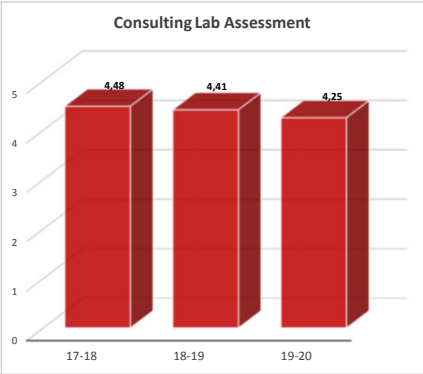## Standard #4 Measurement and Analysis of Student Learning and Performance

Degree in Business Administration and Management /Bachelor's Degree in Business Management and Entrepreneurship

		Analysis of Results			
Performance Measure. What is your goal?	**What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative**	**Current Results: What are your current results?**	**Analysis of Results: What did you learn from the results?**	**Action Taken or Improvement made: What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)**
External Internship assessment. Companies assess professional skills and specific knowledge. The grade average must be satisfactory (over 3.5/5).	Direct, Summative, External	Academic year 19-20 total average evaluation of students = 4.29	The objetive has been successfully achieved. Thus, the main area for improvement is not related with the performance of our students, but rather with our internal procedures.	Improvement Measures implemented: - Increased use of learning platform to support course. This platform hosts information from three sources: enterprises that assess our students and can insert information about their ongoing performance; students that submit their intermediate and final reports, as well as indicate their satisfaction with the internship; professors that assess intermediate and final reports of their students. The platform permits the Quality Department to access information more readily as results are obtained immediately. One novelty is that skills assessment can be disaggregated. - Training Videos uploaded for students that include professional skills (VUCA World, digital world, professional future, CV writing tips, searching processes, recruitment processes and so on). - Update of the Business Administration degree (starting in 16/17) with more areas of specialization and greater focus on new skills (such as leadership, entrepreneurship, and professional skills). - Information about internships since the first academic years. The professor of internships go to the student's classroom to explain this subject before the students are registered. In this way, they know that can do extracurricular internships and feel less uncertainty about this subject. - Disaggregated information of the assessment of student skills by the company can be easily reported.	Assessment of the internships performance of students by the company 17-18: 4,25 18-19: 4,48 19-20: 4,29
External Intership assessment. Employers assess the performance of our students in comparison with other universities' students. Companies answer the following question upon completion of the internship: "In comparison with students from other universities who have done internships in your company, value the PREPARATION OF THE STUDENT, being 1 = much less prepared, 3 = equally prepared and 5 = much more prepared". Our goal is to have a score above 3., which implies that more companies consider our students more prepared than students from other universities.	Direct, Summative, External, Comparative	Academic year 19-20 average score= 4,28.	Our students are considered, on average, better professionally prepared than students from other universities.	As in 17-18 we improved the way we send the questionnaire to companies, the number of answers have increased. This system has been improved in the following ways: - The internships' professor receives an e-mail when the company fills in the questionnaire. - The internships' professor receives a reminder when a student's internships is nearing completion.	Preparation of the student 17-18: 4,07 18-19: 4,00 19-20: 4,28

Performance Measure. What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Consulting Lab assessment. It assesses the performance of UE students in the solution of real challenges proposed by enterprises. The objective is that students obtain an average score of 3.5 over a total possible of 5 in the assessment provided by the external companies.	Direct, Formative, External	Academic year 19-20 average score = 4.25 The negative effect of COVID 19 in 2nd semester forced to finish the Consulting Lab's challenges in online format; despite this situation, the impact in students' company assessment was minimum and the goal achieved, as shown in the graph.	The goal is highly achieved. We observe that this methodology, "challenge-based learning", where students have to solve real situations proposed by companies increases the motivation of students and the results are very positive.	The Business unit has fostered this methodology, improving the structure that gives support to these activities with a Challenge-based learning Project Coordinator. Moreover, the number of interdisciplinary projects has increased, with different subjects and professors implied in each challenge to obtain a global assessment.	**Consulting Lab Assessment** 4,48 4,41 4,25 17-18 18-19 19-20