

PD-AAW-555
20016

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE GRADUATE MANAGEMENT TRAINING			2. PROJECT NUMBER 517-0157	3. MISSION/AID/W OFFICE USAID/DR - HRD
5. FIVE PROJECT IMPLEMENTATION DATES			4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code Fiscal Year, Serial No. beginning with No. 1 each FY) 87-2	
A. First FIO-AG or Equivalent FY 83	B. Final Obligation Expected FY 87	C. Final Input Delivery FY 91	<input type="checkbox"/> REGULAR EVALUATION <input checked="" type="checkbox"/> SPECIAL EVALUATION	
6. ESTIMATED PROJECT FUNDING			7. PERIOD COVERED BY EVALUATION	
A. Total \$ _____			From (month/yr.) 6/83	
B. U.S. \$ 6,500 M			To (month/yr.) 9/86	
			Date of Evaluation Review 11/5/86	

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; also those items needing further study. (NOTE: Mission decisions which authorize AID/W or regional office action should specify type of document, e.g., program, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
<p><u>UCMM/USC Actions</u></p> <p>1. Prepare and submit to USAID/DR a time-phased LOP Implementation Plan for all project components. The Implementation Plan is to include:</p> <ul style="list-style-type: none"> a. schedule regular UCMM/USC meetings; b. assign UCMM staff to Faculty of Administration; c. indicate long-term and short-term technical assistance staff; d. schedule Advisory Council meetings; e. designate activities to strengthen and increase linkages between university and public/private sectors; 	<p>UCMM: R. Lora J. Morales Yordán USC: F. Beazley</p>	<p>March 1987</p>

<p>9. INVENTORY OF DOCUMENTS TO BE REVIEWED FOR ABOVE DECISIONS</p> <table> <tr> <td><input type="checkbox"/> Project Charter</td> <td><input checked="" type="checkbox"/> Implementation Plan e.g., CFI Network</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Financial Plan</td> <td><input type="checkbox"/> FIO/T</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Logical Framework</td> <td><input type="checkbox"/> FIO/C</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Project Agreement</td> <td><input type="checkbox"/> FIO/P</td> <td>_____</td> </tr> </table>	<input type="checkbox"/> Project Charter	<input checked="" type="checkbox"/> Implementation Plan e.g., CFI Network	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Financial Plan	<input type="checkbox"/> FIO/T	_____	<input type="checkbox"/> Logical Framework	<input type="checkbox"/> FIO/C	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Project Agreement	<input type="checkbox"/> FIO/P	_____	<p>10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT</p> <p>A. <input type="checkbox"/> Continue Project Without Change</p> <p>B. <input type="checkbox"/> Change Project Design and/or <input checked="" type="checkbox"/> Change Implementation Plan</p> <p>C. <input type="checkbox"/> Discontinue Project</p>
<input type="checkbox"/> Project Charter	<input checked="" type="checkbox"/> Implementation Plan e.g., CFI Network	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> FIO/T	_____											
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> FIO/C	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> FIO/P	_____											

<p>11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Name and Title)</p> <p>Ricardo Lora, Vice-Rector, UCMM J. Morales Yordán, Department Head, UCMM Fitz Beazley, Chief-of-Party, USC Claude Boyd, Education Advisor, USAID</p>	<p>12. Mission/AID/W Office Director Approval</p> <p>Signature _____</p> <p>Typed Name _____</p> <p>Date _____</p>
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*Foot Note** This Special Evaluation did not include the Hotel Management and Tourism Training component. Project Funding for the components evaluated were: ...

Total - \$14,484 million
U.S. - 5,000 million

a

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol (U-44)

1. PROJECT TITLE GRADUATE MANAGEMENT TRAINING			2. PROJECT NUMBER 517-0157	3. MISSION/AID/W OFFICE USAID/DR - HRD
5. FIVE YEAR PROJECT IMPLEMENTATION DATES A. First FPD-AG or Equivalent FY <u>83</u> B. Final Obligation Expected FY <u>87</u> C. Final Input Delivery FY <u>91</u>			6. ESTIMATED PROJECT FUNDING A. Total \$ _____ B. U.S. \$ <u>6,500 M</u>	4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>87-2</u> <input type="checkbox"/> REGULAR EVALUATION <input checked="" type="checkbox"/> SPECIAL EVALUATION 7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>6/83</u> To (month/yr.) <u>9/86</u> Date of Evaluation Review <u>11/5/86</u>

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

7. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., Program, SPAN, PIO, which will present detailed request.)

B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
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(Continuation)

- f. execute a formal graduate follow-up system;
- g. establish yearly enrollment targets;
- h. schedule activities for the completion of the UCMM Computer Center;
- i. schedule marketing strategy/activities;
- j. schedule activities for designing and conducting a needs and training resources survey for the Executive Training Institute;
- k. program activities to make the Administrative and Economic Research Center fully operational.

2. Change the format of the USC/UCMM Annual Report for June 1, 1986 - May 31, 1987 and Proposed Activities For The Period June 1, 1987 - December 31, 1988 to correspond to the Life-of-Project Implementation Plan, and to include:

UCMM: R. Lora
 USC: F. Beazley
 USAID: C. Boyd

April 1987

9. INVENTORY OF DOCUMENTS TO BE REVIEWED FOR ABOVE DECISIONS

<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

A. <input type="checkbox"/> Continue Project Without Change
B. <input type="checkbox"/> Change Project Design and/or
<input checked="" type="checkbox"/> Change Implementation Plan
C. <input type="checkbox"/> Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER BANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

R.C.

12. Mission/AID/W Office Director Approval

Signature _____

Typed Name _____

Date _____

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol (U-447)

1. PROJECT TITLE <p style="text-align: center;">GRADUATE MANAGEMENT TRAINING</p>	2. PROJECT NUMBER <p style="text-align: center;">517-0157</p>	3. MISSION/AID/W OFFICE <p style="text-align: center;">USAID/DR - HRD</p>
4. EVALUATION NUMBER Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 87-2		
<input type="checkbox"/> REGULAR EVALUATION <input checked="" type="checkbox"/> SPECIAL EVALUATION		

5. F.Y. PROJECT IMPLEMENTATION DATES <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">A. First PRO-AG or Equivalent FY <u>83</u></td> <td style="width: 33%;">D. Final Obligation Expected FY <u>87</u></td> <td style="width: 33%;">C. Final Input Delivery FY <u>91</u></td> </tr> </table>	A. First PRO-AG or Equivalent FY <u>83</u>	D. Final Obligation Expected FY <u>87</u>	C. Final Input Delivery FY <u>91</u>	6. ESTIMATED PROJECT FUNDING A. Total \$ _____ B. U.S. \$ <u>6,500 M</u>	7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>6/83</u> To (month/yr.) <u>9/86</u> Date of Evaluation Review <u>11/5/86</u>
A. First PRO-AG or Equivalent FY <u>83</u>	D. Final Obligation Expected FY <u>87</u>	C. Final Input Delivery FY <u>91</u>			

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., telegram, SPAIR, PIO, which will present detailed request.) <p style="text-align: center;">(Continuation)</p> <p>a. past performance;</p> <p>b. changes required for the remainder of the project;</p> <p>c. a simplified presentation of budgetary information related directly to the elements of the Implementation Plan. The Annual Report and Proposed Activities will emphasize the budget presentation and explanations of budgetary adjustments, program changes, a more concise and complete presentation of overall project progress and the status and projection of inputs and outputs.</p> <p>3. Prepare and present a study of the relationship between enrollment and the financing of the Graduate Management Training School. The Report will specifically address the issue raised with respect to the actual enrollment and actual</p>	B. NAME OF OFFICER RESPONSIBLE FOR ACTION UCMM: R. Lora USC: F. Beazley	C. DATE ACTION TO BE COMPLETED April 1987
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9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <table style="width: 100%; border-collapse: collapse;"> <tr> <td><input type="checkbox"/> Project Paper</td> <td><input checked="" type="checkbox"/> Implementation Plan (e.g., GPI Network)</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Financial Plan</td> <td><input type="checkbox"/> PIO/T</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Logical Framework</td> <td><input type="checkbox"/> PIO/C</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Project Agreement</td> <td><input type="checkbox"/> PIO/P</td> <td>_____</td> </tr> </table>	<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan (e.g., GPI Network)	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____	<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or <input checked="" type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
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<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____											

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER BANKING PARTICIPANTS AS APPROPRIATE (Names and Titles) <p style="text-align: center; font-size: 2em;">RL</p>	12. Mission/AID/W Office Director Approval Signature _____ Typed Name _____ Date _____
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CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol (1447)

1. PROJECT TITLE GRADUATE MANAGEMENT TRAINING	2. PROJECT NUMBER 517-0157	3. MISSION/AID/W OFFICE USAID/DR - HRD
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<input type="checkbox"/> REGULAR EVALUATION <input checked="" type="checkbox"/> SPECIAL EVALUATION		

6. F.Y. PROJECT IMPLEMENTATION DATES	8. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION
A. First FRO-AG or Equivalent FY <u>83</u> B. Final Obligation Expected FY <u>87</u> C. Final Input Delivery FY <u>91</u>	A. Total \$ _____ B. U.S. \$ <u>6,500 M</u>	From (month/yr.) <u>6/83</u> To (month/yr.) <u>9/86</u> Date of Evaluation Review <u>11/5/86</u>

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

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B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
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(Continuation)

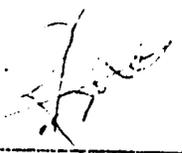
number of graduates as contrasted with the targeted numbers and will include a Financial Analysis with conclusions and recommendations with respect to the numbers of students required to attain and maintain a cost effective and financially viable Graduate MBA and MPA Training Program at UCMM.

USAID/DR Actions:

1. Advise UCMM by letter of the actions required to address the recommendations in the Special Evaluation.
2. Schedule regular meetings with AID, UCMM and USC before and after submission of required project reports.

USAID/DR:C. Boyd	January 1987
USAID/DR:C. Boyd	Trimestrally and Annually (June 1987)

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <table style="width: 100%; font-size: x-small;"> <tr> <td><input type="checkbox"/> Project Paper</td> <td><input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Financial Plan</td> <td><input type="checkbox"/> PIO/T</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Legal Framework</td> <td><input type="checkbox"/> PIO/C</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Project Agreement</td> <td><input type="checkbox"/> PIO/P</td> <td>_____</td> </tr> </table>	<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____	<input type="checkbox"/> Legal Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or <input checked="" type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
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<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____											

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER FUNDING PARTICIPANTS AS APPROPRIATE (Name and Title) <div style="text-align: center; font-size: 2em; opacity: 0.5;">  </div>	12. Mission/AID/W Office Director Approval Signature: <u>Thomas W. Stukel</u> Typed Name: <u>Thomas Stukel</u> Date: _____
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FD-100 (Rev. 12-1-76)

Drafted:HRD:NLW/mer:1/87-3/87
 Clearances:HRD:CBoyd (In Draft)
 HRD:TCWagner: TLW
 PRG:REllert-Beck
 PDO:DMcFarland
 CONT:TBebout

(Attachment to PES# 87-2)EVALUATION COST DATAUSAID/ Dominican Republic or Bureau/Officer _____Form completed by R. Ellert-Beck Program Office 11-5-86
Typed Name Office Date1. No. and Title of Project/Activity:
(or Title of Evaluation Report) SPECIAL EVALUATION; GRADUATE MANAGEMENT TRAINING (517-0157)2. Date of Evaluation Report: 10-10-86
Date of PES (if different): 11-05-863. Mission Staff Person Days involved in this Evaluation (estimated):
- Professional Staff _____ Person Days
- Support Staff _____ Person Days

4. AID/W Direct-Hire or IPA TDY support funded by Mission (or office) for this evaluation:

<u>Name</u>	<u>Period of TDY (Person-Days)</u>	<u>Dollar Cost: (Travel, Per Diem, etc)</u>	<u>Source of Funds*</u>
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NA

5. Contractor Support, if any, for this evaluation:**

<u>Name of Contractor</u>	<u>Contract #</u>	<u>Dollar Amount of Contract</u>	<u>Source of Funds*</u>
Checchi & Co.	517-0000-C-00-6039 Special Evaluation	\$33,107.00	PD & S

*Indicate Project Budget, PD&S, Mission O.E. or Central/Regional Bureau funds

**IQC, RSSA, PASA, PSC, Purchase Order, Institutional Contract, Cooperative Agreement, etc.

Findings and Recommendations of the Special Evaluation,
Graduate Management Training (517-0157), with Modifi-
cations Concluded in by UCMM and USAID/DR.

The evaluation recommends ten major areas for mid-course adjustments. Modifications in the original Checchi & Co. recommendations are indicated in appropriate footnotes.

Finding: It was concluded that by not taking full advantage of the opportunities offered through the collaborative assistance mode, the partners were missing opportunities for more rapid and effective project implementation.

Recommendation No. 1:

It is recommended that the collaborative assistance mode be implemented more extensively by adopting the following measures

- LOP time-phased implementation plan for all project components should be prepared immediately by UCMM and USC.
- 1 / - Regular meetings, on a bi-weekly basis, should be scheduled between UCMM and USC. These meetings should be structured and include an agenda and a written record as to decisions taken, actions completed, actions required, responsible parties and timing.
- 2 / - There should be scheduled meetings among AID, UCMM, and USC after submission of each of the required project reports.

Recommendation No. 2:

Through the mechanism described above it is recommended that:

- UCMM should complete remaining staffing needed for the Faculty of Administration as soon as possible, i.e. two professionals now in training in Mexico for the Executive Training Institute.
- As part of the implementation plan and as defined by the specific skills required, UCMM and USC should define USC staffing for the remainder of the project.

1/ Modification: -"Regular meetings, on an academic term basis,..
2/ Modification" -"There should be scheduled meetings among AID,
UCMM, and USC before and after submission ..."

Note: The specific change to be made in the recommendation is underlined in the footnote for each case.

X

Finding: The evaluation found that the reporting system could be significantly improved by changing its content and format. Special consideration should be given to the areas of budget presentation, explanations of budgetary adjustments, program changes, providing a more concise and complete picture of overall project progress, and projecting inputs and outputs.

Recommendation No. 3:

It is recommended that UCMM, USC, and A.I.D. review current reporting procedures and recommend changes in the system which will, in turn, report project progress and future plans more effectively.

Finding: An important part of the activity is the need for a sustained and intensive linkage between UCMM and the community, especially the private and public sectors. The high-level Advisory Committee, established under the project, is not being utilized to its potential. The inter-relationships are crucial and pervasive. It was found that the efforts made to date were useful, but insufficient in planning and systemization.

Recommendation No. 4:

It is recommended that UCMM, USC, and the Advisory Council develop and execute a plan to strengthen and increase linkages between the university and the private and public sectors in order to better meet targeted outputs and objectives. This should be a part of the implementation plan.

Finding: In terms of keeping contact with graduating students, drop-outs, executives who have completed special courses, and business and community leaders, it was found that a system of follow-up using tracer studies was lacking. While individual contacts have been pursued between faculty and those completing programs, such contacts have been largely ad hoc, and not recorded.

Recommendation No. 5

It is recommended that UCMM with USC support, develop and execute a follow-up system. The formal system proposed should be an integral part of the implementation plan discussed above.

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Finding: It was clear that the graduate student enrollment projections were not being met for both public and business administration. At the same time it was not possible, with the data available, to state precisely what the enrollment/retention targets should be.

Recommendation No. 6

It is recommended that UCMM, with USC support and AID advice, include in the implementation plan, yearly enrollment targets based on present enrollments, projections determined from public and private sector requirements, the availability of student financial support, and interest by applicants. The maximum number of students should be targeted.

Finding: On the basis of interviews, key individuals were concerned with the potential problem of retaining faculty upon their return from long-term U.S. training.

3/ Recommendation No. 7

As part of the general implementation plan it is recommended that UCMM, with USC support, continue to implement strategies for assuring faculty retention.

Finding: The Computer Center's main frame capacity is not being utilized in academic programs as projected. UCMM has developed an action plan in response to the general concern that the Center is not functioning as planned.

Recommendation No. 8

It is recommended that UCMM and USC execute their proposed plan for the Center as part of the general implementation plan.

Finding: Key individuals in this project believe that the Executive Training Institute can be used more effectively with a greater outreach. In response to these concerns plans are underway to develop a marketing strategy, conduct a needs survey, and assign two professionals who will soon return from training in Mexico.

3/ This recommendation is fully endorsed in spirit by both UCMM and USAID, but is not suitable for inclusion in the implementation plan.

4 / Recommendation No. 9:

It is recommended that the development of a marketing strategy and the completion of a needs survey by UCMM and USC be accelerated and completed. In addition the two professionals should be assigned to the Institute upon return from Mexico. Furthermore, these recommendations should be reflected in the implementation plan already proposed.

Finding:

It was planned in the PP that the Administrative and Economic Research Center should begin functioning during 1984, the second year of the project. UCMM reported that in an informal agreement with A.I.D. officials the Center activity was postponed until 1986. Although the Center was not formally organized until this year, research and consultancies have been undertaken as part of normal faculty activities. Over fifty research projects have been completed by both students and professors. A director of the Center was employed in July 1986, three faculty have been assigned (part-time), and a secretary is being recruited. An implementation plan was approved by the Vice Rector in April 1986. Research and consultancies, under the auspices of the Center, are programmed to begin by January 1987.

5/

6/ Recommendation No. 10::

It is recommended that the strategy above for this activity be incorporated into the overall implementation plan.

4/ Modification: "It is recommended that the development of a marketing strategy and the completion of a needs and training resources survey ...:

5/ Modification: "A director of the Center was employed in July 1986, three faculty have been assigned (part-time), and a secretary is being recruited. A work plan was approved by the Vice Rector in April 1986."

6/ Modification: "It is recommended that the strategy indicated above be continued, and that these and other similar activities be incorporated into the overall implementation plan to achieve the objective which is to make the Research Center fully operational."

Note: The changes to be made in each case are underlined in the footnote.

MEMORANDUM

TO: Mr. Claude Boyd, Human Resources Development Division
USAID/Santo Domingo

From: Hunter Fitzgerald, Checchi & Company *Hunter Fitzgerald*

Subject: Contract 517-0000-C-00-6039-Special Evaluation

The Final Report of the Special Evaluation of the Graduate Management Training Project is hereby submitted as stipulated in subject contract. UCMM and USAID/Santo Domingo staff have had ample opportunity to review and comment on the report. All comments received were carefully considered and incorporated into the report when appropriate. The Spanish language translation will be submitted to you next week, which will complete Checchis' work.

Also the contract calls for English copies of the final report to be distributed as follows:

1. Contracting officer - 1 copy
2. Office of Dev. Inf. & Utilization,
Bureau for Policy and Program
A.I.D. Washington 20523 - 2 copies

Your prompt attention to arranging for the proper approvals, vouchers, and payments will be greatly appreciated. It was a pleasure being professionally associated with USAID/Santo Domingo and UCMM in this activity.

XD-ADW-555-A

52697

SPECIAL EVALUATION
GRADUATE MANAGEMENT TRAINING (517-0157)
UNIVERSIDAD CATOLICA MADRE Y MAESTRA (UCMM)
DOMINICAN REPUBLIC

Presented to: USAID/Dominican Republic
Santo Domingo, Dominican Republic

Prepared by: Checchi and Company
1730 Rhode Island Ave. N.W.
Washington D.C. 20036-3193

October 10, 1986
AID Project 517-0157
AID Contract 517-0000-C-00-6039

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EXECUTIVE SUMMARY

This is the Executive Summary of the Special Evaluation Report of the Graduate Management Training Project (517-0157) which is being implemented in the Dominican Republic by the Universidad Católica Madre y Maestra (UCMM) with collaborative assistance from the University of South Carolina (USC). The project purpose is to establish a quality graduate management school at UCMM offering degree programs in Business and Public Administration, and supporting the public and private sectors through research and executive training.

The special evaluation which was completed by Checchi and Company, focused on any mid-project design weaknesses and areas or issues of concern where mid-course adjustments could be recommended. The special evaluation scope of work outlined six principal evaluation objectives and went on to detail 33 more specific individual and/or groups of evaluative tasks. These tasks identified findings upon which to base mid-course recommendations.

The contractors reviewed relevant information in the United States, and, in the Dominican Republic they reviewed mission project files, grantee records, contractor documentation, reports, research publications, and other public and private sector materials.

Contractor personnel interviewed approximately 50 persons including administrative staff in Santo Domingo and Santiago, USC contractor personnel, UCMM faculty members, returned long-and-short term U.S. participants, second year MBA and MPA students, graduates from the MPA and MBA programs, dropouts from both programs, and the President of the Advisory Council. Structured and non-structured interviews were conducted. Evaluators visited and observed a sampling of classes, a computer center seminar, the Management Library, the Computer Center, and the Santo Domingo and Santiago campuses. The evaluation team met with key A.I.D./DR mission, UCMM, and USC personnel to obtain guidance, data, and feedback on contractor findings and/or recommendations to ensure accuracy, relevancy, and validity.

The report is organized into this summary and five chapters. Background and historical information; a review of project design and major implementation activities; analyses of components; overall project progress; and, major findings and recommendations are all included.

The general impression, based upon documentation review, observations and interviews, is that the activity is progressing well. The people involved in the project have been able, conscientious and well-informed as to progress indicators and problems. A very positive aspect of the project has been that the parties have identified major problems and have initiated actions for

their resolution.

The scope of work's six principal objectives were the focus of the special evaluation. The evaluation findings are summarized below by objective:

A. Validity of Project Design, Modifications, and Assumptions.

The project, as defined in the logical framework, remains valid on the basis of the evaluation review. However, modifications under the collaborative approach have already been made, and others should be considered. The expected levels of enrollment in the project paper were no longer valid design targets and/or assumptions. The targets for the Advisory Council continue to be valid but its performance should be strengthened and its participation increased.

B. Assessment of UCMM's Effectiveness in Accomplishment in Meeting Outputs and USC's Effectiveness in Meeting Contractual Obligations.

In the evaluation, comments and recommendations were made with particular regard to project inputs and outputs. Even though areas have been identified for improvement, the general performance of both the grantee and contractor has been good. If the areas requiring

mid-project adjustment are given proper attention, the project should continue to a successful completion. Generally, the responsible individuals were aware of the major problems, were concerned about timely solutions, and were prepared to work cooperatively to make necessary changes.

C. Project Progress

A physical facility has been built and equipped; there is a functioning graduate Faculty of Administration; the Management Library is functioning well; the Computer Center is in place; an Executive Training Institute has been established; a Center for Administrative and Economic Research has been established; and, participant training has been implemented. The success of these various components has been of different levels of magnitude. Nonetheless, it is important to give recognition to the essential fact that a complex project has a foundation upon which to move on to higher levels of accomplishment.

The major areas requiring mid-course attention are utilization of the collaborative assistance mode, improving student enrollment and retention, planning for the remainder of the project, the optimal use of technical assistance, improving reporting systems, strengthening and formalizing linkages with the public and private sectors, utilization of the Computer Center to its potential, the accomplishment

of research and consultancy projects under the direct sponsorship of the Center for Administrative and Economic Research, and strengthening the Executive Training Institute.

D. Impact on Beneficiaries

It was too early in the project to do a complete beneficiary impact analysis. Nevertheless, it was found that benefits are accruing from the project. A number of MBA and MPA graduates, as well as some students, are receiving salary increases, promotions and increases in job responsibilities. On the basis of subjective responses, students, faculty and in-service executives have gained knowledge and skills which they believe are, or will be, useful in private and public sector enterprises.

E. Budget Review

Approximately fifty percent of the A.I.D. budget had been spent as of May 31, 1986, which is somewhat behind the originally projected schedule. By line item, however, there are greater variations. The reporting system which is presented in 17 pages of tables does not provide complete explanations as to why such variations have occurred. For example, USC technical assistance expenditures are behind the original schedule. Counterpart contributions appeared to be on schedule.

INTRODUCTION

This is a report of the special evaluation of the Graduate Management Training Project (517-0157) which is being implemented in the Dominican Republic by the Universidad Católica Madre y Maestra (UCMM) with collaborative assistance from the University of South Carolina (USC). The goal of this project is to upgrade the human resource base necessary for the national development of the Dominican Republic. The purpose is to establish a quality graduate management school at UCMM offering degree programs in Business and Public Administration, and supporting the public and private sectors through research and executive training.

Checchi and Company was selected and awarded Contract 517-0000-C-00-6039-00 for this special evaluation. It focuses on any mid-project design weaknesses and areas or issues of concern where mid-course adjustments can be recommended. The special evaluation scope of work (see Appendix A) outlines 6 principal evaluation objectives and goes on to detail 33 more specific individual and/or groups of evaluative activities tasks. These tasks identified findings upon which to base mid-course recommendations.

The contractors reviewed relevant information in the United States prior to traveling to the Dominican Republic. In the Dominican Republic the contractors reviewed mission project files, grantee records, contractor

documentation, reports, research publications, and other public and private sector materials.

In total, Contractor personnel interviewed approximately 50 persons (see Appendix F). They included 10 UCMM administrative staff in Santo Domingo, 4 UCMM administrative staff in Santiago, 5 USC contractor personnel, 8 UCMM faculty members, 1 returned long-term U.S. participant, 1 returned short term U.S. participant, 6 second year MBA and MPA students, 7 graduates from the MPA and MBA programs, 7 dropouts from both programs, and the President of the Advisory Council. A field trip to UCMM's main campus in Santiago de los Caballeros was arranged so that the evaluators became cognizant of the whole university program. Structured (see Appendix E) and unstructured interviews were conducted. Team members also visited and observed a sampling of classes, a computer center seminar, the Management Library, the Computer Center, and the rest of the campus. In addition to the meetings outlined in the special evaluation report scope of work, the evaluation team met with key Mission, UCMM, and USC personnel to obtain guidance, data, and feedback on contractor findings and/or recommendations to ensure accuracy, relevancy, and validity. In this aspect Doctors Ricardo Lora, UCMM, Toni Christiansen-Wagner, USAID, Claude Boyd, USAID, Jorge Morales, UCMM, and Garnett Beazley, USC, were all kind, patient, and essential to this activity.

Sixty workdays were programmed to complete the special evaluation. The team members were made up of Checchi and Company home office staff. The members were:

- o Hunter Fitzgerald, Evaluation (Chief of Party)
- o Robert Johnson, Public Administration
- o Lewis Harwood, Business Administration.

This report includes an executive summary and five chapters. The executive summary provides a brief description of the special evaluation with major findings and recommendations. Chapter I gives a project background and other historical information. Chapter II reviews project design and major implementation activities. An analysis of the major programs in the project is in Chapter III. Chapter IV summarizes project progress overall and in each component. In Chapter V we present cumulative major findings and recommendations introduced in Chapters I-IV. The Chapter is organized by categories, e.g. implementation and management, faculty of administration, computer center executive training institute, and Center for Administrative and Economic Research, and not sequentially as they

Chapter I - Background

A. The Graduate Management Training Project - Purpose, Inputs and Outputs

The purpose of the project is to assist UCMM to establish a quality program of graduate management education, training and research. The program was designed to educate practically as well as theoretically oriented managers and administrators for both the private and public sectors in the Dominican Republic. The project includes creation of a top Executive Training Institute (Instituto de Alta Gerencia); a Center for Administrative and Economic Research (Centro de Investigaciones Administrativas y Económicas); a graduate curriculum in administration; long-term participant training for faculty development; short-term faculty training and procurement of equipment and materials for these programs. The new graduate program is linked with an on-going undergraduate program in economics and business. A building to house Administration was constructed.

AID is assisting the UCMM Graduate Management project through financing \$5,000,000 for long-and short-term technical assistance, equipment and material purchase, and participant and short-term training over a period of eight years. The UCMM Dominican counterpart is the equivalent of \$9,484,000 for staff and operational costs and construction. The construction costs were funded under a loan UCMM

obtained from the Government of the Dominican Republic from FY 83 supplemental Caribbean Basin Initiative funds. UCMM assumes responsibility for long-term continuing costs after completion of the Project. In 1985 the project was amended to include a Hotel and Management Training component, with an AID contribution of \$1,500,000. This component is not addressed in the Special Evaluation.

The original design projected the following inputs:

- o technical assistance from a United States university and technical assistance directly contracted by UCMM
- o long term participant training for UCMM faculty
- o short-term training for UCMM faculty and administration
- o commodity purchase
- o physical plant
- o staff operation costs
- o student loans
- o evaluation.

Derived from the above, the principal project outputs were expected to be the following:

- o Institutional
 - a functioning Faculty of Administration
 - a new management library

- a computer center
- a physical facility.

o Activity Innovations

- Graduate degree programs in Business and Public Administration
- An Executive Training Institute
- A Center for administrative and Economic Research.

o Beneficiaries

- University faculty
- Students
- Private and public sector executives
- Private and public sector enterprises.

B. Implementation Arrangements

1. The project was authorized on June 23, 1983. The initial Grant Agreement of \$ 5 million with UCNM was signed on June 23, 1983 and the contract of \$2,165,070 with USC was signed on August 11, 1983 (which amount was a part of the \$5 million in the Grant Agreement). A subsequent amendment for additional technical assistance on August 29, 1984, increased USC contractual funding to \$2,240,438. Five grant

agreement amendments provided incremental funding and the addition of the Hotel and Management Training component.

2. The Mission determined that the project was suitable for professional collaboration with an educational institution for project design and implementation, i.e. the collaborative assistance contracting mode. In this case, the University of South Carolina College of Business Administration has been involved in design and implementation. As noted in the PP, under this mode effective institutional development can be substantially assisted by linking the implementing institution, UCMM, with USC. Close collaboration and rapport are essential to the successful development of this mode and obtaining maximum benefit from it. The collaborative assistance design facilitates incremental changes that may result from experience, new indicators of special demands, organization learning, and adaptation. The project design and eight-year implementation plan take advantage of the longer time horizon established for the project to develop a solid work relationship and a long-range institutional connection between UCMM and USC.

Furthermore, the PP notes that in order to take full advantage of the collaborative assistance mode, it is essential that all parties involved in the project, UCMM, USC and AID, keep open the opportunity to learn from experience, evaluate progress in a timely and deliberate manner, and use such evaluation to modify the project

inputs and design as the situation changes. It is anticipated that continuing assessment of program progress will ensure a gradual refinement of project programs, procedures, and relationships.

Chapter II - Project Design and Implementation

This chapter focuses on project design weaknesses and areas or issues of concern where mid-course adjustments can be recommended. In this context the following will be examined.

- o Project design and assumptions
- o Responsibilities and administrative arrangements of AID, UCMM and USC
- o Progress in meeting inputs, outputs and end-of-project (EOPs) status
- o Budget review
- o Summary of grantees and contractor performance
- o Beneficiary impact analysis.

A. Project Design and Assumptions

The project, as defined in the logical framework, remains valid on the basis of the evaluation review. However, modifications under the collaborative approach have already been made, and others should be considered. Particular attention should be given to the following:

1. A total of 240 students were anticipated in the graduate program. This was calculated on the basis that the programs were for two years, and that there would be yearly intakes of 120 students, divided equally between the MPA and MBA programs. Actual performance has been somewhat less than fifty percent of the target.

On the basis of investigation, it was clear that the projections were high for the following reasons:

- o The original projections were made on the basis of applicants for the MPA program, which had already started.
- o Employers and government officials were very positive about the need for graduate training. However, there was --and still is-- a gap between expressed need and support.
- o Recognition of the value of the MPA and MBA has not had time to develop.
- o The socio-cultural milieu places a high emphasis on political, family and personal connections. Hence, the time frame for overcoming entrenched practices was not recognized. This view has been expressed repeatedly by knowledgeable Dominicans. The 1985 MOF educational sector assessment pointed to personal connections and/or political connections as the first constraint to be overcome before a

rational career civil service system could be established. In this context, the quality of a graduate program in public administration might seem to be irrelevant. However, an extension of the logic could lead to a "which came first, the chicken or egg" debate. The project design assumption was that the program has to be started some time. Though not so expressed, the implication was that trained personnel could have an impact on the system itself.

- o The expected level of qualified applicants did not materialize. Even those accepted have required remedial work in basic subjects, e.g., mathematics.

These perceived realities do not alter the underlying design, which calls for the establishment of graduate level programs in public and private administration and management. Graduate student enrollment projections are not being met for either public administration or business management. It was not possible, with the data available, to state precisely what the enrollment/retention targets should be. It is recommended that UCMM with USC support and AID advice, establish yearly enrollment targets based on present enrollments, projections determined from public and private sectors requirements, the availability of student financial support and interest by applicants. The maximum number of students should be targeted.

2. In the PP there were 12 programmatic assumptions. At this stage in implementation all of the assumptions remain valid. Although activities of the UCMM Advisory Council continue to be valid, its performance should be strengthened.

B. Administrative Arrangements

In the collaborative arrangement the host country institution and the participating U.S. university shoulder major planning, implementation and evaluation responsibilities. In this type of agreement, AID has a lesser role in operational responsibilities. AID reviews grantee and contractor progress, assures that AID regulations are followed, that grant and contractual agreements are met, and participates on an as needed basis.

The principal responsibility rests with UCMM, the grant recipient. UCMM is responsible, with participation from the contractor, for construction, procurement of equipment, participant training and technical assistance. USC is called upon to provide technical assistance to teach courses in the graduate school; counsel students; work with and assist UCMM faculty in curricula and course design and teaching methodology; conduct research and guide that of students; assist UCMM administrators in developing policies and

programs; participate in faculty and student selection; work in executive training activities; assist in library development and in the effective utilization of computer facilities and resources, and help develop the program of activities of the Center for Administrative and Economic Research within the UCMM faculty.

This scope of work provides wide latitude for UCMM and USC to work jointly on most aspects of the project. A close working relationship between UCMM and USC is essential for successful project implementation.

Commitment and interest in the project among AID, UCMM and USC were found to be high. This, in spite of the fact that the Vice Rector of the University has had to assume the roles of a faculty dean, among his other responsibilities.

It is understood that a restructuring of the administration of the graduate program was and is being implemented, which should alleviate a part of the burden on the Vice Rector. At the same time, as reported in the most recent annual report, the USC Chief of Party (COP) has been responsible for providing general consulting assistance and guidance to the administration and faculty of UCMM with respect to the Graduate Management Program, executive training, research activities, faculty selection, and selection of participant trainees. The COP has also been responsible for providing general consulting

assistance and guidance to the administration and faculty of UCMM with respect to the Graduate Management Program, executive training, research activities, faculty selection, and selection of participant trainees. The COP has also been teaching a full class load in Business (accounting), exercised supervision of faculty and has arranged for special consultants as well as other services to the university and community.

2. With regard to the administrative operations of the project, the principal finding was that the collaborative assistance mode was not being utilized to its full potential. The lack of clear and agreed upon objectives and plans, with delineated roles and responsibilities, was one of the principal shortcomings of the project.

This concern was expressed by UCMM, USC and AID. Following are some recommendations for improving project administration and implementation:

- o Regular meetings, at least on a bi-weekly basis, should be scheduled between UCMM and USC. These meetings should be structured and include an agenda and a written record as to decisions taken, actions completed, actions required, responsible parties and timing. It is expected that the minutes of these meetings will provide basic data for the trimester, annual, and the final report.

- o A time-phased LOP implementation plan should be prepared jointly by UCMM and USC. This will clarify roles, inputs, expected outcomes, and responsibilities.
- o There should be scheduled meetings among AID, UCMM, and USC after submission of each of the required project reports. These meetings will provide an opportunity to review progress and problems, and keep channels of communication open.

Through the mechanism described above, consideration should be given to staffing implications as follows:

- o UCMM should complete the reorganization of the Faculty of Administration as soon as possible (steps have already been made in this direction).
- o As part of the implementation plan, UCMM and USC should define USC staffing for the remainder of the project. This includes both long-and short-term technical assistance. This needs immediate attention.
- o Based on current workload, AID's HRD division is understaffed. Until and unless, additional staff is provided, the division's participation in the project will be limited.

C. Progress in Meeting Inputs, Outputs and EOPs

The general impression, based upon documentation, review and interviews, is that the activity is progressing very well. The people involved in the project have been able, conscientious and well-informed as to progress indicators and problems. A very positive aspect of the project has been that the parties involved have identified major problems and have initiated actions for their resolution. In terms of the measurement of specific components, Chapter IV discusses progress made as shown by verifiable indicators. This section assesses the broad implementation categories.

1. The original input schedule has been adjusted through the prescribed mechanism of joint UCMM/USC annual reports, except for the magnitude of student enrollment. The evaluation found that the process has been functioning well, except for difficulty in analyzing the budgetary allocations by year and function (See D below). UCMM reported that the budgetary format, described above, was established in response to A.I.D. requirements.

Technical Assistance

USC has provided a long-term COP (originally scheduled for 28 months), an a deputy COP (originally scheduled for 24 months), as well as short-term technical assistance. The contract, as subsequently adjusted, provides for 21 person/trimesters (84 person months) of long-term and 19 person/trimester (76 person months) of short-term assistance. It should be noted that the person months provided in the USC contract and the actual months assigned for the long-term COP and deputy COP do not match. The provision for future technical assistance should be identified through an implementation plan (described above). USC has been responsive to UCMM's requests for technical assistance. However, USC could have been more aggressive in identifying technical assistance needs, which would have resulted in a more rapid utilization of short-term TA.

Within the grant, UCMM has funds for development activities, including technical assistance. From these funds, UCMM has employed a director of the MPA program, simultaneous translators, an administrative assistant, a finance officer, support personnel, public administration faculty and executive education. The revised LOP budget provides \$1.969 million for development activities. As shown in the most recent annual report, the remaining balance is now \$717,220. A total of \$81,228 was shifted to USC for UCMM to hire a public administration professor.

The original budget was been revised each year in the annual report. Current budget revision procedures are extremely difficult to follow. It is difficult to understand the present status and planned expenditures for remaining project inputs. UCMM, with USC and A.I.D. assistance, should review the current procedures, change the format of the annual budget and make it consistent with the narrative explaining projected inputs. A.I.D. involvement will be essential in the revision process.

Participant training

Long-term training was projected for 11 faculty/administrators. To date, three persons have returned and eight are in the U.S.. One of the returnees completed training in Ecuador. The original design called for some on-the-job experience after the Master's degree for those entering the doctoral program.

Short-term training was projected at a more rapid implementation rate than is actually happening. UCMM reported that short-term training was needed more once the number of faculty members increased. The most recent annual report has request a modification of the short term training program, to meet the objectives by the end of the project. Specific training areas, dates of training and potential trainees should be included in the implementation plan.

The evaluation concluded that the participant training, as now scheduled, will meet design objectives.

Commodities

The commodity purchases included funding for computers, books, periodicals, microfiche and readers, office equipment and supplies, a vehicle, simultaneous translation equipment, and classroom equipment for the new building. Commodity inputs have been made on a timely basis.

Plant

The school plant, consisting of 29 classrooms, 6 lecture rooms, an auditorium, cafeteria, executive lounge, library, chapel and offices was completed in 1985.

The special evaluation found the physical facilities and maintenance fully adequate to serve not only the graduate program, but the undergraduate as well. An unanticipated problem with water runoff during heavy tropical storms has been addressed by the UCMM administration with funds from the UCMM budget.

Staff Operational Costs

The project provides LOP funding for staff operational costs in the amount of \$553,000, including a simultaneous translator (\$77,932), administrative assistant (\$12,739), financial officer (\$30,348), public administration faculty (\$345,000), support personnel (\$51,981), and support to executive education (\$35,000). The implementation plan, mentioned above, should show how the balance will be reallocated for the remainder of the project. Assurances were given by the Rector of the University that the necessary functions would continue after the termination of the project.

Student Loans

The project paper projected that \$510,000 of counterpart funding would be provided for this purpose. To date UCMM reports that \$310,000 has been granted to graduate students. This includes 7 persons in business administration and 177 individuals in public administration. The Mission has been active in encouraging more extensive use of these funds. UCMM and USC should pursue greater utilization of these resources. This could be a contributing factor to student recruitment and retention, two of the major problem areas of the project.

Evaluation

Two evaluations were programmed for counterpart funding by UCMM, in the middle and at the end of the project. This Special Evaluation was funded through AID, and could well be considered as a mid-project evaluation. UCMM and USC should jointly plan a comprehensive final evaluation.

2 The original output schedule has been adjusted and needs further attention in some categories.

Institutional

- A major output was the development of Master's degree programs in Business and Public Administration. These have been established and are functioning very well. The number of enrollees and graduates has been less than anticipated. As recommended earlier, the outputs should be re-programmed to conform to the highest possible obtainable objectives.
- The library has been constructed, staffed and provided with equipment, books, periodicals and professional publications. It was found that the facility was functioning very well and close to schedule

except for the utilization of some resources, i.e., microfiche and readers. Funds remain for additional acquisitions. Further detail on the library is provided in Appendix D.

- The computer facility has been equipped with an IBM main frame, personal computers and some software. Staff has been assigned and some TA has been provided. UCMM is currently reviewing technical assistance recommendations regarding the organization and utilization of the Center. See Appendix M for USC TA Report. Additionally UCMM is developing a plan to strengthen the center. The proposal contains technical assistance required and proposes the purchases of some commodities (less than \$100,000), most of which is computer software. These steps are being taken in response to the general concern that the Center was not functioning as planned. An evaluation finding was that implementation has been slow. It is recommended that UCMM and USC detail the steps and actions to be taken in the LOP Implementation Plan recommended in another section of this report.

- As explained above, the physical facilities were completed in 1985. The plant and equipment more than meet the needs of the project, inasmuch as the undergraduate program is also using the facilities.

The MBA and MPA programs have established curricula, are adequately staffed, have used technical assistance to good advantage, and have identified all long-term participants. Short-term training has been re-programmed and is now scheduled to meet the original objectives.

On the basis of a review of curricular materials, interviews with faculty and students, classroom observation, and reports, it was found that a solid instructional program has been established, with a mechanism to make revisions if needed. UCMM and USC are addressing areas of concern, such as student enrollment and retention, entrance requirements and examinations, remedial training, curriculum revision and the need (or lack thereof) of English language skills.

As more graduates leave the program it will be essential to formalize a system for follow-up and feedback. Such information is critical to the total program, inasmuch as job performance subsequent to graduation will be the ultimate litmus test. This concern is well recognized by both UCMM and USC and it is recommended that a formal follow-up system be developed and incorporated into the implementation plan recommended in this special evaluation.

The Executive Training Institute has the function of training managers and public administrators through a variety of workshops, short courses, and seminars (a more detailed description is provided

in Appendix G). The program started in 1984 and there have been two directors, with the most recent appointee assuming responsibilities in January 1986. Administratively, the Institute is part of Continuing Education, which reports to the Vice Rector of UCMM.

In 1986, the Institute offered three types of courses to a total of 545 persons as follows:

Executive Training Institute

Enrollment by Course

<u>Type</u>	<u>Number of courses</u>	<u>Enrollment</u>
Executive	9	152
Community with Executive Participation	5	365
Small and Medium Businessmen	<u>4</u>	<u>28</u>
Totals	18	545

In previous years, there were 21 courses with 785 participants. The national elections account for some of the drop off in public sector participation. Most of the key individuals in this project, including the Rector of UCMM, believe that the Executive Training Institute can be used more effectively and with a greater outreach. Plans are underway to develop a marketing strategy and

conduct a needs survey(s). Also it is planned to assign two individuals to the Center who will return from training in México. It is recommended that these processes be continued, accelerated, and incorporated in the implementation plan to be developed by UCMM and USC. Inasmuch as INCAE and ESAN were mentioned specifically in the project paper, these resources could be considered for specialized technical assistance.

-The Center for Administrative and Economic Research combines the previous functions of the applied economics research unit and the new program in business research and public management investigation. The Center has as its function the responsibility to conduct and/or promote research in the public and private sectors. In addition, there will be a repository of business, economic and public management data. UCMM reported that an informal agreement was reached with AID officials which postponed this activity until 1986. Although the Center was not formally organized until this year, research and consultancies have been undertaken as part of normal faculty activities. Over fifty research projects have been completed by students and professors (see Appendix H). A Director was employed in July 1986, three part time faculty have been assigned, and a secretary is being recruited. An implementation plan for the Center was approved by the Vice Rector in April 1986. Research and consultancies under Center sponsorship are programmed to begin by January 1987. At this stage, it is still uncertain whether the original design was overly ambitious or whether

the targets can be met. However, it is recommended that the implementation plan for the Center be carried out as programmed. Appendix I is UCMM's implementation plan for this Center.

-The beneficiaries in the project paper are defined as faculty; students, private and public sector executives and private and public sector enterprises. In quantitative measures, 11 faculty have been --or are being-- given long-term training (out of a Target of 11); 285 graduate students have been enrolled (out of a target of 480); and 1,330 persons have been trained (out of an LOP target of 1,500). The number of public and private sector enterprises targeted was not stipulated in the PP. The actual number will depend upon the utilization of training by executives as well as the use made of the research center.

-Other beneficiaries are faculty and administrators in short-term training. Only three have received training, out of a projected LOP of 62. UCMM reported that short-term training was needed more once the number of faculty members increased. . UCMM and USC have reprogrammed this area and projected that by 1991 the target will be met.

D. Budget Review

Each year, the annual report submitted by UCMM and USC contains a narrative and a budget. The budgetary information in the 1986 report is presented in 17 pages of tables. It is very complex and difficult to interpret. Furthermore, the budget is not well explained in the report narrative. For example, proposed budgetary changes are projected over the LOP in each report, but only the next year's budget is discussed in the narrative. The new budget format should contain past performance and any changes required for the remainder of the project. All changes both technical and budgetary should be explained and fully justified for the remainder of the project.

It is recommended that a new and simplified budgetary format be developed in order to better report the fiscal status of the project. In addition to A.I.D. funding, accounting should be made of counterpart contributions in the annual report.

The grant provides \$ 5.0 million from AID and \$9.48 million in counterpart funding. However, the annual reports address only the A.I.D. contribution. The complete project budget, taken from the PP, is presented in the following table.

UCMM GRADUATE MANAGEMENT PROJECT
SUMMARY COST ESTIMATE AND FINANCIAL PLAN (In \$000)

	AID	AID <u>FX</u>	TOTAL <u>LC</u>	UCMM <u>AID</u>	TOTAL <u>LC</u>
1. Technical Assistance	2,447	135	2,585		2,585
2. Participant Training	550		550	160	710
3. Short-Term Training	76		76		76
4. Commodities					
a) Computers	309		309		309
b) Library Publications	376		376		376
c) Logistical Support	61	44	105		105
d) Simultaneous Trans- lation and Classroom equipment	138		138		138
5. Physical Plant					
a) Building				2,257	2,257
b) Equipment				975	975
c) Land				2,000	2,000
6. UCMM Operational Costs					
a) Salaries		521	521	1,514	2,035
b) Expense of ETI & CAER				402	402
c) Library				345	345
d) Equipment Maintenance			232	232	
e) Miscellaneous				111	111
f) Adm. & Support Services				570	570
7. Student Loans				510	510
8. Evaluation					<u>75</u>
Sub-Totals	3,957	703	4,660	9,151	13,811
Inflation	82	188	270		
Contingency	<u>56</u>	<u>14</u>	<u>70</u>	<u>333</u>	<u>402</u>
TOTALS	4,095	905	5,000	9,484	14,484

This table gives a complete summary of the originally projected funding. As already noted, the budget can be --and has been-- amended under the collaborative assistance mode. The third annual report, through May 31, 1986, has not received AID concurrence, pending completion of the special evaluation.

To compare the actual with budgeted expenditures, the following table was derived from annual reports.

GRADUATE MANAGEMENT TRAINING PROJECT

STATUS OF EXPENDITURES

	REMAINING BALANCE	TOTAL BUDGETED L O.P. (1986 revision)
I Technical Assistance/USC		
A. Dominican Republic	890,677	1,765,773
B. United States	299,906	469,846
Total USC	1,190,583	2,235,619
II UCMM		
A. Participant Training	470,927	700,000
B. Development Activities	<u>717,220</u>	<u>1,969,290</u>
Total UCMM	1,188,147	2,669,290
III Subtotal	2,378,731	4,904,910
IV Contingency/inflation		<u>95,091</u>
V. Total Grant		5,000,000

It shows that approximately 50% of the budget had been spent as of May 31, 1986. This is somewhat behind the originally projected schedule. By line item, however, there are greater variations. The reporting system does not provide complete explanations as to why such variations have occurred. For example, USC technical assistance expenditures are behind schedule. It is important to note, parenthetically, that there are funds in the budget to cover the technical assistance proposed in the recommendations in Chapter V.

The table below shows the status of counterpart funding to May 31, 1986. See Appendices J and O for further detail on counterpart budget.

GRADUATE MANAGEMENT TRAINING PROJECT UCMM EXPENDITURES (\$000)			
<u>Category</u>	<u>LOP-Planned</u>	<u>Actual Expenditures (to 5/31/86)</u>	<u>Balance</u>
Participant Training	\$ 160		160
Physical Plant	5,232	6,700	-
Operational Costs	3,174	1,551	2,133
Student Loans	510	301	209
Contingency	408	-	408
Totals	9,484	8,552	2,910

E. Beneficiary Impact Analysis

It is too early in the project to do a complete beneficiary impact analysis. For example, three faculty members have returned from

overseas training. Nevertheless, it was found during the various interviews that benefits are accruing from the project. A number of MBA and MPA graduates, as well as some students, are receiving salary increases, promotions and increases in job responsibilities. On the basis of subjective responses, students, faculty and in-service executives have gained knowledge and skills which they believe are, or will be, useful in private and public sector enterprises.

F. Summary of Grantee and Contractor Performance

In the sections above, comments and recommendations have been made with particular regard to project inputs and outputs. Even though areas have been identified for improvement, the general performance of both the grantee and contractor has been very good. If the areas requiring mid-project adjustment are given proper attention, the project should continue to a successful completion. Generally, the responsible individuals were aware of the major problems, were concerned about timely solutions, and were prepared to work cooperatively to make necessary changes. This positive environment lends itself to more fully exploiting the advantages and opportunities of a collaborative contracting mode. Indeed, closer communications between the parties on day-to-day operations and long-range implementation would keep targets and required interventions in focus.

Chapter III Analysis of Programs

This chapter presents a review of the project in terms of the institution, the MBA and MPA programs, the Executive Training Institute; and the Center for Administrative and Economic Research. Areas discussed in Chapters I or II are not repeated except when essential to the narrative.

1. Institutional

A. Administrative Organization and Efficiency.

The components of the project fall within the Faculty of Administration Sciences and Economics, which offers undergraduate and post graduate programs. Academic areas include Public Administration; Business Administration; and Economics. The project is an integral part of the Faculty. The organizational chart on page 118 shows the administrative organization of the Faculty.

As noted in chapter II the Vice Rector was functioning as the Dean of the Faculty. In August of this year, the Director of the MPA program (Dr. Jorge Morales Yordán) was named Coordinator of

the Faculty and is functioning as Dean. Dr. Yordan is under a UCMC contract as an advisor and will be replaced by one of the faculty now in U.S. training. His Dominican replacement will be nominated as Dean.

The university administration has taken some positive steps to improve the efficiency of the school. First, staff has been named for the Center for Administrative and Economic Investigations, and second, two professionals now in training will return and be assigned to the Executive Training Institute. Furthermore, there appears to be a renewed commitment to truly function under the collaborative implementation mode.

B. Grantee

Overall the grantee has managed the project in a business-like and efficient manner. The evaluation found weaknesses had occurred, especially early in the project. However, steps have been taken to remedy these situations. Some of the areas which could have been handled more efficiently were: selection and sending of U.S. long-term participants; selection and sending of U.S. short-term participants; identification, assignment and utilization of technical assistance; the development of more specific implementation plans with designated uses of resources; and the establishment of better

communication between all parties. The university leadership has demonstrated an increased awareness of its roles and is making decisions faster and solving problems more efficiently.

C. Contractor

The University of South Carolina has a major role in this project. A review of their contract and performance revealed that the major objectives USC has in the project have been met. Evidence indicates that long lasting linkages between UCMM and USC have been established; long and short term technical assistance has been provided; and USC has assisted UCMM in planning and implementing programs.

This is the first major international project for USC's School of Business and it was evident that USC has learned and gained much from the experience. In the Project Paper's Annex 9, pages 157-160 the inputs anticipated from USC are detailed. These inputs were designed to assist UCMM reach the outputs discussed in Chapter IV. Therefore, USC's performance has to be judged in the context of meeting project outputs and not in terms of person months of technical assistance provided. Except for areas already noted, most outputs are being reached but certain areas require further attention, such as the Research Center, the Computer Center, and the Executive Training Institute.

D. Management Library

The Management Library is housed in a new three story air-conditioned wing of the Faculty. The physical facility is more than adequate to carry out the library program.

The purchase of books, periodicals, equipment, and microfiche is on schedule. The table below summarizes activity through May 31, 1986.

Summary Library Purchases

Through 5/31/86)

<u>Item</u>	<u>Planned No.</u>	<u>Planned Cost</u>	<u>No. Purchased</u>	<u>Actual Cost</u>
Equipment	-	3,096	-	3,096
Books	10,000	264,000	3,115	91,636
Periodicals	100	60,000	76	7,930
Microfiches	-	20,000	36	8,747

The library was found to be well managed and will meet the needs of the program.

E. Computer Center

The Computer Center has an IBM 4361 and a variety of personal computers. The Center is not being utilized to its potential as explained in Chapter II of this report, an appropriate recommendation is made in Chapter V.

F. Outreach

The evaluation found that outreach into the private and public sectors has taken place extensively on an ad hoc basis. The official university outreach program has been of a limited magnitude. This aspect of the evaluation is discussed further in Chapter I and a recommendation has been made in Chapter V to improve outreach.

2. MBA and MPA Programs

A. Curricula

The MBA program was created to train executive level personnel for the private sector. The program stresses understanding problems and the necessary techniques to solve them. USC has had a major input into the MBA program. The program lasts two years and is divided into six four-month sessions with the student completing

36 credits and attending special seminars. There are twelve courses of which seven are for the MBA program and five are common to both the MBA and MPA curricula.

MBA Courses

Core Courses (Same as MPA)

- . Quantitative Methods
- . Organizational Theory
- . Economics
- . Accounting
- . Administrative Science
and Information Systems

Special Courses

- . Management Accounting
- . Financial Management
- . Commercial Law
- . Marketing
- . Human Resource Utilization
- . Seminar
- . Twelve Seminars on Current
activities

The MPA program is designed to meet the needs of persons who work in the public sector. Each individual accepted into the program is nominated by the GODR and receives a scholarship from the Government which is offered by the National Office of Administration and Personnel (ONAP) from the Technical Secretariat of the Presidency. This program is for two years and is divided into six four-month sessions with the student completing 36 credits.

MPA Courses

Core Courses

- . Quantitative Methods
- . Organizational Theory
- . Economics
- . Accounting
- . Administrative Science
and Information Systems

Special Courses

- . Government Finance
- . Program Administration.
- . Government Accounting
- . Administrative Law
- . Public Policy
- . Personnel Administration
- . Seminar
- . Twelve Seminars on Current
Activities

The programs above meet the original intent of the project paper and improvements of curricula and course content have been implemented (see Appendix N). Changes in entrance requirements, the institution of a remedial mathematics program, and changes in grade point requirements were made. However, USC and UCMM in their last annual report recommended that a formal review of programs should be made as soon as possible to ascertain the need for changes in:

- . Entrance requirements.
- . Courses Offered
- . Course content
- . Sequence of courses
- . Course prerequisites
- . Number of credit hours.

The MPA and MBA programs reflect relevant U.S. experience, and, as the Dominican faculty members return from U.S. training and assume their duties, the curricula and course content will be further adapted to the local situation.

In discussions with UCMM personnel, the advisory council president, UCMM students, UCMM graduates, USAID officials and others, the general perception encountered was that the curricula and courses are acceptable. Some positive suggestions ran through the interviews, such as:

- .Increase the number of Dominican case studies.
- .Either make reading English ability an entrance requirement or provide English language instruction.
- .Increase the uses of the computer center for students.
- .Keep the standards and quality of the MBA and MPA programs high.

All graduates interviewed feel the quality of the UCMC graduate programs is high and value their degrees. Some promotions and raises were already achieved and the graduates attributed their getting them to the program.

The evaluation did not find growth in the quality and quantity of student applications. UCMC and USC have taken actions to increase the size of the applicant pool. Some of these have been: publishing a new descriptive brochure, increasing advertising, visits by program directors to firms and public sector entities, news releases, and an orientation for potential students. These efforts along with others will have to be sustained, and even increased, to improve recruitment.

The project paper's evaluation guidance suggests that the development of Dominican cases, problem sets, simulations, experimental learning exercises, and computer projects would be indicators for tracking materials outputs. The evaluation found use of all of these indicators to varying degrees in the program. No evidence of plans to quantify the use of these tools into targets

was encountered. UCMM should consider setting goals in these areas when the proposed program review described above is done.

Progress has been made in terms of teaching materials. The evaluation reviewed a sampling of course outlines, which have course objectives, assignments, examinations, and class grading rules. The course outlines were of comparable quality to what would be found in a U.S. university graduate program. In addition, considerable translation work of teaching materials, including 2,400 pages under a contract, has been completed.

One of the important functions of the Center for Administrative and Economic Research is to establish a formal and systematized program to support the development of teaching materials. This function is important to the project, especially when the Dominican faculty return from U.S. training.

B. Staffing and Staff Training

Appendix B shows the planned staffing pattern and subjects to be taught for the programs financed under the project. There are seven public administration, nine business administration, and six other subject area professors. The staff now being trained in the U.S. is being replaced by USC and UCMM contract staff, along with regular members of the UCMM faculty. Staffing is adequate in

quantity and quality to meet the needs of the program. Graduates, current students, and even dropouts, gave high marks to the faculty.

Chapter II provides a discussion of staff training. Long-term training includes eleven U.S. participants who will return to form the core of the program. Short-term U.S. training was behind the original plans but UCMM has proposed a rescheduling which should meet project objectives if carried out as explained above.

C. Enrollment and Retention

Enrollment and retention have not met expected outcomes. Some of the causes and possible remedial actions have already been discussed. The project paper called for enrollments of 240 per year and an LOP of 700 Master's level graduates (approximately 80-85 graduates per year). The table below shows actual performance:

ACTUAL PERFORMANCE
ENROLLEES AND GRADUATES

<u>Graduating Class</u>	<u>Beginning Enrollment</u>	<u>Current Enrollment</u>	<u>Graduates</u>
1985			
MBA	45	-	21
MPA	<u>59</u>	-	<u>14</u>
Total	104		<u>35</u>
1986			
MBA	29	-	12
MPA	<u>36</u>	-	<u>9</u>
Total	65	-	21
1987			
MBA	29	21	-
MPA	<u>38</u>	<u>21</u>	-
Totals	67	41	-
1988			
MBA	28	-	-
MPA	<u>17</u>	-	-
	45	-	-

The evaluation analyzed retention rates in the program. The first class in 1983 (graduating class of 1985) had a high drop out rate due to low mathematics skills. UCMM instituted a math test and a remedial instructional program to address the problem. However, it must be noted the math program also serves as a screening device and some students drop out. The table below summarizes number of students in the remedial math program. Those who pass the math test are eligible for enrollment. The totals in this summary do not match those of enrollment in the table above because not all eligible applicants choose to enroll in degree programs.

MATHEMATICS REMEDIAL PROGRAM

SUMMARY

<u>Year</u>	<u>Total Applicants</u>	<u>No. Pass the Math Exam</u>	<u>No. Admitted to Math Course</u>	<u>No. Pass Math Course</u>	<u>No. Eligible for Enrollment</u>
1984	100	18	82	53	71
1985	101	10	91	59	69
1986	51	11	44	5	46

The cost effectiveness of the MBA and MPA programs was analyzed in detail in the project paper's economic analysis. The analysis compared costs of degree study of UCMM and USAID participant training with adjustments for the part-time character of the UCMM program. The comparisons were based on enrollments of 120 per year and 700 graduates for LOP. Both of these indicators have been below targets. For example, this year's new class, which has an enrollment of 45 is only 37.5% of the target. If one accepts the premises of the original economic analysis, the program loses cost effectiveness significantly.

The evaluation found enrollment, number of graduates, and retention to be major areas for mid-course adjustments. Discussions were held with USC, UCMM, and A.I.D. to convey findings and explore possible actions. Chapter V contains a recommendation for this area. At the time of the preparation of this report, UCMM with USC assistance was studying the problem and was committed to recommending a course of action. UCMM proposed the following plan:

Admissions Plan

Master Programs

1987-1991

<u>Year</u>	<u>MPA</u>	<u>MBA</u>	<u>Total</u>
1987	40	30	70
1988	45	31	76
1989	45	35	80
1990*	20	30	54
1991	50	40	90

*Decrease due to election year

This plan is higher than current performance but is conservative. The Mission had not reviewed the plan, nor had UCMM provided a rationale for how the estimates were developed. UCMM believes that once the program becomes better known by potential students and employers become better informed of the high quality of the graduates, a higher admission rate will be achieved.

D. Student Loan Program

Seven MBA and 177 MPA students have received financial assistance and student loans. MPA candidates are agreed upon in a contract drawn up a year in advance between the Technical Division of the D.R. Presidency and UCMM. Student financing is part of the agreement. For MBA candidates, most financial support for individual costs has been provided by the firm where the student is employed.

E. Follow-up and Program Adjustments

Follow up and program adjustments have taken place in the program but usually by individual professors for specific courses. A recommendation is made in Chapter V for UCMM to formalize a systematic follow-up program possibly utilizing tracer studies, which can be part of the program adjustment process.

3. The Executive Training Institute.

It is not clear if the Executive Training Institute is meeting its projected numerical outputs. LOP outputs projected were 83 seminars and short courses for 1,500 executives from the private and public sectors. Chapter IV shows progress to date in meeting outputs

as: 196, 589, and 545 enrollees for the years 1984, 1985, and 1986, respectively. This totals to 1330 persons served by the Institute. The evaluation had difficulty in determining how many of the 1,330 were truly executives or were general population attending a community education course. The 1986 outputs are more precisely reported but still are not exact. In 1986 there are 152 executives and 28 business owners reported out of a 545 total. That leaves a remainder of 365 unclassified. Of these 365, the Institute reports that there was some executive participation but no number is specified.

In Chapters II and V the evaluation examines the Executive Training Institute, reviews UCMM proposed actions, and provides recommendations to better utilize the Institute's potential.

4. Center for Administrative and Economic Research

It was planned that the Center for Administrative and Economic Research would sponsor 12 research and 15 consulting projects per year once it was fully operational. By this point in the project it was anticipated in the PP's implementation plan that a total of 22 projects would be completed. However, research and consulting under the direct sponsorship of the Research Center has yet to begin. UCMM reported that an informal agreement with A.I.D. officials postponed this activity until 1986 due to the fact that there was an insufficient number of full-time faculty members available. Although the Center was not formally organized until this year, research and consultancies have been undertaken as part of normal faculty activities. Over fifty research projects have been completed by both students and faculty (see Appendix H)

To date several important steps have been taken to establish the Center, such as developing and approving an implementation plan, hiring a qualified director, and selecting three professors who will be paid to conduct research part-time.

It should be emphasized that research and consultancies are conducted by professors who arrange individually to provide such services. Students also write research papers as a normal requirement in their courses. See Appendix H. What remains is for the Center itself to coordinate, market, and provide support services for research and consulting engagements sponsored by the Center.

F. Financial Analysis

In Chapter II pages 26-30 a review of the budget and expenditures are presented. In this section the evaluation's findings in regard to project's original financial analysis and plan and actual progress are summarized. The summary looks at original LOP funding, adjusted LOP funding, remaining balances, and if such balances are sufficient to meet project input requirements. Comments are provided when appropriate. The eight major financial components of the project are analyzed.

The Graduate Management Training Project is not a "normal" A.I.D. project where usually there are only minor budgetary adjustments during the life of project. Under the collaborative assistance contracting mode continual project adjustments can be made, with continuing budgetary changes resulting. A major recommendation of this evaluation is that UCMM and USC develop a detailed time-phased implementation plan for the remainder of the project. This new plan may or may not require further budgetary shifts.

1. The Institution

UCMM remains a financially viable institution as stated in the PP's Financial Analysis and Plan. The university, as with most higher education entities, has a tight cash flow at times, but has met its obligations on or ahead of schedule.

2. The Financial Plan

The total cost of the project is \$14.5 million. An A.I.D. grant provides \$5.0 million and UCMM is contributing \$9.5 million. The evaluation found this total LOP funding of \$14.5 million to be adequate and recommended no changes in total LOP funding levels. However, line item adjustments have been made and will have to continue to be instituted.

Original and revised budgetary components of the project are shown below:

GRANT BUDGET SUMMARY

<u>Line Item</u>	<u>Original P.F.</u>	<u>1986 Revision</u>	<u>Difference</u>
I Tec. Assistance/USC			
A. Dominican Republic \$	US\$	US\$	US\$
1 Direct	1,370,620	1,387,966	+ 17,346
2 Indirect	356,370	377,897	+ 21,437
B. U.S.			
1 Direct	302,860	304,332	+ 1,472
2 Indirect	<u>135,220</u>	<u>165,514</u>	+30,294
Total TA/USC	<u>2,165,070</u>	<u>2,235,620</u>	
II UCMM			
A. Participant Training	550,470	700,000	+ 149,530
B. Dev. Activities	<u>1,944,420</u>	<u>1,969,290</u>	+24,870
Total UCMM	<u>2,494,890</u>	<u>2,669,290</u>	
III. Inflation & Contingencies	<u>340,040</u>	<u>95,090</u>	-244,950
GRAND TOTAL	5,000,000	5,000,000	

The two shifts in major budget categories were increases in the USC contract and the participant training line item. The USC contract was amended in 1984 for the costs of one additional person year of technical assistance. A corresponding amount was reduced in the UCMM grant budget. The original participant training costs were underestimated for two reasons. First cost per month in training were underestimated and, second, original plans did not include sufficient funds for three PHD training programs which are longer and more costly than a Masters. The remainder of the major account moves shown in the table above were small and not investigated during the evaluation. However, changes within major categories were reviewed.

Obviously the budgetary adjustments (\$244,950) were taken primarily from the inflation and contingency line items, thus not changing other major line items significantly. Only \$95,090 remains in inflation and contingency categories and any further large budget shifts will require programmatic changes in order to effect further movement of grant monies in major categories.

The Table on page 29 presents a summary of expenditures to date. Using the 1986 LOP revised budget (not yet approved by the Mission) as a guide, all major categories are about 50% expended. This should leave sufficient funds to complete and/or reach the project's outputs and EOPS. In the following sections the financial aspects of

the project's components are discussed primarily in terms of funds and tasks remaining, and is based on the last UCMM Project Annual Report for 1986.

a. Technical assistance

In the USC contract \$1,190,583 remain which is currently programmed to be utilized by the end of 1987. Recommendation 2 of this report states that, through the collaborative assistance mode, UCMM and USC, as part of the implementation plan as defined by the specific skills required, should define USC staffing for the remainder of the project. The evaluators suggested that UCMM carefully review technical assistance needs and timing for the Research Center, the Computer Center and the Executive Training Institute. Since these activities have been reprogrammed and/or require strengthening, it may be necessary to program technical assistance after 1987. Additionally, one of the outcomes of this project is to be a continuing linkage between UCMM and USC, and a continuing USC presence after 1987 should be considered. What form this presence takes will depend on the configuration of the recommended implementation plan. The evaluation found there should be sufficient funds to achieve the above.

UCMM is contracting public administration faculty and core faculty under the project. Actual expenditures have been under budgeted amounts (1985 budget - \$58,333 vs 1985 expenditures -

\$46,133). These expenditure short-falls have been due to fewer course sections offered because of lower than planned enrollments and more part-time contract faculty than anticipated. The evaluation has suggested use of this account for more outside technical assistance. In the development of the implementation plan, USC and UCMM should review this area.

b. Participant training

Long-term training is on schedule but costs were higher than anticipated and the budget was adjusted. Short-term participant training as originally planned in the PP has been rescheduled for later in the project. There appear to be sufficient funds to cover planned short-term participant training.

c. Short-term training

Travels costs for short-term training and orientation were originally programmed in the PP for \$76,000. This was reprogrammed to \$45,070 for LOP. UCMM reports that \$7,706 of this item has been spent. As above, the implementation plan should address how the remaining \$37,000 is to be utilized. It appears more than sufficient funds remain in this budget line item.

d. Commodities

The original plan called for \$928,000 grant funding for commodities. Actual expenditures vary slightly from the planned original level.

The computer for the Computer Center cost \$375,320 (\$66,000 above original plan). Based on studies described in Chapters II and III, UCMM has a plan to purchase approximately \$35,000 (grant funds) additional computer commodities, most of which are software items. This will require Mission approval and a budget change.

Books and periodicals for the Management Library are on schedule. The original \$376,000 for this item was reprogrammed to \$347,096 so that special library shelves could be purchased with the difference. No changes are anticipated in library financial needs.

The major items for logistical support are purchases with an anticipated LOP cost of \$101,258 which is about \$4,000 less than originally planned. No adjustments are foreseen for this line item.

Classroom equipment will be about \$126,378 which is \$12,000 lower than anticipated. No further expenditures are foreseen for classroom equipment.

e. Physical plant

As shown in the table on page 30, counterpart expenditures for the physical plant exceeded planned levels by \$1.5 million due to inflation, devaluation of the peso, and unanticipated expenses. The plant meets project needs. No additional expenditures under the project are anticipated.

f. UCM operational costs

The original plan called for \$521,000 grant funding for translators and administrative personnel for a total of \$521,000 through FY 1987. The 1986 Annual Report makes a substantive change in this category over the previous financial plan approved by the Mission in its 1985 Annual Report. It decreased the prior approved level of \$593,000 to \$553,000 or a \$40,000 decrease. Also the proposed budget shows \$121,000 being spent over the years of 1988, 1989, 1990, and 1991. This is a significant change which is not explained or justified in the 1986 Annual Report. It is suggested that the Mission and UCM work this out prior to the Mission's giving approval to the 1986 report.

The evaluation found that UCM was meeting its counterpart obligations in the Executive Training Institute, the Center for Administrative and Economic Research, library expenses, equipment maintenance, and miscellaneous expenses.

g. Student loans

The PP called for \$510,000 in student loans and \$310,000 has been given in counterpart for this area.

2. Evaluation

It was planned that mid and final outside evaluations would be conducted under counterpart funding. This special evaluation was conducted with A.I.D. funding. It is suggested that the implementation plan address how and when evaluations will be carried out for the rest of the project.

Chapter IV Status of Outputs

In this Chapter the current status of outputs is compared with targets to be reached at this point in the project. In some cases progress is measured in terms of LOP objectives.

A. UCMM Institutional Activities

The project project paper calls for a functioning School of Administration. In the summary below, specific components of the school as described in the PP are identified on the left. On the right are outputs in terms of institutionalization accomplished to date.

Summary of Institutional Outputs to Date

<u>Components in the Project Paper</u>	<u>Outputs to Date</u>
1. A Dean	Dr. Jorge Morales Yordán, is performing as Coordinator.
2. Qualified Professors	Fifteen qualified and experienced professors are teaching in the MBA and MPA programs.
3. Sub-units of Organization in Business and Public Administration	The Business and Public Administration Departments are staffed and functioning as planned.

4. Sub-unit for Executive Training
The Executive Training Center is established and functioning under the Office for Continuing Education.
5. Sub-Unit for Applied Research
An implementation plan for the Center has been approved and a qualified director has been named. Three professors have been selected to assist the Center on a part-time basis.
6. Computer Center
A Director is managing the Center. Hardware and software is installed.
An implementation plan for increased academic use of the Center has been developed.
7. Library
The library is functioning as planned.
8. Admissions Office
The Admissions Office is established and functioning as planned.
9. Financial Office
The Financial Office is established and functioning a separate Financial Office for the AID Graduate Management Project is also established and operating.

10. Advisory Council
of eleven members
members appointed by
the Rector providing
broad advice and
counsel

The Advisory Council
composed of eleven
members meets both
formally and informally
It provides advice
and counsel

A Council of Advisors composed of eleven top-level persons in the public and private sectors was named by the Rector of the University as called for in the PP.

They have met formally about three times a year although only once so far in 1986. Informal meetings of various members of the council are common. The President of the Council is highly active and makes frequent visits to the University to advise and provide feedback. The council is credited by the administration of UCMM with providing valuable advice and counsel as well as useful feedback about public and private sector needs and expectations concerning the masters program.

B. Graduate Programs

Two graduate management degree programs (MBA and MPA) are offered at UCMM. As called for in the PP, five courses constitute a common core and 7 courses in each of the two fields provide degree specialization. Students complete 12 courses totaling 36 credit hours to meet the requirements of a graduate management degree. These outputs meet the targets set.

The project paper stipulated that from 10 to 12 long-term participants would be selected to be trained in the U.S. in order to return to UCMM to be part of the faculty. This target is being met.

Of eleven participants selected, one is completing English language training before beginning studies in the U.S. Three have returned from overseas training and are teaching at UCMM. The remaining eight are currently enrolled in advanced degree programs in the U.S. This compares with eight participants in the PP targeted to be in the U.S. this semester. Accomplishments meet targeted goals.

Planned compared to actual enrollment of new students in the MBA and MPA programs are as follows:

First Year
MBA Enrollment (New Starts)

	<u>Planned</u>	<u>Actual</u>	<u>Planned</u>
1983	60	45	75%
1984	60	29	48%
1985	60	29	48%
1986	60	28	47%

First Year
MPA Enrollment (New Starts)

	<u>Planned</u>	<u>Actual</u>	<u>% of Planned</u>
1983	60	59	98%
1984	60	36	60%
1985	60	38	63%
1986	60	17	18%

RETENTION IN MBA PROGRAM
(After Remedial Math Program)

<u>Class of</u>	<u>Initially Enrolled</u>	<u>Graduated</u>	<u>Percent Graduated</u>
1985	45	21	47%
1986	29	12	41%

RETENTION IN MPA Program
(After Remedial Math Program)

<u>Class of</u>	<u>Initially Enrolled</u>	<u>Graduated</u>	<u>Percent Graduated</u>
1985	59	14	24%
1986	36	9	25%

Since 1984, an acceptable score on a mathematics entrance exam has been required for admission. Students who do not pass the exam initially may take a remedial course and make a second attempt to pass it. This system is an important part of the screening process and is partially responsible for the difference between numbers of applications and admissions as shown in the following chart.

APPLICATIONS VS ADMISSIONS

(MBA & MPA combined)

	<u>Applications</u>	<u>Admissions</u>	<u>% of Admissions</u>
1984	100	71	71%
1985	101	69	68%
1986	55	46	84%

From the chart it can be observed that applications fell significantly in 1986 but a higher percentage of the applicants passed the math requirement and were admitted.

C. The Executive Training Institute

The PP calls for 10 short courses and seminars per year with an enrollment of 20 to 30 in each. The LOP output for total enrollment in the program is 250 per year. In the first eight months of 1986, nine short courses were offered to top managers in the private sector with a total of 152 attendees or about 61% of the year's goal. In the public sector, three courses were offered during 1986, with a total of 62 participants.

It should be noted that five other courses were offered in 1986 with some attendance by top-level managers for a total attendance of 365. An additional four courses were attended by 28 owners of small and medium-sized businesses. Total attendance for all of the above mentioned courses was 545 in 1986.

The numerical outputs reported by UCMM for the project to date are summarized below.

ENROLLMENT - TOTAL EXECUTIVE TRAINING INSTITUTE

<u>Year</u>	<u>Private Sector</u>	<u>Public Sector</u>
1984	196	226
1985	589	210
1986	545	162

D. Center for Administrative and Economic Research

In Chapter II it is reported that no outputs have been achieved under the direct sponsorship of the Center for reasons explained above. However, UCMM has taken actions in regard to the Center. Chapter V includes a mid-course recommendation to get this component fully operational.

E. The Management Library and the Computer Center Management

1. The Management Library

As of July 1986, the management library has acquired 3,419 volumes or 34% of the 10,000 volumes targeted for LOP. This should be considered acceptable progress for this point in the project. Major additional purchases are planned for when participant return from the U.S. with reading lists of books they will require in the courses they will teach.

Subscriptions to 76 magazines and journals are also currently received and used.

Construction of the library's physical plant is complete and the facility is functioning as planned. The library is open to the general public as well as to students in undergraduate and masters programs.

Students are allowed to check out books for up to three weeks. There are also adequate study areas within the library itself. Visits to the library totaled 93,921 for the 1985-86 academic year. Appendix D provides further statistical detail on the management library.

2. The Computer Center

The PP plans for a functioning computer center which serves the academic needs of the students, the research and consulting needs of the Research Center, and the instructional needs of the Executive Training Center. The administrative computing needs of the university are recognized but considered secondary to the academic and research needs.

To date, the Center's IBM main frame has been used almost exclusively for administrative purposes although plans are underway to install additional applications software and a more user-friendly operating system. These steps were included in a proposal by consultants from USC. The Vice Rector of UCMM has hired five

specialists to review USC's proposal and furnish their own recommendations. UCMM has prepared a plan to implement changes which includes required technical assistance and commodities. The plan calls for the additional software to be installed by January of 1987 and for a USC consultant to be at UCMM from January through April to orient and train UCMM faculty and students on the new systems.

Chapter V. Findings & Recommendations

A. Introduction

As noted in the body of the report, the evaluation found many positive accomplishments to this mid-point in the project. There has been a commitment and dedication among UCMM, USC and AID to make the activity succeed, and these efforts have resulted in clear and measurable achievements.

A physical facility has been built and equipped; there is a functioning graduate Faculty of Administration; the management library is functioning well; the Computer Center is in place; an Executive Training Institute has been established; a Center for Administrative and Economic Research has performed some functions; and participant training has been implemented. The success of these various components has, of course, been of different levels of magnitude. Nonetheless, it is important to give recognition to the essential fact that a complex project has a foundation upon which to move on to higher levels of accomplishment.

Where problems, or opportunities for growth, have been identified, they have been grouped in five areas, as follows:

. Implementation and Administration.

. Faculty of Administration

. Computer Center

. Executive Training Center

. Center for Administrative and Economic Research.

B. Findings and Recommendations

This section discusses the major findings, and when appropriate, makes reference to where the topic is discussed in the text. It concludes with a recommendation(s) for action.

1. Implementation and Administration.

The collaborative assistance mode, and its conceptual design, are discussed in Chapter II, Section B. It was concluded that by not taking full advantage of the opportunities offered through this mechanism, that the partners were missing opportunities for more rapid and effective project implementation.

- a. It is recommended that the collaborative assistance mode be implemented more extensively by adopting the following measures:
- An LOP time-phased implementation plan for all project components should be prepared immediately by UCMM and USC.
 - Regular meetings, on a bi-weekly basis, should be scheduled between UCMM and USC. These meetings should be structured and include an agenda and a written record as to decisions taken, actions completed, actions required, responsible parties and timing.
 - There should be scheduled meetings among AID, UCMM, and USC after submission of each of the required project reports.
- b. Through the mechanism described above it is recommended that:
- UCMM should complete remaining staffing need for the Faculty of Administration as soon as possible, i.e. two professionals now studying in Mexico for the Executive Training Institute..
 - as part of the implementation plan and as defined by the specific skills required, UCMM and USC should define USC staffing for the remainder of the project.

The evaluation found that the reporting system could be significantly improved by changing its content and format. Special consideration should be given to the areas of budget presentation, explanations of budgetary adjustments, program changes, providing a more concise and complete picture of overall project progress, and projecting inputs and outputs.

- c. It is recommended that UCMM, USC and A.I.D. review current reporting procedures and recommend changes in the system which will, in turn, report project progress and future plans more effectively.

An important part of the activity is the need for a sustained and intensive linkage between UCMM and the community -particularly the private and public sectors. The high-level Advisory Committee, established under the project, is not being utilized to its potential. These inter-relationships are crucial and pervasive. It was found that the efforts made to date were useful, but insufficient in planning and systemization.

- d. It is recommended that UCMM, USC, and the Advisory Council develop and execute a plan to strengthen and increase linkages between the university and the private and public sectors in order to better meet targeted outputs and objectives. This should be a part of the implementation plan.

In terms of keeping contact with graduating students, drop-outs, executives who have completed special courses, and business and community leaders, it was found that a system of follow-up using

tracer studies was lacking. While individual contacts have been pursued between faculty and those completing programs, such contacts have been largely ad hoc, and not recorded.

- e. It is recommended that UCMM with USC support, develop and execute a follow-up system. The formal system proposed should be an integral part of the implementation plan discussed above.

2. Faculty of Administration

The Faculty of Administration is discussed in Chapter II, Sections A and B.

It was clear that the graduate student enrollment projections were not being met for both public administration and business management. At the same time it was not possible, with the data available, to state precisely what the enrollment/retention targets should be. More financial assistance to students could probably increase enrollments.

- a. It is recommended that UCMM, with USC support and AID advice, include in the implementation plan yearly enrollment targets based on present enrollments, projections determined from public and private sector requirements, the availability of student financial support, and interest by applicants. The maximum number of students should be targeted.

On the basis of interviews, key individuals were concerned with the potential problem of retaining faculty upon their return from long-term U.S. training.

- b. As part of the general implementation plan it is recommended that UCMM, with USC support continue to implement strategies for assuring faculty retention.

The Computer Center is discussed in Chapter I, Section A, and in Chapter III, Section A..

Implementation of the program has been slow. UCMM has developed an action plan in response to the general concern that the center is not functioning as planned.

- a. It is recommended that UCMM and USC execute their proposed plan for the Center as part of the general implementation plan.

4. Executive Training Institute

The Executive Training Institute is discussed in Chapter II, Section B, and Chapter III, Section A (5).

Key individuals in this project believe that the Institute can be used more effectively with a greater outreach. In response to these concerns plans are underway to develop a marketing strategy, conduct a needs survey, and assign two professionals who will soon return from training in Mexico..

- a. It is recommended that the development of a marketing strategy and the completion of a needs survey by UCMM and USC be accelerated and completed. In addition the two professionals should be assigned to the Institute upon return from Mexico. Furthermore, these recommendations should be reflected in the implementation plan already proposed.

5. Center for Administrative and Economic Research

The Center for Administrative and Economic Research was discussed in Chapter II, Section B and in Chapter III, Section D.

It was planned in the PP that the program should begin functioning during 1984, the second year of the project. UCMM reported that in an informal agreement with A.I.D. officials the Center activity was postponed until 1986. Although the Center was not organized until this year, research and consultancies have been undertaken as part of normal faculty activities. Over fifty research projects have been completed by students and professors. A director for the Center was employed in July 1986, three faculty have been assigned part-time, and a secretary is being recruited part-time. An implementation plan was approved by the Vice Rector in April 1986. Research and consultancies, under the auspices of the Center, are programmed to begin by January 1987.

- a. It is recommended that the strategy above for this activity be incorporated into the overall implementation plan.

APPENDIX G
EXECUTIVE TRAINING INSTITUTE DESCRIPTION -



UNIVERSIDAD CATOLICA MADRE Y MAESTRA
RECINTO SANTO TOMAS DE AQUINO

CENTRO DE ALTA GERENCIA

INTRODUCCION

La gerencia es una ciencia relativamente nueva, debido a esto, con una alta frecuencia, los pensadores de esta disciplina, producen trabajos que cuando no hacen obsoletas teorías anteriores, incorporan nuevas técnicas que son altamente útiles para el éxito del gerente en funciones.

La Universidad Católica Madre y Maestra, consciente del afán de nuestros administradores por mantenerse a tono con los nuevos avances, que le permitan cumplir con su objetivo de maximizar el bienestar, y de la importancia que para el desarrollo socio-económico del país representa una Gerencia actualizada, se complace en anunciar el inicio de las actividades del CENTRO DE ALTA GERENCIA, que opera a manera de centro de educación permanente para el gerente en funciones y que tendrá su sede en el Recinto Santo Tomás de Aquino, en la Ciudad Capital.

Este Centro, junto a los programas de maestría en Administración Pública y Privada y al Centro de Investigaciones Económicas y Administrativas forman los tres programas de actividades a través de los cuales la U.C.M.M. participará con el empresario dominicano en el fortalecimiento del proceso de desarrollo de nuestro país.

OBJETIVOS DEL CENTRO

Los objetivos fundamentales del Centro de Alta Gerencia son:

- a) Contribuir al desarrollo social y económico del país a través de la capacitación gerencial.

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- b) Ser un medio de difusión de las teorías modernas de la la Administración en la República Dominicana.
- c) Promover la búsqueda de tecnología gerencial apropiada a nuestro medio.
- d) Desarrollar e implementar Sistemas apropiados para la enseñanza de la Administración en el país.
- e) Ser una vía de contacto entre la facultad docente de la Universidad y la comunidad empresarial.

Estos objetivos se lograrán a través del diseño, organización e implementación de un programa continuo de cursos cortos dirigidos a los gerentes del sector privado y a los del sector público.

DESCRIPCION DEL PROGRAMA

Como hemos dicho, la actividad fundamental del Centro es la de ofrecer "Cursos Cortos" a la comunidad empresarial y se pretende que esta abarque al empresariado dominicano en su totalidad.

Debido a las diferencias de necesidades, en cuanto a Capacitación se refiere, entre los distintos tipos de empresas, hemos diseñado un programa compuesto de dos partes.

* La primera está dirigida a la gerencia media y alta de las empresas de mayor tamaño. Bajo esta, se impartirán anualmente por lo menos 24 cursos, en los cuales se desarrollarán tópicos concernientes a las distintas áreas de la administración, esto es, Recursos Humanos, Finanzas, Contabilidad, Mercado, Organización, Planificación, etc.

El objetivo de estos es proveer a los participantes con herramientas que les permitan obtener un mayor rendimiento en sus puestos de trabajo, con los beneficios que esto representa para la empresa y para el país.

Además de los cursos concernientes a tópicos específicos, tenemos planificado dos cursos al año, de duración más larga y en los cuales se integran diferentes áreas de la administración en un programa modular. Estos están diseñados atendiendo al nivel en el cual se encuentran los participantes en la estructura de la empresa y se hace énfasis en aquellas áreas que son más importantes de acuerdo a su posición.

* La segunda parte del programa va dirigido al fortalecimiento de la Pequeña y Mediana Empresa.

Cuenta de un programa de capacitación gerencial integral, para pequeños y medianos empresarios, compuesto de ocho módulos, a través de los cuales se persigue dar una visión general de la gestión empresarial y proveer al participante con técnicas que le permitan un desempeño exitoso en sus negocios.

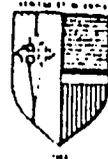
Además se tiene previsto impartir una serie de cursos sobre tópicos específicos que permitan la especialización del pequeño y mediano empresario, en áreas vitales de su empresa y un programa de asistencia técnica que complementaría la capacitación.

Para desarrollar el programa aquí descrito contamos con una facultad docente del más alto nivel académico, con el asesoramiento de la Universidad de South Carolina, con acuerdos de colaboración con institutos y Universidades latinoa-

americanas de alto prestigio, como el INCAE, la Universidad Simón Bolívar, etc y lo estamos desarrollando dentro del convenio suscrito por la AID y la Universidad.

Además contamos con una estructura organizativa y las instalaciones físicas que nos permitirán dar la mejor atención a los participantes durante el desarrollo de los cursos.

Conscientes estamos de que la participación de la clase empresarial es vital para que este esfuerzo pueda cristalizar, no sólo en su función de recipientes directos de la actividad, sino más importante aún, como elementos decisivos en la selección de tópicos, en el diseño de los cursos y en la docencia de los mismos, por esto hemos puesto la dirección del Centro bajo la asesoría de un consejo, compuesto en su mayoría por empresarios.



UNIVERSIDAD CATOLICA MADRE Y MAESTRA
RECINTO SANTO TOMAS DE AQUINO

RSTA/EC/86

Departamento de Educación continuada
Centro de Alta Gerencia

Nombre de los cursos (De enero a la fecha, 1986)	duración	participante:
A: Cursos exclusivos para gerentes (alto nivel)		
1. Gerencia de operaciones y productividad	21 hrs	11
2. Sistemas expertos I y II	7 "	9
3. Técnicas de documentación en informática	14 "	12
4. Estrategias para desarrollar y mercadear nuevo productos y servicios	20 "	20
5. Informática aplicada al Turismo	30 "	11
6. Gestión Empresarial y Análisis de riesgo en Economía con inflación	8 "	34
7. Programación estructurada	40 "	6
8. El empresario creativo e innovador	6 "	33
9. Los pronósticos como parte del proceso de la planificación estratégica	6 "	16
		Total p. <u>152</u>
B. -		
Cursos para la comunidad en general con la asistencia de gerentes (incluye grupos de banqueros) (nivel intermedio)		
1. Atención al cliente (banqueros)	8 y 9 hrs	223 participan
2. Administración del Seguro Social	24 "	16 "
3. Introducción a la microcomputadora	30 "	60 "
4. Legislación Bancaria	28 "	50 "
5. Procesador de datos (WORDSTAR)	28 "	16 "
		Total p. <u>365</u> "

C. Cursos para pequeños y medianos empresarios (nivel de formación)		
1. Contabilidad I	60 hrs	7 participante
2. Fundamentos de Economía	60 "	7 "
3. Principios de administración	60 "	7 "
4. Legislación del comercio	24 "	7 "
	Total p.	7 "
		<u>28</u>

Total general de participantes :



EDUCACION CONTINUADA

Relación de cursos de Centro de Alta Gerencia
del año 1986 - Enero- Agosto.

CURSO	Duración Fecha inicio término	No. Partici- pantes.	Precio RDS	Ingresos brutos	Gastos Académicos	Gastos Promoción	Gastos Servicios Generales	Total gastos	Ingresos netos	Profesor	Cursos Cortos o Alta Gerencia
1. Gerencia de Op. y Productividad	13, 14 y 15 de enero/86 21 horas.	11	\$300.00	\$2.700.00	\$900.00 (Traducción)	\$504.00	\$617.48	\$2.021.48	\$678.52	Michael Oliff	Alta Gerencia
2. Sistemas Expertos I y II.	17-1-86 7 horas	9	Nivel I = \$70.00, Nivel II y II = \$130.00	850.00	300.00 (Traducción)	\$252.00	\$360.60	912.60	162.50 deficit	Michael Oliff	Alta Gerencia
3. Técnicas de Doc. en Informática.	31-1-86 y 1-2-86 14 horas	12	200.00	2.400.00	700.00	\$279.00	\$440.20	1.419.20	981.00	Pedro Alvarado	Alta Gerencia
4. Estrategias para desarrollar y Mercadear Productos y Servicios Nuevos.	20, 21, 22 de marzo/86. 20 horas	20	300.00	4.650.00	1.200.00	508.40	592.80	2.301.20	2.348.80	Dr. Wayne Delozier	Alta Gerencia
5. Informática Aplicada al Turismo. (CEYSE)	31-3-86 al 4-4-86 30 horas	11	300.00	2.100.00	No inform.	No inform.	398.30	398.30	1.701.70	Dr. Enrique Chiva Espejo.	Alta Gerencia
6. Gestión Empresarial y Análisis de Riesgo de Crédito en Econ. con Inflación.	28-4-86 8 horas.	34	150.00	4.800.00	--	362.97	1.331.24	2.194.21	2.605.79	Dr. Manuel Aguirre	Alta Gerencia
7. Programación Estructurada Una Disciplina	15-4-86 8-5-86 40 horas	6	400.00	2.400.00	700.00	469.50	472.90	1.642.40	757.60	Dr. Pedro Alvarado	Alta Gerencia
8. El Empresario Creativo e Innovador	18-7-86 6 horas	33 1 UCHM	115.00	3.680.00	300.00	468.25	749.41	1.517.66	2.162.34	Dr. J. Logan	Alta Gerencia
9. Los Pronósticos Como Parte del Proceso de la Planif. Estratégica.	1-8-86 6 horas	16 2 UCHM	115.00	1.610.00	300.00	353.50	550.82	1.204.32	405.68	Dr. Sandra Logan	Alta Gerencia
									11.202.41 - 62.52 \$1.539.89		

LIST UCMM FACULTY OF ADMINISTRATION RESEARCH PROJECTS

LISTA DE INVESTIGACIONES REALIZADAS EN EL PROGRAMA DE MAESTRIA EN
ADMINISTRACION PUBLICA

1. Un conflicto obrero-patronal CAASD Vs SITRACAASD.
Corina Alba de Senior, 1982.
2. Decisiones de Política Pública en el proceso de aprobación e implementación del sistema de servicio civil y carrera administrativa.
Juan Antonio Cerda Luna, 1982.
3. Implementación de una política pública sobre bienestar social.
Lic. Mirna Hernández de Bojos, 1982.
4. La influencia del grupo de Santiago en la política pública dominicana.
Lic. Carmen Espaillat Luna, 1982.
5. La Secretaría de Estado de Bienestar Social.
Lic. Rosa Khoury de Pepín, 1982.
6. El rediseño organizacional como dinamizador del sistema de información de la Cartera FIDE.
Lic. Ramón Guzmán, 1982.
7. Rediseño de la organización de la Dirección General de Aduanas.
Dinorah Polanco, 1982.
8. CENTROMIDCA, su desarrollo y su contribución en la conservación del acervo documental, para el desarrollo socio-cultural y económico de República Dominicana.
Lic. Rafael Manuel Pérez Insa, 1981.
9. Rediseño de la organización de la Dirección General de Impuesto sobre la Renta.
Clara Luz Rosario, 1982.
10. Rediseño organizacional de la Secretaría de Estado de Trabajo.
Juan Antonio Cerda, Milagros Moore, 1982.
11. Organización para la reforma agraria: caso Instituto Agrario Dominicano.
Andreína Amaro Reyes, Indiana Peña Tió, 1982.

12. El presupuesto en las instituciones descentralizadas del Estado Dominicano. Caso: Instituto Agrario Dominicano.
Andreína Amaro, Indiana Peña Tió, 1982.
13. Análisis de políticas públicas en las Zonas Francas Industriales.
Rafaela Madera, Hermógena Rodríguez, 1985.
14. Análisis Ley 299 sobre incentivo y protección industrial.
Isabel Guzmán Duarte, Belkis Isidra Chireno, 1985.
15. Política de reforma agraria del Gobierno de Concentración Nacional.
Julio Alfredo Pelegrín, Rosa María Vásquez, 1986.
16. La boleta única.
Teresa Lluberes M., Miguélina Cruz, 1986.
17. La política de reforma agraria 1978-1982.
Pedro Almanzar, Ana Teresa Joseph, 1986.
18. Incentivos a la construcción para el desarrollo del turismo.
María Dolores Sevilla Quintana, 1986.
19. El Instituto Nacional de Administración Pública (INAP) dentro del servicio civil y carrera administrativa.
Iván Tavares, Ivelisse Zorob, 1985.
20. El Instituto Nacional de Administración Pública (INAP) dentro del servicio civil y carrera administrativa, 1985.
Ivan Tavares, Ivelisse Zorob, 1985.
21. Efectos de la política de selección y promoción del personal del Banco Agrícola de la República Dominicana, en el resultado de los informes de auditoría regular interna.
Diómedes Ogando y Armando Vásquez De Soto, 1983.
22. El papel de la Unidad Coordinadora de Obras con Financiamientos Externos (UCOFE) en la administración de los proyectos que ejecuta la Secretaría de Estado de Obras Públicas y Comunicaciones.
Lucila Vargas, 1983.
23. Evaluación del sistema de cobranzas del INVI.
María M. Rivera Rubiany, 1983.

24. La organización de la oficina principal del Banco de Reservas de la República Dominicana. Departamentalización y delegación de autoridad.
Estela Fernández de Abreu, 1983.
25. La compensación económica como elemento motivador y su incidencia en el rendimiento de los empleados de la Secretaría de Estado de Trabajo.
José Luis Rivas, Daniel Rodríguez, 1983.
26. La satisfacción en el trabajo.
Juan Fernando Mejía y Juan Antonio Fernández, 1983.
27. Análisis operacional de la división de servicios técnicos a clientes de la Corporación Dominicana de Electricidad.
Manuel de Js. Reyes Fériz, Dionisio de Js. Almonte, 1983.
27. Implantación del EDP/MIS en la República Dominicana.
Angel E. Pacheco, Mario Sánchez, 1983.
28. Análisis del Departamento de Reproducción del Recinto Santo Tomás de Aquino.
Belkis Guerrero Villalona, 1983.
29. Suministro de medicamentos y material gastable a establecimientos de salud de la SESPAS.
Patria Rivas, Alfonso Ferreira Azcona, 1983.
30. La motivación y satisfacción en el trabajo control financiero de las actividades docentes.
Lic. Ivelisse Zorob Avila, 1983.
31. Apuntes para un estudio administrativo del procesamiento electrónico de datos en la República Dominicana.
Alcedo A. Ramírez Martínez, 1983.
32. Un estudio sobre la motivación en la resolución de un problema de productividad y satisfacción de clientes.
Guillermo Vanderlinde, 1983.
33. Proceso de centralización y descentralización en la Dirección General de Control de Precios.
Dulcelina Pérez, Demetrio Antonio Fernández M., 1983.
34. Trabajo individual.
Edgar Senior Ureña, 1983.

35. Relación existente entre el Ayuntamiento del Distrito Nacional y la Corporación del Acueducto y Alcantarillado de Santo Domingo, con relación a la recogida de la basura.
María M. Rodríguez Tejada, Xiomara Aracena U., 1983.
36. Aplicación de un sistemático programa de adiestramiento como cuadyuvante de la eficiencia de: área administrativa-financiera de la Secretaría de Estado de Educación, Bellas Artes y Cultos.
Félix Santana G., Hermógena Rodríguez, 1983.
37. Ensayo sobre la eficiencia del Centro de Cómputos del Instituto Nacional de Recursos Hidráulicos (INDRHI).
Roque Ml. Capellán y Luis Bolívar Arvelo, 1983.
38. Los sindicatos de Arrimo Portuario y sus relaciones con la Autoridad Portuaria Dominicana (APD).
Luis González Brito y Cruz María López, 1983.
39. Análisis del acuerdo firmado entre el gobierno dominicano y la Organización de los estados americanos para el funcionamiento del Centro Taller Regional de Restauración y Microfilmación de documentos para el Caribe y Centroamérica (CENTROMIDCA).
María del C. Rodríguez, Aleyda Bejarán, 1983.
40. Utilización de recursos humanos: su influencia en la relación motivación-satisfacción.
Gabriela Sánchez Palacios, 1983.
41. El comportamiento del líder y el grado de satisfacción de los trabajadores. El grado de satisfacción de los empleados en el sector privado Vs sector público.
Lic. Merced Trejo y Adalberto Lora, 1983.
42. Ensayo sobre el exceso de personal en las organizaciones públicas.
Miguel E. Ogando y Epifanio Estevez E., 1983.
43. Diez años de evolución institucional de la Dirección General de Minería.
Juan Arámboles, Juan Minier e Iván Tavares, 1983.
44. La satisfacción con el empleo.
Lorenzo Vicens, Arelis Rosario y Narciso Peña, 1983.
45. Iniciativa de la cuenca del caribe y su aplicación en una industria nacional.
José Miguel Báez, José Moreno y Moira Rauch, 1983

46. Efectos de los niveles de formación académica en el campo administrativo y de la satisfacción de los jefes en la satisfacción de sus empleados.
Nilda Fernández, 1983.
47. La planificación y la C.D.E. El código K.
Llaneé M. Martínez, 1983.
48. Reorganización funcional del departamento de sucesiones y donaciones en el contexto estructural de la Dirección General del Impuesto sobre la Renta.
Luisa Melo Díaz, 1983.
49. Ventajas de una estructura organizacional adecuada.
Antonio Espín, Carlos León y Rafaela Madera, 1983.
50. Análisis del sistema educativo dominicano.
María Dolores Sevilla, Ana Joseph y Belkis Chireno, 1986.
51. Política de importación y exportación en la República Dominicana.
Teresa Lluberés Mejía, Miguelina Cruz y Rosa M. Vásquez, 1986.
52. Organización del sector agropecuario.
Isabel Guzmán, Pedro Almanzar y Nilda Fernández, 1986.
53. El servicio civil y carrera administrativa en República Dominicana.
Dr. Alfonso Ferreira A., 1985.
54. Factores relevantes en la aplicación de la carrera administrativa en la Universidad Autónoma de Santo Domingo.
Leandro Abréu, Danilo Liz y Francisco López, 1983.

P R O Y E C T O
P A R A L A C R E A C I O N D E L
C E N T R O D E E S T U D I O S
A D M I N I S T R A T I V O S Y E C O N O M I C O S

(C E A E)

DR. JORGE MORALES YORDAN
ING. DEMETRIO MOTA

Introducción

El Centro de Estudios Administrativos y Económicos (CEAE) de la Universidad Católica Madre y Maestra es el componente investigativo de la Facultad de Ciencias Administrativas y Económicas y, como tal, unido estructural y funcionalmente a todos los otros componentes de esa Facultad, de los cuales recibirá apoyo y a los cuales rendirá servicios.

En su función de realizar estudios e investigaciones, el CEAE derivará una clientela tanto interna como externa a la UCMM, como se verá más adelante, pero tendrá una responsabilidad primaria a la FCAE y a la Universidad como un todo.

La creación del Centro responde a la necesidad sentida de establecer en la República Dominicana un organismo de alta calificación en la realización de investigaciones tanto teóricas como prácticas, que vayan dirigidas a estudiar y a resolver problemas de importancia nacional y problemas que afecten a empresas privadas y a organizaciones gubernamentales. Las instituciones nacionales no tienen capacidad suficiente para atender la gama de cuestiones que son o pueden ser objeto de estudio y el CEAE estará diseñado para encarar una buena parte de esa responsabilidad.

Será función prioritaria de la gerencia del Centro determinar el espectro de la problemática para recomendar aquellas áreas de estudio en las que el CEAE puede incidir.

El Centro de Estudios Administrativos y Económicos tendrá vinculación académica e investigativa directa con todos los componentes de la Facultad de Ciencias Administrativas y Económicas, y en menor grado, con otras dependencias de la UCMM, pero la relación será determinada, en gran parte, por la naturaleza misma de los proyectos.

El Centro tendrá mayor vinculación con el Consejo Administrativo del cual recibirá orientación en lo que respecta a lineamientos generales de áreas que puedan ser objeto de atención por el CEAE. Estas relaciones estructurales se considerarán más adelante en esta presentación, pero desde ahora se recalca que son relaciones

multidimensionales de interdependencia y uso de recursos institucionales para cumplir con los objetivos fijados al Centro, a la FCAE y a la Universidad Católica Madre y Maestra.

OBJETIVOS

GÉNERAL: Contribuir al desarrollo socio-económico de la Rep. Dominicana, através de la realización de investigaciones sobre los problemas administrativos y económicos que inciden sobre la vida nacional.

ESPECIFICOS:

- a) Coordinar las investigaciones en las áreas de economía y administración en la Universidad Católica Madre y Maestra.
- b) Crear un clima organizacional que fomente las investigaciones dentro de la comunidad de la UCMM en las áreas mencionadas.
- c) Dar soporte a la enseñanza en las maestrías y en los programas de licenciatura, establecidos en el RSTA, así como a las actividades desarrolladas por el Centro de Alta Gerencia.
- d) Generar nuevas técnicas y conocimientos que permitan el avance de estas dos ciencias en la Rep. Dominicana.
- e) Desarrollar un programa de publicaciones que dé soporte a las investigaciones, la enseñanza y demás servicios que ofrece el RSTA.
- f) Servir de enlace entre la Universidad y los sectores Público y Privado de la Comunidad Nacional.
- g) Generar ingresos que sirvan para soportar tanto las actividades que le son propias, como cualquier otra que res-lice la UCMM en beneficio de la comunidad.

h) SEEK Projects Advance by Special Agreement. (International, Foreign Govt, etc)

PROGRAMA PARA LOS DOS PRIMEROS AÑOS DEL CEAE.

Aún cuando todos los objetivos que se mencionan en los párrafos anteriores, serán logrados en toda su extensión en el largo plazo, debido a las restricciones que tiene la UCMM en estos momentos, parece lógico concentrar los esfuerzos del CEAE, en unos cuantos de estos que permitan sentar las bases para lograr ulteriormente los demás.

En esta sección proponemos una estrategia a seguir en los dos primeros años de existencia del CEAE, que a nuestro juicio permitirá que este se desempeñe con éxito en el transcurso de su existencia.

Esta estrategia se puede agrupar en el desarrollo de dos actividades fundamentales que son :

1) PROMOCION DEL CEAE

Esta promoción se dirige tanto al interior de la UCMM como al exterior, es decir se busca llegar a todos los clientes potenciales del Centro, a saber: La Facultad de la UCMM, Estudiantes, Sector Público, Sector Privado, Agencias de financiamiento, etc.

a) PROMOCION INTERNA

El objetivo fundamental de esta es crear un clima organizativo que fomente la realización de investigaciones por parte de los profesores y alumnos de la Universidad.

Para lograr esto será responsabilidad de la dirección del Centro implementar cuantas medidas, normas, y políticas sean necesarias para motivar a estos a realizar las investigaciones, también se deberá implementar de inmediato una serie de cursos cortos dirigidos a los profesores, relacionados con el proceso de la investigación, por ejemplo, cursos sobre metodología de la investigación, sobre metodología de la escritura de casos, Uso del computador como herramienta en la investigación, Administración de Proyectos de investigación, etc.

Por otra parte para lograr este objetivo se deberá mantener un ciclo de reuniones con los profesores, una vez que se tengan listas las políticas de incentivos y las áreas de interés, con el fin de explicarles las ventajas que representa el centro así como sus políticas internas, con el fin de motivarlos a participar en el proyecto. **ES IMPRESCINDIBLE QUE SE INVOLUCRE AL PROFESORADO EN ESTA FASE DEL PROYECTO, PARA EVITAR QUE EL CENTRO SE CONVIERTA EN UNA ESTRUCTURA QUE NO CUENTE CON APOYO DE ESTOS.**

b) PROMOCION EXTERNA

El objetivo de esta debe ser dar a conocer la actividad del centro haciendo especial énfasis en establecer desde el principio la credibilidad del CEAE, dentro de los círculos que son sus clientes potenciales en el sector externo a la Universidad.

Parece lógico que para lograr el objetivo aquí mencionado la dirección del Centro implemente una serie de reuniones con los empresarios privados, las agencias gubernamentales, agencias de financiamiento internacionales, etc., con el fin de explicar a estos los alcances y las perspectivas del CEAE, así como las potencialidades que tiene y las áreas en las que le gustaría incursionar.

Obviamente esto se podría hacer una vez que se haya hecho un inventario de las áreas potenciales donde la Universidad puede incursionar con grandes probabilidades de éxito, no debiendo sobre estimarse, en esta fase, la capacidad real de la Facultad. Es por esto que proponemos que como parte importante de este proceso de promoción se haga un sondeo de los profesores con que cuenta el RSTA y de las áreas en que pueden estos incursionar como investigadores con alto porcentaje de probabilidad de éxito. Esta lista de potencialidades servirá para comparar y negociar las posibilidades de financiamiento que se ofrecen en el mercado, esto es se deberá hacer una especie de match entre lo que tenemos y aquello donde es posible conseguir financiamiento.

Esta etapa servirá también para identificar las fuentes de financiamiento, y para establecer relaciones tanto nacionales como internacionales con instituciones similares que permitan conocer qué están haciendo estas y coordinar intercambios de materiales ideas y ayudas que son fundamentales para el buen desarrollo del CEAE.

Además en esta fase de promoción el CEAE coordinará la edición de un boletín que contenga información sobre las actividades que desarrolla el RSTA, tanto en investigación como en docencia, así como los demás servicios que presta la UCMM en Santo Domingo.

Con esta publicación se conseguirían los dos objetivos de la promoción, tanto a nivel interno como externo, dado que permitirá a la facultad publicar trabajos (la falta de medios para publicar trabajos especializados en estas áreas es una de las variables que más afectan el desarrollo de las investigaciones en nuestro país) lo que motivaría grandemente a estos, a producir trabajos de valor académico. También serviría para promocionar el Centro hacia afuera ya que sería la vía de comunicación entre este y sus clientes potenciales. Este tipo de publicaciones podría generar ciertos ingresos, que permitirían cubrir por lo menos los gastos en que se incurre en su edición. La UCMM tiene experiencia en este tipo de publicaciones, como lo es la revista EME-EME, la cual podría servir de modelo para esta.

2) EJECUTAR TRABAJOS DE INVESTIGACION

Es claro que a parte de toda la planificación tanto organizativa como estratégica que podamos hacer, así como la promoción y motivación del personal, el CEAE empezará su gestión cuando comience a realizar los trabajos que les son pertinentes. La idea es que hay que épezar a trabajar e ir corrigiendo y modificando en la medida en que las circunstancias así lo requieran.

Ahora bien, cuales son las investigaciones en las cuales puede y debe el CEAE involucrarse en su primera fase de existencia?

Hace sentido suponer que no debe involucrarse en aquellas para las cuales no cuente con el material humano que asegure u éxito rotundo, dado el efecto negativo que podría tener un fracaso en su primeras actividades. Es por esto que proponemos que en los dos primeros años concentre su esfuerzo en las siguientes actividades:

a) INVESTIGACIONES QUE SIRVAN DE SOPORTE A LA ENSEÑANZA.

Este tipo de investigación tendría como cliente potenciales a profesores y estudiantes de las maestrías y del nivel de licenciatura. Esto es, ponerse en contacto con profesores y estudiantes para realizar estudios de casos en áreas que tengan relación directa con las materias que se están impartiendo en el RSTA, una vez que se conozcan estas áreas de interés se buscarán las empresas que estén dispuestas a ser objeto de estos estudios, y se ejecutarían los mismos.

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Este tipo de investigación tendría la ventaja de sentar el precedente del CEAE trabajando con la comunidad, así como permitiría evaluar el potencial investigativo de profesores y estudiantes y permitiría trabajar en esta primera fase con investigaciones menos riesgosas, además de poner en contacto al CEAE con los empresarios que serían luego sus clientes.

Además debe involucrarse en trabajos de selección y traducción de materiales para estos cursos regulares de la Universidad constituyéndose en fuente de apoyo a la docencia.

b) RECOPIRAR INFORMACION

Otra actividad en la que se involucraría en CEAE sería la recopilación de información relevante al quehacer económico y administrativo en la R. D., que hoy se encuentran disgregados, o que son distribuidos por agencias que no tienen mucha credibilidad. Esto se hará con el fin de crear una base de datos que sea punto de referencia obligado para cualquier institución y/o persona que tenga interés en analizar un problema determinado en estas áreas.

El uso de esta base de datos estaría abierto al público interesado, lo que servirá como un medio de promoción externa para el CEAE, además puede ser utilizada por profesores y estudiantes de la UCMM con el fin de que realicen su labor sobre bases reales.

La recopilación de estos datos se debe hacer tratando de dejar establecida la imparcialidad de la UCMM en los mismos, lo que ayudaría a establecer la credibilidad del Centro.

c) ELABORACION DE INDICES

A partir de los datos recopilados el centro puede editar una serie de índices que sean importantes para la vida nacional; al calcular estos se debe mantener la objetividad máxima sin entrar en conflicto con las agencias gubernamentales que tienen a su cargo el cálculo de los mismos. Ejemplo de estos índices pueden ser: niveles de empleo, PIB, etc.

d) INVESTIGACIONES QUE SIRVAN DE APOYO AL CENTRO DE ALTA GERENCIA.

Este tipo de investigación se coordinaría entre ambos Centros y se ejecutarían de la siguiente forma:

- 1) Cuando una empresa en particular solicite al CAG un curso

con el fin de suplir alguna necesidad específica, el CEAE se encargaría de ejecutar el estudio inicial que permita evaluar estas necesidades, luego en conjunto con el C.A.G. se diseñaría el programa y los materiales necesarios, atendiendo las necesidades que se determinaron en el estudio previo. Este tipo de actividad podría generar beneficios para el naciente CEAE que le permitan financiar su actividad.

2) Mantener una activa búsqueda de temas que sean propicios para implementar cursos a través del C.A.G. y participar en el diseño de los mismos. Bajo esta modalidad se puede incluir en el presupuesto de los cursos una partida para cubrir los gastos de investigación.

e) ASISTIR A LOS ESTUDIANTES EN TRABAJOS DE INVESTIGACION

Aun cuando esta actividad puede no generar excedentes monetarios para el CEAE y por el contrario ser una carga de trabajo adicional, tiene la ventaja de que se puede orientar los trabajos de estos hacia las áreas que sean de mayor interés para la Universidad y se ayuda a mejorar el potencial investigativo del estudiante con las consiguientes ventajas que esto representa para el profesional graduado de la UCMM y para el país.

f) CREAR UN BANCO DE PROYECTOS

Esto serviría como base tanto a profesores como estudiantes para orientar su actividad investigativa en las áreas de economía y administración. Dentro de este banco puede haber una parte de proyectos de inversión que se ponga a disposición de los empresarios dominicanos o proyectos que se realicen y se pongan a disposición del sector Público.

g) COORDINAR EL PROCESO PARA LA CREACION DE UN MODELO ECONOMOMETRICO DOMINICANO.

Esta sería la investigación principal del centro en esta primera fase. Esto así porque reúne todas las condiciones necesarias para convertirse en un hito en la Historia Universitaria dominicana.

Es redundante hablar de la necesidad que vendría a llenar este modelo en la R. D. y el impacto que tendría este en la vida nacional, así como el prestigio que alcanzaría el centro una vez lo concluya; Además la UCMM cuenta con los recursos humanos necesarios para desarrollarlo y la adquisición del nuevo computador abre las

puertas para su realización.

El financiamiento para este proyecto se puede conseguir a través de donaciones de las agencias internacionales que están interesadas en la realización de este e incluso se puede pensar en conseguir un préstamo a través del fondo de preinversiones, que se pagaría con los mismos excedente que genere el proyecto máximo cuando el mismo tiene un mercado asegurado para sus resultados, los cuales se pueden vender en forma de suscripciones y/o charlas ^{periódicas} que serían de gran utilidad para el sector privado y público de la R.D.

El que se hayan prop^uuesto aquí estas metas no quiere decir que el CEAE no pueda en sus primeros años involuc^crarse en proyectos diferentes, incluso en proyectos pagados, sólo que debe tenerse en cuenta estos puntos que son los que a nuestro entender crearán la base para luego incursionar en los proyectos pagados y recalcar que hay que evitar involucrarse en proyectos pagados de alta rentabilidad pero también de mayor riesgo y los cuales podrían dar la traste con todo el programa o minimizar sus efectos posteriores si llegara a ocurrir un fracaso en ellos.

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Políticas del CEAE

Es necesario apuntar desde un principio que la mayor parte de las políticas dirigidas a estabilizar y controlar las relaciones entre el CEAE y su clientela, tanto interna como externa a la UCMM, deberán elaborarse e implementarse a medida que surjan proyectos y se vaya incorporando una experiencia concreta a la cultura organizacional.

En general, las políticas habrán de ser de tres clases: las que rigen las relaciones con los usuarios externos, las que rigen las relaciones con los usuarios internos y las que rigen las relaciones con los asesores, consultores, investigadores y auxiliares cuyos servicios el Centro recabe.

En lo que respecta a los usuarios externos habrá que establecer guías para la aceptación o rechazo de proyectos específicos pero por lo prematuro del problema se recomienda la creación de un grupo asesor del Director que evalúe cada proyecto en sus méritos de forma que se puedan establecer criterios de selectividad que luego apliquen a proyectos subsiguientes. Lo mismo se sugiere para la conducción de las investigaciones individuales, la cual se dirigirá según normas derivadas de la práctica universitaria y del mercado y de las condiciones propias de cada proyecto.

El costo de los mismos se determinará por las condiciones del mercado, la capacidad del Centro de entregar un producto de más alta calidad y la capacidad del usuario vista la utilidad que pueda derivar de la investigación.

En general debe haber un cargo adicional (overhead) para las investigaciones y estudios por los que se cobre, y éste debe reflejar el exceso de lo cobrado sobre los costos estimados del proyecto. Se recomienda que la mitad del cargo adicional se retenga por el Centro para sufragar el costo de sus actividades y la otra mitad pase al fondo general de la UCMM. El monto del cargo adicional lo determinará el proyecto mismo, la capacidad del cliente y la magnitud de los resultados esperados, pero deberá fluctuar en los alrede-

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dores de un 30% del total del costo del proyecto.

En lo referente a los usuarios internos, esto es, en el caso que el proyecto de investigación sea para otra dependencia universitaria, se aplicarán las normas usuales que rigen en la UCMM. En el grado de lo posible se tratará de compensar el costo en que incurra el Centro de cualesquiera fondos disponibles, sean estos de la dependencia que solicita el servicio o del fondo general de la universidad.

El tercer aspecto a considerar es el de las políticas a seguir en las relaciones con asesores e investigadores cuyos servicios el CEAE recabe. La remuneración a determinarse en cada caso deberá quedar regida por las reglas del mercado local tomando en consideración que su incremento tenderá a proveer al Centro de un personal de más alta calidad. Siguiendo la norma establecida en el convenio entre la UCMM y la AID la remuneración siempre deberá ser, en lo posible, un poco mayor de lo que establece el mercado para que el prestar servicios al CEAE constituya, amén de un símbolo de prestigio, una fuente buscada de ingresos.

Es obvio que cuando se trata de los servicios del personal de la UCMM debe aplicarse una serie de normas similares para que los profesores y administradores estimen el servicio atractivo. Las investigaciones que realicen deben tomarse en cuenta cuando se les considera para ascenso o aumento de sueldo. Los profesores deben ser remunerados cuando participen en proyectos ya sea porque se reduce su carga académica o administrativa o porque se les hacen pagos monetarios. En el diseño de cada proyecto se debe especificar la forma de pago de cada profesor o administrador que participe en el mismo. La remuneración o dispensa de tarea se negociará entre el Director y el participante prospectivo, contando siempre con la aprobación de las otras autoridades concernidas cuando se trata de reducción de carga académica o administrativa.

La disponibilidad al público de los resultados de las investigaciones y estudios dependerá de la naturaleza del proyecto y de lo que se convenga con el cliente particular. El CEAE tendrá como norma el tratar, hasta donde sea posible, de extender la disponibilidad

de los informes finales de los estudios e investigaciones que realice.

Se recomienda que todo contrato que extienda el CEAE para personal de tarea completa contenga una cláusula que requiera la dedicación exclusiva de los servicios del contratante a la UCMM.

Estructura y funcionamiento

El Centro de Estudios Administrativos y Económicos (CEAE) es una dependencia de la FCAE, según se ilustra en el Organigrama estructural que se incluye más adelante.

Como toda organización dedicada al estudio y la investigación, sus relaciones con otros componentes de la UCMM son múltiples e interdependientes. Derivará recursos de toda la universidad y de fuera de ésta y servirá a la UCMM y a su clientela externa.

El diseño del CEAE deberá ser simple inicialmente y responderá más a las funciones y atributos que le son propios haciéndose estructuralmente más complejo en la medida en que crezca el número de proyectos. Se contempla un Organigrama funcional inicial que, eventualmente, podrá servir como base al diseño de la estructura más compleja que será necesaria para responder al crecimiento del Centro.

El CEAE tendrá como gerente principal a un Director, que será nombrado por el Vicerrector Ejecutivo o propuesta del Decano de la FCAE.

Las funciones del Director serán mayormente de carácter coordinador y logístico. Deberá ser responsable del mercadeo y de la supervisión de las investigaciones que se realicen por el Centro. También coordinará con los directores de los programas académicos la asistencia que pueda brindarse a la docencia y el uso de los recursos humanos y técnicos que el Centro recabe de los programas de Maestría y Licenciatura que se ofrecen en la universidad.

Cada investigación se manejará en base a la técnica de administración de proyectos, siendo el Director un facilitador de la actividad.

Como gerente principal del CEAE, el Director será directamente responsable al Decano de la FCAE y al Vicerrector Ejecutivo. Tendrá estrecha relación con el Consejo de Administración de cuyos miembros recabará cooperación, orientación y apoyo. Sus responsabilidades fundamentales son las de velar porque se cumplan las metas y objetivos del CEAE, impartirle dirección administrativa a éste, recomendar la designación de su personal y de los asesores, investigado-

res y auxiliares a tarea completa o parcial que puedan ser necesarios.

Al momento de designar al Director se deberán tomar en consideración las siguientes calificaciones:

- 1.- capacidad investigativa en administración, economía y gerencia
- 2.- interés en la investigación aplicada al sector público y privado
- 3.- conocimiento con el clima administrativo y económico en la República Dominicana
- 4.- conocimiento de los programas y el personal de la UCMM
- 5.- capacidad de desarrollar una relación de trabajo y profesional con el sector público y privado
- 6.- capacidad de dirigir y colaborar con los esfuerzos investigativos de la UCMM
- 7.- habilidad para mercadear y administrar los proyectos del CEAE
- 8.- un sólido trasfondo académico y profesional

El Director deberá ser nombrado para desempeñar el cargo a tarea completa pero inicialmente dedicará una parte de su tiempo a labores docentes y de colaboración con otros componentes universitarios, cuya parte disminuirá o aumentará según las exigencias del Centro lo determinen.

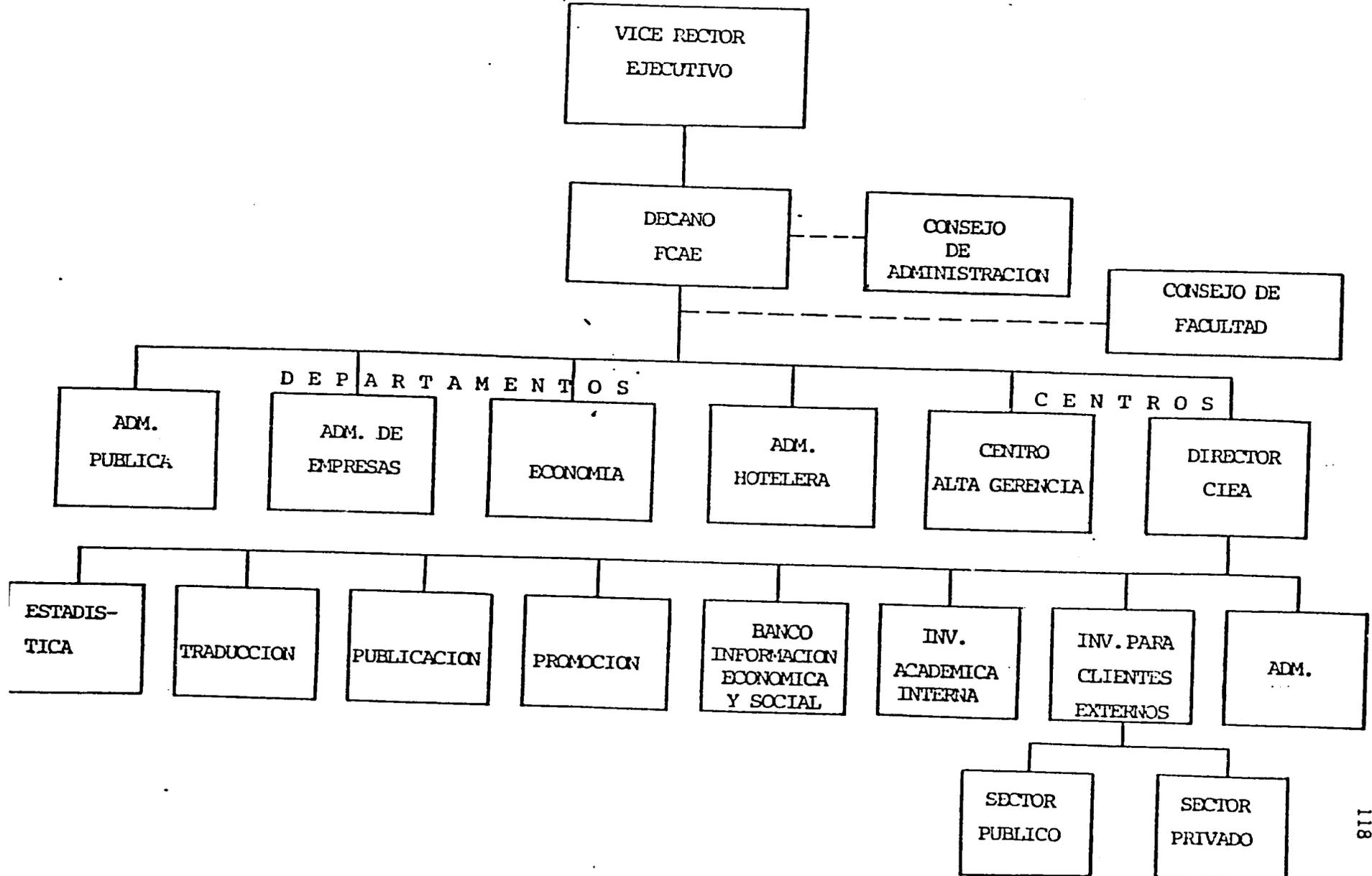
El CEAE tendrá al inicio una secretaria y aquellos auxiliares administrativos y de investigación que puedan necesitarse. La proyección del crecimiento del personal deberá hacerse según planes de uso y desarrollo de recursos humanos que serán sometidos al Decano de la FCAE y al Vicerrector Ejecutivo por el Director.

JMY - DM /Abril 1984

CENTRO DE INVESTIGACIONES ECONOMICAS Y ADMINISTRATIVAS

(CIEA)

DIAGRAMA DE ESTRUCTURA Y FUNCIONES





UNIVERSIDAD CATOLICA MADRE Y MAESTRA
RECINTO SANTO TOMAS DE AQUINO

SUMARIO DE COSTOS ESTIMADOS Y GASTOS REALIZADOS CON FONDOS DE
CONTRAPARTIDA-UCMM

1. En el renglón Participant Training que estaban previstos pagos de contrapartida por \$160,000, este fue enmendado mediante acuerdo con AID en Cartas Operacionales Nos. 3, 18 y 22.

5. PHYSICAL PLANT	Presupuestado	Gastado al 31/5/ 1986
a. Building	2,257,000	4,291,706.53 *
b. Equipment	975,000	563,699.48
c. Land	2,000,000	2,000,000.00

*La inflación incrementó el costo de construcción y dicho aumento fue autorizado en el monto total de construcción.

6. UCMM Operational Costs	Presupuestado	Gastado al 31/5/ 1986
a. Salaries	1,514,000	820,600.28
b. Expenses of ETI & CAER	402,000	276,572.14
c. Library	345,000	
d. Equipment Maintenance	232,000	453,634.36 *
e. Miscellaneous	111,000	
f. Adm. & Support Services	570,000	

* Los registros para los renglones c, d, e y f se llevan de manera global, aunque se puede ver en detalle en los reportes remitidos por la Oficina de Contabilidad, por tanto hemos ofrecido una cifra que abarca estos, que es \$453,634.36, contra \$1,258,000.

7. STUDENT LOANS	Presupuestado	
	510,000	300,599.00

Inscritos por Cuatrimestre

<u>CLASE 1985</u>				<u>Graduados</u>
<u>1983 - 84</u>	<u>1^a</u>	<u>2^a</u>	<u>3^a</u>	
MAE	45	33	28	
MAP	59	41	23	
<u>1984 - 85</u>				
MAE	28	26	22	21
MAP	20	15	14	14
<u>CLASE 1986</u>				
<u>1984 - 85</u>	<u>1^a</u>	<u>2^a</u>	<u>3^a</u>	
MAE	29	20	19	
MAP	36	25	12	
<u>1985 - 86</u>				
MAE	17	17	12	12
MAP	12	9	9	9
<u>CLASE 1987</u>				
<u>1985 - 86</u>	<u>1^a</u>	<u>2^a</u>	<u>3^a</u>	
MAE	29	22	21	
MAP	38	23	19	
<u>1986 - 87</u>				
MAE	21			
MAP	20			
<u>CLASE 1988</u>				
<u>1986 - 87</u>	<u>1^a</u>	<u>2^a</u>	<u>3^a</u>	
MAE	28			
MAP	17			

AM

EXAMEN DE NIVELACION
Y
CURSO DE NIVELACION EN MATEMATICA

<u>AÑO</u>	<u>APROBARON EXAMEN</u>	<u>ADMITIDOS AL CURSO</u>	<u>APROBARON EL CURSO</u>
1984	18	82	53
1985	10	91	59
1986	11	44	35
<u>Agosto 1983</u>	—	—	—
<u>Agosto 1984</u>	18	82	53
MAP	3	57	36
MAE	15	25	17
<u>Agosto 1985</u>	10	91	59
MAP	4	53	27
MAE	6	38	24
<u>Agosto 1986</u>	11	44	35
MAP	3		
MAE	8		



UNIVERSIDAD CATOLICA MADRE Y MAESTRA
RECINTO SANTO TOMAS DE AQUINO

"PROGRAMAS DE MAESTRIAS"

PLAN DE ADMISIONES

1987 - 1991

<u>AÑO</u>	<u>M A P</u>	<u>M A E</u>
1987	40	30
1988	45	31
1989	45	35
1990	20	30
1991	50	40



ab

SUMMARY OF USC T.A. FOR COMPUTER CENTER

UCM COMPUTING TECHNICAL
ASSISTANCE AND REVENUE GENERATION PROJECT

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OBJECTIVES

- 1) ORGANIZE A COMPUTER ADVISORY COMMITTEE
- 2) PURCHASE AND INSTALL NEEDED HARDWARE AND SYSTEM SOFTWARE
- 3) DEVELOP AND IMPLEMENT A UCMM VERSION OF "BIZQUIK"
- 4) SELECT AND INSTALL NEEDED ACADEMIC APPLICATION SOFTWARE
- 5) INSTALL A CHARGEBACK SYSTEM FOR INTERNAL SYSTEM ACCOUNTING
- 6) RECOMMEND GUIDELINES AND PROVIDE TRAINING CONCERNING COMPUTER CENTER OPERATIONS
- 7) PROVIDE TRAINING ON ALL NEW APPLICATION SOFTWARE INSTALLED
- 8) IMPLEMENT NEEDED COMMUNICATION LINKS
- 9) CUSTOMIZE ALL SYSTEM APPLICATION SOFTWARE AND PROVIDE A PLAN FOR CONTINUED MAINTENANCE OF SOFTWARE
- 10) PROVIDE TECHNICAL ASSISTANCE IN PURSUING REVENUE GENERATION APPLICATIONS

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ACTIVITY TIMETABLE

Activity	September	October	November	December	January	February	March	April
1) Strategic Planning	-----							
2) Hardware, Software Acquisition		-----						
3) BIZQUIK Development		-----						
4) Charge-Back Development		-----						
5) Pre-Installation Development			-----					
6) UCMM Installation					-----			
7) Back-Up/Recovery Planning					-----			
8) Academic Planning Follow-Up					-----			
9) Training					-----		-----	
10) Post-Installation Customization						-----		

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ACTIVITY 1: STRATEGIC PLANNING

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RESPONSIBLE PERSONS: KETTINGER, OTT
DATES: SEPTEMBER 13-24, 1986
LOCATION: UCHM SANTO DOMINGO, DOMINICAN REPUBLIC

- TASKS: - INTERVIEW KEY FACULTY AND STAFF AND DETERMINE CHANGES SINCE FEBRUARY REPORT.
- PRESENT REPORT FINDINGS AND RECOMMENDATIONS TO KEY UCHM FACULTY AND STAFF AND SOLICIT INPUT.
 - REVIEW ADMINISTRATIVE SYSTEMS AND DETERMINE ADEQUACY AND RESOURCE REQUIREMENTS.
 - ORGANIZE A COMPUTER RESOURCES ADVISORY COMMITTEE OF UCHM POLICY MAKERS.
 - RESOLVE COMPUTER FUNDING ISSUES: FINANCING AND APPROVAL FOR HARDWARE AND SOFTWARE ACQUISITIONS, MAINTENANCE, TEXT BOOKS AND DOCUMENTATION.
 - OUTLINE ROLE OF ACADEMIC COMPUTING AND ITS RELATIONSHIP TO ADMINISTRATIVE COMPUTING.
 - DETERMINE ROLE OF UCHM SANTIAGO IN STRATEGIC PLANNING.
 - ESTABLISH AGREEMENT ON HARDWARE AND SOFTWARE PURCHASES AND DEVELOP TECHNICAL SPECIFICATIONS.
 - WORK OUT ISSUES RELATED TO SOURCES OF ACQUISITIONS, DELIVERY AND PAYMENT (VIABILITY OF USED EQUIPMENT).
 - REVIEW ELECTRICAL POWER REQUIREMENTS FOR EXISTING AND NEW EQUIPMENT.
 - VISIT UCHM SANTIAGO AND RESOLVE COMMUNICATION ISSUES RELATED TO CONNECTION OF THE SYSTEM 3G.
 - VISIT CODETEL AND DETERMINE STATUS OF LEASE LINE QUALITY AND DELIVERY BETWEEN SANTO DOMINGO AND SANTIAGO.
 - DISCUSS WITH CODETEL STATUS AND TECHNICAL ISSUES CONCERNING ESTABLISHMENT OF A BACK-UP AND RECOVERY SYSTEM AT UCHM.
 - VISIT IBM AND DETERMINE AVAILABILITY OF ALL REQUIREMENTS FOR COMMUNICATION LINKS.
 - PURSUE THE HIRING OF A FACULTY COMPUTING CONSULTANT FOR WORK WITH THE COMPUTER ADVISORY COMMITTEE AND FOR ACADEMIC CONSULTING.
 - RECOMMEND ANY PHYSICAL CHANGES NECESSARY TO ACCOMMODATE NEW EQUIPMENT (LABORATORY PREPARATION).
 - DETERMINE OVERALL UCHM CHARGE AREAS DATA (DEPARTMENTS, ETC.) THAT WILL BE USED FOR ACCOUNTING CHARGE-BACK SYSTEM.
 - EXPLORE VIABILITY OF INCREASING COMPENSATION FOR FACULTY INVOLVED IN OUTSIDE TRAINING AND CONSULTING.

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ACTIVITY 2: HARDWARE AND SOFTWARE ACQUISITION ASSISTANCE

RESPONSIBLE PERSONS: KETTINGER, SHALL, UCHM STAFF.

DATES: OCTOBER 1, 1986 - JANUARY 1, 1987

LOCATION: USC COLUMBIA, UCHM

- TASKS: - COMPLETE SOFTWARE ORDER AND PREPARE SPECIFICATIONS AND A REQUEST FOR PROPOSALS (RFP) IF NECESSARY. OCTOBER 1, 1986.
- GET UCHM'S APPROVAL ON FINAL TECHNICAL SPECIFICATIONS. OCTOBER 10, 1986.
- SEND SPECIFICATIONS TO VENDORS AND ALLOW 2 WEEK RESPONSE. October 27, 1986.
- GET UCHM'S APPROVAL FOR AN AWARD. OCTOBER 31, 1986.
- ALLOW 45 DAYS SHIPPING TO SANTO DOMINGO. DECEMBER 15, 1986.

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ACTIVITY 3: CUSTOMIZATION OF BIZQUIK TO UCMH

RESPONSIBLE PERSONS: OTT, SPOONER, TRANSLATOR

DATES: SEPTEMBER 29, 1986 - JANUARY 1, 1987

LOCATION: USC

- TASKS: - MODIFY THE BIZQUIK MENU DRIVEN CMS INTERFACE TO PROVIDE SUPPORT FOR VARIOUS SOFTWARE PRODUCTS INSTALLED AT UCMH. THE PANELS WILL HAVE TO BE CUSTOMIZED FOR EACH SOFTWARE PACKAGE INCLUDING SAS, WATFOR/77, WATFIV, WATBOL, WSCRIPT, SLAM, GPSS/OS, COBOL/VS and IFPS.
- TRANSLATE PANELS TO SPANISH.
 - DEVELOP DOCUMENTATION TO HELP IN CHANGES TO THE MENU SYSTEM BY UCMH PERSONNEL. MAINTAIN DUPLICATE MENU SYSTEM AT USC TO FACILITATE UPDATES AND CHANGES TO THE SYSTEM IN THE FUTURE.

ACTIVITY 4: DEVELOPMENT OF A COMPUTER COST CHARGE-BACK SYSTEM

RESPONSIBLE PERSONS: OTT, SPOONER

DATES: OCTOBER 1, 1986 - JANUARY 1, 1987

LOCATION: USC

- TASKS: - CUSTOMIZE A COST ACCOUNTING AND CHARGE-BACK SYSTEM FOR UCMM WITH CAPTURE OF VM PROCESSING ELEMENTS INCLUDING CPU TIME, SIO's, PAGING ,AND SPOOL UNITS. INCLUDE WITHIN THIS SYSTEM THE TOTAL COST OF RUNNING DOS.
- PROVIDE REPORTS WITH SAS ANALYSIS OF DATA IN GRAPHICAL FORM.
 - PROVIDE DOCUMENTATION TO FACILITATE CHANGES TO THE ACCOUNTING SYSTEM.
 - DEVELOP A CODING SCHEME FOR THE ACCOUNTING SYSTEM BASED ON CHARGE AREAS.

ACTIVITY 5: PRE-INSTALLATION SOFTWARE PLANNING AND DEVELOPMENT

RESPONSIBLE PERSONS: OTT, SPOONER

DATES: NOVEMBER 1, 1986 - JANUARY 1, 1987

LOCATION: USC

- TASKS:
- PREPARE SYSTEM LAYOUT OF DISK (LAYOUT NEW DMKRIO, DMKSYS and DMKSNT).
 - PREPARE AREAS FOR THE VARIOUS SOFTWARE PRODUCTS THAT WILL BE INSTALLED.
 - CREATE AN INSTALLATION OUTLINE.
 - COORDINATE THE PRODUCT TAPES AND ASSURE THAT ALL RELEVANT SOFTWARE HAS BEEN RECEIVED.
 - DEVELOP A PLAN TO KEEP DOS AS A GUEST UNDER VM.
 - INSTALL SYSTEM PRODUCTS UNDER VM WHERE APPLICABLE AT USC AND APPLY ALL REQUIRED PRODUCT UPDATES.
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ACTIVITY 6: UCMM ONSITE INSTALLATION

RESPONSIBLE PERSONS: OTT, SPOONER

DATES: JANUARY 4, 1987 - JANUARY 30, 1987

LOCATION: UCMM

- TASKS: - INSTALL The VM/SP 3.1 SYSTEM AND TAILOR THE PRODUCT TO THE HARDWARE ENVIRONMENT BASED ON PRE-PLANNING AND PRE-INSTALLATION STEPS.
- ASSIGN THE INITIAL USER ID'S AND PRE-FORMAT THE USER PACKS FOR DATA USAGE.
 - INSTALL DOS/VSE THAT ALREADY IS IN PRODUCTION UNDER VM/SP AS A GUEST AND DEVELOP DOCUMENTATION FOR USERS FOR "DIALING" TO THE DOS SYSTEM.
 - INSTALL BIZQUIK AND ALL ASSOCIATED PRODUCTS IN THE VM SYSTEM GENERATED.

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ACTIVITY 7: BACK-UP/RECOVERY PLANNING

RESPONSIBLE PERSONS: KETTINGER, OTT

DATES: JANUARY 4, 1987 - JANUARY 18, 1987

LOCATION: UCMM

- TASKS: - RESEARCH SOFTWARE AND HARDWARE DIFFERENCES BETWEEN CODETEL AND UCMM AND DEVELOP A PLAN FOR EXTENSIVE DISASTER RECOVERY, INCLUDING OFF-SITE TAPE STORAGE AND SYSTEM SUPPORT FOR VITAL OPERATIONS AT EACH SITE.
- MEET WITH UCMM AND CODETEL PERSONNEL AND DISCUSS METHODS OF MAKING BOTH SITES COMPATIBLE AND HOURS OF OPERATION THAT WOULD BE REQUIRED.
 - AUTOMATE THE BACK-UP PROCEDURES FOR UCMM DASD STORAGE USING THE DOR FACILITY AND TAPE LOAD/DUMP.
 - AUTOMATE THE RESTORE OF DASD STORAGE.

ACTIVITY 8: ACADEMIC PLANNING FOLLOW-UP

RESPONSIBLE PERSONS: KETTINGER

DATES: JANUARY 4, 1987 - JANUARY 10, 1987

LOCATION: UCMH

TASKS: - ORIENT FACULTY COMPUTING CONSULTANT IN PAST AND PLANNED ACTIVITIES.

- WORK WITH COMPUTER ADVISORY COMMITTEE TO FORMALIZE AN ACADEMIC
COMPUTING STRATEGIC PLAN.

- ARRANGE AND ADVERTISE USER AND SYSTEM TRAINING.

ACTIVITY 9: FACULTY AND STAFF TRAINING

RESPONSIBLE PERSONS: FINGER, SMITH, BALCH

DATES: JANUARY 11, 1987 - MARCH 14, 1987

LOCATION: UCMH

- TASKS: - PROVIDE END-USER TRAINING ON PC-DOS, LOTUS 1-2-3, AND IFPS
(FINGER, JANUARY 12-16, 1987).
- PROVIDE END-USER TRAINING ON SAS, SPSS-X (SMITH, MARCH 8-15, 1987).
- PROVIDE DATA PROCESSING STAFF TRAINING ON TAPE MANAGEMENT, SECURITY,
TECHNICAL AND USER DOCUMENTATION AND EQUIPMENT MAINTENANCE (BALCH,
MARCH 8-15, 1987).

ACTIVITY 10: POST-INSTALLATION CUSTOMIZATION

RESPONSIBLE PERSON: SPOONER

DATES: FEBRUARY 1, 1987 - MARCH 27, 1987

LOCATION: USC, UCM

- TASKS: - FURTHER CUSTOMIZE THE BIZQUIK MENU SYSTEM TO PERFORM SYSTEM TASKS AS REQUIRED.
- APPLY ADDITIONAL SYSTEM UPDATES AS REQUIRED.
 - DEVELOP DOCUMENTATION TO SUPPORT CHANGES.
 - TRAIN UCM SYSTEM PERSONNEL IN DIRECTORY MANAGEMENT, BIZQUIK PANEL CREATION AND CHANGES, PROBLEM DETERMINATION, AND CORRECTIVE ACTION.