UPRP
UNIVERSIDAD DE PUERTO RICO EN PONCE

University of Puerto Rico in Ponce
Office Systems Program

QUALITY ASSURANCE REPORT

SEPTEMBER 2019

TABLE OF CONTENTS

Page

Executive Summary 1

Overview 2

Standard 1 – Leadership 6

Standard 2 – Strategic Planning 7

Standard 3 – Student and Stakeholder Focus Results 12

Standard 4 – Measurement and Analysis of Student Learning and Performance 28

Standard 5 – Faculty and Staff Focus 39

Standard 6 – Educational and Business Process Management 54

Appendixes

Appendix A- Standard #4, Measurement and Analysis of Student Learning and Performance 70

EXECUTIVE SUMMARY

The Bachelor's Degree in Office Systems of the University of Puerto Rico in Ponce (UPR-Ponce), established in 1982 as a Bachelor in Secretarial Sciences, is a business-related program. Its curriculum was revised in 1994 and approved by the Board of Trustees of the University of Puerto Rico through Certification 107-1994-95, as amended. As a result of the curriculum revision, the name of the program was changed to Bachelor in Office Systems in 1995. The curriculum has focused in the development of highly-qualified administrative assistants, skilled in technology and procedures for the office administration, as required by the business community. The Program responds to the UPR-Ponce mission and goals; its primary purpose is to satisfy the needs of stakeholders such as employers and students of the southern region of Puerto Rico. The Program is continuously updated in response to the changing business environment and job market. The OSP considers also the recommendations of the OSP Advisory Board members for program improvement. The Office Systems Program was revised in 2010 in terms of the curricular content and the approved revision was implemented in August 2012. A year later, the sequence was assessed regarding the order in which courses have been offered; the changes approved were implemented in August 2014.

The Office Systems Program (OSP) Faculty is a highly qualified one; it is based on its valuable teaching and business professional experience. The OSP Faculty is constituted by eight professors: seven full time and one part time. Four professors hold a doctorate degree and four a master degree. They recognize the importance of continuous participation in professional development activities, which update their knowledge and skills to enrich the teaching and learning processes. This enables the integration of new education delivery technologies and teaching strategies. Their commitment is also evidenced through their leadership in the design of a curriculum that satisfies its constituents' needs and expectations. The Faculty has also demonstrated its leadership by holding different administrative positions in the UPR-Ponce and in the institution's governing bodies.

In the process of teaching students enrolled in the Program, the OSP Faculty is engaged with the achievement of the learning outcome expectations. The Program fosters the knowledge acquisition as well as attitudes and skills development necessary to perform effectively as office professionals. This is attained through the curriculum integration of business content areas as information systems, office procedures, office administration, accounting, finance, marketing, business law, globalization, policies, economics, statistics, and interpersonal relations. The curriculum also integrates general education areas such as: communication, ethics, civic values, teamwork, critical thinking, and decision-making and problem-solving skills. The OSP promotes students' social responsibility through their participation in community service projects. The curriculum provides the senior students an internship course as the comprehensive experience in a real work environment.

The quality of the OSP has been evidenced through the satisfaction of stakeholders, including students, employers, alumni, and internship supervisors. The professional accreditation of the Office Systems Program by ACBSP in May 2010 and the acceptance of the Quality Assurance Reports submitted in February 2012, September 2014, and September 2016 have confirmed its excellence. NOTE: This Report Covers Years: 2016-2019 (Data for 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019 was included as evidence for some of the standards to comply with the requirement of trends for 3-5 years).

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of September 2019

Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O2. Institution Name: University of Puerto Rico in Ponce Date September 2019
Address: PO Box 7186; Ponce, PR 00732

O3. Year Accredited/Reaffirmed: 2010 / This Report Covers Years: 2016-2019 (Data for 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019 was included as evidence for some of the standards to comply with the requirement of trends for 3-5 years)

O4. List All Accredited Programs (as they appear in your catalog):
Office Systems Bachelor Program
Business Administration Bachelor Program Majors**:** Accounting, Management, Marketing, and Finance

O5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.
The business and business-related programs are accredited.

O6. List all campuses that a student can earn a business degree from your institution:
Students can earn a business and business-related degree from UPR-Ponce campus.

O7. Person completing report Name: Dr. Yannira Rodríguez
Phone: (787) 844-8181, Extension 2442
E-mail address: yannira.rodriguez@upr.edu
ACBSP Champion name: Dr. Yannira Rodríguez
ACBSP Co-Champion name: Dr. Lourdes Torres

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

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

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

Remove Condition: Overview 09: The business unit must routinely provide reliable information to the public on their performance, including student achievement.

The condition stated by ACBSP after the OSP Quality Assurance Report submitted in September 2014 was removed as a result of the evidence provided in the OSP Quality Assurance Report submitted by September 2016. The decision was notified through e-mail by ACBSP on February 2017. Actually, there is no condition or notes to be removed.

The new UPR Ponce Web Page was published recently. As a result, the access to the OSP information changed as follows:

Access to the documents in the UPR Ponce Web Page through: UPR Ponce Web Page, *Academia* option, *Departamentos Academicos option*, and *Sistemas de Oficina option.*

The Web Page provides information related with the Program (Mission, Vision, Values, Goals, Objectives, Curricular Sequence, Alumni Profile), Faculty, Student Learning Assessment, Program Assessment, Advisory Board, Accreditation, and Office Systems Student Association, among others.

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

Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. A direct link to aggregate business student results should be placed on your business page website. The following items must be available to the public for accreditation.

1. Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding some of the following business student achievement measures:

- Attrition and retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Note: Website links submitted to document the implementation of this requirement must be on the business-landing page, clearly identified, and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

As shown in Table O-1, using various mechanisms, the OSP provides reliable information and makes data accessible to the stakeholders as students, alumni, administrators, faculty, and non-faculty personnel.

Table O-1: Mechanisms to Make OSP Information and Data Accessible to Stakeholders

Mechanisms	Purpose
Dialogues between students and faculty	• Request students' recommendations about program, services, courses, and faculty performance • Share actions taken regarding students' recommendations
Assessment reports (faculty, students, non-faculty, and administrators)	• Share data about the assessment process and results (Annual OS Reports) • Quality Assurance Reports (2012, 2014, 2016) Accreditation-Quality Assurance Reports (Standards)
Office Systems Department (OSD) annual reports (faculty, students, non-faculty, and administrators)	• Provide a summary of assessment activities and changes resulting from this process (Annual OS Reports)
Faculty meetings	• Discuss the assessment procedures to be followed • Explore strategies for the student learning improvement • Improve the program and its curriculum • Share data about accreditation process • Share data about the assessment results
Assessment dialogues	• Share information about the program assessment with faculty, deans, and department heads (Student Learning Assessment Results - Forums and Dialogues)
OSP Web Page (OSP Web Page)	• Present the OSP vision, mission, goals, values, student profile, curricular sequence, faculty profile, and office hours • Share information about the Office Systems Association • Provide information about the accreditation process and the OSP Advisory Board • Provides information, plans, and documents about the Student Learning Outcome Assessment Results (Student Learning Assessment Results) • Program results: graduation rates, retention rates, employment rates, student academic load, etc. (Program Statistics)

Standard #1 Leadership

Organization

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

Faculty Member	Type of Contract	Change
Prof. Carmen A. Bracero Lugo	Tenure	Retired – June 2019
Prof. Aida Rodríguez Droz	Tenure	Retired – August 2017
Prof. Angelita Guzman	Tenure (Retired)	Service contract 2016-2017 (first semester, part time)
Dr. Sandra Arroyo	Service Contract	Service contract for 2016-2017 (first and second semesters, full time), 2017-2018 (first and second semesters, part time), and 2018-2019 (first and second semesters, part time)
Dr. Joahana Ramos	Service Contract	Service contract for 2016-2017 (first and second semesters, part time), 2017-2018 (first semester, part time)
Prof. Mirelix Garcia	Service Contract	Service contract for 2016-2017 (first and second semesters, part time), 2017-2018 (first semester, part time)
Prof. Anayarí Batista	Service Contract	Service contract for 2016-2017 (first and second semesters, part time), 2017-2018 (first semester, part time)

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

There is no new site where students can earn an accredited business degree that has been added since the report submitted in September 2016.

Standard #2: Strategic Planning

Standard Two - Strategic Planning:

Complete the following question/tables concerning your business unit strategic plan:

1. In the table below, identify any major changes to the key strategic goals/objectives during this QA reporting period:

Key Strategic Objectives	Major Changes
There are no major changes to the key strategic goals/objectives during 2016-2019 QA reporting period.	

2. In the table below for your top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

OSP Strategic Plan 2016-2021	Key Measures	Progress Toward Achievement
Objective: Diversify the teaching methods modality by offering hybrid and online courses.	1. Faculty members will be trained in the design of hybrid and online courses. 2. Faculty members will offer hybrid courses.	1. The following professors completed the Cerficication on the Development of Virtual Courses Using Moodle Platform (20 hours course) a. Dr. Doris S. Torres Negrón b. Dr. Yannira Rodríguez Rodríguez c. Dr. Sandra Arroyo d. Prof. Carmen A. Bracero Lugo e. Dra. Lourdes Torres f. Prof. Marilyn Román Ortiz 2. The following professors completed the Development of Virtual Courses Using Moodle Platform - Advanced Workshop (20 hours course) a. Dr. Yannira Rodríguez Rodríguez b. Prof. Carmen A. Bracero Lugo 3. The following courses were offered through the hybrid modality: a. SOFI 4046 - Medical Billing, January 2017, Dr. Sandra Arroyo b. SOFI 4038 - Office Administration, August 2018, Dr. Doris S. Torres c. SOFI 4045 - Administrative Procedures in Medical Office, August 2018, Dr. Sandra Arroyo

OSP Strategic Plan 2016-2021	Key Measures	Progress Toward Achievement
Objective: Use art of the state technological resources in the learning and teaching processes.	1. Faculty members will participate in technology workshops. 2. Incorporate the use of Moodle platform in Office Systems courses.	1. Faculty members attended the following technology workshops: a. Workshop: Application of Technologies Strategy in Classroom b. Conference: The Virtual Professor c. Workshop: Transition to the Institutional Moodle Platform d. Conference: Dangers in Internet - sexting sexortion e. Workshop: Ethics in teaching process f. Symposium: First Symposium of Distance Learning g. Conference: Digital Competences: Can I be a professor or online facilitator? h. Workshop: Advanced Moodle I. Workshop: How to import questions in Moodle j. Workshop: Use of Office Mix to create online videos k. Workshop: Introduction to Moodle l. Workshop: Introduction to Webex: Videoconference System m. Workshop: Ethics in social networks n. Workshop: "Contributions and Reflections on the Internationalization of Higher Education: Virtualization and Training Practices of Distance Education" o. Conference: Concientization of Informatic Security in Business p. Dialogue about distance learning q. Dialogue about online courses r. Workshop: Development of a videoconcerence using BigBlueButton s. Conference: Instructional Design in Distance Learning t. Conference: Ethics in social media 2. The Moodle platform is used as a teching resource in the following courses: a. SOFI 3006 - Document Production Basic Level b. SOFI 3008 - Document Production Intermediate Level c. SOFI 3015 – Office Systems Concepts and Technologies d. SOFI 3017 – Interpersonal Relations in the Office e. SOFI 3305-3306 – Information Processing and Info. Processing Lab f. SOFI 3016 – Accounting Basic Concepts for Office Professionals g. SOFI 3505 – Administrative Procedures for Office Professionals h. SOFI 4005 – Integration of Application Programs for Electronic Processing of information i. SOFI 4038 – Office Administration j. SOFI 4045 – Administrative Procedures in Medical Office k. SOFI 4046 – Medical Billing l. SOFI 4505 – Training Techniques for In-service Personnel m. SOFI 4985 – Internship and Seminar n. ADOF 3015 – Telecommunications in Modern Office

OSP Strategic Plan 2016-2021	Key Measures	Progress Toward Achievement
Objective: Improve the Office Systems Department presence in the Internet.	Maintain the Office Systems Program stakeholders informed through different means including the UPR Ponce Web Page.	The UPR Ponce new webpage was published on May 2019. The Office Systems Program information available through the Web Page includes: a. Program Mission, Vision, Values, Goals, Objectives, and Program Description b. Curricular Sequence c. Alumni Profile d. OS Program Accreditation e. OS Student Association f. Long Term Assessment Plans (two years), Three Years Assessment Plans (six years), Annual Assessment Plans and Results of Learning Assessment (seven years), Tables of Closing Assessment Cycles (three years), and Presentations of Results in Assessment Forums (eight years) g. Statistics of Program Assessment (retention rates, graduation rates, students admitted and enrolled, degrees granted, program quota, and empleability rates, among others) h. Annual Department Reports i. Office Systems Department, Department Head, Faculty, and Non-faculty personnel contact information

OSP Strategic Plan 2016-2021	Key Measures	Progress Toward Achievement
Objective: Guarantee students' integral education.	Students enrolled in SOFI 4985 - Internship and Seminar and their professors will perform community service projects for a minimum of 10 hours. Students enrolled in SOFI 3017 - Interpersonal Relations in the Office and their professors will perform community service projects. Students enrolled in SOFI 4505 - Training Techniques for In-service Personnel and their professor will design and offer workshops for community groups.	Students and their professors completed the following community service projects. SOFI 4985 1. Participated in the project Cleaning, Recycling and Water Monitoring I and II in Coast Zone of Punta Cucharas Natural Reserve in Ponce 2. Visited the Hogar Brisas del Rocío in Yauco, Hogar de Ancianos Nuevo Amor in Guayanilla, Hogar La Divina Misericordia in Juana Díaz, Hogar Albergue de Niños Portal de Amor in San Germán, Centro de Cuidado Diurno de Envejecientes in Avenida Hostos in Ponce, Centro de Envejecientes de Macaná in Guayanilla, Hogar Esperanza de Vida in Villalba, Nuevo Hogar in Adjuntas, Hogar Jesús de Nazaret in Mayagüez, Misfits Pets Orphanage in Coamo, Hogar San Miguel in Ponce, Instituto Ponceño Sindrome de Down in Ponce, Centro de Envejecientes Lilliam Torres in Sabana Grande. 3. Provided lunch for UPR students to collaborate with the UPR Ponce Comedor Social. 4. Marched with cancer patients and survivors during the activity: “Let's Go Forward to Breast Cancer” in Quebradillas, Puerto Rico. 5. Visited Nuevo Horizonte Nursing Home in Ponce, Puerto Rico. SOFI 3017 1. Visited the Centro Geriátrico, Asociación Benéfica and Centro Diurno de Perla del Sur in Ponce, and Santuario de Animales San Francisco de Asís in Cabo Rojo, Centro de Cuidado Diurno de Envejecientes in Avenida Hostos in Ponce. SOFI 4505 1. Train the administrative personnel of University of Puerto Rico in Ponce. They offered one workshop about Design of Promotions using Word and PowerPoint 2013. 2. Train the faculty of Escuela Herminia García de Cintrón in Ponce. They offered a workshop about Registro Electrónico de Notasin Excel 2016. 3. Train personnel of San Lucas Episcopal Hospital in Ponce. They offered a workshop about using Excel 2016 to produce documents such as inventories, personal budget, and attendance register.

OSP Strategic Plan 2016-2021	Key Measures	Progress Toward Achievement
Objective: Continue fostering the professional accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) as a systematic process for the assessment of the OSP quality.	Prepare and submit to ACBSP, every two years, the Quality Assurance Report to evidence the continuous effort in assessing student learning and using assessment results to improve; report changes occurred in administrative faculty and staff; and assess organizational performance.	The OSP Accreditation Committee has submitted three Quality Assurance Reports as follows: 1. September 2012 2. September 2014 3. September 2016

3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in the table below.

Strategic Planning Process Changes Summary
There had not been any significant changes to the strategic planning process during the 2016-2019 QA reporting period.

Standard #3 Student and Stakeholder Focus Results

Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

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

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

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

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

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

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty-five percent (85%) of internship students of the Office Systems Program will assess as excellent or good the achievement of the OSP learning goals	Internship Students Survey, 2016-2017, 2017-2018, and 2018-2019	Internship students assessed as excellent or good the achievement of the OSP learning goals as follows: ▪ 2016-2017 – 95% or more ▪ 2017-2018 – 91% or more ▪ 2018-2019 – 97% or more	After analyzing 2016-2018 results showing the interns opinion about their attainment of OSP learning goals, the Office Systems Faculty concluded that there was necessary to continue reinforcing skills development with an emphasis on the following competencies: decision-making and problem solving, logical and critical thinking, and knowledge of basic business principles. The 2018-2019 results revealed that there was an increase in the percentages corresponding to their opinion about the attainment of decision-making and problem solving, and logical and critical thinking competencies. It is important that Office Systems Department Head continue the dialogue with Business Administration Department Head regarding the courses delivered to students on business subjects and continue identifying strategies to help students perform better. The 2018-2019 results showed a slight decrease in the percentage of the internship students who assessed as excellent or good the attainment of the following learning goals: communication, interpersonal relationships, and technology.	As a response to 2016-2017 and 2017-2018 academic years results, the following actions have been taken: ▪The process of decision making and problem solving, and logical and critical thinking have been reinforced through activities such as cases analysis in the courses SOFI 3210, SOFI 3505, and SOFI 4038. ▪The Business Administration Department Head changed the professor assigned to teach the marketing course to assess if this aspect was affecting the students learning process. As a result, the students' performance improved as evidenced by tests taken by them. As a response to 2018-2019 results, the following actions will be taken: ▪The Assessment Committee in coordination with Faculty will perform a revision of the test that has been used as an assessment tool in the course SOFI 3217. An analysis of the premises of the exam will be done with the purpose of focusing the actually offered workshops towards the content areas with greater difficulty.				

Table 3.1: OSP Learning Goals Achievement According to Internship Students

Competency	2016-2017	2017-2018	2018-2019
	Excellent or Good	Excellent or Good	Excellent or Good
Communication	100.00%	100.00%	98.40%
Teamwork	100.00%	100.00%	100.00%
Decision making and problem solving	100.00%	95.40%	100.00%
Interpersonal relationships	100.00%	100.00%	96.70%
Technology	100.00%	100.00%	96.70%
Knowledge in office procedures	100.00%	100.00%	100.00%
Civic and ethical values	100.00%	100.00%	100.00%
Logical and critical thinking	100.00%	95.40%	100.00%
Knowledge of basic business principles	95.20%	90.90%	96.70%

				▪During 2016-2017, 2017-2018, and 2018-2019 academic years, a tutor has been assigned for students taking the courses SOFI 4005 – Programs Integration for Electronic Processing of Information and SOFI 3016 – Basic Concepts of Accounting for the Office Professional. ▪The OSP Faculty will continue with the reinforcement of: ❖ writing skills in SOFI 3217, SOFI 3317, and SOFI 3327 through reviewing language rules usage and writing exercises ❖ information technology skills through practical exercises in SOFI 3006, SOFI 3008, SOFI 3010, SOFI 3305, and SOFI 4005 ❖ interpersonal relations skills using assessment activities such as discussion of interpersonal relations, dynamics, teamwork, and case discussion in SOFI 3017 and SOFI 3505.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty percent (80%) of internship supervisors will totally agreed or agreed that internship students possess the OSP learning goals	Internship Supervisors Survey 2016-2017, 2017-2018, and 2018-2019	**During 2016-2017 academic year**, internship supervisors totally agreed or agreed that internship students possess the learning goals as follows: ▪ communication; teamwork; interpersonal relationships; technology; office procedures; civic and ethical values; logical and critical thinking; and knowledge of basic business principles in a global environment - **100% or more** ▪ decision-making and problem-solving skills - **93.8%** **During 2017-2018 academic year**, internship supervisors totally agreed or agreed that internship students possess the nine learning goals as follows: ▪ communication; teamwork; interpersonal relationships; technology; office	In comparison with 2016-2017, the 2017-2018 results revealed a decrease of 20% of supervisors who totally agreed or agreed that interns possess the knowledge of basic business principles competency. Nevertheless, an increase of 3.4% was observed for the 2018-2019 academic year. In comparison with 2017-2018, the 2018-2019 academic year results revealed that 83% or more of the supervisors totally agreed or agreed that interns possess all the OSP competencies. Nevertheless, their opinion showed a decrease in the percentages corresponding to three of the competencies as stated as follows: ▪communication skills (6.5%) ▪decision-making and problem solving skills (9.5%) ▪logical and critical thinking skills (9.7%) It is necessary to continue with the communication, decision-making and problem-solving, logical and critical thinking, and knowledge of basic business principles competencies assessment, according to the Student Learning Assessment Plan.	As a response to 2016-2017 and 2017-2018 academic years results, the following actions have been taken: ▪ The results of the comprehensive test develop at the systemic level will be analyzed by items in each common professional component (administration, legal aspects, accounting, economics, statistics, ethics, finance, globalization, marketing, and/or technology). The subjects in which students are obtaining lower results will be identified to continue reinforcing the teaching and learning process and offering the review sessions in courses such as MERC 3118, FINA 3108, ECON 3008, ESTA 3106, SOFI 3016, SOFI 3210, SOFI 3505, SOFI 4038, SOFI 4005, SOFI 4040, and SOFI 4985. ▪ During 2016-2017, 2017-2018, and 2018-2019 academic years, a tutor has been assigned for students taking the courses SOFI 3016 – Basic Concepts of Accounting for the Office Professional and SOFI 4005 – Programs Integration for Electronic Processing of Information.				

Table 3.2: OSP Learning Goals Achievement According to Internship Supervisors

Competency	2016-2017	2017-2018	2018-2019
	Totally Agree or Agree	Totally Agree or Agree	Totally Agree or Agree
Communication	100.00%	100.00%	93.50%
Teamwork	100.00%	100.00%	96.80%
Decision-making and problem solving	93.80%	94.70%	85.20%
Interpersonal relationships	100.00%	100.00%	96.70%
Technology	100.00%	100.00%	96.80%
Performance in office procedures	100.00%	100.00%	96.70%
Civic and ethical values	100.00%	100.00%	96.70%
Logical and critical thinking	100.00%	100.00%	90.30%
Knowledge of basic business principles	100.00%	80.00%	83.40%

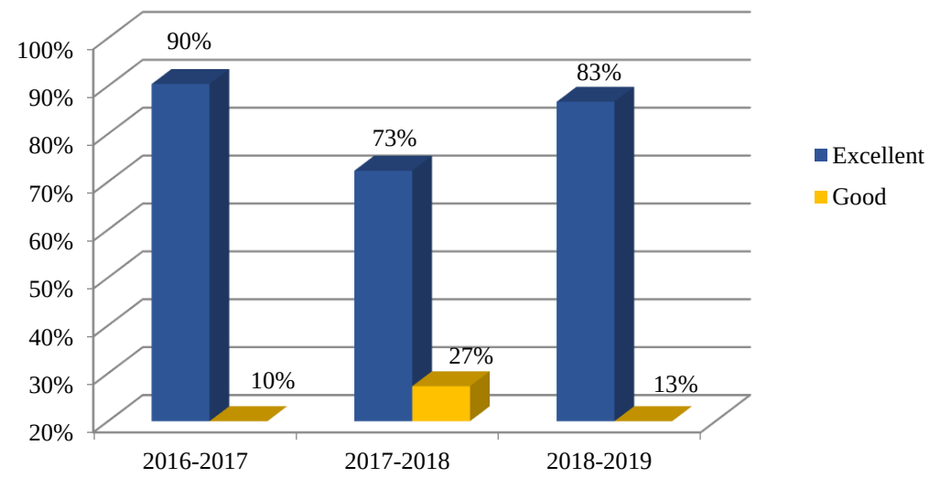
		procedures; civic and ethical values; and logical and critical thinking; decision-making and problem-solving skills - **94.7% or more** ▪ knowledge of basic business principles in a global environment - **80%** **During the academic year 2018-2019**, internship supervisors totally agreed or agreed that internship students possess the learning goals as follows: ▪ communication; teamwork; interpersonal relationships; technology; office procedures; and civic and ethical values - **93.5% or more** ▪ logical and critical thinking skills - **90.3%** ▪ decision-making and problem-solving skills - **85.2%** ▪ knowledge of basic business principles in a global environment - **83.4%**		As a response to attend 2018-2019 results, the following actions will be taken: ▪ Maintain the reinforcement of the decision making and problem solving, and logical and critical thinking in the following courses: SOFI 3210, SOFI 3505, and SOFI 4038 through the following strategies: discussion of the problem solving issue and case discussion emphasizing the logical and critical thinking. ▪ Continue completing in SOFI 4038-Office Administration a critical analysis of articles about: globalization, team work, communication, health problems in the office, ergonomics, office design and effective use of space, office security, leadership, motivation, and cultural diversity in a business environment, among others. Students also research about human resources best practices, workplace harassment, employee satisfaction, the process of changes in the workplace, quality of services, relation between personal and work life, and supervisors' emotional intelligence.

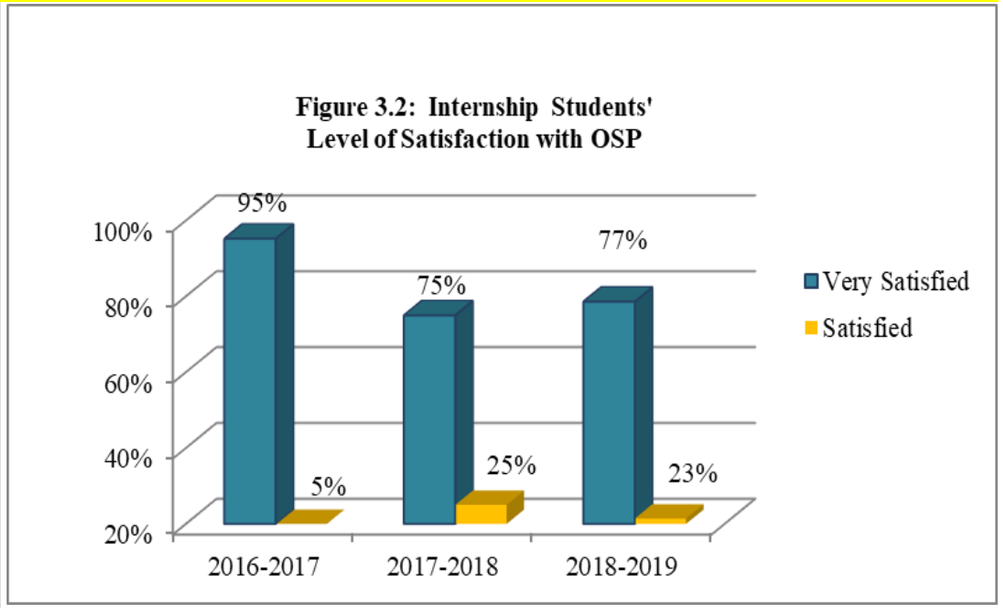
Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty percent (80%) of internship supervisors will assess as excellent or good internship students' performance	Internship Supervisors Survey 2016-2017, 2017-2018, and 2018-2019	During 2016-2017, 2017-2018, and 2018-2019, 100% of the internship supervisors assessed as excellent or good the academic preparation received by OSP internship students regarding to their work. Also, the supervisors assessed as excellent or good the performance of students during their internship as follows. 2016-2017 – 100% 2017-2018 – 100% 2018-2019 – 97%	The OSP will continue promoting the academic excellence through continuous improvement.	The internship supervisors continue assessing as excellent or good internship students' performance.	**Table 3.3: Internship Students' Performance According to Internship Supervisors**			

Assessment Area	2016-2017	2017-2018	2018-2019
	Excellent or Good	Excellent or Good	Excellent or Good
OSP internship students' academic preparation received regarding to their work at the internship	100%	100.0%	100%
OSP internship students' performance regarding to their work at the internship	100%	100.0%	97%

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty percent (80%) of internship students will assess as excellent or good the academic preparation received through OSP	Internship Students Survey, 2016-2017, 2017-2018, and 2018-2019	Internship students assessed their academic preparation as excellent or good as follows: 2016-2017 – 100% 2017-2018 – 100% 2018-2019 – 96%	The OSP will continue promoting the academic preparation excellence through continuous improvement.	The academic excellence, as stated by the internship students, is divulged during the new students recruiting process, through the OSP Web Page, and the Annual Reports published by the Office Systems Department and by the UPR Ponce.				

Figure 3.1: Internship Students' Perception of Academic Preparation Received at OSP



Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty percent (80%) of internship students will be very satisfied or satisfied with the OSP	Internship Students Survey, 2016-2017, 2017-2018, and 2018-2019	Internship students assess their level of satisfaction with the OSP as very satisfied or satisfied as follows: 2016-2017 – 100% 2017-2018 – 100% 2018-2019 – 100%	The OSP will continue promoting the academic excellence through continuous improvement.	The internship students continue being very satisfied or satisfied with the OSP.				

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty percent (80%) of internship students will be satisfied with the OSP	Internship Students Survey, 2016-2017, 2017-2018, and 2018-2019	During 2016-2017, 2017-2018, and 2018-2019, 95% or more of internship students considered that the OSP has satisfied their needs and educational expectations. The internship students considers that the OSP is updated according to new trends in the office systems area as follows: 2016-2017 – 95% 2017-2018 – 82% 2018-2019 – 69% The internship students considers that they possess the competencies necessary to perform effectively in the office systems area as follows: 2016-2017 –100% 2017-2018 –100% 2018-2019 –100%	According to the internship students for the past three years, the OSP has developed the necessary competencies for their performance within the office systems area and that they would recommend the program. The results also revealed that the OSP Faculty and administration need to consider the new trends in the field, according to the internship students' opinion. It is important for OSP Faculty and administration to know more deeply about this matter. During the three academic years, the OSP Department Head has requested the Dean of Academic Affairs the acquisition of equipment for updating the computer laboratories considering the new office trends. During the 2018-2019 academic year, students' perception of availability of equipment in the classrooms to support the teaching and learning process has improved as evidenced by the assessment results.	The Accreditation Committee in coordination with OSP Faculty in charge of SOFI 4985 will conduct a focal group with internship students to identify their specific recommendations about new trends in the office systems field that could be considered to improve the program. The computers and electronic projectors were replaced by new computers and TV Plasmas in the four laboratories as follows: 2016-2017 academic year ▪ Laboratory 216 – 20 computers ▪ Laboratory 217 – 1 TV Plasma Sharp 70" 2017-2018 academic year ▪ Laboratory 216 – 1 TV Plasma Sharp 70" and 1 Printer ▪ Study Room 217A – 1 TV Plasma Sharp 70" and 10 computers ▪ Classrooms 217B and 217C – 2 TV Plasmas Sharp 70" and 2 computers (faculty use) ▪ Laboratories 217 and 221 – 2 Printers 2018-2019 academic year ▪ Laboratories 216 and 219 – 5 computers were requested to replace damaged equipment				

Table 3.4: Internship Students Satisfaction with OSP

Area Assessed	Answered Yes			Answered No		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
Do you consider that the OSP has satisfied the needs and educational expectations that you had when enrolled in the Program?	95.3%	100.0%	96.7%	4.7%	-	3.3%
Do you consider that the OSP is updated according to new trends in the office systems area?	95.3%	81.8%	69.0%	4.7%	18.2%	31.0%
As a graduate, do you consider that you possess the competencies necessary to perform effectively in office systems area?	100.0%	100.0%	100.0%	-	3.3%	-
Would you recommend the Bachelor's Degree in Office Systems to another person?	94.7%	100.0%	96.7%	-	5.3%	3.3%

		The internship students indicated that they would recommend the Program as follows: 2016-2017 –95% 2017-2018 –100% 2018-2019 –97% Another area, related with the new trends in the office systems, assessed by students was the equipment available in classrooms to support the teaching and learning process. The results were: ▪ 2016-2017 – 86% as excellent or good ▪ 2017-2018 – 82% as excellent or good ▪ 2018-2019 – 87% as excellent or good		The software installed in the computers were updated as follows: 2016-2017 academic year ▪ Microsoft Office 2016 and Windows 10 were installed in all OSP computer laboratories and classrooms. 2016-2017, 2017-2018, and 2018-2019 academic years ▪ Collaborative Agreement between Inmediata Corp. and UPR Ponce allows the access to SecureClaim program for SOFI 4046 – Medical Billing.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty-five percent (85%) of alumni will assess as excellent or good the academic preparation received from OSP	Alumni Survey 2008-2009, 2013-2014, and 2018-2019	During 2008-2009 academic year, alumni assessed as excellent or good the attainment of the learning goals as follows: ▪ communication; teamwork; decision-making and problem-solving skills; interpersonal relationships; technology; office procedures; civic and ethical values; and logical and critical thinking - 93% or more During 2013-2014, alumni assessed as excellent or good the attainment of the learning goals as follows: ▪ communication; teamwork; decision-making and problem-solving skills; interpersonal relationships; technology; office procedures; civic and ethical values; logical and critical	When comparing the three academic years results, it can be concluded that the alumni perceived as excellent or good the attainment of OSP learning goals. Nevertheless, the OSP Faculty and administration promotes the continuous improvement through different initiatives.	The OSP Faculty has revised courses content, assessment activities, and assessment instruments. Some of those initiatives have included are: ▪ writing workshops have been offered to students enrolled in SOFI 3217 and in SOFI 4985 ▪ revision of assessment tools used to assess communication in SOFI 3217 and SOFI 3327 ▪ reinforcement of communication skills in SOFI 3217, SOFI 3327 and SOFI 3317 through discussion of language and grammar rules, language and grammar application exercises, short language and grammar tests, and writing exercises ▪ maintain the reinforcement of teamwork skills in SOFI 3017, SOFI 3505, SOFI 4038, SOFI 4040, SOFI 4505, and SOFI 4985 through discussion of the teamwork theme, oral presentations in a team, and research papers ▪ maintain the reinforcement of the decision making and problem solving skills in SOFI 3210, SOFI 3505, and SOFI 4038 through discussion of the problem solving issue and case discussion ▪ maintain the reinforcement of technology skills information in SOFI 3006, SOFI 3008, SOFI 3010, SOFI 3305, and SOFI 4005 through practical exercises ▪ maintain the reinforcement of civic and ethical values in SOFI 3015, SOFI 3017, SOFI 3210, SOFI 3505, SOFI 4038, and				

Table 3.5: OSP Learning Goals Achievement According to Alumni

Competency	2008-2009 (Alumni from 2004 to 2008)	2013-2014 (Alumni from 2009 to 2012)	2018-2019 (Alumni from 2013 to 2016)
	Excellent or Good	Excellent or Good	Excellent or Good
Communication	95.50%	100.00%	100.00%
Teamwork	93.30%	100.00%	100.00%
Decision making and problem solving	97.80%	100.00%	97.00%
Interpersonal relationships	95.50%	100.00%	100.00%
Technology	97.80%	100.00%	97.00%
Performance in office procedures	97.70%	100.00%	100.00%
Civic and ethical values	97.80%	98.50%	100.00%
Logical and critical thinking	95.60%	100.00%	97.10%
Knowledge of basic business principles	-	97.80%	94.10%

		thinking; and knowledge of basic business principles in a global environment - 98% or more During 2018-2019, alumni assessed as excellent or good the attainment of the learning goals as follows: ▪ communication; teamwork; decision-making and problem-solving skills; interpersonal relationships; technology; office procedures; civic and ethical values; logical and critical thinking; and knowledge of basic business principles in a global environment - 94% or more		SOFI 4985 through readings about civic and ethical aspects, case discussion, teamwork, and community service ▪ maintain the reinforcement of knowledge of the basic principles of business in a globalized environment in SOFI 3016, SOFI 4038, MERC 3118, FINA 3108, ECON 3008, and ESTA 3106 through varied strategies, such as: short theory tests, critical analysis, case study, and research papers Continue with the learning goals assessment, according to the Student Learning Assessment Plan.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty-five percent (85%) of alumni will assess as excellent or good the academic preparation received from OSP	Alumni Survey 2008-2009, 2013-2014, and 2018-2019	During 2008-2009, 2013-2014, and 2018-2019, 97% or more of alumni assessed as excellent or good the academic preparation received from OSP regarding their work. Also, 96% or more of alumni would recommend the OSP to another person.	The alumni continue assessing as excellent or good the academic preparation received from OSP and recommending positively the OSP.	The OSP will continue promoting the academic excellence through continuous improvement.				

Table 3.6: Alumni Assessment of Academic Preparation Received from OSP Regarding their Work

Area Assessed	Answered Excellent or Good		
	2008-2009	2013-2014	2018-2019
How do you evaluate academic preparation received in the OSP in relation to your work?	98%	98%	97%

Table 3.7: Alumni Would Recommend OSP to Another Person

Area Assessed	Answered Yes			Answered No		
	2008-2009	2013-2014	2018-2019	2008-2009	2013-2014	2018-2019
Would you recommend the Bachelor's Degree in Office Systems to another person?	96%	100%	100%	4%	-	-

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty percent (80%) of alumni supervisors will be very satisfied or satisfied with the degree in which alumni exhibits the OSP learning goals	Alumni Supervisors Survey 2008-2009, 2013-2014, and 2018-2019	During 2008-2009 academic year, alumni supervisors were very satisfied or satisfied with the degree in which alumni achieved the learning goals as follows: ▪ communication; teamwork; interpersonal relationships; technology; office procedures; civic and ethical values; and logical and critical thinking – 94% or more ▪ decision-making and problem-solving skills – 88% During 2013-2014 academic year, alumni supervisors totally agreed or agreed that alumni achieved the learning goals as follows: ▪ communication; teamwork; decision-making and problem-	The alumni supervisors continue indicating that are very satisfied or satisfied with the OSP alumni attainment of the learning goals.	The OSP will continue promoting the academic excellence through continuous improvement.				

Table 3.8: OSP Learning Goals Achievement According to Alumni Supervisors

Competency	2008-2009 (Alumni Supervisors from 2004 to 2008)	2013-2014 (Alumni Supervisors from 1999 to 2012)	2018-2019 (Alumni Supervisors from 2013 to 2016)
	Very Satisfied or Satisfied	Very Satisfied or Satisfied	Very Satisfied or Satisfied
Communication	100.00%	100.00%	100.00%
Teamwork	100.00%	100.00%	100.00%
Decision-making and problem solving	88.30%	94.70%	92.80%
Interpersonal relationships	100.00%	100.00%	100.00%
Technology	100.00%	100.00%	100.00%
Performance in office procedures	100.00%	100.00%	92.30%
Civic and ethical values	94.10%	98.20%	100.00%
Logical and critical thinking	94.10%	100.00%	100.00%
Knowledge of basic business principles	-	93.80%	84.60%

		solving skills; interpersonal relationships; technology; office procedures; civic and ethical values; logical and critical thinking; and knowledge of basic business principles in a global environment – 94% or more During 2018-2019 academic year, alumni supervisors totally agreed or agreed that alumni achieved the learning goals as follows: ▪ communication; teamwork; decision-making and problem-solving skills; interpersonal relationships; technology; office procedures; civic and ethical values; and logical and critical thinking – 92% or more ▪ knowledge of basic business principles in a global environment - 85% or more		

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)	Data Point 1 (year or semester)	Data Point 2 (year or semester)	Data Point 3 (year or semester)
						2016-2017	2017-2018	2018-2019
Eighty percent (80%) of alumni supervisors will assess as excellent or good the academic preparation received at OSP	Alumni Supervisors Survey 2008-2009, 2013-2014, and 2018-2019	During 2008-2009, 2013-2014, and 2018-2019, 92% or more of alumni supervisors assessed as excellent or good the academic preparation that alumni received from OSP regarding their work. Also, 92% of alumni supervisors assessed as excellent or good the alumni performance.	The alumni supervisors continue assessing as excellent or good the academic preparation received by students from OSP.	The OSP will continue promoting the academic excellence through continuous improvement.				

Table 3.9: Alumni Supervisors Assessment of Alumni Academic Preparation Received from OS Department Regarding their Work

Area Assessed	Answered Excellent or Good		
	2008-2009	2013-2014	2018-2019
How do you evaluate alumni academic preparation received in the OSP?	100%	100%	92.30%

Table 3.10: Alumni Supervisors Assessment of Alumni Performance Regarding their Work

Area Assessed	Answered Excellent or Good		
	2008-2009	2013-2014	2018-2019
How do you evaluate alumni performance?	100%	100%	92.30%

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

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

The Office Systems Program's graduate will demonstrate effectively the following competencies:

1. Communication skills
2. Teamwork skills
3. Problem-solving and decision-making skills
4. Interpersonal relationships skills
5. Technological skills
6. Knowledge and skills in office procedures
7. Civic and ethical values
8. Logical and critical thinking skills
9. Knowledge of basic business principles in a global environment (marketing, finance, management, economics, statistics, accounting, and legal environment of business)

b. Performance Results

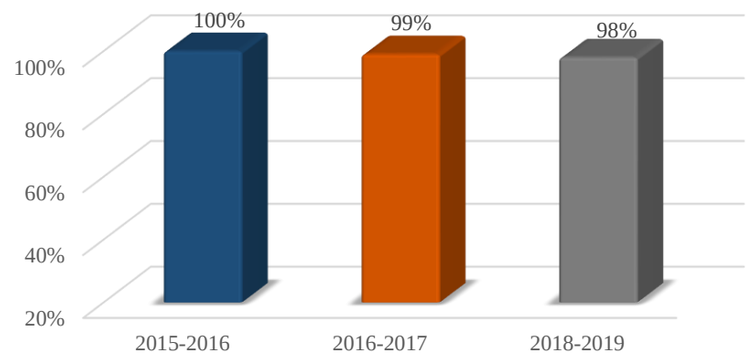
Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

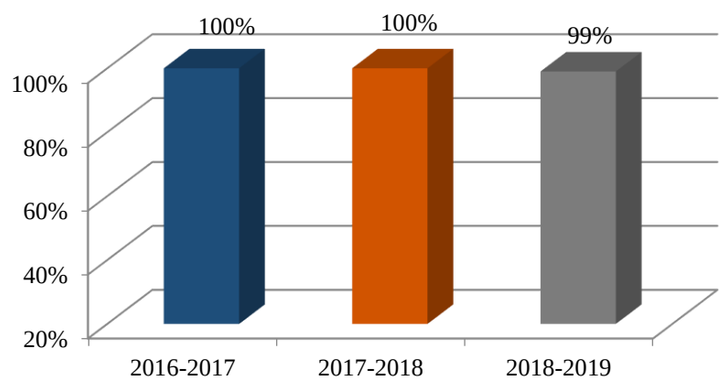
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

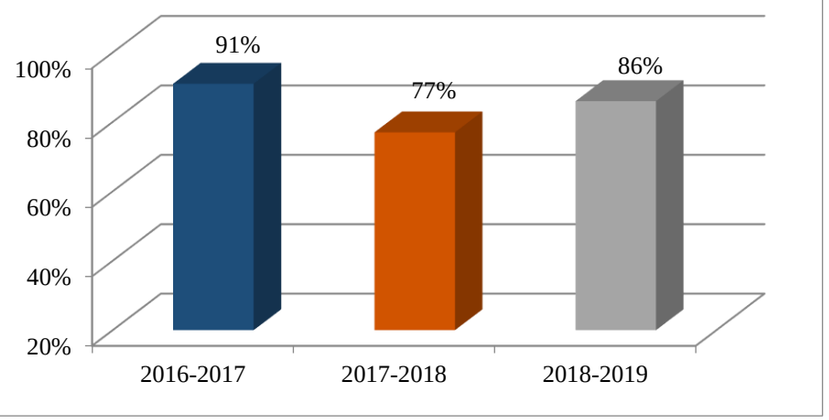
Standard #4 Measurement and Analysis of Student Learning and Performance

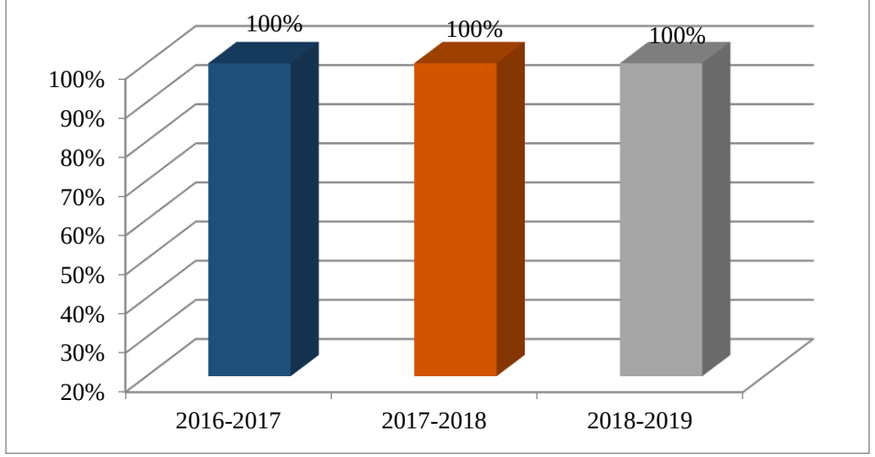
Use this table to supply data for Criterion 4.2.

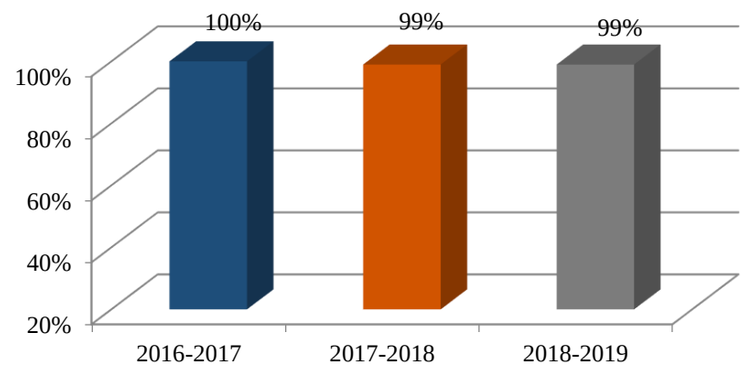
Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

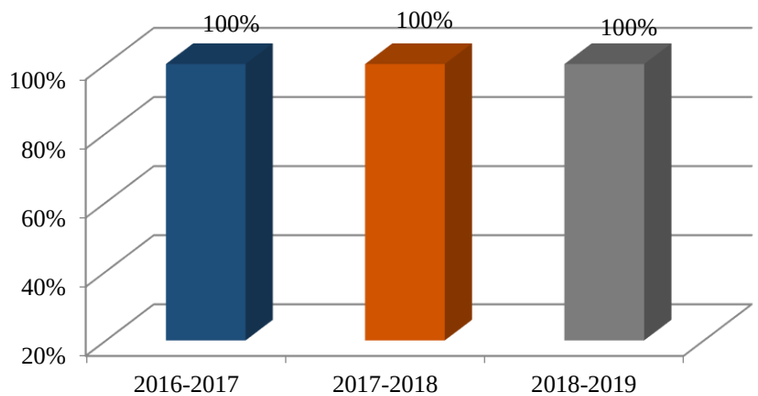
			Analysis of Results		
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**Do not use grades.**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?	**(Indicate type of instrument) direct, formative, internal, comparative**				
Eighty percent (80%) of students will obtain 3 or 4 on a 1 to 4 scale in oral communication skills assessment (2016-2017 Student Learning Assessment Plan)	Direct, summative, internal, assessment rubric used in SOFI 3505	In oral communication skills assessment, students obtained 3 or 4 on a 1 to 4 scale as follows: 2015-2016 - 100% 2016-2017 - 99% 2018-2019 - 98%	▪ Target achieved in past three assessment periods.	▪ Continue the reinforcement in the oral communication skills in SOFI 3017, SOFI 3305, SOFI 3505, SOFI 4005, SOFI 4038, SOFI 4040, SOFI 4030, SOFI 4505, and SOFI 4985 courses.	**Figure 4.1: Oral Communication Skills Assessment** 

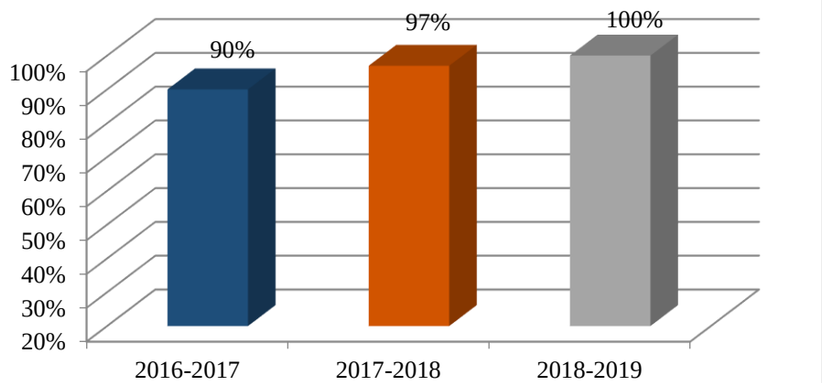
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**Do not use grades.**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?	**(Indicate type of instrument) direct, formative, internal, comparative**				
Eighty-five percent (85%) of students will obtain 3 or 4 on a 1 to 4 scale in written communication skills assessment (2016-2017 Student Learning Assessment Plan)	Indirect, summative, internal, capstone course SOFI 4985, (Internship Performance Evaluation Instrument)	In written communication skills assessment, students obtained 3 or 4 on a 1 to 4 scale as follows: 2016-2017 - 100% 2017-2018 - 100% 2018-2019 - 99%	▪ Target achieved in past three assessment periods. ▪ Since 2011-2012 academic year, OSP has continued with the coordination of writing workshops for students enrolled in SOFI 3217 and SOFI 4985 courses.	▪ Review the assessment tool for the course SOFI 3217. Analyze the premises of the exam to focus the workshops towards the content areas with greater difficulty. ▪ Continue with the reinforcement of writing skills in SOFI 3217, SOFI 3317, and SOFI 3327 through reviewing language rules usage and writing exercises.	**Figure 4.2: Written Communication Skills Assessment** 

Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**Do not use grades.**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?	**(Indicate type of instrument) direct, formative, internal, comparative**				
Seventy-five percent (75%) of students will obtain 75% or more in technological skills assessment (2016-2017 Student Learning Assessment Plan)	Direct, formative, internal, course embedded tests used in SOFI 4005	In technological skills assessment, students obtained 75% or more as follows: 2016-2017 - 91% 2017-2018 - 77% 2018-2019 - 86%	▪ Target achieved in past three assessment periods. ▪ An increase of 9% was observed in the assessment for 2018-2019 academic year when compared with 2017-2018.	▪ Continue reinforcing the technological skills in SOFI 3006, SOFI 3008, SOFI 3010, SOFI 3305, and SOFI 4005 through work on application exercises. There were more exercises included in the courses related with technology.	**Figure 4.3: Technological Skills Assessment** 

Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	**Do not use grades.**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?	**(Indicate type of instrument) direct, formative, internal, comparative**				
Eighty-five percent (85%) of students will obtain 3 or 4 on a 1 to 4 scale in technological skills assessment (2016-2017 Student Learning Assessment Plan)	Indirect, summative, internal, capstone course SOFI 4985 (Internship Performance Evaluation Instrument	In technological skills assessment, students obtained 3 or 4 on a 1 to 4 scale as follows: 2016-2017 - 100% 2017-2018 - 100% 2018-2019 - 100%	▪ Target achieved in past three assessment periods.	▪ Continue reinforcing the technological skills in SOFI 3006, SOFI 3008, SOFI 3010, SOFI 3305, and SOFI 4005 through on-hand exercises.	**Figure 4.4: Technological Skills Assessment** 

Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	**Do not use grades.**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?	**(Indicate type of instrument) direct, formative, internal, comparative**				
Eighty-five percent (85%) of students will obtain 3 or 4 on a 1 to 4 scale in civic values assessment (2016-2017 Student Learning Assessment Plan)	Indirect, summative, internal, capstone course SOFI 4985, rubric for civic values assessment through a community service project	In civic values assessment, students obtained 3 or 4 on a 1 to 4 scale as follows: 2016-2017 - 100% 2017-2018 - 99% 2018-2019 - 99%	▪ Target achieved in past three assessment periods. ▪ During 2016-2019, students from SOFI 4985, SOFI 3017 and members of the OS Student Association visited approximately 20 nonprofit institutions. During the visit, students shared with residents and brought them first needs articles, food, and clothing. The students also participated in the cleaning and monitoring of water in a Natural Reserve Beach and visited animal shelters.	Continue reinforcing the civic values in SOFI 3017 and SOFI 4985 through community service projects.	**Figure 4.5: Civic Values Assessment** 

Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**Do not use grades.**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?	**(Indicate type of instrument) direct, formative, internal, comparative**				
Eighty-five percent (85%) of students will obtain 3 or 4 on a 1 to 4 scale in ethical values assessment (2016-2017 Student Learning Assessment Plan)	Indirect, summative, internal, capstone course SOFI 4985 (Internship Performance Evaluation Instrument)	In ethical values assessment, students obtained 3 or 4 on a 1 to 4 scale as follows: 2016-2017 - 100% 2017-2018 - 100% 2018-2019 - 100%	▪ Target achieved in past three assessment periods.	▪ Continue reinforcing the ethical values in SOFI 3015, SOFI 3017, SOFI 3210, SOFI 3505, SOFI 4038 and SOFI 4985 through projects and case studies.	**Figure 4.6: Ethical Values Assessment** 

Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	**Do not use grades.**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?	**(Indicate type of instrument) direct, formative, internal, comparative**				
Seventy percent (70%) of students will obtain 70% or more in the assessment of basic business principles knowledge in a global environment (2016-2017 Student Learning Assessment Plan)	Direct, formative internal, course embedded comprehensive test used in SOFI 4038	In basic business principles knowledge in a global environment assessment, students obtained 70% or more as follows: 2016-2017 - 90% 2017-2018 - 97% 2018-2019 - 100%	▪ Target achieved in past three assessment periods. An increase of 10% was observed in the assessment for 2018-2019 academic year when compared with 2016-2017.	▪ The revised comprehensive test for SOFI 4038 has been use for assessment of basic principles knowledge competency during 2016-2017, 2017-2018, and 2018-2019 academic years. ▪ Continue reinforcing the knowledge acquisition of basic business principles in a global environment in SOFI 3016, SOFI 4038, ECON 3008, FINA 3108, ESTA 3106, and MERC 3118 through embedded tests, quizzes, critical analysis, research projects, and case studies.	**Figure 4.7: Basic Business Principles Knowledge in Global Environment Assessment** 

Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	**Do not use grades.**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?	**(Indicate type of instrument) direct, formative, internal, comparative**				
Sixty percent (60%) of students will obtain 70% or more of effectiveness in the assessment of basic business principles knowledge in a global environment	Direct, summative, external, Comprehensive Systemic Test for the Administration/ Office Systems Programs	The percentage of students who obtained 70% or more of effectiveness in the assessment of basic business principles knowledge in a global environment was as follows: 2016-2017 - 14% 2017-2018 - 9% 2018-2019 - 23% However, the average score obtained by UPR Ponce students per academic year was as follows: 2016-2017 - 60% 2017-2018 - 56% 2018-2019 - 64%	▪ Although the target was not achieved in the last assessment period, an increase of 14% is observed for 2018-2019 academic year when compared with 2017-2018. ▪ In terms of students' average scores, an increase of 8% was observed in the assessment for 2018-2019 academic year when compared with 2017-2018. ▪ The OSP at UPR-Ponce was above the UPR institutional overall average mean for 2016-2017 and 2018-2019 academic years when compared with other units.	▪ The systemic comprehensive test was revised during the 2015-2016 academic year. The revised version of the test has been used for assessment of basic principles knowledge during 2016-2017, 2017-2018, and 2018-2019 academic years. ▪ After an analysis of the data for 2016-2018 academic years, a review sessions for the subjects included in the comprehensive test were given to Internship students. As a result, an increase of 14% was obtained in the percentage of students who attained the learning goal for 2018-2019 academic year.	**Table 4.1: UPR Ponce and UPR Units Comparison of Comprehensive Systemic Test Mean by Academic Year** **Period** / **UPR-Ponce** / **UPR Overall** / **Above or Below UPR Overall Mean** 2016-2017 Academic Year — 9.10 — 8.40 — 8% 2017-2018 Academic Year — 8.50 — 8.50 — 0% 2018-2019 Academic Year — 9.60 — 9.06 — 6% See Appendix A: Comprehensive Systemic Assessment Test per academic year (2016-2017, 2017-2018, and 2018-2019)

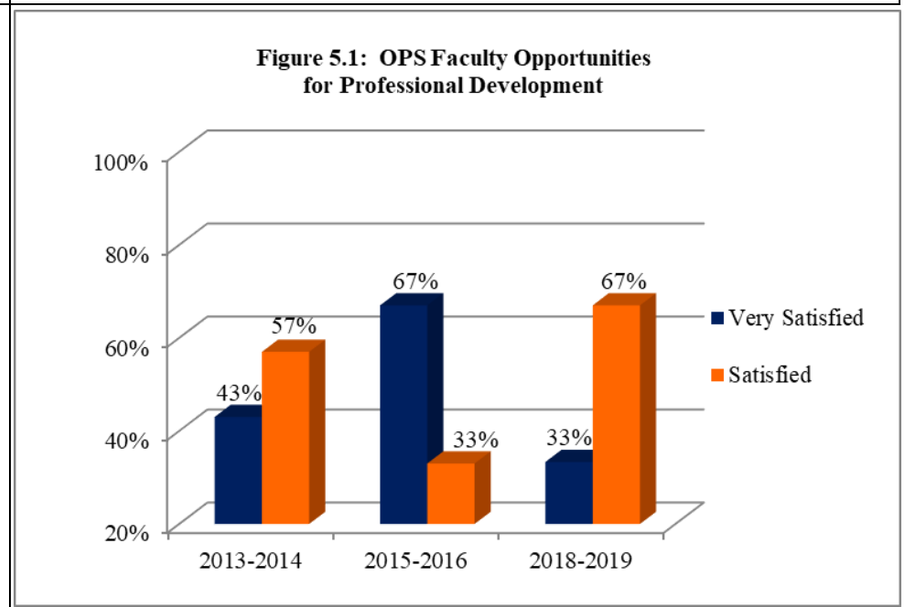
				▪ The results of the comprehensive test develop at the systemic level will be analyzed by items in each common professional component (administration, legal aspects, accounting, economics, statistics, ethics, finance, globalization, marketing, and/or technology). The subjects in which students are obtaining lower results will be identified to continue reinforcing the teaching and learning process in courses such as MERC 3118, FINA 3108, ECON 3008, ESTA 3106, SOFI 3016, SOFI 3210, SOFI 3505, SOFI 4038, SOFI 4005, SOFI 4040, and SOFI 4985.	

Standard #5 Faculty and Staff Focus

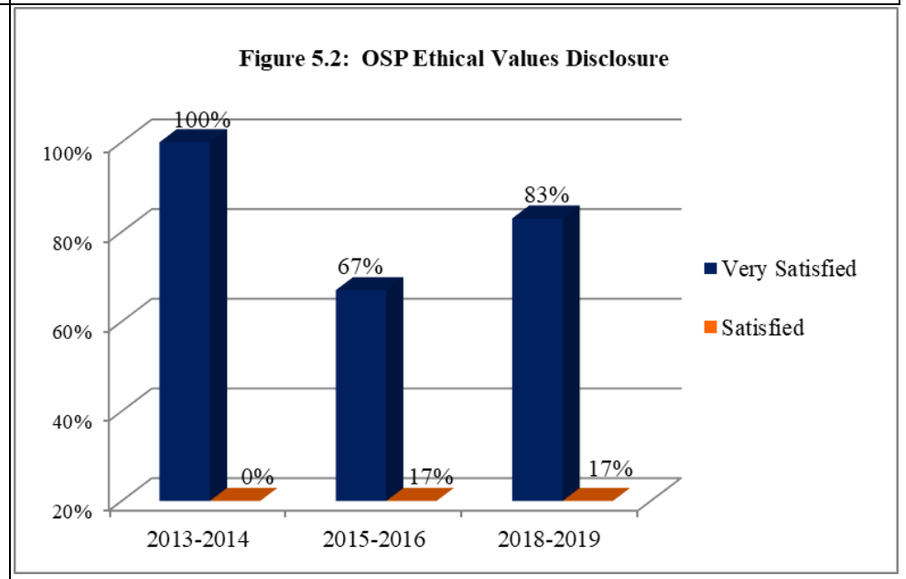
Standard #5 Faculty and Staff Focus, Table 5.1

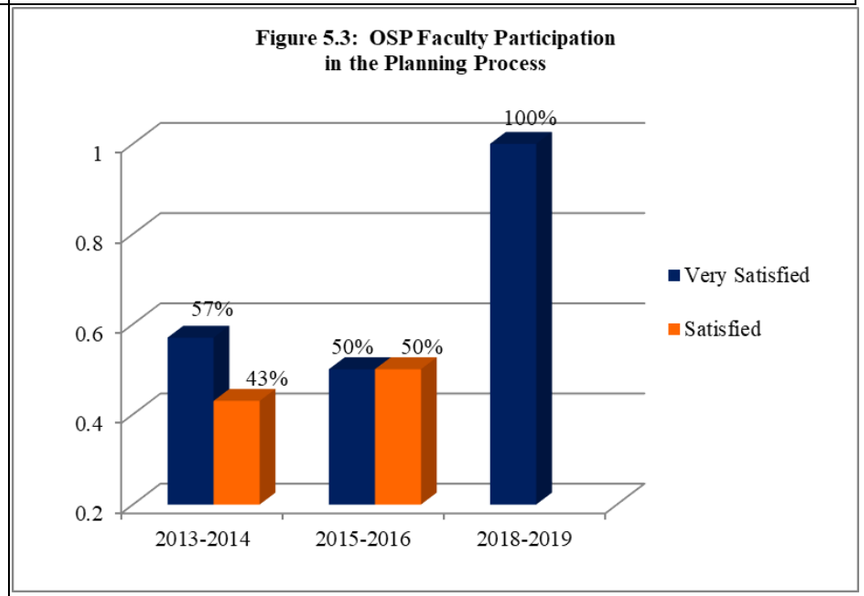
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

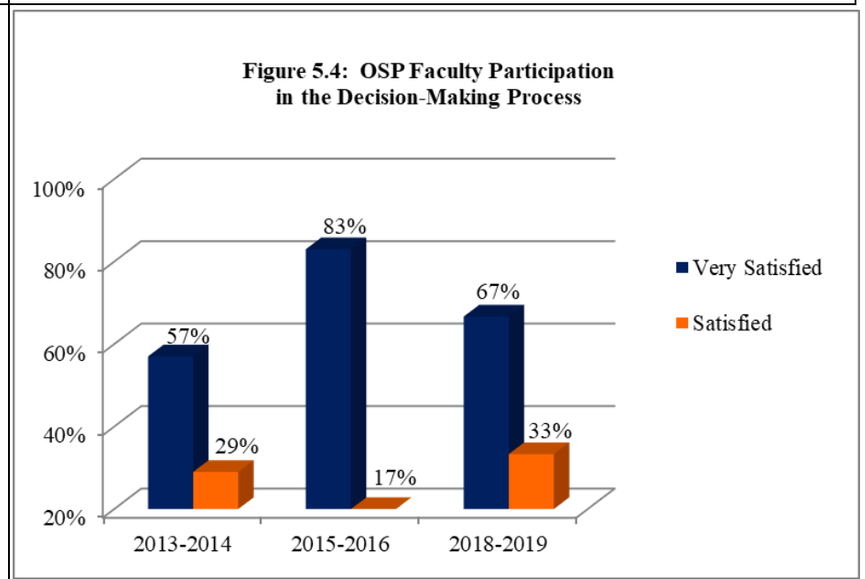
Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centrered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Assess Faculty job satisfaction regarding opportunities for Faculty professional development offered by the OS Department	2013-2014, 2015-2016, and 2018-2019 OS Department Leadership Survey	The OSP Faculty was very satisfied or satisfied with the opportunities for professional development offered by the Office Systems Department as follows: 2013-2014 – 100% 2015-2016 – 100% 2018-2019 – 100%	When comparing the three academic years, results revealed that 100% of OSP Faculty was very satisfied or satisfied with the opportunities for professional development. A decrease of 34% was observed in the very satisfied option for 2018-2019 when compared with 2015-2016 academic year. The OSP Professional Development Committee has continued the coordination of professional activities according to the needs assessment survey completed by the OSP Faculty.	The OSP Professional Development Committee coordinated 3 professional activities for Faculty during 2016-2017 to 2018-2019 academic years. One hundred percent (100%) of OSP Faculty was very satisfied or satisfied with the contribution and relevance of the following professional activities: 1. Workshop: Problem Solving in the Work Environment 2. Workshop: Application of Technology Strategies in the Classroom 3. Workshop: Ethics in Social Networks In September 2017, the Professional Development Committee updated and administered the OSP Faculty and Needs Assessment Survey to prepare the Faculty	

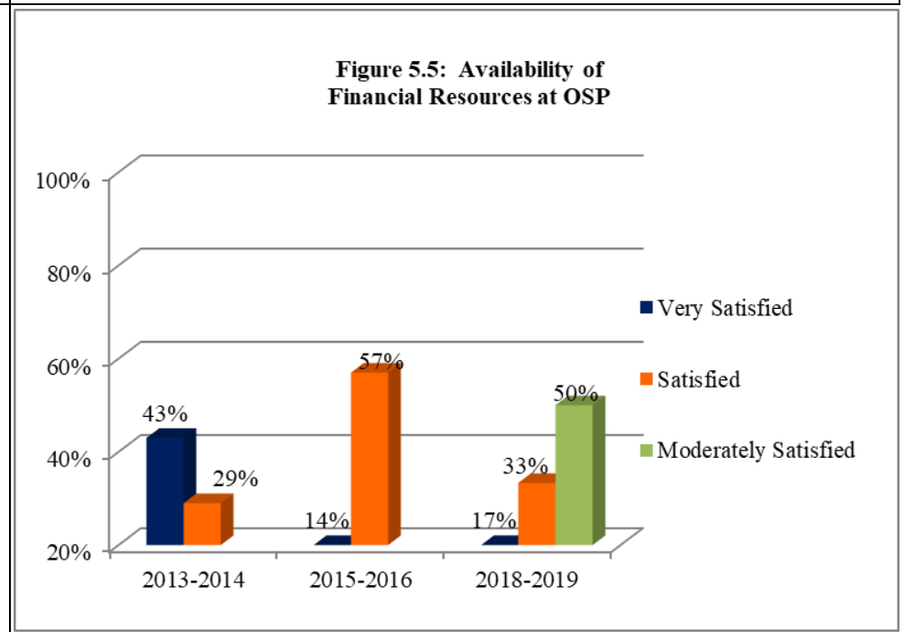
				Professional Development Plan for 2017-2018 and 2018-2019 academic years. The OSP Department Head will discuss with Faculty the 2018-2019 OS Department Leadership Survey results to know how to improve their level of satisfaction regarding the opportunities for professional development offered by OSP Department.

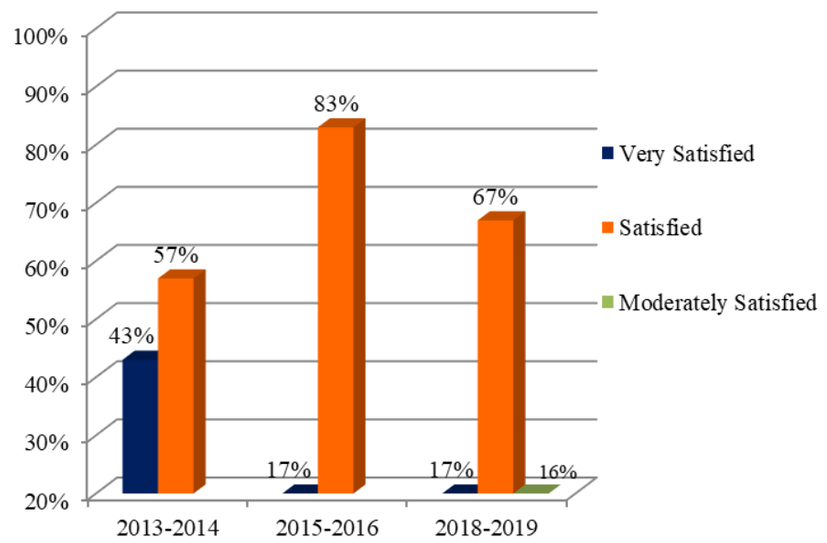
Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Assess Faculty job satisfaction regarding ethical values disclosure and procedures to address ethical issues in OS Department	2013-2014, 2015-2016, and 2018-2019 OS Department Leadership Survey	The OSP Faculty was very satisfied or satisfied with the disclosure of the ethical values of the OSP and with the procedures to address ethical issues as follows: 2013-2014 - 100% 2015-2016 - 84% 2018-2019 - 100%	When comparing 2015-2016 and 2018-2019 academic years, Faculty results revealed an increase of 16% in the very satisfied or satisfied options with the disclosure of the ethical values. The OSP ethical values statement is included in the syllabi every semester and disclosed through different means as OSP Web page, posters, and annual reports. The OSP Department Head has continued with the disclosure of the ethical values and has followed procedures to address ethical issues in OS Department.	In March 2018, the Accreditation Committee reviewed the Leadership Survey Questionnaire. The OSP Department Head will meet with Faculty during this semester to discuss the 2018-2019 OS Department Leadership Survey results, have a dialogue about the ethical values disclosure and procedures to address ethical values in OS Department, and establish actions that provide new strategies for improve this area.	

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Assess Faculty job satisfaction regarding their participation in the planning process that is conducted in the OS Department	2013-2014, 2015-2016, and 2018-2019 OS Department Leadership Survey	The OSP Faculty was very satisfied or satisfied with the participation in the planning process conducted in the OS Department as follows: 2013-2014 – 100% 2015-2016 – 100% 2018-2019 – 100%	When comparing the three academic years, results revealed that 100% of OSP Faculty was very satisfied or satisfied with their participation in the planning process. The OSP Department Head has continued promoting Faculty participation in the planning process.	OSP Faculty has continued participating actively in the development of the following plans: 1. OS Department Strategic Plans 2. OS Department Operational Plans 3. OSP Student Learning Assessment Plans 4. OSP Students Recruitment Plans 5. OS Accreditation Plans 6. OS Program Improvement Plans 7. OSP Curriculum Plans 8. OSP Students Retention Plans The OS Department committees for Student Learning Assessment, Students Retention, Students Recruitment, Professional Development, Library Resources, Curriculum, Accreditation, and Personnel will be preparing their working plans for 2019-2020 academic year.	

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Assess Faculty job satisfaction regarding their participation in the OS Department decision-making process.	2013-2014, 2015-2016, and 2018-2019 OS Department Leadership Survey	The OSP Faculty was very satisfied or satisfied with the participation in the decision-making process conducted in the OS Department as follows: 2013-2014 – 86% 2015-2016 – 100% 2018-2019 – 100%	When comparing the Faculty participation in the decision-making process during the three academic years, the very satisfied option increased for 2015-2016 and 2018-2019 when comparing with 2013-2014. An increase of 26% was observed in the very satisfied option when compare 2013-2014 and 2015-2016. A decrease of 16% was observed in the very satisfied option for 2018-2019 when comparing with 2015-2016. The OSP Department Head has continued promoting Faculty participation in the decision-making process.	OSP Faculty has participated actively in the decision-making processes at departmental level as: 1. recommendation of number of students to be admitted to the OSP and the application of the general index required for admission for each academic year 2. preparation and implementation of the 2016-2017, 2017-2018, and 2018-2019 Students' Learning Assessment Plans, and determine the use of results and actions for improvement 3. preparation of the OS Department 2016-2017, 2017-2018, 2018-2019, and 2019-2020 Operational Plans and 2016-2021 Strategic Plan 4. designation of Faculty for departmental committees, OS Department Representative in UPR-Ponce Personnel Faculty Committee, and OS Department Representative in UPR-Ponce Academic Senate 5. recommendation of textbooks and evaluation strategies for courses 6. preparation and implementation of the 2018-2019 and 2019-2020 OS Program Improvement Plans	

				OSP Faculty has also presented recommendations at the institutional level for administrative and academic matters discussed in the UPR-Ponce Administrative Board and UPR-Ponce Academic Senate such as UPR-Ponce Table of Equivalence of the Academic Task Teaching Staff and the Analysis of the OS Program minimum income index. The OSP Department Head will meet with Faculty during this semester to discuss the 2018-2019 OS Department Leadership Survey results, have a dialogue about their participation in the decision-making process in OS Department, and establish actions that provide new strategies for improve this area.

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Assess Faculty job satisfaction regarding availability of financial resources for Faculty work	2013-2014, 2015-2016, and 2018-2019 OS Department Leadership Survey	The OSP Faculty was satisfied or very satisfied with the availability of financial resources for their work in the OS Department as follows: 2013-2014 – 72% 2015-2016 – 71% 2018-2019 – 50%	When comparing the 2015-2016 and 2018-2019 academic years, an increase of 3% in the very satisfy option, and a decrease of 24% in the satisfied alternative were observed. For 2018-2019, 50% indicated being moderately satisfied with the availability of financial resources at OSP. During the last years, the UPR system has experienced a decrease in the budget, which has resulted in a decrease of the UPR-Ponce budget. This has been reflected in the budget assigned to the OS Department for materials and equipment acquisition, traveling, and professional development. OSP budget for 2018-2019 academic year decreased 18%, when compared with 2017-2018. It is a result of the decrease of the budget at the systemic level due to the budgetary adjustments that have been requested by the Fiscal Supervisory Board of the Government of Puerto Rico. The OS Department Head has continued making necessary adjustments in the use of the operational budget to assure academic excellence and quality services.	Although the OSP budget decreased for 2018-2019 academic year, the OS Program has not been affected dramatically and has continued with its academic excellence and quality services. The majority of the OSP budget is used for personnel salaries and benefits. During the last two years, two professors have retired and these vacant have been covered with part time faculty.	

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Assess Faculty job satisfaction regarding availability of technology for Faculty work	2013-2014, 2015-2016, and 2018-2019 OS Department Leadership Survey	The OSP Faculty was satisfied or very satisfied with the availability of technology for their work in the OS Department, as follows: 2013-2014 - 100% 2015-2016 - 100% 2018-2019 – 84%	When comparing the three academic years, results revealed a decrease of 16% in the very satisfied or satisfied options for 2015-2016 and 2018-2019. A decrease of 26% was observed in the very satisfied option for 2015-2016 and 2018-2019 when comparing with 2013-2014 academic year. The satisfied option for 2018-2019 academic year decrease 16% when compared with 2015-2016. For 2018-2019, 16% of the Faculty indicated being moderately satisfied with the availability of technology at OSP. The OS Department Head has continued working on the availability of OS Department technology equipment, software, and Internet connection.	The OS Department updated the equipment and software necessary to comply with the achievement of the OSP learning outcomes, as follows: 2016-2017 academic year ▪ Laboratory 216 – 20 computers ▪ Laboratory 217 – 1 TV Plasma Sharp 70" 2017-2018 academic year ▪ Laboratory 216 – 1 TV Plasma Sharp 70" and 1 Printer ▪ Study Room 217A – 1 TV Plasma Sharp 70" and 10 computers ▪ Classrooms 217B and 217C – 2 TV Plasmas Sharp 70" and 2 computers (faculty use) ▪ Laboratories 217 and 221 - 2 Printers 2018-2019 academic year ▪ 5 computers were requested to replace defectives in Laboratories 216 and 219.	**Figure 5.6: Availability of Technology at OSP** 

				The programs installed in the computers were updated as follows: 2016-2017 academic year ▪ Microsoft Office 2016 and Windows 10 were installed in all OSP computer laboratories and classrooms. 2016-2017, 2017-2018, and 2018-2019 academic years Collaborative Agreement between Inmediata, Corp. and UPR-Ponce allows the access to SecureClaim program for SOFI 4046 – Medical Billing. The OSP Department Head will meet with Faculty during this semester to discuss the 2018-2019 OS Department Leadership Survey results, have a dialogue about the availability of technology in OS Department, and establish actions that provide new strategies for improve this area.

<table>
<tr><th colspan="6">Analysis of Results</th></tr>
<tr><td>Performance Measure</td><td>What is your measurement instrument or process?</td><td>Current Results</td><td>Analysis of Results</td><td>Action Taken or Improvement made</td><td>Insert Graphs or Tables of Resulting Trends
(3-5 data points preferred)</td></tr>
<tr><td>Measurable goal</td><td>(Indicate length of cycle)</td><td>What are your current results?</td><td>What did you learn from the results?</td><td>What did you improve or what is your next step?</td><td></td></tr>
<tr><td>What is your goal?</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Assess Faculty participation in the academic advising process</td><td>Log of students advised</td><td>The number of students per advisor is at manageable levels.</td><td>The OSP Faculty is continuously involved in the students’ academic advising each semester. For 2018-2019 second semester, the percentage of students advised decreased by 3% when comparing with the two previous semesters. Some of the causes identified for students not showing up in the academic counseling are: moving to another institution, transfer to another program in the institution, enroll in the Army, moving to another country, and others. OSP Faculty will be focused to increase this percentage.</td><td>The OS Department Head has continued promoting OSP Faculty participation in students’ academic advising.

OSP will continue using strategies to increase student’s participation in academic advising as disclosure of the process through flyers, social networks, e-mail, notification by Faculty, and follow up through telephone calls to those students who did not show up.</td><td>Table 5.1: OSP Students Advised by Faculty
<table>
<tr><th rowspan="2">Professor</th><th colspan="2">2016-2017 Academic Year</th><th colspan="2">2017-2018 Academic Year</th><th colspan="2">2018-2019 Academic Year</th></tr>
<tr><th>1st. Sem.</th><th>2nd. Sem.</th><th>1st. Sem.</th><th>2nd. Sem.</th><th>1st. Sem.</th><th>2nd. Sem.</th></tr>
<tr><td>Yannira Rodríguez*</td><td>125</td><td>121</td><td>101</td><td>83</td><td>75</td><td>56</td></tr>
<tr><td>Lourdes Torres</td><td>4</td><td>1</td><td>5</td><td>3</td><td>4</td><td>4</td></tr>
<tr><td>Doris Torres**</td><td>---</td><td>---</td><td>4</td><td>7</td><td>5</td><td>16</td></tr>
<tr><td>Carmen Bracero ***</td><td>---</td><td>---</td><td>---</td><td>---</td><td>---</td><td>---</td></tr>
<tr><td>Aida Rodríguez****</td><td>5</td><td>3</td><td>---</td><td>---</td><td>---</td><td>---</td></tr>
<tr><td>Rosa Mercado</td><td>18</td><td>10</td><td>11</td><td>25</td><td>19</td><td>19</td></tr>
<tr><td>Marilyn Román</td><td>15</td><td>4</td><td>15</td><td>7</td><td>11</td><td>12</td></tr>
<tr><td>Sandra Arroyo</td><td>36</td><td>15</td><td>14</td><td>4</td><td>12</td><td>4</td></tr>
<tr><td>Total Advised</td><td>203</td><td>154</td><td>150</td><td>129</td><td>126</td><td>111</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total Enrollment</td><td>228</td><td>206</td><td>183</td><td>162</td><td>157</td><td>144</td></tr>
<tr><td>% Students Advised</td><td>89%</td><td>75%</td><td>82%</td><td>80%</td><td>80%</td><td>77%</td></tr>
</table>
* OS Department Head
** UPR-Ponce Interim Chancellor 2016-2017
*** UPR-Ponce Interim Dean of Academic Affairs 2016-2017, and Interim Chancellor from 2017 to 2019
****Retired August 2017</td></tr>
</table>

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Assess Faculty involvement with the community	Number of community organizations to which Faculty offered services	The OSP Faculty is actively involved with the business and non-business community organizations.	The OSP Faculty participates in business and non-business community service activities as: helping less advantage people in nonprofit organizations; coordinating workshops, professional development activities, and trainings for in-service personnel at public and private organizations; holding leadership positions in boards of nonprofit organizations; and participating in doctoral tesis committees. The OS Department Head has continued promoting OSP Faculty involvement with the community.	OS Faculty has continued involving with the community.	**Table 5.2: OSP Faculty Participation with the Community**

Professor	2016-2017 Academic Year	2017-2018 Academic Year	2018-2019 Academic Year
Yannira Rodríguez*	16	11	14
Lourdes Torres	9	8	11
Doris Torres**	---	3	7
Carmen Bracero***	---	---	---
Aida Rodríguez****	3	---	---
Rosa Mercado	7	8	10
Marilyn Román	9	5	8
Sandra Arroyo	4	2	2
Total	**48**	**37**	**52**

* OS Department Head
** UPR-Ponce Interim Chancellor 2016-2017
*** UPR-Ponce Interim Dean of Academic Affairs 2016-2017, and Interim Chancellor from 2017 to 2019
****Retired August 2017

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Faculty participation in OS Department committees	Number of committees in which OSP Faculty serves on	The OSP Faculty is actively involved in departmental committees.	During the last three academic years, Faculty has continued involved in OS Department committees. The OSP Faculty participation in committees has been important in the achievement of the OS Department objectives as stated in the Annual Operational Plans and in the OS Department Strategic Plan 2016- 2021. The OS Department Head has continued promoting OSP Faculty participation in committees.	OSP Faculty has continued participating in OS Department committees.	**Table 5.3: OSP Faculty Participation in Departmental Committees**

Professor	**2016-2017 Academic Year**	**2017-2018 Academic Year**	**2018-2019 Academic Year**
Yannira Rodríguez*	7	7	7
Lourdes Torres	6	6	6
Doris Torres**	---	5	5
Carmen Bracero***	---	---	---
Aida Rodríguez****	4	---	---
Rosa Mercado	5	5	6
Marilyn Román	5	5	5
Sandra Arroyo	1	2	1
Total	**28**	**30**	**30**

* OS Department Head
** UPR-Ponce Interim Chancellor 2016-2017
*** UPR-Ponce Interim Dean of Academic Affairs 2016-2017, and Interim Chancellor from 2017 to 2019
****Retired August 2017

Faculty Qualifications

Complete the next two tables for new full-time and part-time faculty members since last self-study or QA Report. Do not include faculty members previously reported.

Name	Major Teaching Field	Course Taught	List All Earned Degrees	Document Other Professional Certification Criteria	ACBSP Qualification 1. Doctorate 2. Professional 3. Exception
Batista, Anayarí	Office System Program (Part-Time)	• Information Processing • Programs Integration for Electronic Processing of Information • Interpersonal Relations in the Office	B.A., M.A.	16 years of experience as Administrative Assistant 2 years of experience as professor	2
García, Mirelix	Office System Program (Part-Time)	• Documents Production - Basic Level • Documents Production - Intermediate Level • Administrative Procedures for Office Professionals	B.A., M.A.	21 years of experience as Administrative Assistant 17 years of experience as professor	2

Faculty Scholarly and Professional Activities

			Scholarly Activities				Professional Activities				
Faculty Member	**Highest Degree Earned**	**Professional Certifications**	**Papers Presented**	**Published Articles/ Manuscripts Books**	**Unpublished Articles/ Manuscripts Books**	**Consulting**	**Prof. Related Service**	**Prof. Confs./ Work-shops**	**Prof. Meetings**	**Prof. Member-ships**	**Other**
Batista, Anayarí											
2016-2017	M.A.			B-1							
2017-2018	M.A.	2		B-2							
García, Mirelix											
2016-2017	M.A.										

Standard 6 – Educational and Business Process Management

a. Curriculum

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

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

If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.
Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

If the new degree is at a higher level then what is currently accredited, the school must
complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

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

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

Standard 6 - Educational and Business Process Management

Standard #6 - Organizational Performance Results, Table 6.1

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

Table 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					

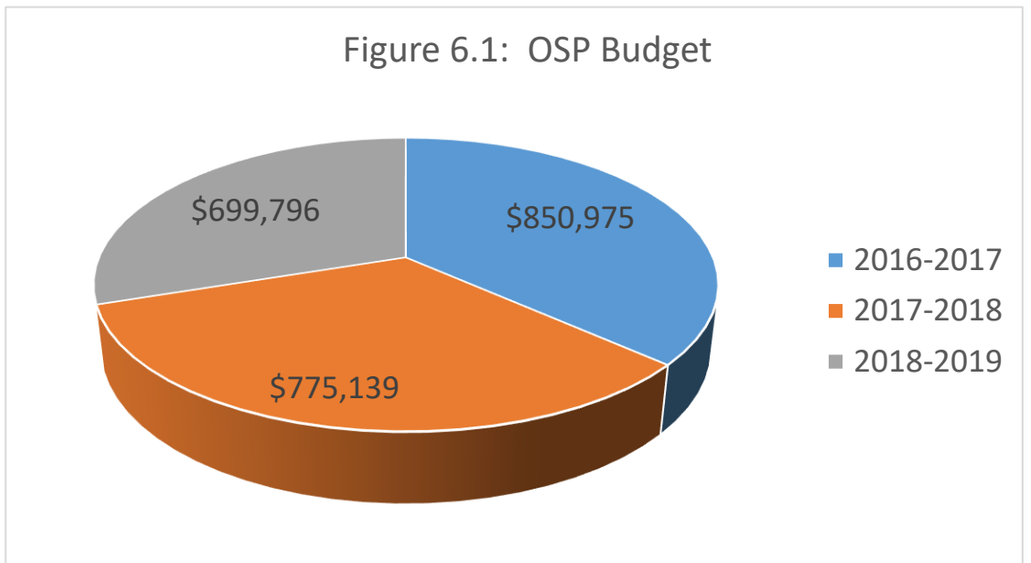
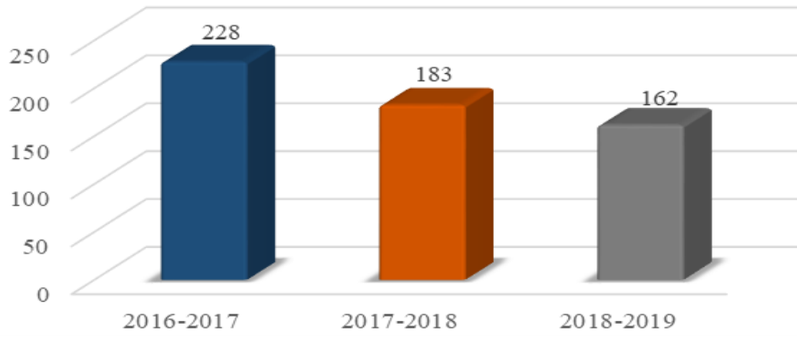
Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Availability of financial resources to meet OS Department needs	Approved OS Department budget for 2016-2017, 2017-2018, and 2018-2019 academic years	The budget assigned to OSP Department from 2016-2018 period was as follows: 2016-2017 - $850,975 2017-2018 - $775,139 2018-2019 - $699,796 The OS Department expenditures as a percentage of UPR-Ponce budget has remained almost the same for the last three academic years.	The budget assigned by the UPR Ponce to OS Department has decreased by 18% when comparing 2016-2017 and 2018-2019 academic years. It is a result of the decrease of the budget at the systemic level due to the budgetary adjustments that have been requested by the Fiscal Supervisory Board of the Government of Puerto Rico. There is a 14% increase in the expenditures per OSP student in 2018-2019 academic year when compared with 2016-2017. This may be due to the fact that there was an increase in the cost of tuition at a systemic level during the 2017-2018 academic year. The expenditures per OSP student has remained almost the same for the last two academic years.	The OS Department Head used allocated funds to acquire the necessary resources to comply with the Program's goals. Additional funds will be requested to satisfy extraordinary Program's needs as computers, educational materials, office supplies, traveling, and Faculty and staff professional development. The equipment and materials needed for the students' computer laboratories have been obtained through the technology quota paid by students each semester.	**Figure 6.1** 

Table 6.1: OS Department Expenditures as a Percentage of UPR-Ponce Budget

Academic Year	Percentage
2016-2017	3.41%
2017-2018	3.25%
2018-2019	3.26%

Table 6.2: Expenditures per OSP Student

Academic Year	Expenditures
2016-2017	$3,921.54
2017-2018	$4,532.98
2018-2019	$4,558.93

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Admission quota established by the UPR-Ponce Administrative Board	Institutional Annual Data Profile prepared by UPR-Ponce Office of Planning and Institutional Research (OPIR)	The number of freshman students enrolled decreased by 18% in 2018-2019 when compared with 2017-2018. The total enrollment in OSP decreased by 11% during 2018-2019 academic year when compared with 2017-2018.	Factors such as atmospheric events, demographic changes, and situations at the institutional level have had an impact on enrollment changes. Also, some students have decided to continue studies in other academic programs at UPR Ponce or in other institutions.	The OSP Department Head appoints every two years the Orientation and Promotion Committee who develops activities to promote the Program as open houses and high school visits, in which the OSP Faculty and active students have been involved. During these academic years, the Committee has continued visiting the post-secondary institutions in the southern area. The members of the Committee coordinate the preparation of the OSP academic offerings brochures and promotional recruiting materials with the collaboration of the non-faculty personnel and students enrolled in SOFI 4030-Desktop Publishing course.	**Table 6.3: Freshman OSP Admission Quota and Students Enrolled** Academic Year / Quota / Freshman Students Enrolled 2016-2017 / 75 / 63 2017-2018 / 55 / 49 2018-2019 / 50 / 40 **Figure 6.2: Total OSP Enrollment** 

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Compliance with student-credit hour production of an average of 15 credits per semester	Institutional Annual Data Profile	The student-credit hour production average was almost the same for the past three years: 2016-2017 – 15.16 credits 2017-2018 – 14.88 credits 2018-2019 – 15.03 credits	When comparing the average per year, it remained almost the same. The Faculty advised students to enroll in the courses following the curricular sequence.	The Faculty encourages students to follow the curricular sequence as an approach to complete the OSP requirements in a six-year period or less and to increase the graduation rate.	**Table 6.4: Student-Credit Hour Production**

Academic Year	First Semester	Second Semester	Average Per Year
2016-2017	15.00	15.32	15.16
2017-2018	14.86	14.89	14.88
2018-2019	15.17	14.88	15.03
Average per Semester	15.01	15.03	15.02

<table>
<tr><th colspan="6">Analysis of Results</th></tr>
<tr><th>Performance Measure</th><th>What is your measurement instrument or process?</th><th>Current Results</th><th>Analysis of Results</th><th>Action Taken or Improvement made</th><th>Insert Graphs or Tables of Resulting Trends
(3-5 data points preferred)</th></tr>
<tr><th>Measurable goal</th><th>(Indicate length of cycle)</th><th>What are your current results?</th><th>What did you learn from the results?</th><th>What did you improve or what is your next step?</th><th></th></tr>
<tr><th>What is your goal?</th><th></th><th></th><th></th><th></th><th></th></tr>
<tr>
<td>Increase the OSP graduation rate</td>
<td>Institutional Annual Data Profile</td>
<td>The OSP Graduation Rates for the past four academic years were as follows:

2015 - 2016 - 28%

2016 - 2017 - 25%

2017 - 2018 - 17%

2018 - 2019 - 27%

During the last three years, the average time to degree has been five years.</td>
<td>During 2018-2019, academic year there has been an increase (Cohort 2012) of 10% when compared with 2017-2018.

The current OSP requires 130 semester credit hours. To complete a bachelor’s degree on a traditional four-year academic schedule, a student must complete from 14 to 19 credits per semester for eight semesters (four years).

It is important that the OSP Faculty continue implementing strategies, as those described in Column E, to increase the graduation rate.</td>
<td>The OSP continues developing strategies to increase the graduation rate. Some of them are:

1. schedule academic counseling by appointment
2. assess students satisfaction with the academic counseling
3. provide the opportunity to take courses by independent study when courses required to complete the graduation requirements are not offered in a particular semester
4. provide tutoring in major and general education courses
5. promote mentoring program available through the Counseling and Psychological Services Department
6. offer workshops on topics that help students achieve academic success
7. guide students on the use of other support services
8. encourage compliance with reasonable accommodations for students who require it in the Faculty and Administrative Staff</td>
<td>
Table 6.5: OSP and UPR-Ponce Graduation Rates
<table>
<tr><th>Academic Year</th><th>OSP Graduation Rate</th><th>UPR-Ponce Graduation Rate</th></tr>
<tr><td>2015-2016 (Cohort 2009)</td><td>28%</td><td>40%</td></tr>
<tr><td>2016-2017 (Cohort 2010)</td><td>25%</td><td>44%</td></tr>
<tr><td>2017-2018 (Cohort 2011)</td><td>17%</td><td>41%</td></tr>
<tr><td>2018-2019 (Cohort 2012)</td><td>27%</td><td>47%</td></tr>
<tr><td>Average</td><td>24%</td><td>43%</td></tr>
</table>
Table 6.6: Time to Degree
<table>
<tr><th>Academic Year</th><th>Total Degrees Granted</th><th>Four Years</th><th>Five Years</th><th>Six Years</th></tr>
<tr><td>2016-2017</td><td>21</td><td>1</td><td>10</td><td>8</td></tr>
<tr><td>2017-2018</td><td>23</td><td>5</td><td>10</td><td>5</td></tr>
<tr><td>2018-2019</td><td>31</td><td>10</td><td>16</td><td>1</td></tr>
</table>
</td>
</tr>
</table>

				9. provide the necessary support to high-risk students 10. develop an individual plan study for each student so they can comply with the curricular sequence in a six-year period or less and with the credit-hour production	

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Improve OSP freshman to sophomore retention rate	Institutional Annual Data Profile	The OSP retention rate for the past four years was 2015 - 2016 - 78% 2016 - 2017 - 72% 2017 - 2018 - 46% 2018 - 2019 - 67%	The average of the OSP retention rate for 2015-2016 to 2018-2019 academic years was 66%. There was an increase of 21% in 2018-2019 academic year when compared with 2017-2018. It is important that the OSP Faculty persist in the implementation of strategies, as those described in Column E, to continue increasing the retention rate.	The OSP Department Head appoints every two years the OSP Retention Committee to improve the students' retention. The Committee approaches are focused on freshman and sophomore students through the collaboration of alumni, Counseling and Psychological Services Department, senior students, Office Systems Students' Association, and OSP Faculty. The OSP continues developing strategies to increase the retention rate. Some of them are: 1. promote students' development of strong ties with the University 2. promote students' participation in OSP extracurricular activities 3. identify on time students who need support and intervene with them 4. improve students' experience in the university 5. ensure academic advising's quality 6. monitor students' progress 7. encourage students' participation in tutoring and mentoring services 8. offer workshops on areas of students' interests identified through the UPR Ponce Freshman Students Profile 9. administer a questionnaire to freshman students to assess their experience and satisfaction level in the OSP	**Table 6.7: Freshman to Sophomore Retention Rate** **Academic Year** / **OSP Retention Rate** / **UPR-Ponce Retention Rate** 2015-2016 (Cohort 2014-2015) — 78% — 85% 2016-2017 (Cohort 2015-2016) — 72% — 83% 2017-2018 (Cohort 2016-2017) — 46% — 74% 2018-2019 (Cohort 2017-2018) — 67% — 85% **Average** — **66%** — **82%**

				10. administer a questionnaire to sophomore students to evaluate the reasons why they kept studying in the OSP 11. administer questionnaires to freshman and senior students to evaluate the quality of the services provided, the effectiveness of administrative procedures, teaching strategies, and the OSP professors commitment 12. refer students to the Counseling and Psychological Services Department 13. orientate students to talk with their professors before dropping out of a course The OSP Retention Committee has coordinated during the last three academic years an Office Systems Alumni Panel titled: Professional Success Stories. The Committee invites all OSP students. The OSP professors encourage students, through the academic advising process, to continue in the OSP.	

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Students' participation in community service projects	Number of community organizations that students impact with their projects Rubric to assess level of satisfaction of the impacted community organizations	During 2016-2019 period, OSP students had participated in 35 community service projects mainly with marginalized communities. One hundred percent (100%) of community organizations influenced with students' projects was very satisfied with students' contribution.	The OSP students are involved in diverse projects as: 1. train community groups through workshops 2. support community and university projects, especially those aimed at the rescue of marginalized and vulnerable communities. The OSP curriculum provides opportunities for students' participation in community service projects in courses as SOFI 3017, SOFI 4505, and SOFI 4985. The Office Systems Association (ASOFI, for its Spanish acronym) also develops these activities.	The OSP students have continued participating in community service projects to reinforce social responsibility skills.	**Table 6.8: Community Organizations Impacted by Students**

Academic Year	Course			ASOFI
	SOFI 3017	SOFI 4505	SOFI 4985	
2016-2017	3	1	4	1
2017-2018	3	1	7	3
2018-2019	1	2	7	2

Analysis of Results					
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**(Indicate length of cycle)**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?					
Course availability through several formats for instructional delivery	Courses available through independent study format and Moodle educational platform	The OSP has identified six courses that students can enroll as independent study format. The OSP continue using the Moodle platform for instructional delivery.	OSP Faculty has been motivated to participate in trainings for course design using the Moodle platform. Five OSP Faculty has been certified in the use of the Moodle platform for the design and delivery of online courses.	The OSP continues with instructional delivery through several means to meet the needs and preferences of the students. The Moodle platform is used in 14 OSP courses. Three courses have been offered through the hybrid modality.	

Standard 6, Criterion 6.1.3

Table 6.9 presents the Common Professional Components for the OSP for 2014-2016 academic years in August 2014.

Standard Six: Educational and Business Process Management - Table 6.3

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)
Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent) or approximately 30 coverage hours.

Directions for using table: Enter your academic discipline and degree type on row 6. Replace the sample core courses with your core courses and update columns B - L with the number of coverage hours for each CPC area. The total columns will total using the the formulas.

Figure 6.5

Example of a Table of Undergraduate Common Professional Component (CPC) Compliance

Office Systems, Bachelor degree

Hour Class Session by CPC Topic

Core Courses	a. MKT	b. FIN	c. ACC	d. MGT	e. LAW	f. ECON	g. ETH	h. GLO	i. IS	j. QMSTAT	k.l. POL/COMP	Total
SOFI 3006 – Document Production Basic Level							3		60			63
SOFI 3008 – Document Production Intermediate Level							3		60			63
SOFI 3327 – Spanish Transcription				2			2		30			34
SOFI 3010 –Document Production Advanced Level	7	7	6	6	6		2		55	1		90
SOFI 3305-3306 – Information Processing Information Processing Lab			6				8		60	10		84
SOFI 3017 – Interpersonal Relations in the Office				7	3		6	6				22
SOFI 3015 – Office Systems Concepts and Technologies					3		6	10	45			64
SOFI 4005 –Programs Integration for Electronic Processing of Information			6				8		60	10		84

Figure 6.5

Example of a Table of Undergraduate Common Professional Component (CPC) Compliance

Office Systems, Bachelor degree

Hour Class Session by CPC Topic												
Core Courses	**a. MKT**	**b. FIN**	**c. ACC**	**d. MGT**	**e. LAW**	**f. ECON**	**g. ETH**	**h. GLO**	**i. IS**	**j. QMSTAT**	**k.l. POL/COMP**	**Total**
SOFI 3505 – Administrative Procedures for Office Professionals		3		24	-	5	6	4				42
SOFI 3210 – Records Management					4		3		6			13
SOFI 3016 – Basic Concepts of Accounting for the Office Professional		3	60		2	1	3		20	3	5	96
SOFI 4038 – Office Administration				45	6		6	4			3	64
SOFI 4030 – Desktop Publishing									45			45
SOFI 4985 – Internship and Seminar	2	2		15			6	8	84		200	317
SOFI 4040 – Planning and Implementation of Office Systems		4		10	2	3	3	1	45			68
SOFI 4505 – Training Techniques for In-service Personnel	4	2		4	2	2	3		20	3	26	66
MATE 3041 – Introductory Mathematics										45		45

Figure 6.5

Example of a Table of Undergraduate Common Professional Component (CPC) Compliance

Office Systems, Bachelor degree

Hour Class Session by CPC Topic												
Core Courses	**a. MKT**	**b. FIN**	**c. ACC**	**d. MGT**	**e. LAW**	**f. ECON**	**g. ETH**	**h. GLO**	**i. IS**	**j. QMSTAT**	**k.l. POL/COMP**	**Total**
MERC 3118 – Basic Concepts of Marketing for Office Professionals	18			4			2	2	2	2		30
ECON 3008 – Basic Concepts of Economics for Office Professionals						20						20
ESTA 3106 – Basic Concepts of Statistics for Office Professionals										15		15
FINA 3108 – Basic Concepts of Finance for Office Professionals		15										15
Totals	31	36	80	117	28	31	70	35	590	89	234	1,340

APPENDIX A: STANDARD #4, MEASUREMENT AND ANALYSIS OF STUDENT LEARNING AND PERFORMANCE

The University of Puerto Rico at the systemic level evaluated the development of a test to be used instead of the MFT to assess students' knowledge in ten areas of common knowledge. During 2012-2013, the Accreditation Coordinators of the Office Systems and Administration Office Programs of the University of Puerto Rico System developed the Comprehensive Systemic Test for the Administration/Office Systems Programs students with the purpose of using it as an external assessment instrument. It also permits to benchmark among the units of the University of Puerto Rico. The areas included in the test are management, legal aspects, accounting, economics, statistics, ethics, finance, globalization, marketing, and technology. During 2015-2016, the Accreditation Coordinators revised the test. Fifteen questions were included for each area. The revised Comprehensive Systemic Test has been administered in six instances by the UPR units, including UPR-Ponce. The OSP Accreditation Committee has continued administering the in-house Comprehensive Systemic Test to graduating students enrolled in the capstone course SOFI 4985 – Internship and Seminar.

Table A-1: Comprehensive Systemic Test Mean by Area – Office Systems Bachelor Program, UPR-Ponce

Period	Administration	Legal Aspects	Accounting	Economics	Statistics	Ethics	Finance	Globalization	Marketing	Technology	Mean
Academic Year 2016-2017	11	12	10	7	7	10	6	12	6	10	9.1
Academic Year 2017-2018	11	11	9	6	7	10	6	10	6	9	8.5
Academic Year 2018-2019	12	12	10	9	10	10	6	11	6	10	9.6
Average	**11**	**12**	**10**	**7**	**8**	**10**	**6**	**11**	**6**	**10**	**9**

Results revealed that the mean for the last three academic years was 9 of 15 (60%). The areas with a mean score of 10 or less were accounting, economics, statistics, ethics, finance, marketing, and technology. When determining the use of results, the OSP Faculty decided that it is necessary to reinforce the acquisition of basic business knowledge in courses as SOFI 3016- Basic Concepts of Accounting for the Office Professional, MERC 3118-Basic Concepts of Marketing for Office Professionals, FINA 3108- Basic Concepts of Finance for Office Professionals, ECON 3008-Basic Concepts of Economics for Office Professionals, and STAT 3106- Basic Concepts of Statistics for Office Professionals. Another decision taken as a result of this assessment was that the areas of ethics, legal aspects, and management will also be reinforced in SOFI 3016 – Basic Concepts of Accounting for the Office Professional. In this course students make a case discussion analysis about ethics in accounting, complete practical exercises, take theory quizzes, complete a practice set, and take theory and practical tests. Students enrolled in SOFI 3016 must take a Comprehensive Theory Test. Faculty also decided to continue the reinforcement of ethics, legal aspects, and management in SOFI 4038-Office Administration. Some of the strategies identified were that students will make a critical analysis of articles about employee compensation and recognition, leadership, motivation, problem solving, and cultural diversity in a business environment, among others. Students also research about fringe benefits, organizational conflicts, and working conditions, among others.

After an analysis of the data for 2016-2018 academic years, a review sessions for the subjects included in the comprehensive test were given in SOFI 4985-Internship and Seminar to internship students. As a result, an increase of 14% was obtained in the percentage of students who attained the learning goal for 2018-2019 academic year.

The results of the comprehensive test develop at the systemic level will be analyzed by items in each common professional component (administration, legal aspects, accounting, economics, statistics, ethics, finance, globalization, marketing, and/or technology). The subjects in which students are obtaining lower results will be identified to continue reinforcing the teaching and learning process in courses such as MERC 3118, FINA 3108, ECON 3008, ESTA 3106, SOFI 3016, SOFI 3210, SOFI 3505, SOFI 4038, SOFI 4005, SOFI 4040, and SOFI 4985.

Tables A-2 through A-4 shows a comparison of the means of the Office System Program Comprehensive Systemic Test at UPR-Ponce with the mean obtained at systemic level. The OSP at UPR-Ponce was above the UPR institutional overall average mean for 2016-2017 and 2018-2019 academic years when compared with other units.

Table A-2: Comprehensive Systemic Assessment Test - Office Systems and Administration Office Programs, Administered 2016-2017 Academic Year

UNIT	ADM.	ADM mean %	LEGAL	mean % LEGAL	ACC.	mean % ACC	ECON.	mean % ECON
Ponce	11	12%	12	18%	10	25%	7	2%
		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean
Inst. Mean	9.83		10.17		8.00		6.83	

UNIT	STAT.	mean % STAT	ETHICS	mean % ETHICS	FINA.	mean % FINA	GLOB.	mean % GLOB
Ponce	7	-9%	10	11%	6	-12%	12	18%
		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean
Inst. Mean	7.67		9.00		6.83		10.17	

UNIT	MKTNG.	mean % MKTNG	TECH.	mean % TECH	$\bar{x}$ overall	mean %(Total)
Ponce	6	-12%	10	0%	9.10	8%
		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean of total exam
Inst. Mean	6.83		10.00		8.40	

Table A-3: Comprehensive Systemic Assessment Test - Office Systems and Administration Office Programs, Administered 2017-2018 Academic Year

UNIT	ADM.	ADM mean %	LEGAL	mean % LEGAL	ACC.	mean % ACC	ECON.	mean % ECON
Ponce	11	9%	11	11%	9	14%	6	-12%
		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean
Inst. Mean	10.11		9.89		7.89		6.78	

UNIT	STAT.	mean % STAT	ETHICS	mean % ETHICS	FINA.	mean % FINA	GLOB.	mean % GLOB
Ponce	7	-11%	10	15%	6	-9%	10	17%
		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean
Inst. Mean	7.89		8.67		6.56		8.56	

UNIT	MKTNG.	mean % MKTNG	TECH.	mean % TECH	$\bar{x}$ overall	mean %(Total)
Ponce	6	7%	9	1%	8.50	0%
		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean of total exam
Inst. Mean	5.63		8.89		8.50	

Table A-4: Comprehensive Systemic Assessment Test - Office Systems and Administration Office Programs, Administered 2018-2019 Academic Year

UNIT	ADM.	ADM mean %	LEGAL	mean % LEGAL	ACC.	mean % ACC	ECON.	mean % ECON
Ponce	12	18%	12	18%	10	22%	9	8%
		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean
Inst. Mean	10.17		10.17		8.17		8.33	

UNIT	STAT.	mean % STAT	ETHICS	mean % ETHICS	FINA.	mean % FINA	GLOB.	mean % GLOB
Ponce	10	18%	10	18%	6	-18%	11	20%
		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean
Inst. Mean	8.50		8.50		7.33		9.17	

UNIT	MKTNG.	mean % MKTNG	TECH.	mean % TECH	$\bar{x}$ overall	mean %(Total)
Ponce	6	-3%	10	9%	9.60	6%
		Indicates % above/below mean		Indicates % above/below mean		Indicates % above/below mean of total exam
Inst. Mean	6.17		9.17		9.06	