

Supplemental Information Report

to the Middle States Commission on Higher Education
from ALBIZU UNIVERSITY
San Juan, Puerto Rico

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Subject of the Supplemental Information Report:
Status of the Institution Due to the September 2017 Hurricanes

Table of Contents

Abbreviations	iii
List of Tables.....	iv
List of Figures.....	v
List of Appendices	vi
Introduction.....	1
Responses to Commission’s questions to provide a deeper understanding of the current and future status of the institution	4
Current financial situation of the institution	4
Enrollment trends 2017-18 and 3-year projection	8
Implemented strategies and/or modifications to ensure rigor and quality	14
Quality of education and services for students as Albizu manages the on-going effects of the impact of the hurricanes	40
Significant developments following December 2017 SIR.....	41
Other adverse impacts.....	42
Conclusion	43
Appendices.....	44

Abbreviations

Albizu.....	Albizu University
APA	American Psychological Association
ASHA	American Speech-Language-Hearing Association
AY	Academic Year
BoT.....	Board of Trustees
CEPR.....	Puerto Rico Council on Education
CIE.....	Florida Commission on Independent Education
Commission.....	Middle States Commission on Higher Education
FY.....	Fiscal Year
IPEDS	National Center of Education Statistics, Integrated Postsecondary Education Data System
MSCHE.....	Middle States Commission on Higher Education
Ph.D.	Doctor of Philosophy
Psy.D.....	Doctor of Psychology (Clinical Psychology)
SIR.....	Supplemental Information Report
SLA.....	Student Learning Assessment
The Institution	Albizu University
The Island	Puerto Rico
The University.....	Albizu University
USDE	United States Department of Education

List of Tables

Table #1 (pg. 4):	Summary of Preliminary Damages and Expenses Related to Hurricanes Irma and Maria per Institutional Unit (as of June 30, 2018)
Table #2 (pg. 6):	Institutional Consolidated Financial Information FY 2017-18 (interim as of June 30, 2018) and FY 2018-19 (budgeted)
Table #3 (pg. 9):	Enrollment Trends for Puerto Rican Higher Education Institutions
Table #4 (pg. 9):	Enrollment Trends for Albizu University, Puerto Rico
Table #5 (pg. 11):	Fall 2017 to Spring 2018 Attrition by Institutional Unit
Table #6 (pg. 13):	Enrollment per Institutional Unit per Session, AY 2015-16, 2016-17 & 2017-18
Table #7 (pg. 13):	Fall Semester 3-Year Enrollment Projection by Institutional Unit
Table #8 (pg. 15):	Instructional Personnel Reported to IPEDS
Table #9 (pg. 17):	Sample of FY 2017-18 Institutional Effectiveness Assessment Initiatives
Table #10 (pg. 24):	Institutional Competency Assessment Cycle
Table #11 (pg. 27):	San Juan Campus Psy.D. in Clinical Psychology SLA AY 2017-18 Update
Table #12 (pg. 28):	San Juan Campus Ph.D. in Clinical Psychology SLA AY 2017-18 Update
Table #13 (pg. 29):	San Juan Campus Ph.D. & M.S. in Industrial/Organizational Psychology SLA AY 2017-18 Update
Table #14 (pg. 31):	San Juan Campus & Mayagüez Center M.S. in Counseling Psychology, SLA AY 2017-18 Update
Table #15 (pg. 34):	Modifications and Actions on Educational Strategies Resulting from Student Assessment, M.S. in Speech and Language Pathology Program, Miami Campus
Table #16 (pg. 35):	Schedule of Institutional Recess and Resumed Activities per Campus
Table #17 (pg. 39):	San Juan Campus Dean of Students Activities Post-Hurricane Maria Activities
Table #18 (pg. 41):	Revised Academic Calendar Key Dates

List of Figures

- Figure #1 (pg. 5): Albizu University's Strategic Priorities
Figure #2 (pg. 12): Albizu Enrollment Projection Table Template
Figure #3 (pg. 16): Albizu University Assessment of Institutional Effectiveness Model

List of Appendices

- Appendix #1: Summary of damages sustained from Hurricanes Irma and Maria
- Appendix #2: 2018 Puerto Rico Mortality Rate Study in the *New England Journal of Medicine*, including abstract of the study with the list of researchers
- Appendix #3: Evidence of U.S. Department of Education approval of the academic calendar and instructional time modifications
- Appendix #4: Evidence of Title IV Eligibility

INTRODUCTION

This supplemental information report describes the current state of Albizu University's recovery from the repercussions of Hurricane Irma's passage through Puerto Rico and South Florida in September 2017 as well as from the direct impact of Hurricanes Irma and Maria on Puerto Rico during the same month. The report also focuses on the Institution's actions to counter the resulting extraordinary period of disruption.

In a March 20, 2018 letter to Albizu University's president, MSCHE Chair Dr. Gary L. Wirt expressed his and the other Commission members' continued concern "about everyone who has been coping with the prolonged challenges created by the devastating impact of the hurricanes last fall." He added, "We remain committed to working with you through our processes during this difficult time."

In the same letter, Albizu was advised that the supplemental information report on the hurricane recovery submitted by the institution in December 2017 provided information useful to the Commission at that time. The March 20 letter also noted the following action items:

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. To note that the institution has been granted a one-year delay in its self-study evaluation visit and the self-study visit is now scheduled for 2020-2021. To remind the institution that upon the reaffirmation of accreditation, the institution will return to its regular 8-year accreditation cycle with an evaluation visit in 2027-2028.

In response to the above request, this supplemental information report addresses the current status of initiatives and actions undertaken to cope with the aftermath of the hurricanes as reported in December 2017. This SIR is organized according to the following questions from the Commission, with responses provided along with relevant details to impart a deeper understanding of the current and future status of the institution:

1. What is the current financial situation of the institution? Please discuss and analyze the impact on budgets and resource allocations of the hurricanes, the fiscal situation of Puerto Rico, and include financial projections through May 2019.

2. How has enrollment for fall 2017 and spring 2018 changed due to the impact of the hurricanes, and what has the impact been on your institution as a result? Please provide enrollment projections for the next three years starting with fall 2018.
3. Given the previously described impact, provide a discussion and analysis of strategies and/or modifications the institution has implemented to ensure the rigor and quality of:
 - a. Curricula;
 - b. Instructional delivery, including whether the institution continues to have sufficient faculty to meet the educational needs of students;
 - c. Learning resources to support the institution's program of study and students' academic progress;
 - d. Assessment of student learning outcomes;
 - e. The student experience and learning opportunities.
4. Are the strategies and modifications identified in #3a-e above permanent? Provide an analysis of how the institution intends to continue to ensure the quality of education and services for students as it manages the on-going effects of the impact of the hurricanes.
5. Have significant developments occurred with regard to the following areas since the submission of the institution's December 1, 2017, Supplemental Information Report? Please describe those developments, providing details as indicated.
 - a. Changes to the academic calendar stemming from the impact of the hurricanes;
 - b. The establishment of temporary sites or sites for instruction (provide addresses);
 - c. Partnerships with another educational entity to deliver instruction to students (provide names of partners, including third-party providers);
 - d. The institution's status with regard to Title IV student aid eligibility (attach documentation).
6. Describe any other adverse impacts experienced by the institution that it may be important for the Commission to know about.

In Puerto Rico, the Institution confronted unprecedented circumstances in the aftermath of the two record-breaking hurricanes, which put in jeopardy all Albizu's institutional units and their academic and clinical training and services. Over the course of the last ten months, the University community has demonstrated an

exemplary level of resilience and commitment to the well-being of the surrounding communities and of the university itself.

It is important to note that dealing with the aftermath of the hurricanes has coincided with Albizu tackling challenges and opportunities posed by the difficult fiscal situation in Puerto Rico as well as the complexities of an ever-changing higher education arena. Despite these circumstances, the commitment to our mission engrained in every single task and exemplified by the belief of our founder Dr. Carlos Albizu Miranda that “love reaches beyond knowledge” has been the guiding force in all the decisions and actions taken during this period. Our principles of respecting others and of defending and promoting diversity and well-being have given us strength and motivation in this trying period of catastrophic proportions.

RESPONSES TO COMMISSION'S QUESTIONS TO PROVIDE A DEEPER UNDERSTANDING OF THE CURRENT AND FUTURE STATUS OF THE INSTITUTION

1. *What is the current financial situation of the institution? Please discuss and analyze the impact on budgets and resource allocations of the hurricanes, the fiscal situation of Puerto Rico, and include financial projections through May 2019.*

Current Financial Situation

Hurricanes Irma and Maria resulted in a significant amount of physical damage to the Institution. The University assessed the damage and obtained quotes from different vendors to determine the amount to be submitted to the institution's insurance company. As detailed in Table #1 below, the submitted amount was \$1,968,327 for both Miami and Puerto Rico. Initially, the insurance company issued a deposit of \$200,000 to help Albizu begin covering damages while we finished obtaining quotes and began preparing for repairs. At the current time, the insurance company has completed a preliminary assessment of coverage and is requesting additional information to finalize the full underwriters' report.

Despite the fact that the Institution has not yet received any funds beyond the initial \$200,000 deposit, the administration has set August 31, 2018, as the due date for completing reconstruction of the major areas that sustained damage, including computer labs, classrooms, and the auditorium. It is a top priority of the Institution to complete this work before the start of the Fall 2018 session.

Appendix #1 provides a summary of damages sustained by the Institution during Hurricanes Irma and Maria. Table #1 below summarizes damages and expenses reported to the insurance company.

Table #1: Summary of Preliminary Damages and Expenses Related to Hurricanes Irma and Maria per Institutional Unit (as of June 30, 2018)

Unit	Damages from Hurricane Irma	Damages from Hurricane Maria	Subtotal
San Juan	\$22,966	\$1,586,167	\$1,609,133
Mayagüez		\$3,412	\$3,412
Miami	\$355,782		\$355,782
Total	\$378,748	\$1,589,579	\$1,968,327

Despite structural damage sustained by the San Juan Campus, there was no need to establish temporary learning sites or partner with other educational entities to deliver instruction. Clinical facilities were undamaged, so services were provided as scheduled. The Mayagüez University Center and Miami Campus suffered minor damage and no classrooms or offices required extensive repairs, so there was no need for temporary instruction and training sites at those locations, either.

In May 2017, four months into the tenure of the current Albizu President, the BoT approved the 2017-18 Strategic Operational Plan, which aligned the Institution's strategic priorities with the later stages of the 2013-18 Strategic Plan to better equip Albizu in dealing with the existing fiscal circumstances of Puerto Rico and the current state of U.S. higher education. Following are the four strategic priorities comprising the strategic operational plan:

Figure #1: Albizu University's Strategic Priorities



In consideration of the hurricane impact and the difficult fiscal situation in Puerto Rico, the University's administration has been very judicious in prioritizing fiscal resources in accordance with the University's strategic objectives and the desire to procure excellent educational experiences for our students. With the aftermath of the hurricanes heightening the sense of urgency imposed by the challenges faced during FY 2017-18, the President obtained approval from the BoT to expand the applicability of the strategic operational plan approved in May 2017 so that it could be used as the foundation of the recently approved FY 2018-19 budget. The operational parameters of the FY 2017-18 budget are as close as possible to the strategic priorities, thus allowing a seamless provision of resources for the educational, service, and research initiatives of the Institution amidst the extraordinary circumstances faced during the 10-month period of hurricane recovery.

The institutional operating budget for FY 2017-18 was initially projected to end on June 30, 2018, the close of the fiscal year, with net assets of \$135,148. Through

various initiatives established during the year to closely monitor actual versus budgeted results during the three academic sessions of FY 2017-18, the interim statements as of June 30, 2018, showed \$1,219,374 in net assets from operations. In addition, interest, dividends, and a net change in our investment portfolio resulted in a gain of \$2,152,068; therefore, the total net assets for the year ended June 30, 2018, are \$3,371,442. We should clarify that major investments to repair hurricane damage are not counted as expenses for FY 2017-18, as they are a claim in process for which we expect reimbursement from our insurance agency. We are pleased to say that the budgetary measures we took last year worked out as hoped, and we were able to balance our finances despite a decline in enrollment in Miami.

Financial Projection through End of FY 2018-19

Table #2 presents Albizu's consolidated financial information, which compares the interim statements for FY 2017-18 with the consolidated budget for FY 2018-19. The FY 2017-18 figures are interim results since the audit has yet to be carried out, and they may thus vary depending on final closing and audit adjustments. Audited statements for FY 2017-18 are due by September 30, 2018.

Table #2: Institutional Consolidated Financial Information FY 2017-18 (interim as of June 30, 2018) and FY 2018-19 (budgeted)

	Budgeted FY 2018-19	Interim Financial Statements FY 2017-18
Net tuition and fees	\$27,547,259	\$25,034,060
Other sources	\$8,821,167	\$9,483,223
Total revenues	\$36,368,426	\$34,517,284
Expenses and other deductions	\$36,847,935	\$31,145,841
Change in net assets	(\$479,509)*	\$3,371,442

*The BoT has approved funds from the Institution's investment portfolio to offset this shortfall, rendering a balanced 2018-19 budget.

The investment accounts of the University are intended to create a savings fund and to subsidize capital activities or contingencies that may require an investment that was not budgeted. The interest or earnings generated from the investment accounts are usually reinvested to create greater performance. However, the Board of Trustees allocated funds from the investment portfolio this year to offset the 2018-19 shortfall, thus achieving a balanced fiscal year budget.

Press reports, specialized literature, and industry publications have portrayed an uncertainty in the higher education sector in the United States, with a potential impact on Puerto Rico-based institutions. Alvarez & Marsal (2018) identified some key trends in the most recent outlook for higher education, which the Institution has considered in its FY 2018-19 finances and budgeting:

- The future of U.S. federal funding for academic research, grants, and loans is uncertain, attributed to proposed changes to the Higher Education Act and the federal budget, including reductions to federal Pell Grant reserves and to borrowing limits for both students and parents and a potential decrease of over 13% for U.S. Department of Education resources.
- Unsustainable annual cash operating deficits are now common in higher education. As a result, financial statements are vulnerable, and liquidity is thin at too many institutions.
- Standard & Poor and Moody issued skeptical financial outlooks on the financial stability of the higher education sector.
- To remain viable, U.S. colleges and universities must adapt.

In light of the wide range of constraining factors in Puerto Rico and the mainland United States, the University administration has faced the conundrum of achieving financial, operational, and academic efficiency in order to allocate resources for the provision of excellent institutional services to students and the community at large. At this juncture, colleges and universities cannot rely as heavily as in the past on state and federal funding. Tuition cannot be raised much higher, given significant prior increases and a resulting decline in student enrollment. In Puerto Rico, tuition costs are lower than in the United States, yet the impact of the economic situation makes it difficult for many students to consider enrolling in a university or continuing through to graduation. Therefore, funding options for colleges and universities are concentrated on seeking research and community service grants, obtaining fees for rendering services to the community at large, pursuing fundraising initiatives, and ensuring the judicious recurrence of institutional investment revenues.

Based on the above, the Institution has engaged in a process of diversifying sources of income to counter these challenging times, including lowering the tuition portion of the anticipated institutional income. For instance, in June 2017, the University initiated operations of the Third Mission Institute (*Instituto Tercera Misión* or I3M), a project that has submitted proposals for over \$10 million in community action and prevention projects, of which approximately \$2.5 million has been granted.

Additionally, the University has submitted close to \$2.0 million in grant proposals to the National Institutes of Health.

Achieving financial, operational, and academic efficiency and properly allocating University resources were priorities in the development of the FY 2018-19 budget, which rests upon the following principles:

- Academic transformation through curricular innovation and efficient use of faculty resources
- Immersion in digital learning environments
- Advancing digitalization of the administrative structure
- Achieving stronger sustainability of institutional units
- Furthering research efforts supported by sponsored initiatives

Key initiatives supported by the FY 2018-19 budget and aligned with Institutional strategic priorities include:

- The creation of a Center for Academic Development at each campus to lead academic transformation and increase digital learning throughout our course offerings
- An organizational restructuring that supports academic transformation
- An emphasis on the marketing and promotion of the Miami Campus to cope with declining enrollment due to low recognition of Albizu's name in the South Florida market

2. How has enrollment for fall 2017 and spring 2018 changed due to the impact of the hurricanes, and what has the impact been on your institution as a result? Please provide enrollment projections for the next three years starting with fall 2018.

The aftermath of hurricanes Irma and Maria has deepened a difficult economic situation in Puerto Rico, triggering a sharp decrease of the population, particularly with regard to school-age children and young adult professionals. In recent years, the University has been assertive in identifying new areas in which to develop up-to-date academic offerings, aligned with the institutional mission and vision as well as Albizu's prestige as a provider of professional and research training in mental health and wellness-related disciplines.

Table #3 shows the total enrollment for Puerto Rican higher education institutions and the breakdown by undergraduate and graduate students, as reported through

IPEDS Fall Enrollment surveys for the academic years 2014-15 through 2016-17. Fall 2017 final enrollment figures have not been published yet, as institutions reported those figures this past spring.

Table #3: Enrollment Trends for Puerto Rican Higher Education Institutions

Enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change since Fall 2014
Total for PR higher education institutions	240,878	233,070	227,255	N/A	(-6%)
Undergraduate only	212,299	204,275	197,761	N/A	(-7%)
Graduate only	28,579	28,795	29,494	N/A	3%

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey: Fall 2014 through Fall 2016 final data

Meanwhile, Table #4 shows the enrollment trends for Albizu during the same reported period.

Table #4: Enrollment Trends for Albizu University, Puerto Rico

Enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Change since Fall 2014
Total for Albizu University, PR only	1,063	1,367	1,400	1,624	53%
Undergraduate only	173	265	275	417	141%
Graduate only	890	1,102	1,125	1,194	34%

Sources:

1. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey: Fall 2014 through Fall 2016 final data
2. Albizu University San Juan Campus Registrar Office: Fall 2017 enrollment figures

While the cumulative enrollment of Puerto Rican higher education institutions exhibits a downward trend during the 2014 through 2017 period, the enrollment at

Albizu University in Puerto Rico shows robust increases for every academic year shown in the table. The upward trend of Albizu enrollment can be attributed to a set of factors, among them:

- The opening of the Mayagüez University Center in the spring of 2015 with three master's programs in various psychology disciplines, which expanded our footprint in the Western region of Puerto Rico
- The launch of new academic offerings at the San Juan Campus and Mayagüez University Center in FY 2015-16 through 2017-18:
 - Expansion to the Mayagüez Center of the Psy.D. in Clinical Psychology, M.S. in Speech and Language Pathology, and Autism Graduate Certificate programs
 - Inauguration at the San Juan Campus of the Ph.D. in Psychology with specialization in Consulting, Research, and Teaching and Forensic Psychology Graduate Certificate programs
 - Reconceptualization of the undergraduate program at the San Juan Campus, with the launch in Fall 2015 of the Interdisciplinary Baccalaureate program

In addition, a set of administrative actions were put in place by the summer of 2017 to better enable the Institution to track admissions and enrollment projections and results, thus providing more timely data for effective decision-making. Among them:

- Restructuring of the former Recruitment and Admissions offices under one office, with allocated funding for local marketing and promotion initiatives
- Use of Funnel Metrics software for timely tracking of prospects, applicants, admissions, and enrollments, along with pertinent conversion rates
- Use of a project management platform (Smartsheet) to enable the weekly review of results by the Provosts, heads of administrative offices, and members of the President's staff

As shown, the diversification of academic offerings and the implemented administrative actions provided the Institution with a solid framework to face the challenges resulting from a difficult economic situation in Puerto Rico, downward demographic trends and their impact in higher education enrollment, and the effects of the hurricanes of September 2017.

In addition to the downward enrollment trends for Puerto Rican institutions shown in Table #3 above, a number of Puerto Rico higher education institution leaders have recently announced a sharp decline in enrollment numbers attributed to disruptions

caused by the September 2017 hurricanes, especially at universities with significant undergraduate enrollment. In contrast, Albizu's San Juan Campus enrollment retained a healthy 4% attrition rate between the Fall 2017 and Spring 2018 semesters. As stated in the December 2017 SIR, it is our view that the efforts to resume academic activities in the second week of October with conditions as close as normal, thus preserving the Fall semester, resulted in the retention of the vast majority of our students. Table #5 shows attrition between the Fall 2017 and Spring 2018 semesters for all institutional units.

Table #5: Fall 2017 to Spring 2018 Attrition by Institutional Unit

Unit	Fall 2017	Graduated in Fall '17	Adjusted Fall '17	Spring 2018	Attrition Rate
<i>Mayagüez Center</i>	252	0	252	242	4%
<i>San Juan Campus</i>	1372	71	1301	1243	5%
Total San Juan Campus	1624	71	1553	1485	4%
Miami Campus	929	32	897	936	-4%
Grand Total	2553	103	2450	2421	1%

Source: Albizu University Registrar Offices, San Juan and Miami Campuses

Enrollment Projections

To improve the development of enrollment projections by the campus Provosts and academic program directors during budget preparation, the Administration adopted a new projection tool. The tool is intended to provide evidential support for the budget requests of every academic program. A copy of the new enrollment projection table was required with each FY 2018-19 academic program budget request, estimating the numbers of returning and new students as well as the projected numbers of students leaving the program due to graduation and withdrawals. The estimated figures are defined by cohort. Figure #2 presents the projection template.

Figure #2: Albizu Enrollment Projection Table Template

Albizu University Campus _____ Enrollment Projection Table								
Program:					Budget Year			
Date of Estimation					Semester			
	Returning and New Students				Students Leaving the Program or in LOA			
Year in Program	Amount of Credits Per Student for the Semester	Enrolled Students Fall 2017	New Students to be Admitted Fall 2018	Estimated Attrition per year	Students Graduating this Semester	Students on LOA	Withdrawals	Total Students to be Enrolled Fall 2018
Year I - New Entrants								
Year II								
Year III								
Year IV								
Year V								
Year VI								
Year VII								
Year VIII								
Other								

Enrollment projections are partly based on recent historical trends. During the last three academic years, institutional and San Juan Campus enrollment for the Fall semester increased at a rate that ranged between 1% and 4% per year. Meanwhile, at the Miami Campus, enrollment decreased by almost 10% between the Fall 2016 and Fall 2017 semesters, attributed to internal management issues. A change of academic management in the Miami Campus was implemented for the Spring 2018 semester. Restructuring included the recruitment of a highly experienced acting provost and new staff for the Admissions and Recruitment areas, with corresponding local marketing funds allocated to further campus recognition in the South Florida market.

Table #6 details Albizu enrollment trends by academic unit and for the entire institution per session over the past three academic years.

Table #6: Enrollment by Session per Institutional Unit, AY 2015-16, 2016-17 & 2017-18

<u>Unit</u>	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018
<i>Mayagüez Center</i>	142	148	131	225	210	201	252	242	200
<i>San Juan Campus</i>	1218	1154	995	1185	1157	1007	1372	1243	1113
Total San Juan Campus	1360	1302	1126	1400	1367	1208	1624	1485	1313
Miami Campus	1050	1007	992	1030	1042	908	929	936	890
Grand Total	2410	2309	2118	2430	2309	2116	2553	2421	2103

Source: Albizu University Registrar Offices, San Juan and Miami Campuses

The previous table shows a pattern of a slight decrease in enrollment between the Fall and Summer semesters in each academic year, mainly due to students finishing their degrees in the Fall or Spring semesters.

In light of the recent trends previously discussed concerning Puerto Rican higher education institutions in general and Albizu University in particular, the following table projects the Fall enrollment for the upcoming three academic years for each of Albizu's institutional units. The projections considered the natural decrease due to graduation and withdrawals, the average enrollment increase of 2% per year, and the recent 98% retention of the student body as reported from each Fall semester to the next.

Table #7: Fall Semester 3-Year Enrollment Projection by Institutional Unit

<u>Unit</u>	Fall 2018	Fall 2019	Fall 2020
<i>Mayagüez Center</i>	257	262	267
<i>San Juan Campus</i>	1399	1427	1456
Total San Juan Campus	1656	1689	1723
Miami Campus	948	995	1015
Grand Total	2604	2684	2738

In line with the University's strategic priority of addressing regional and international opportunities, efforts have been made to cultivate relationships with institutions in the Caribbean Basin to identify potential new international students for Albizu's current academic offerings and continuing education workshops. These efforts, along with the aforementioned strategic priority initiatives, are intended to maintain healthy enrollment numbers, as projected above.

3. Given the previously described impact, provide a discussion and analysis of strategies and/or modifications the institution has implemented to ensure the rigor and quality of:

Curricula

In line with strategic priorities, the Institution maintained its curricular enhancement efforts during the period after the hurricanes, achieving the following milestones:

- The Puerto Rico Council on Education licensing agency approved two new programs: the Psy.D. in Counseling Psychology at the San Juan Campus and the expansion of the Interdisciplinary Baccalaureate to the Mayaguez University Center.
- The APA evaluation team conducted its planned visit in the spring of 2018 for the accreditation renewal of the Psy.D. in Clinical Psychology program at the San Juan Campus.
- The Ph.D. in Clinical Psychology program at the San Juan Campus received a 10-year accreditation renewal from APA, the longest period possible for a renewal, according to the new APA accrediting regulations.
- The Ph.D. in Human Services program at the Miami Campus transitioned to a hybrid instructional modality as of the Spring 2018 session.

Instructional delivery, including whether the institution continues to have sufficient faculty to meet the educational needs of students

The Institution continues to employ the same level of faculty members to meet the educational needs of students, in line with enrollment across the academic offerings. Figures on instructional personnel submitted for the 2017 IPEDS Human Resources Survey compared to the 2016 survey results confirm the maintenance of the level. The student-to-faculty ratio reported in the IPEDS Fall Enrollment Surveys also confirms a sufficient level of faculty to meet the educational needs of the students.

Table #8 Instructional Personnel Reported to IPEDS

	Fall 2017		Fall 2016	
	San Juan	Miami	San Juan	Miami
FTE instructional staff	89	44	91	49
Student-to-FTE-faculty ratio	14:1	18:1	14:1	17:1

Source: IPEDS 2016-17 and 2017-18 cycles, Human Resources and Fall Enrollment Surveys

Learning resources to support the institution's program of study and students' academic progress

Assessment processes have become an important element in the institutional improvement agenda at Albizu, where for the past few years we have adopted policies, set priorities, and allocated human and financial resources to promote and sustain their implementation. The ongoing assessment effort is built on the milestone achieved in AY 2013-14, when the Institutional Effectiveness Assessment Plan was revised in alignment with the 2013-18 Strategic Plan, which includes assessment as an institutional objective. The alignment resulted in a coherent, coordinated, university-wide effort to address the progress being made in the achievement of institutional goals.

Figure #3 illustrates the five components of the process of institutional effectiveness assessment at Albizu. It features the mission and goals at the heart of all institutional activities and defines the subsequent process to assess and respond to their achievement. The assessment of the institutional effectiveness cycle can be summarized as follows: (1) selection of assessment strategies to address specific issues; (2) development and implementation of strategies to gather and analyze data; and (3) update of the strategic plan based on assessment results and new developments at the Institution.

Figure #3: Albizu University Assessment of Institutional Effectiveness Model



When the assessment effort was first put into place, many assessment initiatives were implemented to meet the particular needs of academic and administrative units. Some resulted in the successful identification of new policies or processes while others have required further analysis and modification in order to be effective. During this past academic year, the Institution focused its efforts toward reinforcing a culture of institutional effectiveness assessment in all academic and administrative units, with positive impact in the FY 2018-19 budget approval process.

In the following pages, we provide a sample of cycles demonstrating assessment processes and the use of results to enhance institutional activities, categorized by strategic plan areas and objectives. In Table #9, we present several samples of assessment cycles from various offices and programs across the Institution that led to planning and budgetary decisions for the 2017-18 and 2018-19 academic years.

Table # 9: Sample of FY 2017-18 Institutional Effectiveness Assessment Initiatives

A. Institutional Center for Scientific Research, San Juan – Director: Dr. Guillermo Bernal

<i>Strategic Plan Goal</i>	<i>Strategic Plan Objective</i>	<i>Office Objective</i>	<i>Strategies</i>	<i>Assessments</i>	<i>Relevant Stakeholders</i>	<i>Assessment Results</i>	<i>Recommendations</i>	<i>Status</i>
Strengthen the legacy	Reinforce academic unit outcomes	Reinforce the technical training on research of faculty and students	Gather resources to provide workshops that help students and faculty with their reports, publications, and grant proposals	Present workshops in research design, research with secondary data sets, SPSS, and the publication of literature reviews	ICSR Director, academic program directors, students, and faculty	Four workshops presented in research design, research with secondary data sets, SPSS, and the publication of literature reviews; attendee ratings of the four workshops averaged 91% satisfaction	Present eight workshops during AY 2018-2019	Budget allocations for FY 2018-19 include continuing with the workshops
	Improve institutional image and visibility	Disseminate faculty and student research projects	Coordinate Albizu's Annual Symposium on Mental Health Research	Mental Health Research Symposium provides investigators an opportunity to showcase their work	Provosts, academic program directors, ICSR Director, students, and faculty	5th Annual Symposium on Mental Health Research held, with 105 attendees from other institutions	Conduct the 6th Annual Symposium on Mental Health and increase participation by 25%	Budget request approved for FY 2018-19

B. Continuing Education and Professional Studies, San Juan Campus - Director: Mrs. Luaida Oyola

<i>Strategic Plan Goal</i>	<i>Strategic Plan Objective</i>	<i>Office Objective</i>	<i>Strategies</i>	<i>Assessments</i>	<i>Relevant Stakeholders</i>	<i>Assessment Results</i>	<i>Recommendations</i>	<i>Status</i>
Strengthen the legacy	Progress to digital operations for academic and administrative affairs	1. Develop programs to address ever-changing educational needs, as well as the personal and professional advancement of the community	Conduct market research to determine areas of interest from professional organizations for the development of new curricular offerings	Develop courses and a workshop calendar for the remainder of AY 2017-18 and the upcoming AY 2018-19	Director, Provost	Creation of new courses to be offered through the program: licensing exam review, contemporary topics in psychology	Increase media exposure through print articles on topics related to courses and workshops offerings; increase social media presence	Meetings with admin staff and the company hired to work with the media
		2. Integrate academic course offerings with distance education technology to reach students in remote locations	Submit curricular design to regulatory entities; obtain approval as a services provider	Creation of administrative, and academic databases and fiscal templates	Director, Provost, IT	Encourage the use of independent learning; finalize online payment system	Increased promotion in social media of professional courses and certificate programs	Meetings with admin staff and the company hired to work with the media
Diversify sources of income	Capitalize on local, regional, and international opportunities	3. Work on extending programs and collaborative partnerships through virtual classrooms	Identify what is needed; place ads in social media; present business and government proposals	Visit and offer continuing education courses to potential partners; include courses and workshops of interest to industry and trade	Director, IT, Educational Technology	Review the work plans of government agencies and private companies that are potential customers	Become part of the contact network of government agencies and private companies	Now contacting government agencies and companies

C. Registrar's Office, San Juan Campus - Director: Maria de L. Rivera

<i>Strategic Plan Goal</i>	<i>Strategic Plan Objective</i>	<i>Office Objective</i>	<i>Strategies</i>	<i>Assessments</i>	<i>Relevant Stakeholders</i>	<i>Assessment Results</i>	<i>Recommendations</i>	<i>Status</i>
Strengthen our operational foundations	Strengthen organizational structure	Improve student satisfaction with the services of the Registrar's Office	Student satisfaction survey was conducted	Effective student satisfaction was achieved through student knowledge of the services	Registrar's Office personnel	74%, according to the latest student survey; improved results are anticipated with a new survey to be introduced for AY 2018-19	Update information as events occur during the semester; continuous improvement of office processes	Continue training staff on the necessary tools
		Increase the use of technology thru Ellucian Mobile and WebAdvisor	Services were promoted through three separate e-mail messages and an information brochure was distributed during the enrollment period of each term	The student community used the services	Registrar, Registrar Office staff, students, and IT staff	Comparison of enrollment of the previous term vs. the current term, with 80% of the students enrolling online	Lack of electricity following the hurricanes caused promotional mailings to be delayed; action is being taken to prevent this happening with future events	On-the-job training for students and office staff, for example, Orientation to New Enrollment

D. Psy.D. in Clinical Psychology, San Juan Campus - Director: Dr. Gabriela Sifre

<i>Strategic Plan Goal</i>	<i>Strategic Plan Objective</i>	<i>Program Objective</i>	<i>Strategies</i>	<i>Assessments</i>	<i>Relevant Stakeholders</i>	<i>Assessment Results</i>	<i>Recommendations</i>	<i>Status</i>
Strengthen the legacy	Progress to digital operations in academic and administrative affairs	Improve online academic courses in order to continue strengthening such offerings	Training offered to faculty members regarding online platforms such as Blackboard	Number of faculty members attending a workshop on online courses	Program director, IT personnel, faculty members	Two faculty members attended a workshop on online courses	Continue to increase the number of faculty members attending workshops on online courses	For Fall 2018, develop additional training on online platforms
Diffuse our history	Improve institutional image and visibility	Increase the amount of professional publications and presentations	Increase number of publications and professional presentations by faculty members	Number of professional publications and presentations	Faculty members, program director	28 peer-reviewed and book chapter publications, and 90 professional presentations by faculty members	Continue to increase the number of publications and professional presentations by faculty members	Encourage the publication of student doctoral dissertations when faculty members are co-authors

D. M.S. in Counseling Psychology Program, San Juan Campus - Director: Dr. Maria E. Paredes

<i>Strategic Plan Goal</i>	<i>Strategic Plan Objective</i>	<i>Program Objective</i>	<i>Strategies</i>	<i>Assessments</i>	<i>Relevant Stakeholders</i>	<i>Assessment Results</i>	<i>Recommendations</i>	<i>Status</i>
Strengthen our operational foundations	Strengthen organizational structure; reinforce academic unit outcomes	Obtain CEPR approval for the Psy.D. in Counseling Psychology program	Completed Psy.D. program proposal and submitted to CEPR	CEPR letter of approval and authorization to begin the Psy.D. Program in the Fall 2018 semester	Administration, program director, and faculty	As expected, CEPR approval received in spring of 2018	Recruitment of core faculty, adjunct professors, and practicum and internship coordinator; develop a publicity plan	FY 2018-19 budget approved to address personnel needs; admission process underway
Diversify sources of income	Capitalize on local, regional, and international opportunities	Create and implement a continuing education workshop to diversify educational experiences from the program	Animal-assisted interventions continuing education workshop developed from CPEC-606-Animal Assisted Therapy.	Develop and conduct one workshop during AY 2017-18	Program director, faculty, Continuing Education office, Provost's communication aide	Continuing education workshop offered on 5/26/18, with 15 participants, composed of mental health and allied health professionals	Improve advertising strategies; obtain continuing education credits approval on time; develop a professional certification	Course scheduled to begin in Fall 2018; budget approved to start animal-assisted therapy certificate program

E. Albizu Clinic, Mayagüez Center - Clinical Director: Dr. Melissa Bezares, Administrator: Mrs. Maria Muñoz

Strategic Plan Goal	Strategic Plan Objective	Office Objective	Strategies	Assessments	Relevant Stakeholders	Assessment Results	Recommendations	Status
Diversify sources of income	Capitalize on local, regional, and international opportunities	<p>1. Establish collaborative agreements with agencies to render psychological services, such as psychiatric hospitals, rehabilitation centers, schools, elderly care centers, and others</p> <p>2. Develop service contracts with other health professionals</p>	Identify institutions and reach agreements with other health professionals in the Western area of Puerto Rico to enrich student training through a multi-disciplinary perspective	<p>1. Assessment of outcomes from collaborative agreements, through student training evaluations</p> <p>2. Agreement for service fees</p> <p>3. Creation of contract for agreements with other health professionals</p>	Director of Clinical Training, Mayagüez Center coordinator, clinic administrator	<p>1. 39 collaborative agreements achieved</p> <p>2. Signed contract with a chiropractor who visits the clinic once a month for a multidisciplinary project</p>	Hire the following personnel to support expanded services and patient base: external practice coordinator, assistant director for clinical training, case manager	Submitted request to be included in FY 2018-19 budget

F. Psy. D. in Clinical Psychology, Mayagüez University Center – Director: Dr. Lourdes Santana

<i>Strategic Plan Goal</i>	<i>Strategic Plan Objective</i>	<i>Program Objective</i>	<i>Strategies</i>	<i>Assessments</i>	<i>Relevant Stakeholders</i>	<i>Assessment Results</i>	<i>Recommendations</i>	<i>Status</i>
Strengthen our operational foundations	Strengthen organizational structure; reinforce academic unit outcomes	Begin APA accreditation process; develop new elective courses; professional development of full-time faculty members	Develop timeline for accreditation process; field student survey on electives; faculty members will complete professional certifications	In its first phase, faculty members attend accreditation training; survey is administered; faculty members enroll in professional certification programs	Mayagüez Center director, Psy.D. program director, Psy.D. faculty	Faculty went to APA training in Las Vegas; two elective courses submitted to the curricular committee; faculty members completed certifications at local and foreign institutions	Approve budget for the Psy.D. program, hire new faculty members to improve student ratio and intellectual production; obtain support in hiring administrative staff	Submitted FY 2018-19 budget request to support faculty development and the accreditation process

Assessment of student learning outcomes

The University structures its assessment of student learning in a three-year calendar for developing student mastery of the institutional competencies, focusing assessment efforts on a few competencies per year rather than all competencies at once. Each academic program identifies the educational experiences to be assessed each year, selecting courses, practicum, and research modules and organizing them into three levels of experience: introductory, intermediate, and capstone. Plans are crafted according to the scheduled competencies for the cycle as listed in the following table.

Table #10: Institutional Competency Assessment Cycle

Competence	2016-17	2017-18	2018-19
1. Mastery of theory and practice in the chosen field of study	X		
2. Mastery of clinical /professional competencies		X	
3. Sensitivity to the cultural realities of diverse social groups		X	
4. Understanding, appreciation, and application of ethical principles and professional standards	X		
5. Information literacy		X	
6. Communication/interpersonal skills			X
7. Lifelong learning			X

Over the past few years, the academic programs have implemented a variety of direct assessment strategies to measure competency achievement, including oral and written reports, course examinations, reflective essays, case studies, research proposals, and clinical experiences. For capstone courses, most strategies involve summative experiences, such as the degree qualifying examination, final supervised practicum, and various stages of thesis or dissertation development.

Data collection tools and rubrics for assessment have been developed and modified by Albizu faculty using clinical experiences and research projects/theses, and many specialized assessment strategies are designed by faculty members on an as-needed basis.

Albizu's Institutional Committee on Student Learning Assessment (SLA), a forum composed of the academic program directors and assessment facilitators as well as the Director of Evaluation, Assessment, and Institutional Accreditation, resumed activities in the spring of 2018, analyzing the achievements so far of the assessment initiatives and reporting the status of the AY 2017-18 assessment plan per academic program. Scheduled competencies for assessment during AY 2017-18 were (from the chart above):

- 2. Mastery of clinical/professional competencies
- 3. Sensitivity to the cultural realities of diverse social groups
- 5. Information literacy

Due to the hurricane-related challenges faced during the Fall 2017 semester, assessment initiatives were partially disrupted. Nevertheless, SLA committee members were tasked with providing an updated summary of assessment initiatives completed during the Fall 2017 and Spring 2018 semesters. The updates revealed that assessment initiatives were implemented as scheduled for a significant percentage of the courses and other educational experiences planned for those semesters.

The program directors and assessment facilitators also reported on scheduled activities during the Summer 2018 semester as well as planned strategies to assess student mastery of the AY 2017-18 competencies during the upcoming academic year. For example:

- Faculty members of the Psy.D. in Clinical Psychology programs in San Juan and Mayagüez devoted AY 2017-18 to developing programmatic assessment rubrics, enabling adoption of the rubrics starting in AY 2018-19 throughout the program's educational experiences.
- Faculty members of the San Juan Campus Interdisciplinary Baccalaureate program are currently engaged in creating a new set of general education competencies, building them based on experiences garnered during the initial three years of the program.
- The Miami Campus Ph.D. in Human Services program transitioned to delivering all its courses in a hybrid modality (50% online and 50% campus-based) starting with the Spring 2018 semester. Assessment plans for AY 2017-18 and 2018-19 call for validating the mastery of the scheduled competencies within the new course modality.

SLA committee members identified the following areas to be considered when planning student learning assessment efforts for AY 2018-19:

- Continue the development of institutional and program-based rubrics to refine the assessment of scheduled competencies
- Continue to present the guidelines of the student learning assessment plan to faculty during the initial campus faculty meeting of the academic year
- Provide continuing education and frequent group training sessions for faculty in the academic programs on student learning assessment topics
- Expand opportunities for reflection at the campus and program levels to enable any needed adjustment of the assessment processes, including at the student services offices, in order to best gauge student academic experiences

On the following pages, we present a sample of course and programmatic student learning assessment activities conducted recently, including during the Fall 2017 and Spring 2018 semesters. Since our academic year includes a compulsory summer session, the AY 2017-18 summary will not be issued until the fall of 2018.

Psy.D. in Clinical Psychology program, San Juan Campus

The program faculty developed and initiated a pilot of ten new programmatic rubrics and related clinical practice experiences, based on results from student learning assessments conducted in AY 2015-16 and 2016-17. The new rubrics, which were included in the APA self-study report of September 2017, are Personality Report (MMPI), Rorschach Report, Case Presentation or Conceptualization, Dissertation Assessment for Colloquium (Proposal), Dissertation Assessment for Defense, Reflection Paper, Written Report/Essay, Assessment of Intelligence, Oral Communication, and Strategies and Techniques of Professional Consulting. During the upcoming academic year, the rubrics will be adopted.

Due to the hurricane-related disruptions, Fall 2017 and Spring 2018 semester efforts focused on evaluating and assessing the effectiveness of the clinical practicum and dissertation processes, both of which are fundamental academic learning experiences. Table #11 provides a summary of the assessment efforts.

Table #11: San Juan Campus Psy.D. in Clinical Psychology SLA AY 2017-18 Update

Institutional & Program Competencies	Assessed Courses & Experiences	Performance Indicators & Analysis	Results & Modifications
<p><i>Institutional:</i> Mastery of clinical competencies <i>Program:</i> #4: Professional values, attitudes, and behaviors #6: Assessment #7: Intervention #8: Supervision #9: Consultation and inter-professional/ interdisciplinary skills</p> <p><i>Institutional:</i> Sensitivity to the cultural realities of diverse groups <i>Program:</i> #3: Individual and cultural diversity</p>	<p>Six clinical practicum experiences: PRAC 591 & 592 (introductory), PRAC 593 & 594 (intermediate), PRAC 595 & 596 (capstone)</p>	<p>80% or more of the students obtained a minimum of 4 on a 5-point scale in the clinical practice evaluation rubric</p> <p>Data analysis was performed using results from the mid and final evaluations for communication skills areas</p>	<p>Clinical practicum mid evaluation: 100% of the students obtained 4 points on a 5-point-scale rubric</p> <p>Final evaluation: 22% of the students obtained more than 4 points but less than 5 points on a 5-point scale; 78% obtained a score of 5 points</p> <p>Faculty revised the mid-evaluation tool to provide clinical supervisors with challenging criteria aligned with APA competencies</p>
	<p>Dissertation colloquium and defense</p>	<p>80% or more of the students will pass the dissertation</p> <p>New rubrics were created for the colloquium/proposal presentation and the defense</p>	<p>Dissertation results: 100% of the students obtained 90% or more in the colloquium and defense evaluation rubric</p> <p>Faculty will refine the programmatic rubric during the upcoming year with the objective of creating a database to better validate student outcomes</p>

Ph.D. in Clinical Psychology program, San Juan Campus

The program has an ongoing practice of reflecting on the SLA process in the areas of clinical and research competencies. During AY 2017-18, its focus has been on reviewing the curricular sequence, with the addition of one course and one seminar. Specifically, during the Fall 2017 and Spring 2018 semesters, the program initiated the development of specific competencies related to family therapy through the addition of a course on the topic. In addition, clinical activities were reviewed with respect to the development of conceptualization competencies through the new Conceptualization and Formulation Seminar. Research competency development was implemented in 2015 with the Second Year Research Proposal course. Review of the student learning process for research component competencies is underway. The following table summarizes the assessment efforts.

Table # 12: San Juan Campus Ph.D. in Clinical Psychology SLA AY 2017-18 Update

Institutional & Program Competencies	Assessed Courses & Experiences	Performance Indicators & Analysis	Results & Modifications
<i>Institutional:</i> Mastery of clinical competencies <i>Program:</i> Intervention research <i>Institutional:</i> Sensitivity to the cultural realities of diverse groups <i>Program:</i> Individual & cultural diversity	PHCE-756 Emotions and Cognitions PHCL-755 Conceptualization and Formulation Seminar PHCP-753 Family Therapy RPIC-Research Practice: Second Year Research Proposal	80% of the students achieve 80% or more in the applicable competency in the courses PHCE-756, PHCL-755, & PHCP-753 80% of the students complete their second year research proposals by the end of their third years in the program	Data is currently under collection (for courses offered in the summer) or analysis First review of results shows achievement of competencies among 85%+ of students Faculty is undertaking an essential review of data collection tools and crafting programmatic rubrics to better gauge student outcomes, particularly in research and clinical competencies

M.S. and Ph.D. in Industrial and Organizational Psychology programs, San Juan Campus

Hurricane-related electricity disruptions in the Fall 2017 semester prompted changes to the teaching modality of the Statistics and Statistics Laboratory courses. A hybrid modality incorporated the use of the "flipped classroom" technique, allowing students to review the course content prior to arriving in the classroom. Student performance in the courses improved compared to the previous academic year. The program faculty agreed to conduct the Statistics Laboratory sections using the hybrid modality in the Fall 2018 semester, incorporating direct and indirect assessment strategies to validate student mastery of selected competencies.

The following table summarizes assessment efforts for AY 2017-18. A full-year report will not be completed until early in the fall of 2018, as the assigned summer courses (IPEC-764-50 Diversity and Inclusion Workplace, IOPC-681 Positive Occupational Health Psychology, and IOMO-615 Individual Practice Module 3) are now underway.

Table #13: San Juan Campus Ph.D. & M.S. in Industrial/Organizational Psychology SLA AY 2017-18 Update

Institutional & Program Competencies	Assessed Courses & Experiences	Performance Indicators & Strategies	Results & Modifications
<i>Institutional:</i> Mastery of professional competencies <i>Program:</i> Theoretical and practical knowledge of the foundations of psychology and industrial/organizational psychology as scientific disciplines	IPOC-569 Research Methods in Industrial/Organizational Psychology (Fall 2017)	80% of students mastered competencies Pre- and post-design implemented Continuous feedback was offered to students to achieve results	87% of students mastered competencies AY2018-19 change: Small-group research projects with the guidance of mentors and instructors Adoption of Sage Research Methods Project Planner: detailed research planning guide and resources on research competencies

<p><i>Institutional:</i> Sensitivity to the cultural realities of diverse groups</p> <p><i>Program:</i> Mastery of theories and applications of psychological influences in organizational behavior</p> <p><i>Institutional:</i> Information literacy</p> <p><i>Program:</i> Ability to locate, identify, access, retrieve, assess, organize, and use information pertinent to the discipline</p>	<p>IOPC-573 Group Interaction and Decision-Making (Spring 2018)</p>	<p>80% of students master competencies</p> <p>Two-stage assessment process</p> <p>Consultant intervention for two nonprofit organizations</p>	<p>95% of students mastered competencies, exceeding indicator expectations</p> <p>Faculty discussion underway to adopt nonprofit organizations project as part of the Capstone Project, starting in AY 2018-19</p>
	<p>IOMO-801 Research Paper Practicum (Spring and Summer 2018)</p>	<p>80% of the students master competencies</p> <p>Research study on organizational communication, leading to an article to be submitted to a scientific journal; the instructor provided continuous feedback for the research paper</p> <p>Weekly mentorship program in place</p>	<p>87% of students mastered assessed competencies</p> <p>As a result, a mentorship agreement form was developed for the next year's Mentorship Program, providing a blueprint for collaboration between students and mentors</p>

M.S. in Counseling Psychology program, San Juan Campus and Mayagüez Center

The AY 2017-18 assessment plan focused on the following programmatic competencies aligned with the corresponding institutional competencies:

- Develop the skills to become a counseling psychologist who is able to practice in a variety of work settings promoting professional identity
- Understand and demonstrate skills related to cultural sensitivity and individual differences, with social responsibility and commitment
- Develop the skills to be a discerning consumer of scholarly works and research, including studies of evidence-based interventions

Assessment efforts were disrupted by the hurricanes during the fall of 2017, and activities resumed by the spring of 2018. The following table provides an update of the assessment efforts conducted during the Fall 2017 and Spring 2018 semesters.

Table #14: San Juan Campus & Mayagüez Center M.S. in Counseling Psychology, SLA AY 2017-18 Update

Institutional & Program Competencies	Assessed Courses & Experiences	Performance Indicators & Strategies	Results & Modifications
<i>Institutional:</i> Mastery of professional competencies <i>Program:</i> Skilled practice of counseling psychology	CPFC-540 Life Span Human Development (Spring 2018)	80% of the students mastered competencies Pre- and post-design implemented: A clinical case analysis and an interview analysis	90% of the students mastered the assessed competency in post-course assessment, exceeding expectations 60% showed mastery in the pre-test, which was below expectations
<i>Institutional:</i> Sensitivity to cultural realities <i>Program:</i> Cultural sensitivity with social responsibility and commitment	CPFC-588 Theory of Test and Test Construction (Spring 2018)	80% of the students mastered competencies Pre- and post-design implemented: Construction of a test	90% of the students mastered competencies in post-course assessment 77% showed mastery in the pre-test, which was below expectations
<i>Institutional:</i> Information literacy <i>Program:</i> Discerning consumers of scholarly works and research			

			<p>Inclusion of the pre-intervention-post-assessment strategy was deemed effective</p> <p>Need to revise assessment instruments (e.g. rubrics) to increase the thoroughness of outcome validation</p>
	CPCP-630 Practicum III (Spring 2018)	<p>80% of the students mastered competencies</p> <p>Final practicum evaluation was used to assess mastery of professional competency and a clinical case formulation was used to assess sensitivity to cultural realities and information literacy</p>	<p>100% of students mastered competencies, exceeding indicator expectations for post assessment</p> <p>54% showed mastery in the pre-test, which was below expectations</p> <p>Inclusion of the pre-intervention-post assessment strategy was deemed effective</p> <p>Need to revise assessment instruments (e.g. rubrics) to increase the thoroughness of outcome validation</p>

A full-year report will be prepared in the early fall of 2018, as results and analysis for assigned summer courses (CPEC 539-1 Interviewing Techniques, Animal Assisted Therapy, and CPCC-603 Theories of Group Therapy) are currently underway.

M.S. in Speech-Language Pathology program, Miami Campus

For the Fall 2017 and Spring 2018 semesters, the assessment plan implemented included program competencies aligned with these institutional competencies:

- 2. Mastery of Clinical/Professional Competencies
Programmatic competency: Graduates demonstrate mastery of the clinical/professional skills deemed relevant to their areas of specialization. When appropriate, the American Speech-Language-Hearing Association (ASHA) professional accreditation standards will be used to develop standards of performance and levels of mastery.
- 3. Sensitivity to the cultural realities of diverse social groups
Programmatic competency: Graduates demonstrate psychosocial and humanistic qualities, as well as a responsibility toward and sensitivity to clients/patients and their families, the profession, and society. Graduates respect the personal values and the cultural, social, and economic backgrounds of others.
- 5. Information literacy
Programmatic competency: Graduates recognize their individual information needs and know how to locate, identify, access, retrieve, evaluate, organize, and use information. The information obtained is translated into knowledge, insight, and understanding.

Each program competency was assessed in courses at introductory, intermediate, and capstone levels. All courses included both pre- and post-course assessment activities. The results of the assessment strategy were positive, as the performance standard of at least 80% of the students reaching 80% of the stated competency level was met and/or exceeded for all competencies for all courses in all semesters. Assessment efforts are continuing during the Summer 2018 semester. A full-year report is due by early in the fall of 2018. The following table presents the modifications made to specific courses as well as to the overall academic program as a result of the assessment efforts.

Table #15: Modifications and Actions on Educational Strategies Resulting from Student Assessment, M.S. in Speech and Language Pathology Program, Miami Campus

Semester & Course	Modifications
Fall 2017 MSLP-541 Basic Audiology	Inclusion of case studies on topics with which students seemed to need extra help and addition of extra-credit assignments to address content that students struggled with
Fall 2017 MSLP-550 Articulation Disorders: Assessment and Therapy	Changes in the presentation of material, including rewording and the use of italicization, to draw student attention to important material; strategy adopted for all courses as of AY 2018-19
Fall 2017 MSLP-652A Assessment and Differential Diagnosis of Communication	Individual mentoring of students facing difficulties mastering the competency to assist them with reviewing the material
Spring 2018 MSLP-540 Anatomy and Physiology and Speech and Hearing Mechanism	Inclusion of case studies on topics with which students seemed to need extra help and addition of a research poster presentation to improve understanding of research
Spring 2018 MSLP-551 Phonological Disorders: Assessment and Treatment	Additional sessions focused on therapy and closer relationships with clinical supervisors; strategy adopted for all courses as of AY 2018-19
Spring 2018 MSLP-653 Neurogenic Disorders in Adults	Individual meetings with students, the option to take a comprehensive final, and a lecture focused on writing mechanics in research; strategy adopted for all courses as of AY 2018-19

The University has continued to evolve in the design and implementation of student learning assessment over the course of the past academic year, with accomplishments and challenges.

Among the accomplishments worth mentioning are:

- Faculty and students have welcomed the merits of student learning assessment, with implementation of the process institution-wide.
- Many academic programs have analyzed results and incorporated changes into their programs and courses to improve the curriculum sequence, course content, teaching methodologies, and assessment strategies.

The challenges ahead include:

- Continued training of faculty members, particularly adjuncts, on the merits of assessment and its value as a resource to demonstrate achievements and identify areas in need of improvement in programs and courses.
- Continued improvement of data collection and storage, as well as ongoing acknowledgement of its use in demonstrating instructional effectiveness.
- Continued development and use of institutional and programmatic rubrics to fine-tune the assessment of student performance.

The student experience and learning opportunities

Despite the significant impact of the September 2017 hurricanes on Puerto Rico and South Florida, which affected all of Albizu University's institutional units, every unit is currently fully operational. Table #16 defines the period of institutional recess due to unsafe climate conditions for the San Juan Campus and its additional location in Mayagüez during September and October 2017 and for the Miami Campus in September 2017. The table also provides the dates when administrative, academic, clinical training, and service activities were resumed at each campus.

Table #16: Schedule of Institutional Recess and Resumed Activities per Campus

Hurricane	Campus	Institutional recess for all academic activities	Administrative activities resumed	Academic/ administrative activities fully resumed
Irma	San Juan *	September 6–10, 2017	September 11	September 11
	Miami	September 7–12, 2017	September 12	September 13
Maria	San Juan*	Sept. 19–Oct. 9, 2017	October 2	October 10

*Note: The San Juan Campus includes the San Juan location and the Mayagüez University Center on the Western side of Puerto Rico.

Continuous academic support and administrative functions

After the devastating impact of Hurricane Maria on the institutional units in Puerto Rico, administrative operations resumed on October 2 despite the lack of electric power and running water at the time. During the period immediately following the hurricane, the Institution's use of cloud-based technologies allowed for administrative operation without major interruption, enabling access to academic records, clinical training and services files, and payroll/human resources documents.

Academic, personnel, and administrative transactions required by internal constituents and external agencies were taken care of and completed on time thanks to this safety measure and the assistance of the corresponding Miami Campus personnel. This enabled us to focus on refurbishing our facilities and reestablishing a technological infrastructure conducive to a certain degree of normalcy under extraordinary circumstances for all academic, clinical training and clinical services and to resume activities in San Juan and Mayagüez by October 10.

Emergency communication vehicles

As part of the preparedness for both hurricanes, the Institution established a WhatsApp phone messaging account for Central Administration, the Provost of each campus, key directors, and other individuals involved in urgent communications and relief efforts, ensuring a 24/7 communications vehicle and information flow. Additionally, the Information Technology team set up an emergency contact system that attempted to reach every member of the University community—students, staff, faculty, campus-based non-faculty members, institutional directors, the President and his staff—serving as an essential communications vehicle for institutional messages as well as a method of tracking which university community members had been successfully contacted. The system delivered institutional messages after the hurricane to keep the Albizu community informed of all pertinent developments. Messages from the President and the San Juan Campus Provost were issued by e-mail, phone, text messaging, and Albizu social media accounts.

Mental wellness support and media presence of the Institution

Beginning with the first day after Hurricane Maria impacted Puerto Rico, a significant number of faculty members, clinical supervisors, and students from the San Juan Campus and Mayagüez University Center formed response teams, organized prior the hurricanes, to provide psychosocial support and services throughout the Island to a wide array of nonprofit institutions, government-run shelters, schools, and elder-care institutions, among others. Faculty, students, and clinical supervisors from the following programs participated in these efforts: Doctor in Clinical Psychology (Psy.D. and Ph.D.), Master of Science in Counseling Psychology, and Master of Science in School Psychology.

Updating the information provided in the December 2017 report on the Institution's efforts to provide mental wellness outreach and psychosocial support, Albizu faculty and students reached over 15,000 individuals across the Island from September 22, 2017, through June 30, 2018. This population is well beyond the normal flow to the

Albizu clinics in San Juan and Mayagüez, therefore expanding our clinical training and services footprint by more than 175 psychosocial support venues as described above and countering the damage suffered by the closing of 35 practice sites island-wide.

The community service activities of the institution also provided additional supervised clinical practice venues for more than 200 students who needed to make up clinical training hours lost through the interruption of academic and clinical training activities due to the hurricanes.

The Miami Campus also provided an emergency hotline for mental counseling support through the on-campus Goodman Center clinic. The hotline was in operation through the early spring of 2018.

Albizu's media presence increased during the spring and summer of 2018 due to significant outreach by the San Juan Provost and various faculty members that resulted in media coverage. Faculty members have been featured in local, national, and international media venues, offering counseling support and providing suggestions and recommendations for dealing with natural disasters. In late May, local and international media coverage of Albizu's efforts further increased following the release of the interdisciplinary study on the mortality rate in Puerto Rico resulting from the aftermath of Hurricane Maria.

A group of Albizu doctoral students under the leadership of Dr. Domingo Marqués, Associate Professor in the San Juan Campus Psy.D. in Clinical Psychology program, served as part of a team of researchers conducting a landmark all-cause mortality study across Puerto Rico following the devastation of Hurricane Maria. Dr. Marqués was a co-author of the study, which concluded that the original Hurricane Maria mortality estimate from government officials was likely to be a substantial underestimate. The research was conducted in January and February 2018 through a collaborative effort between the T.H. Chan School of Public Health at Harvard, other Harvard departments such as the FXB Center for Health and Human Rights, Carlos Albizu University in Puerto Rico, and the University of Colorado School of Medicine.

The interdisciplinary study, released online on May 29 in the *New England Journal of Medicine*, determined that the mortality rate in Puerto Rico rose by 62% in 2017 following Hurricane Maria. To assess the all-cause mortality resulting from Hurricane Maria, fieldwork conducted by Albizu's team of faculty and doctoral student researchers surveyed 3,299 households across Puerto Rico, stratified by remoteness, asking questions about the age, gender, and cause of deaths in the households in 2017. They also asked respondents about infrastructure disruptions

and access to healthcare following the hurricane. There was a strong correlation between the remoteness of households and their loss of infrastructure. Appendix #2 includes an abstract of the study with the list of researchers as well as some of the media clippings covering the study release.

Caring and empathetic institutional environment

As stated in the December 2017 SIR, the Institution conducted a needs inventory in early October 2017 that identified over a dozen employees and close to 60 students grappling with major damage to or the total loss of their homes. The University provided weekly grants for a month (based on individual needs) to these employees through its catastrophic fund, part of the institutional budget. Students were provided with support as funds became available, channeled through the Dean of Students Office. The Miami Campus community conducted a donation drive to support an employee/student fund that has been diverted to the catastrophic fund for the needed disbursements.

With power outages throughout the Island the norm through the end of 2017, the San Juan Campus arranged for a power generator in order to provide a sense of normalcy for students and staff. Electricity and air conditioning services were maintained for 12 hours a day (8:00 a.m. to 8:00 p.m.) through the third week of November 2017. Based on safety concerns expressed by students to the Provost, a reduction of one hour of face-to-face class time during evening classes was enacted during the Fall 2017 semester with state licensing agency and U.S. Department of Education approval. The measure was in accordance with Albizu's credit hour policy.

In addition, the Dean of Students implemented a set of activities to encourage open conversation on hurricane experiences and professional counseling opportunities, with the direct result of reducing withdrawal by students, thus improving our retention during the extraordinary period following the hurricanes. In the Fall 2017 semester, the Dean of Students issued 116 special arrangements for study, permitting distance education options and a limited number of transfers to Albizu's Miami Campus or other higher education institutions in the United States. The following table summarizes the results of counseling and retention efforts led by the Dean of Students.

Table #17: San Juan Campus Dean of Students Post-Hurricane Maria Activities

Professional Counseling	
October to December 2017	239 students
January to June 2018	545 students
Retention Activities	
October to December 2017	<ol style="list-style-type: none"> 1. Sharing hurricane experiences, with snacks and motivational speakers 2. Suicide Prevention Day 3. Follow-up with students to avoid withdrawals by assessing needs and providing special arrangements * 4. Discussion of specific student cases with academic directors 5. Spa Day 6. Workshop for undergraduate students on APA research paper style 7. First aid and personal articles boxes distributed to students 8. Needs assessment inventory of students in undergraduate and master's programs 9. Christmas Season kick-off activity
January to June 2018	<ol style="list-style-type: none"> 1. Publication of the magazine <i>Heroes de la Albizu</i> in recognition of the students who worked with communities following the hurricanes 2. Distribution of 140 meal vouchers to students and employees 3. Workshop for undergraduate students on emotional intelligence 4. Workshop on healthy interpersonal relationships 5. Wellness fair, including health services and clinics, yoga sessions, and stress management techniques

*A total of 116 special arrangements were granted to students, including online programs and transfers to campuses in the mainland United States

Source: Albizu University, San Juan Campus Dean of Students

Impact on the institution's ability to support upcoming accreditation activities

The Albizu community has faced unprecedented circumstances during the past ten months, proving its resiliency and commitment to our mission. As noted in the December 2017 SIR, the situation posed a challenge to the time and effort required for the self-study, particularly in the early organizing stages.

Albizu is extremely grateful for the delay granted by MSCHE for the self-study evaluation visit leading to the reaffirmation of our institutional accreditation in 2020-2021. The extra time will allow us to finalize the assessment of the current strategic plan and complete the process of obtaining institution-wide input for the development of the new 2018-21 Strategic Plan, an important prelude to the self-study.

As agreed, we will begin our self-study and submit our self-study design in the fall of 2018. We will also establish the required steering committee and working groups to begin working in the fall.

4. *Are the strategies and modifications identified in the Question #3 above permanent? Provide an analysis of how the institution intends to continue to ensure the quality of education and services for students as it manages the on-going effects of the impact of the hurricanes.*

All the strategies and modifications identified in the response to Question #3 are permanent in nature, except for the academic calendar modifications for the Fall 2017 semester and the intensity of sociopsychological outreach services rendered by Albizu faculty, students, and clinicians in communities throughout the Island directly following the hurricanes. It is important to note that the clinical outreach programs continue in certain remote areas in order to maintain and complete ongoing interventions according to specific protocols. Also, the San Juan Campus has continued providing community clinical outreach support in association with governmental agencies, municipalities, and non-governmental organizations, thereby enhancing training experiences for students.

Albizu's Institutional Committee on Student Learning Assessment, consisting of academic directors and faculty facilitators throughout the University, discussed in the spring of 2018 the state of student learning assessment activities for AY 2017-18. Most of the academic programs have implemented assessment strategies and partial reports were crafted. Final program reports for AY 2017-18 are due in September 2018, as the summer semester is still in progress at the Miami Campus. Some academic programs will conduct additional assessments during AY 2018-19 to validate student achievement of the scheduled AY 2017-18 institutional competencies.

5. *Have significant developments occurred with regard to the following areas since the submission of the institution's December 1, 2017, Supplemental Information Report? Please describe those developments, providing details as indicated.*

Changes to the academic calendar stemming from the impact of the hurricanes

Due to the recovery efforts described previously, changes to the academic calendar applied only to the Fall 2017 semester. Since the Fall semester ended in December 2017, only a few days beyond the original end date, no additional changes to the academic calendar were necessary for the Spring and Summer 2018 semesters. The following changes to the academic calendar were implemented due to interruptions caused by the hurricanes:

- The Miami Campus observed a five-day institutional recess in September 2017 following Hurricane Irma, so the semester was extended accordingly, ending by the third week of December.
- The San Juan Campus, including its Mayagüez University Center, lost 19 days (Monday through Saturday sessions) due to weather-related recesses. The Institution was authorized by CEPR (the state licensing agency) and the U.S. Department of Education to reduce direct contact time during evening classes for safety reasons and in accordance with the institutional credit-hour policy. A reduction of one week of the Fall 2017 semester was also authorized. Furthermore, several holidays were used as class days, allowing the semester to end by December 23.

The following table lists key academic calendar dates, per campus, including rescheduled extensions of classes, final exams, and the beginning of the Spring 2018 semester.

Table #18: Revised Academic Calendar Key Dates

Key Dates, 2017-18	San Juan/Mayagüez	Miami
Classes resume	September 11 (post-Irma) October 10 (post-Maria)	September 13
Classes in session	November 11 (Veterans Day) Nov. 20 (Discovery PR Day)	Veterans Day Holiday observed
Thanksgiving recess	November 23 & 24	November 23 to 26
Classes end	December 16	December 14
Final Exam period	December 18 to 23	December 15 to 21
Grades posted	December 30	December 23
Spring semester start	January 16	January 8

Appendix #3 provides evidence of U.S. Department of Education approval of the academic calendar and instructional time modifications.

The establishment of temporary sites or sites for instruction

The University was able to maintain its instructional sites in Puerto Rico and the state of Florida, as authorized by the corresponding licensing agencies and listed in our Statement of Accreditation. Consequently, no temporary sites were established.

Partnerships with another educational entity to deliver instruction to students

The University did not need to establish partnerships with another educational entity to deliver instruction to students as a result of the aftermath of the hurricanes.

Institution's status with regard to Title IV student aid eligibility

The University continues with eligibility for and in full compliance with Title IV, thanks to our efforts to resume operations within a short period of time and to revise the academic calendar to allow students to finish the Fall 2017 term within the proper timeframe, based on the institutional credit hour policy approved in 2015 by MSCHE. Appendix #4 provides evidence of Albizu's Title IV eligibility.

As stated in our December 2017 report, the University has submitted in a timely manner all required U.S. Department of Education reports, including IPEDS and updates to Title IV managers on academic calendar changes. The assistance of the Miami Campus with administrative tasks required of the San Juan Campus and the Presidency was essential during the first few weeks after Hurricane Maria.

6. Describe any other adverse impacts experienced by the institution that it may be important for the Commission to know about.

As expressed in the December 2017 SRI, the only other adverse impact experienced by the Institution has been with the accreditation activity calendar. The hurricane recovery posed a challenge to the time and effort Albizu had intended to dedicate to the self-study, particularly in the organizing stages. We are grateful that the Commission approved an extension of our accreditation for one year, providing Albizu with the needed time to launch the self-study that will lead to the Evaluation Committee visit, now scheduled for the spring of 2021. During the Spring 2018 semester, Albizu resumed its institutional assessment process and the development of the 2018-21 Strategic Plan.

CONCLUSION

As stated in our December 2017 Supplemental Information Report and reconfirmed in this report, Albizu's community has shown strong resiliency in the aftermath of the devastating hurricanes of September 2017. In the very first moment after the winds and rain subsided, the university community began to work toward restoring the normalcy of all institutional activities. Every day posed challenges due to the prolonged recovery of electric power service in Puerto Rico. It was essential for the Board of Trustees, the President, and all institutional leaders to maintain a sense of cohesion, thus diminishing the uncertainty of university affairs in order to better counter the challenges and upheaval experienced in Puerto Rico for many months after the hurricanes.

In spite of these circumstances, we have been grateful to unequivocally demonstrate our university community's adherence in every task to our mission and to the driving belief of our founder Dr. Carlos Albizu Miranda that "love reaches beyond knowledge." The actions outlined showcase this perspective, promising successful new chapters for Albizu.

Appendix #1: Summary of damages sustained from Hurricanes Irma and Maria

While physical and technological infrastructure damage posed challenges and potential difficulties in maintaining student and academic program services, the Institution furnished resources to mitigate any limitations. Miami Campus personnel resources completed San Juan Campus and Central Administration tasks in order to keep the University operational during the weeks after Hurricane Maria. Through creative planning, we were able to undertake our normal operations in these areas and even further them, particularly in counseling and tutoring services.

Following is a list of the major damage suffered by the Institution through the impact of the hurricanes, with repairs covered through the University's general operational fund, insurance policy compensation, and our catastrophic fund reserve.

San Juan Campus

- The roof of the campus building suffered significant damage due to Hurricane Maria, destroying our campus auditorium and its equipment as well as a computer laboratory with 30 desktop stations. As of July 2018, construction of a new roof and auditorium and the refurbishing of the computer laboratory are scheduled to be completed by the fall of 2018.
- A third-floor acoustic ceiling was extremely damaged after Hurricane Irma. The ceiling was replaced in time for the resumption of classes. With Hurricane Maria, the ceiling was removed for protection and replaced by early October.
- The San Juan Campus Library collection sustained water filtration and excess humidity damages, requiring specialized cleaning of all volumes and the library hall and rooms. During the rest of the Fall 2017 semester, limited access to the Library facilities, services including study rooms and tables, printers, and photocopying machines were distributed throughout the hallways of the campus. The Library repairs and cleaning was completed in January, in time for the start of the Spring 2018 semester.
- Flooding caused damage to three classrooms and the Psy.D. in Clinical Psychology faculty office spaces, including furniture. Cleaning, repairs, and furniture replacement were completed by mid-October 2017.
- A power generator was rented prior to Hurricane Irma, providing electricity and air-conditioning to the entire campus building. Daily fueling and weekly maintenance were in place from October through the third week of November, when the electric power was restored. In June 2018, the BoT approved the acquisition of a new power generator, replacing the rented one.

- The rented office space of the Central Administration (BoT and Presidency) in an Old San Juan building sustained flooding damage. A lack of power and running water in the entire building made the office space a health hazard, and employees were relocated to offices throughout the San Juan Campus. At the time of the hurricanes, the Institution was engaged in restoring a University-owned building on Luna Street, a block away from the San Juan Campus, to house the offices of the Board of Trustees and Central Administration. During the Spring 2018 semester, the restoration was completed and in April 2018 employees were able to occupy the newly restored site.

Mayagüez University Center

- Minor flooding damage was quickly repaired. Since electric power and running water services were restored in the Downtown Mayagüez area by early October, classes and clinical activities were able to resume without requiring a power generator.

Miami Campus

- Hurricane Irma resulted in roof and ceiling damages and flooding of various classrooms. Repairs and cleaning were completed within a week. A power generator was acquired in September and used for the first week after the hurricane due to a lack of electric power.



Puerto Rico All-Cause Mortality Study

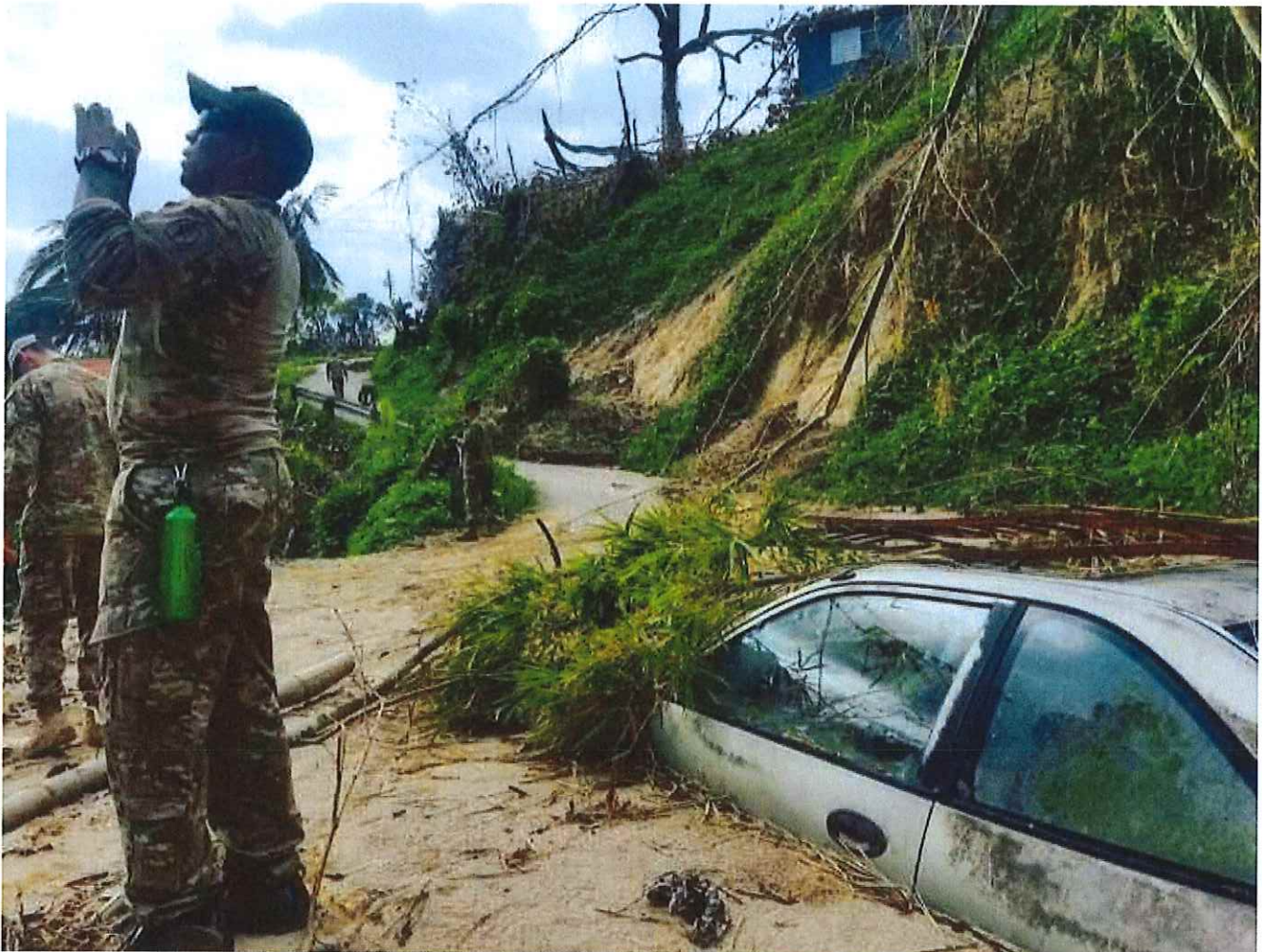


Photo: Domingo Marqués

A team of researchers from the FXB Center for Health and Human Rights at Harvard University contributed to a landmark all-cause mortality study across Puerto Rico following the devastation of Hurricane Maria. The study concluded that the original estimate of 64 excess deaths due to Hurricane Maria is likely to be a substantial underestimate. The study was conducted in January and February 2018, in collaboration with colleagues from Harvard T.H. Chan School of Public Health, Carlos Albizu University in Puerto Rico, and the University of Colorado School of Medicine.

According to this interdisciplinary study released May 29 online at the *New England Journal of*



HARVARD FXB
CENTER FOR HEALTH AND HUMAN RIGHTS

62% [95 % CI 11% to 114%] in 2017, after
inary study, to which the Harvard FXB
nificantly, suggest both the official Puerto

Rican death registry numbers of 64 excess deaths and other reports have seriously underestimated the death toll attributable to Hurricane Maria. The study illustrates the limitations of calculating mortality rates in disasters from death certificates alone. The study also offers insight into the effects on health of damage to infrastructure and delays in its repair. About one-third of the additional deaths arose from lack of access or delayed access to healthcare, most likely from infrastructure damage.

To assess the all-cause mortality resulting from Hurricane Maria, researchers conducted a survey of 3,299 households across Puerto Rico, stratified by remoteness, asking questions about the age, gender, and cause of deaths in the households in 2017. They also asked respondents about infrastructure disruptions and access to healthcare following the hurricane. There was a strong correlation between the remoteness of households and their loss of infrastructure.

On average, households went 84 days without electricity, 68 days without water and 41 days without cellular coverage after the hurricane and until December 31, 2017. In the most remote areas, 83% of households were without electricity for this entire time period. Substantial population displacement occurred, both in and out of surveyed households.

“Mortality in Puerto Rico after Hurricane Maria,” Nishant Kishore, Domingo Marqués, Ayesha Mahmud, Matthew Kiang, Irmay Rodriguez, Arlan Fuller, Peggy Ebner, Cecilia Sorensen, Fabio Racy, Jay Lemery, Leslie Maas, Jennifer Leaning, Rafael Irizarry, Satchit Balsari, Caroline O. Buckee, *New England Journal of Medicine*, online May 29, 2018, doi: 10.1056/NEJMSa1803972

Link to database.

New York Times article: New Study Estimates Hurricane Maria Death Toll in Puerto Rico Could Exceed 4,000



SPECIAL ARTICLE

Mortality in Puerto Rico after Hurricane Maria

Nishant Kishore, M.P.H., Domingo Marqués, Ph.D., Ayesha Mahmud, Ph.D., Mathew V. Kiang, M.P.H., Irmay Rodriguez, B.A., Arlan Fuller, J.D., M.A., Peggy Ebner, B.A., Cecilia Sorensen, M.D., Fabio Racy, M.D., Jay Lemery, M.D., Leslie Maas, M.H.S., Jennifer Leaning, M.D., S.M.H., Rafael A. Irizarry, Ph.D., Satchit Balsari, M.D., M.P.H., and Caroline O. Buckee, D.Phil.et al.

July 12, 2018

N Engl J Med 2018; 379:162-170

DOI: 10.1056/NEJMsa1803972

Article**Figures/Media**

Metrics

41 References

Abstract

BACKGROUND

Quantifying the effect of natural disasters on society is critical for recovery of public health services and infrastructure. The death toll can be difficult to assess in the aftermath of a major disaster. In September 2017, Hurricane Maria caused massive infrastructural damage to Puerto Rico, but its effect on mortality remains contentious. The official death count is 64.

METHODS

Using a representative, stratified sample, we surveyed 3299 randomly chosen households across Puerto Rico to produce an independent estimate of all-cause mortality after the hurricane. Respondents were asked about displacement, infrastructure loss, and causes of death. We calculated excess deaths by comparing our estimated post-hurricane mortality rate with official rates for the same period in 2016.

RESULTS

From the survey data, we estimated a mortality rate of 14.3 deaths (95% confidence interval [CI], 9.8 to 18.9) per 1000 persons from September 20 through December 31, 2017. This rate yielded a total of 4645 excess deaths during this period (95% CI, 793 to 8498), equivalent to a 62% increase in the mortality rate as compared with the same period in 2016. However, this number is likely to be an underestimate because of survivor bias. The mortality rate remained high through the end of December 2017, and one third of the deaths were attributed to delayed or interrupted health care. Hurricane-related migration was substantial.

CONCLUSIONS

This household-based survey suggests that the number of excess deaths related to Hurricane Maria in Puerto Rico is more than 70 times the official estimate. (Funded by the Harvard T.H. Chan School of Public Health and others.)

Introduction

THE TROPICAL CYCLONE HURRICANE MARIA MADE LANDFALL IN PUERTO RICO, A territory of the United States, on September 20, 2017. It compounded the destruction caused by Hurricane Irma 2 weeks earlier, damaging roads and interrupting the water supply, electricity, telecommunications networks, and access to medical care.¹⁻³ Maria caused an estimated \$90 billion in damages, making it the third costliest tropical cyclone in the United States since 1900.⁴ Thousands of persons were displaced from their homes, seeking shelter elsewhere in Puerto Rico or on the mainland United States.⁵ Accurate estimates of deaths, injuries, illness, and displacement in the aftermath of a disaster such as Hurricane Maria are critical to the immediate response, as well as for future risk reduction and preparedness planning. However, public health surveillance is extremely challenging when infrastructure and health systems are severely damaged.

In early December 2017, the official death count in Puerto Rico stood at 64,⁶ but several independent investigations concluded that additional deaths attributable to the hurricane were in excess of 1000 in the months of September and October.⁷⁻⁹ According to the Centers for Disease Control and Prevention, deaths can be directly attributed to a tropical cyclone if they are caused by forces related to the event, such as flying debris, or if they are caused by unsafe or unhealthy conditions resulting in injury, illness, or loss of necessary medical services.¹⁰ In Puerto Rico, every disaster-related death must be confirmed by the Institute of Forensic Sciences. This requires that bodies be brought to San Juan or that a medical examiner travel to the local municipality to verify the death,¹¹ often delaying the issuance of death certificates. Furthermore, although direct causes of death are easier to assign by medical examiners, indirect deaths resulting from worsening of chronic conditions or from delayed medical treatments may not be captured on death certificates. These difficulties pose substantial challenges for the accurate and timely estimation of official all-cause hurricane-related mortality. The Puerto Rican government has commissioned an external review of the death-registry data as a result of these issues.^{12,13}

FW: Fallow up conversation

Rivera Laboy, Carmen

Mon 11/20/2017 11:17 AM

To: Meléndez, Rafael <rmelendez@albizu.edu>;

From: Gonzalez, Lydia [mailto:Lydia.Gonzalez@ed.gov]
Sent: Thursday, October 5, 2017 5:04 PM
To: Rivera Laboy, Carmen <crivera@albizu.edu>
Subject: RE: Fallow up conversation

You are welcome Carmen !

I am glad, and it is my pleasure to provide your with some help (within the guidelines) with this tremendous challenge that you guys are dealing with in PR.

Lydia

From: Rivera Laboy, Carmen [mailto:crivera@albizu.edu]
Sent: Thursday, October 05, 2017 4:55 PM
To: Gonzalez, Lydia
Cc: Early, Jeremy
Subject: Re: Fallow up conversation

I appreciate your guidance in this matter. Your had work very hard with PR schools.

Thank you again !!!

Carmen E. Rivera Laboy
Decana de Estudiantes y
Oficial de Cumplimiento
Universidad Carlos Albizu
Recinto de San Juan
(787)725-6500 ext. 1560

Sent from my iPhone

On Oct 5, 2017, at 4:51 PM, Gonzalez, Lydia <Lydia.Gonzalez@ed.gov> wrote:

Ms. Rivera,

Thank you for providing the clarification, and again, this is okay with the Department as long as it is okay with your state and accrediting agencies.

Lydia

From: Rivera Laboy, Carmen [<mailto:crivera@albizu.edu>]

Sent: Thursday, October 05, 2017 4:48 PM

To: Gonzalez, Lydia

Cc: Early, Jeremy

Subject: Re: Follow up conversation

The correct statement Is provide half of the classroom time as seat time and the other half in alternative instructional mode

Carmen E. Rivera Laboy
Decana de Estudiantes y
Oficial de Cumplimiento
Universidad Carlos Albizu
Recinto de San Juan
(787)725-6500 ext. 1560

Sent from my iPhone

On Oct 5, 2017, at 3:46 PM, Gonzalez, Lydia <Lydia.Gonzalez@ed.gov> wrote:

Good afternoon Ms. Rivera.

Regarding your question about modifying your credit hour policy from 1 hour and 2 outside work to ½ and 2.5 outside classroom due to the curfew as a result of hurricane Maria which affects your evening class for the Master and Doctorate program, the Department is okay as long as the accrediting agency and the state is okay with the modification.

Best regards,

Lydia Gonzalez
Sr. Institutional Review Specialist
Program Compliance
New York/Boston

From: Rivera Laboy, Carmen [<mailto:crivera@albizu.edu>]

Sent: Wednesday, October 04, 2017 6:24 AM

To: Gonzalez, Lydia

Subject: Fwd: Follow up conversation

Carmen E. Rivera Laboy
Decana de Estudiantes y
Oficial de Cumplimiento
Universidad Carlos Albizu
Recinto de San Juan
(787)725-6500 ext. 1560

Sent from my iPhone

Begin forwarded message:

From: crivera@albizu.edu
Date: October 3, 2017 at 3:37:16 PM AST
To: lidia.gonzalez@ed.gov
Subject: Follow up conversation

Dear Lidia:

I want to thank you for your good thoughts for our schools in Puerto Rico and your concern for our safety.

As per our conversation of this morning we are notifying our proceeds in regard to the current disaster in Puerto Rico.

We are proceeding to adjust our Academic Calendar for the fall term from 16 weeks to 15 weeks. In order to be able to complete our academic program utilizing alternate academic activities, such as but not limited to external work, research, special projects, students work group and others.

Please bear in mind that all scheduled curricula in the course outline will be covered as if the regular presencial term would be offered.

In proceeding with this exercise our school define our credit hour policy as one hour of instruction for 1 credit and two of outside work. We will proceed in a modify scenario to offer 1/2 hour of class room instruction and 2.5 hours of outside work.

Carmen E. Rivera Laboy
Decana de Estudiantes y
Oficial de Cumplimiento
Universidad Carlos Albizu
Recinto de San Juan
(787)725-6500 ext. 1560

Sent from my iPhone



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UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL
SCHOOL PARTICIPATION TEAM
NEW YORK - BOSTON TEAM

Dr. José Pons - Madera
President
Carlos Albizu University
Tanca Street 151
Old San Juan
San Juan, PR 00902-3711

07/02/2018

OPE ID 01072400

Approval Notice

Reason for Action: Degree Program

Changes to Academic Programs: Increase Credits* and Decrease weeks

Approval Date: Effective 06/18/2018

Dear Dr. Pons - Madera:

The New York - Boston Case Management Team has completed its review of the documentation that Carlos Albizu University (Institution) submitted regarding its degree program and reduce the amount of weeks in academic programs due reduce of the amount of weeks in the semester. increased the amount of credits in a academic program, add a new doctorate.

As a result of that review, we have approved the following:

New official(s):

Mr. Gualberto Rodríguez, Member of the Board

New vocational program(s):

CIP: 42.2803 - Doctorate in Psychology (PsyD) in Counseling Psychology, 90 Semester Hours, 182 Weeks

Vocational program change(s):

CIP: 42.2812 - Graduate Certificate in Forensic Psychology, 16 Semester Hours, 38 Weeks

CIP: 42.2804 - Master in Science in School Psychology, 60 Semester Hours, 106 Weeks

CIP: 42.2804 - Doctor of Philosophy in Industrial/ Organizational Psychology, 81 Semester Hours, 182 Weeks

CIP: 42.2801 - Doctor of Clinical Psychology, 96 Semester Hours, 190 Weeks

CIP: 42.2804 - Doctor of Philosophy in Industrial/ Organizational Psychology, 96 Semester Hours,

182 Weeks

CIP: 42.2801 - Doctor of Philosophy in Clinical Psychology, 96 Semester Hours, 228 Weeks

CIP: 42.2804 - Master of Science Program Industrial/Organizational Psychology, 57 Semester Hours, 76 Weeks

CIP: 51.0203 - Master of Science Speech and Language Pathology, 60 Semester Hours, 106 Weeks

CIP: 42.2803 - Master of Science Program Counseling Psychology, 60 Semester Hours, 91 Weeks

CIP: 13.1001 - Bachelor of Arts in Exceptional Student Education, 132 Semester Hours, 150 Weeks*

CIP: 42.0101 - Interdisciplinary Bachelor Degree with a Concentration in Psychology, 120 Semester Hours, 129 Weeks

CIP: 51.0201 - Interdisciplinary Bachelor Degree with a Concentration in Speech and Language Th, 129 Semester Hours, 144 Weeks

CIP: 42.0101 - Bachelor of Science in Psychology, 2035 Clock Hours, 120 Semester Hours, 144 Weeks

CIP: 51.0203 - Bachelor of Science in Speech/Language Therapy, 1950 Clock Hours, 120 Semester Hours, 144 Weeks

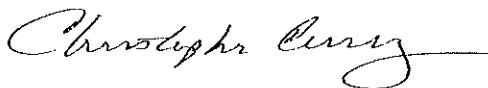
CIP: 42.0101 - Doctor of Philosophy Psychology with Specialization in Consulting Research, 1600 Clock Hours, 69 Semester Hours, 114 Weeks

CIP: 42.2814 - Graduate Certificate of Autism, 24 Semester Hours, 38 Weeks

Please print a copy of this notice and the Eligibility and Certification Approval Report (ECAR) from the EAPP website at <http://eligcert.ed.gov/eapp/owa/ecar>. This Approval Notice is an addendum to the Institution's Program Participation Agreement (PPA). Please retain this notice and the ECAR with the PPA for compliance purposes.

Should you have any questions, please contact Judith Ortiz-Velazquez at (646) 428-3747.

Sincerely,



Christopher Curry
Team Leader
School Participation Team, NE
New York/Boston Team

cc: Doris J. Quero-Mendez, Financial Aid Director



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UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 07/02/2018

PAGE A - 1

NAME AND ADDRESS OF INSTITUTION: Carlos Albizu University
Tanca Street 151
Old San Juan
San Juan, PR 00902-3711

TYPE OF INSTITUTION: Private, Nonprofit

CONGRESSIONAL DISTRICT: AL

DEPARTMENT REGION: 02

SCHOOL PARTICIPATION TEAM: 02

ACTION DATE: 11/16/2016

ACTION: Reapprove Elig/Prov Cert

OPE ID: 01072400

TIN: 660234412

IPEDS ID: 241331

DUNS NBR: 091072306

FEDERAL PELL GRANT ID: 010724

FEDERAL FAMILY EDUCATION LOAN ID: 010724

FEDERAL DIRECT STUDENT LOAN ID: G10724

FEDERAL PERKINS LOAN ID: 004597

FEDERAL SCHOOL CODE: 010724

FEDERAL WORK STUDY ID: 004597

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT ID: 004597

ACADEMIC CALENDAR: Semester Hours
EDUCATIONAL PROGRAM LEVELS OFFERED:
Graduate/Professional (≥ 300 hours)
Associate's Degree
Bachelor's Degree
Master's Degree or Doctor's Degree
Professional Certification

ELIGIBLE: Y

INITIAL APPROVAL DATE: 06/03/1977

CERTIFIED: Provisional

LOAN DEFERMENT: Y

WAIVER(S):

*** End of Waivers ***

PROGRAM PARTICIPATION AGREEMENT

EFFECTIVE DATE: 12/09/2016

EXPIRATION DATE: 09/30/2019

THE INSTITUTION IS ELIGIBLE TO APPLY FOR PARTICIPATION IN THE FOLLOWING PROGRAMS
AUTHORIZED UNDER THE HIGHER EDUCATION ACT OF 1965, AS AMENDED:

TITLE I: Y	TITLE IV: Y	TITLE VII: Y	TITLE X: Y	TITLE XIII: Y
TITLE II: Y	TITLE V: Y	TITLE VIII: Y	TITLE XI: Y	TITLE XIV: Y
TITLE III: Y	TITLE VI: Y	TITLE XI: Y	TITLE XII: Y	TITLE XV: Y

Program: TEACH GRANT

Certified: N

DATE:

TITLE IV STUDENT FINANCIAL ASSISTANCE PROGRAMS

PROGRAMCERTIFIED

APPROVAL

PROGRAMCERTIFIED

APPROVAL

		<u>DATE</u>			<u>DATE</u>
FWS Com Serv	Y	08/24/1989	FWS Priv Sec Empl	Y	06/03/1977
FWS Job Loc Dev	Y	08/24/1989	FFEL Staff	N	
FFEL Staff Unsub	N		FFEL PLUS	N	
FPerkins	Y	08/24/1989	FSEOG	Y	08/24/1989
FPell	Y	08/24/1989	FDSLPL Staff	Y	04/01/1995
FDSLPL Staff Unsub	Y	04/01/1995	FDSLPL PLUS	Y	04/01/1995

**** End of Section A ****



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SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 07/02/2018

ACCREDITATION SECTION

PAGE B - 1

INSTITUTION NAME : Carlos Albizu University

OPE ID : 010724 00

INSTITUTION TYPE : Private, Nonprofit

ACCREDITATION

<u>ACCREDITING AGENCY</u>	<u>DESIGNATION</u>	<u>SCOPE</u>	<u>EFFECTIVE YEAR</u>	<u>NUMBER OF YEARS</u>
Middle States Commission on Higher Education	Primary	Institutional	2015	10
**** End of Accreditation Section ****				



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UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 07/02/2018

STATE AUTHORIZATION SECTION

PAGE C - 1

INSTITUTION NAME : Carlos Albizu University

OPE ID : 010724 00

INSTITUTION TYPE : Private, Nonprofit

STATE AUTHORIZATION

STATE AGENCY

FL Commission for Independent Education - Florida Department of Education

PR Council On Higher Education

**** End of State Authorization Section ****



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UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 07/02/2018

OFFICIALS SECTION

PAGE D - 1

INSTITUTION NAME : Carlos Albizu University

OPE ID : 010724 00

INSTITUTION TYPE : Private, Nonprofit

OFFICIALS

<u>NAME AND ADDRESS</u>	<u>TITLE</u>	<u>PHONE FAX</u>	<u>E-MAIL</u>
Pons - Madera, José Tanca Street #151 PO Box 9023711 San Juan, PR 00902-3711	President	(787) 725-6500 2330 (787) 721-7187	jpons@albizu.edu
Quero-Mendez, Doris J Tanca Street #151 PO Box 9023711 San Juan, PR 00902-3711	Financial Aid Director Financia Aid director	(787) 725-6500 1529 (787) 721-4008	dquero@albizu.edu
Lopez, Sylvia Tanca Street #151 PO Box 9023711 San Juan, PR 00902-3711	Chief Fiscal Officer	(787) 725-6500 2315 (787) 725-7187	slopez@albizu.edu
Agosto Zayas, Ana I	Member of the Board		
Albors, Jaime L	Member of the Board		
Del Rio-Roberts, Maribel	Member of the Board		
Ferré, Maurice A	Member of the Board		
Gonzalez-Monclo, Jorge	Member of the Board		
González, Ruth L	Member of the Board		
Juliá Padró, Julio F	Member of the Board		
Matos Lugo, Angel M	Member of the Board		
Plá-Cortés, Jaime	Member of the Board		
Prevor, Ruth C	Member of the Board		
Ramirez, Adalberto	Member of the Board		
Rodríguez, Gualberto	Member of the Board		
del Rio Morales, Ricardo J	Member of the Board		
Feliciano , Maria D Tanca Street #151	Executive Administrator BOT's Office	(787) 725-6500 2346 (787) 993-3892	mfeliciano@albizu.edu

PO Box 9023711
San Juan, PR 00902

Rivera, Carmen E
Tanca Street #151
PO Box 9023711
San Juan, PR 00902-3711

Compliance Officer

(787) 725-6500
1560
(787) 721-4008

crivera@
albizu.edu

**** End of Officials Section ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 07/02/2018

ADDITIONAL LOCATIONS SECTION

PAGE E - 1

INSTITUTION NAME : Carlos Albizu University

OPE ID : 010724 00

INSTITUTION TYPE : Private, Nonprofit

ADDITIONAL LOCATIONS

<u>OPE ID</u>	<u>NAME AND ADDRESS</u>	<u>APPROVED FOR CERTIFICATION</u>	<u>INITIAL APPROVAL DATE</u>
01072401	Carlos Albizu University- Miami Campus 2173 N.W. 99th Avenue Miami, FL 33172-2209	Y	06/03/1977
01072402	Carlos Albizu University - Centro Universitario de Mayaguez 56 Jose de Diego Street Mayaguez, PR 00680-0000	Y	05/11/2015

**** End of Additional Locations Section ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 07/02/2018

EDUCATIONAL PROGRAMS SECTION

PAGE F - 1

INSTITUTION NAME : Carlos Albizu University

OPE ID : 010724 00

INSTITUTION TYPE : Private, Nonprofit

EDUCATIONAL PROGRAMS

<u>CIP</u>	<u>INSTITUTION'S PROGRAM NAME</u>	<u>APPROVED FOR CERTIFICATION</u>	<u>FULL CREDIT TO DEGREE</u>	<u>INITIAL APPROVAL</u>	<u>CREDIT HOURS</u>	<u>TYPE</u>	<u>CLOCK HOURS</u>	<u>DURATION IN WEEKS</u>
13.0101	Associate in Arts in General Education	Y	Y	05/11/2015	60	Semester	900	75
13.0101	Master of Science in Exceptional Student Education	Y	Y	11/16/2016	36	Semester		45
13.1001	Bachelor of Arts in Exceptional Student Education	Y	Y	01/21/2016	132	Semester		150
13.1202	Bachelor of Arts in Elementary Education	Y	Y	11/16/2016	124	Semester		150
13.1306	Master of Science in Teaching English to Speakers of Other Languages (TESOL)	Y	Y	11/16/2016	30	Semester		60
13.1311	Mathematics Education (Grades 5-9) College Credit Certificate	Y	N	07/15/2014	18	Semester	270	45
13.1316	Science Education (Grade 5-9) College Credit Certificate	Y	N	07/15/2014	20	Semester	300	45
42.0101	Bachelor of Science in Psychology	Y	Y	12/10/2014	120	Semester	2035	144
42.0101	Bachelor of Science in Psychology	Y	Y	11/16/2016	120	Semester		150
42.0101	Doctor of Philosophy Psychology with Specialization in Consulting Research	Y	Y	05/11/2015	69	Semester	1600	114

42.0101	Interdisciplinary Bachelor Degree with a Concentration in Psychology	Y	Y	10/08/2015	120	Semester		129
42.0101	Master of Science in Psychology	Y	Y	11/16/2016	61	Semester		90
42.2801	Doctor of Clinical Psychology	Y	Y	11/16/2016	96	Semester		190
42.2801	Doctor of Philosophy in Clinical Psychology	Y	Y	10/08/2015	109	Semester		225
42.2801	Doctor of Philosophy in Clinical Psychology	Y	Y	11/16/2016	96	Semester		228
42.2801	Doctor of Psychology in Clinical Psychology	Y	Y	11/16/2016	134	Semester		225
42.2803	Doctorate in Psychology (PsyD) in Counseling Psychology	Y	Y	06/18/2018	90	Semester		182
42.2803	Master of Science Program Counseling Psychology	Y	Y	11/16/2016	60	Semester		91
42.2804	Doctor of Philosophy in Industrial/ Organizational Psychology	Y	Y	11/16/2016	96	Semester		182
42.2804	Doctor of Philosophy in Industrial/ Organizational Psychology	Y	Y	04/13/2017	81	Semester		182
42.2804	Master in Science in School Psychology	Y	Y	04/13/2017	60	Semester		106
42.2804	Master of Science Program Industrial/Organizational Psychology	Y	Y	11/16/2016	57	Semester		76
42.2804	Master of Science in Industrial & Organizational Psychology	Y	Y	11/16/2016	48	Semester		75
42.2805	Master of Science Program: School Psychology	N	Y	02/06/2014	60	Semester		80
42.2812	Graduate Certificate in Forensic Psychology	N	-	10/08/2015	19	Semester	289	40
42.2812	Graduate Certificate in Forensic Psychology	Y	-	04/13/2017	16	Semester		38
42.2814	Graduate Certificate of Autism	Y	-	02/06/2014	24	Semester		38
43.0104	Bachelor of Science in Criminal Justice	Y	Y	02/06/2014	121	Semester		120
44.0000	Doctor of Philosophy in Human Services	Y	Y	02/06/2014	69	Semester		135
51.0201	Interdisciplinary Bachelor Degree with a	Y	Y	10/08/2015	129	Semester		144

	Concentration in Speech and Language Th							
51.0203	Bachelor of Science in Speech/Language Therapy	Y	Y	12/10/2014	120	Semester	1950	144
51.0203	Master of Science Speech and Language Pathology	Y	Y	11/16/2016	60	Semester		106
51.0203	Master of Science in Speech and Language Pathology	Y	Y	11/16/2016	60	Semester		120
52.0201	Bachelor of Business Administration	Y	Y	11/16/2016	120	Semester		150
52.0201	Master Degree in Business Administration	Y	Y	07/15/2014	36	Semester		60
52.0201	Master of Business Administration	Y	Y	11/16/2016	36	Semester		60

**** End of Educational Programs Section ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 07/02/2018

SERVICER INFORMATION SECTION

PAGE H - 1

INSTITUTION NAME : Carlos Albizu University

OPE ID : 010724 00

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SERVICER INFORMATION

<u>SERVICER NAME</u>	<u>CONTACT NAME</u>	<u>SERVICES OFFERED</u>
National Student Clearinghouse 2300 Dulles Station Boulevard Herndon, VA 20171	Mr. George Levathes	Other

**** End of Servicer Information Section ****

Return to the [Application Index](#)