



STUDENT ACHIEVEMENT REPORT 2017

**UNIVERSIDAD PERUANA DE CIENCIAS APLICADAS
(UPC)**



UPC STUDENT ACHIEVEMENT REPORT 2017

Universidad Peruana de Ciencias Aplicadas (UPC) was founded in 1993 to be at the forefront of higher education in Peru. UPC is a private, research comprehensive university comprised of 13 Schools offering more than 50 programs at the undergraduate level and more than 20 master programs at the graduate level.

The UPC's Student Achievement Report presents the main results of 2017 regarding the following areas:

- I. Students' Achievements
- II. Student Learning Results of Undergraduate Programs
- III. Academic Excellency Group Results
- IV. Student Life Results
- V. Internationality Results
- VI. Employability Results
- VII. Alumni Results
- VIII. Retention, Graduation and Enrollment Results
- IX. Research Results
- X. Social Responsibility Impact



I. Students' Achievements

During 2017, UPC's students have stand out in different areas and were awarded with important distinctions. These achievements are presented below:

a) Students of UPC's Law School achieve the Second Place in the X Edition of the International Arbitration Competition in Buenos Aires (Argentina) – MOOT Buenos Aires 2017:

The X International Arbitration Competition is organized by the *Universidad de Buenos Aires (Argentina)* and the School of Jurisprudence of the *Universidad del Rosario (Colombia)* with the aim to promote the study of international commercial law and arbitration as a method of conflict resolution. For this, students from different universities act as lawyers for the parties in a simulated case, having to defend the interests of their hypothetical clients (first in written form and then orally) before arbitration tribunals composed of prestigious international arbitrators, lawyers and academics. , who are in charge of evaluating and rating the presentations, both written and oral, of each team.

12 students of UPC's School of Law compete with other students from more than 49 prestigious universities from North America, Central America, South America and Europe. Through this accomplishment, UPC reaffirms and demonstrate its commitment to provide programs with high academic quality standards and to develop a global vision in its students, these will allow them to be leading professionals capable of transforming Perú and the world.



Figure 1. UPC School of Law Students at the MOOT 2017



b) Students of UPC's School of Law received an important distinction from the Peruvian Congress for achieving the Second Place in the X Edition of the International Arbitration Competition in Buenos Aires (Argentina) – Moot Buenos Aires 2017:

On November 2, 2017, Congresswoman Paloma Noceda, President of the Youth Education and Sports Commission of the Peruvian Congress presented a recognition to UPC's School of Law for the second place obtained in the X International Arbitration Competition organized by the University from Buenos Aires.



Figure 2. UPC School of Law at the Ceremony of Recognition Organized by the Peruvian Congress

c) Ronel Almeyda, Marketing Student at the Working Adult Undergraduate Program, and Founder of *Uniendo Sonrisas* (Unifying Smiles) Organization won one of 10 honorable mentions in the Here for Good Award 2017 of Laureate International Universities

The annual Here for Good Awards recognize those in the Laureate network who are making a positive impact on their communities. Every day, Laureate students, graduates, faculty and staff demonstrate their commitment to being a force for good in their classrooms, communities and the world. The Here for Good Awards are given to members of the Laureate network who are making positive social impact through a variety of initiatives – social enterprises, non-profits, innovative technologies, volunteering, and many more.

The 2017 Laureate Here for Good Award recognized Ronel Almeyda for founding a non-profit organization called *Uniendo Sonrisas* (Unifying Smiles), this organization provides workshops in national schools in Peru that promote social inclusion, particularly of people with disabilities. Content is presented in an educational but entertaining way and challenges students to question their



perceptions about those with disabilities. Since the organization was founded in 2012, it has worked in 24 schools and provided workshops to over 8,000 students.

PROMOTING SOCIAL INCLUSION FOR THOSE WITH DISABILITIES IN PERU



RONEL ALMEYDA MARTINEZ
UNIVERSIDAD PERUANA DE CIENCIAS APLICADAS (UPC)
2017 HERE FOR GOOD AWARDS HONOREE



Figure 3. UPC Student Ronel Almeyda – 2017 Here for Good Awards Honoree

d) For the fifth consecutive year, UPC Students participated in the Harvard National Model United Nations (HNMUN) Conference developed at Boston in February 2017

The Harvard Model United Nations is a four-day international relations simulation for college and university students around the world to simulate the activities of the United Nations, this conference is held annually in downtown Boston. At HMUN, delegates gain insight into the workings of the United Nations and the dynamics of international relations by assuming the roles of world leaders and international decision makers. HMUN is an exciting opportunity for young leaders to debate the most pressing issues of the day and to draft innovative, creative solutions. Participants will develop several skills throughout this process, including but not limited to: public speaking, negotiation, teamwork, leadership, and policy crafting.

True to the spirit of the United Nations, HMUN strives to foster a constructive forum for open dialogue on a range of complex issues, including international peace and security and economic and social progress.

18 Students of different Schools at UPC participated in the HMUN 2017.



Figure 4. UPC Students that participated in the HMUN 2017

e) UPC Students were awarded at the Sixth Harvard National Model United Latin America (HMUN-LA)

In 2012, HNMUN-LA held its first session in Buenos Aires, Argentina, bringing HNMUN's well-established model abroad and adding educational and social initiatives in order to give delegates a distinctly Latin American experience. HNMUN-LA brought its second session to Brasilia, Brazil in 2013. In 2014, HNMUN-LA held its third session in Natal, Brazil. In 2015, HNMUN-LA took its fourth sessions to Lima, Peru. In 2016, HNMUN-LA was organized in in Mexico City, Mexico and in 2017, the sixth session was held in Lima, Peru.

Throughout the conference, delegates will gain insight into the workings of the United Nations by actively participating in the resolution of important global issues. Participants will not only work with hundreds of other motivated students with the common goals of furthering international awareness and building consensus, but will also work within a lively cultural and social setting.

At the sixth edition of the HMUN-LA 2017, UPC Student won six distinctions due to its outstanding participation in nine committees representing Japan and in a Historical Committee representing Serbia. A total of 10 students from different Schools at UPC participated at the HMUN-LA 2017.



Figure 5. UPC Students won 6 distinctions at the HMUN-LA 2017

f) Graduates from UPC's Medicine Program at 2017-2 ranked first in the National Medicine Exam (2017) organized by the Peruvian Association of Medical Schools

The graduates of UPC's Medicine Program in 2017-2 ranked first in the National Medicine Exam, this exam is organized by the Peruvian Association of Medical Schools and is applied to students of medicine programs that are currently at the last year of the program, developing its medical internship. This exam has been applied continuously since 2003, and since 2006 this is a mandatory requisite to apply to the National System of Medical Residency. The result of this exam represents around 70% of the total qualification used for the distribution of vacant of the Marginal Urban Rural Service of Health (SERUM, in Spanish).



II. Student Learning Results of Undergraduate Programs

The competency based learning model was developed by UPC in 1994, as a hybrid model that combines content based education with the learning of competencies. Programs are design for students to achieve a Graduate Profile and demonstrate general and specific competencies at the end of the degree. The instruction of these competencies is done through the degree program and competency achievement is measured based on three levels of performance: basic, intermediate and advance. Assessment for undergraduate programs is done through intermediate level (level 2) and advance level (level 3), and for graduate programs its expert level (level 4).

The Assessment of the general competencies, which are called Institutional Learning Outcomes (ILOs) is performed by the Educational Quality Department (EQD) through its Curriculum Development and Assessment Area and an expert committee. This expert committee is in charge for the design of the assessment process for each competency, elaboration of the rubric, method definition, tools and samples. After the assessment of each competency is completed, every program develops an improvement action plan, each expert committee will decide if it is necessary to have a midterm assessment of the improvement action plan.

UPC's Assessment Plan has been defined with the aim to consolidate a systematic process for gathering, review, and analyze evidence of the development of each competency acquired by students during their studies. This ensures students' continuous improvement and consolidates an evaluation process that reinforces the effectiveness and quality of the different processes involved in the students' acquisition of competencies.

The timeline defined for the Institutional Assessment Plan regarding the Assessment of ILOs is exhibited in Table 1.

Table 1
Institutional Learning Outcomes Assessment Timeline – Undergraduate Programs

Terms	ILO
2014-2	Written Communication
2015-1	Information literacy
2015-1	Quantitative Reasoning
2015-2	Oral Communication
2016-1	Critical Thinking
2016-2	Citizenship
2017-2	Innovative Thinking

Regarding the assessment results for the undergraduate level, the critical thinking and citizenship ILOs results are presented below. Currently, the innovative thinking ILOs results are being analyzed by the Educational Quality Department and will be available for the academic semester 2018-2.



2. 1 Assessment Results: Critical Thinking

During academic semester 2016-1, the assessment process of the critical thinking ILO was performed through different courses assigned by each program. It was decided that level 2 and level 3 of the rubric would be assessed. With this information, a stratified probabilistic sampling was performed in order to guarantee representation of the results for the university. A sample of 658 students for level 2 and 526 students for level 3 participated in the assessment process for this ILO. Figure 6 exhibits the general result per dimensions for this ILO in level 2 and Figure 7 exhibits the general result per dimension for this ILO in level 3.

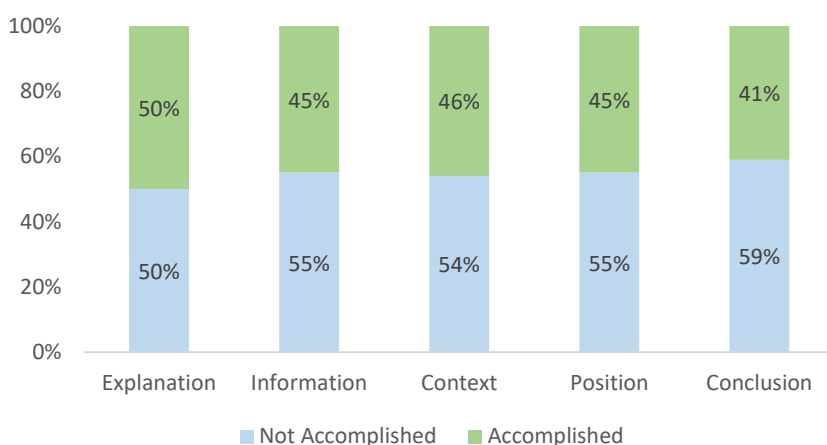


Figure 6. Critical Thinking ILO (Level 2) – General Results per Dimensions

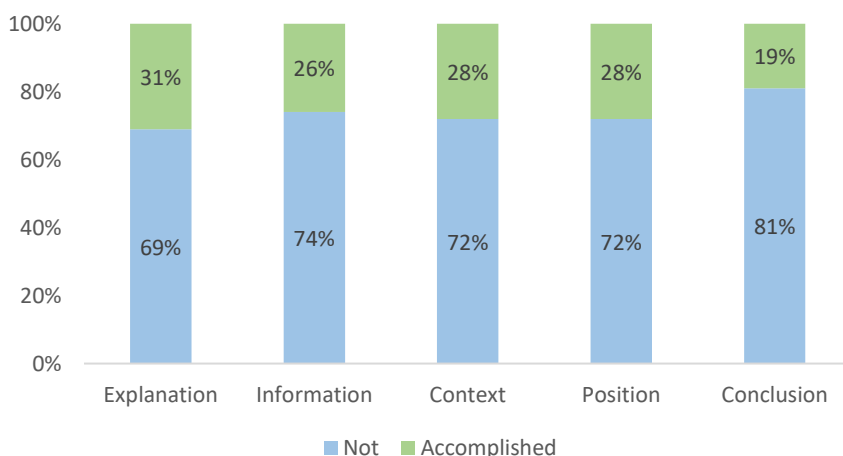


Figure 7. Critical Thinking ILO (Level 3) – General Results per Dimensions



Regarding the improvement plan for this ILO, after the assessment process, different actions have been established to improve the level of the outcome, and implemented since 2017. The most important strategies in the action plan of the Critical Thinking outcome are:

- Review the rubric, in order to increase its objectivity.
- Validate the evaluation tools, looking them to be adequate to show students achievements
- Run the assessment again during 2018-1 term.

2.2 Assessment Results: Citizenship

During academic semester 2016-2, the assessment process of the citizenship ILO was performed through different courses assigned by each program. It was decided that level 2 and level 3 of the rubric would be assessed. With this information, a stratified probabilistic sampling was performed in order to guarantee representation of the results for the university. A sample of 580 students for level 2 and 474 students for level 3 participated in the assessment process for this ILO. Figure 8 exhibits the general result per dimensions for this ILO in level 2 and Figure 9 exhibits the general result per dimension for this ILO in level 3.

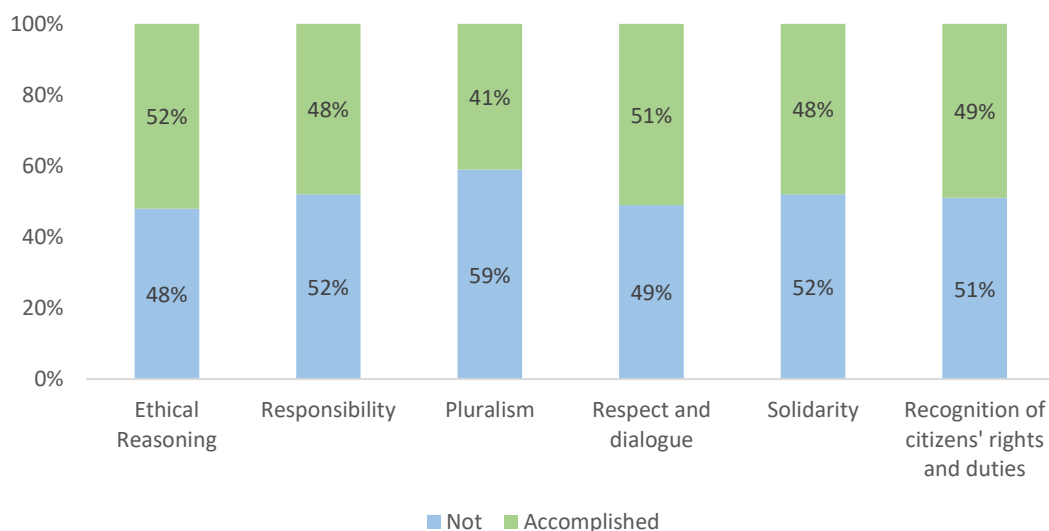


Figure 8. Citizenship ILO (Level 2) – General Results per Dimensions

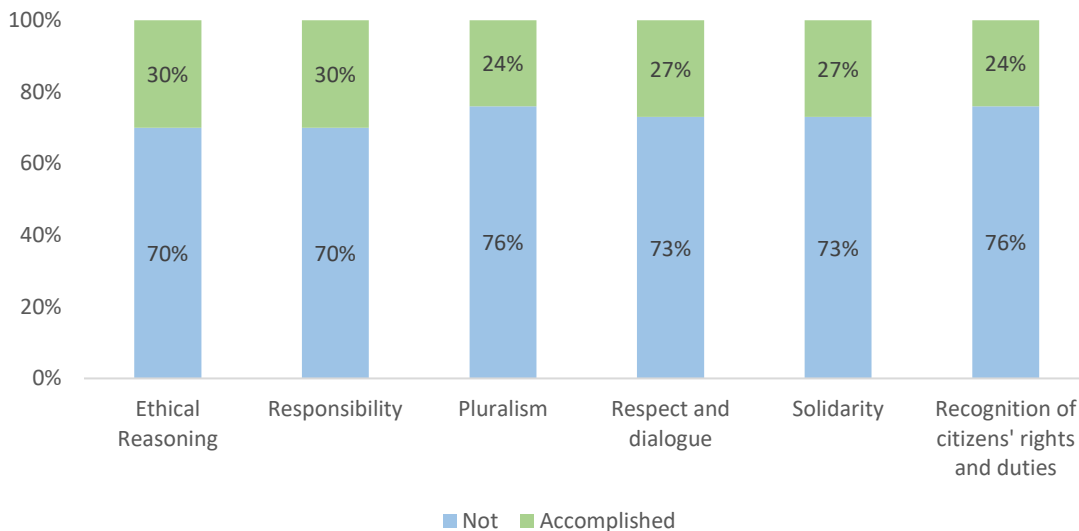


Figure 9. Citizenship ILO (Level 3) – General Results per Dimensions

Regarding the improvement plan for this ILO, after the assessment process, different actions have been established to improve the level of the outcome, and implemented since 2017. The most important strategies in the action plan of the Citizenship outcome are:

- Review the rubric, in order to increase its objectivity.
- Validate the evaluation tools, looking them to be adequate to show students achievements
- Run the assessment again during 2018-1 term.

2.3 Assessment Results: Innovative Thinking

The assessment process of Innovative Thinking ILOs took place during academic semester 2017-2. This competency was evaluated at level 2 and level 3 through representative sample of essays developed by students, from selected courses, where the assessment took place. Currently, the results are being analyzed by the assessment committee of all undergraduate programs in order to set improvement actions.



III. Academic Excellency Group Results

The Academic Excellency Group (AEG) was created in 2012 with the aim to recognize the best students of UPC and offer them a series of benefits and opportunities to allow them to grow in their professional competencies and personal leadership with the purpose of becoming referents of UPC in our society.

Since 2012 and under the direction of the Vice rectorate of Academic Affairs and Research, the AEG has grown in positioning and value in our institution. Today, five years after its formation, all students are aware of the fact that our institution recognizes and rewards talent.

The ultimate objective of this project is to promote a culture of high academic standards within UPC, in order to promote healthy competition to become the best student possible, not only for personal benefit but with a transcendental vision for the practice of their profession later on.

The AEG requires and demands us to constantly innovate to offer new and better benefits to our students. Because of this, in 2014 the Leadership Program was created with the objective of complementing academic formation with the development of leadership skills.

The challenges this group will pose us with will be many more. Some initiatives aligned with research and culture promotion are already being developed, always with our vision set in strengthening the skills of the students of the GEA and allow them to have a transcendental impact in our community.

The criteria for inclusion at the AEG considers the following: (a) to be enrolled in, at least, 15 academic credits during the regular term of the second semester of the academic year, (b) to have attained, at least, 40 accumulated and approved academic credits (approved courses correspond to summer tuition and/or two regular terms during the year); and (c) to achieve and accumulated average which is two standard deviations above the general average of their academic major

The AEG students participate in a Leadership program that has been specially designed for them, this program develops and strengthens soft-skills, self-knowledge, and develops innovation and social responsibility ventures. The program embeds 140 hours, has a duration of 2 years and integrates 4 modules: (a) foundations and development of personal leadership; (b) foundations and development of social leadership, (c) advanced knowledge of leadership and (d) transcendent leadership. Currently, the Leadership Program has more than 300 participants who participate in the different activities at UPC Campus and Sites, simultaneously. This program is offered by faculty member of the *Tecnológico de Monterrey* University (Mexico).

At the end of the year 2017, there were 836 students that belong to the AEG. From them about 80% participated in at least one of the special conferences and events that are offered specially to this group. Figure 10, Figure 11, Figure 12 and Figure 13 exhibit some of the activities developed in 2017 for the AEG students.



Figure 10. Radical Collaboration Conference for the AEG Students hosted by PhD. Mayte Barba (Tecnologico de Monterrey)



Figure 11. Entrepreneurial Spirit Conference for the AEG Students hosted by PhD. Enrique Diaz de Leon (Tecnologico de Monterrey)



Figure 12. Leadership Reunion of the AEG Students 2017



Figure 13. AEG Students at the Social Responsibility Activities at the Center for Integral Family Development (CEDIF, in Spanish) and the Children's Workshop Association (TANI, in Spanish) in 2017



IV. Student Life Results

The Student Life Office offers a variety of activities that involve students in art, culture, sport and volunteering programs. Through these activities the Student Life Office seeks to develop four co-curricular competencies that are part of UPC's educational model, these co-curricular competences are: leadership, self-development, global vision and social initiative.

The Student Life Office's main results for year 2017 are presented in Figure 14 and Figure 15.

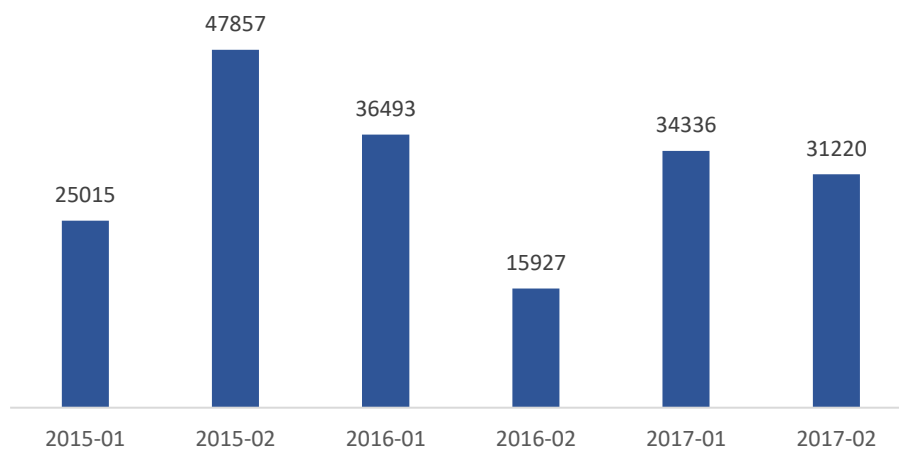


Figure 14. Number of Contacts in Co-Curricular Activities per Academic Semester (2015-2017)

Note: The indicator "number of contacts" represents the total number of students that participated in co-curricular activities who were not awarded credits, during the semester. This indicator considers the attendance of each student each time they attend an event organized by the Student Life Office.

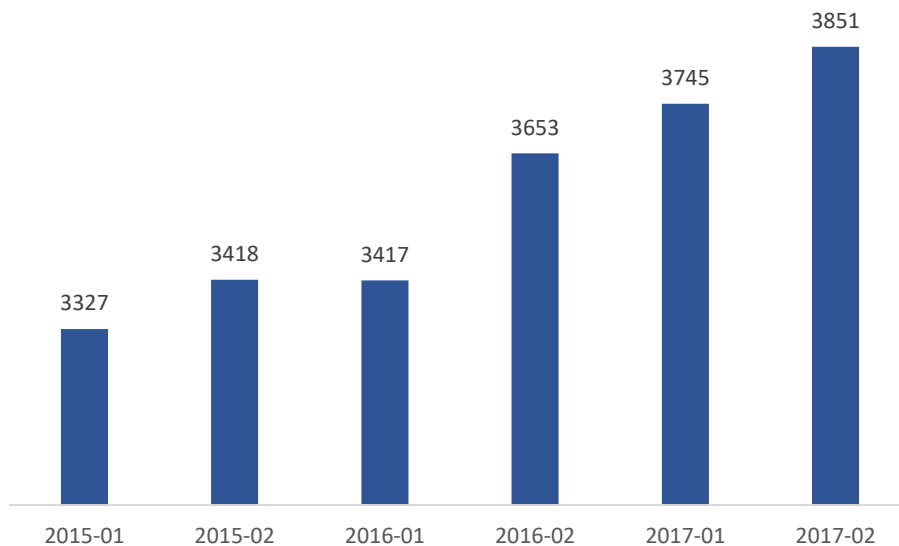


Figure 15. Co-Curricular Credits awarded per academic semester (2015-2017).

Regarding, students' accomplishments in co-curricular activities, below is a summary of the main results of 2017 per activity:

- **UPC Troupes (*Elencos UPC*)**

In 2013, the Peruvian Dance Troupe started at UPC. With the passing of time, these troupes have increased in number and become more solid, involving now more than 300 students around performing arts and music and representing UPC in different cultural and art-related spaces.

At the end of 2017 there were 6 troupes:

- **The Peruvian Music Troupe**, who this year have made different presentations, among which the most important are the International Book Fair, the "*Con la Propiedad Intelectual todos #Unasola fuerza*" Festival organized by INDECOPI (National Institute for the Defense of Competition and the Protection of Intellectual Property), "*Martes Escénicos*" in the Golden Hall of the Municipal Theater of Lima and "*Cultural Fridays*," both organized by the Culture Management Office of the Municipality of Lima. In addition, it is working on its first discographic production project.
- **The Peruvian Dance Troupe**, who this year have made presentations, among which the most important are the International Book Fair, the "*Sonidos y Ritmos del Perú*" show together with the Peruvian Music Troupe in the Golden Hall of the Municipal Theater of Lima and "*Cultural Fridays*," both organized by the Culture Management Office of Lima.



- **The Improvisation Troupe**, who have participated in “Martes Escénicos,” organized by the Culture Management Office of the Municipality of Lima and in the First University Improv Championship “Impro UNI 2017,” obtaining the bronze medal.
- **The Master-of-Ceremonies Troupe**, who this year have accompanied the “Cultural Fridays” at Campus Monterrico and Villa, San Isidro and San Miguel Sites. Additionally, they have hosted the Peruvian Dance Troupe and Peruvian Music Troupe presentations, among which the most important are the International Book Fair, “Cultural Fridays” by the Culture Management Office of the Municipality of Lima, and the “Sonidos y Ritmos del Perú” show.
- **The Theater Troupe**, who this year have carried out the Scene Exploration Samples “*Relatos Salvajes*” and “*Dúos*,” at the San Isidro and San Miguel sites.
- **The Polyphonic Choir Troupe**, who participated in the 8th University Choir Festival, organized by Universidad Alas Peruanas. It offered its First Christmas Concert to raise funds for the children of the *Asociación de las Bienaventuranzas* (Beatitudes Association) in the María Reina church in December.

The following students, who belong to the troupes, have stand out for its artistic achievements in 2017 and were distinguished by UPC for its accomplishments:

- Jorge Antonio Almora Vásquez, student in the Music program and member of the Peruvian Music Ensemble, for his participation in the National Group Afrocandela, which was awarded the Silver Seagull for Best Interpreter in the Folk Competition in the Viña del Mar Festival.



Figure 16. Milagros Morgan (Vice-Rector of University Services), Jorge Almora and Edward Roekaert (Rector).



- Juan Daniel Olivera Portuguez, student in the Audiovisual Communication and Interactive Media program, and Andrea Mey Len Li Loo, student in the Administration and International Business program, both members of the Peruvian Dance Troupe, for their participation in the 9th International Heritage Couple Dance Festival “Danza Panamá 2017,” which is a cultural encounter and exchange space for young people from different American countries to promote their folklore. Additionally, they were third place in the 6th Interuniversity Marinera Norteña Competition 2017 USMP in August.



Figure 17. Milagros Morgan (Vice-Rector of University Services), Daniel Olivera, Andrea Mey and Edward Roekaert (Rector).



- **UPC Sports**

During 2017, UPC's Sports Teams, which are nearly 20, participated in the Metropolitan University Games organized by the University Sports Federation-FEDUP in 2017-1 and 2017-2, where UPC broke records of presence on the podium in most sports disciplines. These results are presented below:

- **Chess:** this team won the Metropolitan Championship in 2017-1 and 2017-2, and is the favourite for next year's National University Games.
- **Track and Field:** they won the Metropolitan Championship in 2017-1 in the Advanced Category and were Second Place in 2017-2.
- **Women's Basket:** in 2017-1 and 2017-2, they were Third Place in the Metropolitan Championship.
- **Men's Basket:** they were Fifth Place in the Metropolitan Championship in 2017-1 and Fourth Place in 2017-2.
- **Men's Soccer - Team A:** they were First Place in the Metropolitan Championship in 2017-1 and Second Place in 2017-2, and classified to the National University Games.
- **Men's Soccer - Team B:** they were First and Second Place in 2017-1 and 2017-2 in FEDUP's Metropolitan Championship (Lower Division).
- **Women's Futsal:** they were Sixth Place in the Metropolitan Championship in 2017-1 and Seventh Place in 2017-2.
- **Men's Futsal:** they were Seventh Place in the Metropolitan Championships of 2017-1 and 2017-2.
- **Judo:** they competed for the first time in 2017-2 and were Third Place in the Metropolitan Championship.
- **Karate:** they were Third Place in 2017-1 and First Place in 2017-2 in FEDUP'S Metropolitan Championship, with excellent options for the National University Games.
- **Wushu:** they were Third Place in 2017-1 and First Place in 2017-2 in the Metropolitan Games last year.
- **Swimming:** in 2017-1 and 2017-2, they were Second Place in the Advanced Category and in the Novel Category in the Metropolitan Championship.
- **Weight Lifting:** in 2017-1 and 2017-2, they were Second Place in the 2017 Metropolitan Championships.
- **Men's Rugby:** they were First Place in the Metropolitan University Games of 2017-1 and 2017-2; they have classified to the National University Games and are favourites.



- **Taekwondo:** they were Fourth Place in the Metropolitan Games in 2017-1 and Second Place in 2017-2.
- **Table Tennis:** they were First Place in the Metropolitan Championship this year.
- **Women's Volley:** they were Fourth Place in 2017-1 and First Place in 2017-2 in the Second Division.
- **Men's Volley:** they were promoted to First Division in 2017-1 and were Fourth Place in the 2017-2 Metropolitan Games.

The following students are Qualified Athletes, who have earned many achievements for Peru, in 2017 across different sports disciplines:

- Ilhann Wong, Qualified Athlete - Skating, won the Gold medal in the South American Open Figure Skating.
- Nicolás Pacheco, Qualified Athlete - Shooting, won the Silver medal in the Gran Prix Iberoamericana Lima 2017, Skeet.
- Angel Sossa, Qualified Athlete - Rowing, won the Gold medal in the South American Youth Olympic Games.
- Antonella Blanco, Qualified Athlete - Karate, won the Gold medal in the Karate Pan-American Games, Kata.
- Thalía Gamarra, Qualified Athlete - Judo, won the Gold medal in the Pan-American Games.
- Luna Tobbin, Qualified Athlete - Muay Thai, won the Gold medal in the Pan-American Championship IFMA.
- Doménica Vallejos, won the Gold medal in the Ironman Cozumel 70.3.
- Aldo Guibu, won the Silver medal in the Youth Pan-American Games, Bowling.
- Thais Fernandez, Qualified Athlete - Aerobic gymnastics, won the Silver medal in the South American Championship and the Gold medal in the Heathrow Open.
- Angello Giuria, Qualified Athlete - Sailing, won the Sunfish Youth World Championship for the second time.
- Alonso Collantes, Qualified Athlete - Sailing, won the Sunfish Youth World Championship for the second time and was awarded the highest sports recognition in Peru (*Laureles Deportivos del Perú*).



Figure 18 exhibits the recognitions awarded by UPC to the Captains of UPC's Sport Teams in 2017.



Figure 18. UPC's Sports Team Captains Recognition in 2017.



V. Internationality Results

Table 2 exhibits the main internationality results for 2017. Regarding inbound students, nearly 95% of students participated mainly in exchange experiences (146 students), academic missions (395), and work and travel experiences (391). In addition, in 2017 UPC received 283 inbound students, these students came from the following countries: Germany (7 students); Belgium (1 student); Brazil (5 students), Colombia (17 students), South Korea (8 students), Spain (4 students); United States (37 students), France (27 students), Mexico (158 students), Holland (3 students), Portugal (13 Students), United Kingdom (2 students) and Thailand (1 student).

Table 2. Internationality Indicators for Undergraduate Programs (2017)

Indicator	Result
Inbound Students	283
Outbound Students	975
Number of Scholarships granted to Students for participating in International Experiences	18
Number of students participating in domestically held international conferences	3,413

Note: Information Updated to 01/31/2018

Figure 19 and Figure 20 exhibits some of the international experiences held by UPC Students in 2017.



Figure 19. UPC Students in an international exchange experience at France



Figure 20. UPC Students in an international exchange experience at Rome

VI. Employability Results

Table 3 exhibits the main employability results of traditional undergraduate programs in 2017.

Table 3. Employability Results for Graduates of Traditional Undergraduate Programs (2017)

Indicator	Result
Employment Rate ¹	90.50%
Skill Match Rate ²	98.98%
Alumni Salary 3 years after graduation Rate ³	347.02%

Note: **1) Employment Rate Formula:** (Full Time + Part Time + Self Employed Alumni) / [Survey Respondents – (Not seeking employment + currently enrolled in a higher education program)] = Emp. Rate %. **2) Skill Match Rate Formula:** (Alumni Employed in Full Time + Part Time + Self Employed in field of study) / (Employed survey respondents) = Skills match %. **3) Alumni Salary Rate Formula:** (Alumni salary 3 years after graduation) / (Average National Salary) = Alumni Salary %.



In addition, according to *Ponte en Carrera* Website ([link](#)), which is a web platform developed by the Peruvian Ministry of Labor and Employment Promotion, the Peruvian Ministry of Education and IPAE *Acción Empresarial* to provide reliable and public information about the employment results attained by graduates of all higher education institutions in Peru as well as information regarding the labor market demand for professionals, with the aim to inform and support the decisions of future higher education students, in 2017, 17 programs of UPC were recognized to have the best paid graduates. Table 4 presents the list of UPC 17 program with the best paid graduates.

Table 4. UPC Programs that have the Best Paid Graduates in Perú – According to *Ponte en Carrera* Website (2017)

Program	Average Monthly Salary (Expressed in PEN)
Information Systems Engineering (Traditional Undergraduate)	5,363
Systems Engineering (Working Adult Undergraduate)	5,363
Software Engineering (Traditional Undergraduate)	5,363
Economics and International Business (Traditional Undergraduate)	4,950
Economics and Finance (Traditional Undergraduate)	4,950
Administration and Marketing (Traditional Undergraduate)	4,879
Marketing (Working Adult Undergraduate)	4,879
Administration and Human Resources (Traditional Undergraduate)	4,248
Banking and Financial Administration (Working Adult Undergraduate)	4,248
Entrepreneurial Administration and Management (Working Adult Undergraduate)	4,248
Administration and International Business (Traditional Undergraduate)	4,011
Audiovisual Communication and Interactive Media (Traditional Undergraduate)	3,766
Communication and Journalism (Traditional Undergraduate)	3,766
Communication and Publicity (Traditional Undergraduate)	3,766
Hospitality and Business Administration (Traditional Undergraduate)	3,193
Tourism and Business Administration (Traditional Undergraduate)	3,193
Nutrition and Dietetics (Traditional Undergraduate)	2,584



VII. Alumni Results

Table 5 exhibits the alumni results for 2017 and 2016, respectively.

Table 5. UPC Alumni Results (2016-2017)

Indicator	Result
UPC Alumni 2017	Total Alumni: 28,581
	Traditional Undergraduate Alumni: 15,171
	Working Adult Undergraduate Alumni: 7,517
	Graduate School Alumni: 5,893
UPC Alumni 2016	Total Alumni: 26,570
	Traditional Undergraduate Alumni: 12,884
	Working Adult Undergraduate Alumni: 5,938
	Graduate School Alumni: 7,748

Note: UPC Total Alumni Headcount at December 2017 and December 2016, respectively.

7.1 Alumni Conferences and Events in 2017

During 2017 the Alumni Office hosted 18 conferences and events, where alumni were invited to participate. These events consider different categories of activities that support key pillars to build engagement with UPC's alumni. A brief summary of some of the events developed in 2018 is presented below:

- **Third UPC Alumni Reunion**

In the month of October the third UPC Alumni Reunion was developed, for these event Undergraduate and Graduate School Alumni were invited. All the activities for the announcement of the Reunion were designed over the concept of "Welcome Home", believing that the UPC in many ways performed as a second home for its Alumni.



Figure 21. Third UPC Alumni Reunion Flyer.



700 attendees participated in this event. Participants enjoyed a great evening, in which UPC's CEO, Marisol Suarez, addressed the gathering, then, David Fischman, founding member of the university, author and consultant, gave a lecture about Happiness.



Figure 22. Marisol Suarez, UPC's CEO.



Figure 23. David Fischman.

UPC's Alumni enjoyed an amazing evening, where UPC's Music Band performed, Alumni had the opportunity to strengthen its networking, spent great time with friends and remembered its memories at UPC, its second home.



Figure 24. UPC Alumni at the Annual Alumni Reunion.



Figure 25. UPC Alumni at the Annual Alumni Reunion.

Additional information about this event is available at the following links: ([Link 1](#)) and ([Link 2](#)).

- **Career Development Conference**

Paula Molinari, recognized expert in Career Development, Talent Management, Change Management and Leadership, came to UPC to share the generational context that companies go through and how to manage it in order to achieve growth and commitment from employees.



Figure 26. UPC Alumni at the Career Development Conference.

Additional information about this event is available at the following link: ([Link 1](#))



- **Innovation Conference**

Dr. Guillermo Quiroga, renowned specialist in strategic innovation and Director of the UPC's Graduate School, presented the tools that should be used to generate a Sustainable Strategic Innovation Plan.



Figure 27. Dr. Guillermo Quiroga at the Innovation Conference.

Additional information about this event is available at the following links: ([Link 1](#)) and ([Link 2](#)).

- **Project Management Innovation**

This conference was attended by Avraham Shtub, renowned international speaker and expert in Project Management Innovation, who presented a new tool that allows improving the management of projects through of the simulation of the life cycle. The closing of the conference was in charge of a panel formed by authorities of UPC's Graduate School and executives of PMI Peru Lima Chapter, who presented their perspectives on effective strategies applied in innovation projects in the country.



Figure 28. UPC's Alumni at the Project Management Innovation Conference.

Additional information about this event is available at the following link: ([Link 1](#)).



- **Digital Transformation**

Edison Medina, author of the book "Business Intelligence, a practical guide" and General Manager of IBSS, specialized consultant in Business Intelligence shared his experience in the development of digital strategies and how these generate value in organizations to contribute to business efficiency.



Figure 29. Edison Medina at the Digital Transformation Conference.

Additional information about this event is available at the following link: ([Link 1](#)).

- **The road to the ideal job**

Fernando Loyola gave the lecture "The road to the ideal job". He is the author of the book "Design your career", current Director of the Andean Center for Business Development and Productivity, and has been in charge of organizational development solutions for important companies such as Alicorp, BCP, BBVA Continental, among others.

Through this lecture our graduates learned about different strategies and tools that will allow them to build a career plan and achieve professional success in the current and competitive labor market.



Figure 30. The road to the ideal job lecture.

Additional information about this event is available at the following links: ([Link 1](#)) and ([Link 2](#))



VIII. Retention, Graduation and Enrollment Results

In this section, the retention, graduation and enrollment results for 2017 are included to the historical data presented for each section.

8.1 Retention Results

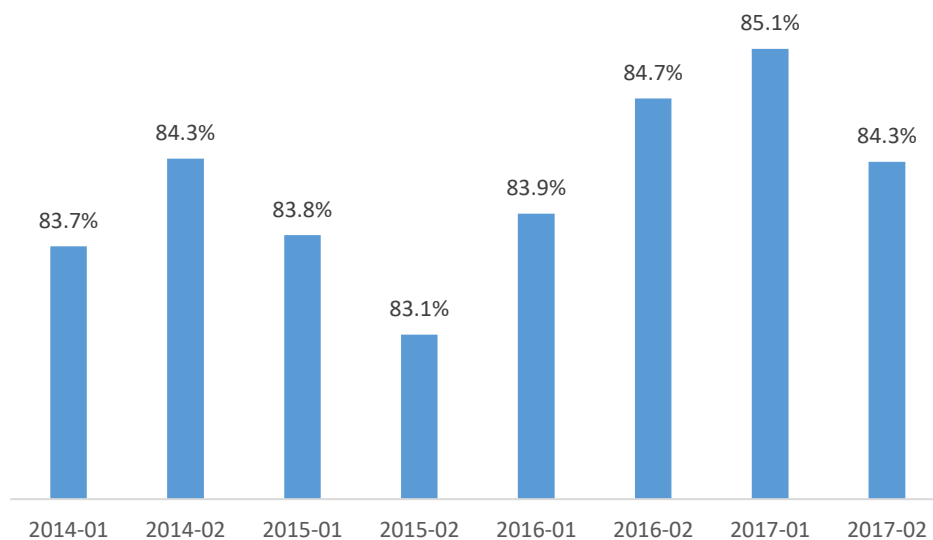


Figure 31. Retention Results of Traditional Undergraduate Programs (2014-2017)

Note: Information Updated to 04/19/2018.

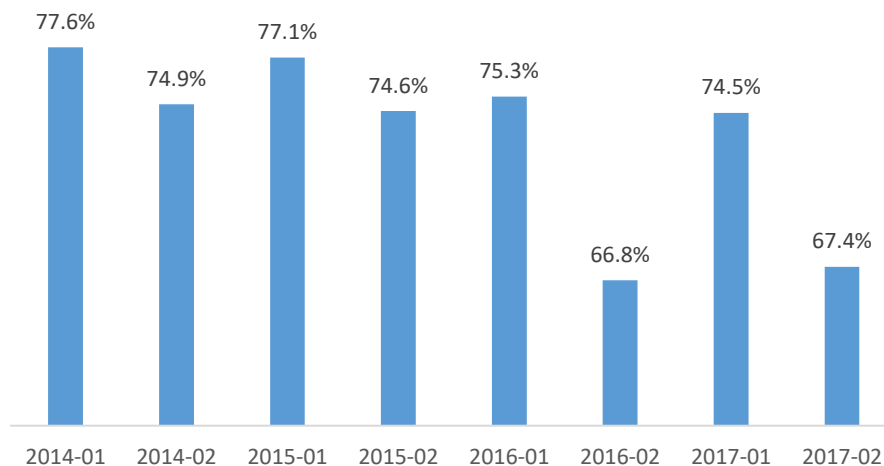


Figure 32. Retention Results Working Adult Undergraduate Programs (2014-2017)

Note 1: Information Updated to 04/19/2018.

Note 2: Due to changes introduced by Peruvian University Law N° 30220, since Term 2016-02 the way retention rate is calculated for undergraduate working adult programs has changed.



8.2 Graduation Results

Table 6. Graduation Results Undergraduate Programs (2015-2017)

Year	Graduates
2015	2,657
2016	3,416
2017	4,241

Note: Information Updated to 04/19/2018.

8.3 Enrollment Results

Table 7. Total Enrollment Results Undergraduate Programs (2014-2017)

Term	Total Enrollment
<i>Traditional Undergraduate</i>	
2014-01	27,973
2014-02	27,550
2015-01	32,969
2015-02	32,253
2016-01	37,775
2016-02	36,696
2017-01	42,743
2017-02	41,065
<i>Working Adult Undergraduate</i>	
2014-01	10,869
2014-02	11,834
2015-01	12,938
2015-02	13,928
2016-01	13,288
2016-02	13,660
2017-01	12,985
2017-02	12,948

Note: Information Updated to 04/19/2018.



IX. Research Results

UPC is committed to promote scientific research in all areas of knowledge of the university, and actively encourages the participation of faculty and students in research projects.

The UPC Research Director, who operates under the leadership of the Vice Rector for Academic Affairs and Research (VRAAR), is responsible for supervising and supporting all institutional research activities.

UPC has an Annual Research Contest (ARC), which aims to promote research among faculty. The ARC provides funding for faculty research projects. An ad hoc committee is appointed by the Research Office to review project proposals and recommend their funding to the VRAAR. The funding criteria is explicit about the quality expectations of faculty's intellectual contributions, which must be published in a peer-reviewed journal listed in ISI-Web of Science (WOS) or in SCOPUS.

Some key facts about research at UPC are exhibited below.

9.1 Research Ranking among Peruvian Universities:

- 1) In 2011 UPC was in **24th position** among all the 140 Peruvian universities (source: Scimago)
- 2) In 2013 UPC was in **11th position** among all the 140 Peruvian universities (source: Scimago)
- 3) In 2015 UPC was in **7th position** among all the 140 Peruvian universities (source: Scimago)
- 4) In 2017 UPC was in **3th position** among Peruvian universities (source: Scopus / Scimago)

9.2 Annual Papers in Peer Review and Indexed Journals:

- 1) In 2012 UPC published **32** papers in indexed journals (source: Scopus)
- 2) In 2014 UPC published **70** papers in indexed journals (source: Scopus)
- 3) In 2016 UPC published **152** papers in indexed journals (source: Scopus)
- 4) In 2017 UPC has published **134** papers (by now) in indexed journals (source: Scopus)

9.3 Five -Year Papers in Peer Review and Indexed Journals:

- 1) During 2008-2012 UPC published **77** papers (source: Scopus/Scimago)
- 2) During 2011-2015 UPC published **308** papers (source: Scopus/Scimago)
- 3) During 2012-2016 UPC published **434** papers (source: Scopus/Scimago)
- 4) During 2013-2017 UPC published **537** papers (source: Scopus/Scimago)

9.4 Students in Research:

- 1) **90** students in 2015 participated in research projects (source: Research Office UPC)
- 2) **110** students in 2016 participated in research projects (source: Research Office UPC)
- 3) **130** students in 2017 participated in research projects (source: Research Office UPC)



X. Social Responsibility Impact

UPC develops several social responsibility initiatives that involve the active participation of students and faculty, with the aim to contribute to different social initiatives that benefit the community. Table 8 present the main social responsibility impact results for 2017.

Table 8
UPC's Social Responsibility Impact (2017)

Indicator	Result
Total Investment in Social Responsibility Initiatives	PEN. 47,328,277
Number of students participants in UPC's Social Responsibility Initiatives	17,636
Number of communities' members whom have benefit from UPC's Social Responsibility Initiatives	40,000
Number of communities' members whom have benefit with UPC's Health Campaigns	7,000

Note: Information Updated to 12/31/2017