

ACBSP

SELF STUDY



University of Puerto Rico at Mayagüez
College of Business Administration

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I - Review of All Academic Activities

Please complete Table 1, Review of All Academic Activities, found under the Evidence File tab (ACBSP Documents folder) above, referencing the information below.

- a. Business Courses Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.
- b. Business Degrees Offered by Business Unit. The accreditation process includes a review of all academic activities in a business school or program. In other words, if an institution offers associate degrees, bachelor's degrees, and graduate (masters and doctorate) degrees in the business school or business program, the accreditation process embraces all of these in the self-study.

If an institution has only a bachelor's or master's degree program at the time of accreditation, but adds the bachelor's or the master's degree at some later date, the institution will have a maximum of five years from the date of the program's inception to achieve accreditation. When a new degree program in business is added after an institution has been accredited, it must be referred to in the institution's annual report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

- c. Business Content Courses Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.
- d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses, or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited, and there must be sufficient distinction between accredited degrees and those degrees offered by excluded segments to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

Institution Response

The College of Business Administration (CBA) at the University of Puerto Rico, Mayagüez Campus (UPRM) has three (3) main academic programs to be accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Academic degrees conferred to students that meet all requirements are: Baccalaureate of Science in Business Administration (BSBA), Baccalaureate in Office Administration (BOA), and Master in Business Administration (MBA).

The following table shows the programs to be accredited and the number degrees conferred during the 2014 - 2015 academic year. [Table 1_06152016](#)

II - Organizational Charts

Attach as a source document in the Evidence File:

1. The institution's organizational chart
2. The business school or program's organizational chart

Institution Response

The College of Business Administration (CBA) is one of the four academic faculties of the University of Puerto Rico, Mayagüez Campus (UPRM), which is the second largest campus of the UPR System.

The UPRM organizational file is found in the following URL:

<http://oiip.uprm.edu/wp-content/uploads/2016/03/Organigrama-RUM-Revisado-Enero-2016-esp%C3%B1ol-Read-Only.pdf>.

The organization chart for the CBA is shown in the following file: [Organigrama ADEM](#)

III - Conditions of Accreditation

- a. Institutional Accreditation. Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

- b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).
- c. Statement of Mission—Business School or Program. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Schools and programs must have a mission consistent with that of ACBSP. State the mission of the business school or program and whether the mission is listed in the institution's catalog or program offerings bulletin (see subsection d).
- d. Public Information. An electronic copy or website link for the catalog or bulletin must be provided in the Evidence File. Printed copies of the catalog and self-study are no longer needed. State the catalog page number(s) where each of the following is located:
 1. Listing of the business degree programs
 2. The academic credentials of all faculty members
 3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students
 4. The statement of mission of the institution

5. The statement of mission of the business school or program
- e. Accreditation of Doctoral Programs. Accreditation of doctoral programs must meet the following requirements:
 1. Institution must have ACBSP accrediting programs at the baccalaureate and/or master's level.
 2. Institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate.
 3. Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency.
 4. Accreditation can only be awarded after individuals have graduated from the program.

If the self-study includes accreditation of a doctoral program, please indicate below, with attached documents as required, that you have met these requirements or you intend to meet these requirements.

- f. Please list below all campuses at your institution at which a student can earn a business degree.
- g. The business unit must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results.

Institution Response

a. Institutional Accreditation:

University of Puerto Rico at Mayaguez (UPRM) is an U.S. educational institution accredited by the Middle States Commission on Higher Education (MSCHE).

b. Statement of Mission—Institution:

To provide excellent service to Puerto Rico and to the world:

- Forming educated, cultured, capable, critical thinking citizens professionally prepared in the fields of agricultural sciences, engineering, arts, sciences, and business administration so they may contribute to the educational, cultural, social, technological and economic development.
- Performing creative work, research and service to meet society's needs and to make available the results of these activities.
- We provide our students with the skills and sensitivity needed to effectively resolve problems and to exemplify the values and attitudes that should prevail in a democratic society that treasures and respects diversity.

c. Statement of Mission—Business School or Program:

To prepare qualified graduates for the business world through excellence in education and the advancement of locally and internationally recognized research.

d. Public Information:

1. Listing of the business degree programs

- CBA web page, choose "Programas Académicos"

(<http://enterprise.uprm.edu/>)

2. The academic credentials of all faculty members

- CBA Faculty web page

(<http://enterprise.uprm.edu/facgene/index.php>)

3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students

- UPRM official documents (policies, procedures, etc.)

(http://www.uprm.edu/p/procuraduria/documentos_oficiales)

- UPR tuition and fees

(<http://www.uprm.edu/upr/estudiantes/ayudas/costos.html>)

4. The statement of mission of the institution

- Listed on page 2 of the UPRM Undergraduate Catalog

(<http://www.uprm.edu/cms/index.php?a=file&fid=11777>)

- Listed on page 2 of the UPRM Graduate Catalog

(<http://www.uprm.edu/cms/index.php?a=file&fid=11198>)

5. The statement of mission of the business school or program

- Listed on page 308 of the UPRM Undergraduate Catalog

(<http://www.uprm.edu/cms/index.php?a=file&fid=11777>)

- Listed on page 150 of the UPRM Graduate Catalog

(<http://www.uprm.edu/cms/index.php?a=file&fid=11198>)

- CBA Mission, Vision, and Culture web page

(<http://enterprise.uprm.edu/about/index.php>)

e. Accreditation of Doctoral Programs:

Not applicable.

f. List all campuses at your institution at which a student can earn a business degree:

UPRM is a single campus institution.

g. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

The key performance metrics of the CBA as identified in its strategic direction are disclosed every semester or yearly depending on the nature of the information. These metrics provide information related to graduation and employment rates, internship and Coop program enrollment and placement by industry, student enrollment by academic program, and the UPR Business Administration Learning Assessment Test among others. The metrics are disseminated in the Faculty meetings, **the CBA website**, and a display located at the main lobby of the CBA building. In addition, other metrics of institutional interest are published by the Office of Institutional Research and Planning (OIRP) at the UPRM website (<http://oiip.uprm.edu/dtos-estadisticos/>).

IV - Organizational Description

The Organizational Profile is a snapshot of your business school or program, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

Importance of Beginning with your Organizational Profile. Your Organizational Profile is critically important because:

- it is the most appropriate starting point for self-assessment;
- it helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;
- it is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;
- it also may be used by itself for an initial self-assessment; and
- if you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description that follows and the Organization Challenges on the next page as documents and attach under the Evidence File tab above. Limit the response to the entire Organizational Profile to not more than five printed pages.

a. Organizational Description

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

1) Organizational Environment

- a. What are the delivery mechanisms used to provide your education programs, offerings, and services to students?
- b. What is the organizational context/culture?
- c. What is your stated vision?
- d. What are your stated values?
- e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.

- f. What are your major technologies, equipment, and facilities?

2) Organizational Relationships

- a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
- b. What are your key partnering relationships and communication mechanisms?

Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.

Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

Institution Response

1) Organizational Environment

a) What are the delivery mechanisms used to provide your education programs, offerings, and services to students?

Academic offerings and services to students are disclosed in the University of Puerto Rico, Mayagüez Campus catalogs (<http://www.uprm.edu/cms/index.php?a=file&fid=11777> and <http://www.uprm.edu/cms/index.php?a=file&fid=11198>) and brochures, and in the UPRM (<http://www.uprm.edu/portada/>) and CBA (<http://enterprise.uprm.edu/>) websites. They are also disseminated during open houses and info sessions given to students and high schools counselors.

The academic programs at the CBA are mainly delivered in a traditional classroom (person-to-person) format. However, with prior approval by faculty some hybrid courses are also available for the convenience of the students. In both cases, technology is incorporated into the classroom to facilitate the learning process. The curriculum uses different instructional strategies as disclosed in the courses syllabus such as lectures, experiential exercises and simulations, discussion of problems and cases, laboratories, projects, research, practicum and internship/Coop experiences.

Student services are offered by department personnel and the deanships of student, academic and administrative affairs. The services to students include: admission, registration, financial aid, health services, academic and professional counseling and advising, exchange program, computer centers, tutoring and mentoring services, athletic and cultural activities, library, campus safety and security, bookstore, job fairs and placement services, student associations, access to web email, cafeteria, and assistance to students with special needs. In addition, tutoring and mentoring services are being offered by the CBA at no additional cost to the student.

UPR complies with the Americans with Disabilities Act (ADA), the Family Educational Rights and Privacy Act (FERPA), HIPAA Law and its Buckley Amendment. The campus has a Student Ombudsman Officer who deals with student claims.

b) What is your organizational context/culture?

The University of Puerto Rico (UPR) consists of eleven institutional units. The Mayagüez Campus of the University of Puerto Rico is the second largest campus of the UPR system. It is located in the town of Mayagüez, in the western region of the island of Puerto Rico. The town has an estimated population of 89,080 according to the U.S. Census Bureau 2010. The Campus total student enrollment during the fall semester of 2013-2014 was 11,838, of which 1,088 and 51 were undergraduate and graduate students from the CBA, respectively. Enrollment for the spring semester of 2014 – 2015 was 11,577 students campus wide, of which 1080 and 61 were from the CBA undergraduate and graduate programs, respectively. During 2014-2015, the total personnel consisted of 2,628 employees of which 917 were faculty members.

The Mayagüez Campus of the University of Puerto Rico, founded in 1911, has continued its development in the best tradition of a Land Grant institution. It is a co-educational, bilingual, and non-sectarian school comprising the Colleges of Agricultural Sciences, Arts and Sciences, Business Administration, Engineering, and the Division of Continuing Education and Professional Studies.

The College of Business Administration started the fall semester of 2006-2007 in a new state-of-the-art building. The building provides a high quality environment to promote quality in education and research consistent with the ACBSP business accreditation standards. The construction cost of \$22 million plus the \$2 million invested in furniture and technological equipment assures the students exposure to a corporate and high tech environment.

c) What is your stated vision?

The CBA vision statement is “To be Puerto Rico’s best option in Business Administration with the best students, professors and recruiters.”

d) What are your stated values?

As a result of an ongoing process of reflection and assessment, the College of Business Administration (its students, faculty, staff, and administrators) affirms its commitment and loyalty to the following values: justice and fairness, responsibility, respect, trust, and integrity. This statement sets forth these values in order to educate and inspire as well as to promote dialogue and continual improvement. In particular, these values serve to describe this community’s identity and express its aspirations. It is meant to complement existing laws, regulations, professional standards, and codes of ethics by enhancing the pursuit of excellence consistent with the College’s Vision and Mission. In all of its activities, the College of Business Administration will:

Justice / Fairness

Be impartial, objective, and refrain from discrimination or preferential treatment in the administration of rules and policies and in its dealings with students, faculty, staff, administration, and other stakeholders.

Responsibility

Recognize and fulfill its obligations to its constituents by caring for their essential interests, by honoring its commitments, and by balancing and integrating conflicting interests. As responsible agents, the faculty, employees, and students of the College of Business Administration are committed to the pursuit of excellence, devotion to the community’s welfare, and professionalism.

Respect

Acknowledge the inherent dignity present in its diverse constituents by recognizing and respecting their fundamental rights. These include rights to property, privacy, free exchange of ideas, academic freedom, due process, and meaningful participation in decision making and policy formation.

Trust

Recognize that trust solidifies communities by creating an environment where each can expect ethically justifiable behavior from all others. While trust is tolerant of and even thrives in an environment of diversity, it also must operate within the parameters set by established personal and community standards

Integrity

Promote integrity as characterized by sincerity, honesty, authenticity, and the pursuit of excellence. Integrity shall permeate and color all its decisions, actions and expressions. It is most clearly exhibited in intellectual and personal honesty in learning, teaching, mentoring and research.

e) What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.

The College of Business Administration has an academically balanced faculty with the qualifications and credentials required by the Institution and necessary for the achievement of our goals and objectives. Many of our faculty members brings extensive teaching, management, and professional experience which enrich the educational learning process in the classroom.

Qualified faculty with terminal degrees in the discipline they teach have been hired during the past years to assure student exposure to the most current knowledge. During the academic year 2014 – 2015, over 60% of the full-time faculty and about 55% of the part-time faculty have doctoral degrees or its equivalent (LLM) in business related fields. 94% of our undergraduate (BSBA) credit hours and 100% of the graduate (MBA) credit hours in business are taught by academically or professionally qualified faculty as defined by the ACBSP. Specifically, 95% of the graduate (MBA) credit hours and 42% of the undergraduate (BSBA) credit hours in business are taught by academically qualified faculty. For the case of the Office Administration Program (BOA), 100% of undergraduate credit hours in office administration are taught by academically or professionally qualified faculty while 31.9% of the undergraduate credit hours in office administration are taught by academically qualified faculty.

f) What are your major technologies, equipment, and facilities?

The College of Business Administration has state-of-the-art facilities that promote quality in education and research consistent with the ACBSP business accreditation standards. All faculty offices and classrooms have computers with Internet access. We have five (5) laboratory classrooms and a computer center with eighty (80) desktops open to the university community. Classrooms are equipped with overhead projectors and some with video conferencing capabilities. Finally, there are two auditoriums, several study areas for graduate and undergraduate students, a Faculty lounge and various conference rooms.

In addition, the CBA has various centers and offices dedicated to support research, academic, and service activities within the UPRM and external community: a Business Development Center (BDC) involved in various entrepreneurship endeavors, a Business Research Center, a Business Support Center for the Office Administration Program (BOA), and the Office of the Internship and Coop Program.

2) Organizational Relationships

a) What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?

The CBA key student segments for the undergraduate programs are students admitted with high school diploma or its equivalent from an accredited educational institution seeking to pursue a business career. The student can major in one or more of the following areas: accounting, finance, operations management, human resources management, computer information systems, marketing, and office administration. With respect to the graduate program, Over 60% of the graduate students are working professionals with 1 to 6 years of experience who wish to pursue an MBA to advance their career; over 40% are recent graduates from a baccalaureate program interested in acquire graduate level business skills.

The CBA faculty and students maintain close relationships with members of the industry, governmental agencies, educational and non-profit organizations. This allows the CBA to effectively address the needs of the different stakeholders while maintaining the curriculum updated, providing a well-rounded educational experience for students, and keeping faculty abreast of current trends in the business world. This is achieved by promoting the participation in students association, internships and cooperative educational experiences, and the involvement of faculty members and students in academic and applied research projects, among others. These actions and the Advisory Board (AB) are key for meeting the students, recruiters, and community needs.

b) What are your key partnering relationships and communication mechanisms?

The CBA key partnering relationships are with employers, non-profit organizations, high schools, UPRM internal and external community, alumni, professional and students associations, and the Advisory Board (AB). Formal/informal and verbal/written communication exists with these entities such as in person, by phone, via videoconference and other such means. These communications are important to understand and satisfy the different stakeholder's needs and requirements. For example:

- Personnel of the Internship and Coop Plan Programs office (ICPP) communicate in person, by phone, and through emails with potential employers and recruiters. With respect to the students, web-based communications such as Facebook are used in addition to the ones mentioned previously.
- Career fairs provide in person and immediate matching opportunities between students and employers.
- The AB plays a vital role in defining current professional needs that the CBA curriculums must target to fulfill. Communications within the AB members is done by multiple means including a formal meeting scheduled at least once per semester during the same week of the Career Fair. Attendance to this meeting occurs in person, by phone, via videoconference, etc. Finally, written minutes of the meetings are taken for future reference.
- Professional associations, profit and non-profit organizations, and governmental agencies sponsor many of the CBA students' activities. Members of these entities serve as speakers at seminars, conferences, and workshops that take place in person or by videoconference. Coordination of these activities requires formal and informal as well as written and verbal communications. Such means of communications can be done in person, by phone, and/or emails.
- Promotional information of the CBA is done through the UPRM and CBA websites, brochures, and other means.

- For efficiency, electronic communication is strongly recommended on campus and within the CBA.

The UPR informs prospective undergraduate students about its academic offering and admission policy by publishing a catalog updated yearly; these are also disclosed in the UPR main website (<http://estudiantes.upr.edu>) and in the UPRM website. Academic offerings are also disseminated during visits to high schools, open houses and info sessions given to high schools counselors and potential students. Finally, UPR policies and procedures by which student academic performance is evaluated are published in the catalogs, and include the minimum requirements to achieve satisfactory academic progress, to continue studies on probation or otherwise be suspended from the UPR.

V - Organizational Challenges

Describe your organization's competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1. Competitive Environment
 - a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
 - b. What are the factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.
2. Strategic Challenges
 - a. What are your key strategic challenges? As appropriate, include education and learning, operational, human resources, and community challenges.
3. Performance Improvement System
 - a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Notes: Factors might include differentiators such as program leadership, services, e-services, geographic proximity, and program options.

Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.

Institution Response

1) Competitive Environment

a) What is your competitive position?

The University of Puerto Rico (UPR) is the only public higher education institution in Puerto Rico. UPR consists of eleven institutional autonomous units. The four primary private higher education institutions in Puerto Rico are the Interamerican University System (twelve campuses); Ana G. Méndez University System, which is integrated by three sub systems: the Metropolitan University (four campuses), Turabo University (seven campuses) and University of the East (six campuses); Pontifical Catholic University System (two campuses); and Sacred Heart University.

The UPRM campus is one of the three main campuses of the UPR System and is the land-grant institution of Puerto Rico. It is the only campus with a College of Engineering (CE) and a College of Agricultural Sciences (CAS) which results in unique opportunities for collaboration with the College of Business Administration (CBA). Furthermore, this multidisciplinary campus setting attracts employers that seek to recruit students from the different faculties.

The CBA is one of the two UPR campuses offering a graduate program in Business Administration. Different to UPR at Río Piedras that offers both a master and a doctoral degree, UPRM's CBA only offers a master degree (MBA).

b) What are the principal factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

Refer to the following table for the success factors and competitive advantages of the CBA.

[Overview - Table 2_06172016](#)

2) Strategic Challenges

What are your key strategic challenges?

The CBA has identified the following strategic challenges:

- To develop mechanisms that improves communication with external stakeholders.
- To increase external funding.
- To increase the number of faculty members with doctoral degrees and professional experiences.
- To improve promotional strategies in order to continue recruiting the best students.
- To develop additional retention practices.
- To continue increasing the student placement rate.
- To pursue on-line and hybrid courses.

3) Performance Improvement System

How do you maintain an organizational focus on performance improvement?

The CBA strategic direction as defined by its Strategic Plan and Operational Plans is defined with the faculty participation and approval. Deployment of such plans is done by the CBA's administrative and service offices and some permanent committees. Key metrics of the balanced scorecard are monitored regularly for continuous improvement of both academic and administrative processes. Results are presented to the faculty and operational plans are updated at least once a year.

1 - Standard 1: Leadership

Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. These values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Leadership. Justify any omissions.

For each criterion on the pages that follow, list key things administrators and faculty do (or have recently done) that prove compliance.

Institution Response

The University of Puerto Rico's system of governance clearly defines the roles of the institutional leaders in policy development and decision making.

It is through the UPR General Bylaws (<http://www.upr.edu/mdocs-posts/reglamento-general-upr-rev-cert-160-2014-2015/>) that the UPR governing and administrative bodies provide direction, leadership and facilitate the effective operation, by means of policies, regulations, certifications and procedures.

The governance structure establishes an environment that ensures the transparency and participation of the stakeholders, which include the different administrative and academic units, in the implementation of policies and procedures to ensure institutional development.

The College of Business Administration (CBA) works closely with the leaders at the UPR-Mayaguez Campus and at the UPR Central Administration, to deliver quality education, research, and service to all of our stakeholders as stated by our mission, vision and goals. The CBA's Internal Bylaws state that the Faculty is a university organizational unit dedicated to teaching and research of a set of related disciplines, and community service. The CBA's Faculty in particular is constituted by the Dean, the teaching personnel, and student representation elected for this matter. It is headed by the Dean with the collaboration of the teaching and non-teaching staff, and the student participation. The Faculty has the following duties and attributes, among others:

1. To propose academic programs to the Academic Senate.
2. To propose the creation of new courses, modification or removal of existing ones.
3. To approve additional graduation requirements.
4. To participate in the consultation process for the appointment of the Dean and other officials as provided by the University Act and the UPR General Bylaws.
5. To participate through the School Committees in the process of appointment, promotion, continuity and licensing of teaching personnel.
6. To recommend students for degrees in accordance with standards established by the Academic Senate.

7. To state their views to the UPRM Chancellor on any matter related to the operation of the Faculty, the UPRM Campus or the University System.
8. To make agreements in order to comply more effectively with the objectives for which the University was created.
9. To recommend the creation, elimination, or reorganization of agencies attached to the Faculty to the corresponding higher organisms.

1.1 - Criterion 1.1

For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

Criterion 1.1 - The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

State key actions of the leader of the business unit that promote compliance.

Criterion 1.1.a. - Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

State key actions of administrators and faculty pertinent to this criterion.

Criterion 1.1.b. - Administrators and faculty must review business school or program performance and capabilities to assess business school or program success and your business school's or program's ability to address its changing needs.

List the key performance measures regularly reviewed by your administrators and faculty, specifying who uses which measures and for what purposes.

Criterion 1.1.c. - The business school or program must have processes in place for evaluating the performance of both administrators and faculty.

Explain how the performances of administrators and faculty are evaluated.

Institution Response

Criterion 1.1 The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

The CBA is headed by the Dean who, in coordination with the Campus Chancellor and the Administrative Board manages the annual budget and plans administrative and academic development. Also, the CBA's Dean is the leader who ensures that the College fulfills its mission, vision and objectives, and complies with the ACBSP Standards and Criteria. The CBA's Dean shares relevant information through faculty meetings and faculty representatives in the governing bodies, institutional committees, Academic Senate and the Administrative Board.

The College of Business Administration's Internal Bylaws developed and approved by the Faculty, establish the responsibilities and duties of the Dean, the faculty members, as well as the permanent committees, among other things. The responsibilities of the Dean of the College of Business Administration as documented in the Bylaws are as follows:

1. Manages the CBA operations.
2. Leads the administrative and academic continuous improvement process.
3. Calls and presides monthly faculty meetings.
4. Represents Faculty in institutional organisms and official events.
5. Presents Faculty points of view before institutional officials.
6. Assigns faculty members to committees, designates coordinators, and holds staff meetings.
7. Endorses minutes of the faculty meetings as well as the Faculty Annual Report.
8. Decides on personnel actions such as academic personnel designations, promotions, tenure, leaves, in direct consultation with the Faculty Personnel Committee.
9. Develops and implements operating plans for the Faculty. The Dean defines the duties and responsibilities for the Associate Deans, Directors, and Administrative Assistants, delegating the appropriate tasks. Operating plans are disseminated to Faculty members.
10. Manages the budget, and works to attract external sources of funding in order to supplement the resources assigned by the University's budgeting process.
11. Prepares an annual report to be presented to Faculty members, describing performance throughout the year and describing plans for the upcoming year, in accordance to the Faculty Strategic Plan which can be found in the CBA Website.
(<http://enterprise.uprm.edu/library/docs/Plan-Estrategico-n-f.pdf>)
12. Recommends to the Chancellor the designation of key personnel, such as administrative staff, dean's assistants, and other academic as well as administrative personnel.

In order to assure compliance with the ACBSP standards and criteria, the following are the key actions undertaken by the CBA Dean to develop, execute, and continuously improve the program and processes:

- Assure compliance with the Mission, Vision and Values statements, as well as the strategic and operational plans of the CBA.
- Appoints and supports the Accreditation Committee.
- Designates the Faculty members responsible for the design, administration and reporting of Learning Assessment.
- Appoints members to CBA's Advisory Board.

The Accreditation Committee developed a Project Charter which defines milestones, risk analysis, preliminary budget estimates and communication plans. In order to institutionalize the accreditation process, the Project Charter was approved and signed by the Chancellor, the Dean and her staff, the Faculty and a representative from the UPR Central Administration. This document can be found in the CBA Website. (http://enterprise.uprm.edu/assessment/docs/Project%20Charter_Final.pdf)

Criterion 1.1.a. Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

The CBA leadership with the participation and approval of faculty members established its Mission, Vision and Values statements which defines its culture and strategic direction (Strategic Plan). Operational plans containing short and intermediate-term goals were developed and approved to support the execution of the strategic direction.

In order to communicate and deploy the CBA values and performance expectations, the leadership and faculty do the following:

- Participate in monthly faculty meetings that include student representation.
- Coordinate the publication of the CBA Mission, Vision and Values statements in the academic catalogs(<http://www.uprm.edu/cms/index.php?a=file&fid=11777> and <http://www.uprm.edu/cms/index.php?a=file&fid=11198>), on the CBA website (<http://enterprise.uprm.edu/about/index.php>), in the lobby, in offices and meeting rooms.
- Assess the execution of the operational plans and objectives at least once a year.
- Faculty members in accordance with the bylaws and in coordination with the Associate Deans develop and evaluate their semester's work plans which include teaching loads, research tasks, appointment to committees, and other special assignments.

The Dean, Associate Deans, and the School of Business faculty members work collaboratively to improve the academic programs including the curricular aspects and supporting processes to comply with ACBSP standards. Communication between the Dean, the Associate Deans, and faculty occurs constantly with a free flowing exchange of information between all parties, especially relating to the Programs and accreditation guidelines. The Dean, Associate Deans and accreditation team members meet periodically to discuss accreditation requirements, standards, accreditation timeline, and progress. This collaborative work has resulted in the development of new courses and the revision of existing ones.

Criterion 1.1.b. Administrators and the faculty must review business programs performance and capabilities to assess business programs success and your business program's ability to address its changing needs.

The Dean, Associate Deans, and faculty members periodically evaluate academic programs to examine performance, success, and changing needs. They also use various student/alumni/business surveys, learning outcomes data, course assessments, demographic data, retention/graduation rates, and benchmarking to make programmatic changes.

A major curricular revision was approved for the Baccalaureate in Science of Business Administration (BSBA) program. During academic years 2013-2014 and 2014-2015, the Dean, Associate Deans, and administrative staff worked on establishing the procedures to implement the new curriculum in August 2015.

All majors have the option of pursuing an Internship as an elective course. The employer's performance appraisals of the internship students provide information about their knowledge and skills. Employers often make recommendations, which are discussed by faculty members. For example, in response to employers' recommendations an elective course: Advanced Spreadsheet Techniques (ADMI 3018), was created and is taught every semester.

During academic year 2014-2015 the Dean, Associate Deans, and leadership team met frequently to plan the composition of the Advisory Board to be established as stated in the CBA Strategic Plan (Objective 1). The establishment of an Advisory Board will provide valuable information about labor market trends and needs.

The Dean is in constant communication with the CBA's Office of Student Affairs which provides academic advising services to students and monitors their academic progress and retention rates. Also study plans are prepared to guide students towards achieving academic success.

The following table shows key performance measures to assess CBA success and needs:

[Criterion 1.1.a - Table 1_06202016.](#)

Criterion 1.1.c. Business programs must have processes in place for evaluating the performance of both administrators and the faculty.

The UPRM has a faculty evaluation system that includes participation of the students, peers and the Dean. The Personnel Committee members evaluate professors with a professional service contract and non-tenured professors once every year during the probation period. The administrative staff is evaluated by their immediate supervisor for periodical salary increases based on merit or whenever a change in their responsibilities warrants a promotion.

The faculty evaluation procedure is specified by the Certification 86-87-476 of the Administrative Board (<http://www.uprm.edu/decasac/Documentos%20Comite%20de%20Personal/86-87-476.pdf>) approved in 1987, and amended in year 2012 by the Certification 11-12-229 (<http://www.uprm.edu/senadojunta/docs/certjunta/11-12-229.pdf>) which amends the frequency of the evaluations.

The evaluation process is defined by university policy and performed by the Faculty Personnel Committee. The committee members are elected by faculty and they must be tenured, with an academic rank of at least Associate Professor, as stated in Section 25.9 of the UPR General Bylaws (<http://www.upr.edu/mdocs-posts/reglamento-general-upr-rev-cert-160-2014-2015/>).

A detailed explanation of the process, rubric and forms used for evaluation are set forth in Certification 86-87-476 of the Administrative Board.

Students participate in the evaluation of their courses every semester. The results of the evaluations are available to the faculty members after the term is completed and the final grades have been submitted. This information is part of the faculty evaluation process.

1.2 - Criterion 1.2

For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

Criterion 1.2 - Social Responsibility

Criterion 1.2.a. Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

State key actions by administrators and faculty pertinent to this criterion.

Criterion 1.2.b. - The business school or program should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

Criterion 1.2.c. - The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.

Explain how ethical academic practices are ensured.

Criterion 1.2.d. - The business school or program should have processes in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

Note: Many examples of tables are provided throughout the criteria to help organize data and information. The tables, which are found under the Evidence File tab (ACBSP documents folder) above, are examples that may be modified to fit the institution's needs.

Institution Response

Criterion 1.2 Social Responsibility

Criterion 1.2.a. Administrators and the faculty must create an environment that fosters and requires legal and ethical behavior.

All employees of the University of Puerto Rico, as members of the governmental workforce, are required to comply with the Puerto Rico Government Ethics Act. This Act requires that all governmental agencies, including UPRM, establish an Ethics Committee to promote and assure ethical conduct in all public employees. (<http://www.uprm.edu/cms/index.php/page/3094>)

The Puerto Rico Government Ethics Office (OEG) provides a list of methods that qualify as a mean of complying with the required 20 hours of continuous education in the area of ethics every two years (<http://tmp.oegpr.net/centro-para-el-desarrollo-del-pensamiento-etico>).

The CBA follows the regulations and certifications for all academic and administrative processes established by the UPR Board of Government, the UPR President's Office, and the UPRM governing bodies. The UPR General Bylaws, Students' General Bylaws, and the UPRM Faculty Manual state the obligations and responsibilities of the different sectors of the university community, as well as the behavior subject to disciplinary action. In addition, faculty must comply with regulations established for research and publications.

The abovementioned documents are available at the UPRM website:

- <http://www.upr.edu/mdocs-posts/reglamento-general-upr-rev-cert-160-2014-2015/>
- <http://www.uprm.edu/senadojunta/docs/certsenado/13-71.pdf>
- <http://www.uprm.edu/decasac/ManualProfesor/ManualFinal.pdf>

The CBA has also developed its own Statement of Values. It was the result of a collaborative process of reflection and assessment carried out by faculty, students, and staff. The CBA affirms its commitment and loyalty to the values of: justice/equity, responsibility, respect, trust, integrity (<http://business.uprm.edu/library/ethics/ADEMStatementofValuesMay2006.pdf>).

The Board of Trustees Certification Number 72 (1999-2000) Institutional Policy and Procedures of Legal Ethics for the Use of Technology in the UPR (<http://www.upr.edu/mdocs-posts/certificacion-num-72-1999-2000-de-la-junta-de-sindicatos-de-la-upr>) establishes the institutional policy to ensure the proper use of information technologies and telecommunications by the university community, people who provide services to the university, and external clients. The UPRM Administrative Board Certification 14-15-215, Administration Policy for Network and Systems (<http://www.uprm.edu/senadojunta/docs/certijunta/2014-15-215.pdf>) establishes the responsibilities, guidelines, and procedures for personnel responsible for the administration and operation of the information systems and information technology of the UPRM. University's computers display the usage policy when they start up and require users to agree before proceeding.

All UPRM Institutional Policies (over 50 documents) are readily available in electronic format:

- <http://www.uprm.edu/cms/index.php/page/3420>.

The following table includes some of the strategies used continuously to promote legal and ethical behavior.

[Criterion 1.2.a - Table 1_06222016](#)

Criterion 1.2.b. Business programs should address the impacts on society of its program offerings, services, and operations.

The CBA provides educational and support services that impact the Western Region of Puerto Rico by providing business administration professionals with majors in the following areas: Accounting, Finance, Marketing, Human Resource Management, Operations Management, Computerized Information Systems, Office Administration, as well as a Master in Business Administration.

The following table lists the CBA initiatives that meet the societal needs of our stakeholders and the measures used to assess these needs.

[Figure 1.1_06222016](#)

Criterion 1.2.c. Business programs should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

As part of the CBA's undergraduate curriculum, all students take a required course Introduction to Business Management, and Ethics (ADMI 3009). In addition, case studies and topics that include ethical behavior of management and employees' behavior are discussed in other courses as noted in the CPC compliance tables. (Refer to Standard 6).

The University of Puerto Rico has regulations for faculty and students. These documents detail the behavior and actions subject to sanctions. The UPRM follows the norms of ethical behavior described in the UPR General Bylaws and the UPRM Faculty Manual. Refer to [Criterion 1.2.a - Table 1_06222016](#) in Criterion 1.2.a.

Criterion 1.2.d. Business programs should have processes in place for monitoring regulatory and legal compliance.

The following table describes the measures and indicators used by the CBA to monitor compliance with regulatory and legal issues. [Figure 1.2_06222016](#)

2 - Standard 2: Strategic Planning

The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

Document the extent to which the business school or program meets the standard for Strategic Planning in Criterion 2.1 and 2.2. Justify any omissions.

Institution Response

The College of Business Administration (CBA) has a process for setting its strategic direction. This process is based on defining strategic plans that state long term objectives for a ten (10) years period. Operational plans (1 - 3 years period) with short and mid- term objectives are developed to support the strategic plans. Follow up on achievement of objectives is done at least on a yearly basis driving the necessity to update the operational plans.

The extent of this process will be documented in Criterion 2.1 and 2.1.

2.1 - Criterion 2.1

Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

Criterion 2.1 - The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

Describe your formal process for strategic planning.

Criterion 2.1.a. - The faculty and staff members of the business unit should have significant input into the strategic planning process.

Explain how faculty and staff members participate and/or have a voice in the strategic planning process.

Criterion 2.1.b. - The strategic plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.

Present your current strategic plan as a source document, and summarize it by using a table such as Figure 2.1 found under the Evidence File tab (ACBSP Documents folder) above.

Institution Response

Criterion 2.1. The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged. Describe your formal process for strategic planning.

The College of Business Administration (CBA) has a formal process of defining its strategic direction in alignment with the UPRM campus institutional plan and the UPR System wide plan established by the UPR Central Administration. At the UPR System level the direction is established in the Diez para la Década Report (<https://www.uprm.edu/library/docs/diezdecada.pdf> and <https://www.upr.edu/plan-estrategico-upr-2016-2021-proceso-y-propuesta/plan-estrategico-upr-2016-2021-diez-para-la-decada/>). At the UPRM campus level the direction is determined by the current plan, developed in alignment with the system wide plan with a ten year planning period (2012-2022), by the Office of Institutional Research and Planning (OIRP) and approved by the UPRM Administrative Board. The UPRM Strategic Plan can be found in the following Url:

(<http://oiip.uprm.edu/docs/Plan%20Estrat%e9gico/Plan%20Estrat%e9gico%202012-2022-RUM.pdf>).

Each academic unit of the UPRM must, in alignment with the institutional plan and under the guidance of the OIRP, develop their respective plans for their unit. This is the responsibility of a Planning and Development Committee as prescribed by Article 25 of the UPR General Bylaws and the CBA's Faculty Bylaws in Section 9, Article 38 with input from faculty, staff and the student body as well as other stakeholders within and external to the UPRM. Ultimately, the faculty must approve the strategic plan in a meeting with student representation and operational (action) plans are developed and deployed by CBA's administrative and service offices, and key permanent committees in alignment with the strategic goals. The CBA implements a systematic approach to communicate strategic objectives, action plans, and measurements to all stakeholders through the CBA website, display panels and computer monitors, emails, public and periodic reports in faculty meetings, and presentations to stakeholders. The process by which the strategic plan and operational (action) plans of the CBA are formulated, approved by faculty, deployed and implemented is depicted in a diagram shown in the following file:

Std 2 - Strategic Planning Schematic

Criterion 2.1.a. The faculty and staff members of the business unit should have significant input into the strategic planning process.

The CBA Strategic Plan is aligned with the UPRM campus institutional plan and the UPR System wide plan established by the UPR Central Administration. Each CBA office and the key permanent committees as defined by the administration, develop their respective operational plans aligned to the CBA Strategic Plan. The operational plans are then presented to the faculty during the first semester of the academic year, updated and approved as required.

As observed from the previous diagram, relevant stakeholders including faculty, administrative staff, students, employers, business, and community partners have the opportunity to provide input at various instances and through various mechanisms during the planning process. Example of these mechanisms are as follows:

- Faculty can provide input through the Faculty meetings, temporary and permanent committees, and through the yearly performance review and updates of the operational plans.
- Students can provide input through their representation at the Faculty meetings, surveys, informal interviews, and through the various student bodies.
- Employers can provide input through the Advisory Board, assessment of the students' performance from the internships and cooperative education (Coop) experiences.

The information obtained from these mechanisms is used to develop an initial plan at the beginning of the academic year. This plan is presented at the Faculty meeting for approval purposes. Besides the initial draft of the plan, formulation and deployment is an ongoing process that pursues the continuous

improvement of the CBA administrative and academic goals. The faculty, staff and major stakeholders have the opportunity to provide input and feedback at least once a year.

Criterion 2.1.b. The strategic plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.

The CBA current strategic plan for the period 2013-2022 aligned with UPRM's is presented in the following Url:

(<http://enterprise.uprm.edu/library/docs/Plan-Estrategico-n-f.pdf>).

A summary of its most important strategic objectives and goals is summarized in figure 2.1 below.

[Figure 2.1_06232016](#)

2.2 - Criterion 2.2

Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

Criterion 2.2 - Strategy Deployment

Criterion 2.2.a. - Strategic action plans should address both short- and long-term objectives as in Figure 2.2 found under the Evidence File tab (ACBSP Documents folder) above.

Summarize your short- and long-term action plans and objectives.

Note: If you develop your key human resource plans as part of your business school or program's short- and long-term strategic objectives and action plans, please list "HR Plans (See Standard 5)" here, but describe those plans under Standard 5.

Criterion 2.2.b. -The business unit shall have established performance measures for tracking progress relative to strategic action plans.

Identify the performance measure(s) pertaining to each action item in your strategic plan. See Figure 2.3 found under the Evidence File tab above.

Criterion 2.2.c. - The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

Show evidence of how strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders.

Institution Response

Criterion 2.2. Strategy Deployment

Criterion 2.2.a. Strategic action plans should address both short- and long-term objectives.

The CBA's unit long term (strategic) and short term (operational) objectives as established in the current strategic and action plans are summarized in Figure 2.2 below.

[Figure 2.2_06232016](#)

Criterion 2.2.b. The business unit shall have established performance measures for tracking progress relative to strategic action plans.

Key performance measures for short term and long term action plans as identified by faculty are reported and displayed in the main lobby for public knowledge and support. These key measures shown in figure 2.3 are also aligned with those required annually by the Office of Institutional Research and Planning (OIRP) as part of the process for tracking progress relative to the institutional strategic plan for UPRM and the campus wide accreditation by the Middle States Commission on Higher Education (MSCHE).

[Figure 2.3_06232016](#)

Performance measures for each action item in our strategic plan, including those beyond the ones hereby summarized are contained in the operational plans of the respective unit which are revised at least once a year. An example of the level of detail within each operational plan that illustrates the persons in charge of its monitoring and execution as well as time table is presented in the following file:

[Operational Plan 2015-2018 Graduate Affairs.](#)

Criterion 2.2.c. The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

The CBA implements a comprehensive approach to communicate strategic objectives, action plans and metrics to stakeholders through the CBA website, display monitors in lobby and computer labs, periodic emails, and periodic reports in faculty meetings and presentations to key stakeholders. Also, a summary of the selected performance measures described before and considered most important are presented in a permanent display in the main lobby of the faculty. Awareness and support for the attainment of established goals is also promoted through informational presentations developed by the accreditation committee and deployed by faculty in their classes.

3 - Standard 3: Student and Stakeholder Focus

A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

Please use the criteria on the following pages to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Institution Response

Since its creation in 1970, the College of Business Administration (CBA) has evolved over the years in response to changes in its internal and external environments. In 2004 the CBA initiated a continuous improvement process of its academic offerings that cater to the changing needs of a student population shaped by the challenges of the global business scenario. As part of this process the CBA has focused in:

- Developing mechanisms to gather information from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.
- Periodically reviewing its listening and learning methods to keep them current with educational service needs and directions.
- Crafting processes to seek information, pursue common purposes, receive complaints from students and stakeholders, attract and retain students, and to build relationships with desired stakeholders.

As a system of interrelated and interdependent parts aimed at the creation and delivery of value to its constituencies, the CBA has embarked in a continuous improvement process in order to develop a system to determine student and key stakeholder satisfaction and dissatisfaction. The following sections of this standard will show how the CBA has identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

3.1 - Criterion 3.1

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.1 - The business school or program must determine (or target) the student segments its educational programs will address.

State targeted and served student segments.

Institution Response

The College of Business Administration (CBA) of the University of Puerto Rico, Mayaguez Campus (UPRM) serves the traditional prospective student who recently graduated from high school and who seeks to be enrolled as a full time student in a competitive institution of higher education. As part of the highly reputable University of Puerto Rico (UPR) system -- with very reasonable in-state tuition costs[1] -- the CBA customarily attracts the best high school students from all cities of Puerto Rico and in particular graduates from the western region of the island.

Admission to UPRM and CBA is competitive and is based on the UPR System admission index formula. The General Application Index (GAI, or IGS for its Spanish acronym) is calculated using the high school GPA and the mathematical and verbal scores of the Aptitude Test sections of the College Board Entrance Exam (the SAT equivalent for Puerto Rico). In particular, the following weights are used: 50% for the high school academic index (GPA), 25% for the Math Aptitude Test score and 25% for the Verbal Aptitude Test score.

The admission process is completed online. Prospective students visit the following UPR website (<http://estudiantes.upr.edu/admisiones/carreras/igs.php>) where they can enter or calculate their GAI (IGS). Then they can view all the programs for which they qualify for based on their IGS. The results can be sorted by Campus (<http://estudiantes.upr.edu/admisiones/carreras/exploreps.php?view=cat>)

The minimum IGS required to apply for each program is referred to as the minimum admission index (IMI for its Spanish acronym). The IMI for the College of Business Administration programs for the 2014-2015 academic year are listed below.

[Criterion 3.1 Table 3.1 06-22-2016](#)

For the 2013-2014 academic year, 77.9% of the students who applied were admitted to the CBA, 71% accepted and completed the enrollment process. Similarly, for the 2014-2015 academic year, 79.3% of the students applying were admitted to the CBA, and 75.5% accepted and enrolled in one of the above listed programs. The details are shown in the tables below.

[Criterion 3.1 Table 3.2 & Table 3.3 06-22-2016](#)

As the following tables illustrate, overall the College of Business Administration (CBA) has a balanced profile of students, about half of the new students (those who were admitted, completed the admission process and completed the enrollment process) in the CBA are female and about half graduated from public high schools.

[Criterion 3.1 Table 3.4 & Table 3.5 06-22-2016](#)

[1] The approximate cost for tuition and fees for the 2014-2015 school year was \$ 1,662 and \$4,711 (for out-of-state).

3.2 - Criterion 3.2

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.2 - The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

List your business unit's major stakeholders other than your students.

Briefly describe how you gather and use relevant information from students and stakeholders.

Institution Response

The major stakeholders and the main methods used by the CBA to determine students and stakeholders requirements and expectations are presented below:

[Criterion 3.2 Table 3.1 06-22-2016](#)

The advisory committee meets at least once every semester. They provide feedback to the CBA regarding academic and administrative matters and initiatives. They also provide CBA insights about the current and upcoming trends and needed skills of the business community.

[Criterion 3.2 Table 3.2 06-22-2016](#)

3.3 - Criterion 3.3

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.3 - The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

Describe your periodic review processes pertinent to this criterion.

Institution Response

As shown in Table 3.1 below, the CBA uses several survey instruments to review the services rendered and keep them current with the educational service needs and expectations. Surveys directed to alumni (Alumni Satisfaction Survey), current students (Student Satisfaction Survey), graduating students (Senior Exit Survey) and faculty and staff (Faculty and Staff Satisfaction Survey) have been created and are starting to be implemented. These surveys holistically evaluate CBA's operational and administrative areas such as students' satisfaction with the education and services received at the CBA, faculty preparation, professional development opportunities, compensation, communication and educational infrastructure, etc. It also seeks for participants, whether they are students, alumni or faculty to comment on any additional feedback they might have to keep the CBA current with educational service needs and directions.

Additional surveys are being developed by different service offices within the CBA. For example, the Business Research Center (BRC) has consistently evaluated its employees' performance. It has now commenced to evaluate the services rendered through an online survey sent to anyone who received services from them. The Business Development and Economic Center (BDEC) also has a survey that has been administered to anyone who received services from them. Other surveys are administered by the CBA when it conducts activities. For example, when the Job Fair is held, the Internship and Cooperative Education Program administers another satisfaction survey among the companies that participate. The CBA performs periodical reviews of its instruments prior to administration. For example, the Job Fair satisfaction survey is reviewed every year before implementation. The Alumni Satisfaction Survey, Student Satisfaction Survey, the Faculty and Staff Satisfaction Survey, and the Business Research Center Satisfaction Survey are new instruments that will be evaluated after its first implementation. The Senior Exit Survey is reviewed at the end of every academic year.

[Criterion 3.3 Table 3.1 06-23-2016](#)

3.4 - Criterion 3.4

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.4 - The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

Describe your processes pertinent to this criterion. See Figure 3.1 found under the Evidence File tab (ACBSP Documents folder) above.

Institution Response

Figure 3.1 below lists students and other stakeholders groups, the requirements that have been identified and the features of the education program that have been put in place to meet these requirements.

[Criterion 3.4 Figure 3.1 06-23-2016](#)

Similarly, Diagram 3.1 below depicts the process to obtain and use the information from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of future services.

Statistics and information from various offices such as the Institutional Research and Planning Office (OIIP) and the Student Affairs Office (OAE by its Spanish acronym), etc. establishes the students segments we are effectively targeting. This in turn defines the CBA's stakeholders that we need to listen to and understand their requirements and expectations. A variety of methods are employed that enable us to identify areas of improvement and to plan accordingly.

[Criterion 3.4 Diagram 3.1 06-23-2016](#)

3.5 - Criterion 3.5

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.5 - The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.

Define and describe your processes pertinent to this criterion.

Institution Response

The College of Business Administration uses multiple strategies to attract and retain students and to build relationships with stakeholders.

Website and Social Media (<http://enterprise.uprm.edu>)

The CBA has a highly visible website and social media sites where it promotes its services. Current and prospective as well as stakeholders obtain information about CBA's academic programs, student services, support programs, administrative offices and academic personnel. Recognizing the potential of CBA's Website to attract and retain students, and to build relationships with desired stakeholders the Dean appointed a team comprised of faculty and administrative personnel to revise and update it.

Open House and School Visits

To attract students, the CBA carries out a yearly Open House. Promotional materials are handed out. Hundreds of students visit the CBA to see its facilities and meet faculty and current students. In addition the CBA visits high schools throughout the island to orient students about its curriculum, faculty, facilities, student associations, etc. Tables are set up with promotional material, project expositions are made and short presentations are made to students. Multiple visits throughout the year are made to shopping centers where faculty and administrative staff offer orientation to potential students.

Summer Camps and Student Associations (<http://enterprise.uprm.edu/ases-web/index.php>)

Other processes used to attract students include Office of Student Affairs Summer Camps for high school students interested in business. For a week, students are exposed to finance, accounting, marketing, human resources, etc. areas of business. They receive lectures, business tours and participate in group activities where they get to learn more about business management. Student associations also promote themselves among the participants of summer camps and coordinate activities for high school students to partake in. The CBA has multiple, active student associations.

Business Economic and Development Center (<http://cne.uprm.edu>)

Another strategy used to attract students to the CBA is the Business Development and Economic Center (BEDC). The BEDC is a collaborative effort between the College of Business Administration of the University of Puerto Rico at Mayaguez and the Economic Development Administration. The BEDC mobilizes university resources to foster an entrepreneurial culture within the academic community and the island as a whole.

It also stimulates innovation, entrepreneurship and research and serves as liaison between the academia and the community it serves. It is perhaps the oldest academic organization dedicated to the development of SMEs and entrepreneurship in the island. The Business Development and Economic Center also help make contacts with external stakeholders. It has numerous contacts with students, alumni, individuals, corporations and foundations. They are in constant contact by organizing events that connect these stakeholders to the CBA.

Academic Counseling (<http://enterprise.uprm.edu/ases-web/index.php>)

Another mechanism to foster student retention is the academic counseling provided by the Office of Student Affairs (OAE). This office provides support and academic counseling to current and prospective students as well as alumni to foster student's transformation into accomplished professionals. It also coordinates with student associations a tutoring program in accounting, finance, statistics and mathematics for CBA students.

Professional Counseling (<http://enterprise.uprm.edu/counseling/index.php>)

The CBA's counseling office ascribed to the Department of Counseling and Psychological Services of Student Deanship. This office help students, professors and administrative personnel to tackle personal and professional obstacles and problems of daily life such as: the early detection of situations and circumstances that might help in student retention, professor class delivery, and administrative personnel performance.

Student Associations Fair and Job Fair

To strengthen student's formative experience and foster student retention, the CBA carries out a student association fair at the beginning of the academic year in order to get students interested and active in its multiple student associations. Each association prepares a station with promotional materials and members to recruit future members. In addition, two job fairs are held annually, where numerous local and national companies come to the CBA to recruit future employees.

Student-to-Teacher Ratio

The CBA's Associate Dean of Academic Affairs coordinate and structure the course offering maintain a student-to-teacher-ratio under at an appropriate level in order to facilitate the teaching-learning process.

"Retorno Colegial" (UPRM Homecoming)

In order to build relationships with stakeholders, the CBA invites alumni to its facilities for a "Retorno Colegial" (UPRM Homecoming), an event where students, faculty and administrative staff can socialize with alumni and to expose them to the innovations of the CBA.

Advisory Board

The Advisory Board is another way the CBA connects with external stakeholders and maintains itself current with the industry's needs. The Advisory Board is composed of 9 members from the banking, aerospace, computer, and service industries. It is responsible for advising the CBA on issues pertaining to keeping the CBA and its academic program relevant and updated with the industry. Refer to Table 3.7 for a complete roster of CBA External Advisory Board.

3.6 - Criterion 3.6

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.6 - The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

Describe process(es).

Institution Response

As mentioned in Section 6.1 of Standard 6, CBA's philosophy follows the strategic thinking that sees the organization as a whole system of interrelated and interdependent parts aimed at the creation of value by incorporating its internal capabilities and the external environment. The ultimate goal of this interdependency of learning and support activities is the quest of the common purpose as established by CBA's vision and mission. In order to validate the effectiveness of the academic unit in attaining its strategic plan, the process to obtain feedback from students and stakeholders is an essential component of CBA's value chain is (Refer to Figure 6.1 of Criterion 6.1). In this regard, Section 3.3 lists the variety of listening and learning methods developed by the CBA to obtain and assess student and stakeholders' perception regarding services obtained by the academic unit and the timing of each instrument.

There are other several internal mechanisms through which CBA students as well as its stakeholders communicate and channels their complaints and concerns. Depending on the nature, urgency and severity of the issue under consideration, stockholders might approach one or several of the following offices. Dean's Office, the Associate Dean of Academic Affairs, and the Associate Dean of Student Affairs. In addition to request assistance from these offices students can also approach the UPRM Student Advocate or CBA's Student Council. In any case, the process to deal with complains and problem resolution is the one established by:

1. The UPR General By-Laws, Article 35: Disciplinary Actions - <http://www.upr.edu/mdocs-posts/reglamento-general-upr-rev-cert-160-2014-2015/> and
2. The UPRM Student General By-Laws, Chapter 6: Disciplinary Norms and Procedures - <http://www.uprm.edu/senadojunta/docs/certsenado/13-71.pdf>

All academic units and programs of the UPR System must strictly abide to these rules and regulations. For instance, students can go directly to any of CBA's administrative offices to convey his/her complaint; request the assistance of UPRM's Student Advocate or through the Student Council. While the Student Advocate's goal is to mediate between the student and the administration in situations affecting their well-being, the Student Council is the students' official representative acknowledged by the [UPRM Students General By-Laws](#) (Chapter 3.), responsible for receiving and forwarding students' claims and grievances to the appropriate University forums (CBA's Faculty, the Academic Senate and the Administrative Board). All grievance and complaint procedures are conducted under strict confidentiality following the 1974 Family Educational Rights and Privacy Act (Better known as the Buckley Act of 1974).

3.7 - Criterion 3.7

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.7 - The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

Describe your system of assessing student and stakeholder satisfaction or dissatisfaction. See Figure 3.2 under the Evidence file tab (ACBSP Documents folder) above.

Institution Response

A value chain is an organizational string of activities, offices and personnel that, working together creates a product or service that satisfies the demands of customers and other stakeholders. Incorporating student and stakeholder assessment and feedback into CBA's value chain allows us to rethink and re-engineer the academic offerings and services and thus increase students and stakeholder's satisfaction. This analysis is also useful in evaluating how much value could be added by the different activities to CBA's academic value proposal. Figure 3.2 below summarizes CBA's student and stakeholder groups and the different measures to gather and assess their satisfaction and dissatisfaction.

[Criterion 3.7 Figure 3.2 06-23-2016](#)

3.8 - Criterion 3.8

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.8 - The business unit should present graphs or tables of assessment results pertinent to this standard.

Attach source documents and summarize assessment results using Figure 3.2 and Figure 3.3 found in the Evidence File tab above (ACBSP Documents folder).

Institution Response

Figure 3.3 provides a description of the performance measure, the evaluation tool, results, analysis or results, and actions taken. It also include graphs or tables that are currently in use and pertinent to this standard (#3). In other instances a full report on the matter under consideration is also included as part of the evidence. Various survey instruments are currently under revision and/or evaluation and will be administered during fall 2015 and spring 2016 semester and will enable the CBA to complete Figure 3.3.

[Criterion 3.8 Figure 3.3 06-23-2016](#)

[Criterion 3.8 Student Survey OAE Services](#)

The reports diagrams presented below were developed by the Internship and Cooperation Education Program to gather information from students and prospective employers for purposes of evaluating CBA educational programs, offerings, and services. As part of its continuous improvement process these reports are used to determine process improvements; the development of other services and for marketing purposes.

[Criterion 3.8 Internships Program Performance Report 2012-2013](#)

[Criterion 3.8 Internships Program Performance Report 2013-2014](#)

[Criterion 3.8 Employer Survey on Interns 2012-2013](#)

[Criterion 3.8 Employer Survey on Interns 2013-2014](#)

[Criterion 3.8 Employer Assessment Job Fair 2015](#)

Diagrams 3.1 to 3.5 below shows student's assessment of services provided by the Office of Student Affairs.

[Criterion 3.8 Diagrams 3.1- 3.5 06-23-2016](#)

Diagrams 3.6 to 3.10 shows several statistics regarding students participating in internships. The data include a time series graph on the total amount of students that have participated on an internship, two bar charts segregating internship students by major and type of employer, a location map of student internship by municipality, and trend graph of students hired after internship.

[Criterion 3.8 Diagrams 3.6 - 3.10 06-24-2016](#)

Diagram 3.11 shows employer's assessment of intern skills.

[Criterion 3.8 Diagram 3.11 06-24-2016](#)

Diagrams 3.12 to 3.13 shows students assessment of the most useful courses during their internships and the areas for improvement.

[Criterion 3.8 Diagrams 3.12 - 3.13 06-24-2016](#)

Diagram 3.14 shows employer's assessment of CBA's job fair events.

[Criterion 3.8 Diagram 3.14 06-24-2016](#)

4 - Standard 4: Measurement and Analysis of Student Learning and Performance

Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business school or program and the level of the degree awarded. Accordingly, a business school or program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.

The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.

Use the Standard 4 criteria on the following pages to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Institution Response

Criterion 4: Introduction

The College of Business Administration (CBA) of the University of Puerto Rico at Mayaguez (UPRM) has been involved in assessment activities since 2003. In 2010, CBA began in-class formative assessment practices with a full cycle of goals and objectives using the core courses that are the foundation for all program concentrations. The outcomes of this stage provided CBA faculty and the administration with an overall outlook at how well students achieved our goals.

After a comprehensive and introspective analysis of the assessment process, CBA faculty realized that assurance of learning cycles were not appropriately closed. Also, the CBA's mission statement was broad in scope and imposed several limitations in light of our teaching philosophy. As a result, the Accreditation Committee, with the endorsement of the Faculty, revised the mission statement and selected a core set of goals and objectives that reflect the classroom experience and the characteristics that identify the CBA as a unique School of Business.

The development, approval and implementation of a new curriculum for all majors that commenced in the 2015-2016 academic year was another key outcome of these efforts. An Assessment Plan adopted for the Undergraduate and Graduate Programs was the aggregate result of this introspection process (Refer to Diagram 4.1 and Diagram 4.2).

[Standard 4 Diagram 4.1_06-28-2016](#)

Standard 4 Diagram 4.2_06-28-2016

The CBA has a Learning Outcome Assessment Program that responds to its mission statement and the intended student profile at the time of graduation. Specifically, it has the goal of developing an “ethical professional, highly qualified for the business world and capable of making significant contributions to organizations or create his/her own business” ([CBA Strategic Plan 2012-2022](#)). The objective of the CBA Learning Outcomes Assessment Program is to allow faculty to continuously improve the quality of the educational programs in order to facilitate the teaching/learning process so the student could meet the above mentioned expected profile at the end of its educational process.

4.1 - Criterion 4.1

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.1 - The business unit shall have a learning outcomes assessment program.

- a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

Note: Include learning objectives for each program. For example, for students completing the CPC courses and then 12 or more required credit hours in accounting, international business, or human resources, there must be measurable learning outcomes for the accounting, international business, and human resources programs.

- b. Describe your learning outcomes assessment process for each program.
- c. Identify internal learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.
- d. Identify external learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.
- e. Identify formative and summative learning outcome assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.

Institution Response

Criterion 4.1 a - Learning objectives for each program:

a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. A program is defined as follows: a plan of study is considered a program when it requires a

minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript.

The CBA's Accreditation Committee, with the ratification of the Faculty, established the learning goals and objectives for its undergraduate programs; Office Administration (BOA) and Bachelor in Science of Business Administration (BSBA) as well as its Master in Business Administration program (MBA). The Learning Objectives, based on its mission statement and the student's graduation profile (all the measurable traits all students should possess at time of graduation), define the Learning Outcomes which are aligned to the Common Professional Components (CPC), CBA concentrations and other general education learning outcomes for the undergraduate and graduate programs (Table 4.1 and Table 4.2).

[Criterion 4.1 Table 4.1 CBA vision learning objectives 07-03-2016](#)

[Criterion 4.1 Table 4.2 CBA vision learning objectives mba-07-03-2016](#)

The CBA's mission statement, the student profile, the learning goals, objectives, and outcomes are the basis for the development of the CBA Assessment Plan for the undergraduate and graduate programs (Refer to Table 4.3, Table 4.4, and Table 4.5). For each learning outcome, this plan defines the skills, the performance measurements or instruments, the performance indicators or acceptance criteria, and assessment frequency. The CBA Student Profile has a broad statement of the expected competencies that the MBA, the BSBA and the BOA students must acquire to accurately portray the uniqueness of the College of Business Administration.

[Criterion 4.1 Table 4.3 CBA undergraduate profile 07-03-2016](#)

[Criterion 4.1 Table 4.4 BOA student profile 07-03-2016](#)

[Criterion 4.1 Table 4.5 MBA student profile 07-03-2016](#)

Criterion 4.1 b - Learning outcomes assessment processes:

b. Describe your learning outcomes assessment process for each program

The faculty of the CBA is committed with a culture of learning assessment and continuous improvement. For this reason a permanent Assessment Committee defined in the Faculty By laws has been given the responsibility and authority to oversee the planning and accomplishment of the assessment process. Furthermore, CBA has institutionalized the process by including the course assessment (specified in the CBAs Assessment Plan), as part of the professor's academic workload.

The program assessment design of the CBA undergraduate programs (BSBA, BOA) establishes the underpinnings for CPC (Common Professional Components) while the MBA program offers the setting for the learning goals. It's relevant to consider both, the content and skills the CBA undergraduate and graduate programs want their students to take away from the courses. The student's background, their previous knowledge, and the likelihood of working in their field of study, all play an important role in establishing goals and selecting the appropriate course content. The CBA Assessment Plan (August 2014 to MAY 2017) is shown on Tables 4.6, 4.7., & 4.8.

[Criterion 4.1b Table 4.6 CBA ADEM Assessment Plan 2014 2016 07-17-2016\(2\)](#)

[Criterion 4.1b Table 4.7 CBA MBA Assessment Plan 07-17-2016](#)

[Criterion 4.1b Table 4.8 CBA BOA Assessment Plan 07-17-2016.xlsx](#)

Criterion 4.1 c, d and e.

c. Identify internal learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.

d. Identify external learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.

e. Identify formative and summative learning outcome assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above

Figure 4.1 below identifies (for the BSBA, MBA and BOA programs) the learning outcomes assessment data gathered from internal and external source, the kind of information (i.e. formative or summative) as well as the type of gathering mechanism utilized for this purposes.

[Criterio 4.1Figure 4.1 External Internal 07-17-2016](#)

4.2 - Criterion 4.2

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.2 - To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

Use Figure 4.2 found in the Evidence File tab (ACBSP documents folder) above, present tables and graphs, providing three to five consecutive sets of assessment results.

Note: You must have learning outcome competencies that are measurable in each core business program as well as competencies in each concentration (12 or more credit hours) associated with the core. As an example, you will have measurable competencies for the MBA program and if the MBA program has a concentration in International Business (12 or more credit hours) and you have an MBA with a concentration in Finance (12 or more credit hours) then you must have a measurable competency in both concentrations as well as the core.

Describe how these assessment results are made systematically available to faculty, administration, students, or other stakeholders, as appropriate.

Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.

Institution Response

According CBA's assessment plan, a faculty member or the Assessment Committee is the responsible unit for executing the course assessment. A [Faculty Assessment Report](#) is prepared and submitted to the Assessment Committee once the performance data for each CPC or beyond CPC has been gathered. Results are then discussed with the Faculty of each core business program course or concentration to identify trends and possible courses of action. The of the assessment process is discussed wit the Assessment Committee and communicated regularly at faculty meetings. Key performance metrics are also strategically posted at the bulletin board located at the building's main lobby and the other common areas.

Figure 4.2 below shows the CBAs assessment results for the BSBA, BOA and MBA programs. Each program has its own assessment plan. The stage of the assessment cycle also varies among these programs. The BOA and MBA programs closed their respective assessment cycle in Spring 2015. As for the BSBA program, the analysis of the assessment results for some of the courses offered during Spring 2016 are scheduled to be concluded in August 2016. This respond to the fact that the performance measurement in these courses is a course embedded special assignment implemented at the end of the semester. They will be finished when the CBA faculty reconvene at the beginning of the new semester and ready for the upcoming accreditation visit.

Figure 4.2 below show the Measurement and Analysis of Student Learning and Performance data for the BSBA, BOA and MBA programs. For the benefit of the reader, Figure 4.2.1 to 4.2.13 include the CPC and Beyond CPC (concentration/major) for the BSBA program, Figure 4.2.14 to Figure 4.2.22 shows the CPC for the BOA program and Figure 4.2.23 to Figure 4.2.26 displays the learning goals for the MBA program.

Figures below present the CPC and Beyond CPC for the BSBA Program:

[Criterion 4.2 Figure 4.2.1 BSBA Accounting CPC & Major](#)

[Criterion 4.2 Figure 4.2.10 BSBA Marketing CPC & Major](#)

[Criterion 4.2 Figure 4.2.5 BSBA Finance CPC & Major](#)

[Criterion 4.2 Figure 4.2.7 BSBA Inf Systems CPC & Major](#)

[Criterion 4.2 Figure 4.2.9 BSBA Management CPC & Major](#)

Figures below show the CPC for the BSBA program:

[Criterion 4.2 Figure 4.2.11 BSBA Operations Management CPC](#)

[Criterion 4.2 Figure 4.2.12 BSBA Quatitative Techniques CPC](#)

[Criterion 4.2 Figure 4.2.13 BSBA Economics CPC](#)

[Criterion 4.2 Figure 4.2.2 BSBA Business Law CPC](#)

[Criterion 4.2 Figure 4.2.3 BSBA Business Policy Integrative CPC](#)

[Criterion 4.2 Figure 4.2.4 BSBA Ethics CPC](#)

[Criterion 4.2 Figure 4.2.6 BSBA Global Dimension CPC](#)

[Criterion 4.2 Figure 4.2.8 BSBA Management Functions CPC](#)

The following figures include the CPC for the Bachelor in Office Administration (BOA) program:

[Criterion 4.2 Figure 4.2.14 BOA Economics CPC](#)

[Criterion 4.2 Figure 4.2.15 BOA Communication Skills CPC](#)

[Criterion 4.2 Figure 4.2.16 BOA Statistics CPC](#)

[Criterion 4.2 Figure 4.2.17 BOA Accounting CPC](#)

[Criterion 4.2 Figure 4.2.18 BOA Business Finance CPC](#)

[Criterion 4.2 Figure 4.2.19 BOA Ethics CPC](#)

[Criterion 4.2 Figure 4.2.20 BOA Information systems CPC](#)

[Criterion 4.2 Figure 4.2.21 BOA Management CPC](#)

[Criterion 4.2 Figure 4.2.22 BOA Research Skills CPC](#)

The figures included below show the Learning Goals for the Master in Business Administration (MBA) Program:

[Criterion 4.2 Figure 4.2.23 MBA Ethics Learning Goal](#)

[Criterion 4.2 Figure 4.2.24 MBA Knowledge of Management Learning Goal](#)

[Criterion 4.2 Figure 4.2.25 MBA Leadership Style Learning goal](#)

[Criterion 4.2 Figure 4.2.26 MBA Quantitative Skills Learning Goal](#)

[Criterion 4.2 Figure 4.2.27 MBA Research & Analytical Skills Learning Goal](#)

[Criterion 4.2 Figure 4.2.28 MBA Entrepreneurial Skills Learning Goal](#)

4.3 - Criterion 4.3

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.3 - Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

Report your comparative assessment results. **See Figure 4.3** under the Evidence File tab (ACBSP Documents folder) above.

Describe the business schools or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.

Note: Results reported could be based upon a variety of assessment methods and should include current and past comparisons as developed in pursuit of Criterion 4.3. The methods used should reflect the school or program's primary improvement objectives and together represent holistic appraisals of students (i.e., appraisals with respect to quantitative skills and communication skills, ethical awareness and global awareness, etc.).

Institution Response

CBA gathers information and data from different sources: (External/ Direct/Summative, Internal/Direct, Internal/Direct/Formative, and External/Summative) that enable comparisons between CBA students and those from other universities in Puerto Rico, the United States and abroad. This information in combination with the information obtained from the assessment of learning, gives CBA a comprehensive snapshot of the overall performance and a road map for continuous improvement. Figure 4.3 below shows the different comparative information and data targets used in the CBA, the target and or performance improvements, and the results.

[Criterion 4.3 Figure 4.3 08-10-2016](#)

The assessment instruments used by the CBA to gather information and data to establish benchmarking and comparisons include the Standardized Institutional Test, the COMP-XM and the Certified Public Accounting (CPA) passing rate report. They are explained in detail below.

The Standardized Institutional Test (SIT) is an examination prepared and administered by a representative group of professors of the 10 campuses of the University of Puerto Rico System. The test is intended to measure the learning outcomes of the CPCs of the ACBSP Standards. Test results are used in a variety of ways; external/ direct/summative, internal/direct, and interna/direct/formative. The results are used by the CBA to compare:

- CBA-UPRM against all campuses of the UPR system (external/ direct/summative): For instance, SIT mean results for spring 2014 and spring 2015 shows that CBA-UPRM scored above all UPR campuses. The mean score of the CBA-UPRM undergraduate students for spring 2014 was 70.6% compared with the all campuses mean score of 57.4%. The mean score of the CBA-UPRM undergraduate students for spring 2015 was 62.9% compared with the all campuses mean score of 60%. Although CBA-UPRM reached the comparative information and data targets, CBA-UPRM is committed to continuous improvement by reviewing and increasing the expected performance criteria when necessary. See Graphic 4.1.

[Criterion 4. 3 Graphic 4.1 SITvsall campuses](#)

- SIT scores are also used to compare CBA-UPRM graduation candidates from one year to another for all CPCs (Internal/ Direct): SIT mean results for spring 2014 and spring 2015 showed a decrease from spring 2014 to spring 2015 for Accounting, Finance, Marketing, Statistics and Information Technology CPC's (See Graphic 4.2 below). The CBA Faculty made a comprehensive analysis of the results and concrete actions were taken (Refer to Criterion 4.2

[Criterion 4. 3 Graphic 4.2 SITCBAcomparison](#)

- As a value added measure, the CBA utilizes SIT scores to compare test scores from students at mid-point with the same students at graduation time (Internal/Direct/Formative): Students SIT mean scores for all CPCs at graduation time were higher than the SIT mean scores for all CPCs at mid-point students, for the Finance, Marketing, Statistic, Business Law and Management CPCs (See Graphic 4.3.). The CBA Faculty made comprehensive analysis of the results and concrete actions were taken (Refer to Criterion 4.2).

[Criterion 4. 3 Graphic 4.3 SITmidpoint 6-29-2016](#)

The Comp-XM: The Capstone® business simulation is an interactive platform that provides students with the opportunity to test assumptions and learn from mistakes so they are better prepared to step

confidently into their business career. Through Capstone, students get the chance to apply what they've learned across all disciplines of business in one strategic, competitive, engaging learning experience. The CBA uses the Capstone® business simulation as a summative and formative mechanism to assess whether our students are able to demonstrate proficiency in all the business-related functions.

The Capstone® simulation is used in the course ESOR 4026 (Business Policy) which is one of the integrative courses in the curriculum. In this course students are divided into multidisciplinary groups that compete against each other and against groups at the national and international level. Groups are faced with business decisions throughout the course of the semester. Students are expected to demonstrate their business acumen in their respective areas of study on behalf of the company they are working for. Being Business Policy a course that is taken at the end of the students education, give us a good idea of how well the curriculum prepares our students to apply business concepts related to their respective areas of expertise. The assessment results had demonstrated that, in two of three instances, the student's performance did not reached the expected level of proficiency as established by the performance indicator.

However, when compared to scores of the over 2,500 teams in USA and abroad competing in the simulation, CBA students excelled in this competency according to the results from Spring 2015 and Fall 2015. This means that the actions taken helped in improving student's performance. For this reason the CBA faculty feels that the COMP XM results are a valid measurement of student's proficiency in the business field. It has been agreed by the CBA faculty to continue using the Capstone® business simulation as a teaching technique to assess our student's business acumen. See Graphic 4.4 below for a comparison between CBA students and students in USA and abroad who used this simulation during the same period.

[Criterion 4.3 Graphic 4.4 Compxmllstudents 07-1-2016](#)

4.4 - Criterion 4.4

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.4 - The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to its programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles.

To demonstrate compliance with this criterion:

Identify specific program improvements based on what the business unit has learned from analyses of assessment results.

Institution Response

The College of Business Administration has been actively engaged in a process of continuous improvement since 2004 to cater for the changes in the educational and competitive environment of the island. To that effect the CBA revised its strategic plan in tune with these events and harmonized it with

the institutional and the systemic plans. The process toward the design of its educational programs and curricular revisions has been implemented within the parameters of CBA's vision, mission, programs goals, learning outcomes, and graduating student's profile. Certainly the process followed by CBA Faculty as a result of pursuing the ACBSP accreditation has helped in refocusing the educational process in some areas while in others it has validated the efforts conducted so far.

Figure 4.2 of Criterion 4.2 showed the CBA's assessment results for the BSBA, BOA and MBA programs. After closing their respective assessment cycle the assessment committee members met with the Faculty of each core business program course or concentration to identify trends and possible courses of action. As a result of this process, each area within the three programs identified specific improvements based on the lessons learned from the aggregate analysis of the assessment results. These improvements were included at the end of Figure 4.2 under the heading Comprehensive Analysis.

All the actions included in this section suggest educational changes or improvements based on information obtained from the learning outcome assessment results. Three possible levels of educational changes were identified: Classroom, Program, or the Assessment Process. CBA Faculty acknowledges that some of the changes take more time to implement than others. For instance, classroom actions are easier to implement while actions at program level must follow the appropriate procedures and regulations established by University authorities. Finally, improvements of the Assessment Process involve actions prompted by the analysis of the process as a whole.

The figures included below include some examples of specific program improvements for the CPC and Beyond CPC (concentration/major) for the BSBA program, and the CPC for the BOA program. The improvements included under the Comprehensive Analysis section of Figure 4.2 are based on what the CBA Faculty has learned from analyses of assessment results. No comprehensive analysis was conducted for the learning goals of the MBA program.

Figures below are some examples of those actions included in the comprehensive analysis of the CPC and Beyond CPC for the BSBA Program:

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Accounting](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Finance](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Marketing](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Inf Systems](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Management](#)

Figures below show some examples of those actions included the comprehensive analysis of the CPC for the BSBA program:

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Operations management](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Business Policy](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Quatitative Techniques](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Ethics](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BSBA Global Dimension](#)

Figures below show some examples of those actions included the comprehensive analysis of the CPC for the BOA program:

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Accounting](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Management](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Communication in Spanish](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Communication in English](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Economics](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Ethics](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Finance](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Inf Systems](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Research Skills](#)

[Criterion 4.4 Figure 4.2 Comprehensive Analysis BOA Statistics](#)

Other Program improvements

- The SIT exam is now offered as part of the capstone course (ESOR 4026 - Administrative Policy) where a representative sample of all CBA students is easily obtained, Before this change was institutionalized, the SIT test was offered to all CBA graduation candidates. To foster student participation the Faculty was urged to offer bonus points as incentive to encourage participation. This strategy biased the sample and the results towards the area whose professor gave the most attractive bonus.
- Modified instructional strategies. For instance the finance and accounting faculty now include a pre-test before the assessment exercise to highlight areas that need improvement. Based on this initiative appropriate reinforcement was given.
- Course content revisions based on SIT scores specially in courses where CBA students do not achieved the performance level established. For instance the Business Law faculty revised the course content based on low SIT scores but after analysis they concluded that the course content was appropriate.
- Creation of new courses. For instance the Information Systems Faculty created an advanced Excel course in response to employer's assessment of students participating in the Plan Coop and Internship Program.
- Change future assessment from course to another: The learning goal "Research and Analytical Skills" was recommended be removed from FINA 6015 (Managerial Finance) reassigned to other graduate course for the MBA program. Refer to [Criterion 4.2 Figure 4.2 -MBA Research and Analytical Skills](#).

- A key outcome of specific program improvements based from analyses of previous assessment results was the development, approval and implementation of a new curriculum for all majors that commenced in the 2015-2016 academic year.

System Process Improvement

- The Assessment Committee is now a permanent committee at the CBA (2015).
- As of August 1, 2016 the Office of Assessment, Accreditation and Continuous Improvement has formally initiated operations at CBA. Permanent administrative staff was assigned to work full time to this office. This a reflection of the importance of the assessment process in CBA and is a big step in the institutionalization of the assessment process.
- Course assessment is now part of the professor workload.
- All of BOA faculty became part of the Assessment Committee- Analysis of BOA assessment results suggested that the assessment process was not properly balanced between all the BOA faculty.

5 - Standard 5: Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must:

- 1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;
- 2) evaluate the faculty based on defined criteria and objectives;
- 3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and
- 4) foster an atmosphere conducive to superior teaching.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Institution Response

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must:

- **develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives**
- **evaluate the faculty based on defined criteria and objectives;**
- **provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and**
- **foster an atmosphere conducive to superior teaching.**

As established in a previous section, the College of Business Administration (CBA) serves the traditional prospective student who recently graduated from high school and who seeks to be enrolled as a full time student in a competitive institution of higher education. Cognizant of this reality, the CBA works closely with the leaders at the UPR-Mayaguez Campus and at the UPR Central Administration, to deliver quality education, research and service to all of its stakeholders as stated in CBA's mission, vision and goals.

As a result of this dynamic collaboration the CBA has been able to identify its major stakeholders, the methods to listen and to learn in order to build long lasting relationships with them. CBA's administrators also considers that its human resource is key to the value delivering process and acknowledges that the quality, number, and deployment of its faculty and staff are the core ingredients in developing a sustainable competitive advantage in the academic scenario. The following sections of this standard are devoted to discuss how the CBA develops and implement its recruiting, staffing, evaluation and professional development plans in order to create an atmosphere conducive to superior teaching,

5.1 - Criterion 5.1

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.1 - The business unit will have a Human Resource Plan that supports its Strategic Plan.

- a. Summarize and attach under the Evidence File tab above your current human resource (HR) plan.
- b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

Institution Response

a. In an appendix, present your current human resource (HR) plan

The Human Resource Plan (HRP) of the College of Business Administration describes the recruitment and hiring process that will be followed to attract and retain academically qualified individuals. This plan has been developed to ensure staff and faculty members possess adequate credentials to support and foster a high quality environment for services provided and teaching.

[Criterion 5.1 CBAHRPlan2016_2021](#)

The plan describes the recruitment and hiring process that will be followed. The HRP was developed considering the existing regulations and requirements at different levels at the University of Puerto Rico for faculty and staff.

1. [University Board Certification 141 2001-2002](#)
2. [UPR Governing Board, Certification 52 2012-2013](#): General Wage Scale Faculty Members
3. [UPR General By-Laws \(2014\)](#)
4. [UPR System Strategic Plan: Ten for the Decade – 2006-2016](#)
5. [UPRM Strategic Plan 2012-2022](#)
6. [UPRM Faculty Manual 2008](#)
7. UPRM – Administrative Board
 - o [Certification 86-87-476](#)
 - o [Certification 05-06-329](#)
 - o [Certification 11-12-229](#)
 - o [Certification 96-97-596](#)
 - o [Certification 03-04-169](#)
 - o [Certification 08-09-309](#)
8. [UPRM – College of Business Administration Strategic Plan 2013-2022](#)
9. [Convenio Colectivo HEEND 2014-2017](#) – The collective bargain accord can be found at the Brotherhood of Exempt and Non-academic Employees (HEEND by its Spanish acronym) official web site. Look for “Convenio colectivo 2014-2017. This accord applies to university staff.

b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

One of the primary strategic goals of the College of Business Administration is to provide high quality education, and one way to reach this is attaining the accreditation of its academic programs (Objective Number 2, Strategic Goal Number 1, [CBA Strategic Plan](#)). In order to achieve this goal, the CBA has focused on hiring academically-qualified faculty. The HRP allows appointing faculty in the appropriate positions according to program needs, mission and strategic goals. Furthermore, the HRP strives to attract, develop, and retain a highly qualified faculty to ensure excellence in academic teaching. The HRP also promotes the continued professional development of all the staff (academic and non-academic), in this way we assure the College of Business Administration achieves its mission, vision and strategic goals, as established in our strategic plan. The College of Business Administration supports the development of its faculty allowing and providing, when budget allows, support to participate in activities to keep their qualification status (academically or professionally qualified criteria).

5.2 - Criterion 5.2

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.2 - Employment Practices

Criterion 5.2.1 - The business school or program must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives. In doing so, you may address:

- a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
- b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

Criterion 5.2.2 - In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

- a. how you develop qualified full-time and part-time faculty;
- b. how you orient new faculty to the program;
- c. how you orient new faculty to assigned course(s);
- d. how you provide opportunity for part-time and/or full-time faculty to meet with others teaching the same courses;
- e. how you provide guidance and assistance for new faculty in text selection, testing, grading, and teaching methods; and
- f. how you provide for course monitoring and evaluation.

Institution Response

a. How the composition of your faculty provides for intellectual leadership relative to each program's objectives;

As discussed in Section 5.1, to keep a balance of adequately qualified faculty, one of the actions that have been done during the past years is to hire qualified faculty members with terminal degrees in the discipline they are assigned to teach, to assure our students are exposed to the most current knowledge in the different areas. The faculty of the College of Business Administration is composed by professors with expertise in different areas ensuring intellectual leadership is provided to meet the program's objectives.

Many of our faculty members have an extensive teaching experience; are active in professional organizations and have professional experience in their teaching discipline allowing enriching the teaching environment of our College (refer to [Figures 5.1, 5.1a](#), and [Figures 5.1.2 and 5.1.2a](#) in Criterion 5.3.1). For the Faculty Curriculum Vitae to Criterion 5.3.2.

Furthermore, some of our faculty members are actively involved in the mentorship and advising of student's organizations, providing their support and guidance in activities, such as field trips, participation in professional conventions, national and international competitions, and philanthropic activities, among others (refer to [Figures 5.5, 5.5a](#), and [Figures 5.5.1. and 5.5.1a](#) of Criterion 5.5 – column identified as Number of Advisees)

b. How the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

The College of Business Administration has an academically balanced faculty with the qualifications and credentials required by the Institution and necessary for the achievement of our goals and objectives. The faculty composition brings experience in teaching, management, and professional consulting to the classroom. The use of diverse teaching strategies, creation and revision of courses, commitment and participation in academic and extracurricular activities, prior professional experience and active membership in professional associations are some of the examples of how our faculty contributes to reach our student learning outcomes.

As shown in Table 5.1 below, for the 2013-2014 academic year, about 56.10% of our full-time business faculty had doctoral degrees or its equivalent (LLM) in business related fields while a 43.90% had a master's degree in business related fields. Regarding our part-time faculty, about 71% of these faculty members have doctoral degrees or and equivalent, in fact 80% of these part-time faculty have a degree in a business related field. For academic year 2014-2015, the amount of full-time faculty with doctoral degrees or equivalent increased to 60.53%, while the number of part-time faculty members with a doctoral degree decreased to 55.56%. This reflects the efforts of increasing the amount of full-time faculty members with doctoral degrees at the College of Business. Full-time faculty holding a master's degree showed a reduction to 39.47%, due to the retirement of some faculty members.

Sixty seven percent of faculty from the Office Administration Program had doctoral degrees or equivalent for academic years 2013-2014 and 2014-2015. , while a 33% of its full-time faculty had a master's degree in related fields. There is no part-time faculty holding a doctoral degree or equivalent for any of the academic years. All part-time faculty had master's degrees for both academic years.

[Criterion 5.2.1 Table 5.1](#)

Criterion 5.2.2 In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

a. How you develop qualified full-time and part-time faculty members;

As part of its main functions, professors should keep current in their area of expertise and/or teaching discipline by taking courses, seminars or workshops related to their area of study ([UPR General Bylaws](#) - Article 63: Section 63.1.8). Also, as an institutional requirement faculty members need to complete at least six (6) hours of professional development per academic year ([UPRM Administrative Board, Certification 03-04-169](#)). Furthermore, at the College of Business Administration, faculty members are encouraged to participate in several activities that are either organized or promote within the university. These activities could be related to their teaching discipline, research interest or specialization and assessment.

b. How you orient new faculty members to the program;

[Certification 96-97-596](#) (UPR – Administrative Board) mandates workshops for all faculty personnel dedicated to teaching and who have been hired as of August 1997. This certification created the Professional Enrichment Center (CEP, Spanish acronym), whose mission is to expose faculty members to diverse educational strategies in order to promote academic excellence and ensure high-caliber student performance. Throughout the academic year, the Center organizes workshops covering all aspects of professional development including teaching, learning, evaluation, technology and research. Examples of the different topics discussed in the aforementioned workshops are: learning styles, preparing syllabus and exams, classroom assessment techniques, use of power point and excel, distance education, research publishing, among others.

c. How you orient new faculty member to assigned course(s);

Although a formal orientation for new full-time faculty is not held within the College of Business Administration, the Associate Dean of Academic Affairs meet with each new faculty and discuss the teaching expectations and other related issues.

d. How you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;

Periodically the Associate Dean of Academic Affairs called meetings per academic discipline to discuss openly issues related to courses, such as selection of textbooks, assessment measures, and possible changes in course topics, among others.

e. How you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods;

In addition to what was described in part b (workshop offerings by the Professional Enrichment Center), at the faculty level, the Office of the Associate Dean of Academic Affairs at the College of Business collects and maintains copies of all course syllabus for each term (including summer). These syllabus are made available to faculty members who request them. Furthermore, new faculty members had the opportunity to meet with faculty who had previously taught those courses.

f. How you provide for course monitoring and evaluation.

According to Certification 00-01-93 (UPRM Administrative Board) each department will be responsible to establish a method to administer the faculty evaluation by students in such a way that:

- Students will be oriented on the importance of these evaluations and will be given clear and specific instructions on the process.
- The professor teaching the course cannot administer the evaluations
- Professors cannot influence students on the way to answer questions
- Evaluations will be strictly confidential

Teaching evaluations are schedule to be administered on the tenth week of classes, before the final withdrawal date, according to [UPRM Administrative Board Certification 86-87-476](#). The certification establishes that the director or supervisor will initiate the teaching evaluation process for all the courses included in the professor's academic program. At the College of Business Administration, the process is clearly stated. Each semester, students evaluate professors in every course in which they are registered. Professors submit, to the Office of the Associate Dean of Academic Affairs, days and times in which they would prefer to be evaluated during the established evaluation week.

Each day during that period, corresponding evaluations are distributed to be completed by students in class. Either a student from each course or a designated non-academic staff member is designated to collect the forms in an envelope and bring them to the office of the Associate Dean of Academic Affairs. All the forms are saved until the end of the semester when they are sent to the Computer Center to be processed. At the beginning of the following semester, each professor could access electronically the results of the evaluation, which includes the average score per question in each course taught. A hardcopy report of the scores obtained by all faculty members (ranking) with no names attached and a copy of the comments, which students submitted, if any is made available to each faculty member.

It is worthwhile to note, that during academic year 2015-2016, and as a pilot program, course evaluations were done electronically, giving the students more time to complete the process. Further information will be provided by the university administrators, regarding if the electronic course evaluation will turn into a formal process.

5.3 - Criterion 5.3

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.3 - Faculty Qualifications, Workload, and Coverage

Criterion 5.3.1 - The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

To demonstrate compliance with Criterion 5.3.1, please:

- a. Present your faculty qualifications in a table such as Figure 5.1, found under the Evidence File tab above.

Note 1. In Figure 5.1, Dr. True is considered academically qualified to teach marketing at the undergraduate level because she has taken five graduate-level marketing courses, has ten years as CEO with XYZ Publishing Company, and has successful teaching experience in the field. (See portfolio containing complete transcripts and vita with detailed description of professional experience.)

- b. Provide credit hour production data by faculty member, separating full-time and part-time faculty. See Figure 5.2 found under the Evidence File tab above.

Note (1). In Figure 5.2, Dr. Link also taught a statistics course for the Math Department, but since this is a service course for non-business majors it is not considered a part of the business program and therefore not included in this table.

- c. Present your coverage of programs by academically and/or professionally qualified faculty in a table such as Figure 5.3 found under the Evidence File tab above.

Criterion 5.3.2.a - Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vita (not more than two years old) for all business faculty should be provided in the Evidence File.

Directions: Create a sub-folder under Standard Five in the Evidence File called "Faculty Vitae" and upload a copy for all faculty teaching during the self-study academic year.

Note: Faculty who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.) should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit, and the course is coded as a business course (and therefore part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty who teach courses which are under the direct administration of the business unit head and coded as business courses."

Criterion 5.3.2.b - Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty. (See Glossary of Terms under the HELP tab for definitions of *academically and professionally qualified*.)
- At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.
- One hundred percent of the doctorate credit hours in business are taught by academically qualified faculty.

If your faculty qualifications as presented in Figure 5.3 (under the Evidence File tab above in the ACBSP Documents folder) meet these historically acceptable levels, you may consider this section completed, and proceed to Section 5.4.

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

The requirements for Academically Qualified and Professionally Qualified faculty are listed below:

Academically Qualified:

To be considered academically qualified a faculty member must successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching. In addition, the faculty member must:

1. Hold a doctorate in business with graduate level major, minor, or concentration in the area of teaching responsibility.
2. Hold a doctorate in business with professional certification in the area of teaching responsibility.
3. Hold a doctorate in business with five or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold a Juris Doctor (JD) and teach business law, legal environment of business or other area with predominantly legal content.
5. Hold an out of field doctorate,
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (b) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
6. Hold an out of field doctorate,
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by substantial professional or management level practice.
8. Hold an out of field doctorate,
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant consulting activity.
9. Hold an out of field doctorate,
(a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
10. Hold an out of field doctorate,
(a) Master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
11. Hold an out of field doctorate,
(a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

12. Hold an out of field doctorate,
(a) A master's degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

In lieu of successfully completing a minimum of fifteen (15) graduate credit hours in the discipline, a faculty member may satisfy one of the following criteria:

1. Hold a Juris Doctor (JD) and hold a business related master's degree with a specialization in the area of teaching responsibility.
2. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.
3. Hold a Juris Doctor (JD) and have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold an out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
5. Hold an out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
6. Hold an out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.
8. Hold an out of field doctorate,
(a) Have completed a special post-graduate educational program (AVBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
9. Hold an out of field doctorate,
(a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
10. Hold an out of field doctorate,
(a) Have completed a special post-graduate educational program (ACBSP approved) especially

designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement professional organizations related to the teaching field.

11. Hold an out of field doctorate,
 - (a) Have completed a special post-graduate education program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

NOTE: The intent is that for faculty members with out of field doctorates to be academically qualified, they must demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. The credentials committee will review those portfolios of faculty members who meet the general criteria in alternative ways or where the degree of meeting stated criteria is unclear. Credential review is at the request of an individual institution rather than the individual faculty member.

Professionally Qualified:

To be considered professionally qualified a faculty member must:

1. Hold an MBA plus three years relevant work and/or teaching experience to be qualified to teach principle or introductory level business courses only.
2. Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.
3. Hold a master's degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.
4. Hold a Master's degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research directly related to the teaching discipline.
5. Hold a master's degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.
6. Hold a master's degree and successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching or have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

Minimum Qualifications: The minimum qualifications for a faculty member must include a master's degree in a business-related discipline. An institution may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need.

Institution Response

Criterion 5.3.1. The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

Figures 5.1 and 5.1a summarizes the Faculty Qualifications for the 2013-2014 academic year (both for the Business Faculty and Office Administration Faculty). Information for academic year 2014-2015 is summarized in Figures 5.1.2 and 5.1.2a.

[Criterion 5.3.1 Figure 5.1 5.1a](#)

[Criterion 5.3.1 Figure 5.1.2 & Figure 5.1.2a](#)

To assure all faculty members (both full-time and part-time) contributes to meet program objectives, a detail of credit-hour production data by faculty member is shown in Figures 5.2 and Figure 5.2a. (BOA Faculty) for academic year 2013-2014. Figures 5.2.1 and 5.2.1a presents the detail for academic year 2014-2015 for both business and BOA faculty, respectively.

[Criterion 5.3.1 Figure 5.2 & Figure 5.2a](#)

[Criterion 5.3.1 Figure 5.2.1 & Figure 5.2.1a](#)

Figures 5.3 and 5.3a presents the coverage of our programs by academically- and or professionally-qualified faculty members.

[Criterion 5.3.1 Figure 5.3 & Figure 5.3a](#)

Criterion 5.3.2.a

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

All Curriculum Vitae for the BSBA, MBA and BOA Faculty identified in [Figures 5.6 and 5.6a](#) are included in the PDF files below. [Note: Due to capacity restriction per file, the CVs were separated in several files and in alphabetical order; last name first].

Faculty CVs below goes from Amador to Cruz

[Criterion 5.3.2 CVs_CBA_Faculty](#)

Faculty CVs below goes from Curbelo to González-Cebollero

[Criterion 5.3.2 CVs_CBA_Faculty2](#)

Faculty CVs below goes from González-López to Oronoz

[Criterion 5.3.2 CVs_CBA_Faculty3](#)

Faculty CVs below goes from Ortiz to Rosa

[Criterion 5.3.2_CVs_CBA_Faculty4](#)

Faculty CVs below goes from Ruiz to Zapata

[Criterion 5.3.2_CVs_CBA_Faculty5](#)

Faculty CVs below goes from Bisot to Reyes

[Criterion 5.3.2_CVs_CBA_Faculty6_BOA](#)

Criterion 5.3.2.b

Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- **At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty. (See Glossary of Terms for definitions of academically and professionally qualified.)**
- **At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.**
- **100 percent of the doctorate credit hours in business are taught by academically qualified faculty.**

As shown in [Figure 5.3](#), included in Criterion 5.3.1, the College of Business Administration meets the percentage criteria established by ACBSP, both at the undergraduate and graduate level for academic years 2013-2014 and 2014-2015. For both academic years, more than 90% of undergraduate and graduate student credit hours in business are taught by academically and professionally qualified faculty. For year 2013-2014, the undergraduate credit hours in business were taught by a 40.55% of academically qualified faculty, percentage that meets the minimum allowed by ACBSP. At the graduate level, the minimum percentage was surpassed, with a 91.62% of the graduate credit hours taught by academically qualified faculty. For academic year 2014-2015, all minimum required percentages were reached at the undergraduate and graduate level, with a 42.67% and 95.42%, respectively.

Accordingly, [Figure 5.3a](#) shows that in academic year 2013-2014 the Office Administration Program met, but within the 5% level allowed by ACBSP, the required percentage of student credit hours at the undergraduate level. For this period, 35.94% of total credit hours were taught by academically qualified faculty members. For academic year 2014-2015, the Office Administration Program fails to meet the percentage criteria of the undergraduate credit hours taught by AQ faculty. For this year, only 31.96% of those credit hours were taught by AQ faculty, percentage below the 5% threshold level allowed by ACBSP. During the aforementioned year, one of the AQ faculty members had release time to work with the MSCHE accreditation, and another AQ faculty was on a leave of absence, which certainly affected the total of student credit hours taught by AQ faculty

5.4 - Criterion 5.4

Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.4 - Faculty Deployment - Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

To demonstrate compliance, present your deployment pattern in a table such as Figure 5.4 found under the Evidence File tab (found in ACBSP Documents folder) above.

Criterion 5.4.1 - The business unit shall have at least one full-time academically and/or professionally qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered.

Prepare a listing of all academic majors and concentrations at each location where a program is offered and show the name of one full-time academically and/or professionally qualified faculty member who teaches in that major field at that location. Please label this listing **'Deployment of Faculty by Major and Location.'**

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

Criterion 5.4.2 - The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

Institution Response

Criterion 5.4 - Faculty Deployment:

To demonstrate that faculty resources for the Business Program (BSBA and MBA) and Office Administration Program (BOA) are adequately deployed in order to assure consistent quality across programs and student groups, a deployment pattern for academic years 2013-2014 and 2014-2015 is shown in Figures 5.4 through Figure 5.4.a.

[Criterion 5.4 Figure 5.4](#)

[Criterion 5.4 Figure 5.4a](#)

Criterion 5.4.1. The business unit shall have at least one full-time academically and or professionally qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered.

Figures 5.4.1 and 5.4.1a present some of the qualified full-time faculty members (either AQ or PQ) in each of our academic program and majors for years 2013-2014 and 2014-2015.

[Criterion 5.4 Figure 5.4.1](#)

[Criterion 5.4 Figure 5.4.1a](#)

Criterion 5.4.2 The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program, and that assessment processes are in place to ensure that this leadership is being provided.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

The College of Business Administration has a diverse group of professional which are responsible for the leadership, advisement and assessment processes of the program. The organizational structure of the College of Business Administration is different from the other three academic colleges at UPR-Mayagüez, due to the fact there are no academic departments. The structure is divided according to the major activities and services offer to the College's constituents such as academic affairs, research and graduate affairs, and student affairs, as the main areas. Table 5.1 provides details on some of the main responsibilities of administrative personnel and faculty members.

[Criterion 5.4.2 Table 5.1](#)

5.5 - Criterion 5.5

Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.5 - Faculty Size and Load

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

Provide a table such as Figure 5.5, found under the Evidence File tab above, to summarize your faculty loads.

Criterion 5.5.1 - ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

- Classroom teaching assignments
- Student advising and counseling activities
- Scholarly and professional activities
- Community and college service activities
- Administrative activities
- Business and industry interaction
- Special research programs and projects

- Thesis and dissertation supervision and direction, if applicable
- Travel to off-campus locations, and/or non-traditional teaching, if applicable

Teaching Loads:

The appropriate teaching load for a full time faculty member at ACBSP-Accredited Baccalaureate Institutions has historically been limited to not more than 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy, and has been accepted by ACBSP only under emergency circumstances.

With regard to Criterion 5.5.1, please address:

- how you determine the appropriate teaching load for your faculty;
- how you demonstrate that faculty and staff are of sufficient numbers to ensure performance of the above nine functions;
- the institutional policy that determines the normal teaching load of a full-time faculty member;
- how the combination of teaching and other responsibilities for full- and part-time faculty is consistent with fulfilling all nine functions effectively; and
- how your part-time faculty members participate in these essential functions.

If your business programs do not meet this criterion, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your teaching loads support your mission and program objectives.

Criterion 5.5.2 - A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

Explain your institution's policies with respect to the granting of release time for faculty performing the sorts of exceptional duties referred to in Criterion 5.5.2.

Institution Response

Criterion 5.5 Faculty Size and Load

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

Figures 5.5 and 5.5a presents the faculty loads for business faculty members (BSBA and MBA) and for faculty of the Office Administration (BOA) at the College of Business Administration for academic year 2013-2014. Corresponding information for the aforementioned faculty members is also shown in Figures 5.5.1 and 5.5.1a for the academic year 2014-2015.

[Criterion 5.5 Figures 5.5 5.5a](#)

[Criterion 5.5 Figures 5.5.1 & 5.5.1a](#)

Scholarly activity includes publications on journals, conference presentations, conference proceedings and any other scholarly outlet. Special research projects were identified as release time to work on research during the identified academic year.

Criterion 5.5.1

ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:

- **Classroom teaching assignments**
- **Student advising and counseling activities**
- **Scholarly and professional activities**
- **Community and college service activities**
- **Administrative activities**
- **Business and industry interaction**
- **Special research programs and projects**
- **Thesis and dissertation supervision and direction, if applicable**
- **Travel to off-campus locations, and/or non-traditional teaching, if applicable**

a. how you determine the appropriate teaching load for your faculty members;

The academic background and expertise of the faculty member are the most critical factors when deciding how to determine the teaching load of faculty members. Although the UPR General Bylaws on its Article 65.1 states that the teaching load for a full-time faculty member is equivalent to twelve (12) credit hours per week, factors such as course demand, type of course, number of course preparations, administrative responsibilities and budget considerations may affect the total teaching load of faculty members. Any teaching overload is voluntary and the corresponding additional compensation will depend on whether the course assignment exceeds 12 credit hours, or if exceeds the amount of students per section established in Certification 08-09-309 (UPRM Administrative Board).

b. how you demonstrate that the faculty and staff are of sufficient number to ensure performance of the above nine functions

At the College of Business all the faculty members fulfill the functions as specified by ACBSP, playing a major or minor role in certain function. In addition to serving their primary function of teaching, faculty is also responsible for professional development (including research) and service activities. The ninth function (Travel to off-campus locations, and/or non-traditional teaching) is not applicable. Furthermore, only faculty members with a PhD degree or equivalent, who teach graduate courses, might be a thesis supervisor or chairperson. It is relevant to note, that all graduate students are not required to prepare a thesis to complete their graduate program.

c. address the institutional policy that determines the normal teaching load of a full-time faculty member;

According to the Article 65.1 of the [University of Puerto Rico General Bylaws](#), the normal teaching load of a full-time faculty member is equivalent to twelve (12) credit hours per week of direct contact with the student. The Article 64, Section 64.1 states that the teaching task for this full-time faculty member requires thirty-seven hours and a half (37.5) per week of dedication to the university.

Criterion 5.5.1 Table 5.1

Certification 08-09-309 (UPRM Administrative Board - refer to link in Criterion 5.1) states that part-time faculty are required to provide 1.25 hours per week per each credit of teaching to prepare for courses, test preparation and evaluation, research, and related work. Also, states that office hours should be 0.5 hours per week per each credit of teaching, but not less than one hour per or more than six hours per week.

d. demonstrate that no faculty member (full- or part-time) has a combination of teaching and other responsibilities that is inconsistent with fulfilling all nine functions effectively

At the College of Business Administration, there is a well-defined process to assign responsibilities to professors. At the beginning of the academic year, the faculty members inform their preferences for committees to the Associate Dean for Academic Affairs, in order to prepare their final academic program, which will include teaching courses, college committees, institutional committees, administrative functions and research projects. By mid-semester, professors are consulted and their workload for the next semester is assigned and discussed. The final agreement, in terms of teaching assignments and general workloads, is signed by the faculty member. Furthermore, the College of Business Administration of the University of Puerto Rico requires that every faculty member submit a monthly report where their academic, professional and community activities, as well as special projects, are documented.

e. explain how your part-time faculty members participate in these essential functions.

The assignment of the teaching load for the faculty is determined by the Associate Dean of Academic Affairs, according to the needs and in consultation with the professor himself. The final program needs to be approved by the Dean of the faculty. This action is in compliance with the Article 64, Section 64.2 of the [University of Puerto Rico General Bylaws](#).

Part-time faculty members mainly contribute to teaching, participate in departmental committees, provide community service with students, attend seminars, workshops, professional activities, and may volunteer as mentor of student's associations. All part-time faculty members are required to have office hours in accordance with their assigned academic load. Part-time faculty members can participate in faculty meetings where they can express their concerns and recommendations. Historically, part-time faculty has demonstrated that they are fully committed to the Program.

Criterion 5.5.2 A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

Explain your institution's policies with respect to the granting of release time for faculty performing the sorts of exceptional duties referred to in Criterion 5.5.2.

The University of Puerto Rico has several policies and procedures that regulate release time given to faculty for activities such as research projects, administrative tasks, Academic Senate, and other special tasks. The Article 64, Section 64.3 of the University of Puerto Rico General Bylaws states that equivalences will be assigned to those faculty members who are assigned with administrative duties or carries out special tasks of creation, service, research or other similar tasks, in order to complete the required teaching task. They shall render a report of the work performed to the appropriate authority

5.6 - Criterion 5.6

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.6 - Faculty Evaluation

Criterion 5.6.1 - Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

This standard requires justification of personnel decisions based on the mission of the business school or program. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance, and should consider related areas as appropriate, not limited to these topics:

- a. How you monitor/evaluate your faculty's teaching.
- b. How you monitor/evaluate your faculty's student advising and counseling
- c. How you monitor/evaluate your faculty's scholarly, professional and service activities (see glossary of terms for scholarly activities).
- d. How you monitor/evaluate your faculty's business and industry relations.
- e. How you monitor/evaluate your faculty's development activities.
- f. How you monitor/evaluate your faculty's consulting activities.
- g. How your faculty and staff demonstrate and promote a student focus.
- h. How your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and
- i. How you improve your faculty/staff evaluation system.

Institution Response

Criterion 5.6 - Faculty Evaluation

a. how you monitor/evaluate your faculty's teaching.

The academic performance of faculty members will be evaluated based on existent university regulations and guidelines for either summative or formative personnel actions like promotion, tenure, and faculty acknowledgements. The [UPR General Bylaws](#) on its Articles 63 through Article 65 identifies and establishes the duties and responsibilities of academic personnel. At the University of Puerto Rico at Mayagüez, the Administrative Board, through its [Certification 08-09-309](#), defines the elements and the amount of hours that constitutes the academic load for those faculty members whose main function is teaching. Teaching evaluations by students are schedule to be administered on the tenth week of classes, before the final withdrawal date, according to [Certification 86-87-476](#) (UPRM Administrative Board). In addition, this certification along with [Certification 11-12-229](#) of UPRM Administrative Board establishes how often to evaluate faculty.

b. how you monitor/evaluate your faculty's student advising and counseling.

Academic advising to undergraduate students is provided mostly by the personnel at the Office of Student Affairs. Each semester, students are required to schedule an appointment at this office to receive advice regarding academic progress and identify the courses needed to complete their program. For graduate students, academic advising is provided by the Associate Dean for Research and Graduate Affairs. Student counseling is provided by an assigned counselor from the UPRM Deanship of Students.

c. how you monitor/evaluate your faculty's scholarly, professional, and service activities (see glossary of terms for scholarly activities).

Faculty members requesting release time to engage in research activities are required to submit a proposal to the Associate Dean of Research and Graduate Affairs which includes a justification and detail description of their proposed research work. If release time is granted, at the end of the semester, the faculty member will submit a final report identifying the accomplishments reached during the semester. The report will be evaluated against the proposal previously submitted. Faculty members may request funding to travel and present their research work at academic conferences, both at the national and international level. Periodically, the Research Center Coordinator communicates via email information regarding faculty presentations and research publications. For professional and service activities, faculty members must submit a report on their monthly activities to the Office of Academic Affairs at the College of Business.

d. how you monitor/evaluate your faculty's business and industry relations.

At the College of Business, business and industry relations are directly related with the COOP and Internship Coordinator, the Business Center Coordinator and in certain instances with the Advisors of the student's association. These coordinators or advisors are responsible for disseminate any information regarding any collaborations among faculty and the business community.

e. how you monitor/evaluate your faculty's development activities.

All faculty members are required to engage in faculty development activities. [UPR General Bylaws](#) on its Article 45, Section 45.3.4, states that professors keep current in their area of expertise by taking courses, seminars or workshops related to their area of study. At UPRM, [Certification 96-97-596](#) (Administrative Board requires that all faculty members hired after August 1997, need to attend a mandatory training period of at least 29 contact hours at the Professional Enrichment Center (CEP). Also, [Certification 03-04-169](#) of the UPRM Administrative Board requires 6 hours of professional development per academic year from each faculty member. As stated, in part d, all faculty members must submit a report of their monthly activities. Also, a log of all educational travel, professional development activities as well as a register for each activity offered at our faculty is maintained to complete different reports due during the academic year.

f. how you monitor/evaluate your faculty's consulting activities.

All faculty members that provide consulting services or any other professional services are required to disclose details about these activities, in order to assure they do not represent any conflict of interest with the academic function of the faculty member ([UPRM Administrative Board Certification 15-16-181](#))

g. how your faculty and staff demonstrate and promote a student focus.

At the College of Business, students are the most critical factor when decisions have to be made in terms of academic and service offerings. If budget allows, the operating hours of the Computer Center, Study Room, Tutoring Centers, are established considering the needs of the students. Faculty and staff

continuously support student's initiatives regarding community service. Faculty advisors of student's organizations had demonstrated fully commitment to projects and activities of these organizations.

h. how your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives.

Faculty compensation is mostly based on academic preparation, rank and years of service. [UPRM General Bylaws](#) on its Article 49 - Section 49.2 identifies the applicable rules to salary adjustments. The UPR President, will review periodically the University's Compensation Plan, and in consultation with the University Board, will make amendments. Any changes will need the approval of UPR Governing Board. The UPR Governing Board on its [Certification 52-2012-2013](#) discloses the General Wage Scale for faculty members as of July 1, 2013.

i. how you improve your faculty/staff evaluation system.

Faculty and staff evaluations follow University regulations (UPR General Bylaws and various Certifications from UPRM Administrative Board), so there is limited room to improve them. At the College of Business, the Personnel Committee is responsible to follow existent regulation when evaluating current faculty for personnel actions, and when recommending potential candidates for available teaching positions.

5.7 - Criterion 5.7

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.7 - Faculty and Staff Operational Procedures, Policies and Practices, and Development

Criterion 5.7.1 - Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information on all of these must be available to faculty and staff members.

- a. Attach under the Evidence File tab above or link a copy of your Faculty Handbook, or equivalent, and explain here how it is disseminated in your institution. If the information you present does not address these bulleted items, please explain why not.
 - Faculty development, including eligibility criteria
 - Tenure and promotion policies
 - Evaluation procedures and criteria
 - Workload policies
 - Service policies
 - Professional expectations
 - Scholarly expectations
 - Termination policies
- b. Explain how your institution improves these procedures, policies, and practices.

Criterion 5.7.2 - Each business school or program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty should participate in appropriate faculty development activities.

In addressing Criterion 5.7.2, please describe or explain:

- a. how you determine faculty and staff development needs;
- b. what orientation and training programs are available;
- c. how you get input from the faculty and staff about their development needs;
- d. how you allocate faculty and staff development resources;
- e. how you make development activities available to part-time faculty; and
- f. whether the faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.

Institution Response

After being hired, each faculty member receive information regarding the UPR General Bylaws, Faculty Handbook, and general institutional policies regarding sexual harassment, drugs and alcohol. Both the UPR Bylaws and the UPRM Faculty Handbook could be accessed through the internet at the following addresses:

- [UPR General Bylaws](#) (2014)
- [UPRM Faculty Handbook](#) (2008)

At their initial orientation (offered by CEP), different university officials present to new faculty members an overview of the existing regulations regarding teaching loads, tenure, promotion, evaluation and expectations regarding service and research.

B. Explain how your institution improves these procedures, policies, and practices.

The [UPR General Bylaws](#) could be revised from time to time by the UPR Governing Board or by recommendation of university organisms or university officials. Article 8 delineates the procedures to follow when presenting individual, partial or general revisions to General Bylaws. Depending on the type of revision, the UPR Governing Board will identify the adequate mechanisms to allow an effective participation of the university community. Institutional policies are revised through the work of appointed committees either by the Academic Senate or the Administrative Board. The [UPRM Faculty Manual](#) has not been revised since 2008, although the latest version of the [UPR General Bylaws](#) is from September 2014.

Criterion 5.7.2 Each business program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty members should participate in appropriate faculty development activities.

a. how you determine faculty and staff development needs;

Besides the institutional policy established by [Certification 03-04-169](#) (UPRM Administrative Board), which requires faculty members to complete six hours of professional development per academic year, currently, at the College of Business, there is no formal process to determine faculty and staff

development needs. Although, we encourage faculty and staff to participate on activities that could contribute to their professional development.

b. what orientation and training programs are available;

Prior to the start of each academic year, new faculty attend a faculty orientation provided by the UPRM Center of Professional Enrichment. Throughout the year, on-campus workshops, conferences or trainings are offered and/or sponsored by different centers, deanships or groups.

c. how you get input from the faculty and staff about their development needs;

Although it has not been a consistent process throughout the years, during academic year 2013-2014, the Research Center of the College of Business, prepared a survey where faculty needed to primarily identify workshops that could help them with their research efforts. The survey also provides for faculty to identify any other topics or areas that might be of interest for them.

d. how you allocate faculty and staff development resources;

The College of Business Administration could grant travel funds for faculty members to attend national or international conferences to present their research work, upon availability of funds and considering the fiscal situation of the University. Any request for travel funds are evaluated by a committee, which recommends whether to grant the request and the amount of money the faculty member could receive.

e. how you make development activities available to part-time faculty members;

All faculty members (full time and part-time) are invited to attend professional development activities at the institutional level and within the College of Business. These activities may include guest speakers or workshops.

f. whether the faculty and staff development process employs activities, such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc

UPR General Bylaws

[UPRM General Bylaws](#) provides on its Articles 51 and 53, the criteria to grant sabbatical and paid study leaves and unpaid leaves to faculty members, respectively. Since January 1, 2010, sabbaticals and financial assistance to pursue graduate studies are on moratorium, due to the existing fiscal crisis and considering UPRM institutional policy of an efficient use of monetary resources, and an adequate human resources management. Budget permitted faculty members with release time for research activities could get graduate assistants, and travel funding to present their work. All faculty members receive clerical support from administrative personnel when required.

5.8 - Criterion 5.8

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.8 - Scholarly and Professional Activities

Criterion 5.8.1 - Scholarship

Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission.

To demonstrate compliance with Criterion 5.8.1., describe or explain:

- the types of scholarly research in which your faculty members are involved;
- the publications in which your faculty members have recently published; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching, (2) the scholarship of discovery, (3) the scholarship of integration, and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully assessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:

The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows—teachers must be widely read and intellectually engaged in their fields—but teaching becomes consequential only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be documented and assessed. Documentation could include publications dealing with pedagogy and/or teaching techniques, participation in workshops and seminars devoted to improving teaching skills, written evaluations of teaching materials, and the development of outcomes assessment tools.

The scholarship of discovery is the closest to what is meant by the term 'basic research.' Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; however, institutions having research missions and graduate programs would be expected to have on-going research activities.

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Comprehensive articles and monographs,

participating in curricular innovation, conducting interdisciplinary seminars and textbook writing are examples of the scholarship of integration.

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application does not include regular service activities or routine consulting. (These are considered professional activities and are discussed below.) The scholarship of application must be tied directly to one's field of knowledge and relate to and flow directly out of creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation--if these are meaningful intellectual activities. This kind of scholarship requires creativity, and critical thought in analyzing real problems. These activities must be documented and should include an evaluation from those receiving these services.

Criterion 5.8.2 - Professional Activities

The concept of 'actively involved' intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

The concept of 'reasonable balance' indicates that all four areas of scholarship (teaching, discovery, application, and integration) and professional activities described below should be represented in the activities of the faculty as a whole. Though the extent of representation and the balance may vary from institution to institution based on mission, it is expected that students will be exposed to faculty with a full range of scholarly and professional activities.

It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If adjunct faculties provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school.

For the purposes of this standard, **professional activities** are defined as:

- activities involving the use of professional expertise in helping solve either practical problems in the private or public sectors (e.g., professionally related consultation, policy analysis, etc.)
- activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in leadership roles in professional organizations)
- professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business school or program (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as for volunteer services. The key determination is 'professionally-related.' Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally-related.

The determination of 'professionally related' depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally-related; however, if the CPA conducts an

annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related.

Professionally related also includes activities in support of professional organizations. This might include serving as an officer of a professional organization; it might include participation in a professional meeting as a program chairperson, paper presenter, or a discussant; or it could include participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

Criterion 5.8.2.a - To demonstrate compliance with Criterion 5.8.2, please describe or explain:

- professional activities in which your faculty members are involved; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

Criterion 5.8.2.b - Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6 found under the Evidence File tab (ACBSP Documents folder) above.

Another consideration to this example could be to add a column for classroom activities and take credit for developing case studies and exercises as scholarly activities.

Figure 5.6 is an example that assumes the Boyer model. If your school uses another model or process to determine scholarly activities please describe your process.

List the faculty member's name, highest earned degree, and any professional certificate held. Professional certificates must be the result of a written test monitored and graded by a professional organization (e.g., a Certified Public Accounting examination).

5.8.3 Scholarship for Doctoral Programs

A minimum of 80 percent of the academically and/or qualified faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If your institution deviates significantly [five percent or more] from this research participation level, you must explain your explicit rationale for the alternate requirements, and provide performance evaluation results to demonstrate that your participation level is sufficient as related to your student learning and scholarship program objectives.

Institution Response

Criterion 5.8.1. Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent with the stated institutional mission.

5.8.1 Scholarship:

To demonstrate compliance with Criterion 5.8.1, describe or explain:

- **the types of scholarly research in which your faculty members are involved;**

As shown in Figure 5.6, in the past three academic years (2012-13 to 2014-15) most of the scholarly work of our faculty members is classified mostly as scholarship of discovery, followed by scholarship of teaching and some work in scholarship of integration. Presentations of scholarly work has been realized both at national and international academic conferences.

[Criterion 5.8.1 Figure 5.6 & Figure 5.6a](#)

- **the publications in which your faculty members have recently published;**

During the past three academic years (2012-2013 through 2014-2015), intellectual faculty contributions (scholarship of discovery, teaching and application) have been published in the following peer-reviewed outlets:

[Criteria 5.8.1 Diagram 5.1](#)

- **How you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission?**

The University's Professional Enrichment Center (CEP, in Spanish) was created by the UPR-Mayagüez Administrative Board, through [Certification 96-97-596](#). This certification mandates workshops for all faculty personnel dedicated to teaching and who have been hired as of August 1997. Also, as an institutional requirement faculty members need to complete at least 6 hours of professional development per academic year. At the College of Business, release time has been granted, and frequently graduate assistants have been appointed to those members working on research initiatives. Financial resources have been allocated to allow an increasing number of faculty members to participate in national and international conferences, attend seminars, conferences, and workshops.

Criterion 5.8.2.a - To demonstrate compliance with Criterion 5.8.2, please describe or explain:

- **professional activities in which your faculty members are involved; and**

In the past three academic years our faculty members have been participating in professional conferences/workshops related to their teaching discipline or engaging in roles of discussants in professional/academic conferences. Furthermore, those faculty members with professional certifications have been providing professional services, which allow them to apply their knowledge and expertise, which will help also, in their teaching activities (refer to Faculty CVs).

- **how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission?**

The University's Professional Enrichment Center (CEP, in Spanish) was created by the UPR-Mayagüez Administrative Board, through [Certification 96-97-596](#). This certification mandates workshops for all faculty personnel dedicated to teaching and who have been hired as of August 1997. Also, as an institutional requirement faculty members need to complete at least 6 hours of professional development per academic year.

At the College of Business, release time has been granted, and frequently graduate assistants have been appointed to those members working on research initiatives. Financial resources have been allocated to allow an increasing number of faculty members to participate in national and international conferences, attend seminars, conferences, and workshops.

B. Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6.

[Figures 5.6 and 5.6a](#) include information regarding scholarly and professional activities for all faculty members for the last three academic years (2012-2013 to 2014-2015) [Latest academic year will be available for the upcoming accreditation visit].

Certainly, we need that all faculty members provide timely information regarding their professional activities, to make sure their actions are reflected in our reports.

Criterion 5.8.3 Scholarship for Doctoral Programs:

The College of Business Administration at the University of Puerto Rico – Mayagüez does not offer any doctoral programs.

6 - Standard 6: Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass not only business subjects, but also subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.

Thus, business students share common professional requirements. For this reason, certain common subject matter (the Common Professional Component, or “CPC”) as well as areas of specialization are expected to be covered in baccalaureate degree programs in business.

The CPC is implicit graduate requirement for graduate-level business programs as well, whether required for admission to a graduate program, or delivered within a program as added coursework above the base of graduate program credit hours.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting, and retraining its students.

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Institution Response

The College of Business Administration is the youngest academic unit of UPR- Mayaguez Campus. It was established in 1970 to offer a Bachelor in Science of Business Administration (BSBA) with specializations in Accounting, Finance, and Industrial Management. In order to prepare business graduates for professional careers, the CBA has evolved over the years in response to changes in its internal and external environments. In 1980, it expanded the academic offering to include concentrations in Marketing, and Organizational Studies and in Computerized Information Systems two years later.

With the advent of new educational institutions to the academic arena and the challenges posed by the new order in the global business scenario of the late 1990s, the CBA began a continuous improvement process of its academic offerings in 2004. This culminated in the approval by its Faculty of a curricular revision in 2009 which was eventually certified by the Academic Senate in 2011 (See [Certification 11-18-2011](#)). Also, the construction (2004-2007) of the most modern and technologically advanced CBA building

in the whole university system came hand-to-hand with two revisions of [CBA's strategic plan](#) (versions 2003 – 2012 and 2013 – 2022).

6.1.1 - Criterion 6.1.1

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1 - Educational Design and Delivery

This section examines the key learning-centered processes that create student, stakeholder, and organizational value. Emphasis is on how processes are designed, delivered, and improved to maximize student learning and success.

Criterion 6.1.1. - Educational Design

The business school or program must describe and explain its approach(es) to the design of educational programs and offerings, its method(s) of making curricular changes related to the business school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

To fulfill this criterion, provide a narrative statement and a table such as Figure 6.1. found under the Evidence File tab (ACBSP Documents folder) above.

Institution Response

Criterion 6.1 - Educational Design and Delivery

Extant literature on strategic thinking views the organization as a whole system of interrelated and interdependent parts aimed at the creation of value by integrating its internal capabilities and the external environment. Figure 6.1 is an adaptation of Michael Porter's value chain model in order to portray how the CBA delivers value to its constituencies.

[Standard 6 Diagram 6.1 06-24-2016](#)

As shown in this diagram, the CBA's vision and mission is the cornerstone that anchors the learning-centered process focused in student, stakeholder, and organizational value. The CBA's systems approach to value creation emerges from the coordination and integration of its learning-centered and, learning support activities. The design of the learning-centered activities include the most recent curricular revision which aligns CBA's these activities to its vision and mission, and a wide diversity of class delivery methodologies such as lectures, hybrid, online, project-based, case-solving, capstone courses, and simulations.

To maximize student learning and success, the learning support facilities and activities complement and enrich the curriculum with top-notch infrastructure, technology, business counseling and assistance, extracurricular activities, special projects and on-the-job experiences. The aggregate result is a student transformed into a professional with high moral and ethical standards capable of making significant contributions to the enterprise and the society. To keep improving student's learning process, the CBA

conducts end-of-course evaluations and gathers (as part of the continuous improvement process) periodic feedback from students, prospective employers, and other external stakeholders. The CBA also administer exit exams to mid-point and graduation candidates (See Sections 6.1.7, and 6.2.1).

Criterion 6.1.1. - Educational Design

The methodology for the design and evaluation of educational programs as well as the process of making curricular changes is a uniform and highly structured process applicable to all the eleven academic units of the University of Puerto Rico System. The leading body in charge of determining the procedures for the design, creation and evaluation of academic programs of all of the academic units is the UPR Governing Board. It is an independent and autonomous body created in 2013. It was preceded by the Higher Education Council and the Board of Trustees. The board certification that establishes the guides for the design of educational programs is [Certification 2005-2006-80](#), while [Certification 2006-2007-43](#) establishes uniformity for the evaluation of all UPR academic programs.

On the other hand, the Vice-Presidency of Academic Affairs (VPAA) coordinates the plans for all of the UPR academic units regarding the creation and development of an educational supply that meet the current and prospective academic needs of the island. The VPAA foster that each academic unit keep an educational offer in tune with its institutional vision and mission. It also promotes the quality and pertinence of the academic offering throughout the development and implementation of institutional policies and procedures to assess their creation, continuous evaluation and implementation. The VPAA offers assistance and counseling to the academic programs in:

1. The formulation of curriculum revision plans that will be submitted to the Governing Board and the President's Office.
2. Evaluating and approving applications for changes in academic programs and
3. Evaluating academic program proposals for the creation of new educational offerings. This office is the ultimate responsible for the coordination of all activities related to the design and evaluation of current and prospective educational programs.

The Dean of Academic Affairs at UPR-Mayaguez is the liaison between the College of Business Administration and the Vice-Presidency of Academic Affairs and is the person in charge to oversee that the academic program complies with the procedures established in the certifications mentioned above. The design of new educational programs or curriculum revisions is the answer of every academic unit to changes in its educational settings, domestically and abroad, which in turn respond to micro and macro dynamics of the labor market, the economy and the governmental policy.

As mentioned in the previous section, the College of Business Administration has been actively engaged in a process of continuous improvement since 2004 to cater for the changes in the educational and competitive environment of the island. To that effect the CBA revised its strategic plan in tune with these events and harmonized it with the institutional and the systemic plans. The process toward the design of its educational programs and curricular revisions is implemented within the parameters of CBA's vision, mission, programs goals, learning outcomes, and graduating student's profile. Diagram 6.2 depict the conceptual model of CBA's proposal to revise its curriculum.

[Standard 6 Diagram 6.2 06-24-2016](#)

As shown above, the process must comply with the regulations of the Governing Board and the Vice-Presidency of Academic Affairs. The CBA's Committee of Academic Affairs is the body responsible of examining and evaluating the creation of new programs or the proposed changes to the curriculum. Upon

the completion of this process CBA's approved the proposal for a curricular change in April 2009. It was then approved by the Academic Senate of UPR-Mayaguez on May 2011 (See Certifications 11-18-2011 and Certifications 11-12-060, and 11-16-2011 below).

[Criterion 6.1.1 Certification 11-16-2011](#)

[Criterion 6.1.1 Certification 11-18-2011](#)

[Criterion 6.1.1 Certification 11-60-2011](#)

CBA's curricular revision was the result of an extensive process that took many hours to synchronize the discussion, evaluation, and feedback gathered from key stakeholders like; professors, current students, graduating students, alumni, and employers. Input from CBA faculty was instrumental in early stages on the process about labor market trends and needs due to their practical experience and active participation in professional associations. Input from current students is gathered thru their end-of-course evaluations and helped in the elimination, consolidation or creation of courses.

One of the distinctive competencies of the College of Business Administration is the active participation of its graduating students on internships as well as the diversity of firms that twice-a-year participate at CBA's Job Fair. Thru the Internship and Cooperative Education Program, interns provide a valuable feedback on how the education obtained at the CBA helped them to perform at their respective jobs. This office also gathers employers' assessment about the interns and from the alumni already working at different firms, locally and abroad. Finally, the CBA's Advisory Board feedback has been instrumental in shaping the curricular revision process.

Figure 6.1 below summarizes the changes in CBA's curricular revision as a result of student and stakeholder input in this process. The revision process ended in the addition, elimination and consolidation of both, core and concentration courses. It also included changes in course titles, descriptions and reductions/increases in credit hours. (Refer to Certification 11-18-2011 above). The changes were made to make the course more appealing and representative of business and academic trends. Most of the input came from area professors and the data obtained from professional associations, professional certifications, student satisfaction surveys, and employer satisfaction surveys.

[Criterion 6.1.1 Figure 6.1 06-24-2016](#)

6.1.2 - Criterion 6.1.2

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.2. - Degree Program Delivery

For each degree program, the business school or program must describe its degree program delivery.

To fulfill this criterion you must provide the following information:

- a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);
- b. the program delivery methods employed in each program (classroom, correspondence, independent study, computerized distance learning, etc.);

- c. the number of contact (or coverage) hours required to earn three (3) semester hours (four quarter hours) of credit; and
- d. If your unit confers nontraditional business degrees such as accelerated, executive, specially designed to meet the needs of specific stakeholders other than traditional college students, etc. describe how:
 1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;
 2. credits are earned in these programs;
 3. you assess their academic merit; and
 4. demonstrate assessment data, their equivalence to traditional degree programs.

Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) Semester Credit-Hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify with course content, learning outcomes, and/or stakeholder satisfaction data that the courses in its program are equivalent to traditional semester-long three credit-hour courses.

To fulfill Criterion 6.1.2, provide both a narrative statement and a table such as Figure 6.2. found under the Evidence File tab (ACBSP Documents folder) above.

Institution Response

Criterion 6.1.2 Degree Program Delivery

For each degree program, the business school or program must describe its degree program delivery.

a. How long does it take a full-time student to complete the degree?

The college of Business Administration offers three degree Programs: Master in Business Administration (MBA), Bachelor in Sciences in Business Administration (BSBA) and Bachelor in Office Administration (BOA).

The MBA curriculum has 48 semester credits hours. The Program is design to be completed in 4 semesters for full time students and up to 12 semesters for part-time students. According Institutional Research and Planning Office (OIIP by its acronyms in Spanish) there are not official statistics to account to those students that complete the MBA within two year-term as it is not required by the Department of Education' Student Right to Know Act. Notwithstanding, unofficial statistics gathered by the Graduate Program of Business Administration shows that students completed their MBA within 8 to 12 semesters. The Graduate Program offers a Master of Business Administration degree and an MBA with specialization in Human Resources, Industrial Management or Finance. Degree completion requirements include one of three options: Thesis, Project or Comprehensive exam. Refer Criterion 6.1.6 for a complete description of the total credits hour required for each options.

The College of Business Administration offers a program of studies leading to a BSBA with options in the fields of Accounting, Computerized Information Systems, Finance, Industrial Management, Marketing, and Organizational Studies. The BSBA is design to be completed in four years. However the total

semester credits hours required for graduation varies according to the student selected option. Refer to Criterion 6.1.3 for a complete description of the total credits hour required for each options. According OIIP statistics 2011-2012, 3 % of undergraduate students completed the program in 4 years. Some of the reason that might explain why students does not complete within the four year-term is due to transfers within academic options, their active participation in The Cooperative Education Program (COOP), Internship Program and the completion of a second major.

The third Academic Program offered at the College of Business Administration is the Bachelor in Office Administration (BOA). The curriculum has 124 credits hours and it is designed to be completed in four years. According OIIP statistics 2011-2012, 3.7 % of undergraduate students completed the program in 4 years. Refer to Criterion 6.1.3 for a complete description of the total credits hour required for each options. The reasons that explain this rate are the same as for the BSBA.

b. What are the delivery methods (classroom, correspondence, independent study computerized distance learning, etc.)?

All degree programs offered at College of Business Administration are taught using some of the following delivering methods: conferences, seminars, laboratories, workshops, supervised internship which requires face-to-face interaction with faculty. Courses are supported by a variety of instructional strategies including lectures, problems and cases discussions, teamwork, and application exercises. Some Faculty adopts complementary strategies such online work using Moodle platform for instructional strategy.

c. How many contact hours are required to earn a 3 semester hours of credit?

To earn 3 semester hours of credits the student need 45 contact hours. To earn 4 semester hours the student need 60 contact hour. Each credit is equal to 15 contact hours. Refer to Appendixes 6.1 to 6.3 for courses with 60 semester hours. Figuree 6.2 below describes the degree program delivery

Class attendance is required. The mastery of the subject content is demonstrated through the successful performance on tests, projects, assignments, and assessment tools. Credits are earned by completing a class with a final grade of A, B, or C. Final grades of F earn no credits. In the Internship course, the student must compete 90 hours of work in a practice center, as well as comply with the other task of the course and finish the class with a final grade of de A, B or C. Foundation Courses must be approved with C or more

f. Do you confer non-traditional business degrees?

The College of Business Administration does not confer non-traditional business degree in any of its Academic Programs

[Criterion 6.1.2 Figure 6.2 06-24-2016](#)

6.1.3 - Criterion 6.1.3

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.3. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours.

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. Legal Environment of Business f. Economics g. Business Ethics h. Global Dimensions of Business
Technical Skills	i. Information Systems j. Quantitative Techniques/Statistics
Integrative Areas	k. Business Policies, or l. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Note: If your institution deviates significantly from these historically proven coverage levels, you must explain your explicit rationale for the reduced requirements, and provide performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.

CPC topics covered in business core courses are not mutually exclusive. The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of marketing. For example, a lecture on international marketing could include hours under CPC headings of both "Marketing" and "Global" dimensions.

To demonstrate compliance with Criterion 6.1.3, identify where the topical areas of the CPC are covered in the required course offerings by completing an Abbreviated Course Syllabus for each undergraduate required course taught in the business core. (An example of a completed course syllabus is provided in Figure 6.4., found under the Evidence File tab (ACBSP Documents folder) above.) A completed example and blank template have been provided in the Excel file. Then, summarize the CPC content of your required undergraduate courses in a table such as 6.5 also found under the Evidence File tab above.

Note: For required courses in the business core that are taught by an academic department outside of the business unit, prepare an Abbreviated Syllabus and include it with this section of the self-study (e.g., statistics taught by Math Department).

Note: The totals that are less than 30 on Figure 6.5 would require additional coverage. The substance of this requirement also applies to schools measuring coverage by percentage of a three credit-hour course.

Institution Response

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives which imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours.

The appropriate coverage of the Common Professional Component was determined taking into consideration the skills, abilities and knowledge that the student will develop in each course to satisfy the intended students learning outcomes and the labor market requirements. Figure 6.4, include all of the abbreviated course syllabus for the BSBA, BOA, and MBA programs. Also, detailed information about CPC compliance is presented on Figures 6.5a to 6.5d. Note the tables are organized by grouping the academic options that shared the same core courses.

[Criterion 6.1.3 Figure 6.4 Abbreviated Syllabus BSBA](#)

[Criterion 6.1.3 Figure 6.4 Abbreviated Course Syllabus BOA](#)

[Criterion 6.1.3 Figure 6.4 Abbreviated Syllabus MBA](#)

[Criterion 6.1.3 Figure 6.5a - Figure 6.5d 06-24-2016](#)

6.1.4 - Criterion 6.1.4

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions. Curriculum Design Beyond CPC.

Curriculum 6.1.4.a. - Curriculum Design Beyond CPC

For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements.

Use Figure 6.6 found under the Evidence File tab above to support your presentations for Criterion 6.1.4.a.

Curriculum 6.1.4.b. - Curriculum Design for General Education

Schools of Business and programs should demonstrate a sufficient foundation in general education, which should generally be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

Use Figure 6.6 found under the Evidence File tab (ACBSP Documents folder) above to support your presentations for Criterion 6.1.4.b.

In your narrative on Criteria 6.1.4.a. & 6.1.4.b., explain how your educational processes focus on students' active learning for the development of problem solving skills, intellectual curiosity, and capacity for creative and independent thought and action.

Note: Each institution should have on file, and available for inspection by the evaluators: syllabi; curriculum sheets; degree plans; degree audit forms; or other documents that reflect deployment of the curriculum design.

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your general education coverage supports your mission and program objectives.

Institution Response

Criterion 6.1.4.a and 6.1.4b Curriculum Design Beyond CPC and for General Education

The curriculum of the College of Business Administration has been designed with a dual goal of meeting the expectations and requirements of our students and stakeholders. The BSBA and BOA focuses in promoting the active learning of our students in order to develop a highly qualify and ethical professional, capable of making significant contribution to the prospective employer.

As a business related program we provide a coherent Academic Degree with an opportunity for the students to obtain an integral formation with research skills and critical analysis as well as innovative, creative and entrepreneurial capabilities. The program's design focuses in exposing the undergraduate student to as many areas of business knowledge as possible. Following this philosophy, the program requires between 50 and 53 credits in business core subjects and between 21 to 31 related courses beyond CPC.

CBA's curriculum includes a wide array of general education and foundations courses in order for students to receive a fulfilling degree. We organized the curriculum to provide a core group of courses to deliver those common professional components and additional courses within each major area to develop skill and expertise required beyond the common academic components in the discipline.

We acknowledge that the ideal components of general education can be addressed throughout the curriculum and that this learning may occur in a variety of ways. We have included in our curriculum courses devoted to promote development of different skills, such as: critical thinking, communication, consciousness about history, humanities, values, and attitudes, technological and business issues. Figure 6.6 supports our curriculum design criteria.

[Criterion 6.1.4b Figure 6.6 06-24-2016](#)

6.1.5 - Criterion 6.1.5

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions. Curriculum Design Beyond CPC.Other Business-related Programs

Curriculum 6.1.5. - Other Business-related Program

Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelors or master's degrees must have a minimum of 25 percent of the total undergraduate curriculum devoted to business. Other business-related programs might include programs such as sports management, master of science in management, hotel and motel management, computer information systems, etc.

In your narrative regarding this criterion, use the information from Figure 6.6, found under the Evidence File tab (ACBSP Documents folder) above, for each "other business-related program" to compute and report the percentage of the undergraduate curriculum devoted to business. Also report the hours of CPC coverage for undergraduate degrees, or CPC competency for a graduate degree. Explain how the coverage meets the long-term needs of students and other stakeholders, given the objectives of the program.

Institution Response

The College of Business Administration has no " Other Business-Related Programs.

6.1.6 - Criterion 6.1.6

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.6. - Curriculum Design in Graduate Programs

Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students. The Master's degree program may be either a general degree (such as the MBA) or a specialized degree (such as a Master's in Accounting). If the institution offers a specialized master's degree in business, at least 15 credit hours should be in the area of specialization.

Doctoral programs in business should require that graduates have completed the equivalent of the undergraduate CPC, the master's level degree requirements in a business field, and doctoral courses equivalent to 30 semester hours (45 quarter hours) beyond the master's level. Doctoral program requirements will normally include courses in research methods, data analysis and statistical inference, formal academic writing and publication, as well as independent research and the preparation of a doctoral dissertation. While it is acceptable for doctoral students to take some master's-level courses in a doctoral program, a substantial percentage of the required course work should be in courses reserved for doctoral students.

Note: If your institution deviates significantly from this curriculum design, you must explain your explicit rationale for the alternate requirements, and provide student learning performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.

In addressing Criterion 6.1.6., present your catalog descriptions of all your graduate programs, and tabulate here for each program:

- a. the hours of graduate level work in business coverage beyond the CPC;
- b. how you determine the appropriate number of hours of graduate level work in business coverage beyond the basic Common Professional Components topics that will provide your students with a quality business education appropriate for graduate level learning.

Note: If your business school or program offers graduate programs (master and doctorate), the assessment requirements of Standards 3 and 4 apply to those programs. The assessment of student and stakeholder satisfaction and of learning outcomes for those programs, at that level, must be fully explained and reported in your self-study under Standards 3 & 4.

If your business programs do not meet this criterion you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your curriculum design in graduate programs support your mission and program objectives.

Institution Response

Criterion 6.1.6 Curriculum Design in Graduate Programs (if applicable)

As mentioned in criteria 6.1.2, the College of Business Administration offers a Master in Business Administration (MBA), leading to both, a Master of Business Administration degree and an MBA with specialization in Human Resources, Industrial Management or Finance. The MBA curriculum has 48 semester credits hours. MBA's curriculum includes 21 credits in core courses, 21 credits in elective courses that vary according the specialization area, and six Capstone Courses. Table 6.5 also shows that the Human Resources, Industrial Management and Finance specializations comply with the requirements of 15 credits hours in the area comprised by 12 credits in business electives courses and the remaining 3 credits included as part of the core requirements. Figures 6.3 include CBA's master degree curriculum credits by majors and an abbreviated course syllabus for the MBA Program. Refer to Criterion 6.1.3 for the abbreviated syllabus for the MBA program.

[Criterion 6.1.6 Diagram 6.1 06-24-2016](#)

As in the case of the BSBA, the appropriate coverage of the Common Professional Component for the MBA Program is determined taking into consideration the skills, abilities and knowledge that the student will develop in each course to satisfy the intended Student Learning Outcomes and the labor market requirements. In this regard, prospective MBA students coming from disciplines other than Business Administration must submit, among other requirements, an academic transcript to be evaluated. Upon this assessment, the candidate is interviewed by the Associate Dean of Research and Graduate Affairs to determine the relationship, if any, between the courses already taken by the student and the CPCs. The student also fills out a questionnaire listing extracurricular activities such as conferences, seminars, and workshops (with their respective evidences) that could be used to validate compliance with any of the CPCs. Based on this evaluation, the Associate Dean of Research and Graduate Affairs develops a study plan for the MBA candidate. This plan may include remedial, integrative, or elective courses that could be used to deal any deficiencies and comply with the program's CPCs.

6.1.7 - Criterion 6.1.7

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Curriculum 6.1.7. - Education (Design and Delivery) Evaluation

The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

In addressing Criterion 6.1.7., report and explain your methods and processes for program evaluation. These observations and/or indicators could include such measures as: enrollment and participation figures, student evaluations of courses and instructors, success/completion rates, attendance rates, dropout rates, complaints, student feedback, and observations by school and/or program leaders. Explain whether these evaluations are internal to the business unit, or required by your institution, and in either case, how and by whom they are used in the continuous improvement of the business school or program's offerings.

A table such as Figure 6.8, found under the Evidence File tab (ACBSP Documents folder) above, should be included.

Institution Response

6.1.7 Education (Design and Delivery) Evaluation

As mentioned in Section 6.1, the design and evaluation of educational programs as well as the process of making curricular changes is a uniform and highly structured process applicable to all the eleven academic units of the University of Puerto Rico System. [Certification 43](#) (2006-2007) promotes the evaluation of the teaching-learning process emphasizing on the design of mechanisms to conduct periodic reviews of administrative and academic areas in order to assess the program achievements and areas for improvement. Similarly Diagram 6.1 of Section 6.1 shows that value creation and delivery is the result of an intricate mix of learning-centered and support-oriented activities. Therefore, metrics and measurement mechanisms are developed to examine the effectiveness of the academic unit in both areas.

Academic institutions as well as business concerns exist because of their customers. They will continue to exist as long as they deliver a product or service that customers value because satisfies their needs. Crafting an actionable strategic plan help the organization align customer-centered and support activities to assure the end product/service is of value for customers. A strategic plan must also contemplate the creation of information gathering mechanisms to help in assessing customer's feedback on the firm's value proposition.

As previously indicated, the College of Business Administration (CBA) has been actively engaged in a process of continuous improvement since 2004 in preparation for an eventual process of accreditation. CBA's 2003 – 2012 strategic plan as well as its 2013 revision include methods and processes for program evaluation focused two areas of assessment: academic and administrative. The academic assessment under 2003-2012 strategic plans focused of the following learning outcomes: oral and written communication, teamwork, information technology skills, ethics, entrepreneurial skills, small business management, research skills, and critical thinking. Without the exception of the thinking leaning goal (measured yearly as part of the capstone course), the other learning goals were examined in a period of a

two-year cycle. This assessment also included student evaluations of courses and instructors conducted at the end of each academic semester.

A year later after the revision of its strategic plan for the 2013-2022 period, the CBA initiated the ACBSP accreditation process. As part of this process, a new assessment plan was developed based focusing on the compliance of key competencies that graduating students must attain and the end of its educational career. As mentioned on Section 6.1.3, CPC coverage was determined based on the skills, abilities, and knowledge that the student will develop in each of the courses in order to satisfy both, students' learning outcomes and labor market requirements. In addition to the evaluation of these learning outcomes, the CBA offers a systemic comprehensive exam to junior and senior students. The results are then compared to the scores obtained from students at other academic units of the UPR system.

On the other hand, the administrative assessment measures areas such as the enrollment and participation figures, graduation rates, retention rates, student evaluations of courses and instructors, success/completion rates, attendance rates, dropout rates, and time to complete their education are gathered through the Office of Institutional Planning and Research. These statistics are distributed to all UPRM academic programs. The objective of this information (which reports directly to the Chancellor) is to evaluate the effectiveness of the academic programs and other services provided by the Institution. The reports are shared with the academic programs so they can identify their performance gaps and take corrective action.

Information regarding the academic preparation of faculty, student feedback and complaints, observations by CBA's Board of Advisers, Job Fair participants, and feedback from internship's student and their employers is gathered by CBA administrative offices like the Dean' Office, Student Affairs, Academic Affairs, Administrative Affairs, Internships and Coop Plan, the Center for Entrepreneurial Research and CBA Student Council. See Criterion 3.5 and Standard 4 for detailed information regarding the key elements in the evaluation of CBA's educational process. Figure 6.8 provides a description of how the CBA systematically tracks and evaluates its education and administrative processes.

[Criterion 6.1.7 Figure 6.8 06-27-2016](#)

6.2.1 - Criterion 6.2.1

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.2. - Management of Educational Support Service Processes and Business Operation Processes

Criterion 6.2.1. - Education Support Processes

Each business school or program should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the Internet.

In addressing Criterion 6.2.1, present both a brief narrative and a table such as Figure 6.9 found under the Evidence File tab (ACBSP Documents folder) above.

Suggested topics for the narrative;

- a. how you ensure that education support processes are performing effectively;
- b. how are the following types of information used to evaluate your support processes:
 1. feedback from students, stakeholders, faculty and staff;
 2. benchmarking;
 3. peer evaluations; and
 4. data from observations and measurements

Institution Response

Section 6.2 Management of Educational Support Service Processes and Business Operation Processes

Criterion 6.2.1 Education Support Processes

CBA's strategic thinking to accomplish its vision and mission is anchored in the synergistic coordination and integration of its learning-centered and, learning support activities through a whole system of interrelated and interdependent parts (Refer to [CBA's Value Chain Model](#) in Figure 6.1). While learning-centered activities go hand-to-hand with the most recent curricular revision, support activities completes the value delivery process with top-notch infrastructure (equipment, classrooms, office space) technology, academic and business counseling and student advising, placement and tutorial services, assistance, extracurricular activities, special projects and on-the-job experiences. Educational support processes at the College of Business Administration (CBA) are designed and implemented to support the CBA's vision and mission which are congruent with the UPRM's mission, goals and objectives. The aim of CBA's educational support processes is to enrich the students' quality of life beyond the classroom, contribute to the students' development, the institution's learning outcomes, and make significant contributions to its stakeholders and the community.

How the CBA ensures that education support processes are performed effectively?

As mentioned before, the CBA began a continuous improvement process of its academic offerings in 2004 in response to the arrival of new educational institutions to the academic arena and the challenges posed by the new order in the global business scenario of the late 1990s. For instance, to keep up with changes in its internal and external environments the CBA has revised its strategic plan in two occasions since the beginning of the 21st century (2003 & 2013). A key pillar in devising the education support processes has been the identification of CBA's main stakeholders and the development of methods to listen and to learn their requirements and expectations.

As depicted in [Table 3.1 of Criterion 3.2](#), CBA's key stakeholders include: prospective students, current students, alumni, current employers, prospective employers, faculty, and the external community. This table also identifies the methods, activities and processes through which the CBA gathers stakeholders' input. To ensure that the education support processes are performed effectively, the CBA has developed a systematic procedure to obtain and use the information from students and stakeholders. According to [Diagram 3.1](#), an effective education support process is one that helps in attracting, retaining, and building relationships with students and stakeholders while satisfying their complaints, requirements and expectations.

This procedure involves the active participation of several educational support offices described in Figure 6.9 below. This table lists and describes each of these educational support workplaces, and the services provided. The table also describes CBA's uses of the information gathered from students, stakeholders,

faculty, and staff, and benchmarking initiatives. Statistical data from observations and measurement to evaluate CBA's support processes can be found in the annual reports prepared and submitted to the Dean's Office (See Annual Reports [2013-2014](#) and [2014-2015](#)) by each educational support area (See a description of these reports in Figure 6.9). For additional statistical data refer to the evidence sources included in the first column of this table.

To complement CBA's education support processes several survey instruments has been develop in order to review the services rendered and keep them current with the educational service needs and expectations (attracting, retaining, and building relationships with students and stakeholders). As described in [Table 3.1 of Criterion 3.3](#), some of these data gathering instruments include surveys to obtain opinions and perceptions of students, stakeholders, employers, faculty, and staff. Some of them are already implemented while others are in the process to be implemented by CBA's Office of Student Affairs (See a paper version of [CBA's Survey Instruments](#) even though they are administered using the Qualtrics electronic platform)..

At the institutional level the UPRM provides robust support service offerings to students and is continuously working to develop initiatives for students as the central figures of the Institution. The student-support service offices are distributed in the Deanship of Students (Band and Orchestra, Department of Counseling and Psychological Services, Department of Financial Aid, Department of Health Services, Placement Office, Office of Quality of Life, Social and Cultural Activities, Student Center, Student 66 Exchange Program and Services to International Students and Alumni Office), the Deanship of Academic Affairs (Library System, Admissions Office, Graduate Studies Office and Registrar's Office), the Deanship of Administration (Cafeteria, Campus Dorms, and Traffic and Surveillance) and the Chancellor's Office (Student Ombudsman Office, Department of Athletic Activities and Computer Center or CTI). In addition, specialized services are offered to students with disabilities in coordination with the Vocational Rehabilitation Office.

UPRM is committed to promoting an environment where students with disabilities have access to all academic programs, support services, social events, and physical facilities as any other student via Law 51 and Reasonable Accommodation Services. In UPRM Strategic Plans for 2003-2011 and 2012 to 2022 periods, exercises were carried out to guarantee that each unit's strategic plan was aligned with the institutional plan.

Student support services are concentrated within 21 units or departments. Many additional offices at UPRM also offer some type of support service. The [graduate](#) and [undergraduate catalogs](#) present the descriptions and the services offered in student support.

[Criterion 6.2.1 Figure 6.9 06-27-2016](#)

[Criterion 6.2 OSA Report 2014-15 Op Plans 2015-18](#)

[Criterion 6.2 OAA Report 2014-15 Op plans 2015-18](#)

[Criterion 6.2 ICEP Report2014-15 Op Plans2015-18](#)

[Criterion 6.2 BRC Report2014-15 Op Plans2015-18](#)

[Criterion 6.2 BEDC Report 2014-15 Op Plans2015-16](#)

[Criterion 6.2 Computer lab usage stats](#)

6.2.2 - Criterion 6.2.2

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.2.2. - Business Operation Processes

The business school or program should ensure effective management of its key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).

In addressing Criterion 6.2.2., use a table such as Figure 6.10. found under the Evidence File tab (ACBSP Documents folder) above, for all educational locations and the Internet. Explain or describe:

- a. your key business operation processes;
- b. how you determine your key customer requirements;
- c. how you set measures and/or indicators and goals;
- d. how you monitor performance;
- e. how you evaluate and improve business operation processes to achieve better performance, including cost and productivity; and
- f. how you use the following types of information to evaluate your key business operation processes:
 1. feedback from students, stakeholders, faculty and staff;
 2. benchmarking;
 3. peer evaluations; and
 4. data from observations and measurements

Institution Response

Criterion 6.2.2 Business Operation Processes

CBA's Key Business Operation Processes:

The College of Business Administration is headed by the Dean who, in coordination with the Campus's Chancellor and the Administrative Board manages the annual budget and plans administrative and academic development. The CBA's Dean shares the relevant information through faculty meetings and faculty representatives in the governing bodies, institutional committees, Academic Senate and the Administrative Board. A complete list of the Dean's responsibilities is included in Criterion 1.1 of Standard #1.

Under the Dean's direction, the CBA has implemented a formal process of determining its strategic plan in alignment with the UPRM campus institutional plan and the UPR System wide plan established by the UPR Central Administration. To communicate its strategic objectives, action plans and measurements to all stakeholders the CBA implemented a systematic approach through mechanisms like: its website, display panels and computer monitors, emails, public and periodic reports in faculty meetings, and

presentations to stakeholders. Also, the CBA's Dean is the leader who, in conjunction with the administrative staff, ensures that the College fulfills its mission, vision and objectives, and complies with the key business operation processes of the academic program. Refer to the introduction section in Standard #2 which presents CBA's operation process deployment. According to this figure, CBA's operational plans are executed through its administrative and service offices with the assistance and support of the permanent committees.

To complement CBAs operation processes a state-of-the-art facility was built in 2007 equipped with technological and information access infrastructure to promote quality in education and research consistent with the ACBSP business accreditation standards. All faculty offices and classrooms have computers with Internet access. We have five (5) laboratory classrooms and a computer center with eighty (80) desktops open to the university community. Classrooms are equipped with overhead projectors and some with video conferencing capabilities. Also the auditoriums, study areas (for graduate and undergraduate students), Faculty lounge and the conference rooms are equally prepared with audio-visual equipment and Internet access.

[Criterion 6.2.2 Table 6.1 06-27-2016](#)

How the CBA determines its key customer requirements?

The cornerstone of the CBA's value delivery rests in the development of a systematic communication process with its students, faculty, administrative personnel, employers, and stakeholders. In order to be acquainted with their needs several information gathering instruments has been developed as part of the continuous improvement process. Incorporating key customer requirements and feedback into CBA's value chain allows us to reassess the academic offerings and services and thus increase students and stakeholder's satisfaction. The information obtained through these instruments is also useful in evaluating how much value could be added by the different activities to CBA's academic offerings. Refer to Table 3.10 in Standard #3 for the list of survey instruments developed by the CBA. Some of them are answered via pen-and-paper format while others are electronically answered thorough Qualtrics online survey software.

How the CBA set measures and/or indicators and goals?

One of the key goals of CBA's strategic plan calls for the implementation of continuous improvement processes of its operations through agile and efficient administrative practices. To that effect, each academic and administrative support area submits a performance report and a detailed operational plan to the Dean's Office. Each report includes a description of the accomplishments of the previous academic year as well as the objectives, activities, responsibilities and expected results and performance metrics for the next academic period.

See the performance reports and operational plans for the [Office of Student Affairs](#), [Office of Academic Affairs](#), [Office of Administrative Affairs](#), [Internship and Cooperation Education Program](#), [Business Research Center](#), and the [Business and Economic Development Center](#) in in Criterion 6.2.1.

How the CBA evaluates and improve business operation processes to achieve better performance, including cost and productivity?

The College of Business Administration, as well as the other academic programs of the UPR System, must prepare and submit to the administrative authority periodic information regarding the state of institutional whereabouts. According to Certification #136 of 2003-2004 (former Board of Trustees), the university community must develop a culture of evaluation that propitiates an adequate process of data gathering in order to know the functioning and effectiveness of all academic units. In this regards the Dean works closely with CBA's Administrative Affairs Office to keep track of the budgetary performance of

operational areas such as: office material, travel costs, wages, salaries, and capital expenditures. Based on the information provided by this office, the Dean establishes fiscal control policies for day-to-day operations as well as extraordinary measures for periods of financial insufficiency.

In order to evaluate its key business operation processes, the CBA uses the different types of information such as: feedback from students, stakeholders, faculty, and staff; benchmarking; peer evaluations; and data from observations and measurement (See Figure 6.10 below).

[Criterion 6.2.2 Figure 6.10 06-27-2016](#)

Figure 6.10 b below depicts several examples of CBA's organizational performance results (i.e. admission rates, graduation rates, and retention rates). Refer to Criterion 3.8 in Standard 3 for additional examples of reporting mechanisms of CBA's organizational effectiveness.

[Criterion 6.2.2 Figure 6.10 b 08-11-2016](#)

6.3.1 - Criterion 6.3.1

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3 - Enrollment Management

Criterion 6.3.1. - Admissions Policies and Procedures

The business unit should include in an appendix or refer to the page in the catalog wherein are found the policies and procedures for undergraduate admission to its programs in the business unit.

In addressing Criterion 6.3.1 you should provide:

- a. the policies and procedures for admission of first-year students (freshmen); and
- b. the policies and procedures for admission of transfer of students from within the institution to the undergraduate business programs.

Institution Response

Section 6.3 Enrollment Management

Criterion 6.3.1. Admissions Policies and Procedures

The Office of Admissions of the UPR –Mayaguez Campus operates under the supervision of the Office of the Dean of Academic Affairs. This office promotes the achievement of the institutional mission by facilitating the innovation processes by integration innovation efforts to strengthen and evolving the academic culture of the Campus, to keep us in forefront of excellence in higher education. To achieve this task, the Admissions Office performs the following duties:

1. Receives and processes all applications according to eligibility criteria.
2. Provides orientation regarding eligibility criteria.
3. Compiles, maintains, and updates statistical data regarding admission and serves as a facilitator to the academic community that utilizes this information for tuition evaluation and other procedures.
4. Enforces University admission regulations.
5. Serves as consultant to the administrative Board regarding admission indexes.

The policies and procedures for undergraduate admission to its programs in the College of Business Administration (CBA) regarding the policies and procedures for admission of first-year students (freshmen), visiting students and the policies and procedures for admission of transfer of students from within the institution to the undergraduate business programs can be accessed through the following;

[UPRM Admission for new students](#)

[UPRM Admission of transfer students](#)

[UPRM Admission for visiting students](#)

6.3.2 - Criterion 6.3.2

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.2. - External Articulation Process

The business unit should include a source document that includes (or refer to the page in the catalog wherein are found) the policies and procedures for articulation with relevant two-year business programs, and admission of undergraduate transfer students from other institutions to programs in the business unit.

For the purpose of satisfying Criterion 6.3.2, explain or describe any articulation and/or course transfer arrangements you have with other institutions. Also, please report:

- a. what ongoing communication exists between the administration and faculty of the business unit and representatives of two-year institutions from which the business unit regularly receives transfer students;
- b. the principal institutions from/to which the institution receives/sends transfer students;
- c. the policies and procedures pertaining to the admission of transfer students from outside institutions into your business programs;
- d. any mechanisms in place to avoid requiring students to unnecessarily duplicate course work, and the student advisement process which counsels students as to the transferability of course work; and
- e. the policies for acceptance of transfer of credit from other institutions and the method of validating the credits for both undergraduate and graduate programs.

- f. persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions; and
- g. total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward business degree requirements at receiving institution.

See Figure 6.11 under the Evidence File tab (ACBSP Documents folder) for an example of a table for External Articulation.

Institution Response

Criterion 6.3.2. External Articulation Process

The College of Business Administration does not offer two-year business programs. Therefore this criterion does not apply.

6.3.3 - Criterion 6.3.3

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.3 - Graduate Program Articulation and Admissions Policy

A graduate program must have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.

In addressing this criterion, report and explain or describe:

- a. the admission policies of the business unit for each of the graduate level programs;
- b. the page numbers in the academic catalog that describe the admission policy for graduate programs in business;
- c. each type of student classification given to graduate students in the business unit (i.e., unclassified, post-baccalaureate, non-degree, provisional, conditional, probationary, etc.) and describe how these classifications are administered. (Also, give the student catalog page number as a reference.);
- d. any difference between the day and evening graduate program in business in terms of admission and classification;
- e. whether admissions requirements allow entry to students who can reasonably be expected to succeed in graduate business studies. Please explain and give reasons for this conclusion.

Institution Response

Criterion 6.3.3 Graduate (masters or doctorate) Program Articulation & Admissions Policy

Besides its responsibility for coordinating and supervising all academic matters and activities of the four academic colleges and the Division of Continuing Education and Professional Studies, the Office of the Dean of Academic Affairs also supervises the admissions policy regarding the acceptance of prospective graduate students. As in the case of the undergraduate program the Admissions Office performs the following tasks with regard to admissions to graduate business school.

1. Receives and processes all applications according eligibility criteria.
2. Provides orientation regarding eligibility criteria.
3. Compiles, maintains, and updates statistical data regarding admission and serves as a facilitator to the academic community that utilizes this information for tuition evaluation and other procedures.
4. Enforces University admission regulations.
5. Serves as consultant to the administrative Board regarding admission indexes.

The admission policies of the CBA for each of the graduate level programs are included in the Graduate Catalog of the Institutions. Students are encouraged to visit the Graduated Student Office ascribed to the Office of the Dean of Academic Affairs to obtain and fill out the graduate admission application. The applications for admission to graduate studies at UPRM its also available via the following link:

[UPRM Application for Graduate Studies](#)

In doing so the applicant must use the version required for their requested application type, according to the following definitions:

- Regular student – Applicant is applying to obtain a masters or doctoral degree at UPRM. In the case of CBA, it only applies for a master's degree.
- Professional development student – Applicant is not enrolled at another university and wishes to take some graduate courses at UPRM. Apply through the campus Registrar Office.

Additional information regarding the admissions criteria for prospective graduate studies at the CBA is included on pages 3 and 4 (electronic version) or page 29 of the hard cover version ([Graduate Catalog](#)).

Once the application process is completed in its entirety, the applicant must pay the corresponding fees. The fastest and most efficient method of payment is by credit card as deposits are made instantly and the applicant receives a receipt immediately. Payments can also be made directly on campus at the Finance Office, in which case the applicant or his/her representative must take the receipt of payment to the Graduate Studies Office to prove payment. Application fees are not refundable.

The Graduate Program of the CBA is only an evening program. On the other hand, in addition to the admission requirements explained above (Graduate Student Office) the Graduate Program of the CBA has additional requirements to allow entry of students who can reasonably be expected to succeed in graduate business studies. These additional requirements are included on pages 11 and 12 of the [Certification number 09-09](#) of the Academic Senate of the Campus.

1. Students that do not comply with the academic index for admission, but has three or more year of professional experience can opt for the following procedure to be considered for admission to graduate studies.
 - Obtain admission as professional development student and approve nine (9) or more credits in advanced undergraduate o graduate courses with a GPA of 3.00 or more.
 - Upon compliance of the above, the student can request admission as a regular graduate student. If admission is granted, the student's study plan could include a maximum of 12 credits approved thorough the professional development program

6.3.4 - Criterion 6.3.4

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.4. - Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.

Institution Response

Criterion 6.3.4. Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

Federal regulations require all institutions to establish a reasonable and satisfactory academic progress policy for determining whether a student is making satisfactory academic progress. The academic policies used by the CBA for placing students on probation, for suspending students, and for readmitting students who were suspended are follows.

In the case of the CBA the norms that determine student's satisfactory academic progress are included in [Certification 07-28](#) of the Academic Senate and included in the CBA's General Guide. This guide defines in pages 18 to 20 the norms applicable to regular students, and irregular students in regards to the minimum retention index (GPA scores) per study year before a student in placed in probation.

All students in its sophomore year or above (regular and irregular) will be eligible for automatic academic probation even if they do not comply with the satisfactory academic progress requisites mentioned before. For students on probation the minimum retention indexes are established on page 20 of the [CBA's General Guide](#).

Students suspended due to lack of satisfactory academic progress and not eligible for academic probation will remain unable to study in the UPR System or any other institution of higher education for at least one academic year. After completing one academic year of suspension, the student can apply for readmission within the established period specified in the academic calendar. See pages 21 to 22 of the [CBA's General Guide](#).

Every readmission will be granted under the academic probation conditions. The first readmission after the suspension for lack of academic progress will be processed by the Office of the Registrar. Further suspension will require the student to apply for readmission and the application will be evaluated by the Institutional Committee of Academic Progress.

6.3.5 - Criterion 6.3.5

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.5. - Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.

Describe the academic policies used by the business unit for:

- a. recruiting students;
- b. admitting students; and
- c. retaining students.

Institution Response

Criterion 6.3.5 Academic Policies for Recruiting, Admitting and Retaining Students

A. Recruiting Students

An objective of the strategic plan of the University of Puerto Rico Mayagüez (UPRM) is to identify and attract the best possible prospective students from high schools. Open House is carried out with the interest of attracting the best students in Puerto Rico to the four UPRM Colleges by the Office of the Dean of Academic Affairs

The College of Business Administration Office of Students Affairs prepares brochures and recruiting materials about our academic programs, and the student associations set up booths during the Open House. Professors from different areas and staff visit high schools and provide information about all CBA programs.

B. Admitting Students

The admissions standards for undergraduate students were established for the UPR System through certification 25 2003-2004 of the UPR BT. The [UPRM Undergraduate Catalogue 2015-2016](#) publishes the admissions standards (p.72) and Retention Standards (p.79).

Freshmen Admission:

Academic Requirements: Candidates for admission to the first-year class at the University of Puerto Rico, Mayagüez Campus, must file an application for admission with the Admissions Office. Applicants

must have a high school diploma or its equivalent from an educational institution duly accredited by the Department of Education of Puerto Rico.

Entrance Examination:

Prospective applicants for admission to the freshman class must take the University Evaluation and Admissions Tests (PEAU in Spanish) administered by the College Entrance Examination Board in Spanish. This includes aptitude test and achievement tests. Application forms may be obtained in a high school, or by writing directly to College Entrance Examination Board, P.O. Box 71101, San Juan, Puerto Rico 00936-8001. These tests are offered in February, June, and October. Application forms for the English version of the test (SAT and Achievement Tests on English, Mathematics Level II, and Spanish are available from the Scholastic Aptitude Test, P.O. Box 592, Princeton, New Jersey 08540. These tests are offered in January, May, and December. Candidates take this test no later than February of their last year in high school.

Application Procedure: First-year applicants are only considered for admission in August of the first semester. Applications should be submitted before November 30 of the year prior to admission. The following official documents are to be sent to the Admissions Office: (a) High school academic transcript including grades for the first semester of their senior year. (b) Official report of test scores obtained on the college entrance examination (PEAU or SAT). (c) A certified check or money order for \$20.00 payable to the University of Puerto Rico. (Late fee is \$30.00).

Selection of Candidates: Admission to UPRM is based on an admission index formula. The General Admission Index is based on the Aptitude Test of the College Entrance Exam, or SAT. It is calculated as follows: 50% of the score is based on high school academic index, 25% on the mathematical score and 25% on the verbal score on the Aptitude Test of the College Entrance Examination. These raw scores are converted to a scale figure in order to obtain the General Admission Index. Admission is granted to students whose index strictly complies with the minimum value established by the Administrative Board of the respective campus to which students apply. Admission index varies according to program demands and admission limitations.

Non-resident Applicants: Admission may be granted to students from other countries whose previous courses are comparable to those required in Puerto Rico. Candidates must submit evidence of their ability to undertake university work. Applicants from countries where the College Board offers an entrance examination are required to present these results in order to be eligible for admission.

Advanced Placement: Advanced placement is granted to students who approve the College Board Advanced Placement tests with scores of 4 or 5 in the English, Spanish, Mathematics section (Level II), Calculus AB or Calculus BC. Students who meet these criteria, receive credits for the first-level course which appear in the student record as approved courses (P) and are placed in the next level course as specified by their curricula. These credits qualify as graduation requirements. Admission for students with scores of 4 or 5 varies according to the guidelines established by the specific academic department.

Placement in First Level Courses: Students who do not qualify for advanced placement (in a second level course) must take the first level course in Spanish, mathematics, and/or English, but they may be placed in different programs following criteria defined by their respective academic departments which may include but are not limited to College Board Achievement test scores. Placement is compulsory.

C. Retaining Students: Retention policies

- Certification number 07-28 of the Academic Senate at UPRM establishes that a regular student will be considered as having satisfactory academic progress and “in good standing” if the following conditions are met at the end of the academic year:

- Comply with all the established university regulations without being under probationary status.
- Approves sufficient credit hours to demonstrate academic progress toward degree completion as illustrated in the following timetables:
 - 4-year programs – 8 consecutive years
 - 5-year programs – 10 consecutive years
- Attains the minimum GPA allowed according to the number of years completed at UPRM.
- Or, stated in terms of percentage of credit hours approved.

Criterion 6.3.5 Table 6.1 06-28-2016

- A part-time student will be considered as having satisfactory academic progress and “in good standing” if the following conditions are met:
 - Attains the minimum GPA of 2.00.
 - Approves sufficient credit hours to demonstrate academic progress toward degree completion as illustrated in the following timetable:
 - 4-year programs – 10 consecutive years
 - 5-year programs – 12 consecutive years
 - A student who has few years as a part-time student or regular student in a four-year program must approve satisfactorily, a percentage greater than or equal to that resulting from adding 12.5% multiplied by the number of years with regular status and 10% multiplied by the number of years with part-time status. For five years program must be approved cumulative and satisfactorily with a percentage greater than or equal to that resulting from adding 10% multiplied by the number of years with regular status and 8% multiplied by the number of years with part-time status.
 - Approves on an accumulative and satisfactorily way at least the stated percentage of total credits required for their program of studies, according to the following table:

Criterion 6.3.5 Table 6.2 06-28-2016

- The Registrar Office will periodically analyze the student’s records at the end of the second semester to certify the regular or part-time student’s academic progress.

6.3.6 - Criterion 6.3.6

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.6. - Results of Enrollment Management will be reported.

Summarize results for enrollment management not reported elsewhere in the report.

You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.12 found under the Evidence File tab above, is encouraged.

Institution Response

Criterion 6.3.6. - Results of Enrollment Management will be reported.

As mentioned in Standard number 3, admission to UPRM and CBA is a highly competitive process based on the UPR System admission index formula. This explains why the College of Business Administration (CBA) customarily attracts the best high school students from all cities of Puerto Rico and in particular graduates from the western region of the island (See Diagram 6.1).

[Criterion 6.3.6 Diagram 1 06-29-2016](#)

Tables 6.1 to 6.4 depicts the effectiveness of CBA's enrollment management process in terms of indicators such as new admissions, total enrollment, graduation rate and retention. As Table 6.1 shows, new admissions to CBA have been steadily increasing for the past years at an average increase of 15% per year.

[Criterion 6.3.6 Table 6.1 06-29-2016](#)

On the other hand Table 6.2 shows a stable pattern in total enrollment with an average enrollment per year of 1,114 students in spite of recent increase in competition from private universities, technical education institutions, and the migration pattern of families to the United States.

[Criterion 6.3.6 Table 6.2 06-29-2016](#)

Table 6.3 shows CBA's graduation rate distribution by year and concentration for the past three years. Despite that the number of total graduates has increased, the distribution of graduates has changed significantly among the different concentrations. For instance, the concentration in office administration has experienced a sharp decrease of 50% in graduates from 2015 to 2016 while the concentration in computerized information systems experienced a 30% increase in graduate during the same period. Other concentrations experienced more stable patterns over the same period.

[Criterion 6.3.6 Table 6.3 06-29-2016](#)

Table 6.4 shows the CBA's retention rate by concentration from year 2011 to 2015. On the aggregate, each concentration has experienced some variability in its retention rate that could be attributed to movements from one concentration to another, and a combination of several socio economic factors that force students to leave the university (i.e. migration, marriage, working conditions, among others).

[Criterion 6.3.6 Table 6.4 06-29-2016](#)

Despite the variability shown in the previous table, Diagram 6.2, below, depicts a times series graph of CBA's retention rate since year 2000 to 2015. During this period retention rate has been above the 80 % mark with the exception of year 2009. This time series graph also shows (on the aggregate) a similar pattern when compared to the retention rate of UPRM's Engineering Department (the biggest department at UPRM) Finally, the graph also depicts a gradual stabilization after year 2010 reaching an average retention rate of 90% from year 2011 to 2015.

[Criterion 6.3.6 Diagram 6.2 07-7-2016\(2\)](#)

Finally, Figure 6.12 summarizes the results of CBA's enrollment management process in the areas of recruitment, retention and graduation. In the case of retention rate UPRM calculates student retention based based on those students that return the second year after their enrollment (Note that retention rate for 2016 is based on an estimate from previous years).

[Criterion 6.3.6 Figure 6.12 07-06-2016\(2\)](#)

6.3.7 - Criterion 6.3.7

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.7. - Improvement in Enrollment Management will be pursued on a continuous basis.

Explain how you improve the enrollment management processes, and how the improvements are deployed across the organization

Institution Response

Criterion 6.3.7 Improvement in Enrollment Management will be pursued on a continuous basis.

As established in the College of Business Administration (CBA) Vision Statement, the aim is to be the best option in Business Administration education for students, professors and recruiters. To attain this goal, the CBA focuses in serving the traditional prospective student who has recently graduated from high school (public and private) and seeks to be enrolled as a full time student in a competitive institution of higher education (See Criterion 3.1 of Standard 3). In his regards, CBA's vision and mission statements are the key drivers for the continuous improvement of the management of the enrollment process:

1. Identifying CBA prospective students, and developing methods to listen and to learn from its stakeholders in order to determine their requirements and expectations. [Table 3.1 in Criterion 3.2](#) itemizes the main methods used by the CBA to determine students and stakeholders requirements and expectations. For instance, the CBA carries out a yearly Open House to attract prospective students. Hundreds of students visit the CBA to see its facilities and meet faculty and current students. Similarly, visits to high schools are conducted throughout the island to orient students about its curriculum, faculty, facilities, student associations, etc.
2. Developing instruments such as satisfaction surveys, opinion surveys, and end-of-course surveys for the periodic review of educational service needs and direction (Refer to [Table 3.1 of Criterion 3.3](#)).
3. Crafting a process to use the information obtained from students and stakeholders for purposes of planning educational programs, academic offerings, and services; process improvements; and the marketing of CBA program. For instance academic and service offices like the Institutional Research and Planning Office (OIIP) and the Office of Student Affairs (OSA), and the Internship and Cooperation Education Program (ICEP) gathers information from current and prospective

students, alumni, faculty, staff, employers and other external stakeholders to listen to and understand their requirements and expectations.

4. Developing and implementing processes to attract and retain students, and to build relationships with desired stakeholders. Some examples are: a highly visible website and social media site to promote CBA offerings and services, an annual Open House, school visits during the fall semester, a summer camp for high school students; participation in one the several student associations, participation in summer internships, a job fair where students has the opportunity to meet and be interviewed by their prospective employers, and access to academic and professional counseling.

Deployment of the enrollment management processes follows the same systematic approach used by the CBA to communicate strategic objectives, action plans, and measurements to all stakeholders (Refer to Standard 2). Enrollment efforts are coordinated to include the active participation of CBA faculty, the administrative staff and student associations. Activities are divulged through the CBA website, display panels and computer monitors, emails, public and periodic reports in faculty meetings, and presentations to stakeholders. The diagrams, tables and figures included in Criterion 6.3.6., summarizes the effectiveness of the enrollment management process.

APPENDIXES

APPENDIX A

Table One - Review of All Academic Activities

Column A: List all business or business-related programs (including those with designations in the degree or Major title such as "business," "industrial," "administration," "management," or "organizational.")

Column B: Indicate with "yes" or "no" whether the business unit administers the program.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP .

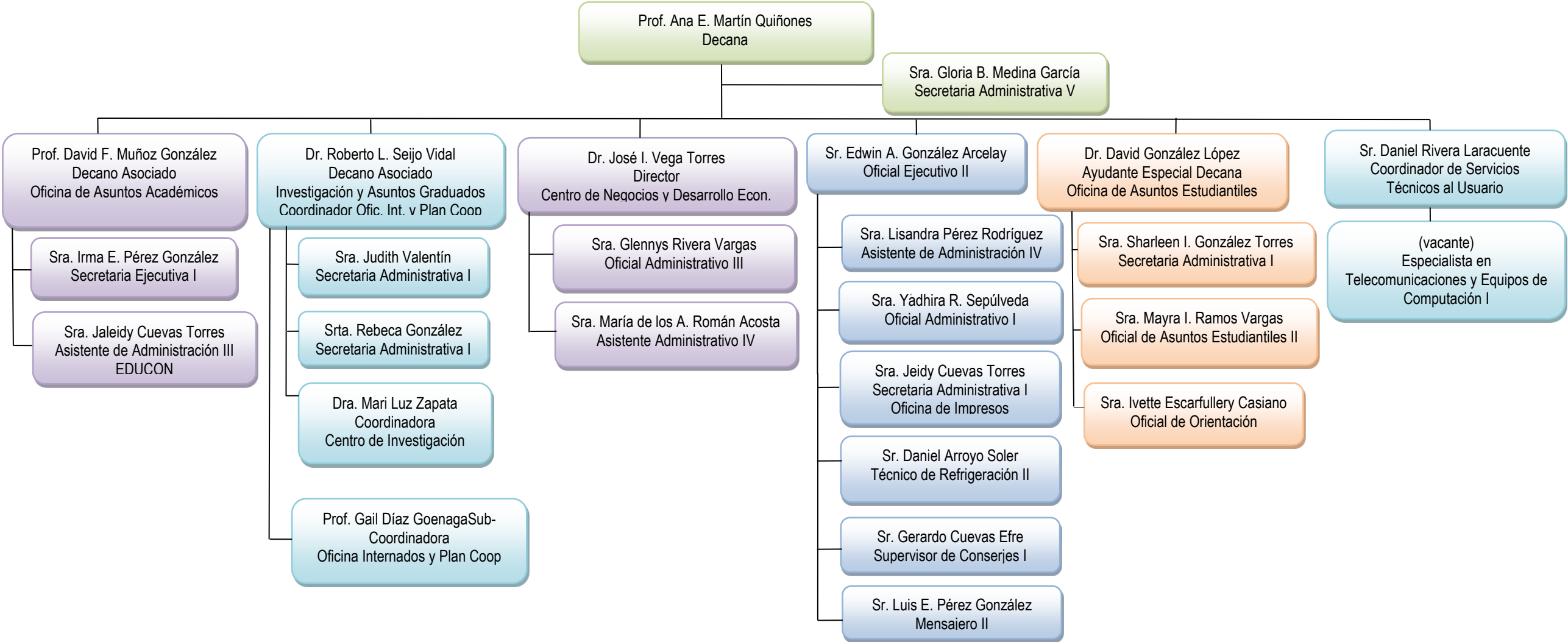
If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited.

Column D: Indicate number of degrees conferred during self-study year.

A. Business or Business Related Programs & Degree Type	B. Program in Business Unit	C. To be Accredited by ACBSP	D. Number of Degrees Conferred During Self-study Year
BSBA with concentration in Accounting	Yes	Yes	59
BSBA with concentration in Finance	Yes	Yes	14
BSBA with concentration in Computerized Information Systems	Yes	Yes	31
BSBA with concentration in Marketing	Yes	Yes	28
BSBA with concentration in Human Resources	Yes	Yes	23
BSBA with concentration in Operations Management	Yes	Yes	30
Bachelor in Office Administration (BOA)	Yes	Yes	35
MBA - General	Yes	Yes	0
MBA with specialization in Human Resources	Yes	Yes	1
MBA with specialization in Finance	Yes	Yes	3
MBA with specialization in Industrial Management	Yes	Yes	2

APPENDIX B

Organigrama Facultad de Administración de Empresas



APPENDIX C

Factor	Impact
Tuition fees	Our tuition cost is about the third of the cost of competing private institutions.
Student services	We provide a full array of student services.
Faculty	A highly competitive and diverse faculty where the large majority is tenured or on tenure track providing a program stability that is difficult for private institutions in Puerto Rico. The majority of faculty have a doctoral or terminal degree.
Curriculum diversity	A curriculum responsive to job market demands and stakeholders expectations.
Quality and prestige	Proven program quality through the evaluation of the students' performance in their workplace by employers.
Students association	Students' participation in/off campus in professional development activities, as well as in high school orientation process.
Community services	Faculty offer seminars, workshops, and conferences through EDUCON upon request of the UPRM and external community. The CBA Business Development Center (BDC) supports the entrepreneurship ecosystem throughout Puerto Rico.
Facilities and Technology	We provide our students with new and modern facilities, including parking, research center, conference rooms, and fully equipped laboratories, among others. All courses incorporate use of technology and the latest programs used by employers and free Internet.

APPENDIX 1.1

Key Performance Measures to Assess CBA Success and Needs

Measures	Purpose	Users
CBA learning assessment outcomes result of the following tests and surveys: <ul style="list-style-type: none"> Standardized Mid-point and Exit Tests Course Assessment Rubrics Senior Exit Surveys 	To measure the effectiveness of the teaching-learning process. To measure value-added learning To provide information to improve student learning through changes in teaching strategies, program courses, and educational support services.	<ul style="list-style-type: none"> Faculty members CBA Assessment Committee Dean and Associate Deans CBA Accreditation Committee
Faculty and Staff Satisfaction Survey Results (In process)	To measure faculty and staff satisfaction with the following areas: <ul style="list-style-type: none"> CBA communication process Resources Professional Development Planning Process CBA Values Performance Appraisal 	<ul style="list-style-type: none"> Dean Faculty members Staff
CBA Students' Affairs Office Satisfaction Survey results	To evaluate and improve the services provided by the CBA Students Affairs Office	<ul style="list-style-type: none"> Dean CBA Student Affairs Officials
Official UPRM statistics for CBA majors: <ul style="list-style-type: none"> New Admissions General Admission Index and available spaces in each major Total enrollment Student retention rate Graduation rate 	To evaluate the statistics and corresponding trends of the indicators of the CBA majors.	<ul style="list-style-type: none"> CBA Assessment Committee Dean, Associate Deans and staff CBA Accreditation Committee Faculty members

APPENDIX 1.2

Strategies that Foster Professional, Legal and Ethical Behavior

Ethical and Legal Behavior	UPRM Institution	CBA/Faculty
Observation of ethical practice in teaching, services and administration	Article 35 of the UPR General Bylaws establishes the disciplinary sanctions applicable to members of the university community who engage in unethical practice in teaching, service, or administration. In addition, the UPRM students' general Bylaws establish the disciplinary sanctions applicable to students engaging in an unethical conduct.	The CBA Statement of Values promotes and fosters an ethical environment.
Institutional integrity environment	The Governmental Ethics Law requires that all the employees complete 20 hours of continuing education related to ethics every two years (PR Governmental Ethics Law Office)	The CBA Statement of Values is displayed in the building's lobby as well as various classrooms and offices throughout the building, and the CBA web page.
Copyright protection policies	Institutional policy about research and copyrights http://cid.uprm.edu/	CBA's Research Center coordinates workshops on copyright protection policies, for faculty and students.
Complaints and grievances (when circumstances warrant)	<p>The Students' Ombudsman Office manages conflicts related to students. http://www.uprm.edu/procuraduria</p> <p>UPRM Dean of Academic Affairs manages conflicts among faculty personnel when the issue cannot be solved by CBA administrators.</p> <p>UPRM Dean of Administrative Affairs manages conflicts among non-faculty personnel when the issue cannot be solved by CBA administrators or the union delegate.</p>	<p>Students communicate their complaints and grievances to the Office of Students Affairs, Office of the Dean or Associate Deans, and student council representatives.</p> <p>CBA's Associate Deans or the Dean manages conflicts among faculty personnel.</p> <p>The employee's immediate supervisor and the Dean manage conflicts among non-faculty personnel.</p>
Ethical and legal use of technology	The ethical and legal use of technology is promoted by Board of Trustees Certification Number 72 mentioned above.	The CBA information system administrator is the custodian of all the information technology and manages the software assets.
Faculty personnel files	The UPRM Human Resources Office keeps personnel files and documentation on a confidential basis.	Access to CBA personnel files is restricted. All personnel information is handled confidentially by CBA Deans and the administrative staff.
Student with disabilities Personnel HIPPA rules on Privacy	The Deanship of Students provides students with disabilities the necessary academic and non-academic reasonable accommodations, support services and technological assistance to facilitate their integration to university life.	CBA's physical installations comply with ADA regulations and specifications. Faculty personnel are informed, in strict confidentiality, by the Deanship of Students when a student requires a reasonable accommodation.
Protection of human subjects in research	UPRM's Institutional Review Board (IRB) revises all research proposals conducted by faculty and students to assure and secure the rights of research subjects according to Title 45 CFR, Section 46.	CBA's Research Center coordinates workshops on IRB requirements. It also advises and support research faculty and students.

APPENDIX 1.3

Impact of the CBA on Society

Criteria	Societal Needs	Established Initiatives	Measures
Programs	Professionals with ethical values, critical thinking, analytical, technological, leadership, entrepreneurship and effective communication skills, and multicultural sensibilities to contribute to the improvement of the quality of life in Puerto Rico.	<ul style="list-style-type: none"> · Creation of the CBA External Advisory Board · Internship and Coop Program · Business and Economic Development Center · Revision and updating of CBA programs, majors and minors · Assessment of the Teaching-Learning process 	<ul style="list-style-type: none"> · CBA External Advisory Board recommendations · Internship performance evaluations · Employer surveys · Learning Assessment Outcomes
Services and Operations	Educational and support services to increase student retention and facilitate academic success, such as: <ul style="list-style-type: none"> · Personal and professional counseling · Academic counseling · Guidance on graduate studies · Freshmen orientation · Courses, lectures, and workshops for professional development · Tutoring services · Students Organizations such as ENACTUS · CBA outreach. For example: CBA Continued Education Division, VITA Center (Volunteer Income Tax Assistance Program) · Sharing CBA's facilities with external stakeholders 	<ul style="list-style-type: none"> · Orientation and academic advising services · Promotion of the programs, majors, and minors · High school visits and Open House event in Campus · CBA Student Associations community service activities · CBA coordination of professional development activities through the Continuous Education Division (EDUCON) · Service provided to the community for State and Federal Income Tax Returns (VITA Center) 	<ul style="list-style-type: none"> · CBA Student Affairs satisfaction survey and annual report · Number of schools visited throughout the year · Number of short courses and certifications offered through EDUCON, and participants' surveys. · Satisfaction survey of students participating from tutoring program. · Satisfaction survey to clients of VITA Center

APPENDIX 1.4

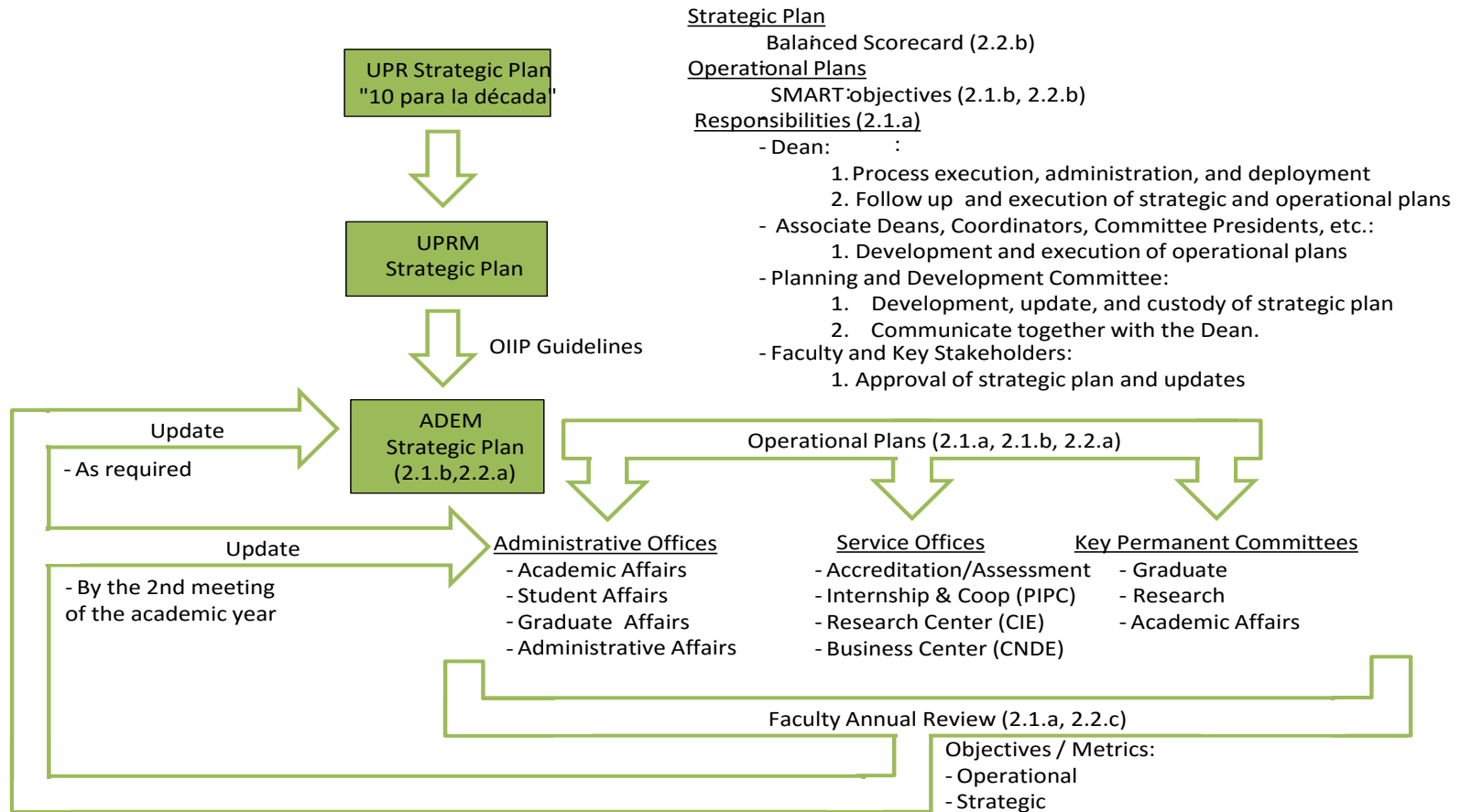
Monitoring Regulatory and Legal Compliance

Area/Criteria and Key Processes		Measures or Indicators	Frequency
Program	The CBA Associate Dean of Academic Affairs oversees faculty compliance with regulatory and legal requirements.	Office staff notifies and assures that faculty members complete all the required forms. See Appendix 1.5	Bi-Annually
Institutional Structure	The UPRM legal advisor provides support to administrators.	Reports or letters showing response to legal inquiries.	When the service is requested
Governance Structure	The UPRM processes are regulated and evidenced by the following accreditation agencies:	The self-study that the Institution carries out for both agencies	
	a. Puerto Rico General Council of Education b. Middle States Commission on Higher Education		Every five years Every ten years

APPENDIX 2.1

Std#2-Strategic Planning

Deployment and Follow Up



APPENDIX 2.2

CBA's Strategic Direction

Key Strategic Objectives (CBAs aligned with UPRM's)	Main Goals	Timetable for deployment
<u>Deliver high quality & innovative education:</u> <ul style="list-style-type: none"> · Be at the forefront of higher education in throughout Puerto Rico · Strengthen research and competitive creative endeavors · Establish a strategic planning and assessment culture 	Update and continuous improvement of the academic programs Apply and obtain accreditation Support research with local and international projection Increase importance of the MBA Program Institutionalize a culture of strategic planning and assessment	2013-16 2013-17 2013-17 2013-17 2013-17
<u>Implement continuous improvement processes:</u> <ul style="list-style-type: none"> · Adopt efficient and expedient administrative procedures · Increase and diversify sources of revenues 	Simplify and automate critical processes Train faculty and staff in pertinent skills Diversify sources of revenues Increase employment opportunities for students	2013-16 2013-18 2013-18 2013-16
<u>Generate a positive impact in society</u> <ul style="list-style-type: none"> · Positively impact our Puerto Rican society · Encourage school spirit, pride, and identity 	Increase service learning opportunities for students Increase students and faculty engagement in community development services Provide technical assistance to startups and existing businesses Promote linkages with alumni, firms and the community at large	2013-15 2013-16 2013-18 2013-17

APPENDIX 2.3

Long term and short term action plans

Strategic Plan (Long Term) Objectives	Short term Plans (Operational) Objectives
Be at the forefront of higher education in throughout Puerto Rico	<ul style="list-style-type: none"> • Update of academic programs • Apply and obtain accreditations for academic programs
Strengthen research and competitive creative endeavors	<ul style="list-style-type: none"> • Provide installations and resources to support research with local and international projection • Encourage research proposals with external funding • Expand the MBA program
Establish a strategic planning and assessment culture	<ul style="list-style-type: none"> • Conduct updates of the strategic plan as needed • Implement annual budgeting in alignment to the strategic plan objectives • Periodically update and publicize pertinent statistics related to student enrollment and performance • Develop an assessment plan that considers learning as well as administrative outcomes
Adopt efficient and expedient administrative procedures	<ul style="list-style-type: none"> • Simplify and computerize critical processes • Provide the necessary skills for administrative staff
Increase and diversify sources of revenues	<ul style="list-style-type: none"> • Encourage revenue producing initiatives by faculty and administrative staff • Establish a fundraising committee • Expand experiential learning experience for undergraduate and graduate students.
Positively impact our Puerto Rican society	<ul style="list-style-type: none"> • Promote student and faculty participation in the solution of business and society problems • Encourage experiential & service learning and other leadership development opportunities for students, faculty and staff • Engage in community and entrepreneurial development initiatives
Encourage school spirit, pride, and identity	<ul style="list-style-type: none"> • Provide suitable installations and support services to the academic community • Support and encourage enrollment in student associations • Strengthen linkages with employers, entrepreneurs, the community, k-12 schools, alumni and other pertinent stakeholders

APPENDIX 2.4

Action Plan Measurement

Short and long term action plans (Strategic Objectives)	Key Performance Measures (that apply to one or more strategic objectives)
<ul style="list-style-type: none">· Be at the forefront of higher education throughout Puerto Rico· Strengthen research and competitive creative endeavors· Establish a strategic planning and assessment culture· Adopt efficient and effective administrative procedures· Increase and diversify sources of revenues· Positively impact the Puerto Rican society· Encourage school spirit, pride, and identity	<ul style="list-style-type: none">· Stakeholders Mapping· Graduation metrics<ul style="list-style-type: none">o Graduation rateso Employment statistics· Student enrollment per academic program· Internship and Coop program<ul style="list-style-type: none">o Student enrollmento Placement by industry· Intellectual contributions· External financials sources· Entrepreneurs supported, job creation, retention & investment· Social projects supported by faculty and students

Note: Some of the Key Performance Metrics are related to several action plans

APPENDIX 2.5

Años Académicos 2015-2018 Oficina de Asuntos Graduados/Comité Graduado

	Objetivo / Acción a Tomar*	Responsabilidades de Ejecución	Fecha Comienzo	Fecha Terminación	Métricas	Comentarios Información de Apoyo	Estatus Actual ** (I,P,C)
1	Alcanzar la acreditación del Programa Graduado bajo ACBSP para II 2015-2016	<ul style="list-style-type: none"> •Decano(a) Asociado(a) de Investigación y Asuntos Graduados •Comité Graduado •Secretaria 	I 2014-2015	II 2015-2016	<ul style="list-style-type: none"> •Plan de Trabajo •Carta de aceptación de la ACBSP 	<ul style="list-style-type: none"> •Clasificación Profesores AQ/PQ •Plan Avalúo •Crear Prontuarios •Asegurar CPC's de Entrada/ Programa Graduado 	C I
1	Aumentar la matrícula del Programa Graduado a sobre 85 estudiantes para II 2016-2017	<ul style="list-style-type: none"> •Decano(a) Asociado(a) de Investigación y Asuntos Graduados •AEGAE •Secretaria 	I 2014-2015	II 2016-2017	<ul style="list-style-type: none"> •Número de estudiantes matriculados en el Programa Graduado 	<ul style="list-style-type: none"> •Plan de Promoción: <ul style="list-style-type: none"> - Ingeniería - ADEM - Empresas Privadas - UPR-Ponce, UPR-Aguadilla 	I
1	Eliminar los exámenes comprensivos del Plan III para II 2015-2016	Decano(a) Asociado(a) de Investigación y Asuntos Graduados	I 2014-2015	II 2015-2016	<ul style="list-style-type: none"> •Aprobación del Senado Académico y Vicepresidencia de Asuntos Académicos 	<ul style="list-style-type: none"> •Someter a Facultad, Senado Académico y Vicepresidencia I 2015-2016 	I
2	Completar los módulos de CONT / ESTA para II 2015-2016	<ul style="list-style-type: none"> •Decano(a) Asociado(a) de Investigación y Asuntos Graduados •Coordinador(a) EDUCON 	I 2016-2017	II 2016-2017	<ul style="list-style-type: none"> •Curso Ofreciéndose Online para Verano 2017 	<ul style="list-style-type: none"> •Pospuesto hasta lograr acreditación ACBSP 	P
2	Retomar el proceso de la revisión curricular graduada para II 2016-2017	<ul style="list-style-type: none"> •Decano(a) Asociado(a) de Investigación y Asuntos Graduados •Comité Graduado 	I 2016-2017	II 2016-2017	<ul style="list-style-type: none"> •Plan de Trabajo •Aprobación del Senado Académico y Vicepresidencia de Asuntos Académicos 	<ul style="list-style-type: none"> •Actualizar cambios sugeridos y someter a Senado Académico y Vicepresidencia •Verificar deseabilidad MBA/BSIE 	P
2	Evaluar la viabilidad económica, tecnológica y administrativa de los acuerdos con UPR-Ponce para II 2016-2017	<ul style="list-style-type: none"> •Decano(a) Asociado(a) de Investigación y Asuntos Graduados •Comité Graduado 	I 2016-2017	II 2016-2017	<ul style="list-style-type: none"> •Plan de Trabajo 	.	P
3	Desarrollar "Project Charter" para la creación de cursos híbridos, "on-line". Para II 2017-2018	<ul style="list-style-type: none"> •Decano(a) Asociado(a) de Investigación y Asuntos Graduados •Comité Graduado •Prof. Mercadeo 	I 2017-2018	II 2017-2018	<ul style="list-style-type: none"> •"Project Charter" aprobado por la Facultad 	<ul style="list-style-type: none"> •Investigación del formato •Evaluación requisitos técnicos •Garantizar la calidad académica •Identificar cursos •Plan de trabajo o ejecución 	P
3	Realizar estudio de mercadeo para cursos / programas nuevos / interdisciplinario para II 2017-2018	<ul style="list-style-type: none"> •Decano(a) Asociado(a) de Investigación y Asuntos Graduados •Comité Graduado •Prof. Mercadeo 	I 2017-2018	II 2017-2018	<ul style="list-style-type: none"> •Plan de Trabajo •Análisis y Conclusiones del Estudio 	Mercadeo, Contabilidad, Empresarismo, Gerencia de Proyecto, Cadena de Suministro, MBA/Ingeniería, STEM, MBA/Derecho	P

APPENDIX 3.1

IMI for 2014-2015 Academic Year

Program	IMI (the minimum IGS required to apply for each program)
Accounting	290
Finance	280
Computerized Information Systems	280
Industrial Management	280
Marketing	280
Organizational Studies	280
Office Administration	260

APPENDIX 3.2

Table 3.2

UPRM College of Business Administration Admissions for 2013-2014

2013-2014 Academic Year						
Prog. ID	DEPARTMENT	Applied	Admitted	Enrolled	% Admitted	% Enrolled
302	Accounting	85	66	62	78%	73%
304	Finance	20	11	11	55%	55%
308	Computerized Information Systems	37	27	26	73%	70%
309	Industrial Management	28	31	25	111%	89%
311	Marketing	56	39	37	70%	66%
313	Organizational Studies	8	12	11	150%	138%
319	Office Administration	42	29	24	69%	57%
	Total for the CBA	276	215	196	77.9%	71.0%

Source: Institutional Research and Planning Office (OIIP) – UPRM

Table 3.3

UPRM College of Business Administration Admissions for 2014-2015

2014-2015 Academic Year						
Prog. ID	DEPARTMENT	Applied	Admitted	Enrolled	% Admitted	% Enrolled
302	Accounting	75	54	50	72%	67%
304	Finance	31	23	23	74%	74%
308	Computerized Information Systems	19	19	18	100%	95%
309	Industrial Management	33	30	28	91%	85%
311	Marketing	44	24	23	55%	52%
313	Organizational Studies	8	8	8	100%	100%
319	Office Administration	31	33	32	106%	103%
	Total for the CBA	241	191	182	79.3%	75.5%

Source: Institutional Research and Planning Office (OIIP) – UPRM

APPENDIX 3.3

Table 3.4

Profile of New Students for 2013-2014

Prog. ID	DEPARTAMENT	FEMALE	MALE	PUBLIC	PRIVATE	TOTAL
302	Accounting	27	35	34	28	62
304	Finance	3	8	4	7	11
308	Computerized Information Systems	4	22	18	8	26
309	Industrial Management	12	13	10	15	25
311	Marketing	25	12	13	24	37
313	Organizational Studies	8	3	7	4	11
319	Office Administration	19	5	14	10	24
	% of Freshmen Enrolled	50.0%	50.0%	51.0%	49.0%	196

Source: Institutional Research and Planning Office (OIIP) - UPRM

Table 3.5

Profile of New Students for 2014-2015

Prog. ID	DEPARTAMENT	FEMALE	MALE	PUBLIC	PRIVATE	TOTAL
302	Accounting	32	18	21	29	50
304	Finance	11	12	11	12	23
308	Computerized Information Systems	4	14	11	7	18
309	Industrial Management	18	10	17	11	28
311	Marketing	17	6	7	16	23
313	Organizational Studies	4	4	4	4	8
319	Office Administration	20	12	21	11	32
	% of Freshmen Enrolled	58.2%	41.8%	50.5%	49.5%	182

Source: Institutional Research and Planning Office (OIIP) - UPRM

APPENDIX 3.4

Table 3.1

Students and Stakeholders Input Methods

Stakeholder Group	Methods
Prospective students	Campus Open House (yearly event) Visits to high schools (including feedback surveys) College Fairs and Career Days (public off campus events) Graduate Studies Fairs (on campus and off campus) UPRM & CBA Webpages CBA Facebook Fan Page - managed by Office of Student Affairs (OSA)
Current students	Student council (representation at the College and University levels) Teaching evaluations (includes open-ended comments) Students associations (feedback provided to OSA and faculty advisors) Student representation in CBA Faculty meetings and Faculty committees Academic counseling (helps students maintain their study plan updated) Professional counseling
Alumni	UPRM Alumni Office CBA Facebook Fan Page & CBA Webpage and UPRM Webpage Homecomings (helps maintain and establish collaborations with alumni)
Faculty	Faculty meetings (all sorts of concerns are shared and channeled) Faculty committees (permanent and ad-hoc) Faculty meetings by area (specialization area/major) Faculty membership in professional organizations University committees (permanent and ad-hoc)
Employers	Internship and COOP evaluations and feedback Job Fairs (feedback from and meetings with recruiters) Employer Satisfaction surveys (PENDING) Advisory committee/board (PENDING) Concilio de Industriales del Valle de Añasco (faculty participation)
External Community	Advisory committee/board Business Development Center Course Projects (applied and implemented in local organizations) ENACTUS Professional Associations (faculty participation) CBA Facebook Fan Page & CBA Webpage and UPRM Webpage

APPENDIX 3.4

Table 3.2

Advisory Committee Members

Name	Title	Company
Mr. Nelson Perea Fas (Chair)	Executive Director	Puerto Rico Techno Economic Corridor PRTEC
Mr. Oscar Villalonga (Vice-Chair)	Senior Managing Director	GE
Ms. Esther Caro (Secretary)	Executive Director	<i>AMPI, Inc. (Asociación Mayagüezana para Personas con Impedimentos)</i>
Ms. Laura Cantero	Executive Director	Grupo Guayacan, Inc.
Mr. Andrés Acevedo	HR Generalist	HP Puerto Rico
Mr. Eduardo D. Angulo	Group HR Manager	Enterprise Holdings
Mr. Scott G. Drach	VP Human Resources – Defense, Space & Security	Boeing
Ms. Ana M. Gregori	Human Resources Officer – Our People Division	BPPR
Ms/ Ana M. Bonilla-Dávila	VP Finance	GFR Media

APPENDIX 3.5

Table 3.1
CBA's Instruments for Period Review of Educational Service Needs and Directions

Student/ Stakeholder Group	Type of Instrument	Periodic Review
Students	Student satisfaction with CBA academic offerings	*
	Assessment of Internship experience	Yearly
	Student satisfaction with CBA's Office of Student Affairs	Yearly
	Senior exit survey	*
Employers	Employer's evaluation of student's internship	Yearly
	Employer's evaluation of student's attending CBA Job Fair	Yearly
Alumni	Alumni satisfaction survey	*
Faculty	End-of-course evaluation by students	Yearly
	Business Research Center	*
	Faculty and Staff Satisfaction Survey	*
Current & Prospective Entrepreneurs	Satisfaction with Business Development and Economic Center services	Every two to three years

*These instruments will be implemented during spring 2016. The need for periodical revision will be determined during summer.

APPENDIX 3.6

Figure 3.1

Students and Stakeholders' Identified Needs and Actions Taken in Response

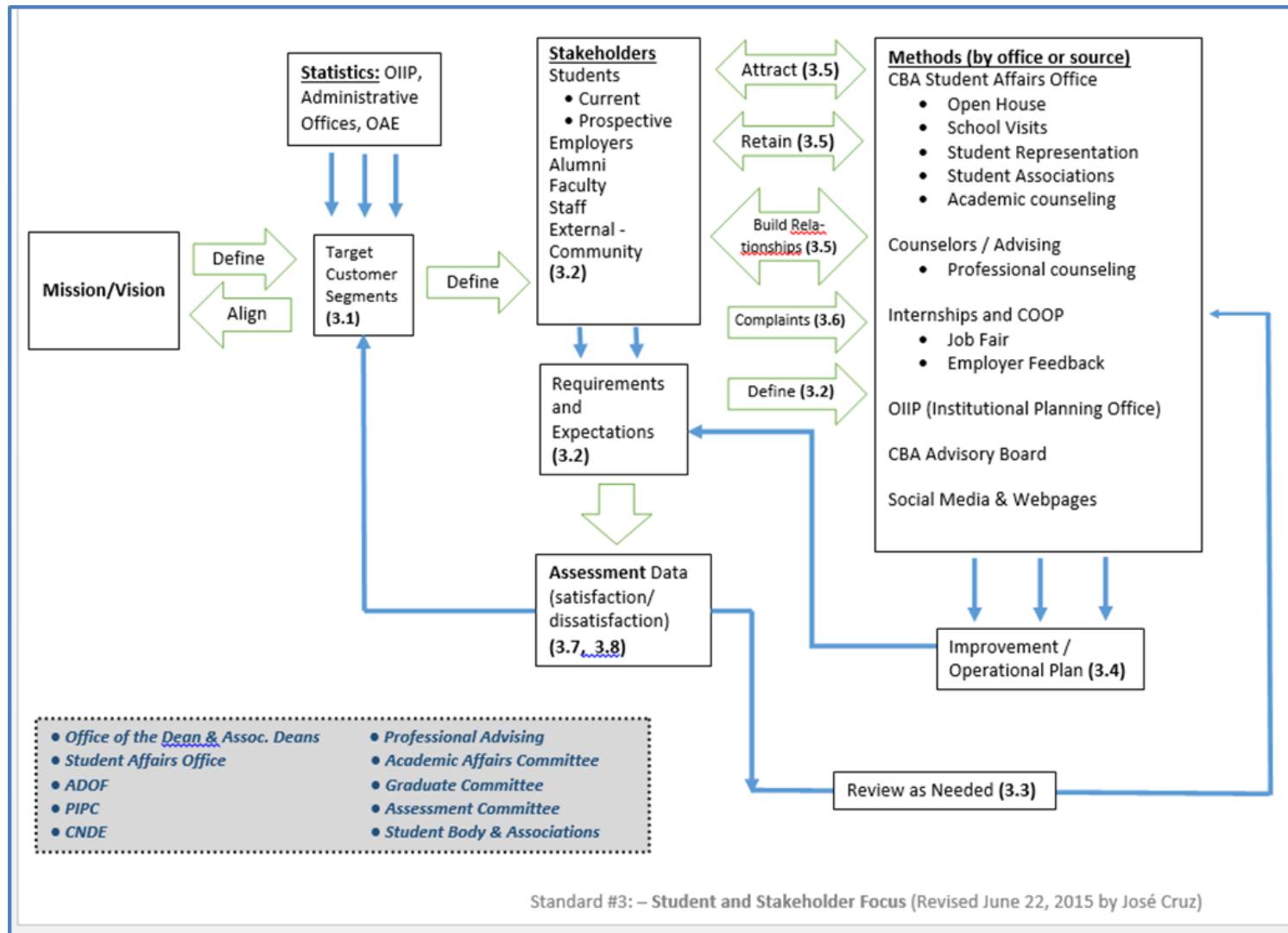
Student/ Stakeholder Group	Requirement or Need Identified	Education Program Addressing Requirement
Prospective Students	Increase applications to UPRM and CBA. Improve dissemination of information about CBA programs	<ul style="list-style-type: none"> ● Open House (in addition to main Coliseum event) <ul style="list-style-type: none"> -- tour of CBA facilities -- exhibitions and demonstration of student projects -- student associations information booths
	An increased number of requests for school visits (as a result of the expanded Open House event)	<ul style="list-style-type: none"> ● The CBA Office of Student Affairs restructured and formalized the process to visit high schools that requested information about CBA programs. For example, surveys were developed that provide information about the interests that high school students have and feedback about the presentation and orientation provided.
Current Students	Enhance and diversify teaching strategies	<ul style="list-style-type: none"> ● Use of online Educational Platforms (Moodle, E-courses, Edu 2.0, among others). ● Workshops/Conferences/Seminars offered to faculty on topics such as “flipped classroom” Assurance of learning, etc. (via CEP or the <i>Center for Professional Improvement</i> for faculty).
	Update Academic programs	<ul style="list-style-type: none"> ● Recent Curriculum Revision (August 2015)
	Variety of academic alternatives and course offerings	<ul style="list-style-type: none"> ● Recent creation and dissemination of the following minors (Business Administration, Office Assistant, Entrepreneurship, Project Management, Information Systems, Accounting, Finance, Marketing, Industrial Management, and Human Resources). In the past these were certifications that now are being upgraded to minors. ● Promote, facilitate and encourage students to obtain professional certifications such as Microsoft Office, Project Management, Network +, A+, etc.

	Practical (real-world activities) in courses and working experience prior to graduation	<ul style="list-style-type: none"> ● The establishment of a dedicated office to strengthen the Internships/COOP program. ● Assertively promote Internship/COOP program ● Real-world problems and cases are incorporated into course projects and capstone courses.
	Academic counseling	<ul style="list-style-type: none"> ● Freshman students orientation and subsequent orientations for students who transfer to CBA ● An assertive campaign to encourage more students seek academic counseling. This was crucial to help student determine if they should transfer to the new curriculum.
	Orientation to pursue graduate and postgraduate studies	<ul style="list-style-type: none"> ● Participation in Graduate Studies fairs (on and off-campus) ● Revised Brochures and revised CBA website
	Student representation in faculty committees	<ul style="list-style-type: none"> ● The formal inclusion of students in faculty committees was discussed in faculty meeting and referred to the faculty regulation committee for evaluation.
	Academic reinforcement	<ul style="list-style-type: none"> ● Increase awareness among students of the tutoring services available for difficult (high failure rate) courses: accounting, statistics, etc. ● Promote the use of “academic help desks” (Spanish/English Writing Centers, mathematics, statistics, etc.)
	Extracurricular activities	<ul style="list-style-type: none"> ● Promote student enrollment in professional and student associations ● Promote student participation in UPRM and CBA extracurricular activities ● Promote student participation in charities and community activities
Alumni	Professional Development, Certifications and Continuing Education	<ul style="list-style-type: none"> ● Disseminate conferences and other activities relevant and of interest to alumni and the external community. ● Disseminate and promote alumni enrollment in Microsoft Office certifications and other professional certifications.
	Continuous communication between CBA and the CBA alumni	<ul style="list-style-type: none"> ● Information in UPRM and CBA websites ● Messages in CBA Facebook page ● Promote participation in “Retorno Colegial” (Home coming)

Employers	Seeking graduated students with proven skills in technology, social interaction and communication, work experiences, ethical behavior, decision making, critical thinking, and English/Spanish languages domain	<ul style="list-style-type: none"> ● Recent Curriculum Revision (August 2015) ● Promote working experience previous to graduation date ● Promote the participation in Seminars, Workshops, and Conferences ● Promote student participation in UPRM Job Fair, and CBA Internship and Job Expo ● Activities and meetings with Advisory Board and with recruiters (Job Fair Lunch).
External Community	<p>Workshops and other activities</p> <p>Support social and economic needs</p> <p>Understand contemporary business reality and needs</p> <p>Academic program updating</p>	<ul style="list-style-type: none"> ● Promote workshops, conferences and other activities relevant to alumni and the external community ● Disseminate the services of the Business and Economic Development Center ● Advisory board, faculty participation in boardrooms ● Recent Curriculum Revision (August 2015) ● Recent creation and dissemination of the following minors (Business Administration, Office Assistant, Entrepreneurship, Project Management, Information Systems, Accounting, Finance, Marketing, Industrial Management, and Human Resources).
Faculty	Professional Development	<ul style="list-style-type: none"> ● Development and promotion of Seminars, Workshops, Conferences ● Professional Organizations Memberships ● Revision and clarification of the process and guidelines for obtaining funds and presenting in conferences ● Development and promotion of the Business School Research Center

APPENDIX 3.7

Diagram 3.1
Students and Stakeholders Focus Process (Updated 2014-2015)



APPENDIX 3.8

Figure 3.2

CBA's Student and Stakeholder Satisfaction

Student/ Stakeholder Group	Type of Instrument	Satisfaction Measure	Dissatisfaction Measure
Students	Student satisfaction survey	Faculty's general knowledge of course material, teaching skills, and professional experience.	Comments and recommendations to improve Faculty course delivery and CBA academic support services
	Student satisfaction survey with OAE*	OAE support and academic counseling	OSA services to improve and expand
	Assessment of Internship experience	How does CBA education help them to perform in internship	Areas, courses, topic to improve or add to the curriculum
Employers	Employer's evaluation of student's internship	Assessment of Student Learning Goal	Areas to improve to better
	Employer's evaluation of student's attending CBA Job Fair	Student domain of their areas of study	Verbal expression during an interview
Alumni	Alumni satisfaction survey	CBA contribution to their professional performance.	Academic offerings and skills to improve in CBA curriculum
Faculty	End-of-course evaluation by students	Professor's course delivery, knowledge, & teaching skills.	Comments and recommendations to improve Faculty course delivery
	Center for Entrepreneurial Research	Physical facilities, operating hours, and personnel assistance	Suggestions to improve center operation faculty and student support
	Faculty and Staff Satisfaction Survey	Professional development, compensation, infrastructure, technology.	Recommendations to improve CBA services & performance.

*Oficina de Asuntos Estudiantiles (Office of Student Affairs)

APPENDIX 3.9

Figure 3.3
Student and Stakeholder-Focused Results

		Analysis of Results			
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
70% of CBA students will indicate their level of satisfaction with the Student Affairs Office (OAE) Very Satisfied and Satisfied	Student satisfaction survey Students indicate their level of satisfaction with OAE support and academic counseling	2014-2015	See Student Survey OAE services		Refer to figures 3.3 – 3.7 below
200 students enrolled in the Internship Program per year	Internship and Cooperation Education Program Performance statistics	2012-2013 2013-2014	See Internship Program Performance Report		Refer to figures 3.8 & 3.12 below
70% of the employers will indicate their level of satisfaction with the program's learning goals between Very Satisfied and Satisfied	Employer Survey-Interns Employer indicates their level of satisfaction with the program's alumni.	2012-2013 2013-2014	See Employer Survey-Interns		Refer to figure 3.13 below
70% of the students will indicate their level of satisfaction with the program's learning goals between Very Satisfied and Satisfied	Student Internship Survey Assessment of student's internship experience. Students indicate how CBA education helps them to perform in internship.	2012-2013 2013-2014	See Internship Program Performance Report		Refer to figures 3.14 & 3.15 below
70% of the employers will indicate their level of satisfaction with the program's learning goals between Very Satisfied and Satisfied	Employer Survey-Job Fair Employer indicates their level of satisfaction with students participating at Job Fair	February 2015 & October 2015	See Employer Assessment Job Fair		Refer to figure 3.16 below

70% of the students will indicate their level of satisfaction with the program's learning goals between Very Satisfied and Satisfied	Student Satisfaction Survey Consists of: demographic data, satisfaction with the knowledge and skills developed through the courses	PENDING			
70% of the alumni will indicate their level of satisfaction with the program's learning goals between Very Satisfied and Satisfied	Alumni Satisfaction Survey Alumni indicate their level of satisfaction with the knowledge and skills developed through the program. This study is performed every five years.	PENDING			
70% of the employers will indicate their level of satisfaction with the program's learning goals between Very Satisfied and Satisfied	Employer Survey-Alumni Employer indicates their level of satisfaction with the program's alumni.	PENDING			
70% of the Business Research Center users will indicate their level of satisfaction with the program's services Very Satisfied and Satisfied	BRC satisfaction survey Users indicate their level of satisfaction with the BRC services.	PENDING			
70% of CBA faculty and staff will indicate their level of satisfaction with CBA Very Satisfied and Satisfied	Faculty & Staff satisfaction Faculty and staff indicate their level of satisfaction with professional development, compensation, infrastructure, communications, etc.	PENDING			

APPENDIX 3.10

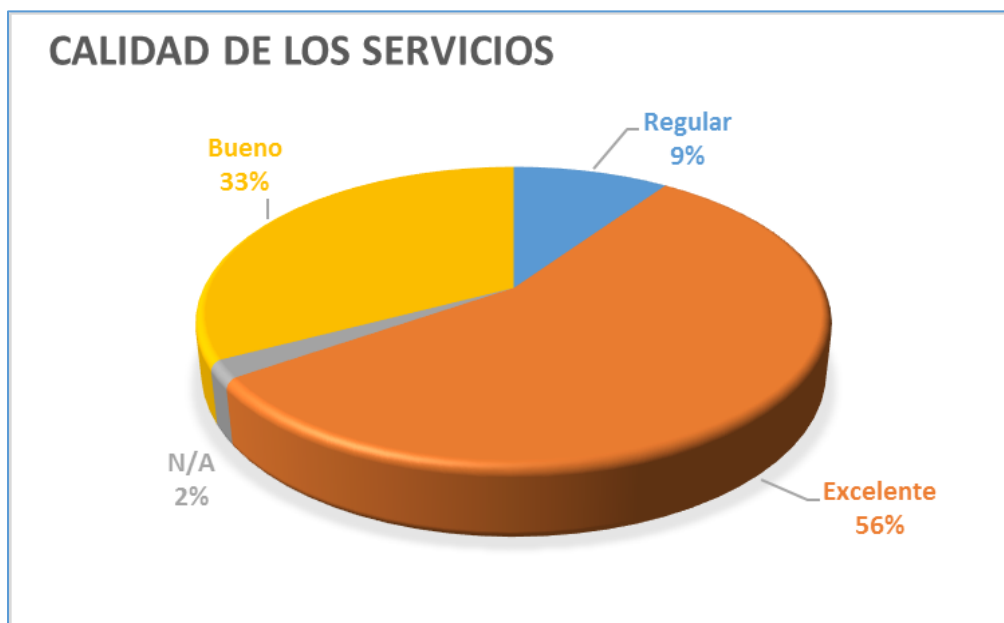
Criterion 3.8 Diagrams 3.1- 3.5

Criterion 3.8 Diagram 3.1 Satisfaction of Services Received (Excellent: 64%, Good: 19%, Average: 15%, Deficient: 2%)



Criterion 3.8 Diagram 3.2

Quality of Services Received (Excellent: 56%, Good: 33%, Average: 9%, N/A: 2%)



Criterion 3.8 Diagram 3.3

Satisfaction of Services for Student Associations Received (Excellent: 80%, Good: 20%)



Criterion 3.8 Diagram 3.4
Screen-Shot of Student's Satisfaction of Services Received survey

Cuestionario sobre servicios ofrecidos por Oficina Asuntos Estudiantiles - ADEM

Estas respuestas se utilizarán para evaluar el servicio que ofrece OAE. Gracias por su tiempo.

*** Required**

1. Seleccione su programa de estudio (concentración u opción): *

- ☐ Contabilidad (CONT)
- ☐ Estudios Organizacionales (ESOR)
- ☐ Finanzas (FINA)
- ☐ Gerencia (GERE)
- ☐ Mercadeo (MERC)
- ☐ Sistemas Computadorizados de Información (SICI)

2. Año de estudio: *

- ☐ 1 año
- ☐ 2 años
- ☐ 3 años
- ☐ 4 años
- ☐ 5 años
- ☐ 6 años o más

3. ¿Utilizó los servicios que ofrece la Oficina de Asuntos Académicos de ADEM (Oficina AE 165) en el año Académico 2013-2014? *

Si contesta No, seleccione N/A en todas las demás preguntas.

- ☐ Sí
- ☐ No
- ☐ N/A

4. Marque con X los servicios que ha usado: *

- ☐ Proyección de Cursos
- ☐ Selección de cursos
- ☐ Fecha Proyectada Graduación
- ☐ Autorizaciones de Permiso de Estudio a otras instituciones
- ☐ Readmisión
- ☐ Secuencias Curriculares
- ☐ Segunda Opción ADEM
- ☐ Traslado Externo
- ☐ Traslado Interno
- ☐ Orientación de los programas o concentraciones
- ☐ Tutorías

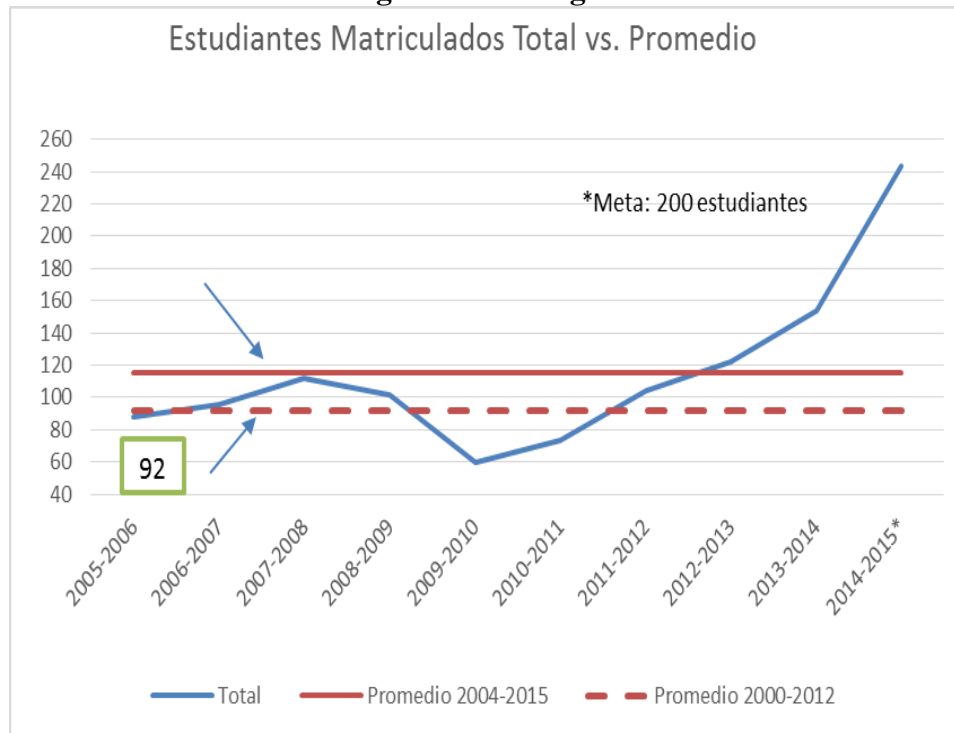
Criterion 3.8 Diagram 3.5
Screen-Shot of Student Association's Satisfaction of Services Received Survey

The screenshot shows a web browser window with two tabs: 'Cuestionario - Evaluación s...' and 'Cuestionario sobre servicio...'. The address bar shows a Google Docs form URL. The survey title is 'Cuestionario - Evaluación servicios de OAE a Asociaciones Estudiantiles'. The introductory text explains that the Office of Student Affairs (OAE) needs to know about the services provided to student associations during the 2013-2014 academic year. It asks the respondent to complete the evaluation. The survey consists of five questions:

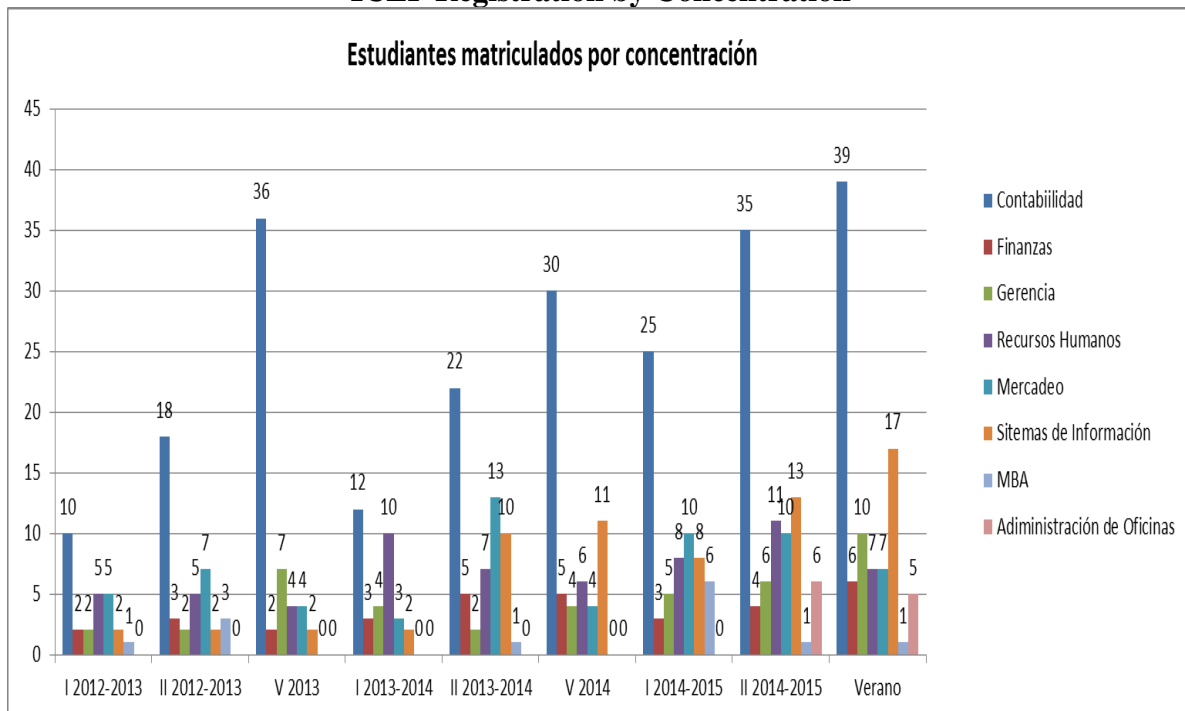
1. La Asociación Estudiantil de la que usted fue presidente, ¿utilizó los servicios que ofrece la Oficina de Asuntos Estudiantiles (OAE) para las asociaciones estudiantiles? *
De contestar No, pase a pregunta #6.
☐ Sí
☐ No
2. ¿Qué servicios utilizó? *
☐ solicitud de uso de salones, anfiteatro, "lobby",
☐ promoción de sus actividades
☐ solicitud de seguros
☐ orientación sobre responsabilidades y deberes de las asociaciones
☐ N/A
☐ Other:
3. ¿Asistió a las reuniones mensuales coordinadas por OAE? *
☐ Sí
☐ No
☐ N/A
4. ¿Cómo evalúa la calidad de los servicios ofrecidos por OAE? *
☐ excelente
☐ bueno
☐ regular
☐ deficiente
☐ N/A
5. Satisfacción general con el servicio ofrecido: *
☐ excelente
☐ bueno
☐ regular
☐ deficiente

APPENDIX 3.11

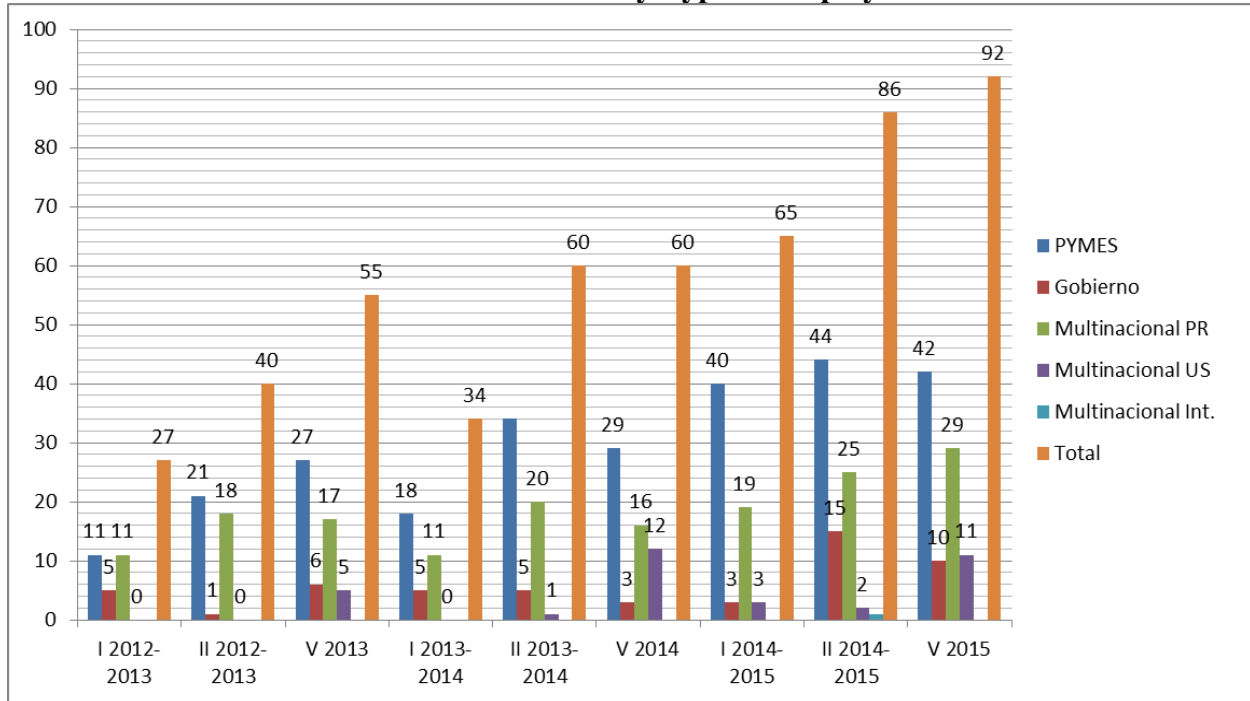
Criterion 3.8 Diagram 3.6 Total v. Average Students registered in ICEP



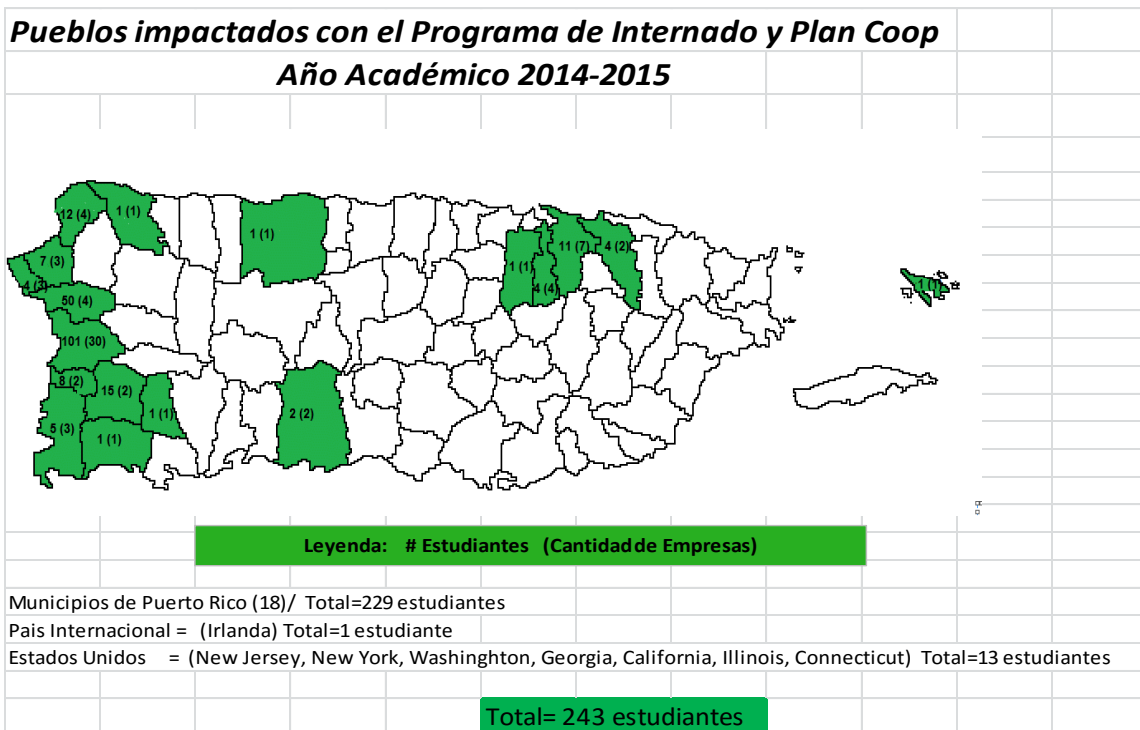
Criterion 3.8 Diagram 3.7 ICEP Registration by Concentration



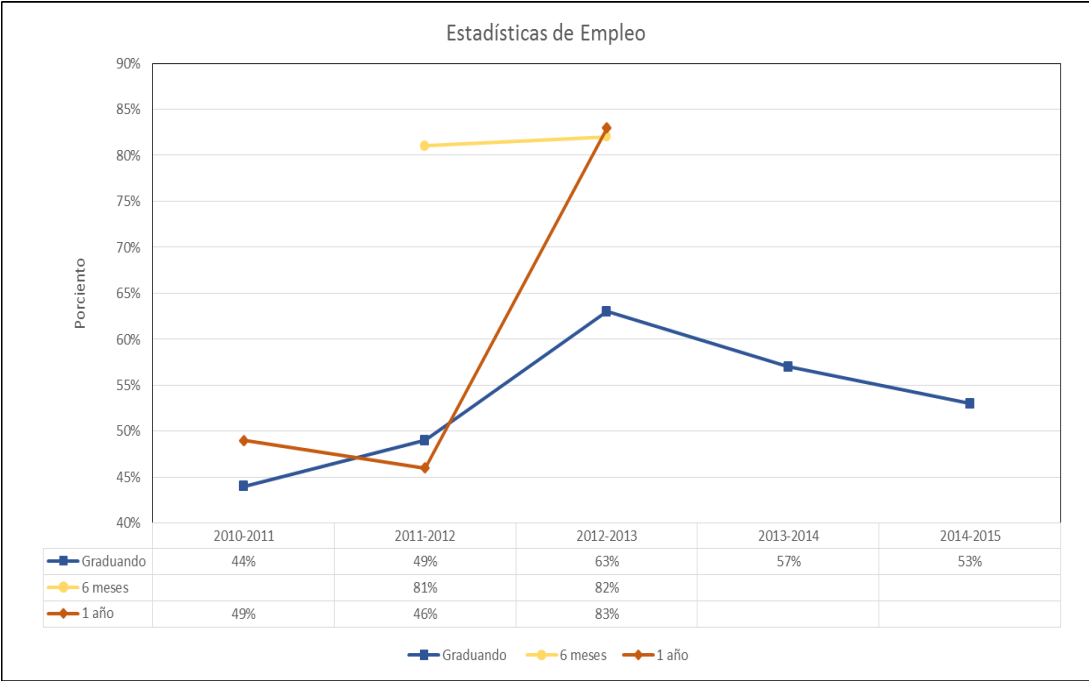
Criterion 3.8 Diagram 3-8
Student Placement by Type of Employer



Criterion 3.8 Diagram 3.9
Student Internship Distribution by Municipality



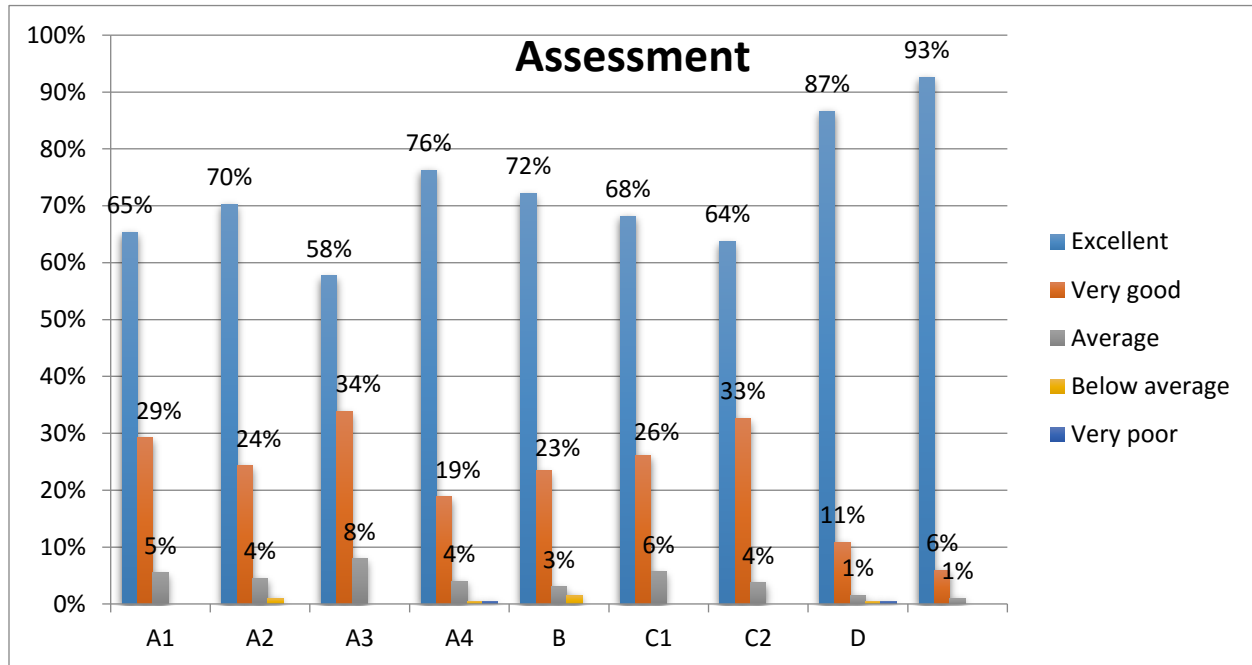
Criterion 3.8 Diagram 3.10
Student Employment post Internship



APPENDIX 3.12

Criterion 3.8 Diagram 3.11

Employer's Assessment on Intern Skills Deployment

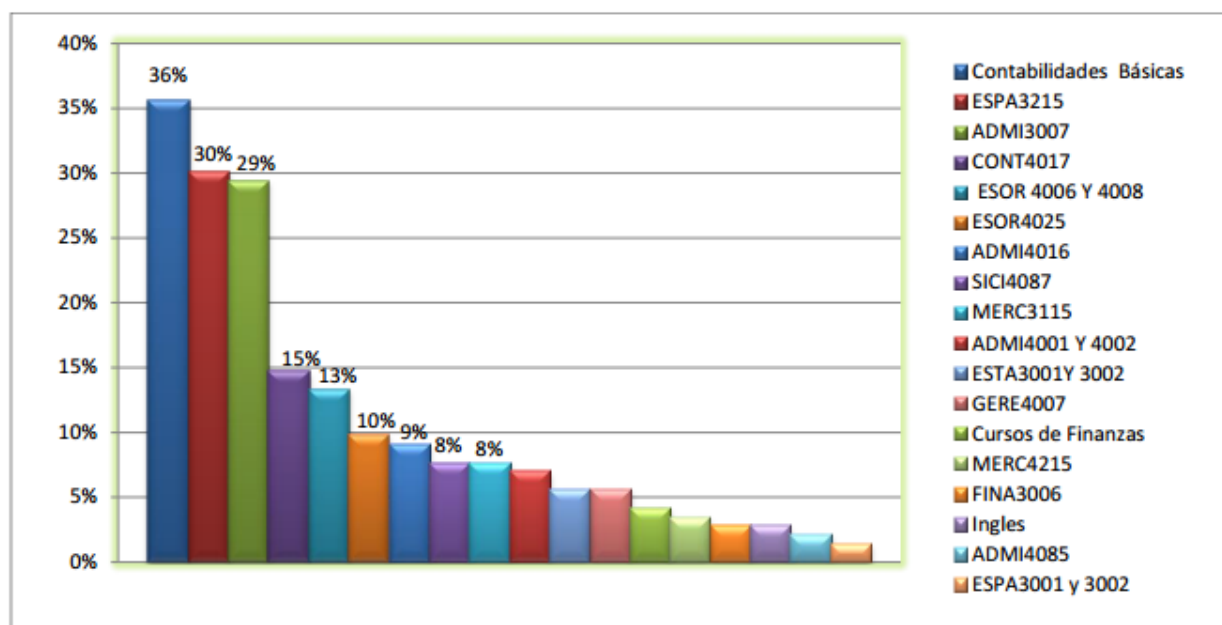


A1-A4 = Functional, Managerial, Environmental & Integrational Skills, B= Communication, C1&2= Analytical, D = Ethics

APPENDIX 3.13

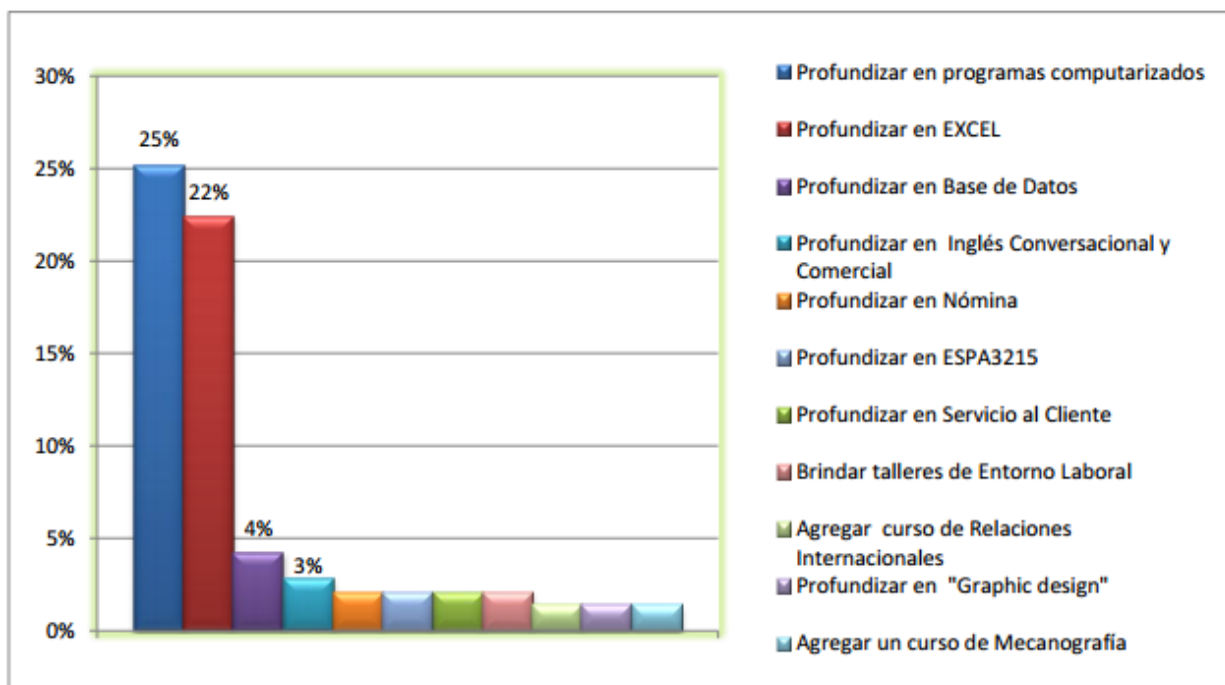
Criterion 3.8 Diagram 3.12

Most Useful Courses for Students during Internship



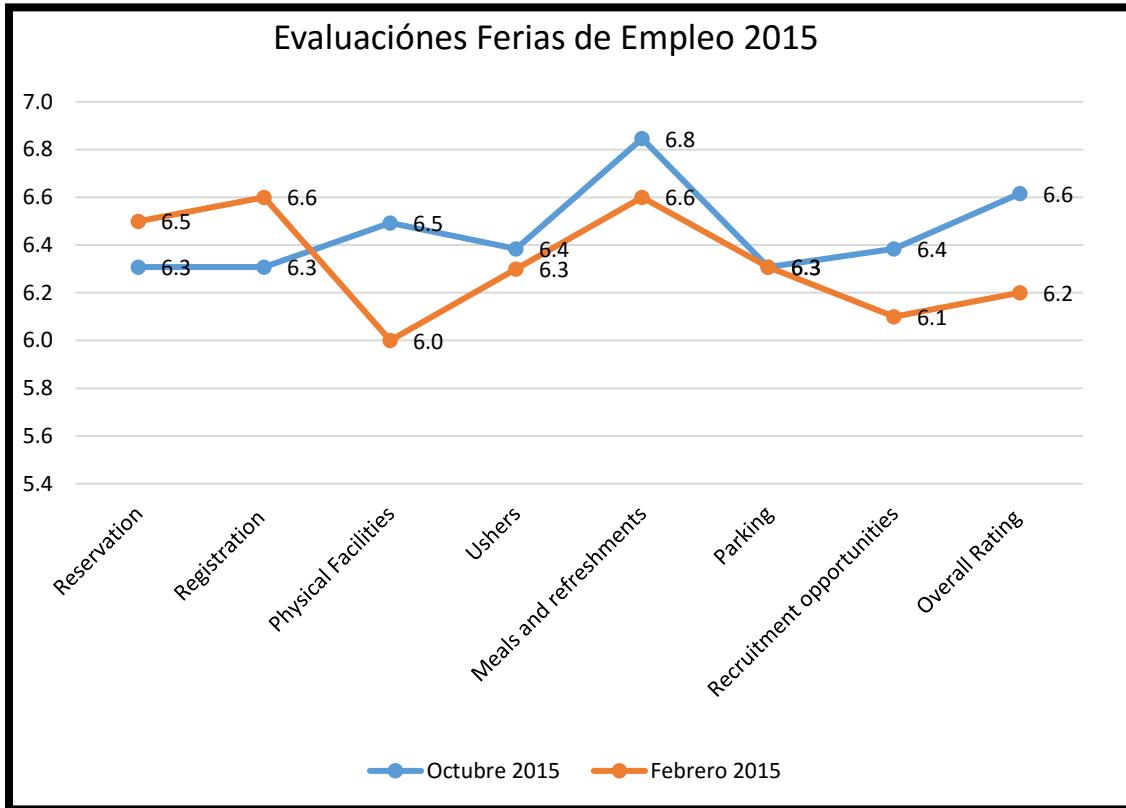
Criterion 3.8 Diagram 3.13

Areas for Improvement According to Students on Internship



APPENDIX 3.14

Criterion 3.8 Diagram 3.14 Employers' Assessment Job Fair 2015



APPENDIX 4.1

Standard 4 Diagram 4.1
CBA Undergraduate Assessment Plan adopted in 2010

Undergraduate Program								
Goal	Learning Objective	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Professional Behavior	Ethics		ADMI4001 ADMI4016 N=202		ADMI4016 N=51	ADMI4016 N=48		
	Teamwork			MERC3115 N=38			MERC3115 N=74	
Knowledge of Management	Knowledge of Management			ESOR4006 N=179		ESOR4006 N=152		
Critical Analytical Skills for Problem Solving	Decision Making		ESOR4026 N=91		ESOR4026 N=91			
	Technology	ESTA3002 N=62			ESTA3002 N=50			
Effective Communication	Oral Communication			MERC3115 N=38				ESPA3215 N=64
	Writing Communication			MERC3115 N=38				ESPA3215 N=84

APPENDIX 4.2

Standard 4 Diagram 4.2
CBA Graduate School Assessment Plan adopted in 2010

Graduate Program						
Goal	Learning Objective	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
Professional Behavior	Leadership	GERE6025 N=28		GERE6025 N=14		
	Ethics	ADMI6008 N=16		GERE6025 N=13		
Research and Analytical Skills	Research		FINA6015 N=11		FINA6015 N=12	
Quantitative Skills	Quantitative Models		GEIN6035 N=16		GEIN6035 N=9	
Knowledge of Management	Business Strategies		GERE6096 N=17		GERE6096 N=22	
Entrepreneurship Skills	Business Opportunities		ADMI6008 N=12	ADMI6008 N=16		

APPENDIX 4.3

Table 4.1: CBA Vision and Mission Statements, CBA Learning Objectives, CBA Learning Goals and UPRM Vision and Mission Statements, UPRM Strategic Objectives and UPRM Learning Outcomes for the Undergraduates Programs (BSBA, BOA)

UPRM Vision			
To be a leading institution in higher education and research, transforming society through the pursuit of knowledge in an environment of ethics, justice, and peace. (Undergraduate Catalog 2015-16, p.2)			
CBA Vision			
To be Puerto Rico's best option in Business Administration with the best students, professors and recruiters. (CBA Strategic Plan 2013-2022, p.1), (Undergraduate Catalog 2015-16, p.308), (CBA Strategic Plan 2013-2022, P.1)			
UPRM Mission			
To provide excellent service to Puerto Rico and to the world by: Forming educated, cultured, capable, critical thinking citizens professionally prepared in the fields of agricultural sciences, engineering, arts, sciences, and business administration so they may contribute to the educational, cultural, social, technological and economic development. Performing creative work, research and service to meet society's needs and to make available the results of these activities. We provide our students with the skills and sensitivity needed to effectively resolve problems and to exemplify the values and attitudes that should prevail in a democratic society that treasures and respects diversity. (Undergraduate Catalog 2015-16, p.2)			
CBA Mission			
Prepare qualified graduates for the business world through excellence in education and the advancement of locally and internationally recognized research. (CBA Strategic Plan 2013-2022, p.1) , (Undergraduate Catalog 2015-16, p.308), (CBA Strategic Plan 2013-2022, P.1)			
UPRM Strategic Objectives			
<p>Objective #1: To institutionalize a culture of strategic planning and assessment.</p> <p>Objective #2: To lead higher education throughout Puerto Rico while guaranteeing the best education for our students.</p> <p>Objective #3: To increase and diversify the Institution's sources of revenue.</p> <p>Objective #4: To implement efficient and expedient administrative procedures.</p> <p>Objective #5: To strengthen research and competitive creative endeavors.</p> <p>Objective #6: To impact our Puerto Rican society.</p> <p>Objective #7: To strengthen school spirit, pride, and identity.</p> <p>(Undergraduate Catalog 2015-16, p.2)</p>			
CBA-Learning Objectives	CBA – CPC (Common Professional Components)	BOA-CPC (Common Professional Components)	UPRM Institutional Student Learning Outcomes
<p>Identify ethical and global issues embodied in realistic scenarios or cases.</p> <p>(Undergraduate Catalog 2015-16, p.308)</p>	<p>Ethics</p> <p>Global Dimension</p> <p>Business and Legal Environment</p>	<p>Business Ethics</p> <p>Global Dimension in Business</p>	<ul style="list-style-type: none"> • Apply ethical standards (d). • Recognize the Puerto Rican heritage and interpret contemporary issues (e). • Appraise the essential values of a democratic society (f). • Operate in a global context, relate to a societal context, and demonstrate respect for other cultures (g). • Recognize the need to engage in life-long learning (i). (Undergraduate Catalog 2015-16, p.2)

<p>Make quality contributions in a responsible manner when working in a team.</p> <p>(Undergraduate Catalog 2015-16, p.308)</p>	<p>Marketing Accounting Business Finance Management Information Systems</p>	<p>Business Policies Comprehensive or Integrative Experience</p>	<ul style="list-style-type: none"> Communicate effectively (a). Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline (b). Recognize the Puerto Rican heritage and interpret contemporary issues (e). Appraise the essential values of a democratic society (f). Recognize the need to engage in life-long learning (i). (Undergraduate Catalog 2015-16, p.2)
<p>Apply management practices of core business functions to improve overall performance of a business.</p> <p>(Undergraduate Catalog 2015-16, p.308)</p>	<p>Marketing Accounting Business Finance Business and Legal Environment Management Economics</p>	<p>Marketing Business Finance Accounting Management Economics Experience Business Policies Comprehensive or Integrative Experience Economics Experience</p>	<ul style="list-style-type: none"> Communicate effectively (a). Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline (b). Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology (c). Recognize the Puerto Rican heritage and interpret contemporary issues (e). Appraise the essential values of a democratic society (f). Operate in a global context, relate to a societal context, and demonstrate respect for other cultures (g). Develop of appreciation of arts and humanities' (h). Recognize the need to engage in life-long learning (i). (Undergraduate Catalog 2015-16, p.2)
<p>Analyze data to make business decisions</p> <p>(Undergraduate Catalog 2015-16, p.308)</p>	<p>Marketing Accounting Business Finance Business and Legal Environment Management Business Policies</p>	<p>Business Policies Comprehensive or Integrative Experience</p>	<ul style="list-style-type: none"> Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline (b). Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology (c). Appraise the essential values of a democracy society (f). (Undergraduate Catalog 2015-16, p.2)

Apply technological resources as business-working tool using a computer exercise (Undergraduate Catalog 2015-16, p.308)	Information Systems Statistical and Quantitative Techniques	Quantitative Techniques/Statistics Information Systems	<ul style="list-style-type: none"> Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline (b). Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology (c). (Undergraduate Catalog 2015-16, p.2)
Prepare and deliver well-organized presentations. (Undergraduate Catalog 2015-16, p.308)	Marketing Accounting Business Finance Management Information Systems	Business Policies Comprehensive or Integrative Experience	<ul style="list-style-type: none"> Communicate effectively (a). (Undergraduate Catalog 2015-16, p.2)
Communicate effectively in writing using proper grammar and observing business style norms skills, knowledge and abilities pertinent to their majors. (Undergraduate Catalog 2015-16, p.308)	Marketing Accounting Business Finance Management Information Systems	Business Policies Comprehensive or Integrative Experience	<ul style="list-style-type: none"> Communicate effectively (a). (Undergraduate Catalog 2015-16, p.2)

APPENDIX 4.4

Table 4.2: CBA Vision and Mission Statements, CBA-MBA Learning Objectives, CBA-MBA Learning Goals and UPRM Vision and Mission Statements, UPRM Strategic Objectives and UPRM Learning Outcomes for the Graduate Program (MBA)

UPRM Vision		
To be a leading institution in higher education and research, transforming society through the pursuit of knowledge in an environment of ethics, justice, and peace. (Graduate Catalog 2015-16, p.2)		
CBA Vision		
To be Puerto Rico's best option in Business Administration with the best students, professors and recruiters. (CBA Strategic Plan 2013-2022, p.1), Graduate Catalog 2015-16, p.150), (CBA Strategic Plan 2013-2022, P.1)		
UPRM Mission		
"To provide excellent service to Puerto Rico and to the world by: Forming educated, cultured, capable, critical thinking citizens professionally prepared in the fields of agricultural sciences, engineering, arts, sciences, and business administration so they may contribute to the educational, cultural, social, technological and economic development. Performing creative work, research and service to meet society's needs and to make available the results of these activities. We provide our students with the skills and sensitivity needed to effectively resolve problems and to exemplify the values and attitudes that should prevail in a democratic society that treasures and respects diversity." (Graduate Catalog 2015-16, p.2)		
CBA Mission		
Prepare qualified graduates for the business world through excellence in education and the advancement of locally and internationally recognized research. (CBA Strategic Plan 2013-2022, p.1) (Graduate Catalog 2015-16, p.150), (CBA Strategic Plan 2013-2022, P.1)		
UPRM Strategic Objectives		
Objective #1: To institutionalize a culture of strategic planning and assessment.		
Objective #2: To lead higher education throughout Puerto Rico while guaranteeing the best education for our students.		
Objective #3: To increase and diversify the Institution's sources of revenue.		
Objective #4: To implement efficient and expedient administrative procedures.		
Objective #5: To strengthen research and competitive creative endeavors.		
Objective #6: To impact our Puerto Rican society.		
Objective #7: To strengthen school spirit, pride, and identity. (Graduate Catalog 2015-16, p.2)		
CBA-MBA Educational Learning Objectives	CBA-MBA Learning Goals	UPRM Institutional Student Learning Outcomes
1. Differentiate and match appropriate leadership styles within a given business situation. (Graduate Catalog 2015-16, p.150)	Professional Behavior: Leadership	<ul style="list-style-type: none"> Recognize the Puerto Rican heritage and interpret contemporary issues (e). Appraise the essential values of a democratic society (f). Operate in a global context, relate to a societal context, and demonstrate respect for other cultures (g). Develop an appreciation for the arts and humanities (h). Recognize the need to engage in life-long learning (i). (Graduate Catalog 2015-16, p.2)
2. Identify and analyze ethical issues embodied in realistic scenarios or cases. (Graduate Catalog 2015-16, p.150)	Professional Behavior: Ethics	<ul style="list-style-type: none"> Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline (b). Apply ethical standards (d). Recognize the Puerto Rican heritage and interpret contemporary issues (e). Appraise the essential values of a democratic society (f). Operate in a global context, relate to a societal context, and demonstrate respect for other cultures (g). Develop an appreciation for the arts and humanities (h). Recognize the need to engage in life-long learning (i). (Graduate Catalog 2015-16, p.2)

3. Develop and write a consistent and well organized research project by accessing, analyzing and synthesizing data to make recommendations. (Graduate Catalog 2015-16, p.150)	Research and Analytical Skills	<ul style="list-style-type: none"> • Communicate effectively (a). • Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline (b). • Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology (c). • Recognize the Puerto Rican heritage and interpret contemporary issues (e). • Appraise the essential values of a democratic society (f). • Operate in a global context, relate to a societal context, and demonstrate respect for other cultures (g). (Graduate Catalog 2015-16, p.2)
4. Apply appropriate quantitative models to make business decisions. (Graduate Catalog 2015-16, p.150)	Quantitative Skills	<ul style="list-style-type: none"> • Apply mathematical reasoning skills, scientific inquiry methods, and tools of information technology (c). (Graduate Catalog 2015-16, p.2)
5. Demonstrate business knowledge by implementing in a simulation, business levels strategies that improve overall performance. (Graduate Catalog 2015-16, p.150)	Knowledge of Management	<ul style="list-style-type: none"> • Communicate effectively (a). • Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline (b). • Recognize the Puerto Rican heritage and interpret contemporary issues (e). • Appraise the essential values of a democratic society (f). • Operate in a global context, relate to a societal context, and demonstrate respect for other cultures (g). • Develop an appreciation for the arts and humanities (h). • Recognize the need to engage in life-long learning (i). • Recognize the need to engage in life-long learning (i). (Graduate Catalog 2015-16, p.2)
6. Identify and explain business opportunities. (Graduate Catalog 2015-16, p.150)	Entrepreneurship Skills	<ul style="list-style-type: none"> • Communicate effectively (a). • Identify and solve problems, think critically, and synthesize knowledge appropriate to their discipline (b). • Recognize the Puerto Rican heritage and interpret contemporary issues (e). • Appraise the essential values of a democratic society (f). • Operate in a global context, relate to a societal context, and demonstrate respect for other cultures (g). • Develop an appreciation for the arts and humanities (h). • Recognize the need to engage in life-long learning (i). (Graduate Catalog 2015-16, p.2)

APPENDIX 4.5

Table 4.3: CBA Mission Statement Student Profile for the Business Administration Undergraduate Program

CBA Mission	
Prepare qualified graduates for the business world through excellence in education and the advancement of locally and internationally recognized research. (CBA Strategic Plan 2013-2022, p.1), (Undergraduate Catalog 2015-16, p.308)	
CBA Program's Student Profile	
The Faculty of Business Administration aims to develop an ethical professional, highly qualified for the world of business to be able to make significant contributions to companies or start their own business. Our undergraduate student will be a professional with a comprehensive training, research capacity and critical analysis, innovative, creative, entrepreneurial leader and interest in citizen participation. It will be able to develop and promote relevant intellectual contributions through research and outreach activities to improve teaching and contribute to the entrepreneurial community. (CBA Strategic Plan 2013-2022, p.1)	
Academic Concentration	Concentration Student's Profile
Accounting	The academic concentration is focused on training professionals in public and private accounting. It offers courses that emphasize on procedures and principles for recording business transactions, preparing State and Federal income tax returns, auditing, planning and cost control. The concentration also provides adequate training towards the CPA certification. (2015-16 undergraduate catalog, p.308)
Computerized Information Systems	The academic concentration provides students with basic understanding of operational systems and control languages, knowledge of actual business data processing applications, high level languages for program codification, algorithms and systems design, office automation design, management of information resources, and understanding of decision systems. The concentration seeks to prepare an individual to develop and manage a computerized information system oriented towards the needs of any organization. It also provides the opportunity to specialize in other areas such as computer systems, auditing, consulting, sales and marketing of hardware and software, and users' training. (2015-16 undergraduate catalog, p.309)
Finance	Students who choose this academic concentration will learn financial analysis techniques, international financial mechanisms, the role of financial institutions, how to make sound investment decisions, the impact of the public sector on business firms, current financial trends, and corporate financial management. This concentration is designed for students pursuing a career in banking, government, corporate finance or brokerage firms. (2015-16 undergraduate catalog, p.309)
Operations Management	The academic concentration emphasizes planning, organizing and supervising operational activities in production environments. Skills in decision-making, production-planning and scheduling, inventory control, allocation of resources, and systems analysis are developed. The option qualifies a student to manage operations in manufacturing and service environments. (2015-16 undergraduate catalog, p.309)
Marketing	Marketing students acquire basic knowledge of techniques, policies and procedures required for working with the distribution of products and services in manufacturing and commercial institutions as well as profit and non-profit organizations. Students develop skills needed for selling, planning and controlling inventories, understanding consumer behavior and concepts within the international markets, and the basic principles of personnel and physical distribution. (2015-16 undergraduate catalog, p.309)
Human Resources Management	In this academic concentration students acquire knowledge of managerial functions, types of organizations, styles of management; human resources administration and industrial relations; development and management of compensation systems; and an understanding of local and federal statutes affecting employees and businesses. Students develop skills needed to work in the management of human resources in a business or government environment. (2015-16 undergraduate catalog, p.309)

APPENDIX 4.6

Table 4.5: CBA Mission Statement, Student Profile and Learning Goals for the Master in Business Administration Graduate Program (MBA)

CBA Mission	
Prepare qualified graduates for the business world through excellence in education and the advancement of locally and internationally recognized research. (CBA Strategic Plan 2013-2022, p.1) (Graduate Catalog 2015-16, p.150)	
CBA Program's Student Profile	
The Faculty of Business Administration aims to develop an ethical professional, highly qualified for the world of business to be able to make significant contributions to companies or start their own business. Our undergraduate student will be a professional with a comprehensive training, research capacity and critical analysis, innovative, creative, entrepreneurial leader and interest in citizen participation. It will be able to develop and promote relevant intellectual contributions through research and outreach activities to improve teaching and contribute to the entrepreneurial community. (CBA Strategic Plan 2013-2022, p.1) (Graduate Catalog 2015-16, p.150)	
CBA – MBA Learning Goals	
Professional Behavior	Differentiate and match appropriate leadership style with a given business situation. Distinguish ethical issues embodied in realistic scenarios or cases. (Graduate Catalog 2015-16, p.150)
Research and Analytical Skills	Develop and write a consistent and well-organized research project by accessing, analyzing and synthesizing data to make recommendations. (Graduate Catalog 2015-16, p.150)
Quantitative Skills	Apply appropriate quantitative models to make business decisions. (Graduate Catalog 2015-16, p.150)
Knowledge of Management	Demonstrate business knowledge by implementing, in a simulation, business level strategies that improve overall performance. (Graduate Catalog 2015-16, p.150)
Entrepreneurship Skills	Identify and assess business opportunities. (Graduate Catalog 2015-16, p.150)

APPENDIX 4.7

Table 4.6: CBA – Undergraduate Assessment Plan 2014-2017

CPC	Outcomes What?	Competencies How?	Where to Measure?	Responsible Unit Who?	Performance Measurements Means/Instruments	Performance Indicators	Measurement Date
Information System	Students will identify and utilize technical resources as a business working tool.	The students will demonstrate proficiency in business application of computer word processing, spreadsheets, and presentations.	ADMI 3010 (Prev. ADMI 3007) Introduction to Computer Data Processing	Faculty Members	Internal course embedded exercises & rubric	Students should achieve an average score of 70% or higher.	Fall & Spring
		The students will demonstrate proficiency in computer literacy.	Graduation Candidates	Assessment Committee	Internal / External SIT Information System CPC Items	Students should achieve an average score of 70% or higher.	Fall & Spring Semester
			Mid-Point Students	Assessment Committee	Internal / External SIT Information System CPC Items	Students should achieve an average score of 70% or higher.	Fall Semester
Marketing	Explain the importance of ethical marketing decisions	Students will demonstrate proficiency in the basic functions of marketing.	MERC 3115 Principles of Marketing	Faculty Members	Internal course embedded exercises & rubric.	Students should achieve an average score of 70% or higher.	Spring Semester
			Graduation Candidates	Assessment Committee	Internal / External SIT Marketing CPC items.	Students should achieve an average score of 70% or higher.	Spring and Fall
			Mid-Point Students	Assessment Committee	Internal / External SIT Marketing CPC items.	Students should achieve an average score of 70% or higher.	Fall Semester
		Students will apply marketing skills in making marketing decisions	.ESOR 4026 Administrative Policy	Faculty Members	External Marketing related questions of the COMP_XM Simulation.	Students should achieve an average score of 70% or higher.	Fall & Spring Semester

Ethics	Analyzes an ethics scenario or case using ethics tests or approaches such as reversibility, harm, and publicity.	Students will identify ethical and global issues embodied in realistic scenarios or cases.	ADMI 3009 Introduction to Business, Management, and Ethics	Faculty Members	Internal Case analysis.	Students should achieve an average score of 70% or higher.	Spring & Fall Semester
	Apply basic concepts of ethics	Students will demonstrate knowledge of ethical principles.	Graduation Candidates	CBA Assessment Committee	External / Internal SIT Ethics CPC items	Students should achieve an average score of 70% or higher.	Spring & Fall Semester
			Mid-Point	CBA Assessment Committee	External / Internal SIT Ethics CPC items.	Students should achieve an average score of 70% or higher.	Spring & Fall Semester
Global Dimension	Students will demonstrate knowledge of international business concepts and trends of global business practices, diversity, and multiculturalism.	Students will demonstrate basic understanding of international issues, situations and influences.	MERC 3115 Principles of Marketing	Faculty Members	Internal course embedded special assignment	Students should achieve an average score of 70% or higher.	Spring & Fall Semester
		Students will demonstrate knowledge of basic international business concepts.	Graduation candidates	CBA Assessment Committee	External / Internal SIT Global Dimension CPC items.	Students should achieve an average score of 70% or higher.	Fall & Spring Semester
			Mid-Point	CBA Assessment Committee	External / Internal SIT Global Dimension CPC items.	Students should achieve an average score of 70% or higher.	Fall Semester

Accounting	Apply the generally accepted accounting principles when communicating financial information.	Record financial transactions and complete the accounting cycle.	CONT 3011 (Prev.CONT 3005) Elementary Accounting I	Faculty Members	Internal Comprehensive exercise (Connect platform)	Students should achieve an average score of 70% or higher.	Fall & Spring Semester
			CONT 3005 Elementary Accounting I	Faculty Members	Formative/Internal Comprehensive exercise	Students should achieve an average score of 70% or higher.	Fall Semester
		Students will demonstrate proficiency in the basic knowledge of accounting.	Graduation Candidates	CBA Assessment Committee	Internal/External SIT Accounting CPC items	Students should achieve an average score of 70% or higher.	Fall & Spring Semester
			Mid-Point	CBA Assessment Committee	Internal/External SIT Accounting CPC items	Students should achieve an average score of 70% or higher.	Fall Semester
			.ESOR 4026 Administrative Policy	Faculty Members	External Accounting related questions of the COMP_XM simulation.	Students should achieve an average score of 70% or higher.	Fall & Spring Semester
Business Finance	Students will apply analytical techniques to solve basic business problems.	Apply ratio analysis techniques to evaluate the firm's financial situation.	FINA 3016 (Prev. FINA 3006) Business Finance	Faculty Members	Internal Course embedded Exercise	70 % of students will score 70% or higher	Fall Semester
			FINA 3006 Business Finance	Faculty Members	Internal Course embedded Exercise	70 % of students will score 70% or higher	Fall & Spring Semester
			.ESOR 4026 Administrative Policy	Faculty Members	External Business Finance related questions of the COMP_XM simulation	Students should achieve an average score of 70% or higher	Fall & Spring Semester
	Students will apply basic finance terminology.	Demonstrate proficiency and understanding of the basic finance concepts.	Graduation Candidates	CBA Assessment Committee	Internal/External SIT Business Finance CPC items	Students should achieve an average score of 70% or higher	Fall & Spring Semester
			Mid-Point	CBA Assessment Committee	Internal/External SIT Business Finance CPC items	Students should achieve an average score of 70% or higher	Fall Semester
			FINA 3016 (Prev. FINA 3006) Business Finance	Faculty Members	Internal Course embedded Exercise	70 % of students will score 70% or higher	Fall Semester

			FINA 3006 Business Finance	Faculty Members	Internal Course embedded Exercise	70 % of students will score 70% or higher	Fall Semester
			FINA 3017 (Prev. FINA 4035) Financial Markets II	Faculty Members	Internal Course embedded Exercise	70 % of students will score 70% or higher	Fall Semester
Business Legal Environment	Understand the legal and regulatory environment of business	Identify the legal issues in different business situations	ADMI 4001 Business Law I	Faculty Members	Internal Special assignment course - embedded assessment with rubrics	70 % of students will score 70% or higher	Fall Semester
	Students will apply basic Business Legal concepts	Demonstrate proficiency and understanding of the basic business legal concepts.	Graduation Candidates	CBA Assessment Committee	SIT Business Legal CPC items. Internal/External	Students should achieve an average score of 70% or higher	Fall & Spring Semester
			Mid-Point	CBA Assessment Committee	SIT Business Legal CPC items. Internal/External	Students should achieve an average score of 70% or higher	Fall Semester
Management	Understand business concepts related to management	Understand business concepts related to management	ADMI 3009 (Prev. ESOR 4006) Principles of Management	Faculty Members	Internal Course embedded test or exercise	Students should achieve an average score of 70% or higher	Fall & Spring Semester
			Graduation Candidates	CBA Assessment Committee	Internal / External SIT Management CPC items.	Students should achieve an average score of 70% or higher	Fall & Spring Semester
			Mid-Point	CBA Assessment Committee	Internal / External SIT Management CPC items.	Students should achieve an average score of 70% or higher	Fall Semester
	Apply business concepts related to management / operation	Apply business concepts related to management / operation	.ESOR 4026 Administrative Policy	Faculty Members	External Management / operation related questions of the COMP_XM simulation	Students should achieve an average score of 70% or higher	Spring & Fall Semester

Business Policies	Apply Critical Analytical Skills for Problem Solving	Students will apply all business knowledge to analyze data to make business decisions by running their own business in a simulation.	.ESOR 4026 Administrative Policy	Faculty Members	External / Capstone COMP_XM Simulation	Students should achieve an average score of 70% or higher	Spring & Fall Semester
Economics	Students will understand the impact of economic environment on the business organization and apply microeconomic analysis tools	The students will demonstrate proficiency using basic microeconomic terminology	Graduation Candidates	CBA Assessment Committee	Internal/external SIT Economic CPC items	Students should achieve an average score of 70% or higher	Every year
			Mid-point	CBA Assessment Committee	Internal/external SIT Economic CPC items	Students should achieve an average score of 70% or higher	Fall Semester
		Apply basic microeconomic principles of analysis to explain how markets function	Graduation Candidates	CBA Assessment Committee	Internal Standardized Test/ADEM	Students should achieve an average score of 70% or higher	Fall & Spring Semester

Statistics/ Quantitative Techniques	Students in introductory-level Statistics courses shall apply fundamental descriptive statistics concepts in basic business situations	Describe, explain, and apply descriptive statistics such as mean, median and standard deviation and basic charts for qualitative and quantitative data (pie charts, bar charts, histograms, scatter plots and box plots)	ESTA 3001 Business Statistics I	Faculty Members	Internal Course embedded special assignment	70 % of students will score 70% or higher	Fall Semester
			Graduation Candidates	CBA Assessment Committee	Course embedded special assignment	Students should achieve an average score of 70% or higher	Spring & Fall Semester
			Mid-Point	CBA Assessment Committee	Course embedded special assignment	Students should achieve an average score of 70% or higher	Fall Semester
	Apply basic statistical inference: confidence intervals and hypothesis testing for up to two population scenarios, and understand the concepts in more complex situations: ANOVA, linear regression, contingency tables	Interpret the results of statistical methodology, understand the usefulness of making decisions based on data, knows basic computer commands for statistical procedures	ESTA 3002 Business Statistics II	Faculty Members	Internal Course embedded special assignment	70 % of students will score 70% or higher	Spring Semester
	Students in introductory-level Statistics courses will apply fundamental statistical concepts and some of their basic applications in science and society	Describe, explain, and apply sampling distributions such as Normal, t, Chi-square, and F for inference in situations of risk and uncertainty.	ESTA 3002 Business Statistics II	Faculty Members	Internal Course embedded special assignment	70 % of students will score 70% or higher	Fall Semester

APPENDIX 4.8

Table 4.7: Learning outcomes assessment processes for the Master in Business Administration Graduate Program

Learning Goals	Objectives	Where to Measure?	Responsible Unit Who?	Performance Measurements Means/Instruments	Performance Indicators	Measurement Date
Professional Behavior	Students should be able to exhibit proficiency in applying research to problems/issues encountered in a dynamic business environment. (Objective 1: Leadership; Objective 2: Ethics)	GERE 6025 - Organizational Behavior	Dr. Mario Padrón, Dr. Carmen I. Figueroa	Course embedded assessment directed to measure	80% of students should achieve an average score of 80% in the assessment	Fall 2010/Fall 2011 Fall 2015/Fall 2016
		ADMI 6008 - Development of Small Business and Medium Enterprises and GERE 6025: Organizational Behavior	Dr. María Amador Dr. Mario Padrón Dr. Carmen I. Figueroa	Course embedded assessment directed to measure	80% of students achieve an average score of 80% in the assessment.	Fall 2010 Fall 2011 Fall 2015/Fall 2016
Research and Analytical Skills	Students should be able to exhibit proficiency in applying research to problems/issues encountered in a dynamic business environment.	FINA 6015 -Managerial Finance	Dr. Yolanda Ruiz	Course embedded assessment directed to measure	80% of students should achieve an average score of 80% in the assessment.	Spring 2011 Spring 2012 *The assessment procedures for the measurement of this goal requires to start up the action plan and recommendation's for Fall 2016.
Quantitative Skills	Students should be able to exhibit proficiency in applying quantitative methods and related principles to problems issues encountered in a dynamic world.	GEIN 6035 - Quantitative Methods	Dr. Rosario Ortiz Dr. Mario Córdova Dr. Mario Córdova	Course embedded assessment directed to measure, Class Exercise	80% of students should achieve an average score of 80% in the assessment.	Spring 2011/Spring 2012 Spring 2016/ Spring 2017
Knowledge of Management	Students should be able to exhibit proficiency in applying business administration theory and related principles to problems and issues encountered in a dynamic business environment.	GERE 6096 - Business Policies	Dr. María Amador Dr. Edgar Soto Dr. Edgar Soto	Course embedded assessment directed to measure	80% of students should achieve an average score of 80% in the assessment.	Spring 2011 Spring 2012 Spring 2015/Spring 2016
Entrepreneurship Skills	Students should be able to identify and evaluate business opportunities and trends.	ADMI 6008 - Development of Small Business and Medium Enterprises	Dr. María Amador Dr. José Vega Dr. José Vega	Course embedded assessment directed to measure	80% of students should achieve an average score of 80% in the assessment.	Spring 2011 Fall 2011 Spring 2014/Spring 2015

APPENDIX 4.9

Table 4.8: Undergraduate BOA Assessment Plan

CPC	Outcomes	What?	Competencies	How?	Where to Measure?	Responsible Unit Who?	Performance Measurements	Means/Instruments	Performance Indicators	Measurement Date
Ethics	Contribute to the well-being of society through positive actions and a high level of ethical, civic and cultural consideration.	Demonstrate and apply knowledge in ethical, civic and cultural issues.	ADOF 3105-Introduction to Office Administration Force until Aug 15-16 ADMI 3009-Introduction to Business management and Ethics Effective Jan 16-17	Faculty Members			Standardized Institutional Test (SIT) This test consists of 100 items related with the professional components including business ethics.		70% of students will score 70% or more on special assignment rubric.	Fall Semester ADOF 3105
							Program Standardized Tests (PST) Comprehensive test with Multiple Choice.		70% of the students will obtain 65% or more in the mastery of technological knowledge.	Spring Semester ADMI 3009
Information System	Develop technological knowledge and skills in order to interact actively in the organizational environment and community.	Make appropriate use of technology, dominate the content and application of various computer programs for integrating knowledge transfer them to the workplace.	ADMI 3007-Introduction to computer data Processing Force until Aug 14-15 ADOF 3107-Office Concepts, Systems and Technology Effective Jan 15-16 (Theory) <hr/> ADOF 4005-Electronic Production of Documents (Practice)	Faculty Members			Standardized Institutional Test (SIT) This test consists of 100 items related with the professional components including information system.		70% of the students will obtain 65% or more in the test.	Fall Semester ADMI 3007
							Program Standardized Tests (PST) • On-line test with Multiple Choice, True/False based on the competence of Information System.		70% of the students will obtain 60% or more in the mastery of technological knowledge.	Fall Semester ADOF 4005 Spring Semester ADOF 3107
Management	Develop managerial knowledge and skills in order to interact effectively within the organization with business related affairs.	Consolidate knowledge and employ skills in office management area.	ADOF 3105-Introduction to Office Administration Force until Aug 15-16 ADMI 3009-Introduction to Business management and Ethics Effective Jan 16-17	Faculty Members			Standardized Institutional Test (SIT) This test consists of 100 items related with the professional components including management.		70% of the students will obtain 65% or more in the test.	Fall Semester ADOF 3105
							Program Standardized Tests (PST) • This test consists of 25 items of multiple choice related with general concepts of management.		70% of the students will obtain 65% or more in the test.	Spring Semester ADMI 3009
Accounting	Develop basic accounting knowledge and skills in order to interact effectively within the organization with business related affairs.	Operate knowledge and employ skills to solve basic accounting issues.	CONT 3005-Elementary Accounting I	Faculty Members			Standardized Institutional Test (SIT) This on-line test consists of 25 items related with the professional components.		70% of the students will obtain 65% or more in the test.	Fall Semester Spring Semester
							Program Standardized Tests (PST) • Comprehensive test with Multiple Choice.		70% of the students will obtain 70% in the test.	Fall Semester Spring Semester
Global Dimension	Students will demonstrate knowledge of international business concepts and trends of global business practices, diversity, and Multiculturalism.	Students will demonstrate basic understanding of international issues, situations and influences.	ADOF 4065-Introduction of Word Processing Since Aug 15 to Aug 17-18 MERC 3115-Principles of Marketing Effective Aug 18-19	Faculty Members			Standardized exit exam.		Students should achieve an average score of 70% or more in the global question of the exit exam CPC items.	Fall Semester
							Course embedded test or exercises.		Students will score 70% or more on a rubric.	Fall Semester

Statistics	Development of knowledge and skills necessary to design research proposals and statistics needed to create new knowledge in modern organizations.	Demonstrate creativity to create innovative research proposals to solve problems in the business environment.	ADOF 4025-Office Administration Internship	Faculty Members	Program Standardized Rubrics (PSR)-Investigation Skills. Rubric evaluates all the cycle of investigation process. <ul style="list-style-type: none"> • Table of contents • Introduction • Procedure • Results and discussions • Conclusions • Recommendations • Bibliography 	70% of the students will obtain 75% or more in the mastery of the knowledge and skills of the field.	Fall Semester Spring Semester
Business Finance	Develop managerial financial knowledge and skills in order to interact effectively within the organization with business related affairs.	Analyze and interpret knowledge and apply skills in business finance area.	CONT 3005-Elementary Accounting I	Faculty Members	Standardized Institutional Test (SIT) This on-line test consists of 10 items related with the professional components including business finance.	70% of the students will obtain 65% or more in the test.	Fall Semester Spring Semester
					Program Standardized Tests (PST) Comprehensive test with Multiple Choice in finance area.	70% of the students will obtain 70% or more in the test.	Fall Semester Spring Semester
Economics	Develop economics knowledge and skills in order to interact effectively within the organization with business related affairs.	Use a variety of economic models to interpret the production, distribution and consumption of goods and services to satisfy human needs.	ECON 3021-Principles of Economic: Microeconomics	Faculty Members	Standardized Institutional Test (SIT) This on-line test consists of 15 items related with the professional components.	70% of the students will obtain 65% or more in the test.	Fall Semester Spring Semester
					Program Standardized Tests (PST) Comprehensive test with Multiple Choice.	70% of the students will obtain 70% or more in the test.	Fall Semester Spring Semester
Research Skills	Development of knowledge and skills necessary to design research proposals and statistics needed to create new knowledge in modern organizations.	Demonstrate creativity to create innovative research proposals to solve problems in the business environment.	ADOF 4025-Office Administration Internship Effective Jan 14-15	Faculty Members	Program Standardized Rubrics (PSR)-Investigation Skills. Rubric evaluates all the cycle of investigation process. <ul style="list-style-type: none"> • Table of contents • Introduction • Procedure • Results and discussions • Conclusions • Recommendations 	Students will score 70% or more in a rubric.	Fall Semester Spring Semester
							Fall Semester Spring Semester
Communication Skills in Spanish	Communicate effectively in written Spanish.	Used grammar rules will be used creatively to write and design high quality business documents.	ADOF 3017-Keyboarding and Applications II	Faculty Members	Program Standardized Rubrics (PSR) <ul style="list-style-type: none"> • Rubric used to evaluate the students application of language skills in written documents in Spanish. 	70% of the students will obtain 70% or more in the application of language skills in written documents in Spanish.	Spring Semester
						70% of the students will obtain 75% or more in the application of language skills in written documents in Spanish.	Spring Semester

Business Policies or Comprehensive Integrating Experience	Develop managerial knowledge and skills in order to effectively interact in the affairs related to the administration of office systems in the organization.	Dominate the particular skills of their specialty in accordance with the standards of excellence of its program.	ADOF 4025-Office Administration Internship	Faculty Members	External-Direct: Program Standardized Rubric-Intern’s Performance by Employers. *The rubric evaluates the following learning outcomes: o Communication skills o Accounting o Information Systems o Management o Business Ethics o Managerial knowledge related with the program Internal-Direct: Program Standardized Rubric-Intern’s Performance by Professors. *The rubric evaluates the following learning outcomes: o Communication skills o Accounting o Information Systems o Management o Business Ethics o Managerial knowledge related with the program	85% of the students will obtain 75% or more in the mastery of the knowledge and skills of the field. 85% of the students will obtain 75% or more in the mastery of the knowledge and skills of the field.	Fall Semester Spring Semester
	Develop managerial and entrepreneurship knowledge and creative skills in order to interact effectively within the organization with business related affairs.	Develop specialized skills in marketing to make an effective business plan.	ADOF 4065-Introduction of Word Processing Force until Aug 17-18 MERC 3115-Principles of Marketing Effective Aug 18-19	Faculty Members	External- Direct: Standardized +F25:H29Institutional Test (SIT) This test consists of 100 items related with the professional components including marketing. Internal-Direct: Program Standardized Rubrics (PRS) The test consists of a rubric to measure marketing skills through a business plan project. External-Direct: Standardized Institutional Test (SIT) This test consists of 100 items related with the professional components including marketing.	70%of the students will obtain 65% or more in the test. 70% of the students will obtain 75% or more in the mastery of marketing. 70% of the students will obtain 70% or more in the test.	Fall Semester
Business Legal Environment	Understand the legal and regulatory environment of business.	Identify the legal issues in different business situations.	ADMI 4001-Business Law I Effective Aug 18-19	Faculty Members	Special assignment course- embedded assessment with rubrics.	70 % of students will score 70% or more on special assignment.	Fall Semester
		Differentiate both sides of a legal controversy.	ADMI 4001-Business Law I Effective Aug 18-19	Faculty Members	Special assignment course- embedded assessment with rubrics.	Students will score 70 % or more in the legal environment questions of the standardized exit exam.	Fall Semester
		Make arguments in favor and against of each side of a legal controversy.	ADMI 4001-Business Law I Effective Aug 18-19	Faculty Members	Special assignment course- embedded assessment with rubrics.	Students will score 70 % or more in the legal environment questions of the standardized exit exam.	Fall Semester
		Take appropriate action to solve a legal controversy.	ADMI 4001-Business Law I Effective Aug 18-19	Faculty Members	Special assignment course- embedded assessment with rubrics.	Students will score 70 % or more in the legal environment questions of the standardized exit exam.	Fall Semester

Figure 4.1 Table for Student Learning Outcomes Assessment Data		
Criterion 4.1(c), 4.1 (d) and 4.1 (e)		
	Internal Data and Information	External Data and Information
BSBA program		<u>Standardized Institutional Test</u> The Standardized Tests consists of 100 multiple choice questions, designed to measure general knowledge and understanding of the 10 CPC areas. The test is administrated to all UPR campuses students and results are compared in system wide basis.
	<u>Academic Experiences Survey</u> Consists of 25 questions given to Mid-Point CBA students that allow students evaluate overall satisfaction of their academic experiences. This survey is used to compare CBA-UPRM students through a longitudinal analysis.	<u>Alumni Survey</u> Feedback from alumni undergraduate students should be developed using a satisfaction questionnaire will begin on Fall 2016.
	<u>Senior Exit Survey</u> Consists of 25 questions given to graduation candidates of CBA students that allow students evaluate overall satisfaction of their academic experiences.	
	<u>Course Embedded Assessment</u> Course embedded assessment consists of exercises, marketing plans, research projects, oral presentations, and other work used by professors to evaluate student learning outcomes. The assessment measures begun on Spring 2015 according to the assessment plan	<u>Employers Survey</u> Survey conducted by the Internship and Cooperative Education Program to obtain employers level of satisfaction of CBA students working in the Internship and COOP programs.

	<u>Accounting Tutoring Program</u> Since Fall 2012, The Office of Students Affairs established an accounting tutoring program. Since then, failure rates has decreased. Likewise, we are working on inputs from employes and stakeholders outside academia to better improve our curriculum and teaching strategies.	<u>Input from the Advisory Committee</u> Since 2012, the Advisory Committee was created to taken proactive approaches to highlight defficiencies in CBA several concentrations. This process has been dcumented in meeting minutes and surveys that they have respondend. The Advisory Commite was reactive on Fall 2015.
MBA program	<u>Course Embedded Quantitative and Qualitative</u> Course embedded assessment consists of exercises, marketing plans, research projects, oral presentations, and other work used by professors to evaluate student learning outcomes.	<u>Input From Similar Programs Offered in Peer Institutions</u> Outgoing process by reviewing similar graduate programs from peer institutions for curricullum improvements considering the feedback mainly from the CBA staff(Dean of Graduate Program and Research, Graduate Committee, Graduate Faculty, Dean of Academic Affairs, CBA Dean).
	<u>Graduate Committee Admission Report</u> The Graduate Committee overseas the admission requirements for the MBA program and ensure that students graduate applicants complies with the CPC's. It provides an overall picture of student trends (gender, background, quantity, etc.)	<u>Input From the Alumni Students</u> Feedback from alumni students using a satisfaction questionnaire will begin on Fall 2015.
	<u>Input From the Graduate Faculty</u> Provide insight feedback regarding student's achievements, reach and difficulties encountered. CBA intends to formalize this information by creating a questionnaire which will provide this insight. Questionnaire will be administer in Fall 2015.	
	<u>Feedback From Students Via Program Satisfaction Survey</u> The office of graduate studies of CBA administered annually a	

	satisfaction survey to the MBA students that comply the graduation requirements. A first measure to obtain the feedback provided by students will be formalized with the program survey. This survey will ask directly regarding students satisfaction with the overall program.	
	<u>Feedback from the CBA Research Center</u> The CBA Research Center offers workshops, conferences, research support to graduates students each academic year.	
	<u>Feedback from the Professional Enrichment Center of UPRM</u> The graduate student must comply with the UPRM Certification 96-97-596 that requires 21 hours of training for the teaching enrichment.	
	<u>Input From the New Incoming Students</u> Feedback from incoming students using a satisfaction questionnaire will begin on Fall 2015.	
Criterion 4.1(e) and 4.1 (d)		
Degree program	Summative Data and Information	Formative Data and Information
BSBA program		<u>Standardized Institutional Test</u> The Standardized Tests consists of 100 multiple choice questions, designed to measure general knowledge and understanding of the 10 CPC areas. The test is administered to UPRM Midpoint students (73 credits).
	<u>Course Embedded Assessment</u> Course embedded assessment consists of exercises, marketing plans, research projects, oral presentations, and other work used by professors to evaluate student learning outcomes. The assessment	<u>Course Embedded Assessment</u> Course embedded assessment consists of exercises, marketing plans, research projects, oral presentations, and other work used by professors to evaluate student learning outcomes. The assessment measures begun on

	measures begun on Spring 2015 according to the assessment plan.	Spring 2015 according to the assessment plan.
	<u>Accounting Tutoring Program</u> Since Fall 2012, the establishment of the tutoring program was implemented, failure rates have decreased. Likewise, we are working on inputs from employees and stakeholders outside academia to better improve our curriculum and teaching strategies.	<u>Accounting Tutoring Program</u> Since Fall 2012, the establishment of the tutoring program was implemented, failure rates have decreased. Likewise, we are working on inputs from employees and stakeholders outside academia to better improve our curriculum and teaching strategies.
	<u>Alumni Survey</u> Feedback from alumni undergraduate students should be developed using a satisfaction questionnaire will begin on Spring 2016.	
	<u>Employers Survey</u> Feedback from the UPRM Office of Alumni the list of CBA and MBA programs alumni for the development of a satisfaction questionnaire to gathered data from employer's recruitment and alumni performance for curriculum improvements will be develop and administered in the academic year 2015-2016	
MBA program	<u>Course Embedded Quantitative and Qualitative</u> Course embedded assessment consists of exercises, marketing plans, research projects, oral presentations, and other work used by professors to evaluate student learning outcomes.	<u>Course Embedded Quantitative and Qualitative</u> Course embedded assessment consists of exercises, marketing plans, research projects, oral presentations, and other work used by professors to evaluate student learning outcomes.
	<u>Graduate Committee Admission Report</u> The Graduate Committee oversees the admission requirements for the MBA program and ensure that students graduate applicants complies with the CPC's. It provides an overall picture of student trends (gender, background, quantity, etc.)	

	<p><u>Input From the Graduate Faculty</u></p> <p>Provide insight feedback regarding student's achievements, reach and difficulties encountered. CBA intends to formalize this information by creating a questionnaire which will provide this insight. Questionnaire will be administered in Fall 2016.</p>	
	<p><u>Feedback From Students Via Program Survey</u></p> <p>The office of graduate studies of UPRM administered each semester an exit survey to the MBA graduate that comply the graduation requirements. A second measure to obtain the feedback provided by students will be formalized with the program survey. This survey will ask directly regarding students satisfaction with the overall program.</p>	
	<p><u>Feedback from the CBA Research Center</u></p> <p>The CBA Research Center offers workshops, conferences, research support to graduates students each academic year.</p>	
	<p><u>Feedback From the Professional Enrichment Center of UPRM</u></p> <p>The graduate student must comply with the UPRM Certification 96-97-596 that requires 21 hours of training for the teaching enrichment.</p>	
	<p><u>Input From the New Incoming Students</u></p> <p>Feedback from incoming students using a satisfaction questionnaire will begin on Fall 2015.</p>	

	<u>Input From the Advisory Committee</u> Since 2012, the Advisory Committee was created to taken proactive approaches to highlight defficiencies in CBA several concentrations. This process has been dcumented in meeting minutes and surveys that they have respondend. The Advisory Commite is officially since Fall 2015.	
	<u>Input From Similar Programs Offered in Peer Institutions</u> Outgoing process by reviewing similar graduate programs from peer institutions for curricullum improvements considering the feedback mainly from the CBA staff(Dean of Graduate Program and Research, Graduate Committee, Graduate Faculty, Dean of Academic Affairs, CBA Dean).	
	<u>Input From the Alumni Students</u> Feedback from alumni students using a satisfaction questionnaire will begin on Fall 2015.	

APPENDIX 4.11

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition			
1. CPC: Accounting		Learning Outcome: Apply the generally accepted accounting principles when communicating financial information.			
		Competency: Record financial transactions and complete the accounting cycle.			
Analysis of Results					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart
Students should achieve an average score of 70% or higher	Formative/Internal Comprehensive exercise (CONT 3005)	Sp.2015 - 85.3%	Students archived the performance criteria	None.	<div><p>CPC: Accounting</p><p>Average score</p><p>Sp. 2015 Fa.2015</p><p>Actual Pref. Level</p><p>Acceptable Pref. Level</p></div>
Students should achieve an average score of 70% or higher	Formative/Internal Comprehensive exercise (CONT 3011) CONT 3005 in the previous curriculum	Fa. 2015 - 46%	<p>The reduction in contact hours versus the topics to cover were a limiting factor.</p> <p>The date in which the instrument was administered was also very late within the semester; just before the final exams.</p> <p>The low participation and poor performance can also be attributed to the fact that the instrument had no significant weight over the final grade of the course.</p>		<div><p>CPC: Accounting</p><p>Average score</p><p>Fa. 2015 Sp.2016</p><p>Actual Pref. Level</p><p>Acceptable Pref. Level</p></div>

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA

Performance Indicator		Definition																							
2. CPC: Accounting / Benchmarking		Learning Outcome: Apply the generally accepted accounting principles when communicating financial information.																							
		Competency: Students will demonstrate proficiency in the basic knowledge of accounting.																							
Analysis of Results																									
Performance Measure	Measurement Instrument	Current Results%	What did you learn from the results?	Action Taken	Trend Chart																				
Above All UPR Campuses average Students should achieve an average score of 70% or higher	Summative/ Internal/ External SIT Accounting CPC items Graduations candidates	CBA Students: Sp. 2014 - 65.8% Fa. 2014*- 60.0% Sp. 2015 - 57.4% Fa. 2015 - 68.3% All UPR campuses: Sp. 2014 - 58.6% Sp. 2015 - 62.7%	Overall average is 62.9%. Results depend on the composition of students who take it. Results are biased toward the student major.	The test will be administered in the capstone course ESOR 4026. A better mix of students from all major will provide more representative results. The students will be educated about the importance SIT exam in the assessment process	<div>CPC: Accounting / Benchmarking</div> <table><thead><tr><th>Semester</th><th>CBA students</th><th>All UPR campuses</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>65.8%</td><td>58.6%</td><td>70%</td></tr><tr><td>Fa. 2014</td><td>60.0%</td><td>-</td><td>70%</td></tr><tr><td>Sp. 2015</td><td>57.4%</td><td>62.7%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>68.3%</td><td>-</td><td>70%</td></tr></tbody></table>	Semester	CBA students	All UPR campuses	Acceptable Pref. Level	Sp. 2014	65.8%	58.6%	70%	Fa. 2014	60.0%	-	70%	Sp. 2015	57.4%	62.7%	70%	Fa. 2015	68.3%	-	70%
Semester	CBA students	All UPR campuses	Acceptable Pref. Level																						
Sp. 2014	65.8%	58.6%	70%																						
Fa. 2014	60.0%	-	70%																						
Sp. 2015	57.4%	62.7%	70%																						
Fa. 2015	68.3%	-	70%																						

Students should achieve an average score of 70% or higher	Formative/ Internal SIT Accounting CPC items Mid-Point	Fa. 2014* - 59.5% Fa. 2015 - 68.7% * Low completion rate			<div data-bbox="1528 207 2022 532"> <p>CPC: Accounting / Benchmarking</p> <p>Average score</p> <p>90% 80% 70% 60% 50% 40% 30%</p> <p>59.5% 68.7%</p> <p>Fa. 2014 Fa.2015</p> <p>Midpoint Students Acceptable Pref. Level</p> </div>
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Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																			
3. CPC: Accounting / Benchmarking		Learning Outcome: Apply the generally accepted accounting principles when communicating financial information.																			
		Competency: Students will demonstrate proficiency in the basic knowledge of accounting.																			
Analysis of Results																					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																
Above National Average Students should achieve an average score of 70% or higher	Summative/ External Capstone Simulation. Accounting related data in the COMP_XM simulation offered in the ESOR 4026 course.	CBA Results: Sp. 2013 - 49% Sp. 2015 - 59.3% Fa. 2015 - 76% National Average: Sp. 2013 - 68% Sp. 2015 - 60% Fa. 2015 - 56%	Students scored better than the National Students in Fall 2015	None	<div><p>CPC: Accounting /Benchmarking</p><table><thead><tr><th>Semester</th><th>CBA students</th><th>National Average</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2013</td><td>49.0%</td><td>68.0%</td><td>70.0%</td></tr><tr><td>Sp. 2015</td><td>59.3%</td><td>60.0%</td><td>70.0%</td></tr><tr><td>Fa. 2015</td><td>76.0%</td><td>56.0%</td><td>70.0%</td></tr></tbody></table></div>	Semester	CBA students	National Average	Acceptable Pref. Level	Sp. 2013	49.0%	68.0%	70.0%	Sp. 2015	59.3%	60.0%	70.0%	Fa. 2015	76.0%	56.0%	70.0%
Semester	CBA students	National Average	Acceptable Pref. Level																		
Sp. 2013	49.0%	68.0%	70.0%																		
Sp. 2015	59.3%	60.0%	70.0%																		
Fa. 2015	76.0%	56.0%	70.0%																		

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
4. Major: Accounting		Learning Outcome: Understand the nature of audit risk and an auditor’s responsibility to detect financial statements misstatements and noncompliance with laws and regulations.												
		Competency: Demonstrate knowledge of the overall objectives of the Independent Auditor and the Generally Accepted Auditing Standards.												
Analysis of Results														
Performanc e Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Students should achieve an average score of 70% or higher	Formative/ Internal Examination. Internet assigned quizzes offered in the CONT 4017 course.	Sp. 2015 - 72.3%	Students achieved the performance criteria	None	<div><p>CPC: Accounting</p><table><thead><tr><th>Term</th><th>Actual Pref. Level (%)</th><th>Acceptable Pref. Level (%)</th></tr></thead><tbody><tr><td>Sp. 2015</td><td>72.3</td><td>70</td></tr><tr><td>Fa.2015</td><td>-</td><td>70</td></tr></tbody></table></div>	Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)	Sp. 2015	72.3	70	Fa.2015	-	70
Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)												
Sp. 2015	72.3	70												
Fa.2015	-	70												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
5. Major: Accounting		Learning Outcome: Apply the generally accepted accounting principles when communicating financial information.												
		Competency: Apply accounting standards to prepare a Cash Flows Statements.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Students should achieve an average score of 70% or higher	Formative/ Internal Course embedded exercise offered in the CON4019 course.	Sp. 2015- 43 %	The poor results could be explained in part by the following by the fact that the cash flow topic is a very difficult topic. The assessment exercise was embedded in the semester final exam which is a compressive test that covered all chapters discussed during the semester. The failing assessment results might be explained because the overwhelming amount of material in the exam. The performance criteria are very high relative to the difficulty of the cash flow topic.	Give more practice and a quiz before the assessment exercise Give the assessment exercise separated from the final exam Lower the performance criteria to a more realistic one. The same exercise will be given in CONT 3008 which is the equivalent of CONT 4019.	<div><p>CPC: Accounting</p><table border="1"><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2015</td><td>43.0%</td><td>70%</td></tr><tr><td>Fa.2015</td><td>-</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Sp. 2015	43.0%	70%	Fa.2015	-	70%
Term	Actual Pref. Level	Acceptable Pref. Level												
Sp. 2015	43.0%	70%												
Fa.2015	-	70%												

**Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.
Comprehensive Analysis**

For All Business Students (CPC – Accounting):
<p>The results for the CPC in accounting:</p> <p>The students were assessed to demonstrate proficiency in recording financial transactions and completing the accounting cycle in the Basic Accounting I (CONT 3005 in the old curriculum) and Basic Accounting I (CONT 3011 in the new curriculum). The results gathered from the internal course embedded exercises & rubric demonstrated that the students reached the targeted performance indicator in Spring 2015 (85.3%). The students did not achieve the performance criteria in Fall 2015 (46%). The accounting faculty feels that the low performance for Spring 2015 could be the results of several factors:</p> <ul style="list-style-type: none"> • Class period time was decreased from 60 hours to 45 hours per semester for the first time. The learning curve to adjust the covered topics to 45 hours per semester could be a reason for the results, the time allotted to some topics was changed, and some topics were eliminated. • The assessment exercise was administered very close to the final exam period. • The assessment exercise was given as a practice exercise, was voluntary and was not graded. <p>Concerning the first point above, the accounting faculty understands that more time is needed such that the professors can adjust the presentation of the class topics with the new class period. Additional time to cover the topics affected by the reduction of time will be covered through the assignment of interactive presentations in the electronic platform (Connect). At the same time, the assessment exercise is will be administered after the discussion of the accounting cycle is finished (after the fifth chapter). The assessment exercise will be embedded as part of a partial exam.</p> <p>In the Standardized Institutional Test taken by the seniors the following points are relevant:</p> <ol style="list-style-type: none"> 1) The result for the Fall Semester 2014 (60%) is not representative of the student population because the sample size is very small, therefore, will not be used in the analysis. Using the other three results (68.5%, 57.4%, and 68.3%) for spring 2014, spring 2015 and fall 2015, respectively, students obtained a weighted average of 64.7%, which is lower than the minimum acceptable level established by CBA. 2) In the case of mid-point students, the result for the Fall Semester (55%) was also not representative due to the small sample size. In the fall 2015 measurement, the midpoint students achieved the performance criteria of 70.69 % exceeding the minimum acceptable level established by CBA. When comparing the performance of senior students to that of the students at the mid-point of their curriculum, we can observe that the former ones had lower scores. The Faculty would have expected the contrary. However, the SIT

covers basic accounting concepts given at the beginning of the curriculum and the higher results at midpoint might be explained by the fact that students are closer to the time when these basic concepts were taught.

- 3) When compared to the median for all tested students in UPR System, UPRM students in both groups (graduates and mid-point) obtained results above the median.
- 4) In the SIT exams, given the last four semesters, has been difficult to reach all the students that are supposed to take it. Until now, all students that meet the definition of seniors or midpoint are contacted by the Assessment Office by email, instructing them to participate and informing a date and a place for the test. The faculty encouraged the attendance of the students. In this process, in different semesters, the student population taking the test shows different composition in terms of their major. This is result of the fact that the encouragement given to students in different classes, dominated by specific majors, was different. A concern that had arisen from the analysis of the SIT exam is that the results for different semesters depend on the composition of students who took it and is biased toward the student major. In order to have a better representative sample of all students in the CBA, the test that will be offered in the next semesters will be administered to the students enrolled in the capstone courses. Those courses are taken by all the senior students resulting in a larger population for the test, and with better representation of each major. These results will provide a better understanding on the students' performance regarding their major in basic knowledge of accounting and will allow the faculty to determine more clearly the specific action plans to follow.

Assessment results from the simulation used in a capstone course, Business Policy (ESOR 4026), demonstrated that our students achieved a higher score than the US national average for Fall 2015 when having to demonstrate their accounting decisions skills to solve business problems. The aggregate analysis of all the data available, both from internal (students) and external (simulations, employers) sources, indicates that our students are developing the expected common professional component in accounting from the CBA program.

Accounting Major Students:

Two competencies related to the accounting major were assessed in the Auditing and Intermediate Accounting courses. In the first one, demonstrated knowledge of the overall objectives of the Independent Auditor and the Generally Accepted Auditing Standards, the results indicated that students achieved the performance criteria with 85.3%. In the second one, applying the accounting standards to prepare a Cash Flows Statement, the students did not achieve the performance criteria with 43%. The assessment exercise for the cash flows competence was embedded in the final exam which includes all chapters covered during the semester. One reason for the failure in achieving the expected performance criteria is that the students were overwhelmed by the amount of material in the test. Accounting faculty that are Certified Public Accountants, agreed that the cash flow topic is one of the most difficult ones in that area and therefore establishing a performance criterion of 70% was too ambitious. After a thorough discussion and analysis of the result the Accounting Faculty feels that one data point is not sufficient to draw definite conclusions. The assessment exercise will be administered in spring 2016 and spring 2017. The assessment exercise will be administered separated from the final exam and more practice will be required before the exercise.

An important benchmarking is the CPA passing rate. The result for the CBA-RUM students in 2014 was an average of 42%, which is well above Puerto Rico passing rates of 34.1%. The Accounting Faculty feels that this is a very good performance and foresee using CPA pass rates as external direct measure of advance knowledge of accounting.

Another important piece of information to complete this comprehensive analysis of accounting students' CPC is the employer's assessment of students participating in CBA's Internship Programs. This data is gathered through the Internship and Plan Coop Program (PIPC) office. This office helps CBA's students to apply the knowledge and skills acquired in a professional scenario. Through the services of this office, students work as interns in their areas of expertise (i.e. Accounting) for companies located in Puerto Rico or abroad. The following table shows a summary (Summer 2014 - December 2015) of the employers' assessment of students learning goals related to the competencies discussed in this report.

As it can be observed from the table below, the performance of almost all of the CBA internship-participating students (including Accounting) have been assessed by the employers as above average (95.7%) for the functional area, 91.9% for knowledge of business environment, 95.6% for critical thinking, and 96.4% for quantitative skills).

Based on all the information provided above related to the assessment of learning for the accounting students, the Accounting faculty feels comfortable with the results achieved so far. At the conclusion of the Spring 2016 the Accounting faculty will meet again to assess the results of this semester before suggesting any changes to the curriculum for the next assessment.

Assessment Category	Learning Goal			
	Students Skills in Functional Area	Basic Knowledge of Business Environment	Ability to Integrate, Synthesize, and Apply Knowledge and Skills From an Organizational Perspective	Quantitative/Statistical Skills
Excellent	65.7%	56.5%	78.1%	66.5%
Very Good	30.0%	35.4%	17.5%	29.9%
Average	4.4%	8.2%	3.7%	3.6%
Below Average	0.0%	0.0%	0.3%	0.0%
Very Poor	0.0%	0.0%	0.3%	0.0%

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition			
1. CPC: Marketing		Learning Outcome: Students will understand the basic marketing concepts related to business.			
		Competency: Students will demonstrate proficiency in the basic functions of marketing.			
Analysis of Results					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart
Students should achieve an average score of 70% or higher	Internal Course embedded exercise & rubric (MERC 3115)	Sp.2015 – 86%	Outlier scores tend to distort the performance measure as it stands at the present time.	Performance indicator will be revised for the next cycle.	<div><p>CPC: Marketing.</p><p>Average score</p><p>Sp. 2015 Fa. 2015</p><p>Actual Pref. Level</p><p>Acceptable Pref. Level</p></div>
		Fa.2015 – 93%			

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																		
2. CPC: Marketing / Benchmark		Learning Outcome: Students will understand the basic marketing concepts related to business.																		
		Competency: Students will demonstrate proficiency in the basic functions of marketing.																		
Analysis of Results																				
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart															
Above UPR System Average Students should achieve an average score of 70% or higher	Internal / External/ Summative/ Comparative SIT Marketing CPC items (Graduating students)	CBA students: Sp. 2014 -70.6% Fa.2014*- 63.3% Sp. 2015 -67.2% Fa. 2015 -77% All UPR campuses: Sp. 2014 - 61.1% Sp. 2015 – 63.7%	A midpoint exercise in MERC3115 is desirable.	A midpoint exercise will be implemented as a formative measure.	<div>CPC: Marketing / Benchmark</div> <table><thead><tr><th>Semester</th><th>CBA students</th><th>All UPR campuses</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>70.6%</td><td>61.1%</td></tr><tr><td>Fa. 2014</td><td>63.3%</td><td>63.7%</td></tr><tr><td>Sp. 2015</td><td>67.2%</td><td>63.7%</td></tr><tr><td>Fa. 2015</td><td>77.0%</td><td>63.7%</td></tr></tbody></table>	Semester	CBA students	All UPR campuses	Sp. 2014	70.6%	61.1%	Fa. 2014	63.3%	63.7%	Sp. 2015	67.2%	63.7%	Fa. 2015	77.0%	63.7%
Semester	CBA students	All UPR campuses																		
Sp. 2014	70.6%	61.1%																		
Fa. 2014	63.3%	63.7%																		
Sp. 2015	67.2%	63.7%																		
Fa. 2015	77.0%	63.7%																		
Students should achieve an average score of 70% or higher	Internal / External/ Formative SIT Marketing CPC items. (Mid- point students)	Fa.2014* – 70% Fa.2015 – 67.8%	Results with * are not representative because of sample size. Even though results from Fall 2015 are below target, UPRM students’ performance was above UPR System average	Increase efforts to promote students participation in SIT. Revise Performance indicator.	<div>CPC: Marketing / Benchmark</div> <table><thead><tr><th>Semester</th><th>Midpoint Students</th></tr></thead><tbody><tr><td>Fa. 2014</td><td>70.0%</td></tr><tr><td>Fa. 2015</td><td>67.8%</td></tr></tbody></table>	Semester	Midpoint Students	Fa. 2014	70.0%	Fa. 2015	67.8%									
Semester	Midpoint Students																			
Fa. 2014	70.0%																			
Fa. 2015	67.8%																			

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																			
3. CPC: Marketing / Benchmark		Learning Outcome: Students will understand the basic marketing concepts related to business.																			
		Competency: Students will apply marketing skills in making marketing decisions																			
Analysis of Results																					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																
Above National Average Students should achieve an average score of 70% or higher	Summative/ Formative Students will apply marketing decisions skills in marketing in COMP XM Simulation	CBA Results: Sp.2013 -76% Sp.2015 – 59% Fa. 2015 – 73% National Ave. Sp.2013 -71% Sp.2015 – 58% Fa. 2015 – 58%	Performance measure deserves revision even though results were close to target. Analysis of COMP XM results showed that students’ scores were above national average. COMP XM simulation results include over 2,500 teams competing in USA and abroad.	ACOMP XM results merit further analysis to determine if simulation results are a better performance indicator than the current one.	<div>CPC: Marketing / Benchmark</div> <table><thead><tr><th>Semester</th><th>CBA students</th><th>National Average</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2013</td><td>76.0%</td><td>71.0%</td><td>70.0%</td></tr><tr><td>Sp. 2015</td><td>59.0%</td><td>58.0%</td><td>70.0%</td></tr><tr><td>Fa. 2015</td><td>73.0%</td><td>58.0%</td><td>70.0%</td></tr></tbody></table>	Semester	CBA students	National Average	Acceptable Pref. Level	Sp. 2013	76.0%	71.0%	70.0%	Sp. 2015	59.0%	58.0%	70.0%	Fa. 2015	73.0%	58.0%	70.0%
Semester	CBA students	National Average	Acceptable Pref. Level																		
Sp. 2013	76.0%	71.0%	70.0%																		
Sp. 2015	59.0%	58.0%	70.0%																		
Fa. 2015	73.0%	58.0%	70.0%																		

Table 4.2 - Program: BSBA / Major: Marketing – Comprehensive Analysis

For All Business Students (CPC – Marketing)

When assessing whether our students were able to demonstrate proficiency in the basic business-related marketing functions, the results gathered from the Internal Course embedded exercises & rubric in the Business Marketing course (Merc 3115) demonstrated that students reached the targeted performance indicator. Despite the results, part of this comprehensive analysis included the review of the assessment instrument and the complementary measurements. The Marketing faculty feel that the instrument is adequate to measure the competency but the performance indicator as established is susceptible to outliers scores and does not accurately reflect the achievement for the competency and should be revised for the next assessment cycle.

In the Standardized Institutional Test taken by the Seniors, the result for the Fall Semester 2014 (63.3%) is not representative because the sample size is very small. Using the other three results (70.6%, 67.2%, and 77%) for spring 2014, spring 2015 and fall 2015 respectively, students obtained a weighted average of 71.6%, which is higher than the minimum acceptable level. In the case of mid-point students the result for the Fall Semester (70%) was also not representative due to the small sample size. In the fall 2015 measurement students failed to reach the acceptable level by 2.2 percentage points. Nevertheless, when compared to the median for all tested students in UPR System, UPRM students in both groups (graduates and mid-term) obtained results above the median. Concerning the mid-point scores in the Standardized Institutional Test, when comparing the performance of senior students to that of the students at the mid-point of their curriculum, we can observe that the score was higher for the seniors, which is the expectation. However, Marketing faculty feels that there is not enough data at this point to draw definite conclusions. The test will be administered again in the next semesters and efforts to encourage more student participation will continue. These results will provide a better understanding on the students' performance regarding their proficiency in basic functions of marketing and will allow the marketing faculty to determine more clearly the specific action plans to follow.

Assessment results from the simulation used in a capstone course, Business Policy (ESOR 4026), demonstrated that our students achieved higher scores than the national average when having to demonstrate their marketing decisions skills to solve business problems. The aggregate analysis of all the data available, both from internal (students) and external (simulations, employers) sources, indicates that our students are developing the expected common professional component in Marketing from the CBA program.

Marketing Major Students:

Regarding those competencies beyond CPC, which applied to students major in Marketing, the assessment results had demonstrated that, overall, students are able to apply marketing skills to decision making as measured by their performance in the COMP XM simulation offered in the ESOR 4026 course. The Capstone course ESOR 4026 (Business Policy) is one of the integrative courses in the curriculum. In this course students are divided into multidisciplinary groups that compete against each other and against groups at the national level. Groups are faced with business decisions throughout the course of the semester. A simulation is run each time decisions are made giving students the opportunity to understand the impact of their decisions at the business level. Marketing students within each group bring their area of expertise in order to support the team with decisions related to the operations side of the business.

Looking into the performance of the CBA students with regards to marketing decision means that we are also looking into the performance of the marketing students with regards to their area of expertise. Being Business Policy a course that is taken at the end of the students educations, give us a good idea of how well the curriculum prepares our marketing students to apply business concepts related to this arena. When compared to scores of the over 2,500 teams in USA and abroad competing in the simulation, UPRM students excelled in this competency according to the results from the Spring 2013, Spring 2015 and Fall 2015. The marketing faculty feels that the COMP XM results are also a valid measurement of the UPRM marketing majors' proficiency. It has been agreed by the Marketing faculty to continue using the same assessment instrument as well as the same teaching techniques.

Another important piece of information to complete this comprehensive analysis of marketing students' global dimension CPC, is the employer's assessment of students participating in CBA's Internship Program. This data is gathered through the Internship and Plan Coop Program (PIPC) office. This office helps CBA's students to apply the knowledge and skills acquired in a professional scenario. Through the services of this office, students work as interns in their areas of expertise (i.e. Marketing) for companies located in Puerto Rico or abroad. The following table shows a summary (Summer 2014 - December 2015) of the employers assessment of students learning goals related to the competencies discussed in this report:

Assessment Category	Learning Goal			
	Students Skills in Functional Area	Basic Knowledge of Business Environment	Ability to Integrate, Synthesize, and Apply Knowledge and Skills From an Organizational Perspective	Quantitative/Statistical Skills
Excellent	65.7%	56.5%	78.1%	66.5%
Very Good	30.0%	35.4%	17.5%	29.9%
Average	4.4%	8.2%	3.7%	3.6%
Below Average	0.0%	0.0%	0.3%	0.0%
Very Poor	0.0%	0.0%	0.3%	0.0%

As it can be observed from the previous table, the performance of almost all of the CBA internship-participating students (including Marketing) have been assessed by the employers as above average (95.7% for the functional area, 91.9% for knowledge of business environment, 95.6% for critical thinking, and 96.4% for quantitative skills).

Based on all the information provided above related to the assessment of learning for the marketing students, the Marketing faculty feels comfortable with the results achieved so far. At the conclusion of the Spring 2016 the Marketing faculty will meet again to assess the results of this semester before suggesting any changes to the curriculum for the next assessment cycle other than just emphasizing the deficiency areas identified in the marketing component of Merc 3115.

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
1. CPC: Business Finance		Learning Outcome: Students will apply analytical techniques to solve basic business problems.												
		Competency: Apply ratio analysis techniques to evaluate the firm’s financial situation.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (FINA 3006)	Sp.2015 – 30% Fa. 2015 – 77%	Students demonstrated difficulty in interpreting ratios. This problem could be related to language deficiencies (English).	More emphasis given to ratio understanding and interpretation. While the problem used in the assessment instrument stayed the same, questions related to the interpretation were modified. Note: Course will be taught for the last time on spring 2016. Replaced by FINA 3016.	<div><p>CPC: Business Finance</p><table border="1"><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2015</td><td>30.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>77.0%</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Sp. 2015	30.0%	70%	Fa. 2015	77.0%	70%
Term	Actual Pref. Level	Acceptable Pref. Level												
Sp. 2015	30.0%	70%												
Fa. 2015	77.0%	70%												
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (FINA 3016)	Fa. 2015 – 38%	Course offered for the first time as per the new curriculum. Students demonstrated deficiency in interpreting data.	More emphasis will be given to data analysis and interpretation. Competency will be assessed again using the same instrument.	<div><p>CPC: Business Finance</p><table border="1"><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2015</td><td>38.0%</td><td>70%</td></tr><tr><td>Sp. 2016</td><td>77.0%</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Fa. 2015	38.0%	70%	Sp. 2016	77.0%	70%
Term	Actual Pref. Level	Acceptable Pref. Level												
Fa. 2015	38.0%	70%												
Sp. 2016	77.0%	70%												

Table 4.2-Program: BSBA / Major: Finance

Performance Indicator		Definition			
2. CPC: Business Finance		Learning Outcome: Students will apply basic finance terminology.			
		Competency: Demonstrate proficiency and understanding of the basic finance concepts.			
Analysis of Results					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (FINA 3006)	Fa. 2015 – 77%	Students achieved the Acceptable Performance Level.	Will repeat the assessment on Spring 2016. Note: Course will be taught for the last time on Spring 2016. Replaced by FINA 3016.	<p>CPC: Business Finance</p> <p>Percentage of student scoring 70% of higher</p> <p>100% 90% 80% 70% 60% 50% 40% 30%</p> <p>77.0%</p> <p>Fa. 2015 Sp.2016</p> <p>Actual Pref. Level Acceptable Pref. Level</p>
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (FINA 3016)	Fa. 2015 – 49%	Course offered for the first time as per the new curriculum. Determined that there is a need to revise the assessment instrument used because it included other areas and competencies.	Faculty will develop a new instrument for the Spring 2016 assessment.	<p>CPC: Business Finance</p> <p>Percentage of student scoring 70% of higher</p> <p>90% 80% 70% 60% 50% 40% 30%</p> <p>49.0%</p> <p>Fa. 2015 Sp.2016</p> <p>Actual Pref. Level Acceptable Pref. Level</p>

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

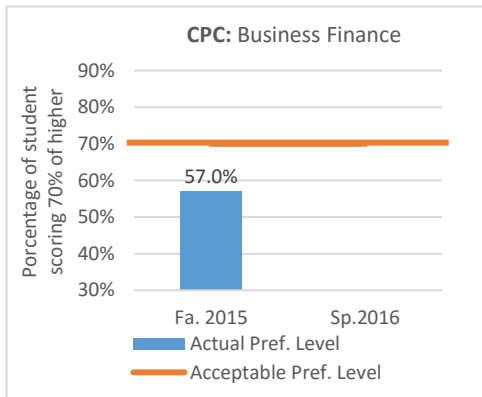
Performance Indicator		Definition												
3. CPC: Business Finance		Learning Outcome: Students will apply basic finance terminology.												
		Competency: Demonstrate proficiency and understanding of the basic finance concepts.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (FINA 3017)	Fa. 2015 – 57%	Course offered for the first time as per the new curriculum. No major caused identified other than the regular adjustments done when a course is given for the first time.	Incorporate a pre-test and post-test assessment format using the same instrument as before. Will compare the result with the previous semester (Fall 2015).	<div><p>CPC: Business Finance</p><table border="1"><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2015</td><td>57.0%</td><td>70%</td></tr><tr><td>Sp.2016</td><td>-</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Fa. 2015	57.0%	70%	Sp.2016	-	70%
Term	Actual Pref. Level	Acceptable Pref. Level												
Fa. 2015	57.0%	70%												
Sp.2016	-	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
4. Major: Business Finance		Learning Outcome: Students will apply quantitative analysis techniques to solve business problems.												
		Competency: Apply theories for financial planning, portfolio simulation, capital structuring, and budgeting.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
75% of students scoring 70% or higher	Course-embedded simulation (<i>FinGame</i>); direct; summative; external. (FINA 4040)	Sp.2015 – 70% Fa. 2015 – 80%	Students demonstrating deficiency in the area of capital structure.	<p>More class time being allocated to the capital structuring area. The assessment instrument will be repeated for the Spring 2016.</p> <p>Note: The portfolio simulation competency is not measured in this course. A suggestion is to measure this competency in FINA 4037 during the next cycle.</p>	<div><p>CPC: Business Finance</p><table><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2015</td><td>70.0%</td><td>70.0%</td></tr><tr><td>Fa. 2015</td><td>80.0%</td><td>70.0%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Sp. 2015	70.0%	70.0%	Fa. 2015	80.0%	70.0%
Term	Actual Pref. Level	Acceptable Pref. Level												
Sp. 2015	70.0%	70.0%												
Fa. 2015	80.0%	70.0%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

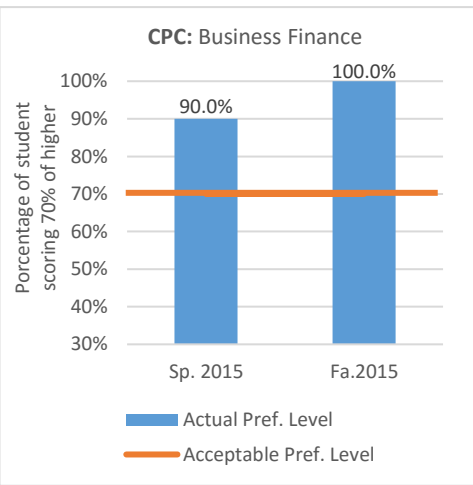
Performance Indicator		Definition												
5. Major: Business Finance		Learning Outcome: Students will apply quantitative analysis techniques to solve business problems.												
		Competency: Apply theories of forecasting, planning, and control techniques to solve business problems.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
75% of students scoring 70% or higher	Course-embedded simulation (<i>FinGame</i>); direct; summative; external. (FINA 4040)	Sp. 2015 – 90% Fa. 2015 - 100%	Students achieved the Acceptable Level Performance.	Assessment will be repeated on Spring 2016.	<div><p>CPC: Business Finance</p><table><thead><tr><th>Term</th><th>Actual Pref. Level (%)</th><th>Acceptable Pref. Level (%)</th></tr></thead><tbody><tr><td>Sp. 2015</td><td>90.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>100.0%</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)	Sp. 2015	90.0%	70%	Fa. 2015	100.0%	70%
Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)												
Sp. 2015	90.0%	70%												
Fa. 2015	100.0%	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition															
6. Benchmark: Business Finance		Learning Outcome: Students will apply analytical techniques to solve basic business problems.															
		Competency: Apply ratio analysis techniques to evaluate the firm’s financial situation.															
Analysis of Results																	
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart												
Above National Average 70% or higher for the sample used	Capstone Simulation (Finance related data) (ESOR 4026) Course embedded, direct, summative, external.	CBA Results: 42% - Sp. 2013 63% - Sp. 2015 72% - Fa. 2015 National Average: 69% - Sp. 2013 58% - Sp. 2015 58% - Fa. 2015	We feel confident with the results because although they are not 70% or higher every semester, the 3-semester average is 71%, and for the Spring 2015 and Fall 2015, the results are higher than the National Average.	Simulation will be repeated this semester.	<div><p>Benchmark: Business Finance</p><table><thead><tr><th>Semester</th><th>CBA students</th><th>National Average</th></tr></thead><tbody><tr><td>Sp. 2013</td><td>42.0%</td><td>69.0%</td></tr><tr><td>Sp. 2015</td><td>63.0%</td><td>58.0%</td></tr><tr><td>Fa. 2015</td><td>72.0%</td><td>58.0%</td></tr></tbody></table><p>Legend: CBA students (blue), National Average (yellow), Acceptable Pref. Level (orange line)</p></div>	Semester	CBA students	National Average	Sp. 2013	42.0%	69.0%	Sp. 2015	63.0%	58.0%	Fa. 2015	72.0%	58.0%
Semester	CBA students	National Average															
Sp. 2013	42.0%	69.0%															
Sp. 2015	63.0%	58.0%															
Fa. 2015	72.0%	58.0%															

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator			Definition																	
7. Benchmark: Business Finance			Learning Outcome: Students will apply basic finance terminology.																	
			Competency: Demonstrate proficiency and understanding of the basic finance concepts.																	
Analysis of Results																				
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart															
Above UPR System Average 70% or higher for the sample used	Standardized Institutional Test (Seniors). Direct, summative, external.	CBA Students: 74.0% - Sp. 2014 63.3% - Fa. 2014* 67.4% - Sp. 2015 74.8% - Fa. 2015 All UPR campuses: 58.6% - Sp. 2014 62.4% - Sp. 2015 *few students in the sample	Excluding datum for the Fall Semester 2014-15, the average for the actual performance data is 72%, which is above the acceptable level.	Test will be administered again this semester.	<table><caption>Benchmark: Business Finance</caption><thead><tr><th>Semester</th><th>CBA students</th><th>All UPR campuses</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>74.0%</td><td>58.6%</td></tr><tr><td>Fa. 2014</td><td>63.3%</td><td></td></tr><tr><td>Sp. 2015</td><td>67.4%</td><td>62.4%</td></tr><tr><td>Fa. 2015</td><td>74.8%</td><td></td></tr></tbody></table>	Semester	CBA students	All UPR campuses	Sp. 2014	74.0%	58.6%	Fa. 2014	63.3%		Sp. 2015	67.4%	62.4%	Fa. 2015	74.8%	
Semester	CBA students	All UPR campuses																		
Sp. 2014	74.0%	58.6%																		
Fa. 2014	63.3%																			
Sp. 2015	67.4%	62.4%																		
Fa. 2015	74.8%																			
Above UPR System Average 70% or higher for the sample used	Standardized Institutional Test (Mid-Point) Direct, summative, internal-external.	70% - Fa. 2014* 67.6% - Fa. 2015 *few students in the sample	Understanding that the Standardized Institutional Test is given to both Seniors and to students at the midpoint of their curriculum, the performance of 67.6% (Fa. 2015) for midpoint students, although is below the 70%, is considered acceptable.	Test will be administered again in the future.	<table><caption>Benchmark: Business Finance</caption><thead><tr><th>Semester</th><th>Midpoint Students</th></tr></thead><tbody><tr><td>Fa. 2014</td><td>70.0%</td></tr><tr><td>Fa. 2015</td><td>67.6%</td></tr></tbody></table>	Semester	Midpoint Students	Fa. 2014	70.0%	Fa. 2015	67.6%									
Semester	Midpoint Students																			
Fa. 2014	70.0%																			
Fa. 2015	67.6%																			

**Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.
– Comprehensive Analysis**

For All Business Students (CPC – Finance):

When assessing whether our students were able to *apply ratio analysis techniques to evaluate the firm's financial situation*, the results gathered from the Business Finance course (FINA 3006) demonstrated that students attained the expected performance level in the Fall 2015 Semester, improving significantly their performance from the previous Spring 2015 Semester. Taking into account that FINA 3006 will no longer be taught after the Spring 2016 Semester, assessment analysis was performed in FINA 3016 during the Fall 2015 Semester. The aforementioned course will substitute FINA 3006 in the new business administration curriculum. According to the results from FINA 3016, students did not reached the expected assessment metric. Assessment for this metric will be repeated during the Spring 2016 Semester and Fall Semester 2016. These results will provide a better understanding on the students' performance regarding the ratio analysis competency and will allow the Finance faculty to determine clearly the specific action plans to follow.

Regarding the ability of our students to *demonstrate proficiency and understanding of the basic finance concepts*, the assessment results from the FINA 3006 course during the Fall 2015 Semester, showed that our students reached the expected metric performance. This competency was identified to be assessed in two new courses from the new business curriculum (FINA 3016 and FINA 3017). When assessing this competency in the course FINA 3017 students were not able to attain the expected performance (for the same time period). The same results were obtained in FINA 3016, but after reviewing carefully the assessment instrument, the Finance faculty agreed that the instrument was not adequate to measure the competency. For the current semester (Spring Semester 2016) a new instrument will be used. Assessment for this metric will be repeated during the Spring Semester 2016 and Fall Semester 2016.

In the Standardized Institutional Test taken by the Seniors, the result for the Fall Semester 2014 (63.3%) is not representative because the sample size is very small. Using the other three results (74%, 67.4% 74.8%) we get an average of 72%, higher than the minimum acceptable level. Concerning the midpoint scores in the Standardized Institutional Test, when comparing the performance of senior students to that of the students at the midpoint of their curriculum, we can observe that the score was higher for the seniors, which is the expectation. Nevertheless, we don't have enough data at this point to draw definite conclusions. The test will be administered again in the next semesters.

Furthermore, assessment results from the simulation used in a capstone course, Business Policy (ESOR 4026), demonstrated that our students achieve higher scores than the national average, when having to demonstrate their critical analytical skills to solve business problems (including finance related issues). The achievement of our business students is also validated with the assessment done in the Internship and COOP Program, where the students were assessed from their employer's perspective and the results were outstanding, with 94% of the students who participate in the Internship Program demonstrate knowledge above average ("excellent" or "very good") in their respective business functional areas, including Finance.

The analysis of all the data available, both from internal (students) and external (simulations, employers) sources, concludes that our students, in general, are developing the related competencies in Finance expected from the program.

Finance Major Students:

Regarding those competencies beyond CPC, which applied to students major in Finance, the assessment results had demonstrated that Finance students are able to apply forecasting, planning and control techniques to solve business problems, as measured by their performance in the *FinGame* simulation offered in the Finance Capstone course, FINA 4040 – Current Financial Trends. The students excelled in this competency according to the results from the Spring 2015 Semester, and the Fall 2015 Semester. Using the same simulation, when measuring their ability to apply theories for financial planning, portfolio simulation, capital structuring and budgeting, the results showed that our finance students improved their performance from Spring 2015 Semester to Fall 2015 Semester, reaching in the later, the expected performance metric for this outcome. Assessment will be repeated during this current semester. Given the results of different sources used for the assessment analysis, we feel confident that our Finance students are well prepared.

Figure 4.2 - Measurement and Analysis of Student Learning and Performance
Program: BSBA / Major: Computerized Information Systems.

Performance Indicator		Definition												
1. CPC: Information Systems		Learning Outcome: Students will identify and utilize technical resources as a business working tool.												
		Competency: The students will demonstrate proficiency in business application of computer word processing, spreadsheets, and presentations.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Students should achieve an average score of 70% or higher	Course embedded, direct, formative, internal exercises & rubric (ADMI 3010)	Results for Fall 2015: Average score for all sections 93.6 %.	Students have demonstrated proficiency of the basic skills. Acceptable Pref. Level Actual Pref. Level	If the results of the next two subsequent semesters exceed 90%, intermediate concepts will be introduced and measured in subsequent semesters starting Spring 2017.	<div>CPC: Information Systems</div> <table><thead><tr><th>Semester</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2015</td><td>93.6%</td><td>70%</td></tr><tr><td>Sp. 2016</td><td>-</td><td>70%</td></tr></tbody></table>	Semester	Actual Pref. Level	Acceptable Pref. Level	Fa. 2015	93.6%	70%	Sp. 2016	-	70%
Semester	Actual Pref. Level	Acceptable Pref. Level												
Fa. 2015	93.6%	70%												
Sp. 2016	-	70%												

* Poor attendance – sample considered too small

Program: BSBA / Major: Computerized Information Systems

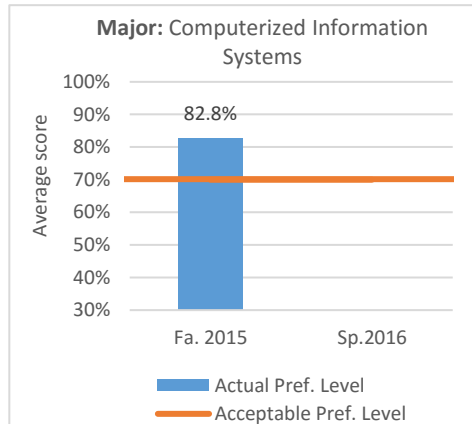
Performance Indicator		Definition			
2. Major: Computerized Information Systems		Learning Outcome: Identify a problem and define the computing requirements appropriate. Competency: Design a solution to a business problem using a programming language.			
Analysis of Results					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart
Students should achieve an average score of 70% or higher	Course embedded, direct, formative, internal exercises & rubric (SICI 3029)	Results for Fall 2015: Average score for all sections 82.8%.	Lower averages were related to: 1. development of algorithm and structures (which in turn affect the general performance of a program), and 2. input validation.	The exercise will be repeated after incorporating additional practices and allocating more time for classroom discussion on these subjects.	<div>Pending additional data points. </div>

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																							
3. CPC: Information Systems /Benchmark.		Learning Outcome: Students will identify and utilize technical resources as a business working tool.																							
		Competency: The students will demonstrate proficiency in computer literacy.																							
Analysis of Results																									
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																				
Above UPR System Average Students should achieve an average score of 70% or higher.	Internal / External SIT Information System CPC Items (Assessment Committee)	CBA students: Sp. 2014 -70.6% Fa.2014*- 86.7% Sp. 2015 -57.4% Fa. 2015 -72.6% All UPR campuses: Sp. 2014 - 62.9% Sp. 2015 – 60%	For the most part, graduating students have achieved the competency level goal.	As this is a system wide tool, it would be necessary to review the questions being used to measure these competencies. Depending on the results of this analysis, there could	<div>CPC: Information Systems/ Benchmark.</div> <table><thead><tr><th>Semester</th><th>CBA students</th><th>All UPR campuses</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>70.6%</td><td>62.90%</td><td>70.6%</td></tr><tr><td>Fa. 2014</td><td>86.7%</td><td>-</td><td>70.6%</td></tr><tr><td>Sp. 2015</td><td>57.4%</td><td>60%</td><td>70.6%</td></tr><tr><td>Fa. 2015</td><td>57.4%</td><td>-</td><td>70.6%</td></tr></tbody></table>	Semester	CBA students	All UPR campuses	Acceptable Pref. Level	Sp. 2014	70.6%	62.90%	70.6%	Fa. 2014	86.7%	-	70.6%	Sp. 2015	57.4%	60%	70.6%	Fa. 2015	57.4%	-	70.6%
Semester	CBA students	All UPR campuses	Acceptable Pref. Level																						
Sp. 2014	70.6%	62.90%	70.6%																						
Fa. 2014	86.7%	-	70.6%																						
Sp. 2015	57.4%	60%	70.6%																						
Fa. 2015	57.4%	-	70.6%																						

Students should achieve an average score of 70% or higher.	Internal / External SIT Information System CPC Items (Assessment Committee)	Midpoint Students: Fa.2014* -65.0% Fa. 2015- 68.3%	Midpoint students have not achieved the competency level goal, although results are not too far from the goal of 70%.	be a revision of: the exam questions, or course content.	<div><p>CPC: Marketing / Benchmark</p><p>Average score</p><table border="1"><thead><tr><th>Year</th><th>Midpoint Students</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2014</td><td>65.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>68.3%</td><td>70%</td></tr></tbody></table><p>Legend: Midpoint Students (blue bar), Acceptable Pref. Level (orange line)</p></div>	Year	Midpoint Students	Acceptable Pref. Level	Fa. 2014	65.0%	70%	Fa. 2015	68.3%	70%
Year	Midpoint Students	Acceptable Pref. Level												
Fa. 2014	65.0%	70%												
Fa. 2015	68.3%	70%												

* Poor attendance – sample considered too small

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.
– Comprehensive Analysis

For All Business Students (CPC – Information Systems):

In terms of demonstrating proficiency in the computer business applications such as word processing, spreadsheets, and presentations, the one area that has been mentioned as needing additional skills is the use of Excel. Both employers and students identified this as an important skill that needs further development. Data from four reports generated by the PIPC Office (Internships and Coop Program Office) is summarized in the following table:

Importance of Excel

	2012 - 2013	2013-2014
Employer	10% ⁽¹⁾	3% ⁽²⁾
Students	43% ⁽³⁾	33% ⁽⁴⁾

To address this need, the course ADMI 3018 – Advanced Spreadsheet Techniques was created and has been offered since January 2015, with favorable feedback from students who have since then had internship experiences.

(1) Estadísticas de las Evaluaciones de los Patronos 2012-2013

(2) Estadísticas de las Evaluaciones de los Patronos 2013-2014

(3) Estadísticas - Programa Internado y Plan Coop 2012-2013

(4) Estadísticas - Programa Internado y Plan Coop 2013-2014

**Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.
– Comprehensive Analysis**

Information Systems Major Students:	
In the summer of 2014 the PIPC Office (Internships and Coop Program Office) administered a survey to employers to evaluate student skills in their functional areas. The results for Information System students were quite favorable, as may be observed in the following table:	
Employer Assessment of Student Skills	
	Information System
Excellent	65%
Very good	33%
Average	2%
Below average	0%
Very poor	0%
Total	100%

* Excerpt from “Assessment of Student Goals – Verano 2014” report from the PIPC Office (Internships and Coop Program Office).

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
1. CPC: Management functions		Learning Outcome: Understand business concepts related to management												
		Competency: Understand business concepts related to management												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Students should achieve an average score of 70% or higher	Course-embedded exercise (ADMI 3009)	Sp 2015 - 59% Fa.2015-72.3%	<p>Course offered for the first time as per the new curriculum. In the following term, students achieved the Acceptable Performance Level.</p> <p>There is a low average rate of correct answers on statements three (3), five (5), and eight (8).</p>	<p>The assessment exercise statements three (3), five (5), and eight (8) should be reviewed to increase the rate of correct answers from students.</p> <p>Future performance in this exercise can improve with the use of a similar practice exercise right after the concepts are introduced within the course. They will be discussed in different sessions during the semester, as an integrative effort to make students understand and identify them in real life scenarios.</p>	<div><p>CPC: Management functions</p><table><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2015</td><td>59.0%</td><td>70%</td></tr><tr><td>Fa.2015</td><td>72.3%</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Sp. 2015	59.0%	70%	Fa.2015	72.3%	70%
Term	Actual Pref. Level	Acceptable Pref. Level												
Sp. 2015	59.0%	70%												
Fa.2015	72.3%	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																							
2. CPC: Management functions		Learning Outcome: Understand business concepts related to management																							
		Competency: Understand business concepts related to management / Apply business concepts related to management / operation																							
Analysis of Results																									
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																				
Above UPR System Average 70% or higher for the sample used	Internal / External SIT Management CPC items (Graduation Candidates)	CBA Students: Sp 2014 – 84.6% Fa. 2014* - 90% Sp. 2015 - 85.1% Fa. 2015 - 88.3% All UPR campuses: Sp. 2014- 70.9% Sp. 2015- 73.3%	Students who took the SIT were enrolled in the previous curriculum and took the course ADMI 4016.	There was a curriculum revision at undergraduate level. A change was made from the course ADMI 4016 to ADMI 3009 which emphasizes the theme of management, specifically, the basic management functions. The SIT will be revised.	<p>Benchmark: Management functions</p> <table><caption>Benchmark: Management functions</caption><thead><tr><th>Term</th><th>CBA students</th><th>All UPR campuses</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>84.0%</td><td>70.9%</td><td>70%</td></tr><tr><td>Fa. 2014</td><td>90.0%</td><td></td><td>70%</td></tr><tr><td>Sp. 2015</td><td>85.1%</td><td>73.3%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>88.3%</td><td></td><td>70%</td></tr></tbody></table>	Term	CBA students	All UPR campuses	Acceptable Pref. Level	Sp. 2014	84.0%	70.9%	70%	Fa. 2014	90.0%		70%	Sp. 2015	85.1%	73.3%	70%	Fa. 2015	88.3%		70%
Term	CBA students	All UPR campuses	Acceptable Pref. Level																						
Sp. 2014	84.0%	70.9%	70%																						
Fa. 2014	90.0%		70%																						
Sp. 2015	85.1%	73.3%	70%																						
Fa. 2015	88.3%		70%																						
70% or higher for the sample used	Internal / External SIT Management CPC items (Mid-Point)	Fall 2014*- 75% Fall 2015 - 80.8%	Students who took the SIT were enrolled in the previous curriculum and took the course ADMI 4016.	There was a curriculum revision at undergraduate level. A change was made from the course ADMI 4016 to ADMI 3009 which emphasizes the theme of management, specifically, the basic management functions. The SIT will be revised.	<p>Benchmark: Business Finance</p> <table><caption>Benchmark: Business Finance</caption><thead><tr><th>Term</th><th>Midpoint Students</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2014</td><td>75.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>80.8%</td><td>70%</td></tr></tbody></table>	Term	Midpoint Students	Acceptable Pref. Level	Fa. 2014	75.0%	70%	Fa. 2015	80.8%	70%											
Term	Midpoint Students	Acceptable Pref. Level																							
Fa. 2014	75.0%	70%																							
Fa. 2015	80.8%	70%																							

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition															
3. Benchmark: Management functions		Learning Outcome: Understand business concepts related to management															
		Competency: Understand business concepts related to management / Apply business concepts related to management / operation															
Analysis of Results																	
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart												
Above National Average 70% or higher for the sample used	External Management / operation related questions of the COMP_XM simulation.	CBA Results: Sp 2013 – 58% Sp 2015 – 64% Fall 2015 – 73% National Average: Sp. 2013- 70% Sp. 2015- 55% Fa. 2015- 55%	Students who took the SIT were enrolled in the previous curriculum and took the course ADMI 4016. Students’ performance on COMP_XM was above the UPR system average and above all national student average.	There was a curriculum revision at undergraduate level. A change was made from the course ADMI 4016 to ADMI 3009 which emphasizes the theme of management, specifically, the basic management functions.	<div><p>Benchmark: Management functions</p><table><thead><tr><th>Semester</th><th>CBA students</th><th>National Average</th></tr></thead><tbody><tr><td>Sp. 2013</td><td>58.0%</td><td>70.0%</td></tr><tr><td>Sp. 2015</td><td>64.0%</td><td>55.0%</td></tr><tr><td>Fa. 2015</td><td>73.0%</td><td>55.0%</td></tr></tbody></table></div>	Semester	CBA students	National Average	Sp. 2013	58.0%	70.0%	Sp. 2015	64.0%	55.0%	Fa. 2015	73.0%	55.0%
Semester	CBA students	National Average															
Sp. 2013	58.0%	70.0%															
Sp. 2015	64.0%	55.0%															
Fa. 2015	73.0%	55.0%															

*The results in Fall 2014 had little attendance rate

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.
– Comprehensive Analysis

For All Business Students:

The common professional component of Management / Operation particularly the basic management functions, was assessed in the course Introduction to Business, Management, and Ethics (ADMI 3009). This course was offered for the first time in Spring 2015 as per the new curriculum. Results show that the first time the assessment instrument was administered the performance above the minimum level was low. Nevertheless, in the second time the exercise was administered, the actual performance level was above the expected level. There is a low average rate of correct answers on statements three (3), five (5), and eight (8). Those items should be reviewed to increase the rate of correct answers from students. Future performance in this exercise can improve with the use of a similar practice exercise right after the concepts are introduced within the course. They will be discussed in different sessions during the semester, as an integrative effort to make students understand and identify them in real life scenarios.

The Standardized Institutional Test (SIT) taken by graduation candidates displays an average of 86.1%, (with 84.6%, 90%, 81.3% and 88.3% for Spring 2014, Fall, 2014, Spring 2015, and Fall 2015 respectively), attaining the expected performance level. In the SIT taken at Mid-Point, the average result was 77.9%, attaining the acceptable performance level. Results for Fall 2014 (75%) are not representative because the sample size was very small, due to low attendance rate. In Fall 2015 results, students attained the expected performance level with an average result of 80.8%. However, we do not have enough data to draw conclusions. The SIT will be revised in order to update the content of the questions. The assessment exercise will be administered again in Spring 2016 and on subsequent semesters.

The results of the External Management / Operation related questions of the COMP_XM simulation reveal that our students outperformed the all-national capstone students in each one of the three periods, Spring 2013, Spring 2015, and Fall 2015. Based on the analyzed data, we conclude that our students' knowledge of business concepts related to management has attained the acceptable performance level, as expected on the program. In order to improve the overall performance, new opportunities for learning and application of management concepts will be provided in the future.

Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance

Performance Indicator		Definition												
1. Major: Operations Management		Learning Outcome: Understanding of decision making tools used in operations management.												
		Competency: Apply decision making tools to support operations management decisions.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (GERE 4008)	Fa. 2015- 40%	<p>The acceptable performance level was not achieved as only 40% scored 70% or higher. Students show deficiencies related to the application of software outputs, interpretation and analysis of results. It is important to mention that the assessment problem used (Sensitivity Analysis) is the subject that historically our students have shown the most difficulty to understand.</p> <p>Note: This finding is similar to what is observed by Dr. Sima Parisay in her article titled “Effective Pedagogical Techniques in Operations Research Courses Intent On Improving Analysis Skills and Report-Writing” (American Society for Engineering Education, 2007).</p>	<p>The following actions will be taken during the fall-2016 semester:</p> <p>More time explaining mathematical concepts will be given to reinforce this competency. This is expected to help developing critical thinking.</p> <p>Different teaching approaches will be used, for example more practice problems, reading outputs and writing reports.</p> <p>The same assessment instrument will be repeated for fall-2016 and fall-2017.</p>	<div><p>Major: Operations Management</p><table><thead><tr><th>Semester</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2015</td><td>40.0%</td><td>70%</td></tr><tr><td>Sp. 2016</td><td>-</td><td>70%</td></tr></tbody></table></div>	Semester	Actual Pref. Level	Acceptable Pref. Level	Fa. 2015	40.0%	70%	Sp. 2016	-	70%
Semester	Actual Pref. Level	Acceptable Pref. Level												
Fa. 2015	40.0%	70%												
Sp. 2016	-	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
2. Major: Operations Management		Learning Outcome: Understand concepts of supply chain management in a global economy.												
		Competency: Apply concepts of supply chain management from a global perspective.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (GERE 4028)	Sp. 2015 - 55.3%	The acceptable performance level (APL) was not achieved as only 55.3% of students scored 70% or higher. A detailed analysis of the student’s performance showed the following deficiencies: 1. Lack of understanding of the “Strategic Fit” concept including the relationship between efficiency and responsiveness with the concept of uncertainty in the supply chain. 2. Lack of understanding of the metrics related to distribution network. 3. Wrong interpretation of the case being studied, which could probably be related to language barriers (English).	The following actions will be taken during the Spring 2016: 1. More emphasis will be given to the subject of “Strategic Fit”. 2. More emphasis will be given to metrics related to distribution network. 3. Several cases related to supply chain management will be added to the class discussion. These cases will be in English but the appropriate time will be allocated for their understanding. 4. When appropriate, case studies will be incorporated into partial tests in order to get students used to this type of examination.	<div><p>Major: Operations Management</p><table><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2015</td><td>55.3%</td><td>70%</td></tr><tr><td>Sp. 2016</td><td>-</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Fa. 2015	55.3%	70%	Sp. 2016	-	70%
Term	Actual Pref. Level	Acceptable Pref. Level												
Fa. 2015	55.3%	70%												
Sp. 2016	-	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

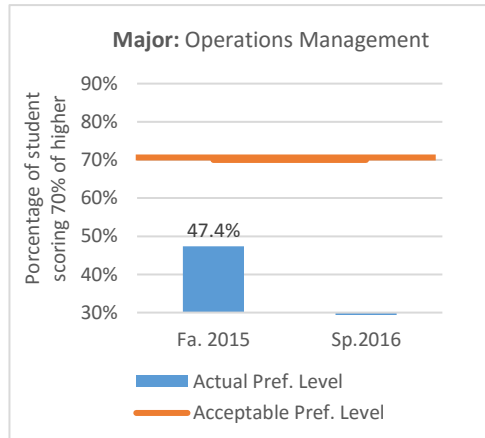
Performance Indicator		Definition												
3. Major: Operations Management		Learning Outcome: Understand how operations interface with major functions in business.												
		Competency: Identify how operations management decisions impact other functional areas.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (GERE 4028)	Sp. 2015 - 47.4%	The acceptable performance level (APL) was not achieved as only 47.4% of students scored 70% or higher. A detailed analysis of the results showed that most of the students did not understand the questions to be answered. Specifically, when asked to explain how operations management decisions related to the supply chain impacted other functional areas of the business, students answered from the perspective of how the other functional areas impacted the operations management decisions. Among other things, this situation could be related to language barriers as well as a lack of practice discussing case studies.	<p>The following actions will be taken during Spring 2016:</p> <p>1. Several cases related to supply chain management will be added to the class discussion. These cases will be in English but the appropriate time will be allocated for their understanding.</p> <p>2. When appropriate, case studies will be incorporated into partial tests in order to get students used to this type of examination.</p> <p>The same assessment instrument will be used but the instructions will be cautiously clarified.</p>	<div><p>Major: Operations Management</p><table><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2015</td><td>47.4%</td><td>70%</td></tr><tr><td>Sp.2016</td><td>-</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Fa. 2015	47.4%	70%	Sp.2016	-	70%
Term	Actual Pref. Level	Acceptable Pref. Level												
Fa. 2015	47.4%	70%												
Sp.2016	-	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																			
4. Benchmark: Operations Management		Learning Outcome: Understand business concepts related to management.																			
		Competency: Apply business concepts related to management/operations.																			
Analysis of Results																					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																
Above National Average 70% or higher for the sample used	Capstone Simulation (Operations Management related data); direct; summative; external; comparative. (ESOR 4026)	CBA: Sp. 2013 – 47% Sp. 2015 – 64% Fa. 2015 – 73% National Avg.: Sp. 2013 – 58% Sp. 2015 – 53% Fa. 2015 – 49%	There is an improvement trend in the performance of the CBA students. In addition, the average score by the CBA students has been above the National Average for the past two semesters. Note: The class is divided into multidisciplinary groups, each group competing against each other and against groups at the national level that are using the same platform for the simulation. Operations Management students contribute to the decision process undertaken within each group with their insights in operations decisions.	The professor keeps meetings with each group each time that decisions are taken and the simulation is run. Based on the simulation results, the professor discusses the impact of the decisions and review basic concepts of operations management as needed. This process allows students to make better decisions as the simulation progresses. The same assessment tool and learning process based on short meetings with each group will continue for at least the next two semesters.	<div><p>Benchmark: Operations Management</p><table><thead><tr><th>Semester</th><th>CBA students</th><th>National Average</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2013</td><td>47.0%</td><td>58.0%</td><td>70.0%</td></tr><tr><td>Sp. 2015</td><td>64.0%</td><td>53.0%</td><td>70.0%</td></tr><tr><td>Fa. 2015</td><td>73.0%</td><td>49.0%</td><td>70.0%</td></tr></tbody></table></div>	Semester	CBA students	National Average	Acceptable Pref. Level	Sp. 2013	47.0%	58.0%	70.0%	Sp. 2015	64.0%	53.0%	70.0%	Fa. 2015	73.0%	49.0%	70.0%
Semester	CBA students	National Average	Acceptable Pref. Level																		
Sp. 2013	47.0%	58.0%	70.0%																		
Sp. 2015	64.0%	53.0%	70.0%																		
Fa. 2015	73.0%	49.0%	70.0%																		

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA. – Comprehensive Analysis

Operations (Industrial) Management Major Students:
<p>The assessment of learning process for the major (concentration) related to Operations Management has shown mixed results. Students have not achieved the expected performance level for the competencies measured in GERE 4008 and GERE 4028, while improvement is noticeable in ESOR 4026. In addition, external information from employers gathered through the Internship and Plan Coop Programs (PIPC) show that students from the College of Business Administration (CBA) meet the learning objectives, including the ones from the Operations Management concentration.</p> <p>The competency measured in GERE 4008 is “apply decision making tools to support operations management decisions”. The first assessment was done in the fall-2015 and students did not achieve the acceptable performance level as only 40% scored 70% or higher. The subject of sensitivity analysis was used for this assessment since historically it has been the area of most difficulty to understand for our students. Results show deficiencies related to the application of software outputs, and interpretation and analysis of results. These results are consistent with students from other universities as explained in Parisay (2007)¹. However, it is too early to conclude that the program is not developing this competency since the assessment has been given only once. The same instrument will be repeated in fall-2016 and fall-2017 as the professor emphasizes mathematical concepts, and different teaching approaches will be used to develop critical thinking.</p> <p>The following two (2) competencies are measured in GERE 4028: 1) “apply concepts of supply chain management from a global perspective”, and 2) “identify how operations management decisions impact other functional areas”. Both competencies were measured during spring-2015 using case study analysis as the assessment instrument. Students did not achieved the acceptable performance level for both competencies as only 55.3% and 47.4% scored 70% or higher, respectively. In the case of the first competency, students show deficiencies related to the concept of “strategic fit” in a supply chain, and lack of understanding of the metrics related to a distribution network. For both competencies, students show some misunderstanding related to the interpretation of the case or the questions being asked, which could probably be related to language barriers. Based on the latter observation and the fact that the instrument has been given only once, it has been concluded that it is too early to judge the capacity of the program to develop the expected competencies. The faculty has agreed to add more case studies to the content of the course via class discussion, homework, short quizzes, and partial tests. Student’s participation will be promoted in order to reinforce deficiency areas and assure understanding of the relationships between the degree of uncertainty in a distribution network with the concepts of responsiveness and efficiency in a supply chain. Cases in writing or video could be used as long as they are documented in English. The objective is to allow students to feel at ease with the English language in an effort to improve their understanding of the cases being studied and improve their level of analysis. The same instrument will be repeated in spring-2016 and spring-2017.</p> <p>The Capstone course ESOR 4026 (Business Policy) is one of the integrative courses in the curriculum. In this course students are divided into multidisciplinary groups that compete against each other and against groups at the national level. Groups are faced with business decisions throughout the course of the semester. A simulation is run each time decisions are made giving students the opportunity to understand the impact of their decisions at the business level. Operations management students within each group bring their area of expertise in order to</p>

support the team with decisions related to the operations side of the business. Looking into the performance of the CBA students with regards to operations decision means that we are also looking into the performance of the operations management students with regards to their area of expertise. Being Business Policy a course that is taken at the end of the students educations, give us a good idea of how well the curriculum prepares our operations management students to apply business concepts related to operations. Results show and improvement trend through time such that last semester the acceptable performance level was exceeded (spring 2013 – 47%, spring 2015 – 64%, and fall 2015 – 73%). Important as well is to realize that as the performance of our students has improved, the national average shows a negative trend with performances below the CBA results for the last two instances (spring 2013 – 58%, spring 2015 – 53%, and fall 2015 – 49%). It has been agreed by the OM faculty to continue using the same assessment instrument as well as the same teaching techniques.

Another important piece of information to complete this comprehensive analysis of the operations management students is the employer’s assessment. This data is gathered through the Internship and Plan Coop Program (PIPC) office. The following table shows a summary (Summer 2014 - December 2015) of the employers assessment of students learning goals related to the competencies discussed in this report:

Assessment Category	Learning Goal			
	Students Skills in Functional Area	Basic Knowledge of Business Environment	Ability to Integrate, Synthesize, and Apply Knowledge and Skills From an Organizational Perspective	Quantitative/Statistical Skills
Excellent	65.7%	56.5%	78.1%	66.5%
Very Good	30.0%	35.4%	17.5%	29.9%
Average	4.4%	8.2%	3.7%	3.6%
Below Average	0.0%	0.0%	0.3%	0.0%
Very Poor	0.0%	0.0%	0.3%	0.0%

As it can be observed from the previous table, the performance of almost all of the CBA students (including OM) have been assessed by the employers as above average.

Based on all the information provided above related to the assessment of learning for the operations management students, the OM faculty feels comfortable with the results achieved so far. It is the conclusion that more assessment periods are needed before suggesting any changes to the curriculum other than just emphasizing the deficiency areas identified in GERE 4008 and GERE 4028.

¹ Sima Parisay. “Effective Pedagogical Techniques in Operations Research Courses Intent On Improving Analysis Skills and Report-Writing.” *American Society for Engineering Education* (2007).

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																							
1. CPC: Statistics / Quantitative Techniques		Learning Outcome: Students in introductory-level Statistics courses shall apply fundamental descriptive statistics concepts in basic business situations. Competency: Describe, explain, or apply descriptive statistics such as mean, median and standard deviation and basic charts for qualitative and quantitative data (Ex.: pie charts, bar charts, histograms, scatter plots and box plots)																							
Analysis of Results																									
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																				
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (ESTA 3001)	Fa. 2014 – 62% Fa. 2015 – 73%	There is an improvement in performance due to the incorporation of a Lab as part of the requirements of the course.	The format of the course changed from 3 contact-hours per week for lecturing purposes to 2 contact-hours for lecturing and 2 contact-hours for Laboratory (4 contact-hours per week). This changed is due to a new curricular revision taking place.	<p>CPC: Statistics / Quantitative Techniques</p> <table><tr><th>Term</th><th>Actual Pref. Level (%)</th><th>Acceptable Pref. Level (%)</th></tr><tr><td>Fa. 2015</td><td>62.0%</td><td>70%</td></tr><tr><td>Sp. 2016</td><td>73.0%</td><td>70%</td></tr></table>	Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)	Fa. 2015	62.0%	70%	Sp. 2016	73.0%	70%											
Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)																							
Fa. 2015	62.0%	70%																							
Sp. 2016	73.0%	70%																							
Above UPR System Average 70% or higher for the sample used	Standardized Institutional Test (SIT) – Grad. Candidates; direct; summative; external; comparative	<p>CBA</p> <p>Sp. 2014 – 51% Fa. 2014 – 70%* Sp. 2015 – 52% Fa. 2015 – 54% ** Sample size too small</p> <p>UPR System</p> <p>Sp. 2014 – 50% Sp. 2015 – 52%</p>	Even though the 70% acceptable performance level has not been achieved, the results show no significant difference vs the UPR System average. Students under the new format (4 contact-hour per week) have not taken this test yet.	As per the new curriculum, the new format (4 contact-hours per week) for both courses ESTA 3001 and ESTA 3002 is in placed already. Improvement is expected as the students under the new format take this test. Will monitor for 3 years.	<p>CPC: Statistics / Quantitative Techniques</p> <table><tr><th>Term</th><th>CBA students (%)</th><th>All UPR campuses (%)</th><th>Acceptable Pref. Level (%)</th></tr><tr><td>Sp. 2014</td><td>51.0%</td><td>50.0%</td><td>70%</td></tr><tr><td>Fa. 2014</td><td>70.0%</td><td>-</td><td>70%</td></tr><tr><td>Sp. 2015</td><td>52.0%</td><td>52.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>54.0%</td><td>-</td><td>70%</td></tr></table>	Term	CBA students (%)	All UPR campuses (%)	Acceptable Pref. Level (%)	Sp. 2014	51.0%	50.0%	70%	Fa. 2014	70.0%	-	70%	Sp. 2015	52.0%	52.0%	70%	Fa. 2015	54.0%	-	70%
Term	CBA students (%)	All UPR campuses (%)	Acceptable Pref. Level (%)																						
Sp. 2014	51.0%	50.0%	70%																						
Fa. 2014	70.0%	-	70%																						
Sp. 2015	52.0%	52.0%	70%																						
Fa. 2015	54.0%	-	70%																						

Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Above the UPR System Average 70% or higher for the sample used	Standardized Institutional Test (SIT) – Students at Mid-point; direct; summative; external; comparative	<u>CBA</u> Fa. 2014 – 55%** Fa. 2015 – 53% ** Sample size too small	The results show the following: 1. 70% acceptable performance level is not being achieved, which could be related to the fact that the change in format (4 contact-hours per week) for ESTA 3001 and ESTA 3002 has recently been implemented. Students under the new format have not taken this test yet. 2. There is no significant difference between the CBA students that are candidates for graduation and the ones at the mid-point of their education, which could be related to the fact that there are no additional statistics courses after ESTA 3002.	The following actions have been taken for each possible cause: 1. The change in format for both statistics courses have been implemented already. Will continue monitoring the progress for the following 3 years. Improvement is expected as there are more contact-hours including a Lab. 2. No major action will be taken at this point. This decision will be revisited after the three year monitoring period.	<div>CPC: Statistics / Quantitative Techniques</div> <table><thead><tr><th>Year</th><th>Midpoint Students</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2014</td><td>55.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>53.0%</td><td>70%</td></tr></tbody></table>	Year	Midpoint Students	Acceptable Pref. Level	Fa. 2014	55.0%	70%	Fa. 2015	53.0%	70%
Year	Midpoint Students	Acceptable Pref. Level												
Fa. 2014	55.0%	70%												
Fa. 2015	53.0%	70%												

Program: BSBA / CPC: Statistics / Quantitative Techniques

Performance Indicator		Definition												
2. CPC: Statistics / Quantitative Techniques		<p>Learning Outcome: Apply basic statistical inference: confidence intervals and hypothesis testing for up to two population scenarios, and understand the concepts in more complex situations: ANOVA, linear regression, contingency tables.</p> <p>Competency: Interpret the results of statistical methodology, understand the usefulness of making decisions based on data, and understand basic computer outputs for statistical analysis.</p>												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
70% of students scoring 70% or higher	Course-embedded exercise; direct; formative; internal. (ESTA 3002)	Sp. 2014 - 54% Sp. 2015 - 53%	Students are not showing the expected acceptable performance level since the course still had the old format based on 3 contact-hours per week for lecturing purposes without statistic laboratory at the time of these assessments.	Starting on spring 2016 and based on the curricular revision, the course is being offered following the format of 4 contact-hours per week (2 for lecturing and 2 for laboratory purposes). Improvements are expected and will monitor this action for a 3 years period..	<div><p>CPC: Statistics / Quantitative Techniques</p><table><tr><th>Semester</th><th>Actual Pref. Level (%)</th><th>Acceptable Pref. Level (%)</th></tr><tr><td>Fa. 2015</td><td>54.0%</td><td>70%</td></tr><tr><td>Sp.2016</td><td>53.0%</td><td>70%</td></tr></table></div>	Semester	Actual Pref. Level (%)	Acceptable Pref. Level (%)	Fa. 2015	54.0%	70%	Sp.2016	53.0%	70%
Semester	Actual Pref. Level (%)	Acceptable Pref. Level (%)												
Fa. 2015	54.0%	70%												
Sp.2016	53.0%	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

For All Business Students (CPC – Statistics / Quantitative Techniques):

As a consequence of previous assessment results, the format of the courses, ESTA 3001 and ESTA 3002, change from 3 contact-hours per week for lecturing purposes to 2 contact-hours for lecturing and 2 contact-hours for Laboratory (4 contact-hours per week), this changed is due to a new curricular revision taking place.

This new courses format started on Fall 2015 and spite of that is too early to determine the expected results, a significant students' improvement has been observed (of 62% Fall 2014 to 73% Fall 2015) attained the expected performance level in ESTA 3001.

Due to the new format has been just implemented this semester (Spring 2016) in ESTA 3002 and because is going to take time for the students under the new format take the Standardized Institutional Test (SIT), no major action will be taken at this point. This decision will be revisited after the three year monitoring period before taking any major action. Meanwhile different teaching approaches will be used, if needed, to assure students attain the competency.

It is important to mention that although our students have not shown a significant deficiency with respect to other students in UPR system and neither in the majority of the assessment, the acceptable performance levels have not been met, the employer evaluate positively the performance of our students' in quantitative and statistics skills. Particularly, data gathered through the Internship and Plan Coop Program (PIPC) office for the period Summer 2014 - December 2015, show 66.5 % of our students were evaluated excellent, 29.9% very good and 3.6 % as average and neither were evaluated below average or very poor.

Although we recognize the opportunity that our Program could have to improve the competencies of statistics and quantitative skills for decision making and solving problems, being the feedback of the employer a direct evaluation of our students' performance, we feel comfortable with the decisions taken so far and be monitoring for a period of 3 years before suggesting any changes to the curriculum

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																		
1. CPC: Economics / Benchmark		Learning Outcome: Students will understand the impact of economic environment on the business organization and apply microeconomic analysis tools																		
		Competency: The students will demonstrate proficiency using basic microeconomic terminology																		
Analysis of Results																				
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart															
Students should achieve an average score of 70% or higher	Internal/external SIT Economic CPC items Graduation Candidates	CBA Students: Sp. 2014 -68.6% Fa.2014*-60% Sp.2015 - 67.9% Fa. 2015- 70.9% All UPR campuses: Sp. 2014- 56.4% Sp. 2015- 64.2%	Students achieved the criteria performance in fall 2015	The test is going to be administered again according to the assessment plan	<p>CPC: Economic / Benchmark</p> <table border="1"><thead><tr><th>Term</th><th>CBA students</th><th>All UPR campuses</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>68.6%</td><td>56.4%</td></tr><tr><td>Fa. 2014</td><td>60.0%</td><td></td></tr><tr><td>Sp. 2015</td><td>67.9%</td><td>64.2%</td></tr><tr><td>Fa. 2015</td><td>70.9%</td><td></td></tr></tbody></table> <p>Legend: CBA students (blue), All UPR campuses (yellow), Acceptable Pref. Level (orange line)</p>	Term	CBA students	All UPR campuses	Sp. 2014	68.6%	56.4%	Fa. 2014	60.0%		Sp. 2015	67.9%	64.2%	Fa. 2015	70.9%	
Term	CBA students	All UPR campuses																		
Sp. 2014	68.6%	56.4%																		
Fa. 2014	60.0%																			
Sp. 2015	67.9%	64.2%																		
Fa. 2015	70.9%																			
Students should achieve an average score of 70% or higher	Internal/external SIT Economic CPC items Midpoint	Fa. 2014*- 45% Fa. 2015- 75.7%	Students achieved the criteria performance in fall 2015	The test is going to be administered again according to the assessment plan	<p>CPC: Economic / Benchmark</p> <table border="1"><thead><tr><th>Term</th><th>Midpoint Students</th></tr></thead><tbody><tr><td>Fa. 2014</td><td>45.0%</td></tr><tr><td>Fa. 2015</td><td>75.7%</td></tr></tbody></table> <p>Legend: Midpoint Students (blue), Acceptable Pref. Level (orange line)</p>	Term	Midpoint Students	Fa. 2014	45.0%	Fa. 2015	75.7%									
Term	Midpoint Students																			
Fa. 2014	45.0%																			
Fa. 2015	75.7%																			

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
2. CPC: Economic		Learning Outcome: Students will understand the impact of economic environment on the business organization and apply microeconomic analysis tools												
		Competency: Apply basic microeconomic principles of analysis to explain how markets function												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Students should achieve an average score of 70% or higher	Internal Standardized Test/ADEM Midpoint	Fall 2015 - 64%	There are two facts that have to be considered regarding assessment: This the first time this assessment instrument is administered and this is also the first time. More measures are needed to establish results trends and to evaluate the assessment instrument.	The test is going to be administered at students at graduation point in spring 2016	<div><p>CPC: Economic</p><table border="1"><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2015</td><td>64.0%</td><td>70%</td></tr><tr><td>Sp.2016</td><td>-</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Fa. 2015	64.0%	70%	Sp.2016	-	70%
Term	Actual Pref. Level	Acceptable Pref. Level												
Fa. 2015	64.0%	70%												
Sp.2016	-	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
1. CPC: Business Law		Learning Outcome: Understand the legal and regulatory environment of business												
		Competency: Identify the legal issues in different business situations												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
50% of the students will score 70% or more on special assignment.	Course-embedded exercise; direct; formative; internal. (ADMI 4001)	Fall 2015 – 57% scored 70% or more. Medium score was 66%	<p>Most of the students demonstrated a basic understanding of the legal issues in business situations.</p> <p>The assessment exercise consisted of five questions about specific topics covered through the semester. The exercise was given on the last day of classes.</p> <p>The lowest scores were in the first and fifth questions. The first question related to a topic discussed in the first month of classes that probably was not fresh in the minds of the students at the end of the semester.</p> <p>With regard to the fifth question, 28% of the students left it in blank. My opinion is that most of the students did that, not</p>	<p>To obtain a better assessment of the students’ progress toward the learning outcome the exercise will be divided in two and offered one at the end of the second month of classes and the other at the end of the fourth month of classes.</p> <p>The results of the first assessment exercise will be compared to the medium grade of the class first partial exam which will cover the same topics as the exercise.</p> <p>An incentive bonus will be given toward the final course grade which total will be relative to the performance on the assessment exercises.</p>	<div><p>CPC: Business Law</p><table><thead><tr><th>Term</th><th>Actual Pref. Level (%)</th><th>Acceptable Pref. Level (%)</th></tr></thead><tbody><tr><td>Fa. 2015</td><td>57.0%</td><td>70%</td></tr><tr><td>Sp. 2016</td><td>-</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)	Fa. 2015	57.0%	70%	Sp. 2016	-	70%
Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)												
Fa. 2015	57.0%	70%												
Sp. 2016	-	70%												

			because they didn't know the answer but, because they were tired or indifferent and, since they knew the assessment was not going to affect the final grade, they did not take it seriously.	Students will be educated on the importance of doing their best effort in the assessment exercises as part of their improvement as students and of the course in general. The assessment instrument will be reviewed after the third measure.	
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Performance Indicator		Definition															
2. CPC: Business Law		Learning Outcome: Students will apply basic Business Legal concepts															
		Competency: Demonstrate proficiency and understanding of the basic business legal concepts.															
Analysis of Results																	
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart												
Students should achieve an average score of 70% or higher	SIT Business Legal CPC items. Internal/External/Summative Graduation student	Sp. 2014 61.4% Fa. 2014* 63.3% Sp. 2015 57.9%	Students did not achieve the performance indicator for any of the assessment measurement. The concepts asked in the SIT are not discussed		<div><p>CPC: Business Legal Competency: Demonstrate proficiency and understanding of the basic business legal concepts.</p><table><thead><tr><th>Semester</th><th>Actual Pref. Level (%)</th><th>Acceptable Pref. Level (%)</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>61.4%</td><td>70%</td></tr><tr><td>Fa. 2014*</td><td>63.3%</td><td>70%</td></tr><tr><td>Sp. 2015</td><td>57.9%</td><td>70%</td></tr></tbody></table></div>	Semester	Actual Pref. Level (%)	Acceptable Pref. Level (%)	Sp. 2014	61.4%	70%	Fa. 2014*	63.3%	70%	Sp. 2015	57.9%	70%
Semester	Actual Pref. Level (%)	Acceptable Pref. Level (%)															
Sp. 2014	61.4%	70%															
Fa. 2014*	63.3%	70%															
Sp. 2015	57.9%	70%															

Students should achieve an average score of 70% or higher	SIT Business Legal CPC items. Internal/External/Sum mative Midpoint	Fall 2014* 50% Fall 2015 57.6%			
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Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																			
1. CPC: Business Policy- Integrative		Learning Outcome: Apply Critical Analytical Skills for Problem Solving.																			
		Competency: Students will apply all business knowledge to analyze data to make business decisions by running their own business in a simulation.																			
Analysis of Results																					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																
Students should achieve an average score of 70% or higher.	External / Capstone COMP_XM Simulation	CBA Results Sp. 2013 – 54.3% Accounting 49% Finance 42% Strategy 39% Marketing 76% Operations 47% HR 73%	The weighted average for the class failed to reach the performance indicator by 16%. Only average scores for Marketing and HR areas reached this mark. It was also below the national average (67.8%) by 13 points.	More emphasis given to problem-solving and decision making process from a holistic point of view. Team building exercises will be incorporated to foster synergy among groups. The assessment instrument will be the same in order to validate action taken in upcoming semesters.	<table><caption>CPC: Business Policy- Integrative</caption><thead><tr><th>Semester</th><th>CBA students</th><th>National Average</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2013</td><td>54.3%</td><td>67.8%</td><td>70%</td></tr><tr><td>Sp. 2015</td><td>59.5%</td><td>56.1%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>73.8%</td><td>55.6%</td><td>70%</td></tr></tbody></table>	Semester	CBA students	National Average	Acceptable Pref. Level	Sp. 2013	54.3%	67.8%	70%	Sp. 2015	59.5%	56.1%	70%	Fa. 2015	73.8%	55.6%	70%
	Semester	CBA students	National Average	Acceptable Pref. Level																	
	Sp. 2013	54.3%	67.8%	70%																	
Sp. 2015	59.5%	56.1%	70%																		
Fa. 2015	73.8%	55.6%	70%																		
Note: This instrument examines the students acumen in their business areas of study. Each semester more than 2,500 teams in United States and abroad uses this instrument as a CAPSTONE simulation.	National Ave. Sp. 2013 – 67.8% Accounting 68% Finance 69% Strategy 71% Marketing 71% Operations 58% HR 70%	Students demonstrated lack of understanding and value of an integrated decision making process on the company’s performance.																			
	CBA Results Sp. 2015 – 59.5% Accounting 63% Finance 63% Strategy 58% Marketing 59% Operations 58%	Even though the weighted average for the class failed to reach the performance indicator the class average surpassed the national average (60% vs. 56%).	Out of class meetings will be conducted to give individualized assistance to each group regarding the simulation. The objective is to target specific areas of problems																		

		<div>HR56%</div> <div>National Ave.</div> <div>Sp. 2015 – 56.1%</div> <div>Accounting57%</div> <div>Finance58%</div> <div>Strategy59%</div> <div>Marketing58%</div> <div>Operations50%</div> <div>HR55%</div>	Students are still failing in getting an understanding and value of an integrated decision making process on the company’s performance	due to group composition or team dynamics. The fact that this time the class average exceeded the national average deserves more attention to determine if national average is a better performance indicator that the current one.	<div>CPC: Business Policy- Integrative</div> <table><thead><tr><th>Term</th><th>CBA students</th><th>National Average</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2013</td><td>54.3%</td><td>67.8%</td><td>70%</td></tr><tr><td>Sp. 2015</td><td>59.5%</td><td>56.1%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>73.8%</td><td>55.6%</td><td>70%</td></tr></tbody></table>	Term	CBA students	National Average	Acceptable Pref. Level	Sp. 2013	54.3%	67.8%	70%	Sp. 2015	59.5%	56.1%	70%	Fa. 2015	73.8%	55.6%	70%
Term	CBA students	National Average	Acceptable Pref. Level																		
Sp. 2013	54.3%	67.8%	70%																		
Sp. 2015	59.5%	56.1%	70%																		
Fa. 2015	73.8%	55.6%	70%																		
		<div>CBA Results</div> <div>Fa. 2015- 73.8%</div> <div>Accounting76%</div> <div>Finance72%</div> <div>Strategy72%</div> <div>Marketing73%</div> <div>Operations73%</div> <div>HR77%</div> <div>National Ave.</div> <div>Fa. 2015- 55.6%</div> <div>Accounting56%</div> <div>Finance58%</div> <div>Strategy58%</div> <div>Marketing58%</div> <div>Operations49%</div> <div>HR55%</div>	<div>The weighted average for the class exceeded the national average (74% vs. 56%) by 18 points.</div> <div>This time the class average obtained in all areas exceeded those reported by the 2,000 plus teams participating in the simulation.</div> <div>Out-of-class meetings to offer assistance and counseling to participating teams paid off. Students are now more acquainted of the integrative nature of the simulation.</div>	Out-of-class meetings will continue to be part of the simulation. They will also be incorporated during the practice rounds before the beginning of the competition rounds. The objective will be to get the students understand the interrelationship of the different operational areas and the consequences of their decisions in the economic performance of the companies.																	

**Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.
/ Comprehensive Analysis**

For All Business Students (CPC – Business Policy):
<p>The Capstone® business simulation is an interactive platform that provides students with the opportunity to test assumptions and learn from mistakes so they are better prepared to step confidently into their business career. Through Capstone, students get the chance to apply what they've learned across all disciplines of business in one strategic, competitive, engaging learning experience. The CBA uses the Capstone® business simulation as a summative and formative mechanism to assess whether our students are able to demonstrate proficiency in all the business-related functions. The Capstone® simulation is used in the course ESOR 4026 (Business Policy) which is one of the integrative courses in the curriculum. In this course students are divided into multidisciplinary groups that compete against each other and against groups at the national level. Groups are faced with business decisions throughout the course of the semester. Students are expected to demonstrate their business acumen in their respective areas of study on behalf of the company they are working for.</p> <p>Being Business Policy a course that is taken at the end of the students education, give us a good idea of how well the curriculum prepares our students to apply business concepts related to their respective areas of expertise. The assessment results had demonstrated that, in two of three instances, the student's performance did not reached the expected level of proficiency as established by the performance indicator. However, when compared to scores of the over 2,500 teams in USA and abroad competing in the simulation, CBA students excelled in this competency according to the results from Spring 2015 and Fall 2015. This means that the actions taken help in improving student's performance. For this reason the CBA faculty feels that the COMP XM results are a valid measurement of student's proficiency in the business field. It has been agreed by the CBA faculty to continue using the Capstone® business simulation as a teaching technique to assess our student's business acumen.</p> <p>Another important piece of information to complement this comprehensive analysis is the employer's assessment of students participating in CBA's Internship Program. This data is gathered through the Internship and Plan Coop Program (PIPC) office. This office helps CBA's students to apply the knowledge and skills acquired in a professional scenario. Through the services of this office, students work as interns in their areas of expertise for companies located in Puerto Rico or abroad. The following table shows a summary (Summer 2014 - December 2015) of the employer's assessment of students learning goals related to the competencies discussed in this report. As it can be observed from the table below, the performance of almost all of the CBA internship-participating students (including Marketing) have been assessed by the employers as above average (95.7% for the functional area, 91.9% for knowledge of business environment, 95.6% for critical thinking, and 96.4% for quantitative skills). Based on all the information provided above the CBA faculty feels comfortable with the results achieved so far and will evaluate, after the results of the current semester, if the national average is a better assessment measurement of student's acumen of their respective business disciplines.</p>

Assessment Category	Learning Goal			
	Students Skills in Functional Area	Basic Knowledge of Business Environment	Ability to Integrate, Synthesize, and Apply Knowledge and Skills From an Organizational Perspective	Quantitative/Statistical Skills
Excellent	65.7%	56.5%	78.1%	66.5%
Very Good	30.0%	35.4%	17.5%	29.9%
Average	4.4%	8.2%	3.7%	3.6%
Below Average	0.0%	0.0%	0.3%	0.0%
Very Poor	0.0%	0.0%	0.3%	0.0%

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
1. CPC: Ethics		Learning Outcome: Analyze an ethics scenario or case using ethics tests or approaches such as reversibility, harm, and publicity												
		Competency: Students will identify ethical and global issues embodied in realistic scenarios or cases												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Students should achieve an average score of 70% or higher	Course-embedded case (ADMI 3009)	Sp.2015-98.5% Fa.2015-88.9%	Course offered for the first time in Spring 2015 as per the new curriculum. Students demonstrated proficiency of knowledge of Ethics. No activity needed. Results reveal a decrease in the passing percentage. I may be due to the emphasis on ethics theme provided by professors. However, the average results show a high success rate. In one of the groups that took the assessment, the statement number three (3) show a lower percentage of right answers. In another group the statement number four (4) show a lower percentage of right answers.	The assessment exercise statement numbers three (3) and four (4) should be reviewed to increase the rate of correct answers from students.	<div><p>CPC: Ethics.</p><table><thead><tr><th>Term</th><th>Actual Pref. Level</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2015</td><td>98.5%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>88.9%</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level	Acceptable Pref. Level	Sp. 2015	98.5%	70%	Fa. 2015	88.9%	70%
Term	Actual Pref. Level	Acceptable Pref. Level												
Sp. 2015	98.5%	70%												
Fa. 2015	88.9%	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																			
2. CPC: Ethics / Benchmark		Learning Outcome: Apply basic concepts of ethics																			
		Competency: Students will demonstrate knowledge of ethical principles																			
Analysis of Results																					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																
Above UPR System Average Students should achieve an average score of 70% or higher	External / Internal SIT Ethics CPC items (Graduation Candidates)	CBA students: Sp.2014 - 74.2% Sp.2015 - 76.2% Fa.2015- 74.3% All UPR campuses: Sp. 2014 -65% Sp. 2015 - 65.1%	Students performed above the performance measure and above the UPR system average in both the SIT and the Mid-Point tests. No action needed.	SIT content will be revised. SIT to graduation candidates will continue to be used as external and internal performance measure for the Ethics CPC.	<p>CPC: Ethics / Benchmark</p> <table><thead><tr><th>Term</th><th>CBA students</th><th>All UPR campuses</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>74.2%</td><td>65.0%</td><td>70%</td></tr><tr><td>Sp. 2015</td><td>76.2%</td><td>65.1%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>74.3%</td><td>-</td><td>70%</td></tr></tbody></table>	Term	CBA students	All UPR campuses	Acceptable Pref. Level	Sp. 2014	74.2%	65.0%	70%	Sp. 2015	76.2%	65.1%	70%	Fa. 2015	74.3%	-	70%
Term	CBA students	All UPR campuses	Acceptable Pref. Level																		
Sp. 2014	74.2%	65.0%	70%																		
Sp. 2015	76.2%	65.1%	70%																		
Fa. 2015	74.3%	-	70%																		
Students should achieve an average score of 70% or higher	External / Internal SIT Ethics CPC items (Mid-Point)	Fa.2014* -55% Fa.2015 - 76.7%	Since the results from 2014 are not representative due to the low participation, there is only one result available, which shows that students performed above the average level and above the UPR system average. The assessment will be repeated in the future.	SIT content will be revised. SIT at Mid-Point will continue to be used as external and internal performance measure for the Ethics CPC.	<p>CPC: Ethics / Benchmark</p> <table><thead><tr><th>Term</th><th>Midpoint Students</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2014</td><td>55.0%</td><td>70%</td></tr><tr><td>Fa.2015</td><td>76.7%</td><td>70%</td></tr></tbody></table>	Term	Midpoint Students	Acceptable Pref. Level	Fa. 2014	55.0%	70%	Fa.2015	76.7%	70%							
Term	Midpoint Students	Acceptable Pref. Level																			
Fa. 2014	55.0%	70%																			
Fa.2015	76.7%	70%																			

*The results in Fall 2014 had little attendance rate.

**Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.
Comprehensive Analysis**

For All Business Students (CPC – Ethics):
<p>The common professional component of Ethics was assessed in the course Introduction to Business, Management, and Ethics (ADMI 3009). This course was offered for the first time in Spring 2015 as per the new curriculum. Overall results show that our students are proficient in their basic knowledge of Business Ethics as consistently demonstrated in most of the assessment performed.</p> <p>The Standardized Institutional Test (SIT) taken by seniors displays an average of 74.9%, (with 74.2%, 76.2% and 74.3% for Spring 2014, Spring 2015, and Fall 2015 respectively), attaining the expected performance level. In the SIT taken at Mid-Point, the results for Fall 2014 (55%) is not representative because the sample size was very small, due to low attendance rate. In Fall 2015 results, students attained the expected performance level with an average result of 76.7%. However, we do not have enough data to draw conclusions. The assessment exercise will be administered again in Spring 2016 and on subsequent semesters.</p> <p>Based on the analyzed data, we conclude that our students are proficient in their basic knowledge of Business Ethics, as expected on the program.</p>

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

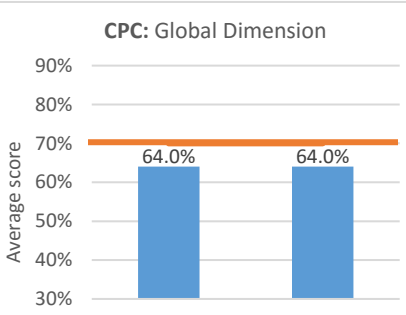
Performance Indicator		Definition												
1. CPC: Global Dimension		Learning Outcome: Students will demonstrate knowledge of international business concepts and trends of global business practices, diversity, and multiculturalism.												
		Competency: Students will demonstrate basic understanding of international issues, situations and influences. Students will demonstrate knowledge of basic international business concepts.												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Students should achieve an average score of 70% or higher	Internal course embedded special assignment (MERC 3115)	Sp. 2015 - 64% Fa. 2015 - 64%	Outlier scores tend to distort the performance measure as it stands at the present time.. The data reflects the need for dedicating more time to the topic at an earlier point in the semester being the case that the measurement is now done at the end of the semester.	Performance indicator will be revised for the next cycle. Another module will be added and a formative checkpoint conducted earlier in the semester.	<div><p>CPC: Global Dimension</p><table border="1"><thead><tr><th>Semester</th><th>Actual Pref. Level (%)</th><th>Acceptable Pref. Level (%)</th></tr></thead><tbody><tr><td>Sp. 2015</td><td>64.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>64.0%</td><td>70%</td></tr></tbody></table></div>	Semester	Actual Pref. Level (%)	Acceptable Pref. Level (%)	Sp. 2015	64.0%	70%	Fa. 2015	64.0%	70%
Semester	Actual Pref. Level (%)	Acceptable Pref. Level (%)												
Sp. 2015	64.0%	70%												
Fa. 2015	64.0%	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																			
2. CPC: Global Dimension / Benchmark		Learning Outcome: Students will demonstrate knowledge of international business concepts and trends of global business practices, diversity, and multiculturalism.																			
		Competency: Students will demonstrate knowledge of basic international business concepts																			
Analysis of Results																					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																
Above UPR System Average Students should achieve an average score of 70% or higher	External / Internal Summative/ Comparative SIT Global Dimension CPC items (Graduating students)	CBA students: Sp.2014- 68.6% Sp.2015- 63.9% Fa.2015 – 71.7% All UPR campuses: Sp.2014- 64.1% Sp.2015- 64%	Performance seems to improve as student progresses in the ADEM curriculum.	Continue promoting the global dimension and analyze data segmented by major.	<p>CPC: Global Dimension / Benchmark</p> <table><thead><tr><th>Semester</th><th>CBA students</th><th>All UPR campuses</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>68.6%</td><td>64.1%</td><td>70%</td></tr><tr><td>Sp. 2015</td><td>63.9%</td><td>64.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>71.7%</td><td>-</td><td>70%</td></tr></tbody></table>	Semester	CBA students	All UPR campuses	Acceptable Pref. Level	Sp. 2014	68.6%	64.1%	70%	Sp. 2015	63.9%	64.0%	70%	Fa. 2015	71.7%	-	70%
Semester	CBA students	All UPR campuses	Acceptable Pref. Level																		
Sp. 2014	68.6%	64.1%	70%																		
Sp. 2015	63.9%	64.0%	70%																		
Fa. 2015	71.7%	-	70%																		
Students should achieve an average score of 70% or higher	External / Internal/ Formative SIT Global Dimension CPC items (Mid-point students)	Fa.2014* - 55% Fa.2015 – 68.7%	Results with * are not representative because of sample size. Even though results from Fall 2015 are below target, UPRM students’ performance was above UPR System average.	Increase efforts to promote students participation in SIT. Revise Performance indicator.	<p>CPC: Global Dimension / Benchmark</p> <table><thead><tr><th>Semester</th><th>Midpoint Students</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2014</td><td>55.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>68.7%</td><td>70%</td></tr></tbody></table>	Semester	Midpoint Students	Acceptable Pref. Level	Fa. 2014	55.0%	70%	Fa. 2015	68.7%	70%							
Semester	Midpoint Students	Acceptable Pref. Level																			
Fa. 2014	55.0%	70%																			
Fa. 2015	68.7%	70%																			

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

For Marketing Major Students (CPC – Global Dimension)

The second component of Merc 3115 is “global dimension”. Students should be able to demonstrate a basic understanding of international issues, situations and influences and knowledge of basic international business concepts. Even though this is an introductory course, achieving high levels of proficiency is of particular importance to students that will be pursuing a major in marketing. The results gathered from the Internal Course embedded exercise & rubric in the Business Marketing course (Merc 3115) demonstrated that student failed to reach the targeted performance indicator. After reviewing carefully the assessment exercise, process and the complementary measurements Marketing faculty feels that the instrument is adequate to measure the competency but the performance indicator as established is susceptible to outliers scores and does not accurately reflect the achievement for the competency and should be revised for the next assessment cycle. Nevertheless, data justifies the need for dedicating more time in class at an earlier moment in the semester to the topic being the case that the measurement is now done at the end.

In the Standardized Institutional Test taken by graduation candidates, the results for Spring 2014, Spring 2014, and Fall 2015 (68.6%, 63.9%, and 71.7% respectively) we get an average of 68% which is very close but failed to reach the minimum acceptable level. In the case of mid-point students, the result for the Fall Semester 2014 (55%) was not representative due to the small sample size. The 68.7% obtained for the Fall 2015 measurement is slightly higher than the average of 68% for graduating candidates which seems to be a finding that warrants further attention because it is unexpected.

On the other hand, when compared to the median for all students tested, UPRM students in both groups (graduates and mid-term) obtained results above the median for all exam takers. Recent scores are better than previous which may show an improving trend but there is not enough data at this point to draw definite conclusions. The test will be administered again in Spring 2016 and efforts to encourage more student participation will continue. These results will provide a better understanding on the students’ performance regarding their proficiency in the global dimension and will allow the marketing faculty to determine clearly the specific action plans to follow.

The aggregate analysis of all the data available, both from internal (students) and external (simulations, employers) measurement instruments, indicates that our students are not performing according the expectations with regards to the global dimension CPC. The Marketing faculty agrees that further attention should be devoted to this CPC (with special attention to the course embedded instrument) in order to achieve the expected level of student performance in CBA’s Marketing program.

Additional Data: Global Dimension

Another important piece of information to complete this comprehensive analysis of marketing students' global dimension CPC, is the employer's assessment of students participating in CBA's Internship Program. This data is gathered through the Internship and Plan Coop Program (PIPC) office. This office helps CBA's students to apply the knowledge and skills acquired in a professional scenario. Through the services of this office, students work as interns in their areas of expertise (i.e. Marketing) for companies located in Puerto Rico or abroad. The following table shows a summary (Summer 2014 - December 2015) of the employers assessment of students learning goals related to the competencies discussed in this report:

Assessment Category	Learning Goal			
	Students Skills in Functional Area	Basic Knowledge of Business Environment	Ability to Integrate, Synthesize, and Apply Knowledge and Skills From an Organizational Perspective	Quantitative/Statistical Skills
Excellent	65.7%	56.5%	78.1%	66.5%
Very Good	30.0%	35.4%	17.5%	29.9%
Average	4.4%	8.2%	3.7%	3.6%
Below Average	0.0%	0.0%	0.3%	0.0%
Very Poor	0.0%	0.0%	0.3%	0.0%

As it can be observed from the previous table, the performance of almost all of the CBA internship-participating students have been assessed by the employers as above average (95.7% for the functional area, 91.9% for knowledge of business environment, 95.6% for critical thinking, and 96.4% for quantitative skills).

Based on all the information provided above related to the assessment of learning for the marketing students, the Marketing faculty feels comfortable with the results achieved so far. At the conclusion of the Spring 2016 the Marketing faculty will meet again to assess the results of this semester before suggesting any changes to the curriculum for the next assessment cycle other than just emphasizing the deficiency areas identified in the global dimension component of Merc 3115.

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition												
1. CPC: Management functions		Learning Outcome: Understand business concepts related to management												
		Competency: Understand business concepts related to management												
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Students should achieve an average score of 70% or higher	Course-embedded exercise (ADMI 3009)	Sp 2015 - 59% Fa.2015-72.3%	<p>Course offered for the first time as per the new curriculum. In the following term, students achieved the Acceptable Performance Level.</p> <p>There is a low average rate of correct answers on statements three (3), five (5), and eight (8).</p>	<p>The assessment exercise statements three (3), five (5), and eight (8) should be reviewed to increase the rate of correct answers from students.</p> <p>Future performance in this exercise can improve with the use of a similar practice exercise right after the concepts are introduced within the course. They will be discussed in different sessions during the semester, as an integrative effort to make students understand and identify them in real life scenarios.</p>	<div><p>CPC: Management functions</p><p>Average score</p><table border="1"><thead><tr><th>Term</th><th>Actual Pref. Level (%)</th><th>Acceptable Pref. Level (%)</th></tr></thead><tbody><tr><td>Sp. 2015</td><td>59.0%</td><td>70%</td></tr><tr><td>Fa.2015</td><td>72.3%</td><td>70%</td></tr></tbody></table></div>	Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)	Sp. 2015	59.0%	70%	Fa.2015	72.3%	70%
Term	Actual Pref. Level (%)	Acceptable Pref. Level (%)												
Sp. 2015	59.0%	70%												
Fa.2015	72.3%	70%												

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition																							
2. CPC: Management functions		Learning Outcome: Understand business concepts related to management																							
		Competency: Understand business concepts related to management / Apply business concepts related to management / operation																							
Analysis of Results																									
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																				
Above UPR System Average 70% or higher for the sample used	Internal / External SIT Management CPC items (Graduation Candidates)	CBA Students: Sp 2014 – 84.6% Fa. 2014* - 90% Sp. 2015 - 85.1% Fa. 2015 - 88.3% All UPR campuses: Sp. 2014- 70.9% Sp. 2015- 73.3%	Students who took the SIT were enrolled in the previous curriculum and took the course ADMI 4016.	There was a curriculum revision at undergraduate level. A change was made from the course ADMI 4016 to ADMI 3009 which emphasizes the theme of management, specifically, the basic management functions. The SIT will be revised.	<p>Benchmark: Management functions</p> <table><caption>Benchmark: Management functions</caption><thead><tr><th>Term</th><th>CBA students</th><th>All UPR campuses</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Sp. 2014</td><td>84.0%</td><td>70.9%</td><td>70%</td></tr><tr><td>Fa. 2014</td><td>90.0%</td><td></td><td>70%</td></tr><tr><td>Sp. 2015</td><td>85.1%</td><td>73.3%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>88.3%</td><td></td><td>70%</td></tr></tbody></table>	Term	CBA students	All UPR campuses	Acceptable Pref. Level	Sp. 2014	84.0%	70.9%	70%	Fa. 2014	90.0%		70%	Sp. 2015	85.1%	73.3%	70%	Fa. 2015	88.3%		70%
Term	CBA students	All UPR campuses	Acceptable Pref. Level																						
Sp. 2014	84.0%	70.9%	70%																						
Fa. 2014	90.0%		70%																						
Sp. 2015	85.1%	73.3%	70%																						
Fa. 2015	88.3%		70%																						
70% or higher for the sample used	Internal / External SIT Management CPC items (Mid-Point)	Fall 2014*- 75% Fall 2015 - 80.8%	Students who took the SIT were enrolled in the previous curriculum and took the course ADMI 4016.	There was a curriculum revision at undergraduate level. A change was made from the course ADMI 4016 to ADMI 3009 which emphasizes the theme of management, specifically, the basic management functions. The SIT will be revised.	<p>Benchmark: Business Finance</p> <table><caption>Benchmark: Business Finance</caption><thead><tr><th>Term</th><th>Midpoint Students</th><th>Acceptable Pref. Level</th></tr></thead><tbody><tr><td>Fa. 2014</td><td>75.0%</td><td>70%</td></tr><tr><td>Fa. 2015</td><td>80.8%</td><td>70%</td></tr></tbody></table>	Term	Midpoint Students	Acceptable Pref. Level	Fa. 2014	75.0%	70%	Fa. 2015	80.8%	70%											
Term	Midpoint Students	Acceptable Pref. Level																							
Fa. 2014	75.0%	70%																							
Fa. 2015	80.8%	70%																							

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.

Performance Indicator		Definition															
3. Benchmark: Management functions		Learning Outcome: Understand business concepts related to management															
		Competency: Understand business concepts related to management / Apply business concepts related to management / operation															
Analysis of Results																	
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart												
Above National Average 70% or higher for the sample used	External Management / operation related questions of the COMP_XM simulation.	CBA Results: Sp 2013 – 58% Sp 2015 – 64% Fall 2015 – 73% National Average: Sp. 2013- 70% Sp. 2015- 55% Fa. 2015- 55%	Students who took the SIT were enrolled in the previous curriculum and took the course ADMI 4016. Students’ performance on COMP_XM was above the UPR system average and above all national student average.	There was a curriculum revision at undergraduate level. A change was made from the course ADMI 4016 to ADMI 3009 which emphasizes the theme of management, specifically, the basic management functions.	<div><p>Benchmark: Management functions</p><table><thead><tr><th>Semester</th><th>CBA students</th><th>National Average</th></tr></thead><tbody><tr><td>Sp. 2013</td><td>58.0%</td><td>70.0%</td></tr><tr><td>Sp. 2015</td><td>64.0%</td><td>55.0%</td></tr><tr><td>Fa. 2015</td><td>73.0%</td><td>55.0%</td></tr></tbody></table></div>	Semester	CBA students	National Average	Sp. 2013	58.0%	70.0%	Sp. 2015	64.0%	55.0%	Fa. 2015	73.0%	55.0%
Semester	CBA students	National Average															
Sp. 2013	58.0%	70.0%															
Sp. 2015	64.0%	55.0%															
Fa. 2015	73.0%	55.0%															

*The results in Fall 2014 had little attendance rate.

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: BSBA.
– Comprehensive Analysis

For All Business Students:

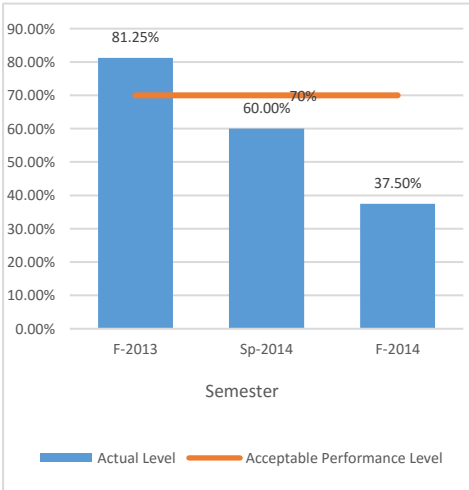
The common professional component of Management / Operation particularly the basic management functions, was assessed in the course Introduction to Business, Management, and Ethics (ADMI 3009). This course was offered for the first time in Spring 2015 as per the new curriculum. Results show that the first time the assessment instrument was administered the performance above the minimum level was low. Nevertheless, in the second time the exercise was administered, the actual performance level was above the expected level. There is a low average rate of correct answers on statements three (3), five (5), and eight (8). Those items should be reviewed to increase the rate of correct answers from students. Future performance in this exercise can improve with the use of a similar practice exercise right after the concepts are introduced within the course. They will be discussed in different sessions during the semester, as an integrative effort to make students understand and identify them in real life scenarios.

The Standardized Institutional Test (SIT) taken by graduation candidates displays an average of 86.1%, (with 84.6%, 90%, 81.3% and 88.3% for Spring 2014, Fall, 2014, Spring 2015, and Fall 2015 respectively), attaining the expected performance level. In the SIT taken at Mid-Point, the average result was 77.9%, attaining the acceptable performance level. Results for Fall 2014 (75%) are not representative because the sample size was very small, due to low attendance rate. In Fall 2015 results, students attained the expected performance level with an average result of 80.8%. However, we do not have enough data to draw conclusions. The SIT will be revised in order to update the content of the questions. The assessment exercise will be administered again in Spring 2016 and on subsequent semesters.

The results of the External Management / Operation related questions of the COMP_XM simulation reveal that our students outperformed the all-national capstone students in each one of the three periods, Spring 2013, Spring 2015, and Fall 2015. Based on the analyzed data, we conclude that our students' knowledge of business concepts related to management has attained the acceptable performance level, as expected on the program. In order to improve the overall performance, new opportunities for learning and application of management concepts will be provided in the future.

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: Program: BOA / CPC:

Economics

Performance Indicator		Definition			
CPC: Economics		Learning Outcome: Develop economics knowledge and skills in order to interact effectively within the organization with business related affairs.			
		Competency: Use a variety of economic models to interpret the production, distribution and consumption of goods and services to satisfy human needs.			
Analysis of Results					
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart
70% of the students will obtain 70% or more in the test	Program Standardized Test (PST) Direct, Formative, Internal (ECON 3021)	Fall 2012 81.82%	The acceptable performance level was achieved in fall 2012 as 81.82% score 70% or higher and in spring 2013 as 100% score 70% or higher. However, the acceptable performance level was not achieved in fall 2013, spring 2014 and fall 2014. Assessment instruments for different CPC’s were administered at the same time causing a problem of lack of supervision. It is the opinion of the BOA faculty that this fact is the major reason for the negative trend observed in the assessment results.	The following actions will be taken during the new BOA assessment cycle starting fall 2016: • Since BOA and BSBA students take together ECON 3021, the same assessment instrument used by the faculty will be used for both programs. • The BOA faculty owner of the CPC will continue the administration of the assessment instrument.	
		Spring 2013 100%			
		Fall 2013 44.44%			
		Spring 2014 50.00%			
		Fall 2014 50.00%			

			Another observation are the lack of motivation of students to give their best performance.														
70% of the students will obtain 70% or more in the test	Standardized Institutional Test (SIT) Direct, Summative, External (ADOF 4025)	Fall 2013 81.25% Spring 2014 60% Spring 2015 37.50%	<p>The acceptable performance level was achieved in fall 2013 as 81.25% scored 70% or higher. However, the acceptable performance level was not achieved in spring 2014 and spring 2015.</p> <p>Assessment instruments for different CPC's were administered at the same time causing a problem of lack of supervision. It is the opinion of the BOA faculty that this fact is the major reason for the negative trend observed in the assessment results.</p> <p>Other observations are:</p> <ul style="list-style-type: none">Assessment instruments were administered online during student's free time which caused a lack of motivation to give their best performance.	<p>The following actions will be taken during the new BOA assessment cycle starting fall 2016:</p> <ul style="list-style-type: none">Assessment instruments for different CPC's will not be administered at the same time.The working load per CPC's was equally distributed within the BOA faculty.English terminology will be added to the Standardized Institutional Test (SIT).	<table><thead><tr><th>Semester</th><th>Actual Level</th><th>Acceptable Performance Level</th></tr></thead><tbody><tr><td>F-2013</td><td>81.25%</td><td>70%</td></tr><tr><td>Sp-2014</td><td>60.00%</td><td>70%</td></tr><tr><td>F-2014</td><td>37.50%</td><td>70%</td></tr></tbody></table>	Semester	Actual Level	Acceptable Performance Level	F-2013	81.25%	70%	Sp-2014	60.00%	70%	F-2014	37.50%	70%
Semester	Actual Level	Acceptable Performance Level															
F-2013	81.25%	70%															
Sp-2014	60.00%	70%															
F-2014	37.50%	70%															

			<ul style="list-style-type: none"> • Another difficulty was the use of Spanish terminology in the assessment instrument while learning delivery in the classroom is based on English terminology. 		
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Program: BOA / Economics – Comprehensive Analysis

BOA Students:

After evaluating the assessment of learning process related for the Economics CPC for the BOA students, the faculty concluded that there is not enough evidence that these results are representative of the student's performance. There are some variables related to the process that could have been a major cause for the results obtained:

- Lack of supervision while the assessment instruments were being given.
- No motivation for the students to give their best performance.

Starting in August 2016 with the new assessment cycle and according to the new curriculum of the BOA program, BOA and BSBA students will take together the core course ECON 3021. The same internal assessment instrument will be given to both BOA and BSBA students, which is administered by BOA faculty owner of the CPC.

To motivate more participation, in order to encourage the students to understand the importance of this process. In the future, we will drive to establish an agreement with the Economics Department to create a course that includes concepts of Economics and Finance.

With respect to the external assessment, BOA students will continue taking the Standardized Institutional Test (SIT) designed for the Office Administration students. The test will be administered when the students are taking the course ADOF 4025. Technical terminology will be translated in English for the benefit of the BOA students.

In addition, as part of the UPR System effort to continue improving the institutional tests, this test was recently revised (Spring 2016) based on previous results and taking into consideration faculty and students comments. These actions assure the proper administration and supervision of the assessment instruments, and the participation of the business administration faculty during the evaluation and analysis of results, and the identification of further corrective actions in agreement with the BOA faculty.

These actions should improve the assessment process allowing for the results to be a better representation of the student's performance related to the Economics CPC. It is the opinion of the BOA faculty that these actions will lead to improvements of the student's performance during the next cycle.

Program: BOA / Business Related Knowledge Area: Communication Skills

Performance Indicator		Definition															
1. Communication in Spanish		Learning Outcome: Communicate effectively in written Spanish.															
		Competency: Grammar rules will be used creatively to write and design high quality business documents.															
Analysis of Results																	
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart												
70% of the students will obtain 75% or more in the application of language skills in written documents in Spanish.	Program Standardized Rubrics (PSR); Direct, Formative, Internal (ADOE 3017)	Sp. 2013 42% Sp. 2014 96% Sp. 2015 100%	Results showed an improvement trend and the acceptable performance level was achieved in spring-2014 and spring-2015 as 96% and 100% of the students scored 75% or higher, respectively.	<p>During the Fall 2014 semester the course was offered explaining and demonstrating the major deficiencies found on 2013. The professor offered a pre-test and a post-test.</p> <p>Instructions related to the assessment instrument were improved from spring 2014 on.</p> <p>The following actions will be taken during the new BOA assessment cycle starting Spring 2017:</p> <ul style="list-style-type: none">• BOA faculty will revise the standardized rubric used for the assessment instrument in order to minimize the subjectivity of the professor.	<table><caption>Actual Performance Data</caption><thead><tr><th>Semester</th><th>Actual Performance</th><th>Acceptable Performance Level</th></tr></thead><tbody><tr><td>Fa-2012</td><td>93.75%</td><td>70.00%</td></tr><tr><td>Sp-2013</td><td>46.67%</td><td>70.00%</td></tr><tr><td>Fa-2013</td><td>22.22%</td><td>70.00%</td></tr></tbody></table>	Semester	Actual Performance	Acceptable Performance Level	Fa-2012	93.75%	70.00%	Sp-2013	46.67%	70.00%	Fa-2013	22.22%	70.00%
Semester	Actual Performance	Acceptable Performance Level															
Fa-2012	93.75%	70.00%															
Sp-2013	46.67%	70.00%															
Fa-2013	22.22%	70.00%															

Program: BOA / Business Related Knowledge Area: Communication Skills

Performance Indicator		Definition															
2. Communication in English		Learning Outcome: Communicate effectively in written English.															
		Competency: Grammar rules will be used creatively to write and design high quality business documents.															
Analysis of Results																	
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart												
70% of the students will obtain 75% or more in the application of language skills in written documents in Spanish.	Program Standardized Rubrics (PSR); Direct, Formative, Internal (ADOE 3017)	Sp. 2013 64% Sp. 2014 100% Sp. 2015 100%	Results showed an improvement trend and the acceptable performance level was achieved in spring-2014 and spring-2015 as 100% of the students scored 75% or higher for both instances.	<p>During the Fall 2014 semester the course was offered explaining and demonstrating the major deficiencies found on 2013. The professor offered a pre-test and a post-test.</p> <p>Instructions related to the assessment instrument were improved from spring 2014 on.</p> <p>The following actions will be taken during the new BOA assessment cycle starting Spring 2017:</p> <ul style="list-style-type: none">• BOA faculty will revise the standardized rubric used for the assessment instrument in order to minimize the subjectivity of the professor.	<table><caption>Trend Chart Data</caption><thead><tr><th>Semester</th><th>Actual Performance</th><th>Acceptable Performance Level</th></tr></thead><tbody><tr><td>Sp-2013</td><td>64.0%</td><td>75%</td></tr><tr><td>Sp-2014</td><td>100.0%</td><td>75%</td></tr><tr><td>Sp-2015</td><td>100.0%</td><td>75%</td></tr></tbody></table>	Semester	Actual Performance	Acceptable Performance Level	Sp-2013	64.0%	75%	Sp-2014	100.0%	75%	Sp-2015	100.0%	75%
Semester	Actual Performance	Acceptable Performance Level															
Sp-2013	64.0%	75%															
Sp-2014	100.0%	75%															
Sp-2015	100.0%	75%															

Program: BOA / Communication Skills – Comprehensive Analysis

BOA Students:

After evaluating the assessment of learning process related to Business Related Knowledge Area of Communication Skills for the BOA students, the faculty concluded that students achieved the established learning outcome and competency. BOA faculty observed that the use of an assessment instrument embedded to a course facilitated the analysis and evaluation of results. Students were motivated and gave their best performance, while BOA professors were supervising the process.

Starting in August 2016 with the new assessment cycle and according to the new curriculum of the BOA program, BOA students will continue taking the assessment instrument in ADOF 3017 and professors will revise the actual assessment instrument's rubric in order to minimize subjectivity at the time of application by the professor. These actions assure the participation of the BOA faculty during the evaluation and analysis of results, and the identification of further corrective actions. These instrument will be course embedded. These actions should keep the good standard of the assessment process allowing excellent results of the student's performance related to the Communication CPC during the next cycle.

Another important piece of information to complete this comprehensive analysis related to communication skills is the employer's assessment administered by the Internship and Plan Coop Programs (PIPC) office for the 2015 academic year. The following information shows a summary of the employers' assessment of the student's communication goal related to the competency discussed in this report: 91% of students were evaluated as excellent, while 9% of student were evaluated as very good. In conclusion, 100% of the BOA students assessed by the employers performed above the "Average" category.

Based on the results of the assessment of learning process and additional information, it is the conclusion of the BOA faculty that the comprehensive analysis shows that students from the BOA program meet the competencies related to communication skills.

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: Bachelor in Office Administration (BOA)

Performance Indicator		Definition																					
CPC: Statistics		Learning Outcome: Development of knowledge and skills necessary to design research proposals and statistics needed to create new knowledge in modern organizations.																					
		Competency: Demonstrate creativity to create innovative research proposals to solve problems in the business environment.																					
Analysis of Results																							
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart																		
Internal Direct 70% of the students will obtain 75% or more in the mastery of the knowledge and skills of the field.	Internal Direct Program Standardized Rubrics (PSR); direct; formative; internal; ADOE 4025	Internal Direct	Internal Direct The acceptable performance level was achieved in all instances from Spring 2013 to Spring 2015. Eighty-nine percent (89%) of the students have obtained more than 75% in the mastery of the knowledge and skills in statistics.	Internal Direct The following actions will be recommended to be taken during the Fall-2016 semester: • Develop a new course that will integrate concepts related to statistical skills. This course will be used for the assessment related to the statistic CPC. • Develop internal tools or rubric to assess the understanding of the statistic CPC • New course should be offered during the first semester of the third year in the curriculum. In particular, the course	<div>Program Standardized Rubrics (PSR)</div> <table><thead><tr><th>Semester</th><th>Grade (%)</th><th>Acceptable Performance Level (%)</th></tr></thead><tbody><tr><td>S-2013</td><td>85.71%</td><td>75%</td></tr><tr><td>F-2013</td><td>90.91%</td><td>75%</td></tr><tr><td>S-2014</td><td>92.86%</td><td>75%</td></tr><tr><td>F-2014</td><td>100%</td><td>75%</td></tr><tr><td>S-2015</td><td>75%</td><td>75%</td></tr></tbody></table>	Semester	Grade (%)	Acceptable Performance Level (%)	S-2013	85.71%	75%	F-2013	90.91%	75%	S-2014	92.86%	75%	F-2014	100%	75%	S-2015	75%	75%
		Semester				Grade (%)	Acceptable Performance Level (%)																
		S-2013	85.71%			75%																	
		F-2013	90.91%			75%																	
		S-2014	92.86%			75%																	
		F-2014	100%			75%																	
S-2015	75%	75%																					
Spring 2013 85.71%																							
Fall 2013 90.91%																							
Spring 2014 92.86%																							
Fall 2014 100%																							
Spring 2015 75.00%	However, we noticed that students could improve the skills of interpretation and analysis of results applicable to findings, conclusions and recommendations areas of the project.																						

				<p>should be offered prior to ADOF 4019 which will incorporate research skills.</p> <ul style="list-style-type: none">• Encourage the use of the Research Center of the College of Business Administration• Varying teaching methods to ensure the responsiveness of students.																
<p>External Direct 70% of the students will obtain 65% or more in the mastery of the knowledge and skills of the field</p>	<p>External Direct Standardized Institutional Test (SIT) This on-line test consists of 10 items related with the professional components, including Statistics</p>	<p>External Direct</p> <p>Fall 2013 81.25%</p> <p>Spring 2014 46.67%</p> <p>Fall 2014 44.44%</p> <p>Spring 2015 12.50%</p>	<p>External Direct The acceptable performance level (APL) was not achieved as only 46.21% of students obtained 65% or more in the mastery of the knowledge. A detailed analysis of the student’s performance showed the following deficiencies:</p> <ul style="list-style-type: none">• Lack of understanding of theoretical concepts of statistics.• Lack of understanding of metrics and formulas related to basic statistical operations.	<p>External Direct The following actions will be recommended to be taken during the Fall-2016 semester:</p> <ul style="list-style-type: none">• Expand the discussion time of statistics component in more core courses in Office Administration to reinforce this competency.• Add the CPC of Statistics in core course (ADOF 4080) since it involves planning and design of proposals.	<div><p>Statistics Standardized Institutional Test (SIT)</p><table><thead><tr><th>Semester</th><th>Grade (%)</th><th>Acceptable Performance Level (%)</th></tr></thead><tbody><tr><td>F-2013</td><td>81.25</td><td>65.00</td></tr><tr><td>S-2014</td><td>46.67</td><td>65.00</td></tr><tr><td>F-2014</td><td>44.44</td><td>65.00</td></tr><tr><td>S-2015</td><td>12.50</td><td>65.00</td></tr></tbody></table></div>	Semester	Grade (%)	Acceptable Performance Level (%)	F-2013	81.25	65.00	S-2014	46.67	65.00	F-2014	44.44	65.00	S-2015	12.50	65.00
Semester	Grade (%)	Acceptable Performance Level (%)																		
F-2013	81.25	65.00																		
S-2014	46.67	65.00																		
F-2014	44.44	65.00																		
S-2015	12.50	65.00																		

		<ul style="list-style-type: none"> • Wrong interpretation of statistical analysis. • Lack of knowledge in technical vocabulary in the area of statistics. <p>Other experiences and reflections that we had during the process are:</p> <ul style="list-style-type: none"> • The lack of discussion of basic concepts of statistics in core courses, makes students unfamiliar with basic concepts and causes them to fail in the execution of basic statistical operations. • Assessment instruments for different CPC's were administered at the same time causing a problem of lack of supervision. It is the opinion of the BOA faculty that this fact is the major reason for the negative trend observed in the assessment results. <p>Other observations are:</p> <ul style="list-style-type: none"> • Another difficulty was the use of Spanish 	<ul style="list-style-type: none"> • Develop internal tools (practical and theoretical) to assess the understanding of statistics component. • Develop research activities to provide experiences with concepts of statistics. • Varying teaching methods to ensure the responsiveness of students. 	
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			<p>terminology in the assessment instrument while learning delivery in the classroom is based on English terminology.</p> <p>Student's takes formal concepts of statistics during his final course before graduating, specifically in the course ADOF 4025-Internship Practice.</p>		
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Program: BOA / Statistics – Comprehensive Analysis

BOA Students:

After evaluating the assessment of learning process related for the Statistics CPC for the BOA students, the faculty concluded that there is not enough evidence that the results are representative of the student's performance. There are some variables related to the Internal/External Direct process that could have been a major cause for the results obtained. Based on the results of the rubrics of the Internal and External direct process, we understand it's necessary to strengthen student's knowledge in the following areas:

External Direct (Standardized Institutional Test (SIT) Theoretical Based)

- Monitor test administration and motivate students through an incentive for taking the exam.
- Reinforce the statistics component in core courses in Office Administration to reinforce this competency.
- Add the CPC of Statistics in core course (ADOF 4080) since it involves the design of proposals.
- Develop research activities in core courses to provide experiences with concepts of statistics.
- Develop internal tools (practical and theoretical) to assess the understanding of statistics components in core courses.
- English terminology will be added to the Standardized Institutional Test.

Internal Direct (Program Standardized Rubrics (PSR) Application of Statistics Concepts)

- Improve skills of interpretation and analysis of results through the discussion of statistics concepts.
- Improve technical skills for writing research proposals.

Although students achieved the minimum expected in their performance in the *Internal Direct*, we agreed to improve their research skills. These actions should improve the assessment process allowing for the results to be a better execution of the student's performance related to the Research CPC in the Internal and External Direct. These actions should improve the assessment process allowing for the results to be a better representation of the student's performance related to the Statistics CPC. It is the opinion of the BOA faculty that these actions will lead to improvements of the student's performance during the next cycle.

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: Program: BOA / CPC: Accounting

Performance Indicator		Definition													
CPC: Accounting		Learning Outcome: Develop basic accounting knowledge and skills in order to interact effectively within the organization with business related affairs.													
		Competency: Operate knowledge and employ skills to solve basic accounting issues.													
Analysis of Results															
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart										
70% of the students will obtain 70% in the test.	Program Standardized Tests (PST); Direct; Formative; Internal; (CONT 3005)	Fa. 2012 20%	The acceptable performance level was not achieved. The results varied from 8% to 20% during the four semesters.	The following actions will be taken during the new BOA assessment cycle starting fall 2016:	<table><caption>Actual Performance Data</caption><thead><tr><th>Semester</th><th>Actual Performance</th></tr></thead><tbody><tr><td>F-2013</td><td>75.00%</td></tr><tr><td>S-2014</td><td>33.33%</td></tr><tr><td>F-2014</td><td>0.00%</td></tr><tr><td>S-2015</td><td>12.50%</td></tr></tbody></table> <p>Acceptable Performance Level: ~70.00%</p>	Semester	Actual Performance	F-2013	75.00%	S-2014	33.33%	F-2014	0.00%	S-2015	12.50%
		Semester	Actual Performance												
		F-2013	75.00%												
		S-2014	33.33%												
		F-2014	0.00%												
S-2015	12.50%														
Sp. 2013 11%	By design of the assessment process, the participation of Accounting professors was not encourage. This could be a reason for not showing an improvement trend related to this CPC.	• According to the new curriculum, and since BOA and BSBA students take together CONT 3011, the same assessment instrument used by the Accounting faculty will be used for both programs.													
Fa. 2013 8%	Another difficulty was the use of Spanish terminology in the assessment instrument while learning delivery in the classroom is based on English terminology.	• The assessment instrument developed for CONT 3011 uses English terminology.													
F. 2014 10%	Other experiences and reflections that we had during the process are:	• The assessment instrument will be embedded in CONT 3011.													
		• Assessment instruments were administered online													

			<p>during student’s free time and there was a lack of supervision and motivation to give their best performance.</p> <p>The latter observations could be reasons for the low performance of the students in the Accounting CPC.</p>																	
70% of the students will obtain 70% or more in the test.	Standardized Institutional Test (SIT); Direct; Summative; External	Fa. 2013 81.25% Sp. 2014 33.33% Fa. 2014 0% Sp.- 2015 12.50%	<p>The acceptable performance level was achieved in fall 2013 as 81.25% scored 70% or higher. However, the acceptable performance level was not achieved in 2014 and 2015 years.</p> <p>Assessment instruments for different CPC’s were administered at the same time causing a problem of lack of supervision. It is the opinion of the BOA faculty that this fact is the major reason for the negative trend observed in the assessment results.</p> <p>Other observations are:</p> <ul style="list-style-type: none">Assessment instruments were administered online during student’s free time which caused a lack of motivation to give their	<p>The following actions will be taken during the new BOA assessment cycle starting fall 2016:</p> <ul style="list-style-type: none">Assessment instruments for different CPC’s will not be administered at the same time.The working load per CPC’s was equally distributed within the BOA faculty.English terminology will be added to the Standardized Institutional Test (SIT). This test will be administered when the students are taking ADOF 4025.The BOA faculty owner of the	<table><caption>Assessment Performance Data</caption><thead><tr><th>Semester</th><th>Actual Performance</th><th>Acceptable Performance Level</th></tr></thead><tbody><tr><td>F-2013</td><td>81.25%</td><td>70.00%</td></tr><tr><td>S-2014</td><td>33.33%</td><td>70.00%</td></tr><tr><td>F-2014</td><td>0%</td><td>70.00%</td></tr><tr><td>S-2015</td><td>12.50%</td><td>70.00%</td></tr></tbody></table>	Semester	Actual Performance	Acceptable Performance Level	F-2013	81.25%	70.00%	S-2014	33.33%	70.00%	F-2014	0%	70.00%	S-2015	12.50%	70.00%
Semester	Actual Performance	Acceptable Performance Level																		
F-2013	81.25%	70.00%																		
S-2014	33.33%	70.00%																		
F-2014	0%	70.00%																		
S-2015	12.50%	70.00%																		

			<p>best performance.</p> <ul style="list-style-type: none"> • Another difficulty was the use of Spanish terminology in the assessment instrument while learning delivery in the classroom is based on English terminology. • Another observation is the lack of participation of accounting professors in the analysis of results. 	Accounting CPC will encourage the participation of the accounting faculty during the analysis of the results.	
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Program: BOA / Accounting – Comprehensive Analysis

BOA Students:

After evaluating the assessment of learning process related for the Accounting CPC for the BOA students, the faculty concluded that there is not enough evidence that these results are representative of the student's performance. There are some variables related to the process that could have been a major cause for the results obtained:

- Lack of supervision while the assessment instruments were being given and no motivation for the students to give their best performance.
- The use of Spanish technical terminology in the assessment instruments while the learning delivery in the classroom is based on English terminology.
- The participation of accounting professors was not encouraged, particularly in the analysis of the results.

Starting in August 2016 with the new assessment cycle and according to the new curriculum of the BOA program, BOA and BSBA students will take together the core course CONT 3011. The same internal assessment instrument will be given to both BOA and BSBA students, which is administered by the accounting faculty. This instrument is course-embedded and uses English terminology.

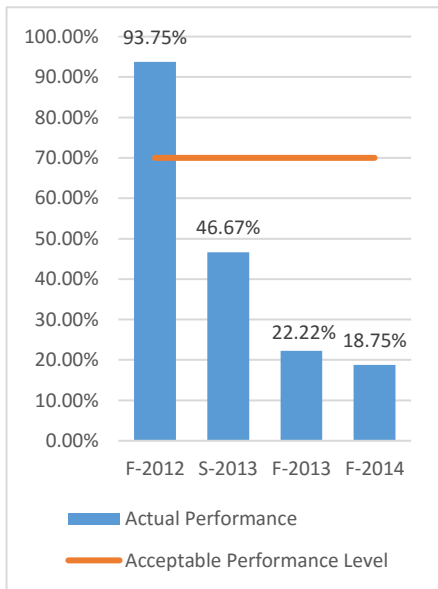
With respect to the external assessment, BOA students will continue taking the Standardized Institutional Test (SIT) design for the office administration students. The test will be administered when the students are taking the course ADOF 4025. Technical terminology will be translated in English for the benefit of the BOA students. In addition, as part of the UPR System effort to continue improving the institutional tests, this test was recently revised (Spring 2016) based on the institutional previous results and taking into consideration faculty and students comments.

It is important to mention that one professor from the BOA faculty has been assigned as the owner of this CPC and as such becomes the liaison with the CBA accounting faculty. These actions assure the proper administration and supervision of the assessment instruments, and the participation of the accounting faculty during the evaluation and analysis of results, and the identification of further corrective actions in agreement with the BOA faculty.

The above actions should improve the assessment process allowing for the results to be a better representation of the student's performance related to the Accounting CPC. It is the opinion of the BOA faculty that these actions will lead to improvements of the student's performance during the next cycle.

**Figure 4.2 - Measurement and Analysis of Student Learning and Performance Program: BOA / CPC:
Business Finance**

Performance Indicator		Definition													
CPC: Finance		Learning Outcome: Develop managerial financial knowledge and skills in order to interact effectively within the organization with business related affairs.													
		Competency: Analyze and interpret knowledge and apply skills in business finance area.													
Analysis of Results															
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart										
70% of the students will obtain 70% or more in the test.	Program Standardized Tests (PST) Direct; Formative; Internal; (CONT 3005)	Fall 2012 70.00%	The acceptable performance level was achieved for Fall 2012. However, the acceptable performance level was not achieved for 2013 and 2014 years.	The following actions will be taken during the new BOA assessment cycle starting Fall 2016:	<table><thead><tr><th>Semester</th><th>Actual Performance (%)</th></tr></thead><tbody><tr><td>F-2012</td><td>93.75%</td></tr><tr><td>S-2013</td><td>46.67%</td></tr><tr><td>F-2013</td><td>22.22%</td></tr><tr><td>F-2014</td><td>18.75%</td></tr></tbody></table>	Semester	Actual Performance (%)	F-2012	93.75%	S-2013	46.67%	F-2013	22.22%	F-2014	18.75%
		Semester	Actual Performance (%)												
		F-2012	93.75%												
		S-2013	46.67%												
F-2013	22.22%														
F-2014	18.75%														
Spring 2013 54.55%	By design of the assessment process, the participation of finance professors was not encouraged. This could be a reason for not showing an improvement trend related to this CPC.	• Develop a new course that will integrate concepts related to finance skills. This course will be used for the assessment related to the finance CPC.													
Fall 2013 30.00%	Some experiences and reflections that we had during the process are:	• A new assessment instrument will be developed for the BOA students with the participation and advising of the accounting faculty.													
Fall 2014 15.79%	• Assessment instruments were administered online during student’s free time and there was a lack of supervision and motivation	• A BOA faculty has been appointed as owner of the Business Finance CPC for the BOA													

			<p>to give their best performance.</p> <p>The latter observations could be reasons for the low performance of the students in the Finance CPC.</p>	<p>program. This faculty member has the responsibility of encouraging the participation of the accounting faculty during the assessment process.</p>																
70% of the students will obtain 65% or more in the test.	Standardized Institutional Test (SIT); Direct; Summative; External (ADOF 4025)	Fall 2012 93.75% Spring 2013 46.67% Fall 2013 22.22% Fall 2014 18.75%	<p>The acceptable performance level was achieved in Fall 2012. However, the acceptable performance level was not achieved in 2013 and 2014 years.</p> <p>Assessment instruments for different CPC's were administered at the same time causing a problem of lack of supervision. It is the opinion of the BOA faculty that this fact is the major reason for the negative trend observed in the assessment results.</p> <p>Other observations are:</p> <ul style="list-style-type: none">Assessment instruments were administered online during student's free time which caused a lack of motivation to give their best performance.	<p>The following actions will be taken during the new BOA assessment cycle starting Fall 2016:</p> <ul style="list-style-type: none">Assessment instruments for different CPC's will not be administered at the same time.The working load per CPC's was equally distributed within the BOA faculty.English terminology will be added to the Standardized Institutional Test (SIT).	 <table><thead><tr><th>Semester</th><th>Actual Performance</th><th>Acceptable Performance Level</th></tr></thead><tbody><tr><td>F-2012</td><td>93.75%</td><td>70.00%</td></tr><tr><td>S-2013</td><td>46.67%</td><td>70.00%</td></tr><tr><td>F-2013</td><td>22.22%</td><td>70.00%</td></tr><tr><td>F-2014</td><td>18.75%</td><td>70.00%</td></tr></tbody></table>	Semester	Actual Performance	Acceptable Performance Level	F-2012	93.75%	70.00%	S-2013	46.67%	70.00%	F-2013	22.22%	70.00%	F-2014	18.75%	70.00%
Semester	Actual Performance	Acceptable Performance Level																		
F-2012	93.75%	70.00%																		
S-2013	46.67%	70.00%																		
F-2013	22.22%	70.00%																		
F-2014	18.75%	70.00%																		

			<ul style="list-style-type: none"> • Another difficulty was the use of Spanish terminology in the assessment instrument while learning delivery in the classroom is based on English terminology. • Another observation is the lack of participation of accounting professors in the analysis of results. 		
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Program: BOA / CPC: Business Finance – Comprehensive Analysis

BOA Students:

After evaluating the assessment of learning process related for the Finance CPC for the BOA students, the faculty concluded that there is not enough evidence that the results are representative of the student's performance. There are some variables related to the process that could have been a major cause for the results obtained:

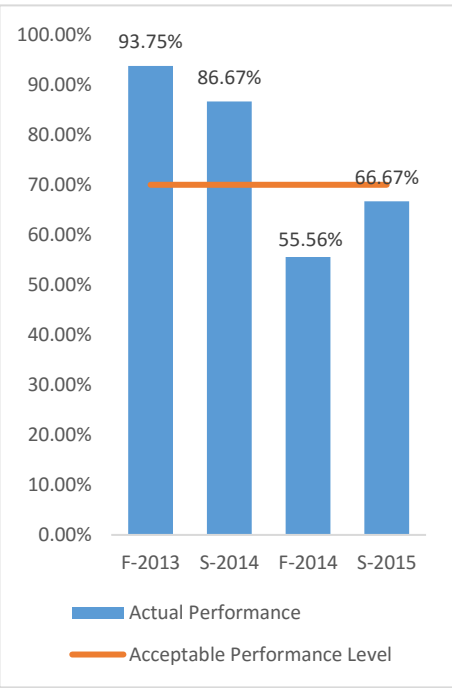
- Lack of supervision while the assessment instruments were being given and no motivation for the students to give their best performance.
- The use of Spanish terminology in the assessment instruments while the learning delivery in the classroom is based on English terminology (for the external instrument only).
- The participation of accounting professors was not encouraged, particularly in the analysis of the results.

Starting in August 2016 with the new assessment cycle and according to the new curriculum of the BOA program, BOA students will take a new course that will integrate concepts related to finance skills. This course will be used for the assessment related to the finance CPC. It is important to mention that one professor from the BOA faculty has been assigned as the owner of this CPC and as such becomes the liaison with the accounting and finance faculty.

These actions should improve the assessment process allowing for the results to be a better representation of the student's performance related to the Business Finance CPC. It is the opinion of the BOA faculty that these actions will lead to improvements of the student's performance during the next cycle.

Program: BOA/CPC: Ethics

Performance Indicator		Definition															
CPC: Ethics		Learning Outcome: Contribute to the well-being of society through positive actions and a high level of ethical, civic and cultural consideration.															
		Competency: Demonstrate and apply knowledge in ethical, civic and cultural issues.															
Analysis of Results																	
Performance Measure	Measurement Instrument	Current Results %	What did you learn from the results?	Action Taken	Trend Chart												
70% of the students will obtain 65% or more.	Program Standardized Test (PST); Direct; Formative; Internal (ADOF 3105)	Fall 2012 78.26% Fall 2013 78.26% Fall 2014 68.42%	The acceptable performance level was achieved. The results varied from 78.26% to 68.42% during fall 2012, fall 2013, and fall 2014.	The following actions will be taken during the new BOA assessment cycle starting fall 2016: • The new curriculum in the BSBA program forced a revision of the BOA program. As result, the course ADOF 3105 became an elective course, and ADMI 3009 was identified as core. The BOA and BSBA faculties agreed on measuring the ethic CPC in ADMI 3009 for both programs using a course-embedded instrument.	<table><caption>Actual Performance Data</caption><thead><tr><th>Term</th><th>Actual Performance (%)</th><th>Acceptable Performance Level (%)</th></tr></thead><tbody><tr><td>F-2013</td><td>93.75%</td><td>70.00%</td></tr><tr><td>S-2014</td><td>86.67%</td><td>70.00%</td></tr><tr><td>F-2014</td><td>55.56%</td><td>70.00%</td></tr></tbody></table>	Term	Actual Performance (%)	Acceptable Performance Level (%)	F-2013	93.75%	70.00%	S-2014	86.67%	70.00%	F-2014	55.56%	70.00%
Term	Actual Performance (%)	Acceptable Performance Level (%)															
F-2013	93.75%	70.00%															
S-2014	86.67%	70.00%															
F-2014	55.56%	70.00%															

70% of students will score 70% or more on special assignment rubric	Standardized Institutional Test (SIT) Direct; Summative; External (ADOF 4025)	Fall 2013 93.75% Spring 2014 86.67% Fall 2014 55.56% Spring 2015 66.67%	<p>The acceptable performance level was achieved in fall 2013 as 93.75% scored 70% or higher and in spring 2014 as 86.67% score 70% or higher. However, the acceptable performance level was not achieved in fall 2014 and spring 2015 years.</p> <p>Assessment instruments for different CPC’s were administered at the same time causing a problem of lack of supervision. It is the opinion of the BOA faculty that this fact is the major reason for the negative trend observed in the assessment results.</p> <p>Other observations are:</p> <ul style="list-style-type: none">Assessment instruments were administered online during student’s free time which caused a lack of motivation to give their best performance.	<p>The following actions will be taken during the new BOA assessment cycle starting fall 2016:</p> <ul style="list-style-type: none">Assessment instruments for different CPC’s will not be administered at the same time.The working load per CPC’s was equally distributed within the BOA faculty.The BOA faculty identified as owner of the Ethic CPC will encourage the participation of the ethic faculty during the analysis of the results. <p>The instrument will continue to be offered in ADOF 4025.</p>	 <table><tr><th>Assessment Cycle</th><th>Actual Performance</th><th>Acceptable Performance Level</th></tr><tr><td>F-2013</td><td>93.75%</td><td>70.00%</td></tr><tr><td>S-2014</td><td>86.67%</td><td>70.00%</td></tr><tr><td>F-2014</td><td>55.56%</td><td>70.00%</td></tr><tr><td>S-2015</td><td>66.67%</td><td>70.00%</td></tr></table>	Assessment Cycle	Actual Performance	Acceptable Performance Level	F-2013	93.75%	70.00%	S-2014	86.67%	70.00%	F-2014	55.56%	70.00%	S-2015	66.67%	70.00%
Assessment Cycle	Actual Performance	Acceptable Performance Level																		
F-2013	93.75%	70.00%																		
S-2014	86.67%	70.00%																		
F-2014	55.56%	70.00%																		
S-2015	66.67%	70.00%																		

Program: BOA / CPC: Ethics – Comprehensive Analysis

BOA Students:

After evaluating the assessment of learning process related to the Ethics CPC for the BOA students, the faculty concluded that the students are achieving the expected learning and respective competencies.

Starting in August 2016 with the new assessment cycle and according to the new curriculum of the BOA program, BOA and BSBA students will take together the core course ADMI 3009. The same course-embedded internal assessment instrument will be given to both students, and will be administered by the professors assigned to the course ADMI 3009. It is important to mention that one professor from the BOA faculty has been assigned as the owner of this CPC and as such becomes the liaison with the business administration faculty, expecting to encourage their participation in support of the BOA assessment process.

The BOA faculty also agreed that there were some variables related to the assessment process negatively impacting the results of the external instrument known as the Standardized Institutional Test (SIT):

- Lack of supervision while the assessment instruments were being given.
- No motivation for the students to give their best performance.

In the spirit of establishing a continuous improvement culture, the working load related to the assessment process has been equally divided among the BOA faculty. It has also been agreed that different assessment instruments should not be given by one faculty member at the same time. In addition, BOA students will continue taking the SIT designed for the Office Administration students in ADOF 4025. As part of the UPR System effort to continue improving the institutional tests, this test was recently revised (Spring 2016) based on previous results, and taking into consideration faculty and students comments.

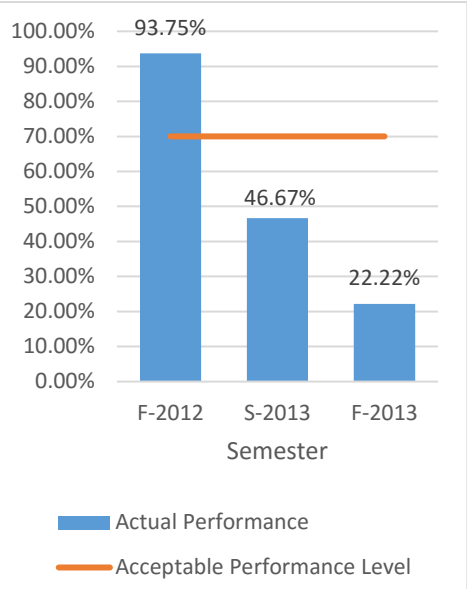
These actions assure the proper administration and supervision of the assessment instruments, the participation of the business administration faculty during the evaluation and analysis of results, and the identification of further corrective actions in agreement with the BOA faculty.

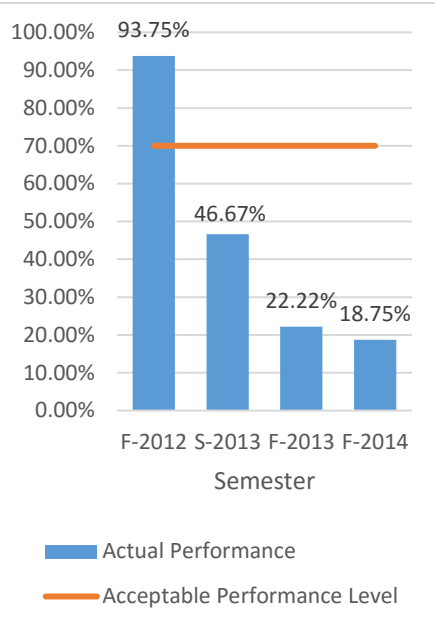
Another important piece of information to complete this comprehensive analysis related to the ethics CPC is the employer's assessment administered by the Internship and Plan Coop Programs (PIPC) office for the 2015 academic year. This assessment shows that 100% of the BOA students were evaluated as "Excellent" with respect to this CPC.

Based on the results of the assessment of learning process and additional information from PIPC, it is the conclusion of the BOA faculty that the comprehensive analysis shows that students from the program meet the competencies related to the ethic CPC.

Program: BOA / CPC: Information Systems

Performance Indicator		Definition											
CPC: Information System		Learning Outcome: Develop technological knowledge and skills in order to interact actively in the organizational environment and community.											
		Competency: Make appropriate use of technology, dominate the content and application of various computer programs for integrating knowledge and transfer them to the workplace.											
Analysis of Results													
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart								
70% of the students will obtain 60% or more in the mastery of technological knowledge.	Program Standardized Tests (PST) Theoretical test based on skills of Information System; Direct, Formative, Internal (ADMI 3007)	Fa. 2012 100% Sp.2013 83% Fa. 2013 100% Fa. 2014 63%	The acceptable performance level was achieved for all instances when the instrument was administered. However, a negative trend is observed which could be explained by the fact that this and other instruments related to other CPC’s were administered at the same time causing a problem of lack of supervision.	<p>The following actions will be taken during the new BOA assessment cycle starting fall 2016:</p> <ul style="list-style-type: none">• According to the new curriculum, the assessment instrument will be embedded to course ADOF 3107 and it will be revised as appropriate.• Assessment instruments for different CPC’s will not be administered at the same time.• The working load per CPC’s was equally distributed within the BOA faculty.	<table><caption>Actual Performance Data</caption><thead><tr><th>Semester</th><th>Actual Performance (%)</th></tr></thead><tbody><tr><td>F-2012</td><td>100.00</td></tr><tr><td>S-2013</td><td>83.00</td></tr><tr><td>F-2013</td><td>100.00</td></tr></tbody></table> <p>Acceptable Performance Level: 70.00%</p>	Semester	Actual Performance (%)	F-2012	100.00	S-2013	83.00	F-2013	100.00
Semester	Actual Performance (%)												
F-2012	100.00												
S-2013	83.00												
F-2013	100.00												

70% of the students will obtain 60% or more in the mastery of technological knowledge.	Program Standardized Tests (PST) Applied test based on skills of Information System; Direct, Formative, External (ADOF 4005)	Fa.- 2011 52% Fa.- 2013 77% Fa.- 2015 100%	Results showed an improvement trend and the acceptable performance level was achieved in fall-2013 and fall-2015 as 77% and 100% of the students scored 60% or higher, respectively. Fall 2011 results could be related to the use of Microsoft 2010 version, which was activated that semester. Students were learning the new MOS version. During fall-2013 and fall-2015, the course was offered explaining and demonstrating the major deficiencies found on 2011. • A simulation based instrument is used for learning and assessment purposes.	According to the improvement trend and the performance level achieved in fall-2013 and fall-2015, BOA faculty recommends to continue using the simulation platform for learning and assessment purposes during the next assessment cycle starting on August 2016.	 <table><caption>Performance Data</caption><thead><tr><th>Semester</th><th>Actual Performance</th><th>Acceptable Performance Level</th></tr></thead><tbody><tr><td>F-2012</td><td>93.75%</td><td>70.00%</td></tr><tr><td>S-2013</td><td>46.67%</td><td>70.00%</td></tr><tr><td>F-2013</td><td>22.22%</td><td>70.00%</td></tr></tbody></table>	Semester	Actual Performance	Acceptable Performance Level	F-2012	93.75%	70.00%	S-2013	46.67%	70.00%	F-2013	22.22%	70.00%
Semester	Actual Performance	Acceptable Performance Level															
F-2012	93.75%	70.00%															
S-2013	46.67%	70.00%															
F-2013	22.22%	70.00%															

70% of the students will obtain 65% or more in the test.	Standardized Institutional Test (SIT); Direct, Summative, External (ADOF 4025)	Fa. 2013 100% Sp. 2014 86.67% Fa. 2014 77.78% Sp. 2015 25%	<p>Students achieved the acceptable performance level during the fall-2013, spring-2014, and fall-2014. However, students didn't achieve the acceptable performance level during the spring semester of 2015.</p> <p>Information Systems assessment instrument for Spring 2015 was administered at the same time with other CPC's instruments causing a problem of lack of supervision since fall 2014. It is the opinion of the BOA faculty that this fact is the major reason for the negative trend observed in the assessment results, in particular during the last assessment instance.</p> <p>Other observations are:</p> <ul style="list-style-type: none">Assessment instruments were administered online during student's free time which caused a lack of motivation to give their best performance.Another difficulty was the use of Spanish terminology in the assessment instrument while learning delivery in the classroom is based on English terminology.	<p>The following actions will be taken during the new BOA assessment cycle starting fall 2016:</p> <ul style="list-style-type: none">Assessment instruments for different CPC's will not be administered at the same time.The working load per CPC's was equally distributed within the BOA faculty.Technical English terminology will be added to the Standardized Institutional Test (SIT).	 <table><caption>Actual Performance vs. Acceptable Performance Level</caption><thead><tr><th>Semester</th><th>Actual Performance</th><th>Acceptable Performance Level</th></tr></thead><tbody><tr><td>F-2012</td><td>93.75%</td><td>70.00%</td></tr><tr><td>S-2013</td><td>46.67%</td><td>70.00%</td></tr><tr><td>F-2013</td><td>22.22%</td><td>70.00%</td></tr><tr><td>F-2014</td><td>18.75%</td><td>70.00%</td></tr></tbody></table>	Semester	Actual Performance	Acceptable Performance Level	F-2012	93.75%	70.00%	S-2013	46.67%	70.00%	F-2013	22.22%	70.00%	F-2014	18.75%	70.00%
Semester	Actual Performance	Acceptable Performance Level																		
F-2012	93.75%	70.00%																		
S-2013	46.67%	70.00%																		
F-2013	22.22%	70.00%																		
F-2014	18.75%	70.00%																		

Program: BOA / Information System – Comprehensive Analysis

BOA Students:

After evaluating the assessment of learning process related for the Information System's CPC for the BOA students, the faculty concluded that students achieved the established learning outcome and competency.

Students demonstrated that they achieved the skills of information systems per the use of the simulation platform for the applied test. The simulation platforms used in ADOF 4005 are premier assessment and practice test solutions used for the Microsoft Office Specialist (MOS) certifications. The simulations accurately replicate the certification "live application" testing environment for Word, Excel, PowerPoint, Outlook, and Access, which add value to those students that would like to pursue the MOS certification. The simulations allow students to enhance their learning through self-paced practice questions.

The results obtained in Fall 2014 (Program Standardized Test - Theoretical Based) and Spring 2015 (Standardized Institutional Test) could be related to the following variables which are in turn related to way the process was administered:

- Lack of supervision while the assessment instruments were being given, and no motivation for the students to give their best performance.
- The use of Spanish terminology in the assessment instruments while the learning delivery in the classroom is based on English terminology.

Starting in August 2016 with the new assessment cycle and according to the new curriculum of the BOA program, BOA students will take the assessment theoretical based instrument embedded in course ADOF 3107, while the Standardized Institutional test will continue being offered in ADOF 4025. This action prevent the problem of administering the assessment instruments at the same time while assuring the participation of all BOA faculty during the evaluation and analysis of results, and the identification of further corrective actions. Finally, the instruments will be revised in order to add English terminology.

An external questionnaire administered by the BOA faculty to the employers on Fall 2014 and Spring 2015 showed the following:

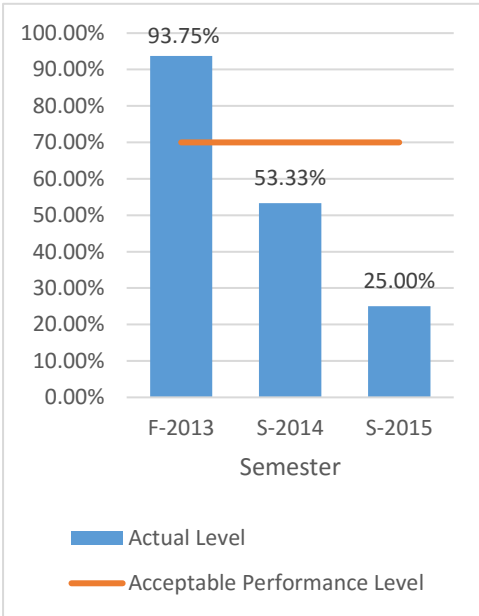
- Knowledge about information systems in Fall 2014 and Spring 2015 was 80% in both periods.
- Ability to use technology in Fall 2014 was 80% and improved to 100% in Spring 2015.

In addition to the above, assessment from the Internship and Plan Coop Programs (PIPC) show that 100% of BOA students were evaluated above average by their employers.

Based on the results of the assessment of learning process and additional information, it is the conclusion of the BOA faculty that the comprehensive analysis shows that students from the BOA program meet the competencies related to information systems CPC.

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: Program: BOA/CPC: Management

Performance Indicator		Definition											
CPC: Management		Learning Outcome: Develop managerial knowledge and skills in order to interact effectively within the organization with business related affairs.											
		Competency: Consolidate knowledge and employ skills in office management area.											
Analysis of Results													
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart								
70% of the students will obtain 65% or more in the test	Program Standardized Tests (PST) Direct, Formative, Internal (ADOF 3105)	Fall 2012 73.91%	The acceptable performance level was achieved in fall 2012 as 73.91% scored 65% or higher. However, the acceptable performance level was not achieved in fall 2013 and fall 2014.	The following actions will be taken during the new BOA assessment cycle starting fall 2016: <ul style="list-style-type: none">The new curriculum in the BSBA program force a revision in the BOA program. As result the course, ADOF 3105 became an elective course, and ADMI 3009 was identified course as core.The BOA and the BSBA faculties agreed on measuring the management CPC in ADMI 3009 for both programs using a course-	<table><caption>Actual Performance Data</caption><thead><tr><th>Semester</th><th>Actual Performance</th></tr></thead><tbody><tr><td>F-2012</td><td>73.91%</td></tr><tr><td>F-2013</td><td>34.78%</td></tr><tr><td>F-2014</td><td>15.79%</td></tr></tbody></table> <p>Acceptable Performance Level: 70.00%</p>	Semester	Actual Performance	F-2012	73.91%	F-2013	34.78%	F-2014	15.79%
		Semester				Actual Performance							
		F-2012				73.91%							
F-2013	34.78%												
F-2014	15.79%												
Fall 2013 34.78%													
Fall 2014 15.79%													

70% of the students will obtain 70% or more in the test (*en el plan dice 65%, el cálculo fue hecho en 70%)	Standardized Institutional Test (SIT) Direct, Summative, External (ADOF 4025)	Fall 2013 93.75% Spring 2014 53.33% Spring 2015 25%	<p>The acceptable performance level was achieved in fall 2013 as 93.75% scored 70% or higher. However, the acceptable performance level was not achieved in spring 2014 and spring 2015 years.</p> <p>Assessment instruments for different CPC’s were administered at the same time causing a problem of lack of supervision. It is the opinion of the BOA faculty that this fact is the major reason for the negative trend observed in the assessment results.</p> <p>Other observations are:</p> <ul style="list-style-type: none">Assessment instruments were administered online during student’s free time which caused a lack of motivation to give their best performance.	<p>embedded instrument.</p> <p>The following actions will be taken during the new BOA assessment cycle starting fall 2016:</p> <ul style="list-style-type: none">Assessment instruments for different CPC’s will not be administered at the same time.The working load per CPC’s was equally distributed within the BOA faculty. <p>The BOA faculty identified as owner of the Management CPC will encourage the participation of the management faculty during the analysis of the results.</p> <p>The instrument will continue to be offered in ADOF 4025.</p>	 <table><caption>Assessment Performance Data</caption><thead><tr><th>Semester</th><th>Actual Level (%)</th><th>Acceptable Performance Level (%)</th></tr></thead><tbody><tr><td>F-2013</td><td>93.75%</td><td>70.00%</td></tr><tr><td>S-2014</td><td>53.33%</td><td>70.00%</td></tr><tr><td>S-2015</td><td>25.00%</td><td>70.00%</td></tr></tbody></table>	Semester	Actual Level (%)	Acceptable Performance Level (%)	F-2013	93.75%	70.00%	S-2014	53.33%	70.00%	S-2015	25.00%	70.00%
Semester	Actual Level (%)	Acceptable Performance Level (%)															
F-2013	93.75%	70.00%															
S-2014	53.33%	70.00%															
S-2015	25.00%	70.00%															

Program: BOA / Management– Comprehensive Analysis

BOA Students:

After evaluating the assessment of learning process related to the Ethics CPC for the BOA students, the faculty concluded that the students are achieving the learning and respective competencies.

Starting in August 2016 with the new assessment cycle and according to the new curriculum of the BOA program, BOA and BSBA students will take together the core course ADMI 3009. The same course embedded internal assessment instrument will be given to both students, and will be administered by the professors assigned to the course ADMI 3009. It is important to mention that one professor from the BOA faculty has been assigned as the owner of this CPC and as such becomes the liaison with the business administration faculty, expecting to encourage their participation in supporting the BOA assessment process.

The BOA faculty also agreed that there are some variables related to the assessment process negatively impacting the results of the external instrument known as the Standardized Institutional Test (SIT):

- Lack of supervision while the assessment instruments were being given.
- No motivation for the students to give their best performance.

In the spirit of establishing a continuous improvement culture, the working load related to the assessment process has been equally divided among the BOA faculty. It has also been agreed that assessment instruments should not be given by one faculty member at the same time during the semester. BOA students will continue taking the SIT designed for the Office Administration students in ADOF 4025.

As part of the UPR System effort to continue improving the institutional tests, this test was recently revised (Spring 2016) based on previous results, and taking into consideration faculty and students comments.

These actions assure the proper administration and supervision of the assessment instruments, the participation of the business administration faculty during the evaluation and analysis of results, and the identification of further corrective actions in agreement with the BOA faculty.

Another important piece of information to complete this comprehensive analysis related to Business Management CPC is the employer's assessment administered by the Internship and Plan COOP Program (PIPC) office for the 2014-2015 academic year. The following information shows the employer's assessment of the students related to the competency discussed in this report: 91% of students were evaluated as excellent while 9% of the students were evaluated as very good. In conclusion, 100% of the BOA students assessed by the employer's performed above the "Average" category.

Based on the results of the assessment of learning process and additional information from PIPC, it is the conclusion of the BOA faculty that the comprehensive analysis shows that students from the program meet the competencies related to the ethic CPC.

**Figure 4.2 - Measurement and Analysis of Student Learning and Performance: Program: BOA/CPC:
Research Skills**

Performance Indicator		Definition															
CPC: Research Skills		Learning Outcome: Development of knowledge and skills necessary to design research proposals and statistics needed to create new knowledge in modern organizations.															
		Competency: Demonstrate creativity to create innovative research proposals to solve problems in the business environment															
Analysis of Results																	
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart												
Internal Direct: Students will score 70% or more in a rubric.	Internal Direct: Program Standardized Rubrics (PSR); direct; formative; intern; ADOF 4025	Internal Direct: Spring 2013 87.67% Fall 2013 85.73% Spring 2014 89.33% Fall 2014 89.90% Spring 2015 84.85%	Internal Direct: The acceptable performance level was achieved in all instances from Spring 2013 to Spring 2015. Eighty-seven percent (87%) of the students have obtained more than 70% in the mastery of the knowledge and skills in Research Skills. However, we noticed that students could improve the skills of interpretation and analysis of results applicable to findings, conclusions and recommendations area of the project. These skills are closely linked to	Internal Direct: The following actions will be recommended to be taken during the fall-2016 semester: <ul style="list-style-type: none">Expand the discussion time of Research Skills in more core courses in Office Administration to reinforce this competency.Encourage the use of the Research Center of the College of Business AdministrationAdd activities in Research Skills in core courses in the third year of the curriculum.	<table><caption>Performance Data from Trend Chart</caption><thead><tr><th>Semester</th><th>Grade (%)</th></tr></thead><tbody><tr><td>S-2013</td><td>87.67%</td></tr><tr><td>F-2013</td><td>85.73%</td></tr><tr><td>S-2014</td><td>89.33%</td></tr><tr><td>F-2014</td><td>89.90%</td></tr><tr><td>S-2015</td><td>84.85%</td></tr></tbody></table>	Semester	Grade (%)	S-2013	87.67%	F-2013	85.73%	S-2014	89.33%	F-2014	89.90%	S-2015	84.85%
Semester	Grade (%)																
S-2013	87.67%																
F-2013	85.73%																
S-2014	89.33%																
F-2014	89.90%																
S-2015	84.85%																

			<p>knowledge of logical-mathematical foundations.</p> <p>Although students achieved the minimum expected in their performance, we agreed that to improve their research skills, it is necessary to strengthen their knowledge in statistics.</p>	<ul style="list-style-type: none"> • Develop internal tools or rubric to assess the understanding of Research Skills. • Varying teaching methods to ensure the responsiveness of students. • Add the CPC of Research Skills in core course ADOF 4019. 	
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Program: BOA / Research – Comprehensive Analysis

BOA Students:

After evaluating the assessment of learning process related to the Research CPC, the faculty concluded that students exceed the requirements established by the Office Administration Program (ADOF). Based on the results of the rubric the faculty identified the opportunity for strengthening student's knowledge in the following areas:

- Interpretation and analysis of results.
- Technical skills for writing research proposals (findings, recommendations and conclusions).

Although students excelled the minimum expected performance, the faculty agreed that there is room for improvement of the learning process by teaching and assessing student knowledge related to research skills in a third year course. ADOF 4019 has been identified for this purposes. The assessment instrument will be based on the following:

- Exploratory research based on literature review related to a particular ADOF topic.
- Main objective is to identify and justify opportunities for future research.
- Require the use of some basic statistical tools as part of the analysis process.
- Technical report following APA style.

It is the opinion of the BOA faculty that these actions will lead to improvements of the student's performance during the next cycle.

**Figure 4.2: Program: MBA / Courses: GERE 6025 (Organizational Behavior) and ADMI 6008
(Development of Medium and Small Business)**

Performance Indicator		Definition											
1. Learning Goal: Professional Behavior		Competency: Students will exhibit proficiency in applying research to problems/ issues encountered in a dynamic business environment.											
		Objective Number Two: Students will distinguish ethical issues embodied in realistic scenarios or cases											
Analysis of Results													
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart								
Students should achieve an average score of 80% or higher	Course-embedded exercise; direct; formative; internal. (ADMI 6008 – Development of Small and Medium Enterprises and GERE 6025: Organizational Behavior)	Results for Fall 2010: 88 % Results for Fall 2011: 42 %	Lower averages were related to: Discussion of the ethics concepts was not included in the ADMI 6008 course syllabus. The performance measurement deserves revision to achieve the score of 80% or higher.	Fall 2010: The exercise must be redesign to achieve score of 80% or higher. Include a new objective to consider the discussion of the ethics theory. Particularly, in GERE 6025 should include the participation in an academic/professional conference with the corresponding test. Fall 2011: The assessment rubric was redesign and assigned to GERE 6025(Organizational Behavior). The ethics measurement was cancelled for ADMI 6008 (Development of Medium and Small Business).	<table><caption>Actual Performance Level Data</caption><thead><tr><th>Semester</th><th>Actual Performance Level (%)</th></tr></thead><tbody><tr><td>S-2011</td><td>78.00%</td></tr><tr><td>F-2011</td><td>88.00%</td></tr><tr><td>S-2014</td><td>90.00%</td></tr></tbody></table> <p>Acceptable Performance Level: 80.00%</p>	Semester	Actual Performance Level (%)	S-2011	78.00%	F-2011	88.00%	S-2014	90.00%
Semester	Actual Performance Level (%)												
S-2011	78.00%												
F-2011	88.00%												
S-2014	90.00%												

Figure 4.2: Program: MBA / Course: GERE 6096 (Business Policies)

Performance Indicator		Definition															
1. Knowledge of Management		Competency: Students will exhibit proficiency in applying business administration theory and related principles to problems/issues encountered in a dynamic business environment.															
		Objective: Students will demonstrate business knowledge by implementing, in a simulation, business level strategies that improve overall performance.															
Analysis of Results																	
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart												
Students should achieve an average score of 80% or higher	Course-embedded exercise; direct; formative; internal. (GERE 6096: Business Policies)	Results for Spring 2011: 78 % Results for Spring 2012: 68 %	Lower averages were related to: The assessment exercise deserves revision. An activity should be establish before the assessment measurement.	Spring 2011: Performance measure deserves revision even though results were close to target. More emphasis on classroom should be assigned to the strategy and production theory. No need of activity in accounting metric assessment. Spring 2012: Performance measure deserve revision in all metrics (strategy, marketing, finance, and production). No need of activity in accounting metric assessment.	<div><p>GERE 6096: Business Policies</p><table><thead><tr><th>Semester</th><th>Actual Performance Level (%)</th><th>Acceptable Performance Level (%)</th></tr></thead><tbody><tr><td>S-2011</td><td>78.00%</td><td>80.00%</td></tr><tr><td>F-2011</td><td>88.00%</td><td>80.00%</td></tr><tr><td>S-2014</td><td>90.00%</td><td>80.00%</td></tr></tbody></table></div>	Semester	Actual Performance Level (%)	Acceptable Performance Level (%)	S-2011	78.00%	80.00%	F-2011	88.00%	80.00%	S-2014	90.00%	80.00%
Semester	Actual Performance Level (%)	Acceptable Performance Level (%)															
S-2011	78.00%	80.00%															
F-2011	88.00%	80.00%															
S-2014	90.00%	80.00%															

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: Program: MBA / Course: GERE 6025 (Organizational Behavior)

Performance Indicator			Definition											
1. Learning Goal: Professional Behavior			Competency: Students will exhibit proficiency in applying research to problems/ issues encountered in a dynamic business environment.											
			Objective Number One: Students will identify and match appropriate leadership style with a given business situation.											
Analysis of Results														
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart									
Students should achieve an average score of 80% or higher	Course-embedded exercise; direct; formative; internal. (GERE 6025: Organizational Behavior)	Results for Fa.2010-61% Results for Fa.2011-85%	Lower averages were related to: The data reflects the need for dedicating more time to the leadership topic at an earlier point. The performance measurement deserves revision to achieve the score of 80% or higher.	Fall 2010: The exercise must be offer in the classroom after the discussion of the leadership theory and concepts. Fall 2011: No need of activity	<div><p>GERE 6025:Organizational Behavior</p><table><thead><tr><th>Year</th><th>Actual Performance Level</th><th>Acceptable Performance Level</th></tr></thead><tbody><tr><td>Fall 2010</td><td>61%</td><td>80%</td></tr><tr><td>Fall 2011</td><td>85%</td><td>80%</td></tr></tbody></table></div>	Year	Actual Performance Level	Acceptable Performance Level	Fall 2010	61%	80%	Fall 2011	85%	80%
Year	Actual Performance Level	Acceptable Performance Level												
Fall 2010	61%	80%												
Fall 2011	85%	80%												

Figure 4.2: Program: MBA / Course: GEIN 6035 (Quantitative Methods)

Performance Indicator		Definition											
1. Quantitative Skills		Competency: Students will exhibit proficiency in applying quantitative methods and related principles to problems/ issues encountered in a dynamic business environment.											
		Objective: Students will apply appropriate quantitative models to make business decisions.											
Analysis of Results													
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart								
Students should achieve an average score of 80% or higher	Course-embedded exercise; direct; formative; internal. (GEIN 6035)	Results for Spring 2011: 62 % Results for Spring 2012: 71 %	Lower averages were related to: The assessment exercise deserves revision. An activity should be establish before the assessment measurement.	Spring 2011: Select a new case analysis aligned with the corresponding indicators for the quantitative skills assessment. Discuss the case analysis before the test. Select a new assessment rubric for the case analysis aligned with the corresponding objectives. Spring 2012: Performance measure deserves revision even though results were close to target.	<table><thead><tr><th>Semester</th><th>Actual Performance Level (%)</th></tr></thead><tbody><tr><td>S-2011</td><td>78.00%</td></tr><tr><td>F-2011</td><td>88.00%</td></tr><tr><td>S-2014</td><td>90.00%</td></tr></tbody></table> <p>Acceptable Performance Level: 80.00%</p>	Semester	Actual Performance Level (%)	S-2011	78.00%	F-2011	88.00%	S-2014	90.00%
Semester	Actual Performance Level (%)												
S-2011	78.00%												
F-2011	88.00%												
S-2014	90.00%												

**Figure 4.2 - Measurement and Analysis of Student Learning and Performance: MBA Course: FINA 6015
(Managerial Finance)**

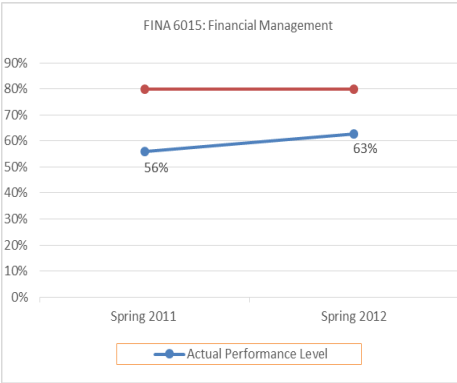
Performance Indicator		Definition									
1. Learning Goal: Research and Analytical Skills		Competency: Students will exhibit proficiency in applying research to problems/issues encountered in a dynamic business environment.									
		Objective: Students will develop and write a consistent and well-organized research project by accessing, analyzing and synthesizing data to make recommendations.									
Analysis of Results											
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart						
Students should achieve an average score of 80% or higher	Course-embedded exercise; direct; formative; internal. (FINA 6015)	Results for Spring 2011: 56 % Results for Spring 2012: 63 %	Lower averages were related to: The assessment exercise deserves revision. An activity should be establish before the assessment measurement. The assessment exercise deserves revision. An activity should be establish before the assessment measurement.	Spring 2011: A case analysis exercise must be offer in the classroom after the discussion of the research and analytical skills theory and concepts. Emphasize students about the primary goal should be acquire from the course. Perform a second assessment measurement at the end of the semester. Spring 2012: The learning goal assessment measurement should be removed from FINA 6015 and reassigned to other graduate course	 <table><caption>FINA 6015: Financial Management</caption><thead><tr><th>Term</th><th>Actual Performance Level</th></tr></thead><tbody><tr><td>Spring 2011</td><td>56%</td></tr><tr><td>Spring 2012</td><td>63%</td></tr></tbody></table>	Term	Actual Performance Level	Spring 2011	56%	Spring 2012	63%
Term	Actual Performance Level										
Spring 2011	56%										
Spring 2012	63%										

Figure 4.2 - Measurement and Analysis of Student Learning and Performance: Program: MBA / Course: ADMI 6008 (Entrepreneurial Skills)

Performance Indicator		Definition																		
1. Entrepreneurial Skills		Competency: Students will be able to identify and evaluate business opportunities and trends. Objective: Students will identify and assess business opportunities.																		
Analysis of Results																				
Performance Measure	Measurement Instrument	Current Results	What did you learn from the results?	Action Taken	Trend Chart															
Students should achieve an average score of 80% or higher	Course-embedded exercise; direct; formative; internal. (ADMI 6008: Entrepreneurship Skills)	Spring 2011: 78% Fall 2011: 88% Spring 2014: 90% Spring 2015: 86%	Lower averages were related to: The assessment exercise deserves revision. An activity should be establish before the assessment measurement. Students have demonstrated proficiency of the basic skills.	Spring 2011: Performance measure deserves revision even though results were close to target. More emphasis on classroom should be assigned to the justification or explanation and identification of business opportunities theory. No need of activity on the identification of secondary sources metric assessment. Offer the test before the assessment procedures at the end of the semester. Fall 2011:No need of activity Spring 2014: No need of activity Spring 2015: No need of activity. The assessment cycle was closed. The new assessment cycle will begin on Spring 2017 (2 years)	<div>ADMI 6008: Development of Small and Medium Enterprise</div> <table><thead><tr><th>Term</th><th>Actual Performance Level</th><th>Acceptable Performance Level</th></tr></thead><tbody><tr><td>Spring 2011</td><td>78%</td><td>80%</td></tr><tr><td>Fall 2011</td><td>88%</td><td>80%</td></tr><tr><td>Spring 2014</td><td>90%</td><td>80%</td></tr><tr><td>Spring 2015</td><td>86%</td><td>80%</td></tr></tbody></table>	Term	Actual Performance Level	Acceptable Performance Level	Spring 2011	78%	80%	Fall 2011	88%	80%	Spring 2014	90%	80%	Spring 2015	86%	80%
Term	Actual Performance Level	Acceptable Performance Level																		
Spring 2011	78%	80%																		
Fall 2011	88%	80%																		
Spring 2014	90%	80%																		
Spring 2015	86%	80%																		

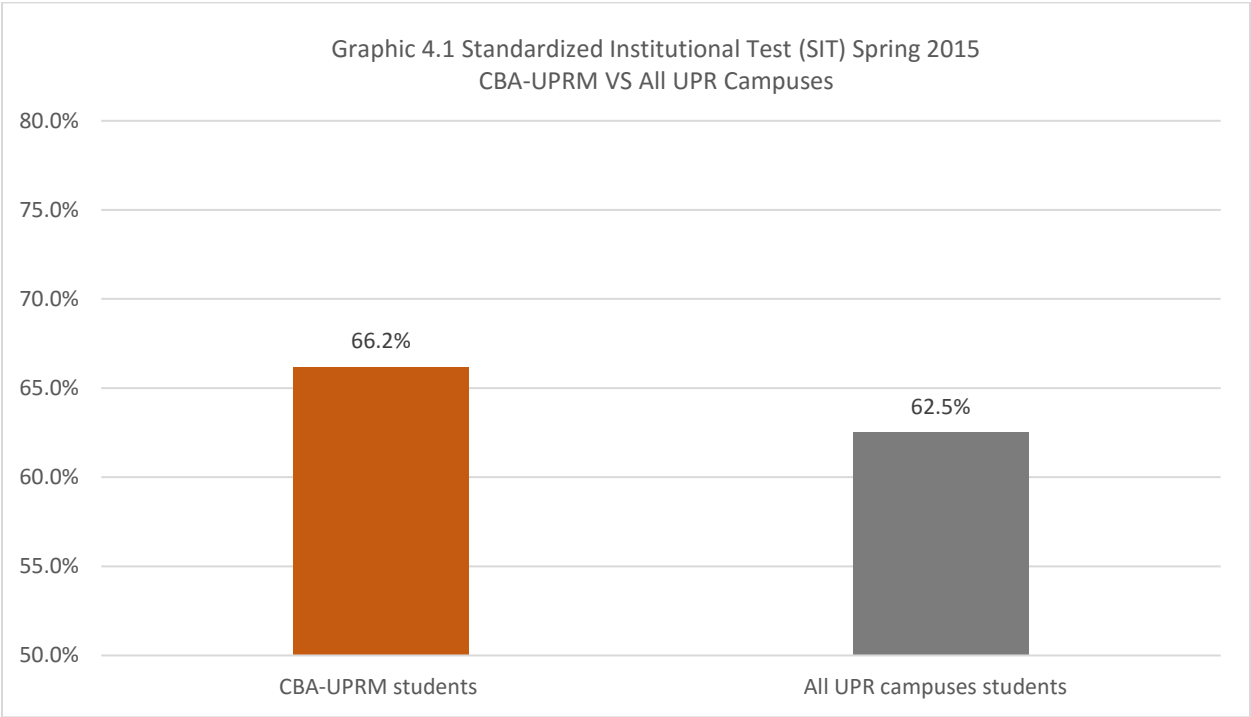
APPENDIX 4.12

Figure 4.3

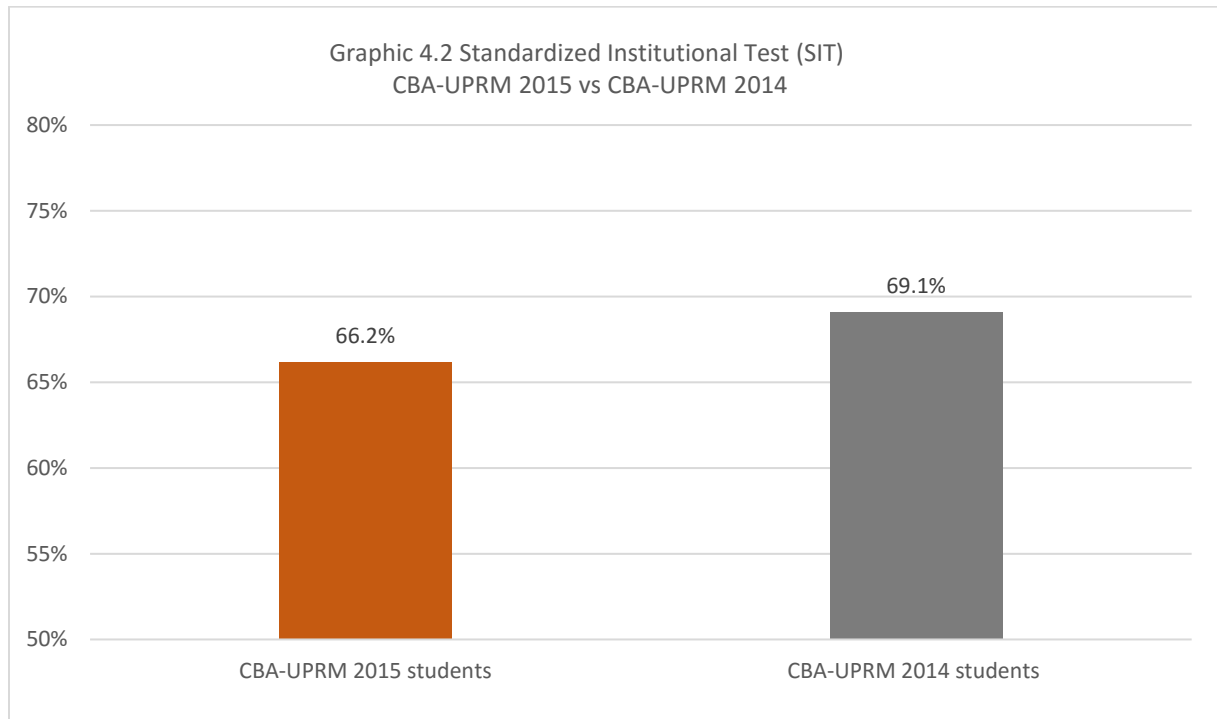
Undergraduate Table for Comparative Information and Data

Comparative Information and Data Target: Standardized Institutional Test- Business Programs/ CBA-UPRM Vs. All UPR Campuses				
Comparative Information and Data Targets	Performance/ Improvement	Results		
		2014	2015	2016
Standardized Institutional Test- Business Programs SIT – Total score	CBA-UPRM students mean score > All UPR campuses students mean	CBA-UPRM students mean score 69.1% > All UPR campuses students mean 65.0%.	CBA-UPRM students mean score 66.21% > All UPR campuses students mean score 62.52%	
Standardized Institutional Test- Business Programs SIT – Total score	CBA graduation candidates from one year to another for all CPCs	Graduation candidates mean score of 69.1%	Graduation candidates mean score of 66.2%	
Standardized Institutional Test- Business Programs SIT – Total score	CBA students at mid-point vs. same students at graduation time.	CBA students mean score at mid-point - 68.7%	CBA students mean score at graduation time – 71.4%	
Comparative Information and Data Target: Comp-XM				
Comparative Information and Data Target	Performance/ Improvement	Results		
		Spring 2013	Spring 2015	Fall 2015
Comp-XM- Total score	CBA-UPRM students mean score > All Capstone students participating in the simulation	CBA-UPRM students mean 54.33% < All Capstone students mean 67.83%	CBA-UPRM students mean 62.85% > All Capstone students mean 58.57%	CBA-UPRM students mean 73.83% > All Capstone students mean 55.83%

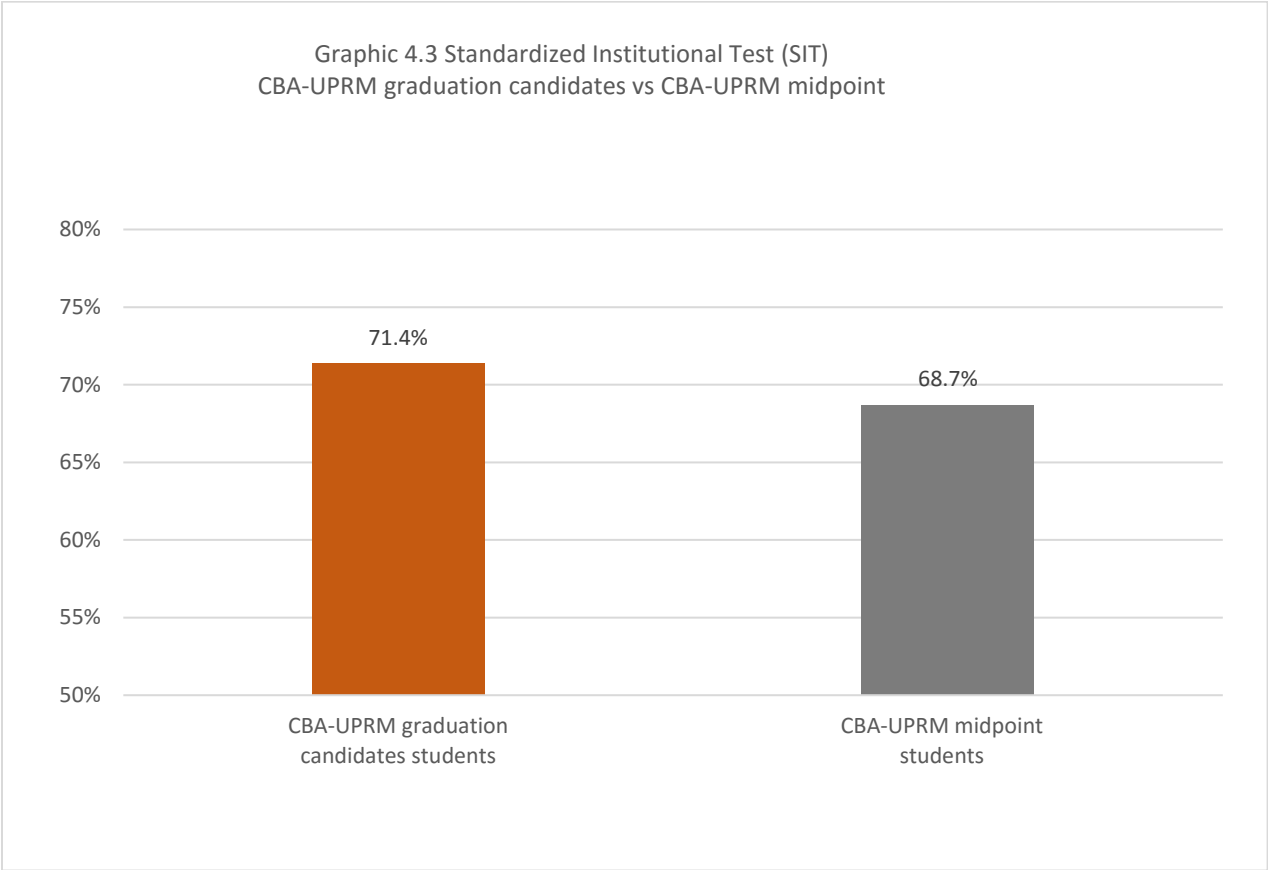
APPENDIX 4.13



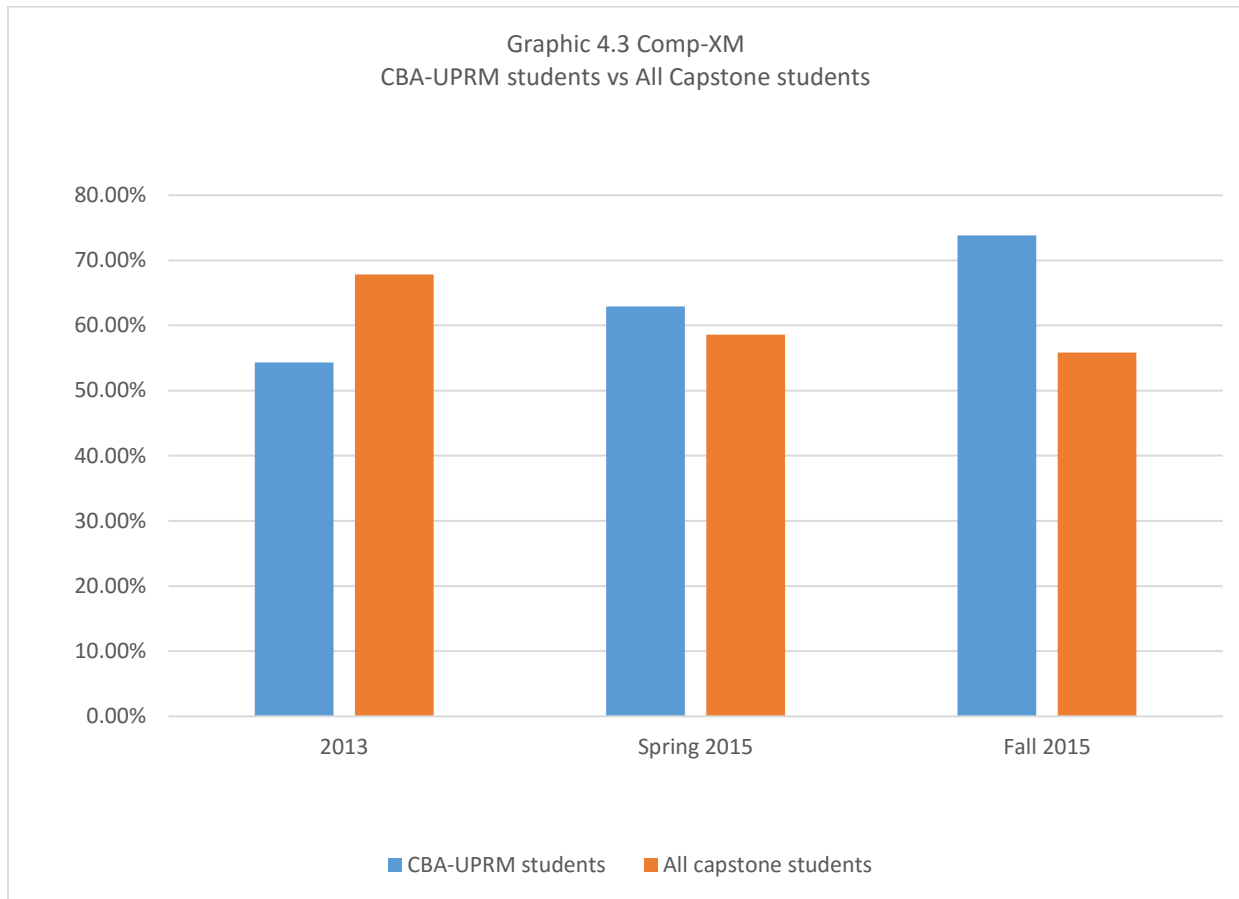
APPENDIX 4.14



APPENDIX 4.15



APPENDIX 4.16



APPENDIX 5.1

Figure 5.1
Table for Faculty Qualifications (2013-2014)

		Highest Degree					
Faculty Member	Year of Initial Appointment	Type	Discipline	Assigned Teaching Disciplines	Professional Certification **	Level of Qualification ***	Tenure
Amador Dumois, María A.	2006	PhD	International Business	Business Policy		AQ(1)	Yes
Balaguer Álvarez, Víctor	2014	PhD	Management in Organizational Leadership	Industrial Management	Production and Inventory Management Certified (CPIM) – APICS	AQ(3)	No
Bonilla Oliver, Melissa	2013	MHM	Hosp. Management	Hospitality Management		PQ(4)	No
Bravo Vick, Héctor A.	1996	MA	Labor & Ind. Rel.	Human Resources		PQ(5)	Yes
Cólon, Marta I.	1977	MBA	Bus. Admin.	Human Resources	SPHR	PQ(3)	Yes
Córdova Claudio, Mario J.	2006	PhD	Operations Research	Industrial Management Project Management Business Law	Certified Associate in Project Management (CAPM) Attorney	AQ(1) AQ(2) AQ(4)	Yes
Cotto Quijano, Evaluz	2011	PhD	Law	Finance Business Law	Attorney	AQ (4)	Yes
Cotto Quijano, Karen M.	1996	MBA	Business Administration	Information Systems		PQ(1)	Yes
Cruz Cruz, José A.	1992	PhD	Intelligent Business Systems	Information Systems		AQ(1)	Yes
Curbelo Ruiz, Aury M.	2009	PhD	Instructional Media Design and Inf. Technology	Information Systems		AQ(5)	Yes

Figure 5.1 (continued)
Table for Faculty Qualifications (2013-2014)

		Highest Degree					
Faculty Member	Year of Initial Appointment	Type	Discipline	Assigned Teaching Disciplines	Professional Certification**	Level of Qualification***	Tenure
De Hoyos Ruperto, Moraima	2005	Doctor of Mgmt	Management	Entrepreneurship		AQ(1)	No
De Jesús Medina, Juan F.	1996	MBA	Bus. Admin.	Finance		PQ(5)	Yes
Díaz de Goenaga, Gail	1986	MS	Management	Finance Industrial Management	APICS Certified in Just In Time, Materials and Capacity Requirements Planning	PQ(1) PQ(1)	Yes
Fernández Van Cleve, Lucyann	1981	MS	Bus.Comp.Sc.	Information Systems		PQ(5)	Yes
Figuerola Medina, Carmen I.	2010	Ph.D.	Bus. Development and Management of Human Resources	Human Resources		AQ(1)	No
Frey, William J. (Note 1)	2007	Ph.D.	Philosophy	Business Gov. & Society		AQ(5)	Yes
Frontera Ajenjo, José A.	2004	LLM	Int. Bus. Law	Business Law Management	Attorney/Notary	AQ(4) PQ (4)	Yes
Gandhi, Bodapati R.V. (Note 2)	1987	PhD.	Ind. Engineering	Seminar		AQ(5)	Yes

Note 1: Dr. Frey is considered academically qualified to teach Business, Government and Society because the course has a great ethical component, which is his specialty, and due to the scholarly work done in the area.

Note 2: Dr. Gandhi is considered academically qualified to teach the Seminar course due to her extensive teaching experience in the area

Figure 5.1 (continued)
Table for Faculty Qualifications (2013-2014)

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Disciplines	Professional Certification **	Level of Qualification ***	Tenure
		Type	Discipline				
González Cebollero, Candida	1983	MBA	Bus. Admin.	Human Resources Industrial Management	PHR	PQ(3) PQ(1)	Yes
González López, David A.	2011	DBA	Bus. Admin.	Accounting	CPA	AQ(2)	Yes
Gracia Morales, Luz I.	2011	DBA	Bus. Admin.	Accounting	CPA	AQ(2)	No
Javier Montalvo, Dafne	1995	DBA	Bus. Admin.	Business Gov. & Society Marketing		PQ(1) AQ (1)	Yes
Larracuenta Martínez, María	1987	MSM	MIS	Information Systems		PQ(4)	Yes
Martín Quiñones, Ana E.	1985	MBA	Bus. Admin.	Accounting		PQ(1)	Yes
Martínez Martinez, José G.	2009	DBA	Information Systems	Information Systems		AQ (1)	Yes
Molina Bas, Omar (Note 3)	2012	PhD	Construction Engineering	Project Management		AQ(7)	No
Muñoz González, David F. (Note 4)	1995	MBA	Bus. Admin.	Industrial Management Statistics		PQ(6) PQ (1)	Yes
Negrón Ríos, Wanda I.	1996	MS	Inf. Systems	Information Systems		PQ(5)	Yes
Oliver de Bonilla, Marisol (Note 5)	1986	MBA	Bus. Admin.	Human Resources		PQ(1) Min	Yes
Oronoz Echeverría, María J.	1983	MPA	Publ.Adm.	Human Resources		PQ(6)	Yes

Note 3: Dr. Molina is considered academically qualified to teach Project Management due to his professional experience in the area.

Note 4: Prof. David Muñoz is considered professionally qualified to teach introductory Industrial Management courses.

Note 5: Prof. Marisol Oliver is considered professionally qualified to teach introductory Human Resources Management courses.

Figure 5.1 (continued)
Table for Faculty Qualifications (2013-2014)

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Disciplines	Professional Certification**	Level of Qualification***	Tenure
		Type	Discipline				
Ortiz Rodríguez, Rosario	1996	PhD	Mathematics, Probability, and Statistics	Statistics Quantitative Methods		AQ(1)	Yes
Ortiz Torres, Norma I.	1986	MBA	Bus. Admin.	Marketing		PQ(4)	Yes
Pérez Oms, Cándido	1985	MSAc	Accounting	Accounting	CPA, CIA	PQ(3)	Yes
Quiñones Albino, Antonio	2004	MS	Finance	Accounting		PQ(5)	No
Quiñones Hernández, Eva Z.	1988	MP	Accounting	Accounting	CPA	PQ(3)	Yes
Rivera Betancourt, Loida E.	1991	PhD	Economics	Economics Finance		AQ(1) PQ (4)	Yes
Rivera Santiago, Roberto	2009	PhD	Statistics	Statistics		AQ(1)	Yes
Rosa Vélez, Mariam L.	2012	DBA	Bus. Admin.	Human Resources		AQ(1)	No
Ruiz Vargas, Yolanda	1994	PhD	Finance & International Business	Finance		AQ(1)	Yes
Seguí Figueroa, Miguel A.	1986	LLM	Law & Economy	Business Law Project Management	Attorney/Notary	AQ(4) PQ (1)	Yes
Seijo Vidal, Roberto L. (Note 6)	2009	PhD	Ind. And System Engineering	Industrial Management		AQ(7)	No
Sepúlveda Rivera, Jaime E. (Note 7)	1995	LLM	Tax Law	Business Law Accounting	Attorney/Notary CPA	AQ(4) AQ(4)	Yes
Soto Rodríguez, Edgar	2004	DBA	Int. Business	Business Policy Entrepreneurship Accounting		AQ(1) Min	No

Note 6: Dr. Seijo is considered academically qualified to teach Industrial Management due his extensive experience at the industry.

Note 7: Prof. Sepúlveda is considered academically qualified to teach Income Tax courses given his terminal degree in tax law and his CPA qualification.

Figure 5.1 (continued)
Table for Faculty Qualifications (2013-2014)

		Highest Degree					
Faculty Member	Year of Initial Appointment	Type	Discipline	Assigned Teaching Disciplines	Professional Certification**	Level of Qualification***	Tenure
Valentin Castillo, Patricia	2011	MBA	Bus. Admin.	Entrepreneurship Policy Business Accounting		PQ(5) Min Min	No
Valle, Awilda E.	1991	MS	Computer Science	Information Systems		PQ(4)	Yes
Vasquez Santamaría, Mauricio	2010	PhD	MIS	Information Systems		AQ(1)	No
Vega Torres, José I. (Note 8)	2011	PhD	Philosophy of Law	Marketing Entrepreneurship		AQ(7) AQ (7)	Yes
Zapata Ramos, Mari Luz	2012	PhD	Communication & Advertising	Marketing		AQ(1)	No

Figure 5.1a
Table for ADOF Faculty Qualifications (2013-2014)

		Highest Degree					
Faculty Member	Year of Initial Appointment	Type	Discipline	Assigned Teaching Disciplines	Professional Certification **	Level of Qualification ***	Tenure
Bisot de Colucci, Lizette	1998	MA	Higher Education	Office Administration courses	CAP/CPS 2010	PQ(4)	No
Castro Martínez, Milagros	1995	MA	Business in Higher Education	Office Administration courses	CAP/CPS 2014	PQ(4)	Yes
Escarfullery Casiano, Ivette	2010	MBA	Business Administration	Office Administration courses	CAP/CPS 2013	PQ(1)	No
Nieves Hernández, Mariel	2011	Ed. D.	Curriculum Design and Instruction	Office Administration courses		AQ(6)	No
Ramírez Valentín, Judith	2000	MA	Business Education	Office Administration courses		PQ(4)	No
Reyes González, Belkys	2013	Ed. D.	Instructional Technology and Distance Education	Office Administration courses		AQ(5)	No

** According to ACBSP, professional certifications must be the result of a written test monitored and graded by a professional organization.

*** Legend for Level of Qualification: To ease the process of faculty qualification, each qualification is identified by a number that corresponds to the definition of academically and professionally qualified faculty as stated in Appendix A of ACBSP Preliminary Visit Questionnaire for Baccalaureate / Graduate Degree Schools and Programs (August 2015)

APPENDIX 5.2

Figure 5.1.2
Table for Faculty Qualifications (2014-2015)

		Highest Degree					
Faculty Member	Year of Initial Appointment	Type	Discipline	Assigned Teaching Disciplines	Professional Certification **	Level of Qualification ***	Tenure
Almodóvar Almodóvar, Luis	1976	MBA	Accounting	Accounting	CPA	PQ(3)	Retired
Amador Dumois, María A.	2006	PhD	International Business	Business Policy		AQ(1)	Yes
Balaguer Álvarez, Víctor	2014	PhD	Management in Organizational Leadership	Industrial Management	Production and Inventory Management Certified (CPIM) – APICS	AQ(3)	No
Bartolomei Rodríguez, Félix J.	2015	LLM	US Legal Studies: Labor Law Related	Human Resources	Attorney	PQ (5)	No
Córdova Claudio, Mario J.	2006	PhD	Operations Research	Industrial Management Project Management Business Law	Certified Associate in Project Management (CAPM) Attorney	AQ(1) AQ(2) AQ(4)	Yes
Cotto Quijano, Evaluz	2011	PhD	Law	Finance Business Law	Attorney	AQ(4)	Yes
Cotto Quijano, Karen M.	1996	MBA	Business Administration	Information Systems		PQ(1)	Yes
Cruz Cruz, José A.	1992	PhD	Intelligent Business Systems	Information Systems		AQ(1)	Yes
Cruz Martínez, Darik	2012	LLM	Banking and Financial Law	Finance	Attorney	AQ (4)	No

Figure 5.1.2 (continued)
Table for Faculty Qualifications (2014-2015)

		Highest Degree					
Faculty Member	Year of Initial Appointment	Type	Discipline	Assigned Teaching Disciplines	Professional Certification**	Level of Qualification***	Tenure
Curbelo Ruiz, Aury M.	2009	PhD	Instructional Media Design and Inf. Technology	Information Systems		AQ(5)	Yes
De Hoyos Ruperto, Moraima	2005	Doctor of Mgmt	Management	Entrepreneurship		AQ(1)	No
De Jesús Medina, Juan F.	1996	MBA	Bus. Admin.	Finance		PQ(5)	Yes
Díaz de Goenaga, Gail	1986	MS	Management	Finance Industrial Management	APICS Certified in Just In Time, Materials and Capacity Requirements Planning	PQ(1) PQ(1)	Yes
Durán Durán, José		MBA	Bus. Admin.	Accounting	CPA	PQ(3)	No
Fernández Van Cleve, Lucyann	1981	MS	Bus.Comp.Sc.	Information Systems		PQ(5)	Yes
Figueroa Medina, Carmen I.	2010	Ph.D.	Bus. Development and Management of Human Resources	Human Resources Business Gov. & Society		AQ(1) AQ(1)	No
Frey, William J. (Note 1)	2007	Ph.D.	Philosophy	Business Gov. & Society		AQ(5)	Yes

Note 1: Dr. Frey is considered academically qualified to teach Business, Government and Society because the course has a great ethical component, which is his specialty, and due to the scholarly work done in the area.

Figure 5.1.2 (continued)
Table for Faculty Qualifications (2014-2015)

		Highest Degree					
Faculty Member	Year of Initial Appointment	Type	Discipline	Assigned Teaching Disciplines	Professional Certification **	Level of Qualification ***	Tenure
Frontera Ajenjo, José A.	2004	LLM	Int. Bus. Law	Business Law Management	Attorney/ Notary	AQ(4) PQ (4)	Yes
Gandhi, Bodapati R.V. (Note 2)	1987	PhD.	Ind. Engineering	Seminar		AQ(5)	Yes
González Cebollero, Cándida	1983	MBA	Bus. Admin.	Human Resources Industrial Management	PHR	PQ(3) PQ(1)	Yes
González López, David A.	2011	DBA	Bus. Admin.	Accounting	CPA	AQ(2)	Yes
Gracia Morales, Luz I.	2011	DBA	Bus. Admin.	Accounting	CPA	AQ(2)	No
Larracuenta Martínez, María	1987	MSM	MIS	Information Systems		PQ(4)	Yes
Martín Quiñones, Ana E.	1985	MBA	Bus. Admin.	Accounting		PQ(1)	Yes
Martínez Martinez, José G.	2009	DBA	Information Systems	Information Systems		AQ (1)	Yes
Muñoz González, David F. (Note 3)	1995	MBA	Bus. Admin.	Industrial Management Statistics		PQ(6) PQ (1)	Yes
Negrón Ríos, Wanda I.	1996	MS	Inf. Systems	Information Systems		PQ(5)	Yes
Oliver de Bonilla, Marisol (Note 4)	1986	MBA	Bus. Admin.	Human Resources		PQ(1) Min	Yes
Oronoz Echeverría, María J.	1983	MPA	Publ. Adm.	Human Resources		PQ(6)	Yes
Ortiz Rodríguez, Rosario	1996	PhD	Mathematics, Probability, and Statistics	Statistics Quantitative Methods		AQ(1)	Yes
Ortiz Torres, Norma I.	1986	MBA	Bus. Admin.	Marketing		PQ(4)	Yes

Note 2: Dr. Gandhi is considered academically qualified to teach the Seminar course due to her extensive teaching experience in the area.

Note 3: Prof. David Muñoz is considered professionally qualified to teach introductory Industrial Management courses.

Note 4: Prof. Marisol Oliver is considered professionally qualified to teach introductory Human Resources Management courses.

Figure 5.1.2 (continued)
Table for Faculty Qualifications (2014-2015)

		Highest Degree					
Faculty Member	Year of Initial Appointment	Type	Discipline	Assigned Teaching Disciplines	Professional Certification**	Level of Qualification***	Tenure
Pérez Oms, Cándido	1985	MSAc	Accounting	Accounting	CPA, CIA	PQ(3)	Yes
Quiñones González, Luz E.	2014	PhD	Entrepreneurial and Mgmt. Development: Human Resources	Human Resources Business Gov. & Society Intro to Business, Mgmt & Ethics		AQ(1)	No
Quiñones Hernández, Eva Z.	1988	MPAc	Accounting	Accounting	CPA	PQ(3)	Yes
Rivera Betancourt, Loida E.	1991	PhD	Economics	Economics Finance		AQ(1) PQ (4)	Yes
Rivera Santiago, Roberto	2009	PhD	Statistics	Statistics		AQ(1)	Yes
Rivera Valentín, Luis R. (Note 5)	2015	MBA	Industrial and Oper. Mgmt.	Accounting		PQ (2)	No
Rosa Vélez, Mariam L.	2012	DBA	Bus. Admin.	Human Resources		AQ(1)	No
Ruiz Vargas, Yolanda	1994	PhD	Finance & International Business	Finance		AQ(1)	Yes
Seguí Figueroa, Miguel A.	1986	LLM	Law & Economy	Business Law Project Management	Attorney/Notary	AQ(4) PQ (1)	Yes
Seijo Vidal, Roberto L. (Note 6)	2009	PhD	Ind. And System Engineering	Industrial Management		AQ(7)	No

Note 5: Prof. Luis Rivera is working towards his PhD in Accounting from Northcentral University. He has completed 18 graduate credit hours in accounting courses, passed his doctoral comprehensive examination, and has his dissertation proposal approved, so he is considered ABD. Given his academic graduate background he is considered professionally qualified to teach accounting courses.

Note 6: Dr. Seijo is considered academically qualified to teach Industrial Management due his extensive experience at the industry.

Figure 5.1.2(continued)
Table for Faculty Qualifications (2014-2015)

		Highest Degree					
Faculty Member	Year of Initial Appointment	Type	Discipline	Assigned Teaching Disciplines	Professional Certification**	Level of Qualification***	Tenure
Sepúlveda Rivera, Jaime E. (Note 7)	1995	LLM	Tax Law	Business Law Accounting	Attorney/Notary CPA	AQ(4) AQ (4)	Yes
Soto Rodríguez, Edgar	2004	DBA	Int. Business	Business Policy Entrepreneurship Marketing		AQ(1) AQ(3) Min	No
Valentin Castillo, Patricia (Note 8)	2011	MBA	Bus. Admin.	Entrepreneurship Business Policy Accounting		PQ(5) PQ(2) Min	No
Valle, Awilda E.	1991	MS	Computer Science	Information Systems		PQ(4)	Yes
Vega Torres, José I. (Note 9)	2011	PhD	Philosophy of Law	Marketing Entrepreneurship		AQ(7) AQ (7)	Yes
Zapata Ramos, Mari Luz	2012	PhD	Communication & Advertising	Marketing		AQ(1)	No

Note 7: Prof. Sepúlveda is considered academically qualified to teach Income Tax courses given his terminal degree in tax law and his CPA qualification.

Note 8: Although, Prof. Patricia Valentín received her PhD in Entrepreneurial and Management Development (with specialization in International Business) in May 28, 2015, she was not qualified to be classified as AQ during academic year 2014-2015.

Note 9: Dr. Vega is considered academically qualified to teach both Marketing and Entrepreneurship due his professional and consulting experience.

Figure 5.1.2a
Table for ADOF Faculty Qualifications (2014-2015)

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Disciplines	Professional Certification**	Level of Qualification ***	Tenure
		Type	Discipline				
Bisot de Colucci, Lizette	1998	MA	Higher Education	Office Administration courses	CAP/CPS 2010	PQ(4)	No
Castro Martínez, Milagros	1995	MA	Business in Higher Education	Office Administration courses	CAP/CPS 2014	PQ(4)	Yes
Nieves Hernández, Mariel	2011	Ed. D.	Curriculum Design and Instruction	Office Administration courses		AQ(6)	No
Ramírez Valentín, Judith	2000	MA	Business Education	Office Administration courses		PQ(4)	No
Reyes González, Belkys	2012	Ed. D.	Instructional Technology and Distance Education	Office Administration courses		AQ(5)	No

** According to ACBSP, professional certifications must be the result of a written test monitored and graded by a professional organization.

*** Legend for Level of Qualification:

To ease the process of faculty qualification, each qualification is identified by a number that corresponds to the definition of academically and professionally qualified faculty as stated in Appendix A of ACBSP Preliminary Visit Questionnaire for Baccalaureate / Graduate Degree Schools and Programs (August 2015)

APPENDIX 5.3

Figure 5.5
Faculty Loads
Business Faculty Members, 2013-2014

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off- Campus Locations	Number Theses Supervised
Full-Time			Fall	Spring										
Amador Dumois, María A.	6	1	1	1		Yes	Yes	1	Export Controller Officer (II) IRB Committee	Coordinator Research Center (I)				2
Bravo Vick, Héctor A.	24	4	1	1			Yes							
Cólon, Marta I.					80 (SHRM)		Yes			Acting Dean of Student Affairs				
Córdova Claudio, Mario J.	18	4	3	2		Yes	Yes		Academic Senate					3
Cotto Quijano, Evaluz	24	4	1	2			Yes	1						
Cotto Quijano, Karen M.	24	1	1	1			Yes	1						
Cruz Cruz, José A.	9	2	1	1		Yes	Yes	3		Coordinator ABET		Yes		3
Curbelo Ruiz, Aury M.	16	4	1	1	20 (ISACA)	Yes	Yes	1	Grace Hooper -Interdis. Committee (I) Middle States Std. 10 (II) CCWiC (II)			Yes		
De Hoyos Ruperto, Moraima	21	3	1	1		Yes	Yes	2	1. Institute for Community Development 2. Mentorship- Research Academy (II)			Yes		

Figure 5.5
Faculty Loads
Business Faculty Members, 2013-2014

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spring										
De Jesús Medina, Juan F.	30	4	1	1	25 (FMA)		Yes	2	Appeals Committee VITA Center					
Díaz de Goenaga, Gail	18	2	2	1			Yes			Co-Coordinator: Internship	Yes			
Fernández Van Cleve, Lucyann	12	2	1	1				3	Middle States & Enrollment Committee (II)	Acting Assoc. Dean Academic Affair				
Frey, William J.	18	2	1	1		Yes	Yes	1	SEGI (II)			Yes		1
Frontera Ajenjo, José A.	Leave of Absence					Yes	Leave of Absence							3
Gandhi, Bodapati R.V.	12	1	1	1		Yes	Yes	1				Yes		
González Cebollero, Cándida	24	2	2	2		Yes	Yes	4	Middle States Std. 2 & 3					
González López, David A.	28	3	1	1	141 (AEC)	Yes	Yes	2.5	Auction Board VITA Center		Yes			
Gracia Morales, Luz I.	24	2	1	1		Yes	Yes	3	Middle States Std. 7 VITA Center Tax Service – Church (Community)		Yes	Yes		
Javier Montalvo, Dafne	27	3	2	2										1
Larracuenta Martínez, María	27	4	1	1				1.5						
Martín Quiñones, Ana E.	8	1	1	1			Yes			Acting Dean				
Martínez Martinez, José G.	22	2	1	1		Yes	Yes					Yes		1

Figure 5.5
Faculty Loads
Business Faculty Members, 2013-2014

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off-Campus Locations	Number Theses Supervised
Full-Time			Fall	Spring										
Muñoz González, David F.	24	3	2	2	47 (APICS)		Yes	2	Special Admissions. Committee					
Negrón Ríos, Wanda I.	33	3	1	1	35 (ACM)			2						
Oliver de Bonilla, Marisol	24	4	1	1			Yes	4						
Oronoz Echeverría, María J.	24	2	1	1			Yes	1						
Ortiz Rodríguez, Rosario	24	3	1	2				3						
Ortiz Torres, Norma I.	24	2	1	1					VITA Center					
Pérez Oms, Cándido	25	2	1	1			Yes	4			Yes			
Quiñones Albino, Antonio	29	2	1	1				1	VITA Center					
Quiñones Hernández, Eva Z.	12	1	1	1			Yes				Yes			
Rivera Betancourt, Loida E.	27	4	2	1			Yes	2	Middle States (I)					2
Rivera Santiago, Roberto	15	2	2	1		Yes	Yes	1				Yes		
Ruiz Vargas, Yolanda	27	5	1	1	25 (FMA)		Yes	2	Middle States Std. 14					5
Seguí Figueroa, Miguel A.	24	2	1	2			Yes	2	Middle States Std. 4 & 5 Legal Services ProBono (Community)					1

Figure 5.5 (continued)
Faculty Loads
Business Faculty Members, 2013-2014

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off-Campus Locations	Number Theses Supervised
Full-Time			Fall	Spring										
Seijo Vidal, Roberto L.	6	2	1	1	47 (APICS)		Yes	3	Research Academy (II)	Acting Assoc. Dean & Coordinator - Internship/COOP	Yes			5
Sepúlveda Rivera, Jaime E.	24	4	2	2			Yes	1	Academic Senate		Yes			
Valle, Awilda E.	6	1	1	1			Yes	0.5	CCWiC Student Recruitment (II)	Spec. Assist. Dean in Student Affairs				
Vasquez Santamaría, Mauricio	18	2	1	1		Yes	Yes	4				Yes		
Vega Torres, José I.	12	3	2	2		Yes	Yes	3	Mentorship Research Academy	Coordinator-Business Center	Yes			
Zapata Ramos, Mari Luz	18	4	1	1	101 (APICS) (SME)	Yes	Yes	3	Faculty Secretary	Coord. Research Center (II)		Yes		
Part-Time														
Balaguer Álvarez, Víctor	3	1		1			Yes				Yes			
Bonilla Oliver, Melissa	9	1	1	1										
Figueroa Medina, Carmen I	15	4	1	1	80 (SHRM)	Yes								
Molina Bas, Omar	3	1	1								Yes			
Rosa Vélez, Mariam Ludim	3	1		1			Yes			Director, Press Office				
Soto Rodríguez, Edgar	9	2	2	1		Yes	Yes							
Valentin Castillo, Patricia	15	3	2	2	32	Yes	Yes							

Note: Number of Advisees represents the amount of active members in the student's organizations faculty member s advised (In parentheses, organization's acronym)

Figure 5.5a
Faculty Loads
Office Administration Faculty Members, 2013-2014

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off-Campus Locations	Number Theses Supervised
Full-Time			Fall	Spring										
Castro Martínez, Milagros	25	5					Yes	2						
Nieves Hernández, Mariel	22	3	1	1		Yes	Yes	2						
Part-Time														
Reyes González, Belkys	6	2	1	1			Yes	1		ADOF Director	Yes			
Bisot de Colucci, Lizette	9	3	1	1	66 (AEPA)		Yes	1		Academic Counselor				
Ramírez Valentín, Judith	12	2	1	1				1		Academic Senate Secretary				
Escarfullery Casiano, Ivette	6	2	1	1			Yes	1		Student Affairs Secretary				

Note: Number of Advisees represents the amount of active members in the student's organizations faculty member s advised (In parentheses, organization's acronym)

APPENDIX 5.4

Figure 5.5.1
Faculty Loads
Business Faculty Members, 2014-2015

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off- Campus Locations	Number Theses Supervised
Full-Time			Fall	Spring										
Amador Dumois, María A.	12	1	1	1		Yes	Yes	1	IRB Committee	Export Controller Officer, Associate Director R&D Center (II)				3 (I) 3(II)
Córdova Claudio, Mario J.	21	4	2	2		Yes	Yes	1	Academic Senate					1 (I)
Cotto Quijano, Evaluz	24	2	1	2			Yes	1						
Cotto Quijano, Karen M.	24	1	1	1				1	Technology Committee					
Cruz Cruz, José A.	15	1	1	1			Yes	1		Coordinator ACBSP/ABET		Yes		
Curbelo Ruiz, Aury M.	9	2	2	Leave of Absence			Yes					Yes(I)		1 (I) 1 (1)
De Hoyos Ruperto, Moraima	18	3	1	2		Yes	Yes	3	“Embajadores UPR” UPR System- Entrep. Faculty CGI			Yes		
De Jesús Medina, Juan F.	24	4	1	1	30 (FMA)			1	Vita Center					
Díaz de Goenaga, Gail	15	1	1	1			Yes	1	1 st Work Exp. Committee	Co-Coordinator Internship	Yes			
Fernández Van Cleve, Lucyann	24	3	1	1				3						
Figueroa Medina, Carmen I.	9	2		1										

Figure 5.5.1 (continued)
Faculty Loads
Business Faculty Members, 2014-2015

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off-Campus Locations	Number Theses Supervised
Full-Time			Fall	Spring										
Frey, William J.	15	1	1	1		Yes	Yes	1				Yes (I)		
Frontera Ajenjo, José	Leave of Absence													2 (I) 1(I)
Gandhi, Bodapati R.V.	18	1	1	1		Yes	Yes					Yes		
González Cebollero, Candida	6	1	1	1				4		Act. Ass. Dean Acad. Affairs (I) Assoc. Dean Acad. Affairs (II)				
González López, David A.	24	2	1	1	161 (AEC)	Yes	Yes	2	1.Rep. Fac. Relations Comm. 2. Coord. VITA Center 3. Auction Board 4. Research Academy			Yes (II)		
Gracia Morales, Luz I.	18	1	1	1		Yes	Yes	3	VITA Center	1.Assessment Coordinator 2. MSCHE Task Force Std 12		Yes		
Larracuenta Martínez, María	27	3	2	2				2						
Martín Quiñones, Ana E.	8	1	1	1			Yes	2	Scholastic Achievement Inst. Committee	Acting Dean (I) Dean (II)				
Martínez Martinez, José G.	26	5		1			Yes							

Figure 5.5.1 (continued)
Faculty Loads
Business Faculty Members, 2014-2015

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off-Campus Locations	Number Theses Supervised
Full-Time			Fall	Spring										
Muñoz González, David F.	24	5	2	2	64 (APICS)		Yes	1		Co-Coordinator Internship & COOP (II)	Yes			
Negrón Ríos, Wanda I.	29	5	1	1	81 (ACM)			2						
Oliver de Bonilla, Marisol	24	3	1	1				2						
Oronoz Echeverría, María J.	30	2	1	1			Yes	1						
Ortiz Rodríguez, Rosario	21	2	1	2				4				(I)		
Ortiz Torres, Norma I.	24	2	1	2				2	VITA Center					
Pérez Oms, Cándido	25	2	1	1			Yes	2						
Quiñones Hernández, Eva Z.	24	1	1	1			Yes				Yes			
Rivera Betancourt, Loida E.	27	5	2	1				2	Repres. Faculty Relations Committee					2 (I) 1 (I)
Rivera Santiago, Roberto	12	1	1	1		Yes	Yes	2				Yes		
Ruiz Vargas, Yolanda	24	4	1	1	30 (FMA)		Yes	3	1.MSCHE Task Force Std. #14 2. External AdHoc Comm. Adm. Board					5 (I - II)
Seguí Figueroa, Miguel A.	24	1	1	1				2	MSCHE Task Force Stds #4 & #5					

Figure 5.5.1 (continued)
Faculty Loads
Business Faculty Members, 2014-2015

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off-Campus Locations	Number Theses Supervised
Full-Time			Fall	Spring										
Seijo Vidal, Roberto L.	6	2	1	1	88 (APICS) (AEGAE)		Yes	3	1. G Providence 2. Research Academy 3. AdHoc Comm Base Salary Diff.	Act. Assoc. Dean Res. & Grad. Affairs (I) Assoc. Dean (II) Coordinator: Internship/COOP Accreditation	Yes			7(I-II)
Sepúlveda Rivera, Jaime E.	24	3	2	2			Yes	1	Academic Senate		Yes			1(I-II)
Valle Rivera, Awilda	6	1	1	1					Inst. Comm. Academic Prog. Promotion	Spec. Assist. To Dean in Student Affairs				
Vega Torres, José I.	12	4	2	2		Yes	Yes	3		Coordinator – Business Center	Yes			
Zapata Ramos, Mari Luz	9	2	1	1	77 (AIESEC) (SME)	Yes	Yes	3		Coordinator – Research Center		Yes (I)		
Part-Time														
Almodóvar Almodóvar, Luis	4	1	1				Yes							
Balaguer Álvarez, Víctor	6	2	1	1			Yes				Yes			
Bartolomei Rodríguez, Félix J.	6	1		1			Yes				Yes			
Cruz Martínez, Darik	3	1		1			Yes							
Durán Durán, José	12	1		1			Yes				Yes			
Figuerola Medina, Carmen I.	9	3	2											
Quiñones González, Luz E.	15	4	2	2		Yes	Yes							

Figure 5.5.1 (continued)
Faculty Loads
Business Faculty Members, 2014-2015

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spring										
Rivera Valentín, Luis	4	1		1										
Rosa Vélez, Mariam L.	3	1	1				Yes			Director, Press Office RUM				
Soto Rodríguez, Edgar	15	3	2	2		Yes	Yes							
Valentin Castillo, Patricia	9	1	1	1	21 (Enactus)	Yes	Yes	1						

Note: Number of Advisees represents the amount of active members in the student’s organizations faculty member s advised (In parentheses, organization’s acronym)

Figure 5.5.1a
Faculty Loads ADOF Faculty Members, 2014-2015

Faculty Member	Semester Hours Taught/ Academic Year	Number of Preps/Yr	Number of Disciplines/ Semester		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community and College Service	Administrative Duties	Business and Industry Interaction	Special Research Projects	Travel to Off- Campus Locations	Number Theses Supervised
Full-Time			Fall	Spring										
Castro Martínez, Milagros	25	4	1	1			Yes	2						
Nieves Hernández, Mariel	21	3	1	1			Yes	1	General Education Committee VITA Center		Yes			
Reyes González, Belkys	6	2	1	1			Yes	3	Faculty Secretary	ADOF Director	Yes			
Part-Time														
Bisot de Colucci, Lizette	15	4	1	1	51 (AEPA)			1						
Ramírez Valentín, Judith	3	1	1							Academic Senate Secretary				

Note: Number of Advisees represents the amount of active members in the student’s organizations faculty member s advised (In parentheses, organization’s acronym)

APPENDIX 5.5

Table 5.1
CBA Faculty Composition

Full-Time Business Faculty

	Doctoral Degree or Equivalent				Master's Degree			
	Tenure	Non-Tenure	Total	Percentage	Tenure	Non-Tenure	Total	Percentage
2013-2014	18	5	23	56.10%	17	1	18	43.90%
2014-2015	19	4	23	60.53%	15	0	15	39.47%

Part-Time Business Faculty

	Doctoral Degree or Equivalent				Master's Degree			
	Tenure	Non-Tenure	Total	Percentage	Tenure	Non-Tenure	Total	Percentage
2013-2014	0	5	5	71.42%%	0	2	2	28.57%
2014-2015	0	5	5	55.56%	0	4	4	44.44%

Full-Time BOA Faculty

	Doctoral Degree or Equivalent				Master's Degree			
	Tenure	Non-Tenure	Total	Percentage	Tenure	Non-Tenure	Total	Percentage
2013-2014	0	2	2	67%	1	0	1	33%
2014-2015	0	2	2	67%	1	0	1	33%

Part-Time BOA Faculty

	Doctoral Degree or Equivalent				Master's Degree			
	Tenure	Non-Tenure	Total	Percentage	Tenure	Non-Tenure	Total	Percentage
2013-2014	0	0	0	0%	0	3	3	100%
2014-2015	0	0	0	0%	0	2	2	100%

APPENDIX 5.6

Figure 5.2

Table for Faculty Credit Hour Production or Equivalent (2013-2014)

Faculty Member	Total Student Credit Hours (or equivalent) in Business Program									
	Fall Semester		Spring Semester		Qualification Level Undergraduate			Qualification Level Graduate		
	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Amador Dumois, María A.	66	2	102		168			2		
Bravo Vick, Héctor A.	207		246			453				
Cólon, Marta I.	Acting Dean of Students									
Córdova Claudio, Mario J.	189	27	66	52	255			79		
Cotto Quijano, Evaluz	282		189	18	471			18		
Cotto Quijano, Karen M.	292		328			620				
Cruz Cruz, José A.	96		15		111					
Curbelo Ruiz, Aury M.	108		123		231					
De Hoyos Ruperto, Moraima	264		225		489					
De Jesús Medina, Juan F.	438		366			804				
Díaz de Goenaga, Gail	315		153			468				
Fernández Van Cleve, Lucyann	93		84			177				
Frey, William J.	237		159	6	396			6		
Frontera Ajenjo, José A.	Leave of Absence									
Gandhi, Bodapati R.V.	111		105		216					
González Cebollero, Candida	288		288			576				
González López, David A.	504		360		864					
Gracia Morales, Luz I.	240		456		696					
Javier Montalvo, Dafne	279		354		153	480				
Larracuenta Martínez, María	296		251			547				
Martín Quiñones, Ana E.	140		228			368				
Martínez Martínez, José G.	278	1	216		494			1		
Muñoz González, David F.	351		297			582	66			
Negrón Ríos, Wanda I.	312		365			677				
Oliver de Bonilla, Marisol	372		327			480	219			

Figure 5.2 (continued)

Table for Faculty Credit Hour Production or Equivalent (2013-2014)

Faculty Member	Total Student Credit Hours (or equivalent) in Business Program									
	Fall Semester		Spring Semester		Qualification Level Undergraduate			Qualification Level Graduate		
	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Full-Time										
Oronoz Echeverría, María J.	273		327			600				
Ortiz Rodríguez, Rosario	270	57	300	42	570			99		
Ortiz Torres, Norma I.	276		354			630				
Pérez Oms, Cándido	396		376			772				
Quiñones Albino, Antonio	551		436			987				
Quiñones Hernández, Eva Z.	396		396			792				
Rivera Betancourt, Loida E.	276	64	306	15		582		57	22	
Rivera Santiago, Roberto	87	33	156		243			33		
Ruiz Vargas, Yolanda	153	16	135	70	288			86		
Seguí Figueroa, Miguel A.	459	1	333		717	75		1		
Seijo Vidal, Roberto L.	60			62	60			62		
Sepúlveda Rivera, Jaime E. (Note 1)	417		225	30	642			30		
Valle, Awilda E.	45		72			117				
Vasquez Santamaría, Mauricio	99		243		342					
Vega Torres, José I.		54		96				150		
Zapata Ramos, Mari Luz	186		198		384					
Part-Time	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Balaguer Álvarez, Víctor				15				15		
Bonilla Oliver, Melissa	72		48			120				
Figueroa Medina, Carmen I.		87	33	57	33			144		
Molina Bas, Omar	102				102					
Rosa Vélez, Mariam Ludim				6				6		
Soto Rodríguez, Edgar		60	42				42	9		51
Valentin Castillo, Patricia	150		234			72	312			
Totals	10026	402	9517	469	7925	10979	639	798	22	51

Note 1: Refer to Note 7 on Figure 5.1.

Figure 5.2a**Table for ADOF Faculty Credit Hour Production or Equivalent (2013-2014)**

Faculty Member	Total Student Credit Hours (or equivalent) in Business Program									
	Fall Semester		Spring Semester		Qualification Level Undergraduate			Qualification Level Graduate		
Full-Time	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Castro Martínez, Milagros	219		213			432				
Nieves Hernández, Mariel	149		152		301					
Reyes González, Belkys	111				111					
Part-Time	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Bisot de Colucci, Lizette	102		93			195				
Curbelo Ruiz, Aury M.	54				54					
Escarfullery Casiano, Ivette	75		57			132				
Ramírez Valentín, Judith	60		108			168				
Reyes González, Belkys			54		54					
Totals	770		677		520	927				

APPENDIX 5.7

Figure 5.2.1

Table for Faculty Credit Hour Production or Equivalent (2014-2015)

Faculty Member	Total Student Credit Hours (or equivalent) in Business Program									
	Fall Semester		Spring Semester		Qualification Level Undergraduate			Qualification Level Graduate		
	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Amador Dumois, María A.	78	22	180		258			22		
Córdova Claudio, Mario J.	549	10	87	102	636			112		
Cotto Quijano, Evaluz	315	18	282		597			18		
Cotto Quijano, Karen M.	248		332			580				
Cruz Cruz, José A.	48		147		195					
Curbelo Ruiz, Aury M.	87	1			87			1		
De Hoyos Ruperto, Moraima	246		282		528					
De Jesús Medina, Juan F.	291		309			600				
Díaz de Goenaga, Gail	285		132			417				
Fernández Van Cleve, Lucyann	271		243			514				
Figuroa Medina, Carmen I.			90	33						
Frey, William J.	276		192		468					
Frontera Ajenjo, José A.	Leave of Absence									
Gandhi, Bodapati R.V.	117		162		279					
González Cebollero, Candida	210		57			267				
González López, David A.	324	51	288		612			51		
Gracia Morales, Luz I.	291		273		564					
Larracuenta Martínez, María	309		356			665				
Martín Quiñones, Ana E.	192		224			416				
Martínez Martinez, José G.	212		191	24	403			24		
Muñoz González, David F.	345		333			249	429			
Negrón Ríos, Wanda I.	303		310			613				
Oliver de Bonilla, Marisol	366		333			387	312			
Oronoz Echeverría, María J.	441		462			903				
Ortiz Rodríguez, Rosario	168		231	36	399			36		

Figure 5.2.1 (continued)
Table for Faculty Credit Hour Production or Equivalent (2014-2015)

Faculty Member	Total Student Credit Hours (or equivalent) in Business Program									
	Fall Semester		Spring Semester		Qualification Level Undergraduate			Qualification Level Graduate		
	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Full-Time										
Ortiz Torres, Norma I.	417		408			825				
Pérez Oms, Cándido	428		398			826				
Quiñones Hernández, Eva Z.	456		500			956				
Rivera Betancourt, Loida E.	372	85	231	12		603		55	42	
Rivera Santiago, Roberto	54	48	183		237			48		
Ruiz Vargas, Yolanda	147	29	162	76	309			105		
Seguí Figueroa, Miguel A.	405		303		708					
Seijo Vidal, Roberto L.	114	2	114		228			2		
Sepúlveda Rivera, Jaime E. (Note 1)	435	1	228	25	663			26		
Valle, Awilda E.	48		69			117				
Vega Torres, José I.	141			108	141			108		
Zapata Ramos, Mari Luz	108		93		201					
Part-Time	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Almodovar Almodovar, Luis			102			102				
Balaguer Álvarez, Víctor		39		27				66		
Bartolomei Rodríguez, Félix J.			120			120				
Cruz Martínez, Darik				12				12		
Durán Durán, José			508			508				
Figueroa Medina, Carmen I.	102	114			63	129		147		
Quiñones González, Luz E.	297		211		508					
Rivera Valentín, Luis			216			216				
Rosa Vélez, Mariam L.		15						15		
Soto Rodríguez, Edgar	144		231	27	237	39	99	27		
Valentin Castillo, Patricia	201		87				288			
Totals	9841	435	9660	482	8321	10052	1128	875	42	

Note 1: Refer to Note 7 on Figure 5.1.2

Figure 5.2.1a

Table for ADOF Faculty Credit Hour Production or Equivalent 2014-2015

Faculty Member	Total Student Credit Hours (or equivalent) in Business Program									
	Fall Semester		Spring Semester		Qualification Level Undergraduate			Qualification Level Graduate		
	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Full-Time										
Castro Martínez, Milagros	270		261			531				
Nieves Hernández, Mariel	183		96		279					
Reyes González, Belkys	96		66		162					
Part-Time	UG	GR	UG	GR	AQ	PQ	O	AQ	PQ	O
Bisot de Colucci, Lizette	132		147			279				
Negrón Ríos, Wanda I.			66			66				
Ramírez Valentín, Judith	63					63				
Totals	744		636		441	939				

APPENDIX 5.8

Figure 5.3
Business Faculty Coverage Summary

	2013-2014		2014-2015	
	Undergraduate Level	Graduate Level	Undergraduate Level	Graduate Level
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	19543	871	19501	917
Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	18904	820	18373	917
Percent of Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	96.73%	94.14%	94.22%	100.00%
Total Credit Hours Taught by Academically Qualified Faculty Members	7925	798	8321	875
Percent of Total Credit Hours Taught by Academically Qualified Faculty Members	40.55%	91.62 %	42.67 %	95.42%

Figure 5.3a
Office Administration Faculty Coverage Summary

	2013-2014		2014-2015	
	Undergraduate Level	Graduate Level	Undergraduate Level	Graduate Level
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	1447	N/A	1380	N/A
Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	1447	N/A	1380	N/A
Percent of Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	100%	N/A	100%	N/A
Total Credit Hours Taught by Academically Qualified Faculty Members	520	N/A	441	N/A
Percent of Total Credit Hours Taught by Academically Qualified Faculty Members	35.94%	N/A	31.96%	N/A

APPENDIX 5.9

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Almodóvar Almodóvar, Luis	MBA	CPA									
(No CV) 2014							D=1			1	
Amador-Dumois, María A.	PhD										
2014			A=1 B=2		B=2	A=1	A=2 B=10 C=2 D=1	3		4	
2013			B=3	B=1	B=3		A=2 B= 6 C=4	3		4	
2012			B=3	B=1	B=5		A=2 B=4	3		4	
Balaguer Álvarez, Víctor	Doctor of Management	Production and Inventory Management Certified (CPIM) – APICS									
2014							C=2 D=1				
2013							C=1 D=1	1			
2012							D=1				
Bartolomei Rodríguez, Félix J.	LLM	Attorney									
(No CV) 2014											
Bravo Vick, Héctor A.	MA										
2013						1	B=4				
2012			A=1			2	B=3 C=2	2			
Bonilla Oliver, Melissa											
(No CV) 2012											
Colón, Marta I.	MBA	SPHR									
2013								1		2	
2012								1		2	

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Córdova-Claudio, Mario J.	PhD	Certified Associate in Project Management (CAPM) Attorney									
2014			B=2		B=3 (2 work papers)			2		3	
2013			B=6		B=5(1 work paper)		C=3	4		3	
2012			B=3	B=3	B=4		A=1 B=3	1		3	
Cotto Quijano, Evaluz	PhD	Attorney									
2014							C=1			5	
2013							A=1	C=3		5	
2012							A=1 B=3	C=4		5	
Cotto Quijano, Karen M.	MBA										
2014											
2013							A=7				
2012							A=3				
Cruz-Cruz, José A.	PhD										
2014							A=1				
2013			B=1	B=1			A=9				
2012				B=1			A=2 B=2				
Cruz-Martínez, Darik	LLM	Attorney									
2013			B=1		B=1			1			

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Curbelo Ruiz, Aury M.	PhD										
2014							C=1			3	
2013			A=2 B=4 D=1		B=1		B=9	4		3	
2012			D=1				A=2 B=4	1		3	
De Hoyos-Ruperto, Moraima	Doctor of Management										
2014						A=1 B=2	B=2				
2013			B=1	B=1	B=1	B=1	A=2 B=6 C=3	1		1	
2012			B=1	B=1	B=1		A=8 B=5	1		1	
De Jesús Medina, Juan F.	MBA										
2014											
2013							C=1				
2012							A=1 C=2				
Díaz de Goenaga, Gail	MS	APICS Certified in Just In Time, Materials and Capacity Requirements Planning									
2014							A=1 C=3	1		1	
2013							A=2 C=6	1		1	
2012							A=5 C=1				
Durán Durán, José	MBA	CPA									
2014											

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Fernández Van Cleve, Lucyann	MS										
2014											
2013											
2012											
Figueroa Medina, Carmen I.	Ph.D.										
2014										3	
2013				A=2						3	
2012			A=4 B=2 D=2	A=1 B=2	A=3 B=2		B=2	5		3	
Frey, William J.	Ph.D.										
2014			B=2		B=3 (one chap)	B=1 (Grant)	B=2	2			
2013			B=2	B=1			B=1	1			
2012				B=2			B=2	1			
Frontera- Ajenjo, José A.	LLM	Attorney/Notary									
Print cv2014											
2013				B=1							
2012			B=1		B=3						
Gandhi, Bodapati R.V.	PhD.										
2014			A=2		A=2		A=1 B=1	2			
2013			A=1		A=1		B=1	1			
2012			A=2		A=2		B=5	2			

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
González Cebollero, Candida	MBA	PHR									
2014											
2013				A=2			A=4 B=1				
2012			A=3				A=1 B=4 D=1				
González López, David A.	DBA	CPA									
2014			A=1		A=1 D=1	D=1	A=1	1	D=1	3	
2013			D=1	A=1		D=1	A=1	1		3	
2012			A=1			D=1	A=1	1		3	
Gracia Morales, Luz I.	DBA	CPA									
2014			A=1 D=2		B=1 D=1		A=1 D=1	2	D=1		
2013			B=2	A=1 B=1 D=1	B=2		A=1 B=1	2			
2012			A=1 B=1		B=1		A=5 B=3	2			
Javier Montalvo, Dafne	DBA										
2013											
2012							B=1 C=4				
Larracuenta Martínez, María de los A.	MSM										
2014											
2013											
2012											

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Martín Quiñones, Ana E.	MBA										
2014							B=1			2	
2013							B=2 C=2			2	
2012							A=2 C=1			2	
Martínez Martinez, José G.	DBA										
2014							B=3				
2013			B=2	B=2	B=3		B=4	2			
2012			B=1	B=1	B=1		B=5	1			
Molina Bas, Omar	PhD										
(No CV) 2013											
Muñoz González, David F.	MBA										
2014							D=1	1		1	
2013							A=1 D=1	1		1	
2012							A=3 D=1	1		1	
Negrón Ríos, Wanda I.	MS										
2014											
2013											
2012											
Oliver de Bonilla, Marisol	MBA										
2014											
2013							D=4				
2012							A=5 D=6				

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Oronoz Echeverría, María J.	MPA										
2014							A=2 D=1				
2013							A=4 D=6				
2012							A=2 D=5				
Ortiz-Rodríguez, Rosario de los A.	PhD										
2014											
2013										2	
2012			B=1	B=1	B=2		B=1	1			
Ortiz-Torres, Norma I.	MBA										
2014											
2013											
2012											
Pérez Oms, Cándido	MSA	CPA, CIA									
2014										1	
2013							D=2			1	
2012							C=1 D=1			1	
Quiñones Albino, Antonio	MS										
2013											
2012							A=3				
Quiñones-González, Luz E.	PhD										
2014			B=1		B=1		A=1	A=2 B=1			

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Quiñones Hernández, Eva Z.	MPAcc	CPA									
2014							D=1			1	
2013							D=9			1	
2012							D=1			1	
Rivera Betancourt, Loida E.	PhD										
2014										2	
2013							C=1			2	
2012							A=2 B=1			2	
Rivera Santiago, Roberto	PhD										
2014			D=1	D=2	D=3 (2 w/p)	D=1 (Grant)	B=1	1			
2013			D=1		B=1		B=1	1		4	
2012			B=2			B=1 (Grant)	B=2	2		2	
Rivera Valentín, Luis	MBA										
2014											
Rosa Vélez, Mariam L.	DBA										
2014							C=4				
2013							A=5 B=2 C=4			1	
2012			B=2		B=1		A=4 B=1 C=5	2			
Ruiz Vargas, Yolanda	PhD										
2014							A=2 B=2 C=2	1		2	
2013							A=3 B=1	1		2	
2012			B=2		B=2		A=2 B=4	4		4	

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Seguí Figueroa, Miguel A.	LLM	Attorney/Notary									
2014										3	
2013							C=1			3	
2012										3	
Seijo Vidal, Roberto L.	PhD										
2014							A=3 C=2			1	
2013							A=1			1	
2012			B=1		B=1 D=3			1		1	
Sepúlveda Rivera, Jaime E.	LLM	Attorney/Notary CPA									
2014							A=1			2	
2013							A=1 C=2			2	
2012			B=1		B=1		A=1 C=1			2	
Soto Rodríguez, Edgar	DBA										
2014			C=1	B=1	C=1		C=2	1		1	
2013			D=1				A=2 B=1 C=2	1		1	
2012			C=2		C=1		A=3 B=2 C=2	2		1	
Valentin Castillo, Patricia	PhD										
2014						A=1	C=2			1	
2013				D=1			B=2			1	
2012			D=1 (workshop)	D=1(Ed book)	B=1		A=5 B=1 C=1			1	

Figure 5.6
Scholarly and Professional Activities

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Valle, Awilda E.	MS										
2014										1	
2013							A=3 C=3			1	
2012							A=2 C=4			1	
Vasquez Santamaría, Mauricio	PhD										
2013					A=1 B=1		A=1 B=1	1		1	
2012			A=1	A=1			A=3 B=2	4		1	
Vega Torres, José I.	PhD										
2014			B=1			A=1	C=1	1		4	
2013			B=3	B=1 D=2 (1 Ed bk)	B=2		A=2 B=1 C=1	2		3	
2012			B=1	D=1 (ed book)	B=2		A=2	1		3	
Zapata-Ramos, Mari Luz	PhD										
2014			B=1		B=3 (w/p)		A=1 B=6 C=3	1		3	
2013			B=2	B=1	B=2		A=8 B=10 C=4	2		4	
2012							A=10 B=11 C=6				

Codes to Use for Scholarly Activities

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

Figure 5.6a
Scholarly and Professional Activities for ADOF Faculty

	Highest Degree		Scholarly Activities				Professional Activities				
Faculty Member	Type	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Bisot de Colucci, Lizette	MA	CAP/CP 2012									
2014										1	
2013							A=9 C=6			1	
2012							A=2 C=8			1	
Castro Martínez, Milagros	MA	CAP/CP 2014									
2014							C=1			1	
2013										1	
2012							A=2			1	
Escarfullery Casiano, Ivette	MBA	CAP/CP2013									
2013							A=2 B=3			2	
2012							A=8 B=1			2	
Nieves Hernández, Mariel	EdD										
2014							B=1			4	
2013			B=1	B=2	B=2		B=1			4	
2012					B=2		A=6 B=4			3	
Ramírez Valentín, Judith	MA										
2014											
2013							A=1				
2012											
Reyes González, Belkys	EdD										
2014							B=1				
2013							A=10 B=2	1		2	
2012							A=6 B=1				

Codes to Use for Scholarly Activities : A = Scholarship of Teaching B = Scholarship of Discovery C = Scholarship of Integration D = Scholarship of Application

APPENDIX 5.10

Figure 5.4
Deployment of Faculty by Program (2013-2014)

Faculty Member	Number of Classes/Sections Taught in the Business Program					
	Fall Semester		Spring Semester		FTE	
	UG	GR	UG	GR	UG	GR
Full-Time						
Amador Dumois, María A.	1		1		0.25	
Bravo Vick, Héctor A.	4		4		1	
Cólon, Marta I.						
Córdova Claudio, Mario J.	2	2	1	1	0.375	0.375
Cotto Quijano, Evaluz	4		3	1	0.875	0.125
Cotto Quijano, Karen M. M.	3		3		1	
Cruz Cruz, José A.	2		1		0.25	0.125
Curbelo Ruiz, Aury M.	2		3		0.625	
De Hoyos Ruperto, Moraima	4		3		0.875	
De Jesús Medina, Juan F.**	5		5		1.25	
Díaz de Goenaga, Gail	3		3		0.75	
Fernández Van Cleve, Lucyann	2		2		0.5	
Frey, William J.	2	1	3		0.625	0.125
Frontera Ajenjo, José A.	Leave of Absence					
Gandhi, Bodapati R.V.	2		2		0.5	
González Cebollero, Candida	4		4		1	
González López, David A.**	4		3		1.17	
Gracia Morales, Luz I.	5		3		1	
Javier Montalvo, Dafne**	4		5		1.125	
Larracuenta Martínez, María**	4		4		1.125	
Martín Quiñones, Ana E.	1		1		0.25	
Martínez Martínez, José G.**	4		3		1.08	
Muñoz González, David F.	4		4		1	
Negrón Ríos, Wanda I.**	4		5		1.375	
Oliver de Bonilla, Marisol	4		4		1	
Oronoz Echeverría, María J.	4		4		1	
Ortiz Rodríguez, Rosario	3	1	3	1	0.75	0.25
Ortiz Torres, Norma I.	4		4		1	
Pérez Oms, Cándido**	3		4		1.04	
Quiñones Albino, Antonio**	5		3		1.21	
Quiñones Hernández, Eva Z.	3		3		1	

Figure 5.4 (continued)
Deployment of Faculty by Program (2013-2014)

Faculty Member	Number of Classes/Sections Taught in the Business Program					
	Fall Semester		Spring Semester		FTE	
	UG	GR	UG	GR	UG	GR
Full-Time						
Rivera Betancourt, Loida E. **	3	2	3	1	0.75	0.375
Rivera Santiago, Roberto	2	1	2		0.5	0.125
Ruiz Vargas, Yolanda**	3	2	3	1	0.75	0.375
Seguí Figueroa, Miguel A.	4		4		1	
Seijo Vidal, Roberto L.	1			1	0.125	0.125
Sepúlveda Rivera, Jaime E.	4		3	1	0.875	0.125
Valle, Awilda E.	1		1		0.125	0.125
Vasquez Santamaría, Mauricio	2		3		0.625	
Vega Torres, José I.		2		2		0.5
Zapata Ramos, Mari Luz	3		3		0.75	
Part-Time	UG	GR	UG	GR	UG	GR
Balaguer Álvarez, Víctor				1		0.125
Bonilla Oliver, Melissa	2				0.25	
Figueroa Medina, Carmen I.		2	1	2	0.125	0.5
Molina Bas, Omar	1				0.125	
Rosa Vélez, Mariam Ludim				1		0.125
Soto Rodríguez, Edgar		2	1		0.125	0.25
Valentin Castillo, Patricia	2		3		0.625	
Totals					31.75	3.75

**When FTE>1, faculty member taught more than minimum required teaching load (12 credits) per semester.

Figure 5.4
Deployment of Office Administration Faculty by Program (2013-2014)

Faculty Member	Number of Classes/Sections Taught in the ADOF Program					
	Fall Semester		Spring Semester		FTE	
Full-Time	UG	GR	UG	GR	UG	GR
Castro Martínez, Milagros**	4		4		1.04	
Nieves Hernández, Mariel	3		4		0.92	
Reyes González, Belkys	1				.125	
Part-Time	UG	GR	UG	GR	UG	GR
Bisot de Colucci, Lizette	2		1		0.375	
Escarfullery Casiano, Ivette	1		1		0.25	
Ramírez Valentín, Judith	2		2		0.50	
Reyes González, Belkys			1		.125	
Totals					3.335	

APPENDIX 5.11

Figure 5.4a
Deployment of Faculty by Program (2014-2015)

Faculty Member	Number of Classes/Sections Taught in the Business Program					
	Fall Semester		Spring Semester		FTE	
	UG	GR	UG	GR	UG	GR
Full-Time						
Amador Dumois, María A.	1	1	2		.375	.167
Córdova Claudio, Mario	3	1	1	2	.50	.417
Cotto Quijano, Evaluz	3	1	4		.875	.125
Cotto Quijano, Karen M.	3		3		1	
Cruz Cruz, José A.	1		2		.375	
Curbelo Ruiz, Aury M.	3	1			.375	.042
De Hoyos Ruperto, Moraima	3		3		.75	
De Jesús Medina, Juan F.	4		4		1	
Díaz de Goenaga, Gail	3		2		.625	
Fernández Van Cleve, Lucyann	4		4		1	
Figuroa Medina, Carmen I.			2	1	.25	.125
Frey, William J.	3		2		.625	
Frontera Ajenjo, José A.	Leave of Absence					
Gandhi, Bodapati R.V.	3		3		.75	
González Cebollero, Candida	2		1		.375	
González López, David A.	3	1	3		.875	.125
Gracia Morales, Luz I.	3		3		.75	
Larracuenta Martínez, María**	4		4		1.21	
Martín Quiñones, Ana E.	1		1		.333	
Martínez Martínez, José G.	4		3	1	1	.125
Muñoz González, David F.	4		4		1	
Negrón Ríos, Wanda I.**	4		4		1.21	
Oliver de Bonilla, Marisol	4		4		1	
Oronoz Echeverría, María J.**	5		5		1.25	
Ortiz Rodríguez, Rosario	3		3	1	.75	.125
Ortiz Torres, Norma I.	4		4		1	
Pérez Oms, Cándido**	3		4		1.04	
Quiñones Hernández, Eva Z.	3		3		1	
Rivera Betancourt, Loida E.**	3	3	3	1	.75	.417
Rivera Santiago, Roberto	1	1	2		.375	.125
Ruiz Vargas, Yolanda**	3	4	3	2	.75	.417
Seguí Figuroa, Miguel A.	4		4		1	
Seijo Vidal, Roberto L.	1	2	1		.25	.083
Sepúlveda Rivera, Jaime E.**	4	1	3	2	.875	.208
Valle, Awilda E.	1		1		.25	

Figure 5.4a (continued)
Deployment of Faculty by Program (2014-2015)

	Number of Classes/Sections Taught in the Business Program					
	Fall Semester		Spring Semester		FTE	
	UG	GR	UG	GR	UG	GR
Vega Torres, José I.	2			2	.25	.25
Zapata Ramos, Mari Luz	1		2		.375	
Part-Time	UG	GR	UG	GR	UG	GR
Almodovar Almodovar, Luis			1		.167	
Balaguer Álvarez, Víctor		1		1		.25
Bartolomei Rodríguez, Félix J.			2		.25	
Cruz Martínez, Darik				1		.125
Durán Durán, José			3		.5	
Figueroa Medina, Carmen I.	1	2			.125	.25
Quiñones González, Luz E.	3		2		.625	
Rivera Valentín, Luis			1		.167	
Rosa Vélez, Mariam L.		1				.125
Soto Rodríguez, Edgar	2		2	1	.5	.125
Valentin Castillo, Patricia	2		1		.375	
Totals					28.877	3.626

**When FTE>1, faculty member taught more than minimum required teaching load (12 credits) per semester.

Figure 5.4a
Deployment of Office Administration Faculty by Program (2014-2015)

Faculty Member	Number of Classes/Sections Taught in the ADOF Program					
	Fall Semester		Spring Semester		FTE	
	UG	GR	UG	GR	UG	GR
Full-Time	UG	GR	UG	GR	UG	GR
Castro Martínez, Milagros**	4		4		1.04	
Nieves Hernández, Mariel	4		2		.875	
Reyes González, Belkys	1		1		.25	
Part-Time	UG	GR	UG	GR	UG	GR
Bisot de Colucci, Lizette	2		2		.625	
Negrón Ríos, Wanda I.			1		.125	
Ramírez Valentín, Judith	1				.125	
Totals					3.04	

**When FTE>1, faculty member taught more than minimum required teaching load (12 credits) per semester.

APPENDIX 5.12

Figure 5.4.1
Deployment of Faculty by Major, 2013-2014 and 2014-2015

Program	Full-Time Faculty	
Undergraduate	AQ	PQ
Accounting	David A. González López Luz I. Gracia Morales	Cándido Pérez Oms Eva Z. Quiñonez Hernández
Finance	Yolanda Ruiz Vargas Evaluz Cotto Quijano	Juan F. De Jesús Loida E. Rivera Betancourt (Note 1)
Human Resources		Cándida González Cebollero María J. Oronoz Echeverría (Note 2)
Industrial Management	Mario J. Córdova Claudio Roberto L. Seijo Vidal	David F. Muñoz González (Note 3)
Information Systems	José A. Cruz Cruz José G. Martínez Martínez	Wanda I. Negrón Ríos Lucyann Fernández VanCleve
Marketing	Mari Luz Zapata Ramos	Norma I. Ortiz Torres
Graduate	AQ	PQ
Finance	Yolanda Ruiz Vargas Evaluz Cotto Quijano	Loida E. Rivera Betancourt (Note 1)
Human Resources	Carmen I. Figueroa Medina (Note 4)	
Industrial Management	Mario J. Córdova Claudio Roberto L. Seijo Vidal	

Note 1: Although Prof. Rivera is classified as PQ for Finance, her doctoral degree in economics qualified her to be qualified to teach finance courses in the Graduate Program)

Note 2: Prof. Oronoz is PQ only for introductory human resources management courses.

Note 3: Prof. Muñoz is PQ only for introductory industrial management courses.

Note 4: Prof. Figueroa started her tenure track period in academic year 2014-2015.

APPENDIX 5.13

Figure 5.4.1a
Deployment of Office Administration Faculty
Years 2013-2014 and 2014-2015

Program	Full-Time Faculty	
Undergraduate	AQ	PQ
Office Administration	Mariel Nieves Hernández Belkys Reyes González (Note 4)	Milagros Castro Martínez

Note 4: Prof. Reyes started her tenure track in academic year 2014-2015.

APPENDIX 5.14

Table 5.1
Personnel Responsibilities

Personnel	Responsibilities
Dean	Calls and presides monthly faculty meetings.
	Represents Faculty in institutional bodies and official events.
	Presents Faculty points of view before institutional officials.
	Assigns faculty members to committees, designates coordinators, and hold staff meetings.
	Endorses minutes of the faculty meetings as well as the Faculty Annual Report.
	Decides on personnel actions such as academic personnel designations, promotions, tenure, leaves, in direct consultation with the Faculty Personnel Committee.
	Develops and implements operating plans for the Faculty. The Dean defines the duties and responsibilities for the Associate Deans, Directors, and Administrative Assistants, delegating the appropriate tasks. Operating plans are disseminated to Faculty members.
	Manages the budget, and works to attract external sources of funding in order to supplement the resources assigned by the University's Central Administration.
	Prepares annual reports to be presented to Faculty members, describing performance throughout the year and describing plans for the upcoming year, in accordance to the Faculty Strategic Plan.
	Recommends to the Chancellor the designation of key personnel, such as administrative staff, dean's assistants, and other academic as well as administrative personnel.
	Appoints and supports the Accreditation Committee.
	Designates the Faculty members responsible for the design, administration and reporting of Learning Assessment.
	Appoints members to the External Advisory Board

Table 5.1 (continued)
Personnel Responsibilities

Personnel	Responsibilities
Associate Dean of Academic Affairs	Assign teaching loads to faculty members (after previous consultation), and prepare the corresponding class schedules
	Leads the curriculum development and innovation processes
	Member of the Institutional Enrollment Committee
	President of Academic Affairs Committee
Associate Dean for Research and Graduate Affairs	Evaluate research proposals and requests for release time of faculty members
	Curriculum development and innovation of graduate program
	Evaluate, along with the Graduate Committee, applications for graduate studies
	Provide academic and career advising for graduate students.
	President of Graduate Committee
Special Assistant to the Dean in Student's Affair and Academic Advisors	Provide academic and career advising for undergraduate students.
	Maintain student's records
	Work directly with students during registration period
	Oversees all student related activities
Director - Institute of Office Administration	Performs administrative and academic tasks
	Provide academic advising to students
	Offer counseling services to students
	Coordinate professional development services for faculty
Accreditation Coordinator	Responsible to coordinate all efforts geared towards reaching accreditation
Assessment Coordinator	Foster assessment culture coordinating activities to faculty members (trainings, workshops), and implement assessment instruments
Research Center Coordinator	Coordinate activities to foster research among faculty members (workshops, trainings)
	Provide support to faculty members who engage in research activities
	Disseminates information on "call for papers"
	Responsible for disclosing information regarding faculty publications and faculty research-related presentations
Internship and COOP Coordinators	Disseminates internship opportunities interviews with potential employers
	Organizes the College's Job Fair

Table 5.1 (continued)
Personnel Responsibilities

Personnel	Responsibilities
Full-Time/Part-Time Professors	Offer the variety of program courses
	Provide direct student's attention through office hours (per regulation)
	Participate in Permanent and Ad-Hoc Committees
	Serve as Students' Associations Advisors
	Representatives at Institutional bodies (Academic Senate, Graduate Council)
	Attend and participate in faculty and committee meetings
	Participate in training programs and professional development activities
Administrative Assistants	Perform administrative and supporting tasks
	Provide administrative and clerical support to faculty
	Provide administrative support to students
	Manage equipment, inventory and supplies requisitions.
	Keep faculty records for personnel actions and related issues
	Serve as security measures coordinator
Technology Technicians	Provide professors and staff with technical support services
	Responsible to keep up to date all software and licensing agreements
	Provide mechanisms to meet security policies in computer rooms and with the technological equipment

APPENDIX 5.15

Table 5.1
Faculty Duties and Functions

Minimum Required Hours per Week	Duties and Functions
12	Regular teaching workload
6	Faculty office hours
15	Preparation for courses, test preparation and evaluation, research, and related work
4.5	Attendance to committee meetings and related academic activities
37.5	Total hours required by UPR By-Laws, Article 64, Section 1

APPENDIX 5.16

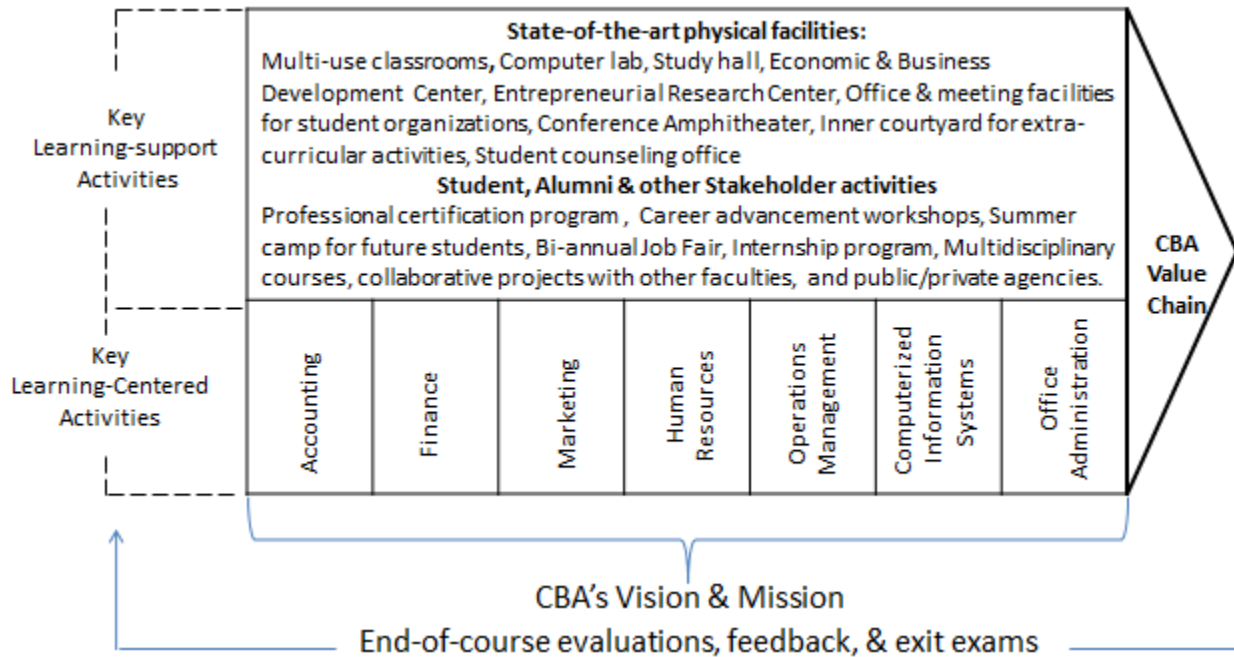
Diagram 5.1

CBA intellectual faculty contributions

<i>Administración Contemporánea, Revista de Administración</i>
American Journal of Management
California Journal of Health Promotion
<i>Ethos Gubernamental</i> (3)
<i>Forum Empresarial</i>
IEEE Technology and Society
International Journal of Accounting Information Science and Leadership (3)
International Journal of Arts and Science
International Journal of Business and Management Studies
International Journal of Education and Research
Journal of Academic Administration in Higher Education
Journal of Applied Research in Higher Education
Journal of Competitiveness Studies
Journal of International Marketing and Exporting
Journal on Learning in Higher Education
Journal of Marketing Development and Competitiveness
Marine Biology International Journal on Life in Oceans and Coastal Waters
Puerto Rico Health and Science Journal
Review of Higher Education and Self-Learning
<i>Revista Jurídica de la UPR</i>
Scientific International Journal
Teaching Ethics

APPENDIX 6.1

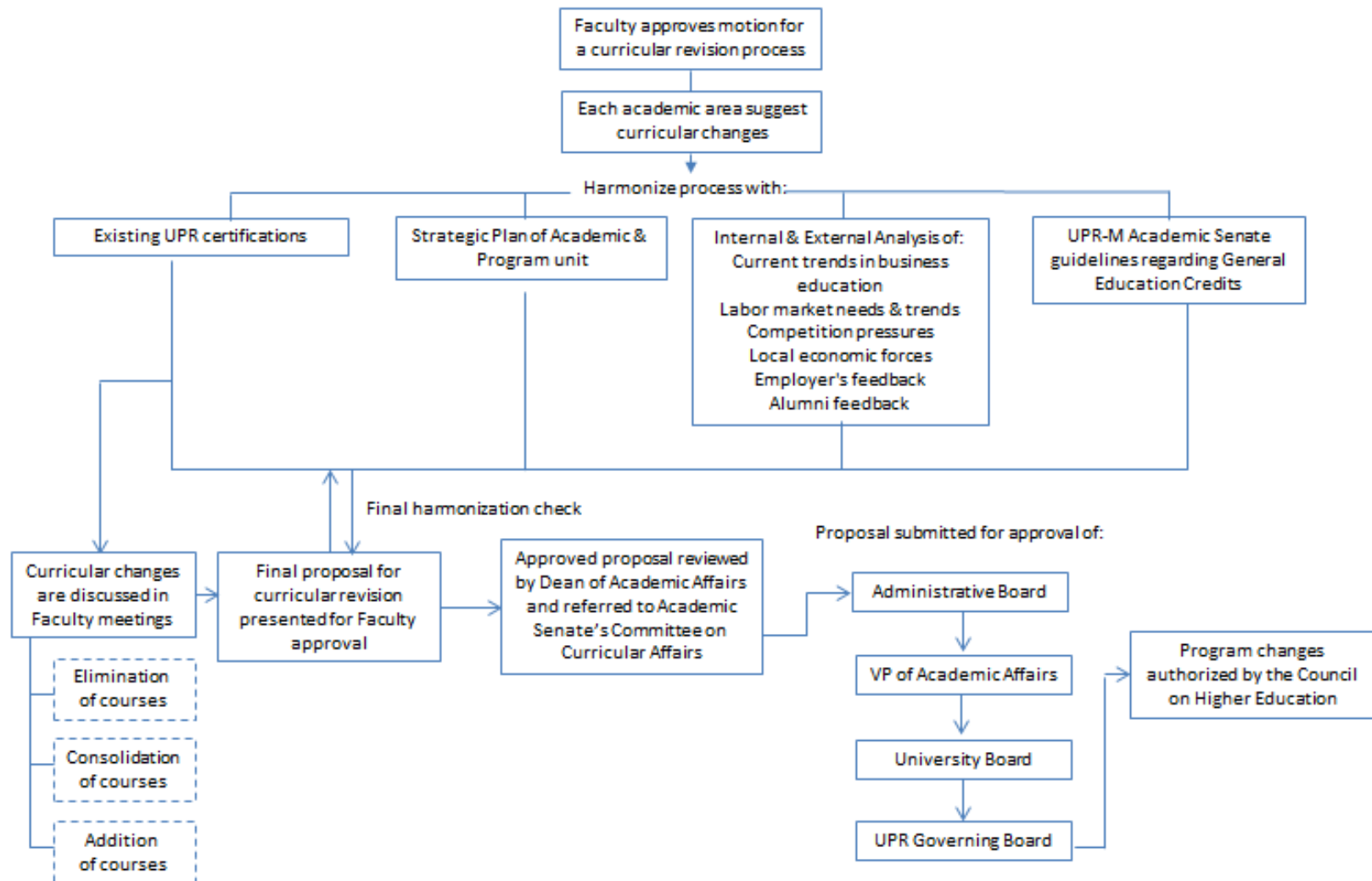
Diagram 6.1
CBA's Value Chain Model



APPENDIX 6.2

Diagram 6.2

CBA's Conceptual Model for Curricular Revision



APPENDIX 6.3

Figure 6.1
CBA Educational Design

Programs	Curricular Changes	Student/ Stakeholder Input	Methods
General Education	Redesign of introductory course to computers (ADMI 3010) and reduction of credit/hours from 3 to 2	Input from Computerized Information Systems Area Professors	Benchmark with the 2010 Curriculum Guidelines for Undergraduate Degree Programs in information created by The Systems Association for Computing Machinery (ACM) Association for Information Systems (AIS)
Core courses	<p>Reduction of credit/hours of Seminar course (ADMI 4057)</p> <p>Codification and course title change from Administrative Policy (ESOR 4026) to Strategic Management (ADMI 4026)</p> <p>Codification and course title change from ESOR 4008 to GERH 4008 (Human Resources Management)</p> <p>Course codification change; CONT 3005 and 3006 to CONT 3011 and 3012. Credit and contact hour reduced from 4 to 3.</p> <p>FINA 4029 and FINA 4035 courses consolidated into FINA 3017 (Money, Banking and Economic Conditions).</p> <p>Course codification change; from GERE 4007 to GERE 4046. Increase from 3 to 4 credit and contact hours.</p> <p>Addition of the following courses: GERE 4025 (Organizational Behavior), ADMI 4085 (Fundamentals of Project Management), ADMI 4039 (Research Methods in Business), and ADMI 4xxx (Introduction to Enterprise Development).</p>	<p>Curricular changes submitted by CBA Faculty. Students were represented at Faculty meetings by a member of student council.</p> <p>Industry feedback,</p> <p>Economic changes in professional environment</p>	<p>The Committee of Academic Affairs evaluated and re-submitted changes back to CBA Faculty for final approval.</p> <p>Feedback from CBA Advisory Board</p> <p>Benchmarking with other Institutions of higher education</p>

	<p>ADMI 4016 and ESOR 4006 combined into ADMI 3xxx (Introduction to Business, Management, and Ethics)</p> <p>FINA 3006 and CONT 4006 combined into FINA 3xxx (Business Analysis using Financial Report)</p>		
Concentration Courses:		Area meetings	
Accounting	<p>Change in codification (to CONT 3007 and CONT 3009) and credit hours (from 3 to 4 hrs) for Intermediate Accounting I and II.</p> <p>Reduction in CONT 4015 from 4 to 3 credit hours. Change in codification to CONT 4045 (Advanced Accounting)</p> <p>Cost Accounting: A credit hours reduction and a change in codification (from CONT 4035 to Cont 4078)</p>	Input from accounting professors about changes in the accounting profession.	Benchmarking other public and private institutions locally and abroad.
Finance	<p>FINA 4028 (International Finance) was added.</p> <p>FINA 4039 (Public Sector Finances) was eliminated.</p> <p>FINA 4040 changed its codification to FINA 4069 (Integrational Finance). It was also reduced from 3 to 2 credit hours.</p>	Input from finance professors	<p>Student satisfaction survey of internship experience</p> <p>Feedback from employers (Internship Program and Job Fair Surveys)</p>
Computerized Information Systems	<p>SICI 3051 & 3052 were consolidated into SICI 3029 (Programming Fundamentals for Business).</p> <p>SICI 4085 & 4087 were consolidated into SICI 4046 (Information Systems Analysis and Design).</p> <p>SICI 4095 change its name to Database Development.</p> <p>SICI 3011 (Fundamentals of Information Systems), SICI 4145 (Information Technology Hardware & Software) change its name and codification to SICI 4146 (Hardware and Software Technology in Information Systems). It was also reduced from 3 to 2 credit hours.</p> <p>SICI 4088 (Data Communications Networking) was added with 2 credit hours each. Later it was change to SICI 4089 and 3 credit hours.</p>	Input from Computerized Information Systems Area Professors	Benchmark with the 2010 Curriculum Guidelines for Undergraduate Degree Programs in information created by The Systems Association for Computing Machinery (ACM) Association for Information Systems (AIS)
Industrial Management*	<p>The Industrial Management option changed its name to Operations Management</p> <p>GERE 4008 course title was revised to Quantitative Methods in Operations Management</p>	<p>Input from Industrial Management professors</p> <p>Input from labor market requirements for IM graduates (supply chain,</p>	<p>Benchmark from other private and public institutions.</p> <p>Benchmark from APICS certification requirements</p>

	<p>GERE 4028 change its codification and name to GERE 4045 (Supply Chain Management)</p> <p>The addition of GERE 4055 (Service Operations Management)</p>	materials handling, logistics, P&I control)	
Marketing	<p>MERC 4218 changed its name from Management of Logistics and Distribution to Management of Physical Distribution)</p> <p>MERC 4230 (Integrated Marketing Communications was added.</p> <p>MERC 4065 (Global Marketing & Export Promotion) was added.</p>	Input from Marketing Professors and SME Student Chapter	<p>Benchmark from other private and public institutions.</p> <p>Student satisfaction survey of internship experience</p> <p>Feedback from employers (Internship Program and Job Fair Surveys)</p>
Organizational Studies**	<p>The organizational studies (ESOR) option changed its name to Human Resources (GERH)</p> <p>ESOR 40007 changed its Codification to GERH 4007.</p> <p>ESOR 4009 changed its codification and name to GERH 4015 (Workforce Planning and Employment).</p> <p>ESOR 4016 changed its codification and name to GERH 4016 (Labor Relations).</p> <p>GERE 4019 (Compensations Management) and GERH 4017 (Comparative Labor Law) were created.</p>	Input from Human Resource Professors and SHRM Student Chapter	<p>Benchmark from other private and public institutions.</p> <p>Student satisfaction survey of internship experience</p> <p>Feedback from employers (Internship Program and Job Fair Surveys)</p>

APPENDIX 6.4

Figure 6.2
Table for Degree Programs

Program	Time to Complete Degree	Delivery Methods	Coverage Hours
Master in Business Administration	2 years	Classroom format	Three semester credits require 45 contact hours per semester
Bachelor of Science in Business Administration	Four year as established in the curriculum	Classroom format	Three semester credits require 45 contact hours per semester.
Bachelor in Office Administration	Four year as established in the curriculum	Classroom format	Three semester credits require 45 contact hours per semester.

APPENDIX 6.5

Figure 6.5 a
Common Professional Component (CPC) Compliance
Bachelor of Science in Business Administration

Accounting, Finance and Computerized Information Systems Options

ADMI 3007 - Intro. To Computer Data Processing

CORE COURSE	HOUR CLASS SESSIONS BY CPC TOPIC											Total
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/ COMP	
ADMI 3007	1	-	-	-	1	-	4	1	45	-	-	52
ADMI 4001	-	-	-	-	45	-	4	2	-	-	-	51
ADMI 4002	-	-	-	-	45	-	4	2	-	-	-	51
ADMI 4016	-	2	2	17	10	5	20	6	3	-	-	65
CONT 3005	-	-	60	-	1	-	2	-	-	-	-	63
CONT 3006	-	-	60	-	2	-	2	1	-	-	-	65
ESOR 4006	2	-	2	45	7	5	-	2	-	-	-	63
ESOR 4008	1	-	-	45	12	2	7	7	-	-	-	74
ESOR 4026	6	3	3	6	3	3	3	3	-	-	45	75
ESTA 3001	3	2	2	3	1	3	3	2	5	45	11	80
ESTA 3002	-	-	-	-	-	-	2	-	10	45	5	62
FINA 3006	-	45	7	-	-	1	-	-	-	40	-	93
FINA 4029	-	45	2	5	10	30	15	30	-	20	-	157
FINA 4035	2	45	3	4	5	5	4	5	2	5	3	83
GERE 4007	-	-	-	45	-	-	1	-	-	10	-	56
MERC 3115	45	-	-	-	-	-	-	-	-	-	-	45
Total CPC's	60	142	141	170	142	54	71	61	65	165	64	1135

ADMI 4001 - Business Law I

ADMI 4002 - Business Law II

ADMI 4016 - The Environment of Organizations

CONT 3005 - Elementary Accounting I

CONT 3006 - Elementary Accounting II

ESOR 4006 - Managerial Accounting

ESOR 4008 - Intro. To Personnel Administration and Industrial Relations

ESOR 4026 - Administrative Policy

ESTA 3001 - Business Statistics I

ESTA 3002 - Business Statistics II

FINA 3006 - Business Finance

FINA 4029 - Financial Markets I

FINA 4035 - Financial Market II

GERE 4007 - Operations Management

MERC 3115 - Principles of Marketin

Figure 6.5 b
Common Professional Component (CPC) Compliance
Bachelor of Science in Business Administration

Marketing and Organizational Studies Options

CORE COURSE	HOUR CLASS SESSIONS BY CPC TOPIC											
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/ COMP	Total
ADMI 3007	1	-	-	-	1	-	4	1	45	-	-	52
ADMI 4001	-	-	-	-	45	-	4	2	-	-	-	51
ADMI 4002	-	-	-	-	45	-	4	2	-	-	-	51
ADMI 4016	-	2	2	17	10	5	20	6	3	-	-	65
ADMI 4057	4	-	-	4	-	-	4	1	-	6	40	59
CONT 3005	-	-	60	-	1	-	2	-	-	-	-	63
CONT 3006	-	-	60	-	2	-	2	1	-	-	-	65
ESOR 4006	2	-	2	45	7	5	-	2	-	-	-	63
ESOR 4008	1	-	-	45	12	2	7	7	-	-	-	74
ESOR 4026	6	3	3	6	3	3	3	3	-	-	45	75
ESTA 3001	3	2	2	3	1	3	3	2	5	45	11	80
ESTA 3002	-	-	-	-	-	-	2	-	10	45	5	62
FINA 3006	-	45	7	-	-	1	-	-	-	40	-	93
FINA 4029	-	45	2	5	10	30	15	30	-	20	-	157
FINA 4035	2	45	3	4	5	5	4	5	2	5	3	83
GERE 4007	-	-	-	45	-	-	1	-	-	10	-	56
MERC 3115	45	-	-	-	-	-	-	-	-	-	-	45
Total CPC's	60	142	141	170	142	54	71	61	65	165	64	1135

ADMI 3007 - Intro. To Computer Data Processing
ADMI 4001 - Business Law I
ADMI 4002 - Business Law II
ADMI 4016 - The Environment of Organizations
CONT 3005 - Elementary Accounting I
CONT 3006 - Elementary Accounting II
ESOR 4006 - Managerial Accounting
ESOR 4008 - Intro. To Personnel Administration and Industrial Relations
ESOR 4026 - Administrative Policy
ESTA 3001 - Business Statistics I
ESTA 3002 - Business Statistics II
FINA 3006 - Business Finance
FINA 4029 - Financial Markets I
FINA 4035 - Financial Market II
GERE 4007 - Operations Management
MERC 3115 - Principles of Marketing

Figure 6.5 c
Common Professional Component (CPC) Compliance
Bachelor of Science in Business Administration

Industrial Management Options

CORE COURSE	HOUR CLASS SESSIONS BY CPC TOPIC											Total
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/ COMP	
ADMI 3007	1	-	-	-	1	-	4	1	45	-	-	52
ADMI 4001	-	-	-	-	45	-	4	2	-	-	-	51
ADMI 4002	-	-	-	-	45	-	4	2	-	-	-	51
ADMI 4016	-	2	2	17	10	5	20	6	3	-	-	65
ADMI 4057	4	-	-	4	-	-	4	1	-	6	40	59
CONT 3005	-	-	60	-	1	-	2	-	-	-	-	63
CONT 3006	-	-	60	-	2	-	2	1	-	-	-	65
ESOR 4006	2	-	2	45	7	5	-	2	-	-	-	63
ESOR 4008	1	-	-	45	12	2	7	7	-	-	-	74
ESOR 4026	6	3	3	6	3	3	3	3	-	-	45	75
ESTA 3001	3	2	2	3	1	3	3	2	5	45	11	80
ESTA 3002	-	-	-	-	-	-	2	-	10	45	5	62
FINA 3006	-	45	7	-	-	1	-	-	-	40	-	93
FINA 4029	-	45	2	5	10	30	15	30	-	20	-	157
FINA 4035	2	45	3	4	5	5	4	5	2	5	3	83
MERC 3115	45	-	-	-	-	-	-	-	-	-	-	45
Total CPC's	60	142	141	170	142	54	71	61	65	165	64	1135

ADMI 3007 - Intro. To Computer Data Processing

ADMI 4001 - Business Law I

ADMI 4002 - Business Law II

ADMI 4016 - The Environment of Organizations

CONT 3005 - Elementary Accounting I

CONT 3006 - Elementary Accounting II

ESOR 4006 - Managerial Accounting

ESOR 4008 - Intro. To Personnel Administration and Industrial Relations

ESOR 4026 - Administrative Policy

ESTA 3001 - Business Statistics I

ESTA 3002 - Business Statistics II

FINA 3006 - Business Finance

FINA 4029 - Financial Markets I

FINA 4035 - Financial Market II

MERC 3115 - Principles of Marketing

Figure 6.5d
Common Professional Component (CPC) Compliance
Bachelor in Office Administration

ADOF 3016 - Keyboarding and Applications I
ADOF 3017 - Keyboarding and Applications II
ADOF 4005 - Electronic Production of Documents
ADOF 4020 - Training in Electronic Equipment

CORE COURSE	HOUR CLASS SESSIONS BY CPC TOPIC											
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/ COMP	Total
ADOF 3016	-	-	-	-	1	-	5	-	25	-	3	34
ADOF 3017	-	3	3	3	3	-	4	2	20	-	3	41
ADOF 4005	4	2	2	7	5	-	7	4	22	2	3	58
ADOF 4020	-	2	-	-	4	-	9	2	28	2	6	53
ADOF 3009	-	-	1	10	9	-	7	2	6	2	4	41
ADOF 3105	-	-	-	23	6	-	6	2	-	2	4	43
ADOF 4019	6	3	3	9	5	-	11	5	3	2	3	50
ADOF 4080	2	3	1	10	4	-	6	1	2	7	9	45
ADOF 4065	8	9	6	4	5	-	7	2	11	-	2	54
ADOF 4025	1	3	-	12	7	-	8	3	2	6	17	59
ADMI 3007	-	-	-	-	-	-	1	6	45	-	-	52
ADMI 4001	-	-	-	-	45	-	-	-	-	-	-	45
CONT 3005	6	6	60	-	-	-	-	-	-	-	-	72
ECON 3021	4	-	-	-	-	45	-	8				57
TOTALS	31	31	76	78	94	45	71	37	164	23	54	704

ADOF 3009 - Records Management
ADOF 3105 - Introduction to the Office Administration
ADOF 4019 - Administrative Office Procedures
ADOF 4080 - Training and Seminar Planning
ADOF 4065 - Introduction of Word Processing
ADOF 4025 - Office Administration Internship
ADMI 3007 - Introduction to Computer Data Processing
ADMI 4001 - Business Law I
CONT 3005 - Elementary Accounting I
ECON 3021 - Principles of Economic: Microeconomics

Note: Table 6.3d above shows that the hour class sessions for statistic topic does not reach the minimum requirement of 30 hours. As part of the continuous improvement process de BOA faculty acknowledge this fact and agreed to determine other mechanisms to comply with this requirement in the next assessment cycle.

APPENDIX 6.6

Figure 6.6
Bachelor Degree Curriculum Credits by Majors

MAJOR	Minimum Credit Hours in General Education	Business			General Electives Credit Hours	Total Credit Hours Required for Graduation
		Core Requirements	Requirements Beyond Core	Business Electives		
Accounting	59	50	23		12	144
Computerized Information Systems	59	50	17	6	12	144
Finance	59	53	15	6	12	145
Industrial Management	59	50	18	3	12	142
Marketing	59	53	15	6	12	145
Organizational Studies	59	53	15	6	12	145
B.A. in Office Administrations	44	31	12 Professional Electives	19	12 (6) Recommended Electives	124

APPENDIX 6.7

Diagram 6.1
Master Degree Curriculum Credits by Majors

MAJOR	Minimum Credit Hours in General Education	Business			General Electives Credit Hours	Total Credit Hours Required for Graduation
		Core Requirements	Requirements Beyond Core	Business Electives		
General		21	6	12	9	48
Human Resources		21	6	12	9	48
Finance		21	6	12	9	48
Industrial Management		21	6	12	9	48

Diagram 6.1b Example of a Completed Abbreviated Course Syllabus

Course Number: CONT 6005

Course Name: Managerial Accounting

Credit Hours: 3 credit

Pre/Corequisites: None

Instructors: Dr. David González, Dra. Luz Gracia, Prof. Jaime E. Sepúlveda

Required Text: Garrison, Ray H., Noreen, Eric W. and Peter C. Brewer (2012). Managerial Accounting. (14th ed.). McGraw Hill-Irwin.

Course Description: Fundamental accounting concepts and techniques and their application to the types and functions of organizations. Study of the relationships between accounting techniques and business operations control through the case solution approach. Financial statement analysis and the relevance in the decision making process. Tax effects on business decisions. Emphasis on planning and control

Topic Outline:

Topic	Hours
Understand how Managerial Accounting fits into the Organization's Structure and the Business Environment	3
Describe and Illustrate Cost Terms, Concepts and Classifications	3
Job-Order Costing	3
Process Costing	3
Cost Behavior: Analysis and Use	3
Explain the use of Cost -Volume- Profit Analysis in decision making	3
Variable Costing: A Tool for Management	3
Activity-Based Costing: A Tool to Aid Decision Making	3
Profit Planning	3
Flexible Budgeting and performance Analysis	3
Standard Costing and Variances	3
Performance Measurement in decentralized Organizations	3
Differential Analysis: The Key for Decision Making	3
Capital Budgets Decisions	3
Total	45

APPENDIX 6.8

Figure 6.8
CBA's Education & Business Evaluation Process

Indicators	How Indicators Are Used and by Whom	Frequency
Education Process		
Enrollment, retention and graduation rates	This statistics are used to determine the areas of academic demand of prospective students, the average time it requires a student to complete its education and the amount of students that stays as regular students through all of its education	Yearly or as requested to the Office of Institutional Planning and Research* by the Dean's Office
Student Evaluation of Course/Instructor	An online evaluation of all regular courses and the respective instructors is conducted after the 10 th week of the semester.	Every semester (two times a year)
Dropout rates (on course by course basis)	The office of the Registrar notifies the student and the professor every time a student dropout from a course. The student is also notify about the remaining amount of opportunities to dropout a course. (At UPRM there is a limit of 5 course dropouts during all BSBA)	As requested to the Office of Institutional Planning and Research* by the Office of Student Affairs
Student counseling	This service is provided by the Office of Student Affairs. This office gathers information about the type of assistance requested by the student. A report is submitted to the Dean's Office.	Yearly
Business Process		
Internship evaluation by students	Feedback form interns about their experience and how its education at the CBA helped them to perform. Their input also helps in improving CBA's academic offerings.	Yearly
Internship evaluation by employers	Feedback form current and prospective employers help in improving CBA's academic offerings. Develop a profile of CBA student's employers.	Yearly
Job Fair evaluation by employers	Feedback form prospective employers on students', aptitudes and interview skills help in improving CBA's academic offerings.	Twice a year
Peer evaluations	CBA's Personnel Committee evaluates professors in the process of promotion every semester. At the end of each semester the President of the committee meets with the professor to discuss the results and recommendations.	It varies semester to semester. It depends if there are professors in a process of academic promotion.
CBA's Board of Advisors	Provide feedback to the Dean regarding academic and administrative matters and initiatives. It also advices about the current and upcoming trends and needed skills of the business community.	At least once every semester

*OIIP by its Spanish acronym

APPENDIX 6.9

Figure 6.9
CBA's Educational Support Processes

Educational support	Description	Educational support processes	Use of information
Office of Student Affairs (OSA) (See OSA Annual Report)	Provide support and academic counseling to current and prospective students as well as alumni to foster student's transformation into accomplished professionals.	Academic counseling, student associations, school visits, open house, student representation	Improve academic offerings, attract prospective undergraduate and graduate students, foster student participation in student associations and extracurricular activities, and support the Counselor's Office.
Office of Academic Affairs (OAA) (See OAA Annual Report)	Oversee the curricular implementation as approved by CBA's Faculty and certified by UPRM's Academic Senate. Watch over the execution and compliance of CBA's norms and procedures applicable to students and faculty. Keep undergraduate courses up to date and harmonized with CBA's Strategic Plan.	Implement curricular revision; promote CBA courses and professional certificates among other academic units. Coordinate CBA's professional development unit.	Track curricular revision implementation and the need for future curricular changes in response to labor market needs.
Internship and Cooperation Education Program (ICEP) (See ICEP Annual Report)	This program help students to apply the knowledge and skill acquired at the CBA in a professional scenario. Participating in the ICEP, help students put in practice their skill and knowledge before their prospective employers while obtaining academic credits.	Job fair coordination, student placement office for internships and cooperative education program, employer assessment of CBA interns, student assessment of internship, alumni feedback from working experiences	Feedback form current and prospective employers help in improving CBA's academic offerings. Develop a profile of CBA student's employers. Develop collaborative alliances with local firms for special projects and external funding procurement.

Business Research Center (BRC) (See BRC Annual Report)	Provides assistance and support to foster the research process of CBA's professors, students and administrative personnel.	Assist researchers in the data gathering process, literature review, questionnaire development, research actualizations, document formatting for journal publication, and the analysis of assessment initiatives.	Promote a research culture at CBA Increase CBA's faculty research efforts, Share research results with stakeholders. Foster a collaborative climate between CBA and stakeholders Enhance teaching/learning process
Business Economic and Development Center (BEDC) (See BEDC Annual Report)	The BEDC is a collaborative effort between the College of Business Administration of the University of Puerto Rico at Mayaguez and the Economic Development Administration. It mobilizes university resources to foster an entrepreneurial culture, stimulates innovation, creativity and research within the academic community it serves and the island as a whole.	Business counseling and assistance to actual and prospective entrepreneurs (students & stakeholders) served by BEDC. Foster student participation in competitions, special projects, conferences, workshop and symposia aimed at formation of SMEs within the academic community and the island.	Assess the entrepreneurial culture within CBA students and campus wide to determine mechanisms, initiatives, and strategies to strengthen the formation of entrepreneurial ventures. Strengthen collaborative climate between CBA and its stockholders to coordinate projects and extracurricular activities for the benefit of UPRM students and the community served by the BDEC.
Institutional Planning Office (OIIP) http://oiip.uprm.edu/dtos-estadisticos/	Responsible for the integration of all UPRM research findings regarding academic, fiscal and physical facilities planning.	OIIP develops strategies to measure achievements against Institutional goals and objectives.	Through assessment and institutional research OIIP identifies performance gaps and formulates corrective action procedures.
Advisory Board (See Advisory Board minutes)	An external body comprised by industry representative that advises CBA Dean in a variety of issues	Provide feedback to the CBA regarding academic and administrative matters and initiatives. They also provide CBA insights about the current and upcoming trends and needed skills of the business community.	Curricular changes, professional development, access to external funding, collaborative projects with industry
CBA Computer Lab (Computer Lab Report)	Is responsible for satisfying daily technological needs of the academic community.	Provides computerized systems that secure, reliable, fast to CBA students, faculty and administrative personnel.	Usage rate of computer lab services help in adjusting service hours according to the needs of students and stakeholders.

UPRM Library http://www.uprm.edu/library/	Facilitates access of information resources to the student and academic community in order to stimulate their research and academic initiatives.	Reference databases Public catalog, electronic books, Online resources, electronic resources, assistive technology services to people with disabilities, orientations, tutoring and formal courses in research skills development.	Complements the teaching/learning process, foster academic research, and publications in refereed journals.
Counselor (The nature of service provided prohibits the disclosure of data)	Its purpose is to help students, professors and administrative personnel to tackle personal and professional obstacles and problems of daily life.	Personal counseling Educational counseling Career planning	Early detection of situations and circumstances that might help in student retention, professor class delivery and administrative personnel performance.
Social media & Web pages. http://enterprise.uprm.edu/	The CBA has a highly visible website and social media sites where it discloses its academic offerings and services.	It provides a forum to keep informed the academic community, prospective students and stakeholder.	Promote CBA's academic offerings and services. Disclose activities, and events that could be of interest to the academic community and stakeholders. Keep students and stakeholders informed about CBA's deeds.

APPENDIX 6.10

Table 6.1
CBA's Key Business Operation Processes

Operation Process	Office Responsible	Main Duties
Academic Planning	Student Affairs Office	Academic counseling, student associations support and guidance, school visits, open house coordination, student representation
Placement	Internship and Cooperation Education Program	Job fair coordination, Internships and cooperative education program. Gather feedback from employers regarding CBA interns, student assessment of internship, and alumni
Course Scheduling	Academic Affairs Office & Graduate Affairs Office	Implement curricular revision; promote CBA courses and professional certificates among other academic units. Watch over the execution and compliance of CBA's norms and procedures applicable to students and faculty. Keep undergraduate courses up to date and harmonized with CBA's Strategic Plan.
Academic & Business Information Access	Business Research Center & Business & Economic Development Center	The BRC promotes a research culture at CBA, supports CBA's faculty research efforts, and shares research results with stakeholders and students. The BEDC mobilizes university resources to foster an entrepreneurial culture, stimulate innovation, creativity and research within the academic community it serves and the island as a whole.
Administrative planning	Administrative Affairs Office	Assists and supports the CBA's Dean in the implementation and control of its annual budget. Execute and audits the buying to assure its compliance with the guidelines of UPRM's Buying Office. Oversees the use of CBA's physical installations.

APPENDIX 6.11

Figure 6.10
Example of a Table for Business Operation Processes

Operation Process	Feedback from Faculty, Students, and Stakeholders	Data from Observations, Measurements, and Benchmarking
Academic Planning	Student and student association satisfaction with course availability, course scheduling, course content and extracurricular activities. End-of course evaluations by students.	How to improve course offerings in terms of availability, content, & scheduling. Student association recruitment, extracurricular activities such as school visits.
Placement	Student and employers assessment of assistant provided by the Office of Internship and Cooperation Education Program during Job Fair and other placement activities	Input from companies attending CBA's Job Fair, from intern evaluations of their experience during internship, from employers about interns. Input from Advisory Board in terms of areas for curricular and student improvement
Academic & Business Information Access	Student and stakeholder evaluation of services received from BEDC and BRC personnel, and the quality of physical and technological facilities.	Research publications by faculty, orientations received by students, faculty and stakeholders about how to do research or start a business. Advising and consulting provided to student, faculty and stakeholders.
Administrative planning	Input from CBA's faculty regarding budget allocation for academic, administrative, and extracurricular purposes. The condition of physical and technological facilities. The processing speed for office equipment and supplies.	Budget compliance according to UPRM dispositions and restrictions. Effective allocation of physical and technological resources. Future allocation of resources. Disposition to work hand to hand with the Dean to allocate budget to comply with CBA's strategic plan, all operational and academic requirements.
Technology and Information Access	Accessibility and availability of technological resources for student, faculty and stakeholders.	Quality of services received and availability of technological resources.

APPENDIX 6.12

Figure 6.10 b
CBA Business Program Performance Results

CBA Business Program Performance Results															
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
A steady increase in student enrollment per year subject to budgetary and UPRM admission restrictions.	Enrollment rates as reported by the Office of Institutional Research and Planning (OIIP by its Spanish acronym)	New admissions to CBA have been steadily increasing for the past years at an average increase of 15% per year.	Increase in school visits, the active participation of student associations in Open House, and the coordination of a summer camp for high school seniors has helped in attracting prospective students participation has	Keep school visits and student association involvement in open house events and the coordination of summer camp for high school seniors.	<div><p>CBA New Admissions by Academic Year</p><table><thead><tr><th>Academic Year</th><th>Total admissions</th></tr></thead><tbody><tr><td>2013-2014</td><td>154</td></tr><tr><td>2014-2015</td><td>181</td></tr><tr><td>2015-2016</td><td>206</td></tr><tr><td>(04/14/16) 2016-2017*</td><td>245</td></tr></tbody></table></div>	Academic Year	Total admissions	2013-2014	154	2014-2015	181	2015-2016	206	(04/14/16) 2016-2017*	245
Academic Year	Total admissions														
2013-2014	154														
2014-2015	181														
2015-2016	206														
(04/14/16) 2016-2017*	245														
Keep graduation rate at proportional rate with respect to the admissions cohort every 4 years	Graduation rates as reported by the Office of Institutional Research and Planning (OIIP by its Spanish acronym)	Graduation rate increased in 18% from 2014 to 2015 but suffered a minor decrease of 2% from 2015 to 2016.	The slight decrease in graduation could be attributed to lower retention rates reported in cohort years 2011 and 2012.	An assertive campaign to encourage more students seeks academic counseling and tutoring assistance: especially for those with problems approving quantitative courses like statistics, finance and accounting	<div><p>CBA Total Graduates / Year</p><table><thead><tr><th>Year</th><th>Total Graduates / Year</th></tr></thead><tbody><tr><td>2014</td><td>186</td></tr><tr><td>2015</td><td>220</td></tr><tr><td>2016</td><td>216</td></tr></tbody></table></div>	Year	Total Graduates / Year	2014	186	2015	220	2016	216		
Year	Total Graduates / Year														
2014	186														
2015	220														
2016	216														

Keep retention rate at or above the aggregate rate reported by the OIIP for the UPRM Campus.	Retention rates as reported by the Office of Institutional Research and Planning (OIIP by its Spanish acronym)	Each concentration has experienced some variability in its retention rate among all the years	Variations in retention rate could be attributed to movements from one concentration to another and a combination of several socio economic factors that force students to leave the university (i.e. migration, marriage, working conditions, among others).	An assertive campaign to encourage more students seeks academic counseling. Promote student enrollment in professional and student associations, extracurricular activities and “academic help desks”	<div><p>CBA Retention Rates by Concentration and Year</p><table><thead><tr><th>Concentration</th><th>2011-2012</th><th>2012-2013</th><th>2013-2014</th><th>2014-2015</th></tr></thead><tbody><tr><td>OA</td><td>85</td><td>55</td><td>90</td><td>88</td></tr><tr><td>Acc</td><td>82</td><td>80</td><td>75</td><td>88</td></tr><tr><td>Fina</td><td>90</td><td>65</td><td>92</td><td>90</td></tr><tr><td>OpM</td><td>85</td><td>90</td><td>55</td><td>100</td></tr><tr><td>HR</td><td>70</td><td>90</td><td>82</td><td>100</td></tr><tr><td>Mktg</td><td>55</td><td>82</td><td>75</td><td>80</td></tr><tr><td>IS</td><td>68</td><td>70</td><td>72</td><td>88</td></tr></tbody></table></div>	Concentration	2011-2012	2012-2013	2013-2014	2014-2015	OA	85	55	90	88	Acc	82	80	75	88	Fina	90	65	92	90	OpM	85	90	55	100	HR	70	90	82	100	Mktg	55	82	75	80	IS	68	70	72	88
Concentration	2011-2012	2012-2013	2013-2014	2014-2015																																									
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IS	68	70	72	88																																									
Accessibility and availability of technological resources for student, faculty and stakeholders.	Usage rates reported by CBA computer lab technician	Computer lab use by students has been over 8,000 visits per year.	Fluctuations could not be attributed to a particular factor. However lab utilization might be influenced by course requirements, acquisition of computers by students or availability of new technological devices like tablets and smartphones.	No action needed. Students are aware of accessibility and availability of technological resources for them, faculty and stakeholders	<div><p>CBA Computer Lab Utilization</p><table><thead><tr><th>Year</th><th>Utilization</th></tr></thead><tbody><tr><td>2013 -14</td><td>9800</td></tr><tr><td>2014- 15</td><td>8000</td></tr><tr><td>2015 -16</td><td>8500</td></tr></tbody></table></div>	Year	Utilization	2013 -14	9800	2014- 15	8000	2015 -16	8500																																
Year	Utilization																																												
2013 -14	9800																																												
2014- 15	8000																																												
2015 -16	8500																																												

APPENDIX 6.13

Table 6.1

CBA Satisfactory Academic Progress Guidelines: Regular Students

On a GPA basis and completed years of study

Completed year of study	Minimum GPA required
First	1.70
Second	1.90
Third	1.95
Fourth and Fifth	2.00

As a percentage of credit hours approved

Minimum Percentage of Approved Credits hours According the Duration of the Program		
Academic years studied	Four-year programs	Five-year programs
1	12.5%	10%
2	25.0%	20%
3	37.5%	30%
4	50.0%	40%
5	62.5%	50%
6	75.0%	60%
7	87.5%	70%
8	100%	80%
9		90%
10		100%

APPENDIX 6.14

Table 6.2

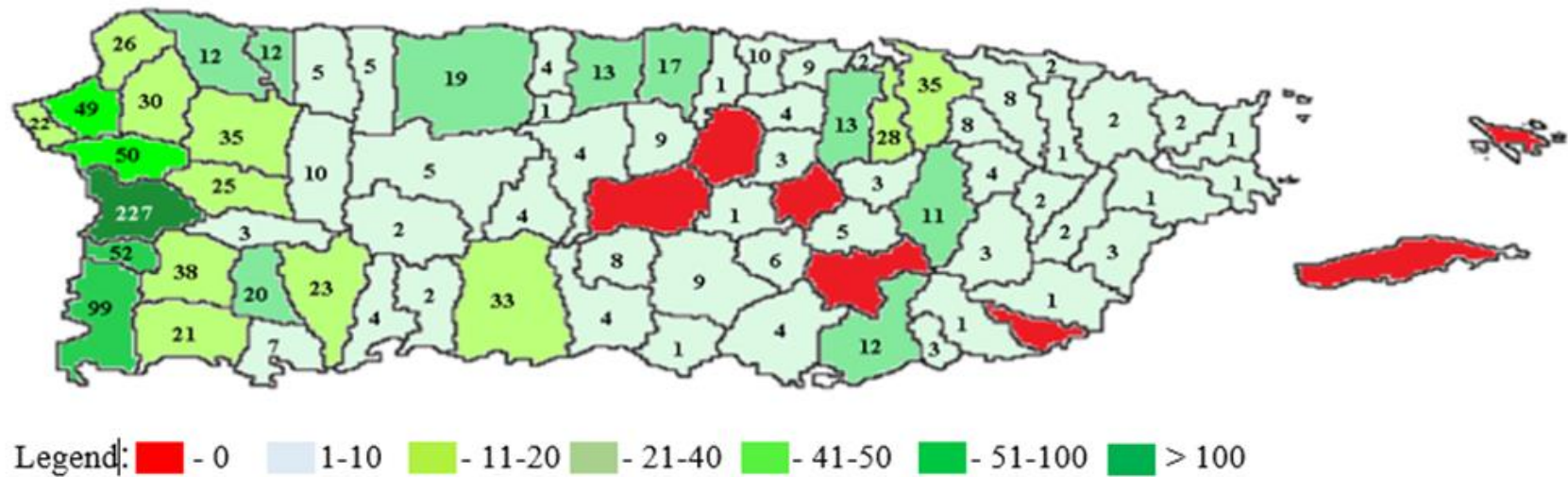
CBA Satisfactory Academic Progress Guidelines: Part-time Students

Progress Percentage Depending on the Length of Program		
Academic years studied	Four-year programs	Five-year programs
1	10%	8%
2	20%	16%
3	30%	25%
4	40%	33%
5	50%	41%
6	60%	50%
7	70%	58%
8	80%	66%
9	90%	75%
10	100%	83%
11		91%
12		100%

APPENDIX 6.15

Diagram 1

Student Admission by Geographic Area



APPENDIX 6.16

Table 6.1
CBA New Admissions by Concentration

CONCENTRATION	2013-2014	2014-2015	2015-2016	2016-2017* (04/14/16)
Office Administration	23	32	26	42
Accounting	44	49	61	66
Finance	7	23	25	34
Operations Management	23	28	28	30
Human Resource Management	11	8	15	11
Marketing	24	23	25	36
Computerized Information Systems	22	18	26	26
Total	154	181	206	245

APPENDIX 6.17

Table 6.2
Total Enrollment by Concentration

CONCENTRATION	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Office Administration	158	157	143	147	121
Accounting	379	347	334	341	328
Finance	98	89	86	93	98
Operations Management	143	150	132	139	142
Human Resource Management	78	83	90	83	90
Marketing	119	132	148	151	143
Computerized Information Systems	189	162	155	159	167
TOTAL	1164	1120	1088	1113	1089

APPENDIX 6.18

Table 6.3
Graduation Rate by Year and Concentration

CONCENTRATION / YEAR	2014	2015	2016
Office Administration	20%	16%	8%
Accounting	32%	27%	31%
Finance	10%	14%	9%
Operations Management	8%	10%	12%
Human Resource Management	8%	6%	9%
Marketing	12%	13%	11%
Computerized Information Systems	10%	14%	20%
TOTAL GRADUATES	186	220	216

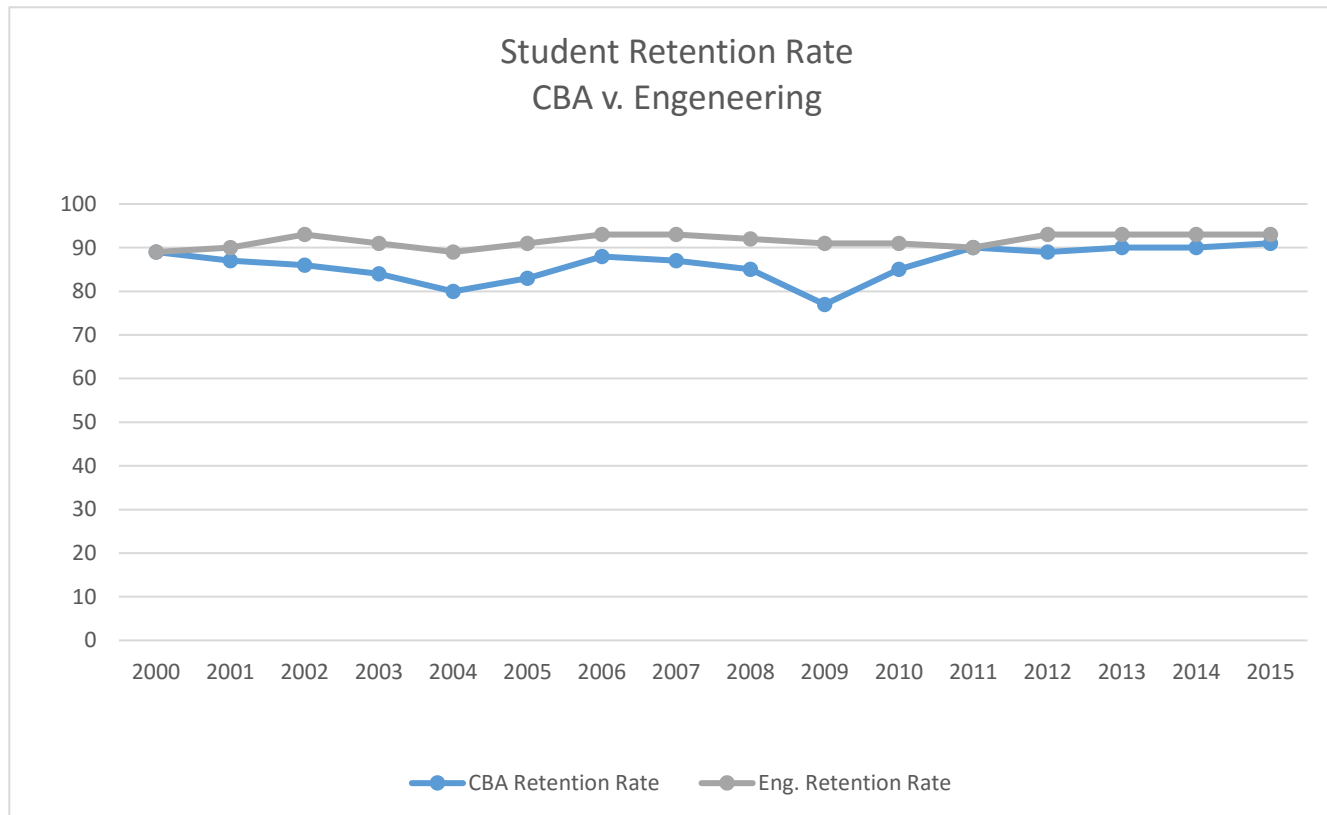
APPENDIX 6.19

Table 6.4
CBA Retention Rate by Concentration

Concentration	2011-2012	2012-2013	2013-2014	2014-2015
Office Administration	85.7	56.5	91.7	87.5
Accounting	86.6	82.2	74.2	89.8
Finance	90.0	66.7	90.9	91.3
Operations Management	85.0	91.3	56.0	100
Human Resource Management	71.4	91.7	81.8	100
Marketing	56.3	83.3	75.7	82.6
Computerized Information Systems	67.7	73.9	73.1	88.9

APPENDIX 6.20

Diagram 6.2



APPENDIX 6.21

Figure 6.12
CBA's Enrollment Management

