ACBSP

SELF STUDY

University of Puerto Rico at Mayagüez
College of Business Administration

August 15, 2016
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I - Review of All Academic Activities

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

a. **Business Courses Offered by Business Unit.** ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.

b. **Business Degrees Offered by Business Unit.** The accreditation process includes a review of all academic activities in a business school or program. In other words, if an institution offers associate degrees, bachelor's degrees, and graduate (masters and doctorate) degrees in the business school or business program, the accreditation process embraces all of these in the self-study.

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

c. **Business Content Courses Not Offered by Business Unit.** At the institution’s written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

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

**Institution Response**

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

The following table shows the programs to be accredited and the number degrees conferred during the 2014 - 2015 academic year.

`Table 1_06152016`
II - Organizational Charts

Attach as a source document in the Evidence File:

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

Institution Response

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

The UPRM organizational file is found in the following URL:


The organization chart for the CBA is shown in the following file: Organigrama ADEM

III - Conditions of Accreditation

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

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

b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).

c. Statement of Mission—Business School or Program. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Schools and programs must have a mission consistent with that of ACBSP. State the mission of the business school or program and whether the mission is listed in the institution's catalog or program offerings bulletin (see subsection d).

d. Public Information. An electronic copy or website link for the catalog or bulletin must be provided in the Evidence File. Printed copies of the catalog and self-study are no longer needed. State the catalog page number(s) where each of the following is located:
   1. Listing of the business degree programs
   2. The academic credentials of all faculty members
   3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students
   4. The statement of mission of the institution
5. The statement of mission of the business school or program

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

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

f. Please list below all campuses at your institution at which a student can earn a business degree.

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

Institution Response

a. Institutional Accreditation:

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

b. Statement of Mission—Institution:

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

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

c. Statement of Mission—Business School or Program:

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

d. Public Information:

1. Listing of the business degree programs

   - CBA web page, choose "Programas Académicos"
2. The academic credentials of all faculty members
   - CBA Faculty web page
     (http://enterprise.uprm.edu/facgene/index.php)

3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students
   - UPRM official documents (policies, procedures, etc.)
     (http://www.uprm.edu/p/procuraduria/documentos_oficiales)
   - UPR tuition and fees
     (http://www.uprm.edu/upr/estudiantes/ayudas/costos.html)

4. The statement of mission of the institution
   - Listed on page 2 of the UPRM Undergraduate Catalog
     (http://www.uprm.edu/cms/index.php?a=file&fid=11777)
   - Listed on page 2 of the UPRM Graduate Catalog
     (http://www.uprm.edu/cms/index.php?a=file&fid=11198)

5. The statement of mission of the business school or program
   - Listed on page 308 of the UPRM Undergraduate Catalog
     (http://www.uprm.edu/cms/index.php?a=file&fid=11777)
   - Listed on page 150 of the UPRM Graduate Catalog
     (http://www.uprm.edu/cms/index.php?a=file&fid=11198)
   - CBA Mission, Vision, and Culture web page
     (http://enterprise.uprm.edu/about/index.php)

e. Accreditation of Doctoral Programs:
   Not applicable.

f. List all campuses at your institution at which a student can earn a business degree:
   UPRM is a single campus institution.
The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

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

IV - Organizational Description

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

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

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

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

a. Organizational Description

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

Within your response, include answers to the following:

1) Organizational Environment

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

2) Organizational Relationships

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

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

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

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

Institution Response

1) Organizational Environment

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

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

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

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

UPR complies with the Americans with Disabilities Act (ADA), the Family Educational Rights and Privacy Act (FERPA), HIPAA Law and its Buckley Amendment. The campus has a Student Ombudsman Officer who deals with student claims.
b) What is your organizational context/culture?

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

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

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

c) What is your stated vision?

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

d) What are your stated values?

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

Justice / Fairness

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

Responsibility

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

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

Trust

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

Integrity

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

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

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

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

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

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

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

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

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

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

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

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

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

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

V - Organizational Challenges

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

Within your response, include answers to the following questions:

1. Competitive Environment
   a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
   b. What are the factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.

2. Strategic Challenges
   a. What are your key strategic challenges? As appropriate, include education and learning, operational, human resources, and community challenges.

3. Performance Improvement System
   a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

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

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

1) **Competitive Environment**

a) What is your competitive position?

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

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

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

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

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

*Overview - Table 2_06172016*

2) **Strategic Challenges**

What are your key strategic challenges?

The CBA has identified the following strategic challenges:

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

How do you maintain an organizational focus on performance improvement?

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

1 - Standard 1: Leadership

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

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

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

Institution Response

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

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

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

The College of Business Administration (CBA) works closely with the leaders at the UPR-Mayaguez Campus and at the UPR Central Administration, to deliver quality education, research, and service to all of our stakeholders as stated by our mission, vision and goals. The CBA’s Internal Bylaws state that the Faculty is a university organizational unit dedicated to teaching and research of a set of related disciplines, and community service. The CBA’s Faculty in particular is constituted by the Dean, the teaching personnel, and student representation elected for this matter. It is headed by the Dean with the collaboration of the teaching and non-teaching staff, and the student participation. The Faculty has the following duties and attributes, among others:
1. To propose academic programs to the Academic Senate.
2. To propose the creation of new courses, modification or removal of existing ones.
3. To approve additional graduation requirements.
4. To participate in the consultation process for the appointment of the Dean and other officials as provided by the University Act and the UPR General Bylaws.
5. To participate through the School Committees in the process of appointment, promotion, continuity and licensing of teaching personnel.
6. To recommend students for degrees in accordance with standards established by the Academic Senate.
7. To state their views to the UPRM Chancellor on any matter related to the operation of the Faculty, the UPRM Campus or the University System.
8. To make agreements in order to comply more effectively with the objectives for which the University was created.
9. To recommend the creation, elimination, or reorganization of agencies attached to the Faculty to the corresponding higher organisms.

1.1 - Criterion 1.1

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

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

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

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

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

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

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

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

Explain how the performances of administrators and faculty are evaluated.
Institution Response

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

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

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

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

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

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

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

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

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

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

- Participate in monthly faculty meetings that include student representation.
- Assess the execution of the operational plans and objectives at least once a year.
- Faculty members in accordance with the bylaws and in coordination with the Associate Deans develop and evaluate their semester's work plans which include teaching loads, research tasks, appointment to committees, and other special assignments.

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

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

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

A major curricular revision was approved for the Baccalaureate in Science of Business Administration (BSBA) program. During academic years 2013-2014 and 2014-2015, the Dean, Associate Deans, and administrative staff worked on establishing the procedures to implement the new curriculum in August 2015.
All majors have the option of pursuing an Internship as an elective course. The employer’s performance appraisals of the internship students provide information about their knowledge and skills. Employers often make recommendations, which are discussed by faculty members. For example, in response to employers’ recommendations an elective course: Advanced Spreadsheet Techniques (ADMI 3018), was created and is taught every semester.

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

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

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

Criterion 1.1.a - Table 1_06202016.

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

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

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

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

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

Students participate in the evaluation of their courses every semester. The results of the evaluations are available to the faculty members after the term is completed and the final grades have been submitted. This information is part of the faculty evaluation process.
1.2 - Criterion 1.2

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

Criterion 1.2 - Social Responsibility

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

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

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

Explain how societal impacts are addressed and measured.

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

Explain how ethical business practices are ensured.

Explain how ethical academic practices are ensured.

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

Explain how regulatory and legal compliance are ensured.

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

Institution Response

Criterion 1.2 Social Responsibility

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

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

The Puerto Rico Government Ethics Office (OEG) provides a list of methods that qualify as a mean of complying with the required 20 hours of continuous education in the area of ethics every two years (http://tmp.oegpr.net/centro-para-el-desarrollo-del-pensamiento-etico).
The CBA follows the regulations and certifications for all academic and administrative processes established by the UPR Board of Government, the UPR President’s Office, and the UPRM governing bodies. The UPR General Bylaws, Students’ General Bylaws, and the UPRM Faculty Manual state the obligations and responsibilities of the different sectors of the university community, as well as the behavior subject to disciplinary action. In addition, faculty must comply with regulations established for research and publications.

The abovementioned documents are available at the UPRM website:

- [http://www.uprm.edu/senadojunta/docs/certsenado/13-71.pdf](http://www.uprm.edu/senadojunta/docs/certsenado/13-71.pdf)

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


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


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

**Criterion 1.2.a - Table 1_06222016**

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

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

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

**Figure 1.1_06222016**
Criterion 1.2.c. Business programs should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

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

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

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

The following table describes the measures and indicators used by the CBA to monitor compliance with regulatory and legal issues.

Figure 1.2_06222016

2 - Standard 2: Strategic Planning

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

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

Institution Response

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

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

2.1 - Criterion 2.1

Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.
**Criterion 2.1** - The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

Describe your formal process for strategic planning.

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

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

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

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

**Institution Response**

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

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

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

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

Std 2 - Strategic Planning Schematic

**Criterion 2.1.a.** The faculty and staff members of the business unit should have significant input into the strategic planning process.
The CBA Strategic Plan is aligned with the UPRM campus institutional plan and the UPR System wide plan established by the UPR Central Administration. Each CBA office and the key permanent committees as defined by the administration, develop their respective operational plans aligned to the CBA Strategic Plan. The operational plans are then presented to the faculty during the first semester of the academic year, updated and approved as required.

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

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

The information obtained from these mechanisms is used to develop an initial plan at the beginning of the academic year. This plan is presented at the Faculty meeting for approval purposes. Besides the initial draft of the plan, formulation and deployment is an ongoing process that pursues the continuous improvement of the CBA administrative and academic goals. The faculty, staff and major stakeholders have the opportunity to provide input and feedback at least once a year.

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

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


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

**Figure 2.1_06232016**

### 2.2 - Criterion 2.2

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

**Criterion 2.2 - Strategy Deployment**

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

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

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

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

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

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

**Institution Response**

**Criterion 2.2. Strategy Deployment**

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

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

**Figure 2.2_06232016**

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

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

**Figure 2.3_06232016**

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

**Operational Plan 2015-2018 Graduate Affairs.**

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

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

3 - Standard 3: Student and Stakeholder Focus

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

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

Institution Response

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

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

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

3.1 - Criterion 3.1

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

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

**Institution Response**

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

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

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

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

**Criterion 3.1 Table 3.1 06-22-2016**

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

**Criterion 3.1 Table 3.2 & Table 3.3 06-22-2016**

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

**Criterion 3.1 Table 3.4 & Table 3.5 06-22-2016**

[1] The approximate cost for tuition and fees for the 2014-2015 school year was $ 1,662 and $4,711 (for out-of-state).
3.2 - Criterion 3.2

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

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

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

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

**Institution Response**

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

Criterion 3.2 Table 3.1 06-22-2016

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

Criterion 3.2 Table 3.2 06-22-2016

3.3 - Criterion 3.3

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

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

Describe your periodic review processes pertinent to this criterion.

**Institution Response**

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

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

Criterion 3.3 Table 3.1 06-23-2016

3.4 - Criterion 3.4

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

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

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

Institution Response

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

Criterion 3.4 Figure 3.1 06-23-2016

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

Statistics and information from various offices such as the Institutional Research and Planning Office (OIIP) and the Student Affairs Office (OAE by its Spanish acronym), etc. establishes the students segments we are effectively targeting. This in turn defines the CBA’s stakeholders that we need to listen to and understand their requirements and expectations. A variety of methods are employed that enable us to identify areas of improvement and to plan accordingly.
3.5 - Criterion 3.5

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

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

Define and describe your processes pertinent to this criterion.

**Institution Response**

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

**Website and Social Media** ([http://enterprise.uprm.edu](http://enterprise.uprm.edu))

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

**Open House and School Visits**

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

**Summer Camps and Student Associations** ([http://enterprise.uprm.edu/ases-web/index.php](http://enterprise.uprm.edu/ases-web/index.php))

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

**Business Economic and Development Center** ([http://cne.uprm.edu](http://cne.uprm.edu))

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

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

**Academic Counseling** ([http://enterprise.uprm.edu/ases-web/index.php](http://enterprise.uprm.edu/ases-web/index.php))

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

**Professional Counseling** ([http://enterprise.uprm.edu/counseling/index.php](http://enterprise.uprm.edu/counseling/index.php))

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

**Student Associations Fair and Job Fair**

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

**Student-to-Teacher Ratio**

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

**“Retorno Colegial” (UPRM Homecoming)**

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

**Advisory Board**

The Advisory Board is another way the CBA connects with external stakeholders and maintains itself current with the industry’s needs. The Advisory Board is composed of 9 members from the banking, aerospace, computer, and service industries. It is responsible for advising the CBA on issues pertaining to keeping the CBA and its academic program relevant and updated with the industry. Refer to Table 3.7 for a complete roster of CBA External Advisory Board.
3.6 - Criterion 3.6

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

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

Describe process(es).

**Institution Response**

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

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


All academic units and programs of the UPR System must strictly abide to these rules and regulations. For instance, students can go directly to any of CBA’s administrative offices to convey his/her complaint; request the assistance of UPRM’s Student Advocate or through the Student Council. While the Student Advocate’s goal is to mediate between the student and the administration in situations affecting their well-being, the Student Council is the students’ official representative acknowledged by the UPRM Students General By-Laws (Chapter 3.), responsible for receiving and forwarding students’ claims and grievances to the appropriate University forums (CBA’s Faculty, the Academic Senate and the Administrative Board). All grievance and complaint procedures are conducted under strict confidentiality following the 1974 Family Educational Rights and Privacy Act (Better known as the Buckley Act of 1974).
3.7 - Criterion 3.7

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

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

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

**Institution Response**

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

3.8 - Criterion 3.8

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

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

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

**Institution Response**

Figure 3.3 provides a description of the performance measure, the evaluation tool, results, analysis or results, and actions taken. It also include graphs or tables that are currently in use and pertinent to this standard (#3). In other instances a full report on the matter under consideration is also included as part of the evidence. Various survey instruments are currently under revision and/or evaluation and will be administered during fall 2015 and spring 2016 semester and will enable the CBA to complete Figure 3.3.
Criterion 3.8_Student Survey OAE Services

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

Criterion 3.8_Internships Program Performace Report_2012-2013
Criterion 3.8_Internships Program Performace Report_2013-2014
Criterion 3.8_Employer Survey on Interns_2012-2013
Criterion 3.8_Employer Survey on Interns_2013-2014
Criterion 3.8_Employer Assessment Job Fair 2015

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

Criterion 3.8 Diagrams 3.1 - 3.5_06-23-2016

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

Criterion 3.8 Diagrams 3.6 - 3.10_06-24-2016

Diagram 3.11 shows employer's assessment of intern skills.

Criterion 3.8 Diagram 3.11_06-24-2016

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

Criterion 3.8 Diagrams 3.12 - 3.13_06-24-2016

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

Criterion 3.8 Diagram 3.14_06-24-2016
**4 - Standard 4: Measurement and Analysis of Student Learning and Performance**

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

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

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

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

**Institution Response**

**Criterion 4: Introduction**

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

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

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

**Standard 4 Diagram 4.1_06-28-2016**
The CBA has a Learning Outcome Assessment Program that responds to its mission statement and the intended student profile at the time of graduation. Specifically, it has the goal of developing an “ethical professional, highly qualified for the business world and capable of making significant contributions to organizations or create his/her own business” (CBA Strategic Plan 2012-2022). The objective of the CBA Learning Outcomes Assessment Program is to allow faculty to continuously improve the quality of the educational programs in order to facilitate the teaching/learning process so the student could meet the above mentioned expected profile at the end of its educational process.

4.1 - Criterion 4.1

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

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

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

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

b. Describe your learning outcomes assessment process for each program.

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

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

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

Institution Response

Criterion 4.1 a - Learning objectives for each program:

a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. A program is defined as follows: a plan of study is considered a program when it requires a
minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student’s transcript.

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

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

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

The program assessment design of the CBA undergraduate programs (BSBA, BOA) establishes the underpinnings for CPC (Common Professional Components) while the MBA program offers the setting for the learning goals. It’s relevant to consider both, the content and skills the CBA undergraduate and graduate programs want their students to take away from the courses. The student’s background, their previous knowledge, and the likelihood of working in their field of study, all play an important role in establishing goals and selecting the appropriate course content. The CBA Assessment Plan (August 2014 to MAY 2017) is shown on Tables 4.6, 4.7., & 4.8.
Criterion 4.1 c, d and e.

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

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

4.2 - Criterion 4.2

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

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

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

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

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

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

Institution Response

According CBA’s assessment plan, a faculty member or the Assessment Committee is the responsible unit for executing the course assessment. A Faculty Assessment Report is prepared and submitted to the Assessment Committee once the performance data for each CPC or beyond CPC has been gathered. Results are then discussed with the Faculty of each core business program course or concentration to identify trends and possible courses of action. The of the assessment process is discussed with the Assessment Committee and communicated regularly at faculty meetings. Key performance metrics are also strategically posted at the bulletin board located at the building’s main lobby and the other common areas.
Figure 4.2 below shows the CBAs assessment results for the BSBA, BOA and MBA programs. Each program has its own assessment plan. The stage of the assessment cycle also varies among these programs. The BOA and MBA programs closed their respective assessment cycle in Spring 2015. As for the BSBA program, the analysis of the assessment results for some of the courses offered during Spring 2016 are scheduled to be concluded in August 2016. This respond to the fact that the performance measurement in these courses is a course embedded special assignment implemented at the end of the semester. They will be finished when the CBA faculty reconvene at the beginning of the new semester and ready for the upcoming accreditation visit.

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

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

Criterion 4.2_Figure 4.2.1_BSBA_Accounting_CPC & Major
Criterion 4.2_Figure 4.2.10_BSBA_Marketing_CPC & Major
Criterion 4.2_Figure 4.2.5_BSBA_Finance_CPC & Major
Criterion 4.2_Figure 4.2.7_BSBA_Inf Systems_CPC & Major
Criterion 4.2_Figure 4.2.9_BSBA_Management_CPC & Major

Figures below show the CPC for the BSBA program:

Criterion 4.2_Figure 4.2.11_BSBA_Operations Management_CPC
Criterion 4.2_Figure 4.2.12_BSBA_Quatitative Techniques_CPC
Criterion 4.2_Figure 4.2.13_BSBA_Economics_CPC
Criterion 4.2_Figure 4.2.2_BSBA_Business Law_CPC
Criterion 4.2_Figure 4.2.3_BSBA_Business Policy Integrative_CPC
Criterion 4.2_Figure 4.2.4_BSBA_Ethics_CPC
Criterion 4.2_Figure 4.2.6_BSBA_Global Dimension_CPC
Criterion 4.2_Figure 4.2.8_BSBA_Management Functions_CPC

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

Criterion 4.2_Figure 4.2.14_BOA_Economics_CPC
Criterion 4.2_Figure 4.2.15_BOA_Communication Skills_CPC
Criterion 4.2_Figure 4.2.16_BOA_Statistics_CPC
Criterion 4.2_Figure 4.2.17_BOA_Accounting_CPC
Criterion 4.2_Figure 4.2.18_BOA_Business Finance_CPC
Criterion 4.2_Figure 4.2.19_BOA_Ethics_CPC
Criterion 4.2_Figure 4.2.20_BOA_Information systems_CPC
Criterion 4.2_Figure 4.2.21_BOA_Management_CPC
Criterion 4.2_Figure 4.2.22_BOA_Research Skills_CPC

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

Criterion 4.2_Figure 4.2.23_MBA_Ethics_Learning Goal
Criterion 4.2_Figure 4.2.24_MBA_Knowledge of Management_Learning Goal
Criterion 4.2_Figure 4.2.25_MBA_Leadership Style_Learning Goal
Criterion 4.2_Figure 4.2.26_MBA_Quantitative Skills_Learning Goal
Criterion 4.2_Figure 4.2.27_MBA_Research & Analytical Skills_Learning Goal
Criterion 4.2_Figure 4.2.28_MBA_Entrepreneurial Skills_Learning Goal

4.3 - Criterion 4.3

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

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

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

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

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

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

Criterion 4.3 Figure 4.3_08-10-2016

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

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

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

  Criterion 4.3 Graphic 4.1_SITvsall campuses

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

  Criterion 4.3 Graphic 4.2_SITCBAcomparison

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

  Criterion 4.3 Graphic 4.3_SITmidpoint_6-29-2016

The Comp-XM: The Capstone® business simulation is an interactive platform that provides students with the opportunity to test assumptions and learn from mistakes so they are better prepared to step
confidently into their business career. Through Capstone, students get the chance to apply what they've learned across all disciplines of business in one strategic, competitive, engaging learning experience. The CBA uses the Capstone® business simulation as a summative and formative mechanism to assess whether our students are able to demonstrate proficiency in all the business-related functions.

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

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

Criterion 4. 3 Graphic 4.4_Compxmallstudents_07-1-2016

4.4 - Criterion 4.4

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

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

To demonstrate compliance with this criterion:

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

Institution Response

The College of Business Administration has been actively engaged in a process of continuous improvement since 2004 to cater for the changes in the educational and competitive environment of the island. To that effect the CBA revised its strategic plan in tune with these events and harmonized it with
the institutional and the systemic plans. The process toward the design of its educational programs and curricular revisions has been implemented within the parameters of CBA’s vision, mission, programs goals, learning outcomes, and graduating student’s profile. Certainly the process followed by CBA Faculty as a result of pursuing the ACBSP accreditation has helped in refocusing the educational process in some areas while in others it has validated the efforts conducted so far.

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

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

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

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

Criterion 4.4_Figure 4.2_Comprehensive Analysis BSBA_Accounting
Criterion 4.4_Figure 4.2_Comprehensive Analysis BSBA_Finance
Criterion 4.4_Figure 4.2_Comprehensive Analysis BSBA_Marketing
Criterion 4.4_Figure 4.2_Comprehensive Analysis BSBA_Inf Systems
Criterion 4.4_Figure 4.2_Comprehensive Analysis BSBA_Management

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

Criterion 4.4_Figure 4.2_Comprehensive Analysis_BSBA_Operations management
Criterion 4.4_Figure 4.2_Comprehensive Analysis_BSBA_Business Policy
Criterion 4.4_Figure 4.2_Comprehensive Analysis_BSBA_Quatitative Techniques
Criterion 4.4_Figure 4.2_Comprehensive Analysis_BSBA_Ethics
Criterion 4.4_Figure 4.2_Comprehensive Analysis_BSBA_Global Dimension
Figures below show some examples of those actions included the comprehensive analysis of the CPC for the BOA program:

- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Accounting
- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Management
- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Communication in Spanish
- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Communication in English
- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Economics
- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Ethics
- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Finance
- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Inf Systems
- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Research Skills
- Criterion 4.4_Figure 4.2_Comprehensive Analysis_BOA_Statistics

Other Program improvements

- The SIT exam is now offered as part of the capstone course (ESOR 4026 - Administrative Policy) where a representative sample of all CBA students is easily obtained. Before this change was institutionalized, the SIT test was offered to all CBA graduation candidates. To foster student participation the Faculty was urged to offer bonus points as incentive to encourage participation. This strategy biased the sample and the results towards the area whose professor gave the most attractive bonus.

- Modified instructional strategies. For instance the finance and accounting faculty now include a pre-test before the assessment exercise to highlight areas that need improvement. Based on this initiative appropriate reinforcement was given.

- Course content revisions based on SIT scores specially in courses where CBA students do not achieved the performance level established. For instance the Business Law faculty revised the course content based on low SIT scores but after analysis they concluded that the course content was appropriate.

- Creation of new courses. For instance the Information Systems Faculty created an advanced Excel course in response to employer's assessment of students participating in the Plan Coop and Internship Program.

- Change future assessment from course to another: The learning goal "Research and Analytical Skills" was recommended be removed from FINA 6015 (Managerial Finance) reassigned to other graduate course for the MBA program. Refer to Criterion 4.2 Figure 4.2 -MBA Research and Analytical Skills.
A key outcome of specific program improvements based from analyses of previous assessment results was the development, approval and implementation of a new curriculum for all majors that commenced in the 2015-2016 academic year.

System Process Improvement

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

5 - Standard 5: Faculty and Staff Focus

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

1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;

2) evaluate the faculty based on defined criteria and objectives;

3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and

4) foster an atmosphere conducive to superior teaching.

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

Institution Response

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

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

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

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

5.1 - Criterion 5.1

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

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

a. Summarize and attach under the Evidence File tab above your current human resource (HR) plan.

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

Institution Response

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

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

Criterion 5.1_CBAHRPlan2016_2021

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

1. University Board Certification 141 2001-2002
b. In a brief statement here, explain your HR plan’s relationship to your strategic goals.

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

5.2 - Criterion 5.2

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

Criterion 5.2 - Employment Practices

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

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

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

Explain or describe:

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

Institution Response

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

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

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

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

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

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

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

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

**Criterion 5.2.1 Table 5.1**

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

**Explain or describe:**

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

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

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

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

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

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

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

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

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

f. How you provide for course monitoring and evaluation.

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

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

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

Each day during that period, corresponding evaluations are distributed to be completed by students in class. Either a student from each course or a designated non-academic staff member is designated to collect the forms in an envelope and bring them to the office of the Associate Dean of Academic Affairs. All the forms are saved until the end of the semester when they are sent to the Computer Center to be processed. At the beginning of the following semester, each professor could access electronically the results of the evaluation, which includes the average score per question in each course taught. A hardcopy report of the scores obtained by all faculty members (ranking) with no names attached and a copy of the comments, which students submitted, if any is made available to each faculty member.
It is worthwhile to note, that during academic year 2015-2016, and as a pilot program, course evaluations were done electronically, giving the students more time to complete the process. Further information will be provided by the university administrators, regarding if the electronic course evaluation will turn into a formal process.

5.3 - Criterion 5.3

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

Criterion 5.3 - Faculty Qualifications, Workload, and Coverage

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

To demonstrate compliance with Criterion 5.3.1, please:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Academically Qualified:**

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

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

8. Hold an out of field doctorate,
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant consulting activity.

9. Hold an out of field doctorate,
(a) A master’s degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

10. Hold an out of field doctorate,
(a) Master’s degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

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

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

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

1. Hold a Juris Doctor (JD) and hold a business related master’s degree with a specialization in the area of teaching responsibility.

2. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.

3. Hold a Juris Doctor (JD) and have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.

4. Hold an out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

5. Hold and out of field doctorate,
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
6. Hold an out of field doctorate,  
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.

7. Hold an out of field doctorate,  
(a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

8. Hold an out of field doctorate,  
(a) Have completed a special post-graduate educational program (AVBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

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

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

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

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

To be considered professionally qualified a faculty member must:

1. Hold an MBA plus three years relevant work and/or teaching experience to be qualified to teach principle or introductory level business courses only.

2. Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.

3. Hold a master’s degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.

4. Hold a Master’s degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research directly related to the teaching discipline.

5. Hold a master’s degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.

6. Hold a master’s degree and successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching or have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities.

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

Institution Response

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

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

Criterion 5.3.1_Figure 5.1_5.1a

Criterion 5.3.1_Figure 5.1.2 & Figure 5.1.2a

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

Criterion 5.3.1_Figure 5.2 & Figure 5.2a

Criterion 5.3.1_Figure 5.2.1 & Figure 5.2.1a
Figures 5.3 and 5.3a presents the coverage of our programs by academically- and or professionally-qualified faculty members.

Criterion 5.3.1 Figure 5.3 & Figure 5.3a

Criterion 5.3.2.a

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

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

Faculty CVs below goes from Amador to Cruz

Criterion 5.3.2 CVs_CBA_Faculty

Faculty CVs below goes from Curbelo to González-Cebollero

Criterion 5.3.2 CVs_CBA_Faculty2

Faculty CVs below goes from González-López to Oronoz

Criterion 5.3.2 CVs_CBA_Faculty3

Faculty CVs below goes from Ortiz to Rosa

Criterion 5.3.2 CVs_CBA_Faculty4

Faculty CVs below goes from Ruiz to Zapata

Criterion 5.3.2 CVs_CBA_Faculty5

Faculty CVs below goes from Bisot to Reyes

Criterion 5.3.2 CVs_CBA_Faculty6_BOA

Criterion 5.3.2.b

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

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

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

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

5.4 - Criterion 5.4

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

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

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

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

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

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.
Criterion 5.4.2 - The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

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

Institution Response

Criterion 5.4 - Faculty Deployment:

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

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

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

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

Criterion 5.4.2 Table 5.1
5.5 - Criterion 5.5

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

Criterion 5.5 - Faculty Size and Load

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

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

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

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

Teaching Loads:

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

With regard to Criterion 5.5.1, please address:

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

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

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

d. how the combination of teaching and other responsibilities for full- and part-time faculty is consistent with fulfilling all nine functions effectively; and

e. how your part-time faculty members participate in these essential functions.
If your business programs do not meet this criterion, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your teaching loads support your mission and program objectives.

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

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

**Institution Response**

**Criterion 5.5 Faculty Size and Load**

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

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

**Criterion 5.5.1**

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

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

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

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

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

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

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

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

Criterion 5.5.1 Table 5.1

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

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

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

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

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

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

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

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

5.6 - Criterion 5.6

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

Criterion 5.6 - Faculty Evaluation

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

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

a. How you monitor/evaluate your faculty’s teaching.
b. How you monitor/evaluate your faculty’s student advising and counseling

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

d. How you monitor/evaluate your faculty’s business and industry relations.

e. How you monitor/evaluate your faculty’s development activities.

f. How you monitor/evaluate your faculty’s consulting activities.

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

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

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

**Institution Response**

**Criterion 5.6 - Faculty Evaluation**

**a. how you monitor/evaluate your faculty’s teaching.**

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

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

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

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

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

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

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

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

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

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

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

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

At the College of Business, students are the most critical factor when decisions have to be made in terms of academic and service offerings. If budget allows, the operating hours of the Computer Center, Study Room, Tutoring Centers, are established considering the needs of the students. Faculty and staff continuously support student’s initiatives regarding community service. Faculty advisors of student’s organizations had demonstrated fully commitment to projects and activities of these organizations.

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

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

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

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

5.7 - Criterion 5.7

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

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

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

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

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

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

In addressing Criterion 5.7.2, please describe or explain:

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

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

- UPR General Bylaws (2014)
- UPRM Faculty Handbook (2008)

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

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

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

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

a. how you determine faculty and staff development needs;

Besides the institutional policy established by Certification 03-04-169 (UPRM Administrative Board), which requires faculty members to complete six hours of professional development per academic year, currently, at the College of Business, there is no formal process to determine faculty and staff development needs. Although, we encourage faculty and staff to participate on activities that could contribute to their professional development.

b. what orientation and training programs are available;

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

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

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

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

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

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

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

UPR General Bylaws

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

5.8 - Criterion 5.8

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

Criterion 5.8 - Scholarly and Professional Activities

Criterion 5.8.1 - Scholarship

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

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

- the types of scholarly research in which your faculty members are involved;
- the publications in which your faculty members have recently published; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution’s mission.
Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching, (2) the scholarship of discovery, (3) the scholarship of integration, and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:

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

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

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

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

**Criterion 5.8.2 - Professional Activities**

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

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

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

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

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

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

The determination of 'professionally related' depends upon the nature of the activity. For example, if a CPA conducts a men’s bible class, it is not professionally-related; however, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related.

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

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

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

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

*Another consideration to this example could be to add a column for classroom activities and take credit for developing case studies and exercises as scholarly activities.*
Figure 5.6 is an example that assumes the Boyer model. If your school uses another model or process to determine scholarly activities please describe your process.

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

5.8.3 Scholarship for Doctoral Programs

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

Institution Response

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

5.8.1 Scholarship:

To demonstrate compliance with Criterion 5.8.1, describe or explain:

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

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

Criteria 5.8.1_Figure 5.6 & Figure 5.6a

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

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

Criteria 5.8.1_Diagram 5.1

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

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

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

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

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

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

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

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

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

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

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

Criterion 5.8.3 Scholarship for Doctoral Programs:

The College of Business Administration at the University of Puerto Rico – Mayagüez does not offer any doctoral programs.
6 - Standard 6: Educational and Business Process Management

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

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

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

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

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

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

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

Institution Response

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

With the advent of new educational institutions to the academic arena and the challenges posed by the new order in the global business scenario of the late 1990s, the CBA began a continuous improvement process of its academic offerings in 2004. This culminated in the approval by its Faculty of a curricular revision in 2009 which was eventually certified by the Academic Senate in 2011 (See Certification 11-18-2011). Also, the construction (2004-2007) of the most modern and technologically advanced CBA building in the whole university system came hand-to-hand with two revisions of CBA’s strategic plan (versions 2003 – 2012 and 2013 – 2022).
6.1.1 - Criterion 6.1.1

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

Criterion 6.1 - Educational Design and Delivery

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

Criterion 6.1.1 - Educational Design

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

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

Institution Response

Criterion 6.1 - Educational Design and Delivery

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

Standard 6 Diagram 6.1_06-24-2016

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

To maximize student learning and success, the learning support facilities and activities complement and enrich the curriculum with top-notch infrastructure, technology, business counseling and assistance, extracurricular activities, special projects and on-the-job experiences. The aggregate result is a student transformed into a professional with high moral and ethical standards capable of making significant contributions to the enterprise and the society. To keep improving student's learning process, the CBA conducts end-of-course evaluations and gathers (as part of the continuous improvement process) periodic feedback from students, prospective employers, and other external stakeholders. The CBA also administer exit exams to mid-point and graduation candidates (See Sections 6.1.7, and 6.2.1).
Criterion 6.1.1. - Educational Design

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

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

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

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

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

Standard 6_Diagram 6.2_06-24-2016

As shown above, the process must comply with the regulations of the Governing Board and the Vice-Presidency of Academic Affairs. The CBA’s Committee of Academic Affairs is the body responsible of examining and evaluating the creation of new programs or the proposed changes to the curriculum. Upon the completion of this process CBA’s approved the proposal for a curricular change in April 2009. It was then approved by the Academic Senate of UPR-Mayaguez on May 2011 (See Certifications11-18-2011 and Certifications 11-12-060, and 11-16-2011 below).
CBA’s curricular revision was the result of an extensive process that took many hours to synchronize the discussion, evaluation, and feedback gathered from key stakeholders like; professors, current students, graduating students, alumni, and employers. Input from CBA faculty was instrumental in early stages on the process about labor market trends and needs due to their practical experience and active participation in professional associations. Input from current students is gathered thru their end-of-course evaluations and helped in the elimination, consolidation or creation of courses.

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

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

6.1.2 - Criterion 6.1.2

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

Criterion 6.1.2. - Degree Program Delivery

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

To fulfill this criterion you must provide the following information:

a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);

b. the program delivery methods employed in each program (classroom, correspondence, independent study, computerized distance learning, etc.);

c. the number of contact (or coverage) hours required to earn three (3) semester hours (four quarter hours) of credit; and

d. If your unit confers nontraditional business degrees such as accelerated, executive, specially designed to meet the needs of specific stakeholders other than traditional college students, etc. describe how:
1. nontraditional degrees support and/or relate to the business school or program’s mission and objectives;
2. credits are earned in these programs;
3. you assess their academic merit; and
4. demonstrate assessment data, their equivalence to traditional degree programs.

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

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

**Institution Response**

**Criterion 6.1.2 Degree Program Delivery**

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

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

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

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

The College of Business Administration offers a program of studies leading to a BSBA with options in the fields of Accounting, Computerized Information Systems, Finance, Industrial Management, Marketing, and Organizational Studies. The BSBA is design to be completed in four years. However the total semester credits hours required for graduation varies according to the student selected option. Refer to Criterion 6.1.3 for a complete description of the total credits hour required for each options. According OIIP statistics 2011-2012, 3 % of undergraduate students completed the program in 4 years. Some of the reason that might explain why students does not complete within the four year-term is due to transfers within academic options, their active participation in The Cooperative Education Program (COOP), Internship Program and the completion of a second major.
The third Academic Program offered at the College of Business Administration is the Bachelor in Office Administration (BOA). The curriculum has 124 credit hours and it is designed to be completed in four years. According to IIP statistics 2011-2012, 3.7% of undergraduate students completed the program in 4 years. Refer to Criterion 6.1.3 for a complete description of the total credit hours required for each option. The reasons that explain this rate are the same as for the BSBA.

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

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

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

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

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

f. Do you confer non-traditional business degrees?

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

Criterion 6.1.2 Figure 6.2 06-24-2016

6.1.3 - Criterion 6.1.3

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

Criterion 6.1.3. - Undergraduate Common Professional Component (CPC)

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

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

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

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

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

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

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

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

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

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

Criterion 6.1.3_Figure 6.4_Abbreviated Syllabus_BSBA
Criterion 6.1.3_Figure 6.4_Abbreviated Course Syllabus_BOA
Criterion 6.1.3_Figure 6.4_AbbreviatedSyllabus_MBA
Criterion 6.1.3_Figure 6.5a - Figure 6.5d_06-24-2016

6.1.4 - Criterion 6.1.4

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

Curriculum 6.1.4.a. - Curriculum Design Beyond CPC

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

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

Curriculum 6.1.4.b. - Curriculum Design for General Education

Schools of Business and programs should demonstrate a sufficient foundation in general education, which should generally be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.
Use Figure 6.6 found under the Evidence File tab (ACBSP Documents folder) above to support your presentations for Criterion 6.1.4.b.

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

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

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

**Institution Response**

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

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

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

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

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

*Criterion 6.1.4b_Figure 6.6_06-24-2016*
6.1.5 - Criterion 6.1.5

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

Curriculum 6.1.5. - Other Business-related Program

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

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

Institution Response

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

6.1.6 - Criterion 6.1.6

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

Criterion 6.1.6. - Curriculum Design in Graduate Programs

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

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

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

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

a. the hours of graduate level work in business coverage beyond the CPC;

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

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

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

Institution Response

Criterion 6.1.6 Curriculum Design in Graduate Programs (if applicable)

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

Criterion 6.1.6_Diagram 6.1_06-24-2016

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

6.1.7 - Criterion 6.1.7

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

Curriculum 6.1.7. - Education (Design and Delivery) Evaluation

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

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

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

Institution Response

6.1.7 Education (Design and Delivery) Evaluation

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

Academic institutions as well as business concerns exist because of their customers. They will continue to exist as long as they deliver a product or service that customers value because satisfies their needs. Crafting an actionable strategic plan help the organization align customer-centered and support activities to assure the end product/service is of value for customers. A strategic plan must also contemplate the creation of information gathering mechanisms to help in assessing customer’s feedback on the firm’s value proposition.
As previously indicated, the College of Business Administration (CBA) has been actively engaged in a process of continuous improvement since 2004 in preparation for an eventual process of accreditation. CBA’s 2003 – 2012 strategic plan as well as its 2013 revision include methods and processes for program evaluation focused on two areas of assessment: academic and administrative. The academic assessment under 2003-2012 strategic plans focused on the following learning outcomes: oral and written communication, teamwork, information technology skills, ethics, entrepreneurial skills, small business management, research skills, and critical thinking. Without the exception of the thinking learning goal (measured yearly as part of the capstone course), the other learning goals were examined in a period of a two-year cycle. This assessment also included student evaluations of courses and instructors conducted at the end of each academic semester.

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

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

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

Criterion 6.1.7 Figure 6.8 06-27-2016
6.2.1 - Criterion 6.2.1

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

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

Criterion 6.2.1. - Education Support Processes

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

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

Suggested topics for the narrative:

a. how you ensure that education support processes are performing effectively;

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

Institution Response

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

Criterion 6.2.1 Education Support Processes

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

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

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

This procedure involves the active participation of several educational support offices described in Figure 6.9 below. This table lists and describes each of these educational support workplaces, and the services provided. The table also describes CBA’s uses of the information gathered from students, stakeholders, faculty, and staff, and benchmarking initiatives. Statistical data from observations and measurement to evaluate CBA’s support processes can be found in the annual reports prepared and submitted to the Dean’s Office (See Annual Reports 2013-2014 and 2014-2015) by each educational support area (See a description of these reports in Figure 6.9). For additional statistical data refer to the evidence sources included in the first column of this table.

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

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

UPRM is committed to promoting an environment where students with disabilities have access to all academic programs, support services, social events, and physical facilities as any other student via Law 51 and Reasonable Accommodation Services. In UPRM Strategic Plans for 2003-2011 and 2012 to 2022 periods, exercises were carried out to guarantee that each unit’s strategic plan was aligned with the institutional plan.
Student support services are concentrated within 21 units or departments. Many additional offices at UPRM also offer some type of support service. The graduate and undergraduate catalogs present the descriptions and the services offered in student support.

Criterion 6.2.1 Figure 6.9 06-27-2016


Criterion 6.2 Computer lab usage stats

6.2.2 - Criterion 6.2.2

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

Criterion 6.2.2. - Business Operation Processes

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

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

a. your key business operation processes;

b. how you determine your key customer requirements;

c. how you set measures and/or indicators and goals;

d. how you monitor performance;

e. how you evaluate and improve business operation processes to achieve better performance, including cost and productivity; and

f. how you use the following types of information to evaluate your key business operation processes:

   1. feedback from students, stakeholders, faculty and staff;

   2. benchmarking;

   3. peer evaluations; and

   4. data from observations and measurements
Institution Response

Criterion 6.2.2 Business Operation Processes

CBA’s Key Business Operation Processes:

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

Under the Dean’s direction, the CBA has implemented a formal process of determining its strategic plan in alignment with the UPRM campus institutional plan and the UPR System wide plan established by the UPR Central Administration. To communicate its strategic objectives, action plans and measurements to all stakeholders the CBA implemented a systematic approach through mechanisms like: its website, display panels and computer monitors, emails, public and periodic reports in faculty meetings, and presentations to stakeholders. Also, the CBA’s Dean is the leader who, in conjunction with the administrative staff, ensures that the College fulfills its mission, vision and objectives, and complies with the key business operation processes of the academic program. Refer to the introduction section in Standard #2 which presents CBA’s operation process deployment. According to this figure, CBA’s operational plans are executed through its administrative and service offices with the assistance and support of the permanent committees.

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

Criterion 6.2.2 Table 6.1_06-27-2016

How the CBA determines its key customer requirements?

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

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

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

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

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

The College of Business Administration, as well as the other academic programs of the UPR System, must prepare and submit to the administrative authority periodic information regarding the state of institutional whereabouts. According to Certification #136 of 2003-2004 (former Board of Trustees), the university community must develop a culture of evaluation that propitiates an adequate process of data gathering in order to know the functioning and effectiveness of all academic units. In this regards the Dean works closely with CBA’s Administrative Affairs Office to keep track of the budgetary performance of operational areas such as: office material, travel costs, wages, salaries, and capital expenditures. Based on the information provided by this office, the Dean establishes fiscal control policies for day-to-day operations as well as extraordinary measures for periods of financial insufficiency.

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

Criterion 6.2.2 Figure 6.10_06-27-2016

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

Criterion 6.2.2 Figure 6.10 b_08-11-2016

6.3.1 - Criterion 6.3.1

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

Criterion 6.3 - Enrollment Management

Criterion 6.3.1. - Admissions Policies and Procedures

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

In addressing Criterion 6.3.1 you should provide:
a. the policies and procedures for admission of first-year students (freshmen); and
b. the policies and procedures for admission of transfer of students from within the institution to the undergraduate business programs.

Institution Response

Section 6.3 Enrollment Management

Criterion 6.3.1. Admissions Policies and Procedures

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

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

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

UPRM Admission for new students
UPRM Admission of transfer students
UPRM Admission for visiting students

6.3.2 - Criterion 6.3.2

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.
**Criterion 6.3.2. - External Articulation Process**

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

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

a. what ongoing communication exists between the administration and faculty of the business unit and representatives of two-year institutions from which the business unit regularly receives transfer students;

b. the principal institutions from/to which the institution receives/sends transfer students;

c. the policies and procedures pertaining to the admission of transfer students from outside institutions into your business programs;

d. any mechanisms in place to avoid requiring students to unnecessarily duplicate course work, and the student advisement process which counsels students as to the transferability of course work; and

e. the policies for acceptance of transfer of credit from other institutions and the method of validating the credits for both undergraduate and graduate programs.

f. persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions; and

g. total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward business degree requirements at receiving institution.

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

**Institution Response**

**Criterion 6.3.2. External Articulation Process**

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

**6.3.3 - Criterion 6.3.3**

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

**Criterion 6.3.3 - Graduate Program Articulation and Admissions Policy**

A graduate program must have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.
In addressing this criterion, report and explain or describe:

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

Institution Response

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

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

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

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

UPRM Application for Graduate Studies

In doing so the applicant must use the version required for their requested application type, according to the following definitions:

- Regular student – Applicant is applying to obtain a masters or doctoral degree at UPRM. In the case of CBA, it only applies for a master’s degree.
- Professional development student – Applicant is not enrolled at another university and wishes to take some graduate courses at UPRM. Apply through the campus Registrar Office.
Additional information regarding the admissions criteria for prospective graduate studies at the CBA is included on pages 3 and 4 (electronic version) or page 29 of the hard cover version (Graduate Catalog).

Once the application process is completed in its entirety, the applicant must pay the corresponding fees. The fastest and most efficient method of payment is by credit card as deposits are made instantly and the applicant receives a receipt immediately. Payments can also be made directly on campus at the Finance Office, in which case the applicant or his/her representative must take the receipt of payment to the Graduate Studies Office to prove payment. Application fees are not refundable.

The Graduate Program of the CBA is only an evening program. On the other hand, in addition to the admission requirements explained above (Graduate Student Office) the Graduate Program of the CBA has additional requirements to allow entry of students who can reasonably be expected to succeed in graduate business studies. These additional requirements are included on pages 11 and 12 of the Certification number 09-09 of the Academic Senate of the Campus.

1. Students that do not comply with the academic index for admission, but has three or more year of professional experience can opt for the following procedure to be considered for admission to graduate studies.
   - Obtain admission as professional development student and approve nine (9) or more credits in advanced undergraduate or graduate courses with a GPA of 3.00 or more.
   - Upon compliance of the above, the student can request admission as a regular graduate student. If admission is granted, the student’s study plan could include a maximum of 12 credits approved thorough the professional development program

6.3.4 - Criterion 6.3.4

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

Criterion 6.3.4. - Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.

Institution Response

Criterion 6.3.4. Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

Federal regulations require all institutions to establish a reasonable and satisfactory academic progress policy for determining whether a student is making satisfactory academic progress. The academic policies used by the CBA for placing students on probation, for suspending students, and for readmitting students who were suspended are follows.

In the case of the CBA the norms that determine student’s satisfactory academic progress are included in Certification 07-28 of the Academic Senate and included in the CBA’s General Guide. This guide defines
in pages 18 to 20 the norms applicable to regular students, and irregular students in regards to the 
minimum retention index (GPA scores) per study year before a student in placed in probation.

All students in its sophomore year or above (regular and irregular) will be eligible for automatic academic 
probation even if they do not comply with the satisfactory academic progress requisites mentioned before. 
For students on probation the minimum retention indexes are established on page 20 of the CBA’s 
General Guide.

Students suspended due to lack of satisfactory academic progress and not eligible for academic 
probation will remain unable to study in the UPR System or any other institution of higher education for at 
least one academic year. After completing one academic year of suspension, the student can apply for 
readmission within the established period specified in the academic calendar. See pages 21 to 22 of the 
CBA’s General Guide.

Every readmission will be granted under the academic probation conditions. The first readmission after 
the suspension for lack of academic progress will processed by the Office of the Registrar. Further 
suspension will required the student to apply for readmission and the application will be evaluated by the 
Institutional Committee of Academic Progress.

6.3.5 - Criterion 6.3.5

Use the following criterion to document the extent to which the business school or program meets 

Criterion 6.3.5. - Academic Policies for Recruiting, Admitting, and Retaining Students will be 
clearly stated.

Describe the academic policies used by the business unit for:

a. recruiting students;
b. admitting students; and
c. retaining students.

Institution Response

Criterion 6.3.5 Academic Policies for Recruiting, Admitting and Retaining Students

A. Recruiting Students

An objective of the strategic plan of the University of Puerto Rico Mayagüez (UPRM) is to identify and 
attract the best possible prospective students from high schools. Open House is carried out with the 
interest of attracting the best students in Puerto Rico to the four UPRM Colleges by the Office of the Dean 
of Academic Affairs

The College of Business Administration Office of Students Affairs prepares brochures and recruiting 
materials about our academic programs, and the student associations set up booths during the Open
House. Professors from different areas and staff visit high schools and provide information about all CBA programs.

**B. Admitting Students**

The admissions standards for undergraduate students were established for the UPR System through certification 25 2003-2004 of the UPR BT. The [UPRM Undergraduate Catalogue 2015-2016](http://example.com) publishes the admissions standards (p.72) and Retention Standards (p.79).

*Freshmen Admission:*

**Academic Requirements:** Candidates for admission to the first-year class at the University of Puerto Rico, Mayagüez Campus, must file an application for admission with the Admissions Office. Applicants must have a high school diploma or its equivalent from an educational institution duly accredited by the Department of Education of Puerto Rico.

**Entrance Examination:**

Prospective applicants for admission to the freshman class must take the University Evaluation and Admissions Tests (PEAU in Spanish) administered by the College Entrance Examination Board in Spanish. This includes aptitude test and achievement tests. Application forms may be obtained in a high school, or by writing directly to College Entrance Examination Board, P.O. Box 71101, San Juan, Puerto Rico 00936-8001. These tests are offered in February, June, and October. Application forms for the English version of the test (SAT and Achievement Tests on English, Mathematics Level II, and Spanish are available from the Scholastic Aptitude Test, P.O. Box 592, Princeton, New Jersey 08540. These tests are offered in January, May, and December. Candidates take this test no later than February of their last year in high school.

**Application Procedure:** First-year applicants are only considered for admission in August of the first semester. Applications should be submitted before November 30 of the year prior to admission. The following official documents are to be sent to the Admissions Office: (a) High school academic transcript including grades for the first semester of their senior year. (b) Official report of test scores obtained on the college entrance examination (PEAU or SAT). (c) A certified check or money order for $20.00 payable to the University of Puerto Rico. (Late fee is $30.00).

**Selection of Candidates:** Admission to UPRM is based on an admission index formula. The General Admission Index is based on the Aptitude Test of the College Entrance Exam, or SAT. It is calculated as follows: 50% of the score is based on high school academic index, 25% on the mathematical score and 25% on the verbal score on the Aptitude Test of the College Entrance Examination. These raw scores are converted to a scale figure in order to obtain the General Admission Index. Admission is granted to students whose index strictly complies with the minimum value established by the Administrative Board of the respective campus to which students apply. Admission index varies according to program demands and admission limitations.

**Non-resident Applicants:** Admission may be granted to students from other countries whose previous courses are comparable to those required in Puerto Rico. Candidates must submit evidence of their ability to undertake university work. Applicants from countries where the College Board offers an entrance examination are required to present these results in order to be eligible for admission.

**Advanced Placement:** Advanced placement is granted to students who approve the College Board Advanced Placement tests with scores of 4 or 5 in the English, Spanish, Mathematics section (Level II), Calculus AB or Calculus BC. Students who meet these criteria, receive credits for the first-level course which appear in the student record as approved courses (P) and are placed in the next level course as
specified by their curricula. These credits qualify as graduation requirements. Admission for students with scores of 4 or 5 varies according to the guidelines established by the specific academic department.

**Placement in First Level Courses:** Students who do not qualify for advanced placement (in a second level course) must take the first level course in Spanish, mathematics, and/or English, but they may be placed in different programs following criteria defined by their respective academic departments which may include but are not limited to College Board Achievement test scores. Placement is compulsory.

**C. Retaining Students: Retention policies**

- Certification number 07-28 of the Academic Senate at UPRM establishes that a regular student will be considered as having satisfactory academic progress and “in good standing” if the following conditions are met at the end of the academic year:
  - Comply with all the established university regulations without being under probationary status.
  - Approves sufficient credit hours to demonstrate academic progress toward degree completion as illustrated in the following timetables:
    - 4-year programs – 8 consecutive years
    - 5-year programs – 10 consecutive years
  - Attains the minimum GPA allowed according to the number of years completed at UPRM.
  - Or, stated in terms of percentage of credit hours approved.

**Criterion 6.3.5 Table 6.1 06-28-2016**

- A part-time student will be considered as having satisfactory academic progress and “in good standing” if the following conditions are met:
  - Attains the minimum GPA of 2.00.
  - Approves sufficient credit hours to demonstrate academic progress toward degree completion as illustrated in the following timetable:
    - 4-year programs – 10 consecutive years
    - 5-year programs – 12 consecutive years
  - A student who has few years as a part-time student or regular student in a four-year program must approve satisfactorily, a percentage greater than or equal to that resulting from adding 12.5% multiplied by the number of years with regular status and 10% multiplied by the number of years with part-time status. For five years program must be approved cumulative and satisfactorily with a percentage greater than or equal to that resulting from adding 10% multiplied by the number of years with regular status and 8% multiplied by the number of years with part-time status.
  - Approves on an accumulative and satisfactorily way at least the stated percentage of total credits required for their program of studies, according to the following table:

**Criterion 6.3.5 Table 6.2 06-28-2016**

- The Registrar Office will periodically analyze the student’s records at the end of the second semester to certify the regular or part-time student’s academic progress.
6.3.6 - Criterion 6.3.6

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

**Criterion 6.3.6. - Results of Enrollment Management will be reported.**

Summarize results for enrollment management not reported elsewhere in the report.

You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.12 found under the Evidence File tab above, is encouraged.

**Institution Response**

**Criterion 6.3.6. - Results of Enrollment Management will be reported.**

As mentioned in Standard number 3, admission to UPRM and CBA is a highly competitive process based on the UPR System admission index formula. This explains why the College of Business Administration (CBA) customarily attracts the best high school students from all cities of Puerto Rico and in particular graduates from the western region of the island (See Diagram 6.1).

**Criterion 6.3.6_Diagram 1_06-29-2016**

Tables 6.1 to 6.4 depicts the effectiveness of CBA's enrollment management process in terms of indicators such as new admissions, total enrollment, graduation rate and retention. As Table 6.1 shows, new admissions to CBA have been steadily increasing for the past years at an average increase of 15% per year.

**Criterion 6.3.6_Table 6.1_06-29-2016**

On the other hand Table 6.2 shows a stable pattern in total enrollment with an average enrollment per year of 1,114 students in spite of recent increase in competition from private universities, technical education institutions, and the migration pattern of families to the United States.

**Criterion 6.3.6_Table 6.2_06-29-2016**

Table 6.3 shows CBA’s graduation rate distribution by year and concentration for the past three years. Despite that the number of total graduates has increased, the distribution of graduates has changed significantly among the different concentrations. For instance, the concentration in office administration has experienced a sharp decrease of 50% in graduates from 2015 to 2016 while the concentration in computerized information systems experienced a 30% increase in graduate during the same period. Other concentrations experienced more stable patterns over the same period.

**Criterion 6.3.6_Table 6.3_06-29-2016**

Table 6.4 shows the CBA’s retention rate by concentration from year 2011 to 2015. On the aggregate, each concentration has experienced some variability in its retention rate that could be attributed to
movements from one concentration to another, and a combination of several socio economic factors that force students to leave the university (i.e. migration, marriage, working conditions, among others).

**Criterion 6.3.6 Table 6.4_06-29-2016**

Despite the variability shown in the previous table, Diagram 6.2, below, depicts a times series graph of CBA’s retention rate since year 2000 to 2015. During this period retention rate has been above the 80 % mark with the exception of year 2009. This time series graph also shows (on the aggregate) a similar pattern when compared to the retention rate of UPRM’s Engineering Department (the biggest department at UPRM) Finally, the graph also depicts a gradual stabilization after year 2010 reaching an average retention rate of 90% from year 2011 to 2015.

**Criterion 6.3.6 Diagram 6.2_07-7-2016(2)**

Finally, Figure 6.12 summarizes the results of CBA's enrollment management process in the areas of recruitment, retention and graduation. In the case of retention rate UPRM calculates student retention based based on those students that return the second year after their enrollment (Note that retention rate for 2016 is based on an estimate from previous years).

**Criterion 6.3.6 Figure 6.12_07-06-2016(2)**

### 6.3.7 - Criterion 6.3.7

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

**Criterion 6.3.7. - Improvement in Enrollment Management will be pursued on a continuous basis.**

Explain how you improve the enrollment management processes, and how the improvements are deployed across the organization

**Institution Response**

**Criterion 6.3.7 Improvement in Enrollment Management will be pursued on a continuous basis.**

As established in the College of Business Administration (CBA) Vision Statement, the aim is to be the best option in Business Administration education for students, professors and recruiters. To attain this goal, the CBA focuses in serving the traditional prospective student who has recently graduated from high school (public and private) and seeks to be enrolled as a full time student in a competitive institution of higher education (See Criterion 3.1 of Standard 3). In his regards, CBA's vision and mission statements are the key drivers for the continuous improvement of the management of the enrollment process:

1. Identifying CBA prospective students, and developing methods to listen and to learn from its stakeholders in order to determine their requirements and expectations. [Table 3.1 in Criterion 3.2](#) itemizes the main methods used by the CBA to determine students and stakeholders requirements and expectations. For instance, the CBA carries out a yearly Open House to attract
prospective students. Hundreds of students visit the CBA to see its facilities and meet faculty and current students. Similarly, visits to high schools are conducted throughout the island to orient students about its curriculum, faculty, facilities, student associations, etc.

2. Developing instruments such as satisfaction surveys, opinion surveys, and end-of-course surveys for the periodic review of educational service needs and direction (Refer to Table 3.1 of Criterion 3.3).

3. Crafting a process to use the information obtained from students and stakeholders for purposes of planning educational programs, academic offerings, and services; process improvements; and the marketing of CBA program. For instance academic and service offices like the Institutional Research and Planning Office (OIIP) and the Office of Student Affairs (OSA), and the Internship and Cooperation Education Program (ICEP) gathers information form current and prospective students, alumni, faculty, staff, employers and other external stakeholders to listen to and understand their requirements and expectations.

4. Developing and implementing processes to attract and retain students, and to build relationships with desired stakeholders. Some examples are: a highly visible website and social media site to promote CBA offerings and services, an annual Open House, school visits during the fall semester, a summer camp for high school students; participation in one the several student associations, participation in summer internships, a job fair where students has the opportunity to meet and be interviewed by their prospective employers, and access to academic and professional counseling.

Deployment of the enrollment management processes follows the same systematic approach used by the CBA to communicate strategic objectives, action plans, and measurements to all stakeholders (Refer to Standard 2). Enrollment efforts are coordinated to include the active participation of CBA faculty, the administrative staff and student associations. Activities are divulged through the CBA website, display panels and computer monitors, emails, public and periodic reports in faculty meetings, and presentations to stakeholders. The diagrams, tables and figures included in Criterion 6.3.6., summarizes the effectiveness of the enrollment management process.