

Standard #4 Measurement and Analysis of Student Learning and Performance

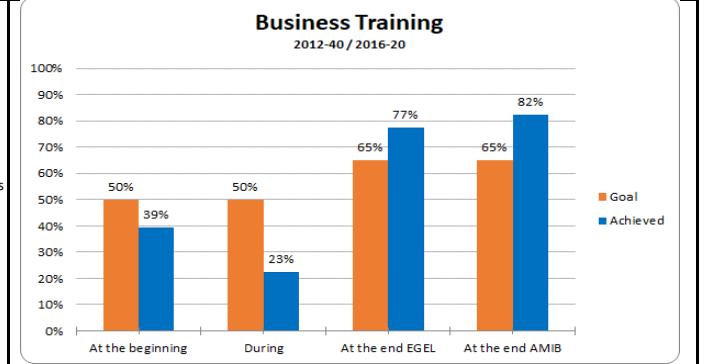
Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. 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:</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. Internall – An assessment instrument that was developed within the business unit. Externall – 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 Externall results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

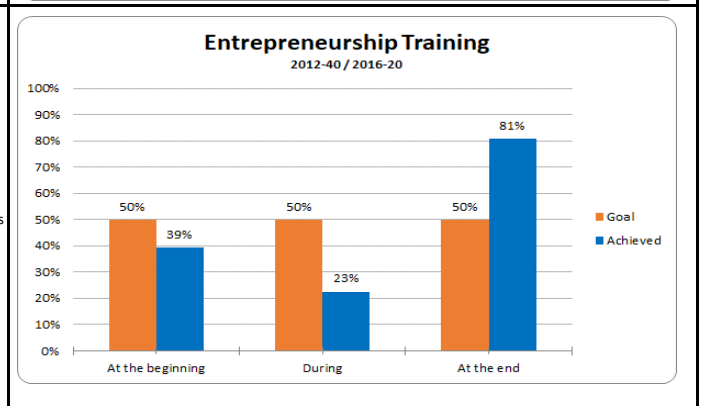
Analysis of Results					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What 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, Internall, 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: 39% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 23% of the population ranged from acceptable to outstanding</p> <p>At the end: 77% of the population ranged from 3 to 5</p> <p>At the end: 82% of the population ranged from 2 to 5</p>	<p>At the beginning: There is a negative difference of 11% at institutional level.</p> <p>During: There is a negative difference of 27% at institutional level</p> <p>At the end: There is a positive difference of 12% at institutional level</p> <p>At the end: There is a positive difference of 17% at institutional level</p>	<p>Research for academic quality assurance. Institutional 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: 39% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 23% of the population ranged from acceptable to outstanding</p> <p>At the end: 81% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a negative difference of 11% at institutional level</p> <p>During: There is a negative difference of 27% at institutional level</p> <p>At the end: There is a positive difference of 31% at institutional level</p>	<p>Research for academic quality assurance. Institutional exams. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>
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<p>Job training: 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, Indirect</p>	<p>At the beginning: 39% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 86% of the population ranged from acceptable to outstanding</p> <p>At the end: 99% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a negative difference of 11% at institutional level</p> <p>During: There is a positive difference of 36% at institutional level</p> <p>At the end: There is a positive difference of 49% at institutional level</p>	<p>Research for academic quality assurance. Institutional exams. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Job Training 2012-40 / 2016-20</p> <table border="1"> <caption>Job Training Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>39%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>99%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	39%	During	50%	86%	At the end	50%	99%
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During	50%	86%															
At the end	50%	99%															
<p>English training: At the beginning: 40% of the population ranged from 1 to 3</p> <p>At the end: 50% of the candidates ranged from 3 to 5</p>	<p>At the beginning: Diagnostic, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 51% of the population ranged from 1 to 3</p> <p>At the end: 71% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 1% at institutional level</p> <p>At the end: There is a positive difference of 21% at institutional level</p>	<p>Course induction. Educational model induction. Give students their TOEIC results.</p>	<p style="text-align: center;">English Training 2012-40 / 2016-20</p> <table border="1"> <caption>English Training Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>51%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>71%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	51%	At the end	50%	71%			
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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: 39% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 32% of the population ranged from acceptable to outstanding</p> <p>At the end: 72% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a negative difference of 11% at institutional level</p> <p>During: There is a negative difference of 27% at institutional level</p> <p>At the end: There is a positive difference of 7% at institutional level</p>	<p>Research for academic quality assurance. Institutional 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 style="text-align: center;">Business Administration 2012-40 / 2016-20</p> <table border="1"> <caption>Business Administration Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>39%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>72%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	39%	During	50%	23%	At the end	65%	72%
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<p>Public Accounting:</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 beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 39% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 23% of the population ranged from acceptable to outstanding</p> <p>At the end: 81% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a negative difference of 11% at institutional level</p> <p>During: There is a negative difference of 27% at institutional level</p> <p>At the end: There is a positive difference of 16% at institutional level</p>	<p>Research for academic quality assurance. Institutional 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>Public Accounting 2012-40 / 2016-20</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>39%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>81%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	39%	During	50%	23%	At the end	65%	81%
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<p>Marketing:</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 beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 39% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 23% of the population ranged from acceptable to outstanding</p> <p>At the end: 75% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a negative difference of 11% at institutional level</p> <p>During: There is a negative difference of 27% at institutional level</p> <p>At the end: There is a positive difference of 10% at institutional level</p>	<p>Research for academic quality assurance. Institutional 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 style="text-align: center;">Marketing 2012-40 / 2016-20</p> <table border="1"> <caption>Marketing Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>39%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>75%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	39%	During	50%	23%	At the end	65%	75%
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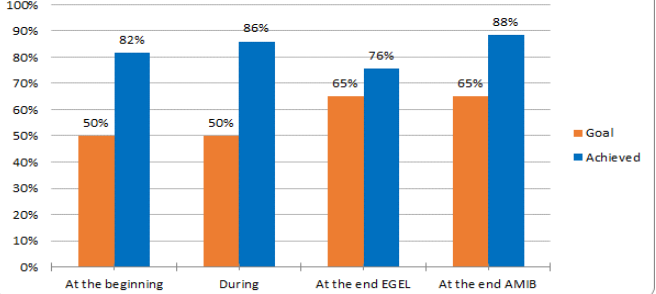
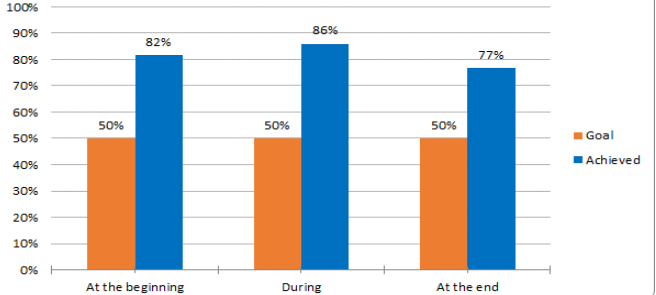
Standard #4 Measurement and Analysis of Student Learning and Performance

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?	
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GENERAL AREAS

<p>Business training: 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: 82% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 86% of the population ranged from acceptable to outstanding</p> <p>At the end: 76% of the population ranged from 3 to 5</p> <p>At the end: 88% of the population ranged from 2 to 5</p>	<p>At the beginning: There is a positive difference of 32% at institutional level.</p> <p>During: There is a positive difference of 36% at institutional level</p> <p>At the end: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 23% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	<div style="border: 1px solid black; padding: 10px;"> <h4 style="margin: 0;">Business Training</h4> <p style="margin: 0; font-size: small;">2013-40 / 2017-20</p>  <table border="1" style="width: 100%; font-size: x-small; margin-top: 5px;"> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50</td> <td>82</td> </tr> <tr> <td>During</td> <td>50</td> <td>86</td> </tr> <tr> <td>At the end EGEL</td> <td>65</td> <td>76</td> </tr> <tr> <td>At the end AMIB</td> <td>65</td> <td>88</td> </tr> </tbody> </table> </div>	Stage	Goal (%)	Achieved (%)	At the beginning	50	82	During	50	86	At the end EGEL	65	76	At the end AMIB	65	88
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During	50	86																		
At the end	50	77																		

<p>Job training: 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, Indirect</p>	<p>At the beginning: 82% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 89% of the population ranged from acceptable to outstanding</p> <p>At the end: 100% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 32% at institutional level</p> <p>During: There is a positive difference of 39% at institutional level</p> <p>At the end: There is a positive difference of 50% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Job Training 2013-40 / 2017-20</p> <table border="1"> <caption>Job Training Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>89%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	82%	During	50%	89%	At the end	50%	100%
Time	Goal (%)	Achieved (%)															
At the beginning	50%	82%															
During	50%	89%															
At the end	50%	100%															
<p>English training: At the beginning: 40% of the population ranged from 1 to 3</p> <p>At the end: 50% of the candidates ranged from 3 to 5</p>	<p>At the beginning: Diagnostic, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 48% of the population ranged from 1 to 3</p> <p>At the end: 79% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a negative difference of 2% at institutional level</p> <p>At the end: There is a positive difference of 29% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Give students their TOEIC results. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">English Training 2013-40 / 2017-20</p> <table border="1"> <caption>English Training Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>48%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>79%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	48%	At the end	50%	79%			
Time	Goal (%)	Achieved (%)															
At the beginning	50%	48%															
At the end	50%	79%															
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: 82% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 86% 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 beginning: There is a positive difference of 32% at institutional level</p> <p>During: There is a positive difference of 36% at institutional level</p> <p>At the end: There is a positive difference of 8% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Business Administration 2013-40 / 2017-20</p> <table border="1"> <caption>Business Administration Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>73%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	82%	During	50%	86%	At the end	65%	73%
Time	Goal (%)	Achieved (%)															
At the beginning	50%	82%															
During	50%	86%															
At the end	65%	73%															

<p>Public Accounting: 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: 82% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 86% of the population ranged from acceptable to outstanding</p> <p>At the end: 77% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 32% at institutional level</p> <p>During: There is a positive difference of 36% at institutional level</p> <p>At the end: There is a positive difference of 12% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Public Accounting 2013-40 / 2017-20</p> <table border="1"> <caption>Public Accounting Data</caption> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>77%</td> </tr> </tbody> </table>	Stage	Goal (%)	Achieved (%)	At the beginning	50%	82%	During	50%	86%	At the end	65%	77%
Stage	Goal (%)	Achieved (%)															
At the beginning	50%	82%															
During	50%	86%															
At the end	65%	77%															
<p>Commerce and International Business: At the beginning: 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: 82% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 86% of the population ranged from acceptable to outstanding</p> <p>At the end: 79% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 32% at institutional level</p> <p>During: There is a positive difference of 36% at institutional level</p> <p>At the end: There is a positive difference of 14% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Commerce and International Business 2013-40 / 2017-20</p> <table border="1"> <caption>Commerce and International Business Data</caption> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>79%</td> </tr> </tbody> </table>	Stage	Goal (%)	Achieved (%)	At the beginning	50%	82%	During	50%	86%	At the end	65%	79%
Stage	Goal (%)	Achieved (%)															
At the beginning	50%	82%															
During	50%	86%															
At the end	65%	79%															
<p>Finance and Banking: At the beginning: 50% of the population en el rango 3 en la capacidad directiva (rojo) y analítica (azul)</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: 82% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 86% of the population ranged from acceptable to outstanding</p> <p>At the end: 88% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 32% at institutional level</p> <p>During: There is a positive difference of 36% at institutional level</p> <p>At the end: There is a positive difference of 23% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Report AMIB results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their AMIB results. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Finance and Banking 2013-40 / 2017-20</p> <table border="1"> <caption>Finance and Banking Data</caption> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>88%</td> </tr> </tbody> </table>	Stage	Goal (%)	Achieved (%)	At the beginning	50%	82%	During	50%	86%	At the end	65%	88%
Stage	Goal (%)	Achieved (%)															
At the beginning	50%	82%															
During	50%	86%															
At the end	65%	88%															

<p>Marketing:</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 beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: 82% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 86% of the population ranged from acceptable to outstanding</p> <p>At the end: 75% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 32% at institutional level</p> <p>During: There is a positive difference of 36% at institutional level</p> <p>At the end: There is a positive difference of 10% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Marketing 2013-40 / 2017-20</p> <table border="1"> <caption>Marketing Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>75%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	82%	During	50%	86%	At the end	65%	75%
Time	Goal (%)	Achieved (%)															
At the beginning	50%	82%															
During	50%	86%															
At the end	65%	75%															
<p>Tourism and Hospitality Business Administration:</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, Indirect</p>	<p>At the beginning: 82% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 86% of the population ranged from acceptable to outstanding</p> <p>At the end: 100% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 32% at institutional level</p> <p>During: There is a positive difference of 36% at institutional level</p> <p>At the end: There is a positive difference of 50% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Tourism and Hospitality Business Administration 2013-40 / 2017-20</p> <table border="1"> <caption>Tourism and Hospitality Business Administration Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	82%	During	50%	86%	At the end	50%	100%
Time	Goal (%)	Achieved (%)															
At the beginning	50%	82%															
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<p>Communication and Entertainment Business Administration:</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, Indirect</p>	<p>At the beginning: 82% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: 86% of the population ranged from acceptable to outstanding</p> <p>At the end: 100% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 32% at institutional level</p> <p>During: There is a positive difference of 36% at institutional level</p> <p>At the end: There is a positive difference of 50% at institutional level</p>	<p>Revision of Study Plan 2013. Creation of the GENEXA system. Increase in academic quality. Course induction. Educational model induction. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Communication and Entertainment Business Administration 2013-40 / 2017-20</p> <table border="1"> <caption>Communication and Entertainment Business Administration Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>86%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	82%	During	50%	86%	At the end	50%	100%
Time	Goal (%)	Achieved (%)															
At the beginning	50%	82%															
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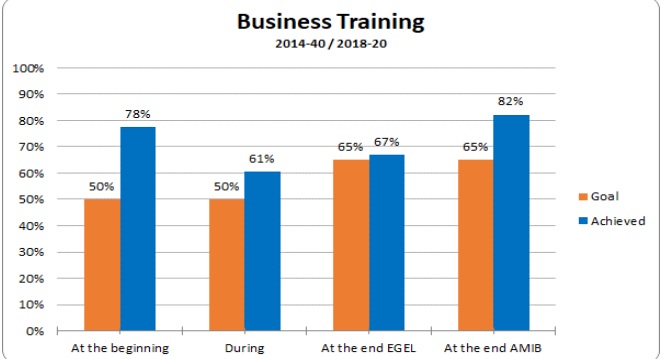
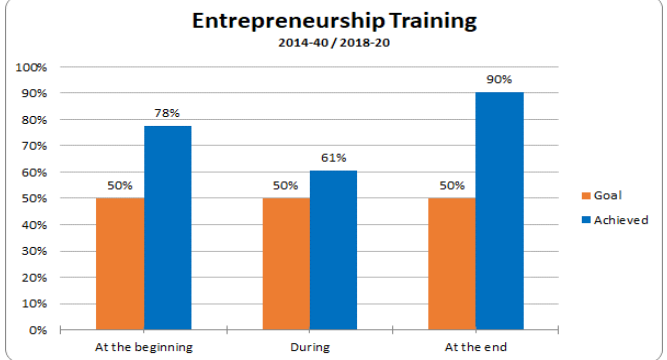
Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

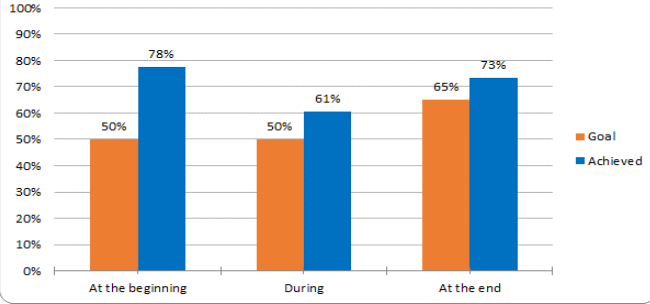
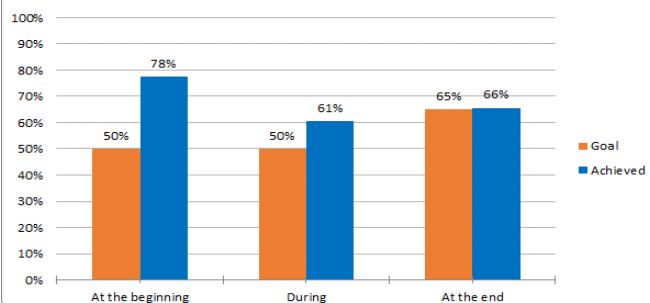
Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed 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>

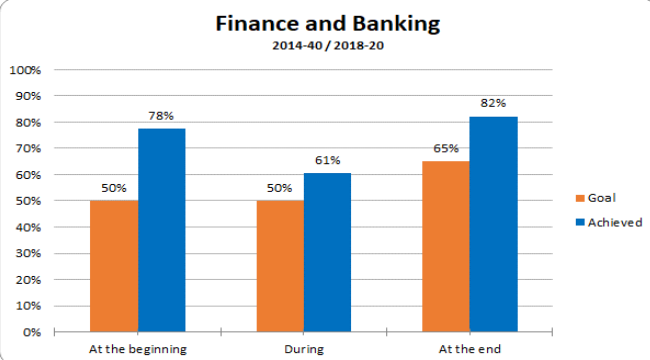
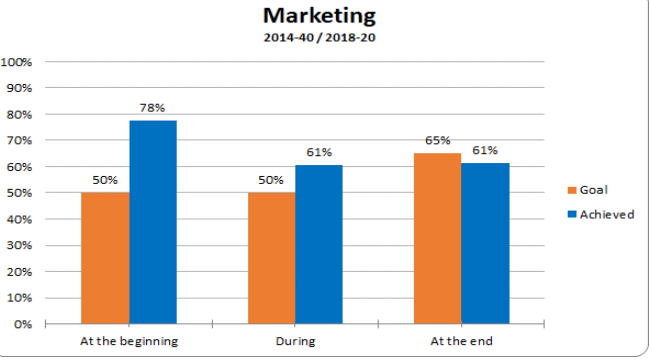
Analysis of Results					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What 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 population ranged from 3 to 5.</p> <p>At the end: 65% of the population 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, Internal, Direct</p>	<p>At the beginning: 78% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '61% of the population ranged from acceptable to outstanding</p> <p>At the end: '67% of the population ranged from 3 to 5</p> <p>At the end: '82% of the population ranged from 2 to 5</p>	<p>At the beginning: There is a positive difference of 28% at institutional level.</p> <p>During: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 2% at institutional level</p> <p>At the end: There is a positive difference of 17% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree.</p> <p>Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction.</p> <p>Educational model induction. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	
<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: '78% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '61% of the population ranged from acceptable to outstanding</p> <p>At the end: '90% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 28% at institutional level</p> <p>During: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 40% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree.</p> <p>Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction.</p> <p>Educational model induction. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	

<p>Job training: 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, Indirect</p>	<p>At the beginning: '28% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '87% of the population ranged from acceptable to outstanding</p> <p>At the end: '100% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 28% at institutional level</p> <p>During: There is a positive difference of 37% at institutional level</p> <p>At the end: There is a positive difference of 50% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree. Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction. Educational model induction. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Job Training 2014-40 / 2018-20</p> <table border="1"> <caption>Job Training Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>87%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	78%	During	50%	87%	At the end	50%	100%
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<p>English training: At the beginning: 40% of the population ranged from 1 to 3</p> <p>At the end: 50% of the candidates ranged from 3 to 5</p>	<p>At the beginning: 'Diagnostic, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: '42% of the population ranged from 1 to 3</p> <p>At the end: '74% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a negative difference of 8% at institutional level</p> <p>At the end: There is a positive difference of 24% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree. Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction. Educational model induction. Give students their TOEIC results. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">English Training 2014-40 / 2018-20</p> <table border="1"> <caption>English Training Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>42%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>74%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	42%	At the end	50%	74%			
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At the end	50%	74%															
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: '78% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '61% of the population ranged from acceptable to outstanding</p> <p>At the end: '71% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 28% at institutional level</p> <p>During: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 6% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree. Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction. Educational model induction. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Business Administration 2014-40 / 2018-20</p> <table border="1"> <caption>Business Administration Data</caption> <thead> <tr> <th>Time</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>71%</td> </tr> </tbody> </table>	Time	Goal (%)	Achieved (%)	At the beginning	50%	78%	During	50%	61%	At the end	65%	71%
Time	Goal (%)	Achieved (%)															
At the beginning	50%	78%															
During	50%	61%															
At the end	65%	71%															

<p>Public Accounting:</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 beginning: Diagnostic, External, Indirect</p> <p>During: Formative, Internal, Direct</p> <p>At the end: Summative, External, Direct</p>	<p>At the beginning: '78% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '61% 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 beginning: There is a positive difference of 28% at institutional level</p> <p>During: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 8% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree.</p> <p>Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction.</p> <p>Educational model induction. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Public Accounting 2014-40 / 2018-20</p>  <table border="1"> <caption>Public Accounting Data</caption> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>73%</td> </tr> </tbody> </table>	Stage	Goal (%)	Achieved (%)	At the beginning	50%	78%	During	50%	61%	At the end	65%	73%
Stage	Goal (%)	Achieved (%)															
At the beginning	50%	78%															
During	50%	61%															
At the end	65%	73%															
<p>Commerce and International Business:</p> <p>At the beginning: 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: '78% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '61% of the population ranged from acceptable to outstanding</p> <p>At the end: '66% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 28% at institutional level</p> <p>During: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 1% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree.</p> <p>Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction.</p> <p>Educational model induction. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Commerce and International Business 2014-40 / 2018-20</p>  <table border="1"> <caption>Commerce and International Business Data</caption> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>66%</td> </tr> </tbody> </table>	Stage	Goal (%)	Achieved (%)	At the beginning	50%	78%	During	50%	61%	At the end	65%	66%
Stage	Goal (%)	Achieved (%)															
At the beginning	50%	78%															
During	50%	61%															
At the end	65%	66%															

<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: '78% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '61% of the population ranged from acceptable to outstanding</p> <p>At the end: '82% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 28% at institutional level</p> <p>During: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 17% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree.</p> <p>Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction. Educational model induction. Report AMIB results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their AMIB results. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	 <table border="1"> <caption>Finance and Banking 2014-40 / 2018-20</caption> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>82%</td> </tr> </tbody> </table>	Stage	Goal (%)	Achieved (%)	At the beginning	50%	78%	During	50%	61%	At the end	65%	82%
Stage	Goal (%)	Achieved (%)															
At the beginning	50%	78%															
During	50%	61%															
At the end	65%	82%															
<p>Marketing: 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: '78% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '61% of the population ranged from acceptable to outstanding</p> <p>At the end: '61% of the population ranged from 3 to 5</p>	<p>At the beginning: There is a positive difference of 28% at institutional level</p> <p>During: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 4% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree.</p> <p>Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction. Educational model induction. Report EGEL results to the Academic Direction and the Bachelor's Degree Divisional Direction. Give students their EGEL results. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	 <table border="1"> <caption>Marketing 2014-40 / 2018-20</caption> <thead> <tr> <th>Stage</th> <th>Goal (%)</th> <th>Achieved (%)</th> </tr> </thead> <tbody> <tr> <td>At the beginning</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>At the end</td> <td>65%</td> <td>61%</td> </tr> </tbody> </table>	Stage	Goal (%)	Achieved (%)	At the beginning	50%	78%	During	50%	61%	At the end	65%	61%
Stage	Goal (%)	Achieved (%)															
At the beginning	50%	78%															
During	50%	61%															
At the end	65%	61%															

<p>Tourism and Hospitality 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: 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, Indirect</p>	<p>At the beginning: '78% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '61% of the population ranged from acceptable to outstanding</p> <p>At the end: '93% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 28% at institutional level</p> <p>During: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 43% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree. Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction. Educational model induction. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Tourism and Hospitality Business Administration 2014-40 / 2018-20</p> <table border="1"> <caption>Tourism and Hospitality Business Administration Data</caption> <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>78%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>93%</td> </tr> </tbody> </table>	Time Period	Goal (%)	Achieved (%)	At the beginning	50%	78%	During	50%	61%	At the end	50%	93%
Time Period	Goal (%)	Achieved (%)															
At the beginning	50%	78%															
During	50%	61%															
At the end	50%	93%															
<p>Communication and Entertainment 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: 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, Indirect</p>	<p>At the beginning: '78% of the population ranked 3 in directive skills (red) and analytical skills (blue)</p> <p>During: '61% of the population ranged from acceptable to outstanding</p> <p>At the end: '99% of the population ranged from acceptable to outstanding</p>	<p>At the beginning: There is a positive difference of 28% at institutional level</p> <p>During: There is a positive difference of 11% at institutional level</p> <p>At the end: There is a positive difference of 49% at institutional level</p>	<p>Implementation of Study Plan 2017 - Bachelor's Degree and Associate's Degree. Administrative staff and Faculty routes II. Creation of Degree in Law. Course induction. Educational model induction. Learning Evaluation System, new version. Analyze results in the following measurements for a possible goal adjustment.</p>	<p style="text-align: center;">Communication and Entertainment Business Administration 2014-40 / 2018-20</p> <table border="1"> <caption>Communication and Entertainment Business Administration Data</caption> <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>78%</td> </tr> <tr> <td>During</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>At the end</td> <td>50%</td> <td>99%</td> </tr> </tbody> </table>	Time Period	Goal (%)	Achieved (%)	At the beginning	50%	78%	During	50%	61%	At the end	50%	99%
Time Period	Goal (%)	Achieved (%)															
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At the end	50%	99%															