

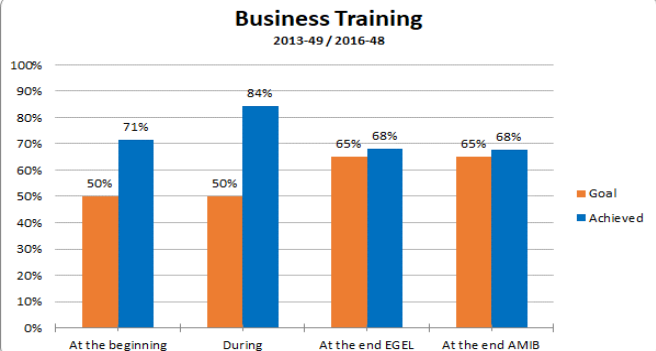
Standard #4 Measurement and Analysis of Student Learning and Performance

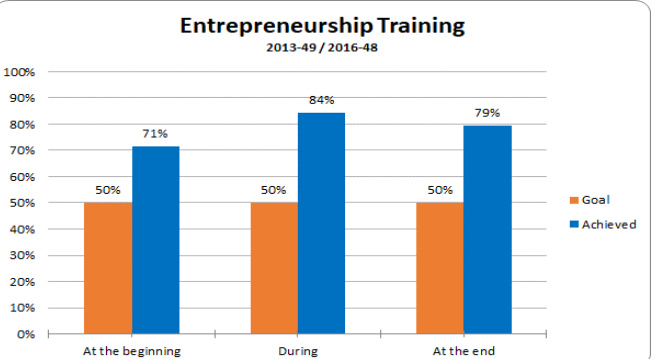
Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>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.</i> Add these to the description of the measurement instrument in column two:</p> <p>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.</p>

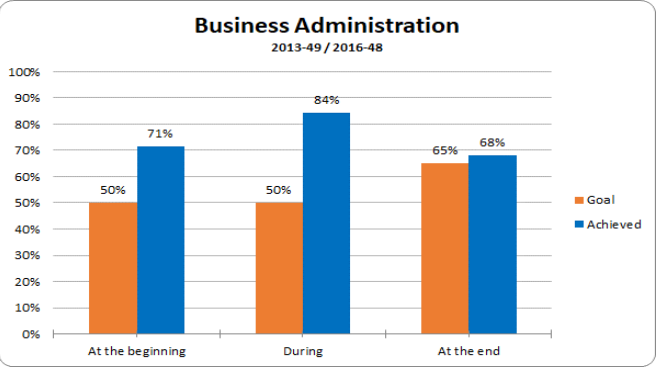
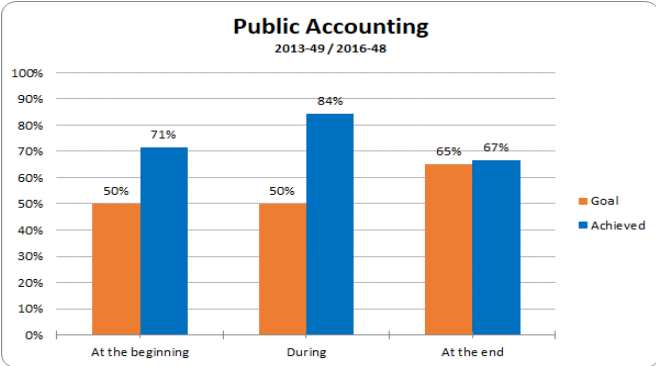
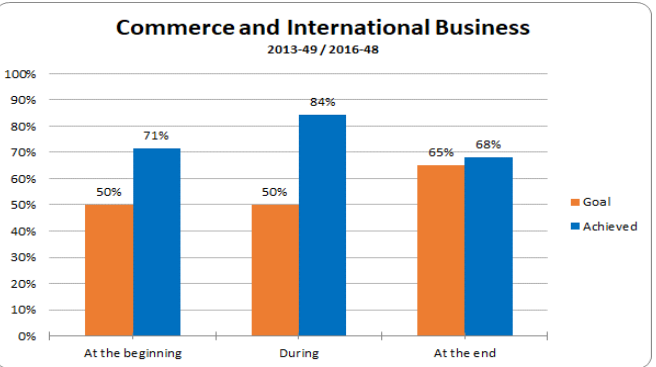
Analysis of Results					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What 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 AREAS

<p>Business training:</p> <p>At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 65% of the candidates ranged from 3 to 5.</p> <p>At the end: 65% of the candidates ranged from 2 to 5</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 71% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 84% of the population ranged from acceptable to outstanding</p> <p>At the end: 68% of the population ranged from 3 to 5</p> <p>At the end: 68% of the population ranged from 2 to 5</p>	<p>At the beginning: There is a positive difference of 21% at institutional level.</p> <p>During: There is a positive difference of 34% at institutional level</p> <p>At the end: There is a positive difference of 3% at institutional level</p> <p>At the end: There is a positive difference of 3% at institutional level</p>	<p>Research for academic quality assurance. Institutional exams. Competency-based exams. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	
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<p>Entrepreneurship training:</p> <p>At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 50% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, Internal, Direct</p>	<p>At the beginning: 71% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 84% of the population ranged from acceptable to outstanding</p> <p>At the end: 79% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 21% at institutional level</p> <p>During: There is a positive difference of 34% at institutional level</p> <p>At the end: There is a positive difference of 29% at institutional level</p>	<p>Research for academic quality assurance. Institutional exams. Competency-based exams. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	
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PROFESSIONAL AREAS

<p>Business Administration: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 65% of the candidates ranged from 3 to 5</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 71% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 84% of the population ranged from acceptable to outstanding</p> <p>At the end: 68% of the candidates ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 21% at institutional level</p> <p>During: There is a positive difference of 34% at institutional level</p> <p>At the end: There is a positive difference of 3% at institutional level</p>	<p>Research for academic quality assurance. Institutional exams. Competency-based exams. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	 <p>Business Administration 2013-49 / 2016-48</p> <table border="1"> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>71%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>84%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>68%</td> </tr> </tbody> </table>	Stage	Goal (%)	Achieved (%)	At the beginning	50%	71%	During	50%	84%	At the end	65%	68%
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Stage	Goal (%)	Achieved (%)															
At the beginning	50%	71%															
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<p>Finance and Banking: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 65% of the candidates ranged from 2 to 5</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 71% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 84% of the population ranged from acceptable to outstanding</p> <p>At the end: 68% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 21% at institutional level</p> <p>During: There is a positive difference of 34% at institutional level</p> <p>At the end: There is a positive difference of 3% at institutional level</p>	<p>Research for academic quality assurance. Institutional exams. Competency-based exams. Report AMIB results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their AMIB results. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	<p>Finance and Banking 2013-49 / 2016-48</p> <table border="1"> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>71%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>84%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>68%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	71%	During	50%	84%	At the end	65%	68%
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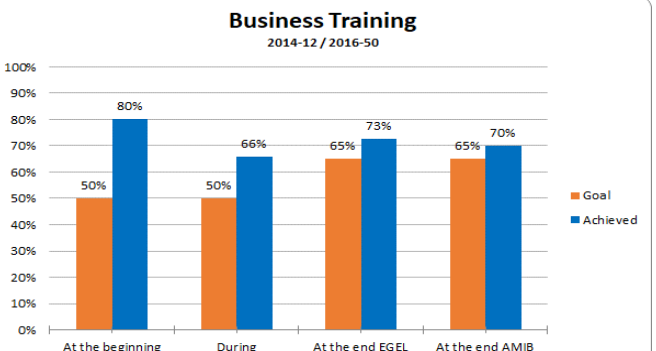
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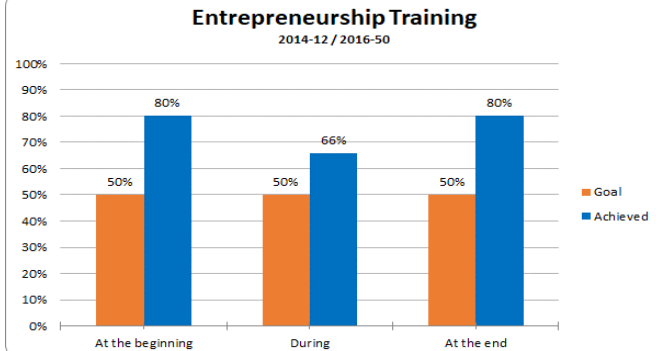
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Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>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.</p>

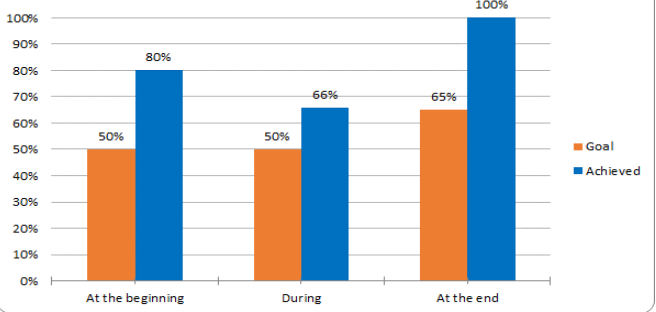
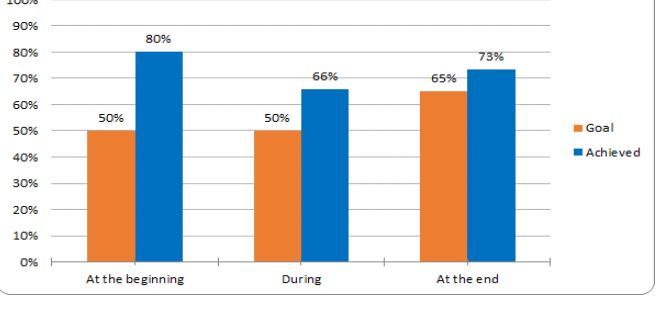
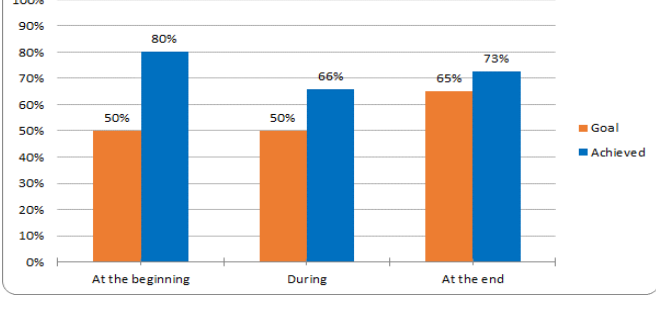
Analysis of Results					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What 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 AREAS

<p>Business training:</p> <p>At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 65% of the candidates ranged from 3 to 5.</p> <p>At the end: 65% of the candidates ranged from 2 to 5</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 80% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 66% of the population ranged from acceptable to outstanding</p> <p>At the end: 73% of the population ranged from 3 to 5</p> <p>At the end: 70% of the population ranged from 2 to 5</p>	<p>At the beginning: There is a positive difference of 30% at institutional level.</p> <p>During: There is a positive difference of 16% at institutional level</p> <p>At the end: There is a positive difference of 8% at institutional level</p> <p>At the end: There is a positive difference of 5% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of GENEXA systems. Increase in the academic quality. Design a new educational modality. Distance education. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	
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<p>Entrepreneurship training:</p> <p>At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 50% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, Internal, Direct</p>	<p>At the beginning: 80% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 66% of the population ranged from acceptable to outstanding</p> <p>At the end: 80% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 30% at institutional level</p> <p>During: There is a positive difference of 16% at institutional level</p> <p>At the end: There is a positive difference of 30% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of GENEXA systems. Increase in the academic quality. Design a new educational modality. Distance education. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	
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PROFESSIONAL AREAS

<p>Business Administration: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 65% of the candidates ranged from 3 to 5</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 80% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 66% of the population ranged from acceptable to outstanding</p> <p>At the end: 100% of the candidates ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 30% at institutional level</p> <p>During: There is a positive difference of 16% at institutional level</p> <p>At the end: There is a positive difference of 35% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of GENEXA systems. Increase in the academic quality. Design a new educational modality. Distance education. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Business Administration 2014-12 / 2016-50</p>  <table border="1"> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>66%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>100%</td> </tr> </tbody> </table>	Stage	Goal (%)	Achieved (%)	At the beginning	50%	80%	During	50%	66%	At the end	65%	100%
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<p>Finance and Banking: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 65% of the candidates ranged from 2 to 5</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 80% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 66% of the population ranged from acceptable to outstanding</p> <p>At the end: 70% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 30% at institutional level</p> <p>During: There is a positive difference of 16% at institutional level</p> <p>At the end: There is a positive difference of 5% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of GENEXA systems. Increase in the academic quality. Design a new educational modality. Distance education. Report AMIB results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their AMIB results. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	<p>Finance and Banking 2014-12 / 2016-50</p> <table border="1"> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>66%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>70%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	80%	During	50%	66%	At the end	65%	70%
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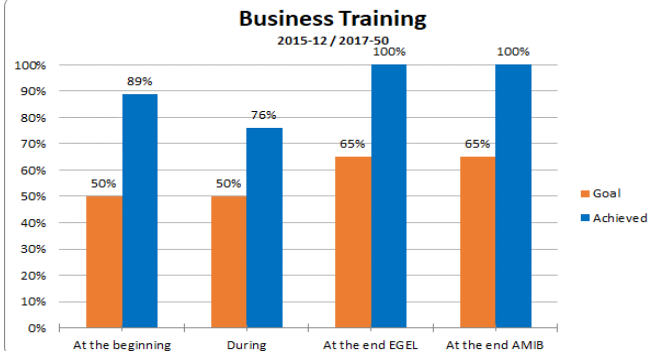
Standard #4 Measurement and Analysis of Student Learning and Performance

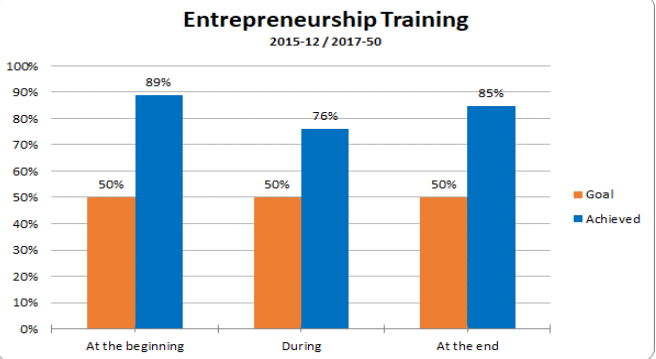
Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>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.</i> Add these to the description of the measurement instrument in column two:</p> <p>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.</p>

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				

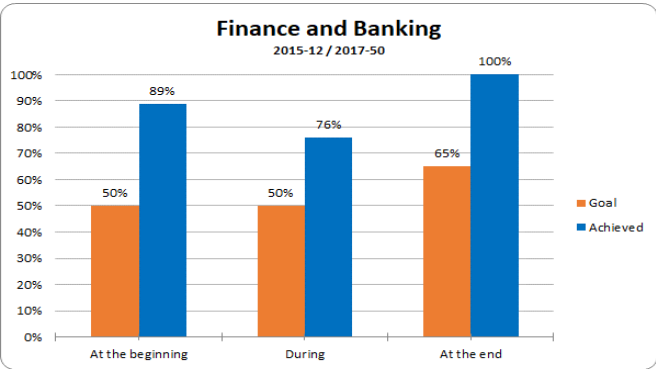
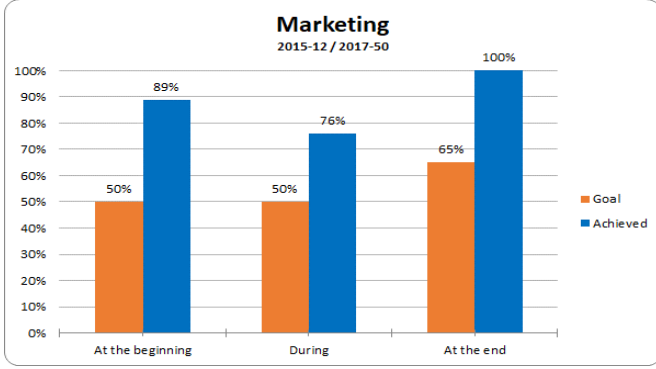
GENERAL AREAS

<p>Business training:</p> <p>At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 65% of the candidates ranged from 3 to 5.</p> <p>At the end: 65% of the candidates ranged from 2 to 5</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 89% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 76% of the population ranged from acceptable to outstanding</p> <p>At the end: 100% of the population ranged from 3 to 5</p> <p>At the end: 100% of the population ranged from 2 to 5</p>	<p>At the beginning: There is a positive difference of 39% at institutional level.</p> <p>During: There is a positive difference of 26% at institutional level</p> <p>At the end: There is a positive difference of 35% at institutional level</p> <p>At the end: There is a positive difference of 35% at institutional level</p>	<p>Study Plan 2017 - Bachelor's Degree and Associate's Degree. Administrative staff and Faculty Routes II. Increase in the academic quality. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	
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<p>Entrepreneurship training:</p> <p>At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 50% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, Internal, Direct</p>	<p>At the beginning: 89% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 76% of the population ranged from acceptable to outstanding</p> <p>At the end: 85% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 39% at institutional level</p> <p>During: There is a positive difference of 26% at institutional level</p> <p>At the end: There is a positive difference of 35% at institutional level</p>	<p>Study Plan 2017 - Bachelor's Degree and Associate's Degree. Administrative staff and Faculty Routes II. Increase in the academic quality. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	
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PROFESSIONAL AREAS

<p>Business Administration: At the beginning: 50% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 50% of the population ranged from acceptable to outstanding</p> <p>At the end: 65% of the candidates ranged from 3 to 5</p>	<p>At the beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 89% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 76% of the population ranged from acceptable to outstanding</p> <p>At the end: 100% of the candidates ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 39% at institutional level</p> <p>During: There is a positive difference of 26% at institutional level</p> <p>At the end: There is a positive difference of 35% at institutional level</p>	<p>Study Plan 2017 - Bachelor's Degree and Associate's Degree. Administrative staff and Faculty Routes II. Increase in the academic quality. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	<p>Business Administration 2015-12 / 2017-50</p> <table border="1"> <thead> <tr> <th>Time Period</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>89%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>76%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>100%</td> </tr> </tbody> </table>	Time Period	Goal (%)	Achieved (%)	At the beginning	50%	89%	During	50%	76%	At the end	65%	100%
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