

I - Institutional Information

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

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

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

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

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: Completed | Due Date: 9/30/2014

Assigned To

Xiomara Santiago

Institution Response

O 4. List All Accredited Programs (as they appear in your catalog):

Department of Business Administration

Majors: Bachelor's Degree in Accounting, Management and General Business

Refer to Evidence File for URL Source - UPR Cayey Catalog

http://www.cayey.upr.edu/main/sites/default/files/Catalogo_2014-15_UPR_CAYEY_1.pdf

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish

accurately to the public between programs that have achieved accredited status and those that have not.

Programs listed in item O4 above are identified as having received accreditation by ACBSP in the University of Puerto Rico in Cayey. University of Puerto Rico in Cayey does not any other major at the Business Administration program. Our full program is accredited by ACBSP.

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

University of Puerto Rico in Cayey

O 7. Person completing report Name: Dr. Xiomara B. Santiago Rodríguez

Phone: 787-738-2161 ext. 2015, 2638

E-mail address: xiomara.santiago3@upr.edu

ACBSP Champion name: Xiomara B. Santiago Rodríguez

ACBSP Co-Champion name: José Pérez Llavona

Sources

There are no sources.

II - Status Report on Conditions and Notes

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

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

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

Remove Note:

Remove Condition:

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

Do Not Remove Note or Condition:

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The following conditions are addressed in this QA report (Refer to ACBSP appendix conditions):

Standard Three, Criteria 3.d, Standard Five Criteria 5.3.1.b, Standard Five, Criteria 5.5.1, Standard Six, Criteria 6.1.3

We are kindly requesting that ACBSP Board of Commissioners remove the conditions identified above based on the following Justification

Standard Three, Criteria 3.d: Documentation of business advisory board meetings and committee meetings were observed as inconsistent with was verbally reported by faculty and board members. Some of the documentation was also incomplete. This documentation is needed to support the actions taken as described by faculty and board members in terms of achieving continuous quality improvement.

Standard Three, Criteria 3.d:

To assure that Employer Business Advisory Board (EAB) Meetings were documented the BAP-C established a strategy were two of our Faculty members will be responsible of the Employer Advisory Board Meetings coordination. The coordinators collected all the information about the EAB meetings and the activities performed by the Board including courses revision, learning outcomes and ACBSP accreditation process. A report was performed to assure that all activities were documented. The EAB has their first meeting in September 2010. In that meeting the work plan was to review the syllabus of the nine core courses taken by all the students in our program. In order to start to revise the core courses, the members establish two ordinary meeting per natural year and when necessary another extraordinary meeting (Refer to Appendix 1 for Advisory Board Report)

Employer Advisory Board by Laws was created and a draft was submitted as part of the improvement made to the Employer Advisory Board responsibilities. The draft approval is schedule for next Faculty meeting (Refer to

Appendix 2 for Advisory Board by Laws.

Standard Five, Criteria 5.3.1. b: Historically, doctorally qualified faculty should teach at least 40 percent of the undergraduate credit hours in business. Meeting the historically acceptable faculty- credentialing levels is an important policy to ensure high level of teaching and learning. UPR- Cayey-BA has an opportunity to present a justification for the difference between the historically acceptable standard and what exists. One way may be to provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

Standard Five, Criteria 5.3.1. b:

The credits hours taught by doctorally qualified faculty during the years 2011-2014 improved from 30% to 39%. The total of credits hours taught by the full-time faculty was 93% during the years evaluated in this report. Cayey BAP faculty understands the importance of achieving and maintaining the historically acceptable levels and has been properly addressing this situation (Detailed information is presented in Appendix 3)

Results of Pre and Post tests demonstrate improvement in learning in all the courses evaluated during the years 2011-2014. These learning outcomes results demonstrate that faculty composition support Cayey BAP mission and program objectives (See results in Appendix 6)

In May 2014 Dr. José Caraballo was hired to teach statistics courses for Cayey BAP. His appointment is an improvement in the percentage of doctorally qualified faculty not considered on the evaluation presented since he was not part of the faculty during the periods evaluated.

In addition, Certification number 145 of 2005-2006 set a minimum requirement of doctoral degree to obtain tenure in the UPR. Therefore, in the near future as professors without doctoral degree retire we will be able to replace them by professors that are doctorally qualified.

Standard Five, Criteria 5.5.1: UPR regulations state that teaching load is a minimum of 12 and a maximum 18 hours per semester plus 6 office hours. Quality of teaching may be impacted when faculty members are teaching an overload. UPR cayey-BA has some faculty teaching more than 12 hours. Please document that the faculty as a whole are playing an essential role in all nine functions of the faculty.

Standard Five, Criteria 5.5.1

The BAP faculty in Cayey is aware that the human resources should be sufficient to meet the various responsibilities. Work assignments are in agreement and are consistent with balanced responsibilities among the faculty. In the Cayey BAP 81% of the faculty has a FTE of 1.11 or less and 62% has an FTE of 1 or less. Maintaining the number of credit-hours taught by professor near 12 is helping to ensure more time for faculty with tenure to perform the essential role in all functions of the BAP.(See Appendix 4) Refer to Certification 2000-01 number 21.

In May 2014 tenure was awarded to Dr. Xiomara Santiago to teach statistics courses and a new position was offered to Dr. José Caraballo also to teach statistics courses. Both professors are able to contribute to the BAP with research, the performance of other essential responsibilities, as established by ACBSP, and with the overall distribution of all the nine responsibilities among the faculty. (More detailed information is presented in the Appendix 5).

Results of Pre and Post tests demonstrate improvement in learning in all the courses evaluated during the years 2011-2014. These learning outcomes results demonstrate that faculty credits- hours load support Cayey BAP mission and program objectives. (See results in Appendix 6)

Standard Six, Criteria 6.1.3: At UPR- Cayey-BA two CPC elements are weak in expected academic coverage: Global dimensions of business and the Comprehensive or Integrating Experience. Improvements are being addressed with the introduction of a new international business course next year; however, during interviews with faculty, we learned that this component will be covered throughout other courses in the curriculum. In addition, BAP is considering requiring all majors to complete ADMI 4007, Strategic Management, as a mandatory course.

However this course has not been approved at the institutional level and, results are not reported yet. Since these topics have not been fully deployed and results are not available, please document when these topics have been incorporated into the curriculum.

Standard Six, Criteria 6.1.3

The condition of Standard six was evaluated by BAP- C faculty. The CPC elements of Global Dimensions of Business and Integrating Experience are being addressed through other BAP core courses. In addition, faculty meetings related with CPC coverage have addressed the need to focus the Global Dimension of Business and Integrating Experience in non-core courses (Refer to Appendix 8). The International Business course was approved by BAP faculty and is in schedule for revision at the Curriculum Committee at Institutional level by Dec 2014 (Refer to Appendix 11). The Appendix 7 addressed a table of Undergraduate Common Professional Component (CPC) Compliance with the purpose to assure that we are covering this important component as part of our program.

Note: The Information Systems (IS) Common Professional Component (CPC) is less than 30 credit hours. New course was approved to resolve this deficiency. The new course (Refer to Appendix 10) is TAOF 4035, Integración y manejo de programas para la toma de decisiones empresariales (Integration and management of programs for Business Decisions). This course will be a substitution of the course INCO 4005, Pronunciation Techniques.

The ADMI 4007 – Strategic Management course have been a requisite for the Management and General Program. Course integration and applied methodology includes conference and cases study (Refer to ADMI4007 Strategic Management Assessment Results for Example in Evidence File Source) Students must have to approve the following courses before enrolled at ADMI 4007: Marketing, Statistics, Accounting, Management and Finance. In addition to Management and General Program students, accounting majors enroll in ADMI 4007 as its content is useful for the CPA exam. This course is considered as a Capstone course for Management and General Program. Refer to Syllabus of ADMI4007 in Evidence File Source.

It is important to point out that accounting majors have a new course that was created and approved in 2013, the Internship in Accounting (CONT 4026). This course helps students apply their knowledge during the accounting baccalaureate. The Auditing course (CONT 4040) is the Capstone Course for accounting students. The students perform accounting analysis and apply knowledge acquired at previous course as well.

The ADMI 4007 is still identified as the course that will provide the Integrating Knowledge to all majors. The faculty has approved changes at the accounting curriculum to require ADMI 4007 for the degree. It is still the pending presentation for approval at Institutional level.

Sources

- ACBSP conditions
- ADMI4007 Strategic Management Assessment results
- Appendix 1 Advisory Board Report
- Appendix 10 Prontuario de Curso TAOF 4035
- Appendix 11 Course Syllabus ADMI 4225
- Appendix 2 Advisory Board By-laws
- Appendix 3 Total Student Credit Hours In Business Program
- Appendix 4 Number of Credits Taught in the Business Undergraduate Program
- Appendix 5 Participation in Committees and Other Scholarly, Professional, and Administrative Activities
- Appendix 6 Results Of Pre-test and Post-test 2011-2013

- Appendix 7 Table of Undergraduate Common Professional Component (CPC) Compliance
- Appendix 8 Table of Common Professional Components (CPC) for Non-Core Courses (Global Dimension of Business Compliance)
- Certification 145
- CERTIFICATION 21
- Syllabus ADMI 4007

III - Public Information

O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in STANDARD #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in Standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

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The results of student achievement, faculty, curriculum and students organizations is available through University of Puerto Rico Web page. Refer to the following link:

<http://www.cayey.upr.edu/main/unidades/administracion-empresas>

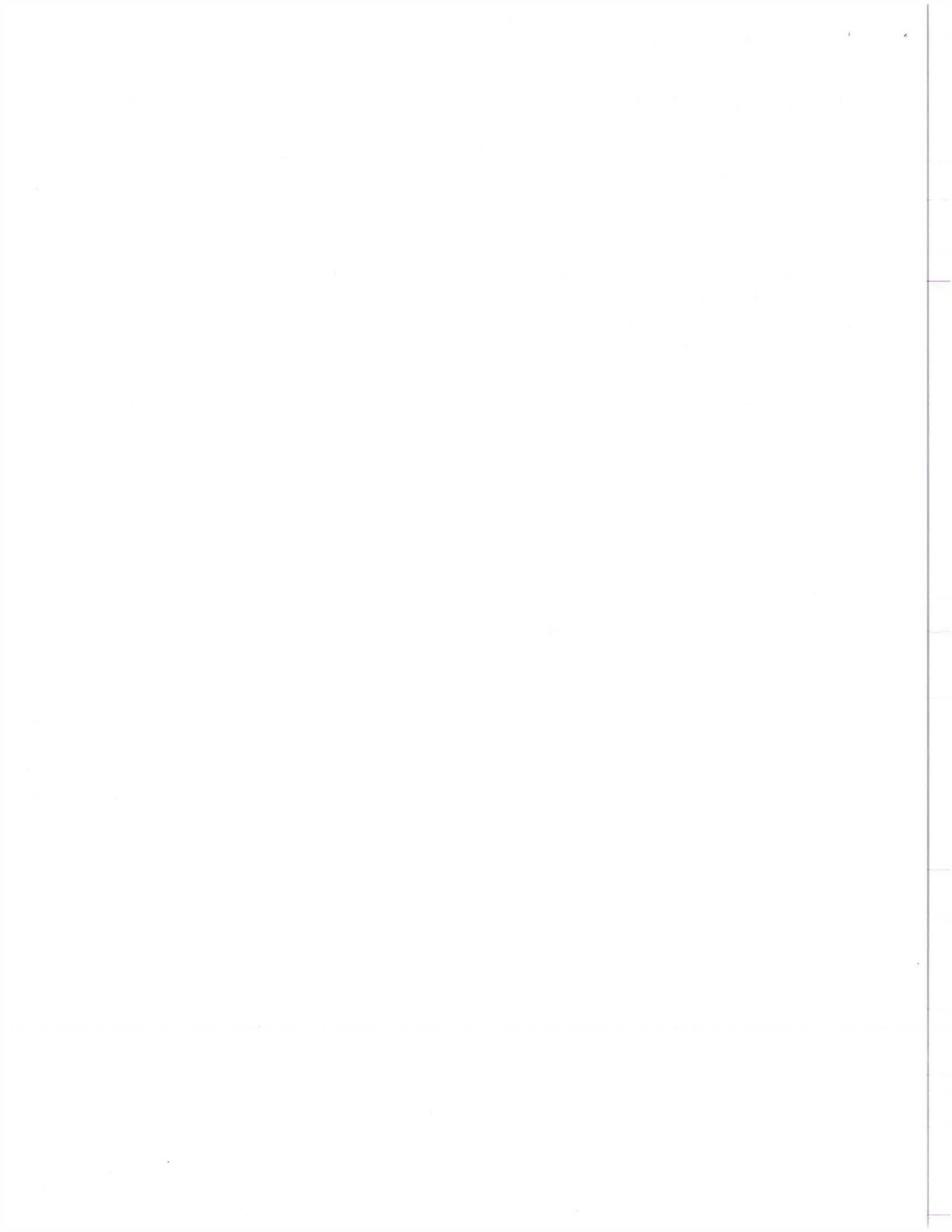
However, we are continuously improving the web page with the purpose to maintain our students and community about the Business Administration activities.

In addition our students can submit their recommendations to the following email:

Administraciondeempresas@upr.edu

Sources

There are no sources.



1 - Standard 1 Leadership

Organization

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

QA Report

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Institution Response

Standard #1 Leadership

Organization

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

Name Position/Office: Contact information: Date

Mario Medina, Ph.D. Chancellor mario.medina@upr.edu (Refer to Evidence File)
1-787-738-2161, ext. 2119
Since July 1, 2014

Refer to Chancellor Certification by UPR Board of Directors and President in Evidence File Source.

Raúl Castro, Ph.D. Dean of Academic Affairs raul.castro@upr.edu

1-787-738-2161, ext. 2116
Since July 18, 2014

Prof. José A. Pérez Llavona Business Administration Chair 1-787-738-2161, ext. 2015
jose.perez46@upr.edu

Since January 23, 2014

Xiomara Santiago, D.B.A. ACBSP Accreditation Coordinator xiomara.santiago3@upr.edu
1-787-738-2161, ext. 2015, 2499
Since August 6, 2014

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

None

Sources

- Chancellor Certification by UPR Board of Directors and President

2 - Standard 2 Strategic Planning

Effective with the fall 2014 QA report submittals, please use the Excel spreadsheet file found in the Evidence file tab to supply this information. Provide one to two examples of evidence of any improvements/updates in the strategic plan for current year or long-term action plans using the table in the spreadsheet:

Figure 2.2 Example of a Table for Action Plans	
Current Year action plans:	Long-term action plans:

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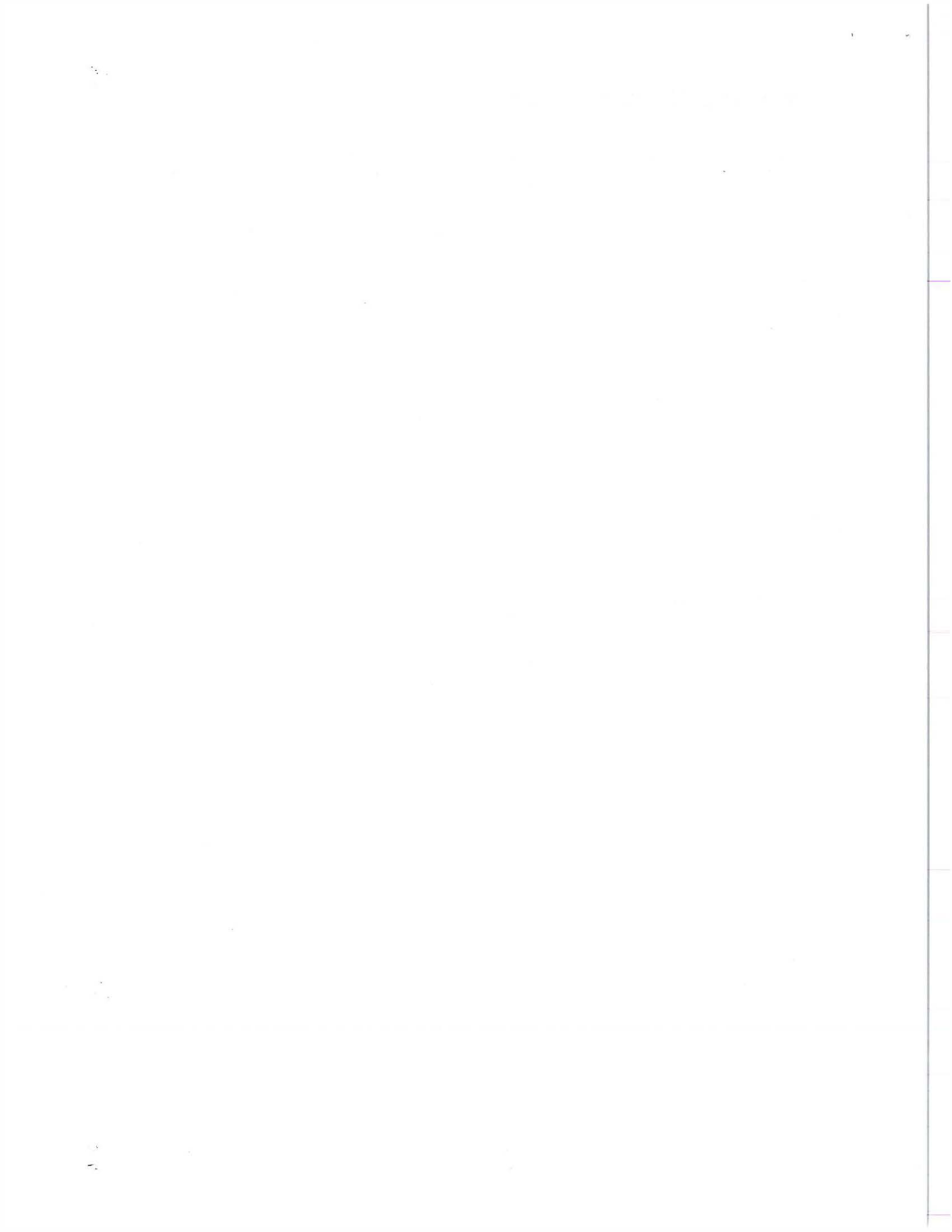
Assigned To
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Institution Response

No changes were made to this standard after accreditation period.

Sources

There are no sources.



3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above.

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

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

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

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

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

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

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (Indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional Internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	<p>Alumni Satisfaction: 2009 - 2013</p> <table border="1"> <caption>Alumni Satisfaction: 2009 - 2013</caption> <thead> <tr> <th>Year</th> <th>Satisfaction (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>60</td> </tr> <tr> <td>2</td> <td>70</td> </tr> <tr> <td>3</td> <td>75</td> </tr> <tr> <td>4</td> <td>80</td> </tr> <tr> <td>5</td> <td>85</td> </tr> </tbody> </table>	Year	Satisfaction (%)	1	60	2	70	3	75	4	80	5	85
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Student and Stakeholder-Focused Results

See results in Table Standard 3 in Evidence File Sources.

Sources

- Cert. #49 (2002-03) SA experiencias de investigacion, servicio comunitario
- Standard 3- Results

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

a. Program Outcomes.

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

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

b. Performance Results.

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

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Program Outcomes

Bachelor of Business Administration Program Learning Outcomes

The program learning outcomes of the Bachelor of Business Administration degree are:

- Students will think critically and demonstrate proficiency analyzing quantitative and qualitative data. Students will understand the impact of the economic environment on business organizations.
- Students will apply accounting principles to identify and record transactions and prepare financial statements.
- Students will analyze financial statements and other financial data.
- Understand and solve day-to-day problems faced by business administrators using management principles.
- Students will demonstrate ethical awareness and professionalism when making business decisions, recognizing the impact on stakeholders.
- Students will be aware of the legal and regulatory environment of business.
- Students will identify and evaluate business opportunities and build customer relationships.
- Students will be able to use word processing, spreadsheet, database, and internet tools for obtaining, processing and analyzing information.

- Students will demonstrate awareness, knowledge and appreciation of global business practices, diversity, and multiculturalism.
- Students will be able to conduct research and investigate business problems consulting appropriate print and electronic sources and draw recommendations and conclusions based on the information gathered.

Performance Results

Refer to Table Standard 4-Results in Evidence File Sources

Sources

- Standard 4- Results

5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above

b. Faculty Qualifications

Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** and Table 5.3 Standard 5, Criterion 5.8 - **Scholarly and Professional Activities**, found under the Evidence File tab above, for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

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Refer to Table Standard 5.

Sources

- Appendix 3
- Appendix 5
- Standard_5-_Results (1)

6 - Standard 6 Educational and Business Process Management

a. Curriculum

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

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

3. List any accredited programs that have been terminated since your last report.
4. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

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Institution Response

Curriculum

1. List any existing accredited degree programs/curricula that have been substantially revised since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

UPR Cayey BAP does not have any new program. Regarding BAP's curricular review, as stated in UPR Cayey BAP 2010 (2009-2012) Self Study, Standard 6 - Section 6.1.b. curricular review and changes arise from required evaluations by the University of Puerto Rico's system regulations every five years (UPR Board of Trustees Certification No. 43-2006-07); this places our next review cycle starting on 2015. These evaluations may result in major or minor curricular revisions, considering our mission and integrating the corresponding course of action according to UPR Cayey and BAP strategic plans.

Nevertheless, we are setting forward the curriculum review process and have already started approving and implementing some changes related to curricula. Some of these changes are part of the university's general requirements, but most of them were incorporated as part of the assessment process resulting of BAP 2010 Self Study.

The major curricula changes since our last report are described in table of Appendix 9 and Appendix of Internado en Contabilidad (Students internship information of CONT 4026). The syllabus of CONT 4026 is included in evidence file. Refer to this section for your review.

Note: The Information Systems (IS) Common Professional Component (CPC) is less than 30 credit hours. New

course was approved to resolve this deficiency. The new course (Refer to Appendix 10) is TAOF 4035, Integración y manejo de programas para la toma de decisiones empresariales (Integration and management of programs for Business Decisions). This course will be a substitution of the course INCO 4005, Pronunciation Techniques.

2. List any new degree programs that have been developed and attach at Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

UPR Cayey BAP does not have any new program since last report of 2011.

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

None of UPR Cayey BAP accredited programs have been terminated since our last report.

Table 6.1 Standard 6 - Organizational Performance Results - Refer to Table Standard 6 at Evidence File Source

Sources

- Appendix 10
- Appendix 9-Major curricula changes - Standard 6
- Attachment of table 6.1 Campus crime and security survey reports
- Attachment of table 6.1 Graduation Rates
- Attachment of table 6.1 Retention Rates
- CERT. 43 (2006-07)
- Standard 6- Results
- Syllabus Cont 4026