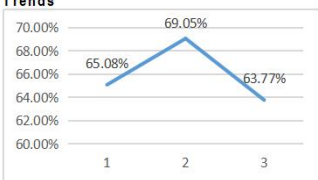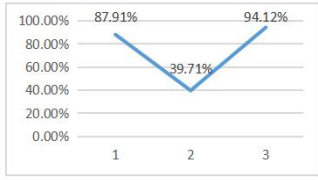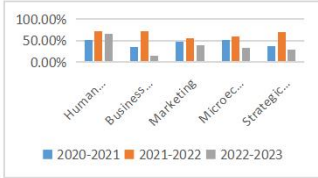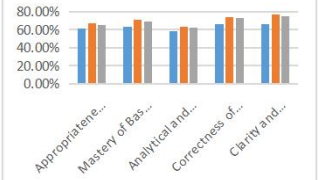## Table 4.1 Business Administration - Student Learning Assessment
BS at ZUA

Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.3				Analysis of Results	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 Business Administration 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 production and operations management, strategic management, marketing, human resource management, and innovation management. They will master scientific research methodologies and stay informed about the latest developments and trends in

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 1.1
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:	2021-2022	2022-2023	2023-2024
Cohort:	Cohort 2021	Cohort 2022	Cohort 2023
Sample Size:	64	93	77
Results:	62.70%	62.70%	62.70%

Analysis
Measure 1.1 assesses the specific discipline knowledge of students in the Business Administration Program by evaluating their performance on the final exam in 801004 Principles of Accounting. The results from three cohorts show a consistent but concerning performance level. Each cohort—Cohort 2021, Cohort 2022, and Cohort 2023—scored 62.70%, placing them in the "Qualified" category (60-69) and well below the target of at least 80% of students scoring at or above the Proficient level (70-79). This consistent score suggests there may be underlying issues in teaching methodologies, student engagement, or curriculum relevance.

Actions Plans
1. Enhance Teaching Methods: Explore different instructional strategies, such as active learning techniques, case studies, and interactive discussions, to help students better grasp accounting concepts and improve engagement.
2. Provide Additional Resources: Develop supplemental instructional materials (e.g., videos, online resources, and practice problems) to help reinforce key concepts and provide students with multiple ways to learn the material.
3. Set Clear Expectations: Clearly communicate the expectations for performance on assessments, including the importance of mastering the material for future courses in the program.

Trends

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:	2021-2022	2022-2023	2023-2024
Cohort:	Cohort 2021	Cohort 2022	Cohort 2023
Sample Size:	63	84	69
Results:	65.08%	69.05%	63.77%

Analysis
Measure 1.2 evaluates the specific discipline knowledge of students in the Business Administration Program through their performance on the final exam in BB718A Management. The results across the three cohorts—Cohort 2021, Cohort 2022, and Cohort 2023—reflect a troubling trend. Cohort 2021 scored 65.08%, Cohort 2022 improved slightly to 69.05%, but Cohort 2023 experienced a decline with a score of 63.77%. All cohorts remain below the Proficient category (70-79), indicating significant issues with understanding key management concepts.

Actions Plans
1. Improve Instructional Strategies: Enhance teaching methods by integrating interactive techniques such as group work, role-playing, and simulations that allow students to actively participate in the learning process.
2. Develop Supplementary Materials: Create supplemental resources such as online modules, videos, and reading materials to reinforce important management concepts and provide additional learning paths for students.

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:	2021-2022	2022-2023	2023-2024
Cohort:	Cohort 2020	Cohort 2021	Cohort 2022
Sample Size:	91	68	85
Results:	87.91%	39.71%	94.12%

Analysis
Measure 1.3 assesses specific discipline knowledge in the Business Administration Program by evaluating student performance on the final exam in CB101B Microeconomics. The results from the three cohorts—Cohort 2020, Cohort 2021, and Cohort 2022—show significant variation in performance. Cohort 2020 achieved a strong score of 87.91%, indicating a solid understanding of microeconomic principles. However, Cohort 2021 experienced a dramatic decline, scoring only 39.71%, which indicates serious issues with comprehension and/or engagement in the subject matter. Fortunately, Cohort 2022 rebounded with a score of 94.12%, suggesting that corrective measures were effective or that the cohort had better

Actions Plans
1. Reinforce Core Content: Ensure that the curriculum in CB101B Microeconomics covers essential microeconomic concepts comprehensively. Incorporate frequent reviews and practice exercises to reinforce key topics.
2. Utilize Active Learning Techniques: Implement interactive teaching methods such as group projects, discussions, and problem-solving exercises that engage students and encourage deeper understanding of microeconomic concepts.

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 1.4
Students will be assessed based on the CPC tests in the following subjects: **Human Resource Management, Business Ethics, Marketing, Microeconomics, and Strategic Management**. 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 1.4

Standardized CPC Tests	2020-2021	2021-2022	2022-2023
Human Resource Management	52.50%	72.60%	65.19%
Business Ethics	36.20%	72.68%	15.00%
Marketing	47.36%	55.89%	40.26%
Microeconomics	51.95%	60.11%	32.82%
Strategic Management	36.42%	69.20%	29.62%
Sample Size	81	110	78

Standard Deviation Analysis	2020-2021	2021-2022	2022-2023
Human Resource Management	8.85	3.52	9.07
Business Ethics	8.99	8.93	7.29
Marketing	9.05	4.93	5.83
Microeconomics	9.66	3.72	5.91
Strategic Management	8.67	4.40	7.55

National Benchmark	2020-2021	2021-2022	2022-2023
Human Resource Management	52.50%	72.60%	65.19%
Business Ethics	36.20%	72.68%	15.00%
Marketing	47.36%	55.89%	40.26%
Microeconomics	51.95%	60.11%	32.82%
Strategic Management	36.42%	69.20%	29.62%

Analysis
Target 1.2 outlines that for the CPC tests, at least 80% of students must achieve an accuracy of over 80%, meaning they need to answer at least 24 out of 30 questions correctly to demonstrate a solid understanding of the core subjects in business disciplines. The results over three academic years reveal a concerning trend across different subjects.
Human Resource Management shows a steady improvement from 52.50% in 2020-2021 to 72.60% in 2021-2022, but a decline to 65.19% in 2022-2023. This indicates inconsistent grasp of the material that requires attention to stabilize performance.
Business Ethics was particularly low in 2022-2023, with only 15.00% of students meeting the target, falling significantly from 36.20% in 2020-2021 and 72.68% in 2021-2022. This erratic performance indicates a deeper issue that needs to be addressed.
Marketing remained below the target, with scores of 47.36%, 55.89%, and 40.26% across the years, reflecting persistent difficulty in mastering this subject.
Microeconomics scores also showed a decline, with 51.95%, 60.11%, and 32.82%, highlighting ongoing challenges faced by students.
Strategic Management followed a similar pattern, starting from 36.42%, rising to 69.20%, but then dropping to 29.62%. This fluctuation suggests instability in teaching effectiveness or possibly curriculum relevance.
The standard deviation across the years indicates the variability in student performance, where higher values suggest greater inconsistency in student understanding. For all subjects except Business Ethics, the standard deviations have largely decreased, indicating a possible narrowing in performance levels, but strategic management shows a high variability.

Actions Plans
1. Focused Remedial Resources: Develop targeted remedial programs for students who are struggling, especially in subjects like Business Ethics and Microeconomics. This may involve specialized workshops, additional tutoring sessions, and supplementary online resources.
2. Engage in Active Learning: Implement more interactive and engaging instructional techniques in the classroom, such as discussions, case studies, and practical applications that make the content relevant and relatable.
3. Assessment and Feedback Mechanism: Increase the frequency of formative assessments to gauge student understanding regularly. Use data from these assessments to provide timely feedback and adjust teaching strategies accordingly.
4. Professional Development for Instructors: Provide training and resources for faculty members to enhance their teaching methods and stay updated on best practices within each subject area.
5. Encourage Peer Learning: Establish peer study groups or mentoring systems where students can learn from each other, fostering a collaborative learning environment that can improve understanding and retention of material.

Distribution Analysis

Standard Deviation Analysis

SLO 2: Written Communication
Students enrolled in the Business Administration 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

Measures 2.1
Students will be assessed based on their undergraduate theses in the Business Administration 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

Results of Measure 2.1

Cycles:	2021-2022	2022-2023	2023-2024
Cohort:	Graduates 2022	Graduates 2023	Graduates 2024
Sample Size:	110	76	84

Rubric Line Items	Results	Results	Results
Appropriateness of Topic	60.91%	67.11%	65.48%
Mastery of Basic Concepts and Theories	63.64%	71.05%	69.05%
Analytical and Research Skills	58.18%	63.16%	61.90%
Correctness of Design, Methods, and Computation	66.36%	73.68%	72.62%
Clarity and Presentation	66.40%	76.43%	75.30%

Analysis
Measure 2.1 assesses students' written communication skills through their undergraduate theses. The results show the following trends across cohorts:
• Appropriateness of Topics improved from 60.91% in 2021-2022 to 67.11%, then decreased to 65.48% in 2023-2024.
• Mastery of Basic Concepts and Theories rose from 63.64% to 71.05% but fell to 69.05%.
• Analytical and Research Skills were the lowest, starting at 58.18%, increasing to 63.16%, and then slightly declining to 61.90%.
• Correctness of Design, Methods, and Computation rose from 66.36% to 73.68%, with a minor decrease to 72.62%.

Actions Plans
1. Improve Topic Selection Guidance: Offer clearer guidelines and support for selecting appropriate topics.
2. Enhance Research Skills Training: Introduce workshops focused on developing analytical and research skills.
3. Revise Assessment Rubric: Adjust the Thesis Assessment Rubric for better alignment with student needs.
4. Incorporate Peer Review: Implement peer assessments to provide feedback during the thesis process.
5. Offer Writing Resources: Provide access to writing centers to focus on academic writing and presentation skills.

Distribution Analysis

rating of B (Good) or above.

• Clarity and Presentation improved from 66.40% to 76.43%, then slightly dropped to 75.30%.
None of the criteria achieved the target of 80% rated as B (Good) or above, highlighting the need for improvement.

SLO 3: Critical Thinking

Students enrolled in the Business Administration Program in BS at ZUA will demonstrate discernible thinking and innovation capabilities, enabling them to identify, analyze, question, and evaluate phenomena and issues within the field of management. They will be able to draw conclusions and articulate their personal

Measures 3.1
Students will be assessed based on the final exam in **BX710A Innovation 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

	2021-2022	2022-2023	2023-2024
Cycles:			
Cohort:	Cohort 2019	Cohort 2020	Cohort 2021
Sample Size:	81	81	67
Results:	100.00%	100.00%	91.04%

Analysis
Measure 3.1 assesses the critical thinking and innovation skills of students in the Business Administration Program through their final exam in BX710A Innovation Management. Cohorts 2019 and 2020 achieved perfect scores of 100.00%, demonstrating strong critical thinking skills. However, Cohort 2021 had a slight decline, scoring 91.04%, indicating a need for improvement to maintain high standards.

Actions Plans
1. Curriculum Review: Adjust the course content to enhance critical thinking focus.
2. Interactive Learning: Use more case studies and group discussions to deepen engagement.
3. Frequent Assessments: Implement regular assessments to track student progress.
4. Feedback Mechanisms: Establish systems for providing constructive feedback.

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 **BB702A Corporate Strategic 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 3.2

|	2021-2022	2022-2023	2023-2024
Cycles:			
Cohort:	Cohort 2019	Cohort 2020	Cohort 2021
Sample Size:	81	84	69
Results:	71.60%	90.48%	88.41%

Analysis
Measure 3.2 assesses whether at least 80% of students score at or above the Proficient level in the final exam for BB702A Corporate Strategic Management. The results from the last three cohorts indicate the following:
• Cohort 2019 achieved 71.60% scoring at or above the Proficient level, falling short of the target.
• Cohort 2020 showed significant improvement with 90.48% meeting or exceeding the Proficient level, successfully surpassing the target.
• Cohort 2021 maintained solid performance at 88.41%, again meeting the target.
Overall, while the last two cohorts performed well, the first cohort did not meet the goal, highlighting a need for continued focus on student

Actions Plans
1. Identify Weak Areas: Analyze the results of Cohort 2019 to determine specific areas needing attention.
2. Strengthen Support Resources: Provide additional resources such as tutoring and study groups for challenging topics.
3. Enhance Course Materials: Update and improve course materials and lectures to ensure understanding of key concepts.
4. Peer Collaboration: Foster collaborative learning environments through group projects and discussions.
5. Monitor Progress: Implement regular assessments to track progress and readiness for the final exam.

Trends
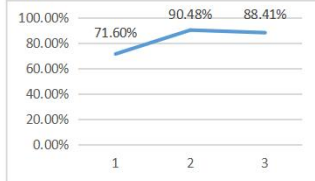
SLO 4: Problem Solving

Students enrolled in the Business Administration Program in BS at ZUA will demonstrate the capability to resolve management issues across various functions and departments within enterprises. They will be able to conduct comprehensive analyses and research on complex issues within their field and propose viable strategies, applying their knowledge of mathematics, statistics, information technology, and other tools to solve practical problems.

Measures 4.1
Students will be assessed based on the final exam in **BB910A Human Resource 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 4.1

|	2021-2022	2022-2023	2023-2024
Cycles:			
Cohort:	Cohort 2020	Cohort 2021	Cohort 2022
Sample Size:	82	68	82
Results:	57.32%	76.47%	60.98%

Analysis
Measure 4.1 evaluates the problem-solving capabilities of students in the Business Administration Program through their performance on the final exam in BB910A Human Resource Management. The results indicate the following trends for the last three cohorts:
• Cohort 2020 scored 57.32%, which reflects a significant need for improvement in problem-solving skills.
• Cohort 2021 showed marked improvement, achieving 76.47%, demonstrating that interventions may have positively impacted their skills.
• Cohort 2022 experienced a decline to 60.98%, indicating that while some students managed to improve, overall performance remained inconsistent.
These results suggest a need for sustained focus on enhancing

Actions Plans
1. Curriculum Review: Evaluate the course content of BB910A Human Resource Management to ensure alignment with real-world problem-solving scenarios.
2. Enhance Practical Applications: Integrate case studies that require students to analyze and resolve actual management issues.
3. Develop Critical Thinking Exercises: Incorporate exercises that focus on mathematical and statistical applications in problem-solving.
4. Provide Additional Resources: Offer workshops or tutorials on problem-solving methodologies and tools.

Trends
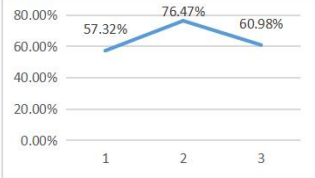
Target 4
At least 80% of students assessed will score at or above Proficient level. The 100-point scale used is as follows:
Exemplary (90-100)
Superior (80-89)
Proficient (70-79)
Qualified (60-69)
Inadequate (below 60)

Measures 4.2
Students will be assessed based on the final exam in **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 4.2

|	2021-2022	2022-2023	2023-2024
Cycles:			
Cohort:	Cohort 2020	Cohort 2021	Cohort 2022
Sample Size:	85	71	85
Results:	30.59%	39.44%	50.00%

Analysis
Measure 4.2 assesses students' problem-solving skills in the Business Administration Program through their performance of AB003B Financial Management. The results for the last three cohorts reveal concerning trends:
• Cohort 2020 scored 30.59%, indicating a significant lack of proficiency in problem-solving within the context of financial management.
• Cohort 2021 showed slight improvement with a score of 39.44%, but this still indicates that most students struggled to demonstrate adequate problem resolution skills.
• Cohort 2022 improved further, reaching 50.00%, suggesting that interventions may be beginning to take effect, although there is still considerable room for improvement.
The overall trajectory indicates incremental growth; however, the low overall percentages reflect a pressing need for strategies to enhance students' problem-solving capabilities, particularly in financial

Actions Plans
1. Targeted Curriculum Improvements: Review and enhance the curriculum of AB003B Financial Management to better address key problem-solving skills needed in financial contexts.
2. Incorporate Real-World Scenarios: Utilize case studies and simulations that require students to apply financial concepts to practical situations.
3. Strengthen Analytical Tools Training: Provide training on using relevant analytical tools and techniques that aid in financial problem-solving.
4. Peer Learning Initiatives: Promote group discussions and collaborative projects that allow students to learn from each other's problem-solving approaches.
5. Ongoing Support and Resources: Develop resources such as tutoring, workshops, or access to online tools to assist students in mastering financial problem-solving techniques.

Trends
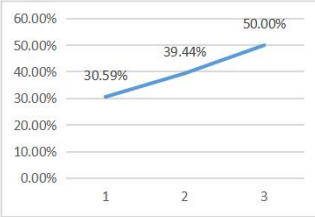
SLO 5: Technology

Students enrolled in the Business Administration 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

|	2021-2022	2022-2023	2023-2024
Cycles:			
Cohort:	Cohort 2021	Cohort 2022	Cohort 2023
Sample Size:	66	81	72
Results:	53.03%	93.83%	86.11%

Analysis
Measure 5.1 evaluates students' ability to apply mathematical knowledge, statistical methods, and information technology tools through their final exam in JB004B Python Programming. The results from the last three cohorts exhibit a notable trend:
• Cohort 2021 scored 53.03%, indicating significant difficulties in effectively applying technology for data analysis.
• Cohort 2022 showed remarkable improvement with a score of 93.83%, suggesting a successful enhancement in teaching methods or student engagement.
• Cohort 2023 achieved a solid performance of 86.11%, maintaining high standards, although with a slight decline from the previous cohort.
Overall, the results demonstrate a positive trajectory in students' technological competencies, especially in utilizing Python for solving practical problems, though some gaps remain evident from the initial

Actions Plans
1. Curriculum Refinement: Review and refine the curriculum for JB004B Python Programming to ensure alignment with practical applications and current industry standards.
2. Emphasize Hands-On Learning: Incorporate more hands-on projects and assignments that require the application of Python programming in real-world scenarios.
3. Additional Resources: Provide access to supplementary resources such as online tutorials or workshops focused on Python programming and data analysis techniques.
4. Peer Mentoring Programs: Establish peer mentoring programs where advanced students assist those struggling with technology applications.
5. Feedback Mechanism: Implement a systematic feedback mechanism to gather insights from students on areas of difficulty and success, facilitating continuous improvement of the course.

Trends
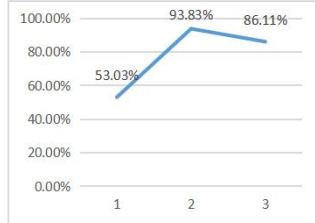
SLO 6: Global Perspective

Students enrolled in the Business Administration Program in BS at ZUA will demonstrate a strategic vision and a global perspective, understanding the fundamental dynamics of international corporate management, paying attention to global

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

|	2021-2022	2022-2023	2023-2024
Cycles:			
Cohort:	Cohort 2020	Cohort 2021	Cohort 2022
Sample Size:	92	68	83
Results:	57.61%	86.76%	90.36%

Analysis
Measure 6.1 assesses students' global perspective and understanding of international corporate management through their performance on the final exam in CB102B Macroeconomics. The results from the last three cohorts reveal the following trends:
• Cohort 2020 scored 57.61%, indicating a need for significant improvement in understanding global issues and cultural diversity.

Actions Plans
1. Curriculum Enhancement: Review and enhance the curriculum for CB102B Macroeconomics to ensure comprehensive coverage of global management topics and cultural diversity.
2. Global Case Studies: Incorporate case studies that highlight international business scenarios, encouraging students to analyze global issues critically.

Trends
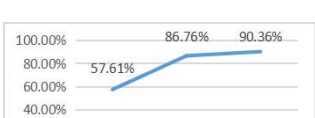
issues, and understanding and respecting the differences and diversity of various cultures

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:

• Cohort 2021 showed substantial progress with an improved score of 86.76%, reflecting a better grasp of international dynamics and corporate management.
• Cohort 2022 continued this upward trajectory, achieving 90.36%, indicating that most students demonstrated a strong strategic vision and a solid global perspective.
Overall, the data illustrates a significant improvement over the cycles, suggesting that educational interventions have had a positive impact

3. Cross-Cultural Workshops: Organize workshops or seminars that focus on global business practices and the importance of cultural differences.
4. Collaborative Projects: Encourage collaborative projects with students from other countries or institutions to foster a real-world understanding of global diversity.