

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

Note: Due to the impact of Covid-19, there were no new students admitted in the CIMA Cohort 2022. As a result, some courses were not offered that year, or they were only available to students from the Cohort 2020 and 2021 who were retaking them.

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																																																																													
<p>Approach Learning objectives: SLO1, SLO2, etc. Measurable Goals 80%, 5.5 or above, etc.</p>	<p>Deployment What is your measurement instrument or process? (Indicate type of instrument) direct, formative, internal, comparative</p>	<p>Results What are your current results?</p>	<p>Analysis of Results What did you learn from the results?</p>	<p>Action Taken or Improvement made What did you improve or what is your next step?</p>																																																																													
<p>SLO 1: Specific Discipline Knowledge Students enrolled in the Accounting (CIMA) Program in the BS at ZUA will demonstrate a solid foundation in the humanities, mathematics, information technology, economics, and management, along with specialized knowledge in management accounting. They will master scientific research methodologies and remain informed about the latest developments and trends in the field of management accounting both</p>	<p>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</p>	<p>Results of Measure 1.1 Cycles: Cohort: Sample Size: Results:</p> <table border="1"> <thead> <tr> <th></th> <th>2021-2022 Cohort 2021</th> <th>2022-2023 Retaking Students</th> <th>2023-2024 Cohort 2023</th> </tr> </thead> <tbody> <tr> <td>Sample Size</td> <td>130</td> <td>11</td> <td>23</td> </tr> <tr> <td>Results</td> <td>93.08%</td> <td>63.64%</td> <td>73.91%</td> </tr> </tbody> </table>		2021-2022 Cohort 2021	2022-2023 Retaking Students	2023-2024 Cohort 2023	Sample Size	130	11	23	Results	93.08%	63.64%	73.91%	<p>Analysis The results for Measure 1.1 in the 801004 Principles of Accounting course show significant variability in student performance across the three cohorts analyzed. Cohort 2021 had an impressive proficiency rate of 93.08%, suggesting that this group of students had a strong grasp of the accounting principles taught throughout the course. However, the Retaking Students cohort scored only 63.64%, which is concerning as it falls below the target proficiency level of 80%. This indicates that these students are struggling significantly with the course content, highlighting the potential need for tailored instructional strategies. The performance of Cohort 2023 improved to 73.91%, though it still does not meet the proficiency target, indicating that while there is some progress, there are still substantial gaps in</p>	<p>Actions Plans 1. Targeted Support for Retaking Students: Develop specialized instructional methods and resources for Retaking Students, including personalized tutoring and targeted review sessions focusing on the areas where they struggle most. 2. Enhanced Study Skills Training: Offer workshops that focus specifically on study strategies, test-taking techniques, and time management to help students develop the skills needed to succeed in the course. 3. Feedback Mechanism for Continuous Improvement: Establish a process for ongoing student feedback regarding course content and instructional practices, allowing for continuous improvement based on student experiences and suggestions.</p>	<p>Trends</p>																																																																
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<p>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)</p>	<p>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</p>	<p>Results of Measure 1.2 Cycles: Cohort: Sample Size: Results:</p> <table border="1"> <thead> <tr> <th></th> <th>2021-2022 Cohort 2021</th> <th>2022-2023 Retaking Students</th> <th>2023-2024 Cohort 2023</th> </tr> </thead> <tbody> <tr> <td>Sample Size</td> <td>120</td> <td>—</td> <td>24</td> </tr> <tr> <td>Results</td> <td>85.83%</td> <td>—</td> <td>100.00%</td> </tr> </tbody> </table>		2021-2022 Cohort 2021	2022-2023 Retaking Students	2023-2024 Cohort 2023	Sample Size	120	—	24	Results	85.83%	—	100.00%	<p>Analysis The results for Measure 1.2 in the BB718A Management course indicate a notable improvement in student performance between the analyzed cohorts. Cohort 2021 achieved a proficiency rate of 85.83%, which reflects a solid understanding of management principles but leaves some room for improvement. In contrast, Cohort 2023 demonstrated remarkable success, achieving a perfect score of 100.00%. This significant increase could be attributed to various factors, including improved teaching methods, enhanced course materials, or perhaps a higher level of student engagement and</p>	<p>Actions Plans 1. Identify Successful Teaching Practices: Conduct an analysis to identify the instructional strategies used in Cohort 2023 that contributed to the perfect score. Document these practices for dissemination to improve the course for future cohorts. 2. Enhance Learning Resources: Create additional resources such as case studies, interactive projects, and guest lectures from industry professionals that align with course objectives, helping students bridge theory with practice.</p>	<p>Trends</p>																																																																
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<p>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).</p>	<p>Measures 1.3 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 assess the basic knowledge level of students in business disciplines during the semester when the tests are administered. The tests will be conducted following the same exam regulations of the university. Assessment Measures Type: Direct, Formative, External, Comparative</p>	<p>Results of Measure 1.3 Standardized CPC Tests</p> <table border="1"> <thead> <tr> <th></th> <th>2020-2021</th> <th>2021-2022</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td>Financial Management</td> <td>32.63%</td> <td>68.75%</td> <td>48.03%</td> </tr> <tr> <td>Introductory Financial Accounting</td> <td>48.21%</td> <td>66.16%</td> <td>59.87%</td> </tr> <tr> <td>Business Ethics</td> <td>36.20%</td> <td>72.68%</td> <td>15.00%</td> </tr> <tr> <td>Strategic Management</td> <td>36.42%</td> <td>69.20%</td> <td>29.62%</td> </tr> <tr> <td>Intermediate Financial Accounting</td> <td>41.10%</td> <td>76.42%</td> <td>64.44%</td> </tr> <tr> <td>Sample Size</td> <td>34</td> <td>43</td> <td>75</td> </tr> </tbody> </table> <p>Standard Deviation Analysis</p> <table border="1"> <thead> <tr> <th></th> <th>2020-2021</th> <th>2021-2022</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td>Financial Management</td> <td>10.01</td> <td>8.23</td> <td>7.15</td> </tr> <tr> <td>Introductory Financial Accounting</td> <td>8.59</td> <td>6.44</td> <td>6.68</td> </tr> <tr> <td>Business Ethics</td> <td>9.85</td> <td>9.70</td> <td>7.58</td> </tr> <tr> <td>Strategic Management</td> <td>9.87</td> <td>7.13</td> <td>7.74</td> </tr> <tr> <td>Intermediate Financial Accounting</td> <td>9.27</td> <td>7.84</td> <td>8.36</td> </tr> </tbody> </table> <p>National Benchmark</p> <table border="1"> <thead> <tr> <th></th> <th>2020-2021</th> <th>2021-2022</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td>Financial Management</td> <td>32.63%</td> <td>68.75%</td> <td>48.03%</td> </tr> <tr> <td>Introductory Financial Accounting</td> <td>48.21%</td> <td>66.16%</td> <td>59.87%</td> </tr> <tr> <td>Business Ethics</td> <td>36.20%</td> <td>72.68%</td> <td>15.00%</td> </tr> <tr> <td>Strategic Management</td> <td>36.42%</td> <td>69.20%</td> <td>29.62%</td> </tr> <tr> <td>Intermediate Financial Accounting</td> <td>41.10%</td> <td>76.42%</td> <td>64.44%</td> </tr> </tbody> </table>		2020-2021	2021-2022	2022-2023	Financial Management	32.63%	68.75%	48.03%	Introductory Financial Accounting	48.21%	66.16%	59.87%	Business Ethics	36.20%	72.68%	15.00%	Strategic Management	36.42%	69.20%	29.62%	Intermediate Financial Accounting	41.10%	76.42%	64.44%	Sample Size	34	43	75		2020-2021	2021-2022	2022-2023	Financial Management	10.01	8.23	7.15	Introductory Financial Accounting	8.59	6.44	6.68	Business Ethics	9.85	9.70	7.58	Strategic Management	9.87	7.13	7.74	Intermediate Financial Accounting	9.27	7.84	8.36		2020-2021	2021-2022	2022-2023	Financial Management	32.63%	68.75%	48.03%	Introductory Financial Accounting	48.21%	66.16%	59.87%	Business Ethics	36.20%	72.68%	15.00%	Strategic Management	36.42%	69.20%	29.62%	Intermediate Financial Accounting	41.10%	76.42%	64.44%	<p>Analysis The results for Measure 1.3 from the CPC tests indicate a varied performance among students across multiple business discipline subjects over three academic years. Here's a breakdown of the findings for each subject area: Financial Management: There was a significant increase in performance from 32.63% in 2020-2021 to 68.75% in 2021-2022, followed by a drop to 48.03% in 2022-2023. While the improvement in the middle year is encouraging, the recent decline requires investigation. Introductory Financial Accounting: Students demonstrated steady improvement, increasing from 48.21% in 2020-2021 to 66.16% in 2021-2022, and then slightly declining to 59.87% in 2022-2023. The overall trend is positive, but the recent drop may signify areas needing attention. Business Ethics: This area saw an alarming decline from 36.20% to 72.68% between 2020-2021 and 2021-2022, followed by a drastic decrease to 15.00% in 2022-2023. The reasons for this decline should be prioritized for analysis, as performance fell significantly below expectations. Strategic Management: Similar to Business Ethics, this subject showed a decline from 36.42% to 69.20%, then down to 29.62%. This fluctuation suggests inconsistency in student understanding and retention. Intermediate Financial Accounting: This subject showed improvement from 41.10% to 76.42% and then a moderate drop to 64.44%. Although performance remains high, the decrease in the latest cycle warrants attention. Regarding standard deviation analysis, it shows a decreasing trend in variability for all subjects, indicating that performances are becoming more consistent over the years, which is a positive sign.</p>	<p>Actions Plans 1. Identify Factors for Declines: Conduct a thorough review of the curriculum and instructional practices for Business Ethics and Strategic Management. Identify any changes in teaching methods, materials, or student engagement strategies that could explain the recent declines. 2. Targeted Curriculum Enhancement: For the subjects displaying declining scores, update and enhance course materials to ensure they are relevant and engaging for students. Incorporate case studies, current events, and practical applications of concepts to improve understanding. 3. Regular Feedback and Assessments: Increase the frequency of formative assessments in all subjects, allowing instructors to identify and address knowledge gaps throughout the semester rather than only at exam time. 4. Empower Faculty Development: Encourage instructors to attend professional development workshops to learn innovative teaching techniques and assessment strategies, particularly in subjects with inconsistent performance. 5. Engage Students in Active Learning: Create more opportunities for interactive learning, such as group projects, simulations, and discussions that encourage participation and critical thinking among students. 6. Monitor Progress Against Benchmarks: Set up a continuous monitoring system for CPC results against national benchmarks, aiming to identify signs of struggle early and develop interventions in real-time. 7. Promote Collaboration among Students: Foster an environment of peer collaboration through study groups or mentorship programs, especially for challenging subjects, where upperclassmen can assist their peers.</p>	<p>Distribution Analysis</p> <p>Standard Deviation Analysis</p>
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<p>SLO 2: Written Communication Students enrolled in the Accounting (CIMA) Program in the BS at ZUA will demonstrate strong written communication skills, showcasing their ability in academic writing through their undergraduate theses.</p> <p>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.</p>	<p>Measures 2.1 Students will be assessed based on their undergraduate theses in the Accounting (CIMA) Program at ZUA. The theses will be evaluated according to the Thesis Assessment Rubric, which covers criteria such as topic appropriateness, mastery of basic concepts and theories, analytical and research skills, quality of foreign language translation, correctness of design, methods, and computation, as well as clarity and presentation. This assessment will follow the academic regulations set forth by the ZUA Academic Affairs Office. Assessment Measures Type: Direct, Summative, Internal</p>	<p>Results of Measure 2.1 Cycles: Cohort: Sample Size:</p> <table border="1"> <thead> <tr> <th></th> <th>2021-2022 Graduates 2022</th> <th>2022-2023 Graduates 2023</th> <th>2023-2024 Graduates 2024</th> </tr> </thead> <tbody> <tr> <td>Sample Size</td> <td>42</td> <td>76</td> <td>112</td> </tr> </tbody> </table> <p>Rubric Line Items</p> <table border="1"> <thead> <tr> <th></th> <th>Results</th> <th>Results</th> <th>Results</th> </tr> </thead> <tbody> <tr> <td>Appropriateness of Topic</td> <td>73.81%</td> <td>84.21%</td> <td>76.79%</td> </tr> <tr> <td>Mastery of Basic Concepts and Theories</td> <td>66.67%</td> <td>72.37%</td> <td>70.54%</td> </tr> <tr> <td>Analytical and Research Skills</td> <td>52.38%</td> <td>52.63%</td> <td>51.79%</td> </tr> <tr> <td>Correctness of Design, Methods, and Computation</td> <td>66.67%</td> <td>77.63%</td> <td>66.96%</td> </tr> <tr> <td>Clarity and Presentation</td> <td>69.05%</td> <td>78.95%</td> <td>84.23%</td> </tr> </tbody> </table>		2021-2022 Graduates 2022	2022-2023 Graduates 2023	2023-2024 Graduates 2024	Sample Size	42	76	112		Results	Results	Results	Appropriateness of Topic	73.81%	84.21%	76.79%	Mastery of Basic Concepts and Theories	66.67%	72.37%	70.54%	Analytical and Research Skills	52.38%	52.63%	51.79%	Correctness of Design, Methods, and Computation	66.67%	77.63%	66.96%	Clarity and Presentation	69.05%	78.95%	84.23%	<p>Analysis The results for Measure 2.1 concerning the undergraduate theses in the Accounting (CIMA) Program provide insights into student performance over three academic cycles (Cohorts 2022, 2023, and 2024). Here's a detailed breakdown of the findings based on the rubric line items: Analytical and Research Skills: Here, the scores remained relatively stagnant, with Cohort 2022 at 52.38%, Cohort 2023 at 52.63%, and a slight drop in Cohort 2024 to 51.79%. This indicates a significant area for improvement as these scores are considerably below the target threshold. Correctness of Design, Methods, and Computation: This criterion showed fluctuations, starting at 66.67% in Cohort 2022, improving to 77.63% in Cohort 2023, and then again decreasing to 66.96% in Cohort 2024, indicating inconsistency that warrants review.</p>	<p>Actions Plans 1. Targeted Workshops for Analytical Skills: Implement workshops aimed at enhancing analytical and research skills, as this is the area with the lowest performance across all cohorts. Focus on research methodology, data analysis, and effective literature review practices. 2. Refine Thesis Guidelines: Review and potentially revise the guidelines provided to students on selecting topics and methodology to ensure they have a better understanding of the expectations regarding appropriateness and design. 3. Enhanced Feedback Mechanisms: Establish a more structured feedback system that allows students to receive critical evaluation at preliminary stages of their thesis work, helping them to clarify their topics, refine methodologies, and enhance overall quality before final submission.</p>	<p>Distribution Analysis</p>																																												
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<p>SLO 3: Critical Thinking Students enrolled in the Accounting (CIMA) Program in the BS at ZUA will demonstrate</p>	<p>Measures 3.1 Students will be assessed based on the final exam in AB515D Fundamentals of Management Accounting [BA2] taught by the</p>	<p>Results of Measure 3.1 Cycles: Cohort:</p> <table border="1"> <thead> <tr> <th></th> <th>2021-2022 Cohort 2021</th> <th>2022-2023 Retaking Students</th> <th>2023-2024 Cohort 2023</th> </tr> </thead> <tbody> <tr> <td>Sample Size</td> <td>—</td> <td>—</td> <td>—</td> </tr> </tbody> </table>		2021-2022 Cohort 2021	2022-2023 Retaking Students	2023-2024 Cohort 2023	Sample Size	—	—	—	<p>Analysis The results for Measure 3.1 indicate variability in students' critical thinking capabilities in the Accounting (CIMA) Program. Cohort 2021</p>	<p>Actions Plans 1. Analyze Factors Influencing Cohort 2023 Performance: Undertake a detailed analysis to identify the factors contributing to the decline in</p>	<p>Trends</p>																																																																				
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discernible thinking and innovation capabilities, enabling them to identify, analyze, question, and evaluate phenomena and issues within the field of management accounting. They will be able to draw conclusions and articulate their personal

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

Sample Size:	121	9	23
Results:	78.51%	100.00%	69.57%

scored 78.51%, slightly below the 80% target. Cohort 2022, consisting of retaking students, achieved a perfect score of 100.00%, suggesting effective instructional support. However, Cohort 2023 dropped to 69.57%, raising concerns about the effectiveness of teaching strategies or student engagement. The fluctuations in performance highlight the need for further investigation into the factors influencing students' critical thinking in management accounting.

performance for Cohort 2023. This could include evaluating changes in instruction methods, student engagement levels, or curriculum content.
2. Foster Peer Collaboration: Encourage peer learning through group discussions and collaborative projects that require students to analyze scenarios, articulate insights, and challenge each other's perspectives. This can enhance their critical thinking skills through dialogue and exchange of ideas.



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)

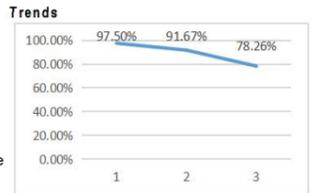
Measures 3.2
Students will be assessed based on the final exam in **AB510A Fundamentals of Financial Accounting [BA3]** taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online management system under the administration of the ZUA Academic Affairs Office.

Assessment Measures Type:
Direct, Summative, Internal

Results of Measure 3.2			
Cycles:	2021-2022	2022-2023	2023-2024
Cohort:	Cohort 2021	Retaking Students	Cohort 2023
Sample Size:	120	12	23
Results:	97.50%	91.67%	78.26%

Analysis
The results for Measure 3.2 indicate the performance of students in the final exam of AB510A Fundamentals of Financial Accounting across three cohorts. Cohort 2021 achieved an impressive score of 97.50%, reflecting a strong understanding of financial accounting principles. The Retaking Students in 2022 also performed well, with a score of 91.67%, suggesting that the support provided to these students was effective. However, performance declined in 2023 with Cohort 2023 scoring 78.26%, indicating potential challenges in understanding the material or engaging with the course content. The consistent drop in performance from the previous cohorts to Cohort 2023 highlights the need for a deeper analysis of possible instructional issues or areas where students may need additional

Actions Plans
1. Identify Challenges for Cohort 2023: Conduct a thorough analysis to understand the reasons behind the drop in performance for Cohort 2023. This could involve reviewing student feedback, assessing the instructional methods used, and examining engagement levels in the course.
2. Professional Development for Instructors: Provide opportunities for faculty to engage in professional development focused on teaching strategies and student engagement techniques. This can enhance the effectiveness of instruction in financial accounting.



SLO 4: Problem Solving

Students enrolled in the Accounting (CIMA) Program in BS at ZUA will demonstrate the ability to tackle key issues within the field of management accounting through in-depth analysis and evaluation. They will possess the capability to resolve management control issues across various functions and departments, conducting thorough analyses and research on complex issues in their field

Measures 4.1
Students will be assessed based on the final exam in **AB514B Fundamentals of Business Economics [BA1]** 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.

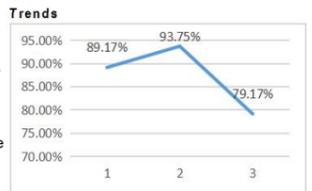
Assessment Measures Type:
Direct, Summative, Internal

Results of Measure 4.1			
Cycles:	2021-2022	2022-2023	2023-2024
Cohort:	Cohort 2021	Retaking Students	Cohort 2023
Sample Size:	120	16	24
Results:	89.17%	93.75%	79.17%

Target 4
At least 80% of students assessed will score at or above Proficient level. The 100-point scale used is as follows:

Analysis
The results for Measure 4.1 indicate the performance of students in the final exam for AB514B Fundamentals of Business Economics over three cohorts. Cohort 2021 achieved a score of 89.17%, which meets the target of having at least 80% of students score at or above the Proficient level. The Retaking Students cohort demonstrated a strong performance with a score of 93.75%, suggesting that the support provided to these students was effective in enhancing their understanding of business economics. However, Cohort 2023 saw a decline in performance, scoring 79.17%, which is just below the target. This decline raises concerns about the current instructional strategies or student engagement levels and highlights the need for a thorough investigation to understand the underlying factors affecting

Actions Plans
1. Enhance Formative Assessments: Implement formative assessments throughout the semester to monitor student progress closely. Regular quizzes or assignments can provide ongoing insights into student understanding and allow for timely interventions if needed.
2. Incorporate Real-world Case Studies: Integrate case studies and practical examples into the curriculum that require students to analyze and propose solutions to real management control issues. This will encourage critical thinking and application of concepts in practice.



SLO 5: Technology

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

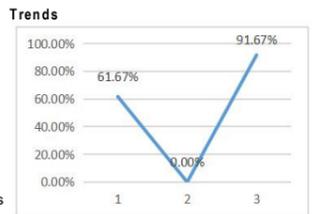
Measures 5.1
Students will be assessed based on the final exam in **JB004B Python Programming**, which will enable them to utilize technology for data analysis and processing as taught by the assigned instructor for the students enrolled during the semester when the course is assigned, following the schedule in the online management system under the administration of the ZUA Academic Affairs Office.

Assessment Measures Type:
Direct, Summative, Internal

Results of Measure 5.1			
Cycles:	2021-2022	2022-2023	2023-2024
Cohort:	Cohort 2021	—	Cohort 2023
Sample Size:	120	—	24
Results:	61.67%	—	91.67%

Analysis
The results for Measure 5.1 highlight the performance of students in JB004B Python Programming, focusing on their ability to apply mathematical knowledge, statistical methods, and information technology tools. In Cohort 2021, students achieved a score of 61.67%, indicating a need for improvement in their technological proficiency and application of programming skills. In contrast, Cohort 2023 demonstrated significant improvement with a score of 91.67%, suggesting that instructional methods or curriculum enhancements effectively supported student learning in using technology for data analysis and processing. The increase in performance from Cohort 2021 to Cohort 2023 highlights the effectiveness of recent pedagogical changes, but it also suggests that a thorough evaluation of the earlier cohort's experience could inform ongoing improvements to further enhance the technology skills of future cohorts.

Actions Plans
1. Enhance Introductory Resources: Develop supplementary materials and resources for foundational topics in mathematics and statistics that are crucial for understanding Python programming. These resources can be used by students to strengthen their skill sets.
2. Encourage Project-Based Learning: Incorporate more project-based assignments where students can apply their programming knowledge to real-world scenarios. This practical experience can deepen their understanding and retention of concepts.
3. Facilitate Hands-On Workshops: Offer hands-on workshops or labs where students can practice programming skills in a supportive setting. This peer interaction and immediate feedback from instructors can enhance learning.



SLO 6: Global Perspective

Students enrolled in the Accounting (CIMA) 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.

Measures 6.1
Students will be assessed based on the final exam in **AB511A Fundamentals of Business Law [BA4]**, 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 2021	Cohort 2023
Sample Size:	—	123	23
Results:	—	95.12%	82.61%

Analysis
The results for Measure 6.1 reflect the performance of students enrolled in AB511A Fundamentals of Business Law regarding their understanding of international corporate management trends and cultural diversity. Cohort 2021 achieved an impressive score of 95.12%, well above the target of 80%, indicating a strong grasp of global issues and cultural appreciation. However, Cohort 2023 saw a decline in performance, with a score of 82.61%. While this score still meets the target, it suggests potential areas for improvement in students' awareness of international perspectives and the complexities of global management. The drop in performance from the previous cohort raises concerns that may warrant further investigation into instructional effectiveness and curriculum relevance.

Actions Plans
1. Enhance Learning Materials: Develop or include supplementary learning materials that emphasize current international corporate management trends and case studies from diverse cultural perspectives. This could help students see practical applications of their learning.
2. Integrate Global Case Studies: Incorporate more case studies and examples that illustrate global business practices, legal considerations, and cultural differences. This real-world context can enhance students' understanding and engagement.

