Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results	Analysis of Results	Action Taken or Improvement made	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
GENERAL AREA (Only Master's Degree)					
Business: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 86% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 93% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 36% at institutional level. During: There is a positive difference of 43% at institutional level At the end: There is a positive difference of 35% at institutional level	Syllabi updates. Creation of the GENEXA system. Increase academic quality. Reinforce English language learning (Graduate studies). Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.	
PROFESSIONAL AREAS					
Master's Degree in Senior Managment: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: '86% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 93% of the population ranged from acceptable to outstanding During: 92% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 36% at institutional level During: There is a positive difference of 43% at institutional level During: There is a positive difference of 42% at institutional level At the end: There is a positive difference of 50% at institutional level	Syllabi updates. Creation of the GENEXA system. Increase academic quality. Reinforce English language learning (Graduate studies). Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.	

Master's Degree in Financial Management: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 86% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 92% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 36% at institutional level During: There is a positive difference of 42% at institutional level At the end: There is a positive difference of 50% at institutional level	Syllabi updates. Creation of the GENEXA system. Increase academic quality. Reinforce English language learning (Graduate studies). Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.	
Specialization in Taxes: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 86% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 98% of the population ranged from acceptable to outstanding At the end: 95% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 36% at institutional level During: There is a positive difference of 48% at institutional level At the end: There is a positive difference of 45% at institutional level	Increase academic quality. Analyze results in the following measurements for a possible goal adjustment	

Standard #4 Measurement and Analysis of Student Learning and Performance

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Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results	Analysis of Results	Action Taken or Improvement made	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
GENERAL AREA (Only Master's Degree)					
Business: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 94% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 91% of the population ranged from acceptable to outstanding At the end: 97% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 44% at institutional level. During: There is a positive difference of 41% at institutional level At the end: There is a positive difference of 32% at institutional level	Syllabi updates. Creation of the GENEXA system. Increase academic quality. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.	
PROFESSIONAL AREAS					
Master's Degree in Senior Managment: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 94% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 91% of the population ranged from acceptable to outstanding During: 91% of the population ranged from acceptable to outstanding At the end: 94% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 44% at institutional level During: There is a positive difference of 41% at institutional level During: There is a positive difference of 41% at institutional level At the end: There is a positive difference of 44% at institutional level	Syllabi updates. Creation of the GENEXA system. Increase academic quality. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.	

Master's Degree in Financial Management: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 94% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 91% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 44% at institutional level During: There is a positive difference of 41% at institutional level At the end: There is a positive difference of 50% at institutional level	Syllabi updates. Creation of the GENEXA system. Increase academic quality. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.	
Specialization in Taxes: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 94% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 100% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 44% at institutional level During: There is a positive difference of 50% at institutional level At the end: There is a positive difference of 50% at institutional level	Increase academic quality. Analyze results in the following measurements for a possible goal adjustment	

Master's Degree in Financial Management
2016-94 / 2018-62

Specialization in Taxes
2016-94 / 2018-62

Standard #4 Measurement and Analysis of Student Learning and Performance					
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Performance Indicator	**Definition**				
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.				
		Analysis of Results			
Performance Measure	**What is your measurement instrument or process?**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement made**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
Measurable goal	**Do not use grades.**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
What is your goal?	**(Indicate type of instrument) direct, formative, internal, comparative**				
GENERAL AREA (Only Master's Degree)					
Business: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 88% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 93% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 38% at institutional level. During: There is a positive difference of 43% at institutional level At the end: There is a positive difference of 35% at institutional level	Courses updates. Comply with Teacher's Profile. Course induction. Educational model induction. Analyze current results for a possible goal adjustment. Learning Evaluation System, new version.	
PROFESSIONAL AREAS					
Master's Degree in Senior Managment: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: '88% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 93% of the population ranged from acceptable to outstanding During: 90% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 38% at institutional level During: There is a positive difference of 43% at institutional level During: There is a positive difference of 40% at institutional level At the end: There is a positive difference of 50% at institutional level	Courses updates. Comply with Teacher's Profile. Course induction. Educational model induction. Analyze current results for a possible goal adjustment. Learning Evaluation System, new version.	

Master's Degree in Financial Management: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 88 of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 90% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 38% at institutional level During: There is a positive difference of 40% at institutional level At the end: There is a positive difference of 50% at institutional level	Courses updates. Comply with Teacher's Profile. Course induction. Educational model induction. Analyze current results for a possible goal adjustment. Learning Evaluation System, new version.	**Master's Degree in Financial Management** 2017-61 / 2018-83
Specialization in Taxes: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 50% of the population ranged from acceptable to outstanding At the end: 50% of the population ranged from acceptable to outstanding	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, Internal, Direct	At the beginning: 88% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 100% of the population ranged from acceptable to outstanding At the end: 68% of the population ranged from acceptable to outstanding	At the beginning: There is a positive difference of 38% at institutional level During: There is a positive difference of 50% at institutional level At the end: There is a positive difference of 18% at institutional level	Analyze current results for a possible goal adjustment. Learning Evaluation System, new version.	**Specialization in Taxes** 201761 / 2018-83