

Rafik Hariri University

College of Business Administration

AY 2022-2023
ANNUAL ASSESSMENT REPORT

Undergraduate Assessment 2022-2023

(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 2022-2023													
<i>The target mean score on the External Assessment tool should be equal to or greater than the mean score achieved by two aggregate pools external to RHU.</i>	<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 has been declining for the past two years, reaching its lowest level of 42.74% below the two selected pools</p>	<p>The CBA score for this year compared unsatisfactory to the scores of the two aggregate pools.</p>	<p>Results were distributed to faculty members to investigate the potential reasons behind the decline, and it was found that students are not taking the exam seriously. College is planning to implement a strategy starting 24/25</p>	<table><caption>Comparison of Outbound Exam Results with the Selected Aggregate Pools</caption><thead><tr><th>Time Period Selected</th><th>Outbound Exam Results (%)</th></tr></thead><tbody><tr><td>January 1, 2020 - August 5, 2020</td><td>45.27%</td></tr><tr><td>January 5, 2021 - August 5, 2021</td><td>55.49%</td></tr><tr><td>January 5, 2022 - August 4, 2022</td><td>54.58%</td></tr><tr><td>January 5, 2023 - June 5, 2023</td><td>42.74%</td></tr></tbody></table> <p>Legend:</p> <ul style="list-style-type: none">Outbound Exam Results (light blue bar)Outbound (blue line): 50.33%ACBSP non U.S. (orange line): 44.32%ACBSP Region 8 (International Council) (green line): 49.05%	Time Period Selected	Outbound Exam Results (%)	January 1, 2020 - August 5, 2020	45.27%	January 5, 2021 - August 5, 2021	55.49%	January 5, 2022 - August 4, 2022	54.58%	January 5, 2023 - June 5, 2023	42.74%
Time Period Selected	Outbound Exam Results (%)														
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(SLO 1: All Programs) Essential Business Knowledge (COOP Employers' Surveys)

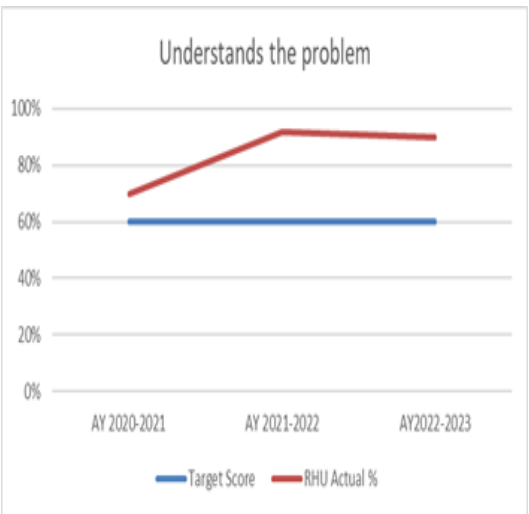
Measurement and Analysis of Student Learning and Performance

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

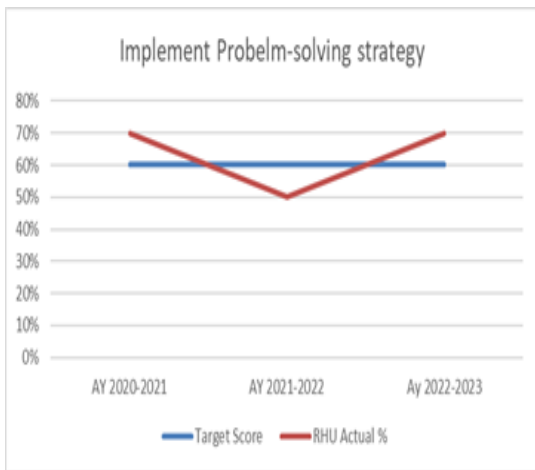
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Measurable Goal	COOP Assessment Tool	AY 2022-2023																															
Program Goal 1 (SLO 1) Students will apply essential business knowledge and skills in problem solving and decision making. Measure: <i>The average score on the “business knowledge & skills” section of a faculty-approved COOP employers’ Survey is acceptable (3) or higher.</i>	COOP employers’ feedback on the “business knowledge & skills” section of a faculty approved assessment tool. Indirect Summative External Assessment	<table><tr><th colspan="4">Essential Business Knowledge</th></tr><tr><th>Year</th><th>2020-2021</th><th>2021-2022</th><th>2022-2023</th></tr><tr><td>Actual</td><td>4.42</td><td>3.8</td><td>4.07</td></tr><tr><td>Target</td><td>3</td><td>3</td><td>3</td></tr></table>	Essential Business Knowledge				Year	2020-2021	2021-2022	2022-2023	Actual	4.42	3.8	4.07	Target	3	3	3	Results have improved from previous year and reflect a high level of approval of students’ knowledge and skills in problem solving and decision making as rated by COOP employers. The RHU actual score for this year exceeds the target score of 3.0.	We will monitor the conditions for next year.	Essential Business Knowledge from COOP Survey <table><caption>Essential Business Knowledge from COOP Survey Data</caption><tr><th>Period</th><th>Actual</th><th>Target</th></tr><tr><td>2021-2022</td><td>4.42</td><td>3.0</td></tr><tr><td>2021-2022</td><td>3.8</td><td>3.0</td></tr><tr><td>2022-2023</td><td>4.07</td><td>3.0</td></tr></table>	Period	Actual	Target	2021-2022	4.42	3.0	2021-2022	3.8	3.0	2022-2023	4.07	3.0
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(SLO 2: BACC) Specialized Knowledge
Comprehensive Accounting Problem in BACC 460

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

Measurement and Analysis of Student Learning and Performance																	
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Measurable goal	Comprehensive problem	AY 2022-2023															
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 competency9 out of 10 students scored “Proficient” on the faculty-approved rubric, which translated into 90% of students.	As current results exceeded the target goal of having at least 60% of our students score “proficient”. Results were excellent.	The goal for this competency has been met for this year.	<div><p>Understands the problem</p><table><thead><tr><th>Academic Year</th><th>Target Score</th><th>RHU Actual %</th></tr></thead><tbody><tr><td>AY 2020-2021</td><td>60%</td><td>~68%</td></tr><tr><td>AY 2021-2022</td><td>60%</td><td>90%</td></tr><tr><td>AY 2022-2023</td><td>60%</td><td>90%</td></tr></tbody></table></div>	Academic Year	Target Score	RHU Actual %	AY 2020-2021	60%	~68%	AY 2021-2022	60%	90%	AY 2022-2023	60%	90%
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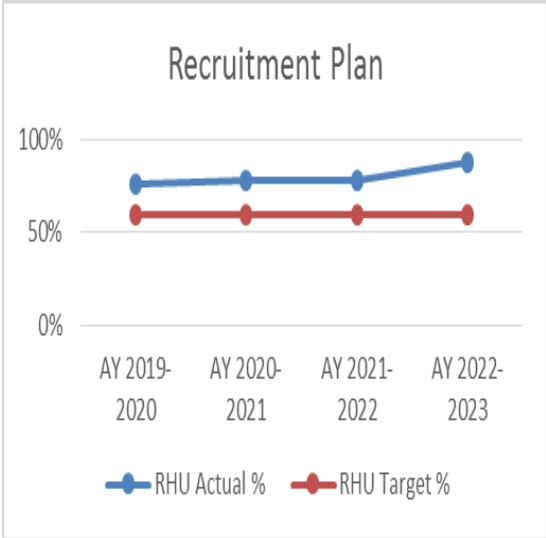
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Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 2: “identifies necessary tools and formulas” Direct Formative Internal	In this competency 8 out of 10 students scored “Proficient” on the faculty-approved rubric, which translated into 80% of students.	As current results exceeded the target goal of having at least 60% of our students score “proficient”. Results were excellent	.	<div>Identifies necessary tools/formulas</div> <table><tr><th>AY</th><th>Target Score</th><th>RHU Actual %</th></tr><tr><td>AY 2020-2021</td><td>60%</td><td>30%</td></tr><tr><td>AY 2021-2022</td><td>60%</td><td>65%</td></tr><tr><td>AY 2022-2023</td><td>60%</td><td>80%</td></tr></table>	AY	Target Score	RHU Actual %	AY 2020-2021	60%	30%	AY 2021-2022	60%	65%	AY 2022-2023	60%	80%
AY	Target Score	RHU Actual %															
AY 2020-2021	60%	30%															
AY 2021-2022	60%	65%															
AY 2022-2023	60%	80%															

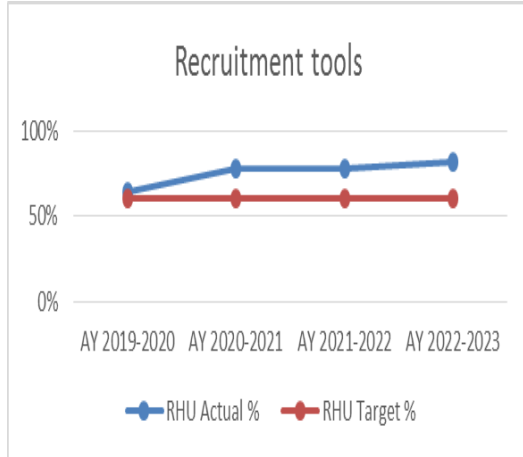
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Measurable goal	Comprehensive problem	AY 2022-2023															
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved 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 12 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.		<div><p>Implement Problem-solving strategy</p><table><thead><tr><th>Year</th><th>Target Score</th><th>RHU Actual %</th></tr></thead><tbody><tr><td>AY 2020-2021</td><td>60%</td><td>70%</td></tr><tr><td>AY 2021-2022</td><td>60%</td><td>50%</td></tr><tr><td>Ay 2022-2023</td><td>60%</td><td>70%</td></tr></tbody></table></div>	Year	Target Score	RHU Actual %	AY 2020-2021	60%	70%	AY 2021-2022	60%	50%	Ay 2022-2023	60%	70%
Year	Target Score	RHU Actual %															
AY 2020-2021	60%	70%															
AY 2021-2022	60%	50%															
Ay 2022-2023	60%	70%															

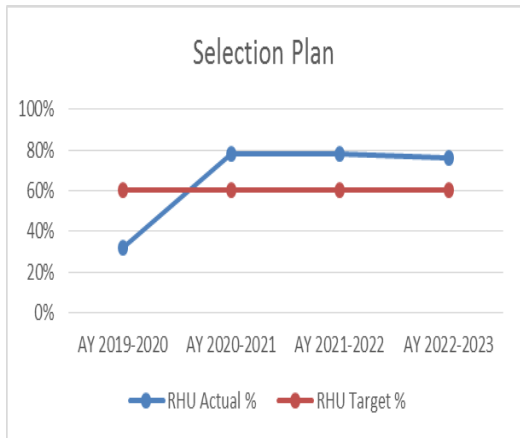
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Measurable goal	Comprehensive problem	AY 2022-2023															
Specialized knowledge and understanding of how to Prepare Financial Statements in compliance with IFRS and GAAP will allow 60% of students to score “Proficient” or above on a faculty-approved rubric.	Comprehensive Problem was assessed using Problem solving Assessment Rubric. Competency 4: communicates process and product Direct Formative Internal	In this competency only 5 out of 10 students scored “Proficient” on the faculty-approved rubric, which translated into 50% of students.	As current results do not reach the target goal of having at least 60% of our students score “proficient”. Results were not satisfactory. they didn’t have the ending product to communicate maybe due lack of time.	The goal for this competency has not been met for this year. Performance could be improved by additional in class problem solving so that student have enough time to communicate the final product of their problem.	<div><p>Communicates process and product</p><table><thead><tr><th>Year</th><th>Target Score</th><th>RHU Actual %</th></tr></thead><tbody><tr><td>AY 2020-2021</td><td>60%</td><td>50%</td></tr><tr><td>AY 2021-2022</td><td>60%</td><td>25%</td></tr><tr><td>Ay 2022-2023</td><td>60%</td><td>50%</td></tr></tbody></table></div>	Year	Target Score	RHU Actual %	AY 2020-2021	60%	50%	AY 2021-2022	60%	25%	Ay 2022-2023	60%	50%
Year	Target Score	RHU Actual %															
AY 2020-2021	60%	50%															
AY 2021-2022	60%	25%															
Ay 2022-2023	60%	50%															

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

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

Measurement and Analysis of Student Learning and Performance																				
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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 2022-2023																		
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 case study 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 case study, 15 out of 17 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.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring students’ performance on this competency, while developing their critical thinking	<div>Prepare a Recruitment Plan</div> <div><table><caption>Recruitment Plan 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>75%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>78%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>75%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>88%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	AY 2019-2020	75%	60%	AY 2020-2021	78%	60%	AY 2021-2022	75%	60%	AY 2022-2023	88%	60%
Year	RHU Actual %	RHU Target %																		
AY 2019-2020	75%	60%																		
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Measurement and Analysis of Student Learning and Performance																				
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable Goal	Project C-2	AY 2022-2023																		
Specialized knowledge of the principles of HRM will allow at least 60% of students to score “Proficient” or higher on C-2: “Using Recruitment Tools	A case study was used to assess students’ knowledge and analysis in C-2: “Using Recruitment Tools”. Direct Formative Internal Assessment	In this case study, 14 out of 17 students scored “Proficient” or higher on the faculty approved rubric, which translated into 82 % 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	As the goal for this learning outcome was met for this year, it was decided to keep on monitoring students’ performance on this competency, while developing their critical thinking	C-2 Designing Recruitment Tools <div><table><caption>Recruitment tools</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>65%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>75%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>75%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>82%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	AY 2019-2020	65%	60%	AY 2020-2021	75%	60%	AY 2021-2022	75%	60%	AY 2022-2023	82%	60%
Year	RHU Actual %	RHU Target %																		
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Measurable Goal	Project C-3	AY 2022-2023																		
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 case study was used to assess students’ knowledge and analysis in C3: “Designing a selection plan”. Direct</p> <p>Formative Internal Assessment</p>	In this case study, 13 out of 17 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 76% of students.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year	No action will be taken but continuous emphasis will be placed on the development of the selection plan in this course.	<p>Designing an Employee Selection Plan</p>  <table><caption>Selection Plan 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>30%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>76%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>76%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>76%</td><td>60%</td></tr></tbody></table>	Year	RHU Actual %	RHU Target %	AY 2019-2020	30%	60%	AY 2020-2021	76%	60%	AY 2021-2022	76%	60%	AY 2022-2023	76%	60%
Year	RHU Actual %	RHU Target %																		
AY 2019-2020	30%	60%																		
AY 2020-2021	76%	60%																		
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AY 2022-2023	76%	60%																		

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

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

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Measurable goal	Comprehensive problem solving	AY 2022-2023																		
Allows 60% of students to score “Proficient” or above on a faculty-approved rubric.	Using the Rubric herein. Competency 1: “Identify the MIS related issues and concepts” Direct Summative Internal	In this competency 61 out of 66 students scored “Proficient” on the faculty-approved rubric, which translated into 92% of students.	This year’s results are above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><div>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>71%</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>92%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	71%	60%	2020-2021	60%	60%	2021-2022	60%	60%	2022-2023	92%	60%
Year	RHU Actual %	RHU Target %																		
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Allows 60% of students to score “Proficient” or above on a faculty-approved rubric.	Using the Rubric herein. Competency 2: “Discuss Risks and Implications leading to a position or stand” Direct Summative Internal	In this competency 58 out of 66 students scored “Proficient” on the faculty-approved rubric, which translated into 88% of students.	This year’s results are above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><h3>Risks & implications</h3><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>67%</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>88%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	67%	60%	2020-2021	60%	60%	2021-2022	60%	60%	2022-2023	88%	60%
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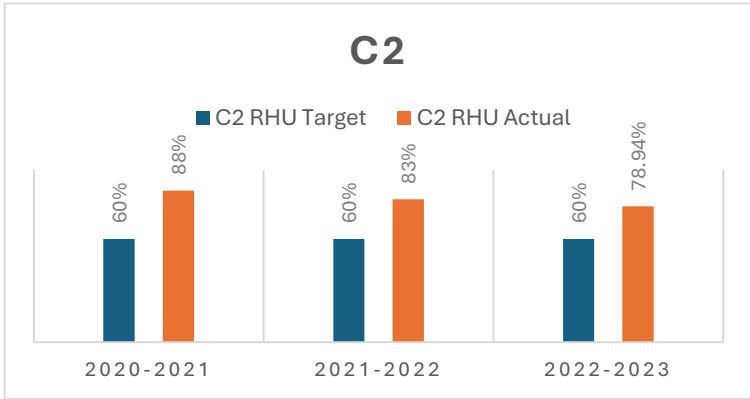
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Measurable goal	Comprehensive problem	AY 2022-2023																		
Allows 60% of students to score “Proficient” or above on a faculty-approved rubric.	Using the Rubric herein. Competency 3: “Propose Alternative Solutions” Direct Summative Internal	In this competency 51 out of 66 students scored “Proficient” on the faculty-approved rubric, which translated into 77% of students.	This year’s results were above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><h3>Propose solutions</h3><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>71%</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>77%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	71%	60%	2020-2021	60%	60%	2021-2022	60%	60%	2022-2023	77%	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	71%	60%																		
2020-2021	60%	60%																		
2021-2022	60%	60%																		
2022-2023	77%	60%																		

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Comprehensive problem	AY 2022-2023																		
Allows 60% of students to score “Proficient” or above on a faculty-approved rubric.	Using the Rubric herein. Competency 4: “Evaluate Proposed Solutions and Ideas” Direct Summative Internal	In this competency 43 out of 66 students scored “Proficient” on the faculty-approved rubric, which translated into 65% of students.	This year results just above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><h3>Evaluate solutions</h3><table><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>61%</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>65%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	61%	60%	2020-2021	60%	60%	2021-2022	60%	60%	2022-2023	65%	60%
Year	RHU Actual %	RHU Target %																		
2019-2020	61%	60%																		
2020-2021	60%	60%																		
2021-2022	60%	60%																		
2022-2023	65%	60%																		

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

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Project C-1	AY 2022-2023															
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, 77.63% students scored “Proficient” or higher on the faculty-approved rubric	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None other than monitoring of future results.	<div>Project Initiation</div> <div>C1</div> <div><div>C1 RHU Target</div><div>C1 RHU Actual</div></div> <table><thead><tr><th>Year</th><th>C1 RHU Target</th><th>C1 RHU Actual</th></tr></thead><tbody><tr><td>2020-2021</td><td>60%</td><td>91%</td></tr><tr><td>2021-2022</td><td>60%</td><td>85%</td></tr><tr><td>2022-2023</td><td>60%</td><td>77.63%</td></tr></tbody></table>	Year	C1 RHU Target	C1 RHU Actual	2020-2021	60%	91%	2021-2022	60%	85%	2022-2023	60%	77.63%
Year	C1 RHU Target	C1 RHU Actual															
2020-2021	60%	91%															
2021-2022	60%	85%															
2022-2023	60%	77.63%															

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 2022-2023															
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	<p>A course project was used to assess students’ competency in project planning.</p> <p>Direct Formative Internal Assessment</p>	In this project, 77.63% students scored “Proficient” or higher on the faculty-approved rubric	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None other than monitoring of future results.	<div><p>Project Planning</p><p>C2</p><table><thead><tr><th>Year</th><th>C2 RHU Target</th><th>C2 RHU Actual</th></tr></thead><tbody><tr><td>2020-2021</td><td>60%</td><td>88%</td></tr><tr><td>2021-2022</td><td>60%</td><td>83%</td></tr><tr><td>2022-2023</td><td>60%</td><td>78.94%</td></tr></tbody></table></div>	Year	C2 RHU Target	C2 RHU Actual	2020-2021	60%	88%	2021-2022	60%	83%	2022-2023	60%	78.94%
Year	C2 RHU Target	C2 RHU Actual															
2020-2021	60%	88%															
2021-2022	60%	83%															
2022-2023	60%	78.94%															

Measurement and Analysis of Student Learning and Performance

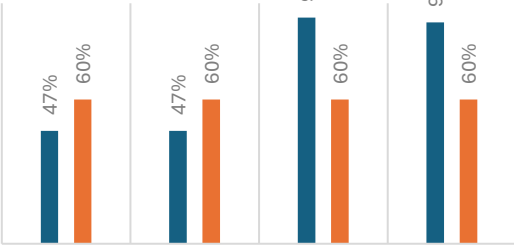
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

		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 2022-2023															
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, 73.68% students scored “Proficient” or higher on the faculty-approved rubric.	As current results exceeded the target goal of having at least 60% of our students score proficient, we consider this result to be satisfactory for this year.	None other than monitoring of future results.	<div>Execution & Control</div> <div>C3</div> <div><table><thead><tr><th>Year</th><th>C3 RHU Target</th><th>C3 RHU Actual</th></tr></thead><tbody><tr><td>2020-2021</td><td>60%</td><td>91%</td></tr><tr><td>2021-2022</td><td>60%</td><td>82%</td></tr><tr><td>2022-2023</td><td>60%</td><td>73.68%</td></tr></tbody></table></div>	Year	C3 RHU Target	C3 RHU Actual	2020-2021	60%	91%	2021-2022	60%	82%	2022-2023	60%	73.68%
Year	C3 RHU Target	C3 RHU Actual															
2020-2021	60%	91%															
2021-2022	60%	82%															
2022-2023	60%	73.68%															

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

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

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	Comprehensive problem-solving C-1	AY 2022-2023			
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 100% students scored “Proficient” on the faculty approved rubric.	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><div>IDENTIFY THE ISSE</div><div><div>Actual</div><div>Target</div></div><div><div><div>61%</div><div>60%</div></div><div>2019-2020</div></div><div><div><div>62%</div><div>60%</div></div><div>2020-2021</div></div><div><div><div>100%</div><div>60%</div></div><div>2021-2022</div></div><div><div><div>100%</div><div>60%</div></div><div>2022-2023</div></div></div>

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 2022-2023																		
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 92% of students scored “Proficient” on the faculty approved rubric.	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><h3>RISK AND IMPLICATIONS</h3><p>■ Actual ■ Target</p><table><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>47%</td><td>60%</td></tr><tr><td>2020-2021</td><td>47%</td><td>60%</td></tr><tr><td>2021-2022</td><td>94%</td><td>60%</td></tr><tr><td>2022-2023</td><td>92%</td><td>60%</td></tr></tbody></table></div>	Year	Actual	Target	2019-2020	47%	60%	2020-2021	47%	60%	2021-2022	94%	60%	2022-2023	92%	60%
Year	Actual	Target																		
2019-2020	47%	60%																		
2020-2021	47%	60%																		
2021-2022	94%	60%																		
2022-2023	92%	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 2022-2023																		
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 87% of students scored “Proficient” on the faculty approved rubric,	This year results above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><div><h3>PROPOSE SOLUTIONS</h3><p>■ Actual ■ Target</p><table><tr><th>Year</th><th>Actual</th><th>Target</th></tr><tr><td>2019-2020</td><td>42%</td><td>60%</td></tr><tr><td>2020-2021</td><td>42%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr><tr><td>2022-2023</td><td>87%</td><td>60%</td></tr></table></div></div>	Year	Actual	Target	2019-2020	42%	60%	2020-2021	42%	60%	2021-2022	100%	60%	2022-2023	87%	60%
Year	Actual	Target																		
2019-2020	42%	60%																		
2020-2021	42%	60%																		
2021-2022	100%	60%																		
2022-2023	87%	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 2022-2023																		
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 80% of students scored “Proficient” on the faculty approved rubric.	This year’s results fell above the target goal of having at least 60% of our students score “proficient”.	The goal for this competency has been met for this year.	<div><h3>EVALUATE SOLUTIONS</h3><p>■ Actual ■ Target</p><table><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>42%</td><td>60%</td></tr><tr><td>2020-2021</td><td>43%</td><td>60%</td></tr><tr><td>2021-2022</td><td>81%</td><td>60%</td></tr><tr><td>2022-2023</td><td>80%</td><td>60%</td></tr></tbody></table></div>	Year	Actual	Target	2019-2020	42%	60%	2020-2021	43%	60%	2021-2022	81%	60%	2022-2023	80%	60%
Year	Actual	Target																		
2019-2020	42%	60%																		
2020-2021	43%	60%																		
2021-2022	81%	60%																		
2022-2023	80%	60%																		

**(SLO 2: BMKA) Specialized Knowledge Case
Study in BMKA 380**

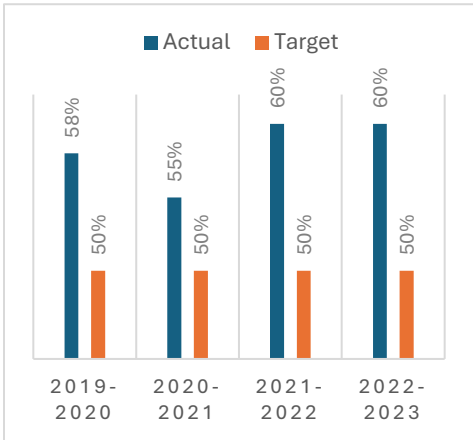
(SLO 2: BMKA) Specialized Knowledge (Case Study in BMKA 380)

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	Q. #1, #2 & #3 in IMC Case study	AY 2022-2023			
Specialized knowledge of marketing and advertising principles and strategies will enable 60% of students to score “Proficient” or higher on competency 1 “Evaluating the effectiveness of promotional programs.”	Competency 1 “Evaluating the effectiveness of promotional programs” was assessed through Q. #1 #2& #3 on an integrated marketing communications (IMC) case study. 				

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Q #4 in IMC Case study	AY 2022-2023																		
Specialized knowledge of marketing and advertising principles and strategies will enable 60% of students to score “Proficient” or higher on competency 2 “Evaluating the different tools and approaches for assessing promotional program effectiveness.”	Competency 2 “Evaluating the different tools and approaches for assessing promotional program effectiveness” was assessed through Q. #4 on an integrated marketing communications (IMC) case study. Direct Formative Internal Assessment	In this case study, 75% of students scored “Proficient” on this competency based on a faculty-approved rubric. .	Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None other than continuous monitoring of results.	<div>C-2 Evaluating the different tools and approaches for assessing promotional program effectiveness.</div> <div><table><thead><tr><th>Academic Year</th><th>Actual (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2019-2020</td><td>62%</td><td>60%</td></tr><tr><td>2020-2021</td><td>69%</td><td>60%</td></tr><tr><td>2021-2022</td><td>77%</td><td>60%</td></tr><tr><td>2022-2023</td><td>75%</td><td>60%</td></tr></tbody></table></div>	Academic Year	Actual (%)	Target (%)	2019-2020	62%	60%	2020-2021	69%	60%	2021-2022	77%	60%	2022-2023	75%	60%
Academic Year	Actual (%)	Target (%)																		
2019-2020	62%	60%																		
2020-2021	69%	60%																		
2021-2022	77%	60%																		
2022-2023	75%	60%																		

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Q. #5 & 6 in IMC Case study	AY 2022-2023																		
Specialized knowledge of marketing and advertising principles and strategies will enable 60% of students to score “Proficient” or higher on competency 3 “Discussing the various social perspectives on advertising and promotion.”	Competency 3 “Discussing the various social perspectives on advertising and promotion” was assessed through Q. #5&6 on an integrated marketing communications (IMC) case study. Direct Formative Internal Assessment	In this case study, 87% of students scored “Proficient” on this competency based on a faculty approved rubric.	Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None other than continuous monitoring of results.	<div>C-3 Discussing the various social perspectives on advertising and promotion.</div> <div><table><thead><tr><th>Academic Year</th><th>Actual (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2019 - 2020</td><td>69%</td><td>60%</td></tr><tr><td>2020 - 2021</td><td>77%</td><td>60%</td></tr><tr><td>2021 - 2022</td><td>100%</td><td>60%</td></tr><tr><td>2022 - 2023</td><td>87%</td><td>60%</td></tr></tbody></table></div>	Academic Year	Actual (%)	Target (%)	2019 - 2020	69%	60%	2020 - 2021	77%	60%	2021 - 2022	100%	60%	2022 - 2023	87%	60%
Academic Year	Actual (%)	Target (%)																		
2019 - 2020	69%	60%																		
2020 - 2021	77%	60%																		
2021 - 2022	100%	60%																		
2022 - 2023	87%	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	year of 2022-2023			
SLO 3: Employability skills taught by all programs in the college will enable <i>50% or more of CBA graduates to find employment within 1 year of graduation</i>	A phone survey was conducted by the D.A. at the college of business, asking graduates of 2021-2022 whether they had found employment within 1 year of graduation. Direct summative External Assessment	It was found from the survey that 60% of students were able to find a job	The objective was achieved	Monitor the results	Actual Employment 1-Year Post Graduation 

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

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Part A in Presentation	AY 2022-2023																		
Employability skills will enable 60% of students to score “Proficient” or higher on competency 1 “Developing emotional intelligence of learning styles and personality types.”	Competency 1 “Developing emotional intelligence of learning styles and personality types” was assessed through Part A in Presentation. Direct Formative Internal Assessment	In this part, 58% of students scored “Proficient” on this competency based on a faculty approved rubric.	58% of students scored “Proficient” or higher. Results were below the target goal of having at least 60% of our students scoring “Proficient.”	The result of this competency this year was below the specified target. The students’ competency level in SLO3 will be assessed the next time the course is offered in Fall 2022-2023 while we continue to provide students with more practice and feedback	<div>C-1 Developing emotional intelligence of learning styles and personality types.</div> <div><table><tr><th>Year</th><th>Actual</th><th>Target</th></tr><tr><td>2019-2020</td><td>42%</td><td>60%</td></tr><tr><td>2020-2021</td><td>60%</td><td>60%</td></tr><tr><td>2021-2022</td><td>31%</td><td>60%</td></tr><tr><td>2022-2023</td><td>58%</td><td>60%</td></tr></table></div>	Year	Actual	Target	2019-2020	42%	60%	2020-2021	60%	60%	2021-2022	31%	60%	2022-2023	58%	60%
Year	Actual	Target																		
2019-2020	42%	60%																		
2020-2021	60%	60%																		
2021-2022	31%	60%																		
2022-2023	58%	60%																		

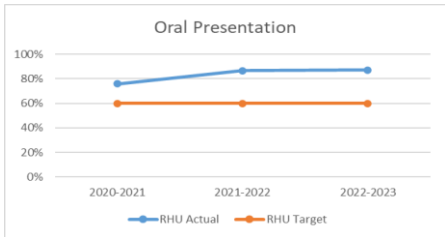
Measurement and Analysis of Student Learning and Performance

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

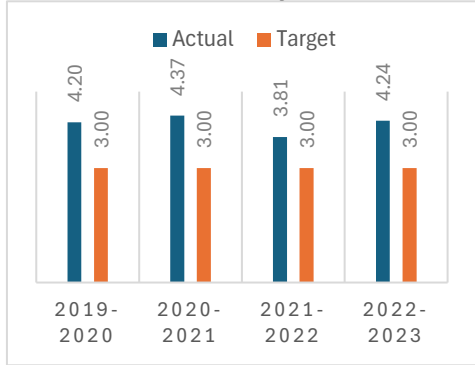
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Part B in Presentation	AY 2022-2023																		
Employability skills will enable 60% of students to score “Proficient” or higher on competency 2 “Evaluating career options in a diverse and changing society.”	<p>Competency 2 “Evaluating career options in a diverse and changing society” was assessed through Part B in Presentation.</p> <p>Direct Formative Internal Assessment</p>	In this part, 60% of students scored “Proficient” on this competency based on a faculty approved rubric.	Results were improved and achieved the target goal of having at least 60% of our students scoring “Proficient.”	We will continue implementing the successful actions from last year.	<p>C-2 Evaluating career options in a diverse and changing society.</p> <table><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>53%</td><td>60%</td></tr><tr><td>2020-2021</td><td>66%</td><td>60%</td></tr><tr><td>2021-2022</td><td>48%</td><td>60%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table>	Year	Actual	Target	2019-2020	53%	60%	2020-2021	66%	60%	2021-2022	48%	60%	2022-2023	60%	60%
Year	Actual	Target																		
2019-2020	53%	60%																		
2020-2021	66%	60%																		
2021-2022	48%	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	Part C in Presentation	AY 2022-2023			
Employability skills will enable 60% of students to score “Proficient” or higher on competency 3 “Presenting employability skills in an organized, effective, and creative approach.”	Competency 3 “Presenting employability skills in an organized, effective, and creative approach” was assessed through Part C in Presentation. 				

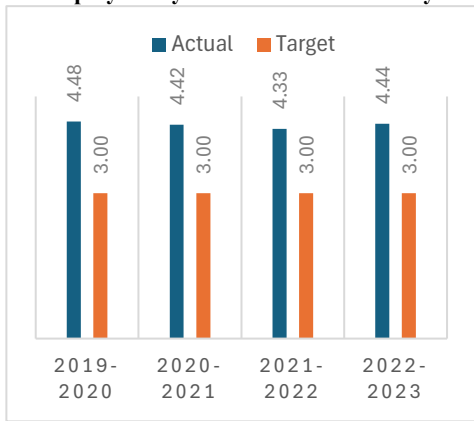
(SLO 3: All BBA Programs) Employability (Presentation in BADM 490)

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 2022-2023															
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 <i>Presentation</i> in BADM 490 was used to assess students’ communication skills. The revised Faculty-Approved ILP Rubric was used in grading</p> <p>Direct Summative</p> <p>Internal Assessment</p>	In this assessment, 41 out of 47 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 87% proficiency rate.	The score reflects students’ communication and presentation skills after three years of preparation and training in the program. Students eventually acquired a good level of employability skills, represented by presentation and communication competence.	No action other than monitoring progress will be taken this year.	<div>Employability Skills</div> <div>Represented by Communication and Presentation skills</div> <div><table><caption>Oral Presentation</caption><thead><tr><th>Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>75</td><td>60</td></tr><tr><td>2021-2022</td><td>85</td><td>60</td></tr><tr><td>2022-2023</td><td>85</td><td>60</td></tr></tbody></table></div>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	75	60	2021-2022	85	60	2022-2023	85	60
Year	RHU Actual (%)	RHU Target (%)															
2020-2021	75	60															
2021-2022	85	60															
2022-2023	85	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 2022-2023																		
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		the score this year, improved and it is still acceptable. The RHU actual score for this year exceeds the target score of 3.0.	We will monitor and take action accordingly															
		Year	2019-2020			2020-2021	2021-2022	2022-2023												
		Actual	4.20			4.37	3.81	4.24												
		Target	3.00			3.00	3.00	3.00												
					<div>Employability Skills From COOP Survey</div>  <table><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>4.20</td><td>3.00</td></tr><tr><td>2020-2021</td><td>4.37</td><td>3.00</td></tr><tr><td>2021-2022</td><td>3.81</td><td>3.00</td></tr><tr><td>2022-2023</td><td>4.24</td><td>3.00</td></tr></tbody></table>	Year	Actual	Target	2019-2020	4.20	3.00	2020-2021	4.37	3.00	2021-2022	3.81	3.00	2022-2023	4.24	3.00
Year	Actual	Target																		
2019-2020	4.20	3.00																		
2020-2021	4.37	3.00																		
2021-2022	3.81	3.00																		
2022-2023	4.24	3.00																		

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

Measurement and Analysis of Student Learning and Performance																																			
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																																			
		Analysis of Results																																	
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2																														
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																														
Measurable goal	CEE Organizations' Survey	AY 2022-2023																																	
SLO 3: Demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment. <u>Measure:</u> <i>The average score on the faculty-approved Organizations' Survey is acceptable (3) or higher.</i>	Employers' feedback on the "Employability Skills" section of a faculty-approved survey. Indirect Summative External Assessment	<table><tr><td>Year</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>Actual</td><td>4.48</td><td>4.42</td><td>4.33</td><td>4.44</td></tr><tr><td>Target</td><td>3.00</td><td>3.00</td><td>3.00</td><td>3.00</td></tr></table>	Year	2019-2020	2020-2021	2021-2022	2022-2023	Actual	4.48	4.42	4.33	4.44	Target	3.00	3.00	3.00	3.00	The results for this year seem to be stable and reflect a high level of approval of students' employability skills as rated by CEE organizations. The RHU actual score for this year exceeds the target score of 3.0.	None.	<div>Employability Skills from CEE Survey</div>  <table><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>4.48</td><td>3.00</td></tr><tr><td>2020-2021</td><td>4.42</td><td>3.00</td></tr><tr><td>2021-2022</td><td>4.33</td><td>3.00</td></tr><tr><td>2022-2023</td><td>4.44</td><td>3.00</td></tr></tbody></table>	Year	Actual	Target	2019-2020	4.48	3.00	2020-2021	4.42	3.00	2021-2022	4.33	3.00	2022-2023	4.44	3.00
		Year	2019-2020	2020-2021	2021-2022	2022-2023																													
		Actual	4.48	4.42	4.33	4.44																													
Target	3.00	3.00	3.00	3.00																															
Year	Actual	Target																																	
2019-2020	4.48	3.00																																	
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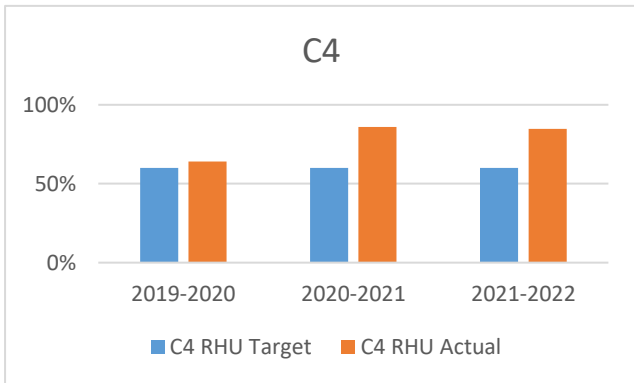
**(SLO 4: All Programs) Critical Thinking Case
Study in BMGT 200**

(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 2022-2023																		
Students should be able to demonstrate good critical thinking skills. Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.	The first competency (C-1) was assessed through a graded case study in the Introduction to Management course BMGT 200, which requires students to identify problematic issues before analyzing the risks, proposing and evaluating solutions. The case was graded using a faculty approved Rubric. Direct Formative Internal Assessment	In this case study, students were assessed on 4 competencies. On this first competency (identifying the issue), 81 out of 91 students were proficient, which translated into an 89.01% proficiency rate.	Results on this competency this year reached 89.01%, exceeding the target goal of having at least 60% of our students score “Proficient.”	None.	<div>Critical Thinking</div> <div>C1</div> <table><thead><tr><th>Year</th><th>C1 RHU Target</th><th>C1 RHU Actual</th></tr></thead><tbody><tr><td>2019-2020</td><td>60%</td><td>89.01%</td></tr><tr><td>2020-2021</td><td>60%</td><td>89.01%</td></tr><tr><td>2021-2022</td><td>60%</td><td>89.01%</td></tr><tr><td>2022-2023</td><td>60%</td><td>89.01%</td></tr></tbody></table>	Year	C1 RHU Target	C1 RHU Actual	2019-2020	60%	89.01%	2020-2021	60%	89.01%	2021-2022	60%	89.01%	2022-2023	60%	89.01%
Year	C1 RHU Target	C1 RHU Actual																		
2019-2020	60%	89.01%																		
2020-2021	60%	89.01%																		
2021-2022	60%	89.01%																		
2022-2023	60%	89.01%																		

Measurement and Analysis of Student Learning and Performance																				
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		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable Goal	Case study in Introduction to Management C-2	AY 2022-2023																		
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, 55 out of 91 students were proficient, which translated into a 60.43% proficiency rate.	Results on this competency this year reached 60.43%, exceeding the target goal of having at least 60% of our students score “Proficient.”	None.	<div>Critical Thinking</div> <div>C2</div> <table><thead><tr><th>Year</th><th>C2 RHU Target</th><th>C2 RHU Actual</th></tr></thead><tbody><tr><td>2019-2020</td><td>60%</td><td>72%</td></tr><tr><td>2020-2021</td><td>60%</td><td>85%</td></tr><tr><td>2021-2022</td><td>60%</td><td>91%</td></tr><tr><td>2022-2023</td><td>60%</td><td>60%</td></tr></tbody></table>	Year	C2 RHU Target	C2 RHU Actual	2019-2020	60%	72%	2020-2021	60%	85%	2021-2022	60%	91%	2022-2023	60%	60%
Year	C2 RHU Target	C2 RHU Actual																		
2019-2020	60%	72%																		
2020-2021	60%	85%																		
2021-2022	60%	91%																		
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	Case study in Introduction to Management C-3	AY 2022-2023																		
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, 62 out of 91 students were proficient, which translated into a 68.13% proficiency rate.	Results on this competency this year reached 68.13%, exceeding the target goal of having at least 60% of our students score “Proficient.”	Continued monitoring of results will be done.	<div>Critical Thinking</div> <div>C3</div> <table><thead><tr><th>Year</th><th>C3 RHU Target</th><th>C3 RHU Actual</th></tr></thead><tbody><tr><td>2019-2020</td><td>60%</td><td>65%</td></tr><tr><td>2020-2021</td><td>60%</td><td>85%</td></tr><tr><td>2021-2022</td><td>60%</td><td>85%</td></tr><tr><td>2022-2023</td><td>60%</td><td>68%</td></tr></tbody></table>	Year	C3 RHU Target	C3 RHU Actual	2019-2020	60%	65%	2020-2021	60%	85%	2021-2022	60%	85%	2022-2023	60%	68%
Year	C3 RHU Target	C3 RHU Actual																		
2019-2020	60%	65%																		
2020-2021	60%	85%																		
2021-2022	60%	85%																		
2022-2023	60%	68%																		

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 2022-2023															
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, 51 out of 91 students were proficient, which translated into a 56.04% proficiency rate.	Results on this competency this year reached 56.04%, close to the target goal of having at least 60% of our students score “Proficient.”	Continued monitoring of results will be done. Several cases were solved more to tackle this competency.	<div>Critical Thinking</div> <div>C4</div>  <table><caption>C4 RHU Data</caption><thead><tr><th>Year</th><th>C4 RHU Target</th><th>C4 RHU Actual</th></tr></thead><tbody><tr><td>2019-2020</td><td>60%</td><td>56.04%</td></tr><tr><td>2020-2021</td><td>60%</td><td>56.04%</td></tr><tr><td>2021-2022</td><td>60%</td><td>56.04%</td></tr></tbody></table>	Year	C4 RHU Target	C4 RHU Actual	2019-2020	60%	56.04%	2020-2021	60%	56.04%	2021-2022	60%	56.04%
Year	C4 RHU Target	C4 RHU Actual															
2019-2020	60%	56.04%															
2020-2021	60%	56.04%															
2021-2022	60%	56.04%															

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 2022-2023															
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, all students scored “Proficient” or higher, which translated into 100% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 100 % of the students scored “Proficient” or higher.	As the goal for this learning outcome was met and exceeded for this year, it was decided to keep monitoring students’ performance on this competency, and keep on applying the same learning methodology.	<div>C-1 Industry Analysis</div> <div><table><caption>Industry Analysis</caption><thead><tr><th>Year</th><th>RHU Actual (%)</th><th>RHU Target (%)</th></tr></thead><tbody><tr><td>2020-2021</td><td>90</td><td>60</td></tr><tr><td>2021-2022</td><td>95</td><td>60</td></tr><tr><td>2022-2023</td><td>100</td><td>60</td></tr></tbody></table></div>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	90	60	2021-2022	95	60	2022-2023	100	60
Year	RHU Actual (%)	RHU Target (%)															
2020-2021	90	60															
2021-2022	95	60															
2022-2023	100	60															

Measurement and Analysis of Student Learning and Performance																	
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		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-2	AY 2022-2023															
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, all students scored “Proficient” or higher, which translated into 100% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 100 % of the students scored “Proficient” or higher.	As the goal for this learning outcome was met and exceeded for this year, it was decided to keep monitoring students’ performance on this competency, and keep on applying the same learning methodology.	<div>C-2 Market Analysis</div> <div><table><caption>Market 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>80%</td><td>60%</td></tr><tr><td>2021-2022</td><td>90%</td><td>60%</td></tr><tr><td>2022-2023</td><td>100%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2020-2021	80%	60%	2021-2022	90%	60%	2022-2023	100%	60%
Year	RHU Actual	RHU Target															
2020-2021	80%	60%															
2021-2022	90%	60%															
2022-2023	100%	60%															

Measurement and Analysis of Student Learning and Performance																	
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		Analysis of Results															
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-3	AY 2022-2023															
Training on the preparation of financial projections for a business plan will enable at least 60% of students to score “Proficient” or above.	Financial Projections section of the business plan Direct Summative Internal	In this assessment, 43 out of 47 students scored “Proficient” or higher, which translated into 91% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 91 % of the students scored “Proficient” or higher.	As the goal for this learning outcome was met and exceeded for this year, it was decided to keep monitoring student performance on this competency, and keep on adapting the same tools used to achieve this score.	<div>C-3 Financial Projections</div> <div><table><caption>Financial Projection Data</caption><thead><tr><th>Year</th><th>RHU Actual</th><th>RHU Target</th></tr></thead><tbody><tr><td>2020-2021</td><td>70%</td><td>60%</td></tr><tr><td>2021-2022</td><td>80%</td><td>60%</td></tr><tr><td>2022-2023</td><td>88%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2020-2021	70%	60%	2021-2022	80%	60%	2022-2023	88%	60%
Year	RHU Actual	RHU Target															
2020-2021	70%	60%															
2021-2022	80%	60%															
2022-2023	88%	60%															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-4	AY 2022-2023															
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, 43 out of 47 students scored “Proficient” or higher, which translated into 91% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 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.	<div>C-4 Marketing Plan</div> <div><table><caption>Marketing 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>82%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr><tr><td>2022-2023</td><td>91%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual	RHU Target	2020-2021	82%	60%	2021-2022	100%	60%	2022-2023	91%	60%
Year	RHU Actual	RHU Target															
2020-2021	82%	60%															
2021-2022	100%	60%															
2022-2023	91%	60%															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	C-5	AY 2022-2023															
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, 42 out of 47 students scored “Proficient” or higher, which translated into 89% of students scoring proficient on this competency.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 89 % of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency.	<div>C-5 Operational Plan</div> <div><table><caption>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>70</td><td>60</td></tr><tr><td>2021-2022</td><td>89</td><td>60</td></tr><tr><td>2022-2023</td><td>89</td><td>60</td></tr></tbody></table></div>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	70	60	2021-2022	89	60	2022-2023	89	60
Year	RHU Actual (%)	RHU Target (%)															
2020-2021	70	60															
2021-2022	89	60															
2022-2023	89	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 2022-2023																		
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 78%, still lower than the target of 60%.	The actual RHU score for this assessment was 78%, higher than the previous year and required target The CBA faculty had previously discussed these results and the recommendation involved helping students to improve on this competency. This has led to reasonable improvement from the first year of assessment.	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <div><div>Actual</div><div>Target</div></div> <table><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><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>51%</td><td>60%</td></tr><tr><td>2022-2023</td><td>78%</td><td>60%</td></tr></tbody></table>	Year	Actual	Target	2019-2020	19%	60%	2020-2021	56%	60%	2021-2022	51%	60%	2022-2023	78%	60%
Year	Actual	Target																		
2019-2020	19%	60%																		
2020-2021	56%	60%																		
2021-2022	51%	60%																		
2022-2023	78%	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 2022-2023			
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.	<div>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.</div> <div>Direct Formative Internal Assessment</div>	This year, this competency was assessed and reported separately. The proficiency rate for this competency was 61% representing a significant improvement over the previous years	The actual RHU score for this assessment was 61%, better than the previous year, and at the target of 60%. The CBA faculty had previously discussed these results and the recommendation involved helping students to improve on this competency. This has led to reasonable improvement from the first year of assessment.	There will be continued monitoring of students’ performance over the coming AY.	<div><div>Ethics and Social Responsibility</div><div><div></div><div></div></div><div><div>10%</div><div>60%</div><div>51%</div><div>60%</div><div>55%</div><div>60%</div><div>61%</div><div>60%</div></div><div><div>2019 - 2020</div><div>2020 - 2021</div><div>2021 - 2022</div><div>2022 - 2023</div></div></div>

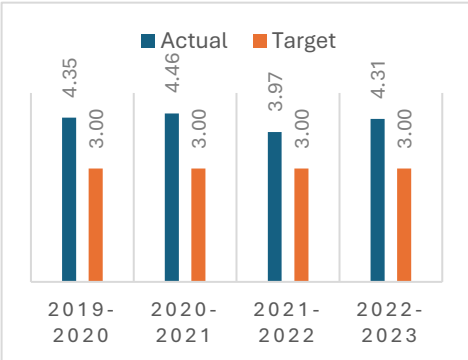
Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 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 2022-2023																		
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 65%.	<p>The actual RHU score for this assessment was 65%, better than the previous year, and then the target of 60%.</p> <p>The CBA faculty had previously discussed these results and the recommendation involved helping students to improve on this competency. This has led to reasonable improvement from the first year of assessment.</p>	There will be continued monitoring of students’ performance over the coming AY.	<div>Ethics and Social Responsibility</div> <table><thead><tr><th>Academic Year</th><th>Actual (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2019-2020</td><td>76%</td><td>60%</td></tr><tr><td>2020-2021</td><td>84%</td><td>60%</td></tr><tr><td>2021-2022</td><td>37%</td><td>60%</td></tr><tr><td>2022-2023</td><td>65%</td><td>60%</td></tr></tbody></table>	Academic Year	Actual (%)	Target (%)	2019-2020	76%	60%	2020-2021	84%	60%	2021-2022	37%	60%	2022-2023	65%	60%
Academic Year	Actual (%)	Target (%)																		
2019-2020	76%	60%																		
2020-2021	84%	60%																		
2021-2022	37%	60%																		
2022-2023	65%	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 C-4	AY 2022-2023			
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 64%.	The actual RHU score for this assessment was 64%, higher than the previous year, and than the target of 60%. The CBA faculty had previously discussed these results and the recommendation involved helping students to improve on this competency. This has led to reasonable improvement from the first year of assessment.	There will be continued monitoring of students’ performance over the coming AY.	<div><div>Ethics and Social Responsibility</div><div><div><div>Actual</div><div>Target</div></div><div><div><div><div>43%</div><div>60%</div></div><div><div>58%</div><div>60%</div></div><div><div>43%</div><div>60%</div></div><div><div>64%</div><div>60%</div></div></div><div><div>2019-2020</div><div>2020-2021</div><div>2021-2022</div><div>2022-2023</div></div></div></div></div>

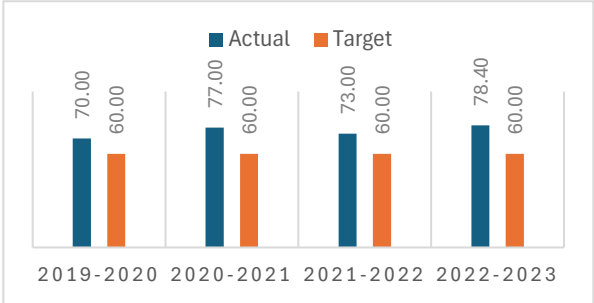
(SLO 5: All BBA Programs) Ethics and Social Responsibility (COOP Employer's Survey-Ethics Component)

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 2022-2023				
Program Goal 3 (SLO 5) Recognize ethical dilemmas in business and respond to them according to established codes of conduct, ethics and best practices.	COOP employers’ “Ethics and Social Responsibility” feedback on the section of a faculty approved survey. Indirect Formative External Assessment	Ethics and Social Responsibility				
		Year	2019-2020	2020-2021	2021-2022	2022-2023
		Actual	4.35	4.46	3.97	4.31
		Target	3.00	3.00	3.00	3.00
			results have improved and acceptable. The RHU actual score for this year exceeds the target score of 3.0.	RHU CBA will implemented measure are deemed successful. Will continue monitoring	Ethics and Social Responsibility In COOP Survey	
						

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

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Part 1 in PDP Assignment	AY 2022-2023																		
Advancement & Growth will enable 60% of students to score “Proficient” or higher on competency 1 “Emotional Intelligence”	Competency 1 “ <i>Emotional intelligence</i> ” was assessed in part 1 of the PDP term assignment. Direct Formative Internal Assessment	In this part, 67 out of 79 students scored “Proficient” on this competency based on a faculty approved rubric, which translated into 84.8% of students.	84.8% of students scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None. Results were consistent with last year’s. Therefore, we will keep monitoring performance next time.	<div>C-1 Emotional Intelligence</div> <table><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>68.00</td><td>60.00</td></tr><tr><td>2020-2021</td><td>68.00</td><td>60.00</td></tr><tr><td>2021-2022</td><td>68.00</td><td>60.00</td></tr><tr><td>2022-2023</td><td>84.80</td><td>60.00</td></tr></tbody></table>	Year	Actual	Target	2019-2020	68.00	60.00	2020-2021	68.00	60.00	2021-2022	68.00	60.00	2022-2023	84.80	60.00
Year	Actual	Target																		
2019-2020	68.00	60.00																		
2020-2021	68.00	60.00																		
2021-2022	68.00	60.00																		
2022-2023	84.80	60.00																		

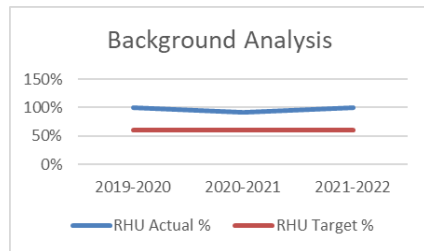
Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	Part 2 in PDP Assignment	AY 2022-2023			
Advancement & Growth will enable <i>60% of students to score “Proficient” or higher on competency 2 “Identifying career prospects”</i>	Competency 2 “ <i>Identifying career prospects</i> ” was assessed in part 2 of the PDP term assignment. <				

Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Part 3 in PDP Assignment	AY 2022-2023																		
Advancement & Growth will enable 60% of students to score “Proficient” or higher on competency 3 “Creating a personal development plan”	Competency 3 “ <i>Creating a personal development plan</i> ” was assessed in part 3 of the PDP term assignment. Direct Formative Internal Assessment	In this part, 62 out of 79 students scored “Proficient” on this competency based on a faculty approved rubric, which translated into 78.4% of students.	78.4% of students scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None. Results were consistent with last year. Therefore, we will keep monitoring performance next time.	<div>C-3 Creating a personal development plan.</div>  <table><caption>C-3 Creating a personal development plan. Data</caption><thead><tr><th>Year</th><th>Actual</th><th>Target</th></tr></thead><tbody><tr><td>2019-2020</td><td>70.00</td><td>60.00</td></tr><tr><td>2020-2021</td><td>77.00</td><td>60.00</td></tr><tr><td>2021-2022</td><td>73.00</td><td>60.00</td></tr><tr><td>2022-2023</td><td>78.40</td><td>60.00</td></tr></tbody></table>	Year	Actual	Target	2019-2020	70.00	60.00	2020-2021	77.00	60.00	2021-2022	73.00	60.00	2022-2023	78.40	60.00
Year	Actual	Target																		
2019-2020	70.00	60.00																		
2020-2021	77.00	60.00																		
2021-2022	73.00	60.00																		
2022-2023	78.40	60.00																		

Graduate Assessment 2022-2023

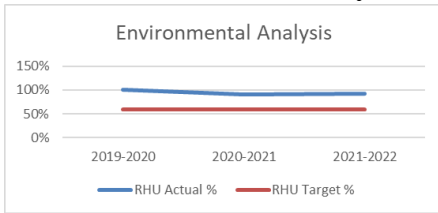
**SLO 1: MBA – Managerial Dimension
Course Project in BMGT 500**

(SLO 1: MBA) Course Project in BMGT 500

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal LO1	Strategic Management Project	AY 2021-2022															
Knowledge of strategic management tools will enable 60% or more of students to score “Proficient” or higher on LO1: “Provide a background analysis of the firm”.	<p>The first question on the project was used to assess students’ competence in LO1: <i>“Provide a background analysis of the firm by identifying the firm’s business, products and services”</i>.</p> <p>Direct Formative Internal Assessment</p>	In this project, 14 out of 14 students scored “Proficient” or higher, which translated into 100% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 100% of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.	<div><h3>Background Analysis</h3><table><caption>Background Analysis Data</caption><thead><tr><th>Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>100%</td><td>60%</td></tr><tr><td>2020-2021</td><td>100%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	100%	60%	2020-2021	100%	60%	2021-2022	100%	60%
Year	RHU Actual %	RHU Target %															
2019-2020	100%	60%															
2020-2021	100%	60%															
2021-2022	100%	60%															

Measurement and Analysis of Student Learning and Performance

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

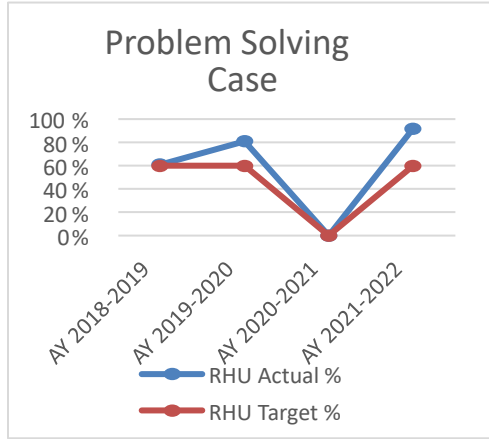
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement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

Measurement and Analysis of Student Learning and Performance

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

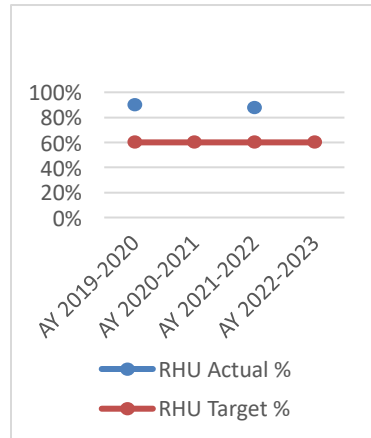
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal LO3	Strategic Management Project	AY 2021-2022															
Knowledge of strategic management tools will enable 60% or more of students to score “Proficient” or higher on LO3: “Use traditional and modern strategic management tools for Strategy Formulation”	<p>The first question on the project was used to assess students’ competence in LO3: “Use traditional and modern strategic management tools to formulate a suitable strategy for the firm”</p> <p>Direct Formative Internal Assessment</p>	In this project, 13 out of 14 students scored “Proficient” or higher, which translated into 92.8 % of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient”. 93% of the students scored “Proficient” or higher.	As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.	<div>Strategy Formulation</div> <table><caption>Strategy Formulation Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>~100%</td><td>60%</td></tr><tr><td>2020-2021</td><td>~95%</td><td>60%</td></tr><tr><td>2021-2022</td><td>~105%</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual %	RHU Target %	2019-2020	~100%	60%	2020-2021	~95%	60%	2021-2022	~105%	60%
Academic Year	RHU Actual %	RHU Target %															
2019-2020	~100%	60%															
2020-2021	~95%	60%															
2021-2022	~105%	60%															

(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 2021-2022																		
Application of problem solving tools to various business situations will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	<p>A case involving a few business issues to identify, assess implications, propose solutions, and evaluate alternative solutions was assigned.</p> <p>Direct Formative Internal Assessment</p>	In this case 22 out of 24 students scored “Proficient” on the faculty-approved rubric, which translated into 92% of students.	Results met the target goal of having at least 60% of our students score “Proficient.” 92% of graduate students were “Proficient”.	The goal for this learning outcome has been met for this year.	<p>Application of problem solving tools to business situations</p>  <table><caption>Problem Solving Case Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2018-2019</td><td>60%</td><td>60%</td></tr><tr><td>AY 2019-2020</td><td>80%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>0%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>100%</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual %	RHU Target %	AY 2018-2019	60%	60%	AY 2019-2020	80%	60%	AY 2020-2021	0%	60%	AY 2021-2022	100%	60%
Academic Year	RHU Actual %	RHU Target %																		
AY 2018-2019	60%	60%																		
AY 2019-2020	80%	60%																		
AY 2020-2021	0%	60%																		
AY 2021-2022	100%	60%																		

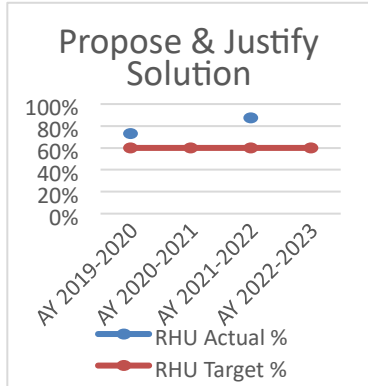
Measurement and Analysis of Student Learning and Performance

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

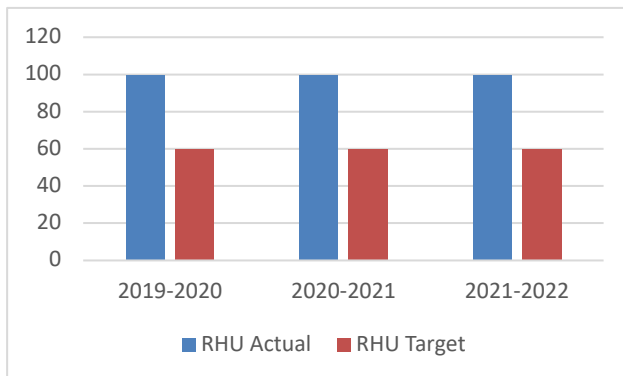
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable Goal	Case Analysis	AY 2022-2023																		
Application of problem solving tools to various business situations will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	<p>Students’ ability to “identify the business issue” was assessed through a fully-fledged case study that was graded using a facultyapproved rubric.</p> <p>Direct Formative Internal Assessment</p>	21 out of 24 students scored “Proficient” on the facultyapproved rubric, which translated into 87.5% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	The goal for this learning outcome has been met for this year.	 <table><caption>RHU Actual % vs. RHU Target % Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>~90%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>~90%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>~90%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>~90%</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual %	RHU Target %	AY 2019-2020	~90%	60%	AY 2020-2021	~90%	60%	AY 2021-2022	~90%	60%	AY 2022-2023	~90%	60%
Academic Year	RHU Actual %	RHU Target %																		
AY 2019-2020	~90%	60%																		
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Measurement and Analysis of Student Learning and Performance																				
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																				
		Analysis of Results																		
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2															
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Measurable Goal	Case Analysis	AY 2022-2023																		
Application of problem solving tools to various business situations will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	<p>Students’ ability to “identify the risks and implications” was assessed through a fullyfledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	22 out of 24 students scored “Proficient” on the faculty-approved rubric, which translated into 91.67% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	The goal for this learning outcome has been met for this year.	<div>Identify the risks and implications</div> <div><div>Risks & Implications</div><table><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>70%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>60%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>60%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>92%</td><td>60%</td></tr></tbody></table></div>	Academic Year	RHU Actual %	RHU Target %	AY 2019-2020	70%	60%	AY 2020-2021	60%	60%	AY 2021-2022	60%	60%	AY 2022-2023	92%	60%
Academic Year	RHU Actual %	RHU Target %																		
AY 2019-2020	70%	60%																		
AY 2020-2021	60%	60%																		
AY 2021-2022	60%	60%																		
AY 2022-2023	92%	60%																		

Measurement and Analysis of Student Learning and Performance																				
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		Analysis of Results																		
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Measurable Goal	Case Analysis	AY 2022-2023																		
Application of problem solving tools to various business situations will enable 60% of students to score “Proficient” or higher on a faculty-approved rubric.	<p>Students’ ability to identify and “propose solutions” and discuss their pros and cons was assessed through a fullyfledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	22 out of 24 students scored “Proficient” on the facultyapproved rubric, which translated into 91.67% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	The goal for this learning outcome has been met for this year	<div>Identify & Propose Solutions</div> <div><table><caption>Alternatives</caption><thead><tr><th>AY</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>55%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>65%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>65%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>65%</td><td>60%</td></tr></tbody></table></div>	AY	RHU Actual %	RHU Target %	AY 2019-2020	55%	60%	AY 2020-2021	65%	60%	AY 2021-2022	65%	60%	AY 2022-2023	65%	60%
AY	RHU Actual %	RHU Target %																		
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AY 2020-2021	65%	60%																		
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Measurement and Analysis of Student Learning and Performance																				
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Measurable Goal	Case Analysis	AY 2022-2023																		
Application of problem solving tools to various business situations will enable <i>60% of students to score “Proficient” or higher on a faculty-approved rubric.</i>	<p>Students’ ability to “propose and justify a solution” was assessed through a fully-fledged case study that was graded using a facultyapproved rubric.</p> <p>Direct Formative Internal Assessment</p>	21 out of 24 students scored “Proficient” on the facultyapproved rubric, which translated into 87.5% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	The goal for this learning outcome has been met for this year.	<div><p>Propose & Justify Solution</p><table><caption>Propose & Justify Solution Data</caption><thead><tr><th>AY</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>AY 2019-2020</td><td>75%</td><td>60%</td></tr><tr><td>AY 2020-2021</td><td>65%</td><td>60%</td></tr><tr><td>AY 2021-2022</td><td>85%</td><td>60%</td></tr><tr><td>AY 2022-2023</td><td>65%</td><td>60%</td></tr></tbody></table></div>	AY	RHU Actual %	RHU Target %	AY 2019-2020	75%	60%	AY 2020-2021	65%	60%	AY 2021-2022	85%	60%	AY 2022-2023	65%	60%
AY	RHU Actual %	RHU Target %																		
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AY 2021-2022	85%	60%																		
AY 2022-2023	65%	60%																		

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

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

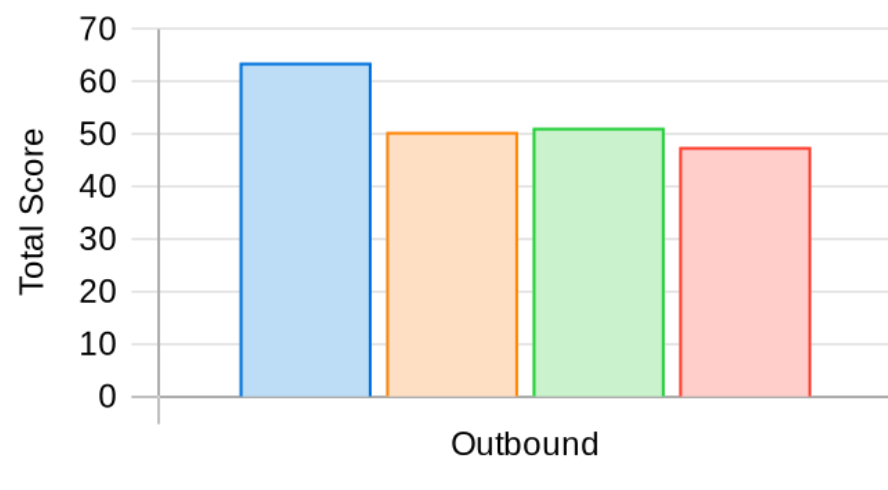
(SLO 4: MBA) Critical Thinking & Integration in Research Project (BADM 590)

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

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

Measurement and Analysis of Student Learning and Performance

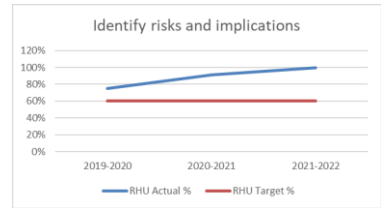
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance

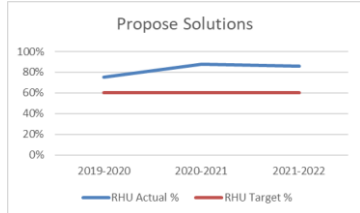
		Analysis of Results													
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2										
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends										
Measurable Goal	Description of Measurement Instrument	AY 2022-2023													
<p>Program Goal-3 (SLO4) Apply and integrate advanced business knowledge and skills in valueoriented problem solving and decision making.</p> <p><u>Measure:</u> A mean score on the exam equal to or greater than the mean score achieved by 2 peer group aggregates.</p>	<p>Peregrine Assessment Test for MBA. Comparison 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).</p> <p>Direct Summative External Comparative Assessment</p>	<p>Performance is above target in both comparisons. RHU mean score was 63.61%, while the mean scores attained by ACBSP Region 8 and Peers Outside US were 51.21% and 47.53% respectively. From a longitudinal perspective, this year’s institutional score exceeded the 2 peer group aggregates, though was lower than the score of the previous year.</p>	<p>This year’s results were higher than the 2 peer group aggregates, despite the shift to online learning,</p>	<p>This year’s scores were satisfactory, No special actions will be taken.</p>	<p>RHU vs. 2 Peer Group Aggregates (Cross-Sectional)</p> <p>Comparison of Outbound Exam Results with the Selected Aggregate Pools</p>  <table><caption>Comparison of Outbound Exam Results with the Selected Aggregate Pools</caption><thead><tr><th>Group</th><th>Total Score</th></tr></thead><tbody><tr><td>RHU</td><td>63.61%</td></tr><tr><td>ACBSP Region 8</td><td>51.21%</td></tr><tr><td>Peers Outside US</td><td>47.53%</td></tr><tr><td>Fourth Group</td><td>~48%</td></tr></tbody></table>	Group	Total Score	RHU	63.61%	ACBSP Region 8	51.21%	Peers Outside US	47.53%	Fourth Group	~48%
Group	Total Score														
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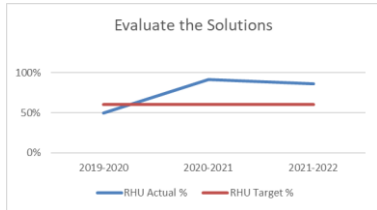
**(SLO 5: MBA) Assessment of Social Responsibility Case
Study in BMGT 500**

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2021-2022															
A good understanding and awareness of ethics and corporate social responsibility will enable 60% of students to score “Proficient” or higher on LO1.	Students’ ability to “identify the ethical issue” was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	All students scored “Proficient” on the faculty-approved rubric, which translated into 100% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	Therefore, it was decided to continue monitoring student performance on this competency to ensure achieving satisfying results	<div>Identify the Issue</div> <table><caption>Identify the Ethical Issue Data</caption><thead><tr><th>Academic Year</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>~60%</td><td>60%</td></tr><tr><td>2020-2021</td><td>~100%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr></tbody></table>	Academic Year	RHU Actual %	RHU Target %	2019-2020	~60%	60%	2020-2021	~100%	60%	2021-2022	100%	60%
Academic Year	RHU Actual %	RHU Target %															
2019-2020	~60%	60%															
2020-2021	~100%	60%															
2021-2022	100%	60%															

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2021-2022															
A good understanding and awareness of ethics and corporate social responsibility will enable <i>60% of students to score “Proficient” or higher on LO2.</i>	Students’ ability to “identify the risks and implications” was assessed through a fullyfledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	All students scored “Proficient” on the faculty-approved rubric, which translated into 100 % of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	Therefore, it was decided to continue monitoring student performance on this competency to ensure achieving satisfying results.	<div>Identify the risks and implications</div> <div><table><caption>Identify risks and 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>80%</td><td>60%</td></tr><tr><td>2020-2021</td><td>95%</td><td>60%</td></tr><tr><td>2021-2022</td><td>100%</td><td>60%</td></tr></tbody></table></div>	Year	RHU Actual %	RHU Target %	2019-2020	80%	60%	2020-2021	95%	60%	2021-2022	100%	60%
Year	RHU Actual %	RHU Target %															
2019-2020	80%	60%															
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Measurement and Analysis of Student Learning and Performance																	
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2021-2022															
A good understanding and awareness of ethics and corporate social responsibility will enable <i>60% of students to score “Proficient” or higher on LO3.</i>	Students’ ability to “propose solutions” was assessed through a fullyfledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	Only 12 out of 14 students scored “Proficient” on the facultyapproved rubric, which translated into 85.7% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	Therefore, it was decided to continue monitoring student performance on this competency to ensure achieving satisfying results.	<div>Propose Solutions</div>  <table><caption>Propose Solutions Data</caption><thead><tr><th>Period</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>~75%</td><td>60%</td></tr><tr><td>2020-2021</td><td>~86%</td><td>60%</td></tr><tr><td>2021-2022</td><td>~86%</td><td>60%</td></tr></tbody></table>	Period	RHU Actual %	RHU Target %	2019-2020	~75%	60%	2020-2021	~86%	60%	2021-2022	~86%	60%
Period	RHU Actual %	RHU Target %															
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2020-2021	~86%	60%															
2021-2022	~86%	60%															

Measurement and Analysis of Student Learning and Performance																	
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		Analysis of Results															
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Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2021-2022															
A good understanding and awareness of ethics and corporate social responsibility will enable <i>60% of students to score “Proficient” or higher on LO4.</i>	Students’ ability to “evaluate the proposed solutions” was assessed through a fully-fledged case study that was graded using a facultyapproved rubric. Direct Formative Internal Assessment	Only 12 out of 14 students scored “Proficient” on the facultyapproved rubric, which translated into 85.7% of students.	Results exceeded the target goal of having at least 60% of our students score “Proficient.”	Therefore, it was decided to continue monitoring student performance on this competency to ensure achieving satisfying results.	<div>Evaluate Proposed Solutions</div> <div><table><caption>Evaluate the Solutions Data</caption><thead><tr><th>Period</th><th>RHU Actual %</th><th>RHU Target %</th></tr></thead><tbody><tr><td>2019-2020</td><td>50%</td><td>60%</td></tr><tr><td>2020-2021</td><td>90%</td><td>60%</td></tr><tr><td>2021-2022</td><td>90%</td><td>60%</td></tr></tbody></table></div>	Period	RHU Actual %	RHU Target %	2019-2020	50%	60%	2020-2021	90%	60%	2021-2022	90%	60%
Period	RHU Actual %	RHU Target %															
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2020-2021	90%	60%															
2021-2022	90%	60%															