

**INTER -AMERICAN UNIVERSITY OF PUERTO RICO
BARRANQUITAS CAMPUS**



Self-study

**Baccalaureate in Science of Nursing
to the
Commission on Collegiate Nursing Education
(CCNE)**

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ACRONYMS

AACN	American Association of Colleges of Nursing
A.S.S	Associate Degree in Applied Science in Nursing
ADA	Act American With Disabilities Act
B.S.N	Science Degree in Nursing
CAI	Information Access Center
CCNE	Commission on Collegiate Nursing Education
CPEPR	College of Nursing Professionals of Puerto Rico
DNS	Doctorate in Science in Nursing
Ed. D	Doctoral degree in Education
IAUPR	Inter-American University of Puerto Rico
IAUPR-	Barranquitas Inter-American University of Puerto Rico, Barranquitas Campus
NANDA	North American Nursing Diagnosis Association
NIC	Classification of nursing interventions
NOC	Classification of Nursing Outcomes
PRCE	Puerto Rico Council on Education
RN	Registered Nurse
WAN	Wide Area Network

INTRODUCTION

As part of the Institutional Academic Development Plan, Inter American University of Puerto Rico (IAUPR) has decided to seek Commission on Collegiate Nursing Education (CCNE) accreditation for its Nursing Program. Consequently, IAUPR-Barranquitas Campus hereby presents the required information and documents to request an affiliation with CCNE with a new applicant status for the Bachelor of Science Degree in Nursing (B.S.N.). This request for new applicant status presents information about the educational setting and the organizational structure of the institution, stated program mission and goals, description of the curriculum and the resources that support the program as per the CCNE Guidelines.

DESCRIPTION OF THE EDUCATIONAL SETTING AND THE ORGANIZATIONAL STRUCTURE OF THE INSTITUTION

Inter-American University of Puerto Rico, Barranquitas Campus (IAUPR-Barranquitas), a private nonprofit Hispanic serving institution located in the central mountainous region of Puerto Rico, was founded in 1957 to provide educational opportunities for the population in an area with limited access to higher education. IAUPR-Barranquitas is one of the eleven instructional units of the Inter-American University of Puerto Rico (IAUPR) System. The Inter American University of Puerto Rico is a private university, was founded in 1912 by Presbyterian minister John Will Harris. A President administers the system and a Chancellor, who reports directly to the President, administers each unit. IAUPR was first accredited by the Middle States Association of Colleges and Schools in 1944 and has maintained its accreditation since then ([see appendix A Middle State Association of Colleges and Schools Certification](#)). The academic programs that the University offers are authorized by the Puerto Rico Council on Education (PRCE) ([see appendix B Puerto Rico Council on Education Licence](#)).

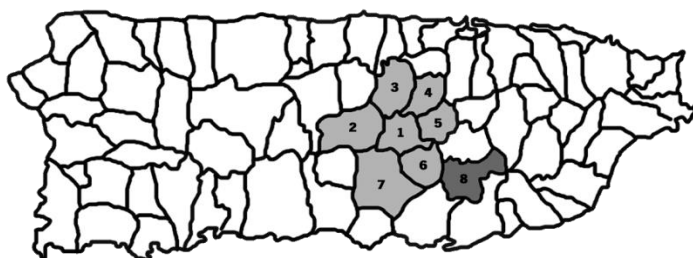
IAUPR-Barranquitas' mission has always been to provide a higher education of excellence to the population of the central region of Puerto Rico. Over the years, faculty and administrative personal have all been deeply committed to this mission and it is fair to say that everyone feels a sense of accomplishment for a job well done. The central region would be very different if IAUPR-Barranquitas had not played a leading role in the education of professionals, especially teachers, over the past 60 years and health professionals over the past three decades.

Since 1957, Inter American University of Puerto Rico, Barranquitas Campus has remained true to its mission and rich heritage as the first institution of higher education in the central region of Puerto Rico, firmly committed to providing educational opportunities and services to a population whose particular characteristics and needs are inherent to the constituents of the area. Moreover, IAUPR-Barranquitas serves as an intellectual and cultural resource for the larger community. The yearly activities conducted during the annual Puerto Rican Heritage Week, the Humanities Week, the Library Week and the Education Week, as well as other yearly cultural activities organized by the academic departments, the Academic Senate and the Chancellor's and Deans' offices, are open to the external communities as well as to the campus community. In recent years, Barranquitas has begun offering online courses, thus expanding its circle of influence. Students from others areas of Puerto Rico and from the United States have enrolled in our online courses.

IAUPR-Barranquitas, which celebrated its sixty anniversary in 2017, began as a teacher education college to meet the urgent need for educators in the Island's rural areas. Over the years, Barranquitas has expanded its academic offerings in order to meet the needs of the communities it serves. At present, IAUPR-Barranquitas has four academic departments: The Department of Education, Social Sciences, and Humanistic Studies; the Department of Science and Technology; the Department of Business Administration; and the Department of Health Sciences. These four departments offer 48 academic programs at the associate, bachelor and graduate levels, and two of the programs are also offered on line. In addition, IAUPR-Barranquitas offers 12 technical-vocational programs. In the last three years, students enrolled in the Campus of Barranquitas have fluctuated between 1,651 to 2,119.

As of Fall 2017, IAUPR-Barranquitas enrollment went up to 1,849 students. The student body is composed of traditional and nontraditional students. Most students, specifically 95%, are from Barranquitas and the six surrounding towns (see figure 1).

Figure 1: Map of Puerto Rico



- | | | | |
|-----------------|-------------|------------|--------------|
| 1. Barranquitas | 2. Orocovis | 3. Corozal | 4. Naranjito |
| 5. Comerio | 6. Aibonito | 7. Coamo | 8. Cayey |

These seven municipalities have a combined population of 208,475 residents. Socioeconomic indicators show that this region is among the poorest areas of the nation. The unemployment rate is estimated at 27.33%, and 72.21% of the population live below the poverty level.

The average per capita income per

municipality, served by the campus, varies from \$8,500.00 to \$11,000.00, whereas the average for Puerto Rico is \$27,000.00. According to the 2010 U.S. Census data, less than 15% of the population aged 25 years and over held at least a bachelor's degree. For a large number of area residents, who have not studied beyond high school, IAUPR-Barranquitas is a primary option for attaining a higher education.

On the other hand, the Nursing Program of the Barranquitas Campus of the Inter-American University of Puerto Rico (IAUPR-Barranquitas NP) aims to offer an excellent health education by preparing competent nursing professionals in agreement with the campus mission:

"The Barranquitas Campus of the Inter-American University of Puerto Rico has the mission to serve, mainly the population of the central region of the Island, by offering academic programs at the basic, post-secondary non-university and undergraduate and graduate levels. in the fields of arts, sciences, including biotechnology, health and other fields of knowledge. All of its programs are aimed at adding value and developing professional and technical skills in students. The Campus is integrated into society through the intensive use of information technology and telecommunications in teaching, scientific and social research and service to students and the community. It also contributes to the knowledge economy with excellence and relevance, as well as respect for diversity and social, ethical and moral responsibility. The Campus contributes to society, educating people who come from different socioeconomic sectors, both inside and outside Puerto Rico. "

History of the Nursing Program

The Nursing Program of the Barranquitas Campus was started in 1988 as a consortium between the Guayama Campus and General Mennonite Hospital of Aibonito. At that time the Program offered an Associate Degree in Applied Science in Nursing (A.S.S) and its facilities were located in Mennonite General Hospital. In 1989 it began as an Autonomous Program of the Barranquitas Campus and in 1992, the facilities of the Program were moved to the Campus. Since 1998 the Bachelor of Science in Nursing (B.S.N) has been offered. In January 2018 the Nursing Program had 341 students (18%). Since the nursing program began, it has graduated approximately 592 nursing professionals.

The Nursing Program is regulated by the Middle States Commission on Higher Education (2013) and the Puerto Rico Council of Education (2010). Since August 2018, the Nursing Program of the Department of Health Sciences is directed by Dr. Damaris Colón Rivera, who served until July 2018 as Associate Director of the Nursing Program. In addition, it has the services of Prof. Mariela Torres who is assigned as a clinical coordinator.

The Bachelor of Science in Nursing is one that is articulated in such a way that allows the student to graduate in the second year, after completing the second level, which corresponds to an Associate Degree in Applied Science in Nursing (A.S.S).

The Program has the primary responsibility to prepare the student with the knowledge, skills and attitudes that allow him to comply with the law that regulates the practice of the profession in Puerto Rico. For this reason, the Institution establishes every five years an Institutional Review Committee

where the faculty of the Nursing Programs meets for the revision of the curriculum that includes the evaluation for compliance with the regulations of the profession on the Island, to adjust it to the new tendencies in the profession and the labor demand of a changing health system. The last revision ended in May 2013 and the new revision of the Program will begin in the semester of August to December 2018.

On the other hand, the Program is directed by a sequential or study plan. The faculty recognizes that students must be academically prepared for the level of practice and health service delivery systems in which they will perform. The director and the nursing faculty consider the expected competencies according to the Alumni Profile, the standards of practice, the laws and regulations that impact the profession in Puerto Rico, as well as the Essentials of the American Association of Colleges of Nursing (AACN) for decision making in the Program.

Standard I

Program Quality: Mission and Governance

The mission, goals, and expected program outcomes are in accordance with those of the main institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the main institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

I-A. The mission, goals, and expected program outcomes are:

- **in agreement with those of the main institution; and**
- **consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.**

Elaboration: The program's mission statement, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. A mission statement may relate to all nursing programs offered by the nursing unit or specific programs may have separate mission statements. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Student outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.

The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:

- *The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];*
- *The Essentials of Master's Education in Nursing (AACN, 2011);*
- *The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and*
- *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2012].*

A program may select additional standards and guidelines.

A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.

An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).

Program Response:

Agreement of Mission and Aims of the Nursing Program with those of the Inter American University of Puerto Rico.

Inter American University of Puerto Rico, Barranquitas Campus (IAUPR-Barranquitas) providing an excellent education through curricular offerings that are dynamic, diverse and competitive. The mission of Barranquitas Campus "Is to serve, mainly to the population of the central region of the Island, by offering academic programs at the basic, post-secondary, non-university and undergraduate levels, in the fields of arts, sciences, including biotechnology, Health and other fields of knowledge. All of its programs are aimed at adding value and developing professional and technical skills in students. The campus is integrated into society through the intensive use of information and telecommunications

technologies in teaching, scientific and social research and service to students and the community. It also contributes both to the knowledge economy with excellence and relevance, and to the respect for diversity and social, ethical and moral responsibility. The Campus contributes to society by educating people from the various socioeconomic sectors, both inside and outside Puerto Rico".

Based on IAUPR-Barranquitas' vision, mission and goals, the vision of the Nursing Program aims to develop competent nursing professionals capable of demonstrating knowledge, skills and attitudes required by the new trends, demands and needs of a society in constant transformation. In addition, to promote ethical-moral commitment, to be a model in relationships and services to the community and promote a better quality of life. The Nursing Program has as its mission the formation of nurses able to offer competent, sensible, effective, safe, and quality nursing care to the patient-person, family and community. The goals of the Nursing Program are derived from the mission and are defined through the general objectives ([see appendix I. A. 1 Alignment of IAUPR 'Missions, IAUPR-Barranquitas' Mission and the Nursing Program's Mission](#)). The Program aims to produce graduates prepared to:

1. Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the patient.
2. Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost.
3. Assume a commitment as a member of the discipline in accordance with the standards of the practice.

[In appendix I.A.2 the alignment of IAUPR's Goals, Barranquitas Campus' Goals and the Nursing Program's Aims is present.](#)

In addition to taking into account the mission and general objectives of the Nursing Program, the faculty and the Director of the Department take into account the Law that regulates the practice of nursing in Puerto Rico (Law number 254 of December 31, 2015), the standards of the profession, the Essentials of Baccalaureate by the AACN and the Evidence-Based Practice to direct the Program towards the autonomy of nursing practice, leadership, interdisciplinary collaboration and the integration of ethical-legal and cultural values for provide health care (see key element I. A. 1 -Syllabus).

Agreement of IAUPR – Barranquitas Nursing Program Outcomes with those of the Inter American University

The "learning outcomes expected" are in agreement with the general objectives of the Nursing Program and with the Graduates Profile of Competencies at the Institutional level. The Nursing Program of the Barranquitas Campus aligned its learning outcomes according to the Profile of the Competencies of the Graduates at Institutional level ([see appendix I.A. 3. Alignment between aims, competencies of graduates, student learning outcomes and courses](#)). The Graduates Profile with the Competencies is available through the web page of the Campus (<http://www.br.inter.edu/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/>) and in the Digital General Catalog is located at (<http://documentos.inter.edu/número31-catalogos-vigentes>). On the other hand, the mission of the Inter-American University of Puerto Rico is: "At Inter, our mission is to offer postsecondary and superior education in the arts and sciences, through teaching, research and community service, within of an ecumenical Christian context. We provide educational programs at the preschool, elementary and secondary levels. We contribute to society, educating people who come from different socioeconomic sectors, inside and outside of Puerto Rico. We incorporate in our offerings and services, innovative study modalities supported by informatics and telecommunications. At the University, we aspire that our graduates be responsible, educated citizens with democratic and Christian values, aware of their social and environmental obligation, so that they can perform competently and exercise leadership in the occupational or professional context. We aim to maximize the educational potential of students in an environment free of discrimination, in compliance with the law, regulations and accreditation standards, in harmony with the pursuit of academic excellence, critical thinking, scientific knowledge, sensitivity to

the arts, ethical responsibility and social coexistence skills" (<http://www.inter.edu/about-us/mision/>). With this in mind, the Nursing Program of the Barranquitas Campus has developed its learning outcomes aligned with the general objectives and the Profile of the Competencies of the Graduate of the Nursing Programs of the Institution.

Profile of Graduates Competencies

The Bachelor's of Science in Nursing is designed to develop the competencies that will permit students to:

Knowledge

1. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities.
2. Know the use of nursing interventions to prevent disease, and to promote, protect, maintain and restore health.
3. Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice

Skills

1. Use assessment and therapeutic intervention skills when providing nursing care in diverse scenarios so they can improve the expected health care results.
2. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession.
4. Act as leaders and managers of the care that the institution is seeking to provide.

Attitudes

1. Apply humanistic care in the nursing practice to promote protection, optimization and the preservation of human dignity.

Written Program Mission Statement, Aims, and Expected Program Outcomes are written and accessible to current and prospective students, faculty, and other constituents

The mission and goals of the IAUPR-Barranquitas are written and accessible on the Campus website (<http://www.br.inter.edu/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/>) (see key element I.A. 2 Mission and goals of the UIPR-Barranquitas). The mission, aims and learning outcome of the Program, as well as the profile of the graduate are accessible to the community on the Program website and in the Nursing Program manual (<http://www.br.inter.edu/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/>). In addition, the mission and aims of the Program are exposed in the Department of Health Sciences and are accessible to the student and the community in booklets. The expected results of the Program are displayed on the Campus website, in the area dedicated to the Nursing Program. Admitted new students are oriented on the Program and are informed about the mission, aims and expected objectives.

The student's learning objectives are consistent with the aims of the Nursing Program (see appendix I. A. 3 Alignment between aims, competencies of graduates, student learning outcomes and courses). The objectives of the Program are aimed at student learning, the continuous development of the faculty and other expected results for the achievement connected with (see key element I. A. 3. Expected outcomes of the Program with evaluation strategies). The expected objectives are available on the website of the Campus, in the area dedicated to the Nursing Program (<http://www.br.inter.edu/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/>)

Expected Outcomes

Considering the mission and the general objectives of the Nursing Program, the faculty and the director developed the expected learning outcomes. Quality indicators were established for the selected metrics and to determine their achievement (see key element I. A. 3. Expected outcomes of the Program with evaluation strategies). These expectations were based on taking into account the study of graduates,

the percent of course passes, results of revalidation, retention, among others. The expected outcomes are presented below:

Expected Student Learning Outcomes

An 80% of students will achieve 70% or more in the performance criteria. The students will show knowledge and skills of communication, procedures, leadership, safety, quality improvement that guarantee quality and safe health care to the population to which they tend.

1. The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community.
2. The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are.
3. The student will play the role of nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society.
4. The student will assume the role of leader in the administration of health care in different scenarios.
5. The student will apply evidence to provide health care to the person, family, and community in structured and unstructured settings.
6. The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development.
7. The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings.
8. The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations.
9. The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice.

Key element I. A. 4 presents the alignment between the Nursing Programs aims with the Essentials of Baccalaureate and the Students Learning Outcomes.

Expected faculty Outcomes

Considering the expectations of the Institution, it is expected that:

1. One hundred percent (100%) of full and part-time faculty will maintain knowledge and domain of their specialization.
2. One hundred percent (100%) of full and part-time faculty will maintain knowledge and skills in nursing roles.

Expected further outcomes

Taking into account the percent of retention of the Campus, the minimum passing of the state board and the accrediting agencies, it is expected that:

1. Seventy percent (70%) of the students enrolled will complete the degree according to the curriculum.
2. Seventy five percent (75%) of the graduates pass the nursing state board exam with 70% or more.
3. Eighty percent (80%) of the graduates pass the nursing board exam first time taken.
4. Seventy percent (70%) of the graduates will get employment one year after graduating.

I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:

- professional nursing standards and guidelines; and
- the needs and expectations of the community of interest.

Elaboration: There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to foster program improvement.

Program Response:

The similarity between the Campus's Mission and the Nursing Program's Mission and aims is discussed every year during the process of designing the annual plan and budget. The mission and aims of the Nursing Program of the Barranquitas Campus are available on the website of the Campus that follows (<http://www.br.inter.edu/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/>) and are accessible to the student in the Nursing Student Handbook (see key element I. B. 1 Nursing Students Handbook).

At the institutional level, the mission and aims are taken into consideration in the revision of the Nursing Program curriculum every five years. Every five years, an Institutional Committee is created that is made up of faculty members from the eight Nursing Programs of the different Campuses that comprise the Institution. This committee is responsible for reviewing curricular changes and implementing ideas to improve the performance of the Institution's Programs in the face of changes in health systems and new trends in the profession. Each Program is represented by a member of the faculty (see key element I. B. 2 Attendance list of Institutions Committee). Within that revision in the curriculum, the Nursing Programs mission, aims and Profile of the Competencies of Graduates were updated. In the Nursing Program, the faculty and the Nurse Administrator take into account the changes made by the Institutional Committee, the new trends in the profession and changes in laws to review and update the expected student outcomes and apply the curricular changes.

On the other hand, the faculty, administrative staff and director understand that the participation of the internal and external community is important for the continuous improvement of the Program. The internal participation comes from the Central Office of the Institution, Institutional Committee that collaborates in the articulation of the curriculum of the Programs, the faculty, students and other staff of the Campus. The faculty offers recommendations according to the changes that occur in health systems, their specialties and health policies. The Faculty recommendations are obtained during meetings, work committees and individually and through informal interviews. Also, the administrators of IAUPR-Barranquitas Campus take into account the Nursing Program in the development of the strategic plan, and the Nursing Program which is aligned with the strategic plan of the Campus and the budget plan. In addition, students' suggestions in a formal and informal way are considered and their recommendations are integrated in the modifications to the Program.

In addition, feedback from the community is defined by the Nursing Program. The Nursing Program understands that the community of interest includes: Campus Retention Committee, Institutional Committee, graduates, students, faculty, employers, Nursing Program Advisory Committee and changes in regulations.

Community of interest:

- Institutional Committee: Modifications to the curriculum and projects implemented by the Institutional Committee are carried out in the Nursing Program. In 2013, the Institutional Program review was finalized, where modifications were made to the number of credits in some courses and content modification.
- Graduates: The questionnaire of the graduate's opinion is applied through an online survey or a printed document.
- Students: Students participate in the student satisfaction surveys of the Campus, evaluation of the faculty by the students, evaluation of the clinical scenarios and evaluation of the skills laboratory, among others.
- Board of Nurses of P. R: Results of revalidation, changes in the profession with Law 254 of December 31, 2015. The courses are modified to apply the changes in the laws.

- Faculty of the Program: It offers a continuous input according to their experiences and changes in their specialties.
- Employers: Questionnaire on the opinion of employers about graduates of the Program. Interviews informally than supervisors.
- Nursing Program Advisory Committee: An Advisory Committee composed of internal and external persons to the Barranquitas Campus is created.

Table I. B. 1 Presents recommendations from the community that have been applied to the Nursing Program

Table I.B.1 Recommendations from the community

Community of Interest	Recommendations
Institutional Committee (Central System Administration)	Modifications to the curriculum 2013 Review of the mission and goals of the Graduate Program profile.
Faculty	Modifications in the evaluation of the courses before changes in the curriculum in 2013. Modification of Program's outcomes. They reviewed the courses before the changes in law 254 of December 31, 2015.
Students	Needs identified by the students
Graduate	Graduate opinion questionnaire
Employers (Hospital Administrators)	Informal meetings during visits to work centers. Employers questionnaire
Advisory Committee of Nursing Program	Increase use of technology

I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.

Elaboration: The nursing unit identifies expectations for faculty, whether in teaching, scholarship, service, practice, or other areas. Expected faculty outcomes are in agreement with those of the main institution.

Program Response:

The expected results for the Nursing Program faculty are consistent with the goals of the Campus. Goal 2 of the Barranquitas Campus indicates: "Maintain an updated teaching staff in their discipline, innovative teaching and assessment strategies, as well as in the incorporation of information technologies to student learning". Therefore, the administration of the Campus and the director encourage the professional development of the faculty of the Nursing Program. The Expected Faculty Outcomes are defined and are aimed at maintaining a faculty with the knowledge, skills and mastery of their specialty that are essential to maintain a quality and innovative education.

The objectives expected for the faculty are informed through meetings and in written documents. In addition, the faculty has offered recommendations and these have been integrated to the expected objectives.

The expected results in the area of faculty are:

Expected faculty Outcomes

1. One hundred percent (100%) of full and part-time faculty will maintain knowledge and domain of their specialization.
2. One hundred percent (100%) of full and part-time faculty will maintain knowledge and skills in nursing roles.

Seeking to fulfill the mission of the Nursing Program to train nurses capable of offering competent, sensitive, effective, safe and quality nursing care to individuals, families and community, the Nursing Program has a faculty with knowledge and expertise of the courses they teach. All members of the full-time nursing faculty hold master's degrees in nursing and have between one and 26 years of teaching experience. In January 2018, the Nursing Program has six full-time and 18 part-time faculty members. All faculty members are Registered Nurses. Also, five medical doctors who teach anatomy, physiology, and natural sciences integrated into the nursing courses. Three full time faculty members have doctoral degrees (one faculty member has a doctoral degree in Doctor in Science of Nursing (DNS), another faculty member has a doctoral degree in Education (Ed.D.) with Specialization in Curriculum and Instruction and a third faculty member has a doctoral degree in Education (Ed.D.) with Specialization in Research. Three faculty members actually are in doctoral studies. One of the faculty members will complete his doctoral degree in Nursing Sciences during the August-December 2018 semester. An 83% of part-time faculty members also hold master's degrees in Nursing, Master's degrees in Arts and Master's degrees in Science (see table I. C. 1 Distribution of faculty by academic degree during the January to May 2018 semester). In some cases, a baccalaureate prepared nurse, with sufficient clinical experience and other qualifications, was assigned to offer practical courses in the first year of the curriculum. Part-time faculty are assigned to teams of professors for courses. The full-time faculty are assigned as leader of teams.

In addition, the faculty keeps taking continuing education courses within its specialties and the Campus Administrators coordinate workshops and conferences related to teaching. The full-time faculty with a probationary and temporary contract is evaluated annually and the faculty that has a permanent contract is evaluated every three years. These evaluations are carried out by a Faculty Evaluation Committee following the current Faculty Handbook (see key element I. C. 1 Faculty Handbook, 2012 version in English and 2017 version in Spanish). Within the evaluation, the faculty member is required to show evidence of service to the institution, research or creative work, community services and teaching experience.

Tabla I. C. 1 Distribution of faculty by academic degree during the January to May 2018 semester

Faculty	Baccalaureate	Master's	Doctoral	Total
Full time faculty	0	3* (50%)	3 (50%)	6
Part time faculty	3** (17%)	15 (83 %)	0	18
Part time non-nursing faculty	0	0	5***	5

* Faculty in the process of doctoral studies, ** faculty studying graduate studies at the master's level, *** faculty with doctorate in medicine. When analyzing the academic preparation and experience of the faculty, it can be concluded that they are highly qualified to teach in the assigned courses.

I-D. Faculty and students participation in program governance.

Elaboration: Faculty and students roles in the governance of the program, including those involved in distance education, are clearly defined and promote participation. The Nursing faculty are involved in the development, review, and revision of academic program policies.

Program Response:

Nursing faculty, Director and students have active participation in the decision-making process of the Governing Board of the Organization. This participation is established in the policies and regulations of the American University of Puerto Rico, through the procedures established to implement these regulations.

Faculty Participation in Institutional Governance:

The Board of Trustees delegates to the President the responsibility of directing the University System. The President, in turn, shares his responsibility with the faculty, according to the established

norms and policies. The faculty participates in matters concerning: 1) the academic offerings, 2) the academic norms and 3) the standards related to students and teaching personnel. The policy that includes participation of the faculty in institutional governance, is found in documents such as the Faculty Handbook, the Constitution and Bylaws of the University Council, and the Constitution and Bylaws of the Academic Senates.

Participation at the University System Level

The faculty may participate at the University System level in three ways:

- (1) in the presidency of the University Council,
- (2) by representing the faculty in the University Council,
- (3) as a member of a special committee

University Council

Members of the Nursing Program Faculty, like all full-time faculty members, may qualify to take one of the twelve (12) reserved seats in the University Council. The University Council is the body authorized to articulate institutional academic policy of the Inter American University of Puerto Rico. This Council works to harmonize the academic policy of the various academic senates ensuring that it does not deviate from the institutional policy. It also ratifies the rules and guidelines relating to academic faculty and students. Rules proposed by the different academic senates, once they were proven compatible with the institutional policy.

The Council advises the President of the University on a broad number of topics related to educational policy, research and administration, such as:

(a) budget priorities, (b) planning; (c) establishment and dissolution of venues, schools, divisions, institutes and similar educational units, (d) membership and special programs, (e) regulations affecting faculty and students related to academic freedom and equal opportunities, (f) establishment of staff policy and procedures. The Council fulfills this advisory role at the request of University President, on his own initiative and request of the Academic Senates. Any action of Council regulation is subject to presidential approval prior to its termination. It may appeal to the President's veto, according to the procedure mentioned in Council Regulation (Faculty Handbook, 2012 version in English 2017 version in Spanish: <http://documentosinter.azurewebsites.net/>).

The University Council is composed of the presidents of the Academic Senates of the different Campus'. In the case of the Law School and the School of Optometry, one faculty member elected by the Senate, respectively, represent the Campus.

The council also includes one vice president of the Academic Senates, three students, more than one graduate programs and / or professionals and two programs for undergraduates. All the members are selected in accordance with the provisions of the Regulation of the University Council, including the three vice presidents of the University, the two senior executives of the units, the representative of the administration, the President of the University and the person holding the Executive Secretariat. The latter two will have voice but no vote (Faculty Handbook, 2012 version in English and 2017 version in Spanish).

Faculty members with probationary or tenured contract who have served the University as full-time faculty members for at least two complete academic years immediately prior to the day of the election), are eligible to occupy these positions. Each year, the members of the University Council elect a President from among the faculty representation.

Special Committees

From time to time, special committees are created to consider matters of importance to the University System. The President may appoint Faculty members to serve on these committees when it is deemed pertinent. These appointments are not for a fixed term, but until the committee finishes the assignment and is dissolved (Faculty Handbook, 2012 version in English and 2017 version in Spanish).

Special committees may be created to advise on the appointment of administrative officers in the academic area. In each instructional unit, there is also a Faculty Appeals Committee (Faculty Handbook, 2012 in English and 2017 in Spanish).

Every five years, the Institutional Committee is established for the review of the Nursing Programs. A faculty member of the Program participates in said Committee representing the Barranquitas Campus.

Currently, Dr. Elga J. Pérez Rivera is member of the Institutional Committee working on a protocol for simulated laboratories.

Participation at the Instructional Unit Level

Faculty members may participate at the instructional unit level in 3 different ways, as members of:

- (1) the Academic Senate,
- (2) the Standing Committee,
- (3) or the Special Committee

The Academic Senate

The Academic Senate is the principal representative body empowered to deal with the norms related to quality and the performance of the academic function, and the overall welfare of each academic unit of the University. The Senates work in the coordination of academic policy for each campus, proposes academic teaching and student norms and guidelines, and advise the chief executive officer of the campus.

The Academic Senates are composed of: (a) the faculty senators, elected according to the Bylaws of the Senates; (b) administration senators, ex/officio or elected according to the Bylaws of the Senates; (c) student senators elected according to the Bylaws of the Senates and the General Student Regulations. The School of Law and the School of Optometry professors are all full-time members of the Senate.

Standing Committees at the Instructional Unit

The committees that operate at the instructional campus level may vary from campus to campus and from time to time. In all campus', there are two standing committees, to consider the recommendations on decisions pertaining to faculty personnel. For example:

- *Committee for Promotions, Tenure, and Changes of Contract*
- *And the Committee on Sabbatical Leaves and Study Grants*

Committee for Promotions, Tenure, and Changes of Contract

In the instructional campus', this Committee consists of a number that will be no fewer than five (5) or greater than seven (7) faculty members. The composition is of one member from each of the divisions or departments, elected by the faculty he represents. At the School of Law and the School of Optometry, this Committee consists of a number no less than three (3) and no greater than five (5) members of the faculty elected from and by the totality of the faculty members. Once constituted, the Committee will select its president.

To become part of this Committee, faculty members must have tenure and hold the rank of professor. In the cases where there are not sufficient faculty members with these qualifications to fill the positions available, faculty members holding the rank of associate professor or assistant professor with at least five (5) years under a probationary contract will be selected. In these cases, faculty members with the rank of assistant professor will be selected only when there are no faculty members with a higher rank for the positions. Faculty members who are requesting a summative evaluation may not form part of the Committee for Promotions, Tenure, and Changes of Contract during the year of their request. The term of office for members of this Committee will be two (2) years. With the purpose of giving continuity to the process, approximately two thirds of the members of the Committee will remain active and one third

will be substituted yearly. No faculty member may be elected to a second consecutive term under any circumstances.

In cases of vacancies occurring during the term of office of a committee member, the faculty members who elected him will hold a special election to select a substitute committee member to fill the remainder of the term for which the original member was elected. In addition to recommendations for promotion and tenure, the committee also recommends changes of contract from substitute or temporary to probationary.

Committee on Sabbatical Leaves and Study Grants

This Committee consists of the same number of members as the Committee for Promotions, Tenure, and Changes of Contract. The members are elected in the same manner from among the faculty members, with the same requirements (as described in the section on the Committee for Promotions, Tenure, and Changes of Contract). Once constituted, the Committee will elect its president. The structure of these committees is described in the Faculty Handbook (2012 -2017) (see key element I. C. 1 Faculty Handbook pp. 11-14 in the Handbook in English and p.p 10-13 in the Handbook in Spanish).

The Campus' Academic Nursing Program Faculty participates in three different areas: (1) as a member of the Academic Senate, (2) as a standing committee and (3) in the special committees. In the key element I.D.1 shows the various Committees of Academic areas where the faculty of the Nursing Program has an active member. At the institutional level, a member of the nursing faculty is integrated into the institutional review committee for the Nursing Program each five year (with faculty of the Nursing Program of other fields that make up the system). Nursing Program curriculum review will begin in August 2018.

The participation at the Departmental level

At departmental level, committees and organization of the faculty may vary from one department to another, and from one campus to another. However, there are three committees that are fixed in all departments: (a) the Formative Evaluation Committee, (b) the Summative Evaluation Committee, and the (c) Appointments of Faculty Committee (see Faculty Handbook, 2012 version in English and 2017 version in Spanish).

Nursing Program

The Nursing Program organizes special committees that may be established to carry out other tasks, such as reviews of assessment criteria, teaching innovations and recommendations regarding the Center for Access to Information (CAI) among others.

Other special committees may be appointed to provide advice on staff appointments, and to assist in the hiring of part-time faculty for the Nursing Program. The participation of faculty in the governing board, in a less formal way, may include: meetings with the Director or Dean of Academic Affairs for administrative purposes (problem solving, planning and / or development) and participation in special events. The directors are continuously accessible to the faculty in formal and informal ways. Memorandums written to inform, request information or make recommendations is another way to maintain contact with the faculty. Also, the faculty has access to the Dean of Academic Affairs, the Chief Executive Officer and the President, through appropriate communication channels. They can meet individually or in meetings held each semester by the Dean and / or the President of the Institution.

In the Nursing Program, full-time faculty is organized into three standing committees, each chaired by a member of these committees. The standing committees are: curriculum, assessment and faculty. The Director in charge of this last commission monitors compliance with the guidelines and administrative regulations. In the key element I. D. 2 is present the participation of the faculty in Governance of the Nursing Education Unit.

Also, Director responds to the Dean of Academic Affairs. They are all under the supervision of the Chancellor Campus ([see appendix- I.D.1 Organization Chart](#)). The Director and the faculty participate in meetings with the Dean of Academic Affairs and the Chancellor at the beginning of the semester and other committees as needed. They also participate in ad hoc committees, such as: open

houses, health fairs and special events on Campus. Written communication through memos, monthly reports, annual reports and special reports is another form of participation in government. In addition, the Dean of Academic Affairs brings together the directors of the Departments so that these, in turn, inform the faculty of matters related to the academic and administrative issues proper to teaching.

Student participation in the Governing Board

Student representation at the Inter American University of Puerto Rico is described in the General Student Regulations of Inter American University of Puerto Rico. The student's representation includes General the Student Council, the Academic Senate, the University Council and the student organizations.

In the General Student Regulations of Inter American University of Puerto Rico (2016), Chapter 3 explains the representation of students in Organizations at the University. Article 1 stipulates: the composition of the statutes of the Student Council, the criteria for eligibility, elections, vacancies, and the conditions and rules for use of the budget (see key element I. D. 3 General Student Regulations of Inter American University of Puerto Rico -2016 - <http://documentos.inter.edu/>). Article 2 (of the General Student Regulations on Student Organizations) sets out the criteria for eligibility to run for a seat on the Academic Senate and University Council. Elections are held at the same time and with the same procedures as Student Council elections (as provided in the General Student Regulations). The Students Senators are elected by their constituents. This Article, includes: the rules and regulations established to formally recognize the request of the organization by the Accreditation Commission, the types of organizations that are allowed, and disallowed, the composition and criteria for the Accreditation Commission, the procedure for applying for accreditation, the accreditation process, the performance standards, the standards of accrediting organizations, the process of re-accreditation and the reasons for the revocation of accreditation(see key element I. D. 3 General Student Regulations of Inter American University of Puerto Rico 2016).

The Barranquitas Campus Student's supports partnerships that strengthen personal growth and leadership development. The participation of students in the Governing Board is stipulated in the General Student Regulations and General Catalog of the Institution. Campus students are involved in the Student Council and the Academic Senate. They are involved through the 18 active organizations that the Site currently owns. Students participating of Organizations have the opportunity to share their experiences, with their peers from other organizations of the campus, and to collaborate in community service. The community service includes health fairs, educational lectures, open houses, and the exchange of ideas or recommendations with members of the Student Council. The Faculty Advisor will work closely with student organizations to draw a work plan and ensure that standards are met (according to the General Student Regulations for Student Organizations). Currently, there is an active Nursing Student Organization. Members are entitled to benefits offered by the Dean of Students. In addition, students have the opportunity to participate in extracurricular activities such as sports teams, dance groups, music, singing and other fine arts activities.

Campus administration and professors encourage student participation in the Governing Board, both formally and informally. Students may participate informally in the evaluation of the Campus. Also, the students may complain or make a suggestion to one of the following staff members: the Director, the Dean of Students, the Dean of Academic Affairs, the Dean of Administration, or the Academic Senate.

In the Department of Health Sciences there is a suggestion box where Nursing Program students can express: their concerns and complaints, their comments or share their ideas. At the end of each term, the student is encouraged to make recommendations in writing through the evaluation of clinical services and the evaluation of faculty. Informally, the special events organized in the Nursing Program also gives students the opportunity to share with faculty and administration and provide feedback related to the governance of the institution and other matters.

There are a number of opportunities for student participation in the Governing Board of the Institution. Although there are many resources available, many students have little involvement in the activities scheduled by the Dean of Students and the Nursing Program because they work and have other

personal and family responsibilities. However, the Campus Administration continually seeks ways to improve student participation among them through student associations, activities by the Dean's Office, responses to surveys and during academic counseling with the faculty (see key element I.D.4 Student Participation in the Government Board).

I-E. Accuracy of Documents and publications. A process used to notify constituents about changes in documents and publications.

Elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.^{1, 2}

If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:

"The (baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791."

"The (baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>)."

Program Response:

For the Inter-American University of Puerto Rico, it is important that the documents and publications of interest are accessible to the community. This is why the website of the Central Office System has access to catalogs, regulations, policies and other normative documents that can be accessed by the community (<http://documentos.inter.edu/>). Also, the Barranquitas site contains a link that gives direct access to these institutional documents. Academic offers, admission policies, grading policies, graduation requirements, enrollment process and fees are available in the General Catalog 2015 - 2017 in the electronic version (<http://documentosinter.azurewebsites.net/>) (see key element I. E. 1 General Catalog 2015 – 2017). The student's rules, rights and responsibilities are published in the document: General Students Regulations that is accessible in digital format (<http://www.br.inter.edu/>). Personnel assigned to the Central Office of the Academic Affairs and Student Affairs System of the Inter-American University of Puerto Rico supervise and update the information published by the Institution.

On the other hand, the Inter-American University of Puerto Rico, Barranquitas Campus periodically informs students and community of interest, in a clear and consistent manner, about changes in policies, procedures and programs and resolutions approved by the president. In addition, academic calendars, accreditation processes and revalidation results among other information are accessible to the community through the Barranquitas Campus's website (<http://www.br.inter.edu/>). Changes in regulations are sent from the Central Office to the campus', who in turn share them with the corresponding personnel. Documents and news of interest to the student are made accessible to the community through the website of the Campus, in written communications or by email (<http://www.br.inter.edu/>). Once the curricular changes are approved, the student is informed and the transition is facilitated.

¹Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).

²Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2012).

In the search for continuous improvement, the faculty, with the director's consent, modifies the evaluation methods when necessary without affecting student's academic achievement. Within internal program policies that can be modified; are evaluation methods, rubrics, norms, etc. Notification of changes are in writing or discussed at the meeting and are provided to all affected students in advance, either in the classroom, newsletters, via telephone, web page or E mail. In the first week of classes, the faculty discusses with student's syllabus and policies of the courses. On the other hand, there is an area for the Nursing Program on the website of the Campus (<http://www.br.inter.edu/departamento-de-ciencias-de-la-salud/programa-de-enfermeria/>). In this space you will find information and important documents to keep the students and the general public oriented on the rules and policies of the Program. This space is evaluated and modified by the directors and the Program faculty with the purpose of keeping it updated, according to changes in regulations and policies of the Program and the Institution. Also, the information of the Nursing Program is accessible in the online catalog (page: 289-292) (<http://documentosinter.azurewebsites.net/>).

I-F. Academic policies of the main institution and the nursing program are in agreement and support achievement of the mission, goals, and expected student outcomes. These policies are:

- fair and equitable;
- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the main institution are identified and support achievement of the program's mission, goals, and expected student outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.

Program Response:

The academic policies of the students at the Inter-American University of Puerto Rico, Barranquitas Campus, including the Nursing Program, are consistent with those that govern and prevail in the Institution. These policies support the achievement of the mission, objectives and expected results of the students (see table I.F.1 Academic Policies). The policies are consistently applied, non-discriminatory and accessible to university community through the General Catalog of the Institution and General Student Regulations. The current catalog of the Inter-American University of Puerto Rico is available to all university students in Spanish and English languages through the University's website (<http://documentos.inter.edu/>). This document contains specific university policies on academic standards, enrollment, expenses, financial aid, scholarships, student services, as well as specific policies for each Program within the University.

Students admitted to the Barranquitas Campus Nursing Program, in addition to meeting the general requirements for admission required by the Institution, must meet the specific criteria for admission to the Nursing Programs established by the Institution as set forth in the General Catalog 2015- 2017 (pp 290) (<http://documentosinter.azurewebsites.net/>) (see key element IE 1 General Catalog 2015 - 2017). The current policies, regulations, and catalogs, are accessible through the Institution or Campus website for the community in general. The Nursing Program, as well as the student services offices, implement the policies of the Institution.

On the other hand, Student General Regulations can be obtained through the electronic page (<http://documentos.inter.edu/>). All students admitted to the university receive guidance on student general regulations and general catalog in their first registration. In the Regulation, the rules of coexistence that help create and maintain a healthy and safe environment that stimulates learning, fraternity, service and work among students, faculty, administration and the community in general are raised. It establishes guidelines of appropriate behavior to university coexistence and formulates the sanctions that correspond to the transgressions of said guidelines by means of fair, fast and effective

procedures, and thus maintain an adequate institutional climate for the better development of the teaching-learning process. Within the regulations, the student has access to the process to appeal to university authorities. This Regulation, as well as all the dispositions, circular letters and current policies of the Inter-American University of Puerto Rico are part of the Institution's study contract with its students. (<http://www.br.inter.edu/decanato-de-estudiantes/>).

Table I.F.1 Academic Policies

Academic Policies	Inter American University of P. R	Nursing Program
Admission	General Catalog pg.pg. 35 -36 and 290	Nursing Program Manual pg.p. 11
Re – admission	General Catalog pg. 40 and 285	-----
Academic Progress	General Catalog pg. 290	Nursing Program Manual pg. 12
Graduation	General Catalog pg.pg. 87 General Catalog pg. 291	Nursing Program Manual pg. 12
Tuition and fees	General Catalog pg.pg. 52 - 60	-----
Student-TransferAdmission	General Catalog p. 38 and 290	Nursing Program Manual pg. 12
Finanical Aid	General Catalog pg. 50 -62	-----
General Education Program	General Catalog pg. 292	-----
Norms and Services Related to Registration Office	General Catalog pg. 63 – 73	-----
Practice Requirements	General Catalog pg.pg. 290	Nursing Program Manual pg. 12

Standard I - Mission and Governance: Strengths and Needs Development

Strengths	Needs Development
1. The mission and aims of the Program are in agreement with the Mission and Goals of the Campus and the Institution.	1. Continue communicating the mission and aims of the Program to the community of interest.
2. The mission and general objectives of the Nursing Program, as well as the expected Outcomes, are accessible to the community of interest.	2. Continue to strengthen access to information and communication with internal and external groups that constitute the community of interest to promote changes and integrate their recommendations to improve the program.
3. The Expected Student Learning Outcomes are defined and are consistent with the mission and aims of the Program.	3. Improve efforts to maintain updated program documentation in accordance with community recommendations and expected outcomes.
4. The mission and general objectives, as well as the expected outcomes of the Program are continually reviewed so that they are in tune with the standards and laws that regulate the profession.	4. Continue with the review of the mission and general objectives and its link with expected outcomes of the Program.
5. The Expected Faculty Outcomes are defined and discussed with the faculty.	5. Follow up on compliance with Expected Faculty Outcomes.
6. The faculty and students participate in the governance of the Program. The participation of the faculty and students is established in the Faculty Manual and General Student Regulations.	6. Increase student participation in program governance

Strengths	Needs Development
7. The Nurse Administrator and the Campus Administrators announce the changes to the internal and external community.	7. Continue communicating the changes to the internal and external community.
8. The Program Policies and Institution are established and accessible to the community.	8. Continue with the distribution of Program and Institutional Policies to the community.

After the analysis of Standard I: Program Quality: Mission and Governance, it concludes that the Nursing Program of the Interamerican University of Puerto Rico, Barranquitas Campus meets the criteria of the program.

Standard II

Program Quality: Institutional Commitment and Resources

The main institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected program outcomes.

II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget also supports the development, implementation, and evaluation of the program. Compensation of nursing campus personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the program's mission, goals, and expected outcomes.

A defined process is used for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.

Program Response:

The Barranquitas Campus of the Inter American University of Puerto Rico is working with a budget that covers one academic year. The budget is assigned according to Barranquitas Campus' strategic plan (see key element II. A.1 Campus Strategic Plan). The funds are available from July 1 until June 30 of next year. Resources are requested by the Chief Executive Officer of the Campus and assigned from the Office of Planning and Budget System Central Office. Income from these funds comes from that generated by tuition and fees. The expected contribution to the general fund for each campus fiscal year 2018-2019 is 11,981,130.00. Table II.A.1 provides a breakdown of the Barranquitas Campus budget for the last three years (see key element II. A. 2 Barranquitas Campus Budget)

Table II. A.1 Comparison of Barranquitas Campus budget for the last three years

Category	Fiscal year 2015 - 2016	Fiscal year 2016 – 2017	Fiscal year 2017-2018
Salaries	5,000,926.00	5,097,272.50	5,008,507.00
Operationsl	2,999,598.00	2,876,090.50	3,148,000.00
Equipment	215,103.00	206,103.00	230,161.00
Other Activities	3,102,678.00	3,112,725.00	2,999,405.00
Fringe benefits	1,109,460.00	1,148,094.00	1,157,773.00
Total	\$12,427,765.00	12,440,285.00	12,543,846.00

The budget of the Department of Health Sciences is within the General Fund of the Campus. The budget is approximately 9 % of the Campus (see key element II.A. 3 Department of Health Science Budgets). The funds have been relatively stable and increase proportionally to the overall increase in the Campus. A key factor in the assignments of funds is the admission of students to the Nursing Program. Current trends in Puerto Rican society have contributed to the increased enrollment in the Nursing Program in the last two years. To the fiscal year 2018-2019 the total funds assigned to the Department are \$1,142,829.00, and includes provision for staff and purchase of equipment, and materials to meet the

demands of the programs. Personnel expenses include salaries and fringe benefits of administrative personnel and professors. The material and equipment costs include purchase of instructional materials, laboratory and office, travel and subsistence allowances for staff. However, the Department has an assigned budget, it may allocate additional funds to meet unforeseen needs. As reflected in the budget of the Campus for the fiscal year 2017 - 2018, \$ 40,714.00 was assigned to the department's equipment account. However, in that fiscal year, this account was increased to the amount of \$ 91, 985. 00 for the purchase of two simulators for the Nursing Program (see key element II, A. 2 Budget of the Barranquitas Campus). Table II.A.2 shows the budget for the Department of Health Sciences for the past three years.

Table II. A. 2 Comparison of the budget for the Department of Health Sciences for the past three years

Category	Fiscal year 2015 – 2016	Fiscal year 2016-2017	Fiscal year 2017 -2018
Salaries	826,436.00	859,454.00	869,388.00
Operations	34,500.00	34,500.00	34,500.00
Equipment	10,000.00	25,000.00	40,714.00
Fringe benefits	141,718.00	142,905.00	148,040.00
Total	1,012,654.00	1,061.859.00	1,092,642.00

Budget Process:

The budget process begins each year in October for the next fiscal year beginning July first. From the Dean's of Administration Office is sent the guide for a work plan development for the budget. The Director after evaluating the suggestions from faculty, clinical coordinator, laboratory technician and needs of the Program; a plan is prepared, requesting the fiscal resources that enable the development of administrative and teaching functions of the Department. Once the plan is made and suggested changes are entered in the Banner system of the institution, the completed work plan is sent to the Dean of Administration's Office, which evaluates and submits to the Chief Executive Officer and this in turn, analyzes if there are no recommendations, the Chief Executive Officer submits it for approval of the Central Office System. The Office of Planning and Budget evaluates, approves, or makes modifications to the budget request. This budget plan is worked out for purchase in the following fiscal year.

Availability of funds:

During the year, financial resources are available to provide the Nursing Program the necessary infrastructure for the development of administrative and teaching functions. For the purchase of equipment and materials required for the program three bids are made and requests authorization from the Dean of Academic Affairs and the Chief Executive Officer of the Campus. Purchase orders are made locally to pay for purchases under \$500.00 or requisitions for payment of purchases that exceed the \$ 500.00. Most of the orders requested are approved the first application.

In August 2017, an increase in budget in the consignment of the faculty allowed the recruitment of a new faculty member for the Nursing Program. For the fiscal year budget 2018-2019 funds are increased in the equipment account that allowed the development of the simulated laboratory.

II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. There is a defined process for regular review of the adequacy of the program's academic support services. Review of academic support services occurs and improvements are made as appropriate.

Program Response:**Physical Facilities:**

IAUPR-Barranquitas is located on forty acres of land on the outskirts of Barranquitas. Currently, fifteen acres are in use. Nine buildings house 40 e-classrooms; five science laboratories; nursing and radiological sciences laboratories; ten computer laboratory classrooms; administrative, academic and faculty offices; meeting rooms; an information access center (library); a chapel; a bookstore; a first aid center; tutoring rooms; and a new 43,000 square feet multipurpose building houses a student center, cafeteria, gym and administrative offices.

The campus has ample and modern study facilities for students. The Information Access Center provides individual and group study areas with 45 computers, a skills laboratory, and a technological assistance area equipped with computers for students with visual and hearing difficulties.

Facilities to meet the needs of students with disabilities are consistently improved to ensure that they comply with the ADA Act requirements. The following facilities have either been constructed or improved: access ramp to the several buildings, elevators in the Academic, Health Sciences, Administration, Student Services and Information Access Center buildings; restroom facilities, parking spaces.

IAUPR-Barranquitas's Remote Student Service Center provides technical and general support to students enrolled in distance learning courses and in traditional courses in which faculty have integrated the use of the Blackboard platform to enhance the teaching-learning processes. Faculty offices have been modernized and technological equipment updated. Each full-time faculty has his or her own office equipped with a PC connected to a shared printer/photocopying machine. The PC have Windows XP Professional operating systems and Office 2013 Professional is installed on them. Part-time faculty also has access to the faculty intranet and office space is provided for them in each academic department.

Academic as well as administrative developments have been joined for effective use of technology in the teaching-learning processes. The campus has an Information and Telecommunications Office, with three full-time staff and a director, which is supervised directly by the Dean of Academic Affairs. This office administers the campus' intranet, which consists of a combination of technology resources that range from various local area networks through videoconferencing.

The IAUPR-Barranquitas web page (<http://www.br.inter.edu/>) provides student, faculty, and staff with local and remote access to their e-mail accounts, the distance learning courses, the Virtual Labs, the Information Access Center's online catalog, databases, and Student Services Offices. This page also provides information about IAUPR-Barranquitas, such as academic programs and curricula, academic departments, student services, class programs, and campus news. The page is updated on a daily basis. To access data bases, information systems, e-mail accounts, and distance education courses; authentication of the user, through the use of a username and a password is required. This protects users' identities and restricts access to the network and its resources. The IT Office assigns an individual user name to each student and employee, and each person is held accountable for all activity using his or her user name. All online activity is automatically registered by the system as network security is very important at Barranquitas.

The Health Sciences Building is a three storey building that houses classrooms, laboratories, faculty offices, Nurser Administrator Office, administrative assistant office and the office of the Director of the Department of Health Sciences.

Laboratories:

The Nursing Program faculty and students have access to all learning resources of the Barranquitas Campus. The Program Skills Laboratory provides professors and students with the educational material and equipment necessary for the teaching-learning process (see key element II. B. 1 Inventory of equipment and materials). In this laboratory the practices and the simulation of low fidelity are offered so that the student develops the motor skills required in their internship courses. Practices and clinical laboratories are structured and closely supervised by the faculty of each course. On the other hand, the laboratory technician maintains detailed records of student attendance and compliance with the

practice and helps the faculty with the reinforcement of student skills. The simulation laboratory of the Nursing Program was developed. It consists of three areas with simulators that include a SIMMOM, SIM JR and SIMMAN with their respective technology.

Key element II. B. 2 presents the description of the laboratory of skills and laboratory rooms.

Key element II. B. 3 presents a report from the skills laboratory.

Key element II. B. 4 presents the procedural guidelines for student practices.

Clinical experiences and practice learning environments:

The program has a varied pool of settings for clinical practice that promotes the achievement of the curriculum objectives. Clinical facilities used include modern, acute care, medical-surgical, and psychiatric facilities as well as public schools, urban housing projects, rural communities, health centers, and outpatient programs. The clinical facilities used for student learning experiences are selected and monitored by the faculty and provide opportunities for diverse learning options appropriate for contemporary nursing. Written agreements between IAUPR-Barranquitas and the clinical practice centers specify both parties' expectations and ensure the protection of students. All health care agencies are accredited by the Puerto Rico Health Department or their appropriate accrediting agencies. The students are exposed to learning experiences according to the type of care provided (primary, secondary and tertiary) to individuals, families, and communities in different stages within the health-illness continuum in a variety of agencies and community settings ([see appendix II.B.1 Major Clinical Settings, IAUPR-Barranquitas Nursing Program](#)).

Information Access Center (Library):

The IAUPR-Barranquitas' Information Access Center (CAI) provides comprehensive resources and information services in support of the research, teaching, and learning needs of the campus community, thus contributing to its academic, social and cultural development. The CAI's main goals are to provide the technological resources and services needed to support the curriculum and research at the University, meet the academic community's information needs, develop an updated and comprehensive collection, create and maintain the information literacy skills program, and foster expertise and life-long learning in the library staff.

The CAI has continued to improve its collection by discarding old materials and expanding its resources, especially its electronic resources. EBook Collections-Ebsco (include Netlibrary), alone, provides access to 35,555 full text titles in all disciplines. Ebrary Books, E-libro, and Digitalia add additional books to the collection. Eighty other databases containing encyclopedias and other electronic reference sources, academic journals, magazines, newspapers, research, dissertations, and videos are available. At present, the CAI subscribes to a total of 80 databases ([see appendix II. B. 2 Databases available in the CAI that support the nursing program](#)). New books are acquired each year in all areas, many through faculty recommendations. Priority is given to the acquisition of books that will support the academic programs.

The CAI now provides easy on and off campus access to the databases through its webpage which is available through the campus webpage. Students, faculty, and administrative personnel access them with the same user name and password they use to access other online campus services such as the virtual labs and online courses. In addition to providing links and access to the online catalog and databases, the CAI's webpage provides information skills trainings and varied and updated virtual information. The Inter American University of Puerto Rico system-wide online catalog provides access to the library holdings on all IAUPR campuses. This service is available around the clock regardless of location, and interlibrary loans take less than a week to process and deliver.

CAI personnel provide information skills trainings and trainings in the use of databases. In addition, they visit classrooms at the request of faculty members to provide instruction or they train groups of students in the CAI's information skills room.

The Information Access Center also provides virtual librarian services. The service is geared to distance education students, but it is available to all students. By accessing the CAI's webpage at <http://www.br.inter.edu/cai/bases-de-datos/> the Barranquitas constituency can request information and services and a librarian will answer their questions.

The Nursing Program faculty recommends resources pertinent to the discipline for library's collection. In fact, recommendation of resources for the CAI is a criterion for faculty evaluation. This ensures the continuous updating of the collection, provides faculty with the resources they need, and empowers them to improve the breadth and depth of the collection. After recommendations are processed, faculty members are notified when the book, journal or audiovisual material they recommended has been received and cataloged. In key element II. B. 5 the description and resources of the Access to Information Center are presented.

Technological Resources and Support for Students and Faculty:

Technology has played an important role at IAUPR-Barranquitas over the years. Consequently, the technological infrastructure is strong and has been augmented and enhanced. The campus has an Information and Telecommunications Office staffed by three full-time technicians and a director. The office, supervised directly by the Chancellor, administers and maintains IAUPR' technological infrastructure. In addition, IAUPR- Barranquitas has an office that provides technical and general support to students enrolled in distance learning courses and the faculty who teach them (Student learning Center@ Distance learning) —the *Centro de Servicio al Estudiante @ Distancia*. This center also provides support to students enrolled in traditional courses in which faculty have integrated the use of the Blackboard platform to enhance the teaching-learning processes.

Network Infrastructure:

The Barranquitas Campus intranet, which consists of a combination of technology resources that range from various local area networks through videoconferencing, is part of the Institutional Wide Area Network (WAN), and this enables interconnection among all the Inter American University campuses and the Central Offices. At present, IAUPR-Barranquitas has three communication lines (two 100 MB lines and one 25 MB line).

The campus intranet, a combination of technology resources that range from various local area networks through videoconferencing, is divided into two main network segments: the administrative segment that serves administrative staff and faculty and the academic segment that serves the students and the community. The intranet, which connects all of campus buildings through fiber-optic cabling, begins in the Information Access Center Building (CAI). All forty classrooms are connected to the Intranet and Internet through the e-classroom concept.

Each e-classroom is equipped with a podium containing a computer workstation with access to the Internet, speakers, and a VCR, connected to a multimedia projector. In addition to the 40 classrooms, this equipment is available in the Academic Building meeting room, the Administration Building meeting room, the CAI's video conference and information skills rooms, and the auditorium.

In addition to the e-classrooms, there are several computer laboratories on campus: five computer lab/classrooms, a language laboratory, a science and math skills lab, an open computer lab, and a small biotechnology lab.

In an effort to keep the technological infrastructure updated, the IT office has a computer replacement plan which keeps track of the age and warranties all of the computers on campus and indicates when each should be replaced. Each year one, sometimes two, computer labs are refurbished and the PCs replaced. Software is upgraded as new software becomes available.

The IAUPR-Barranquitas web page (www.br.inter.edu) is stored in Microsoft Cloud Platform Azure. The web page provides staff, faculty, and students with local and remote access to their e-mail accounts, the distance learning courses, the Virtual Labs, the Information Access Center's online catalog, data bases, and Digital Reserve. This page also provides information about IAUPR-Barranquitas, such as academic programs and curricula, academic departments, student services, class programs, and campus news. The page is updated on a daily basis. To access data bases, information

systems, e-mail accounts, and distance education courses, authentication of the user, through the use of a username and a password is required. This protects users' identities and restricts access to the network and its resources. The IT Office assigns an individual user name to each student and employee, and each person is held accountable for all activity using his or her user name. All online activity is automatically registered by the system. Network security is very important at Barranquitas.

IAUPR-Barranquitas continually improves its technological infrastructure and its intranet, as well as its computer and telecommunications hardware, have increased in capacity and number during the past years.

The Barranquitas Campus intranet has a variety of computer software produced by various companies and Barranquitas has a licensing agreement with Microsoft for software product acquisition. This allows the administrative staff, faculty and students to download Office free of charge to use it as long as they are part of the Campus.

IAUPR-Barranquitas also has a wireless network for the use of the campus community. This technology, implemented in August 2006, allows students to configure their laptops to enable Internet access. This service is available over most of the campus.

Other Services for Students:

The Office of Information and Telecommunications provides the following services to students:

- 35 MB on a campus server which enables students to access information from any computer on the academic network
- Access to Information Access Center's data bases (CAI).
- Access to CAI's Digital Reserve
- Access to online courses and Virtual Laboratories
- ID cards which provide access to computer laboratories
- E-mail accounts with 50 GB storage capacity
- Access to the IAUPR-Barranquitas wireless web

Faculty offices have been modernized and technological equipment updated. Each full-time faculty has his or her own office equipped with a PC connected to a shared printer/photocopying machine. The PCs have Windows 10 operating systems and Office 2013 Professional is installed on them. Part-time faculty also have access to the faculty intranet and office space is provided for them in each academic department.

Additional Technological Services:

IAUPR-Barranquitas has two cyber centers in the nearby towns of Orocovis and Aibonito. The cyber centers, developed in partnership with the municipalities, are study centers in which computers equipped with Microsoft Office XP and connection to the Internet are available to IAU students and the general public. The Orocovis Center has 15 Pentium and the Aibonito Cyber has 30 PCs.

The centers provide study options for IAUPR-Barranquitas' students and the general population, especially school children, who do not have computers or access to the Internet in their homes. IAUPR-Barranquitas students can go to the centers to do their homework, search for information, access the Information Access Center's databases, communicate with peers and faculty, enroll in the University, and access and work on distance learning courses. Public school teachers can take groups to the centers for activities. The Centers provide the population of Orocovis and Aibonito with resources heretofore unavailable in their hometowns. They represent a significant contribution to the communities and to IAUPR-Barranquitas students, most of who come from low socioeconomic backgrounds and have an average yearly family income of \$2,600.00.

Registration Management

Admissions Office

The Admissions Office is responsible for processing admission applications and ensures that admitted students meet the requirements established in the General Catalog. In addition, it maintains student records until the admission process ends with the delivery of the required documents and sends them to the Registrar's office (<http://www.br.inter.edu/admisiones/>).

The Inter-American University establishes the period of admission for each academic term. Admission to the University does not imply admission to a study program because the student must meet the admission requirements of the academic program of interest.

Registration Office

The Registry Office will direct its services towards quality and excellence achieving a high level of satisfaction of the population we serve. It has the most advanced technology to facilitate students' enrollment processes and additional information that comply with this office. This office is responsible for the enrollment of students, for safeguarding official academic records of students, for guiding students about their academic status based on the Satisfactory Progress Standard, for sending transcripts and for certifying that the student has complied with graduation requirements. Also, it will issue study certifications upon student request and process student's Declaration of Concentration form (<http://www.br.inter.edu/registraduria/>).

Online services (WEB)

- Registration and Grades
- Credit Transcription
- Readmission request

Financial Assistance Office

Offer guidance on Economic Assistance programs to active students, high school and any person or entity that so requests. Evaluate Financial Aid applications to determine student eligibility and grant Financial Assistance to eligible students. Always watching over the correct application of the rules and procedures of each program to notify the student about actions taken (<http://www.br.inter.edu/asistencia-economica/>).

Services offered

- Guidance on available aids.
- Requirements to obtain such aid.
- Electronically process the Pell Grant to the Federal Education Department.
- Electronically process student loans.
- Grants federal, state and institutional aid.
- It identifies the students who qualify for the help of Study and Work in the different areas of the Campus and Community.
- Available Economic Aids (www.inter.edu)

The Barranquitas Campus of the Inter-American University of Puerto Rico grants financial aid to students who meet the requirements established for obtaining such aids.

Accounting Office

Strengthen the automated services that exists in the Accounting Office in order to keep them available to the entire university community (<http://www.br.inter.edu/recaudaciones/>).

Services offered

- Tuition payment
- Credit Transcripts
- Payment Plans
- Disbursement of Financial Aid

Online services

- Acceptance of Charge
- Tuition payment
- Credit Transcripts

Student Dean's Area

The Dean of Students of the Inter-American University of Puerto Rico, Barranquitas Campus is committed to the development of students. The purpose of the Dean's area is to provide services and activities to facilitate its integral development and its adjustment and integration to university life. In conjunction with the faculty, administrative staff and student organizations, it is aimed at achieving student training that allows them to be eternal learners, to model good moral ethics, be exposed to diverse opinions and share the responsibility of forging a better quality of life

(<http://www.br.inter.edu/decanato-de-estudiantes/>).

Services offered

- Office of Dean of Students
- University Orientation Program
- Honor Program
- First Aid Center
- Center for Stress Management, Prevention and Vocational Guidance
- Office of Extracurricular Activities
- Musical Groups
- Student Council
- Student Organizations

Orientation and Counseling Program

The Counseling and Professional Counseling Program of the Interamerican University, Barranquitas Campus is aimed at facilitating the adjustment of students to the university environment through academic, vocational and personal guidance services. Helps the student in the development of educational, vocational and personal goals and in achieving greater integration and participation in the university community (<http://www.br.inter.edu/orientacion-y-consejeria/>).

Counseling and Professional Counseling Program

The Counseling and Professional Counseling Program of the Interamerican University, Barranquitas Campus is aimed at facilitating the adjustment of students to the university environment through academic, vocational and personal guidance services. Helps the student in the development of educational, vocational and personal goals and in achieving greater integration and participation in the university community (<http://www.br.inter.edu/orientacion-y-consejeria/>).

Services offered

- Personal Counseling
- Academic Counseling
- Vocational Counseling
- Group Counseling
- Service to Students with Disabilities

University Chaplaincy Office

The Office of University Chaplaincy responds to the needs of students, employees and the university community in general (<http://www.br.inter.edu/capellania-universitaria/>). The mission of the Ecumenical Program of University Chaplaincy is summarized in the following three fundamental goals:

- Foster an optimal environment for the development, growth and spiritual well-being of the entire university community.

- To foster the development of Christian attitudes and values in an academic and ecumenical context, which promote companionship, solidarity and service to others.
- Encourage reflection and analysis on the Puerto Rican social reality in light of the Christian faith within an ecumenical context.

Services offered

- Conferences (inside and outside Campus)
- Contemporary Sacred Music Concerts
- Seminars (psychological, social and spiritual)
- Ecumenical Acts of Reflection in the Chapel
- Spiritual Retreats
- Community Service (Crossing the Street Project)
- Minister Counseling in Strict Confidentiality
- Student Organizations
- Integration of Spirituality into the Curriculum
- Social Circle Gatherings with Students

Evaluation of Academic Support Services

The Institution administers the student satisfaction survey to the resources and support systems of the Campus and the Study Program. The purpose of this instrument is to know the level of satisfaction of undergraduate students with the services provided by the Institution. This survey is validated by experts in the Central Office of the University System. It includes items with statements that evaluate the student's satisfaction with the services and resources offered by the Institution. The survey consists of a section directed to analyze the academic-demographic profile of the participants and three sections that evaluate the services of the Campus. These three sections are aimed at evaluating academic, administrative and student services for a total of 46 items.

From the Central Office, a list of the sections of courses, selected at random that will make up the study sample is sent to the Campus'. The professors of the selected sections are faced with taking their students to the designated rooms with the prepared computers and access to the digital questionnaire.

In the survey items presented the student had the opportunity to evaluate their experiences with the laboratories, the faculty, the Access to Information Center (CAI), the Internet service inside and outside the classroom and the security of the Campus, among others. The scale of the survey supplied ranges from Very satisfied to I do not use the service. In order to calculate the percentage of satisfaction, the Very Satisfied and Satisfied responses were added and they were divided among the total of answers, excluding the alternative of No use of the service. The results analyzed for the term 2017-2018 indicate that the level of student satisfaction with resources and support services is over 70%, which can be considered a high level of satisfaction. Table II. B. 1 presents the results of the survey related to student satisfaction with the Campus services.

The faculty and the director evaluated the results directly related to the Program to establish strategies to increase the level of satisfaction. In relation to the Library, the faculty stays in constant communication with the director of the Information Access Center (C.A.I) recommending bibliographic and audiovisual resources, as well as evaluating the new acquisitions obtained by the C.A.I. As for the skills laboratories in the Nursing Program, in 2012 the laboratories were remodeled and the simulated laboratory was developed.

Table II. B. 1 Results of student satisfaction with Campus services and resources

Academic Term	N	Center of Access of Information (CAI)	Internet Service	In Class Internet	Laboratories	Campus Security	Quality of Study Program
2017- 2018	71	90%	80%	89%	78%	83 %	92%

Academic Term	N	Center of Access of Information (CAI)	Internet Service	In Class Internet	Laboratories	Campus Security	Quality of Study Program
2015 – 2016	86	91%	78%	86%	79%	81%	93%
2011 - 2012	64	84.3%	84.1%	88.8%	78.1%	79.6%	84.1%

When analyzing the student satisfaction survey administered by the Central Office of the System, it can be concluded that the level of student satisfaction with the services provided by the institution is high since the results reflect that 70% or more answered to be satisfied or very satisfied with the services of the Campus.

Key element II. B. 6 Institutional Student Satisfaction Survey

II-C. The chief nurse administrator:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale and a plan to come into compliance if the chief nurse administrator does not hold a graduate degree in nursing and a doctoral degree (if applicable).

Response Programs:

Dr. Damaris Colón-Rivera is the Director of the Department of Health Sciences since August 2018. The director has administrative experience. From February 2017 to July 2018 she was the Associate Director of the Nursing Program. In August 2009 she was Director of the Department of Health Sciences and in the month of August 2010 she assumed the position of director of the Department of Health Sciences until October 2012. Since November 2009 she holds the position of full-time faculty in the Nursing Program. In February 2017 she was assigned as Associate Director of the Nursing Program ([see appendixs II.C.1 Curriculum Vitae](#)) (see key element II.C.1 Nurse Administrator Portfolio).

In May 2015, as director she completed the Doctorate in Sciences in Nursing (DNS). Her dissertation work is entitled *Vicar Trauma: experiences of nurses who manage survivors of gender violence*. This work was a qualitative research with nine nurses who work in emergency rooms. The director holds a Master of Science in Nursing with a Specialty in Mental Health and Psychiatry and a role in education. Both degrees of Medical Sciences Campus of the University of Puerto Rico. In May 2015, she was awarded the Adelaide Sanavitis Award. This award is given to a graduate of the School of Nursing of Medical Sciences Campus that demonstrates evidence of leadership, dedication, empowerment and human quality. Also, she was awarded the academic excellence prize for maintaining

an average of 3.84 at the end of the doctoral degree. On the other hand, since 1999 she has been a member of the College of Nursing Professionals of Puerto Rico and since 2014 she is a member of the Nursing Honor Society: Sigma Theta Tau: International Honor Society of Nursing.

Dr. Colón participated as a resource in the First Symposium of Research and Evidence Based Practice in Nursing in the Nursing School, Medical Sciences Campus with the theme of the doctoral student's Perspective towards nursing research: challenges and achievements of students as researchers. In the Second Symposium of Research and Evidence Based Practice in Nursing at Medical Sciences Nursing School Campus where Dr. Colón presented a poster about her research work entitled: Vicarious Trauma: experiences of nurses who intervene with women of gender violence.

In recent years, she has participated in different Committees in the Campus. Among them the Internationalization Committee, Student Retention Committee, Committee for Promotions, Tenure, and Changes of Contract, Committee on Sabbatical Leaves and Study Grants, Sub Committee Accreditation of the Middle State Association and Committee of Accreditation of CCNE, among others. Currently, she belongs to the Institutional Committee for the review of the Master's Program. In addition, the doctor is a faculty senator in the Academic Senate of the Campus. In the Twenty-Seventh Academic Senate she belonged to the Executive Committee and the Student Policy Committee where she served as President.

Dr. Colón' guidance is perceived by the faculty, students and the community as an effective leader in the Nursing Program, for its ability in conflict resolution and in the management of resources for the operation of the Program. Dr. Colón-Rivera is open to dialogue and takes into account the faculty's opinions, students and other persons of interest for decision making and conflict resolution. She maintains direct communication with the faculty through group meetings, individual or through communications. Encourages communication with students by visiting classrooms, sending communications and receiving students in her office to listen to questions or clarify doubts. When analyzing the functions of the director it is observed that they are comparable with other administrators or directors of similar campuses of the System.

II-D. Faculty are:

- **sufficient in number to accomplish the mission, goals, and expected program outcomes;**
- **academically prepared for the areas in which they teach; and**
- **experientially prepared for the areas in which they teach.**

Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The overall faculty (whether full-time or part-time) is sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a rationale for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.

Program Response:

In January 2018, the Nursing Program has six full-time and 18 part-time faculty members. All faculty members are Registered Nurses. Also, five medical doctors who teach anatomy, physiology, and natural sciences integrated into the nursing courses. All members of the full-time nursing faculty hold master's degrees in nursing and have between one and 26 years of teaching experience. Three faculty members have doctoral grade (one faculty has a doctoral degree in Doctor in Science of Nursing(DNS), one faculty has a doctoral degree in Education (Ed. D) with Specialization in Curriculum and Instruction and one faculty has a doctoral degree in Education (Ed. D) with Specialization in Research) and three faculty members actually are in doctoral studies. An 83% of part-time faculty members also hold master's degrees in Nursing, Master's degrees in Arts and Master's degrees in Science (see table II. D. 1 Distribution of faculty by academic degree during semester of January to May 2018). In some cases, a baccalaureate prepared nurse, with sufficient clinical experience and other qualifications, was assigned to offer practical courses in the first year of the curriculum. The part-time faculty are assigned to teams of teachers for courses. The full-time faculty are assigned as team leaders.

The faculty's degrees were conferred by a variety of higher education accreditation institutions, and their diverse backgrounds enrich the teaching-learning process and the academic offerings. There is also ample diversity of clinical backgrounds within the faculty. The areas of clinical expertise are the following: adult medical-surgical nursing, elderly care, critical care, family and community care, maternal and child care and mental health and psychiatry. Part-time faculty presently work at private and public hospitals and other health care institutions, including nursing home, mental health external clinics, medical centers, elderly care centers, and homes for the elderly. A number of them occupy leadership positions, such as emergency room administrator, coordinator of personnel development and the epidemiology at local hospitals. The faculty's wide array of clinical practice areas and the part-time faculty's diverse professional backgrounds strengthen program offerings ([see appendix II.D.1 Faculty Profile](#)).

Table II. D. 1 Faculty distribution by academic degree during the semester from January to May 2018

Faculty	Baccalaureate	Master's	Doctoral	Total
Full time faculty	0	3* (33 %)	3 (50 %)	6
Part time faculty	3** (17%)	15 (83 %)	0	18
Part time non-nursing faculty	0	0	5***	5

* Faculty in process of doctoral studies, ** faculty studying graduate studies at the master's level, *** faculty with doctorate in medicine.

By analyzing the academic preparation and experience of faculty.

Faculty full- time equivalency

IAUPR has established a teaching load requirement of 15 credits per semester for full-time faculty, although they can teach an additional three to five credits as overloads per semester. However, semester loads seldom exceed 21 credits. Part-time faculty may teach a maximum of 6 credits per semester if they are otherwise employed or 12 credits if they do not have a full-time employment. In calculating faculty workload, one theoretical class hour per week is equivalent to one credit hour (see table II. D.2 Distribution of hours / Program faculty credits for the semester from January to May 2018 - see key element II. D. 2 Faculty academic load report). It should be pointed out that the Nursing Program of the Barranquitas Campus faculty is difficult to recruit because of the geographical area where the Campus is located and because of the small number of professionals with Master's degrees and doctorates in the specialty.

Table II. D. 2 Distribution of hours / Program faculty credits for the January to May 2018 semester

Faculty	Total Credits	Average
6 Full time faculty	83.5 credits	13.92
23 Part time faculty	172.94	7.52

Faculty to Student Ratios

The Barranquitas Nursing Program had an enrollment of 341 students as of January 2018 (ver key II. D. 2 Registration Office reports). The faculty-to-student ratio varies with the type of course. The ratio of faculty to students is approximately 1:33 in theoretical courses. The ratio in clinical courses is usually 1:10 (see table II. D. 3 Faculty/student ratios in the classroom and supervised clinical practice) ([see appendix II. D. 2 Faculty/student ratios for courses](#)).

Table II. D. 3 Faculty/ student ratios in classroom and supervised clinical practice

Course	2015	2016	2017	2018
Faculty / student ratios in theoretical courses	1: 31.9	1: 32.9	1: 30	1: 24
Faculty / student ratios in clinical practice	1: 8	1: 10	1: 9.8	1: 9

Faculty Responsibilities Other than Teaching:

The University actively fosters participation in professional and academic activities, Campus Committees and Institutional Committees and community service initiatives. All members of the Nursing Program faculty are committed to achieving the Campus' mission and goals and Program's mission and goals.

To teaching and program assessment, the full-time faculty members are in charge of academic advising and they participate in Program Committees, Campus Committees and Institutional Committees as required. Generally, faculty serves on a maximum of five (5) mayor committees per year. All full-time IAUPR-Barranquitas full-time faculty members are required to become involved in community service according to their interests (see key element II. D. 3 Community Service).

The Campus is involved in the community it serves. The faculty of the Nursing Program has participated in various activities aimed at promoting health in the community. Faculty personnel along with students have participated in health fairs, immunization clinics and educational talks in schools and communities among other.

Faculty Development:

The entire faculty, full and part-time, are deeply committed educators whose continued education activities evidence their commitment to life-long learning and their desire to keep abreast of the new developments in the areas they teach. At present, three full faculty members are in doctoral studies, in the final phases of studies. Three full faculty members have a doctoral grade.

Faculty development is encouraged and promoted at IAUPR-Barranquitas. The Director, in coordination with the Dean of Academic Affairs, prepares and implements annual faculty development plans. In addition, both the Dean of Academic Affairs and IAUPR's Vice President for Academic, Student Affairs and Systemic Planning sponsor campus-wide and institutional-wide academic activities in which the campus faculty participates. These activities include seminars, conferences, symposia, trainings, workshops, health fairs, participation in professional organizations, postgraduate studies. Some are conducive to the development of educational knowledge and strategies. Some are geared specifically at the development in the nursing discipline and practice. Others address theoretical and social issues, and tendencies, or offer artistic and humanistic experiences.

Furthermore, all nursing faculty, in order to comply with mandatory continuing education for Puerto Rico Board of Nursing, take additional continuing education courses. Faculty development activities are documented in the files of the office of the Department of Health Sciences (see key element II.D. 4 for a list of Professional Development Activities).

II-E. Specialized tutors or educators, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

Elaboration: The roles of specialized tutors or educators with respect to teaching, supervision, and student evaluation are:

- *clearly defined;*
- *in agreement with the mission, goals, and expected student outcomes; and*
- *in agreement with relevant professional nursing standards and guidelines.*

Educators have the expertise to support student achievement of expected outcomes. Educators performance expectations are clearly communicated to specialized tutors and are reviewed periodically. The program ensures educators performance meets expectations.

Program Response:

In the Nursing Program, the faculty does not use specialized tutors or teachers to achieve the expected results of the student. The faculty stays with the student during the internships in the different clinical scenarios, for this reason they are not necessary.

II-F. The main institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role and in support of the mission, goals, and expected faculty outcomes. For example:

- *Faculty have opportunities for ongoing development in the scholarship of teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*

Program Response:

The Inter-American University of Puerto Rico and the Nursing Program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, aims, and expected faculty outcomes. This support is reflected in the goals of the Institution. Goal number 7 is aimed at fostering the continuous development and commitment of the faculty, both in the application of teaching methods and in the domain of the disciplines and in their personal and professional training. Having the 7th goal of the Institution as a base and to comply with the expected faculty outcome, the Nursing Program establishes an annually faculty development plan (see key element II. F. 1 Faculty Development Plan). For the development of this plan each member of the faculty is asked to create their own development plan indicating the workshops, congresses, conferences, symposiums or any other activity that will help them maintain their competences in teaching and practices. In the budget of the Dean of Academic Affairs an account is assigned for the development activities that the faculty requests to attend. On the other hand, at the beginning or during the academic semester, the Dean of Academic Affairs plans educational activities for the faculty. Among the planned activities are conferences, workshops or other skills aimed at topics such as teaching strategies, assessment or other issues of importance to the faculty. In addition, for the faculty to maintain their knowledge, domains and skills in their specialty, each semester are assigned practice courses in different clinical scenarios.

The Inter-American University of Puerto Rico has the Faculty Manual (see exhibit IC 2 Faculty Handbook 2012 version or 2017 spanish version) destined to full-time faculty and the Faculty Manual to Part-time (<http://documentosinter.azurewebsites.net/>) (see key element II. F. 2 Manual of the Faculty to Part-time). These Manuals contain, among others, information about the Inter-American University of Puerto Rico, as well as rules, norms, policies and procedures related to professors. It is the product of a joint effort of faculty, administration and Board of Trustees of the University. These official documents are accessible to the faculty through the Human Resources Office of each Campus and through the Institutions website (www.br.inter.edu). In addition, the Institutional Guidelines for Faculty Evaluation establish service that is expected by the faculty in different areas. In the aforementioned documents the duties and rights of the faculty are defined, so that the expected service is clearly defined and supported. The Inter-American University of Puerto Rico has the Faculty Manual (see exhibit I.C. 2 Faculty Handbook 2012 version or 2017 spanish version) destined to the full-time faculty and the Manual of the Faculty to Part-time (<http://documentosinter.azurewebsites.net/>) (see key element II. F. 2 Faculty Manual for Part-time). These Manuals contain, among others, information about the Inter-American University of Puerto Rico, as well as rules, norms, policies and procedures related to professors. It is the product of faculty joint effort, t administration and Board of Trustees of the University. These official documents are accessible to the faculty through the Human Resources Office of each Campus and through the website of the Institution (www.br.inter.edu). In addition, the Institutional Guidelines for Faculty Evaluation establish the service that is expected by the faculty in different areas. In the aforementioned documents the duties and rights of the faculty are defined, so that the expected service is clearly defined and supported. The Interamerican University of Puerto Rico has the Faculty Manual (see exhibit I. C. 2 Faculty Handbook 2012 English version or 2017 Spanish version) for full-time faculty and Faculty Manual for Part-time Work (<http://documentosinter.azurewebsites.net/>) (see key element II. F. 2 Faculty Manual for Part-time). These Manuals contain, among others, information about the Inter-American University of Puerto Rico, as well as rules, norms, policies and procedures related to teachers. It is the product of the joint effort of the faculty, the administration and the Board of Trustees of the University. These official documents are accessible to the faculty through the Human Resources Office of each Campus and through the website of the Institution (www.br.inter.edu). In addition, the Institutional Guidelines for the Evaluation of the Faculty establish the service that is expected by the faculty in different areas. In the aforementioned documents the duties and rights of the faculty are defined, so that the expected service is clearly defined and supported.

The Nursing Program operates within University policies, in regard to all personnel matters. All faculties receive a copy of the handbook, when first employed. Specific policies, and pages in the Faculty Handbook where these policies can be found, are shown in table II. F.1. None of the policies of the nursing educational campus differ from those of the governing organization.

II. F. 1 Policies Governing Full Time Faculty

Policy	Where found	Page number
Related to Non-Discrimination	IAUPR General Catalog2015-2017	2
	Faculty Handbook 2012 Barranquitas Campus and Nursing Program Missions	1
Employment Equal Opportunities	Faculty Handbook 2012	Appendix VIII G-126-91
Non-Discrimination regarding the disabled	Faculty Handbook 2012	Appendix VII G-145-92
Faculty Appointment	Faculty Handbook 2012	62-65
Academic Rank	Faculty Handbook 2012	19 - 22
Grievance Procedures	Faculty Handbook 2012	41
Promotion	Faculty Handbook 2012	60
Salary and Benefits	Faculty Handbook 2012	40 -50

Policy	Where found	Page number
Tenure	Faculty Handbook 2012	76
Rights and Responsibilities	Faculty Handbook 2012	29 - 43
Termination	Faculty Handbook 2012	80
Workload	Faculty Handbook 2012	32

Sabbatical Leave:

A sabbatical leave may be granted to qualified faculty members for them to improve their academic credentials or their professional competence through post-doctoral studies, studies leading to an advanced degree, or through a planned program of professional development. In addition, a sabbatical leave may be granted to work on research, to become a lecturer/researcher or the recipient of a prize or a scholarship from a recognized foundation. The concession of a sabbatical leave is a privilege that is granted when the Institution is financially able to do so and it is in the best interest of the University to foster the quality and competence of its faculty members. In case a sabbatical leave for the indicated purposes is granted to a professor, Inter American University of Puerto Rico, through the Vice President for Academic and Student Affairs and Systemic Planning, will acknowledge and adjudicate the years during which the professor was on sabbatical leave for purposes of salary and years of service, according to the scale established by the University.

Study Leave:

Study leaves, with or without financial aid, may be granted annually up to a maximum of four (4) years, depending upon the course of studies the faculty member has proposed and has been approved by the University.

Study leave, with or without financial aid, may be granted to faculty members wishing to continue formal studies at a postgraduate level. These leaves are authorized on the basis of service received by the University from them, the need for professors in specific disciplines, and/or the financial condition of the Institution.

In case a Study Leave is granted to a professor, Inter American University of Puerto Rico, through the Vice President for Academic and Student Affairs and Systemic Planning, will acknowledge and adjudicate the years during which the professor was on study leave for purposes of salary and years of service, according to the scale established by the University.

Study Benefits for Faculty Members at Inter American University:

Full-time faculty members are exempt from payment of tuition, fees and lab fees for courses taken at the University during the hours they do not have teaching assignments, except courses at the Faculty of Law, at the School of Law. Optometry, in the Medical Technology Program of the undergraduate level or in the doctoral programs. However, a faculty member can not enroll as a full-time student at the University while teaching there with a full program. Full-time faculty members who take professional improvement courses not leading to a degree are exempt from payment for special fees.

Faculty members have the right to request scholarships for degrees or certifications that are of benefit to the programs or specialty they teach. The interested faculty submits a scholarship application to the Scholarship and Sabbatical Committee of the Campus for which it works. From 2012 to 2016 two faculty members of the Nursing Program were assigned a scholarship for their doctoral studies.

Standard II - Program Quality: Institutional Commitment and Resources: Strengths and Needs Development

Strengths	Needs Development
1. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. The Program has budget for the purchase of equipment and materials for laboratories. The Program has the resources to pay 6 faculty members.	1. Continue acquiring equipment and materials for laboratories. 2. Continue the develop the simulation laboratory.
2. The support resources are sufficient to fulfill the mission and goals of the Program and achieve the expected results.	3. Continue recommending resources to the Access to Information Center and to the skill labs.
4. Nurse Administrator has a master's degree in nursing and DNS.	4. Stay updated in the profession. 5. Strengthen the means of communication with the internal and external community.
6. La facultad full time tiene maestría en enfermería. Un 78% de la facultad a jornada parcial tiene un grado de maestría.	6. Continue to recruit full-time faculty with a Master's Degree in Nursing Sciences. 7. Improve the recruitment of part-time faculty with a Master's Degree in Nursing Sciences.
7. The Nursing Program and the Campus have established a plan for the development of faculty.	8. Continue to encourage the professional development of the faculty. 9. Train and train the faculty in the use of high fidelity simulators.

After the analysis of Standard II: Program Quality: Institutional Commitment and Resources, it is concluded that the Nursing Program of the Interamerican University of Puerto Rico, Barranquitas Campus meets the criteria of the same.

Standard III

Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are in agreement with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

Program Response:

Nursing Program: Mission and Major Concepts:

The mission of the Nursing Program is the formation of nurses able to offer competent, sensitive, effective, safe, and quality nursing care to the person, the family and the community. This Nursing Program's curriculum flows from the program's mission and is closely aligned with missions of the Inter American University and the Barranquitas Campus. The Nursing Program's mission, common to all nursing programs within the Inter American University system, evolves from a set of beliefs regarding the concept of person, society, health, nursing and education. The faculty has developed an organizational framework with these concepts in mind. The curriculum is diverse, based principally on, but not limited to, nursing concepts and theories, which put into practice the beliefs stated as paradigms of the Nursing Program. The concepts are used to provide breadth throughout the curriculum are the nursing process and humanistic care. The concepts selected to give depth in knowledge, attitudes and skills are: health and illness, communication, research, professional roles and leadership, and management of health care. In addition, all Barranquitas Campus programs must comply with the educational competencies for college graduates. The Nursing faculty has analyzed the curriculum and determined that, as developed by the Inter American University nursing faculty, the curriculum flows from the nursing education mission\ philosophy, through an organized framework, into a logical progression of course outcomes and learning activities to achieve desired program objectives. The nursing faculty determined that all competencies applied to the curriculum and incorporate them into all syllabi. Each course syllabus was analyzed to verify consistency with the philosophy, concepts and competencies. Curricular alignment was verified by the Curriculum and Assessment Committees. This assessment is well documented in detail and presented in a systematic, scholarly manner. In key element III. A. 1 there is presented the Philosophy and Description of the Nursing Program and key element III.A. 2 shows a relationship between nursing roles and the Conceptual framework of the nursing program.

Curricular Revision:

There are nursing programs in eight of IAUPR's campuses. Review at the program level is guided by systemic program evaluation plan each five years. Nursing faculty reviews aggregated trended assessment data to evaluate curricula. Faculty has continuous team meetings with the commitment of evaluating each outcome obtained from evaluations, assessments, experiences, and others with the purpose of improvement of curriculum. Changes to the curriculum plan must go through the Institutional Nursing Committee, the Academic Senate, and the University Council. The President of the University must then give final approval for the change to be implemented. The last institutional review of the Nursing Program was completed in May 2013. The changes that occurred after the

program review were implemented in August 2013. Within the changes are: changes in the number of credits in three courses, deletion of a course, but a new course was added. A theoretical course and a course of practice were changed level (see table III.A.1 Changes in curriculum). Also, the graduate profile was reviewed and updated.

Table III.A. 1 Changes in the Curriculum with 2013 revision.

Previous Curriculum	Changes in the Curriculum
NURS 1120 Principles and Basic Concepts of Nursing Two (2) credits	The course was eliminated
NURS 1121 Fundamentals of Nursing Three (3) credits	NURS 1111 Fundamentals of Nursing Four (4) credits
NURS 1122 Practice of Fundamentals of Nursing Two (2) credits	NURS 1112 Practice of Fundamentals of Nursing Two (2) credits
NURS 1221 Fundamentals of Psychosocial Care Three (3) credits The course was located in the first year, second semester	NURS 2361 Fundamentals of Psychosocial Care Three (3) credits See changed to second year, second semester
NURS 1222 Practice of Psychosocial Two (2) credits The course was located in the first year, second semester	NURS 2362 Practice of Psychosocial Two (2) credits See changed to second year, second semester
	Added the course NURS 2970 Transitional seminar One (1) credit
NURS 3110 Professional dimensions of nursing Four (4) credits	NURS 3100 Dimensions of professional nursing practice Three (3) credits
NURS 3130 Introduction to the Nursing Research Process Two(2) credits	NURS 3115 Introduction to the Nursing Research Process Three (3) credits

When striving for excellence, faculty recognized rigor is involved as well as scrupulous attention to detail, discipline in regard to teaching the agreed- upon concepts, and accuracy in regard to accepted courses content. For that reason, the Student Learning Outcomes and syllabus was revised to ensure the incorporation of the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) (see key element I. A.1 Syllabus).

Alignment between Expected Student Learning Outcomes and Nursing Roles in the Bachelor Curriculum:

The faculty of the Nursing Program aligned the expected student learning outcomes to the roles of provider of care, member of the profession and Coordinator or Manager of Care. These roles are incorporated into program courses throughout the curriculum. Table III.A.2 shows the alignment between nursing roles, expected student learning outcomes and courses.

Table III.A. 2 Alignment between Nursing Roles and Expected Student Learning Outcomes

Roles	Expected Student Learning Outcomes	Courses (Example of integration)
Care provider	1. The student will integrate cognitive, affective and psychomotor skills by providing nursing care to	NURS 1111 Fundamentals in Nursing- Discussion of the nursing process for adult care with common interferences in the functional health patterns that support physical processes.

Roles	Expected Student Learning Outcomes	Courses (Example of integration)
	<p>the individual, family, and community.</p> <p>2. The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are.</p> <p>3. The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings.</p> <p>4. The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations.</p>	<p>NURS 1112 Practice of Fundamentals of Nursing - Beginning of the development of clinical skills to perform in areas of competence as care providers.</p> <p>NURS 1130 Pharmacology Aspects - Application of the nursing process in medication administration.</p> <p>NURS 1231 Fundamentals of Adult Care I - Includes anatomical, physiopathological, microbiological, biochemical and environmental concepts that affect human functioning.</p> <p>NURS 2141 Fundamentals of Maternal-Neonatal Care - Use of the nursing process in the study of the appropriate changes in the stages and health dysfunctions.</p> <p>NURS 2233 - Fundamentals of Adult Care II - Apply the nursing process in acute and chronic dysfunctions related to the functional health patterns of activity-exercise, cognitive-perceptual and sexuality-reproduction considering standards of practice, cultural and social diversity, research findings and human dignity.</p> <p>NURS 2151 Fundamentals of Pediatric Care - Value the findings of the nursing research in the care of the pediatric client.</p> <p>NURS 2362 Practice of Psychosocial Care - Demonstrate the use of therapeutic techniques to intervene in the psychosocial care of adults.</p> <p>NURS 3100 Analysis of the competence areas: care provider and coordinator, and member of the discipline from the professional dimension. Includes the concepts: humanistic care, ethical-legal responsibility and the nursing process. Emphasis on health education, leadership and management that facilitate dealing with changes in the health care systems and the nursing practice.</p> <p>NURS 3120 Health Assessment - Application of knowledge and skills to estimate the patient's health throughout the life cycle.</p> <p>NURS 4180 Nursing Care of the Family and Community - Discussion of the nursing process for family and community care with emphasis on the promotion of health and well-being. Ethical-legal, humanist and research concepts. Study of the nursing professional's roles in a culturally diverse community.</p> <p>NURS 4911 - Application of the nursing process with emphasis on therapeutic and diagnosis reasoning for decision making in professional interventions.</p> <p>NURS 4914 Practice in Nursing Care to the Family and Community - Application of the nursing process in the humanist care of family and groups as an integrated part of the community and as a patient.</p>

Roles	Expected Student Learning Outcomes	Courses (Example of integration)
		NURS 4980 - Assist the patient and through significant normal stages of growth and development from conception to old age. Integration of knowledge, skills and attitudes in the selection of strategies for professional intervention in the processes of problem solving and decision making in practice and simulated situations in different settings.
Profession Members	<ol style="list-style-type: none"> 1. The student will assume the role of a leader in the administration of health care in different scenarios. 2. The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society. 3. The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings. 	<p>NURS 1111 Fundamentals in Nursing -Includes the ethical, legal and moral aspects based on practice standards.</p> <p>NURS 2142 Practice of Maternal Neonatal Care - Integrated during maternal-neonatal intervention standards of care, safety practices technological advances and socio-cultural diversity.</p> <p>NURS 2361 Fundamentals in the Care Psychosocial - Utilizes the ethical principles and professional standards during the psychosocial care.</p> <p>NURS 2970 Transition seminar - Analysis of the trends and controversies that impact health care. Review of the ethical-legal, technological and scientific implications, professional values and social and economic influences in the exercise of the profession.</p> <p>NURS 2152 Practice of Pediatric Care - Use concepts and principles of communication, interpersonal interaction and nursing skills essential to the care of the pediatric client.</p> <p>NURS 3100 Analysis of the competence areas: care provider and coordinator, and member of the discipline from the professional dimension. Includes the concepts: humanistic care, ethical-legal responsibility and the nursing process. Emphasis on health education, leadership and management that facilitate dealing with changes in the health care systems and nursing practice.</p> <p>NURS 3115 Introduction to the Nursing Research Process - Application and evaluation of the practice based on the evidence for health problem solving. Research assessment for the development of the best practices in the profession.</p> <p>NURS 3140 Interventions in Psychosocial Transition - Analysis of the trends, theories and concepts that influence the practice of the psychosocial nursing professional.</p> <p>NURS 3190: Professional Intervention during the Life Cycle - Integrate concepts of decisions making, law, responsibility ethical-legal, and research and health education in the therapeutic strategies for restoration of client health through life cycle.</p> <p>NURS 4980 Integrated Workshop - Integration of knowledge, skills and attitudes in the selection of strategies for professional intervention in the processes</p>

Roles	Expected Student Learning Outcomes	Courses (Example of integration)
		of problem solving and decision making in practice and simulated situations in different settings. NURS 4911 Practice during the Life Cycle - Integrated application of the principles and concepts of communication, health education, ethical-legal, research, leadership and management.
Coordinator or Manager of Care	<ol style="list-style-type: none"> 1. The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society. 2. The student will assume the role of leader in the administration of health care in different scenarios. 3. The student will apply the evidence to provide health care to the person, family, and community in structured and unstructured settings. 4. The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development. 5. The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice. 	<p>NURS 1232 Practice of Adult Care I - Integration of communication, administration, care management, research and the nursing process skills for patient care. NURS 1232, 2234, 2142, NURS 2152 and 2362-Use concepts and principles of communication, interpersonal interaction and nursing skills essential to the care of the patient.</p> <p>NURS 3100 Analysis of the competence areas: care provider and coordinator, and member of the discipline from the professional dimension. Includes concepts of: humanistic care, ethical-legal responsibility and the nursing process. Emphasis on health education, leadership and management that facilitates dealing with changes in the health care systems and nursing practice.</p> <p>NURS 4911 Practice during the Life Cycle - Integrated application of the principles and concepts of communication, health education, ethical-legal, research, leadership and management. Effectively communicates in written and oral form with patients and other care providers to positively influence patient care and evidence of best care practices. Coordinate the care of groups of patients balancing costs and quality. Maintain an effective team to provide efficient and appropriate care.</p> <p>Advocate for planned changes that allow for superior achievement of health outcomes. Consider Christian, ethical, and democratic values by offering nursing care.</p> <p>NURS 4914 Practice in Nursing Care to the Family and Community - Demonstration of planning, coordination, leadership and educational skills in the implementation of intervention strategies.</p> <p>NURS 4980 - Integration of knowledge, skills and attitudes in the selection of strategies for professional intervention in the processes of problem solving and decision making in practice and simulated situations in different settings.</p>

(Source: Nursing Program)

III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- Baccalaureate program curricula incorporates *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
- Master's program curricula incorporates professional standards and guidelines as appropriate.
 - a. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
 - b. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).
- Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.
- DNP program curricula incorporate professional standards and guidelines as appropriate.
 - a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
 - b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).
- Post-graduate APRN certificate programs that prepare nurse practitioners and incorporates *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

Elaboration: Each degree/certificate program incorporates professional nursing standards and guidelines relevant to that program, area, role, population focus, or specialty. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.

APRN education programs (degree and certificate) (i.e., Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) incorporate separate comprehensive graduate level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.

Master's programs that have a direct care focus but are not APRN education programs (e.g., nursing education and Clinical Nurse Leader), incorporate graduate level content addressing the APRN core. They are not required to offer this content as three separate courses.

Program Response:

Since 1998, the Nursing Program of Inter American University of Puerto Rico-Barranquitas Campus (IAUPR-Barranquitas) has been preparing nursing with the necessary knowledge, skills, and

attitudes to develop critical and creative thinking to provide competent, effective, safe, and quality nursing care to individuals, family and community in the center of the island.

To meet the mission and aims of the Nursing Program, the curriculum incorporates laws, standards and competencies in the educational training of future nurses. This is based on Law No. 254 of Decembrer 31, 2015 (Act to Regulate the Practice of Nursing in PR), the Standards of Nursing Practice developed by the College of Nurses of Puerto Rico (see key element III.B.1 Law #254 and Standards) and the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). In addition, guided by the philosophical foundations reflected in the nursing curriculum.

Law #254 sets out the conditions for carrying on the practice of general nurse training in Puerto Rico. This law states that graduates must have theoretical and empirical knowledge of the biological, social, humanities and science of nursing and use this knowledge to promote, maintain health and prevent disease. Also suggests that this professional provides direct nursing care to individuals, families and communities in different healthcare settings. It is also responsible for planning, implementing, delegating and evaluating the actions in nursing practice. Also, the faculty has integrated into the different curriculum standards of nursing practice in Puerto Rico. These standards were reviewed and approved by the College of Nurses of Puerto Rico (CPEPR) and are essential elements of the conceptual framework and guiding the professional practice of nursing in Puerto Rico. They are divided into two parts: (1) professional performance standards and (2) standard of care.

The nursing program faculty uses these standards as a guide to maintain quality of nursing care and excellence in the education process. The second standard, standard care is included in all courses across all levels of the nursing curriculum. To meet this standard, the school uses the approved institutional level: North American NANDA, NOC and NIC. Also, used the Functional Health Patterns of Marjory Gordon as a model to assess the health of the patient, family and community, strengthening the humanistic approach of the nursing curriculum. Similarly, other concepts permeates the philosophy of the Nursing Program and include the following: person -the individual , society (cultural diversity), health, nursing (code of ethics), education, health care, nursing process, diagnostic reasoning (critical thinking), Language International (NANDA, NOC and NIC), humanistic care, safety for patients, health-illness continuum, functional health patterns, communication, research (evidence-based practice), leadership, management (teamwork, decision making, problem solving and quality continues) and other concepts are integrated throughout the curriculum to develop skills, attitudes and knowledge of their professional role, as described below

Also, faculty and the Nurse Administrator use the Essentials of Baccalaureate Education for Professional Nursing Practice to guide educational processes and curricular changes. The integration of the Essentials of Baccalaureate Education will allow the graduates to develop the competences to perform in different health scenarios and execute the roles of the profession. Among the works carried out to integrate the essentials into the curriculum are the revision of the evaluation files and rubrics.

The Expected Student Learning Outcomes intergrated to the standard of professional performance and Essentials of Bacalaureate is presented in the table III.B.1.

Table III.B.1 Expected Student Learning Outcomes and its integrated with the standards of professional performance and the Essentials of Baccalaureate (AACN, 2008)

Expected Student Learning Outcomes	CPEPR Standard	Essentials of Baccalaureate (AACN, 2008)
1. The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community.	Standard 1 - Practice quality Standard 3 - Professional Practice Evaluation Standard 9 - Leardership	Essential I Liberal Education for Bacalaureate Essential II Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential III Scholarship for EvidenceBased Practice Essential VIII Professionalism and Professional Values

Expected Student Learning Outcomes	CPEPR Standard	Essentials of Baccalaureate (AACN, 2008)
		Essential IX Baccalaureate Generalist Nursing Practice
2.The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are.	Standard 1 - Practice quality Standard 3 - Professional Practice Evaluation Standard 5 – Collegiality Standard 7 - Research Standard 9 - Leadership	Essential I Liberal Education for Baccalaureate Essential II Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential III Scholarship for EvidenceBased Practice Essential VIII Professionalism and Professional Values Essential IX Baccalaureate Generalist Nursing Practice
3.The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society.	Standard 1 - Practice quality Standard 3 - Professional Practice Evaluation Standard 4 -Collaboration Standard6 - Ethics	Essential I Liberal Education for Baccalaureate Essential II Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential VIII Professionalism and Professional Values Essential IX Baccalaureate Generalist Nursing Practice
4.The student will assume the role of leader in the administration of health care in different scenarios.	Standard 1 - Practice quality Standard 3 - Professional Practice Evaluation Standard 4 -Collaboration Standard 5 - Collegiality Standard 9 - Leadership	Essential II Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential VIII Professionalism and Professional Values Essential IX Baccalaureate Generalist Nursing Practice
5.The student will apply the evidence to provide health care to the person, family, and community in structured and unstructured settings.	Standard 1 - Practice quality Standard 3 - Professional Practice Evaluation Standard 7 - Research	Essential I Liberal Education for Baccalaureate Essential III Scholarship for Evidence Based Practice Clinical Prevention and Population Health Essential IX Baccalaureate Generalist Nursing Practice
6.The student will apply their knowledge in the management of health information and in the use of technologyin providing health care to the individual, family, community and populations at different stages of development.	Standard 1 - Practice quality Standard 3 - Professional Practice Evaluation Standard 8 - Resources Utilization Standard 9 - Leadership	Essential II Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential IV Information Management and Application of Patient Care Technology Essential VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential VII Clinical Prevention and Population Health

Expected Student Learning Outcomes	CPEPR Standard	Essentials of Baccalaureate (AACN, 2008)
		Essential IX Baccalaureate Generalist Nursing Practice
7. The student will demonstrate communication skills and teamwork by coordinating care of individuals, families and communities in different settings.	Standard 1 - Practice quality Standard 3 - Professional Practice Evaluation Standard 4 - Collaboration Standard 8 - Resources Utilization Standard 9 - Leadership	Essential II Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential IX Baccalaureate Generalist Nursing Practice
8. The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations.	Standard 1 - Practice quality Standard 2 - Education Standard 3 - Professional Practice Evaluation Standard 7 - Research	Essential III Scholarship for EvidenceBased Practice Essential VII Clinical Prevention and Population Health Essential VIII Professionalism and Professional Values Essential IX Baccalaureate Generalist Nursing Practice
9. The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice.	Standard 1 - Practice quality Standard 3 - Professional Practice Evaluation Standard 8 - Resources Utilization Standard 9 - Leadership	Essential II Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential V Healthcare Policy, Finance, and Regulatory Environments Essential IX Baccalaureate Generalist Nursing Practice

(Source: Nursing Program)

In addition, the faculty teaching in all courses of the Nursing Program is required with National Safety Goals before clinical experiences. In the key element III. B. 2 shows the relationship with National Safety Goals 2018, courses and learning strategies.

(https://www.jointcommission.org/assets/1/6/2018_HAP_NPSG_goals_final.pdf)

III-C. The curriculum is logically structured to achieve expected student outcomes.

- Baccalaureate curricula builds upon a foundation of the arts, sciences, and humanities.
- Master's curricula builds on a foundation comparable to baccalaureate level nursing knowledge.
- DNP curricula builds on a baccalaureate and/or master's foundation, depending on the level of entry of the student.
- Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.

Elaboration: Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced course work.

Graduate curricula is clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Accelerated programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrating how these students acquire baccalaureate level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.

DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire doctoral-level competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). The program provides a rationale for the sequence of the curriculum for each program.

**Program Response:
Curriculum Design:**

The IAUPR-Barranquitas Nursing Program offers the Bachelor of Science Degree in Nursing (B.S.N.). The B.S.N. is offered through a four-year program with an exit option of an Associate in Applied Science Degree in Nursing (A.A.S.) at the end of the second year. The first two years of the baccalaureate degree, if completed as per the established sequence, are equivalent to the A.A.S. Once completed, these first two levels are also conducive to the baccalaureate degree. The A.A.S program sequence is designed to be completed in two regular academic years.

Each year is equivalent to a level in which courses have been organized and developed according to their level of complexity. In the first two years (levels I and II) technical (Nursing Associate Degree) knowledge and skills are presented; in the last two years (levels III and IV) those corresponding to the professional level (generalist) are presented. This scheme articulates both levels of preparation, (associate degree and Bachelor's Degree in nursing) by integrating knowledge and skills. Both are clearly defined as complete programs. This diverse and flexible study modality facilitates mobility from the associate to the baccalaureate level. It is a nursing education program which enables students to reach their goals according to their individual expectations and needs.

Credit Breakdown:

The IAUPR Nursing curriculum is institutional. Thus, all the Nursing Programs at the IAUPR academic campuses authorized by the Puerto Rico Council on Higher Education and Middle States Association to offer Nursing programs follow the same curriculum. The B.S.N. requires the completion of 120 credit hours. The degree includes a General Education Component. Table III.C.1 presents the requirements for the degree.

Table III.C.1 Requirements for the BSN

Requirements for the B.S.N.	
General Education Requirements	45 credits
Major Requirements	72 credits
Elective Courses	<u>3 credits</u>
	120 credits
<u>General Education Requirements</u>	45 credits
GESp Spanish	9
GEEN English	9
GEMA 1000 Quantitative Reasoning	3
GEHS 2010 Historic Process of a Contemporary Puerto Rico	3
GECF 1010 Christian Faith	3

Requirements for the B.S.N.	
GEIC 1010 Information Technology and Computing	3
Scientific and Technological Context	3
Philosophic and Esthetic Thought	6
Historic and Social Context	6
<u>Nursing Requirements</u>	72 credits
NURS 1111 Fundamentals in Nursing	4
NURS 1112 Practice of Fundamentals of Nursing	2
NURS 1130 Pharmacology Aspects	3
NURS 1231 Fundamentals of Adult Care I	6
NURS 1232 Practice of Adult Care I	2
NURS 2141 Fundamentals of Maternal-Neonatal Care	3
NURS 2142 Practice of Maternal-Neonatal Care	2
NURS 2233 Fundamentals in Adult Care II	6
NURS 2234 Practice of Adult Care II	2
NURS 2351 Fundamentals of Pediatric Care	3
NURS 2352 Practice of Pediatric Care	2
NURS 2361 Fundamentals in Psychosocial Care	3
NURS 2362 Psychosocial Care Practice	2
NURS 2970 Transition Seminar	1
NURS 3100 Dimensions of Prof. Practice	3
NURS 3115 Intro. to the Nursing Research Process	3
NURS 3120 Health Assessment	4
NURS 3140 Intervention in Psychosocial Trans.	2
NURS 3190 Prof. Intervention during Life Cycle	4
NURS 4180 Nursing Care for the Family & Com	4
NURS 4911 Practice of Professional Intervention during Life Cycle	3
NURS 4914 Practice Family & Community	4
NURS 4980 Integration Workshop	4

The program sequence plans for the B.S.N can be found in [appendix III.C.1](#).

General Education Program Curriculum:

The University curriculum is composed of three interrelated components: general education, specialization and electives, which address the formation of the student in terms of a comprehensive education. Inter American University of Puerto Rico offers a General Education Program that, independent of the area of specialization that the student selects, contributes to the achievement of the following goals:

Goals and Competencies of the General Education Program

The General Education Program of the Inter-American University of Puerto Rico is based on the following goals and competencies; these aspire to the training of professionals with the knowledge,

skills and attitudes necessary for a society and a diverse and changing work environment in the globalized world of the 21st century.

Goal I: Develop a person with humanistic sensitivity, capable of contributing to the solution of problems with a collaborative attitude, using research, critical, creative and innovative thinking, in an international context.

Competence 1: Demonstrate a critical, creative, scientific, humanistic, ethical and aesthetic attitude for the solution of problems, based on the use of research methods, sources of information and technological advances.

Competency 2: Demonstrate capacity and willingness for collaborative work and negotiation.

Goal II: Develop a person who has communicative competence in Spanish and English, with greater mastery of one or the other, depending on whether they are Spanish-speaking or English-speaking.

Competency 3: Demonstrate oral and written communication skills in Spanish and English, with a higher level of proficiency in the primary language.

Goal III: Develop a person who values diversity, appreciates other cultures, is aware of their social, ethical, civic and environmental responsibility and who exercises leadership in a democratic life context.

Competence 4: Demonstrate leadership qualities, appreciation for other cultures, and respect and appreciation of diversity.

Competency 5: Demonstrate commitment to social, ethical, civic and environmental responsibility.

Goal IV: Develop a person who understands and values the Christian faith from an ecumenical openness and its implications for culture.

Competency 6: Apply the principles that define a culture of peace from an ecumenical-Christian, interreligious, multicultural and academic perspective.

Competency 7: Demonstrate respect and sensitivity towards religious plurality and other beliefs.

Goal V: Develop a person committed to the integral health, well-being and quality of life of the individual and society.

Competency 8: Apply the fundamental knowledge of integral health to promote the welfare and quality of life of the individual and society.

Goal VI: Develop a person capable of solving problems through scientific thinking, logical and quantitative reasoning and the use of information and communication technologies, in an ethical, critical, creative and innovative way.

Competence 9: Apply scientific thinking and logical and quantitative reasoning for decision making and problem solving.

Competency 10: Use information and communication technologies for decision making and problem solving.

Goal VII: Develop a person with knowledge of the historical, social and cultural context of Puerto Rico and the world.

Competence 11: Understand the historical, political, social and economic processes and their effects and implications in the formation of contemporary societies.

Competency 12: Value the historical, social and cultural differences that have contributed to the knowledge society. Meta VIII: Develop a person who has an entrepreneurial attitude and is committed to learning for life.

Competence 13: Demonstrate capacity for self-management, entrepreneurship and lifelong learning in the face of social and economic changes in a global world.

The General Education Program of the Inter-American University of Puerto Rico is made up of the following seven categories:

1. **Basic Skills:** This category develops competences in the following areas: communication in Spanish and English, mathematics and information and computer technologies.
2. **Christian Thought:** This category develops the competences that allow the understanding and appreciation of the Christian faith from an ecumenical opening.
3. **Entrepreneurial Culture:** This category develops the skills for the formation of a person with an entrepreneurial attitude and capacity for self-management and entrepreneurship in the context of a globalized society.
4. **Philosophical and Aesthetic Thought:** This category develops competences related to ethics, social responsibility and musical, artistic and theatrical appreciation.
5. **Historical and Social Context:** This category develops the fundamental competences of history and social sciences that allow the understanding of society in a local and global context.
6. **Scientific and Technological Context:** This category develops the fundamental competences for the study and understanding of the interrelation between the natural sciences, the environment, technology and the human being.
7. **Attitude of ecological responsibility:** It also encourages the development of an attitude of ecological responsibility.

Nursing Program Curriculum:

Nursing courses at IAUPR encompass theoretical instruction, clinical practice, and some courses include both. In addition to courses that cover specific areas, the Nursing Curriculum includes courses aimed to enable students to integrate the knowledge and skills they have learned in previous courses. The [appendix III.C.2](#) presents the distribution of credit hours in the courses of the Program, including the courses of the General Education Program and [appendix III. C. 3](#) presents a distribution of theoretical instruction and clinical practice hours per course.

The Nursing Program curriculum is one and the same for all the Inter American University campuses that offer a Nursing Program, and the curriculum is revised regularly so that it remains current. The Institutional Curriculum Revision Committee for the Nursing Program, composed of representatives from each of the campuses, responsible for revising and updating the curriculum. All changes must be approved by the majority of the campuses and the proposed changes must also be approved by the Campus Academic Senate and the institutional University Council. Inter American University's policy is that each academic program must be revised every five years.

As a result of the 1996 revision, the Nursing Program science component was integrated into the nursing courses as opposed to requiring students to take science courses as prerequisites for the various nursing courses. This change enables students to integrate the science content to nursing and better understand the pertinence of the science concepts rather than learning them in an isolated context.

Natural Sciences in the Nursing Curriculum:

The IAUPR Nursing Program integrates the natural sciences thought of the curriculum. Natural science content includes: anatomy, physiology, biochemistry, microbiology and physics. This design, was implemented as a result of an institutional curricular process which has been highly successful. The principal reasons for this integration were a determination to focus on the nursing discipline, the need to focus on the pertinence of natural science contents to the nursing practice, and a practical solution to an extensive, 120-credit program among dozens of much shorter academic programs in a highly competitive environment. With the increasing demand for shorter academic programs and an institutional mandate to increase technical degree offerings, the current curricular design also integrates an exit option to an associate degree at the end of the second year. With a high percentage of students having great financial need, the option of graduation and licensure after two years enables them to start working in the field while working towards the completion of a baccalaureate degree.

Natural science contents are incorporated following the corresponding nursing contents; i.e., anatomy and physiology of the cardiovascular system are taught before the cardiovascular pathologies,

treatments, and care are discussed. Natural science content is specifically identified as credit units in each concentration course (see course syllabus, key element I. A.1). The natural science content is taught by full or part-time Natural Sciences faculty and/or by physicians who serve as part-time faculty. These faculty members work with nursing faculty to team-teach the courses that have natural science content. In addition to the natural sciences content in Nursing courses, baccalaureate students also take the General Education Course, GEST 2020- Science, Technology and the Environment (3 credits.)

The distribution of the natural sciences credit units across the curriculum and courses is illustrated in the table III.C.2. In the table III.C.3 is present the integration of Natural Sciences in the Nursing Courses.

Table III.C.2 Sciences Content Integrated into Nursing Courses

Courses	Credits	Nursing Credits	Sciences Credits
NURS. 1111 Fundamentals of Nursing	4	3	1
NURS. 1130 Pharmacological Aspects of Nursing	3	2	1
NURS. 1231 Fundamentals of Adult Care I	6	3	3
NURS. 2233 Fundamentals of Adult Care II	6	3	3
NURS. 2141 Fundamentals of Maternal Neonatal Care	3	2	1
NURS. 2351 Fundamentals of Pediatric Care	3	2	1
NURS. 2361 Fundamentals of Psychosocial Care	3	2	1
NURS. 3120 Health Assessment	4	3	1

(Sources: Nursing Program)

Table III.C. 3 Integration of Natural Sciences in the Nursing Courses

Course Number & Title		Anatomy & Physiology		Biochemistry		Microbiology		Total
		CR	HR	CR	HR	CR	HR	CR/HR
NURS 1111	Fundamentals of Nursing	0.46	7	0.27	4.0	0.27	4	A
NURS 1130	Pharmacological Aspects of Nursing	0.27	4	0.73	11.0	-	-	1/15
NURS 1231	Fundamentals of Adult Care I	1.73	26	0.67	10	0.6	9	3/45
NURS 2233	Fundamentals of Adult Care II	2.27	34	0.60	9	0.13	2	3/45
NURS 2141	Fundamentals of Maternal Neonatal Care	0.66	10	0.27	4.0	0.07	1	1/15
NURS 2351	Fundamentals of Pediatric Care	0.53	8	0.07	1	0.4	6	1/15
NURS 2361	Fundamentals of Psychosocial Care	0.80	12.0	0.20	3.0	-	-	1/15
NURS 3120	Health Assessment	1	15	-	-	-	-	1/15
Total		7.72	116	2.81	42	1.47	22	12/180

(Sources: Nursing Program)

Table prepared by the Institutional Curriculum Revision Committee for the Nursing Program, March 28, 2008. Campuses represented: Aguadilla, Arecibo, Barranquitas, Bayamón, Guayama and San Germán.

Additional, the key element III.C. 2 demonstrates the objectives of sciences content per nursing courses.

The curriculum and Instructional Processes:

The nursing program includes instructional processes that reflect educational theories, interdisciplinary collaboration, research, practice standards and technological advances. The next table demonstrates the curriculum concepts and theories by levels (see table III.C.4 Curriculum Concepts and Theories by Levels).

Table III. C. 4 Curriculum Concepts and Theories by Levels

Levels	First Level	Second Level	Third Level	Fourth Level
Courses	1111, 1112, 1130, 1231, 1232	2141, 2142, 2233, 2234, 2351, 2352, 2361, 2362, 2970	3100, 3115, 3120, 3140, 3190, 4911	4180, 4914, 4980
Concepts and Theories	<ul style="list-style-type: none"> • Nursing Theories • Humanistic Care • Nursing Process • Health Illness Continuum • Communication • Functional Health Patterns • Theories on Growth and Development of Adults • Joint Commission: National Patient Safety Goals • Practice standards • Interdisciplinary Collaboration • Evidenced Based Practice • Legal Concepts • Technological Advances 	<ul style="list-style-type: none"> • Theories on Growth and Development (Erickson, Piaget, Freud, Kohlberg) • Pediatric Care Standards • Mother-Child Care Standards • Decision Making • Patient Education • Healthy People • Interdisciplinary Collaboration • Evidenced Based Practice • Technological Advances • Crisis Theories • Stress Theories • Legal Concepts 	<ul style="list-style-type: none"> • Health Promotion • Risk Assessment • Nursing Theories • Aging Theories • Biological, social Standards • Ethics Code (ANA, CPEPR) • Management/ Leadership • Research Paradigms: <ul style="list-style-type: none"> -Positivism -Naturalism • Healthy People • Group Education • From Novice to Expert • Staffing Pattern • Continuous Quality Improvement • Clinical Pathway • Interdisciplinary Collaboration • Evidenced Based Practice 	<ul style="list-style-type: none"> • Nursing Theories • Self Care, Model of Health Care Systems • Social Theories: <ul style="list-style-type: none"> - Structural-Functional - Family development Theory - Systems of Interactions • Family Structured • Family Values • Role Theories • Levels of Prevention • Family Stress Theory • Exchange Theory • Well-being-Model-Dum • Decision Making • Epidemiologic Method • Interdisciplinary Collaboration • Evidenced Based Practice • Technological Advances • Problem solving • Role play

(Sources: Nursing Program)

Interdisciplinary collaboration is evident in the curriculum. Nursing students take various courses from multiple disciplines, with a variety of faculty and classmates proposing multiple perspectives. The next table shows the interdisciplinary collaboration in the nursing curriculum (see table III.C.5 Example of Evidence of Interdisciplinary Collaboration in the Curriculum)

Table III.C.5 Example of Evidence of Interdisciplinary Collaboration in the Curriculum

Student Interdisciplinary Collaboration	
Courses	Example
NURS 1112 Practice of Fundamentals of Nursing	Student coordinates patient care with the healthcare team.
NURS 1232 Practice of Adult Care I	Student makes referrals and transfers. Student joins the interdisciplinary health team.
NURS 2142 Practice of Maternal-Neonatal Care	Student coordinates patient care with the healthcare team. Visits to prenatal centers to see role of the interdisciplinary team of health.
NURS 2234 Practice of Adult Care II	Student makes referrals and transfers. Student joins the interdisciplinary health team.
NURS 2352 Practice of Pediatric Care	Student makes referrals and transfers. Student joins the interdisciplinary health team.
NURS 2362 Practice of Psychosocial Care	Students attend multidisciplinary team meetings in mental health care settings and complete clinical assignment on multidisciplinary roles of the team members.
NURS 4180 Nursing Care for the Family & Com	Students collaborate with other disciplines as a part of clinical experiences. Observe nursing roles in different clinical scenarios (Jail, Coast Guard, Industry, Home Care, Hospice, IV Nurse, etc.).
NURS 4911 Integrated Practice I	Student makes referrals and transfers. Student joins the interdisciplinary health team.
NURS 4914 Integrated Practice II	Visits to agencies that provide services to the community (Social Services, Health, Recycling, etc.).
NURS 4980 Integration Workshop	Student makes referrals and transfers. Student joins the interdisciplinary health team.

The next table presents the curriculum development of research (see table III.C.6 Examples of Curriculum Development of Research)

Table III. C. 6 Examples of Curriculum Development of Research

Courses	Examples of Teaching-Learning Activities
NURS 1111 Fundamentals in Nursing	Discussion of evidence-based practice. Research Themed Card.
NURS 1112 Practice of Fundamentals of Nursing	Use of evidence based on practice. Therapeutic Reasoning in care plans. Use of simulators in laboratories. Skills demonstrations. Use of simulators in laboratories.
NURS 1130 Pharmacology Aspects	Use of evidence based on practice. Therapeutic Reasoning.
NURS 1231 Fundamentals of Adult Care I	Use of evidence based on practice. Search database (CINAHL). Assignment. Research Themed Card. Conferences integrating evidence-based practice. Search for new evidence in practice by students.
NURS 1232 Practice of Adult Care I	Use of evidence based on practice. Therapeutic Reasoning in care plans.

Courses	Examples of Teaching-Learning Activities
	Use of simulators in laboratories. Use of the Whats app.
NURS 2141 Fundamentals of Maternal-Neonatal Care	Use of evidence based on practice. Research Analysis articles. Search database (CINAHL).
NURS 2142 Practice of Maternal-Neonatal Care	Use of evidence based on practice. Therapeutic Reasoning in care plans. Research Analysis articles.
NURS 2233 Fundamentals in Adult Care II	Use of evidence based on practice. Search database (CINAHL). Search for new evidence in practice by students.
NURS 2234 Practice of Adult Care II	Use of evidence based on practice. Therapeutic Reasoning in care plans. Assignment. Conferences integrating evidence-based practice.
NURS 2351 Fundamentals of Pediatric Care	Reading research papers related to pediatrics and presented in a topic. Use of evidence based on practice.
NURS 2352 Practice of Pediatric Care	Use of evidence based on practice. Therapeutic Reasoning in care plans. Research Analysis articles.
NURS 2361 Fundamentals in Psychosocial Care	Use of evidence based on practice. Themed cards of research articles. Research Analysis articles.
NURS 2362 Practice of Psychosocial Care	Use of evidence based on practice. Therapeutic Reasoning in care plans. Research Analysis articles.
NURS 2970 Transition Seminars	Portfolio Conferences
NURS 3100 Prof. Practice Dimensions	Research Analysis articles. Search database (CINAHL).
NURS 3120 Health Assessment	Search database (CINAHL). Research Analysis articles.
NURS 3115 Intro. to Nursing Research Process	Discussion of the research process, review and analysis of research papers individually.
NURS 3140 Psychosocial Trans. Intervention	Research Analysis articles. Search database (CINAHL).
NURS 3190 Life Cycle Prof. Intervention	Use of evidence based on practice Therapeutic Reasoning in care plans. Research Analysis articles.
NURS 4180 Family & Com Nursing Care	Research Analysis articles. Search database (CINAHL).
NURS 4911 Life Cycle Integrated Practice the	Use of demographic data, statistics, epidemiological, social and cultural rights for estimated health of the community. Use of evidence based on practice. Therapeutic Reasoning in care plans.
NURS 4914 Family & Com Integrated Practice	Research analysis of papers and oral presentation of the article. Family Research.

Courses	Examples of Teaching-Learning Activities
	Community Research. Working in groups on a research topic that affects the community.
NURS 4980 Integration Workshop	Oral discussion of research articles. Use of evidence based on practice. Problem solving

Nursing Program research courses are constantly integrated.

III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.

Elaboration: Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student outcomes identified in course, unit, and/or level objectives.

Program Response:

The teaching - learning strategies, as well as the educational environment important for the development of knowledge, skills and attitudes of nursing student. In the teaching - learning process, it is important for the faculty to apply strategies to convey knowledge, taking into account the diverse student styles. This variety of strategies allows to meet the academic needs of students, while meeting expected student learning outcomes.

The Nursing Program Curriculum design and its extension provide the opportunity for student learning through various experiences in the nursing program courses. These provide learning concepts and skills using lectures, conferences in power point, simulators, search in the literature, practice in various clinical scenarios, cooperative work, modules, oral presentations, small group work for discussion of topics, use of technology as a teaching tool and others.

With relation of technological advances, the faculty believes that educational use of technology is critical to the future viability of the nurse graduate in the workplace. Specially, when students use technology in accessing and sharing information, gathering data, supporting physiological function, managing knowledge and supporting decision making related to evidence based practice.

Computer-based technology is an essential element of the nursing program and support efforts to achieve program outcomes, such as communicating effectively and finding research for evidence based practice. Classroom technologies are available to enhance student learning and promote communication between and among groups of students and faculty.

Agencies are moving toward the use of computerized documentation, making it necessary for nursing education to also implement computerized learning and documentation. The faculty is coming to training in use of computerized documentation, and next to incorporated in learning strategies (see key element III.D.1 Courses and samples of technology use).

On the other hand, the environment in which the teaching process is developed is essential to meet student learning outcomes. During the years of the students in the Nursing Program, they are exposed to a variety of scenarios to facilitate their learning. These scenarios are selected according to the objectives of each course. In the classroom students acquire the knowledge of what allows the development of critical thinking and decision making in their clinical practice courses. In the program labs, students develop skills necessary to provide quality and safe interventions in their practices in real settings. In clinical practice students apply critical thinking to select interventions to meet needs of assigned patients and perform skills learned in skills laboratories.

The [appendix III. D. 1](#) shows links between student learning outcomes, courses, learning activities and environments.

Student Clinical Experiences:

In a variety of learning strategies, the faculty exposes students to a diverse procedure before clinical experiences for best practice to patient health and safety goals (see table III. D. 1 Learning strategies used in clinical areas). Learning strategies used in different clinical areas: For example: faculty demonstrated diverse nursing procedures with mannequins in the laboratories, next, student practices this procedure and then demonstrates feedback. Adding on in the Nursing Laboratory with Technical Nursing students' practice the diverse procedures depend of courses registered on two (2) hours weekly. Other strategies used are tutorials for strengthening practice of nursing procedures and faculty help to improve limitations in practice and procedures.

Table III. D. 1 Learning Strategies in clinical courses:

Courses	Learning Strategies used in Clinical Area
NURS 1112 Fundamentals Nursing Practice	Preliminary case study, Care plan, Practical exams, Skill Lab. Practices, demonstrations, documentation, practices in structured scenarios and others.
NURS 1232 Practice of Adult Care I	Preliminary case study, Care Plan Practice Exams, Skill Lab. Practice, demonstrations, Structured Scenario Practices and others.
NURS 2142 Practice of Maternal-Neonatal Care	Practice exams, Skill Lab. Practices, documentation, Structured Scenario Practices, Clinical Portfolio experience, Educational Talks, Clinical Cases Oral Presentation (Nursing Process Application) and others.
NURS 2234 Practice of Adult Care II	Care plan, practice exams, Skill Lab Practices, documentation, demonstrations, Structured Scenario Practice and others.
NURS 2352 Practice of Pediatric Care	Practice exams, Skill Lab. Practices, documentation, Structured Scenario Practices, Clinical Portfolio experience, Educational Talks, Clinical Cases Oral Presentation (Nursing Process Application) and others.
NURS 2362 Psychological Care Practice	Clinical Performance, process brief, demonstrations, quizzes, Educative Work (Medications), Nursing Process Application (Oral Care Plan) and others.
NURS 4911 Life Cycle Integrated Practice	Clinical task, Nursing Process Application: Simulation exercise and oral presentation of a clinical case, Physical Examination, Educational Plan, Leadership role, Evidence based Practice / Investigative criticism, Quizzes and assignments and others.
NURS 4914 Family and Community Integrated Practice	Family nursing process application, demonstrations, Physical examination, family Teaching plan, Community nursing process application, Clinical performance, Portfolio and others.
NURS 4980 Integration Workshop	Clinical performance, demonstrations, Role Play (Nursing process application), Problem Solving, Quizzes and assignment and others.

Other teaching strategies are practices in clinical settings. After the student is trained in the Program's labs, the faculty and student group move to the assigned clinical area. All student practices are performed in real settings once the students meet the requirements established by the Nursing Program for hospital practices. The student under professor's supervision performs skills and interventions practiced in simulated laboratories. Also, students in clinical practices have discussions of clinical cases of selected patients and simulated cases where there are teaching tools that promote

critical thinking and aid decision making. At the end of the clinical practice, the student's present case studies that allow analyzing the task of growth and development in which the patient is assigned, the condition, treatment, medication, diagnostic tests and the development of the nursing process for the problems identified. This strategy is important because it allows the student to search for information in literature to analyze the patient's condition, treatment offered and propose interventions based on new evidence, but also allows the students group to learn from cases presented by peers.

III-E. The curriculum includes planned clinical practice experiences that:

- **enable students to integrate new knowledge and demonstrate attainment of program outcomes; and**
- **are evaluated by faculty.**

Elaboration: To prepare students for a practice profession, each track in each degree program and post-graduate APRN certificate program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences involve activities that are designed to ensure students are competent to enter nursing practice at the level indicated by the degree/certificate program. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes.

Program Response:

Clinical Resources:

The program has a varied pool of settings for clinical practice that promotes the achievement of the curriculum objectives (see key element III. E. 1 Practice contracts and intention/purpose letters). Clinical facilities used include modern, acute care, medical-surgical, and psychiatric facilities as well as public schools, urban housing projects, rural communities, health centers, and outpatient programs. The clinical facilities used for student learning experiences are selected and monitored by the faculty and provide opportunities for diverse learning options appropriate for contemporary nursing. Written agreements between IAUPR-Barranquitas and the clinical practice centers specify both parties' expectations and ensure the protection of students. All health care agencies are accredited by the Puerto Rico Health Department or their appropriate accrediting agencies. The students are exposed to learning experiences according to the type of care provided (primary, secondary and tertiary) to individuals, families, and communities in different stages within the health-illness continuum in a variety of agencies and community settings.

The adequacy of clinical facilities is assessed through several means. Clinical area selection is systematically established with the application of a specific instrument (Instrument for Selection of Clinical Areas). This instrument was developed by the full time faculty and was validated among peers. The tool has two general evaluation components with six and four criteria, respectively. The components are physical facilities and course objectives. To be filled out by the course faculty, it assesses factors such as geographical access, parking, materials and equipment on one side, and the environment, diversity of experiences available, and coordination facilitation on the other. Course objectives, learning opportunities, physical facilities, role modeling, and other criteria are considered by faculty in selecting clinical settings for student practice. At the end of each semester, a "Clinical Facilities Evaluation" is performed by students and faculty. The Clinical Facilities Evaluation Instrument (see key element III. E. 2 Clinical Facilities Evaluation Instrument), former evaluations, findings and their use are well documented in faculty meetings, Assessment and Curriculum Committees' minutes. They are readily accessible and will be available with the exhibit documents.

Findings have been consistently satisfactory for the past several years. Findings and recommendations are discussed with the nursing personnel of the agencies and are used for contract renewals and continued use of settings. Results of evaluations are shared in faculty and administrative meetings.

The evaluation of clinical practice areas is ongoing throughout the semester, and situations that may arise are discussed with the Nurses Administrator or in faculty meetings. Immediate action is taken to resolve the problems.

Since there has been general student and faculty satisfaction with practice settings 1), changes that have been made are mainly due to faculty criteria about diversity of experiences, technological advances, changes in the health field, costs, availability, accessibility and attainment of objectives. The criteria for choosing Clinical Facilities Evaluation Instrument include the following:

- The ability of the clinical site to meet course and clinical objectives;
- Patient census, population, and level of patient acuity;
- Student and faculty evaluation of the clinical site;
- Use of unit by other health care programs;
- Proximity to the college;
- Quality of the learning environment;
- Strong and effective staffing patterns/role modeling of staff;
- Agency compliance with state and federal regulatory bodies related to patient health and safety standards.

The faculty analyzes experience offered by the clinical facilities used. Students and faculty evaluate clinical agencies (see standard IV, criterion A– Students Satisfaction survey with facilities used for clinical practice and faculty and Criteria for selecting clinical area).Based on this information, the faculty selected and maintained the clinical area. The following table shows the practice courses with its objectives and clinical practice agencies.

Table III. E. 1 Practice courses with its objectives and clinical practice agencies

Practice Course	Course Objectives	Clinical Practice Agencies
NURS 1112	<ol style="list-style-type: none"> 1. Apply the nursing process in the care of adults with common dysfunctions in functional health patterns exercising newly acquired clinical judgment skills. 2. Develop adequate and safe clinical skills to practice in the areas of competence of caregiver. 3. Exercise their role within the ethical, moral, legal, and nursing practice standards context, respecting human dignity and cultural diversity while providing humanistic care. 	Miracle Dreams (Nursing Home) Hogar Apapacho (Nursing Home) Hogar San Andrés (Nursing Home) Hogar Dulce Vida (Nursing Home) Hogar Retorno a la Esperanza (Nursing Home) Hogar Almaemis (Nursing Home) Hogar Nuevo Renacer (Nursing Home) Menonita General Hospital – Aibonito Menonita General Hospital – Caguas Centro Médico Menonita de Cayey
NURS 1232	<ol style="list-style-type: none"> 1. Demonstrate knowledge, values and psychomotor skills in the nursing care of adults with acute and chronic conditions in structured settings that affect the functional health patterns of: Health-perception-management, nutrition-metabolism, and elimination. 2. Apply humanistic care concepts and nursing process in adult care with common health problems that affects the functional health patterns of: health-perception-management, nutritional-metabolic, and elimination. 	Hospital Damas de Ponce Hospital Universitario Ramón Ruiz Arnau Menonita General Hospital – Aibonito Menonita General Hospital – Caguas Centro Médico Menonita de Cayey San Francisco Hospital Centro Cardiovascular de Puerto Rico y el Caribe Hospital Hermanos Meléndez (Hermanos Meléndez Hospital)

Practice Course	Course Objectives	Clinical Practice Agencies
	<ol style="list-style-type: none"> Utilize communication, management skills, patient safety and evidence-based practice in the implementation of the nursing process. Apply concepts of integrated science: anatomy, physiology, chemistry, and microbiology of adult care with dysfunctions in health care patterns of: health-perception and health management, nutrition-metabolism, and elimination. Value and reflect upon the influence that the clinical experience has on the development of their character, values, belief and formation. 	
NURS 2142	<ol style="list-style-type: none"> Demonstrate knowledge of the skills and therapeutic measures needed to provide humanistic care to the maternal neonatal client using the nursing process. Apply the elements that are essential in the assessment of the client during the prenatal, labor and postpartum stages including the normal newborn in the early neonatal period. Demonstrate competencies in nursing care of the maternal-neonatal client. Use research findings to enhance nursing care given to the maternal-neonatal client. Use critical thinking skills when selecting actions that contribute in obtaining an optimum state of health for the maternal-neonatal client. Integration during maternal-neonatal intervention standards of care, safety practices technological advances and socio-cultural diversity. 	<p>Hospital Damas de Ponce Hospital Universitario Ramón Ruiz Arnau Menonita General Hospital – Aibonito Menonita General Hospital – Caguas Centro Médico Menonita de Cayey Centro Cardiovascular de Puerto Rico y el Caribe Hospital HIMA – San Pablo – Bayamón</p>
NURS 2234	<ol style="list-style-type: none"> Apply the nursing process as a tool for professional humanistic nursing care with emphasis on therapeutic and diagnostic reasoning for decision-making in professional interventions. Identify expected outcomes and implement safe and effective therapeutic interventions focusing on frameworks for disease prevention, health promotion, maintenance and restoration in the continuity of care of the client throughout the life cycle, considering social and cultural diversity. 	<p>Hospital Damas de Ponce Hospital Universitario Ramón Ruiz Arnau Menonita General Hospital – Aibonito Menonita General Hospital – Caguas Centro Médico Menonita de Cayey Doctor Center Bayamón Hospital San Francisco Centro Cardiovascular de Puerto Rico y el Caribe Hospital Hermanos Meléndez</p>

Practice Course	Course Objectives	Clinical Practice Agencies
	<ol style="list-style-type: none"> 3. Apply research findings of professional literature for continuous improvement of patient care with prevalent health situations that require multiple resources and services to maintain the functionality of the individual at different stages throughout the life cycle. 4. Integrate principles and concepts of communication, ethical-legal aspects, professional values, health education, research, leadership and management during adult care and pediatric patient for the prevention of diseases, the promotion, maintenance and restoration of health and continuity of care. 	
NURS 2352	<ol style="list-style-type: none"> 1. Use concepts and principles of communication, interpersonal interaction and nursing skills essential to the care of the pediatric client. 2. Apply nursing process in dysfunctions of the functional health pattern with the pediatric patient, based on relevant scientific data for giving safe nursing care. 3. Apply research findings during nursing care of the pediatric patients. 	<p>Hospital Damas de Ponce Hospital Universitario Ramón Ruiz Arnau Menonita General Hospital – Aibonito Menonita General Hospital – Caguas Centro Médico Menonita de Cayey Hospital San Francisco Centro Cardiovascular de Puerto Rico y el Caribe Children Hospital Escuelas de la Comunidad Head Stars</p>
NURS 2362	<ol style="list-style-type: none"> 1. Apply the nursing process, theories models, principles and concepts in the psychosocial care of adult. 2. Use skills of therapeutic communication to intervene with the adult. 3. Demonstrate the use of therapeutic techniques to intervene in the psychosocial adult care. 4. Review non-violent crisis intervention techniques to promote customer safety and protection. 5. Evaluate the basis of the evidence for the practice of nursing with patients with psychosocial dysfunctions. 	<p>Centro de envejeciente la Hermandad Centro de Transición a la Vida Independiente (Administración de Servicios de Salud Mental y Contra la Adicción - ASSMCA) Hospital Ramón Fernández Marina Hospital Menonita CIMA Hogar Santita Casa Aibonito San Juan Capestrano Hospital Hogar Retorno a la Esperanza (Nursing Home)</p>
NURS 4911	<ol style="list-style-type: none"> 1. Apply the nursing process as a tool for professional humanistic nursing care with emphasis on therapeutic and diagnostic reasoning for decision-making in professional interventions. 2. Identify expected outcomes and implement safe and effective therapeutic interventions focusing on frameworks for disease prevention, health promotion, 	<p>Hospital Damas de Ponce Hospital Universitario Ramón Ruiz Arnau Menonita General Hospital – Aibonito Menonita General Hospital – Caguas Centro Médico Menonita de Cayey Hospital HIMA – San Pablo – Caguas Hospital San Francisco</p>

Practice Course	Course Objectives	Clinical Practice Agencies
	<p>maintenance and restoration in the continuity of care of the client throughout the life cycle, considering social and cultural diversity.</p> <p>3. Apply research findings of professional literature for continuous improvement of patient care with prevalent health situations that require multiple resources and services to maintain the functionality of the individual at different stages throughout life cycle.</p> <p>4. Integrate principles and concepts of the communication, ethical-legal aspects, professional values, health education, research, leadership and management during the care of the adult and pediatric client for the prevention of diseases, the promotion, maintenance and restoration of health and the continuity of care.</p>	<p>Centro Cardiovascular de Puerto Rico y el Caribe</p> <p>Hospital Hermanos Meléndez</p>
NURS 4914	<p>1. Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the patient.</p> <p>2. Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost.</p> <p>3. Assume a commitment as a member of the discipline in harmony with the standards of practice.</p>	<p>Casa Aibonito (Aibonito Homecare)</p> <p>Villa Universitaria Housing Project</p> <p>Centro de Envejeciente La Hermandad</p> <p>Community Schools</p> <p>Family Homes selected</p> <p>Communities near Campus</p>
NURS 4980	<p>1. Integrate necessary essential professional and clinical concepts that underlie nursing practice.</p> <p>2. Provide competent, safe and cost-effective nursing care to the client at all three levels of prevention, using the nursing process as a tool for practice.</p>	<p>Hospital Damas de Ponce</p> <p>Hospital Universitario Ramón Ruiz Arnau</p> <p>Menonita General Hospital – Aibonito</p> <p>Menonita General Hospital – Caguas</p> <p>Centro Médico Menonita de Cayey</p> <p>Hospital HIMA – San Pablo – Caguas</p> <p>Centro Cardiovascular de Puerto Rico y el Caribe</p>

III-F. Curriculum and teaching-learning practices consideration of needs and expectations of identified community of interest.

Elaboration: The curriculum and teaching-learning practices (e.g., use of distance technology, didactic activities, and simulation) are appropriate to the student population (e.g., adult learners, second language students, students in a post-graduate APRN certificate program) and consider the needs of the program-identified as community of interest.

Program Response:

The Nurse Administrator and the faculty take into consideration the needs and expectations identified by the community of interest to make improvements to the Program, curriculum and to select teaching - learning strategies.

Feedback from the community is obtained through the participation of faculty members with the Nursing Administrator, Dean of Academic Affairs and the Executive Director, through the following activities: meetings, seminars and workshops. Also, communication with the external community is maintained through visits to schools, hospitals and participating in health fairs. Besides, the Rector of the Campus and the Associate Director created the Advisory Committee composed of people from external and internal communities (see key element III. F. 1 Folder of Advisory Committee Nursing Program meetings). This Committee will help with its recommendations to maintain an updated Program that meets the health demands of an ever-changing population. On the other hand, it comes from the internal participation of the central government employees who work in the articulation of the curriculum of the programs.

The other Academic Departments take into account the Nursing Program when scheduling the courses of the General Education Program for each academic semester. The suggestions of the students are considered in a formal and informal way and their recommendations are taken into account in the planning of the courses and in use of learning strategies and evaluation courses, according to recommendations they offer in Faculty Evaluation Questionnaire (see key element III. F. 2 Faculty Evaluation Questionnaire by students), Student Satisfaction Survey (see key element III. F. 3 Student Satisfaction Questionnaire) and other surveys that the student answers. In addition, students are involved in planning their class program by responding to the online course survey program promoted by the Dean of Academic Affairs.

In addition, at the end of each practice the student has the opportunity to complete the questionnaire to assess their clinical setting and the faculty that supervised it (see key element III. F. 4 Faculty and Student Clinical Area Questionnaire). The faculty analyzes data offered by the students to make a change in development of courses they teach. On the other hand, the nurse administrator takes into account the students' opinions on the practice scenarios for future assignment of groups of students.

Another way to maintain communication with the community is through practice centers. The faculty and nursing administrator visit the practice centers and hold informal meetings with directors, supervisors and nursing professionals. The information that emerges from these meetings is discussed at faculty meetings and helps in decision making.

Finally, every two years the program sends employers a survey to measure the level of graduate's satisfaction (see key element III. F. 5 Graduate's employer questionnaire). The directors of nursing and clinical agencies comments show that they are satisfied with graduate's performance (see standard IV criteria A - Directors of Graduate Survey).

Similarly, a survey is sent to assess the graduates of the program (see standard IV criteria A - Graduate Survey). The data collected is considered in faculty meetings to review the program. The table III.F.1 presents examples of community recommendations and actions taken.

Table III.F.1 Examples of community recommendations and actions taken

Community	Recommendations	Actions	Consequences
Mental health institution	The Mental Health Hospital director recommends reinforcing students in psychotropic drugs information.	More psychotropic drugs are integrated into work assigned on medications. A list of related medications is discussed in each class about mental disorders.	Students master medication tests given.

Community	Recommendations	Actions	Consequences
Community Schools	They ask the Program to offer prevention talks	NURS 2352 Pediatrics Practice and NURS 4914 Family and Community Courses offer school orientations and or talks.	Educational talks are offered by students of the courses NURS 2352 Practice of Pediatrics and NURS 4914 Family and Community Practice.
Students	They refer in informal interviews that they were not satisfied with the skills laboratory.	A student satisfaction questionnaire to measure and offer recommendations was reviewed and applied to students.	A meeting was held with the laboratory technician where the findings of the questionnaire were discussed and recommendations were offered. New materials are acquired for the laboratory.
A new law that regulates Nursing Practice Law No. 254 – December 31, 2015.	Functions and duties of nursing professionals changes the procedure to request provisional license and take the revalidation exam.	Faculty course revision.	The integration of changes of Law in Program courses are implemented.
CCNE	Integrate Essentials of Baccalaureate Education	The faculty met to explain and analyze the Essentials of Baccalaureate Education	The essentials of Baccalaureate Education were applied to course content .The essentials are evident in the syllabus.
Faculty	Recommendation of the acquisition of an electronic file program and high-fidelity simulators and development of a simulation laboratory.	Consultation with Institutional Program directors.	The Institutional Committee is working on the acquisition of an electronic file program. Simulators were acquired and a space was provided for the laboratory development.
Nursing Program Directors of other Institution Campuses	Creation of an Advisory Committee for the Program	In a meeting with the Rector of the Campus and the Dean of Academic Affairs, the process for the selection of Committee members is organized.	An advisory Committee is created

III-G. Individual student performance is evaluated by faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where professors or tutors facilitate students' clinical learning experiences, faculty may seek input from professors or tutors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

Program Response:

Evaluation Methodologies:

All the evaluation methods are designed to reach the expected learning outcome, the Program Goals, develop the competencies and professional performance according to CPEPR (Puerto Rico Professional Colleagues of Nursing). Evaluation strategies used in theoretical and laboratory courses allow to measure student learning outcome as necessary to provide a safe and effective nursing care within humanistic care approach in compliance with professional standard. The nursing faculty has developed learning evaluation tools for all courses. The nursing process, humanistic care, and communication concepts are measured from simple to complex in the clinical nursing courses. Each clinical course uses clinical performance instruments to evaluate students competency (see key element III. G. 1 Rubrics Folder). The evaluation criteria included a vary in depth; according to the course level, type of patient and clinical setting. Table III.G. 1 presents courses where these concepts are measured and the value assigned in each clinical level. Skills for each clinical course are evaluated by faculty and are required to include safe, legal, and ethical practice. The program does not use preceptors/tutors in the area of clinical experiences. The skills for each clinical course are evaluated by the faculty and are required to include safe, legal and ethical practices.

Table III.G. 1 Percent assigned to clinical evaluation per level

Level	Clinical Courses	Nursing Process Application	Clinical Performance
I	NURS. 1112 Fundamentals of Nursing Practice o	10 %	20 %
	NURS. 1232Adult Care Practice	10 %	20 %
II	NURS. 2142 Maternal-Neonatal Care Practice	15 %	30 %
		15 %	30 %
	NURS. 2234 Adult Care II Practice	15 %	30 %
	NURS. 2352Pediatric Care Practice	15 %	30%
	NURS 2362 Psychosocial Care Practice		
III	NURS. 4911Practice of Life Professional Intervention	20 %	35 %
IV	NURS. 4914 Family & Community Practice	30 %	40 %

See Syllabus:

This distribution is made based on the complexity of practical courses.

In addition, the nursing faculty used different methodologies of evaluation which reflect: the skills of the profession, measuring the learning achievement of students and the program outcomes. The formative and summative evaluation diagnostic is used in order to determine the effectiveness on

achievement of competencies, learning and program results. The diagnostic evaluation is generally used at the beginning of a course of practice and pre-tests to determine the level of knowledge among students. These tests determine the weaknesses, as well as the strengths that the students bring. Thus, when interpreting the results, you can determine which students are sufficiently prepared, and which students require re-education or a special intervention to help them overcome their weaknesses.

At the same time, the faculty uses assessment activities in order to improve the quality of education in the learning process for students, while strengthening the ability of educators to teach. The assessment is conceived as a process of collecting information on student performance during the process of teaching to improve their level of learning.

Through the assessment of academic achievement, the institution is able to determine the extent to which it meets the needs of students. Students are assessed in every class through a variety of methods, including quizzes, tests, journals, papers, projects, laboratory/clinical exercises and examinations, presentations, homework assignments, and instructor observations.

Similarly, the faculty uses the formative assessment, which takes place during the course and uses all means and activities to determine the learning obtained from their students; all with the purpose of monitoring the academic work and to determine and improve the achievements of the students during the teaching-learning process. Below are examples of instruments of assessment and evaluation methodology used in each course in the Nursing Program ([see appendix III.G.1 see Assessment tools and methodologies used in the Nursing Program Courses](#)). In the key element III. G. 2 the works carried out by the students are shown in the examples of the evaluation methodology used.

In the classroom, a final grade average and a performance level of 70 percent is required in all courses. The educational didactic evaluation tools consist primarily of multiple-choice exams that are guided by the Puerto Rico Nursing Board.

Faculty uses criteria based on cognitive levels and the nursing process in order to ensure measurement at the appropriate cognitive level for each course and to address each component of the nursing process. Exams are given at various times during the semester, and students are given immediate feedback on their performance. Students who do not achieve a passing score or whose score places them in jeopardy are encouraged to seek academic advice and or orientation by counselors.

In order to ensure that the graduates are competent and safe practitioners, great importance is placed on the practice and testing of clinical skills. The course syllabus identifies the skills to master each semester and deadline dates for that achievement are established. Every semester, students are tested in the nursing laboratory on safe performance of selected psychomotor skills. Skills to be learned vary each semester, with new, more complex skills added to the student's repertoire as they advance in the program. Following skill demonstrations is key by the lab faculty for, students practice and eventually check off with lab instructors on a particular skill.

At the end of each course, the nursing faculty uses a summative evaluation. Each criterion of the course is assigned a percentage according to its complexity for a total of 100%. It presents the total sum of all media and evaluation activities conducted during the course. With the summative evaluation, the faculty determines student's final score, and it serves as a basis for decisions regarding the achievement of competencies of the profession and measures the learning achievement of students and program outcomes.

III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

Elaboration: Faculty uses data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.

Program Response:

There are nursing programs in seven of IAUPR's campuses. Review at the program level is guided by systemic program evaluation plan each five years. Nursing faculty reviews aggregated trended assessment data to evaluate curricula. Faculty has continuous team meetings with the commitment of evaluating each outcome obtained from evaluations, assessments, experiences, and others with the purpose of improvement of curriculum. When striving for excellence, faculty recognized rigor is involved as well as scrupulous attention to detail, discipline in regard to teaching the agreed-upon concepts, and accuracy in regard to accepted course content. For this reason, the nursing faculty is coming to a curriculum revision this year.

Changes to the curriculum plan must go through the Institutional Nursing Committee, the Academic Senate, and the University Council. The President of the University must then give final approval for the change to be implemented.

In the UIPR Barranquitas Nursing Program, nursing faculty has the responsibility of reviewing and making recommendations for changes in the learning program. The faculty regularly reviews nursing courses for rigor and currency. This review occurs on an on-going basis. Faculty use their end of semester course reviews, as well as student evaluations and recommendations, health care and educational trends, and community needs.

The nursing faculty is committed to the process of improving the nursing curriculum by continuously revising course content, updating readings, and maintaining currency of concepts taught. Through attendance and presentations at conferences, regular review of nursing and related literature, membership in professional organizations, and faculty clinical practice, faculty remain proficient in their knowledge regarding nursing trends and issues both in the local community and globally.

Teaching Evaluation - learning process

The faculty and the director recognize that the teaching process is a dynamic one that must be transformed according to students' generations of being attended and the new trends in the profession. This is why in the Nursing Program there are rubrics for each practice course that facilitate the evaluation of the teaching and learning process (Key Element III. G. 1 Rubrics Folder). These rubrics are instruments evaluated by peers that allow to assess the effectiveness of teaching in the classroom and in clinical scenarios. In addition, short tests of the content discussed and practiced to measure the knowledge acquired by the students and the students are offered in the clinical practices areas that need to be reinforced. In the theoretical courses, partial exams and a final exam are offered to help measure the knowledge and areas of need in the student.

Also, to evaluate the teaching - learning process, the results of the evaluations that the student formulates to professor in the classroom are used (see key element III. F. 2 Faculty Student Evaluation Questionnaire). This questionnaire aims to know the opinion of the student about the professor's performance of the courses he teaches. At the end of the semester, during grade release, the director presents the professor with a summary of the results obtained from the evaluation.

On the other hand, the Student Profile Questionnaire for the evaluation of the teaching and learning process is also taken into consideration (see standard IV criteria IV-A, A systematic process is used to determine program effectiveness). The Nursing Program applies the Student Profile questionnaire. This is an instrument that provides quantitative information and that is administered every two years. This seeks to assess characteristics of the new student to the program. The data helps to select the tools of teaching and learning according to characteristics of the surveyed population.

TK 20 Campus Wide

The TK20 Campus Wide is a complete appraisal system selected by the Institution. This system allows to report the assessment evidence and manage the data at an Institutional level by Programs and courses that measure Institutional effectiveness. In the Nursing Program, the TK 20 Campus Wide aligns the Program goals with the Graduate Profile and its competences. This allows to align the assessment indicators by competence in each course. The faculty has selected criteria for courses to evaluate the achievement of the competencies. The faculty uses the assessment data obtained in the TK 20 platform

to evaluate and make changes in the teaching and learning process, as well as to revise the assessment strategies (see key element III. H. 1 Evidence of Appraisal Program courses in TK20).

Results:

- 100% of the syllabus were reviewed and adjusted to the Expected Learning Outcomes, the AACN Essentials and the new model of institutional syllabi.
- 100% of the evaluation rubrics are updated.
- The teaching and evaluation strategies of courses NURS 1111, NURS 1130, NURS 1231, NURS 2233, NURS 2361, NURS 2970, NURS 3120, NURS 3140, NURS 4911 and NURS 4980 are modified, based on expected learning outcomes (see table III. H. 1 Modifications made to the course teaching and evaluation strategies).

Table III. H. 1 Modifications made to course teachings and evaluation strategies

Courses	Modifications
NURS 1111 Fundamentals of Nursing	Integration of thematic card and group work.
NURS 1130 Pharmacological Aspects	Mnemonics and card holders of medicines are used.
NURS 1231 Adult Care I Practice	Short tests and the making of thematic cards are included.
NURS 2141 Fundamentals of Maternal-Neonatal Care	Oral Presentations are prepared.
NURS 2142 Fundamentals of Maternal-Neonatal Care	The realization of an electronic portfolio is integrated.
NURS 2233 Adult Care II Practice	Short tests and the completion of thematic cards are included.
NURS 2361 Fundamentals Psychosocial Care	The development of a thematic card and daily feedback exercises at the end of the class content are included.
NURS 2970 Integrated Seminare	The realization of an electronic portfolio is integrated.
NURS 3140 Psychosocial Transitions	Daily feedback exercises are carried out at the end of the content of the class.
NURS 4911 Life Cycle Practice	Short tests are offered to measure knowledge.
NURS 4980 Integrated Workshop	In the practical part of the course short tests are offered to measure knowledge.

Standard III - Program Quality: Curriculum and Teaching-Learning Practices: Strengths and Development Needs

Strengths	Development Needs
1. The Institution establishes an Institutional Committee for the review every 5 years of the Nursing Program.	1. Maintain the continuous development of the Program.
2. The curricular design and the expected student learning outcomes reflect the standards of nursing practice and the policies related to the profession.	2. Continue the alignment of the curriculum with the expected student outcomes.
3. Changes in the Program take into account and are in harmony with the AACN Essentials of Baccalaureate.	3. Increase practice scenarios.

Strengths	Development Needs
4. The curricula are structured to achieve the expected student outcomes.	4. Give continuity to the recommendations of the community in the development of the curriculum.
5. The teaching and learning strategies, as well as the practice scenarios, support the expected student outcomes.	5. Continue the review of teaching and assessment strategies.
6. Clinical practices are directed by objectives to achieve the expected student outcomes. The practices are evaluated by the assigned faculty.	6. Provide follow-up to the evaluation of clinical practices.
7. The internal and external community are taken into account for the revision of the curriculum.	7. Take into consideration recommendations of the community to improve curriculum.
8. The performance of the students is evaluated by the faculty and reflects the achievement of the expected student outcomes. The Program establishes procedures and rubrics for the evaluation of students.	8. Periodically update rubrics for the students' evaluation.
9. There is continuous evaluation of curriculum and teaching-learning practices to improve programs.	9. Continue in the follow up evaluation of curriculum.

When analyzing standard III Program Quality: Curriculum and Teaching-Learning Practices: Strengths and Needs Development it is observed that the Program has evidence in each one of the criteria for what is fulfilled with this standard.

Standard IV

Program Effectiveness: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

IV-A. A systematic process is used to determine program effectiveness.

Elaboration: The program uses a systematic process to obtain relevant data to determine program effectiveness. The process:

- *is written, ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

Program Response:

The systemic evaluation plan of the Nursing Program is an important part in decision-making and the teaching-learning process. It is reviewed by the Nurse Administrator and faculty every three years or when so required. The plan reflects the ongoing review of assessment techniques, curriculum review, policies of the institution and the results of various evaluations. The nursing program, since 2003, has had a dynamic “assessment” plan that guides the actions performed in the classroom and in the committees that the program counts on. In 2016, the plan is reviewed and modified by the CCNE standards ([see appendix IV.A.1 Assessment Plan](#)). This change helped to emphasize national goals of health and safety of the patient, evidence-based practice, technological innovation and cultural diversity.

El plan sistemático de evaluación está basado en la recolección y análisis de datos fundamentales para la toma de decisiones en el Programa.

There are different sources that the Nursing Program used for decision making and that form the systematic evaluation plan. The sources used provide quantitative and qualitative data of active students in the Program, graduates, graduates supervisors and the community in general.

Here is a description of the instruments used for data collection.

a. Student Profile Questionnaire:

The Nursing Program applies the Student Profile questionnaire. This is an instrument that provides quantitative information and that is administered every two years. This seeks to assess the characteristics of the student new to the program. The data helps select the tools of teaching and learning according to the characteristics of the surveyed population (see key element IV. A.1 Student Profile Questionnaire).

b. Questionnaire: evaluation of faculty by student:

The Nursing Program uses the questionnaire developed by the institution for Student Faculty Evaluation. It consists of five parts that offer quantitative and qualitative data on faculty performance. The first part addresses personal questions, the second part indicates if the professor presented and discussed the course syllabus, the third part consisting of thirteen (13) questions and presents rating scale where one (1) is strongly disagree and four (4) strongly agree. Some of the components include: the faculty has mastery of content, stimulates thinking and reflection, using various teaching strategies, and ensures that the students understand the content, among other educational context. The fourth part has twelve questions to assess whether the department complies with the time set for the course and exam deliverance. The

scale used is one (1) to five (5), where one means never and five indicate always. The student is asked things like, the professor corrected the tests delivered on time, discusses the results of assessments, distributes the appropriate time, clearly explains the material, complies with the schedule of classes, exams reflect the content of the course, among others. The fifth and last part are questions for the student to write as much as what he/she liked of the course and what he/she least liked, if he/she take or recommend the teacher for another course and suggestions for the teacher to improve teaching. The results of these evaluations are taken into account to make recommendations to the faculty and to recruit for future courses in the program (see key element IV. A.2 Questionnaire: student faculty evaluation).

c. Satisfaction survey of students with the facilities used for clinical practice and faculty:

The purpose of this questionnaire is to determine student satisfaction with faculty and facilities used for clinical practice, the variety of learning experiences that are consistent with the objectives of the course or practice, and the conditions that facilitate such experiences and attitudes of the teacher to facilitate learning. This questionnaire has a scale of A (strongly agree) to N/A (not applicable). It consists of forty (40) questions. The first twenty-nine (29) are designed to evaluate the professor in clinical practice and the last eleven (11) evaluates the clinical setting. This assessment provides quantitative, is used for the renewal of contract with the clinical institution and recommendations to faculty or supervisors of the institutions. It includes questions such as: The professor demonstrates mastery of the skills in clinical areas, sets daily goals of clinical area, encourages the student to the clinical trial, the clinical facilities are suited to the course objectives, the environment is conducive to learning and achievement of the objectives, the practice provides appropriate range of skills according to the objectives, the scenery of practice provides experiences according to technological developments (see key element IV. A.3 Students Satisfaction survey of facilities used for clinical practice and faculty).

d. Institutional Student Satisfaction Survey:

The Inter-American University of PR applies every two years the student satisfaction questionnaire. The questionnaire had purpose of knowing the level of satisfaction of undergraduate students with the services provided by the Institution. From the Central Office System, a list of course sections, selected at random, that form the sample, is sent to the Campus. The professors of the selected sections take their students to the designated rooms with the prepared computers and access to the digital questionnaire. Sections of the Nursing Program are selected for students to complete the questionnaire (see key element IV. A.4 Institutional Student Satisfaction Survey). This instrument provides quantitative and qualitative information that allows decisions to be made about services offered.

e. Additional assessments made in the Nursing Program include the opinion of the Directors of Graduate and Graduate Satisfaction Survey.

Until 2010, the Nursing Program administered a survey every three year to evaluate the opinion of the directors recruited by the graduates of the Program and the graduate satisfaction. In 2013, the procedure to evaluate graduates and directors was modified. It was established that the Institution will submit a survey every two year to evaluate the opinion of the directors (see key element IV. A. 5 Directors of Graduate Survey). As of 2017, the digital survey to evaluate the graduate satisfaction. This survey will provide quantitative and qualitative data that helps the faculty and the principal in making decisions.

Evaluations realized completed by the nursing faculty include:

a. Criteria for selecting clinical area:

This criterion is used to select clinical agencies for student practice. Institutions are evaluated to see if it meets the objectives of the courses and the Program. The rubric has a scale of four (excellent) to one (poor). It evaluates the location of the agency, availability of parking, food, if they have the necessary materials and equipment and if it is accredited by state and federal agencies. Then it explores whether it facilitates the achievement of the objectives of the practice course to be offered in the institution, if it provides adequate range of skills and if it facilitates the experience in other things. This assessment facilitates the selection of clinical

agencies to help meet the goals of clinical practice (see key element IV. A. 7 Criteria for selecting clinical area).

b. TK20 Appraisal Program:

The TK20 Appraisal Program is a platform to document the assessment in the Program courses. Evaluation indicators were established for each of the goals of the Program and the articulation between the goals of the Program and the graduate profile (see key element III. H.1evidence of Appraisal courses of the Program in TK20). Tk 20 allows faculty to constantly assess the achievements of students by courses according to the expected competencies of the graduate.

c. Rubrics to measure academic performance

The Nursing Program faculty understands that integrating various assessment strategies in courses is important to measure student learning. The systemic evaluation plan reflects the nursing program evaluation strategies used in courses and are evidenced in the syllabus. These strategies are presented to the student on the first day of class during discussion of the syllabus. In theory courses are used tests, oral presentations and thematic cards, pre-post test as evaluation skills.

In clinical practice courses of first level assessments are used for plan care, laboratory skills, practical examination, nutritional history and clinical execution, among others. Evaluation strategies for these items exist where the scale used ranges from zero (absent) to four (excellent). In recent third and fourth levels clinical practices used role play, leadership roles, clinical case presentations, portfolio, clinical performance, problem solving and research paper analysis as assessment tools.

The Program has rubrics to measure the academic performance of the student. Among the rubrics are: rubrics to evaluate the clinical performance, clinical cases, documentation, physical examination, problem solution, relator process, role play, medication work, oral presentation, educational talks, research article analysis, among others. These rubrics are subject to peer evaluation. These instruments are accessible to students through faculty members offering the course, in the reserves Digital Campus or in the Blackboard platform (see key element III. G. 1 Rubrics folder).

Criteria for clinical performance evaluation:

This assessment is intended to measure the performance of students during clinical practice. It is performed by the faculty at the end of each semester. The rubric for measuring student's clinical execution consists of the following scale:

Expected Level of Performance	Specific Performance
4 - Excellent	Meets all established criteria
3 - Good	It meets most of the criteria. An element absent.
2 - Satisfactory	Partially complies with established criteria. 2 or 3 missing elements.
1 - Poor attempt	It complies poorly with the established criteria. More than 4 missing elements.
0 – Unable to answer or perform	It does not present evidence of the established criteria.
N/A	Not apply

It evaluates general aspects of student and personal appearance, commitment, availability and professional behavior, among others. Within clinical performance, it evaluates the nursing process, communication, critical thinking skills and problem solving for decision making, management of environment and demonstrates safe and effective nursing interventions according to Nursing Intervention Classification (NIC), among others. The rubric for the clinical

area was revised by practice course professors and developed taking into account the graduates' competences.

Care Plans Evaluation:

Care plan evaluation aims are to develop student's critical thinking skills by studying an assigned patient. The entry consists of a four-point scale (excellent) to N / A (not applicable). Criteria are measured as the estimated holistic diagnostic and therapeutic reasoning, and the student's ability to perform data analysis in relation to significant patient under study.

c. Final Examinations:

In theory courses, they have been taken as reference the data of finalexaminations. In the course NURS 1231, 2234, 2141, 2361 and 2351, the percentages of final examinations are analyzed to measure student learning and data are reported for the "Program Assessment". The exams are validated through the development of the specification sheets.

d. Practical exam:

The Nursing Program uses the strategy of "Assessment" of practical tests from the program's inception. The purpose of this strategy is that students master the required skills in a simulated environment prior to their clinical expectations with real patients. This increases the quality and safety skills offered in decreasing risk (see key element IV. A. 8 Practical examination criteria). For student evaluation during the practical test; checklists are used that are validated by peers and by literature review.

After the strategy practice exams students will:

- Define the theoretical concepts related to the skills required by course.
- Practicing skills demonstrated in a controlled environment.
- Apply skills required for the course in a controlled environment.
- Perform skills safely in a real environment.

IV-B. Program completion rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required program outcomes regarding completion. For each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program:

- *The completion rate for each of the three most recent calendar years is provided.*
- *The program specifies the entry point and defines the time period to completion.*
- *The program describes the formula it uses to calculate the completion rate.*
- *The completion rate for the most recent calendar year is 70% or higher. However, if the completion rate for the most recent calendar year is less than 70%, (1) the completion rate is 70% or higher when the annual completion rates for the three most recent calendar years are averaged or (2) the completion rate is 70% or higher when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change or to transfer to another institution of higher education.*

A program with a completion rate less than 70% for the most recent calendar year provides a written explanation/analysis with documentation for the variance.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.

Program Response:

The Nursing Program considers graduation and retention data for decision making and the implementation of retention strategies. In order to obtain the statistical information of the graduation and retention rate, the data provided by the Banner System of the Barranquitas Campus were analyzed.

According to the data analyzed, the Nursing Program maintains about 81% in the retention rate of admitted students and over 79% in the graduation rate. In addition, the Program demonstrates effectiveness in student compliance to complete their academic degree. . Students complete the requirements of the Nursing Program degree within the stipulated time. When comparing students by year of admission and graduation, it can be seen that 76% of students complete the degree between three (3) years to five (5) years. Table IV.B.1 presents the program completion rates by academic term (see key element IV, B. Program completion rates - Graduates and Retention).

The graduation rates for the BSN are calculated according to the term in which the student requests admission to the Program until the registration office certifies the baccalaureate degree. The director of the Admissions Office identified in the Banner System the cohort of students admitted during the years 2012, 2013 and 2014 for being students who have already completed the degree or are about to complete it. The identified students were then compared to the graduation reports. The graduation rate was calculated by dividing the students who graduated by the number of students admitted in the term in which the student applied for admission to the Campus (2012, 2013 and 2014).

In the 2015-10 cohort corresponding to the August 2014 semester, 126 students were admitted. Of those 126 students 102 were retained for 81%. Of the 102 students retained, 74 completed the grade between three (3) and (4) years for 59%. It is observed that 28 students are currently in process for 22% and it is expected that they will finish the degree in December 2018, which means that they will finish the degree in 4.5 years. Twenty-four (24) students or 19% withdrew from the Program. Therefore, for the cohort 2015 - 10 the expected graduation result was achieved: 70%.

Table IV.B.1 Program completion rates by academic term

Cohort	Admissions	Progress	Graduate Cohort	Graduate Term	Students who completed term	Retention
August 2014 (2015 -10)	126	28 / 126 (22 %) They are currently in the Program. Graduation date December 2018	74 / 126 (58%) * *There are students in process of completing academic grade.	December 2018	28 22 % are in process of completing academic grade in December 2018 (will complete 4.5 years)	102 / 126 81 % of retention 24 / 126 19 % withdrew from course
				May 2018	32 / 126 students 25 % complete academic grade in four years.	Student retention is of 81% (28+32+27+10+5=102/126=81%).
				Dec. 2017	27 / 126 students 21 % completed academic grade in 3.5years.	
				May 2017	10 / 126 students 8 % completed academic grade in 3 years.	
				December 2016	5 / 68 students 4 % completed academic grade in 2.5 years.	
August 2013 (2014-10)	121	4 (3 %)	98 (81 %)	May 2018	3 / 121 2 % completed academic grade in 5 years.	102 / 121 84 % of retention
				December 2017	9 / 121	

Cohort	Admissions	Progress	Graduate Cohort	Graduate Term	Students who completed term	Retention
					7 % completed academic grade in 4.5 years.	19 / 121 16 % withdrew from course Retention (4 + 98 = 102/121= 84%)
				May 2017	43 / 121 36 % completed academic grade in 4 years.	
				December 2016	39 / 121 32 % completed academic grade in 3.5 years.	
				May 2016	4 / 121 3 % completed academic grade in 3 years.	
August 2012 (2013- 10)	87	4 (6 %)	69 (79 %)	May 2018	2 / 87 2 % completed academic grade in 6 years	73 / 87 84 % of retention
				December 2017	1 / 87 1 % completed academic grade in 5.5 years	14 / 87 16 % withdrew from course
				May 2017	6 / 87 students 7 % completed academic grade in 5 years	
				December 2016	8 / 87 students 9 % completed academic grade in 4.5 years	Retention (4+ 69= 73/87= 84%)
				May 2016	25 / 87 29 % completed academic grade in 4 years	
				December 2015	24 / 87 28 % completed academic grade in 3.5 years	
				May 2015	3 / 87 3 % completed academic grade in 3 years	

Also, the Nursing Program keeps track of the retention of new students. This report evaluates the students enrolled in the first nursing course (NURS 1111 Fundamentals of Nursing) and how many of those students complete the first semester. In the last three years the Program has maintained a retention rate of 80 % during that first semester. Table IV.B. 2 shows the retention rate of nursing students from 2015 to 2017. These cohorts are still admitted to the Program.

Table IV. B. 2 Retention Rate Nursing students during the first semester

YEAR	ENROLLMENT	DROPS	FIRST SEMESTER FINISHED	RETENTION RATE FIRST SEMESTRE
2015	163	27	136	83%
2016	207	22	167	91%
2017	166	19	147	88%

IV-C. Licensure and certification pass rates demonstrate program effectiveness.

Elaboration: The pre-licensure program demonstrates achievement of required program outcomes regarding licensure.

- *The NCLEX-RN® pass rate for each campus/site and track is provided for each of the three most recent calendar years.*
- *The NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year. However, if the NCLEX-RN® pass rate for any campus/site and track is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that campus/site or track is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

A campus/site or track with an NCLEX-RN® pass rate of less than 80% for first-time takers for the most recent calendar year provides a written explanation/analysis with documentation for the variance and a plan to meet the 80% NCLEX-RN® pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, data relative to specific campuses/sites or tracks, and data on repeat takers.

The graduate program demonstrates achievement of required program outcomes regarding certification. Certification results are obtained and reported in the aggregate for those graduates taking each examination, even when national certification is not required to practice in a particular state.

- *Data are provided regarding the number of graduates and the number of graduates taking each certification examination.*
- *The certification pass rate for each examination for which the program prepares graduates is provided for each of the three most recent calendar years.*
- *The certification pass rate for each examination is 80% or higher for first-time takers for the most recent calendar year. However, if the pass rate for any certification examination is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that certification examination is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

A program with a pass rate of less than 80% for any certification examination for the most recent calendar year provides a written explanation/analysis for the variance and a plan to meet the 80%

certification pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, and data on repeat takers.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have taken licensure or certification examinations.

Program Response:

In terms of the results of the revalidation test for the Nursing Program the most recent results we have are the following: In May 2018, six (6) students from the Barranquitas Campus took the exam for the first time and passed the same five (83%). In Puerto Rico, in the same date, 355 students of bachelor's degree took the test and 241 students passed for a 68% (see key element IV. C. 1 Results of the revalidation exam and action plan).

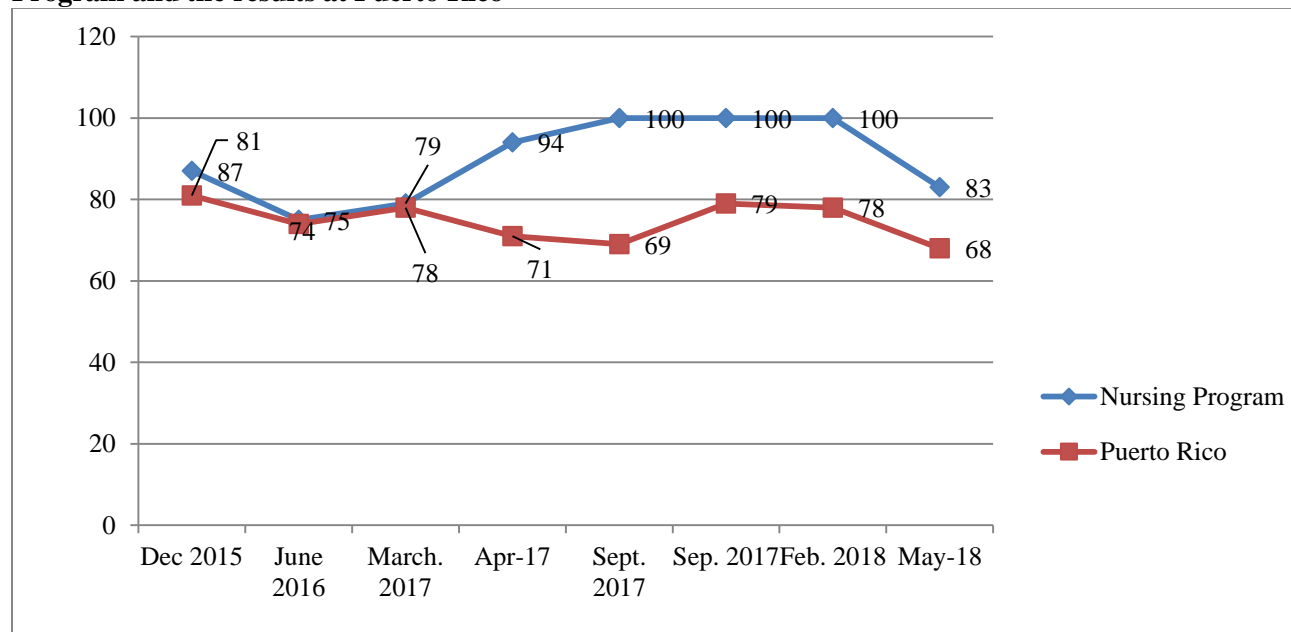
In Puerto Rico, the revalidation examination for the categories of nurse / associate and general practitioner measure competencies of safe and effective practice as nurses. Nursing professionals have the option of taking the revalidation exam upon completion of the associated degree to obtain a permanent license as an associate degree nurse. If the professional wishes to obtain a generalist's license, he must submit evidence of having completed a baccalaureate in nursing by an institution accredited by the Board of Education of Puerto Rico. This allows the Puerto Rico Nurse and Nurse Examination Board to validate the associate's degree license for the generalist's license without having to retake the revalidation exam.

A number of students of the Nursing Program have chosen to take the revalidation board exam when they finish the second year, equivalent to an associate degree. Then at the end of the baccalaureate degree, they carry out the procedures in the Board of Examiners of Nurses of Puerto Rico to substitute the associate degree license for the generalist's license.

In the Associate Degree for the February 2018 period, one hundred percent (100 %) passed the revalidation exam on the first attempt. For this period, at Island level, 521 candidates of Associate Degree took the board examination, passing 300 for a 59%.

The frequency of passing the board examination for graduates at the Bachelor's Degree has been above the score at island level (see Figure IV.C.1 Comparison between the results of nurse board of Bachelor's Degree Nursing Program and the results at Puerto Rico). In the 2016, after evaluating the results of the revalidation exam of nursing, the faculty reviews its classes taking as reference the syllabus of the exam offered by the Board of Nursing Examination in Puerto Rico. Scenarios are evaluated to ensure that they have practice areas and experience required to achieve the goals of clinical practice, reinforcing the various teaching strategies and assessment: use of laboratories, clinical practice, role play, physical examination, practice exams, discussion of clinical, educational lectures and physical examination, among others. Nurse Board will apply such tests in the courses NURS 1231, 2233, 2141, 2351 and 2362. NURS 4980 Integrator Workshop course will be assessed to strengthen the content, tempering with the last examinations. Teachers are assigned mentors to guide the new full-time faculty and partial.

Figure IV.C.1 Comparison between the results of nurse board of Bachelor's Degree Nursing Program and the results at Puerto Rico



It can be inferred from the interpretation that Nursing Program graduates perform at a higher level than the Island.

IV-D. Employment rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.

- *The employment rate is collected separately for each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program.*
- *Data are collected within 12 months of program completion. For example, employment data may be collected at the time of program completion or at any time within 12 months of program completion.*
- *The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

Any program with an employment rate less than 70% provides a written explanation/analysis with documentation for the variance.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.

Program Response:

During the January to May 2017 semester, a digital survey was applied to 139 graduates who had completed their degree between 2014 and 2016 (see key element IV. A. 6 Graduate Satisfaction Survey). The guidelines for accessing the instrument were sent to the graduates by email. The emails were forwarded four times due to the low participation of the graduates. As part of the follow-up, 6 months after sending the emails, a letter was sent by postal mail informing about the survey and with the digital address so that they could access it. In the findings, after the application of the survey it is observed that 12% of the graduates answered the instrument. Of the 20 that were consisted, 15 are working at the moment for 75%. The expectation established in the criterion is met. (see key element IV. A. 6 Graduate Satisfaction Survey).

Another technique that was used to follow the graduates was through social networks, informal interviews and telephone calls. Through these means, 88 graduates who had completed their degree in the last three years were contacted. Of these, 72 graduates were working for 81.8% and 7 (8%) were studying (see table IV. D. 1 Information on the employability of graduates).

Due to the difficulty in obtaining the graduates opinion, the time in which the survey was applied was changed. From 2017, the survey will be applied every year instead of every two years. In December 2017, students who were enrolled in the NURS 4980 Integrated Workshop course were asked to update the email address.

Table IV.D.1 Graduates employability information:

Graduation Term	Graduates Contacted	With a job	Students	Not with job
2016 - 2017	32	24 (75 %)	4 (12.5 %)	4 (12.5 %)
2015 -2016	20	15 (75 %)	2 (10 %)	3 (15 %)
2014 - 2015	36	33 (92 %)	1 (3 %)	2 (5%)

In the key element IV. D. 1 the evidence of the students contacted is presented.

IV-E. Program outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure and certification pass rates (Key Element IV-C), and employment rates (Key Element IV-D); and those related to faculty (Key Element IV-F).

Program outcomes are defined by the program and incorporate expected levels of achievement. Program outcomes are appropriate and relevant to the degree and certificate programs offered and may include (but are not limited to) student learning outcomes; student and alumni achievement; and student, alumni, and employer satisfaction data.

Analysis of the data demonstrates that, in the aggregate, the program is achieving its outcomes. Any program with outcomes lower than expected provides a written explanation/analysis for the variance.

Program Response:

Seeking to evaluate students' academic performance and achievement of Expected Learning Outcomes, the faculty of the Nursing Program uses different strategies. These strategies seek to evaluate the students show knowledge and skills of communication, procedures, leadership, safety, quality improvement that guarantee quality and safe health care to the population to which they tend. During the 2015 to 2017 terms, it is observed that the students of main courses analyzed, obtained over 70% in the administered evaluation criteria. Within the evaluation criteria in the training courses is the development of a care plan. The care plan evaluation aims to develop in student's; critical thinking skills, leadership and guarantee quality and safety. To evaluate the care plan, a rubric prepared by the campus and subject to peer evaluation is used. (Key element III. G. 1 Rubrics Folder). According to the analyzed data it is observed that the students obtained about 80% in the development and presentation of their cases of studies. On the other hand, in the theoretical courses the final exam is taken into account as an assessment tool since it allows to measure the minimum knowledge that must have a professional of nursing. The percentages of final examinations are analyzed to measure student learning and data are reported for the "assessment" of the program. The faculty and the Nurse Administrator take into account the major courses of NURS 1231, NURS 2234, NURS 2141, NURS 2351 and NURS 2361 to make decisions in the changes in the curriculum and teaching - learning strategies. This is because these courses contain the topics presented in the examination of revalidation offered by the Board of Nurses and Nurses of Puerto Rico and are necessary to provide a safe care. These courses seek to develop knowledge in the student to develop critical thinking and facilitate decision making. When analyzing the data, it is evident that the results obtained in the care plans and final exams of the selected focal courses show a level of performance of 70% or more according to the metrics established by the Program. In table IV.E. 1 shows care plans percent and final exams in focal main courses.

Table IV.E.1 Percent of care plans and final exams for selected courses

2015 – 2017				
Care Plans (Clinical Case)				
Bachelor's Degree	2015	2016	2017	2018
NURS. 1232 Medicine and Surgery	*	83% (7)	87.4% (10)	86% (7)
NURS. 2234 Medicine and Surgery	93.82 % (21)	87.85% (16)	90.13% (43)	**
NURS. 2352 Pediatrics Practice	89% (53)	89.25% (52)	85.19% (29)	88.8% (21)
NURS. 2142 Maternity Practice	90.7% (46)	91.3% (36)	84% (57)	84% (15)
NURS. 2362 Psychosocial Practice	80% (30)	94.4% (20)	100% (7)	85.5% (9)
NURS. 4914 Family and Community Integrated Practice II –	*	84.6% (15)	92.9% (15)	**
	*	90.6% (15)	91% (15)	**
Final Exams				
		2016	2017	2018
NURS. 1231 Medicine and Surgery		77.9% (36)	78.6% (14)	80 % (31)
NURS. 2233 Medicine and Surgery		72.3% (26)	75% (24)	**
NURS. 2351 Fundamentals of Pediatrics		*	79% (62)	71% (41)
NURS. 2141 Maternal Care - Neonatal		90.95% (74)	80.84% (51)	89.2 % (14)
NURS. 2361 Psychosocial Fundamentals		74.6% (71)	80.9% (52)	83% (39)

*No data obtained, ** in process during August to December 2018 semester.

Integrating Workshop

In the NURS. 4980 course – Integrating Workshop, the nursing faculty (see Syllabus) reviews the contents of the courses of the academic program and prepares students to take the revalidation exam offered by the Board of Nursing of Puerto Rico. In the theoretical part of the course, four revalidation-style exams are applied taking into account the agenda provided by the Board of Examiners of Nurses of Puerto Rico. The contents reviewed are as follows: medicine and surgery, mental health, maternity and pediatrics. The terms 2015 to 2017 shows that the 100 % of students achieved 70 % or more in the performance criteria for the diverse themes. Table IV.E.2 is evidence of the percentage obtained in each subject per academic year.

Table IV.E.2 Integrator Workshop - Percent obtained in each subject vs. Academic year: 2015, 2016 and 2017

Subject	Academic Year 2015 Percent (Average) N= 12	Academic Year 2016 Percent (Average) N= 45	Academic Year 2017 Percent (Average) N= 67
Medicine and Surgery	100%	88.97%	76.93%
Mental Health	100%	86.88%	80.86%

Subject	Academic Year 2015 Percent (Average) N= 12	Academic Year 2016 Percent (Average) N= 45	Academic Year 2017 Percent (Average) N= 67
Maternity	97.75	75.57%	86.88%
Pediatrics	100%	95.37%	84.98%

The previous table shows that the level of approval and performance related to subject that is included in the revalidation test is very satisfactory.

Practical exam:

The practical exam is a strategy that the faculty uses to evaluate the student's ability to domain the clinical procedures that will be performed in their clinical setting. This increases the quality and safety skills offered in decreasing risk.

The faculty teaches the technical concept, it demonstrates the procedure, offers students the opportunity to practice skills under supervision and then individualized assessment is completed with a practical examination using criteria headings. The student demonstrates the execution of the skill learned by obtaining a qualifying score. This strategy has been strengthened by modifying and adapting the skills according to changing technologies and professionals.

The faculty uses the results of practical test for:

- To deepen knowledge and skills in a simulated environment prior to exposure in a real environment.
- Identify individual strengths and weaknesses.
- Provide follow up with individual tutorials.
- To strengthen security in executing the skills students.
- To improve the academic offerings.
- Increase the retention and recruitment of students.
- To improve program quality and increase the likelihood of passing the national bar examination.

The students of focal main courses who took the practical exam in the academics terms of 2015-2017 approved the same with 70% or more (see table IV.E.3 Percentage of practical exams per course (samples of training courses)).

Table IV. E. 3 Percentage of practical exams per course (samples of training courses)

Practice Course	2015	2016	2017	2018
NURS 1112 Fundamental of Nursing Practice	93 % (15)	93.5 % (18)	91 % (18)	**
NURS 1232 Adult I Practice	*	99.4% (7)	84% (10)	88 % (7)
NURS 2234 Adult II Practice	95.6% (21)	96.9% (16)	87.95% (43)	**
NURS 2142 Maternity Practice	91.75% (46)	92% (27)	94.5% (57)	87.5% (15)
NURS 2352 Pediatrics Practice	93% (53)	88.8% (52)	83.66% (23)	89.55% (21)
Total of Students	135	120	141	**

*No Data obtained, ** in process during August to December 2018 semester.

Student Satisfaction:

The Inter-American University of P. R applies the student satisfaction questionnaire every two years. In the student satisfaction study 2017-2018, 71 students were surveyed. According to the results

of the study the level of General Satisfaction of the students nursing with the Institution is of 70% or more (see key element IV. A. 4 Institutional Student Satisfaction Survey). According to the data of this questionnaire the 73% of the students are satisfied with the practical experience of the laboratories of the courses of their concentration. An 87% of students said that the professors have domain of the content of the courses. An 81% of the student are satisfied with the stimulus given by teachers for the search for information and research. The 93% of the student are satisfied with the access to bibliographic resources and other sources of information offered by the Center for Access to Information (CAI) When analyzing the results obtained in the student satisfaction survey 2017 - 2018 it was observed that in 17 of the 19 question items related to the academic area more than 70% were obtained (see table IV. E. 4 question items of the institutional student satisfaction survey).

Table IV. E. 4 Question items of the Institutions Student Satisfactory Questionnaire

Question items	2011 -2012	2015 - 2016	2017 - 2018
The professors' mastery of content of courses.	73.4 %	87 %	87 %
The encouragement that professors give for the search for information and research.	76.6 %	82 %	81%
The quickness with which the professor reports the results of the evaluation of their academic work in the courses.	73.4 %	62 %	87%
The professor's availability to assist the student outside of class time.	82.5%	76 %	83 %
The practical experiences of the laboratories of the courses of their concentration.	78.1%	79 %	73 %
Practical experiences, outside the classroom.	71.9%	84 %	84 %
The teaching strategies used by professors.	82.8%	74 %	78%

When analyzing the student satisfaction survey administered by the Central Office of the System, it can be concluded that the level of student satisfaction with the academic services provided by the Institution is high since the results reflect that 70% or more answered to be satisfied or very satisfied.

Questionnaire Student Faculty Evaluation:

Students evaluate the faculty of the Program in the classroom. All academic semesters 100% of the faculty is evaluated by students in the classroom. The full-time faculty is evaluated by the students in two courses and the part-time faculty is evaluated by the students in a course.

When analyzing the results of the evaluations, it is observed that 100% of the faculty complies with the parameters established by the Institution (see key element IV. A.2 - Evaluation results to the faculty by the students). The results of these evaluations are discussed, individually, to the faculty during the process of submitting notes at the end of each academic semester. At the faculty meeting, students' concerns are discussed and agreements are reached to address them.

In addition, students evaluate the faculty with the Student Satisfaction questionnaire with the Practice Teacher and the Clinical Scenarios. At the end of the internship, the questionnaire is applied to evaluate the students opinion. These results help to evaluate faculty performance in practice courses and the achievement of the objectives of the same. This allows the faculty to offer recommendations individually and at faculty meetings. Also, it allows to evaluate the use of the clinical scenario for the next practices of the students (see key element IV. A. 3 Students Satisfaction Survey with the facilities used for clinical practice and faculty)

Satisfaction of graduates

The Nursing Program modified the Graduate Satisfaction Survey and the time it is submitted. Until 2010, the Program submitted a survey developed by the faculty every three years. In 2013, the procedure to evaluate the graduates was modified and it was established that it would be the Institution

that would submit a survey every two years to evaluate the opinion of the graduates of the Program. From 2017 onwards, the faculty of the Program and the Associate Director established that to evaluate graduate satisfaction, the Program will submit an Institutional survey each year and it would be submitted digitally. In the key element IV. A. 6 Graduate Satisfaction Survey presents the results of the survey submitted.

Employer satisfaction survey:

The Nursing Program modified the satisfaction survey of the employer and the time it is submitted. Until 2010, the Program submitted a survey developed by the faculty every three years. In 2013, the procedure to evaluate the employers' opinion was modified. It was established that it will be the Institution that will submit a survey every two years to evaluate the opinion of the employers who recruit the graduates of the Program (see key element IV.A. 5 - opinion of the Directors of Graduate Survey). The purpose of this tool is to gather information related to the sense of employers to ex-alumni of the nursing program. The analysis of the data can see the effect of academic training in professional development; mastering the basic skills of discipline and subsequent achievements in the field of nursing. The results are used for the continuous improvement of the nursing curriculum. The questionnaire consists of three parts: the first includes General Information on Employers. The second part is composed of the General Competences of the graduate and the third part consists of the competences of the academic program.

During the semester from August to December 2016, they received nine questionnaires sent to hospitals. 100% of the institutions that responded to the survey are private. These institutions provide medical and surgical services, maternity and pediatrics. Seventy-eight percent (78%) of the employers surveyed point out as excellent the ability of the graduate to work as a team, their capacity for critical thinking and leadership skills. 89% of employers' report that graduates apply to an excellent form of humanist care in nursing practice to the protection, optimization and preservation of human dignity and demonstrate professional integrity and ethics. However, when analyzing the data obtained in the Employers' Satisfaction questionnaire, it was observed that in certain reagents less than 70% was obtained (see table IV. E. 5 Example of answers to the item questions of the Employer satisfaction survey). The faculty and the Nurses Administrator met to analyze the areas where scores were under 70% and make decisions. Among the decisions taken are: strengthening the contents of theoretical and practical courses with new evidence, mentoring part-time faculty, including other teaching-learning strategies and evaluation and modification of clinical practice criteria.

Table IV. E. 5 Example of answers to the item questions for the satisfaction survey

Item Questions	Good	Excellent
Show leadership	22 %	78 %
Have an effective communication	11%	78%
Know how to follow instructions	22%	78%
Know how to handle conflicting situations	33%	56%
Demonstrate integrity and professional ethics	11%	89%
Solve complex problems	33%	56%
Think critically	11%	78%
Show creativity at work	11%	78%
Ability to conduct research	13%	63%
Willingness to learn	11%	78%

IV-F. Faculty outcomes, individually and in the cummalative, demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of expected faculty outcomes. Expected faculty outcomes:

- are identified for the faculty as a group;

- *incorporate expected levels of achievement;*
- *reflect expectations of faculty in their roles and evaluation of faculty performance;*
- *are consistent with and contribute to achievement of the program's mission and goals; and*
- *are congruent with institution and program expectations.*

Actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes.

Program Response:

The Nursing Program has established the expected objectives for the faculty aimed at fulfilling the mission and goals of the Program and achieving the students learning outcomes.

Expected faculty Outcomes are:

1. One hundred percent (100%) of full and part-time faculty will maintain knowledge and domain of their specialization.
2. One hundred percent (100%) of full and part-time faculty will maintain knowledge and skills in nursing roles.

100% of the faculty shows evidence of participating in activities for professional development in their specialty areas and in teaching-learning processes. In addition, they have been involved in community activities. 83% of the full-time faculty has been involved in activities related to research.

Professional development

The expected results for the professional development of the Nursing Program faculty are aligned to the Goals of the IAUPR - Barranquitas Campus. Campus Goal number 2 indicate "to maintain an updated teaching staff in its discipline, innovative teaching and assessment strategies, as well as in the incorporation of information technologies to student learning".

To fulfill this goal, the faculty of the Program has been directed to doctoral studies. 50% (3/6) of the full-time faculty have a doctoral degree. Of these, two have an Ed.D and another has DNS. 50% (3/6) of the full-time faculty is in doctoral studies. On the other hand, the areas of specialization of the faculty include: mental health and psychiatry, medicine and surgery, critical care, clinical specialists, mothers and children, family and community (see table IV F. 1 Profile of the full-time faculty) (see appendix II.D. 1 - full time and part time Faculty Profile). 83% of part-time professors also have master's degrees in nursing, master's degrees in arts and master's degrees in science. The faculty presents evidence of continuing education certificates to demonstrate that they maintain knowledge and mastery of their areas of specialization and in the roles of the profession. 100% of the faculty keeps taking continuing education courses to stay updated in the profession and comply with the state regulations for the renewal of their professional license. The Board of Nursing Examination of Puerto Rico requires that nursing professionals comply with 30 contact hours per hour in continuing education. The renewal of the professional license is every three years. On the other hand, the administration of the Campus provides educational activities related to the academy.

Table IV. F. 1 Full time Faculty Profile

Faculty Name	Rank	Faculty Credentials			Specialty Area
		Academic Degree	RN Licenciature	Certifications	
Ayala Maldonado, Lydia E. 1998 to present	Assistant Professor	Ed. D (c) MSN 1996	X	BlackBoard learning	Critical Care - Specialty Family and Community
Colón Rivera, Damaris 2009 -present	Assistant Professor	DNS 2015 MSN	X	Certificate of teachere ducation for	Mental Health and Psychiatry

Faculty Name	Rank	Faculty Credentials			Specialty Area
		Academic Degree	RN Licenciature	Certifications	
		2005		occupations that are related to health BlackBoard Learning	
González Santiago, Dennisse Y. 2014 - present	Instructor	Ed. D (c) MSN 2014	X	BlackBoard learning	Specialty Maternal and Child
Pérez Rivera, Elga J. 2013 - present	Assistant Professor	Ed. D 2016 MSN 2000	X	Certificación en la plataforma Blackboard	Specialized in Clinical Medicine and Surgery
Torres Montesino, Mariela 2017 - present	Instructor	D. N. S (c) MSN 2005	X	BlackBoard	Medicine and Surgery Research
Torres Rodriguez, Ana E. 1992 - present	Assistant Professor	Ed.D 2013 MSN – 1986	X	BlackBoard	Adults and Elders with sub-specialty in Cardiology

On the other hand, to maintain its experience, the faculty participates in professional development activities such as: evidence-based practice forums, symposiums, research presentations, curriculum workshops and other seminars related to the profession (see key element IV.F .1 - Curriculum of the Faculty). Other strategies that the faculty uses to keep up with the profession are clinical practices with students in hospitals or other clinical settings and community service.

In compliance with goal number 3 aimed at "Maintaining a culture of assessment in all the components that constitute the Campus to ensure academic quality and institutional effectiveness," the faculty of the Inter-American University of Puerto Rico is subject to several evaluations. These evaluations are used for renewal or change of contract and change of rank. The full-time faculty that holds a temporary or probationary contract is subject to an annual formative evaluation and the full-time faculty with permanent contract the formative evaluation is every three years. The formative evaluation allows to offer recommendations to the faculty to improve the processes of teaching and learning and other processes related to the academic area.

The faculty is evaluated in the classroom by the Program Evaluation Committee with Instrument III for Visiting the Classroom and is evaluated by the Associate Director and the Director of the Department with Instrument IV. In addition, the faculty is evaluated by the students with the instrument provided by the Institution. The full-time faculty is evaluated by students in two class sections. The part-time faculty is evaluated by students in a class section (see key element IV A. 2 Questionnaire: evaluation of faculty by students). The faculty that supervises the clinical practice courses is evaluated by the students with a survey developed by the full-time faculty Program.

Research and creative works

Goal number 5 IAUPR - Barranquitas Campus: Develop a research culture that fosters the intellectual production of professors and students.

In order to comply with goal number 5 of the Barranquitas Campus, the faculty of the Nursing Program is involved in activities related to research. The period of 2015 - 2016 two faculty members were developing their research work as part of their doctoral studies. In May 2015, the director

presented her dissertation work titled: Vicarious Trauma: experiences of nurses who manage survivors of gender violence. In October 2015, Dr. Colón presented a poster about her research study at the Second Symposium on Research and Evidence-Based Practice of the School of Nursing of the Medical Sciences Campus. In June 2014, at the First Symposium on Research and Practice Based on Evidence, Dr. Colón gave a presentation on the role of the doctoral student in research. In addition, in the Journal Impulso of the College of Nursing Professionals of Puerto Rico, in the September 2015 edition he published a reflection on his experience as a doctoral student. On the other hand, Dr. Colón has advised students who are studying at the doctoral or master's level in nursing in their research projects. In the mentioned period, Dr. Elga J. Pérez Rivera was collecting data from her research project.

In the 2016 - 2017 term, one of the full-time faculty made a presentation of her research work as requirements to obtain her doctoral degree. Another faculty member was developing the first three chapters of his doctoral dissertation.

In the 2017 - 2018 term four members have been involved in activities related to research. Professor González has been developing activities related to the third chapter of her research to obtain her doctoral degree. Professor Torres is preparing her presentation of her research project to defend her dissertation. A professor has participated as a member and a lecturer in dissertation committees at the doctoral level. In addition, two full-time faculty members have been part of the panel of experts in the evaluation of research instruments for students at the graduate level.

Activities in the community and professional organizations

In compliance with the mission of the Campus that states: "The Campus is integrated into society through the intensive use of information technology and telecommunications in teaching, scientific and social research and service to students and the community". 100% of the faculty evidences having participated in activities within the internal and external community of the Campus. In addition, they are members of professional organizations. The one hundred (100%) of the faculty is member of the College of Nursing Professionals of Puerto Rico. Within this organization, the faculty participates in assemblies and elections of the board. Also, two faculty members are members of the Sigma Theta Tau.

On the other hand, in the last three years, the faculty has offered voluntary services to the internal and external community. As part of the services offered by the faculty to the internal community, there is participation in the various committees that the Program and the Campus have. In the last three years, two faculty members have been members of the Academic Senate of the Campus and one faculty member is a member of the Scholarship and Sabbatical Committee. In the term 2017-2018, one faculty member was integrated into the Committee on Rank Acceleration and Change of Contract and another belongs to the Internationalization Committee. From 2015-2017 a professor was part of the Retention Committee. In addition, there are three Committees in the Program: Curriculum Committee, Assessment Committee and Faculty Evaluation Committee. The six faculty members form part of these Committees, where a member chairs an assigned Committee. The presidents of these Committees are selected in faculty meeting.

Also, the faculty is integrated to the external community through various activities. The faculty offers educational talks in schools, participates in health fairs and radio stations. In the fall of 2017, after Hurricane Maria passed through Puerto Rico, the faculty joined health promotion activities inside and outside the Campus, participated in the delivery of food and clothing to the communities affected by the atmospheric phenomenon ([see appendix IV. F. 1 Examples of faculty scholarly work by type and year](#)) In table IV. F. 2 the number of faculty by academic term that has been involved in various activities outside the academic is presented.

Table IV. F. 2 Faculty involved in activities outside of academics

	2015 - 2016	2016-2017	2017 - 2018
1. Professional Development	Faculty	Faculty	Faculty
b. Continuing Education	5	5	6

	2015 - 2016	2016-2017	2017 - 2018
c. Blackboard certifications	3	1	2
2. Research			
a. Activities related to research	2	3	3
3. Community Service and Organizations			
a. Professional Organizations	5	5	6
b. Resident Community Services	5	5	6
c. External Community Services	5	5	6

IV-G. The program defines and reviews formal complaints according to established policies.

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

Program Response:

The Inter-American University of Puerto Rico, Barranquitas Campus has policies to handle complaints from faculty and students. The policies are accessible through the Institution's website (<http://documentos.inter.edu/>).

Faculty

The Interamerican University of Puerto Rico has established procedures to handle the formal complaints of students and faculty. The Faculty Manual (see Faculty Handbook, 2012 version in English and 2017 version in Spanish) (<http://documentos.inter.edu/>) explains the procedure that a faculty member will carry out when they understand that the rights and prerogatives recognized in this Manual have been violated. (<http://documentos.inter.edu/>)

“When a faculty member believes that his rights and prerogatives recognized in this Handbook have been violated, he may present a grievance to that effect following the procedure detailed below”:

“The faculty member will present the grievance in writing to the dean of studies of the instructional unit, offering specific details on which the grievance is based and including any evidence supporting his claim. The Dean will evaluate the grievance presented by the faculty member to determine its merits and must”:

- a. offer a solution to the matter through a conciliation or dialog with the faculty member affected or
- b. answer the grievance presented by the faculty member communicating to him his decision in regards to its merits and the actions, if any, that will be taken on the grievance presented.

“If the faculty member affected does not agree with the decision made by the dean of studies, he may appeal this to the Faculty Appeals Committee in his instructional unit. To do this, he must present an appeal in writing, no later than fifteen work days after receiving the decision of the dean of studies”

(como cita en Faculty Handbook, 2012). This procedure because it is an institutional one applies to the faculty of the Nursing Program.

Students

In the General Student Regulations, CHAPTER II - Rights and Duties of Students (see General Student Regulations of Inter American University of Puerto Rico, 2016-<http://documentos.inter.edu/>) . the procedure presented is that the student will refer complaints to a faculty member or university staff member.

“In case students consider that their rights have been infringed upon by a member of the faculty or they have a claim of an academic nature, they may channel their complaint through the Director of the Academic Department to which such faculty member belongs. If a student does not agree with the decision, such student may appeal through the following channels, as appropriate, following this order: Dean of Division, Dean for Academic Affairs, Chief Executive Officer of the academic unit, and President of the University” (as cited in the General Student Regulations of Inter American University of Puerto Rico, 2016).

“In case a student considers that his or her rights have been infringed upon or that an inappropriate action has been committed against him or her by a member of the University personnel in a non-academic relation, the student may file a complaint to the Dean of Students or equivalent of the academic unit. This officer must investigate the allegations of the complaint, and if there is a possible violation of institutional norms, will refer the case to the attention of the Human Resources Director of the Campus to process the case under the corresponding regulations: Faculty Handbook, if it has to do with teaching personnel, or Handbook of Norms for Non-Teaching Personnel, if it is administrative” (as cited in General Student Regulations of Inter American University of Puerto Rico, 2016).

On the other hand, the Program defines and reviews formal complaints in accordance with policies established by the Institution. In the director's office there is a document entitled: Concerns / Services, established by the IAUPR - Barranquitas Campus (see key element IV, G. Document and information of concerns). In this document students indicate complaints or needs that need to be addressed. The director evaluates the students' complaints and concerns and attends to them or refers them to the corresponding staff according to the subject matter. This document remains archived in the office of the director. At the end of the academic year, the directors give a report to the Dean of Academic Affairs of the concerns attended and the services provided to the students.

At the orientation of new students' activity and in the Manual of the Student of Nursing Program, students are guided on communication channels of the Institution to refer complaints. The faculty directs students to read the General Student Regulations so that they know their rights and responsibilities within the Institution.

IV-H. Data analysis is used to foster ongoing program improvement.

Elaboration: The program uses outcome data for improvement. Data regarding completion, licensure, certification, and employment rates; other program outcomes; and formal complaints are used as indicated to foster program improvement.

- *Data regarding actual outcomes are compared to expected outcomes.*
- *Discrepancies between actual and expected outcomes provide information of areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Program Response:

The data obtained in the different evaluation instruments are discussed in faculty meetings. In the meetings the findings are analyzed, the possible alternatives are deliberated and decisions are made to make changes to the Program.

When analyzing data, it is observed that the Program has established procedures to comply with student learning outcome. The faculty constantly reviews the assigned courses, integrating new trends in the profession. The Program has standardized rubrics to measure students' academic achievement. These rubrics are updated periodically according to the findings of faculty, regulatory agencies, needs of the student population and recommendations of the employers. In addition, the Associate Director and Campus Administration apply the assessment tools to evaluate the effectiveness of the Program. Also, Curriculum Committees and Assessment Committee's are established to offer follow-up to the activities aimed at fulfilling Program goals.

It is observed that in the last data sent by the Puerto Rico Nursing Examining Board the results of the examinations of revalidation, show graduates have maintained a passing of 75% and above level of the Island's results. The faculty has established a plan to improve results. Among the strategies that the faculty has implemented are: updating the Blackboard platform review, modifying NURS 4980 Integrative Workshop teaching strategies, continuing to direct class content of the agenda provided by the Puerto Rico Nursing Examining Board for the examination of revalidation and continue offering the theoretical courses revalidated style exams. In addition, short tests are offered in the internship courses, with strategies already used.

Evaluating retention results, the Program maintains a retention rate of 70%. Among the techniques implemented to retain the student are: the offer of third and fourth year courses in distance course-mode, scheduling courses in daytime, night and Saturdays to have more options for the student. In presence courses, faculty uses Blackboard platform as support. In this platform, faculty places the course material in a way that allows student to have accessibility to the content discussed in classes and course evaluation tools. In addition, referrals are made to the professional counselor when the student is absent on two consecutive occasions or has problems of academic achievement. On the other hand, in August 2018, an experimental group will be started to which a quarterly class program will be assigned. This three-month program has the purpose of helping the student to complete the baccalaureate in three years and to enter the labor field in less time (see key element IV. B. 2 sequential three-month program). In addition, the Barranquitas Campus has a Retention Committee composed of faculty members from the different Departments and administrative staff. In the last three years, two faculty members of the Nursing Program have been part of the Committee.

Table IV. H. 1 shows evaluation of achievements of expected

Expected Outcomes	Results
Seventy percent (70%) of the students enrolled will complete the degree according to the curriculum.	Meet – Complete academic grade in 3. 5 to 5 years
Seventy five percent (75%) of the graduates pass the nursing state board exam with 70% or more.	Meet– More than 75% in revalidation board results
Eighty percent (80%) of the graduates pass the nursing board exam first time taken.	Meet (Revalidation board results)
Seventy percent (70%) of the graduates will get employment one year after graduating.	Meet – according to the collected sample survey about 75% are employed.
Others	
Student Learnig Outcomes	Meet (TK20, Students average, Results of evaluation techniques)
Student Faculty Satisfaction Survey	Meet (Student FacultyEvaluation)
• Student Teaching Process Satisfaction Survey	Meet (Institution Satisfaction Survey Results)
• Student Facility Satisfaction Survey	Meet (Student Institution Satisfaction Survey Results)

After carrying out and analyzing each standard with its criteria in table IV. H. 2 -it shows the significant findings observed and the actions taken by the corresponding personnel.

Tabla IV. H. 2 Significant findings within standards and actions taken.

Standard Significance	Development Needs	Actions	Results
Standard I Program Quality: Mission and Governance Sources of Findings: -Campus Internet webpage -Syllabus	Update Nursing Program information on the Campus Internet page.	The Associate Director contacted the Director of the Department and the Dean of Academic Affairs to indicate the information that would be updated and the documents that would be placed on the Page.	Internet Documents accessibility: <ul style="list-style-type: none"> • Vision, Mission and Program Goals • Program Philosophy • Program Requirements • Clinical scenarios • Nursing students manual • graduate Profile • Others
	The syllabus needs to be revised to integrate changes in the P. R Nursing Practice Law that regulates AACN Essentials.	The faculty updates the course files according to their specialties.	Update course syllabus.
Standard II Quality: Institutional Commitment and Resources Sources of Findings: -Faculty meetings -Institution meetings -Faculty Profile - Student statistics completed by faculty.	Development of a simulated laboratory to strengthen clinical skills.	The Program Director met with the Dean of Academic Affairs and the Rector to inform the need for a simulated laboratory.	A room was prepared to create the simulated laboratory. The simulators were acquired.
	Need for faculty increase. Difficult to recruit faculty with a Master's and PhD in Nursing Sciences. School with BSN.	The Program director meets with the Department Director, Dean of Academic Affairs and Rector for candidate roster.	A new full time faculty member was appointed for August 2017. Six new part time faculty members were appointed. A proposal was developed to offer the Master of Science in Nursing to satisfy needs of professionals in the center of the Island.
	The faculty will have difficulty taking courses for professional development.	Provide one week day for meetings, workshops and congresses, etc.	Faculty participates of meetings, workshops, and congresses according to Program and needs.
Standard III Program Quality: Curriculum and Teaching-Learning Practices	Integration of AACN <i>Essentials theoretical and practice courses.</i>	-Discussions at faculty meetings. - A Power Point presentation was given of AACN <i>Essentials</i> . - Review of Course Syllabus.	Update course syllabus and AACN Essentials integration.

Standard Significance	Development Needs	Actions	Results
Source of Findings: -Syllabus - Employer Survey Results - Student Survey Evaluation -Faculty Meetings	Integration of technology in the teaching-learning process.	- Faculty was trained and certified on Blackboard platform. - Databases were increased in the Access to Information Center (CAI). - In process of developing the simulated laboratory.	The faculty uses technology in the classroom and uses Blackboard platform to support theoretical courses. Faculty uses simulation in internship courses.
	Improve classroom assessment.	- Faculty receives workshops during the academic year.	- Faculty develops Classroom Assessment Projects. - Faculty provides data for TK 20 Platform (Institutional Assessment Project).
Standard IV Program Effectiveness Source Findings: - Number of students in follow-up courses - Graduate questionnaire - Employers opinion questionnaire - Revalidation Exam Results	Student Retention	-Faculty meetings -Retention strategies by faculty. -Blackboard content -Citing the student to the faculty office to discuss academic advantages or absenteeism. -Referrals to counselors.	Strategies are applied and retention problems continue. In the academic 2017 - 2018 year, the Program lost around 120 students from Hurricanes Irma and María.
	Less graduates completing survey.	- Faculty meeting discussions. - The Graduate Questionnaire the Institution prepares every year will be applied In 2017. - The graduate survey was prepared in March 2017.	- The graduate questionnaire will be applied every year. -It is necessary to establish other strategies to maintain contact with the graduates. (Example: promote the alumni association and follow up through emails and social networks).
	-The revalidation board exam passing was below 70% in 2010. - In 2016 the revalidation passing was at 75%.	- - Faculty meetings were held and a plan was established to improve revalidation results. - The Integrative Workshop course was reinforced.	Revalidation Board results of passing students increased to a 94% in April, 2017 and 100% in February, 2018.

Standard IV - Program Effectiveness

Strengths	Development Needs
1. Several evaluation strategies for courses.	1. Increase the number of graduates who answer the survey.
2. Various program evaluation strategies.	2. Review the assessment strategies used in the courses.
3. Island level results of the revalidation examination.	3. Review assessment strategies used to measure Program effectiveness.
4. Faculty with doctoral degrees.	4. Reinforce strategies aimed at improving revalidation results.
5. Faculty involved in activities related to research and community services.	5. Continue increasing number of faculty members that are involved in research and community services.
6. Institutional standards to handle student complaints and attendance.	6. Improve Master's Degree in Nursing.recruitment of part-time faculty.

When evaluating Standard IV: Program Effectiveness: Assessment and Achievement of Program Outcomes- it is observed that the Nursing Program shows evidence indicating fulfillment of criteria of this standard.

APPENDIX A
PROOF OF INTER AMERICAN UNIVERSITY OF PUERTO RICO-BARRANQUITAS CAMPUS
ACCREDITATION STATUS FOR MIDDLE STATES ASSOCIATION OF COLLEGES AND
SCHOOLS



MIDDLE STATES COMMISSION ON HIGHER EDUCATION

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STATEMENT OF ACCREDITATION STATUS

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INSTITUTIONAL INFORMATION

Enrollment (Headcount): 1902 Undergraduate; 74 Graduate
Control: Private (Non-Profit)
Affiliation: None- Inter American University of Puerto Rico
2015 Carnegie Classification: Baccalaureate Colleges - Diverse Fields
Approved Credential Levels: Postsecondary Award/Cert/Diploma (≥ 1 year, < 2 years), Associate's, Bachelor's, Master's;
Distance Education Programs: Fully Approved
Accreditors Recognized by U.S. Secretary of Education: n/a

Instructional Locations

Branch Campuses: None
Additional Locations: None
Other Instructional Sites: Orlando Cyber Study Center, Orlando, FL

ACCREDITATION INFORMATION

Status: Member since 1957
Last Reaffirmed: June 27, 2013

Most Recent Commission Action:

March 15, 2018: To accept the Supplemental Information report. To request a Supplemental Information report, due August 1, 2018, regarding the status of the institution. A small team visit may follow submission of the report. The next evaluation is scheduled for 2022-2023.

Brief History Since Last Comprehensive Evaluation:

June 27, 2013: To reaffirm accreditation and commend the institution for the quality of the self-study process. To request a monitoring report, due April 1, 2014, documenting evidence of (1) a financial planning and budgeting process aligned with the institution's mission,

goals, and plans that provides for annual and multi-year budget projections (Standard 3); (2) further implementation of an organized and sustainable assessment process to improve institutional effectiveness, with evidence that assessment information is used in budgeting, planning, and resource allocation to improve programs, services, and processes (Standard 7); and (3) development and implementation of an organized and sustained process to assess student learning outcomes in graduate programs and the use of assessment results to improve student learning and program effectiveness (Standard 11). The Periodic Review Report is due June 1, 2018.

- June 26, 2014: To accept the monitoring report. To request a monitoring report due April 1, 2015 documenting the continued development and implementation of (1) a financial planning and budgeting process aligned with the institution's mission and goals that provides for an annual budget and multiyear budget projections (Standard 3) and (2) an organized and sustained process to assess student learning outcomes in graduate programs including evidence that the assessment results are being used to improve teaching and learning (Standard 11). The Periodic Review Report is due June 1, 2018.
- September 2, 2014: To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Cayey Mennonite General Hospital, State Road, #14, Km 12.0, Cayey, PR 00727-3130. The Commission requires notification within thirty days of the closure of this additional location. To remind the institution of the monitoring report due April 1, 2015 documenting the continued development and implementation of (1) a financial planning and budgeting process aligned with the institution's mission and goals that provides for an annual budget and multiyear budget projections (Standard 3) and (2) an organized and sustained process to assess student learning outcomes in graduate programs including evidence that the assessment results are being used to improve teaching and learning (Standard 11). The Periodic Review Report is due June 1, 2018.
- June 25, 2015: To accept the monitoring report. The Periodic Review Report is due June 1, 2018.
- October 19, 2017: To request a supplemental information report due December 1, 2017, regarding the status of the institution.

Next Self-Study Evaluation: 2022 - 2023

Date Printed: May 24, 2018

DEFINITIONS

Branch Campus - A branch campus is a domestic or international location of an institution that is geographically apart, independent of the primary/main campus. The branch campus is considered independent of the main campus if it is permanent in nature; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority. (34 CFR §600.2)

Additional Location - An additional location is a domestic or international location, other than a branch campus, that is geographically apart from the primary/main campus and at which the institution offers at least 50 percent of the requirements of an educational program. (34 CFR §602.22) **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location. **ANYC** ("Approved but Not Yet Closed") indicates that the institution has requested that the location be officially closed through the substantive change process. The location is currently included within the scope of accreditation but the institution will be stopping all operations at this location in the near future. The institution should inform the Commission (via email at sc@msche.org) of the date that operations cease. This designation is removed after the Commission receives notification that courses have stopped at this location and the location is no longer listed on the SAS.

Other Instructional Sites - MSCHE defines an other instructional site as any off-campus site, other than those meeting the definition of a branch campus or an additional location, at which the institution offers one or more courses for credit. Sites designated as an other instructional site do not require substantive change approval. However, substantive change approval is required to reclassify an other

instructional site to or from a branch campus or additional location.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.

APPENDIX B
PROOF OF INTER AMERICAN UNIVERSITY OF PUERTO RICO ACCREDITATION STATUS
FOR PUERTO RICO COUNCIL ON EDUCATION



GOBIERNO DE PUERTO RICO

Consejo de Educación de Puerto Rico

CERTIFICATION

I, Blanca E. Rivera Alicea, Director of Licensing and Accreditation of the Puerto Rico Council of Education, hereby CERTIFY: -----

That Inter American University of Puerto Rico is a private higher education institution duly authorized by the Puerto Rico Council on Education to operate in Puerto Rico as such and to offer courses, confer degrees, and academic credentials of higher education level at the academic units or locations indicated below. Its license is valid for a five (5) years term (June 30, 2016 to June 29, 2021) according to Certification Num. 2016-371.

AGUADILLA CAMPUS Carr. 459 Sector Calero
Aguadilla, PR 00603

Academic Offerings	Number of Credits
Associate of Arts in Office Systems Administration	59
Associate of Arts in Police Science	60
Associate of Arts in Criminal Justice	63
Associate of Applied Science in Business Administration**	56
Associate of Applied Science in Restaurant and Food Services Administration	67
Associate of Applied Science in Pharmacy Technician	74
Associate of Applied Science in Computer Science**	59
Associate of Applied Science in Accounting**	59
Associate of Applied Science in Nursing	65
Associate of Applied Sciences in Installation and Repair of Computerized Systems and Networks	65
Associate of Applied Science in Radiological Technology	84
Associate of Applied Science in Sales**	61
Associate of Science in Electronic Engineering Technology	67
Pre-Engineering (transfer program to Bayamon Campus)	35
Bachelor of Business Administration	122
Bachelor of Business Administration in Entrepreneurial and Managerial Development	122
Bachelor of Business Administration in Human Resources Management (on line)*	122
Bachelor of Business Administration in Accounting**	121
Bachelor of Business Administration in Hotel and Restaurant Management	128
Bachelor of Business Administration in Marketing**	122
Bachelor of Business Administration in Information Technology*	122
Bachelor of Arts in Office Systems Administration	120
Bachelor of Arts in Education with a major in Teaching of Physical Education at the K-6 Level	134



BARRANQUITAS CAMPUS

Bo. Helechal Carr. 156
Intersección 719
Barranquitas, PR 00794

Academic Offerings	Number of credits
Associate of Arts in Office Systems Administration (On-line)**	59
Associate of Arts in Police Science	60
Associate in Culinary Arts and Gastronomic Sciences	60
Associate of Arts in Criminal Justice	63
Associate of Applied Sciences in Business Administration	56
Associate of Applied Science in Biotechnology	65
Associate of Applied Sciences in Computer Science	59
Associate of Applied Science in Accounting	59
Associate of Applied Science in Cardio-Respiratory Care	76
Associate of Applied Science in Nursing	65
Associate of Applied Science in Computerized Management Information Systems**	64
Associate of Applied Science in Radiological Technology	84
Associate of Science in Tourism in Touristic Administrative Assistant	66
Associate of Science in Tourism in Tourist Guide	64
Bachelor of Business Administration with a major in Touristic Management	125
Bachelor of Business Administration with a major in Accounting	121
Bachelor of Business Administration with a major in Entrepreneurial and Managerial Development	122
Bachelor of Business Administration with a major in Human Resources Management	122
Bachelor of Arts in Office Systems Administration	120
Bachelor of Arts in Special Education	121
Bachelor of Arts in Secondary Education in Biology	143
Bachelor of Arts in Secondary Education in Spanish	132
Bachelor of Arts in Criminal Justice	121
Bachelor of Arts in Criminal Justice with a major in Forensic Investigation	121
Bachelor of Arts in Criminal Justice with a major in Criminal Investigation	121
Bachelor of Arts in Teaching English as a Second Language at the Elementary Level	121
Bachelor of Arts in Teaching English as a Second Language at the Secondary Level	127
Bachelor of Science in Biology	125
Bachelor of Science in Biotechnology	130
Bachelor of Science in Computer Sciences	122
Bachelor of Science in Forensic Science	121
Bachelor of Science in Design and Development of Video-Games	128
Bachelor of Science in Radiological Technology with a major in Mammography and Angiography	129

Academic Offerings	Number of credits
Bachelor of Science in Radiological Sciences with a major in Computerized Tomography and Magnetic Resonance	132
Bachelor of Science in Nursing	120
Pre-Engineering (transfer program to Bayamón Campus)	35
In addition, the following minors are recognized:	
Office Systems Administration	
Electronic Medical Records Administration	
Criminal Investigation	
Gerontology for Social Work	
School Social Work	
Auditing	
Financial Accounting	
Taxes	
CPA Track	
Entrepreneurial and Managerial Development	
Entrepreneurism	
Human Resources Management	
Biotechnology	
Computers Sciences	
Computers Networks	
Forensic Sciences	
Design and Development of Video-Games	
Management for Nursing	
Gerontology for Nursing	
Master of Business Administration with a specialization in Human Resources	42
Master of International Business Administration with a specialization in Accounting	42
Master of Arts in Special Education	39
Master of Arts in Education with a specialization in Educational Management and Leadership	36
Master of Arts in Criminal Justice**	33-36
Master of Science in Biotechnology in Biotechnology of Plants	36
Master of Science in Biotechnology in General Biotechnology	36
Master of Education with a specialization in Information Technology and Library Services	36
Master of Education in Curriculum and Teaching with a specialization in Spanish	39
Master of Education in Curriculum and Teaching with a specialization in English as a Second Language	39
Master of Education in Curriculum and Teaching with a specialization in History	39
Master of Education in Teaching at the Elementary Level	36
Master of Education in Curriculum and Teaching with a specialization in Biology	39

Moratorium	
Bachelor of Business Administration in Information Technology (ROA 2013-015)	--

Bayamón Campus

**Dr. John Will Harris 500
Bayamón, Puerto Rico 00957**

Academic Offerings	Number of credits
Associate of Photography	56
Associate of Arts in Office Systems Administration	59
Associate of Arts in Police Science	60
Associate of Applied Science in Business Administration	56
Associate of Applied Science in Computer Sciences	59
Associate of Applied Science in Accounting	59
Associate of Applied Science in Nursing	65
Associate of Applied Science in Installation and Repair of Computerized Systems and Networks	67
Associate of Applied Science in Audiovisual Communication Technology	57
Bachelor of Business Administration in Accounting	121
Bachelor of Business Administration with a major in Entrepreneurial and Managerial Development**	122
Bachelor of Business Administration General	120
Bachelor of Business Administration with a major in Finance	122
Bachelor of Business Administration with a major in Operations Management	122
Bachelor of Business Administration with a major in Human Resources Management	122
Bachelor of Business Administration in Marketing	122
Bachelor of Business Administration in Information Technology**	122
Bachelor of Arts in Office Systems Administration	120
Bachelor of Arts in Criminal Justice with a major in Forensic Investigation	121
Bachelor of Aviation Sciences with a major in Aviation Management	125
Bachelor of Computer Sciences in Installation and Repair of Computerized Systems and Networks	121
Bachelor of Science in Nursing	120
Bachelor of Science in Biology	125
Bachelor of Science in Forensic Biology	127
Bachelor of Science with a major in Biotechnology	127
Bachelor of Science with a major in Environmental Sciences	127
Bachelor of Science in Aviation Sciences in Aircraft Systems Management (Professional Pilot)	125
Bachelor of Science in Computer Sciences	122
Bachelor of Science in Environmental Sciences	127
Bachelor of Science in Forensic Sciences	121
Bachelor of Science in Marine Sciences	124
Bachelor of Science in Natural Sciences	120
Bachelor of Science in Communication in Media Production	126

APPENDIX I. A. 1
ALIGNMENT OF IAUPR' MISSION, IAUPR-BARRANQUITAS' MISSION AND THE NURSING
PROGRAM'S MISSION

Alignment of IAUPR' Mission, IAUPR-Barranquitas' Mission, and the Nursing Program's Mission

IAUPR MISSION	BARRANQUITAS CAMPUS MISSION	NURSING PROGRAM MISSION
<p>Inter American University of Puerto Rico has the mission to offer post-secondary and higher education in the arts and sciences, by means of teaching, research and community service, within an ecumenical Christian context. In addition, it offers educational programs at the pre-school, elementary and secondary levels. The University, also, contributes to society, by educating people that come from different socioeconomic sectors, within and outside Puerto Rico. It incorporates in its offerings and services, innovating study modalities supported by informatics and telecommunications. The University aims to prepare its graduates to be responsible and cultured citizens, with democratic and Christian values, who are conscious of their social and environmental obligation, and are able to perform competently and exercise leadership in an occupational or professional context. The University aims to maximize the educational potential of students in an environment without discrimination, in compliance with the law, the accreditation regulations and standards, and in harmony with the search for academic excellence. It, also, aims to make the best use of this environment to develop critical thinking, scientific knowledge, and sensitivity towards the arts, ethical responsibility and the skills of social</p>	<p>The mission of the Barranquitas Campus of the Inter American University of Puerto Rico is to primarily serve the population of the central region of the island by offering basic, technical, undergraduate and graduate higher education academic programs in the arts, sciences, including biotechnology, health, and other fields of learning. All of the programs aim to add value and develop professional competencies and techniques in students. The Barranquitas Campus immerses itself in society through the intensive use of information and telecommunication technologies in teaching, scientific and social research, and service to the students and the community. Likewise, the Barranquitas Campus contributes pertinently and with excellence to the knowledge economy as well as to the respect for diversity and social, ethical, and moral responsibility. The Campus contributes to society by educating persons from diverse socioeconomic sectors within Puerto Rico as well as abroad.</p> <p>http://www.br.uipr.edu/inter/index.php/mision-y-vision.html</p>	<p>The mission of the nursing program is the formation of nurses able to offer competent, sensitive, effective, safe and quality nursing care to individuals, families and communities.</p>

IAUPR MISSION	BARRANQUITAS CAMPUS MISSION	NURSING PROGRAM MISSION
coexistence. http://www.inter.edu/about-us/mision/		

APPENDIX I. A. 2
ALIGNMENT OF IAUPR'S GOALS, BARRANQUITAS' CAMPUS
GOALS AND NURSING PROGRAM'S AIMS

Alignment of IAUPR's Goals, Barranquitas' Campus Goals and Nursing Program's Aims

IAUPR' GOALS	BARRANQUITAS' CAMPUS GOALS	NURSING PROGRAM' AIMS
<ul style="list-style-type: none"> To promote, in the university community, an environment oriented towards a culture of peace, based on ethical, democratic and institutional Christian-ecumenical values, directed to the integral development of the student. 	<ul style="list-style-type: none"> Maintain pertinent academic offerings in accordance with the changing needs of the student population, from the basic and technical vocational levels through the higher education graduate level, responsive to the emerging needs of the labor market. Emphasis will be given to the use of diverse formats, adapted to the needs of students, as well as to the integration of ethical, democratic and Cristian values into the curriculum. 	<ul style="list-style-type: none"> Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the client.
<ul style="list-style-type: none"> To respond to student populations needs and society by offering a variety of both present and online learning programs, within and outside Puerto Rico, at the different educational levels. 	<ul style="list-style-type: none"> Establish a student and faculty exchange program with other institutions to develop innovative and research projects and provide formative experiences in international and culturally diverse scenarios to participants. Maintain pertinent academic offerings in accordance with the changing needs of the student population, from the basic and technical vocational levels through the higher education graduate level, responsive to the emerging needs of the labor market. Emphasis will be given to the use of diverse formats, adapted to the needs of students, as well as to the integration of ethical, democratic and Cristian values into the curriculum. 	<ul style="list-style-type: none"> Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost.

IAUPR' GOALS	BARRANQUITAS' CAMPUS GOALS	NURSING PROGRAM' AIMS
<ul style="list-style-type: none"> To promote academic excellence by means of continuous development of the teaching staff in the mastery of their discipline, as well as in the application of techniques, modalities and teaching methods, in harmony with the nature of the student population. 	<ul style="list-style-type: none"> Maintain a faculty updated in the disciplines they teach, in innovative teaching and assessment strategies, and in the incorporation of information technologies into student learning. Offer a continuing education program that integrates the concept of lifelong learning, in accordance with the changing demands of the knowledge society. 	<ul style="list-style-type: none"> Assume a commitment as a member of the discipline in harmony with the standards of the practice.
<ul style="list-style-type: none"> To promote the development of knowledge through research and creative activities in the academic community. 	<ul style="list-style-type: none"> Develop a research culture that fosters professors' and students' intellectual production. 	<ul style="list-style-type: none"> Assume a commitment as a member of the discipline in accordance with the standards of the practice. Coordinate care by applying leadership and management skills that lead to the highest quality care with minimum cost.
<ul style="list-style-type: none"> To promote efficiency and effectiveness in the teaching, administrative and student processes and services, in harmony with the provisions in the applicable laws and regulations, as well as in the standards of the accrediting agencies. 	<ul style="list-style-type: none"> Develop a model technological infrastructure that facilitates the integration of technology into all academic processes and student services and the adjustment of the physical facilities to ecofriendly technological advances. Maintain an assessment culture in all the Campus' components to ensure academic quality and institutional effectiveness. 	<ul style="list-style-type: none"> Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values and directed to the achievement of the best results for the client.
<ul style="list-style-type: none"> To cultivate leadership of the university community so that it may contribute to social and cultural enrichment of our country and to its economic development, by means of participation in communitarian, business and professional projects. http://www.inter.edu/about-us/academy-vision/	<ul style="list-style-type: none"> Establish a student and faculty exchange program with other institutions to develop innovative and research projects and provide formative experiences in international and culturally diverse scenarios to participants. http://www.br.uipr.edu/inter/index.php/mision-y-vision.html	<ul style="list-style-type: none"> Coordinate care by applying leadership and management skills that lead to the highest quality care with the minimum of cost. Assume a commitment as a member of the discipline in harmony with the standards of the practice.

APPENDIX I. A. 3
ALIGNMENT BETWEEN AIMS, COMPETENCIES OF GRADUATES,
STUDENT LEARNING OUTCOMES AND COURSES

Alignment between aims, graduates competencies, student learning outcomes and courses:

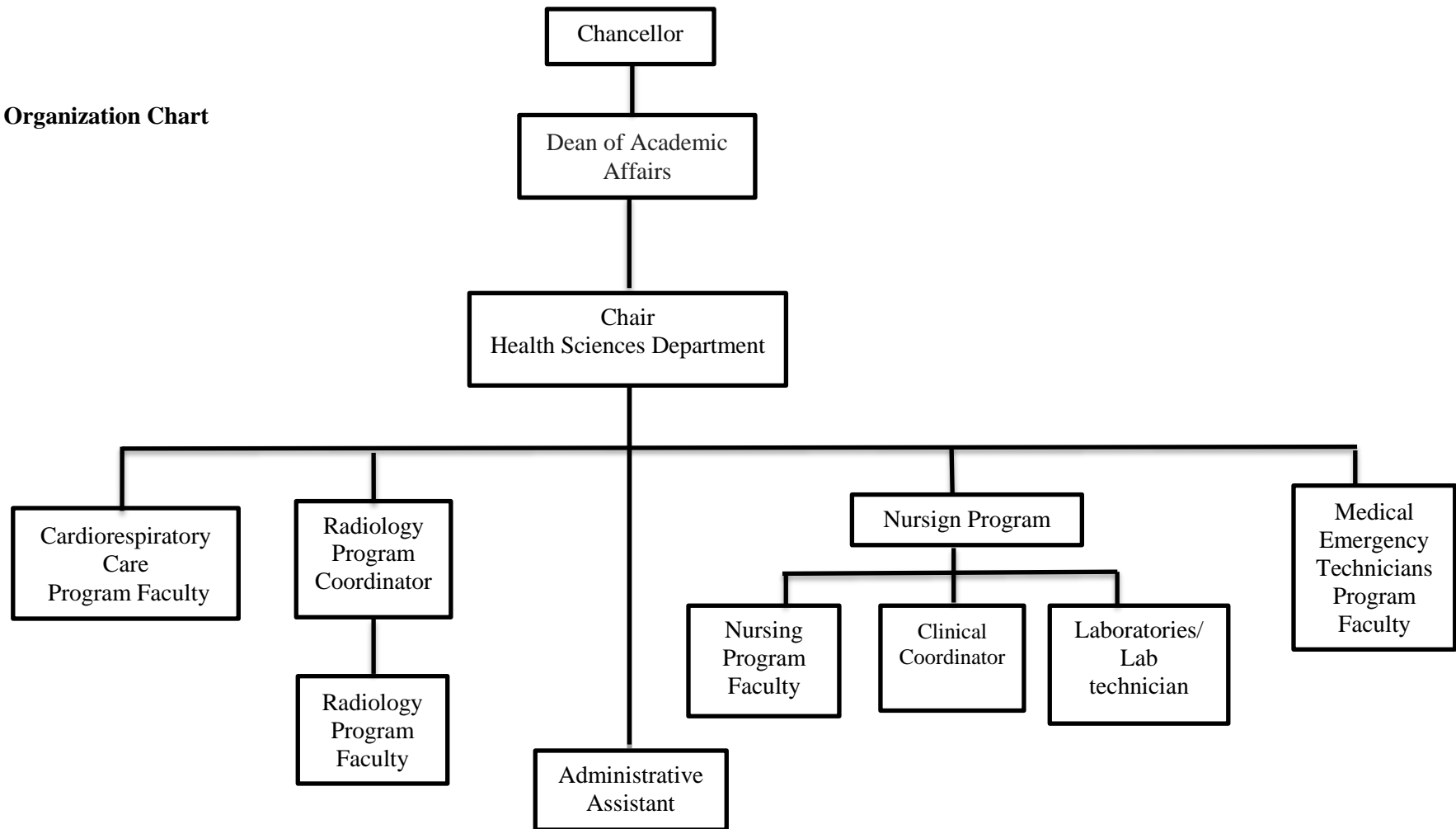
General Aims	Competencias	Student Learning Outcomes	Courses Example of integration
1. Provide care with autonomy and with interdisciplinary collaboration and sensitivity to ethical-legal and cultural values aimed to the achievement of the best results for the patient.	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities. 2. Know the use of nursing interventions to prevent disease, and to promote, protect, maintain and restore health. 3. Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice <p>Skills</p> <ol style="list-style-type: none"> 1. Use assessment and therapeutic interventions skills when providing nursing care in diverse scenarios so they can improve the expected health care results. 2. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. <p>Attitudes</p> <ol style="list-style-type: none"> 1. Apply humanistic care in the nursing practice to promote protection, optimization and the preservation of human dignity. 	<p>The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community.</p> <p>The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are.</p> <p>The student will apply the evidence to provide health care to the person, family, and community in structured and unstructured settings.</p> <p>The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society.</p> <p>The student will apply their knowledge in the management of health information and in the use of technology in providing health care to the individual, family, community and populations at different stages of development.</p> <p>The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations.</p>	<p>NURS 1112 Practice of Fundamentals of Nursing</p> <p>NURS 1232 Practice of Fundamentals of Nursing</p> <p>NURS 2142 Practice of Maternal-Neonatal Care</p> <p>NURS 2234 Practice of Adult Care II –</p> <p>NURS 2352 Practice of Pediatric Care</p> <p>NURS 2362 Practice of Psychosocial Care</p> <p>NURS 4911 Practice during the Life Cycle</p> <p>NURS 4914 Practice in Nursing Care to the Family and Community</p> <p>NURS 4980 Integrated Workshop</p>
2. Coordinate care by applying leadership and management	<p>Skills</p> <ol style="list-style-type: none"> 2. Apply skills of communication, collaboration, critical thought, and the use of technology as a 	<p>The student will assume the role of leader in the administration of health care in different scenarios.</p>	<p>NURS 1112 Practice of Fundamentals of Nursing</p> <p>NURS 1232 Practice of Fundamentals of Nursing</p>

General Aims	Competencias	Student Learning Outcomes	Courses Example of integration
skills that lead to the highest quality care with the minimum of cost.	<p>provider and coordinator of care and as a future member of the profession.</p> <p>3. Act as leaders and managers of the care that you are seeking to provide. Attitudes</p> <p>1. Apply humanistic care in the nursing practice to promote protection, optimization and the preservation of human dignity.</p>		<p>NURS 2142 Practice of Maternal-Neonatal Care</p> <p>NURS 2234 Practice of Adult Care II</p> <p>NURS 2352 Practice of Pediatric Care</p> <p>NURS 2362 Practice of Psychosocial Care</p> <p>NURS 4911 Practice during the Life Cycle</p> <p>NURS 4914 Practice in Nursing Care to the Family and Community</p> <p>NURS 4980 Integrated Workshop</p>
3. Assume a commitment as a member of the discipline in accordance with practice standards.	<p>Knowledge</p> <p>1. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities.</p> <p>2. Know the use of nursing interventions to prevent disease, and to promote, protect, maintain and restore health.</p> <p>3. Know critical thinking skills to make clinical judgments and to use research findings for the continuous improvement of the nursing practice</p> <p>Skills</p> <p>1. Use assessment and therapeutic interventions skills when providing nursing care in diverse scenarios so they can improve the expected health care results.</p> <p>2. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession.</p> <p>3. Act as leaders and managers of the care that you are seeking to provide. Attitudes</p> <p>1. Apply humanistic care in the nursing practice to promote protection, optimization and the preservation of human dignity.</p>	The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice.	<p>NURS 3100 Dimensions of Prof. Practice</p> <p>NURS 3190 Prof. Intervention during Life Cycle</p> <p>NURS 4911 Practice during the Life Cycle</p> <p>NURS 4914 Practice in Nursing Care to</p> <p>NURS 4980 Integrated Workshop</p>

(Source: Nursing Program)

APPENDIX I.D.1
ORGANIZATION CHART

Organization Chart



APPENDIX II.B.I
MAJOR CLINICAL SETTINGS, IAUPR-BARRANQUITAS NURSING PROGRAM

Major Clinical Settings, IAUPR-Barranquitas Nursing Program

Settings	Maternal Care	Pediatric Care	Mental Health Care	Adult Care
1. Mennonite General Hospital - Aibonito	X	X		X
2. HIMA San Pablo Hospital – Caguas	X	X		X
3. Casa Aibonito (Aibonito HomeCare)			X	
4. Villa Universitaria Housing Project			X	
5. San Francisco Hospital	X	X		X
6. Centro Médico- Mennonite, Cayey	X	X		X
7. Menonita CIMA Hospital			X	
8. Hogar Santita (Mental Health Patient Home)			X	X
9. Hogar Nuevo Renacer (Nursing Home)				X
10. Hogar San Andrés (Nursing Home)				X
11. Hermanos Meléndez Hospital	X	X		X
12. Mennonite General Hospital - Caguas	X	X		X
13. Addiction and Mental Health Administration Services (Administración de Servicios de Salud Mental y Contra la Adicción -ASSMCA)			X	
14. Ramón Fernández Marina Hospital			X	
15. Senior Citizens Center (Centro de Envejecientes La Hermandad)	X			
16. Hospital Damas Ponce	X	X		X
17. Ramón Ruiz Arnau Hospital		X		X
18. P. R Childrens Hospital		X		
19. Miracle Dreams (Nursing Home)				X
20. Hogar San Andrés (Nursing Home)				X
21. Hogar Apapacho (Nursing Home)				X
22. Hogar Dulce Vida (Nursing Home)				X
23. Hogar Retorno a la Esperanza (Nursing Home)			X	
24. Hogar Almaemis (Nursing Home)				X
25. Cardiovascular Hospital Center of Puerto Rico and the Caribbean				X

Settings	Maternal Care	Pediatric Care	Mental Health Care	Adult Care
(Centro Cardiovascular de Puerto Rico y el Caribe)				
26. San Juan Capestrano (Hospital)			X	

APPENDIX II. B. 2
DATABASES AVAILABLE IN THE CAI THAT SUPPORT THE NURSING PROGRAM

Databases available in the CAI that support the nursing program

A-Z EBSCO This service allows you to find full-text electronic journals available in our library or in the databases to which we are subscribed, such as Gale, Proquest, Journals at Ovid and Wilson.

Alexander Street Press-Nursing Education in video/Nursing Assessment in video

Nursing is a unique online collection of videos created specifically for the education and training of nurses, nursing assistants, and other healthcare workers.

American Society for Microbiology

Project: "Recruitment and Retention in Science and Technology by Improving Curriculum, Updating Laboratory and Multimodal Learning" acquired eleven titles from the American Society for Microbiology electronic access.

Britannica's Spanish Reference Center

It allows access to the Universal Encyclopedia in Spanish (with information for secondary level onwards) and the Youth Encyclopedia, the latter aimed at children from 6 to 12 years.

Catálogo WebCat

Bibliographic database of all existing resources in the Access to Information Centers of all C.A.I.

Conuco

Index of Puerto Rican magazines.

Dialnet

Dialnet is a portal for the dissemination of Hispanic scientific production.

Diccionarios.com

Dictionaries online.

Digitalia

Collection of electronic books of high academic quality in Spanish.

Discovery Education

Discovery Education streaming is a digital service of "video-on-demand" and of distance education.

DOAJ-Directory of Open Access Journals

This directory provides free access to full-text articles from academic and scientific journals

E-libro

Database that allows to see books in Spanish in full text. <http://www.ebrary.com/installer>.

Ebrary

Database that allows to see around 30,000 titles of books in full text.

<http://www.ebrary.com/installer>.

EBSCO HOST

Online reference system accessible through the Internet.

Ebsco Journals

Magazines in printed format available in the CAI with free online access.

Emerald Database

This database acts as a portal to literature on economics, administration and business, offering full-text content, summaries and support services from the main publications in this area.

Encyclopedia Britannica Online

Online version of the famous encyclopedia.

ERIC

Database of research in the field of Education.

Films

Films Media Group is the leading source of high-quality video and multimedia for academic, vocational and life-skills content.

Gale Databases (Infotrac)

Online reference system that brings together a diverse group of specialized databases by topic.

H.A.P.I

Indexing source of journals on Central and South America, Mexico, the Caribbean and the Hispanic community in the United States, from 1970 to the present.

HEINONLINE

Internet portal with emphasis on legal and juridical area.

Infoplase

Page to search for references, includes the World Almanac, maps, encyclopedias and dictionaries.

JSTOR: Arts & Sciences II

JSTOR provides access to academic journals, books and primary sources of the highest quality in the humanities area of, social sciences and natural sciences.

Latindex

Latindex is the product of the cooperation of a network of institutions that function in a coordinated manner to gather and disseminate bibliographic information on serial scientific publications produced in the region.

Microjuris

Legal information. It includes Annotated Laws of Puerto Rico, decisions, regulations and jurisprudence of the United States.

Micromedex 2.0 (PDR)

Nature

The Nature Publishing Industry Group is one recognized in scientific and medical information, publishes research and research journals related to the physical sciences, chemistry and clinical medicine.

Nature Biotechnology

It is a database aimed at the field of science, with a focus on biotechnology.

Netlibrary (eBook Collection (EBSCOhost)

This excellent base of electronic books offers resources from the main publishing houses.

NNNConsult

NNNConsult online tool that allows you to quickly consult the standardized languages of the diagnoses developed by Nanda International (NANDA), the results of the Nursing Outcomes Classification (NOC), the interventions of the Nursing Interventions Classification (NIC) and the links between them.

Nuevo Día

Ocenet Administración de Empresas

Source of business information in Spanish with specific contents of economics and business administration, it provides both reference information and practical elements in its more than 50 thousand pages.

Ocenet Medicina y Salud

It is an information center aimed at students of medical specialties, nursing, and professionals in the field of health.

Ocenet Universitat

Bases of reference data in Spanish. Includes dictionaries, encyclopedias, biographies and chronologies.

Ovid

Database that offers full text journals in the nursing area.

PCIP ONLINE

Indexing of newspapers published in Puerto Rico. It is a valuable source of local information. Requires user number and password.

Plant Cell

Plant Physiology

ProQuest Digital Dissertations

Access references and abstracts of doctoral and master's theses. You have a link to purchase the document.

Redalyc: red de revistas científicas

The Network of Scientific Journals of Latin America and the Caribbean,

Refworks:

It is a manager and/or organizer of bibliographic references that allows and facilitates the collection, storage and handling of bibliographic references so that the user can create his personal bibliographic database.

SciELO - Scientific Electronic Library Online (474)

It is a virtual hemeroteca consisting of a network of collections of scientific journals in full text and open and free access.

Science Online

It is a database directed to the field of sciences.

Skeletal Radiology

Skeletal Radiology provides a forum for the dissemination of current knowledge and information dealing with disorders of the musculoskeletal system including the spine.

The Journal of Biological Chemistry

Provides research articles on molecular and cellular bases of biological processes.

Wiley Online Library

Wiley Online Library multidisciplinary collection with access to journal articles, online books, hundreds of reference works, laboratory protocols and databases.

The Information Access Center also provides virtual librarian services. The service is geared to distance education students, but it is available to all students. By accessing the CAI's webpage at www.cai.br.inter.edu/cai the Barranquitas constituency can request information and services and a librarian will answer their questions.

The Nursing Program faculty recommends resources pertinent to the discipline for library's collection. In fact, recommendation of resources for the CAI is a criterion for faculty evaluation. This ensures the continuous updating of the collection, provides faculty with the resources they need, and empowers them to improve the breadth and depth of the collection. After recommendations are processed, faculty members are notified when the book, journal or audiovisual material they recommended has been received and cataloged.

APPENDIX II.C.1
CURRICULUM VITAE

CURRICULUM VITAE
DAMARIS COLÓN RIVERA, RN, DNS
P.O BOX 141
BARRANQUITAS, P.R 00794
(787) 359-0535

EDUCATION

2015	Doctor of Nursing Science (DNS) University of Puerto Rico Medical Sciences Campus Academic Excellence
2005	Master Sciences Nursing (MSN) Puerto Rico of University Medical Sciences Campus Academic Excellence
1999	Bachelor Degree in Nursing Science (BSN) Inter American University of Puerto Rico Metropolitan Campus Magna Cum Laude

EMPLOYMENT

2017 to the present	Chair of Nursing Program Inter American University of Puerto Rico Barranquitas Campus
2009 to the present	Professor of Nursing Program Department of Health Sciences Inter American University of Puerto Rico Barranquitas Campus
2011 -2013	Nursing Program Coordinator Department of Health Sciences Inter American University of Puerto Rico Barranquitas Campus
2009 - 2011	Chair Department of Health Sciences Inter American University of Puerto Rico Barranquitas Campus
2009 - 2009	Lab Technician Skills Laboratory, Nursing Department Inter American University of Puerto Rico Barranquitas Campus
1997-1999	Tutor Skills Laboratory, Nursing Department Inter American University of Puerto Rico Barranquitas Campus

NURSING LICENSE

Nursing Registration
License Type: Permanent License
Number: 26994

PROFESIONAL ORGANIZATION

College of Nursing Professionals of Puerto Rico
Numberof membership 28611

Sigma Theta Tau International Honor Society of Nursing
Member number: 1226918

PUBLICATIONS

Colón, D. (2018). *Beneficios de estudiar una Maestría en Enfermería. La Cordillera*; Año XXV Edición 1100

Colón, D. (2015). *Reflexión: experiencia de estudiar en un programa doctoral. Impulso*. 3 (39): 20 – 21.
College of Nursing Professionals of Puerto Rico
September, 2015

Publication in progress:

“El Manejo del Dolor Ajeno: Impacto en el Profesional de Enfermería” (Management of others' pain: Impact on Professional Nursing).

“Trauma vicario: experiencias de enfermeras que intervienen con sobrevivientes de violencia de género, un estudio fenomenológico” (Vicarious trauma: experiences of nurses that intervention with survivors of gender violence, phenomenological study).

“Trauma vicario: ¿qué es y cómo manejarlo?” (Vicarious trauma: what is it and how to handle it?)

CERTIFICATE

Blackboard Certification
May, 2015
Inter American University of Puerto Rico
Barranquitas Campus

RECOGNITION AND AWARDS

2015	Recognition participate as resource in the summer seminar Doctoral Program in Nursing Medical Sciences Campus
2015	Dr. Adelaide Malavé of Sanavitis Award Doctoral Program in Nursing Medical Sciences Campus
2015	Academic Excellence Award in doctoral studies Doctoral Program in Nursing Medical Sciences Campus
2014	Recognition participate as resource in the First Symposium of Research and Evidence Based Practice in Nursing Nursing School Medical Sciences Campus

PARTICIPATION IN FACULTY COMMITTEES, INTER AMERICAN UNIVERSITY

2017 – 2018	Twenty-seventh Academic Senate Executive Committee Student Political Committee – President
2016 – 2018	Accreditation Committee President

2016 – 2017	Internationalization Committee of the Campus Inter American University of Puerto Rico Barranquitas Campus
2016 -2017	Committee on Student Retention Inter American University of Puerto Rico Barranquitas Campus
2016 -2017	Committee Grants and Sabbaticals Inter American University of Puerto Rico Barranquitas Campus
2015 -2016	Committee on Student Retention - Committee Secretary Inter American University of Puerto Rico Barranquitas Campus
2015 -2016	Committee Grants and Sabbaticals Inter American University of Puerto Rico Barranquitas Campus
2015 - 2016	Senator of Twenty-fifth Academic Senate Educational Policy Committee – Committee Secretary Executive Committee
2012-2013	Faculty Appeals Committee Inter American University of Puerto Rico Barranquitas Campus
2012-2013	Governance and Leadership Committee for Middle State Association Accreditation Inter American University of Puerto Rico Barranquitas Campus
011- 2012	TK20 Committee Inter American University of Puerto Rico Barranquitas Campus
2010-2011	Institutional Committee for the Review of the Nursing Program Curriculum Inter American University of Puerto Rico
2009-2012	Committee for the Accreditation of the Nursing Program Inter American University of Puerto Rico Barranquitas Campus
2009- 2012	Faculty Evaluation Committees & Curriculum Committees Health Sciences Department Inter American University of Puerto Rico Barranquitas Campus

COURSES OFFERED

2009 to present	NURS 1111 - Fundamentals of Nursing NURS 1130 - Aspects of pharmacologic NURS 1112 - Practice of Fundamentals of Nursing NURS 1232 – Practice of Adult I NURS 2361 - Fundamentals of Psychosocial Care NURS 2362 - Practice Psychosocial Care NURS 3140 - Interventions in Psychosocial Transitions NURS 3115 – Nursing Research Process
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PARTICIPATION AS A RESOURCE

First Symposium of Research and Evidence Based Practice in Nursing
Nursing School, Medical Sciences Campus
June 12, 2014

Poster presentation of research work.: *Trauma vicario: experiencias de enfermeras que intervienen con mujeres de violencia de género*
Second Symposium of Research and Evidence Based Practice in Nursing
Nursing School, Medical Sciences Campus
October 16, 2015

RECENT PROFESIONAL DEVELOPMENT ACTIVITIES

Systematic Review of Psychosocial Interventions for People with Spinal Cord Injury
During Inpatient Rehabilitation: Implications for Evidence-Based Practice
Sigma Theta Tau International
June 2019, 2018

Life is Fragile: The Science of Injury, Violence, and Recovery
Sigma Theta Tau International
June 2019, 2018

The Relationship Among Change Fatigue, Resilience, and Job Satisfaction of Hospital Nurses
Sigma Theta Tau International
June 2018, 2018

How Can Nurse Researchers Apply Theory To Generate Knowledge More Efficiently?
Sigma Theta Tau International
June 2018, 2018

Coaching in Nursing
Sigma Theta Tau International
June 2018, 2018

Simulation Based Interprofessional Education (IPE): Current trends and practices
Inter American University of Puerto Rico, Arecibo Campus
May 1, 2018

Challenges and opportunities for the development of the curricular offer of higher education
Twenty-seventh University Council
Inter American University of Puerto Rico
March 23, 2018

Non-violent Crisis Intervention
Inter American University of Puerto Rico, Barranquitas Campus
February 24, 2018

Educators Section Assembly
College of Nursing Professionals of P. R
December 1, 2017

Innovative project for the teaching of electronic record documentation.
College of Nursing Professionals of P. R
December 1, 2017

Simulation as a teaching strategy in the nursing profession

College of Nursing Professionals of Puerto Rico
July 18, 2017

Basic Electrocardiography
College of Nursing Professionals of Puerto Rico
July 18, 2017

Manifestations and Treatment of Bipolar Disorder
College of Nursing Professionals of Puerto Rico
July 18, 2017

Educating Family Caregivers for Older Adults About Delirium
Sigma Theta Tau International
April 10, 2017

Non-violent Crisis Intervention
Inter American University of Puerto Rico, Barranquitas Campus
February 17, 2017

Proposal for the internationalization of the Barranquitas Campus
Inter American University of Puerto Rico, Barranquitas Campus
January 13, 2017

The seven standards of the MSCHE and the assessment processes
Inter American University of Puerto Rico, Barranquitas Campus
January 13, 2017

Optimizing courses online: proposal to attend student issues.
Inter American University of Puerto Rico, Barranquitas Campus
January 13, 2017

Workshop: academic appraisal techniques: emphasis on the design of rubrics and checklist
Inter American University of Puerto Rico, Barranquitas Campus
January 12, 2017

Workshop: The construction of objective tests: emphasis in the specification sheet in writing exercises
Inter American University of Puerto Rico, Barranquitas Campus
January 11, 2017

The drafting of learning competences of the graduate and its relationship with the structural components of the evaluation platform TK20
Inter American University of Puerto Rico, Barranquitas Campus
January 11, 2017

Measures Basic Course Cardiopulmonary Resuscitation (CPR)
“Universidad Central del Caribe”
September, 2016

Infection Control Measures HIV / AIDS, TB and HP-ABC
“Universidad Central del Caribe”

July 31, 2016

Non-violent Crisis Intervention
Inter American University of Puerto Rico, Barranquitas Campus
January 30, 2016

Best Practices in the Integration of Innovative Strategies Teaching with Scientific Base.
Inter American University of Puerto Rico, Barranquitas Campus
January 22, 2016

40th Annual Meeting 2015
College of Nursing Professionals of Puerto Rico
Sheraton Hotel in San Juan
November 7, 2015

Second Symposium of Research and Evidence Based Practice in Nursing
Nursing School, Medical Sciences Campus
October 14, 2015

Nonviolent Crisis Intervention
Barranquitas, Campus
March 12, 2015

ACEN Accreditation Workshop
Inter American University of Puerto Rico, Intermetro Campus
January 16, 2015

Conference: The many faces of violence.
Inter American University of Puerto Rico, Barranquitas Campus
January 15, 2015

Orientation: Discrimination by Gender, Domestic Violence and Sexual Harassment.
Inter American University of Puerto Rico, Barranquitas Campus
January 14, 2015

XVI Community Meeting on Domestic Violence
Coordinadora Paz para la Mujer
September 19, 2014

Qualitative Research Forum
Medical Sciences Campus
September 5, 2014

First Symposium of Research and Evidence Based Practice in Nursing
Nursing School, Medical Sciences Campus
June 12, 2014
34th Annual Research and Education Forum MSC.
Medical Sciences Campus
April 11, 2014

Third Meeting of Qualitative Researchers
Puerto Rico University

Río Piedras Campus
April 10, 2014

Third Summit ProPuerto RicanHealth: Trend to wards health equity.
Medical Sciences Campus
Nursing School
April 4, 2014

Conference: "Research in Progress".
Medical Sciences Campus
March 7, 2014

"International Nursing Network for HIV/AIDS Research"
Medical Sciences Campus
February 24, 2014

Management of High Volume Groups Registration
Barranquitas, Campus
February 16, 2014

Infection Control Measures HIV / AIDS, TB and HP-ABC
"Universidad Central del Caribe"
January 31, 2014

Focus groups and depth interviews in qualitative research.
Medical Sciences Campus
November 8, 2013

Addiction and the effects on families
"Universidad Central del Caribe"
September 6 and 7, 2014

Involving the Men against Violence against Women
Coordinadora Paz para la Mujer
August 30, 2013

Cancer control studies in Puerto Rico: Research Forum
Medical Sciences Campus
May 15, 2013

Workshop: Basic Writing and diction
Puerto Rico of University
April 20 and 27, 2013

33rd annual research education and forum: meeting the challenges of a changing global stage.
Medical Sciences Campus
March 13, 2013

APPENDIX II. D. 1
FACULTY PROFILE

**FACULTY PROFILE
NURSING PROGRAM
2017 - 2018**

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
Anaya Sánchez, Domíary 2017	PT	1	Instructor	Master's in Nursing Sciences in Progress	X		Oncology	NURS 1112 Practice of fundamentals	Evaluation Supervision of student in practice
Ayala Maldonado, Lydia E. 1998 to present	FT	22	Assistant Professor	Ed. D (c) MSN 1996	X	BlackBoard learning	Critical Care - Specialty Family and Community -	NURS 1111 Fundamentals of Nursing NURS 2233 Fundamentals of Adult Care II NURS 2234 Practice Adult II NURS 4180 Nursing Care of Family and Community NURS 4914 Practice Family and Community NURS 4980 Integrated Workshop NURS 4911 Practice life Cycle	Assessment Evaluation Supervision of student in practice Academic advising Evaluation Committee
Báez Velázquez, Francisco 2014 -2017	PT	2	Instructor	BSN 2013	X	Phlebotomy Course Bachelor in Natural Science, Major in Biology.	Experience in Medicine and Surgery	NURS 1112 Practice of fundamental NURS NURS 1232 Practice of Adult I	Evaluation Supervision of student in practice

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
Bolkan De Jesús, Jaqueline January 2018	PT	1	Instructor	Master's Degree in Nursing Sciences in progress	X		Pediatric Intensive Care Unit	NURS 2352 Practice of Pediatric	Evaluation Supervision of students in practice
Bonilla Figueroa, María	PT	2	Instructor	Master's Degree in Nursing Sciences in progress	X			NURS 4911 Practice life Cycle NURS 1232 Practice of adult I	Evaluation Supervision of student in practice
Cintrón Santos, Luz 2015 - 2017	PT	9	Instructor	BSN	X	Certification of Cure Wounds Phlebotomy Instructor		NURS 1232 Practice of adult I	Evaluation Supervision of student in practice
Colón Colón, Humberto 2011 to present	PT	9	Instructor	MA	X		Experience in critical care	NURS 1232 Practice of adult I NURS 2234 Practice Adult II	Evaluation Supervision of student
Colón Rivera, Damaris 2009 to present	FT	10	Assistant Professor	DNS 2015 MSN 2005	X	Provisional Certificate of Teacher education for occupations that are health related. BlackBoard Learning	Mental Health and Psychiatry	NURS 2361 Fundamentals of Psychosocial Care NURS 2362 Practice of Psychosocial Care NURS 3140 Interventions Psychosocial Transitions NURS 3115 Intro. to the Nursing Research Process	Director Assessment Academic advising Evaluation Committee

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
								NURS 4980 Integrated Workshop	
Colón Santiago, Jaqueline 2017 to present	PT	3	Instructor	Master's Degree in Nursing Sciences	X		Adult and Elderly Care	NURS 1111 Fundamental of nursing NURS 2233 Fundamentals of NURS 4980 Integrated Workshop	Evaluation Supervision of student
Dávila Vázquez, Sonia 2004 to present	PT	14	Instructor	Master's Degree in Nursing Sciences	X		Medicine and Surgery Critical Care	NURS 4911 Practice life Cycle NURS 4980 Integrated Workshop	Evaluation Supervision of student
Díaz Maldonado, Ana Iris 2010 -2017	PT	9	Instructor	Master of Health Services Adminis- tration	X		Administra- tion on Health Care	NURS 2142 Practice of Maternal – Neonatal Care	Evaluation Student Supervision
González Guzmán, Jenny 2008 to present	PT	24	Instructor	MSN 1991	X	Blackboard learning	Clinical Specialist in Acute Care and secondary role in Education 18 years of experience in Mental health and Psychiatric areas	NURS 3140 Interventions Psychosocial Transitions NURS 3190 Professional Interventions in Life NURS 3115 Intro. to the Nursing Research Process NURS 3100 Dimensions of Professional Practice	Evaluation

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
González Santiago, Dennisse Y. 2014 to present	FT	4	Instructor	Ed. D © MSN 2014	X	BlackBoard learning	Specialty Maternal and Child	NURS 1130 Pharmacological Aspects NURS 2141 Fundamentals of Maternal – Neonatal Care NURS 2142 Practice of Maternal – Neonatal Care NURS 2352 Practice in pediatric care NURS 4980 Integrated Workshop NURS 2970 Seminario de Transición	Assessment Academic advising Evaluation Committee Evaluation Supervision of student
Hernández Díaz, Hellen 2017 to present	PT	1	Instructor	MSN 2017	X		Medicine and Surgery -	NURS 2234 Practice of Adult II	Evaluation Supervision of student
Lopez Mercado, Damaris 2013 to present	PT	5	Instructor	Ph.D. in Industry organizational Psychology in Progress MSN 2013	X		Medical – Surgical	NURS 4911 Practice life Cycle NURS 4980 Integrated Workshop	Evaluation Supervision of student
Marrero Rivera, Mariluz	PT	26	Instructor	P. h. D 2002 MSN	X	Gerontology	Mental Health and Psychiatric Nursing	NURS 4180 Nursing Care of Family and Community	Evaluation Student Supervision

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
2015 - 2017				1982			Family and Community Nursing Care	NURS 4914 Practice Family and Community	
Medina Maldonado, Keishla January 2018	PT	2	Instructor	Master's Degree in Nursing Sciences 2017	X	Phlebotomy Training Course Transforming Education through Simulation	Mental and Psychiatry Care	NURS 2362 Psychosocial Practice	Evaluation Student Supervision of Practice
Montes Rivera, Yolanda 2017 to present	PT	1	Instructor	MSN 2017	X		Neonato logy and pediatric care	NURS 2352 Pediatric Practice	Evaluation Student Supervision of practice
Morales Velázquez, Yesenia 2017 to present	PT	1	Instructor	MSN 2017	X		Medicine and Surgery -	NURS 1112 Practice of fundamentals NURS 1232 Practice of adult I	Evaluation Student Supervision of Practice
Ortiz Colón, Carmen 2008 to present	PT	10	Instructor	MS 2009	X	Certification in Sign language	Family Care Maternal and Child	NURS 2352 Practice of Pediatric NURS 2142 Practice of Maternal – Neonatal Care NURS 2970 Seminario de Transición NURS 1231 Fundamentos Cuidado Adulto I	Evaluation Student Supervision of in practice

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
Ortiz Colón, Soamí 2017	PT	9	Instructor	MS 2009	X		Family Care Maternal and Child	NURS 1112 Practice of Fundamental	Evaluation Supervision of student
Ortiz Rivera, Sonia I. 2007 to present	PT	11	Instructor	MSN in progress Master ofHealth Services Administrati on	X	3M Fit Test Train the Trainer Management Certification OnlineCourse s CTL (Center for Teachingand Learning). CourseBasic MeasuresPul monaryResus citation(CPR) & Cardiopulmo nary(ACLS). Critical CareCourse CourseofHem odialysis Administratio n and Supervision	Adult and elderly care Administrat ion on Health Care	NURS 1122 Practice Fundamentals of Nursing NURS 1232 Practice	Evaluation Student Supervision of Practice

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
Pérez Rivera, Elga J. 2013 to present	FT	10	Assistant Professor	Ed. D 2016 MSN 2000	X	Blackboard Certification	Medicine and Surgery	NURS 1130 Pharmacological Aspects NURS 3120 Health Assessment NURS 4911 Practice life Cycle NURS 3190 Professional Interventions in Life NURS 4914 Practice Family and Community	Assessment Academic advising Evaluation Committee Evaluation Supervision of student
Pérez Rosado, Iris D. 2016 to present	PT	11	Instructor	MSN 2007	X	Blackboard Certification in basic and Intermediate levels	Specialty Maternal and Child Critical Care - Specialty	NURS 2352 Practice of Pediatric NURS 2142 Practice of Maternal – Neonatal Care	Evaluation Student Supervision
Pérez Torres, Claribed 1988 to present	PT	30	Instructor	MSN 1982	X	Diabetes Educators	Mental Health and Psychiatry	NURS 1112 Practice Fundamentals of Nursing NURS 2362 Practice of Psychosocial Care	Evaluation Student Supervision
Rivera Vázquez, Carmen G. 2016 -2018	PT		Instrutor	BSN	X	Phlebotomy course Education Certificate in Health in with concentration in school health	Adults and elderly	NURS 1112 Practice of fundamental NURS 1232 Practice of adult I	Evaluation Student Supervision

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
Rodríguez Díaz, Odalys 2017	PT	1	Instructor	MSN 2017	X		Medicine and Surgery	NURS 2234 Practice of Adult II	Evaluation Supervision of student
Rosado Colón, Héctor R. 2015 to 2017	PT	5	Instructor	MSN 2013	X	Certification in Developing Personal and Professional Skills Certification in Respirator Fit Testing Particle.t	Mental Health and Psychiatric Nursing	NURS 2362 Practice of Psychosocial	Evaluation Student Supervision
Santiago Rosado, Nereida 2012 to present	PT	10	Instructor	MSN 2001	X	-Certification of Operating - Room Nurse -Distance Education - CPR Course -Instructor - Measures ACLS - Intensive and Coronary Course instructor	Critical Care - Specialty	NURS 4911 Practice life Cycle NURS 4980 Integrated Workshop	Evaluation Student Supervision
Santiago Rosas, Ada 2010 to present	PT	22	Instructor	MSN 1996	X		Mental Health and Psychiatric Nursing	NURS 2362 Practice of Psychosocial Care	Evaluation Supervision of student in practice

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
Santos Pagán, Linette 2014 to present	PT	4	Instructor	MS 2013	X	Education Certificate in Health with concentration in school health	Master Education with a concentrati on in family, health and consumer sciences	NURS 2352 Practice of Pediatric	Evaluation Student Supervision of
Soto Gracia, Linarie January 2018	PT	1	Instrutor	FNP In Progress	X	Certificate as CPR Instructor	Adults and elderly	NURS 2362 NURS 2362 Practice of Psychosocial	Evaluation Student Supervision
Soto Soto, Dulce 2015 to 2017	PT	3	Instructor	MA BSN 1994	X	Certification Of Cure Wounds	Care for Adult and elderly Experience	NURS 1112 Practice of fundamental NURS NURS 1232 Practice of Adult I NURS 2234 Practice of Adult II	Evaluation Student Supervision o
Torres Montesino, Mariela 2017 to present	FT	4	Instructor	DNP © MSN 2005	X	BlackBoard	Medicine and Surgery Research	NURS 2970 Transition Seminar NURS 2234 Practice of Adult II NURS 1111 Fundamentals of Nursing NURS 1130 Pharmacological Aspects	Assessment Academic advising Evaluation Committee
Torres Rodriguez, Ana E.	FT	1990	Assistant Professor	Ed.D 2013	X	BlackBoard	Critical Care –	1231Fundamentals of Adult Care I	Assessment

Faculty Name	workload	Year (s) Teaching experience	Rank	Faculty Credentials			Specialty Area	Academic Teaching (T) and Other (O) Areas of Responsibility	
				Academic Degree	RN Licenciature	Certifications		T	O
1992 to present				MSN – 1986			with sub- specialty Cardiology	NURS 2233 Fundamentals of Adult Care II NURS 4911 Practice life Cycle NURS 4980 Integrated Workshop	Academic advising Evaluation Committee
Vázquez Rivera, Felicita 1994 to present	PT	24	Instructor	MSN 1994	X	Epidemiology CPR Instructor	Medicine and Surgery - Critical Care	NURS 3100 Dimensions Of The Professional Practice NURS 2351 Fundamentals Of Pediatric Care	Evaluation
Zayas Zayas, Nélida 1990 to present	PT	28	Instructor	MSN 1984	X	CPR Instructor	Specialty Maternal and Child	NURS 2351 Fundamentals Of Pediatric Care NURS 2352 Practice of Pediatric Care NURS 2141 Fundamentals of Maternal – Neonatal Care NURS 4980 Integrated Workshop	Evaluation

FT: Full time faculty PT: Part-time faculty

APENDIX II. D. 2
FACULTY/STUDENT RATIOS

Faculty/student ratios in the classroom and supervised clinical practice

Course	2015	2016	2017	2018
NURS 1111- Fundamentals of Nursing	1: 35	1:30.5	1:44	*
NURS 1112- Practice of Fundamentals of Nursing	1: 9	1:9.7	1:9.8	*
NURS 1130- Pharmacologic Aspects	1: 33	1:30.8	1:44.6	*
NURS 1232- Practice of Adult Care I	1: 9	1:10	1:9	1:8.6
NURS 1231- Fundamentals of Adult Care I	1: 40	1:40	1:30.4	1:19
NURS 2233- Fundamentals of Adult Care II	1: 42	1:27.6	1:24	*
NURS 2234- Practice of Adult Care II	1 : 9	1:7	1:9.5	*
NURS 2141- Fundamentals of Maternal Neonatal-Care	1: 33	1:42	1:28.5	*
NURS 2142- Practice of Maternal Neonatal-Care	1: 10	1:7.6	1:10	*
NURS 2351- Fundamentals of Pediatric-Care	1: 52	1:50.5	1:28.5	1:31
NURS 2352- Practice Pediatric Care	1: 11	1:10	1:8.6	1:7.7
NURS 2361- Fundamentals of Psychosocial Care	1: 38	1:34	1:30	1:32.5
NURS 2362- Practice Psychosocial Care	1: 10	1:10	1:8.6	1:8.5
NURS 2970- Transition Seminar	1: 42	1:36	1:29	1:23.6
NURS 3100- Dimensions of Professional Practice	1: 30	1:28	1:29.5	*
NURS 3120- Health Assessment	1: 26	1:29	1:24	*
NURS 3115- Introduction to Nursing Research Process	1: 28	1:20.5	1:38.5	*
NURS 3140- Interventions in Psychosocial Transitions	1: 13	1:28.6	1:26	1:33.5
NURS 3190- Professional Interventions in Life Cycle	1: 13	1:30	1:24.5	1:34.5
NURS 4911- Practice in Professional Intervention Live Cycle	1: 9	1:9.7	1:10	1:9.7
NURS 4180- Family and Community Care	1: 25	1:28	30.5	*
NURS 4914- Practice in Family and Community Care	1: 13	1:16.8	1:13	*
NURS 4980- Integration Workshop (teory) (practice)	1: 42	1:38 1:9.6	1:22.6 1:10	*

*In Progress

APPENDIX III. C. 1.
PROGRAM SEQUENCE PLAN

Sequence Plans for the BSN

First Semester						A	P	Cr	Second Semester						A	P	Cr
GEMA	1000	Quantitative Reasoning	—	—					+GEEN	—	English	—	—				3
GEIC	1010	Information and computing technologies	—	—	3				GEHS	1010	Hist. proc. of Puerto Rico	—	—				3
+GEEN	—	English	—	—	3				+GESP	—	Contemporary Literature & Comm.:	—	—				3
NURS	1111	Fundamentals of Nursing	—	—	3				NURS	1231	Narra. and Poetry I	—	—				6
NURS	1112	Practice of Fundamentals of Nursing	—	—	4				NURS	1232	Fundamentals of Adult Care I	—	—				2
NURS	1130	Pharmacologic Aspects	—	—	2						Practice of Adult Care I						17
					3												
					18												
Third Semester						A	P	Cr	Fourth Semester						A	P	Cr
+GESP	—	Literature & Communication: Essay and Theater	—	—	3				GECF	1010	Introduction to the Christian faith	—	—				3
NURS	2141	Fundamentals of Maternal Neonatal-Care	—	—	2				NURS	2351	Fundamentals of Pediatric Care	—	—				3
NURS	2142	Practice of Maternal Neonatal-Care	—	—	6				NURS	2352	Practice of Pediatric Care	—	—				2
NURS	2233	Fundamentals of Adult Care II	—	—	2				NURS	2361	Fundamentals of Psychosocial Care	—	—				3
NURS	2234	Practice of Adult Care II	—	—	3				NURS	2362	Practice of Psychosocial Care	—	—				2
					3				NURS	2970	Transition Seminar	—	—				1
					16												14
Fifth Semester						A	P	Cr	Sixth Semester						A	P	Cr
NURS	3100	Dimensions of Professional Practice	—	—	3				NURS	3140	Interventions in Psychosocial Transitions	—	—				2
NURS	3115	Introduction to Nursing Research Process	—	—	3				NURS	3190	Prof. Intervention during Life	—	—				4
NURS	3120	Health Assessment	—	—	4				NURS	4911	Cycle Pract. of Prof. Inter. during Life	—	—				3
+GEEN	—	English	—	—	3				+GESP	—	Cycle	—	—				3
GEHS	2000	Entrepreneurial Culture	—	—	3						Literature and world view						12
					16												
Seventh Semester						A	P	Cr	Eight Semester						A	P	Cr
NURS	4180	Family and Community Care	—	—	4				NURS	4980	Integration Workshop	—	—				4
NURS	4914	Practice Family & Community	—	—	4				**GEPE	—	3010, 3020 o 3030 (Select one)	—	—				3
**GEST	—	2020 o 3030 (select one)	—	—	3				*GEHS	—	3020, 3050, 4020 o 4030	—	—				3
GEPE	4040	Ethical Dimensions of Contemporary Matters	—	—	3				ELEC	—	(select one) Elective course	—	—				3
					14												13

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN NURSING: General education 45 credits + Major requirements 72 credits + Elective 3 credits = 120 credits. +The student is enrolled in basic, intermediate or advanced courses according to the results of the College Entrance Examination Board

APPENDIX III.C.2
DISTRIBUTION OF CREDIT HOURS OF PROGRAM COURSES

Distribution of hours / Programs course credits

First Year, First Semester

COURSE NUMBER	COURSE TITLE	CREDITS	HOURS THEORETICAL INSTRUCTION (LECTURE)	HOURS CLINICAL PRACTICE (LABORATORY)
GEIC 1010	Information and Computer Literacy	3	45	-
GEMA 1000	Quantitative Reasoning	3	45	-
GEEN_____	English as Second Language I	3	45	-
NURS 1111	Fundamentals of Nursing	4	60	-
NURS 1112	Practice of Fundamentals	2	-	90
NURS 1130	Pharmacological Aspects of Nursing	3	45	30
Subtotal		18	270	120

First Year, Second Semester

COURSE NUMBER	COURSE TITLE	CREDITS	HOURS THEORETICAL INSTRUCTION (LECTURE)	HOURS CLINICAL PRACTICE (LABORATORY)
GEEN_____	English as Second Language II	3	45	-
GEHS 1010	Historical Process of Puerto Rico	3	45	
GESP_____	Literature & Comm.: Narra. and Essay I	3	45	
NURS 1231	Fundamentals of Adult Care I	6	90 (45 hrs. Science/ 45 hrs. Nursing)	-
NURS 1232	Practice of Adult Care I	2	-	90
Subtotal		17	225	150

Second Year, First Semester

COURSE NUMBER	COURSE TITLE	CREDITS	HOURS THEORETICAL INSTRUCTION (LECTURE)	HOURS CLINICAL PRACTICE (LABORATORY)
GESP _____	Literature & Communication: Poetry and Theater	3	45	-
NURS 2141	Fundamentals of Maternal-Neonatal Care	3	45	-
NURS 2142	Practice of Maternal-Neonatal Care	2	-	60
NURS 2233	Fundamentals of Adult Care II	6	90 (45 hrs. Science/ 45 hrs. Nursing)	-
NURS 2234	Practice of Adult Care II	2	-	90
Subtotal		16	180	150

Second Year, Second Semester

COURSE NUMBER	COURSE TITLE	CREDITS	HOURS THEORETICAL INSTRUCTION (LECTURE)	HOURS CLINICAL PRACTICE (LABORATORY)
GECF 1010	Christian Faith	3	45	-
NURS 2351	Fundamentals of Pediatric Care	3	45	-
NURS 2352	Practice of Pediatric Care	2	-	60
NURS 2361	Fundamentals of Psychosocial Care	3	45	-
NURS 2362	Practice of Psychosocial Care	2	-	60
NURS 2970	Transition Seminar	1	45	-
Subtotal		14	180	60

Third Year, First Semester

COURSE NUMBER	COURSE TITLE	CREDITS	HOURS THEORETICAL INSTRUCTION (LECTURE)	HOURS CLINICAL PRACTICE (LABORATORY)
NURS 3100	Dimensions of Professional Practice	3	45	-
NURS 3120	Health Assessment	4	30	60
NURS 3115	Introduction to Nursing Research Process	3	45	-
GEEN _____	English as Second Language III	3	45	-
GESP _____	World View Through Literature	3	45	-
Subtotal		16	210	60

Third Year, Second Semester

COURSE NUMBER	COURSE TITLE	CREDITS	HOURS THEORETICAL INSTRUCTION (LECTURE)	HOURS CLINICAL PRACTICE (LABORATORY)
*GEHS 2020 or 3020 or 3030 or 3040 or 4020 or 4030	Global Vision of Economy, or Global Society, or Human Formation in Contemporary Society, or Individual, Society and Culture, or Ancient, Medieval Western Civilization, or Contemporary Western Civilization	3	45	-
NURS 3140	Intervention in Psychosocial Transition	2	30	-
NURS 3190	Professional Intervention during the Life Cycle	4	60	-
NURS 4911	Pract. of Prof. Inter. during Life Cycle	3	-	90
Subtotal		12	135	90

Fourth Year, First Semester

COURSE NUMBER	COURSE TITLE	CREDITS	HOURS THEORETICAL INSTRUCTION (LECTURE)	HOURS CLINICAL PRACTICE (LABORATORY)
GEPE 4040	Ethical Dimensions of Contemporary Matters	3	45	-
*GEST 2020 or 303	Science, Technology and Environment Or The Physical World and the Individual	3	45	-
NURS 4180	Nursing Care of family and Community	4	60	-
NURS 4912	Integrated Practice of family and Community	4	-	120
Subtotal		14	150	120

Fourth Year, Second Semester

COURSE NUMBER	COURSE TITLE	CREDITS	HOURS THEORETICAL INSTRUCTION (LECTURE)	HOURS CLINICAL PRACTICE (LABORATORY)
*GEHS 2020 or 3020 or 3030 or 3040 or 4030	Global Vision of economy, or Global Society, or Human Formation in Contemporary Society, or Individual, Society and Culture, or Ancient Medieval Western Civilization, or Contemporary Western Civilization	3	45	-
NURS 4980	Integrated Workshop	4	30	90
*GEPE 2020, or 3010, or 3020	Humanistic Studies Art Appreciation Music Appreciation	3	45	-
	Elective Course	3	45	-
Subtotal		13	135	90

APENDICE III. C. 3
PRESENTS DISTRIBUTION OF THEORETICAL INSTRUCTION AND CLINICAL
PRACTICE HOURS PER COURSE

Credits and Distribution of Hours for Theoretical Instruction and Clinical Practice per Course

Course Content		Course Title & Number	Number of Credits	Total Hours Theoretical Instruction	Total Hours Clinical Practice
Introduction to Fundamentals of Nursing	NURS 1111	Fundamentals of Nursing	3	45	---
	NURS 1112	Practice of Fundamentals (clinical)	2	---	90
	NURS 1130	Pharmacological Aspects of Nursing	3	45	30
Nursing Care of the Adult	NURS 1231	Fundamentals of Adult Care I	6	90 (45 hrs. Science/ 45 hrs. Nursing)	---
	NURS 1232	Practice of Adult Care I	2	---	90
	NURS 2233	Fundamentals of Adult Care II	6	90 (45 hrs. Science/ 45 hrs. Nursing)	---
	NURS 2234	Practice of Adult Care II	2	---	90
	NURS 3120	Health Assessment (66.6%)	4	2/30	40/60
	NURS 3190	Professional Interventions in Life Cycle (50%)	2/4	30	---
	NURS 4911	Practice Life Cycle (50%)	1.5/3	---	45
	NURS 4980	Integrated Workshop		30	90
Nursing Care of Mothers and Infants (OBSTETRICAL)	NURS 2141	Fundamentals of Maternal Neonatal Care	3	45	---
	NURS 2142	Practice of Maternal Neonatal Care	2	---	60
	NURS 4914	Practice Family and Com. (33.3%)	1.3/4	6	30/90
	NURS 4980	Integrated Workshop	---	---	---
Nursing Care of Children (PEDIATRICS)	NURS 2351	Fundamentals of Pediatric Care	3	45	---
	NURS 2352	Practice in Pediatric Care	2	-	60
	NURS 3120	Health Assessment (33.3%)	--	10/30	---
	NURS 3190	Professional Interventions in Life Cycle (50%)	2/4	30	---
	NURS 4911	Practice of Professional Intervention during Life Cycle (50%)	1.5/3	---	45
	NURS 4980	Integrated Workshop		6	---
Nursing Care of Clients with Psycho-Social Problems	NURS 2361	Fundamentals of Psychosocial Care	3	45	---
	NURS 2362	Practice of Psychosocial Care	2	---	60
	NURS 3140	Intervention in Psychosocial Trans.	2	30	---

Course Content		Course Title & Number	Number of Credits	Total Hours Theoretical Instruction	Total Hours Clinical Practice
	NURS 4914	Practice Family and Com. (33.3%)	1.3/4	---	40
	NURS 4980	Integrated Workshop	---	---	---
Nursing Care of Patients with Long Term Problems (rehabilitation & long term care)		Integration into Medical-Surgical Nursing	---	---	---
Nursing Care of Populations in Family and Community Settings	NURS 4180	Nursing Care of Family and Community	4	60	---
	NURS 4914	Practice Family and Com. (33.3%)	1.3/4	---	30/90
Research in nursing	NURS 3115	Intro. to the Nursing Research Process	3	45	----
Leadership Management	NURS 3100	Dimensions of Prof. Practice	3	45	----
	NURS 2970	Transition Seminar	1	15	----
	NURS 4911	Practice of Professional Intervention during Life Cycle			
TOTAL HOURS			---	727	800

APPENDIX III. D. 1
LINKS BETWEEN STUDENT LEARNING OUTCOMES, COURSES,
LEARNING ACTIVITIES AND ENVIRONMENTS

Links between student learning outcomes, courses, learning activities and Environments.

Student learning outcomes	Courses	Learning Activities	Environment
1. The student will integrate cognitive, affective and psychomotor skills by providing nursing care to the individual, family, and community.	• All theoretical courses	<ul style="list-style-type: none"> • Lectures • Study Guides • Division of Small Groups • Diagrams • Debates • Oral Report • Assigned Readings 	<ul style="list-style-type: none"> • Classroom • Blackboard (Strategy to support the classroom course)
	• All practices courses	<ul style="list-style-type: none"> • Discussion of clinical cases • Clinical practice • Rol play (NURS 4980) • Simulations 	<ul style="list-style-type: none"> • Laboratory and Clinical Practice (Hospital and other scenarios of practices) • Skills laboratory • Families and Community
2. The student will provide health care to individuals, families, groups and community taking into consideration the stages of growth and development in which they are.	• All practices courses	<ul style="list-style-type: none"> • Study Guides • Division of Small Groups • Diagrams • Oral Report • Assigned Readings • Auto Tutorial • Conferences 	<ul style="list-style-type: none"> • Classroom • Blackboard (Strategy to support the classroom course)
	• All practices courses	<ul style="list-style-type: none"> • Laboratory Practice • Communities visit • Discussion of clinical cases • Clinical practice • Rol play (NURS 4980) • Simulations • Family Assessment (NURS 4914) 	<ul style="list-style-type: none"> • Laboratory and Clinical Practice (Hospital and other scenarios of practices) • Skills laboratory • Families and Community
3. The student will play the role of the nursing professional guided by ethical-moral values, committed to a humanistic care that responds to the needs of the changing society.	<ul style="list-style-type: none"> • NURS 1111 • NURS 1231 • NURS 2970 • NURS 3100 • N URS 3190 	<ul style="list-style-type: none"> • Lectures • Study Guides • Division of Small Groups • Diagrams • Debates • Oral Report • Assigned Readings 	<ul style="list-style-type: none"> • Classroom • Blackboard (Strategy to support the classroom course)
	• All practices courses	<ul style="list-style-type: none"> • Laboratory Practice • Community visits 	<ul style="list-style-type: none"> • Laboratory and Clinical Practice (Hospital and other scenarios of practices) • Families and Community

Student learning outcomes	Courses	Learning Activities	Environment
		<ul style="list-style-type: none"> • Discussion of clinical cases • Clinical practice • Role play (NURS 4980) • Simulations 	<ul style="list-style-type: none"> • Skills laboratory
4. The student will assume the leader's role in the administration of health care in different scenarios.	<ul style="list-style-type: none"> • NURS 1111 • NURS 2970 • NURS 3100 • NURS 3190 • NURS 4980 	<ul style="list-style-type: none"> • Conferences (power point presentation) • Study Guides • Division of Small Groups • Diagrams • Debates • Oral Report • Assigned Readings 	<ul style="list-style-type: none"> • Classroom • Blackboard (Strategy to support the classroom course)
	<ul style="list-style-type: none"> • NURS 4911 	<ul style="list-style-type: none"> • Performance of Leader's Role • Clinical Practice • Prioritizing Interventions • Assign Reading Management and Leadership 	<ul style="list-style-type: none"> • Laboratory and Clinical Practice (Hospital and other scenarios of practices) • Families and Community
5. The student will apply evidence to provide health care to the person, family, and community in structured and unstructured settings.	<ul style="list-style-type: none"> • All theoretical courses 	<ul style="list-style-type: none"> • Oral Presentation • Textbook Web site review • Reading and library research (CINAHL) 	<ul style="list-style-type: none"> • Classroom • Library • Data bases
	<ul style="list-style-type: none"> • All practices courses 	<ul style="list-style-type: none"> • Conferences (power point presentation) • Laboratory and Clinical Practice • Role Playing • Learning Modules • Oral Presentation • Textbook Web site review • Reading and library research (CINAHL) • Research research • Analysis of research articles to find the best quality evidence 	<ul style="list-style-type: none"> • Clinical Practice (Hospital and other scenarios of practices) • Library Resource

Student learning outcomes	Courses	Learning Activities	Environment
6. The student will apply knowledge in health management information and in use of technology in providing health care to the individual, family, community and populations at different stages of development.	• All theoretical courses	<ul style="list-style-type: none"> • Conferences (power point presentation) • Reading and library research (CINAHL) • Study Guides from Text and Internet Resources 	• Classroom
	• All practices courses	• Laboratory and Clinical Practice	<ul style="list-style-type: none"> • Laboratory practice • Clinical Practice (Hospital and other scenarios of practices) • Families and Community • Library Resource
7. The student will demonstrate communication skills and teamwork by coordinating the care of individuals, families and communities in different settings.	• All theoretical courses	<ul style="list-style-type: none"> • Conferences (power point presentation) • Study Guides • Classroom Lecture 	<ul style="list-style-type: none"> • Classroom •
	• All practices courses	<ul style="list-style-type: none"> • Laboratory and Clinical Practice • Discussion of Clinical Experiences Laboratory and Clinical Practice 	<ul style="list-style-type: none"> • Laboratory practice • Clinical Practice (Hospital and other scenarios of practices) • Families and Community
8. The student will exhibit knowledge at all three levels of prevention to promote health and prevent diseases in the individual and vulnerable populations.	• All theoretical courses	<ul style="list-style-type: none"> • Classroom Lectures • Conferences (power point presentation) 	<ul style="list-style-type: none"> • Classroom • Blackboard (Strategy to support the classroom course)
	• All practices courses	<ul style="list-style-type: none"> • Development of Care Plans • NIC Discussion • Dependent and Interdependent Interventions • Laboratory and Clinical Practice Laboratory and Clinical Practice 	<ul style="list-style-type: none"> • Laboratory practice • Clinical Practice (Hospital and other scenarios of practices) • Families and Community • Skills Laboratory
9. The student will demonstrate knowledge in laws, regulations, public policies that affect nursing practice.	• All theoretical courses	<ul style="list-style-type: none"> • Conference with Power Point Presentation • Discussion of Real and Hypothetical Situations • Web Content 	<ul style="list-style-type: none"> • Classroom • Blackboard (Strategy to support the classroom course) • Internet

Student learning outcomes	Courses	Learning Activities	Environment
		<ul style="list-style-type: none"> • Discussion of policies and laws 	
	<ul style="list-style-type: none"> • All practice courses 	<ul style="list-style-type: none"> • Laboratory and Clinical Practice • Development of care plans 	<ul style="list-style-type: none"> • Laboratory practice • Clinical Practice (Hospital and other scenarios of practices) • Families and Community • Skills Laboratory

(Source: Nursing Program)

APPENDIX III.G.1
ASSESSMENT TOOLS AND METHODOLOGIES USED
IN NURSING PROGRAM COURSES

Assessment tools and methodologies used in the Nursing Program Courses

COURSES	ASSESSMENT STRATEGIES	EVALUATION METHODOLOGIES
NURS. 1111: Fundamentals of Nursing	Use of Questions Group Discussion Sessions Small Group Discussions	Exams Quizzes Research Themed Card
NURS. 1112: Practice of Fundamentals of Nursing	Use of Questions Checklist Group Dynamics Small Group Discussions Rubric Demonstrations and Feedback	Short Tests Care Plans Motor Performance Tests (practical exams) Assignments Documentation Laboratory Skills Clinical Practice (Clinical execution)
NURS. 1130: Pharmacological Aspects in Nursing	Use of Questions Group Discussion Sessions Checklist Group Dynamics Small Group Discussions Rubric Demonstrations and Feedback	Motor Performance Tests (practical exams) Exams Quizzes Assignments Medicine File Laboratory Skills Practical Exams
NURS. 1231: Fundamentals of Adult I Care	Use of Questions Group Discussions Sessions	Creative Work Exams Research Thematic Card Quizzes Critical thinking situations
NURS. 1232: Practice of Adult I Care	Use of Questions Quick Feedback Questionnaire Pre y Post Tests Checklist Small Group Discussions Rubric Self-Assessment Exercise Demonstrations and Feedback	Short Tests Care Plans Motor Performance Tests (practical exams) Assignments Documentation Laboratory Skills Clinical Practice (Clinical execution) Discussions of Clinical Case Medicine File
NURS. 2141: Fundamentals of Maternal-Neonatal Care	Use of Questions Group Discussion Sessions	Test Research Themed Card
NURS. 2142: Practice of Maternal-Neonatal Care	Use of Questions Group Discussions Sessions Checklist Small Group Discussions Rubric Self-Assessment Exercise Demonstrations and Feedback	Short Tests Care Plans Motor Performance Tests (practical tests) Assignments Documentation Laboratory Skills Medicine Card Holder Drugs Test Clinical Practice (Clinical execution)

COURSES	ASSESSMENT STRATEGIES	EVALUATION METHODOLOGIES
		Educational Speaks
NURS. 2233: Fundamentals of Adult II Care	Use of Questions Group Discussion Sessions Conceptual maps	Short Tests Creative Work Exams Research Themed Card Quizzes
NURS. 2234: Practice of Adult II Care	Use of Questions Pre y Post Tests QuickFeedbackQuestionnaire Group Discussion Sessions Checklist Small Group Discussions Self-Assessment Exercise Rubric Demonstrations and Feedback	Short Tests Care Plans Motor Performance Skills (practical exams) Assignments Documentation Laboratory Skills Clinical Practice (clinical execution) Education to Patients Medicine File
NURS. 2351: Fundamentals of Pediatric Care	Use of Questions Group Discussion Sessions Concept Map One Minute Paper Targeted List Word Search	Test Research Themed Card
NURS. 2352: Practice of Pediatric Care	Use of Questions Group Discussion Sessions Checklist Small Group Discussions Rubric Drawing Demonstrations and Feedback Medicine Seminar	Short Tests Care Plans Research Themed Card Motor Performance Tests (practical exams) Assignments Documentation Laboratory Skills Educational Talks Medicine File Clinical Practice (Clinical execution)
NURS. 2361: Fundamentals of Psychosocial Care	Use of Questions Group Discussion Sessions Group Dynamics	Test Case Study Presentation Review Article Research Themed Card
NURS. 2362: Practice of Psychosocial Care	Use of Questions Group Discussion Sessions Group Dynamics Small Group Discussions Rubric Drawing Reflective Journal	Short Tests Care Plan Assignments Documentation Clinical Practice (Clinical execution) Narrative Process Medicine Card Holder
NURS 2970 Seminar of Transition	Use of Questions Group Discussion Sessions	Test Portfolio

COURSES	ASSESSMENT STRATEGIES	EVALUATION METHODOLOGIES
	Group Dynamics Rubric	
NURS. 3100: Dimensions of Professional Practice	Use of Questions Group Discussion Sessions	Test Written Reports Oral Reports Research Themed Card Creative Work
NURS. 3120: Health Assessment	Use of Questions Group Discussion Sessions Checklist Group Dynamics Small Group Discussion Rubric Demonstrations and Feedback	Physical Exam Test Laboratory Skills Written Reports Projects Oral Reports Clinical Practice
NURS. 3115: Introduction to the Nursing Research Process	Use of Questions Group Discussion Sessions Group Dynamics Small Group Discussion	Test Analysis of Research Articles Written Reports Oral Reports Projects
NURS. 3140: Intervention in Psychosocial Transition	Use of Questions Group Discussion Sessions Group Dynamics Small Group Discussion	Test Written Reports Oral Reports Research Themed Card
NURS. 3190: Professional Intervention During the Life Cycle	Use of Questions Group Discussion Sessions Group Dynamics	Test Written Reports Oral Reports Research Themed Card
NURS. 4911: Practice of the Life Cycle	Use of Questions Pre and Post Tests Quick Feedback Questionnaire Group Discussion Sessions Checklist Rubric Self-Assessment Exercise Portfolio	Short Tests Dramas Clinical Case Discussion Research Thematic Card Documentation Analysis of Research Articles Physical Exam Clinical Practice (Clinical execution) Education to Patients Posters Education recorded on audio
NURS. 4180: Nursing Care of Family and Community	Use of Questions Group Discussion Sessions Group Dynamics	Research Themed Card Test Daily Critics
NURS. 4914: Practice Family and Community	Use of Questions Group Discussion Sessions Group Dynamics Small Group Discussion Rubric Self-Assessment Exercise Portfolio	Short Tests Assignments Written Reports Educational Plans Educational Talks Family Case Community Case

COURSES	ASSESSMENT STRATEGIES	EVALUATION METHODOLGIES
		Clinical Practice (Clinical execution) Oral Reports
NURS.4980: Integration Workshop	Use of Questions Quick Feedback Questionnaire Group Discussion Sessions Rubric Reflective Journal Leader Portfolio	Short Tests Test Documentation Leader Problem Solving Review of critical analysis Education to Patients Clinical Practice (Clinical execution) Role play

APPENDIX IV.A.1
ASSESSMENT PLAN

INTER AMERICAN UNIVERSITY OF PUERTO RICO
BARRANQUITAS CAMPUS
NURSING PROGRAM

Assessment Plan

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
STANDARD I – PROGRAM QUALITY: MISSION AND GOVERNANCE						
I-A. The mission, goals, and expected program outcomes are: congruent with those of the main institution; and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	<ul style="list-style-type: none"> • Mission, vision and goals of the Inter-American University of Puerto Rico • Mission, vision and goals of the Barranquitas Campus • Mission, Vision and aims of the Nursing Program • Standards of the profession • Code of ethics • AACN Essentials 	The Mission/philosophy and outcomes of the nursing education syllabus will be in agreement with those of the governing main organization.	Every 5 years or when Institution changes occur.	Nurse Administrat or Faculty	It makes the link between the mission and goals of the institution's mission and aims of the Nursing Program.	<i>Maintenance</i> Continue the alignment between the mission and goals of the Institution, and the Campus with the mission and general objectives of the Program.
I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as	<ul style="list-style-type: none"> • Institutional Committee • Administrators of the Barranquitas Campus • Faculty Nursing Program 	The mission, aims, and expected student outcomes are reviewed and revised, as appropriate, to reflect: professional nursing standards and guidelines; and	Every 5 years or when there are	Nurse Administrat or	The expected program outcomes were clearly	<i>Maintenance</i> It will continue to review the mission,

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
appropriate, to reflect: professional nursing standards and guidelines; and the needs and expectations of the community of interest.	<ul style="list-style-type: none"> • Changes in policies and laws governing the profession • Accrediting Agencies • Employers report • Graduates • Standards of the profession 	<p>the needs and expectations of the community of interest.</p> <p>Communities of interest will have input into program processes and decision making.</p>	changes in the Institution or in the policies that regulate the nursing profession	Faculty	established according to the standards of the profession and the law 254 that regulates the practice of nursing in Puerto Rico.	<p>objectives and expected results when necessary to reflect compliance with the standards of the profession and expectations of the community of interest.</p> <p>The community of interests input will continue to be obtained for Program processes and decision making.</p>

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
I-C. Expected faculty outcomes are clearly identified by the nursing committee and are written and communicated to the faculty, in agreement with institutional expectations.	Faculty Manual 2012 Faculty Assessments Faculty curriculum vitae Faculty records	The expected faculty outcomes area clearly identified in hte Nursing Program and Barranquitas Campus and communicated to the faculty.	Every 5 years or when there are Institution changes in in policies that regulate the nursing profession	Nurse Administrat or Faculty	Expected faculty outcomes were clearly identified by the nursing unit. The faculty reacted to the Expected faculty outcomes.	<i>Maintenance</i> Constantly review the faculty profile for compliance with the expected faculty outcomes
I-D.Faculty and students participate in program governance.	Faculty Manual 2012 Student Regulations	The governing organization and nursing education committee will ensure representation of students, faculty, and administrators in ongoing governance activities. The Nursing Students Association will have participated in activities related to the profession of nursing in the Campus or the community.	Annual	Nurse Administrat or Faculty Student	The faculty participated as a member in Institution Committee, Campus Committee and Department Committee Students participated in the Student Association,	<i>Maintenance</i> Continue to encourage the participation of faculty and students in governance.

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
					Student Council and the Academic Senate	
I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	Faculty Manual 2012 Student Regulations Barranquitas Campus' Web Page Inter American University of P. R Web Page.	Changes in policies, procedures and programs information will be clearly and consistently communicated to students, faculty and interest community in a timely manner.	Annual	Nurse Administrator	The catalogs, regulations and policies are accessible to the community through the website of the Institution. Information related to the Nursing Program is accessible to the community. The website of the Nursing Program was updated to	<i>Maintenance</i> Continue reviewing and applying Institution policies

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
					guide the student.	
I-F. Academic policies of the main institution and the nursing program are in agreement and support achievement of the mission, goals, and expected student outcomes. These policies are: fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement.	<ul style="list-style-type: none"> • Faculty Manual 2012 • Student Regulations • Barranquitas' Campus' Web Page • Inter American University of P. R Web Page. 	Policies of the nursing education committee will be comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by goals and outcomes of the nursing education committee.	Every 5 years	<ul style="list-style-type: none"> • Nurse Administrator • Faculty 	<ul style="list-style-type: none"> • The Institutions policies and the policies of the Nursing Program are in agreement and achieve the mission, goals and expected results of the student. • The policies of the Institution and the Nursing Program are accessible to the community of interest. 	<i>Maintenance</i> Continue promoting the application of Institution policies for faculty welfare. Continue to encourage Nursing policies Program to be consistent with the Institution policies
STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES						

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
IIA. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	<ul style="list-style-type: none"> • Budget plan • Equipment • Materials • Faculty • Support staff • Books • Internship insurance • Simulated laboratory • Lounges with computers and projector • Teaching materials • Faculty Offices • Inventory • Practice Agencies 	Fiscal resources will be sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.	Annual	<ul style="list-style-type: none"> • Chancellor (Rector) • Dean of Academic Affairs • Nurse Administrator or • Faculty 	<ul style="list-style-type: none"> • Program needs are identified. • Equipment for the simulated laboratory is quoted. 	<i>Maintenance</i> Continue working on a budget plan that provides sufficient fiscal resources for the Program operation.
IIB. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	<ul style="list-style-type: none"> • Library Services • Technological services • Services of the laboratory of skills • Cafeteria services, parking and first aid. • Student satisfaction survey (Institution survey) 	<ul style="list-style-type: none"> • Physical resource (classrooms, labs, offices, etc.) will be sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students. • The amount and utilization of support staff will be sufficient to meet program requirements. 	Annual	<ul style="list-style-type: none"> • Chancellor (Rector) • Dean of Academic Affairs • Director of the Department of Health Sciences • Nurse Administrator or • Faculty 	<ul style="list-style-type: none"> • Upgrading physical installations . • New offices for the faculty. • Development of the simulated laboratory 	<i>Maintenance</i> The use of physical resources between faculty and students will continue to be encouraged.

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
IIC. The chief nurse administrator: is a registered nurse (RN); holds a graduate degree in nursing; holds a doctoral degree if the nursing unit offers a graduate program in nursing; is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its	<ul style="list-style-type: none"> • Curriculum vitae • Description of the duties of the Director • Faculty records • Academic degrees • Continuing education 	<ul style="list-style-type: none"> • The nursing education unit is administered by the Director who is a nurse that holds a master in science of nursing. 	Annual	<ul style="list-style-type: none"> • Chancellor (Rector) • Dean of Academic Affairs • Director of the Department of Health Sciences 	<ul style="list-style-type: none"> • An Administrative Nurse was assigned to lead the Nursing Program. • Dr. Damaris Colón is a registered nurse. She holds a master's in science of nursing with a specialty in Mental Health and Psychiatry. She has a Doctoral degree in Nursing Sciences. 	<i>Maintenance</i> The director will continue to foster professional development, leadership and keep up to date within her profession.

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
mission, goals, and expected program outcomes.						
IID. Faculty are: sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.	<ul style="list-style-type: none"> • Faculty Manual 2012 • Faculty to student ratios maximum in class room and practice. • Curriculum Vitae • Faculty records 	<ul style="list-style-type: none"> • The faculty are sufficient to ensure that the mission, goals and expected program outcomes are achieved. • 100% of the nursing program faculty participate in continuous educational conferences and workshops and reflected in the classroom. 	Annual	<ul style="list-style-type: none"> • Chancellor (Rector) • Dean of Academic Affairs • Director of the Department of Health Sciences • Nurse Administrator 	<ul style="list-style-type: none"> • A call for employment was opened for a full-time faculty and for part-time faculty. 	<i>Maintenance</i> Continue requesting faculty rosters.
IIE. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals,	<ul style="list-style-type: none"> • The Nursing Program does not use preceptors. 	---	---	---	---	---

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
and expected student outcomes.						
IIF. The main institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	<ul style="list-style-type: none"> • Catalog of the Inter-American University of Puerto Rico • Faculty Manual 2012 • Professional development courses offered by the Institution • Continuing education • Scholarships • Evaluation of faculty by peers, director and students. 	<ul style="list-style-type: none"> • The Barranquitas Campus and Nursing Program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. 	Annual	<ul style="list-style-type: none"> • Chancellor (Rector) • Dean of Academic Affairs • Director of the Department of Health Sciences • Nurse Administrator or • Faculty 	<ul style="list-style-type: none"> • Graduate Scholarships • Training Workshops • The faculty takes continuous education according to its specialty. 	<i>Maintenance</i> Professional and academic development will continue to be fostered within faculty. As well as the research participation.
STANDARD III - PROGRAM QUALITY CURRICULUM AND TEACHING-LEARNING PRACTICES						
IIIA. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are in agreement with the program's mission	<ul style="list-style-type: none"> • Vision, mission and aims • Curricular revision every 5 years. • Plan of study 	<ul style="list-style-type: none"> • The curriculum is developed, implemented, and revised to reflect statements of expected student outcomes that are in agreement with the program's mission and aims, and with the roles for which the program is preparing its graduates. 	Every 5 years	<ul style="list-style-type: none"> • Nurse Administrator or • Faculty 	<ul style="list-style-type: none"> • The faculty is integrated to the Institutional Committee for the revision of the Program in 2013 	<i>Maintenance</i> Continue participating in the curricular review.

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
and goals, and with the roles for which the program is preparing its graduates.					<ul style="list-style-type: none"> • Dr. Elga J. Pérez-Rivera belongs to the Institutional Committee of the Nursing Program. 	
IIIB. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).	<ul style="list-style-type: none"> • Plan of study • Essentials of Baccalaureate • Education for Professional • Nursing Practice (AACN, 2008) • Professional Standards of the College of Nursing Professionals of Puerto Rico • Code of ethics • Law 254 of December 31, 2015 • Results of the Puerto Rico Examination of revalidation board 	<ul style="list-style-type: none"> • The curriculum will incorporate established professional standards, guidelines, and competencies and have clearly articulated student learning and program outcomes. 	Every 5 years	<ul style="list-style-type: none"> • Nurse Administrators • Faculty 	<ul style="list-style-type: none"> • The faculty reviewed courses including teaching and assessment strategies following the change in the law that regulates nursing practices in Puerto Rico. 	<i>Maintenance</i> Continue incorporating into the curriculum professional standards, the accrediting agencies guides and the laws that regulate the practice of the profession in Puerto Rico.

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
IIIC. The curriculum is logically structured to achieve expected student outcomes.	<ul style="list-style-type: none"> • The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) • Study Plan Courses Descriptions • Pre - requisites and concurrent courses 	<ul style="list-style-type: none"> • The curriculum is structured to achieve expected student outcomes. 	Every 5 years	<ul style="list-style-type: none"> • Nurse Administrator or • Faculty 	<ul style="list-style-type: none"> • The curriculum was reviewed in 2013 and more emphasis was placed on evidence-based research and practice. • The number of credits was modified in three courses (NURS 1111, NURS 3115 and 3100). A course was eliminated (NURS 1120). A new course was added (NURS 2970). 	<i>Maintenance</i> The curriculum will continue to be revised to meet the expected outcomes.

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
					<ul style="list-style-type: none"> The faculty structured the courses according to the changes made in the curricula and the law 254. 	
IIID. Teaching-learning practices and environments support the achievement of expected student outcomes.	<ul style="list-style-type: none"> Vision, mission and goals Courses descriptions Syllabus 	<ul style="list-style-type: none"> The student learning outcomes will be used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress. 	Annual	<ul style="list-style-type: none"> Nurse Administrat or Faculty 	<ul style="list-style-type: none"> New contracts with institutions that provide health services and institutions in the community for student practices. 	<i>Maintenance</i> The expected outcomes will continue to be reviewed to direct the teaching and learning process in the different scenarios.
IIIE. The curriculum includes planned clinical practice experiences that: enable students to integrate new knowledge and	<ul style="list-style-type: none"> Plan of study Courses Descriptions 	<ul style="list-style-type: none"> Practice learning environments will be appropriate for student learning and support the achievement of student learning and program outcomes. 	Annual	<ul style="list-style-type: none"> Nurse Administrat or Faculty 	<ul style="list-style-type: none"> The practice scenarios were expanded. Practice objectives by scenarios. 	Maintenance Continue evaluating and acquiring

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
demonstrate attainment of program outcomes; and are evaluated by faculty.						new practice scenarios.
IIIF. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	<ul style="list-style-type: none"> Evaluation questionnaires Syllabus Courses Descriptions 	<ul style="list-style-type: none"> The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest. 	Annual	<ul style="list-style-type: none"> Nurse Administrat or Faculty 	<ul style="list-style-type: none"> The recommendations of the community of interest in the curriculum and teaching-learning practices are taken into account. Primary prevention interventions are offered according to the needs of the community. 	<p>Maintenance</p> <p>The recommendations and needs of the community of interest will continue to be taken into account.</p>

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
III. G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	<ul style="list-style-type: none"> • Evaluation rubrics • Syllabus • Evaluation indicators • Assessment of TK20 	<ul style="list-style-type: none"> • The student's individual assessment by the faculty demonstrated achievement of the student's expected goals. 	Semester	<ul style="list-style-type: none"> • Nurse Administrat or • Faculty 	<ul style="list-style-type: none"> • The faculty evaluates the student individually. • The faculty uses several evaluation criteria for each student. • Evaluation policies and procedures are accessible in the medical records and are discussed by the faculty on the first day of school. • Evaluation rubrics accessible to the student. 	<p>Maintenance</p> <p>Continue to apply various evaluation methods. Continue with the revision of the evaluation methods.</p>
III. H. Curriculum and teaching-learning practices are evaluated at	<ul style="list-style-type: none"> • Evaluation rubrics • Syllabus • Evaluation indicators • Assessment of TK20 	<ul style="list-style-type: none"> • The faculty will evaluate courses and teaching-learning practices at regular intervals 	Annual	<ul style="list-style-type: none"> • Nurse Administrat or • Faculty 	<ul style="list-style-type: none"> • The faculty is kept reviewing the courses 	<p>Maintenance</p> <p>Continue evaluating</p>

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
regularly scheduled intervals to foster ongoing improvement.		to encourage continuous improvement.			according to the changes in the policies and the field of health. <ul style="list-style-type: none"> Teaching strategies are reviewed periodically according to the competencies of the course. 	the teaching-learning process. Continue to apply various teaching and learning strategies.
STANDARD IV - PROGRAM EFFECTIVENESS ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES						
IV. A. A Systematic process is used to determine program effectiveness.	<ul style="list-style-type: none"> Satisfaction questionnaires Graduate questionnaire Employers' Questionnaire Faculty evaluation by students Evaluation of clinical areas Evaluation of faculty by Evaluation Committee 	<ul style="list-style-type: none"> Emphasis will be placed on the systematic evaluation plan of the Nursing Program through continuous evaluation of student learning, evaluation of the processes and outcomes of the program in accordance with the mission and goals of the Nursing Program and the CCNE. 	Every two years (Plan review) Annual (graduated) Every 2 years (employers'	<ul style="list-style-type: none"> Nurse Administrator or Faculty 	<ul style="list-style-type: none"> The application of the graduate questionnaire is resumed. It will be applied every year. 	<i>Revision</i> It was modified to apply the annual questionnaire. Maintenance

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
	<ul style="list-style-type: none"> • Student profile • Student Evaluation of the clinical area and faculty. Evaluation of the Skills Laboratory and the technician of the laboratory by the student. • Criteria for selecting the clinical area. 		<p>questionnaire)</p> <p>Each semester (evaluation of the faculty by the student)</p> <p>Every 2 years (student profile)</p> <p>Every 2 years</p> <p>Graduates' questionnaire</p>		<ul style="list-style-type: none"> • The application of the employers' questionnaire is resumed. • Each semester applies the evaluation of the faculty by the student. • The application of the questionnaire for the evaluation of the area and the faculty by the student is resumed. • Continue to use the questionnaire for the selection of 	<p>It will continue to be applied every two years</p> <p>Maintenance</p> <p>It will continue to be applied every semester.</p> <p>Maintenance</p> <p>It will continue to apply at the end of each practice.</p> <p>Maintenance The instrument will continue to be used to evaluate new clinical scenarios.</p>

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
					<p>the clinical area.</p> <ul style="list-style-type: none"> The application of the questionnaire for the evaluation of the laboratory technician and the laboratory of skills is resumed. 	<p><i>Maintenance</i></p> <p>It will continue to apply annually</p>
IVB. Program completion rates demonstrate program effectiveness.	<ul style="list-style-type: none"> ERDUC electronic platform Graduating students by academic terms 	<ul style="list-style-type: none"> Program completion rates will be determined by the study plan and reflect academic progression of student. 	Every 4 years	<ul style="list-style-type: none"> Nurse Administrator Faculty 	<ul style="list-style-type: none"> Students are finishing in 4 years according to data provided by the registrar office. 	<p><i>Maintenance</i></p> <p>Retention will continue to be encouraged. Various strategies will be used to encourage retention.</p>

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
IV. C. Licensure and certification passing rates demonstrate program effectiveness.	<ul style="list-style-type: none"> Results of the Puerto Rico Examination of revalidation 	<ul style="list-style-type: none"> The licensure exam passing rates will be at or above the Puerto Rico mean. 	Annual	<ul style="list-style-type: none"> Nurse Administrator or Faculty 	<ul style="list-style-type: none"> The results for the Puerto Rico revalidation exam have been maintained above the Puerto Rico level. The results have been maintained over 75% approval. 	<i>Maintenance</i> Various teaching strategies will continue to be used to strengthen the results of the revalidation.
IV.D. Employment rates demonstrate program effectiveness.	<ul style="list-style-type: none"> Graduates' questionnaire 	<ul style="list-style-type: none"> 70% or more of the graduates will be employed. 	Two years	<ul style="list-style-type: none"> Nurse Administrator or Faculty 	<ul style="list-style-type: none"> The results of the application of the graduates' questionnaire are expected. 	<i>Revision</i> It will be applied every year by a digital survey.
IVE. Program outcomes demonstrate program effectiveness.	<ul style="list-style-type: none"> Assessment of TK 20 Student Evaluation of the Skills Laboratory and the laboratory technician . Satisfaction questionnaires Graduate questionnaire 	<ul style="list-style-type: none"> The Program outcomes demonstrate program effectiveness. 	Annual According to the expected objective.	<ul style="list-style-type: none"> Nurse Administrator or Faculty 	<ul style="list-style-type: none"> The expected results for the teaching - learning process was achieved. 	<i>Maintenance</i> The Program evaluation will continue to be

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
	<ul style="list-style-type: none"> • Employers' Questionnaire • Faculty evaluation by students • Evaluation of clinical areas 				<ul style="list-style-type: none"> • It identifies areas for improvement in the skills lab and in the facilities of the Program. • Expand the recruitment of faculty by specialty. 	<p>promoted to achieve the expected objectives.</p> <p>Maintenance</p> <p>Continue with requests according to roster eligibility.</p>
IVF. Faculty outcomes, individually and in the cumulative assessment, and demonstrate program effectiveness.	<ul style="list-style-type: none"> • Faculty assessment per student • Evaluation of faculty by the director • Evaluation of Faculty in the Classroom by the Faculty Assessment Committee • Curriculum vitae • Faculty records 	<ul style="list-style-type: none"> • The Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness. 	Annual	<ul style="list-style-type: none"> • Nurse Administrator or • Faculty 	<ul style="list-style-type: none"> • The faculty is evaluated by students each semester. • The director evaluates each year to the faculty with temporary and probationary contract. 	<p><i>Maintenance</i></p> <p><i>The student evaluation will continue with faculty in each semester.</i></p> <p><i>Maintenance</i></p> <p><i>The faculty will continue to be</i></p>

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
					<p>Every three years the director evaluates the faculty with permanent contract.</p> <ul style="list-style-type: none"> • Full-time faculty holds a master's degree in nursing. Three full-time faculties have doctoral degrees. • Two full-time faculty are found in comprehensive examinations. • An 83 % of part-time faculty members also hold 	<p><i>evaluated by the Faculty Evaluation Committee and the director according to the policies of the Institution.</i></p> <p><i>Maintenance</i></p> <p>The development of faculty will continue to be promoted.</p> <p>Maintenance</p> <p>Continue to promote the part-time faculty roster with a</p>

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
					<p>master's degrees in master's degrees in Nursing, Master's degrees in Arts and Master's degrees in Science. In some cases, a baccalaureate prepared nurse, with sufficient clinical experience and other qualifications, was assigned to offer practical courses in the first year of the curriculum. The part-</p>	<p>master's degree in nursing sciences.</p> <p>Part-time faculty mentors will continue to be assigned.</p>

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
					time faculty are assigned to teams of professors for courses. The full-time faculty are assigned as team leaders.	
IVG. The program defines and reviews formal complaints according to established policies.	<ul style="list-style-type: none"> • Inquiry form. • Student Regulations • Faculty Manual 	<ul style="list-style-type: none"> • The program will define and review formal complaints according to established policies. 	Semester	<ul style="list-style-type: none"> • Nurse Administrat or • Faculty 	<ul style="list-style-type: none"> • Conflicts are resolved following established policies. 	<i>Maintenance</i> The Institution's policies application for management of conflicts will be maintained.
IVH. Data analysis is used to foster	<ul style="list-style-type: none"> • Analysis of evaluation questionnaires • Syllabus 	<ul style="list-style-type: none"> • The Nursing Program uses the data analysis to foster ongoing program improvement. 	Annual	<ul style="list-style-type: none"> • Nurse Administrat or 	<ul style="list-style-type: none"> • Data analysis is used to 	Maintenance

Key Element	Source of information	Expected Outcome	Frequency of Assessment	Accountability	Results of Data Collection and Analysis Including actual level/s of achievement	Actions for Program Development, Maintenance, or Revision
ongoing program improvement.	<ul style="list-style-type: none"> Assessment of T20 			<ul style="list-style-type: none"> Faculty 	<p>improve the Program. Development of a simulated laboratory.</p> <ul style="list-style-type: none"> Apply policies in the skills lab. Changes in teaching and assessment strategies. 	It will keep using the data provided by the assessment methods for decision making and improvement Program.

APPENDIX IV. F. 1
EXAMPLES OF FACULTY SCHOLARLY WORK BY TYPE AND YEAR

EXAMPLES OF FACULTY SCHOLARLY WORK BY TYPE AND YEAR
2015 to 2018

ACADEMIC /TEACHING	SERVICE	RESEARCH	PRESENTATION OR PUBLICATION
<p>100% of faculty members are engaged in teaching activities which includes hours of preparation and committees, in addition to direct contact with students in various tasks.</p> <p>100% of faculty participated in continuing nursing education</p> <p>May 2018 Three faculty members and the laboratory technician participated in: Simulation Based Interprofessional Education (IPE): Current trends and practices</p> <p>December 2017 Four (4) faculty members participated of Annual Meeting of the section de educadores</p> <p>Three (3) faculty members participated in the 40th Annual Meeting 2015 of the College of Nursing Professionals of Puerto Rico (November 7, 2015)</p>	<p>2018 Four (4) faculty members perform volunteer work at El Farallón Head Start.</p> <p>2015 - 2017 Dr. Ana E. Torres Rodríguez and Dr. Damaris Colón Rivera have served as advisors to students enrolled in graduate programs</p> <p>July 2017 Dr. Damaris Colón Rivera participated in the health fair held at the Festival of Flowers in Aibonito, Puerto Rico</p> <p>August 2017 Dr. Damaris Colón Rivera participated in health clinics at the Econo Supermarket in Barranquitas</p>	<p>Dr. Elga J. Pérez Rivera 2016 Presentation research dissertation: Pedagogical Strategies to Improve the Performance of Nursing Students in the Clinical Area Using Nursing Competencies and Educational Skills</p> <p>Dr. Damaris Colón Rivera 2015 Presentation research dissertation: Vicarious trauma: experiences of nurses who intervene with survivors of gender violence</p> <p>Prof. Dennisse Y. González Santiago Research dissertation in progress: Title: " Supervisor Perception on the competences of nursing professionals recently graduated on job performance"</p> <p>Prof. Mariela Torres Montesino Research: Title: Factors that influence the intensity of postoperative pain in patients diagnosed with arthritis and osteoarthritis undergoing</p>	<p>Colón, D. (2015). Reflection: experience of studying in a doctoral program. <i>Impulse Nursing Professionals of Puerto Rico Reflexión: experiencia de estudiar en un programa doctoral. Impulso. 3 (39): 20 – 21.</i></p> <p>Colón, D. (2018). Benefits of studying a Master's Degree in Nursing / Beneficios de estudiar una Maestría en Enfermería. <i>La Cordillera; Año XXV Edition 1100</i></p> <p>Colón, D. (2017). Nursing: An excellent professional option / La Enfermería: Una excelente opción profesional. <i>La Cordillera; Year XXIV Edition 1096</i></p> <p>Dr. Damaris Colón Rivera Unpublished articles: “<i>El Manejo del Dolor Ajeno: Impacto en el Profesional de Enfermería</i>” (Management of others' pain: Impact on Professional Nursing).</p> <p>(Vicarious trauma: experiences of nurses that intervention</p>

ACADEMIC /TEACHING	SERVICE	RESEARCH	PRESENTATION OR PUBLICATION
<p>2015 al 2016 Two (2) faculty members hold workshops for the development of care plans using the NANDA, NOC and NIC taxonomies.</p> <p>2016 Dr. Damaris Colón Rivera created the continuing education modules: Measures to prevent and control infections: tuberculosis, HIV / AIDS, viral hepatitis and breastfeeding.</p> <p>February 2018 Three teachers participated in the Workshop "HETS Practices Showcase. Celebrating technology Innovation for Hispanic Success in Higher Education. Inter-American University of Puerto Rico, Barranquitas Campus</p> <p>February 2018 Four faculty members participated in the Videoconference: Principles for online course design in the</p>	<p>November 2017 Three (3) faculty members participated in the health fair held at the La Montaña Shopping Center in Naranjito, Puerto Rico</p> <p>Three (3) faculty members held health promotion educational talks to guide the university community after Hurricane Maria passed through Puerto Rico</p> <p>Dr. Damaris Colón participated in the activity sponsored by the Athletes of the Inter-American University to help the victims of Hurricane Maria. The activity was in the Barrancas Barranquitas neighborhood.</p> <p>Dr. Damaris Colón participated in the Health Fair sponsored by the Campus Dean's Office to educate the residents of the community of Barrio Palo</p>	<p>total knee and hip replacement surgeries. Dr. Ana E. Torres Rodríguez participó en dos comités de disertación como lectora de dos proyectos de investigación 2017</p> <p>Prof. Keishla Medina: Thesis is not published under the title of Baccalaureate nursing staff knowledge level before the patient's handling of sexual violence 2017</p> <p>Dr.. Ana E. Torres Rodríguez was a thesis reader of:</p> <ul style="list-style-type: none"> • Ana Cristina García Cintrón- Experience of nursing professors experts in the use of Therapeutic Touch: a descriptive interpretative study. • Yaricelys Ayala; "Effect of a model of mathematics teaching based on oral and written communication as metacognitive processes in the level of use of skills related to polynomial functions in tenth grade students" 	<p>with survivors of gender violence, phenomenological study).</p> <p>“ (Vicarious trauma: what it is and how to handle it? ”</p> <p>Dr. Damaris Colón Rivera Participation as a resource: El 21 de mayo de 2015 la Dra. Damaris Colón Rivera participó como recurso en la actividad <i>Research Project, Evidence Based for Family Nurse Practitioners (FNP) and Dissertation.</i></p> <p>Poster presentation of research work.: Vicarious trauma: experiences of nurses that intervention with gender violence survivors Second Symposium of Research and Evidence Based Practice in Nursing Nursing School, Medical Sciences Campus October 16, 2015</p> <p>On June 12, 2014, Professor Damaris Colón Rivera was a member of the expert panel as a lecturer member of the topic: A look at research in nursing in Puerto Rico: challenges, achievements and proposed agenda from the perspective of the doctoral student. First</p>

ACADEMIC /TEACHING	SERVICE	RESEARCH	PRESENTATION OR PUBLICATION
<p>international arena. Barranquitas precinct Diciembre 2017 Four (4) faculty members participated in the Assembly of Educators of the Professional College of Nursing of Puerto Rico.</p> <p>March 2017 Dr. Elga J. Pérez, Resource in Conversation, Modeling of the Roles of the Professional Advanced Practice in Nursing. Graduate Program in Nursing at the Pontifical Catholic University of Puerto Rico. (PCUPR).</p> <p>October 2017 Dr. Elga Pérez, participated as lecturer in the Theme: Prevention and Control of infections (post hurricane Maria) Barranquitas site.</p> <p>2016 Dr. Elga J. Pérez Rivera offered the continuing education course: Measures to prevent and control infections: tuberculosis, HIV / AIDS, viral hepatitis to employees of</p>	<p>Hincado de Barranquitas after Hurricane Maria. Dr. Damaris Colón participated in the activity sponsored by the Dean of Students to bring light bulbs to the residents of a community in the Helechal Community of Barranquitas after the passage of Hurricane Maria.</p> <p>2017 Prof. Nélica Zayas volunteered at the food, clothing and medicine collection center of the San Antonio de Padua Parish.</p> <p>Prof. Claribed Pérez Torres is a volunteer at the "El Granero" collection center of the Disciples of Christ Church.</p> <p>2018 Prof. Hellen Hernández belongs to the Chapter Board of Guayama of the College of Nursing</p>	<p>- Wanda I. García Cintrón- The experiences of a group of nursing professors who integrate the strategy of medium and high fidelity simulation in teaching and learning processes.</p> <p>Dr. Ana E. Torres Rodríguez is a member of the Doctoral Dissertation Committee: Ms. Mabel López- The relationship between the use of virtual simulators as a teaching technique and the apprehension of theoretical concepts in physics class. Quantitative research (quasi-experimental).</p>	<p>Symposium of Research and Evidence Based Practice in Nursing in the Nursing School, Medical Sciences Campus June 12, 2014</p> <p>Dr. Damaris Colón developed the course HONP 3025 Role of the health professional in the face of environmental disasters for honor roll students.</p> <p>Professor González, published the informative article on: "Risks of complications during pregnancy". El Sol newspaper of Puerto Rico from May 8 to 21, 2018</p> <p>Professor González, published the informative article about: "Infections during pregnancy". El Sol newspaper of Puerto Rico from June 5 to 18, 2018</p> <p>2017 Dr. Ana E. Torres Rodríguez served as a resource offering conferences of: Assessment in the classroom, TK 20 for the Nursing Program and Problem Solving in the Nursing Program.</p>

ACADEMIC /TEACHING	SERVICE	RESEARCH	PRESENTATION OR PUBLICATION
<p>Menénita General Hospital in Caguas</p> <p>Prof. Keishla Medina: Certificate in Transforming Education through Simulation 2016</p> <p>Prof. Keishla Medina: Certificate in Redeeming sexuality in a pornography culture 2016</p> <p>Prof. Keishla Medina: Certificate in Intervention Plan for Survivors and Witnesses of Sexual Abuse 2015</p> <p>2016- The Profa. Dennisse González participated in the Third Congress of Clinical Simulation.</p> <p>2017 - The Profa. González and Dr. Pérez created the module for the</p>	<p>Professionals of Puerto Rico.</p> <p>2016 - 2017 Prof. Ada Santiago Rosa is a resource of the College of Nursing Professionals of Puerto Rico to offer continuing education.</p> <p>Sept. 2016 Dr. Elga J. Pérez, offered educational talk about preventive measures, early detection, signs and symptoms of AVC, to the general population through Radio Cumbre</p> <p>May 2017 Dr. Elga Pérez, coordinated health fair Hypertension, DM, Nutrition, suicide prevention; for the general population of the Barranquitas Campus.</p> <p>2018 Prof. Keishla Medina: Community service in the</p>		

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<p>Pharmacological Aspects course.</p> <p>2018- Profa. González participated in the HETS activity -Best Practices Showcase, Access, Retention, and Distance Learning in Higher Education.</p> <p>2018 -Prof. González took the continuing education of Breastfeeding.</p> <p>2018- Prof. Gonzalez took continuing education "HIV / AIDS infection control measures, HP-ABC, TB."</p> <p>2018- Prof. Gonzalez took continuing education "OSHA and Bloodborne Pathogens".</p> <p>2018- Prof. González took continuing education "Effective parenting strategies in homes with children diagnosed with autism spectrum disorder".</p> <p>2018- Prof. González took continuing education "Skills for supervisors to develop</p>	<p>Cruz & Canela organization in Loíza</p> <p>2017-2018 Prof. Keishla Medina: Service in the community with adolescent offering dance classes</p> <p>2017 Prof. Keishla Medina: Service to the community after the Hurricane María Toa Baja, Loíza, Barranquitas, Guaynabo, Corozal, San Juan and Humacao.</p> <p>2017- 2018 Prof. Keishla Medina: Sexual Health Orientation and Related to Ministry New Conditions.</p> <p>2016 - 2017 Prof. Dennisse González offers volunteer services at Pablo Fuentes Rivera School in Barrio Cañabón, Sector La Torre in Barranquitas, Puerto Rico</p>		

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<p>personnel selection interviews"</p> <p>2018- Prof. González took continuing education "The role of the Nursing Professional Respecting, Humanizing and Abolishing Obstetric Violence"</p>	<p>Prof. Dennisse González is part of the Planning Committee of the Community Pablo Fuentes Rivera Elementary School in the Cañabón neighborhood, La Torre sector in Barranquitas, P.R.</p> <p>Prof. Dennisse González is part of the non-profit Community Corporation, Ciudadanos Unidos for the development of Rural Education (CUDER). With registration number 407869. Where she serves as treasurer.</p>		