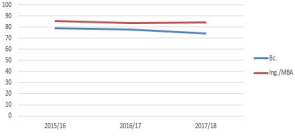
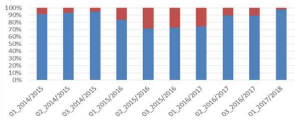
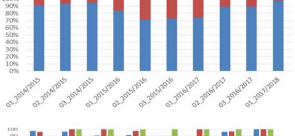


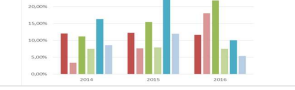
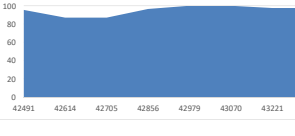
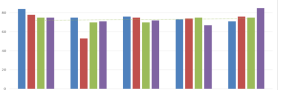
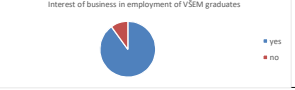
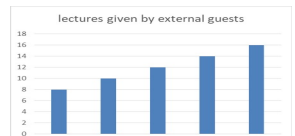


Figure 4.2 - Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.						
Performance Indicator	Definition					
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</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 between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>					
Identified in Criterion 4.2	Identified in Criterion 4.1	Analysis of Results			Identified in Criterion 4.2	(3-5 data points preferred)
Measurable goal	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?		
Within the test results, the success rate will be higher than 75%	direct, summative, internal, comparative	The trend is positive, reaching over 75% See https://www.vsem.cz/statistika-skousek.html See graph 1. The conditions for passing the exam are listed at: https://www.vsem.cz/skousky-zk.html .	Students manage examinations of study subjects they have in the curriculum. They are provided with sufficient study materials, and tutorials.	The current system seems to be adequate, the systematic preparation of students for teaching with intensive teacher guidance will continue and the study materials will continue to be updated and supplemented. The link to success in the final examinations is also observed.		
Assessment of mandatory written outcomes in the course of study will achieve a minimum of 75%	direct, summative, internal, comparative	The trend is positive, the success rate is increasing in the last year https://www.vsem.cz/hodnoceni-spbdp.html See Graph 2.	The ratio of successful written work is growing due to the considerable emphasis on the precise preparation of students at intensive compulsory and optional seminars. This system is considered appropriate and sufficient. Added new types of work and the possibility of selecting students for adequate written output for skills training for the final work. Students have detailed instructions on editing and processing work, see https://www.vsem.cz/pokyny-pro-sp-zp-p.html Templates for written outputs with preset formatting and sample and type works were introduced. Students have at their disposal collections of the best student papers. Students are encouraged to choose a permanent consultant for written work. Students have a list of the most common shortcomings and requirements of written work.	The current system appears to be adequate, continuing the systematic preparation of students at seminars and intensive guidance of teachers. Enhanced consultation on written outcomes, the choice of manager and consultant will be further supported A structured methodology for the evaluation of written papers for students and evaluators is presented, with objective criteria for evaluation for the integration of claims.		
Assessment of the mandatory presentations of the written outputs within the study will achieve a minimum of 90%	direct, summative, internal, comparative	The trend is positive, the success rate is increasing in the last year https://www.vsem.cz/hodnoceni-spbdp.html See Graph 2.	The ratio of successful presentations of written work is growing due to the emphasis on preparing students for seminars on presentation and communication skills. Students have the ability to practice in Practical Applications, where the output is a standard defense of the project, and can participate in the presentation of student works as viewers.	Seminars on presentation and communication skills will be published.		
Within the final exam results, the success rate will be higher than 75%	direct, summative, internal, comparative	The trend is positive, reaching over 75% in the last year See graph 3.	Students manage complex final examinations, consisting of the compulsory profile subjects they have in the curriculum. They are provided with sufficient study materials, and tutorials.	The current system seems to be adequate, the systematic preparation of intensive guidance students will continue, and the study materials will continue to be updated and supplemented.		
As part of the results of the defense of the final thesis, the success rate will be higher than 85%	direct, summative, internal, comparative	The trend is positive, reaching over 90% in the last year See the Academic Council minutes: https://www.vsem.cz/pedagogicka-komise-vsem.html https://www.vsem.cz/hodnoceni-spbdp.html See graph 4.	The ratio of successful defense of the final work is growing due to the considerable emphasis on the precise preparation of students for partial written outputs and their compulsory presentations. This system is considered appropriate and sufficient to prepare for successful completion of studies. New mandatory and optional intensive seminars have been introduced to process mandatory written outputs. All final papers are subject to scrutiny by the Pedagogical Commission before the defense, and works that do not meet the standards are returned to the students for completion. This control has successfully led to an increase in the number of successfully defended final papers.	The current system appears to be adequate, continuing the systematic preparation of students at seminars and intensive guidance of teachers.		
External comparisons: comparisons with similarly-oriented universities / study programs - comparable results	indirect, summative, external, comparative	The proportion of students who fail to complete their studies has been followed up at similarly oriented universities with economic programs. No significant deviation from the average was found. See graph 5.	The results vary in a different way each year. It is necessary to analyze the causes of the exits that have already been introduced at VSEM. The problem areas are solved and solvable causes of departure are gradually eliminated.	It is working to reduce the number of students who will not complete the stadium by monitoring the course of study and fulfilling study duties and by continuing study counseling.		
Comparison of results of student competitions of final works - placement of works in competitions	indirect, summative, external, comparative	Based on the best-evaluated work of students of economic focus, quality work is compared and evaluated by external evaluation committees composed of practitioners and business representatives. For more information, see https://www.vsem.cz/soutez-bakalarskych-a-diplomovych-praci.html	The final work of VSEM students is regularly placed at first places in competitions, e.g. 5th place in 2014, 1st place in 2012 and others. See, e.g. http://www.peoplenagementforum.cz/o-soutezi/ VSEM will continue to participate in the comparison of final papers in national competitions.	Supervisors of the final work are regularly trained and informed about the competitions in order to suggest the best work that can participate in the national competition for quality comparison		
High level of Alumni satisfaction with studies and services provided	indirect, summative, internal, comparative	A goal of 75% level of overall satisfaction reached	Evaluation of all curricular and extra curricular activities, learning outcomes for consistency, enhancing of quality of provided services	Increased of individual work with students, practical modules, practice, Start-Up accelerator		
Stakeholders focus – Partner Universities Number of bilateral agreements on international cooperation	direct, summative, internal, comparative	Focus on quality of partnerships - real actions taken	Strategic partnership established	International workshops, Cooperation on international projects, Bilateral visits on administrative or teaching purposes		
External advisory board	direct, summative, internal/external, comparative	Growing number of members of advisory board	Cooperation on projects within interinstitutional cooperation, internal grant agency further development	The external advisory board meeting is organized regularly after the end of trimester it means three times per year. The terms are usually in March, June and October. The members and program of the meeting are documented.	The external advisory board meeting is organized regularly after the end of trimester it means three times per year. The terms are usually in March, June and October. The members and program of the meeting are documented.	
Stakeholders focus – Cooperation with practice	direct, summative, internal/external, comparative	Series of lectures with interesting personalities - from the world of trade and business, top executives, business owners, prominent experts with backgrounds in economics, human resource management, marketing, finance, as well as personalities from social life to share their experiences through discussions and lectures. Number of lectures/year.	Students have opportunity to interact with leaders during lecture	Increased interest in University life and students internships	Professional days, cooperation on development projects 	

Identified in Criterion 4.2		Analysis of Results			Identified in Criterion 4.2
Identified in Criterion 4.1	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
What is your measurement instrument or process?	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Student focus - Trimester survey on Students satisfaction	direct, summative, internal, comparative	Internal quality assessment - students has opportunity to evaluate each subject by the end of course	Evaluation of subjects by students	Regular Internal quality assessment	
Measuring of students learning results: Final Exams success rate; goal: the Final Exams success rate should be better than 85%.	Direct, summative, internal, comparative	Trend is positive, reaching over 90% past year. According to report from Academic committee the Final Exams success rate in October 2017 was 95.5 % See the link: https://www.vsem.cz/pedagogicka-komise-vsem.html	Growing number of successful final thesis defenses due to previous training (Seminar paper defense). The current system of students training in presentation and paper writing during the study is sufficient. New courses focused on writing papers are available for students as mandatory and voluntary. All final thesis undergo formal checking by Lecturer Committee before defense. Low quality thesis are send back to students for revision. The Bachelor and Diploma Thesis formal check resulted to higher ratio of successful defense during the Final Exams, because Thesis of poor quality were not allowed for defense.	The current system is sufficient, therefore it will continue. No radical improvement is needed - see the results from 09_2017 term of State final exams.	
Number of absolvents -bachelor degree, MBA and masters degree goal: growing number of successful graduates regarding the number of enrolled students	Internal Summative assessment of exams	The results are summarized in relevant tables and figures	The results indicate that university management is adequate and any significant corrections are needed. The quality of all internal process should be continuously inspected as usual.	To keep current standard way of working and be prepare to solve problems if they occur or might occur.	

Standard #6 - Organizational Performance Results, Table 6.10

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Business Program Performance Results

Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.															
		Analysis of Results															
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?																	
Increase retention for Business programs or keep it between 80% to 90% till 2025	Retention rates are reported every trimester and summarized per year	82% in 2017	In a positive trend for the last three years	Start with meetings with business students regarding continued education and completion plans and systematic search for problematic students to contact them during the year	<div><p>% retention</p><table><thead><tr><th>Year</th><th>% retention</th></tr></thead><tbody><tr><td>2014</td><td>85</td></tr><tr><td>2015</td><td>65</td></tr><tr><td>2016</td><td>70</td></tr><tr><td>2017</td><td>82</td></tr><tr><td>2018</td><td>95</td></tr></tbody></table></div>	Year	% retention	2014	85	2015	65	2016	70	2017	82	2018	95
Year	% retention																
2014	85																
2015	65																
2016	70																
2017	82																
2018	95																
Increase number of applications for Business programs to at least 800 till 2022	Application numbers are reported every trimester and summarized per year	776 in 2017	In a negative trend for the last three years - problems with demography in the Czech Republic (fertility is decreasing in past decades)	Start with other forms of recruitment, increase of marketing activities, new markets, internationalization	<div><p>No of Applications</p><table><thead><tr><th>Year</th><th>No of Applications</th></tr></thead><tbody><tr><td>2014</td><td>850</td></tr><tr><td>2015</td><td>950</td></tr><tr><td>2016</td><td>980</td></tr><tr><td>2017</td><td>780</td></tr><tr><td>2018</td><td>620</td></tr></tbody></table></div>	Year	No of Applications	2014	850	2015	950	2016	980	2017	780	2018	620
Year	No of Applications																
2014	850																
2015	950																
2016	980																
2017	780																
2018	620																
Increase number of new students for Business programs to at least 450 till 2022	Number of recruited students who started their study are reported every trimester and summarized per year	387 in 2017	In a negative trend for the last three years - problems with demography in the Czech Republic - result of lower number of applications	Start with other forms of recruitment, increase of marketing activities, new markets, internationalization, attraction of higher percent of candidates who sent their application, provide new services	<div><p>No of new students</p><table><thead><tr><th>Year</th><th>No of new students</th></tr></thead><tbody><tr><td>2014</td><td>480</td></tr><tr><td>2015</td><td>550</td></tr><tr><td>2016</td><td>580</td></tr><tr><td>2017</td><td>380</td></tr><tr><td>2018</td><td>320</td></tr></tbody></table></div>	Year	No of new students	2014	480	2015	550	2016	580	2017	380	2018	320
Year	No of new students																
2014	480																
2015	550																
2016	580																
2017	380																
2018	320																

Table 6.1 Standard 6 - Business Program Performance Results

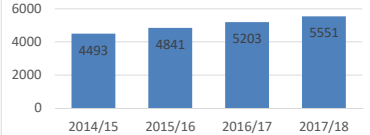
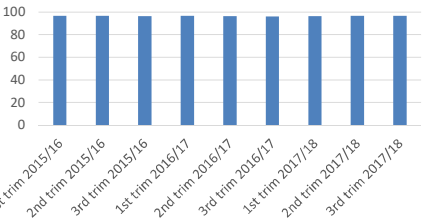
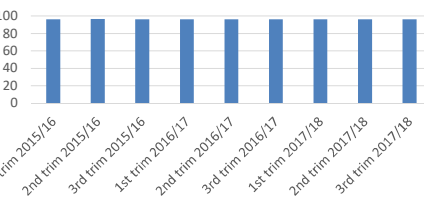
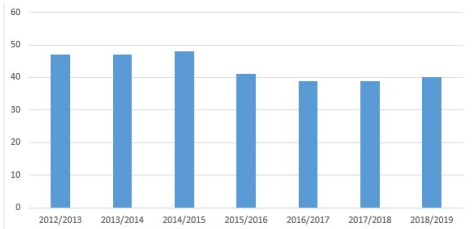
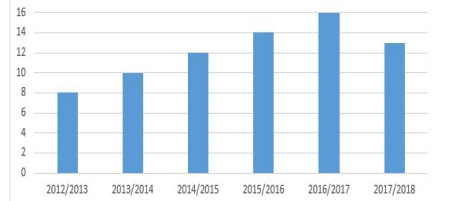
Table 6.1 Standard 6 - Business Program Performance Results																									
Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.																							
		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made																					
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																					
What is your goal?																									
Increase number of books and titles to 6000 till 2022; add more titles in English	Number of title are reported every year; teachers are sending requests for new literature every year	5551 in 2017	In a positive trend for the last four years	Call for new titles, books within professors and students, add more titles in English	<div><p>No of books/titles in Library</p><table><thead><tr><th>Year</th><th>No of books/titles</th></tr></thead><tbody><tr><td>2014/15</td><td>4493</td></tr><tr><td>2015/16</td><td>4841</td></tr><tr><td>2016/17</td><td>5203</td></tr><tr><td>2017/18</td><td>5551</td></tr></tbody></table></div>	Year	No of books/titles	2014/15	4493	2015/16	4841	2016/17	5203	2017/18	5551										
Year	No of books/titles																								
2014/15	4493																								
2015/16	4841																								
2016/17	5203																								
2017/18	5551																								
Keep satisfaction of students with Business programs (core courses) over 90%	Satisfaction rates resulting from evaluation of study, courses and teachers are reported every trimester and summarized per year	96% in 2017	High values in the last four years	Continue with evaluation and communication with business students regarding evaluation of study, subjects, teachers and facilities, keep taking actions based on variability in evaluation, systematic search for problematic areas to address them during the year	<div><p>% satisfaction - Core courses</p><table><thead><tr><th>Trimester</th><th>% satisfaction</th></tr></thead><tbody><tr><td>1st trim 2015/16</td><td>96</td></tr><tr><td>2nd trim 2015/16</td><td>96</td></tr><tr><td>3rd trim 2015/16</td><td>96</td></tr><tr><td>1st trim 2016/17</td><td>96</td></tr><tr><td>2nd trim 2016/17</td><td>96</td></tr><tr><td>3rd trim 2016/17</td><td>96</td></tr><tr><td>1st trim 2017/18</td><td>96</td></tr><tr><td>2nd trim 2017/18</td><td>96</td></tr><tr><td>3rd trim 2017/18</td><td>96</td></tr></tbody></table></div>	Trimester	% satisfaction	1st trim 2015/16	96	2nd trim 2015/16	96	3rd trim 2015/16	96	1st trim 2016/17	96	2nd trim 2016/17	96	3rd trim 2016/17	96	1st trim 2017/18	96	2nd trim 2017/18	96	3rd trim 2017/18	96
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3rd trim 2017/18	96																								
Keep satisfaction of students with Business programs (voluntary courses) over 95%	Satisfaction rates resulting from evaluation of study, courses and teachers are reported every trimester and summarized per year	96% in 2017	High values in the last four years	Continue with evaluation and communication with business students regarding evaluation of study, subjects, teachers and facilities, keep taking actions based on variability in evaluation, systematic search for problematic areas to address them during the year	<div><p>% satisfaction - voluntary courses</p><table><thead><tr><th>Trimester</th><th>% satisfaction</th></tr></thead><tbody><tr><td>1st trim 2015/16</td><td>96</td></tr><tr><td>2nd trim 2015/16</td><td>96</td></tr><tr><td>3rd trim 2015/16</td><td>96</td></tr><tr><td>1st trim 2016/17</td><td>96</td></tr><tr><td>2nd trim 2016/17</td><td>96</td></tr><tr><td>3rd trim 2016/17</td><td>96</td></tr><tr><td>1st trim 2017/18</td><td>96</td></tr><tr><td>2nd trim 2017/18</td><td>96</td></tr><tr><td>3rd trim 2017/18</td><td>96</td></tr></tbody></table></div>	Trimester	% satisfaction	1st trim 2015/16	96	2nd trim 2015/16	96	3rd trim 2015/16	96	1st trim 2016/17	96	2nd trim 2016/17	96	3rd trim 2016/17	96	1st trim 2017/18	96	2nd trim 2017/18	96	3rd trim 2017/18	96
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		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made																	
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																	
What is your goal?																					
Functional and active cooperation with foreign universities and partners, long-term quality international cooperation (number of active partners)	Number of long-term cooperation agreements with active international partners	40 in 2017; Focusing on quality of partnership - active cooperation and its evaluation.	Strategic partnerships have been set, passive partners have been eliminated	As part of the partnership, international workshops, projects, exchanges and the development of staff and students are organized	 <table><tr><th>Year</th><th>Number of active partners</th></tr><tr><td>2012/2013</td><td>48</td></tr><tr><td>2013/2014</td><td>48</td></tr><tr><td>2014/2015</td><td>48</td></tr><tr><td>2015/2016</td><td>42</td></tr><tr><td>2016/2017</td><td>40</td></tr><tr><td>2017/2018</td><td>40</td></tr><tr><td>2018/2019</td><td>40</td></tr></table>	Year	Number of active partners	2012/2013	48	2013/2014	48	2014/2015	48	2015/2016	42	2016/2017	40	2017/2018	40	2018/2019	40
Year	Number of active partners																				
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2013/2014	48																				
2014/2015	48																				
2015/2016	42																				
2016/2017	40																				
2017/2018	40																				
2018/2019	40																				
Expansion of the External Advisory Body - Rector's College (number of active members)	Number of meetings and final reports - at least twice a year	There is a growing number of members of the advisory body from among the major business representatives and school focus areas.	Based on the advisory body's reports and recommendations, methodological adjustments and improvements, support in impact, expansion of activities, etc. were achieved	Cooperation between the members of the body and the institutions represented by them, further development of grants and cooperation and development projects will continue to be intensified	 <table><tr><th>Year</th><th>Number of meetings and final reports</th></tr><tr><td>2012/2013</td><td>8</td></tr><tr><td>2013/2014</td><td>10</td></tr><tr><td>2014/2015</td><td>12</td></tr><tr><td>2015/2016</td><td>14</td></tr><tr><td>2016/2017</td><td>16</td></tr><tr><td>2017/2018</td><td>13</td></tr></table>	Year	Number of meetings and final reports	2012/2013	8	2013/2014	10	2014/2015	12	2015/2016	14	2016/2017	16	2017/2018	13		
Year	Number of meetings and final reports																				
2012/2013	8																				
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