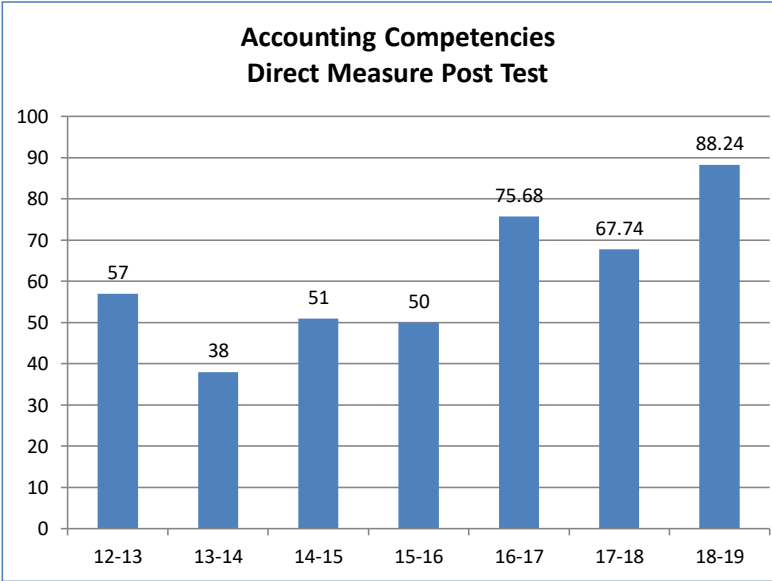
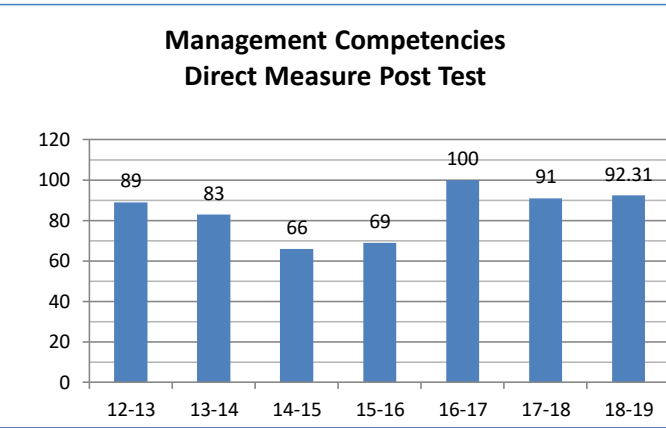
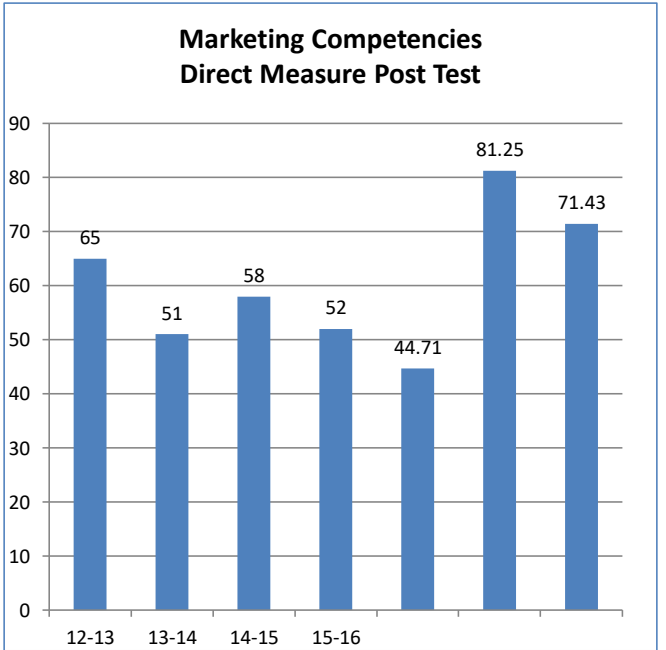


## Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																				
<p><b>CPC: Accounting</b> : It is expected that 70% of students will score a minimum of 60% in the post test for the accounting competence.</p>	<p>Course embedded standardized test, formative, internal and direct measure.</p>	<p>Duringe the period corresponding to this QA Report, the performance criteria has been met by the students.</p>	<p>Deficiencies in previous periods have been identified and attended as a result of these assessments. The faculty had identified the following corrective measures related to the course: (1) increase tutoring in quantitative analysis, (2) more emphasis in practice exercises in the classroom, (3) use electronic platform in order to practice additional exercises, (4) Use campus lab to practice exercises in the electronic platform with the professor support.</p>	<p>Increase the use of technology to support the assignments. During the first semester 2013-2014 the faculty revised the test to include more items and problems, because the test only included 40 items and was more theoretical than problem-based. We started the assessment cycle during the first semester 2013-2014, effectiveness of the changes will be evaluated at the end of the cycle in 2017-2018. Some of the corrective actions are: strengthen the skills of accounts classification, adjusting entries and depreciation</p>	<p><b>Accounting Competencies Direct Measure Post Test</b></p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Accounting Competencies Direct Measure Post Test Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>12-13</td> <td>57</td> </tr> <tr> <td>13-14</td> <td>38</td> </tr> <tr> <td>14-15</td> <td>51</td> </tr> <tr> <td>15-16</td> <td>50</td> </tr> <tr> <td>16-17</td> <td>75.68</td> </tr> <tr> <td>17-18</td> <td>67.74</td> </tr> <tr> <td>18-19</td> <td>88.24</td> </tr> </tbody> </table>	Year	Score	12-13	57	13-14	38	14-15	51	15-16	50	16-17	75.68	17-18	67.74	18-19	88.24
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Performance Indicator	Definition			
<p><b>CPC: Management:</b> It is expected that 70% of students will score a minimum of 60% in the post test for the management competence.</p>	<p>Course embedded standardized test, formative, internal and direct measure.</p>	<p>The performance criteria has been met by the students.</p>	<p>Analysis of the results has been done to continue improving specific teaching strategies and increase the knowledge level in the cultural dimensions of Hofstede and emotional intelligence. The techniques of use different assessment tools in the classroom help to met the criteria.</p>	<p>Increase the use of short test after the end of each chapter and revised the structure of some questions of the pre/post test.</p>
<b>Analysis of Results</b>				
<p><b>CPC: Marketing:</b> It is expected that 70% of students will score a minimum of 60% in the post test for the marketing competence.</p>	<p>Course embedded standardized test, formative, internal and direct measure.</p>	<p>The performance criteria has been met by the students.</p>	<p>Deficiencies in previous periods have been identified and attended positively as a result of these assessments. Meeting with professors had taken place to have them brainstorm on ways to strengthen the teaching based on actual results. Some of the recommendations are: (1) Moodle presentations including product, price, and promotion; (2) use of three minutes oral paper about industries issues; (3) coordinate workshops for the students to understand the library resources available and how to use them since the beginning of the semester.</p>	<p>(1) Communicate the results to the students so they can see their achievement  (2) Request from students more oral presentations  (3) Provide more real examples in the class discussion  (4) Use electronic platform with additional material to support topics taught in the classroom.</p>
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<div style="text-align: right;">  </div>				

Performance Indicator	Definition																			
<p><b>CPC: Finance:</b> It is expected that 70% of students will score a minimum of 60% in the post test for the finance competence.</p>	<p>Course embedded standardized test, formative, internal and direct measure.</p>	<p style="text-align: center;"><b>Analysis of Results</b></p>		<div data-bbox="1825 266 2502 743" data-label="Figure"> <table border="1"> <caption>Finance Competencies Direct Measure Post Test</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>12-13</td> <td>36</td> </tr> <tr> <td>13-14</td> <td>57</td> </tr> <tr> <td>14-15</td> <td>51</td> </tr> <tr> <td>15-16</td> <td>51</td> </tr> <tr> <td>16-17</td> <td>86.67</td> </tr> <tr> <td>17-18</td> <td>54.05</td> </tr> <tr> <td>18-19</td> <td>70.45</td> </tr> </tbody> </table> </div>	Year	Score	12-13	36	13-14	57	14-15	51	15-16	51	16-17	86.67	17-18	54.05	18-19	70.45
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<p>The performance criteria has been met by the students, except during 2017-18 period. This academic period was an irregular, since Puerto Rico was affected by Hurricane Maria.</p>		<p>Major deficiencies that had been identified as a result of these assessments had been discussed with faculty. The faculty has identified the following corrective measures: (1) assign cases that integrate the course objectives (2) more emphasis in practice exercises in the classroom (3) revise the post test (4) Assign more material to work in groups.</p>																		
<p>Promote working in groups to receive help among peers, assign special homework to reinforce course material and offer quizzes with no announcement. Promote oral presentations in where they can use critical thinking.</p>																				