Rafik Hariri University

College of Business Administration

AY 2019-2020

ANNUAL ASSESSMENT REPORT

Undergraduate Assessment
2019-2020

(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 2019-2020**			
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.	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. Direct Summative External Comparative Assessment	The CBA score exceeded that of Region 8 mean score. Specifically, CBA's score was (46.04%) whereas the "ACBSP Region 8" mean score was (40.72%). Similarly, the RHU institutional mean score (46.04%) exceeded the "Outside U.S.: Middle East" mean score which was (34.79%).	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 not only sustainable but also improved upon this year.	Comparative results will continue to be monitored in future years.	**Essential Business Knowledge External Comparison ACBSP Region 8 and Outside US: Middle East**

3

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

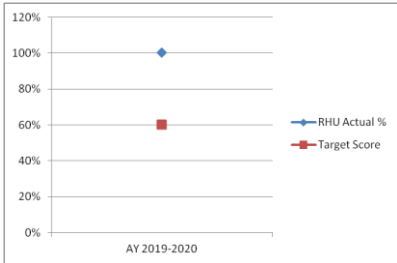| Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**COOP Assessment Tool**	**AY 2019-2020**			
Program Goal 1 (SLO 1) Students will apply essential business knowledge and skills in problem solving and decision making. **Measure:** *The average score on the "business knowledge & skills" section of a faculty-approved COOP employers' Survey is acceptable (3) or higher.*	COOP employers' feedback on the "business knowledge & skills" section of a faculty-approved assessment tool. Indirect Summative External Assessment	**Essential Business Knowledge** |	2017-2018	2018-2019	2019-2020
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RHU Actual	3.86	3.87	4.2
RHU Target	3	3	3		The results for 2019-2020 seem to reflect an improvement of the level of students' essential business knowledge as rated by COOP employers. The RHU actual score for this year is 4.20 which exceeds the target score of 3.0.	None.	**Essential Business Knowledge From COOP Survey** LO-1: ESSENTIAL BUSINESS KNOWLEDGE

(SLO 2: BACC) Specialized Knowledge

(Comprehensive Accounting Problem in BACC 460)

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

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

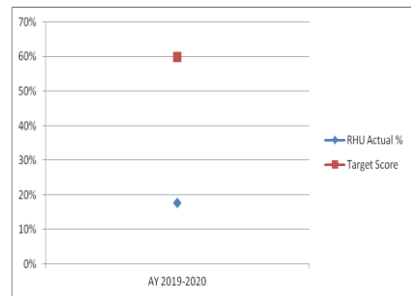| Measurement and Analysis of Student Learning and Performance					
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Comprehensive problem solving**	**AY 2019-2020**			
Specialized knowledge in Preparing Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score "Proficient" or above on a faculty-approved rubric.	Comprehensive Problem Solving was assessed using Problem solving Assessment Rubric. **Competency 1: "Understands the Problem"** Direct Summative Internal	In this competency 17 out of 17 students scored "Proficient" on the faculty-approved rubric, which translated into 100% of students.	As current results exceeded the target goal of having at least 60% of our students score "proficient". Results were excellent.	The goal for this competency has been met for this year.	**Understanding the Problem**

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

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

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

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

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

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

(SLO 2: BHRM) Specialized Knowledge

(Project in BHRM 300)

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

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

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Project C-1**	**AY 2019-2020**			
Specialized knowledge of the principles of HRM will allow at least *60% of students to score "Proficient" or higher on C-1: "Designing a Recruitment Plan".*	A course project was used to assess students' knowledge and analysis in HRM through C-1: *"Designing a Recruitment Plan".* Direct Formative Internal Assessment	In this project, 19 out of 25 students scored "Proficient" or higher on the faculty-approved rubric, which translated into **76%** 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.	1. It was decided to offer all new students some guidance on online learning within a segment integrated into the orientation session. 2. Faculty will also spend part of their introductory session in each course on how to maximize the online learning experience.	**Prepare a Recruitment Plan**

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

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Project C-2**	**AY 2019-2020**			
Specialized knowledge of the principles of HRM will allow at least **60% of students to score "Proficient" or higher on C-2: "Using Recruitment Tools".**	A course project was used to assess students' knowledge and analysis in **C-2: "Using Recruitment Tools".** Direct Formative Internal Assessment	In this project, 16 out of 25 students scored "Proficient" or higher on the faculty-approved rubric, which translated into **64%** 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. However, a CBA meeting concluded that students need guidance on maximizing their online learning experience.	1. It was decided to offer all new students some guidance on online learning within a segment integrated into the orientation session. 2. Faculty will also spend part of their introductory session in each course on how to maximize the online learning experience.	**Designing Recruitment Tools**

(SLO 2: BHRM) Specialized Knowledge Competency #3 in BHRM 300 Project
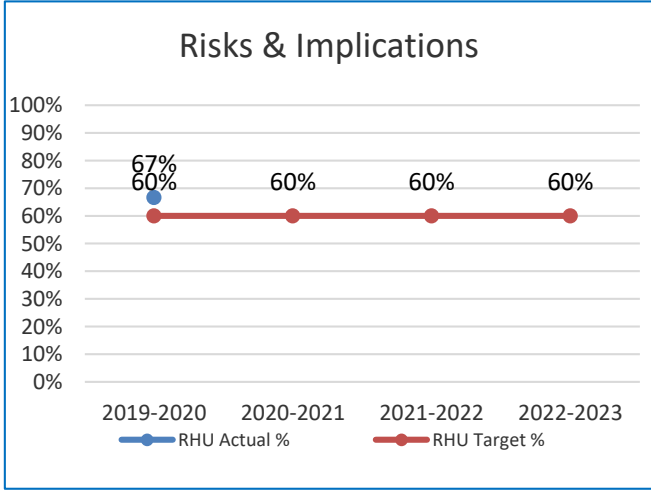
Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Project C-3**	**AY 2019-2020**			
Specialized knowledge of the principles of HRM will allow at least *60% of students to score "Proficient" or higher on a C-3: "Designing a selection plan".*	A course project was used to assess students' knowledge and analysis in *C-3: "Designing a selection plan".* Direct Formative Internal Assessment	In this project, 8 out of 25 students scored "Proficient" or higher on the faculty-approved rubric, which translated into **32%** of students.	The current results fell way below the target goal of having at least 60% of our students score proficient, so we consider this result to be highly unsatisfactory for this year. A CBA meeting concluded that students need guidance on maximizing their online learning experience, in addition to enforcing their knowhow in designing an employee selection plan.	1. It was decided to add an in-class case example on designing an employee selection plan and criteria. 2. It was decided to offer all new students some guidance on online learning within a segment integrated into the orientation session. 3. Faculty will also spend part of their introductory session in each course on how to maximize the online learning experience.	**Designing an Employee Selection Plan**

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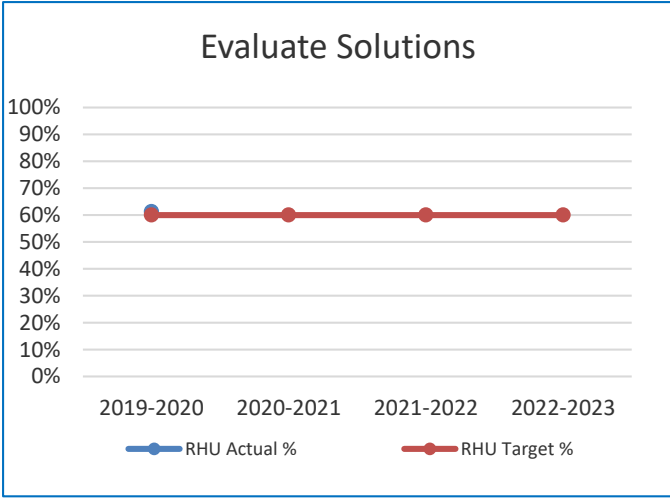
(Case Study in BITM 300)

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

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

<table>
<tr><td colspan="6">Measurement and Analysis of Student Learning and Performance</td></tr>
<tr><td colspan="6">Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance</td></tr>
<tr><td></td><td></td><td colspan="2">Analysis of Results</td><td></td><td></td></tr>
<tr><td>Identified in Criterion 4.2</td><td>Identified in Criterion 4.1</td><td>Identified in Criterion 4.2</td><td>Identified in Criterion 4.2</td><td>Identified in Criterion 4.4</td><td>Identified in Criterion 4.2</td></tr>
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<tr><td>Measurable goal</td><td>Comprehensive problem solving C-1</td><td>AY 2019-2020</td><td></td><td></td><td></td></tr>
<tr><td>Specialized knowledge in Business Information Systems will allow 60% of students to score "Proficient" or above on a faculty-approved rubric.</td><td>Information systems evaluation using the Rubric herein. Competency 1: "Identify the MIS related issues and concepts"

Direct Summative Internal</td><td>In this competency 46 out of 64 students scored "Proficient" on the faculty-approved rubric, which translated into 71% of students.</td><td>This year's results are above the target goal of having at least 60% of our students score "proficient".</td><td>The goal for this competency has been met for this year.</td><td></td></tr>
</table>

		Analysis of Results			
Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Comprehensive problem C-2**	**AY 2019-2020**			
Specialized knowledge in Business Information Systems will allow **60%** of students to score "Proficient" or above on a faculty-approved rubric.	Information systems evaluation using the Rubric herein. **Competency 2: "Discuss Risks and Implications leading to a position or stand"** Direct Summative Internal	In this competency **43** out of **64** students scored "Proficient" on the faculty-approved rubric, which translated into **67%** of students.	This year's results are above the target goal of having at least 60% of our students score "proficient".	The goal for this competency has been met for this year.	

Risks & Implications

100% 90% 80% 67% 60% 60% 60% 70% 60% 60% 50% 40% 30% 20% 10% 0%

2019-2020　2020-2021　2021-2022　2022-2023

RHU Actual %　　RHU Target %

Measurement and Analysis of Student Learning and Performance					
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Comprehensive problem**	**AY 2019-2020**			
Specialized knowledge in Business Information Systems will allow **60%** of students to score "Proficient" or above on a faculty-approved rubric.	Information systems evaluation using the Rubric herein. **Competency 3: "Propose Alternative Solutions"** Direct Summative Internal	In this competency 45 out of 64 students scored "Proficient" on the faculty-approved rubric, which translated into 71% of students.	This year's results were above the target goal of having at least 60% of our students score "proficient".	The goal for this competency has been met for this year.	

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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Comprehensive problem C-4**	**AY 2019-2020**			
Specialized knowledge in Business Information Systems will allow **60%** of students to score "Proficient" or above on a faculty-approved rubric.	Information systems evaluation using the Rubric herein. **Competency 4: "Evaluate Proposed Solutions and Ideas"** Direct Summative Internal	In this competency 39 out of 64 students scored "Proficient" on the faculty-approved rubric, which translated into 61% of students.	This year results just above the target goal of having at least 60% of our students score "proficient".	The goal for this competency has been met for this year.	

(SLO2: BMGT) Specialized Knowledge

(Business Plan in BMGT 350)

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

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

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	**Business Plan Competency #1**	**AY 2019-2020**			
Training students on identifying the business issue will enable at least 60% of students to score "Proficient" or above.	A business plan which requires students to identify a business opportunity to solve a problem. Direct Formative Internal	In this part, 10 out of 11 students scored "Proficient" or higher, which translated into 91% of students.	As current proficiency results (91%) exceed the target goal (60%), no action needs to be taken.	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.	**Business Plan**

(SLO2: BMGT) Specialized Knowledge – Competency #2 in 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 Competency #2**	**AY 2019-2020**			
Training students on discussing the risks and implications will enable at least 60% of students to score "Proficient" or above.	A Business Plan, which requires students to discuss business risks and implications. Direct Formative Internal	In this part, 9 out of 11 students scored "Proficient" or higher, which translated into 82% of students.	As current proficiency results (82%) exceed the target goal (60%), no action needs to be taken.	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.	**Business Plan**

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

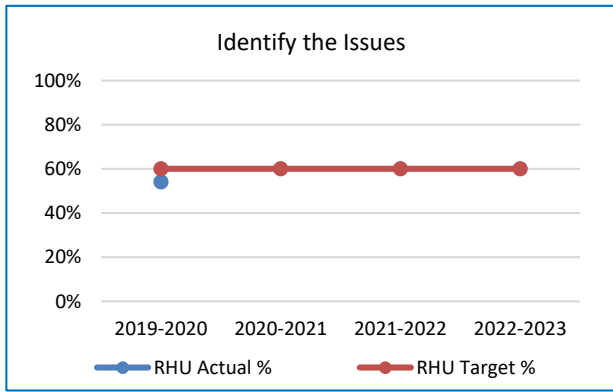| Measurement and Analysis of Student Learning and Performance					
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Business Plan Competency #3**	**AY 2019-2020**			
Training students on proposing solutions will enable at least 60% of students to score "Proficient" or above.	A Business plan which requires students to propose solutions to the business problem. Direct Formative Internal	In this part, 9 out of 11 students scored "Proficient" or higher, which translated into 82% of students.	As current proficiency results (82%) exceed the target goal (60%), no action needs to be taken.	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.	**Business Plan**

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

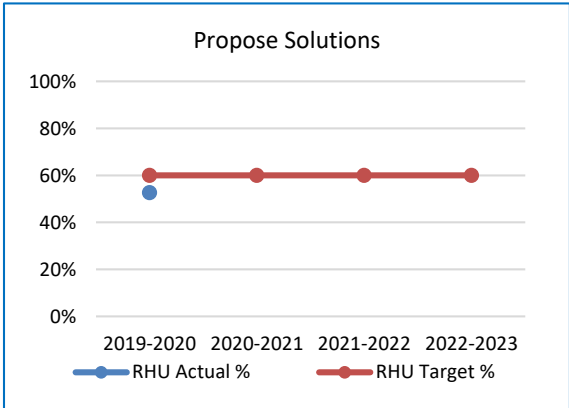| Measurement and Analysis of Student Learning and Performance					
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Business Plan Competency #4**	**AY 2019-2020**			
Training students on evaluating proposed solutions will enable at least 60% of students to score "Proficient" or above.	A Business Plan, which requires students to evaluate proposed solutions. Direct Formative Internal	In this part, 9 out of 11 students scored "Proficient" or higher, which translated into 82% of students.	As current proficiency results (82%) exceed the target goal (60%), no action needs to be taken.	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.	**Business Plan**

(SLO 2: BFIN) Specialized Knowledge

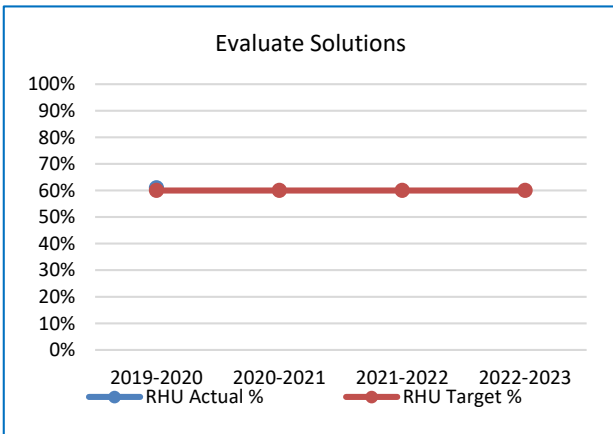# (Financial Analysis Project in BFIN 300)

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

(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			
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Comprehensive problem solving**	**AY 2020-2021**			
Specialized knowledge in Financial Statement Analysis will allow **60%** of students to score "Proficient" or above on a faculty-approved rubric.	Financial Statement Analysis using the Rubric herein. **Competency 1: "Identify the Financial Issues"** Direct Summative Internal	In this competency **32** out of **59** students scored "Proficient" on the faculty-approved rubric, which translated into **54%** of students.	This year results are below the target goal of having at least 60% of our students score "proficient".	The goal for this competency has not been met for this year. More emphasis will be placed on this competency next year.	

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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 2020-2021**			
Specialized knowledge in Financial Statement Analysis will allow **60%** of students to score "Proficient" or above on a faculty-approved rubric.	Financial Statement Analysis using the Rubric herein. **Competency 2: "Risks and Implications"** Direct Summative Internal	In this competency **31** out of **59** students scored "Proficient" on the faculty-approved rubric, which translated into **53%** of students.	This year results are below the target goal of having at least 60% of our students score "proficient".	The goal for this competency has not been met for this year. More emphasis will be placed on this competency next year.	

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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 2020-2021			
Specialized knowledge in Financial Statement Analysis will allow **60%** of students to score "Proficient" or above on a faculty-approved rubric.	Financial Statement Analysis using the Rubric herein. **Competency 3: "Propose Solutions"** Direct Summative Internal	In this competency **31** out of **59** students scored "Proficient" on the faculty-approved rubric, which translated into **53%** of students.	This year results are below the target goal of having at least 60% of our students score "proficient".	The goal for this competency has **NOT** been met for this year. More emphasis will be placed on this competency next year.	

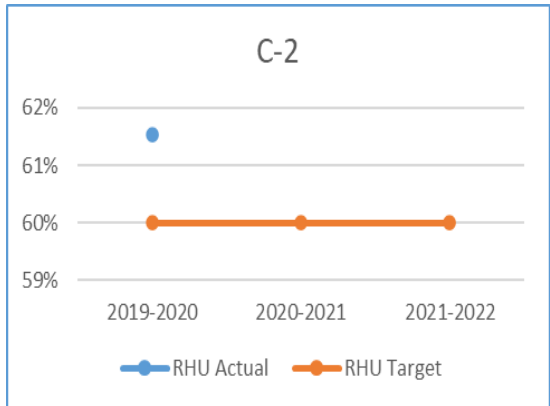| Measurement and Analysis of Student Learning and Performance					
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Comprehensive problem**	**AY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

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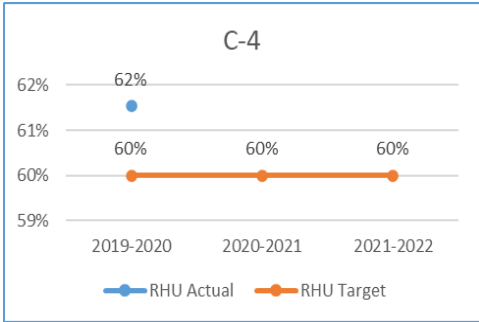
Case Study in BMKA 300

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

(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	**Q #1 in Integrated Marketing Communication Case study**	**AY 2019-2020**			
Specialized knowledge of marketing and advertising principles and strategies will enable **60% of students to score "Proficient" or higher on competency 1 "Evaluating the effectiveness of promotional programs."**	Competency 1 *"Evaluating the effectiveness of promotional programs"* was assessed through Q. #1 on *an integrated marketing communications (IMC) case study.* Direct Formative Internal Assessment	In this case study, 9 out of 13 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 69% of students.	The mean score for this competency was 79%, & 69% of students scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."	None other than continuous monitoring of results.	**C-1 Evaluating the effectiveness of promotional programs.**

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

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

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

(SLO 2: BMKT) Specialized Knowledge

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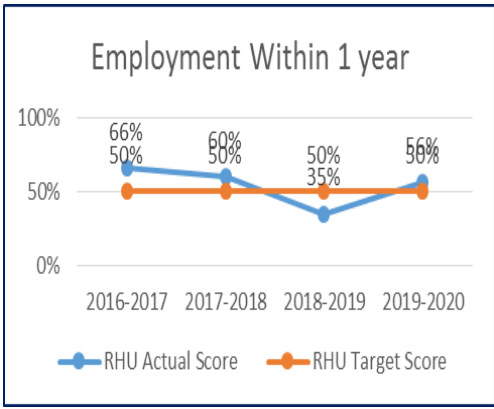
(SLO 2: BMKT) Specialized Knowledge (Case Study in BMKT 485)

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	**Part C in strategic marketing case study analysis**	**AY 2019-2020**			
Specialized knowledge of strategic marketing will enable *60% of students to score "Proficient" or higher on competency 1 "Identifying marketing issues."*	Competency 1 *"Identifying marketing issues"* was assessed through Part C in *strategic marketing case study.* Direct Summative Internal Assessment	In this case study, 8 out of 11 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 73% of students.	The mean score for this competency was 75%, & 73% of students scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."	None other than continuous monitoring of results.	**C-1 Identifying marketing issues** C-1

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Part B in strategic marketing case study**	**AY 2019-2020**			
Specialized knowledge of strategic marketing will enable *60% of students to score "Proficient" or higher on competency 2 "Discussing risks and implications leading to a position or stand."*	Competency 2 *"Discussing risks and implications leading to a position or stand"* was assessed through Part B in strategic marketing case study. Direct Summative Internal Assessment	In this case study, 7 out of 11 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 64% of students.	The mean score for this competency was 73%, & 64% of students scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."	None other than continuous monitoring of results.	**C-2 Discussing risks and implications**

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

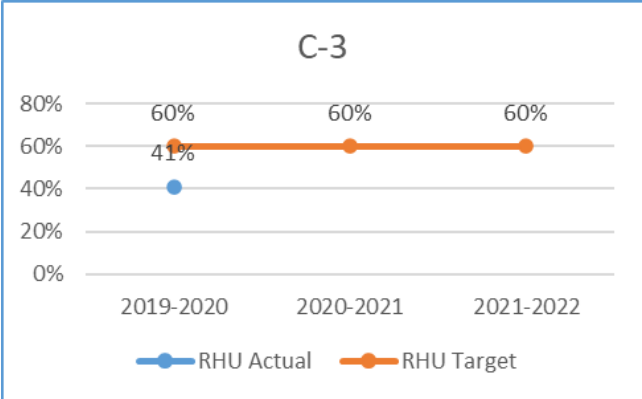| Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Part E in strategic marketing case study**	**AY 2019-2020**			
Specialized knowledge of strategic marketing will enable **60% of students to score "Proficient" or higher on competency 4 "Evaluating the proposed solutions."**	Competency 4 *"Evaluating the proposed solutions"* was assessed through Part E in strategic marketing case study. Direct Summative Internal Assessment	In this case study, 7 out of 11 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 64% of students.	The mean score for this competency almost 72%, & 64% of students scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."	None other than continuous monitoring of results.	**C-4 Evaluating the proposed solutions**

(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 2019-2020**			
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*	A phone survey will be conducted by the D.A. at the college of business, asking graduates of 2019-2020 whether they had found employment within 1 year of graduation. Direct summative External Assessment	**The results of this survey yielded a score of 56% employment rate within 1 year after graduation.**	**This year's results (56%) were higher than the target of 50%.** **The results were discussed by CBA faculty and we came to the conclusion that they are acceptable given the current circumstances of COVID, economic collapse and political turmoil.**	No actions will be taken that are related to the programs or curricula. However, continuous effort will be made to assist students in finding employment opportunities.	**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	**Part A in Presentation**	**AY 2019-2020**			
Employability skills will enable **60% of students to score "Proficient" or higher on competency 1 "Developing emotional intelligence of learning styles and personality types."**	Competency 1 *"Developing emotional intelligence of learning styles and personality types"* was assessed through Part A in *Presentation.* Direct Formative Internal Assessment	In this part, 31 out of 73 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 42% of students.	The mean score for this competency was around 69%, & 42% of students scored "Proficient" or higher. Results were below the target goal of having at least 60% of our students scoring "Proficient."	Skills of several students were weak since they were mostly sophomores or juniors. It has been agreed to dedicate two class sessions to help students develop this competency further. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2020-2021.	**C-1 Developing emotional intelligence of learning styles and personality types.**

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Part B in Presentation**	AY 2019-2020			
Employability skills will enable *60% of students to score "Proficient" or higher on competency 2 "Evaluating career options in a diverse and changing society."*	Competency 2 *"Evaluating career options in a diverse and changing society"* was assessed through Part B in *Presentation*. Direct Formative Internal Assessment	In this part, 39 out of 73 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 53% of students.	The mean score for this competency was around 68%, & 53% of students scored "Proficient" or higher. Results were below the target goal of having at least 60% of our students scoring "Proficient."	Skills of several students were weak since they were mostly sophomores or juniors. It has been agreed to dedicate two class sessions to help students develop this competency further. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2020-2021.	**C-2 Evaluating career options in a diverse and changing society.**

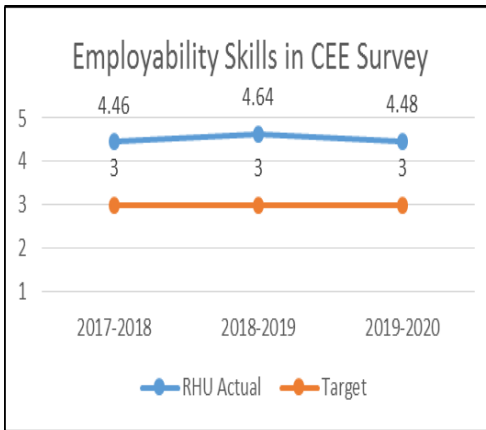| Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Part C in Presentation**	**AY 2019-2020**			
Employability skills will enable *60% of students to score "Proficient" or higher on competency 3 "Presenting employability skills in an organized, effective, and creative approach."*	Competency 3 *"Presenting employability skills in an organized, effective, and creative approach"* was assessed through Part C in *Presentation*. Direct Formative Internal Assessment	In this part, 30 out of 73 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 41% of students.	The mean score for this competency was around 68%, & 41% of students scored "Proficient" or higher. Results were below the target goal of having at least 60% of our students scoring "Proficient."	Skills of several students were weak since they were mostly sophomores or juniors. It has been agreed to dedicate two class sessions to help students develop this competency further. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2020-2021.	**C-3 Presenting employability skills in an organized, effective, and creative approach.**

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

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 2019-2020**			
Training on Communication and presentation skills will allow ***at least 60% of seniors to score "Proficient" or higher on a faculty-approved rubric.***	The student presentation in the Integrative Learning course: (BADM 495-B) was used as a summative tool to assess students' communication skills upon exit from the program. Direct Summative Internal Assessment	In this assessment, the presentation proficiency rate was 96% which exceeded the target score of 60%.	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 competence in presenting and communicating, which represent basic employability skills needed in the workplace.	None.	**Employability Skills** **Represented by Communication and Presentation skills**

(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 2019-2020			
SLO 3: Students will demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment. **Measure:** 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** |	2017-2018	2018-2019	2019-2020
---	---	---	---
RHU Actual	4.06	4.11	4.39
RHU Target	3	3	3		The results for 2019-2020 seem to reflect an improvement in the level of students' employability skills as rated by COOP employers. The RHU actual score for this year (4.39/5.0) exceeding the target score of 3.0 and the score of last year (4.11/5.0).	None.	**Employability Skills From COOP Survey** LO-2: EMPLOYABILITY

(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 2019-2020**			
SLO 3: Demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment. **Measure:** *The average score on the faculty-approved Organizations' Survey is acceptable (3) or higher.*	Employers' feedback on the "Employability Skills" section of a faculty-approved survey. Indirect Summative External Assessment	The results for this year decreased from 4.64 in 2018-2019 to 4.48 in 2019-2020. However, the score is higher than the target of (3), reflecting NGO-employers' satisfaction with the students' employability skills.	This year's results were satisfactory as they exceeded the target benchmark.	None.	**Employability Skills in CEE Survey**

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

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

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Case study in Introduction to Management C-2**	**AY 2019-2020**			
Students should be able to demonstrate good critical thinking skills. **Measure:** ***60% of students to score "Proficient" or higher on a faculty-approved rubric.***	The second competency (C-2) was assessed through a graded case study in the Introduction to Management course BMGT 200, which requires students to analyze risks and implications. The case was graded using a faculty approved Rubric. Direct Formative Internal Assessment	In this case study, students were assessed on 4 competencies. On this second competency, 8 out of 11 students were proficient, which translated into a 73% proficiency rate.	Results on this competency this year reached 73%, exceeding the target goal of having at least 60% of our students score "Proficient."	None.	**Critical Thinking** **C-2 Discuss Risks & Implications** ![chart: Discuss Risks & Implications. 2019-2020 RHU Actual 73%, RHU Target 60%; 2020-2021 60%; 2021-2022 60%] RHU Actual — RHU Target

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Case study in Introduction to Management C-3**	**AY 2019-2020**			
Students should be able to demonstrate good critical thinking skills. **Measure:** *60% of students to score "Proficient" or higher on a faculty-approved rubric.*	The third competency (C-3) was assessed through a graded case study in the Introduction to Management course BMGT 200, which requires students to propose suitable solutions to business issues. The case was graded using a faculty approved Rubric. Direct Formative Internal Assessment	In this case study, students were assessed on 4 competencies. On this third competency, 7 out of 11 students were proficient, which translated into a 64% proficiency rate.	Results on this competency this year reached 64%, exceeding the target goal of having at least 60% of our students score "Proficient."	Results were analyzed by the CBA faculty and it was concluded that under the circumstances, a decline in performance is expected and that continued monitoring of results will be done.	**Critical Thinking** **C-3 Propose Solutions**

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

(SLO 4: All BBA Programs) Critical Thinking (Integrative Learning Project in BADM 495-B)
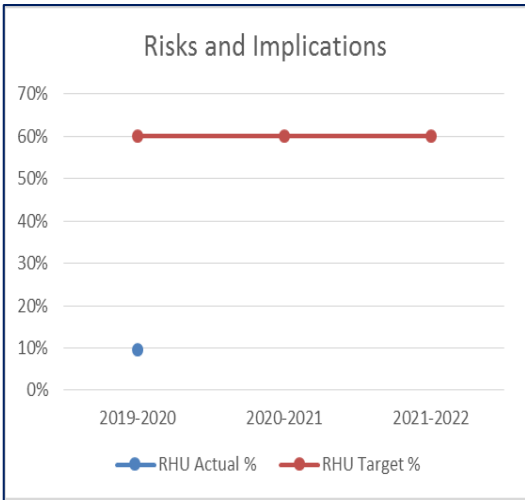
Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
			Analysis of Results		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified 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 2019-2020**			
Training on Critical Thinking & Integration will allow *at least 60% of seniors to score "Proficient" or higher on a faculty-approved rubric.*	The Integrative Learning Project (ILP) in BADM 495-B was used to assess students' critical thinking and integration. The Faculty-Approved ILP Rubric was used in grading. Direct Summative Internal Assessment	In this project, the proficiency rate reached 100% on the ILP faculty-approved rubric, which reflected students' competence in critical thinking and integration of skills.	It is not a cause of concern that the score on this SLO (100%) 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.	This assessment will change next year in response to the site-visit committee's recommendation that we assess this competency in BADM 490 which is a course that involves the creation of a business plan in which students are better able to demonstrate their critical thinking abilities.	**Critical Thinking and Integration**

(SLO 5: All BBA Programs)

Ethics and Social Responsibility (Case Study in BADM 355)

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

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

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
			Analysis of Results		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Business Ethics Competency-2**	**AY 2019-2020**			
Basic knowledge of principles of ethics and understanding of business ethics applications will enable at least **60% of students to score "Proficient" or higher on a faculty-approved rubric.**	Business Ethics Case-Study was used to assess the competence of identifying the risks and implications, and a Faculty Approved Rubric was used for grading. Direct Formative Internal Assessment	This year, this competency was assessed and reported separately. The proficiency rate for this competency was only 10%. Reporting the results separately for each competency allowed us to identify the exact weakness and figure out a way to address it.	As the actual RHU score for this assessment was only 10% which was less than the target score of 60%, we had a discussion of the possible causes, and there was agreement that a possible cause might be the unanticipated events that took place over the year (the fires, uprising, economic collapse and COVID19) which led to the adoption of online teaching methods, requiring students to suddenly adapt and possibly affecting their performance.	5. Extensive attention will be paid to this competency and students will receive more practice in identifying the ethical issue to ensure progress the next year. 6. The Student Learning Center, in its virtual version, will offer online assistance on how to optimize the use of the university online learning system available at RHU, assisting students by answering their questions and solving their problems. 7. The *New Students Orientation* session will introduce online learning to students and how to optimize their learning experience. 8. There will be continued monitoring of students' performance over the coming AY.	**C-2 Identify the Risks & Implications**

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Business Ethics Competency-3**	**AY 2019-2020**			
Basic knowledge of principles of ethics and understanding of business ethics applications will enable at least **60% of students to score "Proficient" or higher on a faculty-approved rubric.**	Business Ethics Case-Study was used to assess the competence of proposing solutions and a Faculty Approved Rubric was used for grading. Direct Formative Internal Assessment	This year, this competency was assessed and reported separately. The proficiency rate for this competency was 76%.	As the actual RHU score for this assessment was 76% which was higher than the target score of 60%, we concluded that students were strong at proposing creative solutions and did not need additional focus on this competency.	▪ The Student Learning Center, in its virtual version, will offer online assistance on how to optimize the use of the university online learning system available at RHU, assisting students by answering their questions and solving their problems. ▪ The *New Students Orientation* session will introduce online learning to students and how to optimize their learning experience. ▪ There will be continued monitoring of students' performance over the coming AY.	**C-3 Proposing Solutions** Propose Solutions (Line chart showing RHU Actual % and RHU Target % for years 2019-2020, 2020-2021, 2021-2022; RHU Actual at ~76% in 2019-2020, RHU Target at 60%)

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal	**Business Ethics Competency-4**	**AY 2019-2020**			
Basic knowledge of principles of ethics and understanding of business ethics applications will enable at least **60% of students to score "Proficient" or higher on a faculty-approved rubric.**	Business Ethics Case-Study was used to assess the competence of evaluating the solutions, and a Faculty Approved Rubric was used for grading. Direct Formative Internal Assessment	This year, this competency was assessed and reported separately. The proficiency rate for this competency was only 43%. Reporting the results separately for each competency allowed us to identify the exact weakness and figure out a way to address it.	As the actual RHU score for this assessment was only 43% which was less than the target score of 60%, we had a discussion of the possible causes, and there was agreement that a possible cause might be the unanticipated events that took place over the year (the fires, uprising, economic collapse and COVID19) which led to the adoption of online teaching methods, requiring students to suddenly adapt and possibly affecting their performance.	1. Extensive attention will be paid to this competency and students will receive more practice in identifying the ethical issue to ensure progress the next year. 2. The Student Learning Center, in its virtual version, will offer online assistance on how to optimize the use of the university online learning system available at RHU, assisting students by answering their questions and solving their problems. 3. The *New Students Orientation* session will introduce online learning to students and how to optimize their learning experience. 4. There will be continued monitoring of students' performance over the coming AY.	**C-4 Evaluating Solutions** Evaluate Solutions

(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 2019-2020			
Program Goal 3 (SLO 5) Recognize ethical dilemmas in business and respond to them according to established codes of conduct, ethics and best practices. **Measure:** *The average score on the "Ethics and Social Responsibility" section of a faculty-approved COOP Employers' Survey is acceptable (3) or higher.*	COOP employers' feedback on the *"Ethics and Social Responsibility"* section of a faculty-approved survey. Indirect Formative External Assessment	**Ethics and Social Responsibility** |	2017-2018	2018-2019	2019-2020
---	---	---	---
RHU Actual	4.16	4.0	4.35
RHU Target	3	3	3		The results for 2019-2020 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 (4.35/5.0) exceeds the target score of 3.0 and last year's score of 4.0 as well.	None.	**Ethics and Social Responsibility In COOP Survey**

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

Personal Development Plan in BADM 215

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

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

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	**Steps 1, 2, & 3 in PDP**	**AY 2019-2020**			
Advancement & Growth will enable **60% of students to score "Proficient" or higher on competency 1 "Setting up personal goals."**	Competency 1 *"Setting up personal goals"* was assessed through *Steps 1, 2, & 3 in PDP*. Direct Formative Internal Assessment	In this part, 51 out of 73 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 70% of students.	The mean score for this competency was almost 75%, & 70% of students scored "Proficient" or higher. Results were below the target goal of having at least 60% of our students scoring "Proficient."	None. Keep monitoring performance next time. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2020-2021.	**C-1 Setting up personal goals.**

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	**Steps 4, 5, 6, & 7 in PDP**	**AY 2019-2020**			
Advancement & Growth will enable **60% of students to score "Proficient" or higher on competency 2 "Developing personal SWOT analysis."**	Competency 2 *"Developing personal SWOT analysis"* was assessed through *Steps 4, 5, 6, & 7 in PDP*. Direct Formative Internal Assessment	In this part, 55 out of 73 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 75% of students.	The mean score for this competency was around 77%, & 75% of students scored "Proficient" or higher. Results were below the target goal of having at least 60% of our students scoring "Proficient."	None. Keep monitoring performance next time. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2020-2021.	**C-2 Developing personal SWOT analysis.**

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	**Steps 8, 9, & 10 in PDP**	**AY 2019-2020**			
Advancement & Growth will enable **60% of students to score "Proficient" or higher on competency 3 "Creating a plan of action for personal development."**	Competency 3 *"Creating a plan of action for personal development"* was assessed through *Steps 8, 9, & 10 in PDP*. Direct Formative Internal Assessment	In this part, 51 out of 73 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 70% of students.	The mean score for this competency was around 75%, & 70% of students scored "Proficient" or higher. Results were below the target goal of having at least 60% of our students scoring "Proficient."	None. Keep monitoring performance next time. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2020-2021.	**C-3 Creating a plan of action for personal development.**

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

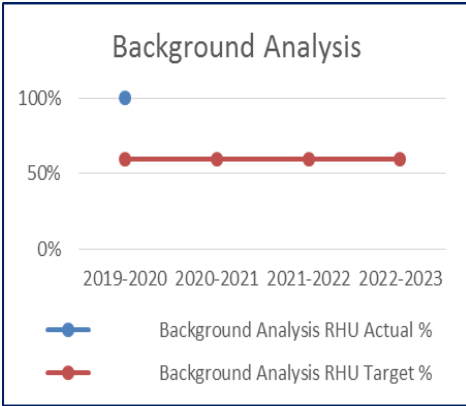|					
Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	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**	**2019-2020**			
Program Goal 4 (SLO 6) Demonstrate knowledge of business best practices qualifying graduates for advancement, professional certification, and/or pursuit of graduate education. **Previous Measure:** *The percentage of graduates who:* *1) found employment within 1 year* *2) enrolled in a graduate program* *3) sought professional certification*	Based on our meeting with the site-visit committee, it was suggested that this survey does not serve as an appropriate measure of competence for advancement and growth. Therefore, and based on deliberations among CBA faculty, it was decided to measure this SLO through the PDP in BADM 215 as an internal assessment until we perform a revision of the SLO and determine the best way to measure it. Direct Summative External Assessment	The survey will not be conducted this year. SLO6 will be assessed only through the PDP in BADM 215.			**Competence for Advancement & Growth In CBA Alumni Survey**

Graduate Assessment

2019-2020

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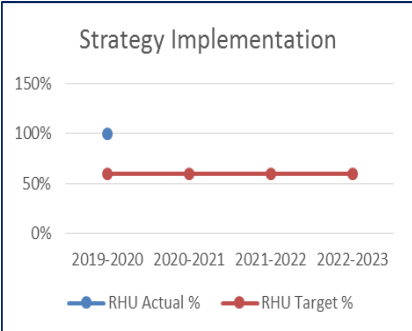
Course Project in BMGT 500

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

(SLO 1: MBA) Course Project in BMGT 500

Measurement 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 (C-1)**	**AY 2019-2020**			
Knowledge of strategic management tools will enable 60% or more of students to score "Proficient" or higher on C-1: ***"Provide a background analysis of the firm".***	The first question on the project was used to assess students' competence in C-1: ***"Provide a background analysis of the firm by identifying the firm's business, products and services".*** Direct Formative Internal Assessment	In this project, 8 out of 8 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 **LO1** was 92/100 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.	**C-1 Background Analysis**

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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 C2	**Strategic Management Project (C2)**	**AY 2019-2020**			
Knowledge of strategic management tools will enable 60% or more of students to score "Proficient" or higher on **C2:** *"Use traditional and modern strategic management tools for environmental analysis"*	The second question on the project was used to assess students' competence in C2: *"Use traditional and modern strategic management tools to assess the firm's internal and external environment"* Direct Formative Internal Assessment	In this competency, 8 out of 8 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 **C2** was 92/100 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.	**C-2 Environmental Analysis**

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable Goal C3	**Strategic Management Project (C3)**	**AY 2019-2020**			
Knowledge of strategic management tools will enable 60% or more of students to score "Proficient" or higher on **C3:** *"Use traditional and modern strategic management tools for Strategy Formulation"*	The first question on the project was used to assess students' competence in **C3:** *"Use traditional and modern strategic management tools to formulate a suitable strategy for the firm"* Direct Formative Internal Assessment	In this project, 8 out of 8 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 **C3** was 90/100 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.	**C-3 Strategy Formulation**

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 **C4**	**Strategic Management Project (C4)**	**AY 2019-2020**			
Knowledge of strategic management tools will enable 60% or more of students to score "Proficient" or higher on **C4:** *"Develop a deployment plan for implementing the chosen strategy.*	The first question on the project was used to assess students' competence in **C4**: *"Develop a deployment plan for implementing the chosen strategy.* Direct Formative Internal Assessment	In this project, 8 out of 8 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 **C4** was 85/100 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.	**C-4 Strategy Implementation**

(SLO 2: MBA) Case Analysis in BECN 500

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA started reporting the results, per competency, as shown below in the following 5 pages.
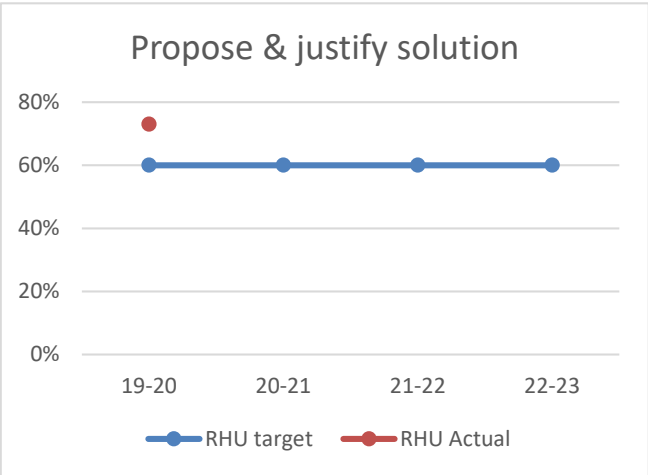
(SLO 2: MBA) Case Analysis in BECN 500

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 2019-2020**			
Application of problem solving tools to various business situations will enable *60% of students to score "Proficient" or higher on a faculty-approved rubric.*	Students' ability to "identify the business issue" was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	10 out of 11 students scored "Proficient" on the faculty-approved rubric, which translated into 91% of students.	Results exceeded the target goal of having at least 60% of our students score "Proficient."	The goal for this learning outcome has been met for this year.	 **Identify the Issue**

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 2019-2020**			
Application of problem solving tools to various business situations will enable *60% of students to score "Proficient" or higher on a faculty-approved rubric.*	Students' ability to "identify the risks and implications" was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	8 out of 11 students scored "Proficient" on the faculty-approved rubric, which translated into 73% of students.	Results exceeded the target goal of having at least 60% of our students score "Proficient."	The goal for this learning outcome has been met for this year.	**Identify the risks and implications**

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 2019-2020**			
Application of problem solving tools to various business situations will enable *60% of students to score "Proficient" or higher on a faculty-approved rubric.*	Students' ability to identify and "propose solutions" was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	6 out of 11 students scored "Proficient" on the faculty-approved rubric, which translated into 55% of students.	Results did not meet the target goal of having at least 60% of our students score "Proficient."	In-class applications will involve an explicit component of listing possible solutions throughout the course	**Identify & Propose Solutions** Identify & Propose solutions

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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 2019-2020**			
Application of problem solving tools to various business situations will enable *60% of students to score "Proficient" or higher on a faculty-approved rubric.*	Students' ability to "evaluate the pros and cons of proposed solutions" was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	7 out of 11 students scored "Proficient" on the faculty-approved rubric, which translated into 64% of students.	Results exceeded the target goal of having at least 60% of our students score "Proficient."	The goal for this learning outcome has been met for this year..	**Evaluate Pros & Cons** Evaluate pros & cons

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 2019-2020**			
Application of problem solving tools to various business situations will enable *60% of students to score "Proficient" or higher on a faculty-approved rubric.*	Students' ability to "propose and justify a solution" was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	8 out of 11 students scored "Proficient" on the faculty-approved rubric, which translated into 73% of students.	Results exceeded the target goal of having at least 60% of our students score "Proficient."	The goal for this learning outcome has been met for this year.	**Propose & Justify Solution**
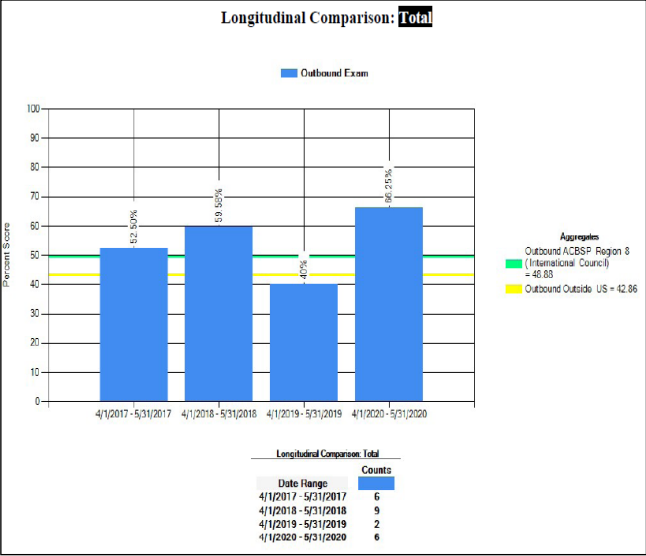
(SLO 3: MBA) Communication Skill (Report and Oral Presentation) in BADM 590

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 2019-2020	**As of 2021-2022, each competency will be reported separately.**		
Training on Communication and presentation skills will allow *at least 60% of MBA students to score "Proficient" or higher on a faculty-approved rubric.*	The presentation in the MBA research project was used to assess students' communication skills. The revised Faculty-Approved Rubric was used in grading. Direct Summative Internal Assessment	In this assessment, 8 out of 8 students scored "Proficient" or higher on the faculty-approved rubric, which translated into 100% of MBA students.	The score reflects students' communication and presentation skills toward the end of the MBA program. The actual score exceeded the target score and results were significantly better than last year.	No action other than monitoring progress will be taken this year.	**Communication and Presentation skills**

(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 2019-2020**	**As of 2021-2022, each competency will be reported separately.**		
Training on Critical Thinking & Integration will allow *at least 60% of MBA students to score "Proficient" or higher on a faculty-approved rubric.*	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. Direct Summative Internal Assessment	In this project, 7 out of 8 MBA students scored "Proficient" or higher on the faculty-approved rubric, which translated into 88% of students.	The actual score has met the target score for this SLO (60%) 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.	**Critical Thinking and Integration**

(SLO 4: MBA) Peregrine Assessment Test for Graduate Level
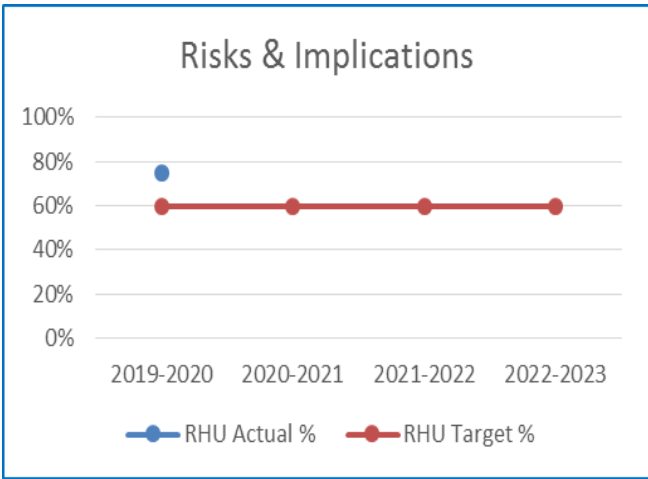
Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified 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 2019-2020			
Program Goal-3 (SLO4) Apply and integrate advanced business knowledge and skills in value-oriented problem solving and decision making. **Measure:** A mean score on the exam equal to or greater than the mean score achieved by 2 peer group aggregates.	Peregrine Assessment Test for MBA. Comparison against 2 peer group aggregates: ACBSP Region 8 and Peers outside U.S. There is no Middle East peer group for graduate level. Direct Summative External Comparative Assessment	RHU performance was above target in both comparisons. RHU mean score was 66.25%, while the mean scores attained by ACBSP Region-8 and Peers Outside US were 48.88% and 42.86% respectively.	The institutional mean was above the means of the 2 selected peer group aggregates.	The objectives of this assessment cycle have been met. No action needed other than continued monitoring of results.	**RHU vs. 2 Peer Group Aggregates** (Longitudinal)

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

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

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

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 C-1**	**AY 2019-2020**			
A good understanding and awareness of ethics and corporate social responsibility will enable *60% of students to score "Proficient" or higher on LO1.*	Students' ability to **"identify the ethical issue"** was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	Only 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."	Therefore, it was decided to continue to monitor student performance on this competency to ensure meeting the target.	**C-1 Identify the Issue**

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 C-2**	**AY 2019-2020**			
A good understanding and awareness of ethics and corporate social responsibility will enable *60% of students to score "Proficient" or higher on LO2.*	Students' ability to **"identify the risks and implications"** was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	Only 6 out of 8 students scored "Proficient" on the faculty-approved rubric, which translated into 75% of students.	Results exceeded the target goal of having at least 60% of our students score "Proficient."	Therefore, it was decided to continue to monitor student performance on this competency to ensure meeting the target.	**C-2 Identify the risks and implications**

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 C-3**	**AY 2019-2020**			
A good understanding and awareness of ethics and corporate social responsibility will enable *60% of students to score "Proficient" or higher on LO3.*	Students' ability to **"propose solutions"** was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	Only 6 out of 8 students scored "Proficient" on the faculty-approved rubric, which translated into 75% of students.	Results exceeded the target goal of having at least 60% of our students score "Proficient."	Therefore, it was decided to continue to monitor student performance on this competency to ensure meeting the target.	**C-3 Propose Solutions**

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 C-4**	**AY 2019-2020**			
A good understanding and awareness of ethics and corporate social responsibility will enable *60% of students to score "Proficient" or higher on LO4.*	Students' ability to **"evaluate the proposed solutions"** was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	Only 4 out of 8 students scored "Proficient" on the faculty-approved rubric, which translated into 50% of students.	Results were far below the target goal of having at least 60% of our students score "Proficient."	Therefore, it was decided to focus on the fourth competency, "Evaluation of proposed solutions", to make sure students attain this competency. A practice case will be introduced where emphasis is placed on Competency #4.	**C-4 Evaluate Proposed Solutions**