

Rafik Hariri University
College of Business Administration

AY 2024-2025
ANNUAL ASSESSMENT REPORT

Undergraduate Assessment 2024-2025

(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											
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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	Description of Measurement Instrument	AY 2024-2025											
<p><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>	<p>The Peregrine outbound Assessment Test for BBA was used to assess the <u>essential business knowledge</u> of graduating students. 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 increased this year up from the past two years, reaching level of 59.49% above the two selected pools</p>	<p>The CBA score for this year compared satisfactory to the scores of the two aggregate pools.</p>	<p>The College implemented a new strategy during 24/25. Faculty raised awareness among students about the need to take the exit exam.</p>	<table border="1"> <thead> <tr> <th>School/Aggregate</th> <th>Outbound %</th> </tr> </thead> <tbody> <tr> <td>Rafik Hariri University</td> <td>59.49%</td> </tr> <tr> <td>ACBSP non U.S.</td> <td>58.09%</td> </tr> <tr> <td>ACBSP Region 8 (International Council)</td> <td>53.02%</td> </tr> </tbody> </table>	School/Aggregate	Outbound %	Rafik Hariri University	59.49%	ACBSP non U.S.	58.09%	ACBSP Region 8 (International Council)	53.02%
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(SLO 1: All Programs) Essential Business Knowledge (COOP Employers' Surveys)

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Measurable Goal	COOP Assessment Tool	AY 2024-2025																																	
<p>Program Goal 1 (SLO 1) Students will apply essential business knowledge and skills in problem solving and decision making.</p> <p>Measure: <i>The average score on the “business knowledge & skills” section of a faculty-approved COOP employers’ Survey is acceptable (3) or higher.</i></p>	<p>COOP employers’ feedback on the “business knowledge & skills” section of a faculty approved assessment tool.</p> <p>Indirect Summative External Assessment</p>	<table border="1"> <thead> <tr> <th></th> <th>2021-2022</th> <th>2022-2023</th> <th>2023-2024</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>Actual</td> <td>3.8</td> <td>4.07</td> <td>4.31</td> <td>4.22</td> </tr> <tr> <td>Target</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>		2021-2022	2022-2023	2023-2024	2024-2025	Actual	3.8	4.07	4.31	4.22	Target	3	3	3	3	<p>Results 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.</p>	<p>We will monitor the conditions for next year.</p>	<p>Essential Business Knowledge from COOP Survey</p> <table border="1"> <caption>Essential Business Knowledge from COOP Survey Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Target</th> </tr> </thead> <tbody> <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> <tr> <td>2023-2024</td> <td>4.31</td> <td>3.0</td> </tr> <tr> <td>2024-2025</td> <td>4.22</td> <td>3.0</td> </tr> </tbody> </table>	Year	Actual	Target	2021-2022	3.8	3.0	2022-2023	4.07	3.0	2023-2024	4.31	3.0	2024-2025	4.22	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)

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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 1: “Understands the problem” Direct Formative Internal	In this competency 4 out of 6 students scored “Proficient” on the faculty-approved rubric, which translated into 83% 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.	<table border="1"> <caption>Understand the Problem</caption> <thead> <tr> <th>Academic Year</th> <th>Target Score</th> <th>RHU Actual %</th> </tr> </thead> <tbody> <tr> <td>AY 2022-2023</td> <td>60%</td> <td>~88%</td> </tr> <tr> <td>AY 2023-2024</td> <td>60%</td> <td>100%</td> </tr> <tr> <td>AY 2024-2025</td> <td>60%</td> <td>~83%</td> </tr> </tbody> </table>	Academic Year	Target Score	RHU Actual %	AY 2022-2023	60%	~88%	AY 2023-2024	60%	100%	AY 2024-2025	60%	~83%
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**(SLO 2: BHRM) Specialized Knowledge
Case Analysis in BHRM 300**

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

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Measurable Goal	Project C-1	AY 2024-2025																								
<p>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</p>	<p>A case study was used to assess students’ knowledge and analysis in HRM through C-1: “Designing a Recruitment Plan”.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, 17 out of 21 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 81 % of students.</p>	<p>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.</p> <p><i>Note: War situation</i></p>	<p>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</p>	<p>Prepare a Recruitment Plan</p> <table border="1"> <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>~85%</td> <td>60%</td> </tr> <tr> <td>AY 2023-2024</td> <td>~78%</td> <td>60%</td> </tr> <tr> <td>AY 2024-2025</td> <td>~78%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	AY 2019-2020	~75%	60%	AY 2020-2021	~78%	60%	AY 2021-2022	~75%	60%	AY 2022-2023	~85%	60%	AY 2023-2024	~78%	60%	AY 2024-2025	~78%	60%
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<p>Specialized knowledge of the principles of HRM will allow at least 60% of students to score “Proficient” or higher on C-2:</p> <p>“Using Recruitment Tools</p> <p>“Using Recruitment Tools</p>	<p>A case study was used to assess students’ knowledge and analysis in C-2: “Using Recruitment Tools”.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, 15 out of 21 students scored “Proficient” or higher on the faculty approved rubric, which translated into 71 % of students.</p>	<p>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.</p> <p><i>Note: War situation</i></p>	<p>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</p>	<p>C-2 Designing Recruitment Tools</p> <table border="1"> <caption>Recruitment Tools Performance Data</caption> <thead> <tr> <th>AY</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 1</td> <td>~65%</td> <td>60%</td> </tr> <tr> <td>AY 2</td> <td>~75%</td> <td>60%</td> </tr> <tr> <td>AY 3</td> <td>~70%</td> <td>60%</td> </tr> <tr> <td>AY 4</td> <td>~75%</td> <td>60%</td> </tr> <tr> <td>AY 5</td> <td>~65%</td> <td>60%</td> </tr> <tr> <td>AY 6</td> <td>~65%</td> <td>60%</td> </tr> </tbody> </table>	AY	RHU Actual %	RHU Target %	AY 1	~65%	60%	AY 2	~75%	60%	AY 3	~70%	60%	AY 4	~75%	60%	AY 5	~65%	60%	AY 6	~65%	60%
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Specialized knowledge of the principles of HRM will allow at least 60% of students to score "Proficient" or higher on a C-3: "Designing a selection plan".	A case study was used to assess students' knowledge and analysis in C3: "Designing a selection plan". Direct Formative Internal Assessment	In this case study, 14 out of 21 students scored "Proficient" or higher on the faculty-approved rubric, which translated into 67% 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 acceptable for this year	War situation has affected students' performance negatively. 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 border="1"> <caption>Selection Plan Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 1</td> <td>35%</td> <td>60%</td> </tr> <tr> <td>AY 2</td> <td>80%</td> <td>60%</td> </tr> <tr> <td>AY 3</td> <td>80%</td> <td>60%</td> </tr> <tr> <td>AY 4</td> <td>75%</td> <td>60%</td> </tr> <tr> <td>AY 5</td> <td>75%</td> <td>60%</td> </tr> <tr> <td>AY 6</td> <td>75%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	AY 1	35%	60%	AY 2	80%	60%	AY 3	80%	60%	AY 4	75%	60%	AY 5	75%	60%	AY 6	75%	60%
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**(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 2024-2025																		
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 62 out of 73 students scored “Proficient” on the faculty-approved rubric, which translated into 85% 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.	<table border="1"> <caption>Identify the issue</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>85%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>85%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2020-2021	60%	60%	2021-2022	85%	60%	2022-2023	90%	60%	2024-2025	85%	60%
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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 63 out of 73 students scored “Proficient” on the faculty-approved rubric, which translated into 86% 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.	<table border="1"> <caption>Discuss Risks & Implications Performance Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>86%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>86%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2020-2021	60%	60%	2021-2022	86%	60%	2022-2023	90%	60%	2024-2025	86%	60%
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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, 62 out of 73 students scored “Proficient” on the faculty-approved rubric, which translated into 85% 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.	<table border="1"> <caption>Propose Alternative Solutions Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <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>78%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>85%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2020-2021	60%	60%	2021-2022	60%	60%	2022-2023	78%	60%	2024-2025	85%	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

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Measurable goal	Comprehensive problem	AY 2024-2025																		
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 63 out of 73 students scored “Proficient” on the faculty-approved rubric, which translated into 86% 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.	<table border="1"> <caption>Evaluate Solutions</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>65%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>68%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>86%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2020-2021	60%	60%	2021-2022	65%	60%	2022-2023	68%	60%	2024-2025	86%	60%
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**(SLO2: BMGT) Specialized Knowledge in BMGT 300 Project
Management**

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

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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 2024-2025																					
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, 92.3% 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 future results.	<p style="text-align: center;">Project Initiation</p> <table border="1"> <caption>Project Initiation Data</caption> <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>~90%</td> </tr> <tr> <td>2021-2022</td> <td>60%</td> <td>~85%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>~75%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>~90%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>~90%</td> </tr> </tbody> </table>	Year	C1 RHU Target	C1 RHU Actual	2020-2021	60%	~90%	2021-2022	60%	~85%	2022-2023	60%	~75%	2023-2024	60%	~90%	2024-2025	60%	~90%
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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

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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 2024-2025																					
Specialized knowledge of the principles of Project Management will allow at least 60% of students to score "Proficient" or higher on C-3: Project Planning	A course project was used to assess students' competency in project planning. Direct Formative Internal Assessment	In this project, 98.5% 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 future results.	<p align="center">Project Planning</p> <table border="1"> <caption>Project Planning Data</caption> <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>82%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>78%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>92%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>98%</td> </tr> </tbody> </table>	Year	C2 RHU Target	C2 RHU Actual	2020-2021	60%	88%	2021-2022	60%	82%	2022-2023	60%	78%	2023-2024	60%	92%	2024-2025	60%	98%
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Measurable Goal	Project C-3	AY 2024-2025																		
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	<p>A course project was used to assess students' competency in project execution and control.</p> <p>Direct Formative Internal Assessment</p>	In this project, 93.8% of 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 future results.	<p align="center">Execution & Control</p> <table border="1"> <caption>C3 RHU Performance Data</caption> <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>~88%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>~72%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>~88%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>~90%</td> </tr> </tbody> </table>	Year	C3 RHU Target	C3 RHU Actual	2020-2021	60%	~88%	2022-2023	60%	~72%	2023-2024	60%	~88%	2024-2025	60%	~90%
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**(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																				
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	Comprehensive problem-solving C-1	AY 2024-2025																		
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% of 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.	<table border="1"> <caption>C1 Performance Data</caption> <thead> <tr> <th>Year</th> <th>C1 RHU Target</th> <th>C1 RHU Actual</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>60%</td> <td>100%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>100%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>100%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>100%</td> </tr> </tbody> </table>	Year	C1 RHU Target	C1 RHU Actual	2021-2022	60%	100%	2022-2023	60%	100%	2023-2024	60%	100%	2024-2025	60%	100%
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Measurement and Analysis of Student Learning and Performance

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Measurable goal	Comprehensive problem C-2	AY 2024-2025																		
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 100% 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.	<table border="1"> <caption>C2 Performance Data</caption> <thead> <tr> <th>Year</th> <th>C2 RHU Target</th> <th>C2 RHU Actual</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>60%</td> <td>100%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>100%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>100%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>100%</td> </tr> </tbody> </table>	Year	C2 RHU Target	C2 RHU Actual	2021-2022	60%	100%	2022-2023	60%	100%	2023-2024	60%	100%	2024-2025	60%	100%
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Measurement and Analysis of Student Learning and Performance

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Measurable goal	Comprehensive problem C-3	AY 2024-2025																		
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 100% of students scored “Proficient” on the faculty approved rubric,	This year 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.	<table border="1"> <caption>C3 Performance Data</caption> <thead> <tr> <th>Year</th> <th>C3 RHU Target</th> <th>C3 RHU Actual</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>60%</td> <td>100%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>85%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>90%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>100%</td> </tr> </tbody> </table>	Year	C3 RHU Target	C3 RHU Actual	2021-2022	60%	100%	2022-2023	60%	85%	2023-2024	60%	90%	2024-2025	60%	100%
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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	Comprehensive problem C-4	AY 2024-2025																		
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 93% 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.	<table border="1"> <caption>C4 Performance Data</caption> <thead> <tr> <th>Year</th> <th>C4 RHU Target</th> <th>C4 RHU Actual</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>60%</td> <td>~80%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>~75%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>~80%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>~90%</td> </tr> </tbody> </table>	Year	C4 RHU Target	C4 RHU Actual	2021-2022	60%	~80%	2022-2023	60%	~75%	2023-2024	60%	~80%	2024-2025	60%	~90%
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**(SLO 2: BMKA) Specialized Knowledge Case
Study in BMKA 380**

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

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Measurable goal	Q. #1, #2 & #3 in IMC Case study	AY 2024-2025																					
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. Direct Formative Internal Assessment	In this case study, 22 out of 29 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 73% of students.	The mean score for this competency was nearly 73% of students who scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."	None other than continuous monitoring of results.	<p>C-1 Evaluating the effectiveness of promotional programs.</p> <table border="1"> <caption>C-1 Evaluating the Effectiveness of Promotional Programs</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>69%</td> <td>60%</td> </tr> <tr> <td>2020-2021</td> <td>62%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>81%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>88%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>73%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2019-2020	69%	60%	2020-2021	62%	60%	2021-2022	81%	60%	2023-2024	88%	60%	2024-2025	73%	60%
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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	Q #4 in IMC Case study	AY 2024-2025																					
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, 27 out of 29 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 90% of students.	The mean score for this competency was 90% of students who scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."	None other than continuous monitoring of results.	<p>C-2 Evaluating the different tools and approaches for assessing promotional program effectiveness.</p> <table border="1"> <caption>C-2 Evaluating the different tools and approaches for assessing promotional program effectiveness</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU 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>2023-2024</td> <td>81%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>90%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2019-2020	62%	60%	2020-2021	69%	60%	2021-2022	77%	60%	2023-2024	81%	60%	2024-2025	90%	60%
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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	Q. #5 & 6 in IMC Case study	AY 2024-2025																					
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, 20 out of 29 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 66% of students.	The mean score for this competency was 66% of students who scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."	None other than continuous monitoring of results.	<p align="center">C-3 Discussing the various social perspectives on advertising and promotion.</p> <table border="1"> <caption>C-3 Discussing the various social perspectives on advertising and promotion</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU 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>2023-2024</td> <td>75%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>66%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2019-2020	69%	60%	2020-2021	77%	60%	2021-2022	100%	60%	2023-2024	75%	60%	2024-2025	66%	60%
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(SLO 3: All BBA Programs) Employability (Employment Rate in Alumni Survey)

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	Phone survey reporting employment within 1 year of graduation	year of 2024-2025																		
<p>SLO 3: Employability skills taught by all programs in the college will enable 50% or more of CBA graduates to find employment within 1 year of graduation</p>	<p>A survey was conducted by the Office of communication and alumni relations, asking graduates of 2024-2025 whether they had found employment within 1 year of graduation.</p> <p>Direct summative External Assessment</p>	<p>It was found from the survey that 47% of students were able to find a job</p>	<p>The objective was not achieved</p>	<p>Monitor the results and invite them to the Job fair.</p>	<p>Actual Employment 1-Year Post Graduation</p> <table border="1"> <caption>Actual Employment 1-Year Post Graduation Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>2023-2024</td> <td>86%</td> <td>50%</td> </tr> <tr> <td>2024-2025</td> <td>49%</td> <td>50%</td> </tr> </tbody> </table>	Year	Actual	Target	2021-2022	60%	50%	2022-2023	60%	50%	2023-2024	86%	50%	2024-2025	49%	50%
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(SLO 3: All BBA Programs) Employability (Presentation in BADM 215)

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Measurable goal	Part A in Presentation	AY 2024-2025																					
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, 94 out of 99 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 90% of students.	The mean score for this competency was 95%, students who scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”	None. Results exceeded those of previous years. Therefore, we will keep monitoring performance. The students’ competency level in SLO3 will be assessed the next time the course is offered in Fall 2025-2026.	<p>C-1 Developing emotional intelligence of learning styles and personality types.</p> <table border="1"> <caption>Data for C-1 Developing emotional intelligence of learning styles and personality types</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <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>95%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>95%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2019-2020	42%	60%	2020-2021	60%	60%	2021-2022	95%	60%	2023-2024	90%	60%	2024-2025	95%	60%
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Measurement and Analysis of Student Learning and Performance

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Measurable goal	Part B in Presentation	AY 2024-2025																								
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, 94 out of 99 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 90% of students.	The mean score for this competency was 95%, students who scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."	None. Results exceeded those of previous years. Therefore, we will keep monitoring performance. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2025-2026.	<p>C-2 Evaluating career options in a diverse and changing society.</p> <table border="1"> <caption>C-2 Evaluating career options in a diverse and changing society</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU Target</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>53%</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>90%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>95%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2019-2020	53%	60%	2020-2021	60%	60%	2021-2022	60%	60%	2022-2023	90%	60%	2023-2024	90%	60%	2024-2025	95%	60%
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Measurable goal	Part C in Presentation	AY 2024-2025																								
Employability skills will enable 60% of students to score "Proficient" or higher on competency 3 "Presenting employability skills in an organized, effective, and creative approach."	Competency 3 "Presenting employability skills in an organized, effective, and creative approach" was assessed through Part C in Presentation. Direct Formative Internal Assessment	In this part, 94 out of 99 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 90% of students.	The mean score for this competency was 95% of students who scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."	None. Results exceeded those of previous years. Therefore, we will keep monitoring performance. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2025-2026.	<p align="center">C-3 Presenting employability skills in an organized, effective, and creative approach.</p> <table border="1"> <caption>C-3 Presenting employability skills in an organized, effective, and creative approach.</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU Target</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>41%</td> <td>60%</td> </tr> <tr> <td>2020-2021</td> <td>58%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>95%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2019-2020	41%	60%	2020-2021	58%	60%	2021-2022	60%	60%	2022-2023	90%	60%	2023-2024	90%	60%	2024-2025	95%	60%
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(SLO 3: All BBA Programs) Employability (Presentation in BADM 490)

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Measurable Goal	C-1	AY 2024-2025																					
<p>Training on the preparation of an industry analysis for a business plan will enable at least 60% of students to score “Proficient” or above.</p>	<p>Industry analysis section of the business plan</p> <p>Direct Summative Internal</p>	<p>In this assessment, 66 out of 69 students scored “Proficient” or higher on the faculty-approved rubric, which translated into 93% proficiency rate.</p>	<p>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.</p>	<p>No action other than monitoring progress will be taken this year.</p>	<p>Employability Skills</p> <p>Represented by Communication and Presentation skills</p> <table border="1"> <caption>Oral Presentation Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual (%)</th> <th>RHU Target (%)</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>75</td> <td>50</td> </tr> <tr> <td>2021</td> <td>80</td> <td>50</td> </tr> <tr> <td>2022</td> <td>85</td> <td>50</td> </tr> <tr> <td>2023</td> <td>88</td> <td>50</td> </tr> <tr> <td>2024</td> <td>90</td> <td>50</td> </tr> </tbody> </table>	Year	RHU Actual (%)	RHU Target (%)	2020	75	50	2021	80	50	2022	85	50	2023	88	50	2024	90	50
Year	RHU Actual (%)	RHU Target (%)																					
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(SLO 3: All BBA Programs) Employability (COOP Employers' Survey)

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Measurable goal	COOP employer's survey	AY 2024-2025																																	
<p>SLO 3: Students will demonstrate employability skills adequate for challenging entry and middle level professional positions and/or self-employment.</p> <p>Measure: The students' average score on the "Employability Skills" is acceptable (3) or higher, on a faculty-approved COOP Employers' Survey.</p>	<p>Employers' feedback from "Employability Skills" section of a faculty-approved COOP Employers' Survey.</p> <p>Indirect Formative External Assessment</p>	<p>Employability</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2021-2022</th> <th>2022-2023</th> <th>2023-2024</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>Actual</td> <td>4.07</td> <td>4.24</td> <td>4.37</td> <td>4.33</td> </tr> <tr> <td>Target</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	Year	2021-2022	2022-2023	2023-2024	2024-2025	Actual	4.07	4.24	4.37	4.33	Target	3	3	3	3	<p>the score this year, improved and it is still acceptable. The RHU actual score for this year exceeds the target score of 3.0.</p>	<p>We will monitor and act accordingly</p>	<p>Employability Skills from COOP Survey</p> <table border="1"> <caption>Employability Skills from COOP Survey Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>4.07</td> <td>3</td> </tr> <tr> <td>2022-2023</td> <td>4.27</td> <td>3</td> </tr> <tr> <td>2023-2024</td> <td>4.37</td> <td>3</td> </tr> <tr> <td>2024-2025</td> <td>4.33</td> <td>3</td> </tr> </tbody> </table>	Year	Actual	Target	2021-2022	4.07	3	2022-2023	4.27	3	2023-2024	4.37	3	2024-2025	4.33	3
Year	2021-2022	2022-2023	2023-2024	2024-2025																															
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SLO 3: All BBA Programs) Employability (CEE Employers' Survey)

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	Measurement Instrument	Current Results			Analysis of Results	Action Taken or Improvement Made															
Measurable goal	CEE Organizations Survey	AY 2024-2025																			
<p>SLO 3: Demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment.</p> <p><u>Measure:</u> <i>The average score on the faculty-approved Organizations' Survey is acceptable (3) or higher.</i></p>	<p>Employers' feedback on the "Employability Skills" section of a faculty-approved survey.</p> <p>Indirect Summative External Assessment</p>	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025														
		Actual	4.42	4.33	4.44	4.46	4.53														
		Target	3	3	3	3	3														
		<p>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.</p>				None.															
		<p>Employability Skills from CEE Survey</p> <table border="1"> <caption>Employability Skills from CEE Survey Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>4.33</td> <td>3.0</td> </tr> <tr> <td>2022-2023</td> <td>4.44</td> <td>3.0</td> </tr> <tr> <td>2023-2024</td> <td>4.46</td> <td>3.0</td> </tr> <tr> <td>2024-2025</td> <td>4.53</td> <td>3.0</td> </tr> </tbody> </table>				Year	Actual	Target	2021-2022	4.33	3.0	2022-2023	4.44	3.0	2023-2024	4.46	3.0	2024-2025	4.53	3.0	
Year	Actual	Target																			
2021-2022	4.33	3.0																			
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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

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Measurable Goal	Case study in Introduction to Management C-1	AY 2024-2025																								
<p>Students should be able to demonstrate good critical thinking skills.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>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.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, students were assessed on 4 competencies. On this first competency (identifying the issue), 34 out of 36 students were proficient, which translated into an 94.44% proficiency rate.</p>	<p>Results on this competency this year reached 80.63%, exceeding the target goal of having at least 60% of our students score “Proficient.”</p>	<p>A similar case study was solved in class first. Then, the case was given in class instead of case analysis at home.</p>	<p>Critical Thinking</p> <p>C1</p> <table border="1"> <caption>C1 RHU Performance Data</caption> <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>80.63%</td> </tr> <tr> <td>2020-2021</td> <td>60%</td> <td>80.63%</td> </tr> <tr> <td>2021-2022</td> <td>60%</td> <td>80.63%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>80.63%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>80.63%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>80.63%</td> </tr> </tbody> </table>	Year	C1 RHU Target	C1 RHU Actual	2019-2020	60%	80.63%	2020-2021	60%	80.63%	2021-2022	60%	80.63%	2022-2023	60%	80.63%	2023-2024	60%	80.63%	2024-2025	60%	80.63%
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Measurable Goal	Case study in Introduction to Management C-2	AY 2024-2025																								
<p>Students should be able to demonstrate good critical thinking skills.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>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.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, students were assessed on 4 competencies. On this second competency, 34 out of 36 students were proficient, which translated into a 94.44% proficiency rate.</p>	<p>Results on this competency this year reached 80.94%, exceeding the target goal of having at least 60% of our students score “Proficient.”</p>	<p>A similar case study was solved in class first. Then, the case was given in class instead of case analysis at home.</p>	<p align="center">Critical Thinking</p> <p align="center">C2</p> <table border="1"> <caption>C2 RHU Target vs Actual</caption> <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>75%</td> </tr> <tr> <td>2020-2021</td> <td>60%</td> <td>78%</td> </tr> <tr> <td>2021-2022</td> <td>60%</td> <td>85%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>75%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>78%</td> </tr> </tbody> </table>	Year	C2 RHU Target	C2 RHU Actual	2019-2020	60%	75%	2020-2021	60%	78%	2021-2022	60%	85%	2022-2023	60%	60%	2023-2024	60%	75%	2024-2025	60%	78%
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																					
Measurable Goal	Case study in Introduction to Management C-3	AY 2024-2025																								
<p>Students should be able to demonstrate good critical thinking skills.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>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.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, students were assessed on 4 competencies. On this third competency, 34 out of 36 students were proficient, which translated into a 94.44% proficiency rate.</p>	<p>Results on this competency this year reached 80.94% , exceeding the target goal of having at least 60% of our students score “Proficient.”</p>	<p>A similar case study was solved in class first. Then, the case was given in class instead of case analysis at home.</p>	<p align="center">Critical Thinking</p> <p align="center">C3</p> <table border="1"> <caption>C3 RHU Performance Data</caption> <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>80%</td> </tr> <tr> <td>2021-2022</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>2022-2023</td> <td>60%</td> <td>65%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>85%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>80%</td> </tr> </tbody> </table>	Year	C3 RHU Target	C3 RHU Actual	2019-2020	60%	65%	2020-2021	60%	80%	2021-2022	60%	80%	2022-2023	60%	65%	2023-2024	60%	85%	2024-2025	60%	80%
Year	C3 RHU Target	C3 RHU Actual																								
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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

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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																					
Measurable Goal	Case study in Introduction to Management C-4	AY 2024-2025																								
<p>Students should be able to demonstrate good critical thinking skills.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>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.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, students were assessed on 4 competencies. On this fourth competency, 34 out of 36 students were proficient, which translated into a 94.44% proficiency rate.</p>	<p>Results on this competency this year reached 80.94% , exceeding the target goal of having at least 60% of our students score “Proficient.”</p>	<p>A similar case study was solved in class first. Then, the case was given in class instead of case analysis at home.</p>	<p align="center">Critical Thinking</p> <p align="center">C4</p> <table border="1"> <caption>C4 RHU Performance 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>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>55%</td> </tr> <tr> <td>2023-2024</td> <td>60%</td> <td>85%</td> </tr> <tr> <td>2024-2025</td> <td>60%</td> <td>80%</td> </tr> </tbody> </table>	Year	C4 RHU Target	C4 RHU Actual	2019-2020	60%	65%	2020-2021	60%	85%	2021-2022	60%	85%	2022-2023	60%	55%	2023-2024	60%	85%	2024-2025	60%	80%
Year	C4 RHU Target	C4 RHU Actual																								
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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																							
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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-1	AY 2024-2025																					
<p>Training on the preparation of an industry analysis for a business plan will enable at least 60% of students to score “Proficient” or above.</p>	<p>Industry analysis section of the business plan</p> <p>Direct Summative Internal</p>	<p>In this assessment, 68 out of 69 students scored “Proficient” or higher, which translated into 97% of students scoring proficient on this competency.</p>	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient”. 97 % of the students scored “Proficient” or higher.</p>	<p>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.</p>	<p>C-1 Industry Analysis</p> <table border="1"> <caption>Industry Analysis Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual (%)</th> <th>RHU Target (%)</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>~85</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> <tr> <td>2023-2024</td> <td>~95</td> <td>60</td> </tr> <tr> <td>2024-2025</td> <td>~95</td> <td>60</td> </tr> </tbody> </table>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	~85	60	2021-2022	~90	60	2022-2023	~100	60	2023-2024	~95	60	2024-2025	~95	60
Year	RHU Actual (%)	RHU Target (%)																					
2020-2021	~85	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																							
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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-2	AY 2024-2025																					
<p>Training on the preparation of a market analysis for a business plan will enable at least 60% of students to score “Proficient” or above.</p>	<p>Market analysis section of the business plan</p> <p>Direct Summative Internal</p>	<p>In this assessment, 68 out of 69 students scored “Proficient” or higher, which translated into 97% of students scoring proficient on this competency.</p>	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient”. 97 % of the students scored “Proficient” or higher.</p>	<p>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.</p>	<p align="center">C-2 Market Analysis</p> <table border="1"> <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>75</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> <tr> <td>2023-2024</td> <td>100</td> <td>60</td> </tr> <tr> <td>2024-2025</td> <td>100</td> <td>60</td> </tr> </tbody> </table>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	75	60	2021-2022	95	60	2022-2023	100	60	2023-2024	100	60	2024-2025	100	60
Year	RHU Actual (%)	RHU Target (%)																					
2020-2021	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	C-3	AY 2024-2025																					
<p>Training on the preparation of financial projections for a business plan will enable at least 60% of students to score “Proficient” or above.</p>	<p>Financial Projections section of the business plan</p> <p>Direct Summative Internal</p>	<p>In this assessment, 68 out of 69 students scored “Proficient” or higher, which translated into 97% of students scoring proficient on this competency.</p>	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient”. 97 % of the students scored “Proficient” or higher.</p>	<p>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.</p>	<p align="center">C-3 Financial Projections</p> <table border="1"> <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>~90</td> <td>60</td> </tr> <tr> <td>2023-2024</td> <td>~100</td> <td>60</td> </tr> <tr> <td>2024-2025</td> <td>~100</td> <td>60</td> </tr> </tbody> </table>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	~70	60	2021-2022	~80	60	2022-2023	~90	60	2023-2024	~100	60	2024-2025	~100	60
Year	RHU Actual (%)	RHU Target (%)																					
2020-2021	~70	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	C-4	AY 2024-2025																					
<p>Training on the preparation of a marketing plan for the business plan will enable at least 60% of students to score “Proficient” or above.</p>	<p>Marketing plan section of the business plan</p> <p>Direct Summative Internal</p>	<p>In this assessment, 68 out of 69 students scored “Proficient” or higher, which translated into 97% of students scoring proficient on this competency.</p>	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient”. 97 % of the students scored “Proficient” or higher.</p>	<p>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.</p>	<p align="center">C-4 Marketing Plan</p> <table border="1"> <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>80</td> <td>60</td> </tr> <tr> <td>2021-2022</td> <td>100</td> <td>60</td> </tr> <tr> <td>2022-2023</td> <td>90</td> <td>60</td> </tr> <tr> <td>2023-2024</td> <td>100</td> <td>60</td> </tr> <tr> <td>2024-2025</td> <td>100</td> <td>60</td> </tr> </tbody> </table>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	80	60	2021-2022	100	60	2022-2023	90	60	2023-2024	100	60	2024-2025	100	60
Year	RHU Actual (%)	RHU Target (%)																					
2020-2021	80	60																					
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2024-2025	100	60																					

Measurement and Analysis of Student Learning and Performance

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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																		
Measurable Goal	C-5	AY 2024-2025																					
<p>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.</p>	<p>Operational Plan section of the business plan</p> <p>Direct Summative Internal</p>	<p>In this assessment, 68 out of 69 students scored “Proficient” or higher, which translated into 97% of students scoring proficient on this competency.</p>	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient”. 97 % of the students scored “Proficient” or higher.</p>	<p>As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency.</p>	<p align="center">C-5 Operational Plan</p> <table border="1"> <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>90</td> <td>60</td> </tr> <tr> <td>2022-2023</td> <td>88</td> <td>60</td> </tr> <tr> <td>2023-2024</td> <td>97</td> <td>60</td> </tr> <tr> <td>2024-2025</td> <td>97</td> <td>60</td> </tr> </tbody> </table>	Year	RHU Actual (%)	RHU Target (%)	2020-2021	70	60	2021-2022	90	60	2022-2023	88	60	2023-2024	97	60	2024-2025	97	60
Year	RHU Actual (%)	RHU Target (%)																					
2020-2021	70	60																					
2021-2022	90	60																					
2022-2023	88	60																					
2023-2024	97	60																					
2024-2025	97	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																	
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable Goal	Business Ethics Competency-1	AY 2024-2025															
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 90%, higher than the target of 60%.	The actual RHU score for this assessment was 90%, 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.	<p>The graph displays two data series over three academic years. The 'Target Score' is a constant horizontal blue line at 60%. The 'RHU Actual %' is a red line that starts at 90% in AY 2022-2023 and remains at 90% for the subsequent years, showing a consistent performance well above the target.</p> <table border="1"> <caption>Ethics and solcial responsibility C1</caption> <thead> <tr> <th>Academic Year</th> <th>Target Score (%)</th> <th>RHU Actual %</th> </tr> </thead> <tbody> <tr> <td>AY 2022-2023</td> <td>60%</td> <td>90%</td> </tr> <tr> <td>AY2023-2024</td> <td>60%</td> <td>90%</td> </tr> <tr> <td>AY2024-2025</td> <td>60%</td> <td>90%</td> </tr> </tbody> </table>	Academic Year	Target Score (%)	RHU Actual %	AY 2022-2023	60%	90%	AY2023-2024	60%	90%	AY2024-2025	60%	90%
Academic Year	Target Score (%)	RHU Actual %															
AY 2022-2023	60%	90%															
AY2023-2024	60%	90%															
AY2024-2025	60%	90%															

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 2024-2025															
Basic knowledge of principles of ethics and understanding of business ethics applications will enable at least 60% of students to score “Proficient” or higher on a faculty approved rubric.	Business Ethics Case Study was used to assess the competence of identifying the risks and implications, and a Faculty Approved Rubric was used for grading. Direct Formative Internal Assessment	This year, this competency was assessed and reported separately. The proficiency rate for this competency was 39%. Students faced some problems while explaining the ethical risks and implications.	The score this year was lower than expected The CBA faculty had previously discussed these results and recommendations involved helping students improve this competency.	There will be continued monitoring of students’ performance over the coming AY. Additional case solving related to this competency is advised.	<p align="center">Ethics and Social Responsibility</p> <table border="1"> <caption>Ethics and Social Responsibility C2</caption> <thead> <tr> <th>Year</th> <th>Target Score</th> <th>RHU Actual %</th> </tr> </thead> <tbody> <tr> <td>AY 2022-2023</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2023-2024</td> <td>60%</td> <td>52%</td> </tr> <tr> <td>AY 2024-2025</td> <td>60%</td> <td>39%</td> </tr> </tbody> </table>	Year	Target Score	RHU Actual %	AY 2022-2023	60%	60%	AY 2023-2024	60%	52%	AY 2024-2025	60%	39%
Year	Target Score	RHU Actual %															
AY 2022-2023	60%	60%															
AY 2023-2024	60%	52%															
AY 2024-2025	60%	39%															

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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	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 2024-2025															
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 82%.	The actual RHU score for this assessment was 82%, better than the target of 60%. The CBA faculty had previously discussed these results, and the recommendation involved helping students to improve this competency.	There will be continued monitoring of students’ performance over the coming AY.	<p align="center">Ethics and Social Responsibility</p> <table border="1"> <caption>Ethics and Social Responsibility C3 Data</caption> <thead> <tr> <th>Year</th> <th>Target Score</th> <th>RHU Actual %</th> </tr> </thead> <tbody> <tr> <td>AY 2022-2023</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2023-2024</td> <td>60%</td> <td>82%</td> </tr> <tr> <td>AY 2024-2025</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Year	Target Score	RHU Actual %	AY 2022-2023	60%	60%	AY 2023-2024	60%	82%	AY 2024-2025	60%	60%
Year	Target Score	RHU Actual %															
AY 2022-2023	60%	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	Business Ethics C-4	AY 2024-2025															
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 72%.	The actual RHU score for this assessment was 72% higher than the target of 60% and the previous year. The CBA faculty had previously discussed these results and the recommendation involved helping students to improve 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.	<p align="center">Ethics and Social Responsibility</p> <table border="1"> <caption>Ethics and Social Responsibility C4</caption> <thead> <tr> <th>Year</th> <th>Target Score</th> <th>RHU Actual %</th> </tr> </thead> <tbody> <tr> <td>AY 2022-2023</td> <td>60%</td> <td>64%</td> </tr> <tr> <td>AY 2023-2024</td> <td>60%</td> <td>62%</td> </tr> <tr> <td>AY 2024-2025</td> <td>60%</td> <td>72%</td> </tr> </tbody> </table>	Year	Target Score	RHU Actual %	AY 2022-2023	60%	64%	AY 2023-2024	60%	62%	AY 2024-2025	60%	72%
Year	Target Score	RHU Actual %															
AY 2022-2023	60%	64%															
AY 2023-2024	60%	62%															
AY 2024-2025	60%	72%															

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

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					
Measurable goal	COOP employer’s survey	AY 2024-2025								
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				Results are acceptable. The RHU actual score for this year exceeds the target score of 3.0.	RHU CBA RHU CBA will continue the measures that have been deemed successful. Continue monitoring.			
		Year	2020-2021	2021-2022	2022-2023				2023-2024	2024-2025
		Actual	4.46	3.97	4.31				4.48	4.33
		Target	3	3	3	3	3			

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

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	Part 1 in PDP Assignment	AY 2024-2025																								
<p>Advancement & Growth will enable 60% of students to score “Proficient” or higher on competency 1 “Emotional Intelligence”</p>	<p>Competency 1 “Emotional intelligence” was assessed in part 1 of the PDP term assignment.</p> <p>Direct Formative Internal Assessment</p>	<p>In this part, 94 out of 99 students scored “Proficient” on this competency based on a faculty-approved rubric, which translated into 90% of students.</p>	<p>The mean score for this competency was 82.4%, & 95% of students scored “Proficient” or higher. Results were above the target goal of having at least 60% of our students scoring “Proficient.”</p>	<p>None. Results exceeded those of last years. Therefore, we will keep monitoring performance next time. The students’ competency level in SLO3 will be assessed the next time the course is offered in Fall 2025-2026.</p>	<p>C-1 Emotional Intelligence</p> <table border="1"> <caption>C-1 Emotional Intelligence Performance Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>42%</td> <td>60%</td> </tr> <tr> <td>2020</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2021</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2022</td> <td>95%</td> <td>60%</td> </tr> <tr> <td>2023</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2024</td> <td>95%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2019	42%	60%	2020	60%	60%	2021	60%	60%	2022	95%	60%	2023	90%	60%	2024	95%	60%
Year	RHU Actual %	RHU Target %																								
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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	Part 2 in PDP Assignment	AY 2024-2025																								
<p>Advancement & Growth will enable 60% of students to score "Proficient" or higher on competency 2 "Identifying career prospects"</p>	<p>Competency 2 "Identifying career prospects" was assessed in part 2 of the PDP term assignment.</p> <p>Direct Formative Internal Assessment</p>	<p>In this part, 94 out of 99 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 90% of students.</p>	<p>The mean score for this competency was 95% of students who scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."</p>	<p>None. Results exceeded those of last year. Therefore, we will keep monitoring the performance next time. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2025-2026.</p>	<p align="center">C-2 Identifying Career Prospects</p> <table border="1"> <caption>C-2 Identifying Career Prospects Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU Target</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>59%</td> <td>60%</td> </tr> <tr> <td>2020</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2021</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2022</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2023</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2024</td> <td>95%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2019	59%	60%	2020	60%	60%	2021	60%	60%	2022	90%	60%	2023	90%	60%	2024	95%	60%
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Measurable goal	Part 3 in PDP Assignment	AY 2024-2025																					
<p>Advancement & Growth will enable 60% of students to score "Proficient" or higher on competency 3 "Creating a personal development plan"</p>	<p>Competency 3 "Creating a personal development plan" was assessed in part 3 of the PDP term assignment.</p> <p>Direct Formative Internal Assessment</p>	<p>In this part, 94 out of 99 students scored "Proficient" on this competency based on a faculty-approved rubric, which translated into 90% of students.</p>	<p>The mean score for this competency was 95% of students who scored "Proficient" or higher. Results were above the target goal of having at least 60% of our students scoring "Proficient."</p>	<p>None. Results exceeded those of last year. Therefore, we will keep monitoring the performance next time. The students' competency level in SLO3 will be assessed the next time the course is offered in Fall 2025-2026.</p>	<p align="center">C-3 Creating a personal development plan.</p> <table border="1"> <caption>C-3 Creating a personal development plan. Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual</th> <th>RHU Target</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>41%</td> <td>60%</td> </tr> <tr> <td>2020-2021</td> <td>58%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>95%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual	RHU Target	2019-2020	41%	60%	2020-2021	58%	60%	2021-2022	90%	60%	2023-2024	90%	60%	2024-2025	95%	60%
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Graduate Assessment 2024-2025

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

(SLO 1: MBA) Course Project in BMGT 500

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Measurable Goal	Strategic Management Project	AY 2024-2025																								
<p>Knowledge of strategic management tools will enable 60% or more of students to score “Proficient” or higher.</p>	<p>A course project was used to assess students’ competence in using modern strategic management tools to evaluate a local firm’s strategic position and formulate an appropriate strategy.</p> <p>Direct Formative Internal Assessment</p>	<p>In this project, 5 out of 5 students scored “Proficient” or higher, which translated into 100 % of students.</p>	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient”. The mean score for this project was 87 % and 100 % of the students scored “Proficient” or higher.</p>	<p>As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.</p>	<p style="text-align: center;">Strategic Planning Tools</p> <table border="1"> <caption>Strategic Planning Tools 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>85%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>85%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2019-2020	100%	60%	2020-2021	85%	60%	2021-2022	90%	60%	2022-2023	85%	60%	2023-2024	100%	60%	2024-2025	100%	60%
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Measurable Goal LO1	Strategic Management Project	AY 2024-2025																								
<p>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>	<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>	<p>In this project, 5 out of 5 students scored “Proficient” or higher, which translated into 100% of students.</p>	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient”. 100% of the students scored “Proficient” or higher.</p>	<p>As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.</p>	<p align="center">Background Analysis</p> <table border="1"> <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> <tr> <td>2022-2023</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2019-2020	100%	60%	2020-2021	100%	60%	2021-2022	100%	60%	2022-2023	100%	60%	2023-2024	100%	60%	2024-2025	100%	60%
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Measurable Goal LO2	Strategic Management Project	AY 2024-2025																								
<p>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>	<p>The first question on the project was used to assess students’ competence in LO1: “Use traditional and modern strategic management tools to assess the firm’s internal and external environment”</p> <p>Direct Formative Internal Assessment</p>	<p>In this project, 5 out of 5 students scored “Proficient” or higher, which translated into 100 % of students.</p>	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient”. 100 % of the students scored “Proficient” or higher.</p>	<p>As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.</p>	<p align="center">Environmental Analysis</p> <table border="1"> <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>90%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2019-2020	100%	60%	2020-2021	90%	60%	2021-2022	100%	60%	2022-2023	90%	60%	2023-2024	100%	60%	2024-2025	100%	60%
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Measurable Goal LO3	Strategic Management Project	AY 2024-2025																								
<p>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>	<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>	<p>In this project, 5 out of 5 students scored “Proficient” or higher, which translated into 100 % of students.</p>	<p>Results exceeded the target goal of having at least 60% of our students score “Proficient”. 100% of the students scored “Proficient” or higher.</p>	<p>As the goal for this learning outcome was met for this year, it was decided to keep monitoring student performance on this competency in future years when the course is offered again.</p>	<p align="center">Strategy Formulation</p> <table border="1"> <caption>Strategy Formulation Data</caption> <thead> <tr> <th>Year</th> <th>Series 1 (%)</th> <th>Series 2 (%)</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>100</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> <tr> <td>2022-2023</td> <td>90</td> <td>60</td> </tr> <tr> <td>2023-2024</td> <td>100</td> <td>60</td> </tr> <tr> <td>2024-2025</td> <td>100</td> <td>60</td> </tr> </tbody> </table>	Year	Series 1 (%)	Series 2 (%)	2019-2020	100	60	2020-2021	90	60	2021-2022	90	60	2022-2023	90	60	2023-2024	100	60	2024-2025	100	60
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(SLO 2: MBA) Case Analysis in BECN 500

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Measurable goal	Case Analysis	AY 2024-2025																		
<p>Application of problem-solving tools to various business situations will enable 60% of students score "Proficient" or higher on a faculty-approved rubric.</p>	<p>A case was assigned involving a few business issues to identify, assess implications, propose solutions, and evaluate alternative solutions.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case 3 out of 3 students scored at least "Proficient" on the faculty-approved rubric, which translated into 100% of students.</p>	<p>Results met the target goal of having at least 60% of our students score "Proficient." 100% of graduate students were "Proficient".</p>	<p>The goal for this learning outcome has been met for this year.</p>	<p>Application of problem-solving tools to business situations</p> <table border="1"> <caption>Application of problem-solving tools to business situations</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2021-2022</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>AY 2022-2023</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>AY 2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>AY 2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	RHU Target %	AY 2021-2022	90%	60%	AY 2022-2023	10%	10%	AY 2023-2024	100%	60%	AY 2024-2025	100%	60%
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<p>Application of problem-solving tools to various business situations will enable 60% of students score "Proficient" or higher on a faculty-approved rubric.</p>	<p>Students' ability to "identify the business issue" was assessed through a fully-fledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>3 out of 3 students scored "Proficient" on the faculty-approved rubric, which translated into 100% of students.</p>	<p>Results exceeded the target goal of having at least 60% of our students score "Proficient."</p>	<p>The goal for this learning outcome has been met for this year.</p>	<p align="center">Identify the Issue</p> <table border="1"> <caption>Data for Identify the Issue Graph</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2021-2022</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>AY 2022-2023</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>AY 2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>AY 2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	RHU Target %	AY 2021-2022	90%	60%	AY 2022-2023	10%	10%	AY 2023-2024	100%	60%	AY 2024-2025	100%	60%
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<p>Application of problem-solving tools to various business situations will enable 60% of students score "Proficient" or higher on a faculty-approved rubric.</p>	<p>Students' ability to "identify the risks and implications" was assessed through a fully-fledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>3 out of 3 students scored "Proficient" on the faculty-approved rubric, which translated into 100% of students.</p>	<p>Results exceeded the target goal of having at least 60% of our students score "Proficient."</p>	<p>The goal for this learning outcome has been met for this year.</p>	<p>Identify the risks and implications</p> <table border="1"> <caption>RHU Actual vs Target Performance Data</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2021-2022</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>AY 2022-2023</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>AY 2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	RHU Target %	AY 2021-2022	90%	60%	AY 2022-2023	0%	0%	AY 2023-2024	100%	60%	AY 2024-2025	100%	60%
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Measurable Goal	Case Analysis	AY 2024-2025																		
<p>Application of problem-solving tools to various business situations will enable 60% of students score "Proficient" or higher on a faculty-approved rubric.</p>	<p>Students' ability to identify and "propose solutions" and discuss their pros and cons was assessed through a fully-fledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>3 out of 3 students scored "Proficient" on the faculty-approved rubric, which translated into 100% of students.</p>	<p>Results exceeded the target goal of having at least 60% of our students score "Proficient."</p>	<p>The goal for this learning outcome has been met for this year</p>	<p align="center">Identify & Propose Solutions</p> <table border="1"> <caption>RHU Actual % vs Target % Data</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2021-2022</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>AY 2022-2023</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>AY 2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>AY 2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	RHU Target %	AY 2021-2022	90%	60%	AY 2022-2023	10%	10%	AY 2023-2024	100%	60%	AY 2024-2025	100%	60%
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<p>Application of problem-solving tools to various business situations will enable 60% of students score "Proficient" or higher on a faculty-approved rubric.</p>	<p>Students' ability to "propose and justify a solution" was assessed through a fully-fledged case study that was graded using a faculty-approved rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>3 out of 3 students scored "Proficient" on the faculty-approved rubric, which translated into 100% of students.</p>	<p>Results exceeded the target goal of having at least 60% of our students score "Proficient."</p>	<p>The goal for this learning outcome has been met for this year.</p>	<p align="center">Propose & Justify Solution</p> <table border="1"> <caption>RHU Actual % vs Target % Data</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2021-2022</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>AY 2022-2023</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>AY 2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	RHU Target %	AY 2021-2022	90%	60%	AY 2022-2023	0%	0%	AY 2023-2024	100%	60%	AY 2024-2025	100%	60%
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(SLO 3: MBA) Communication Skill (Report and Oral Presentation) in BADM 590

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Measurable Goal	MBA Research Project Presentation	AY 2024-2025																		
Training on Communication and presentation skills will allow at least 60% of MBA students to score “Proficient” or higher on a faculty approved rubric.	The presentation in the MBA research project was used to assess students’ communication skills. The revised Faculty Approved Rubric was used in grading. Direct Summative Internal Assessment	In this Assessment all 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.	<p>Communication and Presentation skills</p> <table border="1"> <caption>Communication and Presentation skills Performance Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Year	Actual	Target	2021-2022	100%	60%	2022-2023	100%	60%	2023-2024	100%	60%	2024-2025	100%	60%
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(SLO 4: MBA) Critical Thinking & Integration in Research Project (BADM 590)

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Measurable Goal	MBA Research Project Report	AY 2024-2025																		
Training on Critical Thinking & Integration will allow <i>at least 60% of MBA students to score “Proficient” or higher on a faculty approved rubric.</i>	The MBA research Project in BADM 590 was used to assess students’ critical thinking and integration skills. The revised Faculty-Approved Rubric was used in grading. Direct Summative Internal Assessment	In this project all 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.	<p style="text-align: center;">Critical Thinking & Integration</p> <table border="1"> <caption>Critical Thinking & Integration Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Year	Actual	Target	2021-2022	100%	60%	2022-2023	100%	60%	2023-2024	100%	60%	2024-2025	100%	60%
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(SLO 4: MBA) Peregrine Assessment Test for Graduate Level

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Measurable Goal	Description of Measurement Instrument	AY 2024-2025											
<p>Program Goal-3 (SLO4) Apply and integrate advanced business knowledge and skills in value oriented problem solving and decision making.</p> <p>Measure: A mean score on the exam equal to or greater than the mean score achieved by 2 peer group aggregates.</p>	<p>Peregrine Assessment Test for MBA. Comparison 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's means The score was 65%.</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 action will be taken.</p>	<p>RHU vs. 2 Peer Group Aggregates (Cross-Sectional)</p> <table border="1"> <thead> <tr> <th>School/Aggregate</th> <th>Outbound %</th> </tr> </thead> <tbody> <tr> <td>Rafik Hariri University</td> <td>65.00%</td> </tr> <tr> <td>ACBSP non U.S.</td> <td>53.31%</td> </tr> <tr> <td>ACBSP Region 8 (International Council)</td> <td>54.29%</td> </tr> </tbody> </table>	School/Aggregate	Outbound %	Rafik Hariri University	65.00%	ACBSP non U.S.	53.31%	ACBSP Region 8 (International Council)	54.29%
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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

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Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2024-2025																																	
A good understanding and awareness of ethics and corporate social responsibility will enable 60% of students to score "Proficient" or higher on an Ethics and CSR case study.	Students' understanding and awareness of ethics and corporate social responsibility was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	In this case study, 5 students out of 5 scored "Proficient" on the faculty-approved rubric, which translated into 100 % of students.	Results were Above the target goal of having at least 60% of our students score "Proficient." Upon examining the scores per competency, students reached the proficiency targets on the first 3 competencies (100% > 60%) and 100% reached on the fourth one	No action needed to improve the 4 competencies, other than monitoring performance to sustain results achieved.	<p style="text-align: center;">Ethics and Corporate Social Responsibility</p> <table border="1"> <caption>Case on Ethics & Social Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr><td>2015-2016</td><td>40%</td><td>60%</td></tr> <tr><td>2017-2018</td><td>90%</td><td>60%</td></tr> <tr><td>2018-2019</td><td>70%</td><td>60%</td></tr> <tr><td>2019-2020</td><td>40%</td><td>60%</td></tr> <tr><td>2020-2021</td><td>90%</td><td>60%</td></tr> <tr><td>2021-2022</td><td>100%</td><td>60%</td></tr> <tr><td>2022-2023</td><td>80%</td><td>60%</td></tr> <tr><td>2023-2024</td><td>100%</td><td>60%</td></tr> <tr><td>2024-2025</td><td>100%</td><td>60%</td></tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2015-2016	40%	60%	2017-2018	90%	60%	2018-2019	70%	60%	2019-2020	40%	60%	2020-2021	90%	60%	2021-2022	100%	60%	2022-2023	80%	60%	2023-2024	100%	60%	2024-2025	100%	60%
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Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2024-2025																					
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	5 students out of 5 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	<p align="center">Identify the Issue</p> <table border="1"> <caption>Identify the ethical issue</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>90%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>80%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2020-2021	90%	60%	2021-2022	90%	60%	2022-2023	80%	60%	2023-2024	100%	60%	2024-2025	100%	60%
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Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2024-2025																					
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 fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	5 students out of 5 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.	<p>Identify the risks and implications</p> <table border="1"> <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>75%</td> <td>60%</td> </tr> <tr> <td>2020-2021</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2019-2020	75%	60%	2020-2021	90%	60%	2021-2022	100%	60%	2022-2023	100%	60%	2023-2024	100%	60%
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Measurable Goal	Ethics & Social Responsibility Case Analysis	AY 2024-2025																					
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 fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	5 out of 5 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.	<p align="center">Propose Solutions</p> <table border="1"> <caption>Propose Solutions Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>~85%</td> <td>60%</td> </tr> <tr> <td>2021-2022</td> <td>~85%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>~80%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>~100%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>~100%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2020-2021	~85%	60%	2021-2022	~85%	60%	2022-2023	~80%	60%	2023-2024	~100%	60%	2024-2025	~100%	60%
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A good understanding and awareness of ethics and corporate social responsibility will enable 60% of students to score "Proficient" or higher on LO4.	Students' ability to "evaluate the proposed solutions" was assessed through a fully-fledged case study that was graded using a faculty-approved rubric. Direct Formative Internal Assessment	5 out of 5 students scored "Proficient" on the faculty-approved rubric, which translated into 100% of students.	Results failed to exceed the target goal of having at least 60% of our students score "Proficient."	Therefore, it was decided to include more in-depth discussions and analysis so students can think outside the box to increase scores of this learning objectives	<p align="center">Evaluate Proposed Solutions</p> <table border="1"> <caption>Evaluate the solutions</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>60%</td> <td>60%</td> </tr> <tr> <td>2022-2023</td> <td>50%</td> <td>60%</td> </tr> <tr> <td>2023-2024</td> <td>100%</td> <td>60%</td> </tr> <tr> <td>2024-2025</td> <td>100%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	2020-2021	90%	60%	2021-2022	60%	60%	2022-2023	50%	60%	2023-2024	100%	60%	2024-2025	100%	60%
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