

Rafik Hariri University
College of Business Administration

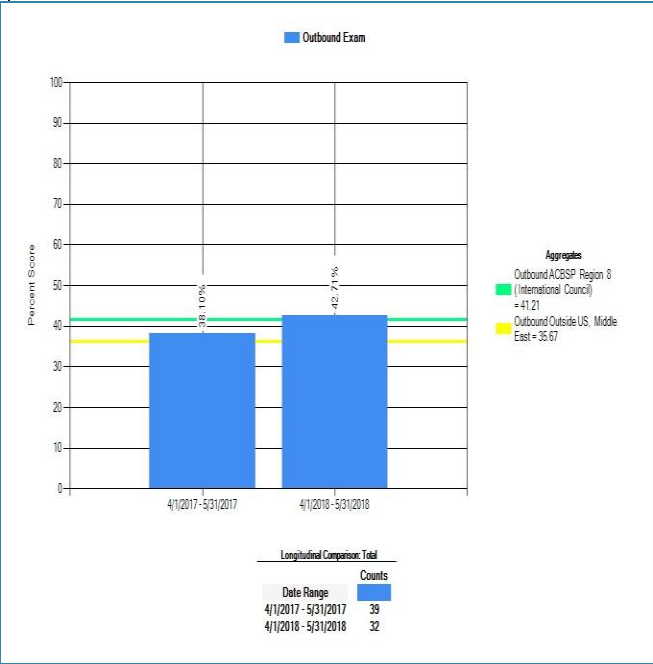
AY 2017-2018

ANNUAL ASSESSMENT REPORT

Undergraduate Assessment

2017-2018

(SLO 1: All BBA Programs) Essential Business Knowledge (Peregrine Assessment Test-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 2017-2018									
Essential business knowledge and skills in problem solving and decision making will enable CBA students to achieve, on average, a mean score on the exam equal to or greater than the mean score achieved by 2 aggregate pools.	<p>Peregrine Assessment Test for BBA (Outbound). Institutional mean score compared to “the mean score achieved by “ACBSP Region 8” and that achieved by “Outside U.S.: Middle East”.</p> <p>Direct Summative External Comparative Assessment</p>	<p>Student performance on the Peregrine exam (42.71%) was 4.61% higher than it was last year (38.10%). Comparatively speaking, CBA mean score was 1.5% higher than that of “ACBSP Region-8” (41.21%), and 7% higher than that of “Outside U.S.: Middle East” (35.67%).</p>	<p>The CBA score for this year has improved considerably from last year’s low of 38.1%, with an increase of almost 5 percentage points in one year, which is satisfactory at this point in time. This improvement could be attributed to the revamped curriculum which has produced a new cohort that has stronger business competence and problem solving skills.</p>	<p>Areas for improvement in the PAS-tested subjects were identified and placed under continued monitoring to ensure the achievement of the learning outcomes in the related courses. An identified area for improvement was macroeconomics (low of 34.38%) and Statistics (35.63%), and ways to improve student performance in these two areas are being investigated. Results will be monitored in the coming testing cycles.</p>	<p>Essential Business Knowledge Peer-Group Means Comparison</p>  <p>Essential Business Knowledge Peer-Group Means Comparison</p> <p>Outbound Exam</p> <p>Percent Score</p> <p>Aggregates</p> <ul style="list-style-type: none"> Outbound ACBSP Region 8 (International Council) = 41.21 Outbound Outside US, Middle East = 35.67 <p>Longitudinal Comparison: Total</p> <table border="1"> <thead> <tr> <th>Date Range</th> <th>Counts</th> </tr> </thead> <tbody> <tr> <td>4/1/2017 - 5/31/2017</td> <td>39</td> </tr> <tr> <td>4/1/2018 - 5/31/2018</td> <td>32</td> </tr> </tbody> </table>	Date Range	Counts	4/1/2017 - 5/31/2017	39	4/1/2018 - 5/31/2018	32
Date Range	Counts										
4/1/2017 - 5/31/2017	39										
4/1/2018 - 5/31/2018	32										

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

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	COOP Assessment Tool	AY 2017-2018												
<p>Program Goal 1 (SLO 1) Students will apply essential business knowledge and skills in problem solving and decision making.</p> <p>Measure: <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>	<p>The result of this assessment is satisfactory (3.86 > 3) and indicates that COOP employers are satisfied with our students’ level of business knowledge demonstrated during their COOP term. Compared to last year’s score (4.01), the results this year have witnessed a decline of 0.15 points.</p>	<p>Since the mean score in 2017-2018 is satisfactory and greater than the target score of (3), no remedial action will be taken. However, the CBA will hold a meeting in November to discuss the causes of the decline and possible ways to improve student performance in COOP.</p>		<p>Essential Business Knowledge From COOP Survey</p> <table border="1"> <caption>Essential Business Knowledge Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU Target</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>4.0</td> <td>3.0</td> </tr> <tr> <td>2017-2018</td> <td>3.86</td> <td>3.0</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2016-2017	4.0	3.0	2017-2018	3.86	3.0
Year	RHU Actual	RHU Target												
2016-2017	4.0	3.0												
2017-2018	3.86	3.0												

(SLO 2: BACC) Specialized Knowledge (Comprehensive Accounting Problem in BACC 405)

Measurement and Analysis of Student Learning and Performance														
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		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	Comprehensive Problem	AY 2017-2018												
<p>Program Goal 1 (SLO 2) Students will prepare financial statements in compliance with IFRS and GAAP.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>A comprehensive problem was embedded in the final exam and used to assess students’ competency level using the faculty-approved Problem Solving Assessment Rubric.</p> <p>Direct Summative Internal Assessment</p>	<p>In this comprehensive problem, 5 out of 9 students scored “Proficient” on the faculty-approved rubric, which translated into 56% of students.</p>	<p>Although this year’s results did not reach the target goal of having at least 60% of our students score “proficient”, they were better than last year as the percentage proficient rose from 44% to 56%.</p>	<p>Though student performance improved considerably from last year with a rise of 12% points, the goal for this learning outcome has not been met. It was decided that additional comprehensive problem solving will be done. A fully fledged case will be used in the next assessment period, and students will be allowed more time to reflect while solving the case in order to ensure that performance improves in future.</p>	<p style="text-align: center;">Preparation of Financial Statements</p> <table border="1"> <caption>Preparation of Financial Statements Performance Data</caption> <thead> <tr> <th>Assessment Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>44%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>56%</td> <td>60%</td> </tr> </tbody> </table>	Assessment Year	RHU Actual %	Target Score	AY 2016-2017	44%	60%	AY 2017-2018	56%	60%
Assessment Year	RHU Actual %	Target Score												
AY 2016-2017	44%	60%												
AY 2017-2018	56%	60%												

(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															
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 Analysis	AY 2017-2018															
<p>Program Goal 1 (SLO 2) Specialized knowledge of the functions of HRM</p> <p>Measure: 60% of students will score "Proficient" or higher on a faculty-approved rubric.</p>	<p>A fully fledged case analysis was used to assess students' knowledge and critical thinking in HRM. The Faculty-Approved Rubric was used.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case-analysis, 22 out of 30 students scored "Proficient" or higher on the faculty-approved rubric, which translated into 73% of students.</p>	<p>As current results (73%) exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year. However, it must be mentioned that these results are lower than those of last year, which may be explained by the fact that this year's assessment was a fully-fledged and more complex case, not an embedded question like last year.</p>	<p>Though results were satisfactory and the target score was met, continuous efforts will be made to train students on case analysis in HRM in order to maintain high performance in this SLO. Specifically, students will have a case assigned as HW and then solved in class, following the approved rubric, as an exercise before the graded case. Student performance will be assessed again the next time the course is offered in the fall.</p>	<p>Specialized Knowledge in HRM</p> <table border="1"> <caption>Specialized Knowledge in HRM Performance Data</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>~85%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>73%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>73%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	RHU Target %	AY 2016-2017	~85%	60%	AY 2017-2018	73%	60%	AY 2018-2019	73%	60%
Academic Year	RHU Actual %	RHU Target %															
AY 2016-2017	~85%	60%															
AY 2017-2018	73%	60%															
AY 2018-2019	73%	60%															

(SLO 2: BITM) Specialized Knowledge (Case Study in BITM 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	Embedded Case study	AY 2017-2018															
<p>Program Goal 1 (SLO 2) Students will use tools of ICT as a means to enhance performance and improve operational efficiency in business.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Specialized knowledge of information technology management was assessed through a fully-fledged case study, using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, only 20 out of 53 students scored “Proficient” on the faculty-approved rubric, which translated into 37.74% of students.</p>	<p>Results did not meet the target goal of having at least 60% of our students score “Proficient.” Results were also 10 percentage points lower than last year, even though the mean score for this case study was acceptable (70%).</p>	<p>To improve the results, it was decided to do the following:</p> <ol style="list-style-type: none"> 1. Provide a step-by-step procedure on how to approach a case study in BITM. Distribute a printout and post it on the bulletin board. 2. Solve end of chapter cases as a frequent collective class exercise. 3. Assign a graded BITM case as HW to be solved individually prior to solving it in class as a group activity. This will necessitate dedicating an extra class session for this purpose. <p>The students’ competency level will be assessed the next time the course is offered in fall 2018.</p>	<p>Specialized Knowledge of Information Technology Management</p> <table border="1"> <caption>Specialized Knowledge of Information Technology Management Performance Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>~45.00%</td> <td>60.00%</td> </tr> <tr> <td>AY 2017-2018</td> <td>37.74%</td> <td>60.00%</td> </tr> <tr> <td>AY 2018-2019</td> <td>~37.74%</td> <td>60.00%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	~45.00%	60.00%	AY 2017-2018	37.74%	60.00%	AY 2018-2019	~37.74%	60.00%
Year	RHU Actual %	Target Score															
AY 2016-2017	~45.00%	60.00%															
AY 2017-2018	37.74%	60.00%															
AY 2018-2019	~37.74%	60.00%															

(SLO2: BMGT) Specialized Knowledge (Business Plan in BMGT 350)

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	Business Plan	AY 2017-2018															
<p>Program Goal 1 (SLO 2) Students will produce a business plan that integrates strategic, financial, and marketing tools in order to create and strategically manage a viable business.</p> <p>Measure: 60% of students will score “Proficient” or higher.</p>	<p>A Business Plan, which includes an oral presentation.</p> <p>Direct Formative Internal Assessment</p>	<p>In this project, 11 out of 15 students scored “Proficient” or higher, which translated into 73.33% of students.</p>	<p>As current results (73.33%) exceeded the target goal of having 60% of our students score proficient, no action needs to be taken.</p>	<p>As the goal for this learning outcome has been met for this year, what is required is regular monitoring of the assessment results to ensure that performance does not drop in coming years.</p>	<p style="text-align: center;">Business Plan</p> <table border="1"> <caption>Business Plan Performance Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>~65%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>73.33%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>73.33%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	~65%	60%	AY 2017-2018	73.33%	60%	AY 2018-2019	73.33%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	~65%	60%															
AY 2017-2018	73.33%	60%															
AY 2018-2019	73.33%	60%															

(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	Financial Analysis Project	AY 2017-2018															
<p>Program Goal 1: (SLO 2) Apply financial theory to evaluate investments and alternatives in terms of performance and risks.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Specialized knowledge in the banking and finance program was assessed through a group project, using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this project, 43 out of 55 students scored “Proficient” on the faculty-approved rubric, which translated into 78% of students.</p>	<p>Results did meet the target goal of having at least 60% of our students score “Proficient.” The mean score for the project was 80.31%, slightly lower than last year’s score, but still satisfactory.</p>	<p>The goal for this learning outcome has been met for this year, but to improve on the course, it was decided to make the project more comprehensive but to do so with an extensive list of instructions.</p> <p>The students’ competency level will be assessed the next time the course is offered.</p>	<p style="text-align: center;">Specialized Knowledge in Finance</p> <table border="1"> <caption>Specialized Knowledge in Finance Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>80%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>78%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>-</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	80%	60%	AY 2017-2018	78%	60%	AY 2018-2019	-	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	80%	60%															
AY 2017-2018	78%	60%															
AY 2018-2019	-	60%															

(SLO 2: BMKA) Specialized Knowledge (Case Study in BMKA 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	Case study in Integrated Marketing Communication	AY 2017-2018															
Specialized knowledge of Advertising principles will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Critical evaluation of integrated marketing communications was assessed through four questions in a case study, using a faculty approved Rubric. Direct Formative Internal Assessment	In this case study, 11 out of 12 students scored “Proficient” on the faculty-approved rubric, which translated into 92% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.” The mean score for this case study almost 79% (Proficient), & 92% of students were “Proficient”.	The goal for this learning outcome has been exceeded for this year. Improvement in this score may be attributed to the suggestions made at the end of last year as follows: <i>1. Dedicate an extra class hour to business cases on integrated marketing communication campaigns</i> <i>2. Provide extra office hours for guidance and support on solving the case study.</i> The students’ competency level in SLO2 will be assessed the next time the course is offered in the Fall 2018-19.	<p>Critical Evaluation of Integrated Marketing Communication Campaign</p> <table border="1"> <caption>Critical Evaluation of Integrated Marketing Communication Campaign Data</caption> <thead> <tr> <th>Year</th> <th>Target Score (%)</th> <th>RHU Actual % (%)</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>60</td> <td>55</td> </tr> <tr> <td>AY 2017-2018</td> <td>60</td> <td>92</td> </tr> <tr> <td>AY 2018-2019</td> <td>60</td> <td>92</td> </tr> </tbody> </table>	Year	Target Score (%)	RHU Actual % (%)	AY 2016-2017	60	55	AY 2017-2018	60	92	AY 2018-2019	60	92
Year	Target Score (%)	RHU Actual % (%)															
AY 2016-2017	60	55															
AY 2017-2018	60	92															
AY 2018-2019	60	92															

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

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 Strategic Marketing	AY 2017-2018															
Specialized knowledge of Marketing concepts and strategies will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Critical evaluation of strategic marketing was assessed through a graded case study, using a faculty approved Rubric. Direct Summative Internal Assessment	In this case study, 5 out of 8 students scored “Proficient” on the faculty-approved rubric, which translated into 63% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.” The mean score for this case study was almost 76% (Proficient), of which 63% of students were “Proficient”.	The actions suggested from last year’s performance improved the results of this year. They are: <ol style="list-style-type: none"> <i>Dedicate an extra class session to case studies analysis on marketing strategies</i> <i>Several in-class discussions throughout the semester related to case analysis</i> The students’ competency level in SLO2 will be assessed the next time the course is offered in Spring 2018-19.	<p>Specialized Knowledge of Marketing Concepts & Strategies</p> <table border="1"> <caption>Specialized Knowledge of Marketing Concepts & Strategies Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>59%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>63%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>63%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	59%	60%	AY 2017-2018	63%	60%	AY 2018-2019	63%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	59%	60%															
AY 2017-2018	63%	60%															
AY 2018-2019	63%	60%															

(SLO 3: All BBA Programs) Employability (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	AY 2017-2018															
<p>SLO 3: Employability skills taught by all programs in the college will enable 50% or more of CBA graduates to find employment within 1 year of graduation</p>	<p>A phone survey was conducted by the D.A. at the college of business, asking graduates of 2017-2018 whether they had found employment within 1 year of graduation.</p> <p>Direct summative External Assessment</p>	<p>The employment rate was 60%, meaning that 60% of class of 2017-2018 had found full-time employment within the first year of graduation.</p>	<p>The mean score for this cohort (60%) exceeded the target of 50% and, considering the country’s economic situation, and the high unemployment rate in the country (exceeding 30%), the CBA considers this result to be acceptable.</p>	<p>The CBA will continue to have a strong presence in the annual career fair.</p>	<p>Actual Employment 1-Year Post Graduation</p> <table border="1"> <caption>EMPLOYMENT WITHIN 1-YEAR</caption> <thead> <tr> <th>Year</th> <th>RHU Actual Score</th> <th>RHU Target Score</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>66%</td> <td>50%</td> </tr> <tr> <td>2017-2018</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>2018-2019</td> <td>60%</td> <td>50%</td> </tr> </tbody> </table>	Year	RHU Actual Score	RHU Target Score	2016-2017	66%	50%	2017-2018	60%	50%	2018-2019	60%	50%
Year	RHU Actual Score	RHU Target Score															
2016-2017	66%	50%															
2017-2018	60%	50%															
2018-2019	60%	50%															

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

Measurement and Analysis of Student Learning and Performance																	
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		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	Presentation	AY 2017-18															
Employability skills which would enable placement in a wide range of business capacities in various types of business organizations will enable 60% of students to score "Proficient" or higher on a faculty-approved rubric.	Employability skills were assessed through a graded presentation, using a faculty approved Rubric. Direct Formative Internal Assessment	In this presentation, 56 out of 94 students scored "Proficient" on the faculty-approved rubric, which translated into 64% of students.	Results (64%) exceeded the target goal of having at least 60% of our students score "Proficient." The mean score for this presentation was 75/100. However, although 64% of students scored "proficient", the score was lower than last year's 71%. This is mainly due to the large class size in each section of the course that hindered both the instructor from effectively coaching the students and students from properly working on their skills.	Corrective measures have been implemented by offering this course in each semester and limiting the number of students in each section to 25. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2018-19.	<p style="text-align: center;">Employability Skills</p> <table border="1"> <caption>Employability Skills Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>71%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>64%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>64%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	71%	60%	AY 2017-2018	64%	60%	AY 2018-2019	64%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	71%	60%															
AY 2017-2018	64%	60%															
AY 2018-2019	64%	60%															

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

Measurement and Analysis of Student Learning and Performance																	
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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	Presentation	AY 2017-2018															
<p>SLO 3: Presentation skills taught by all programs in the college will enable 60% or more of CBA students to score “Proficient” or higher on a formal presentation using a faculty-approved rubric.</p>	<p>Presentation skills (as representing employability potential) were assessed through a graded presentation, using a faculty approved Rubric.</p> <p>Direct Summative Internal Assessment</p>	<p>In this presentation, 28 out of 42 students scored “Proficient” on the faculty-approved rubric, which translated into 67% of students.</p>	<p>As 67% of students were “Proficient”, results were accepted as they exceeded the target goal of having at least 60% of our students score “Proficient.” The mean score for this presentation was 81/100 (Proficient). This year’s results were more indicative of students’ true communication ability and presentation skills as representative of their employability potential.</p>	<p>No action is required at this point in time.</p> <p>The students’ competency level in SLO 3 will be assessed the next time the course is offered.</p>	<p>Employability Skills in BADM 495 Presentation</p> <table border="1"> <caption>Communication & Presentation Skills Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2017-2018</td> <td>67%</td> <td>60%</td> </tr> <tr> <td>2018-2019</td> <td>-</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual Score	Target Score	2016-2017	100%	60%	2017-2018	67%	60%	2018-2019	-	60%
Year	RHU Actual Score	Target Score															
2016-2017	100%	60%															
2017-2018	67%	60%															
2018-2019	-	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 2017-2018												
<p>SLO 3: Students will demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment.</p> <p>Measure: The students' average score on the "Employability Skills" is acceptable (3) or higher, on a faculty-approved COOP Employers' Survey.</p>	<p>Employers' feedback from "Employability Skills" section of a faculty-approved COOP Employers' Survey.</p> <p>Indirect Formative External Assessment</p>	<p>The result of this assessment is satisfactory (4.11 > 3) and indicates that COOP employers are satisfied with our students' employability skills demonstrated during their COOP term. This was shown through the COOP employers' assessment of students' effective communication skills, IT knowledge, and professional behavior. Compared to last year's score (4.25), the results this year have witnessed a decline of 0.14 points.</p>	<p>Since the mean score in 2017-2018 is satisfactory and greater than the target score of (3), no remedial action will be taken. However, the CBA will hold a meeting in November to discuss the causes of the decline and possible ways to improve student performance in COOP.</p>		<p style="text-align: center;">Employability Skills From COOP Survey</p> <table border="1"> <caption>Employability Skills Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU Target</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>4.25</td> <td>3.00</td> </tr> <tr> <td>2017-2018</td> <td>4.11</td> <td>3.00</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2016-2017	4.25	3.00	2017-2018	4.11	3.00
Year	RHU Actual	RHU Target												
2016-2017	4.25	3.00												
2017-2018	4.11	3.00												

(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 2017-2018												
<p>SLO 3: Demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment.</p> <p>Measure: The average score on the faculty-approved Organizations' Survey is acceptable (3) or higher.</p>	<p>Employers' feedback on the "Employability Skills" section of a faculty-approved survey.</p> <p>Indirect Summative External Assessment</p>	<p>The score for employability skills on the CEE Organizations' Survey for this year was 4.46 out of 5, which is > the targeted score of 3, and 0.22 points higher than last year's score.</p>	<p>This year's score exceeded the target of 3 and was higher than the previous year, indicating that CEE organization's evaluation of CBA students was satisfactory and improving.</p>	<p>No action needed.</p>	<p>Employability Skills in CEE Survey</p> <table border="1"> <caption>Employability Skills in CEE Survey Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU Target</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>~4.2</td> <td>3.00</td> </tr> <tr> <td>2017-2018</td> <td>4.46</td> <td>3.00</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2016-2017	~4.2	3.00	2017-2018	4.46	3.00
Year	RHU Actual	RHU Target												
2016-2017	~4.2	3.00												
2017-2018	4.46	3.00												

(SLO 4: All Programs) Critical Thinking (Case Study in BMKT 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 Marketing	AY 2017-2018															
Identify problematic marketing issues in business, analyze them, and present plausible solutions will enable 60% of students to score "Proficient" or higher on a faculty-approved rubric.	Critical thinking of marketing was assessed through a graded case study, using a faculty approved Rubric. Direct Summative Internal Assessment	In this case study, 33 out of 56 students scored "Proficient" on the faculty-approved rubric, which translated into 59% of students.	Results nearly met the target goal of having at least 60% of our students score "Proficient." 59% of students were "Proficient." The mean score for this case study was 76% "Proficient."	There has been a significant improvement in the results compared to those of last year. We will continue implementing the following suggestions to meet the goal: <i>1. Offer two more class sessions on critical thinking and case study analysis approach.</i> <i>2. Simplify the offered case study to make it more aligned with the students' competency levels.</i> <i>3. Offer further in-class case analysis and discussions to improve students' performance.</i> The students' competency level in OB4 will be assessed the next time the course is offered in Summer 2017-18.	<p style="text-align: center;">Critical Thinking</p> <table border="1"> <caption>Critical Thinking Performance Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>59%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	20%	60%	AY 2017-2018	59%	60%	AY 2018-2019	60%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	20%	60%															
AY 2017-2018	59%	60%															
AY 2018-2019	60%	60%															

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

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	Integrative Learning Project	AY 2017-2018															
<p>Program Goal 3 (SLO 4) Students will identify problematic issues in business, analyze them, and present plausible solutions.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved ILP rubric.</p>	<p>The ILP in BADM 495 assessed students’ critical thinking in business. The Faculty-Approved ILP Rubric was used.</p> <p>Direct Summative Internal Assessment</p>	<p>In this assessment, 34 out of 42 students scored “Proficient” or higher on the ILP faculty-approved rubric, which translated into 81% of students.</p>	<p>The target score of at least 60% of students score proficient or higher was met this year.</p> <p>Though this year’s score was lower than that of last year, it was much more reasonable, and more reflective of students’ real level of critical thinking.</p>	<p>No action required at this point. Results for this student learning outcome will continue to be monitored in future semesters.</p>	<table border="1"> <caption>Critical Thinking & Integration</caption> <thead> <tr> <th>Year</th> <th>RHU Actual Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2017-2018</td> <td>81%</td> <td>60%</td> </tr> <tr> <td>2018-2019</td> <td>-</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual Score	Target Score	2016-2017	100%	60%	2017-2018	81%	60%	2018-2019	-	60%
Year	RHU Actual Score	Target Score															
2016-2017	100%	60%															
2017-2018	81%	60%															
2018-2019	-	60%															

(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 Case-Study	AY 2017-2018															
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 analysis was assessed in the fall and spring sections of 2017-2018 using Faculty Approved Rubric. Results were combined into a single statistic for the academic year. Direct Formative Internal Assessment	In this case-study, 25 out of 32 students in 2017-2018 scored “Proficient” on the faculty-approved rubric, which translated into 78% of students.	As current results (78%) showed slight improvement over last year, and exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	As the goal for this learning outcome has been met for this year, what is required is regular monitoring of the assessment results to ensure that performance does not drop in coming years.	<p style="text-align: center;">Ethical Decision Making</p> <table border="1"> <caption>Data for Ethical Decision Making Graph</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>78%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>78%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>78%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	78%	60%	AY 2017-2018	78%	60%	AY 2018-2019	78%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	78%	60%															
AY 2017-2018	78%	60%															
AY 2018-2019	78%	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 2017-2018												
<p>Program Goal 3 (SLO 5) Recognize ethical dilemmas in business and respond to them according to established codes of conduct, ethics and best practices.</p> <p>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></p>	<p>COOP employers’ feedback on the “Ethics and Social Responsibility” section of a faculty-approved survey.</p> <p>Indirect Formative External Assessment</p>	<p>The result of this assessment is satisfactory (4.16 > 3) and indicates that COOP employers are satisfied with our students’ ethics and social responsibility demonstrated during their COOP term.</p> <p>Compared to last year’s score (4.14), the results this year have witnessed a mild increase of 0.02 points, but generally shows a stable result.</p>	<p>Since the mean score in 2017-2018 is satisfactory and greater than the target score of (3), no remedial action will be taken.</p>	<p>No action taken for this assessment.</p>	<p>Ethics and Social Responsibility In COOP Survey</p> <table border="1"> <caption>Ethics and Social Responsibility Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU Target</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>4.16</td> <td>3</td> </tr> <tr> <td>2017-2018</td> <td>4.18</td> <td>3</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2016-2017	4.16	3	2017-2018	4.18	3
Year	RHU Actual	RHU Target												
2016-2017	4.16	3												
2017-2018	4.18	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	Personal Development Plan	AY 2017-2018															
<p>Students should be able to perform self-reflection leading to the development of an insightful and coherent personal development plan PDP.</p> <p>Measure: 60% of students score "Proficient" or higher on a faculty-approved rubric.</p>	<p>Personal Development Plan was assessed through a graded section in the final presentation, using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In the PDP, 73 out of 87 students scored "Proficient" on the faculty-approved rubric, which translated into 84% of students.</p>	<p>Results (84%) exceeded the target goal of having at least 60% of our students score "Proficient."</p> <p>The mean score for this presentation was 82%.</p>	<p>Due to the satisfactory results and improvement from last year, it was suggested to maintain the same actions taken in the course.</p> <p>The students' competency level in SLO6 will be assessed the next time the course is offered in Fall 2018-19.</p>	<p>Personal Development Plan</p> <table border="1"> <caption>Personal Development Plan Data</caption> <thead> <tr> <th>Academic Year</th> <th>Target Score</th> <th>RHU Actual %</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>60%</td> <td>84%</td> </tr> <tr> <td>AY 2018-2019</td> <td>60%</td> <td>84%</td> </tr> </tbody> </table>	Academic Year	Target Score	RHU Actual %	AY 2016-2017	60%	60%	AY 2017-2018	60%	84%	AY 2018-2019	60%	84%
Academic Year	Target Score	RHU Actual %															
AY 2016-2017	60%	60%															
AY 2017-2018	60%	84%															
AY 2018-2019	60%	84%															

(SLO 6: All BBA Programs) Competence for Advancement & Growth (CBA 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	CBA Alumni Survey	One year after 2017-2018 graduation																															
<p>Program Goal 4 (SLO 6) Demonstrate knowledge of business best practices qualifying graduates for advancement, professional certification, and/or pursuit of graduate education.</p> <p>Measure: <i>The percentage of graduates who:</i> 1) found employment within 1 year 2) enrolled in a graduate program 3) sought professional certification</p>	<p>In April 2019, the DA at the CBA surveyed college alumni who graduated in fall and spring 2017-2018, and recorded their answers to questions about employment, graduate enrollment, and certification.</p> <p>Direct Summative External Assessment</p>	<ol style="list-style-type: none"> Actual full-time employment within 1 year from graduation reached 60% of the 2017-2018 cohort, down from 66% last year. Alumni enrollment in graduate studies within 1 year from graduation reached 28% up from 19% last year. Alumni seeking professional certification within 1 year from graduation reached 8%, down from 10% last year. 	<ol style="list-style-type: none"> The mean score for this cohort (60%) exceeded the target of 50% and, considering the country's economic situation, and the high unemployment rate in the country (exceeding 30%), the CBA considers this result to be acceptable. Graduate studies enrollment increased from last year by 9% points, indicating alumni's interest in the growth & advancement of their careers. Alternatively, this may be a reflection of the slack job market which encourages alumni to pursue graduate studies to increase their chances of employment. Slight fluctuation is expected in the rate of pursuing professional certification. However, the CBA will seek ways to encourage alumni certification. 	<ul style="list-style-type: none"> The CBA will maintain a strong presence in the RHU annual job fair. The pursuit of professional certification will be emphasized in each program, especially at the senior level. The CBA will offer training courses in the summer for professional certification exams (A digital marketing training course will be offered in summer 2018-2019). 	<p>Competence for Advancement & Growth</p> <p>EMPLOYMENT WITHIN 1-YEAR</p> <table border="1"> <caption>EMPLOYMENT WITHIN 1-YEAR</caption> <thead> <tr> <th>Year</th> <th>RHU Actual Score</th> <th>RHU Target Score</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>66%</td> <td>50%</td> </tr> <tr> <td>2017-2018</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>2018-2019</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> <p>GRADUATE STUDIES ENROLLMENT WITHIN 1-Y</p> <table border="1"> <caption>GRADUATE STUDIES ENROLLMENT WITHIN 1-Y</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>19%</td> </tr> <tr> <td>2017-2018</td> <td>28%</td> </tr> <tr> <td>2018-2019</td> <td>28%</td> </tr> </tbody> </table> <p>PROFESSIONAL CERTIFICATION WITHIN 1-Y</p> <table border="1"> <caption>PROFESSIONAL CERTIFICATION WITHIN 1-Y</caption> <thead> <tr> <th>Year</th> <th>Certification</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>10%</td> </tr> <tr> <td>2017-2018</td> <td>8%</td> </tr> <tr> <td>2018-2019</td> <td>8%</td> </tr> </tbody> </table>	Year	RHU Actual Score	RHU Target Score	2016-2017	66%	50%	2017-2018	60%	50%	2018-2019	50%	50%	Year	Enrollment	2016-2017	19%	2017-2018	28%	2018-2019	28%	Year	Certification	2016-2017	10%	2017-2018	8%	2018-2019	8%
Year	RHU Actual Score	RHU Target Score																															
2016-2017	66%	50%																															
2017-2018	60%	50%																															
2018-2019	50%	50%																															
Year	Enrollment																																
2016-2017	19%																																
2017-2018	28%																																
2018-2019	28%																																
Year	Certification																																
2016-2017	10%																																
2017-2018	8%																																
2018-2019	8%																																

Graduate Assessment

2016-2017

(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	Course Project	AY 2017-2018 Course offered every other year															
<p>Program Goal 1 (SLO 1) Students will use strategic management tools to evaluate the strategic position of a business organization</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Using strategic management tools to evaluate a firm’s strategic position was assessed through a student project in BMGT 500, using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this project, 20 out of 20 students scored “Proficient” on the faculty-approved rubric, which translated into 90% of students.</p>	<p>Results met the target goal of having at least 60% of our students score “Proficient.” The mean score for this question was 88/100 and 100% of the students scored “Proficient” or higher.</p>	<p>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.</p>	<p style="text-align: center;">Strategic Planning & Management</p> <table border="1"> <caption>Strategic Planning & Management Data</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2015-2016</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>AY 2019-2020</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	RHU Target %	AY 2015-2016	90%	60%	AY 2017-2018	100%	60%	AY 2019-2020	100%	60%
Academic Year	RHU Actual %	RHU Target %															
AY 2015-2016	90%	60%															
AY 2017-2018	100%	60%															
AY 2019-2020	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			
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	Problem Solving Case	AY 2018-2019 Course Offered every other year			
<p>Program Goal 2 (SLO 2) Students will apply problem solving tools to various business situations</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>A case will be assigned that involves a few business issues to identify, assess implications and propose solutions for, evaluate them and make a recommendation.</p> <p>Direct Formative Internal Assessment</p>	<p>This course is offered every other year, so its next round will be in Fall 2018.</p>			<p>Application of problem solving tools to business situations</p>

(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	AY 2017-2018															
<p>Program Goal 2 (SLO 3) Proficiently deliver oral and written business communication.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>The MBA Research Project written report and oral presentation in BADM 590 were used to assess students’ communication abilities. The graduate-level Faculty-Approved Rubric was used.</p> <p>Direct Summative Internal Assessment</p>	<p>In this project, 9 out of 10 students scored “Proficient” or higher on the graduate faculty-approved rubric, which translated into 90% of students.</p>	<p>Though results exceeded the target, it is believed that those scores were still inflated for they do not reflect students’ true communication abilities. This problem was detected last year and was not resolved in 2017-2018.</p>	<p>The CBA Faculty decided that more care is needed when assigning grades on communication, especially written communication. It was decided that a revised rubric be developed for an accurate assessment of students’ abilities, including communication, critical thinking and integration. Work on the rubric is underway and should be completed, approved and adopted by faculty before the beginning of the Fall semester.</p>	<p style="text-align: center;">Communication</p> <table border="1"> <caption>Communication Performance Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>~100%</td> <td>60%</td> </tr> <tr> <td>2017-2018</td> <td>~85%</td> <td>60%</td> </tr> <tr> <td>2018-2019</td> <td>-</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual Score	Target Score	2016-2017	~100%	60%	2017-2018	~85%	60%	2018-2019	-	60%
Year	RHU Actual Score	Target Score															
2016-2017	~100%	60%															
2017-2018	~85%	60%															
2018-2019	-	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	AY 2017-2018															
<p>Program Goal 3 (SLO 4) Students will identify and assess the various functional aspects of a business case or situation, and propose appropriate solutions.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>The MBA Research Project Report was used to assess students’ critical thinking and integration abilities. The graduate-level Faculty-Approved Rubric was used.</p> <p>Direct Summative Internal Assessment</p>	<p>In this dimension, 9 out of 10 students scored “Proficient” or higher on the graduate faculty-approved rubric, which translated into 90% of students, with an average of 88.5%.</p>	<p>Results met the target this year. However, it is believed that those scores continue to be inflated, especially with a high average of 88.5%. This problem was detected last year, and was not solved in 2017-2018.</p>	<p>The CBA Faculty decided that:</p> <p>A revised rubric be developed for an accurate assessment of students’ abilities, including communication, critical thinking and integration. Work on the rubric is underway and should be completed, approved and adopted by faculty before the beginning of the Fall semester.</p>	<p>Critical Thinking & Integration</p> <table border="1"> <caption>Critical Thinking & Integration Data</caption> <thead> <tr> <th>Year</th> <th>Target Score (%)</th> <th>RHU Actual Score (%)</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>60%</td> <td>~60%</td> </tr> <tr> <td>2017-2018</td> <td>60%</td> <td>88.5%</td> </tr> <tr> <td>2018-2019</td> <td>60%</td> <td>88.5%</td> </tr> </tbody> </table>	Year	Target Score (%)	RHU Actual Score (%)	2016-2017	60%	~60%	2017-2018	60%	88.5%	2018-2019	60%	88.5%
Year	Target Score (%)	RHU Actual Score (%)															
2016-2017	60%	~60%															
2017-2018	60%	88.5%															
2018-2019	60%	88.5%															

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

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 2017-2018									
<p>Program Goal-3 (SLO 4) Apply and integrate advanced business knowledge and skills in value-oriented problem solving and decision making.</p> <p>Measure: A mean score on the exam equal to or greater than the mean score achieved by the Region-8 peer group aggregate.</p>	<p>Peregrine Assessment Test for MBA.</p> <p>Results are compared to the “ACBSP Region-8” peer group aggregate.</p> <p>Direct Summative External Comparative Assessment</p>	<p>Student performance is above target and exceeded the Region-8 mean score.</p> <p>RHU mean score was 59.58%, while the mean scores attained by ACBSP Region-8 was 48.91%.</p>	<p>The institutional mean exceeded the mean of peer group aggregate, scoring highest in HRM (71%) and the lowest was in Business Integration & Strategy (52%).</p> <p>All weak areas detected last year showed improvement. Business Finance score rose from 36% to 61.11%, Quantitative Research Techniques and Statistics rose from 38% to 53.33%, and Business Ethics rose from 42% to 54.44%.</p>	<p>As the RHU results on the Peregrine exam showed considerable improvement, current practices will be maintained and scores will be monitored again the next time the course is offered.</p>	<p>RHU vs. ACBSP Region 8</p> <p>Aggregates: Outbound ACBSP Region 8 = 47.36 Outbound Outside US = 43.27</p> <p>Longitudinal Comparison: Total</p> <table border="1"> <thead> <tr> <th>Date Range</th> <th>Counts</th> </tr> </thead> <tbody> <tr> <td>4/1/2017 - 5/31/2017</td> <td>6</td> </tr> <tr> <td>4/1/2018 - 5/31/2018</td> <td>9</td> </tr> </tbody> </table>	Date Range	Counts	4/1/2017 - 5/31/2017	6	4/1/2018 - 5/31/2018	9
Date Range	Counts										
4/1/2017 - 5/31/2017	6										
4/1/2018 - 5/31/2018	9										

(SLO 5: MBA) Assessment of Social Responsibility in a Case Study 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	Case Study	AY 2017-2018 Course offered every other year.															
<p>Program Goal 1 (SLO 5) Students will reflect on how business can contribute to society’s well-being.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Social responsibility understanding and awareness was assessed through a case study using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, 14 out of 15 students scored “Proficient” on the faculty-approved rubric, which translated into 93% of students.</p>	<p>Results (93%) met and exceeded the target goal of having at least 60% of our students score “Proficient.”</p> <p>The mean score on this case was 84%.</p>	<p>As the goal for this learning outcome was met this year, it was decided to do the following:</p> <ol style="list-style-type: none"> 1. <i>Maintain the extra class hour to business cases on social responsibility.</i> 2. <i>Maintain the assessment of this competency through a fully-fledged case-study.</i> <p>The students’ competency level in SLO 5 will be assessed the next time the course is offered in fall 2019.</p>	<p>Understanding and Awareness of Social Responsibility</p> <table border="1"> <caption>Data for Understanding and Awareness of Social Responsibility</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2015-2016</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>93%</td> <td>60%</td> </tr> <tr> <td>AY 2019-2020</td> <td>-</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	RHU Target %	AY 2015-2016	40%	60%	AY 2017-2018	93%	60%	AY 2019-2020	-	60%
Academic Year	RHU Actual %	RHU Target %															
AY 2015-2016	40%	60%															
AY 2017-2018	93%	60%															
AY 2019-2020	-	60%															