

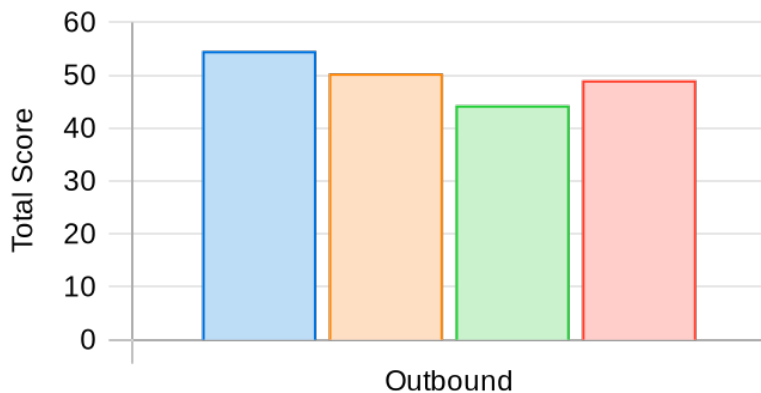
Rafik Hariri University

College of Business Administration

AY 2021-2022
ANNUAL ASSESSMENT REPORT

Undergraduate Assessment 2021-2022

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

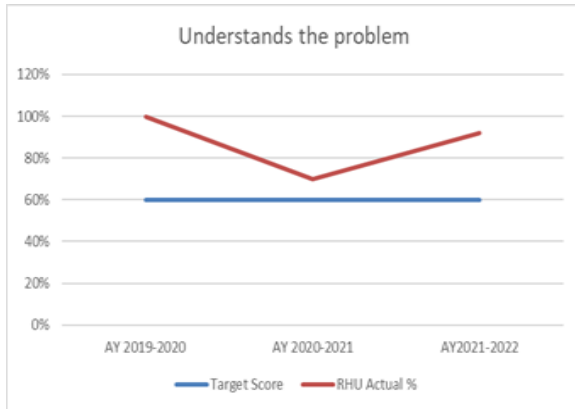
Measurement and Analysis of Student Learning and Performance															
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance															
		Analysis of Results													
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2										
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends										
Measurable Goal	Description of Measurement Instrument	AY 2021-2022													
<i>The target mean score on the External Assessment tool should be equal to or greater than the mean score achieved by two aggregate pools external to RHU.</i>	The Peregrine outbound Assessment Test for BBA was used to assess the <u>essential business knowledge</u> of graduating students.	The CBA score was higher than that of Region 8 mean score. Specifically, CBA’s score was 54.58% whereas the “ACBSP Region 8” mean score was 44.32%. By contrast, the RHU institutional mean score (54.58) exceeded the “Outside U.S.: Middle East” mean score which was 49.05%.	It is clear that the CBA score for this year compared well to the scores of the two aggregate pools. It is expected that there will be a slight fluctuation from year to year, but the positive thing is that the improvement attained over the past three years was sustainable.	Comparative results will continue to be monitored in future years.	<div>Essential Business Knowledge (Cross-Sectional)</div> <div>Comparison of Outbound Exam Results with the Selected Aggregate Pools</div>  <table><caption>Data for Comparison of Outbound Exam Results</caption><tr><th>Category</th><th>Total Score</th></tr><tr><td>Outbound (RHU)</td><td>54.58</td></tr><tr><td>ACBSP Region-8</td><td>44.32</td></tr><tr><td>Outside U.S.: Middle East</td><td>49.05</td></tr><tr><td>Region 8 Mean</td><td>44.32</td></tr></table>	Category	Total Score	Outbound (RHU)	54.58	ACBSP Region-8	44.32	Outside U.S.: Middle East	49.05	Region 8 Mean	44.32
	Category					Total Score									
Outbound (RHU)	54.58														
ACBSP Region-8	44.32														
Outside U.S.: Middle East	49.05														
Region 8 Mean	44.32														
	Two aggregate pools were used for comparison: “ACBSP Region-8” and “Outside U.S.: Middle East” colleges and universities.														
	Direct Summative External Comparative Assessment														

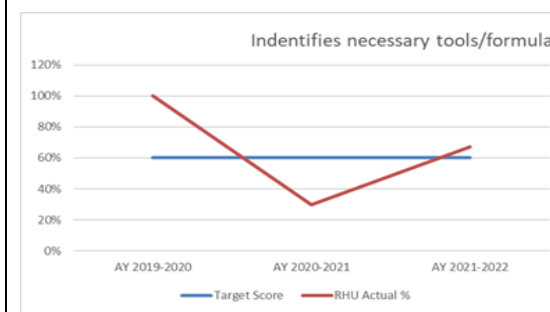
(SLO 1: All Programs) Essential Business Knowledge (COOP Employers' Surveys)

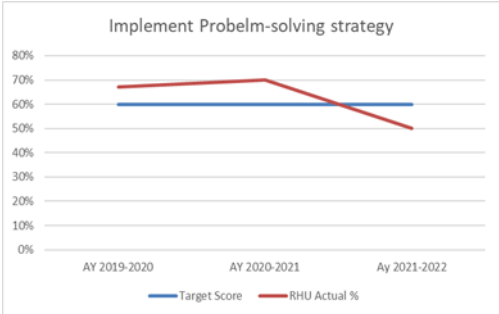
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																												
Measurable Goal	COOP Assessment Tool	AY 2021-2022																															
<p>Program Goal 1 (SLO 1)</p> <p>Students will apply essential business knowledge and skills in problem solving and decision making.</p> <p>Measure:</p> <p><i>The average score on the “business knowledge & skills” section of a faculty-approved COOP employers’ Survey is acceptable (3) or higher.</i></p>	<p>COOP employers’ feedback on the “business knowledge & skills” section of a faculty-approved assessment tool.</p> <p>Indirect Summative External Assessment</p>	<table><tr><th colspan="4">Essential Business Knowledge</th></tr><tr><th>Year</th><th>2019-2020</th><th>2020-2021</th><th>2021-2022</th></tr><tr><td>RHU Actual</td><td>4.2</td><td>4.37</td><td>3.81</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>	Essential Business Knowledge				Year	2019-2020	2020-2021	2021-2022	RHU Actual	4.2	4.37	3.81	RHU Target	3	3	3	<p>Although there is a slight decline in the results, we attribute that to the economic and social conditions that the country is going through, but they reflect a high level of approval of students’ knowledge and skills in problem solving and decision making as rated by COOP employers. The RHU actual score for this year exceeds the target score of 3.0.</p>	<p>We will monitor the conditions for next year. If there is no improvement in results, we need to reassess the coop strategy to better accommodate for the country economic and social circumstances</p>	<p>Essential Business Knowledge From COOP Survey</p> <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>4.2</td><td>3</td></tr><tr><td>2020-2021</td><td>4.37</td><td>3</td></tr><tr><td>2021-2022</td><td>3.81</td><td>3</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	4.2	3	2020-2021	4.37	3	2021-2022	3.81	3
Essential Business Knowledge																																	
Year	2019-2020	2020-2021	2021-2022																														
RHU Actual	4.2	4.37	3.81																														
RHU Target	3	3	3																														
Year	RHU Actual	RHU Target																															
2019-2020	4.2	3																															
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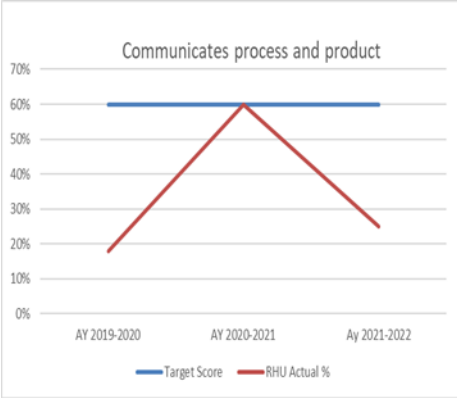
(SLO 2: BACC) Specialized Knowledge
Comprehensive Accounting Problem in BACC 460

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

Measurement and Analysis of Student Learning and Performance																	
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem	AY 2021-2022															
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 1: “understands the problem” Direct Formative Internal	In this competency11 out of 12 students scored “Proficient” on the faculty-approved rubric, which translated into 90% of students.	As current results exceeded the target goal of having at least 60% of our students score “proficient”. Results were excellent.	The goal for this competency has been met for this year.	<div><p>Understands the problem</p><table><thead><tr><th>Year</th><th>Target Score</th><th>RHU Actual %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>60%</td><td>100%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>~70%</td></tr><tr><td>AY 2021-2022</td><td>60%</td><td>~90%</td></tr></tbody></table></div>	Year	Target Score	RHU Actual %	AY 2019-2020	60%	100%	AY 2020-2021	60%	~70%	AY 2021-2022	60%	~90%
Year	Target Score	RHU Actual %															
AY 2019-2020	60%	100%															
AY 2020-2021	60%	~70%															
AY 2021-2022	60%	~90%															

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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem	AY 2021-2022															
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 2: “identifies necessary tools and formulas” Direct Formative Internal	In this competency Only 8 out of 12 students scored “Proficient” on the faculty-approved rubric, which translated into 67% of students.	As current results exceeded the target goal of having at least 60% of our students score “proficient”. Results were good	.	<div><div>Identifies necessary tools/formulas</div><table><thead><tr><th>AY</th><th>Target Score</th><th>RHU Actual %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>60%</td><td>100%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>30%</td></tr><tr><td>AY 2021-2022</td><td>60%</td><td>65%</td></tr></tbody></table></div>	AY	Target Score	RHU Actual %	AY 2019-2020	60%	100%	AY 2020-2021	60%	30%	AY 2021-2022	60%	65%
AY	Target Score	RHU Actual %															
AY 2019-2020	60%	100%															
AY 2020-2021	60%	30%															
AY 2021-2022	60%	65%															

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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem	AY 2021-2022															
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 3: implements problem solving strategy Direct Formative Internal	In this competency 6 out of 12 students scored “Proficient” on the faculty-approved rubric, which translated into 50% of students.	As current results do not reach the target goal of having at least 60% of our students score “proficient”. Results were not satisfactory. Students were able to identify the problem and the necessary tools but they were not able to implement them because of lack of practice.	The goal for this learning outcome has not been met for this year, additional comprehensive problem solving and assessment is recommended for the future	<div><p>Implement Problem-solving strategy</p><table><thead><tr><th>Year</th><th>Target Score</th><th>RHU Actual %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>60%</td><td>65%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>68%</td></tr><tr><td>Ay 2021-2022</td><td>60%</td><td>50%</td></tr></tbody></table></div>	Year	Target Score	RHU Actual %	AY 2019-2020	60%	65%	AY 2020-2021	60%	68%	Ay 2021-2022	60%	50%
Year	Target Score	RHU Actual %															
AY 2019-2020	60%	65%															
AY 2020-2021	60%	68%															
Ay 2021-2022	60%	50%															

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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem	AY 2021-2022															
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 4: communicates process and product Direct Formative Internal	In this competency only 3 out of 12 students scored “Proficient” on the faculty-approved rubric, which translated into 25% of students.	As current results do not reach the target goal of having at least 60% of our students score “proficient”. Results were not satisfactory. Since the students were not able to implement the problem solving strategy they didn’t have the ending product to communicate.	The goal for this competency has not been met for this year. Performance could be improved by additional in class problem solving.	<div><p>Communicates process and product</p><table><thead><tr><th>Academic Year</th><th>Target Score (%)</th><th>RHU Actual %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>60</td><td>25</td></tr><tr><td>AY 2020-2021</td><td>60</td><td>60</td></tr><tr><td>Ay 2021-2022</td><td>60</td><td>25</td></tr></tbody></table></div>	Academic Year	Target Score (%)	RHU Actual %	AY 2019-2020	60	25	AY 2020-2021	60	60	Ay 2021-2022	60	25
Academic Year	Target Score (%)	RHU Actual %															
AY 2019-2020	60	25															
AY 2020-2021	60	60															
Ay 2021-2022	60	25															

**(SLO 2: BHRM) Specialized Knowledge
Case Analysis in BHRM 300**

(SLO 2: BHRM) Specialized Knowledge (Case Analysis in BHRM 300)

Measurement and Analysis of Student Learning and Performance

Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

		Analysis of Results															
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Project C-1	AY 2021-2022															
Specialized knowledge of the principles of HRM will allow at least 60% of students to score “Proficient” or higher on C-1: “Designing a Recruitment Plan”.	<p>A course project was used to assess students’ knowledge and analysis in HRM through C-1: “Designing a Recruitment Plan”.</p> <p>Direct Formative Internal Assessment</p>	In this project, 7 out of 9 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 78% of students.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None.	<p>Prepare a Recruitment Plan</p> <div><p>C1: Recruitment Plan</p><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>75%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>78%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>78%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	AY 2019-2020	75%	60%	AY 2020-2021	78%	60%	AY 2021-2022	78%	60%
Year	RHU Actual %	RHU Target %															
AY 2019-2020	75%	60%															
AY 2020-2021	78%	60%															
AY 2021-2022	78%	60%															

Measurement and Analysis of Student Learning and Performance																	
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Project C-2	AY 2020-2021															
Specialized knowledge of the principles of HRM will allow at least 60% of students to score “Proficient” or higher on C-2: “Using Recruitment Tools” .	<div>A course project was used to assess students’ knowledge and analysis in C-2: “Using Recruitment Tools”.</div> <div>Direct Formative Internal Assessment</div>	In this project, 7 out of 9 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 78% of students.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None.	<div>C-2 Designing Recruitment Tools</div> <div>C2: Recruitment Tools</div> <table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>64%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>78%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>78%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	RHU Target %	AY 2019-2020	64%	60%	AY 2020-2021	78%	60%	AY 2021-2022	78%	60%
Year	RHU Actual %	RHU Target %															
AY 2019-2020	64%	60%															
AY 2020-2021	78%	60%															
AY 2021-2022	78%	60%															

Measurement and Analysis of Student Learning and Performance

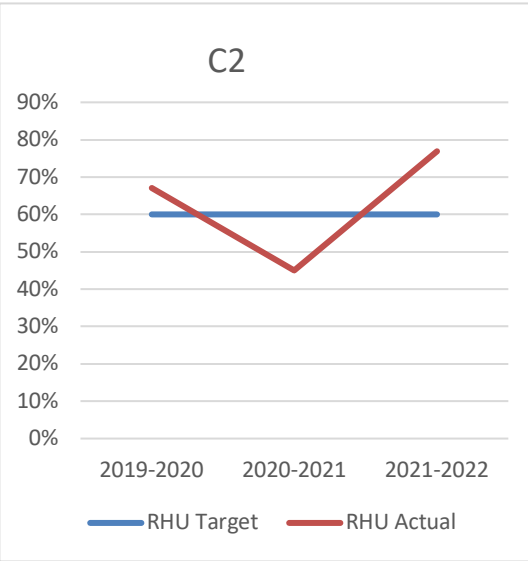
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		Analysis of Results									
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2						
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends						
Measurable Goal	Project C-3	AY 2020-2021									
Specialized knowledge of the principles of HRM will allow at least 60% of students to score “Proficient” or higher on a C-3: “Designing a selection plan” .	<div>A course project was used to assess students’ knowledge and analysis in C-3: “Designing a selection plan”.</div> <div>Direct Formative Internal Assessment</div>	In this project, 7 out of 9 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 78% of students.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	No action taken, but continuous emphasis will be placed on the development of the selection plan in this course.	<div>Designing an Employee Selection Plan</div> <div>C3: Selection Plan</div> <div><table><tr><td>RHU Actual %</td><td>32%</td><td>78%</td></tr><tr><td>RHU Target %</td><td>60%</td><td>60%</td></tr></table></div>	RHU Actual %	32%	78%	RHU Target %	60%	60%
RHU Actual %	32%	78%									
RHU Target %	60%	60%									

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

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

Measurement and Analysis of Student Learning and Performance																	
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem solving C-1	AY 2021-2022															
Specialized knowledge in Business Information Systems will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Information systems evaluation using the Rubric herein. Competency 1: “Identify the MIS related issues and concepts” Direct Summative Internal	In this competency 61 out of 78 students scored “Proficient” on the faculty-approved rubric, which translated into 78.2% of students.	This year’s results are above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><div>C1</div><table><tr><th>Year</th><th>RHU Target</th><th>RHU Actual</th></tr><tr><td>2019-2020</td><td>60%</td><td>70%</td></tr><tr><td>2020-2021</td><td>60%</td><td>40%</td></tr><tr><td>2021-2022</td><td>60%</td><td>80%</td></tr></table></div>	Year	RHU Target	RHU Actual	2019-2020	60%	70%	2020-2021	60%	40%	2021-2022	60%	80%
Year	RHU Target	RHU Actual															
2019-2020	60%	70%															
2020-2021	60%	40%															
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem C-2	AY 2021-2022															
Specialized knowledge in Business Information Systems will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Information systems evaluation using the Rubric herein. Competency 2: “Discuss Risks and Implications leading to a position or stand” Direct Summative Internal	In this competency 60 out of 78 students scored “Proficient” on the faculty-approved rubric, which translated into 76.9% of students.	This year’s results are above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><div>C2</div><table><caption>C2 Performance Data</caption><thead><tr><th>Year</th><th>RHU Target (%)</th><th>RHU Actual (%)</th></tr></thead><tbody><tr><td>2019-2020</td><td>60</td><td>68</td></tr><tr><td>2020-2021</td><td>60</td><td>45</td></tr><tr><td>2021-2022</td><td>60</td><td>78</td></tr></tbody></table></div>	Year	RHU Target (%)	RHU Actual (%)	2019-2020	60	68	2020-2021	60	45	2021-2022	60	78
Year	RHU Target (%)	RHU Actual (%)															
2019-2020	60	68															
2020-2021	60	45															
2021-2022	60	78															

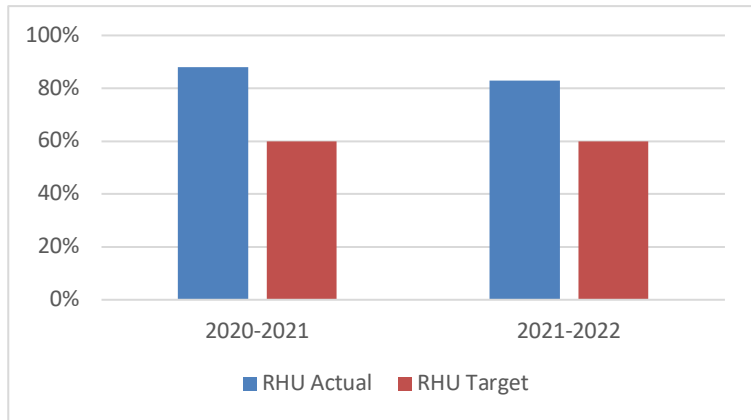
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem C-3	AY 2021-2022															
Specialized knowledge in Business Information Systems will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Information systems evaluation using the Rubric herein. Competency 3: “Propose Alternative Solutions” Direct Summative Internal	In this competency 57 out of 78 students scored “Proficient” on the faculty-approved rubric, which translated into 73% of students.	This year’s results are above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><div>C3</div><table><tr><th>Year</th><th>RHU Target</th><th>RHU Actual</th></tr><tr><td>2019-2020</td><td>60%</td><td>70%</td></tr><tr><td>2020-2021</td><td>60%</td><td>45%</td></tr><tr><td>2021-2022</td><td>60%</td><td>70%</td></tr></table></div>	Year	RHU Target	RHU Actual	2019-2020	60%	70%	2020-2021	60%	45%	2021-2022	60%	70%
Year	RHU Target	RHU Actual															
2019-2020	60%	70%															
2020-2021	60%	45%															
2021-2022	60%	70%															

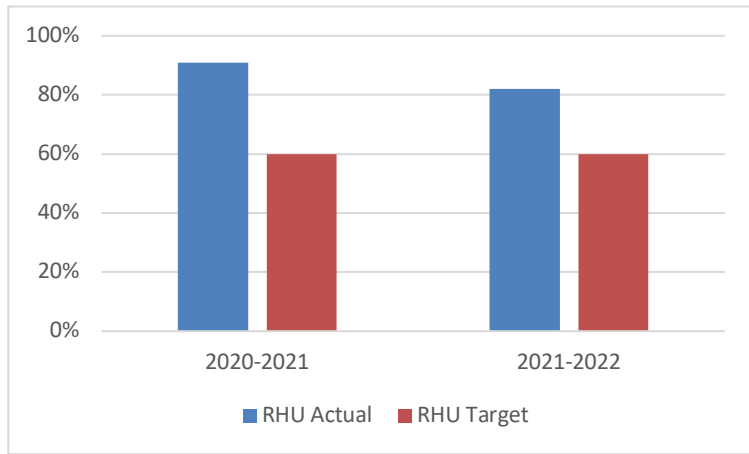
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem C-4	AY 2021-2022															
Specialized knowledge in Business Information Systems will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Information systems evaluation using the Rubric herein. Competency 4: “Evaluate Proposed Solutions and Ideas” Direct Summative Internal	In this competency 59 out of 78 students scored “Proficient” on the faculty-approved rubric, which translated into 75.6% of students.	This year’s results are below the target goal of having at least 60% of our students score “proficient”. We believe the unusual circumstances to be a main factor for this shortcoming	The goal for this competency has not been met for this year. We believe that if circumstances return to “normal” this issue will be transitory. If not, then a large adaptation must be made to the delivery of this evaluation.	<div><div>C4</div><table><thead><tr><th>Year</th><th>RHU Target (%)</th><th>RHU Actual (%)</th></tr></thead><tbody><tr><td>2019-2020</td><td>60</td><td>60</td></tr><tr><td>2020-2021</td><td>60</td><td>33</td></tr><tr><td>2021-2022</td><td>60</td><td>75</td></tr></tbody></table></div>	Year	RHU Target (%)	RHU Actual (%)	2019-2020	60	60	2020-2021	60	33	2021-2022	60	75
Year	RHU Target (%)	RHU Actual (%)															
2019-2020	60	60															
2020-2021	60	33															
2021-2022	60	75															

**(SLO2: BMGT) Specialized Knowledge in BMGT 300
Project Management**

(SLO 2: BMGT) Specialized Knowledge in BMGT 300 – Project

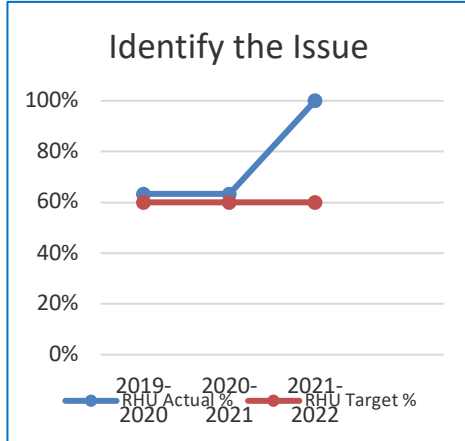
Measurement and Analysis of Student Learning and Performance														
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance														
		Analysis of Results												
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2									
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends									
Measurable Goal	Project C-1	AY 2021-2022												
Specialized knowledge of the principles of Project Management will allow at least 60% of students to score “Proficient” or higher on C-2: Project Initiation	A course project was used to assess students’ competency in project initiation. Direct Formative Internal Assessment	In this project, 85% students scored “Proficient” or higher on the faculty-approved rubric	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None other than monitoring of future results.	<div><h3>Project Initiation</h3><table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2020-2021</td><td>90%</td><td>60%</td></tr><tr><td>2021-2022</td><td>85%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2020-2021	90%	60%	2021-2022	85%	60%
Year	RHU Actual	RHU Target												
2020-2021	90%	60%												
2021-2022	85%	60%												

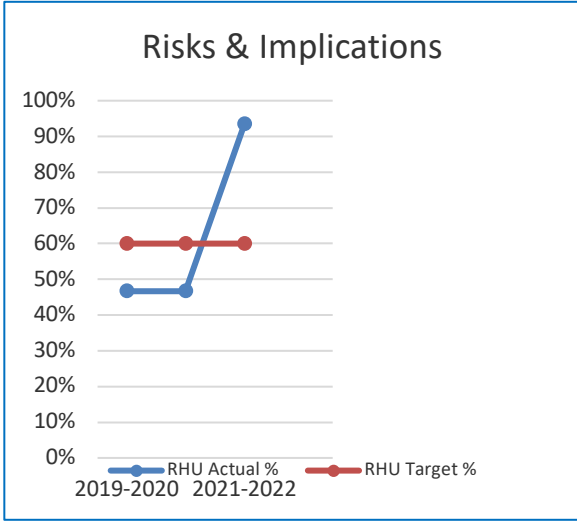
Measurement and Analysis of Student Learning and Performance														
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance														
		Analysis of Results												
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2									
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends									
Measurable Goal	Project C-2	AY 2021-2022												
Specialized knowledge of the principles of Project Management will allow at least 60% of students to score “Proficient” or higher on C-3: Project Planning	A course project was used to assess students’ competency in project planning. Direct Formative Internal Assessment	In this project, 83% students scored “Proficient” or higher on the faculty-approved rubric	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None other than monitoring of future results.	<div><h3>Project Planning</h3><table><caption>Project Planning Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2020-2021</td><td>88%</td><td>60%</td></tr><tr><td>2021-2022</td><td>82%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2020-2021	88%	60%	2021-2022	82%	60%
Year	RHU Actual	RHU Target												
2020-2021	88%	60%												
2021-2022	82%	60%												

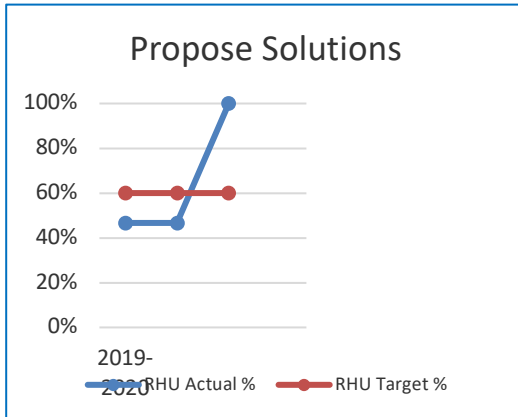
Measurement and Analysis of Student Learning and Performance														
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance														
		Analysis of Results												
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2									
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends									
Measurable Goal	Project C-3	AY 2021-2022												
Specialized knowledge of the principles of Project Management will allow at least 60% of students to score “Proficient” or higher on C-4: Project Execution & Control	<p>A course project was used to assess students’ competency in project execution and control.</p> <p>Direct Formative Internal Assessment</p>	In this project, 82% students scored “Proficient” or higher on the faculty-approved rubric.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None other than monitoring of future results.	<div><h3>Execution & Control</h3><table><caption>Execution & Control Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2020-2021</td><td>~90%</td><td>60%</td></tr><tr><td>2021-2022</td><td>~82%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2020-2021	~90%	60%	2021-2022	~82%	60%
Year	RHU Actual	RHU Target												
2020-2021	~90%	60%												
2021-2022	~82%	60%												

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

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem solving C-1	AY 2021-2022															
Specialized knowledge in Financial Statement Analysis will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Financial Statement Analysis using the Rubric herein. Competency 1: “Identify the Financial Issues” Direct Summative Internal	In this competency 77 out of 77 students scored “Proficient” on the faculty-approved rubric, which translated into 100% of students.	This year and the year before results are above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><p>Identify the Issue</p><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>60%</td><td>60%</td></tr><tr><td>2020-2021</td><td>60%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	60%	60%	2020-2021	60%	60%	2021-2022	100%	60%
Year	RHU Actual %	RHU Target %															
2019-2020	60%	60%															
2020-2021	60%	60%															
2021-2022	100%	60%															

Measurement and Analysis of Student Learning and Performance														
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance														
		Analysis of Results												
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2									
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends									
Measurable goal	Comprehensive problem C-2	AY 2021-2022												
Specialized knowledge in Financial Statement Analysis will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Financial Statement Analysis using the Rubric herein. Competency 2: “Risks and Implications” Direct Summative Internal	In this competency 72 out of 77 students scored “Proficient” on the faculty-approved rubric, which translated into 94% of students.	This year and the year before results are at or above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><p>Risks & Implications</p><table><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr><tr><td>2019-2020</td><td>48%</td><td>60%</td></tr><tr><td>2021-2022</td><td>94%</td><td>60%</td></tr></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	48%	60%	2021-2022	94%	60%
Year	RHU Actual %	RHU Target %												
2019-2020	48%	60%												
2021-2022	94%	60%												

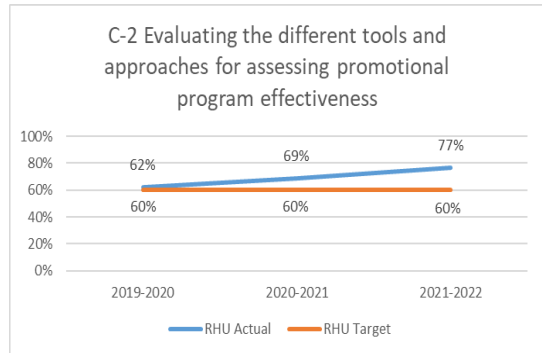
Measurement and Analysis of Student Learning and Performance														
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance														
		Analysis of Results												
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2									
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends									
Measurable goal	Comprehensive problem C-3	AY 2021-2022												
Specialized knowledge in Financial Statement Analysis will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Financial Statement Analysis using the Rubric herein. Competency 3: “Propose Solutions” Direct Summative Internal	In this competency 77 out of 77 students scored “Proficient” on the faculty-approved rubric, which translated into 100% of students.	This year results above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><p>Propose Solutions</p><table><caption>Propose Solutions Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019</td><td>45%</td><td>60%</td></tr><tr><td>2020</td><td>100%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019	45%	60%	2020	100%	60%
Year	RHU Actual %	RHU Target %												
2019	45%	60%												
2020	100%	60%												

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem C-4	AY 2021-2022															
Specialized knowledge in Financial Statement Analysis will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Financial Statement Analysis using the Rubric herein. Competency 4: “Evaluate Solutions” Direct Summative Internal	In this competency 63 out of 77 students scored “Proficient” on the faculty-approved rubric, which translated into 82% of students.	This year’s results fell above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><p>Evaluate Solutions</p><table><thead><tr><th>Year</th><th>Actual %</th><th>Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>45%</td><td>60%</td></tr><tr><td>2020-2021</td><td>45%</td><td>60%</td></tr><tr><td>2021-2022</td><td>82%</td><td>60%</td></tr></tbody></table></div>	Year	Actual %	Target %	2019-2020	45%	60%	2020-2021	45%	60%	2021-2022	82%	60%
Year	Actual %	Target %															
2019-2020	45%	60%															
2020-2021	45%	60%															
2021-2022	82%	60%															

**(SLO 2: BMKA) Specialized Knowledge
Case Study in BMKA 340**

(SLO 2: BMKA) Specialized Knowledge (Case Study in BMKA 340)

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Q. #1, #2 & #3 in IMC Case study	AY 2021-2022															
Specialized knowledge of marketing and advertising principles and strategies will enable 60% of students to score “Proficient” or higher on competency 1 “Evaluating the effectiveness of promotional programs.”	Competency 1 “Evaluating the effectiveness of promotional programs” was assessed through Q. #1 #2& #3 on an integrated marketing communications (IMC) case study. Direct Formative Internal Assessment	In this case study, 13 out of 16 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 81% of students.	The mean score for this competency was nearly 85.3%, & 81% of students scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None other than continuous monitoring of results.	<div>C-1 Evaluating the effectiveness of promotional programs.</div> <div><p>C-1 Evaluating the Effectiveness of Promotional Programs</p><table><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>69%</td><td>60%</td></tr><tr><td>2020-2021</td><td>62%</td><td>60%</td></tr><tr><td>2021-2022</td><td>81%</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual %	RHU Target %	2019-2020	69%	60%	2020-2021	62%	60%	2021-2022	81%	60%
Academic Year	RHU Actual %	RHU Target %															
2019-2020	69%	60%															
2020-2021	62%	60%															
2021-2022	81%	60%															

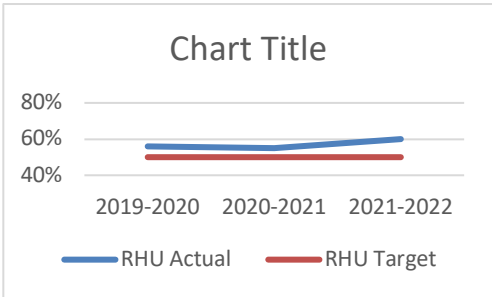
Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Q #4 in IMC Case study	AY 2021-2022															
Specialized knowledge of marketing and advertising principles and strategies will enable 60% of students to score “Proficient” or higher on competency 2 “Evaluating the different tools and approaches for assessing promotional program effectiveness.”	Competency 2 “Evaluating the different tools and approaches for assessing promotional program effectiveness” was assessed through Q. #4 on an integrated marketing communications (IMC) case study. Direct Formative Internal Assessment	In this case study, 10 out of 16 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 77% of students.	The mean score for this competency was nearly 85%, & 77% of students scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None other than continuous monitoring of results.	C-2 Evaluating the different tools and approaches for assessing promotional program effectiveness.  <table><caption>Data for C-2 Evaluating the different tools and approaches for assessing promotional program effectiveness</caption><thead><tr><th>Academic Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2019-2020</td><td>62%</td><td>60%</td></tr><tr><td>2020-2021</td><td>69%</td><td>60%</td></tr><tr><td>2021-2022</td><td>77%</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual (%)	RHU Target (%)	2019-2020	62%	60%	2020-2021	69%	60%	2021-2022	77%	60%
Academic Year	RHU Actual (%)	RHU Target (%)															
2019-2020	62%	60%															
2020-2021	69%	60%															
2021-2022	77%	60%															

Measurement and Analysis of Student Learning and Performance

Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Q. #5 & 6 in IMC Case study	AY 2021-2022															
Specialized knowledge of marketing and advertising principles and strategies will enable 60% of students to score “Proficient” or higher on competency 3 “Discussing the various social perspectives on advertising and promotion.”	Competency 3 “Discussing the various social perspectives on advertising and promotion” was assessed through Q. #5&6 on an integrated marketing communications (IMC) case study. Direct Formative Internal Assessment	In this case study, 16 out of 16 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 100% of students.	The mean score for this competency was nearly 94%, & 100% of students scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None other than continuous monitoring of results.	<div>C-3 Discussing the various social perspectives on advertising and promotion.</div> <div><table><caption>C-3 Discussing the various social perspectives on advertising and promotion</caption><thead><tr><th>Period</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>69%</td><td>60%</td></tr><tr><td>2020-2021</td><td>77%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr></tbody></table></div>	Period	RHU Actual	RHU Target	2019-2020	69%	60%	2020-2021	77%	60%	2021-2022	100%	60%
Period	RHU Actual	RHU Target															
2019-2020	69%	60%															
2020-2021	77%	60%															
2021-2022	100%	60%															

(SLO 3: All BBA Programs) Employability (Employment Rate in Alumni Survey)

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Phone survey reporting employment within 1 year of graduation	Class of 2021-2022															
SLO 3: Employability skills taught by all programs in the college will enable <i>50% or more of CBA graduates to find employment within 1 year of graduation</i>	A phone survey was conducted by the D.A. at the college of business, asking graduates of 2021-2022 whether they had found employment within 1 year of graduation. Direct summative External Assessment	It was found from the survey that 41 out of 68 students were able to find a job amounting to approximately 60%	The objective was achieved	Monitor the results	Actual Employment 1-Year Post Graduation <div><p>Chart Title</p><table><caption>Actual Employment 1-Year Post Graduation Data</caption><thead><tr><th>Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2019-2020</td><td>55</td><td>50</td></tr><tr><td>2020-2021</td><td>55</td><td>50</td></tr><tr><td>2021-2022</td><td>60</td><td>50</td></tr></tbody></table></div>	Year	RHU Actual (%)	RHU Target (%)	2019-2020	55	50	2020-2021	55	50	2021-2022	60	50
Year	RHU Actual (%)	RHU Target (%)															
2019-2020	55	50															
2020-2021	55	50															
2021-2022	60	50															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Part A in Presentation	AY 2021-2022															
Employability skills will enable 60% of students to score “Proficient” or higher on competency 1 “Developing emotional intelligence of learning styles and personality types.”	Competency 1 “Developing emotional intelligence of learning styles and personality types” was assessed through Part A in Presentation. Direct Formative Internal Assessment	In this part, 24 out of 77 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 31% of students.	The mean score for this competency was 70%, & 31% of students scored “Proficient” or higher. Results were below the target goal of having at least 60% of our students scoring “Proficient.”	The result of this competency this year was below the specified target and quite a decline from that of last year. Although we continued implementing the successful actions from last year, this year’s cohort was very weak. The students’ competency level in SLO3 will be assessed the next time the course is offered in Fall 2022-2023.	<div>C-1 Developing emotional intelligence of learning styles and personality types.</div> <div><table><caption>C-1 Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>42%</td><td>60%</td></tr><tr><td>2020-2021</td><td>60%</td><td>60%</td></tr><tr><td>2021-2022</td><td>31%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	42%	60%	2020-2021	60%	60%	2021-2022	31%	60%
Year	RHU Actual %	RHU Target %															
2019-2020	42%	60%															
2020-2021	60%	60%															
2021-2022	31%	60%															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Part B in Presentation	AY 2021-2022															
Employability skills will enable 60% of students to score “Proficient” or higher on competency 2 “Evaluating career options in a diverse and changing society.”	Competency 2 “Evaluating career options in a diverse and changing society” was assessed through Part B in Presentation. Direct Formative Internal Assessment	In this part, 37 out of 77 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 48% of students.	The mean score for this competency was around 71%, & 48% of students scored “Proficient” or higher. Results were below the target goal of having at least 60% of our students scoring “Proficient.”	The result of this competency this year was below the specified target and quite a decline from that of last year. Although we continued implementing the successful actions from last year, this year’s cohort was very weak. The students’ competency level in SLO3 will be assessed the next time the course is offered in Fall 2022-2023.	C-2 Evaluating career options in a diverse and changing society. <table><caption>C-2 Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>53%</td><td>60%</td></tr><tr><td>2020-2021</td><td>66%</td><td>60%</td></tr><tr><td>2021-2022</td><td>48%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	53%	60%	2020-2021	66%	60%	2021-2022	48%	60%
Year	RHU Actual	RHU Target															
2019-2020	53%	60%															
2020-2021	66%	60%															
2021-2022	48%	60%															

Measurement and Analysis of Student Learning and Performance

Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

Analysis of Results																	
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Part C in Presentation	AY 2021-2022															
Employability skills will enable 60% of students to score “Proficient” or higher on competency 3 “Presenting employability skills in an organized, effective, and creative approach.”	Competency 3 “Presenting employability skills in an organized, effective, and creative approach” was assessed through Part C in Presentation. Direct Formative Internal Assessment	In this part, 27 out of 77 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 58% of students.	The mean score for this competency was around 71%, & 35% of students scored “Proficient” or higher. Results were below the target goal of having at least 60% of our students scoring “Proficient.”	The result of this competency this year was below the specified target and quite a decline from that of last year. Although we continued implementing the successful actions from last year, this year’s cohort was very weak. The students’ competency level in SLO3 will be assessed the next time the course is offered in Fall 2022-2023.	<div><p>C-3 Presenting employability skills in an organized, effective, and creative approach.</p><table><thead><tr><th>Academic Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2019-2020</td><td>41%</td><td>60%</td></tr><tr><td>2020-2021</td><td>58%</td><td>60%</td></tr><tr><td>2021-2022</td><td>35%</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual (%)	RHU Target (%)	2019-2020	41%	60%	2020-2021	58%	60%	2021-2022	35%	60%
Academic Year	RHU Actual (%)	RHU Target (%)															
2019-2020	41%	60%															
2020-2021	58%	60%															
2021-2022	35%	60%															

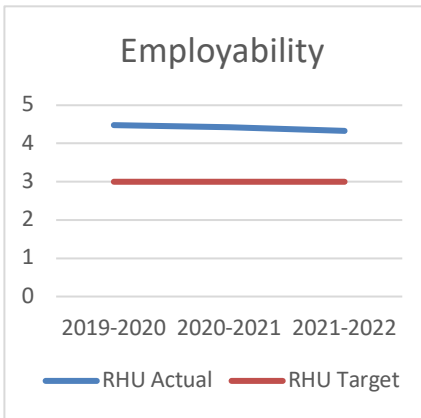
(SLO 3: All BBA Programs) Employability (Presentation in BADM 490)

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	ILP Presentation	AY 2021-2022															
Training on Communication and presentation skills will allow <i>at least 60% of seniors to score “Proficient” or higher on a faculty-approved rubric.</i>	<p>The Integrative Learning Project Presentation in BADM 490 was used to assess students’ communication skills. The revised Faculty-Approved ILP Rubric was used in grading.</p> <p>Direct Summative Internal Assessment</p>	In this assessment, 46 out of 53 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 87% proficiency rate.	The score reflects students’ communication and presentation skills after three years of preparation and training in the program. Students eventually acquired a good level of employability skills, represented by presentation and communication competence.	No action other than monitoring progress will be taken this year.	<div><p>Employability Skills Represented by Communication and Presentation skills</p><table><caption>Oral Presentation Performance Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>~75%</td><td>60%</td></tr><tr><td>2021-2022</td><td>~85%</td><td>60%</td></tr><tr><td>2022-2023</td><td>-</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual (%)	RHU Target (%)	2020-2021	~75%	60%	2021-2022	~85%	60%	2022-2023	-	60%
Academic Year	RHU Actual (%)	RHU Target (%)															
2020-2021	~75%	60%															
2021-2022	~85%	60%															
2022-2023	-	60%															

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

Measurement and Analysis of Student Learning and Performance																																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																																	
		Analysis of Results																															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2																												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																												
Measurable goal	COOP employer’s survey	AY 2021-2022																															
SLO 3: Students will demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment. <u>Measure:</u> The students’ average score on the “Employability Skills” is acceptable (3) or higher, on a faculty-approved COOP Employers’ Survey.	Employers’ feedback from “Employability Skills” section of a faculty-approved COOP Employers’ Survey. Indirect Formative External Assessment	<div>Employability</div> <table><tr><th colspan="4">Essential Business Knowledge</th></tr><tr><th>Year</th><th>2019-2020</th><th>2020-2021</th><th>2021-2022</th></tr><tr><td>RHU Actual</td><td>4.2</td><td>4.37</td><td>3.81</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>	Essential Business Knowledge				Year	2019-2020	2020-2021	2021-2022	RHU Actual	4.2	4.37	3.81	RHU Target	3	3	3	Although there is a slight decline in the score this year, it is still acceptable. We attribute that to the economic conditions in the country. The RHU actual score for this year exceeds the target score of 3.0.	We will monitor and take action accordingly	<div>Employability Skills From COOP Survey</div> <table><caption>Employability Skills Data</caption><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr><tr><td>2019-2020</td><td>4.2</td><td>3</td></tr><tr><td>2020-2021</td><td>4.37</td><td>3</td></tr><tr><td>2021-2022</td><td>3.81</td><td>3</td></tr></table>	Year	RHU Actual	RHU Target	2019-2020	4.2	3	2020-2021	4.37	3	2021-2022	3.81	3
Essential Business Knowledge																																	
Year	2019-2020	2020-2021	2021-2022																														
RHU Actual	4.2	4.37	3.81																														
RHU Target	3	3	3																														
Year	RHU Actual	RHU Target																															
2019-2020	4.2	3																															
2020-2021	4.37	3																															
2021-2022	3.81	3																															

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

Measurement and Analysis of Student Learning and Performance																													
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																													
		Analysis of Results																											
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2																								
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																								
Measurable goal	CEE Organizations' Survey	AY 2021-2022																											
SLO 3: Demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment. <u>Measure:</u> <i>The average score on the faculty-approved Organizations' Survey is acceptable (3) or higher.</i>	Employers' feedback on the "Employability Skills" section of a faculty-approved survey. Indirect Summative External Assessment	<table><tr><td></td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td></tr><tr><td>RHU Actual</td><td>4.48</td><td>4.42</td><td>4.33</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>		2019-2020	2020-2021	2021-2022	RHU Actual	4.48	4.42	4.33	RHU Target	3	3	3	The results for 2021-2022 seem to be stable and reflect a high level of approval of students' employability skills as rated by CEE organizations. The RHU actual score for this year exceeds the target score of 3.0.	None.	Employability Skills from CEE Survey  <table><caption>Employability Data</caption><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr><tr><td>2019-2020</td><td>4.48</td><td>3.0</td></tr><tr><td>2020-2021</td><td>4.42</td><td>3.0</td></tr><tr><td>2021-2022</td><td>4.33</td><td>3.0</td></tr></table>	Year	RHU Actual	RHU Target	2019-2020	4.48	3.0	2020-2021	4.42	3.0	2021-2022	4.33	3.0
	2019-2020	2020-2021	2021-2022																										
RHU Actual	4.48	4.42	4.33																										
RHU Target	3	3	3																										
Year	RHU Actual	RHU Target																											
2019-2020	4.48	3.0																											
2020-2021	4.42	3.0																											
2021-2022	4.33	3.0																											

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

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Case study in Introduction to Management C-1	AY 2021-2022															
Students should be able to demonstrate good critical thinking skills. Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.	The first competency (C-1) was assessed through a graded case study in the Introduction to Management course BMGT 200, which requires students to identify problematic issues before analyzing the risks, proposing and evaluating solutions. The case was graded using a faculty approved Rubric. Direct Formative Internal Assessment	In this case study, students were assessed on 4 competencies. On this first competency (identifying the issue), 29 out of 33 students were proficient, which translated into an 87.8% proficiency rate.	Results on this competency this year reached 87.8%, exceeding the target goal of having at least 60% of our students score “Proficient.”	None.	<div>Critical Thinking</div> <div>C1</div> <table><caption>C1 Performance Data</caption><thead><tr><th>Year</th><th>C1 RHU Target (%)</th><th>C1 RHU Actual (%)</th></tr></thead><tbody><tr><td>2019-2020</td><td>60</td><td>87.8</td></tr><tr><td>2020-2021</td><td>60</td><td>87.8</td></tr><tr><td>2021-2022</td><td>60</td><td>87.8</td></tr></tbody></table>	Year	C1 RHU Target (%)	C1 RHU Actual (%)	2019-2020	60	87.8	2020-2021	60	87.8	2021-2022	60	87.8
Year	C1 RHU Target (%)	C1 RHU Actual (%)															
2019-2020	60	87.8															
2020-2021	60	87.8															
2021-2022	60	87.8															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Case study in Introduction to Management C-2	AY 2021-2022															
Students should be able to demonstrate good critical thinking skills. Measure: <i>60% of students to score “Proficient” or higher on a faculty-approved rubric.</i>	The second competency (C-2) was assessed through a graded case study in the Introduction to Management course BMGT 200, which requires students to analyze risks and implications. The case was graded using a faculty approved Rubric. Direct Formative Internal Assessment	In this case study, students were assessed on 4 competencies. On this second competency, 30 out of 33 students were proficient, which translated into a 90.9% proficiency rate.	Results on this competency this year reached 90.9%, exceeding the target goal of having at least 60% of our students score “Proficient.”	None.	<div>Critical Thinking</div> <div>C2</div> <table><caption>C2 Performance Data</caption><thead><tr><th>Year</th><th>C2 RHU Target</th><th>C2 RHU Actual</th></tr></thead><tbody><tr><td>2019-2020</td><td>60%</td><td>90.9%</td></tr><tr><td>2020-2021</td><td>60%</td><td>90.9%</td></tr><tr><td>2021-2022</td><td>60%</td><td>90.9%</td></tr></tbody></table>	Year	C2 RHU Target	C2 RHU Actual	2019-2020	60%	90.9%	2020-2021	60%	90.9%	2021-2022	60%	90.9%
Year	C2 RHU Target	C2 RHU Actual															
2019-2020	60%	90.9%															
2020-2021	60%	90.9%															
2021-2022	60%	90.9%															

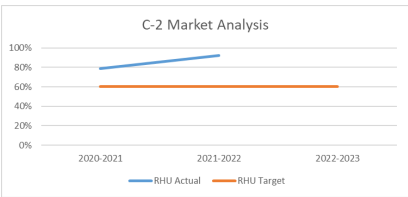
Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Case study in Introduction to Management C-3	AY 2021-2022															
Students should be able to demonstrate good critical thinking skills. Measure: <i>60% of students to score “Proficient” or higher on a faculty-approved rubric.</i>	The third competency (C-3) was assessed through a graded case study in the Introduction to Management course BMGT 200, which requires students to propose suitable solutions to business issues. The case was graded using a faculty approved Rubric. Direct Formative Internal Assessment	In this case study, students were assessed on 4 competencies. On this third competency, 28 out of 33 students were proficient, which translated into a 84.8% proficiency rate.	Results on this competency this year reached 84.8%, exceeding the target goal of having at least 60% of our students score “Proficient.”	continued monitoring of results will be done.	<div>Critical Thinking</div> <div>C3</div> <table><caption>Critical Thinking C3 Data</caption><thead><tr><th>Year</th><th>C3 RHU Target</th><th>C3 RHU Actual</th></tr></thead><tbody><tr><td>2019-2020</td><td>60%</td><td>65%</td></tr><tr><td>2020-2021</td><td>60%</td><td>85%</td></tr><tr><td>2021-2022</td><td>60%</td><td>85%</td></tr></tbody></table>	Year	C3 RHU Target	C3 RHU Actual	2019-2020	60%	65%	2020-2021	60%	85%	2021-2022	60%	85%
Year	C3 RHU Target	C3 RHU Actual															
2019-2020	60%	65%															
2020-2021	60%	85%															
2021-2022	60%	85%															

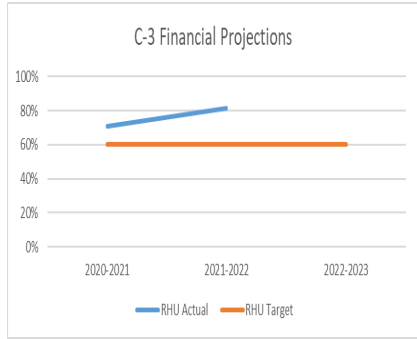
Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Case study in Introduction to Management C-4	AY 2021-2022															
Students should be able to demonstrate good critical thinking skills. Measure: <i>60% of students to score “Proficient” or higher on a faculty-approved rubric.</i>	The fourth competency (C-4) was assessed through a graded case study in the Introduction to Management course BMGT 200, which requires students to evaluate suitable solutions to business issues. The case was graded using a faculty approved Rubric. Direct Formative Internal Assessment	In this case study, students were assessed on 4 competencies. On this fourth competency, 28 out of 33 students were proficient, which translated into a 84.8% proficiency rate.	Results on this competency this year reached 84.8%, exceeding the target goal of having at least 60% of our students score “Proficient.”	continued monitoring of results will be done.	<div><div><div>Critical Thinking</div><div>C4</div><table><thead><tr><th>Year</th><th>C4 RHU Target</th><th>C4 RHU Actual</th></tr></thead><tbody><tr><td>2019-2020</td><td>60%</td><td>65%</td></tr><tr><td>2020-2021</td><td>60%</td><td>85%</td></tr><tr><td>2021-2022</td><td>60%</td><td>85%</td></tr></tbody></table></div></div>	Year	C4 RHU Target	C4 RHU Actual	2019-2020	60%	65%	2020-2021	60%	85%	2021-2022	60%	85%
Year	C4 RHU Target	C4 RHU Actual															
2019-2020	60%	65%															
2020-2021	60%	85%															
2021-2022	60%	85%															


SLO 4: Critical Thinking
Capstone Project in BADM 490 – Entrepreneurship
All BBA Programs


(SLO 4 in BADM 490 - BBA): Critical Thinking in Performing Industry Analysis

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-1	AY 2021-2022															
Training on the preparation of an industry analysis for a business plan will enable at least 60% of students to score “Proficient” or above.	Industry analysis section of the business plan Direct Summative Internal	In this assessment, 49 out of 53 students scored “Proficient” or higher, which translated into 92% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 92 % of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency.	<div>C-1 Industry Analysis</div> <table><caption>C-1 Industry Analysis Data</caption><thead><tr><th>Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>92</td><td>60</td></tr><tr><td>2021-2022</td><td>92</td><td>60</td></tr><tr><td>2022-2023</td><td>95</td><td>60</td></tr></tbody></table>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	92	60	2021-2022	92	60	2022-2023	95	60
Year	RHU Actual (%)	RHU Target (%)															
2020-2021	92	60															
2021-2022	92	60															
2022-2023	95	60															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-2	AY 2021-2022															
Training on the preparation of a market analysis for a business plan will enable at least 60% of students to score “Proficient” or above.	Market analysis section of the business plan Direct Summative Internal	In this assessment, 49 out of 53 students scored “Proficient” or higher, which translated into 92% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 92 % of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency.	<div>C-2 Market Analysis</div>  <table><caption>C-2 Market Analysis Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>~85</td><td>60</td></tr><tr><td>2021-2022</td><td>~92</td><td>60</td></tr><tr><td>2022-2023</td><td>-</td><td>60</td></tr></tbody></table>	Academic Year	RHU Actual (%)	RHU Target (%)	2020-2021	~85	60	2021-2022	~92	60	2022-2023	-	60
Academic Year	RHU Actual (%)	RHU Target (%)															
2020-2021	~85	60															
2021-2022	~92	60															
2022-2023	-	60															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-3	AY 2021-2022															
Training on the preparation of financial projections for a business plan will enable at least 60% of students to score “Proficient” or above.	Financial Projections section of the business plan Direct Summative Internal	In this assessment, 43 out of 53 students scored “Proficient” or higher, which translated into 81% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 81 % of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency.	C-3 Financial Projections  <table><caption>C-3 Financial Projections Data</caption><thead><tr><th>Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>~75</td><td>60</td></tr><tr><td>2021-2022</td><td>~81</td><td>60</td></tr><tr><td>2022-2023</td><td>-</td><td>60</td></tr></tbody></table>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	~75	60	2021-2022	~81	60	2022-2023	-	60
Year	RHU Actual (%)	RHU Target (%)															
2020-2021	~75	60															
2021-2022	~81	60															
2022-2023	-	60															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-4	AY 2021-2022															
Training on the preparation of a marketing plan for the business plan will enable at least 60% of students to score “Proficient” or above.	Marketing plan section of the business plan Direct Summative Internal	In this assessment, 53 out of 53 students scored “Proficient” or higher, which translated into 100% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 100 % of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency.	<div>C-4 Marketing Plan</div>  <table><caption>C-4 Marketing Plan Data</caption><thead><tr><th>Period</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>~80</td><td>60</td></tr><tr><td>2021-2022</td><td>100</td><td>60</td></tr><tr><td>2022-2023</td><td>-</td><td>60</td></tr></tbody></table>	Period	RHU Actual (%)	RHU Target (%)	2020-2021	~80	60	2021-2022	100	60	2022-2023	-	60
Period	RHU Actual (%)	RHU Target (%)															
2020-2021	~80	60															
2021-2022	100	60															
2022-2023	-	60															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-5	AY 2021-2022															
Training on the preparation of an operational plan section for a business plan will enable at least 60% of students to score “Proficient” or above.	Operational Plan section of the business plan Direct Summative Internal	In this assessment, 47 out of 53 students scored “Proficient” or higher, which translated into 89% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 89 % of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency.	<div>C-5 Operational Plan</div>  <table><caption>C-5 Operations Plan Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>~75%</td><td>60%</td></tr><tr><td>2021-2022</td><td>89%</td><td>60%</td></tr><tr><td>2022-2023</td><td>-</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual (%)	RHU Target (%)	2020-2021	~75%	60%	2021-2022	89%	60%	2022-2023	-	60%
Academic Year	RHU Actual (%)	RHU Target (%)															
2020-2021	~75%	60%															
2021-2022	89%	60%															
2022-2023	-	60%															

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

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Business Ethics Competency-1	AY 2021-2022															
Basic knowledge of principles of ethics and understanding of business ethics applications will enable at least 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Business Ethics Case-Study was used to assess the competence of identifying the ethical issue, and a Faculty Approved Rubric was used for grading. Direct Formative Internal Assessment	This year, this competency was assessed and reported separately. The proficiency rate for this competency was 51%, still lower than the target of 60%.	The actual RHU score for this assessment was 51%, higher than the previous year, but still lower than the target of 60%. The CBA faculty had previously discussed these results and the recommendation involved helping students to improve on this competency. This has led to reasonable improvement from the first year of assessment.	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <div>C-1 Identify the Issue</div> <table><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr><tr><td>2019-2020</td><td>19%</td><td>60%</td></tr><tr><td>2020-2021</td><td>58%</td><td>60%</td></tr><tr><td>2021-2022</td><td>51%</td><td>60%</td></tr></table>	Year	RHU Actual %	RHU Target %	2019-2020	19%	60%	2020-2021	58%	60%	2021-2022	51%	60%
Year	RHU Actual %	RHU Target %															
2019-2020	19%	60%															
2020-2021	58%	60%															
2021-2022	51%	60%															

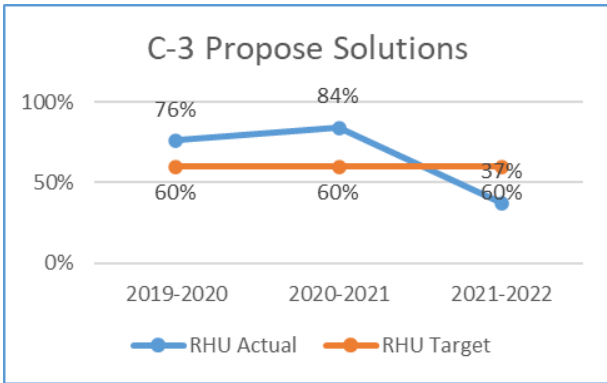
Measurement and Analysis of Student Learning and Performance

Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Business Ethics Competency-2	AY 2021-2022															
Basic knowledge of principles of ethics and understanding of business ethics applications will enable at least 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Business Ethics Case-Study was used to assess the competence of identifying the risks and implications, and a Faculty Approved Rubric was used for grading. Direct Formative Internal Assessment	This year, this competency was assessed and reported separately. The proficiency rate for this competency was 25%, which is significantly lower than the previous year.	The actual RHU score for this assessment was 25%, lower than the previous year, and lower than the target of 60%. The CBA faculty had previously discussed these results and the recommendation involved helping students to improve on this competency. This has led to reasonable improvement from the first year of assessment.	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <div>C-2 Risks and Implications</div> <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>10%</td><td>60%</td></tr><tr><td>2020-2021</td><td>51%</td><td>60%</td></tr><tr><td>2021-2022</td><td>25%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	10%	60%	2020-2021	51%	60%	2021-2022	25%	60%
Year	RHU Actual	RHU Target															
2019-2020	10%	60%															
2020-2021	51%	60%															
2021-2022	25%	60%															

Measurement and Analysis of Student Learning and Performance

Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

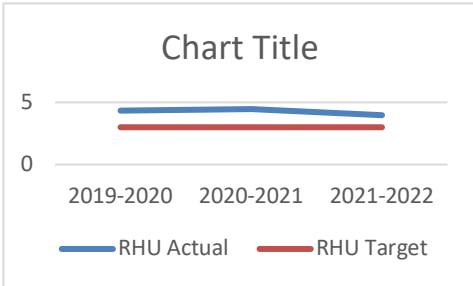
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Business Ethics Competency-3	AY 2021-2022															
Basic knowledge of principles of ethics and understanding of business ethics applications will enable at least 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Business Ethics Case-Study was used to assess the competence of proposing solutions and a Faculty Approved Rubric was used for grading. Direct Formative Internal Assessment	This year, this competency was assessed and reported separately. The proficiency rate for this competency was 37%.	The actual RHU score for this assessment was 37%, lower than the previous year, and lower than the target of 60%. The CBA faculty had previously discussed these results and the recommendation involved helping students to improve on this competency. This has led to reasonable improvement from the first year of assessment.	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <div>C-3 Propose Solutions</div>  <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>76%</td><td>60%</td></tr><tr><td>2020-2021</td><td>84%</td><td>60%</td></tr><tr><td>2021-2022</td><td>37%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	76%	60%	2020-2021	84%	60%	2021-2022	37%	60%
Year	RHU Actual	RHU Target															
2019-2020	76%	60%															
2020-2021	84%	60%															
2021-2022	37%	60%															

Measurement and Analysis of Student Learning and Performance

Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Business Ethics Competency-4	AY 2021-2022															
Basic knowledge of principles of ethics and understanding of business ethics applications will enable at least 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Business Ethics Case-Study was used to assess the competence of evaluating the solutions, and a Faculty Approved Rubric was used for grading. Direct Formative Internal Assessment	This year, this competency was assessed and reported separately. The proficiency rate for this competency was 43%.	The actual RHU score for this assessment was 43%, lower than the previous year, and lower than the target of 60%. The CBA faculty had previously discussed these results and the recommendation involved helping students to improve on this competency. This has led to reasonable improvement from the first year of assessment.	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <div>C-4 Evaluate Solutions</div> <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>43%</td><td>60%</td></tr><tr><td>2020-2021</td><td>50%</td><td>60%</td></tr><tr><td>2021-2022</td><td>43%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	43%	60%	2020-2021	50%	60%	2021-2022	43%	60%
Year	RHU Actual	RHU Target															
2019-2020	43%	60%															
2020-2021	50%	60%															
2021-2022	43%	60%															

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

Measurement and Analysis of Student Learning and Performance																													
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																													
		Analysis of Results																											
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2																								
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																								
Measurable goal	COOP employer’s survey	AY 2021-2022																											
Program Goal 3 (SLO 5) Recognize ethical dilemmas in business and respond to them according to established codes of conduct, ethics and best practices. Measure: <i>The average score on the “Ethics and Social Responsibility” section of a faculty-approved COOP Employers’ Survey is acceptable (3) or higher.</i>	COOP employers’ feedback on the “ <i>Ethics and Social Responsibility</i> ” section of a faculty-approved survey. Indirect Formative External Assessment	Ethics and Social Responsibility <table><tr><td></td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td></tr><tr><td>RHU Actual</td><td>4.35</td><td>4.46</td><td>3.97</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>		2019-2020	2020-2021	2021-2022	RHU Actual	4.35	4.46	3.97	RHU Target	3	3	3	. results have declined but still acceptable. The RHU actual score for this year exceeds the target score of 3.0.	RHU CBA will implement new measures in order to restore previous results	<div><p>Ethics and Social Responsibility In COOP Survey</p><p>Chart Title</p><table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>4.35</td><td>3</td></tr><tr><td>2020-2021</td><td>4.46</td><td>3</td></tr><tr><td>2021-2022</td><td>3.97</td><td>3</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2019-2020	4.35	3	2020-2021	4.46	3	2021-2022	3.97	3
	2019-2020	2020-2021	2021-2022																										
RHU Actual	4.35	4.46	3.97																										
RHU Target	3	3	3																										
Year	RHU Actual	RHU Target																											
2019-2020	4.35	3																											
2020-2021	4.46	3																											
2021-2022	3.97	3																											

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Part 1 in PDP Assignment	AY 2021-2022															
Advancement & Growth will enable 60% of students to score “Proficient” or higher on competency 1 “Emotional Intelligence”	Competency 1 “ <i>Emotional intelligence</i> ” was assessed in part 1 of the PDP term assignment. Direct Formative Internal Assessment	In this part, 54 out of 77 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 70% of students.	The mean score for this competency was almost 79%, & 70% of students scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None. Results were consistent with last year’s. Therefore, we will keep monitoring performance next time. The students’ competency level in SLO6 will be assessed the next time the course is offered in Fall 2022-2023.	<div>C-1 Emotional Intelligence</div> <div><table><caption>C-1 Emotional Intelligence Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>70%</td><td>60%</td></tr><tr><td>2020-2021</td><td>70%</td><td>60%</td></tr><tr><td>2021-2022</td><td>70%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	70%	60%	2020-2021	70%	60%	2021-2022	70%	60%
Year	RHU Actual %	RHU Target %															
2019-2020	70%	60%															
2020-2021	70%	60%															
2021-2022	70%	60%															

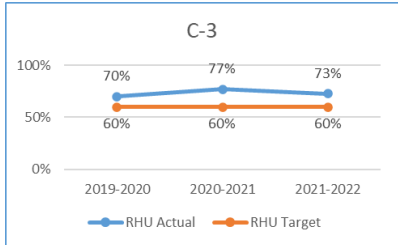
Measurement and Analysis of Student Learning and Performance

Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Part 2 in PDP Assignment	AY 2021-2022															
Advancement & Growth will enable 60% of students to score “Proficient” or higher on competency 2 “Identifying career prospects”	Competency 2 “ <i>Identifying career prospects</i> ” was assessed in part 2 of the PDP term assignment. Direct Formative Internal Assessment	In this part, 55 out of 77 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 71% of students.	The mean score for this competency was around 78%, & 71% of students scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None. Results were consistent with last year. Therefore, we will keep monitoring performance next time. The students’ competency level in SLO6 will be assessed the next time the course is offered in Fall 2022-2023.	<div>C-2 Identifying Career Prospects</div> <div><table><caption>C-2 Identifying Career Prospects Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>75%</td><td>60%</td></tr><tr><td>2020-2021</td><td>77%</td><td>60%</td></tr><tr><td>2021-2022</td><td>71%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2019-2020	75%	60%	2020-2021	77%	60%	2021-2022	71%	60%
Year	RHU Actual	RHU Target															
2019-2020	75%	60%															
2020-2021	77%	60%															
2021-2022	71%	60%															

Measurement and Analysis of Student Learning and Performance

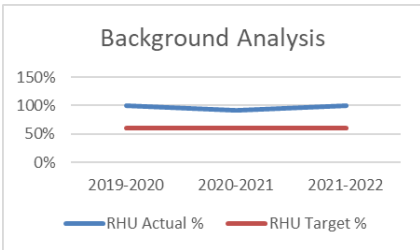
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

Analysis of Results																	
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Part 3 in PDP Assignment	AY 2021-2022															
Advancement & Growth will enable 60% of students to score “Proficient” or higher on competency 3 “Creating a personal development plan”	Competency 3 “ <i>Creating a personal development plan</i> ” was assessed in part 3 of the PDP term assignment. Direct Formative Internal Assessment	In this part, 56 out of 77 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 73% of students.	The mean score for this competency was around 78%, & 73% of students scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None. Results were consistent with last year. Therefore, we will keep monitoring performance next time. The students’ competency level in SLO6 will be assessed the next time the course is offered in Fall 2022-2023.	<div>C-3 Creating a personal development plan.</div> <div><table><caption>C-3 Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>70%</td><td>60%</td></tr><tr><td>2020-2021</td><td>77%</td><td>60%</td></tr><tr><td>2021-2022</td><td>73%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2019-2020	70%	60%	2020-2021	77%	60%	2021-2022	73%	60%
Year	RHU Actual	RHU Target															
2019-2020	70%	60%															
2020-2021	77%	60%															
2021-2022	73%	60%															

Graduate Assessment 2021-2022

SLO 1: MBA – Managerial Dimension
Course Project in BMGT 500

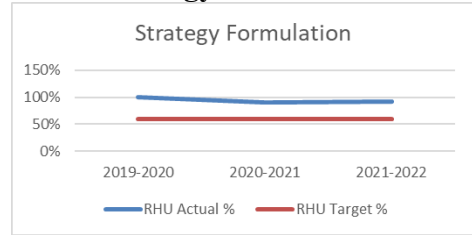
(SLO 1: MBA) Course Project in BMGT 500

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal LO1	Strategic Management Project	AY 2021-2022															
Knowledge of strategic management tools will enable 60% or more of students to score “Proficient” or higher on LO1: “Provide a background analysis of the firm”.	<p>The first question on the project was used to assess students’ competence in LO1: “Provide a background analysis of the firm by identifying the firm’s business, products and services”.</p> <p>Direct Formative Internal Assessment</p>	In this project, 14 out of 14 students scored “Proficient” or higher, which translated into 100% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 100% of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.	<div>Background Analysis</div>  <table><caption>Background Analysis Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>100%</td><td>60%</td></tr><tr><td>2020-2021</td><td>100%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	RHU Target %	2019-2020	100%	60%	2020-2021	100%	60%	2021-2022	100%	60%
Year	RHU Actual %	RHU Target %															
2019-2020	100%	60%															
2020-2021	100%	60%															
2021-2022	100%	60%															

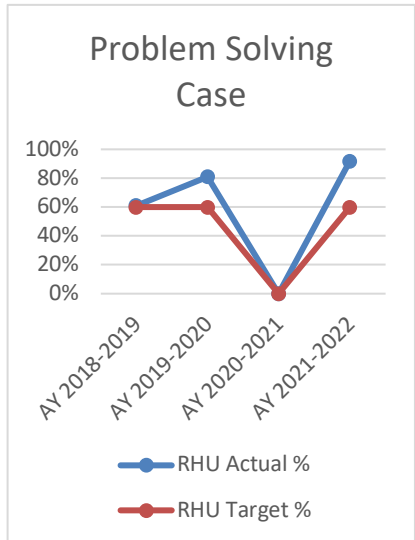
Measurement and Analysis of Student Learning and Performance

Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

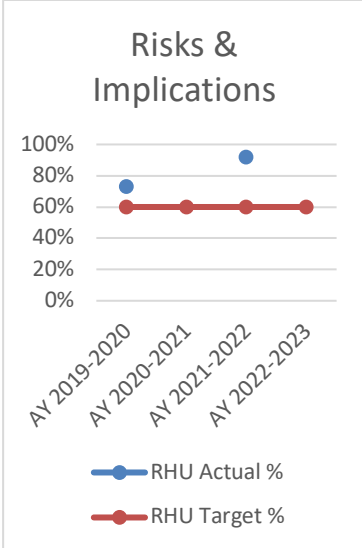
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal LO2	Strategic Management Project	AY 2021-2022															
Knowledge of strategic management tools will enable 60% or more of students to score “Proficient” or higher on LO2: “Use traditional and modern strategic management tools for environmental analysis”	<p>The first question on the project was used to assess students’ competence in LO1: <i>“Use traditional and modern strategic management tools to assess the firm’s internal and external environment”</i></p> <p>Direct Formative Internal Assessment</p>	In this project, 13 out of 14 students scored “Proficient” or higher, which translated into 92.8 % of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 93% of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.	<div><h3>Environmental Analysis</h3><table><caption>Environmental Analysis Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>~100%</td><td>60%</td></tr><tr><td>2020-2021</td><td>~95%</td><td>60%</td></tr><tr><td>2021-2022</td><td>~105%</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual %	RHU Target %	2019-2020	~100%	60%	2020-2021	~95%	60%	2021-2022	~105%	60%
Academic Year	RHU Actual %	RHU Target %															
2019-2020	~100%	60%															
2020-2021	~95%	60%															
2021-2022	~105%	60%															

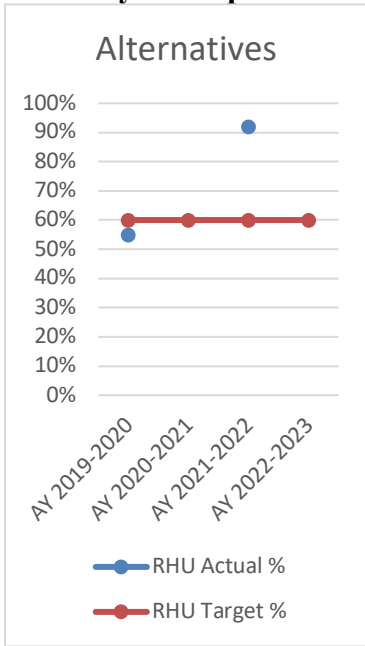
Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal LO3	Strategic Management Project	AY 2021-2022															
Knowledge of strategic management tools will enable 60% or more of students to score “Proficient” or higher on LO3: “Use traditional and modern strategic management tools for Strategy Formulation”	<p>The first question on the project was used to assess students’ competence in LO3: “Use traditional and modern strategic management tools to formulate a suitable strategy for the firm”</p> <p>Direct Formative Internal Assessment</p>	In this project, 13 out of 14 students scored “Proficient” or higher, which translated into 92.8 % of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 93% of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.	<div>Strategy Formulation</div>  <table><caption>Strategy Formulation Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>100%</td><td>60%</td></tr><tr><td>2020-2021</td><td>100%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	RHU Target %	2019-2020	100%	60%	2020-2021	100%	60%	2021-2022	100%	60%
Year	RHU Actual %	RHU Target %															
2019-2020	100%	60%															
2020-2021	100%	60%															
2021-2022	100%	60%															

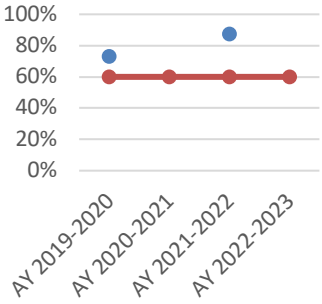
(SLO 2: MBA) Case Analysis in BECN 500

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Case Analysis	AY 2021-2022																		
Application of problem solving tools to various business situations will enable <i>60% of students to score “Proficient” or higher on a faculty-approved rubric.</i>	<p>A case involving a few business issues to identify, assess implications, propose solutions, and evaluate alternative solutions was assigned.</p> <p>Direct Formative Internal Assessment</p>	In this case 22 out of 24 students scored “Proficient” on the faculty-approved rubric, which translated into 92% of students.	Results met the target goal of having at least 60% of our students score “Proficient.” 92% of graduate students were “Proficient”.	The goal for this learning outcome has been met for this year.	<p>Application of problem solving tools to business situations</p> <div><p>Problem Solving Case</p><table><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2018-2019</td><td>60%</td><td>60%</td></tr><tr><td>AY 2019-2020</td><td>80%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>0%</td><td>0%</td></tr><tr><td>AY 2021-2022</td><td>92%</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual %	RHU Target %	AY 2018-2019	60%	60%	AY 2019-2020	80%	60%	AY 2020-2021	0%	0%	AY 2021-2022	92%	60%
Academic Year	RHU Actual %	RHU Target %																		
AY 2018-2019	60%	60%																		
AY 2019-2020	80%	60%																		
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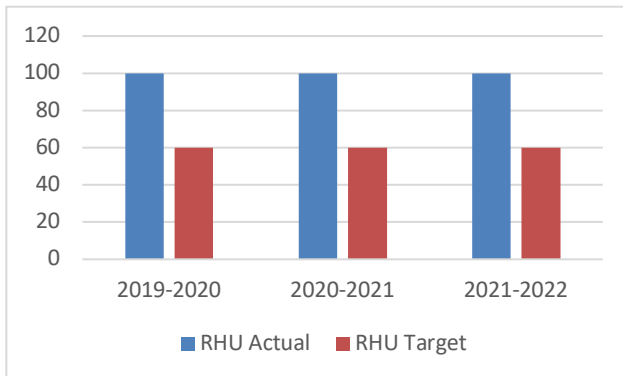
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Measurable Goal	Case Analysis	AY 2021-2022																		
Application of problem solving tools to various business situations will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Students’ ability to “identify the business issue” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	21 out of 24 students scored “Proficient” on the faculty-approved rubric, which translated into 87.5% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	The goal for this learning outcome has been met for this year.	<div>Identify the Issue</div> <div>Identify Issues</div> <table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>90%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>90%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>87.5%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>87.5%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	RHU Target %	AY 2019-2020	90%	60%	AY 2020-2021	90%	60%	AY 2021-2022	87.5%	60%	AY 2022-2023	87.5%	60%
Year	RHU Actual %	RHU Target %																		
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Measurable Goal	Case Analysis	AY 2021-2022																		
Application of problem solving tools to various business situations will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Students’ ability to “identify the risks and implications” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	22 out of 24 students scored “Proficient” on the faculty-approved rubric, which translated into 91.67% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	The goal for this learning outcome has been met for this year.	<div>Identify the risks and implications</div> <div><table><caption>Risks & Implications Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>75%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>92%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual %	RHU Target %	AY 2019-2020	75%	60%	AY 2020-2021	60%	60%	AY 2021-2022	92%	60%	AY 2022-2023	60%	60%
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Measurement and Analysis of Student Learning and Performance																				
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Measurable Goal	Case Analysis	AY 2021-2022																		
Application of problem solving tools to various business situations will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Students’ ability to identify and “propose solutions” and discuss their pros and cons was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	22 out of 24 students scored “Proficient” on the faculty-approved rubric, which translated into 91.67% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	The goal for this learning outcome has been met for this year	<div>Identify & Propose Solutions</div> <div><div>Alternatives</div><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>55%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>91.67%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	AY 2019-2020	55%	60%	AY 2020-2021	60%	60%	AY 2021-2022	60%	60%	AY 2022-2023	91.67%	60%
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Measurable Goal	Case Analysis	AY 2021-2022																		
Application of problem solving tools to various business situations will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	<p>Students’ ability to “propose and justify a solution” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	21 out of 24 students scored “Proficient” on the faculty-approved rubric, which translated into 87.5% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	The goal for this learning outcome has been met for this year.	<div><p>Propose & Justify Solution</p><p>Propose & Justify Solution</p><table><thead><tr><th>AY</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>75%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>90%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table></div>	AY	RHU Actual %	RHU Target %	AY 2019-2020	75%	60%	AY 2020-2021	60%	60%	AY 2021-2022	90%	60%	AY 2022-2023	60%	60%
AY	RHU Actual %	RHU Target %																		
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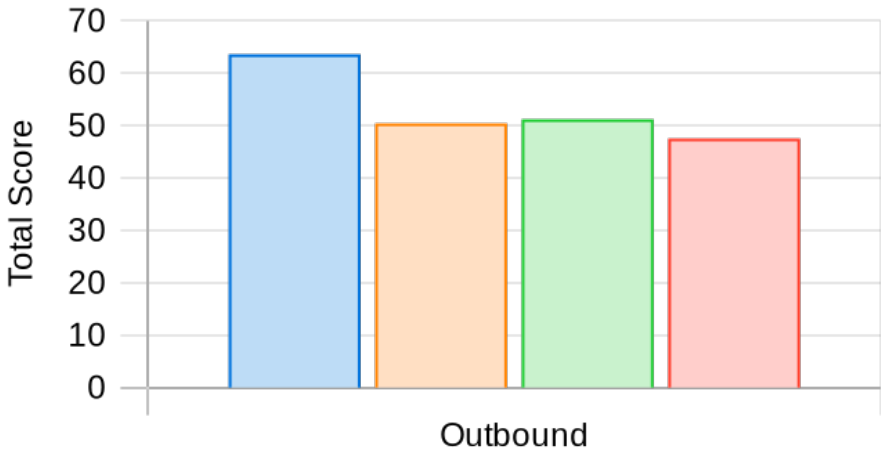
(SLO 3: MBA) Communication Skill (Report and Oral Presentation) in BADM 590

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	MBA Research Project Presentation	AY 2021-2022															
Training on Communication and presentation skills will allow <i>at least 60% of MBA students to score “Proficient” or higher on a faculty-approved rubric.</i>	<p>The presentation in the MBA research project was used to assess students’ communication skills. The revised Faculty-Approved Rubric was used in grading.</p> <p>Direct Summative Internal Assessment</p>	In this assessment, 7 out of 7 students scored above 80 on the presentation of the Business plan, resulting in a 100% proficiency rate.	The score reflects students’ communication and presentation skills toward the end of the MBA program. The actual RHU score (100% proficient) exceeded the proficiency target of 80% on the presentation.	No action other than monitoring progress will be taken this year.	<div><h3>Communication and Presentation skills</h3><table><caption>Communication and Presentation skills Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>100</td><td>60</td></tr><tr><td>2020-2021</td><td>100</td><td>60</td></tr><tr><td>2021-2022</td><td>100</td><td>60</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2019-2020	100	60	2020-2021	100	60	2021-2022	100	60
Year	RHU Actual	RHU Target															
2019-2020	100	60															
2020-2021	100	60															
2021-2022	100	60															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	MBA Research Project Report	AY 2021-2022															
Training on Critical Thinking & Integration will allow <i>at least 60% of MBA students to score “Proficient” or higher on a faculty-approved rubric.</i>	<p>The MBA research Project in BADM 590 was used to assess students’ critical thinking and integration skills. The revised Faculty-Approved Rubric was used in grading.</p> <p>Direct Summative Internal Assessment</p>	In this project, 7 out of 7 MBA students scored “Proficient” or higher on the faculty-approved rubric, which translated into 100% of students.	The actual score (100%) has exceeded the target score (60%) for this SLO, and students’ level of critical thinking and integration at the MBA level is above the required standard.	No action other than monitoring progress will be taken this year.	<div><h3>Critical Thinking & Integration</h3><table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>85</td><td>60</td></tr><tr><td>2020-2021</td><td>100</td><td>60</td></tr><tr><td>2021-2022</td><td>100</td><td>60</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2019-2020	85	60	2020-2021	100	60	2021-2022	100	60
Year	RHU Actual	RHU Target															
2019-2020	85	60															
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2021-2022	100	60															

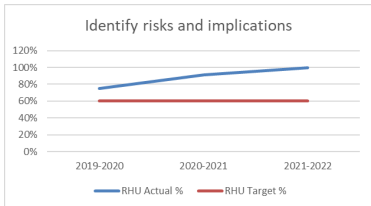
(SLO 4: MBA) Peregrine Assessment Test for Graduate Level

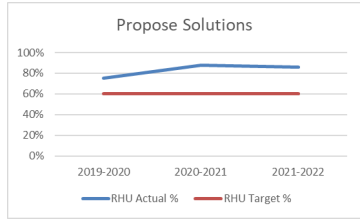
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends										
Measurable Goal	Description of Measurement Instrument	AY 2021-2022													
Program Goal-3 (SLO4) Apply and integrate advanced business knowledge and skills in value-oriented problem solving and decision making. <u>Measure:</u> A mean score on the exam equal to or greater than the mean score achieved by 2 peer group aggregates.	Peregrine Assessment Test for MBA. Comparison was made against 2 peer group aggregates: ACBSP Region 8 and Peers outside U.S. (There is no Middle East peer group for graduate level). Direct Summative External Comparative Assessment	Performance is above target in both comparisons. RHU mean score was 63.61%, while the mean scores attained by ACBSP Region 8 and Peers Outside US were 51.21% and 47.53% respectively. From a longitudinal perspective, this year’s institutional score exceeded the 2 peer group aggregates, though was lower than the score of the previous year.	This year’s results were higher than the 2 peer group aggregates, despite the shift to online learning,	This year’s scores were satisfactory, No special actions will be taken.	RHU vs. 2 Peer Group Aggregates (Cross-Sectional) Comparison of Outbound Exam Results with the Selected Aggregate Pools  <table><caption>Outbound Exam Results Data</caption><thead><tr><th>Group</th><th>Total Score</th></tr></thead><tbody><tr><td>RHU</td><td>63.61%</td></tr><tr><td>ACBSP Region 8</td><td>51.21%</td></tr><tr><td>Peers Outside US</td><td>47.53%</td></tr><tr><td>Middle East</td><td>-</td></tr></tbody></table>	Group	Total Score	RHU	63.61%	ACBSP Region 8	51.21%	Peers Outside US	47.53%	Middle East	-
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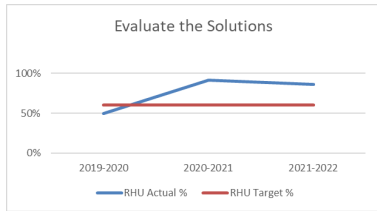
**(SLO 5: MBA) Assessment of Social Responsibility
Case Study in BMGT 500**

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

Measurement and Analysis of Student Learning and Performance																	
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2021-2022															
A good understanding and awareness of ethics and corporate social responsibility will enable <i>60% of students to score “Proficient” or higher on LO1.</i>	Students’ ability to “identify the ethical issue” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	All students scored “Proficient” on the faculty-approved rubric, which translated into 100% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	Therefore, it was decided to continue monitoring student performance on this competency to ensure achieving satisfying results	<div>Identify the Issue</div> <table><caption>Identify the Ethical Issue Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>~65%</td><td>60%</td></tr><tr><td>2020-2021</td><td>~90%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual %	RHU Target %	2019-2020	~65%	60%	2020-2021	~90%	60%	2021-2022	100%	60%
Academic Year	RHU Actual %	RHU Target %															
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Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2021-2022															
A good understanding and awareness of ethics and corporate social responsibility will enable <i>60% of students to score “Proficient” or higher on LO2.</i>	Students’ ability to “identify the risks and implications” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	All students scored “Proficient” on the faculty-approved rubric, which translated into 100 % of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	Therefore, it was decided to continue monitoring student performance on this competency to ensure achieving satisfying results.	Identify the risks and implications  <table><caption>Identify risks and implications Data</caption><thead><tr><th>Period</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>~75%</td><td>60%</td></tr><tr><td>2020-2021</td><td>~90%</td><td>60%</td></tr><tr><td>2021-2022</td><td>~105%</td><td>60%</td></tr></tbody></table>	Period	RHU Actual %	RHU Target %	2019-2020	~75%	60%	2020-2021	~90%	60%	2021-2022	~105%	60%
Period	RHU Actual %	RHU Target %															
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2020-2021	~90%	60%															
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Measurement and Analysis of Student Learning and Performance																	
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2021-2022															
A good understanding and awareness of ethics and corporate social responsibility will enable <i>60% of students to score “Proficient” or higher on LO3.</i>	Students’ ability to “propose solutions” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	Only 12 out of 14 students scored “Proficient” on the faculty-approved rubric, which translated into 85.7% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	Therefore, it was decided to continue monitoring student performance on this competency to ensure achieving satisfying results.	<div>Propose Solutions</div>  <table><caption>Propose Solutions Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>85.7%</td><td>60%</td></tr><tr><td>2020-2021</td><td>93%</td><td>60%</td></tr><tr><td>2021-2022</td><td>93%</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual %	RHU Target %	2019-2020	85.7%	60%	2020-2021	93%	60%	2021-2022	93%	60%
Academic Year	RHU Actual %	RHU Target %															
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Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2021-2022															
A good understanding and awareness of ethics and corporate social responsibility will enable <i>60% of students to score “Proficient” or higher on LO4.</i>	Students’ ability to “evaluate the proposed solutions” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	Only 12 out of 14 students scored “Proficient” on the faculty-approved rubric, which translated into 85.7% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	Therefore, it was decided to continue monitoring student performance on this competency to ensure achieving satisfying results.	<div>Evaluate Proposed Solutions</div>  <table><caption>Evaluate the Solutions Data</caption><thead><tr><th>Period</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>50%</td><td>60%</td></tr><tr><td>2020-2021</td><td>85.7%</td><td>60%</td></tr><tr><td>2021-2022</td><td>85.7%</td><td>60%</td></tr></tbody></table>	Period	RHU Actual %	RHU Target %	2019-2020	50%	60%	2020-2021	85.7%	60%	2021-2022	85.7%	60%
Period	RHU Actual %	RHU Target %															
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