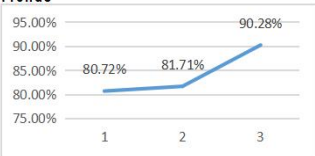
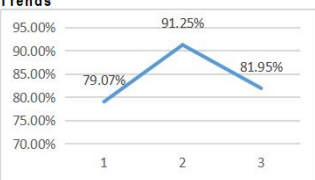
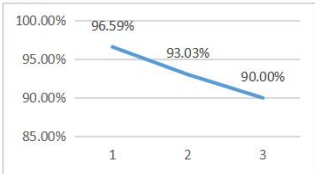
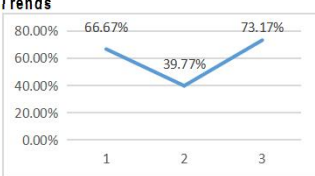
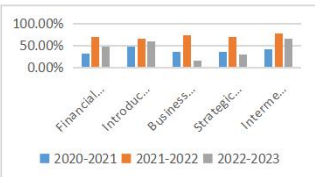
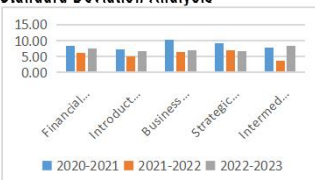
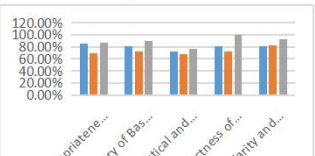


Table 4.1 Financial Management - Student Learning Assessment
BS at ZUA

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 = #
SLO 1: Specific Discipline Knowledge Students enrolled in the Financial Management 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 financial accounting. They will master scientific research methodologies and stay informed about the latest developments and trends in	Measures 1.1 Students will be assessed based on the final exam in 801004 Principles of Accounting 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. Assessment Measures Type: Direct, Formative, Internal	Results of Measure 1.1 Cycles: Cohort: Sample Size: Results:	2021-2022 Cohort 2021 83 80.72%	2022-2023 Cohort 2022 82 81.71%	2023-2024 Cohort 2023 72 90.28%	Analysis Measure 1.1 assesses the specific discipline knowledge of students enrolled in the Financial Management Program through their performance on the final exam for 801004 Principles of Accounting. The results show that students are generally meeting the proficiency target of 80%. Cohort 2021 scored 80.72%, just above the target, indicating a solid understanding of foundational concepts. Cohort 2022 slightly improved with a score of 81.71%, demonstrating consistent knowledge retention and application. The most notable improvement is seen in Cohort 2023, which achieved a score of 90.28%, reflecting a significant enhancement in students' understanding of accounting principles and methodologies.	Actions Plans 1. Strengthen Foundations: For the upcoming cohort, identify any specific foundational knowledge gaps from Cohort 2021 and Cohort 2022 through further assessments and targeted supplementary instruction. 2. Enhance Resource Access: Provide additional resources such as study guides, access to online tutorials, and practice exams to support students in their preparation for accounting-related assessments. 3. Integrate Current Trends: Incorporate discussions on current trends and developments in financial management within the curriculum to keep students informed and engaged with the evolving field.	Trends 
Target 1.1 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)	Measures 1.2 Students will be assessed based on the final exam in BB718A Management 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. Assessment Measures Type: Direct, Formative, Internal	Results of Measure 1.2 Cycles: Cohort: Sample Size: Results:	2021-2022 Cohort 2021 86 79.07%	2022-2023 Cohort 2022 80 91.25%	2023-2024 Cohort 2023 72 81.95%	Analysis Measure 1.2 assesses students' specialized knowledge in management through their performance on the final exam for BB718A Management. The results reflect varying levels of understanding across the cohorts. Cohort 2021 scored 79.07%, falling slightly below the 80% proficiency target. This indicates a need for improvement in foundational management principles. In contrast, Cohort 2022 displayed significant improvement, achieving a score of 91.25%, indicating a strong understanding of the subject matter. Cohort 2023, however, saw a decline in performance with a score of 81.95%.	Actions Plans 1. Address Foundation Gaps: Analyze the curriculum and teaching methods used for Cohort 2021 to identify any factors contributing to their lower performance. Address these gaps in future iterations of the course. 2. Foster Continuous Engagement: Encourage ongoing engagement with the material through in-class discussions, case studies, and real-world applications of management principles to reinforce learning.	Trends 
	Measures 1.3 Students will be assessed based on the final exam in CB101B Microeconomics 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. Assessment Measures Type: Direct, Formative, Internal	Results of Measure 1.3 Cycles: Cohort: Sample Size: Results:	2021-2022 Cohort 2020 88 96.59%	2022-2023 Cohort 2021 86 93.03%	2023-2024 Cohort 2022 80 90.00%	Analysis Measure 1.3 evaluates students' understanding of microeconomics through their performance on the final exam for CB101B Microeconomics. The results indicate a strong grasp of the subject matter across all cohorts. Cohort 2020 achieved an impressive score of 96.59%, reflecting an exceptional understanding of microeconomic principles. Cohort 2021 also performed well with a score of 93.03%, which demonstrates good retention of the material. Although Cohort 2022 showed a decline in performance with a score of 90.00%, they still maintained a solid understanding of the concepts.	Actions Plans 1. Analyze Factors for Performance Variance: Investigate what contributed to the slight decline in performance from Cohort 2021 to Cohort 2022. This could involve gathering feedback from students, examining course delivery methods, or identifying any changes in exam structure. 2. Maintain High Engagement Levels: Ensure that teaching methods continue to engage students effectively in microeconomic concepts. This may include interactive discussions, real-world applications, and case studies that relate microeconomic theories to current events.	Trends 
	Measures 1.4 Students will be assessed based on the final exam in AB102B Financial Accounting 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. Assessment Measures Type: Direct, Summative, Internal	Results of Measure 1.4 Cycles: Cohort: Sample Size: Results:	2022-2023 Cohort 2020 84 66.67%	2022-2023 Cohort 2021 88 39.77%	2023-2024 Cohort 2022 82 73.17%	Analysis Measure 1.4 assesses students' knowledge in financial accounting through their performance on the final exam for AB102B Financial Accounting. The results for the cohorts present a concerning trend, particularly for Cohort 2021, which had a notably low score of 39.77%, indicating significant difficulties with the course material. Cohort 2020 scored 66.67%, which is below the proficiency target of 80%, suggesting that foundational issues may have persisted from the previous year. Cohort 2022 showed some improvement with a score	Actions Plans 1. Revise Teaching Strategies: Evaluate and enhance the instructional approaches used in the course. Incorporate more interactive teaching methods, such as case studies, simulations, and group work to increase student engagement and understanding. 2. Continuous Feedback Mechanism: Establish a feedback system where students can frequently assess their understanding of course material, allowing for timely adjustments to study strategies and instructor support.	Trends 
CPC tests Target 1.2 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).	Measures 1.5 Students will be assessed based on the CPC tests in the following subjects: Financial Management, Introductory Financial Accounting, Business Ethics, Strategic Management, and Intermediate Financial Accounting . This assessment will be used to evaluate 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. Assessment Measures Type: Direct, Formative, External, Comparative	Results of Measure 1.5 Standardized CPC Tests Financial Management Introductory Financial Accounting Business Ethics Strategic Management Intermediate Financial Accounting Sample Size Standard Deviation Analysis Financial Management Introductory Financial Accounting Business Ethics Strategic Management Intermediate Financial Accounting National Benchmark Financial Management Introductory Financial Accounting Business Ethics Strategic Management Intermediate Financial Accounting	2020-2021 32.63% 48.21% 36.20% 36.42% 41.10% 8.37 7.17 10.27 9.26 7.93 32.63% 48.21% 36.20% 36.42% 41.10%	2021-2022 68.75% 66.16% 72.68% 69.20% 76.42% 6.15 5.07 6.42 7.02 3.65 68.75% 66.16% 72.68% 69.20% 76.42%	2022-2023 48.03% 59.87% 15.00% 29.62% 64.44% 7.57 6.76 6.98 6.71 8.41 48.03% 59.87% 15.00% 29.62% 64.44%	Analysis The results of Measure 1.5, which assess students' knowledge in various business disciplines through standardized CPC tests, reveal significant variability in performance across subjects and academic years. In Financial Management, the percentage of students achieving over 80% dropped from 68.75% in 2021-2022 to 48.03% in 2022-2023, indicating a concerning decline after a noteworthy initial improvement. Similarly, Introductory Financial Accounting showed a decrease from 66.16% to 59.87%, suggesting that students may be struggling to retain the knowledge necessary for success in this subject. The results in Business Ethics are particularly alarming, with performance plunging from 72.68% to 15.00%, highlighting a critical gap in students' understanding of ethical principles in business. Strategic Management also saw a drop from 69.20% to 29.62%, further underscoring the inconsistency in learning outcomes. While Intermediate Financial Accounting displayed some improvement, from 76.42% to 64.44%, it remains below the desired proficiency level. The fluctuations in scores across these subjects necessitate a reevaluation of instructional methods and curriculum effectiveness to ensure a comprehensive understanding of core concepts among	Actions Plans 1. Identify Underlying Issues for Declines: Conduct a thorough examination of the teaching methods, course content, and exam preparations for subjects where performance declined, particularly Business Ethics and Strategic Management. 2. Enhance Study Resources: Develop supplementary study materials and support for students, especially in subjects with lower performance, such as Business Ethics, which might necessitate a revitalization of the curriculum or teaching methods. 3. Strengthening Exam Preparation: Implement preparatory workshops before CPC tests to help students focus on key topics and improve their confidence and performance during exams. 4. Continuous Monitoring and Feedback: Establish mechanisms for ongoing assessment of student progress throughout the courses, allowing issues to be identified and addressed before final exams occur. 5. Reassess Assessment Methodology: Review the CPC exam format to ensure its alignment with course content and student preparedness and consider alternative forms of assessments (e.g., projects, presentations) in addition to exams to gauge understanding more holistically.	Distribution Analysis  Standard Deviation Analysis 
SLO 2: Written Communication Students enrolled in the Financial Management Program in BS at ZUA will demonstrate strong written communication skills, showcasing their ability in academic writing through their undergraduate theses. Target 2 The undergraduate theses are graded into	Measures 2.1 Students will be assessed based on their undergraduate theses in the Financial Management Program at ZUA. The theses will be assessed 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.	Results of Measure 2.1 Cycles: Cohort: Sample Size: Rubric Line Items Appropriateness of Topic Mastery of Basic Concepts and Theories Analytical and Research Skills Correctness of Design, Methods, and Computation	2021-2022 Graduates 2022 43	2022-2023 Graduates 2023 89	2023-2024 Graduates 2024 80	Analysis Measure 2.1 evaluates the written communication skills of students in the Financial Management Program through their undergraduate theses, using a Thesis Assessment Rubric. Results across three cohorts reveal both strengths and weaknesses. For Cohort Graduates 2022, appropriateness of topics scored 86.04%, with mastery of basic concepts at 81.40%. However, analytical and research skills were lower at 72.09%. Cohort Graduates 2023 saw a decline in performance, particularly in analytical skills (only 68.54%), while score	Actions Plans 1. Improve Research Skills: Implement workshops focused on enhancing analytical and research skills, addressing the decline noted in Cohort 2023. 2. Provide Academic Support: Establish writing centers and peer-review sessions to aid students in selecting appropriate topics and developing strong methodologies. 3. Continuous Feedback: Use the Thesis Assessment Rubric for ongoing evaluations during the thesis process to ensure students	Distribution Analysis 

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.

Assessment Measures Type:
Direct, Summative, Internal

Clarity and Presentation	81.40%	82.02%	93.33%
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for appropriateness dropped to 69.67%. However, correctness of design improved to 73.04%, and clarity remained acceptable at 82.02%. By Cohort Graduates 2024, results improved significantly, with appropriateness rising to 87.50%, mastery to 90.00%, and a perfect score of 100.00% in design and methodology.

receive timely feedback.
4. Encourage Faculty Collaboration: Facilitate mentorship between students and faculty to guide topic selection and research development.



SLO 3: Critical Thinking

Students enrolled in the Financial Management Program in BS at ZUA will demonstrate discernible thinking and innovation capabilities, enabling them to identify, analyze, question, and evaluate phenomena and issues related to financial management and economic operations. They will be able to draw conclusions and articulate

Measures 3.1

Students will be assessed based on the final exam in **AB306A Corporate Financial Management I** 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.

Results of Measure 3.1

Cycles:
Cohort:
Sample Size:
Results:

2021-2022 Cohort 2020	2022-2023 Cohort 2021	2023-2024 Cohort 2022
86	86	79
77.91%	89.54%	70.89%

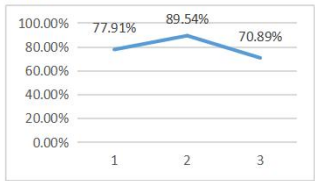
Analysis

Measure 3.1 evaluates the critical thinking and innovation capabilities of students in the Financial Management Program, specifically through their performance on the final exam in AB306A Corporate Financial Management I. The results from three cohorts reveal fluctuations in student performance over the years. Cohort 2020 achieved a score of 77.91%, indicating a solid grasp of critical thinking skills in financial management. Cohort 2021 showed significant improvement with a score of 89.54%, reflecting enhanced abilities in identifying, analyzing, and evaluating financial issues. However, Cohort 2022 experienced a notable decline, scoring 70.89%, which suggests potential challenges in critical thinking and

Actions Plans

1. Analyze Performance Declines: Investigate the factors contributing to the decrease in scores for Cohort 2022, potentially through student feedback or analysis of exam content.
2. Reinforce Core Concepts: Strengthen the teaching of fundamental critical thinking skills early in the program to ensure all students have the necessary foundations for advanced courses.
3. Implement Active Learning Strategies: Utilize case studies, discussions, and interactive assignments that encourage students to apply critical thinking in real-world scenarios pertaining to financial management.

Trends



Target 3

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)

Measures 3.2

Students will be assessed based on the final exam in **AB304B Financial Analysis** taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online

Results of Measure 3.2

Cycles:
Cohort:
Sample Size:
Results:

2021-2022 Cohort 2019	2022-2023 Cohort 2020	2023-2024 Cohort 2021
86	80	86
100.00%	90.00%	93.02%

Analysis

Measure 3.2 evaluates the critical thinking abilities of students in the Financial Management Program through their final exam performance in AB304B Financial Analysis. The data from three cohorts shows consistent and strong results over the years. Cohort 2019 achieved an impressive score of 100.00%, reflecting exceptional critical thinking and analytical skills in financial analysis. Cohort 2020 maintained a high level of performance with a score of 90.00%, indicating that most students demonstrated solid understanding and application of financial analysis concepts. Cohort 2021 also performed well, scoring 93.02%, which further supports the trend of

Actions Plans

1. Continue Best Practices: Identify and promote the teaching strategies and practices that contributed to the high performance in Cohorts 2019 and 2020, ensuring these methods are maintained and refined in future cohorts.
2. Enhance Curriculum Relevance: Regularly review and update the curriculum to reflect current financial analysis trends and practices, ensuring students are well-prepared for real-world applications.
3. Encourage Peer Learning: Facilitate study groups or peer mentoring programs that enable students to collaborate and engage in deeper discussions regarding financial analysis concepts and critical thinking strategies.

Trends



SLO 4: Problem Solving

Students enrolled in the Financial Management Program in BS at ZUA will demonstrate the ability to identify key issues within the realm of financial management, conducting comprehensive analyses and evaluations of these challenges. They will possess the capability to resolve management control issues across various functions and departments, enabling them to perform thorough analyses and research on complex issues in their field and propose effective

Measures 4.1

Students will be assessed based on the final exam in **AB303A Advanced Financial Management** 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.

Results of Measure 4.1

Cycles:
Cohort:
Sample Size:
Results:

2021-2022 Cohort 2019	2022-2023 Cohort 2020	2023-2024 Cohort 2021
86	80	86
100.00%	97.50%	100.00%

Analysis

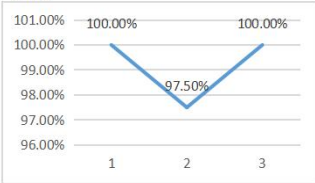
Measure 4.1 assesses the problem-solving abilities of students in the Financial Management Program through their performance on the final exam in AB303A Advanced Financial Management. The results from three cohorts show consistently exceptional outcomes. Cohort 2019 achieved an outstanding score of 100.00%, indicating that all students demonstrated a thorough understanding of how to identify and evaluate key financial management issues. Cohort 2020 also performed admirably, with a score of 97.50%, reflecting a strong capability in solving management control issues. The performance remained high in Cohort 2021, with another 100.00% achievement, signifying that students continue to excel in their analyses and

Actions Plans

1. Maintain High Standards: Continue to implement and disseminate the effective instructional methods that have led to high scores in problem-solving assessments across all cohorts.
2. Expand Problem-Solving Case Studies: Integrate more real-world case studies into the curriculum to give students hands-on experience analyzing and solving complex financial management problems.

3. Encourage Collaborative Projects: Foster team-based projects that challenge students to work together in identifying and addressing financial issues, enhancing their problem-solving skills through collaborative learning.

Trends



Target 4

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)

Measures 4.2

Students will be assessed based on the final exam in **AB119A Fundamentals of Business Law** 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.

Results of Measure 4.2

Cycles:
Cohort:
Sample Size:
Results:

2021-2022 Cohort 2020	2022-2023 Cohort 2021	2023-2024 Cohort 2022
81	86	79
92.59%	95.34%	89.88%

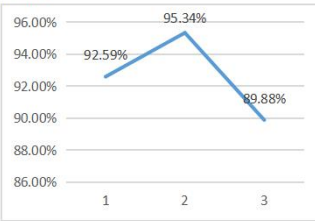
Analysis

Measure 4.2 assesses the problem-solving capabilities of students in the Financial Management Program through their performance on the final exam in AB119A Fundamentals of Business Law. The results from three cohorts demonstrate strong proficiency in understanding legal concepts as they relate to business management. Cohort 2020 achieved a score of 92.59%, indicating a solid grasp of essential legal principles and their application in business contexts. Cohort 2021 improved upon this with a score of 95.34%, reflecting a deepening understanding of business law issues. In Cohort 2022, the performance slightly declined to 89.88%, yet the results still indicate a strong ability to analyze and solve problems related to legal

Actions Plans

1. Enhance Practical Applications: Include more case studies and practical examples in the curriculum to help students connect legal principles with real-world business situations, reinforcing their problem-solving skills.
2. Facilitate Group Discussions: Encourage class discussions and group activities focused on legal problem-solving scenarios to facilitate peer learning and deeper engagement with the material.
3. Provide Additional Study Resources: Offer supplementary materials, such as guides or online resources, to help students strengthen their understanding of fundamental business law concepts.

Trends



SLO 5: Technology

Students enrolled in the Financial Management Program in BS at ZUA will demonstrate the ability to effectively apply mathematical knowledge, statistical methods, and information technology tools to solve practical problems.

Measures 5.1

Students will be assessed based on the final exam in **JB004B Python Programming**, 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.

Results of Measure 5.1

Cycles:
Cohort:
Sample Size:
Results:

2021-2022 Cohort 2021	2022-2023 Cohort 2022	2023-2024 Cohort 2023
85	80	72
81.18%	97.50%	97.22%

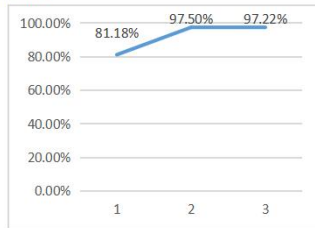
Analysis

Measure 5.1 assesses the technological skills of students in the Financial Management Program, specifically their ability to apply mathematical knowledge, statistical methods, and information technology tools through the final exam in JB004B Python Programming. The results from three cohorts show a significant improvement in students' abilities to utilize technology for data analysis. Cohort 2021 achieved a score of 81.18%, indicating a basic proficiency in using Python programming for practical problem-solving. In Cohort 2022, performance markedly increased to 97.50%, showcasing a strong grasp of the material and effective application of technology. This trend continued in Cohort 2023, with a score of 97.22%, indicating sustained competence in using Python for data

Actions Plans

1. Enhance Curriculum Delivery: Review and enhance the curriculum for JB004B Python Programming to build on the effective strategies that led to high performance in recent cohorts.
2. Integrate Real-World Applications: Incorporate more real-world projects and case studies that require students to apply Python programming skills in solving actual data analysis problems relevant to financial management.
3. Promote Peer Collaboration: Encourage collaborative projects where students can work together to solve complex problems using Python, enhancing their learning experience through teamwork.

Trends



SLO 6: Global Perspective

Students enrolled in the Financial Management 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 differences and diversity of various cultures around the

Measures 6.1

Students will be assessed based on the final exam in **CB102B Macroeconomics**, 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

Results of Measure 6.1

Cycles:
Cohort:
Sample Size:
Results:

2021-2022 Cohort 2020	2022-2023 Cohort 2021	2023-2024 Cohort 2022
87	86	79
81.61%	84.88%	68.36%

Analysis

Measure 6.1 evaluates the global perspective of students in the Financial Management Program by assessing their performance on the final exam in CB102B Macroeconomics. The results from three cohorts reflect varied levels of understanding regarding international management trends and cultural diversity. Cohort 2020 achieved a score of 81.61%, demonstrating a solid grasp of global economic concepts. Cohort 2021 showed an improvement, scoring 84.88%, indicating increased awareness and understanding of global issues. However, Cohort 2022 experienced a significant decline, with a score of only 68.36%, suggesting potential challenges in grasping

Actions Plans

1. Enhance Curriculum Focus on Global Issues: Revise the course content to place greater emphasis on international corporate management trends and cultural diversity, integrating case studies that reflect real-world global scenarios.
2. Incorporate Interactive Learning: Utilize group discussions, simulations, and role-playing activities that require students to engage with global economic issues and cultural differences, fostering a deeper understanding of these topics.
3. Provide Supplemental Learning Resources: Offer additional reading materials, documentaries, and online resources that expose students to diverse cultures and international business practices, enhancing their global perspective.

Trends

