



Hato Rey and San Sebastian Campuses

EDP at a Glance



Manati and Humacao
University Centers

Villalba Branch Campus



2016-2017
Number 16

EDP at a Glance

2016-2017 (December 2017)

Number 16

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OVERVIEW

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

Yearly collection of data provides feedback for analysis and decision making. It allows for the creation of necessary conditions in promoting active learning and the integral development of students, as they are the center of the educational process.



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 that promote active learning and the integral development of students, as they are the center of the educational process.

VISION

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

INSTITUTIONAL GOALS

Academic Affairs

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

Student Affairs

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

Administrative Affairs

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

Community Affairs

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

INSTITUTIONAL PROFILE

President: Eng. Gladys Nieves Vázquez

Website: www.edpuniversity.edu Type: Baccalaureate Colleges: Diverse Fields

Licensed by the: Puerto Rico Council of Education

Accredited by: The Middle States Commission on Higher Education since 2006.

Next Evaluation visit for 2020-2021.

Control: Private (Non-Profit)

STRATEGIC PLAN 2013-2017

Strategic Axis I

An educational model that develops academic competencies for all the alumni through programs that are relevant, flexible, efficient, focused on learning, accredited by the respective organizations, and upheld by the interaction and openness of national and international educational scenarios. The Institution has moved to a virtual setting with a large student body participating in both face to face and distance education.

Strategic Axis II

Student formation is comprehensive and inclusive, ensuring in student critical thinking, entrepreneurship, competitiveness, and commitment to society and its cultural undertakings. His or her educational formation will promote national and international mobility.

Strategic Axis III

Faculty is competent in their fields of study and accomplish their academic work, which are recognized for the intellectual contributions and participation in national and international collaborative networks.

Strategic Axis IV

The Institution will develop activities that create, generate, and apply quality knowledge characterized by its quality and relevance to the fields of study and the social needs of the environment.

Strategic Axis V

It has an institutional government and university administration whose management is transparent, flexible, effective with clear cut policies for institutional assessment and student learning effectiveness. It will use its planning features in a systematic and comprehensive permanent way to provide direction and perspective to all educational activities.

Strategic Axis VI

The Institution will be recognized by the external community for its contribution to the cultural and social diffusion and its recurrent educational development of professional from the Island's productive sector.

Strategic Axis VII

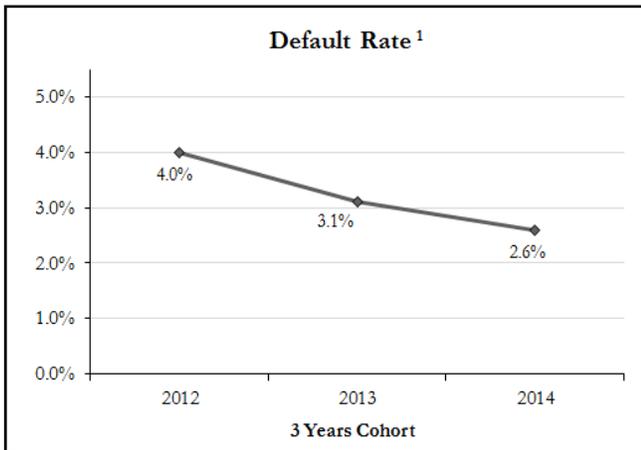
The Institution is proactive in facing maintenance challenges for keeping in optimal conditions the physical and technological infrastructure, its workforce, the development of human resources, and faculty, and successfully moves towards a model for generating external resources as part of its institutional strengthening endeavor.

FINANCIAL HIGHLIGHTS

The Financial Highlights section updates different score values that reflect the Institution's fiscal health. Administrators and concerned constituents are continually evaluating these score values as one (1) of the means to follow up on the Institutions fiscal health. Default rates, composite scores, credits bought, cost of attendance, tuition, and fees, among others, are considered for this purpose.

DEFAULT RATE AND COMPOSITE SCORE

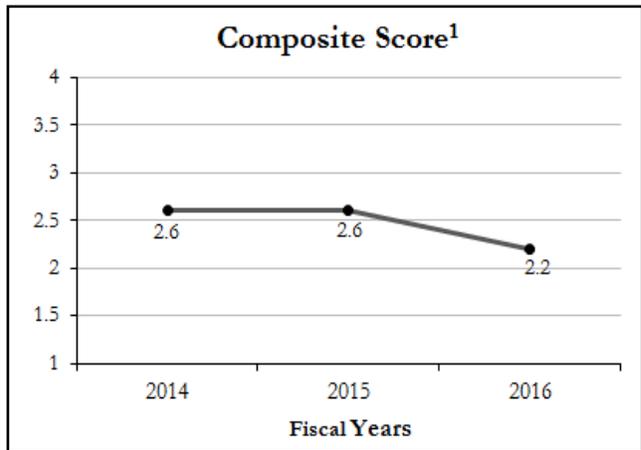
The last two (2) default rates and composite scores reported reflect positive values that continue to show an Institutional healthy fiscal scenario.



Source: National Student Loan Data System (NSLDS)

Benchmark: 10.2 % (3 year official cohort default rate for Puerto Rico calculated in August 2017)

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



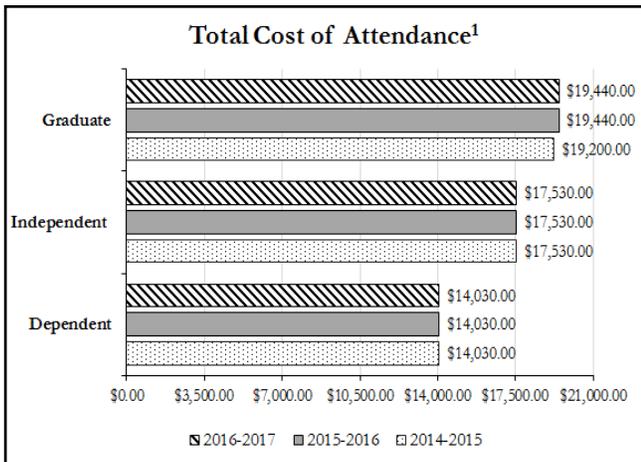
Source: Financial Statement

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

¹Composite Score indicates the fiscal health of the Institution.

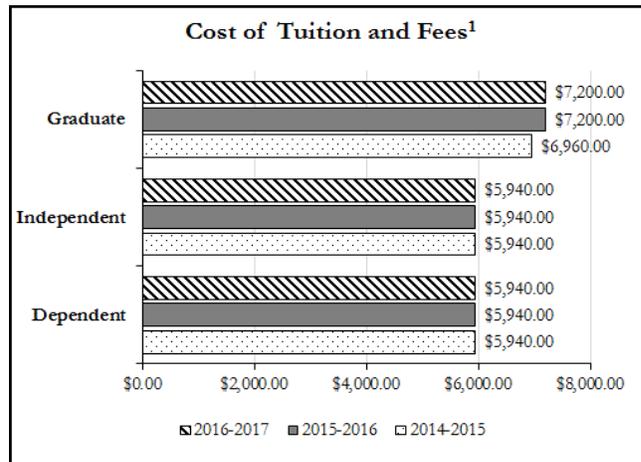
TOTAL COST OF ATTENDANCE, TUITION, AND FEES

The Total Cost of Attendance, Tuition and Fees for the 2016-2017 academic year, did not reflect changes for any of its components.



Source: Financial Office, Cost of Attendance Report

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



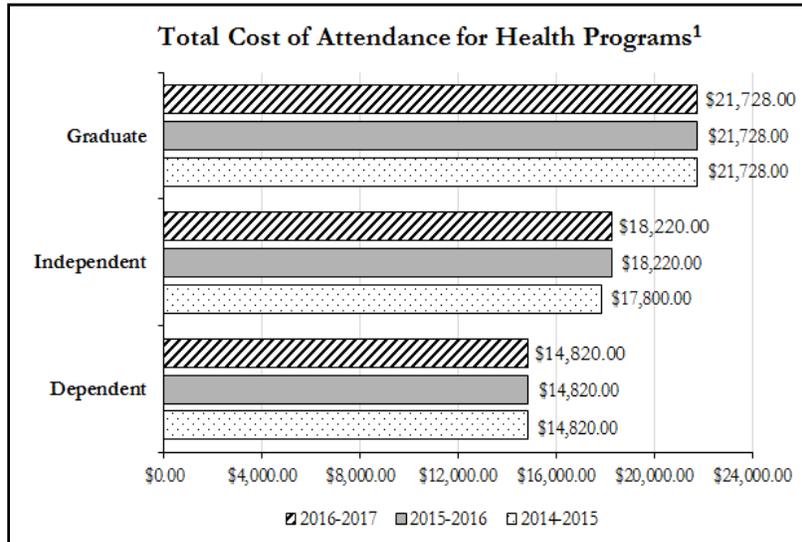
Source: Financial Office, Cost of Attendance Report

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

FINANCIAL HIGHLIGHTS

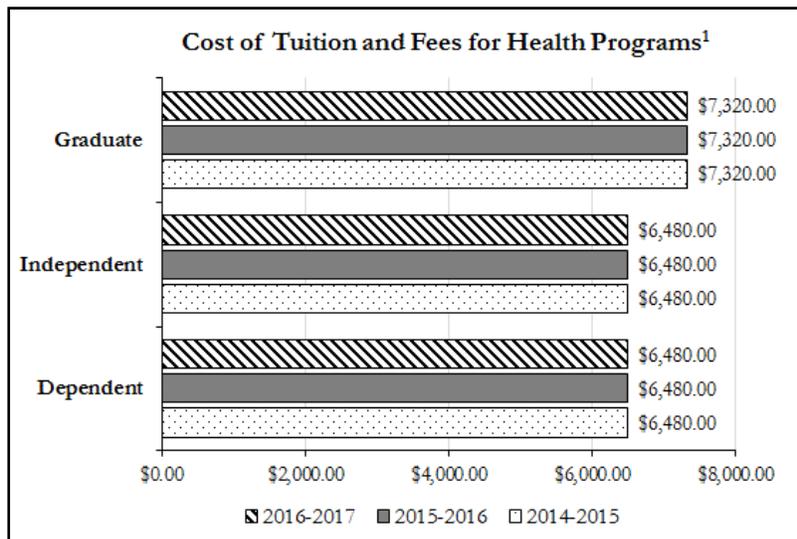
TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR HEALTH PROGRAMS

The Cost of Attendance for the 2016-2017 academic year, is assessed through the Total Costs of Attendance and the Tuition and Fees. The Total Cost of Attendance and Cost of Tuition and Fees for the Undergraduate (dependent and independent) and Graduate components remained the same.



Source: Financial Office, Cost of Attendance Report

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



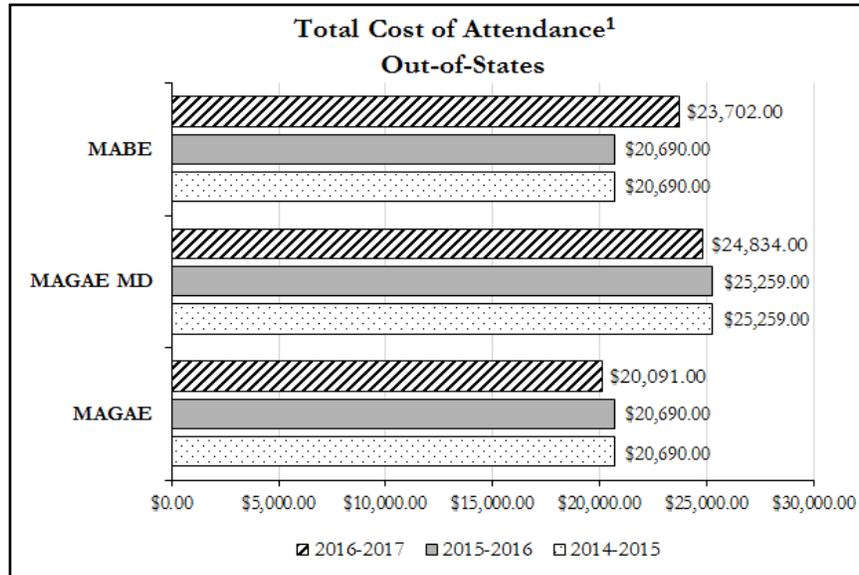
Source: Financial Office, Cost of Attendance Report

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

FINANCIAL HIGHLIGHTS

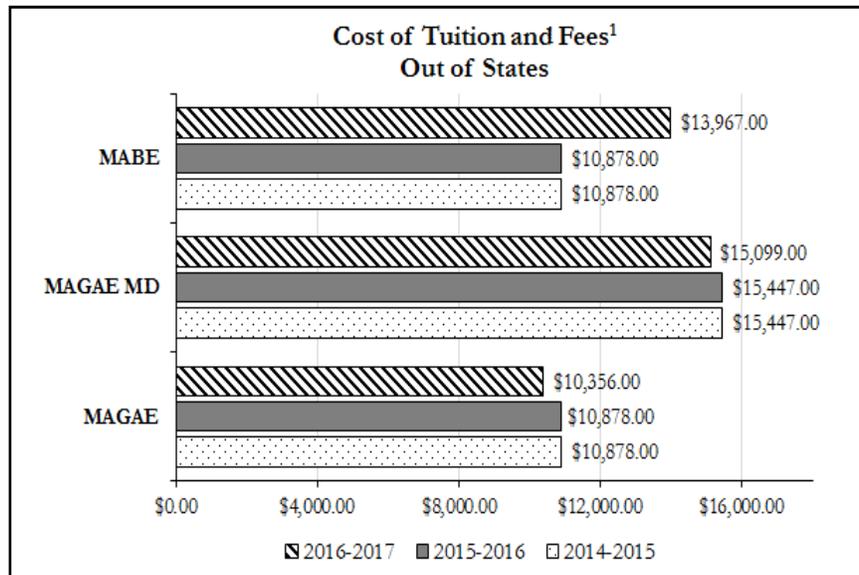
TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR OUT-OF-STATES

The Out-of-State, have a higher cost in relation with other programs. This component includes the states of Florida, New York, Texas and Kentucky among other continental United States regions. To this avail, the Institution oversees its costs separately from other programs in order to follow up on their fiscal health. The Total Cost of Attendance for the **MAGAE** and **MAGAE MD** modalities shows a small reduction of 3% or less. Whereas, the **MABE** modality had an increase of 13%. The Cost of Tuition and Fees also show a small decrease for **MAGAE** and **MAGAE MD**, and a similar increase for the **MABE** modality.



Source: Financial Office, Cost of Attendance Report

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

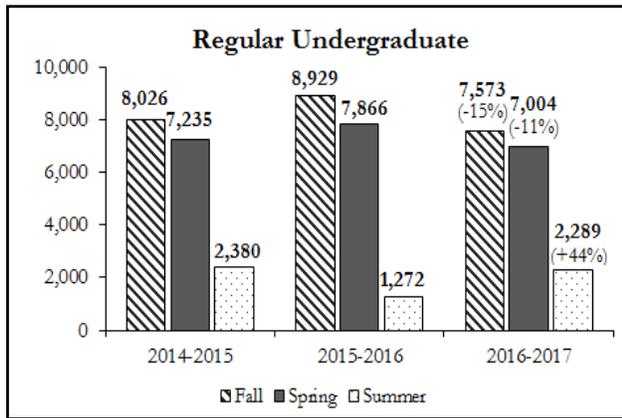


Source: Financial Office, Cost of Attendance Report

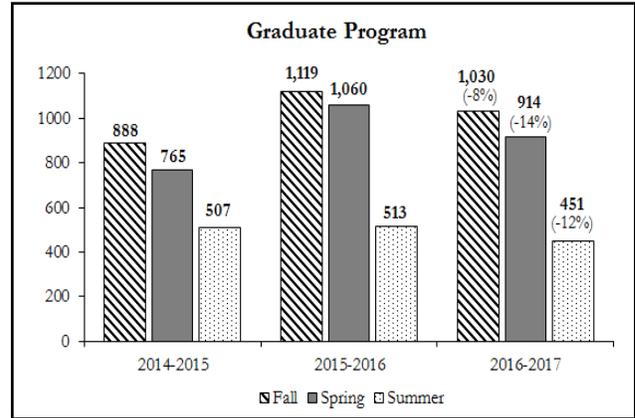
¹The Cost of Tuition and Fees for Out-of-States indicates the cost per credits and per semester.

HATO REY CAMPUS CREDITS BOUGHT

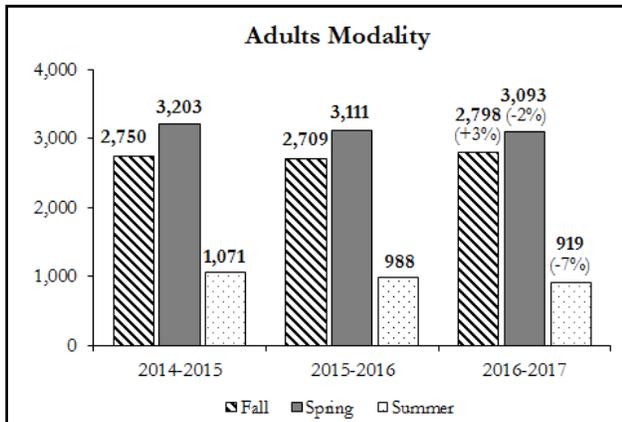
Credits bought, during the 2016-2017 academic year ran as follows; in the Fall semester there was an increase of 16% in **MAGAE** modality, and 3% in the **Adult** modality. The year also reflects a decrease in the **Regular** and **MABE** modalities, and **Graduate Programs**. An increase in credits bought during the Spring semester was evident for the **MAGAE** modality, but a decrease is observed in the **Regular, Adult, and Graduate Programs**. In the Spring semester the **MABE** modality had a significant decrease of credits bought. The most credits bought for **Regular** and **MAGAE** modalities was in the Summer period. During the Summer the **Regular** and **MAGAE** modalities had most credits bought. The **MAGAE** modality, in comparison to all others was the only one to achieve an increase of credits bought in all academic terms.



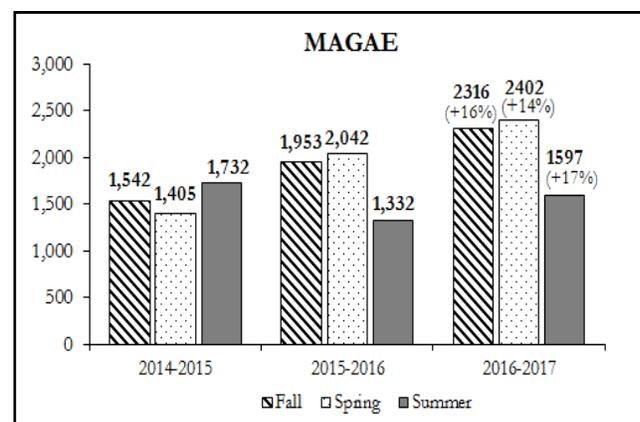
Source: Enrollment Certifications



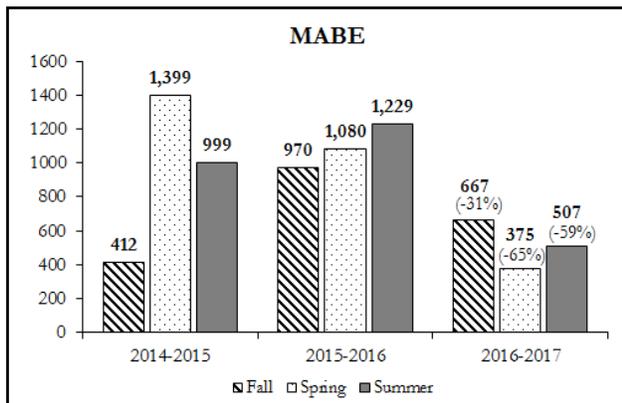
Source: Enrollment Certifications



Source: Enrollment Certifications



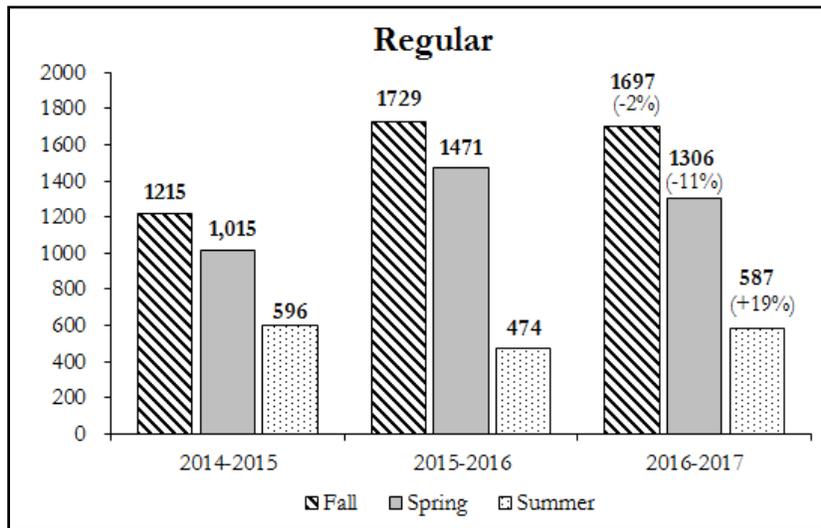
Source: Enrollment Certifications



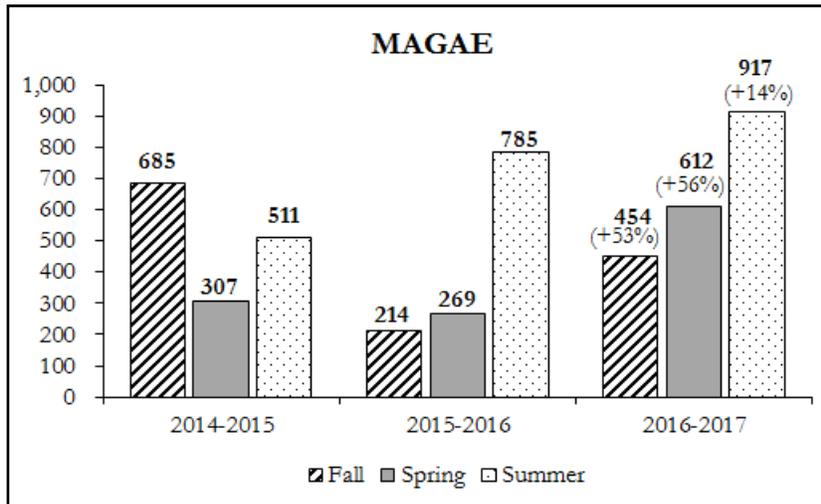
Source: Enrollment Certifications

MANATI UNIVERSITY CENTER CREDITS BOUGHT

The credits bought in 2016-2017 revealed that the **Regular** modality had a decrease of 2% in Fall, and 11% in Spring, but an increase of 19% in the Summer semester. Whereas, the **MAGAE** modality shows an increase in all the terms.



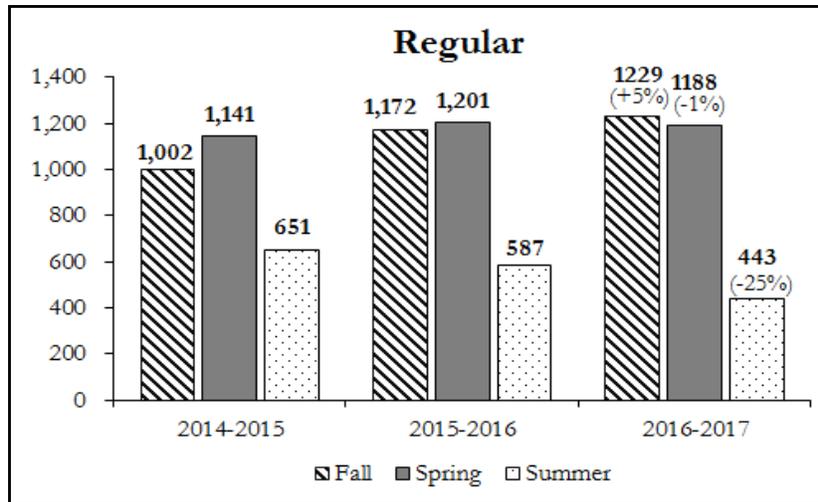
Source: Enrollment Certifications



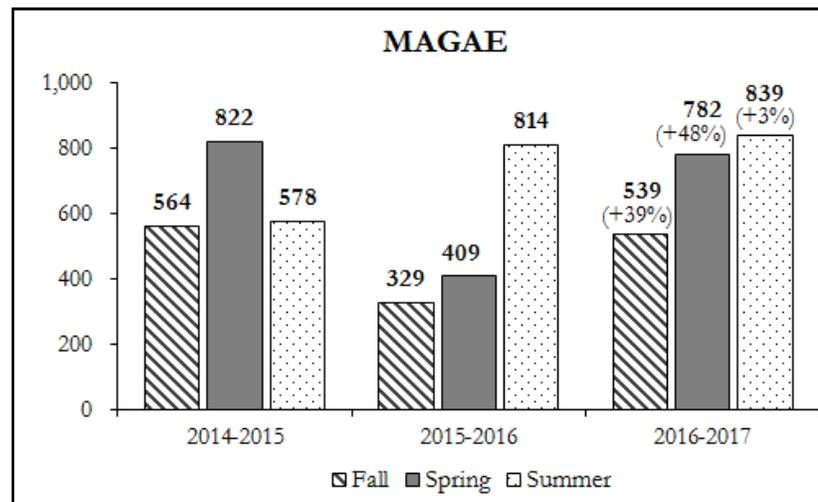
Source: Enrollment Certifications

HUMACAO UNIVERSITY CENTER CREDITS BOUGHT

An increase of 5% in credits bought can be observed on the **Regular** modality during the Fall of 2016-2017, but decreases by 1% in the Spring semester and by 25% in the Summer session. Meanwhile, the **MAGAE** modality shows an increase in all the semesters.



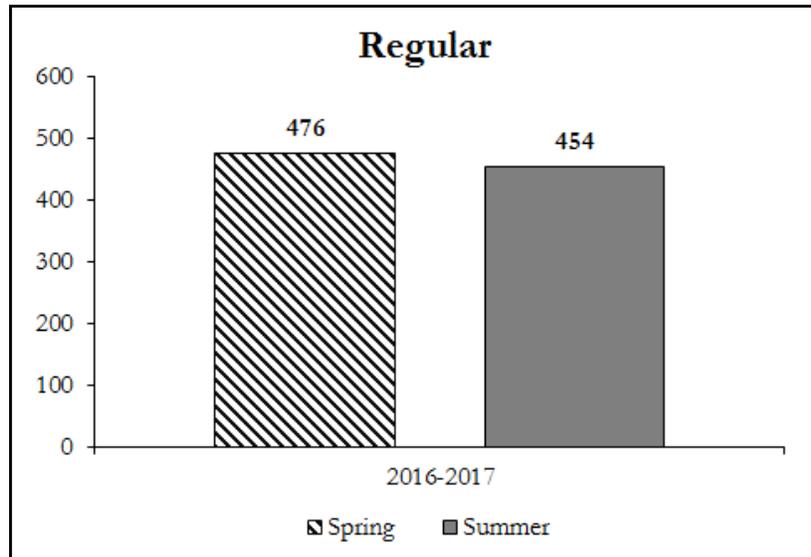
Source: Enrollment Certifications



Source: Enrollment Certifications

VILLALBA BRANCH CAMPUS CREDITS BOUGHT

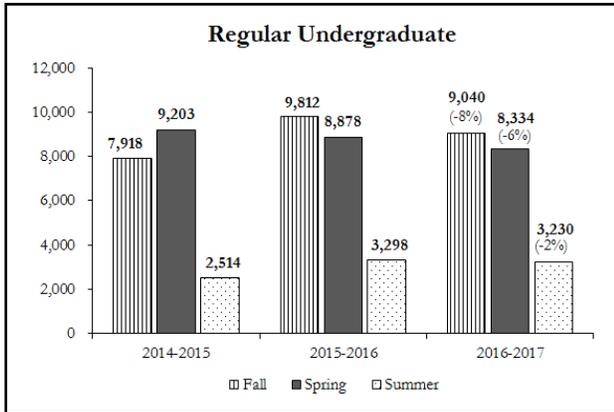
The Villalba Branch Campus began operations in Spring of 2017. The **Regular** modality showed a steady pattern of credits bought during the Spring and Summer semesters for 2016-2017.



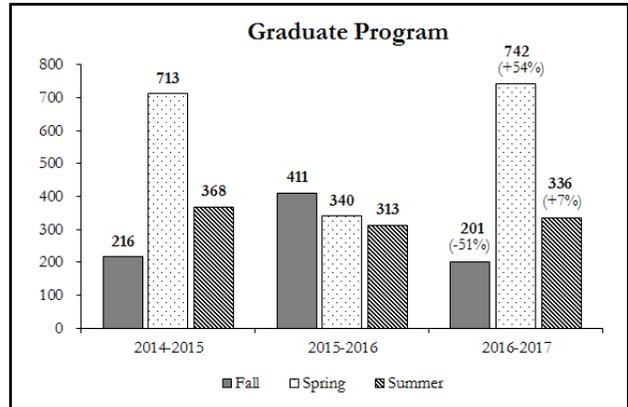
Source: Enrollment Certifications

SAN SEBASTIAN CAMPUS CREDITS BOUGHT

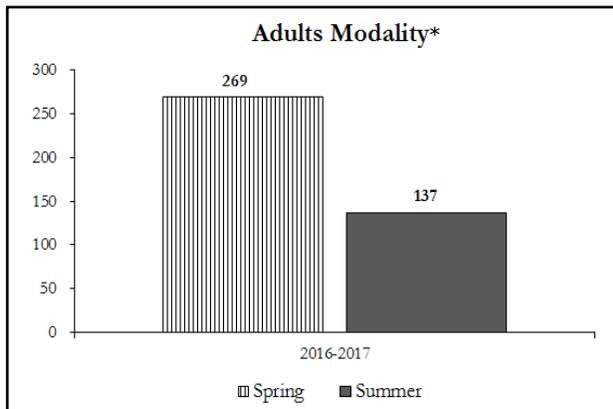
Credits bought during the 2016-2017 Fall semester increased for the **MAGAE** and **MABE** modalities, and decreased for the **Regular Undergraduate** and **Graduate** programs. An increase in credits bought during the Spring and Summer semesters was evident for the **Graduate**, **MAGAE**, and **MABE** modalities. A decrease in **Regular Undergraduate** can be observed in the Summer semester. The **Adults modality** officially began in Spring 2017 so comparative data will be available in the next Spring 2018 cycle.



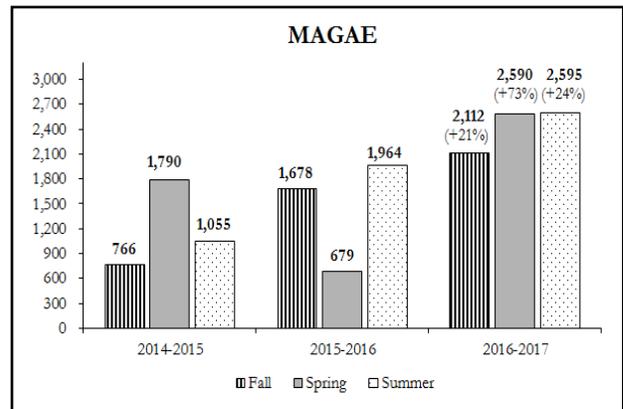
Source: Enrollment Certifications



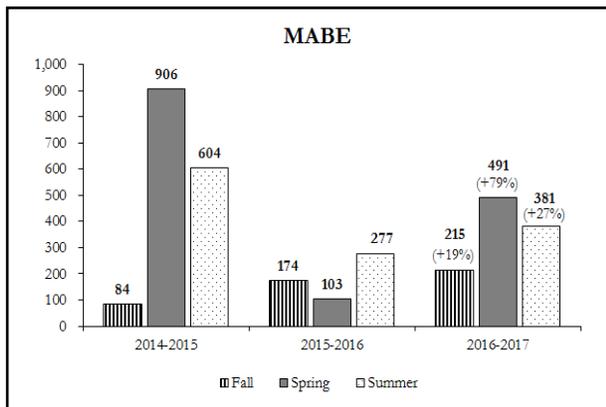
Source: Enrollment Certifications



Source: Enrollment Certifications
* Adults Modality officially began in Spring 2017.



Source: Enrollment Certifications



Source: Enrollment Certifications

HATO REY CAMPUS (HR)

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

ASSOCIATE DEGREES

| | |
|--|------|
| Associate Degree in Business Administration | 1973 |
| Associate Degree in Computer Programming | 1976 |
| 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 Major in Interior Design and Decoration | 2011 |
| Associate Degree in Business Administration/On-line | 2012 |
| Associate Degree in Arts Major 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 |

BACHELOR'S DEGREES

| | |
|---|------|
| Bachelor's Degree in Business Administration Major in Management | 2003 |
| Bachelor's Degree in Business Administration Major in Accounting | 2003 |
| Bachelor's Degree in Technological Office Administration | 2006 |
| Bachelor's Degree in Arts 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 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 |

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 |

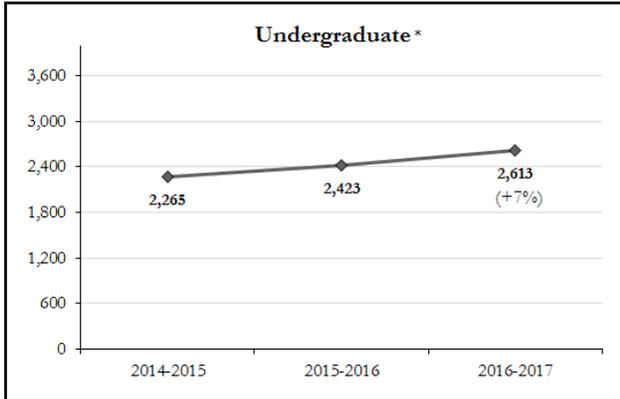
GRADUATE PROFESSIONAL CERTIFICATES

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

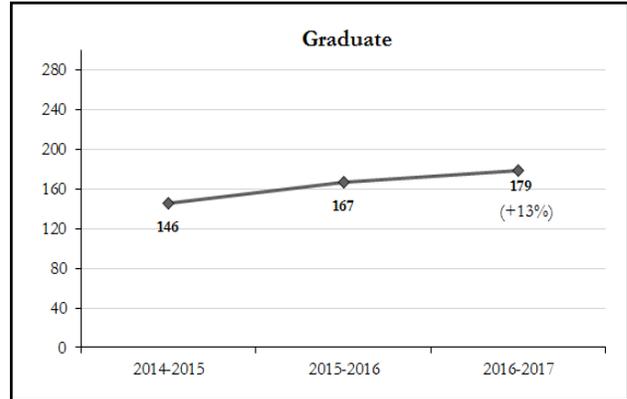
ENROLLMENT (HR)

(INCLUDES MANATI AND HUMACAO UNIVERSITY CENTERS)

Based on the IPEDS 2016-2017, 12-month Enrollment Data, the Undergraduate enrollment increased by 7% in comparison to the previous year and the Graduate enrollment increased by 13%.



Source: IPEDS 12-month Enrollment Data

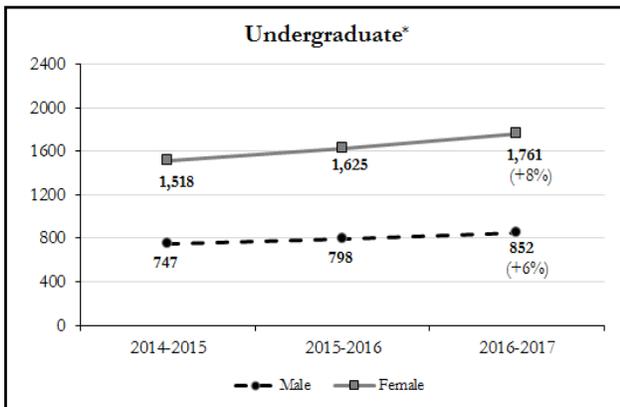


Source: IPEDS 12-month Enrollment Data

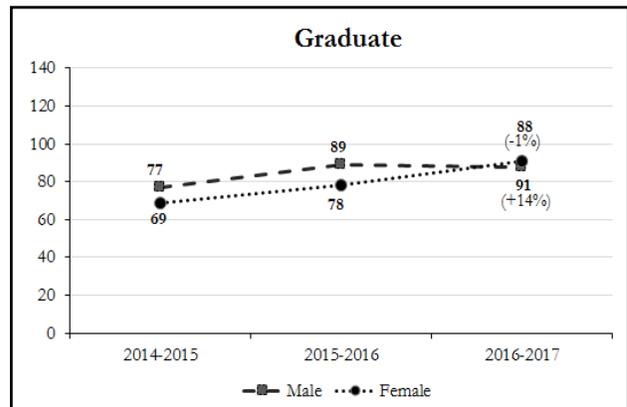
*Includes Manati, Humacao University Centers

ENROLLMENT GENDER DISTRIBUTION (HR)

Undergraduate female student enrollment increased by 8% (136), while the male enrollment had a 6% (54) increase in comparison to the previous year. The Graduate student enrollment shows an increase of 14% (13) for females and a decrease of 1% (1) for males during the year 2016-2017.



Source: IPEDS 12-month Enrollment Data



Source: IPEDS 12-month Enrollment Data

*Includes Manati, Humacao University Centers .

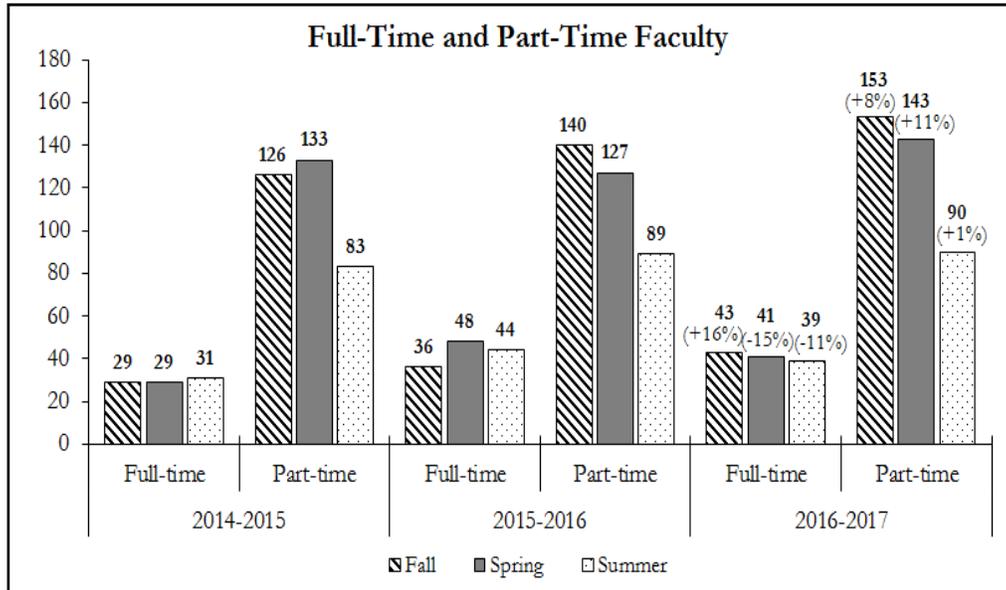
FACULTY PROFILE (HR)

(INCLUDES MANATI AND HUMACAO UNIVERSITY CENTERS)

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

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

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

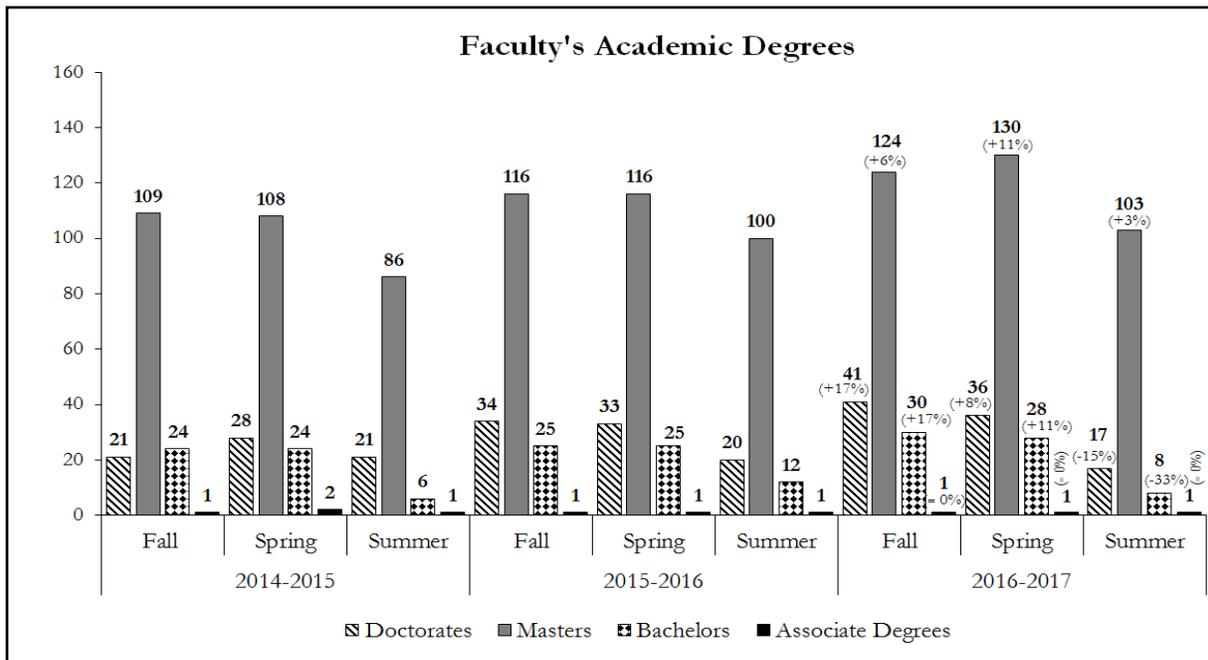


Source: Academic Dean Office

FACULTY PROFILE (HR)

(INCLUDES MANATI, HUMACAO UNIVERSITY CENTERS)

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



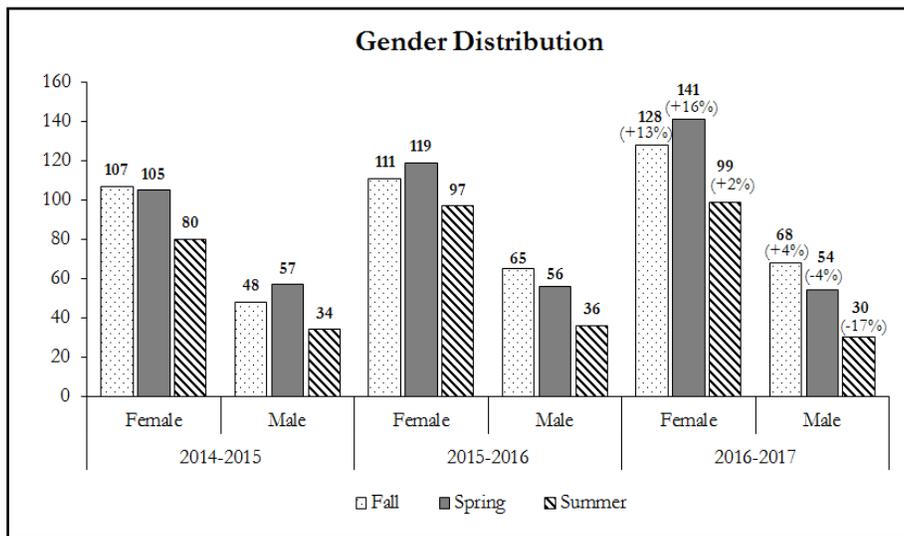
Source: Academic Dean Office

FACULTY PROFILE (HR)

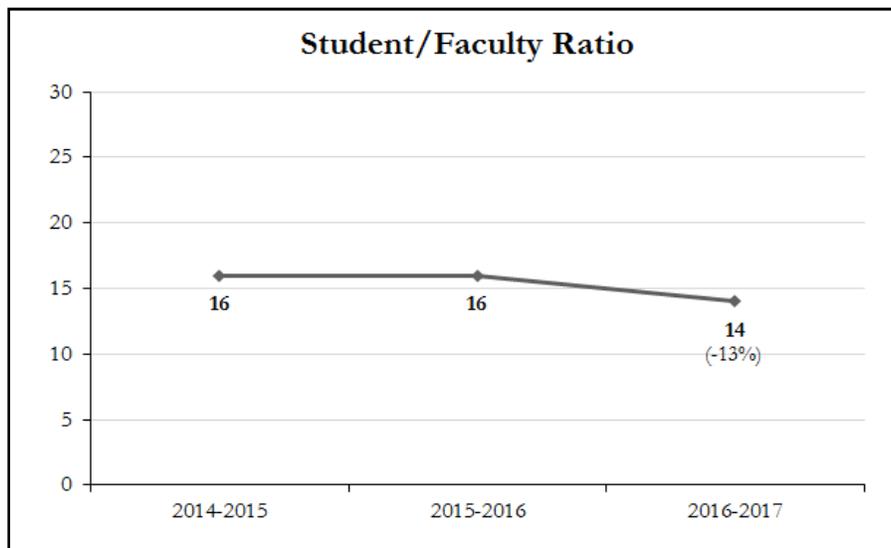
(INCLUDES MANATI, HUMACAO UNIVERSITY CENTERS)

Gender distribution sustains that more female faculty is in place. Female faculty represents 65% of the teaching body, while the remaining 35% are male. A growth in female faculty has been observed, and could be related to the health and design programs which tend to have more female practitioners in their fields of work.

There is a healthy student ratio of 14 students per faculty member. The student/faculty ratio has decreased as more part-time and full-time faculty is appointed.



Source: Academic Dean Office



Source: IPEDS Fall Enrollment

LEARNING RESOURCES (HR)

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

The Center of Information Resources 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, two (2) new databases were included: e-libro in Spanish and e-brary in English. Three (3) video libraries for nursing and one (1) for physical therapy have been included.

The Instructional Resource Center provides access to:

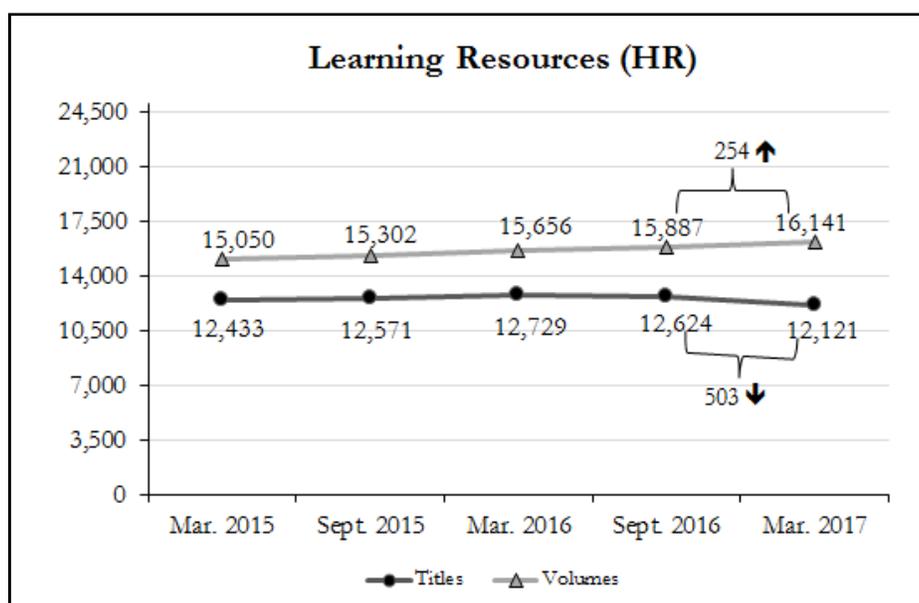
- **EBSCO Database** Full text journals Natural & Alternative Treatments, Alt Health Watch, Academic Search Premier, Art & Architecture Complete, Business Source Complete, *CINAHL Plus*® with Full Text, Health Source: Nursing/Academic Edition, Education Research Complete, Computer Source, GreenFILE, Library Information Science & Technology Abstracts, and Teacher Reference Center, AHFS Consumer Medication Information, and American Doctoral Dissertations. It also includes one (1) Spanish language databases: Fuente Académica.
- **OCENET** (Universitas, Health and Medicine and Business Administration). Universitas is a tool to help through the learning and research process; it has the most subject coverage in the Spanish language. Health and Medicine is an information center, with contents about health, nursing and medicine, oriented toward the patient, the consumer and the health careers alike. Business administration is an information center, with contents about economy, business and management oriented toward the student and the business professional. It provides a support tool to the learning process of students and to the daily tasks of professionals.
- **SIRS Mandarin M-3** is the Library On-line Catalog. It allows students to access the collection of books, journals and other resources available at the library from anywhere.
- **e-libro** is the first and only electronic Spanish-language platform devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material that e-libro offers from leading publishers. It hosts more than 80,000 titles from over 500+ publishers – with 95% of them from Latin America and Spain.
- **e-brary** offers authoritative e-books in a wide range of subject areas devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material. E-brary currently hosts 948,112 documents.
- **Alexander Street Streaming Video Resources** content is selected by expert editors with the student in mind. Nursing Assessment, Nursing Education and Nursing Assistant provides thousands of learning resources in Nursing videos for the classroom. Rehabilitation Therapy provides the same resources for the Physical Therapy Assistant Program.

LEARNING RESOURCES CONTINUATION(HR)

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

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

There is an increase in learning resources, in the volumes (254). This increase acts as a response to new program developments and resource updating. Whereas, the titles decreased (503) due to the fact that a disposal of books is being carried out, but copies of the more used books for the Manati and Humacao University Centers have been purchased. New copies (volumes) for the Villalba branch campus are being purchased.



Source: Center of Information Resources

RETENTION ANALYSIS (HR)

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

| ACADEMIC PROGRAMS | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|--|---------------------------|------------|---------------------------|------------|---------------------------|--------------|
| UNDERGRADUATE | Enrollment/Retention Rate | | Enrollment/Retention Rate | | Enrollment/Retention Rate | |
| SCHOOL OF ADMINISTRATION | | | | | | |
| Associate Degree in Business Administration | (64) | 63% | (65) | 64% | (75) | 64% |
| Associate Degree in Business Administration/On-line | (30) | 60% | (36) | 53% | (61) | 72% ↑ |
| Associate Degree in Office Administration | (58) | 67% | (40) | 63% | (37) | 62% ↓ |
| Bachelor's Degree in Business Administration+ | (6) | 100% | (5) | 60% | (1) | 0% ↓ |
| Bachelor's Degree in Business Administration Major in Accounting | (54) | 78% | (48) | 83% | (51) | 76% ↓ |
| Bachelor's Degree in Business Administration Major in Management | (74) | 82% | (88) | 81% | (77) | 66% ↓ |
| Bachelor's Degree in Technological Office Administration | (34) | 74% | (32) | 78% | (22) | 77% ↓ |
| SCHOOL OF DESIGN | | | | | | |
| Associate Degree in Arts in Interior Design and Decoration | (154) | 73% | (148) | 61% | (129) | 62% ↑ |
| Associate Degree in Arts Major in Digital Design | (18) | 56% | (19) | 58% | (18) | 67% ↑ |
| Associate Degree in Digital Fashion Design | (195) | 71% | (208) | 67% | (114) | 74% ↑ |
| Bachelor's Degree in Arts in Major Digital Fashion Design | (65) | 82% | (68) | 79% | (87) | 82% ↑ |
| Bachelor's Degree in Arts Major in Interior Design and Decoration | (65) | 80% | (67) | 76% | (67) | 78% ↑ |
| Bachelor's Degree in Arts in Digital Design in Multimedia | (14) | 86% | (20) | 75% | (23) | 87% ↑ |
| SCHOOL OF SCIENCE AND TECHNOLOGY | | | | | | |
| Associate Degree in Computer Programming** | (71) | 61% | (53) | 66% | (35) | 60% ↓ |
| Associate Degree in Information Technology | (3) | 100% | (39) | 87% | (48) | 75% ↓ |
| Associate Degree Biotechnology | (35) | 63% | (36) | 67% | (34) | 82% ↑ |
| Bachelor's Degree in Information Systems Major in Digital Imaging+ | (9) | 78% | (4) | 75% | | |
| Bachelor's Degree in Information Systems Major in Computer Programming+ | (46) | 83% | (39) | 80% | (5) | 60% ↓ |
| Bachelor's Degree in Information Systems Major in Networking+ | (93) | 78% | (65) | 85% | (14) | 100% ↑ |
| Bachelor's Degree in Information Technology Science Major in Programming | | | (25) | 96% | (39) | 82% ↓ |
| Bachelor's Degree in Information Technology Science Major in Networks | | | (30) | 90% | (40) | 75% ↓ |
| SCHOOL OF CRIMINAL JUSTICE | | | | | | |
| Associate Degree in Criminal Justice | | | (7) | 100% | (39) | 74% ↓ |
| Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences* | | | | | (1) | 100% |
| SCHOOL OF HEALTH | | | | | | |
| Associate Degree in Medical Emergencies Technology | (48) | 71% | (53) | 64% | (42) | 67% ↑ |
| Associate Degree in Pharmacy Technician | | | (6) | 100% | (31) | 71% ↓ |
| Associate Degree in Physical Therapy Technology | (291) | 77% | (311) | 75% | (281) | 73% ↓ |
| SCHOOL OF NURSING | | | | | | |
| Associate Degree in Nursing | (770) | 75% | (854) | 75% | (1079) | 80% ↑ |
| Bachelor's Degree in Science of Nursing | (221) | 86% | (254) | 87% | (257) | 72% ↓ |
| TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED) | (2411) | 74% | (2423) | 73% | (2614) | 75% ↑ |
| GRADUATE | | | | | | |
| Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation | (68) | 72% | (65) | 86% | (53) | 74% ↓ |
| Master's Degree in Information Systems | (13) | 77% | (16) | 69% | (14) | 79% ↑ |
| Master's Degree in Business Administration Major in Strategic Management | (18) | 94% | (15) | 100% | (19) | 68% ↓ |
| Master's Degree in Naturopathic Sciences | (36) | 92% | (58) | 95% | (84) | 95% |
| Master's Degree in Information Technology for Education | (4) | 75% | (2) | 100% | (2) | 50% ↓ |
| Professional Certificate in Information Systems Auditing | (9) | 89% | (11) | 82% | (7) | 71% ↓ |
| Professional Certificate in Information Technology for Education | | N/A | | N/A | | N/A |
| Professional Certificate Project Management | (2) | 50% | (6) | 67% | (1) | 100% ↑ |
| Professional Certificate Information Security and Digital Fraud Investigation | (2) | 100% | (4) | 100% | (5) | 100% |
| Professional Certificate in Relational Database Administration | (2) | 100% | (6) | 100% | (8) | 88% ↓ |
| Professional Certificate in Electronic Commerce | | N/A | | N/A | | N/A |
| TOTAL GRADUATE RETENTION RATE (UNDUPLICATED) | (146) | 80% | (167) | 88% | (178) | 84% ↓ |
| CAMPUS TOTAL RETENTION RATE (UNDUPLICATED) | (2411) | 74% | (2590) | 74% | (2792) | 75% ↑ |

Source: AIR

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

*New Programs

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

+Programs in moratorium.

RETENTION ANALYSIS (HR)

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

In the 2016-2017 fiscal year, the campus total retention rate increased in comparison to the previous year. A total of 13 out of 19 (68%) of the programs increased their retention rate. The Undergraduate retention rate increased 2%. The programs revealing an increase were: the Associate Degrees in Business Administration/On-line (19%), Biotechnology (15%), Digital Design (9%), Digital Fashion Design (7%), Nursing (5%), Medical Emergencies Technology (3%), and Interior Design and Decoration (1%). At the Bachelor's Degrees level: Information Systems Major in Networks (15%), Digital Design in Multimedia (12%), Digital Fashion Design (3%) and, Interior Design and Decoration (2%). The Master's Degrees retention increased in Information Systems by (10%) and by (33%) in one (1) Professional Certificate in Project Management.

PLACEMENT ANALYSIS (HR)

(INCLUDES MANATI AND HUMACAO UNIVERSITY CENTERS)

| ACADEMIC PROGRAMS | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|--|---|------------|---|------------|---|--------------|
| | Infield and /Placement Refield Students | Rate | Infield and /Placement Refield Students | Rate | Infield and /Placement Refield Students | Rate |
| UNDERGRADUATE | | | | | | |
| SCHOOL OF ADMINISTRATION | | | | | | |
| Associate Degree in Business Administration | (0) | 0% | (1) | 100% | (3) | 60% ↓ |
| Associate Degree in Business Administration/On-line | N/A | | N/A | | (1) | 33% |
| Associate Degree in Office Administration | (0) | 0% | (4) | 100% | (4) | 100% |
| Bachelor's Degree in Business Administration+ | (1) | 100% | N/A | | N/A | |
| Bachelor's Degree in Business Administration Major in Accounting | (2) | 40% | (4) | 80% | (1) | 50% ↓ |
| Bachelor's Degree in Business Administration Major in Management | (4) | 40% | (7) | 100% | (4) | 40% ↓ |
| Bachelor's Degree in Technological Office Administration | (1) | 100% | (9) | 82% | (3) | 75% ↓ |
| SCHOOL OF DESIGN | | | | | | |
| Associate Degree in Arts in Interior Design and Decoration | (1) | 20% | (4) | 100% | (5) | 45% ↓ |
| Associate Degree in Digital Design | N/A | | N/A | | N/A | |
| Associate Degree in Digital Fashion Design | (0) | 0% | (4) | 67% | (2) | 29% ↓ |
| Bachelor's Degree in Arts in Digital Fashion Design | (1) | 50% | (0) | 0% | (0) | 0% ↓ |
| Bachelor's Degree in Arts in Interior Design and Decoration | (6) | 100% | (4) | 80% | (1) | 25% ↓ |
| Bachelor's Degree in Arts in Digital Design in Multimedia** | N/A | | N/A | | N/A | |
| SCHOOL OF SCIENCE AND TECHNOLOGY | | | | | | |
| Associate Degree in Computer Programming+ | (1) | 100% | N/A | | (0) | 0% |
| Associate Degree in Information Technology | | | | | (0) | 0% |
| Associate Degree Biotechnology | | | (1) | 50% | (0) | 0% ↓ |
| Bachelor's Degree in Information Systems Major in Digital Imaging+ | (0) | 0% | (1) | 33% | N/A | |
| Bachelor's Degree in Information Systems Major in Computer Programming+ | (2) | 67% | (3) | 100% | (3) | 100% |
| Bachelor's Degree in Information Systems Major in Networking+ | (4) | 57% | (9) | 64% | (6) | 86% ↑ |
| Bachelor's Degree in Information Technology Science Major in Programming** | | | | | | |
| Bachelor's Degree in Information Technology Science Major in Networks** | | | | | | |
| SCHOOL OF CRIMINAL JUSTICE | | | | | | |
| Associate Degree in Criminal Justice** | | | | | | |
| Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences* | | | | | | |
| SCHOOL OF HEALTH | | | | | | |
| Associate Degree in Medical Emergencies Technology | (1) | 33% | (0) | 0% | (1) | 50% ↑ |
| Associate Degree in Pharmacy Technician** | | | | | | |
| Associate Degree in Physical Therapy Technology | (2) | 23% | (5) | 71% | (4) | 29% ↓ |
| SCHOOL OF NURSING | | | | | | |
| Associate Degree in Nursing | (10) | 26% | (22) | 73% | (59) | 36% ↓ |
| Bachelor's Degree in Science of Nursing | (13) | 42% | (23) | 92% | (24) | 36% ↓ |
| GRADUATE | | | | | | |
| Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation | (5) | 63% | (11) | 79% | (8) | 67% ↓ |
| Master's Degree in Information Systems | (0) | 0% | (1) | 100% | (1) | 100% |
| Master's Degree in Business Administration Major in Strategic Management | (1) | 34% | (1) | 100% | (5) | 100% |
| Master's Degree in Naturopathic Sciences | | | | | (4) | 25% |
| Master's Degree in Information Technology for Education | (0) | 0% | (1) | 100% | N/A | |
| Professional Certificate in Information Systems Auditing | (1) | 100% | (1) | 50% | (0) | 0% ↓ |
| Professional Certificate in Information Technology for Education | N/A | | N/A | | N/A | |
| Professional Certificate Project Management | N/A | | (2) | 100% | N/A | |
| Professional Certificate Information Security and Digital Fraud Investigation | N/A | | N/A | | N/A | |
| Professional Certificate in Relational Database Administration | (0) | 0% | (1) | 100% | (1) | 100% |
| Professional Certificate in Electronic Commerce | N/A | | N/A | | N/A | |
| CAMPUS TOTAL PLACEMENT RATE | (56) | 40% | (119) | 78% | (137) | 40% ↓ |

Source: AIR and Placement Office

(n)=(Graduate + Complete)

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

*New Programs

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

+Programs in moratorium.

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

During 2016-2017, two (2) programs increased their placement rates: The Associate Degree in Medical Emergencies Technology and the Bachelor's Degrees in Information Systems Major in Networking.

According to the Annual Institutional Report (AIR) data from 2016-2017, the percentage of employment decreased 38% in comparison to the previous year. 137 of the 281 students contacted were placed in their fields of study. The percent of employment dropped as, some students are not working in their fields of study, and also some of them are continuing studying for a higher degree. Furthermore, data for the Nursing Associate and Bachelor's Degree Programs is inconclusive since many students are in the process of taking their NCLEX certification exam or are yet studying for it. These situations may reflect on the employment data numbers, thus resulting in a challenge for the Institution.

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

| ACADEMIC PROGRAMS UNDERGRADUATE | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|--|---|-----------|---|------------|---|--------------|
| | Complete +, Enrollment, Graduation Graduate Rate | Rate | Complete +, Enrollment, Graduation Graduate Rate | Rate | Complete +, Enrollment, Graduation Graduate Rate | Rate |
| SCHOOL OF ADMINISTRATION | | | | | | |
| Associate Degree in Business Administration | (4/64) | 6% | (3/65) | 3% | (5/75) | 7% ↑ |
| Associate Degree in Business Administration/On-line | (1/30) | 3% | (0/36) | 0% | (3/61) | 5% ↑ |
| Associate Degree in Office Administration | (7/58) | 10% | (9/40) | 23% | (4/37) | 11% ↓ |
| Bachelor's Degree in Business Administration+ | (1/6) | 17% | (1/5) | 20% | (0/1) | 0% ↓ |
| Bachelor's Degree in Business Administration Major in Accounting | (10/54) | 19% | (11/48) | 23% | (4/51) | 8% ↓ |
| Bachelor's Degree in Business Administration Major in Management | (16/74) | 22% | (16/88) | 18% | (16/88) | 18% |
| Bachelor's Degree in Technological Office Administration | (2/34) | 6% | (11/32) | 34% | (5/22) | 23% ↓ |
| SCHOOL OF DESIGN | | | | | | |
| Associate Degree in Arts in Interior Design and Decoration | (14/154) | 9% | (7/148) | 5% | (15/129) | 12% ↑ |
| Associate Degree in Arts Major in Digital Design | (0/18) | 0% | (1/19) | 5% | (0/18) | 0% ↓ |
| Associate Degree in Digital Fashion Design | (6/195) | 3% | (11/208) | 5% | (17/179) | 9% ↑ |
| Bachelor's Degree in Arts Major in Digital Fashion Design | (4/65) | 6% | (7/68) | 10% | (5/87) | 6% ↓ |
| Bachelor's Degree in Arts Major in Interior Design and Decoration | (6/65) | 9% | (8/67) | 12% | (7/67) | 10% ↓ |
| Bachelor's Degree in Arts in Digital Design Major in Multimedia ** | (0/14) | 0% | (0/20) | 0% | (0/23) | 0% |
| SCHOOL OF SCIENCE AND TECHNOLOGY | | | | | | |
| Associate Degree in Computer Programming+ | (2/71) | 3% | (1/53) | 2% | (5/35) | 14% ↑ |
| Associate Degree in Information Technology | (0/3) | 0% | (0/39) | 0% | (4/48) | 8% ↑ |
| Associate Degree in Biotechnology | (0/35) | 0% | (5/36) | 14% | (8/34) | 24% ↑ |
| Bachelor's Degree in Information Systems Major in Digital Imaging+ | (3/9) | 33% | (3/4) | 75% | | |
| Bachelor's Degree in Information Systems Major in Computer Programming+ | (3/46) | 7% | (13/39) | 33% | (1/5) | 20% ↓ |
| Bachelor's Degree in Information Systems Major in Networking+ | (15/93) | 16% | (24/65) | 37% | (9/14) | 64% ↑ |
| Bachelor's Degree in Information Technology Science Major in Programming** | | | (0/25) | 0% | (0/39) | 0% |
| Bachelor's Degree in Information Technology Science Major in Networks** | | | (0/30) | 0% | (0/40) | 0% |
| SCHOOL OF CRIMINAL JUSTICE | | | | | | |
| Associate Degree in Criminal Justice** | | | (0/7) | 0% | (0/39) | 0% |
| Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences* | | | | | | |
| SCHOOL OF HEALTH | | | | | | |
| Associate Degree in Medical Emergencies Technology | (4/48) | 8% | (5/53) | 9% | (7/42) | 17% ↑ |
| Associate Degree in Pharmacy Technician** | | | (0/6) | 0% | (0/31) | 0% |
| Associate Degree in Physical Therapy Technology | (25/291) | 9% | (31/311) | 10% | (28/281) | 10% ↑ |
| SCHOOL OF NURSING | | | | | | |
| Associate Degree in Nursing | (106/770) | 14% | (150/854) | 18% | (201/1079) | 19% ↑ |
| Bachelor's Degree in Science of Nursing | (33/221) | 15% | (63/254) | 25% | (81/257) | 32% ↑ |
| TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED) | (194/2265) | 9% | (307/2423) | 13% | (342/2614) | 13% |
| GRADUATE | | | | | | |
| Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation | (17/68) | 25% | (22/65) | 34% | (20/53) | 38% ↑ |
| Master's Degree in Information Systems | (2/13) | 15% | (2/16) | 13% | (1/14) | 7% ↓ |
| Master's Degree in Business Administration Major in Strategic Management | (5/18) | 28% | (7/15) | 47% | (5/19) | 26% ↓ |
| Master's Degree in Naturopathic Sciences | (0/36) | 0% | (0/38) | 0% | (32/84) | 38% ↑ |
| Master's Degree in Information Technology for Education | (3/4) | 75% | (1/2) | 50% | (0/2) | 0% ↓ |
| Professional Certificate in Information Systems Auditing | (2/9) | 22% | (8/11) | 73% | (4/7) | 57% ↓ |
| Professional Certificate in Information Technology for Education | N/A | | N/A | | N/A | |
| Professional Certificate Project Management | (0/2) | 0% | (3/6) | 50% | (1/1) | 100% ↑ |
| Professional Certificate Information Security and Digital Fraud Investigation | (0/2) | 0% | (1/4) | 25% | (2/5) | 40% ↑ |
| Professional Certificate in Relational Database Administration | (1/2) | 50% | (1/4) | 25% | (1/8) | 13% ↓ |
| Professional Certificate in Electronic Commerce | N/A | | N/A | | N/A | |
| TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED) | (26/146) | 8% | (35/167) | 21% | (62/178) | 35% ↑ |
| CAMPUS TOTAL GRADUATION RATE (UNDUPLICATED) | (220/2411) | 9% | (342/2590) | 13% | (404/2792) | 14% |

Source: AIR

(n=Graduate+Complete, Total Enrollment)

Formula: SUM(Graduate+Complete)/Total Enrollment

*New Programs

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

+Programs in moratorium.

| IPEDS Graduation Rates | | |
|-------------------------------|-----------|-----------|
| 2014-2015 | 2015-2016 | 2016-2017 |
| 25% | 27% | 30% |

Source: IPEDS Graduation Rates Data

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

The Institutional percentage of graduating students per academic program increased in 15 programs in comparison to the previous year. They are the Associate Degrees in: Computer Programming (12%), Biotechnology (10%), Information Technology (8%), Medical Emergencies Technology (8%) Interior Design and Decoration (7%), Business Administration/On-line (5%), Business Administration (4%), Digital Fashion Design (4%), and Nursing (1%). The Bachelor's Degrees in: Information Systems Major in Networking (27%), and Science of Nursing (7%). In the Graduate programs and the Professional Certificates an increase occurred in: Project Management (50%), and Information Security and Fraud Investigation (15%); Master's Degrees in Naturopathic Sciences (38%) and Information Systems Major in Information Security and Fraud Investigation (4%).

IPEDS

During 2016-2017, the IPEDS Graduation Rate increased by 3% in comparison to the year 2015-2016.

CAMPUS CRIME REPORT (HR)

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

There were no offenses reported in the 2017 report. In the 2016 report two (2) robbery offenses and one (1) aggravated assault occurred in public property, they took place at a private Bank adjacent (Banco Popular) to the University facilities located at the Arroyo Street, San Juan.

| Year Report | Crimes | Criminal Offenses | Quantity | Site |
|-------------|--|--------------------------------|----------|-----------------|
| 2014 | Criminal Offenses | N/A | 0 | N/A |
| | Hates Crimes | N/A | 0 | N/A |
| | VAWA Offenses | N/A | N/A | N/A |
| | Arrests and Referrals for Disciplinary Actions | N/A | 0 | N/A |
| 2015 | Criminal Offenses | N/A | 0 | N/A |
| | Hates Crimes | N/A | 0 | N/A |
| | VAWA Offenses | N/A | 0 | N/A |
| | Arrests and Referrals for Disciplinary Actions | N/A | 0 | N/A |
| 2016 | Criminal Offenses | Robbery and Aggravated Assault | 3 | Public Property |
| | Hates crimes | N/A | 0 | N/A |
| | VAWA Offenses | N/A | 0 | N/A |
| | Arrests and Referrals for Disciplinary Actions | N/A | 0 | N/A |
| 2017 | Criminal Offenses | N/A | 0 | N/A |
| | Hates crimes | N/A | 0 | N/A |
| | VAWA Offenses | N/A | 0 | N/A |
| | Arrests and Referrals for Disciplinary Actions | N/A | 0 | N/A |

Source: Campus Safety and Security Survey Report

**MANATI AND HUMACAO
UNIVERSITY CENTERS**

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (PRCE)
MANATI UNIVERSITY CENTER**

In 2017, the PRCE approved the name change request to Manati University Center, allowing the approved programs to be offered 100% on-site.

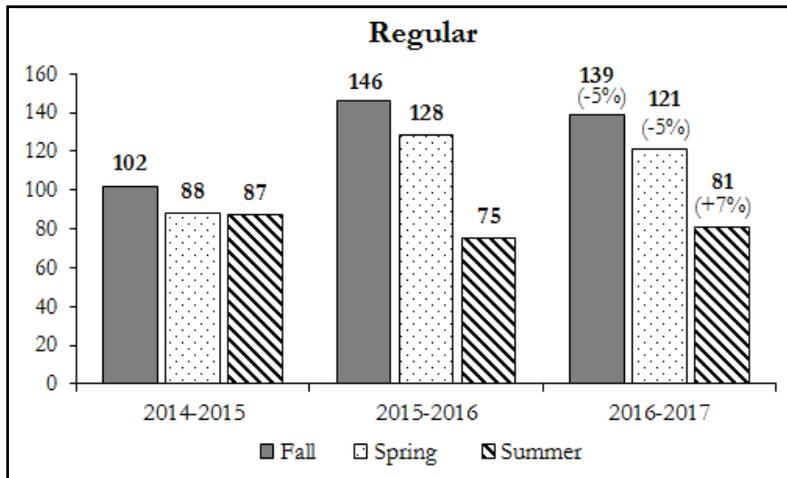
ASSOCIATE DEGREES

| | |
|---|------|
| Associate Degree in Computer Programing* | 2013 |
| 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 |

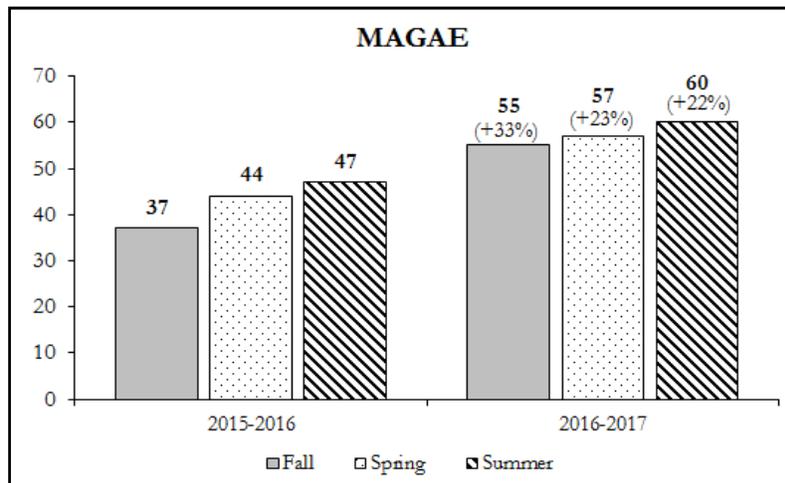
*Program in moratorium.

MANATI UNIVERSITY CENTER ENROLLMENT

Enrollment during the 2016-2017 Fall and Spring semesters, decreased by 5% for the **Regular** modality, and increased 7% in the Summer. Whereas, the **MAGAE** modality shows an increase in all terms, 32% in the Fall semester, 23% for the Spring, and 22% for the Summer.



Source: Enrollment Certifications



Source: Enrollment Certifications

MANATI UNIVERSITY CENTER RETENTION

The total retention rate for the academic year 2016-2017 was 77%. The retention rate increased by 7% in comparison to the previous year. As can be observed, the retention rate increased for the Associate Degrees in: Physical Therapy Technology (18%), Digital Fashion Design (12%), and Nursing (5%).

| ACADEMIC PROGRAMS | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|--------------|----------------|--------------|----------------|--------------|----------------|
| | Enrollment | Retention Rate | Enrollment | Retention Rate | Enrollment | Retention Rate |
| Associate Degree in Computer Programming** | (10) | 80% * | (19) | 68% * | (12) | 67%* ↓ |
| Associate Degree in Digital Fashion Design | (25) | 64% * | (27) | 74% * | (36) | 86%* ↑ |
| Associate Degree in Physical Therapy Technology | (71) | 68% * | (85) | 67% * | (72) | 85%* ↑ |
| Associate Degree in Nursing | (124) | 73% * | (149) | 71% * | (179) | 76%* ↑ |
| Total Retention (Unduplicated) | (230) | 71% | (280) | 70% | (279) | 77% ↑ |

*Data recorded in Hato Rey Campus Retention Table (page 21).

Source : AIR

(n=Enrollment)

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

**Program in moratorium.

**PROGRAMS OF STUDY APPROVED
BY THE PUERTO RICO COUNCIL OF EDUCATION (PRCE)
HUMACAO UNIVERSITY CENTER**

In 2017, the PRCE approved the name change request to Humacao University Center, allowing the approved programs to be offered 100% on-site.

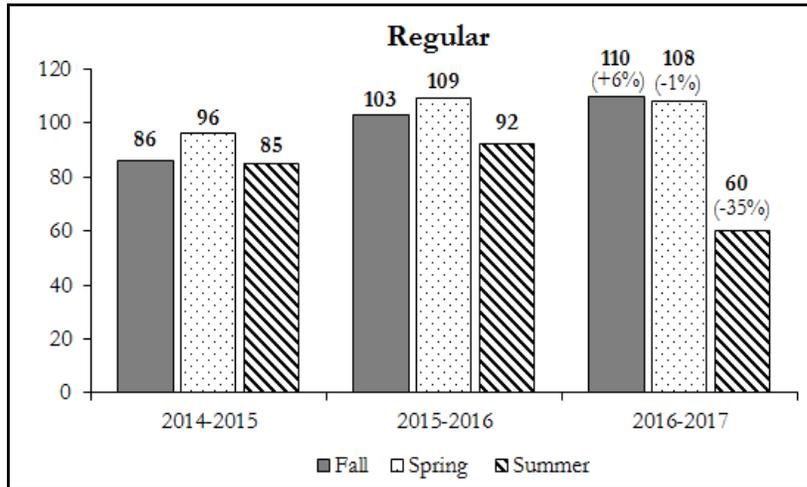
ASSOCIATE DEGREES

| | |
|---|------|
| Associate Degree in Computer Programming* | 2013 |
| 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 |

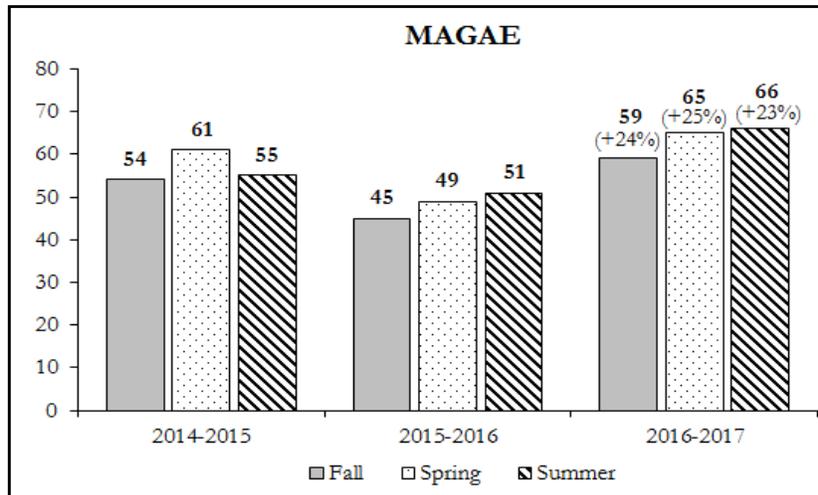
*Program in moratorium.

HUMACAO UNIVERSITY CENTER ENROLLMENT

In the 2016-2017 academic year, the **Regular** enrollment increased in the Fall semester and decreased in Spring and Summer semester. Whereas, the **MAGAE** modality shows an increase in all terms, 24% in the Fall semester, 25% for the Spring, and 23% for the Summer.



Source: Enrollment Certifications



Source: Enrollment Certifications

HUMACAO UNIVERSITY CENTER RETENTION

The total retention rate for the academic year 2016-2017, was 68%. The retention rate had a decrease of 5% in comparison to the previous year. As can be observed, the retention rate for the Associate Degree in Digital Fashion Design had an increase of 34%.

| ACADEMIC PROGRAMS | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|--------------|----------------|--------------|----------------|--------------|----------------|
| | Enrollment | Retention Rate | Enrollment | Retention Rate | Enrollment | Retention Rate |
| Associate Degree in Computer Programming** | (10) | 60%* | (9) | 56%* | (22) | 55%* ↓ |
| Associate Degree in Digital Fashion Design | (15) | 67%* | (21) | 52%* | (29) | 86%* ↑ |
| Associate Degree in Physical Therapy Technology | (68) | 72%* | (76) | 76%* | (78) | 64%* ↓ |
| Associate Degree in Nursing | (138) | 75%* | (154) | 76%* | (173) | 72%* ↓ |
| Total Retention (Unduplicated) | (231) | 73% | (260) | 73% | (287) | 68% ↓ |

*Data recorded in Hato Rey Campus Retention Table (page 21).

Source : AIR

(n=Enrollment)

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

**Program in moratorium.

VILLALBA BRANCH CAMPUS

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

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

ASSOCIATE DEGREES

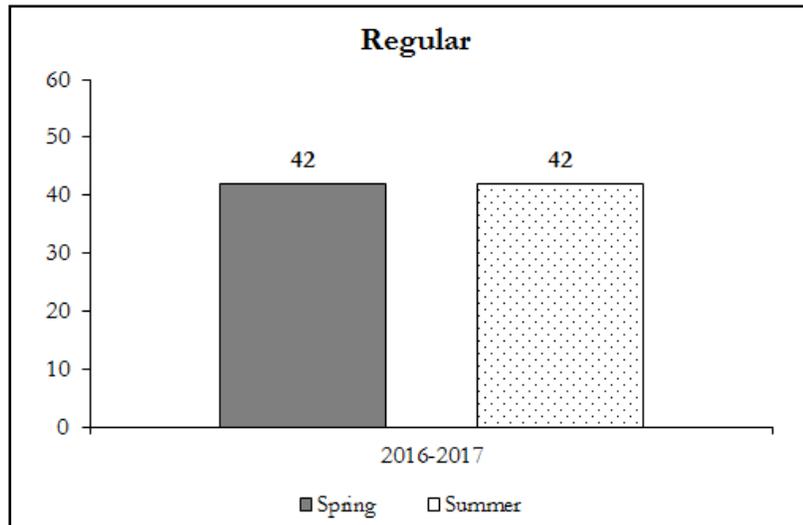
| | |
|---|------|
| Associate Degree in Business Administration | 2017 |
| Associate Degree in Nursing | 2017 |
| Associate Degree in Information Technology | 2017 |
| Associate Degree in Criminal Justice | 2017 |

BACHELOR'S DEGREES

| | |
|--|------|
| Bachelor's Degree in Business Administration Major in Accounting | 2017 |
|--|------|

VILLALBA BRANCH CAMPUS ENROLLMENT

The Villalba Branch Campus began operating in the Spring of 2017. The enrollment during the Spring and Summer semesters for the **Regular** modality began with 42 students.

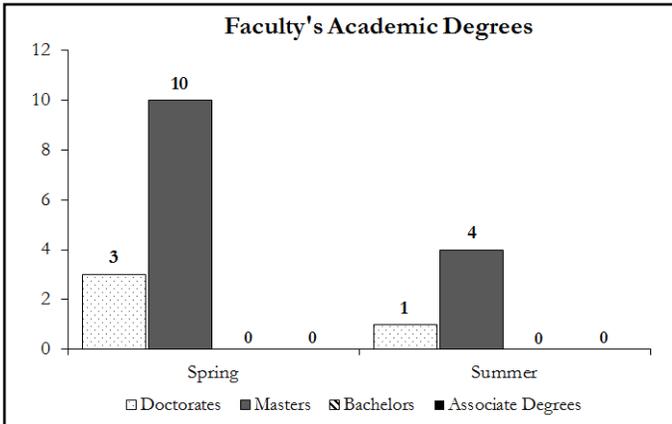


Source: Enrollment Certifications

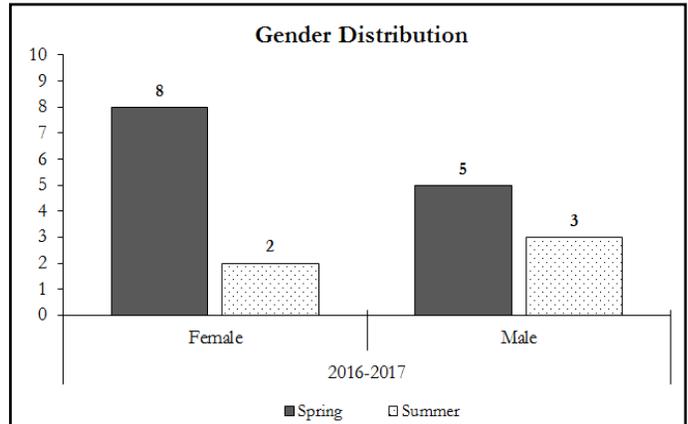
VILLALBA BRANCH CAMPUS FACULTY PROFILE*

*For descriptions see page 16.

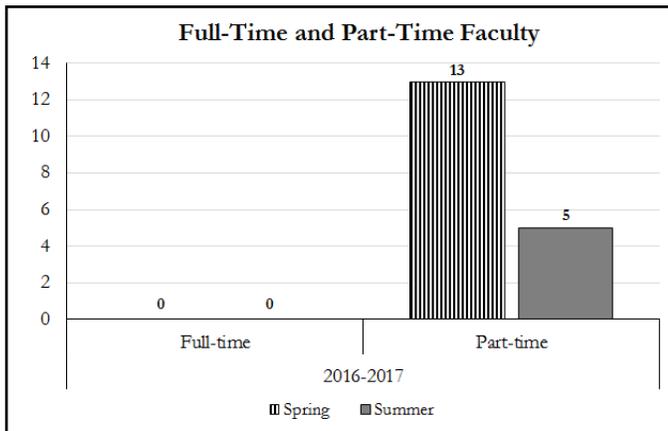
During the Spring and Summer of 2016-2017, only part-time qualified faculty was in place. Gender distribution for the Spring session was composed of a 62% female faculty. On the other hand, there was an 80% male faculty during the Summer session.



Source: Academic Dean Office



Source: Academic Dean Office



Source: Academic Dean Office

VILLALBA BRANCH CAMPUS RETENTION

The Villalba Branch Campus began operating in the Spring of 2017. During 2016-2017 academic year, the total retention rate was 86%. As can be observed, the Associate Degrees in: Information Technology, Criminal Justice and the Bachelor's Degree in Business Administration Major in Accounting had a retention rate of 100%.

| ACADEMIC PROGRAMS | 2016-2017 Enrollment/Retention Rate | |
|--|---|------------|
| Associate Degree in Business Administration | (9) | 89%* |
| Associate Degree in Nursing | (75) | 81% * |
| Associate Degree in Information Technology | (6) | 100% * |
| Associate Degree in Criminal Justice | (16) | 100% * |
| Bachelor's Degree in Business Administration Major in Accounting | (2) | 100% * |
| Total Retention (Unduplicated) | (108) | 86% |

*Data recorded in Hato Rey Campus Retention Table (page 21).

Source : AIR

(n=Enrollment)

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

SAN SEBASTIAN CAMPUS (SS)

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

ASSOCIATE DEGREES

| | |
|--|------|
| Associate Degree in Medical Emergencies Technology | 1992 |
| Associate Degree in Nursing | 1992 |
| Associate Degree in Pharmacy Technician | 2004 |
| Associate Degree in Physical Therapy Technology | 2007 |
| Associate Degree in Digital Fashion Design | 2013 |
| Associate Degree in Arts in Interior Design and Decoration | 2014 |
| Associate Degree in Information Technology | 2015 |
| Associate Degree in Criminal Justice | 2015 |

BACHELOR'S DEGREES

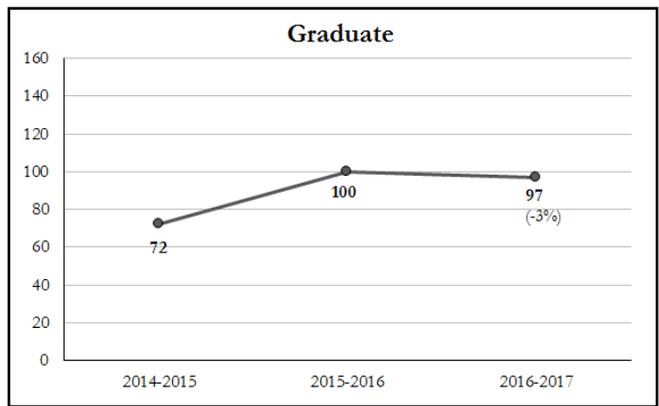
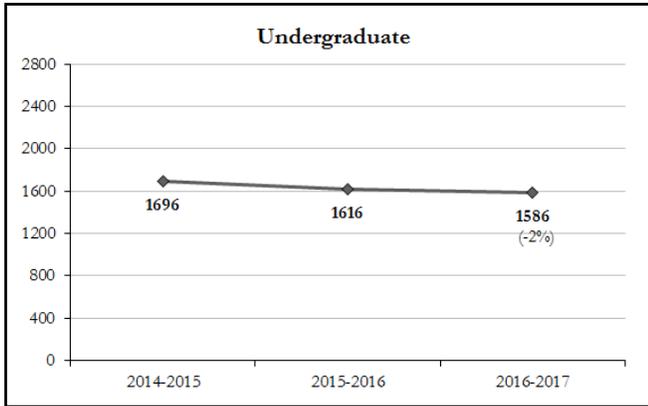
| | |
|---|------|
| Bachelor's Degree in Science of Nursing | 2002 |
| Bachelor's Degree in Information Technology Science Major in Programming | 2015 |
| Bachelor's Degree in Information Technology Science Major in Networks | 2015 |
| Bachelor's Degree in Science of Criminal Justice Major in Forensic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

MASTER'S DEGREES

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

ENROLLMENT(SS)

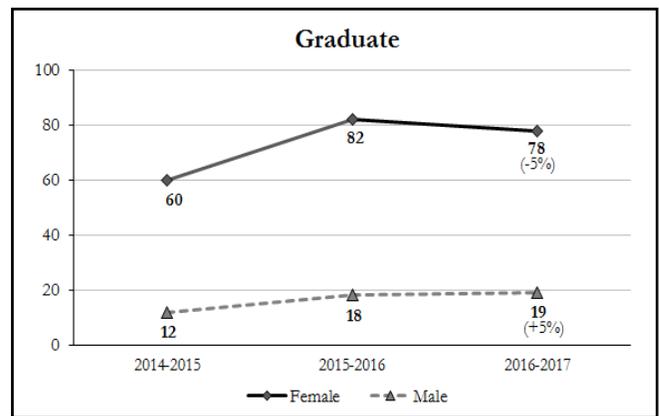
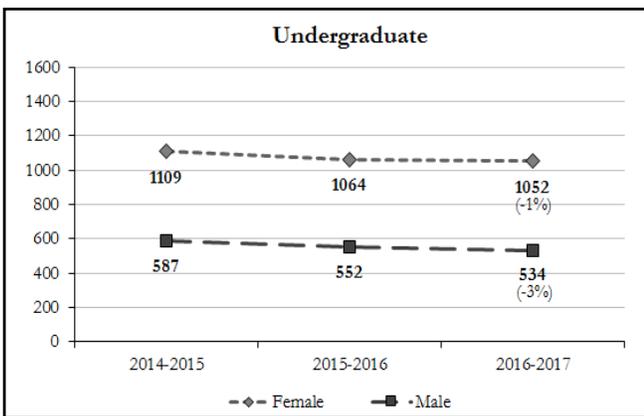
Based on the IPEDS 12-month Enrollment Data of 2016-2017, the undergraduate enrollment decreased by 2% in comparison to the previous year and the graduate enrollment decreased by 3%.



Source: IPEDS 12-month Enrollment Data

ENROLLMENT GENDER DISTRIBUTION (SS)

The undergraduate female student enrollment decreased 1% (12). Male enrollment also decreased 3% (18) in comparison to the previous year. In 2016-2017, graduate student enrollment increased 5% (1) for females and decreased 5% (4) for the male population.

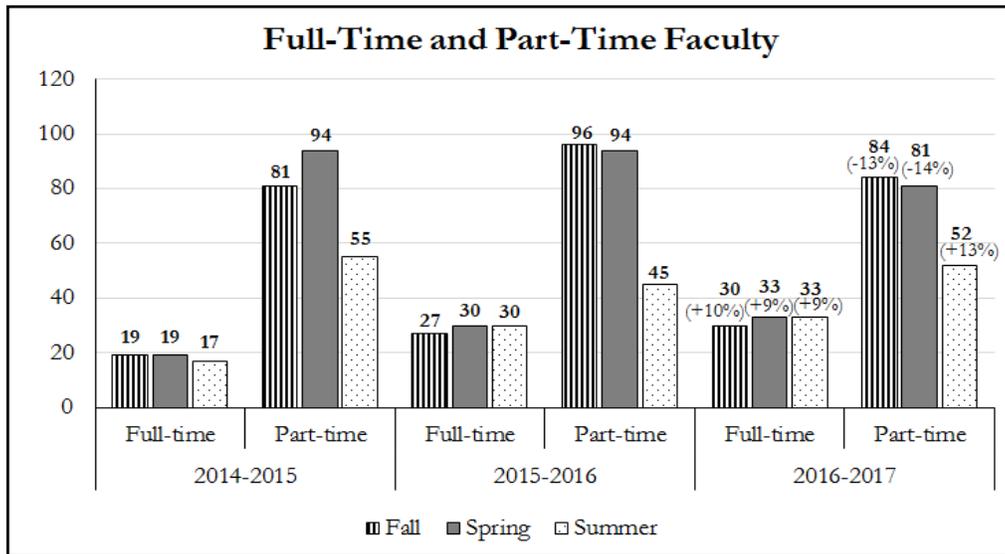


Source: IPEDS 12-month Enrollment Data

FACULTY PROFILE* (SS)

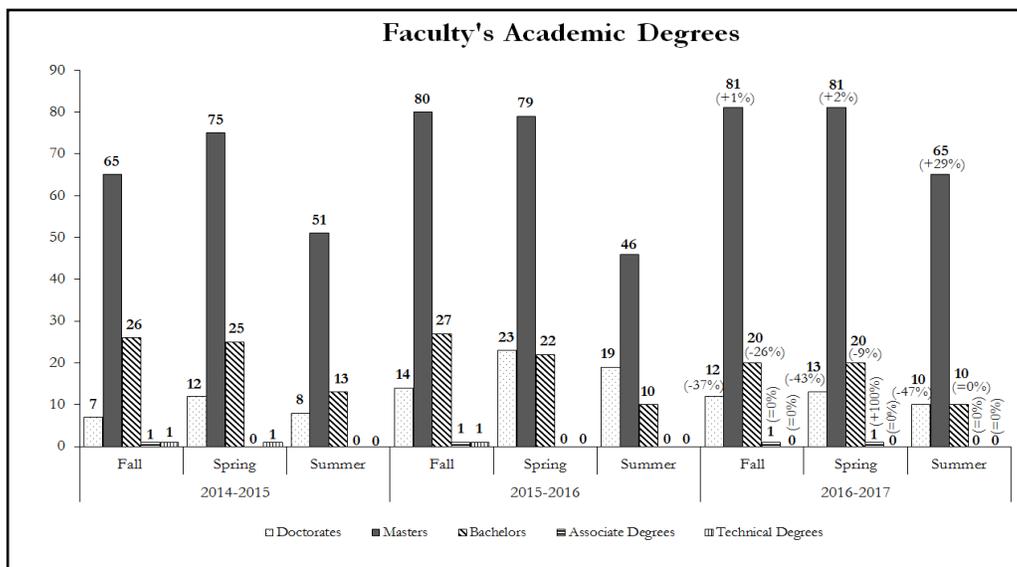
*For descriptions see page 16.

There is more part-time qualified faculty due to, among other considerations, the fact 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. An increase of full-time faculty can be observed in all academic terms.



Source: Academic Dean Office

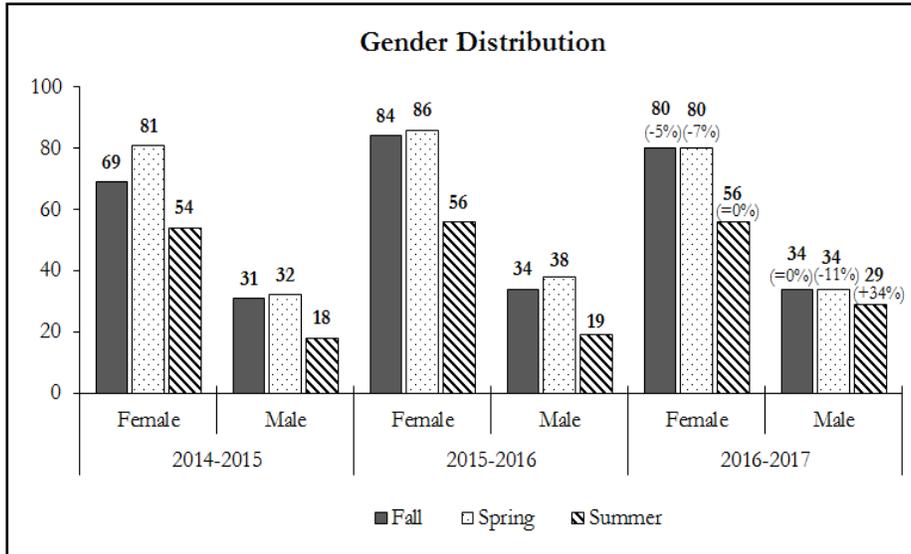
There are more professors holding a master's degree than any other academic level. A higher number of master's academic degrees respond to the fact that the Institution targets mostly undergraduate programs.



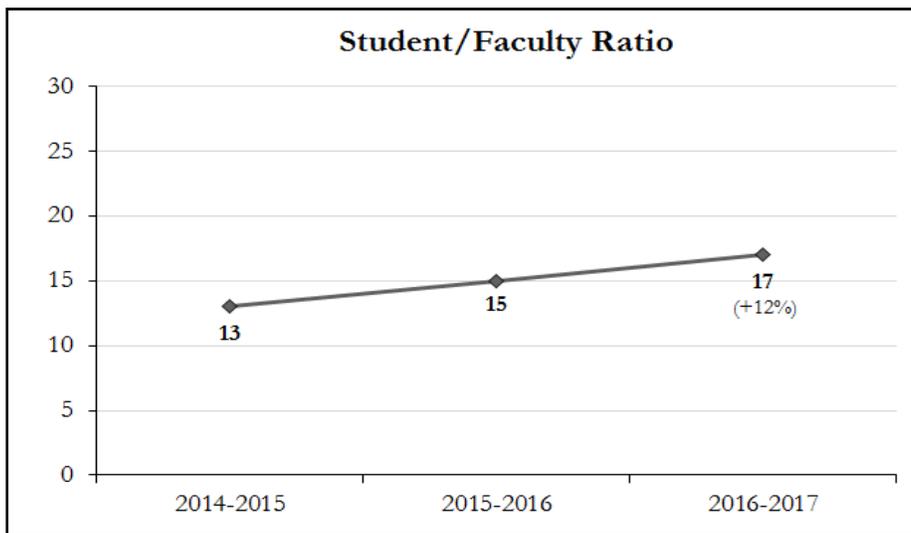
Source: Academic Dean Office

FACULTY PROFILE (SS)

Gender distribution sustains that more female faculty is in place. The San Sebastian Campus focuses mostly on health programs, which historically has had a female cadre as major practitioners. There is a healthy student ratio of 17 students per faculty members. It has increased to a still adequate student/faculty ratio.



Source: Academic Dean Office



Source: IPEDS Fall Enrollment

LEARNING RESOURCES (SS)

The Center of Information Resources 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 2017, the Information Resources Center had 10,839 titles and 12,090 volumes.

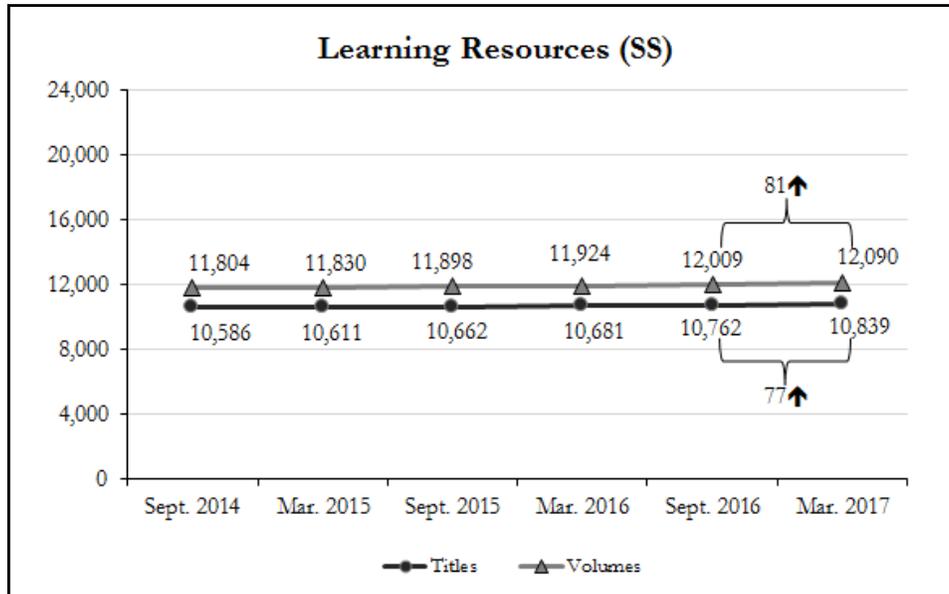
The available databases are:

- **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 database called: Fuente Académica.
- **OCENET (Universitas, Health and Medicine, and Business Administration)** Universitas is a tool to help in the learning and research process. It has the most subject coverage in the Spanish language. Health and Medicine is an information center, with contents about health, nursing and medicine, oriented toward the patient, the consumer, and the health careers alike. Business Administration is an information center, with contents about economy, business and management oriented toward the student and the business professional. It provides a support tool to the learning process of students and to the daily tasks of professionals.
- **e-libro** is the first and only electronic Spanish-language platform devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material that e-Libro offers from leading publishers. It hosts more than 80,000 titles from over 500+ publishers – with 95% of them from Latin America and Spain.
- **e-brary** offers authoritative e-books in a wide range of subject areas devoted to research, with a focus on academic institutions. This site enables the student to search, browse, and preview all of the e-books and other authoritative material. E-brary currently hosts 948,112 documents.
- **Alexander Street Streaming Video Resources** content is selected by expert editors with the student in mind. Nursing Assessment, Nursing Education and Nursing Assistant provides thousands of learning resources in video in Nursing for the classroom. Rehabilitation Therapy provides the same for the Physical Therapy Assistant Program.
- **NNN Consult** allows the agile search in each of these standardized languages: NIC, NOC, NANDA or simultaneously in all, also offering the links between them. It is updated with the latest editions of nursing reference works.
- **LexJuris** offers legal and, educational information of Puerto Rico. It is a powerful legal research tool. In addition, provides information and educational tutorials of all levels of education in Puerto Rico.

LEARNING RESOURCES CONTINUATION (SS)

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

There is an increase in learning resources, in both the titles (77) and volumes (81) categories. This increase is in response to new program developments and resource updating.



Source: Center of Information Resources

RETENTION ANALYSIS (SS)

| ACADEMIC PROGRAMS | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|---------------------------|------------|---------------------------|------------|---------------------------|--------------|
| UNDERGRADUATE | Enrollment/Retention Rate | | Enrollment/Retention Rate | | Enrollment/Retention Rate | |
| SCHOOL OF ADMINISTRATION | | | | | | |
| Associate Degree in Business Administration+ | (33) | 61% | (13) | 67% | (4) | 75% ↑ |
| Associate Degree in Office Administration+ | (47) | 60% | (21) | 95% | (11) | 82% ↓ |
| Bachelor's Degree in Business Administration Major in Accounting+ | (20) | 80% | (13) | 85% | (5) | 100% ↑ |
| Bachelor's Degree in Business Administration Major in Management+ | (10) | 60% | (3) | 67% | (1) | 100% ↑ |
| Bachelor's Degree in Technological Office Administration+ | (16) | 88% | (9) | 100% | | |
| SCHOOL OF DESIGN | | | | | | |
| Associate Degree in Arts in Interior Design and Decoration | (12) | 75% | (16) | 50% | (19) | 79% ↑ |
| Associate Degree in Digital Fashion Design | (41) | 68% | (53) | 68% | (50) | 82% ↑ |
| SCHOOL OF SCIENCE AND TECHNOLOGY | | | | | | |
| Associate Degree in Computer Programming** | (55) | 53% | (23) | 48% | (1) | 0% ↓ |
| Associate Degree in Information Technology | (35) | 94% | (66) | 79% | (80) | 69% ↓ |
| Bachelor's Degree in Information Systems Major in Computer Programming+ | (19) | 79% | (9) | 67% | (1) | 100% ↑ |
| Bachelor's Degree in Information Technology Science Major in Programming | | | (13) | 92% | (23) | 91% ↓ |
| Bachelor's Degree in Information Technology Science Major in Networks | (16) | 100% | (27) | 93% | (29) | 93% |
| SCHOOL OF CRIMINAL JUSTICE | | | | | | |
| Associate Degree in Criminal Justice | | | (27) | 63% | (69) | 77% ↑ |
| Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences* | | | | | (2) | 100% |
| SCHOOL OF HEALTH | | | | | | |
| Associate Degree in Medical Emergencies Technology | (13) | 85% | (8) | 88% | (7) | 100% ↑ |
| Associate Degree in Pharmacy Technician | (283) | 72% | (245) | 71% | (189) | 59% ↓ |
| Associate Degree in Physical Therapy Technology | (129) | 82% | (132) | 81% | (123) | 83% ↑ |
| SCHOOL OF NURSING | | | | | | |
| Associate Degree in Nursing | (662) | 76% | (735) | 74% | (729) | 81% ↑ |
| Bachelor's Degree in Science of Nursing | (306) | 83% | (310) | 85% | (273) | 82% ↓ |
| TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED) | (1696) | 76% | (1616) | 74% | (1586) | 77% ↑ |
| GRADUATE | | | | | | |
| Master's Degree in Science of Nursing, Major in Emergency/Trauma Care | (52) | 94% | (82) | 93% | (70) | 96% ↑ |
| Master's Degree in Science of Nursing, Major in Acute/Critical Care | (20) | 100% | (34) | 91% | (38) | 95% ↑ |
| TOTAL GRADUATE RETENTION RATE (UNDUPLICATED) | (72) | 96% | (100) | 91% | (97) | 95% ↑ |
| CAMPUS TOTAL RETENTION RATE (UNDUPLICATED) | (1768) | 77% | (1716) | 75% | (1683) | 78% ↑ |

Source : AIR
(n=Enrollment)

Formula: (Total Enrollment—Drops)/Total Enrollment

*New Programs

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

+Programs in moratorium.

RETENTION ANALYSIS (SS)

During the academic year 2016-2017, the campus total retention rate increased by 3% in comparison to the previous year. In 2016-2017, 12 programs had an increase in their retention rates. At the Associate Degrees level, they were in: Arts in Interior Design and Decoration (29%), Digital Fashion Design (14%), Criminal Justice (14%), Medical Emergencies Technology (12%), Business Administration (8%), Nursing (7%), and Physical Therapy Technology (2%) programs. At the Bachelor's Degrees level, the Information System Major in Computer Programming (33%), Business Administration Major in Management (33%), and Business Administration Major in Accounting (15%) programs; and the Master's Degrees in Science of Nursing Major in: Acute/Critical Care (4%), and Emergency/Trauma Care (3%).

PLACEMENT ANALYSIS (SS)

| ACADEMIC PROGRAMS | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|---|------------|---|------------|---|--------------|
| | Infield and /Placement Refield Students | Rate | Infield and /Placement Refield Students | Rate | Infield and /Placement Refield Students | Rate |
| UNDERGRADUATE | | | | | | |
| SCHOOL OF ADMINISTRATION | | | | | | |
| Associate Degree in Business Administration+ | (4) | 80% | (0) | 0% | (1) | 100% ↑ |
| Associate Degree in Office Administration+ | (3) | 50% | (4) | 67% | (2) | 22% ↓ |
| Bachelor's Degree in Business Administration Major in Accounting+ | (2) | 67% | (5) | 100% | (1) | 50% ↓ |
| Bachelor's Degree in Business Administration Major in Management+ | (2) | 100% | (2) | 100% | (1) | 100% |
| Bachelor's Degree in Technological Office Administration+ | (3) | 60% | (2) | 33% | | |
| SCHOOL OF DESIGN | | | | | | |
| Associate Degree in Arts in Interior Design and Decoration** | | | | | | |
| Associate Degree in Digital Fashion Design | | | | | (4) | 80% |
| SCHOOL OF SCIENCE AND TECHNOLOGY | | | | | | |
| Associate Degree in Computer Programming+ | (4) | 80% | (1) | 50% | | |
| Associate Degree in Information Technology | | | | | (0) | 0% |
| Bachelor's Degree in Information Systems Major in Computer Programming+ | (4) | 67% | (0) | 0% | (1) | 100% ↑ |
| Bachelor's Degree in Information Technology Science Major in Programming** | | | | | | |
| Bachelor's Degree in Information Technology Science Major in Networks** | | | | | | |
| SCHOOL OF CRIMINAL JUSTICE | | | | | | |
| Associate Degree in Criminal Justice** | | | | | | |
| Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences* | | | | | | |
| SCHOOL OF HEALTH | | | | | | |
| Associate Degree in Medical Emergencies Technology** | (2) | 50% | (2) | 33% | | |
| Associate Degree in Pharmacy Technician | (4) | 27% | (8) | 35% | (7) | 47% ↑ |
| Associate Degree in Physical Therapy Technology | (2) | 14% | (7) | 41% | (12) | 44% ↑ |
| SCHOOL OF NURSING | | | | | | |
| Associate Degree in Nursing | (39) | 39% | (51) | 65% | (57) | 67% ↑ |
| Bachelor's Degree in Science of Nursing | (40) | 53% | (35) | 53% | (39) | 68% ↑ |
| GRADUATE | | | | | | |
| Master's Degree in Science of Nursing Major in Emergency/Trauma Care | | | (17) | 100% | (20) | 95% ↓ |
| Master's Degree in Science of Nursing Major in Acute/Critical Care | | | (9) | 100% | (8) | 100% |
| CAMPUS TOTAL PLACEMENT RATE | (109) | 45% | (143) | 60% | (153) | 65% ↑ |

Source : AIR and Placement Office

(n)=(Graduate + Complete)

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

*New Programs

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

+Programs in moratorium.

PLACEMENT ANALYSIS (SS)

During 2016-2017, six (6) programs increased their placement rates. They are the Associate Degrees in: Business Administration, Pharmacy Technician, Physical Therapy Technology, and Nursing; the Bachelor's Degrees in: Information Systems Major in Computer Programming and Science of Nursing. The Master's Degrees in Science of Nursing remained the same with 100% of students placed in their field of study, except in Major in Emergency/Trauma Care.

According to the Annual Institutional Report (AIR) data for 2016-2017, the percentage of employment increased 5% in comparison to the previous year. This is based on 236 graduated students, of whom 153 are employed in their areas of study. Among the reasons that graduates may not be employed are that post Hurricane María, hiring is at its low, and also do to the Hurricane, many puertorricans have left the Island. Another reasons is that students continue for higher degrees. Also, those who graduated from the Physical Therapy Technology and Pharmacy Technician programs are required to have permanent license in order to be employed, but many are still in the process of completing such requirements.

PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS (SS)

| ACADEMIC PROGRAMS | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|--------------------|-----------------------------|--------------------|-----------------------------|--------------------|-----------------------------|
| UNDERGRADUATE | Complete, Graduate | Enrollment, Graduation Rate | Complete, Graduate | Enrollment, Graduation Rate | Complete, Graduate | Enrollment, Graduation Rate |
| SCHOOL OF ADMINISTRATION | | | | | | |
| Associate Degree in Business Administration+ | (6/33) | 18% | (1/13) | 8% | (1/2) | 50% ↑ |
| Associate Degree in Office Administration+ | (7/47) | 15% | (8/21) | 38% | (9/11) | 82% ↑ |
| Bachelor's Degree in Business Administration Major in Accounting+ | (3/20) | 15% | (6/13) | 46% | (1/9) | 40% ↓ |
| Bachelor's Degree in Business Administration Major in Management+ | (2/10) | 20% | (2/3) | 67% | (1/1) | 100% ↑ |
| Bachelor's Degree in Technological Office Administration+ | (5/16) | 31% | (7/9) | 78% | | |
| SCHOOL OF DESIGN | | | | | | |
| Associate Degree in Arts in Interior Design and Decoration** | (0/12) | 0% | (0/16) | 0% | (0/19) | 0% |
| Associate Degree in Digital Fashion Design | (0/41) | 0% | (0/53) | 0% | (7/49) | 14% ↑ |
| SCHOOL OF SCIENCE AND TECHNOLOGY | | | | | | |
| Associate Degree in Computer Programming+ | (5/55) | 9% | (4/23) | 17% | (0/1) | 0% ↓ |
| Associate Degree in Information Technology | (0/35) | 0% | (0/66) | 0% | (7/71) | 10% ↑ |
| Bachelor's Degree in Information Systems Major in Computer Programming+ | (7/19) | 37% | (1/9) | 11% | (1/1) | 100% ↑ |
| Bachelor's Degree in Information Technology Science Major in Programming** | | | (0/13) | 0% | (0/22) | 0% |
| Bachelor's Degree in Information Technology Science Major in Networks** | (0/16) | 0% | (0/27) | 0% | (0/29) | 0% |
| SCHOOL OF CRIMINAL JUSTICE | | | | | | |
| Associate Degree in Criminal Justice** | | | (0/27) | 0% | (0/69) | 0% |
| Bachelor's Degree in Science of Criminal Justice Major in Forensics Sciences* | | | | | (0/2) | 0% |
| SCHOOL OF HEALTH | | | | | | |
| Associate Degree in Medical Emergencies Technology | (3/13) | 23% | (7/8) | 88% | (0/7) | 0% ↓ |
| Associate Degree in Pharmacy Technician | (18/283) | 6% | (27/245) | 11% | (18/119) | 10% ↓ |
| Associate Degree in Physical Therapy Technology | (13/129) | 10% | (22/132) | 17% | (29/123) | 24% ↑ |
| SCHOOL OF NURSING | | | | | | |
| Associate Degree in Nursing | (95/662) | 14% | (106/735) | 14% | (111/668) | 17% ↑ |
| Bachelor's Degree in Science of Nursing | (76/306) | 25% | (72/310) | 23% | (64/317) | 20% ↓ |
| TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED) | (240/1696) | 14% | (263/1616) | 16% | (251/1586) | 16% |
| GRADUATE | | | | | | |
| Master's Degree in Science of Nursing Major in Emergency/Trauma Care | (0/52) | 0% | (21/82) | 26% | (21/65) | 32% ↑ |
| Master's Degree in Science of Nursing Major in Acute/Critical Care | (0/20) | 0% | (10/34) | 29% | (11/32) | 34% ↑ |
| TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED) | (0/72) | 0% | (29/100) | 29% | (32/97) | 33% ↑ |
| CAMPUS TOTAL GRADUATION RATE (UNDUPLICATED) | (240/1768) | 14% | (292/1716) | 17% | (282/1683) | 17% |

Source: AIR

(n=Total G+C,TE)

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

*New Programs

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

+ Programs in moratorium.

| IPEDS Graduation Rates | | |
|-------------------------------|-----------|-----------|
| 2014-2015 | 2015-2016 | 2016-2017 |
| 19% | 18% | 23% |

Source: IPEDS Graduation Rates Data

PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS (SS)

In 2016-2017, the following 13 programs showed an increase in the students graduation rates. The Associate Degrees in: Office Administration (44%), Business Administration (42%), Digital Fashion Design (14%), Information Technology (10%), Physical Therapy Technology (7%) and Nursing (3%); at the Bachelor's Degrees level, the Information Systems Major in Computer Programming (89%), and Business Administration Major in Management (33%). At the Master's Degrees level, Science of Nursing Major in: Emergency/Trauma Care (6%), and Acute/Critical Care (5%).

IPEDS

In the 2016-2017, the IPEDS graduation rate increased by 5% in comparison to the previous year.

CAMPUS CRIME REPORT (SS)

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

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

Campus Crime Report*

| Year Report | Crimes | Criminal Offenses | Quantity | Site |
|-------------|--|-------------------|----------|------|
| 2014 | Criminal Offenses | N/A | 0 | N/A |
| | Hates Crimes | N/A | 0 | N/A |
| | VAWA** Offenses | N/A | N/A | N/A |
| | Arrests and Referrals for Disciplinary Actions | N/A | 0 | N/A |
| 2015 | Criminal Offenses | N/A | 0 | N/A |
| | Hates Crimes | N/A | 0 | N/A |
| | VAWA** Offenses | N/A | 0 | N/A |
| | Arrests and Referrals for Disciplinary Actions | N/A | 0 | N/A |
| 2016 | Criminal Offenses | N/A | 0 | N/A |
| | Hates Crimes | N/A | 0 | N/A |
| | VAWA** Offenses | N/A | 0 | N/A |
| | Arrests and Referrals for Disciplinary Actions | N/A | 0 | N/A |
| 2017 | Criminal Offenses | N/A | 0 | N/A |
| | Hates Crimes | N/A | 0 | N/A |
| | VAWA** Offenses | N/A | 0 | N/A |
| | Arrests and Referrals for Disciplinary Actions | N/A | 0 | N/A |

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 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 Academic Dean's 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

In the Fall of 2015, the real total enrollment increased compared to the projected enrollment distribution. Nonetheless, there was a decrease in 2016 Spring, Summer and Fall sessions, Spring. Also there was a decrease in the 2017 Spring and Summer sessions, as can be observed.

The Graduate, Regular, and Adult Modality 2017 Summer recruitment data had the highest student enrollment numbers surpassing the projected outcome, except for the Fall of 2015, Spring, Summer and, Fall 2016, and Spring 2017. Accordingly, retention efforts did not surpass the projected enrollment. The readmission efforts surpassed the projected enrollment in the 2016 Summer and Fall terms.

GRADUATE, REGULAR, AND ADULT MODALITIES (HR)

| P = Projected enrollment R = Real enrollment | FALL 2015 | | SPRING 2016 | | SUMMER 2016 | | FALL 2016 | | SPRING 2017 | | SUMMER 2017 | |
|---|-------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|-------------|------------|
| | P | R | P | R | P | R | P | R | P | R | P | R |
| Recruitment (Promotion Office) | 286 | 252 | 142 | 124 | 91 | 78 | 302 | 250 | 142 | 126 | 82 | 105 |
| Retention (Academic Affairs) | 759 | 891 | 979 | 979 | 595 | 475 | 800 | 708 | 979 | 806 | 539 | 412 |
| Readmission (Student Affairs) | 55 | 54 | 59 | 42 | 14 | 23 | 58 | 74 | 59 | 56 | 13 | 16 |
| TOTALS | 1100 | 1197 | 1180 | 1145 | 700 | 576 | 1160 | 1032 | 1180 | 988 | 634 | 533 |

Sources: Project Enrollment Analysis and Enrollment Certifications

MANATI UNIVERSITY CENTER

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

Recruitment efforts in Spring and, Summer of 2016, and 2017 reached the enrollment projections. Retention efforts for the Fall of 2015 and 2016, also reached the expected outcomes. Readmission has not reached the expected outcomes.

| P =Projected R= Real | REGULAR | | | | | | | | | | | |
|--|------------|------------|-------------|------------|-------------|-----------|------------|------------|-------------|------------|-------------|-----------|
| | Fall 2015 | | Spring 2016 | | Summer 2016 | | Fall 2016 | | Spring 2017 | | Summer 2017 | |
| | P | R | P | R | P | R | P | R | P | R | P | R |
| Recruitment (Academic Affairs) | 44 | 21 | 18 | 23 | 12 | 22 | 40 | 22 | 22 | 15 | 12 | 23 |
| Retention (Promotion Office) | 117 | 126 | 125 | 108 | 77 | 51 | 107 | 113 | 149 | 105 | 77 | 56 |
| Readmission (Student Affairs) | 9 | 4 | 8 | 0 | 2 | 2 | 8 | 4 | 9 | 1 | 2 | 3 |
| Total | 170 | 151 | 150 | 131 | 90 | 75 | 155 | 139 | 180 | 121 | 90 | 82 |

Sources: Project Enrollment Analysis and Enrollment Certifications

R³ RECRUITMENT, READMISSION, AND RETENTION*

*For descriptions see page 55.

HUMACAO UNIVERSITY CENTER

In the Summer of 2016, the real enrollment surpassed the enrollment projections. Whereas, in the Fall of 2015, Spring and Fall of 2016, and Spring and Summer of 2017, it decreased compared to the enrollment projection.

While, the recruitment surpassed its enrollment projections in Fall of 2015, Spring and Summer of 2016, Spring and Summer of 2017. Retention and readmission has not met the outcomes.

| P =Projected R= Real | REGULAR | | | | | | | | | | | |
|--|------------|------------|-------------|------------|-------------|-----------|------------|------------|-------------|------------|-------------|-----------|
| | Fall 2015 | | Spring 2016 | | Summer 2016 | | Fall 2016 | | Spring 2017 | | Summer 2017 | |
| | P | R | P | R | P | R | P | R | P | R | P | R |
| Recruitment (Academic Affairs) | 44 | 55 | 15 | 25 | 10 | 22 | 36 | 32 | 18 | 27 | 12 | 19 |
| Retention (Promotion Office) | 117 | 43 | 104 | 85 | 68 | 66 | 97 | 76 | 125 | 81 | 77 | 39 |
| Readmission (Student Affairs) | 9 | 6 | 6 | 1 | 2 | 4 | 7 | 2 | 8 | 0 | 2 | 2 |
| Total | 170 | 104 | 125 | 111 | 80 | 92 | 140 | 110 | 150 | 108 | 90 | 60 |

Sources: Project Enrollment Analysis and Enrollment Certifications

VILLALBA BRANCH CAMPUS

The Villalba Branch Campus began operating in Spring 2017.

In the Summer of 2017, the real total enrollment did not reach the enrollment projections. Also, retention efforts have not reached its projections, even though recruitment numbers have surpassed them.

| P =Projected R= Real | REGULAR | |
|--|-------------|-----------|
| | SUMMER 2017 | |
| | P | R |
| Recruitment (Academic Affairs) | 8 | 11 |
| Retention (Promotion Office) | 51 | 31 |
| Readmission (Student Affairs) | 1 | 0 |
| Total | 60 | 42 |

Sources: Project Enrollment Analysis and Enrollment Certifications

R³ RECRUITMENT, READMISSION, AND RETENTION*

*For descriptions see page 55.

SAN SEBASTIAN CAMPUS

Compared to the projected distribution, the real enrollment numbers decreased in all academic periods.

Recruitment and retention efforts did not reach the projected enrollment, except in the of 2015 Spring. Readmission efforts surpassed all enrollment projections except for the Spring semester of 2016.

GRADUATE, REGULAR, AND ADULT* MODALITIES (SS)

| P = Projected enrollment R = Real enrollment | FALL 2015 | | SPRING 2016 | | SUMMER 2016 | | FALL 2016 | | SPRING 2017 | | SUMMER 2017 | |
|---|------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|
| | P | R | P | R | P | R | P | R | P | R | P | R |
| Recruitment (Promotion Office) | 255 | 162 | 123 | 59 | 84 | 87 | 265 | 150 | 104 | 77 | 61 | 85 |
| Retention (Academic Affairs) | 676 | 653 | 851 | 709 | 548 | 313 | 704 | 580 | 718 | 634 | 400 | 333 |
| Readmission (Student Affairs) | 49 | 80 | 51 | 34 | 13 | 33 | 51 | 64 | 43 | 66 | 9 | 18 |
| TOTALS | 980 | 895 | 1025 | 802 | 645 | 433 | 1020 | 794 | 865 | 777 | 471 | 436 |

Sources: Project Enrollment Analysis and Enrollment Certifications

*The Adult modality began in Spring 2017.

R³
RECRUITMENT, READMISSION, AND RETENTION*
MAGAE AND MABE

*For descriptions see page 55.

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 the University Centers of Humacao and Manati.

In the Fall of 2016, the real enrollment surpassed the established projections. Nonetheless, a decrease in the periods of Fall 2015, Spring and Summer of 2016, and Spring and Summer of 2017 can be observed.

Recruitment efforts increased enrollment projections for Fall of 2016, and the Spring of 2017 semesters. The retention efforts surpassed enrollment projections, in Fall of 2015, and Summer and Fall of 2016. Readmission efforts did not surpass the projects, except for the 2016 Summer session.

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

| P = Projected enrollment R = Real enrollment | FALL 2015 | | SPRING 2016 | | SUMMER 2016 | | FALL 2016 | | SPRING 2017 | | SUMMER 2017 | |
|---|------------|------------|-------------|------------|-------------|------------|------------|------------|-------------|------------|-------------|------------|
| | P | R | P | R | P | R | P | R | P | R | P | R |
| Recruitment (Promotion Office) | 138 | 113 | 66 | 29 | 60 | 0 | 130 | 215 | 84 | 154 | 99 | 72 |
| Retention (Academic Affairs) | 366 | 376 | 457 | 421 | 391 | 417 | 345 | 380 | 581 | 479 | 650 | 558 |
| Readmission (Student Affairs) | 27 | 22 | 28 | 9 | 9 | 12 | 25 | 1 | 35 | 25 | 15 | 9 |
| TOTALS | 530 | 511 | 550 | 459 | 460 | 429 | 500 | 596 | 700 | 658 | 765 | 639 |

Source: Project Enrollment Analysis and Enrollment Certifications

* Includes Manati and Humacao University Centers

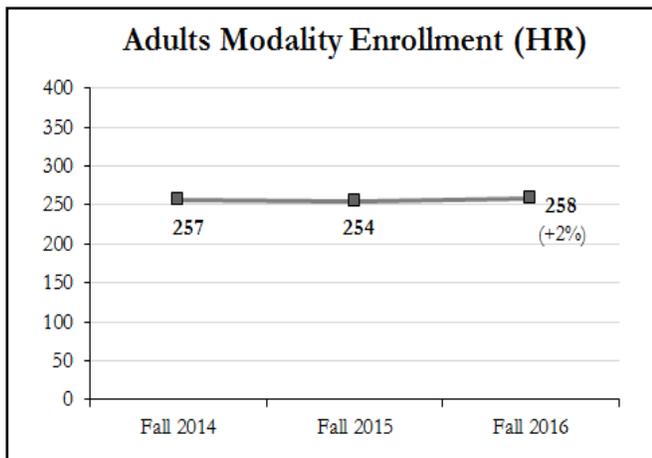
**INSTITUTIONAL
INNOVATIVE INITIATIVES**

ADULTOS@EDP (HR)

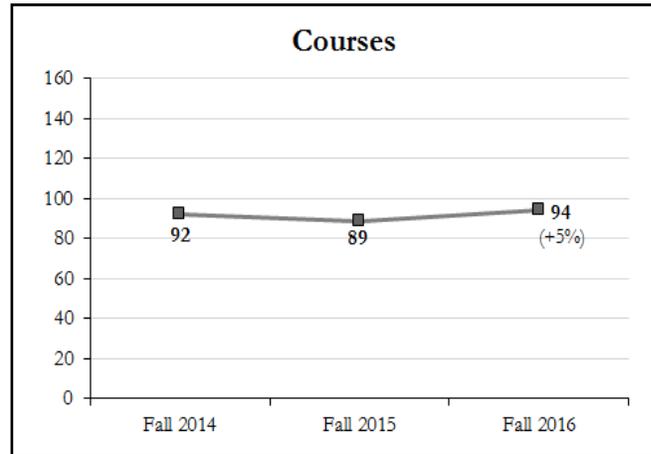
The Adults Modality for teaching and learning follows a nontraditional accelerated calendar of study for students 21 years of age or older. Students meet once a week per cycle. Each cycle clusters two (2) nine (9) weeks period into one (1) semester. Each course has a study guide which helps lead the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

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

The ratio between enrollment and courses averages 35 to 36 students per course.



Source: Enrollment Certifications



Source: Campus VUE

ADULTS MODALITY PROGRAM OFFERINGS

Associate Degree in Office Administration

Associate Degree in Business Administration

Associate Degree in Business Administration /On-line

Associate Degree in Information Technology

Bachelor's Degree in Technological Office Administration

Bachelor's Degree in Business Administration Major in Management

Bachelor's Degree in Business Administration Major in Accounting

Bachelor's Degree in Information Technology Science Major in Programming

Bachelor's Degree in Information Technology Science Major in Networks

Bachelor's Degree in Science of Nursing

ADULTOS@EDP*(SS)

*For a descriptions of the modality see page 60.

The San Sebastian's Campus Adult's Modality officially started in Spring of 2017, so there is very little information yet available.

During the 2017 Spring term, the modality began with an enrollment of 23 students within 22 courses offered. Some of the 23 students took one (1) course while other took two (2) or more. In the Summer of 2017, 19 students were enrolled for the five (5) courses offered.

ADULTS MODALITY PROGRAM OFFERINGS

Associate Degree in Information Technology

Associate Degree in Arts in Interior Design and Decoration

Associate Degree in Digital Fashion Design

Associate Degree in Criminal Justice

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

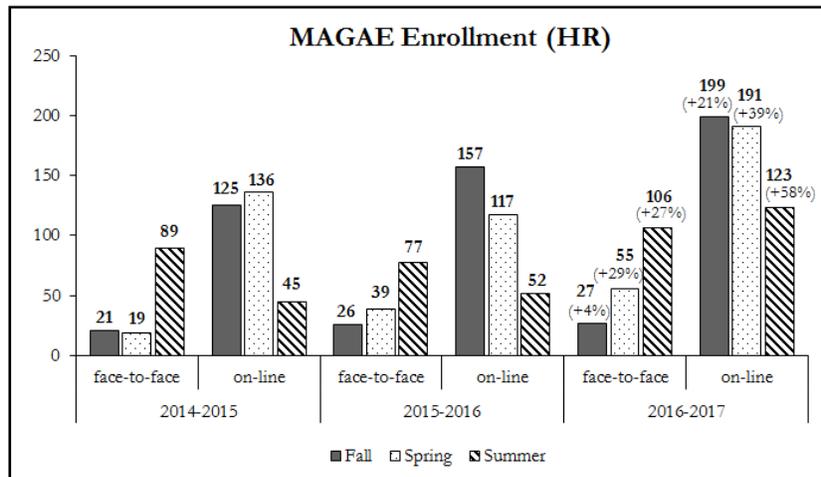
ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE) (HR)

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

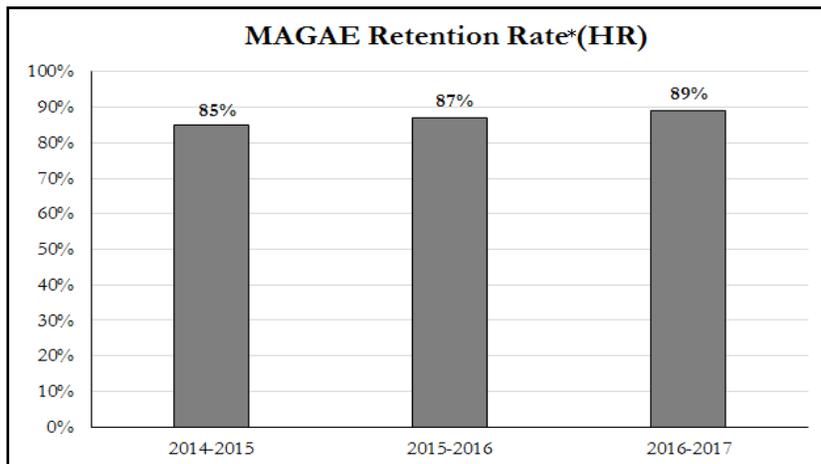
The MAGAE mode requires courses taken through both distance education (51%) and traditional in classroom (49%). On-line courses are accessed through EDP's virtual campus (www.campusvirtualedp.net). Face-to-face courses, and clinical practices, require students to travel to Puerto Rico for two (2) consecutive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

In the 2016-2017 academic year, the on-line enrollment increased by 21% for Fall and Spring by 39%, and in Summer by 58% compared to the previous year. Meanwhile, the face-to-face enrollment increased, in the Fall by 4%, in Spring by 29% and in Summer by 27% for the same academic year.

In the 2016-2017 academic year, the MAGAE retention rate had a 2% increase.



Source: Enrollment Certifications



Source: AIR
(n=Enrollment)

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

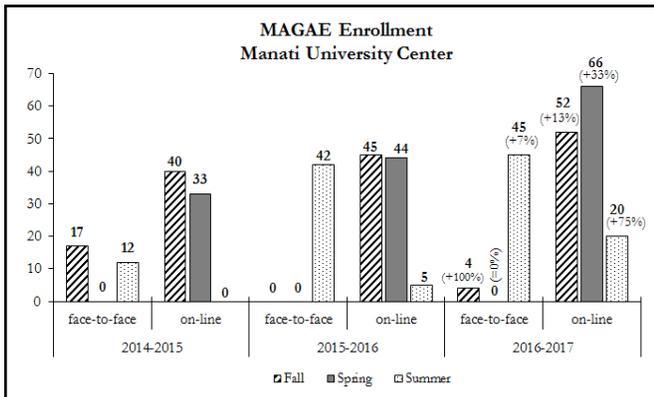
*Data recorded in Hato Rey Campus Retention Table (page 21).

ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE)+ MANATI AND HUMACAO UNIVERSITY CENTERS

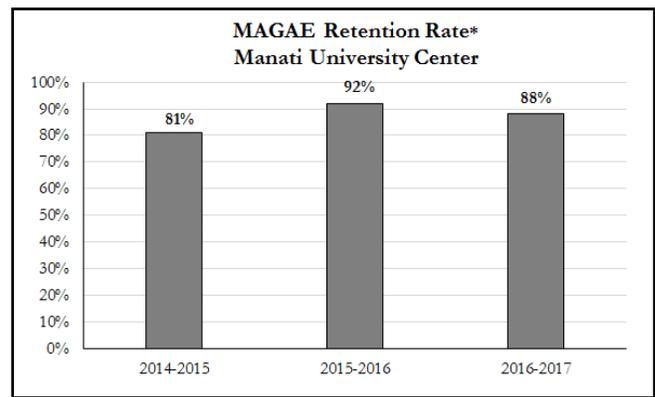
+For a description of the modality see page 62.

During 2016-2017, at the Manati University Center, the on-line enrollment increased in all the terms, while the face-to-face enrollment increased in the Fall and Summer sessions. In the 2016-2017 academic year, the on-line enrollment at the Humacao University Center, increased in all the terms in comparison to the previous year, while in the Fall and Spring we observe an increase in the number of face-to-face students.

The MAGAE retention rate for Manati University Center decreased by 4% in 2016-2017, and the Humacao University Center remained the same as the previous year.



Source: Enrollment Certifications

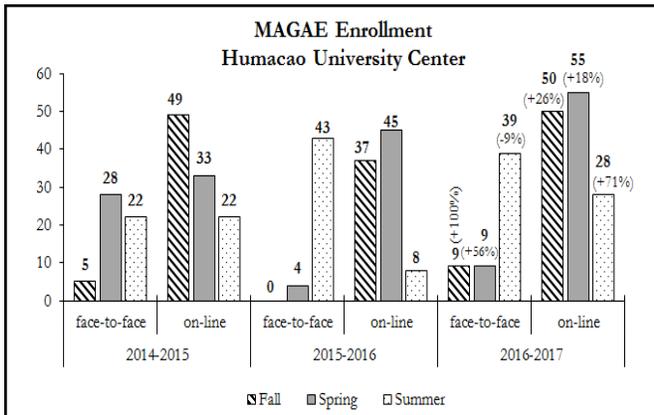


Source: AIR

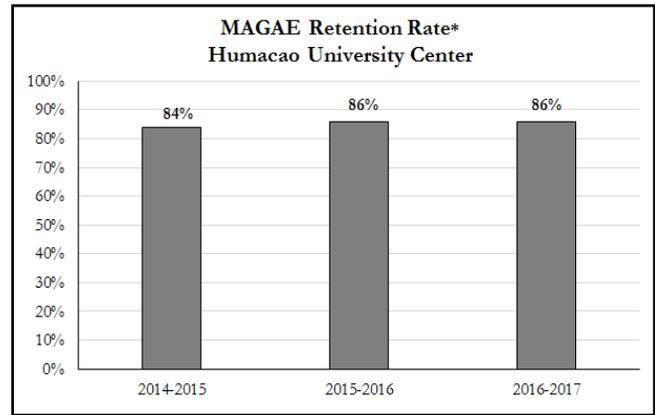
(n=Enrollment)

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

*Data recorded in Hato Rey Campus Retention Table (page 21).



Source: Enrollment Certifications



Source: AIR

(n=Enrollment)

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

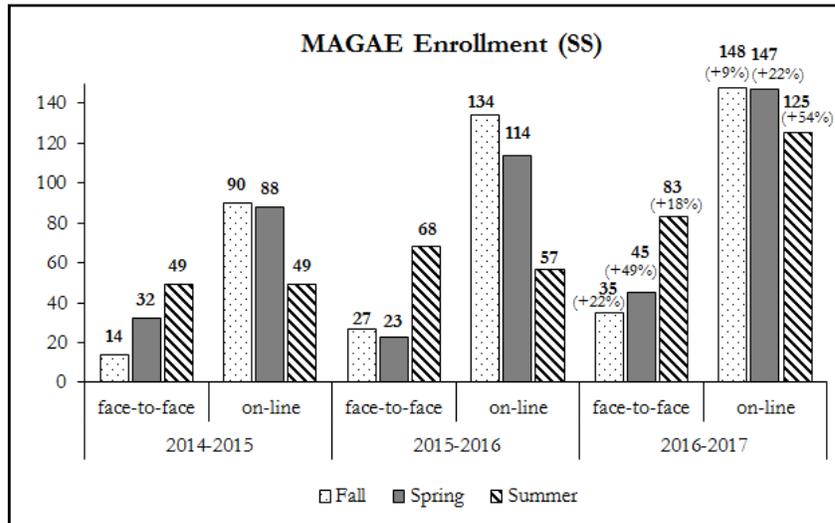
*Data recorded in Hato Rey Campus Retention Table (page 21).

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

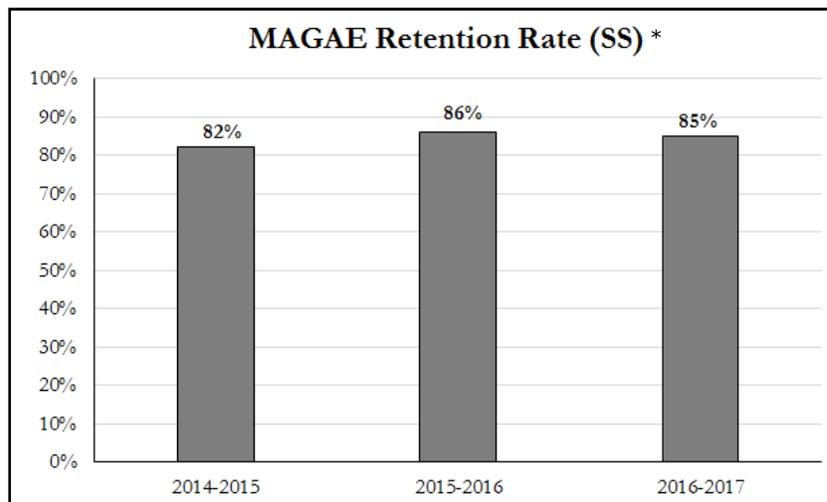
+For a description of the modality see page 62.

In the 2016-2017 academic year, on-line and face-to-face enrollment increased in all of the terms in comparison to the previous year.

The MAGAE retention rate decreased by 1%.



Source: Enrollment Certifications



Source: AIR

(n=Enrollment)

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

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

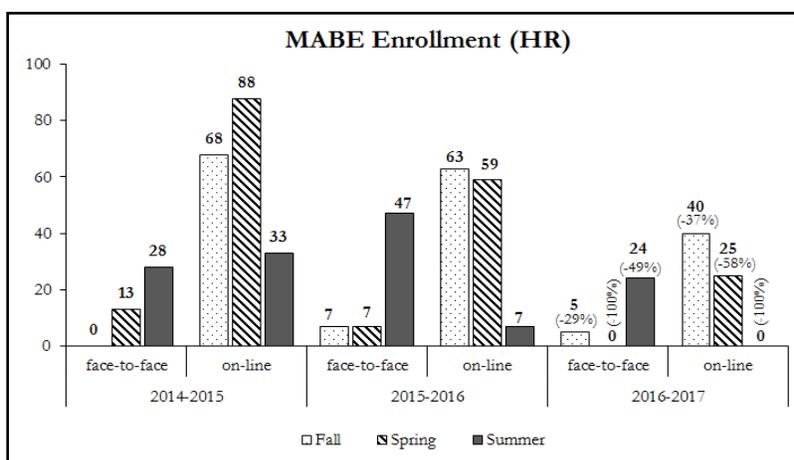
BACHELOR'S DEGREE IN SCIENCE OF NURSING ADULT MODALITY (MABE) (HR)

The Bachelor's Degree in Science of Nursing Adult Modality (MABE by its Spanish acronym) program is an outgrowth of MAGAE (see page 62). The students take 58% of their course work on-line and 42% face-to-face.

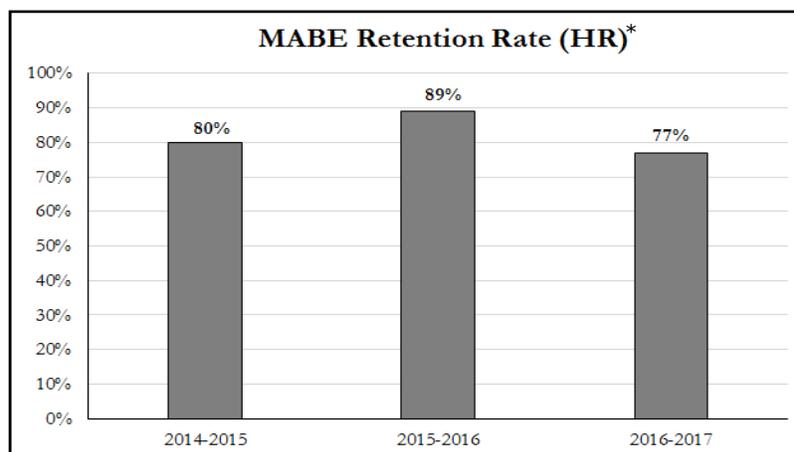
HATO REY CAMPUS (HR)

The on-line and face-to-face enrollment decreased during the 2016-2017 academic year.

During the same year the MABE retention rate decreased by 12% in comparison to the previous year. The reason of the decrease in enrollment and retention rate was that the Bachelor's Degree in Science of Nursing don't have the accreditation.



Source: Enrollment Certifications



Source: AIR

(n=Enrollment)

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

*Data recorded in Hato Rey Campus Retention Table (page 21).

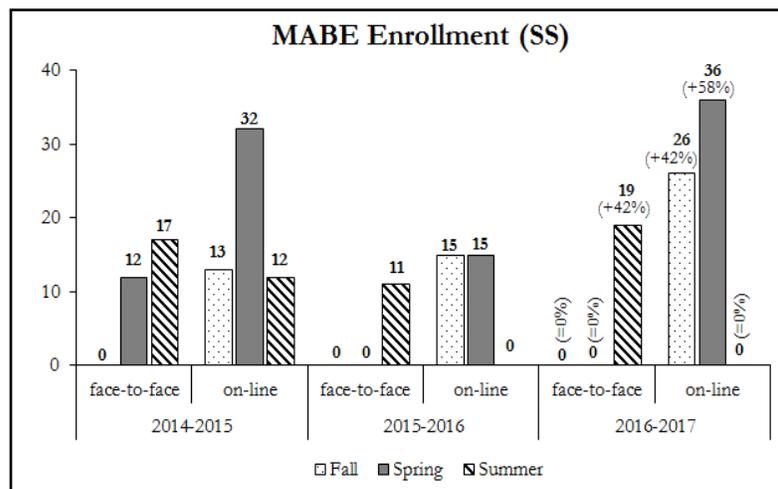
BACHELOR'S DEGREE IN SCIENCE OF NURSING ADULT MODALITY+ (MABE) (SS)

+ For descriptions of the modality see pages 62 and 65.

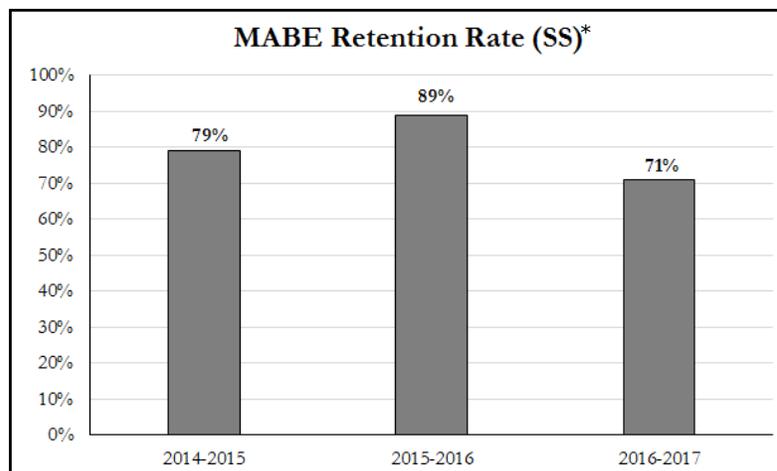
SAN SEBASTIAN CAMPUS (SS)

In the 2016-2017 academic year, the on-line enrollment increased for the Fall and Spring sessions, while the face-to-face increased in the Summer session.

During the 2016-2017, the MABE retention rate had a decrease of 18% in comparison to the previous year.



Source: Enrollment Certifications



Source: AIR

(n=Enrollment)

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

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

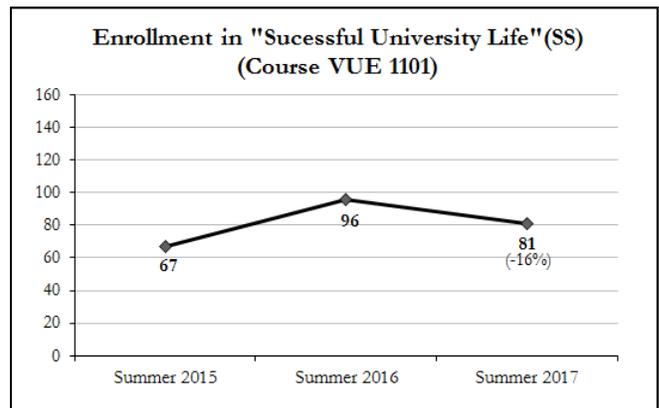
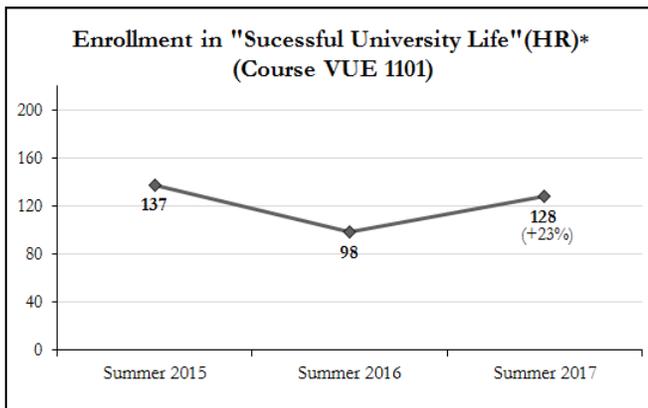
FRESHMEN SUMMER HATO REY AND SAN SEBASTIAN CAMPUSES

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 any 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 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.

In the Summer of 2003, enrollment began with 34 freshmen students, in the Hato Rey's Campus and 45 freshmen students in Summer of 2004, for the San Sebastian campus.

During the 2017 Summer, the Hato Rey Campus increased its enrollment by 23% in comparison to the previous year. The San Sebastian Campus enrollment had a 16 % decrease in comparison to the Summer 2016.



Source: Campus VUE Systems

*Includes Manati, Humacao University Centers and Villalba Branch Campus

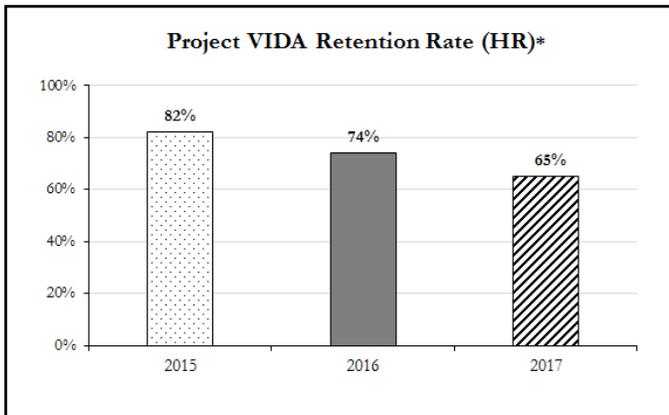
Source: Campus VUE Systems



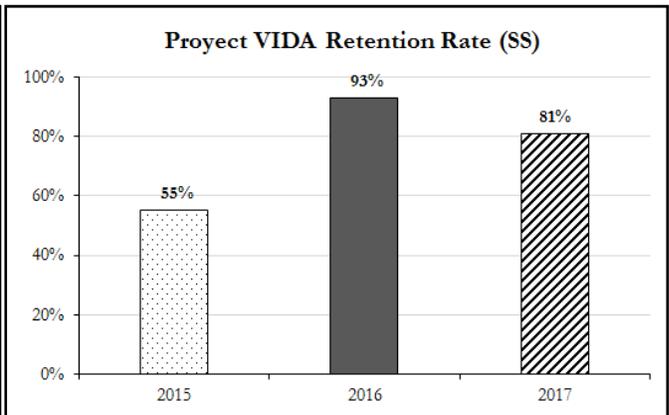
PROJECT VIDA HATO REY AND SAN SEBASTIAN CAMPUSES

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 focused towards creating student-centered initiatives that improve first year student's experiences. Three (3) major characteristics define this project. One (1) the student support services, where the admissions director keeps track and guides the students until their second year of study. During the first year, 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 an exercise for team building . An innovative integrated curriculum favors this active integrated teaching and learning experience.

Following, are the retention rates for Project VIDA at the Hato Rey and San Sebastian campuses. During 2017, the Hato Rey Campus retention rate decreased 9%, and the San Sebastian Campus had a decrease of 12%, as can be observed.



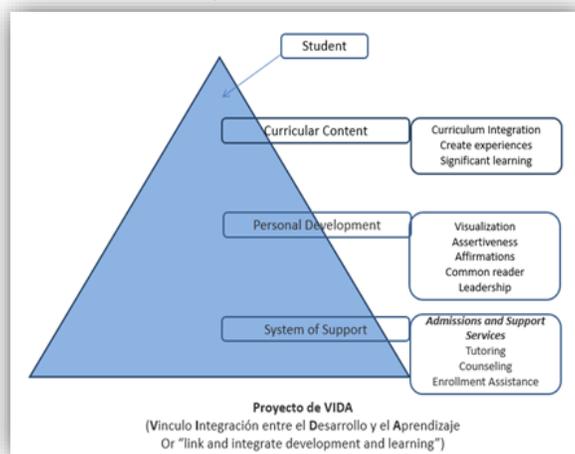
Sources: Admissions and Student Services Office



Sources: Admissions and Student Services Office

*Includes Manati and Humacao University Centers and Villalba Branch Campus.

Project VIDA Model



Sources: Admissions and Student Services Office

**VIDA PROJECT ENROLLMENT PER PROGRAM
HATO REY CAMPUS
MANATI AND HUMACAO UNIVERSITY CENTERS**

| HATO REY CAMPUS | | | |
|--|------------------|------------------|------------------|
| PROGRAMS | FALL 2014 | FALL 2015 | FALL 2016 |
| Associate Degree in Office Administration | 3 | 7 | 1 |
| Associate Degree in Business Administration | 6 | 6 | 2 |
| Associate Degree in Computer Programming | 6 | 1 | |
| Associate Degree in Digital Fashion Design | 20 | 27 | 6 |
| Associate Degree in Physical Therapy Technology | 3 | 10 | 4 |
| Associate Degree in Medical Emergencies Technology | 5 | 11 | 8 |
| Associate Degree in Nursing | 40 | 52 | 36 |
| Associate Degree in Arts in Digital Design | 3 | 1 | 3 |
| Associate Degree in Arts in Interior Design and Decoration | 25 | 18 | 10 |
| Associate Degree in Biotechnology | 13 | 1 | 4 |
| Associate Degree in Information Technology | | 11 | 3 |
| Associate Degree in Criminal Justice | | 1 | 6 |
| Associate Degree in Pharmacy Technician | | | 8 |
| Bachelor's Degree Information Systems Major in Computer Programming | | 3 | |
| Bachelor's Degree Information Systems Major in Networks | 2 | | 1 |
| Bachelor's Degree in Information Technology Science Major in Programming | | 1 | |
| Bachelor's Degree in Information Technology Science Major in Networks | | | 1 |
| Bachelor's Degree in Business Administration Major in Accounting | 1 | 2 | |
| Bachelor's Degree in Business Administration Major in Management | | 2 | |
| Bachelor's Degree in Technological Office Administration | | | |
| Bachelor's Degree in Interior Design and Decoration | 2 | 2 | |
| Bachelor's Degree in Digital Fashion Design | 2 | 3 | 7 |
| Bachelor's Degree in Digital Design Major in Multimedia | | 5 | 1 |
| Bachelor's Degree in Science of Nursing | | | |
| Bachelor's Degree in Science of Criminal Justice Major in Forensic Science | | | |
| TOTAL | 131 | 164 | 101 |

| MANATI UNIVERSITY CENTER | | | |
|---|------------------|------------------|------------------|
| PROGRAMS | FALL 2014 | FALL 2015 | FALL 2016 |
| Associate Degree in Nursing | 15 | 15 | 9 |
| Associate Degree in Computer Programming | 3 | 4 | |
| Associate Degree in Digital Fashion Design | 3 | 4 | 1 |
| Associate Degree in Physical Therapy Technology | 30 | 18 | 7 |
| TOTAL | 51 | 41 | 17 |

| HUMACAO UNIVERSITY CENTER | | | |
|---|------------------|------------------|------------------|
| PROGRAMS | FALL 2014 | FALL 2015 | FALL 2016 |
| Associate Degree in Nursing | 8 | 2 | 11 |
| Associate Degree in Digital Fashion Design | 2 | 2 | 6 |
| Associate Degree in Physical Therapy Technology | 3 | | 6 |
| Associate Degree in Computer Programming | | | 7 |
| TOTAL | 13 | 4 | 30 |

Source: Campus VUE

**VIDA PROJECT ENROLLMENT PER PROGRAM
SAN SEBASTIAN CAMPUS**

| SAN SEBASTIAN CAMPUS | | | |
|--|------------------|------------------|------------------|
| PROGRAMS | FALL 2014 | FALL 2015 | FALL 2016 |
| Associate Degree in Nursing | 77 | 68 | 51 |
| Associate Degree in Pharmacy Technician | 34 | 23 | 24 |
| Associate Degree in Office Administration | 1 | | |
| Associate Degree in Business Administration | 1 | | |
| Associate Degree in Medical Emergencies Technology | | | |
| Associate Degree in Computer Programming | 17 | | |
| Associate Degree in Information Technology | | 17 | 12 |
| Associate Degree in Arts in Digital Fashion Design | 9 | 11 | 11 |
| Associate Degree in Arts in Interior Design and Decoration | 3 | 2 | 4 |
| Associate Degree in Physical Therapy Technology | 15 | 9 | 17 |
| Associate Degree in Criminal Justice | | 3 | 9 |
| Bachelor's Degree in Technological Office Administration | 1 | | |
| Bachelor's Degree in Science of Nursing | 7 | 4 | 19 |
| Bachelor's Degree in Information Systems Major in Computer Programming | 5 | | |
| Bachelor's Degree in Information Technology Science Major in Programming | | | |
| Bachelor's Degree in Information Technology Science Major in Networks | | 2 | 3 |
| TOTAL | 170 | 139 | 150 |

Source: Campus VUE

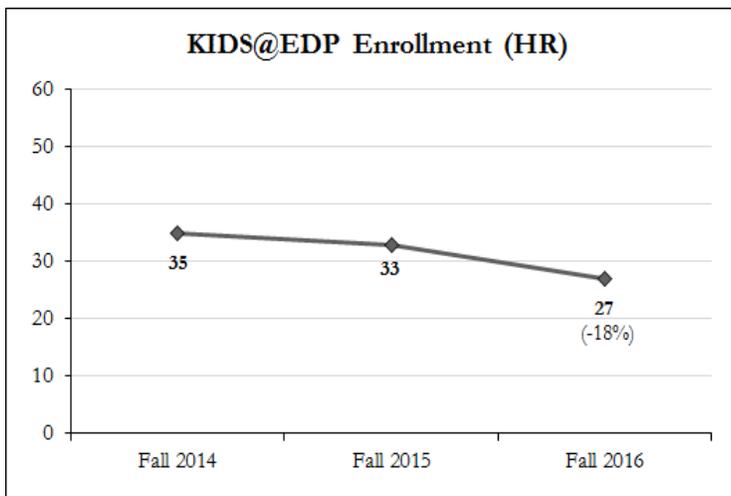
KIDS@EDP HATO REY CAMPUS

Since June 2003, KIDS@EDP, Day Care and Development Center, offers its services to 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 degree.

Age ranges from approximately two (2) month old babies to two (2) years old toddlers, even though, from time to time, older children may be cared for. The caregiver for each child ratio is approximately two (2) adults per each two (2) children. A decrease in the ratio can be observed as the enrollment had diminished.

In Fall of 2016 there was an 18% decrease from the average enrollment.



Source: Kids@EDP (HR)

Age and Adult per Child Rate

| Fall 2014 | |
|------------|----------------------|
| Age Months | Child/Employee Ratio |
| 2-18 | 14/5 |
| 19-35 | 9/3 |
| 36-59 | 12/2 |
| Fall 2015 | |
| Age Months | Child/Employee Ratio |
| 9-19 | 12/4 |
| 24-32 | 12/3 |
| 36-53 | 9/2 |
| Fall 2016 | |
| Age Months | Child/Employee Ratio |
| 2-18 | 8/2 |
| 24-32 | 7/1 |
| 36-45 | 12/2 |

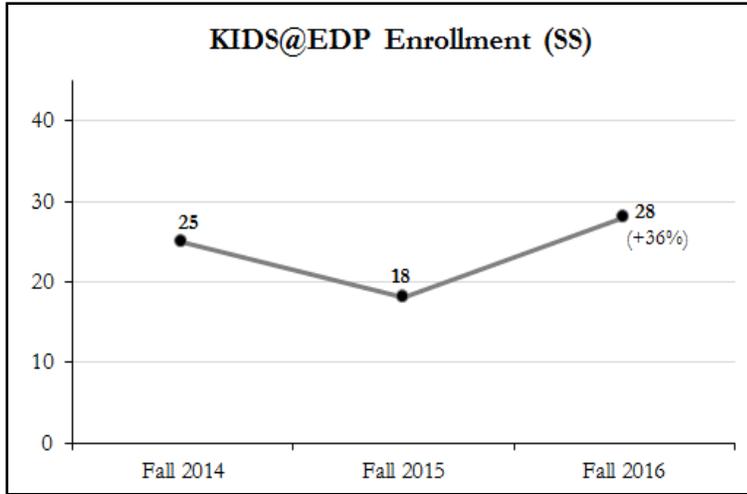
Source: Kids@EDP (HR)

KIDS@EDP*
SAN SEBASTIAN CAMPUS

*For description see page 71.

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.

An increase in the ratio can be observed as the enrollment had raised. In Fall 2016, a 35% increase in children's enrollment can be observed.



Source: Kids@EDP (SS)

Age and Adult per Child Rate

| Fall 2014 | |
|------------|----------------------|
| Age Months | Child/Employee Ratio |
| 3-18 | 8/1 |
| 19-35 | 9/1 |
| 36-59 | 10/2 |
| Fall 2015 | |
| Age Months | Child/Employee Ratio |
| 2-23 | 7/2 |
| 24-35 | 6/2 |
| 36-59 | 5/1 |
| Fall 2016 | |
| Age Months | Child/Employee Ratio |
| 2-18 | 8/6 |
| 24-35 | 11/2 |
| 36-48 | 9/1 |

Source: Kids@EDP (SS)

DISTANCE EDUCATION ENROLLMENT

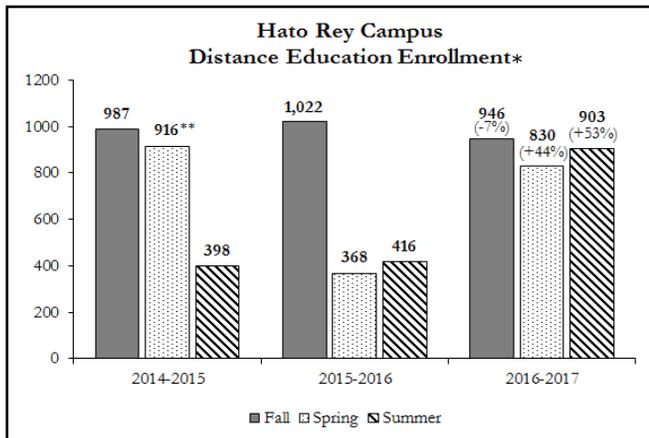
DISTANCE EDUCATION

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 all of the Institution’s educational endeavors. The Distance Education Academic Dean’s Office oversees access to academic courses and program growth.

In 2003-2004, the Institution began its process of offering distance learning courses. During this period, the proposed on-line courses had to go through the ACICS’s rigorous process for approval. 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 2016-2017, the Hato Rey’s Campus had an enrollment increase for the Spring and Summer academic terms, as observed in the following chart.

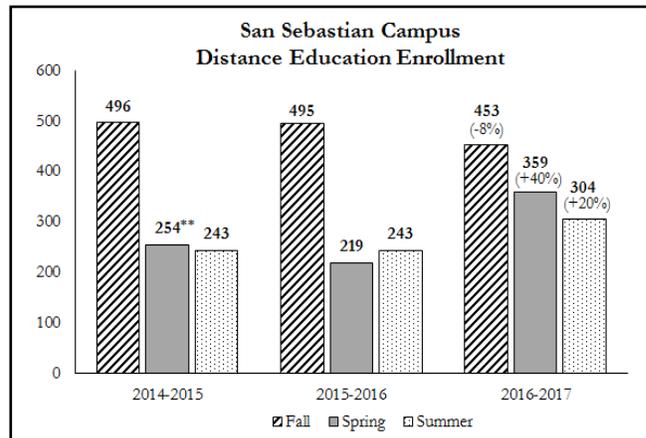
In the 2016-2017, the San Sebastian’s Campus enrollment increased during the Spring and Summer academic terms. The Fall term enrollment decreased.



*Includes Manati, Humacao University Centers and Villalba Branch Campus.

**Includes the on-line ABA (Associate Degree in Business Administration) students transferred from San Sebastian Campus.

Source: Campus VUE



**Excludes enrollment of student of ABA (Associate Degree in Business Administration)

Source: Campus VUE

DISTANCE EDUCATION ENROLLMENT PER COURSE HATO REY CAMPUS

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

During the 2016 Fall semester, courses with the highest enrollment were **BA 1313, BIO 1201-1202, BIO 2203, CHE 1163, ENG 1101-1102, NUR 1115, NUR 3250, PRO 1101, PSY 1101, SOC 1101, SPA 1101-1102, and VUE 1101. NUR 1115, PRO 1101 and, VUE 1101.**

The least on-line course enrollment registered (less than 12 students), in all terms were: **ACC 3315, BA 1110, BA 3351, BA 4350, MAT 4303, MET 2230, MET 3102, PRO 2212, STA 4208, SIC 2235, SIC 2400, and SIC 3375.** These tend to be programmatic concentration courses.

| ENROLLMENT PER COURSE* | | | |
|------------------------|-----------|-------------|-------------|
| Courses | Fall 2016 | Spring 2017 | Summer 2017 |
| ACC 2113 | | 33 | |
| ACC 2114 | 14 | | 3 |
| ACC 3315 | 4 | 10 | 1 |
| BA 1110 | 10 | | 10 |
| BA 1313 | 66 | 59 | 19 |
| BA 2301 | | 40 | |
| BA 2321 | 39 | 1 | |
| BA 3351 | 10 | 9 | |
| BA 4330 | 9 | 20 | |
| BA 4350 | 5 | 9 | |
| BA 4400 | 6 | | 6 |
| BIO 1101 | 41 | 23 | 21 |
| BIO 1102 | 21 | | 2 |
| BIO 1201 | 70 | 95 | 13 |
| BIO 1202 | 1 | 87 | 78 |
| BIO 2101 | | | 20 |
| BIO 2203 | 84 | 43 | 17 |
| CHE 1163 | | 73 | 20 |
| ECON 2101 | | 36 | |
| ECON 2102 | | | |
| ENG 1101 | 51 | 71 | 20 |
| ENG 1102 | 30 | 62 | 61 |
| FIN 2105 | 16 | | 2 |
| FIN 4310 | 3 | 14 | |

*Double count

Source: Campus VUE

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

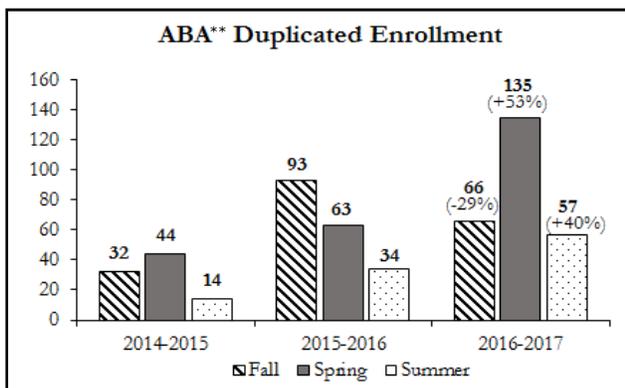
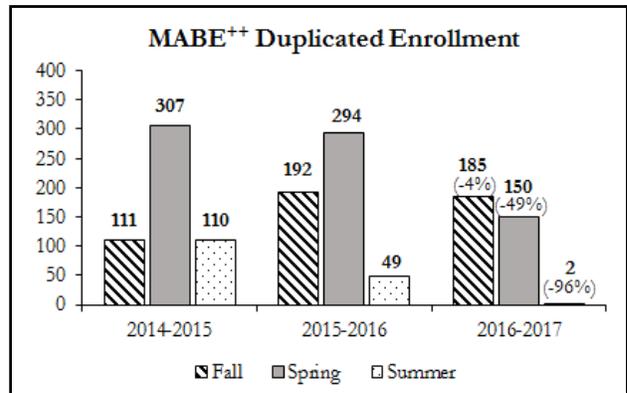
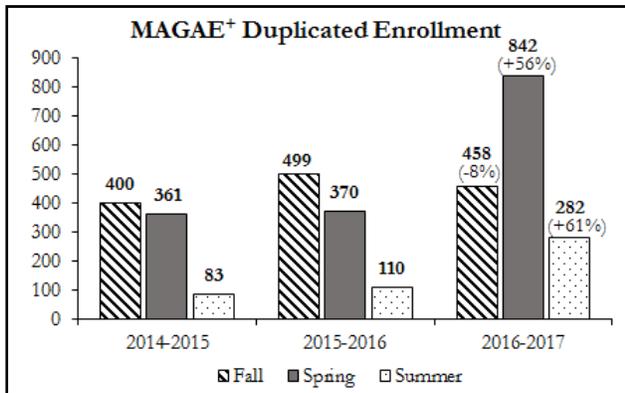
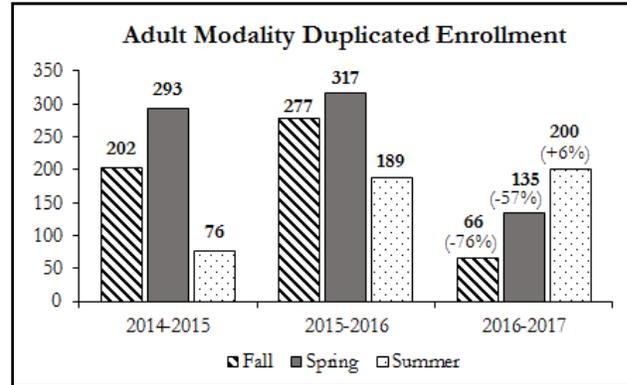
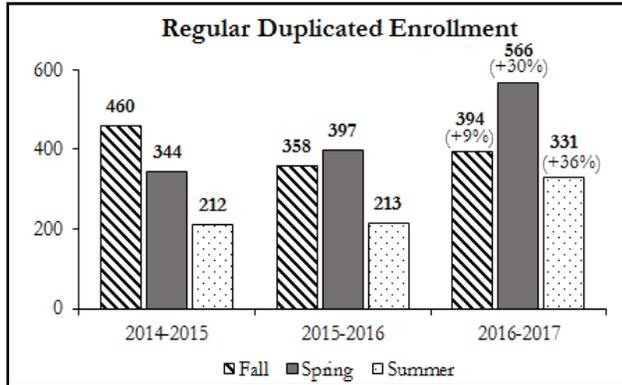
| ENROLLMENT PER COURSE* | | | |
|------------------------|-------------|-------------|-------------|
| Courses | Fall 2016 | Spring 2017 | Summer 2017 |
| HUM 1101 | 54 | 22 | 36 |
| HUM 1102 | 36 | | 7 |
| HUM 1105 | 14 | 45 | 18 |
| HUM 1110 | | 12 | |
| ITP 1103 | 15 | 9 | 6 |
| MAT 1101 | 13 | 21 | 15 |
| MAT 1111 | 17 | 19 | 35 |
| MAT 1113 | 19 | 25 | 8 |
| MAT 2301 | 30 | 48 | 2 |
| MAT 3302 | 12 | 25 | 15 |
| MAT 4303 | 1 | 1 | |
| MET 2230 | 6 | | |
| MET 3102 | 5 | | |
| NUR 1115 | 127 | 123 | 42 |
| NUR 1140 | 31 | 61 | 23 |
| NUR 3250 | 23 | 101 | 54 |
| NUR 3375 | 9 | 15 | 5 |
| NUR 4395 | 9 | 41 | 4 |
| PHY 1102 | | 15 | |
| PRO 1101 | 168 | 168 | 99 |
| PRO 1110 | 38 | 23 | |
| PRO 2212 | | 9 | |
| PSY 1101 | 23 | 96 | 81 |
| PSY 1102 | | 30 | 32 |
| SOC 1101 | 83 | 90 | 55 |
| SOC 1102 | 58 | | 2 |
| SPA 1101 | 71 | 72 | 22 |
| SPA 1102 | 67 | 62 | 50 |
| STA 3207 | 56 | 34 | 4 |
| STA 4208 | | | 11 |
| SIC 2235 | 9 | | |
| SIC 2400 | | 11 | |
| SIC 3375 | 7 | 1 | |
| TAS 2208 | 12 | 15 | |
| VUE 1101 | 116 | 58 | 85 |
| TOTAL | 1609 | 1937 | 1004 |

* Double count

Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT HATO REY CAMPUS

For the 2016-2017 academic year, the **Regular** duplicated enrollment increased in all its terms. The **Adult modality** increased only in the Summer semester. The **MAGAE** modality increased its enrollment for Spring and Summer terms, while the **MABE** modality decreased for all semesters. The **ABA** (Associate Degree in Business Administration on-line program) increased its duplicated enrollment in the Spring and Summer sessions.



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

*Includes enrollment of students of ABA** on-line transferred from San Sebastian to Hato Rey Campus.

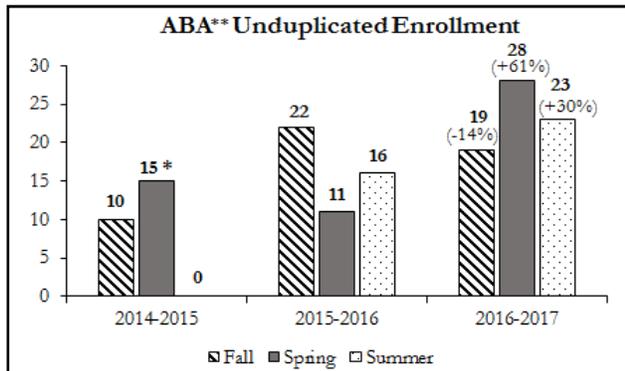
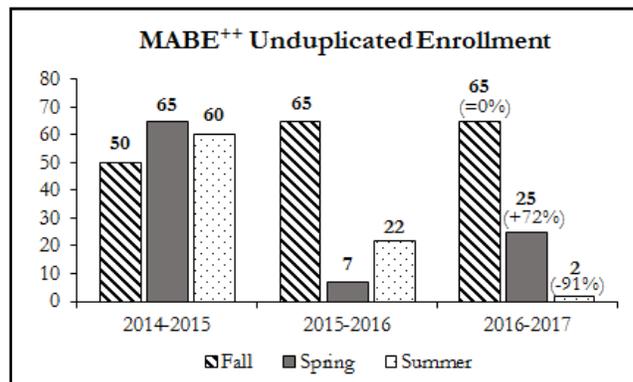
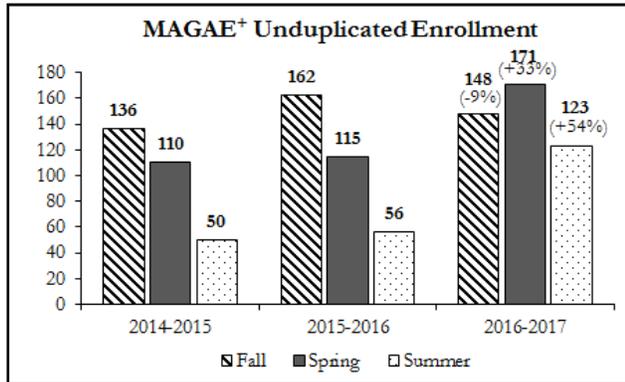
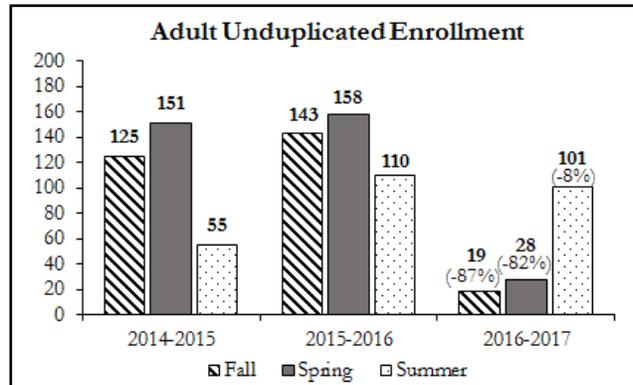
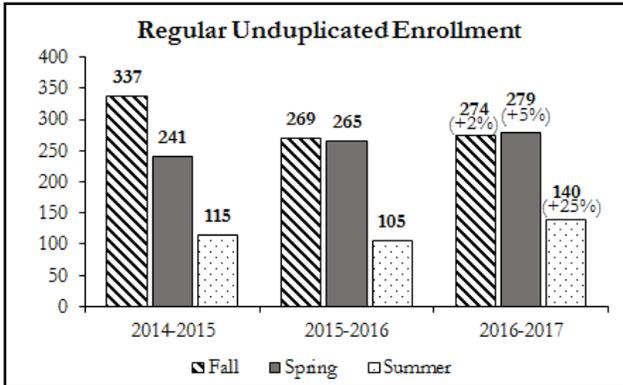
**ABA - Associate Degree in Business Administration (On-line program)

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

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

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT HATO REY CAMPUS

The 2016-2017 academic year shows an increase in the **Regular** unduplicated enrollment in all terms. While, the **Adult** modality had a decrease in all sessions. Also, the **MAGAE** modality increased in the Spring and Summer semesters, and the **MABE** modality remained the same in the Fall semester but increased for Spring and had a decrease in the Summer semester. The **ABA** (Associate Degree in Business Administration on-line program) unduplicated enrollment had a decrease in Fall and increased for the Spring and Summer sessions.



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

*Includes enrollment of students of ABA** on-line transferred from San Sebastian to Hato Rey Campus.

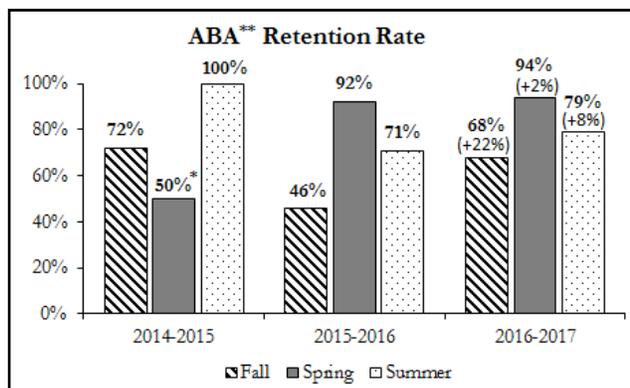
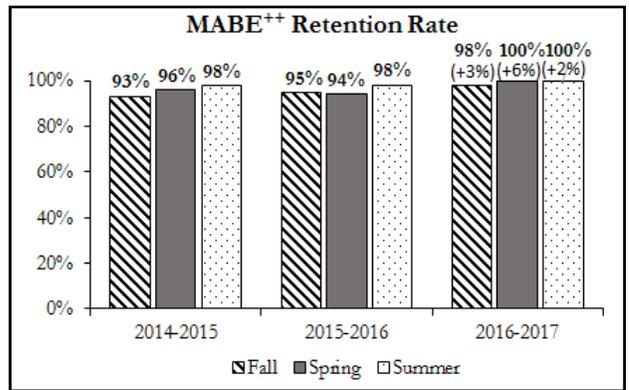
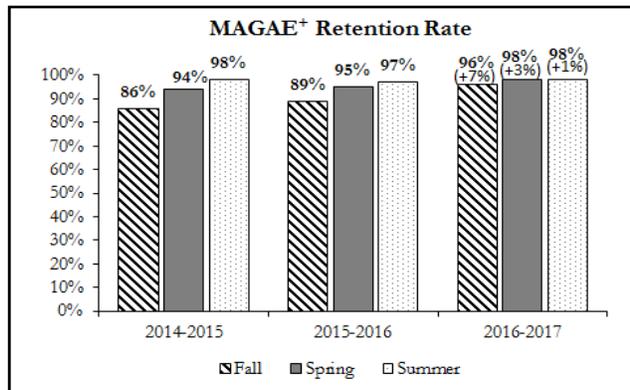
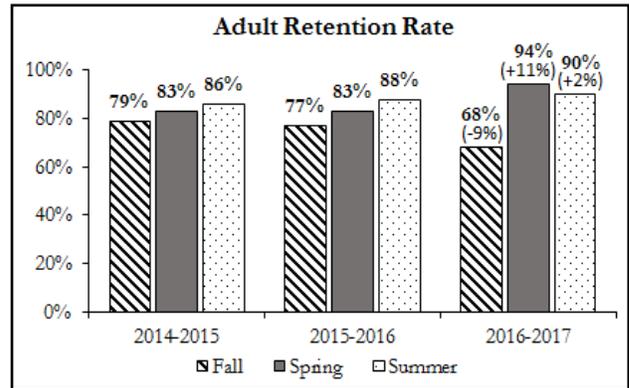
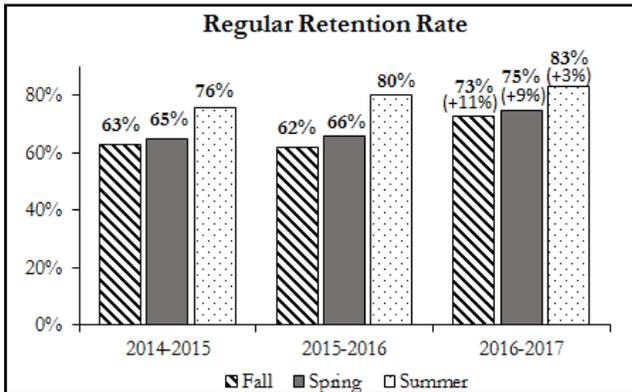
**ABA - Associate Degree in Business Administration (On-line program)

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

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

DISTANCE EDUCATION RETENTION RATE HATO REY CAMPUS

During the 2016-2017 academic year, there was an increase in retention rates for the **Regular**, **MAGAE**, **MABE**, and **ABA** (Associate Degree in Business Administration on-line program) enrollment. The **Adult** modality also presented an increase for the Spring and Summer sessions.



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

*Includes enrollment of students of ABA** on-line transferred from San Sebastian to Hato Rey Campus.

**ABA - Associate Degree in Business Administration (On-line program)

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

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

DISTANCE EDUCATION ENROLLMENT PER COURSE*
MANATI UNIVERSITY CENTER

*For description see page 75.

Courses with the highest enrollment include **PRO 1101**, **SOC 1101**, and **VUE 1101**. During the Fall semester they were, **PRO 1101**, and **VUE 1101**. In the Spring of 2017, **SOC 1101** had the highest total enrollment. In the Summer, all university center's students were enrolled at the Hato Rey Campus on-line courses. Thus, the Manati university center's students are counted in Hato Rey (see table on page 75).

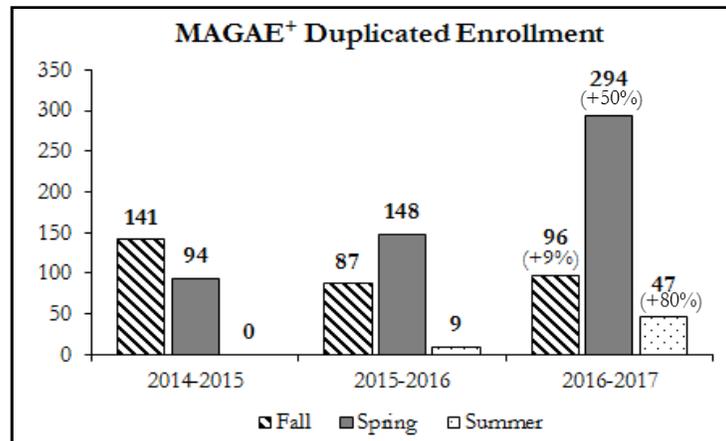
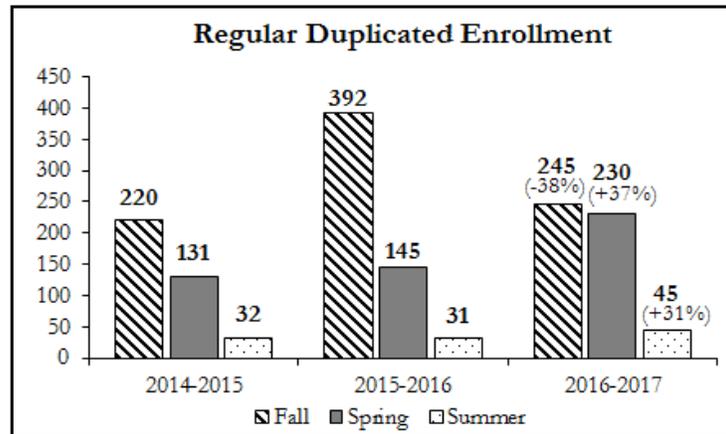
| ENROLLMENT PER COURSE* | | | |
|-------------------------------|------------------|--------------------|--------------------|
| Courses | Fall 2016 | Spring 2017 | Summer 2017 |
| BIO 1201 | 26 | 12 | |
| BIO 1202 | | 36 | |
| BIO 2203 | 23 | | |
| ENG 1101 | | 34 | |
| ENG 1102 | | 23 | |
| HUM 1110 | 19 | | |
| NUR 1115 | 20 | 19 | |
| NUR 1140 | | 13 | |
| NUR 3250 | | 26 | |
| PRO 1101 | 44 | 10 | |
| PSY 1101 | | 36 | |
| SOC 1101 | | 44 | |
| SPA 1101 | | 11 | |
| VUE 1101 | 49 | 12 | |
| TOTAL | 181 | 276 | 0 |

* Double count

Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT MANATI UNIVERSITY CENTER

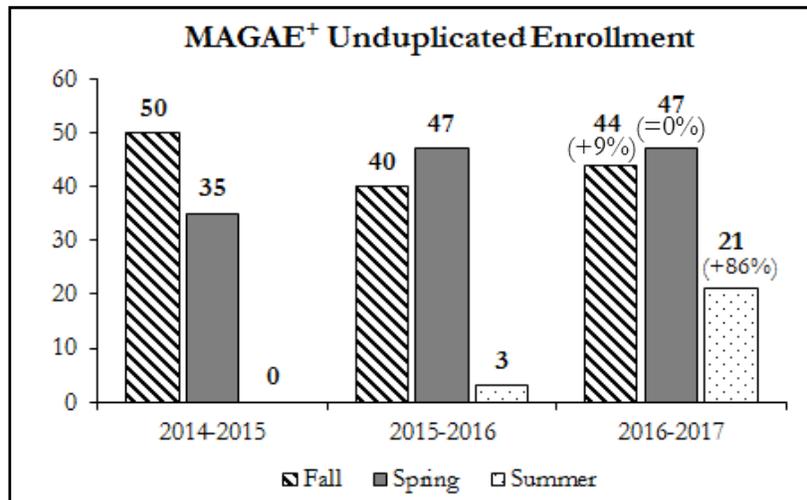
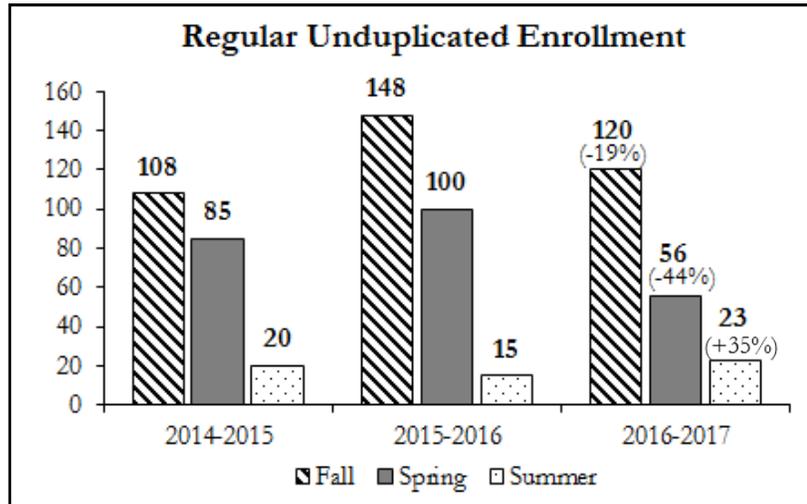
During the 2016-2017 academic year, the duplicated enrollment increased for the **MAGAE** modality. The **Regular** modality increased its enrollment in the Spring and Summer semesters.



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

DISTANCE EDUCATION UNDUPLICATED ENROLLMENT MANATI UNIVERSITY CENTER

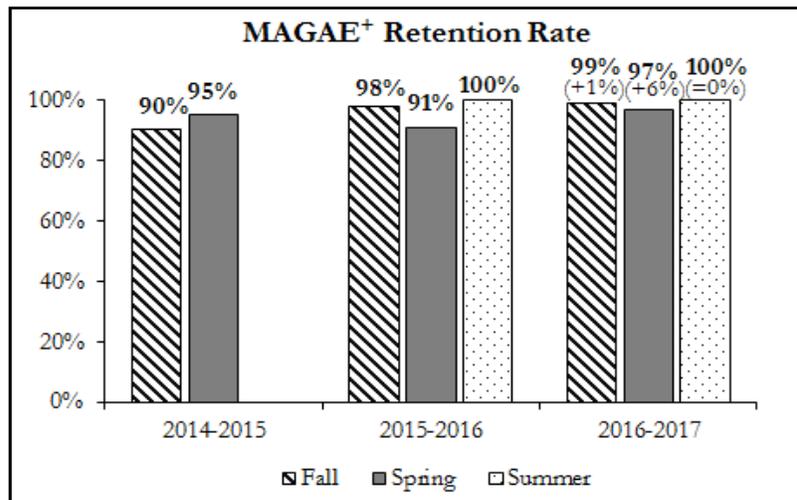
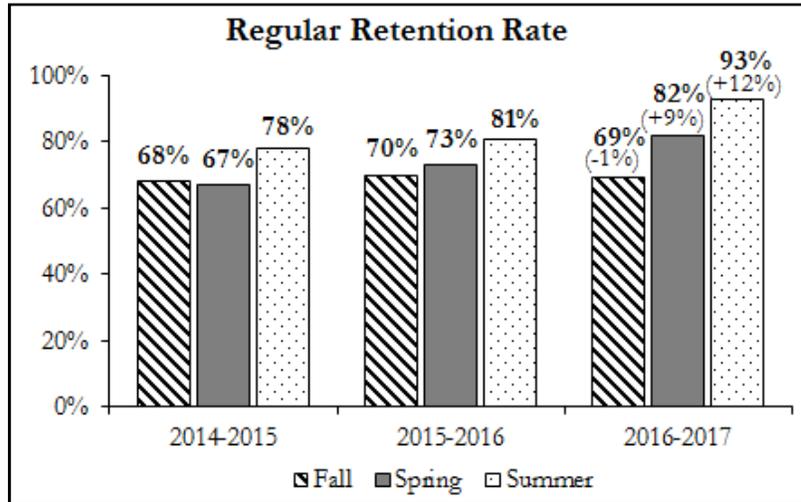
In 2016-2017, the **Regular** modality decreased its unduplicated enrollment during the Fall and Spring semesters, while it increased in the Summer session. The **MAGAE** modality increased the unduplicated enrollment in the Fall and Summer terms.



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

DISTANCE EDUCATION RETENTION RATE MANATI UNIVERSITY CENTER

In 2016-2017, the enrollment retention rate for the **Regular** modality increased in the Spring and Summer semesters. The **MAGAE** modality retention rate increased in 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)

DISTANCE EDUCATION ENROLLMENT PER COURSE*
HUMACAO UNIVERSITY CENTER

*For description see page 75.

Courses with the highest enrollment include **PRO 1101**, **SOC 1101**, and **VUE 1101**. During the Fall semester the highest enrollment was in **PRO 1101** and **VUE 1101**, and in the Spring it was **SOC 1101**.

During the Summer, only four (4) courses had enrollment. They were **ENG 1101**, **PRO 1101**, and **SPA 1101**.

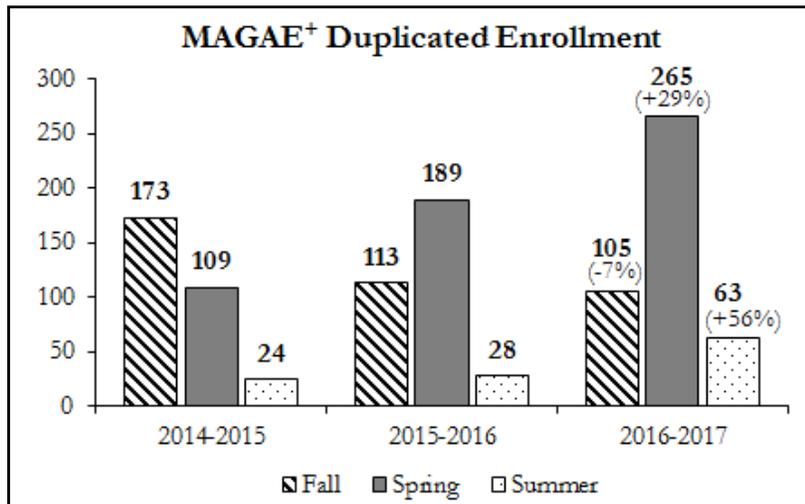
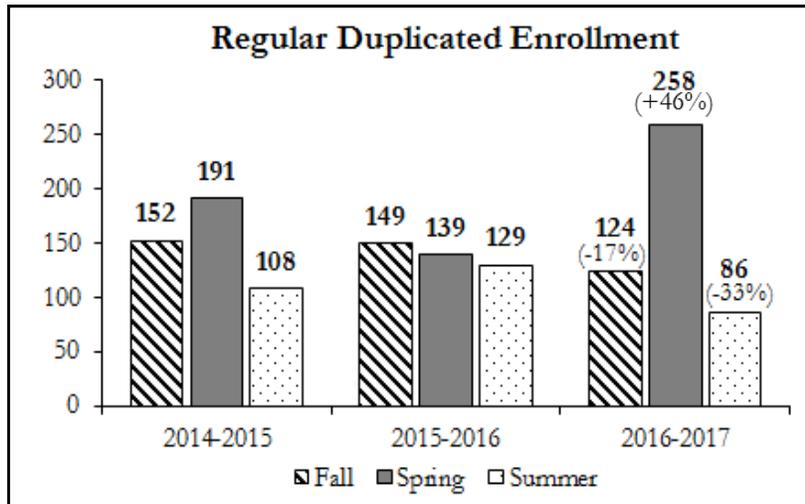
| ENROLLMENT PER COURSE* | | | |
|-------------------------------|------------------|--------------------|--------------------|
| Courses | Fall 2016 | Spring 2017 | Summer 2017 |
| BIO 1201 | 8 | 22 | |
| BIO 1202 | | 20 | |
| BIO 2203 | 23 | 8 | |
| ENG 1101 | 10 | 36 | 19 |
| ENG 1102 | 13 | 35 | |
| HUM 1101 | 12 | 21 | |
| MAT 1111 | 9 | 13 | |
| NUR 1115 | 16 | 39 | |
| NUR 1140 | | 26 | |
| NUR 3250 | | 24 | |
| NUR 3375 | | 13 | |
| PRO 1101 | 51 | 13 | 25 |
| PSY 1101 | | 22 | |
| SOC 1101 | 7 | 58 | |
| SPA 1101 | 15 | 17 | 20 |
| SPA 1102 | 12 | 20 | |
| VUE 1101 | 47 | 12 | |
| TOTAL | 223 | 399 | 64 |

* Double count

Source: Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT HUMACAO UNIVERSITY CENTER

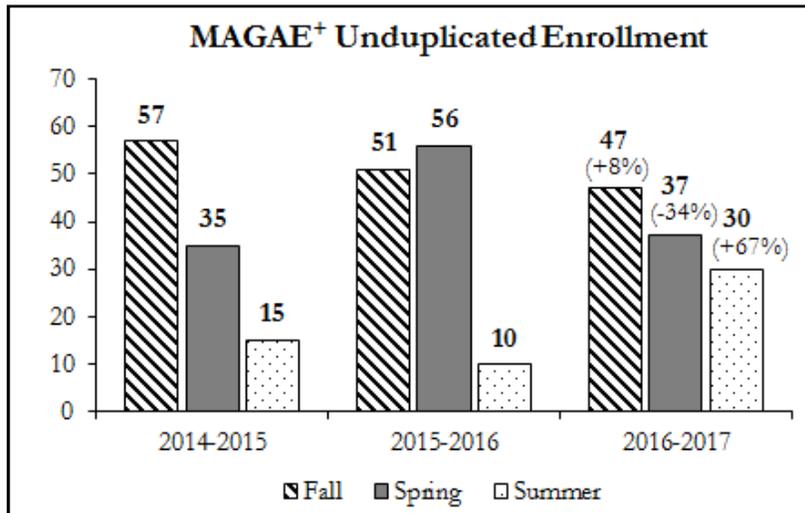
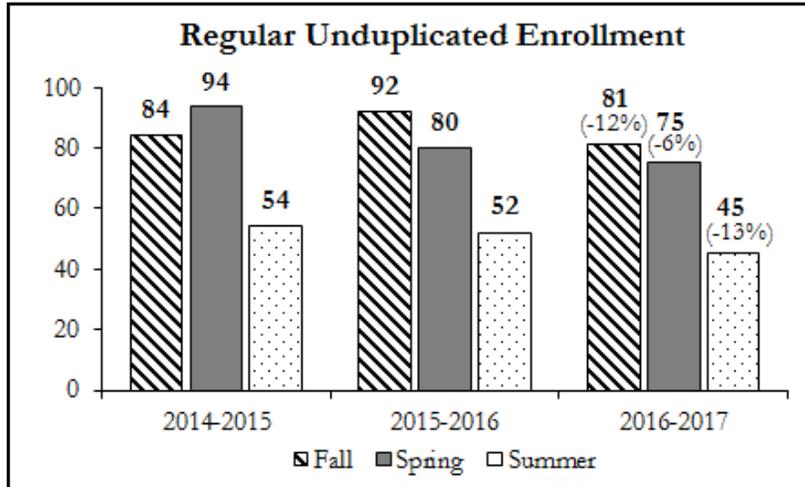
The **Regular** duplicated enrollment for the 2016-2017 academic year increased in the Spring semester. The **MAGAE** modality also increased for the Spring and Summer sessions.



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 UNIVERSITY CENTER

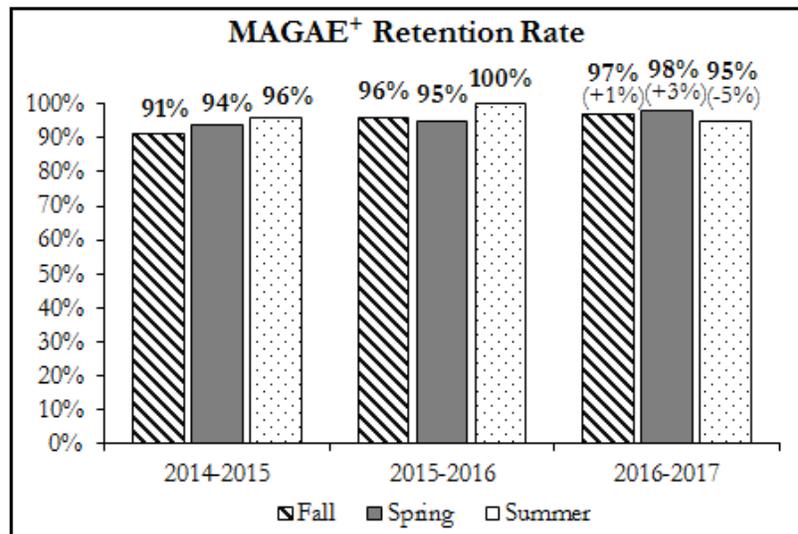
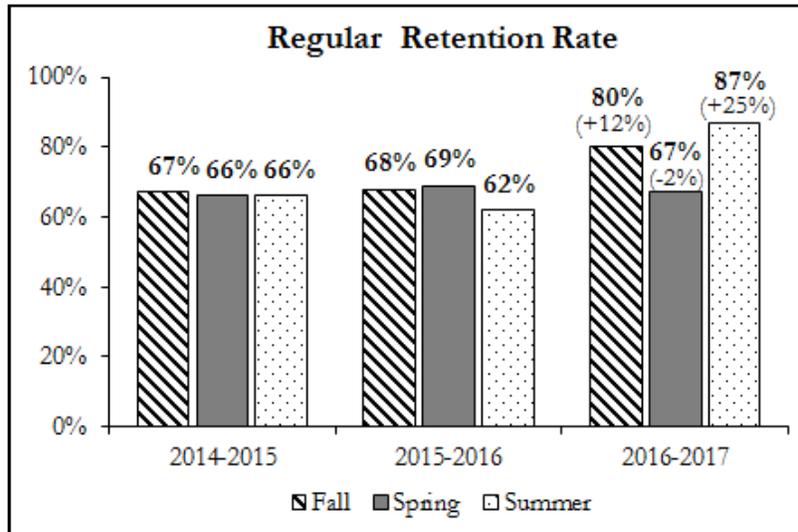
For the 2016-2017 academic year, the **Regular** duplicated enrollment decreased in all its terms. The **MAGAE** modality unduplicated enrollment increased in the Fall and Summer terms.



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

DISTANCE EDUCATION RETENTION RATE HUMACAO UNIVERSITY CENTER

In the 2016-2017 Fall and Summer sessions, the retention rate increased for the **Regular** enrollment. The **MAGAE** modality retention rate 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)

DISTANCE EDUCATION ENROLLMENT PER COURSE*
VILLALBA BRANCH CAMPUS

*For description see page 75.

The Villalba Branch Campus began operating in Spring 2017. The on-line courses offered in the Spring and Summer 2017 were: **ACC 2113**, **PRO 1101**, and **PRO 1110**. A total of 15 students were enrolled in Spring and nine (9) in the Summer period.

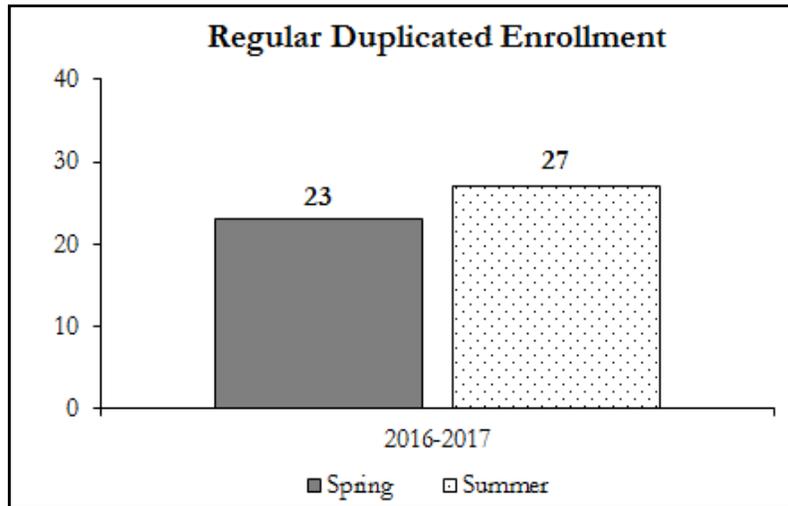
| ENROLLMENT PER COURSE* | | |
|-------------------------------|--------------------|--------------------|
| Courses | Spring 2017 | Summer 2017 |
| ACC 2113 | | 6 |
| PRO 1101 | 15 | |
| PRO 1110 | | 3 |
| TOTAL | 15 | 9 |

* Double count

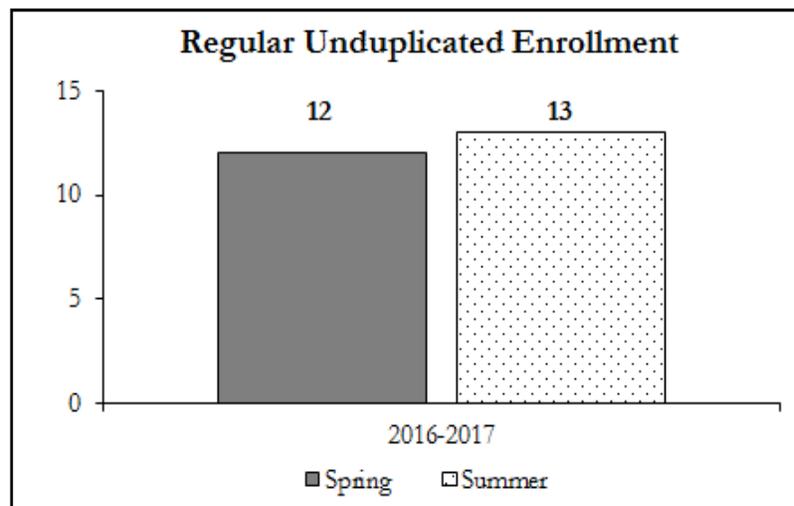
Source: Campus VUE

DISTANCE EDUCATION DUPLICATED AND UNDUPLICATED ENROLLMENT VILLALBA BRANCH CAMPUS

In the 2016-2017 Summer semester, the **Regular** modality increased its duplicated enrollment. In the 2016-2017 Summer session, the **Regular** modality presented an increase in the unduplicated enrollment. There isn't data available for the Fall semester being that the Villalba Branch Campus began operating in Spring 2017.



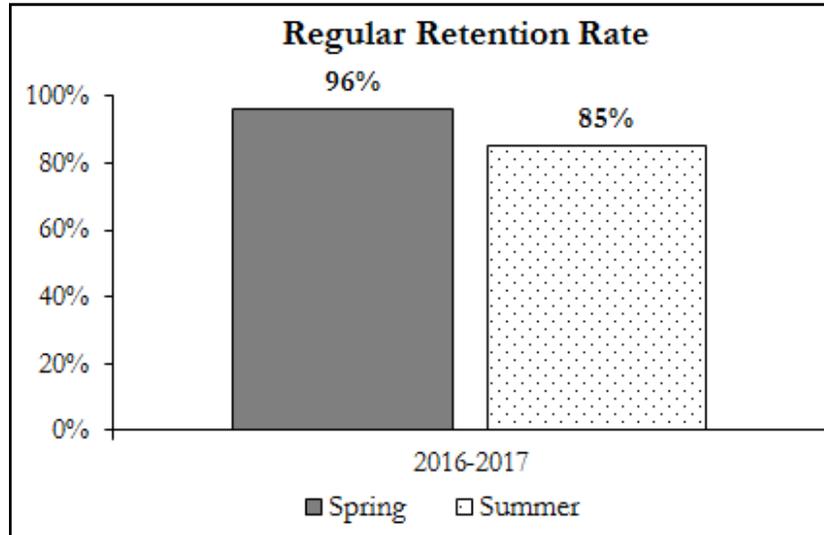
Sources: Campus VUE and Distance Education Academic Dean's Office



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

DISTANCE EDUCATION RETENTION RATE VILLALBA BRANCH CAMPUS

In the 2016-2017 Spring semester, the **Regular** modality presented an increase in its retention rate.



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

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

* For description see page 75.

During the Fall semester, the highest enrollment was in **NUR 1115, NUR 3250, PRO 1101, SOC 1101, and VUE 1101**. The highest enrollment for Spring 2016 was in **BIO 1202, ENG 1102, NUR 1115, NUR 3250, and SOC 1101**. The Spring semester registered the most on-line course enrollment. In the Summer , **PRO 1101 and VUE 1101** had the most enrollment. The least on-line courses enrollment registered (less than 12 students), were in **ART 1101, BA 1313, and MAT 2301** (Spring semester). These respond to programmatic concentration courses.

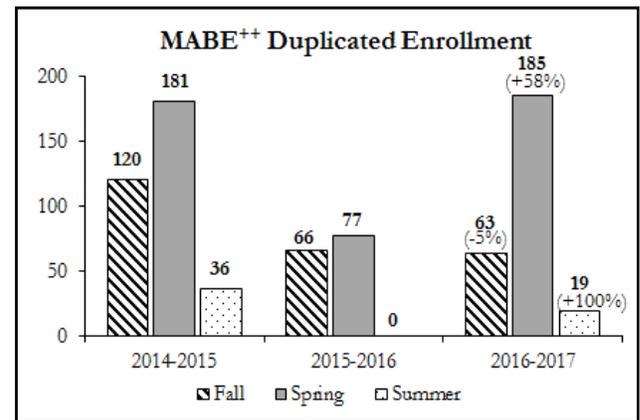
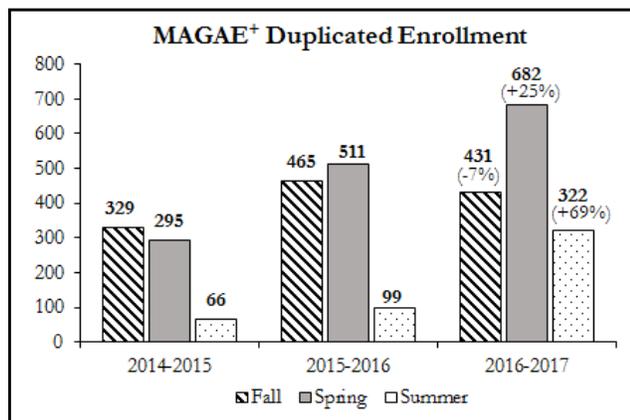
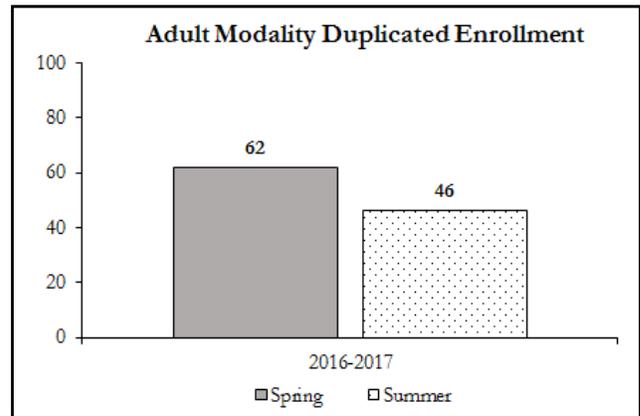
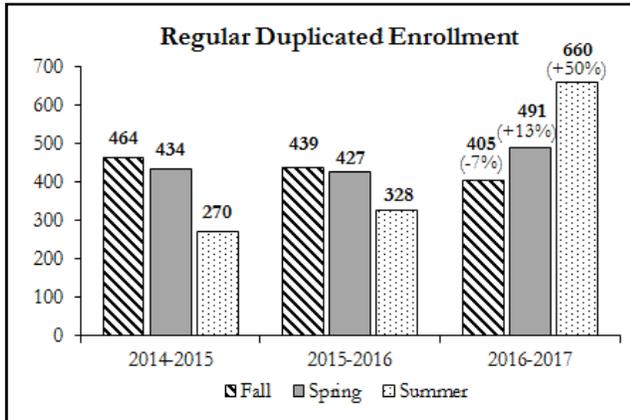
| ENROLLMENT PER COURSE * | | | |
|--------------------------------|------------------|--------------------|--------------------|
| Courses | Fall 2016 | Spring 2017 | Summer 2017 |
| ART 1101 | | 9 | |
| BA 1313 | 40 | 11 | |
| BIO 1201 | 41 | 31 | |
| BIO 1202 | 21 | 68 | 17 |
| BIO 2203 | 59 | 38 | 27 |
| CHE 1163 | 26 | 43 | |
| DEC 1102 | | 7 | |
| DEC 2205 | | 9 | |
| DIS 1301 | | 7 | |
| DIS 1305 | | 9 | |
| DIS 2306 | | | 7 |
| ENG 1101 | 48 | 40 | 20 |
| ENG 1102 | 14 | 77 | 38 |
| HUM 1101 | 48 | 26 | 14 |
| HUM 1102 | 22 | 42 | 15 |
| HUM 1105 | 21 | 44 | 16 |
| MAT 2301 | 47 | 9 | |
| NUR 1115 | 102 | 66 | 45 |
| NUR 1140 | 18 | 40 | |
| NUR 3250 | 70 | 111 | 37 |
| NUR 3375 | 49 | 12 | 16 |
| NUR 4395 | 28 | 21 | 23 |
| PRO 1101 | 100 | 32 | 83 |
| PSY 1101 | 26 | 45 | 17 |
| PSY 1102 | | 36 | |
| PSY 2401 | | | 7 |
| SOC 1101 | 68 | 80 | 45 |
| SOC 1102 | 24 | 42 | 29 |
| SPA 1101 | 22 | 50 | 18 |
| SPA 1102 | 19 | 38 | 36 |
| STA 3207 | 22 | 33 | |
| VUE 1101 | 116 | 33 | 66 |
| TOTAL | 1051 | 1109 | 576 |

*Double count

Source Campus VUE

DISTANCE EDUCATION DUPLICATED ENROLLMENT SAN SEBASTIAN CAMPUS

In the 2016-2017 Spring and Summer sessions, the **Regular**, **MAGAE**, and **MABE** modalities duplicated enrollment increased. The **Adult** modality officially began in Spring 2017; its started with a duplicated enrollment of 62 .



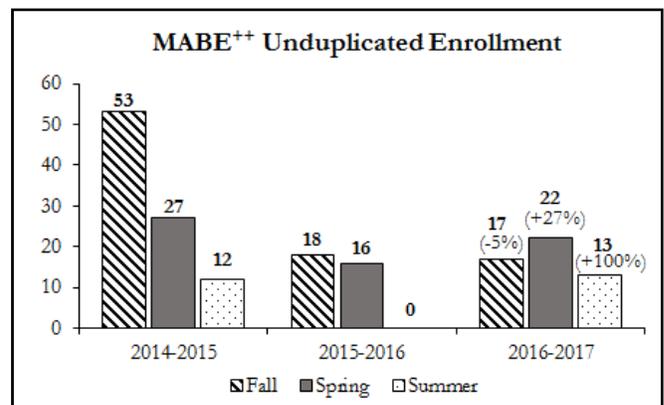
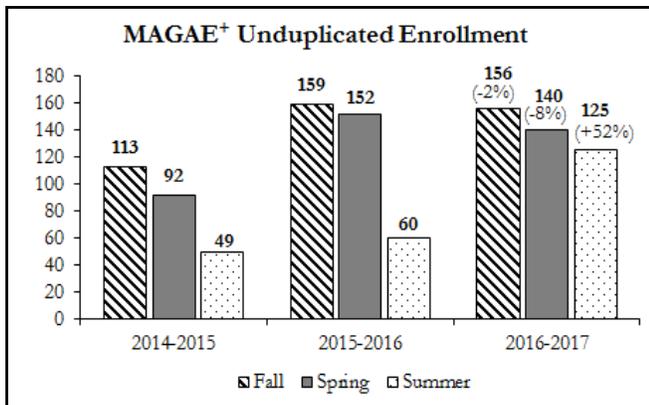
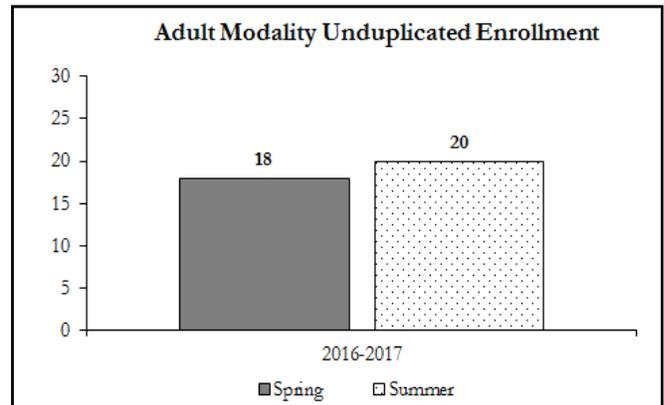
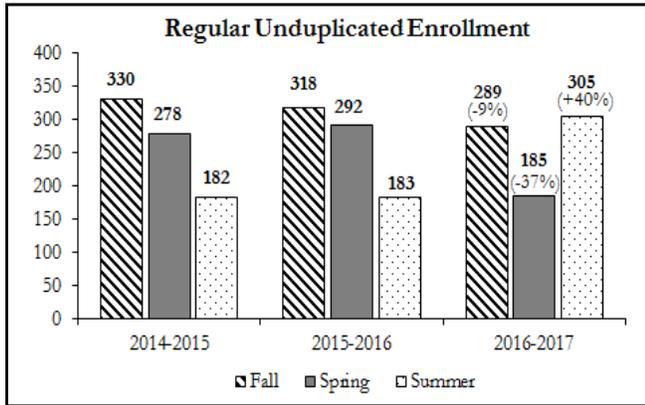
Sources: Campus VUE and Distance Education Academic Dean's Office

+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

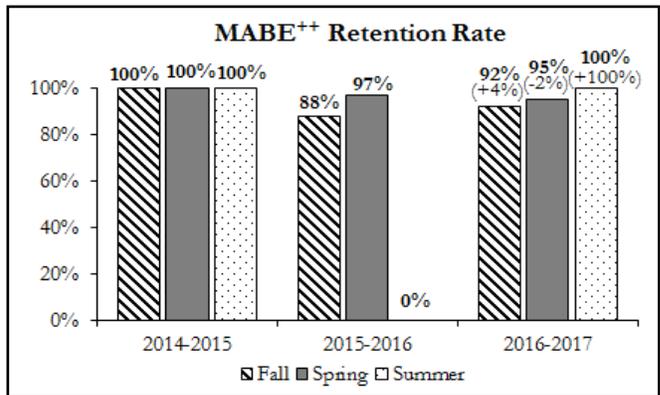
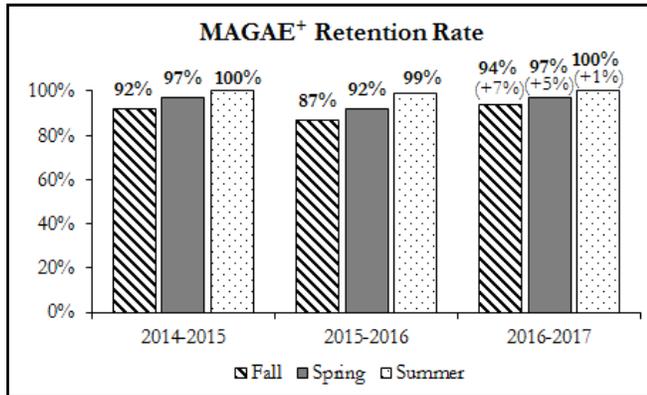
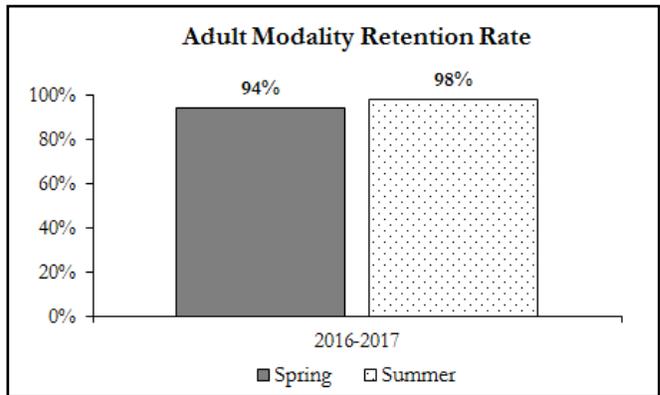
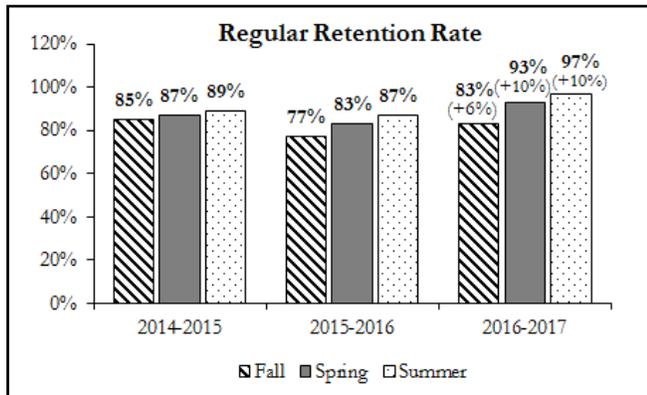
For the 2016-2017 Summer semester, the **Regular** and **MAGAE** unduplicated enrollment increased. The **MABE** modality had an increase in the Spring and Summer sessions. The Adult modality began in Spring 2017 with an unduplicated enrollment of 18 and in the Summer semester increased to 20.



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 2016-2017 academic year, the enrollment retention rate increased in all the terms for the **Regular** and **MAGAE** modalities. While, for the **MABE** modality there was an increase in the Fall and Summer terms. The **Adult** modality began with a 94% retention rate, that increased to 98% in the Summer term.



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

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

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

EXTERNAL FUNDS



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

This project was approved in the Fall of 2013 to operate for five (5) years under the Puerto Rico Department of Education through the Federal Affairs Office. Federal funding comes from 21st Century Community Learning Centers (21st CCLC) program as authorized under Title IV, Part B, of the Elementary and Secondary Education Act of 1965 (ESEA) (P.L. 89-10), as amended by the No Child Left Behind Act of 2001. During this fourth year of operations in 2016-2017, the Institution was assigned an allocation of \$506,294.00 as the complete operating budget to operate in three (3) Centers. The purpose of this program is to create community learning centers that provide academic enrichment opportunities in Mathematics, Science, and Robotics for students who go to high-poverty and low-performing public schools.

| Allocated Funds | | | |
|------------------------|------------------|------------------|------------------|
| 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| \$1,380,323.00 | \$1,279,280.00 | \$1,380,323.00 | \$506,294.00 |

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

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

Source: Institutional External Funds Office.



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

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

Outcomes:

The participating schools belong to the Mayagüez Educational Region, which is located in the Central-Western part of the Island. As result of the operating learning centers and its activities, the following outcomes were achieved.

- During 2016-2017, the regular Fall and Spring sessions had a 100% retention rate, and for the Summer it was 90.6%.

Source: Institutional External Funds Office.



Puerto Rico Department of Education
Title I, Part A
Project: “Apoderando a los Padres para el Éxito de sus Hijos en el Siglo 21”

The Puerto Rico Department of Education (DEPR) approved a proposal from 2014 until 2017 under a federal grant through Section 1118, Title I, Part A of the federal Elementary and Secondary Education Act of 1965 (ESEA), as amended. The Project titled: “Apoderando a los Padres para el Éxito de sus Hijos en el Siglo 21” or “Empowering Parents for the Success of their Children in the 21st Century” provided funds for workshops for parents and tutors for public school students with the purpose of actively involving them in their academic development.

The workshops evolved around three major areas: Facilitating Learning at Home, Strengthening the Home, and School Affairs. The DEPR’s four (4) standards for the Project are: 1-Family integration in school environment, 2-Effective communication, 3-Support student success, 4-Parent empowerment, 5-Shared power, 6-Collaboration with the school community. EDP University began operations as a certified provider of workshops for the DEPR throughout the San Juan Metropolitan Area and the Central Western Area.

| Workshops Offered | |
|--------------------------|-------------------|
| Period | *Allocated |
| 2014-2015 | \$20,254.00 |
| 2015-2016 | \$52,976.00 |
| 2016-2017 | \$52,304.00 |

*Note: Materials and professional services fees were covered from the yearly allocated funds for a total of \$53,520.88. The final balance was \$72,013.12.

Outcomes:

- A total of 58 workshops in all were offered.
- In 2016-2017, for the 58 workshops, there was 46 professional facilitators.

Source: Institutional External Funds Office.



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

The Adult Literacy Educational Program of the Puerto Rico Department of Education approved this federal proposal for the Hato Rey and San Sebastián Campuses through the USDE in the fall of 2015, with the option of yearly renewals to provide and increase access to three (3) literacy programs for qualifying adults. The project titled: “ADULTOS ALCANZANDO HORIZONTES”, or “ADULTS REACHING HORIZONS” emphasized contextualized instruction in the following programs: The Conversational English (ESL) Program consists of 60 contact hours per proficiency level for speaking, comprehension, and life skills for individuals with limited English proficiency. This is accomplished through highly participative conversational exercises and activities for individuals 16 years of age or older in groups of up to 20 students per group. The High School Equivalency Exam Program, under Act 217, consists of 210 contact hours for individuals 18 years of age or older in groups of up to 15. The subjects at high school level are English, Spanish, Mathematics, Science, and Social Studies as per USDE Standards. The main purpose of this program is to help adult students acquire the skills and knowledge they will need to challenge the High School Equivalency Exam required by the Department of Education. The English Language/Civics Education Program is for immigrants and emphasizes instruction on: rights and responsibilities of citizenship, naturalization procedures, civic participation, U.S. history and government. The participants, 18 years of age or older in groups of up to 15 students prepare to challenge the US Citizenship Test, which consists of 100 questions in English and undergo an interview in English conducted by a USCIS officer. EDP University offered the 60-hour course to qualifying immigrant adults.

| Allocated Funds | | |
|-----------------|-----------------|-------------------------|
| Year | Total Allocated | Additional Contribution |
| *2015-2016 | \$117,632.00 | \$39,211.00 |
| 2016-2017 | \$140,068.00 | |

*The funds allocated for 2015-2016 provided support to the Civics Programs.

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

Source: Institutional External Funds Office.



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

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

With that purpose in mind, EDP University presented the proposal: “Proyectos con Impacto Significativo a la Comunidad” or “Projects with Significant Impact in the Community” to request a donation during this first year for the purchase of a Mobile Clinic to serve the communities surrounding the San Sebastián Campus.

The first proposal consisted of preparing a Mobile Clinic for the San Sebastián Campus to provide free orientation services to by promoting a better quality of life, general well-being, healthy lifestyles, personal hygiene, and by conducting prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to individuals the neighboring communities. The individuals responsible for these activities would be students and faculty from the School of Nursing at the San Sebastián Campus. This community effort will foster awareness of a healthier lifestyle, which will promote positive conduct and conditions in said communities.

The purpose of the second proposal was to request a donation for the EDP University Editorial to provide support for the publication, presentation and dissemination of books that perpetuated topics on Puerto Rican culture.

The third proposal consisted of preparing a Mobile Clinic for the Hato Rey Campus to provide free orientation services to by promoting a better quality of life, general well-being, healthy lifestyles, personal hygiene, and by conducting prevention clinics (Flu shots, Diabetes, Cholesterol, and Blood Pressure monitoring) to individuals the neighboring communities. The individuals responsible for these activities would be 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.

| Allocated Funds | | |
|------------------------|-------------|------------------------|
| Projects | Year | Total Allocated |
| First | 2013-2014 | \$25,000.00 |
| Second | 2014-2015 | \$13,500.00 |
| Third | 2015-2016 | \$15,000.00 |
| Fourth | 2016-2017 | \$15,000.00 |

Outcomes:

- Major dissemination throughout the community.
- Promoted a culture that appreciates, identity, and socio-humanistic values.

Source: Institutional External Funds Office.

**ACHIEVEMENTS OF THE
STRATEGIC PLAN
2013-2017**

ACHIEVEMENTS

STRATEGIC AXIS I

An educational model that develops academic competencies for all the alumni through programs that are relevant, flexible, efficient, focused on learning, accredited by the respective organizations, and upheld by the interaction and openness of national and international educational scenarios. The Institution has moved to a virtual setting with a large student body participating in both face to face and distance education.

Strategic Goal 1: Revise all of EDP's academic offerings to assure they are expressed in generic and professional competencies by the year 2015.

Objective 1.1.1. Integrate the competencies of general education and professional specific competencies into courses syllabi for all academic programs.

Achievements:

- The competencies have been integrated into the Graduate School programs.
- Specific competencies for each program and its courses have been identified (Nursing School and Arts and General Studies).

Objective 1.1.2. Design learning strategies that are aligned with the development of competencies and assessment techniques that allow the calibration of the level of achievement throughout their curriculum.

Achievements:

- Successful Virtual Teacher Certification.
- Different courses are being revised and strategies integrated throughout the Successful Virtual Teacher Certification.
- Some faculty members attended conventions, such as: AEPPR (*Asociación de Educación Privada de PR*), AEPPR (*Asociación de Educación Privada de Puerto Rico*), APEC (*Asociación de Profesores de Educación Comercial*), ACUP (*Asociación de Colegios y Universidades Privadas de Puerto Rico*), CAEL (*Council for Adult Educational Learning*), and the National Institute on the Assessment on Adult Learning.

Strategic Goal 2: Strengthen EDP's academic quality to comply with accreditation standards in professional careers by the year 2017.

Objective 1.2.1. Obtain professional accreditations for all programs that require them.

Achievements:

- ACEN (Accreditation Commission for Education in Nursing) accreditation status was obtained.
- Faculty attended ACEN annual accreditation conference in Baltimore and Chicago.
- Working towards accreditation by CAPTE (Commission on Accreditation in Physical Therapy Education).
- CAPTE Workshop– New Orleans 2017-2018

Objective 1.2.2. Complete the process to obtain the accreditation for the Nursing Program. Identify other programs that require profesional accreditations.

Achievements:

- ACEN (Accreditation Commission for Education in Nursing) accreditation status was obtained.
- Identified CAPTE (Commission on Accreditation in Physical Therapy Education) accreditation for Physical Therapy program.

ACHIEVEMENTS

Strategic Goal 3: Revise 100% of the curriculums for all of EDP's academic programs to integrate international trends and standards for accreditation agencies by the year 2015.

Objective 1.3.1. Provide experiences on international scenarios for students and faculty members through internships, academic exchanges and collaborative projects.

Achievements:

- Dr. Rosa Alicea was recruited as a research professor for 2 more years.
- Admission of student from El Salvador at the San Sebastian Campus.
- A letter of request was sent to begin with a collaboration agreement at *Universidad Abierta de República Dominicana*.
- *Currivaje* (curricular tour/educational fieldtrip): The fourth Journey for Design at Dominican Republic a Social Science *Currivaje*., and Science Technology School at Silicon Valley.
- Restructuring of Prior Learning Assessment (PLA) modality.

Objective 1.3.2. Improve academic services by optimizing institutional resources to ensure the formation of competitive professionals on an international level.

Achievements:

- Universia Workshop
- Auffant, Colombia, Dominican Republic and Panamá contract.
- UCI (*Universidad de Cuautitlan Izcalli -Méjico*) and UDEFA (*Universidad de Falcón-Venezuela*), among other institutions.
- Educational Innovation-Mexico.
- XXII International Congress on Education and Learning - Spain.
- Virtual Educa-Peru.
- Universia - Brazil.
- Internationalization of the University - Development Center Universia Miami
- NASFA (Association of International Educators) -San Diego, California (2014)
- NASFA (Association of International Educators) - Boston (2015)
- Work is being done with the Operational Model of International Affairs.
- 2nd Latin American Congress of Educational Research focused on Leadership with Human Quality in Education. Sponsored by EDP in Puerto Rico.
- 3rd Latin American Congress of Educational Research focused on Leadership in Education Human Quality - in Colombia.
- 4th Latin American Congress of Educational Research focused on Leadership in Education Human Quality - in Mexico.

Objective 1.3.3. Strengthen the knowledge of English language among faculty members and students.

Achievements:

- Computer programs are being considered to transform English laboratories into language communication skills laboratories.
- Research and design of an English Curriculum.

ACHIEVEMENTS

- *MAGAE (Modalidad de Adulto Grado Asociado en Enfermería)* group took a Conversational English Course taught for the purpose of the applying knowledge to the nursing profession.
- The Expanding Horizons proposal (project on conversational English for adults) was submitted to *DEPR (Departamento de Educación de Puerto Rico)* for its third year.

Strategic Goal 4: Provide flexible academic offerings with fully online and hybrid options in diverse geographical locations in Puerto Rico by the year 2017.

Objective 1.4.1. Diversify academic offerings by developing new academic programs at an undergraduate level and two (2) at a graduate level, focusing on areas not served by EDP University.

Achievements:

- The development of the following programs are in process:
 - The Associate Degree in Criminal Justice was submitted and approved by the *CEPR (Consejo de Educación de Puerto Rico)*.
 - Associate in Security and Executive Protection. Hato Rey and San Sebastian Campus.
 - Associate Degree in Billing and Coding in Health Services- Hato Rey and San Sebastian Campuses.
 - Bachelor's Degree Natural Sciences, Hato Rey and San Sebastian Campus approved by the *CEPR (Consejo de Educación de Puerto Rico)*.
 - Bachelors Degree in Criminal Justice major in Forensics, Hato Rey and San Sebastian Campuses approved by the *CEPR (Consejo de Educación de Puerto Rico)*.
 - Master's Degree in Nursing- Thanatology- in process
 - Master's Degree in Naturopathic Sciences approved by the *CEPR (Consejo de Educación de Puerto Rico)*.

Objective 1.4.2. Develop online options for programs presently designed for a classroom format.

Achievements:

- The followings programs was submitted:
 - Associate Degree Information Technology - online
 - Bachelor's Degree in Information Technology Science major in Programing - online
 - Bachelor's Degree in Information Technology Science major in Networks - online
 - Bachelor's Degree in Business Administration major in Management - online
 - The Master's Degree of Information Security and Fraud Detection was submitted and approved by the *CEPR (Consejo de Educación de Puerto Rico)*.

Objective 1.4.3. Strengthen the on-site offerings through the development of technological tools.

Achievements:

- Class rooms have been developed through Biotechnology Proposals.
- Faculty workshops.

ACHIEVEMENTS

Objective 1.4.4. Ensure that most faculty members offer at least one online course as part of their annual academic load.

Achievements:

- Distance Education Training.

Objective 1.4.5. Develop and strengthen the tutoring programs and student counseling online.

Achievements:

- Student Orientation and Resources Course (SOR 1101).
- Faculty Orientation and Resources Course (FOR 1100).

ACHIEVEMENTS

STRATEGIC AXIS II

Student formation is comprehensive and inclusive, ensuring in students critical thinking, entrepreneurship, competitiveness, and commitment to society and its cultural undertakings. His or her educational formation will promote national and international mobility.

Strategic Goal 1: Evaluate and revise EDP's teaching and learning model to develop alumni competencies that promote entrepreneurship, social commitment, and international scenarios mobility by 2017.

Objective 2.1.1. Develop abilities in faculty members that leads to the design of projects that generate social compromise.

Achievements:

- Prominent Teacher Workshop.
- Development of Faculty Academic calendar.
- Evidenced through the sponsorships and health clinics, among others.

Objective 2.1.2. Develop courses that promote student mobility into international scenarios.

Achievements:

- To be developed with homologation of courses from UCI (*Universidad de Cautitlán Izcalli - México*).

Objective 2.1.3. Establish a business development center to promote student self-management and entrepreneurship.

Achievements:

- We are working on the Auxiliary Businesses Project.
- We are working on sewing workshops (Fashion Lab).
- The Nursing Assistant Program was developed (SAP).

Strategic Goal 2: Integrate all students into collaborative community projects that are aligned with the professional competencies of each program by the year 2017.

Objective 2.2.1. Design collaborative community projects where students exercise their professional competencies through community service as a field experience.

Achievements:

- *MAGAE (Modalidad de Adulto Grado Asociado en Enfermería)* Homeless Project.
- We are working with the Uniersia internship project.
- Mobile Community Clinic Acquisition.

Objective 2.2.2. Review the adequacy of the courses per major that will evaluate the competencies that every student should have by the time they graduate. Published on Academic Assessment at a Glance.

Achievements:

- Review of the instrument used for capstone courses.
- Academic assessment processes were revised and restructured and put in place.
- The Academic Assessment Plan was revised and restructured for the Graduate School.

ACHIEVEMENTS

STRATEGIC AXIS III

Faculty is competent in their fields of study and accomplish their academic work, which are recognized for the intellectual contributions and participation in national and international collaborative networks.

Strategic Goal 1: Develop a map of EDP's faculty professional competencies according to the desired profile for the 21st Century faculty by the year 2013.

Objective 3.1.1. Determinate the competencies desired profile for EDP's faculty at an undergraduate and graduate level in accordance with the professional competencies they have develop.

Achievements:

- The Faculty Manual was revised.

Objective 3.1.2. Align the desired competencies with the competencies possessed by faculty members and identify the gaps following: (1) literacy and mastery of TIC'S for teaching and research, (2) language competencies in a second or third language dimensions, (3) cultural competencies, (4) leadership competencies, (5) community outreach, (6) creativity and innovation, (7) self-management, (8) investigative competencies, (9) intellectual creations, (10) respect for diversity, and (11) critical thinking.

Achievements:

- Faculty evaluation calendar.
- Successful Virtual Teacher Certification.
- Faculty training for the Moodle room platform.
- Articles published in Revista Academia (2015), a new digital version is in progress.

Strategic Goal 2: By the year 2017, develop partnerships with researches in Puerto Rico and international with interdisciplinary research perspectives, that can carry out projects with EDP's faculty.

Objective 3.2.1. Establish incentives (seed funding) for faculty to conduct five (5) collaborative research projects along with national and international colleagues.

Achievements:

- Faculty research was opened for proposal submittals.
- Economic incentive was offered and resulted in additional proposals.
- 8 submissions were received between 2015-2016
- Two (2) research investigations were presented 2014-15
- Research workshops offered to faculty members.
- Research Investigation with (UCI) *Universidad Cauatitlán Izcalli-Méjico*, (Research Chair Dra. R. Alicea)
- There are few research proposals after the economic incentive was offered.

Objective 3.2.2. Implement research proposals that may be submitted to external funds.

Achievements:

- To be developed.

ACHIEVEMENTS

STRATEGIC AXIS IV

The Institution will develop activities that create, generate, and apply quality knowledge characterized by its quality and relevance to the fields of study and the social needs of the environment.

Strategic Goal 1: Develop in each program a project of a creative nature and research, and a project of community development with, national impact for the years 2013-2017.

Objective 4.1.1. Formulate and present research projects to create sources of national and international cooperation aimed at solving social, economic, educational and environmental problems in the communities.

Achievements:

- Courses offered to the Boys and Girls Club. Challenges: Continue with Boys and Girls Club alliance.
- A summer nursing camp aimed at High school students was offered for the first time.
- KIDS@EDP summer camp offered.
- A state proposal, AMMI (Asociación para un Mundo Mejor para el Impedido) was submitted.
- A federal proposal, *Departamento de la Familia Titulo 2*, CSBG (Community Service Block Grant) for senior citizens was submitted.

Objective 4.1.2. Create and implement reunions to develop institutional policies related to research and creation projects.

Achievements:

- Incentive of \$600.00 for faculty researchers. There are three(3) research proposals.

Objective 4.1.3. Offer support to researchers by accessing: programs, training and external research groups to strengthen the development of their creative potential.

Achievements:

- To be developed.

Strategic Goal 2: Publish research, creative, and community projects in professional journals, on social networks, and in both paper and digital media for the years 2015-2017.

Objective 4.2.1. Access scientific databases to support and promote the publication of articles and magazines work.

Achievements:

- Published: Dr. Melba Rivera and Prof. Anadeliz Sánchez Rivera.
- In progress: Dr. Damarys Varela.

Objective 4.2.2. Use of research results carried out by EDP's faculty members in developing the institutional image as an Urban University.

Achievements:

- The following faculty research projects were developed:
 - The management of stress as a non-cognitive competence through Tai-Chi practice its impact on student academic achievement. Will be deposited in the 4th Latin American Congress of Educational Research (CLIE by its Spanish acronym).
Dr. Rosa Alicea and Prof. Larissa Vargas. (2016).

ACHIEVEMENTS

- The use of demonstrative classes in the course of BIO 1102.
Dra. Angélica Santiago. (2016).
- The case study as assessment strategy in a Psychobiology course (NSC 3610).
Dr. Héctor Crespo-Bujosa. (2016).
- Learning strategies, academic persistence and student academic performance in a Nursing program with simulated learning environments.
Prof. César Ruíz Vázquez. (2016).
- Perception on the use and security in computer operating systems.
Prof. Emanuel Moreno. (2016).
- Integration of the Remind application to the course of Western Civilization I (HUM 1101)
Prof. Ángela Gaud Tiles. (2015).
- Relation between relaxation music and academic performance in the course of Basic Mathematics (MAT 0100) course.
Prof. Yolanda Rodríguez Román. (2015).
- What is the foreign students level of anxiety and its effects on their academic performance?
Prof. Aidaliz González Ramos and Prof. Elizabeth Vera González. (2015).
- Deposited in the 3rd Congress of *ACUP (Asociación de Colegios y Universidades Privadas)*.
- Deposited in the 2nd Latin American Congress of Educational Research.
- Deposited in the Annual Ruffalo Noel & Levitz Convention.
- Deposited in the 2nd Biennial of Educators at the Pontifical Catholic University.
- A special edition of the *Academia Journal* on the *CLIE (Congreso Latinoamericano de Investigación Educativa)* 2014, was published.
- XXII International Congress on Education and Learning.

ACHIEVEMENTS

STRATEGIC AXIS V

It has an institutional government and university administration whose management is transparent, flexible, and effective with clear cut policies for institutional assessment and student learning effectiveness. It will use its planning features in a systematic and comprehensive permanent way to provide direction and perspective to all educational activities.

Strategic Goal 1: Revise institutional policies by aligning them to emerging developments in the compliance with regulatory agencies, changes in the global scenario for higher education and a planned transformation into an Urban University for the years 2013-2016.

Objective 5.1.1. Develop an inventory of institutional policies that need to be updated and revised in various functional areas.

Achievements:

- 28 Institutional Policies are being updated as part of the review process with Title IX and other regulations.
- The Academic Faculty Credentials Policy was created.

Objective 5.1.2. Identify areas in need of academic, student, administrative and financial policies that strengthen our academic excellence.

Achievements:

- A new procedure called integrative advice was developed for academic advisors. New templates were developed and restructured. Workshop were developed for quality assurance; now the process is called: *Asesoría Integrada*.

Strategic Goal 2: Create a strategic team between management and the Board of Trustees to achieve: (1) the adoption of new policies that position EDP as an internationally recognized national leader in higher education and (2) the development of an endowment fund for the years 2013-2015.

Objective 5.2.1. Establish an endowment fund and create investment policies as needed.

Achievements:

- To be developed.

Objective 5.2.2. Support the Board of Trustees in developing its Strategic Plan for the years 2013-2017.

Achievements:

- A strategic retreat with the Board of Trustees was conducted during February 8-9, 2013 and on February 26-27, 2016.

Strategic Goal 3: Annually assess the results for the following plans: (1) Institutional Assessment and Academic Assessment, (2) Enrollment Management Plan, Technology Plan (3) Capital Improvement Plan, (4) Financial and Investment Plan, (5) Human Capital Development Plan, and Technology Plan, also submit annual reports to the Board of Trustees through its President for the years 2013-2015.

Objective 5.3.1. Develop a timetable for presenting the assessment results for learning and institutional effectiveness and integrate them to the annual action plans.

Achievements:

- Development and publication of booklet on the assessment for faculty and students.

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- We are currently working on the 2016-2017 edition of EDP at a Glance and Assessment at a Glance.
- Published edition of EDP at a Glance and Assessment at a Glance 2013-2014, 2014-2015, and 2015-2016
- The assessment report was presented on March 19, 2015.

Objective 5.3.2. Present and circulate the assessment results for the following the plans: Enrollment Management, Capital Improvement, Financial Plan and Investment, Development Plan Human Capital, and the Technology Plan. Analyze the gaps and define strategic actions.

Achievements:

- VP of Finance Reports.
- VPA of Management and Technology Reports.

Objective 5.3.3. Determine the fiscal impact of the implementation of the strategic actions and set deadlines for their completion.

Achievements:

- VPA of Management and Technology Reports.

ACHIEVEMENTS

STRATEGIC AXIS VI

The Institution will be recognized by the external community for its contribution to the cultural and social diffusion and its recurrent educational development of professional from the Island's productive sector.

Strategic Goal 1: Strengthen the socio-cultural and professional identity of the external community by creating a diverse program based on flexible and cost effective investigation of Continuing Education in various professional and service fields by 2014.

Objective 6.1.1. Determine the training and development needs for different professional sectors in the Island.

Achievements:

- Opened a dialogue with the State Department of Labor and other Universities.
- The Employer Satisfaction questionnaire was submitted.
- The Student Satisfaction Survey will be utilized.
- The permit from the American Heart Association was renewed to continue offering courses for the CPR (Cardiopulmonary Resuscitation) certification.

Objective 6.1.2. Design a training and professional development program in continuing education aligned with the demands and trends of various professional fields and disciplines.

Achievements:

- A design for Continuing Education was developed and certification was granted by the Department of Health of PR from the office of continuing education for Care Professionals.
- Programs design for several workshops for Continuing Education courses for professionals of Interior Designs and related fields.

Strategic Goal 2: Manage logistics and optimal resources to promote interdisciplinary actions through teams specialized in extension and social projection for the years 2014-2015.

Objective 6.2.1. Establish an operational structure and a diverse resources database to circulate the training options offered by the institution and guarantee. A profitable operation of the Continuing Education Program.

Achievements:

- Promotion and marketing, most of the work has focused on press advertising, TV, radio, and cultural activities.
- Widespread promotion of EDP's events that influence the cultural and vocational development related to our educational programs.
- Restructuring of the Continuing Education School.

Objective 6.2.2. Develop a three (3) years Business Plan.

Achievements:

- To be developed.

ACHIEVEMENTS

Strategic Goals 3: Implement assessment, monitoring, and supervision processes in areas of intervention with the community and the productive sector for the years 2015-2017.

Objective 6.3.1. Identify areas in need of intervention and develop assessment, monitoring and supervision plans for the services offered under the Continuing Education Program.

Achievements:

- To be developed.

Objective 6.3.2. Revise the curriculum for the Continuing Education Program constantly after its implementation.

Achievements:

- To be developed.

ACHIEVEMENTS

STRATEGIC AXIS VII

The Institution is proactive in facing maintenance challenges for keeping in optimal conditions the physical and technological infrastructure, its workforce, the development of human resources, faculty, and successfully moves towards a model for generating external resources as part of its institutional strengthening endeavor.

Strategic Goal 1: Optimize institutional resources for faculty, researchers, and non faculty professional development activities to improve their competencies in the intensive use of TIC'S for teaching, learning, and service, for the years 2013-2017.

Objective 7.1.1. Design a Plan of Development for EDP's Human Capital with an emphasis on professional competencies, research and service.

Achievements:

- To be developed.

Objective 7.1.2. Develop agreements with higher education institutions offering doctoral degrees in areas with a high level of need to strengthen the teaching formation of EDP's faculty.

Achievements:

- To be developed.

Strategic Goal 2: Increase academic offerings in both undergraduate and graduate levels to attract students from other areas that have not been served by EDP University.

Objective 7.2.1. Conduct an academic and fiscal viability study to determine which programs will be introduced in regions presently not served by EDP University.

Achievements:

- We worked with the consulting services from the firm of Ruffalo Noel-Levitz.
- Manati's Additional Location it moved to larger facilities.
- Established an University Branch in Villalba.

Objective 7.2.2. Develop a business plan for the implementation of new academic units in selected regions, which will consider the enrollment targets, income projections, physical and technological infrastructure, and academic and administrative human resources.

Achievements:

- VP of Finance Reports.
- VPA of Management and Technology Reports.

Objective 7.2.3. Systematically assess the growth and development of academic units created in the various regions.

Achievements:

- Metrics of retention rate, graduation rate, and credits bought are systematically use to assess the academic units.
- Based on the assessment and the need for additional space the center of Manati was relocated.
- Based on the retention rate results, students need in order to complete their degree at the Additional Locations the name change request to University Centers, allowing the approved programs to be offered 100% on-site.

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Strategic Goal 3: Promote research through the acquisitions of external resources for the development of the Institution, the intellectual production of the faculty and the student services for the years 2013-2017.

Objective 7.3.1. Develop a plan to expand and diversify sources of income for the development and strengthening of EDP's academic excellence.

Achievements:

- To be developed.

Objective 7.3.2. Identify and design projects that can be financed with external funds and develop a Business Plan.

Achievements:

- To be developed.

Objective 7.3.3. Establish indicators to annually assess the implementation of the Business Plan.

Achievements:

- To be developed.

Strategic Goal 4: Implement a model for the management, administration and compliance for financed restricted funds, that contemplates human physical infrastructure, its prospects (foundations, agencies and private donors) and general policies implemented by the year 2014.

Objective 7.4.1. Generate \$25 million dollars through projects funded by external funds.

Achievements:

- Personnel has been hired to collaborate with the development of proposals.
- A proposal writing consultant was hired.
- Submitted state and federal proposals have generated \$ 7,416,669.00 until June 30, 2017.

Objective 7.4.2. Propose an efficient searching, management and implementation structure of external funds.

Achievements:

- Agreements with the following agencies were created: *DEPR (Departamento de Educación de Puerto Rico)*, Department of Health, Walgreens, Architect's Firm, and Universia.

NOTES

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