### Executive Summary – UNAPEC

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### Strengths (6)

1. Criterio 1.1 La Institución UNAPEC y la Unidad de Negocio han implementado un sistema formal para la descripción de políticas y procedimientos. Este enfoque meticuloso y bien estructurado permite la comprensión, aplicación efectiva de las normativas internas, revisión e implementación de mejorar que contribuyen al cumplimiento de sus objetivos académicos y administrativos.

Criterion 1.1 The Institution and the Business Unit have implemented a formal system to describe policies and procedures. This meticulous and well-structured approach allows for the understanding, and effective application of internal regulations, review, and implementation of improvements that contribute to the fulfillment of academic and administrative objectives.

1. Criterio 2.3 La Unidad de Negocio cuenta con un proceso sistemático para desarrollar, implementar y monitorear resultados y mejoras del plan estratégico utilizando una plataforma tecnológica (JIRA). La plataforma tecnológica permite controlar y monitorear el avance de las actividades del Plan Operativo Anual (POA) de cada uno de los programas de negocio donde permite a los responsables reportar trimestralmente el avance y seguimiento de los objetivos y acciones estratégicas, y dar seguimiento a los porcentajes de las metas que se cumplieron.

Criterion 2.3 The Business Unit has a systematic process to develop, deploy, and track results and improvements of the strategic plan using a technological platform (JIRA). The technological platform to control and monitor the progress of the activities of the Annual Operating Plan (AOP) of each of the business programs allows those responsible to report quarterly progress monitor the strategic objectives and actions, and track what percentage of the goals met.

1. Criterio 3.4 La Unidad de Negocios presentó evidencia de que los resultados de las encuestas de satisfacción de los estudiantes y egresados se analizan, haciendo un seguimiento de las acciones en un "proceso de cierre del ciclo" de un período a otro. El análisis en ciclos regulares de información de los estudiantes y grupos de interés, ayudarán a el proceso de mejora continua y ha amplificar la satisfacción de los estudiantes y grupos de interés en cada período de análisis (consulte las Tablas 3.2, Criterio 3.2-3.4).

Criterio 3.4 The Business Unit presented evidence that results from student satisfaction surveys, and alumni are analyzed and actions and tracked in a "close the loop process" from period to period. Pursuing regular cycles of learning from key stakeholders, evaluation, and ongoing improvement strategies and systems are likely to amplify student/stakeholder satisfaction at each period of analysis (see Tables 3.2 Criterion 3.2-3.4)

1. Criterio 4.4 La Unidad de Negocio presentó evidencia del uso de datos de evaluación interna (I), externa (X), formativa (F) y sumativa (S), con acciones tomadas y seguimiento adecuado de los programas de negocio. Durante la visita, fue evidente que los resultados han sido discutidos con miembros del cuerpo docente y líderes de departamento, y que se implementaron y dieron seguimiento a los cambios apropiados. Este proceso proporciona evaluación continua de los resultados, la participación de todos los miembros del cuerpo docente y la mejora de los procesos y ofertas de programas educativos.

Criterion 4.4 The Business Unit presented evidence of the use of Internal (I), external (X), formative (F), and summative (S) assessment data, with actions taken, and proper follow-up for the business program. During the site visit, it was evident that results were discussed with faculty members and department leaders, and appropriate changes were implemented and tracked. This process provides a best-in-class continuous assessment of outcomes, the involvement of all faculty members, and the improvement of educational program offerings and processes.

1. Criterio 6.1 La institución dispone de un procedimiento sistemático para la creación o revisión de sus planes de estudios, respaldado por un área especializada llamada Dirección de Desarrollo Curricular con la participación de docentes y todos los grupos de interés. Este Departamento colabora estrechamente con la Unidad de Negocio, garantizando el cumplimiento tanto del procedimiento establecido como de la normativa vigente. Esto fue verificado durante las entrevistas con los diferentes grupos de interés.

Criterion 6.1 The institution has a systematic procedure for the creation or review of its study plans, supported by a specialized area called Department of Curriculum Development with the participation of faculty members and all stakeholders. This Department collaborates closely with the Business Unit, guaranteeing compliance with both the established procedure and current regulations. This was verified during the interviews with the different stakeholders.

1. Criterio 7.4 La unidad de negocios cuenta con un proceso sistemático para monitorear las mejoras en la gestión de inscripciones, los procesos de operacionales y los procesos de apoyo educativo. El análisis de los resultados y mejora continua fueron evidentes durante la visita.

Criterion 7.4 The business unit has a best-in-class systematic process of monitoring enrollment management improvements, Business Operation Processes, and Educational Support Processes. Analysis of results and continuous improvement data and feedback were evident during the site visit.

### Recommendation (1)

1. La unidad de negocios tiene oportunidad de acreditar las Especialidades en Alta Gestión, en Gestión del Talento Humano, en Planes y Fondos de Pensiones, al igual que el programa de Técnico Superior en Finanzas.

The Business Unit has an opportunity to add specialty programs (Especialidad en Alta Gestión, Especialidad en Gestión del Talento Humano, Especialidad de Planes y Fondos de Pensiones and two-year business programs (Técnico Superior en Finanzas) to be accredited by ACBSP.

### Opportunities for Improvement (OFIs) (3)

1. Criterio 5.1 La Unidad de Negocio tiene la oportunidad de agregar al plan de Recursos Humanos objetivos específicos y medibles que estén integrados y alineados con el Plan Estratégico indicando, por ejemplo, la necesidad de contratar docentes con título de doctorado para cumplir con los requisitos de ACBSP y el rigor de los cursos a medida que crece el número de estudiante o matriculación, se crean nuevos programas y/o se identifiquen necesidades específicas de desarrollo profesional.

Criterion 5.1 The Business Unit has an opportunity to add to the HR plan specific and measurable objectives that are integrated and aligned with the strategic plan. The HR plan should indicate, for example, the need to hire additional doctoral-qualified faculty to meet ACBSP doctorally qualified coverage requirements as enrolment grows, new programs are created, and/or identify specific needs of professional development to be addressed.

1. Criterio 5.2 Los profesores con título de doctorado que imparten cursos de posgrado (30,37 % Tabla 5.2.A.1) y de pregrado (9,01 % Tabla 5.2.A.1) los cuales están por debajo del nivel histórico requerido por ACBSP de un 70 % para postgrado y 40 % para pregrado. La Unidad de Negocios tiene la oportunidad de aumentar el porcentaje de horas impartidas por profesores con doctorados para alcanzar el 70 % para programas de posgrado y el 40% para pregrado.

Criterion 5.2 The doctorally qualified faculty members teaching graduate (30.37% Table 5.2.A.1) and undergraduate (9.01% Table 5.2.A.1) courses fall below the historically acceptable level of 70% and 40%. The Business Unit has an opportunity to increase the faculty credentials to meet the 70 percent for graduate programs and the 40% for undergraduate programs, or present a rationale for the differences and provide detailed records of student learning outcomes to demonstrate that the faculty composition supports your mission and program objectives.

1. Criterio 5.3 Si bien la Unidad de Negocio está patrocinando iniciativas de investigación con miembros de la facultad y de las instituciones nacionales de investigación, la Unidad de Negocios tiene una oportunidad para estimular y motivar a todos los miembros de la facultad de participar en las actividades académicas y profesionales y diversas contribuciones intelectuales de acuerdo con el modelo de Boyer. Se espera que las cuatro áreas (enseñanza, descubrimiento, aplicación e integración) y actividades profesionales sean realizadas por una combinación de todos los miembros del cuerpo docente como una unidad, de manera balanceada (Tabla 5.3.D.1).

Criterion 5.3 While the Business Unit is sponsoring research initiatives with faculty members and national research institutions, there is an opportunity to stimulate and motivate all faculty members to participate in scholarly and professional activities and various intellectual contributions according to the Boyer model. All four areas of scholarship (teaching, discovery, application, and integration) and professional activities are expected to be engaged by the mix of all faculty members as a unit, in a balanced manner (Table 5.3.D.1).

## I - Review of All Academic Activities

### Strengths

* No strength was reported.

☐ This Strength was verified on-site.

### Recommendation

* The Business Unit has an opportunity to add specialty programs (Especialidad en Alta Gestión, Especialidad en Gestión del Talento Humano, Especialidad de Planes y Fondos de Pensiones and two-year business programs (Técnico Superior en Finanzas) to be accredited by ACBSP.

☐ This recommendation was verified on-site.

## II - Organizational Charts/Conditions of Accreditation

### Strengths

* No strength was reported

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFI was reported.

☐ This OFI was verified on-site.

## III - Conditions of Accreditation

### Strengths

* No strength was reported.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFI was reported.

☐ This OFI was verified on-site.

## IV - Business Program's Organizational Profile

### Strengths

* No strength was reported.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFI was reported.

☐ This OFI was verified on-site.

## 1 - Standard 1 – Leadership

The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.

## 1.1 - Criterion 1.1

### Strengths

* The Institution and the Business Unit have implemented a formal system to describe policies and procedures. This meticulous and well-structured approach allows for the understanding, and effective application of internal regulations, review, and implementation of improvements that contribute to the fulfillment of academic and administrative objectives.
* The Business Unit has effectively integrated its mission, vision, and values ​​with those of the institution, thus playing a crucial role in consolidating cohesion in strategic direction.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* The Business Unit has an intense process of evaluating the mission, vision and values ​​together with teachers and directors. To maximize these benefits, the Business unit could consider implementing a formal process to periodically review and update its mission, vision, and values, involving various stakeholders; which would significantly contribute to adaptability, strategic alignment, team commitment, effective communication, and overall cohesion in the organization.
* The Institution and the Business Unit have incorporated into their undergraduate educational model the competence of "Ethical behavior and social responsibility", for which they develop different activities with great social impact. It would be beneficial to promote the participation of graduate program students in these activities and also implement a monitoring system that allows the evaluation by program, thus providing a tool to determine the impact and effectiveness of these initiatives in the development of ethical competence and social responsibility.

☐ This OFI was verified on-site.

## 1.2 - Criterion 1.2

***Deployment - Provide evidence that the above described processes are fully deployed across the business unit.***

### Strengths

* No strength was reported.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* La Unidad de Negocios ha implementado diversos procesos de liderazgo que respaldan la búsqueda constante de la excelencia en calidad. Sin embargo, sería beneficioso para la unidad de negocio que este tipo de reuniones no solo sean de carácter informativo sino también de carácter participativo. Esto no solo facilita la verificación de su cumplimiento, sino que también permitiría la evaluación, mejora y despliegue homogéneo de estos procesos en las diversas escuelas y en el ámbito de posgrado.
* The Business Unit has implemented various leadership processes that support the constant search for excellence in quality. However, it would be beneficial for the business unit if these types of meetings were not only informative but also participatory. The discussion of ideas with key stakeholders will facilitate the evaluation, improvement, and homogeneous deployment of processes in the all programs at all levels.

☐ This OFI was verified on-site.

## 1.3 - Criterion 1.3

***Results - Provide evidence of the analysis of data produced by the above described processes.***

### Strengths

### The Business Unit presents concrete evidence of the review of information derived from the leadership processes, identifying both the positive results and the challenges inherent to each process.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFI was reported.

☐ This OFI was verified on-site.

## 1.4 - Criterion 1.4

**Improvements - Provide evidence of key actions taken by the business unit’s leaderships to improve the teaching and learning environment based on the above results.**

### Strengths

* The business unit, after reviewing the results, has identified opportunities for improvement in its leadership processes.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFI was reported.

☐ This OFI was verified on-site.

## 2 - Standard 2 - Strategic Planning

**The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.**

## 2.1 - Criterion 2.1

***Approach - Strategic Planning***

### Strengths

* The Business Unit is aligned with Institutional Strategic Planning, which was systematically developed and entered into a platform (JIRA) allowing all operating areas to report and track quarterly progress, integrating the administrators of the Business Unit that leads to the continuous improvement of the Institution.
* The Business Unit has made a collaborative effort through stakeholders such as administrative collaborators, alumni, undergraduate and graduate faculty, peer schools, parents, undergraduate and graduate students, and companies to significantly align the mission and vision of the Business Unit and the Institution.
* The Business Unit has systematically generated annual operational plans and has monitored each of the study programs. The new Strategic Plan 2022-2027 has 6 strategic axes: Commitment to human talent, Social Commitment, Global Dimension, Governance, Research-Innovation-Entrepreneurship and Digital Transformation, where students, faculty and administrative staff, alumni, and employers are involved and informed through different means of communication such as intranet, use of social networks, institutional mail, and the website.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFI was reported.

☐ This OFI was verified on-site.

## 2.2 - Criterion 2.2

***Deployment - Strategic Implementation***

### Strengths

* The Business Unit has implemented a technological platform (JIRA) to control and monitor the progress of the activities of the Annual Operating Plan (AOP) of each of the degree programs of the Business Unit, which allows those responsible to report quarterly progress and evidence, in addition to having traffic lights for analysis.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFI was reported.

☐ This OFI was verified on-site.

## 2.3 - Criterion 2.3

***Results - Performance and Process Effectiveness Results***

### Strengths

* The Business Unit has a systematic process to develop, deploy, and track results and improvements of the strategic plan using a technological platform (JIRA). The technological platform to control and monitor the progress of the activities of the Annual Operating Plan (AOP) of each of the business programs allows those responsible to report quarterly progress, and monitor the strategic objectives and actions, and track what percentage of the goals met.
* There is sufficient evidence that the Business Unit has a systematic process to effectively communicate strategic achievements and improvements through social networks, institutional mail, the official website of the Business Unit, and events held by the dean with the faculty members, administrators, and students among others.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFI was reported.

☐ This OFI was verified on-site.

## 2.4 - Criterion 2.4

***Continuous Improvement - Strategic Planning***

### Strengths

* The Business Unit complies with the follow-up of its strategic plan, identifying improvements through documentary evidence.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFI was reported.

☐ This OFI was verified on-site.

## 3 - Standard 3 - Student and Stakeholder Focus

The business unit must have a systematic process to determine requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

## 3.1 - Criterion 3.1

***Approach***

Criterion 3.1 Business programs must determine the student segments its educational programs will address and other key stakeholders of the business programs.

### Strengths

* The Business Unit defines its target student segments for all the undergraduate and graduate programs under review. Having a clear understanding of its student segments helps to align program offerings to match the requirements and expectations of current and future students.
* The Business Unit has identified various formal and informal methods to listen and learn from its current students from all programs under review and the additional key stakeholders including student applicants, faculty members, employers (business sector), parents or legal guardians, and alumni.
* The Business Unit described how key student and stakeholder requirements are determined and the processes used to meet those requirements (See Table 3.1 (Student and Stakeholder Groups).
* The Business Unit uses formal and informal processes and methods to seek information and respond to complaints from students and other key stakeholders (suggestions boxes and formal surveys). There is evidence of a formal grievance policy and various methods used to collect relevant information and actions are taken on time. This was corroborated during interviews with graduate students.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* The Business Unit has an opportunity to identify formal and informal methods to listen and learn from the employer or business sector.

☐ This OFI was verified on-site.

## 3.2 - Criterion 3.2

**Deployment**

The business unit must provide evidence that the processes identified in Criterion 3.1.c have been fully deployed across the business unit. Using Table 3.3 (Student and Stakeholder Groups), provide evidence, such as alumni surveys have been deployed and returned in the evidence folder.

### Strengths

* There is evidence that the Business Unit has implemented data collection processes from student satisfaction as documented and summarized in Table 3.2.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* The Business Unit has an opportunity to formally, and periodically implement a data collection process from employers regarding the programs under review. Periodically and systematically collecting information from these groups will allow the Business Unit to effectively learn more about the industry and market needs leading to improvements in current programs or the creation of needed ones.

☐ This OFI was verified on-site.

## 3.3 - Criterion 3.3

**Results**

The business unit must provide trend data for pertinent criteria for each student segment listed in 3.1.a. (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.). Examples include course evaluations, student measures, alumni measures, employer measures, other student/stakeholder measures. Using Table 3.3 (Student and Stakeholder Focused Results), report and graph results for the past three to five data cycles (e.g. two years plus the self-study year).

### Strengths

* There is evidence that the Business Unit has produced trend data from student satisfaction, as documented and summarized in Tables 3.2 Criterion 3.2-3.4 in the evidence file.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* The Business Unit has an opportunity to consistently, formally, and periodically collect employers, regarding the programs under review. Periodically and systematically collecting information and analyzing data from these groups will allow the Business Unit to effectively learn more about the industry and market needs leading to improvements in current programs or the creation of needed ones.

☐ This OFI was verified on-site.

## 3.4 - Criterion 3.4

**Improvement**

The business unit must have a process to use the information obtained from students and stakeholders for purposes of improving educational processes (e.g. improved curriculum, faculty development, computer lab operating hours, change office hours, etc.). Using Table 3.3 (Student and Stakeholder Focused Results), provide evidence of continuous improvement. This table should include a sample of student segments and other stakeholders listed in 3.1.a. However, results from all student segments and stakeholders should be available to the evaluation team on-site.

### Strengths

* The Business Unit presented evidence that results from student satisfaction surveys, and alumni are analyzed and actions and tracked in a "close the loop process" from period to period. Pursuing regular cycles of learning from key stakeholders, evaluation, and ongoing improvement strategies and systems are likely to amplify student/stakeholder satisfaction at each period of analysis (see Tables 3.2 Criterion 3.2-3.4)

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* While the Business Unit has an efficient informal process to collect input from employers through the advisory board, the Business Unit has an opportunity to consistently, and periodically collect and use survey data from employers to improve educational processes. Formally, systematically and periodically collecting data, from employers regarding to the programs under review, will allow the Business Unit to effectively learn more about the industry and market needs leading to improvements in current programs or the creation of needed ones.

☐ This OFI was verified on-site.

## 4 - Standard 4 - Student Learning Outcomes

***The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.***

## 4.1 - Criterion 4.1

**Approach**

**Criterion 4.1.a - Business Unit Outcomes Assessment Plan and Process**  
**Criterion 4.1.b - Determination of Outcomes and Performance Measurements**  
**Criterion 4.1.c** - Key Stakeholder Engagement in the Assessment Process

### Strengths

* The Business Unit provides a clear description of the process of the Assessment of Student Learning Outcomes and a detailed assessment plan for the programs under review.
* The Business Unit provides evidence of assessment maps and rubrics for the programs under review indicating which competencies and skills are measured, and, what data is collected, and why.
* The Business Unit provides evidence of the process of developing PLOs by consulting with faculty members via discussion, meetings, training, and workshops among others. This was verified with the faculty during the site visit.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* The Business Unit has an opportunity to provide evidence of the process of developing PLOs by consulting with other stakeholders such as alumni, parents, employers, and current students via Student Satisfaction Surveys, and/or formal or informal conversations with alumni and employers. Involving other key stakeholders will allow the business unit to ratify that the SLOs are appropriate to accomplish the mission and vision of the business unit.

☐ This OFI was verified on-site.

## 4.2 - Criterion 4.2

**Deployment**

**Criterion 4.2.a - Assessment Process Deployment**  
**Criterion 4.2.b – Assessment Measurement Cycles**  
**Criterion 4.2.c - Program Student Learning Outcomes, Performance Measurements and Assessment Cycles**

### Strengths

* The Business Unit provides evidence that assessment measurement cycles have been fully and systematically planned and deployed over time for all programs under review.
* The Business Unit provides evidence that all program outcomes have been assessed and measured over 3-5 data measurement cycles.
* The Business Unit provides evidence that each of the programs under review includes the SLOs, the corresponding assessment measurement activities, and Internal (I), external (X), formative (F), and summative (S) assessment data.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 4.3 - Criterion 4.3

**Results**

*Direct assessment is a way of measuring student learning that relies on attainment of competencies rather than credit hours or seat time. It provides tangible and measurable evidence of student learning. Comparative assessment is a way to compare the results of student learning between instructional delivery methods, identified student groups, as well as other peer institutions.*

**Criterion 4.3.a. - Collection, Analysis, and Use of Assessment Data**

**Criterion 4.3.b – Comparative Measures**  
**Criterion 4.3.b.1. - Use of Comparative Measures Results**  
**Criterion 4.3.c - Student Learning Results Communication**

### Strengths

* During the site visit, the Business Unit provided strong evidence that they collect, analyze, and use Internal (I), external (X), formative (F), and summative (S) assessment data, Including the current use of results by identifying the specific improvement, actions taken or changes made based on data obtained from the assessment for the program outcome.
* The Business Unit provides evidence that student learning performance and assessment results are posted and communicated with stakeholders, and other key stakeholders via a dedicated accreditation website (<https://unapec.edu.do/nosotros/acbsp-global-business-accreditation/>).

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 4.4 - Criterion 4.4

**Continuous Improvement**

**Criterion 4.4.a - Results of the Re-Assessment of Program Outcomes (Closing the Loop)**

**Criterion 4.4.b - Continuous Improvement of Assessment Process**

### Strengths

* The Business Unit presented evidence of the use of Internal (I), external (X), formative (F), and summative (S) assessment data, with actions taken, and proper follow-up for the business program. During the site visit, it was evident that results were discussed with faculty members and department leaders, and appropriate changes were implemented and tracked. This process provides a best-in-class continuous assessment of outcomes, the involvement of all faculty members, and the improvement of educational program offerings and processes.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 5 - Standard 5 - Faculty Focus

**The business unit must have a systematic process to ensure current and qualified faculty members by: 1) fostering teaching excellence, 2) aligning faculty credentials and skill sets with current and future program objectives, 3) evaluating faculty members based on defined criteria and objectives, and 4) ensuring faculty development including scholarly and professional activity.**

## 5.1 - Criterion 5.1

***Approach***

**CRITERION 5.1.A.** The business unit must have a human resource plan that supports its strategic plan.

**CRITERION 5.1.B.** Explain how your HR plan is linked to your Key Objectives listed in Criterion 2.4.a; Table 2.2.a.

**Criterion 5.1.C** Provide evidence of a written system of procedures, policies, and practices for the management and professional growth of faculty members. Information must be available to faculty members concerning the system.

### Strengths

* The Business Unit faces challenges to meet current demands about the set of technological competencies, the use of AI, and the development of critical and creative thinking to achieve changes in the teaching-learning processes, at the speed presented by society.
* The Business Unit has been strengthened by the Digital Transformation project that has led the Institution to raise awareness of its importance for the community through various international congresses on the digital transformation of professors.
* The Business Unit has a recruitment process of new professors that highlights identifying potential candidates that have the necessary skills and experience needed by each study program. Once they are hired there is a follow-up and supervising process to provide advice for the development and continuous support.
* The Business Unit applies a system of rules, regulations, and procedures established by the Institution for the management and professional growth of faculty members where the Business Unit professors have access to operating policies and procedures, as published on the University's website.
* The Business Unit has a human resources plan that supports its strategic plan since 2012. The HR plan has been strengthened with the addition of a Department of Education and Professor Development, to provide a faculty Development Plan that supports two parts. The first in the processes of continuing education on issues of use of ICT and Knowledge Management, Pedagogy / Specialized Teaching, Philosophy and Institutional Quality, Research, and Humanities. The second part provides support in the evaluation and monitoring of faculty, emphasizing the fulfillment of its educational model and the achievement of learning outcomes in education.
* The Business Unit has current faculty members with appropriate degrees, who are selected according to the professional profiles and academic levels required by the study programs they teach.
* The Business Unit performs an analysis of the current capacity of human resources where it includes all the skills of each faculty member from research activities, publications, voluntary actions, certifications, and degrees.

☐ These Strengths were verified on-site.

### Opportunities for Improvement (OFI)

* The Business Unit has an opportunity to add to the HR plan specific and measurable objectives that are integrated and aligned with the strategic plan. The HR plan should indicate, for example, the need to hire additional doctoral-qualified faculty to meet ACBSP doctorally qualified coverage requirements as enrolment grows, new programs are created, and/or identify specific needs of professional development to be addressed.

☐ This OFI was verified on-site.

## 5.2 - Criterion 5.2

***Deployment***

**CRITERION 5.2.A.** The business unit must provide evidence that faculty are qualified to teach all the required business courses. Faculty qualifications in the business unit are defined as Bachelor’s, Master’s, or Doctorate Degrees.

Tables: **Table 5.2.A, Table 5.2.A.1, Table 5.2.A.2.**

**CRITERION 5.2.B.** For each academic major offered sufficient academic leadership must be provided to ensure effective service to students and other stakeholders.

### Strengths

* The Business Unit has 34 professors in the process of completing doctoral degrees. Reported projections show potential improvements of the coverage of classes taught by doctorally qualified faculty, from 8.82% of undergraduate hours to 26.04%, and 30.37% of the master's level classes to 39.46%.
* The Business Unit is strengthened across disciplines, units, courses, departments, and majors to ensure that all students attending classes can receive instruction from an appropriate mix of faculty to ensure consistent quality across all programs and student groups.
* The Business Unit provides academic leadership to ensure effective service to students and other stakeholders.
* The Business Unit inducts new professors through an induction course that provides the initial syllabus for the course. In addition, new faculty members are advised and assisted in the selection of textbooks, as well as in evaluation, grading, and teaching methods.

☐ These Strengths were verified on-site.

### Opportunities for Improvement (OFI)

* The doctorally qualified faculty members teaching graduate (30.37% Table 5.2.A.1) and undergraduate (9.01% Table 5.2.A.1) courses fall below the historically acceptable level of 70% and 40%. The Business Unit has an opportunity to increase the faculty credentials to meet the 70 percent for graduate programs and the 40% for undergraduate programs, or present a rationale for the differences and provide detailed records of student learning outcomes to demonstrate that the faculty composition supports your mission and program objectives.

☐ This OFI was verified on-site.

## 5.3 - Criterion 5.3

***Results***

**Criterion 5.3.A.** Provide evidence of a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion.

**Criterion 5.3.B.** Provide evidence that your human resource management process includes policies for recruiting, training, observing, evaluating, and developing faculty for each delivery system your program’s e.g., use of multiple delivery systems (face-to-face, online, hybrid, etc.) and/or your program’s use of part-time (adjunct) faculty, your human resource management process.

**Criterion 5.3.C.** Provide evidence that All faculty members are involved in activities that enhance depth, scope, and currency of knowledge related to their discipline and instructional effectiveness. The faculty members as a unit must demonstrate balanced participation of scholarly and professional activities

**Criterion 5.3.D.** Provide evidence that the balance and degree of faculty members’ involvement in professional and scholarly activities supports the fulfillment of the institution’s mission. Provide each Doctorate Qualified, Master’s and Bachelor’s Qualified faculty member’s scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.1.

**Criterion 5.3.E.** Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

**Criterion 5.3.F.** The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

### Strengths

* The Business Unit is strengthened by a formal professors’ evaluation system with five components, which are focused on Accountability, Human Relations, Participation, Professional Development, and Teaching, to make decisions about personnel, such as the continuity of hiring, the granting of their permanence and/or promotion qualification.
* The Business Unit has a strong faculty evaluation process that allows students to provide feedback for each class, based on the teaching-learning process. Every term Faculty can review their evaluations and make improvements if needed.
* The Business Unit is strengthened by faculty members involved in activities that improve the depth and scope of academic and professional activities and the updating of knowledge related to their discipline

☐ These Strengths were verified on-site.

### Opportunities for Improvement (OFI)

* While the Business Unit is sponsoring research initiatives with faculty members and national research institutions there is an opportunity to stimulate and motivate all faculty members to participate in scholarly and professional activities and various intellectual contributions according to the Boyer model. All four areas of scholarship (teaching, discovery, application, and integration) and professional activities are expected to be engaged by the mix of all faculty members as a unit, in a balanced manner. The Business Unit has an opportunity to Published / Unpublished [articles, manuscripts, books] is lacking activity aside from a couple of faculty members (Table 5.3.D.1.)

☐ This OFI was verified on-site.

## Criterion 5.4

***Improvement***

**Criterion 5.4.A.**The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

**Criterion 5.4.B.** Provide opportunities for improvement that the Business Unit plans to address based on the results presented in Standard 5.

### Strengths

* The Business Unit determines the faculty development needs and budget, and the dean submits the training needs of its faculty members to the director of the faculty Development and Training in the areas of ICT use and Knowledge Management, Pedagogy/Specialized Teaching, Philosophy, and Institutional Quality, Research, and Humanities.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## Standard 6 - Curriculum

**The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.**

## 6.1 - Criterion 6.1

***Approach***

**Criterion 6.1.a.** Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

**Criterion 6.1.b.** Describe how curricular input is secured from the unit’s stakeholders.

**Criterion 6.1.c.** Describe how the curricular development process links with the unit’s strategic plan and mission.

### Strengths

* The institution has a systematic procedure for the creation or review of its study plans, supported by a specialized area called the Department of Curriculum Development with the participation of faculty members and all stakeholders. This Department collaborates closely with the Business Unit, guaranteeing compliance with both the established procedure and current regulations. This was verified during the interviews with the different stakeholders.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 6.2 - Criterion 6.2

**Deployment**

**Criterion 6.2.a.** Provide evidence how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

**Criterion 6.2.b.** The unit must complete **Figure 6.4.b Abbreviated Course Syllabus** for each UG business core course.

**Criterion 6.2.c.** Provide evidence how business-related programs include sufficient coverage of business topics to meet the long-term needs of students and other stakeholders. Business-related programs that lead to associate or bachelor’s must have a minimum of 25 percent of the total curriculum devoted to business. Master’s degree programs must have a minimum of 50% of the total curriculum devoted to business. Doctoral level programs must have a minimum of 25% of the total curriculum devoted to business.

**Criterion 6.2.d. Articulation and Transfer Relationships**  
The business unit must include the policies and procedures for transfer to and from other institutions to programs in the business unit.

### Strengths

* The business unit provides sufficient evidence of the policies and procedures for transfer to and from other institutions to programs in the business unit.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 6.4 - Criterion 6.4

***Baccalaureate Degree Deployment***

**Criterion 6.4.a. - Undergraduate Common Professional Component (CPC)**

Programs that include a B.A. (with a business major), B.S. (with a business major), or B.B.A., or B.S.B.A. degree with a business major that imply general business preparation with or without a functional specialization must include coverage of the Undergraduate Common Professional Component (CPC) at the level prescribed by ACBSP.

### Strengths

* The business unit provides evidence of the coverage of the Undergraduate Common Professional Component (CPC) at the level prescribed by ACBSP for all undergraduate programs under review.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 6.5 - Criterion 6.5

***Master’s Programs Only***

**Deployment**

Criterion 6.5.a. The business unit must complete Table 6.5.a. with information for each of its accredited master’s level programs.  
  
Criterion 6.5.b. Provide evidence for each program how the program requires 30 semesters or 45 quarter credits (or equivalent) in courses beyond the basic undergraduate CPC courses. Describe how students admitted to the master’s level programs without undergraduate preparation in business meet the CPC requirements. Programs with the same requirements may be grouped together in the description. Exceptions must be justified.

### Strengths

* The business unit has established consistent policies and procedures for assuring that students entering all its master-level programs have the necessary experience in the CPC components to be prepared for the rigors of master’s work.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 6.6 - Criterion 6.6

**Criterion 6.6.a.** The business unit must complete Table 6.6.a. with information for each of its accredited doctoral level programs.

**Criterion 6.6.b.** If the doctoral program does not require at least 60 semester or 90 quarter credits (or equivalent) in courses beyond the master’s level courses, the unit must provide a justification for the exception.

### Strengths

* DNA

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* DNA

☐ This OFI was verified on-site.

## 7 Standard 7 - Business Unit Performance

**The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.**

**The following information must be provided for this standard to be met using Table 7.1 in the evidence file:**

The results of establish performance expectations from Standard 1 Leadership from the list of examples below must be reported and made public on the business units home page. Table 7.1.a in the evidence file of the online reporting portal provides examples. Table 7.1.b is provided as a template for your data and information.

These are examples of student achievement identified by CHEA.

* Attrition (e.g. Less than 40%) - GFU website? Data Analytics team?
* Retention (e.g. Greater than 40%) - GFU website? Data Analytics team?
* Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31) - COB? Linda or Debby emails?
* Licensure pass rates (e.g. CPA 78%) - Seth & Ryan
* Job placement rates (e.g. Accounting 100%, Marketing 91%) - Logan/CAP Center providing report
* Employment Advancement (e.g. Accounting 12, Marketing 9) - Getting Promoted? Debby’s pdf email.
* Acceptance into graduate programs (e.g. Accounting 12, Marketing 5) - Admissions?
* Successful transfer of credit (e.g. Accounting 14, Marketing 7) - Admissions?
* Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11) - CAP center
* Enrollment? Addressed in another section of the report?
* Census Report? - Registrar’s office?

## 7.1 - Criterion 7.1

***Approach***

**Criterion 7.1.a.** List key **Student Performance Tracking Processes** on your performance, including business student achievement such as. (e.g. attrition and retention, graduation, licensure pass rates, job placement rates, employment advancement, acceptance into graduate programs, successful transfer of credit, etc.). The first table 7.1 is an example of data to report. The second Table 7.1. is a blank template for you to complete.

**Criterion 7.1.b.** List key **Business Operation Processes** provided to ensure student success. (e.g. improvements in curriculum, material, handouts, books, case studies; faculty development; improved contract management and records management; enhanced communication processes; innovative technology, digital classroom, other). Use Table 7.1.b. to report.

**Criterion 7.1.c.** List key **Education Support Processes** provided to ensure student success (e.g. library, computer lab, tutoring, registration, book store, other). Use Table 7.1.b to report.

**Criterion 7.1.d. Sharing Performance Results with the Public.** Use Table 7.1.a. in the evidence file to provide links to the business programs web page.

### Strengths

* The Business Unit identifies and tracks key student performance measures and has policies and processes to ensure effective review and management of the enrollment procedure. Support processes are in place to identify and assess graduation, and retention rates for each program under review. These indicators are shared to the public on the accreditation page.
* The business unit identifies and tracks key business operation processes to ensure student success in the programs as presented in Table 7.1.b.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 7.2 - Criterion 7.2

***Deployment***

**Criterion 7.2.a.** The Business Unit must provide evidence of the deployment of the processes in Criterion 7.1.b.

Use Table 7.1.a. to report deployment of Student Achievement Tracking

**Criterion 7.2.b.** Using Table 7.1.b., provide evidence that the business unit monitors the business operation processes.

**Criterion 7.2.c.** Using Table 7.1.b., provide evidence that the business unit monitors the educational support services.

### Strengths

* The business unit has systematically deployed the process to track student achievement, monitor educational services, and monitor business operations processes. During the site visit evidence was demonstrated that tracking and monitoring are performed using various systems in place.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 7.3 - Criterion 7.3

***Results***

**Criterion 7.3.a.** Provide evidence that the key student performance processes identified in 7.1. are tracked for each accredited program using Table 7.1. student Achievement

**Criterion 7.3.b.** Using Table 7.1.b. provide evidence of data collected to monitor business support processes.

**Criterion 7.3.c.** Using Table 7.1.b. provide evidence of data collected to monitor Business Operation Processes.

**Criterion 7.3.d.**

**1. Provide the link to your business program web page in your response below.**

**2. A second link to Student Achievement must be on that/those page(s) such as:** [View 2022 Student Performance Data](https://westminstercollege.edu/_resources/files/default-source/school-of-business/bill-and-vieve-gore-school-of-business/accreditation/116648347_bill_vieve_gore_school_of_business_student_performance_2022_final.pdf)

### Strengths

* The business unit has collected and analyzed results for key Student Performance Tracking Processes on performance, including business student achievements such as retention, and graduation rates for the undergraduate, and Master programs under review.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.

## 7.4 - Criterion 7.4

***Continuous Improvements***

**Criterion 7.4.a.** Using Table 7.1.b., explain how the Student Performance Results identified in Standard 7 are used to improve processes for accredited programs.

**Criterion 7.4.b.** Describe in Table 7.1.b. how the use of Business Operation Processes were improved based on the findings.

**Criterion 7.4.c.** Describe in Table 7.1.b. how the use of Educational Support Processes were improved based on the findings.

### Strengths

* The business unit has a best-in-class systematic process of monitoring enrollment management improvements, Business Operation Processes, and Educational Support Processes. Analysis of results and continuous improvement data and feedback were evident during the site visit.

☐ This Strength was verified on-site.

### Opportunities for Improvement (OFI)

* No OFIs observed

☐ This OFI was verified on-site.