

## Summary of Institutional Assessment Performance Indicators

Indicator	How it is Assessed	Results	Action Taken
1. Changes in AUPR enrollment	<p>Periodical reports during enrollment periods.</p> <p>Final reports on the end of each enrollment period.</p>	During the past years there has been a decline in enrollment in AUPR. In some programs the decrease has been greater than in others.	<p>Promotional efforts have been strengthened as much as the institutional fiscal situation allows.</p> <p>The establishment of alliances with government agencies, industry and community organizations serve as a strategy for curricular revision, so that we can present a more attractive academic offer.</p>
2. Socio-demographic characteristics of students enrolled in AUPR	Admissions Office reports each year.	AUPR has a diverse student population in socio-demographic terms. However, there is a large population of students that come from very low-income households with a poor socio-cultural background.	AUPR has made the necessary fiscal adjustments so as not to eliminate special services (such as free transportation) for our students.
3. Student Satisfaction	Surveys and reports; focal groups, and meeting with staff.	In general terms, AUPR students are satisfied with their experience in the Institution. Some issues that have been identified as areas to improve upon are: a more agile registration process, greater communication with the Administration, better recreation spaces, more updated curricula, better technological facilities, and better night lighting.	AUPR is very pleased with the favorable opinion of our students towards their university. The students' approaches have been taken care of, for example: the enrollment process is now more agile and faster, communication channels have been opened between the students and the university's top management, the curriculum revision process has had the input from representatives of the

Indicator	How it is Assessed	Results	Action Taken
			Industry and the students themselves (Information Systems Program); The technological facilities in some rooms (Title V Project) and the scope of the Wi-Fi system have been extended, the lighting problem has been corrected in some areas for greater safety and tranquility of the students of the night session.
4. Personnel Satisfaction	Surveys and reports, staff meetings	In general terms, AUPR employees are satisfied with their daily experience in the Institution. Some issues that have been identified as areas for improvement are: salaries, professional development opportunities, promotion opportunities in rank (Faculty) and the need for fraternization activities.	AUPR feels very pleased and proud of our group of employees in all of the different levels. Employee approaches have been addressed taking into account the fiscal reality of the institution, for example: the difficulty of increasing the salary has been offset by other benefits, such as a day off due to the employee's birthday, as well as some days AUPR pays for time spent not working given in special seasons (Christmas). In addition, the Institution has assumed any increase in the premium of the medical plan, so that it does not represent an additional burden for employees. In-house workshops are offered for employees and the faculty, as well as the participation of employees in professional development activities sponsored by allied

Indicator	How it is Assessed	Results	Action Taken
			AUPR entities (COBIMET and others). The process of promotion in ranks for the faculty after several years of pause was resumed in the 2015. Also, since that year we have held a summer day of fellowship for all employees and their families.
5. Community involvement and voluntarism	Institutional reports, mainly by Students Services and Retention Office and Admissions & Promotion Office.	AUPR has been characterized as an institution that is aware of its social responsibility. In this regard, educational and community organizations request our collaboration in charitable causes and in social services.	<p>The creation of the University-School Collaborative Alliance in 2012 strengthened mutual aid ties between the Puerto Rico Department of Education and AUPR. As part of this project, workshops have been offered for teachers, principals and support staff, as well as university courses for high school students (University Articulation Program), workshops and testing of vocational interests for young people, etc.</p> <p>Our relationship with the community becomes evident through our support to charitable causes (American Cancer Society, MDA, nursing homes, unprotected women and children, etc.) as well as volunteering our students in real school settings.</p>
6. Retention rate	Annual IPEDS reports	AUPR's retention rates (from 1 <sup>st</sup> . year to 2 <sup>nd</sup> ), are lower than in other local universities. See IPEDS charts and Retention Plan.	The Dean of Student Development changed its focus in 2015 and is now known as the Office of Student Services and Retention, and was

Indicator	How it is Assessed	Results	Action Taken
			Retention, and was assigned new responsibilities. The work plan of both offices (Bayamón and Manatí) are focused on increasing the rate of retention in each locality.
7. Graduation rate	Annual IPEDS reports	AUPR's graduation rates, are lower than in other local universities. See IPEDS chats and Retention Plan.	The operational plans of the different institutional units, aligned with the Strategic Plan AUPR 2016-2020, are focused on the academic success of our students and an increase in the graduation rate.
8. Finance – General budgeting and resource allocation	Annual IPEDS reports	The Institution is facing fiscal challenges due to a decrease in enrollment.	The economic impact of a reduction in enrollment has led the Institution to take effective steps to face this situation without affecting the quality of our educational services. Some of these initiatives have been: offices restructuring, staff cuts, development of incentives (scholarships) to attract new students, search of external funds (Title V proposal), among others.
9. Information technology	Surveys reports and Services Request Reports	The automation and digitalization of processes and documents are a priority for American University; as well as the effective integration of technology into the classroom. All sectors of the university community have requested more and better services, including updated infrastructure and software to facilitate administrative and educational tasks.	The Institution has invested in technological infrastructure, new equipment and the range of the wi-fi network. Added to this is the acquisition of new hi-tech equipment from the academic year 2015-2016, the renovation of classrooms and the curricular review with online learning activities,

Indicator	How it is Assessed	Results	Action Taken
10. Overall alumni experience	Survey reports	AUPR graduates are consistent in claiming that the Institution fulfilled their academic expectations in fulfilling our institutional mission. Even so, they have made some recommendations for the improvement of the University: to strengthen relations with the Industry to temper curricula, to keep them informed of university activities through social networks and to formalize an Association of Ex-Alumni.	The development of a manual for the incorporation of consultative boards in the process of curricular rescission responds to the suggestions of our graduates. Constant communication is maintained with alumni through social networks, especially Facebook. At the moment, the first steps are being taken in the development of the Ex-Alumni Association. This initiative has been designated to the Evening and Saturday Coordinator of the Bayamón Campus, who is a graduate of our undergraduate program in Physical Education.
11. Student learning	Learning Assessment Plan and reports	Until a few years ago, AUPR lacked a formal learning assessment process. At the request of MSCHE, this issue was addressed for our 2012 Periodic Review Report. However, the Institution was still not satisfied with the process.	During 2014, the Learning Assessment Plan was revised to make it an operational tool. Since then, we have had a useful evaluation project to measure the core and professional competences of the different academic programs. The results obtained have facilitated decision-making to review and improve the curriculum, at both the course-level and the program-levels.

*[Documents will be available in Evidence Room and at staff offices.]*