

REPORT OF THE WSCUC VISITING TEAM
SEEKING ACCREDITATION VISIT 1

For Institutions Seeking Candidacy or Initial Accreditation

To the Universidad Peruana de Ciencias Aplicadas

April 26-29, 2016

Team Roster

Gary Brahm, Team Chair
Chancellor and Chief Executive Officer
Brandman University

Susan M. Clapper, Team Assistant Chair
Executive Assistant to the Vice President for Academic Affairs
Dominican University of California

Diane Cordero de Noriega, Team Member
Professor Emerita and Provost (retired)
California State University, Monterey Bay

Steven N. Garcia, Team Member
Vice President for Administrative Affairs and Chief Financial Officer (retired)
California State Polytechnic University, Pomona

Bonnie T. Paller, Team Member
Director, Office of Academic Assessment and Program Review
California State University, Northridge

Maureen Maloney, Vice President
WASC Senior College and University Commission

The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. Once an institution achieves either Candidacy or Initial Accreditation, the team report and Commission action letter associated with the review that resulted in the granting of either Candidacy or Initial Accreditation and the team reports and Commission action letters of any subsequent reviews will be made available to the public by publication on the WSCUC website.

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SECTION I. OVERVIEW AND CONTEXT

A. Description of Institution and Visit

Located in the large urban city of Lima, Peru, the creation and development of Universidad Peruana de Ciencias Aplicadas (UPC) is closely linked to Peruvian higher education law. In 1993, Peruvian Law N° 26276 opened the way for UPC to begin operating as a non-profit university, and 1994, UPC had its first admissions. In 1996, UPC began to align its organizational structures to be approved to operate as a for-profit university under Peruvian Executive Order N° 882. In July 1999, through Resolution 571-99-CONAFU, the National Council for University Authorization (CONAFU) approved UPC's request to become a closed corporation (for-profit entity), and in February 2000, the National Assembly of Rectors (ANR) approved Resolution 056-2000-ANR, paving the way for establishing the university's governing bodies. In 2004, UPC was acquired by Laureate Education, Inc. (Laureate) and became part of the Laureate International Universities network.

In April 2014, UPC applied for Eligibility to the WASC Senior College and University Commission (WSCUC), and in June 2014, Eligibility was granted through June 26, 2019. In November 2015, UPC submitted its application for accreditation to WSCUC, and a Seeking Accreditation Visit 1 was scheduled for April 2016. Also in 2014, the Peruvian government passed University Law N° 30220, creating the Superintendencia Nacional de Educación Superior Universitaria (SUNEDU), a regulatory agency that licenses all Peruvian universities. UPC is scheduled for its SUNEDU evaluation in February 2017.

The mission of UPC is to *Formar líderes íntegros e innovadores con visión global para que transformen el Perú* (Educate upstanding and innovative leaders with a global vision, who will transform Peru) and its vision is *Ser líder en la educación superior por su excelencia*

académica y su capacidad de innovación (To be at the forefront in higher education for academic excellence and innovative capability).

UPC offers 52 undergraduate programs and 25 graduate programs, with six master's programs delivered online (a sampling of the online graduate programs were included in the distance education review). UPC has 10 specialized programmatic accreditation approvals from accreditors in three countries: the United States, Peru, and Mexico.

As of 2016, UPC has 46,181 undergraduate students and 1659 graduate students enrolled across its four Lima locations: Monterrico (main campus), San Isidro (6.21 miles from the main campus), San Miguel (9.3 miles from the main campus), Villa (9.32 miles from the main campus). The Villa and San Miguel sites were visited as part of the off-campus locations review. There are also two geographically remote standalone locations, Sede Arequipa and Sede Cusco. UPC employs 3,988 faculty and 1,555 staff members.

B. The Institution's Seeking Accreditation Visit 1 Report: Alignment with the Letter of Intent and Quality and Rigor of the Review and Report

The Seeking Accreditation Visit 1 report was consistent with UPC's Letter of Intent and the visit evidenced UPC's commitment to engage in an authentic and reflective self-review under the Standards of Accreditation (Standards). The university-wide process was led by the vice rector for academic affairs and research (VRAAR), who also serves as the university's Accreditation Liaison Officer. The team found that the board, rector, chief executive officer (CEO), vice rectors, chief operating officer (COO), chief financial officer (CFO), faculty, staff and students were all involved in the process. The accreditation steering committee, made up of UPC administrators, staff, and faculty, met weekly to review progress made and reported regularly to UPC's governance committees and councils. The academic committee and the board approved the final report before it was submitted to WSCUC.

The team found that the report was well organized around the Standards and the Criteria for Review (CFR). While the attachments were thorough and inclusive, the team requested several attachments be translated from Spanish to English. UPC fully complied and made every effort for the team to have the materials it needed to conduct a thorough review. The report included a synthesis and reflection component at the end of each Standard section, and two or three of the most important issues emphasized under that Standard were addressed. Areas of strength and improvement were also included that demonstrated the institution's greater understanding of its effectiveness, systems of quality improvement, and student learning.

While the institution's report provided the foundation for the campus visit, the onsite interviews and discussions with a cross section of key stakeholders provided the additional information needed to answer outstanding questions and inform the team's findings. All key stakeholders interviewed indicated widespread knowledge of the report and the visit. Additionally, although the institution conducts most of its business and education in Spanish, the visit was conducted entirely in English. The institution provided for external oral and written translation services when needed to support the team in its review and visit.

C. Response to Issues Raised in the Eligibility Review Committee Letter

Recommendation: Signed conflict of interest statements by Board members (EC 3, CFR 3.6). UPC evidenced to the team that in December 2015, all board members had signed a Conflict of Interest Statement. The team found this recommendation was addressed.

Recommendation: Development of a formal statement of academic freedom (EC 3, CFR 1.3). UPC evidenced that in 2015, a policy on academic freedom was published and distributed throughout the university. Additionally, the following statement of academic freedom is included in its bylaws: "The University promotes among its faculty, students and staff the freedom to

discuss ideas without any fear of censorship or reprisal.” The team found this recommendation was addressed.

Recommendation: Clearer delineation of President/Rector and General Manager/CEO responsibilities with each other and to Board (EC4, CFR 3.6, Independent Governing Board Policy). UPC evidenced that its bylaws were modified to clarify the roles and responsibilities of the rector and CEO. The CEO serves more as a traditional university president overseeing the administration of the university, while the rector serves more as a provost overseeing all things academic. Additionally, to comply with Peruvian Law 26887 (General Corporate Law), because UPC is a closed corporation, a general manager must be appointed and if more than one manager is appointed, only one will hold the title of general manager (CEO). The team found that while the board evaluates both the CEO and the rector, the rector reports directly to the CEO. The team also found that the working relationship between the CEO and rector is seamless and effective in order to fulfill UPC’s mission and goals. The team found this recommendation was addressed.

Recommendation: Implementation of Independent Governing Board Policy with a focus on having a majority of Board members being independent and on the development of Board committees (EC 4, CFR 3.9, Independent Governing Board Policy). UPC evidenced a restructured governing board as of August 2015. The board membership increased from 9 to 11, and a majority of 6 members are independent. The chair of the board is also independent. The board comprises four committees: finance, planning, and budget; financial audit; academic and student affairs; and governance. The team found this recommendation was addressed.

Recommendation: Crosswalk of academic credit policies to WSCUC Credit Hour Policy (EC 11, CFR 2.2, Credit Hour Policy). UPC evidenced that its credit hour policy follows the WSCUC and Peruvian higher education law with the calculation of one hour of lecture equaling one credit hour in a 16-week semester. Two hours of laboratory work, recitation/practice, or a

workshop equals one credit hour in a 16-week semester. If the schedule of classes is less than 16 weeks, as in the summer semester, a course must have 16 hours of lecture time or 32 hours of laboratory work, recitation, or a workshop for students to earn one credit. The team found this recommendation was addressed.

Recommendation: Clear explanation of how UPC's General Education Policy meets WSCUC's requirements (EC 13, CFR 2.2a). UPC evidenced that its seven general competencies fully align with WSCUC's core competencies. The new general education competencies are embedded throughout the program at four levels: novice, intermediate, proficient, and exemplary and are measured through assessment practices. The new general education competencies were developed within the framework of WSCUC's core competencies, and include innovative thinking, citizenship, oral communication, written communication, information literacy, critical thinking, and quantitative reasoning. Additionally, in response to Peruvian higher education law, all university academic programs must have at least 35 credit hours of general education, and UPC meets this requirement. UPC also developed curricular maps to articulate how the degree specific and general competencies align with the program courses and to identify where each competency is developed (from level 1 to level 3 in the undergraduate programs and level 4 in the graduate programs). The team found this recommendation was addressed.

Recommendation: Increase number of faculty holding one degree higher than program being taught and the number of faculty with doctorates (EC 14, CFR 2.1). UPC evidenced that it has developed and is implementing a plan to address this recommendation. Currently, UPC has 101 full-time faculty members that do not hold a master's degree; 48 are pursuing a master's degree, and 40 are scheduled to begin a master's program in 2016. For part-time faculty, the percentage of faculty who had a master's degree increased from 44% to 47% since 2015. In addition to WSCUC's recommendation, UPC is working towards meeting the requirements of a

recently enacted Peruvian higher education law that calls for university faculty to hold a master's degree. UPC has set a goal that by year 2020 all of its faculty will hold a master's degree. The team found this recommendation is being addressed and ongoing.

Recommendation: Increase usage of financial ratios in planning (EC 18, CFR 3.4). UPC evidenced that economic and financial conditions have remained fairly stable over an extended period of time affording the institution a degree of predictability, although it has also incurred long-term debt to construct new facilities at multiple campus sites, which are critical for expansion of enrollment and programs. The year-to-year strategy for addressing the ongoing negative working capital is to use tuition from increased enrollment, to use a portion of the loan proceeds to settle current obligations, and to recognize pre-paid tuition as a revenue rather than as a liability.

UPC has established an aggressive approach to enrollment growth and has achieved a total enrollment growth rate of 39.9% from 2013 to 2015, resulting in a corresponding revenue increase of 45.9%. The projected growth for total enrollment from 2015 to 2020 is reflected as 84.3%, with a corresponding revenue growth rate of 84.3% during the same period. As the institution's reputation for quality education grows, and the efforts to expand its reach throughout the country are implemented, the long-term prospect for meeting revenue projections to sustain long-term viability is achievable.

UPC was asked for a revised budget to reflect a net income calculation after interest, taxes, depreciation, and amortization (EBITDA) were accounted for. Based on this budget, it was clear that UPC is in a very strong financial position. The team found this recommendation is being addressed and ongoing.

Recommendation: Disaggregate the process of assessment and demonstrate how research feeds into assessment (EC 21, CFRs 4.1, 4.4). UPC evidenced that it has instituted two primary pillars to support and track progress on educational effectiveness: the Educational Model and the Integrated System for Academic Quality (SICA). The Educational Model covers principles, pedagogy, student learning outcomes, faculty profiles, and baseline guides necessary to conduct academic activities. The SICA objectives are to regulate, monitor, evaluate and improve the academic quality of all UPC's programs. The recently created Office of Institutional Research and Effectiveness (OIRE) works with each academic program to evaluate the results of the assessments and determine methods to improve results. As part of the Academic Quality Assurance Department (DACA), OIRE has three faculty members as its staff. The office has developed a predictive model to reduce attrition and improve student success rates at UPC. The office has also completed studies on the correlation between the assessment results and student graduation.

There is a significant engagement in the assessment of teaching and learning by faculty and other academic support personnel. Each program director leads the plan for the assessment of the specific competencies. The assessment plan at UPC is systemic process of collection and analysis of evidence and plans for improvement if needed regarding students' demonstration of the competencies. All courses have learning outcomes, as well as criteria for success indicators. Program review has been instituted at UPC as well, and all programs will have been reviewed by 2018. The calendar also indicates that program reviews will be on a 5-year cycle. The team found this recommendation is being addressed and ongoing.

SECTION II. EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC'S STANDARDS

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

The team found that Universidad Peruana de Ciencias Aplicadas demonstrated evidence of compliance with Standard 1 at a level sufficient for Initial Accreditation. Only the Commission is authorized to make the final determination as to whether or not an institution is in compliance with the Standards. The team found that the core principal of Standard 1 was understood and articulated as it applies to relevant operations. Additionally, UPC evidenced thorough and widespread implementation of structures and processes with a sustainable commitment to Standard 1.

Institutional Purposes

UPC is an institution with a powerful mission and clearly articulated vision and core values. The mission to “Educate upstanding and innovative leaders with a global vision, who will transform Peru” has been embraced by the entire community as an essential initiative in the growth and development of Peru. There is a palpable sense of pride that UPC is playing an important role in growing the middle class in Peru. (CFR 1.1)

UPC is a data driven institution with large volumes of information available for the visiting team. However, in Peru it is not customary to post graduation and retention rates on institutional websites. Initially, the team did not find the UPC student achievement data on their website; however, by the end of the visit the institution had updated a web page that included

student achievement data. While the number of graduates is displayed on the updated web page, graduation rates are not provided. (CFR 1.2)

In 2015, the Ministry of Education launched a website, *Ponte en Carrera*, that includes data on graduates from all Peruvian universities (e.g., average salary per career field, length of academic programs, tuition and fees, and selectivity). The university reports that, in most career fields, UPC graduates rank in the top 5 for starting salary. UPC's Department of Intelligence and Digital Innovation engaged an independent agency that reported that, on average, it takes a UPC graduate approximately one month to be employed in their first job. (CFR 1.2)

Integrity and Transparency

UPC demonstrated a history of complying with the principles of academic freedom. In 2014 the Peruvian government passed a law requiring that all Peruvian universities adhere to the principles of academic freedom, the search for and diffusion of truth, pluralism, tolerance, intercultural dialogue, inclusion and the rejection of any form of violence, intolerance or discrimination. In 2015, UPC approved its Policy on Academic Freedom. This policy is now included in the Student Handbook, the Faculty Handbook, the UPC website and the UPC bylaws. UPC has also adopted the Laureate International Universities Code of Conduct and Ethics—a strict code of conduct governing the behavior of faculty, staff, and students, and includes a no retaliation clause. (CFR 1.3)

The Political Constitution of Peru prohibits all discrimination. UPC has a history of promoting diversity and the Policy on Diversity and Non Discrimination is published on the UPC website. However, due to the pervasive nature of racial and cultural diversity in Peru, public and private organizations are not required to publish information on the race or ethnicity of their constituencies. However, UPC measures diversity in a number of other ways.

- *Geographic Diversity*

UPC makes significant efforts to enroll students from areas outside of Lima. This focus on geographic diversity is supported by the admissions office, which focuses recruitment efforts in provinces outside of Lima. Special efforts are made to recruit in provinces that do not have a local university. As a result, approximately 20% of students come from outside the Lima region.

- *Financial Diversity*

Peru has a unique tuition structure that provides for different levels of tuition rates, depending on the students' ability to pay for their studies. UPC provides five levels of tuition rates accordingly to promote opportunities for students regardless of their ability to pay. For 2016, 66.2% of UPC students came from the highest-need category and 21.2% came from the second highest-need category.

- *Gender Diversity*

Traditional undergraduate students at UPC are equally divided at 50% female and 50% male. Non-traditional undergraduates are 57% male and 43% female.

In the WSCUC region it would be customary for an institution to have a diversity plan. However, diversity is so engrained in the national and institutional fabric that a specific plan would be superfluous for UPC, as not even the Peruvian government collects race and ethnicity data as part of its census. (CFR 1.4)

UPC is fully devoted to its educational purpose and its board and administration are fully devoted to supporting these efforts. The mission and vision of each academic program is included on the UPC website and in the Student Handbook. All policies and procedures and tuition and fees are also included on the UPC website and in the Student Handbook. Students

receive all the information required for their academic success prior to being admitted. Once students enroll the university provides an orientation and ongoing advising to help in the process of adjustment. (CFR 1.5)

A significant number of UPC students come from some of the poorest areas of Peru with minimal higher educational preparation. As a mostly open enrollment institution, UPC has a number of programs to address student remediation. Students can receive support from tutors, individual counseling, and workshops on adjusting to university life, crisis management, study habits, time management and family relationships. Other support services are offered based upon predictive analytics. For students with the highest need, UPC offers a “level-up term” in addition to the other services. (CFR 1.6)

Peru does not have government-backed educational loan programs, and aside from a national grant program (Beca 18) for students who demonstrate high academic performance but lack financial resources, students must fund their own education. While UPC has a number of programs to financially assist students, many must also work and ultimately drop out. (CFR 1.6) Combining these barriers with a bachelors’ program that is 5 years in length, results in graduation rates for both 100% (10 terms, 5 years) and 150% (15 terms, 7.5 years) of program length that are significantly below rates typically seen in the U. S. The 5-year graduation rate is approximately 9% and the 7.5-year graduation rate is approximately 23%. It would be very useful to benchmark these rates to other institutions that must also deal with these numerous factors that are unique to Peru. Unfortunately, comparable rates for any other Peruvian institution are not publically available. (CFR 1.6)

Students are provided career counseling, psychological counseling, academic counseling and specialized support programs. UPC has created the position of Director for Retention and Attrition who will lead the effort to improve graduation rates. In addition, UPC has developed a

model to identify first year, at risk students, and has developed the at-risk students program to provide these students the necessary tools to confront any risk factor that they may have. UPC should continue these efforts to improve graduation rates. A Grievance Policy is also available to any student who wants to initiate a grievance, and UPC has created an Ombudsman Office to analyze any grievance by students, staff, or faculty. (CFR 1.6)

UPC has a Code of Conduct and Ethics that requires all personnel to accept responsibility to promote integrity and ethical conduct in all of their activities. The finances of the institution are professionally managed and financial statements are audited annually. (CFR 1.7)

UPC's governing board has approved a formal declaration confirming its willingness to adhere to WSCUC accreditation expectations, and all communications appear to be open and honest. (CFR 1.8)

Standard 2. Achieving Educational Objectives through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

The team found that Universidad Peruana de Ciencias Aplicadas demonstrated evidence of compliance with Standard 2 at a level sufficient for Initial Accreditation. Only the Commission is authorized to make the final determination as to whether or not an institution is in compliance with the Standards. The team found that the core principal of Standard 2 was understood and articulated as it applies to relevant operations. Additionally, UPC evidenced thorough and widespread implementation of structures and processes with a sustainable commitment to Standard 2.

Teaching and Learning

UPC offers 52 undergraduate programs and 25 graduate programs all of which comply with Peruvian University Law No. 30220. As required by law, each undergraduate program requires 200 credit hours comprised of 35 credits in general education and 165 credits in specific disciplinary studies. The master's degree and the doctoral degree require 48 and 64 credits respectively. (CFR 2.1)

UPC depends heavily on part-time faculty and is aware of the need for processes to improve faculty qualifications. At the time of the institutional report, there were 261 full- and 3,727 part-time faculty members. By the end of 2016, UPC intends that 25% of all faculty will be full-time. This goal will be fulfilled in part through the conversion of part-time to full-time faculty status. (CFR 2.1)

Peruvian University Law No. 30220 also requires that all faculty members must hold at least a master's degree. UPC is in the process of improving its percentage of faculty with master's degrees and intends that by 2020, 85% of faculty will hold a master's degree and 15% will hold a doctoral degree. Faculty will be required to earn a master's degree within the time frame established by Peruvian law. (CFR 2.1; see also CFR 3.1)

UPC faculty are qualified for the type and level of curriculum offered. Faculty members are hired in part due to their expertise, in part as working professionals, and in part due to their development once they are UPC employees. UPC offers faculty training and faculty development through Harvard Online, an extensive faculty development program. Available to all full- and part-time faculty members, each undergraduate faculty member engages in twenty hours per year of faculty development and each graduate faculty member engages in six hours of faculty development. UPC tracks faculty compliance by program. Internal documents show that compliance is uneven and could be improved. (CFR 2.1)

UPC currently has had an open admissions policy (except for medicine and architecture), but admissions exams will begin fall 2016 per the recently passed Peruvian law. The exam will assess students for their readiness to begin undergraduate work through the assessment of written communication and quantitative reasoning and, depending upon the program, competencies specific to the program for which they are applying. Students who do not demonstrate the pre-beginner level of achievement of these competencies will be advised to take a remedial course in that area. While the course is not part of their regular university program, the student will be enrolled in the university and will be able to enroll concurrently in courses that satisfy degree requirements. The remedial course may be taken twice. (CFR 2.2)

UPC has developed an Educational Model, which specifies general core competencies and program specific competencies. UPC understands competencies to be the set of cognitive (knowledge, skills, capacity and behavior) and non-cognitive (values and attitudes) resources that allow a person to efficiently carry out a task, meet a goal, develop a project or solve a problem in different contexts. (CFR 2.2)

Each program at UPC develops a Program Design Summary (PDS), sometimes called an Articulated Curricular Plan, which is a complete and thorough articulation of the outcomes and requirements for each program. The PDS specifies, for each undergraduate and graduate program, mission and vision, its specific program learning outcomes and core institutional learning outcomes (general competencies), with definitions for each outcome. In addition, the PDS specifies any co-curricular learning opportunities that align with any core or specific competencies. The PDS provides a semester-by-semester roadmap for students in the program; it specifies for each semester the list of courses the student should take and, for each course, whether it counts as a general education course or a program specific course. In addition, the PDS contains a course alignment matrix, which shows for each program course, which core

competency and specific program learning outcome it aligns with. (CFR 2.2) All Program Design summaries are available to the student in the new 2016 Student Handbook.

Peruvian University Law No. 30220 requires 35 credits of general education (GE) and 165 hours of program specific courses within each baccalaureate and *licenciatura* program: 48 credits for the master's degree and 64 credits for the doctorate. Because the 35 units of general education are woven into the degree program, GE courses are different for each academic program. The program curricular committee identifies the courses which count towards GE. (CFR 2.2a)

GE courses as well as program specific courses may align with general core competencies. General core competencies include innovative thinking, citizenship, critical thinking, written communication, oral communication, information literacy, and quantitative reasoning. These general competencies are shared by all UPC programs and integrated into all program curricula. Together with the program specific competencies, the core competencies provide a significant portion of the content and structure for the curricular map. (CFR 2.2a)

As described above, student achievement of general competencies begins with general education and continues through all courses until graduation. Specific competencies are defined by the degree-conferring program and students may achieve these competencies at the pre-beginner (0), beginner (1), intermediate (2), or advanced level (3), if undergraduate, or at an exemplary level (4), if graduate.

All 25 graduate programs have business leadership, global vision, and decision making as learning outcomes and an additional specific program outcome. Each program is defined by these outcomes and students are assessed based on the achievement of these outcomes at an exemplary or expert level. (CFR 2.2b) Advanced program courses may be aligned with an advanced level of achievement for a program specific competence. A student who completes an

advanced course in a degree program is expected to achieve a program competence at an advanced level. (CFR 2.2a)

A bachelor's degree is required for admission into a graduate program. In addition, the applicant provides a curriculum vita, a learning-outcomes assessment, an essay or statement of purpose, and must participate in an interview. Learning outcomes are made available through the Student Handbook. Each course syllabus has the general and specific competencies that are developed in that course. A new plan to communicate requirements and learning outcomes is being implemented as of spring 2016. (CFR 2.3)

The Office of Curriculum Development and Assessment has prepared a strategic plan for assessment for the years 2014-2018. Approved by the Office of the Vice Rector of Academic Affairs, this four-year timeline includes the measurement of all of UPC's general competencies and a number of assessment cycles for the specific competencies of each major. Currently, the assessment of the general competencies includes written communication (2014-2), information literacy (2015-1), quantitative reasoning (2015-1), and oral communication (2015-1). The Office of Curriculum Development and Assessment, working under the Educational Quality Department, leads assessments of general competencies with faculty members from various programs. Faculty are charged with the preparation of rubrics, the evaluation of results from each program, and the design of improvement plans. (CFR 2.4)

The assessment reports for the general competencies of written communication and information literacy were reviewed as part of the visit. The assessment plan design begins with a team of faculty who specify the method, tools, and number of samples to be collected and from which campuses. A team of faculty members assesses the samples, and the results of the assessments are made available clearly and graphically in the reports. On the basis of assessment results, an action plan is proposed. The action plan includes the goals, the actions to be taken to

achieve each goal, the resources available for carrying out the plan, those individuals who will be responsible for carrying out the plan, the date of plan implementation, and when the results will be made available. (CFR 2.4)

Assessment planning and implementation for program specific outcomes is similarly thorough. Annual assessment of specific program competencies is made by a committee of program faculty who determine the levels of competency achieved by its students, while a committee of university faculty determines the level of student achievement for general competencies. Annual assessment reports for specific program competencies assessment follow a comprehensive template divided into four sections: Section 1. General Information, Section 2. Methodology, Section 3. Results Analysis, and Section 4. Discussions and Suggestions. Section 3 provides a summary of the results of applying rubrics for specific competencies to student work. It is worth noting that the results are stated in terms of the percentage of the sample of student work which reached the level expected by the program, thereby indicating benchmarks established by the program faculty. In Section 4 of the annual report, the program faculty must describe an action plan based on the assessment results as well as provide suggestions for the assessment process. As with general competence reporting, the action plan describes changes to be made on the basis of assessment results in order to improve student achievement of learning outcomes. A review of a sample of annual assessment reports indicated that this closing the loop phase of program assessment may include changes in course content, changes in assignments, changes in the assessment process, changes in the definition of the competency, increased faculty involvement, increased student involvement, and a new rubric design, to name a few. (CFR 2.4)

The controlling academic document for each program is the Summary of Curricular Design and Articulation and, as such, becomes the resource from which annual assessment work is developed. The Summary includes the program's mission and vision, characteristics of the

target student population, the general learning outcomes, the program specific learning outcomes, any co-curricular learning opportunities which align with institutional or program specific learning outcomes, and a matrix showing the alignment between courses, specific program competencies and the level of the specific competencies which students in that course will achieve. (CFR 2.4) Annual assessment plans for program specific competencies are designed and implemented on the basis of the Summary of Curricular Design and Articulation and its alignment matrix.

Faculty involvement and control of the assessment process has been encouraged through the UPC Assessment Academy. The inaugural Assessment Academy occurred during fall 2015 with 110 faculty participants. The express purpose of the Academy is the training of assessment experts for each degree program and, with this goal in mind, program representatives are taken through a series of workshops. Relevant topics include what is assessment and how to implement it, how to elaborate a competency assessment rubric, how to understand and interpret rubric results, how to understand and use assessment results, and how to analyze data, share results, and implement action plans—all the necessary elements to understand assessment design and implementation. (CFR 2.4)

A meeting with 10 employers who place UPC students in internships and employment opportunities revealed that across the board, students from UPC have more to offer than students from other Peruvian institutions of higher education. While students from other institutions may have excellent technical skills, students from UPC bring those same technical skills as well as soft skills, such as the ability to adapt, collaborate, and innovate. In addition, UPC regularly reaches out to the employers and asks how it can better prepare students. In the spirit of continuous improvement, UPC has adapted curriculum to new needs. (CFR 2.4)

UPC provides a rich and varied educational environment that promotes student learning.

Students report uniformly that faculty members integrate active learning strategies and that they apply their knowledge and skills outside the classroom in service learning and volunteer opportunities. Students can and many do engage in semester abroad programs and in shorter learning experiences set outside the country. The new 2016 Student Handbook specifies that all students are required to take four internship units: “Students of all regular undergraduate study programs offered at UPC, except for students of the Psychology and Health Sciences academic programs, must meet four (4) pre-professional internship credits to obtain a Bachelor’s Degree” (p. 135). Students in psychology also intern but are able to demonstrate the outcome level achieved in competencies from the professional (rather than the pre-professional) profile. Internships allow students to practice, generalize, and apply what they have learned in courses linked to their professional field. (CFR 2.5)

UPC sets higher standards for student achievement than is typical in Peru. Notably, UPC sets a higher standard for achieving a course pass than other Peruvian universities. The typical grade for a course pass is 10.5/20, but UPC sets 13/20 as its standard. All student activities are evaluated and students are given feedback within two weeks. Evaluation criteria are included in the syllabus. (CFR 2.5)

UPC intends that each student will have a Graduate Student Profile at the time of graduation providing a report on the student’s achievement of competencies. At the time of graduation, a Graduate Student Profile will be prepared for each student indicating the student’s level of achievement for each general and program specific competency. Programs are in the early stages of providing Graduate Student Profiles. Developed by faculty and now being piloted in six programs, and the number of students for whom profiles have been provided is small. It remains to be seen how this will scale for the numbers of students enrolled at UPC. (CFR 2.2a)

The intent is to assess student performance through the use of a capstone course or project and to

determine where the student falls in one of three levels of competence. The nature of the specific academic program will determine whether the program will need to develop one or many capstones, or one or many projects. (CFR 2.6)

Course syllabi contain statements of the university's mission and vision, as well as the general competencies with which the course is aligned. Course outcomes as well as module outcomes are described, conveying clearly to the students the knowledge and skills they will be expected to achieve and how their course performance will be evaluated. The Course Instructional Design, prepared by a team of faculty, is a tool or guide that determines which student activities should be performed in each class. (CFR 2.6)

A Program Review Procedures Manual has been developed. It specifies that the program review process will consist in a program self-study, external review by peer evaluators, and implementation and evaluation of improvement actions. Together with the Program Review Content Guide, the Program Review Procedures Manual provides detailed information and instructions for the program review procedures and material content as well as reporting templates. (CFR 2.7)

A program review calendar has been constructed. In 2014 an initial program review pilot for six programs occurred. This pilot group has been supplemented in 2015 with five additional programs. 32 programs have been scheduled to begin reviews in 2016. A staggered program review calendar from 2016-2018 has been established for these remaining programs. Early results from the 2014 pilot of the program review process indicated opportunities for significant improvement. UPC has acted on the information provided as a result of the review, creating a position to oversee all program reviews and recognizing the need for key data on demographics, enrollment, attrition, retention, and graduation. Key data will be provided to the programs by OIRE, established in 2015. (CFR 2.7)

Samples of program reviews were reviewed during the visit (i.e., undergraduate programs in economics and international business; communication and marketing; and the graduate program in senior management). For co-curricular programs, the Office of Student Life's program review was reviewed. Each program review was a complete and thorough reflection and evaluation that included a description of the program review committee, a complete self-study, an external review report, an improvement plan, and an evaluation of the improvement plan results. Each self-study provided a general description of the program; a detailed description of the faculty, their credentials and activities; the program curriculum, syllabi and any assessment activities; a description of the students (see more following); resources; findings and recommendations. The description of students includes their socio-demographic characteristics, enrollment and attrition, retention strategies and graduation, a student satisfaction score (NPS), information on student research, enrichment, and international experiences. Assessment results are being integrated into the program review process and are used to make the case for changes and requests in the program. The improvement plan captures the closing the loop aspect of program review and represents an agreement between the program and administration for improvements to be made going forward. The evaluation of the results of the improvement plan describes the program's progress in carrying out its plans for improvement. (CFR 2.7)

The Office of Student Life seeks to develop four co-curricular competencies for UPC students: 1) leadership, 2) self-development, 3) social initiative, and 4) global vision. The global vision competence, for example, is encouraged through activities such as mini-international trips, participation in the Model United Nations (UN), and bringing international speakers and events into the classroom. Results of the review indicated that, while occurring in a co-curricular area, the series of co-curricular activities enhanced the academic success of the students. Other co-curricular activities available to students include university workshops, athletics, volunteer

activities, Friday afternoon special interest groups, and study groups. Friday afternoon special interest groups may include, for example in music, concert guest bands and music school bands.

(CFR 2.7)

Scholarship and Creative Activity

Peruvian University Law No. 30220 encourages faculty research and knowledge expansion and UPC aspires to increase all forms of faculty research, publications, and funding. The UPC 2016 Student Handbook articulates the university's policy on research for both students and faculty (pp. 100-3). In response to the law, the vice rector for academic affairs is now responsible for academic affairs and research, with the research director reporting to the vice rector. UPC aspires to increase the presence of its faculty members in local and global research networks. Faculty research is encouraged through the use of financial incentives available to all full- and part-time faculty and through the creation of the position of research professor. Internal research funding is available to faculty through a competitive process. (CFR 2.9) Early indications are exciting. UPC has been host to a number of national and international conferences in 2015. The number of publications has seen year over year increases: 32 (2013) to 60 (2014) to 110 (2015). Additionally, student participation in research and publication of research results is encouraged. UPC aspires to increase the number of students who initiate research, graduate with theses and produce scientific publications. (CFR 2.8)

Student Learning and Success

UPC recognizes the importance of improving the educational experience for its students and its role in promoting student success. Preliminary results from student surveys led to the identification of academically vulnerable students and the implementation of counseling programs and workshops on learning strategies and personal development. The OIRE was established in 2015 in order to foster institutional research efforts and provide data on its

students. As a result of early data on attrition, a position to oversee student retention was created, the number of faculty advisors was increased, a mentoring program was developed, the tutoring program was improved, and workshops were developed. Preliminary results for the predictive model are expected in July 2016. (CFR 2.10; see also CFRs 1.6 and 2.13)

The Office of Student Life is responsible for creating a rich variety of learning opportunities promoting the achievement of four co-curricular competencies. The competencies must be achieved as part of the students' graduation criteria. As described above for academic programs, the co-curricular area has designed a plan for co-curricular competencies, thus providing a controlling document for the area. In addition, it specifies each of the student learning opportunities through which students will be able to achieve the co-curricular competencies. Students are required to complete four credit hours of co-curricular activities. The first pilot assessment of student achievement of co-curricular competencies began in 2016. (CFR 2.11)

UPC acknowledges the need to improve its retention and graduation rates for students. Information about academic programs, available on the UPC website and in the 2016 Student Handbook, should help their effort. (CFR 2.12) A thorough resource, it not only provides the academic plan for each program, it also provides a comprehensive compendium of information regarding, among its topics, student services; academic counseling; tutoring; vocational and personal counseling; disability support services; tuition and fees; scholarships and financing; policies, regulations, and procedures; administrative information; and security. Faculty members also provide advising on course selection and scheduling. The wide variety of student support services include offices to serve the new freshman student, for counseling, financial aid, career services, international opportunities, advising for student athletes, and the library. (CFR 2.13)

All support services are available to transfer students, other than those specifically for freshman. Students may transfer up to 50%, if the course content is at least 75% equivalent to a UPC course. (CFR 2.14)

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability.

The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.

The team found that Universidad Peruana de Ciencias Aplicadas demonstrated evidence of compliance with Standard 3 at a level sufficient for Initial Accreditation. Only the Commission is authorized to make the final determination as to whether or not an institution is in compliance with the Standards. The team found that the core principal of Standard 3 was understood and articulated as it applies to relevant operations. Additionally, UPC evidenced thorough and widespread implementation of structures and processes with a sustainable commitment to Standard 3.

Faculty and Staff

UPC has identified four categories of faculty within the institution: full-time, half-time, part-time, and research professor. Full-time faculty members are defined by a teaching and administrative load that cannot exceed 40 hours per week, and these faculty members are salaried with benefits. Half-time faculty members are dedicated exclusively to teaching with a workload not exceeding 20 hours. Part-time faculty members teach and participate in academic coordination with a workload that does not exceed 23 hours per week. Research professors have

a teaching load of 9 hours per week, and a research load of 30 hours per week. Part-time and half-time faculty members are paid on an hourly basis and do not receive benefits. (CFR 3.1)

Peru's recently approved University Law No. 30220 requires institutions of higher education to employ 25% of the faculty on a full-time basis and also requires 100% of the faculty to hold, as a minimum, a master's degree by the year 2020. The new criteria are consistent with the WSCUC criteria for employing a sufficient number of qualified full-time faculty members to achieve the institution's educational objectives and support its academic programs. (CFR 3.1)

At the end of 2015, the UPC faculty totaled 3,988 members, of which 261 were full-time (6.5%) and 3,727 were part-time faculty (93.5%). UPC has established a plan to increase the number of full-time faculty to 25% of the total by the end of 2016. In order to achieve this, full-time faculty would increase from 261 to approximately 830, with a corresponding decrease in part-time faculty. The institution's plan is to draw from the part-time faculty ranks to fill the demand for full-time faculty. This strategy is achievable because there is a sufficient pool available, and the transition is eased because the relationships already exist. Part-time faculty members understand the institutional expectations, and the institution has already vetted the faculty members to assure commitment to the educational mission. It is recommended that UPC meet its goal of increasing its full-time faculty to 25% in order to achieve the institution's educational mission, and to support its programs and operations. (CFR 3.1)

The requirement to elevate faculty qualifications presents a challenge because of the insufficient labor supply to meet this new standard. It is further exacerbated by the fact that all Peruvian institutions must meet the requirement and competition for qualified faculty will be fierce. UPC's plan is to have 85% of the faculty hold a master's degree and 15% hold a doctorate degree by 2020. The institution recognizes the challenges presented by the new law and strident efforts are underway to identify and recruit qualified faculty from other institutions by offering

competitive salaries, while also encouraging existing faculty to earn a master's degree from other institutions external to UPC. The institution intends to provide financial support to individual faculty members as incentive to complete the degree. The institution has carefully analyzed the cost implications of this transition and is projecting the expense budgets accordingly (CFR 3.1; see also CFR 3.4).

UPC's academic program directors search for candidates through faculty referrals, from other universities, or at organizations where individuals may have the appropriate credentials and qualifications. Once identified, individual candidates are required to present a mock class and an evaluation by content experts and designated program faculty takes place. If hired, new faculty participate in a 2-day induction program, which includes meeting with other faculty and attending workshops regarding the institution's Educational Model, rules and regulations, and technology services. Each faculty member is evaluated through a comprehensive 360-degree review process each semester, which includes input from students (satisfaction surveys), program directors, and other faculty. Faculty members under review also provide a self-evaluation as part of the process. (CFR 3.2)

UPC requires all faculty members, whether full- or part-time, to complete pedagogical training: 20 hours per year for faculty teaching undergraduate courses and 6 hours per year for graduate school faculty. The goal is to ensure that faculty members develop the proposed competencies outlined in the UPC Educational Model that are then conveyed to students in the form of learning outcomes. Faculty development is also required as part of the evaluation process where improvement is needed. Staff members are provided training opportunities to improve performance and provide quality customer service. Faculty and staff embrace the opportunities provided to improve their effectiveness and expand or refine their skill set (CFR 3.3; see also CFR 3.2).

Fiscal, Physical, and Information Resources

In 2013 and 2014, UPC received unqualified opinions on the financial statements for each year. However, it is important to note that on December 31, 2014, UPC's statement of financial position showed a negative working capital of 104.7 million soles (70.2 million for December 2013 and 105.4 million for December 2012). UPC has also incurred long-term debt to construct new facilities at multiple off-campus locations, which are critical for expansion of enrollment and programs. The year-to-year strategy for addressing the ongoing negative working capital situation is to use tuition from increased enrollment, use a portion of the loan proceeds to settle current obligations, and recognize pre-paid tuition as revenue rather than as a liability. Economic and financial conditions have remained fairly stable over an extended period of time affording the institution a degree of predictability. Consideration should be given to rectifying this ongoing condition with the assumption that economic conditions may not be stable in the future and could cause disruption (CFR 3.4; see also CFR 3.5).

UPC has established an aggressive approach to enrollment growth to expand and sustain the operations through the addition of two new sites: Villa was established 4 years ago and San Miguel 1 year ago. Overall, UPC has achieved a remarkable total enrollment growth rate of 39.9% from 2013 to 2015, resulting in a corresponding revenue increase of 45.9%. The projected growth for total enrollment from 2015 to 2020 is reflected as 84.3%, with a corresponding revenue growth rate of 84.3% during the same period. The institution is almost exclusively dependent on enrollment for revenue, but UPC enrolls approximately 5% of the student demand market, and the potential for growth is aided by a 20% participation rate of the population in higher education. The institution has positioned itself to absorb significant growth by building out new campuses prior to rapidly expanding enrollment. As the institution's reputation for quality education grows, and the efforts to expand its reach throughout the country are

implemented, the long-term prospect for meeting revenue projections to sustain long-term viability is achievable (CFR 3.4; see also CFR 3.5).

It is noted that UPC is currently not disaggregating revenues and expenses for the off campus locations although there is capacity to generate reports manually to produce this information. As the sites evolve with additional students, revenues and expenses should be routinely presented in this fashion to ensure adequate resources are appropriately allocated to maintain quality and ensure educational effectiveness. It is anticipated that the student record system will be improved in the next year to help facilitate separate tracking capacity. In particular, the institution plans to install the Banner system replacing a self- developed system to record student enrollment, transcripts, and graduation. This implementation should ease the burden associated with manually upgrading the student records system when PeopleSoft financial system upgrades occur. (CFRs 3.4; see also CFR 3.5)

UPC's budget currently reflects earnings before interest, taxes, depreciation, and amortization (EBITDA). While there is no WSCUC requirement to present the budget with a net income calculation that includes these expense line items, it would be more consistent with how other WSCUC accredited institutions present budget information. The presentation provides more transparency with respect to financial health of the institution. The WSCUC CFR 1.7 regarding transparency in its operations applies in this circumstance. Upon request, a revised budget that reflects net income was provided, and it is clear that UPC is in a very strong financial position. (CFR 3.4)

UPC appears to have a strong record in providing technology resources, both through the library, and in classrooms and laboratories. The institution plans to transition away from personal computers to tablets for all technology needs including teaching and administrative. Visual evidence already exists in the admissions area where students have access to tablets to facilitate

their admissions applications and inquiries. UPC maintains an inventory of its equipment and utilizes a 3-year replacement cycle. It was stated that technology equipment obsolescence does not exist at this time. (CFR 3.5)

The facilities at the main campus, as well as at the off campus locations, have been constructed within the past 5 years. Classrooms, technology labs, and instructional labs are all equipped with state of the art technology, including specialized software for disciplines such as medicine. While these facilities are basically new, the long-term prospect for deferred maintenance may be enormous if they are not adequately maintained. A facilities maintenance schedule was provided, and there is a budget line for facilities costs inclusive of staff and maintenance. Based on visual observations, the buildings are new, and appear to be well maintained. Any significant issues related to deferred maintenance would not be experienced for another 5-10 years if adequate resources were not budgeted. The institution takes great pride in the aesthetics and functionality of the facilities, and it appears the upkeep and repairs are adequately funded. (CFR 3.5)

Organizational Structures and Decision-Making Processes

The institution has clearly articulated job descriptions for all leadership positions, and the credentials for the individuals holding the positions are impressive. UPC is moving toward a policy of requiring doctoral degrees for many of the leadership positions, in line with the efforts to increase qualifications for faculty members by 2020. There is evidence that training and annual evaluations are conducted to ensure accountability and improved performance. (CFR 3.6)

The institution has established administrative organizational charts that appear to facilitate appropriate communication and support effective decision-making. The CEO reports to the board, and the rector and CFO report to the CEO. The UPC bylaws reference a matrix

reporting relationship for the chief financial officer, but it is not in the context of supervision. The intent of that statement is that the CFO functions in a staff support role across the entire organization to coordinate uniform financial reporting and budget development activities. There are many committee structures that include faculty and program directors that are intended to address educational quality and effectiveness. (CFR 3.7)

UPC has a full-time chief executive officer and chief financial officer whose full-time responsibilities are to the institution. The chief executive officer reports to the board, and CFO reports to the CEO. The rector has primary responsibility for academic and student affairs with three vice rectors reporting directly to the position. There are a sufficient number of qualified administrators to provide effective educational leadership and management. Routine communication to staff, on-going training, and annual evaluations lead to effectiveness and a culture of strong customer service. (CFR 3.8)

In order to move towards WSCUC accreditation, the board was restructured in 2015 to ensure a majority of the governing board membership; 6 of the 11 members are independent, non-Laureate members. Laureate has expressed support for this endeavor and still maintains a presence on the board. The new structure allows the board to operate independently from the Laureate International Universities network, while maintaining compliance with local Peruvian law that requires certain responsibilities be retained by the shareholders. The governing board has taken steps to create four standing committees as part of its effort to establish a due diligence infrastructure: finance, planning and budget; financial audit; academic and student affairs; and governance. This new board structure facilitates the close monitoring and engagement with university financial and academic activities, promotes self-governance, ensures compliance with legal requirements, and allows them to exercise appropriate fiduciary responsibility. (CFR 3.9; see also CFR 1.5)

UPC engages faculty in various committees both at the institutional and program levels to address curricular modifications and alignment based on feedback from various stakeholders including faculty, students, and off-campus employers that provide student internships and permanent employment opportunities. Faculty members from the main campus meet weekly with faculty members from other campuses to coordinate on curriculum decisions, and to ensure uniformity between campuses. Faculty members in various disciplines that integrate general education curriculum to program degrees, such as humanities, also meet in cross-discipline meetings to ensure competencies are being achieved. After any changes are made, faculty members track the improvements in subsequent semesters to ensure the expected and desired student outcomes are achieved. Also, workshops are developed to address improvement plans. And finally, periodic program reviews are conducted to evaluate program effectiveness and assessment of student learning. (CFR 3.10; see also CFRs 2.1, 4.1)

There is no formal faculty senate, but the SICA engages with academic administrative leadership on curricular issues three times a year, serving as a quasi-academic governance structure. When the SICA meets, academic administrative leadership provides feedback in the form of advice and not directives. The quality management system of UPC has received a certificate approval by Lloyd's Register Quality Assurance to the Quality Management System standard ISO 9001:2015. (CFR 3.10)

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement.

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational

effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

The team found that Universidad Peruana de Ciencias Aplicadas demonstrated evidence of compliance with Standard 4 at a level sufficient for Initial Accreditation. Only the Commission is authorized to make the final determination as to whether or not an institution is in compliance with the Standards. The team found that the core principal of Standard 4 was understood and articulated as it applies to relevant operations. Additionally, UPC evidenced thorough and widespread implementation of structures and processes with a sustainable commitment to Standard 4.

Quality Assurance Processes

UPC has instituted two primary pillars to support and track progress on educational effectiveness: the Educational Model and the Integrated System for Academic Quality (SICA). The Educational Model covers principles, pedagogy, student learning outcomes, and faculty profiles, and baseline guides necessary to conduct academic activities at UPC. SICA's objectives are to regulate, monitor, evaluate and improve the academic quality of all UPC's programs. The team reviewed the processes that are available on UPC's website and the SICA Control Panel Results. The team also met with the SICA and attended a poster session on the SICA process—a process that includes continuous improvement, value chain, and support. Academic program review, 360-degree faculty evaluations, and audits are all part of these quality assurance processes. Forty-seven processes have been identified. A total of 28 internal auditors (program directors) have been trained in the process, and 10 additional auditors are to be trained each year. Examples of corrective actions that have resulted from this process include academic surveys and the 360-faculty evaluation system. (CFR 4.1)

UPC has expanded its capacity in institutional research to provide the needed data gathering and analysis. OIRE, while relatively new, has moved quickly to gather and provide data to support and enhance decision-making processes. The Department of Intelligence and Digital Innovation (DINS) carries out market studies to support decisions on new academic programs, as well as UPC's relative position in the educational market. Third party contracts also provide information on UPC in the education market. OIRE also provides data on student achievement, faculty performance, and program outcomes. The office is engaged in predictive modeling (e.g., at-risk students) to reduce the dropout rate and increase degree completion. OIRE has also developed a tracking system, the Institutional Dashboard that tracks and makes available to all academic authorities the information needed to respond quickly to issues of academic performance, program quality, and innovation. (CFR 4.2)

UPC's 360-degree faculty evaluation process is impressive. It is a comprehensive faculty evaluation process that includes student input, self-evaluation, and their professional development activities. This evaluation takes place every semester for both part- and full-time faculty. The students give feedback at the beginning of the semester so that areas of weakness can be addressed in a timely manner. Students then do a culminating evaluation at the end of the semester. In addition, each course selects a student delegate to represent the course. The students then meet with the program director and sometimes the dean as well to discuss opportunities for improvement. (CFR 4.2)

UPC's parent company, Laureate, requires all of their institutions to administer the Net Promoter Score instrument (NPS). NPS is an open-ended student satisfaction survey that entails listening, understanding, improving and communicating. NPS is administered annually electronically. While students are encouraged to respond to the survey, they are not required to respond. Rather, students self-select to participate. It is a standardized survey and managed by

external consultants. The results are used as part of the continuous improvement plan and shared with academic and administrative levels. The methodology is a virtual survey with three questions. Undergraduate, working adult study program, and graduate students all participate in this survey. Information for 2015 was collected via tablets at all campus sites between September 21 and October 31. The academic and study program directors and the consumer and market knowledge team compile comments. Data is disaggregated by program and by site as well as by undergraduate, working adults, and graduate students. The results from the surveys have resulted in an action plan to address the critical issues identified from the student feedback. The action plan includes what will be improved, a timeline and person responsible. (CFR 4.2)

Institutional Learning and Improvement

There is clear commitment at every level to establishing a culture of inquiry and evidence at UPC. Very detailed processes have been put in place over the past 2-3 years. There is a complex design of assessment of quality at every level and in every aspect of the operation at UPC. Academic programs, co-curricular programs, and student support programs are all engaged in continuous improvement processes. Quality assurance processes contribute to an environment that continuously gathers information, analyzes and interprets information for decision-making, monitors progress, and assesses results. (CFR 4.3)

UPC has a strategic plan in place and plans its budget around those strategic priorities. The strategic committee is a very large group that manages all proposals and initiatives, ensuring alignment with UPC's strategic priorities. The strategic committee also has responsibility to ensure that all decisions and projects going forward are communicated to their respective constituencies. (CFR 4.3)

There is significant engagement in assessment of teaching and learning by faculty and other academic support personnel. All courses have learning outcomes, as well as criteria for

success indicators. Program review has been instituted at UPC, and the institution has a timeline for completion of all program reviews by 2018. The timeline also indicates that reviews will occur on a 5-year cycle. One example of closing the loop is the Master of Business Administration (MBA) program review. The program review revealed that while students were completing their coursework, not all were completing the required thesis (83% course completion; 26% graduating). To address this issue, faculty created a capstone course that would support students with completing their thesis. (CFR 4.4)

Stakeholder engagement exists in almost all phases of the programs: program design, development of outcomes (program, course, and co-curricular), course design, and program review. UPC has strengthened this aspect of stakeholder engagement as a result of their self-study. All programs have advisory councils comprised of stakeholders: industry leaders, faculty, well-regarded professionals, alumni, and employers. The committees meet twice a year to review the strategic plan for the program, the future of the job market, the program's curricular map, and other issues that can contribute to program improvement. (CFR 4.5)

Students are considered primary stakeholders, and as such, are engaged in satisfaction surveys to give feedback with respect to the faculty and their academic programs. Students do faculty evaluation surveys twice each semester, as mentioned before. Once a year a program survey is administered to evaluate, from the students' perspective, their satisfaction with their program. Students provide feedback on the knowledge of the faculty, the learning outcomes, any changes in the program, availability of specialized resources, and activities related to social responsibility.

In each course section, a student is nominated as the class representative to participate in periodic meetings with the faculty course coordinator and the program director. These meetings

allow students to share faculty compliance with the course syllabus, for example. The students also provide feedback on co-curricular activities. (CFR 4.5)

UPC engages its multiple constituencies in institutional reflection and planning. These processes are based on data and evidence supplied by OIRE. The OIRE now houses a data warehouse that provides data for reflection and planning. OIRE also supports assessment of results that allow the multiple constituencies to determine the success of all UPC efforts. There is a representative strategic committee that consists of 120 members representing every aspect of the institution. UPC also engages in market studies to guide the development of new programs. The DINS is responsible for conducting strategic research, and sometimes contracts with other research agencies. (CFR 4.6)

UPC prides itself on building its reputation for academic excellence and innovation. Therefore, it follows that the faculty and staff are tuned to the needs and changes happening in Peru as well as internationally. UPC uses data to propose new and innovative programs. The institution takes into account regulatory, legal, as well as national, and international issues. Each new program is presented with a business case before being submitted to the rector and CEO. This process was confirmed in the interview with the strategic committee, which has a primary role in the managing this process as proposals move forward for ultimate decision by the board. Programs in dance and theatre, environmental science and veterinary medicine are currently under consideration. (CFR 4.7)

SECTION III. PREPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION

As the report indicated and the visit confirmed, the culture of quality is embedded in UPC. The processes and capacity that UPC has put in place for the Seeking Accreditation Visit are a strong foundation for the institution to continue its work in the below three areas.

Degrees Programs: Meaning, Quality, and Integrity of Degrees

UPC's mission aligns with its degree offerings in a clear and distinct way. Given the context of its mission to educate a Peruvian middle-class, UPC is transparent in its investment to make that experience worthwhile for its students. The institution has a broad student audience, a population that often comes to UPC with a variety of prior learning experiences. Learning outcomes are aligned to the institution's mission at every level and the curriculum is designed to support the learning outcomes. UPC will be able to build on the solid degree programs foundation as it moves through future accreditation stages.

Educational Quality: Core Competencies and Standards of Performance at Graduation

UPC has included each of WSCUC's five core competencies into its general competencies, and faculty play an active role in the assessment of the competencies. Mechanisms are in place to improve graduation rates—a high priority across the entire institution. UPC students are prepared for success in their personal, civic, and professional lives, and that they embody the values and behaviors that make UPC distinctive. UPC will be able to build on the solid educational quality foundation as it moves through future accreditation stages.

Sustainability: Preparing for the Changing Higher Education Environment

UPC understands its important role in Peruvian and international higher education. The institution encourages its faculty and staff to attend external conferences and workshops that focus on higher education issues and best practices. The institution is supported by an active

board, which navigates the higher education landscape with expertise and care. UPC is not only thriving in the present, but it continues to strategically plan for its future. UPC demonstrates that it is a learning organization throughout. UPC will be able to build on the solid sustainability foundation as it moves through future accreditation stages.

SECTION IV. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

UPC completed the Inventory of Educational Effectiveness Indicators (IEEI) form as part of its report. As discussed under Standards 2 and 4, the institution has robust assessment and quality assurance infrastructures in place and is directly measuring student learning. Using program capstones and thesis work, the Quality Education office and faculty members who have completed the UPC Assessment Academy, assess institutional learning outcomes. Program learning outcomes are assessed using a sampling of evidence from across all student work taken from courses aligned with program learning outcomes. Application of a rubric to the sample is in the hands of an expert-faculty committee and, as a best practice, excludes the professors of the selected courses.

UPC has provided substantial evidence that it has recently become fully engaged with planning for assessment and program review and which, when fully implemented, will result in a high institutional effectiveness and an improved educational experience for its students. It will be important for UPC to maintain its momentum and sustainability as it moves towards completely a full-cycle of all its programs as indicated on the IEEI.

SECTION V. FINDINGS, COMMENDATIONS AND RECOMMENDATIONS

UPC addressed the Core Commitments and the Standards in its report and as part of the site visit. The visiting team found that for all four Standards, the institution demonstrated evidence of compliance at a level sufficient for Initial Accreditation because UPC understands and clearly articulates the principles and intentions of each Standard as it applies to relevant

operations; and it evidenced thorough and widespread implementation of structures, processes, and forms that operationalize the CFRs with evidence of sustainable commitment. Areas for continued improvement are noted by CFR in the below Recommendations section.

Commendations

1. The team commends UPC for its innovative general education program.
2. The team commends UPC for its comprehensive and thorough 360-degree faculty evaluation process.
3. The team commends UPC for integrating learning outcomes assessment into program review in order to engage in continuous program improvement.
4. The team commends UPC for intentionally engaging faculty and staff to be part of the unique SICA quality assurance process.
5. The team commends UPC for engaging all stakeholders in the short and long term strategic planning processes.
6. The team commends UPC for its commitment to its mission—a mission that is meaningful at the local, regional, national, and international levels.

Recommendations

1. The team recommends that UPC clarify and improve efforts to make its retention, graduation, and evidence of student learning data more transparent and publicly available. (CFR 1.2)
2. The team recommends that UPC continue its efforts to improve student retention and timely completion of degree programs. (CFRs 1.6 and 2.10)
3. The team recommends that UPC continue its efforts to increase the number of adequately qualified faculty in order to support its programs and operations. (CFRs 2.1, 3.1)

APPENDICES

Four federal compliance forms

Credit Hour

Marketing and Recruitment Review

Student Complaints Review

Transfer Credit Review

Report on off-campus programs

Report of distance education programs

FEDERAL COMPLIANCE FORMS

OVERVIEW

There are four forms that WASCUC uses to address institutional compliance with some of the federal regulations affecting institutions and accrediting agencies:

- 1 – Credit Hour and Program Length Review Form
- 2 – Marketing and Recruitment Review Form
- 3 – Student Complaints Form
- 4 – Transfer Credit Policy Form

During the visit, teams complete these four forms and add them as an appendix to the Team Report. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under federal regulations, WASCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-

(i) It reviews the institution's-

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than —

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WASC Senior College and University Commission's Credit Hour Policy.

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, where is the policy located? UPC website and in the 2016 Student Handbook (pp. 104-5)
	Comments: http://www.upc.edu.pe/en/regulations-and-policies
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? Two (2)
	What kind of courses (online or hybrid or both) Online and hybrid
	What degree level(s)? <input type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input checked="" type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s) Introduction to Historical Monuments (Blended); Marketing Management (Online)
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? Two (2) 2
	What kinds of courses? Clinical Practice I; Methods Engineering Laboratory
	What degree level(s)? <input type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)? Physical therapy; Industrial engineering
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? One (1)
	What kinds of programs were reviewed? Traditional, undergraduate
	What degree level(s)? <input type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)? Industrial Engineering
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Accredited by ABET.

Review Completed By: Susan M. Clapper

Date: April 29, 2016

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? X YES <input type="checkbox"/> NO
	Comments: Peruvian University Law N° 30220 scope.
Degree completion and cost	Does the institution provide information about the typical length of time to degree? X YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? X YES <input type="checkbox"/> NO
	Comments: Cost of attendance typically handled in person during admissions process; did not appear to be reflected in translated recruitment materials.
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? X YES <input type="checkbox"/> NO
	Does the institution provide information about the employment of its graduates, as applicable? X YES <input type="checkbox"/> NO
	Comments: This is a strength of UPC -- information regarding career placement and its networks with external employer stakeholders.

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Susan M. Clapper

Date: April 29, 2016

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? X YES <input type="checkbox"/> NO
	If so, is the policy or procedure easily accessible? Is so, where? 2016 Student Handbook (pp. 141-2)
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? X YES <input type="checkbox"/> NO If so, please describe briefly: Any student with a complaint or grievance can proceed in two ways: enter a complaint or grievance online http://contactoweb.upc.edu.pe/ or in person at the Student Information Desk at each campus.
	If so, does the institution adhere to this procedure? X YES <input type="checkbox"/> NO
	Comments:
Records	Does the institution maintain records of student complaints? X YES <input type="checkbox"/> NO If so, where? Vice Rector for Student Affairs (maintained for one year)
	Does the institution have an effective way of tracking and monitoring student complaints over time? X YES <input type="checkbox"/> NO If so, please describe briefly: All complaints received are directed to a confidential customer relations manager who logs the grievance into the book of grievances, directs to the appropriate area (e.g., enrollment, grades, harassment) and time window for responses and replies are started and tracked.
	Comments: Policy and procedures align with the Peruvian National Institutional Defense of the Consumer (Indicopi)

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Susan M. Clapper

Date: April 29, 2016

4 – TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? X YES <input type="checkbox"/> NO
	If so, is the policy publically available? X YES <input type="checkbox"/> NO If so, where? UPC website and in the 2016 Student Handbook (pp. 89-92 and pp. 114-5)
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? X YES <input type="checkbox"/> NO
	Comments: http://www.upc.edu.pe/en/regulations-and-policies

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: Susan M. Clapper
Date: April 29, 2016

OFF-CAMPUS LOCATIONS REVIEW-TEAM REPORT APPENDIX

Institution: Universidad Peruana de Ciencias Aplicadas
Type of Visit: Seeking Accreditation 1
Name of reviewer/s: Bonnie Paller, Steven Garcia, Susan M. Clapper
Date/s of review: August 26, 2016

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed¹. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

Villa Site
Av. Alameda San Marcos cuadra 2, Chorrillos
Lima, Peru

San Miguel Site
Av. La Marina 2810 Maranga, San Miguel
Lima, Peru

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a branch campus standalone location, or satellite location by WSCUC)

Villa Site (completed in 2013): 27 programs offered; 9,763 students; 88 classrooms; 19 computer laboratories; library; registrar's office; student services center; career services; counseling office; international office; student life; health center (among other facilities and services available).

San Miguel Site (completed in 2015): 32 programs offered; 4,745 students; 48 classrooms; 11 computer laboratories; library; registrar's office; student services center; career services; counseling office; international office; student life; health center (among other facilities and services available).

3. Nature of the Review (material examined and persons/committees interviewed)

Villa Site - Jose Luis Echevarría Olazabal, Executive Director of the Campus
Open meeting with Faculty
Open meeting with Students

San Miguel Site – Maria Cristina Risco del Rio, Executive Director of Campus
Open meeting with Faculty
Open meeting with Students

¹ See Protocol for Review of Off-Campus Sites to determine whether and how many sites will be visited.

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
<i>For a recently approved site.</i> Has the institution followed up on the recommendations from the substantive change committee that approved this new site?	n/a	
<i>Fit with Mission.</i> How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)	In alignment with its mission and vision, the off-campus sites are located in the various areas of Lima that allow for seamless student access. Barriers of travel or distance are reduced and UPC students have several options for where to attend classes. The off-campus sites have administrative and faculty representation through the organizational structure and are together in daily if not weekly meetings across the UPC campuses. Planning and operationalizing occurs under the same structures as with the main campus, through SICA and Planning and Development.	None.
<i>Connection to the Institution.</i> How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10)	Student integration into the life and culture of UPC was evident at both off-campus locations. While the physical spaces have similar characteristics for consistency or branding purposes, each campus did have its own identity expressed via the student and faculty meetings held with the team. All feedback from faculty and students was positive to the sense of being part of the larger UPC community.	None.
<i>Quality of the Learning Site.</i> How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)	<p>The Villa site was constructed within the last three years. It comprises approximately 42,000 sq. meters, 27 programs, and enrolls 9,763 students. The facilities include classrooms, computer labs, science labs, administrative spaces and a small library. All of the classrooms and labs are well equipped with computers and projectors. The software programs utilized in the various programs are state of the art. Students are totally engaged in activities and receive full administrative and academic support.</p> <p>The San Miguel site opened within the past year and comprises approximately 34,000 sq. meters, 32 programs, and enrolls 4,745 students. The spaces are equivalent in quality to the Villa site.</p> <p>Both sites appear to be well managed and the commitment to the students is evident.</p>	None.
<i>Student Support Services.</i> What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)	Both sites offer a full-range of the identical student services as the main campus. Access to library materials was noted as a positive from the students interviewed, including access to tablets in all classes and consistent instructional technology support. Academic advising was also indicated as a positive process, with tutorial services described as a faculty-led 2-hour and up to five students. The country's Beca 18 financial aid program has been able to encourage and bring students from the Peruvian provinces to UPCs Lima campuses, and those students expressed support provided by UPC with the	None.

	<p>transition from a rural to urban area. Counseling services are offered at the off-campus locations also.</p> <p>Students are encouraged and supported in their co-curricular activities as well at the off-campus locations. Not only is there a multi-campus designated time window set aside for Friday co-curricular activities (1-3pm), but UPC offers space in the form of classrooms or meeting rooms at the off-campus locations for activities to be held. Additionally, the sports facilities on the off-campus locations were comparable if not newer than the main campus. The team found that UPC also provides its own bus service for its students to move between campuses as needed.</p>	
<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)</p>	<p>The faculty make-up of the off-campus locations are similar to those at the main campus. Faculty also have the ability to move among the campus to teach their courses if they prefer. There are coordinators at each off-campus site whose responsibility it is to ensure scheduling transitions and communications to faculty remains fluid. All faculty have access to the same faculty development opportunities regardless of location. Faculty indicated complete confidence in the organization across campuses and the culture of working well together.</p>	None.
<p><i>Curriculum and Delivery.</i> Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)</p>	<p>Curriculum is designed and delivered in a collaborative manner, with faculty program representatives from all locations contributing to decisions that are then forwarded to each campus program director who meet to finalize the development of or changes to the curriculum. Faculty across all campuses collectively determine the course sequencing in a program and which courses are considered core and which courses are electives. This equitable representation occurs through feedback to each of the campus program directors from their faculty – and the program directors then meeting on a weekly basis.</p>	None.
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)</p>	<p>Retention rates are comparable to the main campus. Because these two sites are relatively new, no graduation data was available at the time of the visit.</p>	Yes. Update on retention and graduation rates disaggregated by off-campus locations.
<p><i>Student Learning.</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)</p>	<p>The same education model and assessment practices exists across all campuses (main and off-campus locations): general competencies and program competencies. Each program is defines its outcomes and students are assessed based on the achievement of these outcomes—equally across all campuses. Learning outcomes are made available through the Student Handbook. Each course syllabus has the general and specific competencies that are developed in that course.</p>	Yes. As the program review process is relatively new at UPC, follow-up on program review disaggregated by off-campus locations.

<p><i>Quality Assurance Processes:</i> How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)</p>	<p>The quality assurance processes for off-campus locations is parallel to the main campus and falls under the Integrated System for Academic Quality's (SICA) scope. SICA's objectives are to regulate, monitor, evaluate and improve the academic quality of all UPC's programs—at all campus locations.</p>	<p>None.</p>
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Distance Education Review-Team Report Appendix

Institution: Universidad Peruana de Ciencias Aplicadas
Type of Visit: Seeking Accreditation 1
Name of reviewer/s: Steven Garcia and Susan M. Clapper
Date/s of review: April 28, 2016

A completed copy of this form should be appended to the team report for all comprehensive visits to institutions that offer distance education programs¹ and for other visits as applicable. Teams can use the institutional report to begin their investigation, then, use the visit to confirm claims and further surface possible concerns. Teams are not required to include a narrative about this in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report. (If the institution offers only online courses, the team may use this form for reference but need not submit it as the team report is expected to cover distance education in depth in the body of the report.)

1. Programs and courses reviewed (please list)

Program: Master's Degree in Administration and Project Management
Course: Marketing Management

2. Background Information (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)

UPC offers five fully online distance education graduate programs with start date and student FTE indicated below:

Master's in Administration and Project Management (2011; 14 FTE)
Master's in Construction Management (2013; 17 FTE)
E-MBA (2008; 17 FTE)
International MBA (2011; 8 FTE)
Master's in Operations Management and Logistics (2011; 0 FTE)

The delivery platform for all online and hybrid programs is Blackboard (Bb) 9.1.201410.160373. With Laureate as UPC's parent company, the large-scale leveraging allows for the most current and up-to-date Bb LMS versions to be acquired and updated with great cost savings and currency.

3. Nature of the review (material examined and persons/committees interviewed)

The materials examined included graduate online course syllabi and the following UPC personnel:

Committees: Online Programs and Information Center
Individuals: Jorge Bossio, Director of Digital and Online Learning; Maria Isabel Cifuentes, Director of Educational Quality; Milagros Morgan, Vice Rector for Student Affairs; Oscar Talavera, Academic Director of Engineering Program (Graduate School)

¹ See Protocol for Review of Distance Education to determine whether programs are subject to this process. In general only programs that are more than 50% online require review and reporting.

Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
<p><i>Fit with Mission.</i> How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized?</p>	<p>Distance learning is captured within the UPC's mission and vision "to educate upstanding and innovative leaders with a global vision, who will transform Peru" and "to be at the forefront in higher education for academic excellence and innovative capability." Funding is included in programming budgets and planning is based on market need feedback from UPCs external stakeholders and student demand.</p>	<p>None.</p>
<p><i>Connection to the Institution.</i> How are distance education students integrated into the life and culture of the institution?</p>	<p>As all distance education students are graduate students and working professionals, the modality affords an option that is preferred over face-to-face instruction. Because UPC places a high priority on having and maintaining the most advanced technology, distance education students have the same access to services as on-ground students do.</p>	<p>None.</p>
<p><i>Quality of the DE Infrastructure.</i> Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?</p>	<p>UPC uses the most current Bb platform for its distance education programs. It has more than sufficient storage capacity with four servers. It has an established recovery process and an institutional repository.</p>	<p>None.</p>
<p><i>Student Support Services:</i> What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? What do data show about the effectiveness of the services?</p>	<p>The Library offers online support to distance education students from 7am-12am M-F, 8am-8pm, Sat, and 9am-7pm Sun. When not available, online email options are available and emails are responded to within 24 hours. Advising and counseling services are also responded to in the same timeframe.</p>	<p>None.</p>
<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality?</p>	<p>The majority of the distance education faculty are part-time and receive institutional support to deliver the programs via faculty development, workshops, LMS design sessions, and student learning strategies. Faculty are also supported by the Online Committee which includes faculty members in addition to the director. Faculty in both the sciences and the humanities recently saw a need for more online courses, and were supported by their program directors to move to the courses to the LMS and trained to teach the course with best practices.</p>	<p>None.</p>

<p><i>Curriculum and Delivery.</i> Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)</p>	<p>The program director coordinates with the Digital Online Learning director and the Educational Quality Office to determine the courses and programs that will be delivered online. Faculty are involved in the process and are supported and trained to become the “authoring professor” of the course syllabus and teaching design (a template created for each course that includes interactive teaching strategies, course learning outcomes, and examples of active learning.</p>	<p>None.</p>
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions’ online offerings? If any concerns exist, how are these being addressed?</p>	<p>Retention rates are similar to the on-ground programs with a range from 93-43%. Graduation rates range from 62-14% -- and are higher than those found in traditional on-ground programs.</p>	<p>Yes. Progress on retention rates – and progress on the variance between program completion and program graduation rates.</p>
<p><i>Student Learning.</i> How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? What are the results of student learning assessment? How do these compare with learning results of on-ground students, if applicable, or with other online offerings?</p>	<p>Both on-ground and distance education faculty are involved in the curriculum and development of assessment. The assessment of SLOs, PLOs, and ILOs occurs equitably across the distance education and on-ground programs. Learning outcomes are made available through the Student Handbook. Each course syllabus has the general and specific competencies that are developed in that course.</p>	<p>Yes. As the program review process is relatively new at UPC, the distance education programs have yet to be included in or have a stand-alone program review. Follow-up on program review status of distance education programs in the future.</p>
<p><i>Contracts with Vendors.</i> Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on <i>Contracts with Unaccredited Organizations</i>?</p>	<p>With the Laureate parent company’s consumer strength, contracts exist with Blackboard, Aleph, and OCOC (for library and info literacy purposes). All courses are developed and delivered by UPC faculty.</p>	<p>None.</p>
<p><i>Quality Assurance Processes:</i> How are the institution’s quality assurance processes designed or modified to cover distance education? What evidence is provided that distance education programs and courses are educationally effective?</p>	<p>The quality assurance processes for distance education programs is parallel to the on-ground programs and falls under the Integrated System for Academic Quality’s (SICA) scope. SICA’s objectives are to regulate, monitor, evaluate and improve the academic quality of all UPC’s programs— distance education and on-ground.</p>	<p>None.</p>