# **Rafik Hariri University College of Business Administration**

## AY 2019-2020

## ANNUAL ASSESSMENT REPORT

## Undergraduate Assessment 2019-2020

|  |   |  |  | -  | Learning and Performance   |
|--|---|--|--|--|--|
|  | Fi  | gure 4.2 – Stand   | ard # 4 Measure  | ment and Analysi   | is of Student Learning and Performance   |
|  |   | Analysis   | of Results   |  |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement               | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends                           |
| Measurable<br>Goal   | Description of<br>Measurement<br>Instrument   | AY 2019-2020   |  | Made   |  |
| The mean<br>score on the<br>External<br>Assessment<br>tool should be<br>equal to or<br>greater than<br>the mean<br>score<br>achieved by<br>two<br>aggregate<br>pools external<br>to RHU. | The Peregrine<br>outbound<br>Assessment Test for<br>BBA was used to<br>assess the essential<br>business knowledge<br>of graduating<br>students.<br>Two aggregate<br>pools were used for<br>comparison:<br>"ACBSP Region-8"<br>and "Outside U.S.:<br>Middle East"<br>colleges and<br>universities.<br>Direct<br>Summative<br>External<br>Comparative<br>Assessment | The CBA score<br>exceeded that<br>of Region 8<br>mean score.<br>Specifically,<br>CBA's score was<br>(46.04%)<br>whereas the<br>"ACBSP Region<br>8" mean score<br>was (40.72%).<br>Similarly, the<br>RHU<br>institutional<br>mean score<br>(46.04%)<br>exceeded the<br>"Outside U.S.:<br>Middle East"<br>mean score<br>which was<br>(34.79%). | It is clear that the<br>CBA score for this<br>year compared<br>well to the scores<br>of the two<br>aggregate pools.<br>It is expected that<br>there will be a<br>slight fluctuation<br>from year to<br>year, but the<br>positive thing is<br>that the<br>improvement<br>attained over the<br>past three years<br>was not only<br>sustainable but<br>also improved<br>upon this year. | Comparative<br>results will<br>continue to be<br>monitored in<br>future years. | Essential Business Knowledge<br>External Comparison<br>ACBSP Region 8 and<br>Outside US: Middle East |

#### (SLO 1: All BBA Programs) Essential Business Knowledge (Peregrine Assessment Test-Outbound)

|   |   |  |  |  |                                     | of Student Learnin  | •   |   |
|---|---|--|--|--|-------------------------------------|---|---|---|
|   | Figure 4.2  | – Standa                                 | rd # 4 N                                 |  |                                     | and Analysis of Stu<br>of Results   | dent Learning                             | and Performance   |
| Identified in Criterion 4.2   | Identified in<br>Criterion 4.1  | Iden                                     | itified in (                             | Criterion                                | 4.2                                 | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.4            | Identified in Criterion 4.2   |
|   | Measurement<br>Instrument   |  | Current                                  | Results                                  |                                     | Analysis of Results   | Action Taken<br>or<br>Improvement<br>Made | Insert Graphs or Tables of Resulting Trends   |
| Measurable Goal   | COOP<br>Assessment Tool   |  | AY 2019                                  | 9-2020                                   |                                     |   |   |   |
| Program Goal 1<br>(SLO 1)<br>Students will apply<br>essential business<br>knowledge and skills in<br>problem solving and<br>decision making.<br>Measure:<br>The average score on<br>the "business knowledge<br>& skills" section of a<br>faculty-approved COOP<br>employers' Survey is<br>acceptable (3) or higher. | COOP employers'<br>feedback on the<br>"business<br>knowledge &<br>skills" section of a<br>faculty-approved<br>assessment tool.<br>Indirect<br>Summative<br>External<br>Assessment | Essent<br>RHU<br>Actual<br>RHU<br>Target | ial Busine<br>2017-<br>2018<br>3.86<br>3 | <b>2018-</b><br><b>2019</b><br>3.87<br>3 | /ledge<br>2019-<br>2020<br>4.2<br>3 | The results for<br>2019-2020 seem to<br>reflect an<br>improvement of the<br>level of students'<br>essential business<br>knowledge as rated<br>by COOP<br>employers. The<br>RHU actual score<br>for this year is 4.20<br>which exceeds the<br>target score of 3.0. | None.                                     | Essential Business Knowledge<br>From COOP Survey           LO-1: ESSENTIAL BUSINESS KNOWLEDGE           5.00         4.01         3.86         3.87         4.2           4.00         4.01         3.86         3.87         4.2           3.00         4.01         4.2         4.2         4.2           3.00         4.01         4.2         4.2         4.2           4.00         4.01         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2           4.00         4.2         4.2         4.2         4.2 <tr< td=""></tr<> |

## (SLO 1: All Programs) Essential Business Knowledge (COOP Employers' Surveys)

## (SLO 2: BACC) Specialized Knowledge (Comprehensive Accounting Problem in BACC 460)

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA changed the assessment of specialized knowledge in BACC program from BACC 405 to BACC 460, and started reporting the results, per competency, as shown below in the following 4 pages.

## (SLO 2: BACC) Specialized Knowledge - Competency #1 in Comprehensive Accounting Problem in BACC 460

|  |   |   |  | dent Learning a   |   |                                 |                |
|--|---|---|--|---|---|---------------------------------|----------------|
| Figur  | e 4.2 – Standard  |   |  | alysis of Studer  | nt Lear   | ning and Perfor                 | mance          |
|  |   | Analysis o  | of Results   |   |   |                                 |                |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4                                    |   | Identified in Crite             | -              |
|  | Measurement<br>Instrument   | Current<br>Results  | Analysis of<br>Results   | Action Taken or<br>Improvement<br>Made                            | Ins   | sert Graphs or Tables<br>Trends | s of Resulting |
| Measurable<br>goal   | Comprehensive<br>problem solving  | AY 2019-<br>2020  |  |   |   |                                 |                |
| Specialized<br>knowledge<br>in Preparing<br>Financial<br>Statements<br>in<br>compliance<br>with IFRS<br>and GAAP<br>will allow<br>60% of<br>students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Comprehensive<br>Problem Solving<br>was assessed<br>using Problem<br>solving<br>Assessment<br>Rubric.<br>Competency 1:<br>"Understands<br>the Problem"<br>Direct<br>Summative<br>Internal | In this<br>competency<br>17 out of 17<br>students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 100% of<br>students. | As current<br>results<br>exceeded<br>the target<br>goal of<br>having at<br>least 60% of<br>our students<br>score<br>"proficient".<br>Results<br>were<br>excellent. | The goal for this<br>competency has<br>been met for<br>this year. | 120% -<br>100% -<br>80% -<br>60% -<br>20% -<br>0% - | Understanding the               | Problem        |

## (SLO 2: BACC) Specialized Knowledge - Competency #2 in Comprehensive Accounting Problem in BACC 460

|  | Measure   | ement and Ar  | nalysis of Stu   | dent Learning a   | nd Performance                                 |
|--|---|---|--|---|--|
| Figur  | e 4.2 – Standard  | l # 4 Measure   | ement and Ar   | alysis of Studer  | t Learning and Performance                     |
|  |   | Analysis o  | of Results   |   |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4                                    | Identified in Criterion 4.2                    |
|  | Measurement<br>Instrument   | Current<br>Results  | Analysis of<br>Results   | Action Taken or<br>Improvement<br>Made                            | Insert Graphs or Tables of Resulting<br>Trends |
| Measurable<br>goal   | Comprehensive<br>problem  | AY 2019-<br>2020  |  |   |  |
| Specialized<br>knowledge<br>in Preparing<br>Financial<br>Statements<br>in<br>compliance<br>with IFRS<br>and GAAP<br>will allow<br>60% of<br>students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Comprehensive<br>Problem Solving<br>was assessed<br>using Problem<br>solving<br>Assessment<br>Rubric.<br>Competency 2:<br>"identifies<br>necessary<br>tools and<br>formulas"<br>Direct<br>Summative<br>Internal | In this<br>competency<br>17 out of 17<br>students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 100% of<br>students. | As current<br>results<br>exceeded<br>the target<br>goal of<br>having at<br>least 60% of<br>our students<br>score<br>"proficient".<br>Results<br>were<br>excellent. | The goal for this<br>competency has<br>been met for<br>this year. | Identifies Necessary<br>Tools & Formulas       |

## (SLO 2: BACC) Specialized Knowledge - Competency #3 in Comprehensive Accounting Problem in BACC 460

|  | Measure   | ement and Ar   | alysis of Stu  | dent Learning a   | nd Performance   |
|--|---|--|--|---|--|
| Figur  | e 4.2 – Standard  | l # 4 Measure  | ement and Ar   | nalysis of Studer   | nt Learning and Performance  |
|  |   | Analysis o   | of Results   |   |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results   | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting<br>Trends                    |
| Measurable<br>goal   | Comprehensive<br>problem  | AY 2019-<br>2020   |  | Made  |  |
| Specialized<br>knowledge<br>in Preparing<br>Financial<br>Statements<br>in<br>compliance<br>with IFRS<br>and GAAP<br>will allow<br>60% of<br>students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Comprehensive<br>Problem Solving<br>was assessed<br>using Problem<br>solving<br>Assessment<br>Rubric.<br>Competency 3:<br>implements<br>problem<br>solving<br>strategy<br>Direct<br>Summative<br>Internal | In this<br>competency<br>12 out of 17<br>students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 71% of<br>students. | As current<br>results<br>exceeded<br>the target<br>goal of<br>having at<br>least 60% of<br>our students<br>score<br>"proficient".<br>Results<br>were<br>excellent. | The goal for<br>this competency<br>has been met<br>for this year.<br>However,<br>performance<br>could be<br>improved by<br>additional in<br>class problem<br>solving. | Implements Problem Solving<br>Strategy<br>75%<br>70%<br>65%<br>60%<br>55%<br>50%<br>AY 2019-2020 |

## (SLO 2: BACC) Specialized Knowledge - Competency #4 in Comprehensive Accounting Problem in BACC 460

|  | Meas  | urement and   | Analysis of Studen   | t Learning and  | Performance                                    |
|--|---|---|--|---|--|
| Fi   | gure 4.2 – Stand  | ard # 4 Meas  | urement and Analys   | sis of Student L  | earning and Performance                        |
|  |   | Anal  | ysis of Results  |   |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4  | Identified in Criterion 4.2                    |
|  | Measurement<br>Instrument   | Current<br>Results  | Analysis of Results  | Action Taken<br>or<br>Improvement<br>Made   | Insert Graphs or Tables of Resulting<br>Trends |
| Measurable<br>goal   | Comprehensive<br>problem  | AY 2019-<br>2020  |  |   |  |
| Specialized<br>knowledge<br>in Preparing<br>Financial<br>Statements<br>in<br>compliance<br>with IFRS<br>and GAAP<br>will allow<br>60% of<br>students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Comprehensive<br>Problem Solving<br>was assessed<br>using Problem<br>solving<br>Assessment<br>Rubric.<br>Competency 4:<br>communicates<br>process and<br>product<br>Direct<br>Summative<br>Internal | In this<br>competency<br>3 out of 17<br>students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 18% of<br>students. | As current results do<br>not reach the target<br>goal of having at<br>least 60% of our<br>students score<br>"proficient".<br>Results were not<br>satisfactory. Even<br>though the three<br>previous<br>competencies<br>should have been<br>reflected in the final<br>product, the<br>majority of the<br>students were not<br>able to finish the<br>assessment. | The goal for<br>this learning<br>outcome has<br>not been met<br>for this year,<br>additional<br>comprehensive<br>problem<br>solving and<br>assessment<br>being done in a<br>separate quiz<br>is<br>recommended<br>for the future. | Communicates Process and Product               |

## (SLO 2: BHRM) Specialized Knowledge (Project in BHRM 300)

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA is reporting its assessment results per competency, as shown below in the following 3 pages.

|  | Mea   | surement and   | Analysis of St  | udent Learning and   | Performance   |
|--|---|--|---|--|---|
| Fi   | gure 4.2 – Stand  | dard # 4 Meası   | urement and <i>I</i>  | Analysis of Student L  | earning and Performance   |
|  |   | Analysis o   | of Results  |  |   |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results   | Identified in<br>Criterion 4.2<br>Analysis of<br>Results  | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting<br>Trends   |
| Measurable<br>Goal   | Project<br>C-1  | AY 2019-2020   |   |  |   |
| Specialized<br>knowledge of<br>the principles  | A course<br>project was<br>used to assess   | In this project,<br>19 out of 25<br>students   | As current<br>results<br>exceeded the   | <ol> <li>It was decided to<br/>offer all new<br/>students some</li> </ol>  | Prepare a Recruitment Plan  |
| of HRM will<br>allow at least<br>60% of<br>students to<br>score<br>"Proficient"<br>or higher on<br>C-1:<br>"Designing a<br>Recruitment<br>Plan". | students'<br>knowledge and<br>analysis in<br>HRM through<br>C-1:<br><i>"Designing a<br/>Recruitment<br/>Plan".</i><br>Direct<br>Formative<br>Internal<br>Assessment | scored<br>"Proficient" or<br>higher on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into <b>76%</b> of<br>students. | target goal of<br>having at<br>least 60% of<br>our students<br>score<br>proficient, we<br>consider this<br>result to be<br>satisfactory<br>for this year. | <ul> <li>guidance on online<br/>learning within a<br/>segment<br/>integrated into the<br/>orientation<br/>session.</li> <li>2. Faculty will also<br/>spend part of their<br/>introductory<br/>session in each<br/>course on how to<br/>maximize the<br/>online learning<br/>experience.</li> </ul> | Prepare a Recruitment Plan 80% 60% 40% 20% 0% AY 2019-2020 AY 2020-2021 AY 2021-2022 AY 2019-2020 AY 2020-2021 AY 2021-2022 |

## (SLO 2: BHRM) Specialized Knowledge Competency #1 in BHRM 300 Project

|  | Mea   | surement and   | Analysis of St   | udent Learning and I   | Performance   |
|--|---|--|--|--|---|
| Fi   | gure 4.2 – Stand  | dard # 4 Meası   | urement and <i>I</i>   | Analysis of Student Lo   | earning and Performance   |
|  |   | Analysis o   | of Results   |  |   |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results   | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting<br>Trends |
| Measurable<br>Goal   | Project<br>C-2  | AY 2019-2020   |  |  |   |
| Specialized<br>knowledge of<br>the principles  | A course<br>project was<br>used to assess   | In this project,<br>16 out of 25<br>students   | As current<br>results<br>exceeded the  | <ol> <li>It was decided to<br/>offer all new<br/>students some</li> </ol>  | Designing Recruitment Tools   |
| of HRM will<br>allow at least<br>60% of<br>students to<br>score<br>"Proficient"<br>or higher on<br>C-2: "Using<br>Recruitment<br>Tools". | students'<br>knowledge and<br>analysis in <i>C-2:</i><br><i>"Using</i><br><i>Recruitment</i><br><i>Tools".</i><br>Direct<br>Formative<br>Internal<br>Assessment | scored<br>"Proficient" or<br>higher on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into <b>64%</b> of<br>students. | target goal of<br>having at<br>least 60% of<br>our students<br>score<br>proficient, we<br>consider this<br>result to be<br>satisfactory<br>for this year.<br>However, a<br>CBA meeting<br>concluded<br>that students<br>need<br>guidance on<br>maximizing<br>their online<br>learning<br>experience. | guidance on online<br>learning within a<br>segment<br>integrated into the<br>orientation<br>session.<br>2. Faculty will also<br>spend part of their<br>introductory<br>session in each<br>course on how to<br>maximize the<br>online learning<br>experience. | Design Recruitment Tools  |

## (SLO 2: BHRM) Specialized Knowledge Competency #2 in BHRM 300 Project

|  | Mea   | asurement and   | Analysis of Stu   | udent Learning and P  | erformance  |
|--|---|---|---|---|---|
| Fi   | gure 4.2 – Stan   |   |   | nalysis of Student Le   | arning and Performance  |
|  |   | Analysis  | of Results  |   |   |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results  | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made   | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting<br>Trends |
| Measurable<br>Goal   | Project<br>C-3  | AY 2019-2020  |   |   |   |
| Specialized<br>knowledge of<br>the principles<br>of HRM will<br>allow at least<br><b>60% of</b><br>students to<br>score<br>"Proficient"<br>or higher on a<br>C-3:<br>"Designing a<br>selection<br>plan". | A course<br>project was<br>used to assess<br>students'<br>knowledge and<br>analysis in <i>C-3:</i><br><i>"Designing a</i><br><i>selection</i><br><i>plan".</i><br>Direct<br>Formative<br>Internal<br>Assessment | In this project,<br>8 out of 25<br>students<br>scored<br>"Proficient" or<br>higher on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into <b>32%</b> of<br>students. | The current<br>results fell way<br>below the<br>target goal of<br>having at least<br>60% of our<br>students score<br>proficient, so<br>we consider<br>this result to be<br>highly<br>unsatisfactory<br>for this year.<br>A CBA meeting<br>concluded that<br>students need<br>guidance on<br>maximizing<br>their online<br>learning<br>experience, in<br>addition to<br>enforcing their<br>knowhow in<br>designing an<br>employee<br>selection plan. | <ol> <li>It was decided to<br/>add an in-class<br/>case example on<br/>designing an<br/>employee<br/>selection plan and<br/>criteria.</li> <li>It was decided to<br/>offer all new<br/>students some<br/>guidance on<br/>online learning<br/>within a segment<br/>integrated into the<br/>orientation<br/>session.</li> <li>Faculty will also<br/>spend part of their<br/>introductory<br/>session in each<br/>course on how to<br/>maximize the<br/>online learning<br/>experience.</li> </ol> | Develop Selection Plan  |

## (SLO 2: BHRM) Specialized Knowledge Competency #3 in BHRM 300 Project

## (SLO 2: BITM) Specialized Knowledge

(Case Study in BITM 300)

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA is reporting its assessment results per competency, as shown below in the following 4 pages.

## (SLO 2: BITM) Specialized Knowledge (Case Study in BITM 300)

|   |   | Measurement  | and Analys   | sis of Student   | Learning and Performance                    |
|---|---|--|--|--|---|
|   | Figure 4.2  | – Standard # 4 N   | Aeasureme  | nt and Analys  | sis of Student Learning and Performance     |
|   |   | Analysis of R  | esults   |  |   |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion<br>4.2  | Identified in<br>Criterion 4.4                                       | Identified in Criterion 4.2                 |
|   | Measurement<br>Instrument   | Current Results  | Analysis of<br>Results   | Action Taken<br>or<br>Improvement<br>Made                            | Insert Graphs or Tables of Resulting Trends |
| Measurable<br>goal  | Comprehensive<br>problem solving<br>C-1   | AY 2019-2020   |  |  |   |
| Specialized<br>knowledge<br>in Business<br>Information<br>Systems will<br>allow <b>60%</b><br>of students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Information systems<br>evaluation using the<br>Rubric herein.<br>Competency 1:<br>"Identify the MIS<br>related issues and<br>concepts"<br>Direct<br>Summative<br>Internal | In this competency<br>46 out of 64<br>students scored<br>"Proficient" on the<br>faculty-approved<br>rubric, which<br>translated into 71%<br>of students. | This year's<br>results are<br>above the<br>target goal<br>of having at<br>least 60% of<br>our students<br>score<br>"proficient". | The goal for<br>this<br>competency<br>has been met<br>for this year. | Identify the Issue                          |

|   | Mea   | asurement and  | Analysis of S   | tudent Lear  | ming and Performance   |
|---|---|--|---|--|--|
|   | Figure 4.2 – Stan   |  |   | Analysis of  | Student Learning and Performance                                     |
|   |   | Analysis of  | Results   |  |  |
| Identified in Criterion 4.2   | Identified in Criterion 4.1   | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.4                                       | Identified in Criterion 4.2  |
|   | Measurement Instrument  | Current Results  | Analysis of<br>Results  | Action<br>Taken or<br>Improvemen<br>t Made                           | Insert Graphs or Tables of Resulting Trends                          |
| Measurable<br>goal  | Comprehensive problem<br>C-2  | AY 2019-2020   |   |  |  |
| Specialized<br>knowledge<br>in Business<br>Information<br>Systems will<br>allow <b>60%</b><br>of students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Information systems<br>evaluation using the Rubric<br>herein.<br><b>Competency 2:</b><br><b>"Discuss Risks and</b><br><b>Implications leading to</b><br><b>a position or stand"</b> | In this<br>competency <b>43</b><br>out of <b>64</b> students<br>scored<br>"Proficient" on<br>the faculty-<br>approved rubric,<br>which translated<br>into <b>67%</b> of<br>students. | This year's<br>results are<br>above the<br>target goal of<br>having at least<br>60% of our<br>students score<br>"proficient". | The goal for<br>this<br>competency<br>has been met<br>for this year. | Risks & Implications   |
|   | Direct<br>Summative<br>Internal   |  |   |  | 2019-2020 2020-2021 2021-2022 2022-2023<br>RHU Actual % RHU Target % |

|   | Figure 4   |   |  |  | Learning and Performance                    |
|---|--|---|--|--|---|
|   | Figure 4.  | 2 – Standard # 4 M<br>Analysis of Re  |  |  | is of Student Learning and Performance      |
| Identified in<br>Criterion 4.2  | Identified in Criterion 4.1  | Identified in Criterion<br>4.2  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4                                       | Identified in Criterion 4.2                 |
|   | Measurement<br>Instrument  | Current Results   | Analysis of<br>Results   | Action<br>Taken or<br>Improvemen<br>t Made                           | Insert Graphs or Tables of Resulting Trends |
| Measurable<br>goal  | Comprehensive problem  | AY 2019-2020  |  |  |   |
| Specialized<br>knowledge<br>in Business<br>Information<br>Systems will<br>allow <b>60%</b><br>of students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Information<br>systems<br>evaluation using<br>the Rubric<br>herein.<br><b>Competency 3:</b><br><b>"Propose</b><br><b>Alternative</b><br><b>Solutions"</b><br>Direct<br>Summative<br>Internal | In this competency 45<br>out of 64 students<br>scored "Proficient" on<br>the faculty-approved<br>rubric, which<br>translated into 71% of<br>students. | This year's<br>results were<br>above the<br>target goal of<br>having at least<br>60% of our<br>students score<br>"proficient". | The goal for<br>this<br>competency<br>has been met<br>for this year. | Propose Solutions                           |

|   |  | Measurem   | ent and Analysis  | of Student Le  | earning and Performance                     |
|---|--|--|---|--|---|
|   | <b>Figure 4.2</b> –  |  |   | and Analysis   | of Student Learning and Performance         |
|   |  | Anal   | ysis of Results   |  |   |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.4                                       | Identified in Criterion 4.2                 |
|   | Measurement<br>Instrument  | Current<br>Results   | Analysis of Results   | Action Taken<br>or<br>Improvement<br>Made                            | Insert Graphs or Tables of Resulting Trends |
| Measurable<br>goal  | Comprehensive<br>problem<br>C-4  | AY 2019-<br>2020   |   |  |   |
| Specialized<br>knowledge<br>in Business<br>Information<br>Systems will<br>allow <b>60%</b><br>of students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Information<br>systems<br>evaluation using<br>the Rubric<br>herein.<br><b>Competency 4:</b><br><b>"Evaluate<br/>Proposed</b><br><b>Solutions and</b><br><b>Ideas"</b><br>Direct<br>Summative<br>Internal | In this<br>competency<br>39 out of 64<br>students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 61% of<br>students. | This year results just<br>above the target goal<br>of having at least<br>60% of our students<br>score "proficient". | The goal for<br>this<br>competency<br>has been met<br>for this year. | Evaluate Solutions                          |

## (SLO2: BMGT) Specialized Knowledge

(Business Plan in BMGT 350)

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA is reporting its assessment results per competency, as shown below in the following 4 pages.

## (SLO2: BMGT) Specialized Knowledge - Competency #1 in Business Plan in BMGT 350

|   | Measu  | urement and A   | nalysis of Stude   | nt Learning and   | Performance   |
|---|--|---|--|---|---|
| Fi  | gure 4.2 – Standa  | rd # 4 Measur   | ement and Anal   | ysis of Student L   | earning and Performance   |
|   |  | Analysi   | Analysis of Results  |   |   |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4  | Identified in Criterion 4.2   |
|   | Measurement<br>Instrument  | Current<br>Results  | Analysis of<br>Results   | Action Taken or<br>Improvement<br>Made  | Insert Graphs or Tables of Resulting<br>Trends  |
| Measurable<br>Goal  | Business Plan<br>Competency #1   | AY 2019-2020  |  |   |   |
| Training<br>students on<br>identifying<br>the business<br>issue will<br>enable at<br>least 60% of<br>students to<br>score<br>"Proficient" | A business plan<br>which requires<br>students to<br>identify a<br>business<br>opportunity to<br>solve a problem. | In this part,<br>10 out of 11<br>students<br>scored<br>"Proficient" or<br>higher, which<br>translated<br>into 91% of<br>students. | As current<br>proficiency<br>results (91%)<br>exceed the<br>target goal<br>(60%), no action<br>needs to be<br>taken. | As the goal for<br>this learning<br>outcome has<br>been met for<br>this year, what<br>is required is<br>regular<br>monitoring of<br>results to ensure<br>that | Business Plan Identify the issue 100% 80% 60% 40% 20% 0% AY 2019-2020 AY 2020-2021 AY 2021-2022 |
| or above.   | Formative<br>Internal  |   |  | performance<br>does not drop in<br>coming years.  | AY 2019-2020 AY 2020-2021 AY 2021-2022  |

## (SLO2: BMGT) Specialized Knowledge - Competency #2 in Business Plan in BMGT 350

|   | Measu  | rement and A   | nalysis of Stude   | nt Learning and F  | Performance   |
|---|--|--|--|--|---|
| Fi  | gure 4.2 – Standa  | rd # 4 Measur  | ement and Anal   | ysis of Student Le   | earning and Performance   |
|   |  | Analysi  | s of Results   |  |   |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4   | Identified in Criterion 4.2   |
|   | Measurement<br>Instrument  | Current<br>Results   | Analysis of<br>Results   | Action Taken or<br>Improvement<br>Made   | Insert Graphs or Tables of Resulting<br>Trends  |
| Measurable<br>Goal  | Business Plan<br>Competency #2   | AY 2019-2020   |  |  |   |
| Training<br>students on<br>discussing<br>the risks and<br>implications<br>will enable<br>at least 60%<br>of students<br>to score<br>"Proficient"<br>or above. | A Business Plan,<br>which requires<br>students to<br>discuss business<br>risks and<br>implications.<br>Direct<br>Formative<br>Internal | In this part, 9<br>out of 11<br>students<br>scored<br>"Proficient" or<br>higher, which<br>translated<br>into 82% of<br>students. | As current<br>proficiency<br>results (82%)<br>exceed the<br>target goal<br>(60%), no action<br>needs to be<br>taken. | As the goal for<br>this learning<br>outcome has<br>been met for<br>this year, what<br>is required is<br>regular<br>monitoring of<br>results to ensure<br>that<br>performance<br>does not drop in | Business Plan           Discuss the risks           100%           80%           60%           40%           20%           0%           AY 2019-2020           AY 2019-2020           AY 2020-2021           AY 2021-2022           ARHU Actual % |
| or above.   | Internal   |  |  | •  |   |

## (SLO2: BMGT) Specialized Knowledge - Competency #3 in Business Plan in BMGT 350

|  | Measu  | urement and A  | nalysis of Stude   | nt Learning and  | Performance  |
|--|--|--|--|--|--|
| Fi   | gure 4.2 – Standa  | rd # 4 Measur  | ement and Anal   | ysis of Student L  | earning and Performance  |
|  |  | Analysi  | s of Results   |  |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4   | Identified in Criterion 4.2  |
|  | Measurement<br>Instrument  | Current<br>Results   | Analysis of<br>Results   | Action Taken or<br>Improvement<br>Made   | Insert Graphs or Tables of Resulting<br>Trends   |
| Measurable<br>Goal   | Business Plan<br>Competency #3   | AY 2019-2020   |  |  |  |
| Training<br>students on<br>proposing<br>solutions will<br>enable at<br>least 60% of<br>students to<br>score<br>"Proficient"<br>or above. | A Business plan<br>which requires<br>students to<br>propose<br>solutions to the<br>business<br>problem.<br>Direct<br>Formative | In this part, 9<br>out of 11<br>students<br>scored<br>"Proficient" or<br>higher, which<br>translated<br>into 82% of<br>students. | As current<br>proficiency<br>results (82%)<br>exceed the<br>target goal<br>(60%), no action<br>needs to be<br>taken. | As the goal for<br>this learning<br>outcome has<br>been met for<br>this year, what<br>is required is<br>regular<br>monitoring of<br>results to ensure<br>that<br>performance | Business Plan           Propose solutions           100%           80%           60%           40%           20%           0%           AY 2019-2020           AY 2020-2021           AY 2021-2022 |
|  | Internal   |  |  | does not drop in coming years.   |  |

## (SLO2: BMGT) Specialized Knowledge - Competency #4 in Business Plan in BMGT 350

|   | Measu   | rement and A   | nalysis of Stude   | nt Learning and F  | Performance   |
|---|---|--|--|--|---|
| Fi  | gure 4.2 – Standa   | rd # 4 Measure   | ement and Analy  | ysis of Student Le   | earning and Performance   |
|   |   | Analysi  | s of Results   |  |   |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4   | Identified in Criterion 4.2   |
|   | Measurement<br>Instrument   | Current<br>Results   | Analysis of<br>Results   | Action Taken or<br>Improvement<br>Made   | Insert Graphs or Tables of Resulting<br>Trends  |
| Measurable<br>Goal  | Business Plan<br>Competency #4  | AY 2019-2020   |  |  |   |
| Training<br>students on<br>evaluating<br>proposed<br>solutions will<br>enable at<br>least 60% of<br>students to<br>score<br>"Proficient"<br>or above. | A Business Plan,<br>which requires<br>students to<br>evaluate proposed<br>solutions.<br>Direct<br>Formative<br>Internal | In this part, 9<br>out of 11<br>students<br>scored<br>"Proficient" or<br>higher, which<br>translated<br>into 82% of<br>students. | As current<br>proficiency<br>results (82%)<br>exceed the<br>target goal<br>(60%), no action<br>needs to be<br>taken. | As the goal for<br>this learning<br>outcome has<br>been met for<br>this year, what<br>is required is<br>regular<br>monitoring of<br>results to ensure<br>that<br>performance<br>does not drop in | Business Plan           Evaluate solutions           100%           80%           60%           40%           20%           0%           AY 2019-2020           AY 2019-2020           AY 2020-2021           AY 2020-2021           AY 2020-2021 |
|   |   |  |  | does not drop in coming years.   | RHU Actual %Target Score  |

## (SLO 2: BFIN) Specialized Knowledge (Financial Analysis Project in BFIN 300)

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA is reporting its assessment results per competency, as shown below in the following 4 pages.

|   |   |  | •  | Ident Learning and P   |  |
|---|---|--|--|--|--|
|   | Figure 4.2  | – Standard # 4 Mea   | surement and A   | nalysis of Student Le  | earning and Performance  |
|   |   | Analysis o   | f Results  |  |  |
| Identified in<br>Criterion 4.2  | Identified in Criterion<br>4.1<br>Measurement   | Identified in<br>Criterion 4.2<br>Current Results  | Identified in<br>Criterion 4.2<br>Analysis of  | Identified in<br>Criterion 4.4<br>Action Taken or  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends                   |
| Measurable goal   | Instrument Comprehensive  | AY 2020-2021   | Results  | Improvement Made   |  |
| Specialized<br>knowledge in<br>Financial Statement<br>Analysis will allow<br><b>60%</b> of students to<br>score "Proficient"<br>or above on a<br>faculty-approved | problem solving<br>Financial Statement<br>Analysis using the<br>Rubric herein.<br>Competency 1:<br>"Identify the<br>Financial Issues" | In this competency<br>32 out of 59<br>students scored<br>"Proficient" on the<br>faculty-approved<br>rubric, which<br>translated into 54%<br>of students. | This year results<br>are below the<br>target goal of<br>having at least<br>60% of our<br>students score<br>"proficient". | The goal for this<br>competency has not<br>been met for this<br>year. More<br>emphasis will be<br>placed on this<br>competency next<br>year. | Identify the Issues  |
| rubric.   | Direct<br>Summative<br>Internal   |  |  |  | 40%<br>20%<br>0%<br>2019-2020 2020-2021 2021-2022 2022-2023<br>→ RHU Actual % → RHU Target % |

## (SLO 2: BFIN) Specialized Knowledge (Financial Analysis Project in BFIN 300)

|   | Figure   |   | -  |   | rning and Performance<br>Student Learning and Performance |
|---|--|---|--|---|---|
|   |  | Analysis of F   |  | <b>,</b> ,  |   |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4  | Identified in Criterion 4.2                               |
|   | Measurement<br>Instrument  | Current Results   | Analysis of<br>Results   | Action Taken or<br>Improvement<br>Made  | Insert Graphs or Tables of Resulting Trends               |
| Measurable<br>goal  | Comprehensive<br>problem   | AY 2020-2021  |  |   |   |
| Specialized<br>knowledge<br>in Financial<br>Statement<br>Analysis will<br>allow <b>60%</b> of<br>students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Financial<br>Statement<br>Analysis using<br>the Rubric<br>herein.<br>Competency 2:<br>"Risks and<br>Implications"<br>Direct<br>Summative<br>Internal | In this competency<br><b>31</b> out of <b>59</b><br>students scored<br>"Proficient" on the<br>faculty-approved<br>rubric, which<br>translated into <b>53%</b><br>of students. | This year<br>results are<br>below the<br>target goal of<br>having at least<br>60% of our<br>students<br>score<br>"proficient". | The goal for this<br>competency has<br>not been met<br>for this year.<br>More emphasis<br>will be placed<br>on this<br>competency<br>next year. | Risks & Implications                                      |

|  | Figure 4.2 -  |  | -  | Student Learning and<br>Analysis of Student  | d Performance<br>Learning and Performance                                  |
|--|---|--|--|--|--|
|  | 1 igure 4.2   | Analysis of  |  |  |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |
| Measurable goal  | Comprehensive<br>problem  | AY 2020-2021   |  |  |  |
| Specialized<br>knowledge in<br>Financial Statement<br>Analysis will allow<br><b>60%</b> of students to<br>score "Proficient"<br>or above on a<br>faculty-approved<br>rubric. | Financial<br>Statement<br>Analysis using<br>the Rubric<br>herein.<br>Competency 3:<br>"Propose<br>Solutions"<br>Direct<br>Summative<br>Internal | In this<br>competency <b>31</b><br>out of <b>59</b><br>students scored<br>"Proficient" on<br>the faculty-<br>approved rubric,<br>which translated<br>into <b>53%</b> of<br>students. | This year results<br>are below the<br>target goal of<br>having at least<br>60% of our<br>students score<br>"proficient". | The goal for this<br>competency has <b>NOT</b><br>been met for this<br>year. More emphasis<br>will be placed on this<br>competency next<br>year. | Propose Solutions  |

|   |  | Measure   | ment and Analysis   | of Student Learning ar   | nd Performance                              |
|---|--|---|---|--|---|
|   | Figu   |   |   | nd Analysis of Studen  | t Learning and Performance                  |
|   |  | Analysis  | of Results  |  |   |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2  | Identified in Criterion<br>4.4   | Identified in Criterion 4.2                 |
|   | Measurement<br>Instrument  | Current Results   | Analysis of Results   | Action Taken or<br>Improvement Made  | Insert Graphs or Tables of Resulting Trends |
| Measurable<br>goal  | Comprehensive<br>problem   | AY 2020-2021  |   |  |   |
| Specialized<br>knowledge<br>in Financial<br>Statement<br>Analysis will<br>allow <b>60%</b> of<br>students to<br>score<br>"Proficient"<br>or above on<br>a faculty-<br>approved<br>rubric. | Financial<br>Statement<br>Analysis using<br>the Rubric<br>herein.<br>Competency 4:<br>"Evaluate<br>Solutions"<br>Direct<br>Summative<br>Internal | In this competency<br><b>36</b> out of <b>59</b><br>students scored<br>"Proficient" on the<br>faculty-approved<br>rubric, which<br>translated into<br><b>61%</b> of students. | This year results fell<br>just above the target<br>goal of having at<br>least 60% of our<br>students score<br>"proficient". | The goal for this<br>competency has been<br>met for this year. More<br>emphasis will be<br>placed on this<br>competency next year. | Evaluate Solutions                          |

## (SLO 2: BMKA) Specialized Knowledge

## Case Study in BMKA 300

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA is reporting its assessment results per competency, as shown below in the following 4 pages.

|  |   | Measurement  | and Analysis of S  | tudent Learning a  | and Performance  |
|--|---|--|--|--|--|
|  | Figure 4.2 –  | Standard # 4 M   | easurement and   | Analysis of Stude  | nt Learning and Performance  |
|  |   | Analysis   | of Results   |  |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement<br>Made | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |
| Measurable goal  | Q #1 in Integrated<br>Marketing<br>Communication<br>Case study  | AY 2019-2020   |  |  |  |
| Specialized<br>knowledge of<br>marketing and<br>advertising<br>principles and<br>strategies will<br>enable 60% of<br>students to score<br>"Proficient" or<br>higher on<br>competency 1<br>"Evaluating the<br>effectiveness of<br>promotional<br>programs." | Competency 1<br>"Evaluating the<br>effectiveness of<br>promotional<br>programs" was<br>assessed through Q.<br>#1 on an integrated<br>marketing<br>communications<br>(IMC) case study. | In this case<br>study,<br>9 out of 13<br>students scored<br>"Proficient" on<br>this<br>competency<br>based on a<br>faculty-<br>approved<br>rubric, which<br>translated into<br>69% of<br>students. | The mean score<br>for this<br>competency was<br>79%, & 69% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were<br>above the target<br>goal of having at<br>least 60% of our<br>students scoring<br>"Proficient." | None other than<br>continuous<br>monitoring of<br>results.               | C-1 Evaluating the effectiveness of promotional programs.                  |
|  | Direct<br>Formative<br>Internal Assessment  |  |  |  | RHU Actual % — RHU Target %  |

## (SLO 2: BMKA) Specialized Knowledge (Case Study in BMKA 300)

|  | N   | leasurement and   | Analysis of Studen   | t Learning and Pe  | erformance  |
|--|---|---|--|--|---|
|  | Figure 4.2 – St   | andard # 4 Meas   | urement and Analy  | sis of Student Lea   | arning and Performance  |
|  |   | Analysis  | s of Results   |  |   |
| Identified in Criterion<br>4.2   | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4                             | Identified in Criterion 4.2   |
|  | Measurement<br>Instrument   | Current Results   | Analysis of Results  | Action Taken or<br>Improvement<br>Made                     | Insert Graphs or Tables of Resulting Trends   |
| Measurable goal  | Q #2 in Integrated<br>Marketing<br>Communication<br>Case study  | AY 2019-2020  |  |  |   |
| Specialized knowledge<br>of marketing and<br>advertising principles<br>and strategies will<br>enable 60% of<br>students to score<br>"Proficient" or higher<br>on competency 2<br>"Evaluating the<br>different tools and<br>approaches for<br>assessing<br>promotional program<br>effectiveness." | Competency 2<br>"Evaluating the<br>different tools and<br>approaches for<br>assessing<br>promotional<br>program<br>effectiveness" was<br>assessed through Q.<br>#2 on an integrated<br>marketing<br>communications<br>(IMC) case study. | In this case study,<br>8 out of 13<br>students scored<br>"Proficient" on<br>this competency<br>based on a<br>faculty-approved<br>rubric, which<br>translated into<br>62% of students. | The mean score for<br>this competency<br>was 76%, & 62% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were above<br>the target goal of<br>having at least 60%<br>of our students<br>scoring "Proficient." | None other than<br>continuous<br>monitoring of<br>results. | C-2 Evaluating the different tools and approaches for<br>assessing promotional program effectiveness.<br>C-2<br>62%<br>61%<br>60%<br>59%<br>2019-2020 2020-2021 2021-2022 |
|  | Direct<br>Formative<br>Internal Assessment  |   |  |  | RHU Actual RHU Target   |

|  | Me  | asurement and A   | nalysis of Studer  | nt Learning and Pe   | erformance   |
|--|---|---|--|--|--|
|  | Figure 4.2 – Star   | ndard # 4 Measur  | ement and Analy  | ysis of Student Lea  | arning and Performance   |
|  |   | Analysis  | of Results   |  |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement   | Identified in<br>Criterion 4.2<br>Current Results   | Identified in<br>Criterion 4.2<br>Analysis of  | Identified in<br>Criterion 4.4<br>Action Taken or          | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends   |
|  | Instrument  |   | Results  | Improvement<br>Made  |  |
| Measurable goal  | Q #3 in Integrated<br>Marketing<br>Communication<br>Case study  | AY 2019-2020  |  |  |  |
| Specialized<br>knowledge of<br>marketing and<br>advertising<br>principles and<br>strategies will<br>enable 60% of<br>students to score<br>"Proficient" or<br>higher on<br>competency 3<br>"Discussing the<br>various social<br>perspectives on<br>advertising and<br>promotion." | Competency 3<br>"Discussing the<br>various social<br>perspectives on<br>advertising and<br>promotion" was<br>assessed through Q.<br>#3 on an integrated<br>marketing<br>communications<br>(IMC) case study. | In this case study,<br>9 out of 13<br>students scored<br>"Proficient" on<br>this competency<br>based on a<br>faculty-approved<br>rubric, which<br>translated into<br>69% of students. | The mean score<br>for this<br>competency was<br>76%, & 69% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were<br>above the target<br>goal of having at<br>least 60% of our<br>students scoring<br>"Proficient." | None other than<br>continuous<br>monitoring of<br>results. | C-3 Discussing the various social perspectives on<br>advertising and promotion.<br>C-3<br>69%<br>70%<br>65%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60 |
|  | Direct<br>Formative<br>Internal Assessment  |   |  |  |  |

|   |  | urement and Analys   |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
|   | Figure 4.2 – Stand   | ard # 4 Measuremen<br>Analysis o   |  | tudent Learning a  | and Performance  |  |  |
| Identified in Criterion<br>4.2  | Identified in Criterion<br>4.1   | Identified in Criterion<br>4.2   | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4                             | Identified in Criterion 4.2  |  |  |
|   | Measurement<br>Instrument  | Current Results  | Analysis of Results  | Action Taken or<br>Improvement<br>Made                     | Insert Graphs or Tables of Resulting Trends  |  |  |
| Measurable goal   | Q #4 in Integrated<br>Marketing<br>Communication Case<br>study   | AY 2019-2020   |  |  |  |  |  |
| Specialized knowledge<br>of marketing and<br>advertising principles<br>and strategies will<br>enable 60% of students<br>to score "Proficient" or<br>higher on competency 4<br>"Evaluating the effect<br>of advertising on<br>consumer choice,<br>competition, and<br>prices." | study<br>Competency 4<br>"Evaluating the effect<br>of advertising on<br>consumer choice,<br>competition, and<br>prices" was assessed<br>through Q. #4 on an<br>integrated marketing<br>communications (IMC)<br>case study. | In this case study,<br>8 out of 13 students<br>scored "Proficient" on<br>this competency<br>based on a faculty-<br>approved rubric,<br>which translated into<br>62% of students. | The mean score for<br>this competency<br>was 77%, & 62% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were above<br>the target goal of<br>having at least 60%<br>of our students<br>scoring "Proficient." | None other than<br>continuous<br>monitoring of<br>results. | C-4 Evaluating the effect of advertising on<br>consumer choice, competition, and prices.<br>C-4<br>62%<br>61%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60 |  |  |
|   | Direct<br>Formative<br>Internal Assessment   |  |  |  |  |  |  |

(SLO 2: BMKT) Specialized Knowledge Case Study in BMKT 485

|   |   | Measur   | ement and Analysis o  | f Student Learning and  | Perfor   | mance                           |                                  |     |
|---|---|--|---|---|--|---------------------------------|----------------------------------|-----|
|   | Figure  | 4.2 – Standard   | d # 4 Measurement ar  | nd Analysis of Student  | Learnin  | g and Perforn                   | nance                            |     |
| Analysis of Results   |   |  |   |   |  |                                 |                                  |     |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results   | erion 4.2 4.2<br>urrent Analysis of Results   | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |                                 |                                  |     |
| Measurable goal   | Part C in<br>strategic<br>marketing case<br>study analysis  | AY 2019-2020   |   |   |  |                                 |                                  |     |
| Specialized<br>knowledge of<br>strategic<br>marketing will<br>enable 60% of<br>students to score<br>"Proficient" or<br>higher on<br>competency 1<br>"Identifying<br>marketing<br>issues." | Competency 1In this c."Identifyingstudy,marketing8 out ofissues" wasstudentsassessedscoredthrough Part C"Proficiein strategicon thismarketing casecompetestudy.based ofaculty-approverubric, vtranslate73% of | 8 out of 11<br>students<br>scored<br>"Proficient"<br>on this<br>competency<br>based on a<br>faculty-<br>approved<br>rubric, which<br>translated into | The mean score for this<br>competency was 75%,<br>& 73% of students<br>scored "Proficient" or<br>higher.<br>Results were above the<br>target goal of having at<br>least 60% of our<br>students scoring<br>"Proficient." | None other than<br>continuous monitoring<br>of results.               | 80%<br>60%<br>40%<br>20%<br>0%   | 73%<br>6 <b>0%</b><br>2019-2020 | C-1<br>60%<br>2020-2021<br>ual % | 60% |

## (SLO 2: BMKT) Specialized Knowledge (Case Study in BMKT 485)

|   |   |   |  | s of Student Learr   | -   |              |             |               |  |
|---|---|---|--|--|---|--------------|-------------|---------------|--|
|   | Figure 4.2  |   |  | and Analysis of S  | tudent  | Learning and | Performance |               |  |
| Analysis of Results   |   |   |  |  |   |              |             |               |  |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4                             | Identified in Criterion 4.2   |              |             |               |  |
|   | Measurement<br>Instrument   | Current<br>Results  | Analysis of<br>Results   | Action Taken or<br>Improvement<br>Made                     | Insert Graphs or Tables of Resulting Trends   |              |             | ulting Trends |  |
| Measurable goal   | Part B in<br>strategic<br>marketing case<br>study   | AY 2019-2020  |  |  |   |              |             |               |  |
| Specialized<br>knowledge of<br>strategic<br>marketing will<br>enable 60% of<br>students to score<br>"Proficient" or<br>higher on<br>competency 2<br>"Discussing risks<br>and implications<br>leading to a<br>position or<br>stand." | study<br>Competency 2<br>"Discussing risks<br>and implications<br>leading to a<br>position or<br>stand" was<br>assessed<br>through Part B<br>in strategic<br>marketing case<br>study. | In this case<br>study,<br>7 out of 11<br>students<br>scored<br>"Proficient"<br>on this<br>competency<br>based on a<br>faculty-<br>approved<br>rubric, which<br>translated into<br>64% of<br>students. | The mean score<br>for this<br>competency was<br>73%, & 64% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were<br>above the target<br>goal of having at<br>least 60% of our<br>students scoring<br>"Proficient." | None other than<br>continuous<br>monitoring of<br>results. | C-2 Discussing risks and implications<br>C-2<br>64%<br>62%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60 |              |             |               |  |
|   | Direct<br>Summative<br>Internal<br>Assessment   |   |  |  |   |              |             |               |  |

|  | <b>P1</b>  |  |   |   | ing and Performance   |
|--|--|--|---|---|---|
|  | Figure 4.  | 2 – Standard # 4<br>Analysis o   |   | and Analysis of St  | tudent Learning and Performance   |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument  | Identified in<br>Criterion 4.2<br>Current Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results  | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement<br>Made  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends  |
| Measurable goal  | Part D in<br>strategic<br>marketing case<br>study  | AY 2019-2020   |   | Made  |   |
| Specialized<br>knowledge of<br>strategic<br>marketing will<br>enable 60% of<br>students to score<br>"Proficient" or<br>higher on<br>competency 3<br>"Proposing<br>solutions<br>addressing the<br>identified<br>marketing<br>issues." | Competency 3<br>"Proposing<br>solutions<br>addressing the<br>identified<br>marketing<br>issues" was<br>assessed<br>through Part D<br>in strategic<br>marketing case<br>study.<br>Direct<br>Summative<br>Internal<br>Assessment | In this case<br>study,<br>6 out of 11<br>students scored<br>"Proficient" on<br>this competency<br>based on a<br>faculty-<br>approved rubric,<br>which translated<br>into 55% of<br>students. | The mean score<br>for this<br>competency<br>was almost<br>72%, & 55% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were<br>below the<br>target goal of<br>having at least<br>60% of our<br>students scoring<br>"Proficient." | During the<br>dedicated four<br>class sessions for<br>case study<br>analyses, the<br>instructor will<br>provide additional<br>guidance on how<br>to propose viable<br>solutions to the<br>identified<br>marketing issues.<br>Several real-life<br>examples will be<br>offered to<br>students to equip<br>them with the<br>necessary skills. | C-3 Proposing solutions<br>C-3<br>65%<br>60%<br>60%<br>60%<br>60%<br>60%<br>55%<br>55%<br>55%<br>50%<br>2019-2020<br>2020-2021<br>2021-2022<br>RHU Actual<br>RHU Target |

|  |   |  |  | of Student Learn   | -                        |  |  |                  |
|--|---|--|--|--|--------------------------|--|--|------------------|
|  | Figure 4  |  | 4 Measurement<br>of Results  | and Analysis of St   | tudent Le                | arning and Pe                          | erformance                                     |                  |
|  |   | Analysis   | of Results   |  |                          |  |  |                  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4                             |                          | Iden                                   | tified in Criterion 4                          | 1.2              |
|  | Measurement<br>Instrument   | Current Results  | Analysis of<br>Results   | Action Taken or<br>Improvement<br>Made                     |                          | Insert Graphs                          | s or Tables of Resul                           | ting Trends      |
| Measurable goal  | Part E in<br>strategic<br>marketing case<br>study   | AY 2019-2020   |  |  |                          |  |  |                  |
| Specialized<br>knowledge of<br>strategic<br>marketing will<br>enable 60% of<br>students to score<br>"Proficient" or<br>higher on<br>competency 4<br>"Evaluating the<br>proposed<br>solutions." | Competency 4<br><i>"Evaluating the proposed solutions"</i> was assessed through Part E in strategic marketing case study. | In this case<br>study,<br>7 out of 11<br>students scored<br>"Proficient" on<br>this competency<br>based on a<br>faculty-<br>approved rubric,<br>which translated<br>into 64% of<br>students. | The mean score<br>for this<br>competency<br>almost 72%, &<br>64% of students<br>scored<br>"Proficient" or<br>higher.<br>Results were<br>above the target<br>goal of having at<br>least 60% of our<br>students scoring<br>"Proficient." | None other than<br>continuous<br>monitoring of<br>results. | 64%<br>62%<br>60%<br>58% | C-4 Evaluat<br>64%<br>60%<br>2019-2020 | ting the proposed a<br>C-4<br>60%<br>2020-2021 | 60%<br>2021-2022 |
|  | Direct<br>Summative<br>Internal<br>Assessment   |  |  |  |                          |  | Actual —— RHU                                  |                  |

# (SLO 3: All BBA Programs) Employability (Alumni Survey)

|   | Me   | asurement and A  | nalysis of Student I  | Learning and Perform   | nance   |
|---|--|--|---|--|---|
|   | Figure 4.2 – Sta   |  | ement and Analysis  | s of Student Learning  | and Performance   |
| Identified in Criterion<br>4.2  | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument  | Identified in<br>Criterion 4.2<br>Current Results  | Identified in<br>Criterion 4.2<br>Analysis of Results   | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends  |
| Measurable Goal<br>SLO 3: Employability<br>skills taught by all<br>programs in the<br>college will enable<br>50% or more of CBA<br>graduates to find<br>employment within 1<br>year of graduation | Phone survey<br>reporting<br>employment within<br>1 year of graduation<br>A phone survey will<br>be conducted by the<br>D.A. at the college of<br>business, asking<br>graduates of 2019-<br>2020 whether they<br>had found<br>employment within<br>1 year of graduation. | Class of 2019-2020<br>The results of this<br>survey yielded a<br>score of 56%<br>employment rate<br>within 1 year after<br>graduation. | This year's results<br>(56%) were higher<br>than the target of<br>50%.<br>The results were<br>discussed by CBA<br>faculty and we<br>came to the<br>conclusion that<br>they are acceptable<br>given the current<br>circumstances of<br>COVID, economic<br>collapse and<br>political turmoil. | No actions will be<br>taken that are<br>related to the<br>programs or<br>curricula.<br>However, continuous<br>effort will be made<br>to assist students in<br>finding employment<br>opportunities. | Actual Employment 1-Year Post Graduation<br>Employment Within 1 year<br>100%<br>50%<br>50%<br>50%<br>50%<br>50%<br>50%<br>50%<br>50%<br>50% |

| (SLO 3: All BBA Programs) Employability | (Presentation in BADM 215) |
|---|----------------------------|
|---|----------------------------|

|  | <b>C</b> <sup>1</sup> <b>A</b>  |   |  | is of Student Learnin   | •                                 |              | <b>f</b>   |                                 |
|--|---|---|--|---|-----------------------------------|--------------|--|---------------------------------|
|  | Figure 4  | r   | of Results   | nt and Analysis of Stu  | dent Le                           | arning and P | erformance   |                                 |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made   |                                   |              | ntified in Criterio<br>ns or Tables of Re            |                                 |
| Measurable goal  | Part A in<br>Presentation   | AY 2019-2020  |  |   |                                   |              |  |                                 |
| Employability<br>skills will enable<br>60% of students<br>to score<br>"Proficient" or<br>higher on<br>competency 1<br>"Developing<br>emotional<br>intelligence of<br>learning styles<br>and personality<br>types." | Competency 1<br>"Developing<br>emotional<br>intelligence of<br>learning styles<br>and personality<br>types" was<br>assessed<br>through Part A<br>in Presentation. | In this part,<br>31 out of 73<br>students<br>scored<br>"Proficient"<br>on this<br>competency<br>based on a<br>faculty-<br>approved<br>rubric, which<br>translated into<br>42% of<br>students. | The mean score<br>for this<br>competency<br>was around<br>69%, & 42% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were<br>below the<br>target goal of<br>having at least<br>60% of our<br>students scoring | Skills of several<br>students were weak<br>since they were<br>mostly sophomores<br>or juniors. It has been<br>agreed to dedicate<br>two class sessions to<br>help students develop<br>this competency<br>further.<br>The students'<br>competency level in<br>SLO3 will be assessed<br>the next time the | C-1 D<br>80%<br>60%<br>40%<br>20% |              | cional intelligenc<br>personality type<br>C-1<br>60% | e of learning styles and<br>es. |
|  | Direct<br>Formative<br>Internal<br>Assessment   |   | "Proficient."  | course is offered in<br>Fall 2020-2021.   | 0%                                | 2019-2020    | 2020-2021<br>ual % —— RH                             | 2021-2022<br>IU Target %        |

|  |   | Meas   | urement and An   | alysis of Student Learn   | ning and P | erformance    |   |                      |
|--|---|--|--|---|------------|---------------|---|----------------------|
|  | Figure  | 4.2 – Standa   | ard # 4 Measure  | ment and Analysis of S  | Student Le | arning and Pe | rformance                                       |                      |
|  |   | Analys   | is of Results  |   |            |               |   |                      |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results   | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made   |            |               | ified in Criterion 4.<br>or Tables of Resulti   |                      |
| Measurable goal  | Part B in<br>Presentation   | AY 2019-<br>2020   |  |   |            |               |   |                      |
| Employability<br>skills will enable<br>60% of students<br>to score<br>"Proficient" or<br>higher on<br>competency 2<br>"Evaluating<br>career options in<br>a diverse and<br>changing<br>society." | Competency 2<br>"Evaluating<br>career options in<br>a diverse and<br>changing<br>society" was<br>assessed<br>through Part B<br>in Presentation. | In this part,<br>39 out of 73<br>students<br>scored<br>"Proficient"<br>on this<br>competency<br>based on a<br>faculty-<br>approved<br>rubric,<br>which<br>translated<br>into 53% of<br>students. | The mean score<br>for this<br>competency was<br>around 68%, &<br>53% of students<br>scored<br>"Proficient" or<br>higher.<br>Results were<br>below the target<br>goal of having at<br>least 60% of our<br>students scoring<br>"Proficient." | Skills of several<br>students were weak<br>since they were<br>mostly sophomores<br>or juniors. It has been<br>agreed to dedicate<br>two class sessions to<br>help students develop<br>this competency<br>further.<br>The students'<br>competency level in<br>SLO3 will be assessed<br>the next time the<br>course is offered in | C-2 Eval   | 60%           | tions in a diverse a<br>C-2<br>60%<br>2020-2021 | nd changing society. |
|  | Direct<br>Formative<br>Internal   |  |  | Fall 2020-2021.   |            |               | Actual 🗕 RHI                                    | U Target             |
|  | Assessment  |  |  |   |            |               |   |                      |

|  |   | Measure  | ment and Analys  | is of Student Learning   | g and Performance  |
|--|---|--|--|--|--|
|  | Figu  |  | # 4 Measuremen<br>of Results   | t and Analysis of Stuc   | dent Learning and Performance  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends             |
| Measurable goal  | Part C in<br>Presentation   | AY 2019-2020   |  |  |  |
| Employability<br>skills will enable<br>60% of students<br>to score<br>"Proficient" or<br>higher on<br>competency 3<br>"Presenting<br>employability<br>skills in an<br>organized,<br>effective, and<br>creative<br>approach." | Competency 3<br>"Presenting<br>employability<br>skills in an<br>organized,<br>effective, and<br>creative<br>approach" was<br>assessed<br>through Part C<br>in Presentation. | In this part,<br>30 out of 73<br>students scored<br>"Proficient" on<br>this competency<br>based on a<br>faculty-approved<br>rubric, which<br>translated into<br>41% of students. | The mean score<br>for this<br>competency was<br>around 68%, &<br>41% of students<br>scored<br>"Proficient" or<br>higher.<br>Results were<br>below the target<br>goal of having at<br>least 60% of our<br>students scoring<br>"Proficient." | Skills of several<br>students were weak<br>since they were<br>mostly sophomores<br>or juniors. It has been<br>agreed to dedicate<br>two class sessions to<br>help students develop<br>this competency<br>further.<br>The students'<br>competency level in<br>SLO3 will be assessed<br>the next time the<br>course is offered in<br>Fall 2020-2021. | C-3 Presenting employability skills in an organized, effective, and creative approach. |
|  | Direct<br>Formative<br>Internal<br>Assessment   |  |  |  | RHU Actual RHU Target  |

|  |  | Measuren   | nent and Analysis of  | Student Learning                       | g and Performance  |
|--|--|--|---|--|--|
|  | Figure 4   |  |   | Analysis of Stud                       | dent Learning and Performance  |
|  |  | Anal   | ysis of Results   |  |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2   | Identified in Criterion<br>4.2  | Identified in<br>Criterion 4.4         | Identified in Criterion 4.2  |
|  | Measurement<br>Instrument  | Current<br>Results   | Analysis of Results   | Action Taken or<br>Improvement<br>Made | Insert Graphs or Tables of Resulting Trends  |
| Measurable<br>Goal   | Presentation   | AY 2019-2020   |   |  |  |
| Training on<br>Communication<br>and<br>presentation<br>skills will allow<br>at least 60% of<br>seniors to score<br>"Proficient" or<br>higher on a<br>faculty-<br>approved<br>rubric. | The student<br>presentation in the<br>Integrative Learning<br>course: (BADM 495-<br>B) was used as a<br>summative tool to<br>assess students'<br>communication<br>skills upon exit from<br>the program.<br>Direct<br>Summative<br>Internal<br>Assessment | In this<br>assessment,<br>the<br>presentation<br>proficiency<br>rate was 96%<br>which<br>exceeded the<br>target score of<br>60%. | The score reflects<br>students'<br>communication and<br>presentation skills<br>after three years of<br>preparation and<br>training in the<br>program. Students<br>eventually acquired a<br>good level of<br>competence in<br>presenting and<br>communicating, which<br>represent basic<br>employability skills<br>needed in the<br>workplace. | None.                                  | Employability Skills<br>Represented by Communication and Presentation skills<br>Communication Skills SLO3<br>100% 89% 96%<br>60% 60% 60% 60%<br>50%<br>0%<br>2016-2017 2017-2018 2018-2019 2019-2020<br> |

# (SLO 3: All BBA Programs) Employability (Presentation in BADM 495-B)

|   |  |  |           |                                | is of Student Learnin   | -   |   |
|---|--|--|-----------|--------------------------------|---|---|---|
|   | Figure 4   | .2 – Standard #  |           | s of Resul                     | nt and Analysis of Stu<br>Its   | Ident Learning                            | and Performance   |
| Identified in Criterion<br>4.2  | Identified in<br>Criterion 4.1   | Identified in Criterion 4.2                                |           | Identified in Criterion<br>4.2 | Identified in<br>Criterion 4.4  | Identified in Criterion 4.2               |   |
|   | Measurement<br>Instrument  | Curren   | t Results |                                | Analysis of Results   | Action Taken<br>or<br>Improvement<br>Made | Insert Graphs or Tables of Resulting Trends   |
| Measurable goal   | COOP employer's<br>survey  | AY 201   | L9-2020   |                                |   |   |   |
| <b>SLO 3</b> : Students<br>will demonstrate<br>employability<br>skills adequate for<br>challenging entry and<br>middle level<br>professional<br>positions and/or in<br>self-employment.<br><u>Measure:</u><br>The students'<br>average score on the<br>"Employability Skills"<br>is acceptable (3) or<br>higher, on a faculty-<br>approved COOP<br>Employers' Survey. | Employers'<br>feedback from<br>"Employability<br>Skills" section of<br>a faculty-<br>approved COOP<br>Employers'<br>Survey.<br>Indirect<br>Formative<br>External<br>Assessment | Emplo<br>2017-<br>2018<br>RHU<br>Actual<br>RHU<br>Target 3 | 2019      | 2019-<br>2020<br>4.39<br>3     | The results for 2019-<br>2020 seem to reflect<br>an improvement in<br>the level of students'<br>employability skills as<br>rated by COOP<br>employers. The RHU<br>actual score for this<br>year (4.39/5.0)<br>exceeding the target<br>score of 3.0 and the<br>score of last year<br>(4.11/5.0). | None.                                     | Employability Skills<br>From COOP Survey           LO-2: EMPLOYABILITY           5.00         4.25         4.06         4.11         4.39           4.00         4.25         4.06         4.11         4.39           3.00         4.25         4.06         4.11         4.39           1.00         4.00         4.11         4.39         4.11         4.39           2.00         4.11         4.39         4.11         4.11         4.11 |

# (SLO 3: All BBA Programs) Employability (COOP Employers' Survey)

|   |  | easurement and Analys<br>ndard # 4 Measuremen  |  | -                                      |  |
|---|--|--|--|--|--|
|   |  | Analysis of R  |  |  |  |
| Identified in Criterion<br>4.2  | Identified in<br>Criterion 4.1   | Identified in Criterion 4.2  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.4         | Identified in Criterion 4.2  |
|   | Measurement<br>Instrument  | Current Results  | Analysis of Results  | Action Taken or<br>Improvement<br>Made | Insert Graphs or Tables of Resulting Trends                              |
| Measurable goal   | CEE Organizations'<br>Survey   | AY 2019-2020   |  |  |  |
| SLO 3: Demonstrate<br>employability<br>skills adequate for<br>challenging entry and<br>middle level<br>professional positions<br>and/or in self-<br>employment. | Employers'<br>feedback on the<br>"Employability<br>Skills" section of a<br>faculty-approved<br>survey. | The results for this year<br>decreased from 4.64 in<br>2018-2019 to 4.48 in<br>2019-2020.<br>However, the score is<br>higher than the target of<br>(3), reflecting NGO-<br>employers' satisfaction | This year's results<br>were satisfactory<br>as they exceeded<br>the target<br>benchmark. | None.                                  | Employability Skills in CEE Survey<br>Employability Skills in CEE Survey |
| Measure:<br>The average score on<br>he faculty-approved<br>Drganizations' Survey<br>s acceptable (3) or<br>higher.  | Indirect<br>Summative<br>External<br>Assessment  | with the students'<br>employability skills.  |  |  | 4 3 3 3<br>3 4 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7                     |

# (SLO 3: All BBA Programs) Employability (CEE Employers' Survey)

|  | Mea   | surement and A  | nalysis of Stud                                    | ent Learning and                            | l Performance  |  |
|--|---|---|--|---|--|--|
|  | Figure 4.2 – Stand  | dard # 4 Measur   | ement and Ana                                      | lysis of Student                            | Learning and Performance   |  |
|  |   | Analysis o  | of Results   |   |  |  |
| Identified in<br>Criterion 4.2   | Identified in Criterion 4.1   | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2                     | Identified in<br>Criterion 4.4              | Identified in Criterion 4.2  |  |
|  | Measurement Instrument  | Current Results   | Analysis of<br>Results                             | Action Taken or<br>Improvement<br>Made      | Insert Graphs or Tables of Resulting Trends                        |  |
| Measurable Goal  | Case study in Introduction to<br>Management<br>C-1  | AY 2019-2020  |  |   |  |  |
| Students should<br>be able toThe first competency (C-1) was<br>assessed through a graded case<br>study in the Introduction to<br>Management course BMGT 200, | In this case<br>study, students<br>were assessed<br>on 4  | Results on this<br>competency<br>this year<br>reached 82%,                                  | None.  | Critical Thinking<br>C-1 Identify the Issue |  |  |
| thinking skills.<br>Measure:   | which requires students to<br>identify problematic issues<br>before analyzing the risks,  | competencies.<br>On this first<br>competency  | exceeding the<br>target goal of<br>having at least |   | Identify the Issue   |  |
| 60% of students<br>to score<br>"Proficient" or<br>higher on a<br>faculty-approved  | proposing and evaluating<br>solutions. The case was graded<br>using a faculty approved Rubric.<br>In the past 3 years, this<br>competency was assessed in | (identifying the<br>issue), 9 out of<br>11 students<br>were proficient,<br>which translated | 60% of our<br>students score<br>"Proficient."      |   | 100%     82%       60%     60%       50%     60%                   |  |
| rubric.  | BMKT 200, which was also an<br>introductory business course.<br>The same competencies are<br>assessed this year but in BMGT<br>200.                       | into an 82%<br>proficiency rate.  |  |   | 0%<br>2019-2020 2020-2021 2021-2022<br>—— RHU Actual —— RHU Target |  |
|  | Direct<br>Formative<br>Internal Assessment  |   |  |   |  |  |

# (SLO 4: All Programs) Critical Thinking (Case Study in BMGT 200)

|   |  |  | •   | ent Learning and   | Learning and Performance  |
|---|--|--|---|--|---|
|   |  | Analysis o   |   |  |   |
| Identified in<br>Criterion 4.2  | Identified in Criterion 4.1<br>Measurement Instrument  | Identified in<br>Criterion 4.2<br>Current Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results  | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement<br>Made | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends  |
| Measurable Goal   | Case study in Introduction to<br>Management<br>C-2   | AY 2019-2020   |   |  |   |
| Students should<br>be able to<br>demonstrate<br>good critical<br>thinking skills.<br>Measure:<br>60% of students<br>to score<br>"Proficient" or<br>higher on a<br>faculty-approved<br>rubric. | The second competency (C-2)<br>was assessed through a graded<br>case study in the Introduction to<br>Management course BMGT 200,<br>which requires students to<br>analyze risks and implications.<br>The case was graded using a<br>faculty approved Rubric.<br>Direct<br>Formative<br>Internal Assessment | In this case<br>study, students<br>were assessed<br>on 4<br>competencies.<br>On this second<br>competency, 8<br>out of 11<br>students were<br>proficient,<br>which translated<br>into a 73%<br>proficiency rate. | Results on this<br>competency<br>this year<br>reached 73%,<br>exceeding the<br>target goal of<br>having at least<br>60% of our<br>students score<br>"Proficient." | None.  | Critical Thinking<br>C-2 Discuss Risks & Implications<br>Discuss Risks & Implications<br>73%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60%<br>60 |

|  |  |   |   | ent Learning and<br>alvsis of Student  | Learning and Performance   |  |  |
|--|--|---|---|--|--|--|--|
|  |  | Analysis  |   |  |  |  |  |
| Identified in<br>Criterion 4.2   | Identified in Criterion 4.1<br>Measurement Instrument  | Criterion 4.2 Criterion   |   | Criterion 4.2     Criterion 4.2     Criterion 4.2       Measurement Instrument     Current Results     Analysis of<br>Results     Action T<br>Improv           |  | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |
| Measurable Goal  | Case study in Introduction to<br>Management<br>C-3   | AY 2019-2020  |   | Made   |  |  |  |
| Students should<br>be able to<br>demonstrate<br>good critical  | The third competency (C-3) was<br>assessed through a graded case<br>study in the Introduction to<br>Management course BMGT 200,  | se study, students competency analyzed by the were assessed this year CBA faculty and   |   | analyzed by the  | Critical Thinking<br>C-3 Propose Solutions   |  |  |
| chinking skills.<br>Measure:<br>50% of students<br>to score<br>"Proficient" or<br>higher on a<br>faculty-approved<br>rubric. | which requires students to<br>propose suitable solutions to<br>business issues. The case was<br>graded using a faculty approved<br>Rubric.<br>Direct<br>Formative<br>Internal Assessment | competencies.<br>On this third<br>competency, 7<br>out of 11<br>students were<br>proficient,<br>which translated<br>into a 64%<br>proficiency rate. | exceeding the<br>target goal of<br>having at least<br>60% of our<br>students score<br>"Proficient." | concluded that<br>under the<br>circumstances,<br>a decline in<br>performance is<br>expected and<br>that continued<br>monitoring of<br>results will be<br>done. | Propose Solutions<br>64%<br>64%<br>62%<br>60%<br>60%<br>60%<br>58%<br>2019-2020<br>2020-2021<br>2021-2022<br>COLL-2022<br>COLL-2022<br>COLL-2022 |  |  |

|  | Figure 4.2 – Stand  | lard # 4 Measur   | ement and Ana   | alysis of Student I   | earning                                     | g and Performance   |  |
|--|---|---|---|---|---|---|--|
|  |   | Analysis o  | of Results  |   |   |   |  |
| Identified in<br>Criterion 4.2   | Identified in Criterion 4.1   | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.4  |   | Identified in Criterion 4.2   |  |
|  | Measurement Instrument  | Current Results   | Analysis of<br>Results  | Action Taken or<br>Improvement<br>Made  |   | Insert Graphs or Tables of Resulting Trends                         |  |
| Measurable Goal  | Case study in Introduction to<br>Management<br>C-4  | AY 2019-2020  |   |   |   |   |  |
| Students should<br>be able to<br>demonstrate<br>good critical                  | The fourth competency (C-4)<br>was assessed through a graded<br>case study in the Introduction to<br>Management course BMGT 200,            | In this case<br>study, students<br>were assessed<br>on 4                                      |   | Results were<br>analyzed by the<br>CBA faculty and<br>it was                                    | Critical Thinking<br>C-4 Evaluate Solutions |   |  |
| thinking skills.<br>Measure:<br>60% of students<br>to score<br>"Proficient" or | which requires students to<br>evaluate suitable solutions to<br>business issues. The case was<br>graded using a faculty approved<br>Rubric. | competencies.<br>On this fourth<br>competency, 7<br>out of 11<br>students were<br>proficient, | exceeding the<br>target goal of<br>having at least<br>60% of our<br>students score<br>"Proficient." | concluded that<br>under the<br>circumstances,<br>a decline in<br>performance is<br>expected and | 64%<br>62%                                  | Evaluate Solutions<br>64%<br>60% 60% 60%                            |  |
| higher on a<br>faculty-approved<br>rubric.                                     | Direct<br>Formative   | which translated<br>into a 64%<br>proficiency rate.   | i foncient.   | that continued<br>monitoring of<br>results will be<br>done.                                     | 60%<br>58%                                  | 2019-2020 2020-2021 2021-2022<br>—————————————————————————————————— |  |
|  | Internal Assessment   |   |   |   | L   |   |  |

# (SLO 4: All BBA Programs) Critical Thinking (Integrative Learning Project in BADM 495-B)

|   | <b>F</b> ! _  |  | surement and Analysis o   |  | ¥   |  |  |
|---|---|--|---|--|---|--|--|
|   | Fig   |  | dard # 4 Measurement an<br>nalysis of Results   | nd Analysis of Stu   | Ident Learning and Performance  |  |  |
| Identified in<br>Criterion 4.2  | terion 4.2 Criterion 4.1 Criterion 4.2  |  | Identified in Criterion 4.2<br>Analysis of Results  | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement<br>Made   | Identified in Criterion 4.2 Insert Graphs or Tables of Resulting Trends   |  |  |
| Measurable<br>Goal  | ILP Course Report   | AY 2019-2020   |   |  |   |  |  |
| Training on<br>Critical<br>Thinking &<br>Integration<br>will allow at<br>least 60% of<br>seniors to<br>score<br>"Proficient"<br>or higher on a<br>faculty-<br>approved<br>rubric. | The Integrative<br>Learning Project<br>(ILP) in BADM<br>495-B was used to<br>assess students'<br>critical thinking<br>and integration.<br>The Faculty-<br>Approved ILP<br>Rubric was used<br>in grading.<br>Direct<br>Summative<br>Internal<br>Assessment | In this project,<br>the<br>proficiency<br>rate reached<br>100% on the<br>ILP faculty-<br>approved<br>rubric, which<br>reflected<br>students'<br>competence in<br>critical<br>thinking and<br>integration of<br>skills. | It is not a cause of concern<br>that the score on this SLO<br>(100%) seems a bit high.<br>The score reflects students'<br>critical thinking after three<br>years of preparation and<br>training in the program,<br>and after much mentoring<br>and coaching by ILP<br>supervisors. Students<br>eventually do reach a high<br>level of critical thinking and<br>integration. | This assessment<br>will change next<br>year in response<br>to the site-visit<br>committee's<br>recommendation<br>that we assess<br>this competency<br>in BADM 490<br>which is a course<br>that involves the<br>creation of a<br>business plan in<br>which students<br>are better able to<br>demonstrate<br>their critical<br>thinking abilities. | Critical Thinking and Integration<br>Critical Thinking & Integration SLO4<br>100% 92% 100%<br>80% 60% 60% 60% 60%<br>60% 60% 60% 60%<br>20%<br>2016-2017 2017-2018 2018-2019 2019-2020<br>Critical Thinking & Integration SLO4<br>92% 100%<br>92% 100% 92% 10 |  |  |

(SLO 5: All BBA Programs)

Ethics and Social Responsibility (Case Study in BADM 355)

|  |  | N  | leasurement and Analys  | sis of Student Learning and Per  | formance  |
|--|--|--|---|--|---|
|  |  | Figure 4.2 – St  | andard # 4 Measureme  | nt and Analysis of Student Lear  | ning and Performance  |
|  |  | An   | alysis of Results   |  |   |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2   | Identified in Criterion 4.2   | Identified in Criterion 4.4  | Identified in Criterion 4.2   |
|  | Measurement<br>Instrument  | Current<br>Results   | Analysis of Results   | Action Taken or Improvement<br>Made  | Insert Graphs or Tables of Resulting Trends   |
| Measurable<br>Goal   | Business Ethics<br>Competency-1  | AY 2019-2020   |   |  |   |
| Basic<br>knowledge<br>of principles  | Business Ethics<br>Case-Study<br>was used to   | This year, this<br>competency<br>was assessed  | As the actual RHU score<br>for this assessment was<br>only 19% which was less   | <ol> <li>Extensive attention will be paid<br/>to this competency and students<br/>will receive more practice in</li> </ol>   | C-1 Identify the Issue  |
| of ethics and<br>understandi<br>ng of<br>business<br>ethics<br>applications<br>will enable<br>at least 60%<br>of students<br>to score<br>"Proficient"<br>or higher on<br>a faculty-<br>approved<br>rubric. | assess the<br>competence of<br>identifying the<br>ethical issue,<br>and a Faculty<br>Approved<br>Rubric was<br>used for<br>grading.<br>Direct<br>Formative<br>Internal<br>Assessment | and reported<br>separately.<br>The<br>proficiency<br>rate for this<br>competency<br>was only 19%.<br>Reporting the<br>results<br>separately for<br>each<br>competency<br>allowed us to<br>identify the<br>exact<br>weakness and<br>figure out a<br>way to<br>address it. | than the target score of<br>60%, we had a discussion<br>of the possible causes,<br>and there was agreement<br>that a possible cause<br>might be the<br>unanticipated events that<br>took place over the year<br>(the fires, uprising,<br>economic collapse and<br>COVID19) which led to<br>the adoption of online<br>teaching methods,<br>requiring students to<br>suddenly adapt and<br>possibly affecting their<br>performance. | <ul> <li>identifying the ethical issue to<br/>ensure progress the next year.</li> <li>2. The Student Learning Center, in<br/>its virtual version, will offer<br/>online assistance on how to<br/>optimize the use of the<br/>university online learning system<br/>available at RHU, assisting<br/>students by answering their<br/>questions and solving their<br/>problems.</li> <li>3. The New Students Orientation<br/>session will introduce online<br/>learning to students and how to<br/>optimize their learning<br/>experience.</li> <li>4. There will be continued<br/>monitoring of students'<br/>performance over the coming</li> </ul> | Identify the Issue         70%         60%         50%         40%         30%         20%         10%         0%         2019-2020       2020-2021         2019-2020       2020-2021         2019-2020       2020-2021         2019-2020       2020-2021         2019-2020       2020-2021         2019-2020       2020-2021         2019-2020       2020-2021         2019-2020       2020-2021         2019-2020       2020-2021 |

#### (SLO 5: All BBA Programs) Ethics and Social Responsibility (Case Study in BADM 355)

|  |  |  |  | s of Student Learning and Perform   |   |
|--|--|--|--|---|---|
|  |  |  | tandard # 4 Measurement  | t and Analysis of Student Learning  | g and Performance   |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2   | Identified in Criterion 4.2  | Identified in Criterion 4.4   | Identified in Criterion 4.2   |
|  | Measurement<br>Instrument  | Current<br>Results   | Analysis of Results  | Action Taken or Improvement Made  | Insert Graphs or Tables of Resulting Trends   |
| Measurable<br>Goal   | Business Ethics<br>Competency-2  | AY 2019-2020   |  |   |   |
| Basic<br>knowledge<br>of principles  | Business Ethics<br>Case-Study<br>was used to                                     | This year, this<br>competency<br>was assessed  | As the actual RHU score for<br>this assessment was only<br>10% which was less than the   | 5. Extensive attention will be paid to<br>this competency and students will<br>receive more practice in identifying   | C-2 Identify the Risks & Implications   |
| of ethics and<br>understandi<br>ng of<br>business                                | assess the<br>competence of<br>identifying the<br>risks and                      | and reported<br>separately.<br>The<br>proficiency  | target score of 60%, we had<br>a discussion of the possible<br>causes, and there was<br>agreement that a possible  | <ul><li>the ethical issue to ensure progress<br/>the next year.</li><li>6. The Student Learning Center, in its<br/>virtual version, will offer online</li></ul>                             | Risks and Implications  |
| ethics<br>applications<br>will enable<br>at least 60%<br>of students<br>to score | implications,<br>and a Faculty<br>Approved<br>Rubric was<br>used for<br>grading. | rate for this<br>competency<br>was only 10%.<br>Reporting the<br>results<br>separately for | cause might be the<br>unanticipated events that<br>took place over the year<br>(the fires, uprising,<br>economic collapse and<br>COVID19) which led to the | assistance on how to optimize the<br>use of the university online<br>learning system available at RHU,<br>assisting students by answering<br>their questions and solving their<br>problems. | 60%         •           50%         •           40%         •           30%         • |
| "Proficient"<br>or higher on<br>a faculty-                                       | Direct   | each<br>competency<br>allowed us to  | adoption of online teaching<br>methods, requiring students<br>to suddenly adapt and  | <ul> <li>The New Students Orientation<br/>session will introduce online<br/>learning to students and how to</li> </ul>  | 20%<br>10%  |
| approved<br>rubric.  | Formative<br>Internal<br>Assessment  | identify the<br>exact<br>weakness and<br>figure out a<br>way to<br>address it.             | possibly affecting their performance.  | optimize their learning experience.<br>8. There will be continued monitoring<br>of students' performance over the<br>coming AY.   | 2019-2020 2020-2021 2021-2022<br>→ RHU Actual % → RHU Target %                        |

|   | Figu  |  |  | lysis of Student Learning and<br>Ient and Analysis of Student  |  |
|---|---|--|--|--|--|
| Analysis of Results   |   |  |  |  |  |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results                         | Identified in<br>Criterion 4.2<br>Analysis of Results  | Identified in Criterion 4.4<br>Action Taken or<br>Improvement Made   | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |
| Measurable<br>Goal  | Business Ethics<br>Competency-3   | AY 2019-2020   |  |  |  |
| Basic<br>knowledge<br>of principles<br>of ethics and  | Business Ethics<br>Case-Study<br>was used to<br>assess the  | This year, this<br>competency<br>was assessed<br>and reported                | As the actual RHU<br>score for this<br>assessment was<br>76% which was   | <ul> <li>The Student Learning<br/>Center, in its virtual<br/>version, will offer online<br/>assistance on how to</li> </ul>  | C-3 Proposing Solutions  |
| understandi<br>ng of<br>business<br>ethics<br>applications<br>will enable<br>at least 60%<br>of students<br>to score<br>"Proficient"<br>or higher on<br>a faculty-<br>approved<br>rubric. | competence of<br>proposing<br>solutions and a<br>Faculty<br>Approved<br>Rubric was<br>used for<br>grading.<br>Direct<br>Formative<br>Internal<br>Assessment | separately.<br>The<br>proficiency<br>rate for this<br>competency<br>was 76%. | higher than the<br>target score of<br>60%, we<br>concluded that<br>students were<br>strong at<br>proposing creative<br>solutions and did<br>not need<br>additional focus<br>on this<br>competency. | <ul> <li>optimize the use of the university online learning system available at RHU, assisting students by answering their questions and solving their problems.</li> <li>The New Students Orientation session will introduce online learning to students and how to optimize their learning experience.</li> <li>There will be continued monitoring of students' performance over the coming AY.</li> </ul> | Propose Solutions  |

|  |  |  |   | s of Student Learning and Perforr   |  |
|--|--|--|---|---|--|
|  | Fi   | gure 4.2 – Stai  | ndard # 4 Measurement   | and Analysis of Student Learning  | g and Performance  |
|  |  | An   | alysis of Results   |   |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1   | Identified in<br>Criterion 4.2   | Identified in Criterion 4.2   | Identified in Criterion 4.4   | Identified in Criterion 4.2  |
|  | Measurement<br>Instrument  | Current<br>Results   | Analysis of Results   | Action Taken or Improvement Made  | Insert Graphs or Tables of Resulting Trends  |
| Measurable<br>Goal   | Business Ethics<br>Competency-4  | AY 2019-2020   |   |   |  |
| Basic<br>knowledge<br>of principles                                    | Business Ethics<br>Case-Study<br>was used to                                 | This year, this competency was assessed  | As the actual RHU score<br>for this assessment was<br>only 43% which was less   | 1. Extensive attention will be paid to this competency and students will receive more practice in   | C-4 Evaluating Solutions   |
| of ethics and<br>understandi<br>ng of<br>business<br>ethics            | assess the<br>competence of<br>evaluating the<br>solutions, and<br>a Faculty | and reported<br>separately.<br>The<br>proficiency<br>rate for this                           | than the target score of<br>60%, we had a discussion<br>of the possible causes,<br>and there was agreement<br>that a possible cause                             | <ul><li>identifying the ethical issue to<br/>ensure progress the next year.</li><li>2. The Student Learning Center, in its<br/>virtual version, will offer online<br/>assistance on how to optimize the</li></ul>   | Evaluate Solutions   |
| applications<br>will enable<br>at least 60%<br>of students<br>to score | Approved<br>Rubric was<br>used for<br>grading.                               | competency<br>was only 43%.<br>Reporting the<br>results<br>separately for                    | might be the<br>unanticipated events that<br>took place over the year<br>(the fires, uprising,<br>economic collapse and   | use of the university online<br>learning system available at RHU,<br>assisting students by answering<br>their questions and solving their<br>problems.  | 50%<br>40%<br>30%  |
| "Proficient"<br>or higher on<br>a faculty-<br>approved<br>rubric.      | Direct<br>Formative<br>Internal<br>Assessment                                | each<br>competency<br>allowed us to<br>identify the<br>exact<br>weakness and<br>figure out a | COVID19) which led to<br>the adoption of online<br>teaching methods,<br>requiring students to<br>suddenly adapt and<br>possibly affecting their<br>performance. | <ol> <li>The New Students Orientation<br/>session will introduce online<br/>learning to students and how to<br/>optimize their learning experience.</li> <li>There will be continued monitoring<br/>of students' performance over the<br/>coming AY.</li> </ol> | 20%<br>10%<br>0%<br>2019-2020 2020-2021 2021-2022<br>→ RHU Actual % → RHU Target % |
|  |  | way to<br>address it.  |   |   |  |

|   |  |                                      |   |            |                                      | s of Student Learning   |   |  |
|---|--|--------------------------------------|---|------------|--------------------------------------|---|---|--|
|   | Figure 4.  | 2 – Stan                             | dard #  | 4 Meas     | urement                              | and Analysis of Stud  | lent Learning an                          | d Performance                                      |
|   |  |                                      |   |            | Analysi                              | s of Results  |   |  |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1                               | Ide                                  | ntified ir  | n Criterio | n 4.2                                | Identified in Criterion<br>4.2  | Identified in<br>Criterion 4.4            | Identified in Criterion 4.2                        |
|   | Measurement<br>Instrument                                    |                                      | Curren  | it Results |                                      | Analysis of Results   | Action Taken<br>or<br>Improvement<br>Made | Insert Graphs or Tables of Resulting Trends        |
| Measurable goal   | COOP employer's<br>survey                                    |                                      | AY 20   | 19-2020    |                                      |   |   |  |
| Program Goal 3<br>(SLO 5)<br>Recognize ethical  | COOP employers'<br>feedback on the<br>"Ethics and Social     | Ethics                               | and Soci  | ial Respo  | nsibility                            | The results for 2019-<br>2020 seem to be<br>somewhat stable and                                   | None.                                     | Ethics and Social Responsibility<br>In COOP Survey |
| dilemmas in<br>business and<br>respond to them  | Responsibility"<br>section of a faculty-<br>approved survey. | tion of a faculty- 2017- 2018- 2019- | reflect a high level of<br>approval of students'<br>ethics and socially |            | LO-3: ETHICS & SOCIAL RESPONSIBILITY |   |   |  |
| according to<br>established codes of  |  | RHU<br>Actual                        | 4.16  | 4.0        | 4.35                                 | responsible behavior<br>as rated by COOP  |   | 5 <u>4.14</u> 4.16 4.0 4.35                        |
| conduct, ethics and best practices.   | la d'ac at   | RHU<br>Target                        | 3   | 3          | 3                                    | employers. The RHU<br>actual score for this   |   | 4  |
| Measure:IndirectThe average scoreExternal   | Formative  |                                      |   |            |                                      | year (4.35/5.0)<br>exceeds the target<br>score of 3.0 and last<br>year's score of 4.0 as<br>well. |   |  |
| Responsibility"<br>section of a faculty-<br>approved COOP<br>Employers' Survey is<br>acceptable (3) or<br>higher. |  |                                      |   |            |                                      |   |   | 0 2016-2017 2017-2018 2018-2019 2019-2020          |

# (SLO 5: All BBA Programs) Ethics and Social Responsibility (COOP Employer's Survey-Ethics Component)

# (SLO 6: All BBA Programs) Competence for Advancement & Growth Personal Development Plan in BADM 215

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA started reporting the results, per competency, as shown below in the following 4 pages.

#### (SLO 6: All BBA Programs) Competence for Advancement & Growth (Personal Development Plan in BADM 215)

|  | Figure  |  |   | is of Student Learning<br>It and Analysis of Stud  | dent Learning and Performance  |  |  |
|--|---|--|---|--|--|--|--|
|  |   |  | of Results  | ,,   | <b>o</b>   |  |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Criterion 4.2Criterion 4.24.4Current ResultsAnalysis ofAction Taken of   |   | Identified in Criterion<br>4.4<br>Action Taken or<br>Improvement Made  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |  |  |
| Measurable goal  | Steps 1, 2, & 3<br>in PDP   | AY 2019-2020   |   |  |  |  |  |
| Advancement &<br>Growth will<br>enable <b>60% of</b><br>students to score<br>"Proficient" or<br>higher on<br>competency 1<br>"Setting up<br>personal goals." | Competency 1<br>"Setting up<br>personal goals"<br>was assessed<br>through Steps 1,<br>2, & 3 in PDP.<br>Direct<br>Formative<br>Internal<br>Assessment | In this part,<br>51 out of 73<br>students scored<br>"Proficient" on<br>this competency<br>based on a<br>faculty-<br>approved rubric,<br>which translated<br>into 70% of<br>students. | The mean score<br>for this<br>competency<br>was almost<br>75%, & 70% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were<br>below the<br>target goal of<br>having at least<br>60% of our<br>students scoring<br>"Proficient." | None. Keep<br>monitoring<br>performance next<br>time.<br>The students'<br>competency level in<br>SLO3 will be assessed<br>the next time the<br>course is offered in<br>Fall 2020-2021. | C-1 Setting up personal goals.   |  |  |

|   | Figuro  |   |  | Student Learning and   |  |  |  |
|---|---|---|--|--|--|--|--|
|   | Figure  | 4.2 – Standard # 4<br>Analysis o  |  | d Analysis of Student I  | Learning and Performance   |  |  |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1Identified in<br>Criterion 4.2Measurement<br>InstrumentCurrent Results  |   | Criterion 4.2 Criterion 4.2 4.4  |  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |  |  |
| Measurable goal<br>Advancement &<br>Growth will<br>enable 60% of<br>students to score<br>"Proficient" or<br>higher on<br>competency 2<br>"Developing<br>personal SWOT<br>analysis." | Steps 4, 5, 6, &<br>7 in PDP<br>Competency 2<br>"Developing<br>personal SWOT<br>analysis" was<br>assessed<br>through Steps 4,<br>5, 6, & 7 in PDP.<br>Direct<br>Formative | AY 2019-2020<br>In this part,<br>55 out of 73<br>students scored<br>"Proficient" on this<br>competency based<br>on a faculty-<br>approved rubric,<br>which translated<br>into 75% of<br>students. | The mean score<br>for this<br>competency was<br>around 77%, &<br>75% of students<br>scored<br>"Proficient" or<br>higher.<br>Results were<br>below the target<br>goal of having at<br>least 60% of our<br>students scoring<br>"Proficient." | None. Keep<br>monitoring<br>performance next<br>time.<br>The students'<br>competency level in<br>SLO3 will be assessed<br>the next time the<br>course is offered in<br>Fall 2020-2021. | C-2 Developing personal SWOT analysis.                                     |  |  |
|   | Internal<br>Assessment  |   |  |  |  |  |  |

|   |   |   |   | g and Performance  |
|---|---|---|---|--|
| Figure  |   |   | ent and Analysis of Stu   | dent Learning and Performance  |
| Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2  | Identified in Criterion<br>4.4  | Identified in Criterion 4.2  |
| Measurement<br>Instrument   | Current<br>Results  | Analysis of<br>Results  | Action Taken or<br>Improvement Made   | Insert Graphs or Tables of Resulting Trends  |
| Steps 8, 9, & 10<br>in PDP  | AY 2019-2020  |   |   |  |
| Competency 3<br>"Creating a plan<br>of action for<br>personal<br>development"<br>was assessed<br>through Steps 8,<br>9, & 10 in PDP.<br>Direct<br>Formative | In this part,<br>51 out of 73<br>students<br>scored<br>"Proficient"<br>on this<br>competency<br>based on a<br>faculty-<br>approved<br>rubric, which<br>translated into<br>70% of<br>students.                                     | The mean score<br>for this<br>competency<br>was around<br>75%, & 70% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were<br>below the<br>target goal of<br>having at least<br>60% of our<br>students scoring<br>"Proficient."   | None. Keep monitoring<br>performance next time.<br>The students'<br>competency level in<br>SLO3 will be assessed<br>the next time the<br>course is offered in Fall<br>2020-2021.  | C-3 Creating a plan of action for personal development.  |
|   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument<br>Steps 8, 9, & 10<br>in PDP<br>Competency 3<br>"Creating a plan<br>of action for<br>personal<br>development"<br>was assessed<br>through Steps 8,<br>9, & 10 in PDP. | Identified in<br>Criterion 4.1Identified in<br>Criterion 4.2Measurement<br>InstrumentCurrent<br>ResultsSteps 8, 9, & 10<br>in PDPAY 2019-2020Competency 3<br>of action for<br>personal<br>through Steps 8,<br>9, & 10 in PDP.In this part,<br>51 out of 73<br>students<br>scoredWas assessed<br>through Steps 8,<br>9, & 10 in PDP.on this<br>faculty-<br>approved<br>rubric, which<br>translated into<br>70% of<br>students.Direct<br>FormativeDirect<br>Formative | Identified in<br>Criterion 4.1Identified in<br>Criterion 4.2Identified in<br>Criterion 4.2Measurement<br>InstrumentCurrent<br>ResultsAnalysis of<br>ResultsSteps 8, 9, & 10<br>in PDPAY 2019-2020Analysis of<br>resultsCompetency 3<br>"Creating a plan<br>of action for<br>personalIn this part,<br>StudentsThe mean score<br>for this<br>scoredWas assessed<br>through Steps 8,<br>9, & 10 in PDP.In this part,<br>StudentsThe mean score<br>for this<br>competencyCompetency 3<br>"Creating a plan<br>of action for<br>personal<br>development"In this part,<br>StudentsThe mean score<br>for this<br>competencyStudents<br>personal<br>development"In this part,<br>StudentsThe mean score<br>for this<br>competencyPorticient"<br>of action for<br>personal<br>development"The mean scored<br>for this<br>studentsPorticient"<br>of his<br>through Steps 8,<br>9, & 10 in PDP.Steps 8,<br>faculty-<br>approved<br>translated into<br>70% of<br>students.Direct<br>FormativeIntert<br>translated into<br>translated into<br>translated into<br>translated into<br>translated into<br>translated into<br>translated into<br>thaving at least<br>fo0% of our<br>students. | Identified in<br>Criterion 4.1Identified in<br>Criterion 4.2Identified in<br>Criterion 4.2Identified in<br>A.4Measurement<br>InstrumentCurrent<br>ResultsAnalysis of<br>ResultsAction Taken or<br>Improvement MadeSteps 8, 9, & 10<br>in PDPAY 2019-2020None. Keep monitoring<br>for this<br>competency 3None. Keep monitoring<br>performance next time.<br>The mean score<br>for this<br>competencyCompetency 3<br>"Creating a plan<br>of action for<br>personal<br>development"In this part,<br>51 out of 73<br>students<br>scoredThe mean score<br>for this<br>competency<br>was around<br>75%, & 70% of<br>students scored<br>"Proficient" or<br>higher.<br>Results were<br>below the<br>target goal of<br>having at least<br>60% of our<br>students.None. Keep monitoring<br>performance next time.<br>The students'<br>competency level in<br>SLO3 will be assessed<br>the next time the<br>course is offered in Fall<br>2020-2021.Direct<br>FormativeDirect<br>FormativeNone. Improvement<br>"Proficient" |

|   | Measurement an  | d Analysis of Student L   | earning and Perfo              | rmance                                 |  |
|---|---|---|--------------------------------|--|--|
|   | Figure 4.2 – Standard # 4 Mea   | surement and Analysis   | of Student Learni              | ng and Performa                        | nce  |
|   |   |   |                                |  |  |
| Identified in Criterion<br>4.2  | Identified in Criterion 4.1   | Identified in Criterion 4.2   | Identified in<br>Criterion 4.2 | Identified in<br>Criterion 4.4         | Identified in Criterion 4.2                                    |
|   | Measurement Instrument  | Current Results   | Analysis of Results            | Action Taken or<br>Improvement<br>Made | Insert Graphs or Tables of<br>Resulting Trends                 |
| Measurable goal   | CBA Alumni Survey   | 2019-2020   |                                |  |  |
| Program Goal 4<br>(SLO 6)<br>Demonstrate<br>knowledge of business<br>best practices qualifying<br>graduates for<br>advancement,<br>professional<br>certification, and/or<br>pursuit of graduate<br>education.                       | Based on our meeting with the site-<br>visit committee, it was suggested that<br>this survey does not serve as an<br>appropriate measure of competence<br>for advancement and growth.<br>Therefore, and based on deliberations<br>among CBA faculty, it was decided to<br>measure this SLO through the PDP in<br>BADM 215 as an internal assessment<br>until we perform a revision of the SLO<br>and determine the best way to<br>measure it. | The survey will not be<br>conducted this year.<br>SLO6 will be assessed<br>only through the PDP<br>in BADM 215. |                                |  | Competence for<br>Advancement & Growth In<br>CBA Alumni Survey |
| <ul> <li>Previous Measure:</li> <li>The percentage of<br/>graduates who:</li> <li>1) found employment<br/>within 1 year</li> <li>2) enrolled in a<br/>graduate program</li> <li>3) sought professional<br/>certification</li> </ul> | Direct<br>Summative<br>External Assessment  |   |                                |  |  |

#### (SLO 6: All BBA Programs) Competence for Advancement & Growth (CBA Alumni Survey)

# Graduate Assessment 2019-2020

# SLO 1: MBA – Managerial Dimension

# **Course Project in BMGT 500**

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA started reporting the results, per competency, as shown below in the following 4 pages.

# (SLO 1: MBA) Course Project in BMGT 500

|   |  | Measurement an   | d Analysis of Student  | Learning and Performa   | ance   |
|---|--|--|--|---|--|
|   | Figure 4.2 –   |  |  | is of Student Learning  | and Performance  |
|   |  | Analysi  | s of Results   |   |  |
| Identified in<br>Criterion 4.2  | Identified in Criterion 4.1  | Identified in<br>Criterion 4.2   | Identified in Criterion<br>4.2   | Identified in Criterion<br>4.4  | Identified in Criterion 4.2  |
|   | Measurement Instrument   | Current Results  | Analysis of Results  | Action Taken or<br>Improvement Made   | Insert Graphs or Tables of Resulting Trends  |
| Measurable Goal   | Strategic Management<br>Project (C-1)  | AY 2019-2020   |  |   |  |
| Knowledge of<br>strategic<br>management<br>tools will<br>enable<br>60% or more of<br>students to<br>score<br>"Proficient" or<br>higher on C-1:<br>"Provide a<br>background<br>analysis of the<br>firm". | The first question on the<br>project was used to assess<br>students' competence in<br>C-1: <b>"Provide a</b><br>background analysis of<br>the firm by identifying<br>the firm's business,<br>products and services".<br>Direct<br>Formative<br>Internal Assessment | In this project,<br>8 out of 8 students<br>scored "Proficient"<br>or higher, which<br>translated into<br>100% of students. | Results exceeded the<br>target goal of having<br>at least 60% of our<br>students score<br>"Proficient". The mean<br>score for this LO1 was<br>92/100 and 100% of<br>the students scored<br>"Proficient" or higher. | As the goal for this<br>learning outcome was<br>met for this year, it<br>was decided to keep<br>monitoring student<br>performance on this<br>competency in future<br>years when the course<br>is offered again. | C-1 Background Analysis<br>Background Analysis<br>100%<br>50%<br>0%<br>2019-2020 2020-2021 2021-2022 2022-2023<br>Background Analysis RHU Actual %<br>Background Analysis RHU Target % |

|   |  |   |  | Learning and Perform   |   |
|---|--|---|--|--|---|
|   | Figure 4.2 – Standard  |   | ent and Analys<br>s of Results   | is of Student Learning   | g and Performance                           |
| Identified in Criterion<br>4.2  | Identified in Criterion 4.1  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2   | Identified in Criterion<br>4.4   | Identified in Criterion 4.2                 |
|   | Measurement<br>Instrument  | Current<br>Results  | Analysis of<br>Results   | Action Taken or<br>Improvement Made  | Insert Graphs or Tables of Resulting Trends |
| Measurable Goal<br>C2   | Strategic Management<br>Project (C2)   | AY 2019-2020  |  |  |   |
| Knowledge of<br>strategic<br>management tools<br>will enable<br>60% or more of<br>students to score<br>"Proficient" or<br>higher on C2: "Use<br>traditional and<br>modern strategic<br>management tools<br>for environmental<br>analysis" | The second question on<br>the project was used to<br>assess students'<br>competence in C2: <b>"Use</b><br>traditional and<br>modern strategic<br>management tools to<br>assess the firm's<br>internal and external<br>environment" | In this<br>competency,<br>8 out of 8<br>students<br>scored<br>"Proficient" or<br>higher, which<br>translated<br>into 100% of<br>students. | Results<br>exceeded the<br>target goal of<br>having at least<br>60% of our<br>students score<br>"Proficient".<br>The mean score<br>for this C2 was<br>92/100 and<br>100% of the<br>students scored<br>"Proficient" or<br>higher. | As the goal for this<br>learning outcome<br>was met for this year,<br>it was decided to<br>keep monitoring<br>student performance<br>on this competency<br>in future years when<br>the course is offered<br>again. | C-2 Environmental Analysis                  |
|   | Direct<br>Formative<br>Internal Assessment   |   |  |  | RHU Actual % RHU Target %                   |

| rmance                            |
|-----------------------------------|
|                                   |
|                                   |
| Jentified in Criterion 4.2        |
| phs or Tables of Resulting Trends |
|                                   |
| Strategy Formulation              |
| ategy Formulation                 |
|                                   |
|                                   |
| • • •                             |
|                                   |
| 0 2020-2021 2021-2022 2022-2023   |
|                                   |
| 120                               |

|  |  | rement and Analysis  |  |   |   |
|--|--|--|--|---|---|
|  | Figure 4.2 – Standa  | rd # 4 Measurement a<br>Analysis o   |  | ent Learning and  | Performance   |
| Identified in Criterion 4.2  | Identified in Criterion 4.1  | Identified in Criterion<br>4.2   | Identified in Criterion<br>4.2   | Identified in<br>Criterion 4.4  | Identified in Criterion 4.2   |
|  | Measurement<br>Instrument  | Current Results  | Analysis of Results  | Action Taken or<br>Improvement<br>Made  | Insert Graphs or Tables of Resulting Trends   |
| Measurable Goal<br>C4  | Strategic Management<br>Project (C4)   | AY 2019-2020   |  |   |   |
| Knowledge of<br>strategic management<br>tools will enable<br>60% or more of<br>students to score<br>"Proficient" or higher<br>on C4: "Develop a<br>deployment plan for<br>implementing the<br>chosen strategy. | The first question on the<br>project was used to<br>assess students'<br>competence in C4:<br>"Develop a<br>deployment plan for<br>implementing the<br>chosen strategy.<br>Direct<br>Formative<br>Internal Assessment | In this project,<br>8 out of 8 students<br>scored "Proficient" or<br>higher, which<br>translated into 100% of<br>students. | Results exceeded the<br>target goal of having<br>at least 60% of our<br>students score<br>"Proficient". The<br>mean score for this<br>C4 was 85/100 and<br>100% of the students<br>scored "Proficient"<br>or higher. | As the goal for<br>this learning<br>outcome was<br>met for this<br>year, it was<br>decided to keep<br>monitoring<br>student<br>performance on<br>this competency<br>in future years<br>when the course<br>is offered again. | C-4 Strategy Implementation<br>Strategy Implementation<br>150%<br>100%<br>50%<br>0%<br>2019-2020 2020-2021 2021-2022 2022-2023<br>RHU Actual % RHU Target % |

# (SLO 2: MBA) Case Analysis in BECN 500

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA started reporting the results, per competency, as shown below in the following 5 pages.

|  |  |   |  |  | ng and Performance   |
|--|--|---|--|--|--|
|  | Figure 4.2 – Sta   |   | asurement an<br>of Results   | d Analysis of Stu  | udent Learning and Performance   |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument  | Identified in<br>Criterion 4.2<br>Current<br>Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement<br>Made   | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends   |
| Measurable<br>Goal   | Case Analysis  | AY 2019-2020  |  |  |  |
| Application of<br>problem<br>solving tools to<br>various<br>business<br>situations will<br>enable<br>60% of<br>students to<br>score<br>"Proficient" or<br>higher on a<br>faculty-<br>approved<br>rubric. | Students' ability to<br>"identify the<br>business issue" was<br>assessed through a<br>fully-fledged case<br>study that was<br>graded using a<br>faculty-approved<br>rubric.<br>Direct<br>Formative<br>Internal<br>Assessment | 10 out of 11<br>students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 91% of<br>students. | Results<br>exceeded the<br>target goal of<br>having at<br>least 60% of<br>our students<br>score<br>"Proficient." | The goal for this<br>learning<br>outcome has<br>been met for<br>this year. | Identify the Issue         Identify Issues         100%         80%         60%         40%         20%         0%         19-20       20-21         21-22       22-23         RHU target       RHU Actual |

|  |  | easurement and Ar  |  |  |   |
|--|--|--|--|--|---|
|  | Figure 4.2 – Sta   | Andard # 4 Measure<br>Analysis of R  |  | alysis of Student  | Learning and Performance  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument  | Identified in<br>Criterion 4.2<br>Current Results  | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement<br>Made   | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends  |
| Measurable<br>Goal   | Case Analysis  | AY 2019-2020   |  |  |   |
| Application of<br>problem<br>solving tools to<br>various<br>business<br>situations will<br>enable<br>60% of<br>students to<br>score<br>"Proficient" or<br>higher on a<br>faculty-<br>approved<br>rubric. | Students' ability to<br>"identify the risks<br>and implications"<br>was assessed<br>through a fully-<br>fledged case study<br>that was graded<br>using a faculty-<br>approved rubric.<br>Direct<br>Formative<br>Internal<br>Assessment | 8 out of 11 students<br>scored "Proficient"<br>on the faculty-<br>approved rubric,<br>which translated<br>into 73% of<br>students. | Results<br>exceeded the<br>target goal of<br>having at<br>least 60% of<br>our students<br>score<br>"Proficient." | The goal for this<br>learning<br>outcome has<br>been met for<br>this year. | Identify the risks and implications<br>Risks & Implications<br>80%<br>70%<br>60%<br>50%<br>40%<br>30%<br>20%<br>10%<br>0%<br>19-20 20-21 21-22 22-23<br>CHU target CHU Actual |

|  |   | Measurement  | and Analysis   | of Student Learn   | ing and Performance  |
|--|---|--|--|--|--|
|  | Figure 4.2 – 9  |  | leasurement a  | and Analysis of S  | tudent Learning and Performance  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results   | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement<br>Made   | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends   |
| Measurable<br>Goal   | Case Analysis   | AY 2019-2020   |  |  |  |
| Application of<br>problem<br>solving tools to<br>various<br>business<br>situations will<br>enable<br>60% of<br>students to<br>score<br>"Proficient" or<br>higher on a<br>faculty-<br>approved<br>rubric. | Students' ability to<br>identify and<br>"propose solutions"<br>was assessed<br>through a fully-<br>fledged case study<br>that was graded<br>using a faculty-<br>approved rubric.<br>Direct<br>Formative<br>Internal<br>Assessment | 6 out of 11<br>students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 55% of<br>students. | Results did<br>not meet the<br>target goal of<br>having at<br>least 60% of<br>our students<br>score<br>"Proficient." | In-class<br>applications will<br>involve an<br>explicit<br>component of<br>listing possible<br>solutions<br>throughout the<br>course | Identify & Propose Solutions          62%         60%         58%         56%         54%         52%         19-20       20-21       21-22       22-23 $\clubsuit$ RHU target |

|   |   | ana Anarysis (  | J Student Leann   | ing and Performance   |
|---|---|---|---|---|
| Figure 4.2 – S  |   |   | nd Analysis of St   | udent Learning and Performance  |
| Identified in<br>Criterion 4.1  | Identified in   | Identified in   | Identified in<br>Criterion 4.4  | Identified in Criterion 4.2   |
| Measurement<br>Instrument   | Current<br>Results  | Analysis of<br>Results  | Action Taken or<br>Improvement<br>Made  | Insert Graphs or Tables of Resulting Trends   |
| Case Analysis   | AY 2019-2020  |   |   |   |
| Application of<br>problemStudents' ability to<br>"evaluate the pros<br>and cons of<br>proposed7 out of 11<br>studentsResults<br>exceeded the<br>target goal of<br>having at<br>least 60% of<br>scorebusiness<br>situations will<br>enablesolutions" was<br>fully-fledged case<br>study that was7 out of 11<br>studentsResults<br>exceeded the<br>target goal of<br>having at<br>least 60% of<br>score | The goal for this<br>learning<br>outcome has<br>been met for  | Evaluate Pros & Cons  |   |   |
|   | our students<br>score   | this year   | Evaluate pros & cons  |   |
| graded using a faculty-approved   | translated<br>into 64% of   | "Proficient."   |   | 64%   |
|   | students.   |   |   | 62%<br>60%  |
| Formative<br>Internal<br>Assessment   |   |   |   | 58%<br>19-20 20-21 21-22 22-23  |
|   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument<br>Case Analysis<br>Students' ability to<br>"evaluate the pros<br>and cons of<br>proposed<br>solutions" was<br>assessed through a<br>fully-fledged case<br>study that was<br>graded using a<br>faculty-approved<br>rubric.<br>Direct<br>Formative<br>Internal | Analysis ofIdentified in<br>Criterion 4.1Identified in<br>Criterion 4.2Measurement<br>InstrumentCurrent<br>ResultsCase AnalysisAY 2019-2020Students' ability to<br>"evaluate the pros<br>and cons of<br>proposed7 out of 11<br>students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 64% of<br>students.Direct<br>Formative<br>Internal | Identified in<br>Criterion 4.1Identified in<br>Criterion 4.2Identified in<br>Criterion 4.2Measurement<br>InstrumentCurrent<br>ResultsAnalysis of<br>ResultsCase AnalysisAY 2019-2020Students' ability to<br>"evaluate the pros<br>and cons of<br>proposed7 out of 11<br>students'<br>solutions" was<br>assessed through a<br>fully-fledged case<br>study that was<br>graded using a<br>faculty-approved<br>rubric.7 out of 4.2Direct<br>Formative<br>InternalProficient<br>rubric, which<br>students.Results<br>exceeded the<br>target goal of<br>having at<br> | Identified in<br>Criterion 4.1Identified in<br>Criterion 4.2Identified in<br>Criterion 4.2Identified in<br>Criterion 4.2Measurement<br>InstrumentCurrent<br>ResultsAnalysis of<br>ResultsAction Taken or<br>Improvement<br>MadeCase AnalysisAY 2019-2020Action Taken or<br>Improvement<br>MadeStudents' ability to<br>"evaluate the pros<br>and cons of<br>proposed<br>solutions" was<br>assessed through a<br>fully-fledged case<br>students.7 out of 11<br>students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 64% of<br>students.Results<br>exceeded the<br>target goal of<br>having at<br>least 60% of<br>our students<br>score<br>"Proficient."The goal for this<br>learning<br>outcome has<br>been met for<br>this yearDirect<br>Formative<br>InternalDirect<br>FormativeNumber output<br>and consoleNumber output<br>proposed<br>scored<br>rubric, which<br>translated<br>into 64% of<br>students.Number output<br>proficient."Number output<br>proficient." |

|  |   |   |  |  | Irning and Performance                               |
|--|---|---|--|--|--|
|  | Figure 4.2  |   |  | t and Analysis o   | f Student Learning and Performance                   |
|  |   | Analysis  | of Results   |  |  |
| Identified in<br>Criterion 4.2                           | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2                    | Identified in<br>Criterion 4.2                         | Identified in<br>Criterion 4.4                               | Identified in Criterion 4.2                          |
|  | Measurement<br>Instrument   | Current<br>Results                                | Analysis of<br>Results                                 | Action Taken or<br>Improvement<br>Made                       | Insert Graphs or Tables of Resulting Trends          |
| Measurable<br>Goal                                       | Case Analysis   | AY 2019-2020                                      |  |  |  |
| Application of<br>problem<br>solving tools to<br>various | Students' ability to<br>"propose and<br>justify a solution"<br>was assessed   | 8 out of 11<br>students<br>scored<br>"Proficient" | Results<br>exceeded the<br>target goal of<br>having at | The goal for this<br>learning<br>outcome has<br>been met for | Propose & Justify Solution                           |
| business<br>situations will<br>enable<br><b>60% of</b>   | through a fully-<br>fledged case study<br>that was graded<br>using a faculty- | on the<br>faculty-<br>approved<br>rubric, which   | least 60% of<br>our students<br>score<br>"Proficient." | this year.   | Propose & justify solution                           |
| students to<br>score<br>"Proficient" or                  | approved rubric.  | translated<br>into 73% of<br>students.            |  |  | 60%  |
| higher on a<br>faculty-<br>approved                      | Direct<br>Formative<br>Internal   |   |  |  | 20%  |
| rubric.  | Assessment  |   |  |  | 0%   |
|  |   |   |  |  | 19-20 20-21 21-22 22-23<br>→ RHU target → RHU Actual |
|  |   |   |  |  |  |

# (SLO 3: MBA) Communication Skill (Report and Oral Presentation) in BADM 590

|  |   |  | surement and Analys  |  |  |
|--|---|--|--|--|--|
|  | Figu  | 1  |  | t and Analysis of S  | Student Learning and Performance   |
|  |   | An   | alysis of Results  |  |  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results   | Identified in Criterion<br>4.2<br>Analysis of Results  | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement           | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |
| Measurable<br>Goal   | MBA Research<br>Project<br>Presentation   | AY 2019-<br>2020   | As of 2021-2022, each<br>competency will be<br>reported separately.  | Made   |  |
| Training on<br>Communication<br>and<br>presentation<br>skills will allow<br>at least 60% of<br>MBA students<br>to score<br>"Proficient" or<br>higher on a<br>faculty-<br>approved<br>rubric. | The<br>presentation in<br>the MBA<br>research project<br>was used to<br>assess students'<br>communication<br>skills. The<br>revised Faculty-<br>Approved<br>Rubric was used<br>in grading.<br>Direct<br>Summative<br>Internal<br>Assessment | In this<br>assessment,<br>8 out of 8<br>students<br>scored<br>"Proficient"<br>or higher on<br>the faculty-<br>approved<br>rubric,<br>which<br>translated<br>into 100% of<br>MBA<br>students. | The score reflects<br>students'<br>communication and<br>presentation skills<br>toward the end of the<br>MBA program. The<br>actual score exceeded<br>the target score and<br>results were<br>significantly better than<br>last year. | No action other<br>than monitoring<br>progress will be<br>taken this year. | Communication and Presentation skills<br>Communication Skills MBA SLO3     |

|  | Figure  |  | •   |  | g and Performance<br>dent Learning and Performance  |
|--|---|--|---|--|---|
|  |   | Analysis of  | Results   |  |   |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.4   | Identified in Criterion 4.2   |
|  | Measurement<br>Instrument   | Current Results  | Analysis of<br>Results  | Action Taken or<br>Improvement<br>Made                                     | Insert Graphs or Tables of Resulting Trends   |
| Measurable<br>Goal   | MBA Research<br>Project Report  | AY 2019-2020   | As of 2021-2022,<br>each competency<br>will be reported<br>separately.  |  |   |
| Training on<br>Critical<br>Thinking &<br>Integration<br>will allow at<br>least 60% of<br>MBA students<br>to score<br>"Proficient"<br>or higher on a<br>faculty-<br>approved<br>rubric. | The MBA research<br>Project in BADM<br>590 was used to<br>assess students'<br>critical thinking and<br>integration skills.<br>The revised Faculty-<br>Approved Rubric<br>was used in<br>grading.<br>Direct<br>Summative<br>Internal<br>Assessment | In this project, 7 out<br>of 8 MBA students<br>scored "Proficient"<br>or higher on the<br>faculty-approved<br>rubric, which<br>translated into 88%<br>of students. | The actual score<br>has met the<br>target score for<br>this SLO (60%)<br>and students'<br>level of critical<br>thinking and<br>integration at the<br>MBA level is<br>above the<br>required<br>standard. | No action other<br>than monitoring<br>progress will be<br>taken this year. | Critical Thinking and Integration<br>Critical Thinking & Integration MBA<br>SLO4<br>100%<br>50%<br>0%<br>2016-2017 2017-2018 2018-2019 2019-2020<br>RHU Actual Score Target Score |

# (SLO 4: MBA) Critical Thinking & Integration in Research Project (BADM 590)

|   |  | Measureme   | ent and Analysis of Stu  | dent Learning and Pe   | rformance  |
|---|--|---|--|--|--|
|   | F  | igure 4.2 – Standard # 4  | 4 Measurement and An   | alysis of Student Lea  | rning and Performance  |
|   |  | Analysis  | of Results   |  |  |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1   | Identified in Criterion 4.2   | Identified in Criterion 4.2  | Identified in Criterion<br>4.4   | Identified in Criterion 4.2  |
|   | Measurement<br>Instrument  | Current Results   | Analysis of Results  | Action Taken or<br>Improvement Made  | Insert Graphs or Tables of Resulting Trends  |
| Measurable Goal   | Description of<br>Measurement<br>Instrument  | AY 2019-2020  |  |  |  |
| Program Goal-3<br>(SLO4)<br>Apply and<br>integrate<br>advanced  | Peregrine<br>Assessment Test<br>for MBA.<br>Comparison<br>against 2 peer   | RHU performance was<br>above target in both<br>comparisons.<br>RHU mean score was<br>66.25%, while the mean | The institutional mean<br>was above the means of<br>the 2 selected peer<br>group aggregates. | The objectives of this<br>assessment cycle have<br>been met.<br>No action needed | RHU vs. 2 Peer Group Aggregates<br>(Longitudinal)<br>Longitudinal Comparison: TOPA |
| business<br>knowledge and<br>skills in value-<br>oriented problem<br>solving and<br>decision making.<br>Measure:<br>A mean score on<br>the exam equal to<br>or greater than<br>the mean score<br>achieved by 2<br>peer group<br>aggregates. | group aggregates:<br>ACBSP Region 8<br>and Peers outside<br>U.S.<br>There is no Middle<br>East peer group<br>for graduate level.<br>Direct<br>Summative<br>External<br>Comparative<br>Assessment | scores attained by ACBSP<br>Region-8 and Peers<br>Outside US were 48.88%<br>and 42.86% respectively.        |  | other than continued<br>monitoring of results.                                   | Cathoand Exam  |

#### (SLO 4: MBA) Peregrine Assessment Test for Graduate Level

# (SLO 5: MBA) Assessment of Social Responsibility in a Case Study in BMGT 500

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA started reporting the results, per competency, as shown below in the following 4 pages.

| (SLO 5: MBA) | Assessment of Social | Responsibility in a | Case Study in BMGT 500 |
|--------------|----------------------|---------------------|------------------------|
|              |                      |                     |                        |

|  |   |  |  |   | and Performance<br>ent Learning and Performance  |
|--|---|--|--|---|--|
|  | Figure 4.2 – Stan   | Analysis of Results  |  |   | ent Learning and Performance   |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument   | Identified in<br>Criterion 4.2<br>Current<br>Results   | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement<br>Made  | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends   |
| Measurable<br>Goal   | Ethics & Social<br>Responsibility Case<br>Analysis C-1  | AY 2019-2020   |  |   |  |
| A good<br>understanding<br>and awareness<br>of ethics and<br>corporate<br>social<br>responsibility<br>will enable<br>60% of<br>students to<br>score<br>"Proficient" or<br>higher on LO1. | Students' ability to<br>"identify the<br>ethical issue" was<br>assessed through a<br>fully-fledged case<br>study that was<br>graded using a<br>faculty-approved<br>rubric.<br>Direct<br>Formative<br>Internal<br>Assessment | Only 5 out of<br>8 students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 63% of<br>students. | Results<br>exceeded the<br>target goal of<br>having at<br>least 60% of<br>our students<br>score<br>"Proficient." | Therefore, it<br>was decided to<br>continue to<br>monitor student<br>performance on<br>this competency<br>to ensure<br>meeting the<br>target. | C-1 Identify the Issue<br>Identify the Issue<br>100%<br>80%<br>60%<br>40%<br>20%<br>0%<br>2019-2020 2020-2021 2021-2022 2022-2023<br>RHU Actual % RHU Target % |

|  |   |   |   |   | rning and Performance                         |  |
|--|---|---|---|---|---|--|
|  | Figure 4.2 -  |   |   | t and Analysis of   | Student Learning and Performance              |  |
|  |   | Analysis  | of Results  |   |   |  |
| Identified in<br>Criterion 4.2                         | Identified in<br>Criterion 4.1  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.4  | Identified in Criterion 4.2                   |  |
|  | Measurement<br>Instrument   | Current<br>Results  | Analysis of<br>Results  | Action Taken or<br>Improvement<br>Made  | Insert Graphs or Tables of Resulting Trends   |  |
| Measurable<br>Goal                                     | Ethics & Social<br>Responsibility Case<br>Analysis C-2  | AY 2019-2020  |   |   |   |  |
| A good<br>understanding<br>and awareness               | Students' ability to<br>"identify the risks<br>and implications"<br>was assessed<br>through a fully-<br>fledged case study<br>that was graded | Only 6 out of<br>8 students<br>scored<br>"Proficient"<br>on the<br>faculty-<br>approved | Results<br>exceeded the<br>target goal of<br>having at<br>least 60% of<br>our students<br>score | Therefore, it<br>was decided to<br>continue to<br>monitor student<br>performance on<br>this competency<br>to ensure | C-2 Identify the risks and implications       |  |
| of ethics and<br>corporate<br>social<br>responsibility |   |   |   |   | Risks & Implications                          |  |
| will enable<br><b>60% of</b>                           | using a faculty-<br>approved rubric.  | rubric, which<br>translated   | "Proficient."   | meeting the target.   | 80%   |  |
| students to  |   | into 75% of students.   |   |   | 60%   |  |
| score<br>"Proficient" or                               | Direct  | students.   |   |   | 40%   |  |
| higher on LO2.   | Formative<br>Internal   |   |   |   | 20%   |  |
|  | Assessment  |   |   |   | 0%<br>2019-2020 2020-2021 2021-2022 2022-2023 |  |
|  |   |   |   |   | —— RHU Actual % —— RHU Target %               |  |

|  |  |   |  | of Student Learn   |            |  |
|--|--|---|--|--|------------|--|
|  | Figure 4.2 – S   | Standard # 4 M<br>Analysis o  |  | and Analysis of S  | tudent L   | earning and Performance  |
| Identified in<br>Criterion 4.2   | Identified in<br>Criterion 4.1<br>Measurement  | Identified in<br>Criterion 4.2<br>Current                                   | Identified in<br>Criterion 4.2<br>Analysis of  | Identified in<br>Criterion 4.4<br>Action Taken or  |            | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |
|  | Instrument   | Results   | Results  | Improvement<br>Made  |            |  |
| Measurable<br>Goal   | Ethics & Social<br>Responsibility Case<br>Analysis C-3   | AY 2019-2020  |  |  |            |  |
| A good<br>understanding<br>and awareness<br>of ethics and<br>corporate<br>social | Students' ability to<br>"propose<br>solutions" was<br>assessed through a<br>fully-fledged case<br>study that was | Only 6 out of<br>8 students<br>scored<br>"Proficient"<br>on the<br>faculty- | Results<br>exceeded the<br>target goal of<br>having at<br>least 60% of<br>our students | Therefore, it<br>was decided to<br>continue to<br>monitor student<br>performance on<br>this competency |            | C-3 Propose Solutions  |
|  |  |   |  |  |            | Propose Solutions  |
| responsibility<br>will enable  | graded using a faculty-approved  | approved<br>rubric, which   | score<br>"Proficient."   | to ensure<br>meeting the   | 100%       |  |
| 60% of<br>students to  | rubric.  | translated<br>into 75% of   |  | target.  | 80%<br>60% |  |
| score<br>"Proficient" or   | Direct   | students.   |  |  | 40%        |  |
| higher on LO3.   | Formative<br>Internal  |   |  |  | 20%<br>0%  |  |
|  | Assessment   |   |  |  | 076        | 2019-2020 2020-2021 2021-2022 2022-2023                                    |
|  |  |   |  |  |            |  |
|  |  |   |  |  |            |  |

|   |  |   |  |  | ning and Performance   |
|---|--|---|--|--|--|
|   | Figure 4.2 –   | Standard # 4 Analysis o   |  | t and Analysis of  | Student Learning and Performance   |
| Identified in<br>Criterion 4.2  | Identified in<br>Criterion 4.1<br>Measurement<br>Instrument  | Identified in<br>Criterion 4.2<br>Current<br>Results                                      | Identified in<br>Criterion 4.2<br>Analysis of<br>Results   | Identified in<br>Criterion 4.4<br>Action Taken or<br>Improvement<br>Made | Identified in Criterion 4.2<br>Insert Graphs or Tables of Resulting Trends |
| Measurable<br>Goal  | Ethics & Social<br>Responsibility Case<br>Analysis C-4   | AY 2019-2020  | 2  |  |  |
| A good<br>understanding<br>and awareness<br>of ethics and   | Students' ability to<br>"evaluate the<br>proposed<br>solutions" was  | 8 students<br>scored  | far below the target goal of focus on the fourth least 60% of competency, our students score proposed "Proficient." solutions", to make sure | was decided to focus on the  | C-4 Evaluate Proposed Solutions  |
| corporate<br>social<br>responsibility<br>will enable<br>60% of<br>students to<br>score<br>"Proficient" or<br>higher on LO4. | assessed through a<br>fully-fledged case<br>study that was<br>graded using a<br>faculty-approved<br>rubric.<br>Direct<br>Formative<br>Internal<br>Assessment | on the<br>faculty-<br>approved<br>rubric, which<br>translated<br>into 50% of<br>students. |  | Evaluate Solutions   |  |