IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution:	Harris-Stowe State University
Academic Business Unit:	Anheuser-Busch School of Business
Academic Year:	2014-15

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT
For Academic Year: 2014-15

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

General Information

Institution's Name: Harris-Stowe State University

Institution's Address: 3026 Laclede Ave.

City and State or Country: St. Louis, MO USA   Zip or Postal Code   63144

Name of Submitter: Fara Zakery

Title: Dean

Your Email Address: zakeryf@hssu.edu

Telephone (with country code if outside of the United States): 314-340-5096

Type of Institution: X   Public   Private Nonprofit   Private For-Profit

Date of Submission: February 13, 2015

Total Headcount Enrollment of the Institution for 2014-15:   1500

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

    Name: Dr. Dwaun Warmack

    Title: President

    Highest Earned Degree: Ed.D.   Email: president@hssu.edu

    Telephone (with country code if outside of the United States): 314-340-3380

    Fax (with country code if outside of the United States): 314-340-3399

    _____ Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

    Name: Dr. Dwyane Smith

    Title: Provost

    Highest Earned Degree: Ph.D.   Email: smithd@hssu.edu

    Telephone (with country code if outside of the United States): 314-340-3611

    Fax (with country code if outside of the United States): 314-340-3398

    _____ Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Dr. Fara Zakery

Title: Dean and Professor of Business Administration

Highest Earned Degree: Ph.D.   Email: zakeryf@hssu.edu

Telephone (with country
code if outside of the
United States): 314-340-5096

Fax (with country
code if outside of
the United States): 314-340-5114

_X_   Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Dr. Fara Zakery

Title: Dean and Professor of Business Administration

Highest Earned Degree: Ph.D.   Email: zakeryf@hssu.edu

Telephone (with country
code if outside of the
United States): 314-340-5096

Fax (with country
code if outside of
the United States): 314-340-5114

_X_   Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Dr. Charles Sykes

Title: Assistant Dean and Associate Professor of Business Administration

Highest Earned Degree: Ph.D.   Email: sykesc@hssu.edu

Telephone (with country
code if outside of the
United States): 314-340-5097

Fax (with country
code if outside of
the United States): 314-340-5114

_X_   Check here if this represents a change from the previous year.

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit?   _____ - _____ Year

2. When is your next reaffirmation of IACBE accreditation site visit?   ____2019____ Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

   (**Note**: Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on "Academics"
   2. Click on "School of Business"
   3. Click on "IACBE Accreditation"
   etc.)

   1. Home page: www.hssu.edu
   2. Under Discover More About HSSU heading (at the bottom of the page, gray colored area) click on Administrative Information sub-heading (last column)
   3. Click on ACCREDITATION INFORMATION. Information on Institutional and IACBE is there
   4. Alternative: Home page: www.hssu.edu
   5. Under Quick Links, click on Academic Schools and Colleges
   6. Click on Anheuser-Busch School of Business.   Scroll to the bottom of the page and find IACBE logo.
   7. _____
   8. _____
   9. _____
   10. _____

4. Provide the website path to the page containing your public disclosure of student learning assessment results:

   (**Note**: Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on "Academics"
   2. Click on "School of Business"

   1. From the home page: www.hssu.edu :
   2. Under QUICK LINKS click on Academic Schools and Colleges
   3. Click on Anheuser-Busch School of Business
   4. Click on Public Reports
   5. You will arrive at: To view the IACBE Annual Report, Please click here.
   6. _____
   7. _____
   8. _____

3. Click on "IACBE Accreditation" etc.)

9. _____

10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained "notes" that identified issues that needed to be addressed, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
Principle 4.3: Program Coverage for Hospitality and Tourism Program	The program has become inactive.	

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2014-15 (insert rows in the table as needed):

Program	Enrollment 2014-15 Fall 2014	Number of Degrees Conferred 2014-15
Accounting	66	12
Business Administration	283	28
Health Care Management	62	5
Hospitality and Tourism Management	15	0
Information Scieneces and Computer Technology	53	5
Totals for All Programs Combined **(In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)**	479	50

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

   _X_ No.

   ____ Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any IACBE-accredited business programs during the reporting year?

   _X_ No.

   ____ Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? (**Note**: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

  X   No.

      Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

      No.

  X   Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations
Bachelor of Science in Finance	Main Campus
Bachelor of Science in Marketing	Main Campus

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

      No.

      Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

  X   No.

      Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

_____ No.

_____ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

    __X__ Yes. If yes, proceed to item 2 below.

    _____ No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

    __X__ Yes. If yes, proceed to item 3 below.

    _____ No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

    __X__ Yes. If yes, proceed to item 4 below.

    _____ No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

    __X__ The outcomes assessment plan that we have previously submitted is still current.

    _____ 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: _____

5. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note:** Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

    An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

    Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

    Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes," **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit's current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational Outcomes," enter "Met" in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; "Not Met" if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or "N/A" (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance objectives are the measurable targets/criteria associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance objectives are the measurable targets/criteria associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objecitve might be that 90% of the students will be either "satisfied" or "highly satisfied" with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

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

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.

Other Issues

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

Outcomes Assessment Results

For Academic Year: 2014-15

Section I: Student Learning Assessment

Bachelor of Science in Accounting
Student Learning Assessment for *B.S. in Accounting*
General Program Intended Student Learning Outcomes (General Program ISLOs)
1.   *Learning Goal 1:* Effective Communication Skills By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.
2.   *Learning Goal 2:* Interpersonal Growth Through continual learning, 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.
3.   *Learning Goal 3:* Critical Thinking By integrating a broad educational foundation with in-depth knowledge of a field of study, 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.
4.   *Learning Goal 4:* Understanding of and Appreciation for Diversity As students are exposed to diverse ways of thinking and behaving, students will be able to recognize and value differences as well as develop and advance strategies for inclusion
5.   *Learning Goal 5:* Workplace Readiness As a result of their educational experiences, 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.
Program Specific Intended Student Learning Outcomes: B.S. in Accounting
1.   *Learning Goal 1:*5.1: Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components).
2.   *Learning Goal 2:* 5.2: Students will be able to demonstrate competency in accounting and comply with Generally Accepted Accounting Principles.
3.   *Learning Goal 3:* 5.3: Students will be able to demonstrate competency in use of accounting information for decision making.
4.   *Learning Goal 4:* 5.4: Students will be able to understand the ethical considerations inherently involved in Financial Reporting.

Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. *Direct Measure 1*	

1.1. Written papers, BSAD 0200, MGMT 0350 *1.2. Presentations, BSAD 0200, MGMT 0350* *1.3 Case analysis, BSAD 0220*	1.1 More than 80% of students enrolled in BSAD 0200 and MGMT 0350 will score at least 75% on their written papers according to the scoring rubric. 1.2 More than 80% of students enrolled in BSAD 0200 and MGMT 0350 will score at least 75% on their paper presentations according to the scoring rubric. 1.3. More than 80% of students enrolled in BSAD 0220 and will score at least 75% on their case analysis according to the scoring rubric.
2. *Direct Measure 2* *5.1. Comprehensive Capstone Course Case Analysis, projects, and BMFT* *(Business Major Field Test), BSAD 0480* *5.2. Comprehensive score of special problems, projects, and exams, ACCT* *0204 (Managerial Accounting), ACCT 0410 (Auditing).*	5.1 At least 50% of students taking the BMFT Exam will score within one standard deviation from the national average, and more than 75% will score within two standard deviation from the national average. 5.1 More than 80% of students completing the capstone course will earn a score of at least 75% on their case analysis and capstone projects according to their scoring rubric. 5.2. More than 80% of students enrolled in ACCT 0204 and ACCT 0410 will score more than 70% on the comprehensive examination, special problems, and projects.
Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Indirect Measures:**
1. *Indirect Measure 1* *Senior Exit Survey*	At least 75% of graduating seniors who return completed surveys will express satisfaction with the business knowledge they acquired in the professional preparation received at HSSU.
2. *Indirect Measure 2* *Internship Supervisor/Employer Survey*	At least 60% of the internship supervisors who have completed surveys express satisfaction with students' work rediness skills.
3. *Indirect Measure 3* *Alumni Survey*	At least 50% of the alumni who return completed surveys will report that they were able to secure employment in their field of study six months after graduation or were able to successfully enroll in a postgraduate program after graduation.

<table>
<tr><td colspan="2" align="center">Assessment Results: B.S. in Accounting</td></tr>
<tr><td colspan="2">Summary of Results from Implementing Direct Measures of Student Learning:</td></tr>
<tr><td>1.</td><td>Summary of Results for Direct Measure 1 (1.1):   Performance target was met</td></tr>
<tr><td>2.</td><td>Summary of Results for Direct Measure 1 (1.2): Performance target was met</td></tr>
<tr><td>3.</td><td>Summary of Results for Direct Measure 1 (1.3): Performance target was met</td></tr>
<tr><td>4.</td><td>Summary of Results for Direct Measure 2(5.1): Performnace target partially was met</td></tr>
<tr><td>5.</td><td>Summary of Results for Direct Measure 2(5.2): Performnace target partially was met</td></tr>
</table>

Summary of Results from Implementing Indirect Measures of Student Learning:
1.   *Summary of Results for Indirect Measure 1: Performance target was met*
2.   *Summary of Results for Indirect Measure 2: Performance target was met*
3.   *Summary of Results for Indirect Measure 3: In process*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	*Direct Measure 1.1*	*Direct Measure 1.2*	*Direct Measure 1.3*	*Direct Measure 1.4*	*Direct Measure 2(5.2)*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*
	Performance Target Was…	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**
1. *Learning Goal 1:* Effective Communication Skills By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.	Met	Met	Met			Met	Met	In process
2. *Learning Goal 2:* Interpersonal Growth Through continual learning, 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.	Met	Met	Met			Met	Met	In process
3. *Learning Goal 3:* Critical Thinking By integrating a broad educational foundation with in-depth knowledge of a field of study, 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.	Met	Met	Met			Met	Met	In process
4. *Learning Goal 4:* Understanding of	Met	Met	Met			Met	Met	In process

	Direct Measure 1(5.1)	Direct Measure 2 (5.2)	Direct Measure 3 (5.3)	Direct Measure 4 (5.4)		Indirect Measure 1	Indirect Measure 2	Indirect Measure 3
and Appreciation for Diversity As students are exposed to diverse ways of thinking and behaving, students will be able to recognize and value differences as well as develop and advance strategies for inclusion								
5. *Learning Goal 5:* Workplace Readiness As a result of their educational experiences, 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.				Partially met	Partially met			

Intended Student Learning Outcomes: *B.S. In Accounting*	*Direct Measure 1(5.1)*	*Direct Measure 2 (5.2)*	*Direct Measure 3 (5.3)*	*Direct Measure 4 (5.4)*		*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...		Performance Target Was...	Performance Target Was...	Performance Target Was...
1. *Learning Goal 1:*5.1: Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components).				Partially met				
2. *Learning Goal 2:* 5.2: Students will be able to demonstrate competency in accounting and comply with Generally Accepted Accounting Principles.				Partially met				
3. *Learning Goal 3:* 5.3: Students will be able to demonstrate competency in use of accounting information for decision making.				Partially met				
4. *Learning Goal 4:* 5.4: Students will be able to understand the ethical considerations inherently involved in				Partially met				

Financial Reporting.								

Bachelor of Science in Business Administration
Student Learning Assessment for *B.S. in Business Administration*
General Program Intended Student Learning Outcomes (General Program ISLOs)

1. *Learning Goal 1:* Effective Communication Skills
   By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.

2. *Learning Goal 2:* Interpersonal Growth
   Through continual learning, 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.

3. *Learning Goal 3:* Critical Thinking
   By integrating a broad educational foundation with in-depth knowledge of a field of study, 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.

4. *Learning Goal 4:* Understanding of and Appreciation for Diversity
   As students are exposed to diverse ways of thinking and behaving, students will be able to recognize and value differences as well as develop and advance strategies for inclusion

5. *Learning Goal 5:* Workplace Readiness
   As a result of their educational experiences, 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.

Program Specific Intended Student Learning Outcomes: Consentration in Business Administration

1. *Learning Goal 1 (5.1)*: Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components)

2. *Learning Goal 2 (5.2)*: Students will be able to apply theory and practice in the business functional areas to the analysis of organizational problems and challenges.

Program Specific Intended Student Learning Outcomes: Consentration in Management

1. *Learning Goal 1 (5.1)*: Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components)

2. *Learning Goal 2 (5.2)*: Students will be able to demonstrate competency in integrating the learning experience in developing strategic management skills and concept applicationand challenges.

Program Specific Intended Student Learning Outcomes: Consentration in Entrepreneurship

1. *Learning Goal 1 (5.1)*: Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components)

2. *Learning Goal 2 (5.2)*: Students will be able to explain the major concepts, theories, and practices in entrepreneurship principles and apply them in decision making process.

Program Specific Intended Student Learning Outcomes: Consentration in Marketing

1.	*Learning Goal 1 (5.1)*: Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components)
2.	*Learning Goal 2 (5.2)*: Students will be able to demonstrate competency in all areas of marketing functions of business organizations.

Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Direct Measure 1 1.1. Written papers, BSAD 0200, MGMT 0350 1.2. Presentations, BSAD 0200, MGMT 0350 1.3 Case analysis, BSAD 0220	1.1 More than 80% of students enrolled in BSAD 0200 and MGMT 0350 will score at least 75% on their written papers according to the scoring rubric. 1.2 More than 80% of students enrolled in BSAD 0200 and MGMT 0350 will score at least 75% on their paper presentations according to the scoring rubric. 1.3. More than 80% of students enrolled in BSAD 0220 and will score at least 75% on their case analysis according to the scoring rubric.
Direct Measure 2 5.1. Comprehensive Capstone Course Case Analysis, projects, and BMFT (Business Major Field Test), BSAD 0480 5.2. Comprehensive Capstone Course Case study Analysis	5.1 At least 50% of students taking the BMFT Exam will score within one standard deviation from the national average, and more than 75% will score within two standard deviation from the national average. 5.2. More than 80% of students completing the capstone course will earn a score of at least 75% on their case study analysis.

Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Indirect Measure 1 Senior Exit Survey	At least 75% of graduating seniors who return completed surveys will express satisfaction with the business knowledge they acquired in the professional preparation received at HSSU.
2. Indirect Measure 2 Internship Supervisor/Employer Survey	At least 60% of the internship supervisors who have completed surveys express satisfaction with students' work rediness skills.
3. Indirect Measure 3 Alumni Survey	At least 50% of the alumni who return completed surveys will report that they were able to secure employment in their field of study six months after graduation or were able to successfully enroll in a postgraduate program after graduation.

Assessment Results: *B.S. Degree in Business Administration*
Summary of Results from Implementing Direct Measures of Student Learning:
1. *Summary of Results for Direct Measure 1 (1.1):   Performance target was met*
2. *Summary of Results for Direct Measure 1 (1.2): Performance target was met*

3. *Summary of Results for Direct Measure 1 (1.3): Performance target was met*
4. *Summary of Results for Direct Measure 2(5.1): Performnace target partially was met*
Summary of Results from Implementing Indirect Measures of Student Learning:
1. *Summary of Results for Indirect Measure 1: Performance target was met*
2. *Summary of Results for Indirect Measure 2: Performance target was met*
3. *Summary of Results for Indirect Measure 3: In process*

Summary of Results from Implementing Indirect Measures of Student Learning:								
1. Summary of Results for Indirect Measure 1: Performance target was met								
2. Summary of Results for Indirect Measure 2: Performance target was met								
3. Summary of Results for Indirect Measure 3: In process								

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	*Direct Measure 1.1*	*Direct Measure 1.2*	*Direct Measure 1.3*	*Direct Measure 2(5.1)*	*Direct Measure 2(5.2)*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*
	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…
1. *Learning Goal 1:* Effective Communication Skills By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.	Met	Met	Met			Met	Met	In process
2. *Learning Goal 2:* Interpersonal Growth Through continual learning, 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.	Met	Met	Met			Met	Met	In process
3. *Learning Goal 3:* Critical Thinking By integrating a broad educational foundation with in-depth knowledge of a field of study, 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.	Met	Met	Met			Met	Met	In process
4. *Learning Goal 4:* Understanding of	Met	Met	Met			Met	Met	In process

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

5.	*Learning Goal 5:* Workplace Readiness As a result of their educational experiences, 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.				Partially met	Partially met			

Intended Student Learning Outcomes: ***B.S. In Business Administration***	*Direct Measure 1* Performance Target Was…	*Direct Measure 2* Performance Target Was…	*Direct Measure 3* Performance Target Was…	*Direct Measure 4* Performance Target Was…	*Indirect Measure 1* Performance Target Was…	*Indirect Measure 2* Performance Target Was…	*Indirect Measure 3* Performance Target Was…	*Indirect Measure 4* Performance Target Was…
1. *Learning Goal 1* (5.1): Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components)				Partially met	Partially met			
2. *Learning Goal 2* (5.2): Students will be able to apply theory and practice in the business functional areas to the analysis of organizational problems and challenges.				Partially met	Partially met			

Bachelor of Science in Health Care Management
Student Learning Assessment for *B.S. in Health Care Management*
General Program Intended Student Learning Outcomes (General Program ISLOs)

1. *Learning Goal 1:* Effective Communication Skills
   By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.

2. *Learning Goal 2:* Interpersonal Growth
   Through continual learning, 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.

3. *Learning Goal 3:* Critical Thinking
   By integrating a broad educational foundation with in-depth knowledge of a field of study, 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.

4. *Learning Goal 4:* Understanding of and Appreciation for Diversity
   As students are exposed to diverse ways of thinking and behaving, students will be able to recognize and value differences as well as develop and advance strategies for inclusion

5. *Learning Goal 5:* Workplace Readiness
   As a result of their educational experiences, 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.

Program Specific Intended Student Learning Outcomes: B.S. in Health Care Management

1. *Learning Goal 1 (5.1)*: Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components)

2. *Learning Goal 2 (5.2)*: Students will be able to demonstrate an understanding of health care systems from policy, strategic planning, management, financing, marketing, and long-term care administration from global prospective.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Direct Measures:**
1. Direct Measure 1 *1.1. Written papers, BSAD 0200, MGMT 0350* *1.2. Presentations, BSAD 0200, MGMT 0350* *1.3 Case analysis, BSAD 0220*	1.1 More than 80% of students enrolled in BSAD 0200 and MGMT 0350 will score at least 75% on their written papers according to the scoring rubric. 1.2 More than 80% of students enrolled in BSAD 0200 and MGMT 0350 will score at least 75% on their paper presentations according to the scoring rubric. 1.3. More than 80% of students enrolled in BSAD 0220 and will score at least 75% on their case analysis according to the scoring rubric.
Direct Measure 2	5.1 At least 50% of students taking the BMFT Exam will score within one

5.1. Comprehensive Capstone Course Case Analysis, projects, and BMFT (Business Major Field Test), BSAD 0480	standard deviation from the national average, and more than 75% will score within two standard deviation from the national average.
5.2. Term paper, HCM 0300 (Health Care Systems) *5.3 Semester project, HCM 0475 (Strategic Management of Health Care Organizations)*	5.2. More than 80% of students completing the health care systems course work will earn a score of at least 75% on their term paper according to the scoring rubric. 5.3. More than 75% of students completing the health care strategic planning course work will score at least 75% on their course project according to the scoring rubric.
Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Indirect Measures:**
1. Indirect Measure 1 *Senior Exit Survey*	At least 75% of graduating seniors who return completed surveys will express satisfaction with the business knowledge they acquired in the professional preparation received at HSSU.
2. Indirect Measure 2 *Internship Supervisor/Employer Survey*	At least 60% of the internship supervisors who have completed surveys express satisfaction with students' work rediness skills.
3. Indirect Measure 3 *Alumni Survey*	At least 50% of the alumni who return completed surveys will report that theywere able to secure employment in their field of study six months after graduation or were able to successfully enroll in a postgraduate program aftergraduation.

Assessment Results: *B.S. Degree in Health Care Management*
Summary of Results from Implementing Direct Measures of Student Learning:
1. *Summary of Results for Direct Measure 1 (1.1):   Performance target was met*
2. *Summary of Results for Direct Measure 1 (1.2):   Performance target was met*
3. *Summary of Results for Direct Measure 1 (1.3): Performance target was met*
4. *Summary of Results for Direct Measure 2(5.1): Performnace target partially was met*
Summary of Results from Implementing Indirect Measures of Student Learning:
1. *Summary of Results for Indirect Measure 1: Performance target was met*
2. *Summary of Results for Indirect Measure 2: Performance target was met*
3. *Summary of Results for Indirect Measure 3: In process*

Summary of Results from Implementing Indirect Measures of Student Learning:								
1. *Summary of Results for Indirect Measure 1: Performance target was met*								
2. *Summary of Results for Indirect Measure 2: Performance target was met*								
3. *Summary of Results for Indirect Measure 3: In process*								

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
General Program ISLOs	*Direct Measure 1.1*	*Direct Measure 1.2*	*Direct Measure 1.3*	*Direct Measure 2(5.1)*	*Direct Measure 2(5.2)*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*
	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…
1. *Learning Goal 1:* Effective Communication Skills By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.	Met	Met	Met			Met	Met	In process
2. *Learning Goal 2:* Interpersonal Growth Through continual learning, 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.	Met	Met	Met			Met	Met	In process
3. *Learning Goal 3:* Critical Thinking By integrating a broad educational foundation with in-depth knowledge of a field of study, 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.	Met	Met	Met			Met	Met	In process
4. *Learning Goal 4:* Understanding of	Met	Met	Met			Met	Met	In process

	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
and Appreciation for Diversity As students are exposed to diverse ways of thinking and behaving, students will be able to recognize and value differences as well as develop and advance strategies for inclusion								
5. *Learning Goal 5:* Workplace Readiness As a result of their educational experiences, 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.				Partially met	Partially met			

Intended Student Learning Outcomes: ***B.S. In Business Administration***	*Direct Measure 1*	*Direct Measure 2*	*Direct Measure 3*	*Direct Measure 4*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Target Was…	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**
1. *Learning Goal 1* (5.1): Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components)				Partially met	Partially met			
2. *Learning Goal 2* (5.2): Students will be able to apply theory and practice in the business functional areas to the analysis of organizational problems and challenges.				Partially met	Partially met			

Bachelor of Science in Information Sciences and Computer Technology
Student Learning Assessment for *B.S. in Information Sciences and Computer Technology*
General Program Intended Student Learning Outcomes (General Program ISLOs)

1. *Learning Goal 1:* Effective Communication Skills
By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.

2. *Learning Goal 2:* Interpersonal Growth
Through continual learning, 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.

3. *Learning Goal 3:* Critical Thinking
By integrating a broad educational foundation with in-depth knowledge of a field of study, 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.

4. *Learning Goal 4:* Understanding of and Appreciation for Diversity
As students are exposed to diverse ways of thinking and behaving, students will be able to recognize and value differences as well as develop and advance strategies for inclusion

5. *Learning Goal 5:* Workplace Readiness
As a result of their educational experiences, 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.

Program Specific Intended Student Learning Outcomes: B.S. in *Information Sciences and Computer Technology*

1. *Learning Goal 1 (5.1)*: Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components)

2. *Learning Goal 2 (5.2)*: Students with a concentration in Management Information Systems will be able to demonstrate competency in business systems development and techniques of design, analysis and implementation and support of information systems.
  Learning Goal 3 (5.3): Students with a concentration in Computer Studies will be able to demonstrate competency in web-based technology.

Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Direct Measure 1 *1.1. Written papers, BSAD 0200, MGMT 0350* *1.2. Presentations, BSAD 0200, MGMT 0350* *1.3 Case analysis, BSAD 0220*	1.1 More than 80% of students enrolled in BSAD 0200 and MGMT 0350 will score at least 75% on their written papers according to the scoring rubric. 1.2 More than 80% of students enrolled in BSAD 0200 and MGMT 0350 will score at least 75% on their paper presentations according to the scoring rubric. 1.3. More than 80% of students enrolled in BSAD 0220 and will score at least 75% on their case analysis according to the scoring rubric.

Direct Measure 2 *5.1. Comprehensive Capstone Course Case Analysis, projects, and BMFT (Business Major Field Test), BSAD 0480* *5.2. Term paper, MIS0207, MIS 0300* *5.3 Semester project, MIS 0305*	5.1 At least 50% of students taking the BMFT Exam will score within one standard deviation from the national average, and more than 75% will score within two standard deviation from the national average. 5.2. -5.3 More than 80% of students enrolled in MIS0207, MIS 0300, and MIS 0305 will score at least 70% on their term paper and projects according to the scoring ruberic.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Indirect Measures:**
1. Indirect Measure 1 * Senior Exit Survey*	At least 75% of graduating seniors who return completed surveys will express satisfaction with the business knowledge they acquired in the professional preparation received at HSSU.
2. Indirect Measure 2 * Internship Supervisor/Employer Survey*	At least 60% of the internship supervisors who have completed surveys express satisfaction with students' work rediness skills.
3. Indirect Measure 3 * Alumni Survey*	At least 50% of the alumni who return completed surveys will report that they were able to secure employment in their field of study six months after graduation or were able to successfully enroll in a postgraduate program after graduation.
Assessment Results: *B.S. Degree in Information Sciences and Computer Tecnology*	
Summary of Results from Implementing Direct Measures of Student Learning:	
1. *Summary of Results for Direct Measure 1 (1.1): Performance target was met*	
2. *Summary of Results for Direct Measure 1 (1.2): Performance target was met*	
3. *Summary of Results for Direct Measure 1 (1.3): Performance target was met*	
4. *Summary of Results for Direct Measure 2(5.1): Performnace target partially was met*	
Summary of Results from Implementing Indirect Measures of Student Learning:	
1. *Summary of Results for Indirect Measure 1: Performance target was met*	
2. *Summary of Results for Indirect Measure 2: Performance target was met*	
3. *Summary of Results for Indirect Measure 3: In process*	

Summary of Results from Implementing Indirect Measures of Student Learning:								
1. *Summary of Results for Indirect Measure 1: Performance target was met*								
2. *Summary of Results for Indirect Measure 2: Performance target was met*								
3. *Summary of Results for Indirect Measure 3: In process*								

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	*Direct Measure 1.1*	*Direct Measure 1.2*	*Direct Measure 1.3*	*Direct Measure 2(5.1)*	*Direct Measure 2(5.2)*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*
	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…	Performance Target Was…
1. *Learning Goal 1:* Effective Communication Skills By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.	Met	Met	Met			Met	Met	In process
2. *Learning Goal 2*: Interpersonal Growth Through continual learning, 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.	Met	Met	Met			Met	Met	In process
3. *Learning Goal 3:* Critical Thinking By integrating a broad educational foundation with in-depth knowledge of a field of study, 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.	Met	Met	Met			Met	Met	In process
4. *Learning Goal 4*: Understanding of and Appreciation for Diversity	Met	Met	Met			Met	Met	In process

	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
As students are exposed to diverse ways of thinking and behaving, students will be able to recognize and value differences as well as develop and advance strategies for inclusion								
5. *Learning Goal 5*: Workplace Readiness As a result of their educational experiences, 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.				Partially met	Partially met			
Intended Student Learning Outcomes: *B.S. In Business Administration*	*Direct Measure 1* Performance Target Was...	*Direct Measure 2* Performance Target Was...	*Direct Measure 3* Performance Target Was...	*Direct Measure 4* Performance Target Was...	*Indirect Measure 1* Performance Target Was...	*Indirect Measure 2* Performance Target Was...	*Indirect Measure 3* Performance Target Was...	*Indirect Measure 4* Performance Target Was...
1. *Learning Goal 1* (5.1): Students will be able to demonstrate foundational knowledge of the functional areas of business (Common Professional Components)				Partially met	Partially met			
2. *Learning Goal 2* (5.2): Students will be able to apply theory and practice in the business functional areas to the analysis of organizational problems and challenges.				Partially met	Partially met			

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after **January 1, 2011**.)

Name of Academic Business Unit	
Operational Assessment	
Intended Operational Outcomes:	
1. *Intended Operational Outcome 1*	
2. *Intended Operational Outcome 2*	
3. *Intended Operational Outcome 3*	
4. *Intended Operational Outcome 4*	
5. *Intended Operational Outcome 5*	
6. *Intended Operational Outcome 6*	
7. *Intended Operational Outcome 7*	
8. *Intended Operational Outcome 8*	
Assessment Measures/Methods for Intended Operational Outcomes:	**Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:**
1. *Operational Assessment Measure/Method 1* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 1*
2. *Operational Assessment Measure/Method 2* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 2*
3. *Operational Assessment Measure/Method 3* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 3*
4. *Operational Assessment Measure/Method 4* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 4*

5. *Operational Assessment Measure/Method 5* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 5*
6. *Operational Assessment Measure/Method 6* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 6*
7. *Operational Assessment Measure/Method 7* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 7*
8. *Operational Assessment Measure/Method 8* Intended Operational Outcomes Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Measure/Method 8*

Summary of Results from Implementing Operational Assessment Measures/Methods:

1. *Summary of Results for Measure/Method 1*
2. *Summary of Results for Measure/Method 2*
3. *Summary of Results for Measure/Method 3*
4. *Summary of Results for Measure/Method 4*
5. *Summary of Results for Measure/Method 5*
6. *Summary of Results for Measure/Method 6*
7. *Summary of Results for Measure/Method 7*
8. *Summary of Results for Measure/Method 8*

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	**Operational Assessment Measures/Methods**							
	Operational Assessment Measure/ Method 1	*Operational Assessment Measure/ Method 2*	*Operational Assessment Measure/ Method 3*	*Operational Assessment Measure/ Method 4*	*Operational Assessment Measure Method 5*	*Operational Assessment Measure/ Method 6*	*Operational Assessment Measure/ Method 7*	*Operational Assessment Measure/ Method 8*
	Performance Target Was...	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**	**Performance Target Was...**
1. *Intended Operational Outcome 1*								

2. *Intended Operational Outcome 2*								
3. *Intended Operational Outcome 3*								
4. *Intended Operational Outcome 4*								
5. *Intended Operational Outcome 5*								
6. *Intended Operational Outcome 6*								
7. *Intended Operational Outcome 7*								
8. *Intended Operational Outcome 8*								
Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:								
1. *Course of Action 1*								
2. *Course of Action 2*								
3. *Course of Action 3*								
4. *Course of Action 4*								