

Rafik Hariri University

College of Business Administration

AY 2020-2021

ANNUAL ASSESSMENT REPORT

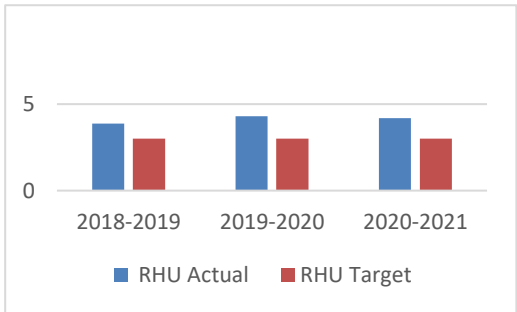
Undergraduate Assessment

2020-2021

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

Measurement and Analysis of Student Learning and Performance																							
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																							
		Analysis of Results																					
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2																		
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																		
Measurable Goal	Description of Measurement Instrument	AY 2020-2021																					
The target mean score on the External Assessment tool should be equal to or greater than the mean score achieved by two aggregate pools external to RHU.	<p>The Peregrine outbound Assessment Test for BBA was used to assess the <u>essential business knowledge</u> of graduating students.</p> <p>Two aggregate pools were used for comparison: “ACBSP Region-8” and “Outside U.S.: Middle East” colleges and universities.</p> <p>Direct Summative External Comparative Assessment</p>	<p>The CBA score was higher than that of Region 8 mean score. Specifically, CBA’s score was 57.85% whereas the “ACBSP Region 8” mean score was 40.72%. By contrast, the RHU institutional mean score (57.85) exceeded the “Outside U.S.: Middle East” mean score which was 34.79%. From a longitudinal perspective, the RHU score continues to rise in an upward trend exceeding both those of Region-8 and Outside U.S.: Middle East.</p>	<p>It is clear that the CBA score for this year compared well to the scores of the two aggregate pools. It is expected that there will be a slight fluctuation from year to year, but the positive thing is that the improvement attained over the past three years was sustainable.</p>	<p>Comparative results will continue to be monitored in future years.</p>	<div>Essential Business Knowledge (Cross-Sectional)</div> <div>Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Total</div> <table border="1"><caption>Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Total</caption><thead><tr><th>Category</th><th>Percent Score</th></tr></thead><tbody><tr><td>Refik Hariri University</td><td>59.4%</td></tr><tr><td>ACBSP Region 8 (International Council)</td><td>40.72%</td></tr><tr><td>Outside US, Middle East</td><td>34.79%</td></tr></tbody></table> <div>Essential Business Knowledge (Longitudinal)</div> <div>Longitudinal Comparison: Total</div> <table border="1"><caption>Longitudinal Comparison: Total</caption><thead><tr><th>Period</th><th>Outbound Exam Percent Score</th></tr></thead><tbody><tr><td>4/1/2018 - 5/30/2018</td><td>42.71%</td></tr><tr><td>4/1/2019 - 5/31/2019</td><td>41.15%</td></tr><tr><td>4/1/2020 - 5/31/2020</td><td>46.04%</td></tr><tr><td>4/1/2021 - 5/31/2021</td><td>59.4%</td></tr></tbody></table> <p>Aggregation Outbound ACBSP Region 8 (International Council) = 40.72 Outbound Outside US, Middle East = 34.79</p>	Category	Percent Score	Refik Hariri University	59.4%	ACBSP Region 8 (International Council)	40.72%	Outside US, Middle East	34.79%	Period	Outbound Exam Percent Score	4/1/2018 - 5/30/2018	42.71%	4/1/2019 - 5/31/2019	41.15%	4/1/2020 - 5/31/2020	46.04%	4/1/2021 - 5/31/2021	59.4%
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4/1/2021 - 5/31/2021	59.4%																						

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

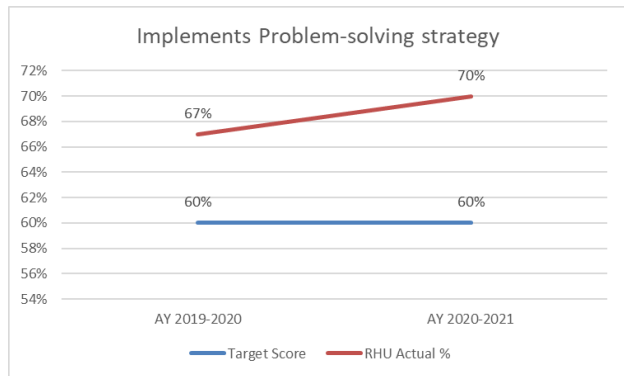
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Measurable Goal	COOP Assessment Tool	AY 2020-2021																															
<p>Program Goal 1 (SLO 1)</p> <p>Students will apply essential business knowledge and skills in problem solving and decision making.</p> <p>Measure:</p> <p><i>The average score on the “business knowledge & skills” section of a faculty-approved COOP employers’ Survey is acceptable (3) or higher.</i></p>	<p>COOP employers’ feedback on the “business knowledge & skills” section of a faculty-approved assessment tool.</p> <p>Indirect Summative External Assessment</p>	<p>Essential Business Knowledge</p> <table><tr><th colspan="4">Essential Business Knowledge</th></tr><tr><th>Year</th><th>2018-2019</th><th>2019-2020</th><th>2020-2021</th></tr><tr><td>RHU Actual</td><td>3.87</td><td>4.3</td><td>4.18</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>	Essential Business Knowledge				Year	2018-2019	2019-2020	2020-2021	RHU Actual	3.87	4.3	4.18	RHU Target	3	3	3	<p>The results for 2020-2021 indicate that the objective has been achieved</p>	<p>Monitor the results</p>	<p>Essential Business Knowledge From COOP Survey</p>  <table><caption>Essential Business Knowledge From COOP Survey Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2018-2019</td><td>3.87</td><td>3</td></tr><tr><td>2019-2020</td><td>4.3</td><td>3</td></tr><tr><td>2020-2021</td><td>4.18</td><td>3</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2018-2019	3.87	3	2019-2020	4.3	3	2020-2021	4.18	3
Essential Business Knowledge																																	
Year	2018-2019	2019-2020	2020-2021																														
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2020-2021	4.18	3																															

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

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

Measurement and Analysis of Student Learning and Performance														
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Measurable goal	Comprehensive problem	AY 2020-2021												
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 1: “understands the problem” Direct Formative Internal	In this competency, 7 out of 10 students scored “Proficient” on the faculty-approved rubric, which translated into 70% of students.	As current results exceeded the target goal of having at least 60% of our students score “proficient”. Results were good.	The goal for this competency has been met for this year.	<div><p>Understand the Problem</p><table><tr><th>Academic Year</th><th>Target Score</th><th>RHU Actual %</th></tr><tr><td>AY 2019-2020</td><td>60%</td><td>100%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>70%</td></tr></table></div>	Academic Year	Target Score	RHU Actual %	AY 2019-2020	60%	100%	AY 2020-2021	60%	70%
Academic Year	Target Score	RHU Actual %												
AY 2019-2020	60%	100%												
AY 2020-2021	60%	70%												

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Measurable goal	Comprehensive problem	AY 2020-2021												
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 2: “identifies necessary tools and formulas” Direct Formative Internal	In this competency, Only 3 out of 10 students scored “Proficient” on the faculty-approved rubric, which translated into 30% 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. Because of the complexity of the worksheet and classes were given online, the majority of the students were not able to prepare it.	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.	<div><p>Identifies necessary tools lformulas</p><table><tr><th>Academic Year</th><th>Target Score</th><th>RHU Actual %</th></tr><tr><td>AY 2019-2020</td><td>60%</td><td>100%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>30%</td></tr></table></div>	Academic Year	Target Score	RHU Actual %	AY 2019-2020	60%	100%	AY 2020-2021	60%	30%
Academic Year	Target Score	RHU Actual %												
AY 2019-2020	60%	100%												
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Measurable goal	Comprehensive problem	AY 2020-2021												
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 3: implements problem solving strategy Direct Formative Internal	In this competency, 7 out of 10 students scored “Proficient” on the faculty-approved rubric, which translated into 70% of students.	As current results exceeded the target goal of having at least 60% of our students score “proficient”. Results were good.	. The goal for this competency has been met for this year	<div><p>Implements Problem-solving strategy</p><table><thead><tr><th>Year</th><th>Target Score</th><th>RHU Actual %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>60%</td><td>67%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>70%</td></tr></tbody></table></div>	Year	Target Score	RHU Actual %	AY 2019-2020	60%	67%	AY 2020-2021	60%	70%
Year	Target Score	RHU Actual %												
AY 2019-2020	60%	67%												
AY 2020-2021	60%	70%												

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Measurable goal	Comprehensive problem	AY 2020-2021												
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 4: communicates process and product Direct Formative Internal	In this competency, 6 out of 10 students scored “Proficient” on the faculty-approved rubric, which translated into 60% of students.	As current results meet the target goal of having at least 60% of our students score “proficient”. Results were good.	The goal for this competency has been met for this year. However, performance could be improved by additional in class problem solving.	<div><p>Communicates Process and Product</p><table><tr><th>Year</th><th>Target Score</th><th>RHU Actual %</th></tr><tr><td>AY 2019-2020</td><td>60%</td><td>18%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>60%</td></tr></table></div>	Year	Target Score	RHU Actual %	AY 2019-2020	60%	18%	AY 2020-2021	60%	60%
Year	Target Score	RHU Actual %												
AY 2019-2020	60%	18%												
AY 2020-2021	60%	60%												

(SLO 2: BHRM) Specialized Knowledge

Case Analysis 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 (Case Analysis in BHRM 300)

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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Project C-1	AY 2020-2021															
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” .	<div>A course project was used to assess students’ knowledge and analysis in HRM through C-1: “Designing a Recruitment Plan”.</div> <div>Direct Formative Internal Assessment</div>	In this project, 7 out of 9 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 78% of students.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None.	<div>Prepare a Recruitment Plan</div> <div><div>C-1 Recruitment Plan</div><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>76%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>78%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td></td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	AY 2019-2020	76%	60%	AY 2020-2021	78%	60%	AY 2021-2022		60%
Year	RHU Actual %	RHU Target %															
AY 2019-2020	76%	60%															
AY 2020-2021	78%	60%															
AY 2021-2022		60%															

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

Measurement and Analysis of Student Learning and Performance																	
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Project C-3	AY 2020-2021															
Specialized knowledge of the principles of HRM will allow at least 60% of students to score “Proficient” or higher on a C-3: “Designing a selection plan” .	<p>A course project was used to assess students’ knowledge and analysis in C-3: “Designing a selection plan”.</p> <p>Direct Formative Internal Assessment</p>	In this project, 7 out of 9 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 78% of students.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	No action taken, but continuous emphasis will be placed on the development of the selection plan in this course.	<div>Designing an Employee Selection Plan</div> <div><p>C-3 Selection Plan</p><table><thead><tr><th>AY</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>32%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>78%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td></td><td>60%</td></tr></tbody></table></div>	AY	RHU Actual %	RHU Target %	AY 2019-2020	32%	60%	AY 2020-2021	78%	60%	AY 2021-2022		60%
AY	RHU Actual %	RHU Target %															
AY 2019-2020	32%	60%															
AY 2020-2021	78%	60%															
AY 2021-2022		60%															

(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)

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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Comprehensive problem solving C-1	AY 2020-2021																		
Specialized knowledge in Business Information Systems will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Information systems evaluation using the Rubric herein. Competency 1: “Identify the MIS related issues and concepts” Direct Summative Internal	In this competency 24 out of 58 students scored “Proficient” on the faculty-approved rubric, which translated into 41% of students.	This year’s results are below the target goal of having at least 60% of our students score “proficient”. We believe the unusual circumstances to be a main factor for this shortcoming.	The goal for this competency has not been met for this year. We believe that if circumstances return to “normal” this issue will be transitory. If not, then a large adaptation must be made to the delivery of this evaluation.	<div>Identify the Issue</div> <table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>70%</td><td>60%</td></tr><tr><td>2020-2021</td><td>41%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	RHU Target %	2019-2020	70%	60%	2020-2021	41%	60%	2021-2022	60%	60%	2022-2023	60%	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	70%	60%																		
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Measurable goal	Comprehensive problem C-2	AY 2020-2021																		
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 26 out of 58 students scored “Proficient” on the faculty-approved rubric, which translated into 45% of students.	This year’s results are below the target goal of having at least 60% of our students score “proficient”. We believe the unusual circumstances to be a main factor for this shortcoming	The goal for this competency has not been met for this year. We believe that if circumstances return to “normal” this issue will be transitory. If not, then a large adaptation must be made to the delivery of this evaluation.	<div><div>Risks & Implications</div><table><caption>RHU Actual % vs RHU Target %</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>68%</td><td>60%</td></tr><tr><td>2020-2021</td><td>45%</td><td>60%</td></tr><tr><td>2021-2022</td><td>45%</td><td>60%</td></tr><tr><td>2022-2023</td><td>45%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	68%	60%	2020-2021	45%	60%	2021-2022	45%	60%	2022-2023	45%	60%
Year	RHU Actual %	RHU Target %																		
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Measurable goal	Comprehensive problem C-3	AY 2020-2021																		
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 27 out of 58 students scored “Proficient” on the faculty-approved rubric, which translated into 47% of students.	This year’s results are below the target goal of having at least 60% of our students score “proficient”. We believe the unusual circumstances to be a main factor for this shortcoming	The goal for this competency has not been met for this year. We believe that if circumstances return to “normal” this issue will be transitory. If not, then a large adaptation must be made to the delivery of this evaluation.	<div>Propose Solutions</div> <table><caption>Propose Solutions Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>70%</td><td>60%</td></tr><tr><td>2020-2021</td><td>47%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	RHU Target %	2019-2020	70%	60%	2020-2021	47%	60%	2021-2022	60%	60%	2022-2023	60%	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	70%	60%																		
2020-2021	47%	60%																		
2021-2022	60%	60%																		
2022-2023	60%	60%																		

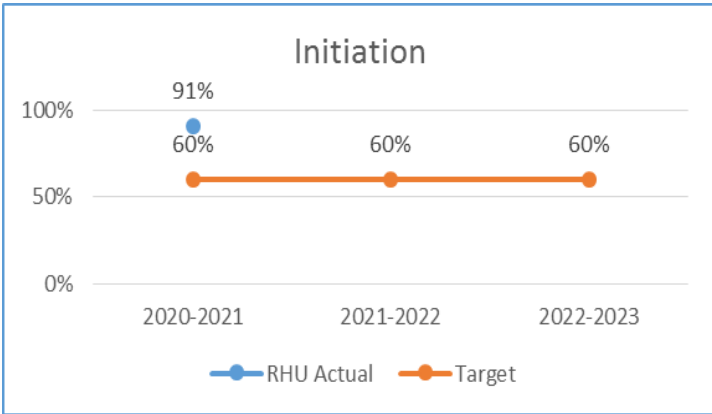
Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Comprehensive problem C-4	AY 2020-2021																		
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 19 out of 58 students scored “Proficient” on the faculty-approved rubric, which translated into 61% of students.	This year’s results are below the target goal of having at least 60% of our students score “proficient”. We believe the unusual circumstances to be a main factor for this shortcoming	The goal for this competency has not been met for this year. We believe that if circumstances return to “normal” this issue will be transitory. If not, then a large adaptation must be made to the delivery of this evaluation.	<div><div>Evaluate Solutions</div><table><caption>Evaluate Solutions Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>60%</td><td>60%</td></tr><tr><td>2020-2021</td><td>33%</td><td>60%</td></tr><tr><td>2021-2022</td><td>33%</td><td>60%</td></tr><tr><td>2022-2023</td><td>33%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	60%	60%	2020-2021	33%	60%	2021-2022	33%	60%	2022-2023	33%	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	60%	60%																		
2020-2021	33%	60%																		
2021-2022	33%	60%																		
2022-2023	33%	60%																		

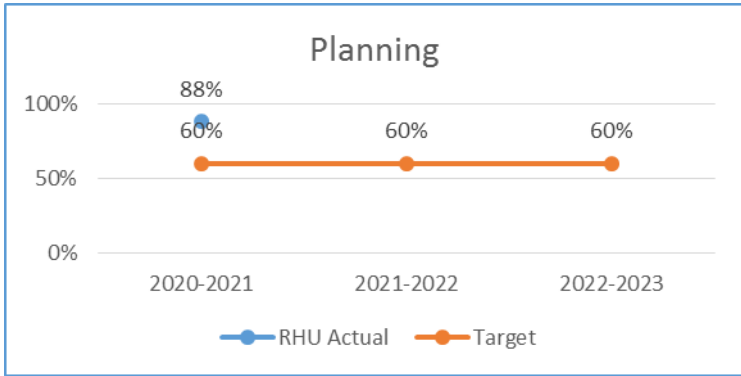
(SLO2: BMGT) Specialized Knowledge in BMGT 300

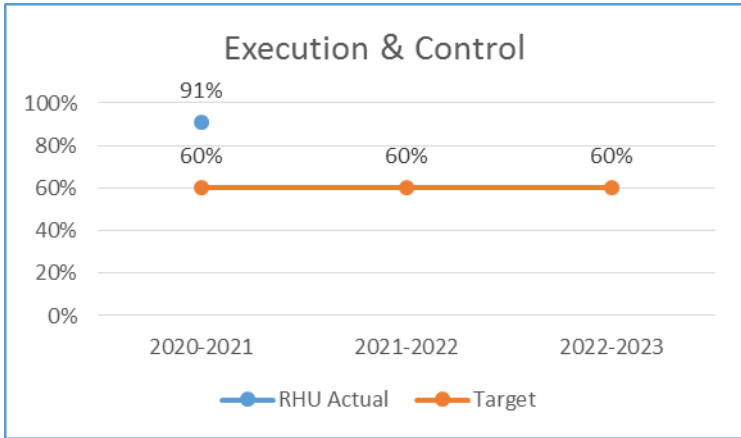
Project Management

To comply with ACBSP-accreditation committee's recommendation, the CBA decided to use the project in BMGT 300 (Project Management course) to assess specialized knowledge in the Management program instead of the business plan in BMGT 350 which is now used to assess students' integrative learning in all programs. The assessment of project management competencies are reported below separately also upon recommendation of the ACBSP-site-visit committee.

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Project C-2	AY 2020-2021															
Specialized knowledge of the principles of Project Management will allow at least 60% of students to score “Proficient” or higher on C-2: Project Initiation	A course project was used to assess students’ competency in project initiation. Direct Formative Internal Assessment	In this project, 30 out of 33 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 91% of students.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None other than monitoring of future results.	<div>Project Initiation</div> <div>Initiation</div>  <table><caption>Initiation Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>Target</th></tr></thead><tbody><tr><td>2020-2021</td><td>91%</td><td>60%</td></tr><tr><td>2021-2022</td><td></td><td>60%</td></tr><tr><td>2022-2023</td><td></td><td>60%</td></tr></tbody></table>	Year	RHU Actual	Target	2020-2021	91%	60%	2021-2022		60%	2022-2023		60%
Year	RHU Actual	Target															
2020-2021	91%	60%															
2021-2022		60%															
2022-2023		60%															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Project C-3	AY 2020-2021															
Specialized knowledge of the principles of Project Management will allow at least 60% of students to score “Proficient” or higher on C-3: Project Planning	A course project was used to assess students’ competency in project planning. Direct Formative Internal Assessment	In this project, 29 out of 33 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 88% of students.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None other than monitoring of future results.	<div>Project Planning</div> <div><table><caption>Planning</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>Target</th></tr></thead><tbody><tr><td>2020-2021</td><td>88%</td><td>60%</td></tr><tr><td>2021-2022</td><td></td><td>60%</td></tr><tr><td>2022-2023</td><td></td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	Target	2020-2021	88%	60%	2021-2022		60%	2022-2023		60%
Year	RHU Actual	Target															
2020-2021	88%	60%															
2021-2022		60%															
2022-2023		60%															

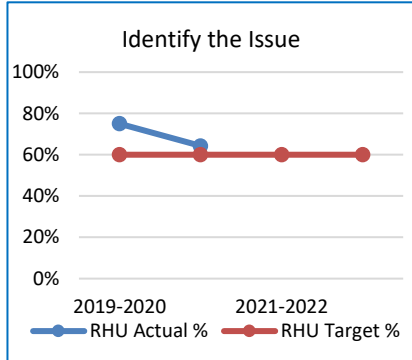
Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Project C-4	AY 2020-2021															
Specialized knowledge of the principles of Project Management will allow at least 60% of students to score “Proficient” or higher on C-4: Project Execution & Control	A course project was used to assess students’ competency in project execution and control. Direct Formative Internal Assessment	In this project, 30 out of 33 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 91% of students.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None other than monitoring of future results.	<div>Execution & Control</div> <div>Execution & Control</div>  <table><tr><th>Year</th><th>RHU Actual</th><th>Target</th></tr><tr><td>2020-2021</td><td>91%</td><td>60%</td></tr><tr><td>2021-2022</td><td></td><td>60%</td></tr><tr><td>2022-2023</td><td></td><td>60%</td></tr></table>	Year	RHU Actual	Target	2020-2021	91%	60%	2021-2022		60%	2022-2023		60%
Year	RHU Actual	Target															
2020-2021	91%	60%															
2021-2022		60%															
2022-2023		60%															

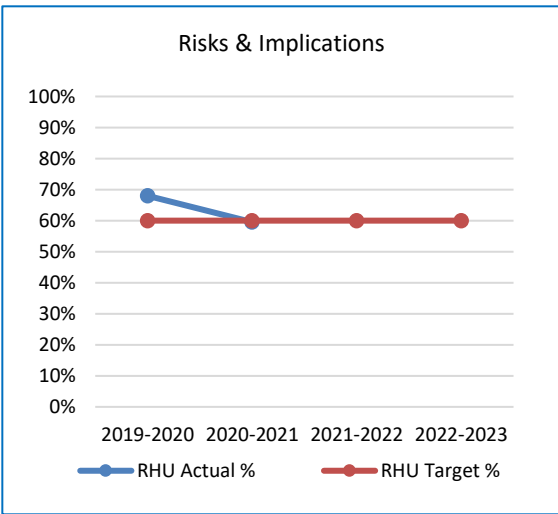
(SLO 2: BFIN) Specialized Knowledge

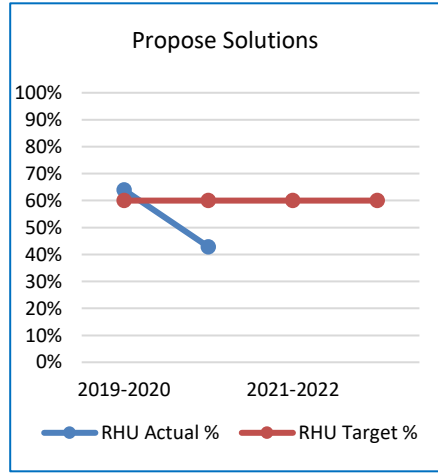
Financial Analysis Project in BFIN 300

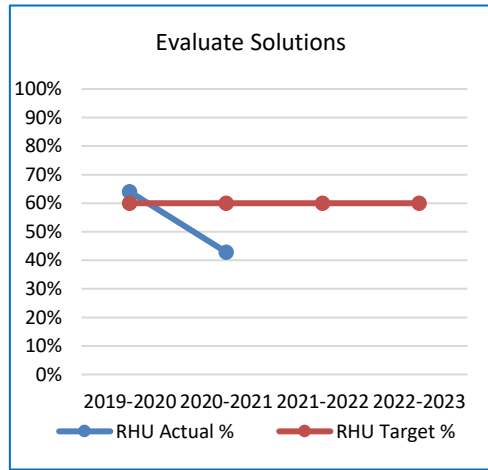
To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA is reporting its assessment results per competency, as shown below in the following 4 pages.

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

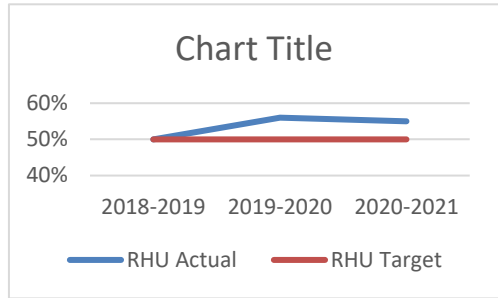
Measurement and Analysis of Student Learning and Performance														
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance														
		Analysis of Results												
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2									
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends									
Measurable goal	Comprehensive problem solving C-1	AY 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 27 out of 42 students scored “Proficient” on the faculty-approved rubric, which translated into 64% of students.	This year and the year before results are above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><p>Identify the Issue</p><table><thead><tr><th>Period</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>75%</td><td>60%</td></tr><tr><td>2021-2022</td><td>64%</td><td>60%</td></tr></tbody></table></div>	Period	RHU Actual %	RHU Target %	2019-2020	75%	60%	2021-2022	64%	60%
Period	RHU Actual %	RHU Target %												
2019-2020	75%	60%												
2021-2022	64%	60%												

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Comprehensive problem C-2	AY 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 25 out of 42 students scored “Proficient” on the faculty-approved rubric, which translated into 60% of students.	This year and the year before results are at or above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><p>Risks & Implications</p><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>68%</td><td>60%</td></tr><tr><td>2020-2021</td><td>60%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	68%	60%	2020-2021	60%	60%	2021-2022	60%	60%	2022-2023	60%	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	68%	60%																		
2020-2021	60%	60%																		
2021-2022	60%	60%																		
2022-2023	60%	60%																		

Measurement and Analysis of Student Learning and Performance														
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance														
		Analysis of Results												
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2									
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends									
Measurable goal	Comprehensive problem C-3	AY 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 18 out of 42 students scored “Proficient” on the faculty-approved rubric, which translated into 43% of students.	This year results fell 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.	<div><p>Propose Solutions</p><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>65%</td><td>60%</td></tr><tr><td>2021-2022</td><td>43%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	65%	60%	2021-2022	43%	60%
Year	RHU Actual %	RHU Target %												
2019-2020	65%	60%												
2021-2022	43%	60%												

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Comprehensive problem C-4	AY 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 18 out of 42 students scored “Proficient” on the faculty-approved rubric, which translated into 45% of students.	This year’s results fell 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.	<div><p>Evaluate Solutions</p><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>65%</td><td>60%</td></tr><tr><td>2020-2021</td><td>45%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	65%	60%	2020-2021	45%	60%	2021-2022	60%	60%	2022-2023	60%	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	65%	60%																		
2020-2021	45%	60%																		
2021-2022	60%	60%																		
2022-2023	60%	60%																		

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Phone survey reporting employment within 1 year of graduation	Class of 2020-2021															
SLO 3: Employability skills taught by all programs in the college will enable 50% or more of CBA graduates to find employment within 1 year of graduation	<p>A phone survey was be conducted by the D.A. at the college of business, asking graduates of 2020-2021 whether they had found employment within 1 year of graduation.</p> <p>Direct summative External Assessment</p>	It was found that 21 out of 38 graduates were able to find a job. That yield an approximate percentage of 55%	Results indicate that the objective was achieved	Monitor the results	<p>Actual Employment 1-Year Post Graduation</p> <div><p>Chart Title</p><table><caption>Actual Employment 1-Year Post Graduation Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2018-2019</td><td>~50</td><td>50</td></tr><tr><td>2019-2020</td><td>~55</td><td>50</td></tr><tr><td>2020-2021</td><td>~55</td><td>50</td></tr></tbody></table></div>	Academic Year	RHU Actual (%)	RHU Target (%)	2018-2019	~50	50	2019-2020	~55	50	2020-2021	~55	50
Academic Year	RHU Actual (%)	RHU Target (%)															
2018-2019	~50	50															
2019-2020	~55	50															
2020-2021	~55	50															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	ILP Presentation	AY 2020-2021															
Training on Communication and presentation skills will allow <i>at least 60% of seniors to score “Proficient” or higher on a faculty-approved rubric.</i>	<p>The Integrative Learning Project Presentation in BADM 490 was used to assess students’ communication skills. The revised Faculty-Approved ILP Rubric was used in grading.</p> <p>Direct Summative Internal Assessment</p>	In this assessment, 29 out of 38 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 76% proficiency rate.	The score reflects students’ communication and presentation skills after three years of preparation and training in the program. Students eventually acquired a good level of employability skills, represented by presentation and communication competence.	No action other than monitoring progress will be taken this year.	<div>Employability Skills Represented by Communication and Presentation skills</div> <div><p>BADM 490 Oral Presentation</p><table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2020-2021</td><td>76%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>2022-2023</td><td></td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2020-2021	76%	60%	2021-2022	60%	60%	2022-2023		60%
Year	RHU Actual	RHU Target															
2020-2021	76%	60%															
2021-2022	60%	60%															
2022-2023		60%															

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

Measurement and Analysis of Student Learning and Performance																														
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																														
		Analysis of Results																												
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2																									
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																									
Measurable goal	COOP employer’s survey	AY 2020-2021																												
SLO 3: Students will demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment. <u>Measure:</u> The students’ average score on the “Employability Skills” is acceptable (3) or higher, on a faculty-approved COOP Employers’ Survey.	Employers’ feedback from “Employability Skills” section of a faculty-approved COOP Employers’ Survey. Indirect Formative External Assessment	Employability <table><tr><td></td><td>2018-2019</td><td>2019-2020</td><td>2020-2021</td></tr><tr><td>RHU Actual</td><td>4.11</td><td>4.39</td><td>4.5</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>			2018-2019	2019-2020	2020-2021	RHU Actual	4.11	4.39	4.5	RHU Target	3	3	3	The results for 2020-2021 seem to be stable and reflect a high level of approval of students’ employability skills as rated by COOP employers. The RHU actual score for this year exceeds the target score of 3.0.	None.	Employability Skills From COOP Survey <div><p>Chart Title</p><table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2018-2019</td><td>4.11</td><td>3</td></tr><tr><td>2019-2020</td><td>4.39</td><td>3</td></tr><tr><td>2020-2021</td><td>4.5</td><td>3</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2018-2019	4.11	3	2019-2020	4.39	3	2020-2021	4.5	3
					2018-2019	2019-2020	2020-2021																							
RHU Actual	4.11	4.39	4.5																											
RHU Target	3	3	3																											
Year	RHU Actual	RHU Target																												
2018-2019	4.11	3																												
2019-2020	4.39	3																												
2020-2021	4.5	3																												

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

Measurement and Analysis of Student Learning and Performance																													
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																													
		Analysis of Results																											
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2																								
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																								
Measurable goal	CEE Organizations' Survey	AY 2020-2021																											
<p>SLO 3: Demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment.</p> <p><u>Measure:</u> <i>The average score on the faculty-approved Organizations' Survey is acceptable (3) or higher.</i></p>	<p>Employers' feedback on the "Employability Skills" section of a faculty-approved survey.</p> <p>Indirect Summative External Assessment</p>	<table><tr><td></td><td>2018-2019</td><td>2019-2020</td><td>2020-2021</td></tr><tr><td>RHU Actual</td><td>4.64</td><td>4.48</td><td>4.42</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>		2018-2019	2019-2020	2020-2021	RHU Actual	4.64	4.48	4.42	RHU Target	3	3	3	<p>This year's results were achieved in the perception of students' employability skills by local NGOs and civil society organizations.</p>	<p>None.</p>	<div><p>Employability Skills in CEE Survey</p><p>Chart Title</p><table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2018-2019</td><td>4.64</td><td>3</td></tr><tr><td>2019-2020</td><td>4.48</td><td>3</td></tr><tr><td>2020-2021</td><td>4.42</td><td>3</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2018-2019	4.64	3	2019-2020	4.48	3	2020-2021	4.42	3
	2018-2019	2019-2020	2020-2021																										
RHU Actual	4.64	4.48	4.42																										
RHU Target	3	3	3																										
Year	RHU Actual	RHU Target																											
2018-2019	4.64	3																											
2019-2020	4.48	3																											
2020-2021	4.42	3																											

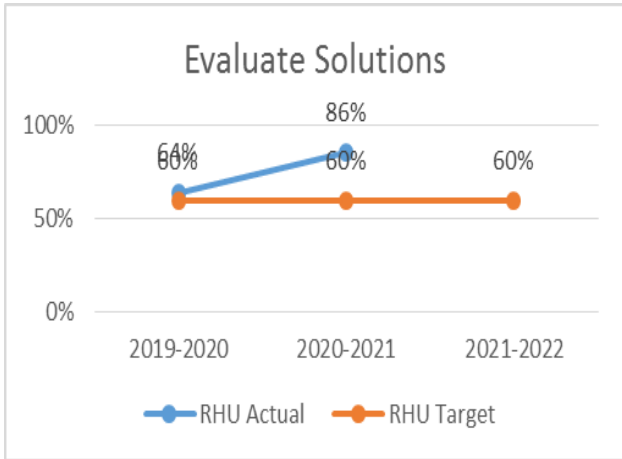
(SLO 4: All Programs) Critical Thinking
Case Study in BMGT 200

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Case study in Introduction to Management C-1	AY 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.	<div>Critical Thinking</div> <div>C-1 Identify the Issue</div> <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>82%</td><td>60%</td></tr><tr><td>2020-2021</td><td>89%</td><td>60%</td></tr><tr><td>2021-2022</td><td></td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	82%	60%	2020-2021	89%	60%	2021-2022		60%
Year	RHU Actual	RHU Target															
2019-2020	82%	60%															
2020-2021	89%	60%															
2021-2022		60%															

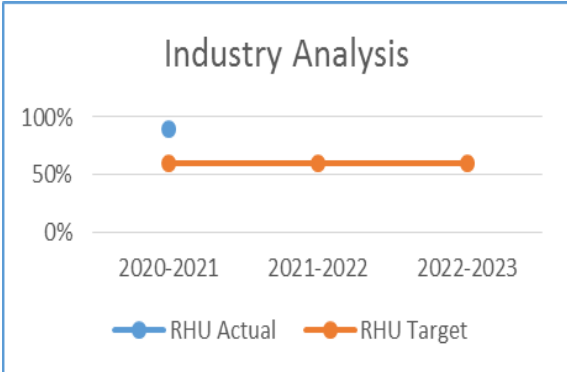
Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	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	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.	<div>Critical Thinking</div> <div>C-2 Discuss Risks & Implications</div> <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>73%</td><td>60%</td></tr><tr><td>2020-2021</td><td>86%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	73%	60%	2020-2021	86%	60%	2021-2022	60%	60%
Year	RHU Actual	RHU Target															
2019-2020	73%	60%															
2020-2021	86%	60%															
2021-2022	60%	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	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.	<div>Critical Thinking</div> <div>C-3 Propose Solutions</div> <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>64%</td><td>60%</td></tr><tr><td>2020-2021</td><td>84%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	64%	60%	2020-2021	84%	60%	2021-2022	60%	60%
Year	RHU Actual	RHU Target															
2019-2020	64%	60%															
2020-2021	84%	60%															
2021-2022	60%	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	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.	<div>Critical Thinking</div> <div>Evaluate Solutions</div>  <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>64%</td><td>60%</td></tr><tr><td>2020-2021</td><td>86%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	64%	60%	2020-2021	86%	60%	2021-2022	60%	60%
Year	RHU Actual	RHU Target															
2019-2020	64%	60%															
2020-2021	86%	60%															
2021-2022	60%	60%															

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

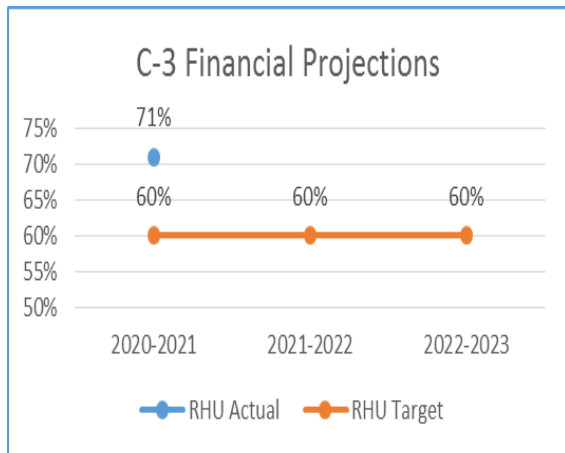
(SLO 4 in BADM 490 - BBA): Critical Thinking in Performing Industry Analysis

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-1	AY 2020-2021															
Training on the preparation of an industry analysis for a business plan will enable at least 60% of students to score “Proficient” or above.	Industry analysis section of the business plan Direct Summative Internal	In this assessment, 34 out of 38 students scored “Proficient” or higher, which translated into 89% of students scoring proficient on this competency.	As current proficiency results (89%) exceed the target goal of (60%), no action needs to be taken at this time.	None other than continuous monitoring of results.	<div>C-1 Industry Analysis</div> <div><div>Industry Analysis</div><table><caption>Industry Analysis Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2020-2021</td><td>89%</td><td>60%</td></tr><tr><td>2021-2022</td><td>-</td><td>60%</td></tr><tr><td>2022-2023</td><td>-</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2020-2021	89%	60%	2021-2022	-	60%	2022-2023	-	60%
Year	RHU Actual	RHU Target															
2020-2021	89%	60%															
2021-2022	-	60%															
2022-2023	-	60%															

(SLO 4 in BADM 490 - BBA): Critical Thinking in Performing Market Analysis C-2

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-2	AY 2020-2021															
Training on the preparation of a market analysis for a business plan will enable at least 60% of students to score “Proficient” or above.	Market analysis section of the business plan Direct Summative Internal	In this assessment, 30 out of 38 students scored “Proficient” or higher, which translated into 79% of students scoring proficient on this competency.	As current proficiency results (79%) exceed the target goal of (60%), no action needs to be taken at this time.	None other than continuous monitoring of results.	<div>C-2 Market Analysis</div> <table><caption>C-2 Market Analysis Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>79%</td><td>60%</td></tr><tr><td>2021-2022</td><td>-</td><td>60%</td></tr><tr><td>2022-2023</td><td>-</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual (%)	RHU Target (%)	2020-2021	79%	60%	2021-2022	-	60%	2022-2023	-	60%
Academic Year	RHU Actual (%)	RHU Target (%)															
2020-2021	79%	60%															
2021-2022	-	60%															
2022-2023	-	60%															

(SLO 4 in BADM 490 - BBA): Critical Thinking in Performing Financial Projections C-3

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-3	AY 2020-2021															
Training on the preparation of financial projections for a business plan will enable at least 60% of students to score “Proficient” or above.	Financial Projections section of the business plan Direct Summative Internal	In this assessment, 27 out of 38 students scored “Proficient” or higher, which translated into 71% of students scoring proficient on this competency.	As current proficiency results (71%) exceed the target goal of (60%), no action needs to be taken at this time.	None other than continuous monitoring of results.	<div>C-3 Financial Projections</div>  <table><caption>C-3 Financial Projections Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2020-2021</td><td>71%</td><td>60%</td></tr><tr><td>2021-2022</td><td>-</td><td>60%</td></tr><tr><td>2022-2023</td><td>-</td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2020-2021	71%	60%	2021-2022	-	60%	2022-2023	-	60%
Year	RHU Actual	RHU Target															
2020-2021	71%	60%															
2021-2022	-	60%															
2022-2023	-	60%															

(SLO 4 in BADM 490 - BBA): Critical Thinking in developing a marketing plan C-4

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-4	AY 2020-2021															
Training on the preparation of a marketing plan for the business plan will enable at least 60% of students to score “Proficient” or above.	Marketing plan section of the business plan Direct Summative Internal	In this assessment, 31 out of 38 students scored “Proficient” or higher, which translated into 82% of students scoring proficient on this competency.	As current proficiency results (82%) exceed the target goal of (60%), no action needs to be taken at this time.	None other than continuous monitoring of results.	<div>C-4 Marketing Plan</div> <table><caption>C-4 Marketing Plan Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>82%</td><td>60%</td></tr><tr><td>2021-2022</td><td>-</td><td>60%</td></tr><tr><td>2022-2023</td><td>-</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual (%)	RHU Target (%)	2020-2021	82%	60%	2021-2022	-	60%	2022-2023	-	60%
Academic Year	RHU Actual (%)	RHU Target (%)															
2020-2021	82%	60%															
2021-2022	-	60%															
2022-2023	-	60%															

(SLO 4 in BADM 490 - BBA): Critical Thinking in developing an operational plan C-5

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-5	AY 2020-2021															
Training on the preparation of an operational plan section for a business plan will enable at least 60% of students to score “Proficient” or above.	Operational Plan section of the business plan Direct Summative Internal	In this assessment, 27 out of 38 students scored “Proficient” or higher, which translated into 71% of students scoring proficient on this competency.	As current proficiency results (71%) exceed the target goal of (60%), no action needs to be taken at this time.	None other than continuous monitoring of results.	<div>C-5 Operational Plan</div> <table><caption>C-5 Operational Plan Data</caption><thead><tr><th>Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>71%</td><td>60%</td></tr><tr><td>2021-2022</td><td></td><td>60%</td></tr><tr><td>2022-2023</td><td></td><td>60%</td></tr></tbody></table>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	71%	60%	2021-2022		60%	2022-2023		60%
Year	RHU Actual (%)	RHU Target (%)															
2020-2021	71%	60%															
2021-2022		60%															
2022-2023		60%															

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

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Business Ethics Competency-1	AY 2020-2021															
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 56%, still lower than the target of 60% but considerably higher than the previous year.	The actual RHU score for this assessment was 56%, higher than the previous year, but still lower than the target of 60%. The CBA faculty had previously discussed these results and the recommendation involved helping students adapt to online learning. This has led to considerable improvement, but it is expected that after students return to campus this fall, their performance will improve and this will be reflected in next year’s results.	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <div>C-1 Identify the Issue</div> <table><tr><th>Academic Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr><tr><td>2019-2020</td><td>19%</td><td>60%</td></tr><tr><td>2020-2021</td><td>56%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr></table>	Academic Year	RHU Actual (%)	RHU Target (%)	2019-2020	19%	60%	2020-2021	56%	60%	2021-2022	60%	60%
Academic Year	RHU Actual (%)	RHU Target (%)															
2019-2020	19%	60%															
2020-2021	56%	60%															
2021-2022	60%	60%															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Business Ethics Competency-2	AY 2020-2021															
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 51%.	The actual RHU score for this assessment was 51%, higher than the previous year, but still lower than the target of 60%. The CBA faculty had previously discussed these results and the recommendation involved helping students adapt to online learning. This has led to considerable improvement, but it is expected that after students return to campus this fall, their performance will improve and this will be reflected in next year’s results.	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <div>C-2 Risks & Implications</div> <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>10%</td><td>60%</td></tr><tr><td>2020-2021</td><td>51%</td><td>60%</td></tr><tr><td>2021-2022</td><td></td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	10%	60%	2020-2021	51%	60%	2021-2022		60%
Year	RHU Actual	RHU Target															
2019-2020	10%	60%															
2020-2021	51%	60%															
2021-2022		60%															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Business Ethics Competency-3	AY 2020-2021															
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 84%.	The actual RHU score for this assessment was 84%, higher than the previous year, and higher than the target of 60%. We conclude that this competency has been achieved.	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <div>C-3 Propose Solutions</div> <table><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr><tr><td>2019-2020</td><td>76%</td><td>60%</td></tr><tr><td>2020-2021</td><td>84%</td><td>60%</td></tr><tr><td>2021-2022</td><td></td><td>60%</td></tr></table>	Year	RHU Actual	RHU Target	2019-2020	76%	60%	2020-2021	84%	60%	2021-2022		60%
Year	RHU Actual	RHU Target															
2019-2020	76%	60%															
2020-2021	84%	60%															
2021-2022		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 2020-2021															
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 58%.	The actual RHU score for this assessment was 58%, higher than the previous year, but still lower than the target of 60%. The CBA faculty had previously discussed these results and the recommendation involved helping students adapt to online learning. This has led to considerable improvement, but it is expected that after students return to campus this fall, their performance will improve and this will be reflected in next year’s results.	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <div>C-4 Evaluate Solutions</div> <table><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>43%</td><td>60%</td></tr><tr><td>2020-2021</td><td>58%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual	RHU Target	2019-2020	43%	60%	2020-2021	58%	60%	2021-2022	60%	60%
Year	RHU Actual	RHU Target															
2019-2020	43%	60%															
2020-2021	58%	60%															
2021-2022	60%	60%															

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

Measurement and Analysis of Student Learning and Performance																													
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																													
		Analysis of Results																											
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2																								
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																								
Measurable goal	COOP employer’s survey	AY 2020-2021																											
<p>Program Goal 3 (SLO 5)</p> <p>Recognize ethical dilemmas in business and respond to them according to established codes of conduct, ethics and best practices.</p> <p><u>Measure:</u></p> <p><i>The average score on the “Ethics and Social Responsibility” section of a faculty-approved COOP Employers’ Survey is acceptable (3) or higher.</i></p>	<p>COOP employers’ feedback on the “<i>Ethics and Social Responsibility</i>” section of a faculty-approved survey.</p> <p>Indirect Formative External Assessment</p>	<p>Ethics and Social Responsibility</p> <table><tr><th></th><th>2018-2019</th><th>2019-2020</th><th>2020-2021</th></tr><tr><td>RHU Actual</td><td>4</td><td>4.35</td><td>4.5</td></tr><tr><td>RHU Target</td><td>3</td><td>3</td><td>3</td></tr></table>		2018-2019	2019-2020	2020-2021	RHU Actual	4	4.35	4.5	RHU Target	3	3	3	<p>The results for 2020-2021 indicate that objective has been achieved.</p> <p>The RHU actual score for this year (4.5) exceeds the target score of 3.0.</p>	<p>None.</p>	<p>Ethics and Social Responsibility In COOP Survey</p> <div><p>Chart Title</p><table><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr><tr><td>2018-2019</td><td>4</td><td>3</td></tr><tr><td>2019-2020</td><td>4.35</td><td>3</td></tr><tr><td>2020-2021</td><td>4.5</td><td>3</td></tr></table></div>	Year	RHU Actual	RHU Target	2018-2019	4	3	2019-2020	4.35	3	2020-2021	4.5	3
	2018-2019	2019-2020	2020-2021																										
RHU Actual	4	4.35	4.5																										
RHU Target	3	3	3																										
Year	RHU Actual	RHU Target																											
2018-2019	4	3																											
2019-2020	4.35	3																											
2020-2021	4.5	3																											

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Steps 1, 2, & 3 in PDP	AY 2020-2021															
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, 54 out of 77 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 70% of students.	The mean score for this competency was almost 80%, & 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 2021-2022.	<div>C-1 Setting up personal goals.</div> <div><table><caption>C-1 Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>70%</td><td>60%</td></tr><tr><td>2020-2021</td><td>70%</td><td>60%</td></tr><tr><td>2021-2022</td><td>70%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	70%	60%	2020-2021	70%	60%	2021-2022	70%	60%
Year	RHU Actual %	RHU Target %															
2019-2020	70%	60%															
2020-2021	70%	60%															
2021-2022	70%	60%															

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

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	CBA Alumni Survey	One year after 2020-2021 graduation			
Program Goal 4 (SLO 6) Demonstrate knowledge of business best practices qualifying graduates for advancement, professional certification, and/or pursuit of graduate education. <u>Measure:</u> <i>The percentage of graduates who:</i> 1) found employment within 1 year 2) enrolled in a graduate program 3) sought professional certification	Based on the recommendations of the site-visit committee, the survey may not be the best measure of this goal. The CBA is considering conducting a revision of this goal and the assessment tool used to measure it. A decision regarding the goal and its measurement will be reached during the CBA annual retreat. Direct Summative External Assessment	Data will not be collected this year for this goal.	Pending decision during the annual retreat.		Competence for Advancement & Growth In CBA Alumni Survey

Graduate Assessment

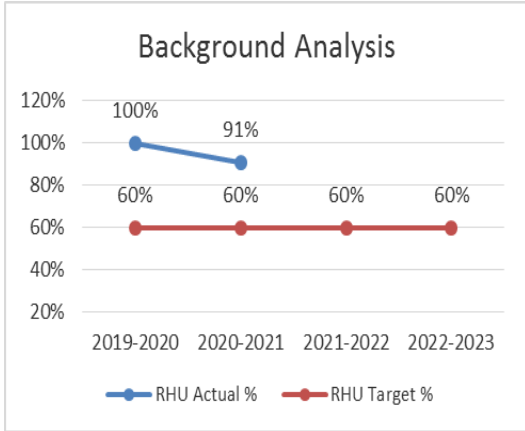
2020-2021

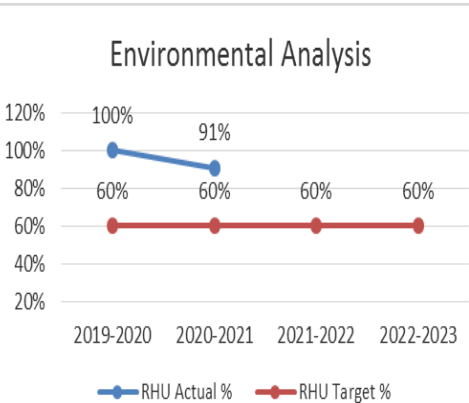
SLO 1: MBA – Managerial Dimension

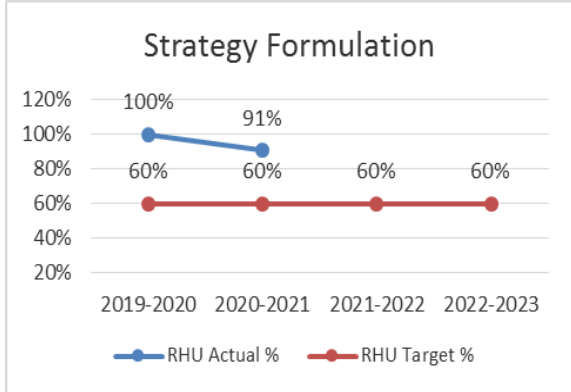
Course Project in BMGT 500

To comply with ACBSP-accreditation committee's recommendation on reporting each competency's results separately, the CBA is reporting the results, per competency, as shown below in the following 3 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 2020-2021																		
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”.	<p>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”.</p> <p>Direct Formative Internal Assessment</p>	In this project, 30 out of 33 students scored “Proficient” or higher, which translated into 91% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. The mean score for this C-1 was 87/100 and 91% of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.	<div>C-1 Background Analysis</div> <div><div>Background Analysis</div><table><caption>Background Analysis Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>100%</td><td>60%</td></tr><tr><td>2020-2021</td><td>91%</td><td>60%</td></tr><tr><td>2021-2022</td><td>-</td><td>60%</td></tr><tr><td>2022-2023</td><td>-</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	100%	60%	2020-2021	91%	60%	2021-2022	-	60%	2022-2023	-	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	100%	60%																		
2020-2021	91%	60%																		
2021-2022	-	60%																		
2022-2023	-	60%																		

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable Goal C-2	Strategic Management Project (C-2)	AY 2020-2021																		
Knowledge of strategic management tools will enable 60% or more of students to score “Proficient” or higher on C-2: “Use traditional and modern strategic management tools for environmental analysis”	<p>The second question on the project was used to assess students’ competence in C-2: “Use traditional and modern strategic management tools to assess the firm’s internal and external environment”</p> <p>Direct Formative Internal Assessment</p>	In this competency, 30 out of 33 students scored “Proficient” or higher, which translated into 91% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. The mean score for this C-2 was 86/100 and 91% of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.	<div>C-2 Environmental Analysis</div> <div><div>Environmental Analysis</div><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>100%</td><td>60%</td></tr><tr><td>2020-2021</td><td>91%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	100%	60%	2020-2021	91%	60%	2021-2022	60%	60%	2022-2023	60%	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	100%	60%																		
2020-2021	91%	60%																		
2021-2022	60%	60%																		
2022-2023	60%	60%																		

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable Goal C-3	Strategic Management Project (C-3)	AY 2020-2021																		
Knowledge of strategic management tools will enable 60% or more of students to score “Proficient” or higher on C-3: “Use traditional and modern strategic management tools for Strategy Formulation”	<p>The first question on the project was used to assess students’ competence in C-3: “Use traditional and modern strategic management tools to formulate a suitable strategy for the firm”</p> <p>Direct Formative Internal Assessment</p>	In this project, 30 out of 33 students scored “Proficient” or higher, which translated into 91% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. The mean score for this C-3 was 86/100 and 91% of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.	<div>C-3 Strategy Formulation</div> <div><table><caption>Strategy Formulation Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>100%</td><td>60%</td></tr><tr><td>2020-2021</td><td>91%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	100%	60%	2020-2021	91%	60%	2021-2022	60%	60%	2022-2023	60%	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	100%	60%																		
2020-2021	91%	60%																		
2021-2022	60%	60%																		
2022-2023	60%	60%																		

(SLO 2: MBA) Case Analysis in BECN 500

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	Case Analysis	AY 2020-2021			
Application of problem solving tools to various business situations will enable at least 60% of students to score "Proficient" or higher on a faculty-approved rubric.	<p>The course instructor assigns a case which involves identifying the business issue, assessing implications, proposing solutions, and evaluating alternative solutions.</p> <p>Direct Formative Internal Assessment</p>	<p>This course was not offered in 2020-2021.</p> <p>It will be offered again in 2021-2022.</p>	Competencies will be assessed in 2021-2022 when the course is offered again. Each competency will be reported separately.	None.	Problem Solving Applications

(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 2020-2021																		
Training on Communication and presentation skills will allow at least 60% of MBA students to score “Proficient” or higher on a faculty-approved rubric.	<p>The presentation in the MBA research project was used to assess students’ communication skills. The revised Faculty-Approved Rubric was used in grading.</p> <p>Direct Summative Internal Assessment</p>	In this assessment, 7 out of 7 students scored above 80 on the presentation of the Business plan, resulting in a 100% proficiency rate.	The score reflects students’ communication and presentation skills toward the end of the MBA program. The actual RHU score (100% proficient) exceeded the proficiency target of 80% on the presentation.	No action other than monitoring progress will be taken this year.	<div><div>Communication and Presentation skills</div><div><div>Communication</div><table><thead><tr><th>Year</th><th>RHU Actual Score</th><th>Target Score</th></tr></thead><tbody><tr><td>2018-2019</td><td>50%</td><td>60%</td></tr><tr><td>2019-2020</td><td>100%</td><td>60%</td></tr><tr><td>2020-2021</td><td>100%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr></tbody></table></div></div>	Year	RHU Actual Score	Target Score	2018-2019	50%	60%	2019-2020	100%	60%	2020-2021	100%	60%	2021-2022	60%	60%
Year	RHU Actual Score	Target Score																		
2018-2019	50%	60%																		
2019-2020	100%	60%																		
2020-2021	100%	60%																		
2021-2022	60%	60%																		

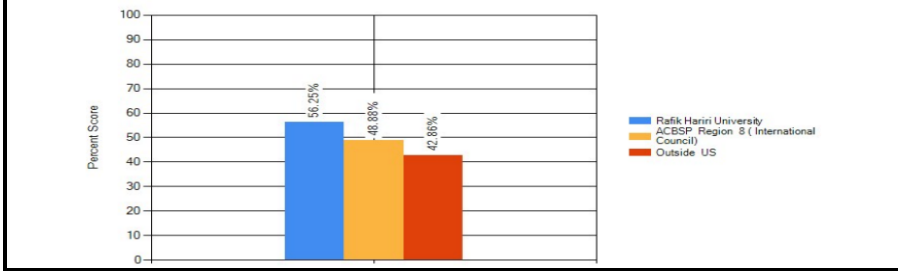
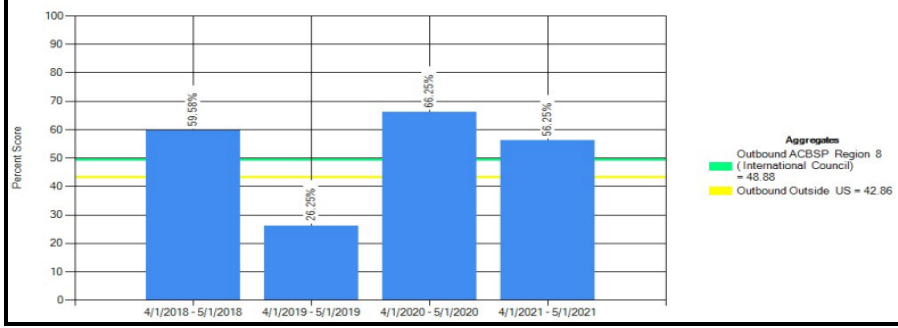
(SLO 4: MBA) Critical Thinking & Integration in Research Project (BADM 590)

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable Goal	MBA Research Project Report	AY 2020-2021																		
Training on Critical Thinking & Integration will allow <i>at least 60% of MBA students to score “Proficient” or higher on a faculty-approved rubric.</i>	<p>The MBA research Project in BADM 590 was used to assess students’ critical thinking and integration skills. The revised Faculty-Approved Rubric was used in grading.</p> <p>Direct Summative Internal Assessment</p>	In this project, 7 out of 7 MBA students scored “Proficient” or higher on the faculty-approved rubric, which translated into 100% of students.	The actual score (100%) has exceeded the target score (60%) for this SLO, and students’ level of critical thinking and integration at the MBA level is above the required standard.	No action other than monitoring progress will be taken this year.	<div><div>Critical Thinking & Integration</div><table><thead><tr><th>Year</th><th>RHU Actual Score</th><th>Target Score</th></tr></thead><tbody><tr><td>2018-2019</td><td>100%</td><td>60%</td></tr><tr><td>2019-2020</td><td>88%</td><td>60%</td></tr><tr><td>2020-2021</td><td>100%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual Score	Target Score	2018-2019	100%	60%	2019-2020	88%	60%	2020-2021	100%	60%	2021-2022	60%	60%
Year	RHU Actual Score	Target Score																		
2018-2019	100%	60%																		
2019-2020	88%	60%																		
2020-2021	100%	60%																		
2021-2022	60%	60%																		

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

Measurement and Analysis of Student Learning and Performance

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

		Analysis of Results																					
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2																		
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																		
Measurable Goal	Description of Measurement Instrument	AY 2020-2021																					
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 was made against 2 peer group aggregates: ACBSP Region 8 and Peers outside U.S. (There is no Middle East peer group for graduate level). Direct Summative External Comparative Assessment	Performance is above target in both comparisons. RHU mean score was 56.25%, while the mean scores attained by ACBSP Region 8 and Peers Outside US were 48.88% and 42.86% respectively. From a longitudinal perspective, this year's institutional score exceeded the 2 peer group aggregates, though was lower than the score of the previous year.	This year's results were higher than the 2 peer group aggregates, despite the shift to online learning, which may explain the decrease in scores from the previous year.	This year's scores were satisfactory, whether cross-sectional or longitudinal. No special actions will be taken.	<div>RHU vs. 2 Peer Group Aggregates (Cross-Sectional) Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Total <table><caption>Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Total</caption><tr><th>Category</th><th>Percent Score</th></tr><tr><td>Rafik Hariri University</td><td>56.25%</td></tr><tr><td>ACBSP Region 8 (International Council)</td><td>48.88%</td></tr><tr><td>Outside US</td><td>42.86%</td></tr></table></div> <div>RHU vs. 2 Peer Group Aggregates (Longitudinal) Longitudinal Comparison: Total <table><caption>Longitudinal Comparison: Total</caption><tr><th>Period</th><th>Outbound Exam (RHU) Percent Score</th></tr><tr><td>4/1/2018 - 5/1/2018</td><td>59.38%</td></tr><tr><td>4/1/2019 - 5/1/2019</td><td>26.25%</td></tr><tr><td>4/1/2020 - 5/1/2020</td><td>66.25%</td></tr><tr><td>4/1/2021 - 5/1/2021</td><td>56.25%</td></tr></table><div>Aggregates: Outbound ACBSP Region 8 (International Council) = 48.88 Outbound Outside US = 42.86</div></div>	Category	Percent Score	Rafik Hariri University	56.25%	ACBSP Region 8 (International Council)	48.88%	Outside US	42.86%	Period	Outbound Exam (RHU) Percent Score	4/1/2018 - 5/1/2018	59.38%	4/1/2019 - 5/1/2019	26.25%	4/1/2020 - 5/1/2020	66.25%	4/1/2021 - 5/1/2021	56.25%
Category	Percent Score																						
Rafik Hariri University	56.25%																						
ACBSP Region 8 (International Council)	48.88%																						
Outside US	42.86%																						
Period	Outbound Exam (RHU) Percent Score																						
4/1/2018 - 5/1/2018	59.38%																						
4/1/2019 - 5/1/2019	26.25%																						
4/1/2020 - 5/1/2020	66.25%																						
4/1/2021 - 5/1/2021	56.25%																						

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

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

Measurement and Analysis of Student Learning and Performance																	
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 2020-2021															
A good understanding and awareness of ethics and corporate social responsibility will enable 60% of students to score “Proficient” or higher on C-1.	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	In this assessment, 30 out of 33 students scored “Proficient” on the faculty-approved rubric, which translated into 91% of students.	Results this year (91%) 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.	<div>C-1 Identify the Issue</div> <div><div>Identify the Issue</div><table><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>63%</td><td>60%</td></tr><tr><td>2020-2021</td><td>91%</td><td>60%</td></tr><tr><td>2021-2022</td><td></td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual %	RHU Target %	2019-2020	63%	60%	2020-2021	91%	60%	2021-2022		60%
Academic Year	RHU Actual %	RHU Target %															
2019-2020	63%	60%															
2020-2021	91%	60%															
2021-2022		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	Ethics & Social Responsibility Case Analysis C-2	AY 2020-2021															
A good understanding and awareness of ethics and corporate social responsibility will enable 60% of students to score “Proficient” or higher on C-2.	<p>Students’ ability to “identify the risks and implications” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	In this assessment, 30 out of 33 students scored “Proficient” on the faculty-approved rubric, which translated into 91% of students.	Results this year (91%) 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.	<div>C-2 Identify the Risks and Implications</div> <div><table><caption>Risks & Implications Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>75%</td><td>60%</td></tr><tr><td>2020-2021</td><td>91%</td><td>60%</td></tr><tr><td>2021-2022</td><td>-</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	75%	60%	2020-2021	91%	60%	2021-2022	-	60%
Year	RHU Actual %	RHU Target %															
2019-2020	75%	60%															
2020-2021	91%	60%															
2021-2022	-	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	Ethics & Social Responsibility Case Analysis C-3	AY 2020-2021																		
A good understanding and awareness of ethics and corporate social responsibility will enable 60% of students to score “Proficient” or higher on C-3.	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	In this assessment, 29 out of 33 students scored “Proficient” on the faculty-approved rubric, which translated into 88% of students.	Results improved over last year and 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.	<div>C-3 Propose Solutions</div> <div><div>Propose Solutions</div><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>75%</td><td>60%</td></tr><tr><td>2020-2021</td><td>88%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	75%	60%	2020-2021	88%	60%	2021-2022	60%	60%	2022-2023	60%	60%
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2019-2020	75%	60%																		
2020-2021	88%	60%																		
2021-2022	60%	60%																		
2022-2023	60%	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	Ethics & Social Responsibility Case Analysis C-4	AY 2020-2021																		
A good understanding and awareness of ethics and corporate social responsibility will enable 60% of students to score “Proficient” or higher on C-4.	<p>Students’ ability to “evaluate the proposed solutions” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	In this assessment, 30 out of 33 students scored “Proficient” on the faculty-approved rubric, which translated into 91% of students.	Results this year improved significantly from 50% to 91%, reflecting students’ enhanced ability to evaluate solutions, which resulted from the extra emphasis made on this competency.	Therefore, it was decided to continue to monitor student performance on this competency.	<div>C-4 Evaluate Proposed Solutions</div> <div><table><caption>Evaluate Solutions</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>50%</td><td>60%</td></tr><tr><td>2020-2021</td><td>91%</td><td>60%</td></tr><tr><td>2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	50%	60%	2020-2021	91%	60%	2021-2022	60%	60%	2022-2023	60%	60%
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