



Report of Outcomes Assessment Results

Institution	Inter American University of Puerto Rico
Academic Business Unit	San Germán Campus
Academic Years	2016-2017 and 2017-2018

Outcomes Assessment Plan

Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

☐ The outcomes assessment plan that we have previously submitted is still current.

☒ Changes have been made and the revised plan is attached.

☐ We have made changes and the revised plan will be sent to the IACBE by: _____

IACBE ANNUAL REPORT

For Academic Year: 2016-2017 and 2017-2018

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name: Inter American University of Puerto Rico

Institution's Address: PO Box 5100

City and State or Country: San Germán, PR Zip or Postal Code 00683-9801

Name of Submitter: Ailín Padilla, Ph.D.

Title: Director

Your Email Address: ailin_padilla@intersg.edu

Telephone (with country code if outside of the United States): 787-264-1912, Ext. 7542 or 7543

Type of Institution: Public ☒ X Private Nonprofit ☐ Private For-Profit ☐

Date of Submission: November 1, 2018

Total Headcount Enrollment of the Institution for 2016-17: 4,722

Total Headcount Enrollment of the Institution for 2017-18: 4,759

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Manuel J. Fernós, LL.M. / Prof. Agnes Mojica, MA

Title: President of the University / Chancellor San German Campus

Highest Earned Degree: LL.M / MA

Email: mfernos@inter.edu Email: amojica@intersg.edu

Telephone and Fax (with country code if outside of the United States): 1-787-763-4203, Ext. 2560 Fax 1-787-250-0782 Telephone and Fax (with country code if outside of the United States): 1-787-264-1912, Ext. 7330 Fax 1-787-264-4448 or 1-787-264-0220

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: Dr. Nyvia Alvarado

Title: Dean of Academic Affairs

Highest Earned Degree: Ph.D. Email: nialvara@intersg.edu

Telephone (with country code if outside of the United States): 1-787-264-1912, Ext. 7340 Fax (with country code if outside of the United States): 1-787-264-0407

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Dr. Ailín Padilla

Title: Director

Highest Earned Degree: Ph.D . Entrepreneurial & Managerial Development Email: ailin_padilla@intersg.edu

Telephone (with country code if outside of the United States): 1-787-264-1912, Ext. 7542 Fax (with country code if outside of the United States): 1-787-892-6350

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Prof. Diana L. Jiménez

Title: Assistant Professor

Highest Earned Degree: MBA Business Administration Email: diana_jimenez@intersg.edu

Telephone (with country code if outside of the United States): 1-787-264-1912, Ext. 7399 Fax (with country code if outside of the United States): 1-787-892-6350

X Check here if this represents a change from the previous year. (E-mail changed)

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Dr. Waldemar Vélez

Title: Professor

Highest Earned Degree: PhD. Human Resources Management Email: waldemar_velez@intersg.edu

Telephone (with country code if outside of the United States): 1-787-264-1912, Ext. 7410 Fax (with country code if outside of the United States): 1-787-892-6350

Outcomes Assessment Results

For Academic Year: 2016-2018

Section I: Student Learning Assessment

ENTREPRENEURIAL AND MANAGEMENT SCIENCES DEPARTMENT	
Student Learning Assessment for: BBA	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1.	<i>Students will be able to acquire knowledge, skills, and understanding of the concept in the functional areas of Business Administration.</i>
2.	Students will be able to understand, use, and apply information systems programs in the solution of problems and their implications in managerial processes.
3.	Students will be able to demonstrate effective professional communication skills.
Intended Student Learning Outcomes: Accounting ISLOs	
1.	Students will be able to acquire knowledge, skills, and understanding of the concepts in Accounting.
2.	Students will be able to analyze and report the legal, ethical, and social responsibility aspects of business decisions within the framework of Accounting.
Intended Student Learning Outcomes: Entrepreneurial Management Development ISLO's	
1.	Students will be able to acquire knowledge, skills, and understanding of the concepts in Entrepreneurial Managerial Development.
2.	Students will be able to analyze and report the legal, ethical, and social responsibility aspects of Entrepreneurial business decisions.
3.	Students will be able to analyze and report a business opportunity and develop a business plan.
Intended Student Learning Outcomes: Finance ISLO's	
1.	Students will be able to acquire knowledge, skills, and understanding of the concepts in Finance.
2.	Students will be able to analyze and report the legal, ethical, and social responsibility aspects of financial decision making.

Intended Student Learning Outcomes: <i>Human Resources Management</i> ISLO's	
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in workplace safety, legal environment, and Human Resources processes.	
2. Students will be able to analyze and report the legal, ethical, and social responsibility aspects of Human Resources planning and decision making.	
Intended Student Learning Outcomes: <i>Information Technology</i> ISLO's	
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in e-business, telecommunication/networks, design and analysis, and security within the field of Information Technology.	
2. Students will be able to analyze and report the ethical and social responsibility aspects of planning and management of Information Technology.	
Intended Student Learning Outcomes: <i>Marketing</i> ISLO's	
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in Marketing communication, e-commerce, global environment and strategic marketing planning.	
2. Students will be able to analyze and report the legal, cultural, ethical, and social responsibility aspects of Marketing.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. End-of-Program Core Comprehensive Examination (BBA) Core ISLO's Assessed by this Measure: 1 Concentration ISLO's Assesse by this Measure: Program ISLOs Assessed by this Measure: Accounting: Entrepreneurial and Managerial Development: Finance: Human Resources Management: Information Technology: Marketing:	At least 70% of graduating BBA students will score 60% or higher on each of the nine topic areas included in the comprehensive examination.
2. Comprehensive Capston Project a. General Program ISLO's Assessed by this Measure: 1, 2, 3 b. Concentration ISLO's Assessed by this Measure: Accounting: 1, 2	On the capstone project rubric at least 70% of graduating BBA students will earn a rating of 3 or above on a five-point Likert scale on each of the measured core ISLO's and:

<p>Entrepreneurial and Managerial Development (EMD): 1, 2, 3 Finance: 1, 2 Human Resources Management: 1, 2 Information Technology (IT): 1, 2 Marketing: 1,2</p>	<p>Accounting: 70% of graduating students will earn a rating of 3 or above on a five-point Likert scale on each of the measured Accounting ISLO's.</p> <p>EMD: 70% of graduating students will earn a rating of 3 or above on a five-point Likert scale on each of the measured EMD ISLO's.</p> <p>Finance: 70% of graduating students will earn a rating of 3 or above on a five-point Likert scale on each of the measured Finance ISLO's.</p> <p>HRM: 70% of graduating students will earn a rating of 3 or above on a five-point Likert scale on each of the measured HRM ISLO's.</p> <p>IT: 70 % of graduating students will earn a rating of 3 or above on a five-point Likert scale on each of the measured IT ISLO's.</p> <p>Marketing: 70% of graduating students will ear a rating of 3 or above on a five-point Likert scale on each of the measured Marketing ISLO's.</p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. <i>Student self-assessment of core and concentration ISLO's</i> <i>General Program ISLOs Assessed by this Measure: 1, 2, 3</i> <i>Concentration ISLO's Assessed by this Measure:</i> <i>Accounting: 1,2</i> <i>Entrepreneurial and Managerial Development (EMD): 1, 2, 3</i> <i>Finance: 1, 2</i> <i>Human Resources Management: 1, 2</i> <i>Information Technology (IT): 1, 2</i> <i>Marketing: 1, 2</i></p>	<p>On the student self-assessment of core and concentration ISLO's, at least 70% of graduating BBA students will select a rating of 3 or above on a five-point Likert scale on each of the measured core and concentration ISLO's.</p>
<p>2. <i>BBA Degree Candidate Exit Interview</i> <i>General Program ISLO's Assessed by this Measure: 1, 2, 3</i> <i>Concentration ISLO's Assessed by this Measure:</i> <i>Accounting: 1, 2</i> <i>Entrepreneurial and Managerial Development (EMD): 1, 2, 3</i> <i>Finance: 1, 2</i> <i>Human Resources Management: 1, 2</i> <i>Information Technology (IT): 1, 2</i> <i>Marketing: 1,2</i></p>	<p>At least 70% of graduating BBA students will indicate that they achieved each outcome assessed by the Exit Interview with 3 or higher on a five-point Likert scale.</p>

Learning Assessment Results: Core Comprehensive BBA

Summary of Results from Implementing Direct Measures of Student Learning:

1. End of Program Core Comprehensive Examination

At the end of the following semesters: **August-December 2016 January-May 2017, August–December 2017, and January-May 2018** BBA graduate candidates students from the Department took the Core Comprehensive Examination. The senior candidates expected to graduate were identified by the Registrar's Office. These candidates were enrolled on the online Comprehensive Examination. This examination was posted on Blackboard. The Department Open Computer Laboratory (CSC 106D) was selected for this purpose. Given the nature of the Business Communication Workshop English or Spanish course (OMSY 3030 or OMSY 3040) and the Information Systems in Business course (BADM 3900) they were not included in the Comprehensive test. They were evaluated in the Comprehensive Capstone Project Rubrics for each concentration.

The Core Comprehensive Examination consisted of nine (9) areas representing the core courses of all BBA Concentrations . It was a multiple choice examination consisting of 50 questions.

1. BADM 1900 - Fundamentals of Management – Questions 1 to 5
2. MKTG 1210 - Introduction to Marketing – Questions 6 to 10
3. ACCT 1161 - Financial Accounting – Questions 11 to 15
4. ACCT 1162 - Managerial Accounting – Questions 16 to 20
5. MAEC 2211- Microeconomics – Questions 21-26
6. MAEC 2212 - Macroeconomics – Questions 27 to 31
7. FINA 2100 - Managerial Finance – Questions 32 to 37
8. MAEC 2140 - Quantitative Methods, MAEC 2221 - Basic Statistics, and MAEC 2222 - Managerial Statistics – Questions 38 to 45
9. BADM 4300 - Managerial Economic – Questions 46 to 50

Approval criteria: half plus one of correct answers.

- If the area evaluated had 5 questions, the passing criteria will be 3 out of 5 questions representing 60% or higher.
- If the area evaluated had 6 questions, the passing criteria will be 4 out of 6 questions, representing 67% or higher.
- If the area evaluated had 8 questions, the passing criteria will be 5 out of 8 questions, representing 63% or higher.

The results are as follows:

Summary of Achievements of ISLO'S Table

CORE AREAS	SEMESTERS								Weighted Averages	
	Aug.-Dec. 2016 2017-10		Jan.-May 2017 2017-30		Aug. –Dec. 2017 2018-10		Jan.-May 2018 2018-30			
	Average %	Result	Average %	Result	Average %	Result	Average %	Result	Average %	Result
BADM 1900	88	Met	83.5	Met	94.7	Met	85.1	Met	94	Met
MAKTG 1210	76	Met	82.3	Met	94.7	Met	87.7	Met	86	Met
ACCT 1161	78	Met	78.8	Met	91.6	Met	86.7	Met	83	Met
ACCT 1162	90	Met	80.4	Met	94.7	Met	87.7	Met	86	Met
MAEC 2211	88.3	Met	75.6	Met	92.1	Met	85.9	Met	83	Met
MAEC 2212	78	Met	83.5	Met	89.5	Met	83.6	Met	84	Met
FINA 2100	81.7	Met	77.2	Met	94.7	Met	86.3	Met	83	Met
MAEC 2140, 2221 & 2222	80	Met	76.2	Met	93.4	Met	84.9	Met	82	Met
BADM 4300	84	Met	74.6	Met	94.7	Met	87.2	Met	83	Met
Graduation candidates N	N = 11	-	N = 64	-	N = 20	-	N = 47	-	N = 142	-
Students took Comprehensive Test	N = 10	-	N = 52	-	N = 19	-	N = 39	-	N = 120	-
Student participation Rate	10/11 = 91%	Met	52/64 = 81.3%	Met	19/20 = 95%	Met	39/47 = 83%	Met	-	-
Student participation Rate Overall for the Academic Year	62/75 = 82.7%				58/67 = 86.6%				120/142 = 84.5%	

As of **August – December 2016**, according to the Registrar Office, there were 11 candidates for graduation. As of **January – May 2017** there were 64 candidates for graduation. Seventy – five (75) students graduated during that academic year. As of **August – December 2017**, according to the Registrar Office, there were 20 candidates for graduation. As of **January – May 2017** there were 47 candidates for graduation. Sixty-seven (67) students graduated during that academic year. The weighted averages results for the two academic years are posted in the Summary of Achievements of ISLO'S Table.

Performance Target: At least 70% of graduating BBA students will score 60% or higher on each of the nine topic areas included in the comprehensive examination.

Results: As the Summary of Achievements of ISLO'S Table shows, the **participation rate** was achieved, as well as the Performance Target on each of the **nine topic areas included in the comprehensive examination**.

Concentration ISLO's assessed by this measure: NONE

2. Comprehensive Capstone Project

The (six) 6 Concentrations ISLO's assessed by this measure are incorporated in the Assessment Results for each BBA concentration, using a rubric that assess the three core and two or three concentration ISLO's.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>End-of Program Core Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student Self-Assessment of Core Concentration</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in the functional areas of Business Administration. - BADM 1900 - MKTG 1210 - ACCT 1161 - ACCT 1162 - MAEC 2211 - MAEC 2212 - FINA 2100 - MAEC 2140, MAEC 2221, and MAEC 2222 - BADM 4300	MET MET MET MET MET MET MET MET MET MET	NA			NA	NA		

Learning Assessment Results: BBA in Accounting

Summary of Results from Implementing Direct Measures of Student Learning:

1. Accounting Comprehensive Capstone Project

a. General Program ISLO's

For all BBA Concentrations the Comprehensive Capstone Project evaluation was performed by faculty using a rubric which includes three (3) core and two (2) concentration ISLO's. Sixty- four (64) students were enrolled in the Accounting capstone course for the semesters of: **August-December 2016, January-May 2017, August–December 2017, and January-May 2018.**

All enrolled were reported and accounted for, **representing 100% participation rate.**

A 5-point Likert scale on each of the measured ISLO's was used. Where 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient. The average result for the four semesters is as follows:

- Core ISLO's 1 = **Result 79.5%**
- Core ISLO's 2 = **Result 77.6%**
- Core ISLO's 3 = **Result 80%**

The overall average for the two academic years was 79%

2. Accounting Comprehensive Capstone Project

b. Concentration ISLO's

Sixty- four (64) students of the Accounting Concentration were evaluated with a performance rate of 3 or above on a 5-point Likert scale on each of the measured ISLO's, the average result is as follows:

- Concentration ISLO's 1 = **Result 79%**
- Concentration ISLO's 2 = **Result 77%**

The overall average for the two academic years was 78%.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Accounting Student self-assessment of core and concentration ISLO's

For BBA Concentrations the Student self-assessment evaluation was performed, using a rubric which includes three (3) core and two (2) concentration ISLO's. Sixty - three students enrolled in the Accounting capstone course for the semesters of: **August-December 2016, January-May 2017, August–December 2017, and January-May 2018,** were assessed. This represents a participation rate of 98.4%. For the August – December 2017, only one students were not accounted for.

A 5-point Likert scale on each of the measured ISLO's was used. Where: 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient.

The average result of Sixty – three (98.4%) of the students enrolled in the four semesters is as follows:

- Core ISLO's 1 = **Result 87.4%**
- Core ISLO's 2 = **Result 86.45**
- Core ISLO's 3 = **Result 89.3%**

The overall average for the two academic years was 87.7%.

- Concentration ISLO's 1 = **Result 84.8%**
- Concentration ISLO's 2 = **Result 83.3%**

The overall average for the two academic years was 84.1%.

2. BBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement to BBA students. For May 2018 the BBA students completed it after the comprehensive test.

BBA Accounting Concentration students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 92.5%**
- Core ISLO's 2 = **Result 89.8%**
- Core ISLO's 3 = **Result 85%**

The overall average for the two academic years was 89.1%.

- Concentration ISLO's 1 = **Result 89.8%**
- Concentration ISLO's 2 = **Result 88.5%**

The overall average for the two academic years was 87.7%.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>End-of-Program Core Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in the functional areas of Business Administration.	NA	MET			MET	MET		
2. Students will be able to understand, use, and apply information systems programs in the solution of problems and their implications in managerial processes.	NA	MET			MET	MET		
3. Students will be able to demonstrate effective professional communication skills.	NA	MET			MET	MET		
Intended Student Learning Outcomes:	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>

Concentration in Accounting					<i>concentration ISLO's</i>			
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in Accounting.	NA	MET			MET	MET		
2. Students will be able to analyze and report the legal, ethical, and social responsibility aspects of business decisions within the framework of Accounting.	NA	MET			MET	MET		

Assessment of Learning Results: BBA in Entrepreneurial and Managerial Development

Summary of Results from Implementing Direct Measures of Student Learning:

1. Entrepreneurial and Managerial Development Comprehensive Capstone Project – Practicum

a. General Program ISLO's

For all BBA Concentrations the Comprehensive Capstone Project evaluation was performed by faculty using a rubric which includes three (3) core and two (2) concentration ISLO's. Thirty – nine (39) students were enrolled in the Entrepreneurial and Managerial Development capstone course for the semesters of: **August-December 2016, January-May 2017, August–December 2017, and January-May 2018.**

Thirty – nine students enrolled of which thirty – eight were accounted for, representing 97.4%. One student were not accounted for.

A 5-point Likert scale on each of the measured ISLO's was used. Where 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient. The average result for the four semesters is as follows:

- Core ISLO's 1 = **Result 79.3%**
- Core ISLO's 2 = **Result 78.5%**
- Core ISLO's 3 = **Result 81.6%**

The overall average for the two academic years was 79.8%.

2. Entrepreneurial and Managerial Development Comprehensive Capstone Project - Practicum

b. Concentration ISLO's

Thirty-eight (38) students of the Entrepreneurial and Managerial Development Concentration were evaluated with a performance rate using 5-point Likert scale. The results are as follows:

- Concentration ISLO's 1 = **Result 85.3%**
- Concentration ISLO's 2 = **Result 88.5%**
- Concentration ISLO's 3 = **Result 86.2%**

The overall average for the two academic years was 86.7%.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Entrepreneurial and Managerial Development Student self-assessment of core and concentration ISLO's

For BBA Concentrations the Student self-assessment evaluation was performed, using a rubric which includes three (3) core and three (3) concentration ISLO's. Thirty -four out of thirty-nine students enrolled were reported and accounted for, representing 87.2%.

Five students were not accounted for. The average result for the four semesters is as follows:

- Core ISLO's 1 = **Result 96.2%**
- Core ISLO's 2 = **Result 92.2%**
- Core ISLO's 3 = **Result 90.1**

The overall average for the two academic years was 92.8%

- Concentration ISLO's 1 = **Result 95.7%**
- Concentration ISLO's 2 = **Result 95.1%**
- Concentration ISLO's 3 = **Result 96.5%**

The overall average for the two academic years was 95.8%.

2. Entrepreneurial and Managerial Development BBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement to BBA students. For May 2018 the BBA students completed it after the comprehensive test.

BBA Entrepreneurial and Managerial Development Concentration students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful.

The overall average for the two academic years is as follows:

- Core ISLO's 1 = Result 92.3%
- Core ISLO's 2 = Result 89.3%
- Core ISLO's 3 = Result 90.5%

The overall average for the two academic years was 90.7%.

- Concentration ISLO's 1 = Result 92%
- Concentration ISLO's 2 = Result 91.7%
- Concentration ISLO's 3 = Result 92.1%

The overall average for the two academic years was 91.9%.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes		Learning Assessment Measures						
General Program ISLO's	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in the functional areas of Business Administration.	NA	MET			MET	MET		
2. Students will be able to understand, use, and apply information systems programs in the solution of problems and their implications in managerial processes.	NA	MET			MET	MET		
3. Students will be able to demonstrate effective professional communication skills.	NA	MET			MET	MET		

Intended Student Learning Outcomes: Concentration in Entrepreneurial and Managerial Development	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>	
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in Entrepreneurial Managerial Development.	NA	MET			MET	MET			
2. Students will be able to analyze and report the legal, ethical, and social responsibility aspects of Entrepreneurial business decisions.	NA	MET			MET	MET			
3. Students will be able to analyze and report a business opportunity and develop a business plan.	NA	MET			MET	MET			

Assessment of Learning Results: *BBA in Finance*

Summary of Results from Implementing Direct Measures of Student Learning:

1 Finance Comprehensive Capstone Project - Seminar

a. General Program ISLO's

For all BBA Concentrations the Comprehensive Capstone Project evaluation was performed by faculty using a rubric which includes three (3) core and two (2) concentration ISLO's. Eight (8) students were enrolled in the Finance capstone course for the semesters of: **August-December 2016, January-May 2017 and January-May 2018.**

Eight students enrolled were reported and accounted for, **representing 100% participation rate.**

A 5-point Likert scale on each of the measured ISLO's was used. Where 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient. The average result for the four semesters is as follows:

- Core ISLO's 1 = **Result 100%**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 100%**

The overall average for the two academic years was 100%.

2 Finance Comprehensive Capstone Project – Seminar

b. Concentration ISLO's

Eight (8) students of the Finance Concentration were evaluated with a performance rate of 3 or above on a 5-point Likert scale, where on each of the measured ISLO's, the results are as follows:

- Concentration ISLO's 1 = **Result 100%**
- Concentration ISLO's 2 = **Result 100%**

The overall average for the two academic years was 100%.

Summary of Results from Implementing Indirect Measures of Student Learning:

1 Finance Student self-assessment of core and concentration ISLO's

For BBA Concentrations the Student self-assessment evaluation was performed, using a rubric which includes three (3) core and two (2) concentration ISLO's. This course was offered on three semesters.

Eight (8) students were enrolled in the Finance capstone course for the semesters of: **August-December 2016, January-May 2017 and January-May 2018**. This represents a participation rate of 100%.

A 5-point Likert scale on each of the measured ISLO's was used. Where: 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient.

This course was offered on **August-December 2016, January-May 2017 and January-May 2018**. The average result is as follows:

- Core ISLO's 1 = **Result 97.7%**
- Core ISLO's 2 = **Result 93.3%**
- Core ISLO's 3 = **Result 89%**

The overall average for the two academic years was 97.3%.

- Concentration ISLO's 1 = **Result 97.7%**
- Concentration ISLO's 2 = **Result 97.7%**

The overall average for the two academic years was 97.7%

2 BBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement to BBA students. For May 2018 the BBA students completed it after the comprehensive test.

BBA Finance Concentration students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 90%**
- Core ISLO's 2 = **Result 95%**
- Core ISLO's 3 = **Result 92.5%**

The overall average for the two academic years was 92.5%

- Concentration ISLO's 1 = **Result 85%**
- Concentration ISLO's 2 = **Result 75%**

The overall average for the two academic years was 80%

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1 Students will be able to acquire knowledge, skills, and understanding of the concepts in the functional areas of Business Administration.	NA	MET			MET	MET		

2 Students will be able to understand, use, and apply information systems programs in the solution of problems and their implications in managerial processes.	NA	MET			MET	MET		
3 Students will be able to demonstrate effective professional communication skills.	NA	MET			MET	MET		
Intended Student Learning Outcomes: Concentration in Finance	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1 Students will be able to acquire knowledge, skills, and understanding of the concepts in Finance.	NA	MET			MET	MET		
2 Students will be able to analyze and report the legal, ethical, and social responsibility aspects of financial decision making.	NA	MET			MET	MET		

Assessment of Learning Results: BBA In Information Technology

Summary of Results form Implementeing Direct Measures of Student Learning:

1. Information Technology Comprehensive Capstone Project - Practicum

a. General Program ISLO's

For all BBA Concentrations the Comprehensive Capstone Project evaluation was performed by faculty using a rubric which includes three (3) core and two (2) concentration ISLO's. Eight (8) students were enrolled in the Information Technology capstone course for the semesters of: **August-December 2016, January-May 2017, August-December 2017, and January-May 2018.**

Eight students enrolled were reported and accounted for, **representing 100% participation rate.**

A 5-point Likert scale on each of the measured ISLO's was used. Where 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient. The average result for the four semesters is as follows:

- Core ISLO's 1 = **Result 88.4%**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 81.8%**

The overall average for the two academic years was 90.1%.

2. Information Technology Comprehensive Capstone Project - Practicum

b. Concentration ISLO's

Eight students of the Information Technology Concentration were evaluated with a performance rate of 3 or above on a 5-point Likert scale on each of the measured ISLO's, the average result is as follows:

- Concentration ISLO's 1 = **Result 93.3%**
- Concentration ISLO's 2 = **Result 98.3%**

The overall average for the two academic years was 95.8%.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Information Technology Student self-assessment of core and concentration ISLO's

For BBA Concentrations the Student self-assessment evaluation was performed, using a rubric which includes three (3) core and two (2) concentration ISLO's. Eight students enrolled in the Information Technology capstone course for the semesters of: **August-December 2016, January-May 2017 August–December 2017, and January-May 2018**. This represents a participation rate of 100%.

A 5-point Likert scale on each of the measured ISLO's was used. Where: 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient.

The average result of one hundred (100%) of the students enrolled in the four semesters is as follows:

- Core ISLO's 1 = **Result 93.3%**
- Core ISLO's 2 = **Result 91.6%**
- Core ISLO's 3 = **Result 91.7%**

The overall average for the two academic years was 92.2%.

- Concentration ISLO's 1 = **Result 90.1%**
- Concentration ISLO's 2 = **Result 96.7%**

The overall average for the two academic years was 93.4%.

2. BBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement to BBA students. For May 2018 the BBA students completed it after the comprehensive test.

BBA Information Technology Concentration students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 82.3%**
- Core ISLO's 2 = **Result 88.4%**
- Core ISLO's 3 = **Result 78.4%**

The overall average for the two academic years was 83.02%

- Concentration ISLO's 1 = **Result 80.9%**
- Concentration ISLO's 2 = **Result 80.1%**

The overall average for the two academic years was 80.5%

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in the functional areas of Business Administration.	NA	MET			MET	MET		

2. Students will be able to understand, use, and apply information systems programs in the solution of problems and their implications in managerial processes.	NA	MET			MET	MET		
3. Students will be able to demonstrate effective professional communication skills.	NA	MET			MET	MET		
Intended Student Learning Outcomes: Concentration in Information Technology	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in e-business, telecommunication/networks, design and analysis, and security within the field of Information Technology.	NA	MET			MET	MET		
2. Students will be able to analyze and report the ethical and social responsibility aspects of planning and management of Information Technology.	NA	MET			MET	MET		

Assessment of Learning Results: *BBA in Human Resources Management*

Summary of Results from Implementing Direct Measures of Student Learning:

1. Human Resources Management Comprehensive Capstone Project - Seminar

a. **General Program ISLO's**

For all BBA Concentrations the Comprehensive Capstone Project evaluation was performed by faculty using a rubric which includes three (3) core and two (2) concentration ISLO's. Twelve (12) students were enrolled in the capstone course for the semesters of: **August-December 2016, January-May 2017, August-December 2017, and January-May 2018.** A 5-point Likert scale on each of the measured ISLO's was used. Where 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient. The average result for the four semesters is as follows:

- Core ISLO's 1 = **Result 89.5%**
- Core ISLO's 2 = **Result 90.8%**
- Core ISLO's 3 = **Result 90.8%**

The overall average for the two academic years was 90.4%

2. Human Resources Comprehensive Capstone Project- Seminar

b. **Concentration ISLO's**

Twelve (12) students of the Human Resource Concentration were evaluated with a performance rate of 3 or above on a 5-point Likert scale, where on each of the measured ISLO's, the results are as follows:

- Concentration ISLO's 1 = **Result 94%**
- Concentration ISLO's 2 = **Result 94%**

The overall average for the two academic years was 94%

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Human Resources Management Student self-assessment of core and concentration ISLO's

For BBA Concentrations the Student self-assessment evaluation was performed, using a rubric which includes three (3) core and two (2) concentration ISLO's. Twelve students enrolled and all were accounted for in the capstone course for the semesters of: **August-December 2016, January-May 2017, August-December 2017, and January-May 2018**. This represents a participation rate of 100%. A 5-point Likert scale on each of the measured ISLO's was used. Where: 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient. The average result for the four semesters is as follows:

- Core ISLO's 1 = **Result 91.2%**
- Core ISLO's 2 = **Result 86.8%**
- Core ISLO's 3 = **Result 98.3%**

The overall average for the two academic years was 92.1%

- Concentration ISLO's 1 = **Result 100%**
- Concentration ISLO's 2 = **Result 96.8%**

The overall average for the two academic years was 98.4%

2. BBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement to BBA students. For May 2018 the BBA students completed it after the comprehensive test. BBA Human Resources Concentration students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 94%**
- Core ISLO's 2 = **Result 93.5%**
- Core ISLO's 3 = **Result 97.5%**

The overall average for the two academic years was 95%.

- Concentration ISLO's 1 = **Result 95.8%**
- Concentration ISLO's 2 = **Result 93.6%**

The overall average for the two academic years was 94.7%.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in the functional areas of Business Administration.	NA	MET			MET	MET		
2. Students will be able to understand, use, and apply information systems programs in the solution of problems and their implications in managerial processes.	NA	MET			MET	MET		
3. Students will be able to demonstrate effective professional communication skills.	NA	MET			MET	MET		
Intended Student Learning Outcomes: <i>Concentration in Human Resources Management</i>	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the	NA	MET			MET	MET		

concepts in workplace safety, legal environment, and Human Resources processes.								
2. Students will be able to analyze and report the legal, ethical, and social responsibility aspects of Human Resources planning and decision making.	NA	MET			MET	MET		

Assessment of Learning Results: *BBA in Marketing*

Summary of Results from Implementing Direct Measures of Student Learning:	
1. <u>Marketing Comprehensive Capstone Project</u>	<p>a. General Program ISLO's</p> <p>For all BBA Concentrations the Comprehensive Capstone Project evaluation was performed by faculty using a rubric which includes three (3) core and two (2) concentration ISLO's. students were enrolled in the <u>Marketing</u> capstone course for the semesters of: August-December 2016, January-May 2017 and August-December 2017.</p> <p>Thirteen (13) students enrolled were reported and accounted for, representing 100% participation rate.</p> <p>A 5-point Likert scale on each of the measured ISLO's was used. Where 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient. The average result for the four semesters is as follows:</p> <ul style="list-style-type: none"> Core ISLO's 1 = Result 90.3% Core ISLO's 2 = Result 92% Core ISLO's 3 = Result 91% <p>The overall average for the two academic years was 91.1%</p>
2. <u>Marketing Comprehensive Capstone Project</u>	<p>b. Concentration ISLO's</p> <p>Thirteen (13) Students of the <u>Marketing</u> Concentration were evaluated with a performance rate of 3 or above on a 5-point Likert scale on each of the measured ISLO's, the average result is as follows:</p> <ul style="list-style-type: none"> Concentration ISLO's 1 = Result 86.3% Concentration ISLO's 2 = Result 82.7% <p>The overall average for the two academic years was 84.5%.</p>

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Marketing Student self-assessment of core and concentration ISLO's

For BBA Concentrations the Student self-assessment evaluation was performed, using a rubric which includes three (3) core and two (2) concentration ISLO's. Thirteen (13) students enrolled in the Marketing capstone course for the semesters of: **August-December 2016, January-May 2017 and August-December 2017** were assessed. This represents a participation rate of 100%.

A 5-point Likert scale on each of the measured ISLO's was used. Where: 5 = Proficient, 4 = Above average, 3 = Average, 2 = Below average, and 1 = Not proficient.

The average result of one hundred percent (100%) of the students enrolled in the three semesters is as follows:

- Core ISLO's 1 = **Result 88.7%**
- Core ISLO's 2 = **Result 79.7%**
- Core ISLO's 3 = **Result 88%**

The overall average for the two academic years was 85.5%

- Concentration ISLO's 1 = **Result 91.3%**
- Concentration ISLO's 2 = **Result 92%**

The overall average for the two academic years was 91.7%

2. BBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement to BBA students. For May 2018 the BBA students completed it after the comprehensive test.

BBA Marketing Concentration students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. The overall average for the two academic years is as follows:

- Core ISLO's 1 = **Result 92.3%**
- Core ISLO's 2 = **Result 86%**
- Core ISLO's 3 = **Result 94%**

The overall average for the two academic years was 90.8%

- Concentration ISLO's 1 = **Result 93.7%**
- Concentration ISLO's 2 = **Result 90.7%**

The overall average for the two academic years was 92.2%.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in the functional areas of Business Administration.	NA	MET			MET	MET		
2. Students will be able to understand, use, and apply information systems programs in the solution of problems and their implications in managerial processes.	NA	MET			MET	MET		
3. Students will be able to demonstrate effective professional communication skills.	NA	MET			MET	MET		

Intended Student Learning Outcomes: <i>Concentration in Marketing</i>	<i>End-of-Program Comprehensive Exam</i>	<i>Comprehensive Capstone Project</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>BBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to acquire knowledge, skills, and understanding of the concepts in Marketing communication, e-commerce, global environment and strategic marketing planning.	NA	MET			MET	MET		
2. Students will be able to analyze and report the legal, cultural, ethical, and social responsibility aspects of Marketing.	NA	MET			MET	MET		

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

BBA Exit Interview Acclaratory Note

- The strategy adopted by the Department in which the Exit Interview was administrated before the senior candidates finish their Comprehensive Tests was very effective. The participation rate of 70% was exceeded; we achieved a participation rate of 85%. During the August – December 2016, by involuntary error, the Exit Interview was not provided to the students. The line of communication was broken due to a personal emergency, regrettably the information could not gather.

ENTREPRENEURIAL AND MANAGEMENT SCIENCES DEPARTMENT

Student Learning Assessment for: *MBA*

General Program Intended Student Learning Outcomes (General Program ISLO's)

1. Students will be able to integrate theory and practice in the formulation and selection of strategies and policies.
2. Students will be able to conduct business research to support organizational analysis and decision making.
3. Students will be able to demonstrate effective oral and written professional communication skills appropriate to diverse audiences.
4. Students will be able to recognize the legal, ethical, and social responsibility factors that impact the organizational decision process.
5. Students will be able to collaborate in a team environment.

Intended Student Learning Outcomes: *Accounting* ISLO's

1. Students will be able to integrate a variety of accounting research sources to inform business and accounting decision making.

Intended Student Learning Outcomes: *Finance* ISLO's

1. Students will be able to apply advanced financial analysis techniques to inform business decision making.

Intended Student Learning Outcomes: *Human Resources* ISLO's

1. Students will be able to integrate a variety of professional references and sources to analyze and inform human resources decisions and plans.

Intended Student Learning Outcomes: *Industrial Management* ISLO's

1. Students will be able to apply advanced decision support tools and analysis techniques to inform business decision making.

Intended Student Learning Outcomes: *Managerial Information Systems* ISLO's

1. Students will be able to apply and inform on advanced managerial information systems analysis and techniques to business decision making.

Intended Student Learning Outcomes: *Marketing* ISLO's

1. Students will be able to apply advanced tools and methods to create and inform a marketing plan.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

1. Capstone Experience Assessment – Core Seminar
General MBA Program ISLO's Assessed by this Measure: 1, 2, 3, 4, 5
Specialization ISLOs Assessed by this Measure:

Performance Objectives (Targets/Criteria) for Direct Measures:

At least 80% of the graduating MBA students will score 4 or above on a five-point Likert scale on each of the measure ISLO's.

Accounting: None Finance: None Human Resources: None Industrial Management: None Managerial Information Systems: None Marketing: None	
2. Comprehensive Capstone Project – Specialization Seminar a. General MBA Program ISLO's Assessed by this Measure: 1, 2, 3, 4, 5 b. Specialization ISLO's Assessed by this Measure: Accounting: 1 Finance: 1 Human Resources: 1 Industrial Management: 1 Managerial Information Systems: 1 Marketing: 1	On the capstone project rubric at least 80% of the graduating MBA students will earned a rating of 4 or above on a five-point Likert scale on each of the measure core ISLO's and: Accounting: 80% of graduate students will earn a rating of 4 or above on a five-point Likert scale on each of the measured Accounting ISLO's. Finance: 80% of graduate students will earn a rating of 4 or above on a five-point Likert scale on each of the measured Finance ISLO's. HR: 80% of graduate students will earn a rating of 4 or above on a five-point Likert scale on each of the measured HR ISLO's. IM: 80% of graduate students will earn a rating of 4 or above on a five-point Likert scale on each of the measured IM ISLO's. MIS: 80% of graduate students will earn a rating of 4 or above on a five-point Likert scale on each of the measured MIS ISLO's. MKTG: 80% of graduate students will earn a rating of 4 or above on a five-point Likert scale on each of the measured Marketing ISLO's.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>MBA student self-assessment of core and specialization ISLO's</i> General MBA Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 Specialization ISLOs Assessed by this Measure: Accounting: 1 Finance: 1 Human Resources: 1 Industrial Management: 1 Managerial Information Systems: 1 Marketing: 1	On the student self-assessment of core and specialization ISLO's, at least 80% of graduating students will select a rating of 4 or above on a five-point Likert scale on each of the measured core and specialization ISLO's.
2. <i>MBA Degree Candidate Exit Interview</i> General MBA Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 ISLOs Assessed by this Measure:	At least 80% of graduating students will indicate that they achieved each outcome assessed by the Exit Interview with 4 or higher on a five-point Likert scale.

Accounting: 1
 Finance: 1
 Human Resources: 1
 Industrial Management: 1
 Managerial Information Systems: 1
 Marketing: 1

Learning Assessment Results: *Core Seminar Course - MBA*

Summary of Results from Implementing Direct Measures of Student Learning:

1. Comprehensive Capstone Project – Core Seminar

a. General Program ISLO's

For all MBA Specializations the Comprehensive Capstone Project – Core Seminar evaluation was performed by faculty using a rubric which includes the five (5) core and one (1) specialization ISLO's. Forty – one (41) students enrolled in the capstone course for the following six quarters: **August-October 2016, November-February 2017, March – June 2017, August-October 2018, November-February 2018, March-June 2018**, were assessed.

Forty- one (41) students of the MBA Program were evaluated with a performance rate of 4 or above on a 5-point Likert scale, on each of the measured ISLO's, where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 89.2%**
- Core ISLO's 2 = **Result 81.9%**
- Core ISLO's 3 = **Result 87%**
- Core ISLO's 4 = **Result 90.8%**
- Core ISLO's 5 = **Result 95.9%**

The overall average for the two academic years was 89%.

b. Specialization ISLO's assessed by this measure: **NONE**

2. Comprehensive Capstone Project – Specialization Seminar

Six (6) specializations ISLO's assessed by this measure are incorporated in the Assessment Results for each MBA Specialization. There was one graduate candidate in General Program on May 2018.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. MBA student self-assessment of core ISLO's

The capstone experience – MBA Core Seminar was offered on the following six quarters: **August-October 2016, November-February 2017, March-June 2017, August-October 2017, November-February 2018, March-June 2018**, Forty-one (41) students enrolled in the capstone course were assessed. This represents a participation rate of 100%.

The MBA Program students rated their degree of success using a 5-point Likert scale where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 97.5%**
- Core ISLO's 2 = **Result 98.5%**
- Core ISLO's 3 = **Result 97.5%**
- Core ISLO's 4 = **Result 99%**
- Core ISLO's 5 = **Result 98.8%**

The overall average for the two academic years was 98.2%.

2. MBA Degree Candidate Exit Interview

The six (6) Specializations ISLO's assessed by this measure are incorporated in the Assessment Results for each MBA Specialization.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to integrate theory and practice in the formulation and selection of strategies and policies.	MET	MET			MET	MET		
2. Students will be able to conduct business research to support organizational analysis and decision making.	MET	MET			MET	MET		

3. Students will be able to demonstrate effective oral and written professional communication skills appropriate to diverse audiences.	MET	MET			MET	MET		
4. Students will be able to recognize the legal, ethical, and social responsibility factors that impact the organizational decision process.	MET	MET			MET	MET		
5. Students will be able to collaborate in a team environment.	MET	MET			MET	MET		

Assessment Results: *MBA in Accounting*

Summary of Results from Implementing Direct Measures of Student Learning:

1. MBA Accounting Comprehensive Capstone Project – Specialization Seminar

a. General Program ISLO's

For all MBA Specializations the Comprehensive Capstone Project – Specialization Seminar evaluation was performed by faculty using a rubric which includes the five (5) core and one (1) specialization ISLO's. The students considered were those enrolled in the capstone course for the following six quarters: **August-October 2016, November-February 2017, March – June 2017, August-October 2017, and March-June 2018.**

The Accounting Seminar was offered by nontraditional modality (on line contract).

Twenty (20) students of the MBA Accounting Specialization were evaluated with a performance rate using a 5-point Likert scale on each of the measured ISLO's. The Likert scale used is: 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 93.5%**
- Core ISLO's 2 = **Result 97.6%**
- Core ISLO's 3 = **Result 92.2%**
- Core ISLO's 4 = **Result 93.4%**
- Core ISLO's 5 = **Result 86.4%**

The overall average for the two academic years was 92.6%

2. MBA Accounting Comprehensive Capstone Project –Specialization Seminar

b. Specialization ISLO's

Twenty (20) students of the Accounting Specialization were evaluated with a performance rate using a 5-point Likert scale. The results are as follows:

- Specialization ISLO's 1 = **Result 96.6%**

Summary of Results from Implementing Indirect Measures of Student Learning:

1. MBA Accounting student self-assessment of core and specialization ISLO's

Twenty (20) students enrolled in the capstone course were assessed. This represents a participation rate of 100%. The MBA Accounting Specialization students rated their degree of success using a 5-point Likert scale where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 97.8%**
- Core ISLO's 2 = **Result 95.8%**
- Core ISLO's 3 = **Result 90.6%**
- Core ISLO's 4 = **Result 93.2%**
- Core ISLO's 5 = **Result 90.4%**

The overall average for the two academic years was 93.6%.

- Specialization ISLO's 1 = **Result 95.6%**

2. MBA Accounting Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement Act to MBA students. For May 2018 the data was collected via e-mails and phone.

MBA Accounting Specialization students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 92.7%**
- Core ISLO's 2 = **Result 88.8%**

Core ISLO's 3 = **Result 97.5%**
Core ISLO's 4 = **Result 93.8%**
Core ISLO's 5 = **Result 98.9%**
The overall average for the two academic years was 94.3%.

- Specialization ISLO's 1 = **Result 95.8%**

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to integrate theory and practice in the formulation and selection of strategies and policies.	NA	MET			MET	MET		
2. Students will be able to conduct business research to support organizational analysis and decision making.	NA	MET			MET	MET		
3. Students will be able to demonstrate effective oral and written professional communication skills appropriate to diverse audiences.	NA	MET			MET	MET		
4. Students will be able to recognize the legal, ethical, and social responsibility factors that	NA	MET			MET	MET		

impact the organizational decision process.								
5. Students will be able to collaborate in a team environment.	NA	MET			MET	MET		
Intended Student Learning Outcomes: Specialization in Accounting	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to integrate a variety of accounting research sources to inform business and accounting decision making.	NA	MET			MET	MET		

Assessment Results: *MBA in Finance*

Summary of Results from Implementing Direct Measures of Student Learning:

1. MBA Finance Comprehensive Capstone Project – Specialization Seminar

a. General Program ISLO's

For all MBA Specializations the Comprehensive Capstone Project – Specialization Seminar evaluation was performed by faculty using a rubric which includes the six (6) core and one (1) specialization ISLO's. The students considered were those enrolled in the capstone course for the following six quarters: **August-October 2016, March – June 2017, March –June 2018.** The Finance Seminar was offered by nontraditional modality (contract).

Six (6) students of the MBA Finance Specialization were evaluated with a performance rate using a 5-point Likert scale, on each of the measured ISLO's, where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 100%**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 100%**
- Core ISLO's 4 = **Result 100%**
- Core ISLO's 5 = **Result 100%**

The overall average for the two academic years was 100%.

2. MBA Finance Comprehensive Capstone Project –Specialization Seminar

b. Specialization ISLO's

Six (6) students of the Finance Specialization were evaluated with a performance rate using a 5-point Likert scale. The results are as follows:

- Specialization ISLO's 1 = **Result 100%**

Summary of Results from Implementing Indirect Measures of Student Learning:

1. MBA Finance student self-assessment of core and specialization ISLO's

Six (6) students enrolled in the capstone course were assessed. This represents a participation rate of 100%. The MBA finance Specialization students rated their degree of success using a 5-point Likert scale where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1= **Result 100%**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 100%**
- Core ISLO's 4 = **Result 100%**
- Core ISLO's 5 = **Result 100%**

The overall average for the two academic years was 100%.

- Specialization ISLO's 1 = **Result 100%**

2. MBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement Act to MBA students. For May 2018 the data was collected via e-mails and phone.

MBA Finance Specialization students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 96.7%**
- Core ISLO's 2 = **Result 96.7%**
- Core ISLO's 3 = **Result 95%**
- Core ISLO's 4 = **Result 96.7%**
- Core ISLO's 5 = **Result 96.7%**

The overall average for the two academic years was 96.4%.

- Specialization ISLO's 1 = **Result 93.4%**

Summary of Achievement of Intended Student Learning Outcomes:

<i>Intended Student Learning Outcomes</i>		<i>Learning Assessment Measures</i>						
General Program ISLO's	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to integrate theory and practice in the formulation and selection of strategies and policies.	NA	MET			MET	MET		
2. Students will be able to conduct business research to support organizational analysis and decision making.	NA	MET			MET	MET		
3. Students will be able to demonstrate effective oral and written professional communication skills appropriate to diverse audiences.	NA	MET			MET	MET		
4. Students will be able to recognize the legal, ethical, and social responsibility factors that impact the organizational decision process.	NA	MET			MET	MET		
5. Students will be able to collaborate in a team environment.	NA	MET			MET	MET		

Intended Student Learning Outcomes: <i>Specialization in Finance</i>	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to apply advanced financial analysis techniques to inform business decision making.	NA	MET			MET	MET		

Assessment of Learning Results: *MBA in Human Resources*

Summary of Results from Implementing Direct Measures of Student Learning:

1. MBA Human Resources Comprehensive Capstone Project – Specialization Seminar

a. General Program ISLO's

For all MBA Specializations the Comprehensive Capstone Project – Specialization Seminar evaluation was performed by faculty using a rubric which includes the five (5) core and one (1) specialization ISLO's. The students considered were those enrolled in the capstone course for the following six quarters: **August-October 2016, November-February 2017, March – June 2017, August-October 2017, November-February 2018, and March – June 2018.** The Human Resources Seminar was offered by nontraditional modality (contract).

students of the MBA Human Resources Specialization were evaluated with a performance rate using a 5-point Likert scale on each of the measured ISLO's. The Likert scale used is: 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 91%**
- Core ISLO's 2 = **Result 91%**
- Core ISLO's 3 = **Result 87%**
- Core ISLO's 4 = **Result 93%**
- Core ISLO's 5 = **Result 87%**

The overall average for the two academic years was 90%.

2. MBA Human Resources Comprehensive Capstone Project –Specialization Seminar

b. Specialization ISLO's

Seventeen (17) students of the Human Resources Specialization were evaluated with a performance rate using a 5-point Likert scale. The results are as follows:

- Specialization ISLO's 1 = **Result 91%**

Summary of Results from Implementing Indirect Measures of Student Learning:

1. MBA Human Resources student self-assessment of core and specialization ISLO's

Seventeen (17) enrolled in the capstone course were assessed. This represents a participation rate of 100%. The MBA Human Resources Specialization students rated their degree of success using a 5-point Likert scale where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 94.5%**
- Core ISLO's 2 = **Result 94.5%**
- Core ISLO's 3 = **Result 96.1%**
- Core ISLO's 4 = **Result 96.1%**
- Core ISLO's 5 = **Result 93.6%**

The overall average for the two academic years was 94.9%.

- Specialization ISLO's 1 = **Result 95%**

2. MBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement Act to MBA students. For May 2018 the data was collected via e-mails and phone.

MBA Human Resources Specialization students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 91%**
- Core ISLO's 2 = **Result 98%**
- Core ISLO's 3 = **Result 100%**
- Core ISLO's 4 = **Result 100%**
- Core ISLO's 5 = **Result 91%**

The overall average for the two academic years was 96%.

- Specialization ISLO's 1 = **Result 88.5%**

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to integrate theory and practice in the formulation and selection of strategies and policies.	NA	MET			MET	MET		
2. Students will be able to conduct business research to support organizational analysis and decision making.	NA	MET			MET	MET		
3. Students will be able to demonstrate effective oral and written professional communication skills appropriate to diverse audiences.	NA	MET			MET	MET		
4. Students will be able to recognize the legal, ethical, and social responsibility factors that impact the organizational decision process.	NA	MET			MET	MET		

5. Students will be able to collaborate in a team environment.	NA	MET			MET	MET		
Intended Student Learning Outcomes: Specialization in Human Resources	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to integrate a variety of professional references and sources to analyze and inform human resource decisions and plans.	NA	MET			MET	MET		

Assessment of Learning Results: *MBA in Industrial Management*

Summary of Results from Implementing Direct Measures of Student Learning:

1. MBA Industrial Management Comprehensive Capstone Project – Specialization Seminar

a. General Program ISLO's

For all MBA Specializations the Comprehensive Capstone Project – Specialization Seminar evaluation was performed by faculty using a rubric which includes the five (5) core and one (1) specialization ISLO's. The students considered were those enrolled in the capstone course for the following six quarters: **August-October 2016, November-February 2017, March – June 2017, August-October 2017, November-February 2018, and March – June 2018.** The Industrial Management Seminar was offered by nontraditional modality (contract).

Fifteen (15) students of the MBA Industrial Management Specialization were evaluated with a performance rate using a 5-point Likert scale on each of the measured ISLO's. The Likert scale used is: 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 100%**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 99.3%**
- Core ISLO's 4 = **Result 100%**

- Core ISLO's 5 = **Result 99.3%**
- The overall average for the two academic years was 99.7%.**

2. MBA Industrial Management Comprehensive Capstone Project –Specialization Seminar

b. Specialization ISLO's

Seven (7) students of the Industrial Management Specialization were evaluated with a performance rate using a 5-point Likert scale. The results are as follows:

- Specialization ISLO's 1 = **Result 99.3%**

Summary of Results from Implementing Indirect Measures of Student Learning:

1. MBA Industrial Management student self-assessment of core and specialization ISLO's

Five out of seven students enrolled in the capstone course were assessed. This represents a participation rate of 71.4%, two students were not accounted for. The MBA Accounting Specialization students rated their degree of success using a 5-point Likert scale where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 98.3%**
- Core ISLO's 2 = **Result 96%**
- Core ISLO's 3 = **Result 94.3%**
- Core ISLO's 4 = **Result 94.3%**
- Core ISLO's 5 = **Result 95.2%**

The overall average for the two academic years was 95.6%.

- Specialization ISLO's = 1 **Result 95.2%**

2. MBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement Act to MBA students. For May 2018 the data was collected via e-mails and phone.

MBA Industrial Management Specialization students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 90%**
- Core ISLO's 2 = **Result 98%**
- Core ISLO's 3 = **Result 100%**
- Core ISLO's 4 = **Result 100%**
- Core ISLO's 5 = **Result 88%**

The overall average for the two academic years was 93.6%.

- Specialization ISLO's 1 = **Result 90%**

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to integrate theory and practice in the formulation and selection of strategies and policies.	NA	MET			MET	MET		
2. Students will be able to conduct business research to support organizational analysis and decision making.	N/A	MET			MET	MET		
3. Students will be able to demonstrate effective oral and written professional communication skills appropriate to diverse audiences.	NA	MET			MET	MET		
4. Students will be able to recognize the legal, ethical, and social responsibility factors that impact the organizational decision process.	NA	MET			MET	MET		
5. Students will be able to collaborate in a team environment.	NA	MET			MET	MET		

Intended Student Learning Outcomes: <i>Specialization in Industrial Management</i>	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to apply advanced decision support tools and analysis techniques to inform business decision making.	NA	MET			MET	MET		

Assessment of Learning Results: *MBA in Managerial Information Systems*

Summary of Results from Implementing Direct Measures of Student Learning:

1. MBA Managerial Information Systems Comprehensive Capstone Project – Specialization Seminar a. **General Program ISLO's**

For all MBA Specializations the Comprehensive Capstone Project – Specialization Seminar evaluation was performed by faculty using a rubric which includes the five (5) core and one (1) specialization ISLO's. The students considered were those enrolled in the capstone course for the following quarters: **August – October 2016, November-February 2016, August-October 2017, November – February 2018, and March – June 2018.** The Managerial Information System Seminar was offered by nontraditional modality (on line contract).

Eleven (11) students of the MBA Managerial Information System Specialization were evaluated with a performance rate using a 5-point Likert scale on each of the measured ISLO's. The Likert scale used is: 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 100%**
- Core ISLO's 2 = **Result 95%**
- Core ISLO's 3 = **Result 95%**
- Core ISLO's 4 = **Result 100%**
- Core ISLO's 5 = **Result 98%**

The overall average for the two academic years was 97.6 %

2. MBA Managerial Information Systems Comprehensive Capstone Project –Specialization Seminar

b. Specialization ISLO's

Six (6) students of the Managerial Information Systems Specialization were evaluated with a performance rate using a 5-point Likert scale. The results are as follows:

- Specialization ISLO's 1 = **Result 95%**

Summary of Results from Implementing Indirect Measures of Student Learning:

1. MBA Managerial Information Systems student self-assessment of core and specialization ISLO's

Eleven (11) students enrolled in the capstone course were assessed. The MBA Managerial Information System Specialization students rated their degree of success using a 5-point Likert scale where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 97%**
- Core ISLO's 2 = **Result 99%**
- Core ISLO's 3 = **Result 96%**
- Core ISLO's 4 = **Result 96%**
- Core ISLO's 5 = **Result 93%**

The overall average for the two academic years was 96.2%

- Specialization ISLO's 1 = **Result 97%**

2. MBA Degree Candidate Exit Interview

For May 2017 the Exit Interview was administered during the Commencement Act to MBA students. For May 2018 the data was collected via e-mails and phone.

MBA Managerial Information Systems Specialization students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 96.5%**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 85%**
- Core ISLO's 4 = **Result 100%**
- Core ISLO's 5 = **Result 85%**

The overall average for the two academic years was 93.3%.

- Specialization ISLO's 1 = **Result 100%**

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes		Learning Assessment Measures						
General Program ISLO's	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to integrate theory and practice in the formulation and selection of strategies and policies.	NA	MET			MET	MET		
2. Students will be able to conduct business research to support organizational analysis and decision making.	NA	MET			MET	MET		
3. Students will be able to demonstrate effective oral and written professional communication skills appropriate to diverse audiences.	NA	MET			MET	MET		
4. Students will be able to recognize the legal, ethical, and social responsibility factors that impact the organizational decision process.	NA	MET			MET	MET		
5. Students will be able to collaborate in a team environment.	NA	MET			MET	MET		

Intended Student Learning Outcomes: <i>Specialization in Managerial Information Systems</i>	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to apply and inform on advanced managerial information systems analysis and techniques to business decision making.	NA	MET			MET	MET		

Assessment of Learning Results: *MBA in Marketing*

Summary of Results from Implementing Direct Measures of Student Learning:

1. MBA Marketing Comprehensive Capstone Project – Specialization Seminar

a. General Program ISLO's

For all MBA Specializations the Comprehensive Capstone Project – Specialization Seminar evaluation was performed by faculty using a rubric which includes the five (5) core and one (1) specialization ISLO's. The students considered were those enrolled in the capstone course for the following quarters: **August – October 2016, November-February 2016, August-October 2017, November – February 2018, and March – June 2018.** The Marketing Seminar was offered by nontraditional modality (on line contract).

Four (4) students of the MBA Marketing Specialization were evaluated with a performance rate using a 5-point Likert scale on each of the measured ISLO's. The Likert scale used is: 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 95%**
- Core ISLO's 2 = **Result 95%**
- Core ISLO's 3 = **Result 90%**
- Core ISLO's 4 = **Result 95%**
- Core ISLO's 5 = **Result 85%**

The overall average for the two academic years was 92%.

2. MBA Marketing Comprehensive Capstone Project –Specialization Seminar

b. Specialization ISLO's

Four (4) students of the Marketing Specialization were evaluated with a performance rate using a 5-point Likert scale. The results are as follows:

- Specialization ISLO's 1 = **Result 95%**

The overall average for the two academic years was 95%.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. MBA Marketing student self-assessment of core and specialization ISLO's

Four (4) students enrolled in the capstone course were assessed. The MBA Marketing Specialization students rated their degree of success using a 5-point Likert scale where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

- Core ISLO's 1 = **Result 95%**
- Core ISLO's 2 = **Result 95%**
- Core ISLO's 3 = **Result 95%**
- Core ISLO's 4 = **Result 95%**
- Core ISLO's 5 = **Result 100%**

The overall average for the two academic years was 96%.

- Specialization ISLO's = 1 **Result 100%**

The overall average for the two academic years was 100%.

2. MBA Degree Candidate Exit Interview

For these report period of two academic years 2016 – 2017 and 2017 – 2018 none of our MBA Marketing students requested graduation. Therefore for these period no data is provided. In the table below we identified this fact with NG: No Graduate.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes		Learning Assessment Measures						
General Program ISLO's	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to integrate theory and practice in the formulation and selection of strategies and policies.	NA	MET			MET	NG		
2. Students will be able to conduct business research to support organizational analysis and decision making.	NA	MET			MET	NG		
3. Students will be able to demonstrate effective oral and written professional communication skills appropriate to diverse audiences.	NA	MET			MET	NG		
4. Students will be able to recognize the legal, ethical, and social responsibility factors that impact the organizational decision process.	NA	MET			MET	NG		
5. Students will be able to collaborate in a team environment.	NA	MET			MET	NG		

Intended Student Learning Outcomes: <i>Specialization in Marketing</i>	<i>Capstone Experience Assessment – Core Seminar</i>	<i>Comprehensive Capstone Project – Specialization Seminar</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>MBA Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to apply advanced tools and methods to create and inform a marketing plan.	NA	MET			MET	NG		

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

Course of Action 1

MBA Degree Candidate Exit Interview

- At least 80% of graduating MBA students will indicate that they achieved each outcome assessed by the Exit Interview with 4 or higher on a 5 point Likert scale.
 - The performance target that MBA students will score 4 or above on a five point Likert Scale on each measure Core and Specialization ISLO'S **was Met. The participation rate of at least 80% of graduating MBA students answering the Exit Interview was Not Achieved.**
 - With the Exit Interview instrument we have tried two methods to collect data. In May 2017 the data was collected during the Commencement Acts. Of the 34 degrees conferred, 22 of our MBA students answered the Exit Interview, this represent a raw participation rate of **65%**. It has to be considered that of all the degrees conferred not all MBA students attend the graduation ceremony. The adjustment of the participation rate could not be done. Therefore, we can infer that the participation rate reported is understated; it is not adjusted by the real attendance. Nevertheless the participation rate of 80% was not achieved in 2017.
 - In May 2018 we tried another strategy. The Exit Interview was administered to MBA students by e-mails and phone. Of the 22 degrees conferred, 16 of our MBA students answered the Exit Interview, this represent a participation rate of **73%**. The participation rate of 80% was not achieved in 2018.
 - **Due to the fact that the former two strategies implemented did not rendered the desired participation rate; we are considering the decision to collect the Exit Interview data at the end of the Specialization Seminar.**

ENTREPRENEURIAL AND MANAGEMENT SCIENCES DEPARTMENT

Student Learning Assessment for *PHD*

General Program Intended Student Learning Outcomes (General Program ISLO's)

1. Students will be able to demonstrate their competencies, critical analysis, and professional ethics in making administrative business decisions in complex and conflicting situations in a global environment.
2. Students, through scientific research, will be able to identify, analyze, and provide possible solutions to problems that will improve the economy and education of society, reinforcing the ethical values and sensitivity to the environment needs as responsible professionals by planning, directing, and conducting original and creative projects in their different fields of studies.
3. Students will be able to present and defend their dissertation effectively before the Doctoral Dissertation Committee, faculty, general and professional audiences.

Intended Student Learning Outcomes: Human Resources ISLO's

1. Students will be able to make administrative human resources decisions in complex and conflicting situations in a global environment.
2. Students will be able to plan, direct, and lead creative and original research in the area of Human Resources Management.

Intended Student Learning Outcomes: *Interregional and International Business* ISLO's

1. Students will be able to make administrative business decisions in complex and conflicting situations in a global environment.
2. Students will be able to plan, direct, and lead creative and original research in the area of Interregional and International Business.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Direct Measures:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Written Comprehensive Examination
General Program ISLO's Assessed by this Measure: 1
Specialization ISLO's Assessed by this Measure:
Human Resources: 1
Interregional and International Business: 1 | <p>At least 90% of the doctoral students will pass their written comprehensive examination with a minimum score of 80.</p> |
| <ol style="list-style-type: none"> 2. Oral Dissertation Defense
General Program ISLO's Assessed by this Measure: 1, 2,3
Specialization ISLO's Assessed by this Measure:
Human Resources: 1, 2
Interregional and International Business: 1, 2 | <p>On the oral defense evaluation rubric, all members of the dissertation committee for each student will rate the student as above average or with distinction on each evaluation criterion associated with the ISLO's assessed by this measure. The president of the committee is responsible for submitting the document.</p> |

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:

Performance Objectives (Targets/Criteria) for Indirect Measures:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. PhD student self-assessment of core and specialization ISLO's
General Program ISLO's Assessed by this Measure: 1, 2,3
Specialization ISLO's Assessed by this Measure: | <p>On the student self-assessment of core and specialization ISLO's, at least 80% of graduating students will select a rating of 4 or above on a five-point Likert scale on each of the measured core and specialization ISLO's.</p> |
|--|--|

Human Resources: 1, 2 Interregional and International Business: 1, 2	
2. PhD Degree Candidate Exit Interview General Program ISLO's Assessed by this Measure: 1, 2,3 Specialization ISLO's Assessed by this Measure: Human Resources: 1, 2 Interregional and International Business: 1, 2	At least 80% of graduating students will indicate that they achieved each outcome assessed by the Exit Interview with 4 or higher on a five-point Likert scale.
Learning Assessment Results: PHD in Human Resources	
Summary of Results from Implementing Direct Measures of Student Learning:	
<p>1. <u>Written Comprehensive Examination</u></p> <p>PhD Human Resources Specialization Comprehensive Capstone Project.</p> <p>The Doctoral Written Comprehensive Exam is a custody test of two parts: Core and Specialization. The exam consists of five (5) essay questions: three (3) core questions and two (2) specialization questions. Three (3) professors prepared and graded the exam. The professors created the questions according to their area of specialization, grading both Core and Specialization questions accordingly.</p> <p>For the academic years of August – December 2016, January – May 2017, August - December 2017 and January – May 2018, three (3) students requested and approved the Written Comprehensive Examination for Human Resources Specialization. Two (2) students on the semester of January – May 2017, and another student (1) on August - December 2017.</p> <p>The three (3) students of the PhD in Human Resources Specialization passed their written comprehensive examination with a minimum score of 80. The results are as follows:</p> <p>a. General Program ISLO's</p> <ul style="list-style-type: none"> • Core ISLO's 1 = Result 100% Core ISLO's 2 = Result 93% Core ISLO's 3 = Result 100% <p>The overall average for the two academic years was 98%.</p> <p>b. Specialization ISLO's</p> <ul style="list-style-type: none"> Specialization ISLO's 1 = Result 93% Specialization ISLOS' 2 = Result 100% <p>The overall average for the two academic years was 97%.</p>	

2. Oral Dissertation Defense

On the two academic years of the report three (3) student of the PhD in Human Resources Specialization were evaluated with a performance rate of proficient on each evaluation criterion associated with the ISLO's assessed by this measure using a rubric which includes the three (3) core and two (2) specialization ISLO's.

On December 2016, two students presented the oral dissertation and one (1) student on May 2017.

The Likert scale used is: 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

a. General Program ISLO's

- Core ISLO's 1 = **Result 87%**
- Core ISLO's 2 = **Result 87%**
- Core ISLO's 3 = **Result 93%**

The overall average was 89%.

b. Specialization ISLO's

- Specialization ISLO's 1 = **Result 93%**
- Specialization ISLOS' 2 = **Result 87 %**

The overall average was 90%.

Summary of Results from Implementing Indirect Measures of Student Learning:

PhD student self-assessment of core and specialization ISLO's

Three (3) students of the PhD in Human Resources Specialization rated the degree of success using a 5-point Likert scale where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

General Program ISLO's

- Core ISLO's 1 = **Result 100%**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 100%**

The overall average was 100%.

General Program ISLO's

- Specialization ISLO's 1 = **Result 100%**
- Specialization ISLOS'2 = **Result 100%**

The overall average was 100%.

PhD Degree Candidate Exit Interview

For the two academic years of the report the Exit Interview was administered via e-mails.

PHD Human Resources Specialization students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful.

The overall average for the two academic years is as follows:

Core ISLO's 1 = **Result 100%**

Core ISLO's 2 = **Result 100%**

Core ISLO's 3 = **Result 100%**

The overall average was 100%.

Specialization ISLO's 1 = **Result 100%**

Specialization ISLO's 2 = **Result 100%**

The overall average was 100%.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes		Learning Assessment Measures							
General Program ISLO's		<i>Written Comprehensiv e Exam</i>	<i>Oral Dissertation Defense</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self- assessment of core and concentration ISLO's</i>	<i>PhD Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
		Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performan ce Target Was...	Performance Target Was...
1.	Students will be able to demonstrate their competencies, critical analysis, and professional ethics in making administrative business decisions in complex and conflicting situations in a global environment.	MET	MET			MET	MET		

2.	Students, through scientific research, will be able to identify, analyze, and provide possible solutions to problems that will improve the economy and education of society, reinforcing the ethical values and sensitivity to the environment needs as responsible professionals by planning, directing, and conducting original and creative projects in their different fields of studies.	MET	MET			MET	MET		
3.	Students will be able to present and defend their dissertation effectively before the Doctoral Dissertation Committee, faculty, general and professional audiences.	MET	MET			MET	MET		
Intended Student Learning Outcomes: Specialization in Human Resources		<i>Written Comprehens ive Exam</i>	<i>Oral Dissertation Defense</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>PhD Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
		Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performan ce Target Was...	Performance Target Was...
1.	Students will be able to make administrative human resources decisions in complex and conflicting situations in a global environment.	MET	MET			MET	MET		

2.	Students will be able to plan, direct, and lead creative original research in the area of Human Resources Management.	MET	MET			MET	MET		
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Learning Assessment Results: *PHD in Interregional and International Business*

Summary of Results from Implementing Direct Measures of Student Learning:

1. Written Comprehensive Examination

PhD Interregional and International Business Specialization Comprehensive Capstone Project

The Doctoral Written Comprehensive Exam is a custody test of two parts: Core and Specialization. The exam consists of five (5) essay questions: three (3) core questions and two (2) specialization questions. Three (3) professors prepared and graded the exam. The professors created the questions according to their area of specialization, grading both Core and Specialization questions accordingly.

For the academic years of August – December 2016, January – May 2017, August - December 2017 and January – May 2018, four (4) students requested the Written Comprehensive Examination for Interregional and International Business Specialization. One (1) student requested the Comprehensive Examination on the semester of August – December 2016. These student approved the Specialization Component but not the Core Component. Doctoral students has two opportunities to request and approve each component of the Comprehensive Exam. The student was oriented but never requested the exam again. Two (2) students requested and approved the Comprehensive Exams on the semester on January – May 2017 and, one (1) student requested and approved the Comprehensive Exams on the semester August – December 2017.

The results of the four (4) students of the PhD in Interregional and International Business Specialization which took their written comprehensive examination are as follows:

a. General Program ISLO's

- Core ISLO's 1 = **Result 85%**
- Core ISLO's 2 = **Result 85%**
- Core ISLO's 3 = **Result 95%**

The overall average for the two academic years was 88%.

b. Specialization ISLO's

- Specialization ISLO's 1 = **Result 95%**
- Specialization ISLOS'2 = **Result 90%**

The overall average for the two academic years was 93%.

2. Oral Dissertation Defense

On the two academic years of the report three (3) student of the PhD in Interregional and International Business Specialization were evaluated with a performance rate of proficient and distinction on each evaluation criterion associated with the ISLO's assessed by this measure using a rubric which includes the three (3) core and two (2) specialization ISLO's.

On January –May 2017, one (1) student presented the oral dissertation defense and two (2) students on January - May 2018. The Likert scale used is: 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

a. **General Program ISLO's**

- Core ISLO's 1 = **Result 100%**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 100%**

The overall average for the two academic years was 100%.

b. **Specialization ISLO's**

- Specialization ISLO's 1 = **Result 93%**
- Specialization ISLOS'2 = **Result 87%**

The overall average for the two academic years was 90%.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. PhD student self-assessment of core and specialization ISLO's

Three (3) students of the PhD in Interregional and International Business Specialization rated the degree of success using a 5-point Likert scale where 5: Proficient, 4: Above average, 3: Average, 2: Below average, and 1: Not proficient. The results are as follows:

a. **General Program ISLO's**

- Core ISLO's 1 = **Result 100 %**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 100%**

The overall average for the two academic years was 100%.

b. **Specialization ISLO's**

- Specialization ISLO's 1 = **Result 100%**
- Specialization ISLOS'2 = **Result 100%**

The overall average for the two academic years was 100%.

2. PhD Degree Candidate Exit Interview

For May 2015 the Exit Interview was administered during the Commencement Act to PHD students. For May 2016 the data was collected via e-mails.

PHD Interregional and International Business Specialization students rated their degree of success in achieving Core and Concentration ISLO's, using a Likert scale in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. **The overall average for the two academic years is as follows:**

- Core ISLO's 1 = **Result 100%**
- Core ISLO's 2 = **Result 100%**
- Core ISLO's 3 = **Result 100%**
- Specialization ISLO's 1 = **Result 100%**
- Specialization ISLO's 2 = **Result 100%**

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLO's	<i>Written Comprehensive Exam</i>	<i>Oral Dissertation Defense</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>PhD Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to demonstrate their competencies, critical analysis, and professional ethics in making administrative business decisions in complex and conflicting situations in a global environment.	MET	MET			MET	MET		
2. Students, through scientific research, will be able to identify, analyze, and provide possible solutions to problems	MET	MET			MET	MET		

	that will improve the economy and education of society, reinforcing the ethical values and sensitivity to the environment needs as responsible professionals by planning, directing, and conducting original and creative projects in their different fields of studies.								
3.	Students will be able to present and defend their dissertation effectively before the Doctoral Dissertation Committee, faculty, general and professional audiences.	MET	MET			MET	MET		
Intended Student Learning Outcomes: <i>Specialization in Interregional and International Business</i>		<i>Written Comprehens ve Exam</i>	<i>Oral Dissertation Defense</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Student self-assessment of core and concentration ISLO's</i>	<i>PhD Degree Candidate Exit Interview</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
		Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1.	Students will be able to make administrative business decisions in complex and conflicting situations in a global environment.	MET	MET			MET	MET		
2.	Students will be able to plan, direct, and lead creative and original research in the area of Interregional and International Business.	MET	MET			MET	MET		

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

ENTREPRENEURIAL AND MANAGEMENT SCIENCES DEPARTMENT

Operational Assessment

Intended Operational Outcomes

1.
 - a. Faculty will be able to show dominance and proficiency of their teaching discipline to facilitate the teaching learning process.
 - b. Faculty will be able to be evaluated by students to express their perception on faculty proficiency and their efforts to facilitate the teaching learning process.
 - c. Faculty will be able to develop and use appropriate materials for an effective teaching.
 - d. Faculty will be able to publish, do research, and creative work.
 - e. Faculty will be able to contribute with their capacity and competence providing ideas and skills to community activities that benefit society by consulting and volunteer work.
 - f. Faculty will be able to attend professional activities to maintain competence and professional development.
2.
 - a. Department will be able to review its curriculums every five years.
 - b. Department will be able to provide for a variety of learning modalities.
3.
 - a. Department will be able to enhance its technology infrastructure in its classrooms.
 - b. Department will be able to provide access to Internet for all users.
 - c. Department will be able to oversee that the academic needs of students are effectively met.
 - d. Department will be able to assess the overall quality of instruction as perceive by students in their program of studies.
 - e. Department will be able to assess student degree of satisfaction with the learning experience in their program of studies.
 - f. Students will be able to meet the satisfactory academic progress requirements for their program of studies (Retention Rate).
 - g. Students will be able to achieve their academic program goals and graduate (Graduation Rate).

Assessment Measures/Methods for Intended Operational Outcomes:

Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:

- | | |
|--|--|
| 1. <ol style="list-style-type: none"> a. Departmental Faculty Evaluations Formative and Summative Report b. Faculty Performance Evaluation as perceive by students in Faculty Evaluation Instrument by Students: Composite of questions = 2, 10, 13, & 19 c. Faculty Usage of Educational Material as a teaching strategy | a. 100% of the faculty evaluated by the Evaluation Committees of the Department will obtain satisfactory results (3.2 or more out of 4).
b. Faculty will be evaluated near the end of each semester with, at least 85% of satisfactory results in the evaluation instrument realized by the students (Q = 2, 10, 13, & 19).
c. Faculty will be evaluated near the end of each semester with, at least 85% of satisfactory results in the evaluation instrument realized by |
|--|--|

<p>perceive by students in Faculty Evaluation Instrument by Students: Composite of questions = 6, 7, & 11</p> <p>d. Faculty Publications and Investigative Work Report, Campus Assessment Indicator, President Annual Report Segment, and Department Annual Report 2014-2016.</p> <p>e. Faculty Community Services Report (Department Annual Report 2014-2016)</p> <p>f. Faculty Attendance to Professional Activities Report (Department Annual Report 2014-2016)</p>	<p>the students</p> <p>d. 10% of the faculty will publish books or articles related to their discipline. 10% of the faculty will carry out research projects related to their discipline.</p> <p>e. 50% of the faculty will serve as a resource in the community.</p> <p>f. 90% of the faculty will attend to at least one professional activity per academic year.</p>
<p>2. a. Status of Systemic Plan Curricular Revisions 2011 – 2016.</p> <p>b. Undergraduate and Graduate Nontraditional Learning Modalities Report.</p>	<p>a. 100% of the curriculum will be review every five years.</p> <p>b. At least 20% of undergraduate courses will be offered by non traditional modalities. At least 40% of graduate courses will be offered by non traditional modalities.</p>
<p>3. a. Department Annual Report of Inventory and Property</p> <p>b. Information Technology Center Report</p> <p>c. Student Satisfaction Survey: Undergraduate (April-May 2013): Composite of students academic needs as perceived by students in accordance to the level of satisfaction. <u>The Academic Services questions</u> were: 1, 4, 5, 6, 7, 9, 10, 12, 15, 16, and 18. The <u>Administrative Services questions</u> were: 2, 7 and 16.</p> <p>Graduate (April-May 2012): Composite of students academic needs as perceived by students in accordance to the level of satisfaction. The <u>Academic Services questions</u> were: 1 – 15. The <u>Administratives Services questions</u> were: 2 and 13.</p>	<p>a. 75% of the classrooms will be prepared with digital projection and equipment.</p> <p>b. All Department users will have access to the Campus Information Network.</p> <p>c. The student's will express that their academic needs are met with a satisfactory response, in the Student Satisfaction Survey: 3 out of 4 Likert Scale. (The Institution standard for both criteria is 80%).</p>

d. Exit Interview – Undergraduate Operational 100's Q1 – Quality of Instruction of their program of studies.

e. Exit Interview: Degree of satisfaction learning experience.
–BBA Operational 100's Q3
–MBA Operational 100's Q2
–PHD Operational 100's Q1

f. Statistical Report on Department Student Retention Rate.

g. Statistical Report on Department Student Graduation Rate.

d. At least 70% of graduating BBA students will indicate that they achieved each outcome assessed by the Exit Interview with 3 or higher on a five-point Likert scale.

e. At least 70% of graduating BBA students will indicate that they achieved each outcome assessed by the Exit Interview with 3 or higher on a five-point Likert scale.
At least 80% of graduating MBA and PhD students will indicate that they achieved each outcome assessed by the Exit Interview with 4 or higher on a five-point Likert scale.

f. 70% of the Undergraduate and Graduate students will meet the Standard of Academic Progress (Retention Rate)

g. 30% or more of the students will graduate from their discipline within normal time established by the Institution.

Summary of Results from Implementing Operational Assessment Measures/Methods:

1. Summary of Results for Measure 1

a. **Departmental Faculty Evaluations.** Faculty evaluated by the Evaluation Committees of the Department

DEPARTMENTAL FACULTY EVALUATION FORMATIVE AND SUMMATIVE REPORT ACADEMIC YEARS 2016-2017 TO 2017-2018

FACULTY NAME	TERMS		SCORES	TERMS		TYPE OF EVALUATION	SCORES
	2017-10	2017-30		2018-10	2018-30	Formative = F	
						Summative = S	
Dr. Carlos E. Irizarry Guzmán	---	---	---	X	---	F	3.85
Dr. Jonathan King Greenwald	---	---	---	---	X	F	3.58
Prof. Benito E. Martínez Pérez	---	---	---	---	X	F	3.90
Dra. Ailín Padilla González	---	X	3.90	---	---	F	---
Dra. Lilliam L. Perdomo Sánchez	---	---	---	---	X	F	4.00
Prof. Jorge A. Reyes Ruiz	---	X	3.84	---	---	F	---
Dr. Eliezer Romeu Polanco	---	X	3.96	X	---	S	4.00
Dra. Laura A. Sepúlveda Padilla	---	---	---	---	X	F	4.00
Dr. Waldemar Vélez Toro	---	X	3.94	---	---	F	---
Prof. Evelyn Zapata Padilla	---	---	---	---	X	F	4.00
Prof. Luis M. Zornosa Cabrera	---	---	---	---	X	F	3.65

Resource: Classroom Evaluation Instrument III

Performance Target: 100% of the faculty evaluated by the Evaluation Committees of the Department will obtain satisfactory results (3.2 or more out of 4.00).

Result: Eleven (11) faculty members were evaluated. A summative evaluation was performed for one Full Time Faculty member. On average their performance evaluation was between 3.65 to 4.00. A formative evaluation was performed for ten (10) Permanent Faculty members.

This intended outcome was met.

b. Departamental Performance Evaluation as perceive by students in Faculty Evaluation Instrument by Students.

Faculty will be Evaluated near the end of each semester with, at least 85% of satisfactory results in the evaluation instrument realized by the students. (Q = 2, 10, 13, & 19).

**COMPOSITE FACULTY PERFORMANCE EVALUATION BY STUDENTS
FOR THE ACADEMIC YEARS AUGUST 2016 – MAY 2018**

Semester Term	August 2015 2016-10	January 2016 2016-30	August 2016 2017-10	January 2017 2017-30	August 2017 2018-10	January 2018 2018-30	Average 6 Semesters	Average Annual Report (4 semesters)
N =	575	556	614	570	548	253	519.3	496.25
Preg. #2	Es evidente que el profesor tiene dominio del contenido del curso.							
Question #2	Is evident that the professor possesses dominium of the course content.							
Σ 3, 4*	96.2	96.2	94.8	92.8	96.7	87.8	94.1%	93.1%
Preg. #10	El profesor toma medidas para asegurarse que yo entienda el contenido del curso.							
Question #10	The Professor takes measures to make sure I understand the course content.							
Σ 3, 4*	91.7	91.9	89.2	89.5	88.9	85	89.4%	88.2%
Preg. #13	El profesor se preocupa por mi aprovechamiento académico.							
Question #13	The Professor cares for my academic achievement.							
Σ 3, 4*	91.9	92.0	89.8	90.6	86.5	85.2	89.3%	88.1%
Preg. #19	El profesor explica el material con claridad.							
Question #19	The Professor explains the material clearly.							
Σ 3, 4, 5**	93.8	93.8	94.2	94.7	93.6	88.9	93.2%	92.9%
Average for composite of four questions: 2, 10, 13, and 19								90.7%

Resource: Students Faculty Evaluation Survey Instrument, Questions 2, 10, 13, and 19.

Performance Target: Faculty performance will be evaluated, near the end of each semester, with at least 85% of satisfactory results as perceived by our students in the Students Faculty Evaluation Instrument. For this purpose, an average for the bi- annual resport 2016-2018 was developed considering the composite of Questions: 2, 10, 13, and 19.

Result: Faculty obtained 90.7% when an average of the four questions, for the four semesters was considered. This intended outcome was met.

Valid percentages used does not included missing values

* Σ 3, 4 (alternative 3 = in Accordance and alternative 4 = Totally in Accordance) were added.

** Σ 3, 4, 5 (alternative 3 = frequently, alternative 4 = Almost Always, and alternative 5 = Always) were added.

c. Faculty Usage of Educational Material as a teaching strategy.

Faculty will be evaluated near the end of each semester with, at least 85% of satisfactory results in the evaluation instrument realized by the students (Q = 6, 7, and 11).

**COMPOSITE OF FACULTY USAGE OF EDUCATIONAL MATERIALS AS A TEACHING STRATEGY
FOR THE ACADEMIC YEAR AUGUST 2016 - MAY 2018**

Semester Term	August 2015 2016-10	January 2016 2016-30	August 2016 2017-10	January 2017 2017-30	August 2017 2018-10	January 2018 2018-30	Average 6 Semesters	Average Annual Report (4 semesters)
N =	575	556	614	570	548	253	519.3	496.25
Preg. #6	El profesor utiliza diversas formas o estrategias de enseñanza para presentar el contenido del curso.							
Question #6	The Professor uses diverse ways or teaching strategies for presenting course content.							
Σ 3, 4*	87.6	89.4	87.7	87.7	87.3	82.2	87.0	86.23
Preg. #7	El profesor usa materiales educativos relacionados con el contenido del curso.							
Question #7	The Professor uses educational materials related to course content.							
Σ 3, 4*	91.1	91.5	90.2	90.0	88.8	85.8	89.6	88.7
Preg. #11	El profesor relaciona las ideas y temas presentados en el curso con situaciones de mi vida diaria.							
Question #11	The Professor relates ideas and topics presented in the course with my daily life situations.							
Σ 3, 4*	90.5	90.4	89.9	90.3	88.7	85.4	89.2	88.6
Average for composite of three questions: 6, 7, and 11								87.8%

Resource: Students Faculty Evaluation Instrument, Questions 6, 7, and 11.

Performance Target: Faculty usage of educational materials as a teaching strategy will be evaluated, near the end of each semester, with 85% of satisfactory results as perceived by our students in the Students Faculty Evaluation Instrument. For this purpose an average for the two academic years 2016-17 & 2017-18, was developed considering Questions: 6, 7, and 11.

Result: Faculty obtained 87.8% when an average of the three questions was considered. This intended outcome was met.

Valid percentages used does not included missing values

* Σ 3, 4 (alternative 3 = in Accordance and alternative 4 = Totally in Accordance) were added.

d. Faculty Publications and Investigative Work Report.

10% of the faculty will publish books or articles related to their discipline.

10% of the faculty will carry out research projects related to their discipline.

**FULL TIME FACULTY PUBLICATIONS
ACADEMIC YEARS 2016-2017 and 2017-18**

FACULTY	PUBLICATIONS	2016-2017 PERIOD	2017-2018 PERIOD
Dra. María Bonilla	Artículo: Nomofobia y su impacto en el entorno educativo; Revista APEC, Vol. 31, pp. 207-217; año 2016.	X	
	Libro: Tecno-Milanmar, Inc. Simulación, Integración Tecnológica, tercera edición, enero 2017.	X	
	Artículo: Junta Editora Revista APEC, Vol. 31, 2016.	X	
Dra. Zulma Quiñones	Artículo: Entrepreneur Education and Training: The Solution for an Entrepreneurial Culture to Economic Development in Puerto Rico; Revista Proceedings of the Seventh International Conference, 8-10 June 2016, Pomorie, Bulgaria; BAMDE Sofía 2017.	X	
Dra. Luz L. Vega Rosado	Libro: Las Empresas Familiares en PR: Retos, prácticas exitosas y recomendaciones; Revista Librería Casa Norberto Plaza Las Américas, agosto 2018.		X

Resource: Departmental 2016-2018 Annual Report and San Germán Campus Annual Report.

Performance Target: 10% of the Full Time Faculty will publish books or articles related to their discipline.

Results: For the academic years of this report , 2016-18, three out of eighteen full time faculty member published. These represent 16.7 % .

This intended outcome was met.

**FULL TIME FACULTY INVESTIGATIVE WORK
ACADEMIC YEARS 2016-2017 and 2017-18**

FACULTY	INVESTIGATION	2016-2017 PERIOD	2017-2018 PERIOD
Dra. Ailín Padilla González	Internalización de los programas graduados como estrategia para aumentar la matrícula del Recinto de San Germán. Seleccionado para ser presentado en la graduación de la Academia en mayo 2017. Proyecto final de la Academia para el Desarrollo de Líderes de la UIPR.	X	---
Dr. Carlos E. Irizarry Guzmán	Prácticas prometedoras en modelos de internacionalización para instituciones de Educación Superior. Seleccionado para ser presentado en la graduación de la Academia en mayo 2017. Proyecto final de la Academia para el Desarrollo de Líderes de la UIPR.	X	---
Dra. Luz L. Vega Rosado	En proceso. Desde enero de 2017 se encuentra colaborando con el Dr. Claudio G. Muller en el proyecto del libro internacional sobre empresas familiares. Este proyecto es el resultado del curso para profesores: Internacionalización del Currículo, que tomó en línea y aprobó con un 98%		X

Resource: Departmental 2016-2018 Annual Report and San Germán Campus Annual Report.

Performance Target: 10% of the Full Time Faculty will publish books or articles related to their discipline.

Results: For the academic years of this report , 2016-18, three out of eighteen full time faculty member published. These represent 16.6 % .

This intended outcome was met.

e. Faculty Community Services Report.

50% of the faculty will serve as a resource in the community.

**FULL TIME FACULTY AS A RESOURCE IN THE COMMUNITY:
CONFERENCES, SEMINARS, WORKSHOPS, RELIGIOUS, CIVIC, AND SPORTS ACTIVITIES
ACADEMIC YEARS 2016-2017 and 2017-2018**

FACULTY	ACTIVITY	2016-2017	2017-2018
1. Dr. María Bonilla	Volunteer and community services and pastoral charity and care work for the Parroquia La Candelaria and Parroquia La Merced, Lajas, PR	All year	All Year
2. Prof. Diana Jiménez	Advisor for the Board of Directors CCRVA, Mayaguez, PR. Bible study teacher and motivational speaker CCRVA and other evangelical churches, Mayaguez, PR.	All year	All year
3. Prof. Carmen Lugo	Catequista, Secretaria Equipo Catequista, Iglesia San Isidro Labrador, Sabana Grande, PR	All year	---
	Equipo organizador movimiento Divino Niño, Iglesia San Isidro Labrador, Sabana Grande, PR. Tesorera del Equipo. (14/10/2016)	X	---
	Jurado Certamen de Oratoria, Mayagüez, PR. Auspiciado por la Cooperativa de Seguros Múltiples de PR.	X	---
4. Prof. Benito E. Martínez	Bible Study Teacher: Center for Drug Rehabilitation: Misión Rescate de Mayagüez, organized by Christian Church El Alfarero, Lajas, PR	All year	All year
	Charla: Reino de los cielos VS Reino Terrenal, 11/09/2016	X	---
	Charla: Importancia del Clamor a Dios, 08/10/2016	X	---
	Charla: Importancia del amor al prójimo, 12/02/2017	X	---
5. Dr. Eliezer Romeu	Colaboró en la radicación de planillas (ad-honorem) con: Parroquia La Merced de Lajas, PR; Colaboradores del Recinto-UIPR; Sacerdotes de la Diócesis de San Germán, PR. Durante el mes de abril de 2017.	X	---
6. Dr. Laura Sepúlveda Padilla	Volunteer and motivational speaker to cancer patients survivors in hospitals.	All year	All year
7. Dr. Luz L. Vega Rosado	Bible study lecturer and motivational speaker for several catholic churches in San German and Rincon, PR	All year	All year
8. Dr. Waldemar Vélez	Member of Board of Directors Portal de Amor, San German, PR	All year	All year
9. Prof. Evelyn Zapata	Volunteer and sponsor of Hostel of abused Animals San Francisco de Asis, Cabo Rojo, PR	All year	All year
	Member of ASPCA: American Society for the Prevention of Cruelty Animals	All year	All year
10. Prof. Luis Zormosa	Member of Rotary Club: Community Services Organization	All year	All year

Source: Department Annual Report 2016-2018

The Performance Target: At least 50% of the Full Time Faculty will serve as a resource in the community: conferences, seminars, workshops, religious, civic, and sports activities, among others.

Result: For the academic years of 2016-2018, 56% of faculty members (10/18) serve as a resource in the community.

This intended outcome was met.

f. Faculty Attendance to Professional Activities Report.

At the end of the Outcomes Assessment Plan Results we included the Tables: Faculty Attendance to Professional Activities Report, for the Academic Years 2016-2017 and 2017-2018.

Resource: 2017-18 and 2017-18 Department Annual Report

Performance Target: 90% of faculty will attend to at least one professional activity per academic year.

Result: The biannual average for 2016-2018 was that 95% of faculty members attended to at least one professional activity per academic year.

This intended outcome was met.

2. Summary of Results for Measure 2

a. Status of Systemic Plan Curricular Revisions 2016–2018

**CURRICULUM REVISIONS FACULTY COMMITTEES - EVERY 5 YEARS
ACADEMIC YEARS 2012 - 2015**

PROGRAMS REVIEWED LAST FIVE YEARS	YEAR OF REVISION	FACULTY IN CHARGE
AAS & BBA Accounting	2012-13	B. Martínez
BBA Entrepreneurial and Management Dev.	"	P. Devaris
BBA Information Technology	"	J. Reyes
BBA Finance	"	A. López
BBA Human Resources Management	"	E. Zapata
AAS & BBA Accounting	2013-14	B. Martínez
MBA Business Administration – all Specializations	"	C. Irizarry, L. Sepúlveda, A. Padilla, Z. Quiñones, W. Vélez (Leader), L. Zornosa
PHD Entrepreneurial and Management Development – all Specializations	"	A. Padilla (Leader) W. Vélez
AAS & BBA Accounting	2014-15	B. Martínez
BBA Information Technology	"	J. Reyes

**CURRICULUM REVISIONS FACULTY COMMITTEES - EVERY 5 YEARS
ACADEMIC YEARS 2015 TO PRESENT**

PROGRAMS UNDER REVISION	YEAR OF REVISION	FACULTY IN CHARGE
BBA Business Administration in Marketing	2016-17 (In progress)	Dr. Lilliam L. Perdomo, Member
BBA Core Program	2015-16 (In progress)	Dr. Luz L. Vega, Member
PHD Entrepreneurial and Management Development – all Specializations	2015-16 (In progress)	Dr. Ailín Padilla, Leader Dr. Waldemar Vélez, Member

Performance Target: 100% of the curriculums will be review every five years in compliance with the Institutional Norm as stated in the document *Guidelines for the Revision of Unique and Share Academic Programs of Inter American University of Puerto Rico*.

Result: This intended outcome was met.

b. Undergraduate and Graduate Nontraditional Learning Modalities Report.

**COURSES OFFERED BY NON-TRADITIONAL LEARNING MODALITIES
ACADEMIC YEAR 2016-2017
UNDERGRADUATE LEVEL (BBA)**

August - December 2016 (2017-10)				January – May 2017 (2017-30)			
Contract (CO)	Distance Learning (IN)	Portfolio	Convalidation Exam	Contract (CO)	Distance Learning (IN)	Portfolio	Convalidation Exam
ACCT 2085	ACCT 1161			ACCT2062	ACCT 1162		BADM 3900
ACCT 1162	BADM 1900			ACCT 3460	ACCT 2055		
ACCT 2055	ITEC 1200			BADM 4350-AV	BADM 1900		
ACCT 2061	ITEC 3130			BADM 4430	BADM 3950		
ACCT 2063	ITEC 4500			BADM 4800	ITEC 1100		
ACCT 3030	MAEC 2140			BADM 4973	ITEC 3350		
BADM 4430	MAEC 2221			ENTR 4400	ITEC 4500		
BADM 4800	MKTG 1210			FINA 2100	ITEC 4970		
BADM 4973	31			FINA 3300	MAEC 2140		
FINA 3150				FINA 3400	MAEC 2221		
FINA 4100				FINA 4100	MKTG 1210		
FINA 4970				FINA 4970			
ITEC 2310				ITEC 2310			
ITEC 2450				ITEC 3130			
ITEC 3330				ITEC 3400			
ITEC 3420				ITEC 3420			
MAEC 2222				ITEC 3570			
MKTG 2220				MAEC 3235			
MKTG 2223				MKTG 2970			
MKTG 3236				MKTG 3230			
MKTG 4240				MKTG 3234			
MKTG 4244				MKTG 3238			
MKTG 4245				MKTG 3240			
				MKTG 4243			
				ONSY 3030			
				OMSY 3040			
Total = 23	Total = 8	Total = 0	Total = 0	Total = 26	Total = 11	Total = 0	Total = 1
Total of Semester Sections: 86				Total of Semester Sections: 90			
Total Non-traditional Learning Modalities: 31				Total Non-traditional Learning Modalities: 38			
Percentage: 31/86 = 36 %				Percentage: 38 /90 = 42 %			

Resource: 2016-2018 Active Professors with Courses Report of the Department prepare by the Registrar Office

Performance Target: 20% of undergraduate courses will be offered by non-traditional modalities such as: contracts, distance learning, and portfolio.

Result: On average for the academic year 2016-2017 the performance target of courses offered by Non-Traditional Modalities was 39%.

This intendent outcome was met.

**COURSES OFFERED BY NON-TRADITIONAL LEARNING MODALITIES
ACADEMIC YEARS 2017-2018 UNDERGRADUATE LEVEL (BBA)**

August - December 2017 (2018-10)				January – May 2018 (2018-30)			
Contract (CO)	Distance Learning (IN)	Portfolio	Convalidation Exam	Contract (CO)	Distance Learning (IN)	Portfolio	Convalidation Exam
ACCT 2041	ACCT 1161			ACCT 1161	ACCT 1162	ENTR 4910	
ACCT 2061	BADM 1900			ACCT 2041	ACCT 2055		
ACCT 2063	ITEC 1200			ACCT 3030	ACCT 2061		
ACCT 2085-AV	ITEC 3130			ACCT 3460	BADM 1900		
ACCT 3030	ITEC 4500			ACCT 3480	BADM 3950		
ACCT 3460	ITEC 4970			BADM 4300	ITEC 1100		
BADM 4973	MAEC 2140			BADM 4350	ITEC 3350		
ENTR 3900	MAEC 2221			BADM 4350-AV	ITEC 4500		
ENTR 3910	MKTG 1210			BADM 4973	ITEC 4970		
ENTR 4400				ENTR 3900	MAEC 2140		
FINA 21060				ENTR 4400	MAEC 2211		
FINA 3200				FINA 4100	MAEC 2221		
ITEC 2450				FINA 4970	MKTG 1210		
ITEC 3420				ITEC 1100			
MAEC 3236				ITEC 2310			
MKTG 2220				ITEC 2560			
MKTG 2223				ITEC 3330			
MKTG 4240				ITEC 3570			
MKTG 4244				MKTG 3230			
MKTG 4245				MKTG 3233			
OMSY 3030				MKTG 3234			
OMSY 3040				MKTG 3235			
				MKTG 3238			
				MKTG 3240			
				MKTG 4243			
				OMSY 3040			
Total = 22	Total = 9	Total = 0	Total = 0	Total = 26	Total = 13	Total = 1	Total = 0
Total of Semester Sections: 78				Total of Semester Sections: 89			
Total Non-traditional Learning Modalities: 31				Total Non-traditional Learning Modalities: 40			
Percentage: 31/ 78 = 40%				Percentage: 40 /89 = 45%			

Resource: 2017-2018 Active Professors with Courses Report of the Department prepare by the Registrar Office

Performance Target: 20% of undergraduate courses will be offered by non-traditional modalities such as: contracts, distance learning, and portfolio.

Result: On average for the academic year 2017-2018 the performance target of courses offered by Non-Traditional Modalities was 42.5%.

This intended outcome was met.

**COURSES OFFERED BY NON-TRADITIONAL LEARNING MODALITIES
QUARTER YEAR 2016-2017
GRADUATE LEVEL (MBA)**

August – October 2016 (2017-13)				November 2017–February 2017 (2017-23)				March – May 2017 (2017-33)			
Contract (CO)	Distance Learning (IN)	Portfolio	Exam	Contract (CO)	Distance Learning (IN)	Portfolio	Exam	Contract (CO)	Distance Learning (IN)	Portfolio	Exam
BADM 697A	ACCT 2061			BADM 6150	ACCT 2062			BADM 5190	ACCT 1162		
BADM 6240	BADM 5190			BADM 6230	BADM 6300			BADM 6140	BADM 6180		
BADM 697B	BADM 6310			BADM 6130	BADM 5020			BADM 6190	BADM 5020		
BADM 697C	MAEC 2211			BADM 697D	MAEC 2212			BADM 697B	BADM 5070		
BADM 6500	BADM 5070			MAEC 2222	ACCT 1161			BADM 6500	BADM 5040		
BADM 6120	MAEC 2221			BADM 6080	BADM 6330			BADM 6040	BADM 697A		
BADM 6260	BADM 5040			BADM 697C	BADM 697A			BADM 697D	BADM 5090		
BADM 697D	BADM 6320			BADM 697E	BADM 6040			BADM 6310	BADM 5060		
BADM 6360	BADM 5100				BADM 6250			BADM 6390	BADM 6030		
BADM 697K	BADM 5010				BADM 6957			BADM 697C	MAEC 2222		
	BADM 5060										
	BADM 6050										
	BADM 6957										
Total = 10	Total = 13	Total = 0	Total = 0	Total = 8	Total = 10	Total = 0	Total = 0	Total = 10	Total = 10	Total = 0	Total = 0
Total of Semester Sections = 26				Total of Semester Sections = 24				Total of Semester Sections = 31			
Total Non-traditional Learning Modalities = 23				Total Non-traditional Learning Modalities = 18				Total Non-traditional Learning Modalities = 20			
Percentage: 23/26 = 88%				Percentage: 18/24 = 75%				Percentage: 20/31 = 65%			

Resource: 2016-2017 Active Professors with Courses Report of the Department prepare by the Registrar Office

Performance Target: 40% of graduate courses will be offered by non-traditional modalities such as: contracts, distance learning, and portfolio.

Result: On average for the academic year 2016-2018 the performance target of courses offered by Non-Traditional Modalities was 76%.

This intended outcome was met.

**COURSES OFFERED BY NON-TRADITIONAL LEARNING MODALITIES
QUARTER YEAR 2017-2018
GRADUATE LEVEL (MBA)**

August – October 2017 (2018-13)				November 2017–February 2018 (2018-23)				March – May 2018 (2018-33)			
Contract (CO)	Distance Learning (IN)	Portfolio	Exam	Contract (CO)	Distance Learning (IN)	Portfolio	Exam	Contract (CO)	Distance Learning (IN)	Portfolio	Exam
BADM 6200	BADM 6300			BADM 6150	ACCT 1162			BADM 5030	ACCT 2062		
BADM 5020	BADM 6310			ACCT 1161	ACCT 2061			BADM 6295	BADM 5190		
MAEC 2212	BADM 5070			BADM 6070	BADM 5190			BADM 697B	MAEC 2212		
BADM 6500	MAEC 2211			BADM 6500	BADM 6180			BADM 6230	BADM 5020		
BADM 6120	BADM 5040			BADM 6130	MAEC 2211			BADM 697D	BADM 5070		
BADM 697D	BADM 697A			BADM 697D	BADM 5020			BADM 6380	MAEC 2221		
BADM 6350	ACCT 1161			MAEC 2222	BADM 6330			BADM 5100	BADM 5040		
BADM 697C	BADM 5100			BADM 6360	BADM 697A			BADM 697C	BADM 6320		
BADM 6550	BADM 5010			BADM 697C	BADM 5090			MKTG 2970	BADM 697A		
	BADM 5060			BADM 697K	BADM 6040				BADM 5010		
	BADM 6260				BADM 6250				BADM 5060		
	BADM 6270				BADM 6957				BADM 6030		
	BADM 6957				MAEC 2221				BADM 6050		
	MAEC 2221								BADM 6280		
									BADM 6957		
Total = 9	Total = 14	Total = 0	Total = 0	Total = 10	Total = 13	Total = 0	Total = 0	Total = 9	Total = 15	Total = 0	Total = 0
Total of Semester Sections = 26				Total of Semester Sections = 25				Total of Semester Sections = 26			
Total Non-traditional Learning Modalities = 23				Total Non-traditional Learning Modalities = 23				Total Non-traditional Learning Modalities = 24			
Percentage: 23/26 = 88 %				Percentage: 23/25 = 92%				Percentage: 24/26 = 92%			

Resource: 2017-2018 Active Professors with Courses Report of the Department prepare by the Registrar Office.

Performance Target: 40% of graduate courses will be offered by non-traditional modalities such as: contracts, distance learning, and portfolio.

Result: On average for the academic year 2017-2018 the performance target of courses offered by Non-Traditional Modalities was 91%.

This intended outcome was met.

COURSES OFFERED BY NON-TRADITIONAL LEARNING MODALITIES
ACADEMIC YEAR 2016-2017
GRADUATE LEVEL (PHD)

August – December 2016 (2017-10)				January – May 2017 (2017-30)			
Contract (CO)	Distance Learning (IN)	Portfolio	Exam	Contract (CO)	Distance Learning (IN)	Portfolio	Exam
BADM 7020				BADM 7000			
BADM 7220				BADM 7070			
BADM 697A				HURS 8070			
BADM 8950				INBU 8210			
HURS 7000				INBU 8946			
INBU 7100							
Total = 6	Total = 0	Total = 0	Total = 0	Total = 5	Total = 0	Total = 0	Total = 0
Total of Semester Sections = 6 *				Total of Semester Sections = 6 *			
Total of Non-traditional Learning Modalities = 6				Total of Non-traditional Learning Modalities = 5			
Percentage: 6/6 = 100 %				Percentage: 5/6 = 83%			

Resource: 2016 -2017 Active Professors with Courses Report of the Department prepare by the Registrar Office

Performance Target: 40 % of graduate courses will be offered by non-traditional modalities such as: contracts, distance learning, and portfolio.

Result: On average for the academic year 2016 -2017 the performance target of courses offered by Non-Traditional Modalities was 92%.

This intended outcome was met.

*Thesis dissertations are not considered. Ten (10) students were enrolled in dissertations, on six (6) semester sections, August – December 2016. Eleven (11) students were enrolled in dissertations on four (4) semester sections, January – May 2017.

**COURSES OFFERED BY NON-TRADITIONAL LEARNING MODALITIES
ACADEMIC YEAR 2017-2018
GRADUATE LEVEL (PHD)**

August - December 2017 (2018-10)				January - May 2018 (2018-30)			
Contract (CO)	Distance Learning (IN)	Portfolio	Exam	Contract (CO)	Distance Learning (IN)	Portfolio	Exam
BADM 7020				BADM 7020			
BADM 7202				BADM 8950			
BADM 7223				BADM 7220			
HURS 8090				BADM 7201			
INBU 7140							
Total = 5	Total = 0	Total = 0	Total = 0	Total = 4	Total = 0	Total = 0	Total = 0
Total of Semester Sections = 6 *				Total of Semester Sections = 5 *			
Total of Non-traditional Learning Modalities = 6				Total of Non-traditional Learning Modalities = 4			
Percentage: 6/6 = 100%				Percentage: 4/5 = 80%			

Resource: 2017-2018 Active Professors with Courses Report of the Department prepare by the Registrar Office

Performance Target: 40% of graduate courses will be offered by non-traditional modalities such as: contracts, distance learning, and portfolio.

Result: On average for the academic year 2017-2018 the performance targets of courses offered by Non-Traditional Modalities was 90%.

This intended outcome was met.

The average for the two academic years was 92%, this target was Met.

*Thesis dissertations are not considered. Thirteen (13) students were enrolled in dissertations, on six (6) semester sections, August – December 2017. Ten (10) students were enrolled in dissertations on five (5) semester sections, January – May 2017.

3 a. Department Annual Report of Inventory and Property

CLASSROOMS WITH DIGITAL PROJECTION EQUIPMENT ACADEMIC YEARS 2016-2018

ROOM DESCRIPTION	ROOM NUMBER	EQUIPMENT
Regular class rooms*	108	Overhead projector
	109	Overhead projector
Computer lab and smart room	101	Digital projector, electric curtain, video, sound system, 28 computers, 2 laser printers and one overhead projector.
	102	Portable Digital projector, one computer and electronic white board with integrated sound system
Computer lab and smart rooms (105E and CIT 115)	105E	Digital projector, electric curtain, video, sound system, 18 computers, and 1 laser printer
	CIT 115	Digital projector, electric curtain, video, sound system, 25 computers, and 1 laser printer
Smart rooms	103	Digital projector, electric curtain, video, and sound system
	6	Digital projector
	7	Digital projector
	8	Digital projector
Open lab for students	106D	Overhead projector, 15 computers, 1 laser printer and one scanner
TOTAL	11	

Resource: 2018 Departmental Inventory Report

Performance Target: 75% of the classrooms will be prepared with digital projection equipment. Additionally, portable digital projection equipment for loan to be used by faculty in their classes is available under request.

Result: This intended outcome was met with 82%.

*One portable digital projection equipment for loan to be used by faculty in their classes is available under request. This makes possible to have one additional classroom with digital projection.

b. Information Technology Center Report

Performance Target: All Department users will have access to Campus Information Network. This intended outcome was met.



Universidad Interamericana de Puerto Rico
Recinto de San Germán

15 de octubre de 2018

Dra. Ailín Padilla, Directora
Depto. Ciencias Empresariales y Gerenciales

Estimada doctora Padilla:

Según solicitado le enumero y certifico las áreas de conectividad a la red del Recinto y al Internet que apoyan su departamento:

1. Laboratorios de computadora 106D y 105E. Sistemas de Información Gerencial.
2. Laboratorios 101, 102 y 103 Secretarial.
3. Oficinas de facultad y Departamento.
4. Existe cobertura inalámbrica WIFI en las áreas posterior del departamento y en los salones del ala norte. La señal WIFI cubre el área de los salones 109-111 y 006-008.

Para información adicional se puede comunicar a nuestra oficina a las ext. 7560 y 7561.

Atentamente,


Rogelio Toro Zapata, Director
Sistemas de Información

RTZ/big

Centro de Informática y Telecomunicaciones

PO BOX 5100 • San Germán, PR 00683 • Tel. (787)264-1912 exts. 7560, 7561, 7562 • Facsímil (787)892-635

c. Student Satisfaction Survey:

Undergraduate: The Student Satisfaction Survey is administrated every two years. For these report period the survey was administrated in April 2018.

Methodology

A digital questionnaire was administered to undergraduate class attendance students during the month of April 2018. Central Office randomly selected the courses and sections that would compose the sample of the survey. Professors of the selected sections moved their students to the classrooms assigned for these purpose; which were prepared with computers and the digital access.

A composite of fourteen questions to assess the level of satisfaction of our undergraduate students academic needs as perceived by students in accordance to the level of satisfaction was made. The questionnaire was divided in two sections: Academic Services and Administrative Services. The Academic Services questions were: 1, 4, 5, 6, 7, 9, 10, 12, 15, 16, and 18.

The Administrative Services questions were: 2, 7 and 16.

**UNDERGRADUATE STUDENT SATISFACTION SURVEY
ACADEMIC YEARS 2017-18**

The Performance Target was: students will express that their academic needs are met with a satisfactory response; 3 or higher out of 4 point Likert Scale. The Institution standard is 80%.

Level of Satisfaction	4	3	2	1	Not Applicable
	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	

The *Undergraduate Students Satisfaction Survey* was chosen to evaluate this item. It was conducted on line during April 2018 to class attendance students in San German Campus. The results are representative of the student's population with a confidence level of 95% and a margin of 3.4%. The overall Student Satisfaction Survey with our Campus was 83%. The sample of 667 students was drawn from a population of 3,188 class attendance undergraduate students. This represents a participation rate of 21%.

The results of our Department students were identified. One hundred and eighteen (118) students of the Department participated, which represents a 18% participation rate of our Department.

For Undergraduate students, a composite of 14 questions to assess the level of satisfaction as stated by students were selected. Alternatives of Very Satisfied, Satisfied or Somewhat Satisfied were selected.

Composite Academic Needs as Perceived by our Students Undergraduate Satisfaction Survey – April 2018					
			Results		Action Plan
2015	2018	ITEM	2015	2018	
Q 27	Q 4	Dominance course content by professor	87.1%	96.7%	
Q 3	Q 16	Availability of computers for academic work	86.2%	90.7%	
Q 21	Q 2	Course selection process (Administrative)	86.6%	95.8%	
Q 48	Q 1	Quality of program of studies	79.4%*	96%	
Q 12	Q 12	Academic program orientation by professors	70.9%*	96.8%	
Q 41	Q 10	Relationship with professor	84.9%	96.3%	
Q 11	Q 15	Course availability in different modalities	75.7%*	92.8%	
Q 20	Q 5	Professor teaching strategies	71.9%*	92.7%	
Q 52	Q 7	Technological resources used by Professor in class (Administrative)	70%*	89.5%	
Q 44	Q 16	Internet connectivity for personal computers (Administrative)	56.9%*	85.3%	
Q 26	Q 7	Online availability for student service (Administrative)	72.1%*	92.8%	
Q 23	Q 18	Availability of Tutoring	63.3%*	85.8%	
	Q 6	Promptness in which Faculty answers doubts and questions		94.7%	
	Q 9	Promptness Professor informs results of Academic Work		94.7%	
		Overall Average	990.7/13 = 76.2%	1,290.6/14 = 92.2%	

The Undergraduate Satisfaction Survey for the academic years 2017-2018 undergone changes, two questions were added as explained in the Table above. We have no items for the action plan of this evaluation period. Measures were taken to improve the eight items that was not met on the previous report.

Results: This intended outcome was met.

Graduate: The Student Satisfaction Survey is administrated every two years. For these report period the survey was administrated in April 2017.

Methodology

A digital questionnaire was administered to undergraduate class attendance students during the month of April 2018. Central Office randomly selected the courses and sections that would compose the sample of the survey. Professors of the selected sections moved their students to the classrooms assigned for these purpose; which were prepared with computers and the digital access.

A composite of seventeen questions to assess the level of satisfaction of our graduate students academic needs as perceived by students in accordance to the level of satisfaction was made. The questionnaire was divided in five (5) sections: Academic Services, Administrative Services, Educative Services, Student Services and Religious Life.

The Academic Services questions were: 1 – 15.

The Administratives Services questions were: 2 and 13.

GRADUATE STUDENT SATISFACTION SURVEY ACADEMIC YEARS 2016 -17

The *Graduate Students Satisfaction Survey* was chosen to evaluate this item. It was conducted on line on April 2017 to class attendance students in San German Campus. There were 487 students enrolled in the graduate program on San German Campus during this semester. The courses/ sections to participate in the survey were randomly chosen and identified at Central Office. A computerized survey was administered in computer ready with digital access classrooms. From the 487 students enrolled in the graduate program, 29 were surveyed. This represents a 6% participation rate.

The overall graduate student's satisfaction with our campus was 93%. The results of our Department were not identified due to the small size of the sample. Eighteen MBA students participated in the survey. This represents a 62% participation rate. Eleven Doctoral students participated in the survey. This represents a 38% participation rate.

For graduate students a composite of 17 questions were selected:

Composite of Students Academic Needs as Perceived by our Students in the Graduate Satisfaction Survey April 2017					
			Results		
2015	2017	ITEM	2015	2017	Action Plan
Q 23	Q 5	Dominance of Course Content by Professor	100%	100%	
Q 36	Q 1	University Image in the Community	92.9%	100%	
Q 5	Q 8	Promptness Professor informs results of Academic Work	92.9%	96.6%	
Q 40	Q 11	Promptness in which Faculty answers doubts and questions	85.7%	100%	
Q 32	Q 10	Relationship with professor	85.7%	100%	
Q 39	Q 2	Quality of Program of Studies	78.6%*	100%	
Q 38	Q 12	After hours Professor Availability	78.6%*	93.1%	
Q 17	Q 6	Professors Teaching Strategies	78.6%*	100%	
Q 28	Q 14	Opportunity to evaluate Professors	78.6%*	100%	
Q 1	Q 7	Technological Resources used by Professor in Class	78.5%*	96.6%	
Q 10	Q 13	Academic Program Orientation by Professors	71.5%*	96.6%	
Q 41	Q 4	Availability of classes in desirable hours schedule	71.4%*	100%	
Q 3	Q 15	Availability of Computers for Academic Work	64.3%*	100%	
Q 9	Q 3	Availability of Courses in their Program of Studies	64.3%*	100%	
Q 18	Q 2	Course Selection Process (Administrative)	64.3%*	100%	
Q 21	Q 9	Professor Encouragement for Research	64.3%*	93.1%	
Q 34	Q 13	Internet Connectivity for Personal Computers (Administrative)	64.3%*	89.7%	
		Overall Average	1314.5 /17 = 77.32%	1665.7/17 = 97.98%	

For the Graduate Satisfaction Survey for the academic years 2016 – 17, we have no items for the action plan of this evaluation period. Measures were taken to improve the twelve items that were not met on the previous report.

This intended outcome was met.

d. Exit Interview – Undergraduate Operations I IOO'S - Quality of instruction of their program of studies.

e. Exit Interview – Degree of satisfaction with their learning experience.

Undergraduate

For May 2017 the Exit Interview was administered during the Commencement to BBA students. For May 2018 the BBA students completed it after the comprehensive test. One hundred eighteen (118) students answer the Exit Interview questionnaire as follows: Accounting (49), Entrepreneurship (33), Finance (3), Human Resources (20), Information Technology (5) and Marketing (8).

All department students rated their overall quality of instruction of their program of studies as well as the degree of satisfaction with the learning experience. A Likert scale was used in which 5: Very successful, 4: Successful, 3: Neither-nor, 2: Somewhat successful, and 1: Not successful. The overall average for the two academic years is as follows:

BBA SUMMARY OF INTENDED STUDENT OPERATIONAL IOO'S FOR THE CANDIDATE EXIT INTERVIEW MAY 2017 AND 2018

BBA	OPERATIONAL IOO'S		
Indirect Intended Student Learning Outcome ----- Exit Interview	1. The overall quality of instruction of my program in business administration was good. Q:13	2. Plan to continue graduate studies in the future. Q:14	3. Degree of satisfaction with the learning experiences in the BBA program. Q:15
Accounting	94%	83%	85%
Entrepreneurial Managerial Development	91%	90%	93%
Finance	90%	80%	90%
Human Resources	98%	88%	88%
Information Technology	85%	80%	68%
Marketing	92%	93%	87%
Results	92%	86%	85%

Performance Target: At least 70% of graduating BBA students will indicate that they achieved each outcome assessed by the Exit Interview with 3 or higher on a five-point Likert scale.

Results: These intended outcomes was met.

Graduated

For the two academic years MBA and PhD students the data was collected via e-mails and phone. For May 2017 the Exit Interview was administered during the Commencement to graduated students. For May 2018 graduated students data was collected via e-mails and phone.

Thirty seven (38) students MBA answer the Exit Interview questionnaire as follows: Accounting (14), Finance (4), General Program (1), Human Resources (8), Industrial Management (7), Managerial Information Systems (4) and Marketing (0).

MBA SUMMARY OF INTENDED STUDENT OPERATIONAL IOO'S FOR THE CANDIDATE EXIT INTERVIEW MAY 2017 AND 2018

MBA	OPERATIONAL IOO'S	
Intended Student Learning Outcome ----- Exit Interview	1. Plan to continue graduate studies in the future. Q: 8	2. Degree of satisfaction with the learning experiences in the MBA program. Q: 9
Accounting	98%	92%
Finance	93%	93%
General Program	60%	100%
Human Resources	93%	90%
Industrial Management	100%	90%
Managerial Information Systems	84%	90%
Marketing	----	----
Results	88%	92%

**PHD SUMMARY OF INTENDED STUDENT OPERATIONAL IOO'S FOR THE
CANDIDATE EXIT INTERVIEW
MAY 2017 AND 2018**

PHD	OPERATIONAL IOO'S
Intended Student Learning Outcome ----- Exit Interview	1. Degree of satisfaction with your learning experience in the PhD Program.
Interregional and International Business	100%
Human Resources	100%
Results	100%

Performance Targets: At least 80% of graduating PhD students will indicate that they achieved each outcome assessed by the Exit Interview with 4 or higher on a five-point Likert scale.

Results: These intended outcomes was met.

f. Statistical Report on Department Student Retention Rate: Undergraduate and Graduate

This information was provided by the Research, Assessment and Planning Office, former the Vice President for Academic and Student Affairs and Systemic Planning Office. **Report Date:** September 20, 2018. At the end of the Outcomes Assessment the Retention and Graduation Rate document is included.

**Inter American University of Puerto Rico
Research, Assessment and Planning Office**

**First Year Retention for the Annual Report (2018) of the International Assembly for Collegiate Business Education
ENTREPRENEURIAL AND MANAGEMENT SCIENCES DEPARTMENT
UNDERGRADUATE LEVEL - BBA**

Programs	Cohort 2016 August	Program retention August 2011	Retention %
BBA in marketing (149)	4	2	50%
BBA in Accounting (166)	12	12	100%
BBA in Accounting: CPA Track (166C)	11	8	73%
BBA in Human Resources Management (214)	6	4	67%
BBA in Finance (222)	1	0	100%
BBA in Entrepreneurial and Mgmt. Development (275)	28	23	82%
BBA in Information Technology (287)	1	1	100%
Totals	63	50	67.4%

Performance Target: 70% of the Undergraduate students will meet the Standard of Academic Progress (Retention Rate).

Result: 67.4%.

This Performance Target was not met.

GRADUATE LEVEL - MBA

Programs	Cohort August 2016	Program retention August 2017	Retention %
MBA in Finance (314)	5	4	80%
MBA in Accounting (315)	1	1	100%
MBA in Accounting Internet (315D)	5	4	80%
MBA in General Business Administration. (316)	3	1	33%
MBA in Hum Res (327)	7	7	100%
MBA in Industrial Management (328)	3	2	67%
MBA Managerial Information Systems (361)	1	1	100%
MBA Managerial Information Systems Internet (361D)	4	4	100%
Totals	29	24	82.5%

Performance Target: 70% of the Graduate students will meet the Standard of Academic Progress (Retention Rate).

Result: 82.5% This Performance Target was met.

Methodology as sent by the Research, Assessment and Planning Office:

Para calcular las tasas de retención, se seleccionó una cohorte de seguimiento. La tasa de retención se informa un año después de haber establecido la cohorte de seguimiento.

La cohorte de 2016, se definió de la siguiente manera:

- Estudiantes de nuevo ingreso a la Institución en agosto de 2016, que aspiraban a un grado universitario en alguno de los programas del Departamento de Ciencias Empresariales y Gerenciales.
- Su tipo de admisión fue *Regular*.
- Se matricularon a tiempo completo (*Full Timers*) en su primer término de *FALL*.

Una vez se seleccionó la base (número de estudiantes) de la cohorte para cada programa académico se esperó hasta la matrícula del siguiente año académico (primer término de *FALL*), para determinar cuántos de los estudiantes de la cohorte volvieron a matricularse en la Institución. Luego, se dividió el número de estudiantes retenidos entre la base de la cohorte y se multiplicó por cien para calcular la tasa de retención al año.

Methodology translated to English

To calculate the retention rates, a follow-up cohort was selected. The retention rate is reported one year after having established the follow-up cohort. The cohort of 2016 was defined as follows:

- New students made their admission at our Institution in August 2016, who aspired to a university degree in one of the programs of the Department of Business and Management Sciences.
- Their type of admission was Regular.
- They enrolled full time in their first FALL term.

Once the base (number of students) of the cohort was selected for each academic program, we waited until the enrollment of the following academic year (first term of FALL), to determine how many of the students of the cohort returned to enroll in the Institution. Then, the number of students held between the base of the cohort was divided and multiplied by one hundred to calculate the retention rate per year.

g. Statistical Report on Department Student Graduation Rate: Undergraduate and Graduate

**Inter American University of Puerto Rico
Research, Assessment and Planning Office
UNDERGRADUATE LEVEL
Cohorte 2011**

Accumulated Graduation Rate at the 4th, 5th and 6th years of studies - BBA Programs

Código	Programas Académicos	Cohorte	Graduados en 4 años o menos	% Graduac. 4 años	Graduados en 5 años o menos	% Graduac. 5 años	Graduados en 6 años o menos	% Graduac. 6 años
149	BBA Marketing	10	2	20%	3	30%	3	30%
166	BBA Accounting	21	1	5%	4	19%	5	24%
166C	BBA Accounting (CPA Track)	11	2	18%	6	55%	7	64%
214	BBA Human Resources Management	10	4	40%	8	80%	8	80%
222	BBA Finance	4	0	0%	0	0%	1	25%
275	BBA Entrepreneurial Develop & Mgmt.	40	6	15%	14	35%	16	40%

BBA Graduation rate for the Department Business Department was an average 43.8%

Performance Target: 30% or more of the students will graduate from their discipline within normal time established by the Institution.

Result: 43.8%. This target was met.

**GRADUATE LEVEL
Cohort 2013**

Accumulated Graduation Rate at the 2nd, 3rd and 4th years of studies - MBA Programs

Código	Programas Académicos	Cohorte	Graduados en 2 años o menos	% Graduac. 2 años	Graduados en 3 años o menos	% Graduac. 3 años	Graduados en 4 años o menos	% Graduac. 4 años
312	MBA Marketing	1	0	0%	0	0%	0	0%
314	MBA Finance	6	0	0%	2	33%	3	50%
315	MBA Accounting	5	2	40%	2	40%	5	100%
315D	MBA Accounting – Internet	3	1	33%	2	67%	2	67%
316	MBA Business Administration	1	0	0%	0	0%	1	100%
327	MBA Human resources	8	2	25%	3	38%	4	50%
328	MBA Industrial Management	4	2	50%	3	75%	3	75%
361	MBA Managerial Information Systems	1	1	100%	1	100%	1	100%

MBA Graduation rate for the Department Business Department was an average 67.8%

Performance Target: 30% or more of the students will graduate from their discipline within normal time established by the Institution.

Result: 67.8%. This target was met.

Methodology as sent by the Research, Assessment and Planning Office:

Para calcular las tasas de graduación, se seleccionó una cohorte de seguimiento. La cohorte de 2011, se definió de la siguiente manera:

- Estudiantes de nuevo ingreso a la Institución en agosto de 2011, que aspiraban a un grado universitario en alguno de los programas del Departamento de Ciencias Empresariales y Gerenciales.
- Su tipo de admisión fue *Regular*.
- Se matricularon a tiempo completo (*Full Timers*) en su primer término de *FALL*.

La cohorte de maestría de 2013, se definió de la siguiente manera:

- Estudiantes de nuevo ingreso a alguno de los programas del Departamento de Ciencias Empresariales, en agosto de 2013.
- Su tipo de admisión fue *Regular*.
- Se matricularon a tiempo completo (*Full Timers*) en su primer término de *FALL*.

Una vez se seleccionó la base (número de estudiantes) de la cohorte para agosto de 2011, a la cohorte de los programas de bachillerato se le siguió durante los próximos seis años académicos, y a la cohorte de los programas de maestría se le siguió por cuatro años para determinar cuántos de estos se graduaron de la Institución. Luego, se dividió el número de estudiantes que se graduaron entre la base de la cohorte y se multiplicó por cien para calcular la tasa de graduación acumulada.

La tasa de graduación acumulada refleja el número de estudiantes que se graduaron en ese año y se le añade los estudiantes que se graduaron en años anteriores. Ejemplo: la tasa de graduación acumulada a seis años incluye los graduados en seis años, los graduados en cinco años y los graduados en cuatro años o menos.

Methodology translated in English

To calculate the graduation rates, a follow-up cohort was selected. The 2011 cohort was defined as follows:

- New students admitted in the Institution in August 2011, who aspired to a university degree in one of the programs of the Department of Business and Management Sciences.
- Their type of admission was Regular.
- They enrolled full time in their first FALL term.

The 2013 master's cohort was defined as follows:

- New students to any of the programs of the Department of Business Studies, in August 2013.
- Their type of admission was Regular.
- They enrolled full time in their first FALL term.

Once the base (number of students) of the cohort was selected for August 2011, the cohort of the bachelor programs was followed during the next six academic years, and the cohort of the master's programs was followed by four years to determine how many of these graduated from the Institution. Then, the number of students who graduated between the base of the cohort was divided and multiplied by one hundred to calculate the cumulative graduation rate.

The cumulative graduation rate reflects the number of students who graduated that year and is added to the students who graduated in previous years. Example: the cumulative six-year graduation rate includes graduates in six years, graduates in five years and graduates in four years or less.

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods						
	<i>Faculty Evaluations</i>	<i>Faculty Evaluations by Students</i>	<i>Faculty Usage of Educational Material</i>	<i>Faculty 1.Publications and 2.Investigative Work</i>	<i>Faculty Community Services</i>	<i>Faculty Attendance to Professional Activities</i>	
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	
1. a. Faculty will be able to show dominance and proficiency of their teaching discipline to facilitate the teaching learning process. b. Faculty will be able to be evaluated by students to express their perception on faculty proficiency and their efforts to facilitate the teaching learning process. c. Faculty will be able to develop and use appropriate materials for an effective teaching. d. Faculty will be able to publish, do research, and creative work. e. Faculty will be able to contribute with their capacity and competence providing ideas and skills to community activities that benefit society by consulting and volunteer work. f. Faculty will be able to attend professional activities to maintain competence and professional development.	MET	MET	MET	MET MET	MET	MET	

Summary of Achievement of Intended Operational Outcomes:							
Intended Operational Outcomes	Operational Assessment Measures/Methods						
	Curricular Revisions	Non Traditional Learning Modalities (Undergraduate)	Non Traditional Learning Modalities (Graduate)	Classroom with Digital Projections	Information Technology Center Report	Student Satisfaction Survey Undergraduate Graduate	Exit Interview Undergraduate Graduate
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
2. a. Department will be able to review its curriculums every five years.	MET						
b. Department will be able to provide for a variety of learning modalities.		MET	MET				
3. a. Department will be able to enhance its technology infrastructure in its classrooms. b. Department will be able to provide access to Internet for all users. c. Department will be able to oversee that the academic needs of students are effectively met. d. Department will be able to assess the overall quality of instruction as perceive by students in their program of studies. e. Department will be able to assess students degree of satisfaction with the learning experience in their program of studies.				MET	MET	MET MET	MET MET MET MET

Intended Operational Outcomes	Operational Assessment Measures/Methods				
	<i>Retention Rate</i>	<i>Graduation Rate</i>			
	Performance Target Was...	Performance Target Was...			
f. Students will be able to meet the satisfactory academic progress requirements for their program of studies (Retention Rate). g. Students will be able to achieve their academic program goals and graduate (Graduation Rate).	U = NOT MET G = MET	U = 2011 MET G = 2013 MET			

Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:

1. **Course of Action 1**

Performance Target: 70% of the Undergraduate students will meet the Standard of Academic Progress (Retention Rate).

On August 2016, sixty three (63) students were admitted to our Department. Of those admitted on August 2016, fifty (50) students returned on August 2017. On the aggregate 79.4% (50/63); of the students admitted were retained on the Department. Nevertheless when we consider our students retained by concentration, one (1) and the only student of Finance did not returned to his/her concentration. The average Retention Rate for the Department was affected by it. An inquiry was made which shows that the student dropped from the University. The student did not gave us the opportunity to offer Academic or Professional Counseling which is the standard procedure.

**FACULTY ATTENDANCE TO PROFESSIONAL ACTIVITIES
ANNUAL REPORT
ACADEMIC YEAR 2016-2018**

Date (day/month/year)	Activities	FACULTY NAME																		
	Title, place, sponsor, and resource	M Bonilla	P Devaris	C Iñárriz	D Jiménez	J King	C Lugo	B Martínez	M Morales	A Padilla	L Perdomo	Z Quiñones	J Reyes	E Romeu	L Sepúlveda	L Torres	L L Vega	W Vélez	E Zapata	L Zornosa
08/6/16	Webminar: Understanding the Family Business in a 21st Century China with professors Teng Bengshend from Cheung Kong Graduate School of Business in Hong Kong & Daniel G. Van Der Vliet in Cornell University, New York.																X			
10/6/16	Foro: De la Investigación a la Acción-Innovación y Exportación para la Empresa, en la Convención Anual de la Cámara de Comercio de PR, Sheraton Puerto Rico Hotel / Casino, San Juan.																X			
21/6/16	Panel: La Internacionalización de las Universidades, en la Convención Virtual Educa Puerto Rico 2016, Centro de Convenciones en San Juan.																X			
2-17/6/16	Participó en viaje de estudios en la Universidad de la Habana, Cuba. Participó en el curso Ambiente de Negocios y Sistema Empresarial en Cuba.																X			
12/7/16	Conferencia Cambios en la Ley Federal de Normas del Trabajo, auspiciada por el Comité de Patronos del Servicio de Empleo del Departamento del Trabajo y Recursos Humanos del ELA, Mayagüez, PR.																		X	
12-16/7/16	Conferencia Anual de BbWorld 2016 en Las Vegas, Nevada.																			X
29/7/16	Presentación Radiografía de las PYMES en PR, en la Convención del Centro Unido de Detallistas, Centro de Convenciones en San Juan.																X			
8/June/2016	Webminar: Understanding the Family Business in a 21 st Century China. Cheung Kong Graduate School of Business, Hong Kong & Cornell Univ., Nueva York. Profesores Teng Bengshend y Daniel G. Van Der Vliet																x			
10/June/ 2016	Comité de Entrevistas para Propuesta de Maestros de Matemáticas para Niños con Impedimento.														x					
10/June/2016	Foro: De la Investigación a la Acción-Innovación y Exportación para la Empresa. Hotel Sheraton San Juan, PR. Varios, Cámara de Comercio de PR.																x			
2-17/June/2016	Viaje de estudios. Cuba. Universidad de la Habana.																x			
21/June/2016	Panel: La Internalización de las Universidades. San Juan, PR. Centro de Convenciones.																x			

Date (day/month/year)	Activities	FACULTY NAME																		
	Title, place, sponsor, and resource	M Bonilla	P Devaris	C Irizarry	D Jiménez	J King	C Lugo	B Martínez	M Morales	A Padilla	L Perdomo	Z Quiñones	J Reyes	E Romeu	L Sepulveda	L Torres	L L Vega	W Vélez	E Zapata	L Zornosa
12/July/2016	Conferencia Cambios en la Ley Federal de Normas del Trabajo. Mayagüez PR. Comité de Patrones del Servicio de Empleo del Departamento del Trabajo y Recursos Humanos del ELA.																		X	
12-16/July/2016	Conferencia Anual de Bb World 2016. Las Vegas, Nevadas. Varios.																			X
29/July/2016	Presentación Radiografía de las PYMES en PR. San Juan PR. Centro de Convenciones																			
August/2016	Cursos de Ética y Actualización de Taxes Federales. Web. Varios													X			X			
31/August/2016 - 26/October/2016	Curso para profesores: Internacionalización del Currículo. Curso en línea. Web.																			
3/September/2016	Participación en programas radial analizando lo que ofrecen los candidatos a la gobernación a la PYMES. UIPR, Recinto Metropolitano.																X			
11/September/2016	Charla: Reino de los Cielos vs. Reino Terrenal. Mayagüez.							X												
21/September/2016	De la Idea...al Negocio. UIPR-SG. Auspiciado por PRSBTDC.								X		X	X					X			
8/October/2016	Charla: Importancia del Clamor a Dios. Mayagüez.							X												
10-14/October/2016	Visita la Corporación Universitaria Minuto de Dios. Medellín, Colombia.			X																
12/October/2016	Charla: Fuga de Cerebros en Puerto Rico. UIPR-SG, CSC 103.				X															
14-15/October/2016	Convención Asociación de Profesores de Educación Comercial de PR. Carolina, PR. Varios.	X																		
14/October/2016	Equipo organizador movimiento Divino Niño. Iglesia San Isidro Labrador, Sabana Grande.						X													
14/October/2016	Taller Safe Assign Programa Blackboard Learn. CGIEE UIPR-SG.															X				
20/October/2016	Seminario de Planes de Retiro. Hotel Guajataca. Varios.													X						

Date (day/month/year)	Activities	FACULTY NAME																		
	Title, place, sponsor, and resource	M Bonilla	P Devaris	C Irizarry	D Jiménez	J King	C Lugo	B Martínez	M Morales	A Padilla	L Perdomo	Z Quiñones	J Reyes	E Romeu	L Sepúlveda	L Torres	L L Vega	W Vélez	E Zapata	L Zornosa
21/October/2016 - 15/November/2016	Adiestramiento sobre nueva plataforma contributiva del Departamento de Hacienda (SURI) Sistema Unificado de Rentas Internas. Webcast: hacienda.gobierno.pr. Varios							X						X						
21/October/2016	Comité Institucional Revisión Curricular MBA Empresas.														X					
21/October/2016	Jurado Certamen de Oratoria. Mayagüez.						X													
2/November/2016	Conferencia: Las Elecciones de EU: Impacto en Puerto Rico. UIPR-SG.		X			X														
2/November/2016	Taller de Procedimientos Parlamentarios. UIPR-SG		X																	
7/December/2016	Charla: Hablemos de Colombia...Hablemos de Uniminuto. CGIEE, UIPR-SG.			X																
9/December/2016 - 15/February/2017	Parlamentarista en Asamblea Senado Académico.		X																	
2016	Comité Institucional Revisión Curricular MBA en Empresas.									X										
2016-2017	Academia Gerencial para el Desarrollo de Líderes. Diferentes Recintos del UIPR. Varios.			X						X										
2016-2017	Catequista. Iglesia San Isidro Labrador, Sabana Grande.						X													
2016-2017	Comité Asuntos Estudiantiles														X					
2016-2017	Comité Certificación cursos en línea																			X
2016-2017	Comité Departamental Evaluación Formativa de Facultad.								X											
2016-2017	Comité Ejecutivo Senado Académico.						X													
2016-2017	Comité de Revisión Guía Usuarios Blackboard Learn.	X																		X
2016-2017	Comité Institucional de Aprendizaje a Distancia, Oficina Central del Sistema.																			X
2016-2017	Comité Institucional Revisión Curricular del AAS en Empresas																X			
2016-2017	Comité Institucional de Revisión Curricular BBA en Mercado										X									
2016-2017	Comité Institucional Revisión Curricular MBA en Empresas.								X									X		X

Date (day/month/year)	Activities	FACULTY NAME																		
	Title, place, sponsor, and resource	M Bonilla	P Devaris	C Irizarry	D Jiménez	J King	C Lugo	B Martínez	M Morales	A Padilla	L Perdomo	Z Quiñones	J Reyes	E Romeu	L Sepúlveda	L Torres	L L Vega	W Vélez	E Zapata	L Zomosa
2016-2017	Comité Institucional Revisión Curricular PhD. Desarrollo Empresarial y Gerencial									x										
2016-2017	Comité Institucional Modulares del BBA en Administración de Empresas																x			
2016-2017	Comisión para la Internacionalización del Recinto. Presidente.			x																
2016-2017	Comité Personal Docente														x					
2016-2017	Consejera Organización Estudiantil Business Professionals of America. Consejera.	x																		
2016-2017	Consejero Asociación de Estudiantes de Contabilidad													x						
2016-2017	Presentó su libro: Las Empresas Familiares en PR: Retos, Prácticas Exitosas y Recomendaciones. En varias actividades realizadas en Puerto Rico.																x			
2016-2017	Junta de Directores Hogar Portal de Amor. San Germán.																	x		
2017	Comité de Ascensos, Permanencias y Cambios de Contrato.							x												
10/January/2017	Chairs and Evaluators Workshop Online. Web. Varios.			x																
18/January/2017	Diálogo para la Transformación de la Institución UIPR. Oficina Central del Sistema. Varios.						x													
19/January/2017	Conferencia Características de quienes dirigen empresas familiares en Puerto Rico. UIPR, Recinto Metropolitano.																x			
12/February/2017	Charla: Importancia del amor al prójimo. Mayagüez.							x												
14/February/2017	Seminario: Cambios en la Planilla de Individuos 2016, Negocios y Corporaciones de Puerto Rico. Hotel Costa Caribe, Guayanilla, PR. Varios.	x																		
17/February/2017	Conferencia Nacional BPA Puerto Rico 2017. UPR Recinto de Río Piedras. Varios.	x																		
22/February/2017	Comité Ad Hoc del Senado Académico para evaluar los resultados de investigación sobre satisfacción estudiantil.	x																		
1/March/2017	Conferencia Discapacidad: Lo que los profesores deben saber. UIPR-SG. Sra. Janice Marrero Irizarry, Sra. Raquel Belvis Vázquez y Sra. Emma G. Olmeda.				x		x	x						x	x				x	x
2/March/2017	Undécimo Diálogo sobre la Infraestructura Sociomoral del País: Ética para una sana convivencia. Recinto Metropolitano.						x			x										

Date (day/month/year)	Activities	FACULTY NAME																		
	Title, place, sponsor, and resource	M Bonilla	P Devaris	C Irizarry	D Jiménez	J King	C Lugo	B Martínez	M Morales	A Padilla	L Perdomo	Z Quiñones	J Reyes	E Romeu	L Sepúlveda	L Torres	L L Vega	W Vélez	E Zapata	L Zomosa
8/March/2017	Adiestramiento Título IX – Fase de Educación y Adiestramiento a la Facultad sobre la prevención de: agresiones sexuales, hostigamiento y violencia doméstica. UIPR-SG. Lcdo. Vladimir Román y Sra. María S. Torres.	x			x		x	x	x		x		x	x	x	x	x		x	x
10/March/2017	Subcomité Institucional de Composición y Estructura de los Senados Académicos y del Consejo Universitario.			x																
28/March/2017	Comité Departamental Evaluación Formativa de Facultad.				x															
28/March/2017 - 27/April/2017	Presidenta Comité Departamental Evaluación Formativa de Facultad.																		x	
29/March/2017	Comité Ad Hoc Recopilación de Datos y Análisis del Plan de Assessment del Senado Académico.						x													
29/March/2017	Comité Organización de la Confraternización luego del Concierto en 105 Aniversario de la Institución.									x										
April/2017	Colaboró en la radicación de planillas <i>ad-honrem</i> con: Parroquia La Merced de Lajas, Colaboradores del Recinto, UIPR-SG y Sacerdotes de la Diócesis, San Germán													x						
April/2017	Comité Elecciones Consejo de Estudiantes 2017-18															x				
5/April/2017	Seminario sobre Ley 4 y Reforma Laboral. Hotel Holiday Inn, Mayagüez.																		x	
6/April/2017 - 27/April/2017	Comité Departamental Evaluación Formativa de Facultad.														x			x		x
6/April/2017	Conferencia: De la Crisis al Crecimiento. Centro de Bellas Artes de Santurce. Joseph Stiglitz.				x															
21/April/2017	Seminario a Asistentes Administrativos. San Juan, PR. Auspiciado por la Asociación de Profesores de Educación Comercial de PR.	x																		
28/June/2017	Panel: Foro Desarrollo Económico: Impacto de la Reforma Laboral, La Ley PROMESA y la Junta Fiscal en el Desarrollo del Área Oeste. Centro de Convenciones de Cabo Rojo.																x			

Date (day/month/year)	Activities	FACULTY NAME																		
	Title, place, sponsor, and resource	M Bonilla	P Devaris	C Irizarry	D Jiménez	J King	C Lugo	B Martínez	M Morales	A Padilla	L Perdomo	Z Quiñones	J Reyes	E Romeu	L Sepúlveda	L Torres	L L Vega	W Vélez	E Zapata	L Zornosa
29/August/2017	Sesión Virtual: Metodología de Diseño por Metas, a través de Collaborate. UIPR-SG CIT 106																			x
13/September/2017	Conferencia: Constitución de los Estados Unidos de América. UIPR-SG.													x						
15/September/2017	Taller Básico TK-20 a directores y alguna Facultad de la UIPR-SG. CIT.															x				
19/January/2018	Presentations of Financial Statements of Not-For-Profits Entities. UPR-Mayagüez.							x												
7/February/2018	Charla: La Innovación y la diferenciación: elementos relevantes del éxito empresarial. UIPR-SG. Manuel Cidre.	x			x					x				x		x	x		x	
9-16/February/2018	Certification: Federal Tax Law Training & Certification. RUM Mayagüez.							x												
16/February/2018 23/March/2018 20/April/2018	Primer, Segundo y Tercer Taller a la Facultad de Enfermería sobre el Diseño de Cursos en Blackboard. UIPR-SG.	x																		
23/February/2018	Conferencia: Trastorno del uso del alcohol y otras sustancias: crecimiento, identificación y manejo. Romanos Macaroni and Grill. Dr. Arnaldo Cruz Igartúa.					x														
27/February/2018	Taller TK20 Campus Administrador.															x				
2/March/2018	Presentación del Segundo Libro de la UIPR, Tercer Tomo. Capilla Paul A. Wolfe.									x					x					
7/March/2018	Diálogo sobre asuntos, situaciones o recomendaciones que se consideren deban ser atendidas por el Comité de Asuntos del Personal Docente del Senado Académico. CGIEE.	x				x									x				x	
9/March/2018	Conferencia: El portafolio Profesional Electrónico. UIPR-SG.	x																		
15/March/2018	Taller: Monta tu Tienda Online. Mayagüez Resort & Casino.																x			
21/March/2018	Conferencia: ¿Padece de Nomofobia? UIPR-SG.	x																		
21/March/2018	Virtual Conference QuickBooks Online Verification Exam Preparation Module 1- Setting UP Clients CPE Credit Notice. Virtual.													x						
4/April/2018	Conferencia: La Idea y el Desarrollo del Negocios, Innovación y Emprendimiento. Auditorio Escuela de Estudios Graduados e Investigación. Prof. Martin Candelario y Lcdo. Ricardo Llerandi, Director de Comercio y Exportación.				x					x				x	x	x	x		x	

Date (day/month/year)	Activities	FACULTY NAME																		
	Title, place, sponsor, and resource	M Bonilla	P Devaris	C Irizarry	D Jiménez	J King	C Lugo	B Martínez	M Morales	A Padilla	L Perdomo	Z Quiñones	J Reyes	E Romeu	L Sepúlveda	L Torres	L L Vega	W Vélez	E Zapata	L Zornosa
4/April/2018	Conferencia: Manejo Efectivo de Presupuesto. UIPR-SG.							x												
5/April/2018	Déjame ganar esta batalla. UIPR-SG. Dra. Raquel Brailowsky.								x					x			x			
5/April/2018	Presentación del Libro: Déjame ganar esta batalla. Auditorio Escuela de Estudios Graduados e Investigación. Dra. Raquel Brailowsky Cabrera.	x												x			x			
6/April/2018	Panel: Normalidad o Nueva Realidad: Cuatro Perspectivas- Política Empresarial, Económica y Religiosa. UIPR-SG. Dr. José Alameda, Sr. Tommy Hernández, Rvdo. Pablo Caraballo y Dra. Eileen M. Figueroa.			x						x		x					x			
11/April/2018	Conferencia: Mitos y Realidades de las Enfermedades Mentales. Auditorio Escuela de Estudios Graduados e Investigación. Dra. Ingrid Rodríguez.				x		x			x					x				x	
11/April/2018	Conferencia: Proyecto Accelerating the Impact of HSI STEM Education and Research on Innovation Ecosystems. Marquis 213. Dr. Rodolfo Romañach.																x			
11/April/2018	Mitos y Realidades de las Enfermedades Mentales. UIPR-SG. Dra. Ingrid Rodríguez.						x			x					x				x	
13/April/2018	Asociación de Profesores de Educación Comercial. Ponce Hilton.	x																		
13/April/2018	Echar Pa' lante Certificaciones. San Juan.											x								
13/April/2018	Taller: TK-20 y Assessment. UIPR-SG CIT 115. Dra. Karen Woolcook.				x					x						x				
17/April/2018	Taller TK-20: Campus Administrador. En la Vicepresidencia de Asuntos Académicos.															x				
17/April/2018	Defensa de Disertación Doctoral: Percepción y uso de recursos electrónicos en el proceso enseñanza-aprendizaje (e-learning) por parte de profesores de Educación Comercial y estudiantes de Sistemas de Oficina. UIPR-SG. Candidata- Karen Morales Soto.	x														x				
18/April/2018	Conferencia: Negocios verdes y sustentables. Marquis 2013.																x			
18/April/2018	Orientación sobre la Ley FERPA. UIPR-SG. Salón de Ex Alumnos del Centro de Estudiantes y Actividades James R. Beverly. Dra. Arleen Santana									x										

Date (day/month/year)	Activities	FACULTY NAME																			
	Title, place, sponsor, and resource	M Bonilla	P Devaris	C Irizarry	D Jiménez	J King	C Lugo	B Martínez	M Morales	A Padilla	L Perdomo	Z Quiñones	J Reyes	E Romeu	L Sepúlveda	L Torres	L L Vega	W Vélez	E Zapata	L Zornosa	
20/April/2018	Orientación: Ley Promesa y Acreedores. Escuela de Derecho Pontificia Universidad Católica.																x				
25/April/2018	Evaluación del curso en línea ACCT 3460-Contabilidad para Organizaciones sin Fines de Lucro. UIPR-SG CSC 105E			x						x										x	
26/April/2018	Conferencia: Cuando la Marca Personal eres tú. UIPR-SG. Consultora-Gretchen Dilán, Firma Barquez & Dilán.									x					x			x			
2/May/2018	Charla: Desarrollo de Destrezas para el éxito Académico y Profesional.						x														
8/May/2018	Mentalidad Emprendedora.			x																	
18/May/2018	Building Entrepreneurial Ecosystems			x																	
11/May/2018	Seminario: Ley 4, Principios de Supervisión y Manejo Personal que todo Patrono debe saber.																		x		
17/May/2018	Seminario: Profit Mastery: Creating Value and Building Wealth.																x				
3/August/2018	Presentó su libro: Las Empresas Familiares en PR: Retos, Prácticas Exitosas y Recomendaciones.																x				
	Examen Comprensivo Oral-EDD Educación Comercial	x																			
Total Faculty = 19		11	0	5	7	2	5	4	2	11	1	2	1	8	8	9	13	2	9	4	

Resource: 2017-18 and 2017-18 Department Annual Report

Performance Target: 90% of faculty will attend to at least one professional activity per academic year.

Result: Biannual Average 2016-2018 = 95% of faculty members attended to professionals activities per academic year.

This intended outcome was met.