

CLADEA
Guide to
Responsible
Business
Education in
Latin America

Edited by **Mariella Olivos Rossini**

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The program reform as a responsible improvement process

Case: Program of Business Management

Uriel Bustamante Lozano¹ ubustamantel@unal.edu.co

Juan Manuel Castaño Molano² jmcastanom@unal.edu.co

The changes and developments occurring nowadays in management faculties, and particularly within Business Management programs, constitute a value system, regulations and actions that allow the connection of means and purposes that influence the faculty's governance, the academic and administrative policies and, therefore, management procedure and senior management.

To systematize these processes in a way that the advantages, the trends and the patterns can be detected, implies having as a reference the significant changes seen in education processes and their guidelines, as specified in agreement 033 of 2007 of the CSU (Consejo Superior Universitario/Higher University Council), in the Management Faculty of the National University of Colombia, Manizales branch. This will generate the opportunity to carry out an analysis that shows the purpose of education not only as enabling an ideal and efficient work life, but also as the path to obtaining a diploma.

Keywords: assessment, program reform, academic, institutional

1 Associated Professor, National University of Colombia, Manizales branch

2 Associated Professor, National University of Colombia, Manizales branch

Introduction

To assess the implementation of the reform is not an easy task, since the first challenge is to go through multiple analysis levels, facilitating the information provided by the indicators. The second challenge is to design the tools used in data and analysis collection, which could allow for the designation of institutional achievements, going up to a very high level.

The third challenge is to identify and define the assessment results, though it might seem evident that these should relate to the established referents of the academic reform, as proposed and explained in the academic regulations, these could also include the dimensions that conform the institutional area.

In order to solve these problems, the assessment criteria were compiled, compared and complemented, based on the components that were established by the reform, and also, with the self-assessment model defined by the National Council for Accreditation (CNA), which is an entity that defines the structure of the model and the quality accreditation process, and also takes care of approaches to self-assessment, focusing on education practice.

The assessment of the reform offers a wider panorama, as well as a detailed view of specific aspects of the different analysis levels established in the components and factors; this allows for the establishment of patterns and trends in implementation, regulation, exchange and communication modes between the institution and the academy. It also evinces the steps required for the implementation of the new education processes that have been proposed, leading to the strengthening of the academic program, allowing the establishment of a basis for the consolidation of professional work, and therefore strengthening the procedures used by senior management.

Development

Some of the aspects that constitute academic reform, and that are the subject of assessment are: the implementation of a credit system; the renovation of pedagogical methods; movement toward more complex learning levels; the fragmentation and disarticulation of the content and assignments within programs; the inflexibility and flexibility of the syllabus; the prerequisites of programs; the schedule of assignments; comprehensive education; the relationship between the basic and more complicated components; the new structure of the syllabus; and student mobility.

From this view, the assessment is structured from two dimensions that are connected: academic processes and institutional structure. As stated by the professor Antanas Mokus: “without academic processes, the institution would be an empty shell; without the formal layer (administrative, organizational and institutional),

the academic processes will not result in a group of integrated and continuous actions, guided toward changes and tasks”.

The connection between academy and institution in the assessment resumes the discussion about the procedural aspects of teaching activity and of education, as factors that generate new problems associated with new thoughts, knowledge and fields of education, where picturing knowledge construction—as well as methods of organization and academic management for educational purposes—are presented as a necessity; therefore, based on evaluation, the most important problems that affect the relationship between the academy and institution were exposed.

The articulation between academy and institution within the assessment is practical and functional, since the assessment as a practice establishes a connection with institutional factors, which is essential for projecting and justifying a new academic and curricular order; this must be seen as an emerging space, since it changes the limits and boundaries of knowledge, which are defined and distributed in the academic, curriculum, management and organization chart.

To summarize, the assessment of the reform allows knowledge, as well as curriculum and pedagogic development, to be organized and updated; a better joining of and correspondence between processes and actions of research and education within society; the establishment of relationships and interactions among the curriculum processes and the academic units that are responsible for the agreement of academic changes and obligations.

Methodology

With the purpose of knowing the implementation status of agreement 033 of 2007 of the Higher University Council, a questionnaire was designed around the requirements of the rule, which was articulated and complemented with the structures established by the CNA, in order to determine the accreditation process of the programs of higher education. The collection of data was carried out taking into account the aforementioned parameters, which allowed the organization, classification and categorization of the data.

The structure of the assessment model (assessment matrix) is based on the factors that organize the gathering and analysis of information, such as bibliographic and statistical sources, with the purpose of offering a general view of the implementation of the reform.

The assessment matrix allows the proper recording of information, as its purpose is to organize data, as well as offer a comprehensive view; this makes possible the self-assessment, regulation and analysis processes, and likewise allows for the adjustment of the matrix.

Excel was used for the systematization and consolidation of the information. This also allowed for classification of the information and for creating the relation,

comparison and classification processes, in order to set up a technically comprehensive framework that was suitable to obtain the first conclusions, which were considered as preliminary; hence, it was necessary to perform a further analysis, based on the triangulation process.

Through the triangulation process, the gathered and categorized data were grouped and organized by component, factor and characteristic, allowing them to be interpreted. The interpretative-understanding process shows on one hand, the relationship between the categories and primary conclusions, and on the other hand, the contrast with the theory referents of the assessment, which enable further discussion of the results.

Results

See also Matrix, Annex 1.

Definition and purpose of the education levels

An obvious purpose of the reform was to structure the content of the academic processes, taking the curricular area as a referent, and an organization body or a mechanism as a context where all of the education activities are developed. This area has a double function: it is a knowledge and academic area that facilitates curriculum integration, which is the support for the curricular and administrative management.

The curricular area that integrates knowledge contents “is a group of curricular programs that are related and that could be grouped, since their epistemological basis belong to a common field of knowledge”. Regarding the educational purposes of the university, it promotes all of the educational processes, containing specific information, concepts and scores, as well as core activities, which are grouped in methodologies and epistemological traditions.

The curricular area states the classification principle of the knowledge, with respect to its suitability for education purposes, and teaching and learning processes. It defines what is to be taught and learned, and it allows the curricular programs to be gathered and integrated; this is facilitated through the education components and the assignments that conform to the “curriculum”.

The curricular and academic area, in the search of a perspective that surpasses the vision of a strict regulation, seeks a close articulation between curricular items and creative development in several scholarly practices, in didactic products, and in redefinitions of the learning-teaching processes.

Though regulation is important, since it provides the institutional conditions that open doors for new curricular proposals, sticking strictly to it could cause a lack of adaptation to the changing and complex context that generates a suitable

scenario for exercising empirical management, thus neglecting the strategic level, which, even though it has given some results, does not favor the assumption of the changes in the educational reform.

The reform is based on a process with several constraints, which must be adapted to the regulations that limit and rule the process (legitimation context), and to institutional restrictions (sense of context and feasibility). When articulated, these factors could empower the change process by appointing the most necessary guidelines for strengthening the education process, which influences academic direction, critical training, social engagement capacity, personal growth, scientific rigor, professional ethics, creativity, leadership capacity, and entrepreneurship in the education process that is offered.

Education strategies

The structural basis of the reform is articulated through the principles established for the education process, but the management processes are not very closely related to the education processes. The institution's function should be to develop a stronger relationship with pedagogical matters, and the management structure must serve the education and pedagogic structure: in this way a better coherence between the management function and the education purposes would be established. The power of the management criteria must not rule the pedagogic principles; on the other hand, it could be affirmed that many reforms take place without major modifications, which generates tension between management and the requirements of education.

Though there are several management processes, there are some issues that waste time, such as: division, individual work, and an excessive workload, meaning that the academic-administrative management end up concentrating only on matters that need to be taken care of immediately. Therefore, it is necessary to generate a new management approach that results in cohesive and pedagogic management functions, with a clear management purpose, that is: articulating the institutional system with pedagogic matters.

Executive management requires the exercise of pedagogic management, taking an interest in issues such as: the performance of the students; guiding the management of organization resources; improving the standard of education; and the formulation of plans to improve and ease the teaching work. All of which means that this is a type of management that guides the organization toward the accomplishment of goals and education purposes by creating spaces for pedagogy, methodology and assessment collaboration.

There is uncertainty about the management processes generated by the reform that proposes an open curriculum, since this type of curriculum does not only become a curricular model, but it also activates a pedagogic structure that supports it.

The reform has also accomplished other positive aspects, in the articulation of pedagogic strategies within the education process, such as: efficient leadership

focused on program quality; curricular organization and articulation; creation of an educational project; and the use of performance measurements as a basis for the evaluation of programs.

The reform requires the implementation of pedagogic strategies that optimize and improve the quality of education processes, which is a constant challenge in teaching work; this creates a justification for the necessity of modifying pedagogic strategies that come as a result of the process of transformation and development of knowledge.

The current situation reveals the existence of disciplined academic training in an interdisciplinary context, as it is the program, which could be considered as an advantage for prompting dialog as a basic strategy for the development of the sessions and of their contents; it is thus possible to collect the students' academic resources. The reform turns these resources into activities that go beyond the classroom: that is to say, education processes that apparently begin in the classroom, but that strengthen the relationship between the professor and the student, with casual conversations and with the development of activities that foster individual research.

The flexibility level of the education processes requires the capacity of the students to define, within the constraints of the academic program, their own schedule for learning; that is to say, to choose between different types of knowledge based on their own extracurricular academic interests, which are generated by the students and guided by the professors.

In order to achieve these objectives, the curricular reform establishes two components for the curricular structure, such as: the rationale component, which guarantees a basic and comprehensive academic training, related to research capacity and to the creation of a better way of thinking and relating concepts; and the field component, which is focused on systemic training for a specific field. This component, along with the rationale component, contributes to creating a comprehensive education. From the conceptual view, it is understood as the expression of a wide field of knowledge that includes the autonomy and diversity of correlated disciplines.

Evaluation and pedagogic training

Every academic and curricular reform makes it necessary to create and use tools that can perform monitoring and evaluation activities, such as: inventories; diagnoses; evaluation methods; social and cultural indicators; environment awareness and training processes; and establishing the constraints for resource utilization. Furthermore, it contains powerful and effective strategies that help individuals to perform political and social changes.

As a result, the assessment involves several activities, all of which are based on its double nature, focusing especially on the challenge of showing a new paradigm that avoids the isolation of fields of knowledge, with the purpose of creating a new

concept for integration, in order to overcome the obstacles put in place by traditional knowledge.

Taking over this responsibility implies the solving of specific problems, which requires a proper understanding of the university context, and thus, of creating administrative and management tools that allow the construction of the philosophical, epistemological and pragmatic arguments of the reform, through the articulation of four aspects:

1. An axiological system of values and purposes that guides the actions and allows the philosophical, epistemological and pragmatic arguments of the reform to be stated.
2. A theoretical view, to systematize these values and purposes, articulating them to curricular and academic processes, based on philosophical epistemological, pragmatic, political, and economical factors, which constitute the material conditions, the potential, and the reasoning that supports its construction.
3. To generate technical, operational and functional connections between the social objectives and the material basis of the development, through a system of efficient means.
4. To construct a diverse system of meanings, that does not operate under homogeneous values or under a general logic, is coherent with the social and productive practices, and is related to potentials within the educational context.

Conclusions

The evaluation opens new doors for the process of developing new ethical principles and new curricular and academic potential, with the purpose of transforming the methodological strategies that guarantee the relationship between theory and practice, and also the participation in activities within the educational context, considering the education policies as an organized field, which allows the attainment of the social, political, cultural, and economic relevance that the social context requires.

It is about recognizing both the best way of carrying out activities and that identifying opportunities and making accurate decisions is essential in educational and management endeavors; it also highlights the role of responsibility in the construction of ethics, leading to consideration of a less complicated way for the obligations of professionals to be fulfilled within the curricular reform.

The curricular reform searches to complement and to strengthen, from a theory–practice dynamic, the concept of evaluation, given the basis and approaches

of the educational management involved in the process of curricular reform. It also searches to promote—based on values and skills—new knowledge, framed in an axiology of strategies and techniques, as the university requires.

The basic demands of the university are not considered just to comply with the purposes of an organization, they are also useful for educating professionals who are aware of their social responsibilities, and who have greater capacities for considering diverse factors related to the decision-making process. We are sure that with this, the idea of having ethics that teach interesting sciences, but without educational purpose, will be excluded.

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Annex 1: Basic guidelines for the education process of the students of the National University of Colombia Manizales Branch through its curricular programs: monitoring by the academic management

See overleaf.

COM- PONENT	SUBCOMPONENT/ FACTOR	CATEGORY/ CHARACTERISTIC	QUESTIONS PER CATEGORY/ INDICATORS	INDICATOR	INFORMATION OF THE INDICATOR	REMARKS
	MISSION, INSTITUTIONAL AND PROGRAM PROJECT	Educational Project of the Program - EPP.	Decisions or agreements of creation of the curricular area	Educational Project of the Program - EPP and its strategies for discussion, updating and dissemination	The Educational Project of the Program on page number 5, refers an historical overview of the program, where it is mentioned that: "The program of Business Management of Manizales branch was created through the Agreement 224 of September 15th, 1965, of the Higher University Council"	Though the indicator does not particularly cover resolutions or creation agreements, the EPP can contain that information.
	ORGANIZATION, ADMINISTRATION AND MANAGEMENT	Organization, administration and management of the program	Organization chart (FACULTIES)	Organization chart of the faculty and the program	The Management of the program exercises a leadership, which routes the accomplishment of the guidelines of the Faculty and of the National University. The Organization and functions of the management are clearly stated by the Agreement 011. of 2005 of the Higher University Council, being the Faculty Council, the highest governance body.	
	ORGANIZATION, ADMINISTRATION AND MANAGEMENT	Management of the program	Do you find the organization chart of the Faculty responsive to the operation and function framework determined by the rule (Agreement 033 2007 CSU)?	Guidelines and policies guiding the management of the program, duly disseminated and appropriated by the managers, professors and administrative staff	On page 222 of the self-evaluation report, there is information related to this indicator.	
	ACADEMIC PROCESSES	Curriculum comprehensiveness	Which strategies are being carried out within the curricular area in order to integrate the education programs?	Description of the syllabus stating the dedication time and its articulation with different education levels (grad programs)	The day and night curriculum were structured, so that the student could be educated semester by semester, on each one of the career areas, providing spaces to study the free-choice assignments, that complement his education. The prerequisites and co-requisites were structured in a way that, when the diverse assignments are studied, the student complies with the previous knowledge, that ease the assumption of the challenges in them. For the day-time, the assignments are distributed along 10 semesters, while for the night-time, taking into account the schedule, they are distributed in 12 months, due to the course-load that a student can take during the evening.	Regarding grad programs
	ACADEMIC PROCESSES	Curriculum comprehensiveness	How are the education programs being articulated within the curricular area?		Likewise, the Agreement 037 of 2009 of the Academic Council states on article 11., that the options for the Final project for the Business Management Program will be research works, that include monographs, engagement in research projects, final project; outreach practices that consist on engagement in assistance teaching projects, business entrepreneurship projects, social projects and option for degree, which means the possibility of taking grad assignments.	
	ACADEMIC PROCESSES	Interdisciplinarity	How are articulated the Curricular Areas that comprise the faculty? (INFO ACADEMIC MANAGEMENT AND DEAN)	Sites, curricular and extra-curricular activities, specifically interdisciplinary, that allow the solution of problems related to the program		

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	MISSION, INSTITUTIONAL AND PROGRAM PROJECT	Educational Project of the Program - EPP.	Decisions or agreements of creation of the curricular area, where there are included the basic guidelines for the education process of the students, through the curricular programs	Educational Project of the Program-EPP. and its strategies for discussion, updating and dissemination.	The Agreement 033 of 2007 of the CSU, that states the guidelines for the education of students in the National University of Colombia, is based on the principles of academic excellence, comprehensive education, contextualization, internationalization, research education, interdisciplinarity and flexibility. The academic credit system has been adopted, in order to measure the time that the student needs to accomplish the objectives of the assignments, to ease the assignment approval and the student mobility, within national and international programs.	Though the indicator does not particularly cover resolutions or creation agreements, the EPP can contain that information.
	ACADEMIC PROCESSES	Curriculum flexibility		Guidelines for the education of students in the National University of Colombia and the regulation articulating to them	The Agreement 033, organizes the Syllabus in education components, understood as groups of assignments with a particular education purpose. Thus, the syllabus must have a substantiation component, which principally takes care of the knowledge contextualization, a field or career component, proper and typical of the career basis, including the Final project, and a free-choice component, that as a tool for the comprehensive education, includes context, entrepreneurship, social responsibility, research and further and outreach education scenarios. (Further information in the self-assessment document, page 95).	
	ACADEMIC PROCESSES	Bibliographic resources	Do the programs have a physical and technological infrastructure, equipment, sufficient and proper financial resources to accomplish the education purposes? Which are they? (PROGRAM COORDINATOR)	Suitability, updating and sufficiency of the bibliographic material that the program has, to support the development of its academic activities	There is also information related to the indicator on page 10 of the EPP	
					According to the report provided by the Library Management, the program has had a permanent updating of its bibliographic material, thanks to the recommendations of professors on the purchasing of new material, and also, to the institutional goodwill. Below, it is displayed the bibliographic material purchased for the program:	
					2010: 168, 2011: 160, 2012: 180, 2013:46, 2014: 97	

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COM- PONENT	SUBCOMPONENT/FACTOR	CATEGORY/CHARACTERISTIC	QUESTIONS PER CATEGORY/ INDICATORS	INDICATOR	INFORMATION OF THE INDICATOR	REMARKS
DEFINITION AND PURPOSE OF THE EDUCATION LEVELS	ACADEMIC PROCESSES	Computing and communications resources		Computing resources (software, virtual laboratories, etc.), available for the development of the academic activity	<p>In the academic processes, the professors and the students count on computing and communication resources, which are sufficient, updated and appropriated according to the nature of the program and to the number of users.</p> <p>In terms of specialized magazines and data bases, there are the following resources: • Business Source Complete • Econlit with full text • Emerald • LEGIX COMES: used to guide the line of deepening in international business.</p> <p>And the following multidisciplinary data bases, that also include magazines and books of the Business Management field: • Academic Search Complete • Annual Reviews • ASTM • Blackwell Synergy • Books analysis System • DOAJ • ELibro • Ebrary • EBSCO • ECCO • Gale virtual reference library • Global Books in print • HAPI online • Herbotecnia • HINARI • ISI Web of knowledge • JournalCitationreports • JSTOR • Normas técnicas colombianas • Omnifile full text mega • Oxford Scholarship online • Science Direct • Springerlink • Taylor & Francis • Ulrichsw eb • WebDewey</p> <p>The Management faculty, started the adaptation of the laboratory of general simulation, in order to support the teaching, research and outreach activities.</p>	
	ACADEMIC PROCESSES	Teaching support resources		Laboratories, workshops, audiovisual classrooms and practice fields that are used to accomplish the program purposes.	<p>It could be highlighted the Management Simulation room, which provides the students with the chance of having excellent technological resources, as well as access to different platforms to study, as the Bloomberg.</p> <p>The National University of Colombia, holds over 200 agreements with organizations worldwide, so that the students engage in cultural and/or academic, research or outreach exchanges, as a complement for their comprehensive education in the university.</p> <p>Through the coordination of practices of the Management Faculty, the Business Management program, has had the permanent cooperation of different national companies, so that the students carry out their corporate and/or community practice.</p>	
	ACADEMIC PROCESSES	Teaching support resources			Agreements with centers, institutions, companies or organizations, that ease the utilization of other resources and scenarios for the development of the academic activities of the program	<p>In 2011, there were concluded 75 practice agreements in total, of the Curricular Program of Business Management. Along 2012, there were concluded 77 agreements and in 2013, there were concluded 72 practice agreements.</p>



COM- PONENT	SUBCOMPONENT/ FACTOR	CATEGORY/ CHARACTERISTIC	QUESTIONS PER CATEGORY/ INDICATORS	INDICATOR	INFORMATION OF THE INDICATOR	REMARKS
	PHYSICAL AND FINANCIAL RESOURCES	Physical resources		Plans and projects that are in execution to preserve, expand and perform improvements and maintenance of the facilities assigned to the program		
	PHYSICAL AND FINANCIAL RESOURCES	Budget of the program		Distribution of the budgetary allocation for activities related to teaching, research, artistic and cultural creation, social projection, institutional welfare and internationalization of the program	<p>The investment budget with own resources, is composed by the projects of the development plan and the resources of the Special Funds. The latter, are executed directly by the faculties. In the center levels of the Branches, are carried out the management projects and institutional support, which are framed in every current development plan.</p> <p>The Career of Business Management does not manage own resources, but the Management Faculty with its Special Fund allocates resources, in order to take care of the needs of the program, as: occasional teachers, trainees, teaching assistants and engagement in events. Likewise, the presentation of proposals and research projects, allows allocating resources from other sources, as the center level of the University and national and foreign entities.</p>	
	PROFESSORS	Number, dedication, education level and experience of the professors	Does the program have the necessary teaching staff to accomplish the education purposes? Why? (PROGRAM COORDINATOR)	Professors associated to the program, establishing the education level, type of contract, time of association, dedication and professional experience	<p>The teachers staff is composed by 36 professors, where the 52% of the teachers of the Management Department are Lecturers, the 3% are part-time and the 45% are full time teachers.</p> <p>There are 4 professors with a Doctorate degree, 28 professors with a Masters degree and 6 professors with a Specialization degree. (Further information in the self-assessment document, page 64)</p>	
	PROFESSORS	Number, dedication, education level and experience of the professors		Relationship between professors and students in the disciplinary-professional aspect	<p>The general ratio, is of 13 students per professor in the day-time; and in the night-time, there is a ratio of 12, representing a sufficient quantity of professors to take care of the needs of the program.</p>	
	PROFESSORS	Number, dedication, education level and experience of the professors		Opinion of professors and students about the sufficiency of the number of professors and about the sufficiency on the number and dedication of the professors	<p>Opinion of professors and students about the sufficiency of the number of professors: The 74% of the students and the 54% of the teachers, have a positive opinion about the sufficiency of professors.</p>	
	PROFESSORS	Number, dedication, education level and experience of the professors			<p>Opinion of professors and students about the dedication of professors: The 63% of the students and the 33% of the teachers, have a positive opinion about the dedication of the professors, the 46% of the teachers consider it fair.</p>	

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ACADEMIC PROCESSES	Evaluation system for students	Institutional policies related to the evaluation of students	How do you evaluate the compliance of the education purposes? (PROGRAM COORDINATOR)	Educational Project of the Program - EPP, and its strategies of discussion, updating and dissemination	During their academic process, the students must pass several frequent assessments, which allow them to continue improving academically. The agreement 008 of 2008, of the Higher University Council states, based on the article 24, the evaluation and grading system for the students of the National University. There are pointed several types of assessments, test checking and grading. (Further information in the evaluation document, page 103).	This information is in the EPP
	Educational Project of the Program - EPP.	Do you determine the causes of the processes that do not allow the program to reach the education purposes? (PROGRAM COORDINATOR)	Opinion of students and professors about the equivalence between the learning purposes of the assignments in the syllabus and the way to evaluate them.	A 65% of the students and a 77% of the professors, consider to be between good and excellent, the equivalence between the learning purposes and the assignments of the Syllabus. This is coherent with the policies definition and with the evaluation processes, clearly stated by the University and with the compliance with the content of the assignment program, demanded from professors and students.		
	Social and academic relevance of the program	How does the program articulate to the social interests and needs? (PROGRAM COORDINATOR)	Documents that evince the analysis performed, on the trends and lines of development of the field or profession in the local, regional, national and international contexts and their influence in the program	It has been carried out an analysis, to compare the syllabus between the management programs of the main schools in the country, in order to know the new trends in education of the field. Likewise, in 2014-1, we assisted to the a meeting of managers of the business management programs, accounting and economics of the National University of Colombia, with the purpose of exchanging good practices and elements, that characterize each program, and which could be useful to improve them.	The participation in the regular meetings of ASCOLFA (Colombian Association of Management Faculties), of managers and professors, in the management area of the Faculty, was also significant for this type of knowledge sharing.	



DEFINITION AND PURPOSE OF THE EDUCATION LEVELS



COM- POINENT	SUBCOMPONENT/ FACTOR	CATEGORY/ CHARACTERISTIC	QUESTIONS PER CATEGORY/ INDICATORS	INDICATOR	INFORMATION OF THE INDICATOR	REMARKS
	MISSION, INSTITUTIONAL AND PROGRAM PROJECT	Social and academic relevance of the program		Equivalence between the profile of the graduate, the trends and lines of development of the field or profession in the local, regional, national and international contexts	<p>The profile of the applicant to the business management program, consists of the following characteristics: • Interest on developing leadership skills • Entrepreneurial Spirit • Critical and analytical attitude • Motivation towards interdisciplinary work • Guidance towards problem solving • Willingness for interpersonal relationships.</p> <p>The profile of the graduate of the Business Management program, and according to the work trends, is a person who is capable of adapting to the conditions of the corporate world, which is complex and constantly changing, is who can take the challenges of the organizations that he makes part of, managing in a sustainable way, the different resources and designing new ways of organization. The graduate would have the scientific and critical attitude, that will allow him to function properly in the research field, causing a positive impact in the region and in the world.</p> <p>The manager to be, could be able to promote social change, based on a prospective view of the world, which at the same time, will provide him with the necessary competences to start different projects; by which, he could confirm his human, social and community commitment, thus being a graduate that contributes to the growth, development and projection of the society.</p>	
DEFINION AND PURPOSE OF THE EDUCATION LEVELS	MISSION, INSTITUTIONAL AND PROGRAM PROJECT	Social and academic relevance of the program		Studies and /or projects proposed or in development, that prompt the upgrading, updating and relevance of the curriculum according to the necessities of the context		<p>The Business Management Program, in order to fulfill the context needs and specially the education requirements of the students, has developed updating activities for the curriculum, in terms of purposes of the program, assignment prerequisites, new contents and assignment creation.</p> <p>The purposes of the program, were defied by the Advisory Committee of the Curricular Program. Besides, the regulations for the corporate practices and for the Final project have been updated. The program has been performing different changes in it curriculum, so that they fulfill the needs of the context; therefore, there were changes in the prerequisites of the assignments of: Foundations of the Economy, Microeconomics and Colombian Economics (Agreement No. 011 of 2012 of the Branch Council -Record 004 of January 31st, 2012), and also, integrating free-choice assignments as: International Business, Development of the Corporate Capacity, Corporate Ethics and Public University.</p>

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DEFINITION AND PURPOSE OF THE EDUCATION LEVELS	ACADEMIC PROCESSES	Social projection		Projects and outreach or projection activities towards the society, and the academic community that has been part of them	<p>The outreach in the Management Faculty, is framed within the definition of a substantial function, based on the mission of the university, through which it is established a favored and mutual interaction, between the systematic academic knowledge and the general needs and knowledge of the society, and of the organizations and institutions that conform it. The outreach has as a purpose the exchange, application and the dynamic and coordinated integration, of the scientific, technological, artistic and cultural knowledge, that is produced in the National University of Colombia, interacting with the economic, political, social and cultural context of the country, seeking to improve the wellbeing of the communities, and increasing the productivity and competitiveness of the production apparatus, by articulating teaching, research and outreach.</p> <p>The outreach function is carried out through the following modalities and practices:</p> <ul style="list-style-type: none"> • Engagement in innovation and in technological management projects. • Academic services: consulting and advisory, auditing, evaluation of programs and policies, concepts. Other outreach services are: • Education Services • Continuous and Permanent Education: Outreach courses, updating or deepening courses (Diplomas, programs of teacher training, events) • Assistant Teacher Service. • Projects of Artistic Creation • Solidarity Outreach • University Practices and Internships • International Cooperation Projects. 	





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	MISSION, INSTITUTIONAL AND PROGRAM PROJECT	Educational Project of the Program - EPP-	Does the curricular Program have an Educational Project of the Program (EPP) articulated to the education purposes? (PROGRAM COORDINATOR)	Educational Project of the Program - EPP- and its strategies for discussion, updating and dissemination	From 2011, we have been working in the necessity that every Curriculum strengthens the Educational Project of the Program - EPP-, considering the importance of the quality recognition process in the undergraduate programs. The preparation of the Educational Project of the Program - EPP- was carried out in three stages: The first one, consisted on the search and selection of relevant information, for the Business Management program and for its contextualization, through joint academic activities, with the Career Advisory Committee and the Coordination of Practices of the Management Faculty. In the second stage, it was performed a socialization of the document, before the Career Advisory Committee, the Academic Vice-Dean of the Management Faculty, the Department and Coordination of Practices. Finally, based on the recommendations and/or suggestions that were appointed, there were carried out the correspondent corrections for the EPP to be presented before the corresponding departments. From 2014, the EPP of Business Management of the National University of Colombia Manizales branch, is a document of public domain, which can be accessed and downloaded from the Website of the National Direction of Undergraduate Programs. With the elaboration of the EPP, this program intends to inform the academic community, about relevant aspects of the program such as its targets, regulations and curricular organization, among others. The EPP is a flexible and permanently updated document, to be taken as a navigation chart of the program.	
DEFINITION AND PURPOSE OF THE EDUCATION LEVELS	MISSION, INSTITUTIONAL AND PROGRAM PROJECT	Educational Project of the Program - EPP-		Coherence between the Educational Project of the Program - EPP- and the academic activities that are developed		The Educational Project of the Program, accounts efforts considered as important for the education process, such as the curriculum comprehensiveness through cultural, academic and sports activities promoted by the branch. The EPP of Business Management establishes the guidelines, to ease the introduction of the student to the labor market, by offering community and corporate Practices, that develop and improve the abilities, competences and attitudes of the program students, for their professional exercise. Moreover, it establishes the necessary pedagogic strategies, to ease the students learning. As Articulation strategies of the program with the context, the EPP appoints the student mobility options, highlighting the international mobility with over 200 institutions worldwide, helping the cultural and academic exchange of the program students.

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	ACADEMIC PROCESSES	Curriculum comprehensiveness	Document where it is established the syllabus and program elements. Number of credits by element, total of assignments by element and groupings within the elements (data)	Description of the syllabus establishing the dedication time and its articulation with different education levels	<p>The day and night curriculum were structured, so that the student could be educated semester by semester, on each one of the career areas, providing spaces to study the free-choice assignments, that complement his education. The prerequisites and co-requisites were structured in a way that, when the diverse assignments are studied, the student complies with the previous knowledge, that ease the assumption of the challenges in them. For the day-time, the assignments are distributed along 10 semesters, while for the night-time, taking into account the schedule, they are distributed in 12 months, due to the course-load that a student can take during the evening.</p> <p>Likewise, the Agreement 037 of 2009 of the Academic Council states on article 11, that the options for the Final project for the Business Management Program, will be research works, that include monographs, engagement in research projects, final project; outreach practices that consist on engagement in assistance teaching projects, business entrepreneurship projects, social projects and option for degree, which means the possibility of taking grad assignments.</p> <p>The syllabus of the Business Management program, is conformed by a hundred sixty-two (162) required credits, which are distributed in the three components, established by the Agreement 033 of 2007 of the Higher University Council. (Further information in the self-assessment document, page 89)</p>	



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DEFINITION AND PURPOSE OF THE EDUCATION LEVELS	MISSION, INSTITUTIONAL AND PROGRAM PROJECT	Social and academic relevance of the program	How does your syllabus articulate with the syllabus of other branches of the university? (PROGRAM COORDINATOR)	Documents that evince the analysis performed, on the trends and lines of development of the field or profession, in the local, regional, national and international contexts and their influence in the program	It has been carried out an analysis, to compare the syllabus between the management programs of the main schools in the country, in order to know the new trends in education of the field. Likewise, in 2014-1, we assisted to the a meeting of managers of the business management programs, accounting and economics of the National University of Colombia, with the purpose of exchanging good practices and elements, that characterize each program, and which could be useful to improve them.	The participation in the regular meetings of ASCOLFA (Colombian Association of Management Faculties), of managers and professors, in the management area of the Faculty, Antioquia session, as well as, the participation in the "Learnt lessons in the education of managers in Colombia" academic event, during the first semester of 2014, was also significant for this type of knowledge sharing.
	ACADEMIC PROCESSES	Interdisciplinarity		Locations, curricular and extra-curricular activities specifically interdisciplinary that allow the solution of problems related to the program		



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ACADEMIC PROCESSES	Curriculum flexibility	Number of mobilities that the program has carried out over the last three years. Number of approvals by program over the last three years (DATA)	Evidence of the student mobility within other national and international institutions	Business Management (D): 2012-I: 25, 2012-II: 35, 2013-I: 28, 2013-II: 19, 2014-I: 7, Business Management (N): 2012-I: 2, 2012-II: 10, 2013-I: 7, 2013-II: 3, 2014-I: 0. (Further information in the selfassessment document, page 98)		
	Program exchange in national and international academic contexts	Professors, students and graduates that have been engaged in academic or exchange activities in foreign institutions	Engagement of the students in international academic events: 2011: 1, 2012:3, 2013: 3, 2014: 3 Engagement of the students in agreements and international exchanges: 2011: 2, 2012:6, 2013: 6, 2014:0	Engagement of the professors in international academic events: 2011: 11, 2012:9, 2013: 9, 2014: 2 Engagement of the professors in agreements and international exchanges: 2011: 1, 2012:1, 2013: 2, 2014: 0		
	Students admitted and institutional capacity	Number of approvals and opportunities of dual-degree that have been carried out in the program	Business Management (D): 2011-I:170, 2011-II:105, 2012-I:192, 2012-II:99, 2013-I:275, 2013-II: 515, 2014-I:86 Business Management (N): 2014-I:102, 2011-II:112, 2012-I:138, 2012-II:277, 2013-I:213, 2013-II:93	The works of the students in the different stages of the syllabus, favor the accomplishment of the program purposes and the development of competences, according to the quality demands of the academic community.		
ACADEMIC PROCESSES	Students papers	Does the planning you design for your assignment adjust to the credit concept? (PROFESSOR)	Coherence between the student work and the credits established per assignment in the syllabus			
ACADEMIC PROCESSES	Students papers	Contrast of the credits of the assignments with the hours established as face-to-face and as independent work of the student. (INFO ACADEMIC MANAGEMENT)	Coherence between the student work and the credits established per assignment in the syllabus		The credits are distributed according to the schedule of the assignment, for the lectures as for the homework, and to the extent of the content of the assignment.	



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DEFINITION AND PURPOSE OF THE EDUCATION LEVELS	ACADEMIC PROCESSES	Curriculum flexibility	Does the free-choice offer allow you to approach, contextualize and /or further study topics related to your profession or field? (STUDENTS)	Opinion of professors and students about the flexibility of the syllabus	Opinion of the students about the flexibility of the syllabus: a 47% of the students have a positive view about the flexibility of the syllabus, and a 53% have negative view on this aspect.	
	ACADEMIC PROCESSES	Curriculum flexibility	Does the free-choice offer allow you to acquire tools and knowledge of other fields? (STUDENTS)		The students as the professors, know about the compliance with the principle of flexibility, established in the Academic Statute of the University (Agreement 033 of 2007). Additionally, with the currency of the Agreement 08 of 2008, the students get all of the flexible offer in the syllabus. In the case of Business Management, the 20% of the total credits of the curriculum, is assigned to different free-choice courses, which can be taken in the University, on different assignments that are offered in all careers, with clear and well defined inclusion policies from the Academic Vice-rectory, or these also could be taken in other Universities with a current agreement. Besides the aforementioned free-choice component, the students have in their syllabus, some assignments as Final project, that could be validated through grad courses or by engaging in research projects or in research seedbeds. The possible lack of knowing all of the rights, could be the cause for the fair qualification of this indicator, since along the history of the University, there has not been a precedent of such a curriculum flexibility, as nowadays.	



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EDUCATION STRATEGIES	STUDENTS	Academic performance	Academic average obtained by the students in every leveling test by period, number of students by period in every leveling test, SABER PRO results and admissions (INFO)	Performance of the program students in the state tests for higher education. Average grades regarding the national academic average	The academic performance of the students of the Business Management program, in the general tests Saber Pro has been satisfactory. In the general tests, from 2011, the score obtained by the students of the Business Management program, has been above the national average in the tests of Critical reading, Quantitative reasoning, Writing and English.	
	STUDENTS	Selection and admission mechanisms		Population of students that entered the program, scores of the admission tests (standardized, minimum and maximum)	<p>In the special tests, the performance of the students of the Management program, has been much higher than the national mean. It is important to highlight the grade obtained in Project Management in the 2011 – 02 period, and the constant performance in the modules of Economic Analysis, Organization and Financial Management, in the periods from 2012 – 02 to 2013 – 02. (Specific data on page 50 of the self-assessment document)</p> <p>Business Management (D): 2011-I: avg:585.1, min: 475.6, max: 741.3 2011-II: avg: 554.4, min: 456.0, max: 649.7 2012-I: avg: 596.7, min: 493.8, max: 876.4 2012-II: avg: 565.5, min: 488.8, max: 805.0 2013-I: avg: 577.8, min: 500.2, max: 738.3 2013-II: avg: 591.2, min: 531.6, max: 672.1 2014-I: avg: 630.0, min: 607.4, max: 683.7</p> <p>Business Management (N): 2011-I: avg:575.3, min: 502.7, max: 861.5 2011-II: avg: 553.5, min: 453.8, max: 678.1 2012-I: avg: 562.6, min: 464.4, max:1074.7 2012-II: avg: 545.9, min: 500.4, max: 711.7 2013-I: avg: 554.8, min: 502.1, max: 708.5 2013-II: avg: 568.3, min: 546.2, max: 624.0 2014-I: avg: 636.3, min: 592.3, max: 709.0</p>	



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EDUCATION STRATEGIES	ACADEMIC PROCESSES	Curriculum comprehensiveness	Have you considered the requirement of a foreign language in your syllabus to be different from English? Why? (STUDENTS, PROGRAM DIRECTOR)	Activities focused on foreign language strengthening	<p>STRENGTHENING OF THE ENGLISH LANGUAGE: In Manizales branch, there have been developed the following strategies for the strengthening of the foreign language:</p> <p>1. Immersion courses - 2011, oriented to the students that wished to be during a week, in a totally bilingual environment, in Manizales surroundings and with the best qualified staff to improve their English level. The immersion courses are divided into Basic, Intermediate and Advanced for homogeneous groups.</p> <p>The number of students of business management that were engaged in this project were 21</p> <p>2. Special English courses: This project started in 2012, with the purpose of strengthening the competences in the English language for the academic or professional life of the students.</p> <p>STRENGTHENING OF THE FRENCH LANGUAGE: In 2012, the Management Faculty concluded an agreement with the French Alliance, with the purpose of improving the French level of the students. From the Faculty, there were 2 students engaged in this agreement, of the Business Management program.</p> <p>In 2013, the branch funded an intensive French course with the French Alliance, there were 3 students engaged in it, from the Business Management program.</p> <p>STRENGTHENING OF OTHER LANGUAGES: The Language Center of the National University of Colombia has started from 2014-I, the education of other languages as Portuguese and Korean, in cooperation with international organizations as KOIKA</p>	Non strictly related to the question



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EVALUATION AND PEDAGOGICAL TRAINING	ACADEMIC PROCESSES	Curriculum flexibility	Mobilities by period, by curricular program, favorite destination branches, SUMA, SIGUEME, International mobility (DATA ACADEMIC MANAGEMENT - ORI)	Evidence of the student mobility within other national and international institutions	Business Management (D): 2012:I: 25, 2012:II: 35, 2013:I: 28, 2013:II: 19, 2014:I: 7. Business Management (N): 2012:I: 2, 2012:II: 10, 2013:I: 7, 2013:II: 3, 2014:I:0, (Further information in the self-assessment document, page 98)	
	NATIONAL AND INTERNATIONAL VISIBILITY	Exchange of the program in national and international academic contexts		Professors, students and graduates that have been engaged in academic or exchange activities in foreign institutions	Engagement of the students in international academic events: 2011: 1, 2012:3, 2013: 3, 2014: 3 Engagement of the students in agreements and international exchanges: 2011: 2, 2012:6, 2013: 6, 2014:0 Engagement of the professors in international academic events: 2011: 11, 2012:9, 2013: 9, 2014: 2 Engagement of the professors in agreements and international exchanges: 2011: 1, 2012:1, 2013: 2, 2014: 0	
EDUCATION STRATEGIES	STUDENTS	Students admitted and institutional capacity	Number of national and international diplomas and the corresponding programs (INFO)	Number of approvals and opportunities of dual-degree that have been carried out in the program	Number of dual-degrees with the program: 2012:3, 2013: 5, 2014: 9 The chances of dual-degree managed by the program have had a considerable increase over the last three years (see table 12). It has increased from three (3) applications in 2012, to nine (9) applications in 2014. This is a demonstration of the curriculum interest for interdisciplinarity, in the comprehensive education of students. The 59% of the applications come from the Industrial Engineering program, a 24% from the Civil Engineering program, and a 17% come from the Computer Systems and Cultural Management programs. This is relevant, since it evinces the interest of the students from other programs of the Management Faculty and of the branch, to go after dual-degrees with Business Management, due to the similarity of knowledge in both fields, and to the skills and knowledge taught in the program.	
	ACADEMIC PROCESSES	Curriculum comprehensiveness	Which strategies of pedagogic evaluation do you integrate in the curricular program in order to evaluate the academic processes? (PROGRAM COORDINATOR)	Existence of mechanisms for student assessment regarding the skills and knowledge (general and specific) required in their professional - field exercise	The professors of the program carry out along the semester, different activities to assess the students knowledge, such as: final papers, assessments and presentations. Likewise, the teachers perform communicative and research activities, through the production of essays and scientific articles. The Business Management program has implemented from 2013, a strategy to strengthen the performance of the students in the SABER-PRO tests, by offering preparation sessions, in order to assess the knowledge acquired by the students along their careers.	





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	ACADEMIC PROCESSES	Teaching and learning methodologies and strategies		Teaching - learning methodology, evaluations used in the program and technological resources utilized (See Educational Project - EPP -)	<p>In the Business Management program, there are implemented, among others, the following pedagogic strategies:</p> <ol style="list-style-type: none"> Expository: Are those strategies given through lectures, conferences and guided debates <ul style="list-style-type: none"> Lectures: It is a traditional and general way of educational practice, with features like: conceptual coherence, format coherence, consistency, learning scenario and argumentative power in the presentation Conference: It is the development of an specific topic, through a presentation that generally could be the result of a research. It is of narrative nature, where the speaker is open to questions coming from the audience, that in most cases are in the end of the presentation Guided debate: It is a group discussion around a particular topic, where there are appointed several points of view, in an organized and coordinated way by a moderator. Here, it is also important the rapporteur figure, who allows to leave what is debated, written in paper <ol style="list-style-type: none"> Constructive: Here are included the guided and independent readings and projects Independent and guided reading: The idea here is to provide the student with tools, that based on reading guidance, allow him identifying the main aspects and thus, they can generate spaces for discussion around the reading. This can be carried out in and outside the classroom. Work by projects: It is very useful, since it is not only about getting the final product, but also the processes carried out in order to obtain it. Deepening: seminars and deepening lines Seminar: It is an option that facilitates the knowledge construction, based on readings and analysis of specific topics, and their future confrontation before the class. This type of activities foster the individual reflection in the student. Socioeconomic: Activities like field trips Field trips: They provide the student with an approaching to the context, that allows him to analyze and understand it, in ways that many times are difficult by theory, making of the experimentation, an important process in education. 	

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EVALUATION AND PEDAGOGICAL TRAINING	ORGANIZATION, ADMINISTRATION AND MANAGEMENT	Communication and information systems	Are there appropriate information sources, coherent definitions of criteria for evaluation and appropriated indicators for the academic and pedagogic evaluation (EDIFICANDO) and for the academic-administrative processes? (ACADEMIC VICE-RECTOR) (REGULATION)	Existence of information systems (web sites) that prompt internal and external communication of the program	<p>The National University has a website: www.unal.edu.co which contains important institutional information, such as:</p> <ul style="list-style-type: none"> - Information about relevant matters of the University, as: mission, vision, historical overview, legal regulation, organization chart, statistics, among other aspects - Information about its undergraduate and grad programs and about the admission process - Information about the out-reaching and research areas - Services it offers to students, professors, administrative staff, representatives, retired, graduated and to the general community <p>Likewise, it disseminates, interest and current news of the academic community, schedule of events and on line services with the most consulted links by the users</p> <p>Furthermore, from this website, there can be accessed the websites of all branches.</p> <p>Besides its own website, the National University of Colombia has different means for dissemination of information to the university community. Among them:</p> <ul style="list-style-type: none"> • Written communications and posting of resolutions on the billboards of the Academic Secretary office of the Faculty • Website of the branch: http://www.manizales.unal.edu.co/fadmon.unal.edu.co/ • Website of the Faculty and its offices: http://www.fadmon.unal.edu.co/ • E-mail (Google – Gmail), service offered by the university • System of Academic Information (SIA) • Website of the register office: http://www.registro.unal.edu.co/ • Information System of Human Talent (SARA) • System of Financial Information (QUIPU) 	Regarding information sources





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EVALUATION AND PEDAGOGICAL TRAINING	ORGANIZATION, ADMINISTRATION AND MANAGEMENT	Communication and information systems		Consultation, recording and filing systems for the academic information of the students and professors	<p>The National University of Colombia relies on the Academic Information System –SIA-, which manages the information related to the academic and student processes carried out in the University, by each one of the sub-systems that conform it: Curriculum Vitae, Curriculums, Academic Scheduling, Registrations, Grades, Economic Management and Management and Support.</p> <p>The system of Academic Information, constitutes a computing solution for the service of admission, registration, academic scheduling, assignment enrolment, syllabus, student curriculum vitae and the process, proper of the education activities of the university, in undergraduate, grad and out-reach and extended education courses.</p> <p>Supported on the SIA, there have been optimized the university resources and there is sufficient information for the decision making in the basic areas of academic administrative management, faculty, branch and university in its teaching research and out-reach activities.</p> <p>The System of academic Information saves time and efforts to the community of the university, so they can be focused on activities proper of the pursuit of academic excellence and thus, they can respond to the national problems.</p>	
	PROFESSORS	Evaluation of teachers		Existence and implementation of institutional policies, in terms of a comprehensive evaluation on the performance of the professors. Activities carried out by the institution based on the results	<p>With the Agreement 136 of 1993 of the Higher University Council, it is regulated the system of evaluation, for university career professors of the National University of Colombia, which, on the first article, appoints that the evaluation for university career professors, must cover all of the academic activities: research, teaching, out-reach, assistance, academic management, and any other that is officially assigned to them by the university. The evaluation will rely on the Work Program, in the report of activities and in the information supplied by the central management of the University, the faculties and the inter-faculty institutes (Further information on page 82 of the self-assessment document).</p>	

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EVALUATION AND PEDAGOGICAL TRAINING	ACADEMIC PROCESSES	Evaluation and self-regulation of the program	Are the curricular programs being evaluated frequently with the participation of the university community? (PROGRAM COORDINATOR, PROFESSOR, STUDENT REPRESENTATIVES)	Specific changes carried out in the program, based on the results of the evaluation and self-assessment processes	According to the results of the self-assessment and self-regulation processes of the program, it has been possible to configure a new regulation for the Corporate Practices and for the Final projects, plus the creation of the discipline feature of two assignments: International Business and Entrepreneurship, and also, the elaboration of the Education Project of the Program, where there are stated the objectives, the basic guidelines for the curriculum, the development goals, the policies and strategies for planning, for the evaluation and for the system of quality guarantee. Other achievements on the academic-administrative management respect, which are results of the evaluation and self-regulation processes are: 1. Strengthening of the induction processes, through a general explanation of all of the processes and procedures, that are being carried out in the office 2. Functioning of the System of Student Assistance, in the training and in the assignment of tutors, and also, in the advisory on student applications for dual-degree, mobility, approvals and validations 3. Regular updating of the data bases and Id student's card of the program graduates 4. Creation of new courses and diplomas to cover the market needs 5. Pedagogic and academic updating of professors of the Management Department 6. Training in Technological tools to promote learning by virtual environments	
	ACADEMIC PROCESSES	Evaluation and self-regulation of the program		Results of monitoring the improvement plan of self-regulation processes	The improvement plans have been tools to carry out striking activities guided to different aspects, thus, getting satisfactory results to improve the program. Some results that were obtained from the improvement plans are: • Strengthening of the relationship between management and students, through the student guidance and advisory in the academic processes • Strengthening of the communication channels, by inserting the website of the career in social networks, • Increase in the offer of courses and diplomas, to cover the external public demand • Strengthening of the pedagogical and didactic processes of the professors of the Department, through out the training in virtual tools and face-to-face courses	



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EVALUATION AND PEDAGOGICAL TRAINING	ACADEMIC PROCESSES	Evaluation and self-regulation of the program		Opinion of professors and managers about the effect of self-regulation in the improvement of the program	A 57% of the surveyed professors scored between good and excellent, the effect of the self-assessment in the program improvement. This is due to the fact that the University and the curriculum joint to the Management Department, prompt spaces for socialization in the processes of quality improvement.	