



IACBE

International Assembly for Collegiate Business Education

**Public Disclosure
of Student Learning**

Institution: American University of Science and
Technology
Academic Business Unit: Faculty of Business and Economics
Academic Year: 2011-12

International Assembly for Collegiate Business Education
P.O. Box 3960
Olathe, Kansas 66063
USA

Report of Student Learning and Achievement
(Faculty of Business and Economics)
(American University of Science and Technology)

For Academic Year: 2011-12

Mission of the Faculty of Business and Economics (FBE)

The Faculty of Business and Economics is committed to quality education by continuously providing value-added programs in the various business disciplines. This is accomplished in a stimulating atmosphere that encourages innovation, entrepreneurship, and high ethical and professional standards.

The Faculty strives to prepare the students in a framework of a dynamic relationship with the business community. It adheres to the highest standards of commitment to ensure technological knowledge in the application of the academic curriculum. Moreover, the Faculty emphasizes lifelong learning enabled by intellectual critical thinking.

Student Learning Information for the Bachelor of Science in Business Administration

Intended Student Learning Outcomes for the major in Business Administration:

1. Students will be able to apply oral and written communication skills.
2. Students will be able to apply a high level of computer literacy and technology use.
3. Students will be able to integrate the various business functions in solving problems or in the process of making business decisions.
4. Students will be able to demonstrate a satisfactory level in their performance relative to the key tasks linked to their particular specializations.
5. In the workplace, FBE graduates will be able to behave in a highly ethical manner besides being efficient in their jobs.
6. Students will be able to show a high level of cooperation and support when working with others (teamwork).
7. The FBE graduates will be able to demonstrate a high degree of motivation and willingness to adapt to changes in the work environment.

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. Senior Project (Capstone Project)	<i>All business major seniors have to score a minimum of “C” on their Capstone projects.</i>	
2. Information Technology Laboratory Work	<i>At least 80% of the business major students, utilizing IT tools in their courses, have to attain at least will a “C” grade to show an acceptable level of IT skills.</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Alumni Survey</i>	<i>At least 80% of graduating students will perceive a high level of satisfaction from their learning experience. At least 80% of the alumni will perceive that they were well equipped for employment in the business sector.</i>	
2. <i>Employer Survey</i>	<i>At least 80% of Employers will perceive that AUST business graduates were well equipped for employment in the business sector. At least 70% of alumni will be attracted toh a job offer in the business sector.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>100 % of Senior Business Majors received direct advice while doing their Senior Projects</i>	X	
2. <i>At least 80% of all Senior Business Major students will score more than “B” or exemplary rating on their Capstone Project. Out of 324 students who graduated: 18.83% scored “As”; 54.01% scored “Bs”; and 27.17% scored “Cs” Or Total of “As and Bs” of 72.84%</i>		X
3. <i>At least 80% of the graduating students appeared to have a good knowledge level of their senior projects. Overall average of Senior manuscripts is 79.05% 80% of all Senior students or 259 students out of 324 students have av overall average of 84%.</i>	X	
4. <i>Students in general show an excellent performance in their direct major or specialization (60% of their Capstone</i>	X	

	<i>project constitute direct individual knowledge of their major).</i>		
5.	<p><i>Students showed an acceptable degree of business functions integration in their senior projects (40% of their Capstone project constitute integration of business functions).</i></p> <p>Overall Integration Average of 14 subjects: 84.78%</p>	X	
6.	<i>Business students majoring in Management Information Systems will be able to investigate the legal environment and its impact on their business plans (Less than 70% were able to do so).</i>		X
7.	<p><i>Business Management students should be able to integrate accounting, finance and marketing functions in their senior projects.</i></p> <p>85 out of 88 Management students integrated the three areas in question</p>	X	
8.	<p><i>Business students majoring in Marketing and Advertising show basic knowledge when it comes to the financial study of their senior projects.</i></p> <p>The academic year 2011-2012 showed an improvement:</p> <p>2010-2011: (Not Met: This appears from the relatively low scores they got on the Accounting and Finance rubrics. Around 20% of the major scored an acceptable grade of "C") .</p> <p>2011-2012: (Met: 44.63% of the students scored more than 80%; 48.94% showed basic knowledge scoring between 70 & 75%; and 6.38% scored between 60 & 65% on the Accounting and Finance Rubrics)</p>	X	
9.	<p><i>Students should be able to discuss the effect of nowadays growing globalization and Business internationalization in their senior projects or business simulations</i></p> <p>The academic year 2011-2012 showed an improvement</p> <p>2010-2011: (Not Met: Around 60% of the students failed to integrate or at least discuss the issue).</p> <p>2011-2012: (Met: 75.93% succeeded to discuss the globalization and Bus Internationalization issues in their seniors. Out of which 62.6% scored above 80%; 31.3% scored between 70 and 75%, and 6.1% scored between 60 and 65%.</p>	X	

<p>10 At least 80% of the business major students utilizing IT tools in their Accounting I course achieved a minimum of "C" grade, showing an acceptable level of IT skills</p> <p>2010-2011: (Out of 515 students: 43.70% scored "As", 27% scored "Bs", and 13.40% scored "Cs". So, a total of 84.10% scored a minimum C grade)</p> <p>2011-2012: (Out of 606 students: 43.40% scored "As", 40.30% scored "Bs", and 14.20% scored "Cs". So, a total of 97.90% scored minimum C grade)</p>	X	
<p>11 At least 80% of the business major students utilizing IT tools in their Accounting II course achieved a minimum of "C" grade, showing an acceptable level of IT skills</p> <p>2010-2011: (Out of 408 students: 60.0% scored "As", 22.10% scored "Bs", and 08.10% scored "Cs". So, a total of 90.20% scored a minimum C grade)</p> <p>2011-2012: (Out of 430 students: 57.90% scored "As", 30.90% scored "Bs", 10.70% scored "Cs", and 0.50% "D". So, a total of 99.50% scored minimum C grade)</p>	X	
<p>12 At least 80% of the business major students utilizing IT tools in their Finance I course achieved a minimum of "C" grade showing an acceptable level of IT skills</p> <p>2010-2011: (Out of 266 students: 27.50% scored "As", 25.60% scored "Bs", and 27.80% scored "Cs". So, a total of 80.90% scored a minimum C grade)</p> <p>2011-2012: (Out of 366 students: 30.70% scored "As", 39.10% scored "Bs", and 25.00% scored "Cs". So, a total of 94.80% scored minimum C grade)</p>	X	
<p>13 At least 80% of the business major students utilizing IT tools in their Front Office Lab course achieved a minimum of "C" grade showing an acceptable level of IT skills</p> <p>2010-2011: (Out of 19 students: 42.11% scored "As", 57.89% scored "Bs". So, a total of 100% scored a minimum B grade showing exemplary level of skills)</p> <p>2011-2012: (Out of 26 students: 42.31% scored "As", 53.85% scored "Bs" and 3.84% scored "Cs". So, a total of 96.15% scored minimum B grade showing exemplary level of skills)</p>	X	
<p>Summary of Results of Implementing Indirect Measures of Student Learning:</p>	Performance Target Was...	
	Met	Not Met
<p>1. At least 75% of graduating seniors experienced a high level of satisfaction from their learning experience. Of a sample of 89 students, 66.30% felt fairly well satisfied and 31.50% felt extremely well satisfied, overall 97.75%</p>	X	
<p>2. At least 75% of alumni perceived that they were well equipped for employment in the business sector. Of a sample of 89 students, 76.40% felt so.</p>	X	

<p>3. At least 80% of employers perceived that AUST business graduates were well equipped for employment in the business sector. Of a sample of 13 employers (considered a small sample); 92.3% considered there was relevance of academic background when hired 84.62% considered that there was agreement between academic degree stated objectives and Organization's line of work 76.92% considered that students were technically prepared for the job</p>		X
<p>4. At least 80% of alumni will be attracted with a job offer in the business sector. Of a sample of 89 students only 53 were attracted with a job offer: 59.55% (considered acceptable under the current conditions in Lebanon) and most probably others got a job abroad (~ 15 students or 16.85%).</p>		X
<p>5. At least 80% of AUST Business graduates scored well on teamwork, oral communication, and ethical work behavior On teamwork: 83.33% of all 324 undergraduates scored 75% and above On Oral Communication: 80.25% of all 324 undergraduates scored 75.7% and above On Ethics: 97.53% of all 324 undergraduate students were trained on work ethics. 93.8% of all students scored minimum 70% on ethics.</p>	X	
<p>6. At least 80% of AUST Business graduates were positively ranked on the degree of job efficiency and responsibility with even a stronger positive score on the extent of their motivation at work and learning abilities Of a sample of 13 employers (considered a small sample); 84.62% were ranked as indicated.</p>	X	
<p>7. At least 80% of the business graduates of AUST will be properly equipped with the needed skills for Business functions integration Met: Overall Integration Average of 14 subjects: 84.78%</p>	X	
<p>8. At least 80% of the students confirmed that the learning outcomes they have earned in their major programs were satisfactory and helpful Of a sample of 89 students: A. I learned a great deal as a student in my major: 89.89% of the students confirmed such an outcome. B. Overall, how well do you think your degree program satisfied your primary purpose for enrollment: 97.75% of the students confirmed such an outcome C. I would advise a friend with similar interests to study at AUST: 83.15% of the students confirmed such an outcome</p>	X	
<p>9. All senior student are to address the ethical dimension of their subjects, a fact that may influence their future jobs</p>		X

Academic Year 2011-2012: 97.53% satisfied the objective, however, <u>we are aiming at 100%</u>.																																																			
10.	<i>Designing a new direct assessment tool: End-of-Program Comprehensive Examination for undergraduate business majors</i>	X																																																	
11.	<i>All undergraduate students should pass the comprehensive examination with a satisfactory result Examination was run once and continuous improvement is under way.</i>		X																																																
12.	<i>Improve academic – industry relationships by providing to students more job opportunities through a specialized Job-search university office A University Placement Office was established and continuous work is performed to increase the hiring rates by the industry. Currently the performance as assessed by Alumni is as shown: 36 out of 53 students who asked for help rated the service: 67.92% confirmed the help.</i> University Placement Office		X																																																
<table border="1"> <thead> <tr> <th></th> <th></th> <th>Frequency</th> <th>Percent</th> <th>Valid Percent</th> <th>Cumulative Percent</th> </tr> </thead> <tbody> <tr> <td>Valid</td> <td>Not at all helpful</td> <td>17</td> <td>19.1</td> <td>32.1</td> <td>32.1</td> </tr> <tr> <td></td> <td>Of some help</td> <td>21</td> <td>23.6</td> <td>39.6</td> <td>71.7</td> </tr> <tr> <td></td> <td>Very helpful</td> <td>11</td> <td>12.4</td> <td>20.8</td> <td>92.5</td> </tr> <tr> <td></td> <td>Extremely helpful</td> <td>4</td> <td>4.5</td> <td>7.5</td> <td>100.0</td> </tr> <tr> <td></td> <td>Total</td> <td>53</td> <td>59.6</td> <td>100.0</td> <td></td> </tr> <tr> <td>Missing</td> <td>99</td> <td>36</td> <td>40.4</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>89</td> <td>100.0</td> <td></td> <td></td> </tr> </tbody> </table>				Frequency	Percent	Valid Percent	Cumulative Percent	Valid	Not at all helpful	17	19.1	32.1	32.1		Of some help	21	23.6	39.6	71.7		Very helpful	11	12.4	20.8	92.5		Extremely helpful	4	4.5	7.5	100.0		Total	53	59.6	100.0		Missing	99	36	40.4			Total		89	100.0				
		Frequency	Percent	Valid Percent	Cumulative Percent																																														
Valid	Not at all helpful	17	19.1	32.1	32.1																																														
	Of some help	21	23.6	39.6	71.7																																														
	Very helpful	11	12.4	20.8	92.5																																														
	Extremely helpful	4	4.5	7.5	100.0																																														
	Total	53	59.6	100.0																																															
Missing	99	36	40.4																																																
Total		89	100.0																																																
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:																																																			
1.	<i>Designing a new direct assessment tool: End-of-Program Comprehensive Examination for MBA - graduate business majors</i>																																																		
2.	<i>Assessment of the effectiveness of the newly designed undergraduate comprehensive examination.</i>																																																		
3.	<i>Design a students' manual for preparation to the comprehensive examination.</i>																																																		
4.	<i>A new upade is to be designed for all graduating students who are to use a specially designed Capstone project guidelines manual that covers</i>																																																		

<i>“Business Ethics”</i>
5. <i>Redesign the 12 hour-sessions (divided by major) for all undergraduate business majors before starting their independent research work. With this approach all students are trained to relate, investigate, analyze, and synthesize business topics such as: globalization, legal environment, financial analysis, and ethics.</i>
6. <i>Introduce IT laboratory work applications to Marketing, Management, Economics, and MIS in order to acquaint all business majors to computer literacy applications in their technical areas of knowledge (similar to Accounting, Finance, and Hospitality majors)</i>
7. <i>Establish a better procedure to motivate employers to provide feedback about AUST’s student-employees.</i>

Student Learning Information for the Master of Business Administration	
Intended Student Learning Outcomes for the major in Business :	
1. Students will be able to apply appropriate oral and written communication skills.	
2. Students will be able to apply a high level of computer literacy and technology use.	
3. Students will be able to apply the appropriate quantitative methods to business situations.	
4. Students will be able to demonstrate skills in project management.	
5. Students will be able to demonstrate the ability to conduct Independent Research.	
6. Students will be able to integrate the various business functions in solving problems or in the process of making business decisions.	
7. In the workplace, MBA graduates will be able to demonstrate highly ethical conduct in addition to job efficiency.	
8. Students will be able to demonstrate teamwork skills.	
9. Students will be able to demonstrate a high degree of motivation and willingness to adapt to changes in the working environment.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Research Project or Thesis Project (Capstone Project)	<i>An MBA student has to score a minimum of “B” in his/her Capstone projects, reflecting exemplary independent research skills. All MBA students are to score a minimum of “B” in their communication skills.</i>

2. Information Technology Laboratory Work	<i>At least 80% of the MBA students utilizing IT tools in their courses will achieve a “B” grade, showing an exemplary level of IT skills.</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Alumni Survey</i>	<i>At least 80% of graduating students will experience a high level of satisfaction from their learning outcomes. At least 80% of alumni will perceive that they were well equipped for employment in the business sector.</i>	
2. <i>Employer Survey</i>	<i>At least 80% of employers will perceive that AUST business graduates were well equipped for employment in the business sector. At least 80% of employers will perceive that AUST business graduates were well equipped for ethical behavior at work. At least 70% of alumni will be attracted to a job offer in the business sector.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>100 % of MBA received direct advice in their Capstone Projects</i> All MBA students are assigned an advisor on individual basis to complete their independent research work to graduate.	X	
2. <i>At least 80% of all MBA students scored more than “B” or exemplary rating on their Capstone Project.</i> 2010-2011: <i>Out of 21 students who graduated: (11) 52.4% scored “As”; (9) 42.90% scored “Bs”; and (1) 4.7% scored “Cs”</i> 2011-2012: <i>Out of 44 students who graduated: (22) 50.0% scored “As”; and (22) 50.0% scored “Bs”.</i>	X	
3. <i>At least 90% of the graduating students appeared to have an exemplary knowledge level of their MBA projects.</i> <i>90.9% of all MBA students scored minimum 80% grade on their overall projects with 56.8% scoring a “B” on their business functions integration and 43.2% scoring an “A”.</i>	X	

<p>4. <i>Students in general showed an excellent performance in their independent research skills. An average of 85% is scored overall.</i></p>	X	
<p>5. <i>Students in general showed a very good performance in their project management skills.</i> <i>2010-2011:</i> <i>Out of 26 students who were assessed: (10) 38.46% scored "As", (15) 57.69% scored "Bs", and (1) 3.85% scored "C".</i></p> <p><i>2011-2012:</i> <i>Out of 44 students who were assessed: (22) 50.00% scored "As" and (22) 50.00% scored "Bs".</i></p>	X	
<p>6. <i>Students in general showed a very good performance in their problem solving skills.</i> <i>2010-2011:</i> <i>Out of 26 students who were assessed: (12) 46.15% scored "As", (13) 50.00% scored "Bs", and (1) 3.85% scored "C".</i></p> <p><i>2011-2012:</i> <i>Out of 44 students who were assessed: (24) 54.50% scored "As" and (20) 45.50% scored "Bs".</i></p>	X	
<p>6. <i>At least 95% of all MBA students, utilizing IT tools in their research methods in business course, achieved a minimum of "B" grade, showing an exemplary level of IT skills by using SPSS software</i> 2010-2011: <i>(Out of 66 students: 34.85% scored "As", 60.61% scored "Bs", and 4.54% scored "Cs". So, a total of 95.46% scored minimum B grade)</i></p> <p>2011-2012: <i>(Out of 43 students: 18.60% scored "As", 69.77% scored "Bs", and 11.63% scored "Cs". So, a total of 88.37% scored minimum B grade)</i></p>		X
<p>7. <i>2010-2011:</i> <i>84.62% of AUST MBA Business graduates scored well on oral communication and presentation skills</i></p> <p><i>2011-2012:</i> <i>90.90% of AUST MBA Business graduates scored well on communication and presentation skills</i></p>	X	
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	Performance Target Was...	
	Met	Not Met

1. At least 75% of graduating seniors experienced a high level of satisfaction from their learning outcomes. If I were to start over, I would enroll in this program again: 82.35% I learned a great deal as a student in my major: 100%	X	
2. At least 75% of alumni will perceive that they were well equipped for employment in the business sector. The program provided me with adequate preparation for my current job: 76.47% Agreed	X	
3. At least 80% of employers will perceive that AUST business graduates were well equipped for employment in the business sector. Relevance of degree requirements to your work in the field: 76.5%		X
4. At least 80% of alumni will be attracted to a job offer in the business sector. A sample of 18 MBA graduates was selected randomly out of the 44 students, all are working. However, it may not be generalized to all MBAs.		X
5. At least 80% of AUST business graduates scored well on teamwork, oral communication, and ethical work behavior Results: teamwork (100%), oral communication (90.1%) , and ethical work behavior (93.2%)	X	
6. At least 80% of AUST business graduates were positively ranked on the degree of job efficiency and responsibility with even a stronger positive score on the extent of their work motivation and learning abilities Of a sample of 13 employers (considered a small sample); 84.62% were ranked as indicated	X	
7. At least 80% of the students confirmed that the learning outcomes they have earned in their major programs were satisfactory and helpful If I were to start over, I would enroll in this program again: 82.35% I learned a great deal as a student in my major: 100%	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Designing a new direct assessment tool: End-of-Program Comprehensive Examination for MBA - graduate business majors</i>		
2. <i>Improve academic – industry relationships by providing students more job opportunities through a specialized Job-search university office</i> A sample of 18 MBA Alumni declared that they were helped by AUST’s specialized University Placement Center.		
3. <i>The Dean of the Faculty of Business and Economics in coordination as well as the chairpersons and coordinators will increase their efforts to bring experts and business professionals to the classroom. Activities such as panel discussions, workshops, conferences, interviews will be planned.</i>		
4. <i>The Dean of the Faculty of Business and Economics in coordination with the Provost shall start an expert council inviting experts and personalities from the Lebanese industry. The purpose is to foster more job opportunities and create a common think tank to exchange information about on-the-job skills versus academic skills.</i>		
5. <i>A modified approach to motivate employers to provide feedback about AUST’s MBA graduates is under design.</i>		

6. *The Dean of the Faculty of Business and Economics in coordination with the Placement Center shall start a “Collaboration” agreement with the Chamber of Commerce and Industry to increase job placement opportunities.*