# Report of Student Learning and Achievement
## Concordia University Irvine
## School of Business and Economics – Zhejiang Financial College Program

| **For Academic Year:** | 2023-2024 |
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| **School of Business and Economics Mission** |
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| **Zhejiang Financial College Program Purpose** |
| **The School of Business and Economics** seeks opportunities to extend the Christian educational mission of the university by providing learning opportunities to traditional undergraduate and graduate students. |

| **Program Learning Outcomes (PLOs)** |
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| 1. The ability to explain the major concepts in the functional areas of accounting, marketing, finance and management. |
| 2. The ability to evaluate the legal, social, and economic environments of business. |
| 3. The ability to describe the global environment of business. |
| 4. The ability to describe and explain the ethical obligations and responsibilities of business. |
| 5. The ability to apply decision-support tools to business decision making. |
| 6. The ability to construct and present effective oral and written forms of professional communication. |
| 7. The ability to apply knowledge of business concepts and functions in an integrated manner. |

| Program Assessment Overview<br>Aligns with ULO: Quantitative Reasoning | | | |
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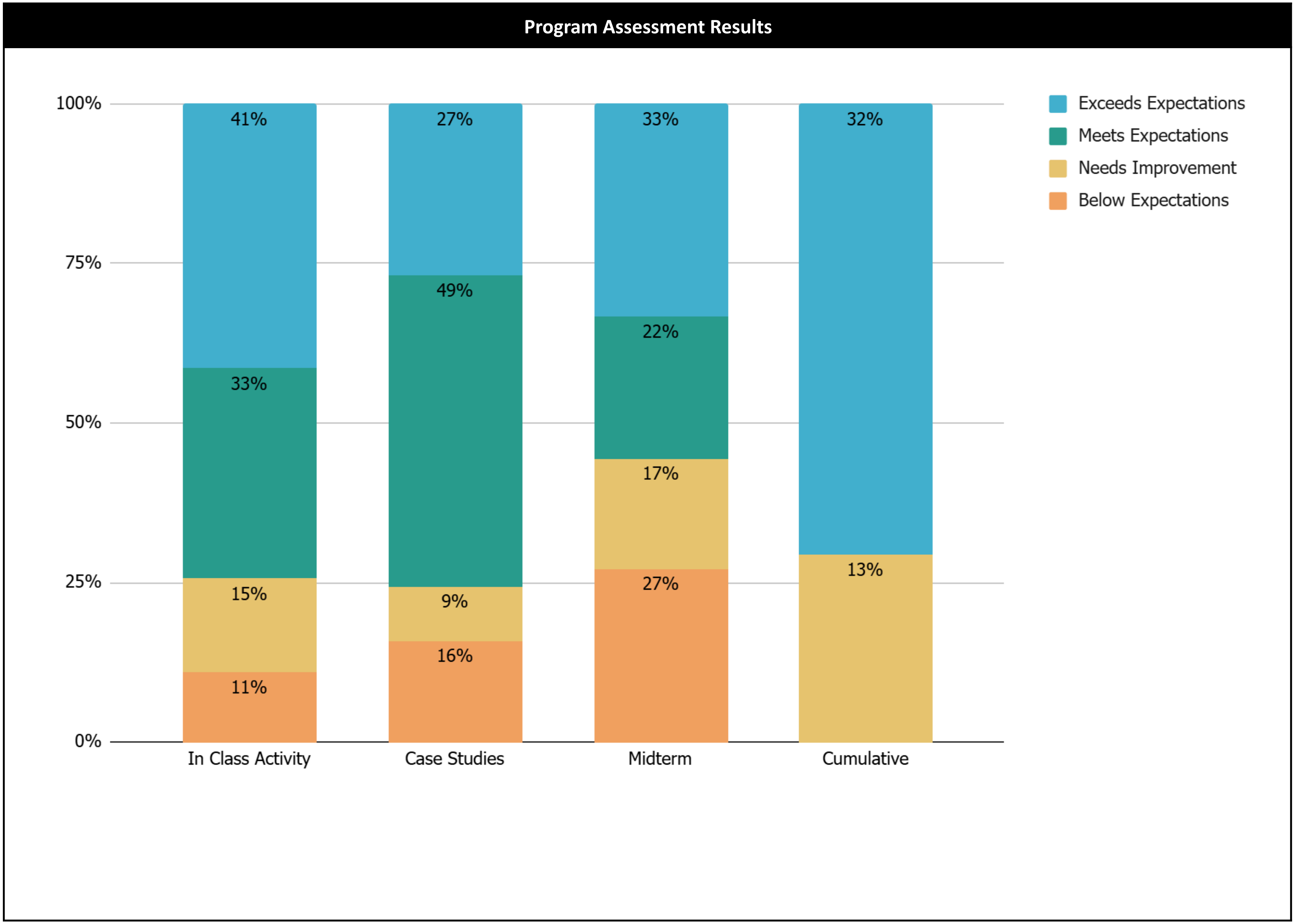
| **PLOs Assessed** | **Evidence and Assessment Instrument** | **Performance Objectives (Targets/Criteria) Measures:** | **Results for Measures of Student Learning:** |
| PLO-2 The ability to evaluate the legal, social, and economic environments of business | MGT 321 – Strategic Management<br>1. In Class Activity<br>2. Case Studies<br>3. PEST Survey (not graded)<br>3. Midterm | 75% of students will score a C or better on these assessments. | When all the students and assessments were combined, 68% of the students scored a C or better. |


Program Assessment Results
100%
75%
50%
25%
0%
41%
33%
15%
11%
27%
49%
9%
16%
33%
22%
17%
27%
32%
13%
In Class Activity
Case Studies
Midterm
Cumulative
Exceeds Expectations
Meets Expectations
Needs Improvement
Below Expectations

| Summary of Program Assessment Findings |
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| The percentage of assignments that met the expected standard were as follows: In-Class activity 61%, the case studies 62%, and the midterm 45%. Cumulatively, 68% of all students over all three assessments met or exceeded the standard. One result showed that Chinese students typically need help with the short answer format. For example, some students did not complete the short answer section. The area for writing the short answers remained completely blank while other students provided insightful answers. Answers varied from stating an economic factor when prompted for a legal or social factor. Additionally, another segment of students could list economic, legal, and social factors but couldn't explain why those factors were important. Overall, students certainly would benefit from more practice problems, although time is limited for the PEST portion of the class. Students became increasingly engaged when the dynamic of buying oil for a Chinese company from Brazil was introduced. In class, they showed a good understanding of the relationship between interest rates and purchasing power. Moreover, they exhibited a thorough understanding of how exchange rates can impact trade as well as other economies around the world, influencing the supply and demand for oil. |

| Summary of Achievement Outcomes<br>Aligns with ULO: Quantitative Reasoning | | |
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| **2023-2024 PLO Assessed** | **Student Evidence:<br>MGT 321 – Strategic Management<br>1. In Class Activity<br>2. Case Studies<br>3. PEST Survey (not graded)<br>3. Midterm** | **Student Evidence:<br>N/A** |
| **Criterion Measured** | **Performance Target Was…** | **Performance Target Was…** |
| In-Class Activity | Not Met | |
| Case Studies | Not Met | |
| Midterm | Not Met | |
| Cumulative | Not Met | |

| Program Proposed Course of Action for Improvement in Learning Outcomes |
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| More time can be spent on developing prompts and examples originating in China, and more time could be spent on practice questions to help students become more familiar with some factors that ostensibly could be places in two categories such as minimum wage or GDP growth resulting from social factors. Implementation of the plan will be done in the next offering of MGT 321 at ZFC, which remains unscheduled at this time. |