

## Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator		Definition																																																																																	
<b>1. Student Learning Results</b>  <b>(Required for each accredited program)</b>		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>																																																																																	
		Analysis of Results																																																																																	
Performance Measure (Competency )	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)																																																																														
Assessment of the seminar papers (feedback on the content – problem-solving, methodology, proposals and implementation – presentation and defense of conclusions)	Presentation and defense of seminar papers in front of a professional committee (VSEM lecturers, practitioners) once in a month (newly implemented, previously only selected papers were	Defended conclusions of the seminar paper (more than 80% of the presented papers successfully defended)	If the success rate is lower than required the supervision process is modified and new seminars are added (e.g. presentation skills,	The target success rate maintained	Rate of students successfully passing the seminar paper (%) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">BEM Modules Seminar Papers</th> <th style="text-align: center;">06-07</th> <th style="text-align: center;">07-08</th> <th style="text-align: center;">08-09</th> <th style="text-align: center;">09-10</th> <th style="text-align: center;">10-11</th> </tr> </thead> <tbody> <tr> <td>Business Economics</td> <td style="text-align: center;">83</td> <td style="text-align: center;">73</td> <td style="text-align: center;">63</td> <td style="text-align: center;">81</td> <td style="text-align: center;">82</td> </tr> <tr> <td>Financial Management</td> <td style="text-align: center;">95</td> <td style="text-align: center;">94</td> <td style="text-align: center;">88</td> <td style="text-align: center;">92</td> <td style="text-align: center;">92</td> </tr> <tr> <td>Human Resources Management</td> <td style="text-align: center;">100</td> <td style="text-align: center;">95</td> <td style="text-align: center;">81</td> <td style="text-align: center;">82</td> <td style="text-align: center;">84</td> </tr> <tr> <td>Information Systems and Technology</td> <td style="text-align: center;">99</td> <td style="text-align: center;">92</td> <td style="text-align: center;">95</td> <td style="text-align: center;">91</td> <td style="text-align: center;">93</td> </tr> <tr> <td>Law and Entrepreneurship</td> <td style="text-align: center;">82</td> <td style="text-align: center;">87</td> <td style="text-align: center;">85</td> <td style="text-align: center;">88</td> <td style="text-align: center;">82</td> </tr> <tr> <td>Management</td> <td style="text-align: center;">90</td> <td style="text-align: center;">79</td> <td style="text-align: center;">66</td> <td style="text-align: center;">88</td> <td style="text-align: center;">86</td> </tr> <tr> <td>Managerial Economics</td> <td style="text-align: center;">96</td> <td style="text-align: center;">99</td> <td style="text-align: center;">89</td> <td style="text-align: center;">92</td> <td style="text-align: center;">90</td> </tr> <tr> <td>Marketing</td> <td style="text-align: center;">99</td> <td style="text-align: center;">96</td> <td style="text-align: center;">93</td> <td style="text-align: center;">96</td> <td style="text-align: center;">95</td> </tr> <tr> <td>Psychology and Sociology</td> <td style="text-align: center;">--</td> <td style="text-align: center;">71</td> <td style="text-align: center;">74</td> <td style="text-align: center;">80</td> <td style="text-align: center;">79</td> </tr> <tr> <td>Quantitative Methods</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td style="text-align: center;">27</td> <td style="text-align: center;">36</td> <td style="text-align: center;">44</td> </tr> <tr> <td>Staffing and Human Resources</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td style="text-align: center;">65</td> <td style="text-align: center;">78</td> <td style="text-align: center;">81</td> </tr> <tr> <td>Staffing and Human Resources II</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>	BEM Modules Seminar Papers	06-07	07-08	08-09	09-10	10-11	Business Economics	83	73	63	81	82	Financial Management	95	94	88	92	92	Human Resources Management	100	95	81	82	84	Information Systems and Technology	99	92	95	91	93	Law and Entrepreneurship	82	87	85	88	82	Management	90	79	66	88	86	Managerial Economics	96	99	89	92	90	Marketing	99	96	93	96	95	Psychology and Sociology	--	71	74	80	79	Quantitative Methods	--	--	27	36	44	Staffing and Human Resources	--	--	65	78	81	Staffing and Human Resources II	--	--	--	--	--
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Assessment of the final written exams (BEM and MBA)	Control by the Vice-Rector for Study Affairs (selected successful final tests – evaluation of the quality of answers by students and of the assessments themselves) once in a month, comprehensive academic year report	Answers of students in line with the required learning outcomes, overall success rate above 70% on the bachelor level, above 80% on the MBA level. Objective assessments by the evaluators	Adjustments of the educational processes, training of evaluators	Increasing success rate of the final written exams, although the bachelor level target not met	<p>Overall written final exam test success rate (%)</p> <table border="1"> <caption>Overall written final exam test success rate (%)</caption> <thead> <tr> <th>Year</th> <th>BEM (%)</th> <th>MBA (%)</th> </tr> </thead> <tbody> <tr> <td>2007-08</td> <td>68</td> <td>80</td> </tr> <tr> <td>2008-09</td> <td>60</td> <td>80</td> </tr> <tr> <td>2009-10</td> <td>55</td> <td>75</td> </tr> <tr> <td>2010-11</td> <td>65</td> <td>82</td> </tr> </tbody> </table>	Year	BEM (%)	MBA (%)	2007-08	68	80	2008-09	60	80	2009-10	55	75	2010-11	65	82																																							
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Assessment of the bachelor and master theses	Presentation and defense of theses in front of a professional committee (VSEM lecturers, academic and other university representatives, practitioners), three times a year. Direct, summative, internal, external	Defended conclusions of the theses (more than 90% of the presented theses successfully defended)	In case the success rate is lower than the target rate, adjustments in supervision, addition of seminars (e.g. presentation skills, scientific work methodology) or adjustments in the educational process	Target rate is met	<p>Overall thesis defense success rate (%)</p> <table border="1"> <caption>Overall thesis defense success rate (%)</caption> <thead> <tr> <th>Year</th> <th>BEM (%)</th> <th>MBA (%)</th> </tr> </thead> <tbody> <tr> <td>2007-08</td> <td>98</td> <td>100</td> </tr> <tr> <td>2008-09</td> <td>96.5</td> <td>96.5</td> </tr> <tr> <td>2009-10</td> <td>98</td> <td>92.5</td> </tr> <tr> <td>2010-11</td> <td>96</td> <td>91</td> </tr> </tbody> </table>	Year	BEM (%)	MBA (%)	2007-08	98	100	2008-09	96.5	96.5	2009-10	98	92.5	2010-11	96	91
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