Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
General Information
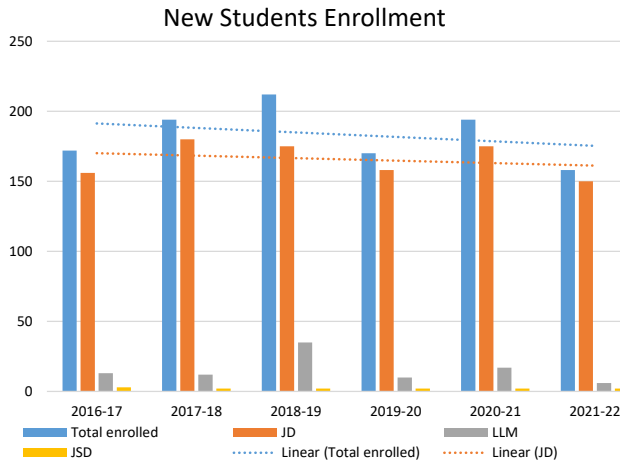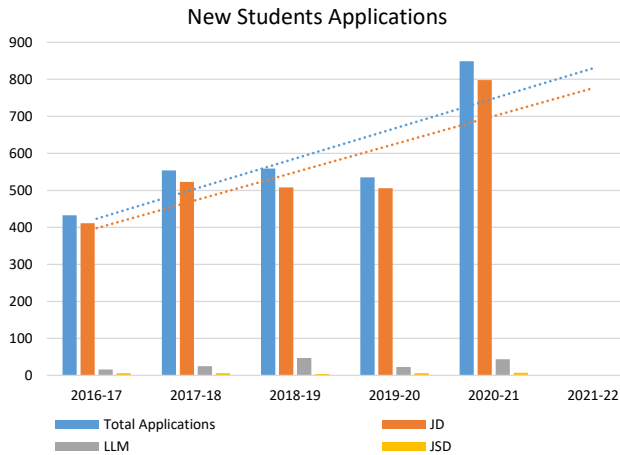
Credit hours per academic program	Private non-profit law school	Admission terms:
Juris Doctor total credit hours required for degree: 92	**Academic terms:** *Semester*	**Juris Doctor (92 credits) :** *August and January*
Total required credits hours: 62	**New students application deadline :**	**LLM Litigation and Alternative Methods for**
Total elective credits hours : 30	**Applications for Fall Term** : *May, 30*	**Dispute Resolutions (24 credits):** *August and*
Master of Law total required credit hours: 24	**Applications for Spring Term:**	*January*
Doctor on Judicial Science total required credit hours: 24	**Application fee:** *$63 non refundable*	**LLM Notary and Real Estates (24 credits):** *August*
	Month the School of Law confers degree:	**Doctor Judicial Science (14 credits):** *August*
	December and May	**Financial aid deadline:** *June, 30*

Tuition, fees, scholarships and other costs		2017-18	2018-19	2019-20	2020-21	2021-22
	J.D. Juris Doctor					
	Tuition and fee per academic year					
	Full time students	$ 15,643	$ 15,715	$ 16,500	$ 16,500	$ 14,555
	Part time students	$ 12,248	$ 12,290	$ 10,680	$ 10,680	$ 11,155
	Annual fees	$ 960	$ 960	$ 960	$ 960	$ 1,115
	Living expenses per academic year					
	Off campus	$ 21,413	$ 21,956	$ 21,956	$ 21,465	$ 22,335
	At home	$ 17,944	$ 20,133	$ 20,133	$ 19,642	$ 20,512
	Grants and Scholarships awarded (for prior year)	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
	Total of students' applications	**766**	**779**	**736**	**705**	**712**
	Total of students receiving	66	33	30	23	19
	Less than half (Percent)	87.88	78.79	80.00	60.87	73.68
	Half to full (Percent)	12.12	6.06	16.67	39.13	35.71
	Full tuition (Percent)	0.00	15.15	3.33	0.00	0.00
	Conditional scholarships					
	Number entering	0	0	6	4	1
	Number reduced or eliminated	0	0	0	0	0
LL.M. Master of Law (Two programs):	**Litigation and Alternate Methods for Dispute Resolutions and Notary**					
Tuition and fee per academic year		$ 16,560	$ 16,560	$ 16,560	$ 16,560	$ 16,560
J.S.D. Doctor in Judicial Science						
Tuition and fee per academic year		$ 5,667	$ 5,667	$ 5,667	$ 5,667	$ 5,667

Tuition, Fees, Scholarships and Other Costs

(Bar chart categories: JD FT Students, JD PT Students, Of campus, At home; Legend: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22; Y-axis: $-, $5,000, $10,000, $15,000, $20,000, $25,000)

Source: American Bar Association, Section for Legal Education and Admission to the Bar, standard 509 Information: http://www.abarequireddisclosures.org/Disclosure509.aspx. Rev. June 6, 2022.

Inter American University of Puerto Rico
School of Law
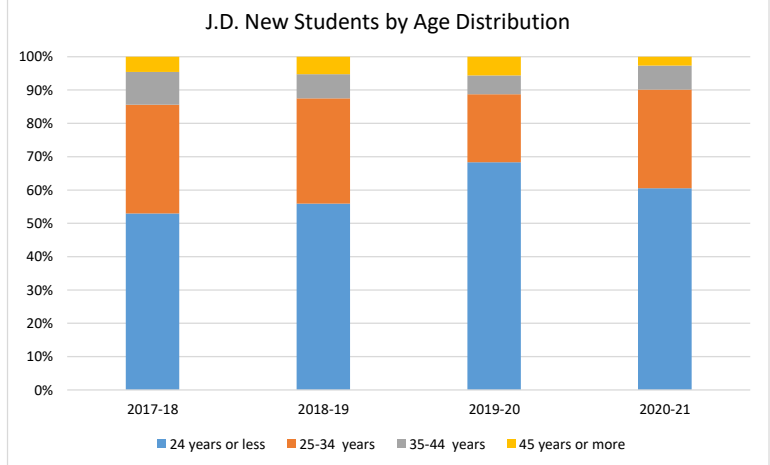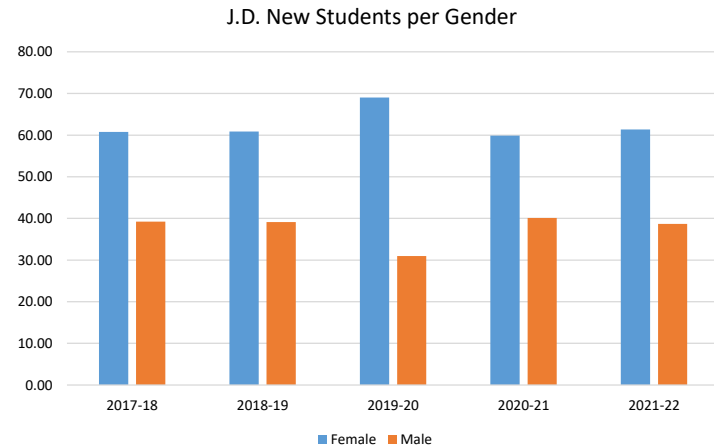## 2022-2023 MSCHE Student Achievements Dashboard
First Year Students Information

Admission and Enrollment

New Students Applications

New Students Enrollment

Define as total of students applying admission for the first time to an academic program to pursue a degree.	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total enrolled	**172**	**194**	**212**	**170**	**194**	**174**
Total Applications	433	554	559	535	849	831
Applications incomplete	159	188	225	184	495	457
Applications denied	102	172	122	181	159	200
Admitted not enrolled	0	0	0	0	1	0
Juris Doctor						
Total enrolled	**156**	**180**	**175**	**158**	**175**	**167**
Total Applications	411	523	508	506	798	804
Applications incomplete	153	175	213	167	463	440
Applications denied	102	168	120	181	159	197
Admitted not enrolled	**0**	**0**	**0**	**0**	**1**	**0**
GPA from University (included in UGPA calculations)						
75th percentile	3.56	3.58	3.58	3.3	3.61	3.55
50th percentile	3.25	3.3	3.32	3.06	3.34	3.33
25th percentile	2.91	2.97	3.12	2.68	3.07	3.14
Percent of enrolled students by academic load						
Full time		58.82	63.35	71.83	60.26	56.00
Part time		41.18	36.65	28.17	39.74	44.00
Day session		60.65	62.96	71.83	60.26	56.67
Evening Session		39.35	37.04	28.17	39.74	43.33
Percent of enrolled students by gender						
Female enrolled students		60.78	60.87	69.01	59.87	61.33
Male enrolled students		39.22	39.13	30.99	40.13	38.67
Percent of enrolled students by age group						
24 years or less		52.94	52.80	68.31	60.53	
25-34 years		32.68	29.84	20.42	29.61	
35-44 years		9.80	6.83	5.63	7.24	
45 years or more		4.58	4.97	5.63	2.63	
LL.M. Master of Law						
Total enrolled	**13**	**12**	**35**	**10**	**17**	**5**
Total Applications	16	25	47	23	44	22
Applications incomplete	3	11	12	13	27	17
Applications denied	0	2	0	0	0	0
Admitted not enrolled	0	0	0	0	0	0
J.S.D. Doctor in Juridical Science						
Total enrolled	**3**	**2**	**2**	**2**	**2**	**5**
Total Applications	6	6	4	6	7	0
Applications incomplete	3	2	0	4	5	3
Applications denied	0	2	2	0	0	0
Admitted not enrolled	0	0	0	0	0	2

Source: Statistic Reports. Fall Semester. Section on Admission. Evaluation and Planning Office. Central Office of the System. Inter American University of Puerto Rico. 2016-17 through 2020-21. Rev. June 7, 2022.
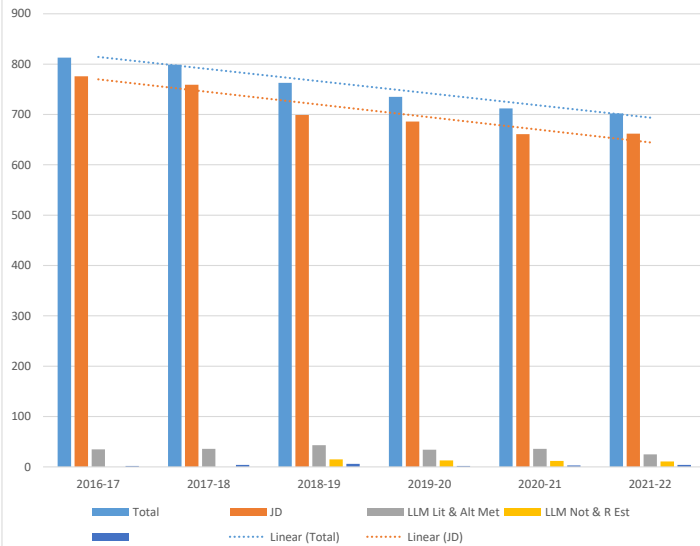

J.D. New Students per Gender

J.D. New Students by Age Distribution

Inter American University of Puerto Rico
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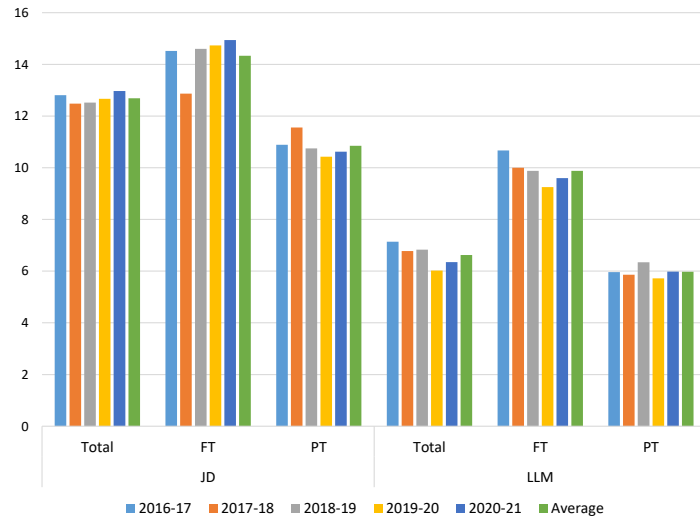### Regular Students Information

Enrollment

Define as total of students enrolled in the academic program pursuing a degree.

Regular Students Enrollment per Program

### Enrolled Credit Hours for Full-Time and Part-Time Students by Degree

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
School of Law Total Enrollment	**813**	**799**	**763**	**735**	**712**	**702**
J.D Juris Doctor	**776**	**759**	**699**	**686**	**661**	**662**
Percent of enrolled students by academic load						
Full time	52.84	70.49	45.92	53.06	54.46	54.68
Part time	47.16	29.51	54.08	47.38	45.54	45.32
Day session	52.45	52.83	54.36	58.02	57.79	55.59
Evening Session	46.62	45.98	45.64	41.40	42.21	44.41
Full Time Equivalent (FTE)	**702**	**708**	**621**	**620**	**606**	**582**
Mean students' credit hour	**12.81**	**12.48**	**12.52**	**12.67**	**12.97**	**12.45**
Full time	14.52	12.87	14.60	14.73	14.94	
Part time	10.89	11.56	10.75	10.43	10.62	
Students x Section Rate	**17.77**	**16.09**	**17.47**	**18.44**	**21.75**	**18.7**
Average GPA	**2.98**	**3.04**	**3.01**	**3.00**	**3.13**	**3.07**
Percent of enrolled students by gender						
Female	58.51	60.74	60.66	62.39	62.48	62.29
Male	41.49	39.26	38.62	37.61	37.22	37.71
Other	0	0.00	0.72	0.00	0.30	0.00
Percent of enrolled students by age group						
24 years or less	21.39	20.95	23.18	23.62	25.72	
25-34 years	55.80	56.65	54.94	57.43	58.40	
35-44 years	17.14	16.47	14.59	11.52	9.53	
45- older years	5.67	5.93	7.30	7.43	6.35	
Percent of enrolled students by ethnicity or race						
Hispano/Latino	98.07	97.36	97.85	98.38	94.44	
LL.M. Master of Law	**35**	**36**	**58**	**47**	**48**	**36**
Percent of enrolled students by academic load						
Full time	25.71	22.22	13.79	8.51	10.42	2.78
Part time	74.29	77.78	86.21	91.49	89.58	97.22
Day session	0.00	2.78	1.72	2.13	4.17	
Evening Session	100.00	94.44	96.55	95.74	91.67	
Full Time Equivalent (FTE)	**26**	**26**	**43**	**31**	**34**	
Mean students' credit hour	**7.14**	**6.78**	**6.83**	**6.02**	**6.35**	
Full time	10.67	10.00	9.88	9.25	9.60	
Part time	5.96	5.86	6.34	5.72	5.98	
Students x Section Rate	**13.50**	**14.25**	**15.13**	**20.71**	**12.00**	**8.29**
Average GPA	**3.73**	**3.62**	**3.51**	**3.70**	**3.64**	
Percent of enrolled students by gender						
Female	49.95	57.50	50.00	51.06	75.00	72.22
Male	50.05	42.50	50.00	48.94	25.00	27.78
Percent of enrolled students by age group						
24 years or less	0.00	0.00		2.13	2.08	
25-34 years	45.71	38.89	43.10	31.91	37.50	
35-44 years	34.29	36.11	31.03	27.66	31.25	
45 years or more	20.00	25.00	25.86	38.30	29.17	
Percent of enrolled students by ethnicity or race						
Hispano/Latino	100.00	100.00	100.00	100.00	100.00	100.00
LL.M. in Litigation and Alternative Methods for Dispute Resolution	**35**	**36**	**43**	**34**	**36**	**25**
LL.M. in Notarial and Real States	**Does not apply**		**15**	**13**	**12**	**11**
J.S.D. Doctor in Judicial Science	**2**	**4**	**6**	**2**	**3**	**4**
Means students' credit hours	**4**	**4**	**4**	**4**	**4**	**4**
Percent of enrolled students by academic load						
Full time	0.00	0.00	100.00	100.00	0.00	0.00
Part time	100.00	100.00	0.00	0.00	100.00	100.00
Full Time Equivalent (FTE)	**1**	**3**	**6**	**2**	**3**	**4**
Students x Section Rate		**1.33**	**1.50**	**1**	**1.5**	**1.33**
Percent of enrolled students by gender						
Female	0.00	33.00	50.00	50.00	33.00	33.00
Male	100.00	67.00	50.00	50.00	67.00	67.00
Percent of enrolled students by age group 45 year or more	**100.00**	**75.00**	**50.00**	**100.00**	**67.00**	**67.00**

Source: Statistic Reports. Fall Semester. Section on Enrollment. Evaluation and Planning Office. Central Office of the System. Inter American University of Puerto Rico. 2016-17 through 2020-21. Rev. June 7, 2022.
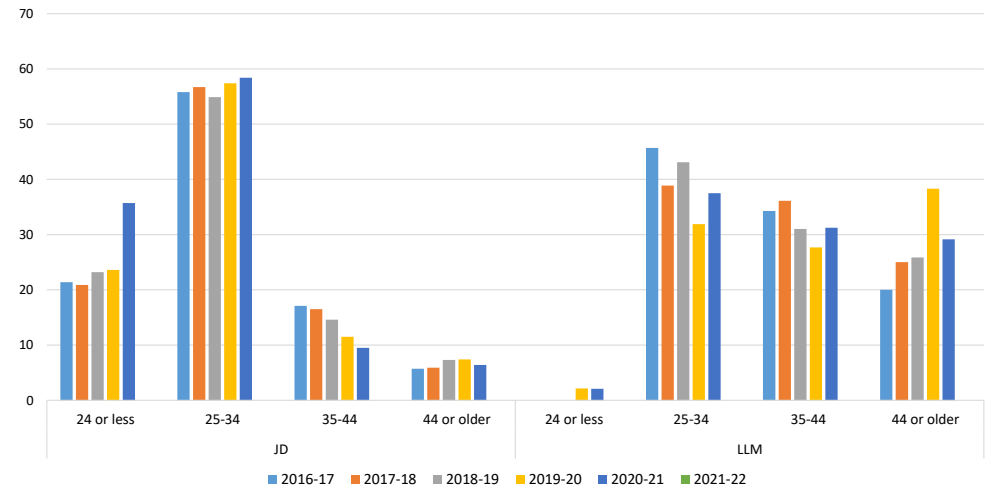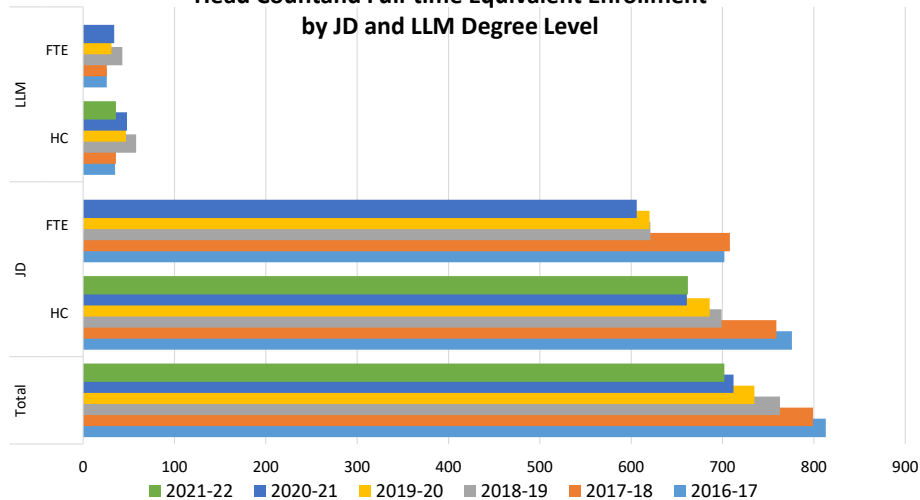
Enrollment
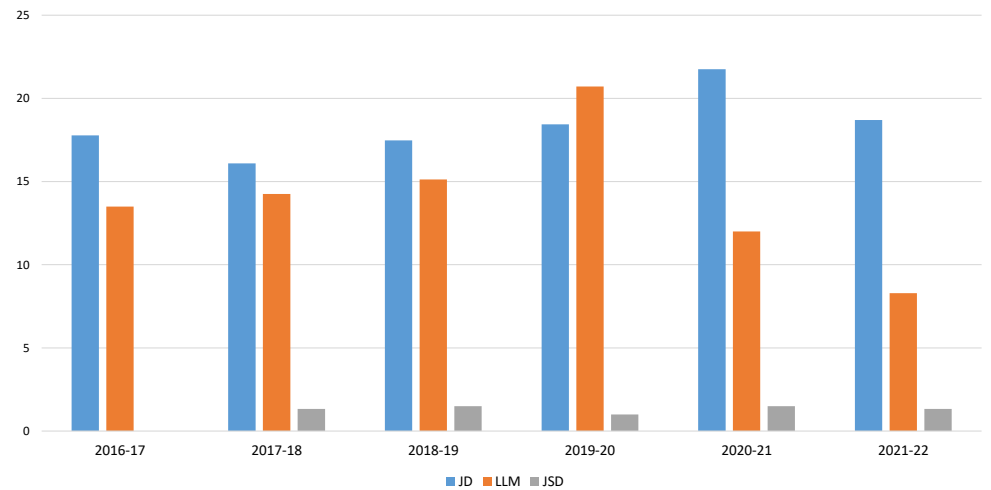
Gender Distribution by JD and LLM Degrees
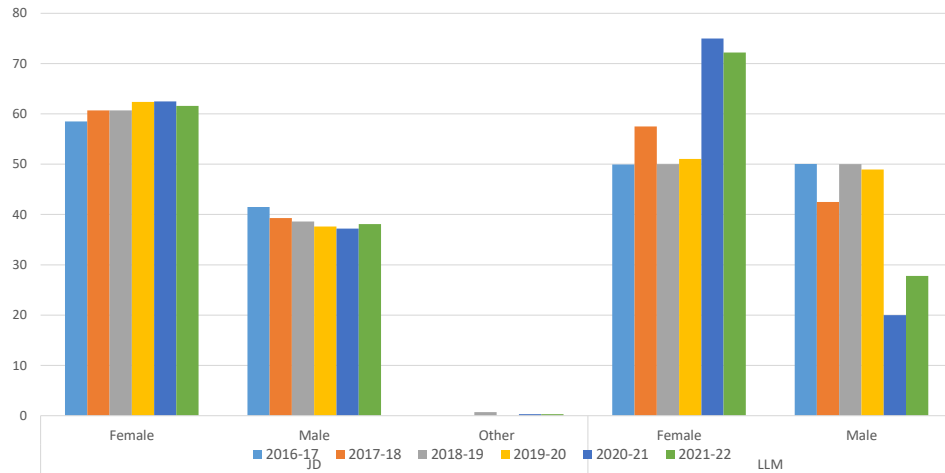
Age Distribution by JD and LLM Degrees

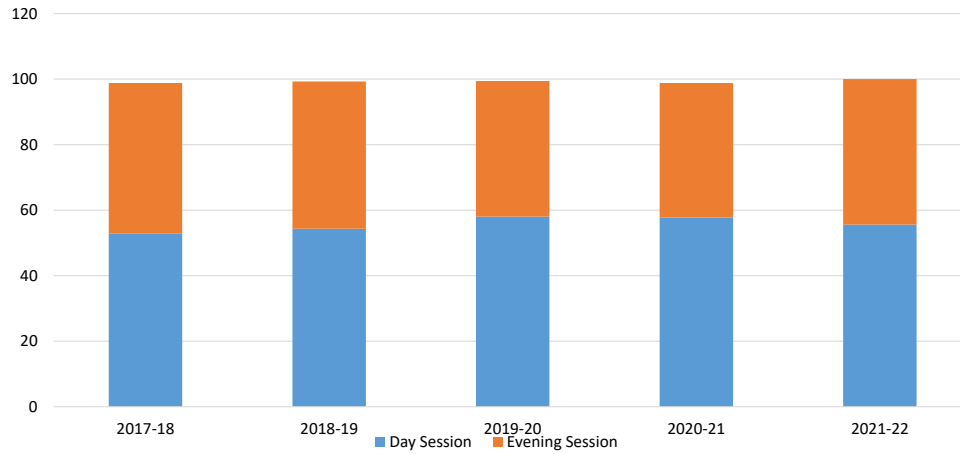### Head Countand Full-time Equivalent Enrollment by JD and LLM Degree Level
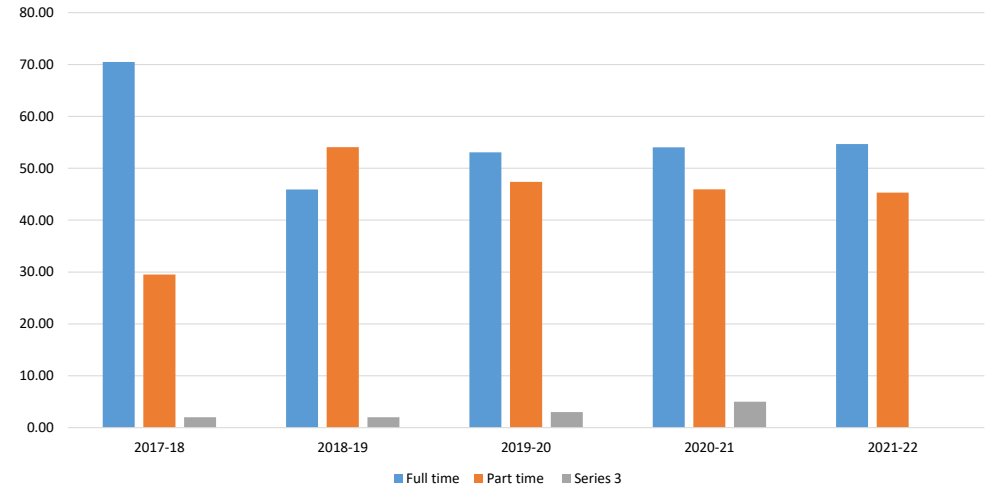

Students per Section Rate

Juris Doctor Enrollment

Percent of J.D. Students Enrolled by Day and Evening Sessions

Legend: Day Session, Evening Session
Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Percent of J.D. Students Enrolled by Academic Load Full and Part Time

Legend: Full time, Part time, Series 3
Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Credits Average Enrollment and Students per Section

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average
Mean students' credit hour	12.81	12.48	12.52	12.67	12.97		12.69
Students x Section Rate	17.77	16.09	17.47	18.44	21.75	18.70	18.37
Head Count	776	759	699	686	661	662	707

Legend: Mean students' credit hour, Students x Section Rate, Head Count

J.D. Gender Distribution on a Five Years Period
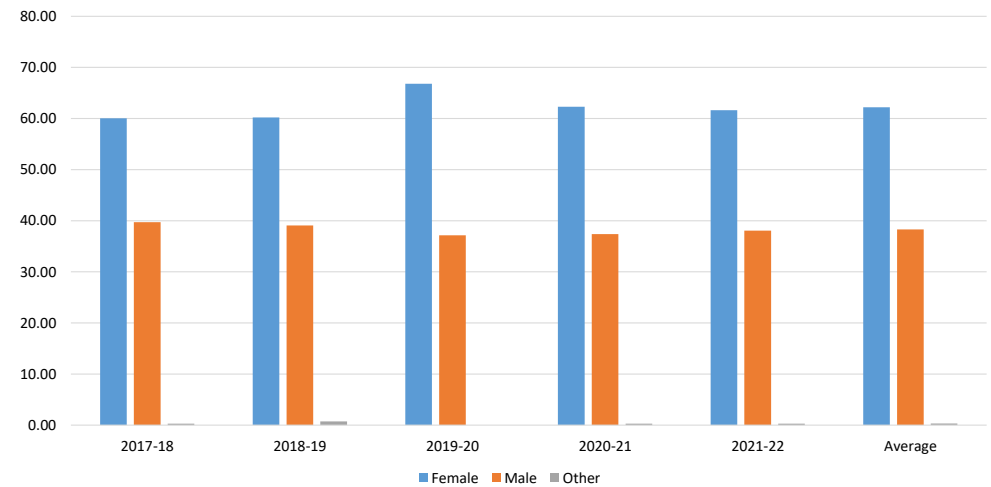
Legend: Female, Male, Other
Years: 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, Average

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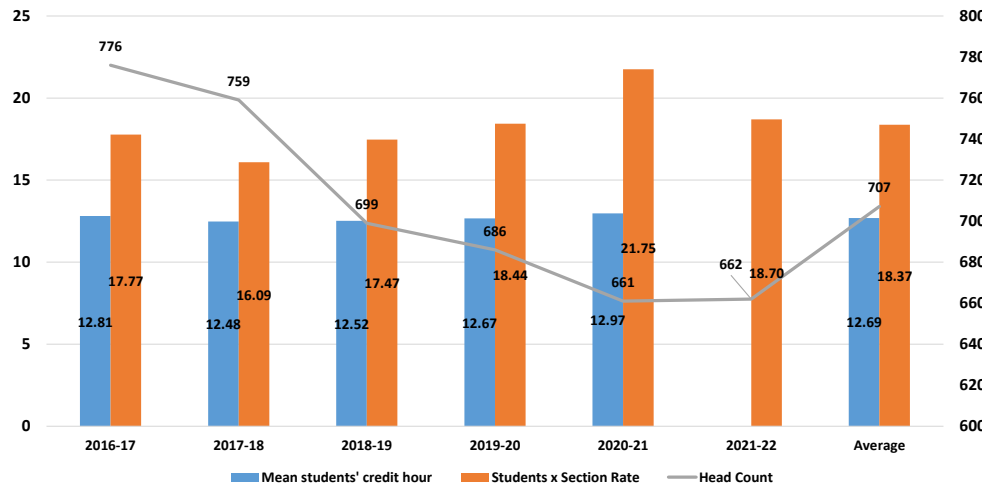**Regular Students Information**

Masters and Doctoral Degree Enrollment

LL.M. and J.S.D. Enrollment

LLM Lit & Alt Met | LLM Not & R Est | JSD
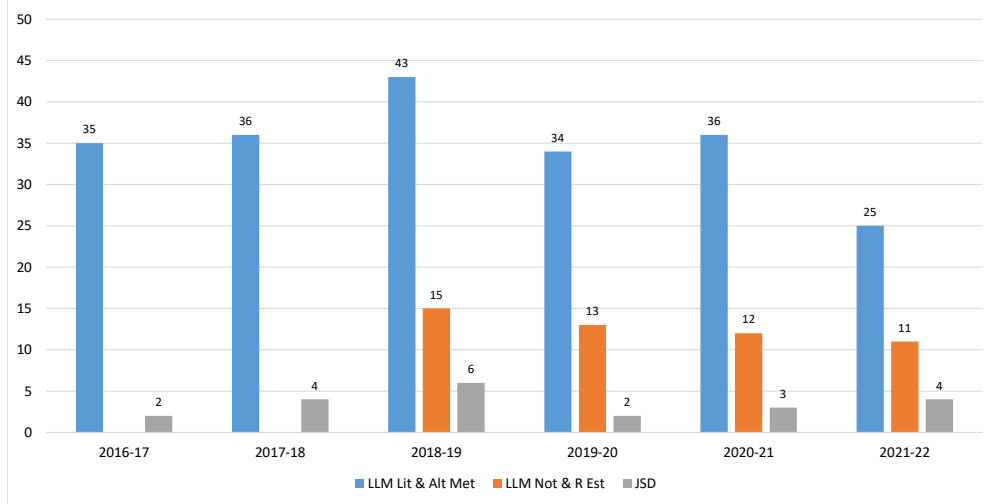
LL.M. and J.S.D. Distribution by Gender

2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22
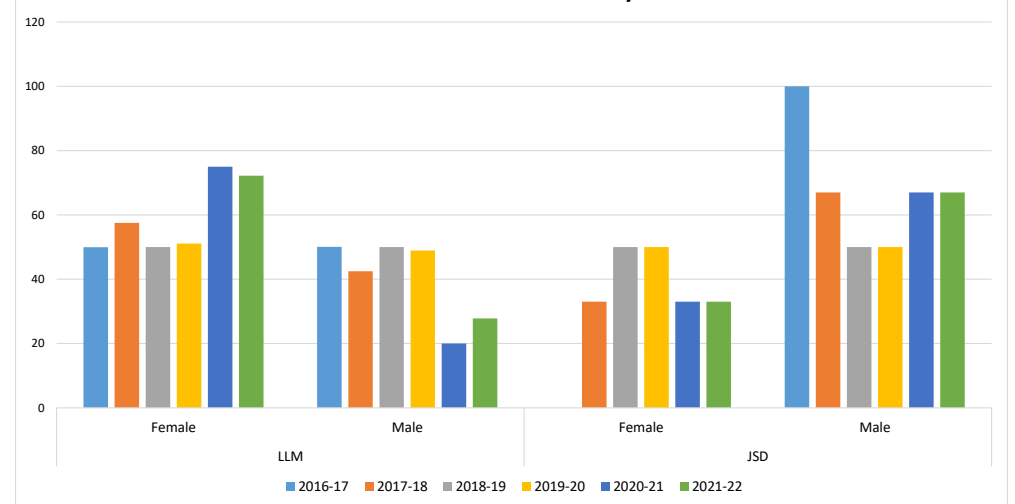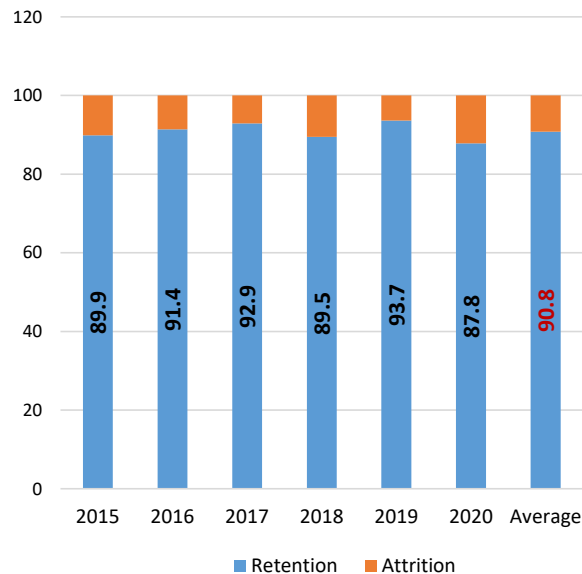
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One Year Retention							
Define as percent of students of the same cohort enrolled in the following (second) academic year.		**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
	J.D. Juris Doctor						
	Total enrolled students in original cohort	**168**	**151**	**155**	**162**	**142**	**148**
	Total Enrolled Students in second year	89.88	91.39	92.90	89.51	93.66	87.84
	Daytime enrolled students in original cohort	**92**	**97**	**94**	**102**	**102**	**95**
	Percent Enrolled Students in second year	86.96	92.78	90.43	86.27	94.12	88.42
	Evening enrolled students in original cohort	**76**	**54**	**61**	**60**	**40**	**53**
	Percent Enrolled Students in second year	93.42	88.89	96.72	95.00	92.50	86.79
	LL.M. Master of Law in Litigation and Alternative Methods for Dispute Resolution						
	Total enrolled students in original cohort	**13**	**12**	**14**	**20**		**6**
	Total Enrolled Students in second year		100.00	64.29			
	LL.M. Master of Law in Notarial and Real States						
	Total enrolled students in original cohort				**15**		
	Total Enrolled Students in second year						

Source: Evaluation and Planning Office. Central Office of the System. Inter American University of Puerto Rico. 2015-16 through 2020-21. Rev. June 9, 2022.

Juris Doctor One Year Retention Rate for All New Students by Cohort

Juris Doctor One Year Retention Rate for Day Session New Students by Cohort

Juris Doctor One Year Retention Rate for Evening Session New Students by Cohort

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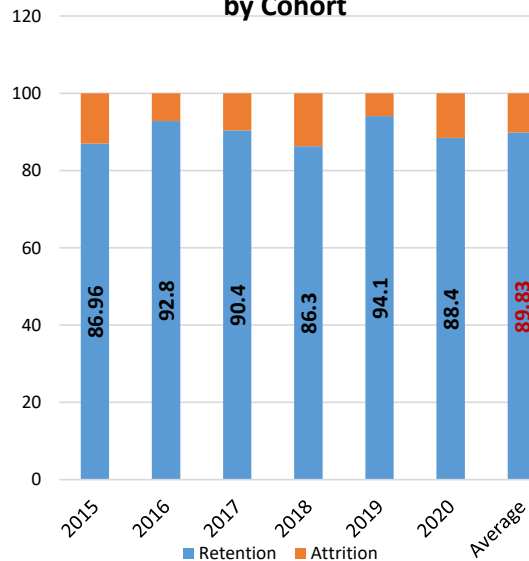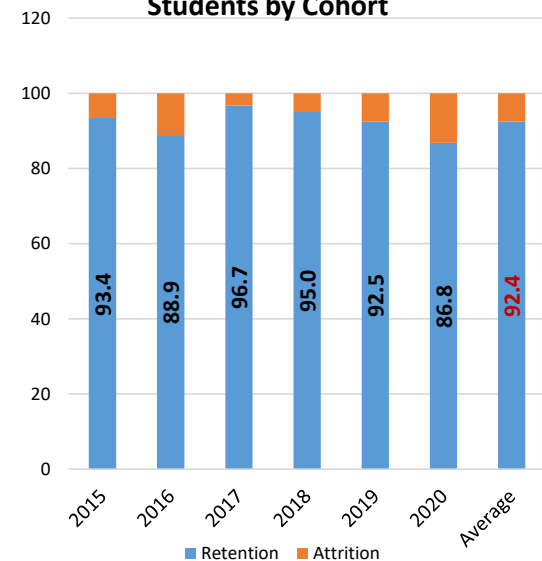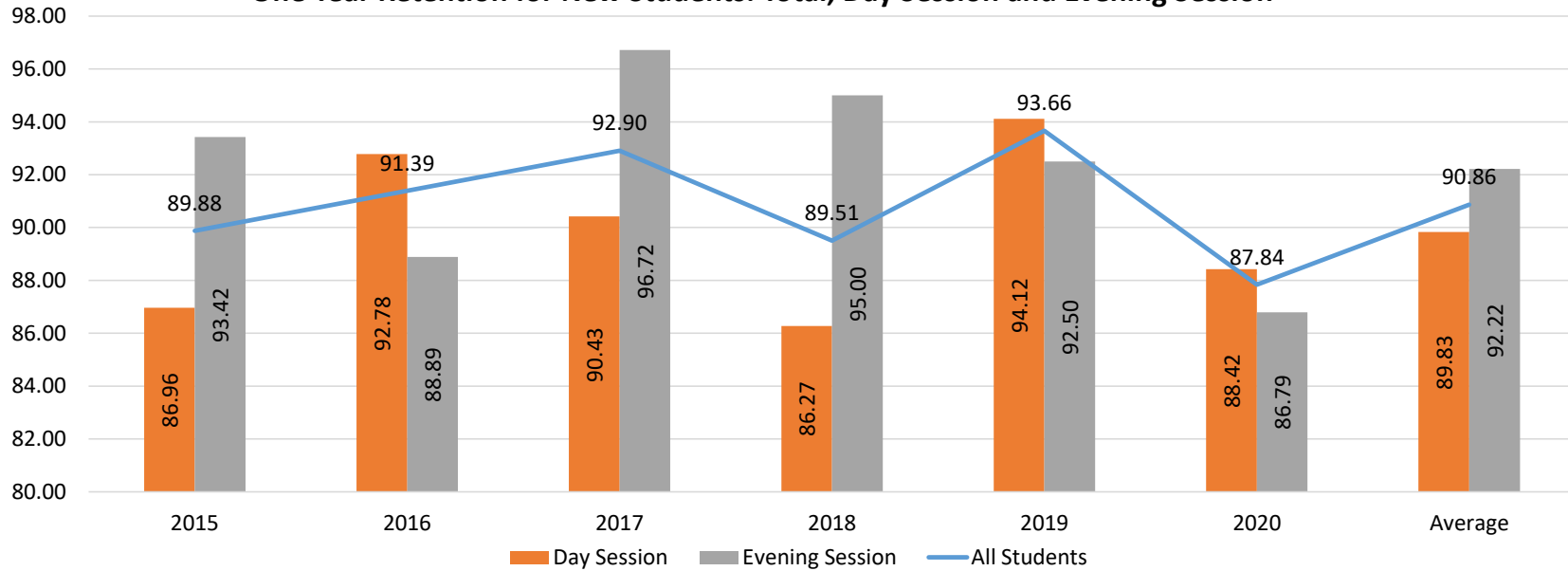## 2022-2023 MSCHE Student Achievements Dashboard
Regular Students Information

One Year Retention for New Students: Total, Day Session and Evening Session

Legend: Day Session | Evening Session | All Students

Values shown:
- 2015: Day Session 86.96, Evening Session 93.42, All Students 89.88
- 2016: Day Session 92.78, Evening Session 88.89, All Students 91.39
- 2017: Day Session 90.43, Evening Session 96.72, All Students 92.90
- 2018: Day Session 86.27, Evening Session 95.00, All Students 89.51
- 2019: Day Session 94.12, Evening Session 92.50, All Students 93.66
- 2020: Day Session 88.42, Evening Session 86.79, All Students 87.84
- Average: Day Session 89.83, Evening Session 92.22, All Students 90.86

Difference of One Year Retention for New Day and Evening Sessions Students

Legend: Day session - Evening session | Evening session - Day Session

Values shown:
- 2015: -6.46 / 6.46
- 2016: 3.89 / -3.89
- 2017: -6.30 / 6.30
- 2018: -8.73 / 8.73
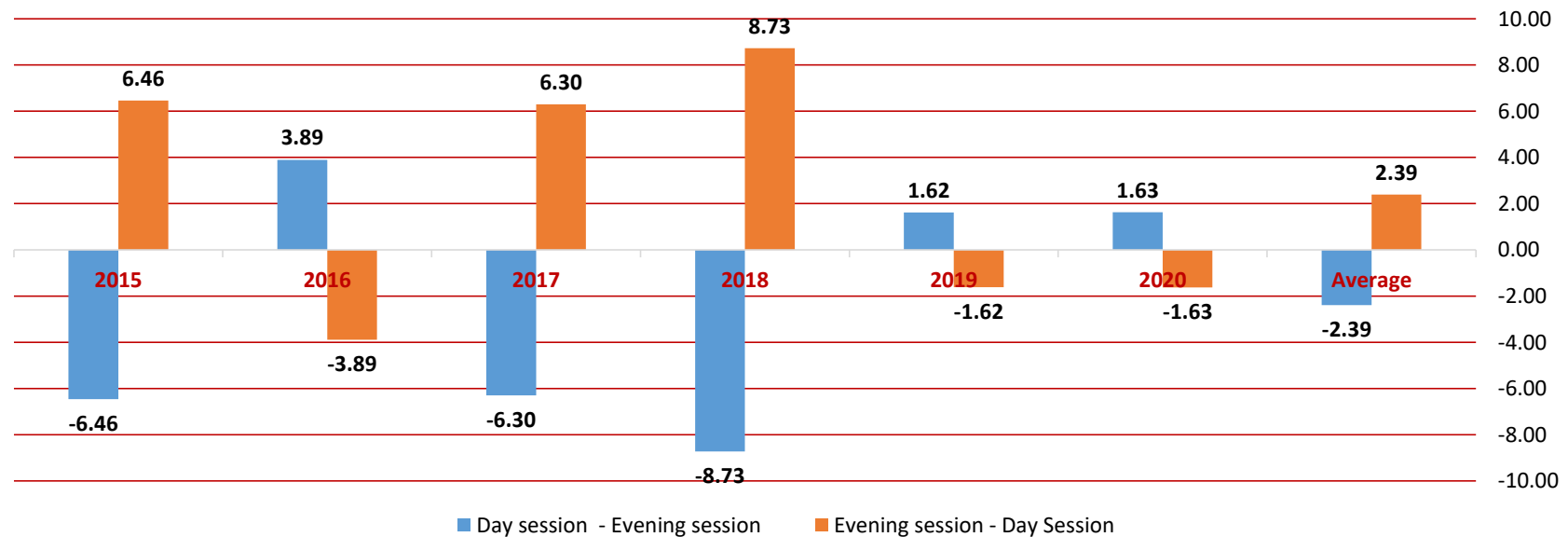- 2019: 1.62 / -1.62
- 2020: 1.63 / -1.63
- Average: -2.39 / 2.39

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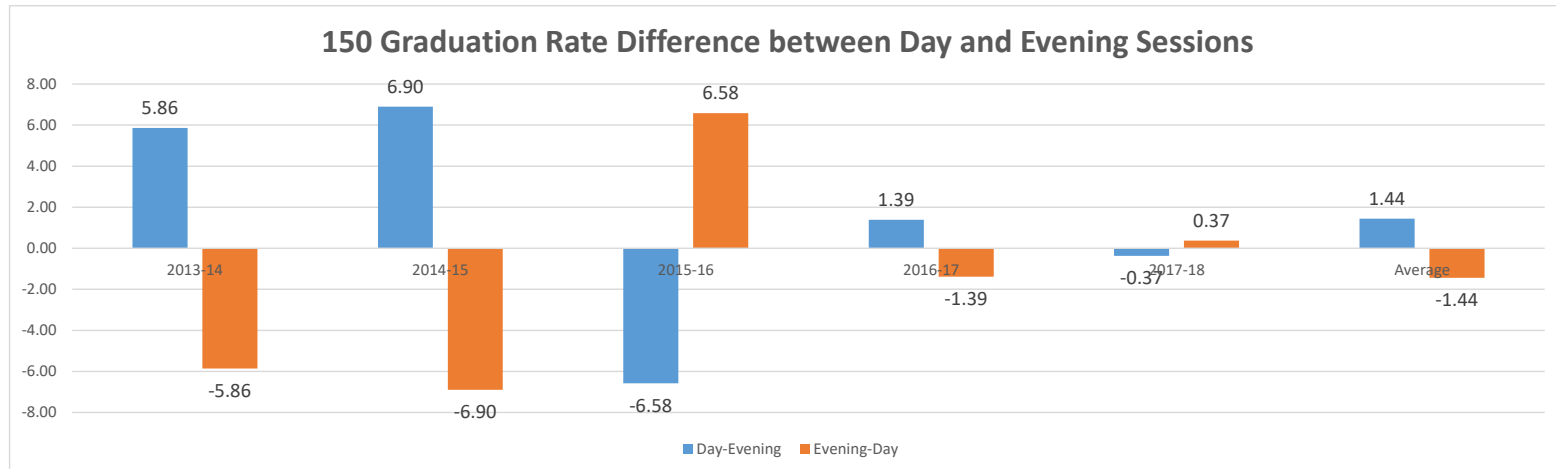| **Graduation**							
100 % Graduation Rates for Cohorts:		**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Defined as percent of students earning the degree in 100% or less of the curricular granted time: three years or less for day session and four year or less form evening session.	**J.D. Juris Doctor**						
	Total enrolled Students	128	209	201	168	151	155
	Percent graduate Students	31.25	26.79	31.84	26.19	25.83	27.74
	Day session total enrolled students	Not available	111	127	92	97	94
	Percent day session graduate students		50.45	50.39	47.83	40.21	45.74
	Evening session total enrolled students		98	74	76	54	61
	Percent evening session graduate students		53.06	59.46	63.16	51.85	73.77
	LL.M. Master of Law in Litigation and Alternative Methods for Dispute Resolution						
	Total Enrolled Students	29	11				
	Percent Graduate Students						
	LL.M. Master of Law in Notarial and Real States						
	Total Enrolled Students						
	Percent Graduate Students						

Source: Evaluation and Planning Office. Central Office of the System. Inter American University of Puerto Rico. 2015-16 through 2020-21. Rev. June 9, 2022.

Percent of Students Graduating in 100% of Curricular Study Plan

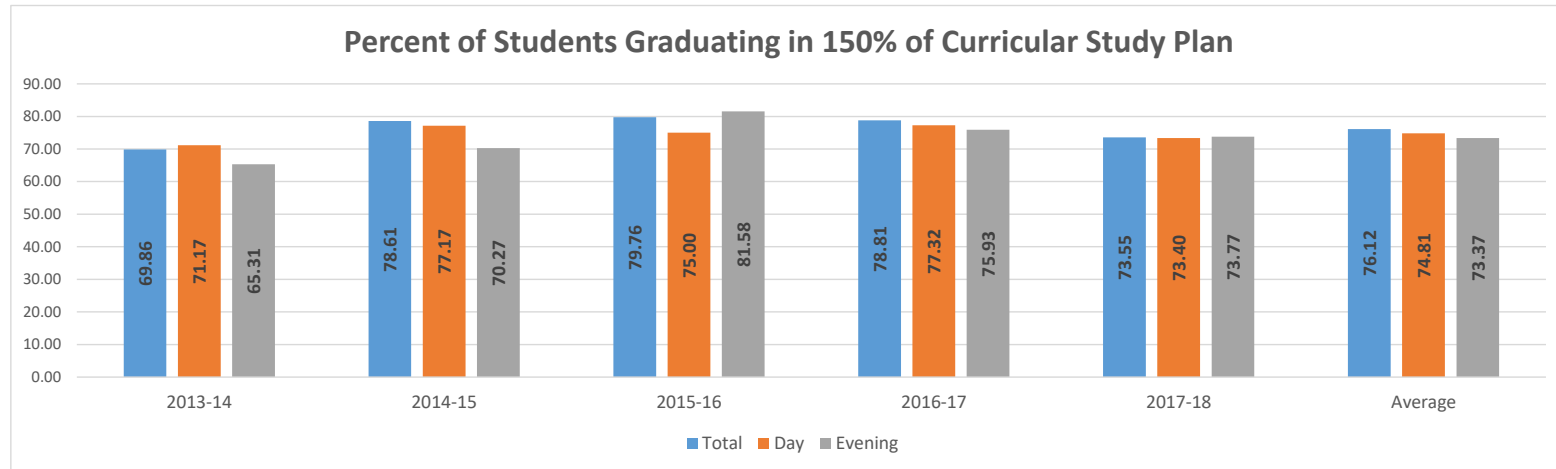| Graduation							
150 % Graduation Rates for Cohorts:		**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Defined as percent of students earning the degree in 150% or less of the curricular granted time: four years for day session and five for evening session.	**J.D. Juris Doctor**						
	Total enrolled Students	128	209	201	168	151	155
	Percent Graduate Students	62.50	69.86	78.61	79.76	78.81	73.55
	Day session total enrolled students	Not available	111	127	92	97	94
	Percent day session graduate students		71.17	77.17	75.00	77.32	73.40
	Evening session total enrolled students		98	74	76	54	61
	Percent evening session graduate students		65.31	70.27	81.58	75.93	73.77
	LL.M. Master of Law in Litigation and Alternative Methods for Dispute Resolution						
	Total Enrolled Students	29	11				
	Percent Graduate Students	89.66	81.82				
	LL.M. Master of Law in Notarial and Real States						
	Total Enrolled Students						
	Percent Graduate Students						

Source: Evaluation and Planning Office. Central Office of the System. Inter American University of Puerto Rico. 2015-16 through 2020-21. Rev. June 9, 2022.

Percent of Students Graduating in 150% of Curricular Study Plan

150 Graduation Rate Difference between Day and Evening Sessions

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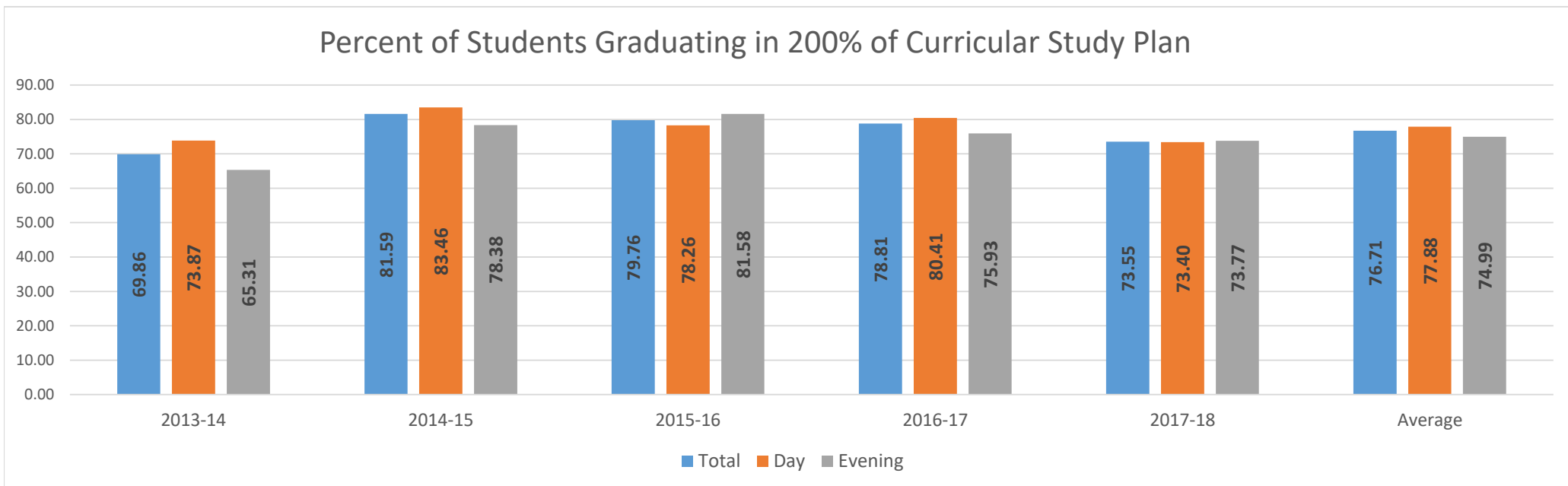| Graduation							
200 % Graduation Rates for Cohorts:		**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Defined as percent of students earning the degree in 200% or less of the curricular granted time: five years or more for day session and six or more for evening session.	**J.D. Juris Doctor**						
	Total enrolled Students	128	209	201	168	151	155
	Percent Graduate Students	73.41	69.86	81.59	79.76	78.81	73.55
	Day session total enrolled students	Not available	111	127	92	97	94
	Percent day session graduate students		73.87	83.46	78.26	80.41	73.40
	Evening session total enrolled students		98	74	76	54	61
	Percent evening session graduate students		65.31	78.38	81.58	75.93	73.77
	LL.M. Master of Law in Litigation and Alternative Methods for Dispute Resolution						
	Total Enrolled Students	29	11				
	Percent Graduate Students	93.66	81.83				
	LL.M. Master of Law in Notarial and Real States						
	Total Enrolled Students						
	Percent Graduate Students						

Source: Evaluation and Planning Office. Central Office of the System. Inter American University of Puerto Rico. 2015-16 through 2020-21. Rev. June 9, 2022.

Percent of Students Graduating in 200% of Curricular Study Plan

200 Graduation Rate Difference between Day and Evening Sessions

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Regular Students Information

Graduation

Juris Doctor Graduation Rate for All Students by Cohort and Earning Degree Time

	2013-14	2014-15	2015-16	2016-17	2017-18	Average
100% Grad Rate	26.79	31.84	26.19	25.83	27.74	23.07
150% Grad Rate	69.86	78.61	79.76	78.81	73.55	63.43
200% Grad Rate	69.86	81.59	79.76	78.81	73.55	63.93

Juris Doctor Graduation Rate for Day Session Students by Cohort and Earning Degree Time

	2013-14	2014-15	2015-16	2016-17	2017-18	Average
100% Grad Rate	50.45	50.39	47.83	40.21	45.74	46.92
150% Grad Rate	71.17	77.17	70.00	77.32	73.40	73.81
200% Grad Rate	73.87	83.46	78.26	80.41	73.40	77.88

Juris Doctor Graduation Rate for Evening Session Students by Cohort and Earning Degree Time

	2013-14	2014-15	2015-16	2016-17	2017-18	Average
100% Grad Rate	53.06	59.46	63.16	51.85	73.77	60.26
150% Grad Rate	65.31	70.27	81.58	76.93	73.77	73.57
200% Grad Rate	65.31	78.38	81.58	75.93	73.77	74.99

Source: Evaluation and Planning Office. Central Office of the System. Inter American University of Puerto Rico. 2015-16 through 2020-21. Rev. June 9, 2022.
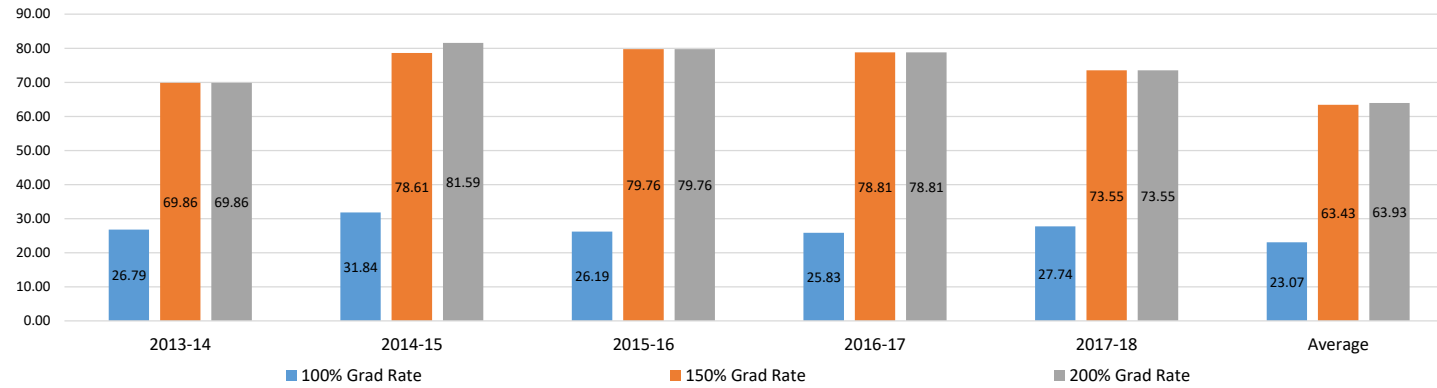
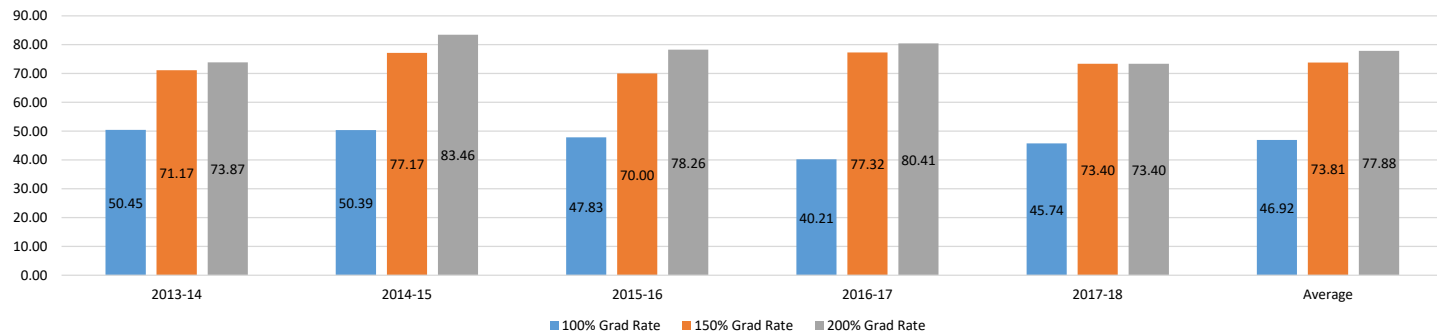# Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Regular Students Information

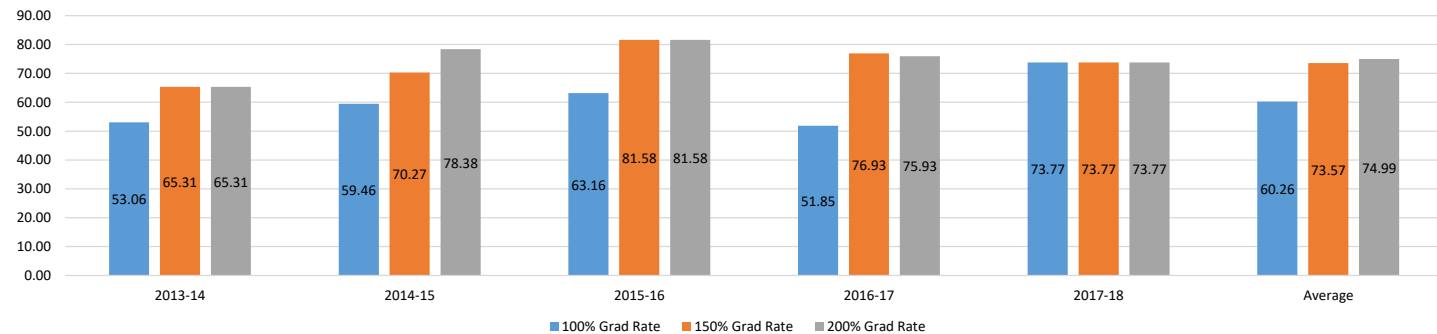| Awarded Degrees							
Defined as total of awarded degrees at the endo of the academic year.	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
J.D. Juris Doctor							
Total of students awarded	**189**	**155**	**187**		**174**	**179**	
Percent of awarded students by gender							
Female Students	61.38	53.55	57.22		62.07	63.69	
Male Students	38.62	46.45	42.78		37.93	36.31	
LL.M. Master of Law							
Total of students awarded	**32**	**38**	**21**		**11**	**16**	
Percent of awarded students by gender							
Female Students	43.75	44.74	42.86		63.64	50.00	
Male Students	56.25	55.26	57.14		36.36	50.00	
J.S.D.							
Total of students awarded					**2**	**0**	
Percent of awarded students by gender							
Female Students					0.00	0.00	
Male Students					100.00	0.00	
Graduation Average GPA							
Defined as percent of graduates with GPA on the scales classification	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
J.D. Juris Doctor							
Total of students awarded	**189**	**155**	**187**		**174**	**179**	
Average graduation GPA	3.07	3.06	3.14		3.16	3.21	
Master of Law							
Total of students awarded	**32**	**38**	**21**		**11**	**16**	
Average graduation GPA	3.77	3.80	3.82		3.76	3.74	

Source: Statistic Reports. Fall Semester. Section on Conferred Degrees. Evaluation and Planning Office. Central Office of the System. Inter American University of Puerto Rico. 2016-17
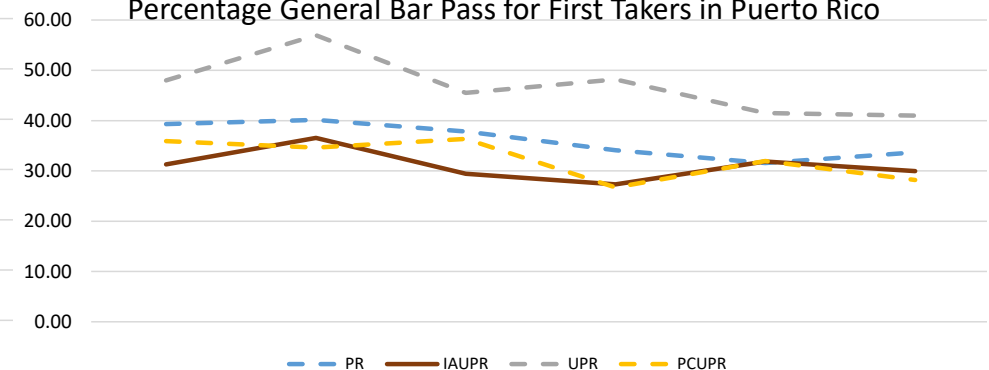

Juris Doctor Conferred Degree by Gender

L.L.M. Conferred Degree by Gender

J.D. and LL.M. GPA
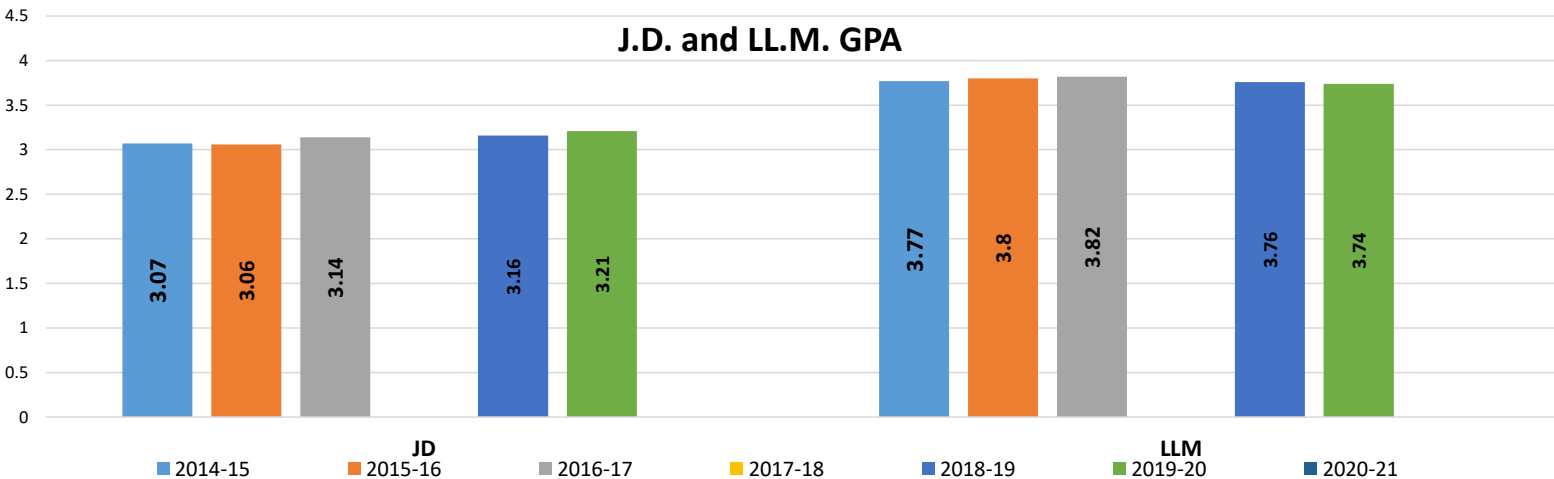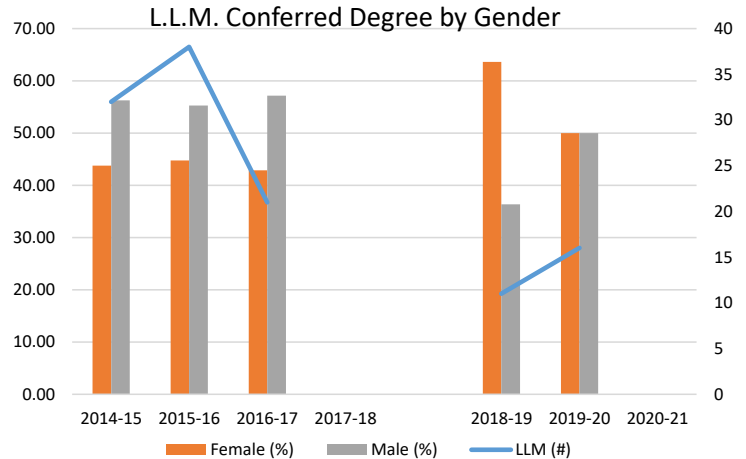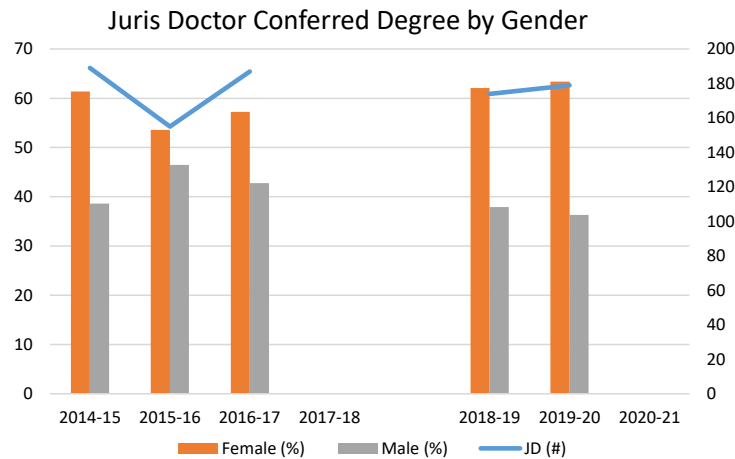
Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Bar Success Information

Puerto Rico Supreme Court First Takers General Bar Pass	2016	2017	2018	2019	2020	2021
Define as percent of alumni passing the General legal Bar Examination each year (March and September) in the first administration. **Total of General Bar First Takers in Puerto Rico**	491	406	521	475	362	460
Percentage of School of Law's aspirants passing the General Bar	39.31	40.15	37.81	34.11	31.57	33.70
Inter American University of Puerto Rico Total of General Bar First Takers	163	186	170	172	113	187
Percentage of School of Law's aspirants passing the General Bar	31.29	36.56	29.41	27.33	31.86	29.95
University of Puerto Rico Total of General Bar First Takers	175	86	211	166	147	161
Percentage of School of Law's aspirants passing the General Bar	48.00	56.98	45.50	48.19	41.50	40.99
Pontifical Catholic University of Puerto Rico Total of General Bar First Takers	142	127	132	131	97	110
Percentage of School of Law's aspirants passing the General Bar	35.92	34.65	36.36	26.72	31.96	28.18

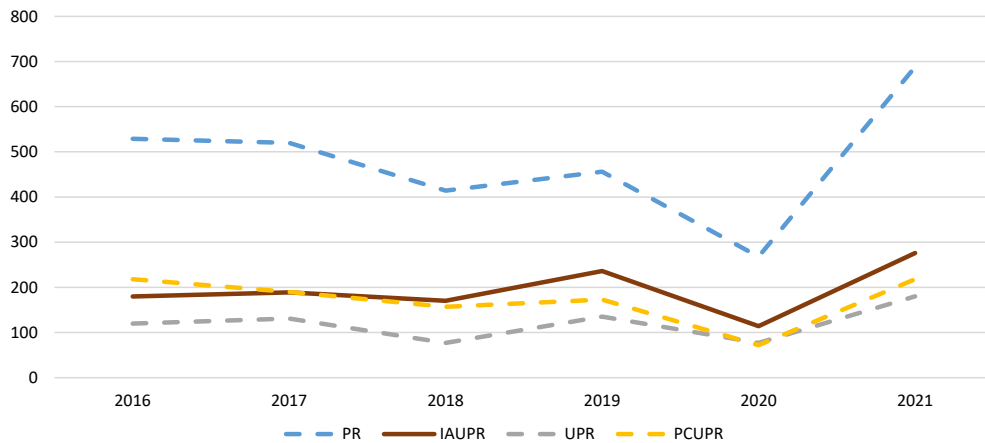General Bar First Takers in Puerto Rico (#)
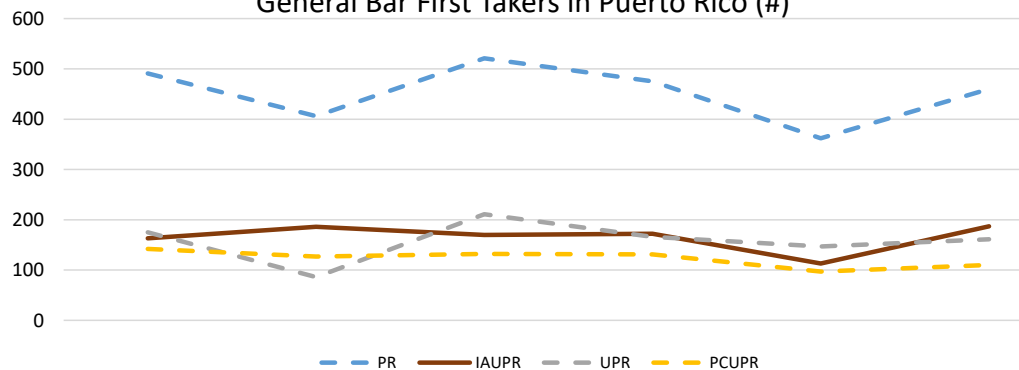
Percentage General Bar Pass for First Takers in Puerto Rico

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Bar Success Information

Puerto Rico Supreme Court Repeaters General Bar Pass	2016	2017	2018	2019	2020	2021
Define as percent of alumni passing the General legal Bar Examination each year (March and September) in a second or further administrations. **Total of General Bar Repeaters Takers in Puerto Rico**	**529**	**520**	**414**	**556**	**268**	**688**
Percentage of School of Law's aspirants passing the General Bar	33.08	30.38	32.13	33.45	31.34	32.27
Inter American University of Puerto Rico Total of General Bar Repeaters Takers	**180**	**189**	**170**	**236**	**114**	**276**
Percentage of School of Law's aspirants passing the General Bar	34.44	33.86	26.47	30.51	29.82	31.16
University of Puerto Rico Total of General Bar Repeaters Takers	**120**	**131**	**77**	**135**	**77**	**180**
Percentage of School of Law's aspirants passing the General Bar	35.00	40.46	48.05	48.15	41.56	34.44
Pontifical Catholic University of Puerto Rico Total of General Bar Repeaters Takers	**218**	**190**	**157**	**173**	**72**	**218**
Percentage of School of Law's aspirants passing the General Bar	31.65	21.05	31.21	27.75	23.61	33.49

General Bar Repeaters Takers in Puerto Rico (#)

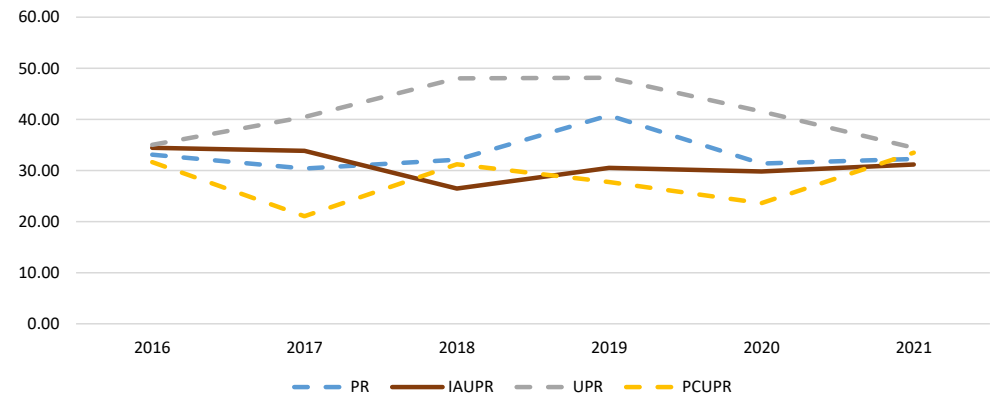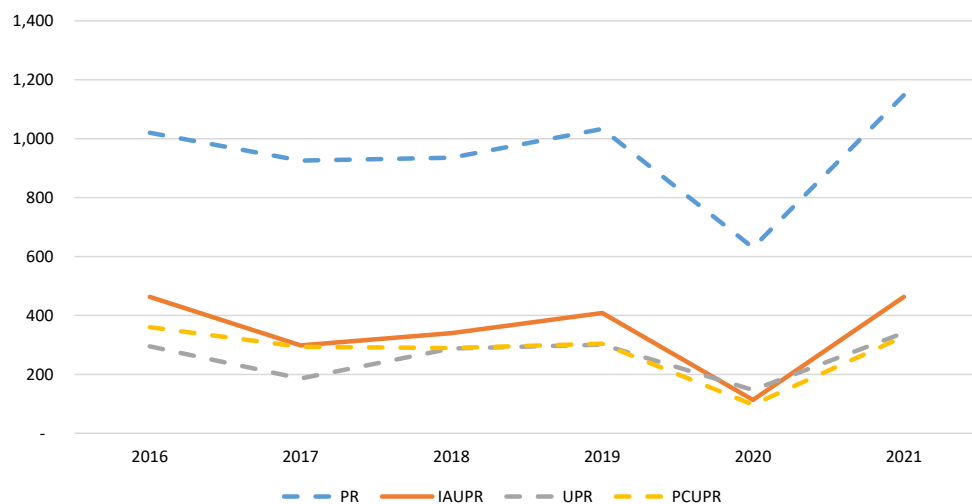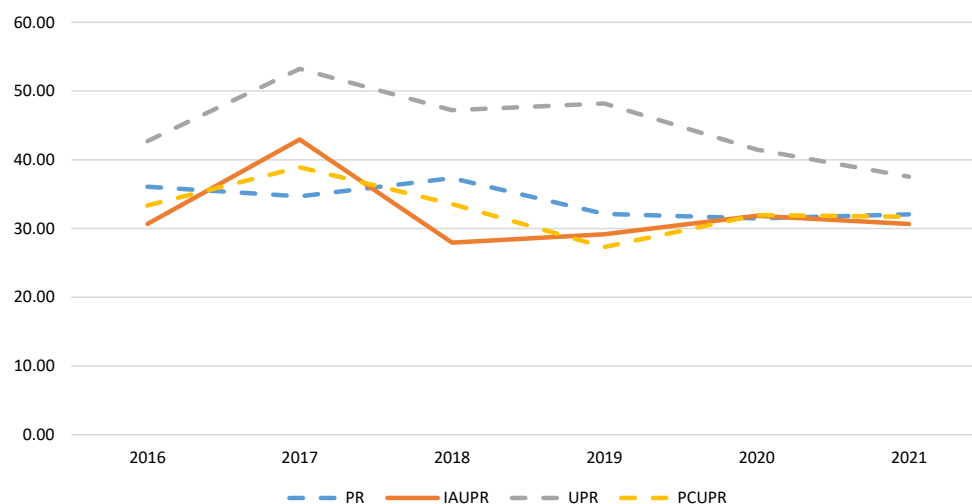Percentage General Bar Pass for Repeaters Takers in Puerto Rico

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Bar Success Information

Puerto Rico Supreme Court Total General Bar Pass		2016	2017	2018	2019	2020	2021
Define as percent of alumni passing the General legal Bar Examination each year (March and September).	**Total of General Bar Takers in Puerto Rico**	**1,020**	**926**	**935**	**1,031**	**630**	**1,148**
	Percentage of School of Law's aspirants passing the General Bar	36.08	34.67	37.33	32.20	31.47	32.06
	Inter American University of Puerto Rico Total of General Bar Takers	**343**	**375**	**340**	**408**	**227**	**463**
	Percentage of School of Law's aspirants passing the General Bar	41.40	34.13	27.94	29.17	15.86	30.67
	University of Puerto Rico Total of General Bar Takers	**295**	**217**	**288**	**301**	**224**	**341**
	Percentage of School of Law's aspirants passing the General Bar	42.71	45.62	47.22	48.17	27.23	37.54
	Pontifical Catholic University of Puerto Rico Total of General Bar Takers	**360**	**317**	**289**	**304**	**169**	**328**
	Percentage of School of Law's aspirants passing the General Bar	33.33	35.96	33.56	27.30	18.34	31.71

General Bar Takers in Puerto Rico (#)

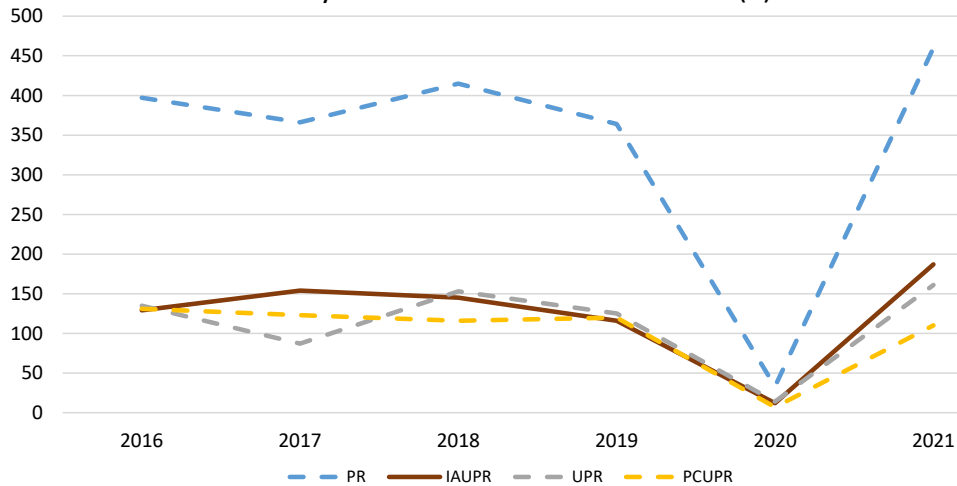### Percentage General Bar Pass for Takers in Puerto Rico

Source: Puerto Rico Examination Board of the Supreme Court, annually.

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Bar Success Information

Puerto Rico Supreme Court First Takers Notary Bar Pass		2016	2017	2018	2019	2020	2021
Define as percent of alumni passing the Notary legal Bar Examination each year in the first administration(March and September).	**Total of Notary Bar First Takers in Puerto Rico**	**397**	**366**	**415**	**364**	**33**	**460**
	Percentage of School of Law's aspirants passing the Notary Bar	46.60	48.36	42.41	42.58	75.76	33.70
	Inter American University of Puerto Rico Total of Notary Bar First Takers	**129**	**154**	**145**	**116**	**12**	**187**
	Percentage of School of Law's aspirants passing the Notary Bar	45.74	46.10	37.93	46.55	83.33	29.95
	University of Puerto Rico Total of Notary Bar First Takers	**135**	**87**	**153**	**125**	**14**	**161**
	Percentage of School of Law's aspirants passing the Notary Bar	49.63	68.97	54.90	44.80	78.57	40.99
	Pontifical Catholic University of Puerto Rico Total of Notary Bar First Takers	**131**	**123**	**116**	**120**	**7**	**110**
	Percentage of School of Law's aspirants passing the Notary Bar	44.27	35.77	31.03	35.00	57.14	28.18

Source: Puerto Rico Examination Board of the Supreme Court, annually.

Notary Bar First Takers in Puerto Rico (#)

Percentage Notary Bar Pass for First Takers in Puerto Rico

Inter American University of Puerto Rico
School of Law
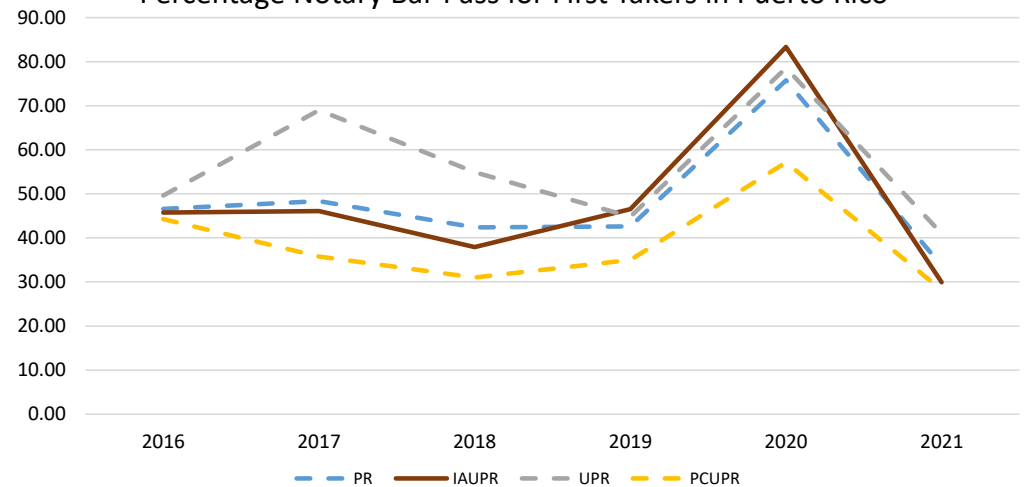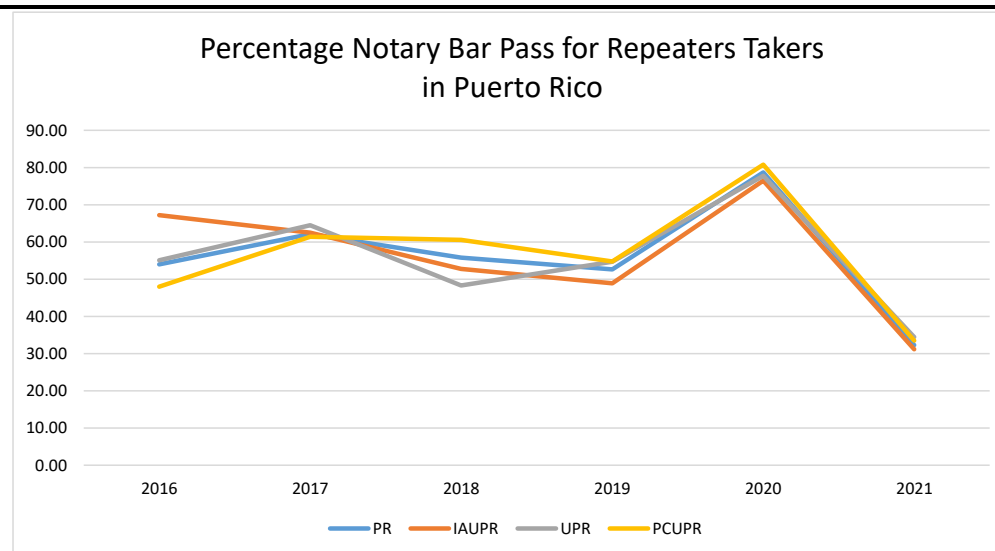## 2022-2023 MSCHE Student Achievements Dashboard
Bar Success Information

Puerto Rico Supreme Court Repeaters Notary Bar Pass		2016	2017	2018	2019	2020	2021
Define as percent of alumni passing the Notary legal Bar Examination each year (March and September) in a second or further administrations.	**Total of Notary Bar Repeaters Takers in Puerto Rico**	**213**	**227**	**156**	**228**	**61**	**688**
	Percentage of School of Law's aspirants passing the Notary Bar	53.99	62.11	55.77	52.63	78.69	32.27
	Inter American University of Puerto Rico Total of Notary Bar Repeaters Takers	**61**	**72**	**55**	**90**	**17**	**276**
	Percentage of School of Law's aspirants passing the Notary Bar	67.21	62.50	52.73	48.89	76.47	31.16
	University of Puerto Rico Total of Notary Bar Repeaters Takers	**49**	**62**	**29**	**53**	**18**	**180**
	Percentage of School of Law's aspirants passing the Notary Bar	55.10	64.52	48.28	54.72	77.78	34.44
	Pontifical Catholic University of Puerto Rico Total of Notary Bar Repeaters Takers	**98**	**88**	**71**	**84**	**26**	**218**
	Percentage of School of Law's aspirants passing the Notary Bar	47.96	61.36	60.56	54.76	80.77	33.49

Source: Puerto Rico Examination Board of the Supreme Court, annually.

Notary Bar Repeaters Takers in Puerto Rico (#)

Percentage Notary Bar Pass for Repeaters Takers in Puerto Rico

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Bar Success Information

Puerto Rico Supreme Court Total Notary Bar Pass		2016	2017	2018	2019	2020	2021
Define as percent of alumni passing the Notary legal Bar Examination each year (March and September).	**Total of Notary Bar Takers in Puerto Rico**	**610**	**593**	**571**	**592**	**94**	**1148**
	Percentage of School of Law's aspirants passing the Notary Bar	49.18	53.63	46.06	46.45	77.66	32.84
	Inter American University of Puerto Rico Total of Notary Bar Takers	**190**	**226**	**200**	**206**	**29**	**463**
	Percentage of School of Law's aspirants passing the Notary Bar	52.63	51.33	42.00	52.43	79.31	30.67
	University of Puerto Rico Total of Notary Bar Takers	**184**	**149**	**182**	**178**	**32**	**341**
	Percentage of School of Law's aspirants passing the Notary Bar	51.09	67.11	53.85	47.75	78.13	37.54
	Pontifical Catholic University of Puerto Rico Total of Notary Bar Takers	**229**	**211**	**187**	**204**	**33**	**328**
	Percentage of School of Law's aspirants passing the Notary Bar	45.85	46.45	42.25	43.14	75.76	31.71

Source: Puerto Rico Examination Board of the Supreme Court, annually.

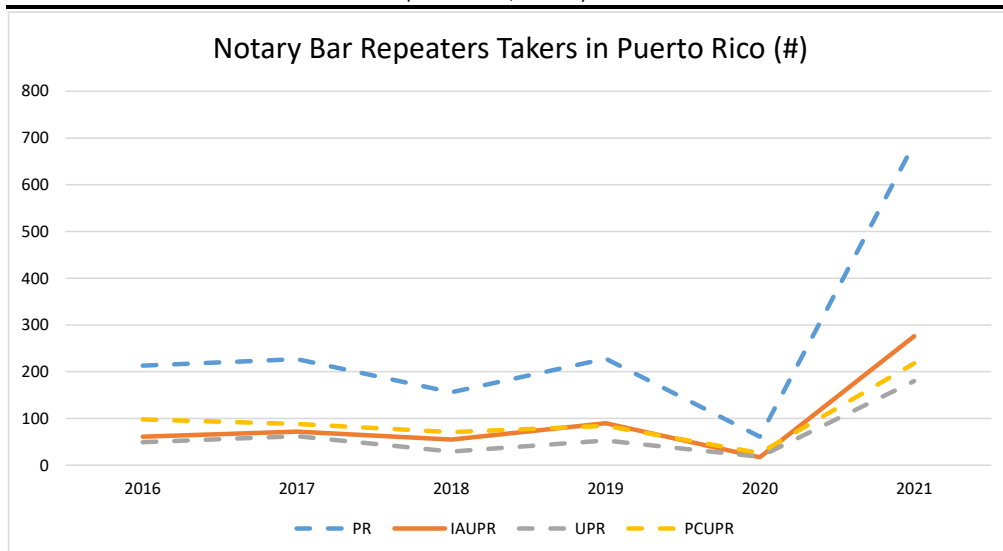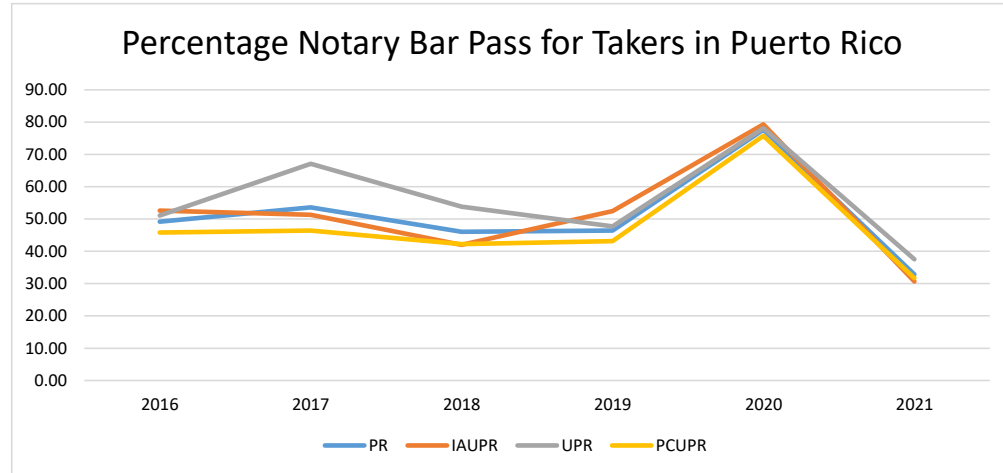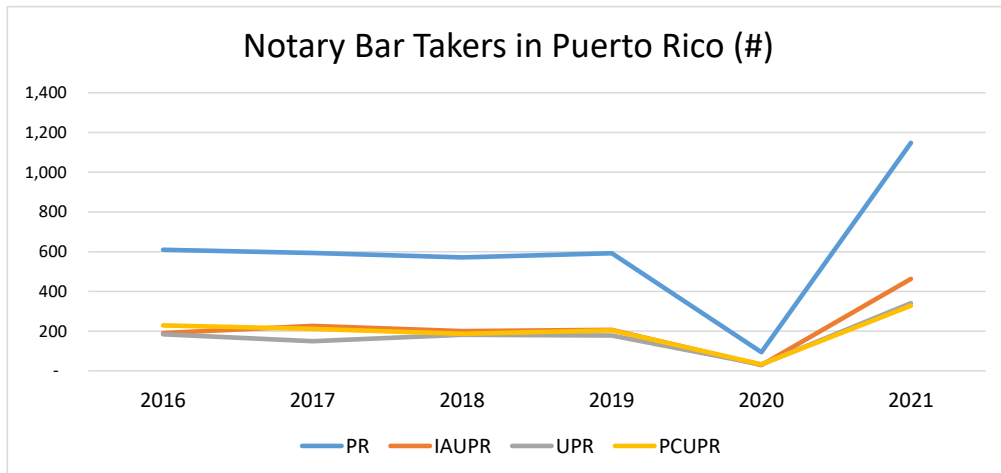Notary Bar Takers in Puerto Rico (#)

Percentage Notary Bar Pass for Takers in Puerto Rico

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Bar Success Information

Bar Pass as reported in the ABA' Bar Passage Reports for those years.							
First Time Bar Passage	2015	2016	2017	2018	2019	2020	2021
Inter American University of Puerto Rico							
Total first time takers in any jurisdiction		166	185	180	182	120	95
Total who pass the bar in any jurisdiction		52	69	51	48	42	32
Law School pass rate		31.33	37.30	28.33	26.37	35.00	33.68
University of Puerto Rico							
Total first time takers in any jurisdiction		181	83	219	166	147	114
Total who pass the bar in any jurisdiction		103	41	110	81	62	51
Law School pass rate		56.91	49.40	50.23	48.80	42.18	44.74
Pontific Catholic University of Puerto Rico							
Total first time takers in any jurisdiction		143	127	79	132	89	105
Total who pass the bar in any jurisdiction		51	44	30	35	29	31
Law School pass rate		35.66	34.65	37.97	26.52	32.58	29.52
Ultimate Bar Passage (Two years prior)	2015	2016	2017	2018	2019	2020	2021
Inter American University of Puerto Rico							
Graduates who sat for Bar within two years of graduation	155	180	138	175	150		
Passed	99	103	89	97	90		
Pass rate	63.87	57.22	64.49	55.43	60.00		
University of Puerto Rico							
Graduates who sat for Bar within two years of graduation	165	166	144	169	156		
Passed	128	116	113	131	109		
Pass rate	77.58	69.88	78.47	77.51	69.87		
Pontific Catholic University of Puerto Rico							
Graduates who sat for Bar within two years of graduation	191	123	127	144	123		
Passed	116	67	90	75	56		
Pass rate	60.73	54.47	70.87	52.08	45.53		

Define as percent of alumni passing the Bar Examination in compliance with the Standard 316 of the ABA's Section of Legal Education and Admission to the Profession.

Source: Ultimate Bar Passage ABA Section of Legal Education and Admission to the Profession Report https://abarequireddisclosures.org/BarPassageOutcomes.aspx

Firts Takers Bar Pass Rate (%) in Puerto Rico by Law School
ABA Standard 316

Ultimate Pass Two Years Rate (%) by Law School
ABA Standard 316

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Bar Success Information

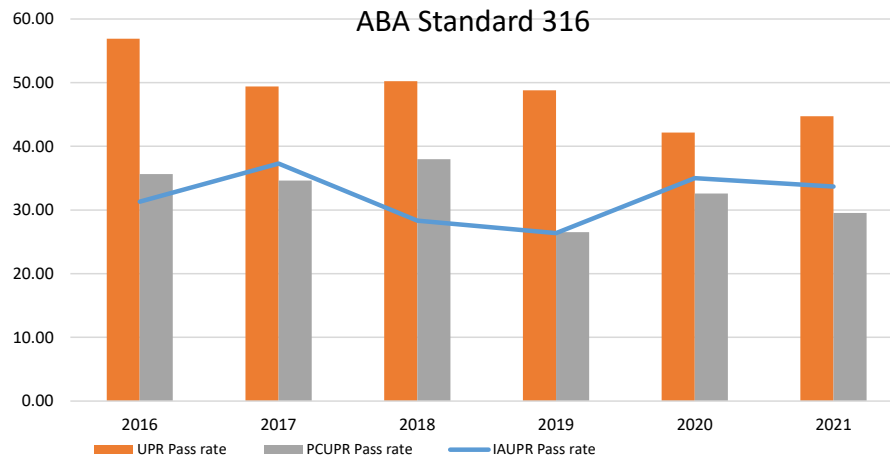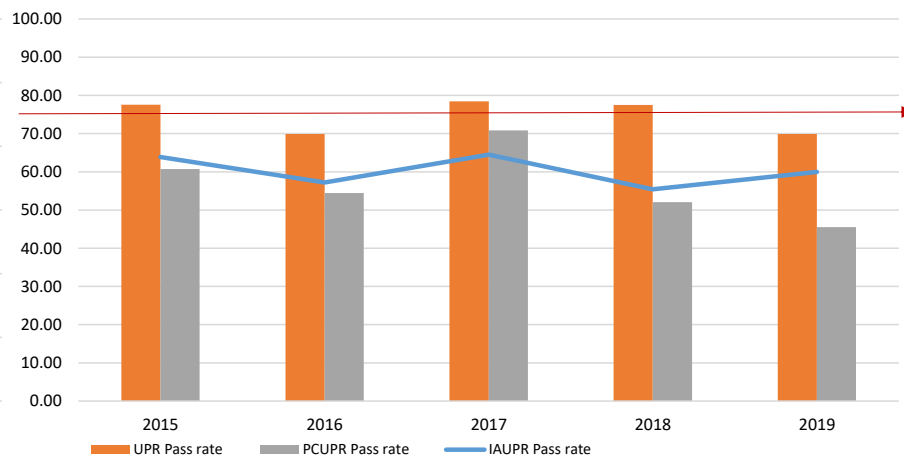| Juris Doctor Employment Summary		2016	2017	2018	2019	2020	2021	Average
	Employment Status (amount)	162	228	207	182	183	172	189
	Full time long term (Percentage)	41.36	43.42	44.93	50.55	42.62	56.40	46.55
	Full time short term (Percentage)	3.09	7.46	0.48	2.75	2.73	3.49	3.33
	Part time long term (Percentage)	7.41	3.07	6.76	7.14	8.74	8.72	6.97
	Part time short term (Percentage)	2.47	5.26	1.93	1.10	2.73	3.49	2.83
	Seeking (Percentage)	28.40	35.09	32.85	26.37	31.69	23.84	29.71
	Employment status unknown (Percentage)	4.32	0.00	7.73	10.44	7.65	1.74	5.31
	Other (Percentage)	12.96	5.70	5.31	1.65	3.83	8.72	6.36
	Employment type (amount)	88	135	112	112	104	124	113
	Law firms (Percentage)	30.68	22.96	28.57	33.04	26.92	36.29	29.74
	Business and industry (Percentage)	44.32	45.93	38.39	24.11	30.77	21.77	34.21
	Government (Percentage)	20.45	23.70	22.32	31.25	25.96	21.77	24.24
	Education (Percentage)	3.41	2.96	5.36	3.57	4.81	4.03	4.02
	Other (Percentage)	1.14	4.44	5.36	8.04	11.54	14.52	7.50
	Employment location (amount)	86	125	105	104	94	118	105
	Puerto Rico (Percentage)	95.35	91.20	97.14	96.15	94.68	94.07	94.77
	Out of Puerto Rico (Percentage)	4.65	8.80	2.86	3.85	5.32	5.93	5.23

Source: American Bar Association SECTION OF LEGAL EDUCATION: http://www.abarequireddisclosures.org/EmploymentOutcomes.aspx.
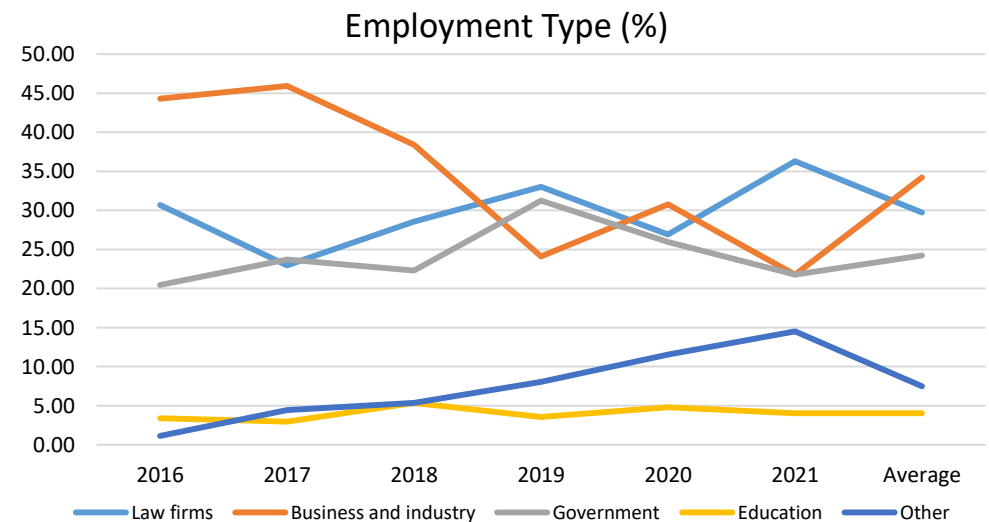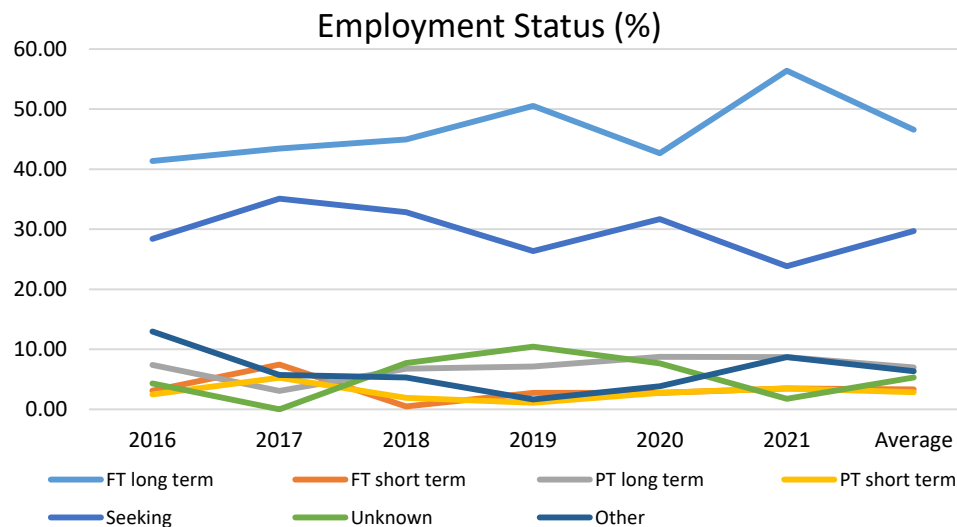
Employment Status (%)

Employment Type (%)

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Assessment Information

Employers Survey							
Define as percent of employers expressing their opinion regarding professional skills.							
		2017		**2022**		**Together**	
		N=30	n=3	N=95	n=4	N=125	n=7
Competence	**Skills**	10.00		4.21		5.60	
		Very Important	Important	Very Important	Important	Very Important	Important
1. Demonstrate their professionals committed with justice and the necessary qualifications for an ethical and competent performance of the Law.	Know the selected area of law and ability to acquire and stay updated	66.67	33.33	50.00	50.00	**58.33**	41.67
	Communicate in writing formally and informally with a diversity of people.	100.00		75.00	25.00	**87.50**	12.50
	Argue in written form, including examining and criticizing the work of others and communicating their opinion to a varied audience.	66.67		75.00	25.00	**70.83**	12.50
	Make oral presentations, including arguments in formal scenarios.	33.33	33.33	25.00	75.00	29.17	**54.17**
	Maintain ethical standards in offloading their professional responsibility to clients, other professionals, the courts and the public.	66.67	33.33	75.00	25.00	**70.83**	29.17
	Understand the Code of Ethics of the Profession, including exhibiting ethical conduct and commitment to Pro-Bono activity.	66.67	33.33	75.00	25.00	**70.83**	29.17
2. Study, research, analyze, criticize and develop the Law taking care of the society realities change.	Analyze practical problems in the appropriate legal contexts and apply the relevant legal principles.	100.00		75.00	25.00	**87.50**	12.50
	Analyze, criticize, sinter and present solutions to problems.	66.67	33.33	75.00	25.00	**70.83**	29.17
	Obtain and analyze legal information and report the rule of law in a rational manner.	100.00		25.00	75.00	**62.50**	37.50
	Recognize and understand the way in which law relates to and depends on the knowledge of other disciplines.	33.33	66.67	75.00	25.00	**54.17**	45.83
	Review the law from a public policy perspective and articulate its visions to propose ways to improve it.	33.33	33.33	25.00	75.00	29.17	**54.17**
3. Be creative and open to innovation in the learning and the practice of the Law.	Locate, evaluate, and use legal information in a wide range of contexts.		66.67	50.00	50.00	25.00	**58.33**
	Manage technology, including the ability to locate legal information using available information resources and the ability to discriminate its relevance and quality.	100.00		50.00	50.00	**75.00**	25.00
4. Promote, integrate and experience a global vision and knowledge of the Law in academic and professional communities of diverse legal systems.	Compare the law between jurisdictions and discuss how understanding such a comparison can improve the current rule of law.		33.33	50.00	50.00	25.00	**41.67**
	Participate in novel discussions about the relationship between law and other aspects of society.	33.33		50.00	50.00	**41.67**	25.00
5. Appreciate that learning is	Continue learning for life.	100.00		75.00	25.00	**87.50**	12.50
Average		**60.42**	**22.92**	**57.81**	**42.19**	**59.11**	**32.55**

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Assessment Information

Mission, Institutional Goals and Students Learning Outcomes Opinion Survey

During the first semester of academic year 2012-13 and 2021-22, the Inter American University of Puerto Rico School of Law reviewed it Mission and goals to ensure they reflects the Puerto Rican society and projects the School toward the future as a Law education provider.

Mission

To educate on the Law, to promote critical analysis, to develop necessary professional skills for the exercise of the law, to foment the commitment with the ethics, the justice and the service to the country in collaboration and interchange with communities of varied legal systems.

Institutional Goals

1. To develop professionals committed with justice and with the necessary qualifications for an ethical and competent performance of the Law.
2. To stimulate the study, research, critical analysis and development of the Law taking care of the society realities change.
3. To stimulate a culture for innovation and creativity aperture in the learning context and the practice of the Law.
4. To promote a global vision of the Law and the exchange of experiences and knowledge with academic and professional communities of diverse legal systems.
5. To provide, to promote and to facilitate the excellent continuous legal education for lawyers and other disciplines professionals.

As one strategy to assess those Mission and goals, the School of Law needs the feedback of its different constituents, students, administrative staff, alumni and organizations directly related to the practice of the Law in Puerto Rico.

For that reason, we request your participation in this confidential survey. The results will help the School to make any adjustment useful to improve the School of Law as leading Law education provider.

Participant Distribution for Constituents Population (N) and Sampler (n)

	N	% of population for total	n	% of sample for total participants	% of sample by constituent
Faculty	70	6.28	6	10.34	8.57
Staff	91	8.16	2	3.45	2.20
Active	722	64.75	15	25.86	2.08
Alumni	232	20.81	35	60.34	15.09
Total	1,115	100.00	58	100.00	5.20

Participant Distribution for Constituents Population (N) and Sampler (n)
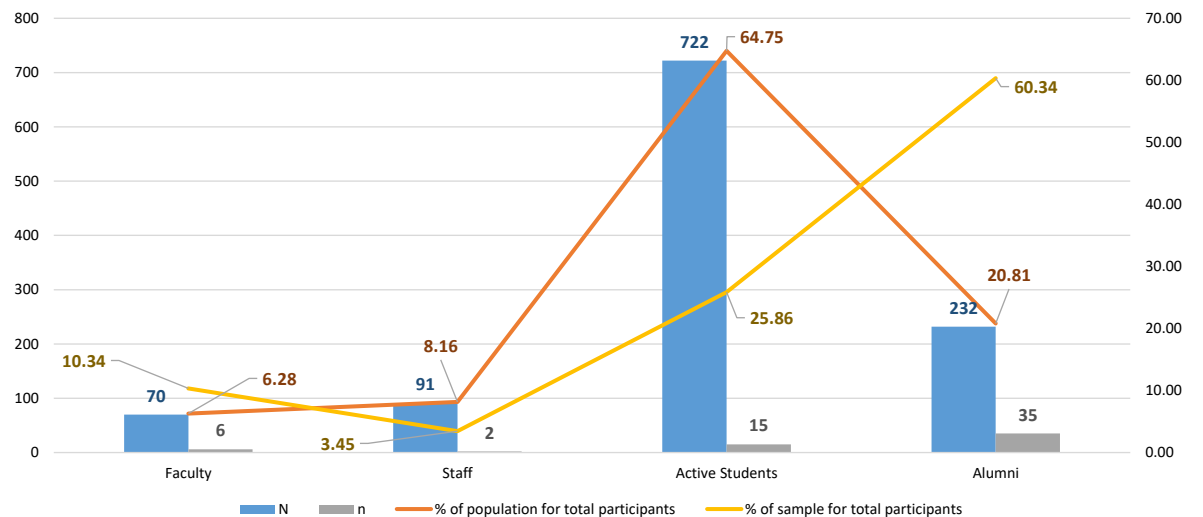
Participant per Gender (%)
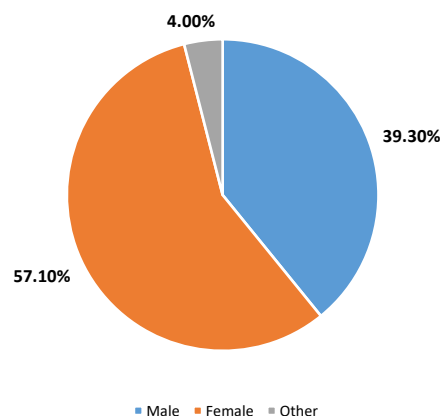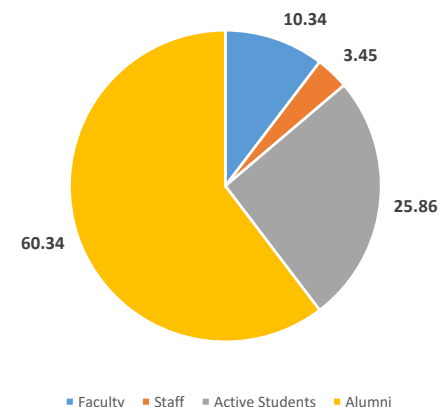
4.00% — 39.30% — 57.10%

Male · Female · Other

Type of Participant

10.34 · 3.45 · 25.86 · 60.34

Faculty · Staff · Active Students · Alumni

Source: Mission and Goals Opinion Survey, March, 2022. Office for Planning, Evaluation and Development. IAUPR School of Law.

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Mission, Institutional Goals and Students Learning Outcomes Opinion Survey

1. Each of the institutional goals is translated into a competency the School of Laws' graduates ought to master. For each of the Graduate Competency, please indicate at what level you agree the school is achieving this goal by graduating individuals with these competencies. The scale to use is: 4-(TA) totally agree, 3-(PA) partially agree, 2-(PD) partially disagree, 1-(TD) totally disagree, 0-(NR) not relevant.

| Goal	Competence	Totally agree (%)	Partially agree (%)	Partially disagree	Totally disagree	Not relevant
1. To develop professionals committed to justice, with the necessary qualifications for an ethical and competent performance in the legal practice.	1. Demonstrate their professionals committed with justice and the necessary qualifications for an ethical and competent performance of the Law.	67.8	22.03	5.08	5.08	0
2. To stimulate the study, research, critical analysis, and development of the Law in light of changes in society.	2. Study, research, analyze, criticize and develop the Law taking care of the society realities change.	59.65	24.56	8.77	7.02	0
3. To provide, promote and facilitate excellent and continuous legal education for lawyers and professionals from other fields.	5. Appreciate that learning is continuous throughout life.	52.54	32.2	5.08	8.47	1.69
4. To foster a culture of innovation, creativity, and openness in the learning context and the practice of the Law.	3. Be creative and open to innovation in the learning and the practice of the Law.	56.9	27.59	10.34	5.17	0
5. To promote a global vision of the Law and the exchange of experiences and knowledge with academic and professional communities of diverse legal systems.	4. Promote, integrate and experience a global vision and knowledge of the Law in academic and professional communities of diverse legal systems.	63.79	27.59	5.17	3.45	0
	All Goals/ All Competences	**60.14**	**26.79**	**6.89**	**5.84**	**0.34**

Source: Mission and Goals Opinion Survey, March, 2022. Office for Planning, Evaluation and Development. IAUPR School of Law.

Participants' Opinion on School Achievement of Goals and Competences
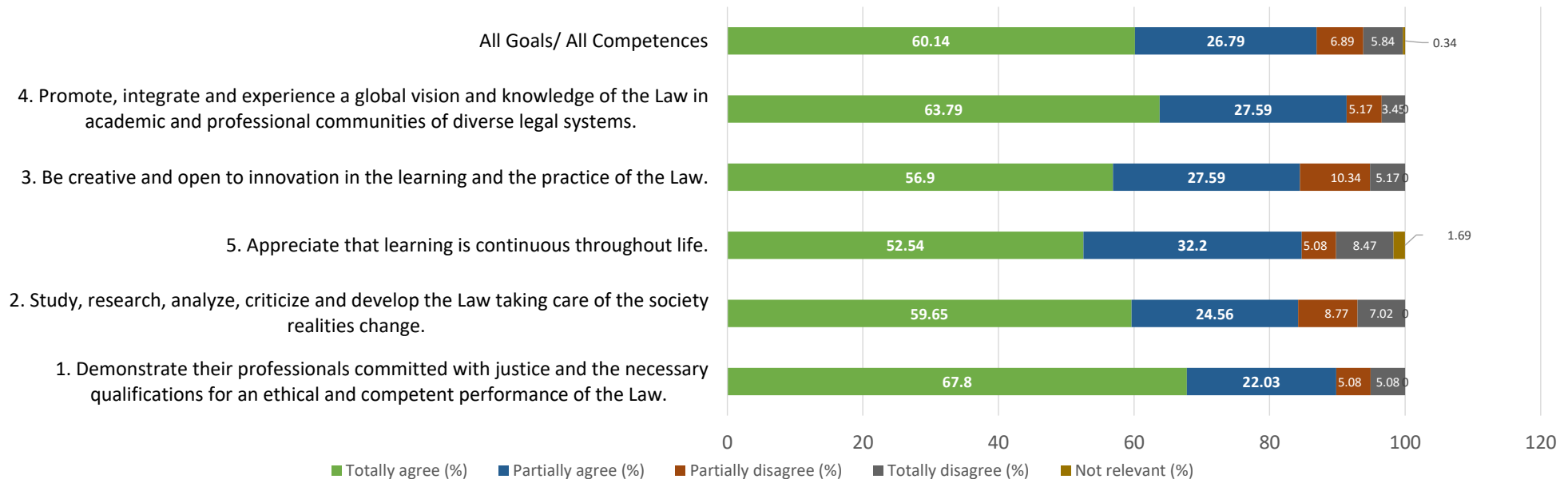
Inter American University of Puerto Rico
School of Law
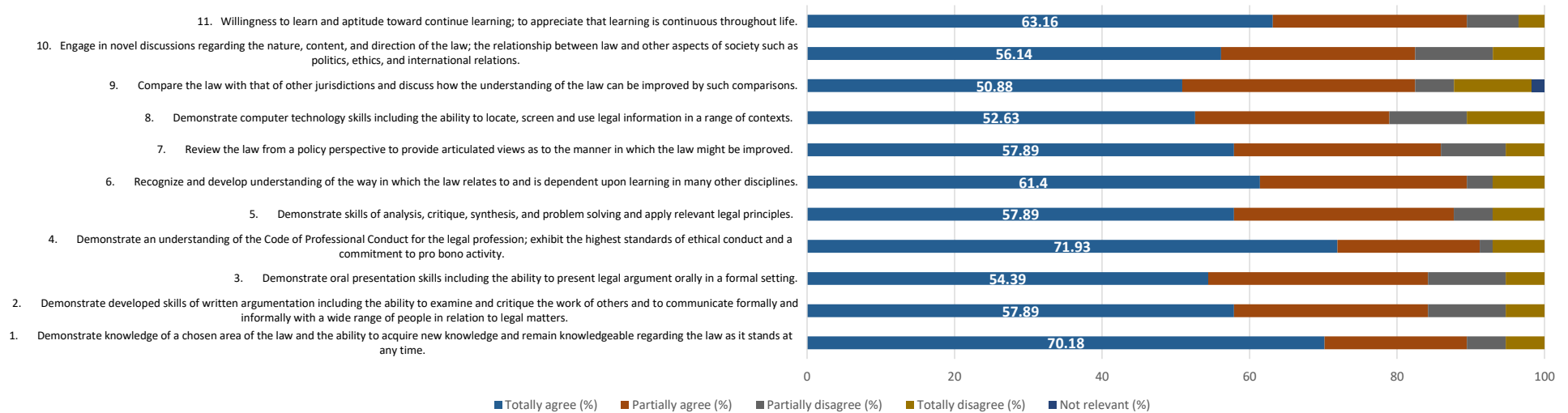# 2022-2023 MSCHE Student Achievements Dashboard
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Mission, Institutional Goals and Students Learning Outcomes Opinion Survey

2. Each of the Graduate Profile Competencies was define through a set of measurable learning outcomes. For each of the Learning outcomes, please, indicate at what level you agree the school is achieving these learning outcomes by graduating individuals with these skills and knowledge. The scale to use is: 4-(TA) totally agree, partially agree, 2-(PD) partially disagree, 1-(TD) totally disagree, 0-(NR) not relevant.

Student Learning Outcomes	Totally agree (%)	Partially agree (%)	Partially disagree (%)	Totally disagree (%)	Not relevant (%)
1. Demonstrate knowledge of a chosen area of the law and the ability to acquire new knowledge and remain knowledgeable regarding the law as it stands at any time.	70.18	19.3	5.26	5.26	0
2. Demonstrate developed skills of written argumentation including the ability to examine and critique the work of others and to communicate formally and informally with a	57.89	26.32	10.53	5.26	0
3. Demonstrate oral presentation skills including the ability to present legal argument orally in a formal setting.	54.39	29.82	10.53	5.26	0
4. Demonstrate an understanding of the Code of Professional Conduct for the legal profession; exhibit the highest standards of ethical conduct and a commitment to pro bono	71.93	19.3	1.75	7.02	0
5. Demonstrate skills of analysis, critique, synthesis, and problem solving and apply relevant legal principles.	57.89	29.82	5.26	7.02	0
6. Recognize and develop understanding of the way in which the law relates to and is dependent upon learning in many other disciplines.	61.4	28.07	3.51	7.02	0
7. Review the law from a policy perspective to provide articulated views as to the manner in which the law might be improved.	57.89	28.07	8.77	5.26	0
8. Demonstrate computer technology skills including the ability to locate, screen and use legal information in a range of contexts.	52.63	26.32	10.53	10.53	0
9. Compare the law with that of other jurisdictions and discuss how the understanding of the law can be improved by such comparisons.	50.88	31.58	5.26	10.53	1.75
10. Engage in novel discussions regarding the nature, content, and direction of the law; the relationship between law and other aspects of society such as politics, ethics, and	56.14	26.32	10.53	7.02	0
11. Willingness to learn and aptitude toward continue learning; to appreciate that learning is continuous throughout life.	63.16	26.32	7.02	3.51	0

Source: Mission and Goals Opinion Survey, March, 2022. Office for Planning, Evaluation and Development. IAUPR School of Law.

Participants' Opinion on School Achievement of Students' Learning Outcomes

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Central Office Administration, Office of Research, Assessment and Planning, Alumni Survey

The Institutional Evaluation and Planning Office surveyed the alumni from cohorts 2015-16, 2016-17, 2017-18 and 2018-19 to gather their perception of the School's Mission and goals.   Each survey assessed two consecutive cohorts. The survey for cohorts 2015-16 and 2016-17, administered on 2019, contacted 341 alumni and 18% of the responded. The survey for cohorts 2017-18 and 2018-19, administered on 2021, contacted 363 alumni and 9% responded.

Profile of Survey of School of Law's Mission and Goals Achievement 2015-16 to 2018-19 Alumni

	2017-18 and 2018-19	2015-16 and 2016-17
Total of Participants	33	60
Percent of responses	9%	18%
Total of graduate contacted	363	341
Female	75%	65%
Age 25-34 years old	58%	68%
Living in Puerto Rico	88%	87%

Perception Survey of School of Law's Mission and Goals Achievement 2015-16 to 2018-19 Alumni

Statement assessed	2015-16 and 2016-17			2017-18 and 2018-19		
	Very satisfied (%)	Average satisfaction (%)	Total	Very satisfied (%)	Average satisfaction (%)	Total
1. Commitment with justice and the qualifications for an ethical and competent performance in the exercise of law.	80	17	97	81	10	91
2. Critic studies and analyzes of laws to develop legislation in a changing society.	54	28	82	65	23	88
3. Demonstrate creativity and openness to innovation in the learning and practice of law.	57	30	87	61	26	87
4. Promote and integrate a global vision and knowledge of the law in academic and professional communities.	48	28	76	52	19	71
5. Demonstrate appreciation for continuous learning.	69	26	95	74	16	90
Average	**61.6**	**25.8**	**87.4**	**66.6**	**18.8**	**85.4**

Level of Satisfaction with School's Goals Achivement Expressed by Alumni

Average: 85.4 / 87.4
5. Demonstrate appreciation for continuous learning.: 90 / 95
4. Promote and integrate a global vision and knowledge of the law in academic and professional communities.: 71 / 76
3. Demonstrate creativity and openness to innovation in the learning and practice of law.: 87 / 87
2. Critic studies and analyzes of laws to develop legislation in a changing society.: 88 / 82
1. Commitment with justice and the qualifications for an ethical and competent performance in the exercise of law.: 91 / 97

Legend: ■ 2017-18 and 2018-19   ■ 2015-16 and 2016-17

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| Active Students Survey				
Student Learning Outcome				
Define as percent of active students expressing level of mastering of skills and competences: "Total Mastering" and "Mastering"				
Skills Assessed in Active Students Survey			**2017**	**2022**
Students Learning Outcomes	**Population (N)**		**799**	**702**
	Sample (n)		**141**	**61**
	Participation rate (%)		**17.65**	**8.69**
1. Demonstrate their professionals committed with justice and the necessary qualifications for an ethical and			**60.28**	**55.74**
1.1 Demonstrate knowledge of a chosen area of the law and the ability to acquire new knowledge and remain knowledgeable regarding the law as it stands at any time.	To integrate legal theory and praxis		58.87	57.38
1.2 Demonstrate developed skills of written argumentation including the ability to examine and critique the work of others and to communicate formally and informally with a wide range of people in relation to legal matters.	To communicate by writing		80.14	73.77
1.3 Demonstrate oral presentation skills including the ability to present legal argument orally in a formal setting.	To communicate orally		75.89	63.93
1.4 Demonstrate an understanding of the Code of Professional Conduct for the legal profession; exhibit the highest standards of ethical conduct and a commitment to pro bono activity.	To conduct interview to gain relevant information		45.39	39.34
	To facilitate an negotiation among the legal parts		41.13	44.26
2. Study, research, analyze, criticize and develop the Law taking care of the society realities change.			**71.53**	**66.08**
2.1 Demonstrate skills of analysis, critique, synthesis, and problem-solving and apply relevant legal principles.	To identify the facts in a situation		83.69	85.25
	To synthetize information.		78.01	68.85
	To solve problems or controversies		70.21	37.97
	To analyze critically the material assign in class		66.67	68.85
2.2 Recognize and develop understanding of the way in which the law relates to and is dependent upon learning in many other disciplines.	To evaluate, value, judge or critique the assign material		66.67	63.93
	To syntheses material in order to develop new ideas, hypothesis or thesis		67.38	65.57
2.3 Review the law from a policy perspective to provide articulated views as to the manner in which the law might be improved.	To analyze the legal information to develop a perspective		68.09	72.13
3. Be creative and open to innovation in the learning and the practice of the Law.			**75.18**	**68.03**
3.1 Demonstrate computer technology skills including the ability to locate, screen and use legal information in a range of contexts.	To search for information		73.76	59.02
	Use of technology		76.60	77.05
4. Promote, integrate and experience a global vision and knowledge of the Law in academic and professional			**66.31**	**68.03**
4.1 Compare the law with that of other jurisdictions and discuss how the understanding of the law can be improved by such comparisons.	To compare ideas and legal theories		60.28	55.74
4.2 Engage in novel discussions regarding the nature, content, and direction of the law; the relationship between law and other aspects of society such as politics, ethics, and international relations.	To be emphatic facing sensitive topics as discrimination, gender, immigrants…		72.34	80.33
5. Appreciate that learning is continuous throughout life.			**75.18**	**78.69**
5.1 Willingness to learn and aptitude toward continue learning; to appreciate that learning is continuous throughout life.	To develop social responsibility		75.18	78.69
	Average		**69.70**	**67.31**

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Active Students Survey
Student Learning Outcome

Active Students Perception on Competences Development
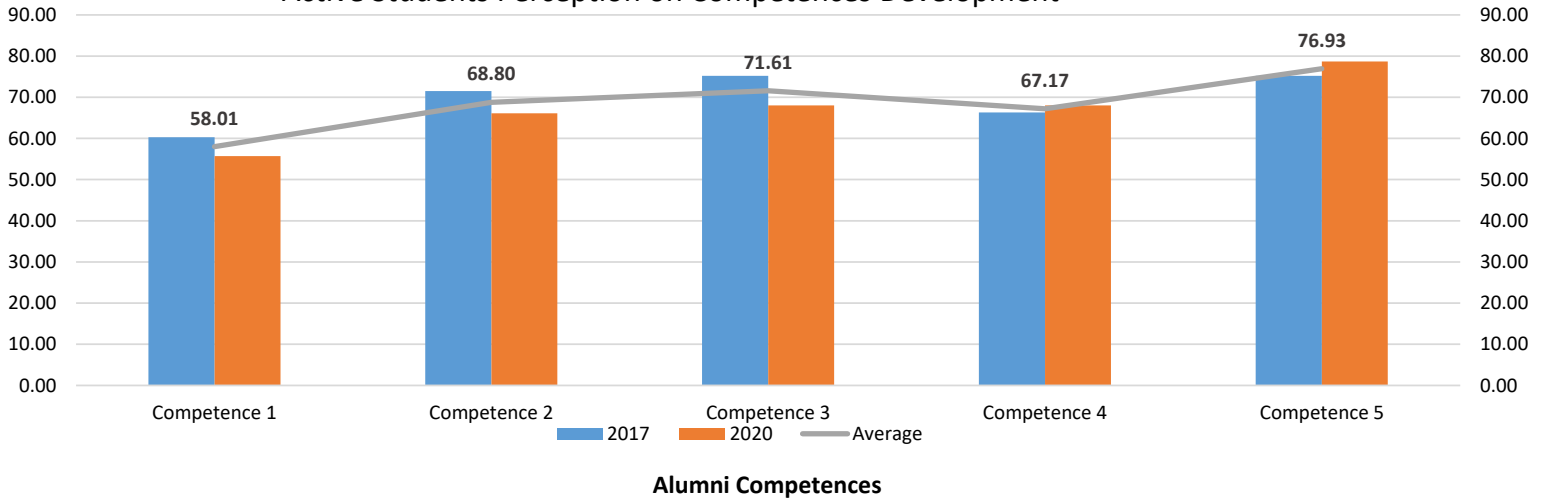
Alumni Competences

1. Demonstrate their professionals committed with justice and the necessary qualifications for an ethical and competent performance of the Law.
2. Study, research, analyze, criticize and develop the Law taking care of the society realities change.
3. Be creative and open to innovation in the learning and the practice of the Law.

4. Promote, integrate and experience a global vision and knowledge of the Law in academic and professional communities of diverse legal systems.
5. Appreciate that learning is continuous throughout life.

Active Students Perception on Students Learning Outcomes Development

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Students Opinion on Learning Assessment Survey

Define as percent of active students expressing their opinion on several issues associated with the classroom learning assessment.

	2018-19	2021-22
Population (N)	**763**	**702**
Sample (n)	**46**	**36**
Participation rate (%)	**6.03**	**5.13**
Academic Level		
First	84.09	19.44
Second	0.00	25.00
Third	4.55	36.11
Fourth	9.09	16.67
Academic Session: Daytime	65.12	61.11
Enrolled Credits during fall 2018-19		
14 or more	65.22	41.67
Between 11 and 13	32.61	36.11
10 credits or less	2.17	22.22
Number of courses where assessment was realized		
0	9.76	8.57
1	12.20	40.00
2	39.02	34.29
3	39.02	14.29
4	12.20	2.86

Distribution of Participant Per Academic Level (%)

Distribution per Enrolled Credits

Number of Courses Assessed in the Semester

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Students Opinion on Learning Assessment Survey

	2018-19	2021-22
Population (N)	**763**	**702**
Sample (n)	**46**	**36**
Participation rate (%)	**6.03**	**5.13**
Courses where assessment was realized		
Constitutional Law I and II	2.70	22.20
Administrative Law	1.40	13.30
Real Estate	0.00	13.30
Professional ethics	0.00	8.90
Research, Analysis and Legal Writing	6.80	6.70
Civil Rule	2.70	6.70
Properties	0.00	6.70
Succesion Law	1.40	6.70
Criminal Law	31.50	4.40
Evidence Rule	1.40	2.20
Family and Person	16.40	2.20
Contracts	0.00	2.20
Torts	35.60	2.20
Type of Assessment Activity		
Essays	14.50	28.10
Multiple Choice	17.70	25.00
Written Papers	35.50	18.80
Quiz	8.10	12.50
Reports	4.80	6.30
Test	6.50	6.30
Simulations	11.30	3.10

Courses Where Assessment were Realized

2021-22   2018-19

Type of Assessment Activity

2018-19   2021-22

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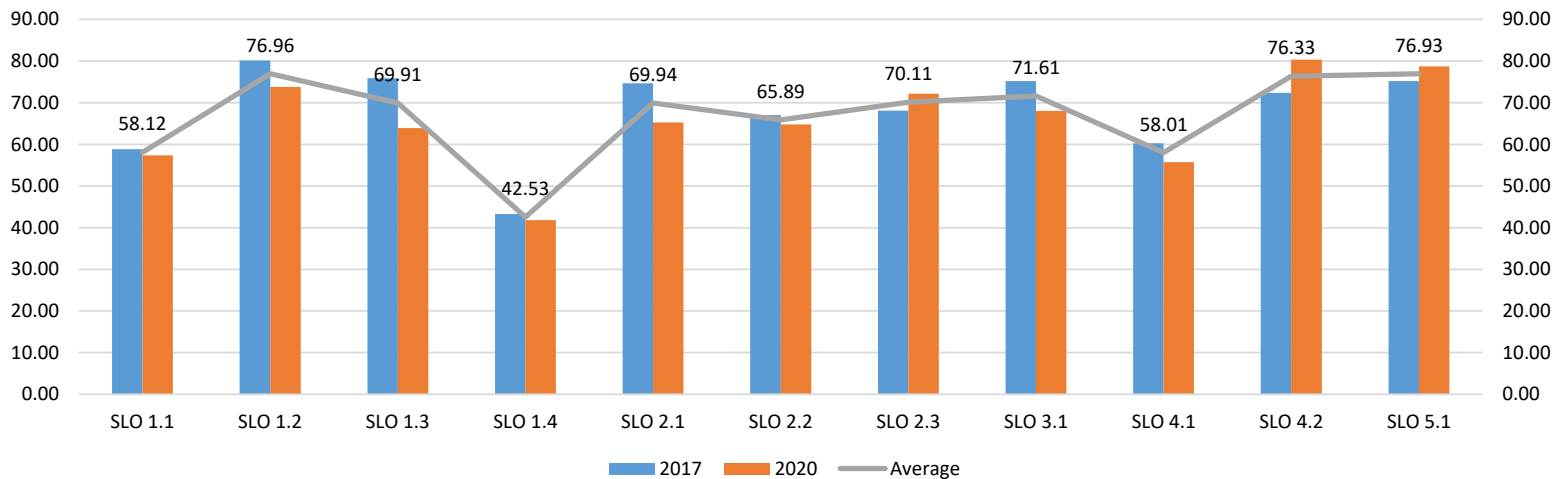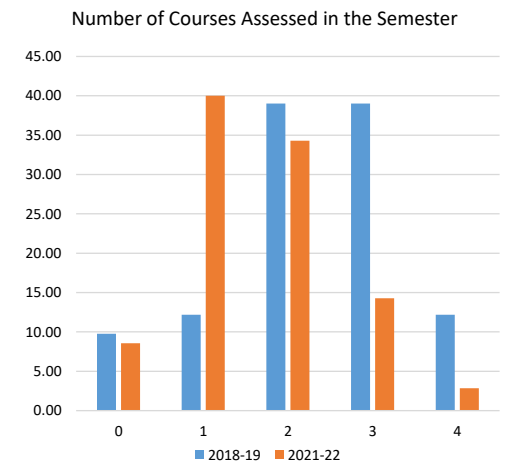### Students Opinion on Learning Assessment Survey

	2018-19	2021-22
Population (N)	763	702
Sample (n)	46	36
Participation rate (%)	6.03	5.13
Was the assessment activity adequately explained? -Yes	71.74	72.73
Was the assessment evaluation criteria adequately explained? -	80.00	73.53
How the assessments were discuss? - In group	86.67	84.85
Have technology uses to support the assessment? - Yes	58.54	46.67
What frequency the classroom assessment activities should be performed?		
Never	15.38	2.86
Once per semester	17.95	14.29
Twice per semester	46.15	40.00
Three per semester	20.51	42.86
Satisfaction with the classroom assessment experience - Very Satisfied and Satisfied		
Selection of the topic to be assessed	81.40	84.85
Assigned assessment activity	72.09	76.47
Assessment activity explanation	76.74	73.53
Activity evaluation	73.81	75.76
Assessment criteria explanation	72.09	75.76
Assessment results discussion	80.49	81.82
Questions clarification	73.81	81.82
General satisfaction (average)	75.78	78.57

Frequency of Assessment Activity per Semester
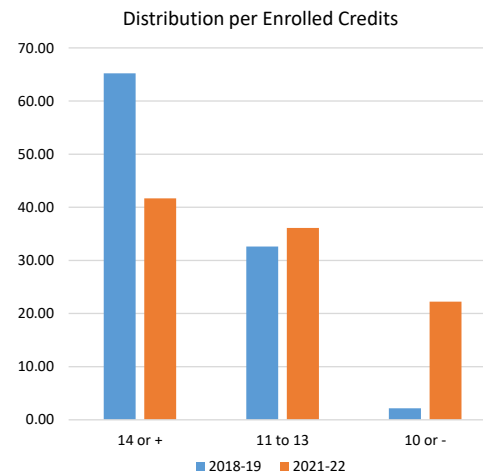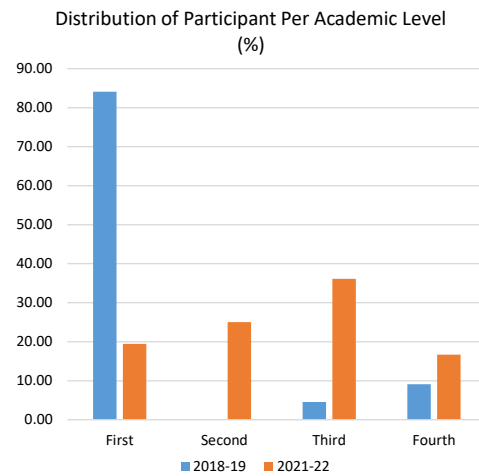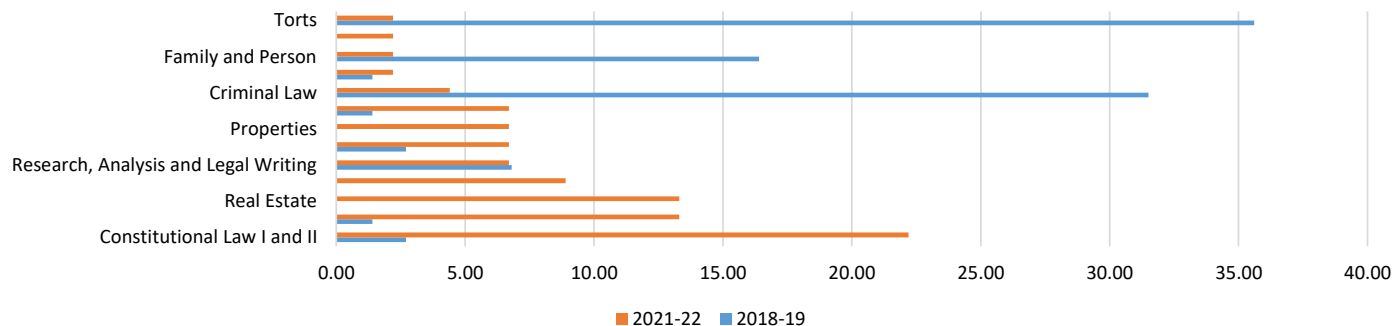

Satisfaction with classroom assessment experience

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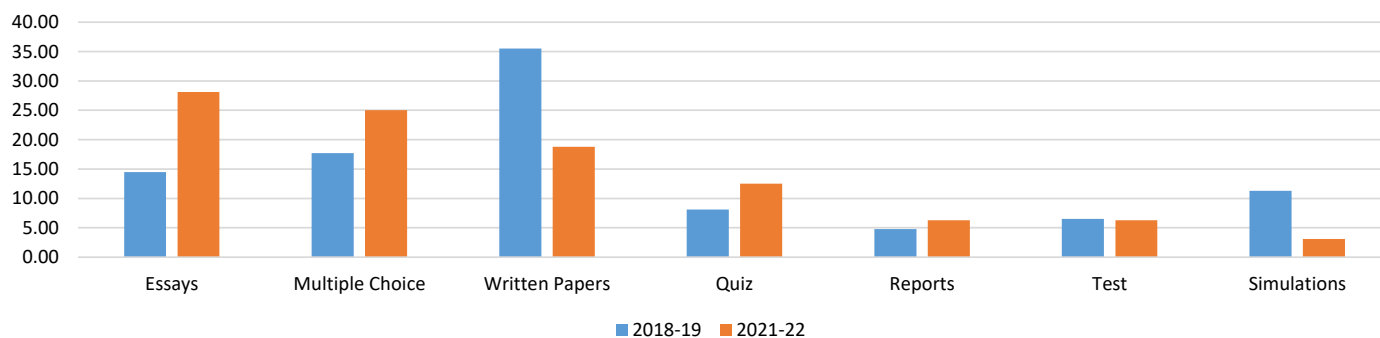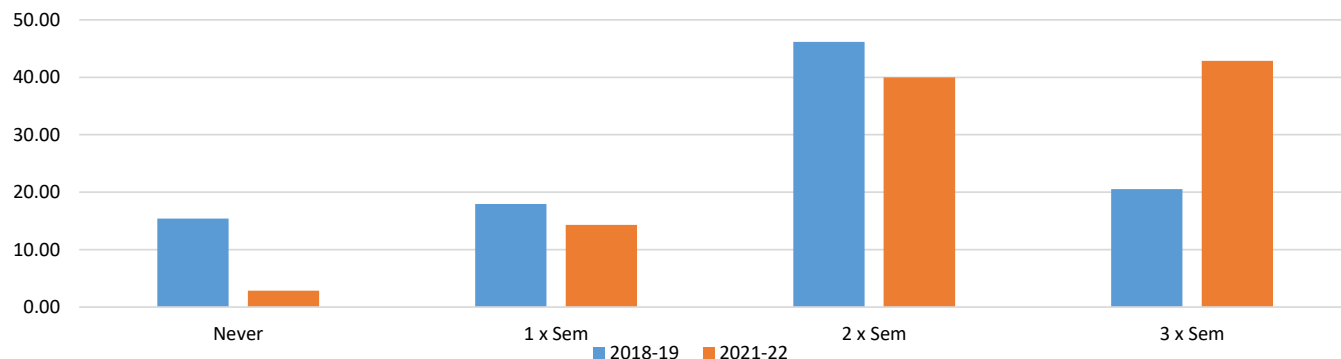## 2022-2023 MSCHE Student Achievements Dashboard
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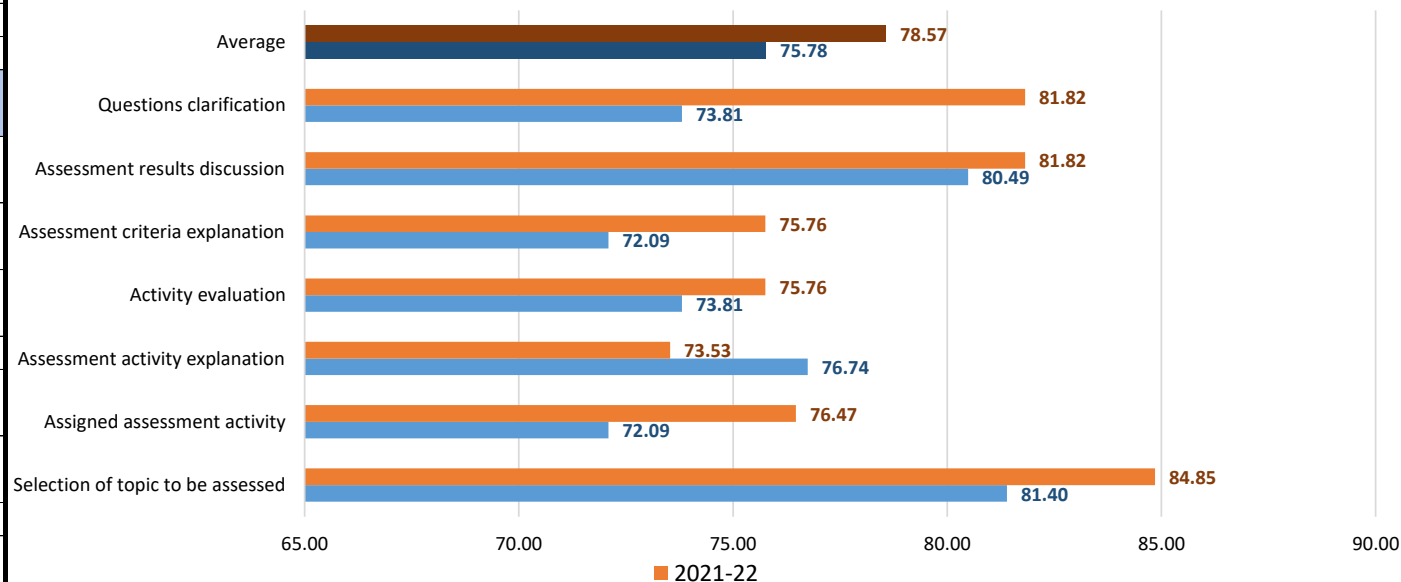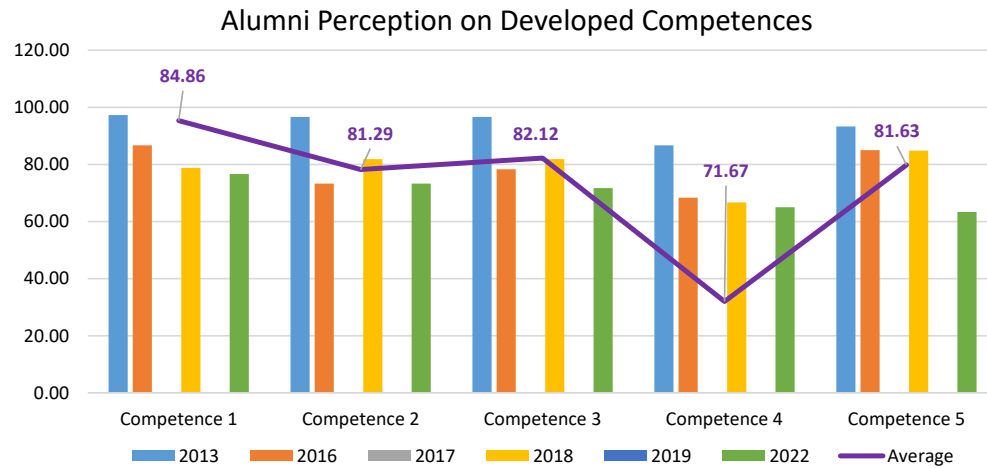**Alumni Survey:** [1] Performed by the Law School; [2] Performed by the Central Office Administration

		2013[1]	2016[2]	2017[1,2]	2018[2]	2019[2]	2022[1]	Av. % of SLO Development
Population (N)		209	341		363		183	
Sample (n)		15	60		33		30	
Response rate (%)		7.18	17.60		9.09		16.39	

Students Learning Outcomes

Define as percent of alumni expressing that Juris Doctor program helped "much and enough" in the development of the Student Competence and Learning Outcomes.

		2013	2016/2017	2018/2019	2022	Av. % of SLO Development
1. Demonstrate their professionals committed with justice and the necessary qualifications for an ethical and competent performance of the Law.		**97.33**	**86.67**	**78.79**	**76.67**	**84.86**
1.1 Demonstrate knowledge of a chosen area of the law and the ability to acquire new knowledge and remain knowledgeable regarding the law as it stands at any time.	To learn how to keep knowledgeable about the legal discipline.	93.33	86.96		80.00	**86.76**
1.2 Demonstrate developed skills of written argumentation including the ability to examine and critique the work of others and to communicate formally and informally with a wide range of	To communicate in writing accordantly with divers persons in a formal or informal fashion.	93.33	82.61		73.33	**83.09**
	To argument in writing, including analyze and critique others works.	100.00	86.96		73.33	**86.76**
1.3 Demonstrate oral presentation skills including the ability to present legal argument orally in a formal setting.	To communicate orally, including formal oral argumentations.	100.00	82.61		76.67	**86.43**
1.4 Demonstrate an understanding of the Code of Professional Conduct for the legal profession; exhibit the highest standards of ethical conduct and a commitment to pro bono activity.	To keep professional ethics standards with clients, peers, other professionals, court and general public.	100.00	86.96		80.00	**88.99**
	To understand the Code of Ethics.	86.67	86.96		70.00	**81.21**
2. Study, research, analyze, criticize and develop the Law taking care of the society realities change.		**96.67**	**73.33**	**81.82**	**73.33**	**81.29**
2.1 Demonstrate skills of analysis, critique, synthesis, and problem-solving and apply relevant legal principles.	To analyze, critique and synthesize problems.	100.00	82.61		63.33	**81.98**
	To obtain and analyze legal information and to report about the law in a rational manner.	100.00	82.61		80.00	**87.54**
	To analyze practical situation and offer solutions in the adequate legal contexts.	100.00	91.30		80.00	**90.43**
2.2 Recognize and develop understanding of the way in which the law relates to and is dependent upon learning in many other disciplines.	To recognize and understand the relationships that might exist among different disciplines.	100.00	82.61		66.67	**83.09**
2.3 Review the law from a policy perspective to provide articulated views as to the manner in which the law might be improved.	To review the law from public policy perspectives in order to propose impartments.	86.67	86.96		66.67	**80.10**
3. Be creative and open to innovation in the learning and the practice of the Law.		**96.67**	**78.33**	**81.82**	**71.67**	**82.12**
3.1 Demonstrate computer technology skills including the ability to locate, screen and use legal information in a range of contexts.	To manage the technology including the search of legal information based on relevance, quality.	100.00	86.96		73.33	**86.76**
	To localize, evaluate and use legal information based on its relevance.	93.33	82.61		70.00	**81.98**
4. Promote, integrate and experience a global vision and knowledge of the Law in academic and professional communities of diverse legal systems.		**86.67**	**68.33**	**66.67**	**65.00**	**71.67**
4.1 Compare the law with that of other jurisdictions and discuss how the understanding of the law can be improved by such comparisons.	To compare the law among jurisdictions and identify ways that differences might improve the local judicial system.	80.00	78.26		66.67	**74.98**
4.2 Engage in novel discussions regarding the nature, content, and direction of the law; the relationship between law and other aspects of society such as politics, ethics, and international relations.	To be active in the discussion of legal topics and its relation with other aspects of the society.	93.33	78.26		63.33	**78.31**
5. Appreciate that learning is continuous throughout life.		**93.33**	**85.00**	**84.85**	**63.33**	**81.63**
5.1 Willingness to learn and aptitude toward continue learning; to appreciate that learning is continuous throughout life.	To develop attitude toward the lifelong learning.	93.33	78.26		73.33	**81.64**
Average Perception of General SLO Development			**80.31**			

Source: Planning, Evaluation and Development, School of Law, Inter American University of Puerto Rico, 2013, 2020.; Evaluation and Planning Office. Central Office Administration. Inter American University of Puerto Rico. 2016, 2017, 2018, 2019.;

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Alumni Survey: [1] Performed by the Law School; [2] Performed by the Central Office Administration							
	2013[1]	2016[2]	2017[1,2]	2018[2]	2019[2]	2022[1]	*Av. % of SLO Development*
Population (N)	209	341		363		183	
Sample (n)	15	60		33		30	
Response rate (%)	7.18	17.60		9.09		16.39	

Students Learning Outcomes

Alumni Perception on Developed Competences

Alumni Competences

1. Demonstrate their professionals committed with justice and the necessary qualifications for an ethical and competent performance of the Law.
2. Study, research, analyze, criticize and develop the Law taking care of the society realities change.
3. Be creative and open to innovation in the learning and the practice of the Law.
4. Promote, integrate and experience a global vision and knowledge of the Law in academic and professional communities of diverse legal systems.
5. Appreciate that learning is continuous throughout life.

Alumni Perception on Students Learning Outcomes

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Assessment of the Course Assessment Process

Define as the level at which the course assessment is implemented considering nine criterias and four level of performance.

Assessment Area	2012-13 (Fall) 1	2	3	4	Score	2016-17 (Spring) 1	2	3	4	Score	2018-19 (Spring) 1	2	3	4	Score	2021-22 (Fall) 1	2	3	4	Score
Total of Fulltime Professors	31					29					30					27				
Total of Courses Assessed	6					7					18					24				
Student Learning Outcomes	0	2	9	4	2.50	0	0	9	16	3.57	1	8	15	24	2.67	0	8	27	44	3.29
Outcomes Process		2	9	8	3.17	1	2	3	16	3.14	6	8	15	20	2.72	0	14	42	12	2.83
Assessment Matrix	1	0	3	8	2.00	0	0	15	8	3.29	1	6	18	16	2.28	4	8	45	4	2.54
Methods Direct: exams, projects portfolios, presentations, practice sets, capstones Indirect: students and/ or employer survey, completion rates, etc.	1	4	6	4	2.50	0	4	15	0	2.71	4	6	15	20	2.50	0	4	48	24	3.17
Data Collection		4	6	4	2.33	0	6	12	0	2.57	7	10	15	12	2.44	2	8	30	32	3.00
Data Analysis	1	2	6	4	2.17	0	12	3	0	2.14	3	4	12	12	1.72	2	22	30	4	2.42
Data Interpretation		4	6	8	3.00	0	10	3	4	2.43	2	6	12	12	1.78	2	26	24	4	2.33
Improvement Process	1	6	6	4	2.83	0	4	9	0	1.86	2	6	6	8	1.22	1	24	30	4	2.46
Assess Score					2.28					2.41					1.93					2.45

Score of Course Assessment Process by Criteria and Total

Assessment of the Course Assessment Process

	RUBRIC FOR ASSESSING COURSE ASSESSMENT PROCESS			
Assessment Area	*(1) Developing Needs*	*(2) Progressing*	*(3) Fully Deployed*	*(4) Exemplary Deployment*
	Much work: needed plan but	*Plan in place but processes in*	*Plan and processes in place*	*Strong plan and process*
Student Learning Outcomes	*No course level learning outcomes defined.*	*Course level learning outcomes are in development.*	*Course level learning outcomes developed competencies identified, made performance measurements created.*	*Course level learning outcomes, related competencies, and performance measures determined and reviewed/updated regularly.*
Outcomes Process	*No process in place to review and update outcomes.*	*Process to review and update course learning outcomes is being considered but not yet operational.*	*Process to review and update course level learning outcomes is largely informal but functioning.*	*Course level learning outcomes review includes input from some stakeholders (such as faculty, advisory committees, students, curriculum reviewer).*
Assessment Matrix	*No overall Assessment Matrix developed.*	*Assessment Matrix in being developed.*	*Assessment Matrix developed that shows what and where (at course level) assessment will take place.*	*Has a complete developed Assessment Matrix, supported by identified SLOs at the course level showing what, where, and how assessment data will be collected throughout the course curriculum.*

Methods
 	
  Direct: exams, projects portfolios, presentations, practice sets, capstones courses, etc.
 	
  Indirect: students and/ or employer survey, completion rates, etc.
	No assessment method developed, or assessment methods do not provide evidence of student achievement of core competencies.	*Assessment methods are being developed and/or piloted.*	*Assessment methods include direct and indirect measures of student learning on some outcomes.*	*Assessment methods include direct measures for ALL students learning outcomes and indirect measures of some outcomes as deemed appropriate.*

Data Collection	*No data reported.*	*Mainly informal or anecdotal data collected.*	*Assessment methods provide useful data that can be analyzed.*	*Assessment methods used provide highly informative data that can be used by faculty to improve student learning.*
Data Analysis	*No analysis of interpretation.*	*Preliminary assessment being gathered, analysis and/or interpretation pending.*	*Preliminary assessment data gathered, analyzed and collaboratively interpreted.*	*Systematic records kept of data collection and analysis activities.*
Data Interpretation	*Course personnel are unaware of the need of collect data.*	*Course personnel are in the process of defining roles and responsibilities for collecting and analyzing data.*	*A select person or group meets to interpret assessment results.*	*Course personnel meet regularly to collaboratively interpret assessment results.*
Improvement Process	*No continuous improvement plan.*	*A continuous improvement plan is being enveloped.*	*A formal continuous improvement plan is in place.*	*A formal, comprehensive continuous improvement plan is documented, and is regularly reviewed.*

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Faculty Information

Rank, Tenure, Degrees	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Full faculty ranks	**29**	**30**	**29**	**28**	**27**	**30**
Professor (Percent)	58.62	56.67	58.62	57.14	59.26	43.33
Associate (Percent)	20.69	26.67	17.24	25.00	3.64	30.00
Assistant (Percent)	20.69	16.67	24.14	17.86	7.41	6.67
Clinic Professor						3.33
Honorary						13.33
Full time faculty degrees	**29**	**30**	**29**	**28**	**27**	**30**
Master (Percent)	27.59	33.33	31.03	28.57	33.33	36.67
First Professional (Percent)	27.59	13.33	17.24	17.86	14.81	10.00
Doctoral (Percent)	44.83	53.33	51.72	53.57	51.85	53.33
Full time faculty gender	**29**	**30**	**29**	**28**	**27**	**30**
Female	41.38	43.33	37.93	35.71	40.74	36.67
Male	58.62	63.33	62.07	57.14	59.26	63.33
Part time faculty degrees	**49**	**55**	**53**	**59**	**50**	**61**
Master (Percent)	14.29	14.55	18.87	16.95	28.00	29.51
First Professional (Percent)	85.71	81.82	79.25	69.49	70.00	65.57
Doctoral (Percent)	0.00	3.64	1.89	6.78	2.00	4.92
Part time faculty gender	**49**	**55**	**53**	**59**	**50**	**61**
Female	28.57	25.45	26.42	23.73	38.00	27.87
Male	71.43	74.55	73.58	76.27	62.00	72.13
Total of faculty members	**78**	**85**	**82**	**87**	**77**	**91**

Source: Statistic Reports: Fall Semester, Evaluation and Planning Office, Central Office of the System, Inter American University of Puerto Rico, 2016-17 through 2020-21. Rev June 6, 2022.

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard

		Exceeds (4)	Meets (3)	Developing (2)	Beginning (1)	2022 (6/27=22.22%)	2013
	Juris Doctor Academic Program Review Rubric 2013 and 2022						
1	Program mission/goal directly aligns to the School Mission/goals.	Mission is aligned to the institutional goals; guides planning; published widely, (including institutional data system); Program has a scheduled process for reviewing mission and its alignment to the university mission	The mission statement is articulated and aligned to the University mission; Mission guides strategic planning; is clearly communicated and published in the institutional data system	Program mission is articulated, but alignment to University mission is incomplete or in process OR the mission is not integral to strategic planning	Department or program has not articulated a formal mission statement	3.33	2.75
2	Faculty have a central role in planning and evaluating educational programs.	Faculty's reflective practice and data analysis feeds into the larger dialogues of program and institutional improvement	Faculty cooperatively collect and analyze data (including student work), to align courses, clarify academic expectations, and improve student achievement	Individual faculty independently collect and assess data to improve the courses they teach, but data does not feed into major or program articulation	Curricular planning and evaluation is not systematic or inclusive of faculty input	3.00	2.63
3	Program exit outcomes are clearly articulated for the development of skills and knowledge.	Complete program outcomes are written at appropriate level of generality; outcomes are published in the institutional data system. Academic expectations are clearly and regularly communicated to students	Program outcomes include knowledge and skills. Outcomes are written at appropriate level of generality and are published in an institutional data system	Some exit learning outcomes are identified, but outcomes are unclear and/or incomplete	Degree and program graduation exit outcomes are not articulated	2.67	2.68
4	Graduation proficiency levels and expectations are clearly communicated to students.	Program proficiency levels are identified and comprehensively communicated; examples of exemplary work is available to illustrate proficiency expectations; alumni data is used to evaluate graduates' proficiencies	Proficiency levels are identified for all program outcomes; rubrics communicate proficiency levels for graduation	Proficiency levels are identified for all program outcomes; proficiency levels are implied but not made explicit	Program outcomes exist, but proficiency levels have not been formally identified	2.83	2.38
5	Summative assessments are aligned to program outcomes.	Summative assessments are aligned to program exit outcomes; a common scoring rubric is used to assess students' proficiencies; data is entered in institutional data system; curricular modifications are data-based	Summative assessments are directly aligned to program exit outcomes; a common scoring rubric is used to assess student work; data is entered in institutional data system	Summative assessments are somewhat aligned with program exit outcomes, but alignment is assumed and/or inconsistently evaluated by supervising faculty	Summative assessments are not clearly identified and/or aligned to program outcomes	2.33	2.38
6	Formative (mid-program) assessments are embedded in required courses.	Mid-program assessments are aligned to and feed into the evaluation of institutional academic effectiveness; a common scoring rubric is used by the program to assess student work; data is entered in institutional data system	Mid-program data is systematically collected on student progress as part of program effectiveness review process; assessments are embedded in required courses (e.g., 300-level courses) to determine continued academic progress in identified areas	Mid-program data is collected on student progress, but data is not formally reviewed, summarized or incorporated into curricular improvement	Mid-program data is not systematically collected or analyzed to determine students' continued academic progress in knowledge or skill levels	2.67	2.04
7	Course design aligns with, and contributes to mastery of program learning outcomes.	All courses (including electives) are organized to scaffold students' developing knowledge and skills; assignments align to course and program outcomes; clear, exit outcomes are written at the appropriate level of generality; outcomes are published in institutional data system	Required courses are organized to scaffold students' developing knowledge and skills; assignments align to course and program outcomes; clear, exit outcomes are written at the appropriate level of generality	Course outcomes are aligned haphazardly or inconsistently with program exit outcomes; skills or content are not intentionally developed to align with exit outcomes as students progress through the program	Individual course outcomes are not aligned to program and/or degree exit outcomes	3.00	2.92
8	Program courses incorporate general education strands.	Cross-curricular skills and knowledge (general learning outcomes) are systematically and intentionally integrated into all program courses; proficiency benchmarks are set for each strand; student performance is systematically monitored; assessment is published in institutional data system	Cross-curricular skills and knowledge (general education outcomes) are integrated into all required courses; proficiency benchmarks are set for each strand; student performance is systematically monitored; assessment is published in institutional data system	General education outcomes are present and assessed in some courses, but student performance is not systematically monitored across program coursework	General education outcomes appear haphazardly in the major or program; general education outcomes are implied, but not assessed programmatically	2.50	2.32
9	Program syllabi are well-designed and published.	All program syllabi share a consistent design: course outcomes are aligned to program outcomes; academic expectations are clearly communicated prior to assigning work; student supports and academic honesty codes are included	Syllabi have a consistent design; syllabi clearly list program, course outcomes and catalog description; academic expectations are clear for assignments; references to student supports and academic honesty codes are included	Some course syllabi share a common format, course outcomes are not clearly tied to program outcomes, and/or references to student supports and academic honesty codes are rarely included	Program syllabi are inconsistent in design and content; program outcomes are not included with course outcomes	3.17	3.04
10	Faculty's instructional methods are reviewed to ensure effective and varied delivery of content and skills.	Clearly defined process is systematically followed for frequent, formal review of instructional effectiveness of all instructors; scheduled reviews are integrated into professional plans	Clearly defined process for the evaluation of teaching is systematically followed. Classroom visits are more frequent than those required by senate by-laws	Review of the teaching quality of program instructors is erratic, incomplete or informal	Review of the instructional quality of adjuncts and tenure-track faculty is haphazard or nonexistent	2.83	2.36
11	Faculty collaborate with library personnel.	Faculty and library personnel engage in formal, ongoing, collaborative inquiry; information literacy goals and proficiencies are integrated in program courses and capstone	Faculty collaborate with library and information literacy personnel to ensure information literacy goals and proficiencies are integrated in the learning process	Some information literacy goals and proficiencies are incorporated into course work and are occasionally taught collaboratively	Information literacy goals and proficiencies are left to library personnel to teach or remain unaddressed	2.83	3.00
12	Student information is systematically collected to inform program design and quality.	Student information guides program design, implementation, and evaluation; recruitment and retention issues are woven into discussions of program quality	Information on enrolled students is systematically analyzed and integrated into program design and revision: number of transfer students, mean measured aptitude over time, grade distributions, gender, etc.	Student information is haphazardly or sporadically collected and reviewed	Student information is not formally collected or reviewed for the purpose of program review	2.83	2.64
14	Program policies are regularly reviewed to ensure alignment to institutional policies and mission.	Clearly defined process exists for the periodic review of instructional policies to ensure alignment with the institution; scheduled reviews are integrated into long-range planning	Clearly defined process exists for the periodic review of program and departmental instructional policies to ensure alignment with institutional policies and mission	Instructional policy reviews are erratic, episodic or informal; policy discussions rarely include alignment with institutional policies and mission	Instructional policy reviews are strictly episodic, driven by events rather than established processes	3.17	2.66
	Total Score					2.65	2.41

Inter American University of Puerto Rico
School of Law
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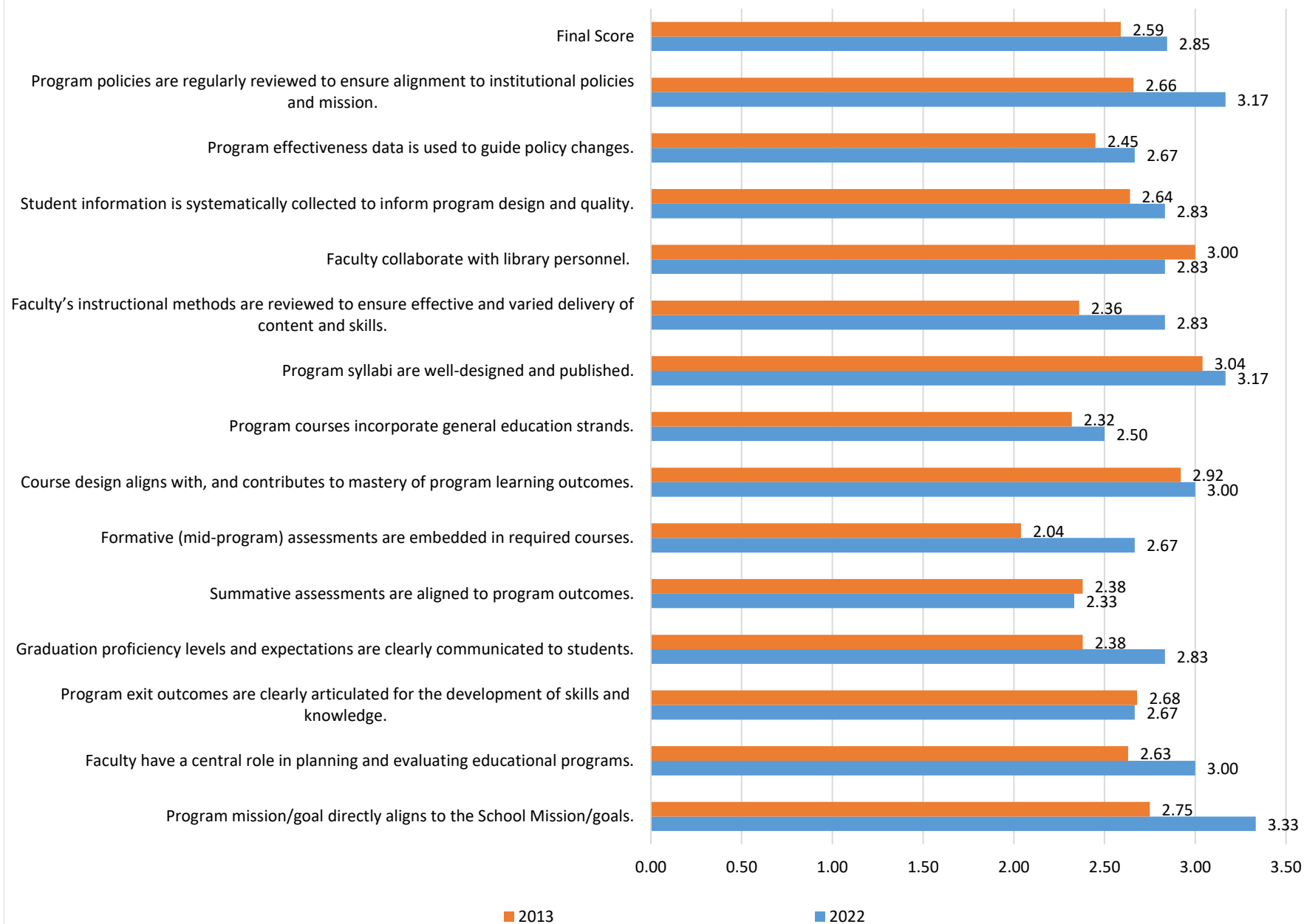### Juris Doctor Academic Program Review Rubric

Category	2013	2022
Final Score	2.59	2.85
Program policies are regularly reviewed to ensure alignment to institutional policies and mission.	2.66	3.17
Program effectiveness data is used to guide policy changes.	2.45	2.67
Student information is systematically collected to inform program design and quality.	2.64	2.83
Faculty collaborate with library personnel.	3.00	2.83
Faculty's instructional methods are reviewed to ensure effective and varied delivery of content and skills.	2.36	2.83
Program syllabi are well-designed and published.	3.04	3.17
Program courses incorporate general education strands.	2.32	2.50
Course design aligns with, and contributes to mastery of program learning outcomes.	2.92	3.00
Formative (mid-program) assessments are embedded in required courses.	2.04	2.67
Summative assessments are aligned to program outcomes.	2.38	2.33
Graduation proficiency levels and expectations are clearly communicated to students.	2.38	2.83
Program exit outcomes are clearly articulated for the development of skills and knowledge.	2.68	2.67
Faculty have a central role in planning and evaluating educational programs.	2.63	3.00
Program mission/goal directly aligns to the School Mission/goals.	2.75	3.33

■ 2013   ■ 2022

Inter American University of Puerto Rico
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Assessment Information

Enrollment Management				
Students Satisfaction Survey				
Define as percent of first year students expressing their satisfaction with the enrollment				
	Fall 2017	**Fall 2018**	**Fall 2019**	**Fall 2021**
Total de Participants	**163**	**131**	**77**	**119**
The services provided by the following offices:				
Admission	95.71	99.24	94.81%	90.00
Financial aid	93.25	91.60	90.91%	82.00
Registrar	93.87	90.00	93.51%	84.00
Bursar	93.25	90.84	90.91%	96.00
The personal attention provided by the staff of the following offices:				
Admission	96.32	96.95	85.71%	89.00
Financial aid	95.71	90.08	88.31%	90.00
Registrar	97.55	91.60	89.61%	84.00
Bursar	96.32	93.13	87.01%	98.00
The orientation offered by the Admissions Office provided clear information regarding all the admissions requirements and process.	89.57	88.55		83.00
The orientation offered by the Financial Aid Office provided clear information regarding all the financial aid available for you.	90.18	81.68	77.92%	81.00
The enrollment process was well organized.	90.80	89.31	89.61%	78.00
The enrollment process was easy.	93.25	89.31		79.00
The options provided by the School of Law to pay the tuitions (on-site or internet) made the payment process easier.	88.96	90.08	89.61%	86.00
The offices' service hours were convenient.	93.87	85.50	85.71%	84.00
Average	**93.47**	**90.56**	**88.64%**	**86.00**

Source: Express your opinion survey. Admission Office. IAUPR School of Law.

Inter American University of Puerto Rico
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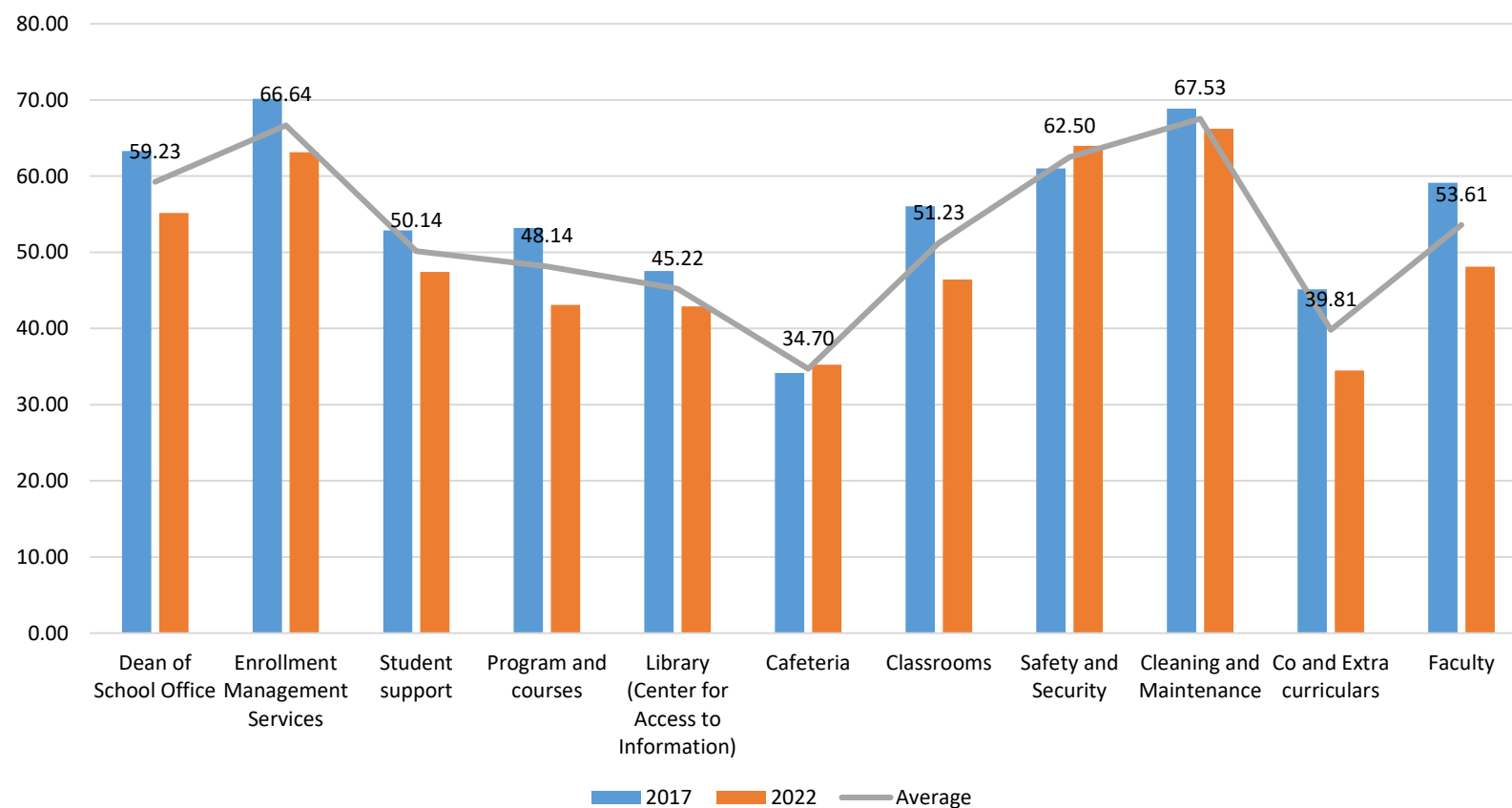## Assessment Information

Active Students Survey
Student Services

Define as percent of active students expressing level of satisfaction with provided services: "Excellent/Very Satisfied and Acceptable)/Satisfied

	2017			2022		
Population (N)	799			702		
Sample (n)	141			61		
Participation rate (%)	17.65			8.69		
	Valid responses (#)	Satisfaction (%)	Missing (Not Used) (%)	Valid responses (#)	Satisfaction (%)	Missing (Not Used) (%)
Dean of School Office	**79**	**63.29**	**43.97**	**29**	**55.17**	**52.46**
Enrollment Management Services	**127**	**70.15**	**9.93**	**47**	**63.13**	**18.03**
Students Affairs Deanship	97	59.79	31.21	41	63.41	32.79
Admission Office	131	77.10	7.09	49	69.39	19.67
Financial Aid Office	135	79.26	4.26	52	57.69	14.75
Bursar Office	140	78.57	0.71	53	69.81	13.11
Payment Options	135	75.56	4.26	49	65.31	19.67
Register Office	137	72.99	2.84	57	68.42	6.56
Enrollment Process	141	67.38	0.00	39	66.67	4.92
Inter-Web enrollment	137	70.07	2.84	48	62.50	9.84
Transcript Delivery	80	67.50	43.26	32	56.25	47.54
Service Hours	137	53.28	2.84	54	51.85	11.48
Student support	**78**	**52.87**	**44.58**	**27**	**47.42**	**54.57**
Placement Office	68	54.41	51.77	19	24.49	68.85
Orientation on Students' Norms and Regulations	121	48.76	14.18	44	54.55	27.87
Grief Process	74	43.24	47.52	30	36.67	50.82
Students Center	108	50.00	23.40	40	50.00	34.43
Chapel	56	60.71	60.28	17	58.82	72.13
Reasonable Accommodations	63	60.32	55.32	20	55.00	62.30
Mobility for handicaps	57	52.63	59.57	21	52.38	65.57
Program and courses	**117**	**53.19**	**16.74**	**48**	**43.10**	**20.66**
Catalog information	111	54.05	21.28	43	51.16	29.51
Summer Prep Course	128	53.13	9.22	54	40.74	11.48
Plan of Study or Curriculum	130	66.15	7.80	57	45.61	6.56
Offer and availability of Courses	133	44.36	5.67	58	22.41	4.92
Summer Program	85	48.24	39.72	27	55.56	50.82
Library (Center for Access to Information)	**121**	**47.55**	**13.92**	**41**	**42.89**	**37.70**
Computers	104	24.04	26.24	25	16.00	59.02
Space for study	123	43.09	12.77	49	28.57	36.07
Access to personnel	131	59.54	7.09	47	48.94	22.95
Catalog and collection	128	63.53	9.57	41	78.05	32.79
Cafeteria	**105**	**34.14**	**25.89**	**35**	**35.26**	**43.03**
Food Quality	95	28.42	32.62	27	33.33	55.74
Service Hours	96	21.28	31.91	30	26.67	50.82
Food cost	94	30.85	33.33	26	34.62	57.38
Classrooms	**133**	**56.03**	**5.67**	**56**	**46.43**	**8.20**
Safety and Security	**132**	**61.02**	**6.38**	**57**	**63.99**	**6.56**
Parking	137	65.69	2.84	59	83.05	3.28
Open areas	123	43.09	12.77	53	37.74	13.11
Guard	136	74.26	3.55	59	71.19	3.28
Cleaning and Maintenance	**137**	**68.85**	**3.19**	**54**	**66.20**	**12.30**
Installations	137	71.53	2.84	49	75.51	19.67
Restrooms	136	66.18	3.55	58	56.90	4.92
Co and Extra curriculars	**112**	**45.14**	**20.57**	**41**	**34.48**	**32.79**
Social Activities	108	41.67	23.40	40	27.50	34.43
Students Organizations	115	53.04	18.44	44	47.73	27.87
Co-Curricular activities	113	40.71	19.86	39	28.21	36.07
Faculty	**128**	**59.13**	**9.22**	**57**	**48.09**	**6.15**
Credentials	117	74.36	17.02	53	69.81	13.11
Faculty Evaluation	132	45.45	6.38	59	37.29	3.28
Learning Assessment	129	48.06	8.51	57	38.60	6.56
Teaching Process	134	68.66	4.96	60	46.67	1.64

Source: Planning, Evaluation and Development. School of Law. Inter American University of Puerto Rico, 2017 and 2022.

Inter American University of Puerto Rico
School of Law
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Assessment Information

Active Students Survey
Student Services

Define as percent of active students expressing level of satisfaction with provided services: "Exelent/Very Satisfied and Aceptable)/Satisfied

	2017	2022
Population (N)	799	702
Sample (n)	141	61
Participation rate (%)	17.65	8.69

Active Students Expressed Satisfaction with Services

Inter American University of Puerto Rico
School of Law
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Assessment Information

Alumni Survey: [1] Performed by the Law School; [2] Performed by the Central Office Administration									
Define as percent of alumni expressing their opinion regarding institutional aspects.									
	2013[1]	2014[1]	2015[1]	2016[2]	2017[1,2]	2018[2]	2019[2]	2022[1]	Av. % of SLO Development
Population (N)	209	188	204	341		363		182	
Sample (n)	15	20	29	60		33		30	
Response rate (%)	7.18	10.64	14.22	17.60		9.09		16.48	
Academic Experience and Work									
How related is your job with the legal profession? - High and Moderate	60.00	80.00	65.50	60.00		54.55		70.00	**65.01**
Are you current working? - YES	66.67	75.00	10.30	83.33		72.73		76.70	**64.12**
How important was the academic experience at the School of Law in				63.33		51.52			**57.42**
Institutional Aspects - Excellent and Good									
Professors' teaching quality	100.00	100.00		78.26				86.67	**91.23**
General experience at the School of Law	93.33	100.00		80.00		90.91		80.00	**88.85**
Academic Experience at the School of Law	80.00	100.00	75.86	78.33		87.88		80.00	**83.68**
Learning experience in and out of the classroom				73.33		93.94			**83.64**
Access to information resources and sources	86.67	90		86.96				70.00	**83.41**
Learning for employment or further education performance	80.00	90.00		82.61				80.00	**83.15**
Installations	86.67	95.00		65.22				76.67	**80.89**
Students activities	86.67	75.00		69.57				70.00	**75.31**
Students' services	80.00	60.00		69.57				76.67	**71.56**
Development of ethics, ecumenical and democratic values				66.67		75.76			**71.21**
Practice experience	73.33	65.00		63.33		66.67		66.67	**67.00**
Approach to new professional trends and advancements				61.67		63.64			**62.65**
Contribution of the students' activity to the professional life				45.00		75.76			**60.38**
Technology integration in the learning experience	40.00	65.00	41.38	73.91				76.67	**59.39**

Source: Planning, Evaluation and Development, School of Law, Inter American University of Puerto Rico, 2013, 2020.; Evaluation and Planning Office. Central Office Administration. Inter American University of Puerto Rico. 2016, 2017, 2018, 2019.

Inter American University of Puerto Rico
School of Law
2022-2023 MSCHE Student Achievements Dashboard
Assessment Information

Alumni Survey: [1] Performed by the Law School; [2] Performed by the Central Office Administration									
Define as percent of alumni expressing their opinion regarding institutional aspects.									
	2013[1]	2014[1]	2015[1]	2016[2]	2017[1,2]	2018[2]	2019[2]	2022[1]	*Av. % of SLO Development*
Population (N)	209	188	204	341		363		182	
Sample (n)	15	20	29	60		33		30	
Response rate (%)	7.18	10.64	14.22	17.60		9.09		16.48	

General (Average) Opinion on Academic Experience and Institutional Aspects

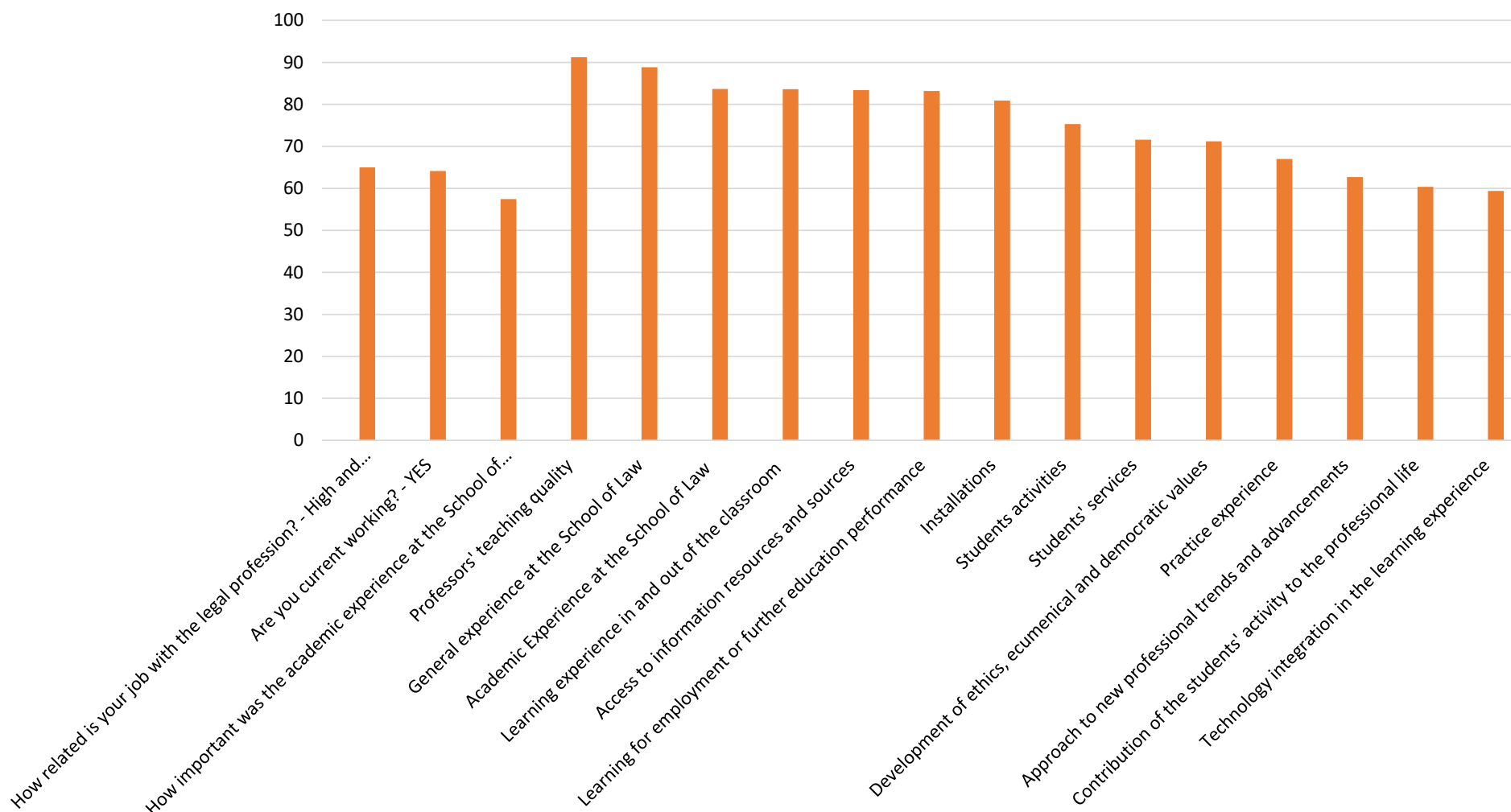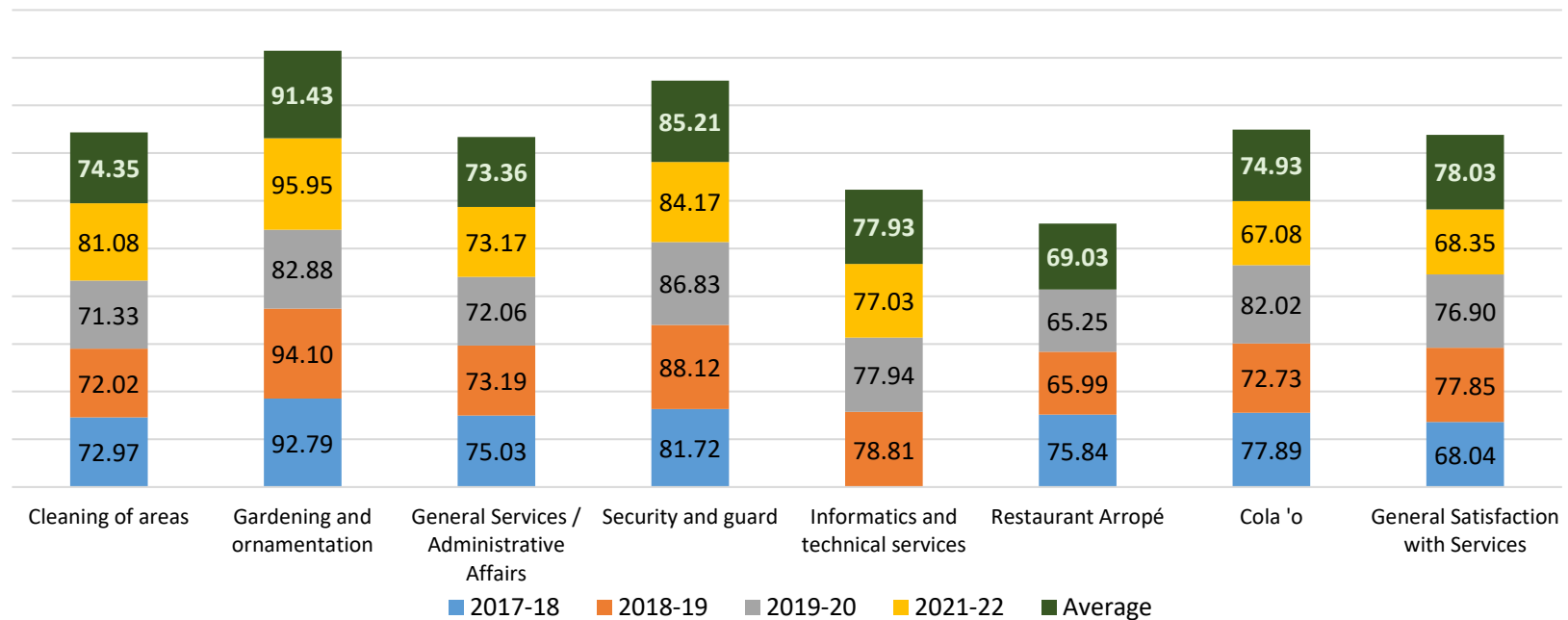| School of Law's Services					
Define as percent of active and regular students expressing their satisfaction with the institution's services.					
	2017-18	2018-19	2019-20	2021-22	Average
Population (N)	1,071	1,123	1,085	1,115	1,099
Sample (n)	111	89	90	74	91
Response rate	10.36	7.93	8.29	6.64	8.31
Indicate your level of satisfaction for each of the following areas: Very Satisfied and Satisfied					
Cleaning of areas					
1. Hygiene in the bathrooms	54.05	53.93	53.33	77.03	**59.59**
2. Cleaning in hallways and sidewalks	75.68	87.64	86.67	89.19	**84.79**
3. Cleanliness in classrooms	73.87	78.65	77.78	77.03	**76.83**
4. Cleaning in administrative offices	78.38	71.91	71.11	81.08	**75.62**
5. Cleaning in faculty offices	65.77	67.42	66.67	72.97	**68.21**
6. Cleaning in the common areas (cafeteria, student center, sports	79.28	77.53	76.67	72.97	**76.61**
7. Garbage collection from classrooms and offices	83.78	83.15	82.22	91.89	**85.26**
8. Paper dispensers (toilet and handheld) and soap in the bathrooms	78.38	66.29	65.56	83.78	**73.50**
9. Quality of toilet paper (toilet and handheld)	65.77	62.92	62.22	82.43	**68.34**
10. In general, your level of satisfaction with cleanliness is:	74.77	70.79	71.11	82.43	**74.78**
Average of Very Satisfied and Satisfied	**72.97**	**72.02**	**71.33**	**81.08**	**74.35**
Gardening and ornamentation					
1. Maintenance of green areas and gardening	94.59	94.38	93.33	98.65	**95.24**
2. Collected from green areas after grass cutting	95.50	96.63	54.86	94.59	**85.39**
3. Safety when cutting grass and pruning trees and shrubs	86.49	89.89	88.89	93.24	**89.63**
4. In general, your level of satisfaction with the maintenance of green areas and gardening is:	94.59	95.51	94.44	97.30	**95.46**
Average of Very Satisfied and Satisfied	**92.79**	**94.10**	**82.88**	**95.95**	**91.43**
General Services / Administrative Affairs					
1. Attention of the staff	97.30	86.52	85.56	85.14	**88.63**
2. Willingness of employees to perform tasks	80.18	85.39	84.44	82.43	**83.11**
3. Diligence in responding to requests	75.68	76.40	72.22	81.08	**76.35**
4. Distribution of work shifts	63.06	61.80	62.22	58.11	**61.30**
5. Distribution of functions	67.57	60.67	60.00	58.11	**61.59**
6. Supervision of work	64.86	60.67	60.00	63.51	**62.26**
7. In general, their level of satisfaction with general service administration is:	76.58	80.90	80.00	83.78	**80.31**
Average of Very Satisfied and Satisfied	**75.03**	**73.19**	**72.06**	**73.17**	**73.36**
Security and guard					
1. Supervision of work	82.88	92.13	91.11	89.19	**88.83**
2. Distribution of functions	75.68	80.90	81.11	71.62	**77.33**
3. Frequencies in the rounds	81.08	87.64	83.33	83.78	**83.96**
4. Attention of the staff	88.29	95.51	94.44	93.24	**92.87**
5. Willingness of employees to perform tasks	84.68	89.89	88.89	89.19	**88.16**
6. Diligence in responding to requests	72.97	75.28	74.44	68.92	**72.90**
7. In general, their level of satisfaction with the security and guard services is:	86.49	95.51	94.44	93.24	**92.42**
Average of Very Satisfied and Satisfied	**81.72**	**88.12**	**86.83**	**84.17**	**85.21**
Informatics and technical services					
1. Attention of the staff		91.01	90.00	89.19	**90.07**
2. Willingness of employees to perform tasks		91.01	90.00	83.78	**88.27**
3. Diligence in responding to requests		84.27	83.33	87.84	**85.15**
4. Distribution of work shifts		68.54	67.78	63.51	**66.61**
5. Distribution of functions		66.29	65.56	62.16	**64.67**
6. Supervision of work		67.42	66.67	66.22	**66.77**
7. In general, your level of satisfaction with the administration of IT services and technological services is:		83.15	82.22	86.49	**83.95**
Average of Very Satisfied and Satisfied		**78.81**	**77.94**	**77.03**	**77.93**
Restaurant Arropé					
1. Attention of the staff	88.29	73.03	72.22		**77.85**
2. Presentation of food	83.78	66.29	65.56		**71.88**
3. Image of the premises	93.69	85.39	84.44		**87.84**
4. Waiting time in turn to request food	71.17	62.92	62.22		**65.44**
5. Waiting time for food delivery	58.56	61.80	61.11		**60.49**
6. Cleaning and grooming of the restaurant	90.99	84.27	83.33	Close by	**86.20**
7. Variety of menu	63.96	53.93	53.33	COVID	**57.08**
8. Quality of products for sale or food preparation	81.08	64.04	63.33		**69.49**
9. Relationship between quantity and quality by value paid	50.45	42.70	42.22		**45.12**
10. Hours of Service Restaurant Arropé	75.68	69.66	68.89		**71.41**
11. In general, your level of satisfaction with Arropé is:	76.58	61.80	61.11		**66.50**
Average of Very Satisfied and Satisfied	**75.84**	**65.99**	**65.25**		**69.03**
Cola 'o					
1. Attention of the staff	84.68	77.53	76.67	71.62	**77.63**
2. Presentation of food	81.98	78.65	77.78	70.27	**77.17**
3. Image of the premises	81.08	78.65	77.78	75.68	**78.30**
4. Waiting time in turn to request food	78.38	74.16	73.33	66.22	**73.02**
5. Waiting time for food delivery	81.98	76.40	75.56	70.27	**76.05**
6. Cleaning and grooming of the restaurant	79.28	75.28	74.44	75.68	**76.17**
7. Variety of menu	66.67	64.04	63.33	54.05	**62.02**
8. Quality of products for sale or food preparation	82.88	73.03	72.22	70.27	**74.60**
9. Relationship between quantity and quality by value paid	78.38	68.54	67.78	66.22	**70.23**
10. Hours of Service	62.16	59.55	170.00	48.65	**85.09**
11. In general, your level of satisfaction with Cola 'o is:	79.28	74.16	73.33	68.92	**73.92**
Average of Very Satisfied and Satisfied	**77.89**	**72.73**	**82.02**	**67.08**	**74.93**

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School of Law's Services					
Define as percent of active and regular students expressing their satisfaction with the institution's services.					
	2017-18	2018-19	2019-20	2021-22	Average
Population (N)	1,071	1,123	1,085	1,115	1,099
Sample (n)	111	89	90	74	91
Response rate	10.36	7.93	8.29	6.64	8.31

General Satisfaction with Services by Area of Service and Total

	2017-18	2018-19	2019-20	2021-22	Average
Cleaning of areas	72.97	72.02	71.33	81.08	74.35
Gardening and ornamentation	92.79	94.10	82.88	95.95	91.43
General Services / Administrative Affairs	75.03	73.19	72.06	73.17	73.36
Security and guard	81.72	88.12	86.83	84.17	85.21
Informatics and technical services	78.81	77.94	77.03		77.93
Restaurant Arropé	75.84	65.99	65.25		69.03
Cola 'o	77.89	72.73	82.02	67.08	74.93
General Satisfaction with Services	68.04	77.85	76.90	68.35	78.03

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Laboral Environment - School of Law Survey			
Define as percent of staff and faculty members active expressing their satisfaction with the institution's labor scenario.			
	2017-18	2021-22	Average
Population (N)	91	86	89
Sample (n)	43	47	45
Response rate	47.25	54.65	50.85
Indicate your level of satisfaction for each of the following statements: Very Satisfied, Satisfied and some Satisfaction			
Communication with your immediate supervisor.	90.70	85.11	87.90
The freedom you have to organize the work to be done.	90.70	85.11	87.90
Accessibility to technical support for computer equipment, photocopiers and others.	86.05	89.36	87.70
Interpersonal relationships with co-workers.	88.37	82.98	85.68
The physical facilities (physical space) where it performs its functions.	88.37	82.98	85.68
The contribution of the work done in your office to the achievement of the goals of the Faculty of Law.	90.70	78.72	84.71
The waiting time to receive and resolve the request for technical support.	81.40	87.23	84.31
The protection of health and safety provided by the School of Law to its employees.	86.05	80.85	83.45
The operation of (the conditions in which they are) the technological equipment assigned to your office.	90.70	74.47	82.58
If you use Banner, your satisfaction with the program in the context of the work you do.	80.65	78.79	79.72
The knowledge and mastery of the invited resources to facilitate professional development activities.	81.40	76.60	79.00
Access to applications (programs, 'software's') in your work area.	79.07	74.47	76.77
The consideration shown by the Faculty towards the family life of its employees.	79.07	72.34	75.71
The topics presented in professional development activities.	76.74	74.47	75.61
The knowledge acquired in professional development activities.	72.09	72.34	72.22
The evaluation process of employees.	74.42	65.96	70.19
The recognition he receives for his work done.	74.42	61.70	68.06
The guidance you receive on rules, regulations and their compliance.	60.47	74.47	67.47
Opportunities to attend/participate in professional development activities.	69.77	63.83	66.80
The professional development activities carried out at the School of Law.	67.44	63.83	65.64
Professional development activities aimed at promoting process improvement.	53.49	63.83	58.66
Activities aimed at promoting a culture of peace based on ethical, democratic and Cristian-ecumenical values.	58.14	53.19	55.67
Opportunities for technological training.	60.47	46.81	53.64
Overall, how satisfied are you with the Faculty of Law as a workplace?	86.05	78.72	82.38

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Laboral Environment - Central Office Survey	
Define as percent of staff and faculty members active expressing their satisfaction with the institution's labor scenario.	
	2018-19
Population (N)	85
Sample (n)	31
Response rate	36.47
7. I feel that my work makes a difference in the lives of others and is rewarding for me.	97.00
28. I feel that I contribute something to the development of the Institution and our students and this makes me happy.	87.00
3. The objectives pursued by my office are clear to me.	86.00
13. I am proud to work at the Inter-American University of Puerto Rico.	81.00
2. I have the necessary resources and equipment to do my job.	81.00
5. I am offered the opportunity to demonstrate my talents and skills in my area of work.	81.00
24. Security in my Unit is adequate.	80.00
14. My team helps me to give the maximum and to carry out my work with care and dedication.	79.00
8. The institution gives me the opportunity to participate in fraternization events with my peers.	77.00
12. The instructions I receive to perform my duties are clear and help me do a good job.	77.00
18. I have the confidence to dialogue with my supervisor about labor issues that concern me.	77.00
1. My work makes me grow professionally.	74.00
23. The physical facilities of my enclosure are well maintained and I feel good about it.	74.00
26. If I had to start my professional career again, I would do it in the Inter-American School.	74.00
21. I receive the support of my supervisor in areas of my work that I do not master and this helps me to do a good job.	72.00
4. The Institution keeps me informed about matters concerning me as an employee.	71.00
6. I am offered the opportunity to suggest new ways of doing things in my area of work or improve them.	68.00
15. My immediate supervisor maximizes everyone's talent to create an efficient work team.	67.00
16. My work provides me with a sense of personal and professional security.	67.00
19. The physical facilities in my area are suitable to perform my work.	67.00
20. In my work I am given the opportunity to learn new processes that allow me to carry out my work more easily.	63.00
22. The meetings my supervisor holds to discuss matters related to my area of work are productive.	62.00
10. Within its possibilities, the University seeks the well-being of its employees.	61.00
17. I consider the training activities offered in my Unit to be relevant to my professional growth.	61.00
9. I would recommend a friend to seek employment in the Inter-American League.	60.00
11. I feel valued by this Institution because when I have need, the Institution helps me or allows my colleagues to do so.	59.00
25. I see that special attention is paid to the cleanliness of my Unit.	59.00
27. I think that the Institution is highly valued by its employees and this makes me proud.	55.00
In general, I feel satisfied with the Institution.	81.00

[1] Realized by the Research, Assessment and Planning. Central Office Administration. Inter American University of Puerto Rico.