



FACULTY OF ECONOMICS AND BUSINESS
AY 2014-2015 and AY 2015-2016 ASSESSMENT REPORT

The undergraduate program learning outcomes are divided into two categories: general outcomes for the FEB and program specific outcomes.

ALL PROGRAMS' GENERAL BUSINESS FUNDAMENTALS OUTCOMES

| <p>Program learning outcomes (competencies)</p> | <p>Learning opportunities Courses/Projects/ Activities demonstrating these competencies</p> | <p>Assessment Methods</p> | <p>Changes</p> |
|--|--|--|---|
| <p>Business Fundamentals – Demonstrate breadth of knowledge and skill in general business fundamentals</p> | <p>– Alumni survey</p> | <p>External-summative-indirect measure</p> | <p>Due to limited financial resources, Peregrine CPC exams were suspended, so this outcome has only been indirectly assessed through alumni surveys in 2014, 2015, 2016</p> |
| <p>Business Discipline – Demonstrate depth of knowledge, skill, and perspective within their selected, specific business discipline</p> | <p>– Alumni survey</p> | <p>External-summative- indirect measure</p> | <p>No change</p> |
| <p>Ethics – Recognize the ethical dimensions of business decision</p> | <p>– Alumni survey – Course-embedded assessment</p> | <p>External-summative- indirect measure Internal-formative-direct measure</p> | <p>Added assessment with Business Ethics QT104DV01</p> |

| Program learning outcomes (competencies) | Learning opportunities Courses/Projects/ Activities demonstrating these competencies | Assessment Methods | Changes |
|--|---|---|--|
| Problem Solving – Able to generate innovative solutions to business problems that are supported by appropriate data analysis and evaluation of alternatives | <ul style="list-style-type: none"> – Alumni survey – Course-embedded assessment | External-summative- indirect measure Internal-formative-direct measure | Added assessment with Microeconomics QT101DV01 |
| Diversity – Understand diverse perspectives and generate solutions that incorporate them | <ul style="list-style-type: none"> – Alumni survey | External-summative- indirect measure | No change |
| Writing – Demonstrate effective writing skills | <ul style="list-style-type: none"> – Alumni survey – Course-embedded assessment | External-summative- indirect measure Internal-formative-direct measure | Added assessment with Internship Written report |
| Communication – Demonstrate effective speaking skills | <ul style="list-style-type: none"> – Alumni survey – Course-embedded assessment | External-summative- indirect measure Internal-formative-direct measure | Added assessment with Internship Report Presentation |

| Program learning outcomes (competencies) | Learning opportunities Courses/Projects/ Activities demonstrating these competencies | Assessment Methods | Changes |
|---|---|--|--|
| Leadership – Demonstrate effective peer leadership | <ul style="list-style-type: none"> – Alumni survey | External-summative- indirect measure | No change |
| Team Work – Demonstrate effective participation in teams | <ul style="list-style-type: none"> – Alumni survey – Course-embedded assessment | External-summative- indirect measure Internal-formative- direct measure | Added assessment with Organizational Behavior NS206DV01 or Managerial Accounting KT302DV01 |
| Life-Long Learning – Engage in continuous education and keep current within the field | <ul style="list-style-type: none"> – Alumni survey – Course-embedded assessment | External-summative- indirect measure | No change |
| Analytical/Quantitative Skills - Demonstrate analytical/quantitative skills appropriate to the business community. | <ul style="list-style-type: none"> – Alumni survey – Course-embedded assessment | External-summative- indirect measure Internal-formative- direct measure | Added assessment with Principles of Statistics QT112DV01 |

| Program learning outcomes (competencies) | Learning opportunities Courses/Projects/ Activities demonstrating these competencies | Assessment Methods | Changes |
|--|---|-------------------------------------|----------------|
| Language proficiency – Demonstrate both accuracy and fluency in foreign language use | – Alumni survey | External-summative-indirect measure | No change |

Taking into account the comments of ACBSP evaluators in 2015 which say that the general business outcome assessment lacks direct measures, the Faculty of Economics and Business reviewed the outcomes in early 2016 and added course-embedded assessment for all general business learning outcomes. Such outcomes as diversity, leadership, life-long learning will be measured indirectly because it is hard to measure them with direct course-embedded assessment. In addition, for the language proficiency measurement which is being measured indirectly with alumni survey, the FEB considered that it should be measured directly with placement tests or pre-tests/post-tests with the involvement of the English Department. Arrangements with the English Department on this matter are to be made in the Semester 1A of AY 2017-2018.

The revised assessment plan below maps the general business learning goals against the core courses for all business-related programs.

General Business Learning Outcomes Assessment Plan 2015-2018

| Program Goals | Assessment Courses or tools | 15.1A | 15.2A | 16.1A | 16.2A | 17.1A | 17.2A | 18.1A | 18.2A |
|---|------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 1. Recognize ethical dimensions of business decision | QT104 | X | | X | | X | | | |
| 2. Generate innovative solutions to business problems | QT101 | X | | X | | | | X | |
| 3. Demonstrate effective writing skills | Internship | | X | | X | | | | X |
| 4. Demonstrate effective speaking skills | Internship | | X | | X | | | | X |
| 5. Demonstrate effective participation in teams | NS206 or KT302 | X | | X | | | X | | |
| 6. Demonstrate analytical/quantitative skills appropriate to the business community | QT112 | X | | X | | | | X | |

GENERAL BUSINESS LEARNING OUTCOMES ASSESSMENT RESULTS

The table below captures the progress of assessment of general business learning outcomes through AY 2015-2016.

General Business Learning Outcomes Assessment Results 2014 – 2016

| General business learning outcomes | Data Collected | Sample | Data Analysis | Results | Changes |
|---|----------------------------------|---|----------------|--|--|
| 1. Recognize ethical dimensions of business decision | Semester 15.1A Semester 16.1A | QT104 | Semester 16.2A | 80% of students met or exceeded the target of scoring acceptable or higher on a three level rubric | Full scale cases should be given so that students can provide relevant solutions for ethical situations. |
| 2. Generate innovative solutions to business problems | Semester 15.1A | QT101 | Semester 15.2A | 85% of students met or exceeded the target of scoring acceptable or higher on a three level rubric | The assessment team recommends faculty develop two exercises/projects to measure student's critical thinking skills. Course lectures and assignments should address critical thinking skills. |
| 3. Demonstrate effective writing skills | Semester 15.2A | Internship reports of all undergrad programs | Semester 16.1A | 83% of students met or exceeded target of scoring 3 or above on the FEC Internship Written report Assessment Rubric | Cooperation with the library to provide more short training courses in writing as well as use of Turnitin. Meeting with the English Department for extension of use of Writing Lab to Business students. |
| 4. Demonstrate effective speaking skills | Semester 15.2A | Internship report presentations of all undergrad students | Semester 16.1A | 87% of students met or exceeded the target of scoring 3 or above on the FEC Oral presentation Assessment Rubric | Encourage faculty to incorporate activities that foster oral communication skills in their classes. Improve course curriculum to teach and enforce oral communication. |
| 5. Demonstrate effective participation in teams | Semester 15.1A Semester 16.1A | NS206 or KT302 | Semester 16.2A | While there are periodic students who do not display all of the desired teamwork characteristics, all students are consistently satisfied with | Encourage all students to take the "Negotiation Skills" course. Recommend the Negotiation Skills Instructor to incorporate a team negotiation |

| General business learning outcomes | Data Collected | Sample | Data Analysis | Results | Changes |
|---|----------------------------------|--------|----------------|--|---|
| | | | | their teamwork experiences and rate teammates higher than the expected 3.5/5 desired performance | activity to reinforce team communication |
| 6. Demonstrate analytical/quantitative skills appropriate to the business community | Semester 15.1A Semester 16.1A | QT112 | Semester 16.2A | 75% of students met or exceeded the target of scoring acceptable or higher on a three level rubric | Students are good at data management & data analysis but cannot match the right data processing method with the business problem(s) identified. |

DISCIPLINE-LEVEL LEARNING OUTCOME RESULTS 2014-2016

After the initial self-study was finished and accredited in late 2015 by ACBSP evaluators, the Assessment team which consists of champion, co-champion, and assessment coordinators met in 2016 for discussion and agreed the learning outcomes of each program should be reduced from the current range of 8-10 to 3-6. This change would allow for proper time to make curriculum changes with consistency and continual improvement. Therefore, some that were assessed two years ago will not be done so in the future.

Below are the assessment results of each program for the AY 2014-2015 and 2015-2016.

Learning Outcomes for Accounting Major

Graduating students are able to apply and use fundamental concepts of audit and assurance services, and analyze issues in real world auditing settings.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|--|---|--|---|--|----------|--|--|-------|---------|---------|-------|---------|---------|-------|---------|---------|
| Apply and use fundamental concepts of audit and assurance services (75% of the students must score at or higher than acceptable on a faculty-approved rubric), and analyze issues in real world auditing settings (70% of the students) | Two question with two criteria is designed for the final exam of KT407DV03 rubric is used to score students' work. | The data of the three semesters show that criterion 1 is nearly met (mean value of 72.64% of three semesters) and criterion 2 is not met (mean value of 64.44%) | Trend is down for both competences, especially the ability to analyze issues in real world auditing settings | Students should be exposed to more case analysis and problem solving. | <p style="text-align: center;">ADVANCED AUDIT KT407DV03</p> <table border="1"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Semester</th> <th>Apply and use fundamental concepts of audit and assurance services (%)</th> <th>Analyze issues in real world auditing settings (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>~78.00%</td> <td>~88.00%</td> </tr> <tr> <td>15.1A</td> <td>~78.00%</td> <td>~55.00%</td> </tr> <tr> <td>16.1A</td> <td>~62.00%</td> <td>~52.00%</td> </tr> </tbody> </table> | Semester | Apply and use fundamental concepts of audit and assurance services (%) | Analyze issues in real world auditing settings (%) | 14.2A | ~78.00% | ~88.00% | 15.1A | ~78.00% | ~55.00% | 16.1A | ~62.00% | ~52.00% |
| Semester | Apply and use fundamental concepts of audit and assurance services (%) | Analyze issues in real world auditing settings (%) | | | | | | | | | | | | | | | |
| 14.2A | ~78.00% | ~88.00% | | | | | | | | | | | | | | | |
| 15.1A | ~78.00% | ~55.00% | | | | | | | | | | | | | | | |
| 16.1A | ~62.00% | ~52.00% | | | | | | | | | | | | | | | |

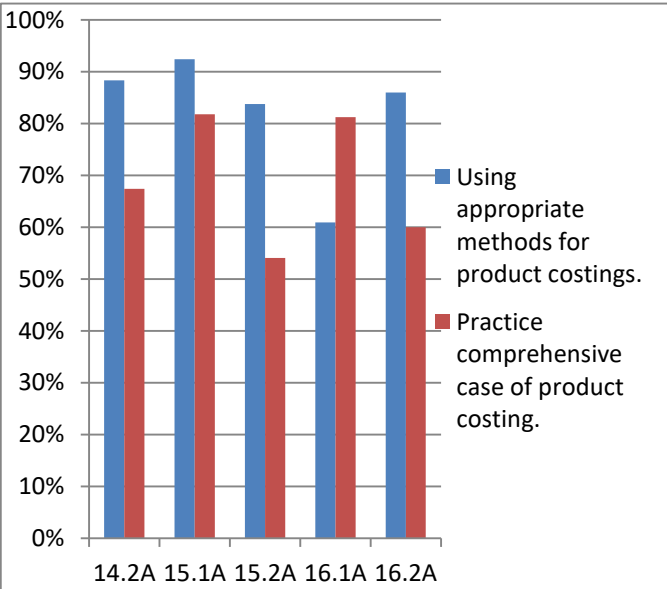
Graduating students are able to classify accounts, calculate for assets, liabilities, equity, earnings and cash flows for sole proprietorships, partnerships, corporations and governmental entities.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|--|---|--|---|---|----------|--|----------------------------------|-------|-----|-----|-------|-----|-----|-------|-----|-----|
| <p>Use appropriate accounts for journal entries (over 80% of students must score at or higher than 50% of the number of exam questions) and prepare financial reports in accordance with Vietnamese Accounting System (over 80% of students).</p> | <p>50 questions are designed for the final exam in Financial Accounting 2.</p> | <p>The students were able to record transactions for various kinds of businesses and prepare financial reports in accordance with VAS (over 80% of students) but performed less well in preparing, presenting and interpreting financial reports in accordance with VAS</p> | <p>Overall the students were able to identify appropriate accounts for journal entries but did not do as well in preparing, presenting and interpreting financial reports in accordance with VAS. However both trends are up for 5 semesters</p> | <p>More practice is needed with some questions or situations for preparing financial reports in accordance with VAS. The final test should not be too long to be completed by the students.</p> | <div style="text-align: center;"> <h3>Financial Accounting 2 KT304DV01</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Semester</th> <th>Use appropriate accounts to record (%)</th> <th>Prepare financial statements (%)</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>~82</td> <td>~80</td> </tr> <tr> <td>15.2A</td> <td>~91</td> <td>~84</td> </tr> <tr> <td>16.1A</td> <td>~90</td> <td>~85</td> </tr> </tbody> </table> </div> | Semester | Use appropriate accounts to record (%) | Prepare financial statements (%) | 14.1A | ~82 | ~80 | 15.2A | ~91 | ~84 | 16.1A | ~90 | ~85 |
| Semester | Use appropriate accounts to record (%) | Prepare financial statements (%) | | | | | | | | | | | | | | | |
| 14.1A | ~82 | ~80 | | | | | | | | | | | | | | | |
| 15.2A | ~91 | ~84 | | | | | | | | | | | | | | | |
| 16.1A | ~90 | ~85 | | | | | | | | | | | | | | | |

Graduating students are able to prepare and present, and interpret financial reports in accordance with IAS

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|--|---|---|--|--|----------|--|--------------------------------------|-------|------|------|-------|------|------|-------|------|------|
| <p>Students will understand, record, and perform external analysis on the business transactions actually incurred in business according to international accounting standards (IAS) (90% of the students must score at or higher than 50% of the number of exam questions).</p> | <p>4 to 6 questions with two criteria are designed for the final exam of KT408DE02 (International Accounting 2). A rubric is used to score students' work.</p> | <p>Approximately 90% of the students understand International Accounting Standards. However a smaller percentage of students are able to produce and analyze financial statements in accordance with IAS (81% of the students).</p> | <p>Overall, the trends are positively stable. Most of the students were able to understand and record the business transactions, make financial statements and analyze financial statements according to IAS but some students perform poorly because of English proficiency.</p> | <p>More prerequisite accounting courses should be taught in English.</p> | <p style="text-align: center;">International Accounting 2 - KT408DE02</p> <table border="1"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Semester</th> <th>Understanding International Accounting Standards (IAS)</th> <th>Making financial reports meeting IAS</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>~90%</td> <td>~70%</td> </tr> <tr> <td>15.2A</td> <td>~92%</td> <td>~72%</td> </tr> <tr> <td>16.1A</td> <td>~95%</td> <td>~85%</td> </tr> </tbody> </table> | Semester | Understanding International Accounting Standards (IAS) | Making financial reports meeting IAS | 14.1A | ~90% | ~70% | 15.2A | ~92% | ~72% | 16.1A | ~95% | ~85% |
| Semester | Understanding International Accounting Standards (IAS) | Making financial reports meeting IAS | | | | | | | | | | | | | | | |
| 14.1A | ~90% | ~70% | | | | | | | | | | | | | | | |
| 15.2A | ~92% | ~72% | | | | | | | | | | | | | | | |
| 16.1A | ~95% | ~85% | | | | | | | | | | | | | | | |

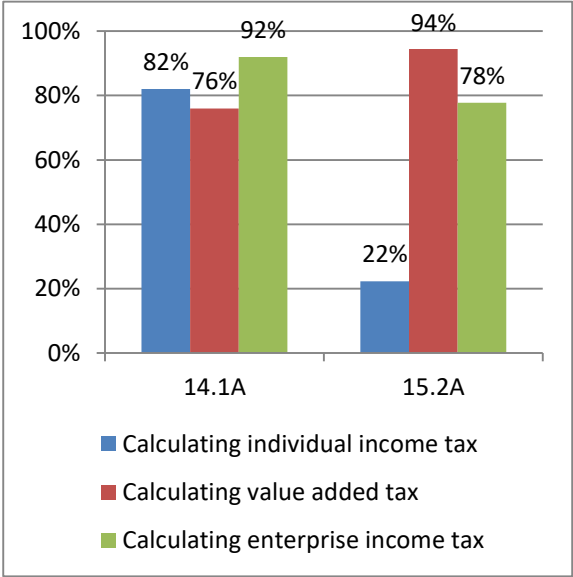
Graduating students are able to use relevant management accounting techniques with cost information, for planning, decision-making, performance evaluation and control, within different business settings.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | | | | |
|--|--|---|--|---|--|------|--|--|-------|-----|-----|-------|-----|-----|-------|-----|-----|-------|-----|-----|-------|-----|-----|
| <p>Students will be able to calculate unit cost of products by using appropriate methods (80% of the students must score at or higher than 50% of the number of exam questions) and performing comprehensive analysis of product costing (70% of the students)</p> | <p>2 questions are designed for the final exam of KT301DV02. A rubric is used to score students' work.</p> | <p>More than 80% of the students are able to use appropriate methods for product costing but only 54% to 82% of them can perform a comprehensive analysis of product costing. The percentage of students who perform well fluctuates from semester to semester.</p> | <p>Overall, the students were able to use relevant methods for calculating product cost but still struggled with performing a comprehensive analysis of product costing.</p> | <p>More practice on comprehensive case analysis of product costing is needed.</p> | <p style="text-align: center;">Cost Accounting KT301DV02</p>  <table border="1" data-bbox="1325 597 1988 1182"> <caption>Cost Accounting KT301DV02 Performance Trends</caption> <thead> <tr> <th>Year</th> <th>Using appropriate methods for product costings (%)</th> <th>Practice comprehensive case of product costing (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>88%</td> <td>68%</td> </tr> <tr> <td>15.1A</td> <td>92%</td> <td>82%</td> </tr> <tr> <td>15.2A</td> <td>84%</td> <td>54%</td> </tr> <tr> <td>16.1A</td> <td>61%</td> <td>81%</td> </tr> <tr> <td>16.2A</td> <td>86%</td> <td>60%</td> </tr> </tbody> </table> | Year | Using appropriate methods for product costings (%) | Practice comprehensive case of product costing (%) | 14.2A | 88% | 68% | 15.1A | 92% | 82% | 15.2A | 84% | 54% | 16.1A | 61% | 81% | 16.2A | 86% | 60% |
| Year | Using appropriate methods for product costings (%) | Practice comprehensive case of product costing (%) | | | | | | | | | | | | | | | | | | | | | |
| 14.2A | 88% | 68% | | | | | | | | | | | | | | | | | | | | | |
| 15.1A | 92% | 82% | | | | | | | | | | | | | | | | | | | | | |
| 15.2A | 84% | 54% | | | | | | | | | | | | | | | | | | | | | |
| 16.1A | 61% | 81% | | | | | | | | | | | | | | | | | | | | | |
| 16.2A | 86% | 60% | | | | | | | | | | | | | | | | | | | | | |

Graduating students are able to document and interpret business processes in the primary business transaction cycles.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|---|---|--|--|--|----------|---|-------------------------------------|-------|-----|-----|-------|-----|-----|-------|-----|-----|
| <p>Students will be able to document and interpret business processes in the primary business transaction cycles by identifying general and application processing controls (68% of the students), and designing accounting flowcharts (90% of the students)</p> | <p>20 multiple choice questions to check students’ understanding of the nature of control exposures and ability to identify general and application processing controls, and 1 question about accounting flowchart are designed for the final exam of KT303DV01</p> | <p>More than 90% of the students are able to design accounting flowcharts. However the percentage of students who understand the nature of control exposures and are able to identify general and application processing controls is fluctuating from semester to semester.</p> | <p>Overall, the students were able to design accounting flowcharts. Their understanding of the internal control system and ability to identify processing controls is not stable (from 52% of students in 14.2A semester to 92% of students in 15.2A semester)</p> | <p>Understanding of internal control system should be emphasized with more exposure to case study of internal control systems.</p> | <div data-bbox="1423 492 1892 1276"> <p>Accounting information System KT303DV01</p> <table border="1"> <caption>Accounting information System KT303DV01 Performance Data</caption> <thead> <tr> <th>Semester</th> <th>Understanding of the nature of control exposures and identify general and application processing controls (%)</th> <th>Designing accounting flowcharts (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>52%</td> <td>92%</td> </tr> <tr> <td>15.1A</td> <td>78%</td> <td>95%</td> </tr> <tr> <td>15.2A</td> <td>78%</td> <td>92%</td> </tr> </tbody> </table> <p>Semester</p> <ul style="list-style-type: none"> ■ understanding of the nature of control exposures and identify general and application processing controls ■ designing accounting flowcharts </div> | Semester | Understanding of the nature of control exposures and identify general and application processing controls (%) | Designing accounting flowcharts (%) | 14.2A | 52% | 92% | 15.1A | 78% | 95% | 15.2A | 78% | 92% |
| Semester | Understanding of the nature of control exposures and identify general and application processing controls (%) | Designing accounting flowcharts (%) | | | | | | | | | | | | | | | |
| 14.2A | 52% | 92% | | | | | | | | | | | | | | | |
| 15.1A | 78% | 95% | | | | | | | | | | | | | | | |
| 15.2A | 78% | 92% | | | | | | | | | | | | | | | |

Graduating students are able to prepare tax returns for individuals and business entities in compliance with government tax laws.

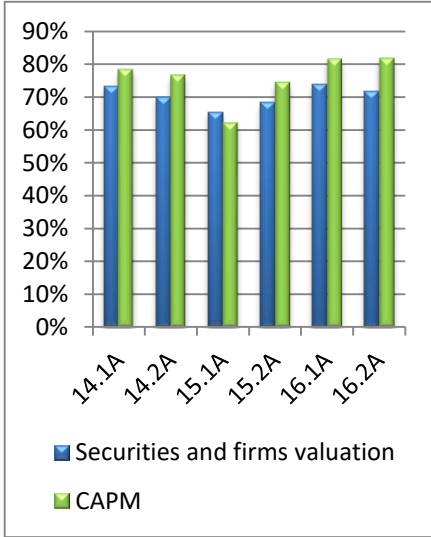
| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|--|---|--|---|---|---|----------|-----------------------------------|-----------------------------|-----------------------------------|-------|-----|-----|-----|-------|-----|-----|-----|
| <p>Students demonstrate this competency by calculating the value add tax (90% of the students must score at or higher than 50% of the number of exam questions); calculating the enterprise income tax (80% of students) and Calculating the Individual income tax (70% of students)</p> | <p>3 exam questions are designed for the final exam of KT212DV01. A rubric is used to score students' work.</p> | <p>Most of the students (more than 75% of the students) can calculate VAT and enterprise income taxes but the percentage of students who can calculate personal income tax is fluctuating.</p> | <p>Overall the students were able to calculate various types of taxes of a company but need more improvements when they calculating personal income tax, esp. need to read tax law documents.</p> | <p>Due to lacking data, trends are not stable and clear to determine which action to take. Include more incentives for students to do the reading and more exercises on taxation calculation.</p> | <p style="text-align: center;">TAXATION KT212DV01</p>  <p>The bar chart displays the percentage of students who successfully calculated three types of taxes for two different categories, 14.1A and 15.2A. The Y-axis represents the percentage from 0% to 100%. The legend indicates: Blue bars for 'Calculating individual income tax', Red bars for 'Calculating value added tax', and Green bars for 'Calculating enterprise income tax'.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Calculating individual income tax</th> <th>Calculating value added tax</th> <th>Calculating enterprise income tax</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>82%</td> <td>76%</td> <td>92%</td> </tr> <tr> <td>15.2A</td> <td>22%</td> <td>94%</td> <td>78%</td> </tr> </tbody> </table> | Category | Calculating individual income tax | Calculating value added tax | Calculating enterprise income tax | 14.1A | 82% | 76% | 92% | 15.2A | 22% | 94% | 78% |
| Category | Calculating individual income tax | Calculating value added tax | Calculating enterprise income tax | | | | | | | | | | | | | | |
| 14.1A | 82% | 76% | 92% | | | | | | | | | | | | | | |
| 15.2A | 22% | 94% | 78% | | | | | | | | | | | | | | |

Learning Outcomes for Finance-Banking Major

Graduating students are able to forecast and evaluate financial statements

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | |
|--|---|--|--|---|---|----------|--------------------|-------------------------------|-------|----|----|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to “forecast and evaluate financial statements” by computing ratios (90% of students) and evaluating and making recommendations (75 of students).</p> | <p>1 to 4 questions with two criteria are designed for the final exam of TC302DE01. A rubric is used to score students' work.</p> | <p>The students are able to compute ratios based on data on annual report (from 58% - 96% of students) but performed worse for evaluating and providing recommendations (less than 50% of the students in semester 14.2A)</p> | <p>Overall the students were able to identify the tools used for computing ratios on the basis of annual reports of one firm but still struggled with performing in-depth analysis and making recommendations.</p> | <p>Computations of ratios should be introduced in prerequisites such as Financial Accounting and Corporate Finance. In addition English proficiency should be improved for some students.</p> | <p>Financial statement analysis TC302DE01</p> <table border="1"> <caption>Financial statement analysis TC302DE01 - Performance Trends</caption> <thead> <tr> <th>Semester</th> <th>Compute ratios (%)</th> <th>Evaluation and suggestion (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>90</td> <td>75</td> </tr> <tr> <td>15.1A</td> <td>88</td> <td>72</td> </tr> <tr> <td>15.2A</td> <td>95</td> <td>70</td> </tr> <tr> <td>16.2A</td> <td>58</td> <td>45</td> </tr> </tbody> </table> | Semester | Compute ratios (%) | Evaluation and suggestion (%) | 14.2A | 90 | 75 | 15.1A | 88 | 72 | 15.2A | 95 | 70 | 16.2A | 58 | 45 |
| Semester | Compute ratios (%) | Evaluation and suggestion (%) | | | | | | | | | | | | | | | | | | |
| 14.2A | 90 | 75 | | | | | | | | | | | | | | | | | | |
| 15.1A | 88 | 72 | | | | | | | | | | | | | | | | | | |
| 15.2A | 95 | 70 | | | | | | | | | | | | | | | | | | |
| 16.2A | 58 | 45 | | | | | | | | | | | | | | | | | | |

Graduating students are able to perform basic valuation of securities and firms and summarize the CAPM.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|--|---|----------|------------------------------------|----------|-------|----|----|-------|----|----|-------|----|----|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to "perform basic valuation of securities and firms (90% of students) and summarize the Capital Asset Pricing Model" (85% of students)</p> | <p>1 question with two criteria (valuation and presentation of CAPM) is designed for the final exam of TC303DE01. A rubric is used to score students' work. Besides, a group work assignment is designed for students to value a listed company to give them opportunity to apply theory to practice.</p> | <p>The students can perform basic securities and firm valuation (more than 71% of the students) and understand the CAPM (more than 82% of the students). The number of these well-performing students has been increasing during six semesters.</p> | <p>Overall the students were able to perform securities and firm valuation and understand the general idea behind CAPM.</p> | <p>No special action is required now but students' performance is to be monitored.</p> | <p>PORTFOLIO MANAGEMENT TC303DE01</p>  <table border="1"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Semester</th> <th>Securities and firms valuation (%)</th> <th>CAPM (%)</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>72</td> <td>78</td> </tr> <tr> <td>14.2A</td> <td>70</td> <td>76</td> </tr> <tr> <td>15.1A</td> <td>65</td> <td>62</td> </tr> <tr> <td>15.2A</td> <td>68</td> <td>74</td> </tr> <tr> <td>16.1A</td> <td>73</td> <td>81</td> </tr> <tr> <td>16.2A</td> <td>71</td> <td>82</td> </tr> </tbody> </table> | Semester | Securities and firms valuation (%) | CAPM (%) | 14.1A | 72 | 78 | 14.2A | 70 | 76 | 15.1A | 65 | 62 | 15.2A | 68 | 74 | 16.1A | 73 | 81 | 16.2A | 71 | 82 |
| Semester | Securities and firms valuation (%) | CAPM (%) | | | | | | | | | | | | | | | | | | | | | | | | |
| 14.1A | 72 | 78 | | | | | | | | | | | | | | | | | | | | | | | | |
| 14.2A | 70 | 76 | | | | | | | | | | | | | | | | | | | | | | | | |
| 15.1A | 65 | 62 | | | | | | | | | | | | | | | | | | | | | | | | |
| 15.2A | 68 | 74 | | | | | | | | | | | | | | | | | | | | | | | | |
| 16.1A | 73 | 81 | | | | | | | | | | | | | | | | | | | | | | | | |
| 16.2A | 71 | 82 | | | | | | | | | | | | | | | | | | | | | | | | |

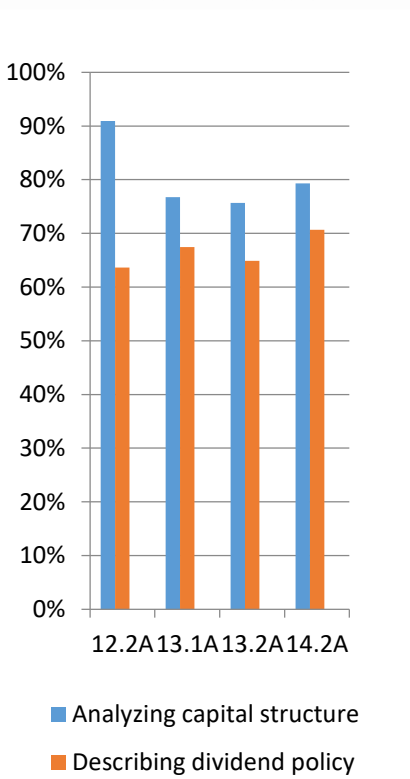
Graduating students are able to apply derivative securities to manage financial risks.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | | | | |
|---|---|--|--|---|---|----------|--|---|-------|----|----|-------|----|----|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to define derivative securities and their uses by identifying appropriate derivatives tools (65% of students) and applying derivatives tools to manage financial risks (70% of students)</p> | <p>2 questions with two criteria is designed for the final exam of TC301DV01. A rubric is used to score students' work.</p> | <p>The students are able to identify appropriate derivatives tools (67% of students on average), as well as apply derivatives tools to manage financial risks (66% of students on average)</p> | <p>Overall the students were able to identify the derivatives tools used for preventing the risks on trading but still struggled with comprehensive and in-depth analysis.</p> | <p>Basic knowledge in Finance and Securities should be introduced in prerequisites such as Corporate Finance and Securities Market.</p> | <p>Option, Futures and other Derivatives TC301DV01</p> <table border="1"> <caption>Option, Futures and other Derivatives TC301DV01 Performance Data</caption> <thead> <tr> <th>Category</th> <th>Identify appropriate derivatives tools (%)</th> <th>Apply derivatives tools to manage financial risks (%)</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>62</td> <td>50</td> </tr> <tr> <td>14.2A</td> <td>73</td> <td>61</td> </tr> <tr> <td>15.1A</td> <td>74</td> <td>69</td> </tr> <tr> <td>15.2A</td> <td>68</td> <td>71</td> </tr> <tr> <td>16.1A</td> <td>55</td> <td>78</td> </tr> </tbody> </table> | Category | Identify appropriate derivatives tools (%) | Apply derivatives tools to manage financial risks (%) | 14.1A | 62 | 50 | 14.2A | 73 | 61 | 15.1A | 74 | 69 | 15.2A | 68 | 71 | 16.1A | 55 | 78 |
| Category | Identify appropriate derivatives tools (%) | Apply derivatives tools to manage financial risks (%) | | | | | | | | | | | | | | | | | | | | | |
| 14.1A | 62 | 50 | | | | | | | | | | | | | | | | | | | | | |
| 14.2A | 73 | 61 | | | | | | | | | | | | | | | | | | | | | |
| 15.1A | 74 | 69 | | | | | | | | | | | | | | | | | | | | | |
| 15.2A | 68 | 71 | | | | | | | | | | | | | | | | | | | | | |
| 16.1A | 55 | 78 | | | | | | | | | | | | | | | | | | | | | |

Graduating students are able to describe working capital management, describe and apply the capital budgeting process.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | |
|--|---|---|---|---|--|----------|--|---|-------|----|----|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to describe the working capital management by measuring cash conversion cycle and planning for cash (56% of students) and identifying potential risk and potential value of using short-term financing plan for working capital (31% of students)</p> | <p>1 case analysis with two criteria is designed for the final exam of TC304DE01. A rubric is used to score students' work.</p> | <p>More than 50% of the students are able to measure cash conversion cycle and plan cash but less than 50% of them can identify potential risks and potential value of using short-term financing plan for working capital.</p> | <p>Overall the students were able to measure the time between outlay of cash and cash recovery and budget for cash but still struggled with making working capital financing decisions based on the potential risks and potential value of using short-term financing plan.</p> | <p>Forms, advantages and disadvantages of corporate financing should also be introduced in prerequisites such as Corporate Finance for students to get familiar with.</p> | <div style="text-align: center;"> <h3>Financial Management TC304DE01</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Category</th> <th>Calculating cash cycle and planning for cash (%)</th> <th>Identifying potential risk and potential value of using short-term financing plan for working capital (%)</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>68</td> <td>22</td> </tr> <tr> <td>14.2A</td> <td>42</td> <td>38</td> </tr> <tr> <td>15.1A</td> <td>78</td> <td>65</td> </tr> <tr> <td>15.2A</td> <td>61</td> <td>33</td> </tr> </tbody> </table> </div> | Category | Calculating cash cycle and planning for cash (%) | Identifying potential risk and potential value of using short-term financing plan for working capital (%) | 14.1A | 68 | 22 | 14.2A | 42 | 38 | 15.1A | 78 | 65 | 15.2A | 61 | 33 |
| Category | Calculating cash cycle and planning for cash (%) | Identifying potential risk and potential value of using short-term financing plan for working capital (%) | | | | | | | | | | | | | | | | | | |
| 14.1A | 68 | 22 | | | | | | | | | | | | | | | | | | |
| 14.2A | 42 | 38 | | | | | | | | | | | | | | | | | | |
| 15.1A | 78 | 65 | | | | | | | | | | | | | | | | | | |
| 15.2A | 61 | 33 | | | | | | | | | | | | | | | | | | |

Graduating students are able to analyze capital structure and describe dividend policy.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | |
|--|---|--|---|---|--|------|---------------------------------|--------------------------------|-------|-----|-----|-------|-----|-----|-------|-----|-----|-------|-----|-----|
| <p>Students will be able to identify tools for analyzing capital structure (80% of students) and dividend policy issues (70% of students) of a real company listed in one of the main stock exchanges.</p> | <p>A case study with 2 questions is designed for the final exam of TC403DV01. A rubric is used to score students' work.</p> | <p>Nearly 80% of the students are able to identify appropriate tools for analyzing capital structure but less than 70% are able to describe dividend policy.</p> | <p>Overall the students were able to identify the tools used for analysis of capital structure and description of dividend policy of a company but still struggled with the latter.</p> | <p>Capital structure analysis should be introduced in Corporate Finance</p> | <p>Advanced Corporate Finance TC403DV01</p>  <table border="1"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Year</th> <th>Analyzing capital structure (%)</th> <th>Describing dividend policy (%)</th> </tr> </thead> <tbody> <tr> <td>12.2A</td> <td>90%</td> <td>63%</td> </tr> <tr> <td>13.1A</td> <td>76%</td> <td>67%</td> </tr> <tr> <td>13.2A</td> <td>75%</td> <td>64%</td> </tr> <tr> <td>14.2A</td> <td>79%</td> <td>70%</td> </tr> </tbody> </table> | Year | Analyzing capital structure (%) | Describing dividend policy (%) | 12.2A | 90% | 63% | 13.1A | 76% | 67% | 13.2A | 75% | 64% | 14.2A | 79% | 70% |
| Year | Analyzing capital structure (%) | Describing dividend policy (%) | | | | | | | | | | | | | | | | | | |
| 12.2A | 90% | 63% | | | | | | | | | | | | | | | | | | |
| 13.1A | 76% | 67% | | | | | | | | | | | | | | | | | | |
| 13.2A | 75% | 64% | | | | | | | | | | | | | | | | | | |
| 14.2A | 79% | 70% | | | | | | | | | | | | | | | | | | |

Graduating students are able to analyze capital structure and describe dividend policy (continued).

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | |
|--|---|--|---|---|---|----------|-----------------------------|------------------------------|-------|----|----|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to apply the right methods (80% of students) to analyzing potential target companies (70% of students).</p> | <p>A case study with 2 questions is designed for the final exam of TC305DV01. A rubric is used to score students' work.</p> | <p>More than 80% of the students are able to identify appropriate methods for analyzing potential target companies but less than 60% of the students can perform a comprehensive analysis of potential target companies.</p> | <p>Overall the students were able to identify the tools used for analysis of potential target companies but still struggled with comprehensive and in-depth analysis.</p> | <p>More cases of potential target company analysis should be introduced in Corporate Finance.</p> | <p>Advanced Corporate Finance TC403DV01</p> <table border="1"> <caption>Advanced Corporate Finance TC403DV01 Performance Data</caption> <thead> <tr> <th>Category</th> <th>Apply the right methods (%)</th> <th>Perform company analysis (%)</th> </tr> </thead> <tbody> <tr> <td>12.2A</td> <td>80</td> <td>74</td> </tr> <tr> <td>12.2B</td> <td>92</td> <td>68</td> </tr> <tr> <td>13.2A</td> <td>91</td> <td>77</td> </tr> <tr> <td>14.2A</td> <td>87</td> <td>66</td> </tr> </tbody> </table> | Category | Apply the right methods (%) | Perform company analysis (%) | 12.2A | 80 | 74 | 12.2B | 92 | 68 | 13.2A | 91 | 77 | 14.2A | 87 | 66 |
| Category | Apply the right methods (%) | Perform company analysis (%) | | | | | | | | | | | | | | | | | | |
| 12.2A | 80 | 74 | | | | | | | | | | | | | | | | | | |
| 12.2B | 92 | 68 | | | | | | | | | | | | | | | | | | |
| 13.2A | 91 | 77 | | | | | | | | | | | | | | | | | | |
| 14.2A | 87 | 66 | | | | | | | | | | | | | | | | | | |

Learning Outcomes for Business Administration Major

Graduating students are able to describe and apply the principles and methodologies for the effective operation of the business organization.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | |
|--|--|---|--|---|--|----------|------------|-------|------|-------|-----|-------|-----|
| <p>Students will be able to describe and apply the principles and methodologies for the effective operation of the business organization by applying suitable procedures or algorithms to the concerned decisions (95% of students).</p> | <p>Students have to solve the problems in the final exam of QT304DV01. The answers to the related problems are used to score students' work.</p> | <p>The students met the standard in semester 14.2A but missed in semesters 15.1A and 15.2A.</p> | <p>Since this is an elective course, the increasing number of student registrations shows the attractiveness of course delivery. However, it seems that it is necessary to control the quality when class size goes up. It is worth noting that the content of the exam in semester 15.2A is longer than those of previous semesters</p> | <p>Expose students to more algorithms. Compare the results among semesters to adjust lengths of exams</p> | <div data-bbox="1455 537 1990 1060"> <p style="text-align: center;">Production Management QT304DV01</p> <table border="1"> <caption>Percentage of students meeting or exceeding expectations</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>100%</td> </tr> <tr> <td>15.1A</td> <td>90%</td> </tr> <tr> <td>15.2A</td> <td>70%</td> </tr> </tbody> </table> </div> | Semester | Percentage | 14.2A | 100% | 15.1A | 90% | 15.2A | 70% |
| Semester | Percentage | | | | | | | | | | | | |
| 14.2A | 100% | | | | | | | | | | | | |
| 15.1A | 90% | | | | | | | | | | | | |
| 15.2A | 70% | | | | | | | | | | | | |

Graduating students are able to analyse critically business issues considering economic, political, and legal perspectives.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | | | | |
|---|--|--|---|---|---|----------|--------------------------------|--|-------|----|----|-------|----|----|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to analyze critically business issues considering economic, political, and legal perspectives by identifying appropriate tools (85% of the students) for analysis of internal and external business environment (80% of the students).</p> | <p>2 questions with two criteria are designed for the final exam of QT302DE01. A rubric is used to score students' work.</p> | <p>The students nearly met the criterion for identifying appropriate tools (more than 84% of the students) but performed less well for analysis of the internal and external business environments (less than 70% of the students)</p> | <p>Overall the students were able to identify the tools used for analysis of internal and external business environments of a company but still struggled with comprehensive and in-depth analysis.</p> | <p>Internal and external business environment analysis should be introduced in prerequisites such as Microeconomics or Principles of Management</p> | <div data-bbox="1430 492 1913 1179" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Strategic management QT302DE01</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Semester</th> <th>Identify appropriate tools (%)</th> <th>Perform internal and external analysis (%)</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>85</td> <td>65</td> </tr> <tr> <td>14.2A</td> <td>90</td> <td>70</td> </tr> <tr> <td>15.1A</td> <td>95</td> <td>80</td> </tr> <tr> <td>15.2A</td> <td>90</td> <td>70</td> </tr> <tr> <td>16.1A</td> <td>95</td> <td>80</td> </tr> </tbody> </table> <p style="text-align: center;">Semester</p> <p style="font-size: small;"> ■ Identify appropriate tools ■ Perform internal and external analysis </p> </div> | Semester | Identify appropriate tools (%) | Perform internal and external analysis (%) | 14.1A | 85 | 65 | 14.2A | 90 | 70 | 15.1A | 95 | 80 | 15.2A | 90 | 70 | 16.1A | 95 | 80 |
| Semester | Identify appropriate tools (%) | Perform internal and external analysis (%) | | | | | | | | | | | | | | | | | | | | | |
| 14.1A | 85 | 65 | | | | | | | | | | | | | | | | | | | | | |
| 14.2A | 90 | 70 | | | | | | | | | | | | | | | | | | | | | |
| 15.1A | 95 | 80 | | | | | | | | | | | | | | | | | | | | | |
| 15.2A | 90 | 70 | | | | | | | | | | | | | | | | | | | | | |
| 16.1A | 95 | 80 | | | | | | | | | | | | | | | | | | | | | |

Graduating students are able to demonstrate principles of management functions including planning, organizing, leading, and controlling.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|--|--|---|---|--|---|----------|---|---|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to demonstrate principles of management functions including planning, organizing, leading, controlling by identifying management issues in the organization (85% of students) and providing solutions for the functions of management (80% of students)</p> | <p>1 question with two criteria is designed for the final exam of QT106DV01. A rubric is used to score students' work.</p> | <p>The students are able to identify management issues (88% of the students during 3 semesters on average) but performed a little bit worse on giving solutions by using the functions of management (71% of the students during 3 semesters on average).</p> | <p>Overall the students were able to identify management issues in the company well but still struggled with how to provide good solutions by using the functions of management such as planning, organizing, leading and controlling</p> | <p>More time in the class for group discussion to solve the case problems. Guide students clearly on standards to analyze cases.</p> | <p style="text-align: center;">Principles of Management QT106DV01</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Principles of Management QT106DV01</caption> <thead> <tr> <th>Semester</th> <th>Identify management issues in the org (%)</th> <th>Give solutions by using the functions of management (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>83</td> <td>67</td> </tr> <tr> <td>15.1A</td> <td>87</td> <td>70</td> </tr> <tr> <td>15.2A</td> <td>93</td> <td>76</td> </tr> </tbody> </table> | Semester | Identify management issues in the org (%) | Give solutions by using the functions of management (%) | 14.2A | 83 | 67 | 15.1A | 87 | 70 | 15.2A | 93 | 76 |
| Semester | Identify management issues in the org (%) | Give solutions by using the functions of management (%) | | | | | | | | | | | | | | | |
| 14.2A | 83 | 67 | | | | | | | | | | | | | | | |
| 15.1A | 87 | 70 | | | | | | | | | | | | | | | |
| 15.2A | 93 | 76 | | | | | | | | | | | | | | | |

Graduating students are able to apply sound ethical principles to the wide range of problems encountered by management.

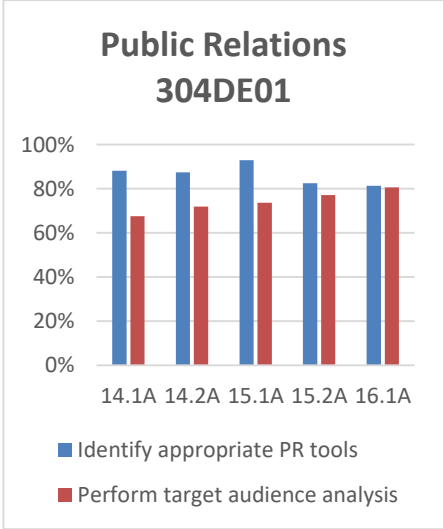
| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|---|----------|--------------------------------|-----------------------------------|-------|----|----|-------|----|----|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to apply sound ethical principles to the wide range of problems by identifying ethical situations (95% of students) and describe ethical perspectives (85% of students)</p> | <p>1 question with two criteria is designed for the final exam of QT104DV01. A rubric is used to score students' work.</p> | <p>The students are able to identify ethical situations (84% of the students during 5 semesters on average) but performed a little bit worse on describing ethical perspectives (69% of the students during 5 semesters on average).</p> | <p>Overall the trends are up and stable. The students were able to identify well ethical situations in the organization but performed a little less well on describing ethical perspectives.</p> | <p>Students' performance is to be monitored. If the trends are stably positive, the students should be tested on developing solutions consistent with their ethical perspective.</p> | <p>Business Ethics QT106DV01</p> <table border="1"> <caption>Data for Business Ethics QT106DV01</caption> <thead> <tr> <th>Semester</th> <th>Identify ethical situation (%)</th> <th>Describe ethical perspectives (%)</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>75</td> <td>65</td> </tr> <tr> <td>14.2A</td> <td>82</td> <td>66</td> </tr> <tr> <td>15.1A</td> <td>83</td> <td>70</td> </tr> <tr> <td>15.2A</td> <td>84</td> <td>71</td> </tr> <tr> <td>16.1A</td> <td>86</td> <td>72</td> </tr> </tbody> </table> | Semester | Identify ethical situation (%) | Describe ethical perspectives (%) | 14.1A | 75 | 65 | 14.2A | 82 | 66 | 15.1A | 83 | 70 | 15.2A | 84 | 71 | 16.1A | 86 | 72 |
| Semester | Identify ethical situation (%) | Describe ethical perspectives (%) | | | | | | | | | | | | | | | | | | | | | |
| 14.1A | 75 | 65 | | | | | | | | | | | | | | | | | | | | | |
| 14.2A | 82 | 66 | | | | | | | | | | | | | | | | | | | | | |
| 15.1A | 83 | 70 | | | | | | | | | | | | | | | | | | | | | |
| 15.2A | 84 | 71 | | | | | | | | | | | | | | | | | | | | | |
| 16.1A | 86 | 72 | | | | | | | | | | | | | | | | | | | | | |

Graduating students are able to apply to assess, prepare, and present business plans.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | | |
|---|--|--|--|---|---|----------|--|--|---|-------|----|----|----|-------|----|----|----|-------|----|----|----|
| Students will be able to assess, prepare, and present business plans on three aspects: Market Analysis, Products & Services, and Financial Plan (50% of the students) | 3 items are designed for the final report of Business Plan Project 2 (QT301DV02). A rubric is used to score students' group performance. | The students met the expectations for assessing, preparing, and presenting market analysis (59% of the students during 3 semesters on average), products & services (64% on average), financial plan (62% average) | Overall the students were able to assess, prepare, and present business plans. | Expose students early in the freshman and sophomore to cash flows and financial plan they will learn for formulation of a business plan | <p style="text-align: center;">Business Plan Project 2 (QT301DV01)</p> <p>The bar chart displays the percentage of students who successfully assessed, prepared, and presented each component of a business plan across three semesters. The Y-axis represents the percentage from 0% to 80%. The X-axis lists the semesters: 14.1A, 14.2A, and 15.2A. For each semester, three bars represent: Market Analysis (blue), Products & Services (red), and Financial Plan (green).</p> <table border="1"> <caption>Business Plan Project 2 (QT301DV01) Performance Data</caption> <thead> <tr> <th>Semester</th> <th>Assess, prepare, and present market analysis (%)</th> <th>Assess, prepare, and present products & services (%)</th> <th>Assess, prepare, and present financial plan (%)</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>50</td> <td>65</td> <td>65</td> </tr> <tr> <td>14.2A</td> <td>70</td> <td>65</td> <td>60</td> </tr> <tr> <td>15.2A</td> <td>55</td> <td>60</td> <td>60</td> </tr> </tbody> </table> | Semester | Assess, prepare, and present market analysis (%) | Assess, prepare, and present products & services (%) | Assess, prepare, and present financial plan (%) | 14.1A | 50 | 65 | 65 | 14.2A | 70 | 65 | 60 | 15.2A | 55 | 60 | 60 |
| Semester | Assess, prepare, and present market analysis (%) | Assess, prepare, and present products & services (%) | Assess, prepare, and present financial plan (%) | | | | | | | | | | | | | | | | | | |
| 14.1A | 50 | 65 | 65 | | | | | | | | | | | | | | | | | | |
| 14.2A | 70 | 65 | 60 | | | | | | | | | | | | | | | | | | |
| 15.2A | 55 | 60 | 60 | | | | | | | | | | | | | | | | | | |

Learning Outcomes for Marketing Major

Graduating students will demonstrate their mastery of multi-channel communication including oral, written and audio/visual.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|---|----------|-----------------------------------|--------------------------------------|-------|----|----|-------|----|----|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to demonstrate their mastery of multi-channel communication including oral, written and audio/visual. (85% of students)</p> | <p>1 question with two criteria is designed for the final exam of MAR304DE01. A rubric is used to score students' work.</p> | <p>The students nearly met the expectations for identifying appropriate tools for PR (more than 80% of the students) but performed worse for analysis of the target audiences (less than 70% of the students).</p> | <p>Overall the students were able to identify the tools used for making a PR plan of a company but still struggled with comprehensive and in-depth analysis of the target audiences.</p> | <p>Review segmentation and positioning techniques in PR. More case studies may help students understand different publics in PR.</p> |  <table border="1"> <caption>Public Relations 304DE01 Performance Data</caption> <thead> <tr> <th>Category</th> <th>Identify appropriate PR tools (%)</th> <th>Perform target audience analysis (%)</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>88</td> <td>68</td> </tr> <tr> <td>14.2A</td> <td>88</td> <td>72</td> </tr> <tr> <td>15.1A</td> <td>92</td> <td>74</td> </tr> <tr> <td>15.2A</td> <td>82</td> <td>78</td> </tr> <tr> <td>16.1A</td> <td>80</td> <td>80</td> </tr> </tbody> </table> | Category | Identify appropriate PR tools (%) | Perform target audience analysis (%) | 14.1A | 88 | 68 | 14.2A | 88 | 72 | 15.1A | 92 | 74 | 15.2A | 82 | 78 | 16.1A | 80 | 80 |
| Category | Identify appropriate PR tools (%) | Perform target audience analysis (%) | | | | | | | | | | | | | | | | | | | | | |
| 14.1A | 88 | 68 | | | | | | | | | | | | | | | | | | | | | |
| 14.2A | 88 | 72 | | | | | | | | | | | | | | | | | | | | | |
| 15.1A | 92 | 74 | | | | | | | | | | | | | | | | | | | | | |
| 15.2A | 82 | 78 | | | | | | | | | | | | | | | | | | | | | |
| 16.1A | 80 | 80 | | | | | | | | | | | | | | | | | | | | | |

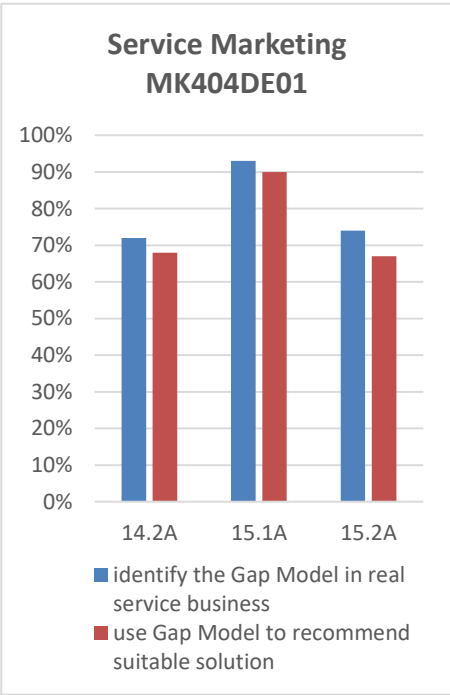
Graduating students demonstrate an ability to apply marketing research methods through their course work as well as in hands-on projects.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|--|--|--|---|---|----------|--|---------------------------|-------|------|------|-------|------|------|-------|------|------|
| <p>Students will be able to demonstrate an ability to apply marketing research methods by identifying appropriate methods to collect data (78.3% of students) and calculating the sample size (77.7% of students)</p> | <p>1 question with two criteria is designed for the final exam of MK208DV01. A rubric is used to score students' work.</p> | <p>The students did not meet the expectations for identifying appropriate methods to collect data and calculating the sample size.</p> | <p>Overall the trend is down for identifying the methods to collect data. The trend for calculating the sample size of the research is unstable.</p> | <p>More data should be collected to decide what to do next. Consider ways to help students choose right method for data collection.</p> | <div style="text-align: center;"> <p>Marketing Research MK208DV01</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Marketing Research Performance Data</caption> <thead> <tr> <th>Category</th> <th>Identify appropriate methods to collect data (%)</th> <th>Calculate sample size (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>80.3</td> <td>80.1</td> </tr> <tr> <td>15.1A</td> <td>76.8</td> <td>76.7</td> </tr> <tr> <td>15.2A</td> <td>77.7</td> <td>75.8</td> </tr> </tbody> </table> </div> | Category | Identify appropriate methods to collect data (%) | Calculate sample size (%) | 14.2A | 80.3 | 80.1 | 15.1A | 76.8 | 76.7 | 15.2A | 77.7 | 75.8 |
| Category | Identify appropriate methods to collect data (%) | Calculate sample size (%) | | | | | | | | | | | | | | | |
| 14.2A | 80.3 | 80.1 | | | | | | | | | | | | | | | |
| 15.1A | 76.8 | 76.7 | | | | | | | | | | | | | | | |
| 15.2A | 77.7 | 75.8 | | | | | | | | | | | | | | | |

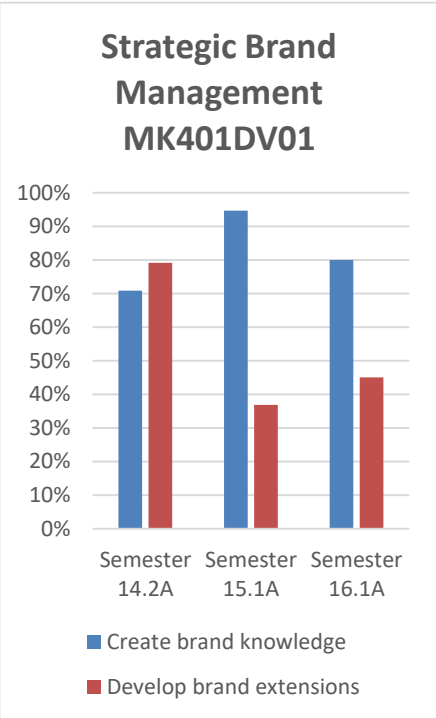
Graduating students will demonstrate a thorough understanding of behavioral theories as they apply to consumers and be able to apply these theories to real-world, hands-on situations.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|--|--|--|--|---|----------|---|--|-------|------|------|-------|------|------|-------|------|------|
| <p>Students will demonstrate a thorough understanding of behavioral theories (75% of student) as they apply to consumers and be able to apply these theories to real-world, hands-on situations. (75% of student)</p> | <p>20 multiple choice questions are designed to test students' understanding of behavioral theories and a case is designed in the final exam of MK202DV01 to test students' application of theory to practice. A rubric is used to score the case analysis</p> | <p>The students nearly met the expectations for understanding many of behavioral theories (more than 75% of the students) but performed unstably on applying these theories to the practice (less than 80% of the students).</p> | <p>Most of the students demonstrate a good understanding of theoretical models of behavior as function of attitude, factors affecting buying behavior, however, a percentage of them still cannot apply the knowledge of theory into the practice.</p> | <p>Encourage more active learning. Encourage students to conduct customer attitude surveys, participate in many contests, and analyze cases.</p> | <div data-bbox="1409 500 1854 1170"> <p style="text-align: center;">Consumer Behavior MK202DV01</p> <table border="1"> <caption>Consumer Behavior MK202DV01 Performance Data</caption> <thead> <tr> <th>Semester</th> <th>Remember and analysis the behavioral theories (%)</th> <th>Apply these theories to real-world (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>~77%</td> <td>~84%</td> </tr> <tr> <td>15.1A</td> <td>~87%</td> <td>~89%</td> </tr> <tr> <td>15.2A</td> <td>~89%</td> <td>~90%</td> </tr> </tbody> </table> </div> | Semester | Remember and analysis the behavioral theories (%) | Apply these theories to real-world (%) | 14.2A | ~77% | ~84% | 15.1A | ~87% | ~89% | 15.2A | ~89% | ~90% |
| Semester | Remember and analysis the behavioral theories (%) | Apply these theories to real-world (%) | | | | | | | | | | | | | | | |
| 14.2A | ~77% | ~84% | | | | | | | | | | | | | | | |
| 15.1A | ~87% | ~89% | | | | | | | | | | | | | | | |
| 15.2A | ~89% | ~90% | | | | | | | | | | | | | | | |

Graduating students are able to identify and analyze marketing problems or opportunities facing an organization.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|---|---|---|--|---|----------|---|--|-------|-----|-----|-------|-----|-----|-------|-----|-----|
| <p>Students will be able to identify (70% of the students), analyze and solve (70% of the students) marketing problems with the Gap Model in a real business in service sector.</p> | <p>1 question with two criteria are designed for the final exam of MK404DE01. A rubric is used to score students' work.</p> | <p>The students nearly met the expectations for identifying an appropriate Gap Model for service business (more than 70% of the students) but did not meet the expectations for analysis of the service business to recommend solutions closing customer gap (less than 70% of the students).</p> | <p>Overall the students were able to suggest the solutions used for closing the customer gap of a company in service sector if they could identify how to use the Gap Model in a real service business.</p> | <p>Include more problem solving relating to the gap model in real service businesses. Take into account different levels of students' ability.</p> |  <table border="1"> <caption>Service Marketing MK404DE01</caption> <thead> <tr> <th>Category</th> <th>Identify the Gap Model in real service business (%)</th> <th>Use Gap Model to recommend suitable solution (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>72%</td> <td>68%</td> </tr> <tr> <td>15.1A</td> <td>93%</td> <td>90%</td> </tr> <tr> <td>15.2A</td> <td>74%</td> <td>67%</td> </tr> </tbody> </table> | Category | Identify the Gap Model in real service business (%) | Use Gap Model to recommend suitable solution (%) | 14.2A | 72% | 68% | 15.1A | 93% | 90% | 15.2A | 74% | 67% |
| Category | Identify the Gap Model in real service business (%) | Use Gap Model to recommend suitable solution (%) | | | | | | | | | | | | | | | |
| 14.2A | 72% | 68% | | | | | | | | | | | | | | | |
| 15.1A | 93% | 90% | | | | | | | | | | | | | | | |
| 15.2A | 74% | 67% | | | | | | | | | | | | | | | |

Graduating students will demonstrate through hands-on application the key duties and responsibilities that come with managing the marketing process and creating value for the organization and all stakeholders.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|--|--|---|--|--|--|----------|----------------------------|------------------------------|----------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| <p>Students will demonstrate this competency through the creation of brand knowledge (<i>Describe the mental map, identify core brand value, extract brand mantra</i>) (85% of students) and their application ability (<i>develop possible brand extension</i>) (70% of students)</p> | <p>1 case study (case number 2) with two criteria is designed for the final exam of MK401DV01. A rubric is used to score students' work.</p> | <p>The students nearly met the expectations for creating brand knowledge (more than 86% of the students) but performed worse for developing brand extensions (less than 53% of the students).</p> | <p>Overall the students were able to describe the mental map, identify core brand value, extract brand mantra of a brand but still struggled with applying the acquired knowledge to develop the brand extensions.</p> | <p>Spend more time on real-life applications. Apply concepts to developing brand extensions for the companies.</p> |  <p>The bar chart displays the percentage of students who successfully completed two tasks: 'Create brand knowledge' (blue bars) and 'Develop brand extensions' (red bars) across three semesters. The y-axis represents the percentage from 0% to 100% in 10% increments. The x-axis lists the semesters: 14.2A, 15.1A, and 16.1A. In 14.2A, 70% of students created brand knowledge and 78% developed brand extensions. In 15.1A, 93% created brand knowledge and 36% developed brand extensions. In 16.1A, 80% created brand knowledge and 44% developed brand extensions.</p> <table border="1"> <caption>Strategic Brand Management MK401DV01 Performance Data</caption> <thead> <tr> <th>Semester</th> <th>Create brand knowledge (%)</th> <th>Develop brand extensions (%)</th> </tr> </thead> <tbody> <tr> <td>Semester 14.2A</td> <td>70%</td> <td>78%</td> </tr> <tr> <td>Semester 15.1A</td> <td>93%</td> <td>36%</td> </tr> <tr> <td>Semester 16.1A</td> <td>80%</td> <td>44%</td> </tr> </tbody> </table> | Semester | Create brand knowledge (%) | Develop brand extensions (%) | Semester 14.2A | 70% | 78% | Semester 15.1A | 93% | 36% | Semester 16.1A | 80% | 44% |
| Semester | Create brand knowledge (%) | Develop brand extensions (%) | | | | | | | | | | | | | | | |
| Semester 14.2A | 70% | 78% | | | | | | | | | | | | | | | |
| Semester 15.1A | 93% | 36% | | | | | | | | | | | | | | | |
| Semester 16.1A | 80% | 44% | | | | | | | | | | | | | | | |

Graduating students will be able to analyze and integrate evolving technology tools and apply them to marketing problems.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|--|---|---|---|--|--|----------|---|--|-------|----|----|-------|----|-----|-------|----|----|
| <p>Students will be able to analyze and integrate evolving technology tools and apply them to marketing problems by identifying appropriate tools with SEM (85% of students) and identifying appropriate tools with Social Media Marketing (90% of students)</p> | <p>1 question with two criteria is designed for the final exam of MK311DV01 rubric is used to score students' work.</p> | <p>The students nearly met the expectations for identifying appropriate tools for search engine by Google (84% of students) and tools for SMM with some social media sites such as Facebook, Youtube, etc. (91% of the students).</p> | <p>The trends are up and stable. Most students are able to apply technology tools to marketing problems</p> | <p>No special action is required. More data are needed to determine any improvement to make.</p> | <div data-bbox="1480 462 1871 1063"> <p>E-Marketing MK311DV01</p> <table border="1"> <caption>E-Marketing MK311DV01 Performance Data</caption> <thead> <tr> <th>Category</th> <th>Identify appropriate tools with SEM (%)</th> <th>Identify appropriate tools with Social Media Marketing (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>65</td> <td>80</td> </tr> <tr> <td>15.1A</td> <td>98</td> <td>100</td> </tr> <tr> <td>15.2A</td> <td>90</td> <td>95</td> </tr> </tbody> </table> </div> | Category | Identify appropriate tools with SEM (%) | Identify appropriate tools with Social Media Marketing (%) | 14.2A | 65 | 80 | 15.1A | 98 | 100 | 15.2A | 90 | 95 |
| Category | Identify appropriate tools with SEM (%) | Identify appropriate tools with Social Media Marketing (%) | | | | | | | | | | | | | | | |
| 14.2A | 65 | 80 | | | | | | | | | | | | | | | |
| 15.1A | 98 | 100 | | | | | | | | | | | | | | | |
| 15.2A | 90 | 95 | | | | | | | | | | | | | | | |

Learning Outcomes for Human Resource Management Major

Graduating students are able to develop recruitment, selection and retention programs and effective training and development programs.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|--|---|---|---|---|----------|-------------------------------------|--------------------------------|-------|----|----|-------|----|---|-------|----|----|
| Students will be able to develop recruitment programs (60% of students) and conduct staff selection (50% of students) | 2 question with two criteria are designed for the final exam of QT303DE01. A rubric is used to score students' work. | Less than 60% of the students can develop recruitment programs and less than 20% of the students can conduct staff selection. | Although students performed the development of recruitment programs a little better, the results from the three semesters show that they are weak at both competencies. | More real-life and hands-on practices for students to apply the tools and methods of recruitment and development. | <p>RECRUITMENT AND DEVELOPMENT NS303DE01</p> <table border="1"> <caption>Data for Recruitment and Development Trends</caption> <thead> <tr> <th>Semester</th> <th>Developing recruitment programs (%)</th> <th>Conducting staff selection (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>58</td> <td>18</td> </tr> <tr> <td>15.1A</td> <td>55</td> <td>8</td> </tr> <tr> <td>15.2A</td> <td>56</td> <td>15</td> </tr> </tbody> </table> | Semester | Developing recruitment programs (%) | Conducting staff selection (%) | 14.2A | 58 | 18 | 15.1A | 55 | 8 | 15.2A | 56 | 15 |
| Semester | Developing recruitment programs (%) | Conducting staff selection (%) | | | | | | | | | | | | | | | |
| 14.2A | 58 | 18 | | | | | | | | | | | | | | | |
| 15.1A | 55 | 8 | | | | | | | | | | | | | | | |
| 15.2A | 56 | 15 | | | | | | | | | | | | | | | |

Graduating students are able to describe and analyse HRM processes and recommend improvements for processes within the HR function.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|--|---|--|--|---|----------|---|--|-------|-----|----|-------|----|----|-------|-----|----|
| <p>Students are able to describe and analyse HRM processes and recommend improvements for processes within the HR function.</p> | <p>Two criteria are designed for NS204DV01.</p> <ol style="list-style-type: none"> 1. Collecting forms, documents, and policies in recruitment and selection process; 2. Identifying problems related to that process and recommending improvement in a final report. <p>A rubric is used to score students' work.</p> | <ul style="list-style-type: none"> • Students are able to collect forms and policies in HRM process (94% achieving and exceeding performance) • For the 2nd criteria, they are not clear as to the standards used to evaluate an HRM process, so cannot make relevant recommendations. | <p>Overall the students are able to collect documents analysis of an HRM process of a company. However they still lack skills and practice of comprehensive and in-depth analysis.</p> | <p>Include clear standards and criteria to evaluate an HRM processes for students.</p> | <div data-bbox="1451 521 1871 1227"> <p>HRM Process Analysis Project NS204DV01</p> <table border="1"> <caption>HRM Process Analysis Data</caption> <thead> <tr> <th>Category</th> <th>Collect recruitment and selection process (%)</th> <th>Identify problems related to HRM process (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>100</td> <td>75</td> </tr> <tr> <td>15.1A</td> <td>88</td> <td>38</td> </tr> <tr> <td>15.2A</td> <td>100</td> <td>62</td> </tr> </tbody> </table> </div> | Category | Collect recruitment and selection process (%) | Identify problems related to HRM process (%) | 14.2A | 100 | 75 | 15.1A | 88 | 38 | 15.2A | 100 | 62 |
| Category | Collect recruitment and selection process (%) | Identify problems related to HRM process (%) | | | | | | | | | | | | | | | |
| 14.2A | 100 | 75 | | | | | | | | | | | | | | | |
| 15.1A | 88 | 38 | | | | | | | | | | | | | | | |
| 15.2A | 100 | 62 | | | | | | | | | | | | | | | |

Graduating students are able analyze organizational behavioural issues in the context of organizational behavior theories, models and concepts.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | |
|---|--|---|---|--|---|----------|-------------------------------------|--|-------|----|----|-------|----|----|-------|----|----|
| <p>Students will be able to identifies/explains organization or employee behaviors (95% of students) and determine problems and suggest solution(s) to organization or employee behavior (85% of students).</p> | <p>2-3 questions are designed for the final exam of Organizational Behavior (NS206DE01). A rubric is used to score students' work.</p> | <p>The students met the expectations for determining problems and suggesting solution(s) to organization behavior (more than 85% of the students) but performed worse for identifying or explaining organization or employee behaviors (81% of the students).</p> | <p>Overall the students were able determine problems and suggesting solution(s) to organization behavior but still struggled with identifying or explaining organizational or employee behavior. The reasons may be that some questions given to test this outcome are in an argumentative form with which they are not familiar.</p> | <p>Include more case studies and hands on role-playing</p> | <div data-bbox="1480 527 1843 1226"> <p style="text-align: center;">Organizational Behavior NS206DE01</p> <table border="1"> <caption>Organizational Behavior NS206DE01 Performance Data</caption> <thead> <tr> <th>Category</th> <th>Identifies org./empl. behaviors (%)</th> <th>Determine problems & suggest solution(s) to org. (%)</th> </tr> </thead> <tbody> <tr> <td>14.2A</td> <td>60</td> <td>70</td> </tr> <tr> <td>15.1A</td> <td>80</td> <td>85</td> </tr> <tr> <td>15.2A</td> <td>80</td> <td>85</td> </tr> </tbody> </table> </div> | Category | Identifies org./empl. behaviors (%) | Determine problems & suggest solution(s) to org. (%) | 14.2A | 60 | 70 | 15.1A | 80 | 85 | 15.2A | 80 | 85 |
| Category | Identifies org./empl. behaviors (%) | Determine problems & suggest solution(s) to org. (%) | | | | | | | | | | | | | | | |
| 14.2A | 60 | 70 | | | | | | | | | | | | | | | |
| 15.1A | 80 | 85 | | | | | | | | | | | | | | | |
| 15.2A | 80 | 85 | | | | | | | | | | | | | | | |

Graduating students are able to demonstrate effective impression management skills including resume writing skills, verbal communication skills, effective interviewing skills, and business etiquette.

| Learning outcome and performance standard | Measurement instrument | Current Results | Analysis of Results | Action Taken or Improvement made | Graphs of resulting trends | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|---|--|----------|---------------------------------------|---|---|-------|-----|-----|----|-------|-----|-----|----|-------|-----|-----|----|-------|-----|----|---|
| <p>Student will demonstrate effective impression management skills including resume writing skills (90% students), effective interviewing skills (90% students), and business etiquette (90%)</p> | <p>3 criteria are designed for "mock interview" score in final exam of NS401DV01. A rubric is used to score students' work.</p> | <p>The students nearly met the requirements for interviewee's manner, understand job description of their career. However they found it difficult to answer basic questions in a job interview (32% students). In addition, 5% of the students don't know what advanced skills are required in their career.</p> | <p>Overall the students were able to identify the expectations required for their future career.</p> | <p>Encourage student to visit career workshops regularly organized by university student organizations and clubs as well as participation in service learning projects.</p> | <p style="text-align: center;">CAREER MANAGEMENT NS401DV01</p> <table border="1"> <caption>Performance Trends Data</caption> <thead> <tr> <th>Category</th> <th>Adopt interviewee's proper manner (%)</th> <th>Answer basic questions in interview (%)</th> <th>Answer challenging questions in interview (%)</th> </tr> </thead> <tbody> <tr> <td>14.1A</td> <td>100</td> <td>100</td> <td>90</td> </tr> <tr> <td>14.2A</td> <td>100</td> <td>100</td> <td>88</td> </tr> <tr> <td>15.1A</td> <td>100</td> <td>100</td> <td>70</td> </tr> <tr> <td>15.2A</td> <td>100</td> <td>32</td> <td>5</td> </tr> </tbody> </table> | Category | Adopt interviewee's proper manner (%) | Answer basic questions in interview (%) | Answer challenging questions in interview (%) | 14.1A | 100 | 100 | 90 | 14.2A | 100 | 100 | 88 | 15.1A | 100 | 100 | 70 | 15.2A | 100 | 32 | 5 |
| Category | Adopt interviewee's proper manner (%) | Answer basic questions in interview (%) | Answer challenging questions in interview (%) | | | | | | | | | | | | | | | | | | | | | | |
| 14.1A | 100 | 100 | 90 | | | | | | | | | | | | | | | | | | | | | | |
| 14.2A | 100 | 100 | 88 | | | | | | | | | | | | | | | | | | | | | | |
| 15.1A | 100 | 100 | 70 | | | | | | | | | | | | | | | | | | | | | | |
| 15.2A | 100 | 32 | 5 | | | | | | | | | | | | | | | | | | | | | | |