National Hispanic University

Academic Program Review

Department of Business

October 25, 2006
Program Mission, Goals, and Objectives
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Introduction

The external review report submitted in November, 2001, contains the following statement: Although NHU has broken out its values statements into ‘Mission’ and ‘Philosophy,’ conversations with internal stakeholders indicate that the true mission of the university is ‘Si, se puede,’ or the modeling of educational possibilities for a Hispanic community so often lacking in such models. It is the consensus of the current review team that this mission core has been evolving and emerging over the past five years in an extremely positive fashion.

The current mission statement for the NHU business program reads: The mission of the Business Department is to prepare and graduate the next generation of Hispanic Leadership in the field of Business Management. An expanded vision statement has been appended which states: The vision of the Business Department is to be a nationally recognized competitive leader in business education with a reputation for producing highly successful Hispanic or other minority managers and leaders. The present report will attempt to explore the variety of ways in which this mission and vision ideal is being carried out.

Mission

One need only drive up to the enormously expanded facility at 14271 Story Road in San Jose to recognize that the ‘si, se puede’ spirit is alive and well. In 2001, the university was struggling to fit its academic and administrative services and functions into the less than majestic spaces of what had been a small, urban, public-school site. To come upon the new, multi-storied structure, housing comfortable, technologically-enhanced classrooms; greatly expanded faculty, administrative, and service divisions; and a considerably enlarged library/resource center is a heartening experience, and a sign of the institutional vitality that underlies and motivates the NHU community. The business administration program, in its BA and AA components, has grown to a total enrollment of 134 students. The university as a whole has more than doubled its student population since 1999.

During conversations with the department chair, the provost, and the president, a variety of enhancements and evolving initiatives were presented, that indicated the continued creative impulses which have established and furthered the building of an effective base for future Hispanic leaders in the world of business. Some of the enhancements were
simple but necessary—computers have been upgraded to Windows XP, so that students are not handicapped by using ‘yesterday’s software in their learning environments. Work is underway to enhance community involvement through the arenas of service-learning and entrepreneurial links to local business enterprises. With an ever-expanding student base that reaches beyond the traditional feeder system in East San Jose, NHU is pursuing national and international enrollments, as well as enriching its articulations with neighboring post-secondary institutions, and reaching out to potential transfer students in the California community college network. A university liberal-studies emphasis was rolled out in 2003. In the business program, marketing and international business have become an enhanced part of the curriculum map. Ongoing efforts to promote academic preparedness among prospective candidates, and expanded financial aid opportunities for students are also being prioritized.

Perhaps the single most impressive example of the ‘si, se puede’ spirit can be found in a variety of efforts that enhance student options well before enrollment. First among these options was the establishment of the LCPA, an on-site high school which recently graduated its first students. Of the 58 members of that graduating class, 31 continued on to NHU. This pre-tertiary initiative includes a pre-college program for Latino students and their parents, that is carried on in local high schools. In addition, the NHU teacher education program helps to train the next generation of Latino educators for regional schools. In sum, NHU is dedicated to a comprehensive, community-improvement model that extends far beyond simply enhancing the content and capacity of academic programs such as business. At the risk of seeming wry, one might assert that such efforts are ultimately the ‘best business practice’ for the future of any program at the university.

**Goals and Objectives**

The Business Department has articulated 5 major learning goals and objectives, captured in the following statement:

*Upon completion of the program, the business graduate should effectively demonstrate the following:*

1. **Business communication skills, including written, oral, and presentation skills consistent with those of early career business;**
2. **The ability to integrate knowledge across the business disciplines to offer solutions to problems commonly encountered by businesses;**
3. **Knowledge of quantitative and qualitative methods commonly employed in business;**
4. **Teamwork, management, and leadership skills; and**
5. **Commitment and appreciation for cultural, gender, and ethical resolutions.**

As evidenced by the NHU staff who target resources for students requiring remedial support in presentational (oral and written) and quantitative skills, the business program
offers a ‘safety net’ for those who require additional learning services during their university studies. The Student Academic Assistance Center (SAAC) helps with skills enhancement in reading, writing, and mathematical aptitudes, in order to prepare students for the rigors of upper division work. Moreover, individual courses require extensive work in reflective and analytical writing—journaling in micro- and macro-economics; self-assessment portfolio in the professional development course; and formulation of case studies in strategic management. An emphasis upon group project work in human resources and in international marketing studies provides a medium for developing team strategies and collaborative networks that are the foundation of contemporary business operations. Such teaching/learning models also reinforce a sense of the educational community that is essential for success and retention.

The programmatic shift of quantitative course elements to the lower division curriculum, and of organizational and management course elements to the higher division curriculum has helped to bring the NHU business program into alignment with other university offerings on a national scale. As a result, students have more flexible options for possible transfer to another institution, or for entering from a comparable program in another school. Moreover, a more comprehensive affiliation with San Jose State provides greater library and database access to all students, enabling a stronger research component to the NHU program.

Dialogue with current students indicates the effectiveness of this comprehensive learning infrastructure. They point to the group study and team-learning models as an asset in their education. An emphasis on proactive remedial work for those who struggle with inadequate preparation is also viewed as an important component. Furthermore, the fostering of skills in the areas of organizational behavior and development, as well as an emerging global perspective throughout the curriculum, is highlighted as particularly significant. Program growth in Hispanic marketing and entrepreneurial internships is lauded as an essential component for the future.

**Concluding Observations**

The organizational integration of mission and operations that was in its nascent form during the first formal program review in 2001 has clearly made significant strides in the past five years. The dual focus on the preparation of students for professional business careers and direct community impact on Hispanic business and entrepreneurship has resulted in a more comprehensive and coherent curriculum, more closely attuned to the demands of globalizing economies in the twenty-first century. A more unified system of academic, administrative, and student-life services has resulted in a learning geography that is more congruent to the professed objectives of the program. A clearer delineation of articulation agreements, on the junior-college level, and with San Jose State University has resulted in a more fluid interconnection between institutions, at the level of admissions, and also of learning resources for NHU students.
The trajectory of both the university and the business program seems to be healthy, and headed toward continued growth and improvement. The most significant impediment in the present, fiscally-constricted environment is clearly the lack of substantial financial backing to foster the kind of expansion that the program envisions and deserves. A major item in strategic planning for the immediate future will require attention to obtaining community-targeted educational grants and a consistent donor base to build endowment.

Program History Review
Sylvia Shafto

Curriculum Design and Delivery

The NHU business curriculum is now designed so that students can seamlessly move from state institutions to NHU, and vice versa. During the past five years, the Business Department has successfully addressed the curricular problems recognized in the previous program review, particularly the articulation with the standard business program course offerings used by the California state community college and state college business degree programs. This has the potential for increasing the transfer student population at NHU in the future, as well as easing concerns of entering students who anticipate that some day they may need to transfer out of NHU to a state institution.

Course content and design are being effectively managed by the program director. Following a three-year process, details of teaching and learning goals, and objectives (including learning outcomes and teaching and learning practices) are specified for each course by the director and the faculty. A rich set of teaching and learning methods is clearly defined and explicitly used in different courses throughout the program.

The course content needs to be tied directly to the program’s mission and vision, so that the next generation of Hispanic leaders has explicit coursework addressing those stated values and ends. Currently there is only one course, an elective, which explicitly deals with Hispanic business or management (Marketing to the Hispanic Community). Similarly, with the recent addition of the new capstone, which replaced a required individual practicum, there is no core course that has students working in a ‘real world’ setting. Including mission-oriented coursework in the program may be in tension with the pressure to articulate core business courses with those of other institutions. Since electives have only recently been introduced into the curriculum, these may be the most natural venues for addressing the mission directly. During the program review meeting with faculty and students, it was repeatedly stated that internship experiences, and other forms of direct work with business, are very important for business students at NHU.

Two developmental options present themselves in this regard:
• The program director can evaluate whether mission-oriented coursework is made explicit in the core, or in the electives, and determine the extent to which all students experience such experiences.
• Students and alumni should be routinely surveyed regarding the benefits and problems within the curriculum, so that there is ongoing feedback regarding how well the curriculum meets their needs and expectations.

**Student Retention and Identity**

Since the previous review, NHU has established an excellent Student Academic Assistance Center, and students are encouraged, and in certain courses required, to utilize this personal tutorial resource. The center offers peer assistance tutoring in math and English, with some business statistics tutoring. The business program director is developing a survey for business students regarding the center. It may be that services need expanding for business courses; generally there’s never enough personal assistance in quantitative skills for business students.

The business program director has identified student retention as an important concern for the business program. During the past year, Director Judy Clemmons and faculty member, Chris Rodgers, have made an excellent effort in contacting students individually who are at risk of not returning, advising them to register, and discussing possibilities for financial assistance and completion of the degree. This extraordinary effort on the part of the faculty may be at the limit of what they can continue to do for students.

The NHU business department can clarify who their current students are and who they expect them to be in the future, and therefore, how the department will best serve these future students. The five year course schedule reflects an expectation that the business program will continue to grow, increasing enrollment with as many new students as possible, recruiting from all potential sources. These sources include, for example, ‘traditional aged’ full-time students graduating from the East Bay high schools and from the LACP school on the grounds; transfer students from Bay Area community colleges; as well as part-time, older working adults from the East Bay community, who bring life and work experience, but may not have been enrolled in a college course for years. The university is exploring ways to attract and serve recent immigrants who do not have even the basics of a U.S. high school experience. While the student body is predominantly (70%) of Hispanic origin, 30% are not. The non-Hispanic students may arrive with a different understanding of ‘Hispanic business leadership.’ The vision of the program (to be “internationally recognized”) suggests that recruitment will be international, and faculty and the President express an interest in sending current students abroad for international business-education experiences. The gender of business students has not been analyzed, but possibly should be, in view of recent research reports regarding the growth of Hispanic women-owned firms in the U.S. ([http://hispanicprwire.com/news.php?l=in&id=4323&cha=14](http://hispanicprwire.com/news.php?l=in&id=4323&cha=14)).
Each of these different populations of students brings unique challenges to the campus and to the business department. If academic work with Hispanic businesses becomes important to the curriculum, students from these populations will require different tactics for participating in such experiences.

The program director suggests that a professionally staffed career development center would improve the ability of all NHU students, especially business students, to connect their academic experience to the real world of work. If NHU were to create this central function, it would become feasible to have courses such as internships in the business program use this center for creating academic-based real-world experiences for students.

Poor retention rates are seen as a problem for all schools, and it is difficult to know whether extraordinary individualized efforts by faculty are going to have a significant effect on the retention rate statistics. The program director and faculty must decide which of the student populations should be the primary concern of the program, and focus on ways of improving resources and processes for them. Otherwise, with limited faculty resources spread too thin, program effectiveness may suffer overall.

**Faculty**

Since the previous program review, full-time faculty assignments to the business department have improved, allowing a more reliable center of responsibility and decision-making. This has resulted in excellent progress on curriculum development (see Curriculum above). However, with only 1.75 full-time faculty teaching in the business department, engaging all teaching faculty in program and professional development is a challenge. Adjunct faculty are typically working professionals who do not participate in training workshops, an academic planning council, a faculty senate, or department meetings. The challenge of engaging all instructors in the planning and realization of curricular goals is not unique to NHU. However, when the number of full-time faculty is so low, it is especially difficult.

Given the importance of one-to-one interactions between students and faculty at NHU (see Student Retention) the current ratio of full-time faculty to business students may be close to the limit. If the number of students continues to rise (as planned) the students won’t be able to receive the same degree of individual attention and contact with faculty. Therefore a primary recommendation of the review team is that

- The university must seriously evaluate the need for more full-time faculty as the program continues to expand its student populations, student numbers, and curriculum content. Related to this, the university should benchmark the faculty (full-time and part-time) pay rate against similar institutions in the Bay Area in order to determine whether pay is a determining factor in faculty retention. As described in the report, a full-time faculty contract system must be in place as suggested by WASC; this is essential for recruitment and retention of faculty.
**Resources**

Resources include staff support, faculty (full-time and part-time), information technology, and other physical elements. Since the previous program review, the physical plant, including information technology, has been fully modernized so that students and faculty now work in a productive, beautiful, user-friendly campus. Computer laboratories are excellent, and business students have regular access to these labs in major and general education courses. This is important, as computer information systems, and quantitative methods, are critical aspects of the business curriculum.

In a business program there are information technology tools which are relatively inexpensive and critical for helping students develop standard business communication skills. E-mail connectivity should be routinely used by faculty and students. The program should do what it can to have secure student email accounts implemented, and to encourage all instructors to use university email accounts. The business program currently does not use an internet-based course management system, such as Blackboard or WebCT, or the non-profit Sakai tool, created, supported, and shared by DeAnza-Foothill Community College. These environments simulate business world communication environments, and as such can raise the students’ familiarity with electronic media as used in business. The instructor is able to create and maintain a much more clearly organized course, so that students have a reliable, clear source of requirements and interactions. This allows students to share information with each other, and interact in a collaborative learning environment. Although NHU students do not necessarily have their own computers, access to university computer labs makes it possible for all students to use these tools readily. In addition, this environment can be used for faculty to communicate with each other, improving the program director’s ability to interact, and share discussions online, with adjunct and full-time faculty. Therefore it is recommended that

- The program director with faculty and provost assistance should evaluate the costs and benefits of implementing Internet-based communication environments such as student email, and course management systems.
An educational model frequently used by many universities, corresponds to the set of formative elements through which the educational goals are fulfilled. These elements, related to the education/learning process are three: the academic programs, the students, and the professors.

An analysis of such diverse aspects related to the academic quality of NHU is presented, in accord with the self-evaluation made in the 2006.

**Positive Aspects**

- It is observed that NHU has improved in the last five years, regarding the development of the curricula in the business program.
- Concerning facilities: the classrooms are practically new and have the required characteristics to fulfill academic quality—they are spacious, well-lighted, and have diverse technological resources for best performance in class sessions.
- The size of the groups is adequate for good academic quality.
- The library is well-designed and has a good bibliographical range, in accord with the immediate needs of the University.
- With regard to online bibliographical resources—the library includes excellent databases that contain new materials related to business topics.

**Recommendations**

The following section is presented to address the process of development and improvement in the University.

**Academic Programs**

Academic programs are where the students’ knowledge-base is designed, so they can use the information when they finish professional formation. For this reason it is important to consider the following issues:

1. Do not emphasize ‘core’ or basic subjects, but rather include more specialized and specific subjects related to business, especially with the Hispanic market.

For example:

- Create and develop business elements, including subjects related to the entrepreneurial spirit, the creation of new companies, business plans, and so forth.
• Emphasize consultancy with small companies, including subjects related to management, including emphases in small and medium organizations, consultancy projects, the processes of change, and the abilities and skills of the consultant.

• Build a focus on the internationalization of business, including subjects related to the knowledge of doing business in different countries, especially Mexico or some other Latin American country.

2. Include in each subject a set of core competences (knowledge, attitudes, and values) that the student should develop in the course.

For example:

• A citizen’s responsibility and sensitivity to social realities
• A spirit of service
• A capacity to adopt and to take advantage of market opportunities
• Identification with, and links to, the Hispanic community
• Respect for the historical and cultural identity of various cultures and regions
• Effective oral and written communication

3. Develop blocks of subjects with the purpose of having 100% bilingual students (Spanish-English) who are able to satisfy the needs of the labor market in the University- influenced area

**The Students and the Process of Teaching-Learning**

The teaching-learning process is one of the most relevant aspects of academic quality, because it is very important that students acquire significant knowledge, with activities that promote the collaboration, team work, and fundamentally, the administration of their own learning, so they can learn by themselves.

It is proposed that NHU develop a series of behavioral skills that the University wishes to promote among the students, based on ethical values and social responsibility—for example: honesty, respect, and sensitivity to the needs of others.

**The Use of Didactic Techniques**

Academic quality is characterized by its use of didactic techniques, with which students work in analyzing and solving problems related to their areas of specialization, focused upon the academic environment, but thinking how the students can use or apply these techniques in business. Some of the didactic techniques used on ITESM¹ are:

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¹ [http://www.sistema.itesm.mx/va/dide/tecnicas_didacticas/default.htm](http://www.sistema.itesm.mx/va/dide/tecnicas_didacticas/default.htm)
• Collaborative learning
• Use of case methods
• Project-based learning
• Problem-based learning

**Information Technologies and Communications**

Due to the importance nowadays of information technologies, as much in business as in the academic environment, it is recommended that NHU consider the use of technological platforms for diverse activities in and out of the classroom. The following aspects might be considered:

• To allow collaboration and interaction between professors and students
• To promote learning in environments different from the classic classroom
• To let students take responsibility and also to let them commit themselves to their own process of learning
• To allow access to other electronic information sources for the development of the teaching-learning process, and to enable students to take advantage of the volume of scientific information that is in digital library databases.

**The Professors**

The professors are one of the key elements in the teaching-learning process; therefore, it is to be hoped that they are the facilitators of the process according to a very particular series of characteristics defined by the University.

That is why it is necessary to define the profile of the professor, the functions that he has to develop, the competencies (knowledge, attitudes and values) that he must have, the indicators of performance under which he is going to be evaluated, and the support for continuous programmatic formation.

**Securing Academic Quality**

The commitment to academic quality is one of the fundamental aspects of the performance of superior schools. For that reason, it becomes necessary to develop a process for the evaluation of educational quality, considering the following elements:

• The evaluation that professors undertake with respect to the performance of their students during the various activities of their courses
• The measurement of the performance of professors by the students, according to a series of criteria previously defined; with the purpose of promoting excellence in the teaching of their classes

• The evaluation of the directors or management personnel of the University by the university community.

Program Review Summary Conclusions
In the opinion of the external review team, National Hispanic University and its business department are to be highly commended for the many positive steps that have been taken since the initial review of the business program was undertaken five years ago. In matters of physical plant, classroom resources, curricular re-design, and expansion of educational networks with other California institutions, it is clear that the university has made great strides in consolidating its learning base within the institution, and solidifying its connections to the wider community, both educational and social/economic. The ‘si, se puede’ spirit has been both active and efficacious in helping faculty, staff, and students to develop a more coherent community identity, and to clarify the learning vision which will shape growth into the future.

As indicated in the individual reviewer reports, the recommendations are developmental rather than fundamental. The review team is not recommending a major overhaul in any area under consideration, but rather advising a number of institutional enhancements that could serve the realization of longer-term organizational priorities. A great deal of enrichment has occurred in the area of learning technology—in the classroom, in computer resources and labs, and in library database access. To further such initiatives, the review team would encourage the further evolution of a ‘networked’ learning environment, with a fully-linked, community-wide email infrastructure, and a community-appropriate online learning platform (in the style of Blackboard), which will allow for a 24/7 learning framework. Both students and faculty will remain in educational dialog, via online discussion, teaching and learning activities, and informational postings/websites for further investigation.

The business program itself can only benefit from a mission-oriented focus on its Hispanic and multicultural base, promoting language skills and community-based sensitivities to the entrepreneurial and managerial role of the businessman in an emerging context. Attention to the ethical and cultural dimensions of learning, which shape the student population and its development, coupled with an emerging emphasis on the nature and value of a globalizing economic environment, can only highlight the unique richness of an NHU business degree.

An inevitable challenge to any small and developing program is the hiring, retention, and nurturance of a healthy, intellectually-motivated, and student-centered faculty cohort. At NHU, the soul of learning growth has resided among the supremely dedicated faculty members who have charted and adapted a complex programmatic map for the academic, social, and cultural enhancement of students’ lives. The personal resources of such faculty are neither infinite nor unending. Therefore, it is essential that financial support be created for an expanded faculty group in the very short term. Of course, the loyal adjunct cadre of teachers also needs continuing integration into the rapidly evolving social organism that is NHU, and its business department.

Finally, in order to enhance intra-institutional capacity and awareness, a comprehensive assessment process must be created as well. Within such a process, students must have ongoing evaluative input into the quality of student-life services, faculty effectiveness, and curricular integrity and viability. In addition, personnel at all levels should provide
direct feedback to senior administrators regarding the operations and developmental options for the university as a whole, and the business department in particular. The integration of clearly articulated learning objectives with a comprehensive assessment protocol will be a major asset in assisting the university and the business program to hone its vision, and to enrich its future emergence as a leader in the formation of entrepreneurs, managers, and community spokespersons for the decades ahead.

**Appendix 1**
VERSION EN ESPAÑOL

CALIDAD ACADÉMICA

Un modelo educativo en las diversas universidades del mundo, corresponde al conjunto de elementos formativos a través de los cuales se cumplen las metas educativas. Esos elementos relacionados con el proceso de enseñanza-aprendizaje son 3, los programas académicos, los estudiantes y los profesores.

En seguida se realiza un análisis de los diversos aspectos relacionados con la calidad académica de NHU, de acuerdo con la auto-revisión realizada en el 2006.

Aspectos positivos

- Se observa que se ha mejorado en los últimos años en el desarrollo de los planes de estudio del programa de negocios.
- En cuanto a las instalaciones físicas, son nuevas y los salones tienen las características requeridas para cumplir con la calidad académica, como son espacio, luminosidad y diversos apoyos tecnológicos para el mejor desempeño de las sesiones de clase.
- El tamaño de los grupos es muy bueno para tener muy buena calidad académica.
- La biblioteca tiene buena imagen y un buen acervo bibliográfico de acuerdo a las necesidades inmediatas de la Universidad.
- En lo que respecta a los recursos bibliográficos digitales, se cuentan con bases de datos relevantes que contienen materiales de mucha actualidad en el ámbito de los negocios.

Recomendaciones

A continuación se mencionan una serie de recomendaciones a tener en cuenta para seguir en el proceso de desarrollo y mejoramiento de la Universidad.

Programas Académicos

En los programas académicos es donde se diseñan los conocimientos que los estudiantes van a adquirir y a desarrollar, para que los manifiesten cuando terminen su formación profesional, por lo que es importante considerar lo siguiente:

1.- Dejar de tener materias genéricas e incluir bloques de materias más específicas y que tengan relación con los negocios, particularmente con el mercado hispano.

Por ejemplo
- Desarrollo y creación de negocios, incluyendo materias relacionadas con el espíritu emprendedor, la creación de empresas, planes de negocios, entre otras.

- Consultoría de Pequeñas empresas, incluyendo materiales relacionadas con la gestión de las empresas, haciendo énfasis en las pequeñas y medianas, proyectos de consultoría, los procesos de cambio y las habilidades del consultor.

- La internacionalización de los negocios, incluyendo materias relacionadas con el conocimiento de hacer negocios en diferentes países, principalmente México o algún otro país latinoamericano.

2.- Incluir en cada una de las materias, un conjunto de competencias claves (conocimientos, actitudes y valores) que se espera que los alumnos desarrollen en el curso.

Por ejemplo

- Responsabilidad ciudadana y sensibilidad a la realidad social
- Espíritu de servicio
- Capacidad de adoptar y aprovechar oportunidades en el mercado
- Identificación y vinculación con la comunidad hispana
- Aprecio por la identidad histórica y cultural de diversas culturas y regiones
- Comunicación efectiva, oral y escrita.

3.- Desarrollar bloques de materias con la finalidad de formar alumnos bilingües 100% (español-ingles) para poder satisfacer las necesidades del mercado laboral en el área de influencia que tiene la Universidad.

**Los alumnos y el proceso de enseñanza-aprendizaje**

El proceso de enseñanza-aprendizaje es uno de los aspectos más relevantes en la calidad académica, pues es muy importante que los alumnos adquieran conocimientos relevantes y significativos, con actividades que promuevan la colaboración, el trabajo en equipo y sobre todo la autogestión del aprendizaje, que aprendan por cuenta propia.

Se propone desarrollar una serie de comportamientos que la Universidad desea que se promuevan en sus estudiantes, basados principalmente en los valores éticos y en la responsabilidad social y ciudadana, como por ejemplo la honestidad, el respeto, la sensibilidad a las necesidades de los semejantes, entre otros.

**La utilización de técnicas didácticas**
La calidad académica se caracteriza por utilizar técnicas didácticas, con las que los alumnos trabajan en analizar y resolver problemas relacionados con sus áreas de especialidad siempre en torno en un medio académico pero que se pueda desarrollar en un medio empresarial.

Algunas de las técnicas didácticas utilizadas en el Tecnológico de Monterrey\(^2\) son:
- Aprendizaje colaborativo
- Método de casos
- Aprendizaje orientado a proyectos
- Aprendizaje basado en problemas

**Las tecnologías de información y comunicaciones**

Debido a la importancia que se tiene en la actualidad el uso de las tecnologías de información, tanto en la vida empresarial como en la académica, es recomendable tener en cuenta el uso de plataformas tecnológicas para el desarrollo de diversas actividades de clases, a continuación se mencionan algunos aspectos relevantes a considerar:
- Favorecen la colaboración e interacción entre profesores y alumnos
- Amplían las opciones de aprendizaje en ambientes alejados del aula
- Ayudan a que los alumnos se responsabilicen y se comprometan con su propio aprendizaje
- Permiten tener acceso a otras fuentes electrónicas de información para el desarrollo del proceso enseñanza-aprendizaje y con ello poder aprovechar de la mejor manera posible el acervo de información científica con el que cuenta la Universidad mediante las bases de datos de la biblioteca digital.

**Los profesores**

Los profesores son uno de los elementos claves del proceso de enseñanza-aprendizaje, por lo tanto se espera que sean los facilitadores del proceso de acuerdo a una serie de características muy particular definidas por la Universidad.

Por lo que es necesario definir el perfil del profesor, las funciones que tiene que desarrollar, las competencias (conocimientos, actitudes y valores) que debe tener, los indicadores de desempeño por los que se les va a estar evaluando y el soporte de programas de formación continua.

\(^2\) [http://www.sistema.itesm.mx/va/dide/tecnicas_didacticas/default.htm]
Aseguramiento de la calidad académica

El compromiso con la calidad académica es uno de los aspectos fundamentales de la actuación de las escuelas de educación superior, es por ello que se vuelve necesario desarrollar un proceso para la evaluación de la calidad educativa, teniendo en cuenta los siguientes aspectos:

- La evaluación que hacen los profesores respecto al desempeño de sus alumnos durante las diversas actividades de los cursos.

- La medición del desempeño de los profesores por parte de los alumnos, de acuerdo a una serie de criterios previamente definidos, con la finalidad de lograr la excelencia en la impartición de sus clases.

- La evaluación del personal directivo de la Universidad por parte de la comunidad de la misma Universidad.