



**INTER AMERICAN UNIVERSITY OF PUERTO RICO  
SAN GERMÁN CAMPUS**

**STUDENTS' ACADEMIC ACHIEVEMENTS**

**AGNES MOJICA, CHANCELLOR  
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## **ABSTRACT**

The mission of the San Germán Campus of the Inter American University of Puerto Rico, was redefined in the year 1987 as a result of a desire to offer an academic program of excellence.

"To be a liberal arts institution of the highest quality, distinguished by its excellent academic programs, students, Faculty, and innovative educational training requirements... A University of excellence, in which people converges in the search of knowledge with the objective of developing, sharing and using it to the maximum benefit of humanity. It aspires to refine attitudes and skills of its students in a way that they may make a significant contribution to society. Those graduating from our programs will receive an integral preparation that will distinguish them as educated persons that assume leadership positions ...

According to this particular mission, the academic offering of the Campus was broadened to include an educational offering ranging from pre-school to doctoral studies.

- These academic offerings include: 24 Pre-university Technical Certificate Programs, 10 Associates, 46 Bachelors, 3 Professional Certificates, 27 Masters and 5 Doctoral degrees.

The academic offering of the Campus includes a total of 115 academic programs, of which 30 programs are unique to the IAUPR system in Puerto Rico, and 10 are unique in Puerto Rico. The curriculum responds mainly to the needs of Puerto Rico and the Caribbean, as well as responding to an international approach. An example of the particular offerings include: Graphic Arts, Radiological Technology, Music, and Art, Medical Technology, Applied Mathematics, Biology, Psychology, Education and Entrepreneurial Sciences, among others. According to the Campus Accreditation Plan, 32 percent (37 programs) of the academic programs have been accredited by five national accrediting agencies. In

addition, the Continuous Education Program, Childcare Day Center, San Germán Inter American School (ESGI, for its Spanish acronym) and the Center for Sustainable Student Support (CASA for its Spanish acronym) have achieved professional accreditation. Programs such as Nursing, Medical Technology, Education, Psychology and Radiologic Technology require that the students approve the Puerto Rico or National Licensing Board exams in order to obtain their license. The scores obtained are reliable indicators of the assessment of student learning. Most of our students not only comply with the required scores; furthermore, in most cases the results obtained are above the expected national standard scores. These assessment results are used for the curriculum evaluation, develop or eliminate courses, and develop new academic programs, among other considerations; they are also used to ensure compliance with the National Accrediting Agencies. Our campus rated second among the most affordable out of state Universities by Student Loan Hero. The Carnegie classification of Institutions of Higher Education (CCEIHE) for Inter American University of Puerto Rico - San German was upgraded to Doctoral/Professional University.

## **INTRODUCTION**

This section focuses on student academic achievement. The factors that contribute to student achievements are presented as well.

The San Germán Campus (SGC) of the Inter American University of Puerto Rico is well known for promoting practices that contribute to a continuous strengthening of our students' academic knowledge and skills. Our 37 accredited academic programs attest to this fact. These programs have received professional accreditation by five national accrediting agencies. We are committed to continue seeking professional accreditation for our other programs. Moreover, other academic support programs such as the Continuous Education Program, Childcare Day Center, Inter-American School, and the Center for Sustainable Student Support (CASA for its Spanish acronym) have received accreditation as well.

San Germán Campus continuously assesses and revises its curricular academic programs ensuring that they are aligned with the needs of each subject matter. New and innovative programs have been created at the bachelor's, master's, professionals certificates, and doctoral levels providing an increased array of opportunities for our students. Due to the analysis of campus assessment results, the physical facilities have been improved as well as our technological resources geared toward improving teaching and learning and program quality. Assessment results have also been used to promote the development of extracurricular and academic activities to ensure a holistic development of the students.

The Honor's Program students, the significant number of students who pass their licensing certification exams, research conducted by undergraduate and graduate students, the increase in numbers of students accepted in graduate and professional schools both locally and abroad, and job opportunities offered to our students nationally and internationally, are all indicators attesting to the quality and excellence of the academic formation of our students.

## STUDENTS' ACADEMIC ACHIEVEMENTS

The San Germán Campus counts with 37 (of 115) academic programs, which have been accredited by five national accreditation agencies, representing a 32% of all programs offered. Table #1 evidences the accreditation status of the academic programs on Campus. In addition, the following programs have achieved professional accreditation as well: Continuous Education Program, Childcare Day Center, Inter-American School, and the Center for Sustainable Student Support (CASA for its Spanish acronym).

TABLE #1. ACCREDITATION STATUS		
Program	Accreditation Agency	Status
Business and Managerial Sciences	<i>International Assembly for Collegiate Business Education (IACBE)</i>	Accredited since 2014 until 2021.
BBA      6		
MBA      7		
PhD      2		
Radiologic Technology	<i>Joint Review Committee in Education in Radiologic Technology (JRCERT)</i>	Accredited since 2005 until 2025.
ASS      1		
Nursing	<i>Commission on Collegiate Nursing Education (CCNE)</i>	Accredited since 2016 until 2021.
BSN      1		
Teacher Education	<i>Council for the Accreditation of Educator Preparation (CAEP)</i>	Accredited since 2012 until 2019.
BA      16*		
BM      2		
Medical Technology	<i>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</i>	Accredited since 1981 until 2020.
BSMT      1		
PCMT      1		
San Germán Inter-American School (ESGI)	<i>Middle States Association (MSA)</i>	Accredited since 2015 until 2023 (MSA).
Continuous Education Program	<i>International Association for Continuing Education &amp; Training (IACET)</i>	Accredited since 2018 until 2023.
Child Daycare Center	<i>National Association for the Education of Young Children (NAEYC)</i>	Accredited since 2016 until 2021.
Center for Sustainable Student Support (CASA)	<i>Council of Education of Puerto Rico (CEPR)</i>	Accredited since 2017 until 2024.
*Includes Art		

Source: Accreditation Plan Summary, Dean of Academic Affairs 2019

## RESULTS LICENSING BOARD CERTIFICATION EXAMS

The scores obtained on the licensing board certification exams are reliable indicators of the assessment of student learning. Programs such as Nursing, Medical Technology and Education not only comply with the required scores, but in most cases, results are above the expected standard scores.

### Nursing Programs

The nursing accrediting agency requires that a minimum of 80% of the students pass the licensing board exam (first attempt) for the bachelor degree. Table #2 and #3 summarize the results obtained on the licensing board certification exams required for each program:

<b>TABLE #2. RESULTS LICENSING BOARD CERTIFICATION EXAMS NURSING (ASSOCIATE DEGREE LEVEL)</b>			
<b>Year</b>	<b>% Approval</b>	<b>% Island approval</b>	<b>Observations</b>
2013	83	76	42% higher than islandwide
2014	84	81	3% higher than islandwide
2015	86	58	37% higher than islandwide
2016	67	55	11% higher than islandwide
2017	100	56	44% higher than islandwide
2018	80	62	18% higher than islandwide

Source: Statistical Report per School Board of Nursing Examination of Puerto Rico

<b>TABLE #3. RESULTS LICENSING BOARD CERTIFICATION EXAMS NURSING (BACHELORS DEGREE LEVEL)</b>			
<b>Year</b>	<b>% Approval</b>	<b>% Island approval</b>	<b>Observations</b>
2013	100	81	19% higher than islandwide
2014	91	89	2% higher than islandwide
2015	93	81	12% higher than islandwide
2016	91	78	13% higher than islandwide
2017	89	78	11% higher than islandwide
2018	90	75.5	14.5% higher tan islandwide

Source: Statistical Report per School Board of Nursing Examination of Puerto Rico



The assessment of the results of the licensing certification exams of the students have contributed to the development and strengthening of the Nursing Program. The Nursing Program underwent a curricular review, in which a new course named the Transition Seminar was added. This course is part of the curricular sequence of the second semester of the second year of study. The content of the course allows the student to prepare for the transition to labor in the field and to experience a licensing board exam at the associate and bachelor levels.

New academic programs, such as the Professional Certificate in Crisis Intervention, the associate degree and bachelor's degree in Medical Emergencies are being developed to attend the needs and interests of graduates from the Nursing and Health Care Program.

### **Education Programs**

The Teacher Education Program (TEP), as mentioned in Table #1, was accredited in 2012 by the Council for the Accreditation of Educator Preparation (CAEP). This year we received the follow-up reaccreditation visit in May. We hope that by October 2019, we will receive reaccreditation from CAEP. As evidenced in Table #4, an approval average of 93% and a classification of "Excellent" was obtained for the past five years. The classification was based on the classification standards included in Law #85 (2006) of the Department of Education of Puerto Rico. This year the approval average was of 86% due to changes in the student profile. In addition, despite the fact that reviews were offered in content areas, students reported that they had not properly reviewed.

**TABLE #4: RESULTS LICENSING BOARD CERTIFICATION EXAMS FOR TEACHERS (PCMAS- Spanish name)**

Academic Year	Fundamentals of Communication Knowledge (%)	Professional Competencies (%)	Specialization (%)	Summary Pass (%)	Statewide Pass Rate PR (%)
2012-13	85	90	78	85	93
2013-14	96	92	100	92	85
2014-15	98	98	100	95	83
2015-16	95	95	93	92	87
2016-17	98	98	81	91	93
2017-18	86	86	100	86	90

Source: College Board Institutional level pass rate data report on Teacher Certification Test

The assessment and the student achievement of the Education Program contributed to its accreditation, resulting in a direct benefit for its students. Students from the program are now recruited nationally. This has offered the students who graduated from this program the opportunity to work in other educational scenarios. Also, the assessment results contribute to review the Education curriculum and to the development and strengthening the Teacher Education Program (TEP).

### **Medical Technology Program**

The Medical Technology Program was accredited in 1981 by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Data presented in Table #5, reveal that the results of the Licensing Board Certification Exams for the Medical Technology Program remained stable, in fact, surpassing nationwide results for six consecutive years. The accrediting agency requires that a minimum of 75% of the students pass the licensing board exam. Students from the Medical Technology Program have exceeded this expectation by 6%-17% on a yearly basis. According to the summary page of the site team visit for the last reaccreditation, the areas of strength of the program include, but are not limited to: students (graduates) from the program are

a major source of medical technology professionals for the region and the United States; relevant curriculum that reflects current laboratory practices, enthusiastic students and graduates, strong faculty development program, supportive administration, excellent collaboration between academic and clinical faculty and advisory committee, and a committed and experienced program director and Faculty. The assessment of the results contributes to the review of the Medical Technology Program curriculum and the strengthening of its medullar courses. Even though the national approval percentage decreased in year 2018-19, the results for our Campus increased by a 2%. This is due in part to the curricular changes undergone by the Program, which allowed the strengthening of several core areas, as well as the academic quality of the students who are admitted to the Program.

**TABLE #5. RESULTS LICENSING BOARD CERTIFICATION EXAMS FOR MEDICAL TECHNOLOGY PROGRAM**

YEAR	% Approval	% National Approval
2013	89	84
2014	92	84
2015	85	79
2016	85	81
2017	83	81
2018	85	79

Source: American Society for Clinical Pathology Board of Certification ASCP

### **Radiologic Technology Program**

The Radiologic Technology Program was accredited in 2005 by the Joint Review Committee in Education in Radiologic Technology (*JRCERT*). As shown in Table #6, data from the Radiologic Technology Program showed 100% of student achievement, in the last three years when the board certification exams were taken. The average examination passing rate for the last

five years was 90%, and the job placement rate based on students seeking employment was 100%. The percentage of cohort retention for the past five years was 80 %.

<b>TABLE #6. RESULTS LICENSING BOARD CERTIFICATION EXAMS FOR RADIOLOGIC TECHNOLOGY PROGRAM</b>	
<b>Year</b>	<b>Percent Passing on 1<sup>st</sup> Attempt</b>
2013	None of the students took the Licensing Board Certification Exam (first time) after the six months of graduation
2014	67%
2015	100%
2016	100%
2017	100%
2018	None of the students took the Licensing Board Certification Exam (first time) after the six months of graduation

Source: Puerto Rico State Licensing Examination and Registry of Radiologic Technologist

The Radiologic Technology Program achieved the maximum award of reaccreditation years from the JRCERT (8 years), during the past onsite visit in 2017.

The program content revision was approved in academic year 2018-19 in order to update its curricular content areas.

### **Psychology Programs**

According to the data presented in Table #7, the results of the licensing board examinations of the Psychology Program show an increase in the number of students who have passed them. The pass rate for 2018 of 39% exceeds by 4% the previous year rate, which also exceeds 2017's rate.

In 2018 (adding the total quantity of master's students who took the Board in April and October) the passing rate in general for the whole population of students without a doctoral degree who took the Board was 37%. That is 2% less than the passing rate for Inter American University of Puerto Rico at San German Campus in 2018.

<b>TABLE #7. PSYCHOLOGY PROGRAM LICENSING BOARD CERTIFICATION EXAM</b>		
Years	Pass	%
2015	6	20
2016	6	27
2017	6	35
2018	9	39

Source: Puerto Rico Psychology Certification Board

After analyzing and properly assessing these results, the Psychology Program Faculty is taking appropriate measures to improve the licensing board results. The measures include a new master's degree curriculum which is being implemented at San Germán since August 2018, which includes the modification of the comprehensive exam that master students take at the end of their studies. Other measures included putting the Ph.D. Program in Psychology on moratorium, substituting it by a PSY D with clinical content, which is one of the more important areas included in the Certification Board.

## ACHIEVEMENTS OF THE SAN GERMÁN CAMPUS

The San Germán Campus has been re-classified by the Carnegie *Classification of Institutions of Higher Education* 2018 as a Doctoral/Professional University. This reflects the diversity of doctoral programs that we offer, including two new programs that were approved this year in Fine Arts and Entrepreneurial Innovation, as well as including the 23 doctoral dissertations that were defended and certified this year. The San Germán Campus rated second in the category of “out-of-state students living on campus” in the study of “Most Affordable Hispanic-Serving Institutions Among U.S. Colleges”, being Oklahoma Panhandle State University in first place. This gives us an excellent opportunity for recruiting students from the EEUU. Once again, FSO Ranking (Ranking of Higher Education Online Institutions) gave our accounting online program (MBA in Accounting) offered on our Campus and in Orlando, the classification of 19 among the first 25 online accounting programs for Spanish speakers for three consecutive years (2016-2017, 2018).

## RESEARCH

### Undergraduate Level

Research conducted at the Institution, at both the graduate and undergraduate level, is aligned with the Mission, in the search for knowledge geared toward improving our global community. The Ronald McNair Program is designed to provide authentic research opportunities to economically underprivileged students. It promotes the desire to achieve a doctoral degree among its participants, helping students receive orientation and assistance in the process of requesting economic funding for graduate studies. Table #8 illustrates the number of students who have received direct benefits from this program with the support of Faculty Mentors. As a result of this mentoring, 72 research projects were completed.

<b>TABLE #8. RESEARCH CONDUCTED BY UNDERGRADUATES IN RONALD MCNAIR PROGRAM</b>	
Years	Number of students in Research Projects
2018-2019	33
2017-2018	32
2016-2017	33
2015-2016	33
2014-2015	32
Total	163

Source: Ronald McNair Annual Report

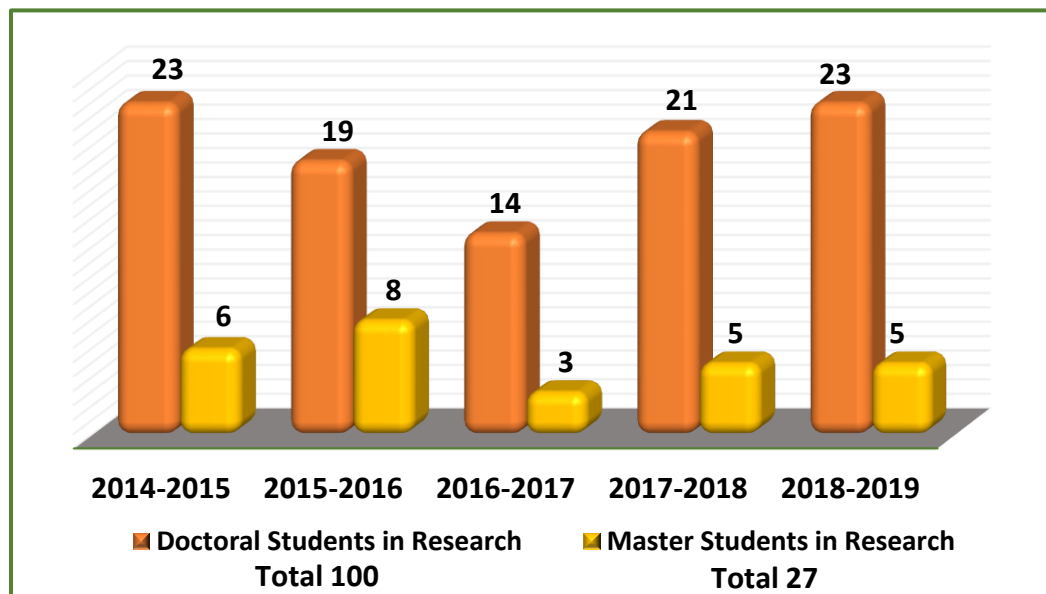
### Research Graduate Level

#### Research toward Master and Doctoral Degrees

San Germán Campus fosters the development of knowledge through research and creative activities in the academic community. Figure #1 shows the research completed by 100 doctoral students in the past five years. At the Master's level, 27 students enrolled in the Master of Science in Environmental Sciences, improved their research skills and advanced knowledge in the real

needs and conditions of the environment. This Program offers three specializations: Environmental Biology, Environmental Chemistry, and Water Resources and Unit Operations. Research has undergone a notable increase during the past 5 years. These projects demonstrate the research skills developed by students in the master's and doctoral degrees.

**FIGURE #1: GRADUATE LEVEL RESEARCH**



Source: San Germán Campus Annual Report

Students presented their research projects at the ACS National Meeting en Orlando, Florida. Some of the topics were:

- Nutrient, pH and salinity of Guanajibo and Yaguez River mouths soils
- Response of *Megacopta cribaria* to insect exposed soybeans plants in a Y-track ofactometer
- How susceptible are fungi, yeasts and bacterias to the properties of vectorized ferrocene organometallic complexes
- Comparison of water quality and geomorphology changes of estuaries of the Natural Reserve Caño Boquilla in Mayaguez-Añasco, Puerto Rico
- Puerto Rican Craft Beer Characterization.



### **School for Graduate Studies and Research geared toward a Masters or Doctoral Degree**

During the past five years, through the Title V, Part B project Graduate Student Success and Research Center, the San Germán Campus has been promoting the research agenda among graduate students. Fifteen (15) doctoral students and 2 master's students completed their research with the support of the program. Nine doctoral students used the composition/writing support services and 26 used statistical support services. Some of the research topics were related to Education, Psychology, Science, Music, English as a Second Language and Entrepreneurship, among others. In addition, some of the graduate students' research projects have been presented at professional and referee conferences. Creativity is a skill that has been promoted among all our graduate students. As part of a campaign seeking to strengthen and develop research on Campus, nine new research programs have been created; for example, Interdisciplinary Professional Certificate in Research Methods and Research Methods.

### **STUDENT EXCHANGE PROGRAMS**

Student Exchange programs provide the opportunity of developing new experiences and leadership. Students have participated in exchange programs with: Corporación Universitaria Minuto de Dios (Uniminuto), Colombia; Fundación Ortega y Gasset, Argentina, Fundación Ortega y Gasset, Toledo, Florida International University, Universidad de Alaska; National Student Exchange, Universidad del País Vasco. Table #9 illustrates the participation of students from the San Germán Campus in exchange programs. A total of 51 students from the San Germán Campus participated in an exchange program in the past 5 years with colleges from United States, Spain, Mexico and Colombia. The Campus received 50 visiting exchange students from universities in the United States, Spain, and Colombia.

Currently, in 2019:

- 12 students participated in UNIMINUTO (online modality).
- 3 exchange students visited our Campus from different universities; Florida International University, Universidad de Alaska, Universidad del País Vasco, Alava Campus
- 11 of our students participated in exchange programs from different universities through the National Student Exchange (NSE) in United States: Texas, Kentucky, New Jersey, Hawaii, Washington State, Florida, Cleveland and Alaska
- 1 student participated as an Exchange student at Fundación Ortega y Gasset Toledo

<b>Table #9. CAMPUS NATIONAL STUDENT EXCHANGE PROGRAM PARTICIPANTS</b>	
<b>Years</b>	<b>Students exchange</b>
2018-2019	12
2017-2018	8
2016-2017	12
2015-2016	6
2014-2015	5
2013-2014	8
Total	51

Source: Campus Student Exchange Annual Report, 2019

## **COMMUNITY SERVICES**

One of our main goals is to develop, among our students, a sense of responsibility toward the community by providing and promoting community services. Students and Faculty members, have become interested in areas such as: environmental cleaning, reforestation, recycling, caring for abused children and for the elderly, tutoring, hospital service and animal shelters volunteers. Every student must comply with 20 hours of community service as a requirement of course GEPE 4040 - Ethical Dimensions on Contemporary Issues. During the past five years, a total of 65,100

hours of community service were conducted as part of the course requirement. Community service is also conducted by students through student organizations.

<b>TABLE #10. COMMUNITY SERVICE</b>	
<b>Years</b>	<b>Community Hours</b>
2018-2019	14,340
2017-2018	12,180
2016-2017	13,100
2015-2016	12,700
2014-2015	12,780
<b>Total</b>	<b>65,100</b>

Source: GEPE 4040 - Ethical Dimensions on Contemporary Issues 2013-2018

### **HONOR'S PROGRAM**

Undergraduate students having a 3.50 or higher GPA are invited to become part of the Honor's Program. The Honor's Program of the San Germán Campus aims toward developing talented undergrads able to use their maximum potential by combining academic work with extracurricular activities in order to develop a well-rounded individual. Honor students receive institutional scholarships. The Honor Scholarships represent 42% of the Institutional Scholarship Program. In the past five years 1,247 students have been part of the program, as presented in Table #11.

<b>TABLE #11. HONOR'S PROGRAM PARTICIPANTS</b>	
<b>YEARS</b>	<b>STUDENTS</b>
2018-2019	184
2017-2018	209
2016-2017	275
2015-2016	265
2014-2015	314
<b>Total</b>	<b>1,247</b>

Source: Honor's Program Annual Reports

## Satisfactory Academic Progress Requirement

The satisfactory academic progress requirements state that students must have good standing. This implies that undergraduate and technical certificate students need a minimum GPA of 2.00. They must approve 66.67 of the credits attempted.

In the past five years, 88% of the students enrolled at the undergraduate and technical certificate have obtained good standing. Students who do not comply with this norm are referred to counseling, to the University Learning Center to develop a plan for academic improvement, personal, professional and academic counseling, and tutoring, among others. Table #12 illustrates student distribution according to GPA. It includes graduate students.

<b>TABLE #12. GPA OF STUDENTS</b>										
<b>GPA</b>	<b>Number of Students</b>									
	<b>2017</b>	<b>%</b>	<b>2016</b>	<b>%</b>	<b>2015</b>	<b>%</b>	<b>2014</b>	<b>%</b>	<b>2013</b>	<b>%</b>
4.00-3.50 A	1,158	25.8	1,078	24.5	1135	25.5	1,090	22.6	1,031	21.5
3.49-2.50 B	2,008	44.8	1,994	45.3	2010	45.2	2,139	44.4	2,079	43.3
2.49-1.50 C	670	14.9	677	15.4	598	13.4	816	16.9	827	17.2
1.49-1.00 D	9	0.2	5	0.1	5	0.1	10	0.2	9	0.2
.99-0 F	639	14.3	650	14.8	703	15.8	766	15.9	851	17.7
Total	4,484	100.0	4,404	100	4,451	100.0	4,821	100.0	4,797	100.0

### Student Achievement Award Activity

Students who have an average GPA of 3.25 or higher are recognized in the Student Academic Recognition Activity. This activity is carried out on a yearly basis to recognize students with high academic averages. Students who are recognized in the Dean's list have a GPA of 3.25 to 3.84.

<b>TABLE #13. STUDENT AWARDS: DEAN'S LIST</b>					
<b>Category</b>	<b>Number of Students</b>				
	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
Dean's List	614	525	509	538	524

Students recognized in the Chancellor's List have a GPA of 3.85 or higher.

<b>TABLE #14. STUDENTS AWARDS: THE CHANCELLOR'S LIST</b>					
<b>Category</b>	<b>Number of Students</b>				
	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
Chancellor's List	141	114	88	96	119

Source: Achievement Activity Report

In the Student Award Activity, students receive an award for academic excellence in their major if they have a general GPA of 3.50 or more.

<b>TABLE #15. AWARD FOR ACADEMIC EXCELLENCE BY LEVEL</b>					
<b>Category</b>	<b>Number of Students</b>				
	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
Honor Students- Undergraduate	755	646	605	634	654
Honor Students- Master	56	65	62	77	*
Honor Students- Doctoral	55	52	58	35	*
Honor Students -Technical	14	75	64	23	64
<b>Total</b>	<b>880</b>	<b>838</b>	<b>789</b>	<b>769</b>	<b>718</b>

Source: Achievement Activity Report

The Student Achievement Activity also recognizes student leadership if they comply with the academic progress norms in a satisfactory manner and were recommended by faculty, or by the administration. This is evidenced in Table #16.

<b>TABLE #16. LEADERSHIP AWARDS</b>					
<b>Undergraduate Level</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
Academic Departments	74	40	18	24	22
Administrative Offices	36	17	13	14	20
<b>Total</b>	110*	57	31	38	42
* Recognized twice a year					

Source: Achievement Activity Report

## **COMPETITIONS AND ACKNOWLEDGMENTS**

As part of our mentoring program, and to promote student participation, the Campus and the Institution provide funding to help the students cover the expenses of student trips. Students excel in the competitions in which they participate and receive recognition for their performance, such as:

- Association of Chemistry and Environmental Technology Students (ACS-ET) received the highest award offered by ACS to student chapters: Outstanding Chapter.
- Students from the Business Professionals of America (BPA- student organization) participated in several competitions at the 2019 National Leadership Convention, held in California.

They obtained the following awards:

- Torch Award Program, Ambassador Award – 4 students
- Second place in Financial Analyst Team
- Third place in Advanced College Accounting
- Third place in Intermediate Word Processing
- Finalist in Administrative Support Team
- Finalist in Presentation Management Individual
- Finalist in Fundamental Desktop Publishing
- BPA Certified Local Chapter Advisor Award
- BPA Student Certification Award – 5 students
- BPA Member recruitment – 2 students

## **CONCLUSION**

Meeting the learning needs of students is a complex and demanding job for higher education institutions. How well students achieve academically depends on a vast array of factors such as how well professors engage with their students and how well the institution can assess student achievement. Knowing the strengths and weaknesses of the students is fundamental to effective teaching and learning.

The San Germán Campus feels proud of its students' academic achievements; moreover, the institution is well aware of these achievements and recognizes students for succeeding in areas such as excellence in their academic programs, in board certification exams, in competitions both nationally and internationally, among many others. This knowledge attests to the certainty that faculty can be confident that teaching is meeting the learning needs of our students.

Higher education institutions need good quality information on their students' achievements to make both day-to-day and long-term decisions on how best to improve outcomes for students. The administration, faculty and students need to be aware of the rationale that underpins the decisions being made about assessment, the academic offering, honor's program, scholarships, and extra-curricular activities, ethical and social dimensions, among others.

The San Germán Campus firmly believes that students are our most important asset. They are valuable for the economic and social development of our country, which is aligned with academic performance and achievement. The students' academic performance plays a vital role in creating the finest quality alumnae who will become leaders and the future work force of Puerto Rico and globally as well. Student academic achievement goes hand in hand with quality teaching, healthy learning environments, and respect for diversity and values. As an institution of excellence, we have complied with these factors; this is evidenced through the academic achievements of our students.