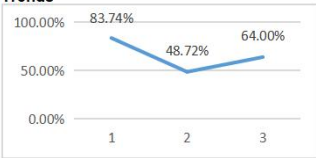
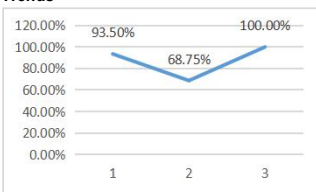

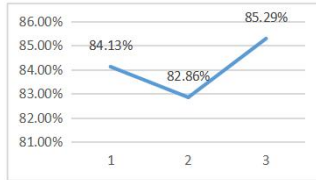
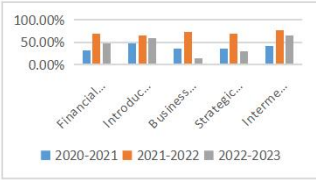
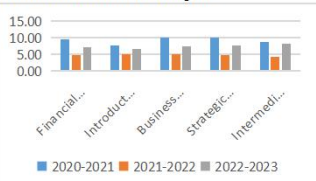
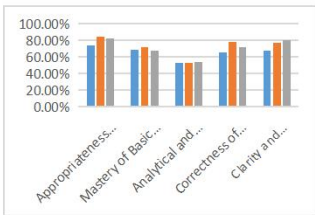
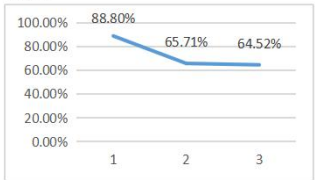
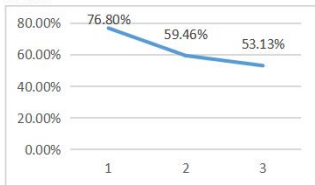
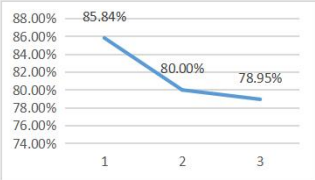
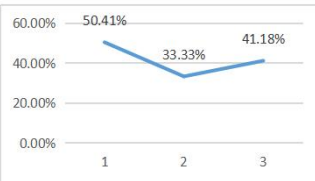
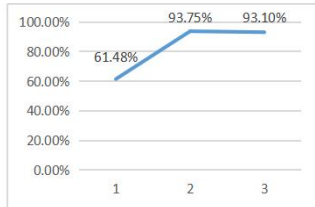
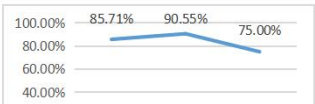


Table 4.1 Accounting (ACCA) - Student Learning Assessment  
BS at ZUA

Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.3				Identified in Criterion 4.4	Identified in Criterion 4.3	
Approach Learning objectives: SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.	Deployment What is your measurement instrument or process?  (Indicate type of instrument) direct, formative, internal, comparative	Results What are your current results?				Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #
<b>SLO 1: Specific Discipline Knowledge</b> Students enrolled in the Accounting (ACCA) Program in the BS at ZUA will demonstrate a solid foundation in the humanities, mathematics, information technology, economics, and management, along with specialized knowledge in management accounting. They will master scientific research methodologies and stay informed about the latest developments and trends in the fields of accounting and auditing in both	<b>Measures 1.1</b> Students will be assessed based on the final exam in <b>801004 Principles of Accounting</b> taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online management system under the administration of the ZUA Academic Affairs Office.  <b>Assessment Measures Type:</b> Direct, Formative, Internal	<b>Results of Measure 1.1</b> <b>Cycles:</b> <b>Cohort:</b> <b>Sample Size:</b> <b>Results:</b>	<b>2021-2022 Cohort 2021</b> 123 83.74%	<b>2022-2023 Cohort 2022</b> 39 48.72%	<b>2023-2024 Cohort 2023</b> 25 64.00%	<b>Analysis</b> The results for Measure 1.1 in the 801004 Principles of Accounting course demonstrate significant variability in student performance across the three academic cycles. Cohort 2021 achieved a proficiency rate of 83.74% in 2021-2022, indicating a strong understanding of foundational accounting concepts. However, there was a sharp decline in proficiency in 2022-2023 with Cohort 2022, which only reached 48.72%, suggesting substantial difficulties with the course material or instructional methods. Although the following year saw some recovery, with Cohort 2023 achieving 64.00%, the overall trend reveals inconsistency in student outcomes that	<b>Actions Plans</b> 1. Review and Revise Curriculum: Evaluate the course curriculum to ensure it is effectively structured to support student understanding, particularly focusing on areas where Cohort 2022 struggled. 2. Strengthen Instructional Approaches: Implement professional development for instructors to enhance teaching methods, ensuring they are engaging and effective for all student cohorts. 3. Regular Formative Assessments: Incorporate more frequent assessments throughout the semester to monitor student understanding and adapt teaching methods based on real-time feedback.	<b>Trends</b> 
<b>Target 1.1</b> At least 80% of students assessed will score at or above Proficient level. The 100-point scale used is as follows: Exemplary (90-100) Superior (80-89) Proficient (70-79) Qualified (60-69) Inadequate (below 60)	<b>Measures 1.2</b> Students will be assessed based on the final exam in <b>BB718A Management</b> taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online management system under the administration of the ZUA Academic Affairs Office.  <b>Assessment Measures Type:</b> Direct, Formative, Internal	<b>Results of Measure 1.2</b> <b>Cycles:</b> <b>Cohort:</b> <b>Sample Size:</b> <b>Results:</b>	<b>2021-2022 Cohort 2021</b> 123 93.50%	<b>2022-2023 Cohort 2022</b> 32 68.75%	<b>2023-2024 Cohort 2023</b> 25 100.00%	<b>Analysis</b> The results for Measure 1.2 in the BB718A Management course show fluctuating performance levels across three academic cycles. Cohort 2021 achieved a high proficiency rate of 93.50% in 2021-2022, indicating a strong grasp of management concepts. However, this proficiency dropped significantly to 68.75% for Cohort 2022, raising concerns about the instructional effectiveness or student engagement during that cycle. Fortunately, Cohort 2023 rebounded impressively to reach 100.00%, suggesting improvements in teaching strategies or possibly enhanced student preparedness. The overall trend indicates the need for consistent evaluation and adaptation of teaching	<b>Actions Plans</b> 1. Provide Targeted Support: Develop additional resources such as study groups or tutorials specifically for students who may need extra assistance, especially in improving understanding of key management concepts. 2. Foster Student Engagement: Implement active learning strategies and interactive class activities to help engage students more effectively, encouraging participation and collaboration. 3. Conduct Continuous Assessments: Introduce more frequent assessments to gather real-time data on student understanding, allowing for timely adjustments to teaching methods.	<b>Trends</b> 
	<b>Measures 1.3</b> Students will be assessed based on the final exam in <b>CB101B Microeconomics</b> taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online management system under the administration of the ZUA Academic Affairs Office.  <b>Assessment Measures Type:</b> Direct, Formative, Internal	<b>Results of Measure 1.3</b> <b>Cycles:</b> <b>Cohort:</b> <b>Sample Size:</b> <b>Results:</b>	<b>2021-2022 Cohort 2020</b> 114 94.74%	<b>2022-2023 Cohort 2021</b> 123 89.43%	<b>2023-2024 Cohort 2022</b> 34 94.12%	<b>Analysis</b> The results for Measure 1.3 in the CB101B Microeconomics course indicate a relatively stable yet slightly fluctuating performance across three academic cycles. Cohort 2020 achieved a strong proficiency rate of 94.74% in 2021-2022, demonstrating a solid grasp of microeconomic concepts. This performance slightly declined in 2022-2023, with Cohort 2021 scoring 89.43%, suggesting challenges that could have stemmed from differences in instructional methods or student engagement. However, in 2023-2024, Cohort 2022 rebounded to a high proficiency rate of 94.12%, indicating that the issues faced in the previous year were addressed or that students were better prepared for the exam. This overall trend shows resilience in understanding microeconomics but highlights the need for continuous monitoring and possible intervention to maintain high	<b>Actions Plans</b> 1. Analyze the Middle Cohort's Performance: Conduct a review of Cohort 2021's performance to identify factors that led to the temporary decline in proficiency, including feedback from students regarding teaching methods or curriculum comprehension. 2. Sustain Effective Practices: Identify and promote the instructional strategies that contributed to the success in Cohorts 2020 and 2022, ensuring these techniques are consistently applied across all cohorts. 3. Encourage Collaborative Learning: Incorporate group projects and collaborative activities to facilitate peer-to-peer learning, thus enhancing the overall understanding and engagement of students in microeconomic theories.	<b>Trends</b> 
	<b>Measures 1.4</b> Students will be assessed based on the final exam in <b>AB404E Accounting and Enterprises [F1]</b> taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online management system under the administration of the ZUA Academic Affairs Office.  <b>Assessment Measures Type:</b> Direct, Summative, Internal	<b>Results of Measure 1.4</b> <b>Cycles:</b> <b>Cohort:</b> <b>Sample Size:</b> <b>Results:</b>	<b>2022-2023 Cohort 2021</b> 126 84.13%	<b>2022-2023 Cohort 2022</b> 35 82.86%	<b>2023-2024 Cohort 2023</b> 34 85.29%	<b>Analysis</b> The results for Measure 1.4 in the AB404E Accounting and Enterprises course illustrate a fairly consistent level of student performance across the three academic cycles. In 2022-2023, Cohort 2021 achieved a proficiency rate of 84.13%, indicating a solid understanding of accounting principles related to enterprises. Cohort 2022 scored slightly lower with 82.86%, suggesting some minor challenges that could be related to instructional methods or difficulties with the course content. However, Cohort 2023 demonstrated a small rebound in performance, achieving 85.29%, which indicates a positive trajectory and suggests that any issues identified in the previous year	<b>Actions Plans</b> 1. Enhance Learning Support: Develop targeted support for challenging topics, which may include additional resources such as tutoring, instructional videos, or study guides that cater to areas where students typically struggle. 2. Implement Continuous Feedback Mechanisms: Establish regular formative assessments throughout the course to track and enhance student understanding continually, allowing for timely interventions when students show signs of struggle.	<b>Trends</b> 
<b>CPC tests</b> <b>Target 1.2</b> For the CPC Tests, at least 80% of students registered for each CPC subject must achieve an accuracy of over 80% (answering at least 24 out of 30 questions correctly).	<b>Measures 1.5</b> Students will be assessed based on the <b>CPC tests</b> in the following subjects: <b>Financial Management, Introductory Financial Accounting, Business Ethics, Strategic Management, and Intermediate Financial Accounting.</b> This assessment will be used to assess the basic knowledge level of students in business disciplines during the semester when the tests are administered. The tests will be conducted following the same exam regulations of the university.  <b>Assessment Measures Type:</b> Direct, Formative, External, Comparative	<b>Results of Measure 1.6</b> <b>Standardized CPC Tests</b> Financial Management Introductory Financial Accounting Business Ethics Strategic Management Intermediate Financial Accounting <b>Sample Size</b>  <b>Standard Deviation Analysis</b> Financial Management Introductory Financial Accounting Business Ethics Strategic Management Intermediate Financial Accounting  <b>National Benchmark</b> Financial Management Introductory Financial Accounting Business Ethics Strategic Management Intermediate Financial Accounting	<b>2020-2021</b> 32.63% 48.21% 36.20% 36.42% 41.10% <b>83</b>  9.48 7.80 10.09 10.08 8.79  32.63% 48.21% 36.20% 36.42% 41.10%	<b>2021-2022</b> 68.75% 66.16% 72.68% 69.20% 76.42% <b>74</b>  4.79 5.16 5.16 4.90 4.38  68.75% 66.16% 72.68% 69.20% 76.42%	<b>2022-2023</b> 48.03% 59.87% 15.00% 29.62% 64.44% <b>111</b>  7.15 6.68 7.58 7.74 8.36  48.03% 59.87% 15.00% 29.62% 64.44%	<b>Analysis</b> The results from the CPC Tests across various subjects indicate significant variability in student performance, highlighting areas of both strength and concern: <b>Financial Management</b> saw a marked improvement from 32.63% in 2020-2021 to a peak of 68.75% in 2021-2022 but then fell to 48.03% in 2022-2023, indicating instability in student understanding. <b>Introductory Financial Accounting</b> showed advancement from 48.21% to 66.16% but dropped slightly to 59.87% in the last cycle, suggesting that while overall knowledge improved, retention may need focus. <b>Business Ethics</b> experienced a significant decline from 36.20% to 72.68% in 2021-2022, then plummeted to 15.00% in 2022-2023, highlighting severe issues in teaching effectiveness or curriculum relevance. <b>Strategic Management</b> demonstrated a similar trend where the proficiency improved from 36.42% to 69.20% but fell again to 29.62%, suggesting potential challenges in student engagement or course material. <b>Intermediate Financial Accounting</b> had the most consistent performance, increasing from 41.10% to 76.42% before slightly declining to 64.44%, indicating a generally positive trend but warranting continuous monitoring. The standard deviation analysis across the years indicates variability in student performance. The declining scores in 2022-2023 and the relatively high standard deviations suggest inconsistencies in student performance and potential gaps in understanding.	<b>Actions Plans</b> 1. Analyze Performance Trends: Conduct a thorough analysis of the teaching methods, course materials, and student demographics for each subject, particularly focusing on the significant drop observed in Business Ethics and Strategic Management. 2. Implement Targeted Interventions: Develop supplementary resources such as workshops, study groups, or online tutorials to provide additional support to students in areas where competency is lacking, particularly for Business Ethics and Strategic Management. 3. Increase Faculty Development: Invest in professional development for instructors to enhance their teaching strategies, especially in subjects where student performance has increased significantly, like Financial Management and Intermediate Financial Accounting. 4. Monitor Student Feedback and Engagement: Establish mechanisms for continuous student feedback to better understand their learning experiences and challenges throughout the course, adjusting the approach based on this input. 5. Continuous Assessment and Feedback Loop: Incorporate regular formative assessments to gauge student understanding throughout the course timeline, allowing for timely interventions when issues	<b>Distribution Analysis</b>  <b>Standard Deviation Analysis</b> 

<p><b>SLO 2: Written Communication</b></p> <p>Students enrolled in the Accounting (ACCA) Program in BS at ZUA will demonstrate strong written communication skills, showcasing their ability in academic writing through their undergraduate theses.</p> <p><b>Target 2</b></p> <p>The undergraduate theses are graded into three levels: A (Excellent), B (Good), and C (Satisfactory). The assessment target is that 80% or more of the theses will achieve a rating of B (Good) or above.</p>	<p><b>Measures 2.1</b></p> <p>Students will be assessed based on their undergraduate theses in the Accounting (ACCA) Program at ZUA. The theses will be evaluated according to the Thesis Assessment Rubric, which covers criteria such as topic appropriateness, mastery of basic concepts and theories, analytical and research skills, quality of foreign language translation, correctness of design, methods, and computation, as well as clarity and presentation. This assessment will follow the academic regulations set forth by the ZUA Academic Affairs Office.</p> <p><b>Assessment Measures Type:</b></p> <p>Direct, Summative, Internal</p>	<p><b>Results of Measure 2.1</b></p> <table><tr><td><b>Cycles:</b></td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td></tr><tr><td><b>Cohort:</b></td><td>Graduates 2022</td><td>Graduates 2023</td><td>Graduates 2024</td></tr><tr><td><b>Sample Size:</b></td><td>81</td><td>116</td><td>94</td></tr><tr><td><b>Rubric Line Items</b></td><td><b>Results</b></td><td><b>Results</b></td><td><b>Results</b></td></tr><tr><td>Appropriateness of Topic</td><td>74.07%</td><td>84.48%</td><td>81.91%</td></tr><tr><td>Mastery of Basic Concepts and Theories</td><td>69.14%</td><td>71.55%</td><td>68.09%</td></tr><tr><td>Analytical and Research Skills</td><td>53.09%</td><td>53.45%</td><td>54.26%</td></tr><tr><td>Correctness of Design, Methods, and Computation</td><td>65.43%</td><td>78.45%</td><td>72.34%</td></tr><tr><td>Clarity and Presentation</td><td>67.90%</td><td>77.59%</td><td>80.54%</td></tr></table>	<b>Cycles:</b>	2021-2022	2022-2023	2023-2024	<b>Cohort:</b>	Graduates 2022	Graduates 2023	Graduates 2024	<b>Sample Size:</b>	81	116	94	<b>Rubric Line Items</b>	<b>Results</b>	<b>Results</b>	<b>Results</b>	Appropriateness of Topic	74.07%	84.48%	81.91%	Mastery of Basic Concepts and Theories	69.14%	71.55%	68.09%	Analytical and Research Skills	53.09%	53.45%	54.26%	Correctness of Design, Methods, and Computation	65.43%	78.45%	72.34%	Clarity and Presentation	67.90%	77.59%	80.54%	<p><b>Analysis</b></p> <p>The results for Measure 2.1 regarding the undergraduate theses in the Accounting (ACCA) Program indicate a varied progression across the three academic cycles. Each cohort was evaluated based on multiple criteria outlined in the Thesis Assessment Rubric, demonstrating strengths and weaknesses in different areas.</p> <p><b>Analytical and Research Skills:</b> Scores in this area remained consistently low but stable, ranging from 53.09% to 54.26%. This suggests that students may struggle with analytical thinking and research methodologies, indicating a crucial area for improvement.</p> <p><b>Correctness of Design, Methods, and Computation:</b> This area saw significant improvement from 65.43% in 2022 to 78.45% in 2023, followed by a decrease to 72.34% in 2024. While the overall trend is positive, the drop in the latest cohort suggests that further emphasis on methodological rigor is necessary.</p>	<p><b>Actions Plans</b></p> <p>1. Focus on Analytical and Research Skills: Implement workshops and training sessions aimed at enhancing students' analytical and research skills. This could include sessions on research methodologies, data analysis techniques, and critical thinking.</p> <p>2. Strengthen Basic Concept Mastery: Review the curriculum to identify gaps in instruction related to the mastery of fundamental accounting principles and theories. Consider revising course content or teaching methods to address these areas more effectively.</p> <p>3. Enhance Feedback Mechanisms: Establish a more robust feedback loop where students receive detailed comments from faculty on their proposals and early drafts. This could facilitate better understanding and adherence to assessment criteria.</p>	<p><b>Distribution Analysis</b></p>  <table><tr><th>Category</th><th>2021-2022</th><th>2022-2023</th><th>2023-2024</th></tr><tr><td>Appropriateness of Topic</td><td>74.07%</td><td>84.48%</td><td>81.91%</td></tr><tr><td>Mastery of Basic Concepts and Theories</td><td>69.14%</td><td>71.55%</td><td>68.09%</td></tr><tr><td>Analytical and Research Skills</td><td>53.09%</td><td>53.45%</td><td>54.26%</td></tr><tr><td>Correctness of Design, Methods, and Computation</td><td>65.43%</td><td>78.45%</td><td>72.34%</td></tr><tr><td>Clarity and Presentation</td><td>67.90%</td><td>77.59%</td><td>80.54%</td></tr></table>	Category	2021-2022	2022-2023	2023-2024	Appropriateness of Topic	74.07%	84.48%	81.91%	Mastery of Basic Concepts and Theories	69.14%	71.55%	68.09%	Analytical and Research Skills	53.09%	53.45%	54.26%	Correctness of Design, Methods, and Computation	65.43%	78.45%	72.34%	Clarity and Presentation	67.90%	77.59%	80.54%
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<p><b>SLO 3: Critical Thinking</b></p> <p>Students enrolled in the Accounting (ACCA) Program in the BS at ZUA will demonstrate discernible thinking and innovation capabilities, enabling them to identify, analyze, question, and evaluate phenomena and issues related to accounting and auditing. They will be able to draw conclusions and articulate their personal insights effectively.</p> <p><b>Target 3</b></p> <p>At least 80% of students assessed will score at or above Proficient level. The 100-point scale used is as follows: Exemplary (90-100) Superior (80-89) Proficient (70-79) Qualified (60-69) Inadequate (below 60)</p>	<p><b>Measures 3.1</b></p> <p>Measure 3.1: Students will be assessed based on the final exam in <b>AB405C Management Accounting [F2]</b> taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online management system under the administration of the ZUA Academic Affairs Office.</p> <p><b>Assessment Measures Type:</b></p> <p>Direct, Summative, Internal</p>	<p><b>Results of Measure 3.1</b></p> <table><tr><td><b>Cycles:</b></td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td></tr><tr><td><b>Cohort:</b></td><td>Cohort 2021</td><td>Cohort 2022</td><td>Cohort 2023</td></tr><tr><td><b>Sample Size:</b></td><td>125</td><td>35</td><td>31</td></tr><tr><td><b>Results:</b></td><td>88.80%</td><td>65.71%</td><td>64.52%</td></tr></table>	<b>Cycles:</b>	2021-2022	2022-2023	2023-2024	<b>Cohort:</b>	Cohort 2021	Cohort 2022	Cohort 2023	<b>Sample Size:</b>	125	35	31	<b>Results:</b>	88.80%	65.71%	64.52%	<p><b>Analysis</b></p> <p>The results for Measure 3.1 in the AB405C Management Accounting [F2] course show a downward trend in student performance across the three academic cycles. Cohort 2019 achieved a strong proficiency rate of 88.80%, indicating effective teaching methods and student understanding. However, Cohort 2020 dropped to 65.71%, suggesting challenges occurred in either instructional quality or student preparedness. The decline continued with Cohort 2023 scoring 64.52%, highlighting ongoing issues that affect student grasp of management accounting concepts. The decreasing scores raise concerns about curriculum effectiveness and the need for intervention to improve overall student performance.</p>	<p><b>Actions Plans</b></p> <p>1. Revise Instructional Approaches: Consider modifying teaching strategies based on successful methods used with prior cohorts. This might involve integrating more active learning techniques, case studies, or real-world applications to enhance student understanding and engagement.</p> <p>2. Implement Support Mechanisms: Develop additional support systems for students struggling with management accounting concepts. This could include tutoring sessions, study groups, or supplemental instructional materials to reinforce learning.</p>	<p><b>Trends</b></p>  <table><tr><th>Cohort</th><th>Performance (%)</th></tr><tr><td>1</td><td>88.80%</td></tr><tr><td>2</td><td>65.71%</td></tr><tr><td>3</td><td>64.52%</td></tr></table>	Cohort	Performance (%)	1	88.80%	2	65.71%	3	64.52%																																				
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<p><b>SLO 5: Technology</b></p> <p>Students enrolled in the Accounting (ACCA) Program in BS at ZUA will demonstrate the ability to effectively apply mathematical knowledge, statistical methods, and information technology tools to solve practical problems.</p> <p><b>Target 5</b></p> <p>At least 80% of students assessed will score at or above Proficient level. The 100-point scale used is as follows:</p>	<p><b>Measures 5.1</b></p> <p>Students will be assessed based on the final exam in <b>JB004B Python Programming</b>, which will enable them to utilize technology for data analysis and processing as taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online management system under the administration of the ZUA Academic Affairs Office.</p> <p><b>Assessment Measures Type:</b></p> <p>Direct, Summative, Internal</p>	<p><b>Results of Measure 5.1</b></p> <table><tr><td><b>Cycles:</b></td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td></tr><tr><td><b>Cohort:</b></td><td>Cohort 2021</td><td>Cohort 2022</td><td>Cohort 2023</td></tr><tr><td><b>Sample Size:</b></td><td>122</td><td>32</td><td>29</td></tr><tr><td><b>Results:</b></td><td>61.48%</td><td>93.75%</td><td>93.10%</td></tr></table>	<b>Cycles:</b>	2021-2022	2022-2023	2023-2024	<b>Cohort:</b>	Cohort 2021	Cohort 2022	Cohort 2023	<b>Sample Size:</b>	122	32	29	<b>Results:</b>	61.48%	93.75%	93.10%	<p><b>Analysis</b></p> <p>The results for Measure 5.1 in the JB004B Python Programming course indicate a remarkable improvement in student performance across the three academic cycles. Cohort 2021 started with a proficiency rate of 61.48%, which suggests a foundational understanding of Python programming but also highlights areas needing enhancement. In contrast, Cohort 2022 achieved an impressive score of 93.75%, indicating a significant leap in both student comprehension and instructional effectiveness. Cohort 2023 maintained a strong performance with 93.10%, showing consistency in student success and reinforcing the effectiveness of the course</p>	<p><b>Actions Plans</b></p> <p>1. Continue to Monitor and Enhance Curriculum: Maintain and regularly review the curriculum to ensure it remains relevant and engaging. Consider introducing new technologies or programming techniques as they emerge in the field.</p> <p>2. Leverage Best Practices: Analyze and document the successful instructional strategies used with Cohorts 2022 and 2023, and disseminate these practices across other programming courses.</p> <p>3. Provide Advanced Resources: For high-achieving students, consider offering supplementary materials or advanced challenges in Python programming to further deepen their skills and encourage continuous learning.</p>	<p><b>Trends</b></p>  <table><tr><th>Cohort</th><th>Performance (%)</th></tr><tr><td>1</td><td>61.48%</td></tr><tr><td>2</td><td>93.75%</td></tr><tr><td>3</td><td>93.10%</td></tr></table>	Cohort	Performance (%)	1	61.48%	2	93.75%	3	93.10%																																				
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<p><b>SLO 6: Global Perspective</b></p> <p>Students enrolled in the Accounting (ACCA) Program in BS at ZUA will demonstrate an international perspective and understanding, staying informed about international corporate management trends, paying attention to global issues, and understanding and respecting the</p>	<p><b>Measures 6.1</b></p> <p>Students will be assessed based on the final exam in <b>CB102B Macroeconomics</b>, taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online management system under the administration of the ZUA Academic Affairs Office</p>	<p><b>Results of Measure 6.1</b></p> <table><tr><td><b>Cycles:</b></td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td></tr><tr><td><b>Cohort:</b></td><td>Cohort 2020</td><td>Cohort 2021</td><td>Cohort 2022</td></tr><tr><td><b>Sample Size:</b></td><td>112</td><td>127</td><td>36</td></tr><tr><td><b>Results:</b></td><td>85.71%</td><td>90.55%</td><td>75.00%</td></tr></table>	<b>Cycles:</b>	2021-2022	2022-2023	2023-2024	<b>Cohort:</b>	Cohort 2020	Cohort 2021	Cohort 2022	<b>Sample Size:</b>	112	127	36	<b>Results:</b>	85.71%	90.55%	75.00%	<p><b>Analysis</b></p> <p>The results for Measure 6.1 in the CB102B Macroeconomics course show notable fluctuations in student performance across the three academic cycles. Cohort 2020 achieved a high proficiency rate of 85.71%, reflecting a strong understanding of macroeconomic principles. This score improved further in 2022-2023 with Cohort 2021 reaching 90.55%, indicating effective teaching and student</p>	<p><b>Actions Plans</b></p> <p>1. Enhance Course Materials: Update and enrich course content with relevant examples and real-world applications to help students better understand macroeconomic concepts.</p> <p>2. Encourage Active Learning Strategies: Implement interactive teaching methods, such as discussions, group projects, and simulations, to increase student engagement and understanding.</p>	<p><b>Trends</b></p>  <table><tr><th>Cohort</th><th>Performance (%)</th></tr><tr><td>1</td><td>85.71%</td></tr><tr><td>2</td><td>90.55%</td></tr><tr><td>3</td><td>75.00%</td></tr></table>	Cohort	Performance (%)	1	85.71%	2	90.55%	3	75.00%																																				
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differences and diversity of various cultures around the world.

**Assessment Measures Type:**  
Direct, Summative, Internal

**Target 6**  
At least 80% of students assessed will score at or above Proficient level. The 100-point scale used is as follows:

engagement. However, the performance dropped significantly for Cohort 2022, which scored 75.00%. This decline raises concerns about maintaining instructional quality, curriculum effectiveness, or possibly changes in student preparedness or engagement.

3. Professional Development for Instructors: Encourage faculty to participate in professional development opportunities focused on effective teaching strategies and innovative course delivery methods.

