

# EDP at a Glance

Hato Rey and  
San Sebastian Campuses

Manati, Humacao and  
Villalba Branch  
Campuses

Number 18



# EDP at a Glance

2018-2019  
(December 2019)  
Number 18

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## OVERVIEW

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

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



# **EDP UNIVERSITY OF PUERTO RICO**

## **PHILOSOPHY**

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

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

## **MISSION**

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

## **VISION**

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

## INSTITUTIONAL GOALS

### **Academic Affairs**

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

### **Student Affairs**

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

### **Administrative Affairs**

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

### **Community Affairs**

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

## INSTITUTIONAL PROFILE

President: Eng. Gladys Nieves Vázquez

Website: [www.edpuniversity.edu](http://www.edpuniversity.edu) Type: Master's Colleges & Universities: Small Programs

Licensed by the: Puerto Rico Council of Education

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

Next Evaluation visit for 2020-2021.

Control: Private (Non-Profit)

### STRATEGIC PLAN 2019-2023

#### **Axis I: Innovation and Entrepreneurship**

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

#### **Axis II: Institutional Strength**

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

#### **Axis III: Renovation and Growth of the Academic Offerings, and Fiscal Sustainability of the Institution**

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

#### **Axis IV: Social Responsibility and the Third Mission**

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

#### **Axis V: Strategy and Governance**

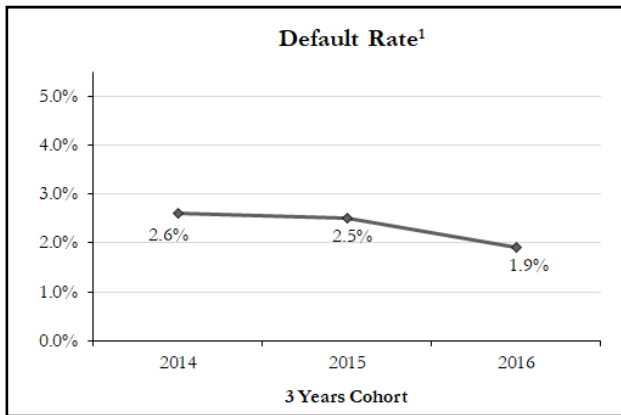
EDP has an institutional governance and a university administration whose management is transparent, flexible, and effective. It has clear policies for effective institutional and learning student appraisal. It will use planning in a permanently systematic, and integral manner to provide direction and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

## FINANCIAL HIGHLIGHTS

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

### DEFAULT RATE AND COMPOSITE SCORE

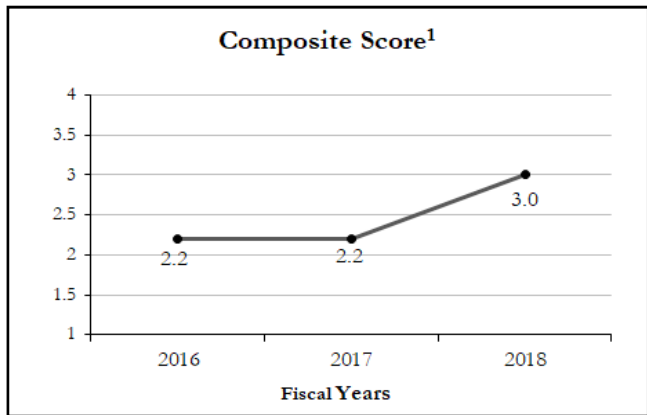
The last two (2) default rates and composite scores reported reflect positive values that continue to show an Institutional healthy fiscal scenario.



Source: National Student Loan Data System (NSLDS)

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

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



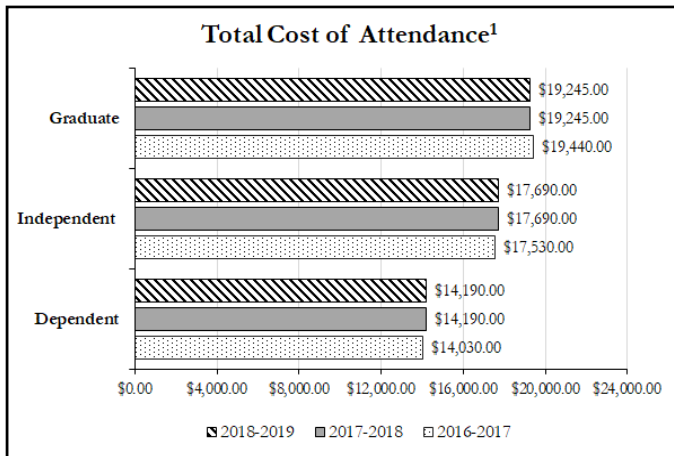
Source: Financial Statement

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.

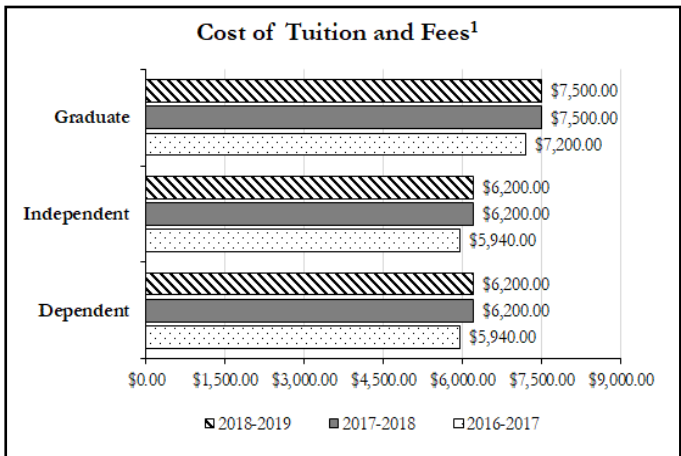
### TOTAL COST OF ATTENDANCE, TUITION, AND FEES

The Total Cost of Attendance and Cost of Tuition and Fees in Undergraduate (independent and dependent) and the Graduate for the 2018-2019 academic year had no changes.



Source: Financial Office, Cost of Attendance Report

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



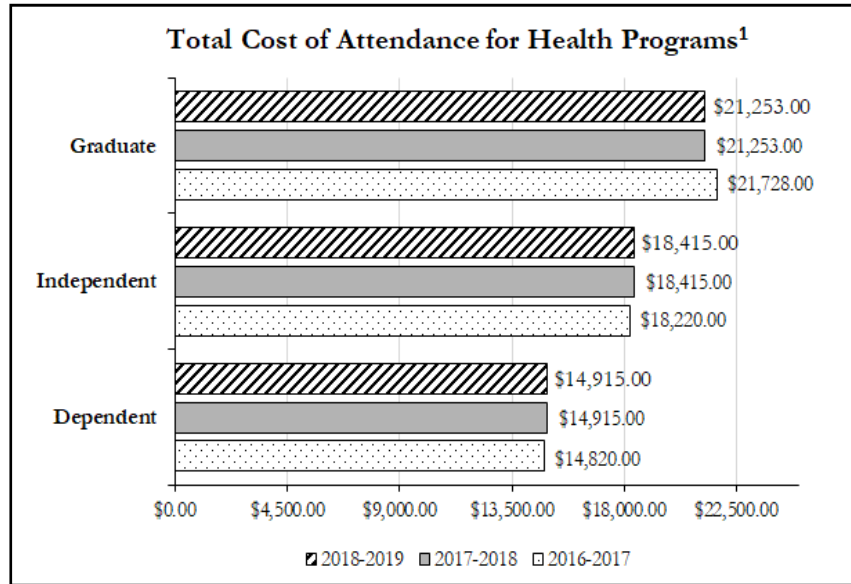
Source: Financial Office, Cost of Attendance Report

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

## FINANCIAL HIGHLIGHTS

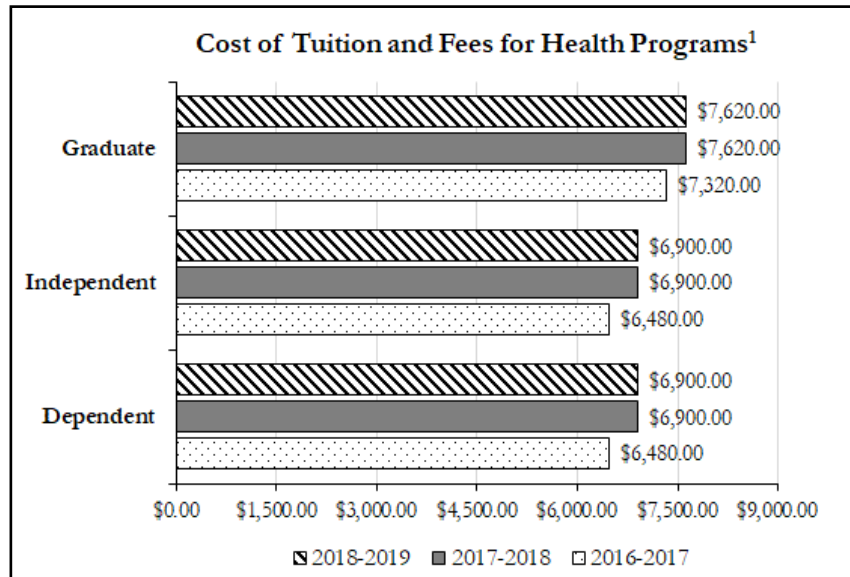
### TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR HEALTH PROGRAMS

In the 2018-2019 academic year, the Total Cost of Attendance and Cost of Tuition and Fees for Health Programs did not have any changes in comparison to the previous year for Undergraduate (independent and dependent) and the Graduate.



Source: Financial Office, Cost of Attendance Report

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



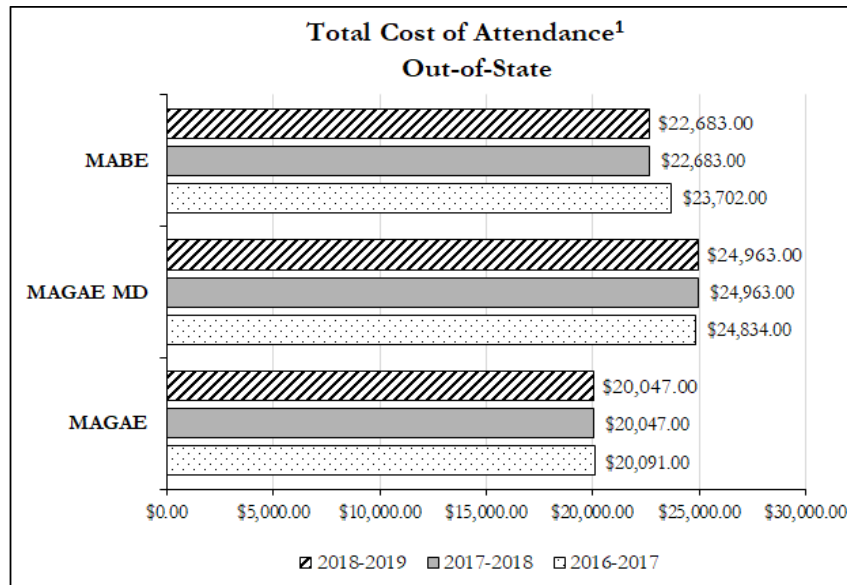
Source: Financial Office, Cost of Attendance Report

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

## FINANCIAL HIGHLIGHTS

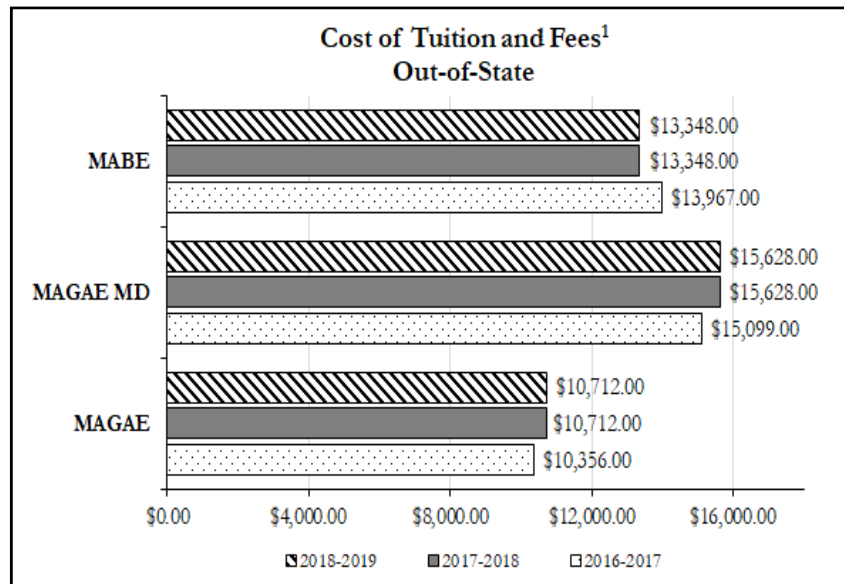
### TOTAL COST OF ATTENDANCE, TUITION, AND FEES FOR OUT-OF-STATE

The Out-of-State, have a higher cost in relation with other programs. This component includes the states of Florida, New York, Texas and Kentucky among other continental United States regions. To this avail, the Institution oversees its costs separately from other programs in order to follow-up on their fiscal health. In the academic year of 2018-2019, the Total Cost of Attendance and Cost of Tuition and Fees for the **MAGAE**, **MAGAE MD** and **MABE** modalities, remained the same as the previous year.



Source: Financial Office, Cost of Attendance Report

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



Source: Financial Office, Cost of Attendance Report

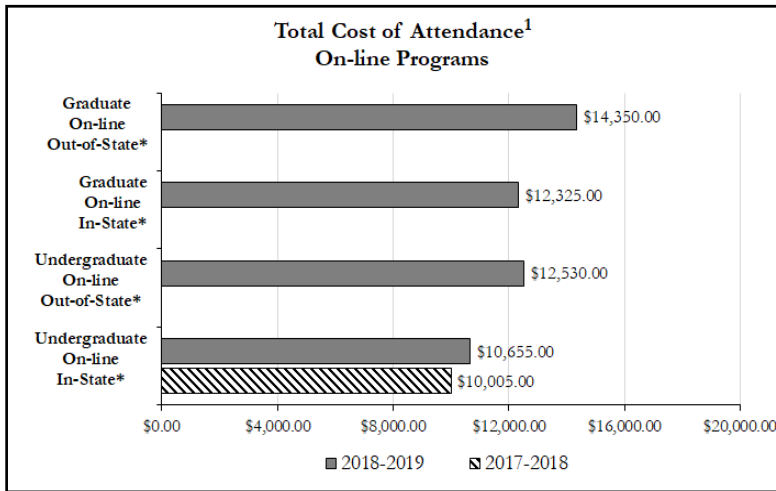
<sup>1</sup>The Cost of Tuition and Fees for Out-of-State indicates the cost by credits and by semester.

## FINANCIAL HIGHLIGHTS

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

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

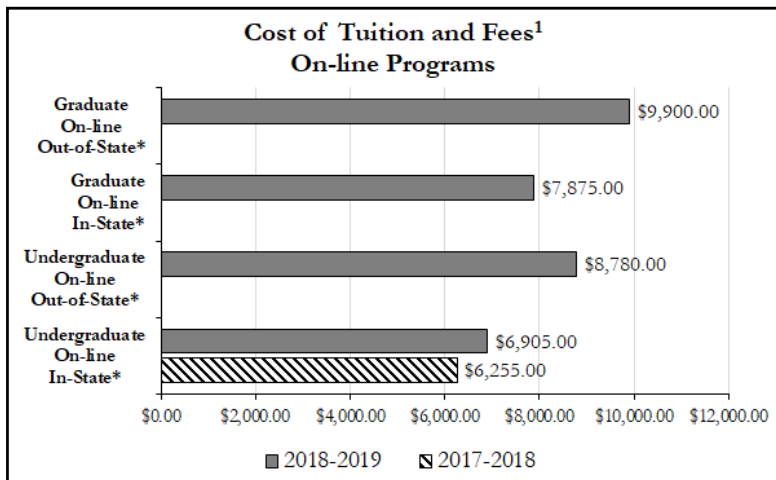
Below, the Total Cost of Attendance, Tuition and Fees for On-line Programs. For the academic year 2018-2019, the On-line Programs were divided in to On-line Out-of-State and On-line In-State. The Total Cost of Attendance and Cost of Tuition and Fees for On-line Programs had an increase in undergraduate On-line In-State.



Source: Financial Office, Cost of Attendance Report

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

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



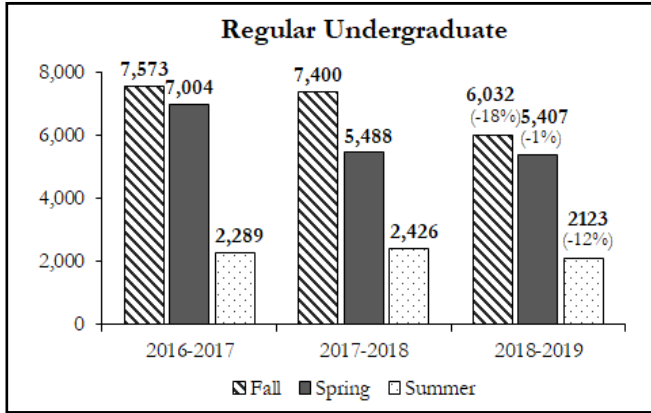
Source: Financial Office, Cost of Attendance Report

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

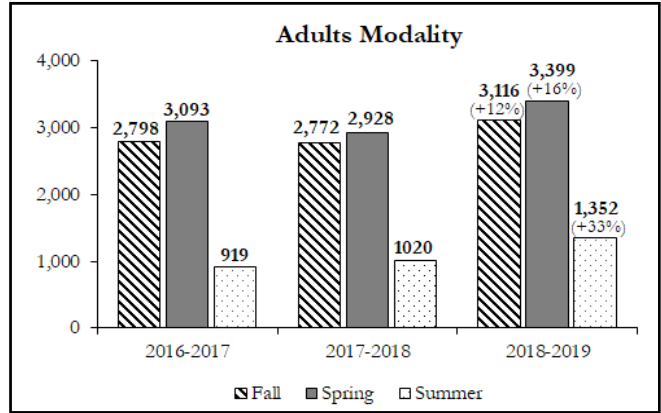
\* In-State means students who reside in Puerto Rico and Out-of-State students who reside outside of Puerto Rico

## HATO REY CAMPUS CREDITS BOUGHT

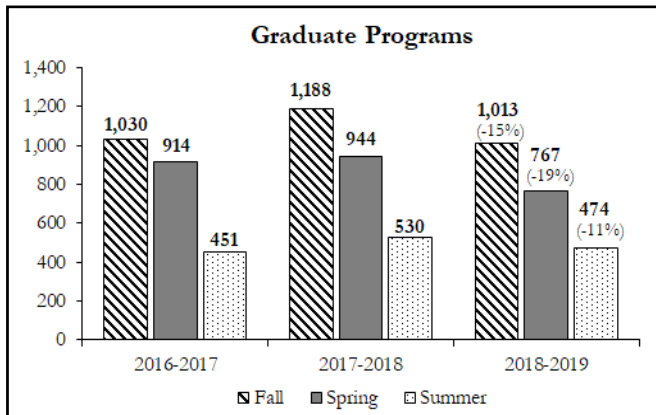
Credits bought during the 2018-2019 academic year ran as follows; an increase in all the terms was evident for **Adults**, **MAGAE** and **MABE** modalities. Also, a decrease for the **Regular** and **Graduate Programs** can be observed in all semesters.



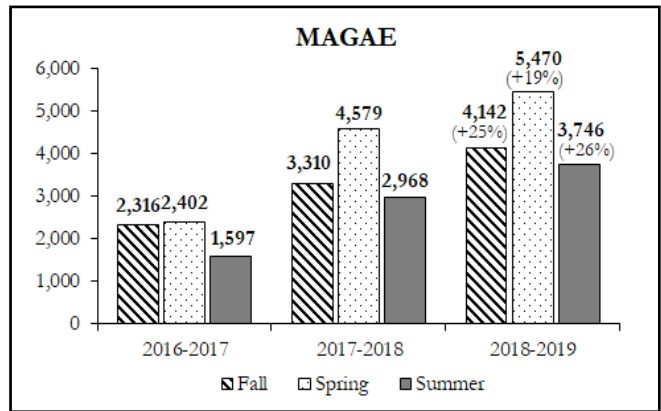
Source: Enrollment Certifications - Registrar's Office



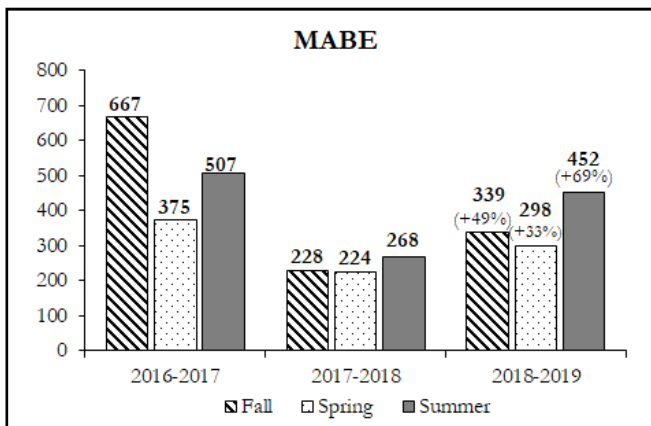
Source: Enrollment Certifications - Registrar's Office



Source: Enrollment Certifications - Registrar's Office



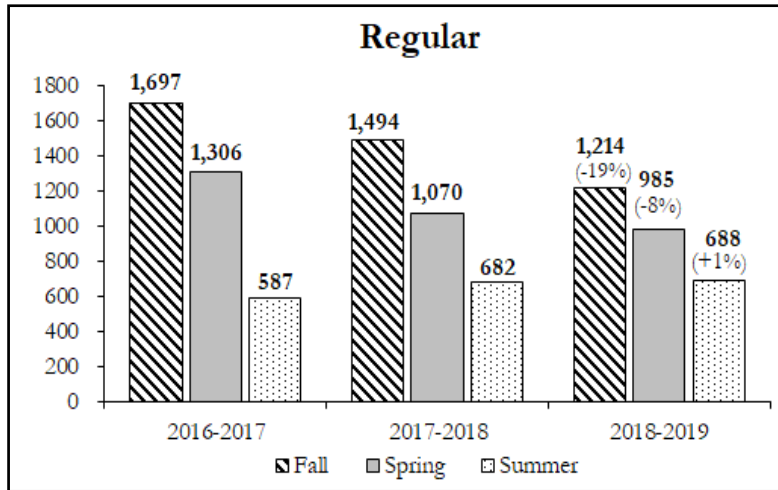
Source: Enrollment Certifications - Registrar's Office



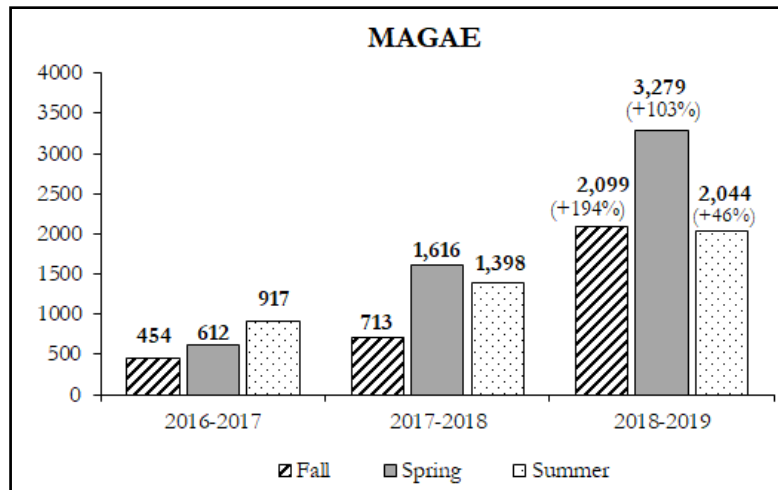
Source: Enrollment Certifications - Registrar's Office

## MANATI BRANCH CAMPUS CREDITS BOUGHT

The credits bought in 2018-2019 academic year, for the **Regular** modality had a decrease of 19% in the Fall period, 8% in the Spring, and an increase of 1% in the Summer semester. Meanwhile, the **MAGAE** modality shows an increase in all semesters.



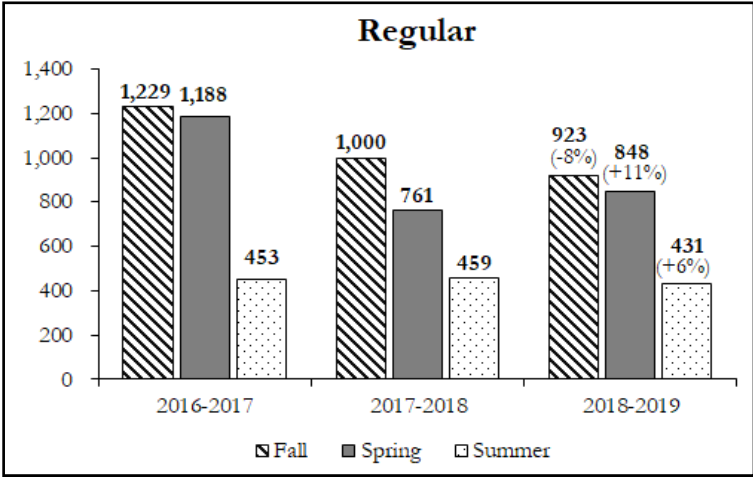
Source: Enrollment Certifications - Registrar's Office



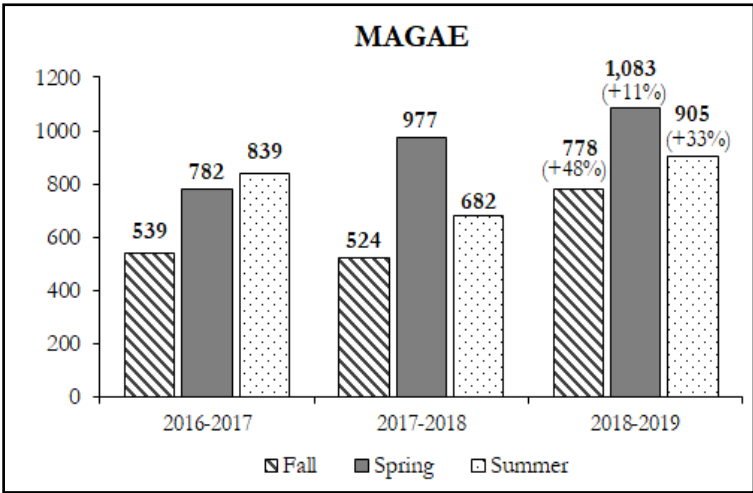
Source: Enrollment Certifications - Registrar's Office

## HUMACAO BRANCH CAMPUS CREDITS BOUGHT

The credits bought in 2018-2019 academic year display a decrease of 8% in the **Regular** modality for the Fall period, an increase of 11% in the Spring, and 6% increase in the Summer semester. Meanwhile, the **MAGAE** modality shows an increase in all the semesters.



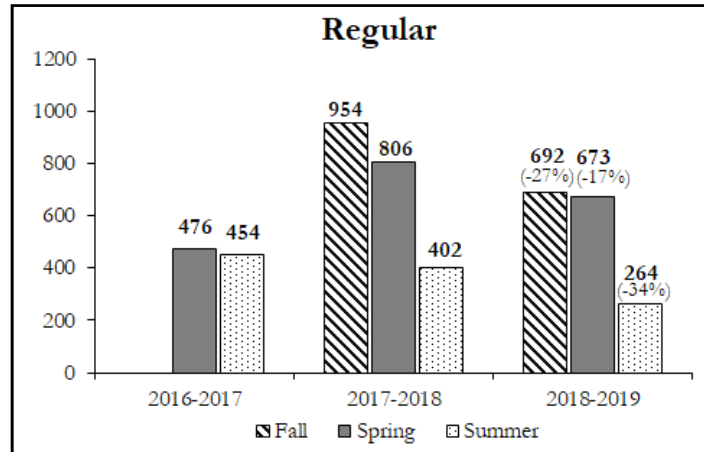
Source: Enrollment Certifications - Registrar's Office



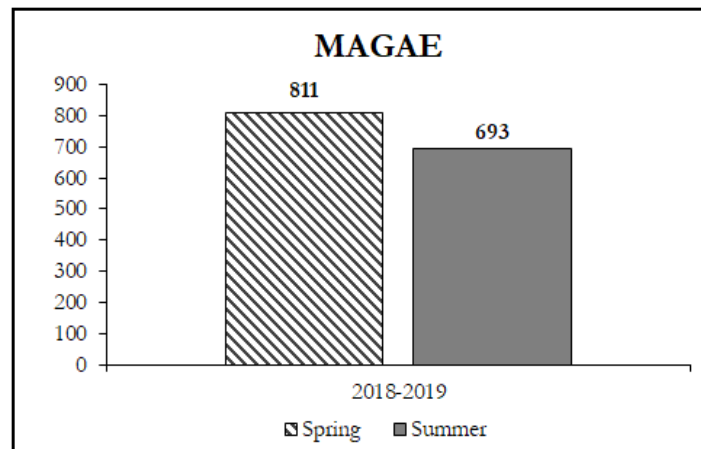
Source: Enrollment Certifications - Registrar's Office

## VILLALBA BRANCH CAMPUS CREDITS BOUGHT

The Villalba Branch Campus began operating in Spring of 2017. During 2018-2019 academic year, the credits bought for the **Regular** modality decreased in all the terms. While, the **MAGAE** modality began in the Spring semester 2019 with 811 credits bought, and in Summer semester with 693.



Source: Enrollment Certifications - Registrar's Office

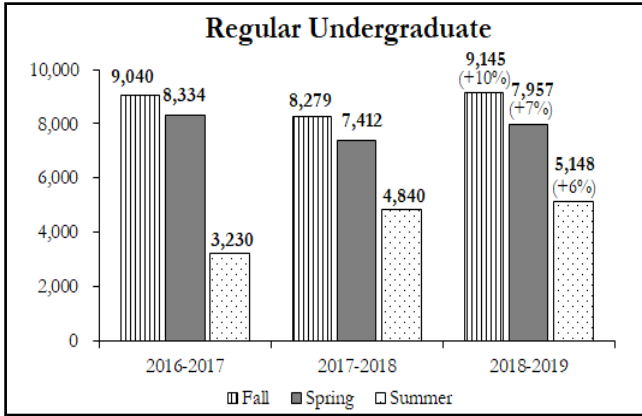


Source: Enrollment Certifications - Registrar's Office

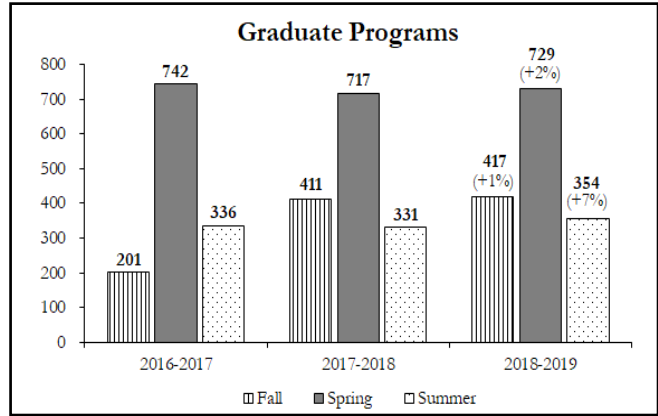
MAGAE begins in Villalba during Spring 2019.

## SAN SEBASTIAN CAMPUS CREDITS BOUGHT

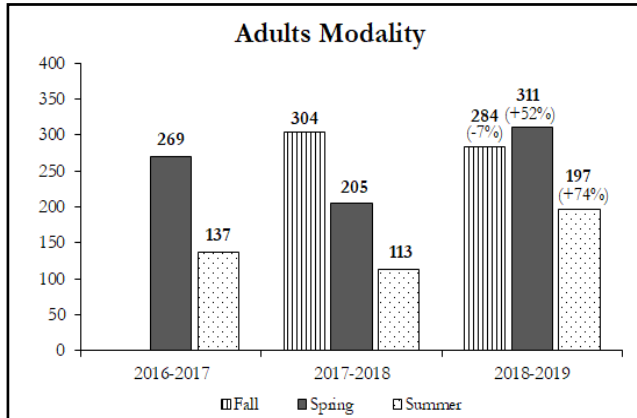
Credits bought during the 2018-2019 Fall semester increased for the **Graduate Programs** and **MABE** modality, and decreased for the **Regular Undergraduate** and **Adults** modalities. An increase in credits bought during the Spring semester was evident for the **Graduate Programs, Adults** and **MABE** modalities. A decrease in **Regular Undergraduate** and **MAGAE** modality can be observed in the Spring semester. Whereas, in the Summer, all modalities had an increase in credits bought.



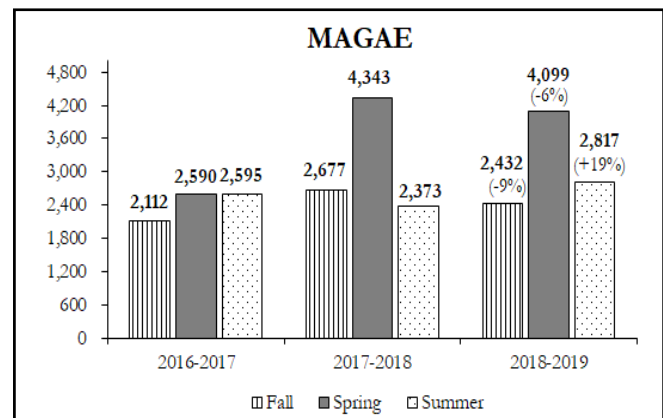
Source: Enrollment Certifications - Registrar's Office



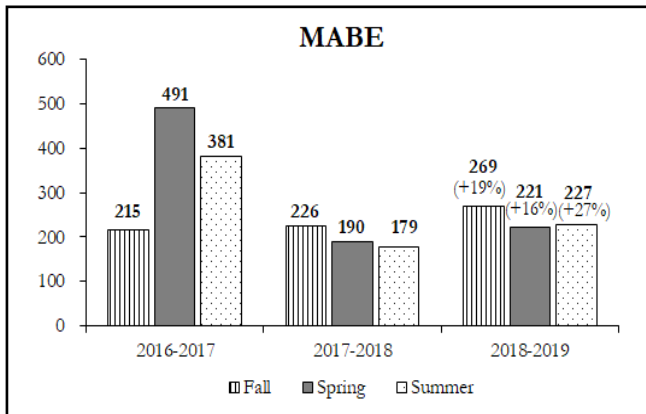
Source: Enrollment Certifications - Registrar's Office



Source: Enrollment Certifications - Registrar's Office



Source: Enrollment Certifications - Registrar's Office



Source: Enrollment Certifications - Registrar's Office

**HATO REY CAMPUS (HR)**

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

**ASSOCIATE DEGREES**

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

**BACHELOR'S DEGREES**

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

**MASTER'S DEGREES**

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

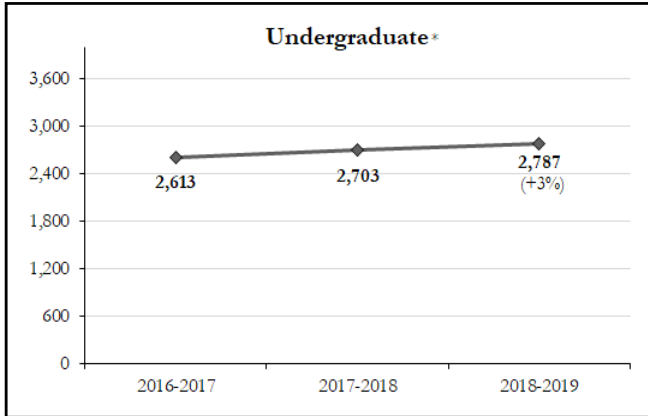
**GRADUATE PROFESSIONAL CERTIFICATES**

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

## HATO REY CAMPUS ENROLLMENT

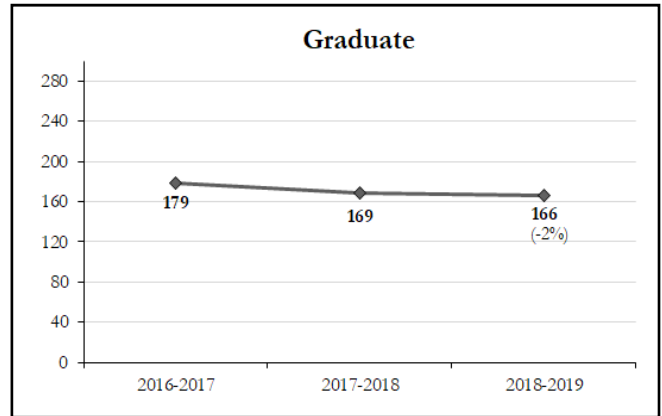
(INCLUDES MANATI AND HUMACAO BRANCH CAMPUSES)

Based on the IPEDS 12-month Enrollment Data, the Undergraduate enrollment increased by 3% in comparison to the previous year and the Graduate's had a decrease of 2%.



Source: IPEDS 12-month Enrollment Data

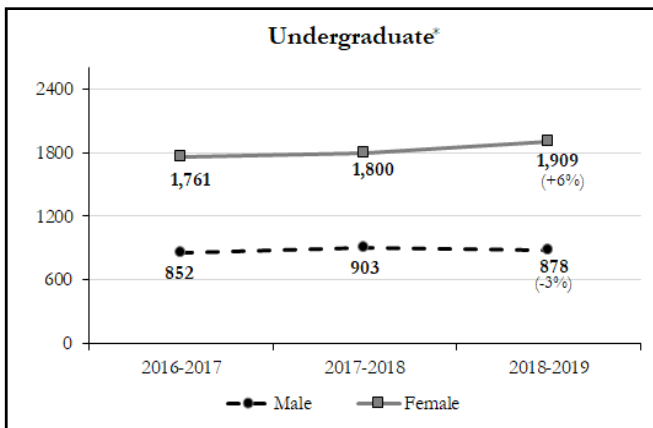
\*Includes Manati and Humacao Branch Campuses



Source: IPEDS 12-month Enrollment Data

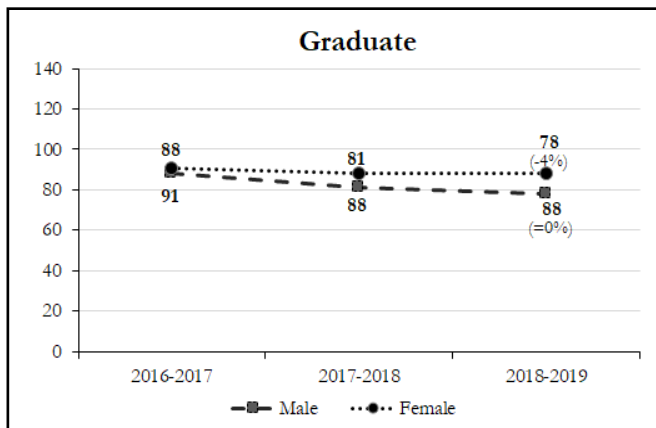
## ENROLLMENT GENDER DISTRIBUTION (HR)

In the 2018-2019, the undergraduate female students enrollment increased 6% and the male students decreased 3% in comparison to the previous year. Graduate student enrollment female population decreased by 4% and the male population remained the same as previous year.



Source: IPEDS 12-month Enrollment Data

\*Includes Manati and Humacao Branch Campuses



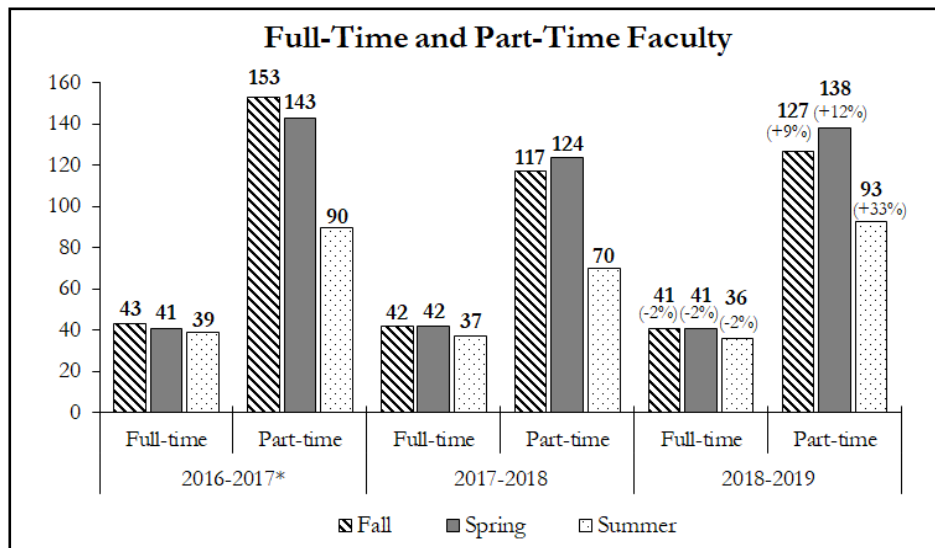
Source: IPEDS 12-month Enrollment Data

## HATO REY CAMPUS FACULTY PROFILE

The academic load for full-time faculty remains at 15 credits and a maximum of six (6) credits per semester overload. The maximum load for part-time faculty is 12 credits per semester (Faculty Handbook, 2019).

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

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

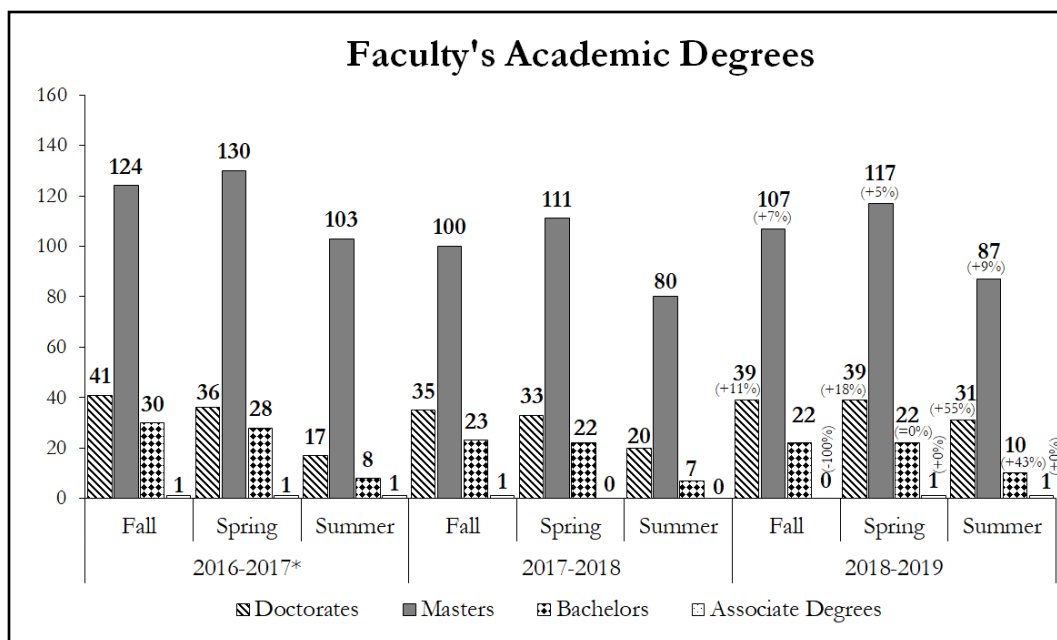


Source: Dean of Academic Affairs Office

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

## HATO REY CAMPUS FACULTY PROFILE

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



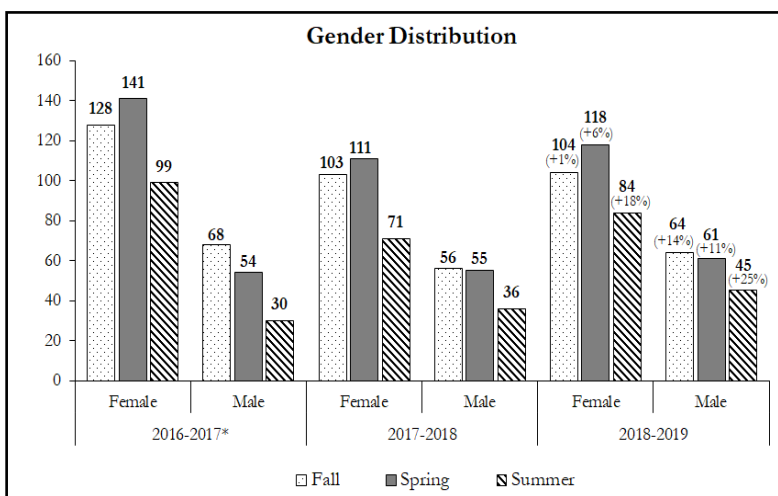
Source: Dean of Academic Affairs Office

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

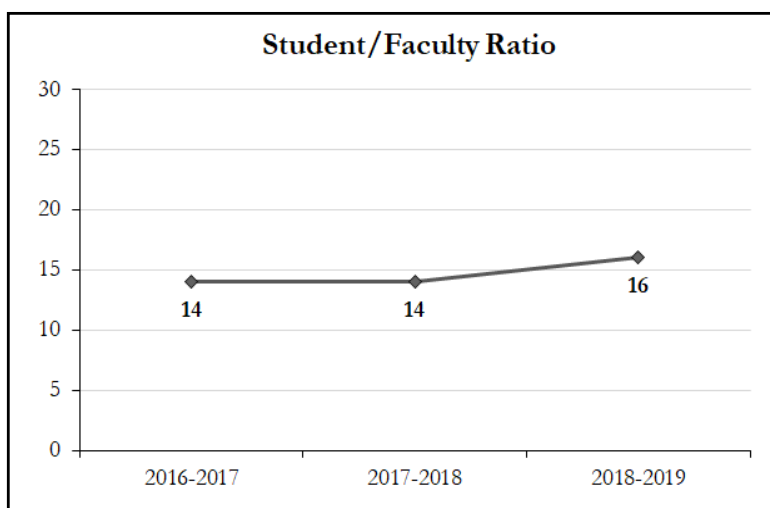
## HATO REY CAMPUS FACULTY PROFILE

Gender distribution sustains that more female faculty is in place. For the Fall semester the female faculty represented 62% (104) of the teaching body, while the remanding 38% (64) are men. There was an increase of female and male faculty in all the semesters.

There is a healthy student ratio of 16 students per faculty member. The student/faculty ratio had an increase in comparison to the previous year.



Source: Dean of Academic Affairs Office



Source: IPEDS Fall Enrollment

## LEARNING RESOURCES (HR)

(INCLUDES MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES)

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

The Information Resource Center provides access to:

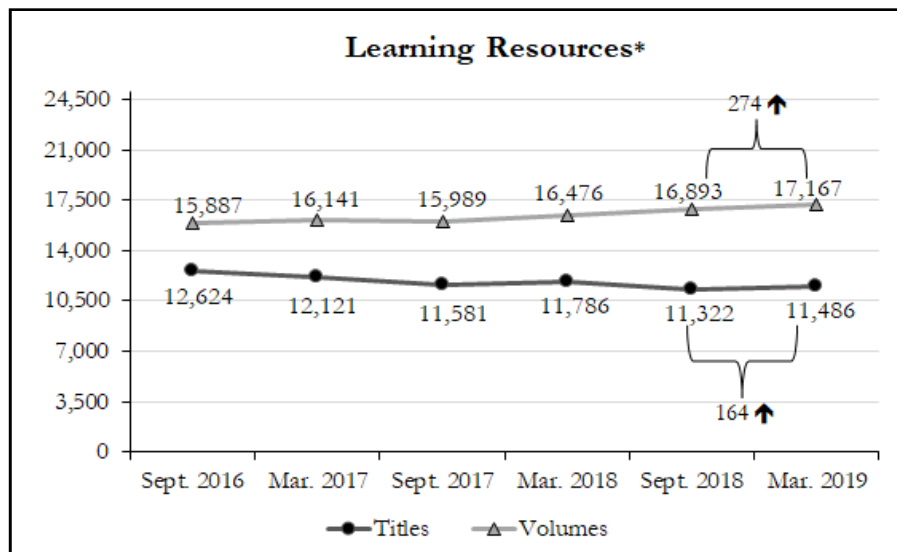
- **EBSCO Database** Full text journals Natural & Alternative Treatments, Alt Health Watch, Academic Search Premier, Art & Architecture Complete, Business Source Complete, *CINAHL* Plus® with Full Text, Health Source: Nursing/Academic Edition, Education Research Complete, Computer Source, GreenFILE,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

(INCLUDES MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES)

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

For the months of March to September 2018 the collection of titles and volumes had a decrease because many collections have been discarded. In the months of September 2018 to March 2019 there was an increase of 274 in volumes and 164 for the titles.



Source: Center of Information Resources

\*Includes Manati, Humacao and Villalba Branch Campuses

## HATO REY CAMPUS RETENTION ANALYSIS

ACADEMIC PROGRAMS	2016-2017		2017-2018		2018-2019	
UNDERGRADUATE	Enrollment/Retention Rate		Enrollment/Retention Rate		Enrollment/Retention Rate	
<b>SCHOOL OF ADMINISTRATION</b>						
Associate Degree in Business Administration	(75)	64%	(67)	64%	(56)	70%
Associate Degree in Business Administration/On-line	(61)	72%	(66)	53%	(85)	72%
Associate Degree in Office Administration	(37)	62%	(23)	57%	(15)	67%
Associate Degree in Health Billing and Codifications Services*					(15)	73%
Bachelor's Degree in Business Administration Major in Accounting	(51)	76%	(45)	71%	(34)	79%
Bachelor's Degree in Business Administration Major in Management	(77)	66%	(71)	80%	(71)	76%
Bachelor's Degree in Business Administration Major in Management/On-line*					(35)	77%
Bachelor's Degree in Technological Office Administration	(22)	77%	(17)	82%	(9)	89%
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Arts in Interior Design and Decoration	(129)	62%	(110)	60%	(96)	80%
Associate Degree in Arts in Digital Design	(18)	67%	(14)	79%	(23)	83%
Associate Degree in Digital Fashion Design	(114)	74%	(173)	69%	(83)	77%
Bachelor's Degree in Arts in Major Digital Fashion Design	(87)	82%	(125)	86%	(137)	77%
Bachelor's Degree in Arts Major in Interior Design and Decoration	(67)	78%	(59)	68%	(39)	74%
Bachelor's Degree in Arts in Digital Design Major in Multimedia	(23)	87%	(30)	63%	(23)	87%
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	(48)	75%	(48)	65%	(24)	75%
Associate Degree in Information Technology/On-line*					(12)	58%
Bachelor's Degree in Information Systems Major in Networking+	(14)	100%	(4)	100%	(1)	100%
Bachelor's Degree in Information Technology Science Major in Programming	(39)	82%	(45)	67%	(32)	84%
Bachelor's Degree in Information Technology Science Major in Programming/On-line*					(4)	50%
Bachelor's Degree in Information Technology Science Major in Networks	(40)	75%	(46)	85%	(39)	85%
Bachelor's Degree in Information Technology Science Major in Networks/On-line*					(6)	50%
<b>SCHOOL OF CRIMINAL JUSTICE</b>						
Associate Degree in Criminal Justice	(39)	74%	(43)	79%	(46)	83%
Associate Degree in Executive Protection and Security*					(8)	63%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	(1)	100%	(18)	83%	(27)	78%
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Medical Emergencies Technology	(42)	67%	(32)	56%	(22)	77%
Associate Degree in Pharmacy Technician	(31)	71%	(40)	63%	(39)	64%
Associate Degree in Physical Therapy Technology	(281)	73%	(245)	76%	(95)	60%
Associate Degree Biotechnology	(34)	82%	(27)	56%	(23)	65%
Bachelor's Degree in Natural Sciences			(1)	100%	(18)	67%
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	(1079)	80%	(1282)	83%	(866)	84%
Bachelor's Degree in Science of Nursing	(257)	72%	(202)	71%	(197)	78%
<b>TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>(2614)</b>	<b>75%</b>	<b>(2703)</b>	<b>75%</b>	<b>(2137)</b>	<b>76%</b>
<b>GRADUATE</b>						
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	(53)	74%	(54)	70%	(51)	80%
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line*					(22)	73%
Master's Degree in Information Systems	(14)	79%	(19)	47%	(10)	80%
Master's Degree in Business Administration Major in Strategic Management	(19)	68%	(18)	94%	(21)	100%
Master's Degree in Naturopathic Sciences	(84)	95%	(76)	92%	(64)	94%
Professional Certificate in Information Systems Auditing	(7)	71%	(1)	100%	(1)	100%
Professional Certificate Project Management	(1)	100%	(1)	0%	(3)	67%
Professional Certificate Information Security and Digital Fraud Investigation	(5)	100%	(5)	80%	(2)	100%
Professional Certificate in Relational Database Administration	(8)	88%	(9)	78%	(1)	100%
Professional Certificate in Electronic Commerce		N/A		N/A		N/A
<b>TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>(178)</b>	<b>84%</b>	<b>(169)</b>	<b>80%</b>	<b>(166)</b>	<b>86%</b>
<b>CAMPUS TOTAL RETENTION RATE (UNDUPLICATED)</b>	<b>(2792)</b>	<b>75%</b>	<b>(2872)</b>	<b>76%</b>	<b>(2303)</b>	<b>77%</b>

Source: AIR (Annual Institutional Report)

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

\*New Programs

+Programs in moratorium.

### Legend

■ Includes Hato Rey Campus and the Manati and Humacao Branch Campuses.

## **HATO REY CAMPUS RETENTION ANALYSIS**

Retention rates for years 2016-2017 and 2017-2018 include data from following programs: the Associate Degrees in Information Technology, Digital Fashion Design, Physical Therapy Technology and Nursing. It also includes the Bachelor's Science of Nursing for the year 2017-2018 from the Manati and Humacao Branch Campuses as former Additional Locations. Data for both Branch Campuses was separated from the Main Campus in Hato Rey in the academic year of 2018-2019. For the next fiscal year, all programs and data will be analyzed within its academic unit.

For the 2018-2019 fiscal year, the Hato Rey Campus had a total retention of 77%, a slight increase can be observed. The retention rate for undergraduate enrollment was 76% and 86% for the total graduate.

## HATO REY CAMPUS PLACEMENT ANALYSIS

ACADEMIC PROGRAMS	2016-2017		2017-2018		2018-2019	
	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF ADMINISTRATION</b>						
Associate Degree in Business Administration	(3)	60%	(1)	50%	(1)	50%
Associate Degree in Business Administration/On-line	(1)	33%	(1)	17%	(3)	60% ↑
Associate Degree in Office Administration	(2)	100%	(1)	50%		
Bachelor's Degree in Business Administration Major in Accounting	(1)	50%	(4)	57%	(4)	80% ↑
Bachelor's Degree in Business Administration Major in Management	(4)	40%	(3)	43%	(6)	55% ↑
Bachelor's Degree in Business Administration Major in Management/On-line*						
Bachelor's Degree in Technological Office Administration	(3)	75%	(3)	100%	(3)	100%
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Arts in Interior Design and Decoration	(5)	45%	(4)	44%	(6)	75% ↑
Associate Degree in Arts in Digital Design		N/A	(0)	0%	(2)	100% ↓
Associate Degree in Digital Fashion Design	(2)	29%	(4)	31%	(1)	25% ↓
Bachelor's Degree in Arts in Major Digital Fashion Design	(0)	0%	(3)	33%	(3)	75% ↑
Bachelor's Degree in Arts Major in Interior Design and Decoration	(1)	25%	(8)	100%	(1)	25% ↓
Bachelor's Degree in Arts in Digital Design Major in Multimedia		N/A	(0)	0%		
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	(0)	0%	(1)	25%	(0)	0% ↓
Bachelor's Degree in Information Technology Science Major in Programming			(2)	33%	(1)	50% ↑
Bachelor's Degree in Information Technology Science Major in Programming/On-line*						
Bachelor's Degree in Information Technology Science Major in Networks			(5)	100%	(2)	50% ↓
Bachelor's Degree in Information Technology Science Major in Networks/On-line*						
<b>SCHOOL OF CRIMINAL JUSTICE</b>						
Associate Degree in Criminal Justice					(0)	0%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences*						
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Medical Emergencies Technology	(1)	50%	(1)	50%	(2)	67% ↑
Associate Degree in Pharmacy Technician					(1)	50%
Associate Degree in Physical Therapy Technology	(4)	29%	(6)	33%	(3)	21% ↓
Associate Degree Biotechnology	(0)	0%	(0)	0%	(0)	0%
Bachelor's Degree in Natural Sciences*						
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	(59)	36%	(79)	43%	(153)	68% ↑
Bachelor's Degree in Science of Nursing	(24)	36%	(20)	63%	(18)	78% ↑
<b>GRADUATE</b>						
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	(8)	67%	(5)	100%	(9)	75% ↓
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line*						
Master's Degree in Information Systems	(1)	100%	(1)	100%		
Master's Degree in Business Administration Major in Strategic Management	(5)	100%	N/A		(3)	43%
Master's Degree in Naturopathic Sciences	(4)	25%	(1)	17%	(15)	75% ↑
Professional Certificate in Information Systems Auditing	(0)	0%	N/A		(0)	0%
Professional Certificate Project Management		N/A		N/A		N/A
Professional Certificate Information Security and Digital Fraud Investigation		N/A	(1)	100%	(0)	0% ↓
Professional Certificate in Relational Database Administration	(1)	100%	(2)	40%	(0)	0% ↓
Professional Certificate in Electronic Commerce		N/A		N/A		N/A
<b>CAMPUS TOTAL PLACEMENT RATE</b>	<b>(137)</b>	<b>40%</b>	<b>(154)</b>	<b>44%</b>	<b>(240)</b>	<b>66% ↑</b>

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

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

\*New Programs

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

## **HATO REY CAMPUS PLACEMENT ANALYSIS**

During 2018-2019, 11 programs increased in placement rate: They are the Associate Degrees in: Digital Design (100%), Business Administration/On-line (43%), Interior Design and Decoration (31%), Nursing (25%) and Medical Emergencies Technology (17%). The Bachelor's Degrees in: Digital Fashion Design (42%), Business Administration Major in Accounting (23%), Information Technology Science Major in Programming (17%), Science of Nursing (15%) and Business Administration Major in Management (12%). In the Graduate programs one (1) increased its placement rate: Naturopathic Sciences (58%).

According to the Annual Institutional Report (AIR) data from 2018-2019, the percentage of employment increased by 22% in comparison to the previous year. 240 of 430 students contacted were placed in their fields of study. The reason for the increase in placement rate was additional efforts made to contact the majority of the graduates, among these most are from the Nursing and Naturopathic programs.

## HATO REY CAMPUS PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS

ACADEMIC PROGRAMS	2016-2017		2017-2018		2018-2019	
	Complete + Enrollment, Graduation Rate	Graduation Rate	Complete + Enrollment, Graduation Rate	Graduation Rate	Complete + Enrollment, Graduation Rate	Graduation Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF ADMINISTRATION</b>						
Associate Degree in Business Administration	(5/75)	7%	(3/67)	4%	(5/50)	10%
Associate Degree in Business Administration/On-line	(3/61)	5%	(8/66)	12%	(5/80)	6%
Associate Degree in Office Administration	(4/37)	11%	(3/23)	13%	(0/14)	0%
Associate Degree in Health Billing and Codifications Services*						
Bachelor's Degree in Business Administration Major in Accounting	(4/51)	8%	(9/45)	20%	(6/31)	19%
Bachelor's Degree in Business Administration Major in Management	(12/77)	16%	(9/71)	13%	(11/58)	19%
Bachelor's Degree in Business Administration Major in Management/On-line						
Bachelor's Degree in Technological Office Administration	(5/22)	23%	(5/17)	29%	(2/7)	29%
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Arts in Interior Design and Decoration	(15/129)	12%	(8/110)	7%	(8/91)	9%
Associate Degree in Arts in Digital Design	(0/18)	0%	(1/14)	7%	(2/21)	10%
Associate Degree in Digital Fashion Design	(17/179)	9%	(24/173)	13%	(6/76)	8%
Bachelor's Degree in Arts Major in Digital Fashion Design	(5/87)	6%	(11/125)	9%	(5/135)	4%
Bachelor's Degree in Arts Major in Interior Design and Decoration	(7/67)	10%	(11/59)	19%	(6/35)	17%
Bachelor's Degree in Arts in Digital Design Major in Multimedia	(0/23)	0%	(4/30)	13%	(1/21)	5%
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	(4/48)	8%	(7/48)	15%	(1/25)	4%
Associate Degree in Information Technology/On-line*						
Bachelor's Degree in Information Technology Science Major in Programming	(0/39)	0%	(9/45)	20%	(5/32)	16%
Bachelor's Degree in Information Technology Science Major in Programming/On-line*						
Bachelor's Degree in Information System Major in Networking+	(9/14)	64%	(3/4)	75%	(1/1)	100%
Bachelor's Degree in Information Technology Science Major in Networks	(0/40)	0%	(6/46)	13%	(10/38)	26%
Bachelor's Degree in Information Technology Science Major in Networks/On-line*						
<b>SCHOOL OF CRIMINAL JUSTICE</b>						
Associate Degree in Criminal Justice	(0/39)	0%	(0/43)	0%	(2/38)	5%
Associate Degree in Executive Protection and Security*						
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences**			(0/18)	0%	(0/20)	0%
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Medical Emergencies Technology	(7/42)	17%	(5/32)	16%	(4/18)	22%
Associate Degree in Pharmacy Technician	(0/31)	0%	(0/40)	0%	(2/38)	5%
Associate Degree in Physical Therapy Technology	(28/281)	10%	(7/71)	10%	(28/105)	27%
Associate Degree in Biotechnology	(8/34)	24%	(3/27)	11%	(1/22)	4%
Bachelor's Degree in Natural Sciences**					(0/15)	0%
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	(201/1079)	19%	(267/1282)	21%	(310/916)	34%
Bachelor's Degree in Science of Nursing	(81/257)	32%	(39/202)	19%	(35/163)	22%
<b>TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED)</b>	<b>(342/2614)</b>	<b>13%</b>	<b>(405/2703)</b>	<b>15%</b>	<b>(458/2137)</b>	<b>21%</b>
<b>GRADUATE</b>						
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation	(20/53)	38%	(7/54)	13%	(18/46)	39%
Master's Degree in Information Systems Major in Information Security and Digital Fraud Investigation/On-line*						
Master's Degree in Information Systems	(1/14)	7%	(1/19)	5%	(1/10)	10%
Master's Degree in Business Administration Major in Strategic Management	(5/19)	26%	(0/18)	0%	(7/20)	35%
Master's Degree in Naturopathic Sciences	(32/84)	38%	(22/76)	29%	(22/64)	34%
Professional Certificate in Information Systems Auditing	(4/7)	57%	(1/1)	100%	(1/1)	100%
Professional Certificate Project Management	(1/1)	100%			(0/3)	0%
Professional Certificate Information Security and Digital Fraud Investigation	(2/5)	40%	(1/5)	20%	(0/1)	0%
Professional Certificate in Relational Database Administration	(1/8)	13%	(7/9)	78%	(1/1)	100%
Professional Certificate in Electronic Commerce		N/A		N/A		N/A
<b>TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED)</b>	<b>(62/178)</b>	<b>35%</b>	<b>(33/169)</b>	<b>20%</b>	<b>(50/166)</b>	<b>30%</b>
<b>CAMPUS TOTAL GRADUATION RATE (UNDUPLICATED)</b>	<b>(404/2792)</b>	<b>14%</b>	<b>(438/2872)</b>	<b>15%</b>	<b>(508/2303)</b>	<b>22%</b>

<b>IPEDS Graduation Rates</b>		
2016-2017	2017-2018	2018-2019
30%	36%	35%

Source: IPEDS Graduation Rates Data

Source: AIR (Annual Institutional Report)

(n=Graduate+Complete, Total Enrollment)

Formula: SUM(Graduate+Complete)/Total Enrollment

\*New Programs

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

+Programs in moratorium.

### Legend

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

**HATO REY CAMPUS  
PERCENTAGE OF STUDENTS THAT GRADUATED  
PER PROGRAM ANALYSIS**

Percentage of Students that Graduated per Program Analysis for years 2016-2017 and 2017-2018 include data from following programs: the Associate Degrees in Information Technology, Digital Fashion Design, Physical Therapy Technology and Nursing. It also includes the Bachelor's Science of Nursing for the year 2017-2018 from the Manati and Humacao Branch Campuses as former Additional Locations. Data for both Branch Campuses was separated from the Main Campus in Hato Rey in the academic year of 2018-2019. For the next fiscal year, all programs and data will be analyzed within its academic unit..

For the 2018-2019 fiscal year, the Hato Rey Campus had a total graduation rate of 22%. Although, we can observe a graduation rate of 21% for the total undergraduate and 30% for the total graduate.

**IPEDS**

During 2018-2019, the IPEDS Graduation Rate decreased by 1% in comparison to the year 2017-2018.

## HATO REY CAMPUS CAMPUS CRIME REPORT

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

The Campus Safety Survey reported (2) VAWA Offenses on campus, in the report of 2019 there was a dating violence and 2018 report, there was a domestic violence.

### Campus Crime Report

Year Report	Crimes	Criminal Offenses	Quantity	Site
2017	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2018	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	Domestic Violence	1	On Campus
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	Dating Violence	1	On Campus
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

**MANATI BRANCH CAMPUS**

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

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

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

**ASSOCIATE DEGREES**

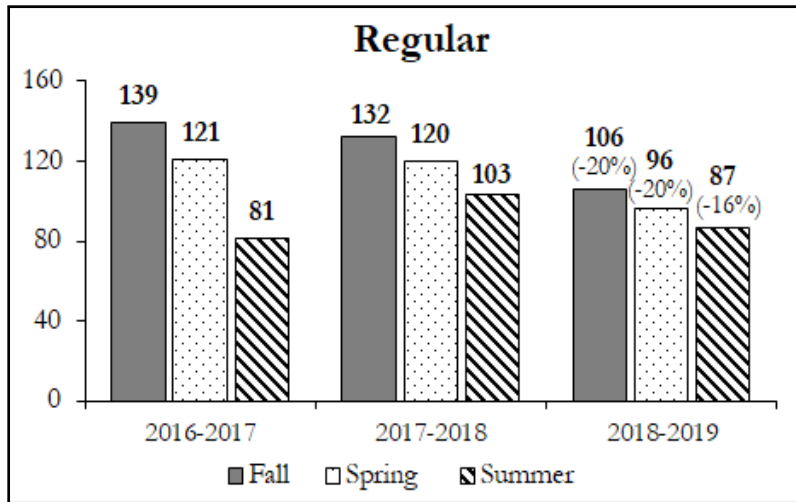
Associate Degree in Nursing	2013
Associate Degree in Physical Therapy Technology	2013
Associate Degree in Digital Fashion Design	2013
Associate Degree in Information Technology	2017

**BACHELOR'S DEGREES**

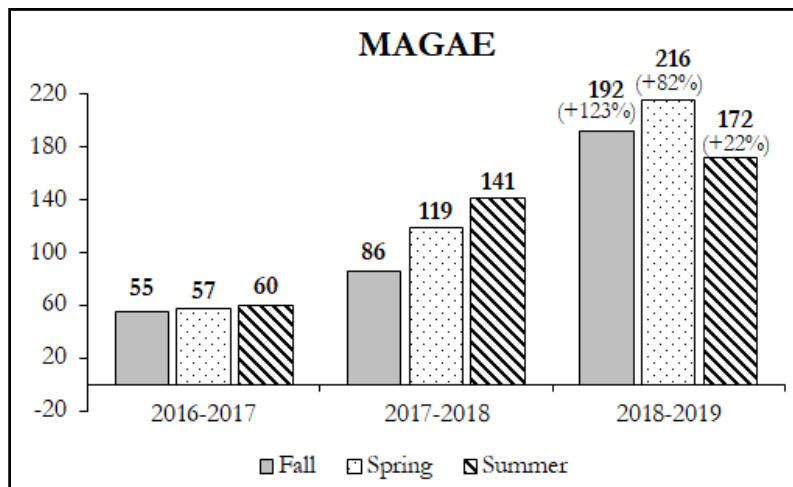
Bachelor's Degree in Science of Nursing	2018
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## MANATI BRANCH CAMPUS ENROLLMENT

In the 2018-2019 academic year, the **Regular** enrollment decreased in all academic terms. Whereas, the **MAGAE** modality shows an increase in all terms, 123% in the Fall semester, 82% in Spring, and 22% in the Summer.



Source: Enrollment Certifications - Registrar's Office

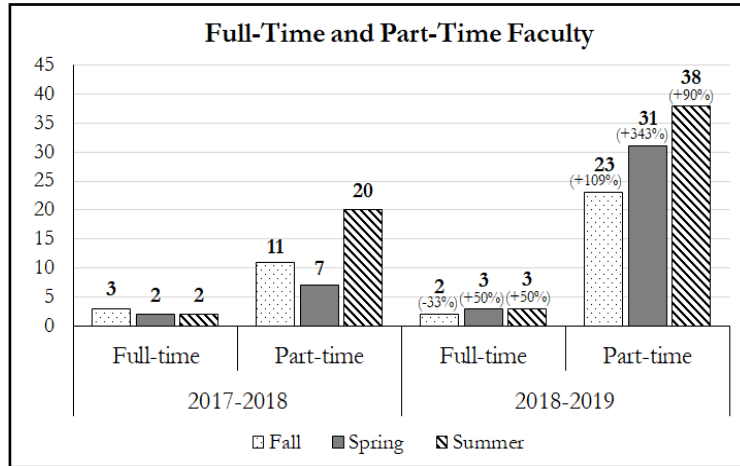


Source: Enrollment Certifications - Registrar's Office

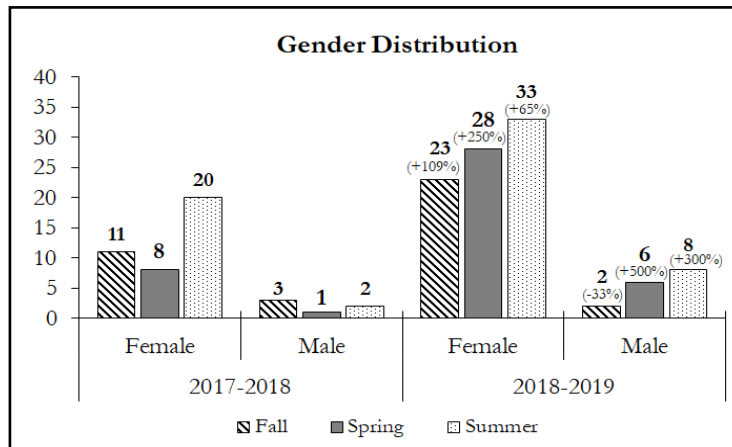
## MANATI BRANCH CAMPUS FACULTY PROFILE\*

\*For descriptions see page 17.

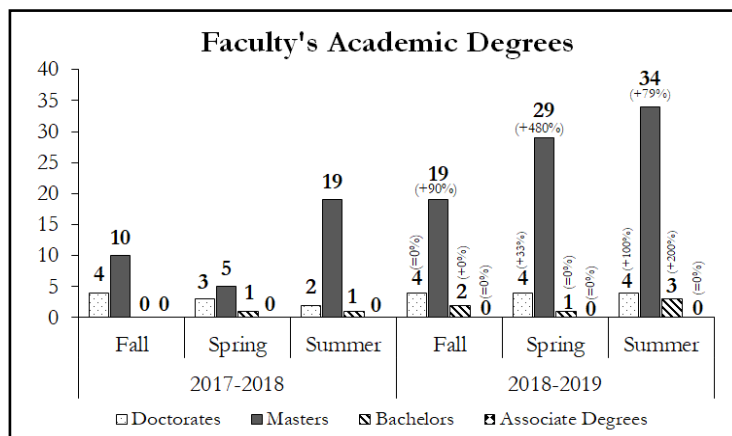
During the 2018-2019 academic year, there was more part-time qualified faculty and the gender distribution sustained that more female faculty was in place. Whereas, the faculty's academic degrees show more masters degrees professors for all the terms.



Source: Administrative Sub-director's Office



Source: Administrative Sub-director's Office



Source: Administrative Sub-director's Office

## MANATI BRANCH CAMPUS RETENTION

The total retention rate for the academic year 2018-2019 was 86%. The retention rate increased by 3% in comparison to the previous year. As can be observed, the Associate Degree in Physical Therapy Technology had an increase of 3 % in retention.

ACADEMIC PROGRAMS	2016-2017 Enrollment/Retention Rate	2017-2018 Enrollment/Retention Rate	2018-2019 Enrollment/Retention Rate
Associate Degree in Information Technology		(4) 100% *	(12) 83% ↓
Associate Degree in Digital Fashion Design	(36) 86% *	(33) 73% *	(26) 73%
Associate Degree in Physical Therapy Technology	(72) 85% *	(71) 76% *	(56) 79% ↑
Associate Degree in Nursing	(179) 76% *	(274) 86% *	(408) 84% ↓
Bachelor's Degree in Science of Nursing**			(20) 95%
<b>Total Retention (Unduplicated)</b>	<b>(279) 77%</b>	<b>(368) 83%</b>	<b>(416) 86%↑</b>

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

Source : AIR

(n=Enrollment)

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

+Program in moratorium.

\*\*New Program

## MANATI BRANCH CAMPUS PLACEMENT ANALYSIS

For 2018-2019, the Manati Branch Campus had a placement rate of 64%, 27 of 50 graduated students who when contacted are placed.

ACADEMIC PROGRAMS	2018-2019	
	Infield and Refield Students	/Placement Rate
Associate Degree in Information Technology		
Associate Degree in Digital Fashion Design	(0)	0%
Associate Degree in Physical Therapy Technology	(1)	33%
Associate Degree in Nursing	(26)	68%
Bachelor's Degree in Science of Nursing**		
<b>Total Placement Rate</b>	<b>(27)</b>	<b>64%</b>

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

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

\*\*New Programs

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

**MANATI BRANCH CAMPUS  
PERCENTAGE OF STUDENTS THAT GRADUATED  
PER PROGRAM ANALYSIS**

For the fiscal year 2018-2019, graduation rate data was separated from the Main Campus of Hato Rey. As can be observed, the total graduation rate for the year 2018-2019 was 16%. More data will be added for comparison as it becomes available in subsequent years.

ACADEMIC PROGRAMS	2018-2019	
	Complete+, Enrollment, Graduation Graduate	Rate
Associate Degree in Information Technology*	(0/9)	0%
Associate Degree in Digital Fashion Design	(1/24)	4%
Associate Degree in Physical Therapy Technology	(10/46)	22%
Associate Degree in Nursing	(54/317)	17%
Bachelor's Degree in Science of Nursing**	(0/20)	0%
<b>Total Graduation Rate (Unduplicated)</b>	<b>(65/416)</b>	<b>16%</b>

Source: AIR (Annual Institutional Report)  
 (n=Graduate+Complete, Total Enrollment)  
 Formula:  $SUM(Graduate+Complete)/Total\ Enrollment$   
 \*Program that don't have yet graduate students.  
 \*\*New Program

## MANATI BRANCH CAMPUS CAMPUS CRIME REPORT

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

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

### Campus Crime Report

Year Report	Crimes	Criminal Offenses	Quantity	Site
2018	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

\*Violence Against of Women Act

## **HUMACAO BRANCH CAMPUS**

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

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

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

**ASSOCIATE DEGREES**

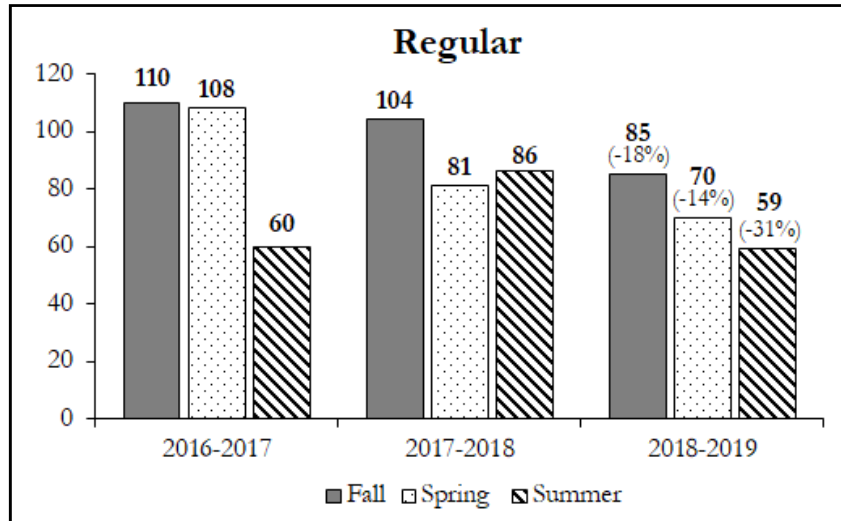
Associate Degree in Nursing	2013
Associate Degree in Physical Therapy Technology	2013
Associate Degree in Digital Fashion Design	2013
Associate Degree in Information Technology	2017

**BACHELOR'S DEGREES**

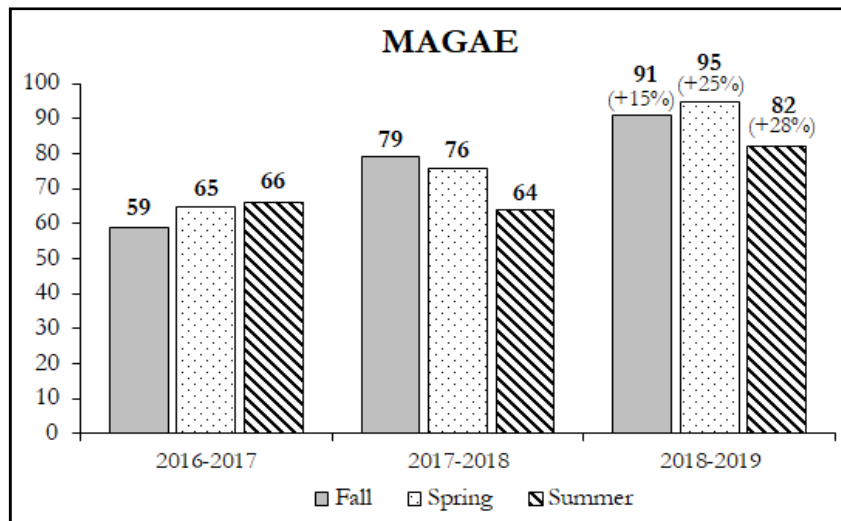
Bachelor's Degree in Science of Nursing	2018
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## HUMACAO BRANCH CAMPUS ENROLLMENT

In the 2018-2019 academic year, the **Regular** enrollment decreased in all the terms. Whereas, the **MAGAE** modality shows an increase in all terms, 15% in the Fall semester, 25% in Spring, and 28% in the Summer.



Source: Enrollment Certifications - Registrar's Office

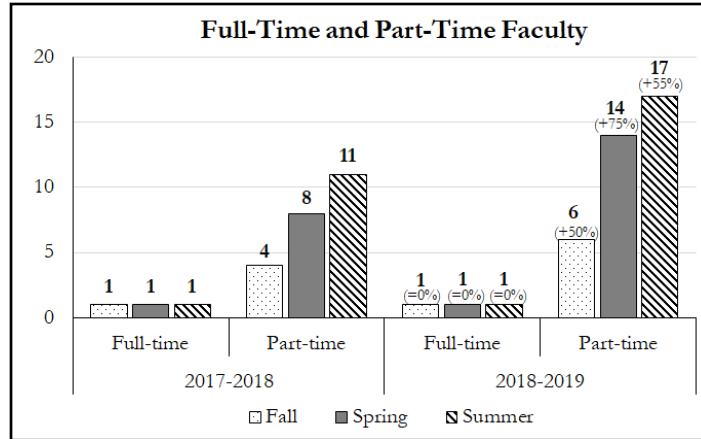


Source: Enrollment Certifications - Registrar's Office

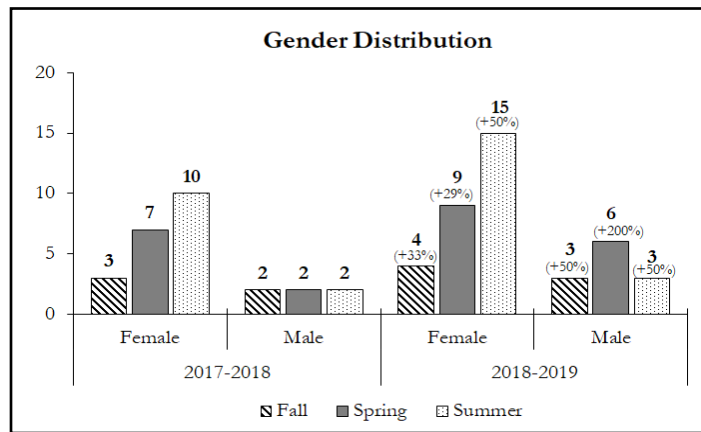
# HUMACAO BRANCH CAMPUS FACULTY PROFILE\*

\*For descriptions see page 17.

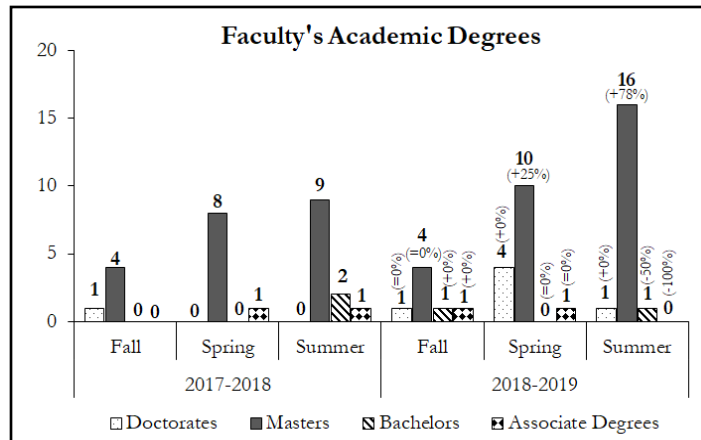
During the academic year 2018-2019 the part-time qualified faculty had a significant increase. Gender distribution data shows an increase for both female and male faculty. Whereas, the faculty's academic degrees show more masters degrees professors for all the terms.



Source: Administrative Sub-director's Office



Source: Administrative Sub-director's Office



Source: Administrative Sub-director's Office

## HUMACAO BRANCH CAMPUS RETENTION ANALYSIS

The total retention rate for the academic year 2018-2019 was 78%. The retention rate increased by 6% in comparison to the previous year. As can be observed, the Associate Degree in Nursing had an increase of 3 % in retention.

ACADEMIC PROGRAMS	2016-2017		2017-2018		2018-2019	
	Enrollment	Retention Rate	Enrollment	Retention Rate	Enrollment	Retention Rate
Associate Degree in Computer Programming <sup>+</sup>	(22)	55% *	(16)	25% *	(1)	0% ↓
Associate Degree in Information Technology			(3)	100% *	(12)	67% ↓
Associate Degree in Digital Fashion Design	(29)	86% *	(32)	76% *	(31)	65% ↓
Associate Degree in Physical Therapy Technology	(78)	64% *	(58)	74% *	(44)	68% ↓
Associate Degree in Nursing	(173)	72% *	(168)	77% *	(206)	80% ↑
Bachelor's Degree in Science of Nursing**					(1)	100%
<b>Total Retention (Unduplicated)</b>	<b>(287)</b>	<b>68%</b>	<b>(271)</b>	<b>72%</b>	<b>(234)</b>	<b>78%↑</b>

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

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

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

<sup>+</sup>Program in moratorium.

\*\*New Program

## HUMACAO BRANCH CAMPUS PLACEMENT ANALYSIS

For the 2018-2019 academic year, the Humacao Branch Campus had a placement rate of 40%. Of which 18 graduated students contacted six (6) are in placed.

ACADEMIC PROGRAMS	2018-2019	
	Infield and /Placement Refield Students	Rate
Associate Degree in Information Technology	(0)	0%
Associate Degree in Digital Fashion Design	(2)	67%
Associate Degree in Physical Therapy Technology		
Associate Degree in Nursing	(4)	40%
Bachelor's Degree in Science of Nursing*		
<b>Total Placement Rate</b>	<b>(6)</b>	<b>40%</b>

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

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

\*New Programs

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

## HUMACAO BRANCH CAMPUS PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS

From fiscal year 2018-2019, the graduation rate data will be reported separate for the Main Campus of Hato Rey. As can be observed, the total graduation rate for the year 2018-2019 was 9%.

ACADEMIC PROGRAMS	2018-2019	
	Complete+, Enrollment, Graduation Graduate	Rate
Associate Degree in Information Technology	(1/11)	9%
Associate Degree in Digital Fashion Design	(6/28)	21%
Associate Degree in Physical Therapy Technology	(0/36)	0%
Associate Degree in Nursing	(14/157)	9%
Bachelor's Degree in Science of Nursing*	(0/2)	0%
<b>Total Graduation Rate (Unduplicated)</b>	<b>(21/234)</b>	<b>9%</b>

Source: AIR (Annual Institutional Report)  
(n=Graduate+Complete, Total Enrollment)  
Formula:  $\text{SUM}(\text{Graduate}+\text{Complete})/\text{Total Enrollment}$   
\*New Program

## HUMACAO BRANCH CAMPUS CAMPUS CRIME REPORT

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

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

### Campus Crime Report

Year Report	Crimes	Criminal Offenses	Quantity	Site
2018	Criminal Offenses	N/A	0	N/A
	Hates crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2019	Criminal Offenses	N/A	0	N/A
	Hates crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

\*Violence Against of Women Act

**VILLALBA BRANCH CAMPUS**

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

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

**ASSOCIATE DEGREES**

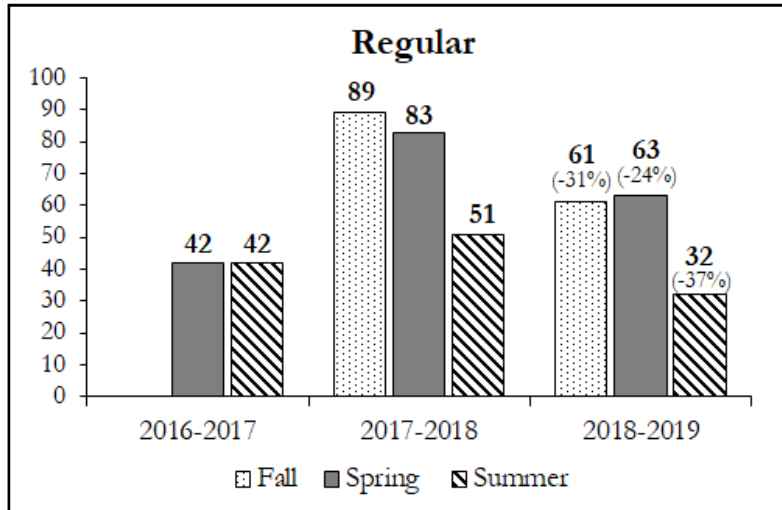
Associate Degree in Business Administration	2017
Associate Degree in Nursing	2017
Associate Degree in Information Technology	2017
Associate Degree in Criminal Justice	2017

**BACHELOR'S DEGREES**

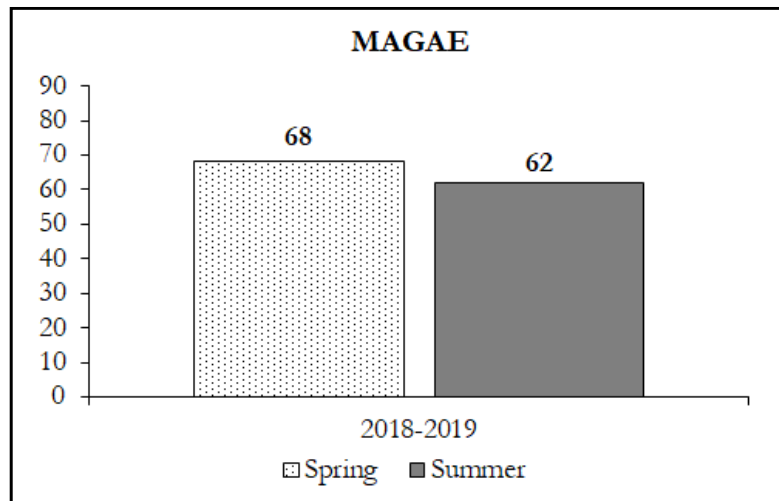
Bachelor's Degree in Business Administration Major in Accounting	2017
Bachelor's Degree in Science of Nursing	2018

## VILLALBA BRANCH CAMPUS ENROLLMENT

In the 2017-2018 academic year, the **Regular** enrollment decreased in all the semesters. The **MAGAE** modality began in Villalba Branch Campus in Spring 2019 with an enrollment of 68 students and for Summer terms with 62.



Source: Enrollment Certifications - Registrar's Office

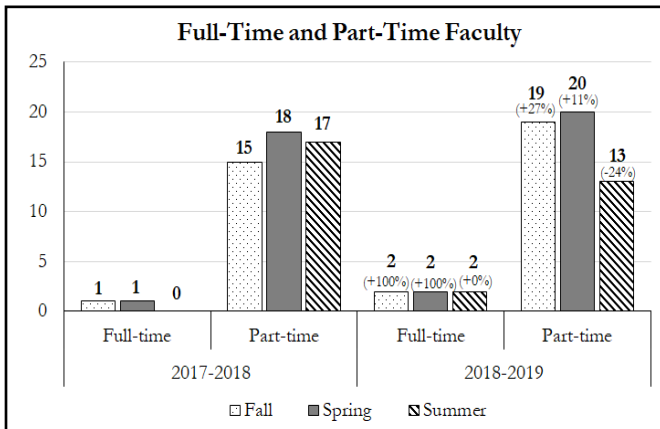


Source: Enrollment Certifications - Registrar's Office

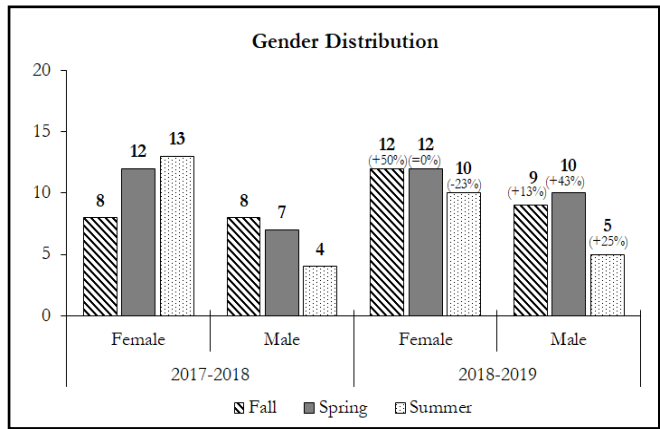
## VILLALBA BRANCH CAMPUS FACULTY PROFILE

\*For descriptions see page 17.

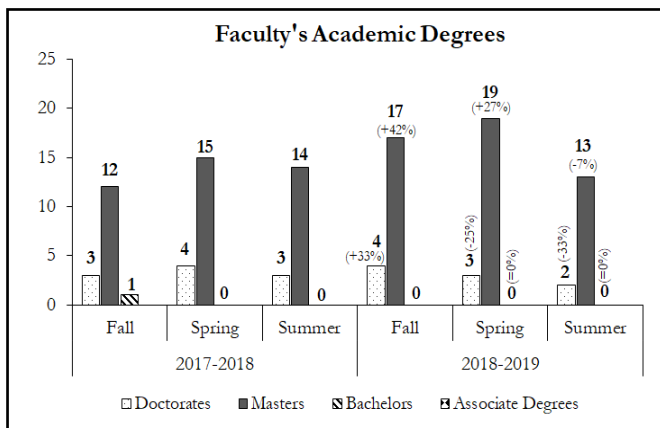
During 2018-2019 academic year, more part-time qualified faculty was in place. Gender distribution had a steady pattern of female faculty and male faculty had an increase in all the terms. Faculty's Academic Degrees show more master's degrees in all academic terms in comparison to other degrees and sessions. In the 2018-2019, the Villalba Branch Campus began reporting data to IPEDS which shows a student/faculty ratio of six (6).



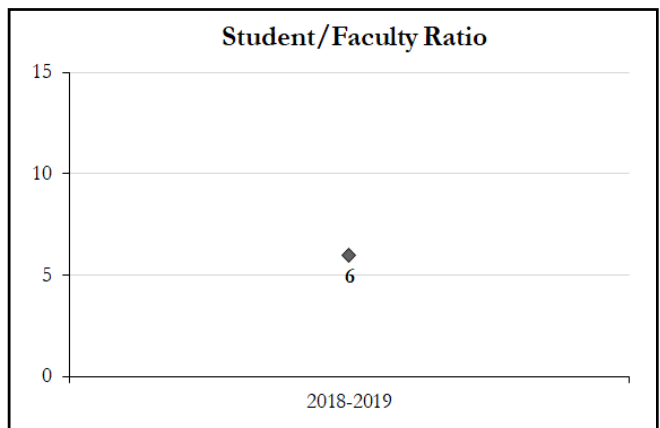
Source: Administrative Sub-director's Office



Source: Administrative Sub-director's Office



Source: Administrative Sub-director's Office



Source: IPEDS Fall Enrollment

## VILLALBA BRANCH CAMPUS RETENTION ANALYSIS

During 2018-2019, the total retention rate was 80%. As can be observed, the retention increased by 30%. The programs that increased were: the Associate Degrees in Nursing (47%), Information Technology (29%), and Criminal Justice (29%).

ACADEMIC PROGRAMS	2016-2017		2017-2018		2018-2019	
	Enrollment	Retention Rate	Enrollment	Retention Rate	Enrollment	Retention Rate
Associate Degree in Business Administration	(9)	89%	(30)	63%	(23)	61% ↓
Associate Degree in Nursing	(75)	81%	(37)	38%	(123)	85% ↑
Associate Degree in Information Technology	(6)	100%	(14)	50%	(14)	79% ↑
Associate Degree in Criminal Justice	(16)	100%	(33)	52%	(21)	81% ↑
Bachelor's Degree in Business Administration Major in Accounting	(2)	100%	(5)	80%	(5)	80% ↓
Bachelor's Degree in Science of Nursing			(1)	100%	(3)	67% ↓
<b>Total Retention (Unduplicated)</b>	<b>(108)</b>	<b>86%</b>	<b>(117)</b>	<b>50%</b>	<b>(185)</b>	<b>80% ↑</b>

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

Formula: (Total Enrollment—Drops)/Total Enrollment

## VILLALBA BRANCH CAMPUS PLACEMENT ANALYSIS

During 2018-2019 the Villalba Branch Campus had a placement rate of 46%. Of which 37 graduated students contacted 16 are placed.

ACADEMIC PROGRAMS	2018-2019	
	Infield and Refield Students	Placement Rate
Associate Degree in Business Administration	(3)	75%
Associate Degree in Nursing	(12)	55%
Associate Degree in Information Technology	(1)	100%
Associate Degree in Criminal Justice	(0)	0%
Bachelor's Degree in Business Administration Major in Accounting		
Bachelor's Degree in Science of Nursing*		
<b>Total Placement Rate</b>	<b>(16)</b>	<b>46%</b>

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

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

\*New Programs

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

**VILLALBA BRANCH CAMPUS  
PERCENTAGE OF STUDENTS THAT GRADUATED  
PER PROGRAM ANALYSIS**

Below is the graduation rate per program for the Villalba Branch Campus. The total graduation rate for the year 2018-2019 was 24%. New data for comparison will be available in the following edition.

ACADEMIC PROGRAMS	2018-2019	
	Complete+, Enrollment, Graduation Graduate	Graduation Rate
Associate Degree in Business Administration	(6/22)	27%
Associate Degree in Nursing	(30/122)	25%
Associate Degree in Information Technology	(1/14)	7%
Associate Degree in Criminal Justice	(7/21)	33%
Bachelor's Degree in Business Administration Major in Accounting**	(0/3)	0%
Bachelor's Degree in Science of Nursing*	(0/3)	0%
<b>Total Graduation Rate (Unduplicated)</b>	<b>(44/185)</b>	<b>24%</b>

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

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

\*New Program

\*\*Program that don't have yet graduate students.

## VILLALBA BRANCH CAMPUS CAMPUS CRIME REPORT

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

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

### Campus Crime Report

Year Report	Crimes	Criminal Offenses	Quantity	Site
2019	Criminal Offenses	N/A	0	N/A
	Hates crimes	N/A	0	N/A
	VAWA* Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

\*Violence Against of Women Act

## **SAN SEBASTIAN CAMPUS**

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

**ASSOCIATE DEGREES**

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

**BACHELOR'S DEGREES**

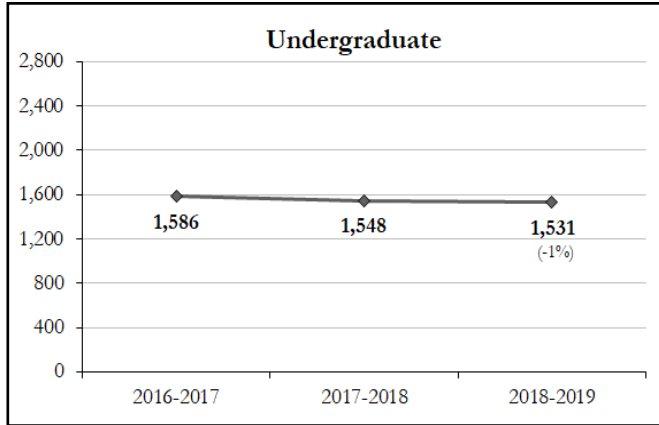
Bachelor's Degree in Science of Nursing	2002
Bachelor's Degree in Information Technology Sciences Major in Programming	2015
Bachelor's Degree in Information Technology Sciences Major in Networks	2015
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	2016
Bachelor's Degree in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

**MASTER'S DEGREES**

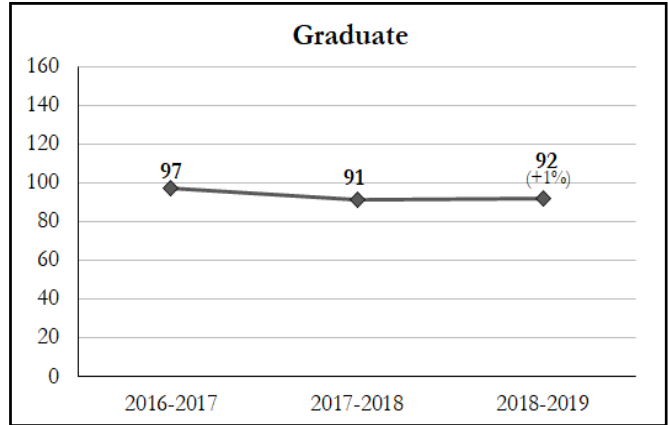
Master's Degree in Science of Nursing Major in Emergency/Trauma Care (MSN)	2013
Master's Degree in Science of Nursing Major in Acute/Critical Care (MSN)	2013

## SAN SEBASTIAN CAMPUS ENROLLMENT

Based on the IPEDS 12-month Enrollment Data in 2018-2019, the undergraduate enrollment decreased by 1% in comparison to the previous year and the graduate enrollment increased by 1%.



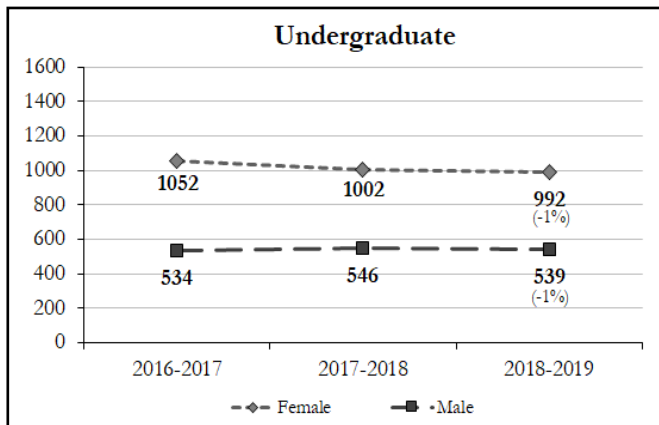
Source: IPEDS 12-month Enrollment Data



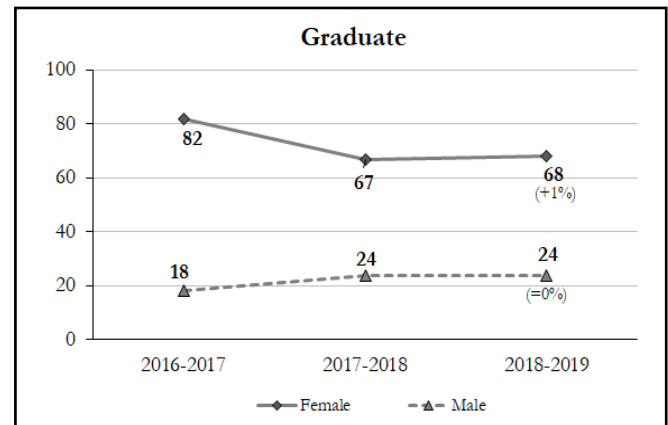
Source: IPEDS 12-month Enrollment Data

## ENROLLMENT GENDER DISTRIBUTION

The undergraduate female and male students enrollment decreased 1% in comparison to the previous year. In 2018-2019, graduate student enrollment increased 1% for females and the male population remained the same as the previous year.



Source: IPEDS 12-month Enrollment Data



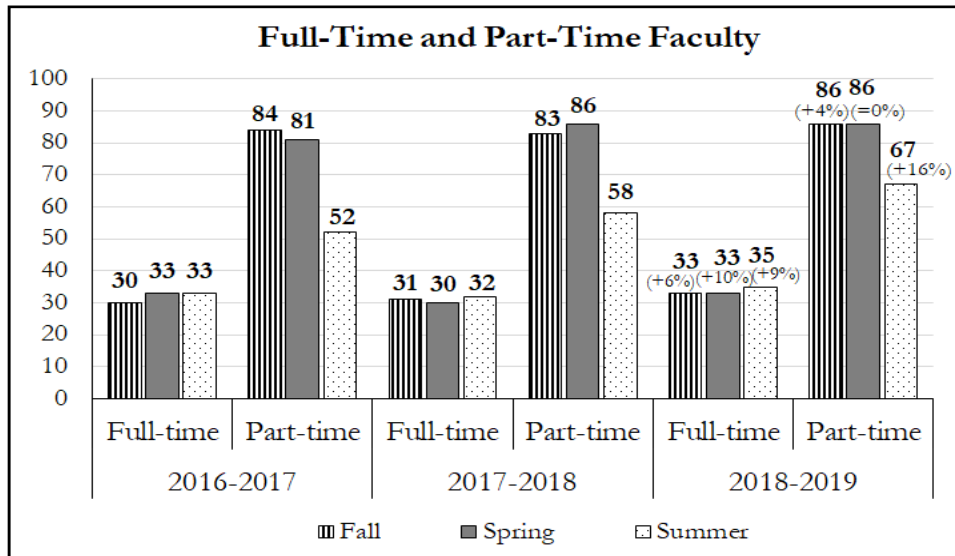
Source: IPEDS 12-month Enrollment Data

## SAN SEBASTIAN FACULTY PROFILE

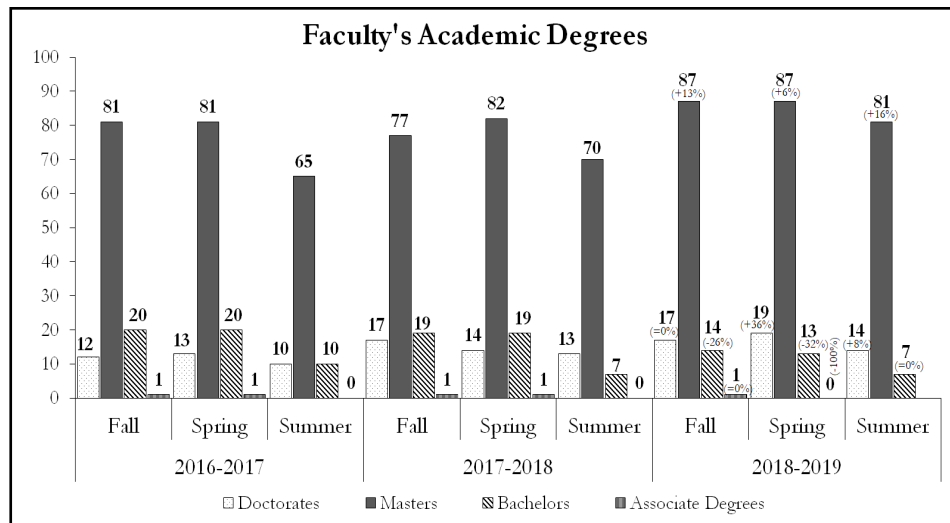
\*For descriptions see page 17.

During the 2018-2019, there was more part-time qualified faculty due to, among other considerations, that many practitioners are available for teaching and learning endeavors as an enhancement to their professional responsibilities. This practice is common among higher education settings. A steady healthy cadre of part timers is in place. A steady pattern of full-time faculty can also be observed.

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



Source: Dean of Academic Affairs Office



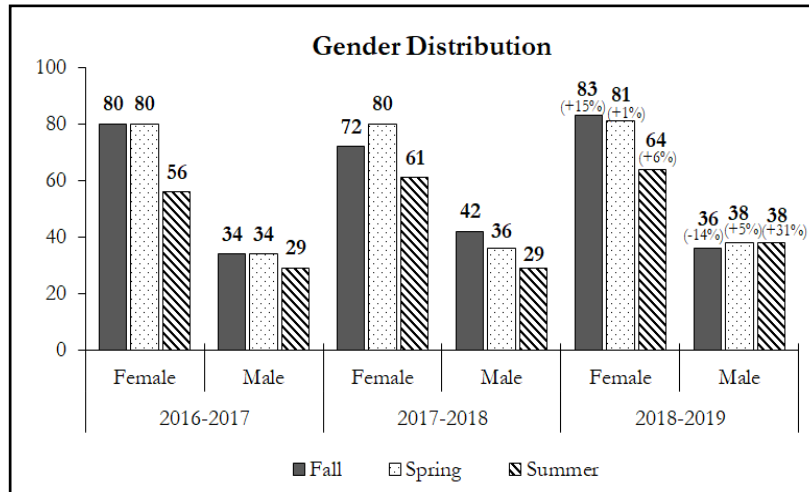
Source: Dean of Academic Affairs Office

## SAN SEBASTIAN FACULTY PROFILE

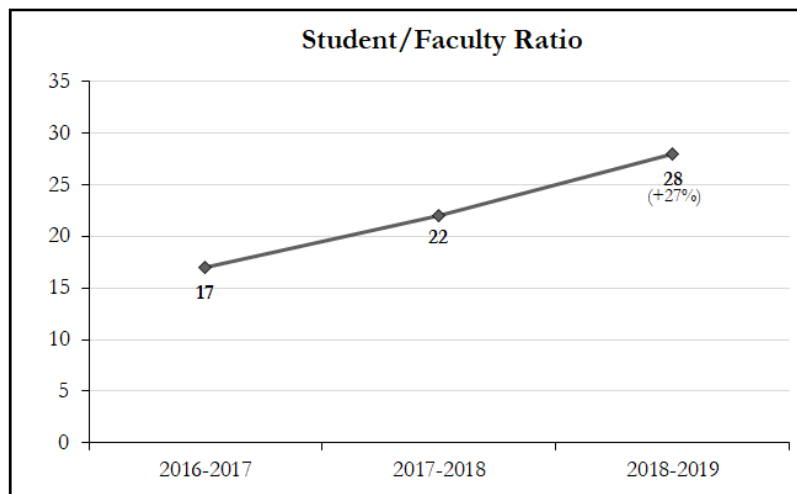
\*For descriptions see page 17.

In the 2018-2019 academic year, the gender distribution sustains that more female faculty is in place. For the Fall semester the female faculty represented 70%(83) of the teaching body, while the remanding 30% (36) are men.

There is a student/faculty ratio of 28 student per faculty member. The student/faculty ratio had an increase of 27 % in comparison to the previous year.



Source: Academic Dean Affairs Office



Source: IPEDS Fall Enrollment

## LEARNING RESOURCES (SS)

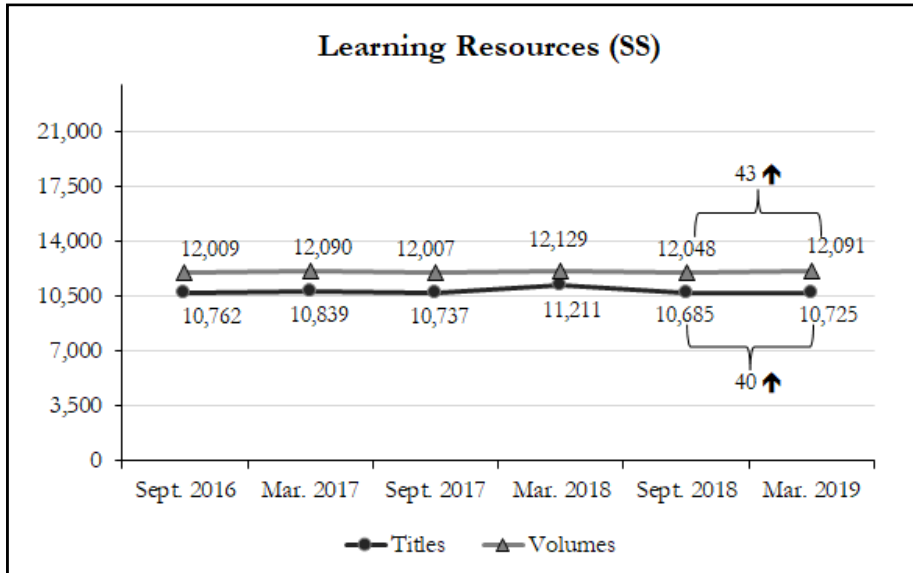
The Information Resources Center continues its efforts to provide a quality service to the community, faculty and students. Additionally, book collections and electronic databases were updated. They contain a variety of topics such as health, trade, human resources, nursing, computer science, clinical pharmacology, and general academic areas, among others. By March 2019, the Information Resources Center had 10,725 titles and 12,091 volumes.

The available databases are:

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

## LEARNING RESOURCES (SS)

There was a decrease in learning resources in titles and volumes for the months March 2018 through September 2019. While, during September 2018 through March 2019, an increase in both, titles (40) and volumes (43) can be observed. This increase is in response to new program developments and resource updating.



Source: Center of Information Resources

## SAN SEBASTIAN CAMPUS RETENTION ANALYSIS

ACADEMIC PROGRAMS	2016-2017		2017-2018		2018-2019	
UNDERGRADUATE	Enrollment/Retention Rate		Enrollment/Retention Rate		Enrollment/Retention Rate	
<b>SCHOOL OF ADMINISTRATION</b>						
Associate Degree in Health Billing and Codifications Services*					(29)	76%
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Arts in Interior Design and Decoration	(19)	79%	(23)	52%	(14)	64% ↑
Associate Degree in Digital Fashion Design	(50)	82%	(50)	82%	(44)	82%
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	(80)	69%	(58)	62%	(82)	78% ↑
Bachelor's Degree in Information Technology Science Major in Programming	(23)	91%	(29)	72%	(24)	96% ↑
Bachelor's Degree in Information Technology Science Major in Networks	(29)	93%	(38)	87%	(30)	83% ↓
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Medical Emergencies Technology	(7)	100%	(24)	29%	(29)	66% ↑
Associate Degree in Pharmacy Technician	(189)	59%	(136)	51%	(114)	75% ↑
Associate Degree in Physical Therapy Technology	(123)	83%	(111)	75%	(81)	65% ↓
Bachelor's Degree in Natural Sciences			(11)	100%	(30)	67% ↓
<b>SCHOOL OF CRIMINAL JUSTICE</b>						
Associate Degree in Criminal Justice	(69)	77%	(109)	69%	(123)	72% ↑
Associate Degree in Executive Protection and Security*					(7)	43%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences	(2)	100%	(30)	73%	(48)	71% ↓
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	(729)	81%	(699)	76%	(702)	75% ↓
Bachelor's Degree in Science of Nursing	(273)	82%	(290)	82%	(277)	82%
<b>TOTAL UNDERGRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>(1586)</b>	<b>77%</b>	<b>(1548)</b>	<b>72%</b>	<b>(1531)</b>	<b>74% ↑</b>
<b>GRADUATE</b>						
Master's Degree in Science of Nursing, Major in Emergency/Trauma Care	(70)	96%	(64)	91%	(64)	81% ↓
Master's Degree in Science of Nursing, Major in Acute/Critical Care	(38)	95%	(27)	89%	(31)	97% ↑
<b>TOTAL GRADUATE RETENTION RATE (UNDUPLICATED)</b>	<b>(97)</b>	<b>95%</b>	<b>(91)</b>	<b>90%</b>	<b>(92)</b>	<b>86% ↓</b>
<b>CAMPUS TOTAL RETENTION RATE (UNDUPLICATED)</b>	<b>(1683)</b>	<b>78%</b>	<b>(1639)</b>	<b>73%</b>	<b>(1623)</b>	<b>75% ↑</b>

Source : AIR

(n=Enrollment)

Formula: (Total Enrollment—Drops)/Total Enrollment

\*New Programs

## **SAN SEBASTIAN CAMPUS RETENTION ANALYSIS**

In the 2018-2019 fiscal year, the Campus total retention rate increased by 2% in comparison to the previous year. A total of seven (7) programs had an increase in retention rate. The programs revealing an increase were: the Associate Degrees in Medical Emergencies Technology (37%), Pharmacy Technician (24%), Information Technology (16), Arts in Interior Design and Decoration (12%), and Criminal Justice (3%). At the Bachelor's Degrees level: Information Technology Science Major in Programming (24%). While in the Master's Degrees retention increased in Science of Nursing, Major in Acute/Critical Care by (8%).

## SAN SEBASTIAN CAMPUS PLACEMENT ANALYSIS

ACADEMIC PROGRAMS	2016-2017		2017-2018		2018-2019	
	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate	Infield and /Placement Refield Students	Rate
<b>UNDERGRADUATE</b>						
<b>SCHOOL OF ADMINISTRATION</b>						
Associate Degree in Health Billing and Codifications Services*						
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Arts in Interior Design and Decoration			(3)	67%	(1)	100% ↑
Associate Degree in Digital Fashion Design	(4)	80%	(5)	63%	(7)	100% ↑
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	(0)	0%	(2)	50%	(1)	50%
Bachelor's Degree in Information Technology Science Major in Programming			(2)	100%	(3)	75% ↓
Bachelor's Degree in Information Technology Science Major in Networks			(7)	86%	(1)	50% ↓
<b>SCHOOL OF CRIMINAL JUSTICE</b>						
Associate Degree in Criminal Justice			(1)	0%	(2)	50% ↑
Associate Degree in Executive Protection and Security*						
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences**						
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Medical Emergencies Technology						
Associate Degree in Pharmacy Technician	(7)	47%	(4)	75%	(3)	60% ↑
Associate Degree in Physical Therapy Technology	(12)	44%	(6)	40%	(2)	40%
Bachelor's Degree in Natural Sciences**						
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	(57)	67%	(74)	56%	(81)	67% ↑
Bachelor's Degree in Science of Nursing	(39)	68%	(30)	59%	(30)	63% ↑
<b>GRADUATE</b>						
Master's Degree in Science of Nursing Major in Emergency/Trauma Care	(20)	95%	(21)	95%	(10)	100% ↑
Master's Degree in Science of Nursing Major in Acute/Critical Care	(8)	100%	(7)	100%	(6)	100%
<b>CAMPUS TOTAL PLACEMENT RATE</b>	<b>(153)</b>	<b>65%</b>	<b>(161)</b>	<b>63%</b>	<b>(147)</b>	<b>68% ↑</b>

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.

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

## **SAN SEBASTIAN CAMPUS PLACEMENT ANALYSIS**

During 2018-2019, seven (7) programs increased their placement rates. They are the Associate Degrees in: Criminal Justice (50%), Digital Fashion Design (37%), Arts in Interior design and Decoration (33%), Pharmacy Technician (15%) and Nursing (11%) and the Bachelor's Degree in Science of Nursing (4%). The Master's Degree in Science of Nursing Major in Emergency/Trauma Care had an increase of 5 % in placement rate.

According to the Annual Institutional Report (AIR) data for 2018-2019, the percentage of employment increased by 5% in comparison to the previous year. This is based on 214 graduated students, of whom 147 are employed in their areas of study. The reason for the increase in placement rate was an additional effort made to contact the majority of the graduates, most of whom are from health programs. This is because most of them live in the United States where there are greater opportunities. The graduates may be employed but are that working in areas not related to their program of study. Also, those who graduated from the Physical Therapy Technology, Pharmacy Technician, Nursing and Medical Emergencies programs must wait until the Board notifies them of the date they will take their exam, but many are still in the process of completing such requirements.

## SAN SEBASTIAN CAMPUS PERCENTAGE OF STUDENTS THAT GRADUATED PER PROGRAM ANALYSIS

ACADEMIC PROGRAMS	2016-2017		2017-2018		2018-2019	
UNDERGRADUATE	Complete+, Enrollment, Graduation Graduate	Rate	Complete+, Enrollment, Graduation Graduate	Rate	Complete+, Enrollment, Graduation Graduate	Rate
<b>SCHOOL OF ADMINISTRATION</b>						
Associate Degree in Health Billing and Codifications Services*					(0/27)	0%
<b>SCHOOL OF DESIGN</b>						
Associate Degree in Arts in Interior Design and Decoration	(0/19)	0%	(6/23)	26%	(1/14)	7% ↓
Associate Degree in Digital Fashion Design	(7/50)	14%	(9/51)	18%	(9/44)	20% ↑
<b>SCHOOL OF TECHNOLOGY</b>						
Associate Degree in Information Technology	(7/80)	9%	(4/58)	7%	(4/75)	5% ↓
Bachelor's Degree in Information Technology Science Major in Programming	(0/23)	0%	(3/29)	10%	(7/29)	24% ↑
Bachelor's Degree in Information Technology Science Major in Networks	(0/29)	0%	(10/38)	20%	(5/24)	21% ↑
<b>SCHOOL OF CRIMINAL JUSTICE</b>						
Associate Degree in Criminal Justice	(0/69)	0%	(0/109)	0%	(8/108)	7% ↑
Associate Degree in Executive Protection and Security*					(0/6)	0%
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences**	(0/2)	0%	(0/30)	0%	(0/43)	0%
<b>SCHOOL OF SCIENCE AND HEALTH</b>						
Associate Degree in Medical Emergencies Technology	(0/7)	0%	(0/24)	0%	(0/28)	0%
Associate Degree in Pharmacy Technician	(18/189)	10%	(4/136)	3%	(7/109)	6% ↑
Associate Degree in Physical Therapy Technology	(29/123)	24%	(20/29)	18%	(14/78)	18%
Bachelor's Degree in Natural Sciences**			(0/11)	0%	(0/30)	0%
<b>SCHOOL OF NURSING</b>						
Associate Degree in Nursing	(113/729)	15%	(180/699)	26%	(147/643)	23% ↓
Bachelor's Degree in Science of Nursing	(64/325)	20%	(72/290)	25%	(58/273)	21% ↓
<b>TOTAL UNDERGRADUATE GRADUATION RATE (UNDUPLICATED)</b>	<b>(248/1586)</b>	<b>16%</b>	<b>(313/1548)</b>	<b>20%</b>	<b>(260/1531)</b>	<b>17% ↓</b>
<b>GRADUATE</b>						
Master's Degree in Science of Nursing Major in Emergency/Trauma Care	(21/70)	30%	(9/27)	33%	(11/60)	18% ↓
Master's Degree in Science of Nursing Major in Acute/Critical Care	(10/38)	26%	(24/64)	38%	(9/30)	30% ↓
<b>TOTAL GRADUATE GRADUATION RATE (UNDUPLICATED)</b>	<b>(32/97)</b>	<b>33%</b>	<b>(33/91)</b>	<b>36%</b>	<b>(20/90)</b>	<b>22% ↓</b>
<b>CAMPUS TOTAL GRADUATION RATE (UNDUPLICATED)</b>	<b>(282/1683)</b>	<b>17%</b>	<b>(345/1639)</b>	<b>21%</b>	<b>(280/1621)</b>	<b>17% ↓</b>

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.

<b>IPEDS Graduation Rates</b>		
2016-2017	2017-2018	2018-2019
23%	3%	18%

Source: IPEDS Graduation Rates Data

**SAN SEBASTIAN CAMPUS  
PERCENTAGE OF STUDENTS THAT GRADUATED  
PER PROGRAM ANALYSIS**

In 2018-2019, the following five (5) programs showed an increase in the students graduation rates. The Associate Degrees in: Criminal Justice (7%), Pharmacy Technician (3%) and Digital Fashion Design (2%); in the Bachelor's Degrees level, Information Technology Science Major in Programming (14%) and Information Technology Science Major in Networks (1%). At the Master's Degrees level Nursing, both programs had a decrease in graduation rate: Acute/Critical Care and Emergency/Trauma Care.

**IPEDS**

In the 2018-2019, the IPEDS graduation rate increased by 15% in comparison to the previous year.

## SAN SEBASTIAN CAMPUS CAMPUS CRIME REPORT

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

San Sebastian Campus can be considered a safe campus as these offenses have not occurred.

### Campus Crime Report\*

Year Report	Crimes	Criminal Offenses	Quantity	Site
2017	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA** Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2018	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA** Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A
2019	Criminal Offenses	N/A	0	N/A
	Hates Crimes	N/A	0	N/A
	VAWA** Offenses	N/A	0	N/A
	Arrests	N/A	0	N/A
	Disciplinary Actions	N/A	0	N/A

Source: Campus Safety and Security Survey Report

\*Includes San Sebastian Nursing School

\*\*Violence Against of Women Act

**R<sup>3</sup>**  
**RECRUITMENT, READMISSION,**  
**AND RETENTION**

### R<sup>3</sup>

## RECRUITMENT, READMISSION, AND RETENTION

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

R<sup>3</sup> outcome numbers allow the Institution to make an enrollment projection as well as its composition. It also indicates how these areas relate to the enrollment plan in order to uphold a healthy sustainable growth.

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

### HATO REY CAMPUS

During the academic year 2017-2018 and 2018-2019, there was a decrease in the real enrollment in comparison with the projected enrollment.

The Graduate, Regular, and Adult Modality from Summer 2018 and Spring of 2019 recruitment data had a highest student enrollment numbers surpassing the projected outcome. While, the retention efforts did not surpass the projected enrollment. The readmission efforts surpassed the projected enrollment in the Fall of 2017, Summer and Fall 2018, and Spring and Summer 2019.

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

P = Projected enrollment R = Real enrollment	FALL 2017		SPRING 2018		SUMMER 2018		FALL 2018		SPRING 2019		SUMMER 2019	
	P	R	P	R	P	R	P	R	P	R	P	R
<b>Recruitment</b> (Promotion Office)	279	203	129	110	78	80	343	203	124	153	96	91
<b>Retention</b> (Academic Affairs)	740	670	891	740	513	435	911	672	860	698	626	466
<b>Readmission</b> (Student Affairs)	54	55	54	47	12	24	66	67	52	55	15	27
<b>TOTALS</b>	<b>1073</b>	<b>928</b>	<b>1073</b>	<b>897</b>	<b>603</b>	<b>539</b>	<b>1320</b>	<b>942</b>	<b>1036</b>	<b>906</b>	<b>737</b>	<b>584</b>

Sources: Project Enrollment Analysis and Enrollment Certifications

### MANATI BRANCH CAMPUS

In the Spring of 2018, the real total enrollment increased compared to the projected enrollment distribution. Nonetheless, there was a decrease in the Fall of 2017, Summer and Fall of 2018, and the Spring of 2019.

Recruitment efforts in the Summer of 2018 and 2019 reached the enrollment projections. Retention efforts for the Fall of 2017 and Spring of 2018, also reached the expected outcomes. Readmission reached the expected outcomes for the term of Summer 2019.

### REGULAR

P = Projected R = Real	FALL 2017		SPRING 2018		SUMMER 2018		FALL 2018		SPRING 2019		SUMMER 2019	
	P	R	P	R	P	R	P	R	P	R	P	R
<b>Recruitment</b> (Academic Affairs)	34	17	11	9	12	13	43	26	13	9	12	14
<b>Retention</b> (Promotion Office)	90	107	75	101	81	72	113	78	91	88	77	72
<b>Readmission</b> (Student Affairs)	7	1	5	0	2	2	8	4	6	2	2	4
<b>Total</b>	<b>130</b>	<b>125</b>	<b>90</b>	<b>110</b>	<b>95</b>	<b>87</b>	<b>164</b>	<b>108</b>	<b>110</b>	<b>99</b>	<b>90</b>	<b>90</b>

Sources: Project Enrollment Analysis and Enrollment Certifications

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

\*For descriptions see page 68.

### HUMACAO BRANCH CAMPUS

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

In the Summer of 2018 and 2019, recruitment efforts surpassed the enrollment projections. Whereas, retention and readmission did not meet the outcomes.

#### REGULAR

P =Projected	FALL 2017		SPRING 2018		SUMMER 2018		FALL 2018		SPRING 2019		SUMMER 2019	
R= Real	P	R	P	R	P	R	P	R	P	R	P	R
<b>Recruitment</b> (Academic Affairs)	29	12	10	6	12	24	38	24	11	10	12	14
<b>Retention</b> (Promotion Office)	76	71	71	67	81	51	101	61	74	60	81	45
<b>Readmission</b> (Student Affairs)	6	2	4	0	2	1	7	0	4	0	2	0
<b>Total</b>	<b>110</b>	<b>85</b>	<b>85</b>	<b>73</b>	<b>95</b>	<b>76</b>	<b>146</b>	<b>85</b>	<b>89</b>	<b>70</b>	<b>95</b>	<b>59</b>

Sources: Project Enrollment Analysis and Enrollment Certifications

### VILLALBA BRANCH CAMPUS

During the academic year 2017-2018 and 2018-2019, there was a decrease in the real enrollment in comparison with the projected enrollment.

In the Fall of 2017, Spring and Summer of 2018, the recruitment efforts reach the enrollment projections. Also, retention and readmission efforts did not reach the projections.

#### REGULAR

P =Projected	FALL 2017		SPRING 2018		SUMMER 2018		FALL 2018		SPRING 2019		SUMMER 2019	
R= Real	P	R	P	R	P	R	P	R	P	R	P	R
<b>Recruitment</b> (Academic Affairs)	20	30	11	19	7	8	21	14	10	9	8	1
<b>Retention</b> (Promotion Office)	52	32	79	53	43	36	55	49	66	53	51	27
<b>Readmission</b> (Student Affairs)	4	1	5	0	1	0	4	1	4	1	1	0
<b>Total</b>	<b>75</b>	<b>63</b>	<b>95</b>	<b>72</b>	<b>50</b>	<b>44</b>	<b>80</b>	<b>64</b>	<b>80</b>	<b>63</b>	<b>60</b>	<b>28</b>

Sources: Project Enrollment Analysis and Enrollment Certifications

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

\*For descriptions see page 68.

In the Summer of 2018, the real total enrollment increased in comparison with projected enrollment distribution.

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

### SAN SEBASTIAN CAMPUS GRADUATE, REGULAR, AND ADULT MODALITY (SS)

P = Projected enrollment R = Real enrollment	FALL 2017		SPRING 2018		SUMMER 2018		FALL 2018		SPRING 2019		SUMMER 2019	
	P	R	P	R	P	R	P	R	P	R	P	R
<b>Recruitment</b> (Promotion Office)	225	137	94	46	62	87	202	142	82	64	57	78
<b>Retention</b> (Academic Affairs)	597	538	652	617	404	461	536	559	569	660	374	541
<b>Readmission</b> (Student Affairs)	43	87	39	39	10	58	39	114	34	35	9	14
<b>TOTALS</b>	<b>865</b>	<b>762</b>	<b>785</b>	<b>702</b>	<b>475</b>	<b>606</b>	<b>777</b>	<b>815</b>	<b>685</b>	<b>759</b>	<b>440</b>	<b>633</b>

Sources: Project Enrollment Analysis and Enrollment Certifications

**R<sup>3</sup>**  
**RECRUITMENT, READMISSION, AND RETENTION**  
**MAGAE AND MABE**

\*For descriptions see page 68.

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

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

In the Spring and Summer of 2019, the total real enrollment surpassed the projections established. While, in the Fall 2018 had a slight decrease in the total real enrollment, but an increase in recruitment efforts can be observed.

**MAGAE AND MABE R<sup>3</sup> DISTRIBUTION**  
**HATO REY AND SAN SEBASTIAN CAMPUSES**  
**AND MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES**

P = Projected enrollment R = Real enrollment	FALL 2017		SPRING 2018		SUMMER 2018		FALL 2018		SPRING 2019		SUMMER 2019	
	P	R	P	R	P	R	P	R	P	R	P	R
<b>Recruitment</b> (Promotion Office)	195	264	96	207	98	136	256	358	108	295	99	199
<b>Retention</b> (Academic Affairs)	518	448	664	607	638	582	680	557	747	778	648	658
<b>Readmission</b> (Student Affairs)	38	24	40	20	15	47	49	37	45	23	15	32
<b>TOTALS</b>	<b>750</b>	<b>736</b>	<b>800</b>	<b>834</b>	<b>750</b>	<b>765</b>	<b>985</b>	<b>952</b>	<b>900</b>	<b>1096</b>	<b>762</b>	<b>889</b>

Source: Project Enrollment Analysis and Enrollment Certifications

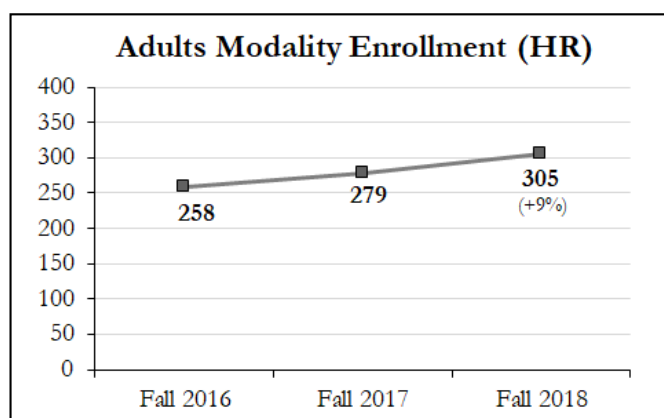
**INSTITUTIONAL  
INNOVATIVE INITIATIVES**

## ADULTOS@EDP (HR)

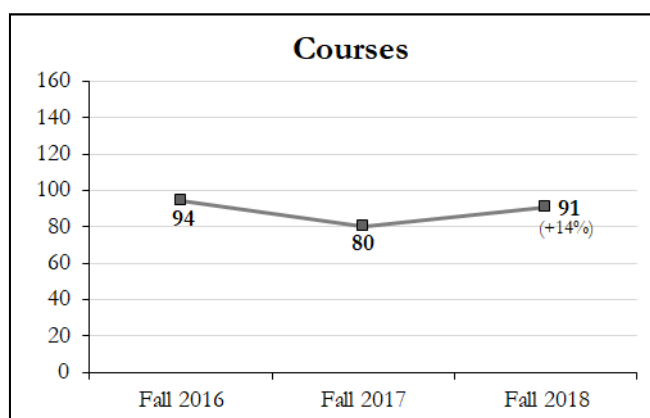
The Adults Modality for teaching and learning follows a nontraditional accelerated calendar of study for students 21 years of age or older. Students meet once a week per cycle. Each cycle clusters two (2) eight (8) weeks into one (1) semester. Each course has a study guide which helps lead the student through the content areas.

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

In the Fall of 2018, an increase in enrollment and courses can be observed. The ratio between enrollment and courses averages between 30 to 36 students per course.



Source: Enrollment Certifications – Registrar's Office



Source: Campus VUE

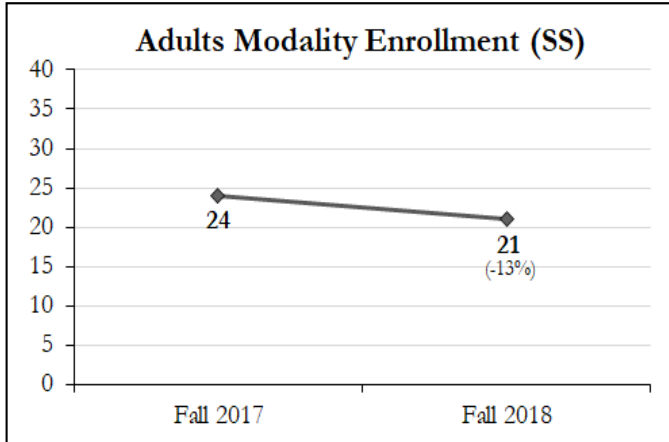
## ADULTS MODALITY PROGRAM OFFERINGS

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

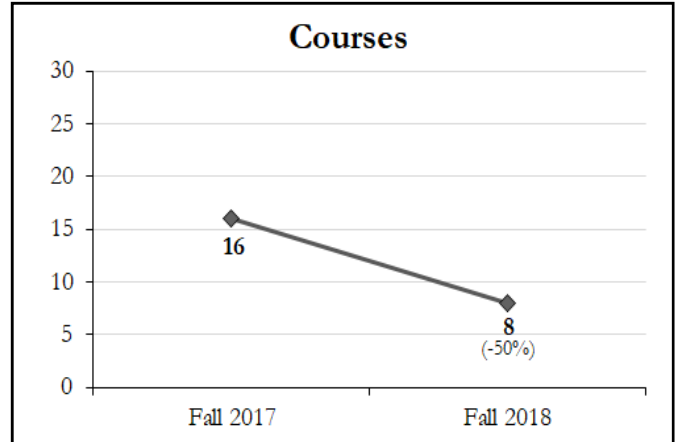
## ADULTOS@EDP (SS)\*

\*For descriptions of the modality see page 67.

During the term of Fall 2018, the modality had a decrease in enrollment (-13%) and courses (-50%). In the Fall of 2018, there were eight (8) courses available for 21 students.



Source: Enrollment Certifications



Source: Campus VUE

## ADULTS MODALITY PROGRAM OFFERINGS

Associate Degree in Arts in Interior Design and Decoration

Associate Degree in Health Billing and Codifications Services

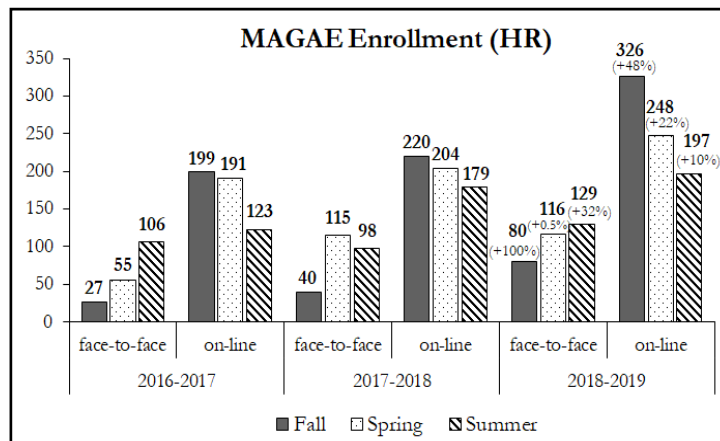
## ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE) HATOREY CAMPUS

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

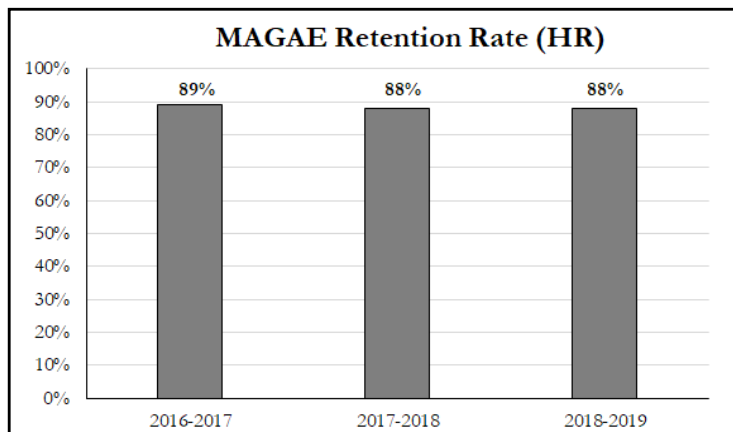
The MAGAE mode requires courses taken through both distance education (51%) and traditional in classroom (49%). On-line courses are accessed through EDP's virtual campus (<https://studentlive.edpuniversity.edu>). Face-to-face courses and clinical practices, require students to travel to Puerto Rico for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

In the 2018-2019 academic year, on-line enrollment had a significant increased in all the terms in comparison to the previous year. Meanwhile, face-to-face enrollment increased in all the terms too.

The 2018-2019 academic year, the MAGAE retention rate remained the same as reported in the previous year.



Source: Enrollment Certifications - Registrar's Office



Source: AIR

(n=Enrollment)

Formula: (Total Enrollment—Drops)/Total Enrollment

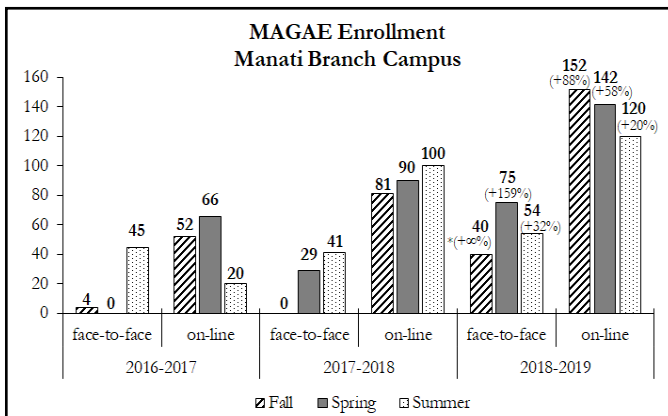
\*Data recorded in Hato Rey Campus Retention Table (page 22).

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

+For description of the modality see page 75.

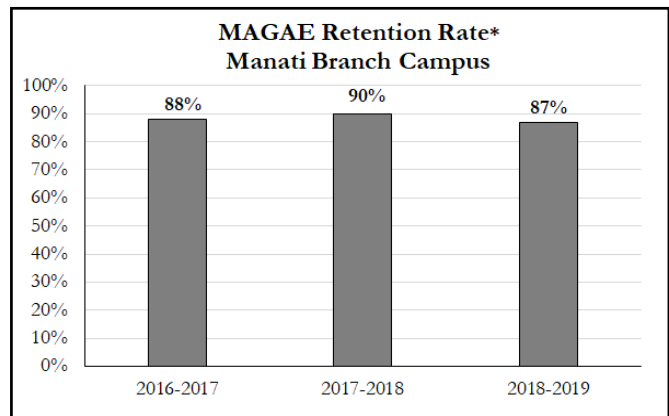
During 2018-2019, at the Manati Branch Campus, on-line and face-to-face enrollment had a significant increase in all academic terms. In the 2018-2019 academic year, the Humacao Branch Campus on-line enrollment increased in the terms of Fall and Spring in comparison to the previous year, while in the Fall and Summer terms we observe an increase in the number of face-to-face students.

The MAGAE retention rate for Manati Branch Campus had a decrease of 3% in the academic year of 2017-2018, and the Humacao Branch Campus remained the same as the previous year.



Source: Enrollment Certifications - Registrar's Office

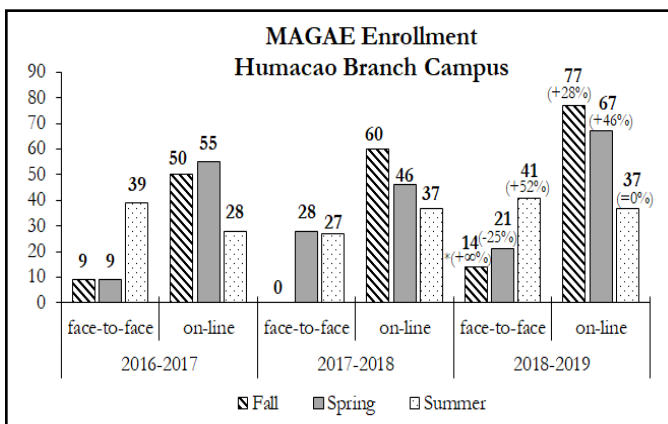
\*During the Fall of 2018, the enrollment of face-to-face had an infinity percentage (∞). This happens when the original number is 0, meaning that the semester of Fall 2018 surpassed the percentage increase in enrollment, in comparison with the Fall 2017 semester.



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

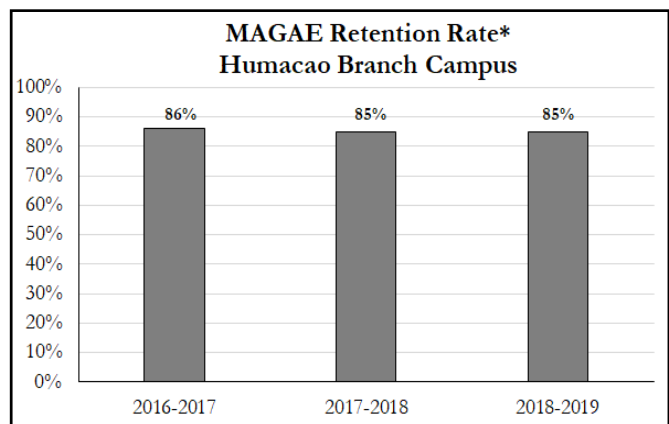
Formula: (Total Enrollment—Drops)/Total Enrollment

\*Data recorded in Manati Branch Campus Retention Table (page 33).



Source: Enrollment Certifications - Registrar's Office

\*During the Fall of 2018, the enrollment of face-to-face had an infinity percentage (∞). This happens when the original number is 0, meaning that the semester of Fall 2018 surpassed the percentage increase in enrollment, in comparison with the Fall 2017 semester.



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

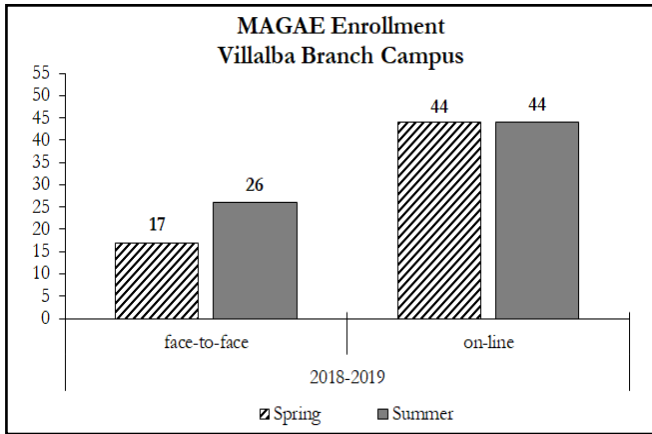
Formula: (Total Enrollment—Drops)/Total Enrollment

\*Data recorded in Humacao Branch Campus Retention Table (page 41).

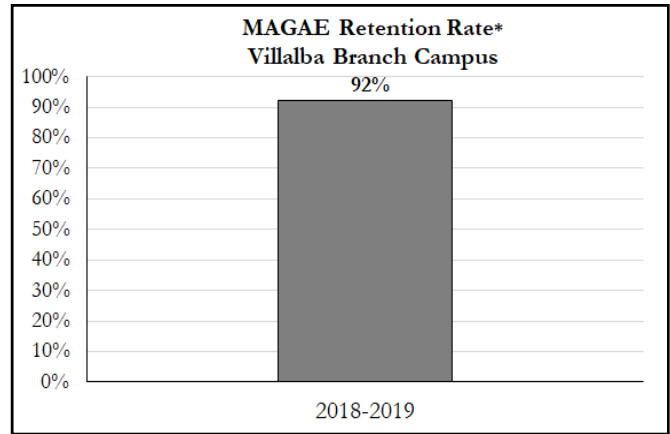
## ASSOCIATE DEGREE IN NURSING ADULT MODALITY (MAGAE) VILLALBA BRANCH CAMPUS AND SAN SEBASTIAN CAMPUS+

The MAGAE modality in the Villalba Branch Campus began during the Spring of 2018. In the Spring of 2018 it started with a face-to-face enrollment of 17 students and with 26 students in the Summer term. and in Summer term with 26. While, the on-line enrollment began with 44 students in the Spring and Summer terms. In the 2018-2019 academic year, the San Sebastian Campus had an increase in the face-to-face enrollment in the Summer term, and for the on-line enrollment increase in all the terms.

The MAGAE retention in the Villalba Branch Campus began with a 92 %, and for the San Sebastian Campus the MAGAE retention rate decreased by 3%, in the 2018-2019 academic year.



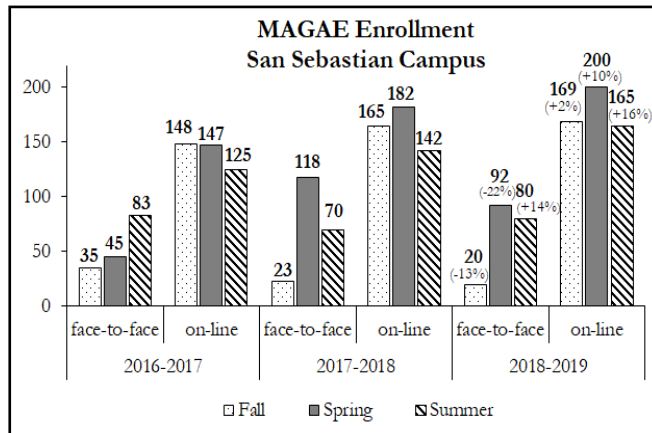
Source: Enrollment Certifications - Registrar's Office



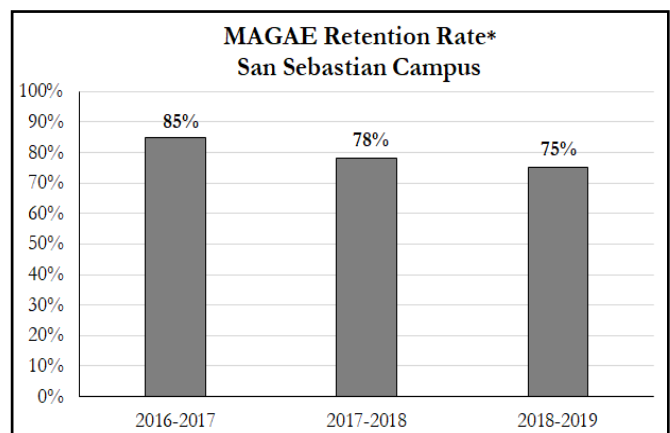
Source: Annual Institutional Report (AIR)  
(n=Enrollment)

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

\*Data recorded in Villalba Branch Campus Retention Table (page 49).



Source: Enrollment Certifications - Registrar's Office



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

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

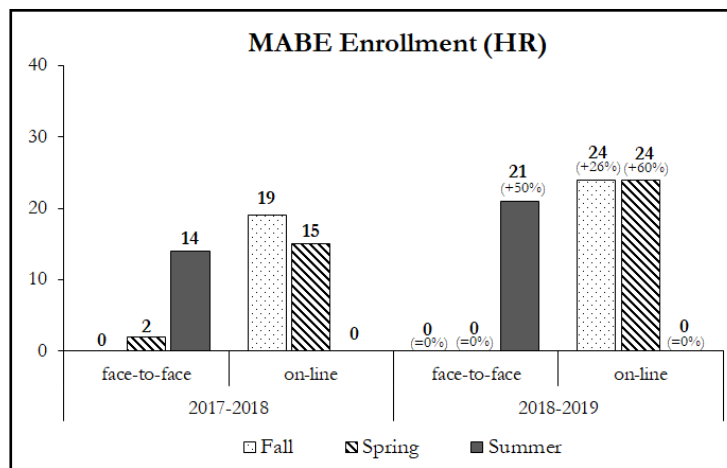
\*Data recorded in San Sebastian Campus Retention Table (page 62).

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

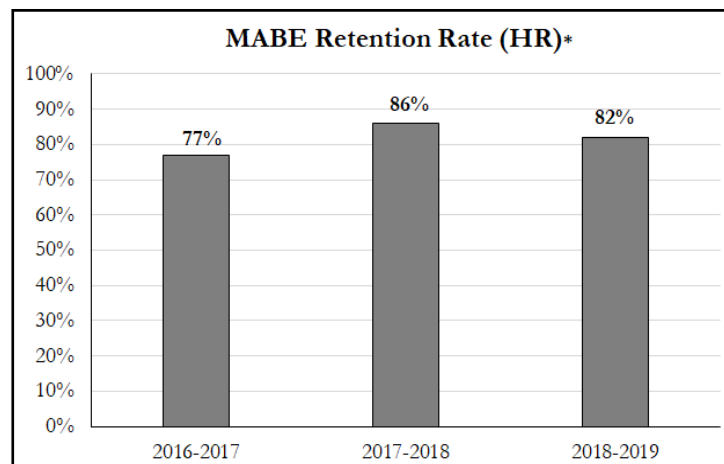
The Bachelor's Degree in Science of Nursing Adult Modality (MABE by its Spanish acronym) program is an outgrowth of MAGAE (see page 75). The students take 58% of their course work on-line and 42% face-to-face.

The on-line enrollment increased in the Fall and Spring terms, during the 2018-2019 academic year. Face-to-face enrollment increased in the Summer semester. Face-to-face students of this modality study mostly in the Summer term.

During 2018-2019, the MABE mode retention rate had a decrease of 4% in comparison to the previous year.



Source: Enrollment Certifications - Registrar's Office



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

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

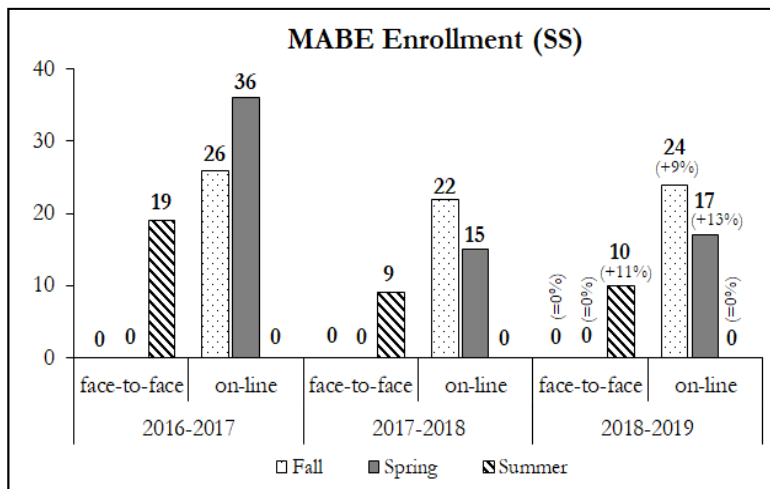
\*Data recorded in Hato Rey Campus Retention Table (page 22).

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

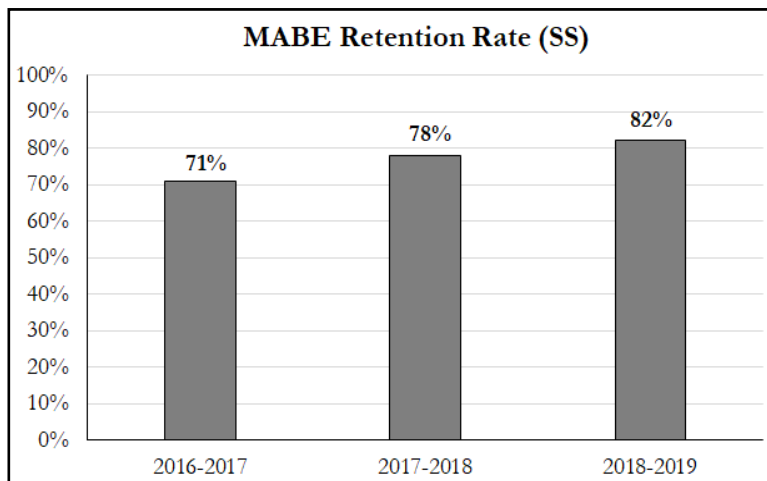
+For description of the modality see pages 75 and 78.

In the 2018-2019 academic year, the face-to-face enrollment increased for the Summer semester and the on-line enrollment increase in the Fall and Spring terms. Face-to-face students of this modality study mostly in the Summer term.

During 2018-2019, the MABE mode retention rate had an increase of 4% in comparison to the previous year.



Source: Enrollment Certifications - Registrar's Office



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

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

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

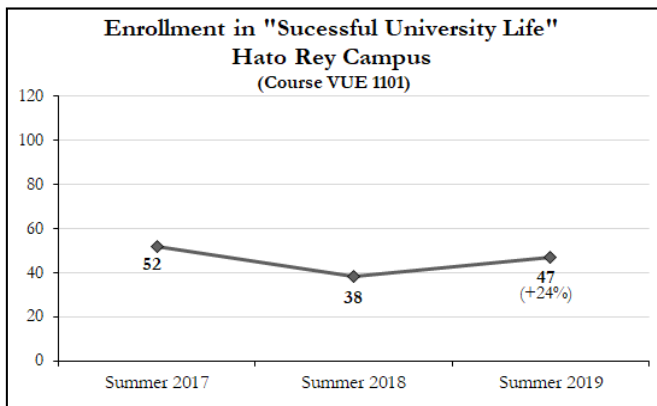
## FRESHMEN SUMMER HATO REY CAMPUS, MANATI, HUMACAO AND VILLALBA BRANCH CAMPUSES



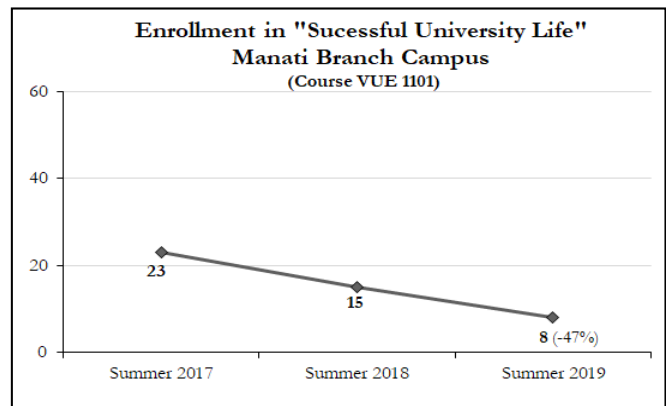
The transition from high school to the university is a challenging experience. To such avail, an innovative Freshmen Summer project was developed to make this transition easier while also addressing poor academic performance.

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

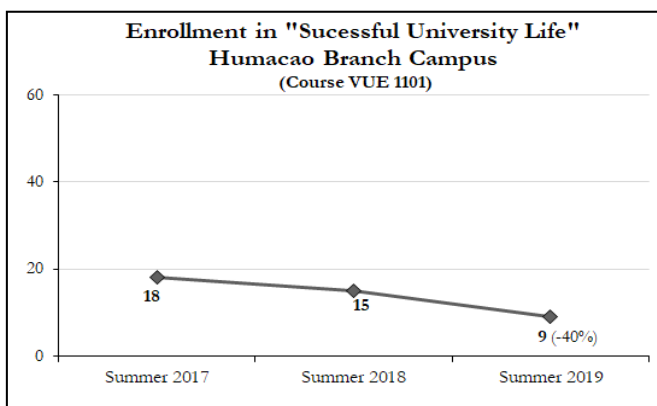
During the Summer of 2019, the Hato Rey Campus and Villalba Branch Campus had an increase in enrollment in comparison to the previous year. While, the Manati and Humacao Branch Campuses had a decrease in its enrollment.



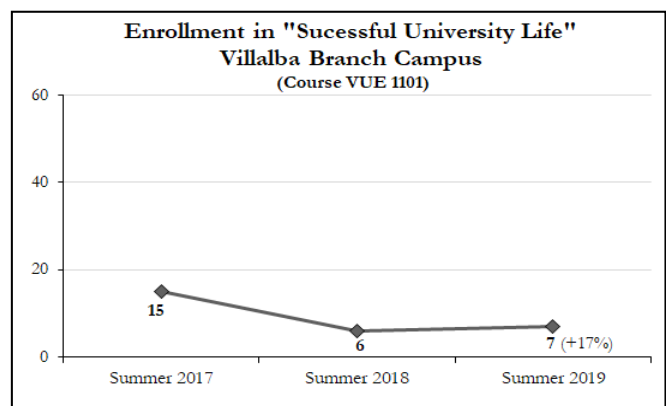
Source: Campus VUE Systems



Source: Campus VUE Systems



Source: Campus VUE Systems

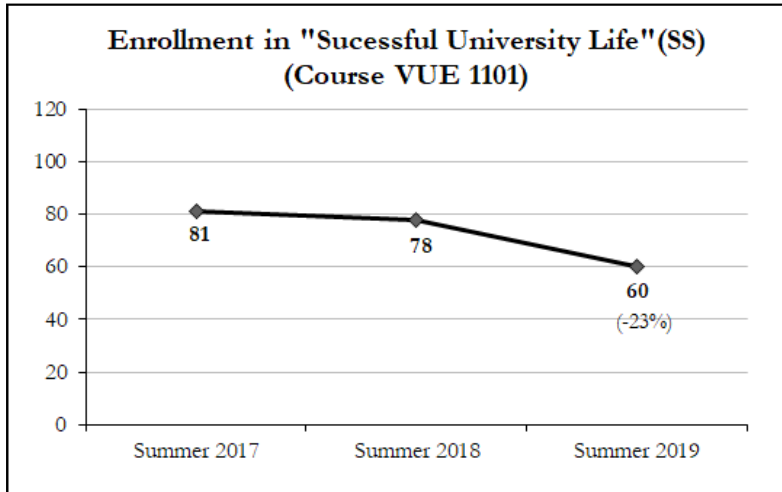


Source: Campus VUE Systems

**FRESHMEN SUMMER  
SAN SEBASTIAN CAMPUS**

\*For description see page 75

During the Summer of 2019, the San Sebastian Campus enrollment for the project decreased by 23% in comparison to the previous year.

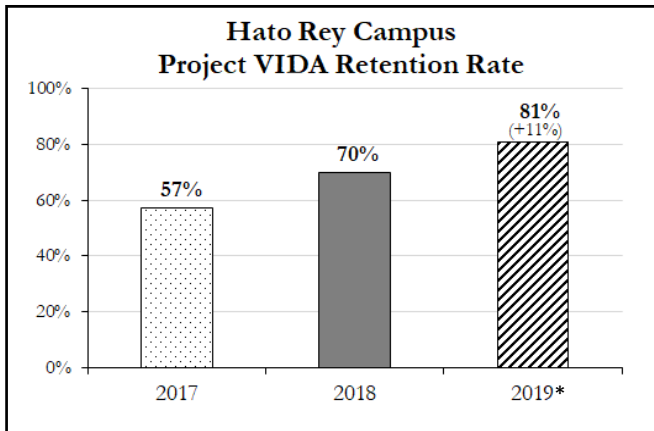


Source: Campus VUE Systems

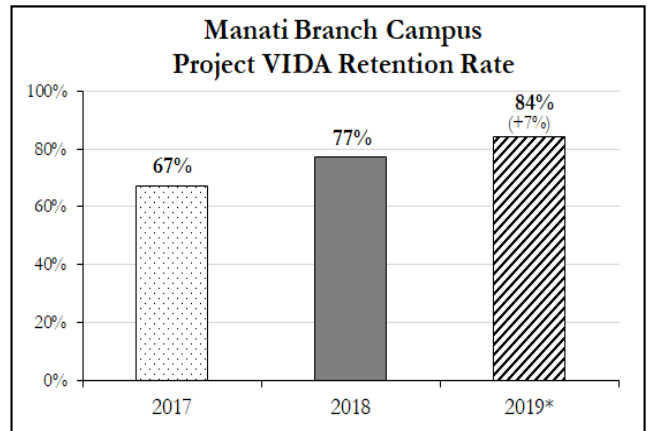
**PROJECT VIDA**  
**HATO REY CAMPUS, MANATI, HUMACAO**  
**AND VILLALBA BRANCH CAMPUSES**

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

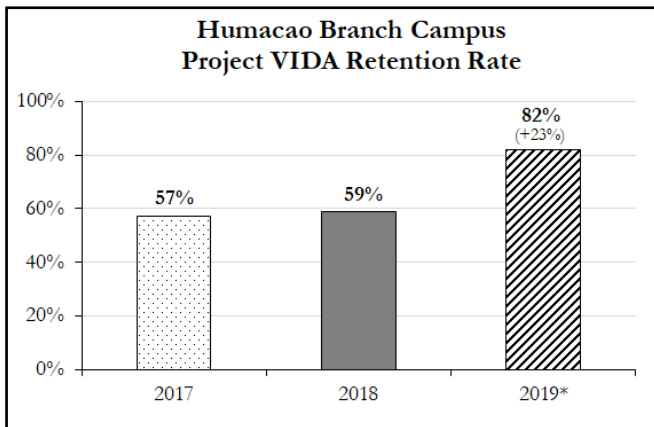
Following, are the retention rates for Project VIDA at the Hato Rey Campus, Manati, Humacao and Villalba Branch Campuses. During 2018, the Hato Rey Campus retention rate increased 11%, the three (3) Branch Campuses also had an increase of 7% in Manati, 23% in Humacao, and 18% in Villalba.



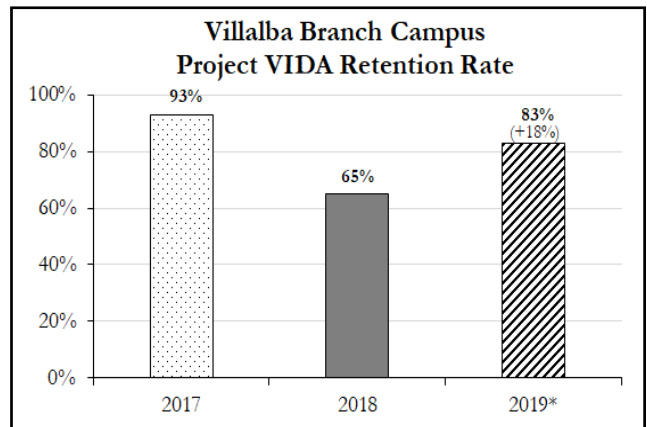
Sources: Admissions and Student Services Office  
 \*Active students until October 30, 2019.



Sources: Admissions and Student Services Office  
 \*Active students until October 30, 2019.



Sources: Admissions and Student Services Office  
 \*Active students until October 30, 2019.

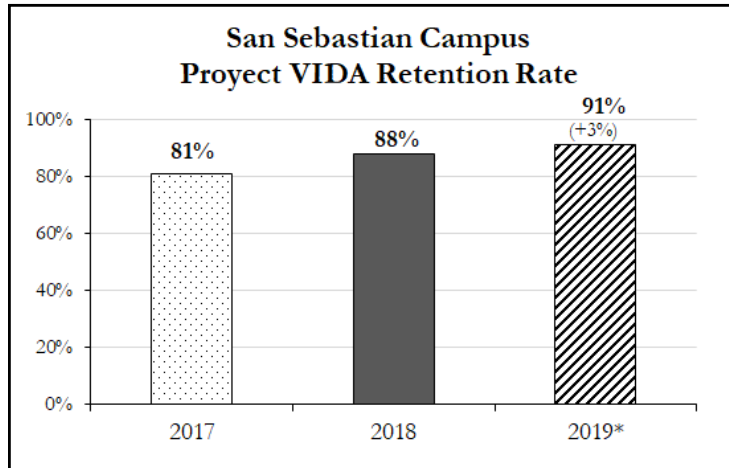


Sources: Admissions and Student Services Office  
 \*Active students until October 30, 2019.

**PROJECT VIDA  
SAN SEBASTIAN CAMPUS**

\*For description see page 82

Following, are the retention rates for Project VIDA at the San Sebastian Campus. During 2019, the San Sebastian Campus had an increase of 3%, as can be observed.



Sources: Admissions and Student Services Office

\*Active students until October 30, 2019.

**Project VIDA Model**

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

PROGRAMS	FALL 2016	FALL 2017	FALL 2018
Associate Degree in Office Administration	1		
Associate Degree in Business Administration	2	3	4
Associate Degree in Digital Fashion Design	6	17	9
Associate Degree in Physical Therapy Technology	4	4	13
Associate Degree in Medical Emergencies Technology	8	6	2
Associate Degree in Nursing	36	22	14
Associate Degree in Arts in Digital Design	3		2
Associate Degree in Arts in Interior Design and Decoration	10	5	6
Associate Degree in Biotechnology	4	3	1
Associate Degree in Information Technology	3	4	1
Associate Degree in Criminal Justice	6	7	8
Associate Degree in Pharmacy Technician	8	4	5
Associate Degree in Executive Protection and Security			3
Bachelor's Degree in Information Technology Science Major in Programming		1	2
Bachelor's Degree in Information Technology Science Major in Networks	1	1	1
Bachelor's Degree in Business Administration Major in Management		1	1
Bachelor's Degree in Interior Design and Decoration		1	
Bachelor's Degree in Digital Fashion Design	7	8	6
Bachelor's Degree in Digital Design Major in Multimedia	1	2	
Bachelor's Degree in Science of Nursing			1
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences		2	1
Bachelor's Degree in Natural Sciences			2
<b>TOTAL</b>	<b>101</b>	<b>91</b>	<b>82</b>

MANATI BRANCH CAMPUS			
PROGRAMS	FALL 2016	FALL 2017	FALL 2018
Associate Degree in Nursing	9	6	9
Associate Degree in Digital Fashion Design	1	3	5
Associate Degree in Physical Therapy Technology	7	4	6
Associate Degree in Information Technology			4
<b>TOTAL</b>	<b>17</b>	<b>13</b>	<b>24</b>

HUMACAO BRANCH CAMPUS			
PROGRAMS	FALL 2016	FALL 2017	FALL 2018
Associate Degree in Nursing	11	8	7
Associate Degree in Digital Fashion Design	6	3	2
Associate Degree in Physical Therapy Technology	6	2	7
Associate Degree in Information Technology			3
<b>TOTAL</b>	<b>30</b>	<b>18</b>	<b>19</b>

Source: Campus VUE

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

<b>VILLALBA BRANCH CAMPUS</b>		
<b>PROGRAMS</b>	<b>FALL 2017</b>	<b>FALL 2018</b>
Associate Degree in Business Administration	10	3
Associate Degree in Nursing	12	9
Associate Degree in Information Technology	4	3
Associate Degree in Criminal Justice	9	
Bachelor's Degree in Business Administration Major in Accounting		
<b>TOTAL</b>	<b>35</b>	<b>15</b>

<b>SAN SEBASTIAN CAMPUS</b>			
<b>PROGRAMS</b>	<b>FALL 2016</b>	<b>FALL 2017</b>	<b>FALL 2018</b>
Associate Degree in Nursing	51	19	19
Associate Degree in Pharmacy Technician	24	17	15
Associate Degree in Medical Emergencies Technology		8	10
Associate Degree in Information Technology	12	7	18
Associate Degree in Arts in Digital Fashion Design	11	6	2
Associate Degree in Arts in Interior Design and Decoration	4	3	1
Associate Degree in Physical Therapy Technology	17	21	9
Associate Degree in Criminal Justice	9	10	17
Associate Degree in Executive Protection and Security			1
Bachelor's Degree in Science of Nursing	19	4	6
Bachelor's Degree in Information Technology Science Major in Programming		3	2
Bachelor's Degree in Information Technology Science Major in Networks	3	3	
Bachelor's Degree in Science of Criminal Justice Major in Forensic Sciences		4	3
<b>TOTAL</b>	<b>150</b>	<b>105</b>	<b>104</b>

Source: Campus VUE

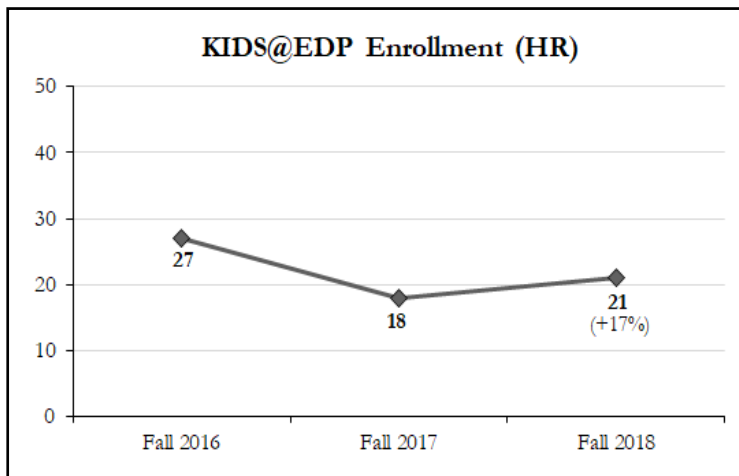
## HATO REY CAMPUS KIDS@EDP

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

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

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

In the Fall of 2018, the daycare had an increase of 17% from the average enrollment. For these term most children were from two (2) to 35 months of age.



Source: Kids@EDP (HR)

### Age and Adult per Child Rate

Fall 2016	
Age in Months	Child/Employee Ratio
2-18	8/2
19-35	7/1
36-48	12/2
Fall 2017	
Age in Months	Child/Employee Ratio
2-18	4/2
19-35	3/1
36-48	11/2
Fall 2018	
Age in Months	Child/Employee Ratio
2-18	8/2
19-35	8/3
36-48	5/2

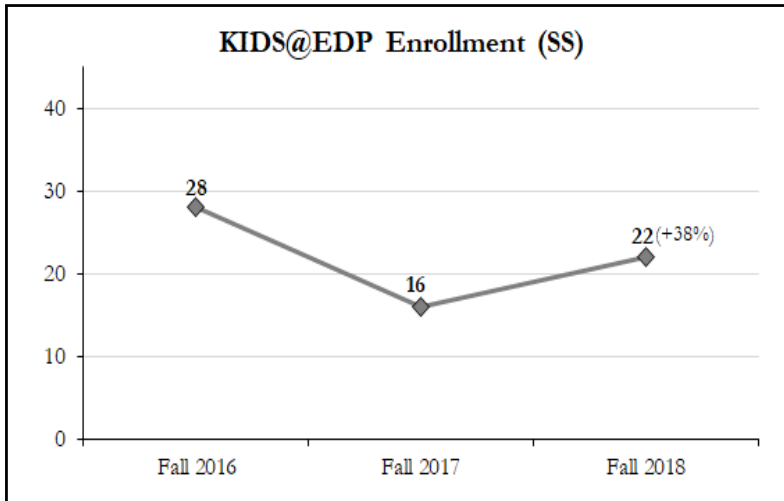
Source: Kids@EDP (HR)

**KIDS@EDP\***  
**SAN SEBASTIAN CAMPUS**

\*For description see page 81

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

The employee ratio in Fall 2018 remained the same as the Fall 2017. Except for children between 36-48 months were an increase can be observed. An increase of 38% in children’s enrollment in Fall 2018 can be observed.



Source: Kids@EDP (SS)

**Age and Adult per Child Rate**

Fall 2016	
Age in Months	Child/Employee Ratio
2-18	8/6
19-35	11/2
36-48	9/1
Fall 2017	
Age in Months	Child/Employee Ratio
2-18	5/3
19-35	4/1
36-48	7/2
Fall 2018	
Age in Months	Child/Employee Ratio
2-18	5/3
19-35	4/1
36-48	13/2

Source: Kids@EDP (SS)

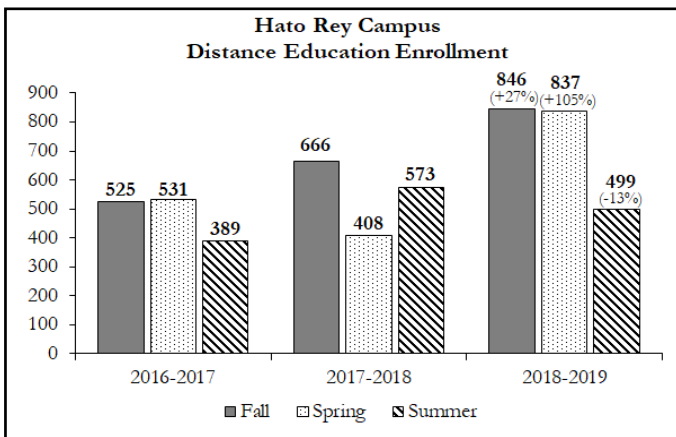
## **DISTANCE EDUCATION ENROLLMENT**

## DISTANCE EDUCATION

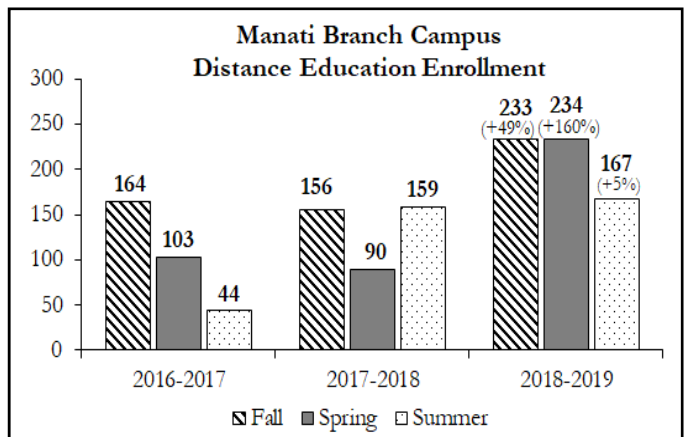
EDP University of Puerto Rico recognizes the importance of integrating technology within the educational experience and; therefore, enhances the quality of higher education opportunities. The Institution aims to provide students with the experience of taking at least one (1) on-line course. This responds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

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

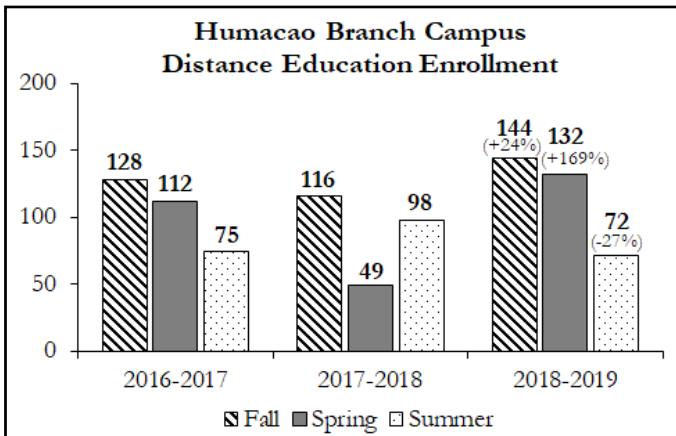
In 2018-2019, the Hato Rey’s Campus had an enrollment increase for the Fall and Spring academic terms. The Manati Branch Campus shows an increase in all the semesters, and the Humacao Branch Campus had an increase in the Fall and Spring terms. While, for the academic year of 2018-2019, the Villalba Branch Campus had a significant increase for all the terms.



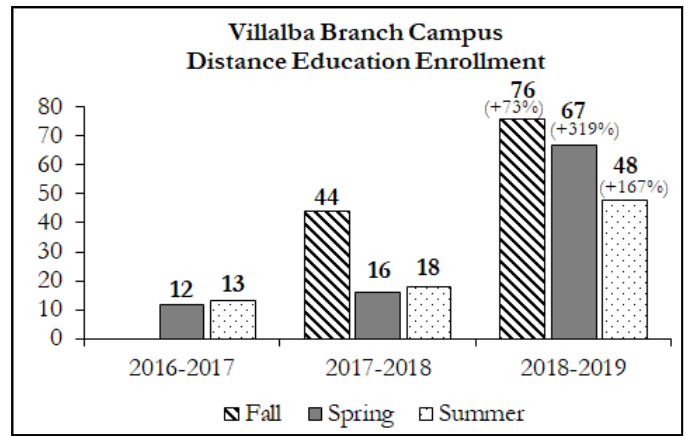
Source: Campus VUE and Distance Education Academic Dean’s Office



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



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

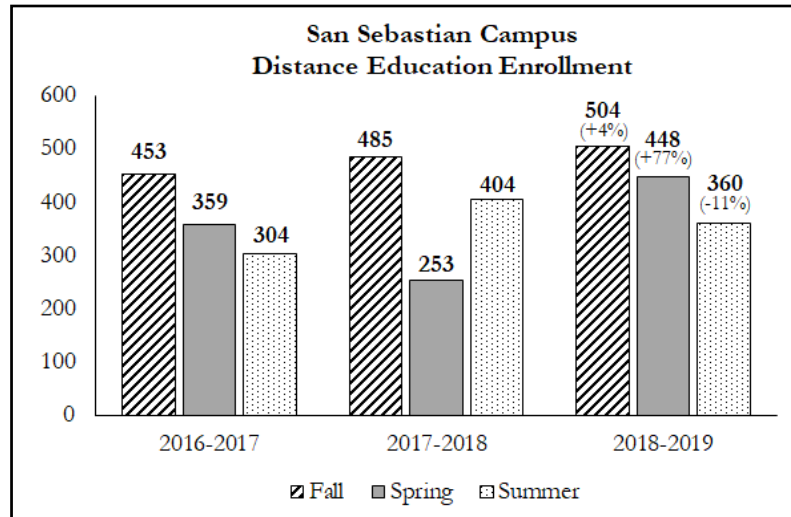


Source: Campus VUE and Distance Education Academic Dean’s Office

## DISTANCE EDUCATION\*

\*For description see page 88.

In the academic year of 2018-2019, the San Sebastian's Campus enrollment increased during the Fall and Spring terms. While, the Summer term enrollment shows a decrease.



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

## DISTANCE EDUCATION ENROLLMENT PER COURSE HATO REY CAMPUS

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

During the 2018 Fall semester, courses with the highest enrollment were **BA 1313, BIO 1201, BIO 2203, ENG 1101-1102, MAT 1111, MAT 2301, NUR 1115, NUR 1140, NUR 3250, PRO 1101, PSY 1101, SOC 1101, SPA 1101-1102,** and **VUE 1101.**

The least on-line course enrollment registered (less than 12 students), in all terms were: **BA 4330, FIN 4310, INT 2375, MAT 1113, MAT 4303, MET 2230, MET 3102, MIS 5515, MIS 5540, MIS 5550, MIS 6730, MIS 6760, MIS 6830, MIS 6855** and **SIC 2400.** These tend to be programmatic concentration courses and new established programs.

### Enrollment per Course\*

Courses	Fall 2018	Spring 2019	Summer 2019
ACC 2113	9	31	3
ACC 2114	13	16	
BA 1110	41	1	37
BA 1313	74	68	
BA 2301		35	
BA 2321	26	6	
BA 3332	16	2	
BA 3351	11	18	
BA 3335		20	
BA 4330		3	8
BA 4350	13	4	
BA 4400	14		
BIO 1101	48	24	
BIO 1102	33		
BIO 1201	133	87	40
BIO 1202	42	84	61
BIO 2203	160	33	
CHE 1163		72	16
ECO 2101		34	
ECO 2102		18	
ENG 1101	116	59	62
ENG 1102	123	94	42
FIN 2105	7	17	17
FIN 4310			11
HUM 1101	46	53	
HUM 1102	20		
HUM 1105	15	26	18
ITN 2375	11	8	6
ITP 1103	16	13	4

\*Double Count

Source: Campus VUE

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

**Enrollment per Course\***

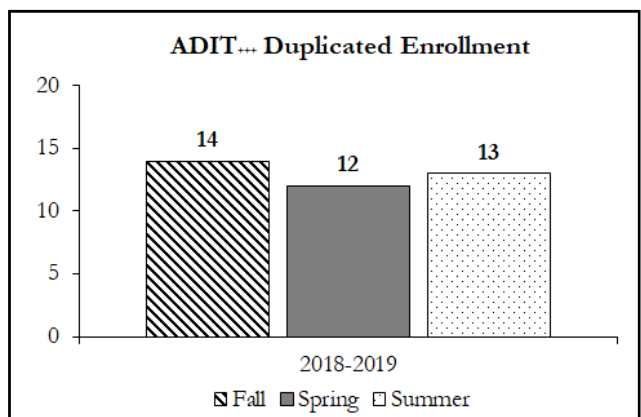
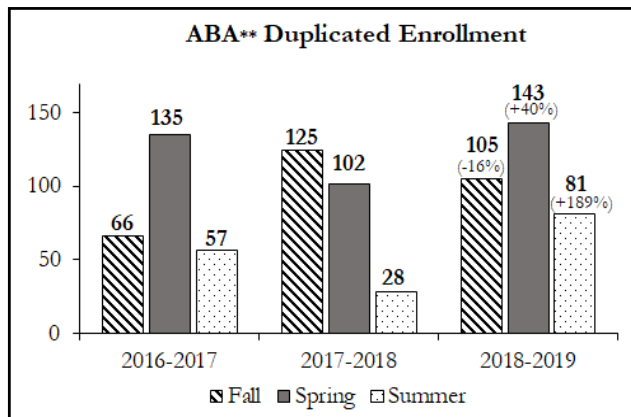
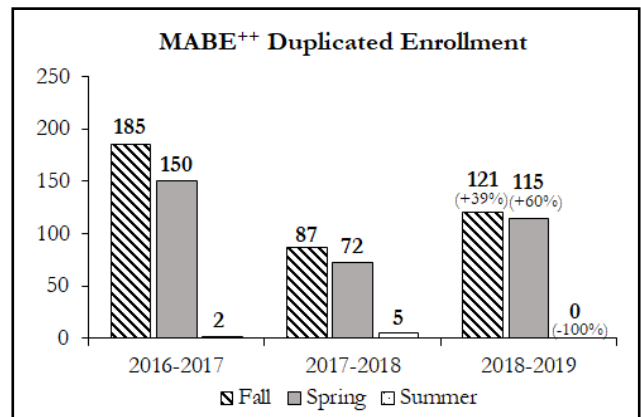
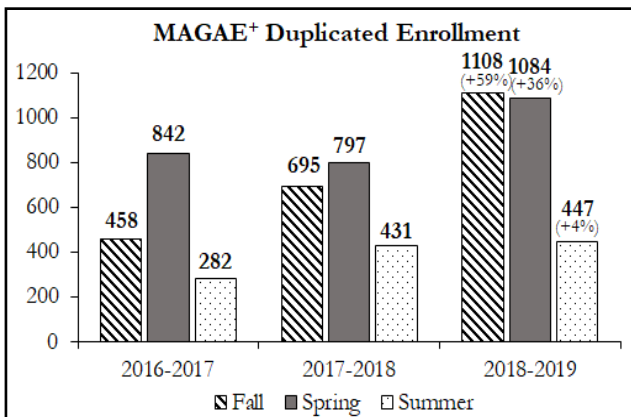
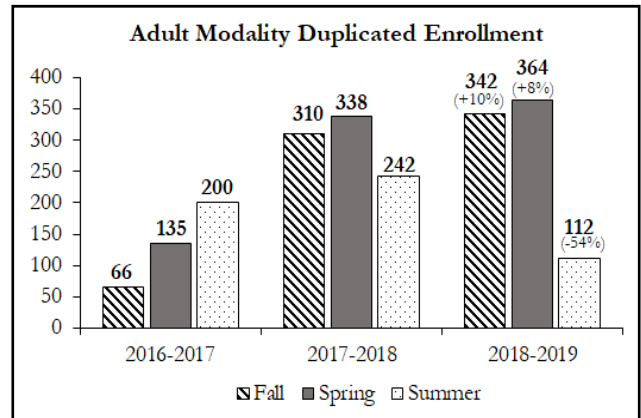
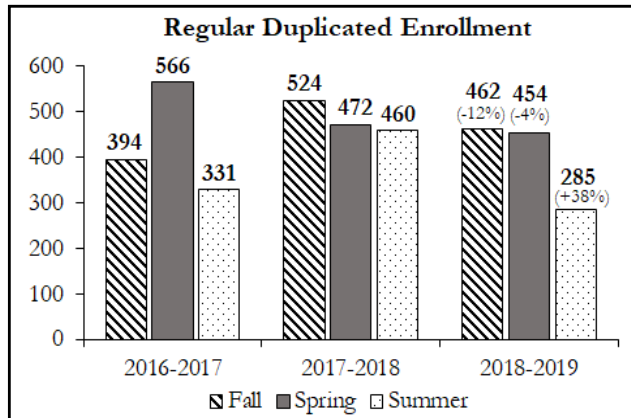
Courses	Fall 2018	Spring 2019	Summer 2019
MAT 1101	10	1	23
MAT 1111	60	43	34
MAT 1113	11	10	4
MAT 2301	64	12	15
MAT 3302	14	21	
MET 2230	6		
MET 3102	6		
MIS 5515	4	9	
MIS 5540	9		
MIS 5550		10	
MIS 6730	17		
MIS 6735		7	
MIS 6760	7		
MIS 6810	14		
MIS 6820			14
MIS 6830		10	
MIS 6840			13
MIS 6855		10	
NUR 1115	249	177	41
NUR 1140	122	74	36
NUR 3000	18	52	
NUR 3250	211	138	19
NUR 3375		24	6
PHY 1102		15	
PRO 1101	311	211	105
PRO 1110	29	27	14
PSY 1101	82	114	93
PSY 1102	48	4	
SIC 2400	5	4	1
SOC 1101	199	112	74
SOC 1102	39	16	15
SPA 1101	88	93	58
SPA 1102	75	67	70
STA 3207	33	71	
STA 4208		7	13
VUE 1101	260	196	93
<b>TOTAL</b>	<b>2978</b>	<b>2361</b>	<b>1066</b>

\*Double Count

Source: Campus VUE

## DISTANCE EDUCATION DUPLICATED ENROLLMENT HATO REY CAMPUS

For the 2018-2019 academic year, the **Regular** duplicated enrollment increased for the Summer term. The **Adult modality** increased for the Fall and Spring semesters. The **MAGAE** modality increased its enrollment for all the terms, while the **MABE** modality increased in the Fall and Spring semesters. The **ABA** (Associate Degree in Business Administration program on-line) increased its duplicated enrollment in Spring and Summer sessions. The **ADIT** (Associate Degree in Information Technology program on-line) began in 2018 with a duplicate enrollment of 14 in the Fall, 12 in Spring and with 13 during Summer.



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

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

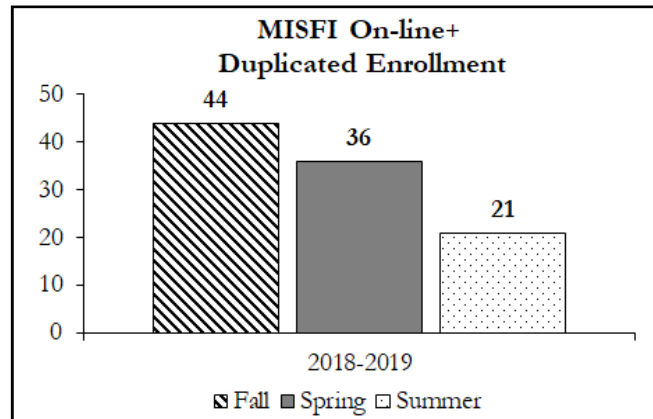
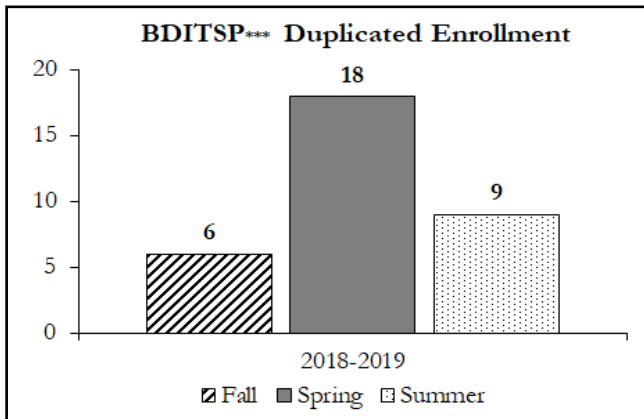
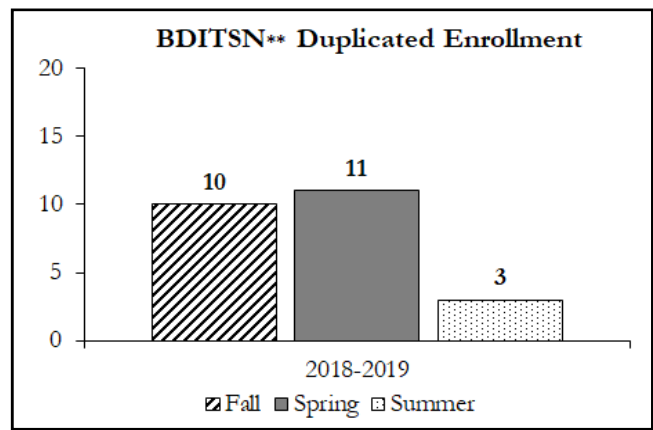
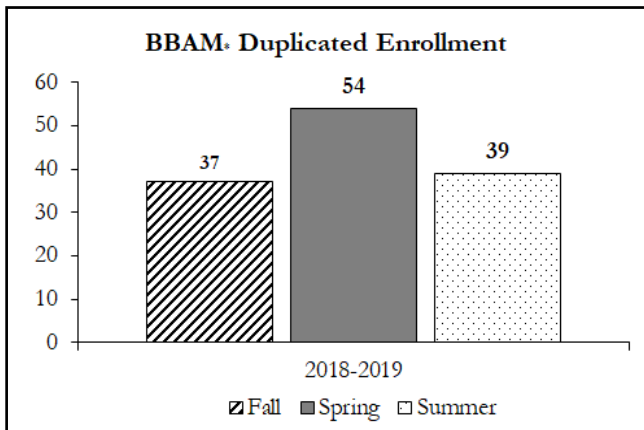
\*\*MABE- Bachelor's Degree in Science of Nursing in Adult Modality (MABE by its Spanish acronym)

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

+++ADIT - Associate Degree in Information Technology (Program fully on-line)

## DISTANCE EDUCATION DUPLICATED ENROLLMENT HATO REY CAMPUS

For the 2018-2019 academic year, the **BBAM** (Bachelor’s Degree in Business Administration Major in Management program on-line) is a new on-line program that began with an duplicated enrollment of 37 in the Fall term, 54 in the Spring, and with 39 during the Summer semester. The **BDITSN** (Bachelor’s Degree in Information Technology Science Major in Networks program on-line) is also a new on-line program that began with an duplicated enrollment of 10 in the Fall term with, 11 in Spring and with three (3) in the Summer semester. While, the **BDITSP** (Bachelor’s Degree in Information Technology Science Major in Programming program on-line) began with an enrollment of six (6) in the Fall, in Spring it had an enrollment of 18, and in the Summer with nine (9). The **MISFI** (Master’s Degree in Information Systems Major in Information Security and Digital Fraud Investigation program on-line) began with an enrollment of 44 in Fall semester, 36 in Spring and 21 in Summer term.



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

\*BBAM-Bachelor’s Degree in Business Administration Major in Management (Program fully on-line)

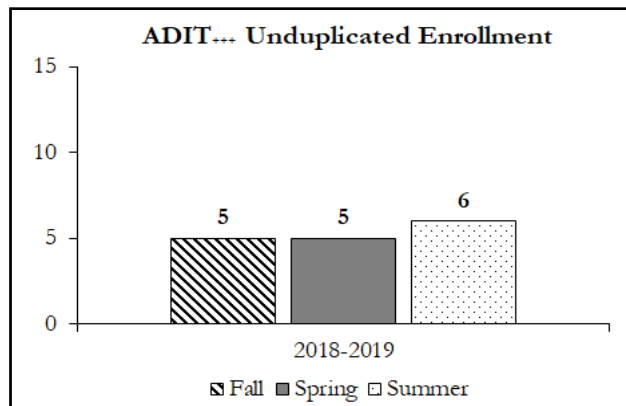
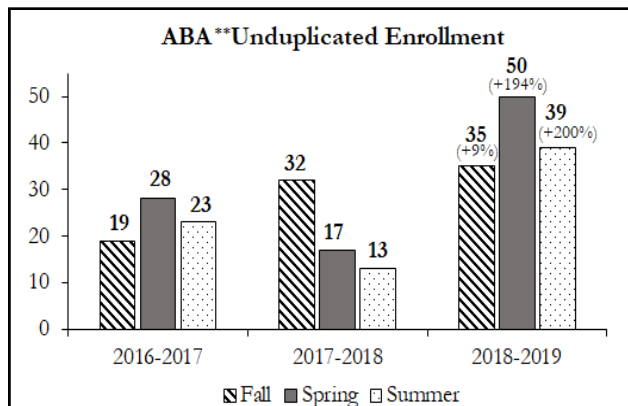
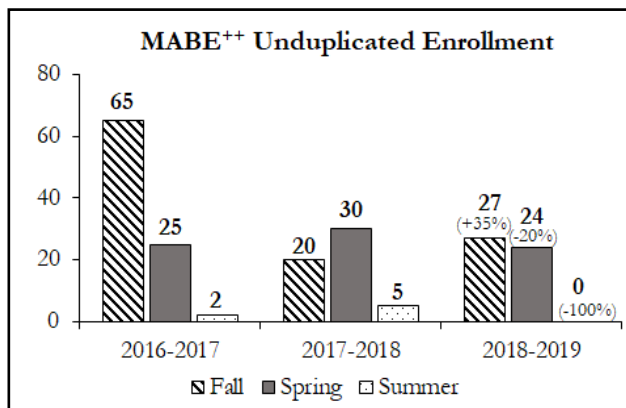
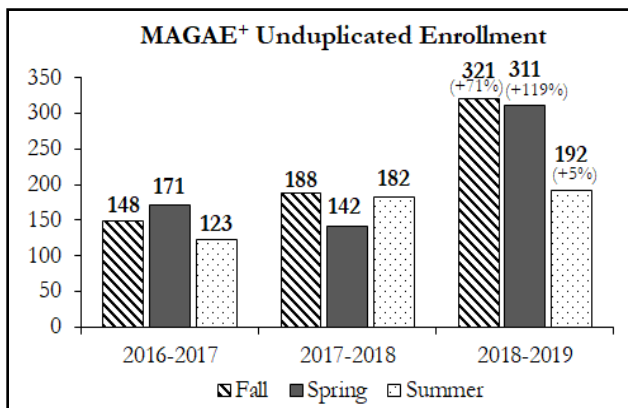
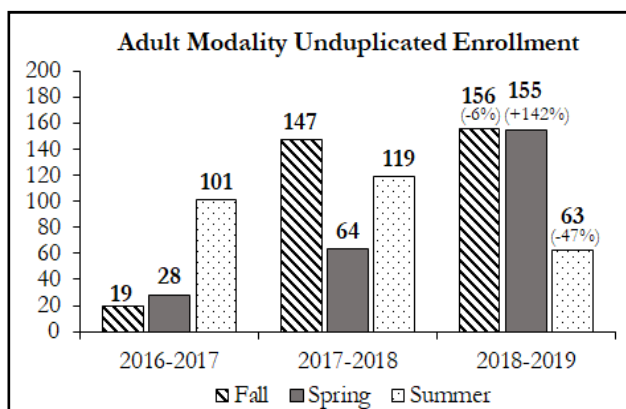
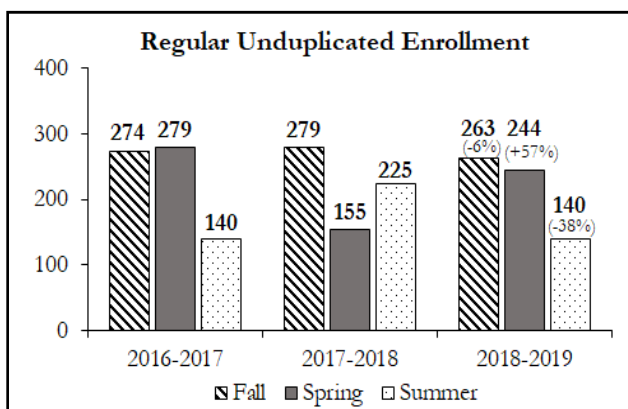
\*\*BDITN-Bachelor’s Degree in Information Technology Science Major in Networks (Program fully on-line)

\*\*\*BDITP-Bachelor’s Degree in Information Technology Science Major in Programming (Program fully on-line)

+Master’s Degree in Information Systems Major in Information Security and Digital Fraud Investigation (Program fully on-line)

## DISTANCE EDUCATION UNDUPLICATED ENROLLMENT HATO REY CAMPUS

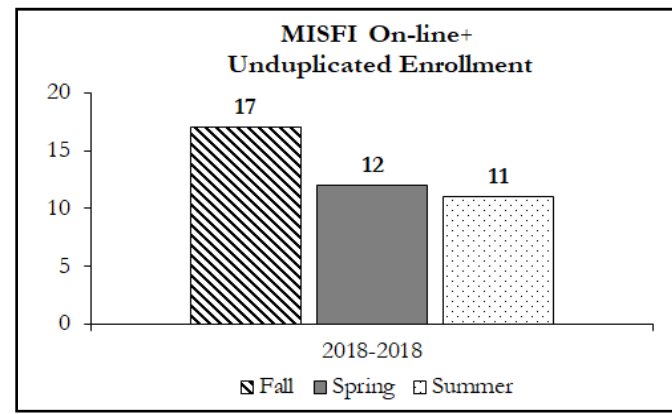
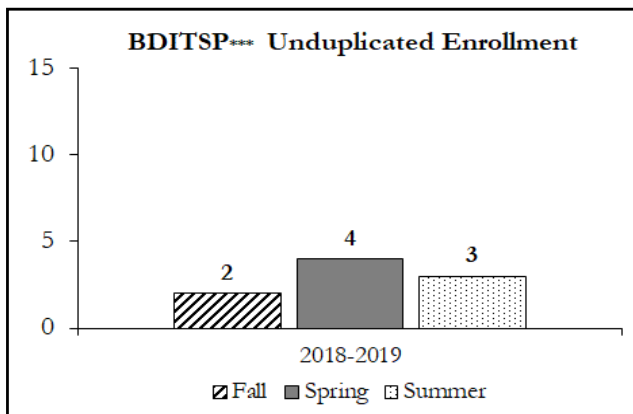
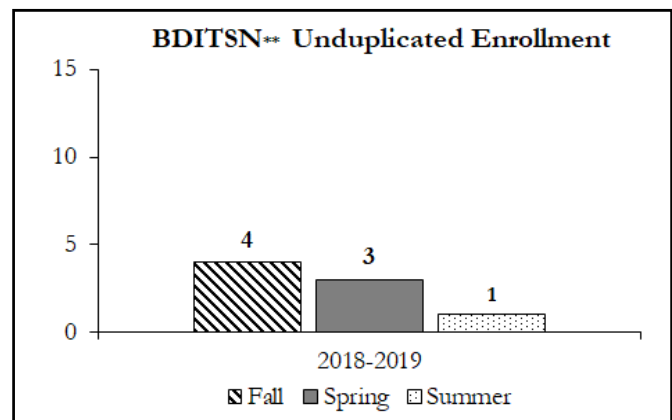
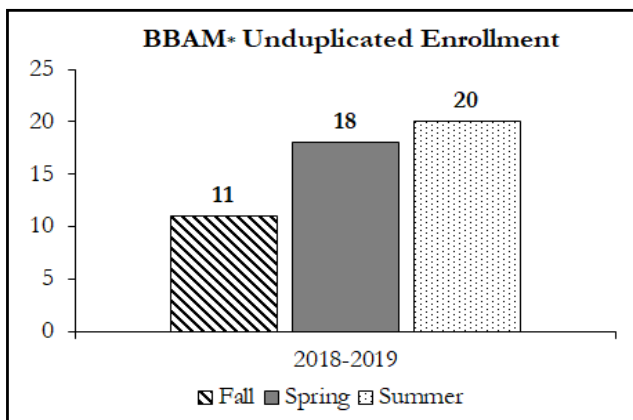
For the 2018-2019 academic year, the **Regular** and **Adult Modality** unduplicated enrollment increased for the Spring term. The **MAGAE** modality had a significant increase in enrollment for all the terms, while the **MABE** modality increased in the Fall semester. The **ABA** (Associate Degree in Business Administration program on-line) increased its unduplicated enrollment in all the semesters. The **ADIT** (Associate Degree in Information Technology program on-line) is a fully on-line program that began in 2018, with an unduplicated enrollment of five(5) in Fall and Spring semesters, and with six (6) 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 Science of Nursing in Adult Modality (MABE by its Spanish acronym)  
 \*\*ABA - Associate Degree in Business Administration (Program fully on-line)  
 \*\*\*ADIT - Associate Degree in Information Technology (Program fully on-line)

## HATO REY CAMPUS DISTANCE EDUCATION UNDUPLICATED ENROLLMENT

For the 2018-2019 academic year, the **BBAM** (Bachelor’s Degree in Business Administration Major in Management program on-line) is a recent on-line program that began with an unduplicated enrollment of 11 in Fall term, 18 in Spring and with 20 during the Summer semester. The **BDITSN** (Bachelor’s Degree in Information Technology Science Major in Networks program on-line) began with an unduplicated enrollment of four (4) in the Fall term, three (3) in Spring and one (1) in the Summer semester. While, the **BDITSP** (Bachelor’s Degree in Information Technology Science Major in Programming program on-line) began with an enrollment of two (2) in the Fall, with four (4) in the Spring and with three (3) in the Summer. The **MISFI** (Master’s Degree in Information Systems Major in Information Security and Digital Fraud Investigation program on-line) began with an unduplicated enrollment of 17 in Fall semester, 12 in Spring and 11 in the Summer term.



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

\*BBAM-Bachelor’s Degree in Business Administration Major in Management (Program fully on-line)

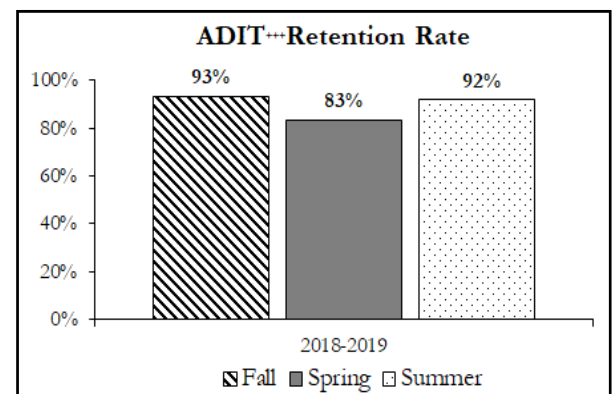
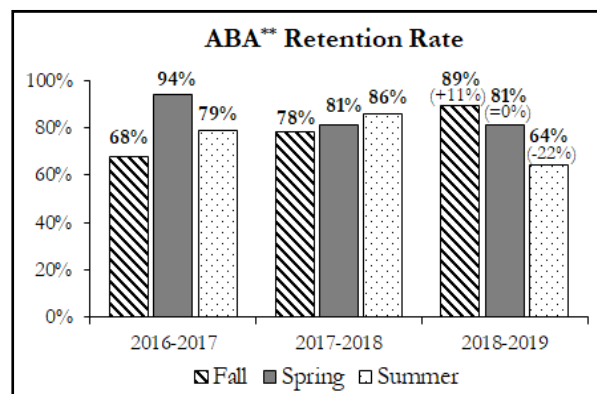
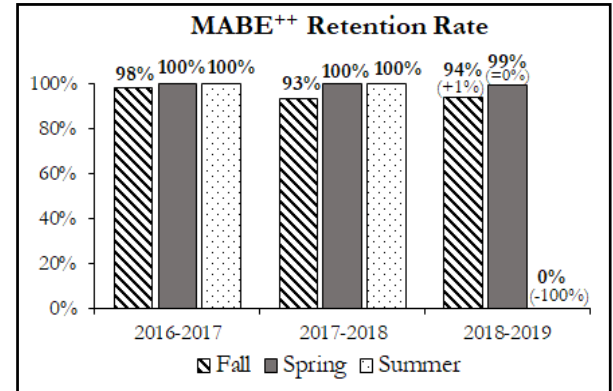
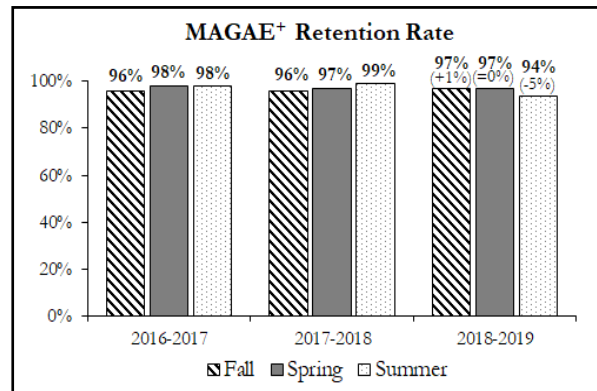
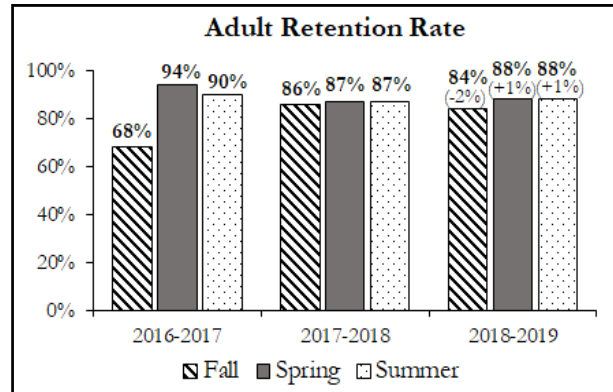
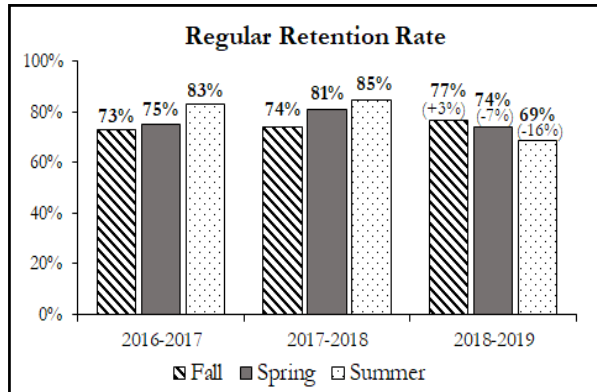
\*\*BDITN-Bachelor’s Degree in Information Technology Science Major in Networks (Program fully on-line)

\*\*\*BDITP-Bachelor’s Degree in Information Technology Science Major in Programming (Program fully on-line)

+Master’s Degree in Information Systems Major in Information Security and Digital Fraud Investigation (Program fully on-line)

## DISTANCE EDUCATION RETENTION RATE HATO REY CAMPUS

During the academic year 2018-2019, there was an increase on the retention rates in the Fall terms for the **Regular**. While, the **Adult** modality presented an increase on the Spring and Summer semesters. The **MAGAE** and **MABE** modalities, had an increase in retention rate for the Fall session and remained the same as the previous year in the Spring semester, and decreased in the Summer session. The **ABA** (Associate Degree in Business Administration program on-line) retention rate increased for the Fall session. The **ADIT** (Associate Degree in Information Technology program on-line) had a retention rate of 93% in the Fall term, 83% in Spring, and with 92% during the Summer semester.



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

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

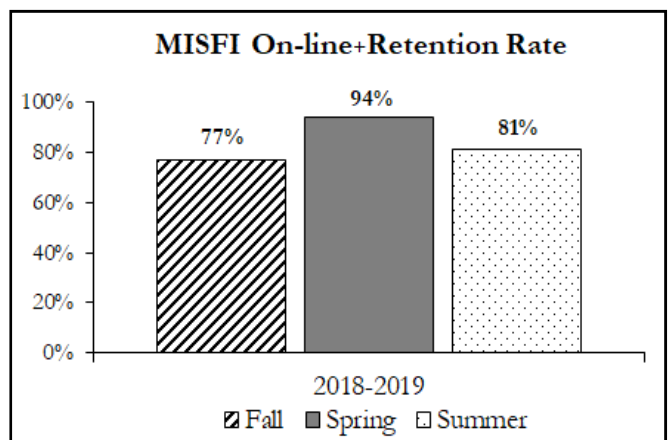
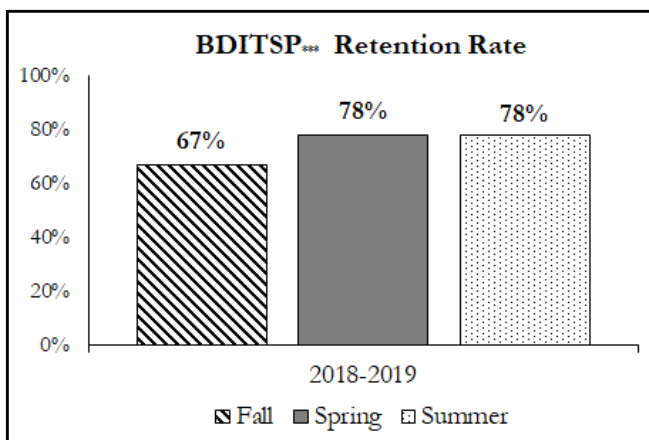
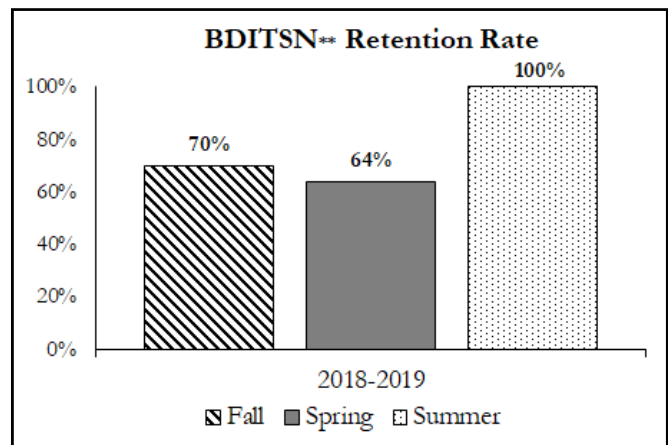
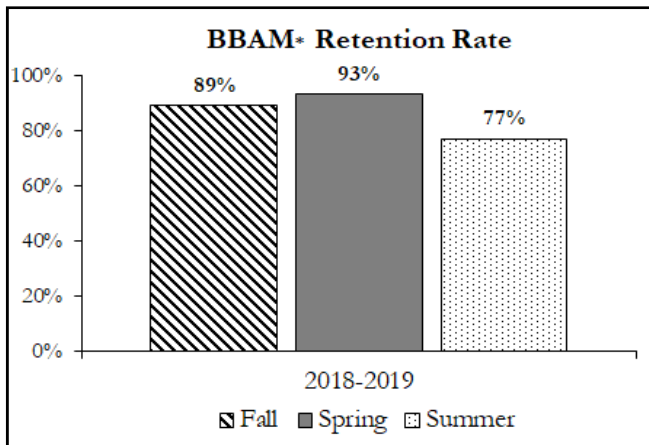
\*\*MABE-Bachelor's Degree in Science of Nursing in Adult Modality (MABE by its Spanish acronym)

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

+++ADIT - Associate Degree in Information Technology (Program fully on-line)

## DISTANCE EDUCATION RETENTION RATE HATO REY CAMPUS

For the 2018-2019 academic year, the **BBAM** (Bachelor’s Degree in Business Administration Major in Management program on-line) had a retention rate of 89% in the Fall term, 93% in Spring and 77% during the Summer semester. The **BDITSN** (Bachelor’s Degree in Information Technology Science Major in Networks program on-line) had a retention rate of 70% in the Fall term with, 64% in Spring, and 100% in the Summer semester. While, the **BDITSP** (Bachelor’s Degree in Information Technology Science Major in Programming program on-line) began with 67% in Fall term, and 78% in Spring and Summer semester. For the **MISFI** (Master’s Degree in Information Systems Major in Information Security and Digital Fraud Investigation program on-line), it can observed a retention rate of 77% in Fall semester, 94% in Spring and 81% in the Summer term.



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

\*BBAM-Bachelor’s Degree in Business Administration Major in Management (Program fully on-line)

\*\*BDITN-Bachelor’s Degree in Information Technology Science Major in Networks (Program fully on-line)

\*\*\*BDITP-Bachelor’s Degree in Information Technology Science Major in Programming (Program fully on-line)

+Master’s Degree in Information Systems Major in Information Security and Digital Fraud Investigation (Program fully on-line)

**DISTANCE EDUCATION ENROLLMENT PER COURSE\***  
**MANATI BRANCH CAMPUS**

\*For description see page 90.

Courses with the highest enrollment include **NUR 3250**, **SOC 1101** and **PRO 1101**. During the Fall semester there were fewer on-line courses. In the Spring and Summer of 2019, the least on-line courses enrollment registered (less than 12 students) were: **NUR 3375**, **STA 3207** and **TAS 2208**. In some courses, students were enrolled at the Hato Rey Campus on-line courses. Thus, the Manati Branch Campus students are counted in Hato Rey (see table on pages 90 and 91).

**Enrollment per Course\***

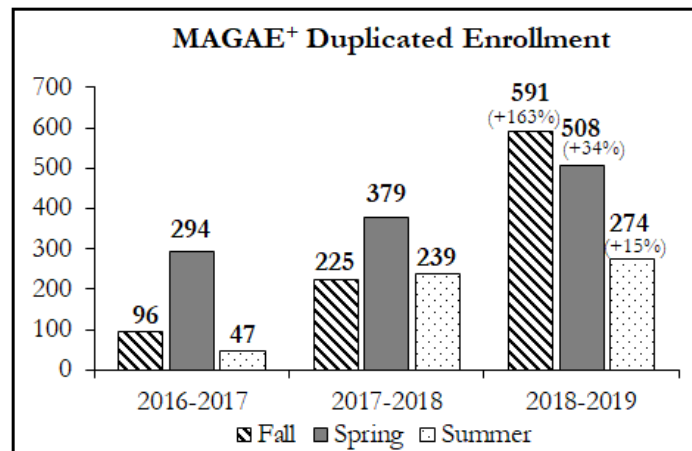
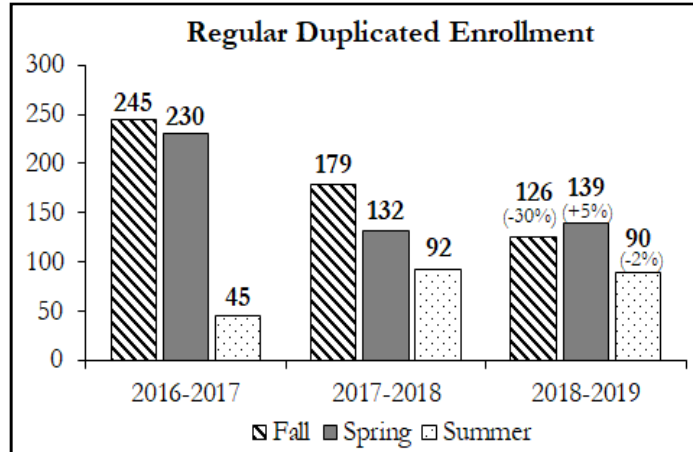
<b>Courses</b>	<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Summer 2019</b>
<b>BIO 1201</b>		14	
<b>BIO 1202</b>		13	23
<b>BIO 2203</b>	10	25	
<b>ENG 1101</b>		17	
<b>ENG 1102</b>		18	12
<b>NUR 1115</b>		36	33
<b>NUR 1140</b>		36	32
<b>NUR 3250</b>		<b>47</b>	
<b>NUR 3375</b>		11	
<b>PRO 1101</b>	18	22	<b>46</b>
<b>PSY 1101</b>	18		23
<b>SOC 1101</b>		<b>41</b>	23
<b>SPA 1101</b>	20	12	15
<b>SPA 1102</b>	19	10	
<b>STA 3207</b>			10
<b>TAS 2208</b>	8		
<b>VUE 1101</b>		39	
<b>TOTAL</b>	<b>93</b>	<b>341</b>	<b>217</b>

\*Double Count

Source: Campus VUE

## DISTANCE EDUCATION DUPLICATED ENROLLMENT MANATI BRANCH CAMPUS

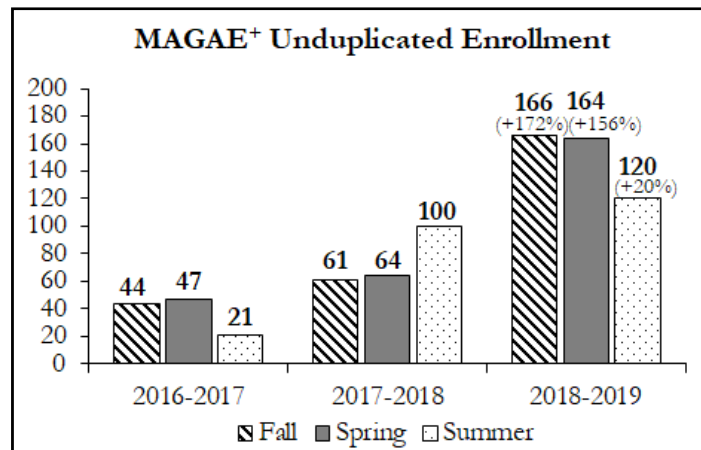
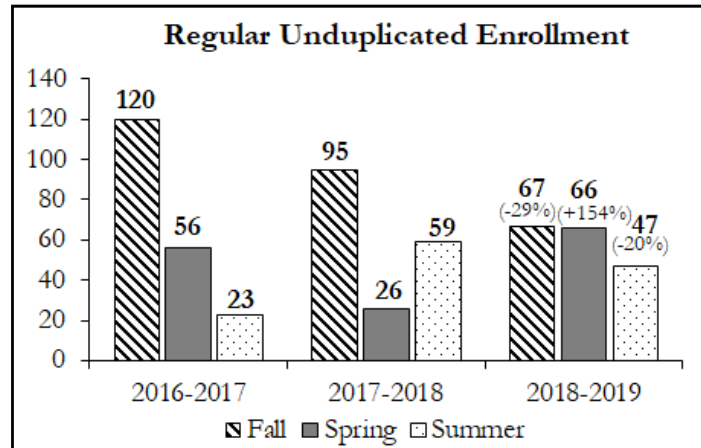
During the academic year of 2018-2019, the **Regular** duplicated enrollment showed an increase for the Spring session. The **MAGAE** modality increased for all semesters.



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

## DISTANCE EDUCATION UNDUPLICATED ENROLLMENT MANATI BRANCH CAMPUS

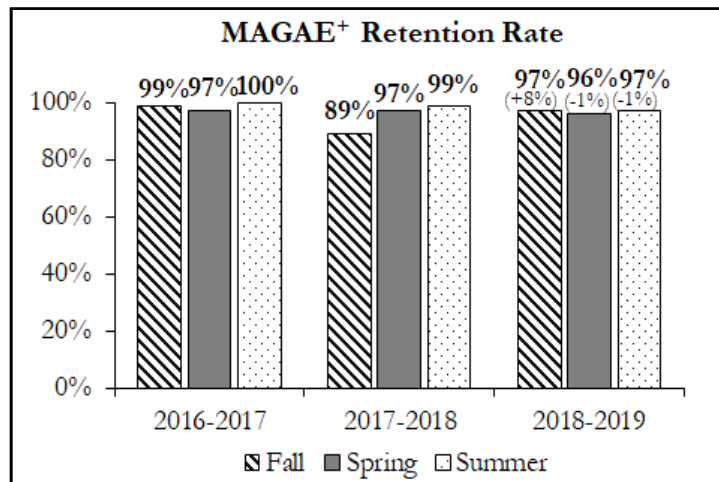
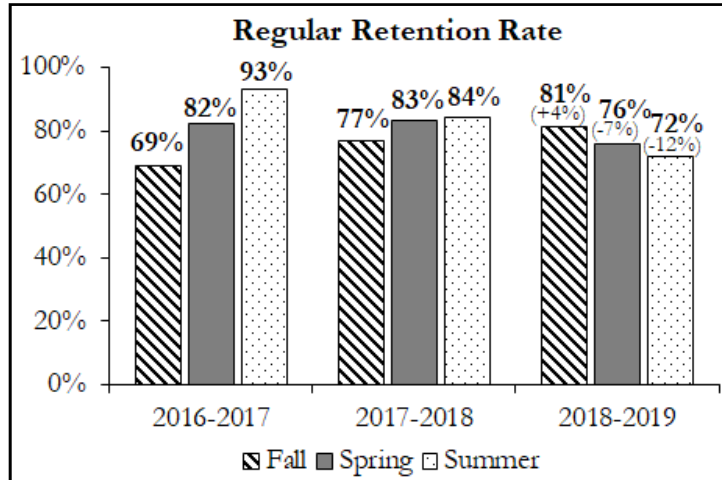
In the 2018-2019, the **Regular** modality showed a decrease on the unduplicated enrollment during the Fall and Summer semesters, while the Spring session had an increase. The **MAGAE** modality increased the unduplicated enrollment in all the terms.



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

## DISTANCE EDUCATION RETENTION RATE MANATI BRANCH CAMPUS

2018-2019 data, shows an increase on the retention rates for the **Regular** modality in the Fall semester. The **MAGAE** modality retention rate had an increase in Fall term and decreased on 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 ENROLLMENT PER COURSE  
HUMACAO UNIVERSITY CENTER**

\*For description see page 90.

During the Fall semester there were fewer one-line courses. In the Spring of 2019 there was more enrollment in **BIO 1201-1202**, **NUR 1115**, **PRO 1101**, **PSY 1101**, and **VUE 1101** courses. The least on-line courses enrollment registered (less than 12 students) were: **BA 1313**. In some courses, students were enrolled at the Hato Rey Campus on-line courses. Thus, the Humacao Branch Campus students are counted in Hato Rey (see table on pages 90 and 91).

**Enrollment per Course\***

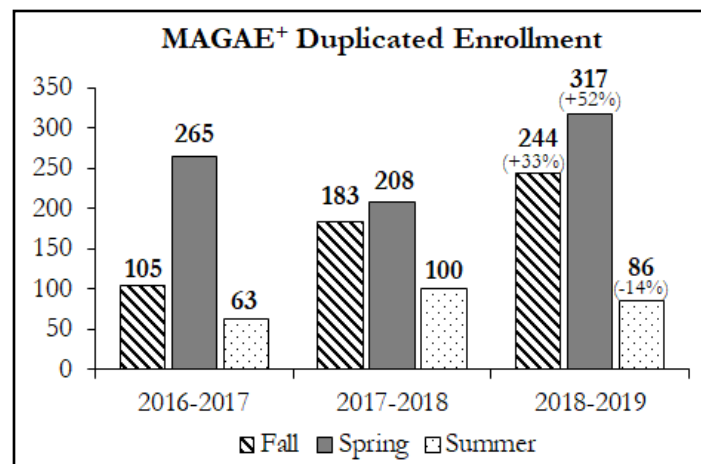
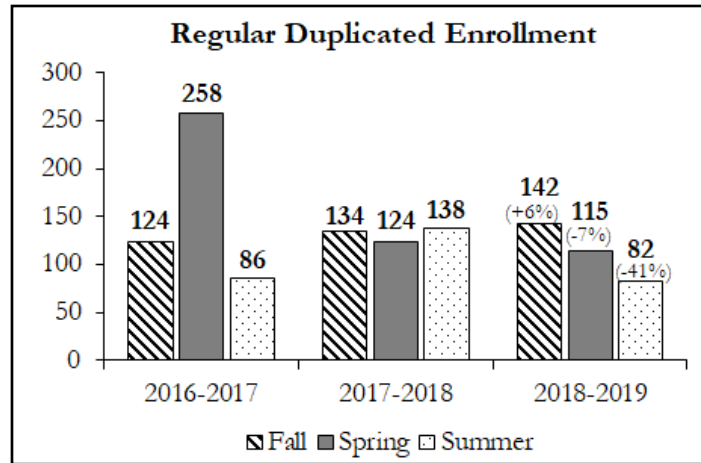
<b>Courses</b>	<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Summer 2019</b>
<b>BA 1313</b>		9	
<b>BIO 1201</b>	14	31	9
<b>BIO 1202</b>		56	21
<b>ENG 1101</b>	11	13	
<b>ENG 1102</b>		12	
<b>NUR 1115</b>		32	
<b>NUR 3250</b>		23	
<b>PRO 1101</b>		41	17
<b>PSY 1101</b>		32	21
<b>VUE 1101</b>		32	17
<b>TOTAL</b>	25	298	85

\*Double Count

Source: Campus VUE

## DISTANCE EDUCATION DUPLICATED ENROLLMENT HUMACAO BRANCH CAMPUS

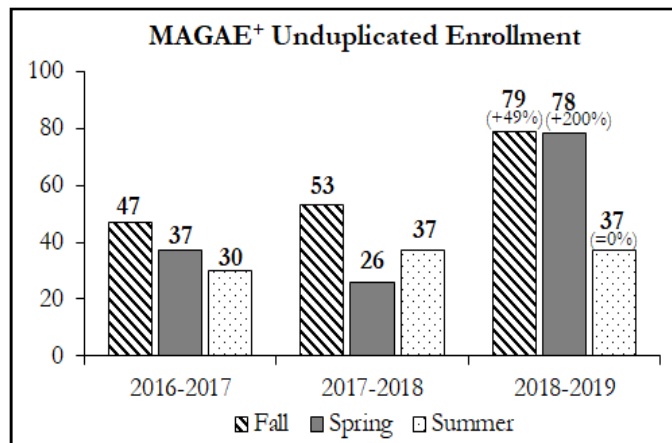
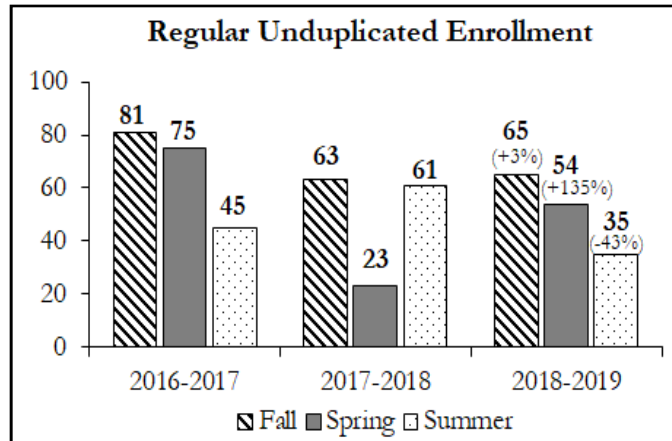
During the academic year of 2018-2019, the **Regular** duplicated enrollment showed an increase in the Fall session. The **MAGAE** modality had a significant increase in the Fall and Spring semesters.



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 HUMACAO BRANCH CAMPUS

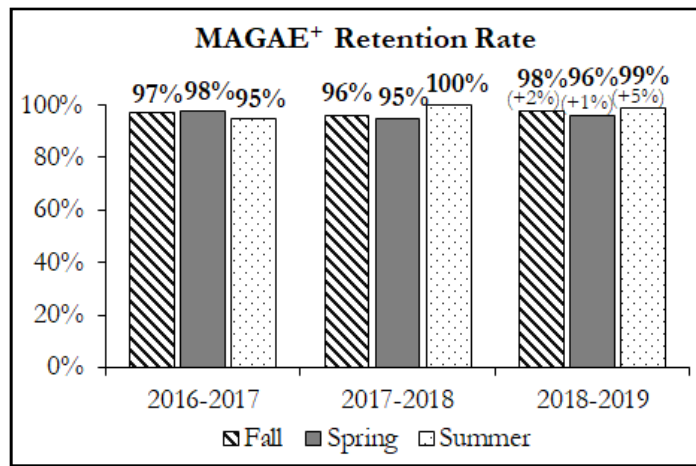
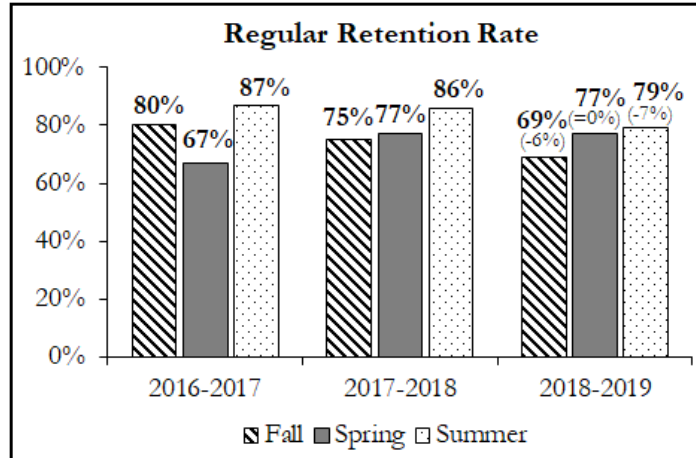
For the 2017-2018 academic year, the **Regular** duplicated enrollment increased in the Fall and Spring terms. While, the **MAGAE** modality unduplicated enrollment increased in the Fall and Spring terms and for the Summer session remained the same as the previous year.



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

## DISTANCE EDUCATION RETENTION RATE HUMACAO BRANCH CAMPUS

In the 2018-2019, there was a decrease on the retention rates for the **Regular** enrollment in the Fall and Summer semesters. In the **MAGAE** modality the retention rate increased in all the terms.



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

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

**DISTANCE EDUCATION ENROLLMENT PER COURSE\***  
**VILLALBA BRANCH CAMPUS**

\*For description see page 90.

Courses with the highest enrollment include: **NUR 3250** and **SOC 1101**. During the Fall semester there no courses, and in Spring two (2) courses had an increase in enrollment, this was **NUR 3250** and **SOC 1101**. In the Summer term the following two (2) courses were available: this was **PRO 1101** and **VUE 1101**. In some courses students were enrolled at the Hato Rey Campus on-line courses. Thus, the Villalba Branch Campus students are counted in Hato Rey Campus (see table on pages 90 and 91).

**Enrollment per Course\***

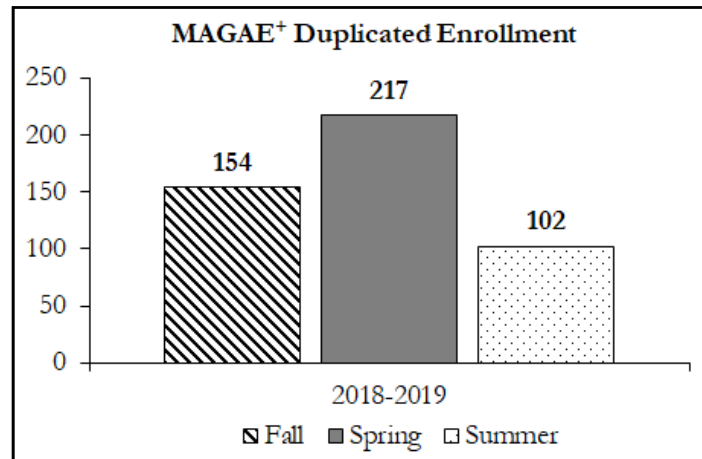
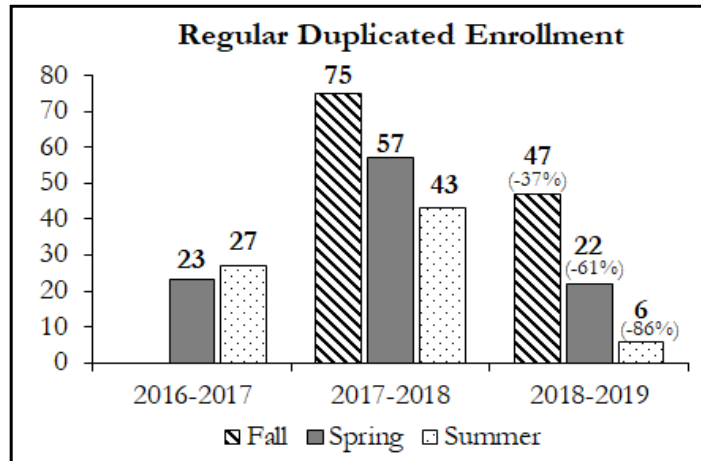
<b>Courses</b>	<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Summer 2019</b>
<b>BIO 1201</b>		12	
<b>ENG 1101</b>		18	
<b>ENG 1102</b>		18	
<b>NUR 1115</b>		18	
<b>NUR 3250</b>		<b>21</b>	
<b>PRO 1101</b>		11	13
<b>PSY 1101</b>		12	
<b>SPA 1102</b>		8	
<b>SOC 1101</b>		<b>22</b>	
<b>VUE 1101</b>		14	16
<b>TOTAL</b>	<b>0</b>	<b>154</b>	<b>29</b>

\*Double Count

Source: Campus VUE

## DISTANCE EDUCATION DUPLICATED ENROLLMENT VILLALBA BRANCH CAMPUS

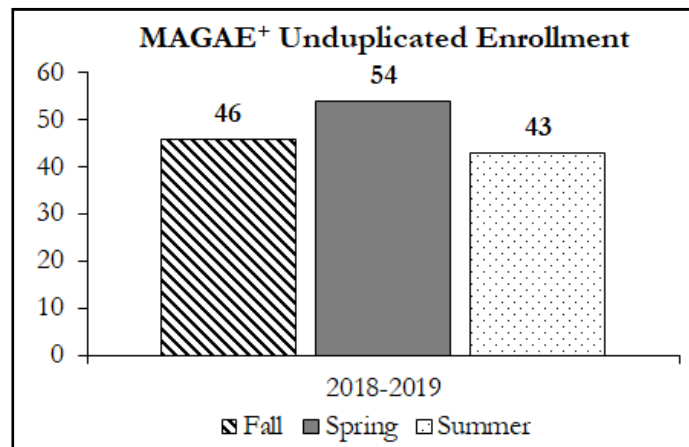
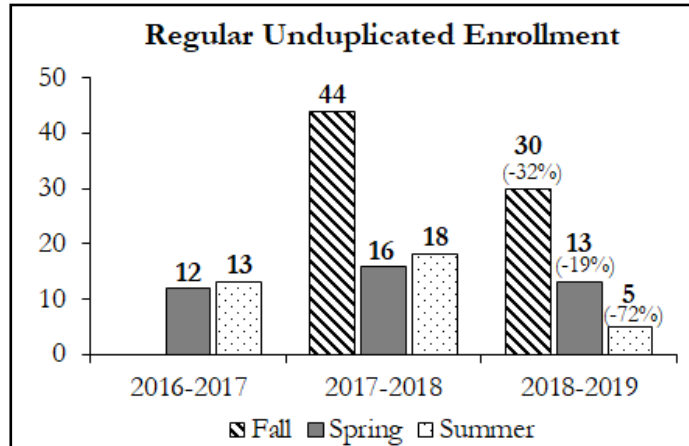
In the academic year of 2018-2019, the **Regular** modality shows a decrease on the duplicated enrollment in all the semesters. The **MAGAE** modality began in the Fall of 2018, with a duplicated enrollment of 154, 217 in the Spring term, and 102 in the Summer term with.



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

## DISTANCE EDUCATION UNDUPLICATED ENROLLMENT VILLALBA BRANCH CAMPUS

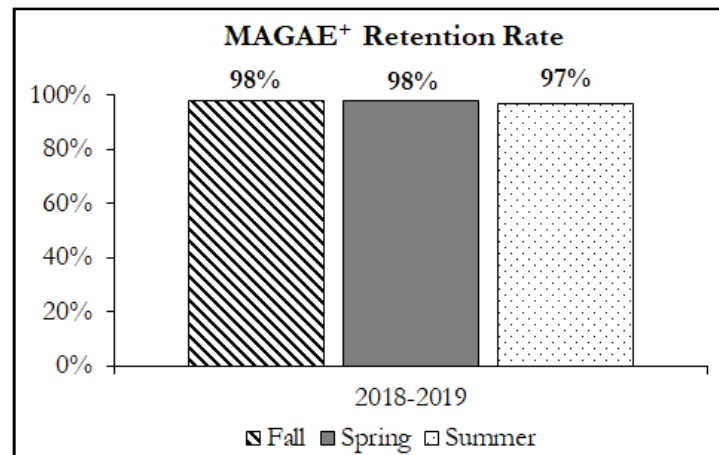
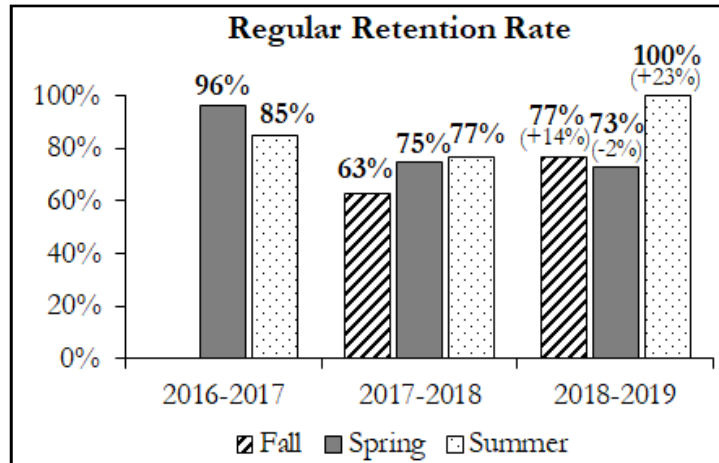
In the academic year of 2018-2019, the **Regular** modality shows a decrease on the duplicated enrollment in all the semesters. The **MAGAE** modality began in the Fall of 2018, with an unduplicated enrollment of 46, 54 in the Spring term, and 43 in the Summer.



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

## DISTANCE EDUCATION RETENTION RATE VILLALBA BRANCH CAMPUS

In the academic year of 2018-2019, the **Regular** modality shows an increase in the retention rates in the Fall and Summer semesters. The **MAGAE** modality began in the Fall and Spring of 2018, with a retention rate of 98%, and 97% 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)

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

\*For description see page 90.

During the Fall semester, the highest enrollment was in **BIO 2203, NUR 1115, NUR 3250, PRO 1101, SOC 1101**, and **VUE 1101** courses. The highest enrollment for the Spring of 2019 was in **NUR 1115, NUR 1140, NUR 3250, PRO 1101, SOC 1101** and **VUE 1101**. The Fall semester registered the most on-line course enrollment. In the Summer, **PRO 1101, SOC 1101** and **VUE 1101** had the most enrollment. The least on-line courses enrollment registered (less than 12 students), was in **BIO 1101**.

**Enrollment per Course\***

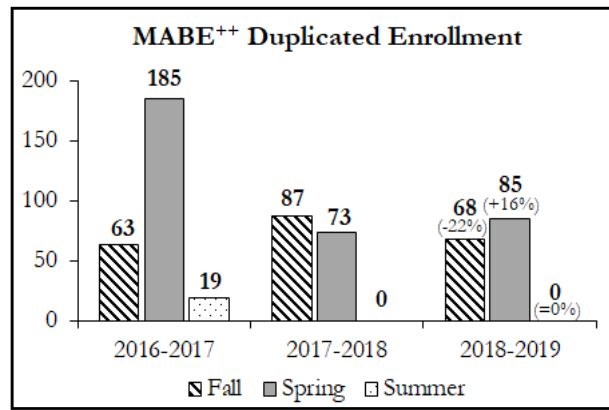
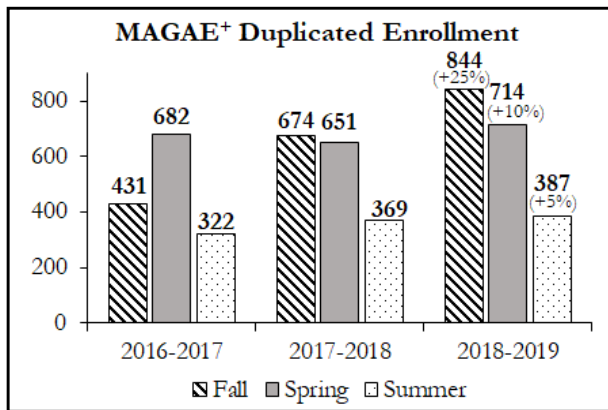
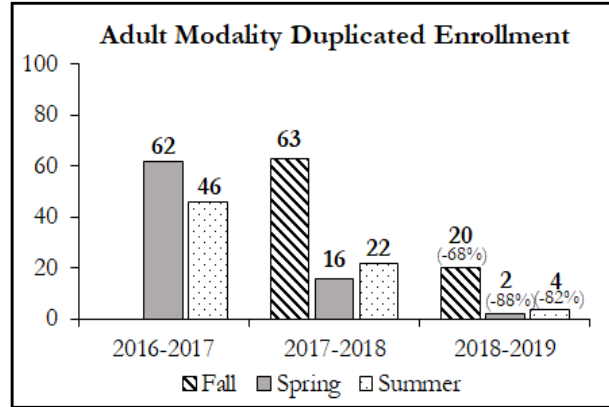
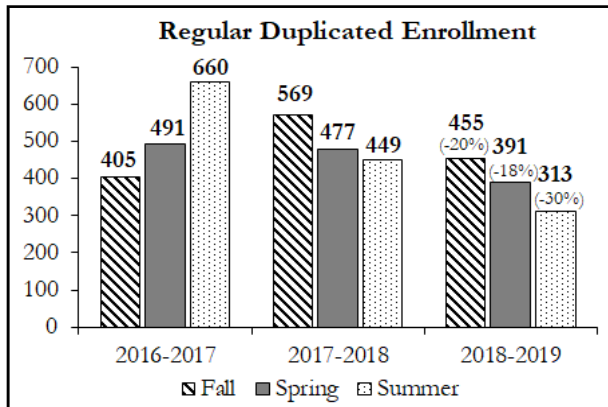
<b>Courses</b>	<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Summer 2019</b>
ACC 2113			13
ART 1101	13		
BA 1313	15	24	28
BIO 1101	9		
BIO 1201	39	41	15
BIO 1202	33	46	34
BIO 2203	<b>82</b>	23	23
CHE 1163	17	26	6
ENG 1101	45	31	34
ENG 1102	41	21	17
HUM 1101	15	19	16
HUM 1102	12	21	
HUM 1105	44	39	24
MAT 2301	34	15	7
NUR 1115	<b>109</b>	<b>92</b>	39
NUR 1140	36	<b>63</b>	22
NUR 3000		18	
NUR 3250	<b>92</b>	<b>91</b>	32
NUR 3375		18	
NUR 4395	33	32	29
PRO 1101	<b>110</b>	<b>91</b>	<b>50</b>
PSY 1101	42	32	42
PSY 1102	34	12	13
SOC 1101	<b>90</b>	<b>71</b>	<b>51</b>
SOC 1102	28	12	
SPA 1101	15	32	20
SPA 1102	17	29	20
STA 3207	36	16	
VUE 1101	<b>124</b>	<b>97</b>	<b>63</b>
<b>TOTAL</b>	<b>1165</b>	<b>1012</b>	<b>598</b>

\*Double Count

Source: Campus VUE

## DISTANCE EDUCATION DUPLICATED ENROLLMENT SAN SEBASTIAN CAMPUS

For the 2018-2019 academic year, the **Regular** and **Adult modality** duplicated enrollment decreased in all the terms. The **MAGAE** modality had a significant increase in all the semesters, while the **MABE** modality increased for the Spring semester and for the Summer term there was no enrollment.



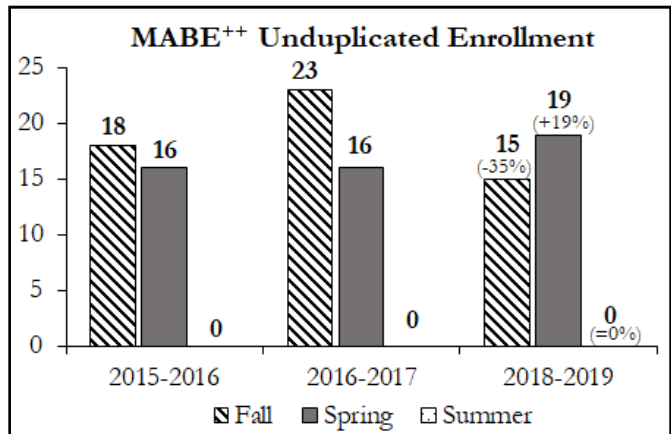
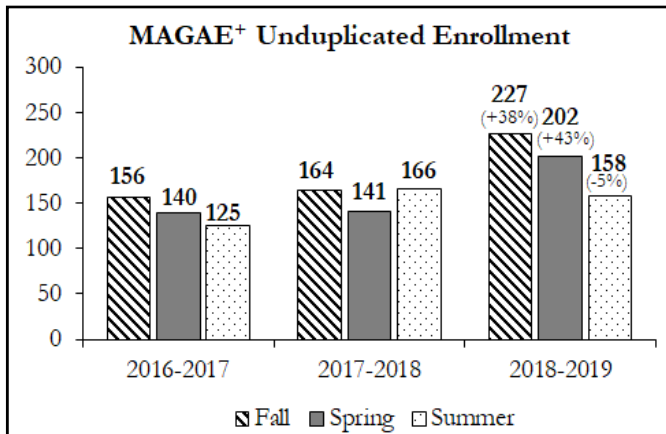
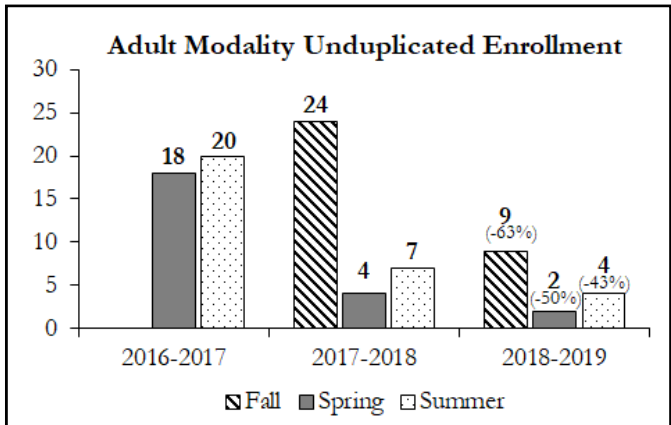
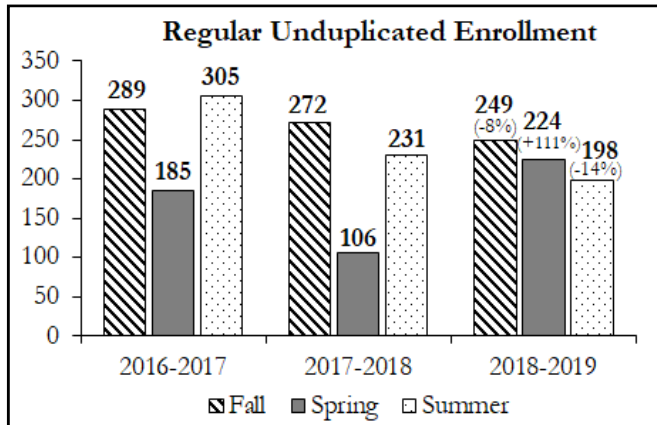
Sources: Campus VUE and Distance Education Academic Dean's Office

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

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

## DISTANCE EDUCATION UNDUPLICATED ENROLLMENT SAN SEBASTIAN CAMPUS

For the 2018-2019 academic year, the **Regular** duplicated enrollment increased in the Spring semester. The **Adult modality** had a decrease in all terms. The **MAGAE** modality had a significant increase in the Fall and Spring semesters, while the **MABE** modality increased for the Spring semester and term there was no enrollment for the Summer term.



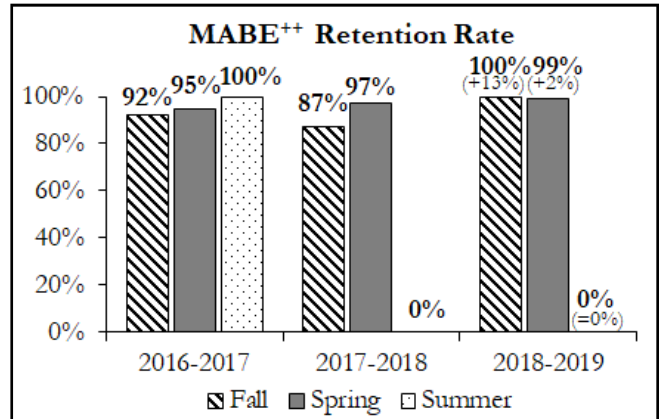
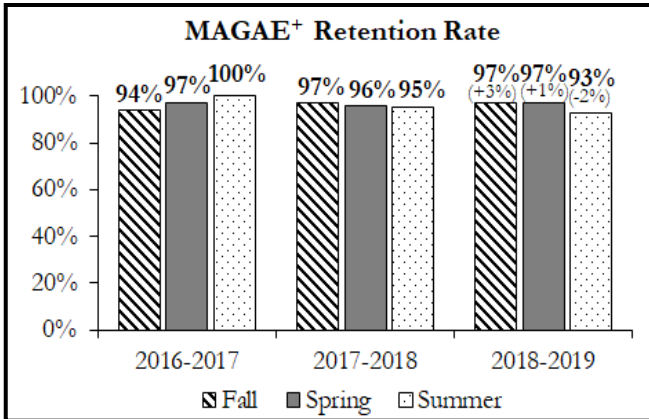
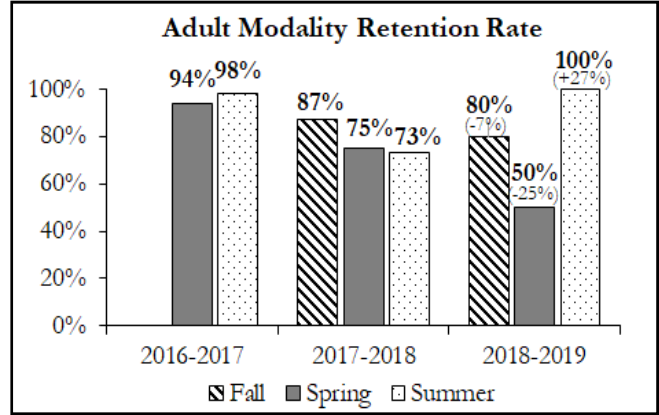
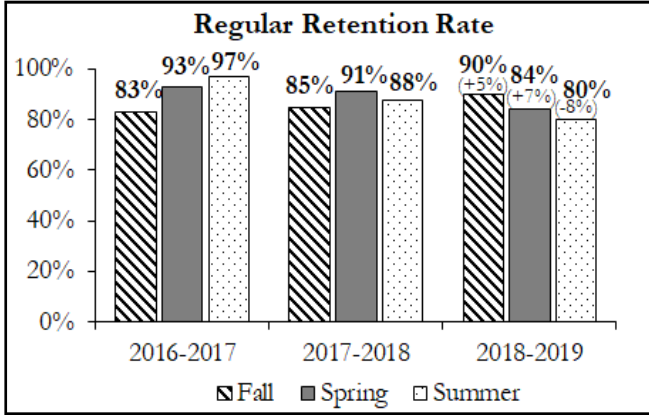
Sources: Campus VUE and Distance Education Academic Dean's Office

+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)

## DISTANCE EDUCATION RETENTION RATE SAN SEBASTIAN CAMPUS

In the 2018-2019 academic year, the **Regular**, **MAGAE** and **MABE** modalities had an increase in the retention rate for the Fall and Spring semesters. While, **Adult** modality had an increase in the Summer term.



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

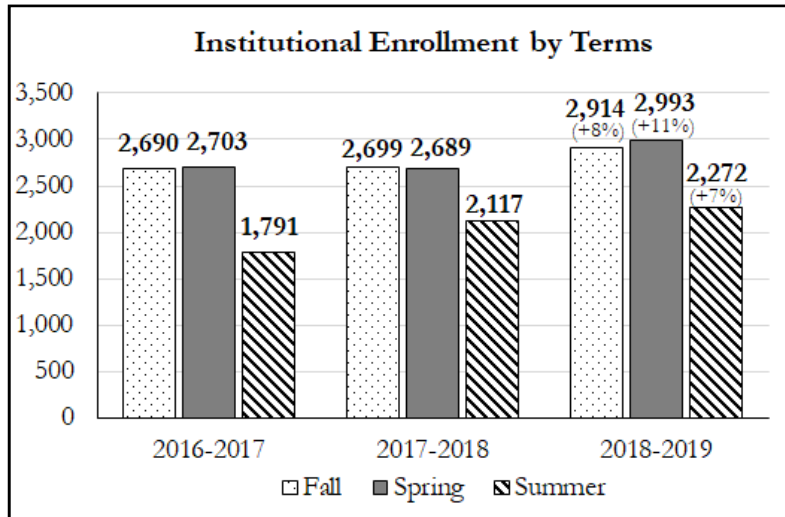
+MAGAE-Associate Degree in Nursing Adult Modality (MAGAE by its Spanish acronym)

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

# **INSTITUTIONAL PROFILE**

## INSTITUTIONAL ENROLLMENT BY TERMS

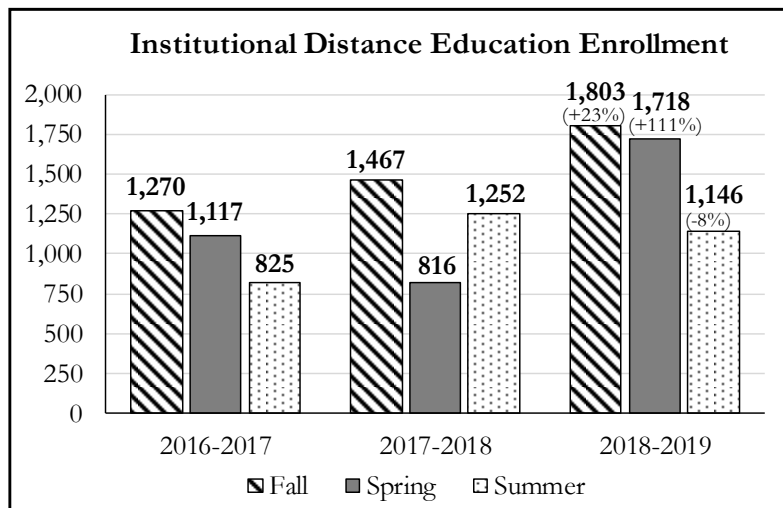
During the 2018-2019 academic year, the **Institutional Enrollment** increased in all semesters. In the Fall semester there was an increase of 8%, 11% in the Spring, and 7% in the Summer term.



Source: Enrollment Certifications - Registrar's Office

## INSTITUTIONAL DISTANCE EDUCATION COURSE ENROLLMENT

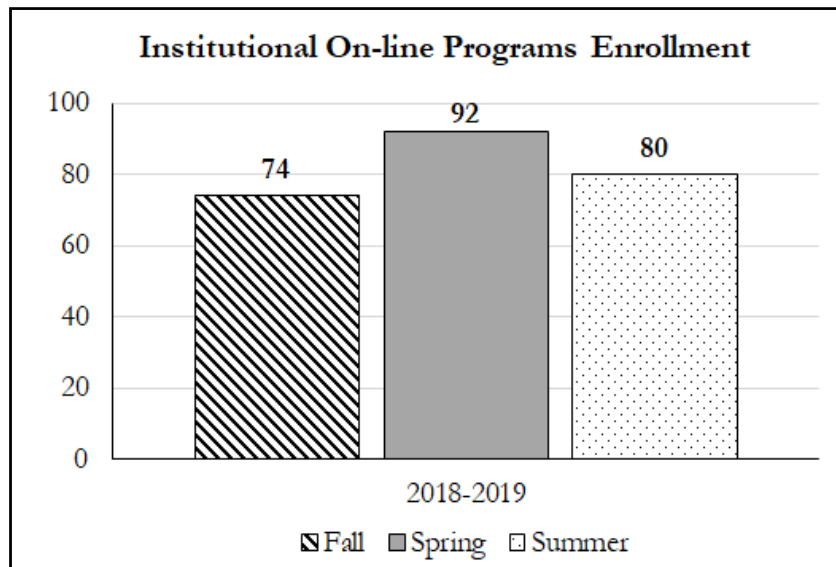
In the 2018-2019 academic year, the **Institutional Distance Education Enrollment** increased by 23% in the Fall and 111% in the Spring semesters. Meanwhile, there was a decrease of 8% in the Summer session.



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

## INSTITUTIONAL ON-LINE PROGRAMS ENROLLMENT

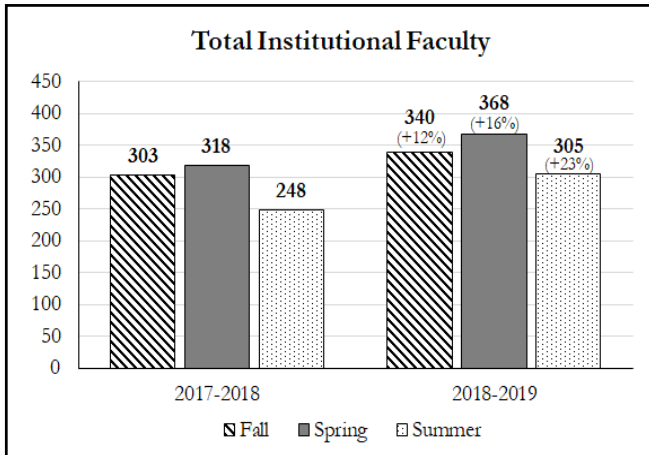
In the 2018-2019 academic year, the **Institutional On-line Programs Enrollment** had an enrollment of 74 during the Fall, 92 in the Spring and 80 in the Summer semester. The Associate Degree in Business Administration was the first program fully on-line and during the 2018-2019, more programs were added to the on-line academic offers. They are: the Associate Degree in Information Technology, the Bachelor's Degrees in Business Administration major in Management, Information Technology Science major in Networks and Information Technology Science major in Programming, and the Master's Degree in Information Systems major in Information Security and Digital Fraud Investigation. New information will be added to the following editions as it becomes available.



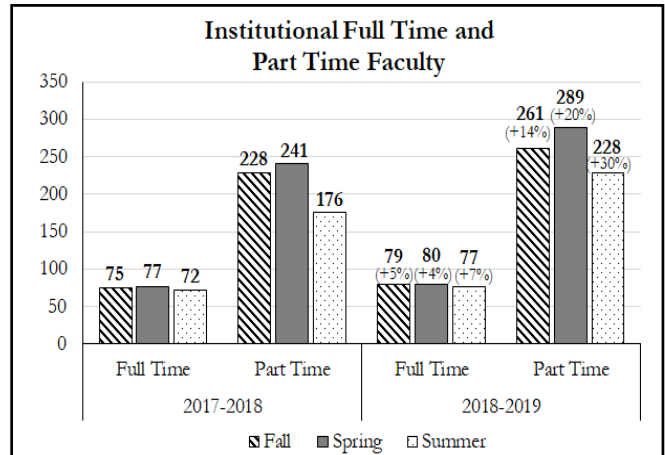
Sources: Campus VUE and Distance Education Academic Dean's Office

## INSTITUTIONAL FACULTY PROFILE

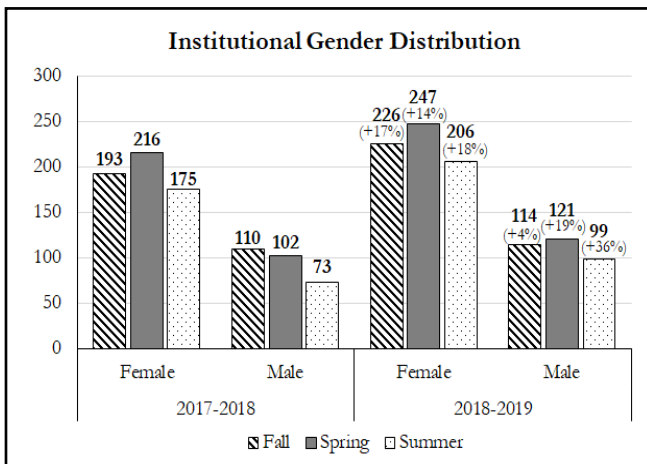
For the 2018-2019 academic year, the **Total Institutional Faculty** had an increase in all the terms. While, in the **Institutional Full Time and Part Time Faculty** increased in both Full-time and Part time in all terms. As can be observed, there is more part-time faculty. **The Institutional Gender Distribution** had an increase in all the semesters, but shows that more female faculty is in place. **The Institutional Academic Degrees** show more faculty with masters degree and an increase doctorates degrees.



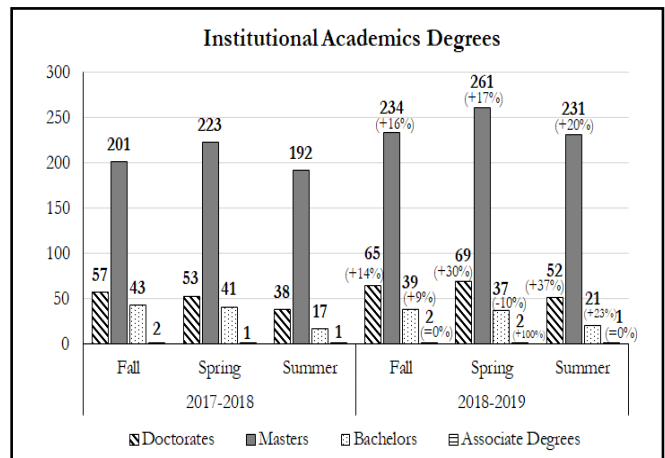
Source: Academic Dean Office



Source: Academic Dean Office



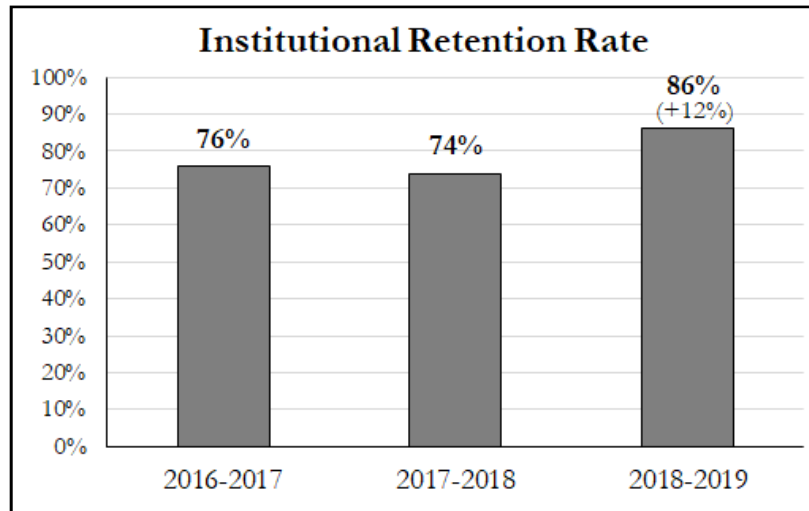
Source: Academic Dean Office



Source: Academic Dean Office

## INSTITUTIONAL RETENTION AND PLACEMENT RATES

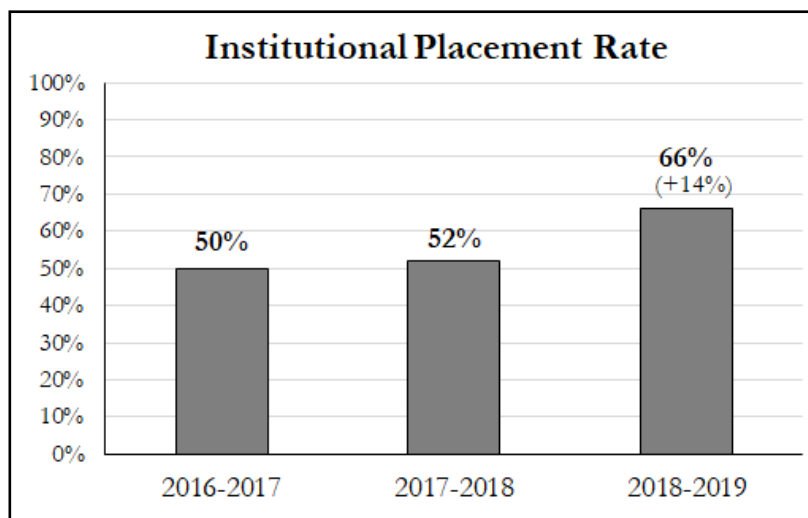
For the 2018-2019 academic year, the **Institutional Retention Rate** had an increase of 12%. The **Institutional Placement Rate** increased 14% in comparison to the previous year.



Source: Annual Institutional Report (AIR)

(n)=Enrollment

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



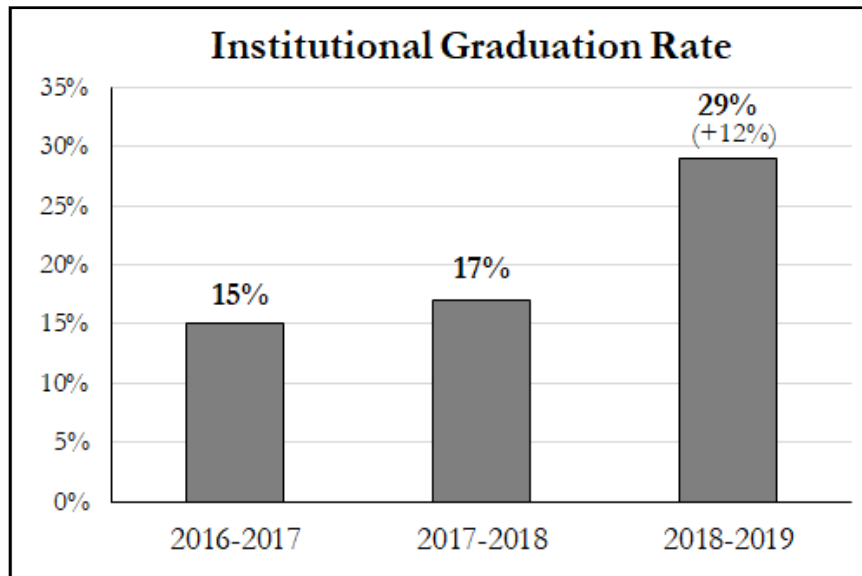
Source: Annual Institutional Report (AIR) and Placement Office

(n)=(Graduate + Complete)

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

## INSTITUTIONAL GRADUATION RATES

During the 2018-2019 academic year, the **Institutional Graduation Rate** increased by 12% in comparison to the previous year.



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

# **EXTERNAL FUNDS**



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

The Library Services and Technology Act (LSTA) is the only federal program exclusively for libraries. It is administered by the Institute of Museum and Library Services (IMLS). The Institute of Museum and Library Services is the primary source of federal support for the nation's libraries and museums. IMLS supports and empowers America's museums, libraries, and related organizations through grant making, research, and policy development. Through a LSTA State Grant for the San Sebastián Campus, Hato Rey Campus, EDP University of PR, Inc. conducted a one-year grant for a total amount of \$8,448.00. On the other hand, a total of \$13,717.00 was granted to the Hato Rey Campus. The Manatí Branch Campus was awarded a grant for the amount of \$13,741.00. The purpose of said grants is for improving the library's technology for virtual investigation. This permits the academic community and the general community develop the necessary information competencies through the use of technology in order support the teaching and learning process, thus succeeding during their university life.

Year	Location	Total Allocated
2016-2017	San Sebastián Campus	\$8,448.00
2017-2018	Hato Rey Campus	\$13,717.00
2018-2019	Manatí Branch Campus	\$13,741.00

### Outcomes:

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

Source: Institutional External Funds Office.



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

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

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

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

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

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

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

Source: Institutional External Funds Office.



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

<b>Allocated Funds</b>	
<b>Year</b>	<b>Total Allocated</b>
2013-2014	\$25,000.00
2014-2015	\$13,500.00
2015-2016	\$15,000.00
2016-2017	\$15,000.00
2018-2019	\$4,000.00

**Outcomes:**

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

Source: Institutional External Funds Office.

**STRATEGIC PLAN**  
**2019-2023**

## STRATEGIC PLAN 2019-2023

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

### **AXIS I: Innovation and Entrepreneurship**

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

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

*Strategic Objectives:*

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

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

*Strategic Objectives:*

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

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

*Strategic Objectives:*

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

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

*Strategic Objectives:*

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

## **AXIS II: Institutional Capacity Building**

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

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

### *Strategic Objectives:*

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

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

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

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

*Strategic Objectives:*

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

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

*Strategic Objectives:*

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

#### **AXIS IV: Social Responsibility and the Third Mission**

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

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

*Strategic Objectives:*

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

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

*Strategic Objectives:*

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

## **AXIS V: Strategy and Governance**

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

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

### *Strategic Objectives:*

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

## NOTES

### **Collaborators:**

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