

Rafik Hariri University
College of Business Administration

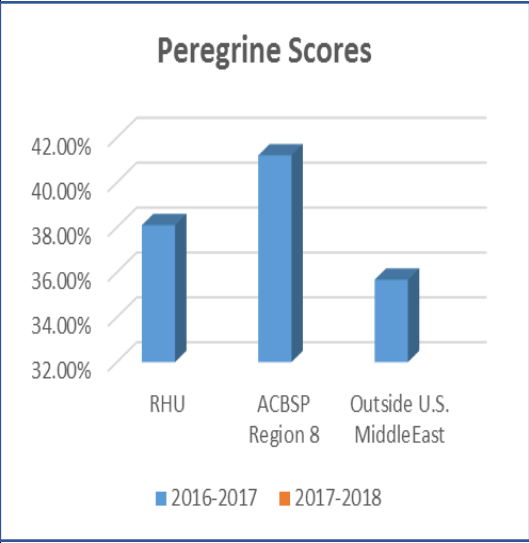
AY 2016-2017

ASSESSMENT REPORT

Undergraduate Assessment

2016-2017

(SLO 1: All BBA Programs) Peregrine Assessment Test (Outbound)

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Description of Measurement Instrument	AY 2016-2017															
<p>A mean score on the exam equal to or greater than the mean score achieved by “ACBSP Region 8” and the mean score of “Outside U.S.: Middle East” colleges and universities.</p>	<p>Peregrine Assessment Test for BBA (Outbound).</p> <p>Direct Summative External Comparative Assessment</p>	<p>Performance was below target as compared to Region 8 mean score. CBA’s score was 38.10% whereas the “ACBSP Region 8” mean score was 41.21%. By contrast, the RHU institutional mean score (38.10%) exceeded the “Outside U.S.: Middle East” mean score which was 35.67%.</p>	<p>It is clear that the CBA score for this year does not compare well to Region 8’s mean score, falling a little over 3 percentage points behind. These results could be explained by the fact that this year’s cohorts were following the old curriculum before improvements were made. As of academic year 2015-2016, students started following the new curricula which were revamped to produce students who are better prepared for today’s workplace. Comparison with Middle East peer aggregate mean score was satisfactory.</p>	<p>Current results do not meet or exceed Region 8 mean score. Curricular revamping was started in 2015-2016 and continues in 2016-2017 to ensure improvement in educational quality and student performance. Specifically, courses were added in areas like statistics, quantitative methods, research methodology, business ethics, and personal development. Furthermore, scope and sequence were revisited in existing courses and pertinent material and software applications were added when possible.</p>	<p>Essential Business Knowledge External Comparison</p>  <table border="1"> <caption>Peregrine Scores</caption> <thead> <tr> <th>Category</th> <th>2016-2017</th> <th>2017-2018</th> </tr> </thead> <tbody> <tr> <td>RHU</td> <td>38.10%</td> <td>35.67%</td> </tr> <tr> <td>ACBSP Region 8</td> <td>41.21%</td> <td>41.21%</td> </tr> <tr> <td>Outside U.S. Middle East</td> <td>35.67%</td> <td>35.67%</td> </tr> </tbody> </table>	Category	2016-2017	2017-2018	RHU	38.10%	35.67%	ACBSP Region 8	41.21%	41.21%	Outside U.S. Middle East	35.67%	35.67%
Category	2016-2017	2017-2018															
RHU	38.10%	35.67%															
ACBSP Region 8	41.21%	41.21%															
Outside U.S. Middle East	35.67%	35.67%															

(SLO 1: All Programs) COOP Employers' Evaluations

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	COOP Assessment Tool	AY 2016-2017															
<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 of score on the “business knowledge & skills” section of a faculty-approved Employers’ Survey is acceptable (3) or higher.</i></p>	<p>Employers’ feedback on the “business knowledge & skills” section of a faculty-approved assessment tool.</p> <p>Indirect Summative External Assessment</p>	<p>Student performance was evaluated by employers and the mean score = 4.01 (on a scale of 1 to 5), which was above the target score of 3.</p>	<p>As current results exceeded the target goal of having a mean score of (Acceptable: 3) or above, we consider this result to be satisfactory for this year.</p>	<p>As the goal for this learning outcome has been met for this year, what is required is regular monitoring of the assessment results to ensure that performance does not drop in coming years.</p>	<p>Essential Business Knowledge In COOP Survey</p> <table border="1"> <caption>COOP Survey Data</caption> <thead> <tr> <th>Academic Year</th> <th>Actual Average</th> <th>Target Average</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>4.0</td> <td>3.0</td> </tr> <tr> <td>AY 2017-2018</td> <td>-</td> <td>3.0</td> </tr> <tr> <td>AY 2018-2019</td> <td>-</td> <td>3.0</td> </tr> </tbody> </table>	Academic Year	Actual Average	Target Average	AY 2016-2017	4.0	3.0	AY 2017-2018	-	3.0	AY 2018-2019	-	3.0
Academic Year	Actual Average	Target Average															
AY 2016-2017	4.0	3.0															
AY 2017-2018	-	3.0															
AY 2018-2019	-	3.0															

(SLO 2: BACC) Comprehensive Accounting Problem in BACC 405

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Comprehensive problem	AY 2016-2017															
<p>Program Goal 1 (SLO 2) Students will prepare financial statements in compliance with IFRS and GAAP.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>A comprehensive problem was embedded in the final exam and used to assess students’ competency level using the faculty-approved Problem Solving Assessment Rubric.</p> <p>Direct Summative Internal Assessment</p>	<p>In this comprehensive problem, 4 out of 9 students scored “Proficient” on the faculty-approved rubric, which translated into 44% of students.</p>	<p>As current results did not reach the target goal of having at least 60% of our students score “proficient” or higher, we plan to take corrective action to improve results for the next time the course is offered.</p>	<p>To meet the goal of having at least 60% of students score “Proficient” or higher, it was decided that extensive comprehensive problem-solving will be done in class to ensure that the performance level in this competency will improve by next academic year.</p>	<p style="text-align: center;">Preparation of Financial Statements</p> <table border="1"> <caption>Preparation of Financial Statements Performance Data</caption> <thead> <tr> <th>Academic Year</th> <th>Actual % (RHU)</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>44%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	Actual % (RHU)	Target Score	AY 2016-2017	44%	60%	AY 2017-2018	60%	60%	AY 2018-2019	60%	60%
Academic Year	Actual % (RHU)	Target Score															
AY 2016-2017	44%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	60%	60%															

(SLO 2: BHRM) Embedded Question in BHRM 300

Measurement and Analysis of Student Learning and Performance																	
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		Analysis of Results															
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Embedded Question	AY 2016-2017															
<p>Program Goal 1 (SLO 2) Students will demonstrate knowledge and competency in basic HR functions.</p> <p>Measure: 60% of students will score "Proficient" or higher on a faculty-approved rubric.</p>	<p>Embedded question on the HRM final exam assessed students' knowledge and critical thinking in HRM. The Faculty-Approved Rubric was used.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case-study, 21 out of 25 students scored "Proficient" or higher on the faculty-approved rubric, which translated into 84% 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>However, to gauge more fully students' knowledge in HRM, it was decided that a fully-fledged case be used as an assessment tool, rather than an embedded question on the exam. Student performance will be assessed again the next time the course is offered in fall.</p>	<p>Specialized Knowledge in HRM</p> <table border="1"> <caption>Specialized Knowledge in HRM Data</caption> <thead> <tr> <th>AY</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>84%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>-</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>-</td> <td>60%</td> </tr> </tbody> </table>	AY	RHU Actual %	RHU Target %	AY 2016-2017	84%	60%	AY 2017-2018	-	60%	AY 2018-2019	-	60%
AY	RHU Actual %	RHU Target %															
AY 2016-2017	84%	60%															
AY 2017-2018	-	60%															
AY 2018-2019	-	60%															

(SLO 2: BITM) Case Study in BITM 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	Embedded Case study	AY 2016-2017															
<p>Program Goal 1 (SLO 2) Students will use tools of ICT as a means to enhance performance and improve operational efficiency in business.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Specialized knowledge of information technology management was assessed through an embedded case study (Sony 2014), using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, only 14 out of 30 students scored “Proficient” on the faculty-approved rubric, which translated into 47% of students.</p>	<p>Results did not meet the target goal of having at least 60% of our students score “Proficient.” Although the mean score for this case study was acceptable (71%), only 47% of students were “Proficient”.</p>	<p>To improve the results, it was decided to do the following:</p> <ol style="list-style-type: none"> 1. Dedicate an extra class session to teach students how to conduct case analysis on BITM solutions. 1. Give an additional HW assignment as case study to be solved later in class before the exam. <p>The students’ competency level will be assessed the next time the course is offered in spring 2017-2018.</p>	<p>Specialized Knowledge of Information Technology Management</p> <table border="1"> <caption>Specialized Knowledge of Information Technology Management Performance Data</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>47%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>71%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>71%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	Target Score	AY 2016-2017	47%	60%	AY 2017-2018	71%	60%	AY 2018-2019	71%	60%
Academic Year	RHU Actual %	Target Score															
AY 2016-2017	47%	60%															
AY 2017-2018	71%	60%															
AY 2018-2019	71%	60%															

(SLO2: BMGT) Business Plan in BMGT 350

Measurement and Analysis of Student Learning and Performance																	
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		Analysis of Results															
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Business Plan	AY 2016-2017															
<p>Program Goal 1 (SLO 2) Students will produce a business plan that integrates strategic, financial, and marketing tools in order to create and strategically manage a viable business.</p> <p>Measure: 60% of students will score “Proficient” or higher.</p>	<p>A Business Plan, which includes an oral presentation.</p> <p>Direct Formative Internal Assessment</p>	<p>In this project, 9 out of 14 students scored “Proficient” or higher, which translated into 64.29% of students.</p>	<p>As current results (64.29%) exceed the target goal of having 60% of our students score proficient, no corrective action needs to be taken.</p>	<p>As the goal for this learning outcome has been met for this year, what is required is regular monitoring of the assessment results to ensure that performance does not drop in coming years.</p>	<p style="text-align: center;">Business Plan</p> <table border="1"> <caption>Business Plan Data</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>64.29%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	Target Score	AY 2016-2017	64.29%	60%	AY 2017-2018	60%	60%	AY 2018-2019	60%	60%
Academic Year	RHU Actual %	Target Score															
AY 2016-2017	64.29%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	60%	60%															

(SLO2: BMKA) Case Study in BMKA 300

Measurement and Analysis of Student Learning and Performance																	
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	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Case study in Integrated Marketing Communication	AY 2016-2017															
<p>Program Goal 1 (SLO 2) Students will develop integrated marketing communication strategies through creative advertising designs, promotional approaches, and media plans.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Students’ ability to critically evaluate a firm’s integrated marketing communication strategy was assessed through a case study, using a faculty approved rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, 3 out of 5 students scored “Proficient” on the faculty-approved rubric, which translated into 60% of students.</p>	<p>Results have met the target goal of having at least 60% of our students score “Proficient.” The mean score for this assessment was 76/100 (Proficient), & 60% of students were “Proficient”.</p>	<p>The goal for this learning outcome has been met for this year. However, to improve the results further, it was suggested to do the following:</p> <ol style="list-style-type: none"> <i>Dedicate an extra class hour to business cases on integrated marketing communication campaigns</i> <i>Give an additional case-study assignment for practice to be discussed in class.</i> <p>The students’ competency level in SLO 2 will be assessed the next time the course is offered in the Fall 2017-2018.</p>	<p>Critical Evaluation of Integrated Marketing Communication Campaign</p> <table border="1"> <caption>Data for Critical Evaluation of Integrated Marketing Communication Campaign</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	Target Score	AY 2016-2017	60%	60%	AY 2017-2018	60%	60%	AY 2018-2019	60%	60%
Academic Year	RHU Actual %	Target Score															
AY 2016-2017	60%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	60%	60%															

(SLO2: BMKT) Case Study in BMKT 485

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Case study in Strategic Marketing	AY 2016-2017															
<p>Program Goal 1 (SLO 2) Develop effective marketing strategies and plans that deliver outstanding customer value and build long term relationships based on sound market understanding.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Specialized knowledge of marketing concepts and strategies was assessed through a case study (Rayovac), using a faculty approved Rubric.</p> <p>Direct Summative Internal Assessment</p>	<p>In this case study, 10 out of 17 students scored “Proficient” on the faculty-approved rubric, which translated into 59% of students.</p>	<p>Results barely met the target goal of having at least 60% of our students score “Proficient.” Although the mean score for this case study was 75/100 (Proficient), only 59% of students were “Proficient”.</p>	<p>To improve the results further, it was decided to do the following:</p> <ol style="list-style-type: none"> <i>Dedicate an extra class session to teach students how to conduct case analysis on marketing strategies.</i> <p>The students’ competency level in SLO2 will be assessed the next time the course is offered in the spring 2017-18.</p>	<p>Specialized Knowledge of Marketing Concepts and Strategies</p> <table border="1"> <caption>Specialized Knowledge of marketing Concepts and Strategies</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>59%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>59%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>59%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	Target Score	AY 2016-2017	59%	60%	AY 2017-2018	59%	60%	AY 2018-2019	59%	60%
Academic Year	RHU Actual %	Target Score															
AY 2016-2017	59%	60%															
AY 2017-2018	59%	60%															
AY 2018-2019	59%	60%															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
Analysis of Results																	
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Financial Analysis Project	AY 2016-2017															
<p>Program Goal 1: (SLO 2) Apply financial theory to evaluate investments and alternatives in terms of performance and risks.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Immersion of the students into the financial analysis of a publically traded company will enable specialized knowledge in the banking and finance program. This was assessed through a group project, using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this project, 12/15 students scored “Proficient” on the faculty-approved rubric, which translated into 80% of students.</p>	<p>Results did meet the target goal of having at least 60% of our students score “Proficient.” The mean score for the project was 84/100 or (Proficient), only 3 students remained “Acceptable” despite extensive help.</p>	<p>As the goal for this learning outcome has been met for this year, it was decided to do only the following: 1. <i>Extend officially the duration of the project to include the multiple submissions</i></p> <p>The students’ competency level in OB2 will be assessed the next time the course is offered in fall 2017.</p>	<p>Specialized Knowledge in Banking and Finance</p> <table border="1"> <caption>Specialized Knowledge in Banking and Finance Data</caption> <thead> <tr> <th>Academic Year</th> <th>Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>80%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	Actual %	Target Score	AY 2016-2017	80%	60%	AY 2017-2018	60%	60%	AY 2018-2019	60%	60%
Academic Year	Actual %	Target Score															
AY 2016-2017	80%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	60%	60%															

(SLO 3: All BBA Programs) Employability (Actual Employment within 1 Year of Graduation)

Measurement and Analysis of Student Learning and Performance													
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance													
		Analysis of Results											
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2								
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends								
Measurable goal	Phone survey asking graduates whether they found employment	AY 2016-2017											
<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 phone survey was conducted by the D.A. at the college of business, asking graduates of 2016-2017 whether they had found employment within 1 year of graduation.</p> <p>Direct summative External Assessment</p>	<p>One year post graduation, 66% of CBA graduates had found employment.</p>	<p>Taking into consideration the economic situation in Lebanon, and employment rates of recent graduates, we consider this result (66%) to be satisfactory for this year, compared to Turkey (64%) and Italy (61%). ** Note: This is the first time CBA conducts an employment survey and, though the results (66%) exceeded the target rate this year, there may be fluctuations in this rate in coming years due to many external factors beyond CBA’s control (e.g. economy, job market, etc.)</p>	<p>CBA will create an Employer’s Database in order to establish direct contact with employers for the purpose of enhancing graduates’ chances of employment, by obtaining feedback on market needs, organizing an annual job fair, and strengthening ties with local employers. It is expected that touching base with employers will provide an open channel of communication through which CBA could receive input regarding trends in knowledge and skills needed in the continuously changing labor market.</p>	<p>Actual Employment 1-Year Post Graduation</p> <table border="1"> <caption>Employment Rate 1 YR after graduation</caption> <thead> <tr> <th>Academic Year</th> <th>Employment Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>66%</td> </tr> <tr> <td>2017-2018</td> <td>-</td> </tr> <tr> <td>2018-2019</td> <td>-</td> </tr> </tbody> </table>	Academic Year	Employment Rate (%)	2016-2017	66%	2017-2018	-	2018-2019	-
Academic Year	Employment Rate (%)												
2016-2017	66%												
2017-2018	-												
2018-2019	-												

** [http://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Employment_rates_of_recent_graduates_\(aged_20%E2%80%9334\)_not_in_education_and_training,_2016_\(%25\)-T1.png](http://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Employment_rates_of_recent_graduates_(aged_20%E2%80%9334)_not_in_education_and_training,_2016_(%25)-T1.png)

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

Measurement and Analysis of Student Learning and Performance																	
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		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Presentation	AY 2016-2017															
<p>SLO 3: Presentation skills taught by all programs in the college will enable 60% or more of CBA students to score “Proficient” or higher on a formal presentation using a faculty-approved rubric.</p>	<p>Presentation skills (as representing employability potential) were assessed through a graded presentation, using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this presentation, 20 out of 28 students scored “Proficient” on the faculty-approved rubric, which translated into 71% of students.</p>	<p>As 71% of students were “Proficient”, results exceeded the target goal of having at least 60% of our students score “Proficient.” The mean score for this presentation was 78/100 (Proficient).</p>	<p>The students’ competency level in SLO 3 will be assessed the next time the course is offered in Fall 2017-18.</p>	<p>Employability Skills in BADM 215 Presentation</p> <table border="1"> <caption>Employability Skills in BADM 215 Presentation Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>71%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	71%	60%	AY 2017-2018	60%	60%	AY 2018-2019	60%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	71%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	60%	60%															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Presentation	AY 2016-2017															
<p>SLO 3: Presentation skills taught by all programs in the college will enable 60% or more of CBA students to score “Proficient” or higher on a formal presentation using a faculty-approved rubric.</p>	<p>Presentation skills (as representing employability potential) were assessed through a graded presentation, using a faculty approved Rubric.</p> <p>Direct Summative Internal Assessment</p>	<p>In this presentation, 37 out of 37 students scored “Proficient” on the faculty-approved rubric, which translated into 100% of students.</p>	<p>As 100% of students were “Proficient” by the time they graduated, results were accepted as they exceeded the target goal of having at least 60% of our students score “Proficient.” The mean score for this presentation was 86/100 (Proficient). Though results exceeded the target, it is believed that those scores were inflated for they do not reflect students’ true communication ability.</p>	<p>Faculty were advised to be more prudent next year in how they grade this outcome.</p> <p>The students’ competency level in SLO 3 will be assessed the next time the course is offered.</p>	<p>Employability Skills in BADM 495 Presentation</p> <table border="1"> <caption>Communication Skills Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>2017-2018</td> <td>-</td> <td>50%</td> </tr> <tr> <td>2018-2019</td> <td>-</td> <td>50%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	2016-2017	100%	50%	2017-2018	-	50%	2018-2019	-	50%
Year	RHU Actual %	Target Score															
2016-2017	100%	50%															
2017-2018	-	50%															
2018-2019	-	50%															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	COOP employer's survey	AY 2016-2017															
<p>SLO 3: Students will demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment.</p> <p><u>Measure:</u> The students' average score on the "Employability Skills" is acceptable (3) or higher, on a faculty-approved Employers' Survey.</p>	<p>Employers' feedback on the "Employability Skills" section of a faculty-approved employers' survey.</p> <p>Indirect Formative External Assessment</p>	<p>Performance is 4.25 (on a scale of 1 to 5), which exceeds the target score of 3.</p>	<p>As current results exceeded the target goal of having a student average score that exceeds the targeted level of "acceptable", we consider this result to be satisfactory for this year.</p>	<p>As the goal for this learning outcome has been met for this year, what is required is regular monitoring of the assessment results to ensure that performance does not drop in coming years.</p>	<p>Employability Skills in COOP Survey</p> <table border="1"> <caption>COOP Survey Data</caption> <thead> <tr> <th>Academic Year</th> <th>Actual Average</th> <th>Target Average</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>4.25</td> <td>3.0</td> </tr> <tr> <td>AY 2017-2018</td> <td>-</td> <td>3.0</td> </tr> <tr> <td>AY 2018-2019</td> <td>-</td> <td>3.0</td> </tr> </tbody> </table>	Academic Year	Actual Average	Target Average	AY 2016-2017	4.25	3.0	AY 2017-2018	-	3.0	AY 2018-2019	-	3.0
Academic Year	Actual Average	Target Average															
AY 2016-2017	4.25	3.0															
AY 2017-2018	-	3.0															
AY 2018-2019	-	3.0															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	CEE Organizations' Survey	AY 2016-2017															
<p>SLO 3: Demonstrate employability skills adequate for challenging entry and middle level professional positions and/or in self-employment.</p> <p>Measure: The average score on the faculty-approved Organizations' Survey is acceptable (3) or higher.</p>	<p>Employers' feedback on the "Employability Skills" section of a faculty-approved survey.</p> <p>Indirect Summative External Assessment</p>	<p>Performance is 4.24 (on a scale of 1 to 5), which is above the targeted level of 3.</p>	<p>As current results exceeded the target goal of having a student average score of "acceptable" or higher, we consider this result to be satisfactory for this year.</p>	<p>As the goal for this learning outcome has been met for this year, what is required is regular monitoring of the assessment results to ensure that performance does not drop in coming years.</p>	<p>Employability Skills in CEE Survey</p> <table border="1"> <caption>Employability Skills in CEE Survey Data</caption> <thead> <tr> <th>Academic Year</th> <th>Actual Average</th> <th>Target Average</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>4.24</td> <td>3.0</td> </tr> <tr> <td>AY 2017-2018</td> <td>-</td> <td>3.0</td> </tr> <tr> <td>AY 2018-2019</td> <td>-</td> <td>3.0</td> </tr> </tbody> </table>	Academic Year	Actual Average	Target Average	AY 2016-2017	4.24	3.0	AY 2017-2018	-	3.0	AY 2018-2019	-	3.0
Academic Year	Actual Average	Target Average															
AY 2016-2017	4.24	3.0															
AY 2017-2018	-	3.0															
AY 2018-2019	-	3.0															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Case study in Introduction to Marketing	AY 2016-2017															
<p>SLO 4: Teaching students to identify problematic issues in business, analyze them, and present plausible solutions will enable 60% of students to score “Proficient” or higher on a faculty-approved case-analysis rubric.</p>	<p>Critical thinking of marketing was assessed through a graded case study in the Introduction to Marketing course, using a faculty approved Rubric. This was intended as formative assessment to determine the areas of weakness that need attention the most.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case study, the class average was 68/100, deemed “Partially Proficient” on the faculty-approved rubric. However, only 8 out of 36 students scored “Proficient”, which translated into 22% of students.</p>	<p>Results did not meet the target goal of having at least 60% of our students score “Proficient.” Only 22% of students were “Proficient.” Careful review of student performance on the case revealed that the critical analysis case was much more advanced than required at this level.</p>	<p>To improve the results, it was agreed to do the following:</p> <ol style="list-style-type: none"> 1. Offer two extra sessions on how to use critical thinking in analyzing case studies. 2. Simplify the offered case study to make it more aligned with the students’ competencies at the sophomore level. <p>The students’ competency level in SLO 4 will be assessed the next time the course is offered in Fall 2017-18.</p>	<p style="text-align: center;">Critical Thinking</p> <table border="1"> <caption>Critical Thinking Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>22%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>-</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>-</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	22%	60%	AY 2017-2018	-	60%	AY 2018-2019	-	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	22%	60%															
AY 2017-2018	-	60%															
AY 2018-2019	-	60%															

(SLO 4: All BBA Programs) Critical Thinking (Integrative Learning Project in BADM 495)

Measurement and Analysis of Student Learning and Performance															
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance															
		Analysis of Results													
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2										
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends										
Measurable goal	Integrative Learning Project	AY 2016-2017													
<p>Program Goal 3 (SLO 4) Students will identify problematic issues in business, analyze them, and present plausible solutions.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved ILP rubric.</p>	<p>The ILP in BADM 495 assessed students’ critical thinking in business. The Faculty-Approved ILP Rubric was used.</p> <p>Direct Summative Internal Assessment</p>	<p>In this assessment, 37 out of 37 students scored “Proficient” or higher on the ILP faculty-approved rubric, which translated into 100% of students. Note: The average for each of the four majors is shown in the last column. The three new majors did not yet have graduates or scores for this competency.</p>	<p>Though results exceeded the target, it is believed that those scores were inflated for they reflect students’ critical thinking as witnessed in the final project, after much mentoring and coaching by ILP supervisors, hence the inflated scores. This warranted corrective action for next year.</p>	<p>It was decided that the critical thinking score should reflect students’ critical thinking ability over a semester-long process, not as evidenced by the final output document of the ILP. It is expected that the score for next year would be more representative of students’ real critical thinking abilities.</p>	<div style="text-align: center;"> <p>Critical Thinking Ability</p> <table border="1"> <caption>ILP Critical Thinking per Program</caption> <thead> <tr> <th>Program</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>BACC AVG</td> <td>86.82</td> </tr> <tr> <td>BMGT AVG</td> <td>83.88</td> </tr> <tr> <td>BMKT AVG</td> <td>86.50</td> </tr> <tr> <td>BITM AVG</td> <td>90.00</td> </tr> </tbody> </table> </div>	Program	Average Score	BACC AVG	86.82	BMGT AVG	83.88	BMKT AVG	86.50	BITM AVG	90.00
Program	Average Score														
BACC AVG	86.82														
BMGT AVG	83.88														
BMKT AVG	86.50														
BITM AVG	90.00														

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Business Ethics Case-Study	AY 2016-2017															
<p>Program Goal 3 (SLO 5) Recognize business ethical dilemmas and respond to them according to established codes of conduct, ethics and best practices.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Business Ethics Case-Study was used. Assessment employed a Faculty-Approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case-study, 19 out of 25 students scored “Proficient” on the faculty-approved rubric, which translated into 76% of students.</p>	<p>As current results (76%) 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>As the goal for this learning outcome has been met for this year, what is required is regular monitoring of the assessment results to ensure that performance does not drop in coming years.</p>	<p style="text-align: center;">Ethical Decision Making</p> <table border="1"> <caption>Data for Ethical Decision Making Graph</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>76%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	76%	60%	AY 2017-2018	60%	60%	AY 2018-2019	60%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	76%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	60%	60%															

(SLO 5: All BBA Programs) Ethics & Social Responsibility (Ethics component in COOP employer’s survey)

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	COOP employer’s survey	AY 2016-2017															
<p>Program Goal 3 (SLO 5) Recognize ethical dilemmas in business and respond to them according to established codes of conduct, ethics and best practices.</p> <p>Measure: <i>The average score on the “Ethics and Social Responsibility” section of a faculty-approved Employers’ Survey is acceptable (3) or higher.</i></p>	<p>Employers’ feedback on the “Ethics and Social Responsibility” section of a faculty-approved survey.</p> <p>Indirect Summative External Assessment</p>	<p>Students performance showed a score of 4.14 (on a scale of 1 to 5), which is above the targeted level of 3.</p>	<p>As current results exceeded the targeted average score of “acceptable” or higher, we consider this result to be satisfactory for this year.</p>	<p>As the goal for this learning outcome has been met for this year, what is required is regular monitoring of the assessment results to ensure that performance does not drop in coming years.</p>	<p>Ethics and Social Responsibility In COOP Survey</p> <table border="1"> <caption>COOP Survey Data</caption> <thead> <tr> <th>Academic Year</th> <th>Actual Average</th> <th>Target Average</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>4.14</td> <td>3.0</td> </tr> <tr> <td>AY 2017-2018</td> <td>-</td> <td>3.0</td> </tr> <tr> <td>AY 2018-2019</td> <td>-</td> <td>3.0</td> </tr> </tbody> </table>	Academic Year	Actual Average	Target Average	AY 2016-2017	4.14	3.0	AY 2017-2018	-	3.0	AY 2018-2019	-	3.0
Academic Year	Actual Average	Target Average															
AY 2016-2017	4.14	3.0															
AY 2017-2018	-	3.0															
AY 2018-2019	-	3.0															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Personal Development Plan	AY 2016-2017															
<p>Students should be able to perform self-reflection leading to the development of an insightful and coherent personal development plan PDP.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Personal Development Plan was assessed through a graded section in the final presentation, using a presentation rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In the related section of the final presentation, 18 out of 28 students scored “Proficient” on the presentation rubric, which translated into 64% of students.</p>	<p>Results (64%) slightly exceeded the target goal of having at least 60% of our students score “Proficient.”</p> <p>The mean score for this presentation was 79/100.</p>	<p>Although 64% of students scored “proficient” marginally exceeding the target goal, it is recommended to create a separate assessment tool specifically dedicated to personal development planning. The students’ competency level in SLO 6 will be assessed the next time the course is offered next Fall 2017-2018.</p>	<p>Personal Development Plan</p> <table border="1"> <caption>Personal Development Plan Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>AY 2016-2017</td> <td>64%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY 2018-2019</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	Target Score	AY 2016-2017	64%	60%	AY 2017-2018	60%	60%	AY 2018-2019	60%	60%
Year	RHU Actual %	Target Score															
AY 2016-2017	64%	60%															
AY 2017-2018	60%	60%															
AY 2018-2019	60%	60%															

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

Measurement and Analysis of Student Learning and Performance					
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance					
		Analysis of Results			
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
Measurable goal	CBA Alumni Survey	One year after 2016-2017 graduation			
<p>Program Goal 4 (SLO 6) Demonstrate knowledge of business best practices qualifying graduates for advancement, professional certification, and/or pursuit of graduate education.</p> <p>Measure: <i>The percentage of graduates who:</i></p> <ol style="list-style-type: none"> 1) found employment within 1 year 2) enrolled in a graduate program 3) sought professional certification 	<p>CBA surveyed college alumni who graduated in May 2017 and recorded their answers.</p> <p>Direct Summative External</p>	<ol style="list-style-type: none"> 1) 66% of graduates found employment 2) 19% enrolled in an MBA program. 3) 9% sought certification 	<ol style="list-style-type: none"> 1) Taking into consideration the economic situation in Lebanon, and employment rates of recent graduates, we consider this result (66%) to be satisfactory for this year, compared to Turkey (64%) and Italy (61%), and compared to the EU employment rate of 82.9% in 2016.** 2) Considered satisfactory one year after graduation. 3) Considered satisfactory one year after graduation. 	<ul style="list-style-type: none"> ▪ CBA will create an Employer’s Database in order to establish direct contact with employers for the purpose of enhancing graduates’ chances of employment, by obtaining feedback on market needs, organizing an annual job fair, and strengthening ties with local employers. It is expected that touching base with employers will provide an open channel of communication through which CBA could receive input regarding trends in knowledge and skills needed in the continuously changing labor market. ▪ To increase student awareness, CBA instructors will mention to students in all core courses next fall the potential opportunities for advancement they could achieve through graduate studies and professional certification. ▪ CBA will continue to do regular monitoring of these statistics to detect any significant trends. 	<p>Competence for Advancement & Growth In CBA Alumni Survey</p> <p>The figure contains three separate charts, each with a y-axis from 0% to 70% and an x-axis with three categories: 2016-2017, 2017-2018, and 2018-2019.</p> <ul style="list-style-type: none"> EMPLOYMENT WITHIN 1 YEAR: Shows a single data point for 2016-2017 at approximately 66%. The 2017-2018 and 2018-2019 categories are empty. MBA Enrollment: Shows a single data point for 2016-2017 at approximately 19%. The 2017-2018 and 2018-2019 categories are empty. Professional Certification: Shows a single data point for 2016-2017 at approximately 9%. The 2017-2018 and 2018-2019 categories are empty.

** [http://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Employment rates of recent graduates \(aged 20%E2%80%9334\)_not in education and training, 2016 \(%25\)-T1.png](http://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Employment_rates_of_recent_graduates_(aged_20%E2%80%9334)_not_in_education_and_training,_2016_(%25)-T1.png)

Graduate Assessment

2016-2017

(SLO 1: MBA) Course Project in BMGT 500

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Course Project	AY 2015-2016 Course offered every other year															
<p>Program Goal 1 (SLO 1) Students will use strategic management tools to evaluate the strategic position of a business organization</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Using strategic management tools to evaluate a firm’s strategic position was assessed through a student project in BMGT 500, using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this project, 18 out of 20 students scored “Proficient” on the faculty-approved rubric, which translated into 90% of students.</p>	<p>Results met the target goal of having at least 60% of our students score “Proficient.” The mean score for this question was 81/100 and 90% 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 & Management</p> <table border="1"> <caption>Strategic Planning & Management Data</caption> <thead> <tr> <th>Academic Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY2015-2016</td> <td>90%</td> <td>60%</td> </tr> <tr> <td>AY2017-2018</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>AY2019-2020</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Academic Year	RHU Actual %	RHU Target %	AY2015-2016	90%	60%	AY2017-2018	60%	60%	AY2019-2020	60%	60%
Academic Year	RHU Actual %	RHU Target %															
AY2015-2016	90%	60%															
AY2017-2018	60%	60%															
AY2019-2020	60%	60%															

(SLO 2: MBA) Case Analysis in BECN 500

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Problem Solving Case	AY 2016-2017															
<p>Program Goal 2 (SLO 2) Students will apply problem solving tools to various business situations</p> <p><u>Measure:</u> 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>A case was assigned that involved a few business issues to identify, assess implications and propose solutions for, evaluate them and make a recommendation.</p> <p>Direct Formative Internal Assessment</p>	<p>In this case 6 out of 12 students scored “Proficient” on the faculty-approved rubric, which translated into 50% of students.</p>	<p>Results did not meet the target goal of having at least 60% of our students score “Proficient.” Though the mean score for this question was 77/100 or (Acceptable), only 50% of graduate students were “Proficient”.</p>	<p>As the goal for this learning outcome has not been met for this year, it was decided to do the following:</p> <ol style="list-style-type: none"> 1. <i>Dedicate a class session on how to approach and work with case analyses.</i> 2. <i>Allocate more time for practical applications and real life problem solving.</i> 	<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>Year</th> <th>RHU Target (%)</th> <th>RHU Actual (%)</th> </tr> </thead> <tbody> <tr> <td>AY 16-17</td> <td>60</td> <td>50</td> </tr> <tr> <td>AY 17-18</td> <td>60</td> <td>-</td> </tr> <tr> <td>AY 18-19</td> <td>60</td> <td>-</td> </tr> </tbody> </table>	Year	RHU Target (%)	RHU Actual (%)	AY 16-17	60	50	AY 17-18	60	-	AY 18-19	60	-
Year	RHU Target (%)	RHU Actual (%)															
AY 16-17	60	50															
AY 17-18	60	-															
AY 18-19	60	-															

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

Measurement and Analysis of Student Learning and Performance																	
Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance																	
		Analysis of Results															
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	MBA Research Project	AY 2016-2017															
<p>Program Goal 2 (SLO 3) Proficiently deliver oral and written business communication.</p> <p>Measure: 60% of students will score “Proficient” or higher on a faculty-approved rubric.</p>	<p>The MBA Research Project written report and oral presentation in BADM 590 were used to assess students’ communication abilities. The graduate-level Faculty-Approved Rubric was used.</p> <p>Direct Summative Internal Assessment</p>	<p>In this project, 3 out of 3 students scored “Proficient” or higher on the graduate faculty-approved rubric, which translated into 100% of students.</p>	<p>Though results exceeded the target, it is believed that those scores were inflated for they do not reflect students’ true communication abilities, hence warranting corrective action for next year.</p>	<p>The CBA Faculty decided that more care is needed when assigning grades on communication, especially written communication, as a score of 100% - “proficient” was not really representative of students’ real communication abilities. It is expected that the RHU actual score for next year would be more representative of students’ real communication abilities.</p>	<table border="1"> <caption>Communication Score Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>2017-2018</td> <td>~50%</td> <td>50%</td> </tr> <tr> <td>2018-2019</td> <td>~50%</td> <td>50%</td> </tr> </tbody> </table>	Year	RHU Actual Score	Target Score	2016-2017	100%	50%	2017-2018	~50%	50%	2018-2019	~50%	50%
Year	RHU Actual Score	Target Score															
2016-2017	100%	50%															
2017-2018	~50%	50%															
2018-2019	~50%	50%															

(SLO 4: MBA) Peregrine Assessment Test

Measurement and Analysis of Student Learning and Performance

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

Figure 4.2 – Standard # 4 Measurement and Analysis of Student Learning and Performance													
		Analysis of Results											
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2								
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends								
Measurable goal	Description of Measurement Instrument	AY 2016-2017											
<p>Program Goal-3 (SLO4) Apply and integrate advanced business knowledge and skills in value-oriented problem solving and decision making.</p> <p>Measure: A mean score on the exam equal to or greater than the mean score achieved by 2 peer group aggregates.</p>	<p>Peregrine Assessment Test for MBA. Comparison against 2 peer group aggregates: ACBSP Region 8 and Peers outside U.S.</p> <p>Direct Summative External Comparative Assessment</p>	<p>Performance is above target in both comparisons. RHU mean score was 52.50%, while the mean scores attained by ACBSP Region 8 and Peers Outside US were 47.36% and 43.27% respectively.</p>	<p>The institutional mean exceeded the means of two peer group aggregates. The scores by subject were highest in Microeconomics (73.33%), Organizational Behavior (70%), and Management: Operations Production Management (68.42%) respectively. Students did least well in Business Finance (40%), Quantitative Research Techniques and Statistics (41.67%) respectively, though scores were considered satisfactory as they exceeded the target.</p>	<p>The objectives for this assessment cycle have been met.</p>	<p>RHU vs. 2 Peer Group Aggregates</p> <table border="1"> <caption>RHU vs. 2 Peer Group Aggregates</caption> <thead> <tr> <th>Group</th> <th>Mean Score (%)</th> </tr> </thead> <tbody> <tr> <td>Rafik Hariri University</td> <td>52.50%</td> </tr> <tr> <td>ACBSP Region 8 (International Council)</td> <td>47.36%</td> </tr> <tr> <td>Outside US</td> <td>43.27%</td> </tr> </tbody> </table>	Group	Mean Score (%)	Rafik Hariri University	52.50%	ACBSP Region 8 (International Council)	47.36%	Outside US	43.27%
Group	Mean Score (%)												
Rafik Hariri University	52.50%												
ACBSP Region 8 (International Council)	47.36%												
Outside US	43.27%												

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

Measurement and Analysis of Student Learning and Performance

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

Analysis of Results																	
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	MBA Research Project	AY 2016-2017															
<p>Program Goal 3 (SLO 4) Students will identify and assess the various functional aspects of a business case or situation, and propose appropriate solutions.</p> <p><u>Measure:</u> 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>The MBA Research Project Report was used to assess students’ critical thinking and integration abilities. The graduate-level Faculty-Approved Rubric was used.</p> <p>Direct Summative Internal Assessment</p>	<p>In this dimension, 2 out of 3 students scored “Proficient” or higher on the graduate faculty-approved rubric, which translated into 67% of students, with an average of 85%.</p>	<p>Though results meet the target, it is believed that those scores were inflated for they did not reflect students’ true critical thinking and integration abilities, especially with a high average of 85%, hence warranting corrective action for next year.</p>	<p>The CBA Faculty decided that:</p> <p>Grades should be assigned on students’ critical thinking and integration abilities demonstrated throughout the research process, and not through the final output document.</p> <p>It is expected that, with more care, the score for next year would be more representative of students’ real critical thinking and integration abilities.</p>	<table border="1"> <caption>Critical Thinking & Integration</caption> <thead> <tr> <th>Year</th> <th>Actual Score (RHU)</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>2016-2017</td> <td>67%</td> <td>60%</td> </tr> <tr> <td>2017-2018</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2018-2019</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table>	Year	Actual Score (RHU)	Target Score	2016-2017	67%	60%	2017-2018	60%	60%	2018-2019	60%	60%
Year	Actual Score (RHU)	Target Score															
2016-2017	67%	60%															
2017-2018	60%	60%															
2018-2019	60%	60%															

(SLO 5: MBA) Assessment of Social Responsibility in an Embedded Question in BMGT 500

Measurement and Analysis of Student Learning and Performance

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

Analysis of Results																	
Identified in Criterion 4.2	Identified in Criterion 4.1	Identified in Criterion 4.2	Identified in Criterion 4.2	Identified in Criterion 4.4	Identified in Criterion 4.2												
	Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	Embedded Question	AY 2015-2016 Course offered every other year.															
<p>Program Goal 1 (SLO 5) Students will reflect on how business can contribute to society’s well-being.</p> <p>Measure: 60% of students to score “Proficient” or higher on a faculty-approved rubric.</p>	<p>Social responsibility understanding and awareness was assessed through an embedded question, using a faculty approved Rubric.</p> <p>Direct Formative Internal Assessment</p>	<p>In this embedded question, 8 out of 20 students scored “Proficient” on the faculty-approved rubric, which translated into 40% of students.</p>	<p>Results did not meet the target goal of having at least 60% of our students score “Proficient.” Though the mean score for this question was 73/100 or (Acceptable), only 40% of graduate students were “Proficient”.</p>	<p>As the goal for this learning outcome has not been met for this year, it was decided to do the following:</p> <ol style="list-style-type: none"> <i>Dedicate an extra class hour to business cases on social responsibility.</i> <i>Assess this competency through a fully-fledged case-study.</i> <p>The students’ competency level in SLO 5 will be assessed the next time the course is offered in fall 2017.</p>	<p align="center">Understanding and Awareness of Social Responsibility</p> <table border="1"> <caption>Understanding and Awareness of Social Responsibility Data</caption> <thead> <tr> <th>Year</th> <th>RHU Actual %</th> <th>RHU Target %</th> </tr> </thead> <tbody> <tr> <td>AY 2015-2016</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>AY 2017-2018</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>AY 2019-2020</td> <td>40%</td> <td>60%</td> </tr> </tbody> </table>	Year	RHU Actual %	RHU Target %	AY 2015-2016	40%	60%	AY 2017-2018	40%	60%	AY 2019-2020	40%	60%
Year	RHU Actual %	RHU Target %															
AY 2015-2016	40%	60%															
AY 2017-2018	40%	60%															
AY 2019-2020	40%	60%															