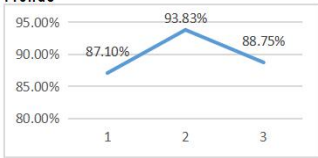
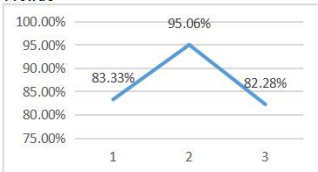
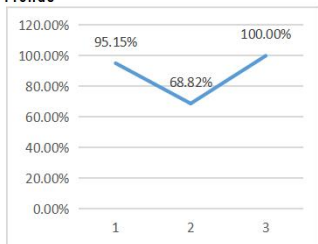
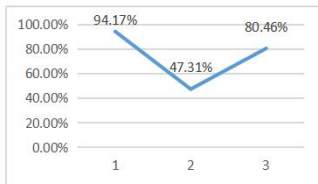
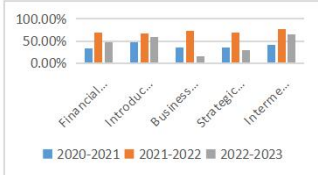
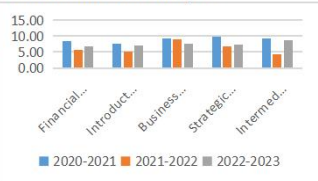


Table 4.1 Auditing - Student Learning Assessment
BS at ZUA

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 Auditing 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 accounting and auditing. They will master scientific research methodologies and stay informed about the latest developments and trends in the field of	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 93 87.10%	2022-2023 Cohort 2022 81 93.83%	2023-2024 Cohort 2023 80 88.75%	Analysis The results for Measure 1.1 assess the foundational and specialized knowledge of students in the Auditing Program through the final exam in 801004 Principles of Accounting. Cohort 2021 scored 87.10%, which indicates solid proficiency, while Cohort 2022 saw an increase in performance with a score of 93.83%, exceeding expectations and demonstrating mastery of essential accounting principles. The performance of Cohort 2023 was slightly lower at 88.75%, still above the target of 80%, but this decline from the previous cohort's performance warrants attention. Overall, all cohorts met the target, highlighting the effectiveness of the curriculum in equipping students with necessary knowledge and skills in auditing and accounting. Actions Plans 1. Identify Areas for Improvement: Focus on any specific topics within the Principles of Accounting that may have caused lower performance in Cohort 2023 compared to prior cohorts. Emphasize these areas in future classes to ensure comprehensive understanding. 2. Provide Additional Resources: Develop supplementary materials or resources such as study guides, online tutorials, or workshops that focus on challenging areas identified in student performance.	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 90 83.33%	2022-2023 Cohort 2022 81 95.06%	2023-2024 Cohort 2023 79 82.28%	Analysis The results for Measure 1.2 assess students' knowledge in management through the final exam in BB718A Management. The performance of Cohort 2021 at 83.33% indicates that students generally have a solid understanding of management principles. Cohort 2022 showed significant improvement, achieving an impressive score of 95.06%, which is well above the target. However, Cohort 2023 experienced a decline with a score of 82.28%, which, while still meeting the minimum target of 80%, raises concerns about the consistency of student learning outcomes across cohorts. This fluctuation suggests potential issues that warrant further investigation into student engagement, instructional effectiveness, or resource Actions Plans 1. Incorporate Engaging Teaching Methods: Explore and implement more interactive teaching methods, such as case studies, group discussions, and hands-on projects that can enhance student engagement and understanding of management concepts. 2. Gather and Analyze Student Feedback: Implement regular feedback collection from students regarding course content, teaching methods, and learning resources. Use this feedback to inform curricular adjustments and improve instruction.	Trends 
	Measures 1.3 Students will be assessed based on the final exam in AB201B Principles of Auditing 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 103 95.15%	2022-2023 Cohort 2021 93 68.82%	2023-2024 Cohort 2022 86 100.00%	Analysis The results for Measure 1.3 focus on students' understanding of auditing principles, as assessed through the final exam in AB201B Principles of Auditing. The performance of Cohort 2020 was outstanding at 95.15%, demonstrating a strong grasp of auditing concepts and principles. However, the performance dropped significantly for Cohort 2021, which scored only 68.82%, indicating substantial challenges for this cohort in mastering the course material. Remarkably, Cohort 2022 rebounded with a perfect score of 100.00%, suggesting that changes made after evaluating Cohort 2021's performance were effective. This fluctuation in scores highlights the need for continual assessment and adjustment of teaching methodologies and support systems to maintain high Actions Plans 1. Strengthen Foundational Knowledge: Develop supplemental materials or preparatory workshops that reinforce foundational auditing principles prior to the final exam. This could help future cohorts solidify their understanding before tackling more complex topics. 2. Enhance Instructional Strategies: Explore and implement more diverse instructional strategies, such as interactive lectures, case studies, and real-life scenarios, to increase student engagement and understanding of auditing principles.	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 103 94.17%	2022-2023 Cohort 2021 93 47.31%	2023-2024 Cohort 2022 87 80.46%	Analysis The results for Measure 1.4 assess students' understanding of financial accounting principles through the final exam in AB102B Financial Accounting. Cohort 2020 showed a strong performance with a score of 94.17%, reflecting a solid understanding of the course material. However, there was a dramatic decline in performance for Cohort 2021, which scored only 47.31%. This score is significantly below the target proficiency level of 80%, indicating serious challenges in students' grasp of financial accounting concepts during that academic year. The subsequent rebound in Cohort 2022, which scored 80.46%, suggests that some corrective measures were effective, but this score still reflects ongoing challenges compared to the prior cohort. The performance trend across these cohorts highlights the need for comprehensive analysis and changes in instructional methods to ensure that future students can succeed. Actions Plans 1. Reinforce Fundamental Concepts: Develop supplementary instructional materials targeting fundamental financial accounting concepts that may have been problematic for Cohort 2021. These materials could include guided notes, interactive tutorials, and practice exercises. 2. Implement Active Learning Strategies: Introduce more active learning techniques in the classroom, such as problem-solving sessions, group projects, and case studies that connect theoretical concepts to real-world applications. Active engagement with material enhances retention and understanding.	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% 2020-2021 8.39 7.60 9.14 9.91 9.18 2020-2021 32.63% 48.21% 36.20% 36.42% 41.10%	2021-2022 68.75% 66.16% 72.68% 69.20% 76.42% 2021-2022 5.69 5.01 8.86 6.64 4.21 2021-2022 68.75% 66.16% 72.68% 69.20% 76.42%	2022-2023 48.03% 59.87% 15.00% 29.62% 64.44% 2022-2023 6.77 7.17 7.47 7.25 8.56 2022-2023 48.03% 59.87% 15.00% 29.62% 64.44%	Analysis The results for Measure 1.5 focus on the performance of students in CPC tests across various business subjects, assessing their foundational knowledge in critical areas such as Financial Management, Introductory Financial Accounting, Business Ethics, Strategic Management, and Intermediate Financial Accounting. The target was for at least 80% of students registered for each subject to achieve an accuracy of over 80%. In 2020-2021, none of the subjects met the target, with scores ranging from a low of 32.63% in Financial Management to a high of 48.21% in Introductory Financial Accounting. The results indicate a concerning lack of mastery in these foundational subjects, suggesting that students were struggling despite instruction. However, in 2021-2022, there was a notable improvement across all subjects. Still, while the scores were significantly better, only Business Ethics (72.68%) and Intermediate Financial Accounting (76.42%) came close to the 80% target. The other subjects, although improved, still fell short of the established benchmark. Moreover, the standard deviation analysis indicates a decrease in variability in scores from 2020-2021 to 2021-2022 across all subjects, signaling a trend towards more consistent student performance. Actions Plans 1. Curriculum Review and Refinement: Conduct a comprehensive review of the existing curriculum for each CPC subject to identify gaps or weaknesses in instruction. This evaluation can help refine course content to better meet student needs. 2. Foster Active Learning Techniques: Employ active learning strategies that engage students more deeply with the material. This could include case studies, group discussions, simulations, and problem-solving sessions that encourage critical thinking. 3. Implement Regular Formative Assessments: Increase the use of formative assessments throughout the semester to gauge student understanding continuously. These could take the form of quizzes, reflections, or peer reviews that provide immediate feedback to students. 4. Enhance Supplemental Resources: Create and provide additional resources such as study guides, tutoring sessions, or online modules that focus on the areas where students showed the weakest performance based on assessment data. 5. Professional Development for Instructors: Provide training for instructors on innovative teaching methods, specifically tailored to improve student understanding in the identified weak areas.	Distribution Analysis  Standard Deviation Analysis 

Students enrolled in the Auditing 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 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.

Students will be assessed based on their undergraduate theses in the Auditing 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.

Assessment Measures Type:

Direct, Summative, Internal

Cycles:

Cohort:

Sample Size:

Rubric Line Items	Results	Results	Results
Appropriateness of Topic	85.00%	81.40%	81.37%
Mastery of Basic Concepts and Theories	91.00%	87.21%	89.22%
Analytical and Research Skills	88.00%	84.88%	85.29%
Correctness of Design, Methods, and Computation	82.00%	69.77%	73.53%
Clarity and Presentation	76.00%	67.44%	66.67%

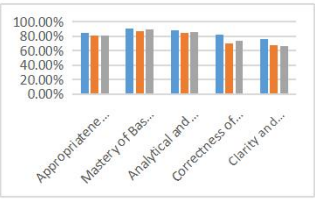
2021-2022
Graduates 2022

2022-2023
Graduates 2023

2023-2024
Graduates 2024

Measure 2.1 assesses the written communication skills of students in the Auditing Program through their undergraduate theses. Results show that while the first cohort (Graduates 2022) performed well, with scores above 80% in most criteria, there was a noticeable decline in performance for subsequent cohorts (Graduates 2023 and 2024). The criteria of correctness of design, methods, and computation, as well as clarity and presentation, dipped significantly, leading to fewer theses achieving the target of 80% or more rated B (Good) or above

1. Targeted Writing Support: Implement focused workshops on academic writing and clarity, addressing the specific weaknesses identified in recent cohorts.
2. Strengthen Research Methodology Instruction: Enhance instruction on research design and methodology to improve students' thesis quality.
3. Feedback Mechanism: Establish a streamlined feedback process for thesis drafts, enabling students to address issues before final submission.



SLO 3: Critical Thinking

Students enrolled in the Auditing 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 auditing and economic operations. They will be able to draw conclusions and articulate their personal insights effectively.

Measures 3.1

Students will be assessed based on the final exam in **AB003B 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.

Assessment Measures Type:

Direct, Summative, Internal

Results of Measure 3.1

Cycles:

Cohort:

Sample Size:

Results:

2021-2022
Cohort 2020

2022-2023
Cohort 2021

2023-2024
Cohort 2022

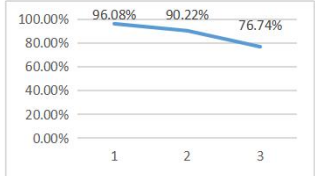
Analysis

Measure 3.1 assesses the critical thinking skills of students in the Auditing Program through their performance in the final exam for AB003B Financial Management. The results indicate a significant decrease in performance over the assessed cohorts. Cohort 2020 achieved an impressive score of 96.08%, reflecting strong critical thinking and analytical abilities. However, Cohort 2021's score dropped to 90.22%, still above the target but showing a decline in performance. The most notable drop occurred with Cohort 2022, which scored 76.74%, indicating substantial challenges in demonstrating critical thinking skills in auditing and economic

Actions Plans

1. Revise Exam Content and Structure: Review and enhance the exam format to better assess critical thinking skills, ensuring alignment with the desired learning outcomes.
2. Implement Critical Thinking Workshops: Conduct focused workshops to develop students' analytical skills, particularly in identifying and evaluating auditing issues.
3. Increase Engagement with Course Materials: Foster discussions and group activities that encourage students to apply critical thinking to real-world scenarios and case studies in auditing.

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 **AB103A Financial Accounting II** 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 3.2

Cycles:

Cohort:

Sample Size:

Results:

2021-2022
Cohort 2020

2022-2023
Cohort 2021

2023-2024
Cohort 2022

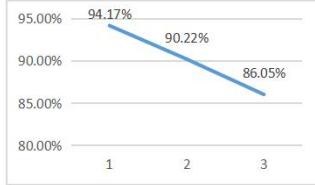
Analysis

Measure 3.2 assesses the students' critical thinking skills in the Auditing Program through their performance in the final exam for AB103A Financial Accounting II. The results reveal a positive trend in scores but also indicate a decline in performance as cohorts progress. Cohort 2020 achieved a strong score of 94.17%, reflecting solid critical thinking capabilities. However, Cohort 2021's score fell slightly to 90.22%, indicating some challenges in applying critical thinking. Cohort 2022 further declined to 86.05%, which shows that while the scores remain relatively high, there is a concerning downward trend in critical thinking performance among students.

Actions Plans

1. Enhance Instructional Strategies: Integrate more practical applications and case studies into the curriculum to help students better develop and apply critical thinking skills.
2. Provide Additional Support: Implement targeted support for students struggling with critical thinking concepts, such as tutoring or study groups focused on real-world applications in accounting.

Trends



Measures 3.3

Students will be assessed based on the final exam in **AB202A Financial Auditing** 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 3.3

Cycles:

Cohort:

Sample Size:

Results:

2021-2022
Cohort 2020

2022-2023
Cohort 2021

2023-2024
Cohort 2022

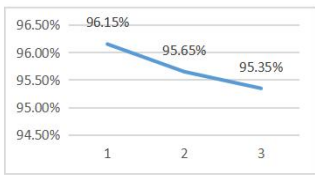
Analysis

Measure 3.3 assesses students' critical thinking skills in the Auditing Program through the final exam results of AB202A Financial Auditing. The performance across the assessed cohorts has been consistently high. Cohort 2020 scored 96.15%, which indicates strong critical thinking abilities. Cohort 2021 achieved a slightly lower score of 95.65%, and Cohort 2022 followed closely with 95.35%. Despite the small decline in scores, all cohorts performed well above expectations, demonstrating a solid grasp of critical thinking in

Actions Plans

1. Maintain High-Quality Assessments: Continue utilizing effective exam formats that challenge students to apply critical thinking skills in practical auditing scenarios.
2. Encourage Peer Learning: Implement collaborative learning opportunities, such as study groups or workshops, to reinforce critical thinking through peer discussions and problem-solving.
3. Integrate Real-World Case Studies: Continue to incorporate real-world case studies into the curriculum to enhance critical thinking development in the context of financial auditing.

Trends



SLO 4: Problem Solving

Students enrolled in the Auditing Program in BS at ZUA will demonstrate the ability to identify key issues within the field of auditing, conducting comprehensive analyses and evaluations of these problems. They will have the capability to resolve management control issues across various functions and departments, performing in-depth analyses and research on complex issues in their

Measures 4.1

Students will be assessed based on the final exam in **AB204A Performance Auditing** 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 4.1

Cycles:

Cohort:

Sample Size:

Results:

2021-2022
Cohort 2020

2022-2023
Cohort 2021

2023-2024
Cohort 2022

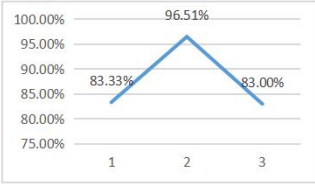
Analysis

Measure 4.1 assesses the problem-solving capabilities of students in the Auditing Program through their performance on the final exam for AB204A Performance Auditing. The results show variability across cohorts. Cohort 2020 achieved a score of 83.33%, which indicates satisfactory problem-solving skills but suggests areas for improvement. Cohort 2021 demonstrated a significant improvement with a score of 96.51%, reflecting enhanced problem-solving abilities among students. However, Cohort 2022's score dropped back to 83.00%, indicating a decline in problem-solving performance. This fluctuation suggests an inconsistency in students' ability to analyze

Actions Plans

1. Review and Adjust Curriculum: Evaluate the curriculum for gaps in problem-solving content, ensuring that key topics are adequately covered.
2. Implement Problem-Solving Workshops: Conduct targeted workshops focused on practical problem-solving techniques and strategies relevant to auditing.
3. Enhance Exam Preparation: Provide additional resources and practice exams that emphasize problem-solving skills to prepare students better for assessments.

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 **AB210A Internal Control and Auditing** 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 4.2

Cycles:

Cohort:

Sample Size:

Results:

2021-2022
Cohort 2020

2022-2023
Cohort 2021

2023-2024
Cohort 2022

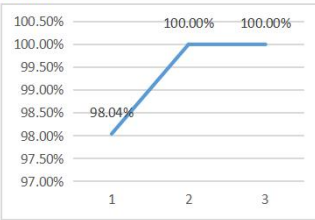
Analysis

Measure 4.2 assesses students' problem-solving capabilities through their performance on the final exam for AB210A Internal Control and Auditing. The results indicate exceptional consistency and effectiveness in problem-solving skills among students in this cohort. Cohort 2020 scored 98.04%, demonstrating strong competencies. Remarkably, both Cohort 2021 and Cohort 2022 achieved perfect scores of 100.00%, suggesting that students are highly proficient in identifying and resolving issues related to internal controls and auditing processes.

Actions Plans

1. Maintain High Standards: Continue to apply effective teaching methods that foster critical thinking and problem-solving in the curriculum.
2. Develop Advanced Topics: Introduce more complex problem-solving scenarios in exams to challenge students and further enhance their skills.
3. Promote Peer Collaboration: Encourage collaborative projects or case studies where students can apply problem-solving techniques in teams, enhancing their practical experience.

Trends



SLO 5: Technology

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

Target 5

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

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.

Assessment Measures Type:

Direct, Summative, Internal

Results of Measure 5.1

Cycles:

Cohort:

Sample Size:

Results:

2021-2022
Cohort 2021

2022-2023
Cohort 2022

2023-2024
Cohort 2023

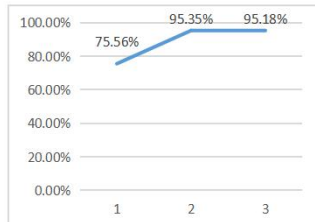
Analysis

Measure 5.1 assesses the technological competencies of students in the Auditing Program through their performance on the final exam for JB004B Python Programming. The results show notable progress over the evaluated cohorts. Cohort 2021 achieved a score of 75.56%, which falls short of the 80% target, indicating some challenges in applying technology effectively. However, Cohort 2022 demonstrated significant improvement with a score of 95.35%, and Cohort 2023 also performed well at 95.18%. This indicates that students in these cohorts have successfully developed their ability to apply mathematical and statistical methods using Python programming for data analysis and problem-solving.

Actions Plans

1. Review Curriculum and Teaching Methods: Assess and refine the curriculum, especially for Cohort 2021, to enhance students' understanding of Python programming principles.
2. Provide Additional Support Resources: Offer supplemental resources such as tutoring or online modules to help students struggling with Python programming concepts.
3. Integrate Practical Applications: Incorporate more hands-on projects that require the use of Python for solving real-world auditing problems, reinforcing the practical application of technology.

Trends



SLO 6: Global Perspective
Students enrolled in the Auditing 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 world.

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

Measures 6.1
Measure 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.

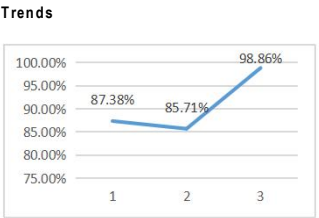
Assessment Measures Type:
Direct, Summative, Internal

Results of Measure 6.1

Cycles:	2021-2022	2022-2023	2023-2024
Cohort:	Cohort 2020	Cohort 2021	Cohort 2022
Sample Size:	103	91	88
Results:	87.38%	85.71%	98.86%

Analysis
Measure 6.1 assesses the global perspective of students in the Auditing Program based on their performance in the final exam for CB102B Macroeconomics. The results indicate a generally positive trend in students' understanding of international corporate management trends and global issues. Cohort 2020 scored 87.38%, reflecting a solid grasp of the material. Cohort 2021 experienced a slight decline with a score of 85.71% but still exceeded the proficiency target of 80%. Notably, Cohort 2022 demonstrated an impressive performance with a score of 98.86%, indicating their strong understanding of the global economic landscape and cultural

Actions Plans
1. Enhance Curriculum Content: Continue to integrate international case studies and global corporate management trends into the curriculum to deepen students' understanding.
2. Promote Cultural Exchange Opportunities: Facilitate experiences such as study abroad programs or collaborations with international institutions to enrich students' global perspectives.
3. Encourage Active Participation: Inspire students to engage in discussions on current global issues and trends, fostering a more comprehensive understanding of cultural diversity.



Measures 6.2
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.

Assessment Measures Type:
Direct, Summative, Internal

Results of Measure 6.2

Cycles:	2021-2022	2022-2023	2023-2024
Cohort:	Cohort 2020	Cohort 2021	Cohort 2022
Sample Size:	102	92	86
Results:	79.41%	97.83%	98.84%

Analysis
Measure 6.2 assesses students' understanding of global perspectives through their performance on the final exam for AB119A Fundamentals of Business Law. The results reveal a significant improvement in students' grasp of international business law as it pertains to corporate management and diversity. Cohort 2020 scored 79.41%, which is below the target proficiency level of 80%. However, there was a remarkable increase in performance with Cohort 2021 achieving a score of 97.83%. Cohort 2022 further improved with an impressive score of 98.84%, indicating that these students have a strong understanding of business law principles relevant in a global

Actions Plans
1. Assess and Adapt Course Content: For the 2021 academic year, consider revisiting the course material and teaching strategies to address the performance deficit seen in Cohort 2020.
2. Incorporate International Case Studies: Use international case studies to demonstrate the application of business law in a global context, helping students understand the complexities of diverse legal environments.
3. Engage Students in Current Events: Encourage discussions on current international business law cases and trends to reinforce their learning and promote critical thinking about global issues.

