



2022-2023 Annual Report

College of Business Administration

Dr. María Amador -Dumois, Dean

Contents

| | |
|--|----|
| Contents..... | i |
| Executive Summary | 1 |
| The College of Business Administration..... | 4 |
| Achievements and Initiatives in Support of the Strategic Plan | 4 |
| 1. Institutionalizing a Culture of Strategic Planning and Appraisal | 4 |
| Developing and updating metrics | 4 |
| Improvement initiatives based on metrics | 5 |
| Assessment of results | 6 |
| Resources assigned to meet the objectives of the Strategic Plan..... | 7 |
| 2. To lead higher education in Puerto Rico | 8 |
| Accreditation | 8 |
| Curricular revisions / New academic programs | 8 |
| Recognition of teaching staff | 10 |
| Initiatives to Strengthen Teaching | 11 |
| Collaboration agreements | 14 |
| Student participation in competitions and academic activities..... | 15 |
| Strengthening and improvement of facilities for academic use | 17 |
| Dissemination of academic achievements (students and faculty) | 17 |
| 3. Increase and Diversify the Institution's Sources of Income | 18 |
| Fundraising initiatives..... | 18 |
| External funds received..... | 18 |
| Income and intended use | 19 |
| 4. To Implement Efficient and Expedited Administrative Processes..... | 21 |
| Automation of Processes | 21 |
| Reviewed Processes..... | 22 |
| Improvement and recognition activities for administrative and support personnel .. | 22 |
| 5. Strengthening Competitive Research and Creative Work | 23 |
| Amount of external funding received, by source, for research and creative work ... | 23 |
| Total proposals submitted and approved | 23 |

| | |
|---|----|
| Number of new research projects and creative work..... | 24 |
| Number of research projects and creative work in progress | 25 |
| Impact results in research projects and creative work (e.g., patents, discoveries) .. | 25 |
| Initiatives to involve students in research projects and creative work..... | 26 |
| Most relevant publications and presentations | 26 |
| Research and teaching assistantships (number and amount awarded) | 29 |
| 6. To impact our Puerto Rican Society | 30 |
| Participation in community initiatives (students, non-teaching staff, and teaching staff) | 30 |
| Projects developed to address community needs | 31 |
| Initiatives to promote entrepreneurial mindsets and leadership among students | 33 |
| Activities aimed at students and young people of school age | 36 |
| Dissemination of the institution's achievements and initiatives that benefit the community | 37 |
| 7. Strengthening the Sense of Belonging and "College Pride" | 40 |
| Improvement in services offered to students | 40 |
| Activities of student organization | 40 |
| Activities to promote links with alumni | 43 |
| Collaboration agreements with government agencies, the private sector, and various entities (purpose, term, and name of agency) | 44 |
| Activities aimed at the community in general | 44 |
| Activities aimed at the university community | 46 |
| Infrastructure and building improvements | 47 |
| 8. International Activity | 47 |
| Appendixes | 49 |
| Appendix I. The College of Business Administration Structure and Characteristics ... | 49 |
| Organizational Structure..... | 49 |
| Academic Programs | 51 |
| Student Organizations..... | 56 |
| Appendix II. Missions and Visions of Units Affiliated to our School. | 57 |
| Offices | 57 |

Continuing Education and Business Services Office (EDUCON, acronym in Spanish) 57

Centers..... 58

Projects 59

Appendix III. Updated CBA Strategic Plan and Risk and Mitigation Plan 60

Executive Summary

The academic year 2022-2023 was a great year. On July 8, 2022, we started the academic year with the visit of Dr. John Willians, President of the New York Reserve Bank. We celebrated the conferral of an *Honoris Causa* Doctoral Degree to Professor Ángel Luis Rosas Collazo, our first Dean. From May 23 to 25, 2023, the College of Business Administration (CBA) was the first venue of the academic congress VITA U (Internal Revenue Service 's Volunteer Income Tax Assistance – University Congress). In 2024 it will be at the University of Georgia, and in 2025, it will return to the CBA University of Puerto Rico at Mayagüez.

The personnel united to work on the continuous improvement of the College of Business Administration (CBA) to change our mission. Our mission until December 14, 2022, was to *“Prepare qualified graduates for the business world through a comprehensive education of excellence and the promotion of locally and internationally recognized research.”* After a comprehensive work that combined class work of Dr. Edgar Soto and his students, and his workshop with faculty and non-faculty personnel, the new mission is *“To impact society by transforming students, professionals, and organizations in the field of business through the provision of academic, practical, research, and community service experiences.”*

We achieved most of our Strategic Plan goals (67% done and the rest partially done). Some of our most relevant initiatives were improving our strategic bases, community improvement initiatives, student participation in competitions and extracurricular academic activities, dissemination of achievements, and the AACSB accreditation process. Our three main service projects Business and Economic Development Center, Volunteer Income Tax Assistance (VITA) Center, and CRECEN (workforce development) increased their impact. For example, the clients of our VITA Center celebrated its 20th year and obtained federal and state tax refunds of \$431,519 and \$17,242, respectively. These refunds positively impact on our economy. All our service projects are auto financed by donations or competitive grants. They have their administrative personnel and undergraduate and graduate students have assistantships, paid part-time employment, student practitioners as part of a class, or volunteer work (last two in VITA Center). From May 23 to 25, 2023, the CBA was the venue of the first VITA U, an academic conference of universities with VITA Centers. Besides the key speakers from the Internal Revenue Center (IRS), we had a plenary with two high school with VITA Centers, one in Florida and the first one in Puerto Rico. In two days, researchers from six States and one territory presented nineteen (19) peer-reviewed academic papers related to VITA.

The CBA faced nature events challenges like Hurricane Fiona, but with our community's help and donations allowed us to help students and personnel. We also had initiatives in all the CBA Strategic Plan goals: (1) Provide high-quality education and innovation, (2) Implement continuous improvement processes at the College of Business Administration's operations, and (3) Generate a positive impact on the community.

This year the UPRM annual report focuses on the areas of sustaining a high-quality academic offer, increasing enrollment, enhancing financial stability, and improving infrastructure. Sustaining a high-quality academic offer sufficient in quantity was a challenge due to the size of our tenure-track Faculty. Each semester, we hire temporary faculty to cover more than half of our academic offer. Some of our initiatives in this area were to improve the curriculum and training of professors, complement courses with Coursera and Certiport online professional certifications, and increase active learning experiences. During 2022-2023, two hundred and twenty (220) students, as part of a class, finished a professional certification, and 146 completed at least one course. We had lessons with active learning activities in all disciplines. Another accomplishment was the increase in companies participating in the Spring and Autumn CBA job fairs and weekly visits.

Sustaining enrollment was also challenging due to a decrease in the population of college-age students in Puerto Rico, high competition, and no budget for recruitment and retention. The initiatives in this area were to partially assign a non-tenured track faculty member to work on recruitment and retention, increase our website and social media presence, and integrate associations and the CBA student council in enrollment efforts. The results were very positive, with increased undergraduate and graduate applications. To increase retention, we teamed with Dr. Roberto Rivera, professor of statistics at the Mathematics Department, to research ways to identify students who might not finish their programs.

A third area worthy of attention was to find ways to achieve sustainable financial stability beyond the assigned government budget. Although the CBA has maintained the same number of courses, we have suffered significant cuts due to a decrease in regular employees and appropriations made to bolster instead the University's retirement program. The budget does not include funds for employee training, student competitions, student acknowledgement activities, honor students' incentives, emergencies, research, and research dissemination, and it has limited funds for materials, part-time payroll students, and maintenance. CBA endeavors to sustain initiatives to obtain funding by providing training and services to organizations, and the procurement of grants and donations. The results are that all our community projects are self-financed.

Our main grant projects are the Business and Economic Development Center¹, Área-E Incubator and Accelerator², CRECEN Workforce Development, and NPO-SIED³. Those projects finance non-faculty employees, part-time payroll students, and assistantships more than the general fund. They also partially fund the buy time salary of seven professors. Our continuing education unit, also self-financed, increased revenue compared to the previous year.

Finally, compared to last year, we have increased the amount of donations received in cash and in-kind. The most significant infrastructure improvements were a new recording studio, the Auditorium audio system upgrade, and a fresh coat of paint for our building. Students and personnel chose the color combination.

The work done during 2022-2023 was done thanks to the community of internal and external stakeholders committed to high-quality higher education, knowledge search and dissemination, and service to the community. Thanks to students, professors, staff, associations, alumni, and companies that supported our initiative. I end my three-year-deanship with a sense of achievement, camaraderie, and hope for a better future for our students, personnel, alumni, and partners.

All the best,

María Amador-Dumois, Ph.D., Dean



¹ BEDC: <https://www.uprm.edu/cnde/informes-anuales/>

² Area-E: <https://www.uprm.edu/area-e/en/>

³ NPO-SIED: <https://www.uprm.edu/npo-sied/>

The College of Business Administration

The College of Business Administration has a horizontal structure of administrative offices, centers, and projects without academic departments. The Dean is Dr. María Amador-Dumois, the Associate Dean for Academic Affairs is Dr. Rosario de los A. Ortiz Rodríguez, Dr. Ángela Ramos Pérez is the Associate Dean for Research and Graduate Affairs, and Prof. Wanda Negrón Ríos is the Director of the Office of Students Affairs. CBA's mission, vision, and values are:

Mission: To impact on society through the transformation of students, professionals, and organizations in the fields of business by offering opportunities that encompass academic growth, practical experience, research, and community service.

Vision: To be the best option in Puerto Rico for the best students, professors, and recruiters in Business Administration.

Values: Justice, Equity, Responsibility, Respect, Trust, and Integrity.

The CBA units are administrative offices (Office of the Dean, Academic Affairs, Student Affairs, Research and Graduate Affairs, Continuing Education and Business Service, Accreditation and Assessment, Information Technology, and Administrative Affairs), two centers (Center for Business Research and Center for Business and Economic Development) and four long-term services and research projects (VITA Center, CRECEN, Area Entrepreneurship [Area-E], and *Student Money Solutions*). Appendix I shows a brief history of the College of Business Administrations, its administrative structure in 2022-2023, characteristics of our programs, and student associations. Appendix II presents the missions of all our offices, centers, and projects.

Achievements and Initiatives in Support of the Strategic Plan

1. Institutionalizing a Culture of Strategic Planning and Appraisal

Developing and updating metrics

During 2022-2023, several units of the CBA developed or updated their metrics. Our most significant change was our mission change, suggested by Dr. Robert Scherer, our AACSB Counselor. The new mission, developed in a joint effort of



Dr. Scherer with CBA personnel

students, professors, and non-faculty personnel, represents what we are and what we do. Dr. Edgar Soto organized the mission development activities and workshops. An example of updated metrics was the MBA Assessment Plan Review, which was restructured, identifying only one course (ADMI 6816 – Capstone Experience) to carry out the assessment exercise. Appendix III includes the updated Strategic Plan with the 2022-2023 outcome. In our original plan, we had 56 metrics. We eliminated ten metrics and modified eight, ending up with a total of 46 metrics. Thirty-one metrics were done, and 15 were partially done.

Improvement initiatives based on metrics

In 2022-2023, we started or continued initiatives based on the metrics. We promoted complementary online professional certifications and courses to sustain a high-quality academic offer. Since January 2022, Coursera donated 500 licenses of Google Professional Certifications. As of January 2023, we obtained Coursera Academy and received a second donation of Google Professional Certifications. Coursera Academy has 40 certifications and 255 guided projects in information systems, accounting, marketing, resources, data analytics, and project management. The academic year impact was in 15 CBA courses with 537 students, of which 202 finished a certification, and 146 completed at least one class. Also, we obtained three MS Certifications from Certiport. Eighteen students finished the latter certifications. The learner feedback is positive, with a 4.8 out of 5-star rating. The certificates were also used to train faculty, non-faculty personnel, students not registered on the previously mentioned courses, and the community. All our faculty (part- and full-time) participated in more than one professional development activity.

An example of an improvement initiative to sustain enrollment was hiring tenure-track and non-tenure track faculty to teach and to work on student recruitment and retention. The results have been positive, with more new students entering the undergraduate and graduate programs. We continue our initiatives to sustain financial stability beyond the government budget with Entrepreneurship, Workforce Development, and Non-Profit Management grants that were auto financed. Without those grants, we cannot impact the community while providing students and personnel with practical experience. Our *Continuing Education and Business Services* Unit (EDUCON in Spanish) acquired Canvas to offer courses and workshops in a more professional platform. As a final example of initiatives impacted and improved infrastructure, in April 2023 we celebrated a newly painted building. The color combination was chosen based on the opinions of our students and personnel. Also, we created a recording room (AE-248), improved the video system of our Auditorium (AE-242), and shared technology training for teachers and employees.

Assessment of results

In Appendix III we show our work in updating the Strategic Plan with the 2022-2023 outcome for each metric. An example is the Business and Economic Development Center (BEDC), as part of the Caribbean Regional UC, which completed all the tasks in our scope of work: job creation (38), job retention (51), with its investment (\$255,925), and the UVI-CELL at University of Virgin Islands (UVI) with job retention (25), with its investment (\$21,000). During this period, the BEDC received 76 new service requests regarding direct service to clients. We provided more than 45 hours of one-on-one assistance. Twenty-eight (28) startups and twenty-nine (29) potential entrepreneurs (in the developing idea stage) received support services, including the subjects of marketing, funding requests, program applications, and technical assistance. Four (4) students participated in the EnterPRize 2022 Business Competition. Startups, existing businesses, and potential entrepreneurs (in the developing idea stage) are the major groups who request our services. We provided services to fifteen (15) Innovator teams. Four (4) of them participated on the UPRM NSF I-Corp Site. The startups and existing businesses received investments of \$217,000 (cash) and \$38,925 (in-kind), for a total of \$255,925. Those startups retained fifty-one (51) employees and created thirty-eight (38) new jobs. Other internal BEDC projects include Área-E, PR INNOVA, NPO-SIED, and Capital Semilla.

Area-E received 266 applications (service requests) for the reporting period. From this total, 91 service requests were received for Cohort 2 and 110 for Cohort 3. For Cohort 2, 83 businesses started the incubation program in August 2022, and 62 started the acceleration program in October 2022. For Cohort 3, 68 firms started the incubation program in February 2022. Each cohort has a duration of approximately one year. We worked with the P.R. Department of Economic Development and Commerce through its program "PR INNOVA 2," providing Business Plan capacitation, mentoring, and technical assistance to 31 participants between UPR-Mayaguez and UPR-Ponce. PR INNOVA program culminated in June 2023, providing cash grants to the program's finalists. NPO-SIED: A new EDA project was granted under the *Non-Profit Organizations Strengthening Initiative for Economic Development*. The total project cost is estimated to be \$735,873. Through an assessment process, 20 nonprofit organizations will be selected to receive mentoring and technical assistance for one year. To that end, ten graduated internship students from UPR Mayagüez will be trained by the project's Professors so that they can provide technical assistance to each organization. Capital Semilla gave 20 businesses a \$5,000 cash grant, and 50 companies received a \$500 small grant for Fiona Emergency.



I. I. For Project Capital Semilal to help businesses with \$500 small grant for Fiona Emergency

Resources assigned to meet the objectives of the Strategic Plan.

Human, financial, and physical resources were assigned to meet the objectives of the Strategic Plan. Examples of human resources were personnel working during our two-yearly job fairs and giving three credits to a non-tenure track faculty member to work on recruitment and retention. Examples of financial resources aimed at the advancement of the Plan were that we hire a faculty each semester to cover more than half of our academic offer. We also bought 999 Coursera Academy licenses. Consequently, during 2022-2023, two hundred and twenty (220) students, as part of a class, finished a professional certification, and 146 completed at least one course. Examples of physical resources were facilities loaned to our internal and external stakeholders.

2. To lead higher education in Puerto Rico

Accreditation

The College of Business Administration continues to work to maintain its ACBSP accreditation. In addition, we work on achieving the AACSB accreditation. We had five all-day accreditation workshops, two of which resulted in reviewing and approving our new mission. In addition, we work on the accreditation standards, compiling all the supporting evidence and considering the recommendations made to us by Dr. Robert F. Scherer during his visit from February 20 to February 23, 2023.

Curricular revisions / New academic programs

The Academic Affairs Committee during the 2022-2023 academic year approved and presented at faculty meetings: new programs (1), courses created (8), courses eliminated (5), courses modified (5), minor standards (5), courses imported (1), and processes changed (5) are detailed below:

| Date | Approved Matters |
|--|---|
| September 8, 2022 | <ul style="list-style-type: none"> • Creation of the course: MERC XXXX- <i>Introduction to the World of Digital Marketing</i>. • Add the course SIC1 3108- <i>Fundamentals of Web Site Design</i> to the professional electives for Computer Information Systems students. • Add the course MERC 4075- <i>Marketing Research</i> to professional electives for Marketing students. • Modification of course: SIC1 4187- <i>Introduction to Computer Security</i>. |
| November 4 and November 8, 2022 | <ul style="list-style-type: none"> • Modification of the Rules for Internal and External Transfers, Readmissions, and Transfers, as follows: <ul style="list-style-type: none"> ○ Eliminate math and English course requirements for UPR internal and external (inter-unit) transfer students. ○ Require an interview with the Department Director for transfer students (other universities). ○ Correct in the document, "Normas-Readmisión-Transfer y Permiso Especial -ADEM revised version -2022-2023", where it reads, "If you have more than 24 credits approved at the University of Puerto Rico", it was substituted by "If you have 24 credits or more approved at the University of Puerto Rico". • Adopt UPR-Aguadilla's academic courses and offer them as professional electives to the MERC program. <ul style="list-style-type: none"> ○ MERC 4036 - <i>Public Relations</i> ○ MERC 4027 - <i>Publicity</i> of the academic offerings of the UPR-Aguadilla. • Add the course ADMI 3008- <i>Web Page Design</i> as a professional elective in Marketing. • Eliminate the Entrepreneurship courses (ADMI 3100, ADMI 3150, |

| Date | Approved Matters | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------|-------|---------|----------------|--------------------------------|---|-----------|--|---|-----------|---------------------------------|---|-----------|--------------------------------|---|-----------|--------------------------------------|---|-----------|--|---|-----------|-----------------------|---|
| | <p>ADMI 3155, and ADMI 4335) from the professional electives for Marketing students.</p> <ul style="list-style-type: none"> • Create three new courses for the accounting program: <ul style="list-style-type: none"> ○ <i>Advanced Accounting Research</i> - Level 5000 ○ <i>Information Systems Audit</i>- Level 5000 ○ <i>Service-learning - VITA</i>- Level 4000 | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>December 2, 2022</p> | <ul style="list-style-type: none"> • Add the following courses to the list of Social Science electives for students in the College of Business Administration: <table border="1" data-bbox="435 535 1385 961"> <thead> <tr> <th>Course</th> <th>Title</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td>EDFU 3001/3011</td> <td>Human Growth and Development I</td> <td>3</td> </tr> <tr> <td>EDFU 3012</td> <td>Fundamentals of Educational Psychology</td> <td>3</td> </tr> <tr> <td>EDFU 3007</td> <td>Social Foundations of Education</td> <td>3</td> </tr> <tr> <td>EDFU 3055</td> <td>Legal Foundations of Education</td> <td>3</td> </tr> <tr> <td>EDFU 4006</td> <td>The Child and his Social Environment</td> <td>3</td> </tr> <tr> <td>EDFU 4019</td> <td>Philosophical Foundations of Education</td> <td>3</td> </tr> <tr> <td>INGE 3007</td> <td>History of Technology</td> <td>3</td> </tr> </tbody> </table> | Course | Title | Credits | EDFU 3001/3011 | Human Growth and Development I | 3 | EDFU 3012 | Fundamentals of Educational Psychology | 3 | EDFU 3007 | Social Foundations of Education | 3 | EDFU 3055 | Legal Foundations of Education | 3 | EDFU 4006 | The Child and his Social Environment | 3 | EDFU 4019 | Philosophical Foundations of Education | 3 | INGE 3007 | History of Technology | 3 |
| Course | Title | Credits | | | | | | | | | | | | | | | | | | | | | | | |
| EDFU 3001/3011 | Human Growth and Development I | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| EDFU 3012 | Fundamentals of Educational Psychology | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| EDFU 3007 | Social Foundations of Education | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| EDFU 3055 | Legal Foundations of Education | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| EDFU 4006 | The Child and his Social Environment | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| EDFU 4019 | Philosophical Foundations of Education | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| INGE 3007 | History of Technology | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| <p>January 31 and February 2, 2023</p> | <ul style="list-style-type: none"> • Approved the Proposal for an Online Master's Degree in Project Management. • Defined the Criteria for evaluating Student Applicants to the College of Business Administration of the RUM through the non-traditional route. | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>March 7, 2023</p> | <ul style="list-style-type: none"> • Created the following courses. <ul style="list-style-type: none"> ○ SICI 3XXX- <i>Introduction to Programming for Business Analysis</i> ○ ADOF XXXX- <i>Introduction of Technology Applications in Office Administration</i> ○ FINA XXXX- <i>Introduction to Venture Capital</i> • Reduced the number credits needed for a Minor in Office Assistant to 15. • Eliminated as professional electives for students in the Bachelor degree of Office Administration the following courses: <ul style="list-style-type: none"> ○ ADOF 3007-<i>Abbreviated Writing System in English</i> ○ ADOF 4015-<i>Spanish Transcription</i> ○ ADOF 4017-<i>English Transcription</i> ○ ADOF 4126-<i>Multidisciplinary Seminar</i> ○ ADOF 3135-<i>Introduction to Commercial Translation</i> • Modified the course SICI 3018-<i>Fundamentals of Information Systems</i> to eliminate the prerequisite ADMI 3010-Computer Computing for Decision Making and include it as a co-requisite. • Modified the requirements for social sciences and humanities electives in the curricula and replaced them with credits in socio-humanities. | | | | | | | | | | | | | | | | | | | | | | | | |

| Date | Approved Matters |
|----------------------|--|
| April 4, 2023 | <ul style="list-style-type: none"> • Created guiding questions when interviewing applicants under non-traditional admission. • Modified the prerequisites of the course ADMI 4039 - <i>Research Methods in Business</i>. • Created the course ADMI 5XXX - <i>Corporate Student Travel</i>. • Dual coding of the course EDES 4077 - <i>Communication Techniques for the Audio Impaired Population</i> for students of the Bachelor's Degree in Office Administration. |

Professors of the Computerized Information Systems, Marketing, Operations Management, and Accounting disciplines met to update their curriculum and close assessment loops.

Recognition of teaching staff

During 2022-2023, internal and external organizations recognized the expertise of our professors. On February 16, 2023, the UPR VITA Center in Bayamón recognized the work of Dr. David González.

Despierta America, an international television show in Univisión, interviewed Dr. Leila Marcano-Nieves, about "Revolutionizing Education by Teaching through Comedy." The program has millions of viewers through their television and streaming platforms. They came to the campus to interview her and recorded her courses with her students' approval. Her teaching method is new at the CBA.

Dr. Edgar Soto Rodríguez and Dr. Mari Luz Zapata were appointed by Dr. Agustín Rullán-Toro, Chancellor, as members of the UPRM Marketing Committee. Dr. Edgar Soto-Rodríguez, with the UPRM American Marketing Association and his students, worked on the marketing strategy to sell the Justas tickets and, more importantly, to improve the UPRM team spirit. They planned and executed the UPRM Pep Rally at our building with students, athletes, and coaches. The student council's promotions and activities complemented the marketing efforts.



II. Dr. Leila Marcano in *Despierta América*

Initiatives to Strengthen Teaching



II. AMA UPRM in Top 20 Chapters

The CBA teaching focuses on active learning, including project-based learning, internships, and Coops. The next table shows the number of students participating in internships or coop courses divided by course code, semester, and academic year. While 2022-2023 showed a decrease in students participating in the summer and first semester, we saw an increase in the second semester. After asking students who participated in non-credit internships the reasons for not registering, their answer was the cost. During the Summer and Fall of 2023 (part of the 2023-2024 academic year),

we saw an increase from the previous three years. We increased the promotion of internships and the benefits of having them for credit.

Another initiative is the incorporation of business simulations, such as in the *Capstone* course with *Capsim*. We use the software in courses, such as Accountberry, in basic accounting. Another example is the integration of *Course Academy* and *Certiport* Certifications in project management, administrative assistance, information systems, and marketing courses. We are promoting that more professors use them in their classes, mainly in human resources, accounting, and business statistics. The BEDC and the Internship and Coop Program (PIPC by its acronym in Spanish) join professors and businesses to visit their classrooms and participate in student projects.

Another initiative was the promotion of student participation in competitions. This year, we had groups of marketing, accounting, finance, and computerized information systems participating in local and national competitions. Professors help prepare students to compete. Participation in the competition was optional.



III. Winners of the CFA Ethics Bowl 2023

| Semester | Level | Course | #2020-21 | #2021-22 | #2022-23 | Trend |
|--------------|----------|-----------|-----------|-----------|-----------|-------|
| Summer | Bachelor | ADOF 4995 | 2 | 0 | 0 | |
| | Bachelor | CONT 4995 | 9 | 13 | 9 | |
| | Bachelor | FINA 4995 | 1 | 3 | 1 | |
| | Bachelor | GERE 4995 | 5 | 2 | 0 | |
| | Bachelor | GERH 4995 | 2 | 2 | 1 | |
| | Bachelor | MERC 4995 | 6 | 4 | 2 | |
| | Bachelor | SICI 4995 | 1 | 4 | 1 | |
| | Bachelor | ADMI 4997 | 1 | 1 | 0 | |
| | Bachelor | INTD 4995 | 1 | 8 | 6 | |
| | Master | ADMI 6006 | 0 | 0 | 2 | |
| | | | 28 | 37 | 22 | |
| Fall | Bachelor | ADOF 4995 | 0 | 0 | 0 | |
| | Bachelor | CONT 4995 | 6 | 3 | 1 | |
| | Bachelor | FINA 4995 | 0 | 0 | 1 | |
| | Bachelor | GERE 4995 | 1 | 2 | 0 | |
| | Bachelor | GERH 4995 | 1 | 0 | 2 | |
| | Bachelor | MERC 4995 | 3 | 7 | 4 | |
| | Bachelor | SICI 4995 | 3 | 1 | 1 | |
| | Bachelor | ADMI 4997 | 5 | 5 | 2 | |
| | Bachelor | INTD 4995 | 0 | 4 | 4 | |
| | Master | ADMI 6006 | 1 | 1 | 0 | |
| | | | 20 | 23 | 15 | |
| Spring | Bachelor | ADOF 4995 | 0 | 0 | 0 | |
| | Bachelor | CONT 4995 | 7 | 6 | 13 | |
| | Bachelor | FINA 4995 | 0 | 1 | 0 | |
| | Bachelor | GERE 4995 | 3 | 2 | 0 | |
| | Bachelor | GERH 4995 | 1 | 1 | 0 | |
| | Bachelor | MERC 4995 | 3 | 5 | 1 | |
| | Bachelor | SICI 4995 | 1 | 0 | 2 | |
| | Bachelor | ADMI 4997 | 3 | 3 | 5 | |
| | Bachelor | INTD 4995 | 0 | 3 | 5 | |
| | Master | ADMI 6006 | 0 | 0 | 2 | |
| | | | 18 | 21 | 28 | |
| All Year | Bachelor | ADOF 4995 | 2 | 0 | 0 | |
| | Bachelor | CONT 4995 | 22 | 22 | 23 | |
| | Bachelor | FINA 4995 | 1 | 4 | 2 | |
| | Bachelor | GERE 4995 | 9 | 6 | 0 | |
| | Bachelor | GERH 4995 | 4 | 3 | 3 | |
| | Bachelor | MERC 4995 | 12 | 16 | 7 | |
| | Bachelor | SICI 4995 | 5 | 5 | 4 | |
| | Bachelor | ADMI 4997 | 9 | 9 | 7 | |
| | Bachelor | INTD 4995 | 1 | 15 | 15 | |
| | Master | ADMI 6006 | 1 | 1 | 4 | |
| Total | | | 66 | 81 | 65 | |

Use of technology in the classroom

The College of Business Administration uses technology to strengthen the teaching and learning process.

- Licenses were acquired so that students could take Microsoft Certification exams and Coursera Academy courses and certifications.
- It has a space set up in the Computer Center, which has 85 computers, and teachers use it to give online exams and all kinds of workshops or training.
- The Computer Center had an extended schedule from Monday to Thursday from 7:00 a.m. to 5:00 p.m. to 9:00 p.m., Friday from 7:00 a.m. to 1:00 p.m. to 4:00 p.m., and Saturday from 9:00 a.m. to 4:00 p.m.
- We have five computer labs and 18 classrooms with mixed distance and face-to-face teaching facilities.

Teacher training activities

All the professors participated in training activities. The training activities for teaching staff included free use of the UPRM Professional Enrichment Center (CEP by its acronym in Spanish) or paid by the CBA. Examples of Coursera, Certiport, or other educational programs delivered by the CBA are the following: Dr. Luz Quiñones González - Senior Certified Professional; Prof. Milagros Castro Martínez - MOS PowerPoint, MOS Excel, MOS Word, Word Expert 1 and Word Expert 2; and Dr. María Amador Dumois - Google Project Management Professional Certification.

Each service project center (BEDC, VITA & CRECEN) provides training to their personnel, including the teaching staff. Every December and January, VITA Center train volunteers, including the accounting professors.



I. VITA Volunteers 2023

The UPRM has diverse offices providing training and tools, such as the Center of Information Technology and the Professional Development Office. At the CBA level, we provide in-person and virtual training in using technology in our classrooms⁴ and pay for in-house⁵ or external training. CBA Centers and projects provide constant training for their personnel. Other examples of teacher training activities are:

- On August 25, Daniel Rivera, coordinator of the CBA Information Systems Office (ISO), trained personnel to use our hybrid classrooms. Prof. Milagros Castro and Mr. Daniel Rivera, ISO coordinator, prepared YouTube tutorial videos on how to use two different mixed classrooms⁶.
- On November 18, the Business Research Center organized the symposium *Research is the Key*.

Collaboration agreements

- Collaboration Agreement between BPPR-Echar Pa'lante and CBA to Train Educators in Entrepreneurship and Innovation.
- FIFA/CIES/UPRM-CBA Collaboration Agreement for Certification in Sport Management - 2nd edition
- CBA agreement with Western New Mexico University continues.



IV. • FIFA/CIES/UPRM-CBA Collaboration Agreement for Certification in Sport Management - 2nd edition

⁶ <https://youtu.be/S4iMLmIRS5Q> and <https://youtu.be/nG8q9liu7iE>

Student participation in competitions and academic activities

During 2022-2023, several of our students or Student Associations participated in competitions and educational activities.

On March 3, 2023, we performed the Honor Roll 2021-2022 ceremony with 162 undergraduate honor students. Thirty-five students volunteer at the VITA center. The following table presents examples.



III. UPRM SHRM recognized by Perspectivas Globales

| Student or Student Association | Competition or Academic Activities |
|---|---|
| SHRM UPRM | SHRM 2021-2022 Outstanding Student Chapter Award Mentor in 2021-2022: Prof. David Muñoz |
| Daniela Vélez Denizac – Computerized Information System (SICI) | Nagnoi Scholarship |
| Association for Computing Machinery – Business Administration (ACM-BA) | Nagnoi Donation |
| Fátima Taha Ortiz – Operations Mgmt. | CEAL Scholarship |
| Kiaisy Plaza – Accounting | Benjamin Gilman Scholarship |
| Association for Computing Machinery – Business Administration (ACM-BA) | Cloud Coach Plant Tour Mentor: Prof. Wanda Negrón |
| APICS UPRM | Medtronics Plant Tour Mentor: Prof. David Muñoz |
| David José Seda Hernández - Accounting | Dwight David Eisenhower Scholarship Mentor: Dr. David González |
| Accounting Student Association | Recognition by <i>Perspectivas Globales</i> |
| SHRM UPRM | Recognition by <i>Perspectivas Globales</i> |
| UPRM AMA Student Association | Recognition by <i>Perspectivas Globales</i> |
| Lizbeth Ramírez Martínez - Human Resources | Boeing Scholarship |
| Financial Management Association 1. Kaleb Valentín Morales 2. Nileika Cherena 3. Emily Wu He 4. Darwin Díaz González 5. Carlos Hernández Castrodad | CFA Ethics Challenge first place San Juan, PR. Mentor: Dr. Yolanda Ruiz |
| Financial Management Association 1. Patrick Owen Cabán 2. Anais Ramos Centeno 3. Lorenzo Principe Cortés 4. Adriana D. Rivera Reyes | CFA Ethics Challenge third place. San Juan, PR Mentor: Dr. Yolanda Ruiz |
| UPRM AMA Student Association | International Collegiate Conference 2023 |

| Student or Student Association | Competition or Academic Activities |
|--|--|
| <ol style="list-style-type: none"> 1. Camila Alvelo Avilés 2. Lizzette Colón Ayala 3. Jarieliz García López 4. Taysha R. Guido González 5. Angelis Irizarry Rosario 6. Sureily Estévez | Top 20 Chapter of the Year New Orleans, LA Mentor: Dr. Edgar Soto |
| Lisanyury Carreño – MBA finance | BAE Systems Think Tank 2nd Edition competition |
| Daniel González and Fernando González– SICI | BAE Systems Think Tank 2nd Edition competition |
| Tomás J. Ríos Méndez & Génesis R. Trabal Casasús – Accounting | 2021-2022 Honor Roll Discipline Medal |
| Sabrina Martínez Fontán – Finance | 2021-2022 Honor Roll Discipline Medal |
| Jeymarie Batista Cardoz - Operations Management | 2021-2022 Honor Roll Discipline Medal |
| Paola Rodríguez López – Human Resources | 2021-2022 Honor Roll Discipline Medal |
| María Rivera Mongil – Marketing | 2021-2022 Honor Roll Discipline Medal |
| Yadiel Lorenzo Chaoarro – SICI | 2021-2022 Honor Roll Discipline Medal |
| Ana Meléndez Ojeda – Office Administration | 2021-2022 Honor Roll Discipline Medal |
| Tomás J. Ríos Mendes - accounting | 2021-2022 Honor Roll Lions Club Medal |
| Carlos Barreto Ayes - accounting | 2021-2022 Honor Roll Lions Club Medal |
| APICS UPRM | Cooper Vision Plant Tour Mentor: Prof. David Muñoz |
| Computerized Information System <ol style="list-style-type: none"> 1. Yanira González 2. Sophia Ríos 3. Nicole Ramos 4. Nuria Velazco-Caez | Sixth Annual Information and Digital Solutions Career Planning Conference for Women in Lilly Corporate Center Indianapolis, IN Mentor: Prof. Wanda Negrón |
| <ol style="list-style-type: none"> 1. Alondra Rivera-Soto 2. Lizbeth Ramírez Martínez | Lilly Discovery Day 2023 Indianapolis, IN |
| Association for Computing Machinery – Business Administration (ACM-BA) <ol style="list-style-type: none"> 1. Yadiel Lorenzo 2. Manuel Vélez 3. Luis Font | ISACA IT Bowl San Juan, PR Mentor: Prof. Wanda Negrón |
| Accounting Students Association <ol style="list-style-type: none"> 1. Participated in thirteen CBA students 2. Awards <ul style="list-style-type: none"> • Chapter: Improvement Award • Members of the Year Award: Luis Carballo and Jan Alayón 3. Third Place in Accounting Bowl <ul style="list-style-type: none"> • José Rodríguez • Luis Carballo • Sebastián García • Alvin Vélez • Angelie Figueroa | Convención de Capítulos Universitarios del Colegio de CPA Dorado, PR Mentor: Prof. Jaime Sepúlveda |
| APICS UPRM | Collins Aerospace Plant Tour Mentor: Prof. David Muñoz |

Strengthening and improvement of facilities for academic use



V. CBA Honor Roll

Creation of recording room AE-248.

Acquisition of specialized equipment

We acquired recording equipment for room AE-248.

Dissemination of academic achievements (students and faculty)

Achievements made during the academic year were promoted on the website, our social media, computer wallpapers, and the television screen located in the lobby of our building. The Dean, Dr. María Amador Dumois, created a database of CBA mentions on the news⁷, including all types of media outlets. During 2022-2023, CBA was in the news forty-five (45) times. The news was on alums (2), Student Associations (2), Alum Associations (1), our Sport Management Certificate (3), our Business Research Center (1), BEDC (10), Courses (2), CRECEN (6), Dean's Office (2), PIPC (2), Graduate School (1), Professors (3), Students (3), and the VITA Center (7). The Business and Development Center also keeps a database of BEDC on the news.

⁷ Link [2023 BancoDatos ADEM en las noticias.xlsx](#)

3. Increase and Diversify the Institution's Sources of Income

Fundraising initiatives



During 2022-2023, fundraising initiatives were focused on donations for course materials and services for students and the community. We requested donations after Hurricane Fiona for food and service projects like the CBA laundry. The six machines were donated by the company of Alumni Luis Mercado, and yearly gas by UPRM APICS (\$100) and Lockheed Martin. Another initiative is *El Ropero* (The Wardrobe), with donations from alums and job fair companies. The service/research grants were in entrepreneurship and workforce development.

External funds received

We received food, clothing, and service donations, although not all were accounted for. The amount accounted for EDUCON, PIPC, and Donations was a total net income of **\$407,483** of which \$117,683 were in cash and \$289,800 in-kind.

VI. CBA Laundry

| Area | | Gross Income | Net Income | Total Net by Area |
|----------------|---|--------------|-----------------|-------------------|
| EDUCON | Courses & Workshops <ul style="list-style-type: none"> • Billed to CRECEN: \$76,300 • Other: \$13,751 | \$90,051 | \$53,092 | \$90,292 |
| | Fixed rents <ul style="list-style-type: none"> • Billed to CRECEN: \$7,200 | | \$7,200 | |
| | Collaboration Agreement Projects <ul style="list-style-type: none"> • Echar Pa'Lante: \$25,000 • Innova 2: \$5,000 | | \$30,000 | |
| Donations Cash | <ul style="list-style-type: none"> • Lockheed Martin: <ul style="list-style-type: none"> ○ \$6,000 – Laundry gas ○ \$5,000 - Software • APICS – Laundry gas \$100 • VITA and VITA U donations: \$11,376 net | | | \$22,476 |
| PIPC | CBA Job Fairs | \$10,700 | \$5,785 | \$4,915 |
| | | | Subtotal | \$117,683 |
| Donations | In-Kind Donation: | | | \$289,800 |

| Area | | Gross Income | Net Income | Total Net by Area |
|---------|---|--------------|--------------|-------------------|
| In-kind | <ul style="list-style-type: none"> • Coursera Google: \$199,500 • Accountberry: \$84,900 • Luis Mercado, alumni: \$5,400 | | | |
| | | | TOTAL | \$407,483 |

Research and service proposals that we received funding for had a total value of **\$2,056,037**. The following table indicates active proposals in 2022-2023:

| Office, Center, or Project | Title, PI, and Co-PIs | Agency | Annual amount |
|--|---|-------------------------------------|--------------------|
| Business and Economic Development Center | Capital Semilla, Drs. Leila Marcano and Moriana De Hoyos | Banco Popular de Puerto Rico | \$200,000 |
| | University Center, Dr. Moraima De Hoyos | Economic Development Administration | \$137,923 |
| | Área-E, Drs. Moraima De Hoyos and Mari Luz Zapata | CDBG-DR | \$613,731 |
| | NFDO, Drs. David Santiago y Moraima De Hoyos | Economic Development Administration | \$293,697 |
| CRECEN | CRECEN, Drs. María Amador Dumois, Mario Córdova and Mari Luz Zapata | CDBG-DR | \$800,686 |
| Accounting Professors | 2023 PwC INQuires, Drs. David González and Luz Gracia | KPMG | \$10,000 |
| TOTAL ANNUAL | | | \$2,056,037 |

Income and intended use

The external income came from Grants, Donations, PIPC, and EDUCON. Grants are used according to the approved budgets. We use donated funds on specific projects, such as the 2023 VITA U Conference. The third source of income is CBA's Job Fairs for expenses related to the fairs and the PIPC operation. The funds generated by the Office of Continuing Education and Business Services (EDUCON) provide us with additional compensation, contract labor, training, activities, student travel, and materials. The following table indicates by semester the uses of EDUCON funds.

| Semester | Purpose | Amount |
|-----------------------|--|-----------------|
| Summer (July 2022) | Four graduate students were hired under the part-time payroll student to support advancing issues related to the AACSB. | \$7,850 |
| First and Second | Additional compensation to Ms. Sharleen I. González (non-teaching) for the management and design of the College of Business Administration's web page. | \$7,935 |
| First | Additional compensation to Prof. Haniel Cordero to collaborate in configuring and updating ADEM's web page. | \$1,781 |
| First | A student was hired daily to provide administrative support in the EDUCON office. | \$5,365 |
| First | A graduate assistantship was offered to collaborate in matters related to ADEM promotions. | \$2,050 |
| First | Catering services were covered as part of the visit of the Certification on Sport Management (FIFA) organizers. | \$166 |
| Second | Financial support to the American Marketing Association (AMA) for participation in marketing strategy competitions. | \$6,100 |
| Second | A student was hired daily to provide administrative support in the EDUCON office. | \$4,630 |
| Second | A graduate assistantship was offered to collaborate in matters related to ADEM promotions. | \$2,050 |
| Second | Covered expenses related to the ADEM Honor Roll celebration, including scholarships awarded to students with academic excellence. | \$4,700 |
| Second | A new platform -Canvas- was acquired to offer courses and workshops through the EDUCON Office. | \$14,182 |
| Summer (June 2023) | Four graduate and undergraduate students were hired under the part-time payroll student plan to support advancing EDUCON and the Business Research Center. | \$4,920 |
| Subtotal | | \$61,729 |
| Appropriations | | |
| Summer (June 2023) | Authorization was obtained in June 2023 for a contract to fill the position of Administrative Officer for the EDUCON Office during fiscal year 23-24. The contract includes a medical plan and fringe benefits. Payment starts in July 2023. | \$30,660 |
| TOTAL | | \$92,389 |

4. To Implement Efficient and Expedited Administrative Processes

Automation of Processes

During 2022-2023, several offices implemented or completed process automation projects. Examples of offices, centers, or projects that automated processes:

Office of the Dean

- Creation of spreadsheets to facilitate reports and decision-making: (1) grants and donations, (2) CBA in the news, and (3) social impact activities. (4) Creation of email actividades.adem@uprm.edu and process to facilitate the communication of activities and minimize double bookings.

Office of Academic Affairs

- The course offers are in a Google form. It is easier for us to keep the responses in an easily accessible place. In addition, it allows us to generate a report of all responses to facilitate designing the course offering. An Excel document was created and shared with the different offices with the information of the professors, course schedules, status of the teaching programs, office hours, and syllabi delivery. The folder will help us have an updated record of the work.

Business and Economic Development Center (BEDC)

- They created an employee training site with documents and videos. Another initiative is using the software When2meet to facilitate the calendarization of meetings of all employees. Also, BEDC simplified operational processes led by the CNDE Improvement team composed of an industrial engineering professor and her students.

Program of Internships and Coop Plan

- Use Calendly to improve the process of providing in-person and online services, such as interview preparation. Also, change the final report to a form to facilitate grading and comparison for assessment report writing.



Reviewed Processes

The offices and centers reviewed current processes as part of a continuous improvement exercise. For example, the Office of Academic reviewed the process of Information on irregular contracting, which was sent by e-mail as cases arose. To keep the information updated and shared with the Dean's Office and the Office of Administrative Affairs. Additional questions were added to the form sent to teachers on Information for the Teaching Program. The Graduate Committee decreased the number of courses and activities for the MBA Assessment.

Improvement and recognition activities for administrative and support personnel

The UPRM has diverse offices providing training and tools, such as the Center of Information Technology and the Professional Development Office. At the CBA level, we provide in-person and virtual training in using technology in our classrooms⁸ and pay for in-house⁹ or external training. CBA Centers and projects have constant training for their personnel. Other examples of teacher training activities are:

- CBA paid for training, as in the case of the WordPress workshop.
- On August 25, training was offered for the use of hybrid classrooms. Prof. Milagros Castro and Mr. Daniel Rivera, coordinator of the CBA Information Systems Office, prepared YouTube tutorial videos on how to use the mixed classrooms¹⁰.
- Accreditation Retreat I to V: A SEDONA Workshop and How to Present the Assessment Results was offered only to the non-faculty staff on the first retreat.



⁸ Example of video <https://www.youtube.com/watch?v=S4iMLmIRS5Q>

⁹ Example: EDUCON's Introduction to WordPress course

¹⁰ <https://youtu.be/S4iMLmIRS5Q> and <https://youtu.be/nG8q9liu7iE>

5. Strengthening Competitive Research and Creative Work

Amount of external funding received, by source, for research and creative work

Total external funds received in 2022-2023 were \$2,056,037 in awarded research and service proposals.

| Office, Center, or Project | Title, PI, and Co-PIs | Agency | Annual amount |
|--|---|-------------------------------------|--------------------|
| Business and Economic Development Center | Capital Semilla, Drs. Leila Marcano and Moraima De Hoyos | Banco Popular de Puerto Rico | \$200,000 |
| | University Center, Dr. Moraima De Hoyos | Economic Development Administration | \$137,923 |
| | Área-E, Drs. Moraima De Hoyos and Mari Luz Zapata | CDBG-DR | \$613,731 |
| | NFDO, Drs. David Santiago y Moraima De Hoyos | Economic Development Administration | \$293,697 |
| CRECEN | CRECEN, Drs. María Amador Dumois, Mario Córdova and Mari Luz Zapata | CDBG-DR | \$800,686 |
| Accounting Professors | 2023 PwC INquires, Drs. David González and Luz Gracia | KPMG | \$10,000 |
| TOTAL ANNUAL | | | \$2,056,037 |

Total proposals submitted and approved

During 2022-2023, professors submitted six grant proposals. As of June 30, two were funded, two were non-funded, and two are pending.

| Title | Funding Source | Status | Full Name | Requested / Funded |
|---|---|------------|--------------------------|--------------------|
| 2023 PwC INquires | PwC – Price Waterhouse Coopers | Funded | Dr. David González-López | \$ 10,000 |
| Capital Semilla 2 | PRI-Banco Popular de Puerto Rico | Funded | Dr. Leila Marcano-Nieves | \$ 200,000 |
| NeuroLab-NIS: Neuro Lab, Neuromarketing & Innovation Space | PRI-Venturewell | Not Funded | Dr. Leila Marcano-Nieves | \$ 30,000 |
| Volunteer Income Tax Assistance Higher Education Challenge II | USDA - National Institute of Food and Agriculture | Not Funded | Dr. David González-López | \$ 103,481 |
| Talleres de Simulación de Negocios para Emprendedores y | Departamento de Desarrollo Económico y | Pending | Dr. Edgar Soto-Rodríguez | \$85,500 |

| Title | Funding Source | Status | Full Name | Requested / Funded |
|--|----------------|---------|--------------------------|--------------------|
| Empresas en Desarrollo | Comercio | | | |
| Talleres de Simulación de Negocios para Emprendedores y Empresas en Desarrollo | Pathstone | Pending | Dr. Edgar Soto-Rodríguez | \$85,500 |

Number of new research projects and creative work

The Business Research Center works on five systematic reviews and supports faculty research. Dr. David González and Dr. Luz Gracia obtained a grant from the PWC INQUIRES Program to develop accounting courses in Business Intelligence and Data Analytics, Data-Driven Development with Python, and Cybersecurity Planning.



From May 23 to 25, 2023, the CBA was the venue of the first VITA U, an academic conference of universities with VITA Centers. Besides the key speakers from the Internal Revenue Center (IRS), we had a plenary with two high school with VITA Centers, one in Florida and the first one in Puerto Rico. In two days, researchers from six States and one territory presented nineteen (19) peer-reviewed academic papers related to VITA. The picture above shows the executive committee of VITA U from left to right UPRM CBA (Prof. Jaime Sepúlveda & Dr. Luz Gacia), IRS (Mrs. Yanira Morales), UPRM CBA PI (Dr. David González) and University of Georgia at Athens PI

(Dr. Lance Palmer). Next year, VITA U will be in Athens, and it will return to CBA on 2025. The IRS recognized the work of the Executive Committee.



Number of research projects and creative work in progress

The centers and projects are all working on research projects related to their services. For example, PIPC is researching strategies to improve the evaluation of internships and Coops. The Business Research Center works on five systematic reviews and supports faculty research. We have several research-based classes at the undergraduate and graduate levels. Professors are working on research projects. We had over 50 research projects, including the ones in research-based courses.

Impact results in research projects and creative work (e.g., patents, discoveries)

Other researchers are reading and citing our faculty research. Examples of professors that increased their h-index during the 2022-2023 academic year: Drs. Mario Córdova-Claudio, María Amador-Dumois, and Moraima De Hoyos.

Initiatives to involve students in research projects and creative work

During this academic year, the Center for Business and Economic Development recruited 26 undergraduate and graduate students from different disciplines to work directly on the execution of the projects EDA University Center, Área-E, Capital Semilla and NPO-SIED. CRECEN recruited eight undergraduate and graduate students. These students developed guides, manuals, processes, and other work requiring research and creative work. The Business Research Center had five graduate assistantships during the semesters.



Most relevant publications and presentations

During the academic year, several professors from the College of Business Administration published articles in non-predatory peer-reviewed journals. Journals in CBA List 1.

Cruz Martinez, D., & Vicens, M. (in press, 2023). The Cost of Dodd-Frank Act for Commercial Banks. *International Journal of Economics and Financial Issues*. – **ABDC - C**

Schindler, K., & Ruiz-Vargas, Y. (in press, 2023). Consumer Finance Scales: Comparing English and Spanish Versions of a National Survey in the U.S. *Journal of Financial Counseling and Planning*. **SCImago: Q2**

CBA List 2

Quinones Gonzalez, L. E. (2022). Factors impacting volunteers' organizational commitment in a Puerto Rican non-profit organization: a psychological contract perspective. *Forum Empresarial*, 26 (2), 57-97. **Latindex & H5-index: 2**

CBA List 3

Vicens, M., & Ortiz Rodriguez, R. (2022). Designing assessment and measuring longitudinal student performance in the management program. *Journal of Transnational Business*, 07.

Quinones-Gonzalez, L. E. (2022). Subtle Leadership: When referent power is subtly powerful. *The Journal of Values-Based Leadership*, 15 (2), 131-147.

Professors also published articles in peer-reviewed proceedings:

CBA List 2:

De Hoyos Ruperto, M., Cruz, V., & Medina, L. (2022). Applying Lean Methodologies to Administrative Services. *IISE Annual Conference & Expo 2019*.

Marcano Nieves, L., Sosa Varela, J.C. & Ortiz Soto, M. (2022). Strategic marketing, capabilities, and organizational networking: effects on innovation in entrepreneurship of SMEs. *CLADEA Annual Assembly*. October 23 –26, 2022, Guayaquil, Ecuador.

Soto Rodríguez, Edgar. (2023) National Entrepreneurial Ecosystem Through the Optics of the Global Entrepreneurship Monitor. *United States Association for Small Business and Entrepreneurship (USASBE)*. January 18-22, 2023. Tallahassee, Florida.

CBA List 3:

De Hoyos Ruperto, M., & Zapata, M. L. (2023). That worked! Experiential Learning with Area-E: Incubator and Accelerator UPRM Accelerator Built by students. *Open Venturewell 2023*.



Gracia Morales, L. I., & Gonzalez, D. (in press, 2023). Best Practice -IRS, CPAs, and VITA. *VITA- U Conference*. May 23-24, 2023. Mayagüez, Puerto Rico.

Gracia Morales, L. I., & Gonzalez, D. (in press, 2023). VITA & Community Engagement. *VITA- U Conference*. May 23-24, 2023. Mayagüez, Puerto Rico.

Academic presentations

- Chen, J., Zapata Ramos, M., & Lugo Ortiz, J. (2023). **CAWT Community in NSF I-Corps Site UPRM.** Invited presentation at CAWT Annual Conference, Mayagüez, Puerto Rico. [Status: Presented] [Non-Refereed]
- Cotto Quijano, E. (2022). **Crisis Induced Postsecondary Migration.** Invited presentation at Forced Migration & the Mental Health & Wellbeing of Children, Youth, & Families, Chicago, Illinois. [Status: In Press] [Non-Refereed]
- De Hoyos Ruperto, M. (2022). **El poder de las relaciones.** Invited presentation at Boricua Emprende Fest (BeFest 2022), San Juan, Puerto Rico. [Status: Presented] [Non-Refereed]
- De Hoyos Ruperto, M. (2022). **Guía para recolección de información para emergencia.** Invited presentation at Webinar: Guía para recolección de información para emergencia, Mayaguez, Puerto Rico. [Status: Presented] [Non-Refereed]
- Frey, W. & Cruz Cruz, J. A. (2022). **Developing Moral Awareness: Combatting STEM Student Disengagement.** Invited presentation at Society for Ethics Across the Curriculum (SEAC) 2022 Conference, University, Mississippi. [Status: In Press] [Refereed] [Mission Code: *Business Education*] [Impact Code: *Instruction: Publications*]
- Gracia Morales, L. I. & González, D. (2023). **VITA and Community Engagements.** Invited presentation at VITA- U Conference, Mayagüez, Puerto Rico. [Status: Presented] [Refereed] [Mission Code: *Business Education*]
- Gracia Morales, L. I. & Gonzalez, D. (2023). **Documenting VITA in Puerto Rico.** Invited presentation at VITA- U Conference, Mayaguez, Puerto Rico. [Status: Presented] [Refereed] [Mission Code: *Business Education*]
- Gracia Morales, L. I. (2022). **El Impacto del Marco Conceptual en la Contabilidad Intermedia.** Invited presentation at Encuentro de Investigadores, Mayagüez, Puerto Rico. [Status: Presented] [Non-Refereed] [Impact Code: *Education-Undergraduate: Learning Improvements*]
- Lugo Ortiz, J. E., Zapata Ramos, M., & Chen, J. (2023). **Innovation and Entrepreneurship: Wearable Technology Commercialization and NSF I-Corps UPRM (part 2).** Invited presentation at CAWT Annual Conference, Mayagüez, Puerto Rico. [Status: Presented] [Non-Refereed]

- Marcano Nieves, L. (2022). *Strategic marketing, capabilities, and organizational networking: effects on innovation in entrepreneurship of SMEs.* Invited presentation at CLADEA Congress, Guayaquil, Ecuador. [Status: In Press] [Refereed]
- Ruiz Vargas, Y. & Schindler, K. A. (2022). *Differences in financial management issues among Spanish speaking Hispanics in the United States.* Invited presentation at AFCPE@ Research & Training Virtual Symposium, Orlando, Florida. [Status: Presented] [Refereed]
- Vicens, M. & Ortiz Rodriguez, R. d.I. (2022). *Designing assessment and measuring longitudinal student performance in the management program.* Invited presentation at The Transnational Journal of Business, Mayagüez, Puerto Rico. [Status: In Press] [Refereed]
- Zapata Ramos, M. & De Hoyos-Ruperto, M. (2023). *That worked! Experiential learning with Área-E: Incubator and Accelerator UPRM Accelerator Built by Students.* Invited presentation at VentureWell Open, Alexandria, United States of America. [Status: Presented] [Refereed]
- Zapata Ramos, M., Lugo Ortiz, J. E., Kerr, I., Mehta, K., Frasca, J., SoYoung, Kang, University of Washington (2023). *F*ck Ideas: How to Innovate After the Failure of Ideation -- A Workshop and Discussion on a New Approach to Engaged Innovation and Entrepreneurship.* Invited presentation at VentureWell Open, Alexandria, United States of America. [Status: Presented] [Refereed]

Research and teaching assistantships (number and amount awarded)

During 2022-2023, the BEDC had three research assistantships.

6. To impact our Puerto Rican Society

Participation in community initiatives (students, non-teaching staff, and teaching staff)

The students and personnel have a high commitment to community initiatives. All our Centers and projects provide services, mainly entrepreneurship and workforce development. The following are examples:

- All the CBA Student Associations and Student Council (CADEM) conducted and participated in community initiatives. For example, On November 15 and 17, AMA and ADK (Teachers Sorority) provided thanksgiving lunches to students. On December 8, 2022, CADEM and teaching staff provided Xmas lunches to students. After Hurricane Fiona, student associations, faculty, and alums helped the community. We started ADEM Laundry, a free service to the student community.
- All CBA offices, centers, and projects participated in the CBA Service Fair. The I&E Week and the Global Entrepreneurship Week offered workshops to entrepreneurs and the academic community.
- Dr. Edgar Soto and his ADMI 4018 course students held a Pep Rally at ADEM on April 25, 2023.



VII. UPRM Pep Rally 2023

Projects developed to address community needs

All Centers and projects address community needs. For example, BEDC addresses entrepreneurship, VITA income tax assistantship, PIPC and CRECEN workforce development, Student Money Solutions financial literacy, and EDUCON continuing education. Student associations and class projects also helped the community.

- Area-E welcomed 80 participating companies that will be part of the second cohort of the incubator and accelerator program. These companies were selected after a call and evaluation process. On Monday, August 22, 2022, they met at the program's launch to meet the team supporting them for 12 months. In addition, they were able to meet fellow companies that will be also enjoying the services and resources that Area-E will provide them. For this activity, we had the CEO of Bettina Cosmetics, Mrs. Bettina Mercado, as the main speaker. She shared her experiences and advice to the entrepreneurs to stay in their entrepreneurial process.



- **IV. Closing ceremony of Área-E cohort II with Mrs. Bettina Mercado, CEO of Bettina Cosmetics**

- The 31 volunteer students at the VITA Center participated in training and certification.

- On April 19, 2023, the third cohort of Area E celebrated the closure activity. A total of 68 participants completed the program.
- In September, Hurricane Fiona hit Puerto Rico. Most entrepreneurs were closed for weeks because of the lack of power and water. Those who could operate through power generators had a cost increase by the diesel. Thus, we contacted BPPR, one of our allies, and they donated \$50,000 to offer micro businesses a \$500 cash grant. Starting Point, an NGO partner, received the money and made the disbursement to accelerate the process.
- Dr. Leila Marcano, a BEDC collaborator, submitted a proposal for a second year to Banco Popular, an allied, and was approved for \$200,000. This proposal provides seed funds to 20 existing companies with 3.5 years or more in operation. To receive the money, the companies need to submit a short proposal detailing the purpose of the funds and their impact on their businesses.
- CRECEN created 196 professional development plans in its second year of operation. Each professional development plan is individualized and includes courses, certifications, and workshops.
- The Volunteer Taxpayer Assistance Center (VITA Center) filled out federal income tax returns for the western community of Puerto Rico free of charge at the University of Mayagüez Campus (RUM). It celebrated 20 years of uninterrupted service, thanks to the efforts of hundreds of volunteers (mainly students, professors, and accounting professionals).
- Dr. David González promoted and helped started the first VITA Center in a high school, Epicentro Tax Center, located in the Golden High School E. Quiles Claudio – Guánica PR. The UPRM VITA Center operates in our building and three satellite locations: Guánica, Juana Díaz, and Ponce. In 2022-2023, VITA RUM had 297 completed income tax returns.



| Site # | Site Name | Submitted Income Taxe |
|-----------|------------------------------------|-----------------------|
| S32312036 | VITA RUM Center | 297 |
| | Epicentro Tax Center – High School | 2 |
| S16011631 | Juan Díaz Cooperative Site | 8 |
| S16019593 | Ponce Cooperative Site | 7 |

| | |
|-------|-----|
| Total | 314 |
|-------|-----|



- TheThirty-six (36) entrepreneurs and potential entrepreneurs are registered in the I&E Virtual Education Program (VMP). The I&E VMP provides an asynchronous educational program through modules of entrepreneurial education for those who are starting to be interested in entrepreneurial topics.
- The magazine developed by a group of students, called the *UPRM E-ship Network La Revista*, is currently in its thirteenth volume with the subject of Neuromarketing.
- During the 2022-2023 academic year, forty-five (45) percentage of those students registered in CBA internships and coops courses worked in small- and medium-sized enterprises.

| Period | Amount | Percentage |
|--------------|-----------|------------|
| Summer | 5 | 23% |
| Fall | 9 | 60% |
| Spring | 15 | 54% |
| Total | 29 | 45% |

Initiatives to promote entrepreneurial mindsets and leadership among students

Most of the initiatives to promote entrepreneurial mindsets are from the Business and Economic Development Center with its projects EDA University Center, Área-E incubator and accelerator, Puerto Rico Innova, E.P.I.C. Makerspace, NPO-SIED for non-profits, UPRM i-Corps, Capital Semilla, New Venture Design Experience, and UPRM E-Ship Network.

Below there is a list of examples of different activities that were coordinated by student associations, BDEC (all its projects), PIPC, CRECEN, or professors during the academic year, which serve to encourage leadership and professional mentality:

- Accenture Info-Session
- Corporate Relations Seminar
- Information table
- Trivia Day
- Resume Workshop
- Meeting of Partners
- Workshop: Stress and Anxiety Management
- PwC at CBA
- HTML workshop (web design)
- Resume and Interview Workshop
- Cloud Coach Plant Tour
- Plant Tour: Thermo Fisher Scientific
- Interview Webinar: Chick-Fil-A
- Tech Talk - Bank of America
- Public Speaking Workshop
- Labor Law and Human Resources
- Driven Info-session
- Professional Picture Day
- Tech Talk- Bank of America
- Corporate Relations Seminar
- Company Night
- ADEM Associations Fair
- Branding
- Research Workshop
- Taxes 101 in Puerto Rico
- Info-Session Surgent CPA Review
- Pant Tour: Thermo Fisher Scientific
- Accounting in Popular

During the 2022-2023, a series of events and seminars were held to promote the entrepreneurial mentality and leadership among students, including:

- Open House PG & BEDC: This "Networking" activity took place on September 7, 2022, at the facilities of our Perspectivas Globales (PG), intending to present the different resources in the Western entrepreneurship ecosystem.
- On November 16, 2022, the BDEC organized the E-Ship Meetup 2022. This activity aimed to strengthen knowledge of the university community's entrepreneurship ecosystem in the western area, providing a space for connecting students and specialists with experienced entrepreneurs.
- On December 6, 2022, we participated in the Boricua Empeñe Fest. The BE Fest is an annual event organized by Colmena66. The business movement in Puerto Rico educates the community about growth and development at all levels and industries, as well as fostering a diverse and collaborative business community in Puerto Rico.
- On October 18, 2022, the BEDC organized the Business Colloquium: Women Breaking Barriers. It was a conversation with female entrepreneurs who shared their experiences when undertaking in non-traditional areas for women.
- On April 1, 2023, the Sports Management program received the visit of Mr. Luis Omar Tapia from ESPN.
- The BEDC and CRECEN participated in radio interviews and different business fairs, offering services and promoting the subject of entrepreneurship, motivating hundreds of future entrepreneurs.
- In May, the BEDC held its well-known I&E Week, positively impacting entrepreneurs and future entrepreneurs with educational talks such as "*Taller:*

Procesos de Comercio Exterior e Incentivos." Another workshop was "*El Riesgo Invisible de Emprender y Finanzas Personales.*" It ended with the business exhibition to the general public through the Business Expo.

- The BEDC organized several activities to promote an entrepreneurial mindset among the students and collaborated with other organizations. Among them are the followings:

| When? | Activity |
|----------------|---|
| August 2022 | <ul style="list-style-type: none"> • Open call Web3 Hackathon: The Web3 Hackathon is an event sponsored by the Center for Entrepreneurs (CPE) and the IEEE of Puerto Rico. It encourages local talent, especially those with a technical focus, to develop as professionals in the Web3 industry with companies based in Puerto Rico. It consists of activities relevant to Blockchain technologies, including competitive challenges and over \$15,000 in prizes to promote innovation by applying software engineering, project management, and business model design. • Open call NSF - Site Corps is a consumer discovery workshop set that allows exploration and validation of the business idea. • Área-E launched its second cohort with 80 participating companies • Area-E opened Job Posting for marketing students • Epic Makerspace opened a Job Posting for undergraduate students |
| September 2022 | <ul style="list-style-type: none"> • Global Perspectives Celebrated Open House for the allies of the UPRM E-ship Network and students. • Collaborated with the Web3 Hackathon Podcast • Collaborated with Pre18 with an Info Session for the Gen5 in the EPIC Makerspace |
| October 2022 | <ul style="list-style-type: none"> • BEDC did an informative Facebook Live for businesses affected by Hurricane Fiona. Offer detailed information about the documents needed in case of an emergency. • At the Colloquium <i>Women Breaking Barriers</i>, Dr. Leila Marcano-Nieves moderated the talk of two female entrepreneurs. • Launch of the 12th edition of UPRM E-Ship Network La Revista. • Epic Makerspace holds a conversation with Pamela Silva Diaz de PamLab under the subject: "<i>Participatory design of technologies for climate adaptation.</i>" |
| November 2022 | <ul style="list-style-type: none"> • Virtual event: <i>Manage your finances in times of uncertainty.</i> • E-Ship Meet Up 2022: A significant networking event with more than 100 participants, including students, entrepreneurs, professors, and allies. Fifteen speakers from organizations, entrepreneurs, and potential entrepreneurs shared experiences and knowledge through different sections of the activity. • Perspectivas globales Networking Event |
| December 2022 | <ul style="list-style-type: none"> • Participation in the PR BE Fest Event of Colmena 66. |
| January 2023 | <ul style="list-style-type: none"> • Area - E Info Session |

| When? | Activity |
|---------------|---|
| February 2023 | <ul style="list-style-type: none"> Capital Semilla Opened a Call for participants |
| March 2023 | <ul style="list-style-type: none"> On March 22-24, Venturewell's "OPEN Connecting for Impact 2023" Conference in Washington, D.C., brought together faculty, administrators, administrative staff, and students from various STEM-related majors to share experiences and research, learn best practices, and create new relationship dynamics. During the talk "<i>The Benefits of Training Students to Be Leaders and Experts</i>," doctors Moraima De Hoyos Ruperto and Mari Luz Zapata Ramos presented to the attendees, "That Worked! Experiential Learning." Professor Glennys Rivera Vargas discussed business permits at the P.R. The Business Congress Event held by the Public Housing Administration in the Puerto Rico Fair Complex in Ponce. |
| June 2023 | <ul style="list-style-type: none"> 7th National Forum on Entrepreneurial Education for professors, teachers, and mentors. |

Activities aimed at students and young people of school age

The CBA Office of Student Affairs participated in several activities for high school students. Some of the activities are the following:

- On November 10, 2022, the RUM held the 2022 Open House impacting high school students and counselors. CBA students, faculty, and non-faculty personnel motivated high school students to see themselves as future students and as part of our college community.



VIII. UPRM 2022 Open House

- On December 9, 2022, the Technology Fair was held at the Dr. Carlos González School with the participation of Prof. Wanda Negrón and students from the ACM Student Association.

- From July 5 to 22, 2022, CBA had the Business BootCamp Summer Camp aimed at 9th to 12th grade students. It covered topics related to entrepreneurship and motivating participants to visualize themselves as future CBA students and part of our school community.

Dissemination of the institution's achievements and initiatives that benefit the community

Achievements made during the academic year were promoted on the website, our social media, computer wallpapers, and the television screen located in the lobby of our building. The Dean María Amador Dumois created a database of CBA appearances on the news¹¹, including all media outlets. During 2022-2023, CBA was mentioned forty-five (45) times in the news. The news was about Alums (2), Student Associations (2), Alum Associations (1), Sport Management Certificates (3), Business Research Center (1), BEDC (10), Courses (2), CRECEN (6), Dean's Office (2), PIPC (2), Graduate School (1), Professors (3), Students (3), and VITA Center (7). The Business and Development Center also keeps a database of BEDC on the news. During the 2022-2023, CBA's achievements and initiatives were on the television thanks to two interviews, one to Dr. Leila Marcano Nieves (Despierta América, Univisión) and the other to Luis Caraballo, president of the Accounting Student Association (Boricuas Valientes, Teleonce¹²). Dr. Leila Marcano Nieves is a tenure track marketing professor that uses . In Boricuas Valientes, Teleonce, Luis Caraballo explained and promoted the services of the UPRM VITA Center mainly the assistance with the Puerto Rican income tax. The professors in charge are Dr. David González and Prof. Jaime Sepúlveda with CONT 4009 students and members of the Accounting Student Association as volunteers.



¹¹ Link [2023_BancoDatos_ADEM en las noticias.xlsx](#)

¹² <https://content.jwplatform.com/previews/CQj4YZF6>



V. UPRM CBA Accounting Students Association

- The Office of Student Affairs works to strengthen student services via frequent communication, publishing information online on several platforms, and offering academic counseling every semester, both in person and remotely.
- The following tables show these efforts, directed at our students and other stakeholders:

| Communications | First Semester | Second Semester |
|---|----------------|-----------------|
| Facebook, Instagram & Twitter posts | 196 | 257 |
| Emails sent to all Undergraduate students | 34 | 13 |
| All other questions answered by email (Undergraduate) | 1,690 | 1,578 |
| Emails sent to all Graduate students | 11 | 7 |
| All other questions answered by email (Graduate) | 30 | 35 |

Social Media Followers as of June 14, 2023

| Platform | Followers |
|-----------|-----------|
| Facebook | 4,024 |
| Instagram | 241 |
| Twitter | 109 |

-
- On January 27, 2023, the Form 1040 book for Puerto Rico Bona Fide Residents was presented, written by Gloria Gelabert (EA) and Marisa Diaz Méndez (CPA).
- The achievements and initiatives of the CBA were disseminated through social media platforms such as Facebook, Instagram, Webpage, and other channels like emails and personal contact. All activities conducted by the BEDC at UPRM and UVI-Cell have benefited our distressed and underserved community. Most of our participating businesses and individuals are low-income and minority-owned and have been traditionally underserved.



7. Strengthening the Sense of Belonging and "College Pride"



Improvement in services offered to students

Besides extended opening hours for the Student Lounge and meeting areas in the Lobby, we had other improvements in services.

- The Computer Center was open during its regular hours (Monday-Thursday from 7:00 a.m. to 9:00 p.m., Friday from 7:00 a.m. to 4:00 p.m., and Saturdays from 9:00 a.m. to 4:00 p.m.) from August to June, so that our students could do their work and professors could give exams or training.
- We added 504 student accounts during the academic year to the 1,163 that already existed for use at the Business Administration Computer Center.
- We held a Fall Student Services Fair and a Spring Student Opportunity Fair.
- We installed the CrowdStrike Falcon program to reduce the risk of receiving viruses and ransomware programs.
- CBA provided free Coursera Academy and Certiport certifications and courses. The project CRECEN subsidizes EDUCON and DECEP certifications and courses.
- PIPC provided new services, such as mock job interviews, resume evaluations, professional picture taking, workshops, pre-job fair activities, and professional clothing at *El Ropero*. Students continue to have access to *Handshake* to help them in their job search activities.

Activities of student organization

The College of Business Administration is tremendously proud of its eight student organizations (associations and Student Council - CADEM):

1. ACM-BA - Association for Computer Machinery, Business Administration
2. AEC - Association of Accounting Students
3. AEPA - Student Association of Administrative Professionals
4. AMA - American Marketing Association
5. APICS - American Production and Inventory Control Society
6. FMA - Financial Management Association
7. SHRM - Society for Human Resource Management

During 2022-2023, the student associations remained highly active in membership, career development, discipline training, networking, community services, and social activities. Several companies donated funds to help our student associations. All the organizations have updated their social media accounts. The following are brief examples of their activities:

- Student Daniela Vélez, from the Computerized Information Systems Program (SICI) and the ACM-BA Student Association, received a scholarship and a donation, respectively, from the Nagnoi company.



- The APICS Student Association celebrated its initiation on October 13, 2022, at the *Sultana Community Center*.
- On October 27, 2022, CBA had the Student Associations Fair.
- From October 24 to 27, The UPRM Student Association celebrated Marketing Week. They coordinated several conferences during the week.
- On November 15 and 17, the AMA Student Association and



UPRM Alpha Delta Kappa, a teacher sorority, coordinated a food drive on campus.

- On December 1, 2022, the Accounting Student Association (AEC) was initiated.
- The students of the APICS Student Association visited the *Medtronics* company on December 2, 2022.
- On December 7, 2022, the ADEM Student Council performed the induction ceremony for its new members and directive body.



- CADEM students held a Christmas lunch on December 8, 2022, in the Interior Patio of the building.
- On January 23, 2023, the induction ceremony by the General Council of Students and Faculty Councils was held.
- On February 2, 2023, Accounting Association received an acknowledgement from *Global Perspectives* for their service to the community.
- We collaborated with ACM Student Association's *Game Night*.
- On March 23, 2023, Héctor Ferrer gave a lecture about the *Ramos Comas Internship Program*. The AEC Student Association coordinated the activity.
- On March 24, 2023, the induction ceremony of SHRM students took place on our Campus.
- APICS coordinated the 10th Operations Management Symposium on March 25, 2023.
- On April 11, 2023, Dr. Leila Marcano offered a conference on Neuromarketing.

- On April 20, 2023, Dr. Evaluz Cotto offered the conference: *Rol del Fondo de Instituciones Financieras para el Desarrollo Comunitario (CDFI Fund) en la capitalización de las cooperativas de ahorro y crédito en PR.*
- The ACM-BA Student Association coordinated the conference titled *Mitos y Realidades de Cebol.*
- The APICS Student Association did a Plant Tour at Collins Aerospace on April 21, 2023.



IX. APICS plant tour to Collins Aerospace

Activities to promote links with alumni

- On October 20, 2022, forty (40) companies and organizations participated in the Autumn Job Fair.
- The Continuing Education and Business Services Unit promotes the integration of its human resources into our college community.
- We sent alumni workforce development emails, allowing them to have Handshake accounts and participate in job fairs.
- On February 19, 2023, the XXVI Ceremony of Induction to the Collegiate Sports Pavilion was held. It was dedicated to Mr. William Meadows Marques, (ESOR - ADEM RUM, class of '85).



Collaboration agreements with government agencies, the private sector, and various entities (purpose, term, and name of agency)

- On October 21, 2022, the graduation of the First Class of the UPRM/FPF/FIFA/CIES International Program took place. It was held at *Casa Pilar Defilló*. Mr. Pierre Cornu, President of CIES, visited us to participate in the activity.
- On January 27, 2023, the Western Alliance-VITA RUM Agreement was signed. This agreement aims to provide tax return services during the tax season.

Activities aimed at the community in general

- On October 5, 2022, the CNDE held an informative Facebook Live session to provide information on business aid.
- On December 6, 2022, BEFest 2022 was held at the San Juan Convention Center. CNDE and CRECEN staff had info tables and promoted their services.
- On December 9, 2022, the closing ceremony of the *New Venture Design Experience* took place with community participation.
- The Department of Economic Development and Commerce offered an orientation on available programs. It was held on December 12, 2022, in ADEM Study Room AE-244.
- On January 20, 2023, the ADK Delta member induction occurred in "*La Tertulia*".
- The Cohort #2 E-Area Closure ceremony – Part 2 occurred on January 28, 2023.
- We collaborated with the VITA Center throughout the year.
- On March 23, 2023, Dr. Fernando Osorio offered a cyber security conference.
- The Public Housing Administration was responsible for the Business Congress held on March 24, 2023.
- As part of the ADMI 4085 course, students coordinated the *Endulza tu Mente* activity.
- The SHRM association coordinated *La Comunidad Sorda en el Mundo Laboral* conference. The activity was held on March 29, 2023.
- On March 30, the High School Fair was held in Cabo Rojo.
- On March 31, the Industrial Association carried out the *Junte Empresarial* activity.
- On April 1, 2023, the NSF I-Corps: Seventh and final cohort took place.
- Dr. Félix Bartolomei offered a Master Conference on April 27, 2023. The CNDE and CIE coordinated the activity.
- The I&E Week was held from May 1 to 4, 2023.

- The College of Business Administration held a College Pride campaign before the *Justas LAI 2023*.



Activities aimed at the university community

On July 8, 2022, we started the academic year with the visit of Dr. John Williams, President of the New York Reserve Bank. Dr. Williams gave a lecture to the community at the ADEM AE-242 Auditorium and online. The Dean, Dr. María Amador Dumois, led the question-and-answer session of the presentation. Examples of other activities aimed at the university community were:



- The staff from the different offices **X. Dr. John Williams visit** had a table at the Services Fair. Participation in the ADEM Student Services Fair. For example, students received orientation and brochures about the OAA, its functions and staff members, accreditation agencies, the importance of being accredited, its benefits, and future essential dates.



- Presentation of the CPA Francisco Parés, Secretary of PR Revenue Service, coordinated by the AEC with the support of the UPRM Alumni Office.

- . We celebrated the conferral of an *Honoris Causa* Doctoral Degree to Professor Ángel Luis Rosas Collazo, our first Dean.



Infrastructure and building improvements

- During this academic year, the painting of the entire exterior of the building was completed.



- All the telephones in the building were changed to Voice over IP.
- A recording room was created in AE-248.

8. International Activity

The College of Business Administration (CBA) international activity was limited to contact with international students and participation in international conferences. At the MBA level, we had nine international students. Three professors participated in international conferences. For 2023-2024, we have a new international finance professor, and at least one summer study trip is being organized.



#DEJATUHUELLA
RUM

Appendixes

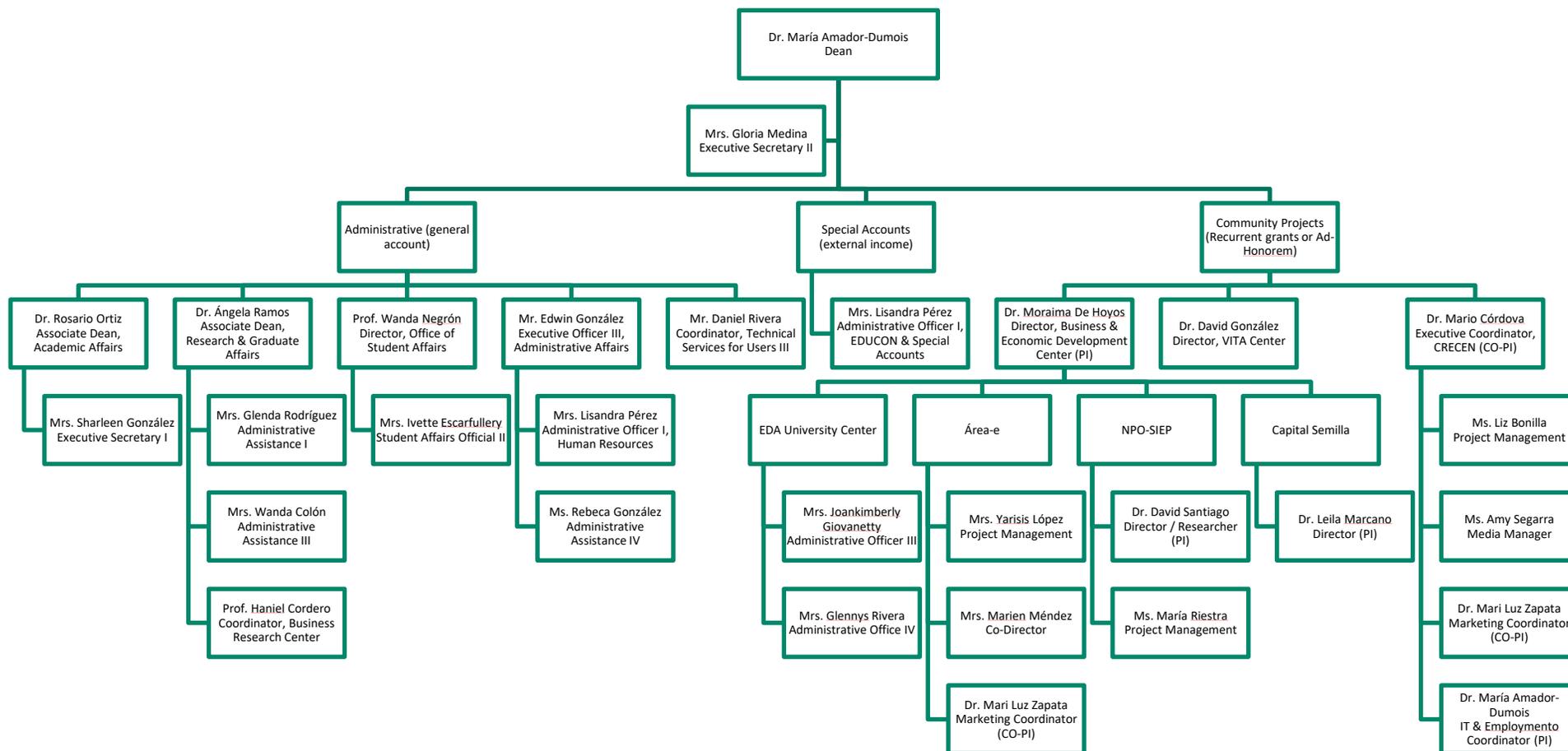
- Appendix I. The College of Business Administration Structure and Characteristics.
- Appendix II. Mission and vision of units affiliated with our School.
- Appendix III. Detailed information of metrics developed and updated.

Appendix I. The College of Business Administration Structure and Characteristics

In 1970, the University of Mayaguez Campus (RUM) founded the College of Business Administration (CBA) through Certification Number 63 (69-70) of the Council of Higher Education. Our functions are teaching, research, and service to the community in business administration and entrepreneurship.

Organizational Structure

The College of Business Administration has a horizontal structure of administrative offices, centers, and projects, without academic departments. The Dean is Dr. María Amador-Dumois, and the Associate Dean for Academic Affairs is Dr. Rosario de los A. Ortiz Rodríguez. Dr. Ángela Ramos Pérez assumed the position of Associate Dean for Research and Graduate Affairs after Dr. José G. Martínez Martínez. We have administrative offices distributed around our academic/student, operational, and service focus. The academic/student offices are: Academic Affairs, Research and Graduate Affairs (RGA), Student Affairs (SAO), and Accreditation, Assessment and Continuous Improvement (ACI). The operational offices are the Office of the Dean and Administrative Affairs. Long-term offices or projects with community service functions include the Office of Information Technology (OI), the Business and Economic Development Center (BEDC), the Division of Continuing Education and Business Services (EDUCON), the Business Research Center (BRC), the VITA Center, the Strategic Capacity Building Program through Resilience, Competitiveness and Expansion in Business CDBG-DR (CRECEN), Area E, and Student Money Solutions (SMS). CNDE is focused on developing an entrepreneurial culture that stimulates innovation, entrepreneurship, and economic growth. EDUCON offers workshops and short courses for community and business services. The CIE supports research conducted by professors and students. The VITA Center provides free assistance on federal income taxes. CRECEN is a workforce development project. Area E is an incubator/accelerator. SMS provides counseling on personal finance. The organizational chart for the end of the 2022-2023 academic year is on the next page. Appendix 2 includes the unit's missions.



Teaching and Non-Teaching Staff

During 2022-2023, the College of Business Administration had a staff of 10 to 11 regular non-teaching employees, one to two temporary non-teaching employees. The teaching staff was 24 tenured professors, four temporary and six part-time.

| Personnel | During the period from July 2022 to May 2023 | | |
|--|--|----------------|-----------------|
| | Summer | First semester | Second semester |
| Non-teaching staff with regular appointments | 11 | 11 | 10 |
| Non-teaching staff on a full-time contract | 2 | 2 | 1 |
| Tenured and tenure-track teaching staff | 24 | 24 | 24 |
| Full-time contract teaching staff | 0 | 4 | 7 |
| Part-time contract teaching staff (includes non-teaching staff who have offered courses) | 2 | 15 | 12 |
| TOTAL | 39 | 56 | 54 |

Academic Programs

The College of Business Administration offers three academic degrees: two bachelor's degrees and one masters degree.

- **Bachelor of Science in Business Administration** with six majors in Accounting, Human Resource Management, Finance, Operations Management, Marketing, and Computer Information Systems.
- **Bachelor Degree in Office Administration**
- **Master of Business Administration** with majors in General, Finance, Industrial Management, and Human Resources.

Undergraduate and Graduate Enrollment by Academic Program

The following table summarizes information related to enrollment data by major and academic semester: Our fastest-growing undergraduate program is marketing. This academic year, we provided service credit to Professor Eliadiz Loperena to work on student recruitment and retention. The results were positive because we received more first choice and better GPAs than in previous years. For the 2023-2024 academic year, we expect around 200 freshmen, the second largest cohort in the 2010-2024 academic years. The UPRM CBA 2023-2024 freshmen cohort has the highest GPAs in all the UPR system.

| Undergraduate Programs | First Semester 2022-2023 | | | Second Semester |
|------------------------|--------------------------|------------|--------------------------|-----------------|
| | Total | Freshmen | Professional Development | Total |
| Accounting | 262 | 50 | 4 | 243 |
| Finance | 114 | 27 | 2 | 112 |
| Computer Info. Systems | 128 | 21 | 0 | 110 |
| Operations Management | 111 | 18 | 0 | 99 |
| Marketing | 207 | 41 | 0 | 184 |
| Human Resources Mgt. | 84 | 14 | 0 | 76 |
| Office Administration | 81 | 24 | 0 | 58 |
| Total | 987 | 195 | 6 | 882 |

The MBA program's most sought-after programs are the human resources and general programs. The program size decreased from the first to the second semester. As in the undergraduate programs, we reevaluated the website and marketing efforts. On a positive note, we have 17 new graduate students in 2023-2024, an increase of five (5) new students from the previous year.

| Graduate Programs | First Semester | | Second Semester | |
|-----------------------|----------------|-----------|-----------------|----------|
| | Total | Freshmen | Total | Freshmen |
| General | 15 | 4 | 10 | 0 |
| Finance | 6 | 2 | 5 | 1 |
| Industrial Management | 9 | 4 | 7 | 0 |
| Human Resources Mgt. | 14 | 2 | 17 | 4 |
| Marketing | 0 | 0 | 1 | 0 |
| Total | 44 | 12 | 40 | 5 |

Minors

The College of Business Administration offers ten minor programs. The fastest-growing minor is Project Management, taught by the Department of Industrial Engineering. Project management minor has two tracks, one for CBA students and another for the students at the other colleges.

| Minor Concentrations | Academic Year 2022-2023 |
|-------------------------------------|-------------------------|
| Business Administration | 33 |
| Office Assistant | 5 |
| Accounting | 14 |
| Entrepreneurship | 69 |
| Finance | 31 |
| Operations Management | 22 |
| Project Management (CBA) | 32 |
| Project Management (Other Colleges) | 382 |
| Human Resources Management | 32 |
| Marketing | 34 |
| Computerized Information Systems | 28 |
| TOTAL | 682 |

Degrees awarded by Academic Program

During the 2022-2023 academic year, bachelor degrees were awarded to the following undergraduate students and graduate students. Most students graduate from accounting, marketing, and computerized information systems. While finance is among the top three groups of new students, it is among the lowest degrees awarded.

| Undergraduate Programs | Total | Summer 2022 | Dec 2022 | May 2023 |
|------------------------|------------|-------------|-----------|------------|
| Accounting | 52 | 1 | 18 | 33 |
| Finance | 17 | 1 | 6 | 10 |
| Computer Info. Systems | 29 | 0 | 10 | 19 |
| Operations Management | 14 | 0 | 7 | 7 |
| Marketing | 47 | 2 | 16 | 29 |
| Human Resources Mgt. | 19 | 0 | 5 | 14 |
| Office Administration | 18 | 0 | 7 | 11 |
| Total | 196 | 4 | 69 | 123 |

| Graduate Programs | Total | Dec 2022 | May 2023 |
|-----------------------|-----------|----------|-----------|
| General | 3 | 0 | 3 |
| Finance | 3 | 1 | 2 |
| Industrial Management | 2 | 1 | 1 |
| Human Resources Mgt. | 10 | 3 | 7 |
| Total | 18 | 5 | 13 |

Degrees Awarded at the Graduate Level by Academic Plan

Since including the Capstone course, most of our MBA students use that academic plan and graduate on time.

| Academic Plan | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|-----------|-----------|-----------|
| Plan I – Thesis | 2 | 0 | 1 |
| Plan III –Capstone Course | 21 | 12 | 17 |
| Total | 23 | 12 | 18 |

Students on Probation or Suspended for Failure to Meet Academic Achievement Standards at the End of the Academic Year 2022-2023

During the 2022-2023 academic year, 27 undergraduate students were suspended or put on probation.

| Undergraduate Programs | Suspended | | Probation |
|------------------------|-----------|-------------------------|-----------|
| | Total | Readmitted by Committee | |
| Accounting | 5 | 2 | 3 |
| Finance | 4 | 0 | 4 |
| Computer Info. Systems | 5 | 2 | 3 |
| Operations Management | 5 | 1 | 4 |
| Marketing | 3 | 0 | 3 |
| Human Resources Mgt. | 2 | 0 | 2 |
| Office Administration | 2 | 0 | 2 |
| Total | 26 | 5 | 21 |

At the graduate level, one student was suspended, and four were on probation.

| Graduate Programs | Suspended | | Probation | |
|-----------------------|----------------|-----------------|----------------|-----------------|
| | First Semester | Second Semester | First Semester | Second Semester |
| General | 0 | 0 | 0 | 1 |
| Finance | 0 | 0 | 0 | 0 |
| Industrial Management | 0 | 0 | 0 | 0 |
| Human Resources Mgt. | 0 | 1 | 2 | 1 |
| Marketing | 0 | 0 | 0 | 0 |
| Total | 0 | 1 | 2 | 2 |

* Academic Progress evaluation for Graduate students is processed by the Registrar's Office every semester.

Honor Roll Students 2021-2022 – activity held March 3, 2023

On March 3, 2023, the College of Business Administration celebrated 162 Honor Roll Students of the 2021-2022 academic year. The following table presents the distribution of honor students by academic program and gender.

| Academic Program | Female | Male | Total | Percent |
|------------------------------|------------|------------|------------|-------------|
| Office Administration | 6 | 1 | 7 | 4% |
| Accounting | 34 | 31 | 65 | 40% |
| Finance | 7 | 9 | 16 | 10% |
| Operations Management | 8 | 7 | 15 | 9% |
| Human Resource Management | 13 | 4 | 17 | 10% |
| Marketing | 20 | 6 | 26 | 16% |
| Computer Information Systems | 3 | 13 | 16 | 10% |
| Total | 91 | 71 | 162 | 100% |
| | 56% | 44% | | |

In the June 2023 Commencement, two students shared the CBA award: Yadiel Lorenzo Chaparro and Tomás Ríos Méndez. We celebrated the 13 students who received their academic programs award.

GRADUACIÓN 2023

PREMIO DEL COLEGIO DE ADMINISTRACIÓN DE EMPRESAS

ESTUDIANTE DE MAYOR ÍNDICE ACADÉMICO

PREMIO DE LA FACULTAD

Yadiel Lorenzo Chaparro

Tomás J. Ríos Méndez

PREMIOS POR DEPARTAMENTOS

MEJOR ESTUDIANTE

ADMINISTRACIÓN DE OFICINAS

PREMIO MEJOR ESTUDIANTE

Gabriela Laboy Acosta

CONTABILIDAD

PREMIO MEJOR ESTUDIANTE

Carliana I. Cochran Lugo

Tomás J. Ríos Méndez

Yomarie Vargas Morales

FINANZAS

PREMIO MEJOR ESTUDIANTE

Sabrina Victoria Martínez Fontán

GERENCIA DE OPERACIONES

PREMIO MEJOR ESTUDIANTE

Alejandro Cardona Cruz

GERENCIA DE RECURSOS HUMANOS

PREMIO MEJOR ESTUDIANTE

Paola Mary Rodríguez López

Mariel Denise Torres Acevedo

MERCADEO

PREMIO MEJOR ESTUDIANTE

Patricia Isabel Castillo Sifre

Mauricio E. Costa Rodríguez

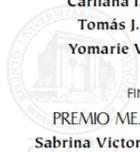
Mariela S. López Font

María Luisa Rivera Mongil

SISTEMAS COMPUTADORIZADOS
DE INFORMACIÓN

PREMIO MEJOR ESTUDIANTE

Yadiel Lorenzo Chaparro



44

Student Organizations

During 2022-2023, the College of Business Administration had an active group of students involved in the Student Council and seven student associations:

1. ACM-BA - Association for Computer Machinery, Business Administration
2. AEC - Association of Accounting Students
3. AEPA - Student Association of Administrative Professionals
4. AMA - American Marketing Association
5. APICS - American Production and Inventory Control Society
6. FMA - Financial Management Association
7. SHRM - Society for Human Resource Management

Appendix II. Missions and Visions of Units Affiliated to our School.

The units assigned to the College of Business Administration are eight administrative offices (Office of the Dean, Academic Affairs, Student Affairs, Research and Graduate Affairs, Continuing Education and Business Service, Accreditation, Assessment and Continuous Improvement, Office of Information Technology, and Administrative Affairs), two centers (Center for Business Research and Center for Business and Economic Development) and four long-term service and research projects (VITA Center, CRECEN, Area Entrepreneurship [Area-E], and *Student Money Solutions*). The missions of the units and centers are included.

Offices

Dean's Office

Mission: To provide strategic vision and promote the development and continuous improvement of the College of Business Administration, its baccalaureate and master's students, faculty, staff, and alums through academic programs, services, research, partnerships, accreditations, and collaborations with other components internal and external to the campus.

Office of Academic Affairs (ACAD)

Mission: To implement the curriculum approved by the faculty and certified by the Academic Senate and comply with the rules, regulations, and services applicable to students and faculty. To keep the undergraduate courses updated and harmonize them with the faculty's mission.

Office of Student Affairs (OAE, acronym in Spanish)

Mission: To offer support to forthcoming students, student body, and alums through services of excellence in the areas of academic and educational advising that promote the transformation towards the integral development of the student in their academic, professional, entrepreneurial, and civic participation.

Office of Research and Graduate Studies

Mission: To train competent business leaders and managers to occupy positions within industry, commerce, and service companies with a strategic, global, socially responsible, and ethical perspective. To facilitate and promote academic and practical research in the College of Business Administration.

Continuing Education and Business Services Office (EDUCON, acronym in Spanish)

Mission: To prepare professionals, students, and the community in for-profit and not-for-profit business and organizational affairs that will allow them to develop new skills, opportunities, and strategies through integrated continuing education.

Office of Accreditation, Appraisal, and Continuous Improvement (OAA)

Mission: To work toward achieving and maintaining professional accreditations in business administration. To provide leadership for planning and implementing student learning outcomes assessment that assists in academic program review, faculty and administrative assessment, and assessment-related training. Create and maintain a systemic culture of assessment dedicated to promoting continuous improvement of academic programs and administrative offices while meeting the standards of the various accrediting agencies. Promote the continuous improvement of the different areas and offices of the College of Business Administration.

Information Technology Office

Mission: To offer continuous services and excellence in promoting the correct use of computers to students, faculty, and staff of the College of Business Administration through the most sophisticated technological systems.

Office of Administrative Affairs

Mission: To plan, provide, and evaluate administrative processes and services through a healthy work environment, and ensure those administrative processes are fully compliant with the law, ethics, and integrity to support the academic experience, research, and extracurricular activities of the university community.

Centers

Business Research Center (CIE, acronym in Spanish)

Mission: To promote the development of a research culture and facilitate the research process in business administration and entrepreneurship topics.

Business and Economic Development Center (BDEC)

Mission: To promote the development of an entrepreneurial ecosystem that mobilizes the multidisciplinary human and technical resources in the University of Puerto Rico system to stimulate innovation, entrepreneurship, and economic development.

Vision: To contribute to the economic development of Puerto Rico while strengthening the role of the Campus as a leading institution in the area of higher education.

Projects

Volunteer Income Tax Assistance (VITA) Center

Mission: To offer free tax assistance to all residents of Puerto Rico who need help preparing their federal income tax returns.

CRECEN

Mission: To offer an integrated and individualized assessment, training, and professional development mentoring for the community, primarily unemployed, underemployed, and employees of small and medium-sized Puerto Rican businesses.

Entrepreneurship Area (Área-E)

Mission: To promote economic development through its incubation and acceleration programs to develop viable and sustainable enterprises.

Student Money Solutions (SMS)

Mission: To provide college students the tools to control their finances through the Center's individualized offerings or educational programs.

Appendix III. Updated CBA Strategic Plan and Risk and Mitigation Plan

In the 2021-2022 and 2022-2023 faculty meetings, Dean María Amador Dumois presented the status of the CBA Strategic Plan. This updated version results from the presentations, discussions,¹³ and the 2022-2023 outcome.

1. Provide high-quality education and innovation.

1.1. Be the vanguard of education in Puerto Rico.

1.1.1. Update and strengthen academic programs through curriculum reviews and the creation of new courses and programs.

1.1.1.1. Review all academic programs at least every five years.

1.1.1.1.1. **OUTCOME – PARTIALLY DONE:** During 2022-2023, professors of computerized information systems, marketing, and operations management worked on the undergraduate and graduate curriculum reviews. The Academic Affairs Committee approved the Master of Science in Project Management.

Main Responsible: Office of Academic Affairs, Office of Graduate Studies and Research, Academic Affairs Committee, and Graduate Committee.

1.1.1.2. Create new courses and programs (including Continuing Education offer).

1.1.1.2.1. **OUTCOME - DONE:** Eight (8) courses were created, four modified, and five (5) eliminated. EDUCON also created a new catalog of courses

<https://www.uprm.edu/programaeducon/catalogo/>

Main Responsible: EDUCON.

1.1.1.3. Analyze the alignment of supply, demand, and resources available in academic offerings.

1.1.1.3.1. **OUTCOME - DONE:** The Office of Student Affairs evaluated the academic needs of the student body.

The Office of the Associate Dean of Academic Affairs found the needed teaching personnel to hire.

Main Responsible: Office of Academic Affairs, Graduate Studies and Research, and the Office of Student Affairs.

1.1.1.4. Perform assessment to improve academic programs and achieve the desired graduate profile.

1.1.1.4.1. **OUTCOME – PARTIALLY DONE:** Professors, by discipline, work to close their area assessments.

¹³ The document legend is # - Goal, ## - Objective, ### - Activity, #### - Metrics, ##### - Outcomes at June 30, 2023, and responsible unit, project or person. The outcome areas for the academic year are: Done, Partially Done, and Not Done. The metrics were also Updated or Eliminated; both are strikethrough.

Main Responsible: Office of Academic Affairs, Office of Graduate Studies and Research, Assessment Committee, Graduate Committee, Office of Accreditation, Assessment and Continuous Improvement.

- 1.1.2. Apply, obtain, and maintain accreditation of academic programs.
- 1.1.2.1. The number of accreditations in progress, obtained and maintained.
- 1.1.2.1.1. **OUTCOME – DONE:** The CBA maintained the ACBSP accreditation and worked on the AACSB iSER. During 2022-2023, we had four accreditation retreats and received the visit of Dr. Robert Scherer, mentor for the AACSB accreditation. We participated in three AACSB meetings.
- Main Responsible:** Office of the Dean, Office of Academic Affairs, Office of Graduate Studies and Research, Accreditation Committee, Assessment Committee, and Office of Accreditation, Assessment, and Continuous Improvement.
- 1.1.3. Stimulate and recognize the commitment to teaching and the performance of excellence of the teaching staff.
- 1.1.3.1. The quantity and results of the acknowledgement activities, achievements dissemination, and training carried out annually.
- 1.1.3.1.1. **OUTCOME – PARTIALLY DONE:** During the monthly faculty meeting, the Dean acknowledged and disseminated achievements. Other outlets of dissemination are our social media.
- Main Responsible:** Office of the Dean, Office of Academic Affairs, and Office of Graduate Studies and Research.
- 1.1.3.2. The number of educational activities carried out by the faculty in addition to their academic load.
- 1.1.3.2.1. **OUTCOME – DONE:** Based on the teaching load programs and SEDONA, all the faculty carried out extra educational activities such as additional courses, teaching continuing education courses, and participating in professional development training.
- Main Responsible:** Office of Academic Affairs, Office of Accreditation, Assessment and Continuous Education - SEDONA, and Faculty.
- 1.1.3.3. Amount and results of incentives granted to research, publish, obtain certifications in the teaching discipline, and develop proposals annually.
- 1.1.3.3.1. **OUTCOME – DONE:** All semester professors were incentivized to research, publish, and obtain certifications. During 2022-2023, six (25%) tenured or tenure-tracked professors had bought time incentives.

Four (17%) tenured or tenure-tracked professors got professional certifications in their teaching disciplines.

Main Responsible: Office of Academic Affairs, Office of Accreditation, Assessment and Continuous Education - SEDONA, and Faculty.

- 1.1.4. Provide an appropriate and stimulating environment for the teaching-learning process, including spaces dedicated to teaching and research and facilities and support services such as computer centers, amphitheatres, and seminar rooms.

1.1.4.1. The number of students with enriching experiences, such as internships and Co-op.

1.1.4.1.1. **OUTCOME – PARTIALLY DONE:** We eliminated the expectation of 20% of the student body per year because the number was unrealistic. Assuming we started with 100 students in 2012-2013, by 2022-2023, 743 (75% of total students) had to have an enriching experience. While we can account for the students registered in the internship and Co-ops courses, we do not maintain the data of other experiences by individual students.

Main Responsible: Office of Academic Affairs, Office of Graduate Studies and Research, and PIPC.

- 1.1.4.2. To obtain positive results in the annual evaluation of infrastructure, service schedules, and quantity and relevance of support services and academic spaces.

1.1.4.2.1. **OUTCOME – PARTIALLY DONE:** There is no formal annual evaluation. Each administrative and academic unit provides the support services and educational space available. We offered counseling services, mentoring in Accounting and Finance, study areas, and extended hours at the computer center.

Main Responsible: Office of Administrative Affairs, Office of Students Affairs, Office of Information Systems, and PIPC.

- 1.1.5. Maintain an updated academic offer through an agile system to create and maintain courses and develop ties with the private, government, and community sectors to know their needs.

1.1.5.1. Conduct a semi-annual evaluation of the mix of face-to-face, hybrid, and online courses, depending on the need.

1.1.5.1.1. **OUTCOME – DONE:** The Offices of Student Affairs and Academic Affairs have a semester and summer procedure to evaluate the courses needed for the next academic period.

Main Responsible: Office of Student Affairs and the Office of Academic Affairs.

- 1.1.5.2. Conduct a semi-annual evaluation of the Continuing Education offer, including courses in non-traditional modalities and schedules (e.g., Saturday or online courses) and certifications.

1.1.5.2.1. **OUTCOME –DONE:** Units present a mid-year and a yearly report. In the case of EDUCON, it includes the courses given.

Main Responsible: EDUCON

1.2. Strengthen research and creative labor.

1.2.1. Support and provide resources to efficiently perform creative and research work with local and international impact.

1.2.1.1. Quantity and production achieved by the credits granted for research.

1.2.1.1.1. **OUTCOME – DONE:** No faculty asked for credits paid by the CBA for research. Dr. Leila Marcano Nieves has three credits paid by the Chancellor's office. She finished a paper, sent it to a tier-one journal for publication, prepared a service/research proposal, and obtained the *Capital Semilla* grant.

Main Responsible: Office of Graduate Studies and Research.

1.2.2. Increase external funding sources for research and creative work by facilitating the preparation of proposals and requesting funds from the Central Administration, encouraging publications in refereed journals as part of the accreditation processes.

1.2.2.1. Increase the number of proposals submitted and approved.

1.2.2.1.1. **OUTCOME – DONE:** An increase of 10% per year is not realistic, especially without indicating the quality or financial amount of the proposals. Six (25%) tenured or tenure-tracked faculty participate in sponsored research.

Main Responsible: Office of Graduate Studies and Research and the Business Research Center.

1.2.2.2. Increase the number of external resources obtained by faculty.

1.2.2.2.1. **OUTCOME – DONE:** An increase of 10% per year is not realistic, especially without indicating the quality or financial amount of the proposals. Eight (33%) tenured or tenure-tracked faculty bring external resources in grants and donations.

Main Responsible: Office of the Dean, Office of Graduate Studies and Research, and the Business Research Center.

1.2.2.3. Offer at least one biannual workshop to facilitate the preparation of proposals.

1.2.2.3.1. **OUTCOME – DONE:** Every semester, EDUCON has at least one course on the topic that CBA personnel can take free of charge. Also, the UPRM Professional Enrichment Center provides a shorter version each semester.

Main Responsible: Business Research Center and EDUCON.

- 1.2.3. Increase the projection and importance of Graduate Studies.
 - 1.2.3.1. Complete review of the graduate program and its curriculum.
 - 1.2.3.1.1. **OUTCOME – PARTIALLY DONE:** Graduate program curriculum review approval was on 2021-2022. Still, human resources, marketing, and operations management need improvements. Marketing professors started working on restarting the MBA in marketing. The Office of Graduate Studies and Research is working on the required documentation to resume the MBA in marketing. Changes to the name of and code of operations management courses. Operation management courses started working on changing the focus to Supply Chain Management.
Main Responsible: Office of Graduate Studies and Research, Graduate Committee, and Faculty.
 - 1.2.3.2. Increase the number of students enrolled and graduating from the program annually.
 - 1.2.3.2.1. **OUTCOME – DONE:** An increase of 10% per year is not realistic, mainly for two different areas (enrollment and graduation). In the last ten years, the enrolment of new students has decreased. We expect that the new curriculum will help change the trend. On a positive note, we have 17 new graduate students in 2023-2024, an increase of five (5) new students from the previous year. Since the creation of the Capstone course in 2019, graduation rates have increased, including graduation of students who had previously left the program. In 2022-2023, 18 students graduated, an increase from 12 in 2021-2022.
Main Responsible: Office of Graduate Studies and Research and Office of Students Affairs.
 - 1.2.3.3. Increase the number of assistantships and other financial aid granted to students annually.
 - 1.2.3.3.1. **OUTCOME – DONE:** MBA students have more financial aid than students applying from our program. In 2022-2023, CBA had 18 graduate assistantships and 15 part-time payroll students. They were paid by the general fund (six assistantships for BRC and PIPC, and a part-time payroll student for PIPC), by EDUCON income (one assistantship and summer part-time payroll students), and by sponsored programs budgets (ten assistantships and ten part-time payroll students in CNDE, Área-E, NPO-SIED, and CRECEN).
Main Responsible: Office of the Dean, Office of Graduate Studies and Research, the Business Research Center, EDUCON, and CBA-sponsored projects.

1.2.3.4. Reach an increase in the annual number of research projects completed.

1.2.3.4.1. **OUTCOME – DONE:** An increase of 10% annually is unrealistic. Before the Capstone course, less than 10% of the students completed their research projects. In 2021-2022, none completed their research project or thesis. This academic year, one student completed her thesis.

Main Responsible: Office of Graduate Studies and Research.

1.3. Instill a culture of strategic planning and evaluation.

1.3.1. Keep updated and visible the statistics and institutional data related to the student body.

1.3.1.1. Publications of semi-annual metrics updates on the College of Business Administration (CBA) website. (e.g., tuition, graduation and retention rates, number of applications, admissions, ability in study programs, and minimum IGS required for entry, among others).

1.3.1.1.1. **OUTCOME – DONE:** The CBA website publishes the student metrics on the landing page <https://www.uprm.edu/adem/> and the statistical data page <https://www.uprm.edu/adem/estadisticas-adem/>. Other statistical and institutional data are available at OPIMI.

Main Responsible: Webmaster

1.3.2. Annually review the Strategic Plan by evaluating the environment and the institutional assessment.

1.3.2.1. Update and publication of the Strategic Plan on the CBA website.

1.3.2.1.1. **OUTCOME – DONE:** At the January 2023 faculty meeting, the Dean started presenting the status of the strategic plan and its changes. This is the first and only update of the strategic plan. The Updated Strategic Plan and Annual Reports are published on the CBA website <https://www.uprm.edu/adem/mision-vision-y-cultura/>

Main Responsible: Office of the Dean, Planning Committee, and Webmaster.

1.3.3. The financial system allows for allocating resources according to the priorities established in the Strategic Plan.

1.3.3.1. Develop a budget aligned with the objectives and priorities of the Strategic Plan.

1.3.3.1.1. **OUTCOME – DONE:** The general account budget was partially aligned with the objectives and priorities of the strategic plan. There was no separate budget for the deanships in the last two years. Starting 2023-2024, CBA has again a budget from the general fund. Some

of the objectives not paid for by the general account funds were covered by our external funds.

Main Responsible: Office of the Dean and Office of Administrative Affairs.

1.3.4. Implement an Assessment Plan that covers the execution of teaching-learning and administrative processes.

1.3.4.1. We are approaching the level of compliance required by the assessment plans.

1.3.4.1.1. **OUTCOME – PARTIALLY DONE:** Not all areas obtained the level of required compliance. Also, the only operation assessed was PIPC. It receives the necessary level of compliance and satisfaction.

Main Responsible: Office of Accreditation, Assessment, Continuous Improvement, and PIPC.

1.3.4.2. Revision and publication, annual reviews, and publication of assessment plans and results.

1.3.4.2.1. **OUTCOME – DONE:** Changes to the assessment plans and publications were published on the CBA website <https://www.uprm.edu/adem/acreditacion-y-avaluo/>.

Main Responsible: Webmaster, Office of Accreditation, Assessment, and Continuous Improvement, Assessment Committee, Graduate Committee, Office of Academic Affairs, Office of Graduate Studies and Research, and Faculty.

2. **Implement continuous improvement processes at the College of Business Administration's operations.**

2.1. Implement agile and effective administrative processes.

2.1.1. Simplify and automate (online) critical internal processes.

2.1.1.1. The number of critical processes, such as academic orientation appointments and course assignments per semester, is simplified based on the number of steps or time involved.

2.1.1.1.1. **OUTCOME – DONE:** More than ten critical processes were simplified:

2.1.1.1.1.1. **PIPC:** (1) Use Calendly to improve the process of providing in-person services, such as interview preparation. (2) Change the final report to a form to facilitate grading and comparison for assessment report writing.

2.1.1.1.1.2. **BEDC:** Simplification of operational processes led by an industrial engineering professor and her students.

2.1.1.1.1.3. **Assessment:** Decrease the number of courses and activities done for the MBA Assessment.

2.1.1.1.1.4. **Office of Academic Affairs:** (1) Develop Excel tables with up-to-date information on

professors, curriculum changes, and professors' work plans to facilitate reports and decision-making. (2) Redesign the start-of-semester form for professors to obtain the required information for the UPRM work plan.

2.1.1.1.1.5. **Office of the Dean:** Creation of spreadsheets to facilitate reports and decision-making: (1) grants and donations, (2) CBA in the news, and (3) social impact activities. (4) Creation of email actividades.adem@uprm.edu and process to facilitate the communication of activities and minimize double bookings.

Main Responsible: All offices, units, and projects.

2.1.1.2. Measure the level of satisfaction through a survey of the CBA community (teachers, non-teachers, and students) on critical administrative processes.

2.1.1.2.1. **OUTCOME – PARTIALLY DONE:** The CBA does not have surveys for all critical administrative processes. The offices, centers, or projects with surveys for their main stakeholders are the Office of Student Affairs, PIPC, BEDC, VITA, and CRECEN. For example, PIPC surveys students on the final report of their internship or co-op courses and the companies after the job fair.

Main Responsible: All offices, centers, and projects.

2.1.2. Facilitate that CBA's teaching and non-teaching staff receive training and have the tools, including technological and educational, to exercise the work and responsibilities entrusted to them effectively.

2.1.2.1. The quantity and results of training and resources dedicated to providing tools to perform the tasks (equipment, scheduled, among others).

2.1.2.1.1. **OUTCOME – DONE:** The UPRM has diverse offices that provide training and tools. Some are virtual, and others are face-to-face. The main offices are the Center of Information Technology (CTI acronym in Spanish) and the Professional Development Office (CEP acronym in Spanish). At the CBA level, we provide in-person and virtual training in using technology in our classrooms¹⁴; and pay for in-house¹⁵ or external training. The Centers and projects all have constant training for their personnel.

Main Responsible: Office of Academic Affairs, Office of Administrative Affairs, and Information Systems Office.

¹⁴ Example of video <https://www.youtube.com/watch?v=S4iMLmIRS5Q>

¹⁵ Example: EDUCON's Introduction to WordPress course

2.2. Increase and diversify our income sources.

2.2.1. Conduct income-generating activities such as proposals to the federal government, state government, and private sector, CBA faculty intramural practice, facility rentals, short courses, and solicitation of donations to corporations, foundations, and former students to support the faculty's strategic objectives.

2.2.1.1. Increase CBA's net EDUCON service revenue by 10% per year.

2.2.1.1.1. **OUTCOME: DONE:** 2022-2023 revenue was \$109,251, an increase of \$11,441 (11.7%) from the previous year.

2.2.1.1.2. **Main Responsible:** EDUCON.

2.2.2. Establish a Fundraising Committee.

2.2.2.1. To reach an increase in annual funds for donations and fundraising activities.

2.2.2.1.1. **OUTCOME – PARTIALLY DONE:** Although there is no Fundraising Committee, we increased the annual funds from donations. This was mainly due to fundraising efforts for Fiona-related projects, Job fair projects, and VITA U Conference.

Main Responsible: Office of the Dean, Office of Administrative Affairs, and Faculty.

2.2.3. Promote and facilitate among graduate students and undergraduates the opportunities for paid experiences such as applying for scholarships from external sources, Internships and Co-op, temporary jobs, and participation in research or service projects.

2.2.3.1. Reach an annual increase in students who benefit from this opportunity.

2.2.3.1.1. **OUTCOME – PARTIALLY DONE:** The only opportunity for which we have a complete record is PIPC. We promote diverse opportunities by email and social media, but do not always know whether they reach our students. If we find that information, we share it on social media, Faculty meetings, and reports.

Main Responsible: Office of Student Affairs, PIPC, and Office of the Dean.

2.2.3.2. The number of companies hiring CBA students per year and their level of satisfaction with their performance.

2.2.3.2.1. **OUTCOME – PARTIALLY DONE:** The only information on satisfaction is provided by the employers participating in PIPC. We do not know the level of hiring or satisfaction with regular employees. Suppose we assume the number of companies participating in job fairs indicates job satisfaction of employees hired. In that case, we conclude that it is high since, during 2022-2023, we had the most prominent job fairs with 39 organizations in the Fall of 2023 and 37 in the Spring of 2023. Usually, the Fall job

fair had 20 to 30 employees, and the Spring had less than 20 employers.

Main Responsible: PIPC and UPR Colocaciones.

3. Generate a Positive Impact on the Community

3.1. Impact positively on the Puerto Rican community.

3.1.1. To promote the faculty expertise to meet the needs of the Campus and the country by strengthening the existing infrastructure to facilitate the creation, administration, and control of projects.

3.1.1.1. The number of projects for the Campus or the community where students and professors participated in social impact initiatives.

3.1.1.1.1. **OUTCOME – DONE:** Approximately over 50 projects.

All student associations have social impact projects besides the regular social impact projects at the CNDE, Área-E, Capital Semilla, Innova, NPO-SIED, EDUCON, CRECEN, VITA, I Corps, and Student Money Solutions. Other social impact initiatives are projects in courses to help small and medium-sized enterprises (SMEs) and the RUM. We continue with the course New Venture Design, which promotes innovation. One of the most significant projects was marketing The Justas 2023 and promoting the collegiate spirit. We also created diverse initiatives to help before and after Hurricane Fiona, for example, CBA laundry.

Main Responsible: All social impact projects, EDUCON, Office of the Dean, student associations, CADEM, and faculty.

3.1.1.2. The number of projects, entrepreneurs served by the Business Center, and students doing internships in Small and Medium-Sized Enterprises (SMEs).

3.1.1.2.1. **OUTCOME – DONE:** Nine (9) regular social impact projects impact SMEs at the CNDE, Área-E, Capital Semilla, Innova, NPO-SIED, I Corps, EDUCON, CRECEN, and VITA. During 2022-2023, 29 students (45% of total participants) did internships in SMEs.

Main Responsible: Office of the Dean and Office of Administrative Affairs.

3.1.2. Promote student participation in community projects by providing space for these activities in CBA courses.

3.1.2.1. Number of graduate and undergraduate courses with service-learning projects

3.1.2.1.1. **OUTCOME – DONE:** While we do not have the exact number in each discipline, there are at least service-learning projects. Marketing, project management, and entrepreneurship are the areas with more projects. During 2022-2023, Dr. Edgar Soto's capstone students

worked first on evaluating the strategic bases of CBA and, in the second semester, on the Justas 2023 and campus spirit campaigns.

Main Responsible: Office of Academic Affairs and Office of Graduate Studies and Research.

3.1.2.2. The number of students participating in internships and Coop Plan.

3.1.2.2.1. **OUTCOME – DONE:** Sixty-five students participated in the internship and Coop Plan program.

Main Responsible: PIPC.

3.1.2.3. The number of community service activities/projects with student participation.

3.1.2.3.1. **OUTCOME – DONE:** Although we do not have the exact number of service activities/projects with student participation, we have student participation in all nine (9) regular social impact projects impact SMEs at the CNDE, Área-E, Capital Semilla, Innova, NPO-SIED, I Corps, EDUCON, CRECEN, and VITA. Other activities and projects are done as part of courses, as in the case of Dr. Mari Luz Zapata's New Venture Design course. Also, each student association and CADEM did community service activities and projects.

Main Responsible: All social impact projects, EDUCON, Office of the Dean, student associations, CADEM, and faculty.

3.1.3. Strengthen students, teaching, and non-teaching staff the fundamental values of ethics, justice, and honesty.

3.1.3.1. The number of courses, training, and co-curricular and extracurricular activities addressing or integrating ethics, justice, and honesty.

3.1.3.1.1. **OUTCOME – DONE:** While we did not have the exact number, we had courses, training, and activities. The topics are covered in core courses and courses in all disciplines. One example is the course ADMI3009 – Introduction to Business, Management, and Ethics. Yearly, multiple training courses include our values. An example of extracurricular activities was Dr. Yolanda Ruiz, who accompanied a group of finance students to participate in the CFA Ethics Challenge. In this competition, they obtained first and third place.

Main Responsible: Office of the Dean, Office of Academic Affairs, Office of Graduate Studies, Student Associations, and Faculty.

3.1.3.2. Assessment of the results that demonstrate students' understanding of ethical, justice, and honesty scenarios.

3.1.3.2.1. **OUTCOME – PARTIALLY DONE:** The results of the assessments show that in some areas, we must focus more on topics and scenarios.

Main Responsible: Assessment Committee, Graduate Committee, Office of Accreditation, Assessment, Continuous Improvement, and Faculty.

3.1.4. Promote an entrepreneurial and leadership mentality among our students.

3.1.4.1. The number of courses, training, and co-curricular and extracurricular activities or experiences promoting leadership and entrepreneurial mentality.

3.1.4.1.1. **OUTCOME – DONE:** While we did not have the exact number, we had courses, training, and activities. The topics are covered in core courses and the entrepreneurship minor. The CNDE every month has training and extracurricular activities. They publish *La Revista – eShip* focused on entrepreneurship. Also, student associations do activities and training on the topics.

Main Responsible: Office of the Dean, Office of Academic Affairs, Office of Graduate Studies and Research, CNDE, Student Associations, and Faculty.

3.1.4.2. Assessment of results demonstrates students' understanding of the entrepreneurial mindset and leadership scenarios.

3.1.4.2.1. **OUTCOME - PARTIALLY DONE:** The results of the assessments show that in some areas, we must focus more on topics and scenarios.

Main Responsible: Assessment Committee, Graduate Committee, Office of Accreditation, Assessment, Continuous Improvement, and Faculty.

3.2. Strengthen the sense of belonging and pride in the university.

3.2.1. Provide support services and infrastructure of excellence to our students and the university community.

3.2.1.1. Student satisfaction survey results regarding different support services.

3.2.1.1.1. **OUTCOME – PARTIALLY DONE:** On the PIPC final report, all students indicated that they were very satisfied with the services provided by PIPC (Professor Dr. María Amador-Dumois and her two graduate assistants).

Main Responsible: Office of Student Affairs, Office of Accreditation, Assessment, and Continuous Improvement, and PIPC.

3.2.1.2. The level of use of CBA facilities by student associations and other dependencies of the university community.

3.2.1.2.1. **OUTCOME – DONE:** One of the main problems of the CBA is that everyone wants to use our facilities during non-business hours. Even with the lack of maintenance and cleaning personnel, our facilities are used by our personnel, professors, students, associations, and the internal and external community.

Examples of activities during the weekend are the Lions Club of the Western Region, Math Olympics, and Boy Scouts. To facilitate its use and prevent the problem of overbooking, Mrs. Gloria Medina, secretary of the Dean, created the UPRM account actividades.adem@uprm.edu, the instructions, and the calendar link <https://calendar.google.com/calendar/embed?src=actividades.adem%40uprm.edu&ctz=America%2FPuertoRico>

Main Responsible: Office of Administrative Affairs.

3.2.2. Encourage student participation in student organizations.

3.2.2.1. The number and proportion of students participating in student organizations.

3.2.2.1.1. **OUTCOME – DONE:** Every semester, we had the CBA Association Fair. Over 200 CBA students are part of our seven student associations.

Main Responsible: Office of Students Affairs.

3.2.2.2. The annual number of student associations established or restructured.

3.2.2.2.1. **OUTCOME – DONE:** During 2022-2023, the CBA had seven student associations and the CADEM.

Main Responsible: Office of Students Affairs.

3.2.3. Establish links with graduates, their companies, and communities by promoting their participation as collaborators in academic work.

3.2.3.1. Increase the number of graduates, companies, and community entities participating in advisory bodies, job fairs, conferences, and other extracurricular activities.

3.2.3.1.1. **OUTCOME – PARTIALLY DONE:** We eliminated the percentage because it is unrealistic and refers to multiple variables. We only have part of the data to answer the metric. During 2022-2023, we received donations and had job fair participants, members of advisory boards, and other extracurricular activities from alumni, companies, and the community.

Main Responsible: Office of the Dean, Office of Academic Affairs, Office of Graduate Studies and Research, Committees, PIPC, projects, Faculty, and Student Associations.