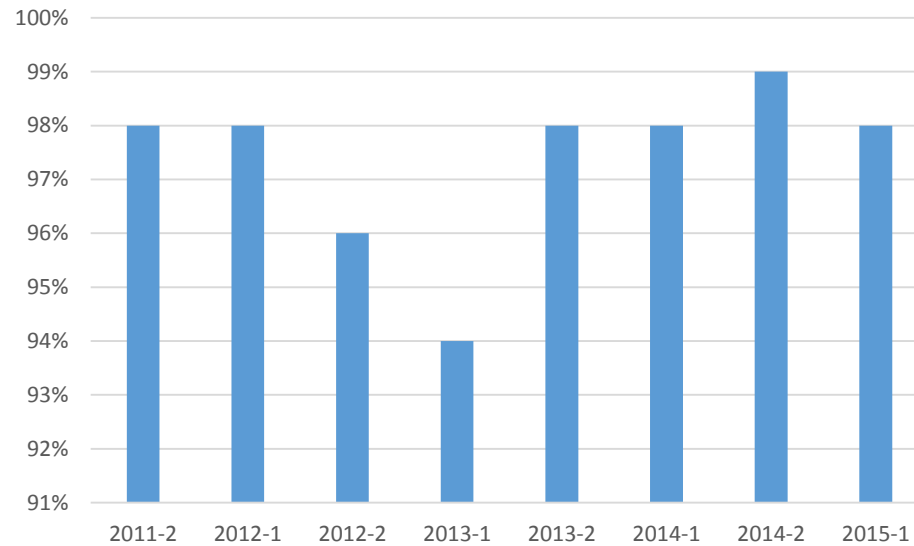


ACBSP KEY INDICATORS

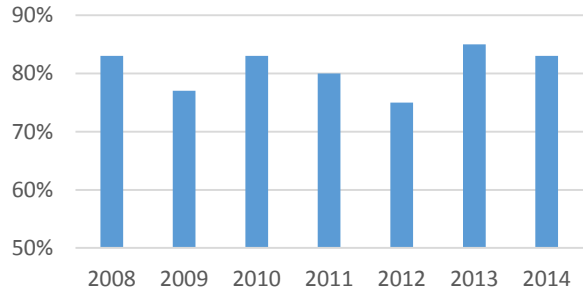
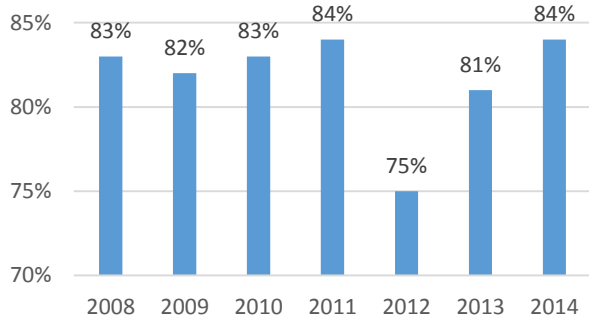
Student and Stakeholder-Focused Results

2. Student- and Stakeholder-Focused Results		Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.			
		Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.			
		Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.			
		Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.			
The improvement in the outcomes obtained at student and various stakeholders satisfaction levels at the University is the result from the implementation of the General Quality System, which has standardized all processes and improved the times and quality of responses to people who receive services from the University.					
Analysis of Results					
Performance Measure (Competency)	What is your Measurement Instrument or process?	Current Results :	Analysis of Results:	Action Taken or Improvement made:	Insert a graph of resulting trends for 3-5 years (please graph all available data up to five years)
Measurable goal		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 length of cycle)				
More than 60% of students should be satisfied.	Satisfaction survey for new students through the contact center.	By 2015-1, 98% of students were satisfied.	The average level of student satisfaction in the last 4 years is 97%.	A format for "work or academic recommendation" was designed as a tool to provide information from a superior in the workplace or a teacher/tutor who knows the career path of the candidate to graduate programs (specializations). New selection criteria to the applicants' admission process was adjusted and defined according to the profile of the program that was selected and the level of training. Standardized grading by academic level was defined, ensuring fairness in the process. Admission requirements were increased by documents supporting the academic potential of the candidates and their professional and/or labor experience, as well as the valuation of ways that allow detecting those key characteristics (potential) required for proper development of the curricula and adaptability of the student to university life.	2015-1: 98% 2014-2: 99% 2014-1: 98% 2013-2: 98% 2013-1: 94% 2012-2: 96% 2012-1: 98% 2011-2: 98%

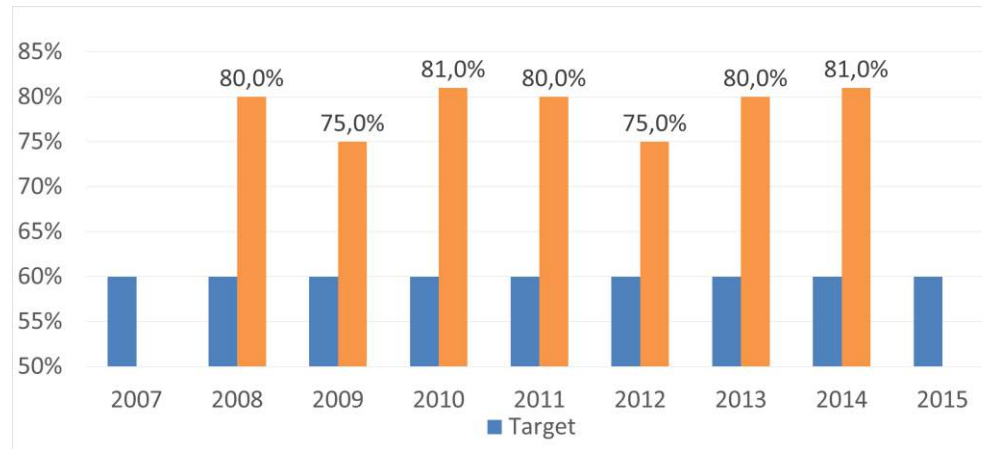
Graph 1. Results of Satisfaction Survey for New Students 2011-2 – 2015-1



The score obtained by students should be higher than 60%	External client survey (students).	Full Time Business Administration Unit: 83% of students were satisfied in 2014.	During the last two years, it has been possible to increase the level of satisfaction of students by 8 percentage points.	<p>Under the Quality Management System, the training process procedures have been strengthened, ensuring satisfaction and meeting the expectations of students. This has allowed achieving satisfaction levels above 80%.</p> <p>Specializations (graduate courses) in Finance and International Business, Financial Management, Human Resources and Marketing Management are related to three lines of service for the EAN Consulting Initiative as a strategy to maintain and cultivate relationships with other organizations from the customer's perspective (Strategic Prospective Design, Innovation and Strategic Marketing Management and Project Management).</p> <p>In the past four years, virtual learning environments have been created and updated according to the latest trends in every area of knowledge. Additionally, new virtual objects that support the distance educational model have also been built.</p>	2014: 83% 2013: 85% 2012: 75% 2011: 80% 2010: 83% 2009: 77% 2008: 83%
		Distance Unit: 84% % of students were satisfied in 2014.	The level of student satisfaction has been maintained with an average over 80%.		2014: 84% 2013: 81% 2012: 75% 2011: 84% 2010: 83% 2009: 82% 2008: 83%

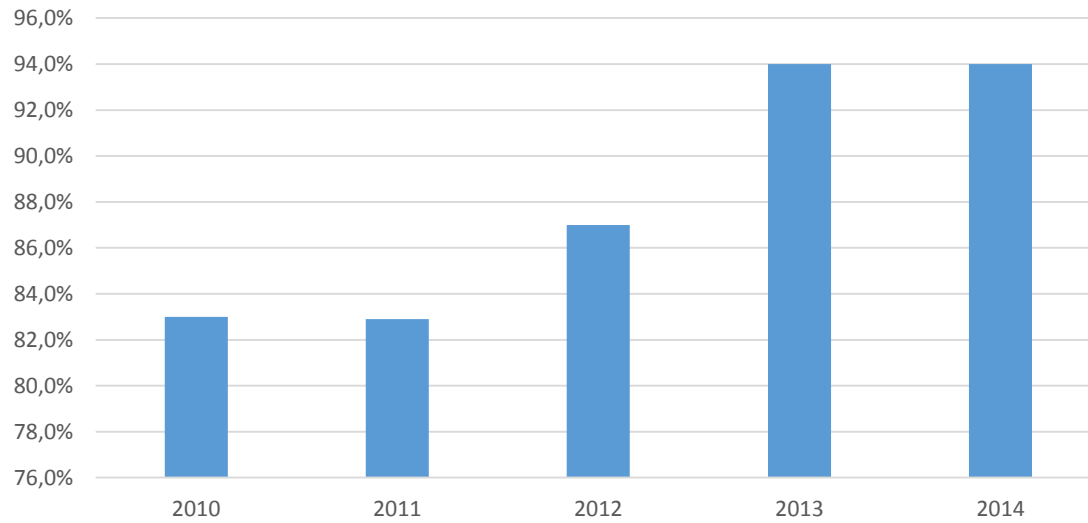
		<p>Graduate Unit:</p> <p>81% of students were satisfied in 2014.</p>	<p>Specializations (graduate courses) in Finance and International Business, Financial Management, Human Resources and Marketing Management show an increase in this measurement when compared with previous results from the source: Human Management Process. - Annual Survey External Customer (average percent of positive perception for survey questions), however, efforts should continue in order to maintain this trend.</p>	<p>This year we recalculated the percentages of past years using the formula contained in the instructions.</p>	<p>2014: 81%</p> <p>2013: 80%</p> <p>2012: 75%</p> <p>2011: 80%</p> <p>2010: 81%</p> <p>2009: 75%</p> <p>2008: 80%</p>																																
<p>Graph 2. Results of External Client Survey – Business Administration, Finance and Economic Sciences Unit.</p>  <table><tr><th>Year</th><th>Percentage</th></tr><tr><td>2008</td><td>83%</td></tr><tr><td>2009</td><td>77%</td></tr><tr><td>2010</td><td>83%</td></tr><tr><td>2011</td><td>80%</td></tr><tr><td>2012</td><td>75%</td></tr><tr><td>2013</td><td>85%</td></tr><tr><td>2014</td><td>83%</td></tr></table>				Year	Percentage	2008	83%	2009	77%	2010	83%	2011	80%	2012	75%	2013	85%	2014	83%	<p>Graph 3. Results of External Client Survey – Distance Unit.</p>  <table><tr><th>Year</th><th>Percentage</th></tr><tr><td>2008</td><td>83%</td></tr><tr><td>2009</td><td>82%</td></tr><tr><td>2010</td><td>83%</td></tr><tr><td>2011</td><td>84%</td></tr><tr><td>2012</td><td>75%</td></tr><tr><td>2013</td><td>81%</td></tr><tr><td>2014</td><td>84%</td></tr></table>		Year	Percentage	2008	83%	2009	82%	2010	83%	2011	84%	2012	75%	2013	81%	2014	84%
Year	Percentage																																				
2008	83%																																				
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Graph 4. Results of External Client Survey – Graduate Unit.



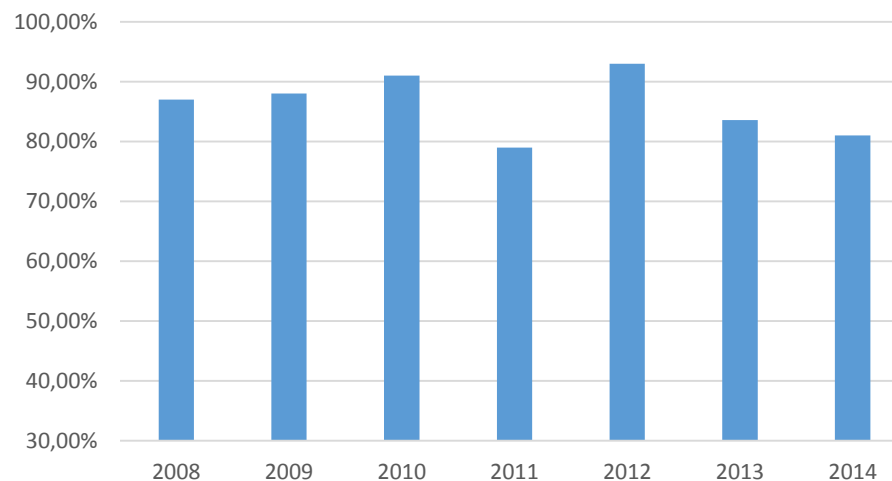
More than 60% of Faculty and administrative staff should be satisfied (The entire University)	Annual Survey.	94% of Faculty and Administrative staff were satisfied in 2014.	During the last two years, a significant increase in the satisfaction of teachers and administrative staff from the university is observed.	Under the Quality Management System, the procedures of all the University processes have been strengthened. The number of staff teachers belonging to the Faculty of Education in Virtual Environments has increased. Teachers have been offered greater benefits regarding recruitment policies (salary reclassification, support for postgraduate training, and teleworking).	2014: 94.00% 2013: 81.00% 2012: 87.00% 2011: 82.90% 2010: 83.00%
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Graph 8. Results of Annual Satisfaction Survey – The entire University.



Average level of graduates' satisfaction with the university's graduate office should be higher than 60%.	Annual Survey.	81.00% of graduates were satisfied with the information provided by the university's graduate office in 2014.	The measurement of service satisfaction is given by the TOP TWO BOXES assessment model, which showed a percentage of favorability of 81% by 2014. A steady trend in graduates satisfaction during the last two years is observed.	<p>In the past two years, the Alumni Office has consolidated its programs for graduates through meetings and activities that are focused on different disciplines, and submitting regular information on employment opportunities.</p> <p>Specializations (graduate courses) in Finance and International Business, Financial Management, Human Resources and Marketing Management show a decrease in this measurement when compared with previous results from the source: Alumni Office. Annual Study CC1503-03 GRADUATES Report - F14 Postgraduate Studies, Question 127: "What college provided you is up to the promise of value that is offered at entry?" Improvements in this indicator with the new allocation of the specializations mentioned before to the newly formed School of Management, Finance and Economics are expected.</p>	<p>2014: 81.00%</p> <p>2013: 83.60%</p> <p>2012: 93.00%</p> <p>2011: 79.00%</p> <p>2010: 91.00%</p> <p>2009: 88.00%</p> <p>2008: 87.00%</p>
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Graph 9. Results of Alumni Satisfaction with the University's Alumni Office Survey



Assessment Center

Since 2005, the University has used an evaluation system that supervises the assessment processes of each program in order to comply with the promised value of the Educational Model, and accomplish the intended learning outcomes set for each program. This process developed a series of programs to evaluate students' competences from the time they enroll in 1st semester, as well as basic, core, cross competences to provide a holistic education.

As an action plan to improve this process, the university created the "Assessment Center" as an integral evaluation of the methods that are used by teachers of the same course, and to closely monitor the rigor in their assessments.

From the first half of 2014, a standardized final test is applied to all nuclear courses in the on-site assistance programs of Business Administration and Economics. The purpose of such test is to determine the percentage of accomplishment of the tasks that are set in the syllabus of the study units. Currently, the test has a 10% value in the final grade of courses.

The Faculty of Education in Virtual Environments has objective tests in the study units with 5% and 10% value in the final grade.

Since the last report, the direction of graduate courses in Finance and International Business, Financial Management, Human Resources and Marketing Management has been developing, together with the Assessment Center, objective tests for the Strategic Thinking and Global Management cross-sectional study unit. This study unit plans to increase the questions base to 70 questions for the second half of 2015.

Student Learning Results

Performance Indicators			Definition		
1. Student Learning Results. (Required for each accredited program)			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>		
			To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.		
			Add these to the description of the measurement instrument in column two:		
			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.					
Analysis of Results					
Performance Measure	What is your Measurement Instrument or process?. Do not use grades	Current Results	Analysis of Results	Action Taken or improvement made	Insert Graph or tables of resulting trends
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?	Direct, formative, internal, comparative.				
Business Administration Program					
Area: Marketing, Logistics, and Innovation.	Formative, internal	Average score of Strategic Marketing in 2015-1 was 73,76%.	Student performance has been steady in the past 2 semesters.	Active pedagogies such as projects presented in fairs that have been organized by students, competitions between groups, and qualitative and quantitative market research of the retail industry thru hands-on experience.	2015 – 1: 73,76%
Average score					2014 – 2: 73,23%
					2014 – 1: 72,84%
					2013 – 2: 73,04%

should be higher than 60%.				Academic proposals have been strengthened through improvements in the syllabus, evaluation guides and methodology in the marketing area.	2013 – 1: 83,35% 2012 – 2: 60,85% 2012 – 1: 67,82% 2011 – 2: 69,13%
		Average score of Marketing Fundamentals (Before Introduction to Marketing) in 2012-2 was 73,04%.			2015 – 1: 73,04% 2014 – 2: 72,11% 2014 – 1: 73,10% 2013 – 2: 69,20% 2013 – 1: 68,56% 2012 – 2: 70,71% 2012 – 1: 74,32% 2011 – 2: 75,53%
Area: Human Management and Organizations. Average score should be higher than 60%.	Formative, internal.	Average score of Strategic Management in 2015-1 was 70,46%.	There is a slight improvement in the average score of these subjects.	Syllabus and study guides are reviewed and improved (when necessary) before the beginning of each semester. Active educative methodologies continue to be used in the classroom. Activities such as "posters' competitions", debates and case analysis. Direct communication with stakeholders is maintained in order to be up to date with the business sector. The Think tanks called "IManagement" and "HuMan" have been strengthened.	2015 – 1: 70,46% 2014 – 2: 65,70% 2014 – 1: 68,08% 2013 – 2: 66,23% 2013 – 1: 67,49% 2012 – 2: 73,63% 2012 – 1: 77,32% 2011 – 2: 75,25%
		Average score of Introduction to Business in 2015-1 was 71,29%.			2015 – 1: 71,29% 2014 – 2: 65,97% 2014 – 1: 72,46% 2013 – 2: 68,30% 2013 – 1: 64,99% 2012 – 2: 70,44% 2012 – 1: 70,88%

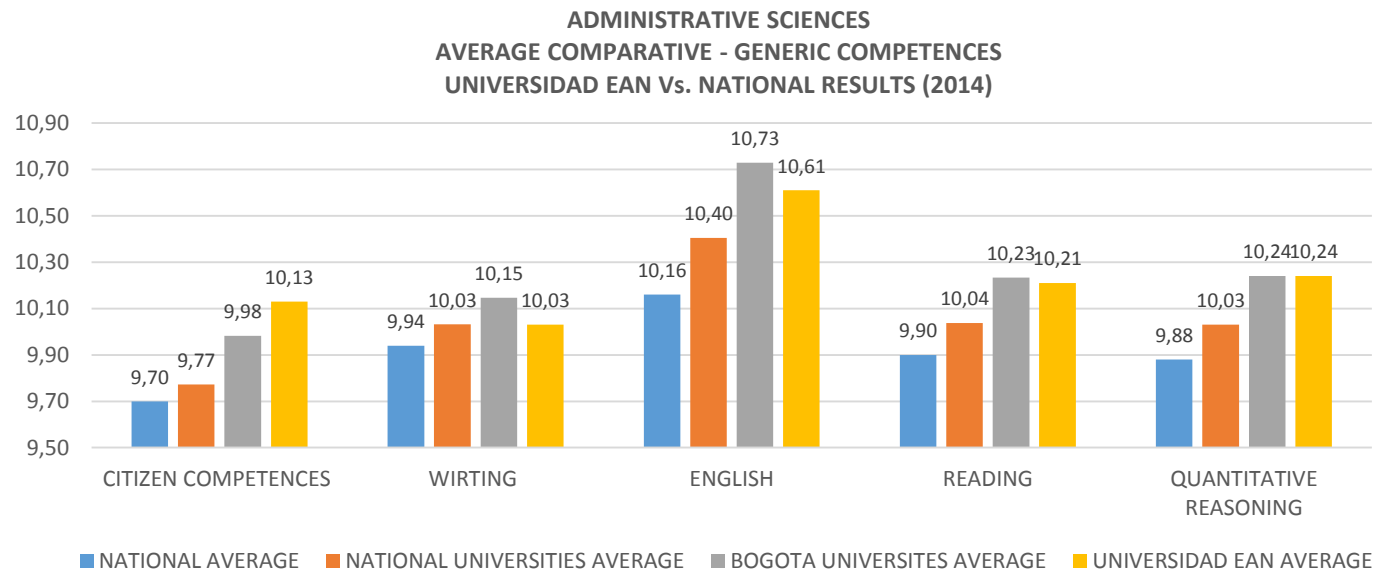
					2011 - 2: 62,87%
		Average score of Theory and Organizational Behavior in 2015-1 was 72%.			2015 – 1: 72,00%
					2014 – 2: 70,65%
					2014 – 1: 76,68%
					2013 – 2: 75,07%
					2013 – 1: 70,59%
					2012 – 2: 69,69%
					2012 – 1: 74,80%
					2011 – 2: 77,55%
		Average score of Operations Management in 2015-1 was 75,88%.	Student performance in the last 2 academic periods has been steady.	Syllabus and study guides are reviewed before the beginning of each semester.	2015 – 1: 75,88%
					2014 – 2: 77,16%
					2014 – 1: 73,44%
					2013 – 2: 76,84%
					2013 – 1: 70,99%
					2012 – 2: 76,17%
					2012 – 1: 81,71%
					2011 – 2: 80,46%
		Average score of Management Simulation in 2015-1 was 65,08%.	A slight drop occurs in 2015, compared with 2014-2.	Active methodologies are used to improve students' competences in analysis and generation of ideas. Software like Flexim and CESIM, are used to improve management skills in students.	2015 – 1: 65,08%
					2014 – 2: 68,74%
					2014 – 1: 65,00%
					2013 – 2: 68,04%
					2013 – 1: 63,04%
					2012 – 2: 59,93%
					2012 – 1: 84,60%
					2011 – 2: 68,03%
		Average score of Management Information Systems in 2015-1 was 74,06%.	Students presented a better performance in 2014-2,		2015 – 1: 74,06%
					2014 – 2: 80,61%

			compared to the average in other academic periods.		2014 – 1: 74,73% 2013 – 2: 76,34% 2013 – 1: 70,16% 2012 – 2: 75,95% 2012 – 1: 67,83% 2011 – 2: 74,86%
Area: Financial Management and Investment Decisions. Average score should be higher than 60%.	Formative, internal.	Average score of Financial Fundamentals (Before financial accounting) in 2015-1 was 62,95%.	There is a reduction in grades in the area of finance. It is observed that a change in full-time professors has affected the average grades due to an increase in academic rigor.	Syllabus and study guide have been reviewed and modified according to international standards. Professors are unifying the quality standards and the assessment methodologies in the classes. Monitoring classes are offered to students in order to help them understand the quantitative subjects. Analyses of the average score in the study unit "Budgets and Financial Planning" were made. The drop is considered a result of an increase in academic rigor by professors.	2015 – 1: 62,95% 2014 – 2: 66,42% 2014 – 1: 67,65% 2013 – 2: 73,26% 2013 – 1: 73,88% 2012 – 2: 71,96% 2012 – 1: 66,35% 2011 – 2: 68,79%
		Average score of Cost Accounting (Before Cost and Budgeting) in 2015-1 was 62,98%.			2015 – 1: 62,98% 2014 – 2: 68,74% 2014 – 1: 67,58% 2013 – 2: 74,22% 2013 – 1: 71,74% 2012 – 2: 59,90% 2012 – 1: 68,70% 2011 – 2: 65,59%
		Average score of Budgets and Financial Planning (Before Financial Management) in 2015-1 was 58,46%.			2015 – 1: 58,46% 2014 – 2: 67,57% 2014 – 1: 63,51% 2013 – 2: 72,44% 2013 – 1: 68,83%

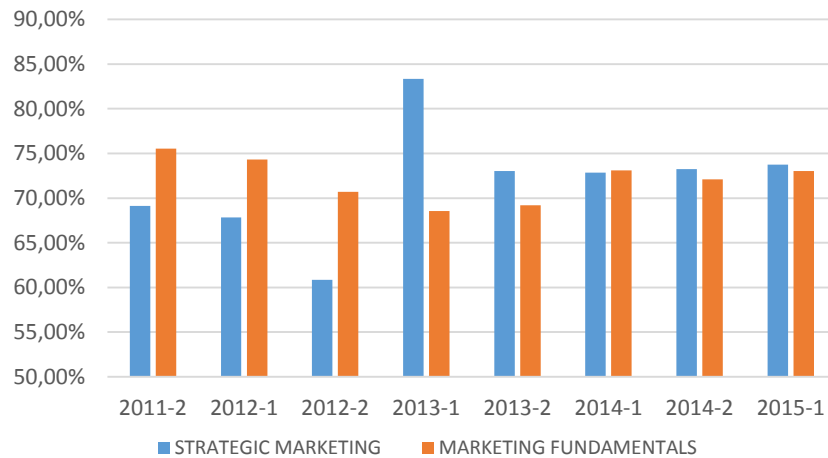
					2012 – 2: 55,37% 2012 – 1: 79,33% 2011 – 2: 71,31%
<p>Area: Humanities - cross study units.</p> <p>Average score should be higher than 60%.</p>	Formative, Internal.	Average score of Constitution, Politics, Ethics and Corporate Social Responsibility (Before Ethics) in 2015-1 was 70,44%.	In average, the results obtained by the students have decreased compared to the last report.	<p>Periodical revision of Syllabus.</p> <p>Active methodology is used to improve students' comprehension on social issues.</p> <p>Social responsibility projects for the Transparency Corporation in Colombia (<i>Corporación Transparencia por Colombia</i>) have been implemented.</p>	2015 – 1: 70,44% 2014 – 2: 68,12% 2014 – 1: 71,83% 2013 – 2: 70,75% 2013 – 1: 80,10% 2012 – 2: 78,15% 2012 – 1: 81,46% 2011 – 2: 86,70%
<p>SABER PRO (Quality Examinations for Higher Education – Colombian Ministry of Education) since 2012.</p>	Capstone performance, summative, external.	The average score of EAN students for the Business Administration program in 2012, 2013 and 2014 was 10,29, 10,24 and 10,27, respectively.	According to the results, it is shown that students of the BA in Business Administration have better results than the national average in 2014.	<p>Some actions taken to improve generic competences are: the offer of core units in English, the recruitment of professors with higher levels of English, international academic mobility to improve second language skills, the use of "Tell Me More" (learning tool).</p> <p>Syllabus improvement and update (English, Communication Skills I and II, Mathematics, Geopolitical Context, and Political Constitution, Ethics and Social Responsibility).</p> <p>Offer of reinforcement classes for the following units: Mathematics and Statistics.</p>	Results are shown in the following row

	2012		2013		2014	
	EAN UNIVERSITY	NATIONAL AVERAGE	EAN UNIVERSITY	NATIONAL AVERAGE	EAN UNIVERSITY	NATIONAL AVERAGE
WRITING	10,41	10,16	10,23	9,97	10,00	9,94
ENGLISH	10,49	10,22	10,52	10,20	10,76	10,16
CRITICAL READING	10,12	9,86	10,16	9,96	10,23	9,90
QUANTITATIVE REASONING	10,18	9,94	10,12	9,96	10,29	9,88
CITIZEN COMPETENCES	10,27	9,89	10,17	9,83	10,09	9,70

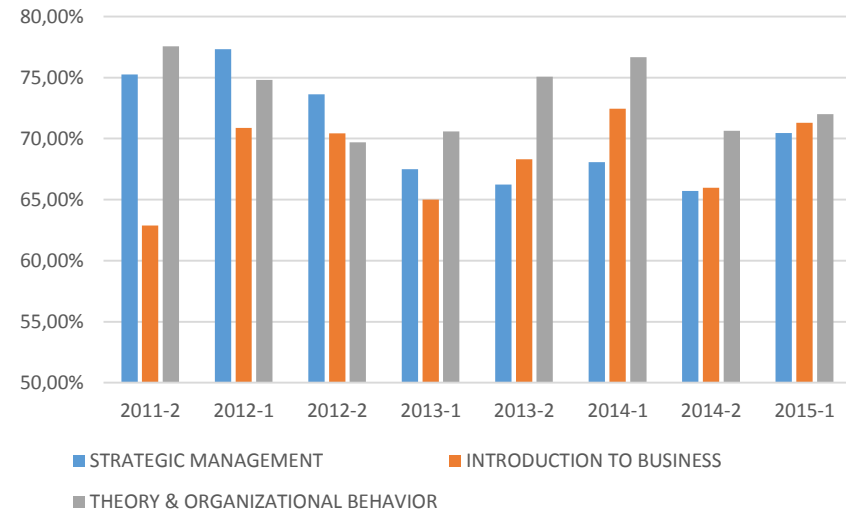
Graph 1 - Results of the Saber Pro Test in 2014 for the Business Administration Program.



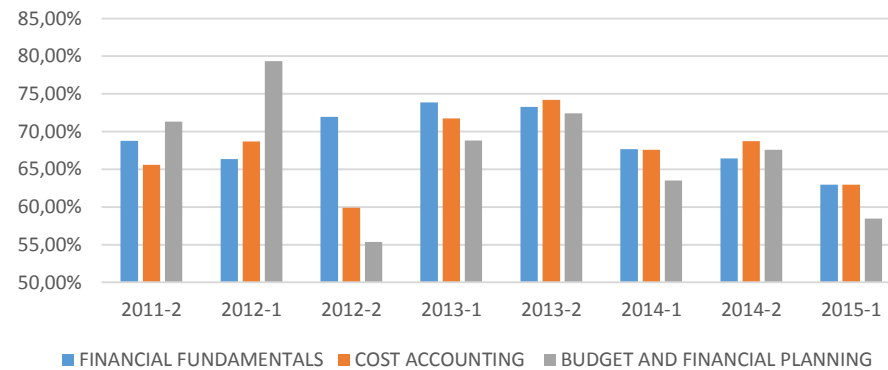
Graph 2 - Area: Marketing, Logistics and Innovation 2011 - 2015.



Graph 3 - Area: Human Management and Organizations 2011 – 2015.



Graph 4 - Area: Financial Management and Investment Decisions 2011 – 2015.

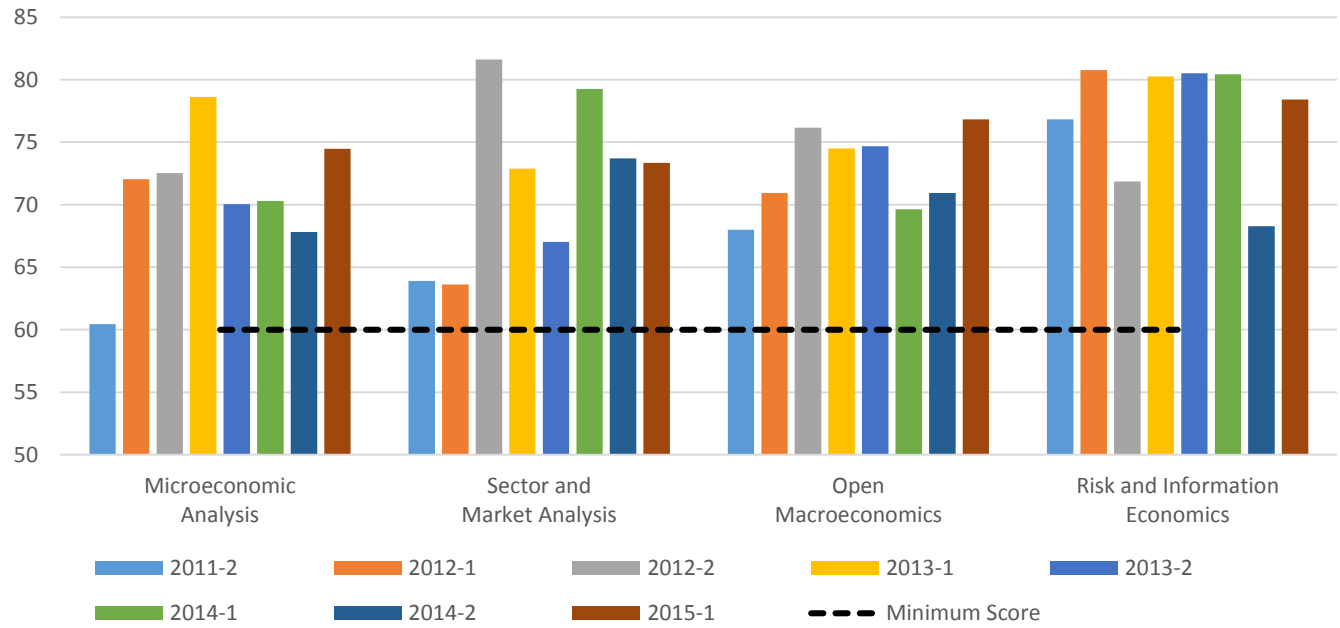


Economics					
Area: Economic Knowledge, Environment and Competitiveness. Average score should be greater than 60%.	Formative, Internal.	Average score of Microeconomic Analysis in 2015-1 was 74,47%.	In semester 2015-1, the average grade in all core subjects of the Economic Knowledge, Environment and Competitiveness Area was 74,03%.	Since the second half of 2012, the evidence collection program was implemented, whereby an evaluation activity in seven courses of the area was standardized. The evidence and the results of this activity are analyzed in order to take improvement measures. In the first half of 2013, the methodology for updating the syllabus was modified, ensuring the participation of teachers, coordinators and direction for adjusting the content, skills, resources and learning strategies and assessment methodologies. The level of demand for training in the courses was increased: (1) from the first half of 2014, a standardized test at the end of the period on all nuclear units in the area was incorporated, and (2) from the first half of 2015, the minimum number of activities were standardized, according to the typology (examinations, workshops, expositions, etc.), that should be applied in each course. New teachers with master and doctorate degrees were recruited.	2015 – 1: 74,47%
					2014 – 2: 67,82%
					2014 – 1: 70,31%
					2013 – 2: 70,05%
					2013 – 1: 78,63%
					2012 – 2: 72,53%
					2012 – 1: 72,05%
					2011 – 2: 60,44%
					2015 – 1: 76,84%
					2014 – 2: 70,93%
					2014 – 1: 69,64%
					2013 – 2: 74,68%
					2013 – 1: 74,50%
					2012 – 2: 76,20%
					2012 – 1: 70,90%
					2011 – 2: 68,00%
					2015 – 1: 73,35%
	2014 – 2: 73,70%				
	2014 – 1: 79,27%				
	2013 – 2: 67,02%				
	2013 – 1: 72,88%				
	2012 – 2: 81,62%				
	2012 – 1: 63,61%				
	2011 – 2: 63,90%				

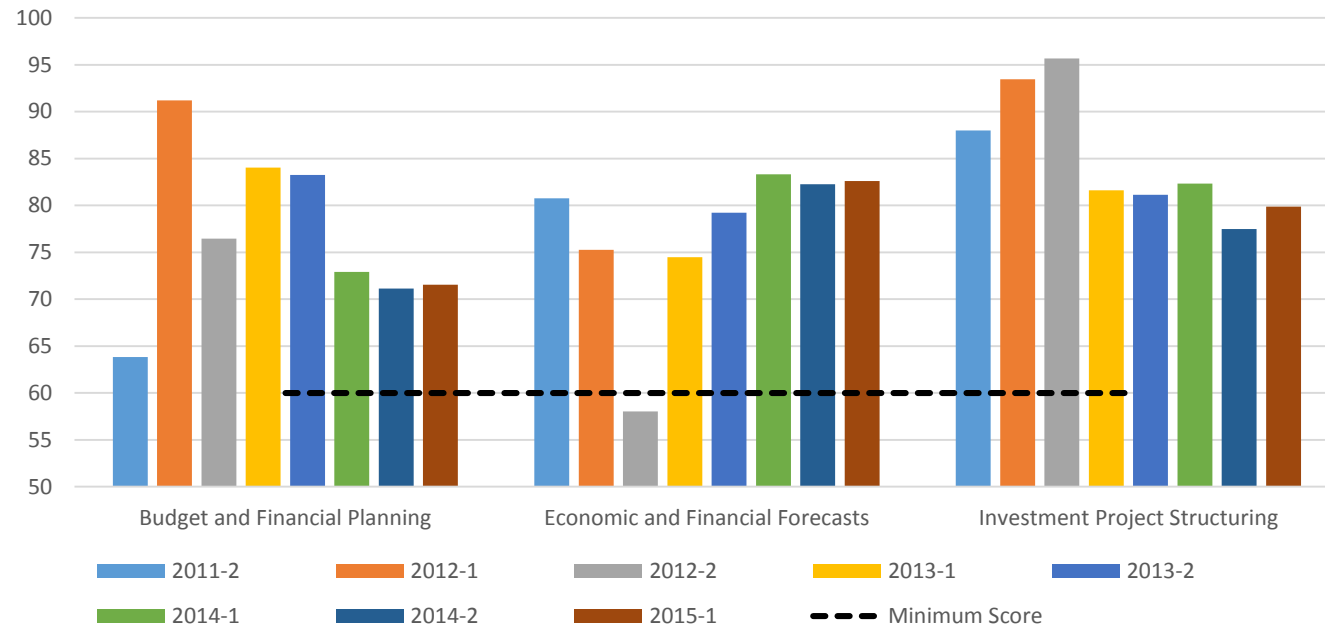
		Average score of Risk and Information Economics in 2015-1 was 78,41%.			2015 – 1: 78,41%
					2014 – 2: 68,28%
					2014 – 1: 80,42%
					2013 – 2: 80,52%
					2013 – 1: 80,25%
					2012 – 2: 71,85%
					2012 – 1: 80,76%
					2011 – 2: 76,82%
Area: Financial Management and Investment Decisions. Average score should be greater than 60%.	Formative, Internal.	Average score of Economic and Financial Forecasts in 2015-1 was 82,61%.	In semester 2015-1, the average grade in all core subjects of the Financial Management and Investment Decisions Area was 72,33%.	In the first half of 2013, the methodology for updating the syllabus was modified, ensuring the participation of teachers, coordinators and direction for adjusting the content, skills, resources and learning strategies and assessment methodologies. The level of demand for training in the courses was increased: (1) from the first half of 2014, a standardized test at the end of the period on all nuclear units in the area was incorporated, and (2) from the first half of 2015, the minimum number of activities were standardized, according to the typology (examinations, workshops, expositions, etc.), that should be applied in each course. New teachers with master and doctorate degrees were recruited. The number of learning activities developed with the support of technological resources was increased.	2015 – 1: 82,61%
					2014 – 2: 82,27%
					2014 – 1: 83,32%
					2013 – 2: 79,20%
					2013 – 1: 74,48%
					2012 – 2: 58,03%
					2012 – 1: 75,27%
					2011 – 2: 80,75%
					2015 – 1: 71,53%
					2014 – 2: 71,12%
					2014 – 1: 72,91%
					2013 – 2: 83,23%
					2013 – 1: 84,02%
					2012 – 2: 76,46%
					2012 – 1: 91,21%
	2011 – 2: 63,83%				
		Average score of Budgets and Financial Planning 2015- 1 was 71,53%.			2015 – 1: 79,86%
					2014 – 2: 77,49%
					2014 – 1: 82,32%
					2013 – 2: 81,13%

					2013 – 1: 81,60%
					2012 – 2: 95,70%
					2012 – 1: 93,40%
					2011 – 2: 88,00%

Graph 5 - Area: Economic Knowledge, Environment and Competitiveness 2011 – 2015.



Graph 6 - Area: Financial Management and Investment Decisions 2011 – 2015.



SABER PRO (Quality Examinations for Higher Education – Colombian Ministry of Education), since 2012.	Capstone performance, Summative, External.	The average score of EAN students for the Economics program in 2014 was 10,61. The program was ranked 19 th among 53 institutions.	<p>SABER PRO evaluates the following generic competencies: critical reading, writing, competency in English, quantitative reasoning, and citizenship competencies.</p> <p><i>This test is compulsory to undergraduate students in order to obtain their degree.</i></p> <p>Between 2012 and 2014, the results of the writing and quantitative reasoning competences decreased slightly, while the results of the English and citizen behavior competences showed an increase.</p>	<p>Since the second half of 2012, the evidence collection program was implemented, whereby an evaluation activity in seven courses of the Economic Thought, Environment and Competitiveness Area was standardized. In these activities, students put into practice quantitative reasoning skills and communication skills in their mother tongue and second language.</p> <p>Training programs aimed at teaching English to teachers have been implemented.</p> <p>Immersion programs to learn English abroad, aimed at students and teachers have been carried out.</p> <p>The number of nuclear courses offered in English was increased.</p> <p>A teaching staff with English proficiency was hired.</p> <p>The syllabi of the courses for Communicative Skills I and II were strengthened, and guidance on development and evaluation of different textual typologies was published.</p> <p>The courses of Mathematics, Mathematical Economics, Statistics, and Probability and Statistics were strengthened.</p>	Results are shown in the following row.
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	2012		2013		2014	
	EAN UNIVERSITY	NATIONAL AVERAGE	EAN UNIVERSITY	NATIONAL AVERAGE	EAN UNIVERSITY	NATIONAL AVERAGE
WRITING	10,65	10,69	10,48	10,50	10,17	10,44
ENGLISH	10,90	10,99	10,70	11,02	11,05	11,07
CRITICAL READING	10,65	10,47	10,46	10,63	10,47	10,65
QUANTITATIVE REASONING	11,35	10,72	10,52	10,80	10,80	10,70
CITIZEN COMPETENCES	10,46	10,46	10,59	10,51	10,54	10,41

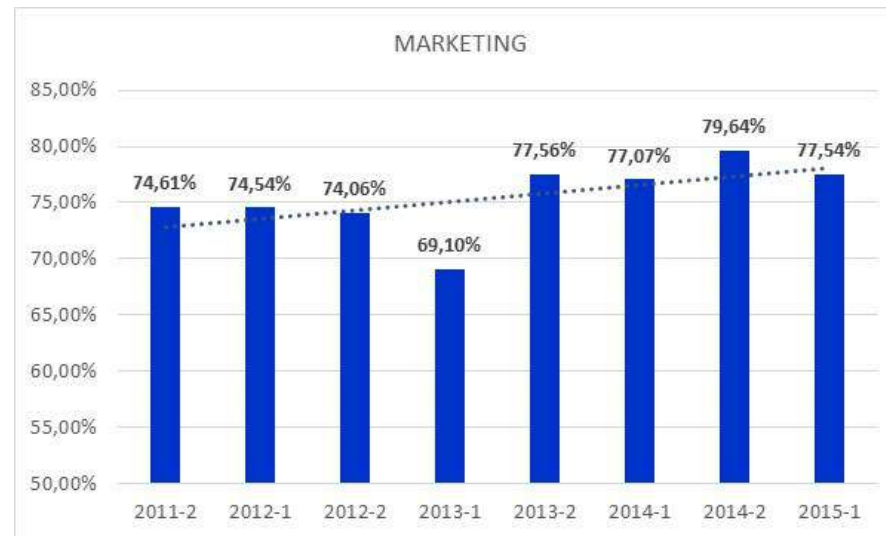
Business Administration e-Learning Delivery Method.					
Area: Marketing. Average score should be higher than 60%.	Formative, Internal.	Average score of Marketing in 2015-1 was 77,54%.	Results remain steady since 2013-2, but changing materials and learning methodologies influenced most of these results.	The syllabus and materials have been updated. Changes include: The evaluation criteria: Implementing forums in the second language that include more discussion activities. Simulating platforms involving case studies. Updating bibliographic material.	2015 – 1: 77,54%
					2014 – 2: 79,69%
					2014 – 1: 77,07%
					2013 – 2: 77,56%
					2013 – 1: 69,10%
					2012 – 2: 74,06%
					2012 – 1: 74,54%
					2011 - 2: 74,61%
Area: Management. Average score should be higher than 60%.	Formative, Internal.	Average score of Operations Management in 2015-1 was 75,27%.	Methodologies need to be reviewed in order to improve student’s academic performance.	A change to an interactive environment in the operations management field was applied, in addition to literature adaptation, implementation of the use of platforms that include evaluation exercises in English. The application of cases that incorporate company visits and applied work related to programming and project management was strengthened. Books were updated, activities redesigned, and content associated with discipline was included.	2015 – 1: 75,27%
					2014 – 2: 79,80%
					2014 – 1: 74,17%
					2013 – 2: 78,98%
					2013 – 1: 69,18%
		Average score of Strategic Management in 2015-1 was 81.42%.		The physical classroom and virtual classroom were modified, and the teaching activities were improved.	2012 – 2: 74,95%
					2012 – 1: 69,13%
					2011 – 2: 64,03%
				Usage of active pedagogies for the development of competencies and simulators in order to appropriate the knowledge of the environment, applying the concepts to real life and to the economic information of companies, and enhancement of teaching staff, mainly full-time teachers. The implementation of active methodologies, case studies, simulators and a videoconference system for	2015 – 1: 81.42%
					2014 – 2: 84.09%
					2014 – 1: 82.08%
					2013 – 2: 81,96%
					2013 – 1: 68,40%
					2012 – 2: 65,45%
					2012 – 1: 69,56%

		Average score of Introduction to Business in 2015-1 was 76,14%.		<p>distance learners has enabled tutors to give greater attention to students in tutorials.</p> <p>The following strategies were implemented to improve English skills:</p> <ul style="list-style-type: none"> - Training in English teaching strategies was conducted. - Constant support to English students in the different skills. - Strengthening the cross-study units in English (Common European Framework) - A qualifying English test is now being applied to all new students. - English language has been intensively implemented through all the study unites 	2011 – 2 : 67,42%
		Average score of Entrepreneurship in 2015-1 was 81,47%.			2015 – 1: 76.14%
Area: Information Technology and Communication. Average score should be higher than 60%.	Formative, Internal.	Average score of Management Simulation in 2015-1 was 79,68%.	<p>Academic performance has jumped up in the last 4 periods. Activities were changed, including simulators related to management and information technology. Teachers' skills in tutoring helped students to achieve better results.</p> <p>Focus on deepening the expansion of contents with</p>	<p>Training to Faculty in IT management skills have been strengthened in order to improve the online support.</p> <p>The use of online simulators that develop skills in all areas has been implemented; the syllabus and activities were adapted according to market requirements.</p> <p>The virtual classroom content is redesigned every year, and the teaching methodology was changed on the whole.</p> <p>80% of teachers guiding the studies unit are full-time.</p>	2014 – 2: 73.99%
					2014 – 1: 78.62%
					2013 – 2: 77,74%
					2013 – 1: 75,96%
					2012 – 2: 66,00%
					2012 – 1: 66,82%
					2011 – 2: 68,52%
					2015 – 1: 81.47%
					2014 – 2: 81.32%
					2014 – 1: 84.42%
					2013 – 2: 84.23%
					2013 – 1: 74,30%
					2012 – 2: 68,42%
					2012 – 1: 69,77%
					2011 – 2: 74,98%
					2015 – 1: 79.68%
					2014 – 2: 83.00%
					2014 – 1: 76.36%
					2013 – 2: 76.82%
					2013 – 1: 68,40%
					2012 – 2: 65,45%
					2012 – 1: 69,56%

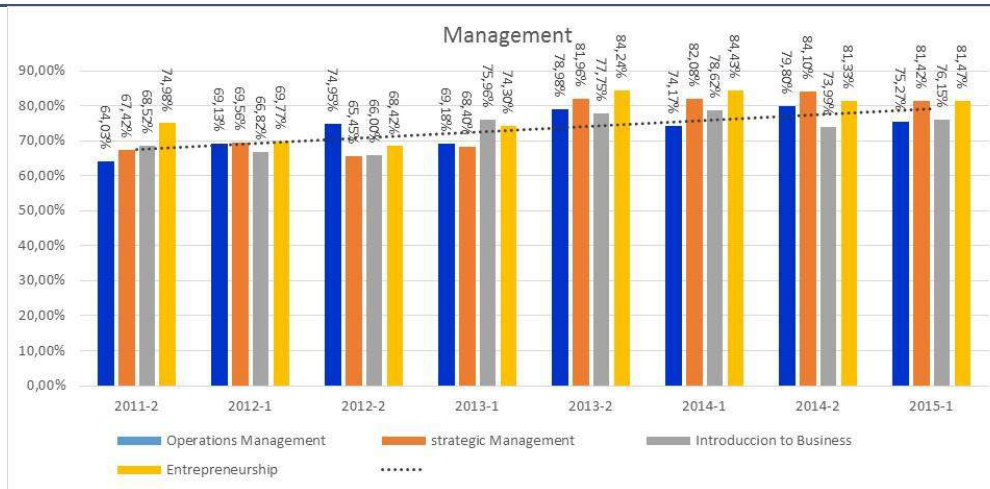
			topics such as social and digital media management, database management, and systems management in the cloud (e-cloud).		2011 – 2: 67,42% 2015 – 1: 78.15% 2014 – 2: 80.68% 2014 – 1: 77.51% 2013 – 2: 79.83% 2013 – 1: 64,25% 2012 – 2: 65,00% 2012 -1: 67,71% 2011 – 2: 69,33%
		Average score of Management Information Systems in 2015-1 was 78,15%.			
Area: Ethics Average score should be higher than 60%.	Formative, Internal.	Average score of Ethics in 2015-1 was 80,63%.	Results in the last 2 periods increased, and achieved better result in 2013-2 compared with previous years.	Syllabus update. Changes included bibliography, teaching materials, technology resources and active pedagogies. The elements that are included in the working guidelines correspond to social responsibility and professional ethics, and topics related to cases. Themes that are developed in English and French were incorporated.	2015 – 1: 80.63% 2014 – 2: 79.40% 2014 – 1: 77.26% 2013 – 2: 81.28% 2013 - 1: 69,77% 2012 – 2: 71,71% 2012 – 1: 78,11% 2011 – 2: 73,38%
Area: Finance. Average score should be higher than 60%.	Formative, Internal	Average score of Financial Management in 2015-1 was 75,50%.		Supporting material for the study unit was changed, and activities that are applied to the business environment and online low valuation tests were implemented. * Updated for "Financial Management" 2012 – 2.	2015 – 1: 75.50% 2014 – 2: 73.70 % 2014 – 1: 78.30% 2013 – 2: 74.40% 2013 – 1: 73,94% 2012 – 2: 78.52% 2012 - 1: 73,99%

					2011 – 2: 65,40%
					2015 – 1: 76.94%
					2014 – 2: 81.58%
					2014 – 1: 80.32%
					2013 – 2: 77.51%
					2013 – 1: 70,33%
					2012 – 2: 75,05%
					2012 - 1: 76,00%
					2011 – 2: 64,39%
		<p>Average score of Financial Accounting - Cost & Budgeting in 2015-1 was 76,94%.</p>	<p>An increase of 6,61% between 2013-1 and 2015-1 is shown.</p>	<p>More often than not, full-time teachers are the ones delivering the unit; content, books and applied support were updated. Contents were improved taking into account the International Standards of Financial Information.</p>	

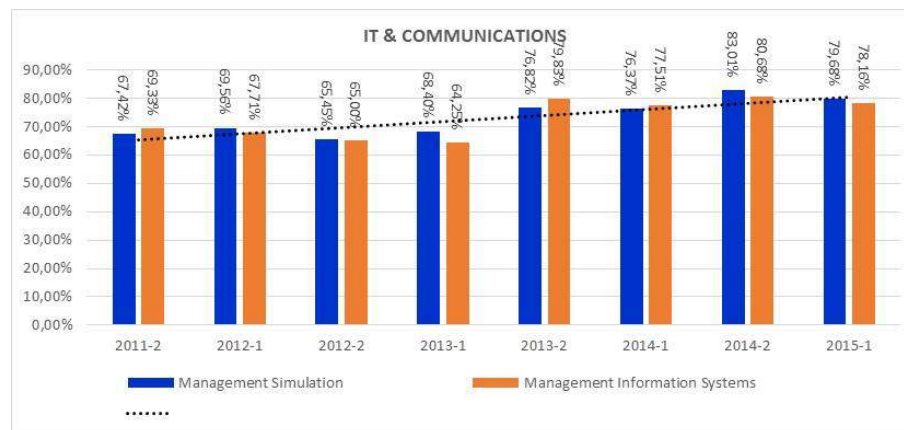
Graph 7 - Area: Marketing 2011 – 2015.



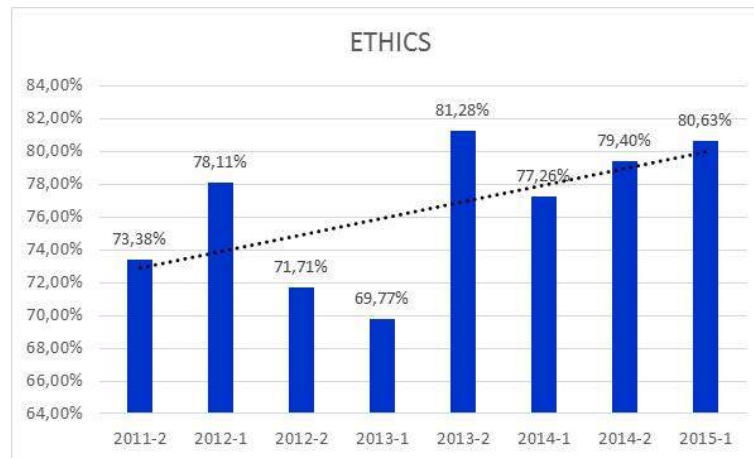
Graph 8 - Area: Management 2011 – 2015.



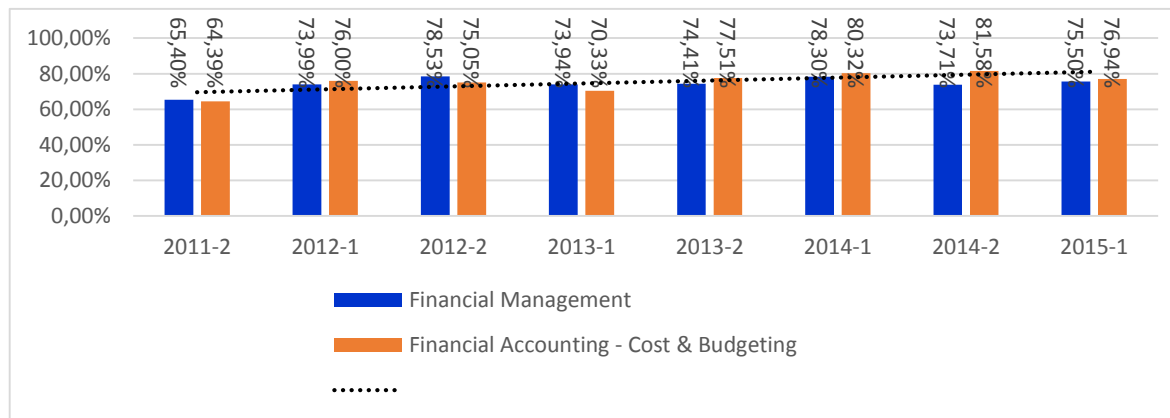
Graph 9 - Area: IT and Communications 2011 – 2015.



Graph 10 - Area: Ethics 2011 – 2015.



Graph 11 - Area: Finance 2011 – 2015.



SABER PRO (Quality Examinations for Higher Education – Colombian Ministry of Education) since 2012.	Capstone performance, Summative, External.	Average score of EAN Students in the Economics program in 2014 was 10,61. The program was ranked 19 th among 53 institutions.	<p>SABER PRO evaluates the following generic competencies: critical reading, writing, competency in English, quantitative reasoning, and citizenship competencies.</p> <p><i>This test is compulsory to undergraduate students in order to obtain their degree.</i></p> <p>Between 2012 and 2014, the results of writing and citizen competences decreased slightly, while the results of English, critical reading, and quantitative reasoning showed an increase.</p>	<p>Since the second half of 2012, each of the study units includes objective tests that enable the assessment of students' skills at the end of unit.</p> <p>English training programs aimed at teachers and students using platforms like My Oxford English and Tell Me More were implemented.</p> <p>Immersion programs to learn English abroad, aimed at students and teachers have been conducted.</p> <p>New teachers with English proficiency were hired full-time to help improve the activities. Syllabus and material focused to the group of</p> <p>Distance Learning Programs for the purpose of improving communication skills and competencies in the quantitative-field.</p>	Results are shown in the following row.
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	2012-1		2012-2		2013-1		2013-2		2014-1		2014-2	
	EAN Average	National Average	EAN Average	National Average	EAN Average	National Average	EAN Average	National Average	EAN Average	National Average	EAN Average	National Average
WRITING	10,32	10,16	10,43	10,16	10,11	9,97	10,22	9,97	9,90	9,94	10,17	9,94
ENGLISH	10,17	10,22	10,60	10,22	10,24	10,20	10,28	10,20	10,67	10,16	10,29	10,16
CRITICAL READING	10,20	9,86	10,03	9,86	10,15	9,96	10,03	9,96	10,18	9,90	10,28	9,90
QUANTITATIVE REASONING	10,10	9,94	10,17	9,94	10,03	9,96	10,05	9,96	10,39	9,88	10,15	9,88
CITIZEN COMPETENCES	10,44	9,89	10,23	9,89	10,24	9,83	10,17	9,83	10,22	9,70	10,06	9,70

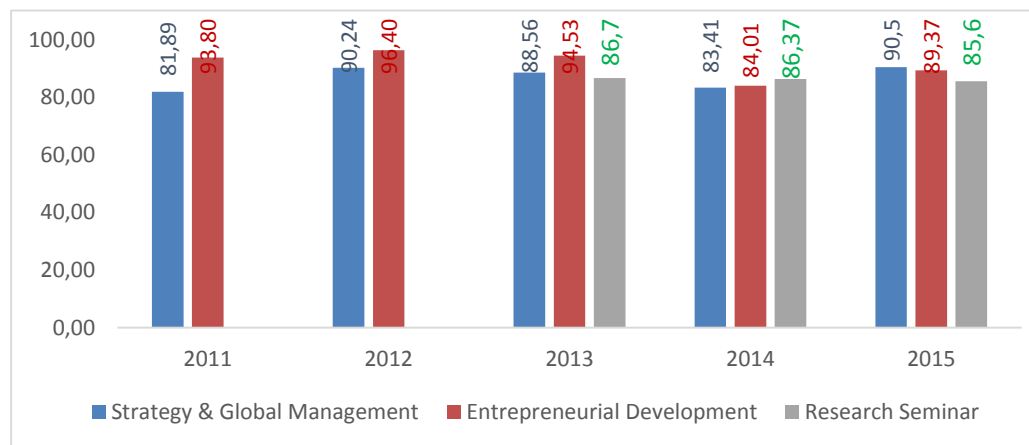
Business Administration E – Learning Graduate Course

2015: 90,5%

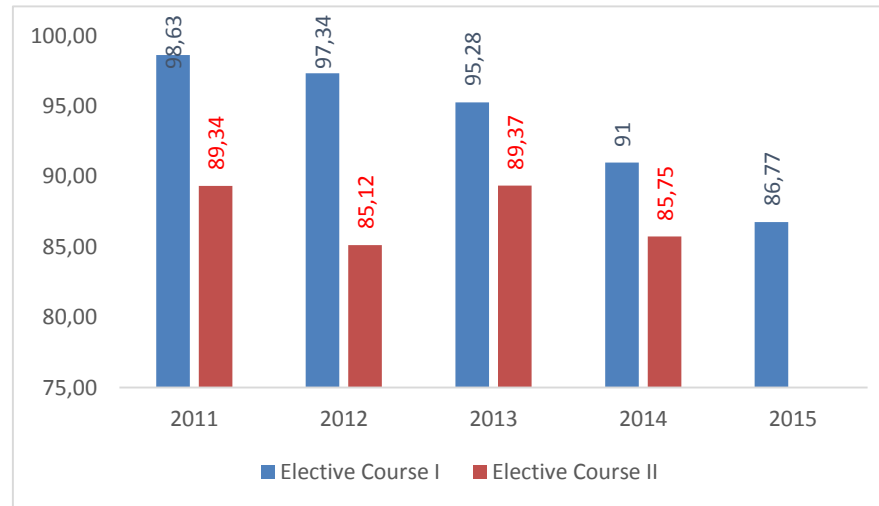
Area: CROSS Study Units average score should be higher than 70%.	Professional Performance, Formative, Internal.	Average score of Strategy and Global Management in 2015 was 90,5%.	Cross study units keep similar results with respect to students' achievements. An additional cross study unit was included in the program, in order to strengthen the research competences among graduated students.	A research seminar was created and included as a new cross study unit, in order to allow students to improve and apply academic research skills. Continue updating contents and enriching bibliography in areas of strategy and global management, and entrepreneurial development, emphasizing on the use of English.	2014: 83,41%
		Average score of Entrepreneurial Development in 2015 was 89.27%.			2013: 88,56%
					2012: 90,24%
					2011: 81,89%
					2015: 89,27%
					2014: 84,01%
					2013: 94,53%
		Average score of Research Seminar in 2015 was 85,6%.			2012: 96,40%
					2011: 93,80%
2015: 85,6%					
Area: CORE Study Units average score should be higher than 70%.	Professional Performance, Formative, Internal.	Average score of Contemporary Management Research in 2014 was 83,41%.	Changes in the teaching staff of the Graduate Program, particularly in the courses of Strategic Marketing and Management, and Model Organizations, led to changes in the results of the development competency. In order to maintain a similar average level in core subjects, it is essential to maintain unity in criteria and coherence in the implementation of teaching methodologies according to the pedagogical model.	An interim Director of Business Administration e-learning Graduate Program was appointed in 2014, and a new Director was hired in 2015. Maintain permanent strategic alignment among different Faculty Professors with respect to the central elements of the competency model for education, in order to ensure harmony and identity of core content.	2014: 83,41%
		Average score of Corporate Finance in 2015 was 84,44%.			2013: 87,16%
					2012: 84,57%
					2011: 85,53%
					2015: 84,44%
					2014: 85,38%
					2013: 87,16%
		Average score of Strategic Marketing in 2014 was 78,28%.			2012: 84,57%
					2011: 85,53%
					2014: 78,28%
					2013: 91,34%
					2012: 90,21%
					2011: 86,32%
					2014: 82,26%

		Average score of Management and Organizations Models in 2015 was 91,00%	Continue updating contents and keeping relevance on elective courses, so that they offer a greater level of acceptance in students.	2013: 94,83%
		Average score of Elective Course II in 2014 was 85,75%.		2012: 96,21%
				2011: 93,52%
				2015: 91,00%
				2014: 86,77%
				2013: 95,28%
				2012: 97,34%
				2011: 98,63%
				2014: 85,75%
				2013: 89,37%
				2012: 85,12%
				2011: 89,34%

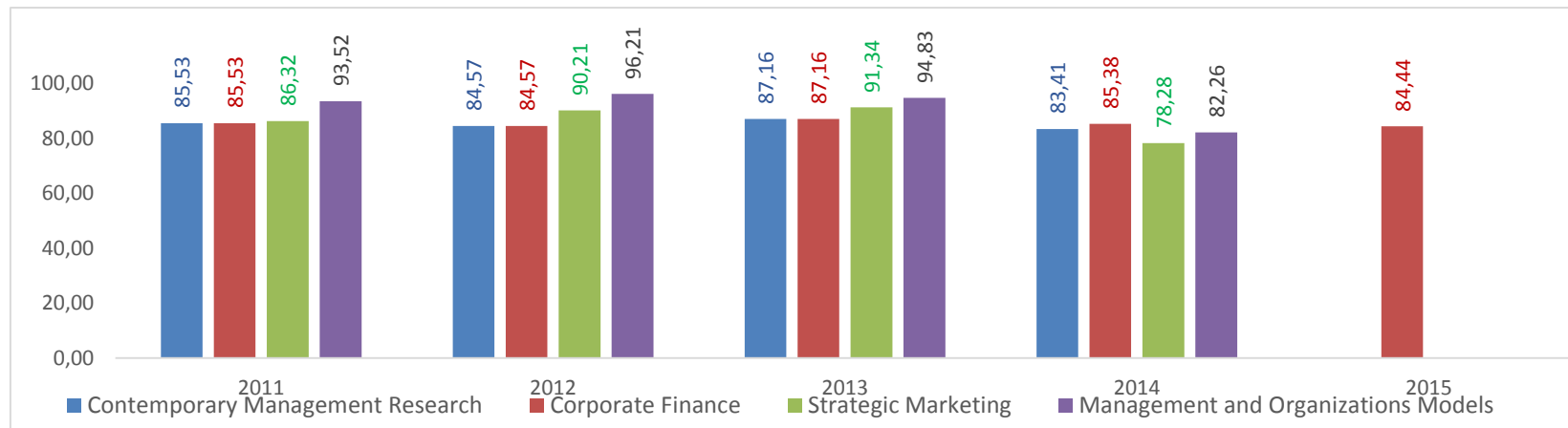
Graph 12 - Area: Cross Study Units 2011 – 2015.



Graph 13 - Area: Elective Study Units 2011 – 2015.



Graph 14 - Area: Core Study Units 2011 – 2015.

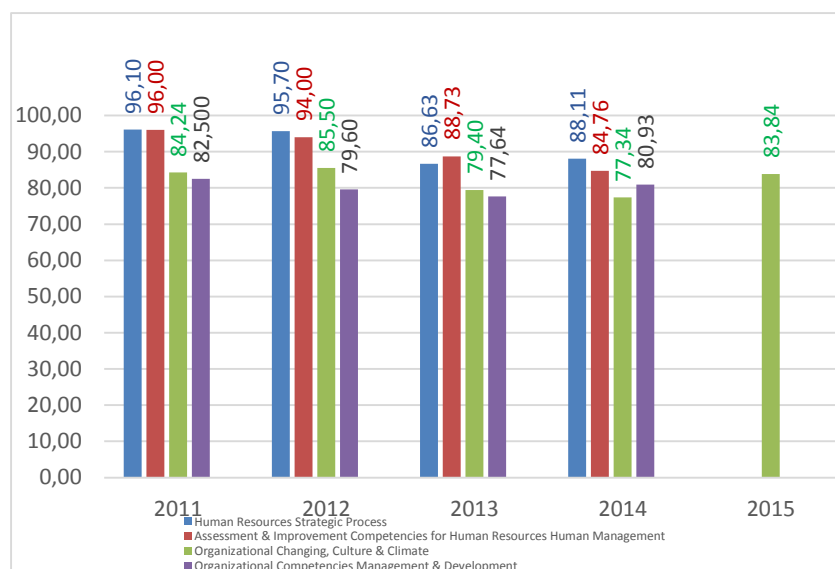


Human Management E – Learning Graduate Course					
Human Management e-Learning Graduate Course Cross Units should have an average score greater than 70%.	Professional Performance; Formative.	Average score of Entrepreneurial Development in 2015 was 89,30%.	In the units of transverse studies, it is important to support the traceability of the contents, keeping them aligned to other units of study in the program, orientated to a better utilization and academic and professional development of the students, and making sure that the reviews obey the current trends on the deepening line of the program.	The coordination of area put into effect an adjustment to the methodology that included improvements in the draft of activities and the indicators of achievement, and a malingerer joined as a useful tool for the analysis, development and capture of managerial decisions.	2015 : 89.30%
					2014 : 95.74%
					2013 : 94.53%
					2012 : 96.40%
					2011 : 91.29%
		Average score of Strategy & Global Management in 2015 was 91,73%	The coordination of area out into effect an adjustment to the methodology that included improvements in the draft of activities and the indicators of achievement, and a malingerer joined as a useful tool for the analysis, development and capture of managerial decisions.	2015: 91.73%	
				2014: 92.30%	
				2013: 83.26%	
				2012: 97.00%	
				2011: 78.33%	
		Average score of the Research Seminar in 2015 was 89%.		The coordination of the area advanced improvements in the structure of the activities.	2015: 89.00%
					2014: 87.09%
					2013: 84.49%
					2014: 84.75%

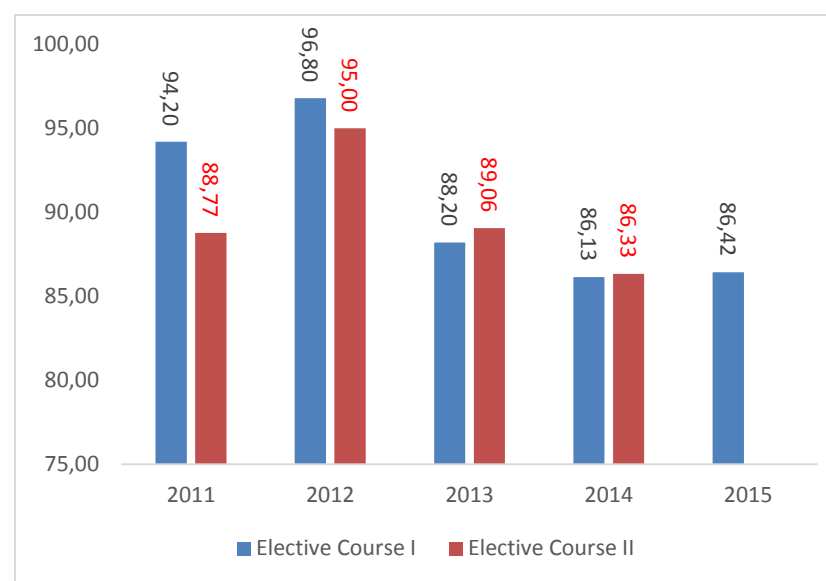
Human Management e-Learning Graduate Course Cross Units should have an average score greater than 70%.	Professional Performance; Formative.	Average score of Assessment and Improvement of Competencies for Human Resources Management in 2014 was 84,75%.	In the units of nuclear studies, it is important to keep the traceability of the contents, keeping them aligned to other units of study in the program, orientated to a better utilization and academic and professional development of the students, and making sure that the reviews obey the current trends on the deepening line of the program.	A plan for updating went forward in content and scope of the academic activities by applying measurement tools.	2013: 88.73%			
		Average score of Organizational Competencies Management & Development in 2014 was 80,93%.		A plan for updating went forward in content and scope of the academic activities by aligning to the new trends and models of competences in the organizational environment.	2012: 94.00%			
					2011: 96.00%			
					2014: 80.93%			
					2013: 77.64%			
		Average score of Human Resources Strategic Process in 2014 was 88,11%.		Update of cases and follow-up of activities, as well as the update of bibliographical material.	2012: 76.90%			
					2011: 82.50%			
					2014: 88.11%			
					2013: 86.63%			
		Average score of Culture, Climate and Organizational Change in 2015 was 83,84%		Updates and improvement of activities orientated to the development of metric and analysis of cases were carried out.	2012: 95.70%			
					2011: 96.40%			
					2015 : 83.84%			
					2014 : 77.34%			
		Human Management e-Learning Graduate Course Cross Units should have an average score greater than 70%.		Professional Performance; Formative.	Average score of Elective Course I in 2014 was 86,33%.	In the units of elective studies it is important to support the traceability of the contents, keeping them aligned to other units of study in the program, orientated to a better utilization and academic and professional development of the students, and making sure that the reviews obey the current trends on the deepening line of the program.	The academic activities were adjusted to maximize the utilization of the guides and the legal procedures sent on the matter, allowing positive corrections to the final academic results of the students.	2013 : 79,40%
								2012 : 85;60%
								2011: 85,40%
2014 : 86.33%								
Average score of Elective Course II in 2015 was 86,42%.	The academic activities were adjusted to maximize the utilization of the guides and the		2013 : 89.06%					
			2012 : 96,80%					
			2011: 94,20%					
			2015: 86.42%					

				legal procedures sent on the matter, allowing positive corrections to the academic results of the students.	2014: 86.13%
					2013: 88.20%
					2012: 95.00%
					2011: 78.00%

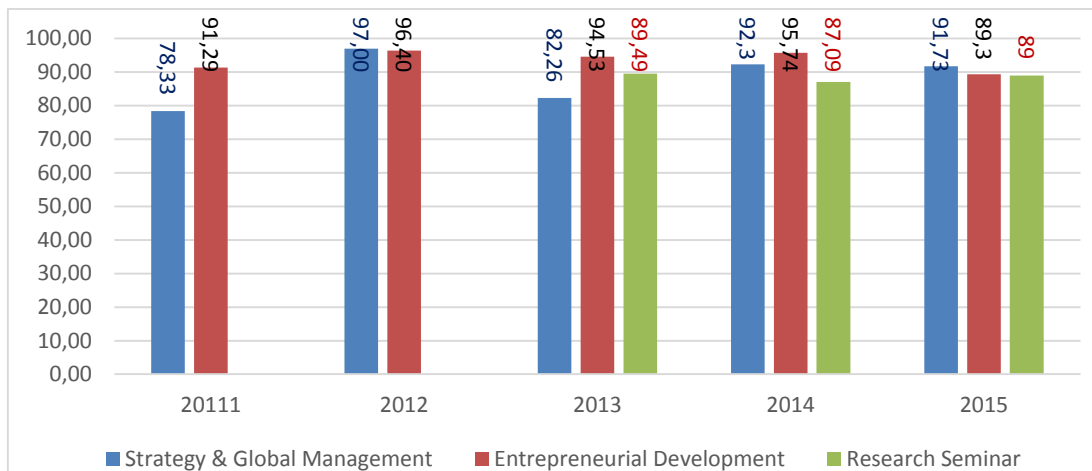
Graph 15 - Area: Cross Study Units 2011 – 2015.



Graph 16 - Area: Elective Study Units 2011 – 2015.



Graph 17 - Area: Core Study Units 2011 – 2015.



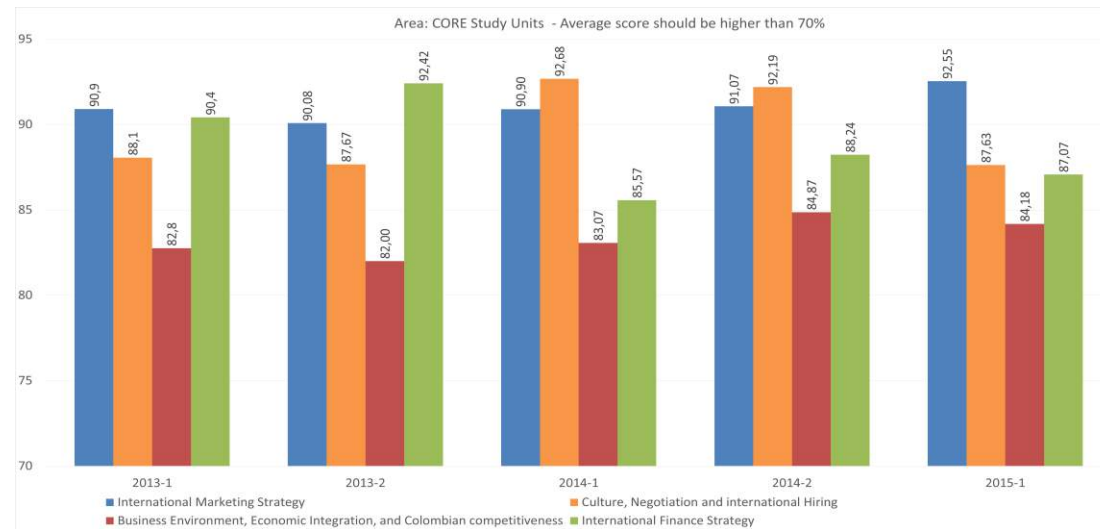
Finance and International Business Management Graduate Course.

Area: CORE Study Units. Average score should be higher than 70%.	Professional Performance, Formative, Internal	Average score of International Marketing Strategy study unit in 2015-1 is 92,55%	<p>The average score of the International Marketing Strategy study unit shows an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.</p>	<p>For teachers of all nuclear study units, the Integral Plan for Teachers Training for the years 2014 and 2015 was executed on the part of the Human Management Process, and the Assessment Center and Quality Assurance Offices.</p> <p>In order to improve students' learning performance in the "Culture, Negotiation and International Hiring" and the "International Finance Strategy" study units, the expectation is to create synergies with the academic core of International Studies in the Faculty of Administration, Finance and Economics, in favor of sharing content, experience and best teaching practices.</p>	2015-1: 92,55%
					2014-2: 91,07%
					2014-1: 90,90%
					2013-2: 90,08%
					2013-1: 90,40%
					2012-2: 90,70%
					2012-1: 90,00%
					2011-2: 90,10%
					2011 – 1: 82,44%
					2010 – 2: 85,06%
					2010 – 1: 90,75%
					2009 – 2: 93,00%
					2015-1: 87,63%

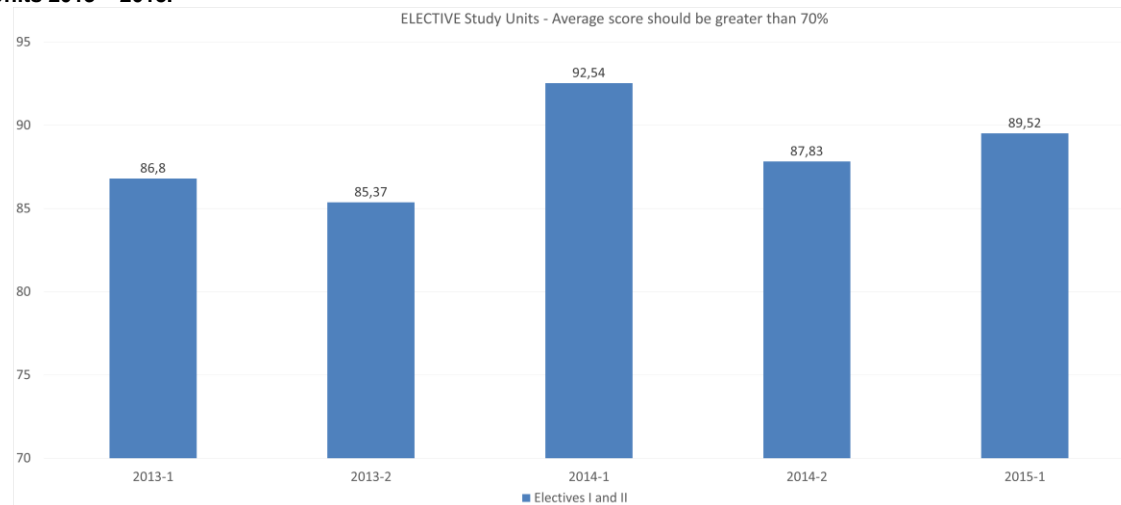
		<p>Average score of Culture, Negotiation and international Hiring study unit in 2015-1 is 87,63%.</p>	<p>The average score of the Culture, Negotiation and International Hiring study unit shows a decrease when compared to the average results in the last two years. Improvements should be made.</p>		<p>2014-2: 92,19%</p> <p>2014-1: 92,68%</p> <p>2013-2: 87,67%</p> <p>2013-1: 88,50%</p> <p>2012-2: 92,00%</p> <p>2012-1: 94,20%</p> <p>2011-2: 92,90%</p> <p>2011-1: 87,10%</p> <p>2010 – 2: 90,45%</p> <p>2010 – 1: 94,69%</p> <p>2009 – 2: 90,84%</p>
		<p>Average score of Business Environment, Economic Integration, and Colombian competitiveness study unit in 2015-1 is 84,18%.</p>	<p>The average score of the Business Environment, Economic Integration, and Colombian Competitiveness study unit shows an Increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.</p>		<p>2015-1: 84,18%</p> <p>2014-2: 84,87%</p> <p>2014-1: 83,07%</p> <p>2013-2: 82,00%</p>
		<p>Average score of International Finance Strategy study unit in 2015-1 is 87,07%.</p>	<p>The average score in the International Finance Strategy study unit shows a</p>		<p>2013-1: 79,50%</p> <p>2012-2: 81,00%</p> <p>2012-1: 82,70%</p> <p>2011-2: 92,40%</p> <p>2011 – 1: 89,03%</p> <p>2010 – 2: 77,56%</p> <p>2010 – 1: 81,38%</p> <p>2009 – 2: 84,85%</p>
					<p>2015-1: 87,07%</p> <p>2014-2: 88,24%</p>

			decrease when compared to the average results in the last two years. Improvements should be made.		2014-1: 85,57% 2013-2: 92,42% 2013-1: 91,30% 2012-2: 93,50% 2012-1: 90,60% 2011-2: 93,90% 2011 – 1: 72,86% 2010 – 2: 88,80% 2010 – 1: 90,38% 2009 – 2: 78,50%
ELECTIVE Study Units. Average score should be greater than 70%.		Average score of Electives I and II study units in 2015-1 is 89,52%.	The average score in Electives I and II study units show an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.	The number of elective study units, available to students and that are related to the disciplines of finance and international business will be increased.	2015-1: 89,52% 2014-2: 87,83% 2014-1: 92,54% 2013-2: 85,37% 2013-1: 93,30%

Graph 18 Area: Core Study Units 2013 – 2015.



Graph 19 Area: Elective Study Units 2013 – 2015.

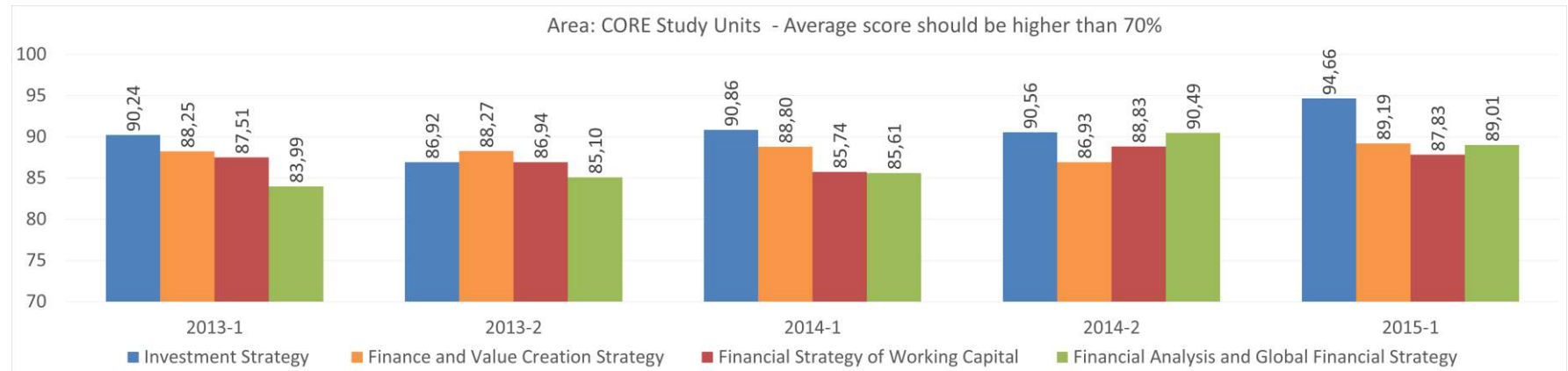


Finance Management Graduate Course.					
<p>Area: CORE Study Units.</p> <p>Average score should be higher than 70%.</p>	Professional Performance, Formative, Internal.	<p>Average score of Investment Strategy study unit in 2015-1 is 94,66%.</p>	<p>The average score of the Investment Strategy study unit shows an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.</p>	<p>For teachers of all nuclear study units, the Integral Plan for Teachers Training for the years 2014 and 2015 was executed on the part of the Human Management Process, and the Assessment Center and Quality Assurance Offices.</p> <p>In order to maintain students' learning performance in all nuclear study units, the expectation is to create synergies with the academic core of Financial Management and Investment Decisions in the Faculty of Administration, Finance and Economics, in favor of sharing content, experience and best practices.</p>	<p>2015-1: 94,66%</p> <p>2014-2: 90,56%</p> <p>2014-1: 90,86%</p> <p>2013-2: 86,92%</p> <p>2013-1: 87,20%</p> <p>2012-2: 88,60%</p> <p>2012-1: 91,00%</p> <p>2011-2: 87,20%</p> <p>2011 – 1: 94,19%</p> <p>2010 – 2: 88,63%</p> <p>2010 – 1: 86,21%</p> <p>2009 – 2: 81,63%</p>
		<p>Average score of Finance and Value Creation Strategy study unit in 2015-1 is 89,19%.</p>	<p>The average score of the Finance and Value Creation Strategy study unit shows an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.</p>		<p>2015-1: 89,19%</p> <p>2014-2: 86,93%</p> <p>2014-1: 88,80%</p> <p>2013-2: 88,27%</p> <p>2013-1: 93,30%</p> <p>2012-2: 84,10%</p> <p>2012-1: 86,90%</p> <p>2011-2: 84,70%</p> <p>2011 – 1: 86,52%</p> <p>2010 – 2: 84,92%</p> <p>2010 – 1: 84,39%</p>

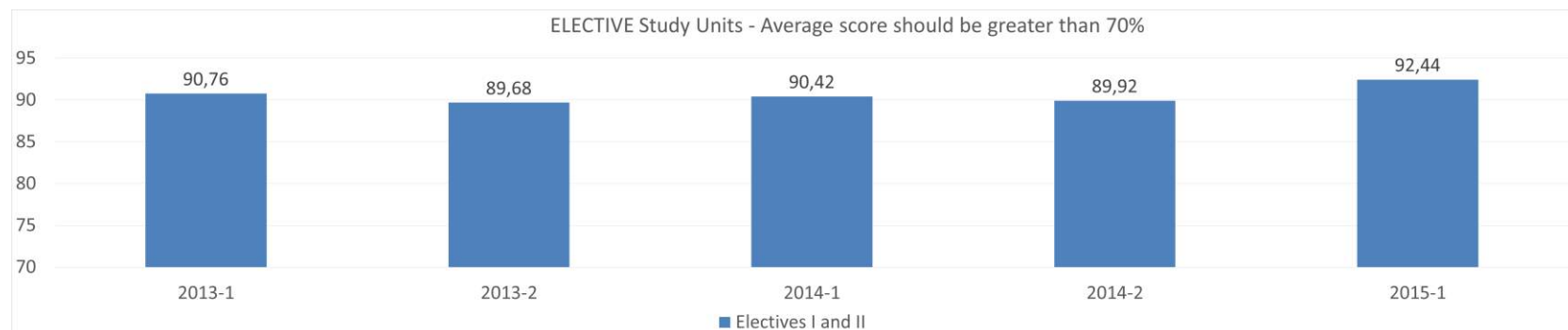
				2009 – 2: 86,50%
		Average score of Financial Strategy of Working Capital study unit in 2015-1 is 89,52%.	The average score of the Financial Strategy of Working Capital study unit shows an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.	2015-1: 89,52%
				2014-2: 87,83%
				2014-1: 92,54%
				2013-2: 85,37%
				2013-1: 87,80%
				2012-2: 88,00%
				2012-1: 87,20%
				2011-2: 85,20%
				2011 – 1: 86,11%
				2010 – 2: 89,63%
				2010 – 1: 87,02%
				2009 – 2: 88,56%
		Average score of Financial Analysis and Global Financial Strategy study unit in 2015-1 is 87,83%.	The average score of the Financial Analysis and Global Financial Strategy study unit shows an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.	2015-1: 87,83%
				2014-2: 88,83%
				2014-1: 85,64%
				2013-2: 86,94%
				2013-1: 85,40%
				2012-2: 86,50%
				2012-1: 86,90%
				2011-2: 84,50%
				2011 – 1: 87,37%
				2010 – 2: 87,71%
				2010 – 1: 81,00%
				2009 – 2: 81,72%

<p>Area: ELECTIVE Study Units.</p> <p>Average score should be greater than 70%.</p>	<p>Formative, Internal.</p>	<p>Average score of Electives I and II study units in 2015-1 is 92,44%.</p>	<p>The average score of Electives I and II study units show an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.</p>	<p>The number of elective study units available to students and that are related to the discipline of Finance at the levels of enterprises, international financial regulation (IFRS) and capital markets will be increased.</p>	<p>2015-1: 92.44%</p> <p>2014-2: 89.92%</p> <p>2014-1: 90,42%</p> <p>2013-2: 89,68%</p> <p>2013-1: 95,50%</p> <p>2012-2: 91,40%</p> <p>2012-1: 97,00%</p> <p>2011-2: 80,90%</p> <p>2011 – 1: 87,13%</p> <p>2010 – 2: 84,31%</p> <p>2010 – 1: 87,08%</p> <p>2009 – 2: 88,26%</p> <p>2013-1: 90,7%</p> <p>2012-2: 89,7%</p> <p>2012-1: 91,30%</p> <p>2011-2: 89,10%</p>
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Graph 20 Area: Core Study Units 2013 – 2015.



Graph 21 Area: Elective Study Units 2013 – 2015.



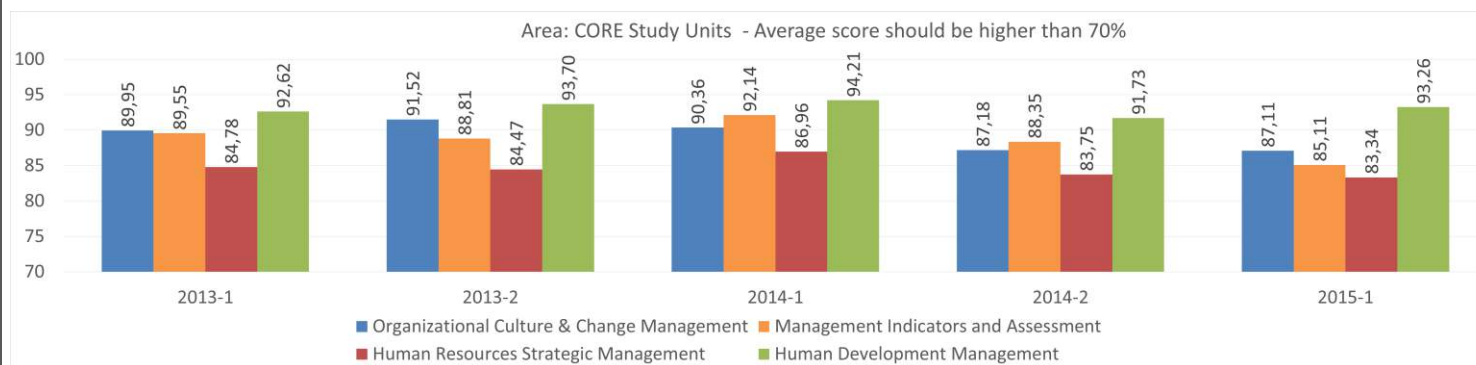
Human Management Graduate Course.

<p>Area: CORE Study Units.</p> <p>Average score should be higher than 70%.</p>	<p>Professional Performance, Formative, Internal.</p>	<p>Average score of Organizational Culture & Change Management study unit in 2015-1 is 87,1%.</p>	<p>The average score of the Organizational Culture & Change Management study unit shows a decrease when compared to the average results in the last two years. Improvements should be made.</p>	<p>For teachers of all nuclear study units, the Integral Plan for Teachers Training for the years 2014 and 2015 was executed on the part of the Human Management Process, and the Assessment Center and Quality Assurance Offices.</p> <p>In order to maintain students' learning performance in all nuclear study units, the expectation is to create synergies with the academic core of Human Resources and Organization in the Faculty of Administration, Finance and Economics, in favor of sharing content, experience and best practices.</p>	<p>2015-1: 87.11%</p> <p>2014-2: 87.18%</p> <p>2014-1: 90,36%</p> <p>2013-2: 91.52%</p> <p>2013 – 1: 90,60%</p> <p>2012-2: 90,30%</p> <p>2012-1: 89,20%</p> <p>2011-2: 89,70%</p> <p>2011 – 1: 94,29%</p> <p>2010 – 2: 95,38%</p> <p>2010 – 1: 89,20%</p> <p>2009 – 2: 87,58%</p>
		<p>Average score of Management Indicators and Assessment study unit in 2015-1 is 85,1%.</p>	<p>The average score of the Management Indicators and Assessment study unit shows a decrease when compared to the average results in the last two years. Improvements should be made.</p>		<p>2015-1: 85.11%</p> <p>2014-2: 88.35%</p> <p>2014-1: 92.14%</p> <p>2013-2: 88.81%</p> <p>2013-1: 94,00%</p> <p>2012-2: 93,60%</p> <p>2012-1: 93,20%</p> <p>2011-2: 88,20%</p> <p>2011 – 1: 98,21%</p> <p>2010 – 2: 89,21%</p> <p>2010 – 1: 93,83%</p> <p>2009 – 2: 92,21%</p>

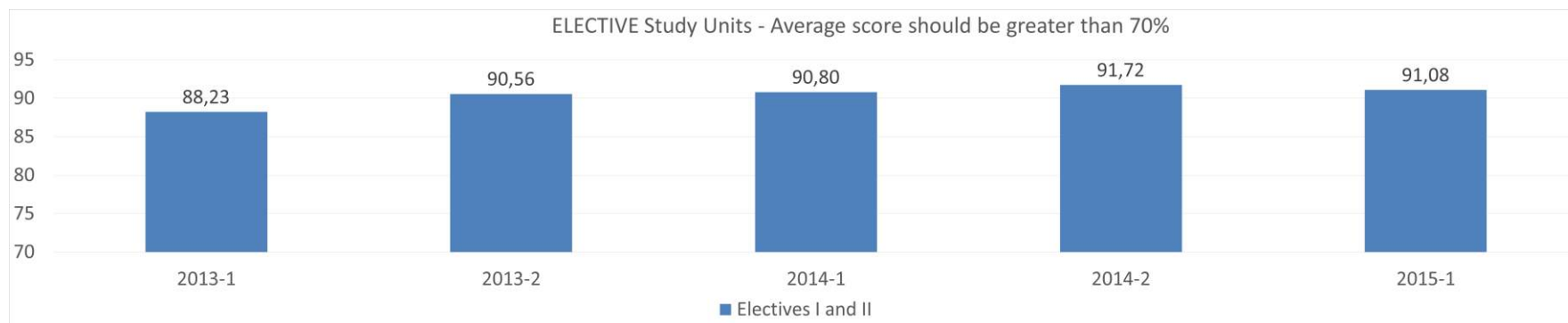
		<p>Average score of Human Resources Strategic Management study unit in 2015-1 is 88,3%.</p>	<p>The average score of the Human Resources Strategic Management study unit shows a decrease when compared to the average results in the last two years. Improvements should be made.</p>	<p>2015-1: 88.34%</p> <p>2014-2: 83.75%</p> <p>2014-1: 86.96%</p> <p>2013-2: 84.47%</p> <p>2013-1: 80,90%</p> <p>2012-2: 91,90%</p> <p>2012-1: 82,70%</p> <p>2011-2: 84,20%</p> <p>2011 – 1: 82,97%</p> <p>2010 – 2: 89,81%</p> <p>2010 – 1: 87,43%</p> <p>2009 – 2: 93,07%</p>
		<p>Average score of Human Development Management study unit in 2015-1 is 93,26%.</p>	<p>The average score of the Human Development Management study unit shows an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.</p>	<p>2015-1: 93.26%</p> <p>2014-2: 91.73%</p> <p>2014-1: 94.21%</p> <p>2013-2: 93.70%</p> <p>2013 - 1: 93,60</p> <p>2012 - 2: 87,90%</p> <p>2012 - 1: 89,90%</p> <p>2011 - 2: 88,70%</p> <p>2011 – 1: 98,21%</p> <p>2010 – 2: 89,21%</p> <p>2010 – 1: 93,83%</p> <p>2009 – 2: 92,21%</p>

		Average score of Electives I and II study units in 2015-1 is 91,08%.	The average score of the Electives I and II study units show an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.	The number of elective study units available to students and that are related to humanistic management and strategic management of organizations will be increased.	2015-1: 91,08% 2014-2: 91,72% 2014-1: 90,80% 2013-2: 90,56% 2013-1: 88,23% 2012-2: 86,02% 2012-1: 85,87% 2011-2: 86,91% 2011-1: 90,67% 2010-2: 91,19% 2010-1: 88,86% 2009-2: 88,19% 2009-1: 85,53%
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Graph 22 Area: Core Study Units 2013 – 2015.



Graph 23 Area: Elective Study Units 2013 – 2015.



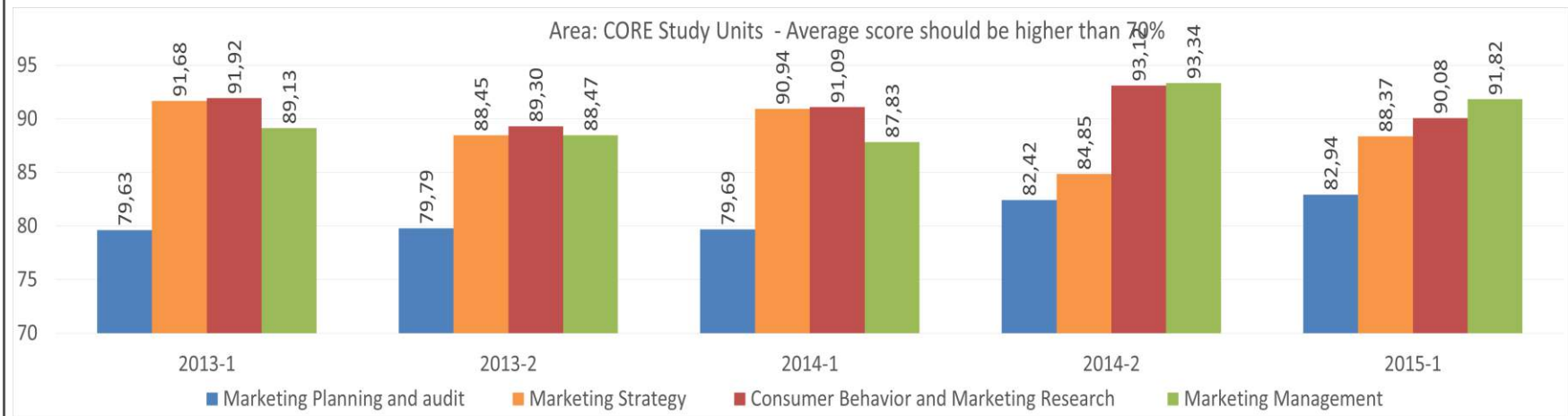
Marketing Management Graduate Course.

Area: CORE Study Units. Average score should be higher than 70%.	Professional Performance, Formative, Internal.	Average score of Marketing Planning and Audit study unit in 2015-1 is 82,9%.	The average score of the Marketing Planning and Audit study unit shows an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.	<p>“For teachers of all nuclear study units, the Integral Plan for Teachers Training for the years 2014 and 2015 was executed on the part of the Human Management Process, and the Assessment Center and Quality Assurance Offices.</p> <p>In order to maintain students' learning performance in all nuclear study units, the expectation is to create synergies with the academic core of Markets, Logistics and Innovation in the Faculty of Administration, Finance and Economics, in favor of sharing content, experience and best practices.”</p>	2015-1: 82.94%
		Average score of Marketing Strategy study unit in 2015-1 is 88,37%.	The average score of the Marketing Strategy study unit shows a decrease when compared to the average results in the last two years. Improvements should be made.		2014-2: 82.42%
					2014-1: 79.69%
					2013-2: 79.79%
					2013 – 1: 87,78%
					2012 – 2: 88,55%
					2012 – 1: 90,04%
					2011 – 2: 94,42%
					2011 – 1: 90,48%
					2010 – 2: 90,29%
					2010 – 1: 92,46%
					2009 – 2: 90,46%
					2015-1: 88.37%
					2014-2: 84.85%

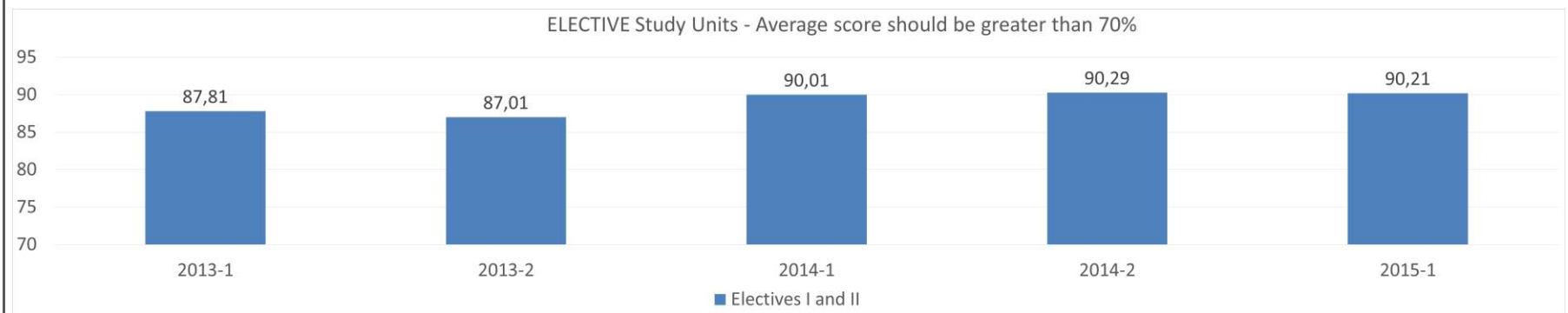
			2014-1: 90.94% 2013-2: 88,45% 2013 – 1: 89,99% 2012 – 2: 96,02% 2012 – 1: 89,30% 2011 – 2: 89,19% 2011 – 1: 87,31% 2010 – 2: 89,95% 2010 – 1: 90,95% 2009 – 2: 90,80%
	Average score of Consumer Behavior and Marketing Research study unit in 2015-1 is 90,08%.	The average score of the Consumer Behavior and Marketing Research study unit shows a decrease when compared to the average results in the last two years. Improvements should be made.	2015-1: 90.08% 2014-2: 93.12% 2014-1: 91.09% 2013-2: 89,30% 2013 – 1: 88,97% 2012 – 2: 87,32% 2012 – 1: 98,25% 2011 – 2: 95,45% 2011 – 1: 95,65% 2010 – 2: 92,03% 2010 – 1: 88,95% 2009 – 2: 91,20%
	Average score of Marketing Management study unit in 2015-1 is 91,8%.	The average score of the Marketing Management study unit shows an increase when compared to the average results in the	2015-1: 91,82% 2014-2: 93,34% 2014-1: 87,83%

Area: ELECTIVE Study Units. Average score should be greater than 70%.	Electives II.		last two years; however, efforts should be sustained in order to maintain this trend.		2013-2: 88,47% 2013-1: 89,13% 2012-2: 92,48% 2012-1: 90,13% 2011-2: 88,55% 2011-1: 92,07% 2010-2: 92,21% 2010-1: 89,31% 2009-2: 91,37% 2009-1: 90,54%
		Average score of Electives II study units in 2015-1 is 92,44%.	The average score Electives I and II study units show an increase when compared to the average results in the last two years; however, efforts should be sustained in order to maintain this trend.	The number of elective study units available to students with a strong emphasis on Digital Marketing will be increased.	2015-1: 92.44% 2014-2: 89.92% 2014-1: 90,42% 2013-2: 89,68% 2013 – 1: 89,42% 2012 – 2: 87,07% 2012 – 1: 87,82% 2011 – 2: 87,51%

Graph 24 Area: Core Study Units 2013 – 2015.



Graph 25 Area: Elective Study Units 2013 – 2015.



New Full-Time and Part-Time Faculty Qualifications

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Exception
Aponte Leonardo	Statistics.	Statistics.	Master in Statistical Sciences. Diploma in Statistics. Bachelor in Mathematics.	2.2 years corporate experience; 8.1 years teaching experience.	2
Arevalo Jaime	Information Systems.	Organizational Information Systems.	Master in Business Administration. Diploma in Plant Design. Bachelor in Mechanical Engineering.	9.1 years corporate experience; 15.4 years teaching experience.	2
Aristizabal Diego	Communication.	Communication Skills I. Communication Skills II.	Master in Education. Bachelor in Philosophy and Literature.	15.8 years teaching experience	2
Auza Nicolás	Technology Management.	Technology and Knowledge Management.	Master in Chemical Engineering. Bachelor in Chemical Engineering. Bachelor in Environmental Engineering.	3.1 years corporate experience; 2.1 years teaching experience.	2
Bernal Jairo	Financial Management and Investment Decisions.	Elective: Project. Management Using MS Project and Excel. Project Management. Project Risk Management. PMP-PMI Preparation Exam Course Research Seminar. Project Programming and Control Techniques.	Master in Project Management. Project Computer Specialist Graduate Course. Graduate Course in Project Management Engineering. Bachelor in Systems Engineering.	10.2 years corporate experience; 2.6 years teaching experience.	2
Bula Paula	Economics.	Economic Thought. Macroeconomics. Environment. Economic Seminar.	Master in Economics. Bachelor in Economics.	9.6 years corporate experience; 4.7 years teaching experience	2
Caicedo Carlos	Economics.	Microeconomic Analysis. Risk and Information. Economics.	Master in Planning and Management of Regional Development. Diploma in Social Evaluation of Projects. Bachelor in Economics.	16.9 years corporate experience; 10.5 years teaching experience	2
Carrero Alejandro	Finance.	Derivatives and Financial Risk Management. Stock Market Simulation.	Master in Finance. Diploma in Finance with concentration in International Finance. Bachelor in Government and International Relations.	3.8 years corporate experience; 3.0 years teaching experience	2
Chaparro Martha	Communication.	Communication Skills I. Communication Skills II.	Master in International Relations. Diploma in Human Resources Management. Bachelor in Social Communication and Journalism.	4.8 years corporate experience; 3.1 years teaching experience	2
Donszelmann Katherine	English.	International Business (English).	Bachelor in Arts.	3.5 years corporate experience; 1.1 years teaching experience	3

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Exception
Escobar Paula	Markets, Logistics & Innovation.	Elective: Corporate Communication Strategy.	Master in Management. Graduate Course in Marketing Management.. Bachelor in Communication and Corporate Relations.	4.5 years corporate experience; 2.3 years teaching experience	2
Fajardo Carlos	Statistics and Technology Management.	Statistics. Probability and Statistics. Technology and Innovation Management. Economic and Financial Forecasts.	PhD in Advance Technologies to Intelligent Software Development. Master in Logistics and Supply Chain Management. Bachelor in Business Administration.	15.4 years corporate experience; 21.2 years teaching experience	1
Gilles Enrique	Economics.	World, Regional and Local Economic Development. International Economic Environment. Economic and Political Environment. Open Macroeconomics.	PhD in Economics. Master in Economic Environment, Natural Resources, Energy and Agriculture. Bachelor in Economics.	6.11 years corporate experience; 8.9 years teaching experience	1
Hayward Matthew	English.	Basic Business English International Business (English)	Master in Philosophy and Literature. Bachelor in English Literature.	2.7 years corporate experience; 12.6 years teaching experience	2
Hernández Adolfo	Markets, Logistics and Innovation	Supply Chain and Logistics Management. Logistics and Distribution Management. Operations Management. Logistics and International Trade. Research Seminar. Organizational Theory and Management.	Master in Supply Chain and Logistics Management. Logistics Management Graduate Course. Bachelor in Business Administration.	7.5 years corporate experience; 3.5 years teaching experience	2
Herrera Dayan	Communication.	Communication Skills I. Communication Skills II.	Master in Latin-American Philosophy. Bachelor in Spanish and Classic Philology.	2.5 years corporate experience; 13.1 years teaching experience	2
Herrera Ginna	Human Management and Organizations.	Communications Skills and Self-Determined Learning Model.	Master in Education. Bachelor in Psychology and Pedagogy.	13.1 years corporate experience; 3.1 years teaching experience	2
Higgins Martin	English.	Basic Business English. Intermediate Business English. International Business (English).	Master in Social European Politics. Bachelor in International Studies – First Honors.	5.8 years corporate experience; 1.1 years teaching experience	2

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Exception
Ibarra Danny	Complex Thought.	Complex Thought Structures.	Master in Environment Management and Evaluation. Diploma in Environment Management and Disaster Preventions. Bachelor in Biotechnology Engineering.	3.0 years corporate experience; 3.8 years teaching experience	2
Jimenez José Emilio	Markets, Logistics & Innovation.	Digital Architecture Design. Design Thinking Structures. Design Thinking and Strategy. Research Seminar. Innovation Systems Design.	Master in Industrial Design Management. Master in Design Engineering. Bachelor in Graphic Design. Bachelor in Arts.	4.9 years corporate experience; 1.5 years teaching experience	2
Kumar Dipak	English.	Basic Business English.	Master in Film and Television Screenwriting. Bachelor in Culture and Society.	12.0 years corporate experience; 3.0 years teaching experience	2
Lernihan Mike	English.	Basic Business English. International Business (English).	Master in Films Production and Direction. Bachelor in Films Production and Direction.	1.6 years teaching experience	2
Lombana Juan José	Markets, Logistics & Innovation.	Marketing Management.	Master in Marketing. Graduate Course in Marketing. Bachelor in Management.	10.9 years corporate experience; 15.4 years teaching experience	2
Luque María	Mathematics and Statistics.	Mathematics. Statistics. Statistics and Probability.	Master in Mathematics Teaching. Diploma in Statistics. Bachelor in Mathematics.	3.9 years teaching experience	2
Matituy Diego	Financial Management and Investment Decisions.	Business Transactions in Accounting. Entrepreneurship Culture. Financial Accounting. Financial Fundamentals.	Master in Business Management. Graduate Course in Managerial Finance. Bachelor in Accounting.	9.8 years corporate experience; 4.9 years teaching experience	2
Mejía Carolina	Human Management and Organizations.	Design and Implementation of Quality Management Systems. Engineering Fundamentals. Strategic Knowledge Management Technology.	PhD in Tecnology Management. Master in Industrial and Automatic Data Processing. Graduate Course in Telecommunications. Bachelor in Systems Engineering	8.5 years corporate experience; 6.7 years teaching experience	1
Muriel José	Law.	Business Law.	PhD in Law. Master in Law. Diploma in Administrative Law. Bachelor in Law	6 years corporate experience; 18 years teaching experience	1
Moya Mónica	Technology Management.	Technology and Knowledge Management.	PhD in Knowledge Promoting. Master in Applied Physics. Bachelor in Electronic Engineering.	4 years corporate experience; 8.1 years teaching experience	1

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Exception
Nunes Carla	English.	Basic Business English. International Business (English).	Master in Social Sciences. Bachelor in Psychology Sciences. Bachelor in Zoology.	7.8 years corporate experience; 1.9 years teaching experience	2
Ortegón Edwin	Markets, Logistics & Innovation.	Consumer Behavior, Market Research and Consumer Psychology.	Master in Consumer Psychology. Graduate Course in Consumer Psychology. Bachelor in Psychology.	4 years corporate experience; 6.6 years teaching experience	2
Ortiz Diego	Finance.	Financial Products Development. Stock Market Simulation. Financial Mathematics.	Master in Mathematics of Finance. Bachelor in Industrial Engineering.	4.4 years corporate experience; 4.3 years teaching experience	2
Pérez Patricia	Communication.	Communication Skills I. Communication Skills II.	Master in Consulting of Organizational Strategic Management. Bachelor in Social Communication.	3.7 years corporate experience; 5.7 years teaching experience	2
Piñero Leidy	Economic Thought, Environment and Competitiveness.	International Contracting and Negotiation. Import, Export and Logistics Management. Cross-Cultural and Geopolitical Context. Professional Practice. Research Seminar. Organizational Theory and Management.	PhD in Management Master in International Relations. Graduate Course in International Negotiation and Conflict Resolution. Bachelor in International Economic Relations.	5.1 years corporate experience; 10.2 months teaching experience	1
Quiñones Manuel	Markets, Logistics & Innovation.	Elective: Neuromarketing.	PhD. in Business Management. Master in Business Management. Bachelor in Management.	13 years corporate experience; 10.5 months teaching experience	1
Rentería Juan Carlos	Markets, Logistics & Innovation.	e-Commerce Elective: Digital Marketing. Strategic Marketing. Research Seminar.	Master in Business Management. Graduate Course in Marketing. Bachelor in Industrial Engineer.	18.4 years corporate experience; 11 months teaching experience.	2
Reyes Jaime	Markets, Logistics and Innovation.	Entrepreneurship Culture. Marketing Fundamentals. Communications Management. SEO, SEM and CPC. Professional Practice.	Master In Marketing. Post graduate Diploma in New Media Management. Bachelor in Publicity.	14.5 years corporate experience; 4.5 months teaching experience	2
Rivera Lady	Human Management and Organizations.	Thought, Development and Quantitative Methods. Engineering Fundamentals.	Master in Engineering, Energy and Environmental Management. Graduate Course in Project Management.	5.7 years corporate experience; 3.2 months teaching experience	2

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Exception
		Environmental Management. Methods Engineering (MTM). Essential Environmental Science. Health Standards in Health Care.	Bachelor in Industrial Engineering.		
Riveros Javier	Culture Electives.	Films, Theater and Creativity.	Bachelor in Scenic Arts.	7.6 years corporate experience; 5.1 years teaching experience	3
Rojas Carlos	Human Management and Organizations.	Humanistic and Cultural Social Studies. Art History III. Research Seminar. Applied Research Seminar. Technology Communication and Culture.	PhD in History. Master in History. Graduate Course in Cultural and Communication Management. Film and Television Producer. Bachelor in History.	4.9 years corporate experience; 7.6 years teaching experience	1
Ruíz Catalina	Entrepreneurship Program.	Entrepreneurship Culture I, II and III. Design to Enhance Consumer Awareness. Sustainable Design Engineering. Entrepreneurship Initiative and Development. Research Seminar.	Master in Strategic Product Design. Graduate Course in Export Design. Bachelor in Industrial Design.	7.2 years corporate experience; 2.7 years teaching experience	2
Ruíz Rodrigo	Entrepreneurship.	Business Creation.	Master in Administration. Bachelor in Chemical Engineering.	11.4 years corporate experience; 7.5 years teaching experience	2
Sánchez Sandra	Human Management and Organizations.	Management Skills and Business Models. Strategic Management. Strategic Thinking and Management.	Master in Business Administration. Graduate Course in Finance and International Business. Bachelor in Business Administration.	9.8 years corporate experience; 5.2 years teaching experience	2
Sepúlveda María	Financial Management and Investment Decisions.	Financial Accounting. Financial Fundamentals. Financial Management. Research Seminar.	Master in Education. Graduate Course in Accounting and Control. Bachelor in Accounting.	10 years corporate experience; 12.7 years teaching experience	2
Sosa Claudia	Finance.	Costs Accounting. Budgeting and Financial Planning.	Master in Business Direction. Diploma in Auditing. Bachelor in Accounting.	33.6 years corporate experience; 6.1 years teaching experience	2
Torres Lina	Entrepreneurship.	Entrepreneurship Culture II.	Master in Administration.	5.5. years corporate experience;	2

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Exception
			Bachelor in Agro-industrial Manufacturing Engineering.	4.5 years teaching experience	
Uribe Miguel	Mathematics.	Mathematics.	PhD in Physics. Master in Physical Sciences. Bachelor in Physics.	7.2 years corporate experience; 9.7 years teaching experience	1
Vargas Camilo	Economics.	Microeconomic Analysis.	Master in Economics. Bachelor in Economics.	7.2 years corporate experience; 9.7 years teaching experience	2
Vargas Juan	Environmental Management.	Environmental Management.	Master in Environmental Economics and Natural Resources. Bachelor in Environmental and Sanitary Engineering.	8.3 years corporate experience; 3.7 years teaching experience	2
Zamora César	Entrepreneurship.	Entrepreneurship Culture I. Entrepreneurship Culture III.	Master in Investment Project Management and Evaluation. Diploma in Formulation, and Social and Economic Evaluation of Projects. Bachelor in International Trade.	13.7 years corporate experience; 3.6 years teaching experience	2

Faculty and Staff Focused Results

4. Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>			
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		What are your current results?	What did you learn from the results?		
What is your goal?					
Excellency score should be over 85%.	Product Survey: Evaluation of the	Business, Finance and	<ul style="list-style-type: none"> During the last seven years, the evaluation of products in the 	Since 2012, the Institutional Performance Evaluation Model has been updating, including the following:	2014: 99.54% 2013: 98.50% 2012: 96.30%

<p>Average score should be between 76% and 85%.</p> <p>Minimum satisfactory score should be 75%.</p>	<p>work plan of proposed products to be delivered every year as a component of the professors' work plan.</p>	Economics Unit: 99.54%	<p>Faculty of Administration, Finance and Economics, the Faculty of Education in Virtual Environments, and the Faculty of Graduate Studies has remained in a range between 88% and 99%, reaching the levels of excellence in accordance with the established standards. In addition, it can be observed that there is an improving trend throughout the period.</p> <ul style="list-style-type: none"> The average score of the Product Survey in the Graduate Unit shows a decrease when compared with the average results in the last two years. Improvements should be made. 	<ul style="list-style-type: none"> The inclusion of the potential as a new dimension, where the immediate supervisors of employees evaluate through factors like: working environment, criticism, commitment, interest and challenges, the expected behaviors that allow a partner to have a growth opportunity at the University, through career and succession plans. The redefinition of general skills organized by specific competencies for each process, and allocation of the levels of development, in accordance with the strategic approach of the EAN University. The creation of an internal customer evaluation that measures the service in each process. The unification of information resulting from the evaluation on a platform, which allows viewing consolidated and removed results by partner, as well as the production of improvement plans. <p>Thanks to the model, greater organizational effectiveness has been achieved; it has been possible to promote teamwork, cooperation and shared responsibility, as well as to generate synergies. Additionally, the model becomes a mechanism that allows teachers and administrative staff to get feedback on their management, and evaluate themselves according to the standards of the institution.</p> <p>The Head Offices of graduate courses in Finance and International Business, Financial Management, Human Resources and Marketing Management will support the plan that has been defined by the Human Development Process to improve indicators.</p> <p>The distance unit has maintained higher levels in the performance of product evaluation in the period 2008-2014 by over 93%, as a result of the achievement of objectives in the unit.</p>	2011: 93.90% 2010: 95.00% 2009: 93.03% 2008: 93.11%
		Distance Unit: 95.22%			2014: 95.22% 2013: 95.68% 2012: 95.42% 2011: 94.40% 2010: 94.40% 2009: 93.30% 2008: 95.74%
		Average score for the Human Management Graduate Unit's in 2014 is 94.55%			2014: 94.55% 2013: 97.47% 2012: 94.06% 2011: 94.80% 2010: 93.30% 2009: 91.06%
<p>Excellency score should be over 85%.</p> <p>Average score should be between 76% and 85%.</p> <p>Minimum satisfactory score should be 75%.</p>	<p>360-degree survey:</p> <p>Evaluation that includes: self-evaluation, peers evaluation, boss evaluation and subordinates evaluation.</p>	Business, Finance and Economics Unit: 94.06%	<p>There is a rising tendency that can be observed in the results of the 360° survey applied to the three faculties, keeping them in a range of excellence.</p> <p>The average score in the Graduate Unit's 360-degree survey shows an increase when compared with the average results in the last two years.</p>		2014: 94.06% 2013: 97.14% 2012: 98.00% 2011: 98.40% 2010: 99.20% 2009: 94.70% 2008: 84.22%
		Distance Unit: 95.39%			2014: 95.39% 2013: 95.78% 2012: 88.30% 2011: 96.50%

			However, efforts should be sustained in order to maintain this trend.
		Human Management Graduate 360-degree survey in 2014 is 95,82%.	
<p>Excellency score should be over 85%.</p> <p>Average score should be between 76% and 85%.</p> <p>Minimum satisfactory score should be 75%.</p>	<p>Evaluation by clients:</p> <p>Evaluation made by clients regarding services provided by collaborator.</p>	Business, Finance and Economics Unit: 88.83%	<p>Since 2011, there has been an improvement in the results of the customers' evaluation, going from the average rank to a rank of excellence. This reflects the improvements that have been implemented in the processes that are defined within the Quality Management System, ensuring compliance with the expectations of internal and external customers.</p> <p>The average score in the Graduate Unit's Client Evaluation shows a decrease when compared with the average results in the last two years. Improvements should be made.</p>
		Distance Unit: 89.57%	
		Average score for the Graduate Unit's Client Evaluation in 2014 is 87,53%.	
<p>Excellency score should be over 85%.</p> <p>Average score should be</p>	<p>Institutional Performance Evaluation:</p> <p>Added Institutional</p>	Business, Finance and Economics Unit: 94.00%	The results of the institutional performance evaluation have increased in recent years, reflecting the systematic implementation of the

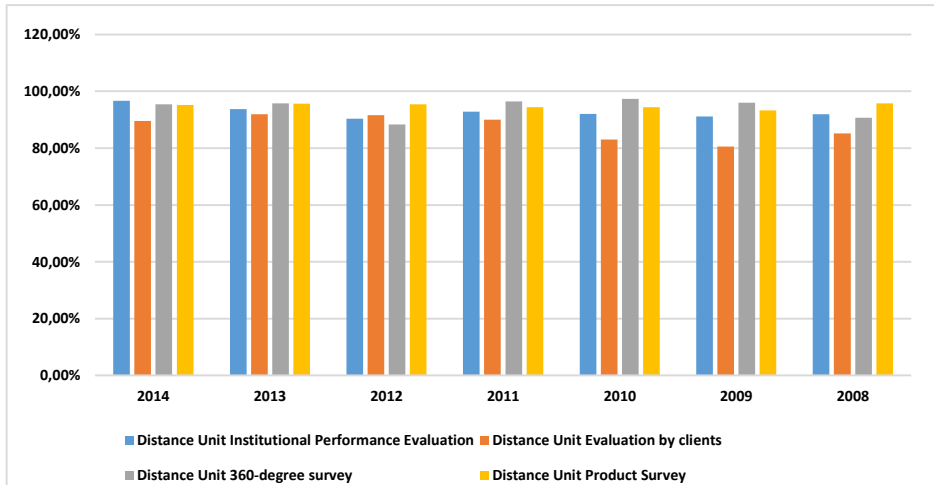
2010: 97.40%
2009: 96.01%
2008: 90.70%
2014: 95,82%
2013: 96.42%
2012: 85.84%
2011: 94.01%
2010: 95.50%
2009: 88.60%
2008: 88.36%
2014: 88.83%
2013: 88.98%
2012: 87.72%
2011: 86.90%
2010: 83.80%
2009: 81.03%
2008: 85.90%
2014: 89.57%
2013: 91.99%
2012: 91.56%
2011: 90.01%
2010: 83.00%
2009: 80.60%
2008: 85.20%
2014: 87,53%
2013: 90.27%
2012: 92.18%
2011: 90.08%
2010: 82.70%
2009: 79.70%
2008: 84.63%
2014: 94.00%
2013: 94.48%
2012: 96.00%
2011: 92.74%
2010: 94.60%

<p>between 76% and 85%.</p> <p>Minimum satisfactory score should be 75%.</p>	<p>Performance Evaluation from the collaborator.</p>		<p>quality policy of the institution.</p>		<p>2009: 91.20%</p> <p>2008: 89.33%</p>
		<p>Distance Unit: 96.72%</p>	<p>The average score in the Graduate Unit's Institutional Performance Evaluation shows an increase when compared with the average results in the last two years. However, efforts should be sustained in order to maintain this trend.</p>		<p>2014: 96.72%</p> <p>2013: 93.80%</p> <p>2012: 90.42%</p> <p>2011: 92.87%</p> <p>2010: 92.10%</p> <p>2009: 91.20%</p> <p>2008: 91.95%</p>
		<p>Marketing Management Graduate in 2014 is 96,13%.</p>	<p>The average score in the Distance Unit's Institutional Performance Evaluation shows an increase when compared with the average results in the last two years. However, efforts should be sustained in order to maintain this trend.</p>		<p>2014:96,13%</p> <p>2013: 94.64%</p> <p>2012: 88.87%</p> <p>2011: 92.32%</p> <p>2010: 91.06%</p> <p>2009: 88.06%</p> <p>2008: 85.83%</p>

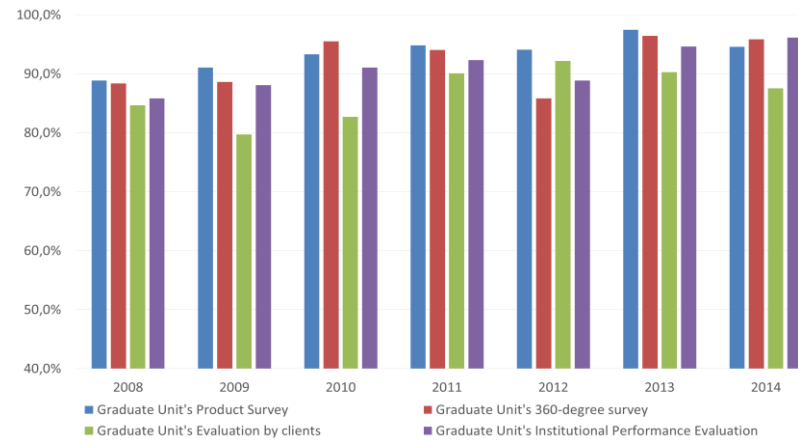
Graph 1. Results of the Institutional Performance Assessment – Business Administration, Finance and Economic Sciences Unit



Graph 2. Results of the Institutional Performance Assessment – Distance Unit



Graph 3. Results of the Institutional Performance Assessment – Graduate Unit



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		What are your current results?	What did you learn from the results?		
What is your goal?					
Turnover rate should be less than 3%.	Faculty Turnover Rate.	Business Administration, Finance and Economic Sciences Unit: 2,2% in 2014.	The turnover rate in the three faculties has been below 3% in recent periods. It can be observed that there is an increase in the faculties of Administration, Finance and Economics, primarily due to pension withdrawals, business creation and relocation to other countries.	During the period 2011-2014, the main reasons for full-time teachers to resign from the EAN University are attributed to the following cases: retirement, company start-up, studies, relocation to other countries, and career options in the industry business, plus the resignations that have been made by institutional decision. As part of the strategies that have been carried out by the institution in order to achieve the attraction of teaching talent, and its retention thereof, concentrated actions have been established and developed on aspects such as continuous improvement of teachers' selection process, update and continuous improvement of the institutional competencies model, programs for strengthening teaching skills as "EAN Legacy" (teacher training school) and strengthening their wellness programs, as well as their training and institutional development plan. The latter seeks to improve teaching skills, by means of a proposal based on the development of four training lines: strategic competencies training programs, expertise competencies training programs, gap closure and/or specific competencies training programs, and training programs to strengthen the Institutional Educational Model.	2014: 2,2% 2013: 1,6% 2012: 2,2% 2011: 0,2%
		Distance Unit: 1% in 2014.			2014: 1,0% 2013: 0,7% 2012: 0,8% 2011: 1,8%
		Graduate Unit: 1,8% in 2014.			2014: 1,8% 2013: 1,3% 2012: 2,4% 2011: 2,8%
Injury rate should be less than 1%.	Injury Rate for Faculty.	Business Administration, Finance and Economic Sciences Unit: 0,8% in 2014	The accident rate has been reported below 1% in the last four years, except in 2013. Therefore, the University increased prevention campaigns since 2014.	<ul style="list-style-type: none"> • Timely intervention to the cause of accident. • The following good practice manuals were created and published on the University's website: Best Practices, active breaks, preventive health, monitoring of facilities, verification of teleworking conditions, wiring order, healthy lifestyles, cleaning of facilities, pre-warming before sporting activities, health and safety in teleworking, and good practice in emergencies. • Campaigns to prevent frequent accidents. • Permanent courses about working at heights for maintenance employees. • Training focused on specific risks. 	2014: 0,8% 2013: 1,3% 2012: 0,6% 2011: 0,8%
		Distance Unit: 0,8% in 2014			2014: 0,8% 2013: 1,3% 2012: 0,6% 2011: 0,8%
		Graduate Unit: 0,8% in 2014			2014: 0,8% 2013: 1,3% 2012: 0,6% 2011: 0,8%

Scholarly and Professional Activities

Codes to use for scholarly activities:

A = Scholarship of Teaching B = Scholarship of Discovery C = Scholarship of Integration D = Scholarship of Application

Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Others
Aponte Leonardo	Master	3		B = 1							
Arevalo Jaime	Master	6				8	12	25			
Aristizabal Diego	Master	3			C = 2	17	23	7			
Auza Nicolás	Master										
Bernal Jairo	Master	3		B=1	A=1	10	5	6			
Bula Paula	Master	1				2					
Caicedo Carlos	Master	1			D = 3	1					
Carrero Alejandro	Master	1									
Chaparro Martha	Master	4	D = 2	D = 2	D = 3			3			
Donszelmann Katherine	Bachelor	1	B = 1 C = 1 D = 1	A = 1 B = 1 C = 1 D = 1	B = 1 C = 1 D = 1		2	1			

Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Others
Escobar Paula	Master			A=1			10				
Fajardo Carlos	Ph.D.	3	D = 8	A = 1		3		10			
Gilles Enrique	Ph.D.	1	B = 8 D = 1	B = 3	B = 8	3	3	2	2	3	
Hayward Matthew	Master	1	B = 1 C = 1 D = 1	A = 2 B = 2 C = 2 D = 2	B = 2 C = 2 D = 2	2	2	2			
Hernández Adolfo	Master	1	A=1 D=1			D=7	5	1			
Herrera Dayan	Master	3	A = 2 B = 3 C = 5	B = 1 C = 6 D = 3	A = 5 B = 4 C = 5 D = 3		3	3			
Herrera Ginna	Master		B=1	A=1 B=2		D=3	4				
Higgins Martin	Master	1	B = 1 C = 1 D = 1	A = 1 B = 1 C = 1 D = 1	B = 1 C = 1 D = 1		2	1			
Ibarra Danny	Master										
Jimenez José Emilio	Master					9	17				
Kumar Dipak	Master	1	B = 1 C = 1 D = 1	A = 1 B = 1 C = 1 D = 1	B = 1 C = 1 D = 1		1	1			
Lernihan Mike	Master	1	B = 1 C = 1 D = 1	A = 1 B = 1 C = 1	B = 1 C = 1 D = 1		1	1			

Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Others
				D = 1							
Lombana Juan José	Master	0	A=2	D=1	A=1 D=2	1	3				
Luque María	Master	3	A = 1	A = 3							
Matituy Diego	Master	1		B=1	D=2	D=10	17	1			
Mejía Carolina	Ph.D.	2	A=2 B=1 C=1	A=5 B=15 C=4 D=4	A=4 B=1 C=10		6	1			
Muriel José	Ph.D.	3		B = 2 D = 7	D = 2	20		14		2	
Moya Mónica	Ph.D.										
Nunes Carla	Master	2	B = 2 C = 1 D = 1	A = 1 B = 1 C = 1 D = 1	B = 1 C = 1 D = 1	3	2	1	1	1	
Ortegón Edwin	Master	15	A=2 B=2 D=2	A=1 B=12	A=1 B=1	13	20	3			
Ortiz Diego	Master	1		D = 1							
Pérez Patricia	Master	3		C = 2	B = 1	10		3		1	
Piñero Leidy	Ph.D.	1	B=2	B=3	B=1		4				

[illegible]

Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Others
Uribe Miguel	Ph.D.	3									
Vargas Camilo	Master	1		B = 12						1	
Vargas Juan	Master	2		A = 1	D = 3	4		1			
Zamora César	Master									1	

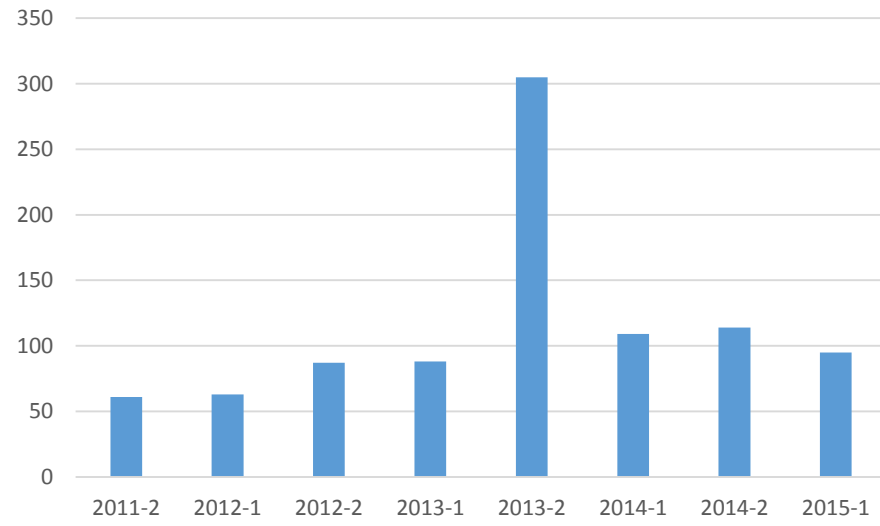
Organizational Performance Results.

5. 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. <i>Key indicators may include: graduation rates, enrollment, improvement in safety, 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.</i>												
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.										
Measurable goal.		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 length of cycle)				(3-5 data points preferred)										
N/A	Graduation Rates: Number of Students.	Full Time Business Administration: 95 in 2015 – 1.	In the second half of 2013, a significant increase in the number of graduates is recorded, due to the improvement that was	At the Academic Council meeting held on July 29, 2013, it was determined that the name of the Graduation Project Seminar unit should be changed for Research Seminar, additionally, the focus of the unit should be adjusted in order to allow students develop a research project on the duration of the study unit. In that regard, the decision	<table><tr><td>2015-1</td><td>95</td></tr><tr><td>2014-2</td><td>114</td></tr><tr><td>2014-1</td><td>109</td></tr><tr><td>2013-2</td><td>305</td></tr><tr><td>2013-1</td><td>88</td></tr></table>	2015-1	95	2014-2	114	2014-1	109	2013-2	305	2013-1	88
2015-1	95														
2014-2	114														
2014-1	109														
2013-2	305														
2013-1	88														

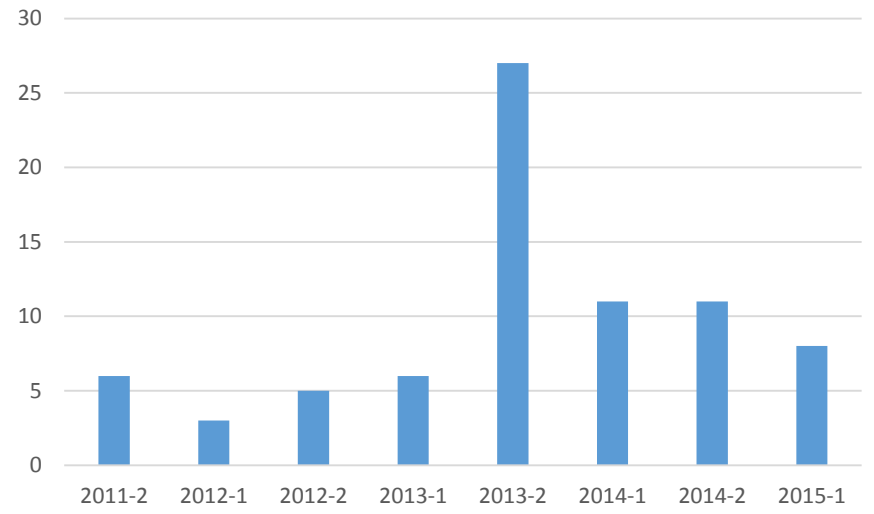
			implemented in relation to the graduation thesis.	was to eliminate the graduation project as a graduation requirement, considering that according to the educational model of the EAN University, undergraduate programs implement methodological strategies that promote the development of basic, nuclear and transverse skills, in particular those related to research. Since 2014, the Research Seminar Transversal Study Unit has an academic coordinator allocated, which will help the management of the research unit defined as an option for students' certification, favoring graduation rates in the Masters in Finance and International Business, Financial Management, Human Resources and Marketing Management. Moreover, the Alumni Office requested the National Consulting Center to develop an image and graduates study in 2014. This information will be used to identify the root causes for the decreasing tendency in these programs. In virtual postgraduate programs, the final investigation report is replaced by the unit Research Seminar study with the aim of strengthening the investigative skills in the student. This allowed an increase in the number of graduates during the last two years.	2012-2	87
		Distance Business Administration: 126 in 2015 – 1.	The average number of students in the Finance & International Business Management Graduate Course (Graduation Rates) shows a decrease when compared with the average results in the last two years. Improvements should be made.		2012-1	63
					2011-2	61
					2015-1	126
		Economics: 8 in 2015-1.	The average number of students in the Finance Management Graduate Course (Graduation Rates) shows an increase when compared with the average results in the last two years. However, efforts should be sustained in order to maintain this trend.		2014-2	164
					2014-1	165
					2013-2	409
		Distance Financial Management Graduate Course: 79 in 2015 – 1.	The average number of students in the Human Management Graduate Course (Graduation Rates) shows a decrease when compared with the average results in the last two years. Improvements should be made.		2013-1	49
					2012-2	71
					2012-1	16
		Marketing Management Graduate Course: 71 in 2015 – 1.	The average number of students in the Marketing Management Graduate Course (Graduation Rates) shows a decrease when compared with the average results in the last two years. Improvements should be made.		2011-2	53
					2015-1	8
					2014-2	11
Human Management Graduate Course: 25 in 2015 – 1.		2014-1	11			
		2013-2	27			
		2013-1	6			
		2012-2	5			
		2012-1	3			
		2011-2	6			
		2015-1	79			
		2014-2	61			
		2014-1	62			
		2013-2	62			
		2013-1	3			
		2012-2	2			
		2012-1	NA			
2011-2	NA					
		2015-1	71			
		2014-2	86			
		2014-1	59			
		2013-2	73			
		2013-1	69			
		2012-2	57			
		2012-1	64			
2011-2	55					
		2015-1	25			
		2014-2	39			
		2014-1	22			

					2013-2	42		
					2013-1	21		
					2012-2	47		
					2012-1	13		
					2011-2	25		
		International Business and Finance Graduate Course: 13 in 2015 – 1.			2015-1	13		
					2014-2	18		
					2014-1	21		
					2013-2	49		
					2013-1	14		
					2012-2	34		
					2012-1	21		
					2011-2	14		
		Distance Business Administration Graduate Course: 12 in 2015 – 1.			2015-1	12		
					2014-2	16		
					2014-1	10		
					2013-2	20		
					2013-1	9		
					2012-2	12		
					2012-1	8		
					2011-2	6		
		Distance Human Management Graduate Course: 10 in 2015 – 1.			2015-1	10		
					2014-2	16		
					2014-1	8		
					2013-2	6		
					2013-1	12		
					2012-2	11		
					2012-1	8		
					2011-2	8		

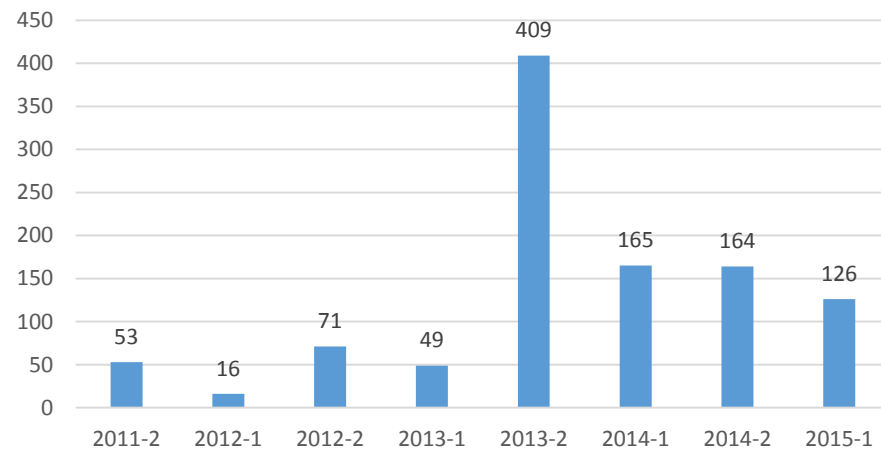
Graph 1. Graduation Rates – Full Time Business Administration.



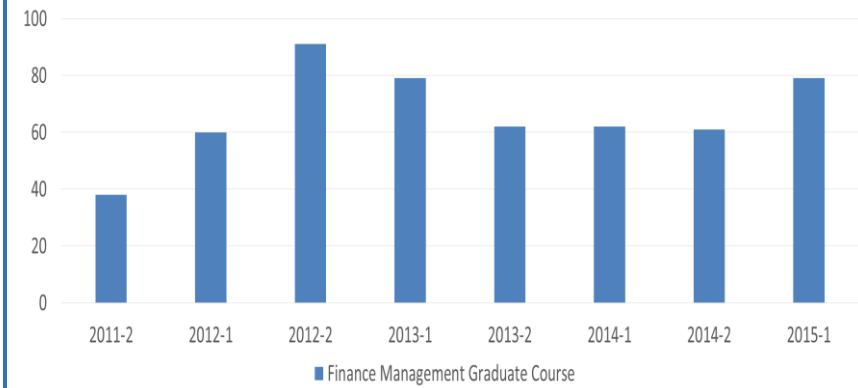
Graph 2. Graduation Rates – Economics.



Graph 3. Graduation Rates – Distance Business Administration.



Graph 4. Graduation Rates – Financial Management Graduate Course.



Graph 5. Graduation Rates – Marketing Management Graduate Course.



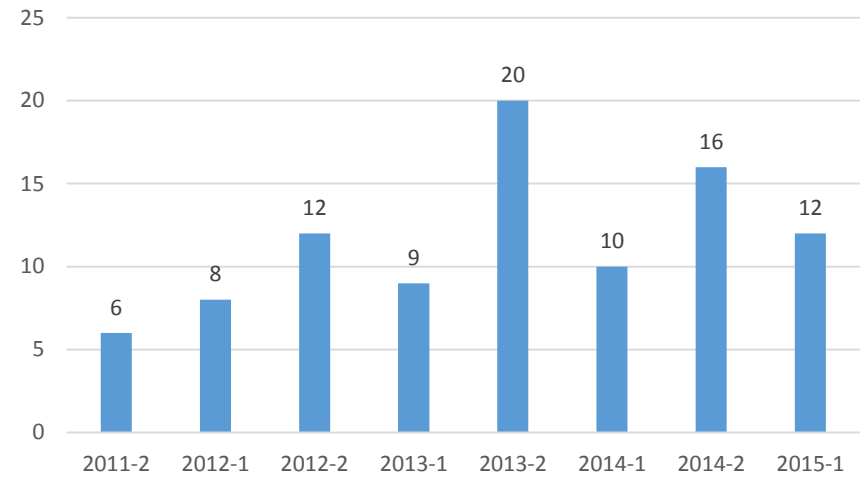
Graph 6. Graduation Rates – Human Management Graduate Course.



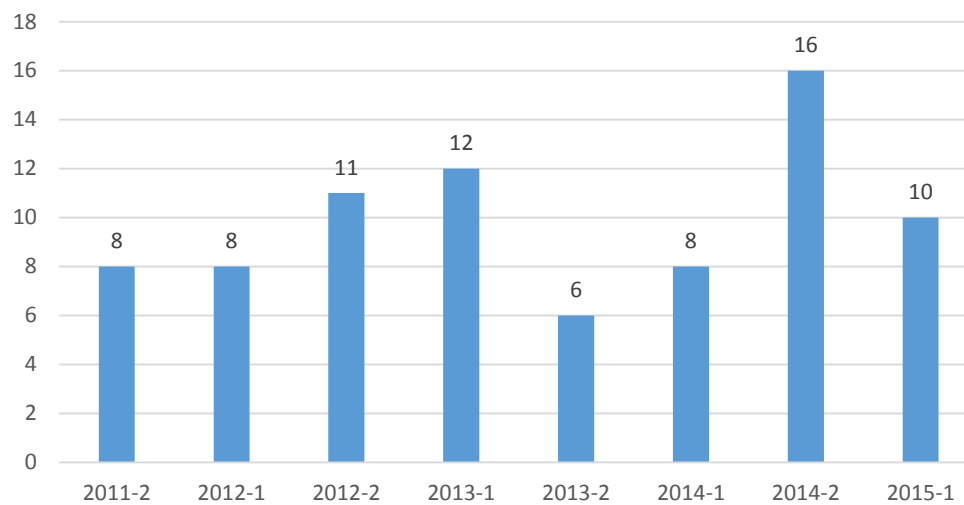
Graph 7. Graduation Rates – International Business and Finance Graduate Course.



Graph 8. Graduation Rates – Distance Business Administration Graduate Course.



Graph 9. Graduation Rates – Distance Human Management Graduate Course.

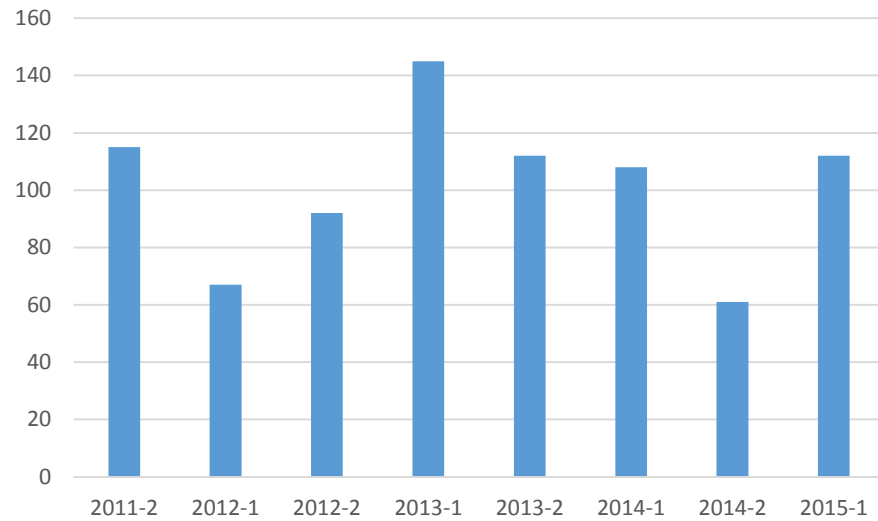


N/A	Number of students enrolled per semester.	Full Time Business Administration: 112 in 2015 – 1.	It is through the strengthening of the marketing strategies that, in general terms, it was possible to meet the enrollment targets set for each program.	Management in Schools Selection of the most strategic schools, taking into account the academic quality referenced by the results of state tests Saber 11, for this case, schools located in category A and A +. Direct and relational marketing strategies have been designed, with a significant increase in coverage and impact in schools nationwide, going from 350 schools in 2010 to 1104 in 2014. The impact on the regions has expanded in recent years. During 2014, 63 municipalities and 18 departments were managed. In the first half of 2014, EXPO EAN was held with an attendance of 40 institutions of secondary education and 1,805 people. In the first half of 2015, EXPO EAN 2015 was held for the second consecutive year, being attended by 63 schools, with a capacity for 3,449 guests. In 2014, a pre-university course for the induction to the programs of Business Administration and Economics was held, with the participation of 27 students and an effectiveness of 20% with regard to the registration of participating students. These courses will be held again in September 2015.	2015-1	112
		Business Administration e-learning: 145 in 2015 – 1.	The average number of new students per program (enrollment) in the Finance & International Business Management Graduate Course shows an increase when compared with the average results in the last two years. However, efforts should be sustained in order to maintain this trend.		2014-2	61
					2014-1	108
					2013-2	112
					2013-1	145
					2012-2	92
					2012-1	67
					2011-2	115
					2015-1	145
					2014-2	140
					2014-1	187
					2013-2	199
					2013-1	169
					2012-2	229
					2012-1	185
					2011-2	263

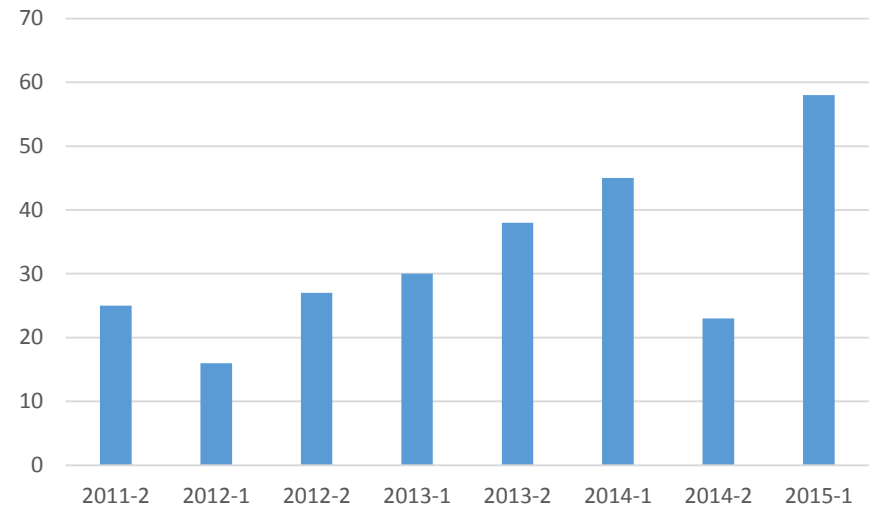
		Economics: 58 in 2015 – 1.	The average number of new students per program (enrollment) in the Financial Management Graduate Course shows an increase when compared with the average results in the last two years. However, efforts should be sustained in order to maintain this trend.	<u>Social networks</u> The position of Community Manager was created, which has streamlined social networks management by interacting with different stakeholders. <u>International marketing</u> During 2014, five trade missions were scheduled as follows: Buenos Aires from August 30 to September 3. EAN University attended the QS International Fair. Lima from 1 to 4 September. Participation in the QS International Fair. Mexico City from September 8 to 12. Participation in the QS International Fair. San Jose, Costa Rica from September 10 to September 14. Participation in the "EXPO U" Fair. Miami from 26 to 29 September. Participation in the Fair of Services for Colombians. <u>Publicity</u> An annual advertising and media plan is developed, based on the different segments of academic programs. The Marketing and Communications management office at the EAN University has defined a marketing strategy for all the University programs including both traditional offline media (newspapers, magazines, radio, television, cinema, outdoor advertising) and online media (digital marketing tools including web portals guidelines, SEO / SEM strategies, etc.). The Specialization programs in Human Resource Management (Human Management Graduate Course) and Specialization in Marketing Management (Marketing Management Graduate Course) are included as items in this strategy.	2015-1	58
		Financial Management Graduate Course: 73 in 2015 – 1.	The average number of new students per program (enrollment) in the Human Management Graduate Course shows a decrease when compared with the average results in the last two years. Improvements should be made.		2014-2	23
					2014-1	45
					2013-2	38
					2013-1	30
		Marketing Management Graduate Course: 32 in 2015 – 1.	The average number of new students per program (enrollment) in the Marketing Management Graduate Course shows a decrease when compared with the average results in the last two years. Improvements should be made.		2012-2	27
					2012-1	16
					2011-2	25
					2015-1	73
		Human Management Graduate Course: 15 in 2015 – 1.			2014-2	55
					2014-1	44
					2013-2	51
					2013-1	61
		International Business and Finance Graduate Course: 18 in 2015 – 1.			2012-2	56
					2012-1	48
					2011-2	84
2015-1	32					
		2014-2	78			
		2014-1	70			
		2013-2	73			
		2013-1	70			
		2012-2	73			
		2012-1	54			
		2011-2	76			
		2015-1	15			
		2014-2	15			
		2014-1	23			
		2013-2	15			
		2013-1	25			
		2012-2	16			
		2012-1	26			
		2011-2	19			
		2015-1	18			
		2014-2	16			
		2014-1	12			
		2013-2	16			
		2013-1	22			
		2012-2	23			

					2012-1	17		
					2011-2	19		
		Distance Business Administration Graduate Course: 8 in 2015 – 1.			2015-1	8		
					2014-2	7		
					2014-1	13		
					2013-2	12		
					2013-1	13		
					2012-2	14		
					2012-1	9		
					2011-2	18		
		Distance Human Management Graduate Course: 8 in 2015 – 1.			2015-1	8		
					2014-2	14		
					2014-1	11		
					2013-2	9		
					2013-1	13		
					2012-2	5		
					2012-1	16		
					2011-2	12		

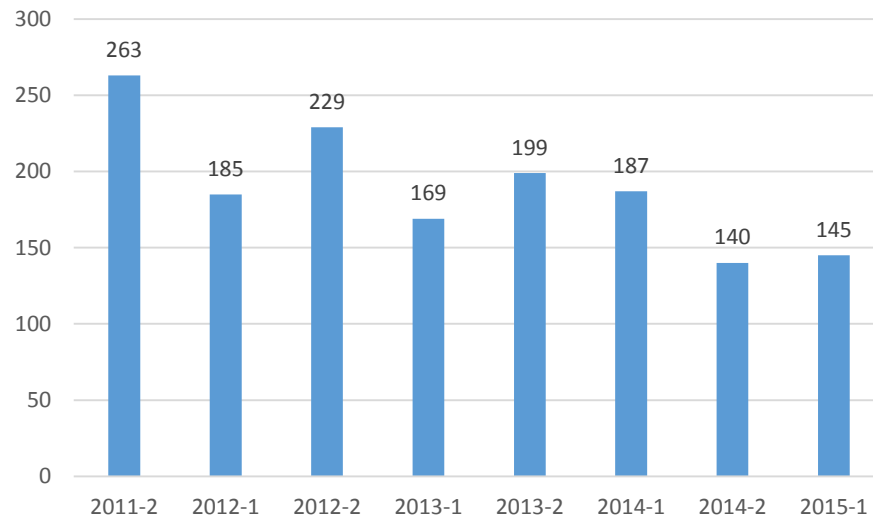
Graph 10. Number of students enrolled per semester – Full Time Business Administration.



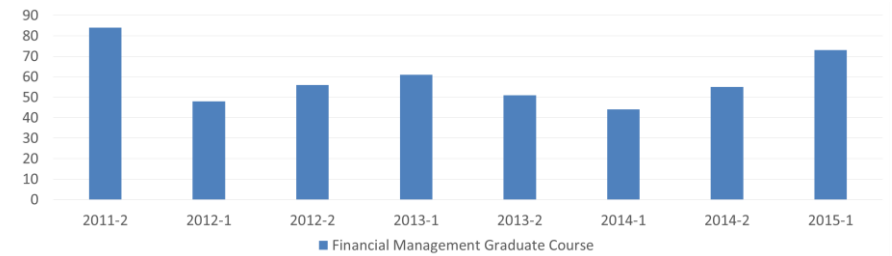
Graph 11. Number of students enrolled per semester – Economics.



Graph 12. Number of students enrolled per semester – Distance Business Administration.



Graph 13. Number of students enrolled per semester – Financial Management Graduate Course.



Graph 14. Number of students enrolled per semester – Marketing Management Graduate Course.



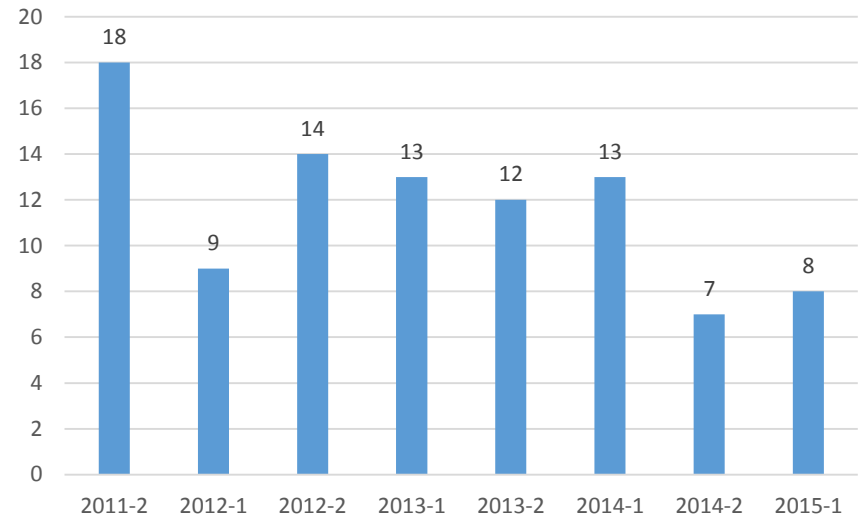
Graph 15. Number of students enrolled per semester – Human Management Graduate Course.



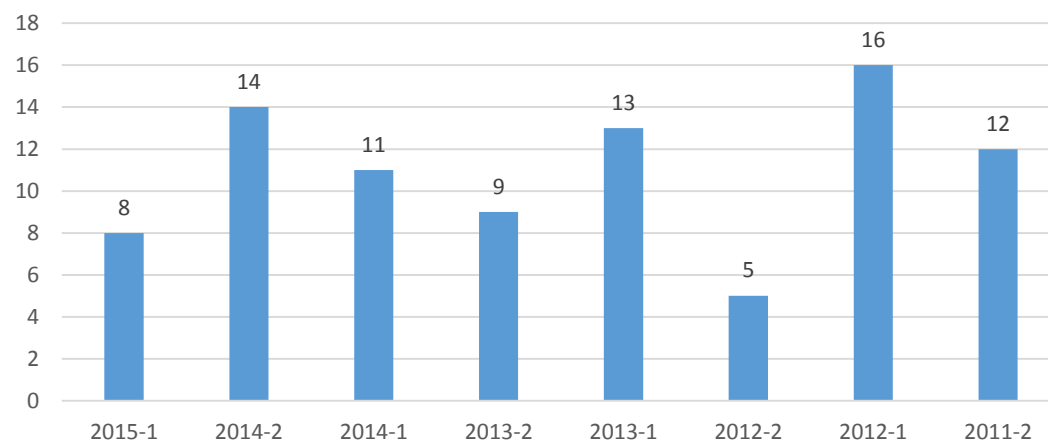
Graph 16. Number of students enrolled per semester – International Business and Finance Graduate Course.



Graph 17. Number of students enrolled per semester – Distance Business Administration Graduate Course.



Graph 13. Number of students enrolled per semester – Distance Human Management Graduate Course.

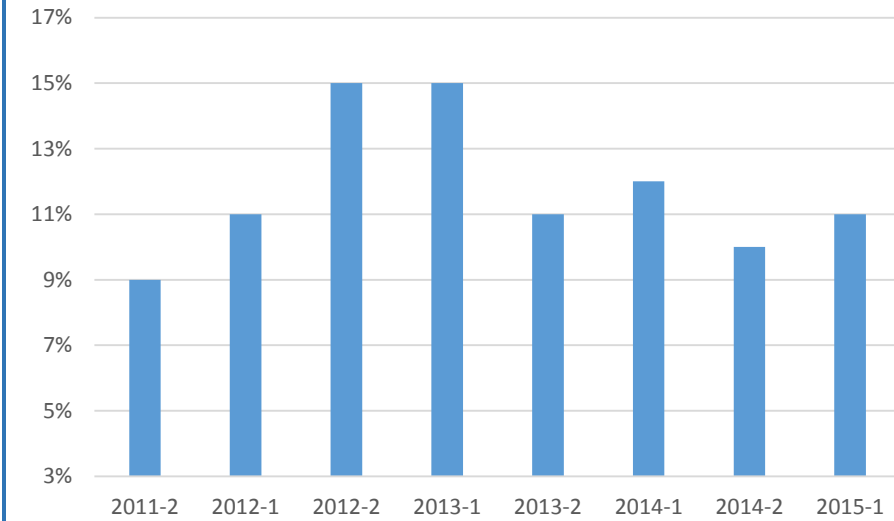


Desertion rates should be less than 25%	Desertion rate per period	Full Time Business Administration: 11% in 2015 – 1.	In recent times, it has been possible to reduce dropout numbers. In fact, in the past two years, the dropout rate has been significantly lower than 25%.	The university has set a strategic target to reduce absenteeism to single figures by 2018. The decision has led to the creation of strategies with fixed aims and goals. These are declared in the annual action plan.	2015-1	11%					
					2014-2	10%					
					2014-1	12%					
					2013-2	11%					
		Distance Business Administration: 20% in 2015 – 1.	The average desertion rates in the Finance & International Business Management Graduate Course show a decrease when compared with the average results in the last two years. Improvements should be made.	For example, a monitoring system and a loyalty plan has been implemented by the Student Council to improve retention rates.	The main emphasis has been to treat economic factors as the most significant. Cases are analyzed individually (when necessary) to diminish absenteeism and improve student retention rates.	2013-1	15%				
						2012-2	15%				
						2012-1	11%				
						2011-2	9%				
						Economics:	The average desertion rates in the Financial Management Graduate Course show a decrease when compared with the	A Customer Relationship Management (CRM) tool was created, seeking to improve the process of monitoring and tracking students, in order to prevent dropout and absenteeism in the courses.	The Community and Student Welfare Office at the University, together with the Marketing and Student Services Management will identify the main root causes associated with the downward trend found in the Human Resources Specialization programs (Human Management Graduate Course) and in the Marketing Management Specialization	2015-1	20%
										2014-2	18%
2014-1	19%										
2013-2	22%										
				2013-1	21%						
				2012-2	22%						
				2012-1	22%						
				2011-2	25%						
				2015-1	9%						

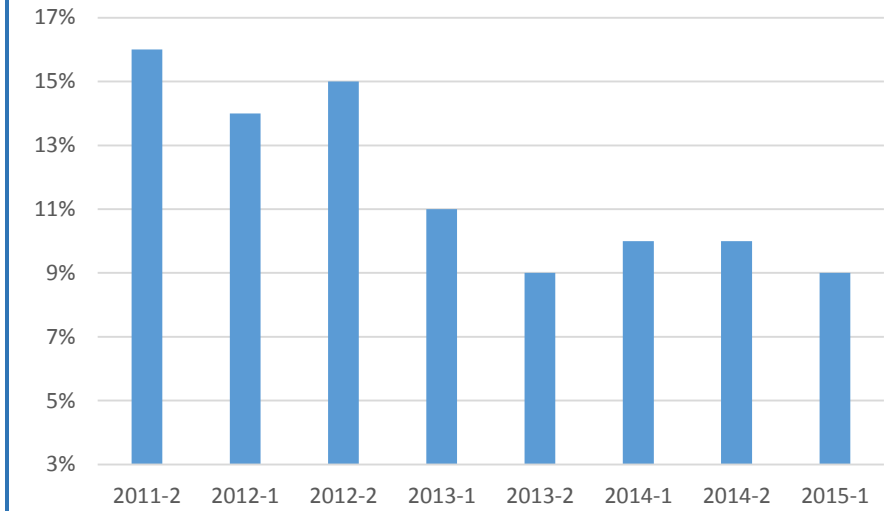
		9% in 2015 – 1.	average results in the last two years. Improvements should be made.	(Marketing Management Graduate Course) supported in the implementation of the CRM (Customer Relationship Management) software defining concrete actions to be carried out in 2016. In virtual programs, tracking of students' participation and performance is performed between the first and fourth week, in order to reduce the inter-semester absence.	2014-2	10%
					2014-1	10%
					2013-2	9%
					2013-1	11%
					2012-2	15%
					2012-1	14%
					2011-2	16%
		Financial Management Graduate Course: 2% in 2015 – 1.	The average desertion rates in the Human Management Graduate Course show an increase when compared with the average results in the last two years; however, efforts should be sustained in order to maintain this trend.		2015-1	2%
					2014-2	0%
					2014-1	5%
					2013-2	14%
					2013-1	4%
					2012-2	8%
		Marketing Management Graduate Course: 7% in 2015 – 1.	The average desertion rates in the Marketing Management Graduate Course show an increase when compared with the average results in the last two years; however, efforts should be sustained in order to maintain this trend.		2012-1	17%
					2011-2	3%
					2015-1	7%
					2014-2	3%
					2014-1	4%
					2013-2	13%
		Human Management Graduate Course: 6% in 2015 – 1.			2013-1	4%
2012-2	6%					
2012-1	17%					
2011-2	0%					
2015-1	6%					
2014-2	5%					
International Business and Finance Graduate Course: 8% in 2015 – 1.		2014-1	0%			
		2013-2	8%			
		2013-1	25%			
		2012-2	19%			
		2012-1	7%			
		2011-2	0%			
		2015-1	8%			
		2014-2	9%			
		2014-1	14%			
		2013-2	8%			
		2013-1	4%			

					2012-2	0%
					2012-1	17%
					2011-2	14%
		Distance Business Administration Graduate Course: 17% in 2015 – 1.			2015-1	17%
					2014-2	15%
					2014-1	33%
					2013-2	24%
					2013-1	0%
					2012-2	7%
					2012-1	0%
					2011-2	0%
					2015-1	0%
		Distance Human Management Graduate Course: 0% in 2015 – 1.			2014-2	36%
					2014-1	11%
					2013-2	41%
					2013-1	0%
					2012-2	17%
					2012-1	7%
					2011-2	0%

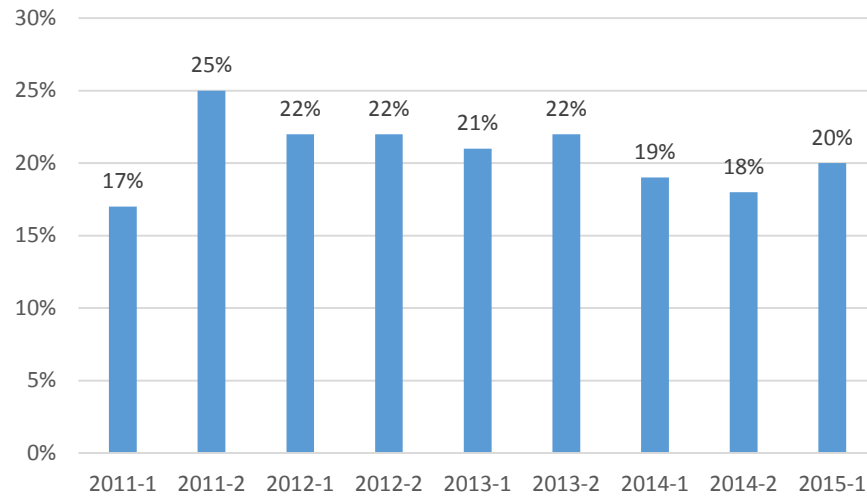
Graph 14. Desertion rate per period – Full Time Business Administration.



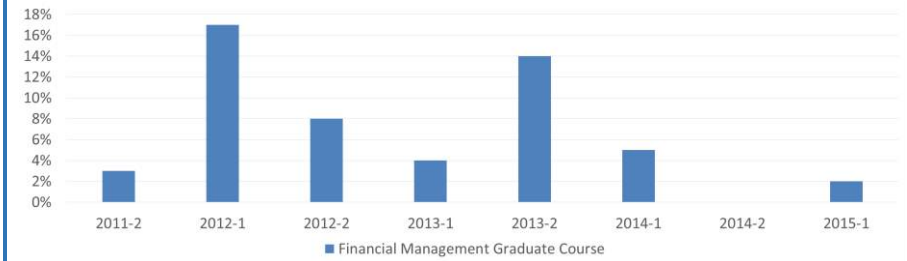
Graph 15. Desertion rate per period – Economics.



Graph 16. Desertion rate per period – Distance Business Administration.



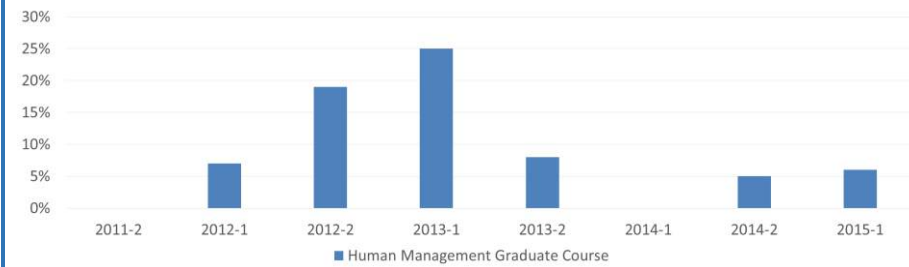
Graph 17. Desertion rate per period – Financial Management Graduate Course.



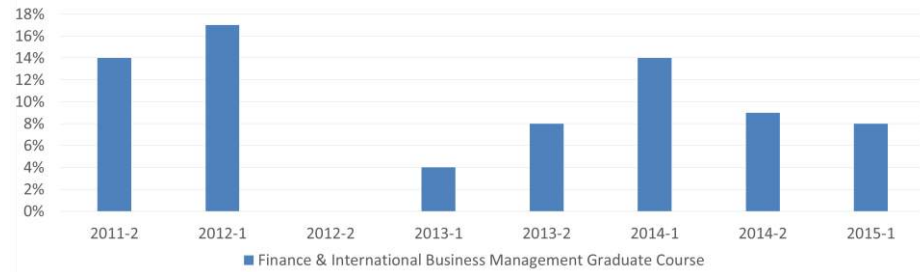
Graph 18. Desertion rate per period – Marketing Management Graduate Course.



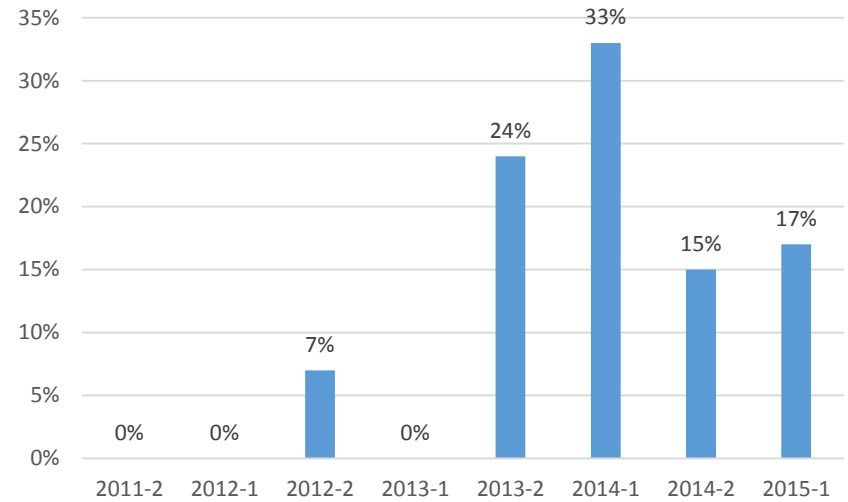
Graph 19. Desertion rate per period – Human Management Graduate Course.



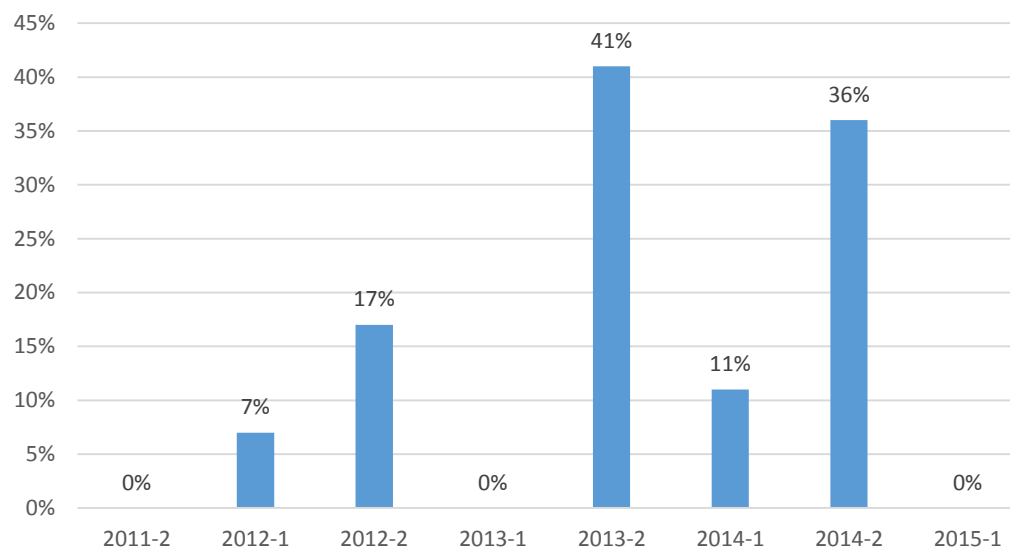
Graph 20. Desertion rate per period – International Business and Finance Graduate Course.



Graph 21. Desertion rate per period – Distance Business Administration Graduate Course.

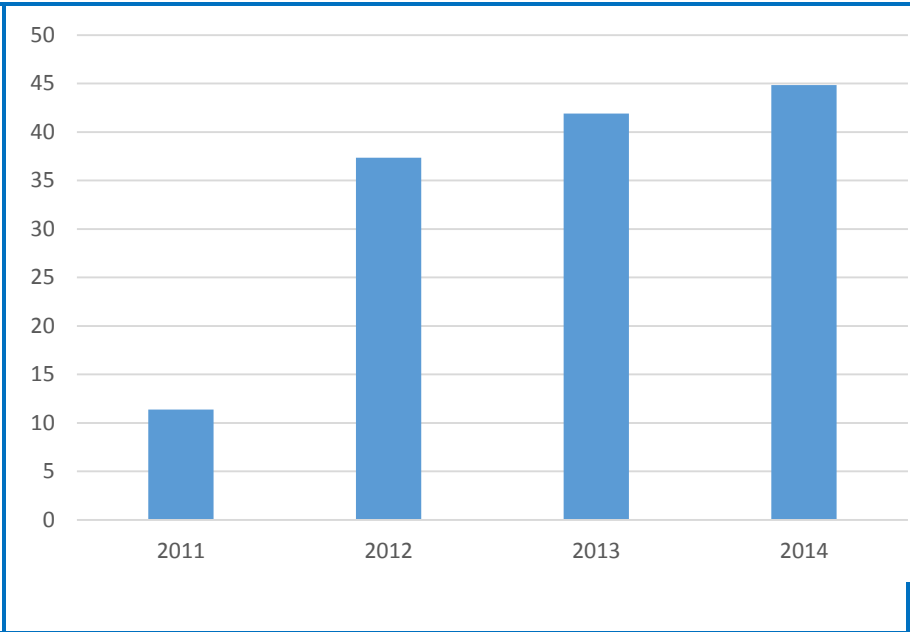
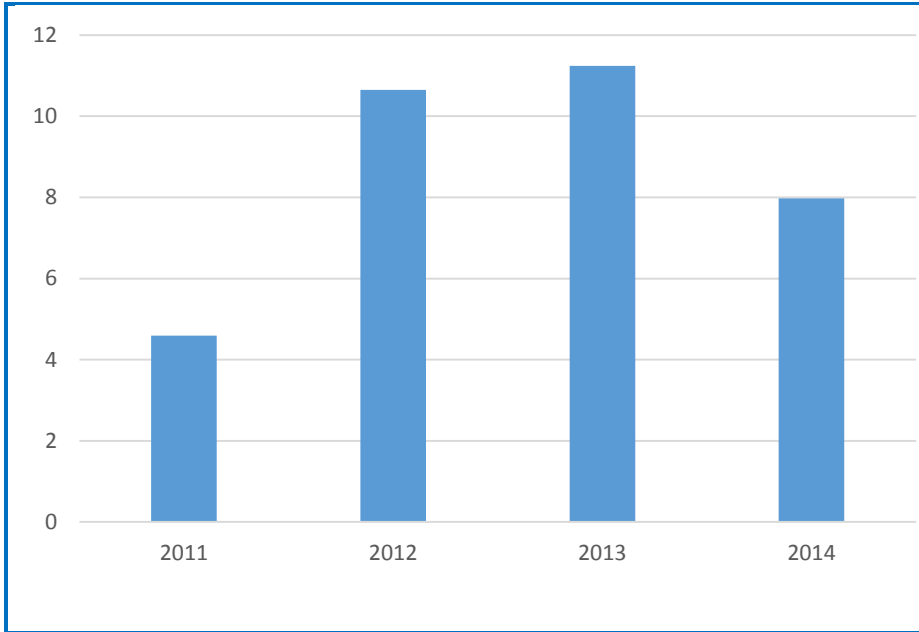


Graph 22. Desertion rate per period – Distance Human Management Graduate Course.

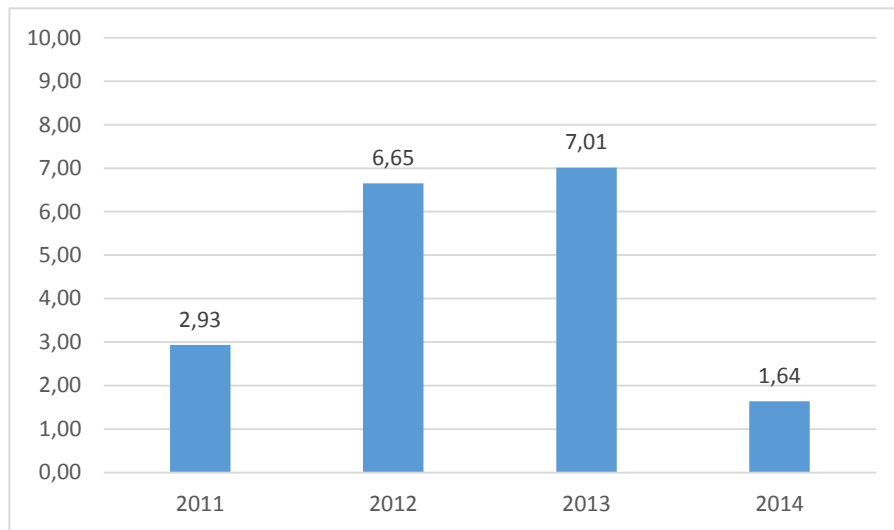


<p>Full time programs: average number of consultations per student (printed resources) should be higher than</p> <p>On line programs: average number of consultations per student (printed resources) should be higher than</p>	Average Number of Consultations per Student – Printed Resources.	Business Administration: 7.98 in 2014.	<p>It can be seen that there is in an upward trend in our face-to-face programs, however, in 2014, a reduction in the programs of Business Administration, Financial Management Specialization and International Business and Finance Specialization was recorded.</p>	<ul style="list-style-type: none"> • New facilities for the modernization of the Library (August 2012). • Open Collection System (August 2012). • Increase in the number of volumes of purchased books (21,120 vol.) • Bibliographic system through cloud computing. • Subscription to other databases (JSTOR, ScienceDirect, ACM, OECD, BLOOMBERG, EMIS PRO, SPRINGER, McGraw-Hill, Pearson, CENGAGE, among others.) • Acquisition of an EDS detection system. • The Institutional Repository was created through DSPACE and OJS software. • Research tools: PIVOT, ENDNOTE, SCOPUS, WEB OF SCIENCE. • New services for students: access to tablets, laptops, headsets, commercial films, online reference, etc. • In order to facilitate the discovery of contents in the library, the unified search system "CheckEAndo" was implemented for all students in all programs and in multiple databases with the technical support of the provider EBSCO. 	2014: 7.98
		Economics: 44.84 in 2014.			2013: 11.24
		Finance Management Graduate Course: 10.97 in 2014.			2012: 10.65
					2011: 4.59
					2014: 44.84
					2013: 41.91
					2012: 37.37
					2011: 11.38
					2014: 10.97
					2013: 15.48
					2012: 15.19
					2011: 1.92
					2014: 19.93

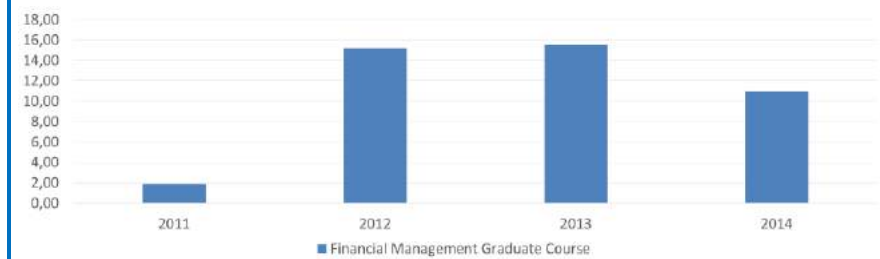
		Finance & International Business Management Graduate Course: 19.93 in 2014.		<ul style="list-style-type: none">• There was a peak of consultations for virtual programs given that the use of the database was encouraged, at the same time, the use of digital material that is delivered as teaching aid increased, which helps reducing the number of queries in the last period.	2013: 21.16
		Human Management Graduate Course: 20.95 in 2014.			2012: 20.65
		Marketing Management Graduate Course: 15.70 in 2014.			2011: 5.42
		Business Administration: e– Learning: 1.64 in 2014.			2014: 20.95
		Human Management Graduate Course: e– Learning: 1.20 in 2014.			2013: 19.00
		Business Administration Graduate Course: e– Learning: 2.10 in 2014.			2012: 8.00
					2011: 4.21
					2014: 15.70
					2013: 15.64
					2012: 21.17
					2011: 3.53
					2014:1,64
					2013: 7,01
					2012: 6,65
					2011: 2,93
					2014: 1,20
					2013: 2,27
					2012: 4,10
					2011: 0,25
					2014: 2.10
					2013: 4.00
					2012: 3.13
					2011: 0.89
Graph 23. Average Number of Consultations per Student – Business Administration.				Graph 24. Average Number of Consultations per Student – Economics.	



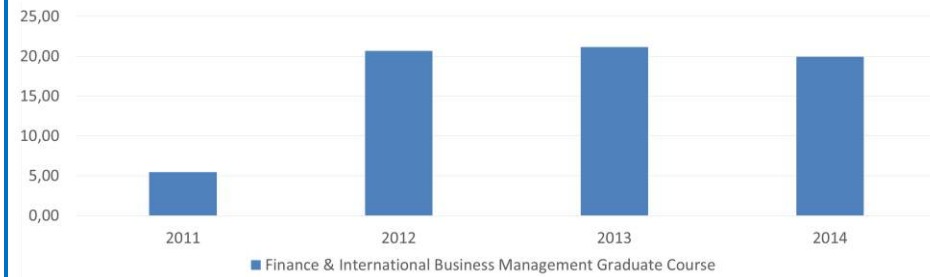
Graph 25. Average Number of Consultations per Student – Business Administration e-Learning



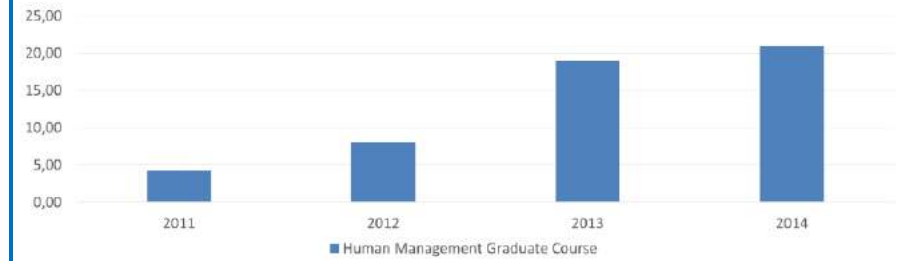
Graph 26. Average Number of Consultations per Student – Finance Management Graduate Course.



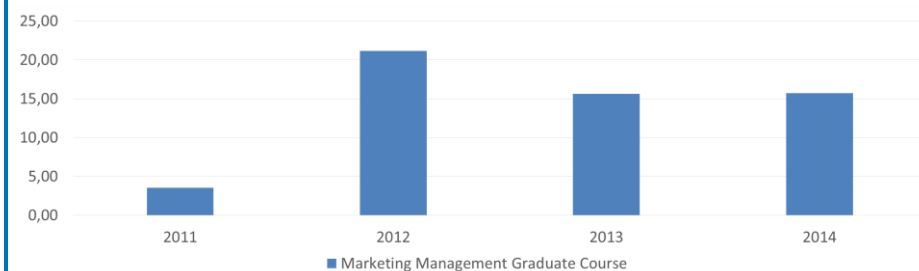
Graph 27. Average Number of Consultations per Student – Finance & International Business Management Graduate Course.



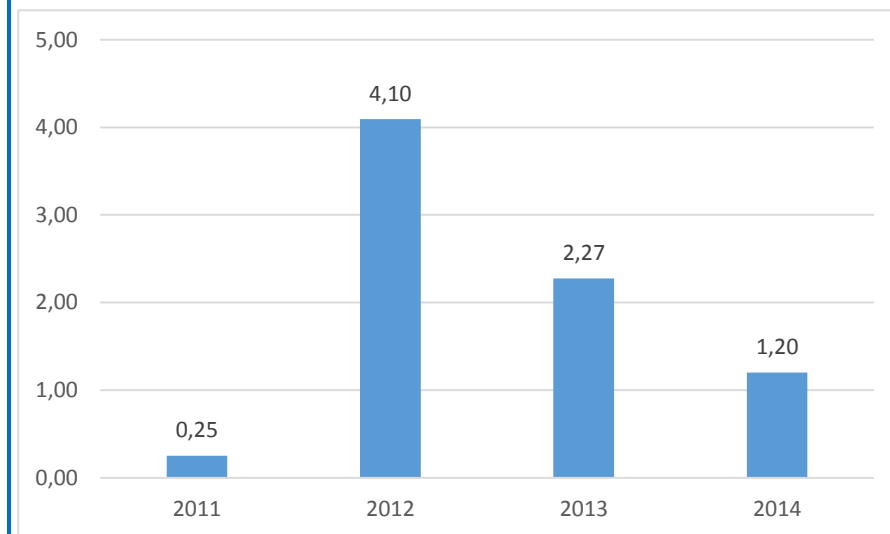
Graph 28. Average Number of Consultations per Student – Human Management Graduate Course.



Graph 29. Average Number of Consultations per Student – Marketing Management Graduate Course.



Graph 30. Average Number of Consultations per Student – Human Management Graduate Course e-Learning.



Graph 31. Average Number of Consultations per Student – Business Administration Graduate Course e-Learning.

