

Rafik Hariri University

College of Business Administration

AY 2018-2019

ANNUAL ASSESSMENT REPORT

Undergraduate Assessment

2018-2019

(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 2018-2019																											
<i>The 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 essential business knowledge of graduating students. Two aggregate pools were used for comparison: “ACBSP Region-8” and “Outside U.S.: Middle East” colleges and universities.	The CBA score was comparable, though slightly less than that of Region 8 mean score. Specifically, CBA’s score was 41.15% whereas the “ACBSP Region 8” mean score was 41.21%. By contrast, the RHU institutional mean score (41.15) exceeded the “Outside U.S.: Middle East” mean score which was 35.67%.	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.	Results by subject will be analyzed to see where and how gaps can be filled. Comparative results will continue to be monitored in future years.	<div>Essential Business Knowledge (External Comparison)</div> <div><p>PEREGRINE EXTERNAL EXAM COMPARED WITH ACBSP REGION-8</p><table><thead><tr><th>AY</th><th>RHU Actual</th><th>ACBSP Region 8</th></tr></thead><tbody><tr><td>AY 2016-2017</td><td>38.0</td><td>41.21</td></tr><tr><td>AY 2017-2018</td><td>42.5</td><td>41.21</td></tr><tr><td>AY 2018-2019</td><td>41.15</td><td>41.21</td></tr></tbody></table><p>PEREGRINE EXTERNAL EXAM COMPARED WITH OUTSIDE U.S. MIDDLE EAST</p><table><thead><tr><th>AY</th><th>RHU Actual</th><th>Outside U.S.</th></tr></thead><tbody><tr><td>2016-2017</td><td>38.0</td><td>35.67</td></tr><tr><td>2017-2018</td><td>42.5</td><td>35.67</td></tr><tr><td>2018-2019</td><td>41.15</td><td>35.67</td></tr></tbody></table></div>	AY	RHU Actual	ACBSP Region 8	AY 2016-2017	38.0	41.21	AY 2017-2018	42.5	41.21	AY 2018-2019	41.15	41.21	AY	RHU Actual	Outside U.S.	2016-2017	38.0	35.67	2017-2018	42.5	35.67	2018-2019	41.15	35.67
	AY	RHU Actual	ACBSP Region 8																										
AY 2016-2017	38.0	41.21																											
AY 2017-2018	42.5	41.21																											
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AY	RHU Actual	Outside U.S.																											
2016-2017	38.0	35.67																											
2017-2018	42.5	35.67																											
2018-2019	41.15	35.67																											
Direct Summative External Comparative Assessment																													

(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																											
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 Assessment Tool	AY 2018-2019																											
<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>	<p>Essential Business Knowledge</p> <table><tr><th></th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th></tr><tr><td>RHU Actual</td><td>4.01</td><td>3.86</td><td>3.87</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>		2016-2017	2017-2018	2018-2019	RHU Actual	4.01	3.86	3.87	RHU Target	3	3	3	<p>The results for 2018-2019 seem to be stable and reflect a high level of approval of students’ essential business knowledge as rated by COOP employers. The RHU actual score for this year is 3.87 which exceeds the target score of 3.0.</p>	<p>None.</p>	<p>Essential Business Knowledge From COOP Survey</p> <div><p>ESSENTIAL BUSINESS KNOWLEDGE</p><table><caption>ESSENTIAL BUSINESS KNOWLEDGE Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2016-2017</td><td>4.01</td><td>3.00</td></tr><tr><td>2017-2018</td><td>3.86</td><td>3.00</td></tr><tr><td>2018-2019</td><td>3.87</td><td>3.00</td></tr></tbody></table></div>	Academic Year	RHU Actual	RHU Target	2016-2017	4.01	3.00	2017-2018	3.86	3.00	2018-2019	3.87	3.00
	2016-2017	2017-2018	2018-2019																										
RHU Actual	4.01	3.86	3.87																										
RHU Target	3	3	3																										
Academic Year	RHU Actual	RHU Target																											
2016-2017	4.01	3.00																											
2017-2018	3.86	3.00																											
2018-2019	3.87	3.00																											

(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 2018-2019															
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow at least 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was used to assess students’ specialized knowledge and skill in preparing financial statements. The problem was graded using a faculty-approved rubric. Direct Internal Summative	In this comprehensive problem, 17 out of 18 students scored “Proficient” on the faculty-approved rubric, which translated into 94% of students.	This year’s results did exceed the target goal of having at least 60% of our students score “proficient”. This marks an upward trend in student performance year on year.	As the goal for this learning outcome has been met and exceeded for this year, marking an increasing level of competence in this LO, no action will be taken.	<div>Preparation of Financial Statements</div> <div><table><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>Target Score</th></tr></thead><tbody><tr><td>AY 2016-2017</td><td>45%</td><td>60%</td></tr><tr><td>AY 2017-2018</td><td>55%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>100%</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual %	Target Score	AY 2016-2017	45%	60%	AY 2017-2018	55%	60%	AY 2018-2019	100%	60%
Academic Year	RHU Actual %	Target Score															
AY 2016-2017	45%	60%															
AY 2017-2018	55%	60%															
AY 2018-2019	100%	60%															

(SLO 2: BHRM) Specialized Knowledge (Case Analysis in BHRM 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	Case Analysis	AY 2018-2019															
Specialized knowledge of the principles of HRM will allow at least 60% of students to score “Proficient” or higher on a faculty-approved rubric.	<p>A course project was used to assess students’ knowledge and analysis in HRM. The Faculty-Approved Rubric was used for grading.</p> <p>Direct Formative Internal Assessment</p>	In this project, 12 out of 13 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 92% 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.	<div>Specialized Knowledge in HRM</div> <div><table><caption>Specialized Knowledge in HRM Data</caption><thead><tr><th>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>75%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>92%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	AY 2016-2017	85%	60%	AY 2017-2018	75%	60%	AY 2018-2019	92%	60%
Year	RHU Actual %	RHU Target %															
AY 2016-2017	85%	60%															
AY 2017-2018	75%	60%															
AY 2018-2019	92%	60%															

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

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	Case study in BITM	AY 2018-2019															
Specialized knowledge of business information technology management will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Specialized knowledge of information technology management was assessed through a fully-fledged case study in each of the fall and spring of 2018-2019, using a faculty approved rubric. Direct Formative Internal Assessment	In this case study, 30 out of 43 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 70% of students.	Results have met and exceeded the target goal of having at least 60% of our students score “Proficient” or higher.	It was decided to continue with the measures taken in the previous year, especially giving three practice case studies before the final graded one. This should give students ample training on how to evaluate and solve various IT issues in the workplace.	<div><p>Specialized Knowledge of Business Information Technology Management</p><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>Target Score</th></tr></thead><tbody><tr><td>AY 2016-2017</td><td>48%</td><td>60%</td></tr><tr><td>AY 2017-2018</td><td>38%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>70%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	Target Score	AY 2016-2017	48%	60%	AY 2017-2018	38%	60%	AY 2018-2019	70%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	48%	60%															
AY 2017-2018	38%	60%															
AY 2018-2019	70%	60%															

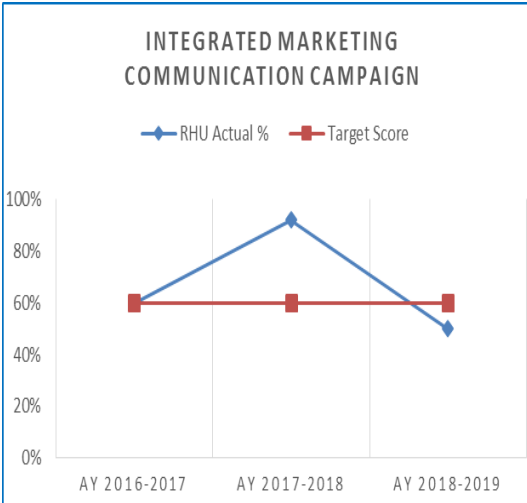
(SLO2: BMGT) Specialized Knowledge (Business Plan in BMGT 350)

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
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 Plan	AY 2018-2019															
Training on the preparation of a business plan will enable at least 60% of students to score “Proficient” or above.	A Business Plan, which included an oral presentation. Direct Formative Internal	In this project, 6 out of 10 students scored “Proficient” or higher, which translated into 60% of students.	As current results (60%) the target goal has been met, no action needs to be taken, other than emphasizing the importance of teamwork in future classes, particularly in BMGT 205 – Organizational Behavior.	As the goal for this learning outcome has been met for this year, what is required is regular monitoring of results to ensure that performance does not drop in coming years. The topic of Team Dynamics will be emphasized in BMGT 205 next Spring 2019-2020.	<div>Business Plan Preparation</div> <table><thead><tr><th>Academic 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>75%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>60%</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual %	Target Score	AY 2016-2017	65%	60%	AY 2017-2018	75%	60%	AY 2018-2019	60%	60%
Academic Year	RHU Actual %	Target Score															
AY 2016-2017	65%	60%															
AY 2017-2018	75%	60%															
AY 2018-2019	60%	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 2018-2019															
Specialized knowledge in the fundamentals of financial analysis and investment will enable at least 60% of students to score “Proficient” or higher on the finance project in the course.	Specialized knowledge in the banking and finance program was assessed through a group project in BFIN 300, using a faculty approved Rubric. Direct Formative Internal Assessment	In this embedded question, 29/35 students scored “Proficient” on the faculty-approved rubric, which translated into 83% of students.	Results did meet the target goal of having at least 60% of our students score “Proficient.”	As the goal for this learning outcome has been met for this year, it was decided to do the following: 1. <i>Extend officially the duration of the project to include the multiple official submissions</i> The students’ competency level in OB2 will be assessed the next time the course is offered in the fall of 2019.	<div>Specialized Knowledge in Banking and Finance</div> <div><table><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>75%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>85%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	Target Score	AY 2016-2017	80%	60%	AY 2017-2018	75%	60%	AY 2018-2019	85%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	80%	60%															
AY 2017-2018	75%	60%															
AY 2018-2019	85%	60%															

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

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	Case study in Integrated Marketing Communication	AY 2018-2019															
Specialized knowledge of Advertising principles and tools will enable at least 60% of students to score “Proficient” or higher on a faculty-approved rubric.	<p>Critical evaluation of integrated marketing communications was assessed through four questions in a case study, using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	In this case study, 6 out of 12 students scored “Proficient” on the faculty-approved rubric, which translated into 50% of students.	Results were below the target goal of having at least 60% of our students score “Proficient.”	<p>As the results did not meet the required standard, it was decided to do the following:</p> <ol style="list-style-type: none">1. Dedicate an extra class hour to business cases on integrated marketing communications campaigns early on in the semester.2. Hold individual meetings during office hours with students to offer them guidance and support on solving the case study. <p>The students’ competency level will be assessed the next time the course is offered in Fall 2019-2020.</p>	<div><h3>Integrated Marketing Communication Campaign</h3><table><caption>INTEGRATED MARKETING COMMUNICATION CAMPAIGN</caption><thead><tr><th>AY</th><th>RHU Actual %</th><th>Target Score</th></tr></thead><tbody><tr><td>AY 2016-2017</td><td>60%</td><td>60%</td></tr><tr><td>AY 2017-2018</td><td>90%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>50%</td><td>60%</td></tr></tbody></table></div>	AY	RHU Actual %	Target Score	AY 2016-2017	60%	60%	AY 2017-2018	90%	60%	AY 2018-2019	50%	60%
AY	RHU Actual %	Target Score															
AY 2016-2017	60%	60%															
AY 2017-2018	90%	60%															
AY 2018-2019	50%	60%															

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

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	Case study in Strategic Marketing	AY 2018-2019															
Specialized knowledge of Marketing concepts and strategies will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	<p>This SLO was assessed through a graded case study that involved a critical evaluation of a marketing strategy. It was graded using a faculty approved Rubric.</p> <p>Direct Summative Internal Assessment</p>	<p>In this case study, only 7 out of 11 students scored “Proficient” on the faculty-approved rubric, which translated into 64% of students.</p>	<p>This year’s results (64%) slightly exceeded the target goal of having at least 60% of our students score “Proficient.”</p> <p>The mean score for this case study was about 74%.</p>	<p>We will continue implementing the actions suggested from last year (giving students multiple opportunities to practice solving case studies on evaluating marketing strategies).</p> <p>The students’ competency level in SLO2 will be assessed the next time the course is offered in Spring 2019-20.</p>	<p>Specialized Knowledge of Marketing Concepts & Strategies</p>  <table><caption>SPECIALIZED KNOWLEDGE OF MARKETING CONCEPTS AND STRATEGIES</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>Target Score</th></tr></thead><tbody><tr><td>AY 2016-2017</td><td>58%</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>74%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	Target Score	AY 2016-2017	58%	60%	AY 2017-2018	64%	60%	AY 2018-2019	74%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	58%	60%															
AY 2017-2018	64%	60%															
AY 2018-2019	74%	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	Class of 2018-2019			
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>A phone survey will be conducted by the D.A. at the college of business, asking graduates of 2018-2019 whether they had found employment within 1 year of graduation.</p> <p>Direct summative External Assessment</p>	Survey will be conducted in May 2020, 1 year after the cohort's graduation.	Results will be recorded and added to this report by May 2020.		Actual Employment 1-Year Post Graduation

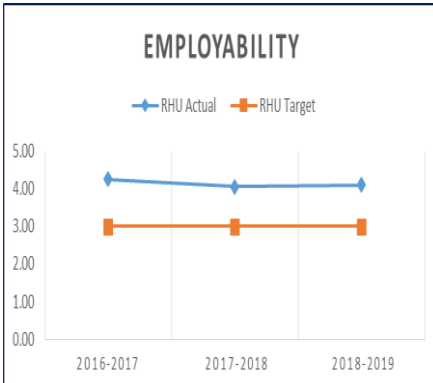
(SLO 3: All BBA Programs) Employability (Presentation in BADM 215)

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	Presentation	AY 2018-2019															
End-of-course presentation representing employability skills needed in the workplace. Measure: 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, 29 out of 93 students scored “Proficient” on the faculty-approved rubric, which translated into 31% of students.	Only 31% of students were “Proficient”, which was way below the target 60%. The mean score for this presentation was almost 68/100, quite lower than last year. The decline in student performance was analyzed, and was found to be mainly due to the large class size in each section of the course that hindered both the instructor from effectively coaching the students, and the students from properly working on their skills.	It has been agreed to take the following actions: 1. Place a cap on the number of students enrolled in this course. 2. Dedicate two extra sessions for oral presentations to help students further develop this skill. The students’ competency level in SLO3 will be assessed the next time the course is offered in Fall 2019-20.	<div>Presentation Skills Representing Employability</div> <table border="1"><caption>Presentation Skills Representing Employability Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>Target Score</th></tr></thead><tbody><tr><td>AY 2016-2017</td><td>70%</td><td>60%</td></tr><tr><td>AY 2017-2018</td><td>60%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>31%</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual %	Target Score	AY 2016-2017	70%	60%	AY 2017-2018	60%	60%	AY 2018-2019	31%	60%
Academic Year	RHU Actual %	Target Score															
AY 2016-2017	70%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	31%	60%															

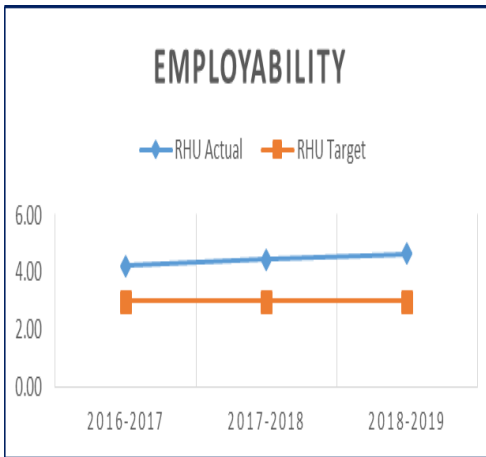
(SLO 3: All BBA Programs) Employability (Presentation in BADM 495B)

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	ILP Presentation	AY 2018-2019															
Training on Communication and presentation skills will allow at least 60% of seniors to score “Proficient” or higher on a faculty-approved rubric.	<p>The Integrative Learning Project (ILP) in BADM 495-B 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, 34 out of 38 students scored “Proficient” or higher on the ILP faculty-approved rubric, which translated into 89% of senior students.	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><div>Employability Skills Represented by Communication and Presentation skills</div><div><div>Communication</div><table><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>65%</td><td>60%</td></tr><tr><td>2018-2019</td><td>90%</td><td>60%</td></tr></tbody></table></div></div>	Year	RHU Actual Score	Target Score	2016-2017	100%	60%	2017-2018	65%	60%	2018-2019	90%	60%
Year	RHU Actual Score	Target Score															
2016-2017	100%	60%															
2017-2018	65%	60%															
2018-2019	90%	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 2018-2019																
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	Employability <table><tr><td></td><td>2016-2017</td><td>2017-2018</td><td>2018-2019</td></tr><tr><td>RHU Actual</td><td>4.25</td><td>4.06</td><td>4.11</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>			2016-2017	2017-2018	2018-2019	RHU Actual	4.25	4.06	4.11	RHU Target	3	3	3	The results for 2018-2019 seem to be stable and reflect a high level of approval of students’ employability skills as rated by COOP employers. The RHU actual score for this year (4.11/5.0) exceeds the target score of 3.0 and the score of last year (4.06/5.0).	None.	Employability Skills From COOP Survey 
					2016-2017	2017-2018	2018-2019											
				RHU Actual	4.25	4.06	4.11											
				RHU Target	3	3	3											

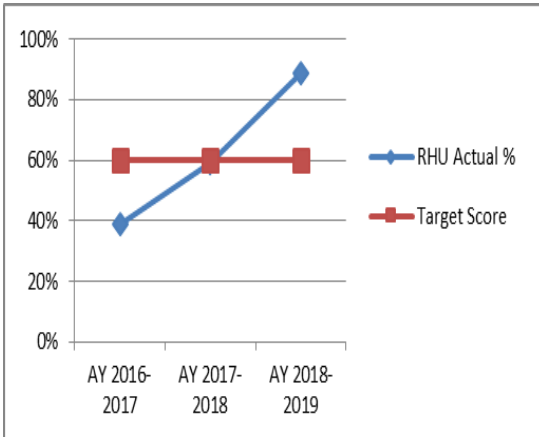
(SLO 3: All BBA Programs) Employability (CEE Employers' Survey)

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 2018-2019															
<p>SLO 3: Demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment.</p> <p><u>Measure:</u> 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 results for this year increased from 4.46 in 2017-2018 to 4.64 in 2018-2019.</p>	<p>This year’s results reflected a marked improvement in the perception of students’ employability skills by local NGOs and civil society organizations.</p>	<p>None.</p>	<div><p>Employability Skills in CEE Survey</p><table><caption>Employability Skills in CEE Survey Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2016-2017</td><td>4.46</td><td>3.00</td></tr><tr><td>2017-2018</td><td>4.46</td><td>3.00</td></tr><tr><td>2018-2019</td><td>4.64</td><td>3.00</td></tr></tbody></table></div>	Academic Year	RHU Actual	RHU Target	2016-2017	4.46	3.00	2017-2018	4.46	3.00	2018-2019	4.64	3.00
Academic Year	RHU Actual	RHU Target															
2016-2017	4.46	3.00															
2017-2018	4.46	3.00															
2018-2019	4.64	3.00															

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

Measurement and Analysis of Student Learning and Performance
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Figure 4.2 – Standard # 4 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 2018-2019															
Students should be able to demonstrate good critical thinking skills. Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.	Critical thinking was assessed through a graded case study in marketing that requires students to identify problematic marketing issues in business, analyze them, and present plausible solutions. The case was graded using a faculty approved Rubric. Direct Formative Internal Assessment	In this case study, 55 out of 62 students scored “Proficient” on the faculty-approved rubric, which translated into 89% of students.	Results this year reached 89%, exceeding the target goal of having at least 60% of our students score “Proficient.” The mean score for this case study was 81/100.	There has been a significant improvement in the results compared to those of last year and the year before. We will continue to give practices cases before the graded case study, allowing students more practice opportunities. The students’ competency level in SLO4 will be assessed the next time the course is offered.	<div>Critical Thinking Formative Assessment</div>  <table><caption>Critical Thinking Formative Assessment 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>~38%</td><td>60%</td></tr><tr><td>AY 2017-2018</td><td>60%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>~89%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	Target Score	AY 2016-2017	~38%	60%	AY 2017-2018	60%	60%	AY 2018-2019	~89%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	~38%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	~89%	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	ILP Course Report	AY 2018-2019															
Training on Critical Thinking & Integration will allow at least 60% of seniors to score “Proficient” or higher on a faculty-approved rubric.	<p>The Integrative Learning Project (ILP) in BADM 495-B was used to assess students’ critical thinking and integration. The revised Faculty-Approved ILP Rubric was used in grading.</p> <p>Direct Summative Internal Assessment</p>	In this project, 35 out of 38 students scored “Proficient” or higher on the ILP faculty-approved rubric, which translated into 92% of students.	It is not a cause of concern that the score on this SLO (92%) seems a bit high. The score reflects students’ critical thinking after three years of preparation and training in the program, and after much mentoring and coaching by ILP supervisors. Students eventually do reach a high level of critical thinking and integration.	No action other than monitoring progress will be taken this year.	<div><h3>Critical Thinking & Integration</h3><table><thead><tr><th>Academic 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>~80%</td><td>60%</td></tr><tr><td>2018-2019</td><td>~90%</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual Score	Target Score	2016-2017	100%	60%	2017-2018	~80%	60%	2018-2019	~90%	60%
Academic Year	RHU Actual Score	Target Score															
2016-2017	100%	60%															
2017-2018	~80%	60%															
2018-2019	~90%	60%															

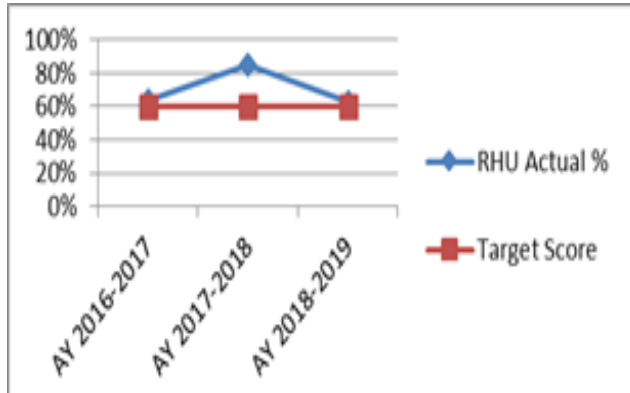
(SLO 5: All BBA Programs) Ethics and Social Responsibility (Case Study in BADM 355)

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 2018-2019															
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 this competence, and a Faculty Approved Rubric was used for grading. Direct Formative Internal Assessment	This year, 30 out of 38 students scored “Proficient” on the faculty-approved rubric, which translated into 79% of all students.	As current results (79%) 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.	<div><h3>Ethical Decision Making</h3><table><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>80%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>80%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	Target Score	AY 2016-2017	80%	60%	AY 2017-2018	80%	60%	AY 2018-2019	80%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	80%	60%															
AY 2017-2018	80%	60%															
AY 2018-2019	80%	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 2018-2019																											
<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>Ethics and Social Responsibility</p> <table><tr><th></th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th></tr><tr><td>RHU Actual</td><td>4.14</td><td>4.16</td><td>4.0</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>		2016-2017	2017-2018	2018-2019	RHU Actual	4.14	4.16	4.0	RHU Target	3	3	3	<p>The results for 2018-2019 seem to be somewhat stable and reflect a high level of approval of students’ ethics and socially responsible behavior as rated by COOP employers. The RHU actual score for this year (4.0/5.0) exceeds the target score of 3.0.</p>	<p>None.</p>	<p>Ethics and Social Responsibility In COOP Survey</p>  <table><caption>ETHICS & SOCIAL RESPONSIBILITY</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2016-2017</td><td>4.14</td><td>3</td></tr><tr><td>2017-2018</td><td>4.16</td><td>3</td></tr><tr><td>2018-2019</td><td>4.0</td><td>3</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2016-2017	4.14	3	2017-2018	4.16	3	2018-2019	4.0	3
	2016-2017	2017-2018	2018-2019																										
RHU Actual	4.14	4.16	4.0																										
RHU Target	3	3	3																										
Year	RHU Actual	RHU Target																											
2016-2017	4.14	3																											
2017-2018	4.16	3																											
2018-2019	4.0	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 2018-2019															
Students should be able to perform self-reflection leading to the development of an insightful and coherent personal development plan PDP. <u>Measure:</u> 60% of students score “Proficient” or higher on a faculty-approved rubric.	Personal Development Plan was assessed through a graded section in the final presentation, using a faculty approved Rubric. Direct Formative Internal Assessment	In the PDP, 58 out of 93 students scored “Proficient” on the faculty-approved rubric, which translated into 62% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient”, though the score was lower than last year. Only 62% of students were “Proficient.” The mean score for this presentation was 76/100.	Having met the target, it was decided to maintain the same actions taken in the previous year. The students’ competency level in SLO6 will continue to be monitored.	<div>Personal Development Plan</div>  <table><thead><tr><th>Year</th><th>RHU Actual %</th><th>Target Score</th></tr></thead><tbody><tr><td>AY 2016-2017</td><td>62%</td><td>60%</td></tr><tr><td>AY 2017-2018</td><td>85%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>62%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	Target Score	AY 2016-2017	62%	60%	AY 2017-2018	85%	60%	AY 2018-2019	62%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	62%	60%															
AY 2017-2018	85%	60%															
AY 2018-2019	62%	60%															

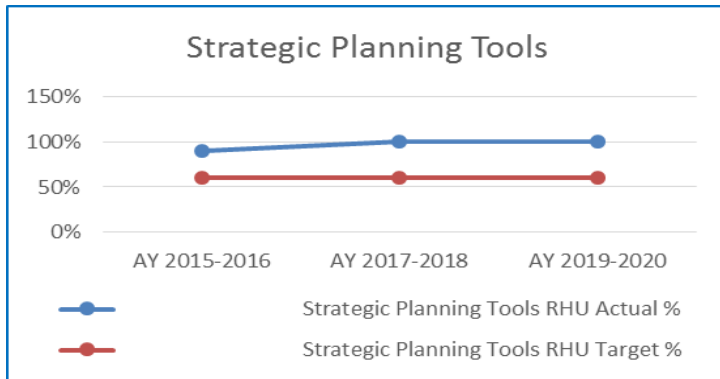
(SLO 6: All BBA Programs) Competence for Advancement & Growth (CBA Alumni Survey)

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 2018-2019 graduation			
Program Goal 4 (SLO 6) Demonstrate knowledge of business best practices qualifying graduates for advancement, professional certification, and/or pursuit of graduate education. <u>Measure:</u> <i>The percentage of graduates who:</i> 1) found employment within 1 year 2) enrolled in a graduate program 3) sought professional certification	In April 2020, CBA will survey college alumni who graduated in fall and spring 2018-2019, and will record their answers to questions about employment, graduate enrollment, and certification. Direct Summative External Assessment	Data will be collected and analyzed in April 2020.	Pending results in May 2020.		Competence for Advancement & Growth In CBA Alumni Survey

Graduate Assessment

2018-2019

(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	Strategic Management Project	AY 2018-2019															
Knowledge of strategic management tools will enable 60% or more of students to score “Proficient” or higher.	<p>A course project was used to assess students’ competence in using strategic management tools to evaluate a local firm’s strategic position and formulate an appropriate strategy.</p> <p>Direct Formative Internal Assessment</p>	In this project, 11 out of 11 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”. The mean score for this project was 88/100 and 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><div>Strategic Planning Tools</div><table><caption>Strategic Planning Tools Data</caption><thead><tr><th>Academic Year</th><th>Strategic Planning Tools RHU Actual %</th><th>Strategic Planning Tools RHU Target %</th></tr></thead><tbody><tr><td>AY 2015-2016</td><td>100%</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></div>	Academic Year	Strategic Planning Tools RHU Actual %	Strategic Planning Tools RHU Target %	AY 2015-2016	100%	60%	AY 2017-2018	100%	60%	AY 2019-2020	100%	60%
Academic Year	Strategic Planning Tools RHU Actual %	Strategic Planning Tools RHU Target %															
AY 2015-2016	100%	60%															
AY 2017-2018	100%	60%															
AY 2019-2020	100%	60%															

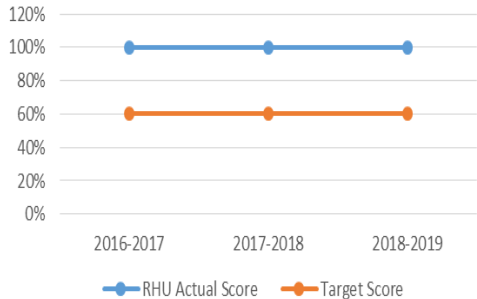
(SLO 2: MBA) Case Analysis in BECN 500

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	Case Analysis	AY 2018-2019															
Application of problem solving tools to various business situations will enable at least 60% of students to score “Proficient” or higher on a faculty-approved rubric.	<p>The course instructor assigned a case which involves identifying the business issue, assessing implications, proposing solutions, and evaluating alternative solutions.</p> <p>Direct Formative Internal Assessment</p>	In this case 11 out of 18 students scored “Proficient” on the faculty-approved rubric, which translated into 61% of students.	<p>The mean score for this case study was 81.4/100 ranking as (Proficient).</p> <p>However, results <i>barely</i> met the target goal of having at least 60% of our students score “Proficient.”</p>	<p>As the goal for this learning outcome was barely met for this year, it was decided to do the following:</p> <p>1. <i>Dedicate a class session on how to approach and work with case analyses.</i></p> <p>1. <i>Allocate more time for practical applications and real life problem solving.</i></p>	<div><p>Problem Solving Applications</p><table><caption>Problem Solving Applications 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>50%</td><td>60%</td></tr><tr><td>AY 2017-2018</td><td>60%</td><td>60%</td></tr><tr><td>AY 2018-2019</td><td>61%</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual %	RHU Target %	AY 2016-2017	50%	60%	AY 2017-2018	60%	60%	AY 2018-2019	61%	60%
Academic Year	RHU Actual %	RHU Target %															
AY 2016-2017	50%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	61%	60%															

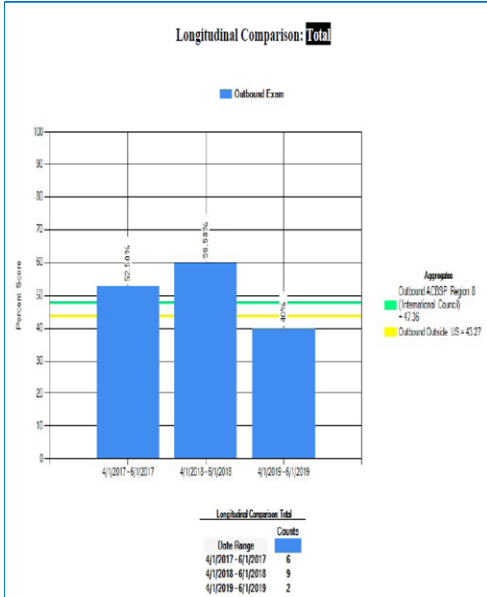
(SLO 3: MBA) Communication Skill (Report and Oral Presentation) in BADM 590

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 2018-2019															
Training on Communication and presentation skills will allow at least 60% of MBA students to score “Proficient” or higher on a faculty-approved rubric.	<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, 1 out of 2 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 50% of MBA students.	The score reflects students’ communication and presentation skills toward the end of the MBA program. The target score was not met this year, as one out of two MBA students had not acquired the benchmark grade of 80 on the presentation, but this situation could happen when we have a small number of students such as (n=2).	No action other than monitoring progress will be taken this year.	<div>Communication and Presentation skills</div> <div><p>Communication & Presentation Skills SLO3 (MBA)</p><table><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>100%</td><td>60%</td></tr><tr><td>2018-2019</td><td>50%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual Score	Target Score	2016-2017	100%	60%	2017-2018	100%	60%	2018-2019	50%	60%
Year	RHU Actual Score	Target Score															
2016-2017	100%	60%															
2017-2018	100%	60%															
2018-2019	50%	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 2018-2019															
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, 2 out of 2 MBA students scored “Proficient” or higher on the faculty-approved rubric, which translated into 100% of students. The average score on this SLO was 89%.	The score has met the target score 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><div>Critical Thinking & Integration SLO4 (MBA)</div><table><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>100%</td><td>60%</td></tr><tr><td>2018-2019</td><td>100%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual Score	Target Score	2016-2017	100%	60%	2017-2018	100%	60%	2018-2019	100%	60%
Year	RHU Actual Score	Target Score															
2016-2017	100%	60%															
2017-2018	100%	60%															
2018-2019	100%	60%															

(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 2018-2019			
<p>Program Goal-3 (SLO4) 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 2 peer group aggregates.</p>	<p>Peregrine Assessment Test for MBA. Comparison against 2 peer group aggregates: ACBSP Region 8 and Peers outside U.S. There is no Middle East peer group for graduate level.</p> <p>Direct Summative External Comparative Assessment</p>	<p>Performance is below target in both comparisons. RHU mean score was 40.0%, while the mean scores attained by ACBSP Region 8 and Peers Outside US were 47.36% and 43.27% respectively.</p>	<p>The institutional mean was below the means of the 2 selected peer group aggregates. This year’s low institutional score might be explained by the low number of exam takers (only 2/3 graduating students), one of whom did very poorly on the Peregrine exam bringing the mean score down.</p>	<p>The objectives of this assessment cycle have not been met.</p> <p>Though the institutional results (40.0%) were below target this year, the CBA is hesitant to consider these particular results as representative of the MBA cohort, and hence will not take any specific corrective action based upon them. However, the CBA will continue to monitor student performance on this assessment and motivate students to take it seriously for better results in future.</p>	<p>RHU vs. 2 Peer Group Aggregates (Longitudinal)</p> 

(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	Ethics & Social Responsibility Case Analysis	AY 2018-2019															
A good understanding and awareness of ethics and corporate social responsibility will enable 60% of students to score “Proficient” or higher on an Ethics and CSR case study.	<p>Students’ understanding and awareness of ethics and corporate social responsibility was assessed through a fully-fledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	In this case study, 8 out of 11 students scored “Proficient” on the faculty-approved rubric, which translated into 73% of students.	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient.”</p> <p>However, this year’s results (73%) were lower than those of last year (93%). Nonetheless, this was not a cause of concern since this year’s scores do exceed the target of 60%.</p>	Therefore, it was decided to keep monitoring the case analysis scores the next time the course is offered in fall 2020, to ensure that the target score is not only met and exceeded, but also higher than the year before.	<div>Ethics and Corporate Social Responsibility</div> <div><p>Ethics & Corporate Social Responsibility</p><table><thead><tr><th>AY</th><th>Strategic Planning Tools RHU Actual %</th><th>Strategic Planning Tools 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>73%</td><td>60%</td></tr></tbody></table></div>	AY	Strategic Planning Tools RHU Actual %	Strategic Planning Tools RHU Target %	AY 2015-2016	40%	60%	AY 2017-2018	93%	60%	AY 2019-2020	73%	60%
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