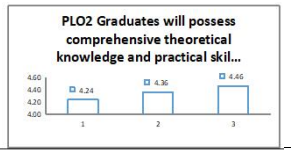
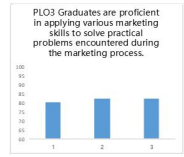
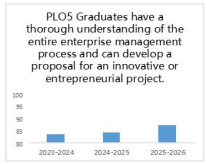
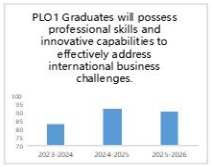
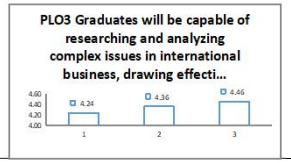
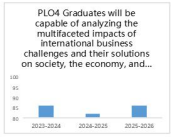
# Table 4.1 - Standard 4 Student Learning Assessment

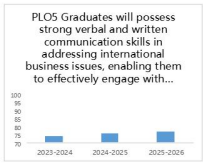
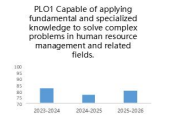
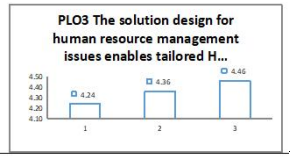
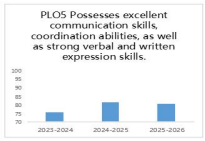
**Use this table to supply data for Criterion 4.1.**

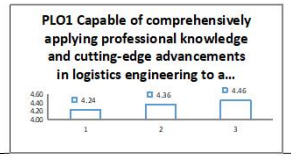
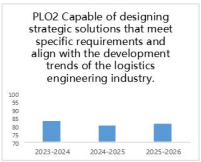
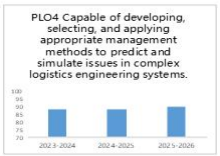
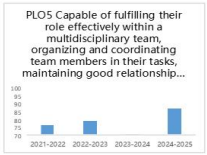
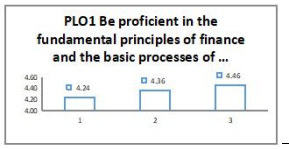
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| **Performance Indicator** | **You must provide minimum 2-3 assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results for each program.** |
| | **Delete examples after entering your data** |
| **1. Student Learning Results** | A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two:<br>**Direct** - Assessing student performance by examining samples of student work<br>**Indirect** - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.<br>**Formative** – An assessment conducted during the student's education.<br>**Summative** – An assessment conducted at the end of the student's education.<br>**Internal** – An assessment instrument that was developed within the business unit.<br>**External** – An assessment instrument that was developed outside the business unit.<br>**Comparative** – Compare results to external students using data from i.e. the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc. |

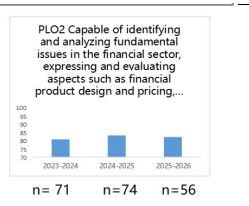
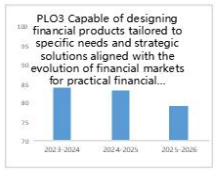
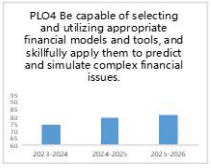
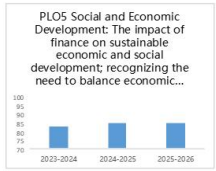
**Analysis of Results**

| Identified in Criterion 4.2 | Identified in Criterion 4.1 | Identified in Criterion 4.3 | | Identified in Criterion 4.4 | Identified in Criterion 4.3 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Approach | Deployment (Do not use course grades or GPA) | Results | Analysis of Results | Improvement Action Taken or Improvement made | Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = # | | | | | |
| Program Learning objectives SLO1, SLO2, etc. | What is your measurement instrument or process? | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | |
| Measurable Goals 80%, 5.5 or above, etc. | (Indicate type of instrument) direct, formative, internal, comparative | | | | | Data Point 1 (year or semester) | Data Point 2 (year or semester) | Data Point 3 (year or semester) | Data Point 4 (year or semester) | Data Point 5 (year or semester) |
| **Business Management** | | | | | | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
| PLO1 Graduates are capable of identifying a company's core challenges and developing corresponding solutions. Max score is 100, with a target of 80 | Direct, summarizing, and internal – "Business Management Consulting" – Business Management Consulting Report | 2025-2026 85 | To enhance students' capabilities in thematic analysis and presentation of practical projects, we have revised the project content and presentation formats for two key areas: enterprise management consulting team formation and strategic management consulting. The introduction of dedicated analytical sections effectively assesses students' mastery of management consulting knowledge, particularly their ability to conduct comprehensive project analyses. Feedback indicates that these adjustments to project requirements, enhanced application standards, and strengthened practical components have significantly improved students' hands-on implementation skills. | To enhance the effectiveness of enterprise management consulting practice projects, current requirements for student topic selection still define industry domains too broadly due to the absence of specific sectoral focus. This increases challenges in comparative analysis and evaluation during practical implementation. Moving forward, adopting a group-based approach could effectively integrate broad topic scope with standardized criteria, thereby improving the standardization and rigor of assessment processes for related practical activities. |  n=30 n=30 n=29 | - | - | 85 | 88 | 85 |
| PLO2 Graduates will possess comprehensive theoretical knowledge and practical skills in operational management, enabling them to excel in related professional roles. | Indirect, Summative, External — Employer Satisfaction Survey: Analysis Report on Employers' Satisfaction with Graduates' Practical Competencies | 2025-2026 4.46 | Data from the past three years indicate that the attitudinal dimension has consistently remained a significant strength, while deficiencies in hard skills have narrowed year by year and eventually surpassed the attitudinal dimension; this demonstrates that skill gaps can be addressed through curriculum optimization and training in real-world scenarios. However, when benchmarking against market standards over time, the pace of capability iteration must keep pace with the rate of industrial transformation. | We will strengthen hands-on training in real-world scenarios and project-driven teaching to overcome the two key shortcomings —job competency and practical operational skills—and elevate the complexity of full-process training for real-world business challenges by incorporating authentic corporate projects, thereby enhancing our problem-solving capabilities. In the next phase, we will focus on addressing the lagging area of "learning and self-improvement" by refining autonomous learning mechanisms, institutionalizing effective practices, and adhering to a closed-loop investigation process. |  | - | - | 4.24 | 4.36 | 4.46 |
| PLO3 Graduates are proficient in applying various marketing skills to solve practical problems encountered during the marketing process.Max score is 100, with a target of 80 | Direct, summarizing, and internal – "Marketing": Marketing Strategy Plan Report | 2025-2026 82 | The practical performance over three semesters demonstrates that students have thoroughly mastered fundamental operations across the entire questionnaire design and marketing planning process. They can skillfully apply various classic marketing theories to construct report frameworks, establish a solid business logic for research-driven planning, and their practical skills along with professional document-writing abilities have steadily improved throughout the semester. | To address the core issue of insufficient innovation among some students, subsequent improvements will be implemented through coordinated optimization across three dimensions: practical training, assessment orientation, and training scenarios. First, we will conduct real-world market-based training by assigning authentic merchant research tasks, guiding students to visit sites firsthand and collect primary data, thereby integrating consumer pain points identified through surveys into planning proposals and avoiding superficial content. Second, the classroom curriculum incorporates case studies and creative refinement sessions that compare homogeneous, low-quality proposals with distinctive innovative plans, encouraging students to break free from conventional templates and develop differentiated marketing strategies. Third, a phased practical guidance approach is implemented, providing step-by-step support from initial questionnaire drafts to complete planning documents, helping students systematically analyze market insights and enhance the depth of their reports. |  n=30 n=28 n=27 | - | - | 80 | 82 | 82 |
| PLO4 Graduates will master data-driven project management skills and be capable of efficiently managing projects using data analysis tools and methods.Max score is 100, with a target of 80 | Direct, summarizing, and internal – "Project Management" – Project Integration and Optimization Report | 2025-2026 89 | Observation of students' practical performance reveals that they can proficiently utilize fundamental project management tools (such as Gantt charts, network plans, and project management software), with stable assessment results that meet predetermined objectives. However, when dealing with integrated management and coordination across multiple project domains—particularly in balancing resource allocation and schedule compression—students demonstrate inadequate comprehensive decision-making capabilities. | To genuinely enhance comprehensive project management capabilities, the next step is to incorporate typical training scenarios such as resource conflicts and schedule delays into practical projects, thereby strengthening students' skills in integrated optimization under dynamic constraints. |  n=29 n=29 n=29 | - | - | 83 | 90 | 89 |

| | | | | | | | | | | |
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| PLO5 Graduates have a thorough understanding of the entire enterprise management process and can develop a proposal for an innovative or entrepreneurial project.Max score is 100, with a target of 80 | Direct, Summative, Internal — "Digital & Intelligent Enterprise Business Simulation Experiment" — Corporate Simulation Operation Summary | 2025-2026 87 | By observing students' practical performance, it was observed that there were significant differences in students' receptiveness to certain practical modules—such as financial management, procurement management, and advertising placement. Through measures including refining the delivery of key concepts and increasing the proportion of targeted guidance in practical sessions, students' academic performance showed steady improvement during the latter two semesters. Upon completion of the course, students' capabilities in areas such as scientific management and strategic thinking were effectively enhanced or stimulated. In addition, the attainment of this outcome is externally corroborated: in 2026, student teams won 3 provincial awards in the "Challenge Cup" competition, ranking first among private universities in Qingdao, further evidencing students' practical attainment in developing innovative or entrepreneurial project proposals. | In response to the challenges faced by some students in areas such as teamwork, adherence to operational standards, and completion of financial reports, the next phase of our plan includes intensifying specialized financial management coaching and optimizing group formation and collaborative teamwork mechanisms. For students who have achieved relatively low scores in the financial module of Project 2, we will design targeted training sessions and case analyses, with a particular focus on deepening their understanding of asset turnover logic, thereby ensuring that students with weaker foundational skills can enhance their capabilities. We will also refine group assignment strategies based on students' individual competencies, introduce additional team-building activities, and provide regular feedback on group performance. These measures aim to reduce communication barriers and ultimately enhance both teamwork and operational efficiency. In the next step, participation and training in innovation and entrepreneurship competitions will be incorporated into the formative assessment of this practical course to broaden student participation and promote learning through competitions, with the goal of achieving breakthroughs at the national level. |  | - | - | 84 | 84 | 87 |
| **International Business** | | | | | | | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
| PLO1 Graduates will possess professional skills and innovative capabilities to effectively address international business challenges.Max score is 100, with a target of 80. | Direct, summarizing, internal – "International Document Management" – Import and Export Documents | 2025-2026 90 | The scenario-based reporting requirements for the International Document Preparation Practical Project have been optimized and refined. Students work in groups to present their approaches on-site, building upon hands-on training in key foreign trade processes. The document preparation modules are detailed according to specific business scenarios, enabling students to master import/export document handling skills through practice exercises involving document preparation and review across various contexts. The training emphasizes the core principles of document consistency and document-to-invoice consistency, along with key aspects of letter of credit risk management, thereby enhancing students' practical proficiency in foreign trade document operations. Operational details have been strictly enhanced, with rigorous adherence to standard document format specifications. | To make the project more aligned with real-world work scenarios, enhance its on-site requirements and role classifications, thereby increasing its challenge level. |  | - | - | 83 | 91 | 90 |
| PLO2 Graduates will be able to optimize resources and develop strategic solutions aligned with the evolving landscape of international business.Max score is 100, with a target of 85. | Direct, summarizing, and internal – "International Trade Practice" – Comprehensive Operational Report on International Trade Practice | 2025-2026 92 | Observation of students' performance in the Comprehensive Practical Project on International Trade Practices reveals that they have mastered compliance-related operational skills such as letter of credit review, document preparation, customs declaration and inspection procedures, and cargo booking operations. Assessment results remain stable and meet predetermined objectives. However, a key weakness emerges when procurement delays or production constraints affect shipping schedules and letter of credit timelines: students often struggle to balance delivery requirements with cost considerations effectively. | The next phase will introduce additional contingencies such as procurement delays, sharp increases in freight costs, and shipping schedule changes, requiring students to restructure production schedules, transportation plans, and letter of credit modification arrangements within specified timelines, while providing clear cost-time trade-off analyses. This exercise guides students in identifying comprehensive optimal solutions amid conflicts, gradually fostering a habit of holistic decision-making and significantly enhancing their emergency response capabilities. |  | - | - | 93 | 89 | 92 |
| PLO3 Graduates will be capable of researching and analyzing complex issues in international business, drawing effective conclusions, and guiding practical applications. | Indirect, Summative, External — Employer Satisfaction Survey: Analysis Report on Employers' Satisfaction with Graduates' Practical Competencies | 2025-2026 4.46 | Data from the past three years indicate that the attitudinal dimension has consistently remained a significant strength, while deficiencies in hard skills have narrowed year by year and eventually surpassed the attitudinal dimension; this demonstrates that skill gaps can be addressed through curriculum optimization and training in real-world scenarios. However, when benchmarking against market standards over time, the pace of capability iteration must keep pace with the rate of industrial transformation. | We will strengthen hands-on training in real-world scenarios and project-driven teaching to overcome the two key shortcomings —job competency and practical operational skills—and elevate the complexity of full-process training for real-world business challenges by incorporating authentic corporate projects, thereby enhancing our problem-solving capabilities. In the next phase, we will focus on addressing the lagging area of "learning and self-improvement" by refining autonomous learning mechanisms, institutionalizing effective practices, and adhering to a closed-loop investigation process. |  | - | - | 4.24 | 4.36 | 4.46 |
| PLO4 Graduates will be capable of analyzing the multifaceted impacts of international business challenges and their solutions on society, the economy, and other dimensions, while understanding their societal responsibilities.Max score is 100, with a target of 80. | Direct, summarizing, and internal approach – "International Marketing": Strategic Planning Framework for International Marketing | 2025-2026 86 | The semester results demonstrate that most students have developed a preliminary comprehensive framework for international market development and can utilize analytical tools to complete fundamental tasks ranging from research to strategy design, confirming the effectiveness of practical teaching in enhancing hands-on skills. However, the score distribution also reveals underlying issues: low-scoring students exhibit limited adaptability when applying theoretical models to specific country contexts, demonstrate significantly weaker performance in handling uncertain variables compared to routine execution tasks, and some show markedly insufficient engagement, indicating that deep analysis of complex problems and dynamic adaptation capabilities remain widespread shortcomings. | The next phase should focus on establishing a seamless pathway from theoretical tools to practical application, with particular emphasis on enhancing data-driven decision-making capabilities and risk anticipation awareness. Specific actions include: conducting regular strategic simulations using real-world corporate cases; strengthening training in flexibly adjusting parameters of models such as PESTEL and SWOT under varying market conditions; proactively mastering data analysis tools and applying them to quantitative forecasting; incorporating risk simulation and alternative contingency plans into every solution design; and expanding expertise in emerging digital skills like cross-border e-commerce and social media marketing, ensuring that practical outcomes possess genuine applicability in real-world business environments. |  | - | - | 86 | 82 | 86 |

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| PLO5 Graduates will possess strong verbal and written communication skills in addressing international business issues, enabling them to effectively engage with industry peers and the general public within a cross-cultural context.Max score is 100, with a target of 75. | Direct, summarizing, and internal – "International Business English" – Practical Training Report on International Business English | 2025-2026 77 | This semester, the practical projects in the Business English course have been optimized and adjusted. Building upon the original four projects, modules were integrated and the progressive nature of the projects was enhanced. Special emphasis was placed on training to align project objectives with corporate goals, as well as establishing a systematic Work Breakdown Structure (WBS) framework, to help students gain a solid understanding of fundamental project management knowledge and practical Business English skills. However, due to the increased difficulty and higher assessment standards resulting from these adjustments, the overall teaching outcomes fell short of expectations, with many students failing to meet the required average score threshold. This report is provided for internal evaluation purposes. | Enhance everyday scenarios in international business to make projects more engaging and challenging. |  | - | - | 74 | 76 | 77 |
| **Human Resource Management** | | | | | | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
| PLO1 Capable of applying fundamental and specialized knowledge to solve complex problems in human resource management and related fields.Max score is 100, with a target of 80. | Direct, Summative, Internal – "Recruitment Management": A Summary Report on the Entire Corporate Recruitment Process | 2025-2026 80 | Students' poor performance during the stages from recruitment preparation to process design indicates a progressive decline in their mastery of the entire recruitment workflow as they progress through these phases. This is particularly evident in the two projects—"Implementation of Evaluation Center Technology" and "Employee Onboarding Process Design" —where scenario simulations and hiring approval procedures involve highly practical and complex tasks, suggesting potential gaps in students' theoretical understanding and practical experience. | To enhance the "Evaluation Center Technology" program, we have introduced immersive simulation activities such as leaderless group discussions and role-playing exercises, and collaborated with corporate HR departments to conduct recruitment process workshops, enabling students to master complex procedures through hands-on practice. |  | - | - | 82 | 77 | 80 |
| PLO2 Be capable of applying the fundamental principles of humanities and social sciences as well as modern information management to analyze challenges in contemporary human resource management practices, continuously expanding one's knowledge base and enhancing professional competence.Max score is 100, with a target of 75. | Direct, summarizing, internal – "Compensation Management" – Compensation Management Report | 2025-2026 76 | Students performed adequately in salary research and proposal framework design, but encountered challenges in determining bandwidth parameters and establishing position-specific compensation rates within the "Broadband Compensation Design Plan"—areas involving complex mathematical calculations for salary ranges. Potential issues included weak retention of theoretical formulas and inadequate understanding of budgeting logic, resulting in insufficient implementation feasibility and compliance. Overall, this highlights the need for further enhancement of students' practical skills. | Enhance specialized training on compensation calculation and budgeting by incorporating real-world corporate case studies, systematically breaking down the processes for broadband-based salary determination and benefit accounting, increasing simulated practice sessions, and strengthening process feedback and error correction mechanisms. |  | - | - | 78 | 76 | 76 |
| PLO3 The solution design for human resource management issues enables tailored HR management approaches that meet specific requirements. | Indirect, Summative, External — Employer Satisfaction Survey: Analysis Report on Employers' Satisfaction with Graduates' Practical Competencies | 2025-2026 4.46 | Data from the past three years indicate that the attitudinal dimension has consistently remained a significant strength, while deficiencies in hard skills have narrowed year by year and eventually surpassed the attitudinal dimension; this demonstrates that skill gaps can be addressed through curriculum optimization and training in real-world scenarios. However, when benchmarking against market standards over time, the pace of capability iteration must keep pace with the rate of industrial transformation. | We will strengthen hands-on training in real-world scenarios and project-driven teaching to overcome the two key shortcomings —job competency and practical operational skills—and elevate the complexity of full-process training for real-world business challenges by incorporating authentic corporate projects, thereby enhancing our problem-solving capabilities. In the next phase, we will focus on addressing the lagging area of "learning and self-improvement" by refining autonomous learning mechanisms, institutionalizing effective practices, and adhering to a closed-loop investigation process. |  | - | - | 4.24 | 4.36 | 4.46 |
| PLO4 Fully recognize the team's crucial role in work, and proactively collaborate with the team to address practical challenges. | Direct, summarizing, and internal – "Marketing": Market Insights and Marketing Strategy Report | 2025-2026 88 | Students demonstrate proficient application of fundamental theoretical knowledge and analytical tools to complete both practical projects, achieving relatively stable assessment results that meet predetermined objectives. However, their data acquisition and analysis capabilities require significant improvement—they rely heavily on secondary sources and lack in-depth market research. Additionally, their proposals exhibit insufficient innovation, often drawing from existing cases rather than proposing groundbreaking strategies. | The next step is to enhance data literacy training, guiding students to shift from relying on secondary sources to actively mining and analyzing data. Simultaneously, we will foster innovative solutions by incorporating more cutting-edge marketing cases and increasing the weight of the "innovation" metric in assessments, encouraging students to think outside the box and develop groundbreaking strategies. |  | - | - | 90 | 77 | 88 |
| PLO5 Possesses excellent communication skills, coordination abilities, as well as strong verbal and written expression skills.Max score is 100, with a target of 80. | Direct, summarizing, and internal – "Personnel Training and Development" – Employee Training Program | 2025-2026 80 | Students are able to proficiently apply theoretical knowledge of training management to design practical cases and optimize workflows, achieving satisfactory overall assessment results and largely fulfilling the predetermined learning objectives of the practical training. However, notable shortcomings include weak research capabilities—relying solely on existing materials without conducting field investigations; a tendency to copy templates verbatim leading to severe homogeneity; insufficient independent innovation; and an inability to develop novel training strategies tailored to specific scenarios. | Subsequently, field research will be intensified to independently collect primary data and reduce reliance on secondary sources. Meanwhile, the approach will move away from mechanically copying templates and instead incorporate practical scenarios to develop more innovative training programs. |  | - | - | 75 | 81 | 80 |
| **Logistics Engineering** | | | | | | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| PLO1 Capable of comprehensively applying professional knowledge and cutting-edge advancements in logistics engineering to analyze related challenges, effectively integrating theory with practice to derive robust analytical conclusions. | Indirect, Summative, External — Employer Satisfaction Survey: Analysis Report on Employers' Satisfaction with Graduates' Practical Competencies | 2025-2026 4.46 | Data from the past three years indicate that the attitudinal dimension has consistently remained a significant strength, while deficiencies in hard skills have narrowed year by year and eventually surpassed the attitudinal dimension; this demonstrates that skill gaps can be addressed through curriculum optimization and training in real-world scenarios. However, when benchmarking against market standards over time, the pace of capability iteration must keep pace with the rate of industrial transformation. | We will strengthen hands-on training in real-world scenarios and project-driven teaching to overcome the two key shortcomings —job competency and practical operational skills—and elevate the complexity of full-process training for real-world business challenges by incorporating authentic corporate projects, thereby enhancing our problem-solving capabilities. In the next phase, we will focus on addressing the lagging area of "learning and self-improvement" by refining autonomous learning mechanisms, institutionalizing effective practices, and adhering to a closed-loop investigation process. |  | - | - | 4.24 | 4.36 | 4.46 |
| PLO2 Capable of designing strategic solutions that meet specific requirements and align with the development trends of the logistics engineering industry.Max score is 100, with a target of 80. | Direct, Summative, Internal – "Modern Logistics Equipment": A Practical Report on the Integrated Planning and Application of Modern Logistics Equipment | 2025-2026 81 | This semester, foundational equipment planning training was conducted using simulation software. Student performance met the target score threshold and showed a slight upward trend, indicating that the current practical content enables most students to acquire fundamental operational skills in logistics equipment selection and basic simulation modeling, aligning with the course's core teaching objectives. However, the score differentiation is limited, reflecting that current practical tasks are relatively simple, case scenarios predominantly involve basic simulation operations, and there is a lack of tiered task design, making it difficult to accurately assess students' proficiency in comprehensive logistics system design. | Current practical training effectively enables students to master the fundamental selection and configuration requirements for logistics equipment, thereby achieving the course's core educational objectives. To further enhance teaching effectiveness, targeted optimizations will be implemented: first, refining the evaluation criteria by appropriately increasing the weight assigned to independent equipment scheme optimization and simulation process debugging analysis; second, introducing a brief on-site presentation session for practical outcomes to comprehensively assess students' understanding of equipment planning schemes and their hands-on application skills, better differentiate their overall design capabilities, and strengthen their ability to utilize simulation tools in solving practical challenges related to warehouse equipment planning. | <br>n=33 n=81 n=51 | - | - | 83 | 80 | 81 |
| PLO3 Utilize relevant methods and techniques from social sciences and natural sciences to collect and analyze data, design, implement, and evaluate logistics solutions that meet corporate needs and enhance overall supply chain performance.Max score is 100, with a target of 80. | Direct, Summative, Internal – "Planning and Design of Distribution Centers": A Practical Report on the Application of Integrated Planning Capabilities in Distribution Center Management | 2024-2025 83 | This course features a comprehensive instructional design centered on project research, warehouse simulation exercises, and corporate case analysis. The practical components are logically structured with progressively increasing difficulty, forming a step-by-step teaching framework that includes feasibility report preparation, goods stacking training, and in-depth corporate case studies. Through tiered instruction, the disparity in student performance has been mitigated, with particularly notable results achieved in hands-on learning tasks. However, some students exhibit rigid learning approaches and weak ability to integrate and apply comprehensive knowledge; additionally, reduced participant numbers have led to insufficient motivation among certain learners. These issues will serve as key priorities for future instructional improvement. | Strengthen the theoretical framework for distribution center planning, standardize feasibility study report preparation, and incorporate industry insights; implement simulation-based tiered training with additional open-ended tasks to foster systematic thinking. Adopt a tiered teaching approach that supports struggling students in mastering fundamental operations while guiding high-achieving students in developing innovative solutions. Innovate classroom models by incorporating project presentations and discussion sessions, balancing theoretical depth with practical engagement, and designing progressive learning tasks tailored to different student levels to enhance overall learning initiative and comprehensive application skills. | <br>n=83 n=51 n=55 | - | 82 | 87 | 83 | - |
| PLO4 Capable of developing, selecting, and applying appropriate management methods to predict and simulate issues in complex logistics engineering systems.Max score is 100, with a target of 80. | Direct, Summative, Internal – "Engineering Economics": Practical Report on Economic Forecasting and Evaluation of Logistics Projects | 2025-2026 89 | This semester, the practical component has been optimized by introducing a new module on economic forecasting simulation for logistics systems, specifically addressing topics such as economic analysis in logistics engineering and multi-optimal solution comparisons, thereby assessing students' proficiency in applying economic analysis tools. The continuous rise in average practical scores indicates that current exercises effectively enhance students' ability to utilize engineering economics tools for logistics system forecasting and evaluation, aligning with course objectives. However, the overall score distribution lacks sufficient differentiation, suggesting that existing case studies are relatively simplistic and fail to adequately distinguish between students' capabilities in solving complex logistics system problems. | Current teaching practices can support students in completing economic forecasting assessments for logistics systems, but they lack sufficient differentiation in performance outcomes and provide insufficient training on complex systems. The next step involves introducing complex case studies involving multiple constraints and multi-period logistics investments, refining tiered scoring criteria, adding assessment elements that allow students to independently select methodologies and optimize designs; complemented by practical presentation components to comprehensively evaluate students' ability to flexibly apply economic management methods in solving complex logistics system problems. | <br>n=81 n=50 n=55 | - | - | 87 | 88 | 89 |
| PLO5 Capable of fulfilling their role effectively within a multidisciplinary team, organizing and coordinating team members in their tasks, maintaining good relationships with professionals from other disciplines, and collaboratively addressing complex engineering challenges in the field of logistics engineering.Max score is 100, with a target of 75. | Direct, Summative, Internal – "Supply Chain Management": Practical Training Report on Supply Chain Integration and Optimization | 2024-2025 87 | Students demonstrate proficient mastery of fundamental practical tools and analytical methods, with consistent performance in single-step operations and point-specific problem analyses that meets predetermined objectives. However, in scenarios requiring full-chain supply chain integration and cross-business collaboration —such as the upstream-downstream coordination and replenishment strategy trade-offs in the beer experiment, or the multi-stage operational synergy optimization in the Aokang case study—their comprehensive global decision-making capabilities remain inadequate. | To enhance collaborative decision-making across the entire supply chain, the next phase will introduce training scenarios—including demand surges, information delays, and inventory shortage cost linkage—in beer production experiments, thereby strengthening training on coordinated optimization of inventory management and order fulfillment under dynamic supply-demand conditions.<br>To enhance the integrated capabilities across multiple dimensions of physical supply chains, the case studies will incorporate training scenarios such as channel inventory overstock, insufficient production flexibility, and delivery time conflicts, thereby strengthening training in comprehensive solution design under multi-stage coordination constraints. |  | 76 | 79 | - | 87 | - |
| **Finance** | | | | | | **2021-2022** | **2022-2023** | **2023-2024** | **2024-2025** | **2025-2026** |
| PLO1 Be proficient in the fundamental principles of finance and the basic processes of financial operations, while being well-versed in cutting-edge financial theories and current developments in practical applications. | Indirect, Summative, External — Employer Satisfaction Survey: Analysis Report on Employers' Satisfaction with Graduates' Practical Competencies | 2025-2026 4.46 | Data from the past three years indicate that the attitudinal dimension has consistently remained a significant strength, while deficiencies in hard skills have narrowed year by year and eventually surpassed the attitudinal dimension; this demonstrates that skill gaps can be addressed through curriculum optimization and training in real-world scenarios. However, when benchmarking against market standards over time, the pace of capability iteration must keep pace with the rate of industrial transformation. | We will strengthen hands-on training in real-world scenarios and project-driven teaching to overcome the two key shortcomings —job competency and practical operational skills—and elevate the complexity of full-process training for real-world business challenges by incorporating authentic corporate projects, thereby enhancing our problem-solving capabilities. In the next phase, we will focus on addressing the lagging area of "learning and self-improvement" by refining autonomous learning mechanisms, institutionalizing effective practices, and adhering to a closed-loop investigation process. |  | - | - | 4.24 | 4.36 | 4.46 |

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|---|---|---|---|---|---|---|---|---|---|---|
| PLO2 Capable of identifying and analyzing fundamental issues in the financial sector, expressing and evaluating aspects such as financial product design and pricing, trading strategy development, and financial risk management within modern financial activities, thereby forming robust analytical conclusions.Max score is 100, with a target of 80. | Direct, Summative, Internal – "Monetary Banking": A Case Study Report on Commercial Bank Operations and Inflation | 2025-2026 82 | This semester, scores across all projects remained relatively stable. The first and second practical projects achieved high scores, whereas the third and fourth projects demonstrated relatively lower scores in applying macroeconomic theory. This indicates that while students have a solid understanding and grasp of macroeconomic theory, their ability to apply it remains limited, likely due to insufficient theoretical comprehension and lack of practical experience; targeted practice in theoretical application is therefore necessary. | Strengthen foundational competencies and optimize assessment mechanisms; implement dynamic monitoring and tiered instruction; enhance challenge levels; and improve classroom interaction and curriculum balance. |  | - | - | 80 | 83 | 82 |
| PLO3 Capable of designing financial products tailored to specific needs and strategic solutions aligned with the evolution of financial markets for practical financial challenges, while demonstrating innovative thinking throughout the design process.Max score is 100, with a target of 75. | Direct, summarizing, and internal – "Corporate Finance" – Corporate Finance Investment and Financing Analysis Report | 2025-2026 79 | This semester's practical component is structured into two major modules: investment decision-making and optimal capital cost. Through case analysis exercises, students will master enterprise value assessment methods and financing decision-making skills, while developing professional competence in financial analysis and capital operations. The practice emphasizes the practical application of capital cost calculations and the integrated use of investment decision-making approaches, thereby enhancing the acquisition of investment and financing analysis capabilities. The two modules are interrelated and highly comprehensive; however, student performance has been average due to the complexity of calculations involving specific corporate data, resulting in suboptimal scores that necessitate targeted improvement in computational practice. | Enhance specialized computational training for the Optimal Capital Cost module and provide guidance on case analyses for financing decision-making. |  | - | - | 84 | 83 | 79 |
| PLO4 Be capable of selecting and utilizing appropriate financial models and tools, and skillfully apply them to predict and simulate complex financial issues.Max score is 100, with a target of 75. | Direct, Summative, Internal – "Financial Econometrics": Practical Report on the Simulation Operations of Financial Econometric Models | 2025-2026 81 | This semester, the practical project on financial econometric model simulation has been optimized and refined, breaking down the content into specific components so that students can master the entire workflow of using EViews software for financial time series modeling through hands-on training across different modules. The theoretical foundations of model specification, the systematic nature of the estimation process, and the economic interpretation of results have been emphasized, thereby better fostering students' quantitative analysis skills. However, since the four experimental modules are independent yet progressively structured, student proficiency varies significantly; the (G)ARCH model module recorded the highest number of low scores, reflecting pronounced disparities in mastery levels. | Enhance specialized practical training for the (G)ARCH model module by adding volatility modeling case exercises and guidance on result interpretation. |  | - | - | 74 | 79 | 81 |
| PLO5 Social and Economic Development: The impact of finance on sustainable economic and social development; recognizing the need to balance economic efficiency with social responsibility and ethical considerations, ensuring that financial activities align with broader societal development goals.Max score is 100, with a target of 80. | Direct, summarizing, and internal – "Securities Investment Studies": A Report on Securities Market Trading Practices | 2025-2026 85 | This semester, the securities market trading practice project has been optimized and adjusted. Building upon the "Securities Investment" course, the practical content has been divided into four modules: securities trading procedures, fundamental analysis, K-line and trend analysis, and indicator analysis. Through hands-on training in these modules, students enhance their securities investment operational skills and master fundamental market analysis methods. The project places greater emphasis on the practical application of K-line pattern recognition and trend identification, as well as the integrated use of technical indicators, thereby facilitating the development of investment analysis capabilities. Due to increased project complexity and higher practical demands, student proficiency varies significantly; the K-line chart and trend analysis modules record the highest number of low scores, highlighting pronounced disparities in learning outcomes. | Enhance specialized practical training for weak modules and provide guidance on securities market trend analysis. |  | - | - | 83 | 84 | 85 |

## Hengxing University School of Business

**Business Management**

| | | Type of Assessment | |
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| **Program Outcome** | **Assessment Performance Measurement(s)/ Activity(ies)** | **Internal:** Course where assessment is deployed. **External:** Name of assessment instrument/exam. | **Formative or Summative** |
| 1.Graduates are capable of identifying a company's core challenges and developing corresponding solutions. | Business Management Consulting Report | Internal: Business Management Consulting | Summative |
| 2. Graduates will possess comprehensive theoretical knowledge and practical skills in operational management, enabling them to excel in related professional roles. | Employer Satisfaction Survey Report | External: Employer Satisfaction Survey | Summative |
| 3. Graduates are proficient in applying various marketing skills to solve practical problems encountered during the marketing process. | Marketing Strategy Plan Report | Internal: Marketing | Summative |
| 4.Graduates will master data-driven project management skills and be capable of efficiently managing projects using data analysis tools and methods. | Project Integration and Optimization Report | Internal: Project Management | Summative |
| 5. Graduates have a thorough understanding of the entire enterprise management process and can develop a proposal for an innovative or entrepreneurial project. | Summary of the Corporate Simulation Management | Internal: Digital Intelligence Enterprise Simulation Experiment | Summative |

**International Business**

| | | Type of Assessment | |
|---|---|---|---|
| **Program Outcome** | **Assessment Performance Measurement(s)/ Activity(ies)** | **Internal:** Course where assessment is deployed. **External:** Name of assessment instrument/exam. | **Formative or Summative** |
| 1.Graduates will possess professional skills and innovative capabilities to effectively address international business challenges. | Import and Export Documents | Internal: International Document Management | Summative |
| 2.Graduates will be able to optimize resources and develop strategic solutions aligned with the evolving landscape of international business. | Comprehensive Operational Report on International Trade Practice | Internal: International Trade Practice | Summative |
| 3.Graduates will be capable of researching and analyzing complex issues in international business, drawing effective conclusions, and guiding practical applications. | Employer Satisfaction Survey Report | External: Employer Satisfaction Survey | Summative |
| 4.Graduates will be capable of analyzing the multifaceted impacts of international business challenges and their solutions on society, the economy, and other dimensions, while understanding their societal responsibilities. | Strategic Planning Framework for International Marketing | Internal: International Marketing | Summative |
| 5.Graduates will possess strong verbal and written communication skills in addressing international business issues, enabling them to effectively engage with industry peers and the general public within a cross-cultural context. | Practical Training Report on International Business English | Internal: International Business English | Summative |

**Human Resource Management**

| | | Type of Assessment | |
|---|---|---|---|
| **Program Outcome** | **Assessment Performance Measurement(s)/ Activity(ies)** | **Internal:** Course where assessment is deployed. **External:** Name of assessment instrument/exam. | **Formative or Summative** |
| 1.Capable of applying fundamental and specialized knowledge to solve complex problems in human resource management and related fields. | A Summary Report on the Entire Corporate Recruitment Process | Internal: Recruitment Management | Summative |
| 2.Be capable of applying the fundamental principles of humanities and social sciences as well as modern information management to analyze challenges in contemporary human resource management practices, continuously expanding one's knowledge base and enhancing professional | Compensation Management Report | Internal: Compensation Management | Summative |
| 3.The solution design for human resource management issues enables tailored HR management approaches that meet specific requirements. | Employer Satisfaction Survey Report | External: Employer Satisfaction Survey | Summative |
| 4.Fully recognize the team's crucial role in work, and proactively collaborate with the team to address practical challenges. | Market Insights and Marketing Strategy Report | Internal: Marketing | Summative |
| 5.Possesses excellent communication skills, coordination abilities, as well as strong verbal and written expression skills. | Employee Training Program | Internal: Personnel Training and Development | Summative |

**Logistics Engineering**

| | | Type of Assessment | |
|---|---|---|---|
| **Program Outcome** | **Assessment Performance Measurement(s)/ Activity(ies)** | **Internal:** Course where assessment is deployed. **External:** Name of assessment instrument/exam. | **Formative or Summative** |
| 1.Capable of comprehensively applying professional knowledge and cutting-edge advancements in logistics engineering to analyze related challenges, effectively integrating theory with practice to derive robust analytical conclusions. | Employer Satisfaction Survey Report | External: Employer Satisfaction Survey | Summative |
| 2.Capable of designing strategic solutions that meet specific requirements and align with the development trends of the logistics engineering industry. | A Practical Report on the Integrated Planning and Application of Modern Logistics Equipment | Internal: Modern Logistics Equipment | Summative |

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|---|---|---|---|
| 3.Utilize relevant methods and techniques from social sciences and natural sciences to collect and analyze data, design, implement, and evaluate logistics solutions that meet corporate needs and enhance overall supply chain performance. | A Practical Report on the Application of Integrated Planning Capabilities in Distribution Center Management | Internal: Planning and Design of Distribution Centers | Summative |
| 4.Capable of developing, selecting, and applying appropriate management methods to predict and simulate issues in complex logistics engineering systems. | Practical Report on Economic Forecasting and Evaluation of Logistics Projects | Internal: Engineering Economics | Summative |
| 5.Capable of fulfilling their role effectively within a multidisciplinary team, organizing and coordinating team members in their tasks, maintaining good relationships with professionals from other disciplines, and collaboratively addressing complex engineering challenges in the field of logistics engineering. | Practical Training Report on Supply Chain Integration and Optimization | Internal: Supply Chain Management | Summative |

**Finance**

| | | **Type of Assessment** | |
|---|---|---|---|
| **Program Outcome** | **Assessment Performance Measurement(s)/ Activity(ies)** | **Internal:** Course where assessment is deployed. **External:** Name of assessment instrument/exam. | **Formative or Summative** |
| 1.Be proficient in the fundamental principles of finance and the basic processes of financial operations, while being well-versed in cutting-edge financial theories and current developments in practical applications. | Employer Satisfaction Survey Report | External: Employer Satisfaction Survey | Summative |
| 2.Capable of identifying and analyzing fundamental issues in the financial sector, expressing and evaluating aspects such as financial product design and pricing, trading strategy development, and financial risk management within modern financial activities, thereby forming robust analytical conclusions. | A Case Study Report on Commercial Bank Operations and Inflation | Internal: Monetary Banking | Summative |
| 3.Capable of designing financial products tailored to specific needs and strategic solutions aligned with the evolution of financial markets for practical financial challenges, while demonstrating innovative thinking throughout the design process. | Corporate Finance Investment and Financing Analysis Report | Internal: Corporate Finance | Summative |
| 4.Be capable of selecting and utilizing appropriate financial models and tools, and skillfully apply them to predict and simulate complex financial issues. | Financial Econometrics | Internal: Practical Report on the Simulation Operations of Financial Econometric Models | Summative |
| 5.Social and Economic Development: The impact of finance on sustainable economic and social development; recognizing the need to balance economic efficiency with social responsibility and ethical considerations, ensuring that financial activities align with broader societal development goals. | A Report on Securities Market Trading Practices | Internal: Securities Investment Studies | Summative |