

# **International Assembly for Collegiate Business Education**



## **Annual Report Form**

**October 2011**

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

## IACBE Annual Report Form

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1, 2011.

### General Information

Institution's Name:		Harris-Stowe State University			
Institution's Address:		3026 Laclede Ave			
City:	St. Louis	State or Country:	MO	ZIP/Postal Code:	63103-2136
Name of Submitter:		Dr. Albert Walker			
Title:	President	Your Email:	wa@hssu.edu		
Telephone (with country code if outside of the United States):	314-340-3380	Date Submitted:	October 20, 2011		

### Membership Status and Accreditation Information

A. Your membership status with the IACBE (mark one):

<input checked="" type="checkbox"/>	Accredited Member
<input type="checkbox"/>	Candidate for Accreditation
<input type="checkbox"/>	Educational Member

B. If applicable, when is your next institutional accreditation site visit? N/A Year

If applicable, when is your next reaffirmation of IACBE accreditation site visit? Fall 2012 Year

C. If you are an accredited member of the IACBE:

Provide the website address for the location of your public notification of accreditation by the IACBE: www.hssu.edu

Provide the website address for the location of your public disclosure of student achievement information: www.hssu.edu

D. If you have received an accreditation letter from the IACBE Board of Commissioners with "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Add additional rows if necessary.)

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
No notes		

**Outcomes Assessment**

E. Has your outcomes assessment plan been submitted to the IACBE?

<b>X</b>	Yes
	No. If no, when will the plan be submitted to IACBE?

F. Is the original or revised outcomes assessment plan you submitted to the IACBE still current or have you made changes? **CHANGES HAVE BEEN MADE TO THE ASSESSMENT PLAN**

	The outcomes assessment plan we submitted is still current.
<b>X</b>	Changes have been made and the revised plan is attached.
	We have made changes and the revised plan will be sent to the IACBE by:

G. Complete the Program-Level Intended Outcomes Form in Exhibit A and include it with this annual report to the IACBE. An example of a completed form can be found in Exhibit B.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

Examples of both direct and indirect student learning outcome measures are shown in the example of a completed form in Exhibit B. You will need to insert your own direct and indirect student learning outcome measures when completing the form.

At the bottom of the form, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

**Programmatic Information**

H. Identify any significant changes that have taken place in your business programs during the reporting period.

1. Did you terminate any business programs during the reporting year?

<b>X</b>	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your business majors, concentrations, or emphases?

<b>X</b>	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

3. Were any new business programs (including new majors, concentrations, and/or emphases) established during the academic year?

<b>X</b>	No (skip to item I below)
	Yes. If yes, please identify the new programs on a separate sheet; answer item H-4 below.

4. If applicable, was approval of your institutional accrediting body required for any of these programs?

	N/A
	Yes. If yes, please fax, mail, or attach a copy of the material you sent to your institutional accrediting body to obtain approval.

**Administrative Changes**

- I. In the table below, identify any administrative changes that directly affect your academic business unit, including changes in your academic business unit’s primary representative to the IACBE, your designated alternate to IACBE, your institution’s chief executive officer and chief academic officer, and the head of your academic business unit (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent’s name, his or her title, telephone and fax numbers (with country code for institutions outside of the United States), and email address.

Position	Name	Title
Telephone	Fax	Email
Chair, Business Administration department	Dr. Peter Ndoma-Ogar	Professor of Bus. Admin.
314-877-0054	314-877-0054	<a href="mailto:Ndomap@hssu.edu">Ndomap@hssu.edu</a>
Chair, Accounting Department	Dr. Owolabi Tihamiyu	Assistant Professor of Accounting
	314-877-0050	<a href="mailto:tihamiyuo@hssu.edu">tihamiyuo@hssu.edu</a>
Chair, Health Care Management Dept.	Dr. Joyce Eisel	Assistant Professor of Health Care Management
	314-877-0054	<a href="mailto:eiselj@hssu.edu">eiselj@hssu.edu</a>
Chair, MIS Department	Mr. Roy Stewart	Instructor of MIS
	314-877-0054	<a href="mailto:stewartr@hssu.edu">stewartr@hssu.edu</a>

**Other Issues**

- J. Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

# IACBE Annual Report

For Academic Year: 2009-2010,  
2010-2011

## Exhibit A: Program-Level Intended Outcomes Form

Student Learning Information for <i>(Program 1)</i>	
Mission of the <i>(Academic Business Unit)</i> : <i>(Mission Statement)</i>	<p>The mission of the ABSB is to offer a continuum of high-quality programs to matriculate students who are well rounded in liberal arts and business education, and to foster development of skills necessary for gainful employment and successful pursuit of graduate degrees. The ABSB creates an environment that promotes the intellectual, ethical, and social growth of the students through critical thinking, superior verbal and written competencies, and decision making skills in a technologically complex and diversely global marketplace.</p>
Intended Student Learning Outcomes for <i>(Program 1)</i> : Business Administration Program	
1. <b>Effective Communication Skills</b>	<p>By developing effective communication skills, The ABSB students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.</p>
2. <b>Interpersonal Growth</b>	<p>Through continual learning, The ABSB students will be able to develop and assess their value systems, make ethical decisions, build healthy professional and personal relationships, and contribute to their community.</p>
3. <b>Critical Thinking</b>	<p>By integrating a broad educational foundation with in-depth knowledge of a field of study, The ABSB students will be able to manage information, analyze and solve real-world problems, construct meaningful connections, learn from their experiences, and apply their learning to new situations.</p>
4. <b>Workplace Readiness</b>	<p>As a result of their educational experiences, The ABSB students will enter the global work force with confidence and professionalism, demonstrate competence in their respective fields, use technology appropriately and effectively, work as productive members of a team, commit to continuous professional growth, and remain competitive in the job market.</p>

5. **Understanding of and Appreciation for Diversity**

As students are exposed to diverse ways of thinking and behaving, The ABSB students will be able to recognize and value differences as well as develop and advance strategies for inclusion.

Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning		Performance Targets/Criteria for Direct Measures:	
1. MFT		At least 50% of graduating students who take MFT national exam will score within one standard deviation from the national average.	
2. Introduction to Business Course (BSAD 0200)		At least 75% of students who are enrolled in BSAD 200 will achieve a grade of C or better according to the scoring rubric, on their written and oral presentation.	
Capstone Course (BSAD 0480)		At least 75% of the students who have completed the capstone course (BSAD0480) will earn a grade of “C” or better on their capstone projects.	
		Performance Targets/Criteria for Indirect Measures:	
1. Internship Survey		At least 75%of internship supervisors who have completed surveys express satisfaction with students’ business knowledge.	
2. Employer Survey		At least 75%of employers who have completed surveys express satisfaction with students’ professional business preparation.	
Graduating Senior Survey		At least 75% of graduating seniors who return completed surveys will express satisfaction with the business knowledge they acquired in their professional preparation they received at HSSU.	
Alumni Survey		At least 75% of graduates who have completed the Alumni surveys will express satisfaction with the professional preparation they received. at HSSU	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. (Results for Direct Measure 1): The result was met. 65% of the scores for 2009-2010 were within one standard		X	

<p>deviation from the national average, and 83% of the scores of the 2010-2011 were within one Standard deviation from the national average.</p> <p>The leadership team of the business school has carefully reviewed and analyzed the result of the MFT exams for the academic year 2009-2010, and academic year 2010-2011 against the national norm. The team has proposed to raise the bar for the academic year 2011-2012 by increasing the performance criteria from 50% to 70% to better fit the result. The proposal will be voted at the November faculty meeting and will go in effect immediately.</p>		
2. <i>(Results for Direct Measure 2)</i> The result was met. At	X	
3. <i>(Results for Direct Measure 2)</i> The result was met.	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Indirect Measure 1)</i> The result was met.	X	
2. <i>(Results for Indirect Measure 2)</i> The result was met.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i> The result was met.		
2. <i>(Course of Action 2)</i> The result was met.		
3. <i>(Course of Action 3)</i> The result was met.		
4. <i>(Course of Action 4)</i> The result was met.		

Notes:

1. A separate Program-Level Intended Outcomes Form should be used for each IACBE-accredited program that has different intended student learning outcomes.
2. Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone strategic management course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.
3. Insert rows in the form as needed.

4. Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.
5. In order to assist our members in reporting and to eliminate duplication of effort, the Program-Level Intended Outcomes Form above can also be used in the academic business unit's public disclosure of student achievement information.