
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	Dating Violence	1	On Campus
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2020	Criminal Offenses	Robbery/Burglary	2	On Campus
		Robbery	1	Public Property
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

MANATI BRANCH CAMPUS

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

In 2017, the former PRCE approved the name change request from Extension 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 Locations as Branch Campuses.

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

ASSOCIATE DEGREES

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

MANATI BRANCH CAMPUS
ENROLLMENT

In the 2019-2020 academic year, the **Regular** and **MAGAE** modality enrollment decreased in all academic terms.
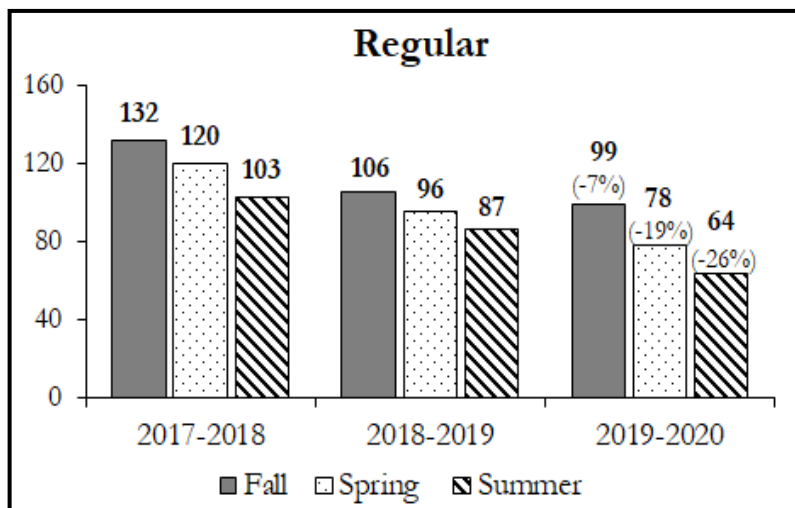
Source: Enrollment Certifications - Registrar's Office
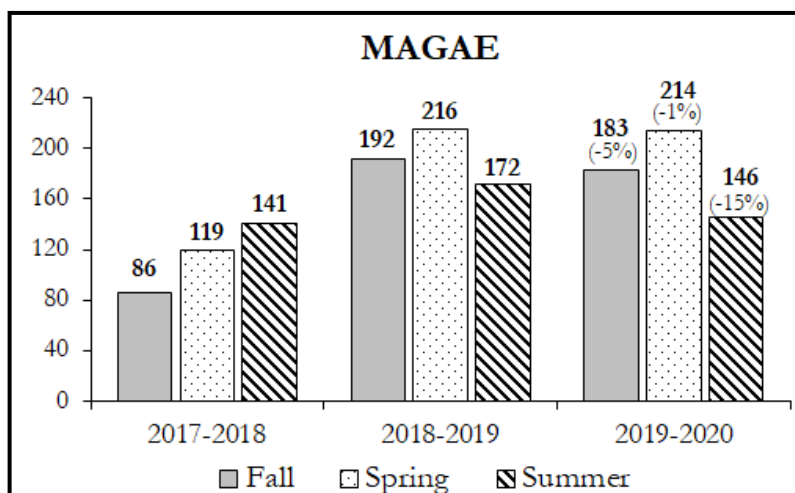
Source: Enrollment Certifications - Registrar's Office

MANATI BRANCH CAMPUS
FACULTY PROFILE*
*For descriptions see page 17.

During the 2019-2020 academic year, there was more part-time qualified faculty and the gender distribution sustained that more female faculty was in place. Whereas, the faculty's academic degrees show more professors with Masters Degrees for all academic terms.
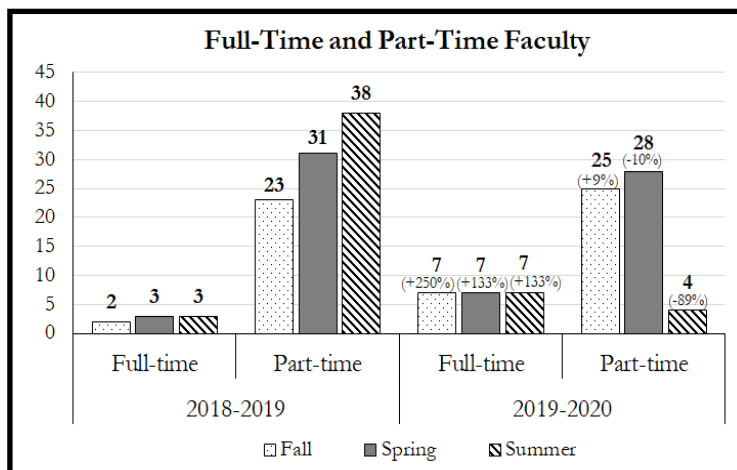
Source: Administrative Sub-director's Office
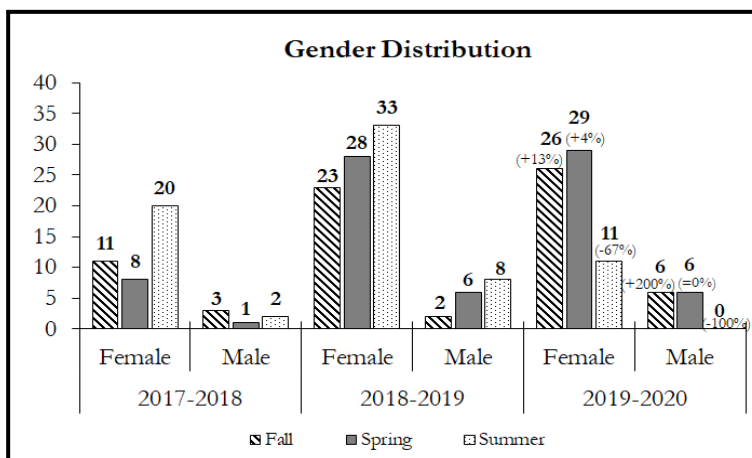
Source: Administrative Sub-director's Office
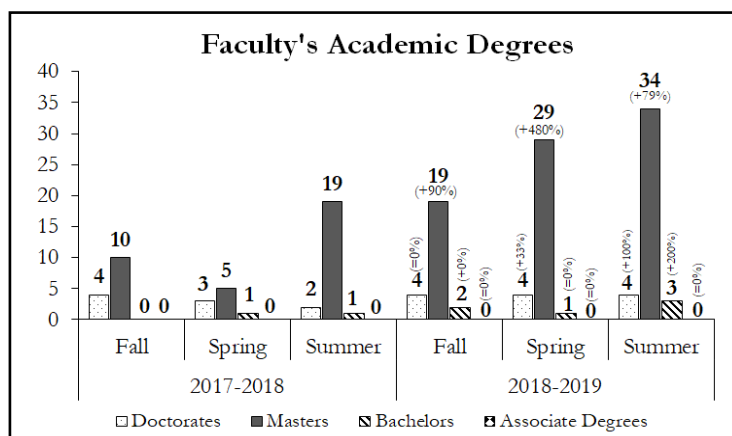
Source: Administrative Sub-director's Office

MANATI BRANCH CAMPUS
RETENTION

The total retention rate for the academic year 2019-2020 was 82%. The retention rate decreased by 4% in comparison to the previous year. As can be observed, the Associate Degree in Nursing had an increase of 3 % in retention.

ACADEMIC PROGRAMS	2017-2018 Enrollment/Retention Rate		2018-2019 Enrollment/Retention Rate		2019-2020 Enrollment/Retention Rate	
Associate Degree in Information Technology	(4)	100% *	(12)	83%	(13)	54% ↓
Associate Degree in Digital Fashion Design	(33)	73% *	(26)	73%	(31)	61% ↓
Associate Degree in Physical Therapy Technology	(71)	76% *	(56)	79%	(31)	48% ↓
Associate Degree in Nursing	(274)	86% *	(408)	84%	(403)	87% ↑
Bachelor's Degree in Science of Nursing			(20)	95%	(24)	79% ↓
Total Retention (Unduplicated)	**(368)**	**83%**	**(416)**	**86%**	**(498)**	**82%↓**

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

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

MANATI BRANCH CAMPUS
PLACEMENT ANALYSIS

The total placement rate for the academic year 2019-2020 was 85%. The placement rate increased by 21% in comparison to the previous year. As can be observed, the Associate Degree in Nursing had an increase of 23 % in placement.

ACADEMIC PROGRAMS	2018-2019		2019-2020	
	Infield and / Refield Students	Placement Rate	Infield and / Refield Students	Placement Rate
Associate Degree in Information Technology			(0)	0%
Associate Degree in Digital Fashion Design	(0)	0%		
Associate Degree in Physical Therapy Technology	(1)	33%	(0)	0%
Associate Degree in Nursing	(26)	68%	(67)	91% ↑
Bachelor's Degree in Science of Nursing			(2)	50%
Total Placement Rate	**(27)**	**64%**	**(69)**	**85% ↑**

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

Formula: SUM(Infield+Relfield)/(Graduate + Complete -Outfield+)

+Outfield are: pregnancy, death or other health-related issues, continuing education, military service, and others situations.

MANATI BRANCH CAMPUS
PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM ANALYSIS

The total graduation rate for the academic year 2019-2020 was 33%. The graduation rate increased by 18% in comparison to the previous year. The followings programs increased in graduation rate, the Associate Degree in Information Technology (31%) and in Nursing (20%). While, the Bachelor's Degree in Science of Nursing increased in graduation rates by 25%.

ACADEMIC PROGRAMS	2018-2019 Complete+, Enrollment, Graduation Graduate	Rate	2019-2020 Complete+, Enrollment, Graduation Graduate	Rate
Associate Degree in Information Technology	(0/9)	0%	(4/13)	31% ↑
Associate Degree in Digital Fashion Design	(1/24)	4%	(0/31)	0% ↓
Associate Degree in Physical Therapy Technology	(10/46)	22%	(2/31)	6% ↑
Associate Degree in Nursing	(54/317)	17%	(149/403)	37% ↑
Bachelor's Degree in Science of Nursing	(0/20)	0%	(6/24)	25% ↑
Total Graduation Rate (Unduplicated)	**(62/411)**	**15%**	**(162/498)**	**33% ↑**

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

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
2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2020	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

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

HUMACAO BRANCH CAMPUS

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

In 2017, the former PRCE approved the name change request from Extension 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 Locations as Branch Campuses.

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

ASSOCIATE DEGREES

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

HUMACAO BRANCH CAMPUS
ENROLLMENT

In the 2019-2020 academic year, the **Regular** enrollment decreased in the Fall and Spring terms, and increased in the Summer session. Whereas, the **MAGAE** modality shows an increase in all terms, 42% in the Fall semester, 22% in Spring, and 35% in the Summer.
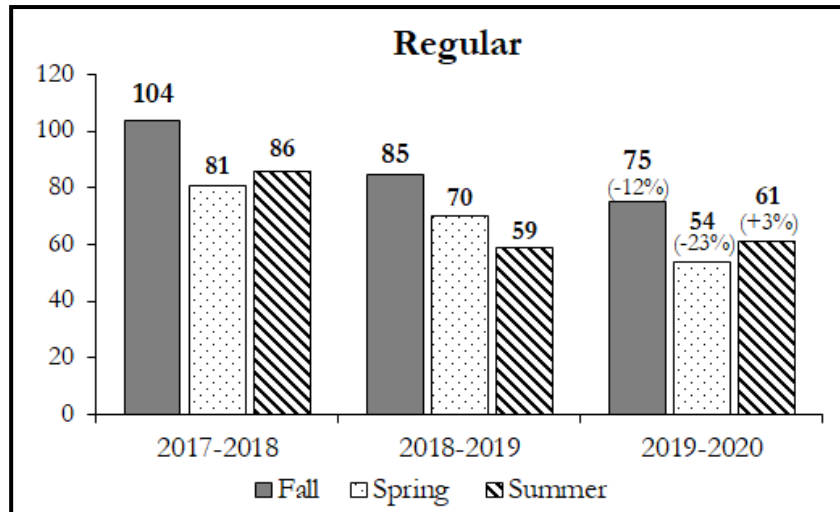
Source: Enrollment Certifications - Registrar's Office
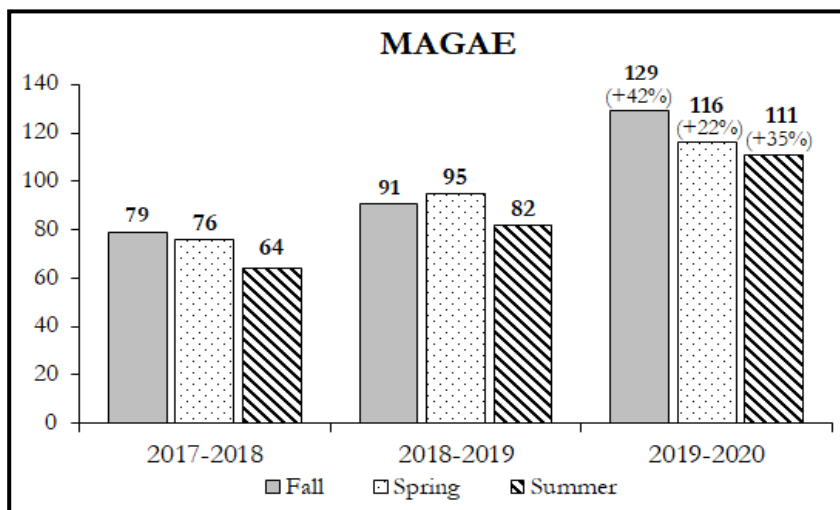
Source: Enrollment Certifications - Registrar's Office

HUMACAO BRANCH CAMPUS
FACULTY PROFILE*

*For descriptions see page 17.

During the academic year 2019-2020 the part-time qualified faculty had an increase in the Fall term. Gender distribution data shows an increase in female faculty in Fall and Spring terms and male faculty in the Fall term. Whereas, the faculty's academic degrees show more professors with Masters Degrees for all the terms.
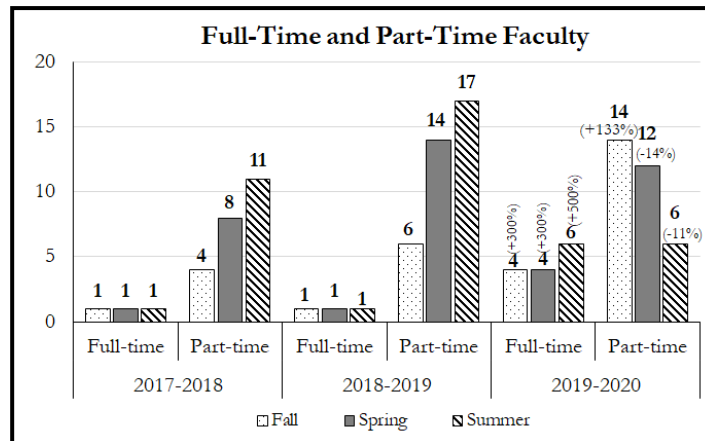
Source: Administrative Sub-director's Office
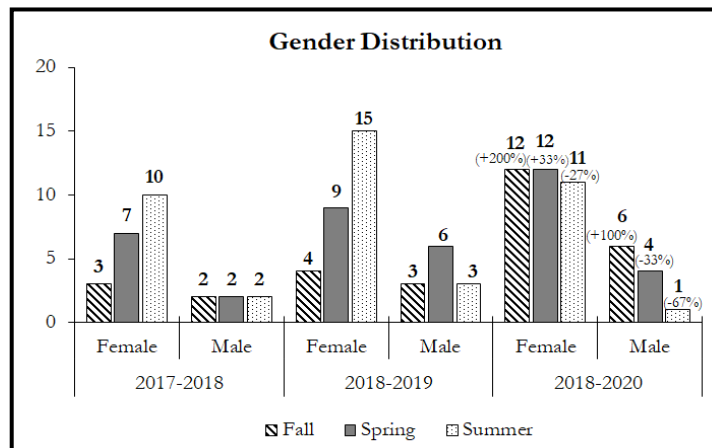
Source: Administrative Sub-director's Office
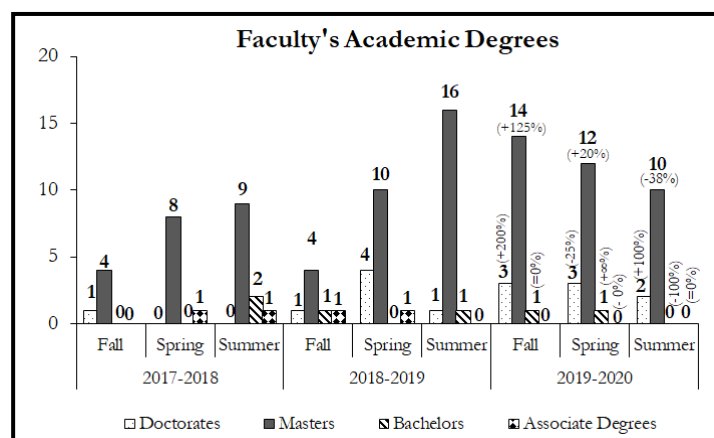
Source: Administrative Sub-director's Office

HUMACAO BRANCH CAMPUS
RETENTION ANALYSIS

The total retention rate for the academic year 2019-2020 was 73%. The retention rate decreased by 4% in comparison to the previous year. As can be observed, the Associate Degree in Physical Therapy Technology had an increase of 13 % in retention.

ACADEMIC PROGRAMS	2017-2018 Enrollment/Retention Rate		2018-2019 Enrollment/Retention Rate		2019-2020 Enrollment/Retention Rate	
Associate Degree in Information Technology	(3)	100% *	(12)	67%	(14)	43% ↓
Associate Degree in Digital Fashion Design	(32)	76% *	(31)	65%	(25)	64% ↓
Associate Degree in Physical Therapy Technology	(58)	74% *	(44)	68%	(26)	81% ↑
Associate Degree in Nursing	(168)	77% *	(206)	80%	(216)	76% ↓
Bachelor's Degree in Science of Nursing			(1)	100%	(14)	71% ↓
Total Retention (Unduplicated)	**(271)**	**72%**	**(234)**	**78%**	**(294)**	**73%↓**

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

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

HUMACAO BRANCH CAMPUS
PLACEMENT ANALYSIS

The total placement rate for the academic year 2019-2020 was 59%. The placement rate increased by 19% in comparison to the previous year. As can be observed, the Associate Degree in Nursing had an increase of 27 % in placement.

ACADEMIC PROGRAMS	2018-2019 Infield and /Placement Refield Students	Rate	2019-2020 Infield and /Placement Refield Students	Rate
Associate Degree in Information Technology	(0)	0%	(0)	0%
Associate Degree in Digital Fashion Design	(2)	67%	(1)	50% ↓
Associate Degree in Physical Therapy Technology			(2)	29%
Associate Degree in Nursing	(4)	40%	(16)	67% ↑
Bachelor's Degree in Science of Nursing				
Total Placement Rate	**(6)**	**40%**	**(19)**	**59% ↑**

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

Formula: SUM(Infield+Relfield)/(Graduate + Complete -Outfield⁺)

⁺Outfield are: pregnancy, death or other health-related issues, continuing education, military service, and others situations.

HUMACAO BRANCH CAMPUS
PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM ANALYSIS

The total graduation rate for the academic year 2019-2020 was 14%. The graduation rate increased by 5% in comparison to the previous year. The followings program increased in graduation rate, the Associate in Nursing (4%).

ACADEMIC PROGRAMS	2018-2019 Complete+, Enrollment, Graduation		2019-2020 Complete+, Enrollment, Graduation	
	Graduate	Rate	Graduate	Rate
Associate Degree in Information Technology	(1/11)	9%	(1/14)	7% ↓
Associate Degree in Digital Fashion Design	(6/28)	21%	(3/25)	12% ↓
Associate Degree in Physical Therapy Technology*	(0/36)	0%	(0/36)	0%
Associate Degree in Nursing	(14/157)	9%	(29/216)	13% ↑
Bachelor's Degree in Science of Nursing*	(0/2)	0%	(0/14)	0%
Total Graduation Rate (Unduplicated)	**(21/234)**	**9%**	**(40/294)**	**14% ↑**

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

*Programs that don't have yet graduate students.

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
2019	Criminal Offenses	N/A	0	N/A
	Hates crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2020	Criminal Offenses	N/A	0	N/A
	Hates crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	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 POSTSECONDARY INSTITUTION BOARD,
FORMER 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.

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

    In the 2019-2020 academic year, the **Regular** enrollment increased in Summer semester. The **MAGAE** modality began in Villalba Branch Campus in Spring 2019. There was an enrollment increase in the Spring and Summer terms.
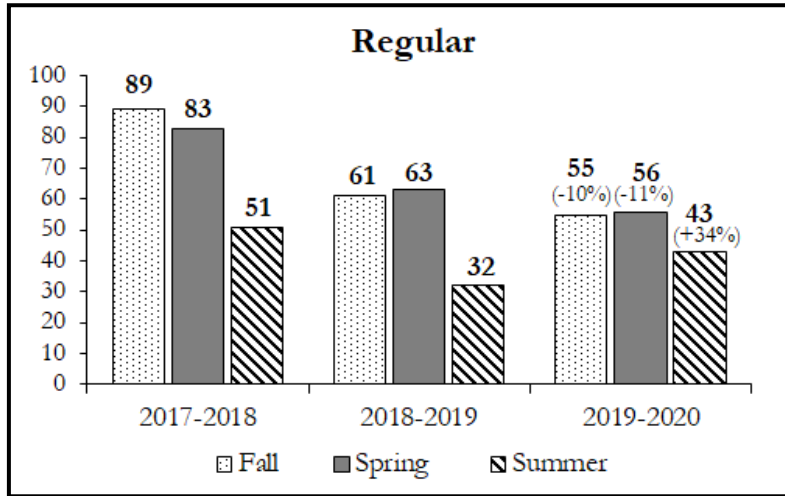
Source: Enrollment Certifications - Registrar's Office
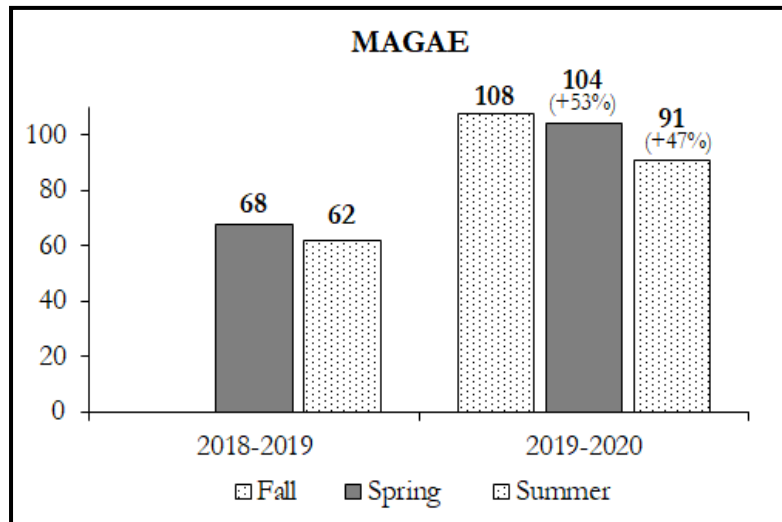
Source: Enrollment Certifications - Registrar's Office

VILLALBA BRANCH CAMPUS
FACULTY PROFILE
*For descriptions see page 17.

During 2019-2020 academic year, more part-time qualified faculty was in place. Gender distribution had a steady pattern of female faculty and male faculty, female faculty had an increase in the Spring, while the male faculty increased in the Fall and Spring terms. Faculty's Academic Degrees show more Master's Degrees in all academic terms in comparison to other degrees and sessions. There is a student/faculty ratio of 16 students per faculty member. The student/faculty ratio had an increase of 10 students per faculty member in comparison to the previous year.
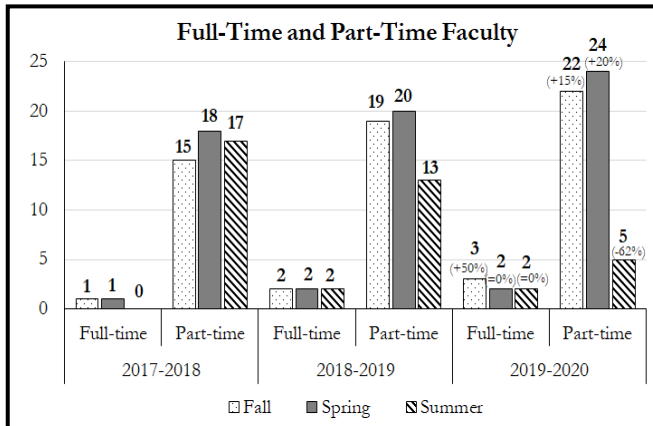
Source: Administrative Sub-director's Office
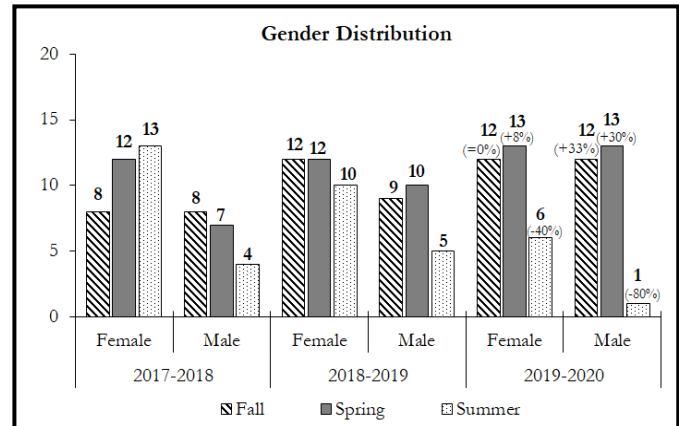
Source: Administrative Sub-director's Office
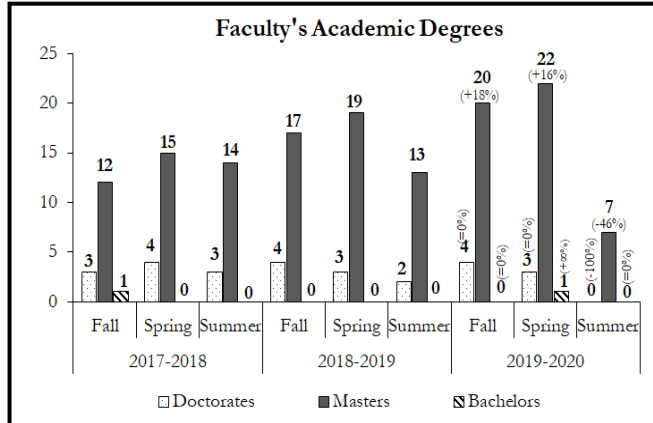
Source: Administrative Sub-director's Office
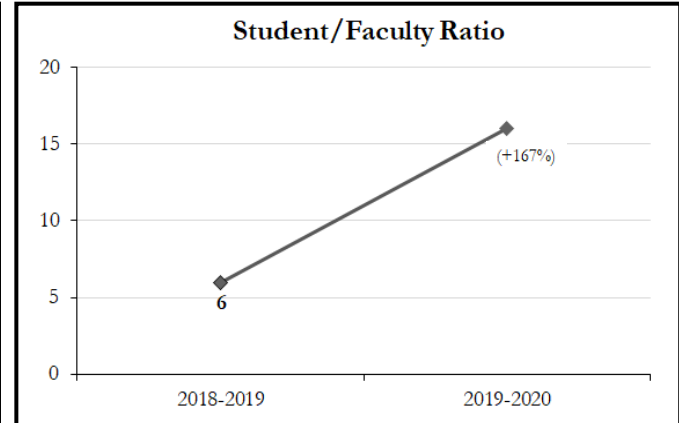
Source: IPEDS Fall Enrollment

VILLALBA BRANCH CAMPUS
RETENTION ANALYSIS

During 2019-2020, the total retention rate was 78%. As can be observed, the retention decreased by 2%. The program that increased were: the Associate Degrees in Business Administration (14%).

ACADEMIC PROGRAMS	2017-2018 Enrollment/Retention Rate		2018-2019 Enrollment/Retention Rate		2019-2020 Enrollment/Retention Rate	
Associate Degree in Business Administration	(30)	63%	(23)	61%	(20)	75% ↑
Associate Degree in Nursing	(37)	38%	(123)	85%	(210)	82% ↓
Associate Degree in Information Technology	(14)	50%	(14)	79%	(24)	71% ↓
Associate Degree in Criminal Justice	(33)	52%	(21)	81%	(18)	61% ↓
Bachelor's Degree in Business Administration Major in Accounting	(5)	80%	(5)	80%	(5)	80%
Bachelor's Degree in Science of Nursing	(1)	100%	(3)	67%	(7)	43% ↓
Total Retention (Unduplicated)	**(117)**	**50%**	**(185)**	**80%**	**(278)**	**78% ↓**

Source : AIR (Annual Institutional Report)

(n=Enrollment)

Formula: (Total Enrollment—Drops)/Total Enrollment

VILLALBA BRANCH CAMPUS
PLACEMENT ANALYSIS

The total placement rate for the academic year 2019-2020 was 52%. The placement rate increased by 6% in comparison to the previous year. As can be observed, the Associate Degree in Nursing had an increase of 5 % in placement.

ACADEMIC PROGRAMS	2018-2019 Infield and /Refield Students	Placement Rate	2019-2020 Infield and /Refield Students	Placement Rate
Associate Degree in Business Administration	(3)	75%	(2)	50% ↓
Associate Degree in Nursing	(12)	55%	(9)	60% ↑
Associate Degree in Information Technology	(1)	100%	(0)	0% ↓
Associate Degree in Criminal Justice	(0)	0%	(0)	0%
Bachelor's Degree in Business Administration Major in Accounting				
Bachelor's Degree in Science of Nursing				
Total Placement Rate	**(16)**	**46%**	**(11)**	**52% ↑**

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

Formula: SUM(Infield+Relfield)/(Graduate + Complete -Outfield[+])

[+]Outfield are: pregnancy, death or other health-related issues, continuing education, military service, and others situations.

VILLALBA BRANCH CAMPUS
PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM ANALYSIS

The total graduation rate for the academic year 2019-2020 was 15%. The graduation rate decreased by 9% in comparison to the previous year. The followings program increased in graduation rate, the Associate in Information Technology by 2%.

ACADEMIC PROGRAMS	2018-2019 Complete+, Enrollment, Graduation		2019-2020 Complete+, Enrollment, Graduation	
	Graduate	Rate	Graduate	Rate
Associate Degree in Business Administration	(6/22)	27%	(5/19)	26% ↓
Associate Degree in Nursing	(30/122)	25%	(35/207)	17% ↓
Associate Degree in Information Technology	(1/14)	7%	(2/23)	9% ↑
Associate Degree in Criminal Justice	(7/21)	33%	(1/18)	6% ↓
Bachelor's Degree in Business Administration Major in Accounting*	(0/3)	0%	(0/4)	0%
Bachelor's Degree in Science of Nursing*	(0/3)	0%	(0/7)	0%
Total Graduation Rate (Unduplicated)	**(44/185)**	**24%**	**(43/278)**	**15% ↓**

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

Formula: SUM(Graduate+Complete)/Total Enrollment

*Programs that don't have yet graduate students.

VILLALBA 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 Villalba 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
2019	Criminal Offenses	N/A	0	N/A
	Hates crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2020	Criminal Offenses	N/A	0	N/A
	Hates crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

*Violence Against of Women Act

SAN SEBASTIAN CAMPUS

PROGRAMS OF STUDY APPROVED
BY THE POSTSECONDARY INSTITUTION BOARD,
FORMER 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

SAN SEBASTIAN CAMPUS
ENROLLMENT

Based on the IPEDS 12-month Enrollment Data in 2019-2020, the undergraduate enrollment decreased by 1% in comparison to the previous year and the graduate enrollment decreased by 7%.
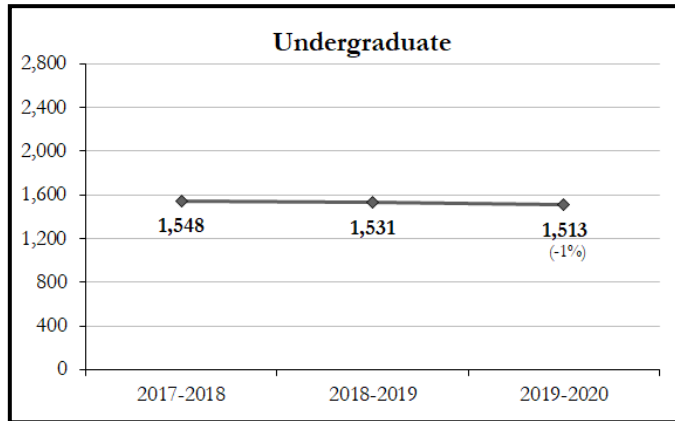
Undergraduate	Graduate
2,800 / 2,400 / 2,000 / 1,600 / 1,200 / 800 / 400 / 0	200 / 160 / 120 / 80 / 40 / 0
1,548 (2017-2018) 1,531 (2018-2019) 1,513 (-1%) (2019-2020)	91 (2017-2018) 92 (2018-2019) 86 (-7%) (2019-2020)

Source: IPEDS 12-month Enrollment Data   Source: IPEDS 12-month Enrollment Data
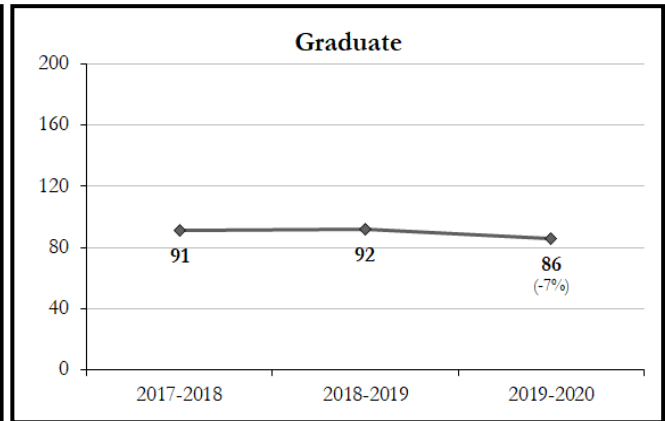
ENROLLMENT GENDER DISTRIBUTION

The undergraduate female students enrollment increased 2% and the male decreased by 7% in comparison to the previous year. In 2019-2020, graduate student enrollment decreased 7% for females and the male population remained the same as the previous year.

Undergraduate	Graduate
1600 / 1400 / 1200 / 1000 / 800 / 600 / 400 / 200 / 0	100 / 80 / 60 / 40 / 20 / 0
1002, 992, 1014 (+2%) Female; 546, 539, 499 (-7%) Male	67, 68, 62 (-9%) Female; 24, 24, 24 (=0%) Male
2017-2018 2018-2019 2019-2020	2017-2018 2018-2019 2019-2020
— ♦ — Female — ■ — Male	— ♦ — Female — ■ — Male
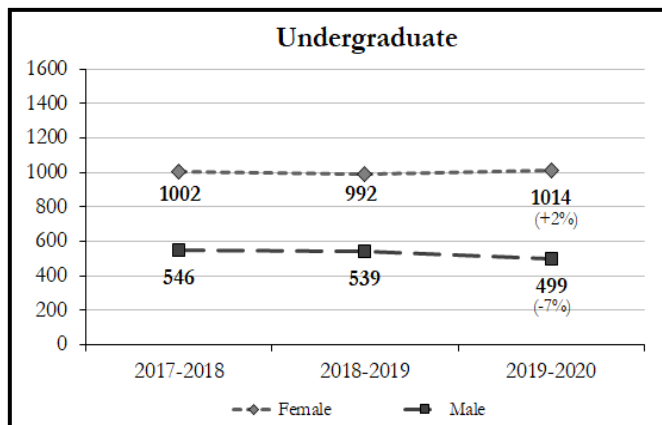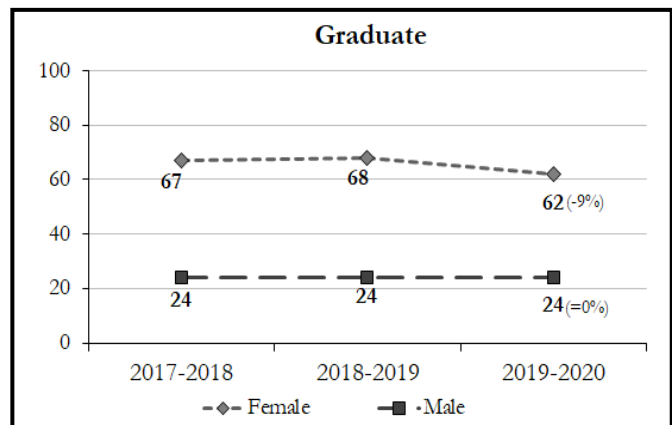
Source: IPEDS 12-month Enrollment Data   Source: IPEDS 12-month Enrollment Data

SAN SEBASTIAN
FACULTY PROFILE
*For descriptions see page 17.

During the 2019-2020, there was 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 of full-time faculty can also be observed.

There are more professors holding a Master's Degree than any other academic level. A higher number of Master's academic degrees respond to the fact that the Institution targets mostly undergraduate programs.
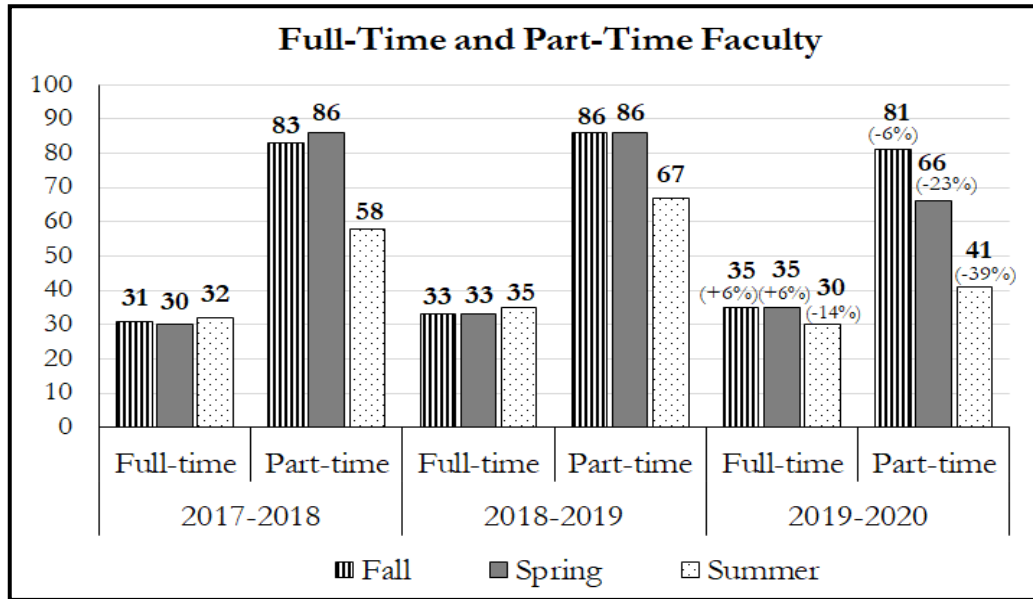
Source: Dean of Academic Affairs Office
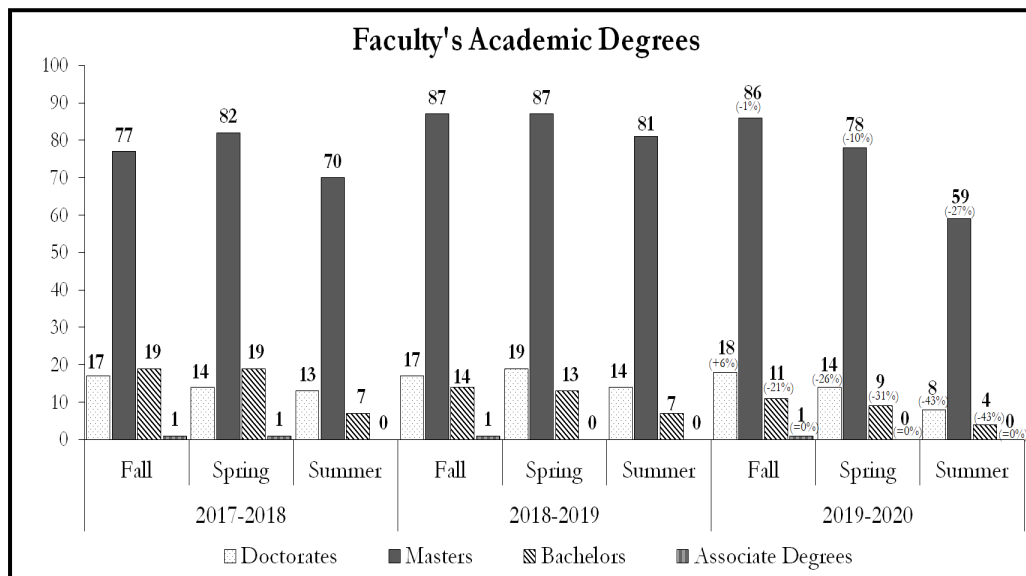
Source: Dean of Academic Affairs Office

SAN SEBASTIAN
FACULTY PROFILE

*For descriptions see page 17.

In the 2019-2020 academic year, the gender distribution sustains that more female faculty is in place. For the Fall semester the female faculty represented 64%(74) of the teaching body, while the remanding 36% (43) was men.

There is a student/faculty ratio of 31 students per faculty member. The student/faculty ratio had an increase of 11% in comparison to the previous year.
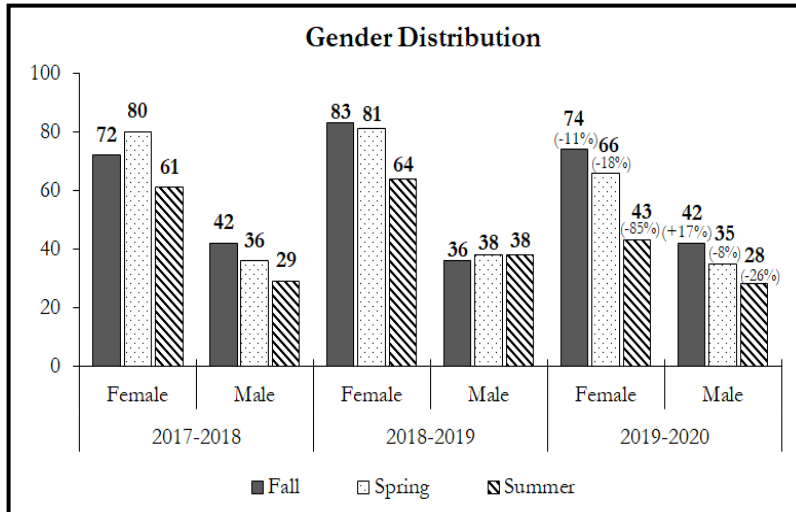
Source: Academic Dean Affairs Office
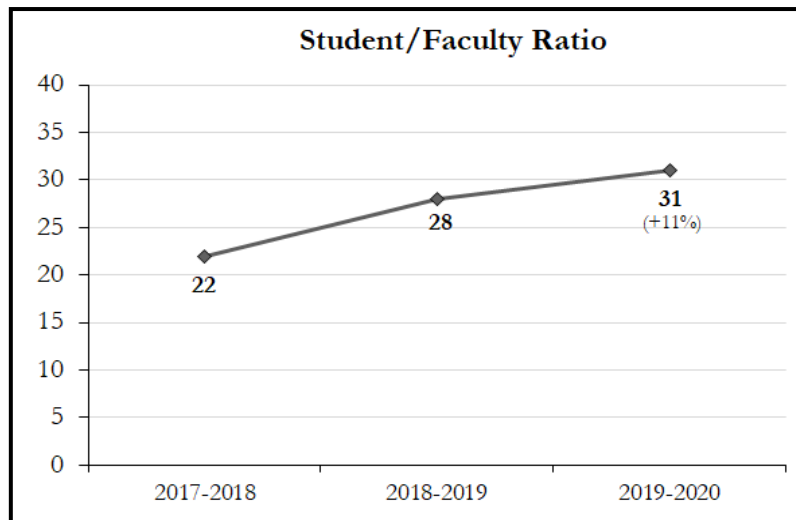
Source: IPEDS Fall Enrollment

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 2020, the Information Resources Center had 10,947 titles and 12,323 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.

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

LEARNING RESOURCES (SS)

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

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

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

During September 2019 through March 2020, there was an increase in learning resources in titles and volumes. The increase in titles was 90 and 97 in volumes as can be observed. This increase is in response to resource updating.
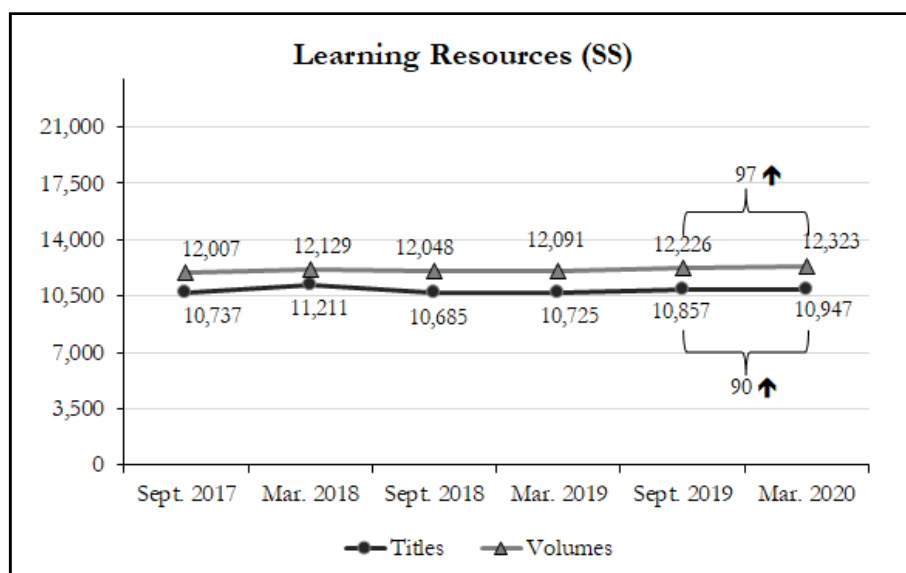
Source: Center of Information Resources

SAN SEBASTIAN CAMPUS
RETENTION ANALYSIS

ACADEMIC PROGRAMS	2017-2018 Enrollment/Retention Rate		2018-2019 Enrollment/Retention Rate		2019-2020 Enrollment/Retention Rate	
UNDERGRADUATE						
SCHOOL OF ADMINISTRATION						
Associate Degree in Health Billing and Codifications Services			(29)	76%	(89)	66% ↓
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(23)	52%	(14)	64%	(20)	75% ↑
Associate Degree in Digital Fashion Design	(50)	82%	(44)	82%	(44)	66% ↓
SCHOOL OF TECHNOLOGY						
Associate Degree in Information Technology	(58)	62%	(82)	78%	(95)	75% ↓
Bachelor's Degree in Information Technology Science Major in Programming	(29)	72%	(24)	96%	(38)	71% ↓
Bachelor's Degree in Information Technology Science Major in Networks	(38)	87%	(30)	83%	(30)	90% ↑
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(24)	29%	(29)	66%	(27)	48% ↓
Associate Degree in Pharmacy Technician	(136)	51%	(114)	75%	(35)	83% ↓
Associate Degree in Physical Therapy Technology	(111)	75%	(81)	65%	(110)	64% ↓
Bachelor's Degree in Natural Sciences	(11)	100%	(30)	67%	(27)	78% ↑
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice	(109)	69%	(123)	72%	(93)	76% ↑
Associate Degree in Executive Protection and Security			(7)	43%	(9)	33% ↓
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	(30)	73%	(48)	71%	(54)	72% ↑
SCHOOL OF NURSING						
Associate Degree in Nursing	(699)	76%	(702)	75%	(651)	83% ↑
Bachelor's Degree in Science of Nursing	(290)	82%	(277)	82%	(270)	72% ↓
TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)	(1548)	72%	(1531)	74%	(1511)	74%
GRADUATE						
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care	(64)	91%	(64)	81%	(68)	91% ↑
Master's Degree in Science of Nursing, Major in Acute/Critical Care	(27)	89%	(31)	97%	(29)	93% ↓
TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)	(91)	90%	(92)	86%	(86)	91% ↑
CAMPUS TOTAL RETENTION RATE (UNDUPLICATED)	**(1639) 73%**		**(1623) 75%**		**(1599) 75%**	

Source : AIR

(n=Enrollment)

Formula: (Total Enrollment—Drops)/Total Enrollment

SAN SEBASTIAN CAMPUS
RETENTION ANALYSIS

In the 2019-2020 fiscal year, the Total Campus and the Total Undergraduate retention rate, remained the same as the previous year. While the Total Graduate retention rate had an increase of 5% in comparison to the previous year. A total of seven (7) programs had an increase in retention rate. The programs revealing an increase were: the Associate Degrees in: Arts in Interior Design and Decoration (11%), Nursing (8%) and Criminal Justice (4%). At the Bachelor's Degrees level: Natural Sciences (11%), Information Technology Science Major in Networks (11%). While, in the Master's Degrees retention increased in Science of Nursing, Major in Emergency/Trauma Care by (10%).

SAN SEBASTIAN CAMPUS
PLACEMENT ANALYSIS

ACADEMIC PROGRAMS	2017-2018		2018-2019		2019-2020	
UNDERGRADUATE	Infield and Refield Students	/Placement Rate	Infield and Refield Students	/Placement Rate	Infield and Refield Students	/Placement Rate
SCHOOL OF ADMINISTRATION						
Associate Degree in Health Billing and Codifications Services					(3)	100%
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(3)	67%	(1)	100%		
Associate Degree in Digital Fashion Design	(5)	63%	(7)	100%	(5)	100%
SCHOOL OF TECHNOLOGY						
Associate Degree in Information Technology	(2)	50%	(1)	50%	(2)	50%
Bachelor's Degree in Information Technology Science Major in Programming	(2)	100%	(3)	75%	(1)	50% ↓
Bachelor's Degree in Information Technology Science Major in Networks	(7)	86%	(1)	50%	(3)	60% ↑
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice	(1)	0%	(2)	50%	(0)	0%
Associate Degree in Executive Protection and Security*						
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences*						
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology					(1)	50%
Associate Degree in Pharmacy Technician	(4)	75%	(3)	60%	(3)	60%
Associate Degree in Physical Therapy Technology	(6)	40%	(2)	40%	(5)	63% ↑
Bachelor's Degree in Natural Sciences*						
SCHOOL OF NURSING						
Associate Degree in Nursing	(74)	56%	(81)	67%	(70)	71% ↑
Bachelor's Degree in Science of Nursing	(30)	59%	(30)	63%	(31)	74% ↑
GRADUATE						
Master's Degree in Science of Nursing Major in Emergency/Trauma Care	(21)	95%	(10)	100%	(11)	100%
Master's Degree in Science of Nursing Major in Acute/Critical Care	(7)	100%	(6)	100%	(5)	100%
CAMPUS TOTAL PLACEMENT RATE	**(161)**	**63%**	**(147)**	**68%**	**(140)**	**73% ↑**

Source : AIR and Placement Office

(n)=(Graduate + Complete)

Formula: SUM(Infield+Relfield)/(Graduate+Complete)- Outfield[++]

*Programs that don't have yet graduate students.

[++]Outfield are: pregnancy, death or other health-related issues, continuing education, military service, and others situations.

SAN SEBASTIAN CAMPUS
PLACEMENT ANALYSIS

During 2019-2020, four (4) programs increased their placement rates. They are the Associate Degrees in: Physical Therapy Technology (23%) and Nursing (4%) and the Bachelor's Degree in Science of Nursing (11%) and in Information Technology Science Major in Networks (10%). While, the Master's Degree in Science of Nursing both, Major in Emergency/Trauma Care and Acute/Critical Care had a 100% in its placement rate and remained the same as the previous year.

According to the Annual Institutional Report (AIR) data for 2019-2020, the percentage of employment increased by 5% in comparison to the previous year. This is based on 193 graduated students, of whom 140 are employed in their areas of study. The reason for the increase in placement rate was an additional effort made to contact the majority of the graduates, most of whom are from health programs. On the other hand, there are other factors that affect employability and they are the following: 1. Graduates take approximately two (2) to three (3) years to take the board exam, 2. Documentation costs for the license, 3. Continuing to study, 4. Most agencies hire staff with a permanent license, 7. Many employers require one (1) to three (3) years of experience and 8. Unfortunately many agencies have laid off employees due to the COVID-19 pandemic.

SAN SEBASTIAN CAMPUS
PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM ANALYSIS

ACADEMIC PROGRAMS	2017-2018		2018-2019		2019-2020	
UNDERGRADUATE	Complete+, Graduate	Enrollment, Graduation Rate	Complete+, Graduate	Enrollment, Graduation Rate	Complete+, Graduate	Enrollment, Graduation Rate
SCHOOL OF ADMINISTRATION						
Associate Degree in Health Billing and Codifications Services			(0/27)	0%	(3/89)	3% ↑
SCHOOL OF DESIGN						
Associate Degree in Arts in Interior Design and Decoration	(6/23)	26%	(1/14)	7%	(0/20)	0% ↓
Associate Degree in Digital Fashion Design	(9/51)	18%	(9/44)	20%	(8/44)	18% ↓
SCHOOL OF TECHNOLOGY						
Associate Degree in Information Technology	(4/58)	7%	(4/75)	5%	(5/95)	5%
Bachelor's Degree in Information Technology Science Major in Programming	(3/29)	10%	(7/29)	24%	(4/38)	11% ↓
Bachelor's Degree in Information Technology Science Major in Networks	(10/38)	20%	(5/24)	21%	(13/30)	43% ↑
SCHOOL OF CRIMINAL JUSTICE						
Associate Degree in Criminal Justice	(0/109)	0%	(8/108)	7%	(5/93)	5% ↓
Associate Degree in Executive Protection and Security*			(0/6)	0%	(0/9)	0%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences*	(0/30)	0%	(0/43)	0%	(0/54)	0%
SCHOOL OF SCIENCE AND HEALTH						
Associate Degree in Medical Emergencies Technology	(0/24)	0%	(0/28)	0%	(2/27)	7% ↑
Associate Degree in Pharmacy Technician	(4/136)	3%	(7/109)	6%	(11/110)	10% ↑
Associate Degree in Physical Therapy Technology	(20/29)	18%	(14/78)	18%	(15/35)	43% ↑
Bachelor's Degree in Natural Sciences*	(0/11)	0%	(0/30)	0%	(0/27)	0%
SCHOOL OF NURSING						
Associate Degree in Nursing	(180/699)	26%	(147/643)	23%	(164/651)	25% ↑
Bachelor's Degree in Science of Nursing	(72/290)	25%	(58/273)	21%	(73/270)	27% ↑
TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED)	(313/1548)	20%	(260/1531)	17%	(303/1511)	20% ↑
GRADUATE						
Master's Degree in Science of Nursing Major in Emergency/Trauma Care	(9/27)	33%	(11/60)	18%	(17/68)	25% ↑
Master's Degree in Science of Nursing Major in Acute/Critical Care	(24/64)	38%	(9/30)	30%	(5/29)	17% ↓
TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED)	(33/91)	36%	(20/90)	22%	(22/86)	26% ↑
CAMPUS TOTAL GRADUATION RATE (UNDUPLICATED)	**(345/1639)**	**21%**	**(280/1623)**	**17%**	**(325/1599)**	**20%** ↑

Source: AIR
(n=Total G+C,TE)
Formula: SUM(Graduate+Complete)/Total Enrollment

*Programs that don't have yet graduate students.

IPEDS Graduation Rates		
2017-2018	2018-2019	2019-2020
3%	18%	30%

Source: IPEDS Graduation Rates Data

SAN SEBASTIAN CAMPUS
PERCENTAGE OF STUDENTS THAT GRADUATED
PER PROGRAM ANALYSIS

In 2019-2020, the following eight (8) programs showed an increase in the students graduation rates. The Associate Degrees in: Physical Therapy Technology (25%), Medical Emergencies Technology (7%), Pharmacy Technician (4%), Health Billing and Codifications Services (3%) and Nursing (2%). In the Bachelor's Degrees level, Information Technology Science Major in Networks (22%) and Science of Nursing (6%). While, in the Master's Degrees level Nursing, had a increase in graduation rate: Emergency/Trauma Care (7%).

For the 2019-2020 fiscal year, the San Sebastian Campus had a increase by 3% in the total graduation rate. Although, we can observe a graduation rate of 20% for the total undergraduate and 26% for the total graduate.

IPEDS

In the 2019-2020, the IPEDS graduation rate increased by 12% in comparison to the previous year.

SAN SEBASTIAN 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.

San Sebastian Campus can be considered a safe campus as these offenses have not 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
2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA** Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2020	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA** Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	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 2018-2019 and 2019-2020, there was a mostly decrease in the real enrollment in comparison with the projected enrollment.

The Graduate, Regular, and Adult Modality from Spring of 2019 recruitment data had a higher student enrollment numbers the projected outcome. While, the retention efforts did not surpass the projected enrollment. The readmission efforts surpassed the projected enrollment in the Fall of 2018, Spring and Summer 2019, and Summer 2020. The projected outcomes was also surpassed in readmission in Summer 2019 and the Fall 2018 Summer.

GRADUATE, REGULAR, ADULT MODALITY AND ON-LINE PROGRAMS (HR)

P = Projected enrollment R = Real enrollment	FALL 2018		SPRING 2019		SUMMER 2019		FALL 2019		SPRING 2020		SUMMER 2020	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	343	203	124	153	96	91	325	201	146	116	104	88
Retention (Academic Affairs)	911	672	860	698	626	466	863	673	1013	664	680	412
Readmission (Student Affairs)	66	67	52	55	15	27	63	40	61	52	16	39
TOTALS	1320	942	1036	906	737	584	1251	914	1220	832	800	539

Sources: Project Enrollment Analysis and Enrollment Certifications

MANATI BRANCH CAMPUS

In the 2018-2019 and 2019-2020, there was a mostly decrease in the real enrollment in comparison with the projected enrollment.

Recruitment efforts in the Summer 2019 reached the enrollment projections. Retention efforts had a decrease in all the terms of both years excepted in the Fall of 2019 were the goal was met. While, the readmission reached the expected outcomes for the term of Summer 2019 and 2020.

REGULAR

P =Projected R= Real	FALL 2018		SPRING 2019		SUMMER 2019		FALL 2019		SPRING 2020		SUMMER 2020	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	43	26	13	9	12	14	30	17	12	8	12	9
Retention (Promotion Office)	113	78	91	88	77	72	79	81	85	69	77	52
Readmission (Student Affairs)	8	4	6	2	2	4	6	1	5	1	2	3
Total	164	108	110	99	90	90	115	99	103	78	90	64

Sources: Project Enrollment Analysis and Enrollment Certifications

R³
RECRUITMENT, READMISSION, AND RETENTION
*For descriptions see page 68.

HUMACAO BRANCH CAMPUS

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

In the Summer 2019, recruitment efforts surpassed the enrollment projections. Whereas, retention did not meet the outcomes. The readmission efforts surpassed the projected enrollment in the Summer of 2020.

REGULAR

P =Projected	FALL 2018		SPRING 2019		SUMMER 2019		FALL 2019		SPRING 2020		SUMMER 2020	
R= Real	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	38	24	11	10	12	14	29	13	12	1	9	7
Retention (Promotion Office)	101	61	74	60	81	45	76	62	81	53	60	48
Readmission (Student Affairs)	7	0	4	0	2	0	6	0	5	0	1	3
Total	146	85	89	70	95	59	110	75	97	54	70	58

Sources: Project Enrollment Analysis and Enrollment Certifications

VILLALBA BRANCH CAMPUS

During the academic year 2018-2019 and 2019-2020, there was a decrease in the real enrollment in comparison with the projected enrollment.

In the Spring and Summer of 2020, the recruitment efforts reach the enrollment projections. Also, retention efforts did not reach the projections. The readmission efforts remained the same as the projected enrollment in the Summer of 2020.

REGULAR

P =Projected	FALL 2018		SPRING 2019		SUMMER 2019		FALL 2019		SPRING 2020		SUMMER 2020	
R= Real	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Academic Affairs)	21	14	10	9	8	1	22	19	9	10	10	10
Retention (Promotion Office)	55	49	66	53	51	27	59	33	62	45	64	31
Readmission (Student Affairs)	4	1	4	1	1	0	4	3	4	1	2	2
Total	80	64	80	63	60	28	85	55	75	56	75	43

Sources: Project Enrollment Analysis and Enrollment Certifications

R³
RECRUITMENT, READMISSION, AND RETENTION

*For descriptions see page 68.

During the academic year of 2018-2019 the total real enrollment increased in some terms compared with the projected total enrollment

The Graduate, Regular, and Adult Modality from Summer of 2019 recruitment data had a higher student enrollment number surpassing the projected outcome. While, the retention efforts surpassed the projected enrollment in the Fall, Spring and Summer 2019 and for the Fall 2018. The readmission efforts surpassed the projected enrollment in the Fall of 2018, Spring and Summer 2019, and Summer 2020.

GRADUATE, REGULAR, AND ADULT MODALITY (SS)

SAN SEBASTIAN CAMPUS

P = Projected enrollment R = Real enrollment	FALL 2018		SPRING 2019		SUMMER 2019		FALL 2019		SPRING 2020		SUMMER 2020	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	202	142	82	64	57	78	212	50	97	83	78	75
Retention (Academic Affairs)	536	559	569	660	374	541	562	719	671	610	510	393
Readmission (Student Affairs)	39	114	34	35	9	14	41	25	40	19	12	16
TOTALS	777	815	685	759	440	633	815	794	808	712	600	484

Sources: Project Enrollment Analysis and Enrollment Certifications

R³
RECRUITMENT, READMISSION, AND RETENTION
MAGAE AND MABE

*For descriptions see page 68.

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, Humacao and Villalba Branch Campuses.

During the academic year 2018-2019 and 2019-2020, there was an increase in the real enrollment in the Spring, Summer and Fall 2019 and Spring 2020 comparison with the projected enrollment.

Recruitment efforts surpassed enrollment projections for all semesters of the year 2018-2019 and for the 2019-2020, for the Fall 2019 and Spring 2020. Retention efforts surpassed enrollment projections, for the Spring and Summer of 2019 and Spring 2020. Readmission efforts did not surpass the established projections, except in the Summer 2019 and 2020 sessions.

MAGAE AND MABE R³ DISTRIBUTION
HATO REY AND SAN SEBASTIAN CAMPUSES
AND MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES

P = Projected enrollment R = Real enrollment	FALL 2018		SPRING 2019		SUMMER 2019		FALL 2019		SPRING 2020		SUMMER 2020	
	P	R	P	R	P	R	P	R	P	R	P	R
Recruitment (Promotion Office)	256	358	108	295	99	199	291	370	122	323	140	135
Retention (Academic Affairs)	680	557	747	778	648	658	771	757	847	888	913	821
Readmission (Student Affairs)	49	37	45	23	15	32	56	18	51	30	21	51
TOTALS	985	952	900	1,096	762	889	1,118	1,145	1,020	1,241	1,074	1,007

Source: Project Enrollment Analysis and Enrollment Certifications

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) eight (8) 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.

In the Fall of 2019, a decrease in enrollment and courses can be observed. There was a total of 98 courses available in the Fall of 2019.
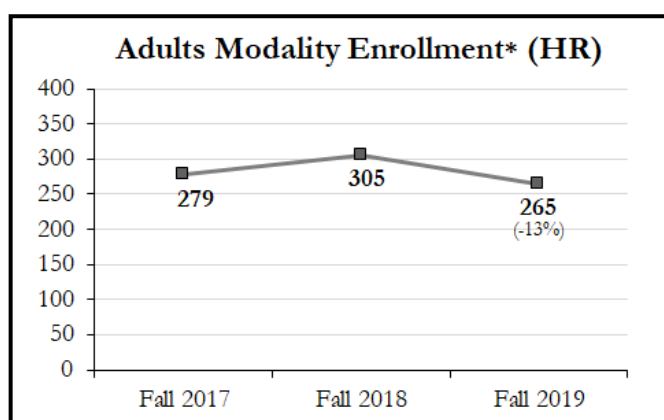
Source: Enrollment Certifications – Registrar's Office
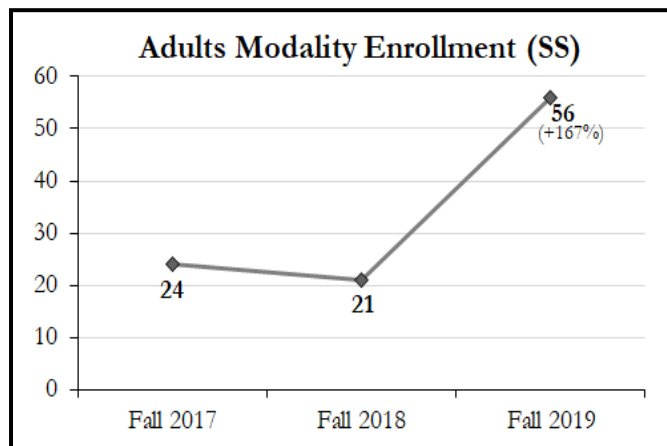
*Undergraduates Programs
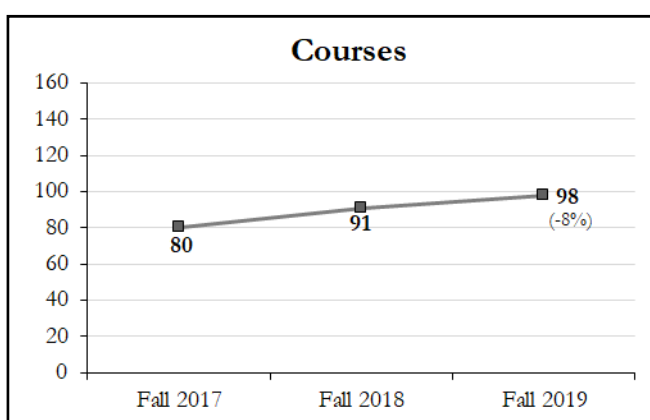
Source: Campus VUE

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
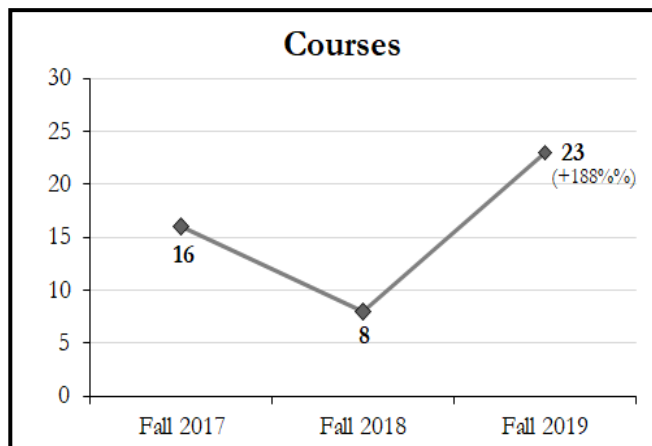
Bachelor's Degree in Science of Nursing

ADULTOS@EDP (SS)*

During the term of Fall 2019, the modality had a significant increase in enrollment (+167%) and courses (+188%). There was a total of 23 courses available in the Fall of 2019.

Adults Modality Enrollment (SS)

Fall 2017: 24
Fall 2018: 21
Fall 2019: 56 (+167%)

Source: Enrollment Certifications

Courses

Fall 2017: 16
Fall 2018: 8
Fall 2019: 23 (+188%%)

Source: Campus VUE

ADULTS MODALITY PROGRAM OFFERINGS

Associate Degree in Arts in Interior Design and Decoration

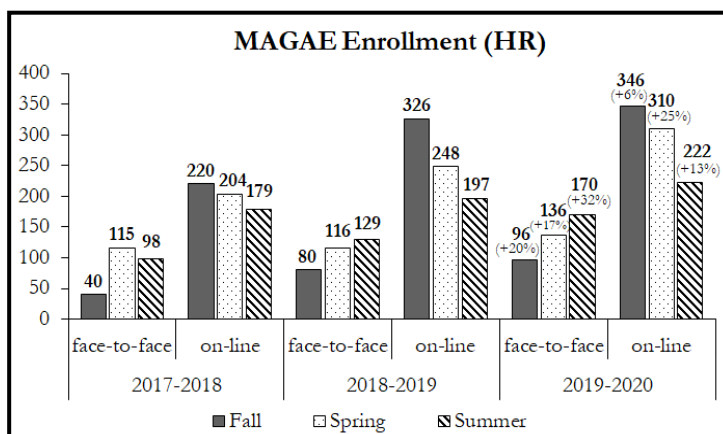Associate Degree in Health Billing and Codifications Services

ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)
HATOREY CAMPUS

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 (https://studentlive.edpuniversity.edu). 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 2019-2020 academic year, on-line enrollment had a significant increase in all as well terms in comparison to the previous year. Meanwhile, face-to-face enrollment increased in all the terms too. In the Summer term the face-to-face practices and courses were offered virtually due to the Covid-19 pandemic.

The 2019-2020 academic year, the MAGAE retention rate decreased by 5 % in comparison the previous year.
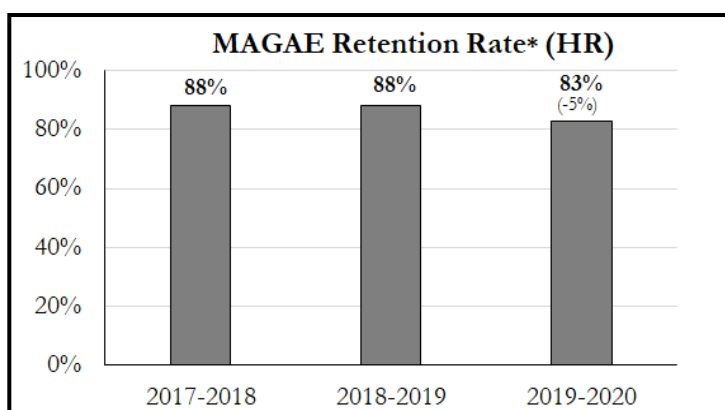
Source: Enrollment Certifications - Registrar's Office

Source: AIR
(n=Enrollment)
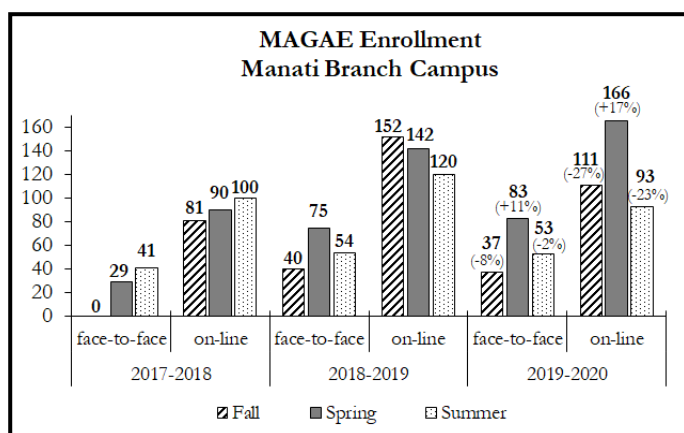Formula: (Total Enrollment—Drops)/Total Enrollment
*Data recorded in Hato Rey Campus Retention Table (page 22).

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

+For description of the modality see page 75.

During 2019-2020, the Manati Branch Campus, on-line and face-to-face enrollment had a significant increase in the Spring term. In the 2019-2020 academic year, the Humacao Branch Campus on-line enrollment increased in the terms of Spring and Summer, while the Fall term remained the same. Face-to-face enrollment increased in all terms in comparison to the previous year. For both Manati and Humacao Branch Campuses Summer term; face-to-face practices and courses were offered virtually due to the Covid-19 pandemic.

The MAGAE retention rate for Manati Branch Campus had an increase of 2% in the academic year of 2019-2020, and the Humacao Branch Campus had a decrease of 8% in comparison of the previous year.
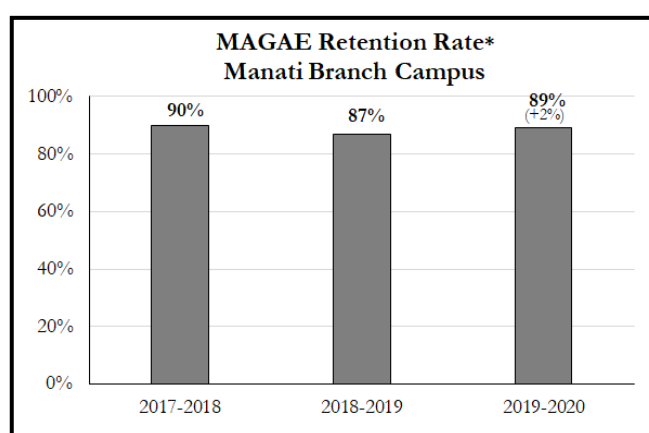
Source: Enrollment Certifications - Registrar's Office

Source: Annual Institutional Report (AIR)
(n=Enrollment)
Formula: (Total Enrollment—Drops)/Total Enrollment
*Data recorded in Manati Branch Campus Retention Table (page 33).

Source: Enrollment Certifications - Registrar's Office
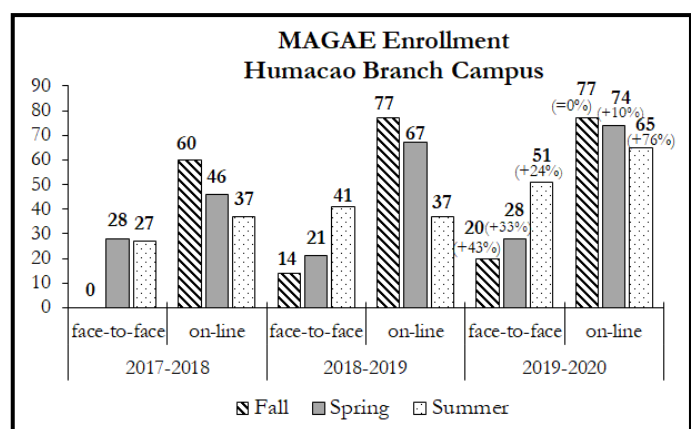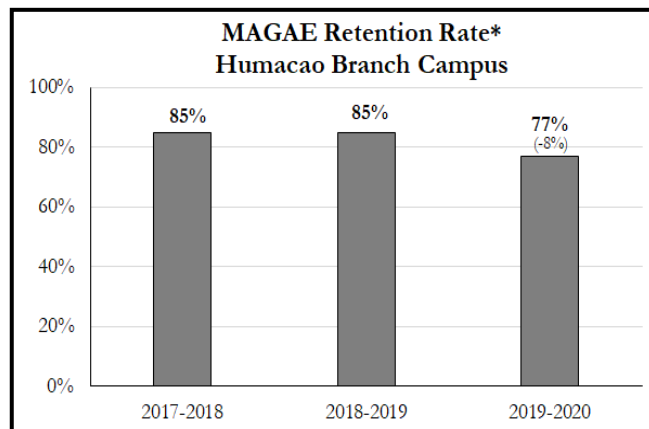

Source: Annual Institutional Report (AIR)
(n=Enrollment)
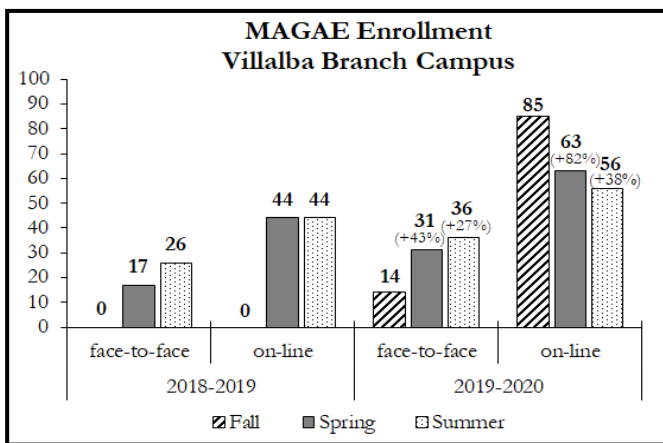Formula: (Total Enrollment—Drops)/Total Enrollment
*Data recorded in Humacao Branch Campus Retention Table (page 41).

ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)
## VILLALBA BRANCH CAMPUS AND SAN SEBASTIAN CAMPUS+

+For description of the modality see page 75.

The MAGAE modality in the Villalba Branch Campus began during the Spring of 2018. During 2019 -2020, at the Villalba Branch Campus, on-line and face-to-face enrollment had a significant increase for all terms. In the 2019-2010 academic year, the San Sebastian Campus had an increase in face-to-face enrollment for all terms, and for on-line it increased in the Fall term. For both, Villalba Branch Campus and San Sebastian Campus in the Summer term; face-to-face practices and courses were offered virtually due to the Covid-19 pandemic.

In the academic year 2019-2010, the MAGAE retention in the Villalba Branch Campus decrease by 7 %, and for the San Sebastian Campus the MAGAE retention rate increased by 11%.

Source: Enrollment Certifications - Registrar's Office
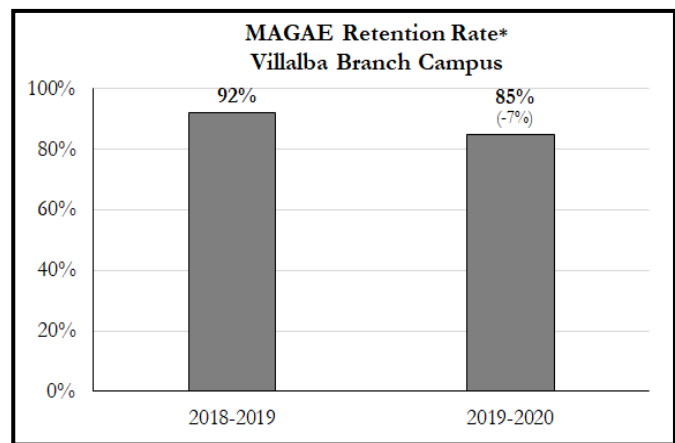
Source: Annual Institutional Report (AIR)
(n=Enrollment)
Formula: (Total Enrollment—Drops)/Total Enrollment
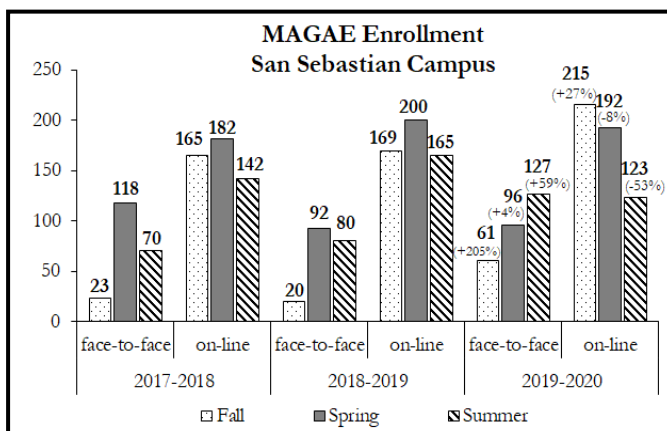**Data recorded in Villalba Branch Campus Retention Table (page 49).

Source: Enrollment Certifications - Registrar's Office

Source: Annual Institutional Report (AIR)
(n=Enrollment)
Formula: (Total Enrollment—Drops)/Total Enrollment
**Data recorded in San Sebastian Campus Retention Table (page 60).

BACHELOR'S DEGREE IN SCIENCE OF NURSING ADULT MODALITY+
HATO REY CAMPUS (MABE)

The Bachelor's Degree in Science of Nursing Adult Modality (MABE by its Spanish acronym) program is an outgrowth of MAGAE (see page 75). The students take 58% of their course work on-line and 42% face-to-face.

The on-line enrollment increased in the Summer term, during the 2019-2020 academic year. Face-to-face enrollment decreased in the Summer semester. Face-to-face students of this modality study mostly in the Summer term. For 2019-2020, Summer term face-to-face practices and courses were offered virtual due to the Covid-19 pandemic.

During 2019-2020, the MABE mode retention rate had an increase of 4% in comparison to the previous year.

Source: Enrollment Certifications - Registrar's Office

*During the Summer of 2020, the on-line enrollment had an infinity percentage (∞). This happens when the original number is 0, meaning that the semester of Summer 2020 surpassed the percentage increase in enrollment, in comparison with the Summer 2019 semester.
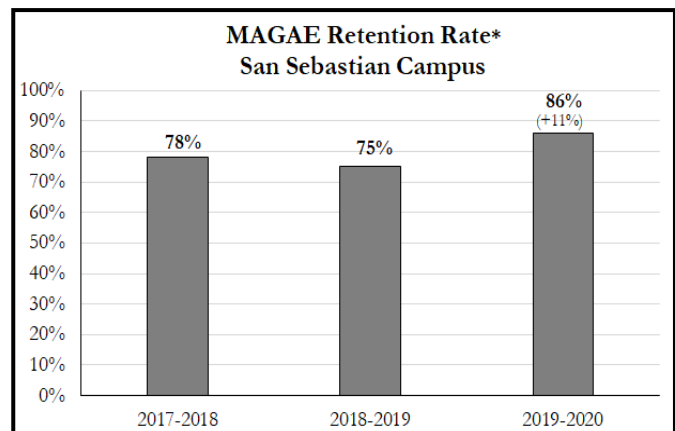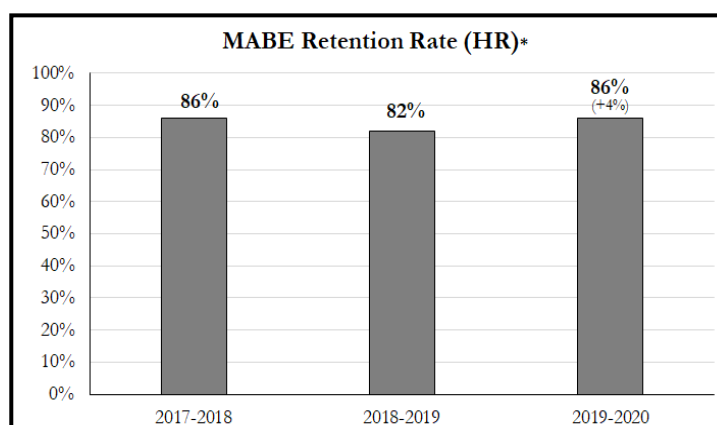

Source: Annual Institutional Report (AIR)
(n=Enrollment)
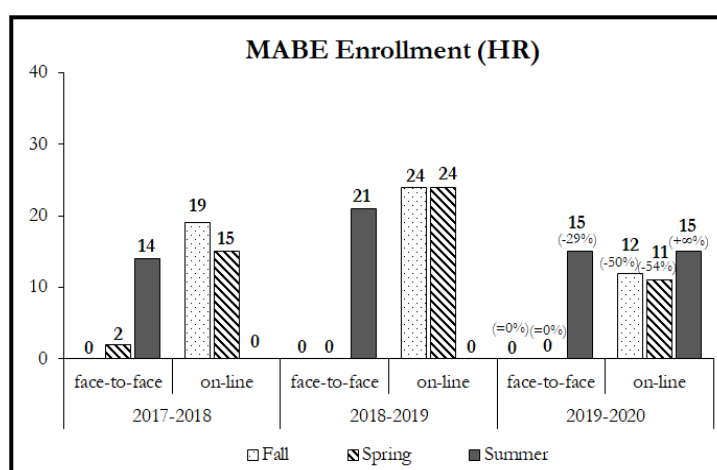Formula: (Total Enrollment—Drops)/Total Enrollment
**Data recorded in Hato Rey Campus Retention Table (page 22).

BACHELOR'S DEGREE IN SCIENCE OF NURSING ADULT MODALITY+
SAN SEBASTIAN CAMPUS (MABE)

+For description of the modality see pages 75 and 78.

In the 2019-2020 academic year, face-to-face enrollment increased for the Summer semester and the on-line enrollment increase in all terms. Face-to-face students of this modality study mostly in the Summer term. For the 2019-2020 Summer term face-to-face practices and courses were offered virtually due to the Covid-19 pandemic.

During 2019-2020, the MABE mode retention remained the same in comparison to the previous year.

Source: Enrollment Certifications - Registrar's Office

*During the Summer of 2020, the on-line enrollment had an infinity percentage (∞). This happens when the original number is 0, meaning that the semester of Summer 2020 surpassed the percentage increase in enrollment, in comparison with the Summer 2019 semester.
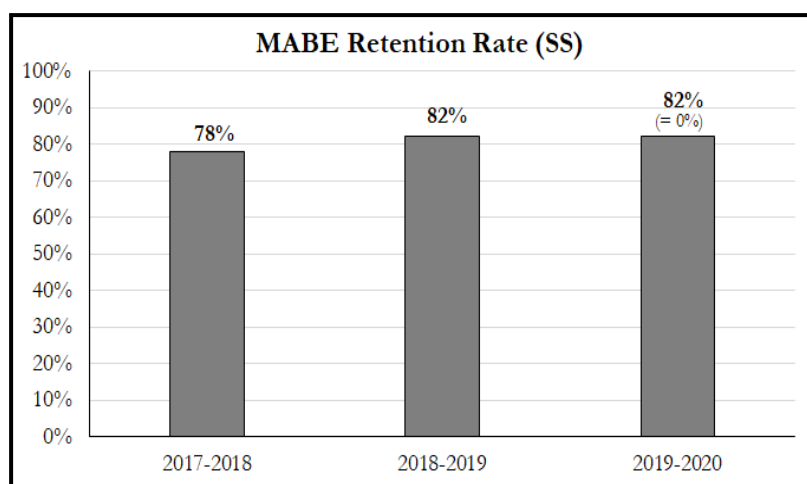
Source: Annual Institutional Report (AIR)
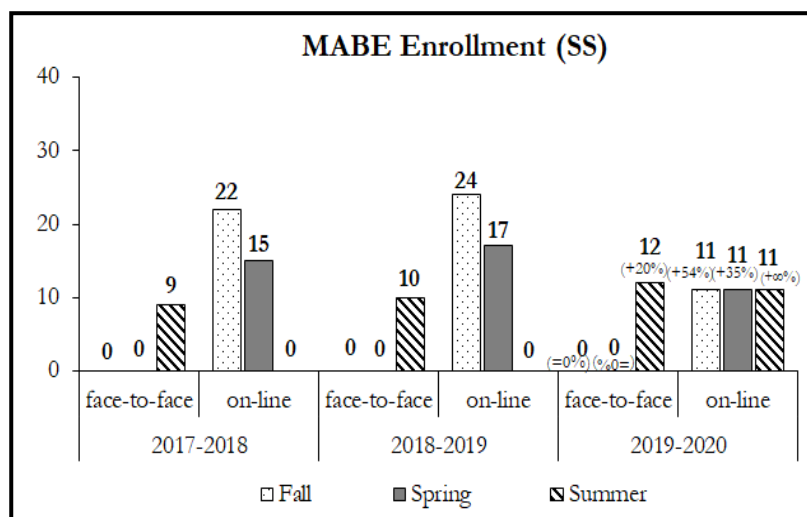(n=Enrollment)
Formula: (Total Enrollment—Drops)/Total Enrollment
**Data recorded in San Sebastian Campus Retention Table (page 60).

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 2020, the Hato Rey Campus, Humacao and Villalba Branch Campuses had an increase in enrollment in comparison to the previous year. While, the Manati Branch Campus had a decrease in enrollment.
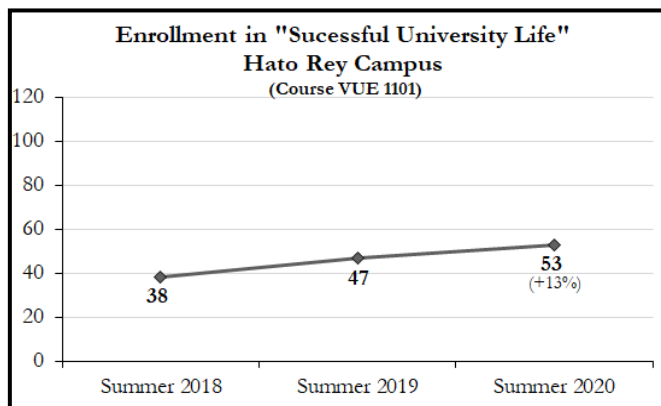
Source: Campus VUE Systems
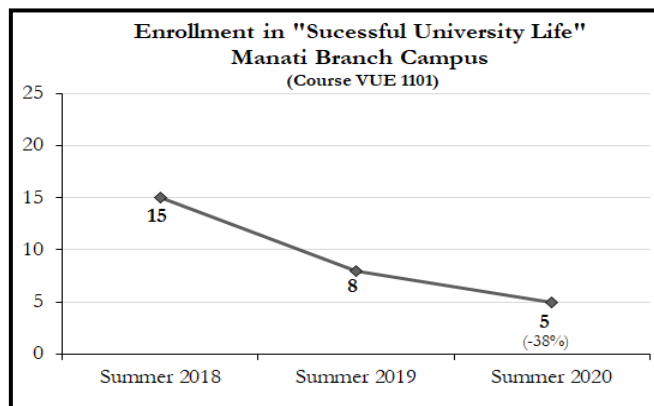
Source: Campus VUE Systems
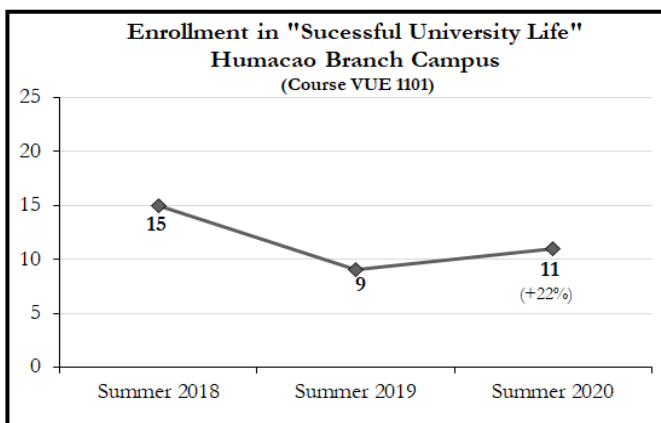
Source: Campus VUE Systems
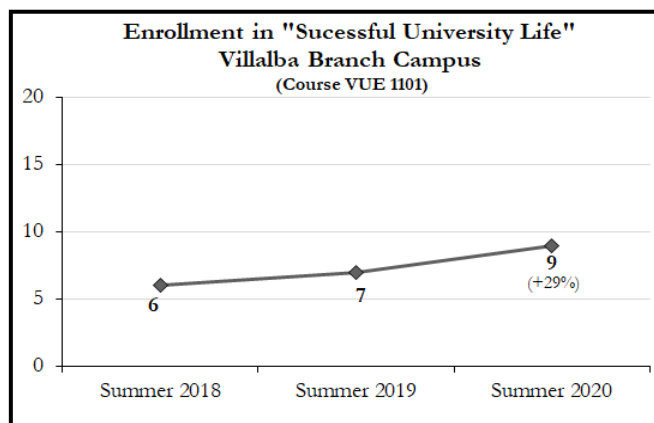
Source: Campus VUE Systems

FRESHMEN SUMMER
SAN SEBASTIAN CAMPUS

During the Summer of 2020, the San Sebastian Campus enrollment for the project increased by 13% in comparison to the previous year.

Enrollment in "Sucessful University Life"(SS)
(Course VUE 1101)

	Summer 2018	Summer 2019	Summer 2020
Value	78	60	68 (+13%)
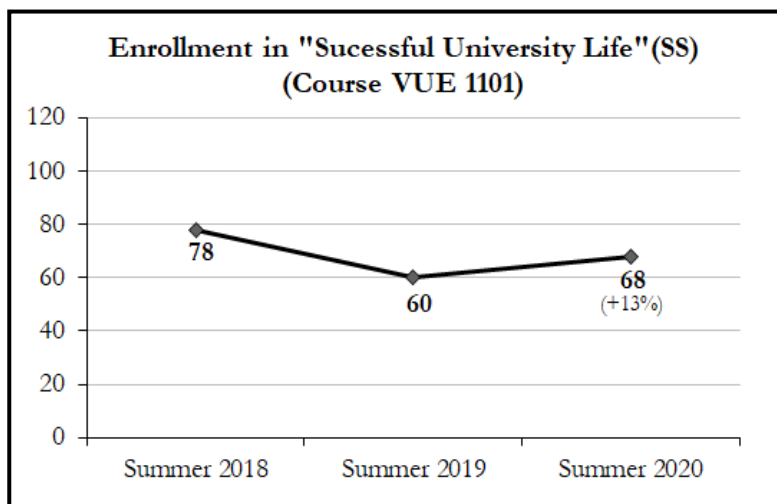
Source: Campus VUE Systems

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 2020, the Hato Rey Campus retention rate decreased 3%, the three (3) Branch Campuses also had a decrease of 31% in Manati, 30% in Humacao, and 2% in Villalba.
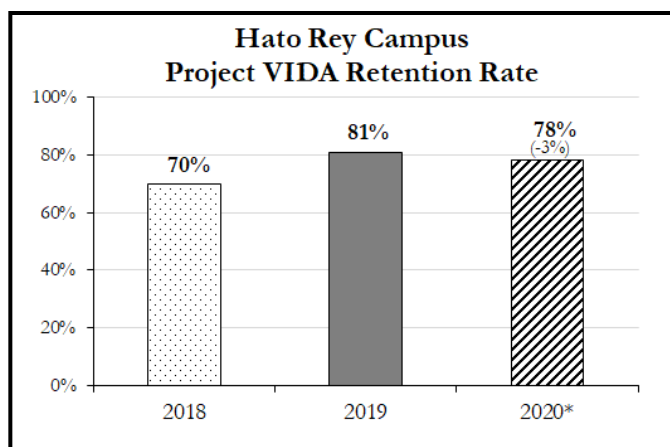
Sources: Admissions and Student Services Office
*Active students until October 2020.
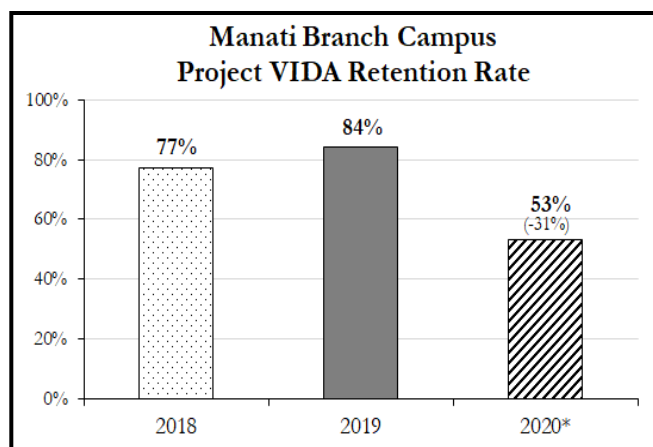
Sources: Admissions and Student Services Office
*Active students until October 2020
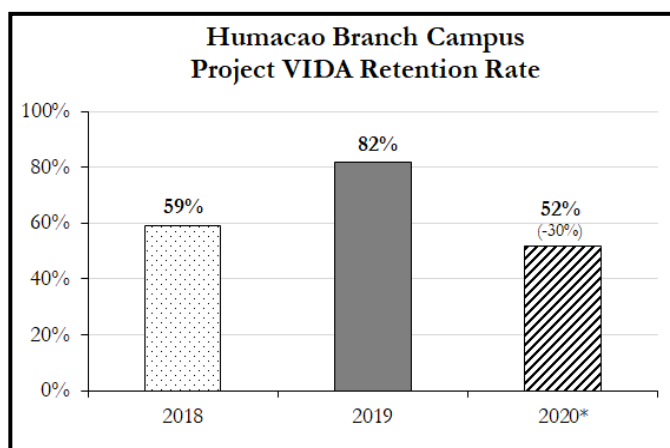
Sources: Admissions and Student Services Office
*Active students until October 2020
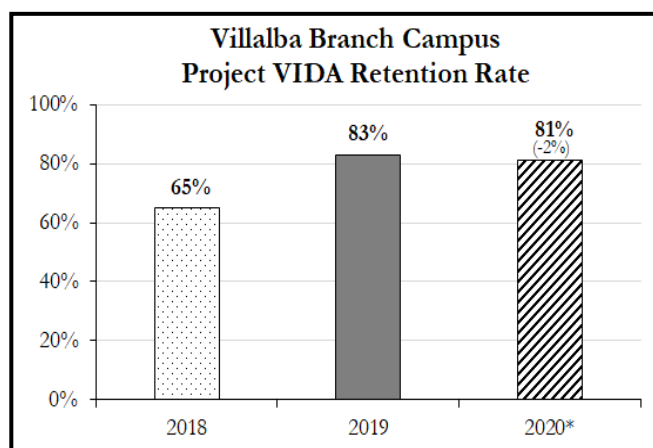
Sources: Admissions and Student Services Office
*Active students until October 2020.

PROJECT VIDA
SAN SEBASTIAN CAMPUS

*For description see page 82

Following, are the retention rates for Project VIDA at the San Sebastian Campus. During 2020, the San Sebastian Campus had a decrease of 10%, as can be observed.
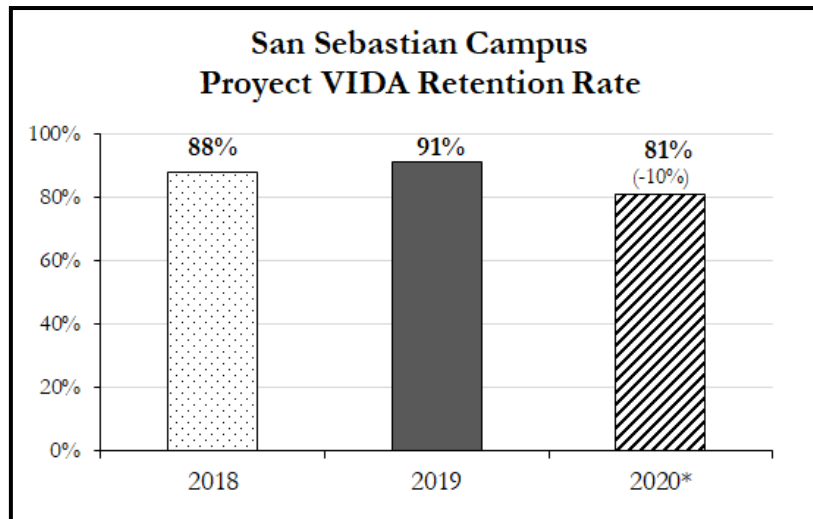
Sources: Admissions and Student Services Office
*Active students until October, 2020.

Project VIDA Model
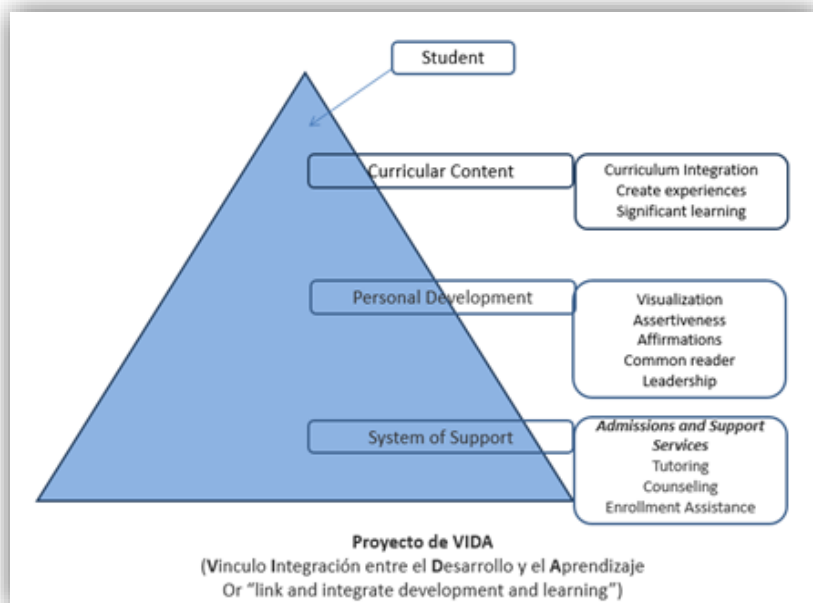
VIDA PROJECT ENROLLMENT PER PROGRAMS
HATO REY CAMPUS, MANATI AND HUMACAO BRANCH CAMPUSES

HATO REY CAMPUS			
PROGRAMS	FALL 2017	FALL 2018	FALL 2019
Associate Degree in Business Administration	3	4	1
Associate Degree in Health Billing and Codifications Services			1
Associate Degree in Digital Fashion Design	17	9	9
Associate Degree in Physical Therapy Technology	4	13	
Associate Degree in Medical Emergencies Technology	6	2	1
Associate Degree in Nursing	22	14	21
Associate Degree in Arts in Digital Design		2	3
Associate Degree in Arts in Interior Design and Decoration	5	6	9
Associate Degree in Biotechnology	3	1	
Associate Degree in Information Technology	4	1	4
Associate Degree in Criminal Justice	7	8	11
Associate Degree in Pharmacy Technician	4	5	4
Associate Degree in Executive Protection and Security		3	2
Bachelor's Degree in Information Technology Science Major in Programming	1	2	2
Bachelor's Degree in Information Technology Science Major in Networks	1	1	
Bachelor's Degree in Business Administration Major in Accounting			1
Bachelor's Degree in Business Administration Major in Management	1	1	1
Bachelor's Degree in Interior Design and Decoration	1		3
Bachelor's Degree in Digital Fashion Design	8	6	9
Bachelor's Degree in Digital Design Major in Multimedia	2		3
Bachelor's Degree in Science of Nursing		1	
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	2	1	2
Bachelor's Degree in Natural Sciences		2	1
TOTAL	91	82	88

MANATI BRANCH CAMPUS			
PROGRAMS	FALL 2017	FALL 2018	FALL 2019
Associate Degree in Nursing	6	9	17
Associate Degree in Digital Fashion Design	3	5	5
Associate Degree in Physical Therapy Technology	4	6	
Associate Degree in Information Technology		4	2
TOTAL	13	24	24

HUMACAO BRANCH CAMPUS			
PROGRAMS	FALL 2017	FALL 2018	FALL 2019
Associate Degree in Nursing	8	7	4
Associate Degree in Digital Fashion Design	3	2	3
Associate Degree in Physical Therapy Technology	2	7	
Associate Degree in Information Technology		3	1
TOTAL	18	19	8

Source: Campus VUE

VIDA PROJECT ENROLLMENT PER PROGRAMS
VILLALBA BRANCH CAMPUS AND SAN SEBASTIAN CAMPUS

VILLALBA BRANCH CAMPUS		
PROGRAMS	FALL 2018	FALL 2019
Associate Degree in Business Administration	3	2
Associate Degree in Nursing	9	11
Associate Degree in Information Technology	3	3
Associate Degree in Criminal Justice		6
Bachelor's Degree in Business Administration Major in Accounting		2
Bachelor's Degree in Science of Nursing		1
TOTAL	15	25

SAN SEBASTIAN CAMPUS			
PROGRAMS	FALL 2017	FALL 2018	FALL 2019
Associate Degree in Nursing	19	19	26
Associate Degree in Pharmacy Technician	17	15	12
Associate Degree in Medical Emergencies Technology	8	10	5
Associate Degree in Information Technology	7	18	20
Associate Degree in Arts in Digital Fashion Design	6	2	8
Associate Degree in Arts in Interior Design and Decoration	3	1	3
Associate Degree in Physical Therapy Technology	21	9	
Associate Degree in Criminal Justice	10	17	6
Associate Degree in Executive Protection and Security		1	
Bachelor's Degree in Science of Nursing	4	6	14
Bachelor's Degree in Information Technology Science Major in Programming	3	2	3
Bachelor's Degree in Information Technology Science Major in Networks	3		1
Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences	4	3	3
TOTAL	105	104	101

Source: Campus VUE

HATO REY CAMPUS
KIDS@EDP

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) year 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 twelve children.

In the Fall of 2019, the daycare had an increase of 38% from the average enrollment. For these term most children were from 36 to 48 months of age.
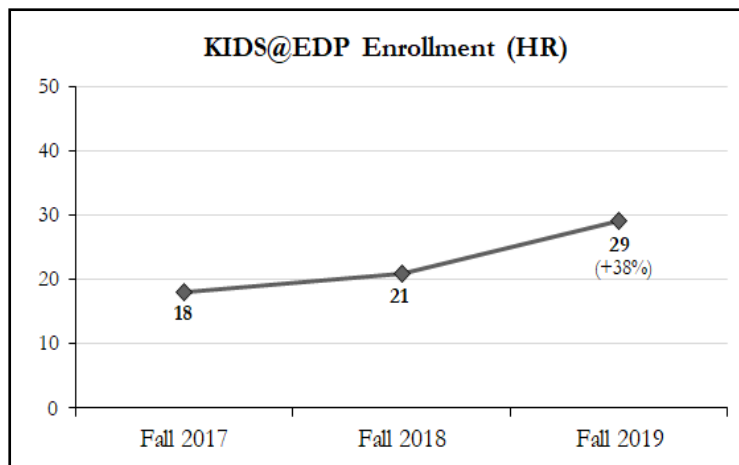
Source: Kids@EDP (HR)

Age and Adult per Child Rate

Fall 2017	
Age in Months	Child/Employee Ratio
2-18	4/2
19-35	3/1
36-48	11/2
Fall 2018	
Age in Months	Child/Employee Ratio
2-18	8/2
19-35	8/3
36-48	5/2
Fall 2019	
Age in Months	Child/Employee Ratio
2-19	6/2
19-35	7/2
36-48	16/3

Source: Kids@EDP (HR)

KIDS@EDP*
SAN SEBASTIAN CAMPUS

*For description see page 86.

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.

There was an increase in children between 19 to 35 and 36 to 48 months can be observed. While, an increase of 5% in children's enrollment for the Fall of 2019 can also be observed.
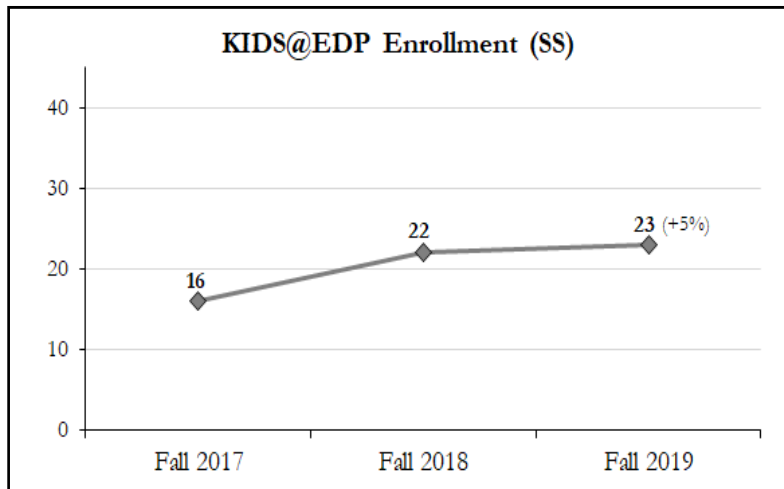
Source: Kids@EDP (SS)

Age and Adult per Child Rate

Fall 2017	
Age in Months	Child/Employee Ratio
2-18	5/3
19-35	4/1
36-48	7/2

Fall 2018	
Age in Months	Child/Employee Ratio
2-18	5/3
19-35	4/1
36-48	13/2

Fall 2019	
Age in Months	Child/Employee Ratio
2-18	5/3
19-35	7/1
36-48	11/2

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 the 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 2019-2020, Hato Rey's Campus, Manati and Humacao Branch Campuses had an enrollment increase in the Summer academic term. While, for the academic year of 2019-2020, Villalba Branch Campus had a significant increase for all terms.
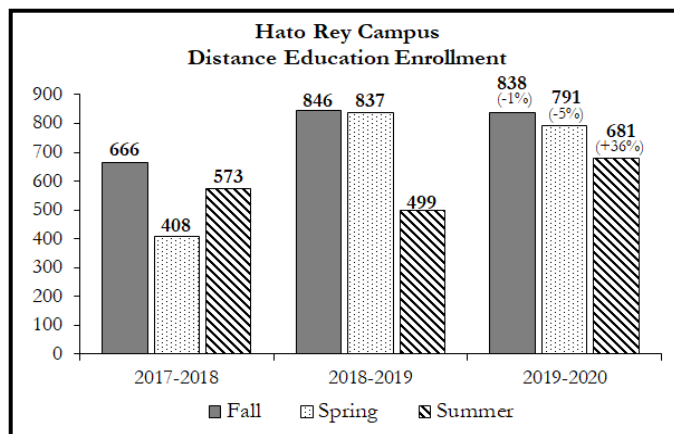
Source: Campus VUE and Distance Education Academic Dean's Office
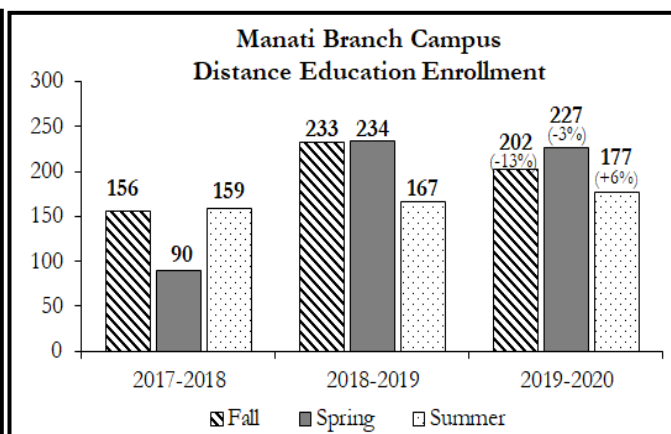
Source: Campus VUE and Distance Education Academic Dean's Office
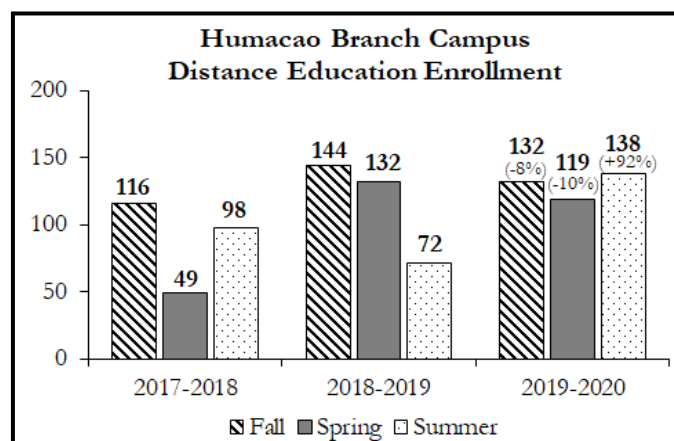
Source: Campus VUE and Distance Education Academic Dean's Office
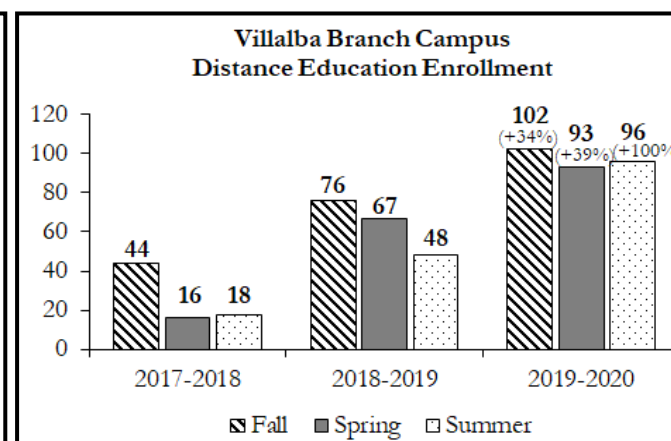
Source: Campus VUE and Distance Education Academic Dean's Office

DISTANCE EDUCATION*

*For description see page 89.

In the academic year of 2019-2020, the San Sebastian's Campus enrollment increased during the Summer term.
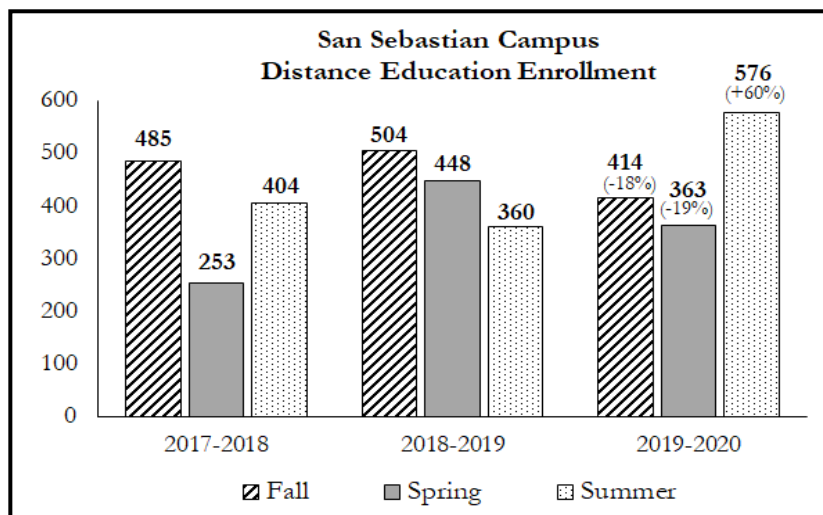
San Sebastian Campus
Distance Education Enrollment

	2017-2018	2018-2019	2019-2020
Fall	485	504	414 (-18%)
Spring	253	448	363 (-19%)
Summer	404	360	576 (+60%)

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

DISTANCE EDUCATION ENROLLMENT PER COURSE
HATO REY CAMPUS

The first year, face-to-face schedule is usually organized around an integrated program which includes **BA**, **BIO**, **CHE**, **ENG**, **MAT**, **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 2019 Fall semester, courses with the highest enrollment were **BA 1313**, **BIO 1201**, **ENG 1101**, **NUR 2260**, **NUR 3250**, **PRO 1101**, **PSY 1101**, **SOC 1101**, **SPA 1101-1102**, and **VUE 1101**.

The least on-line course enrollment registered (less than 12 students), in all terms were: **ADO 2261, BA 2210-4350 –4400, BIO 2401, DEC, 2205-2318-2321-3331-4330, ECO 2102, ENG 3202, ESP 1101-2210, FIN 4310**, **ITN 3240-3340, ITP 2080-2330-2340-2350-4210, LSPR 1101, MAT 1113-3202, MIF 6820-7890, MIS 5515-5550-6670-6720-6760-6810-6830-7675-7680-7690, MSM 6001-6002-6003-6750-7690, NUR 4395, PHY 3211, PRO 2212, STA 4208** and **TAS 2205-2208.** These tend to be programmatic concentration courses and new established programs. The Summer term had an increase in on-line courses because of the COVID-19 pandemic. Face-to-face courses were converted to online or virtual settings by creating 19 and 20 sections.

Enrollment per Course*

Courses	Fall 2019	Spring 2020	Summer 2020
ACC 2113		27	14
ACC 2114		3	20
ACC 3215			3
ACC 3315		10	
ADO 2261			2
ART 1101			22
ART 2217			14
ART 2221			13
BA 1110	20		21
BA 1313	54	51	62
BA 2210			6
BA 2301		35	
BA 2321	37	1	
BA 3101			14
BA 3332	25		
BA 3351	1	15	12
BA 4330	35	6	
BA 4350	7		
BA 4400	8		3
BADD 1102			8
BIO 1101	44	22	
BIO 1102	23	11	7
BIO 1201	64	21	46
BIO 1202	31	47	85
BIO 2101			8
BIO 2203		58	18
CIF 1001			26
CJU 3000			17
CHE 1163	16	30	
DEC 1102			14
DEC 2209			1
DIS 2318			8
DIS 2321			2
DIS 3331			3
DIS 4325			4
DIS 4330			3
DMD 2005			26
DMD 2007			21
ECO 2101			14
ECO 2102		12	
ENG 0100			25
ENG 1101	95	71	90
ENG 1102		64	53
ENG 2203			23
ENG 3202			1

*Double Count

Source: Campus VUE

DISTANCE EDUCATION ENROLLMENT PER COURSE
HATO REY CAMPUS

Enrollment per Course*

Courses	Fall 2020	Spring 2020	Summer 2020
ESP 1110			10
ESP 2210			10
FIN 2105	4	22	
FIN 4310		9	
FSC 2002			13
HUM 1101	20	**54**	32
HUM 1102	10		10
HUM 1105	23	15	22
HUM 1110			32
ITN 2375	16	9	3
ITN 3240	5		
ITN 3340	3		
ITP 1103	20	18	12
ITP 2080		10	
ITP 2230	3	18	7
ITP 2300		16	
ITP 2330		11	
ITP 2340		10	
ITP 2350		3	
ITP 4210		2	
LSPR 1101			1
MAT 0100			22
MAT 1101	7		16
MAT 1111	35	37	20
MAT 1113	6	7	
MAT 2301	31	22	17
MAT 3302			10
MIF 6820			9
MIF 6840			20
MIF 6855		13	
MIF 7890	6		
MIS 5515	8	9	
MIS 5540			19
MIS 5550			9
MIS 6670			8
MIS 6720			1
MIS 6760	8		
MIS 6810	12		
MIS 6820			
MIS 6830		16	
MIS 7675	12		
MIS 7680			9
MIS 7690			1
MSM 6001			3
MSM 6002			3
MSM 6003			4
MSM 6750			4
MSM 7690			1
NCS 5210			19
NCS 6120			18
NCS 6130			18
NCS 6310			18
NCS 7005			16

*Double Count

Source: Campus VUE

DISTANCE EDUCATION ENROLLMENT PER COURSE
HATO REY CAMPUS

Enrollment per Course*

Courses	Fall 2020	Spring 2020	Summer 2020
NUR 1001			**100**
NUR 1104			**100**
NUR 1115			**65**
NUR 1140			39
NUR 1301			**99**
NUR 1304			**100**
NUR 2206			**111**
NUR 2208			76
NUR 2210			72
NUR 2220			72
NUR 2260	52	96	72
NUR 2290			15
NUR 2306			**111**
NUR 2308			70
NUR 2310			
NUR 2320			72
NUR 3000		13	
NUR 3225			15
NUR 3250	114	181	11
NUR 3260			15
NUR 3325			15
NUR 3360			15
NUR 3375		22	
NUR 4300			15
NUR 4395		4	
NUR 4460			5
NUR 4500			15
PHY 3211		9	
PRO 1101	274	173	167
PRO 1110	46	25	
PRO 2212		5	4
PSY 1101	61	65	87
PSY 1102	13	13	
SIC 2400			1
SOC 1101	156	134	73
SOC 1102	31	16	6
SPA 0100			31
SPA 1101	81	59	77
SPA 1102	72	47	49
SPA 3201			1
STA 3207	27	17	11
STA 4208		6	5
TAS 2205			4
TAS 2208			2
TAS 2312			14
VUE 1101	206	163	164
TOTAL	**2146**	**2088**	**3102**

*Double Count
Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT
HATO REY CAMPUS

For the 2019-2020 academic year, the **Regular** and **MABE** modality duplicated enrollment increased for the Summer term. The **Adult modality** decreased for the Fall and Spring semesters. The **MAGAE** modality and the **ADIT** (Associate Degree in Information Technology program on-line) increased in duplicated enrollment in all semesters. The **ABA** (Associate Degree in Business Administration program on-line) increased its duplicated enrollment in Fall session.
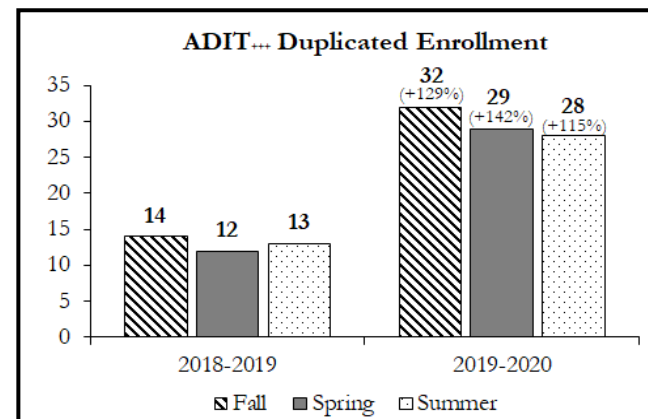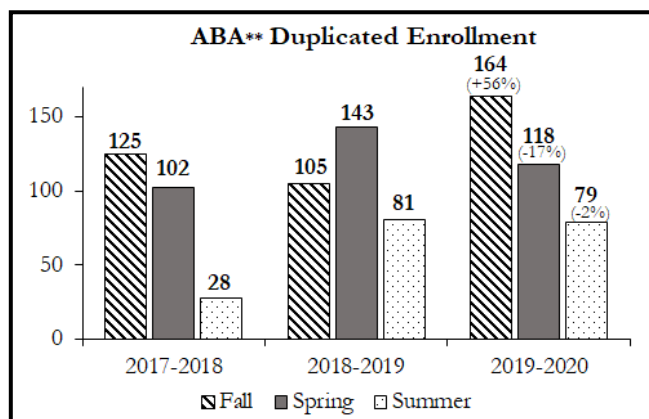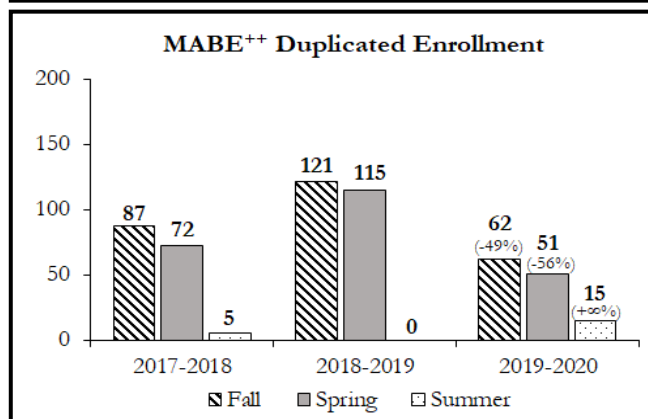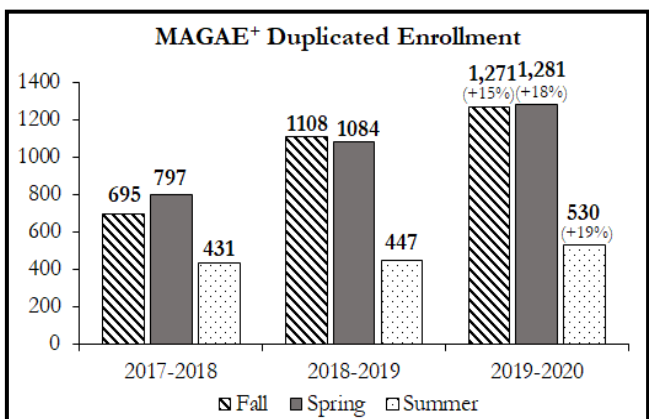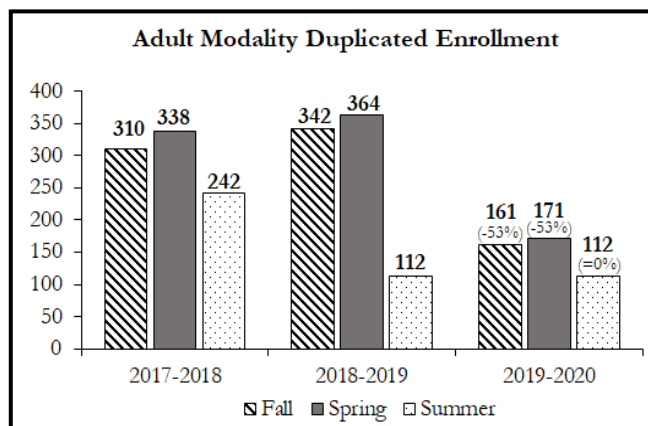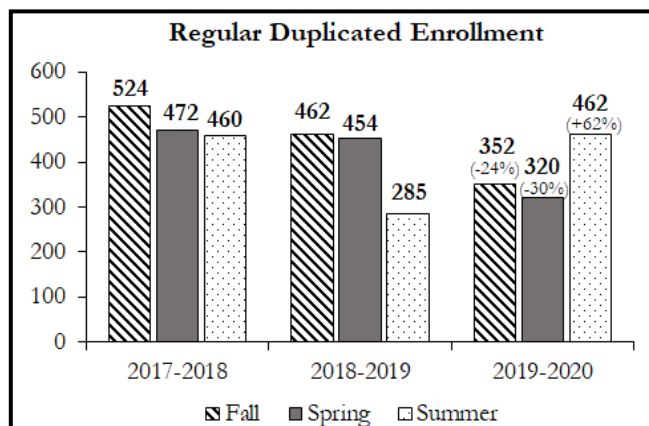
Regular Duplicated Enrollment

	2017-2018	2018-2019	2019-2020
Fall	524	462	352 (-24%)
Spring	472	454	320 (-30%)
Summer	460	285	462 (+62%)

Adult Modality Duplicated Enrollment

	2017-2018	2018-2019	2019-2020
Fall	310	342	161 (-53%)
Spring	338	364	171 (-55%)
Summer	242	112	112 (=0%)

MAGAE+ Duplicated Enrollment

	2017-2018	2018-2019	2019-2020
Fall	695	1108	1,271 (+15%)
Spring	797	1084	1,281 (+18%)
Summer	431	447	530 (+19%)

MABE++ Duplicated Enrollment

	2017-2018	2018-2019	2019-2020
Fall	87	121	62 (-49%)
Spring	72	115	51 (-56%)
Summer	5	0	15 (+∞%)

ABA Duplicated Enrollment**

	2017-2018	2018-2019	2019-2020
Fall	125	105	164 (+56%)
Spring	102	143	118 (-17%)
Summer	28	81	79 (-2%)

ADIT+++ Duplicated Enrollment

	2018-2019	2019-2020
Fall	14	32 (+129%)
Spring	12	29 (+142%)
Summer	13	28 (+115%)

Sources: Campus VUE and Distance Education Academic Dean's Office
+MAGAE - Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)
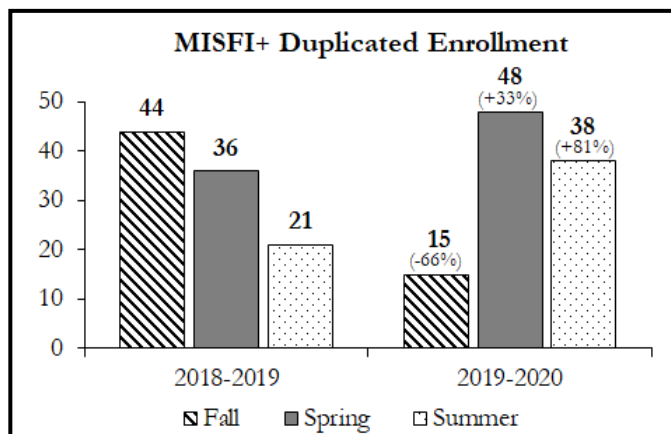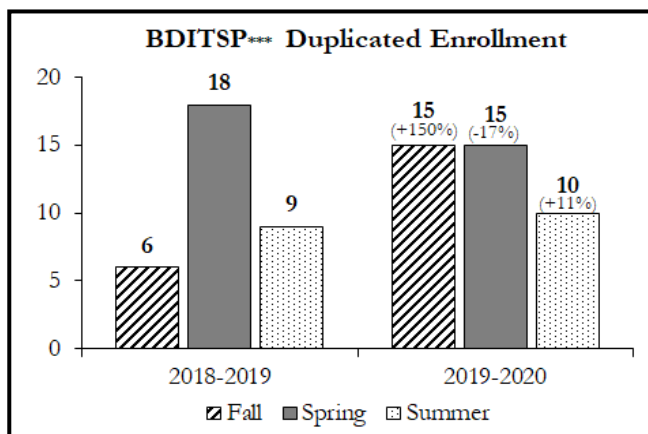++MABE- Bachelor's Degree in Science of Nursing in Adult Modality (MABE by its Spanish acronym)
**ABA - Associate Degree in Business Administration (Program fully on-line)
+++ADIT - Associate Degree in Information Technology (Program fully on-line)

94

DISTANCE EDUCATION DUPLICATED ENROLLMENT
HATO REY CAMPUS

For the 2019-2020 academic year, the **BBAM** (Bachelor's Degree in Business Administration Major in Management program on-line) and the **BDITSN** (Bachelor's Degree in Information Technology Science Major in Networks program on-line) increased in duplicated enrollment in all semesters. While, the **BDITSP** (Bachelor's Degree in Information Technology Science Major in Programming program on-line) had an increase in Fall and Summer sessions. The **MISFI** (Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation program on-line) shows an increase in duplicated enrollment during the Spring and Summer terms.

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

***BBAM-Bachelor's Degree in Business Administration Major in Management (Program fully on-line)
**BDITN-Bachelor's Degree in Information Technology Science Major in Networks (Program fully on-line)
***BDITP-Bachelor's Degree in Information Technology Science Major in Programming (Program fully on-line)
+Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation (Program fully on-line)

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT
HATO REY CAMPUS

For the 2019-2020 academic year, the **Regular** and **MABE** modality duplicated enrollment increased for the Summer term. The **Adult modality** decreased in all semesters. The **MAGAE** modality and the **ADIT** (Associate Degree in Information Technology program on-line) show a significant increase in all terms. The **ABA** (Associate Degree in Business Administration program on-line) increased its duplicated enrollment in the Fall session.

Regular Unduplicated Enrollment

Adult Modality Unduplicated Enrollment

MAGAE+ Unduplicated Enrollment

MABE++ Unduplicated Enrollment

ABA**Unduplicated Enrollment

ADIT+++ Unduplicated Enrollment

Sources: Campus VUE and Distance Education Academic Dean's Office
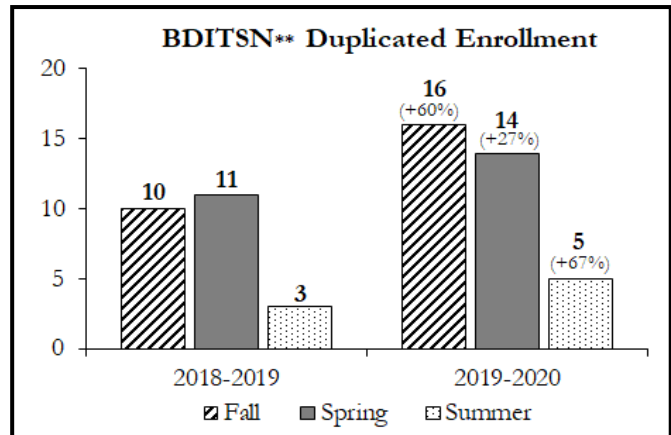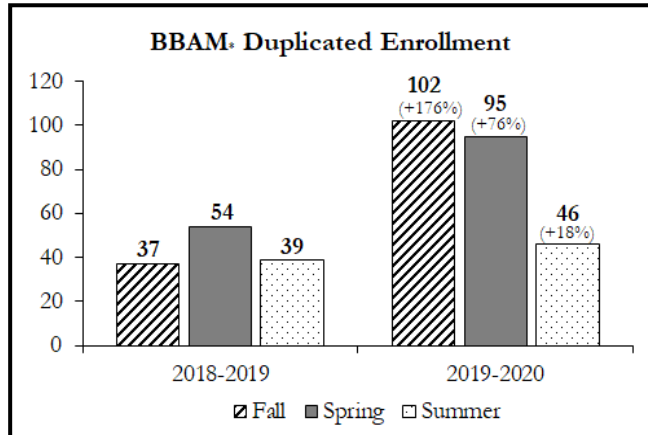+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)
++MABE-Bachelor's Degree in Science of Nursing in Adult Modality (MABE by its Spanish acronym)
**ABA - Associate Degree in Business Administration (Program fully on-line)
+++ADIT - Associate Degree in Information Technology (Program fully on-line)

HATO REY CAMPUS
DISTANCE EDUCATION UNDUPLICATED ENROLLMENT

For the 2019-2020 academic year, the **BBAM** (Bachelor's Degree in Business Administration Major in Management program on-line) shows a significant increase in all the semesters. The **BDITSN** (Bachelor's Degree in Information Technology Science Major in Networks program on-line) had an increase in unduplicated enrollment in all sessions. While, the **BDITSP** (Bachelor's Degree in Information Technology Science Major in Programming program on-line) increased in unduplicated enrollment during the Fall and Summer terms. For the **MISFI** (Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation program on-line) an increase can observed in the Spring and Summer semesters.
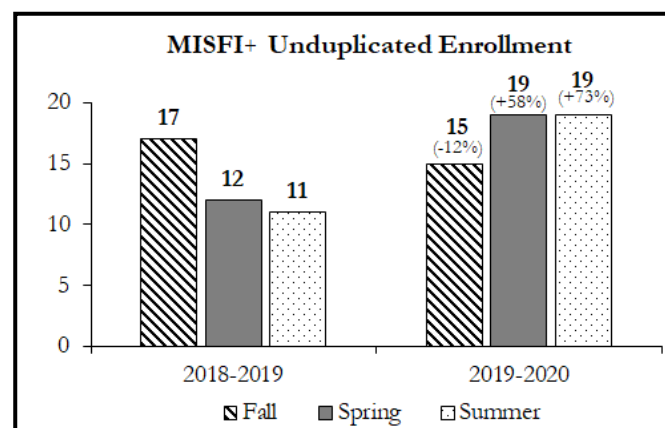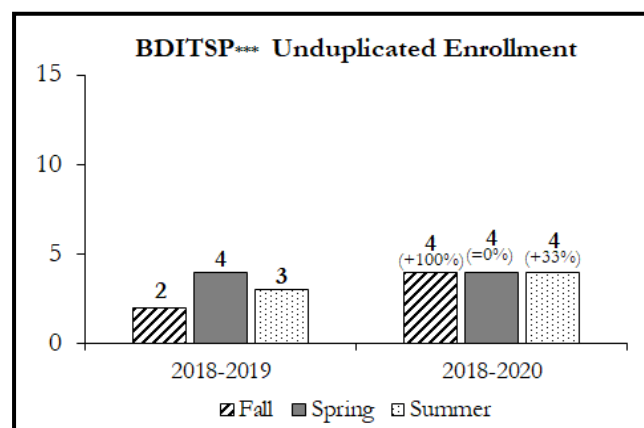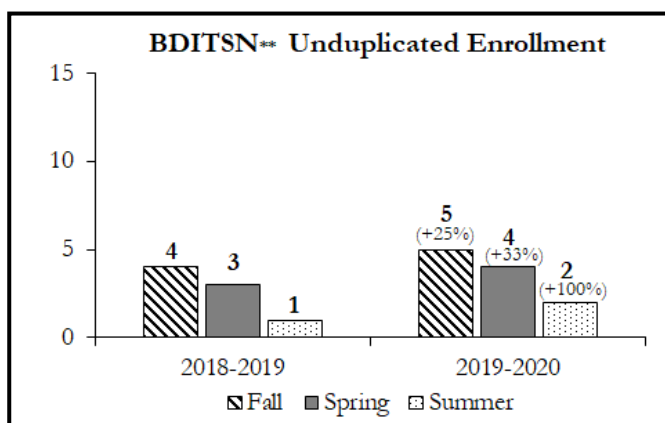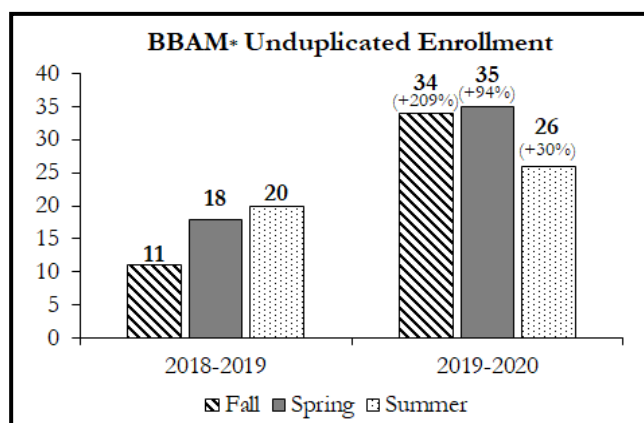
Sources: Campus VUE and Distance Education Academic Dean's Office

*BBAM-Bachelor's Degree in Business Administration Major in Management (Program fully on-line)
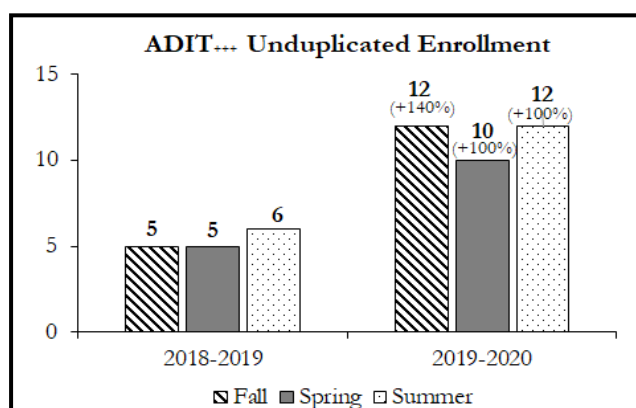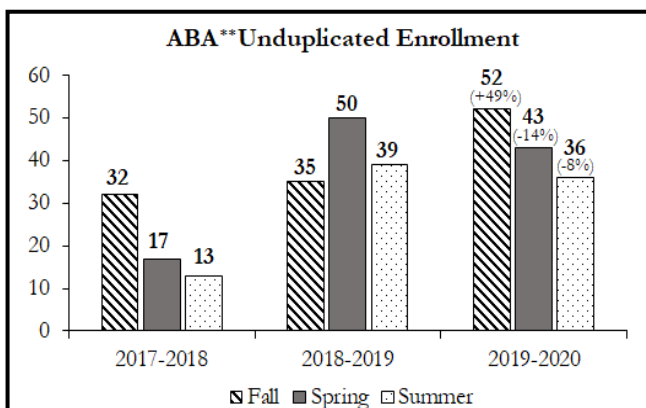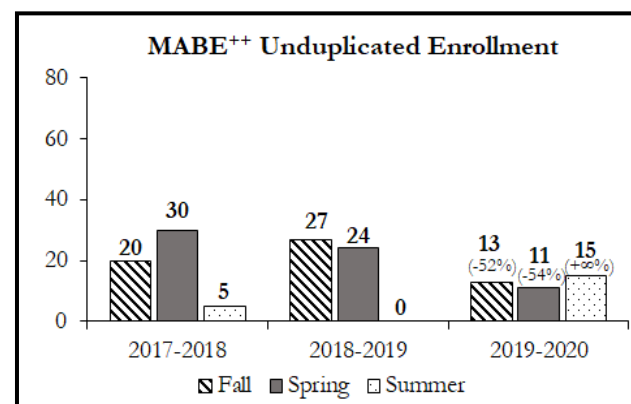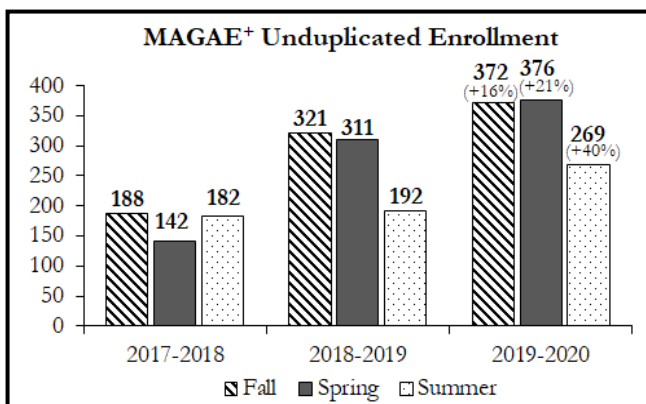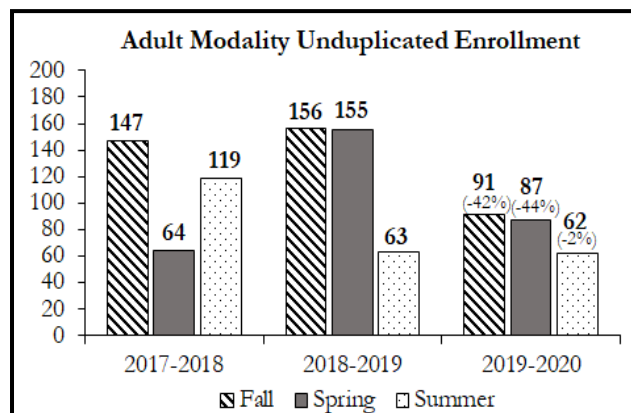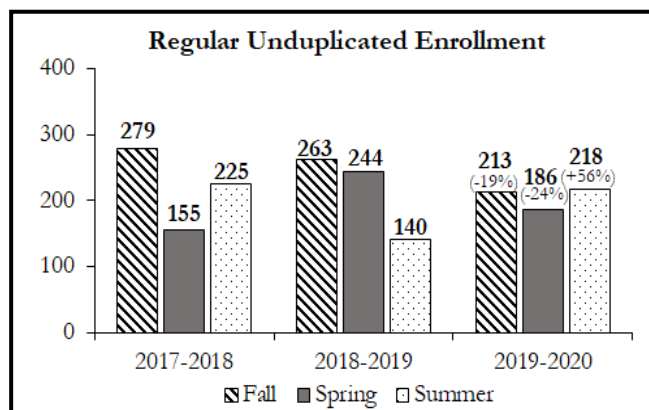******BDITN-Bachelor's Degree in Information Technology Science Major in Networks (Program fully on-line)
***BDITP-Bachelor's Degree in Information Technology Science Major in Programming (Program fully on-line)
⁺Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation (Program fully on-line)

DISTANCE EDUCATION RETENTION RATE
HATO REY CAMPUS

During the academic year 2019-2020, the **Regular** had an increase on the retention rates in the Spring and Summer terms. While, the **Adult** modality presented a decrease in all the semesters. The **MAGAE** modality decreased in the Fall session, remained the same as the previous year in the Spring semester and had an increase in retention rate for the Summer session. The **MABE** modality shows an increase in all terms. The **ABA** (Associate Degree in Business Administration program on-line) retention rate increased in all terms. The **ADIT** (Associate Degree in Information Technology program on-line) had an increase in retention rate in the Spring and Summer semesters.

Regular Retention Rate

	2017-2018	2018-2019	2019-2020
Fall	74%	77%	76% (-1%)
Spring	81%	74%	75% (+1%)
Summer	85%	69%	77% (+8%)

Adult Retention Rate

	2017-2018	2018-2019	2019-2020
Fall	86%	84%	73% (-15%)
Spring	87%	88%	87% (-1%)
Summer	87%	88%	85% (-3%)

MAGAE+ Retention Rate

	2017-2018	2018-2019	2019-2020
Fall	96%	97%	96% (-1%)
Spring	97%	97%	97% (=0%)
Summer	99%	94%	98% (+4%)

MABE++ Retention Rate

	2017-2018	2018-2019	2019-2020
Fall	93%	94%	95% (+1%)
Spring	100%	99%	100% (+1%)
Summer	100%	0%	100% (+100%)

ABA** Retention Rate

	2017-2018	2018-2019	2019-2020
Fall	78%	89%	85% (+4%)
Spring	81%	81%	92% (+11%)
Summer	86%	64%	84% (+20%)

ADIT+++ Retention Rate

	2018-2019	2019-2020
Fall	93%	88% (-6%)
Spring	83%	86% (+3%)
Summer	92%	93% (+1%)

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 Science of Nursing in Adult Modality (MABE by its Spanish acronym)
**ABA - Associate Degree in Business Administration (Program fully on-line)
+++ADIT - Associate Degree in Information Technology (Program fully on-line)

DISTANCE EDUCATION RETENTION RATE
HATO REY CAMPUS

For the 2019-2020 academic year, the **BBAM** (Bachelor's Degree in Business Administration Major in Management program on-line) had an increase in retention rate during in the Summer semester. The **BDITSN** (Bachelor's Degree in Information Technology Science Major in Networks program on-line) had an increase of 15 % in retention rate in the Spring term. While, the **BDITSP** (Bachelor's Degree in Information Technology Science Major in Programming program on-line) increased in retention rates in all terms. For the **MISFI** (Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation program on-line), can be observed an increase in retention rate in Fall and Summer semesters.
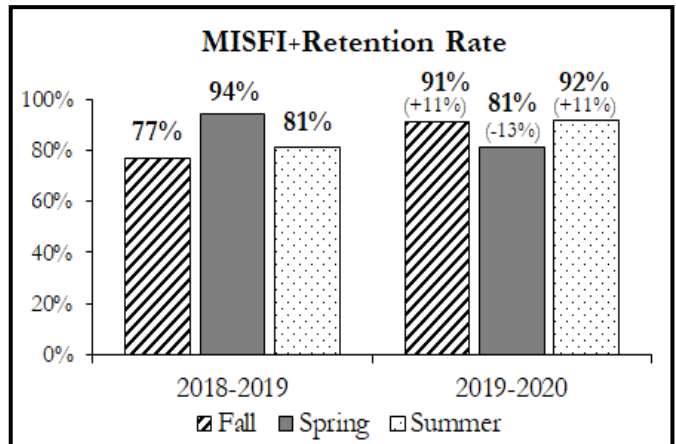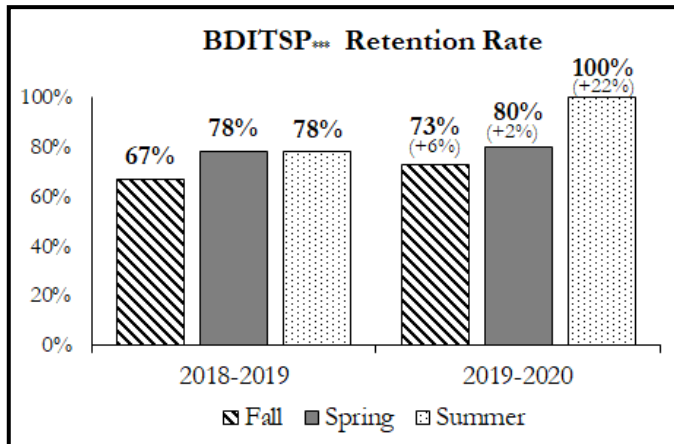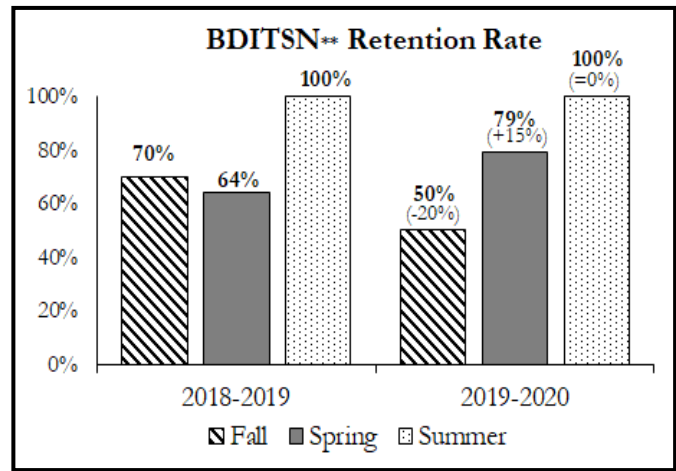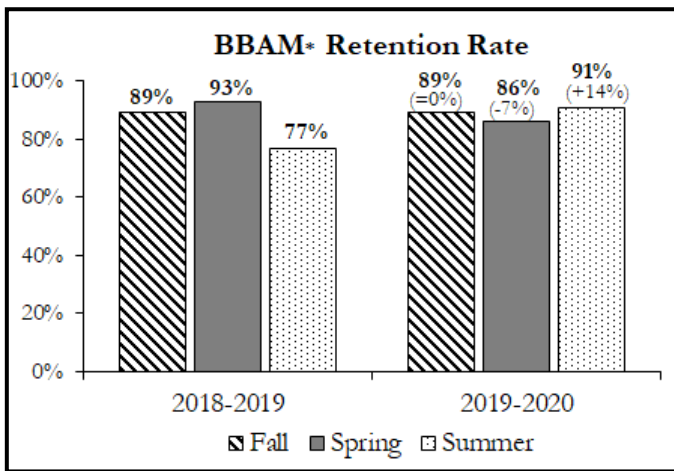
BBAM* Retention Rate

Term	2018-2019	2019-2020
Fall	89%	89% (=0%)
Spring	93%	86% (-7%)
Summer	77%	91% (+14%)

BDITSN** Retention Rate

Term	2018-2019	2019-2020
Fall	70%	50% (-20%)
Spring	64%	79% (+15%)
Summer	100%	100% (=0%)

BDITSP*** Retention Rate

Term	2018-2019	2019-2020
Fall	67%	73% (+6%)
Spring	78%	80% (+2%)
Summer	78%	100% (+22%)

MISFI+ Retention Rate

Term	2018-2019	2019-2020
Fall	77%	91% (+11%)
Spring	94%	81% (-13%)
Summer	81%	92% (+11%)

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

*BBAM-Bachelor's Degree in Business Administration Major in Management (Program fully on-line)
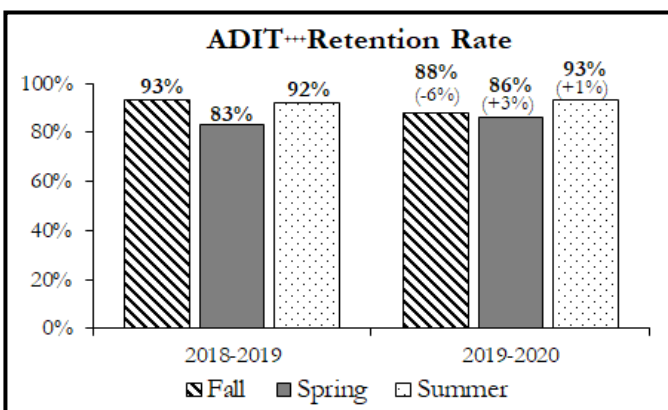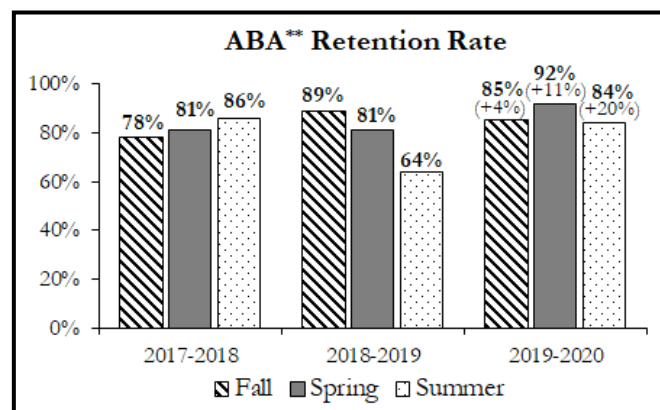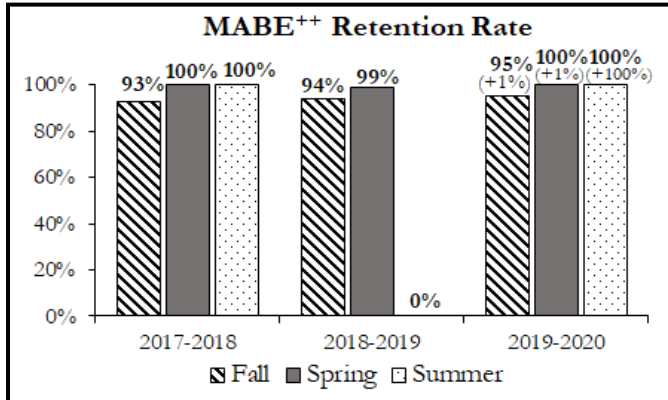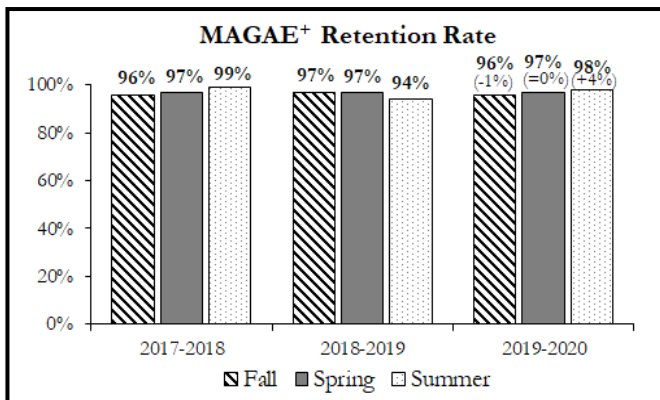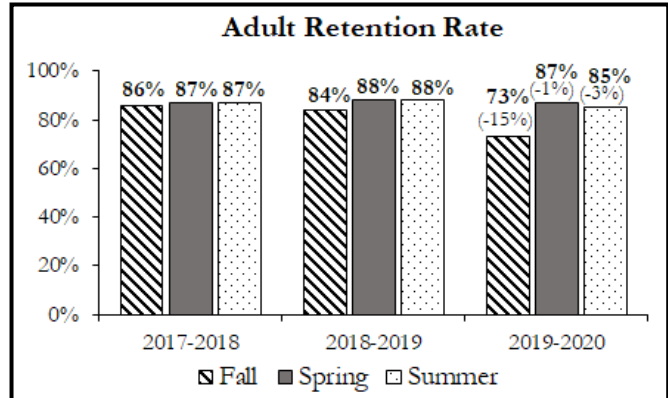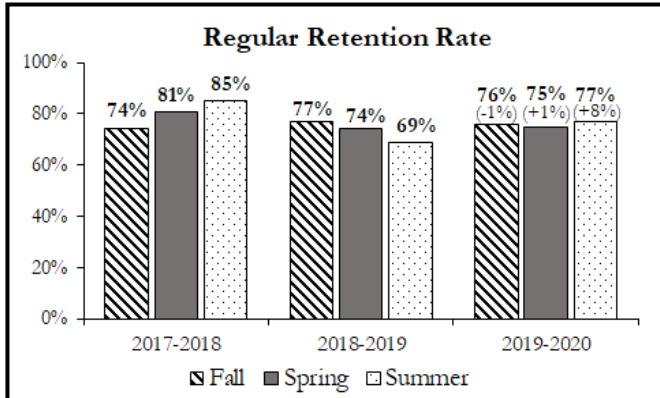**BDITN-Bachelor's Degree in Information Technology Science Major in Networks (Program fully on-line)
***BDITP-Bachelor's Degree in Information Technology Science Major in Programming (Program fully on-line)
+Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation (Program fully on-line)

DISTANCE EDUCATION ENROLLMENT PER COURSE*
MANATI BRANCH CAMPUS
*For description see page 91.

Courses with the highest enrollment include **NUR 1001**, **NUR 1104, NUR 1301, NUR 1304, NUR 2206, NUR 2260, NUR 2306, NUR 2308** and **NUR 2320.** During the Spring semester there were fewer on -line courses. 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 pages 91 to 93).

Enrollment per Course*

Courses	Fall 2019	Spring 2020	Summer 2020
NUR 1001			36
NUR 1104			36
NUR 1115	12	3	
NUR 1140	15		10
NUR 1301			42
NUR 1304			42
NUR 2206			36
NUR 2208			19
NUR 2210			20
NUR 2220			29
NUR 2260	29	74	23
NUR 2306			42
NUR 2308			31
NUR 2310			22
NUR 2320			32
NUR 3000	15		
NUR 3250	11		
NUR 3375		5	
NUR4395	7		
PRO 1101	10		
PSY 1101		6	
TOTAL	99	88	420

*Double Count
Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT
MANATI BRANCH CAMPUS

In the 2019-2020, the **Regular** modality showed an increase on the duplicated enrollment during the Summer semester, while the Summer session had an increase. The **MAGAE** modality increased the duplicated enrollment in the Spring term.

Regular Duplicated Enrollment

Year	Fall	Spring	Summer
2017-2018	179	132	92
2018-2019	126	139	90
2019-2020	101 (-20%)	101 (-27%)	133 (+48%)

MAGAE⁺ Duplicated Enrollment

Year	Fall	Spring	Summer
2017-2018	225	379	239
2018-2019	591	508	274
2019-2020	513 (-13%)	544 (+7%)	223 (-19%)

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 2019-2020, the **Regular** modality showed a decrease on the unduplicated enrollment during the Fall and Spring semesters, while the Summer session had an increase of 19%. The **MAGAE** modality increased the unduplicated enrollment in the Spring term.

Regular Unduplicated Enrollment

	2017-2018	2018-2019	2019-2020
Fall	95	67	51 (-24%)
Spring	26	66	50 (-24%)
Summer	59	47	56 (+19%)

Fall ▧ Spring ■ Summer ▢

MAGAE⁺ Unduplicated Enrollment

	2017-2018	2018-2019	2019-2020
Fall	61	166	76 (-54%)
Spring	64	164	176 (+7%)
Summer	100	120	120 (=0%)

Fall ▧ Spring ■ Summer ▢

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 2019-2020 data, shows an increase on the retention rate for the **Regular** modality in the Summer semester. The **MAGAE** modality retention rate had 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 ENROLLMENT PER COURSE
HUMACAO UNIVERSITY CENTER
*For description see page 91.

   During the Fall and Spring semesters there were fewer one-line courses. In the Fall of 2019 there was a total enrollment of 13 and in the term of Spring 2020 there were 12 enrollments. In some courses, students were enrolled at the Hato Rey Campus on-line courses. Thus, the Humacao Branch Campus students are counted in Hato Rey (see table on pages 90 and 91).
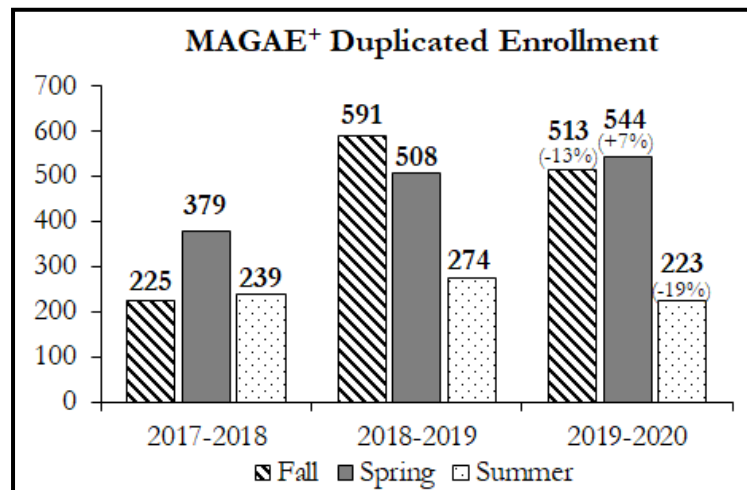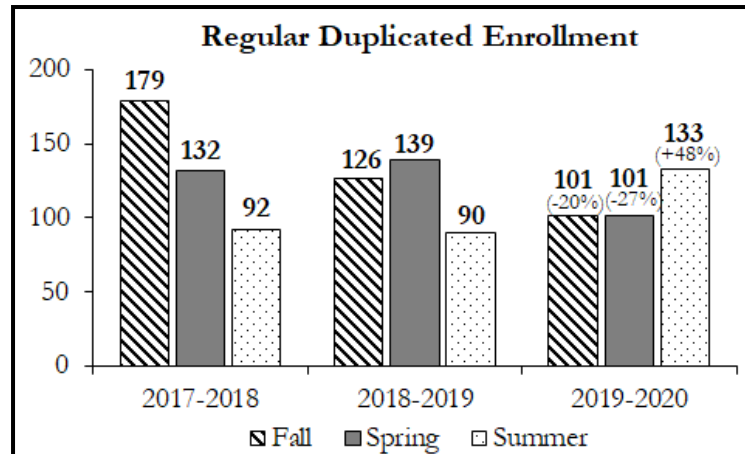
Enrollment per Course*

Courses	Fall 2019	Spring 2020	Summer 2020
NUR 2260	9	12	
PRO 1101	4		
TOTAL	13	12	0

*Double Count
Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT
HUMACAO BRANCH CAMPUS

For the 2019-2020 academic year, the **Regular** duplicated enrollment increased significantly in the Summer term. While, the **MAGAE** modality unduplicated enrollment increased in the Fall and Summer terms.
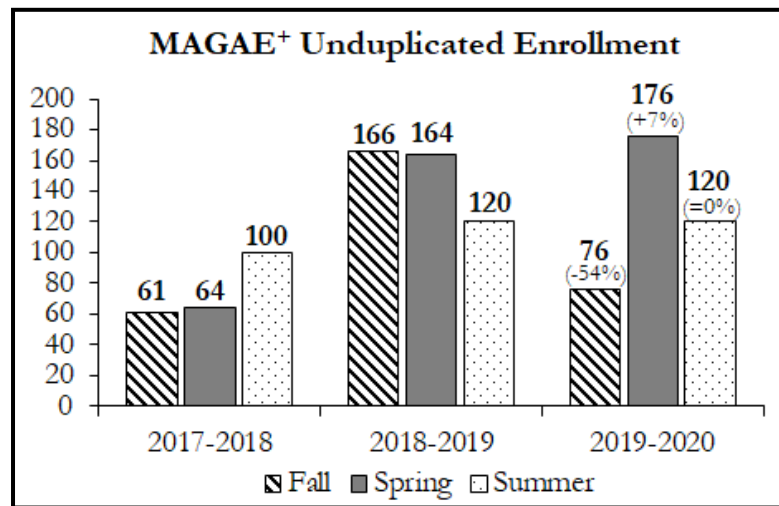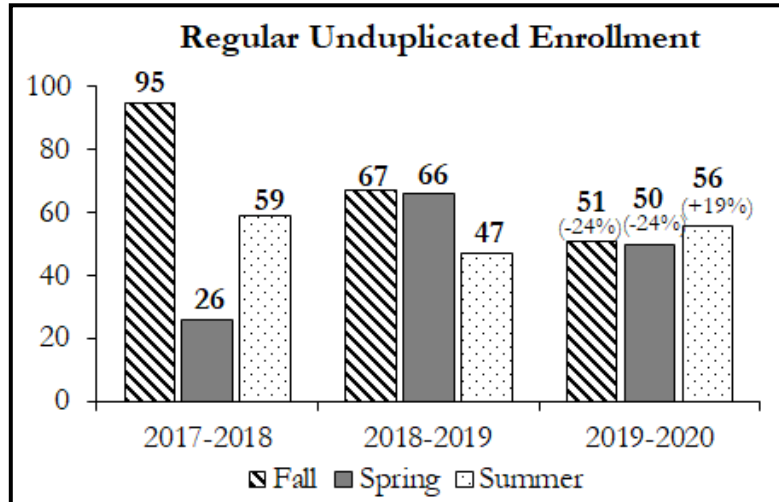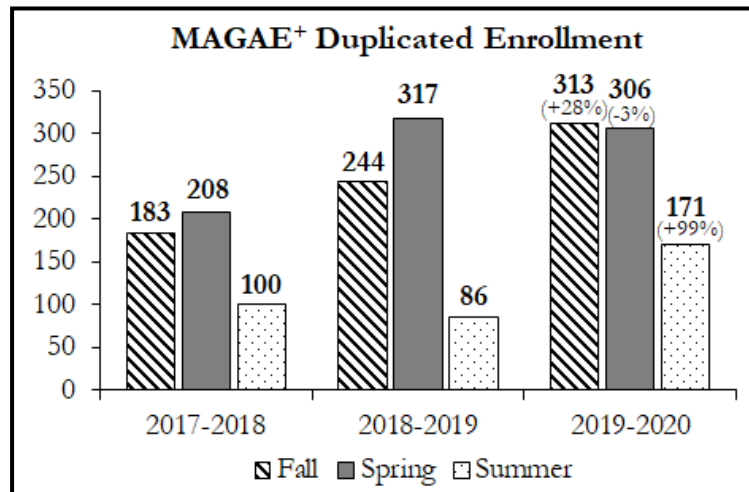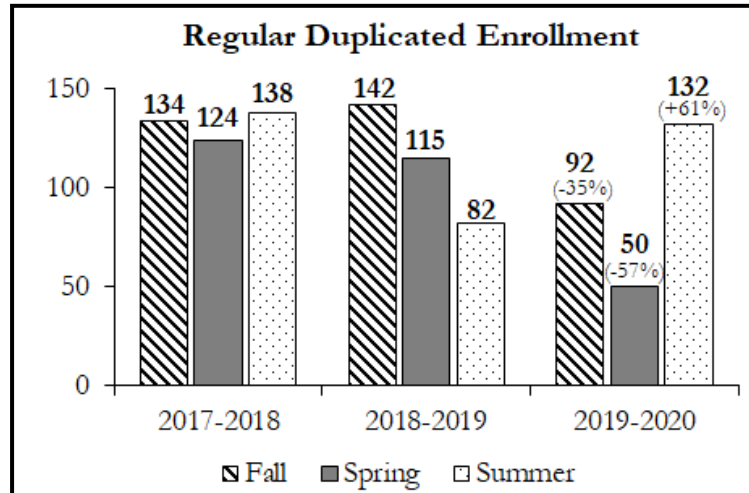

Sources: Campus VUE and Distance Education Academic Dean's Office
+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT
HUMACAO BRANCH CAMPUS

For the 2019-2020 academic year, the **Regular** duplicated enrollment increased in the Summer term. While, the **MAGAE** modality unduplicated enrollment increased in all terms in comparison to the previous year.

Regular Unduplicated Enrollment

Year	Fall	Spring	Summer
2017-2018	63	23	61
2018-2019	65	54	35
2019-2020	43 (-34%)	24 (-56%)	54 (+54%)

MAGAE⁺ Unduplicated Enrollment

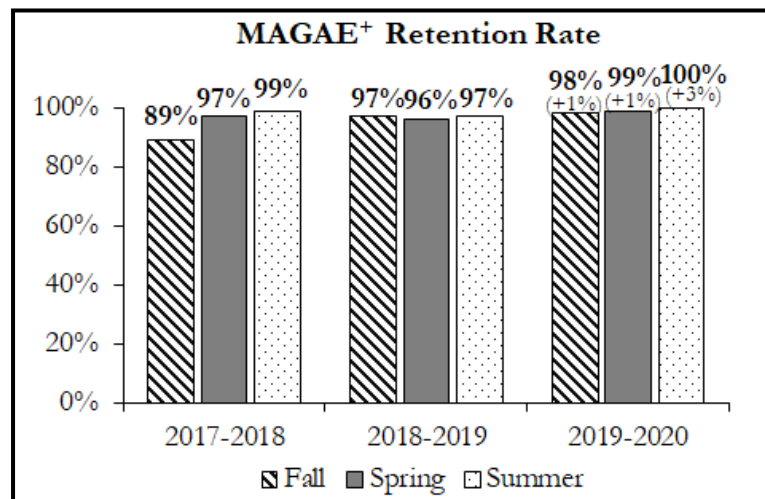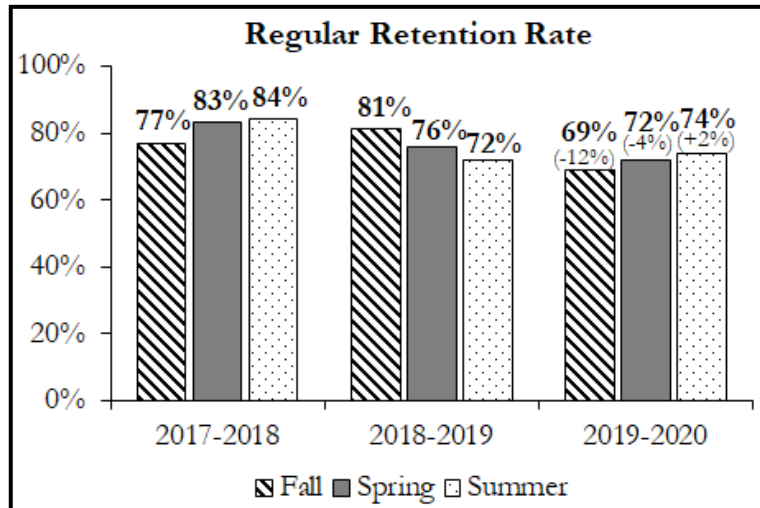| Year	Fall	Spring	Summer
2017-2018	53	26	37
2018-2019	79	78	37
2019-2020	87 (+10%)	94 (+21%)	83 (+124%)

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 2019-2020, there was an increase on the retention rate for the **Regular** enrollment in the Fall semester. In the **MAGAE** modality the retention rate increased 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)

DISTANCE EDUCATION ENROLLMENT PER COURSE*
VILLALBA BRANCH CAMPUS
*For description see page 91.

Courses with the highest enrollment include: **BIO 1201, NUR 1115, NUR 3550, PRO 1101**, **SOC 1101** and **VUE 1101.** During the Fall semester there was an increase in the courses: **BIO 1201, NUR 1115, PRO 1101, SOC 1101** and **VUE 1101.** In Spring semester seven (7) courses had an increase in enrollment, this was **BIO 1201, ENG 1102, NUR 1115, NUR 3250, PRO 1101, SOC 1101 and VUE 1101**. In the Summer term the following one (1) course had an increase: this was **NUR 1115**. In some courses 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 pages 91 to 93).

Enrollment per Course*

Courses	Fall 2019	Spring 2020	Summer 2020
ACC 2310			1
ACC 4330			1
BIO 1201	69	84	38
BIO 1202	15	22	24
BIO 2203	40	23	
ECO 2102			6
ENG 1101	23	37	16
ENG 1102	12	58	14
FIN 2105			1
ITN 2375			1
ITP 2080			7
ITP 2300			2
NUR 1001			25
NUR 1104			41
NUR 1115	168	137	56
NUR 1140	37	46	
NUR 1301			15
NUR 1304			32
NUR 2206			24
NUR 2260	3	8	
NUR 2306			15
NUR 3250	45	148	
PRO 1101	157	146	16
PSY 1101	41	44	42
SPA 1101	40	24	7
SPA 1102	7	17	15
SOC 1101	69	72	27
VUE 1101	137	141	21
TOTAL	**863**	**1007**	**447**

*Double Count
Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT
VILLALBA BRANCH CAMPUS

In the academic year of 2019-2020, the **Regular** modality shows an increase on the duplicated enrollment in the Summer semester. While, the **MAGAE** modality had a significant increase in all the terms.
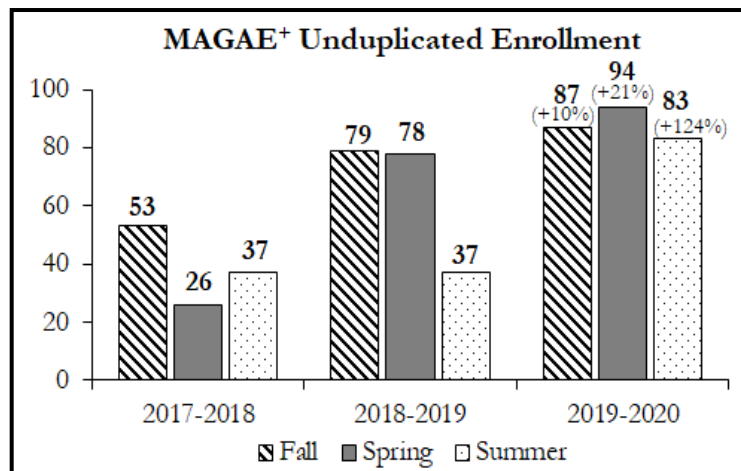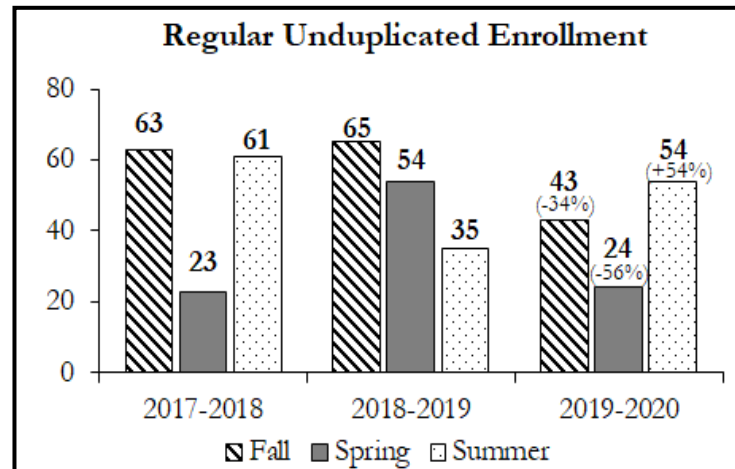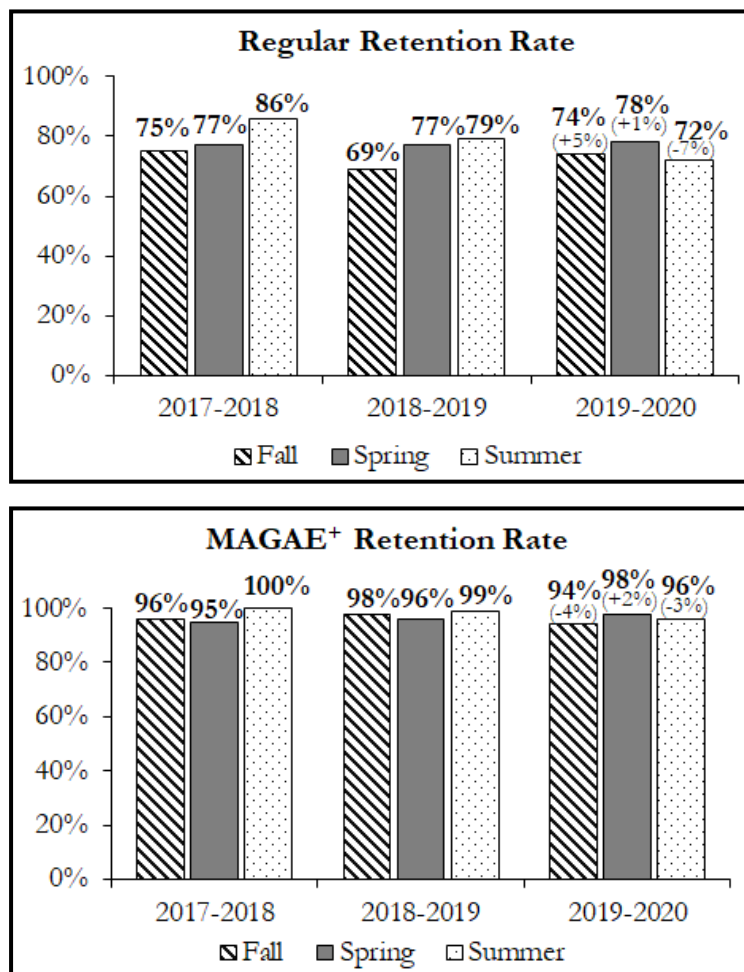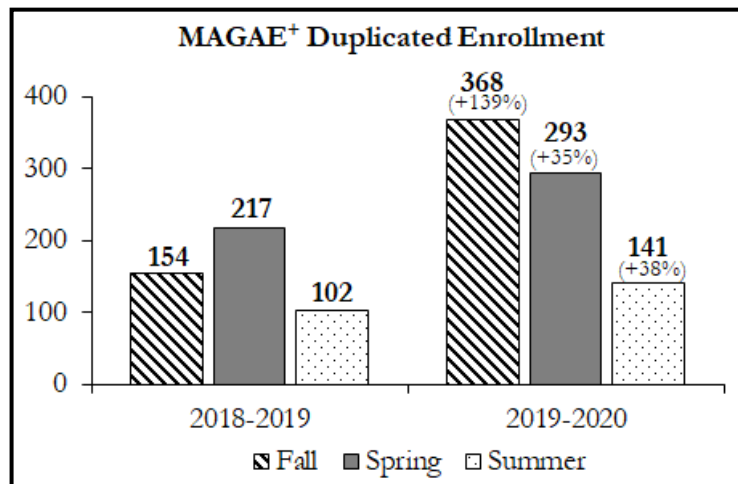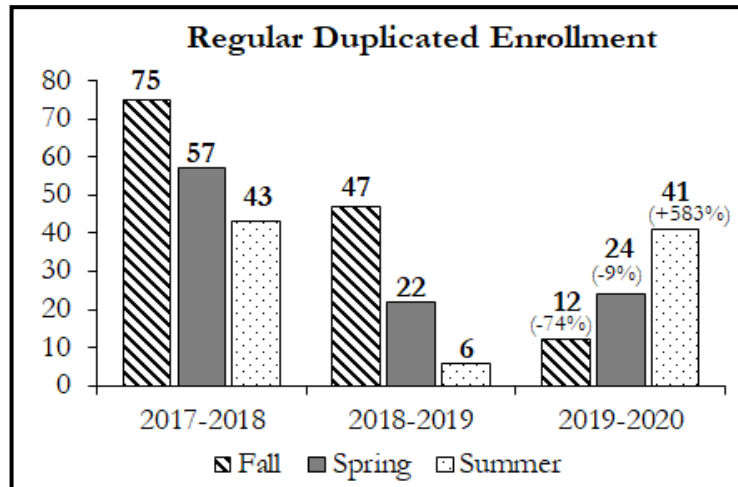

Sources: Campus VUE and Distance Education Academic Dean's Office

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

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT
VILLALBA BRANCH CAMPUS

In the academic year of 2019-2020, the **Regular** modality shows an increase on the unduplicated enrollment in the Summer semester. While, the **MAGAE** modality had a significant increase in all terms.

Regular Unduplicated Enrollment

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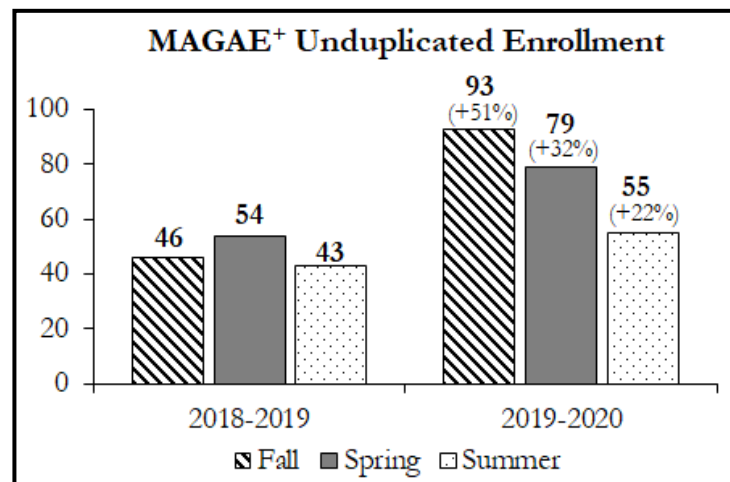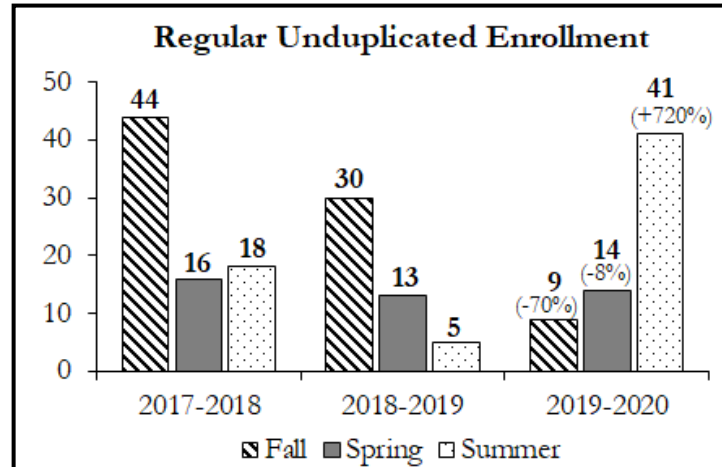
Sources: Campus VUE and Distance Education Academic Dean's Office
+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

DISTANCE EDUCATION RETENTION RATE
VILLALBA BRANCH CAMPUS

In the academic year of 2019-2020, the **Regular** modality shows a decrease in retention rate in all semesters. The **MAGAE** modality had an increase in retention rate in the Summer term.

Regular Retention Rate

- 2017-2018: Fall 63%, Spring 75%, Summer 77%
- 2018-2019: Fall 77%, Spring 73%, Summer 100%
- 2019-2020: Fall 50% (-27%), Spring 42% (-31%), Summer 88% (-12%)

Fall ▨ Spring ■ Summer □

MAGAE⁺ Retention Rate

- 2018-2019: Fall 98%, Spring 98%, Summer 97%
- 2019-2020: Fall 96% (-2%), Spring 98% (=0%), Summer 100% (+3%)

Fall ▨ Spring ■ Summer □

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
SAN SEBASTIAN CAMPUS*

*For description see page 91.

During the Fall and Spring semesters, the highest enrollment was in **NUR 1115, NUR 1140, NUR 2260, NUR 3250, PRO 1101**, **S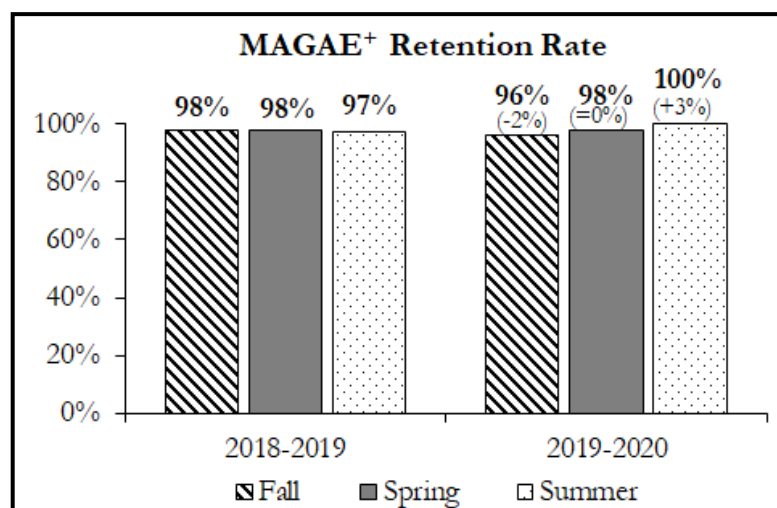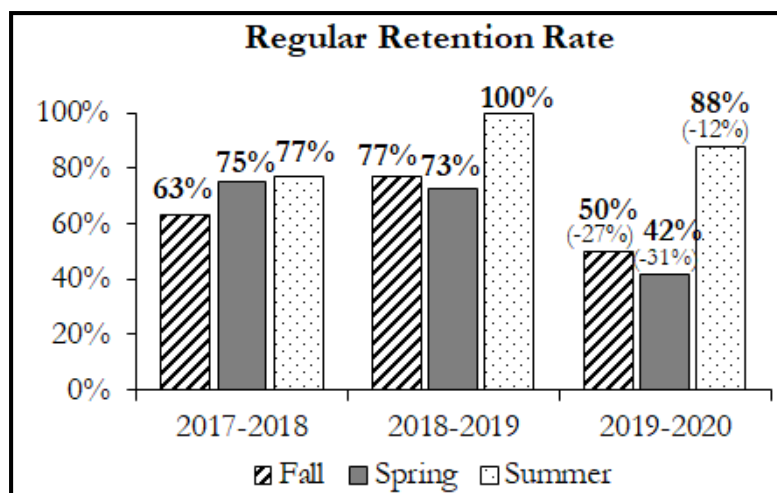OC 1101**, and **VUE 1101** courses. The Summer semester registered the most on-line course enrollment, this because of the COVID-19 pandemic. Courses that was face-to-face were converted online or virtual by creating the 19 and 20 sections. In the Summer, **BA 1313, BIO 1202, ENG 1102, NUR 1001, NUR 1104, NUR 1140, NUR 1301, NUR 1304, NUR 2206, NUR 2306, PRO 1101**, **PSY 1101, SOC 1101, SPA 1101, SPA 1102 and VUE 1101** had the most enrollment.

Enrollment per Course*

Courses	Fall 2019	Spring 2020	Summer 2020
ADO 1101			12
ADO 1114			5
ADO 1141			4
APH 3110			18
APH 3211-A			2
APH 3212-A			5
ART 2313			5
BA 1313	27		**60**
BIO 1101			11
BIO 1201	27	40	24
BIO 1202	17	50	61
BIO 2203	45	16	16
CHE 1163	15	21	16
CHE 3000			14
CJU 2102			43
CJU 2104			41
CJU 2105			32
CJU 3000			12
CJU 3001			30
DEC 2225			16
DIS 2309			10
DIS 2501			18
DMD 2006			17
ENG 0100			19
ENG 1101	49	26	58
ENG 1102	35	48	**66**
ENG 2203			11
FSC 3006			15
FSC 3007			31
HBC 1101			8
HBC 2220			8
HBC 2225			3
HBC 2231			11
HUM 1101	20	9	34
HUM 1102	9	9	19
HUM 1105	17	9	31
ITN 2375			15
ITN 3240			7
ITN 3350			4
ITN 4260			3
ITN 4780			1
ITP 2330			1
ITP 3240			6
ITP 3345			7
ITP 4240			1
MAT 0100			29
MAT 1111			21
MAT 1113			25
MAT 2301	23		24
MET 3207			1
MET 3210			1

*Double Count

Source: Campus VUE

DISTANCE EDUCATION ENROLLMENT PER COURSE
SAN SEBASTIAN CAMPUS

Enrollment per Course*

Courses	Fall 2020	Spring 2020	Summer 2020
NUR 1001			98
NUR 1104			102
NUR 1115	125	134	29
NUR 1140	53	81	85
NUR 1301			102
NUR 1304			105
NUR 2206			100
NUR 2208			33
NUR 2210			36
NUR 2220			32
NUR 2260	55	95	45
NUR 2290			16
NUR 2306			101
NUR 2308			36
NUR 2310			38
NUR 2320			32
NUR 3000		10	18
NUR 3225			20
NUR 3250	87	74	25
NUR 3260			26
NUR 3325			22
NUR 3360			26
NUR 3375			11
NUR 4300			23
NUR 4395	9		27
NUR 4460			21
NUR 4500			23
NURS 5500			4
NURS 5540			26
NURS 5550			25
NURS 6520			7
NURS 7500			11
NURS 7610			18
PRO 1101	228	153	109
PRO 1110		4	22
PRO 2212			11
PSY 1101	23	49	50
PSY 1102	23	8	15
PSY 2401			21
SIC 2400			9
SOC 1101	84	111	86
SOC 1102	15		18
SPA 0100			12
SPA 1101	33	35	92
SPA 1102	18	33	53
STA 3207	17	19	6
TAS 2312			15
VUE 1101	132	117	117
TOTAL	1186	1151	2891

*Double Count

Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT
SAN SEBASTIAN CAMPUS

For the 2019-2020 academic year, the **Regular** and **MABE** modality duplicated enrollment increased in the Summer term. The **Adult modality** had a increase in the Spring and Summer semesters, while the **MAGAE** modality increased for the Fall and Spring terms.
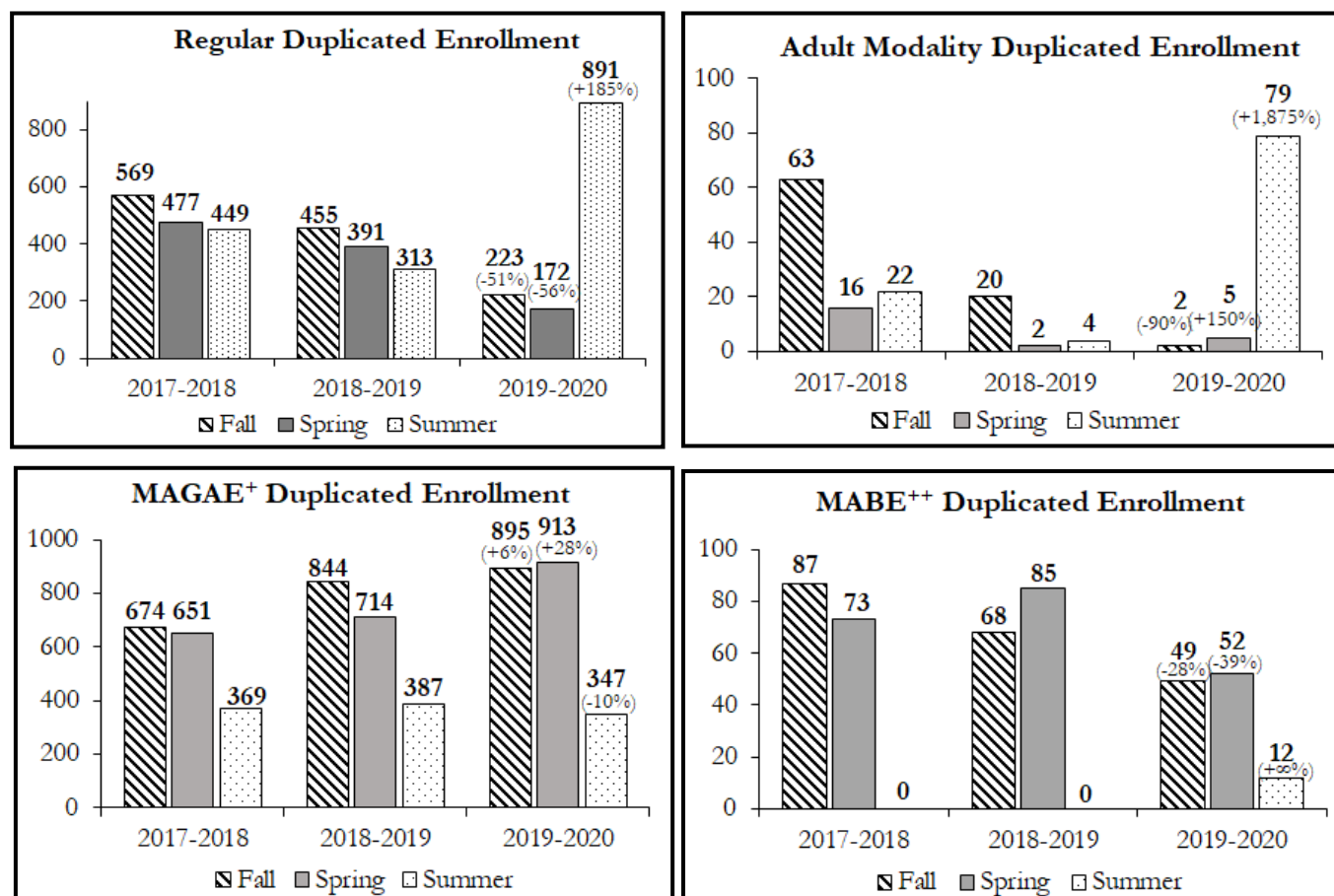
Sources: Campus VUE and Distance Education Academic Dean's Office

+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 2019-2020 academic year, the **Regular, Adult** and **MABE** modalities duplicated enrollment had a significant increase in the Summer semester. While, the **MAGAE** modality had an increase in all terms.

Regular Unduplicated Enrollment

	2017-2018	2018-2019	2019-2020
Fall	272	249	144 (-42%)
Spring	106	224	109 (-51%)
Summer	231	198	333 (+68%)

Adult Modality Unduplicated Enrollment

	2017-2018	2018-2019	2019-2020
Fall	24	9	2 (-78%)
Spring	4	2	3 (-50%)
Summer	7	4	37 (+825%)

MAGAE[+] Unduplicated Enrollment

	2017-2018	2018-2019	2019-2020
Fall	164	227	256 (+13%)
Spring	141	202	239 (+18%)
Summer	166	158	193 (+22%)

MABE[++] Unduplicated Enrollment

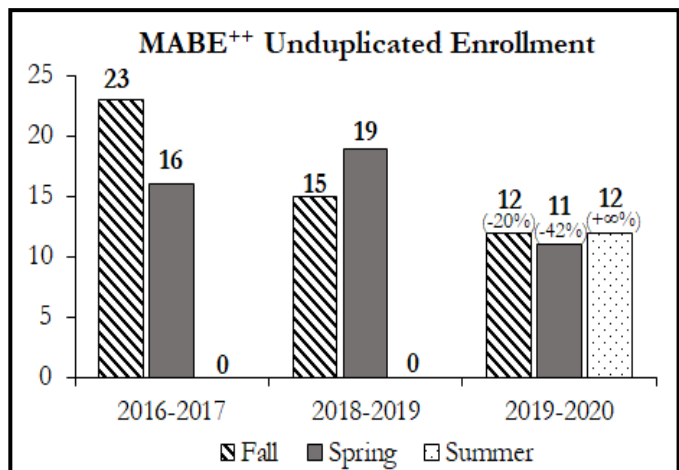|	2016-2017	2018-2019	2019-2020
Fall	23	15	12 (-20%)
Spring	16	19	11 (-42%)
Summer	0	0	12 (+∞%)

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 2019-2020 academic year, the **Regular** had an increase in the retention rate for the Summer semester. While, **Adult** modality had an increase in the Fall and Spring terms. The **MAGAE** modality had an increase in the Fall and Summer sessions, and the **MABE** modality increased in the Spring and Summer terms.

Regular Retention Rate

Year	Fall	Spring	Summer
2017-2018	85%	91%	88%
2018-2019	90%	84%	80%
2019-2020	72% (-18%)	80% (-4%)	84% (+4%)

Adult Modality Retention Rate

Year	Fall	Spring	Summer
2017-2018	87%	75%	73%
2018-2019	80%	50%	100%
2019-2020	100% (+20%)	80% (+30%)	89% (-11%)

MAGAE[+] Retention Rate

Year	Fall	Spring	Summer
2017-2018	97%	96%	95%
2018-2019	97%	97%	93%
2019-2020	98% (+1%)	97% (=0%)	98% (+5%)

MABE[++] Retention Rate

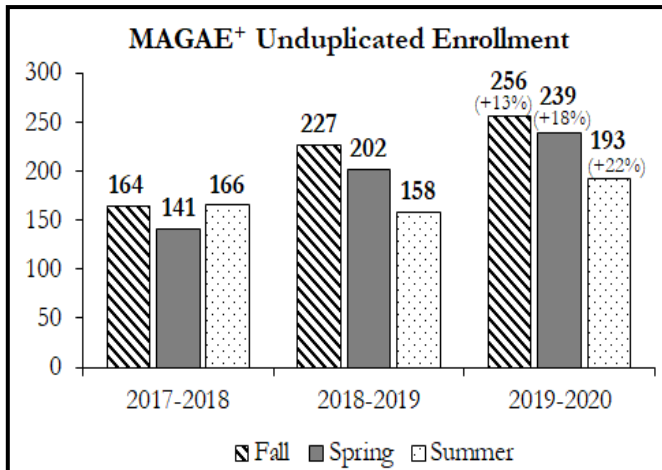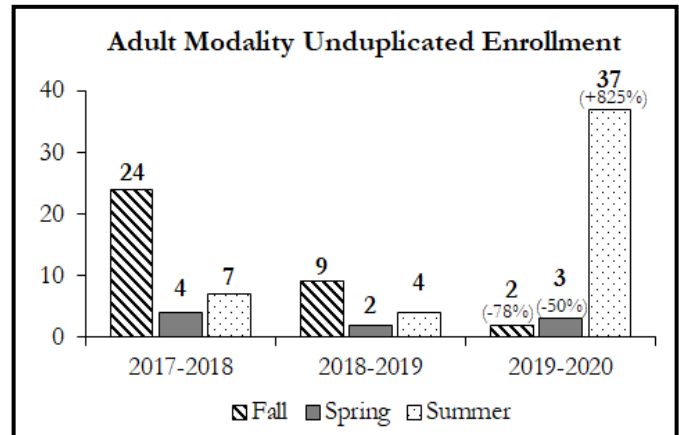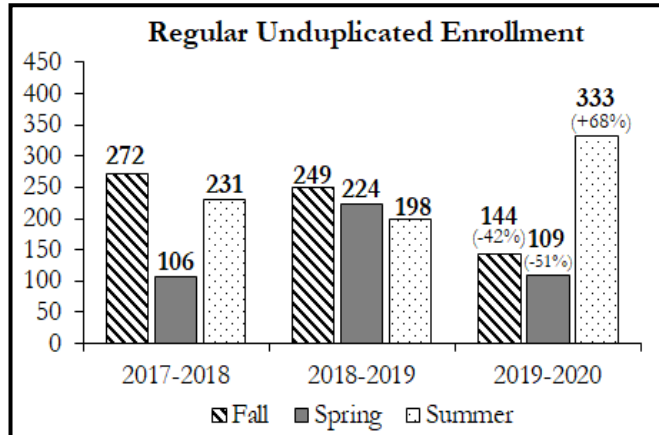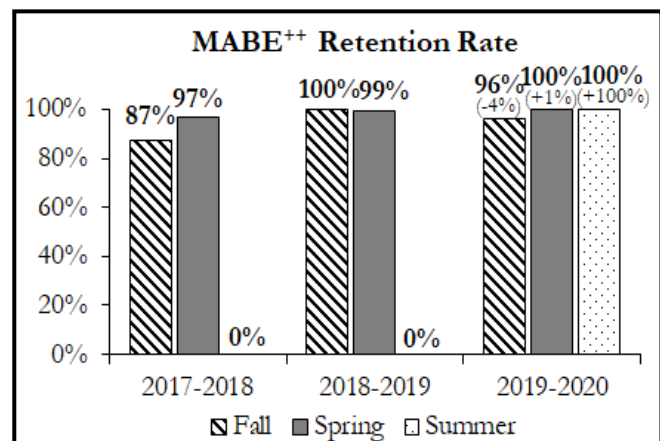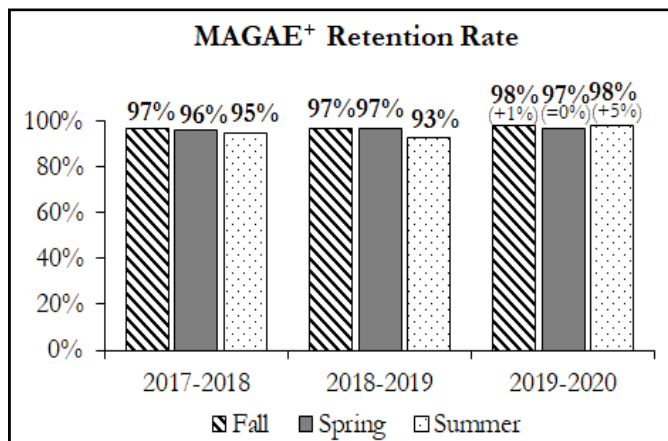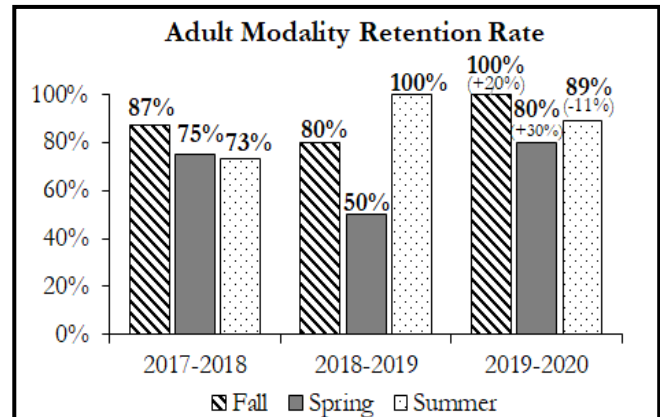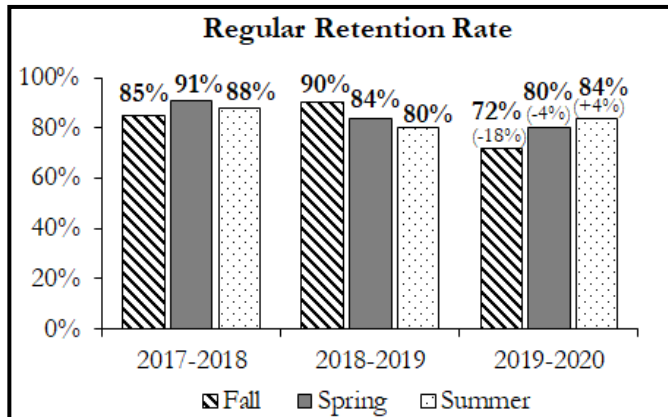| Year	Fall	Spring	Summer
2017-2018	87%	97%	0%
2018-2019	100%	99%	0%
2019-2020	96% (-4%)	100% (+1%)	100% (+100%)

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 2019-2020 academic year, the **Institutional Enrollment** increased in the Fall semester. In the Fall semester there was an increase of 7%. While, a decreased in enrollment was observed in the Spring and Summer semesters in comparison to the previous year.

Institutional Enrollment by Terms

	2017-2018	2018-2019	2019-2020
Fall	2,699	2,914	3,119 (+7%)
Spring	2,689	2,993	2,983 (-3%)
Summer	2,117	2,272	2,209 (-3%)
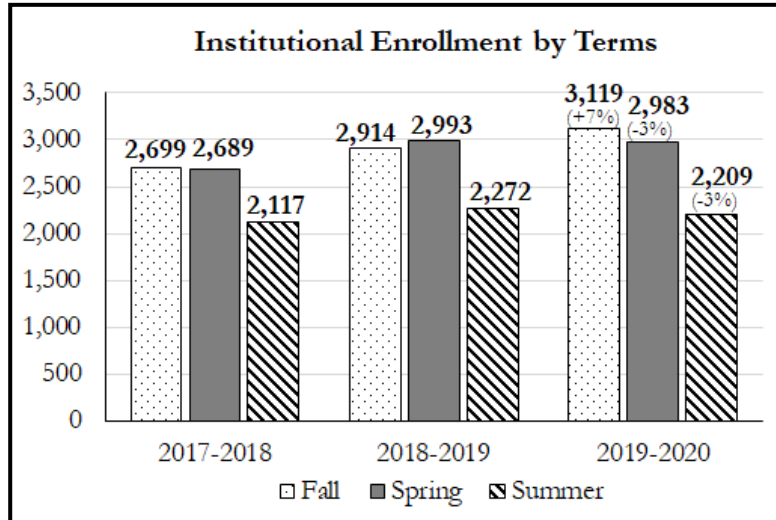
Source: Enrollment Certifications - Registrar's Office

INSTITUTIONAL DISTANCE EDUCATION COURSE ENROLLMENT

In the 2019-2020 academic year, the **Institutional Distance Education Enrollment** increased by 46% in the Summer semester. Meanwhile, there was a decrease of 6% in the Fall and 7% in the Spring sessions.

Institutional Distance Education Enrollment

	2017-2018	2018-2019	2019-2020
Fall	1,467	1,803	1,688 (-6%)
Spring	816	1,718	1,593 (-7%)
Summer	1,252	1,146	1,668 (+46%)
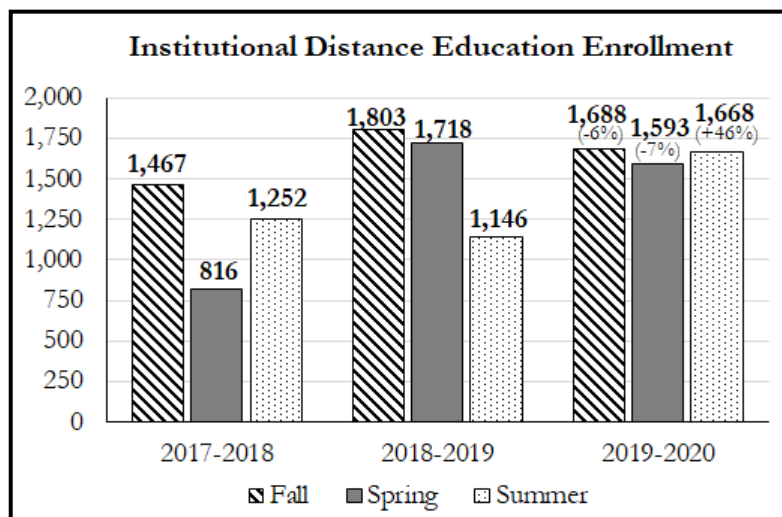
Sources: Campus VUE and Distance Education Academic Dean's Office

INSTITUTIONAL ON-LINE PROGRAMS ENROLLMENT

In the 2019-2020 academic year, the **Institutional On-line Programs Enrollment** had a significant increase in enrollment in all terms. The Associate Degree in Business Administration was the first program fully on-line and during the 2018-2019, more programs were added to the on-line academic offers. They are: the Associate Degree in Information Technology, the Bachelor's Degrees in Business Administration major in Management, Information Technology Science major in Networks and Information Technology Science major in Programming, and the Master's Degree in Information Systems major in Information Security and Digital Fraud Investigation.
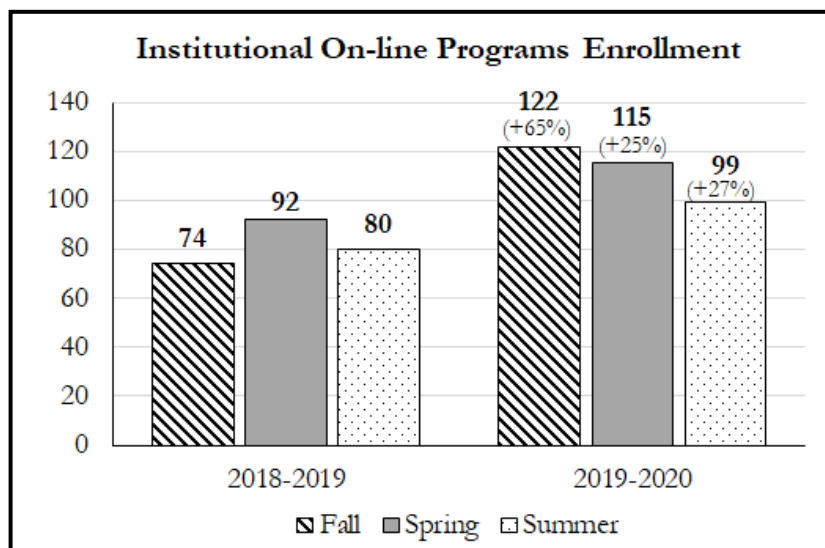
Sources: Campus VUE and Distance Education Academic Dean's Office

INSTITUTIONAL FACULTY PROFILE

For the 2019-2020 academic year, the **Total Institutional Faculty** had an increase in the Fall term. While, in the **Institutional Full Time and Part Time Faculty** increased Full-time in all terms and Part time in the Fall session. As can be observed, there is more part-time faculty. **The Institutional Gender Distribution** had a decrease in all the semesters, but shows that more female faculty is in place. Male faculty increased in the Fall term. **The Institutional Academic Degrees** show more faculty with Masters Degrees. As well as an increase in Doctorate Degrees for the Fall term of 2019-2020.
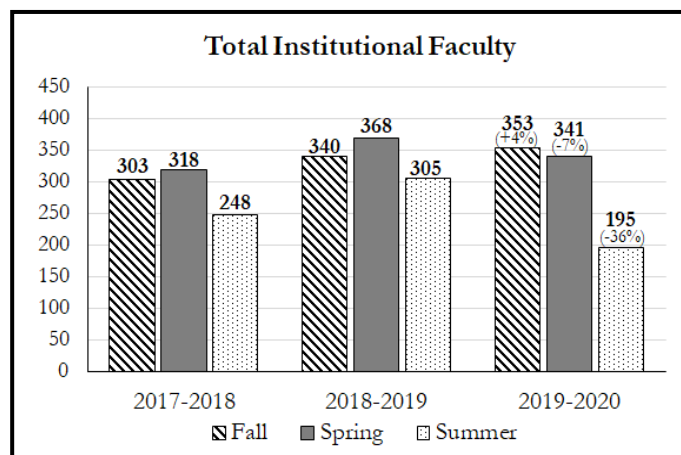
Source: Academic Dean Office
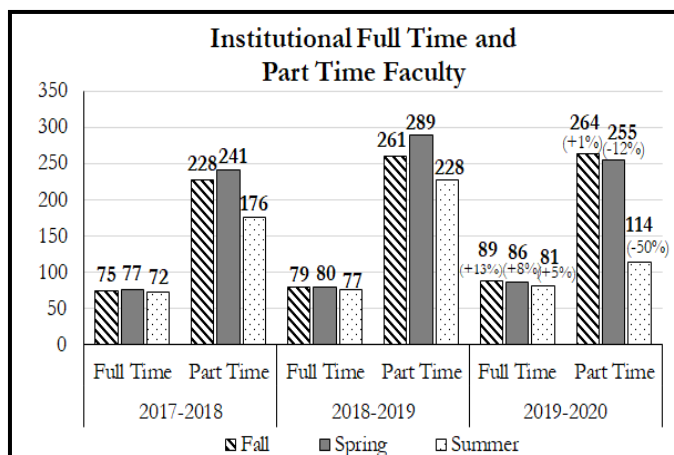
Source: Academic Dean Office
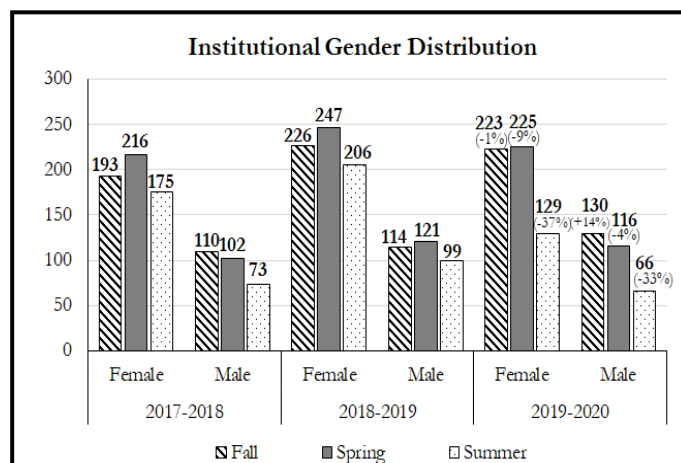
Source: Academic Dean Office
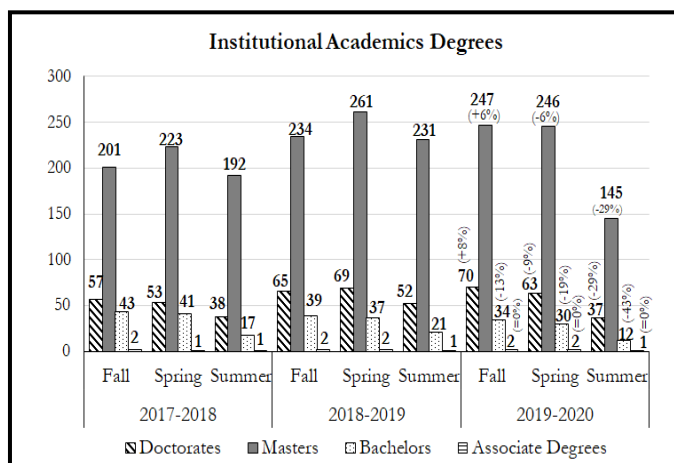
Source: Academic Dean Office

INSTITUTIONAL RETENTION AND PLACEMENT RATES

For the 2019-2020 academic year, the **Institutional Retention Rate** had a decrease of 11%. The **Institutional Placement Rate** increased 7% in comparison to the previous year.
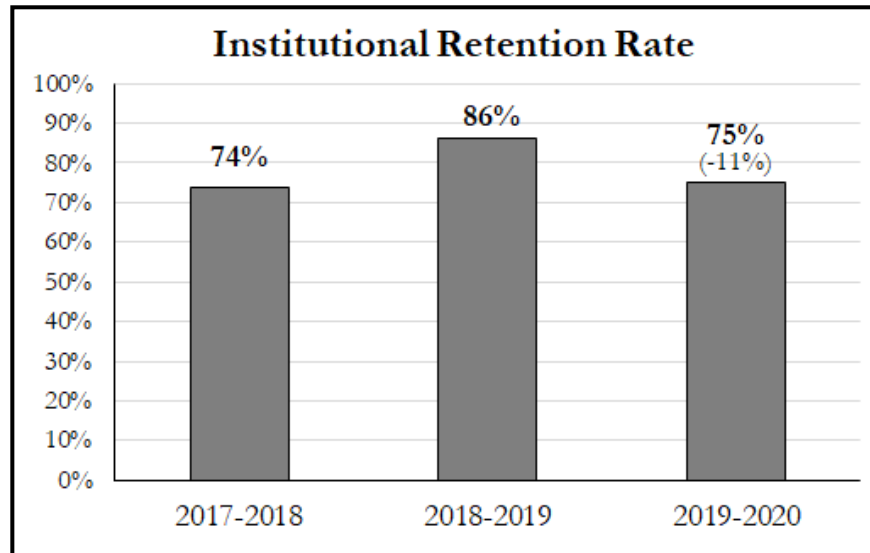
Source: Annual Institutional Report (AIR)

(n=Enrollment)

Formula: (Total Enrollment - Drops)/Total Enrollment
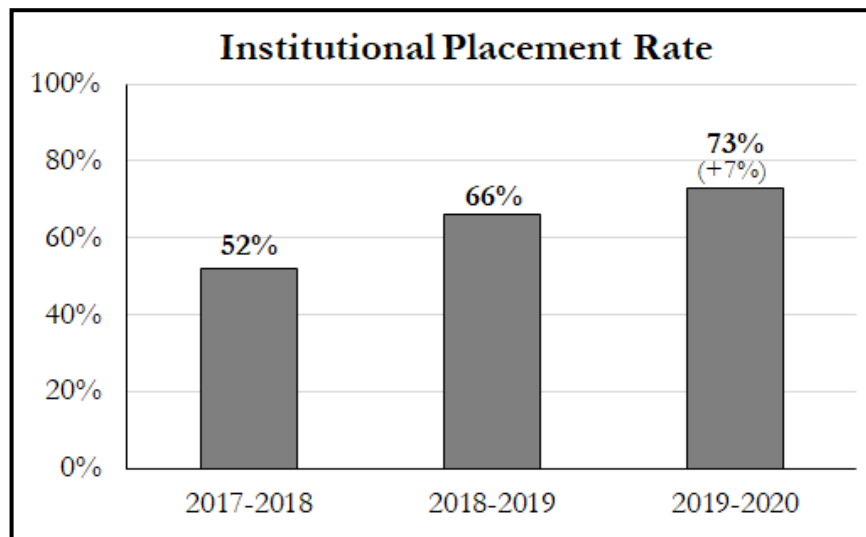
Source: Annual Institutional Report (AIR) and Placement Office

(n)=(Graduate + Complete)

Formula: SUM(Infield+Relfield)/(Graduate + Complete - Outfield)

INSTITUTIONAL GRADUATION RATES

During the 2019-2020 academic year, the **Institutional Graduation Rate** decreased by 9% in comparison to the previous year.
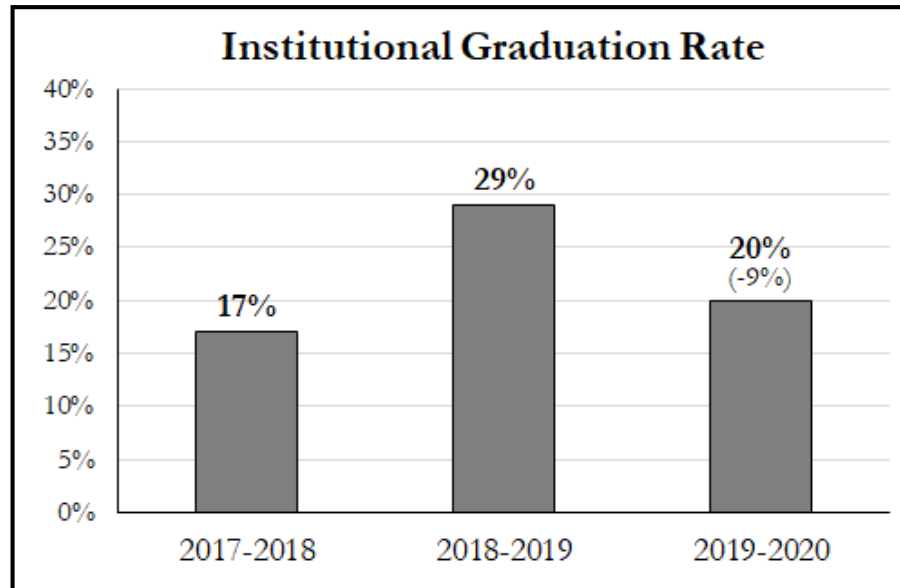
Source: Annual Institutional Report (AIR)
(n=Graduate+Complete, Total Enrollment)
Formula: SUM(Graduate+Complete)/Total Enrollment

EXTERNAL FUNDS

Commonwealth of Puerto Rico
Special Commission on Legislative Donations
Project: "Proyectos con Impacto Significativo
a la Comunidad"

The Commonwealth of Puerto Rico has approved funding to EDP University since 2013 through its Special Commission on Legislative Funds. The Puerto Rico Legislature provides monetary funds to non-profit entities on the Island for projects that impact communities with educational or cultural efforts.

The **first proposal**, "Proyectos con Impacto Significativo a la Comunidad" or "Projects with Significant Impact on the Community" consisted of acquiring and equipping a vehicle to serve as a Community Mobile Clinic for the San Sebastián Campus. The Mobile Clinic provides orientation services to promote quality of life, general well-being, healthy lifestyles, and personal hygiene. The project also conducts prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to residents of neighboring communities. Students and faculty from the San Sebastian Campus School of Nursing leads this community effort to impact the public with a healthier lifestyle, to promote positive conduct and wellness.

The purpose of the **second proposal** awarded funds to the EDP University Editorial. Said funds served to provide support for the publication, presentation and dissemination of books written by local authors that perpetuated topics on Puerto Rican culture. The books were presented to the communities to enhance culture by reading local literature.

The **third proposal** consisted in acquiring and conditioning a vehicle to ultimately become a Community Mobile Clinic for the Hato Rey Campus.

The **fourth proposal** was to equip the mobile unit purchased the previous year with medical devices and materials. The goal consists of providing free orientation services to surrounding communities by promoting general well-being, healthy lifestyles, and personal hygiene. Activities include, but are not limited to, conducting prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to residents of the neighboring communities under partnerships with private and government entities. Services are provided by students and faculty from the School of Nursing at the Hato Rey Campus. This community effort fosters awareness for a healthier lifestyle to promote a better quality of life in said communities. No funds were allocated for 2017-2018

The **fifth proposal** was to equip the mobile unit purchased previously with medical disposable materials. The goal consists of providing free orientation services to communities by promoting general well-being, healthy lifestyles, and personal hygiene. Activities included, but were not limited to, conducting prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to residents under partnerships with private and government entities. Services were provided by School of Nursing students and faculty from the Hato Rey and San Sebastian Campuses respectfully. This community effort continues to foster awareness for a healthier lifestyle to promote a better quality of life in said communities. Furthermore, the services provided were highly significant during the aftermath of Hurricanes Irma and Maria, which devastated the Island of Puerto Rico in 2017.

The **sixth proposal** was to equip the mobile unit purchased for the San Sebastian Campus with medical disposable materials. The goal consists of providing free orientation services to communities by promoting general well-being, healthy lifestyles, and personal hygiene. Activities included, but were not limited to, conducting prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to residents under partnerships with private and government entities.

Source: Institutional External Funds Office.

Commonwealth of Puerto Rico
Special Commission on Legislative Donations
Project: "Proyectos con Impacto Significativo a la Comunidad"

Services are provided by School of Nursing students and faculty from the San Sebastian Campus. This community effort continues to foster awareness for a healthier lifestyle to promote a better quality of life in said communities. Furthermore, the services to be provided are highly significant, but had to be postponed until further notice due to the lockdown in Puerto Rico caused by the COVID-19 Pandemic.

Allocated Funds	
Year	Total Allocated
2013-2014	$25,000.00
2014-2015	$13,500.00
2015-2016	$15,000.00
2016-2017	$15,000.00
2017-2018	$4,000.00
2019-2020	$2,292.00

Outcomes:

- Major dissemination throughout the community.

- Promoted a culture that appreciates, identity, and socio-humanistic values.

- Provide free orientation services to communities.

Source: Institutional External Funds Office.

Promoting Post baccalaureate Opportunities for Hispanic Americans (PPOHA)
Project Improving Graduate Opportunities through Distance Learning and Financial Literacy
Grant Award #P031M190042

On September 26, 2019, we were awarded with the Promoting Post Baccalaureate Opportunities for Hispanic Americans (PPOHA) Title V-Grant for $3,000,000 at $600,000.00 per year to cover the period from October 2019 to October 2024. The project titled: Improving Graduate Opportunities through Distance Learning and Financial Literacy seeks to enhance the academic attainment of our graduate students, expand the graduate academic offerings as well as to enrich the program quality in the Institution through online services. In the process of implementing the proposal, we had the need to develop some infrastructure to allocate the proposal facilities. To cover this requirement, EDP identified an area in the Main Campus Library to setup the Graduate Student Center.

To comply with the dissemination agreement established in the proposal, we have started various initiatives to engage the community that the project is serving. The Graduate Student Center was established as a central location for the graduate academic community to obtain information and services related to the grant. Additionally, an internal communication was generated to notify our community about the project. An announcement was published in a national newspaper of Puerto Rico. This information was shared among the community to include the availability of the PPOHA Grant benefits and the creation and disposition of the Graduate Student Center for all the graduate level students within the University. An electronic newsletter titled: PPOHA News was developed to promote the Student Graduate Center. This newsletter is also used to inform the ongoing initiatives of the program to the academic community. Additional promotion was presented in television, media and social network to let our community know about our fellowship programs and project.

Once the Graduate Center's construction process was completed the equipment was purchased. The equipment consisting of: 12 computer workstations and corresponding software, 10 student laptops with corresponding software, one (1) multifunction photocopier, update of online infrastructure (increasing the Internet bandwidth), and office supplies for the Graduate Center. Pending to acquire as part of the infrastructure is an LCD flat panel display. Additionally, the purchase of educational reference material in discipline-specific, research data base is pending to be purchased.

The conversion and review of courses for online delivery is at 70% (7/10) and the faculty hired for this conversion is at 75% (6/8). Courses are in the process of development by trained faculty and 100% (10) courses will be ready to pilot on October 2020. We expect to have the Financial Literacy Program in place for the second quarter of this year.

On March 7, 2020, we held an open house for the Graduate Student Center with the participation of approximately 50 individuals that included: graduate students, faculty, administration and the community. A survey was sent out to the participants in order to identify training needs in financial literacy. Sixty-four students answered the survey. The results show that 48% of students present poor knowledge in Financial Literacy. The topics for training that the students require are: Basic Information on Investing, Money Administration, Savings and Loans. The survey participants presented another training need; How to Writing Effective Projects, How to Find Employment Opportunities, Entrepreneurship Opportunities and Health Care Topics. The center is evaluating the possibility to include student's involvement in writing articles of topics of interest to the graduate student community.

Promoting Post Baccalaureate Opportunities for Hispanic Americans (PPOHA)
Project Improving Graduate Opportunities through Distance Learning and Financial Literacy
Grant Award #P031M190042

In the recent COVID-19 Pandemic situation, the Graduate Students Center has been proactive with all challenges by serving as an integral support system to graduate students by establishing a virtual community. The Graduate Students Center has served a community of 190 individuals (students, faculty and administration). During this lockdown period since March 16, 2020, we have offered fifteen presentations via Teams.

Allocated Funds	
Year	**Total Allocated**
2019-2020	$600,000.00

Personnel
2019-2020
Project Director
Graduate Center Coordinator
Graduate Center Administrative/Data Manager
IT Technician
Administrative Assistant
External Evaluator
Course Designer

Objective:

- Increase graduate enrollment.

Outcomes:

- 20 PPOHA scholarships were awarded.

Source: Institutional External Funds Office.

STRATEGIC PLAN
2019-2023

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.

Strategic goal 1: Reconfigure the academic experiences of students from diverse population profiles in order for the programs to 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.

   DKA 1.1.1. Establish the graduate profile of the new model of Entrepreneurial University according to the Gibbs model and the 2019 VISION.

   In process:

   - Faculty are being trained as part of the inclusion of the Entrepreneur University coordinated by the Institutional Director of Entrepreneurship.
   - The graduate's profile is expected to be finalized on or before September 2020.

   DKA 1.2.1. Determine the generic and transversal competences that will be integrated into the courses selected in each Program aligned to the Entrepreneurial University Model, for various population profiles.

   In process:

   - CRESTCOM Project-modified Intervention courses by Doris Vilma Rodríguez. The aspiration is that generic and transversal competencies are reviewed and aligned with the new profile by October 2020.

   DKA 1.3.1. Establish the Work Calendar for the review of the syllabi selected in each Program whose review must be completed during the years 2019-2020 and 2021-2022. It must include those responsible for the review, the dates to deliver each compliance report and the revised syllabi to be submitted to the Academic Board.

   In process:

   - Since July 2019, academic programs that need revision have been identified: Fashion Design, Criminal Justice. The Academic Directors have been working on the changes they wish to submit at the next Academic Council meeting.
   - The CRESTCOM project began, but is yet to be discussed with the Deans of Academic Affairs.

STRATEGIC PLAN 2019-2023

2. Create five (5) new programs during the four (4) years of the SP.

DKA 2.1.1. Develop the two (2) virtual programs identified for the second year 2020.

- Pending

DKA 2.1.2. Identify specialists for curriculum development.

- Pending

DKA 2.1.3. Develop the curriculum and program proposal.

- Pending

DKA 2.1.4. Submit for licensing the first two (2) proposals.

- Pending

DKA 2.2.1. Establish a work schedule for the delivery of the proposals to be completed during 2021.

- Pending

DKA 2.2.2. Identify specialists for curriculum development.

- Pending

DKA 2.2.3. Develop the curriculum and program proposal.

- Pending

DKA 2.2.4. Submit for licensing the first two (2) proposals.

- Pending

DKA 2.3.1. Establish work schedule for the delivery of the proposals to be completed during 2022.

- Pending

DKA 2.3.2. Identify specialists for curriculum development.

- Pending

DKA 2.3.3. Develop the curriculum and program proposal.

- Pending

DKA 2.3.4. Submit for licensing the latest proposal.

- Pending

DKA 2.4.1 Internal disclosure of the academic offer to all units.

- Pending

DKA 2.4.2. Marketing of the new academic offer.

- Pending

DKA 2.4.3. Include the new programs in the academic offer.

- Pending

DKA 2.4.4. Selection of new programs, marketing of academic offer and external dissemination.

- Pending

STRATEGIC PLAN 2019-2023

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.

   DKA 1.1.1. Prepare and implement a policy that recognizes and compensates the development and implementation of creation, innovation and entrepreneurship projects at EDP.

   - Pending

   DKA 1.2.1 External evaluation around the profitability of projects.

   - Pending

2. Create start-up incubators for entrepreneurship students.

   DKA 2.1.1. Prepare a Business Plan and identify allies or sponsors for projects that represent promising initiatives.

   Achievements:

   - CDBG proposal for incubator was submitted in April 2020. Ongoing start-ups from an alliance with the Center for Entrepreneurs: From March to the present there have been   3: Women, Pride, and Sustainable.

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.

   DKA 3.1.1. Identify community merchants.

   Achievements:

   - The Hato Rey Campus Academic Affairs Advisory Board has been created, 5 meetings have been held.

   - Hato Rey - Naturopathic Association:

     - Naturopathy students conducted open assessments to community members.

     - Yoga activity

     - "El Aura y los Chakras del Ser Humano"

   DKA 3.1.2. Develop Alliances with community merchants.

   In process:

   - San Sebastián-Alliances with the community, meetings with the community to start projects have not started.

   - Villalba and Manatí- Meetings of the Long Term Recovery Group, a group that provides support to FEMA in the event of a disaster. The LTRG engages community leaders.

- Manati – Activity titled "Celebra tu navidad" where the community is invited (Manati School of Music, Morovis Ballet School, Athenians Team of Manati, among others).
- Manati – A meeting with community leaders will be held as soon as the COVID 19 situation allows it.

Achievements:

- Health Fairs:
- July 2019, PR Convention Center
- August 2019, Vega Baja
- October 2019, Indoor Court Urb. Bairoa
- October 2019, Las Piedras "Unidad" Evangelical Church
- October 2019, Plaza del Recreo Caguas
- December 2019, Res. Jardines de Campo Rico
- December 2019, The Corporate Source
- February 2020, Plaza las Américas Mall
- February 2020, Maunabo Teachers Association Retirement Home
- March 2020, Res. Zono Díaz Varcáncel
- January 2020, Visit to residents affected by earthquakes
- January 2020, Collection of essential items
- Collaborative Alliance with AMSCA

DKA 3.2.1. Provide participation forums for the exchange of ideas.

In process:

- Hato Rey - Advisory Board offered recommendations.

DKA 3.2.2. Identify Student Associations.

In process:

- Hato Rey Student Organizations:
  - Fashion Boosters
  - Naturopathy Students Association
  - Criminal Justice Student Association (in transition)
- Manati Student Organizations:
  - Nursing Association was registered on April 26, 2019
  - There are ongoing plans to create the Fashion Design Association

DKA 3.2.3. Celebrate a yearly forum to share the results of the initiative.

- Pending

STRATEGIC PLAN 2019-2023

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.

DKA 4.1.1. Identify types of incentives and stipends.

In process:

AVP for Strategic Growth – The following steps were identified:

- Appointment of a committee to:
  - Identify funds and the process for granting them.
  - Draft the procedure, requirements and norms for the granting.
- CDBG proposal submitted

DKA 4.1.2. Identify competencies at an international level.

In process:

- Entities are being identified to participate in international events. Example: ENACTUS

DKA 4.1.3. Identify the resources in charge of promoting and participating in events.

In process:

- Resources to be identified by the Central Administration

DKA 4.1.4. Publish success stories and design the business plan.

- Pending

DKA 4.1.5. Begin to implement the business plan and measure the results.

- Pending

DKA 4.2.1 Publicly disclose the results.

- Pending

DKA 4.3.1 Establish a Business Plan for the awarded projects.

- Pending
  - At the moment there is no institutional business plan for projects. As a project, a drafting of Policies of development to manage start-ups is in the works. An intellectual property Policy is necessary to encourage participation in events, for the development of award-winning projects as well as for the inclusion of key partners.

DKA 4.3.2. Identify sponsors who can be key partners to finance the awarded projects.

- Pending

STRATEGIC PLAN 2019-2023

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".

   DKA 1.1.1. Achieve entrepreneurial projects in ascending school (magnitude and scope).

   - Pending:

     - Policies to manage start-ups are being developed

   DKA 1.2.1. Achieve a minimum of 10 startups in 2019 and five (5) each year until 2023.

   In process:

   - Policies to manage start-upr including criteria for project financing and for "seed money" and "angel investment" contributions are being developed.

   DKA 1.3.1 Prepare a Financing Plan for startups with key allies.

   - Pending

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.

   DKA 1.1.1. At least one MOU subscribed by EDP and each partner entity. Work plans tied to MOU. Annual Achievement Report by MOU.

   - Pending

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.

   DKA 2.1.1. Achieve a minimum of five entrepreneurship projects for each Professional School.

   In process:
   - "Huerto EDP Villalba"
   - Hato Rey Campuses Academic Deanship is on pause due to the COVID-19 Pandemic

   DKA 2.2.1 External Evaluation Report.

   - Pending

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.

   DKA 3.1.1. Publish the innovative projects generated in each Academic School.

     In process:

- San Sebastian – 2020 Curriviaje was cancelled due to COVID-19 Pandemic

   DKA 3.1.2. Organize competitions in innovative projects.

- Pending

STRATEGIC PLAN 2019-2023

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.

    DKA 1.1.1. Develop EDP University Professor's Profile aligned to the MISSION and the institutional VISION

    In process:
    - Through CRESTCOM Projects expected to be completed by the end of October 2020.

    DKA 1.1.2. With what level of specificity? The profile will respond to the competencies identified by the scientific-based literature and in accordance with the new model of curriculum development and learning at EDP University, as well as tied to the institutional mission and vision.

    - Pending

2. Revise faculty evaluation policies and regulations and align them to the new EDP faculty profile.

    DKA 2.1.1. Define the criteria and indicators of compliance that make up the evaluation model of EDPs professors and outline this process.

    In process:
    - Faculty Handbook was revised in 2019.

    DKA 2.1.2. Establish and implement the New Procedure to Evaluate EDP's Faculty in accordance with the criteria indicators established in the Model and develop the formative and summative evaluation instruments.

    In process:
    - An evaluation was designed for the Faculty (short and agile) for the Summer 2020 period. It was endorsed by the Provost and AVP for Institutional Compliance. It was sent to the students via a regroup to their emails.

    DKA 2.1.3. The academic deans will give an orientation about the new process and will begin to apply it on the stipulated date.

    - Pending

    DKA 2.2.1 Changes in policies of the teaching staff manual. Disclosure of assessment instruments: Pilot tests.

    - Pending

STRATEGIC PLAN 2019-2023

3. Facilitate the digital transformation of EDP faculty through active investigation projects related to virtual learning environments in undergraduate and graduate programs.

DKA 3.1.1. Each year a Research / Action Project must have been completed for each Academic Program.

In process:

- AVP for Research and Development – Calls for research were sent.
- Development of a Module related to research, publication and IRB processes for the Faculty

DKA 3.1.2. Publish the research and present it at the First EDP Research / Action Congress in 2020 and 2023.

- Pending

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.

DKA 4.1.1 Develop a Catalog of services associated with the specialties thought at EDP and from there develop a business plan that makes the Continuing Education School an income tool for the institution.

In process:

- San Sebastian – Work began but it was paused due to because the Director of Continuing Education has been working with MAGAE recruitment. It is expected to continue in the coming weeks.

DKA 4.1.2. Propose a self-financing structure to create the Continuing Education School as an academic unit. A director for the School will be chosen, who will be in charge of designing the catalog and coordinating offers and events, including a Business Plan. Establish the EDR (Entrepreneurship and Development Resources), a conglomerate of auxiliary co-creation and entrepreneurship companies between students and the university. Projects like SAP and Epic (included).

Achievement:

- San Sebastian – A Director was hired.

STRATEGIC PLAN 2019-2023

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.

    DKA. 1.1.1. Review the Policy for promotion in academic ranks, tempering it to new trends in research and innovation.

    - Pending

    DKA 1.1.2. Identify and allocate recurring economic resources (seed funds) for research projects that can later be subsidized with External Funds.

    In process:

    - AVP for Research and Development – Possible research that may receive federal funds in the Nursing area was identified.

    - External Funds – There are research funds for the faculty in AVP of Research and Development.

    DKA 1.1.3. Allocate resources from the Research and Development AVP to search for external research funds.

    In process:

    - AVP for Research and Development – Two members of the AVP of Research and Development were assigned to identify potential research that may receive federal funding.

    DKA 1.1.4. Develop a Plan aimed at developing the capacity to carry out competitive research in EDP.

    - Pending

    DKA 1.1.5. Identify lines of research that meet the needs of the community and can be subsidized by external funds of a diverse nature.

    In process:

    - AVP for Research and Development – Ongoing research related to the development of COVID-19 testing (Dr. R. Guerrero).

STRATEGIC PLAN 2019-2023

Achievements:

- External Funds in 2019, proposals submitted under the following programs:
  - TRIO SSS - denied
  - TITLE V - denied
  - NSF - denied
  - PEA - approved
  - 21st CCLC - approved
  - PPOHA – approved

DKA 2.1.1. Utilize external training networks to get participants to identify trainings that promote joint research.

In process:

- AVP for Research and Development – Identify and review of screening courses for
  all academic programs.

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.

DKA 2.1.1. Identify, analyze and address the learning gaps regarding the competencies that graduates of each program must achieve.

In process:

- AVP for Research and Development – Identify and review of screening courses for
  all academic programs.

DKA 2.1.2. Provide collaborative spaces where students manage to develop specific competences through entrepreneurship and innovation areas.

In process:

- AVP for Research and Development – learning outcomes aligned with entrepreneurship were created for the new and revised academic programs.

DKA 3.1.1. Training of a team of educational leaders made up of the various EDP campuses and centers that will organize a symposium of good practices in teaching, research and service in an entrepreneurial university.

In process:

- Institutional Director for Entrepreneurship – Training on Entrepreneurship Praxis for the Faculty. Pending to proceed from October 2020 with at least 3 groups and in training of 5 sessions.
- Hato Rey - On pause due to pandemic.
- San Sebastián - A stage of the project began. But the final plan is yet to be written.

Achievements:

- Participation in workshops for university leaders "Echar pa'lante" April 14-17, 2020.

STRATEGIC PLAN 2019-2023

3. Increase institutional student retention from 72% to 80% and raise overall graduation rate by 20%.

   DKA 4.1.1. Analysis of the existing academic offers to carry out a review or elimination of those programs that are not relevant and are not central to the MISSION.

   Achievements:

   - Hato Rey:
     - A Retention Plan was developed
     - A committee responsible of working with retention was identified.
     - A consultant for retention was hired

   DKA 4.1.2. Investigate and identify the factors that influence the achievement of the graduation rate.

   In process:

   - Hato Rey – Student Affairs Deanship managing Proyecto Vida

   DKA 4.1.3. Establish a work plan that includes a student accompaniment model from their start at the institution.

   In process:

   - Institutional Director for Entrepreneurship – Strategic team has not been assigned. However, there are initiatives for the endowment fund and training efforts for administrators and teachers. There is no policy of positioning by qualifications based on merits in the subject of entrepreneurship and innovation.
   - Manati – Through the Director Dean and Branch Campuses Directors there are plans to develop a retention plan for Manati, Humacao and Villalba Branch Campuses.

   Achievements:

   - The technological friend and the telephone friend were implemented to give weekly follow-up to students.

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.

   DKA 4.1.1. Create a committee and establish the parameters for the creation and approval of policies.

   - Pending

   DKA 4.1.2. Develop policies that promote the positioning of administrators, professors and students as an ecosystem of entrepreneurship and innovation.

   - Pending

   DKA 4.2.1. Assign a budget of $ 1 million to establish the endowment fund.

   - Pending

   DKA 4.2.2. Establish the legal structure and objectives of the fund in the short and long term.

   - Pending

DKA 4.2.3. Set the usage parameters of its performance.

- Pending

DKA 4.3.1. Establish the Development and Philanthropy Committee, prepare its work plan with collection metrics.

- Pending

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.

    DKA 1.1.1. Curricular revision according to the results obtained in the study of graduates and employers by program.

    In process:

    - Hato Rey:
        - Last Year Student Satisfaction Report, delivered annually to the Institutional Assessment Office.
        - Tabulation of graduating student satisfaction level, this is divided by program. It includes a specific question to evaluate whether the completed academic degree will help you advance or improve in your work area.
        - Suggestions for new programs and modalities is presented are included in a section of the survey.
        - Employers' Satisfaction Level Questionnaire with alumni will be integrated into the questionnaire.
    - Manatí:
        - We are working on a new entrepreneurship program with an artistic and musical approach, the curricular sequence has already been developed. The need study is scheduled to begin in September 2020.

2. Attract non-traditional populations that have been excluded or expelled from higher education through hybrid modalities, on-line continuing education and digital marketing.

    DKA 2.1.1. Generate growth data on admissions collections for each offer category.

    In process:

    - Hato Rey:
        - On Route to the University
        - Outreach to the transgender population
        - Anti-racist reading room activity (Yolanda Arroyo)
        - Activity "A day without racism" June 30, 2020
    - San Sebastian:
        - Data related to Continuing Education has not been received.

DKA 2.2.1. Publish a Continuing Education Digital Catalog with new offers which will be reviewed annually.

In process:

- San Sebastian:
  - Work began but it was paused due to because the Director of Continuing Education has been working with MAGAE recruitment. It is expected to continue in the coming weeks.

STRATEGIC PLAN 2019-2023

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.

    DKA 1.1.1. Identify the communities and organizations for each one of the localities, for the development of alliances and collaborative agreements and develop work plans for each one.

    In process:
    - Manati:
        - Collaborative agreement with Manati Municipal Library for interlibrary exchanges.
        - Work is being done to form an alliance with "Pisadas de Amor" which is in charge of the elderly community and offers Twelfth grade. (Among the alliances discussed is the use of our library for study and / or workshops).
    - San Sebastian:
        - We have the identified community and the alliance. We started offering them some kind of training. Dr. Juan Avilés is in charge.

    DKA 1.1.2. Publish a summary of the achievements of each alliance annually.

    - Pending

2. Operationalize a Community Impact pilot project and develop at least one (1) community impact project for each location served.

    DKA 2.1.1. Formalize the alliances that each campus and academic unit has with its communities and develop: Community diagnosis, Service Plan - health clinics, Wellness plan and Delivery of Services.

    In process:
    - Manati:
        - We are working on a plan to offer health services to the community as well as other services.
    - San Sebastian:
        - We are part of it but there is not a formalized plan

    Achievements:
    - Villalba:
        - September 2020 – Assistance to refugee victims at the Lila Mayoral School in Ponce.
        - Patients connected to ventilators were assisted on September 29, 2019.

- "Relevo por la vida" activity.
- Health clinic was offered in October 2019.
- Community activity in the public square of Villalba.

DKA 2.1.2. Evaluate jointly with the partners, the results and the innovative projects generated.

- Pending

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.

   DKA 1.1.1. University Route Program: Tutoring and University credits.

   In process:

   - Manati:
     - Planning is being done to tutor the students. It is also intended to provide services to the community.

   Achievements:

   - Hato Rey:
     - Deanship of Student Affairs activity "Viva la U" (December 5, 2020).
   - San Sebastian:
     - Work has been done with the following schools: San Juan School of Design, Administration, Technology, Criminal Justice, Science and Health.

   DKA 1.1.2. Offer at least two (2) free annual workshops, of general interest, per academic school, using the university's optional resources to expose them to the needs of the community.

   In process:

   - Manati:
     - There is ongoing planning to offer workshops related to Microsoft Teams and Outlook platforms as well as basic computer to the community and public schools of the adjacent communities.

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.

   DKA 2.1.1. Design extracurricular activities of particular interest to meet the needs of the community, focused on institutional offerings. Family Festival, Neuropathic Festival and Family Movie Night.

   Achievements:

   - Manati:
     - The Branch Campus already has two activities ("Celebra tu Verano" y "Celebra tu Navidad") that are celebrated annually where the community is invited to participate.

- Hato Rey
  - Sports activity that was supposed to take place on March 20, 2020 had to be cancelled due to the COVID-19 Pandemic.
  - Halloween themed Fashion show on October 31, 2019
  - "Cierre de Verano"at Luis Muñoz Marin Park on August 20, 2019.

DKA 2.1.2. Public Speaking Contest (students of all academic levels participate, including university). Alliance with the "Casa Pepiniana de la Cultura" (San Sebastian House of Culture) Alliance with the Cultural Center.

- Pending

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.

DKA 3.1.1. Temperate the Collaborative agreement with Dr. Vargas Vidot for faculty training. Agreement includes Diagnosis, prognosis and action and redemption.

Achievements:

- Manati:
  - Manati Branch Campus started offering, since summer 2020, workshops for faculty members and administrative personnel. The workshops are related to management of tools such as Microsoft Teams, Outlook, OneDrive, among others. The Workshops have been shared with Humacao and Villalba Branch Campuses.

DKA 3.1.2. Calibrate the annual results of teacher training and determine their technological and computer skills, using authentic assessment techniques

- Pending

STRATEGIC PLAN 2019-2023

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.

    DKA 1.1.1. Promote research through policies that stimulate specific recognition to incentivize (economically, rank among other incentives) professors and administrators.

    - Pending

    DKA 1.1.2. Develop policies to stimulate the proposal writer up to a maximum of $ 10,000 per proposal.

    In process:

    - AVP for Strategic Growth - There is a procedure that is administered from the AVP of Research and Development. The amount of the incentive identified is currently $650.00. The next step is to develop the Policy.

    Achievements:

    - External Funds Office has funds identified to incentivize the External Funds Consultant with $5,000 for each approved proposal. They were used with the PPOHA proposal in 2019.

    DKA 1.2.1. Develop policies that promote the establishment of at least 20 agreements with external institutions and organizations of the same or higher level than EDP during the Strategic Plan cycle.

    In process:

    - AVP for Strategic Growth – Signing agreement with the Rafael Hernández Colón Foundation.

    Achievements:

    - AVP for Strategic Growth – An agreement was signed with "Liga de Arte"

    DKA 1.3.1. Establish policies or regulations aimed at entrepreneurship at EDP University of PR.

    Achievements:

    - External Funds – Title V – A collaborative agreement was signed with "Instituto Tecnológico de Puerto Rico", San Juan.

    - PPOHA – There have been approaches with Huertas College and Inter American University of Puerto Rico

    DKA 1.3.2. Create annual appraisal calendars.

    - Pending

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

   DKA 2.1.1. Establish and develop policies or regulations that stimulate the motivation of teachers and students and the achievement of productive results.

      In process:

      - AVP for Strategic Growth – The business structure, accounting structure and administrative processes for SAP and REDD Auxiliary Enterprises were completed. SITA Radio and Health Services (B&B) are still in process.

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

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