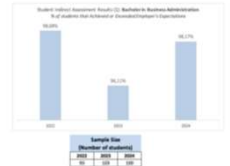

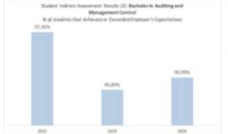
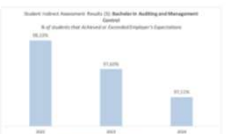


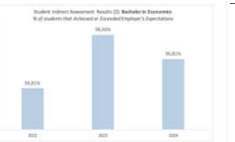
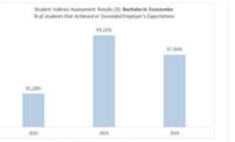
Student Learning Assessment				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: Capstone experience, final-party examination, faculty-designed examination, professional performance, classroom examination). Add these to the description of the measurement instrument in column two:</p> <p>Direct: Assessing student performance by examining samples of student work.</p> <p>Indirect: Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative: An assessment conducted during the student's education.</p> <p>Summative: An assessment conducted at the end of the student's education.</p> <p>Internal: An assessment instrument that was developed within the business unit.</p> <p>External: An assessment instrument that was developed outside the business unit.</p> <p>Comparative: Compare results to external students using data from i.e. 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>			
Approach	Deployment	Analysis of Results	Improvement Action Taken or Improvement made	Graph
Program Learning objectives	What is your measurement instrument or process?	What did you learn from the results?	What did you improve or what is your next step?	
BACHELOR IN BUSINESS ADMINISTRATION				
1. Design business strategies for the organizations to achieve their operational, tactical and strategic objectives.	Direct. Internal. Formative. Project with the development of a FODA analysis and a strategy proposal for the firm to have a successful market entry.	The students improved the development of the skills declared in the first rubric criterion, compared to the previous period assessment. Most students identified correctly the elements for the FODA analysis and its application.	In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment. Improvements to the course Level 4001 Marketing Research: 1. Design a checklist with key questions for students to verify the relevance, validity and strength of the background information in the content of a market research project. 2. Incorporate examples in two citation styles into the eCenter for Research and Educational Services (CES, Centro de Investigaciones y Servicios Educativos), ISO, APA. This will be incorporated as part of the resources for the Center for Research and Educational Services (CES, Centro de Investigaciones y Servicios Educativos) in the Virtual Classroom for semester 1 2025. 3. Develop material with a proposal that provides a general outline for putting together a strategy with information from a market study to analyze the results, going through the definition of strategic objectives, design of tactics to finish with the terms of measurement. This will be applied in semester 2025. Improvement to the measurement instrument Level 4001A Capstone Course: In the activity description for the assessment instrument, it must be specified how the student is expected to generate the situational analysis report, including the citation of the tools used. This improvement must be implemented in semester 1 2025.	<p>For each of performance are established in the rubrics to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students can be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the progress made for these two levels of performance in each period of assessment per semester.</p>
2. Evaluate the financial situation of an organization by using qualitative or quantitative tools for making improvement decisions.	Direct. Internal. Formative. Research project about Continental Tires case study, where the student had to apply financial tools, perform profit analysis and express their opinion on whether buying stocks of this firm was convenient.	The learning outcome has been met in all three measurement criteria, which reflects the validity of the measurement instrument used. However, a review of the content of the subject is necessary to ensure that it has a better focus, and this should be carried out in the next curricular reform.	In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment. Improvements to the program Level 4002 Investment Fundamentals: In the course "Investment Fundamentals", the next curriculum reform should include content that is up to date with new technologies that allow learning in a new context that is mostly digital. This will be worked on in semester 1 2025 and semester 2 2025. Improvements to the course Level 4001 Financial Planning and Control: In the course "Financial Planning and Control" improve the reference material regarding profitability ratios by adding the Return on Invested Capital (ROIC) ratio and including the appropriate comparison with the company's cost of capital. semester 1 - 2025.	<p>For each of performance are established in the rubrics to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students can be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the progress made for these two levels of performance in each period of assessment per semester.</p>
3. Evaluate the economic environment for an organization, which generates relevant information for making optimal decisions.	Direct. Internal. Formative. Case study, where the student 1) Selects a company from the document and analyses the variables that affect it by analysing the external environment, using the PESTEL tool; 2) Selects a company from the case and analyses how economic variables influence the country and their impact on the company; 3) Selects a company from the case and analyses the impact of the country's macroeconomic policies on the company's decisions.	It is necessary to improve the clarity of instructions and communication with students so that they can carry out a more preCenter for Research and Educational Services (CES, Centro de Investigación y Servicios Educativos) and in-depth analysis of the macroenvironment, effectively identifying the political, economic, social, technological (PEST) factors that influence the selected company. The vast majority of students (75.68%) reached a satisfactory level in the identification of macroeconomic variables, indicating a good level of understanding. However, 16.22% are still in development, suggesting that some students need reinforcement in this subject. A small percentage (2.70%) are at the initial level, indicating significant difficulties in identifying these variables. Criterion 2 in the Foreign Trade subject is the criterion with the worst results. More than half of the students (51.35%) are in development of the skill and 10.81% are at the initial level, suggesting that this concept is not being fully understood. Only 32.43% have reached a satisfactory level, indicating that more work is needed in teaching how economic policy impacts aggregate variables.	In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment. Improvements to measurement instrument Level 4001 - Foreign Trade: In order to improve the measurement of the Learning Outcome (LO) according to criterion 2, the wording of the assessment instrument will be optimized to ensure greater accuracy in data collection. Since the subject is taught in person once a week the virtual environment is not suitable for this assessment, a second instrument will not be applied. As an improvement action, in semester 2025 A, an adjusted instrument will be implemented in the classroom, focusing on assessing essential prior knowledge that students must acquire to strengthen their learning.	<p>For each of performance are established in the rubrics to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students can be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the progress made for these two levels of performance in each period of assessment per semester.</p>
4. Propose improvements to the value chain processes for the effective management of an organization.	Direct. Internal. Summative. A multiple-choice test about macroeconomic variables effects of	The majority of students (73%) achieved satisfactory or exemplary performance on this criterion, indicating a good understanding of how macroeconomic fluctuations affect businesses. However, 21.6% are still developing, suggesting that some students require more support to consolidate their learning. There are no students at the beginner level, which is positive.	In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment. Improvements to measurement instrument Level 4001 - Logistic Administration: To improve the assessment of criterion 3, it is proposed to include 1 complementary reading and videos.	<p>For each of performance are established in the rubrics to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students can be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the progress made for these two levels of performance in each period of assessment per semester.</p>
Competencies in Comparative Assessment: Communication, planning, systems thinking, team work, business analysis, decision making.	Indirect. External. Summative. Business simulator. ACBP CompanyGame 2024 International Tournament, which aims to help participants develop their business skills, making decisions and observing their impact, while competing with students from other Latin American institutions.	Thanks to the Estrategías Corporativas y de Negocios course and the experience acquired in the BSG simulator, knowledge of strategies such as differentiation and cost leadership was acquired, which served as a guide to proposing the business model. It was important to have prior accounting and financial knowledge of the possible projections when making a decision; changes as important as price, production, raw materials, investment in advertising, etc. Additionally, knowing the importance of competitors and how to make a correct analysis of their actions was essential to not lose positions during the tournament. Difficulties were present in interpreting the different key indicators that a company may have.	After analyzing the participation in the ACBP Tournament, the following recommendations are presented with the objective of optimizing the performance of the teams and improving the experience of the participants in future editions: Optimizing the use of the platform • Prior training: Organize induction sessions on the use of the platform and the analysis of results to avoid confusion with the game initialization format. • Support and information: Ask the tournament organizers for a communication channel that allows for a solution to technical problems and answers to concerns more quickly.	Ranking 24

<p>Pre-professional internship learning objective 1: Understand the ethical and professional responsibility.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CISE, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Student Indirect Assessment Results (C) Bachelor in Business Administration # of students that Achieved or Exceeded Employer's Expectations</p>  <table border="1"><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2022</td><td>98.00%</td></tr><tr><td>2023</td><td>96.00%</td></tr><tr><td>2024</td><td>98.00%</td></tr></tbody></table> <p>Sample Size Number of students 2022 2023 2024 10 10 10</p> <p>Survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregate results for three consecutive years of performance, in each period of assessment (per year).</p>	Year	Percentage	2022	98.00%	2023	96.00%	2024	98.00%
Year	Percentage											
2022	98.00%											
2023	96.00%											
2024	98.00%											
<p>Pre-professional internship learning objective 2: Effective communication.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CISE, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Student Indirect Assessment Results (C) Bachelor in Business Administration # of students that Achieved or Exceeded Employer's Expectations</p>  <table border="1"><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2022</td><td>98.00%</td></tr><tr><td>2023</td><td>95.00%</td></tr><tr><td>2024</td><td>95.00%</td></tr></tbody></table> <p>Sample Size Number of students 2022 2023 2024 10 10 10</p> <p>Survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregate results for three consecutive years of performance, in each period of assessment (per year).</p>	Year	Percentage	2022	98.00%	2023	95.00%	2024	95.00%
Year	Percentage											
2022	98.00%											
2023	95.00%											
2024	95.00%											

<p>Pre-professional internship learning objective 3: Multidisciplinary team work.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vínculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Student Indirect Assessment Results (C) Building Business Administration % of students that Achieved or Exceeded Expectations</p> <p>97.6% 96.2% 98.0%</p> <p>Sample Size (Number of students) 2023 2024 2025 100 100 100</p> <p>Survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregated results for these two levels of performance, in each period of assessment (per year).</p>
<p>Pre-professional internship technical learning objective , according to the position activities.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vínculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Student Indirect Assessment Results (C) Building Business Administration % of students that Achieved or Exceeded Expectations</p> <p>97.6% 96.2% 98.0%</p> <p>Sample Size (Number of students) 2023 2024 2025 100 100 100</p> <p>Survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregated results for these two levels of performance, in each period of assessment (per year).</p>
<p>BACHELOR IN AUDITING AND MANAGEMENT CONTROL</p> <p>1. Design internal management and control systems, following international standards, to meet business needs.</p> <p>Criteria of the rubric: 1. Analyze the components of the internal management and control systems. 2. Evaluate the internal management and control systems. 3. Create an effective internal management and control system.</p> <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Activity where students had to 1) Identify and propose improvements for each of the internal control components according to the COSO framework; 2) Identify critical factors in a real company and use internal and administrative control tools to evaluate the strengths and areas for improvement in a specific process; 3) Prepare a report of findings, using administrative control tools and, subsequently, propose specific recommendations or solutions related to the problem or non-conformities previously identified.</p> <p>Direct. Internal. Sumative.</p> <p>Activity, where students had to 1) Make a description of the global components of internal control; 2) Report on the effectiveness of controls; 3) Create the Matrix for risk management.</p>	<p>The overall results of the course show that the goal was met, and training activities were implemented based on case studies and computer tools. Students design management and internal control systems, following international standards, and solving business needs. However, in certain cases, opportunities for improvement are evident in the evaluation of the effectiveness of a management and internal control system, because in the writing of the findings not all of its attributes are considered. Additionally, in some cases, new developments are also evident in the creation of a management and internal control system, because the issuance and writing of recommendations were not appropriate for solving the problem.</p> <p>The overall results of the course show that the goal was met, and training activities were implemented with a case study. Students design management and internal control systems, following international standards, and solving business needs. However, in certain cases there are opportunities for improvement in the creation of an effective internal management and control system, because the final product (report or policy and procedure manuals) failed to include detailed internal controls and appropriate recommendations in accordance with international standards.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Improvements to the course Level 4004 Productivity Management: Plan and carry out a training activity. Analytical reading and case study for the writing of findings and issuance of recommendations, through the inclusion of resources for reading and development of the workshops in the subject of Productivity Management, Unit 1.1 "Studies of applicable procedures", in the 1st semester 2025.</p> <p>Improvements to the course Level 4004 Capstone Course: Redesign and implement the training activity, incorporating practical case examples of internal control details and issuing appropriate recommendations to mitigate control risks, and the development of an application case study workshop, as part of a class in the Integrative Subject of Audit and Management Control in unit 1 "Definition of problem/opportunity" in the 1st semester 2025.</p>	<p>Student Learning Assessment Results (C) Building and Management Control % of students that achieved or exceeded expectations</p> <p>98% 98% 98%</p> <p>Sample Size (Number of students) 2023 2nd Semester 2024 1st Semester 2024 2nd Semester 100 100 100</p> <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregated results for these two levels of performance, in each period of assessment (per semester).</p>
<p>2. Evaluate financial information, considering the legal framework for the issuance of technical opinions and decision-making by public and private companies.</p> <p>Criteria of the rubric: 1. Understand the legal framework for auditing financial information 2. Apply the legal framework for preparing financial information 3. Assess the reasonableness of financial information</p> <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Activity, where the students had to 1) Determine the type of infringement for each case (regulatory violation or contravention); 2) Calculate the amount of the penalty for each infringement, considering the corresponding legal provisions; 3) Justify the amount to be paid as determined in the regulations.</p> <p>Direct. Internal. Summative.</p> <p>Activity, where the students had to 1) Determine the scope of the audit; 2) Design audit procedures; 3) Analyze cash equivalents</p>	<p>Improve the instrument regarding violations committed by taxpayers, focusing on the different existing taxpayers, whether these are natural persons not required to keep accounts, persons required to keep accounts, companies, special taxpayers.</p> <p>The general results of the course show that the goal was met. However, it is necessary for students to have more information and knowledge about the applications of NIC, ISA and IFRS.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Improvements to measurement instrument Level 2004 Tax Law: In the subject Tax Law, in semester 2025, the instrument (case study) will be improved with more precise instructions regarding the type of taxpayers and the violation committed.</p> <p>Improvements to the course Level 4004 Capstone Course: During semester 2025, in the course Capstone Course, downloadable material on IAS, ISA and IFRS will be offered to students and study cases will be implemented so that students will learn about real application cases.</p>	<p>Student Learning Assessment Results (C) Building and Management Control % of students that achieved or exceeded expectations</p> <p>98% 98% 98%</p> <p>Sample Size (Number of students) 2023 2nd Semester 2024 1st Semester 2024 2nd Semester 100 100 100</p> <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregated results for these two levels of performance, in each period of assessment (per semester).</p>
<p>Competencies in Comparative Assessment: Communication, planning, systems thinking, team work, business analysis, decision making.</p>	<p>Indirect. External. Summative.</p> <p>Business simulator. ACBSP CompanyGame 2024 International Tournament, which aims to help participants develop their business skills, making decisions and observing their impact, while competing with students from other Latin American institutions.</p>	<p>In the accounting area, the knowledge acquired during the program was sufficient to analyze the financial statements and make the necessary projections in the simulator. Understanding the financial analysis techniques allowed informed decisions to be made regarding the management of costs, income and the financial structure of the company.</p>	<p>Following the analysis of participation in the ACBSP Tournament, the following recommendations are presented with the aim of optimizing the performance of the teams and improving the experience of participants in future editions</p> <p>Strengthening the Competencies • Include training in business analysis tools: Integrate workshops on interpretation of key indicators, digital marketing and analysis of consumer behavior. • Pre-tournament simulations: Implement internal simulation rounds before the competition so that students become familiar with the use of these tools.</p>	<p>Ranking 10</p>
<p>Pre-professional internship learning objective 1: Understand the ethical and professional responsibility.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vínculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Student Indirect Assessment Results (C) Building and Management Control % of students that Achieved or Exceeded Expectations</p> <p>97.6% 96.2% 98.0%</p> <p>Sample Size (Number of students) 2023 2024 2025 100 100 100</p> <p>Survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregated results for these two levels of performance, in each period of assessment (per year).</p>

<p>Pre-professional internship learning objective 2: Effective communication.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Student Indirect Assessment Results (2) Satisfaction in Building and Management Control</p> <p>% of students that Achieved or Exceeded Expectations</p>  <table border="1"><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2022</td><td>97.00%</td></tr><tr><td>2023</td><td>95.00%</td></tr><tr><td>2024</td><td>95.00%</td></tr></tbody></table> <p>Legend: 2022 2023 2024</p> <p>Legend is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per year).</p>	Year	Percentage	2022	97.00%	2023	95.00%	2024	95.00%
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<p>Pre-professional internship learning objective 3: Multidisciplinary team work.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Student Indirect Assessment Results (2) Satisfaction in Building and Management Control</p> <p>% of students that Achieved or Exceeded Expectations</p>  <table border="1"><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2022</td><td>97.00%</td></tr><tr><td>2023</td><td>95.00%</td></tr><tr><td>2024</td><td>95.00%</td></tr></tbody></table> <p>Legend: 2022 2023 2024</p> <p>Legend is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per year).</p>	Year	Percentage	2022	97.00%	2023	95.00%	2024	95.00%
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<p>Pre-professional internship technical learning objective , according to the position activities.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CISE, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Student Internal Assessment Results (C) Bachelor in Building and Management Control</p> <p>% of students that Achieved or Exceeded Expectations</p> <p>92.00% 96.00% 91.00%</p> <p>2022 2023 2024</p> <p>Sample Size (Number of students)</p> <p>2022 2023 2024</p> <p>127 95 88</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per year).</p>
<p>BACHELOR IN ECONOMICS</p> <p>1. Evaluate the price formation process under different market structures for the efficient allocation of resources.</p> <p>Rubric criteria:</p> <ol style="list-style-type: none"> 1. Identify market structures 2. Compare the price formation process in different market structures 3. Evaluate the efficiency of resource allocation in the market <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Assessment activity about microeconomics topics.</p> <p>Direct. Internal. Summative.</p> <p>Test including an exercise of natural monopoly and efficient resource allocation.</p>	<p>Several students were confused when recognizing deadweight caused by price controls, in particular they confused deadweight with shortages. They also had certain problems in recognizing consumer and producer surpluses under monopoly and the causes of the shift in the demand curve. All of these topics come from the introductory level of economics (level 100-2). The topics related to externalities and efficiency are well evaluated.</p> <p>A more solid preparation was seen in this cohort, so that more topics of interest to the students were covered.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Improvements to the program</p> <ul style="list-style-type: none"> Coordinate with the professors of all Microeconomics courses the inclusion of exercises of analysis of economic efficiency in at least one unit of the syllabus, either in the first or second period. <p>Improvements to the course</p> <ul style="list-style-type: none"> Level 1001 Microeconomics II: Complement the improvement activity already established as a task in the unit of externalities with another analysis activity in the first period in the unit of asymmetric information. <p>Improvements to the course</p> <ul style="list-style-type: none"> Level 4001 Industrial Organization: It is planned to improve the examples and digital materials so that the students practice in their autonomous learning hours, these exercises on identification, price formation and efficient allocation of resources will be implemented. 	<p>Student Learning Assessment Results (2022) Bachelor in Economics</p> <p>% of students that achieved satisfactory and exemplary performance</p> <p>71% 94%</p> <p>2022 2024</p> <p>Sample Size (Number of students)</p> <p>2022 2024</p> <p>101 94</p> <p>Four levels of performance are established in the rubric. Learning objectives: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per year).</p>
<p>2. Evaluate the effects of macroeconomic policies on the decision-making of economic agents.</p> <p>Criteria of the rubric:</p> <ol style="list-style-type: none"> 1. Compare macroeconomic policies 2. Establish the effects of macroeconomic policies 3. Assess the impacts of macroeconomic policies <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Multiple choice test on macroeconomic topics.</p> <p>Direct. Internal. Summative.</p> <p>Multiple choice test on macroeconomic topics.</p>	<p>The impact of macroeconomic policy is something that can be reinforced, as well as study cases on economic growth, with special focus on the Ecuadorian reality.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Improvements to the course</p> <ul style="list-style-type: none"> Level 1001 Microeconomics II: Reinforce the effects of public policy. <p>Improvements to the course</p> <ul style="list-style-type: none"> Level 4001 Development and Economic Growth: Use study cases on economic growth, such as the case of the Asian Tigers and the study of Ecuadorian reality. 	<p>Student Learning Assessment Results (2023) Bachelor in Economics</p> <p>% of students that achieved satisfactory and exemplary performance</p> <p>70% 94% 92%</p> <p>2022 2023 2024</p> <p>Sample Size (Number of students)</p> <p>2022 2023 2024</p> <p>101 94 97</p> <p>Four levels of performance are established in the rubric. Learning objectives: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per year).</p>
<p>3. Assess the use of financial resources for efficient decision-making in different areas.</p> <p>Rubric criteria:</p> <ol style="list-style-type: none"> 1. Identify the relevant variables of a financial decision 2. Apply financial tools or models 3. Evaluate the use of financial resources <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Activity where students were asked to 1) Identify the financial information that accounts for the most relevant financial indicators in the company's financial performance; 2) Calculate the Dupont equation, its different elements, and to interpret what factors make the company's shareholder profitability perform well or poorly; 3) Choose what type of decisions they would make as "Owner or CEO of the company" to increase shareholder profitability.</p> <p>Direct. Internal. Summative.</p> <p>A Multiple choice test on macroeconomic topics.</p>	<p>Students do not have a major understanding of financial indicators, especially how to interpret the factors of the company's financial performance through financial indicators. Students without the help of notes do not remember how financial indicators are prepared, so it would be necessary to analyze whether the understanding of financial indicators or their memorization is evaluated more.</p> <p>Improvements to the course</p> <ul style="list-style-type: none"> Level 1001 Financial Analysis: Conduct more practical group activities on Harvard financial analysis cases and conduct group discussions in class. <p>Improvements to measurement instrument</p> <ul style="list-style-type: none"> Level 1001 Financial Analysis: Provide information on 2 years of Income Statement. Allow the students to explain their answers. <p>Improvements to the course</p> <ul style="list-style-type: none"> Level 4001 Social Return and Investment: More practical exercises and multimedia materials will be incorporated during classes, facilitating a better understanding and application of the content. This strategy will be implemented from the second semester of 2025, allowing students to reinforce their prior knowledge and apply it more effectively in financial analysis and decision-making in projects. <p>Criterion 1 shows a low performance, since only 27.78% of students have reached a satisfactory or exemplary level, which suggests that students have difficulties in identifying the key variables in a financial decision. It is necessary to reinforce this topic with more detailed explanations and practical exercises.</p> <p>In addition, they have difficulties in applying financial tools and models. This may indicate the need for more practical exercises and</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Improvements to the course</p> <ul style="list-style-type: none"> Level 1001 Financial Analysis: Conduct more practical group activities on Harvard financial analysis cases and conduct group discussions in class. <p>Improvements to measurement instrument</p> <ul style="list-style-type: none"> Level 1001 Financial Analysis: Provide information on 2 years of Income Statement. Allow the students to explain their answers. <p>Improvements to the course</p> <ul style="list-style-type: none"> Level 4001 Social Return and Investment: More practical exercises and multimedia materials will be incorporated during classes, facilitating a better understanding and application of the content. This strategy will be implemented from the second semester of 2025, allowing students to reinforce their prior knowledge and apply it more effectively in financial analysis and decision-making in projects. 	<p>Student Learning Assessment Results (2023) Bachelor in Economics</p> <p>% of students that achieved satisfactory and exemplary performance</p> <p>70% 94% 74%</p> <p>2022 2023 2024</p> <p>Sample Size (Number of students)</p> <p>2022 2023 2024</p> <p>101 94 97</p> <p>Four levels of performance are established in the rubric. Learning objectives: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per year).</p>
<p>Competencies in Comparative Assessment: Communication, planning, systems thinking, team work, business analysis, decision making.</p>	<p>Indirect. External. Summative.</p> <p>Business simulator. ACBSP CompanyGame 2024 International Tournament, which aims to help participants develop their business skills, making decisions and observing their impact, while competing with students from other Latin American institutions.</p>	<p>Key knowledge was needed in areas such as financial analysis, behavioral economics, financial mathematics, and accounting fundamentals.</p> <p>Lack of marketing skills, as these allow for competitive positioning and optimization of the company's impact on the market, which requires a deep understanding of marketing tactics and consumer behavior.</p>	<p>Following the analysis of participation in the ACBSP tournament, the following recommendations are presented with the aim of optimizing the performance of the teams and improving the experience of the participants in future editions.</p> <p>Reinforce the marketing skills, focusing on consumer behavior.</p>	<p>Ranking 10</p>
<p>Pre-professional internship learning objective 1: Understand the ethical and professional responsibility.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CISE, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Student Internal Assessment Results (C) Bachelor in Economics</p> <p>% of students that Achieved or Exceeded Expectations</p> <p>96.00% 96.00% 96.00%</p> <p>2022 2023 2024</p> <p>Sample Size (Number of students)</p> <p>2022 2023 2024</p> <p>127 95 88</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per year).</p>

<p>Pre-professional internship learning objective 2: Effective communication.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<div><p>Student Indirect Assessment Results (2) Bachelor in Economics % of students that Achieved or Exceeded Employer's Expectations</p><table><thead><tr><th>Year</th><th>2022</th><th>2023</th><th>2024</th></tr></thead><tbody><tr><td>Percentage</td><td>94.21%</td><td>98.60%</td><td>96.21%</td></tr></tbody></table><p>Sample Size (Number of students)</p><table><thead><tr><th>Year</th><th>2022</th><th>2023</th><th>2024</th></tr></thead><tbody><tr><td>Sample Size</td><td>134</td><td>125</td><td>95</td></tr></tbody></table><p>Survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per year).</p></div>	Year	2022	2023	2024	Percentage	94.21%	98.60%	96.21%	Year	2022	2023	2024	Sample Size	134	125	95
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<p>Pre-professional internship learning objective 3: Multidisciplinary team work.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have a exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<div><p>Student Indirect Assessment Results (2) Bachelor in Economics % of students that Achieved or Exceeded Employer's Expectations</p><table><thead><tr><th>Year</th><th>2022</th><th>2023</th><th>2024</th></tr></thead><tbody><tr><td>Percentage</td><td>92.28%</td><td>95.17%</td><td>97.28%</td></tr></tbody></table><p>Sample Size (Number of students)</p><table><thead><tr><th>Year</th><th>2022</th><th>2023</th><th>2024</th></tr></thead><tbody><tr><td>Sample Size</td><td>127</td><td>124</td><td>88</td></tr></tbody></table><p>Survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per year).</p></div>	Year	2022	2023	2024	Percentage	92.28%	95.17%	97.28%	Year	2022	2023	2024	Sample Size	127	124	88
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<p>BACHELOR IN TOURISM</p> <p>1. Design innovative and contextualized tourism planning solutions applied to the management of economic, social and environmental transformations in various spaces and territories.</p> <p>Rubric criteria:</p> <ol style="list-style-type: none"> 1. Apply tourism planning methodologies, techniques and/or tools in various spaces and territories. 2. Develop tourism planning solutions that promote economic, social and environmental transformations of tourism. 3. Formulate value judgments on tourism planning solutions in various spaces and territories. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Prototype. Tourism development plan</p> <p>Direct. Internal. Summative.</p> <p>SWOT, Stakeholder matrix, Tourism system, Impact analysis, Indicator system</p>	<p>Students are able to develop a final project in accordance with the expected learning outcomes.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	<p>Student Learning Assessment Results (2022) Bachelor in Tourism Nº of students that achieved satisfactory and Exemplary performance</p> <p>Sample Size (Number of students) 2022 2nd semester 2023 1st semester 2024 2nd semester 100 100 100</p> <p>Four levels of performance are established in the rubric to assess each learning objective: initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students can be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>2. Use Information and Communication Technologies (ICT) that are essential for competitive and collaborative professional practice in the tourism sector.</p> <p>Rubric criteria:</p> <ol style="list-style-type: none"> 1. Recognize Information and Communication Technologies (ICT) that are essential for the tourism sector. 2. Apply information and communication technology tools that are important for tourism professionals. 3. Use Information and Communication Technologies (ICT) for competitive and collaborative professional practice in the tourism sector. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Maps created in QGIS or Google Earth throughout the project</p> <p>Direct. Internal. Summative.</p> <p>Identification of the use of ICT in the chosen intermediation company</p>	<p>Students have weaknesses regarding the use of ICT in tourism planning, but they have knowledge about the use of global positioning systems through digital applications.</p> <p>Students have difficulties in obtaining information on the use of ICT in tourism intermediation companies at a national level because they consider it sensitive information, so it will be addressed from another perspective.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Improvements to the course</p> <p>Level 2024 Principles of Tourism Planning:</p> <p>In the subject Principles of Tourism Planning practical material will be prepared for students about the use of ICT (GIS) associated with tourism planning, which will be updated to the portal. This will be implemented in semester I of 2025.</p> <p>Improvements to measurement instrument</p> <p>Level 4024 Travel Agencies:</p> <p>In the course Travel Agencies a workshop will be included in which the use of ICT and its trends in the travel industry at an international level will be analyzed. This will be done by taking into consideration the service provider (Amadeus, Sabre and Travelport) and its impact within the travel industry. Implementation is planned in semester I of 2025.</p>	<p>Student Learning Assessment Results (2022) Bachelor in Tourism Nº of students that achieved satisfactory and Exemplary performance</p> <p>Sample Size (Number of students) 2022 2nd semester 2023 1st semester 2024 2nd semester 100 100 100</p> <p>Four levels of performance are established in the rubric to assess each learning objective: initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students can be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>3. Design tourism products and experiences in accordance with market trends or specific demand requirements, in an innovative way and with a value proposition for the diversification of the tourism offer.</p> <p>Rubric criteria:</p> <ol style="list-style-type: none"> 1. Explain the different methodologies used in the generation and development of competitive and experiential tourism products for diverse audiences. 2. Apply the fundamental criteria and components for the development of competitive tourism products and experiences. 3. Create innovative tourism products and experiences with a value proposition aimed at specific market segments for the diversification of the offer. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Create a 10-minute presentation on the different types of tourism products identified in the City of Guayaquil. The presentation should reflect solid teamwork, demonstrate leadership, and foster a collaborative and inclusive environment. Students should explain the different methodologies used in the generation and development of competitive and experiential tourism products for diverse audiences in the city of Guayaquil.</p> <p>Direct. Internal. Summative.</p> <p>Create a video about the product and the tourist experience (characteristics, typologies, methodologies and examples)</p> <p>Case study on the product and tourist experience in accommodation establishments.</p> <p>Task outside the classroom on the generation of an innovative proposal for a product and tourist experience in the accommodation sector in Ecuador</p>	<p>In the comprehensive evaluation of the tourism operation, from planning to the execution of field trips, students have been able to develop organizational and coordination skills in tourism programs. They are also able to analyze the impact of tourism operations on communities and the environment.</p> <p>Students show weaknesses on the subject related to market and demand analysis. These gaps will be addressed through practical tools related to the subject that will help improve proposals in the design of tourism products and experiences.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Improvements to the course</p> <p>Level 4024 Hotel Management:</p> <p>In the course Hotel Management, material (own and scientific articles) on the two topics will be uploaded in the portal. This will be done in Unit 10 in semester I of 2025, as well as the execution of practical work that solves the gaps that students have in the area of tourism marketing.</p> <p>Improvements to the course</p> <p>Level 4024 Hotel Management:</p> <p>In the course Hotel Management, material (own and scientific articles) on the two topics will be uploaded in the portal. This will be done in Unit 10 in semester I of 2025, as well as the execution of practical work that solves the gaps that students have in the area of tourism marketing.</p>	<p>Student Learning Assessment Results (2022) Bachelor in Tourism Nº of students that achieved satisfactory and Exemplary performance</p> <p>Sample Size (Number of students) 2022 2nd semester 2023 1st semester 2024 2nd semester 100 100 100</p> <p>Four levels of performance are established in the rubric to assess each learning objective: initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students can be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>4. Design events in a technical, professional and environmentally conscious manner for efficient management, planning and execution, based on the specific requirements of the demand.</p> <p>Rubric criteria:</p> <ol style="list-style-type: none"> 1. Identify technical competencies for event management and planning, taking into consideration the requirements of the demand. 2. Implement technical considerations regarding environmental awareness within the management, planning and execution of events, based on the specific requirements of the demand 3. Design events in a technical and professional manner for management and planning, with sustainability criteria and taking into consideration the requirements of the demand. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p> <p>Also, they had to create a complete post-event report based on the</p>	<p>Direct. Internal. Formative.</p> <p>Activity: design of an event.</p> <p>Direct. Internal. Summative.</p> <p>Presentation. Students had to perform a presentation explaining the technical skills required for the management, planning and execution of a virtual, addressing the specific requirements of the demand.</p> <p>Also, they had to create a complete post-event report based on the</p>	<p>It has been observed that students do not consider environmental criteria as a value proposition that they can promote among the market segments of interest for any tourism product.</p> <p>Environmental impact management, even in virtual events, has not been considered in depth within the program. Regarding the design of sustainable events, an effective integration of sustainability principles must be achieved, in order to achieve an exemplary reach by students.</p> <p>Although the organization of a virtual event by itself is 78% more sustainable than a face-to-face event, a design oriented towards technical and professional sustainability should be projected, such as the optimization of resources, the minimization of energy consumption, or the use of technological platforms with a smaller ecological footprint.</p> <p>It can be recognized that students have demonstrated an adequate level of organization in terms of time management and the handling of the materials provided. These aspects are fundamental in the planning and execution of virtual events, since they guarantee an orderly and efficient execution. The adequate arrangement of resources and respect for the times of participants reflect a basic understanding of the logistical needs of a virtual event.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Improvements to the program</p> <p>Level 4024 Travel Marketing:</p> <p>In class 3 of unit 5, as part of the review of the value elements of the Bain Pyramid, it will be explained in class that some environmental variables can be attributes that target markets appreciate in a tourism product. Short reading material will be included in the Virtual Classroom on this subject. This action will be implemented in semester 2-2025.</p> <p>Improvements to measurement instrument</p> <p>Level 4024 Conventions and Events:</p> <p>Create an evaluator rubric that includes aspects such as: efficiency in the use of platforms, time management, use of digital materials, choice of sustainable communication tools, and innovative proposals on how to minimize the ecological footprint. This rubric will be applied in the students' final projects. The activities mentioned could be implemented in the face-to-face sessions, and in the practical tasks related to the design of virtual events in the course. This content will be included in the next semester, as part of the curriculum for semester I 2025.</p>	<p>Student Learning Assessment Results (2022) Bachelor in Tourism Nº of students that achieved satisfactory and Exemplary performance</p> <p>Sample Size (Number of students) 2022 2nd semester 2023 1st semester 2024 2nd semester 100 100 100</p> <p>Four levels of performance are established in the rubric to assess each learning objective: initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students can be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>

<p>5. Design solution proposals that allow the enhancement of Ecuador's natural and cultural heritage for its care, responsible and appropriate use.</p> <p>Rubric criteria:</p> <ol style="list-style-type: none"> 1. Identify the natural and cultural heritage of Ecuador, as well as its use in the tourism sector. 2. Analyze the conditions and needs of Ecuador's natural and cultural heritage for its enhancement, in a responsible manner, in the tourism sector. 3. Formulate solution proposals that allow the enhancement of Ecuador's natural and cultural heritage for its care and responsible use in the tourism sector. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Document consisting of a map that identifies the study area and the actions of the actors in relation to the cultural and natural heritage.</p> <p>Document where the qualitative and quantitative methodology is applied, to know how to make better use of the Cultural Heritage.</p> <p>Document that consists of a theoretical foundation, a diagnosis of the Heritage, whether natural or cultural, the application of a data analysis methodology and a proposal for the management of the Cultural and Natural Heritage.</p> <p>Direct. Internal. Summative.</p> <p>Select one of the heritage sites and propose a well-structured action plan to improve its value. The proposal must include: a) Clear and specific objectives. b) Concrete strategies for the conservation and promotion of the site. c) Measures for responsible and sustainable tourism at the site. d) Indicators to evaluate the success of the proposals.</p>	<p>Students lack knowledge of certain methodologies for studies related to Cultural and Natural Heritage. However, they have skills in the use of tourism planning tools, which complement the methodologies applied in the subject Research Methods in Tourism.</p> <p>Although the results meet the goal, the instrument can be improved to optimize the threats and opportunities of Ecuador's natural and cultural heritage.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Improvements to the course</p> <p>Level 4004: Tourism Research Methods:</p> <p>Include in the course case studies that refer to the application of a methodology that is used for specific studies of Cultural and Natural Heritage. This methodology will be taught in week 4, of semester 1, 2025. It is expected that the student will have more methodological tools to carry out studies in the cultural field.</p> <p>Also, the professor will include in the subject, case studies where a tourism planning tool is applied, to complement the methodologies used in class. This tool will be applied in week 10 of semester 1, 2025. It is expected that the student will have more methodological tools to carry out studies in the tourism field.</p> <p>Improvements to measurement instrument</p> <p>Level 4004: Project Management</p> <p>Question 2 of the instrument will be improved, requesting more clearly the sources of information and the methodology to identify threats and opportunities in semester 1, 2025.</p>	<p>Target 75%</p> <p>75%</p> <p>75%</p> <p>75%</p> <p>2023 (1st semester) 2023 (2nd semester) 2024 (1st semester)</p> <p>Sample Size (Number of students)</p> <p>2023 = 75 2023 = 75 2024 = 75</p> <p>75 75 75</p> <p>The level of performance on the rubric is set to optimize learning objectives, which strengthen learning outcomes. A target of 75% of the total students is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>Competencies in Comparative Assessment: Communication, planning, systems thinking, team work, business analysis, decision making.</p>	<p>Indirect. External. Summative.</p> <p>Business simulator. ACBSP CompanyGame 2024 International Tournament, which aims to help participants develop their business skills, making decisions and observing their impact, while competing with students from other Latin American institutions.</p>	<p>Knowledge of financial analysis was important to interpret financial statements and make projections that allowed evaluating the viability of the decisions made, especially in terms of investment, debt and cost optimization. It was also important to have knowledge in Marketing, since the strategies related to strengthening brand value and market share were well implemented, based on principles learned about market segmentation.</p> <p>Lack of knowledge about financial accounting (and tax) fields related to the cost-benefit of each product offered on the market. Additionally, management of marketing, segmentation and decision-making, since the group had problems defining the segment in which they wanted to delve deeper. Finally, a weakness was detected in terms of soft skills such as leadership and internal order, which could have facilitated teamwork.</p>	<p>Following the analysis of participation in the ACBSP Tournament, the following recommendations are presented with the aim of optimizing the performance of the teams and improving the experience of the participants in future editions:</p> <p>Reinforce topics about financial accounting (and tax) fields related to the cost-benefit of each product offered on the market. Also, management of marketing, segmentation and decision-making need to be enhanced. Soft skills such as leadership and internal order, which could have facilitated teamwork, need to be reinforced.</p>	<p>Target 75%</p> <p>75%</p> <p>75%</p> <p>75%</p> <p>2023 (1st semester) 2023 (2nd semester) 2024 (1st semester)</p> <p>Sample Size (Number of students)</p> <p>2023 = 75 2023 = 75 2024 = 75</p> <p>75 75 75</p> <p>The level of performance on the rubric is set to optimize learning objectives, which strengthen learning outcomes. A target of 75% of the total students is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>Pre-professional internship learning objective 1: Understand the ethical and professional responsibility.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have an exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Target 75%</p> <p>75%</p> <p>75%</p> <p>75%</p> <p>2023 (1st semester) 2023 (2nd semester) 2024 (1st semester)</p> <p>Sample Size (Number of students)</p> <p>2023 = 75 2023 = 75 2024 = 75</p> <p>75 75 75</p> <p>The level of performance on the rubric is set to optimize learning objectives, which strengthen learning outcomes. A target of 75% of the total students is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>Pre-professional internship learning objective 2: Effective communication.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have an exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Target 75%</p> <p>75%</p> <p>75%</p> <p>75%</p> <p>2023 (1st semester) 2023 (2nd semester) 2024 (1st semester)</p> <p>Sample Size (Number of students)</p> <p>2023 = 75 2023 = 75 2024 = 75</p> <p>75 75 75</p> <p>The level of performance on the rubric is set to optimize learning objectives, which strengthen learning outcomes. A target of 75% of the total students is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>Pre-professional internship learning objective 3: Multidisciplinary team work.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have an exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Target 75%</p> <p>75%</p> <p>75%</p> <p>75%</p> <p>2023 (1st semester) 2023 (2nd semester) 2024 (1st semester)</p> <p>Sample Size (Number of students)</p> <p>2023 = 75 2023 = 75 2024 = 75</p> <p>75 75 75</p> <p>The level of performance on the rubric is set to optimize learning objectives, which strengthen learning outcomes. A target of 75% of the total students is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>Pre-professional internship technical learning objective , according to the position activities.</p> <p>A survey is applied on the employers about the students' internship performance. It contains 4 levels of performance, being Achieved Expectations and Exceeded Expectations, the highest ones.</p>	<p>Indirect. External. Summative.</p> <p>Survey applied to employers in the institutional portal of Vinculos ESPOL. Indirect measurement of learning outcomes in business practices.</p>	<p>Students have an exemplary performance in the pre-professional practices. Although some soft skills can be better trained in the program.</p>	<p>The institution and the business unit train students not only in technical skills but also in soft skills. A pedagogic material for professors and students is being developed by the Institutional Center for Research and Educational Services (Center for Research and Educational Services (CRES, Centro de Investigación y Servicios Educativos), Centro de Investigación y Servicios Educativos). This material will be shared in the courses that follow the curriculum path for the training in soft skills.</p>	<p>Target 75%</p> <p>75%</p> <p>75%</p> <p>75%</p> <p>2023 (1st semester) 2023 (2nd semester) 2024 (1st semester)</p> <p>Sample Size (Number of students)</p> <p>2023 = 75 2023 = 75 2024 = 75</p> <p>75 75 75</p> <p>The level of performance on the rubric is set to optimize learning objectives, which strengthen learning outcomes. A target of 75% of the total students is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>

<p>MASTER IN FINANCE</p> <p>1. Analyze the key factors that affect the value of a company, by applying valuation methodologies, to support actions that promote efficient financial management.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Understand accounting and financial concepts 2. Apply business valuation methodologies 3. Analyze the key factors that affect the value of the organization <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Celuladé case</p>	<p>It is necessary to strengthen the content of the topic "Financial Statements and Cash Flow Analysis".</p>	<p>Work on an activity to reinforce the content related to "Financial Statements and Cash Flow Analysis" required through student practice.</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	<p>Student Learning Assessment Results (2022) Master in Finance At 75% students achieved Satisfactory and Exemplary performance</p> <p>Target 75%</p> <p>2022 2nd Semester 2024 1st Semester 2024 2nd Semester</p> <p>Sample Size Number of students 2022 2nd Semester 2024 1st Semester 2024 2nd Semester 10 10 10</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students is set to be achieved for Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>2. Evaluate investment and financing strategies to propose solutions that promote increased business value.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Explain basic financial concepts and principles related to investment and financing. 2. Analyze financial information to identify investment and financing opportunities. 3. Evaluate investment and financing alternatives for decision-making that promote increased business value. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Juan Martinez case</p>	<p>Regarding to the criteria 2 of the rubric, the assessment instrument should be updated so that it can provide more information on investment and financing opportunities.</p>	<p>Update case information to deepen the understanding of investment and financing opportunities.</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	<p>Student Learning Assessment Results (2022) Master in Finance At 75% students achieved Satisfactory and Exemplary performance</p> <p>Target 75%</p> <p>2022 2nd Semester 2024 1st Semester 2024 2nd Semester</p> <p>Sample Size Number of students 2022 2nd Semester 2024 1st Semester 2024 2nd Semester 10 10 10</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students is set to be achieved for the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>3. Evaluate the financial planning and control processes for the development of efficient management of business resources.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Understand the financial planning and control processes. 2. Analyze the financial planning and control processes to identify areas for improvement. 3. Evaluate the efficiency of the financial planning and control processes in the management of business resources. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Formulation work of Management Planning and Control applied to a real company</p>	<p>Resources for enhancing the planning process in the firm can be provided to the students.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	<p>Student Learning Assessment Results (2022) Master in Finance At 75% students achieved Satisfactory and Exemplary performance</p> <p>Target 75%</p> <p>2022 2nd Semester 2024 1st Semester 2024 2nd Semester</p> <p>Sample Size Number of students 2022 2nd Semester 2024 1st Semester 2024 2nd Semester 10 10 10</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students is set to be achieved for the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>4. Apply quantitative analysis methods and economic models to develop business strategies that consider the factors that drive the competitiveness of organizations.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Understand quantitative analysis methods and economic models. 2. Analyze data and apply economic models. 3. Integrate knowledge and analysis to develop business strategies. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Workshop on economic principles, market equilibrium, and supply and demand shock effects and business case study.</p>	<p>Students showed slight deficiencies in understanding quantitative analysis methods and economic models, as well as in integrating knowledge and analysis to develop business strategies.</p>	<p>Conduct practical exercises with real-world databases and apply economic models. Improve analytical skills by conducting contemporary economic case studies and promoting course discussion.</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	<p>Student Learning Assessment Results (2022) Master in Finance At 75% students achieved Satisfactory and Exemplary performance</p> <p>Target 75%</p> <p>2022 2nd Semester 2024 1st Semester 2024 2nd Semester</p> <p>Sample Size Number of students 2022 2nd Semester 2024 1st Semester 2024 2nd Semester 10 10 10</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students is set to be achieved for the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
<p>Competencies in Comparative Assessment: Communication, planning, systems thinking, team work, business analysis, decision making.</p>	<p>Indirect. External. Summative.</p> <p>Business simulator. ACBSP CompanyGame 2024 International Tournament, which aims to help participants develop their business skills, making decisions and observing their impact, while competing with students from other Latin American institutions.</p>	<p>Skills in financial analysis, scenario analysis, understanding market outlook and investment analysis were used.</p> <p>Lack of understanding of marketing strategies and consumer behavior analysis, which are critical to effectively positioning a company and maximizing its impact in the market.</p>	<p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p> <p>Following the analysis of participation in the ACBSP Tournament, the following recommendations are presented with the aim of optimizing the performance of the teams and improving the experience of the participants in future editions:</p> <p>Strengthening Key Competencies</p> <ul style="list-style-type: none"> • Include training in business analysis tools. Integrate workshops on interpretation of key indicators, digital marketing and analysis of consumer behavior. • Pre-tournament situations. Implement internal simulation rounds before the competition so that students become familiar with the use of these tools. <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	<p>Ranking: 4</p>
<p>MASTER IN ECONOMICS AND BUSINESS ADMINISTRATION</p> <p>1: Apply quantitative methods to model the optimization of strategic and operational decisions in the company.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Understand economic models 2. Analyze data and apply economic models 3. Integrate knowledge to generate information for decision making <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Business case</p>	<p>Difficulties in addressing business strategies and the lack of skills to lead the team.</p>	<p>Incorporate a workshop on training in negotiation and leadership skills.</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	<p>Student Learning Assessment Results (2022) Master in Economics and Business Administration At 75% students achieved Satisfactory and Exemplary performance</p> <p>Target 75%</p> <p>2022 2nd Semester 2024 1st Semester 2024 2nd Semester</p> <p>Sample Size Number of students 2022 2nd Semester 2024 1st Semester 2024 2nd Semester 10 10 10</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students is set to be achieved for the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>

<p>2. Evaluate qualitative business management strategies to contribute to the sustainable growth of an organization.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Understand business management strategies 2. Analyze business management strategies 3. Evaluate the impact of strategies on the sustainable growth of a company <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative. Project</p>	<p>Improve the strategy section in the course content of "Strategy and Leadership"</p>	<p>Update course content of "Strategy and Leadership" with topics such as "Future Trends in Strategy and Leadership".</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	 <p>Student Learning Assessment Results (SLAR) Business Management Strategies</p> <p>4 of 4 students met or exceeded Satisfactory and Exemplary performance</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students are to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these four levels of performance in each period of assessment (per semester).</p>
<p>3. Analyze project evaluation techniques to generate information that supports decision-making in a company.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Identify project evaluation techniques 2. Understand project evaluation techniques 3. Analyze project evaluation techniques <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative. Problems set</p>	<p>Enhance the distribution of the course content ("Macroeconomics for business").</p>	<p>Increase the hours for the content of unit 3.1 and 3.2 in "Macroeconomics for business" to achieve compliance with criterion 3 of the rubric: Analyze project evaluation techniques.</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	 <p>Student Learning Assessment Results (SLAR) Business Management Strategies</p> <p>4 of 4 students met or exceeded Satisfactory and Exemplary performance</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students are to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these four levels of performance in each period of assessment (per semester).</p>
<p>4. Apply statistical and financial tools to evaluate business performance.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Identify statistical and financial tools 2. Understand statistical and financial tools 3. Apply statistical and financial tools to evaluate business performance <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative. Project (practical work): It consists of choosing a database to perform a complete descriptive analysis, which includes the description of variables, frequency distribution, cumulative frequency polygon graphs, symmetry coefficients, box plots and dispersion measures.</p>	<p>In spite of meeting the goal according to the instrument applied, an opportunity for improvement has been observed in classes: to deepen the interpretation of statistical data to optimize the quality of the information and facilitate informed decision making.</p>	<p>In the course "Applied Statistics for Business and Economics" carry out a project with delivery at the end of the course where students apply real economic or business databases, with probability distribution, sampling, interval estimation and hypothesis testing. The project should also contain the interpretative analysis of the results.</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	 <p>Student Learning Assessment Results (SLAR) Business Management Strategies</p> <p>4 of 4 students met or exceeded Satisfactory and Exemplary performance</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students are to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these four levels of performance in each period of assessment (per semester).</p>

Competencies in Comparative Assessment: Communication, planning, systems thinking, team work, business analysis, decision making.	Indirect. External. Summative. Business simulator. ACBSP CompanyGame 2024 International Tournament, which aims to help participants develop their business skills, making decisions and observing their impact, while competing with students from other Latin American institutions.	Complete management of cost structure, both for the inclusion of new plants and the opening of new markets. Also helpful was knowledge of microeconomic game theory, consumer behavior, and the ability to predict the market using news. The simulator required practical international trade tools, for which they were not prepared.	Following the analysis of participation in the ACBSP Tournament, the following recommendations are presented with the aim of optimizing the performance of the teams and improving the experience of the participants in future editions: Include in the curriculum international trade tools. In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.	Ranking: 4
MASTER IN HUMAN RESOURCE MANAGEMENT				
1. Analyze administrative techniques in the different Human Resources systems, to support decision-making in accordance with the organizational culture and the legal work environment. Rubric Criteria: 1. Describe the administrative techniques of Human Resources. 2. Apply administrative techniques in real organizational contexts. 3. Analyze techniques to support decision-making. Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.	Direct. Internal. Formative. Case "Zoom Video Communications: Eric Yuan's leadership during COVID-19".	Prior to the application of the measurement instrument, weaknesses in the application of statistical tools were identified, suggesting a bias in the results of the measurement instrument.	It is suggested to develop a MOOC on statistics applied to management. This course should be transversal for business programs. In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.	<p>Student Learning Assessment Results (SLAR) Master in Human Resource Management For all students who achieved Satisfactory and Exemplary performance</p> <p>Target: 75%</p> <p>Sample Size Percentage of students 2023 2nd Semester 2024 1st Semester 2024 2nd Semester 15 15 15</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students who achieved the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
2. Propose improvement plans for the professional development of individuals and work groups within an organization. Rubric Criteria: 1. Understand organizational strategies and their alignment with Human Resources management. 2. Implement strategies within the organizational structure. 3. Analyze the effectiveness of the strategies implemented based on the organizational structure. Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.	Direct. Internal. Formative. Mango Pack case	Prior to the application of the measurement instrument, weaknesses were identified in that the masters do not link the objectives of human resources management with the strategic objectives of the company.	It is suggested to use cases where the human resources management problem is analyzed from its effect on business results. In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.	<p>Student Learning Assessment Results (SLAR) Master in Human Resource Management For all students who achieved Satisfactory and Exemplary performance</p> <p>Target: 75%</p> <p>Sample Size Percentage of students 2023 2nd Semester 2024 1st Semester 2024 2nd Semester 15 15 15</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students who achieved the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
3. Analyze the implementation of strategies aligned with the organizational structure of companies for effective management of Human Resources. Rubric Criteria: 1. Understand the key concepts related to professional development and continuous improvement. 2. Analyze the effectiveness and impact of the proposed plans on professional development within the organization. 3. Design improvement plans that address the professional development needs of individuals and teams. Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.	Direct. Internal. Formative. Case Study on Finance	There is a need to update knowledge according to current business demands.	It is suggested that the knowledge and recommendations prioritized by the advisory committee be taken as a reference. In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.	<p>Student Learning Assessment Results (SLAR) Master in Human Resource Management For all students who achieved Satisfactory and Exemplary performance</p> <p>Target: 75%</p> <p>Sample Size Percentage of students 2023 2nd Semester 2024 1st Semester 2024 2nd Semester 15 15 15</p> <p>Four levels of performance are established in the rubric to assess each learning objective: Initial, Developing, Satisfactory, Exemplary. A target of 75% of the total students who achieved the Satisfactory and Exemplary levels of performance, when the learning objectives are measured. The graph shows the aggregate results for these two levels of performance, in each period of assessment (per semester).</p>
Competencies in Comparative Assessment: Communication, planning, systems thinking, team work, business analysis, decision making.	Indirect. External. Summative. Business simulator. ACBSP CompanyGame 2024 International Tournament, which aims to help participants develop their business skills, making decisions and observing their impact, while competing with students from other Latin American institutions.	Lack of familiarity with this type of tools (simulators) to be able to better anticipate the consequences of their decisions and optimize the company's performance.	After analyzing the participation in the ACBSP Tournament, the following recommendations are presented with the objective of optimizing the performance of the teams and improving the experience of the participants in future editions: Optimizing the use of the platform. - Prior training: Organize induction sessions on the use of the platform and the analysis of results to avoid confusion with the data presentation format. - Support and information: Ask the tournament organizers for a communication channel that allows for a solution to technical problems and answers to concerns more quickly. In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.	Ranking: 4

<p>MASTER IN PUBLIC POLICY AND MANAGEMENT</p> <p>1. Evaluate the political context that influences public institutions, analyzing the powers and hierarchies of state agencies, to prepare information that supports decision-making.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Identify the different branches of government and their attributions. 2. Analyze the powers of state agencies. 3. Evaluate the political context that influences the administration of public institutions. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>C1 and C2 - Development plan assessment exercise and C3 - analysis of ministries' budget estimates.</p>	<p>Students showed weaknesses in criteria 2: "Analyze the competencies of government agencies" and criteria 3: "Evaluate the political context that influences the administration of public institutions".</p>	<p>Incorporate case studies on local governments competencies in the course "Planning and Performance Assessment".</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	
<p>2. Develop an innovative solution, through the analysis of internal and external factors that influence a social context, to resolve a public management problem.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Identify problems in public management processes. 2. Analyze the internal and external factors that impact a social problem. 3. Formulate innovative proposals. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>C1 and C2: Class discussion forum on the case of assignment of turns in the civil registry for passport renewal. C3: Final project on an innovative proposal solution to a public problem selected by the student.</p>	<p>It is proposed to update the content of innovation and digital transformation in the Public Administration.</p>	<p>Use of case studies on big data and artificial intelligence and blog chain and add content on these topics in the class presentation of the unit "Innovation and digital transformation in government".</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	
<p>3. Design public policies by applying quantitative and qualitative methodological techniques and tools to propose actions that promote government efficiency.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Recognize public policies applied in their political, economic and social environment. 2. Evaluate public policies by applying quantitative and qualitative methodological techniques and tools. 3. Design public policies that meet technical requirements. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>C1, C2 and C3: Exercise on public policies that have been implemented in the country on Senescyt scholarships, Covid 2019 vaccination process, and other policies that have existed throughout the democratic life of the country, presented as a case study and presented by the students.</p>	<p>Students showed a deficiency on identifying public policies with innovation components.</p>	<p>In the course "Social and Public Innovation": Incorporate practical exercises of public policies with components of data analysis, big data, artificial intelligence, etc.</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	
<p>4. Propose solutions to resolve ethical responsibility problems in the public sphere.</p> <p>Rubric Criteria:</p> <ol style="list-style-type: none"> 1. Recognize ethical dilemmas 2. Differentiate current ethical problems. 3. Propose solutions to resolve ethical problems. <p>Four levels of performance are established in the rubrics: Initial, Developing, Satisfactory, Exemplary. A target of 75% is set to be achieved in the Satisfactory and Exemplary levels of performance, when the learning objectives are measured.</p>	<p>Direct. Internal. Formative.</p> <p>Exercises and workshops related to compliance with public regulations and proper management of public spending.</p>	<p>Students showed deficiencies in criteria 1 of the rubric: "Recognize ethical dilemmas" and in criteria 2: "Differentiate current ethical problems."</p>	<p>In the course "Planning and Performance Assessment": Incorporate historical case analysis exercises.</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	
<p>Competencies in Comparative Assessment: problem identification and analysis, innovative solution proposal and communication skills.</p>	<p>Direct. External. Summative.</p> <p>National Tournament. Case Study on Public Policy: Electric Sector in Ecuador.</p>	<p>There is a lack of experience in implementing public policies in the real world. Communication skills need to be enhanced, specially those needed to make an effective public presentation.</p>	<p>Improvement in the material used in classes is being made. In order to include public policy implementation in Ecuadorian context. Also, pedagogic material about improving communication skills was developed by the Centro de Investigación y Servicios Educativos in EISPOL.</p> <p>In the previous period, the learning outcomes or competencies were redesigned, as well as the curriculum path to achieve the outcomes and the selection of the courses for making the assessment.</p>	

Ranking: 1