Table 7.1.b - Operations and Support

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. Make sure you provide examples supporting both operations and support processes for your business unit.
Delete examples when entering your data

Operations and Support	What do you have to report to the administration? Those are mostly business operation processes.
	This list is comprised of examples to help you think about your own business operation processes. Some operational actives include hiring faculty, setting academic policies, overseeing the budget, fundraising, and other administrative duties. Other operational processes include: classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities, business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable, non-traditional teaching.
	This list is only some examples to help you think about your own support services. Support services can include computer labs, structured assistance or supplemental instruction in math, reading, and English. Support can be emotional, physical, financial, academic, or spiritual. It could be computer-assisted instructional laboratories, study groups, tutoring, writing assistance, disability resources and technology help.

			Analysis of Results		
Performance Measure **Measurable goal** **What is your goal?**	**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 the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Recruitment: Goal for new enrollments for the business unit: 160 or more new enrolments per year.	New Enrollment by Program Report every August. Data also received by Planning Office	New enrollments for August 2024 - 146 August 2023 - 140 August 2022 - 123	Current Results: Below Expectations Trend Analysis: Stable around 140. Increased from 2023 to 2025	Strategies include Traditional Recruitment (open house, School Tours, social media) and academic and student activities that caters for K-12 students and their educators / directors (Echar Pa'lante , InterEmprende)	**New Enrollments for Business Program**
Enrollment Management: Goal for total enrollments for the business unit: 700 or more enrolments.	Total Registered Students by Program for August to December Report Yearly (Report generated by Office of Planning by Department and Program See table attached)	Total enrollments for August 2024 - 492 August 2023 - 558 August 2022 - 637	Current Results: Below Expectations Trend analysis: Total enrollments decreased for 2022 to 2024 but New Enrollement Increased 2022 to 2024, hence the issue is in retention and graduation.	Strategies include: 1. Strategic Integration 2. Faculty early intervention 3. Academic Advising in Action 4. Instructional Effectiveness. 5. Increase Extra-curricular activities. 6. Increase Educational Support Service (includes tutoring, supplementary instruction)	**Total Enrollments for Business Program**
Increase proactive use of web-based technologies by Faculty: 100% of the full-time faculty will implement technological activities in their courses. (Determine by Central Office)	Activities of Blackboard - CED Compliance implemented by the Director	Met Expectations	The business unit faculty are very proactive in implementing web-based technologies	Since the pandemic all courses required Blackboard Learn & Blackboard Collaborate Ultra. 100% of full-time faculty received training and technology to improve curriculum.	**Faculty Use of Web-Based Technologies**
Instructional Effectiveness: Measured by the average of class development (part 3) of faculty-student survey of the Department for both online and on-site courses. Goal: > 3.6	Measured by the average of class development (part 3) of faculty-student survey of the Department for both online and on-site courses by semester.	Met Expectation: 2025-30: 3.79 (P) 3.64 (online) 2025-10: 3.78 (P) 3.63 (online) 2024-30: 3.67 (P) 3.42 (online) 2024-10: 3.52 (P) 3.39 (online)	Faculty evaluations are better on-site than online. The following top areas of concern for Online courses: Low response rate, Unclear Expectations about course dynamics, Course Content The following top areas of concern for On-site courses: Low response rate, Unclear Expectations about univeristy life, Class Room Conditions, Practical Experience	The Report is also divided by course by faculty and the faculty reports areas of concern and strategies for improvement. Stategies to be considered are: (1) Introduction to Univeristy Life to Students, i.e. Explain their responsibilities, during the first week of the academic semester (2) Repeat procedure of 2025-10 to increase response rate (3) Revision of questions to reflect new reality	**Instructional Effectiveness: Course Development**
Instructional Effectiveness: Measured by the average of Management of Student Learning Process (part 4) of faculty-student survey of the Department for both online and on-site courses. Goal: > 3.6	Measured by the average of Management of Student Learning Process (part 4) of faculty-student survey of the Department for both online and on-site courses.	Met Expectation: 2025-30: 3.87 (P) 3.66 (online) 2025-10: 3.82 (P) 3.64 (online) 2024-30: 3.74 (P) 3.45 (online) 2024-10: 3.64 (P) 3.45 (online)	Faculty evaluations are better on-site than online. The following top areas of concern for Online courses: Low response rate, Unclear Expectations about course dynamics The following top areas of concern for On-site courses: Low response rate	The Report is also divided by course by faculty and the faculty reports areas of concern and strategies for improvement. Stategies to be considered are: (1) Repeat procedure of 2025-10 to increase response rate (2)Revision of Online courses.	**Instructional Effectiveness: Learning Process Management**
Student experience and environment on campus. Goal: > 8 extracurricular activities per academic year (Determined by Central Office)	Number of Extracurricular Activiteis per academic year using the InterEmprende and Enactus Report.	Exceed Expectations - This includes: 35 activities (including Emprende Days) within the InterEmprende Report, 3 social projects of ENACTUS, Entrepreneurial Competition, ENACTUS Summits, Emprende Days..	Exceed Expectations	Majority of the extracurricular activities are cocurricular activities since both Enactus and InterEmprende focus on entrepreneurial and business activities. This includes: 3 social projects, Entrepreneurial Competition, Emprende Days.Strategies include activities focusing on entrepreneurship (InterEmprende), social entrepreneurship (Enactus), finance (FinCon), accounting (ASCIB) and personal growth (Proyecto PASS).	**Extracurricular Activities**

Graduates by Program (Trend)	Graduates by Programs for Academic Year Report Yearly (Data received by Planning Office)	Low amount of graduates for 2024	The need for individualized tracking	Strategies include tutoring, supplemental instruction / targeted help in difficult courses (like accounting and statistics), personalized academic advising through Academic Advising in Action (AAA) platform, intervention via faculty feedback forms, extracurricular activities, enrollment practices.	
Retention Rates by Program (Trend)	Retention Rates by Program for Academic Year Report Yearly (Data received by Planning Office)	Not met.	Insignificant sample size for some programs	Strategies include early intervention via faculty feedback forms, first-year engagement, and personalized academic advising through Academic Advising in Action (AAA) platform. extracurricular activities,	