

across all business school undergraduate programs.

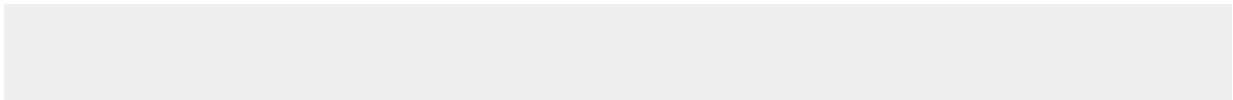
1. : Students will understand essential business concepts, and how the various functional areas of business are related.
- 2.

2

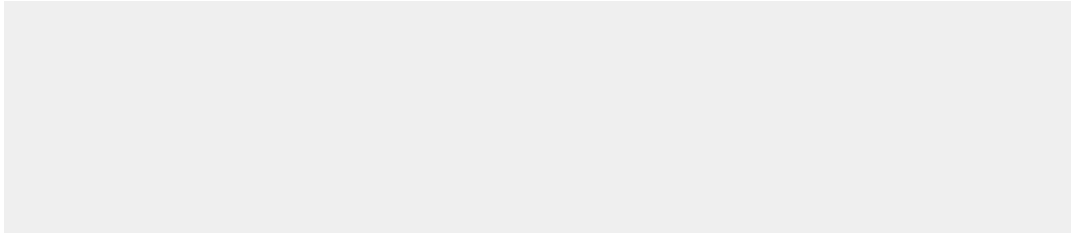
[REDACTED]

[REDACTED]

The



Moreov



ongoing adjustments and innovations in assessment practices demonstrate a commitment to academic excellence and the continuous improvement of the educational experience.

5. What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies and b) strengths of curriculum and pedagogy.

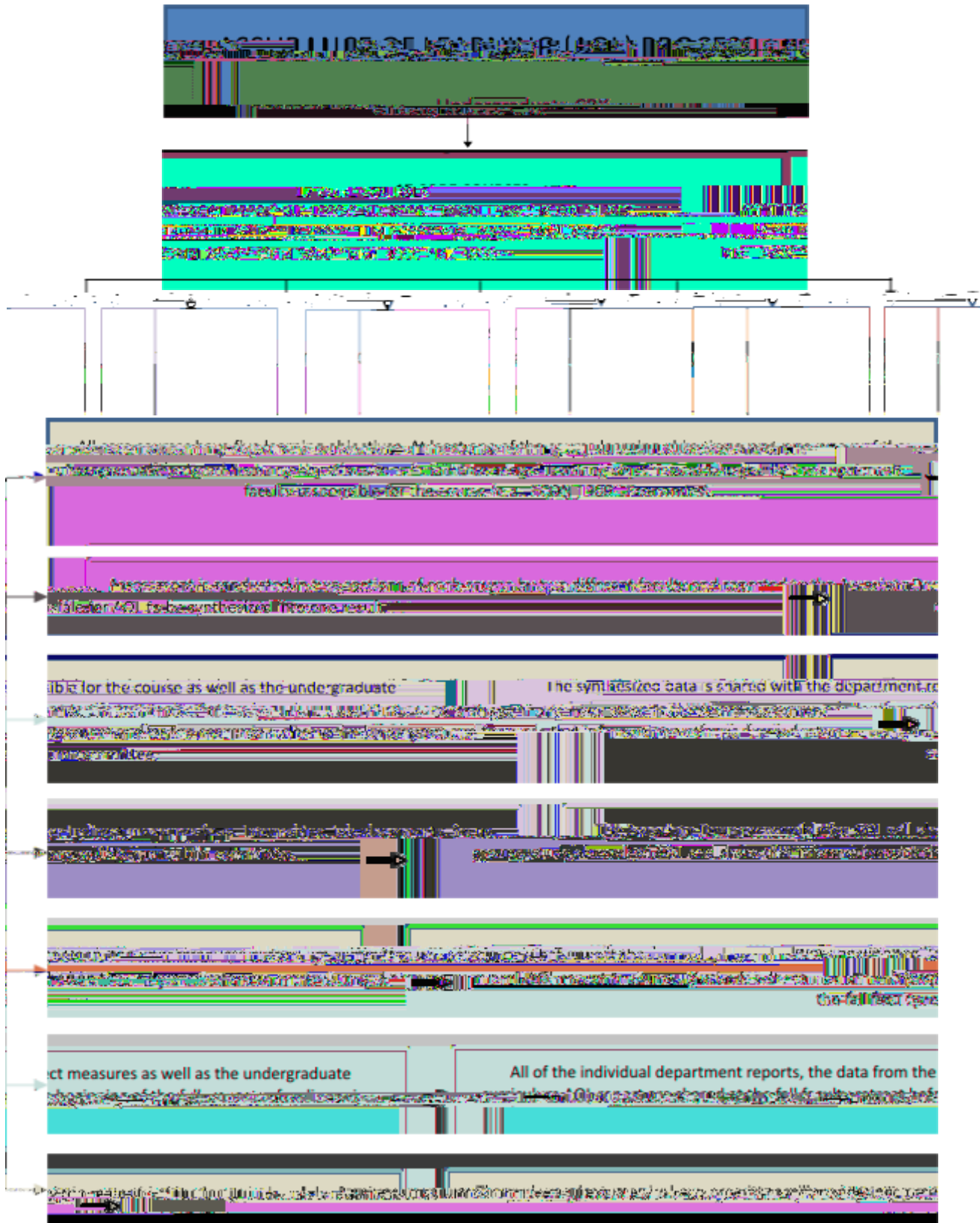
The analysis of findings from both the main and Madrid campuses highlights concerted efforts to refine assessment practices and teaching methodologies to enhance student learning outcomes

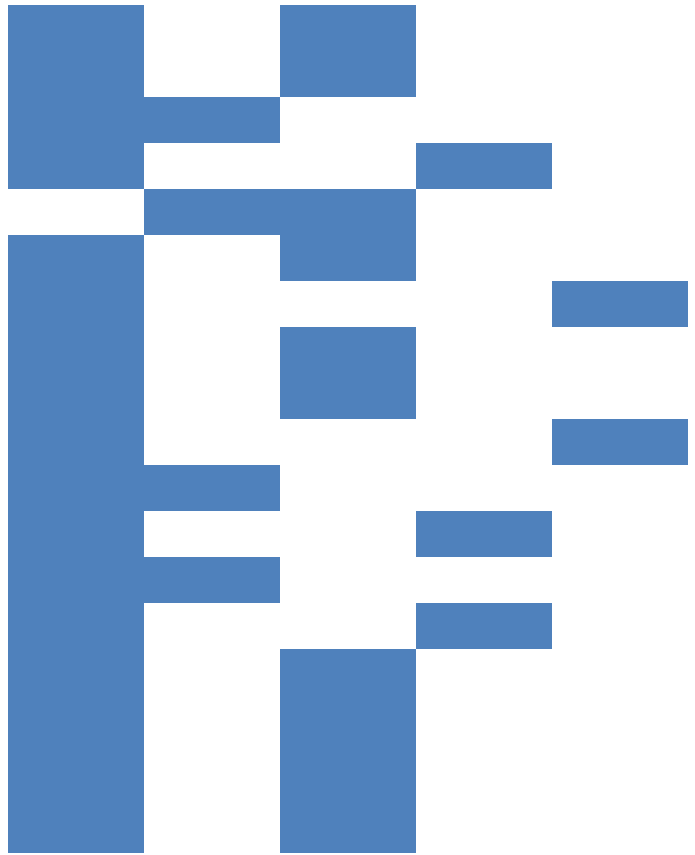
departments reflect a dedicated approach to addressing specific educational challenges, enhancing student engagement, and continuously improving teaching and assessment



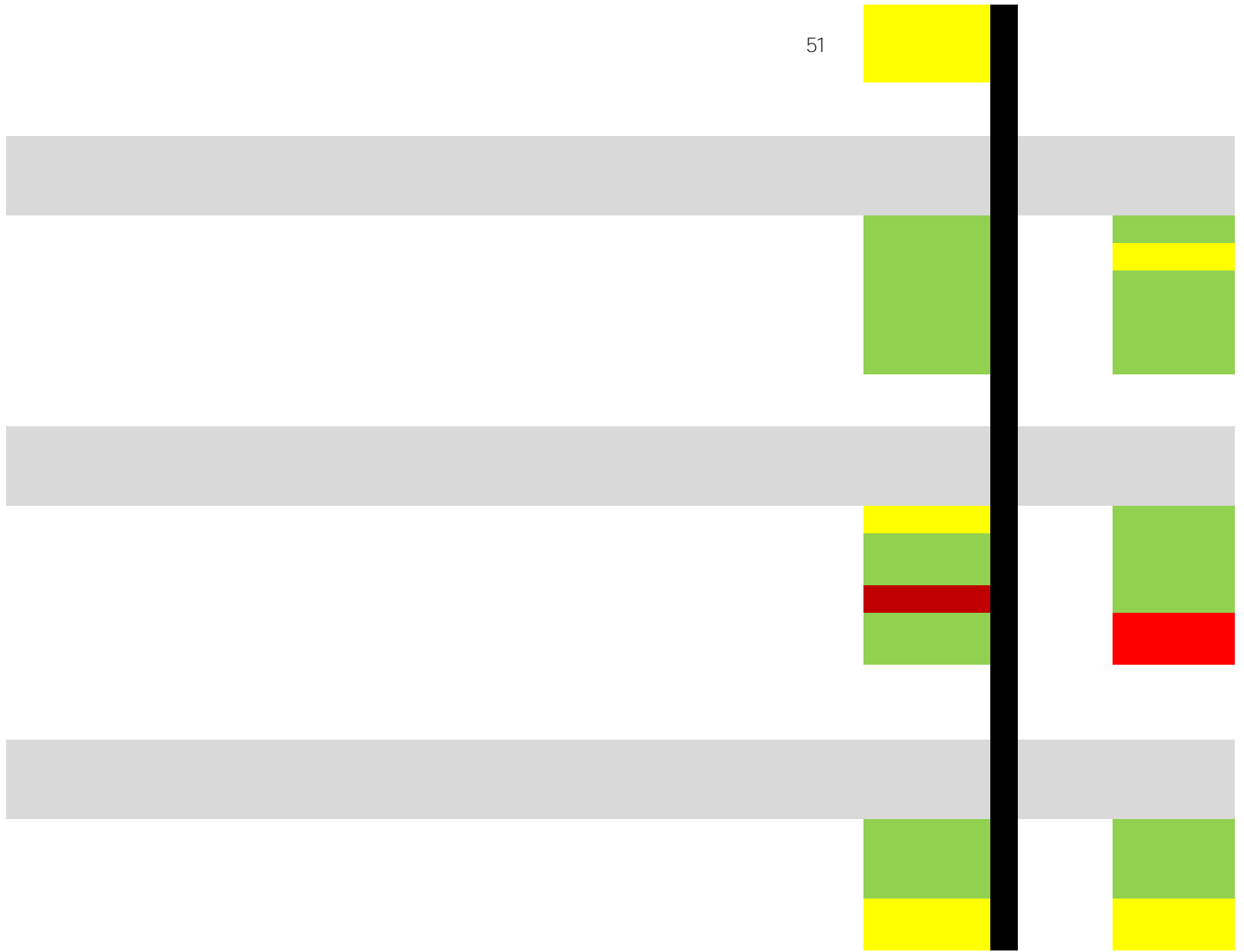
strategies.

: We recognized a gap in the systematic follow-up on assessment processes, particularly between the Madrid and SLU-STL campuses. Previously, there was a lack of clear guidance for instructors





51



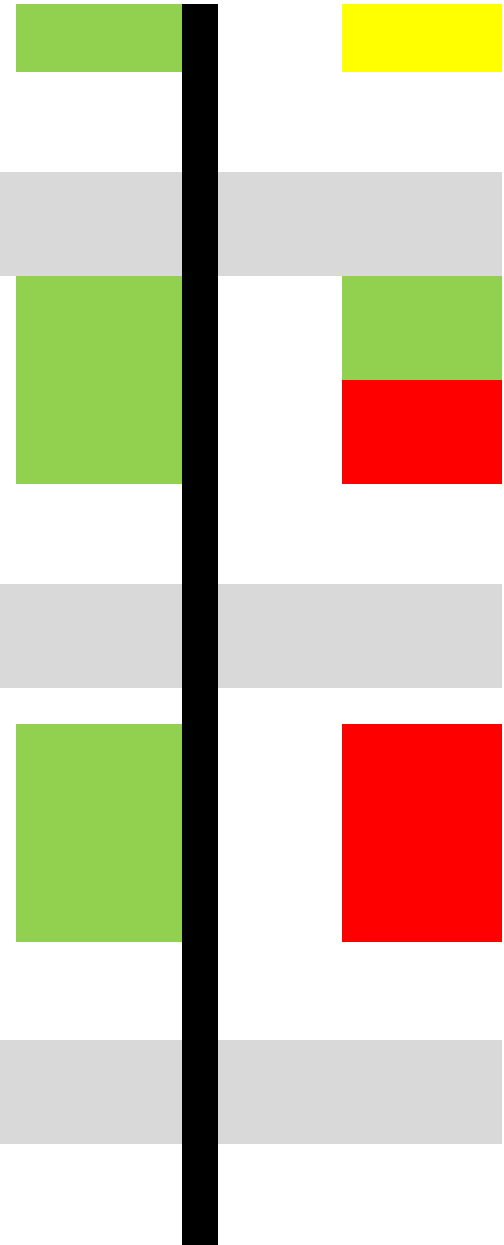
4. AD-AS/IS-LM models: the determinants of business-cycle fluctuations and the role of stabilization policy.

17

5. International: the relation between trade balances and international borrowing/lending and the implications of different exchange-rate regimes (floating/fixed).

1. Competitive Market Model: Use the competitive market model to analyze the effects of government policies.

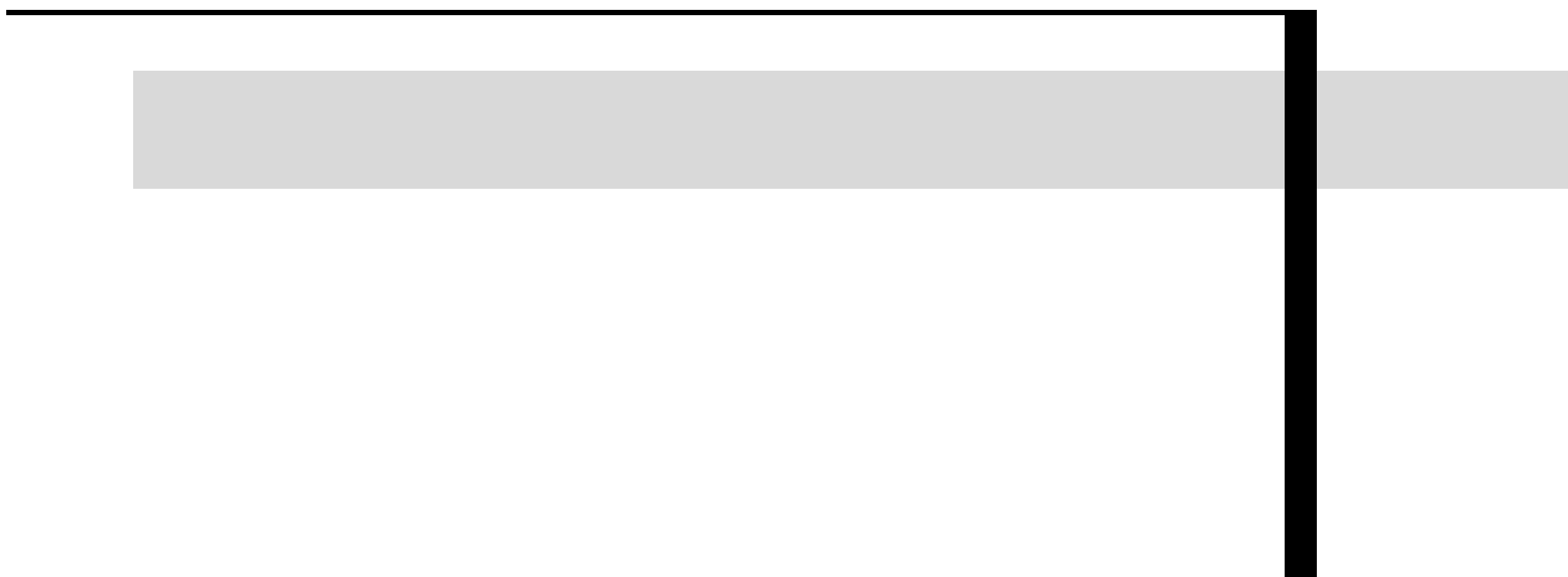
66

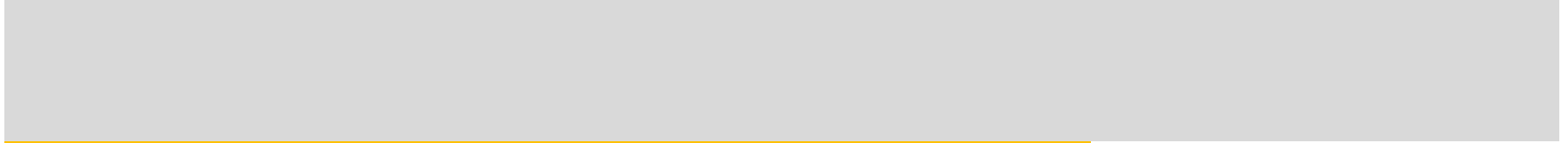
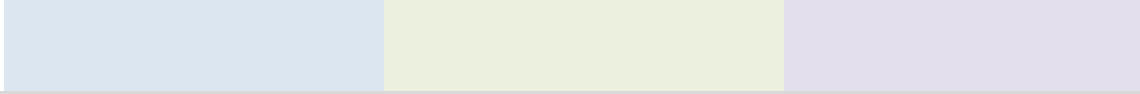


5. Understand the concep



1. Students shall be able to calculate, graph and understand measures of central tendency and measures of dispersion.	35	Green	Green
2. Students shall be able to interpret and calculate a confidence interval for the mean.	35	Red	Red
3. Students shall be able to identify null and alternative hypotheses and be able to interpret the associated Type I and Type II error in the context of the problem along with its p-value.	35	Green	Green
4. Students shall be able to interpret and apply a least squares regression equation	35	Green	Red
5. Students shall be able to demonstrate critical thinking skills in the interpretation and application of sta			
			Red
			Green

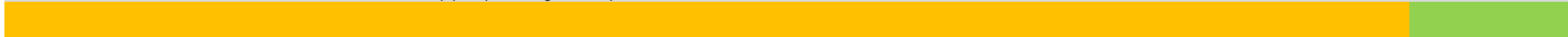


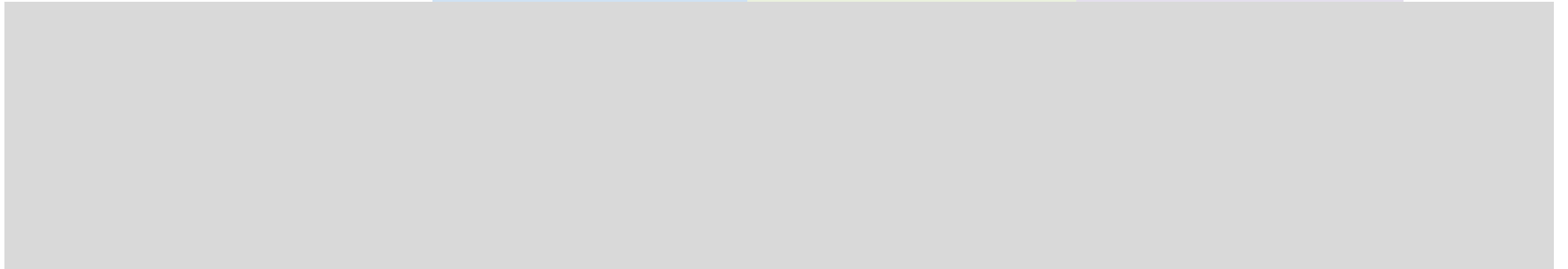
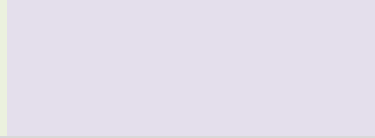
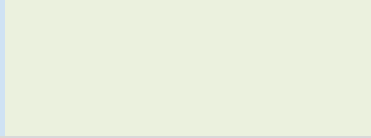
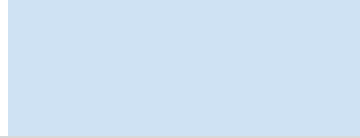


A very thorough review of pertinent facts; an absence of misinformation; use of authority is justified and elaborated; own experiences and observations are appropriately incorporated.

A consistent use of pertinent facts; an absence of misinformation; use of authority is justified and elaborated.

Little to incomplete use of pertinent facts; a reliance on misinformation; defaults to an authority without sufficient elaboration.



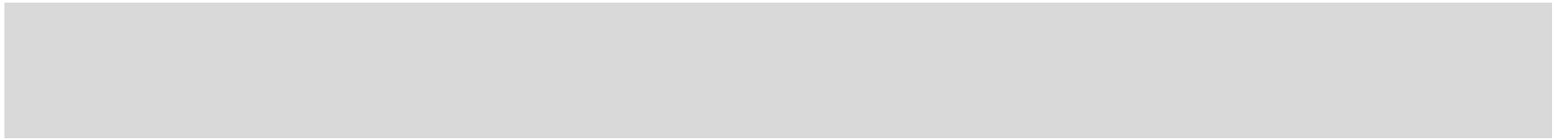


Qâ^}câ-â^• []^ [! { [!^
 • [| ~ cá [] • c@æc â } â&æc^• æ
 c@ [! [~ * @ & [{]!^@^} • â []
 [~ c@^]! [à|^ { æ } â â •
 • ^ } • â cá Ç^ c [& [] c^ç c ~ æ |
 -æ&c [! • È

Qâ^}câ-â^• []^ [! { [!^
 • [| ~ cá [] • c@æc â } â&æc^•
 & [{]!^@^} • â [] [~ c@^
]! [à|^ { æ } â â • • ^ } • â cá Ç^ c []
 & [] c^ç c ~ æ | -æ&c [! • È

Qâ^}câ-â^• []^ • [| ~ cá [] c@æc
 â } â&æc^• • ~! -æ&È | ^ Ç^ |
 ~ } â ^! • cæ } â â } * [~ c@^
]! [à|^ { È

I Î	Í Í Ã	G Î	G Î Ã	FH	F Î Ã	Ï	Ì F Ã
Ï Ì	Í F Ã	I €	GG Ã	F Ï	G Ï Ã	GF	Ï H Ã
F € Î	Í Ì Ã	Î F	IG Ã	I Í	€ Ã	€	F € € Ã
GI	G Í Ã	Î	HH Ã	Ì	IG Ã	F €	Í Ì Ã
Á	Á	Á	Á	Á	Á	Á	Á
Á	Á	Á	Á	Á	Á		



čá|á: ^• æ|| æ]]! []! áæc^
!^• [~!&^•É

čá|á: ^• æ]]! []! áæc^
!^• [~!&^•É

á^č^| [] æ} æá^ ~čc^
c^&@} [[*^ • [| ~čá []É

Á

Á

Á

Á

Á

Á

Á

Á

: Students will demonstrate effective written communication.

Ö^ { [] • c | æ ^ • â ^ c æ i | ^ â
æcc^ } c ä [] c [æ } â • ~ & & ^ • • ~ |
^ ø ^ & ^ ç ä [] [~ æ , â ä ^ | æ } * ^ [~
& [] ç ^ } c ä [] •] æ | c ä & ^ | æ | c [æ
•] ^ & â - â & â ä • & ä] | ä } ^ æ } ä ð [!
! ä c ä } * c æ • \ Ç • D ä } & | ~ ä ä } *
[! * æ } ä : æ c ä [] É & [] c ^ } c É
] ! ^ • ^ } c æ c ä [] É - [! { æ c c ä } * É æ } ä
• c ^ | ä • c ä & & @ [ä & ^ •

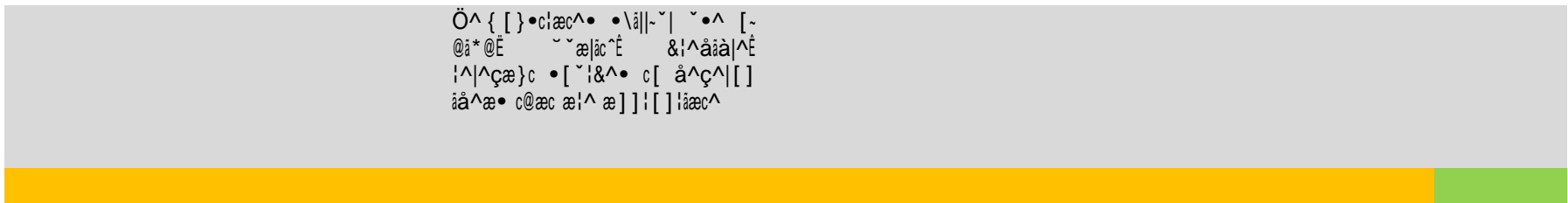
Ö^ { [] • c | æ ^ • & [] • ä • c ^ } c
~ • ^ [- ä { [] [! c æ } c
& [] ç ^ } c ä [] •] æ | c ä & ^ | æ | c [æ
•] ^ & â - â & â ä • & ä] | ä } ^ æ } ä ð [!
! ä c ä } * c æ • \ Ç • D É ä } & | ~ ä ä } *
[! * æ } ä : æ c ä [] É & [] c ^ } c É
] ! ^ • ^ } c æ c ä [] É æ } ä • c ^ | ä • c ä &
& @ [ä & ^ •

Öcc^ { [] c • c [~ • ^ æ & [] • ä • c ^ } c
• ^ • c ^ { ~ [! ä æ • ä & [! * æ } ä : æ c ä []
æ } ä] ! ^ • ^ } c æ c ä []

HJ	HHÃ	FH	ÍFÃ	G€	FÍÃ	î	ìIÃ
îí	GGÃ	FI	îîÃ	II	FFÃ	ï	ìJÃ
Á	Á	Á	Á	Á	Á	Á	Á

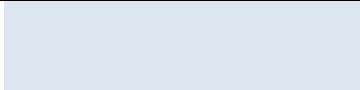
W • ^ • æ] [] [! ä æ c ä É ! ^ | ^ €

Ö^ { [] • c i æ c ^ • • \ ã | ~ | ~ • ^ [~
@ ã * @ È ~ ~ æ | ã c ^ È & ! ^ ã ã à | ^ È
! ^ | ^ ç æ } c • [~ ! & ^ • c [ã ^ ç ^ | []
ã ã ^ æ • c @ æ c æ ! ^ æ] ! [] ! ã c ^





: Students will understand how cultures, politics, laws, ethics, and economies influence and impact business and use tools and concepts to analyze and formulate an international business strategy.



<p>Ùc~á^}c• @æç^ æ c@[! [~* @ ~}á^!•cæ}áí} * [] @ [, æ , •É] [&á^•É } [! { • æ}áð [! [c@^! & ~ c~!æ á}- ^} & ^ á {] æ&c à ~•á} ^••É</p>	<p>Ùc~á^}c• @æç^ æ } æá^~ æc^ c@[! [~* @ ~}á^!•cæ}áí} * [] @ [, c [æ , •É] [&á^•É } [! { • æ}áð [! [c@^! & ~ c~!æ á}- ^} & ^ á {] æ&c à ~•á} ^••É</p>	<p>Ùc~á^}c• &æ} } [c & [{] ^c ^ ^ æ!c& ~ æc^ @ [, æ , •É] [&á^•É } [! { • æ}áð [! [c@^! & ~ c~!æ á}- ^} & ^ á {] æ&c à ~•á} ^••</p>
--	---	--

