Standard #4 Measurement and Analysis of Student Learning and Performance Use this table to supply data for Criterion 4.2. Definition **Performance Indicator** 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 Current Results Performance Measure What is your measurement Analysis of Results Action Taken or Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) instrument or process? Improvement made Measurable goal Do not use grades. What are your current results? What did you learn from the What did you improve or results? what is your next step? (Indicate type of instrument) What is your goal? direct, formative, internal, comparative **GENERAL AREAS Business Training** Business training: 2013-49 / 2016-48 At the beginning: 50% of the 100% At the beginning: 71% of the population ranked 3 in directive At the beginning: There is a positive population ranked 3 in directive skills 90% skills (red) and analytical skills difference of 21% at institutional level. Research for academic quality At the beginning: Diagnostic, External, (red) and analytical skills (blue) assurance. Institutional exams. (blue) 80% Indirect During: There is a positive difference of Competency-based exams. 68% 70% During: 84% of the population ranged During: 50% of the population 34% at institutional level Course induction, Educational During: Formative, Internal, Direct from acceptable to outstanding 60% model induction. Analyze results ranged from acceptable to 50% 50% outstanding At the end: There is a positive difference o in the following measurements At the end: Summative, External, Direct At the end: 68% of the population 3% at institutional level for a possible goal adjustment. 40% ranged from 3 to 5 At the end: 65% of the candidates At the end: Summative, External, Direct 30% ranged from 3 to 5. At the end: There is a positive difference o At the end: 68% of the population 3% at institutional level 20% ranged from 2 to 5 At the end: 65% of the candidates 10% ranged from 2 to 5 At the beginning During At the end EGEL At the end AMIB **Entrepreneurship Training** 2013-49 / 2016-48 Entrepreneurship training: At the beginning: 50% of the population ranked 3 in directive At the beginning: 71% of the 90% At the beginning: There is a positive skills (red) and analytical skills population ranked 3 in directive skills Research for academic quality 70% At the beginning: Diagnostic, External, difference of 21% at institutional level 80% (blue) (red) and analytical skills (blue) assurance. Institutional exams. 71% Indirect 70% Competency-based exams. During: There is a positive difference of During: 50% of the population During: 84% of the population ranged Course induction. Educational 60% During: Formative, Internal, Direct 34% at institutional level ranged from acceptable to from acceptable to outstanding model induction. Analyze results 50% 50% 50% ■ Goal outstanding in the following measurements At the end: Summative, Internal, Direct At the end: There is a positive difference of At the end: 79% of the population for a possible goal adjustment. 29% at institutional level At the end: 50% of the population anged from acceptable to outstanding 30% ranged from acceptable to 20% outstanding 10% 0% At the beginning During At the end PROFESSIONAL AREAS

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Standard #4 Measurement and Analysis of Student Learning and Performance Use this table to supply data for Criterion 4.2. Definition **Performance Indicator** 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 What is your measurement Performance Measure **Current Results** Analysis of Results Action Taken or Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) instrument or process? Improvement made Measurable goal Do not use grades. What are your current results? What did you learn from the What did you improve or results? what is your next step? (Indicate type of instrument) What is your goal? direct, formative, internal, comparative **GENERAL AREAS Business Training** Business training: 2014-12 / 2016-50 At the beginning: 50% of the At the beginning: 80% of the 100% population ranked 3 in directive At the beginning: There is a positive population ranked 3 in directive skills skills (red) and analytical skills difference of 30% at institutional level. Revision of Study Plan 2013. At the beginning: Diagnostic, External, (red) and analytical skills (blue) Creation of GENEXA systems. (blue) 80% Indirect 70% During: There is a positive difference of ncrease in the academic quality During: 66% of the population ranged 70% During: 50% of the population 16% at institutional level Design a new educational During: Formative, Internal, Direct from acceptable to outstanding modality. Distance education. 60% ranged from acceptable to 50% 50% outstanding At the end: There is a positive difference o Course induction. Educational 50% At the end: Summative, External, Direct At the end: 73% of the population 8% at institutional level model induction. Analyze results Achieved 40% ranged from 3 to 5 At the end: 65% of the candidates in the following measurements At the end: Summative, External, Direct 30% ranged from 3 to 5. At the end: There is a positive difference of for a possible goal adjustment. At the end: 70% of the population 5% at institutional level 20% ranged from 2 to 5 At the end: 65% of the candidates 10% ranged from 2 to 5 0% At the beginning At the end EGEL At the end AMIF **Entrepreneurship Training** 2014-12/2016-50 Entrepreneurship training: At the beginning: 50% of the population ranked 3 in directive At the beginning: 80% of the Revision of Study Plan 2013. 80% 80% At the beginning: There is a positive 80% skills (red) and analytical skills population ranked 3 in directive skills Creation of GENEXA systems. At the beginning: Diagnostic, External, difference of 30% at institutional level (blue) (red) and analytical skills (blue) Increase in the academic quality 70% Indirect Design a new educational 60% During: There is a positive difference of During: 50% of the population During: 66% of the population ranged modality. Distance education. 50% 50% 50% During: Formative, Internal, Direct 16% at institutional level ranged from acceptable to from acceptable to outstanding Course induction. Educational outstanding nodel induction. Analyze results At the end: Summative, Internal, Direct At the end: There is a positive difference of At the end: 80% of the population in the following measurements 30% at institutional level At the end: 50% of the population anged from acceptable to outstanding for a possible goal adjustment. 20% ranged from acceptable to outstanding 10% At the beginning During At the end PROFESSIONAL AREAS

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					Business Administration	
Business Administration: 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: 65% of the candidates ranged from 3 to 5	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, External, Direct	At the beginning: 89% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 76% of the population ranged from acceptable to outstanding At the end: 100% of the candidates ranged from 3 to 5	At the beginning: There is a positive difference of 39% at institutional level During: There is a positive difference of 26% at institutional level At the end: There is a positive difference of 35% at institutional level	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.	100% 90% 89% 80% 76% 70% 65% 50% 50%	pal chieved
Public Accounting: 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: 65% of the candidates ranged from 3 to 5	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, External, Direct	At the beginning: 89% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 76% dof the population ranged from acceptable to outstanding At the end: 100% of the population ranged from 3 to 5	At the beginning: There is a positive difference of 39% at institutional level During: There is a positive difference of 26% at institutional level At the end: There is a positive difference of 35% at institutional level	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.	Public Accounting 2015-12/2017-50 100% 90% 89% 76% 70% 60% 50% 50% 50% 10% At the beginning During At the end	hal hieved
Commerce and Internaltional Business: At the beginning: 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: 65% of the candidates ranged from 3 to 5	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, External, Direct	At the beginning: 89% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 76% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from 3 to 5	At the beginning: There is a positive difference of 39% at institutional level During: There is a positive difference of 26% at institutional level At the end: There is a positive difference of 35% at institutional level	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.	Commerce and International Business 2015-12/2017-50 100% 90% 89% 80% 76% 60% 50% 50% 50% 40% 30% 20% 10% At the beginning During At the end	

Finance and Banking: 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: 65% of the candidates ranged from 2 to 5	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, External, Direct	At the beginning: 89% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 76% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from 3 to 5	At the beginning: There is a positive difference of 39% at institutional level During: There is a positive difference of 26% at institutional level At the end: There is a positive difference of 35% at institutional level	Study Plan 2017 - Bachelor's Degree and Associate's Degree. Administrative staff and Faculty Routes II. Increase in the academic quality. 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.	70% 65% 65% 50% 50% 50%	Soal Achieved
Marketing: 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: 65% of the candidates ranged from 3 to 5	At the beginning: Diagnostic, External, Indirect During: Formative, Internal, Direct At the end: Summative, External, Direct	At the beginning: 89% of the population ranked 3 in directive skills (red) and analytical skills (blue) During: 76% of the population ranged from acceptable to outstanding At the end: 100% of the population ranged from 3 to 5	At the beginning: There is a positive difference of 39% at institutional level During: There is a positive difference of 26% at institutional level At the end: There is a positive difference of 35% at institutional level	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.	50% ————————————————————————————————————	Goal