

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																																																						
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative - An assessment conducted during the student's education. Summative - An assessment conducted at the end of the student's education. Internal - An assessment instrument that was developed within the business unit. External - An assessment instrument that was developed outside the business unit. Comparative - Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>																																																						
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																																																						
Goal: Post-test exceeded pre- test results. Average percent increase goal: 20% Learning goal: Students will apply accounting principles to identify and record transactions and prepare financial statements.	Pre-test and Post test Direct, formative, internal assessment instrument used in Principles of Accounting CONT 3005	Students meet the established criteria for the pre-test but not the post-test criteria. Post test scores have consistently exceeded pre test scores in all data points evaluated. All results demonstrated a percent of productivity increase with an overall productivity increase of 27%	Pre and post tests were administered during Fall Semester 2011, Spring Semester 2012, Fall semester 2012, Spring Semester 2013, Fall Semester 2014, Fall Semester 2016, Fall Semester 2017 and Fall Semester 2018. Actions must be taken to assure that students meet post-test average goal. Accounting faculty members have reasoned that since pre and post exams carry no weight in student grades, some students do not take these exams seriously.	Revise test to assure that learning outcomes are evaluated in the test. The test revision is in progress. Revise the test to assure that is aligned with the course objectives. In addition, revise the test methodology including language. Consider giving credit for post-test performance	<table border="1"> <thead> <tr> <th>Cont 3005</th> <th>August-2011</th> <th>January-2012</th> <th>August-2012</th> <th>January-2013</th> <th>August-2014</th> <th>January-2016</th> <th>August-2016</th> <th>January-2017</th> <th>August-2018</th> </tr> </thead> <tbody> <tr> <td>Pre</td> <td>30</td> <td>31</td> <td>27</td> <td>28</td> <td>28.33</td> <td>25</td> <td>26.57</td> <td>20.42</td> <td></td> </tr> <tr> <td>Post</td> <td>37</td> <td>43</td> <td>34</td> <td>31</td> <td>40.13</td> <td>31.59</td> <td>29.88</td> <td>27.64</td> <td></td> </tr> <tr> <td>Percent increase</td> <td>23%</td> <td>39%</td> <td>26%</td> <td>11%</td> <td>42%</td> <td>26%</td> <td>12%</td> <td>35%</td> <td></td> </tr> <tr> <td>Average increase</td> <td>27%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Cont 3005	August-2011	January-2012	August-2012	January-2013	August-2014	January-2016	August-2016	January-2017	August-2018	Pre	30	31	27	28	28.33	25	26.57	20.42		Post	37	43	34	31	40.13	31.59	29.88	27.64		Percent increase	23%	39%	26%	11%	42%	26%	12%	35%		Average increase	27%								
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Goal: Post-test exceeded pre- test results. Average percent increase goal: 20% Learning goal: Students will apply accounting principles to identify and record transactions and prepare financial statements.	Pre-test and Post test Direct, formative, internal assessment instrument used in Principles of Accounting CONT 3006	Students meet the established criteria for the pre-test but not the post-test criteria. Post test scores have consistently exceeded pre test scores in all data points evaluated. All results demonstrated a percent of productivity increase with an overall productivity increase of 23%	Pre and post tests were administered during Fall Semester 2011, Spring Semester 2012, Fall semester 2012, Spring Semester 2013, Fall Semester 2016, Spring semester 2018 and Spring semester 2019. Students meet the established criteria for the pre-test but not the post-test criteria. Actions must be taken to assure that students meet post- test average goal. Accounting faculty members have reasoned that since pre and post exams carry no weight in student grades, some students do not take these exams.	Revise test to assure that learning outcomes are evaluated in the test. The test revision is in progress. Revise the test to assure that is aligned with the course objectives. In addition, revise the test methodology including language. Consider giving credit for post-test performance	<table border="1"> <thead> <tr> <th>CONT3006</th> <th>August-2011</th> <th>January-2012</th> <th>August-2012</th> <th>January-2013</th> <th>January-2016</th> <th>January-2018</th> <th>January-2019</th> </tr> </thead> <tbody> <tr> <td>Pre</td> <td>29</td> <td>29</td> <td>26</td> <td>27</td> <td>27</td> <td>21.88</td> <td>27.01</td> </tr> <tr> <td>Post</td> <td>38</td> <td>31</td> <td>37</td> <td>38</td> <td>33.64</td> <td>24.74</td> <td>27.59</td> </tr> <tr> <td>Percent increase</td> <td>31%</td> <td>7%</td> <td>42%</td> <td>41%</td> <td>25%</td> <td>13%</td> <td>2%</td> </tr> <tr> <td>Average</td> <td>23%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	CONT3006	August-2011	January-2012	August-2012	January-2013	January-2016	January-2018	January-2019	Pre	29	29	26	27	27	21.88	27.01	Post	38	31	37	38	33.64	24.74	27.59	Percent increase	31%	7%	42%	41%	25%	13%	2%	Average	23%																
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Students will achieve an average in grades more than 3.00 GPA Learning goal: Students will have a global concept of finance.	Direct, formative, various instruments of assessment used during the course FINA 3006 (Business Finance)	Years 2017 and 2018 meet the goal. Only year 2016 does meet the goal with a difference 0.08.	2017 and 2018 meet the goal.	No action taken, However an evaluation with the faculty that offers the course is in progress.																																																			
Institutional Test of the University of Puerto Rico Students will achieve at least 50% average for the test.	Direct, formative and summative, internal and external instrument. This test was developed by the University of Puerto Rico to offer an institutional test with the purpose of comparison between programs. In addition the test could be used as a single test for the program. The test has the advantage that evaluates the main core components for a business administration program. Those are accounting, information systems, marketing, finance, management, ethics, globalization, law, statistics and economy.	All data points meet the goal	All results meet the goal. These results demonstrated trend consistency. Data values are between 50 and 60 percent.	This test is in continous revision to update the questions related to the main teaching topics of the courses.	<table border="1"> <thead> <tr> <th>Year</th> <th>Institutional Test Results</th> </tr> </thead> <tbody> <tr> <td>Fall 2013-2014</td> <td>60</td> </tr> <tr> <td>Spring 2013-2014</td> <td>61</td> </tr> <tr> <td>Fall 2014-2015</td> <td>56</td> </tr> <tr> <td>Spring 2014-2015</td> <td>58.97</td> </tr> <tr> <td>Fall 2015-2016</td> <td>68</td> </tr> <tr> <td>Spring 2016-2017</td> <td>57.1</td> </tr> <tr> <td>Fall 2017-2018</td> <td>69.78</td> </tr> <tr> <td>Spring 2017-2018</td> <td>62.5</td> </tr> <tr> <td>Fall 2018-2019</td> <td>62.5</td> </tr> <tr> <td>Spring 2018-2019</td> <td>61.57</td> </tr> <tr> <td>Fall 2019-2020</td> <td>61.57</td> </tr> </tbody> </table>	Year	Institutional Test Results	Fall 2013-2014	60	Spring 2013-2014	61	Fall 2014-2015	56	Spring 2014-2015	58.97	Fall 2015-2016	68	Spring 2016-2017	57.1	Fall 2017-2018	69.78	Spring 2017-2018	62.5	Fall 2018-2019	62.5	Spring 2018-2019	61.57	Fall 2019-2020	61.57																										
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