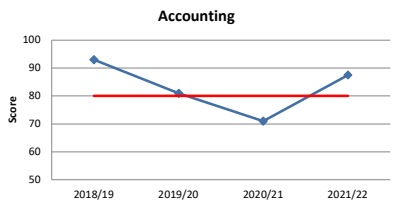
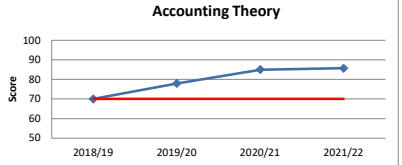
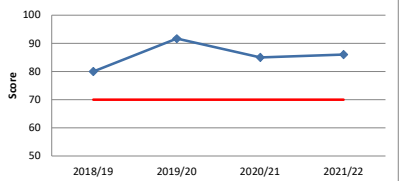


Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.				
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 to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>				
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results	
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Identified in Criterion 4.3
Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #
Accounting (Overall Performance)					
Overall performance of the Accounting Program Goal 1: 80% of the student learning outcomes of the program will be measured. Goal 2: 80% of the student learning outcomes reported will be achieved.	The Coordinator and faculty of the program implements program assessment for each academic year with a variety types of instruments for each learning objective.	84.2% of the outcomes were measured. 87.52 of the reported learning outcomes were achieved.	Adjustments are need in (1) the reporting and implementation process; and (2) the program outcomes. Changes due to unforeseen and unexpected causes has affected the program.	New coordinator will assist in the reporting and implentation process. Adjustments will made to the program and a curricular revision process will be start on Augusts 2021	
Accounting (Sample of Learning Outcomes)					
Outcome 1: Knowledge and understanding of the accounting theory using as its base the generally accepted principles of financial accounting in the national and international environment. Metric Criteria Test: 70% or more of the students will obtain a grade of 70% or more in the criteria test on terminology and forms used in accounting systems.	Course: ACCT 3061 Intermediate Accounting I Instrument: Metric Criteria Test: 70% or more of the students will obtain a grade of 70% or more in the criteria test on terminology and forms used in accounting systems.	85.7% of the students obtained 70% or more in the criteria test on the corporate capital structure.	Students demonstrated mastery in the terminology evaluated.	Reinforce the study of terminology related to accounting principles and assumptions and in the description of reports.	
Outcome : 2. Knowledge and understanding of the generally accepted theory and norms for auditing the financial information of the organization. Metric: 75% or more of the students will obtain a score of 70% or more, in the evaluation of the quality of the evidence to be used in the preparation of an audit program	ourse: ACCT 4010 Accountant Audit and Ethics Instrument: Criteria Test Metric: 75% or more of the students will obtain a score of 70% or more, in the evaluation of the quality of the evidence to be used in the preparation of an audit program	Met 91%	The test is used so that the student as auditor can evaluate the quality of the evidence and thus can detect (discard) that which does not contribute to the result of the audit. The result shows that they can discern between evidence that is reliable, unreliable, and acceptable.	Repeat the activity.	

<p>Outcome 3: Knowledge and understanding of the state and federal tax legislation applicable to individuals. Metric Criteria Test: 70% or more of the students will demonstrate mastery of 70% or more in the classification of taxable, excluded and exempt income.</p>	<p>Course: ACCT 3085 Federal Tax System for Individuals Instrument: Metric Criteria Test: 70% or more of the students will demonstrate mastery of 70% or more in the classification of taxable, excluded and exempt income.</p>	<p>Met 72. %</p>	<p>Students demonstrated mastery in identifying items that are considered part of the Gross Income or are excluded from it</p>	<p>Review the activity for the next assessment period</p>	<p>Tax System</p> <table border="1"> <caption>Tax System Score Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>78</td> </tr> <tr> <td>2019/20</td> <td>78</td> </tr> <tr> <td>2020/21</td> <td>72</td> </tr> <tr> <td>2021/22</td> <td>72</td> </tr> </tbody> </table>	Year	Score	2018/19	78	2019/20	78	2020/21	72	2021/22	72
Year	Score														
2018/19	78														
2019/20	78														
2020/21	72														
2021/22	72														
<p>Outcome 6: Knowledge and understanding of the information and communication technology used in accounting processes. Metric Criteria Test: 70% or more of students demonstrate knowledge of 70% or more about the computerized use programs available for use in accounting processes.</p>	<p>Course: ACCT 3030 Computerized Systems Applied to Accounting Instrument: Metric Criteria Test: 70% or more of students demonstrate knowledge of 70% or more about the computerized use programs available for use in accounting processes.</p>	<p>Met 76.7%</p>	<ul style="list-style-type: none"> The activity impact students of the day and night program. Student performance increased compared to the sample of the previous term evaluated. 	<p>Reinforce the importance of knowing and using the programs available in the accounting discipline.</p>	<p>Accounting Programs</p> <table border="1"> <caption>Accounting Programs Score Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>30</td> </tr> <tr> <td>2019/20</td> <td>35</td> </tr> <tr> <td>2020/21</td> <td>65</td> </tr> <tr> <td>2021/22</td> <td>75</td> </tr> </tbody> </table>	Year	Score	2018/19	30	2019/20	35	2020/21	65	2021/22	75
Year	Score														
2018/19	30														
2019/20	35														
2020/21	65														
2021/22	75														
<p>Outcome 8: Apply the theory and the principles of financial accounting to prepare, analyze and report on the economic results and the financial situation of the organization. Metric: 75% or more of the students demonstrate mastery of 70% or more, to identify and analyze in an annual report provided by a commercial entity the use of the concepts of accounting studied in Intermediate Accounting courses I, II and III.</p>	<p>Course: ACCT 3063 Intermediate Accounting III Instrument: Case (Annual Report) Metric: 75% or more of the students demonstrate mastery of 70% or more, to identify and analyze in an annual report provided by a commercial entity the use of the concepts of accounting studied in Intermediate Accounting courses I, II and III.</p>	<p>Met 80%</p>	<p>The activity allowed the student to see the application of what was studied in a real environment.</p>	<p>Reinforce the subject of subsequent events and their disclosure in the financial statements.</p>	<p>Financial Accounting</p> <table border="1"> <caption>Financial Accounting Score Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>70</td> </tr> <tr> <td>2019/20</td> <td>88</td> </tr> <tr> <td>2020/21</td> <td>85</td> </tr> <tr> <td>2021/22</td> <td>80</td> </tr> </tbody> </table>	Year	Score	2018/19	70	2019/20	88	2020/21	85	2021/22	80
Year	Score														
2018/19	70														
2019/20	88														
2020/21	85														
2021/22	80														
<p>Outcome 10: Apply the provisions of the Code of Internal Revenue of Puerto Rico and the United States (federal) and their amendments to determine the taxes of the individual. Case (Form) Metric: 80% or more of the students will complete the Unique Form and its schedules, using the TAX program and obtaining a grade of 70% or more.</p>	<p>Course: ACCT 3041 PR Tax System for Individuals Instrument: Case (Form) Metric: 80% or more of the students will complete the Unique Form and its schedules, using the TAX program and obtaining a grade of 70% or more.</p>	<p>Met 76%</p>	<p>Using the tax programs to fill in the forms and their schedules improves student performance</p>	<p>Require the use of applications to complete the forms and their annexes</p>	<p>Individual Tax System</p> <table border="1"> <caption>Individual Tax System Score Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>85</td> </tr> <tr> <td>2019/20</td> <td>80</td> </tr> <tr> <td>2020/21</td> <td>50</td> </tr> <tr> <td>2021/22</td> <td>75</td> </tr> </tbody> </table>	Year	Score	2018/19	85	2019/20	80	2020/21	50	2021/22	75
Year	Score														
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2019/20	80														
2020/21	50														
2021/22	75														
<p>Outcome 11: Apply the theory of managerial accounting and costs for the accumulation, allocation, communication of results and analysis for decision making. Metric Problem Solving: 70% or more of the students will run over 70% in the cost allocation test in process cost system.</p>	<p>Course: ACCT 3055 Cost Accounting I Instrument: Metric Problem Solving: 70% or more of the students will run over 70% in the cost allocation test in process cost system.</p>	<p>Met 100%</p>	<p>students demonstrated mastery in the allocation of costs in a process cost system.</p>	<p>This exercise is optimum for practicing teamwork, research, and application skills.</p>	<p>Cost Accounting</p> <table border="1"> <caption>Cost Accounting Score Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>85</td> </tr> <tr> <td>2019/20</td> <td>50</td> </tr> <tr> <td>2020/21</td> <td>85</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	85	2019/20	50	2020/21	85	2021/22	100
Year	Score														
2018/19	85														
2019/20	50														
2020/21	85														
2021/22	100														

<p>Outcome 13: Use information and communication technology related to the accounting profession. Metric: 70% or more of the students demonstrate knowledge of 70% or more in the use of the SAGE 50 program for the construction of financial reports.</p>	<p>Course: ACCT 3030 Computerized Systems Applied to Accounting Instrument: Application problem Metric: 70% or more of the students demonstrate knowledge of 70% or more in the use of the SAGE 50 program for the construction of financial reports.</p>	<p>Met 73%</p>	<p>students were able to work the required reports using the SAGE 50 program.</p>	<p>Reinforce attendance and problem practice.</p>	<p>Computerized Systems Applied to Accounting</p> <table border="1"> <caption>Computerized Systems Applied to Accounting</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>95</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>95</td> </tr> <tr> <td>2021/22</td> <td>72</td> </tr> </tbody> </table>	Year	Score	2018/19	95	2019/20	100	2020/21	95	2021/22	72
Year	Score														
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2019/20	100														
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2021/22	72														
<p>Outcome 15: Demonstrate an ethical conduct in the different scenarios that you are in. Metric Questionnaire: 65% or more of the students will indicate "totally disagree" to the maximum of situations presented related to the degree of tolerance of common acts that could be described as "unethical behaviors".</p>	<p>Course: ACCT 3061 Intermediate Accounting I Instrument: Metric Questionnaire: 65% or more of the students will indicate "totally disagree" to the maximum of situations presented related to the degree of tolerance of common acts that could be described as "unethical behaviors".</p>	<p>Met 100%</p>	<p>This exercise had broad appeal on the students and garnered high levels of participation in comparison to other classes. The survey nature of the instrument is unobjectionable to the students.</p>	<p>No changes to the appraisal activity are planned. Share the findings with professors of the discipline. Repeat the activity.</p>	<p>Ethics</p> <table border="1"> <caption>Ethics</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>70</td> </tr> <tr> <td>2019/20</td> <td>90</td> </tr> <tr> <td>2020/21</td> <td>85</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	70	2019/20	90	2020/21	85	2021/22	100
Year	Score														
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2021/22	100														
<p>Outcome 16: Demonstrate interest in participating in professional activities that contribute to your academic and professional development, such as workshops, lectures, seminars, professional contests encounters, internships. Survey Metric: 55% or more of the students indicate participation in extracurricular activities that strengthen their professional, personal and community service development.</p>	<p>Course: ACCT 3061 Instrument: Survey Metric: 55% or more of the students indicate participation in extracurricular activities that strengthen their professional, personal and community service development.</p>	<p>Not Met</p>		<p>Look for another way to gather information</p>	<p>Professional Activities</p> <table border="1"> <caption>Professional Activities</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>95</td> </tr> <tr> <td>2019/20</td> <td>50</td> </tr> <tr> <td>2020/21</td> <td>80</td> </tr> <tr> <td>2021/22</td> <td>50</td> </tr> </tbody> </table>	Year	Score	2018/19	95	2019/20	50	2020/21	80	2021/22	50
Year	Score														
2018/19	95														
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Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.																
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 to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>																
Analysis of Results																	
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.3		Identified in Criterion 4.4	Identified in Criterion 4.3												
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #												
Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
Entrepreneurial and Managerial Development (Overall Performance)																	
Overall performance of the Entrepreneurial and Managerial Development Program Goal 1: 80% of the student learning outcomes of the program will be measured. Goal 2: 80% of the student learning outcomes reported will be achieved.	The Coordinator and faculty of the program implements program assessment for each academic year with a variety types of instruments for each learning objective.	Goals were Met. 92% of the outcomes were measured. Achieved 91% of the learning outcomes of the program.	Adjustments are still needed in (1) the reporting and implementation process; and (2) the curriculum	(1) Continued to improve the reporting and implementation process. (2) Recommendations were given to the Institutional Committee for revisions to the program. This is the last assessment cycle and new/modified outcomes was implemented in 2022-2023.	<table border="1"> <caption>Entrepreneurial and Managerial Development</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>50</td> </tr> <tr> <td>2019/20</td> <td>68</td> </tr> <tr> <td>2020/21</td> <td>90</td> </tr> <tr> <td>2021/22</td> <td>92</td> </tr> </tbody> </table>	Year	Score	2018/19	50	2019/20	68	2020/21	90	2021/22	92		
Year	Score																
2018/19	50																
2019/20	68																
2020/21	90																
2021/22	92																
Entrepreneurial and Managerial Development (Learning Outcomes)																	
1- Know the theoretical principles on administration, design and organizational behavior. Measurable Goal: 80% of students achieve 70% or more on the assessment.	Direct, formative, internal. "BADM 1900 Concept Evaluation Diagnostic Test"	Not met 67%	Administration principles are the core themes within the course.	Implementation of a thorough Diagnostic Test. Learning Outcome is under review and modification. This is the last assessment cycle and new/modified outcomes was implemented in 2022-2023.	<table border="1"> <caption>Administration Principles</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>95</td> </tr> <tr> <td>2020/21</td> <td>80</td> </tr> <tr> <td>2021/22</td> <td>68</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	95	2020/21	80	2021/22	68
Year	Score																
2017/18	100																
2018/19	100																
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2021/22	68																
2- Know the scientific and mathematical concepts and their applicability in the functioning of an organization. Measurable Goal: 80% of students achieve 70% or more on the assessment.	Direct, formative, internal. "ExternalFactors Analysis Matrix" in a higher level course, to be able to evaluate the mathematical and scientific skills acquired.	Achieved. 100%	Repeat Activity. Using real life examples	Learning Outcome was reviewed and modified/eliminated.	<table border="1"> <caption>Math Skills</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>50</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	50	2020/21	100	2021/22	100
Year	Score																
2017/18	100																
2018/19	100																
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2020/21	100																
2021/22	100																

<p>3- Know the basic principles of financial information and its effect on decision-making. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, external. ENTR 2200 Concept Evaluation: Rocket Pitch (TVC Rubrics)</p>	<p>Achieved. 100%</p>	<p>Students can clearly state what their business is about. Feedback from judges. Their biggest struggle is understanding the investment they need.</p>	<p>Learning Outcome was reviewed and modified/eliminated.</p>	<table border="1"> <caption>Financial Information</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>50</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	50	2020/21	100	2021/22	100
Year	Score																
2017/18	100																
2018/19	100																
2019/20	50																
2020/21	100																
2021/22	100																
<p>4- Know the nature and function of organizations and their effects on society. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, internal. "BADM 1900 Concept Evaluation Diagnostic Test"</p>	<p>Achieved. 90%</p>	<p>Repeat Activity. This is part of the themes included in the first unit.</p>	<p>Learning Outcome was reviewed and modified/eliminated.</p>	<table border="1"> <caption>Functions of Organizations</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>95</td> </tr> <tr> <td>2020/21</td> <td>90</td> </tr> <tr> <td>2021/22</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	95	2020/21	90	2021/22	85
Year	Score																
2017/18	100																
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<p>5- Know the concepts of social and ethical responsibility and their contribution to the benefit of society. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, external. ENTR 2200 Concept Evaluation " is Responsibilities of the Company</p>	<p>Achieved. 92%</p>	<p>Repeat Activity.</p>	<p>Merged outcomes 5 & 19</p>	<table border="1"> <caption>Social and Ethical Responsibility</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>50</td> </tr> <tr> <td>2020/21</td> <td>90</td> </tr> <tr> <td>2021/22</td> <td>92</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	50	2020/21	90	2021/22	92
Year	Score																
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<p>6- Know the fundamental principles and concepts about entrepreneurship and their application in the organization. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, external. ENTR 2200 Concept Evaluation "</p>	<p>Met. 100%</p>	<p>Repeat Activity.</p>	<p>Learning Outcome was reviewed and modified.</p>	<table border="1"> <caption>Entrepreneurship</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>95</td> </tr> <tr> <td>2020/21</td> <td>82</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	95	2020/21	82	2021/22	100
Year	Score																
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<p>7- Know the various entrepreneurial and managerial strategies. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, summative, external .ENTR 3900 Concept Evaluation: Strategic Plan</p>	<p>Achieved. 100%</p>	<p>Students describe conceptually the strategies. Strengthen the students understanding of the importance of the strategies.</p>	<p>Learning Outcome was reviewed and modified.</p>	<table border="1"> <caption>Strategies</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	100	2020/21	100	2021/22	100
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2020/21	100																
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<p>8- Know the concepts, theories and administrative principles of the operation of an organization. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, internal. "BADM 1900 Concept Evaluation Diagnostic Test"</p>	<p>Achieved. 100%</p>	<p>Repeat Activity.</p>	<p>Learning Outcome was reviewed and modified/eliminated.</p>	<table border="1"> <caption>Operations</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>95</td> </tr> <tr> <td>2020/21</td> <td>85</td> </tr> <tr> <td>2021/22</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	95	2020/21	85	2021/22	85
Year	Score																
2017/18	100																
2018/19	100																
2019/20	95																
2020/21	85																
2021/22	85																

<p>24- Demonstrate interest in establishing your own company. Measurable Goal: 70% of students will be interested in the project</p>	<p>Indirect, Comparative, internal. Selection of ENTR 4910 & ENTR 4930</p>	<p>Achieved. 80% Compare to Sister Campus: 100%</p>	<p>Students are interested in developing their business plans.</p>	<p>Learning Outcome was reviewed and modified/eliminated.</p>	<table border="1"> <caption>Demonstrate Interest</caption> <thead> <tr> <th>Year</th> <th>Bayamon</th> <th>Sister Campus</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>85</td> <td>65</td> </tr> <tr> <td>2019/20</td> <td>55</td> <td>68</td> </tr> <tr> <td>2020/21</td> <td>80</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>75</td> <td>100</td> </tr> </tbody> </table>	Year	Bayamon	Sister Campus	2018/19	85	65	2019/20	55	68	2020/21	80	100	2021/22	75	100
Year	Bayamon	Sister Campus																		
2018/19	85	65																		
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2020/21	80	100																		
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Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.														
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 to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>														
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results											
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Identified in Criterion 4.3										
Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #										
Finance (Overall Performance)															
Overall performance of the Finance Program Goal 1: 80% of the student learning outcomes of the program will be measured. Goal 2: 80% of the student learning outcomes reported will be achieved.	The Coordinator and faculty of the program implements program assessment for each academic year with a variety of types of instruments for each learning objective.	Goals were Not Met. 72% of the outcomes were measured. 75% of the reported learning outcomes were achieved.	Courses were not offered during this academic year. Adjustments are need in the reporting process. Program outcomes and courses needs to be revised.	Recommendations were given to the Institutional Committee for revisions of the program outcomes and courses. A curricular revision is in process.	<table border="1"> <caption>Finance Score Trend</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>62</td> </tr> <tr> <td>2019/20</td> <td>98</td> </tr> <tr> <td>2020/21</td> <td>90</td> </tr> <tr> <td>2021/22</td> <td>75</td> </tr> </tbody> </table>	Year	Score	2018/19	62	2019/20	98	2020/21	90	2021/22	75
Year	Score														
2018/19	62														
2019/20	98														
2020/21	90														
2021/22	75														
Finance (Learning Outcomes)															
1. Demonstrate knowledge and understanding of the decisions of the financial regulators and the government fiscal policies to stabilize the economy and how these affect the company or business where they work. Measurable Goal: 80% of students achieve 70% or more on the assessment.	Direct, formative, internal. FINA 3300 Instrument: Concept Evaluation	Achieved. 100%	Sample size too small	Implement activity in various subjects for next cycle	<table border="1"> <caption>Financial Regulators Score Trend</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>65</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	65	2019/20	100	2020/21	100	2021/22	100
Year	Score														
2018/19	65														
2019/20	100														
2020/21	100														
2021/22	100														
3. Demonstrate knowledge and understanding of trends in financial markets and regulations and decisions of the government sector. Measurable Goal: 80% of students achieve 70% or more on the assessment.	Direct, formative, internal. FINA 3300 Instrument: Concept Evaluation	Achieved. 100%	Student enjoys the learning process of using the simulator	Repeat Activity	<table border="1"> <caption>Financial Markets Score Trend</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>65</td> </tr> <tr> <td>2019/20</td> <td>88</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	65	2019/20	88	2020/21	100	2021/22	100
Year	Score														
2018/19	65														
2019/20	88														
2020/21	100														
2021/22	100														

<p>4. Apply knowledge of finance regarding the best use of financial resources and assets of the company to achieve the highest profitability of the business. Goal: 80% of students achieve 80% or more on the assessment.</p>	<p>Direct, formative, internal. FINA 2101 Instrument: Concept Evaluation</p>	<p>Not Met. 63%</p>	<p>Activity measures knowledge</p>	<p>Verify online content to improve learning strategy</p>	<table border="1"> <caption>Financial Information</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>92</td> </tr> <tr> <td>2019/20</td> <td>92</td> </tr> <tr> <td>2020/21</td> <td>92</td> </tr> <tr> <td>2021/22</td> <td>62</td> </tr> </tbody> </table>	Year	Score	2018/19	92	2019/20	92	2020/21	92	2021/22	62
Year	Score														
2018/19	92														
2019/20	92														
2020/21	92														
2021/22	62														
<p>5- Apply mathematical formulas that facilitate decision-making about the best use of money and investment projects. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, internal. Comparative Course: FINA 2101 Instrument: Time Value of Money Exercise</p>	<p>Achieved. 82% (Online only)</p>	<p>Repeat Activity</p>	<p>Repeat Activity</p>	<table border="1"> <caption>Math Skills</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>85</td> </tr> <tr> <td>2020/21</td> <td>72</td> </tr> <tr> <td>2021/22</td> <td>82</td> </tr> </tbody> </table>	Year	Score	2018/19	100	2019/20	85	2020/21	72	2021/22	82
Year	Score														
2018/19	100														
2019/20	85														
2020/21	72														
2021/22	82														
<p>6- Use electronic means to calculate and evaluate financial indicators. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, internal. Course: FINA 2150; Financial Analysis with Excel Spreadsheets</p>	<p>Not Measured. Course was not offered.</p>	<p>Not Measured. Course was not offered.</p>	<p>The course is an elective. Ensure the course will be scheduled.</p>	<table border="1"> <caption>Excel Skills</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>90</td> </tr> <tr> <td>2019/20</td> <td>50</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	90	2019/20	50	2020/21	100		
Year	Score														
2018/19	90														
2019/20	50														
2020/21	100														
<p>7-Develop financial strategies to maximize returns on investments. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, internal. Course: FINA 3700: Investment Simulator and Reports</p>	<p>Not Measured. Course was not offered.</p>	<p>Student enjoys the learning process of using the simulator</p>	<p>Repeat Activity.</p>	<table border="1"> <caption>Investments</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>50</td> </tr> <tr> <td>2019/20</td> <td>90</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	50	2019/20	90	2020/21	100		
Year	Score														
2018/19	50														
2019/20	90														
2020/21	100														
<p>8- Analyze financial data of the company and compare them with those of the sector or industry to which they belong while evaluating its competitive position and its possibilities of growth. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, internal. Course: FINA 2101 Instrument: Financial Analysis Exercise</p>	<p>Not Met. 63% (Online Only)</p>	<p>Activity measures knowledge</p>	<p>Verify online content to improve learning strategy</p>	<table border="1"> <caption>Financial Analysis</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>82</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>68</td> </tr> <tr> <td>2021/22</td> <td>62</td> </tr> </tbody> </table>	Year	Score	2018/19	82	2019/20	100	2020/21	68	2021/22	62
Year	Score														
2018/19	82														
2019/20	100														
2020/21	68														
2021/22	62														
<p>9- Recognize the importance of the interrelation that exists between their functions and those of their colleagues within the company. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, formative, internal. Course: FINA 1000 Concept Evaluation: Exercises</p>	<p>Achieved. 81%</p>	<p>Activity measures knowledge</p>	<p>Repeat Activity.</p>	<table border="1"> <caption>Operations</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>82</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>80</td> </tr> </tbody> </table>	Year	Score	2018/19	82	2019/20	100	2020/21	100	2021/22	80
Year	Score														
2018/19	82														
2019/20	100														
2020/21	100														
2021/22	80														

<p>10. Demonstrate an attitude of trustworthiness, honesty, responsibility, and discretion in the handling of financial matters assigned to them. Measurable Goal: 80% of students achieve 70% or more on the assessment.</p>	<p>Direct, Formative, internal. Course: FINA 1000 Concept Evaluation: Exercises</p>	<p>Achieved. 100%</p>	<p>Activity measures knowledge</p>	<p>Repeat Activity.</p>	<p style="text-align: center;">Ethics</p> <table border="1"><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2018/19</td><td>68</td></tr><tr><td>2019/20</td><td>100</td></tr><tr><td>2020/21</td><td>100</td></tr><tr><td>2021/22</td><td>80</td></tr></tbody></table>	Year	Score	2018/19	68	2019/20	100	2020/21	100	2021/22	80
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Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results													
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Identified in Criterion 4.3												
Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #												
Human Resources (Overall Performance)																	
Overall performance of the Human Resource Program Goal 1: 80% of the student learning outcomes of the program will be measured. Goal 2: 80% of the student learning outcomes reported will be achieved.	The Coordinator and faculty of the program implements program assessment for each academic year with a variety types of instruments for each learning objective.	Goals were Met. 100% of the outcomes were measured. Achieved 100% of the learning outcomes of the program	Adjustments are need in more practical and technical activities.	(1) Recommendations were given to the Institutional Committee for revisions to the program. Adjustments were made to the program and will be implemented. (2) The curriculum review was approved at the institution. Change in programming and in the curricular revision of the program for August 2022. Implementation date will be 2022-23.	<table border="1"> <caption>Human Resources</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	100	2019/20	100	2020/21	100	2021/22	100		
Year	Score																
2018/19	100																
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2020/21	100																
2021/22	100																
Human Resources (Learning Outcomes)																	
Outcome 1: Enumerate the strategies necessary to plan, direct, supervise and coordinate the activities related to the organizations employees. Metric: 80% of students will score at least 70% in the criteria case analysis rubric (team work).	Course: BADM 3330 Instrument: case analysis rubric Metric: 80% of students will score at least 70% in the criteria case analysis rubric (team work)	Met 97.6% obtained 70% or more in the criteria test and Oral presentation of Supervision's Topics.	Excellent presentation skills and Data search skills.	Training – writing skills	<table border="1"> <caption>Strategies</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>82</td> </tr> <tr> <td>2018/19</td> <td>84</td> </tr> <tr> <td>2019/20</td> <td>94</td> </tr> <tr> <td>2020/21</td> <td>82</td> </tr> <tr> <td>2021/22</td> <td>98</td> </tr> </tbody> </table>	Year	Score	2017/18	82	2018/19	84	2019/20	94	2020/21	82	2021/22	98
Year	Score																
2017/18	82																
2018/19	84																
2019/20	94																
2020/21	82																
2021/22	98																
Outcome 2: Identify the functions of the Human Resources area related to recruitment, selection, training and development of the human resource; to compensations, labor legislation, syndication and collective bargaining; and to security and hygiene in the organizational work environment. Metric: 80% of students will score at least 70% in partial exam #2 and #3	Course: BADM 3490 Instrument: case analysis rubric Metric: 80% of students will score at least 70% in the criteria case analysis rubric (team work).	Met This outcome was: Met 97.6% scored 70% or more	The students have the knowledge but need help in organizing the information. Good responses of students of questions ask and case simulations.	Assessment Changes	<table border="1"> <caption>Functions of Human Resources</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>85</td> </tr> <tr> <td>2018/19</td> <td>90</td> </tr> <tr> <td>2019/20</td> <td>90</td> </tr> <tr> <td>2020/21</td> <td>82</td> </tr> <tr> <td>2021/22</td> <td>98</td> </tr> </tbody> </table>	Year	Score	2017/18	85	2018/19	90	2019/20	90	2020/21	82	2021/22	98
Year	Score																
2017/18	85																
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2019/20	90																
2020/21	82																
2021/22	98																

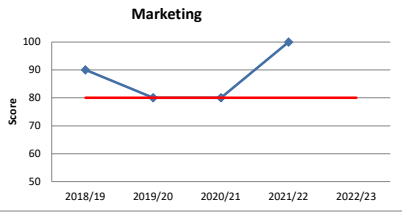
<p>Outcome 3: Differentiate the processes in strategic decision-making corresponding to human resources management. Metric: 80% of students will score at least 70% in the case study rubric.</p>	<p>Course: BADM 3490 Instrument: case analysis rubric Metric: 80% of students will score at least 70% in the criteria case analysis rubric</p>	<p>Met 100% of the students differentiate the processes in strategic decision-making corresponding to human resources management. (N = 43)</p>	<p>Good team performance when carrying out the plan. Good responses of students of questions ask and case simulations.</p>	<p>Students has better assistance to Bb Collaborate and has a better attitude to learn. Continue to offer space to the student in the classroom for the analysis of the topics and presentation of that analysis. Discussion of case study.</p>	<table border="1"> <caption>Processes</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>90</td> </tr> <tr> <td>2018/19</td> <td>90</td> </tr> <tr> <td>2019/20</td> <td>92</td> </tr> <tr> <td>2020/21</td> <td>88</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	90	2018/19	90	2019/20	92	2020/21	88	2021/22	100
Year	Score																
2017/18	90																
2018/19	90																
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2020/21	88																
2021/22	100																
<p>Outcome 4: Know the characteristics the workforce and how these influence in the practices of the strategic management of human resources. Metric: 80% of students will score at least 70% in the criteria test.</p>	<p>Course: BADM 3330 Instrument: Critical analysis of professional articles rubric Metric: 80% of students will score at least 70% in the criteria Critical analysis of professional articles rubric</p>	<p>Met This outcome was: 93% of the students know the characteristics of workforce and how these influence in the practices of the strategic management of human resources. 7% not met.</p>	<p>They like the readings and and make critical analysis.</p>	<p>Training – writing skills</p>	<table border="1"> <caption>Characteristics of the Workplace</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>70</td> </tr> <tr> <td>2018/19</td> <td>95</td> </tr> <tr> <td>2019/20</td> <td>85</td> </tr> <tr> <td>2020/21</td> <td>83</td> </tr> <tr> <td>2021/22</td> <td>93</td> </tr> </tbody> </table>	Year	Score	2017/18	70	2018/19	95	2019/20	85	2020/21	83	2021/22	93
Year	Score																
2017/18	70																
2018/19	95																
2019/20	85																
2020/21	83																
2021/22	93																
<p>Outcome 5: Compare the legal framework applicable to human resources management. Metric: 80% of students will get at least 70 points in the evaluation</p>	<p>Course: BADM 4340 Instrument: criteria test #1 Metric: 80% of students will score at least 70% in the criteria case analysis rubric</p>	<p>Met 85% of the students demonstrated knowledge to compare the legal framework applicable to human resources management. (N=41/48).</p>	<p>85% of the students demonstrated knowledge to compare the legal framework applicable to human resource management. This achievement is important because it shows that the student internalizes the existing differences in state vs. federal jurisprudence.</p>	<p>We intend to use more case studies. Areas of emphasis will be: state and federal scenarios.</p>	<table border="1"> <caption>Legal Framework</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>80</td> </tr> <tr> <td>2018/19</td> <td>80</td> </tr> <tr> <td>2019/20</td> <td>92</td> </tr> <tr> <td>2020/21</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2017/18	80	2018/19	80	2019/20	92	2020/21	88		
Year	Score																
2017/18	80																
2018/19	80																
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2020/21	88																
<p>Outcome 6: Describe ethical behavior in human resources professionals. Metric: 80% of students will score at least 70% in ethic assignment rubric</p>	<p>Course: BADM 3490 Sample: Total 19 Assignment: Case analysis: "Shaping an Ethical workplace culture"</p>	<p>Met 97% of the students scored 70% or more.</p>	<p>The students know how to deal with different situations and scenarios of ethical workplace</p>	<p>Continue providing these exercises.</p>	<table border="1"> <caption>Ethical Behavior</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>92</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>80</td> </tr> <tr> <td>2021/22</td> <td>98</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	92	2019/20	100	2020/21	80	2021/22	98
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<p>Outcome 7: Recognize the competitive advantage that the organizations must develop through their human resources to obtain a positioning in the globalized markets. Metric: 80% of students will score at least 70% in the rubric.</p>	<p>Course: BADM 3950 Instrument: Employee Training Plan Rubric Metric: 80% of students will score at least 70% in Employee Training Plan Rubric.</p>	<p>Met 89% of students recognize the competitive advantage that the organizations must develop through their human resources to obtain a positioning in the globalized markets.</p>	<p>Los estudiantes demostraron el mejor resultado del trabajo en equipo. los estudiantes reconocen c&oacute;mo la empresa mantiene su ventaja competitiva al mantener a los empleados capacitados y desarrollados.</p>	<p>Improve collaborative Learning</p>	<table border="1"> <caption>Globalized Markets</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>93</td> </tr> <tr> <td>2018/19</td> <td>93</td> </tr> <tr> <td>2019/20</td> <td>93</td> </tr> <tr> <td>2020/21</td> <td>88</td> </tr> <tr> <td>2021/22</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2017/18	93	2018/19	93	2019/20	93	2020/21	88	2021/22	88
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2021/22	88																

<p>Outcome 8: Apply the practices and the policies of the of human resources management that support the strategic administration of organizations. Metric: 80% of students will score at least 70% in Employee Training Plan Rubric.</p>	<p>Course: BADM 3950 Instrument: Employees' Training Plan Rubric (16/18= 89%) Metric: 80% of students will score at least 70% in Employee Training Plan Rubric</p>	<p>Met (16/18= 89%) 89% of students will score at least 70% in Employee Training Plan Rubric. The students applied the practices and the policies of the of human resources management that support the strategic administration of organizations.</p>	<p>Best Collaborative Learning</p>	<p>Provide the student with opportunities for supervised practice to apply the practices and the policies of the of human resources management that support the strategic administration of organizations.</p>	<p>Practices and Policies</p> <table border="1"> <caption>Practices and Policies Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>98</td> </tr> <tr> <td>2018/19</td> <td>92</td> </tr> <tr> <td>2019/20</td> <td>90</td> </tr> <tr> <td>2020/21</td> <td>88</td> </tr> <tr> <td>2021/22</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2017/18	98	2018/19	92	2019/20	90	2020/21	88	2021/22	88
Year	Score																
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2020/21	88																
2021/22	88																
<p>Outcome 9: Handle labor diversity for the benefit of the organization. Metric: 80% of students will score at least 70% in the employer evaluation / casestudy</p>	<p>BADM 3490 Total = 19 students Measure: Oral presentation</p>	<p>Met 100% of the students demonstrated the skill to handle labor diversity for the benefit of the organization.</p>	<p>Good presentation skills and definitions of diversity and inclusion</p>	<p>Emphasize in all human resources courses the importance of demonstrating human resources labor diversity.</p>	<p>Diversity</p> <table border="1"> <caption>Diversity Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>85</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	100	2020/21	85	2021/22	100
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<p>Outcome 10: Apply technology and information systems in human resources for their development and performance. Metric: 80% of students will score at least 70% in the Employee's training plan rubric.</p>	<p>Course: BADM 3950 Instrument: compensation plan rubric Metric: 80% of students will score at least 70% in the compensation plan rubric.</p>	<p>89% of the students apply technology and information systems in human resources for their development and performance. During the study period, the students worked on an outline of the employee training plan.</p>	<p>1. Team work. 2. The student demonstrated skills to apply technology and information systems in human resources for their development and performance. 3. The student acquires the soft skills when working as a team.</p>	<p>Continue assigning employee training plan. Emphasis on collaborative work.</p>	<p>Application of Technology</p> <table border="1"> <caption>Application of Technology Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>88</td> </tr> <tr> <td>2018/19</td> <td>90</td> </tr> <tr> <td>2019/20</td> <td>88</td> </tr> <tr> <td>2020/21</td> <td>82</td> </tr> <tr> <td>2021/22</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2017/18	88	2018/19	90	2019/20	88	2020/21	82	2021/22	88
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<p>Outcome 11: Communicate with property and correction, in oral as well as in written form, with the professional language of their field. Metric: 80% of the students will obtain a performance of 70% or more in each of the assessment methods.</p>	<p>BADM 3490 Total = 19 students Measurable goal: Target Level 80% (Metric) Ethics Case Analysis Reflexive Diary</p>	<p>Met 100% of the students communicate with property and correction, in oral as well as in written form, with the professional language of their field.</p>	<p>100% of the students demonstrated the skills of communicate with property and correction, in o of their field.</p>	<p>Refer students to tutoring on communication skills in business.</p>	<p>Communication</p> <table border="1"> <caption>Communication Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>92</td> </tr> <tr> <td>2018/19</td> <td>95</td> </tr> <tr> <td>2019/20</td> <td>92</td> </tr> <tr> <td>2020/21</td> <td>82</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	92	2018/19	95	2019/20	92	2020/21	82	2021/22	100
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2021/22	100																
<p>Outcome 12: Promote an ethical conduct in harmony with the standards of the profession. Metric: 80% of students will score at least 70% in the ethics case study rubrics</p>	<p>Course: BADM 3950 Instrument: Employee Training Plan Rubric (16/18= 89%) Metric: 80% of students will score at least 70% in Employee Training Plan Rubric.</p>	<p>Met 89% of the students scored 70% or more in the employee training plan (oral presentation and writing work).</p>	<p>Good interpersonal relationships. Synergy between team members. Excellent presentations and demonstration of human resources, entrepreneurship and leadership concepts. Promote ethical conduct in harmony with the standards of the profession through the practice (in the training plan) of equal opportunities in employment.</p>	<p>Continue offering this practical exercise.</p>	<p>Ethical Conduct</p> <table border="1"> <caption>Ethical Conduct Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>92</td> </tr> <tr> <td>2019/20</td> <td>90</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	92	2019/20	90	2020/21	100	2021/22	88
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<p>Outcome 13: Appreciate the importance of sensitivity considering the needs of the workforce. Metric: 80% of the students will obtain a performance of 70% or more in each of the assessment methods.</p>	<p>Instrument: Employee Training Plan Rubric (16/18= 89%) Metric: 80% of students will score at least 70% in Employee Training Plan Rubric.</p>	<p>Met 89% of the students scored 70% or more in the employee training plan (oral presentation and writing work)</p>	<p>Students demonstrated sensitivity regarding diversity in the workforce, they are open to such differences. It is demonstrated by designing the employee training plan considering the equal opportunities in employment and the different needs of the employees.</p>	<p>There is a need to improve the soft skills of students.</p>	<p>Sensitivity</p> <table border="1"> <caption>Sensitivity Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>88</td> </tr> <tr> <td>2018/19</td> <td>92</td> </tr> <tr> <td>2019/20</td> <td>90</td> </tr> <tr> <td>2020/21</td> <td>82</td> </tr> <tr> <td>2021/22</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2017/18	88	2018/19	92	2019/20	90	2020/21	82	2021/22	88
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<p>Outcome 14: Promote the desire of development of the employees through continuous learning to respond to the challenges of the human resources profession. Metric: 80% of students will score at least 70% in the Employee's training plan rubric</p>	<p>Course: BADM 3950 Instrument: Employee Training Plan Rubric (16/18= 89%) Metric: 80% of students will score at least 70% in Employee Training Plan Rubric.</p>	<p>Met 89% of the students scored 70% or more in the employee training plan (oral presentation and writing work)</p>	<p>Good interpersonal relationships. Synergy between team members. Excellent presentations and demonstration of human resources, entrepreneurship, and leadership concepts.</p>	<p>The academic semester focuses on the constant need they must have for the development of employees through continuous learning to respond to the challenges of the human resources profession. This course focuses on the employee training plan, but emphasizes the other areas of human resources.</p>	<p style="text-align: center;">Development of Employees</p> <table border="1"> <caption>Development of Employees Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>95</td> </tr> <tr> <td>2019/20</td> <td>90</td> </tr> <tr> <td>2020/21</td> <td>90</td> </tr> <tr> <td>2021/22</td> <td>90</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	95	2019/20	90	2020/21	90	2021/22	90
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<p>Outcome 15: Demonstrate the disposition to become a leader and change agent, within as well as outside the organization. Metric: 80% of the students will obtain a performance of 70% or more in each of the assessment methods.</p>	<p>Course: BADM 3950 Instrument: Employee Training Plan Rubric (16/18= 89%) Metric: 80% of students will score at least 70% in Employee Training Plan Rubric.</p>	<p>Met 89% of the students scored 70% or more in the employee training plan (oral presentation and writing work)</p>	<p>Good interpersonal relationships. Synergy between team members. Excellent presentations and demonstration of human resources, entrepreneurship, and leadership concepts. Demonstrate the disposition to become a leader and change agent, within as well as outside the organization (in the training plan) by offering valuable recommendations for the success of the training and competitive</p>	<p>Improve soft skills in students.</p>	<p style="text-align: center;">Leadership</p> <table border="1"> <caption>Leadership Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>90</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	100	2020/21	100	2021/22	90
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<p>Outcome 16: Value the importance of continuous learning to keep updated and apply new technologies and practices that affect the profession. Metric: 80% of the students will obtain a performance of 70% or more in each of the assessment methods.</p>	<p>Course: BADM 3950 Instrument: Employee Training Plan Rubric (16/18= 89%) Metric: 80% of students will score at least 70% in Employee Training Plan Rubric.</p>	<p>Met 89% of the students scored 70% or more in the employee training plan.</p>	<p>Good interpersonal relationships. Synergy between team members. Excellent presentations and demonstration of human resources, entrepreneurship and leadership concepts. Value the importance of continuous learning to keep updated and apply new technologies and practices that affect the profession through the use of tools and programs designed to develop an employee training plan.</p>	<p>Update new tools or programs for the design of training plans.</p>	<p style="text-align: center;">Professional Development</p> <table border="1"> <caption>Professional Development Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>95</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>90</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	95	2020/21	100	2021/22	90
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Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.				
1. Student Learning Results	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: 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 to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.				
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results	
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Identified in Criterion 4.4	Identified in Criterion 4.3
Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	Improvement Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #
Marketing (Overall Performance)					
Overall performance of the MarketingProgram Goal 1: 80% of the student learning outcomes of the program will be measured. Goal 2: 80% of the student learning outcomes reported will be achieved.	The Coordinator and faculty of the program implements program assessment for each academic year with a variety types of instruments for each learning objective.	100% of the reported learning outcomes were achieved.	2021-2022 New learning outcomes implemented	2020- 2021 is the last year for the learning outcomes to be assessed. This program was reviewed with the recommendations of the coordinator at institutional level. Program was modified and now the program has new learning outcomes. The new learning outcomes was implemented in 2021-22	
Marketing (Learning Outcomes)					
Demonstrate knowledge and comprehension of the principles, concepts, responsibilities and practices that allow to do a market analysis for decision making.	Course: MKTG 1210 CRN: 27789 N- 43 Instrument: Rubric- Written Report Measure: 70% of the students will get 70% in the Written Report.	Met The results were positive. 98% of the students obtained 76% or more in the Written Report.	The students demonstrate originality and research for decision making. There was a better performance in the price strategy. The students had a good attitude to work as a team.	Strengthen the comprehension of messages and pull/push strategies.	2021 - 2022 first year of data - the end of 2023-24 will have three data points By
Demonstrate knowledge and comprehension of the innovations and changes in the research and technological field.	Course: MKTG 2220 CRN: 36540 N: 33 Instrument: Rubric- Written Report Measure: 70% of the students will get 70% in the Written Report.	Met 100% of the students obtained 84% or more in the Marketing Plan.	Technical vocabulary in marketing.	Continue with practical tasks to develop understanding of competitive practices.	2021 - 2022 first year of data - the end of 2023-24 will have three data points By

<p>Demonstrate knowledge and comprehension of the interdisciplinary foundations for the formation a globalizing vision.</p>	<p>Course: MKTG 2223 CRN: 70113 N- 22 Instrument: Rubric- Written Report Measure: 70% of the students will get 70% in the Written Report.</p>	<p>Met The metric is achieved. 95% of students scored 82% or more in research.</p>	<p>Students present ideas and examples to demonstrate a globalizing vision.</p>	<p>Improve the presentation of interdisciplinary foundations (corporate social responsibility).</p>	<p>2021 - 2022 first year of data - the end of 2023-24 will have three data points</p> <p style="text-align: right;">By</p>
<p>Apply research, information and technological advances as resources in solving problems related to the marketing area.</p>	<p>Course: MKTG 4243 CRN: 80658 N- 15 Instrument: Rubric- Project Measure: 75% of the students will get 75% in the Project.</p>	<p>Met The results meet the metric again. 100% of students scored 84% or more on the project.</p>	<p>A better result was obtained in analysis skills.</p>	<p>Improve the background information and structure.</p>	<p>2021 - 2022 first year of data - the end of 2023-24 will have three data points</p> <p style="text-align: right;">By</p>

Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.														
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Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?											
Marketing (Overall Performance)															
Overall performance of the Marketing Program Goal 1: 80% of the student learning outcomes of the program will be measured. Goal 2: 80% of the student learning outcomes reported will be achieved.	The Coordinator and faculty of the program implements program assessment for each academic year with a variety types of instruments for each learning objective.	80% of the reported learning outcomes were achieved.	2020- 2021 is the last year for the learning outcomes to be assessed. This program was reviewed with the recommendations of the coordinator at institutional level. Program was modified and now the program has new learning outcomes. The new learning outcomes will be implemented in a new assessment plan.	2020- 2021 is the last year for the learning outcomes to be assessed. This program was reviewed with the recommendations of the coordinator at institutional level. Program was modified and now the program has new learning outcomes. The new learning outcomes will be implemented in a new assessment plan.	<table border="1"> <caption>Marketing Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>90</td> </tr> <tr> <td>2019/20</td> <td>80</td> </tr> <tr> <td>2020/21</td> <td>80</td> </tr> </tbody> </table>	Year	Score	2018/19	90	2019/20	80	2020/21	80		
Year	Score														
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Marketing (Learning Outcomes)															
4. Know the interdisciplinary approaches to the formation of a globalizing vision of the world. The metric is that 80% of students will get 80% or more in the Global Marketing Plan score. e los estudiantes obtendrán 80% en el Plan de Mercadeo Global.	Direct: Summative, internal. MKTG 4244 Mercadeo Global Instrument: Project	The objective was met.	Strengths: introduction, history, geography of the country, use of marketing vocabulary, technological skills, information of the social institutions of the selected country, and bibliography / references.	This program was reviewed with the recommendations of the coordinator at institutional level. Program was modified and now the program has new learning outcomes. The new learning outcomes will be implemented in a new assessment plan.	<table border="1"> <caption>Global Vision Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>75</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	75	2020/21	100
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6. Apply quantitative and qualitative analysis in solving problems in the area of marketing. Metrics research project: 80% of students will get 80% in the Research Project.	Direct, Summative, internal. MKTG 4243 Instrument: Proyect.	Met. The results satisfactorily meet the objective set in the metric. 94% of the students obtained 80% or more in the report.	Strengths: Purpose, problem, research questions (structure), method, procedure and logistics.	Emphasis on analysis, recommendations and conclusion	<table border="1"> <caption>Quantitative & Qualitative Analysis Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>95</td> </tr> <tr> <td>2020/21</td> <td>80</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	95	2020/21	80
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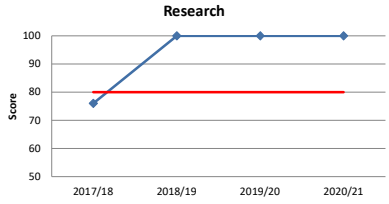
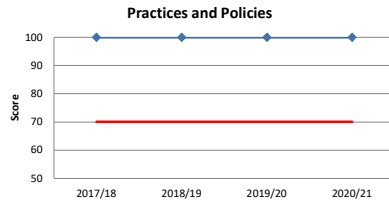
<p>7. Investigate various sources, selection of relevant material, organization and analysis of information for decision making. Metric Research Project: 70% of students will get 80% in the Research Project.</p>	<p>Direct, Formative, internal. MKTG 2223 Instrument: Project.</p>	<p>Met. 100% of the students obtained 80% or more in the investigation.</p>	<p>Strengths: Elaboration of the problem and the structure of the work.</p>	<p>Repeat the assignment and rubric of the investigation to perform a comparative analysis.</p>	 <table border="1"> <caption>Research Score Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>75</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	75	2018/19	100	2019/20	100	2020/21	100
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<p>8. Manage team situations in the marketing field through the development of critical thinking. Metric Case: 70% of students will get 70% in the case.</p>	<p>Direct, Formative, internal. MKTG 2223 Consumer Behavior Instrument: Case</p>	<p>Met. 100% of the students obtained 70% or more in the case.</p>	<p>Strengths: analysis, reasoning, creativity and problem solving.</p>	<p>Assign practical work to continue developing their critical thinking in students.</p>	 <table border="1"> <caption>Practices and Policies Score Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>100</td> </tr> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	100	2018/19	100	2019/20	100	2020/21	100
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Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.														
1. Student Learning Results	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: 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 to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.														
	Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.3		Identified in Criterion 4.4	Identified in Criterion 4.3									
Approach	Deployment (Do not use course grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #										
Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?											
Operation Management (Overall Performance)							2017/18	2018/19	2019/20	2020/21	2021/22				
Overall performance of the Operation Management Program Goal 1: 80% of the student learning outcomes of the program will be measured. Goal 2: 80% of the student learning outcomes reported will be achieved.	The Coordinator and faculty of the program implements program assessment for each academic year with a variety types of instruments for each learning objective.	83% of the learning outcomes were measured. 60% of the reported learning outcomes were met.	Learning outcomes are aligned to specific courses. Adjustments are needed in (a) the reporting and implementation process, (b) curriculum and (c) marketing process.	Service will be included in the Operations Management curriculum.			80	80	80	80	80				
Knowledge and comprehension of the operations in an globalize, ethics and ecofriendly. 80% of the students should obtain at least the success criteria of 80%.	Direct, Summative, internal. BADM 3340 Comprehensive Final test	Met. 88%	Add team application projects with Rubric performance measures to measurement criteria.	Add team application projects with Rubric performance measures to measurement criteria.			80	80	80	80	80				
Importance of the operations management to sustain the innovation and the competitiveness of the organizations of production and services. Metric :80% of the student should obtain at least 80% in the rocket pitch rubric.	Direct, Foramtive ,External. Course: ENTR 2200 -Rubric /Rocket pitch	Met. 90%	The mayor strength in that is that the majority of the students (90.4%) met the metric criteria in accordance with rocket pitch	To strength students abilities, should repeat entrepreneurial activities as student practice.			Not Met	Not Met	85	100	90				
Apply the concepts of the operations management in productive administration of the production and services organizations.Metric: 80% of the students should at least achieve the success criteria of 80%	BADM 4800 August - December 2021 Pre-Post Test Metric: 80% of the students should obtain at least 80% in the post test.	Not Met 56%	BADM 3250 The goal was not achieved in 90% of the selected embedded questions.. The group (n=8) obtained a mean of 56% right. In the evaluation of the course in future , maintain the measure to 80% of the students should obtain at least 80% in the embedded question test. The observed outcome is somewhat to odd when compared to previous semester performance where the group obtained 83% or higher right response. The outcome on the written test was, nevertheless offset with a sore mean values of 93% and 94% on two investigation assignment which provides a good measure of constructive learning. The basic aim of the investigation projects was the application of the	The professor should emphasize the importance of the office virtual hour to discuss the academic material of the course. BADM 4800 AUGUST-DECEMBER 2021/JANUARY-MAY 2022 Continue with the recommendations.: 1. Emphasize the importance to use the office virtual hour to			80	100	Not Met	100	56				

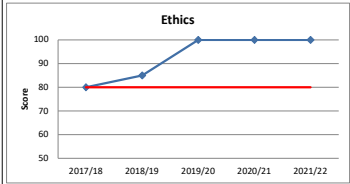

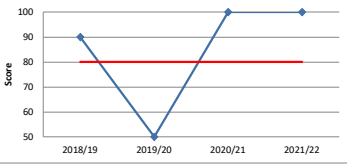
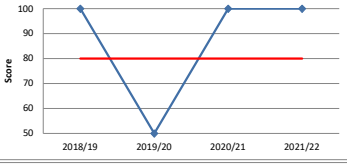
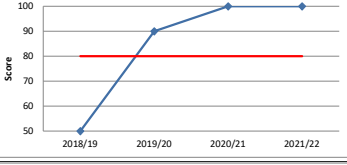
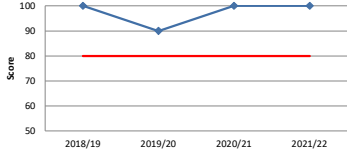
<p>Value the ethics aspects in the management of production and services.Metric: 80% of the students should at least achieve the success criteria of 80%</p>	<p>BADM 4820 January- May 2022 Essay/ Rubric Metric: 80% of the students should obtain at least the success criteria of 80%</p>	<p>Met (N=6) 100% of the students at least achieve 80% in the rubric essay.</p>	<p>The students (N=6)shows a good organization,,content,, cohesion and gramamr. in the Ethics Essay</p>	<p>Refer students to internet site to learn more about APA reference.</p>	 <table border="1"> <caption>Ethics Score Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>80</td> </tr> <tr> <td>2018/19</td> <td>85</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2017/18	80	2018/19	85	2019/20	100	2020/21	100	2021/22	100	80	85	100	100	100
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Use this table to supply data for Criterion 4.1.

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.														
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 to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>														
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results		Identified in Criterion 4.3		Identified in Criterion 4.4		Identified in Criterion 4.3					
Approach		Deployment (Do not use course grades or GPA)		Results		Analysis of Results		Improvement Action Taken or Improvement made		Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #					
Program Learning objectives SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.		What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative		What are your current results?		What did you learn from the results?		What did you improve or what is your next step?							
MBA Human Resources (Overall Performance)										2018/19	2019/20	2020/21	2021/22		
Overall performance of the Human Resource MBA Program Goal 1: 80% of the student learning outcomes of the program will be measured. Goal 2: 80% of the student learning outcomes reported will be achieved.		The Coordinator and faculty of the program implements program assessment for each academic year with a variety types of instruments for each learning objective.		Goals were Met. 100% of the outcomes were measured. For 2021-2022 - 100% of the learning outcomes of the program were fully met.		Further action was taken to improve performance of partial met outcomes to achieve the student learning outcomes.		Offer workshops at the beginning of the course. Include in the workshops the following areas: writing skills development of paragraph use of APA style format. Continue developing writing, research, and teamwork skills				80	80	80	80
MBA Human Resources (Learning Outcomes)										80	80	80	80		
To demonstrate knowledge and understanding of: practices of human resources related to analysis and job design, recruitment and selection, training and development, job performance evaluation, compensation and employee relations, considering its implication in the strategic management of the organizations. 90% of the students will score at least 80% or more in each of the assessment methods.		Course: BADM 697C Instrument: Research proposal rubric Metric: 90% of the students will score at least 80% or more in each of the assessment methods		Met 100% of the students (N=2) scored 80% or more in the Case analysis rubric.		The students developed skills in case analysis.		Students must keep abreast of changes in human resources practices and consider these changes in implications for organizational strategy. It is recommended to use case analysis so that the student can develop critical thinking in solving problems of human capital and organizational strategy.				67	64	78	100
To demonstrate knowledge and understanding of: the principal theories of human behavior associated with the organizations' environment and its implication in the human resources discipline. Metric: 90% of the students will score at least 80% or more in each of the assessment methods.		Course: BADM 697C Instrument: Case analysis rubric Metric: 90% of the students will score at least 80% or more in each of the assessment methods		Met 100% of the students scored 80% or ore in the case analysis rubric.		The students have the case analysis skills.		Develop a workshop : How to analyze research article.				100	82	100	100
To demonstrate knowledge and understanding of: the legal framework and the regulations associated with the human resources practices in the domestic and international level. Metric: 90% of the students will score at least 80% or more in each of the assessment methods.		Course: BADM 697C Instrument: Critical analysis of article rubric Metric: 90% of the students will score at least 80% or more in each of the assessment methods		Met In the case analysis 100% (n=2) of the students scored 80% or more,		The students have a basic knowledge in the regulations associated with the human resources practices.		Develop a workshop : How to analyze research article.				Not Met	90	100	100

<p>Implement effective strategies of human resource management for the problem solving considering the dynamics of the changing environment toward the organizations. Metric: 90% of the students will score at least 80% or more in each of the assessment methods.</p>	<p>Course: BADM 697C Instrument: Case analysis rubric Metric: 90% of the students will score at least 80% or more in each of the assessment methods</p>	<p>Met 100% of the students (N=2) scored 80% or more in the case analysis rubric.</p>	<p>The students have the skills to analyze cases. Also they know how to consider the dynamics of the changing environment.</p>	<p>Continue using case analysis as an assignment, in order to implement strategies of human resources management for problem solving, considering the dynamics of the changing environment.</p>	 <table border="1"> <caption>Strategies</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>100</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	100	2019/20	100	2020/21	100	2021/22	100	100	100	100	100
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<p>Integrate the different human resources practices with a strategic focus and considering the development of competitive advantages. Metric: 90% of the students will score at least 80% or more in each of the assessment methods.</p>	<p>Course: BADM 697C Instrument: Research proposal rubric Metric: 90% of the students will score at least 80% or more in each of the assessment methods</p>	<p>Met 100% of the students (N=2) scored 80% or more in the research proposal rubric.</p>	<p>The majority of the students have the research skills.</p>	<p>Continue offering research proposal exercises, emphasizing: APA style Limitations of the research Improving the integration of human resources practices with the strategic approach.</p>	 <table border="1"> <caption>Human Resources Practices</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>90</td> </tr> <tr> <td>2019/20</td> <td>50</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	90	2019/20	50	2020/21	100	2021/22	100	90	50	100	100
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<p>Develop a strategic focus in the decision making supported by the research and the forefront technologies applied to the human resources management field. Metric: 90% of the students will score at least 80% or more in each of the assessment methods.</p>	<p>Course: BADM 697C Instrument: Research proposal rubric Metric: 90% of the students will score at least 80% or more in each of the assessment methods</p>	<p>Met 100% of the students (N=2) scored 80% or more in the research proposal rubric.</p>	<p>General skills in proposal research writing</p>	<p>Continue offering research proposal exercises, emphasizing: APA style Limitations of research improving the strategic focus in the decision making supported by research.</p>	 <table border="1"> <caption>Research</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>50</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	100	2019/20	50	2020/21	100	2021/22	100	100	50	100	100
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<p>Demonstrate commitment with the values, ethical and moral principles with emphasis in diversity and inclusion. Metric: 90% of the students will score at least 80% or more in each of the assessment methods.</p>	<p>Course: BADM 697C Instrument: Case analysis rubric Metric: 90% of the students will score at least 80% or more in each of the assessment methods</p>	<p>Met 100% of the students (N=2) scored 80% or more in the Case analysis rubric.</p>	<p>The students have the skills for case analysis.</p>	<p>It is recommended to use case analysis so that the student can demonstrate commitment to the values, ethical and moral principles with an emphasis on diversity and inclusion.</p>	 <table border="1"> <caption>Ethics</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>50</td> </tr> <tr> <td>2019/20</td> <td>90</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	50	2019/20	90	2020/21	100	2021/22	100	50	90	100	100
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<p>Exhibit a professional attitude toward teamwork as an effective way in the solving of problems related with the human resources management. Metric: 90% of the students will score at least 80% or more in each of the assessment methods.</p>	<p>Course: BADM 697C Instrument: Team case analysis rubric Metric: 90% of the students will score at least 80% or more in each of the assessment methods</p>	<p>Met 100% of the students (N=2) scored 80% or more in the Team Case analysis rubric.</p>	<p>Developed team skills.</p>	<p>Use case analysis with the purpose of that the student can exhibit a professional attitude toward teamwork as an effective to solve problems related to human resources management.</p>	 <table border="1"> <caption>Professional Attitude</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>100</td> </tr> <tr> <td>2019/20</td> <td>90</td> </tr> <tr> <td>2020/21</td> <td>100</td> </tr> <tr> <td>2021/22</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2018/19	100	2019/20	90	2020/21	100	2021/22	100	100	90	100	100
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