Strategic Plan
2022 - 2025
Business Administration Department

STRATEGIC PLAN (BAP AND TOAP)

				BAP & TOAP Critical Area: Student Focus		
Strategic Goal	**Objectives**	**Activities**	**Resources/ Responsibility**	**Measures**	**Success Indicator**	**Time Frame**
1. Keep and improve retention and graduation rates as necessary.	1.1 Find retention rates, apply retention practices and develop additional retention practices if necessary	1.1.1 Get retention and graduation data from the Institutional Assessment Office and registrar's office and perform comparison and 'gap' analysis. Determine action(s) as required. Discuss results at BAP meetings.	Institutional Assessment Office Business Administration Faculty	Retention data is gathered and included for discussion at BAP. meetings.	Faculty evaluates retention data and further actions are identified if required. There are different strategies to be discussed as demographic retention is affecting admissions.	Ongoing
	1.2 Find graduation rates, evaluate "bottlenecks" or causes that affect student from graduating and develop strategies and activities as necessary	1.2.1 Same as 1.1.1 but applied to graduation data	Registrar's Office IAO	Data is gathered and evaluated	Actions are identified as required	Ongoing
ALIGNMENT UPR CAYEY: I AMBIENTE EDUCATIVO	1.3 Familiarize faculty with students learning habits, traits and teaching methodology to effectively impact them.	1.3.1 Gather student information and develop workshop	TPP	Faculty attendance	75% of Faculty attend	Ongoing
		1.3.2 Offer academic counseling to all students, focus will be directed to students on probation status. Include academic counseling in the student satisfaction survey	Faculty	Number of students receiving academic counseling. Satisfaction regarding counseling, BAP. Head get reason for students leaving the campus/program,	75% of students seek and receive academic counseling.	Ongoing
		1.3.3 Perform exist interviews to	BAP Head /	Data is collected and	Better 'insight' if what is	Ongoing

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		get more information	Assessment Coordinator TOAP (TAOF 4025 course)	evaluated.	happening is shared with faculty.	
2. Promote leadership through Student Organizations (SO) & develop a greater sense of *belongingness* and *Ethos* as well. ALIGNMENT UPR CAYEY: I AMBIENTE EDUCATIVO	2.1 Student organizations are certified by the Dean of Students	2.1.1 Develop several recruitment drives	Student Affairs Dean	Certification	The four student chapters get certified.	Each academic year
	2.2 Promote benefits and increase membership in student organizations	2.2.1 Support organizations promotion efforts both at the faculty and at the administrative level	Students	Student Chapter membership	Membership steady or increase compared with year before.	Each academic year
	2.3 Increase faculty attendance in student organization activities.	2.3.1 Faculty members attend students' organizations activities.	Department Chair	Attendance form	At least two faculty members attend each student's organization activity.	Each academic year
	2.4 Each student organization has its own faculty counselor	2.4.1 Identify (and assign) faculty interested in doing the advisor role	Department Chair Faculty / Students	Faculty member assigned as advisor	Advisor assigned and effectively counseled the chapter.	Ongoing Basis
	2.5 Business students can participate and are exposed to activities that develop in themselves a high sense of self-esteem and are proud of their majors.	2.5.1 Welcome activity for freshmen students. Online welcome. (Developed on Google Meet during Covid-19 Pandemic).	Student Affairs Dean, SO	New students and Faculty attendance	75% of faculty attend and acceptable student attendance is achieved.	Each academic year
		2.5.2 Do a 'say goodbye' activity for graduating students	SO, Faculty	Student and Faculty attendance	75% of faculty attend and acceptable student	Each academic

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		(Temporary paused because of COVID-19 Pandemic)			attendance is achieved.	year
		2.5.3 Keep doing the "goofy-games" - 2nd semester (Temporary paused because of COVID-19 Pandemic).	SO, Faculty	Student and Faculty attendance.	At least four faculty members attended.	Each academic yearly
		2.5.4 Do several student challenge activities.	SO, Faculty	Quantity and quality of activities programmed	At least 50% of program faculty participate.	Yearly
		2.5.5 Extracurricular activities foster ethos and relationship among current students, such as: Dress as a Business Professional Day, Saint Patrick's Day activity – dress green.	SO, Faculty	Student and Faculty attendance	At least 50% of program faculty participate.	Yearly
3. Temper the curriculum to the students, other stakeholders' interest, while meeting ACBSP requirements. ALIGNMENT UPR CAYEY:	3.1 Use and evaluate students' (actual and prospective) educational interests	3.1.1 Determine methods for data gathering and proceed to get the data.	CC, BAP & TOAP Advisory Board	Useful data is gathered	Students' interests are known	Each academic
	3.2 Get and apply industry information related to occupational needs and labor market demand as well.	3.1.2 Identify sources of data (Labor Bureau, etc)	CC, Department Chair, Stakeholders	Useful data is gathered	Occupational and labor trends are known.	Each academic
	3.3 Do labor market and business curriculum analysis, both internationally and locally.	3.3.1 Use the internet and library to find labor market and business trends	CC, Department Head	Useful data is gathered	Occupational and labor trends are known.	Each academic
						Approved

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I AMBIENTE EDUCATIVO	3.4 After fundamental analysis and evaluation adapt the curriculum (as possible) to the students, market, and stakeholders' interest.	3.4.1 Review of the BBA with a major in Management	CC, Department Head	The revision is completed	BBA in Management Reviewed and submitted for approval	2017 Certified Academic Senate
		3.4.2. Review the BBA with a major in Accountancy	CC, Department Head	The revision is completed.	BBA in Accountancy reviewed	Approved 2017 Certified Acad.Sen.
		3.4.3 Review the BBA with a major in Technology and Office Administration.	CC, Department Head	The revision is complete	BBA in TOAP reviewed.	Approved 2016 Certified Acad.Sen.
		3.4.4 Develop Special Topics and Intern courses for Management and TOAP.	CC, Faculty BAP & TOAP	Development of course syllabus	Special topics courses approved and codified.	Each year
		3.4.5 Develop additional concentration and elective courses	CC, Faculty BAP & TOAP	Courses and syllabus developed.	Courses approved and codified. Central Administration	Each academic year
		3.4.6 Identify course sequences that match the interest of other UPR C students	CC, Faculty BAP & TOAP	Development of additional course sequences as required	Course sequence approved	As required
		3.4.7 Develop new concentrations with unique appeal and market demand	CC, Faculty BAP & TOAP Head	New major's proposals written and submitted	New majors approved	As required

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	3.5 Effective use of assessment and other related information	3.5.1 Evaluation of assessment data for curriculum changes	CC, Faculty Department Head	Curriculum is improved if data shows it must be modified	Curriculum modified as required	Ongoing
	3.6 Develop relevant minors that expand students' field of knowledge.	3.6.1 Review and adjust Minors in areas of HR, TAOF, GERE, MARK, GEOP, ACCOUNT.	CC, Faculty BAP & TOAP Head	Document developed according with guidelines and procedures.	Curriculum modified as required	As required
		3.6.2 Evaluate success of Minors implemented in 2019. Applications and minor completion	All Programs	Students from both other majors and dept register in minors.	Achieve at least 15 students per minor	Each academic year
	3.7 Core courses compliancy with the accreditation agency requirements regarding Ethics, Legal, Marketing, Management, Accounting, Global, IS common components.	3.7.1 Understand ACBSP Common Components and Review business core courses	CC, Faculty BAP & TOAP Head	Curriculum and CPC guides comparison	CPC are properly included in business core syllabus	As required
4. Faculty produce academic and applied research. Faculty doing more creative labor and community service.	4.1 Develop faculty culture toward research	4.1.1 Identify faculty interested	Department Head	Interest toward increases	Faculty doing more research – related activities	Each Academic Year
		4.1.2 Organize conferences or workshops to enhance faculty knowledge and skills related to research methods and analytic	Department Head, III, and Faculty	Tertulias, workshops and seminars offered	Faculty attendance to workshops, tertulias and seminars, positive feedback from the	Each academic year

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ALIGNMENT UPR CAYEY: II Investigación, Creación y Servicio Comunitario		tools.			activities.	Each academic year
		4.1.3 Seek support from III and the Office of Institutional Assessment	Faculty, III	Quantity and qualitative research activities	50% of participants	
		4.1.4 Submit proposal to FIDI	OIA, III, External Resources Office	Proposal submitted	Dr. José Caraballo submitted a proposal approved by NIH	2019-2020
		4.1.5 Identify research - related material and share between faculty	DPC, Faculty	Pertinent material is identified and share among faculty	Dr. Rochellie Martinez FIDI Proposal submitted and approved	2021-2022
	4.2 Faculty use sources of research applied to Business Administration. For example, Forum Empresarial magazine	4.2.1 Identify topics and methodology to be included and resources as well.	Faculty	Faculty attendance to development activities	Quantity and quality of distributed material	Ongoing
	4.3 Include in the Faculty Development Plan, topics and methodology related with research	4.2.2 Identify faculty interested and approach.	Department Head	Research done	Activity Evaluation sheet	Ongoing
	4.4 Evaluate the use of internal assessment data to publish academic – centered research.	4.3.1 Dept Head, DPC, CC	Department Head	Development Plan done	Research published	Ongoing
		4.4.1 Dept Head, DPC, CC	Department Head	Research done using internal assessment data	Research published or shared with community	

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	4.5 Develop faculty interest toward creation and publication	4.51.1 Identify areas of faculty Interest and knowledge	Department Head, Faculty	Interest increases	More creative work produced	Ongoing
		4.5.2 Develop tertulias related with creative creation	Department Head, Faculty	Tertulias and workshop offered	Faculty attending and feedback from them	Each academic year
		4.5.3 Prepare area with support for chrome-key for production of multi-media	Department Head, Faculty	Area available?	Quantity and quality of Multi-media prepared.	Each academic year
	4.6 Contact potential alliances in media by topic (Human Resources, Taxes, Accounting, Office Administration, etc)	4.6.1 Identify contacts and media with more potential	Gladys Ramos, Chancellor Office	Quantity and quality of faculty papers.	Papers well developed and meet the level of quality expected	Ongoing
	4.7 Evaluate potential for self-publication or online options with credibility and standing.	4.7.1 Faculty development regarding online publishing	Prof. Edfel J. Rivera, Prof. Xiomara Santiago, TOAP Program Faculty	Adoption of online technology	Quantity and quality of articles	Ongoing
	4.8 Develop faculty interest and action related with community service	4.8.1 Identify areas of social need and faculty interest	Faculty	Interest and disposition toward doing community service	Faculty participation in community service projects	Ongoing
	4.9 Do potential alliances (Hospital Menonita already have	4.9.1 Contact alliance liaison person and establish what, where,	Faculty, Department Head	Community Service activities developed	Students rate community service experience as	Ongoing

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	alliance with UPRC)	whom, how			valuable	
		4.9.2 Continue actual participation through Honor Program	Department Head, Faculty HP	Publications and creative work done	Faculty attending and feedback from them	Ongoing
	4.10 Faculty evaluate and/or integrate community service activities at some key courses	4.10.1 Discuss if some course revision is required to include community service or if it will be optional for the faculty to integrate it.	Faculty, Department Head, Curriculum Committee	Quantity of courses where student do community service and impact	At least one **core course** includes community service either by revision or because faculty initiative	Ongoing
		4.10.2At end of each term faculty and students share about the community service experience and how it enhances their education	Faculty	Attendance	Feedback and assessment information show the activities enhance student education.	2010-2012
5. Recruitment of Faculty meet accreditation requirements, curriculum and market trends and comply with Faculty Needs Study <mark>ALIGNMENT UPR CAYEY:</mark>	5.1 Maintain a Faculty Needs Study that meets the strategic goal.	5.2.1 Update the Faculty Needs Study at annual basis.	Department Head, DPC	Faculty Need Study	Faculty Need Study reflects current and real faculty needs.	2021-2022
	5.2 Recruit faculty with terminal degree per area.	5.2.2 Maintain effective communication with Academic Dean and publish tenure positions as needed.	Department Head DPC DAA	Faculty positions are filled with qualified personnel.	Faculty Quantity (and quality) increase.	Ongoing

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6. Promote Faculty Development • Interpersonal • Relations • Professional Development • Distance Learning ALIGNMENT UPR CAYEY: I AMBIENTE EDUCATIVO	6.1 Faculty development needs are known and understood	6.1.2 Get information related with faculty development needs as well as professional trends and requirements.	Department Head DPC Faculty	Pertinent information is gathered	Faculty development needs are known.	Ongoing
	6.2 Increase Faculty members' knowledge in their areas, related areas, or related with the learning process.	6.2.1 Develop a Faculty Development Plan	Department Head DPC	Development Plan	Development Plan meets faculty needs	Ongoing
		6.2.2 Promote participation in the Campus Development Activities	HR Office Department Head DPC	Faculty attendance	50% attendance	Ongoing
		6.2.3 Get information related with staff areas and ask personnel about their career development interests	Department Head HR OSI	Personnel increase knowledge in their areas and get other knowledge related with their areas.	Personnel qualifications increased and contribution to the BAP is enhanced.	Ongoing
	6.3 Increase staff knowledge applied to their areas or related to areas of interest that meet BAP needs.	6.3.1 Promote personnel participation in workshops	Department Head DPC	Workshops offered	Quantity and quality of workshops	Ongoing
7. Develop an Assessment Culture and achieve assessment	7.1 Faculty and Personnel is aware regarding the assessment of the learning process and how effective it is for our programs	7.1.1 Promote an assessment culture among all faculty members	Faculty Department Head	Assessment process is continuous and all faculty members support it.	Faculty and personnel participation	Ongoing

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readiness for ACBSP accreditation, and faculty and personnel aware and involved in the assessment process. **ALIGNMENT UPR CAYEY: I AMBIENTE EDUCATIVO**	7.2 Review and update the Assessment Plan	7.2.1 A feasible and operational Assessment Plan is developed and implemented.	Assessment Coordinator	Assessment Plan Updated	Assessment Plan available and approved	2022
	7.3 Compliance with ACBSP assessment requirements is achieved before accreditation visit.	7.3.1 Keep data gathering as a continuous process. Focus on external and direct measures complemented with indirect measures (see Assessment Plan)	Assessment Coordinator, Faculty Personnel.	Data recollected and tabulated.	Results published and available	2022-23
	7.4 Keep faculty and staff informed.	7.4.1 Major Field Test (ETS) or UPR System Custom Test administered	Assessment Coordinator, Faculty Personnel.	Revision and approval at systemic BAP and TOAP meeting	Implementation of the Systematic Field Test. Administration of test to at least 50% of graduating students.	Yearly after approval
		7.4.2 Discuss key assessment results at BAP meetings.	Assessment Coordinator, Faculty Personnel.	Faculty get knowledge of student success and fail areas	Faculty revise teaching philosophy and adjust as possible to help the student get the knowledge and skills required for the course	2022-23
8. Develop a pioneer image and campus-wide position related to	8.1 Identify faculty members that can play a gatekeeper's role campus wide.	8.1.1 Develop in faculty further expertise regarding technologies like distance learning (Moodle), SPSS, GIS and other.	OSI Faculty Department Head	Courses assisted by Technology	Quantity of courses assisted by LMS and technology	2022-23

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technologies. ALIGNMENT UPR CAYEY: III CULTURA TECNOLOGICA	8.2 Faculty can integrate more complex technology and software into the classroom and/or even develop their 10 own modules and didactic materials	8.2.1 Make sure Faculty Development Plan includes the technology dimension and specific software applications.	OSI Faculty Department Head	Courses assisted by Technology Faculty use of specialized software	Quantity of courses assisted by distance learning technology	2022
	8.3 BAP and TOAP have required equipment and software	8.3.3 Identify equipment and software needs.	DAA Technology Fund Department Head	Equipment and software available are sufficient	Projects reported by faculty that integrate technology.	2022
		8.3.4 Request funding through DAA or Technology fund	Department Head	Funds assigned	Minimal complaints by faculty or students regarding equipment.	Yearly
	8.4 Develop an online Webpage which attracts new students and keep engagement with current ones.	8.4.1 Review and launch within UPR Campus	Department Head Faculty Student Organizations	Webpage operational	New equipment is available	2022-23
				Data recollected and tabulated	Website user registrations, access and log data	2022-23
					Tabulated data interpreted and included in the Assessment Plan.	Yearly
9. Faculty knowledge and expertise enhanced through	9.1 Promote faculty joining professional organizations	9.1.1 Include the topic for discussion at department meetings.	Department Head DPC Faculty	Faculty intention to join professional organizations	Quantity of faculty membership at professional organizations	Yearly

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professional development. ALIGNMENT UPR CAYEY: I AMBIENTE EDUCATIVO					increases	
		9.1.2 Get and distribute professional associations membership applications to faculty	Department Head DPC Faculty	Material distributed	Material is relevant and of interest to faculty	Yearly
	9.2 Promote faculty getting professional certifications	9.2.1 Include the topic for discussion at BAP meetings	Department Head DPC Faculty	Information shared	Awareness and knowledge about professional certifications increase	Yearly
		9.2.2 Get and distribute certification information to faculty	Department Head DPC Faculty	Material distributed	25% increase in faculty getting professional certifications	Within 2 years period
10. Re-accreditation of the Business Administration Department by the ACBSP ALIGNMENT UPR CAYEY: I AMBIENTE EDUCATIVO	10.1 Develop the accreditation documents.	10.1.1 Do workshops and attend conferences related to accreditation process and requirements	UPR AC	Workshops and conferences attended	Accreditation process and requirements understood by Faculty and personnel	As required
	10.2 Establish task groups by standard	10.2.1 Each standard requirement is identified and meet	FAC Department Head	Groups created and task assigned	Reports done as established at accreditation guidelines	2020
	10.3 Seek support and meet with other units in accreditation process	10.3.1 Participate in Central Administration meetings and other initiatives to advance the process	FAC Department Head	Meetings attended and advance shown in each standard Data tabulated	Positive steady progress toward compliance with the requirements	Yearly
	10.4 Tabulation process is completed on time.	10.4.1 COE and Graduation surveys are tabulated for the period	Department Head Assessment	Results available	Tabulated data results are useful and integrated into	2022-23

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			Coordinator		the Assessment Standard	
	10.5 Self Study completed and submitted on time.	10.5.1 Self-study completed by July 2022 and submitted for corrections to CA.	Department Head Faculty	Self-Study written.	Self-study meets requirements and receive few changes	2022
	10.6 Request accreditation visit funds	10.6.1 Funds separated in budget for FY 2022.	DAA Chancellor	Funds available	Transaction completed when required.	2022
11. Business Administration members behaves ethically. ALIGNMENT UPR CAYEY: IV - GESTION SOSTENIBLE	11.1 Foster ethical behavior in faculty, staff and students	11.1.1 Create awareness of Ethics pertinence to the Business Administration area through conferences, seminars and other.	Faculty Personnel	Faculty, staff and students aware of Ethical Conduct.	Compliance with OEG hours	Yearly
		11.1.2 Develop and disseminate **Code of Ethics** for the Business Administration Department.	Faculty Personnel	Code of Ethics published	Faculty, staff and students satisfied with Code of Ethics	2022-23
12. Facilities are ready for use and meet Business Department needs. ALIGNMENT UPR CAYEY: I AMBIENTE EDUCATIVO	12.1 Classrooms assigned are sufficient to meet the demand for courses	12.1.1 Analysis regarding classrooms demand and usage needs.	Department Head	Classroom analysis performed.	Classrooms needs properly determined	Ongoing
		12.1.2 Explore possibility to get 402MC assigned to ADEM.	Department Head	Request submitted with justification	402MC used mostly for BAP / TOAP courses.	Ongoing
	12.2 Requisitions for maintenance and/or fixes are submitted timely	12.2.1 Request for maintenance submitted	Department Head DAA	*Recursos Físicos* do regular maintenance of BAP / TOAP areas as	Facilities in conditions for use of students, faculty and personnel	Ongoing

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				requested.		
13. Recruitment and promotion to future students. **ALIGNMENT UPR CAYEY: I AMBIENTE EDUCATIVO**	13.1 Educate and disseminate information about our academic programs in the service community.	13.1.1 Faculty and students' organization participate in recruitment activities for future students. Such as: Open House, High School and Middle School visits, among others.	Faculty, student's organization, Admission Office, Department Chair, Academic Affair, Students Affair	Number of potential students attended.	Number of admission requests.	Yearly
		13.1.2 Provide guidance to students who visit us the department interested in our academic programs.	Faculty, student's organization, Department Chair.	Number of potential students attended.	Number of admission requests.	Yearly
		13.1.3 Promote academic offers to nontraditional students.	UnEx, DECEP, Department Chair, Faculty	Number of potential students attended.	Number of admission requests.	Yearly

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