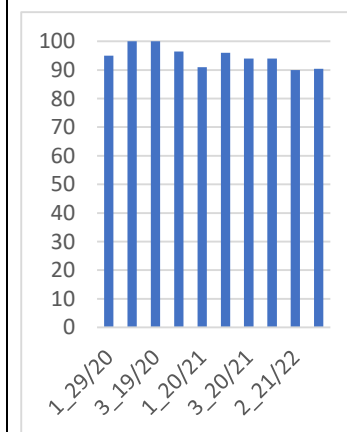
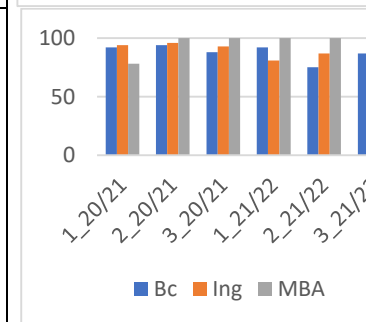
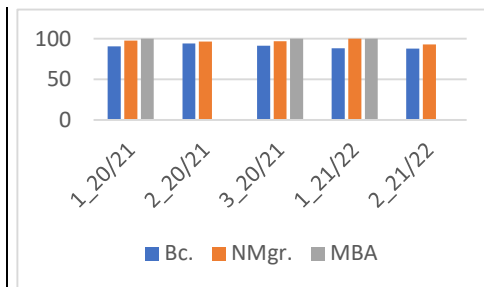


**Standard #4 Measurement and Analysis of Student Learning and Performance**

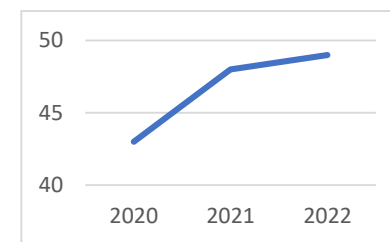
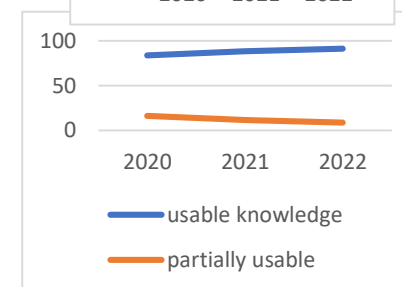
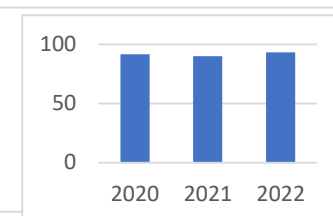
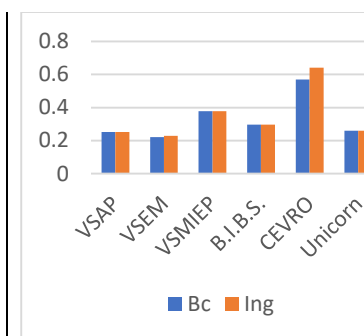
Performance Indicator	Definition
<b>1. Student Learning Results</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work                      Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.                      Formative – An assessment conducted during the student’s education.                      Summative – An assessment conducted at the end of the student’s education.                      Internal – An assessment instrument that was developed within the business unit.                      External – An assessment instrument that was developed outside the business unit.                      Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

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 (3-5 data points preferred)																								
			Analysis of Results	Analysis of Results																										
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 <a href="https://www.vsem.cz/hodnoceni-spbpdp.html">https://www.vsem.cz/hodnoceni-spbpdp.html</a> 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, 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.	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, 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.	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.	<table border="1"> <caption>SP and PP Trends</caption> <thead> <tr> <th>Year</th> <th>SP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>1_20/21</td> <td>85</td> <td>90</td> </tr> <tr> <td>2_20/21</td> <td>80</td> <td>95</td> </tr> <tr> <td>3_20/21</td> <td>88</td> <td>85</td> </tr> <tr> <td>1_21/22</td> <td>75</td> <td>90</td> </tr> <tr> <td>2_21/22</td> <td>60</td> <td>85</td> </tr> <tr> <td>3_21/22</td> <td>80</td> <td>95</td> </tr> </tbody> </table>	Year	SP	PP	1_20/21	85	90	2_20/21	80	95	3_20/21	88	85	1_21/22	75	90	2_21/22	60	85	3_21/22	80	95			
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Within the test results, the average points will be higher than 60%	direct, summative, internal, comparative	The trend is positive, reaching over 60% See <a href="https://www.vsem.cz/statistika-zkousek.html">https://www.vsem.cz/statistika-zkousek.html</a> The conditions for passing the exam are listed at: <a href="https://www.vsem.cz/zkousky-zk.html">https://www.vsem.cz/zkousky-zk.html</a> .	Students manage examinations of study subjects they have in the curriculum. They are provided with sufficient study materials, and tutorials.	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.	<table border="1"> <caption>Bc, Ing, and MBA Trends</caption> <thead> <tr> <th>Year</th> <th>Bc</th> <th>Ing</th> <th>MBA</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>65</td> <td>68</td> <td>75</td> </tr> <tr> <td>2016/17</td> <td>60</td> <td>68</td> <td>70</td> </tr> <tr> <td>2017/18</td> <td>65</td> <td>70</td> <td>78</td> </tr> <tr> <td>2018/19</td> <td>65</td> <td>68</td> <td>70</td> </tr> <tr> <td>2019/20</td> <td>68</td> <td>72</td> <td>75</td> </tr> </tbody> </table>	Year	Bc	Ing	MBA	2015/16	65	68	75	2016/17	60	68	70	2017/18	65	70	78	2018/19	65	68	70	2019/20	68	72	75
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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 <a href="https://www.vsem.cz/hodnoceni-spbpdp.html">https://www.vsem.cz/hodnoceni-spbpdp.html</a> See Graph 3.	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 & external, comparative	The trend is positive, reaching over 75% in the last years See graph 4.	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 & external, comparative	The trend is positive, reaching over 90% in the last year See the Academic Council minutes: <a href="https://www.vsem.cz/pedagogick-a-komise-vsem.html">https://www.vsem.cz/pedagogick-a-komise-vsem.html</a> <a href="https://www.vsem.cz/hodnoceni-spbpdp.html">https://www.vsem.cz/hodnoceni-spbpdp.html</a> 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: Success rates and final graduation rate	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 seem similar in similar private business schools. Better results can be seen in Cevro Institute. It is necessary to analyze the causes of the drop offs that have already been introduced at VSEM. The problem areas are solved and solvable causes of departure are gradually eliminated.	VSEM is working to increase the number of students who succeed to complete the study by monitoring the course of study and fulfilling study duties and by continuing study counseling.
High level of Alumni satisfaction with studies and services provided	indirect, summative, internal, comparative	A goal of 85% level of overall satisfaction reached	Evaluation of all teaching courses, modules, curricular and extracurricular activities, learning outcomes for consistency, enhancing of quality of provided services	Increased of individual work with students, practical modules, practice, Start-Up accelerator
High level of Alumni satisfaction with gained knowledge and their use in practice, over 80%	indirect, summative, internal, comparative	A goal of 80% of use of knowledge gain in studies in alumni job position	Evaluation of curriculum, course content, student learning outcomes, enhancing of quality of provided teaching	Increased focus on practically oriented teaching, social and business competences, practicing, case studies, workshops, role playing, simulation, internships
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.	<table border="1"> <caption>Advisory Board</caption> <thead> <tr> <th>Year</th> <th>Number of Meetings</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>15</td> </tr> <tr> <td>2021</td> <td>15</td> </tr> <tr> <td>2022</td> <td>15</td> </tr> </tbody> </table>	Year	Number of Meetings	2020	15	2021	15	2022	15																																												
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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 has opportunity to interact with leaders during lecture	Increased interest in University life and students internships	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>30</td> </tr> <tr> <td>2021</td> <td>25</td> </tr> <tr> <td>2022</td> <td>25</td> </tr> </tbody> </table>	Year	Number of Students	2020	30	2021	25	2022	25																																												
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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		<table border="1"> <thead> <tr> <th>Trimester</th> <th>connection on practice</th> <th>practicing</th> <th>motivates to discuss</th> </tr> </thead> <tbody> <tr> <td>1T 2018/19</td> <td>95</td> <td>92</td> <td>92</td> </tr> <tr> <td>2T 2018/19</td> <td>96</td> <td>92</td> <td>92</td> </tr> <tr> <td>3T 2018/19</td> <td>95</td> <td>92</td> <td>92</td> </tr> <tr> <td>1T 2019/20</td> <td>95</td> <td>88</td> <td>95</td> </tr> <tr> <td>2T 2019/20</td> <td>95</td> <td>95</td> <td>98</td> </tr> <tr> <td>3T 2019/20</td> <td>96</td> <td>96</td> <td>97</td> </tr> <tr> <td>1T 2020/21</td> <td>97</td> <td>97</td> <td>99</td> </tr> <tr> <td>2T 2020/21</td> <td>97</td> <td>97</td> <td>98</td> </tr> <tr> <td>3T 2020/21</td> <td>97</td> <td>97</td> <td>98</td> </tr> <tr> <td>1T 2021/22</td> <td>97</td> <td>97</td> <td>98</td> </tr> <tr> <td>2T 2021/22</td> <td>97</td> <td>97</td> <td>98</td> </tr> <tr> <td>3T 2021/22</td> <td>97</td> <td>97</td> <td>98</td> </tr> </tbody> </table>	Trimester	connection on practice	practicing	motivates to discuss	1T 2018/19	95	92	92	2T 2018/19	96	92	92	3T 2018/19	95	92	92	1T 2019/20	95	88	95	2T 2019/20	95	95	98	3T 2019/20	96	96	97	1T 2020/21	97	97	99	2T 2020/21	97	97	98	3T 2020/21	97	97	98	1T 2021/22	97	97	98	2T 2021/22	97	97	98	3T 2021/22	97	97	98
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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 85% on average. According to report from Academic committee the Final Exams success rate is usually over 90% See the link: <a href="https://www.vsem.cz/pedagogicka-komise-vsem.html">https://www.vsem.cz/pedagogicka-komise-vsem.html</a>	Relatively stable and high number of successful final thesis defenses due to previous training (Seminar paper defense). All final thesis undergoes formal checking by Lecturer Committee before defense. Low quality thesis is 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 helping students succeed. Support will continue during the seminar paper writing and preparation on final defense.	<table border="1"> <thead> <tr> <th>Year</th> <th>Bc</th> <th>Ing</th> <th>MBA</th> </tr> </thead> <tbody> <tr> <td>1_20/21</td> <td>92</td> <td>95</td> <td>78</td> </tr> <tr> <td>2_20/21</td> <td>95</td> <td>95</td> <td>98</td> </tr> <tr> <td>3_20/21</td> <td>88</td> <td>92</td> <td>92</td> </tr> <tr> <td>1_21/22</td> <td>82</td> <td>88</td> <td>98</td> </tr> <tr> <td>2_21/22</td> <td>88</td> <td>88</td> <td>98</td> </tr> <tr> <td>3_21/22</td> <td>88</td> <td>88</td> <td>82</td> </tr> </tbody> </table>	Year	Bc	Ing	MBA	1_20/21	92	95	78	2_20/21	95	95	98	3_20/21	88	92	92	1_21/22	82	88	98	2_21/22	88	88	98	3_21/22	88	88	82																								
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<p>Number of graduates</p> <p>goal: growing number of successful graduates</p>	<p>Internal Summative assessment of exams</p>	<p>The results are summarized in relevant tables and figures</p>	<p>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.</p>	<p>To keep current standard way of working and be prepare to solve problems if they occur or might occur.</p>	<table border="1"> <caption>Number of graduates by year</caption> <thead> <tr> <th>Year</th> <th>Number of graduates</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>220</td> </tr> <tr> <td>2021</td> <td>320</td> </tr> <tr> <td>2022</td> <td>220</td> </tr> </tbody> </table>	Year	Number of graduates	2020	220	2021	320	2022	220																
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<p>Assessment of the seminar papers. Goal: the portion of successful papers should be at least 80%.</p>	<p>Direct; Internal; Summative assessment</p>	<p>The current results for bachelor study are summarized in table and presented by the figure in column F.</p>	<p>The effect of Covid-19 partially lowered student performance in thesis. Intervention seems to get the portion of successful seminar papers back to 80%. The seminar papers writing and presenting is useful preparation for bachelor or diploma thesis writing and defeating by the State final exam. The formal requirements for both seminar and bachelor/diploma thesis are described in internal document "Pokyny pro psaní odborných prací" (see the link <a href="https://www.vsem.cz/pokyny-pro-sp-zp-pp.html">https://www.vsem.cz/pokyny-pro-sp-zp-pp.html</a>).</p>	<p>Higher demands on quality of seminar papers writing - consultations, seminar supervision, check-list supporting requirements relevant for papers. Seminar papers accessible both for according to clear criteria and meeting objectively.</p>	<table border="1"> <caption>Percentage of successful seminar papers (SP) and seminar papers (PP)</caption> <thead> <tr> <th>Period</th> <th>SP (%)</th> <th>PP (%)</th> </tr> </thead> <tbody> <tr> <td>1_20/21</td> <td>85</td> <td>95</td> </tr> <tr> <td>2_20/21</td> <td>82</td> <td>95</td> </tr> <tr> <td>3_20/21</td> <td>88</td> <td>92</td> </tr> <tr> <td>1_21/22</td> <td>62</td> <td>90</td> </tr> <tr> <td>2_21/22</td> <td>65</td> <td>92</td> </tr> <tr> <td>3_21/22</td> <td>80</td> <td>95</td> </tr> </tbody> </table>	Period	SP (%)	PP (%)	1_20/21	85	95	2_20/21	82	95	3_20/21	88	92	1_21/22	62	90	2_21/22	65	92	3_21/22	80	95			
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<p>Student satisfaction with subject areas will exceed 80%</p>	<p>Internal, summative, comparative</p>	<p>The student satisfaction with lessons, courses and teachers is rising above 80% for all subjects, courses and teachers.</p>	<p>The VŠEM students are continuously involved in participation in teachers, lessons and courses evaluation. The students understand that their assessment is important towards enhancing quality of teaching-learning process and results and comments are discussed and intervention made.</p>	<p>The professors are informed about results and each comment is discussed to improve quality of student experience and satisfaction.</p>	<table border="1"> <caption>Student satisfaction by subject</caption> <thead> <tr> <th>Subject</th> <th>subject (%)</th> <th>lesson (%)</th> <th>teacher (%)</th> </tr> </thead> <tbody> <tr> <td>Economics</td> <td>85</td> <td>10</td> <td>5</td> </tr> <tr> <td>Business</td> <td>85</td> <td>10</td> <td>5</td> </tr> <tr> <td>Human Resources</td> <td>85</td> <td>10</td> <td>5</td> </tr> <tr> <td>Management</td> <td>85</td> <td>10</td> <td>5</td> </tr> <tr> <td>Marketing</td> <td>85</td> <td>10</td> <td>5</td> </tr> </tbody> </table>	Subject	subject (%)	lesson (%)	teacher (%)	Economics	85	10	5	Business	85	10	5	Human Resources	85	10	5	Management	85	10	5	Marketing	85	10	5
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<p>External comparisons: comparisons with similarly-oriented comparable results: Drop-off rates</p>	<p>indirect, summative, external, comparative</p>	<p>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 6.</p>	<p>The results appear similar in similar private business schools. Better results can be seen in Cevro Institute. It is necessary to analyze the causes of the drop offs that have already been introduced at VŠEM. The problem areas are solved and solvable causes of departure are gradually eliminated.</p>	<p>VŠEM is working to reduce the number of students who will not complete their studies by monitoring the course of study and fulfilling study duties and by continuing study counseling.</p>	<table border="1"> <caption>Drop-off rates by institution and degree type</caption> <thead> <tr> <th>Institution</th> <th>Bc (%)</th> <th>Ing (%)</th> </tr> </thead> <tbody> <tr> <td>VSAP</td> <td>75</td> <td>75</td> </tr> <tr> <td>VSEM</td> <td>75</td> <td>75</td> </tr> <tr> <td>VSMIEP</td> <td>60</td> <td>60</td> </tr> <tr> <td>B.I.B.S.</td> <td>65</td> <td>65</td> </tr> <tr> <td>CEVRO</td> <td>45</td> <td>45</td> </tr> <tr> <td>Unicorn</td> <td>75</td> <td>75</td> </tr> </tbody> </table>	Institution	Bc (%)	Ing (%)	VSAP	75	75	VSEM	75	75	VSMIEP	60	60	B.I.B.S.	65	65	CEVRO	45	45	Unicorn	75	75			
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