

## Overview

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**Institution Name**

University of Puerto Rico - Mayaguez - Business Administration

**Address**

259 Boulevard Alfonso Valdéz, Mayagüez 00681

**Year Accredited**

2016

**Year Reaffirmed**

1

**Years Covered by this Report**

2015 - 2015

**Date Submitted**

02/24/2020

**Completed By**

Gracia, Luz

**Phone**

787-833-8918

**Email**

david.gonzalez10@upr.edu

**ACBSP Champion**

Gracia, Luz

**ACBSP Co-Champion**

## I - Institutional Information

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To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

**Note: When you enter information about new administrators/faculty in this system, it does not update the databases at the ACBSP office.**

**Please contact [swilliams@acbsp.org](mailto:swilliams@acbsp.org) to make updates to personnel such as Champions, Deans, etc.**

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

## QA Report

**Status:** In Process | **Due Date:** Not Set

**Assigned To**

Not Assigned

## Institution Response

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O 4. List all accredited programs (as they appear in your catalog)

a. Bachelor of Science In Business Administration in the fields of Accounting, Finance, Human Resources

Management, Marketing, Operations Management, Computerized Information Systems . [Undergraduate Catalog 2017-2018. \(page 306\).](#)

b. Master of Business Administration with specialization in Human Resources, Industrial Management Finance and Master Of Business Administration. [Graduate Catalog 2017-2018 \(page 150\)](#)

c. Bachelor in Office Administration [Undergraduate Catalog 2017-2018 \(page 308\).](#)

**O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.**

All the programs in the College of Business Administrations are fully accredited with ACBSP. We don't have any programs in our unit without accreditation.

**O 6. List all campuses where a student can earn a business degree from your institution.**

University of Puerto Rico, Mayagüez Campus.

**O 7 Person completing report:**

Name: Dr. Luz Gracia, CPA

Phone: (787) 832-4040, Ext. 5365

Email address: luz.gracia1@upr.edu

ACBSP Champion name: Dr. Luz Gracia

ACBSP Co-Champions name: Dr. David González

## Sources

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- Graduate Catalog 2017-2018
- I-Institutional Information-List all accredited programs (as they appear in the catalog)
- Undergraduate Catalog 2017-2018

## II - Status Report on Conditions and Notes

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O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

**If you need a table that is not in the evidence file for the following report on removing notes or conditions please contact the office.**

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

### QA Report

**Status:** In Process | **Due Date:** Not Set

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#### Assigned To

Not Assigned

### Institution Response

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O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

The College of Business Administration (CBA) of the University of Puerto Rico-Mayagüez Campus, received a communication from ACBSP on December 1, 2016 indicating that the program was fully accredited with the following Note:

Note on Criterion 5.3.2.a Required to 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.

In the referenced communication, ACBSP indicates that progress on the Note must be reported in future Quality Assurance Report. As ACBSP suggests, CBA is diligently taking steps to removed the note while delivering the 2019 QAR report. Some of the steps that CBA has taken to assure compliance of criterion 5.3.2a are:

1. CBA has arranged several workshops to allow faculty to keep up to date their CVs. We have continued to impart official instructions on this matter to the entire faculty. See the Evidences [Curriculum Vitae.pdf](#), [Dean\\_letter\\_to\\_the\\_Faculty\\_19\\_sept-2018](#), [\(Capture- Emails evidence of correspondence\)](#)
2. CBA faculty member, Dr. Yolanda Ruiz prepared guidelines to help the faculty with this process through the use of Sedona. See Guidelines ([Sedona Guidelines \(Aug2016\)](#))
3. The College of Business Administration contacted UPRM's Human Resources department to ask for the specifics regulations regarding how they handle and to update in their files the Curriculum Vita of our faculty.

## Sources

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- Curriculum Vitae.pdf\_Dean\_letter to the Faculty\_19\_sept-2018
- Evidence of communications to removed the note
- Sedona Guidelines (Aug2016)

## III - Public Information

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Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement.

1. Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding some of the following business student achievement measures:

- **Attrition and retention**
- **Graduation**
- **Licensure pass rates**
- **Job placement rates (as appropriate)**
- **Employment advancement (as appropriate)**
- **Acceptance into graduate programs**
- **Successful transfer of credit**
- **Other**

Note: Website links submitted to document the implementation of this requirement must be on the business landing page, clearly identified, and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

### QA Report

**Status:** Not Started | **Due Date:** Not Set

#### Assigned To

Not Assigned

### Institution Response

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1. Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement.

Public data shown in the [College of Business Administration](#) web page includes:

Retention

Job placement rates

Graduation rates

New enrollment of students by accredited program-

The link to the webpage is: [College of Business Administration](#)

### **Office of Planning, Research and Professional Improvement (OPIMI)**

The Office of Planning, Research and institutional Improvement (OPIMI for its Spanish acronym ), attached to the Office of the Chancellor, is responsible for integrating the findings of institutional research with strategic, physical and fiscal planning. In coordination with the UPRM Administrative Board, advice is provided to the Chancellor in any management related to the development plans of the enclosure providing the documented information that is necessary. Meanwhile statistics for job placements rates are gathered by Job Placement Office and send over to the OPIMI office.

In order to evaluate the effectiveness of the academic programs and services offered by the campus, OPIMI collaborates in the development of strategies to measure the progress achieved compared to the established goals. Through appraisal and institutional research, and in close collaboration with enclosure units, performance gaps are identified and corrective action courses are proposed. In these advisory efforts, OPIMI provides support and works in continuous improvement and appraisal.

Retention and graduation procedures are the Registrar's Office responsibility. All offices that serve students share this information including the Office of Academic Affairs, Financial Ad, Office of Students Affairs and the Office of Planning and Institutional Studies. The Office of Planning, Research and professional improvement reports the results of attrition and retention, graduation, job placement rates. This information can be access through the following link: [OPIMI Public Information](#)

The University of Puerto Rico, Mayagüez Campus disseminates its Mission, Values and Objectives to all its stakeholders on the university catalogues page 2 in the [Undergraduate Catalog 2017-2018](#), page 2 [Graduate Catalog 2017-2018](#) .

## **Sources**

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- Graduate Catalog 2017-2018
- Undergraduate Catalog 2017-2018

# 1 - Standard 1 Leadership

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## Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

## QA Report

**Status:** Not Started | **Due Date:** Not Set

### Assigned To

Not Assigned

## Institution Response

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### Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.

Since the last report, the following administrative changes occurred within the business unit:

1. At the time of the last report, Prof. Ana Martin was the Dean of the College of Business Administration. Professor Martin left the Dean position in 2017. Dr. Mariel Nieves was the Acting Dean until May 2019. At the time of this QAR, the new Acting Dean is Dr. David González.
2. Professor David Muñoz was the Associate Dean of Academic Affairs at the time of the last report. In July 2017, Dr. Rosario Ortiz was appointed as Acting Associate Dean of Academic Affairs. At the time of this QAR professor Jaime Sepulveda is the acting Dean of Academic Affairs.
3. Dr. Roberto Seijo was the Associate Dean of Graduate Studies and Research at the time of the last report. In July 2017, Professor Darik Cruz was appointed as Acting Associate Dean of Graduate Studies and Research. At the time of this QAR Dr. Jose G. Martinez is the acting Associate Dean of Graduate Studies and Research.

See the link to the evidence file for other changes in the Faculty. [Standard 1-Leadersship \(a\)](#).

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report. **None**

## Sources

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- Standard 1-Leadersship (a)



## 2 - Standard 2 Strategic Planning

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**Complete Table in the Standard 2 tab in the evidence file.**

### QA Report

**Status:** Not Started | **Due Date:** Not Set

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**Assigned To**  
Not Assigned

### Institution Response

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1. Identify any major changes to the key strategic goals/objectives during this QA reporting period. See Evidence File link. Key strategic goals objectives during this QA reporting period. See [Standard 2 Strategic Planning](#).
2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period. See [Standard 2 Strategic Planning](#).
3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this. See [Standard 2 Strategic Planning](#).

### Sources

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- Standard 2 Strategic Planning

## 3 - Standard 3 Student and Stakeholder Focus

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Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab (Excel file is located in the ACBSP documents folder) above.

### **Complete Table in the Standard 3 tab in the evidence file.**

Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

*Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.*

*Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.*

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

## QA Report

**Status:** Not Started | **Due Date:** Not Set

### **Assigned To**

Not Assigned

## Institution Response

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The evidence for Standard 3 - Student- and Stakeholder-Focused Results is included in the [Standard 3-Students and Stakeholder](#).

Qualitative and quantitative evidence for this standard was collected from different sources within the Business Administration offices as explained below:

a. Student's overall satisfaction with the services of the Office of Student Affairs. Refer to page 5-6, [Annual Report Office of Student Affairs 2015-2016](#), pages 5-6 of [Annual Report Office of Students Affairs 2016-2017](#) and pages 5-8

of [Annual Report Office Of Students Affair 2017-2018](#).

b. Staff overall satisfaction. See questionnaire results for the [Satisfaction Questionnaire Staff and Faculty August 2016](#) and [Satisfaction Questionnaire-Staff -May 2018](#).

c. Graduate students' satisfaction with the MBA program learning goals- See questionnaire results [MBA Satisfaction Survey Report 2015-16](#) and [MBA Satisfaction Questionnaire- May-2018](#).

d. Employers' evaluation of student's performance during Internship was gathered by the Office of Internship and Coop Plan (OIPPC).

Data of 2017 are missing for some of the processes because the impact of Hurricane Maria in Puerto Rico.

See evidence file: [Standard 3-Students and Stakeholder](#)

## Sources

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- Annual Report Office of Student Affairs 2016-2017
- Annual Report Office of Student Affairs 2017-2018
- Annual Report Office of Student Affairs 2015-2016
- MBA Satisfaction Questionnaire- May 2018
- MBA Satisfaction Questionnaire- May 2019
- MBA Satisfaction Survey Report 2015-16
- Satisfaction Questionnaire Staff and Faculty August 2016
- Satisfaction Questionnaire-Staff -May 2018
- Standard 3-Students and Stakeholder

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

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### a. Program Outcomes.

**List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.**

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) 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.)

### b. Performance Results.

**Complete the table in the Standard 4 tab - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.**

## QA Report

Status: Not Started | Due Date: 8/31/2019

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### Assigned To

Luz Gracia

## Institution Response

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a. Program Outcomes. See Standard 4: Measurement and Analysis of Student Learning and Performance (a) Program Outcomes for the College of Business Administration. Measurement and Analysis of Student Learning and Performance (a) Program Outcomes for the College of Business Administration.

See: [Standard -4 List of Learning Outcomes BSBA and BOA](#)

[List of Learning Outcomes MBA \(a\) Program Outcomes](#)

[Graduate Catalog 2017-2018](#)

[Undergraduate Catalog 2017-2018](#)

### b. Performance Results.

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

According to the CBA's assessment plan, a faculty member or the Assessment Committee is the responsible unit for executing the course assessment. A Faculty Assessment Report (See example [Faculty Assessment Report - ADMI 4018 \(Fall 2017\)](#)) is prepared and submitted to the Assessment Committee, once the performance data for

each CPC or concentration 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 results of the assessment process are discussed with 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. Results are included for the report period for the academic years 2015- 2016 , 2016-2017, 2017-2018. In some instances, data are missing due to the impact of a students strike in the second semester 2016-2017 and Hurricane Maria in 2017 and the temporarily closing of the University of Puerto Rico Campuses. Nonetheless, the College of Business Administration had been conducting its assessment plan and a new Assessment Plan was adopted. It is starting in the academic year 2019-2020.

[Bachelor in Office Administration -Assessment Plan](#)

[Bachelor of Science in Business Administration CPC -Assessment Plan](#)

[Bachelor of Science in Business Administration Majors Assessment Plan](#)

[Master in Business Administration Assessment Plan](#)

See [Table Standard 4 - Student Learning Results](#) to see the assessment results for the Master in Business Administration, Bachelor In Science in Business Administration (BSBA) and Bachelor of Office Administration (BOA).

Examples of assessment results are presented in [Table Standard 4 - Student Learning Results](#) for all the BSBA programs: Accounting, Finance, Marketing, Human Resources Management, Operation Management and Computerized Information Systems. The assessment instruments used for assessment purposes are:

a. The COMP-XM simulation results for bench-marking in functional areas. 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. This simulation is taken by more than 2500 students in the USA and abroad.

b. Course embedded exercises for all programs

For the Bachelor of Office Administration, Figure 4.2 includes the following examples:

a. Course embedded exercises for Communication in Spanish and Spanish

b. Course embedded exercises for Research Skills

c. The Standardized Institutional Test (SIT)- Bench-marking across University of Puerto Rico Campus and to access knowledge in all CPCs.

For the Master in Business Administration results of assessment included:

a. The COMP-XM simulation results for bench-marking in functional areas. This simulation is given in the integrational course GERE 6096 Business Policy and is a required for all the students in any of the concentrations in the MBA program.

## Sources

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- Bachelor in Office Administration -Assessment Plan

- Bachelor of Science in Business Administration CPC -Assessment Plan
- Bachelor of Science in Business Administration Majors Assessment Plan
- Faculty Assessment Report - ADMI 4018 (Fall 2017)
- Faculty Assessment Report - ADMI 4018 (Fall 2017)\_076
- Graduate Catalog 2017-2018
- List of Learning Outcomes MBA (a) Program Outcomes
- Master in Business Administration Assessment Plan
- Standard -4 List of Learning Outcomes BSBA and BOA
- Table Standard 4 - Student Learning Results
- Undergraduate Catalog 2017-2018

## 5 - Standard 5 Faculty and Staff Focus

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- a. **Faculty and Staff Focus - Complete Standard 5 Table 5.1 - Faculty- and Staff-Focused Results found under the Evidence File above**
- b. **Complete Standard 5 Table 5.2 - For New (hires since last report) Full-Time and Part-Time Faculty Qualifications**
- c. **Complete Standard 5, Criterion 5.8 - Scholarly and Professional Activities, found under the Evidence File tab above, for new (hires since last report) full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.**

### QA Report

Status: In Process | Due Date: Not Set

#### Assigned To

Yolanda Ruiz

### Institution Response

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[Table 5.1](#) shows the results of the satisfaction surveys conducted in August 2016 (for year 2015-2016) and in February 2018 (for year 2017-2018). According to the results, the level of general satisfaction of faculty members decreased from year 2015-2016 to year 2017-2018, with an 81% and 75% level of satisfaction, respectively.

In [Table 5.2](#) we included the new full-time and part-time faculty members of the College of Business Administration for the period from 2015-2016 thru 2017-2018. Three of the four faculty members listed as new full-time, were previously reported as part-time faculty in the Self-Study Report. Each of the new part-time faculty members listed in [Table 5.2](#) taught only one semester during the QAR period. Enclosed find the curricula vitae for all the faculty members reported in this QAR.

As shown in [Table 5.3](#), full-time faculty members showed a reasonable balance of scholarly and professional activities during the period. Some of the part-time faculty member engaged in some sort of scholarly or professional activity during the report period. Detailed evidence can be found in their respective curricula vitae included as evidence.

### Sources

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- CV-FullTime\_CruzMartinezDarik
- CV-FullTime\_QuinonesLuz
- CV-FullTime\_SotoMaritza
- CV-FullTime\_ValentinPatricia
- CV-PartTime\_BianchiJosie
- CV-PartTime\_GalarzaDianne
- CV-PartTime\_HamiltonLeonora
- CV-PartTime\_MaldonadoFrancisco

- CV-PartTime\_RamirezSalvador
- CV-PartTime\_RamirezSalvador\_Addendum
- CV-PartTime\_RamosIvelisse
- CV-PartTime\_RiosPerezMarieli
- CV-PartTime\_RiveraGlennys
- CV-PartTime\_ValentinJeffrey
- Table 5.1
- Table 5.2
- Table 5.3



## 6 - Standard 6 Educational and Business Process Management

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### a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

**If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.**

**Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.**

If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

**b. List any accredited programs that have been terminated since your last report.**

**c. Provide three or four examples of organizational performance results.** Report what you consider to be the most important data, **using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above.** It is not necessary to provide results for every process.

## QA Report

**Status:** Not Started | **Due Date:** Not Set

### Assigned To

Not Assigned

## Institution Response

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### a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table Standard - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

1. The Bachelor of Science in Business Administration (BSBA) curriculum was revised and the new curriculum was implemented in August 2015. The CPC Coverage for the new courses are presented in the Table - Standard 6, Criterion 6.1.3. See [Table of Undergraduate Common Professional Component \(CPC\) Compliance-BOA](#) and [Table of Undergraduate Common Professional Component \(CPC\) Compliance-BSBA](#)

b. List any accredited programs that have been terminated since your last report. **None**

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

Evidence of organizational performance results are shown in [Table 6.1 Standard 6 - Organizational Performance Results](#).

The quantitative and qualitative evidence for this standard is collected from different offices and departments within the university and the Business Administration offices. The examples of organizational results included in this QAR report are:

1. Students enrollments for:

**a. Master in Business Administration.** The information is obtained from The Office of Planning, Research and Institutional Improvement (OPIMI) (<https://oiip.uprm.edu/matricula/>).

**b.. Bachelor of Science in Business Administration** page 4 of the [Annual Report Office of Student Affairs 2015-2016](#), page 3 [Annual Report Office of Student Affairs 2016-2017](#) and page 3 of [Annual Report Office of Student Affairs 2017-2018](#)

**b. Bachelor in Office Administration-** Same as b above

2. Retention rates, as reported by the The Office of Planning, Research and Institutional Improvement (OPIMI). [Retention Rates-2014-al-2016-UPRM-rev-marzo18\(2\)](#) or the Enrollment Data Summary

3. Graduation rates, as reported by the Office of Planning, Research and Institutional Improvement (OPIMI). See [Graduation rates- Business Administration -2010 Cohort](#). See also Enrollment Data Summary.

## Sources

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- Annual Report Office of Student Affairs 2016-2017
- Annual Report Office of Student Affairs 2017-2018
- Annual Report Office of Student Affairs 2015-2016
- Graduation rates- Business Administration -2010 Cohort(2)
- Retention Rates-2014-al-2016-UPRM-rev-marzo18(2)
- Table 6.1 Standard 6 - Organizational Performance Results
- Table of Undergraduate Common Professional Component (CPC) Compliance-BOA
- Table of Undergraduate Common Professional Component (CPC) Compliance-BSBA