



Interim Quality Assurance Report 2021

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| Institution: | <u>Seton Hill University</u> |
| Academic Business Unit: | <u>School of Business</u> |
| Date of Submission: | <u>January 31, 2022</u> |
| Name and email of contact for this report: | <u>Dr. Debasish Chakraborty dchakraborty@setonhill.edu</u> |



INTRODUCTION

The purpose of the Interim Quality Assurance Report is to (1) provide results and your assessment of student learning and achievement in relation to the academic business unit's stated goals, (2) provide evidence that the academic business unit continues to comply with the IACBE's Accreditation Principles, and (3) provide IACBE with data needed to evaluate achievement of its accredited programs individually and in aggregate.

Each accredited member of the IACBE is required to submit an Interim Quality Assurance Report mid-way through its awarded period of accreditation. In the Interim Quality Assurance Report, the academic business unit will report the following information:

1. Institutional Information
2. Listing of Accredited Programs
3. Institutional and Program Enrollments
4. Degrees Conferred in Accredited Programs
5. Student Learning Assessment Results for Accredited Programs
6. Operational Assessment Results for the Academic Business Unit
7. Revised Outcomes Assessment Plan
8. Self-evaluation of the Academic Business Unit's compliance with the Principles

The **"Reporting Year"** is the most recently completed academic year. With a report due date of 11/1 annually, the Reporting Year will be the academic year immediately prior (usually the most recently completed period running Aug/Sept through May/June).

1. Institutional and Contact Information

Institution's Name: Seton Hill University

Institution's Physical Address: 1 Seton Hill Drive
Greensburg, PA 15601

Institution's Mailing Address: _____
(if different than physical address): _____

Email: N/A Website: www.setonhill.edu

Telephone (with country code if outside of the United States): (800)-826-6234 Local (724)-830-2200

Type of Institution: _____ Public ☒ Private Nonprofit _____ Private For-Profit _____ HBCU
(check all that apply) _____ Tribal ☒ Faith-Based _____ Career/Tech _____ Community College

Provide the following information for the president/CEO of your institution:

Name: Dr. Mary Finger

Position Title: President

Email: mfinger@setonhill.edu

Telephone (with country code if outside of the United States): (724)-838-4211

Provide the following information for the chief academic officer of the institution:

Name: Susan Yochum, SC, PhD

Position Title: Provost

Email: yochum@setonhill.edu

Telephone (with country code if outside of the United States): (724)-830-1044

Provide the following information for the primary representative to the IACBE. This is the person who: will be contacted with all IACBE correspondence, will receive invoices, and will hold IACBE voting rights.

Name: Dr. Debasish Chakraborty
Position Title: Dean, School of Business
Highest Earned Degree: PhD Email: dchakraborty@setonhill.edu
Telephone (with country code if outside of the United States): (724)-552-1733

Provide the following information for each academic business unit included in this report:

ABU NAME: School of Business
Name: Dr. Debasish Chakraborty
Position Title: Dean, School of Business
Highest Earned Degree: PhD Email: dchakraborty@setonhill.edu
Telephone (with country code if outside of the United States): (724) 552-1733

ABU NAME: _____
Name: _____
Position Title: _____
Highest Earned Degree: _____ Email: _____
Telephone (with country code if outside of the United States): _____

Provide the following information pertaining to any individuals who are alternate representatives to the IACBE. Check the box on the right for any alternative representative who should be copied on all IACBE correspondence.

| | | | |
|---------------------------------|---|-------------------------------------|-------------------------------------|
| Name: <u>Dr. Doina Vlad</u> | Title: <u>Program Coordinator, Accounting, Economics, and Finance</u> | Email: <u>vlad@setonhill.edu</u> | <input type="checkbox"/> |
| Name: <u>Dr. Douglas Nelson</u> | Title: <u>Director, MBA Program</u> | Email: <u>dnelson@setonhill.edu</u> | <input type="checkbox"/> |
| Name: <u>Bernadette Mendish</u> | Title: <u>Administrative Assistant</u> | Email: <u>mendish@setonhill.edu</u> | <input checked="" type="checkbox"/> |

2. IACBE-Accredited Programs and Locations

Provide a listing of all of the business programs accredited by the IACBE. These programs are identified on your Membership Status page available on the IACBE website under Accreditation > Member Status. This listing must also include all accredited Majors, Concentrations, Focus Areas, Specializations, etc. associated with the programs (as identified on your Member Status page). Add rows as needed. **Contact your IACBE liaison if you believe there are changes needed to the accredited program list as identified on your Member Status page.**

For those institutions with more than one Academic Business Unit delivering IACBE-accredited programs, Identify the academic unit(s) that administer the programs. (Add or delete rows as needed):

| ACCREDITED PROGRAM | ACADEMIC UNIT ADMINISTERING THE PROGRAM |
|--|--|
| Master of Business Administration (Specializations) | School of Business |
| • Entrepreneurship | School of Business |
| • Forensic Accounting and Fraud Examination | School of Business |
| • Healthcare Administration | School of Business |
| • Management | School of Business |
| • Project Management | School of Business |
| Bachelor of Science in Business Administration (Concentrations) | School of Business |
| • Entrepreneurship | School of Business |
| • Healthcare Administration | School of Business |
| • Human Resources | School of Business |
| • Information Management | School of Business |
| • International Organization | School of Business |

| ACCREDITED PROGRAM | ACADEMIC UNIT ADMINISTERING THE PROGRAM |
|--|--|
| • Marketing | School of Business |
| Bachelor of Science in Accounting | School of Business |
| Bachelor of Science in Business | School of Business |

Please provide a list of all locations offering the above listed accredited programs (add or delete rows as needed).

| LOCATION | ADDRESS |
|-----------------------|--|
| Seton Hill University | 1 Seton Hill Drive, Greensburg, PA 15601 |
| | |
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| | |

3. Institutional and Program Enrollments

What are the beginning and end dates of your most recently completed academic year (AY)? (MM/YY –MM /YY) 08/20 – 05/21

What academic year was used for the Self-Study of your last IACBE accreditation review? (YYYY – YYYY) 2018 - 2019

Provide figures for the institution's overall total enrollment 1- at the beginning of the Reporting Year and 2- at the beginning (first term) of the academic year of your last IACBE Self-Study.

Notes:

"Enrollment" refers to the total number of students pursuing programs offered by the institution as of the start of the academic year, not the number of students admitted/accepted in a given year.

| TOTAL INSTITUTIONAL ENROLLMENT | |
|--------------------------------|-----------------------|
| Reporting AY | AY of Last Self-Study |
| 2,182 (2020-2021) | 2,276 (2018-2019) |

For each IACBE-accredited program (as listed on your IACBE Member Status Page), provide the unduplicated headcount * enrollment in the program 1- at the beginning (first term) of the Reporting Year and 2- at the beginning (first term) of the academic year of your last IACBE Self-Study. (Add or delete rows in the table as needed)

| ACCREDITED PROGRAM | ENROLLMENT | |
|--|---------------------------|------------------------------------|
| | REPORTING AY 2020/2021 | AY OF LAST SELF-STUDY 2018/2019 |
| Master of Business Administration (Specializations) | | |
| Entrepreneurship | 5 | 4 |
| Forensic Accounting and Fraud Examination | 15 | 8 |
| Healthcare Administration | 29 | 20 |
| Management | 47 | 74 |
| Project Management | 19 | 0 |
| Bachelor of Science in Business Administration (Concentrations) | | |
| Entrepreneurship | 20 | 23 |
| Healthcare Administration | 20 | 8 |
| Human Resources | 51 | 41 |
| Information Management | 9 | 6 |
| International Organization | 4 | 5 |

| ACCREDITED PROGRAM | ENROLLMENT | |
|--|---------------------------|------------------------------------|
| | REPORTING AY 2020/2021 | AY OF LAST SELF-STUDY 2018/2019 |
| Marketing | 37 | 57 |
| Bachelor of Science in Accounting | 59 | 47 |
| Bachelor of Science in Business | 97 | 109 |
| Totals | 297 | 296 |

* Unduplicated headcount = total headcount irrespective of prior or dual program enrollments. In other words, do not count any student more than once no matter the number of programs that the students have pursued.

4. Degrees Conferred in Accredited Programs

For each IACBE-accredited program, provide figures for the number of degrees conferred in the program during 1- the Reporting Year and 2 – during the year of your last IACBE Self-Study.

(Add or delete rows in the table as needed):

| ACCREDITED PROGRAM | NUMBER OF DEGREES CONFERRED | |
|--|-----------------------------|---|
| | REPORTING AY 2020/2021 | AY OF LAST ACCREDITATION REVIEW 2018/2019 |
| Master of Business Administration (Specializations) | | |
| Entrepreneurship | 1 | 2 |
| Forensic Accounting and Fraud Examination | 8 | 2 |
| Healthcare Administration | 18 | 5 |

| ACCREDITED PROGRAM | NUMBER OF DEGREES CONFERRED | |
|--|-----------------------------|---|
| | REPORTING AY 2020/2021 | AY OF LAST ACCREDITATION REVIEW 2018/2019 |
| Management | 22 | 37 |
| Project Management | 10 | 0 |
| Bachelor of Science in Business Administration (Concentrations) | | |
| Entrepreneurship | 3 | 6 |
| Healthcare Administration | 0 | 0 |
| Human Resources | 14 | 9 |
| Information Management | 1 | 2 |
| International Organization | 0 | 0 |
| Marketing | 15 | 12 |
| Bachelor of Science in Accounting | 16 | 10 |
| Bachelor of Science in Business | 19 | 21 |
| Totals | 68 | 60 |

5A. Student Learning Assessment Results for IACBE-Accredited Programs

For each IACBE-accredited program in the Reporting Year, provide the following student learning assessment information as stated in the OAP in place during the Reporting Year.

- intended student learning outcomes (ISLOs)
- direct measures of student learning that are used for assessing the ISLOs
- performance objectives for each direct measure of learning
- indirect measures of student learning that are used for assessing the ISLOs

- e. performance objectives for each indirect measure of learning.
- f. and g. Provide the (data) results and summary analysis of the results from implementation of the direct and indirect assessment measures during the Reporting Year.
- h. Provide (h) an indication of whether the performance objective was Met or Not Met for each of the intended learning outcomes as determined by the results.
- i. For each area noted as “Not Met” in “h”, provide a provide a narrative explanation of the action plan for improving student performance and/or achieving the objective/target for that ISLO. Include anticipated timeline(s) for implementation of improvements. (add rows as needed)

Instructions:

A separate table must be provided for each IACBE-accredited program as listed in your outcomes assessment plan and IACBE Member Status Page. Data for programs with majors/concentrations/tracks can be consolidated at the degree level if they share the same business core curriculum.

Delete ***italicized red*** text and insert your information.

Add tables as needed for additional programs.

Add or delete rows as needed for additional or fewer intended student learning outcomes and assessment measures.

In the sections of the learning assessment results tables labeled “Summary of Achievement of Intended Student Learning Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning and four indirect measures of student learning. 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.

In the Summary of Achievement tables, the Row # will correspond to the same ISLO # as provided in (a). The Direct Measure # (column header) will correspond to the assessment measure # provided in (b):

- (i) enter ‘Met’ in a given cell of a table if the performance objective for the instrument in that column was achieved for the intended learning outcome in that row

- (ii) enter 'Not Met' if the performance objective for the corresponding assessment measure was not achieved for the intended learning outcome in that row, or leave the cell blank if the instrument in that column does not measure the intended learning outcome in that row.

| PROGRAM NAME: BACHELORS OF SCIENCE IN BUSINESS ADMINISTRATION | | |
|---|---|--|
| a. Intended Student Learning Outcomes (Program ISLOs) | | |
| 1. | <i>Students will be able to apply relevant disciplinary knowledge and competencies appropriate to the study of business</i> | |
| 2. | <i>Business students will employ skills appropriate for functionally ethically in a professional work place</i> | |
| 3. | <i>Business Students will be able to use decision support tools to create solutions to business problems</i> | |
| 4. | <i>Students will be able to apply strategic planning skills to solve problems.</i> | |
| b. Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: | | c. Performance Objectives (Targets/Criteria) for Direct Measures: |
| 1. | <i>Direct Measure 1 Comprehensive Exam Program ISLOs assessed by this Measure: List of outcomes 1, 2, 3, 4</i> | <i>Objective (Target/Criterion) for Direct Measure 1 80% of the students will score an 80% or better on the group of test questions that measure ISLOs 1, 2, 3, and 4.</i> |
| d. Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | | e. Performance Objectives (Targets/Criteria) for Indirect Measures: |
| 1. | <i>No Indirect Measures</i> | |
| Assessment Results | | |
| f. Summary of Results from Implementing Direct Measures of Student Learning: | | |
| 1. | <i>Summary analysis of Results for Direct Measure 1: Approximately 30.6 % of the students scored more than 80% in the comprehensive Exam.</i> | |
| | | |
| g. Summary of Results from Implementing Indirect Measures of Student Learning: | | |
| h. Summary of Achievement of Intended Student Learning Outcomes: (enter Met or Not Met) | | |
| Intended Student Learning Outcomes (ISLOs) | Learning Assessment Measures | |
| | Direct Measures of Student Learning | Indirect Measures of Student Learning |

| Program ISLOs | | 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 Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... |
| 1. | Program Learning Outcome 1 | Not Met | | | | | | | |
| 2. | Program Learning Outcome 2 | Not Met | | | | | | | |
| 3. | Program Learning Outcome 3 | Not Met | | | | | | | |
| 4. | Program Learning Outcome 4 | Not Met | | | | | | | |

i. Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. Course of Action 1: Review the questions in the comprehensive exams to ensure it reflects assessment of the 4 ISLOs
2. Course of Action 2: Review syllabuses to ensure that the contents covers the areas of the 4 ISLOs
3. Course of Action 3: Review teaching materials and emphasis to ensure coverage of the topics of the 4 ISLOs.

| PROGRAM NAME: BACHELORS OF SCIENCE IN ACCOUNTING | |
|--|---|
| a. Intended Student Learning Outcomes (Program ISLOs) | |
| 1. | <i>Students will be able to apply relevant disciplinary knowledge and competencies appropriate to the study of business</i> |
| 2. | <i>Accounting students will employ skills appropriate for functionally ethically in a professional work place</i> |
| 3. | <i>Accounting students will be able to use decision support tools to create solutions to business problems</i> |
| 4. | <i>Accounting students will be able to apply strategic planning skills to solve problems.</i> |
| b. Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: | |
| 1. | <i>Direct Measure 1 Comprehensive Exam Program ISLOs assessed by this Measure: List of outcomes 1, 2, 3, 4</i> |
| c. Performance Objectives (Targets/Criteria) for Direct Measures: | |
| <i>Objective (Target/Criterion) for Direct Measure 1 80% of the students will score an 80% or better on the group of test questions that measure ISLOs 1, 2, 3, and 4.</i> | |

| | | | | | | | | | |
|---|--|--|------------------------------------|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|------------------------------------|
| d. Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | | e. Performance Objectives (Targets/Criteria) for Indirect Measures: | | | | | | | |
| 1. | <i>Indirect Measure 1: No indirect measures</i> | | | | | | | | |
| b. Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: | | c. Performance Objectives (Targets/Criteria) for Direct Measures: | | | | | | | |
| 1. | <i>Direct Measure 1 Comprehensive Exam Program ISLOs assessed by this Measure: List of outcomes 1, 2, 3, 4</i> | <i>Objective (Target/Criterion) for Direct Measure 1 80% of the students will score an 80% or better on the group of test questions that measure ISLOs 1, 2, 3, and 4.</i> | | | | | | | |
| d. Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | | e. Performance Objectives (Targets/Criteria) for Indirect Measures: | | | | | | | |
| 1. | <i>No Indirect Measures</i> | | | | | | | | |
| Assessment Results | | | | | | | | | |
| f. Summary of Results from Implementing Direct Measures of Student Learning: | | | | | | | | | |
| 1. | <i>Summary analysis of Results for Direct Measure 1: Approximately 25% of the students scored more than 80% in the comprehensive Exam.</i> | | | | | | | | |
| g. Summary of Results from Implementing Indirect Measures of Student Learning: | | | | | | | | | |
| h. Summary of Achievement of Intended Student Learning Outcomes: (enter Met or Not Met) | | | | | | | | | |
| Intended Student Learning Outcomes (ISLOs) | | Learning Assessment Measures | | | | | | | |
| | | Direct Measures of Student Learning | | | | Indirect Measures of Student Learning | | | |
| Program ISLOs | | <i>Direct Measure 1</i> | <i>Direct Measure 2</i> | <i>Direct Measure 3</i> | <i>Direct Measure 4</i> | <i>Indirect Measure 1</i> | <i>Indirect Measure 2</i> | <i>Indirect Measure 3</i> | <i>Indirect Measure 4</i> |
| | | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... |
| 1. | <i>Program Learning Outcome 1</i> | Not Met | | | | | | | |
| 2. | <i>Program Learning Outcome 2</i> | Not Met | | | | | | | |
| 3. | <i>Program Learning Outcome 3</i> | Not Met | | | | | | | |
| 4. | <i>Program Learning Outcome 4</i> | Not Met | | | | | | | |
| i. Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met: | | | | | | | | | |

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| 4. Course of Action 1: Review the questions in the comprehensive exams to ensure it reflects assessment of the 4 ISLOs |
| 5. Course of Action 2: Review syllabuses to ensure that the contents covers the areas of the ISLOs |
| 6. Course of Action 3: Review teaching materials and emphasis to ensure coverage of the topics of the ISLOs. |

| PROGRAM NAME: MASTERS IN BUSINESS ADMINISTRATION (MBA) | | |
|---|---|---|
| a. Intended Student Learning Outcomes (Program ISLOs) | | |
| 1. | Students will be able to solve diverse business challenges utilizing well-developed problem solving skills across functional business areas | |
| 2. | Students will be able to evaluate organizational problems from a global perspective | |
| 3. | Students will be able to integrate standards of ethical behavior into their management decision making process | |
| 4. | Students will be able to construct communication skills appropriate to a myriad of business situations | |
| 5. | Students will be able to adapt well-developed communication skills appropriate to a myriad of business solutions. | |
| b. Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning: | | c. Performance Objectives (Targets/Criteria) for Direct Measures: |
| 1. | Direct Measure 1 MBA Capstone Project: Research paper and Presentations Program ISLOs assessed by this Measure: List of outcomes 1. | Objective (Target/Criterion) for Direct Measure 1 80% of the students will score an 80% or better on the group of test questions that measure ISLOs 1. |
| 2. | Direct Measure 2 MBA Capstone Project: Research paper and Presentations Program ISLOs assessed by this Measure: List of outcomes 2. | Objective (Target/Criterion) for Direct Measure 1 80% of the students will score an 80% or better on the group of test questions that measure ISLOs 2. |
| 3. | Direct Measure 3 MBA Capstone Project: Research paper and Presentations Program ISLOs assessed by this Measure: List of outcomes 3. | Objective (Target/Criterion) for Direct Measure 1 80% of the students will score an 80% or better on the group of test questions that measure ISLOs 3. |
| 4. | Direct Measure 4: MBA Capstone Project: Research paper and Presentations Program ISLOs assessed by this Measure: List of outcomes 4. | Objective (Target/Criterion) for Direct Measure 1 80% of the students will score an 80% or better on the group of test questions that measure ISLOs 4. |

| | | |
|--|---|---|
| 5. | <i>Direct Measure 5: MBA Capstone Project: Research paper and Presentations</i> <i>Program ISLOs assessed by this Measure: List of outcomes 5.</i> | <i>Objective (Target/Criterion) for Direct Measure 1</i> <i>80% of the students will score an 80% or better on the group of test questions that measure ISLOs 5.</i> |
| d. Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning: | | e. Performance Objectives (Targets/Criteria) for Indirect Measures: |
| 1. | <i>Indirect Measure 1</i> <i>Student Survey Results on SLOs # 1</i> | <i>At least 80% of the surveyed students will rate “good or very good” on achievements of SLO # 1</i> |
| 2. | <i>Indirect Measure 2</i> <i>Student Survey Results on SLOs # 2</i> | <i>At least 80% of the surveyed students will rate “good or very good” on achievements of SLO # 2</i> |
| 3. | <i>Indirect Measure 3</i> <i>Student Survey Results on SLOs # 3</i> | <i>At least 80% of the surveyed students will rate “good or very good” on achievements of SLO # 3</i> |
| 4. | <i>Indirect Measure 4</i> <i>Student Survey Results on SLOs # 4</i> | <i>At least 80% of the surveyed students will rate “good or very good” on achievements of SLO # 4</i> |
| 5. | <i>Indirect Measure 5</i> <i>Student Survey Results on SLOs # 5</i> | <i>At Least 80% of the surveyed students will rate “good or very good” on achievements of SLO # 5</i> |

| Assessment Results | |
|---|--|
| f. Summary of Results from Implementing Direct Measures of Student Learning: | |
| 1. | <i>Summary analysis of Results for Direct Measure 1: Approximately 78.13% % of the students scored more than 80% in the comprehensive Exam.</i> |
| 2. | <i>Summary analysis of Results for Direct Measure 2: Approximately 85.94% % of the students scored more than 80% in the comprehensive Exam</i> |
| 3. | <i>Summary analysis of Results for Direct Measure 3: Approximately 92.19 % % of the students scored more than 80% in the comprehensive Exam</i> |
| 4. | <i>Summary analysis of Results for Direct Measure 4: Approximately 84.38% of the students scored more than 80% in the comprehensive Exam</i> |
| 5 | <i>Summary analysis of Results for Direct Measure 5: Approximately 90.63 % % of the students scored more than 80% in the comprehensive Exam</i> |
| g. Summary of Results from Implementing Indirect Measures of Student Learning: | |
| 1. | <i>Summary analysis of Results for Indirect Measure 1: Approximately 88.37 % of the students rated “good or very good” on the student survey</i> |

| | | | | | | | | | |
|--|--|-------------------------------------|------------------------------|------------------------------|------------------------------|---------------------------------------|------------------------------|------------------------------|------------------------------|
| 2. | Summary analysis of Results for Indirect Measure 2: Approximately 90.70%% of the students rated “good or very good” on the student survey | | | | | | | | |
| 3. | Summary analysis of Results for Indirect Measure 3: Approximately 88.37 % of the students rated “good or very good” on the student survey | | | | | | | | |
| 4. | Summary analysis of Results for Indirect Measure 4: Approximately 90.70% of the students rated “good or very good” on the student survey | | | | | | | | |
| 5 | Summary analysis of Results for Indirect Measure 5: Approximately 83.72 % of the students scored rated “good or very good” on the student survey | | | | | | | | |
| h. Summary of Achievement of Intended Student Learning Outcomes: (enter Met or Not Met) | | | | | | | | | |
| Intended Student Learning Outcomes (ISLOs) | | Learning Assessment Measures | | | | | | | |
| | | Direct Measures of Student Learning | | | | Indirect Measures of Student Learning | | | |
| Program ISLOs | | 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 Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... | Performance Objective Was... |
| 1. | Program Learning Outcome 1 | Not Met | | | | Met | | | |
| 2. | Program Learning Outcome 2 | Met | | | | Met | | | |
| 3. | Program Learning Outcome 3 | Met | | | | Met | | | |
| 4. | Program Learning Outcome 4 | Met | | | | Met | | | |
| 5. | Program Learning Outcome 5 | Met | | | | Met | | | |
| i. Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met: | | | | | | | | | |
| 7. Course of Action 1: Review teaching materials and emphasis to ensure coverage of the topics of the ISLO # 1 | | | | | | | | | |
| 8. Course of Action 2: Review syllabuses to ensure that the contents covers the areas of the ISLO # 1 | | | | | | | | | |
| 9. Course of action 3: Adopt the same course of action list 1-2 to improve scores for ISLOs 2, 3, 4, and 5 | | | | | | | | | |

5B . Assessment of Student Learning for Majors, Concentrations, Focus Areas, Specializations, etc.

If any of the programs contain majors, concentrations, focus areas, specializations, etc. that are not broken out as individual programs in the above outcomes results, describe the ways in which the academic business unit ensures academic quality in each of these disciplinary component areas of the programs.

The methods for ensuring academic quality may include, but are not limited to, similar outcomes assessment as within the OAP; periodic program reviews that include these disciplinary component areas; reviews, analyses, and evaluations of the results of embedded assessments in the courses comprising the disciplinary component areas; etc.

In addition to input- and process-based measures of academic quality (e.g., curricular content; student admissions and retention standards; faculty qualifications; student academic support services; facilities, equipment, and learning and technological resources; program delivery; teaching; student advising; etc.), the methods for ensuring academic quality in the majors must also utilize outcomes-based measures of quality (e.g., imminent graduates'/graduating seniors' satisfaction with the disciplinary component areas; alumni satisfaction with the disciplinary component areas; job placement/employment of graduates; job advancement of graduates; employer satisfaction with job performance of graduates; graduates' success in advanced programs; student success in passing certification examinations; advisory board approval of the disciplinary component areas; etc.). For additional guidance, please refer to Principle 4 in the Self-Study Manual.

RESPONSE:

The Majors were not assessed because our new BSBA Curriculum with 10 new majors was reviewed and implemented only last semester (Fall 2021) and the major courses are not yet offered to students.

6. Operational Assessment Results for the Academic Business Unit

Provide operational assessment information for the academic business unit. This information must include the following elements: (a) intended operational outcomes (IOOs) for the academic business unit, (b) a listing of the measures/methods that are used for assessing the IOOs, (c) performance objectives for each operational assessment measure/method, (d) results from the implementation of the operational assessment measures/methods, and (e) an indication of whether the academic business unit achieved each of the intended operational outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.

Notes:

If there is more than one Academic Business Unit, please provide a table for each.

Insert or delete rows in the table as needed in order to accommodate the number of your intended operational outcomes.

Delete *italicized red* text and insert your information.

Add rows as needed for additional intended operational outcomes and assessment measures.

In the section of the operational assessment results table labeled “Summary of Achievement of Intended Operational Outcomes,” do not add or delete columns. Space is provided in this section for eight operational assessment measures. 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. In this section of the table, (i) enter ‘Met’ in a given cell of a table if the performance objective for the instrument in that column was achieved for the intended operational outcome in that row, (ii) enter ‘Not Met’ if the performance objective for the instrument in that column was not achieved for the intended operational outcome in that row, or (iii) leave the cell blank if the instrument in that column does not measure the intended operational outcome in that row.

| OPERATIONAL ASSESSMENT | |
|---|--|
| a. Intended Operational Outcomes (IOOs) | |
| 1. | <i>The Business unit faculty will participate in professional development activities</i> |
| 2. | <i>The Business unit faculty will have business experience</i> |
| 3. | <i>The Business unit will provide regular student-advising</i> |

| b. Assessment Measures/Methods for Intended Operational Outcomes: | | c. Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods: |
|---|--|--|
| 1. | <i>Operational Assessment Measure/Method 1</i> Annual Review of Faculty CVs | <i>Objective (Target/Criterion) for Measure/Method 1</i> 90% of full-time faculty will attend at least two professional conferences in a period of five years |
| 2. | <i>Operational Assessment Measure/Method 2</i> New Hire Resumes | <i>Objective (Target/Criterion) for Measure/Method 2</i> 90% of our new faculty will have at least 5 years of experience in their field of business |
| 3. | <i>Operational Assessment Measure/Method 3</i> Advising Report | <i>Objective (Target/Criterion) for Measure/Method 3</i> At least 90% of the students will attend an advising session once each semester |

| d. Summary of Results from Implementing Operational Assessment Measures/Methods: | |
|--|--|
| 1. | 30% of the faculty members have attended two professional conferences in their first year after accreditation. |
| 2. | 90% of faculty members have at least five years of experience in their field of business. |
| 3. | 98% of the students did attend an advising session at least once in the last two semester |

| e. Summary of Achievement of Intended Operational Outcomes: | | | | | | | | | |
|---|---------------------------------------|--|--|--|--|--|--|--|--|
| Intended Operational Outcomes (IOOs) | | Operational Assessment Measures/Methods | | | | | | | |
| | | <i>Operational Assessment Measure/Method 1</i> | <i>Operational Assessment Measure/Method 2</i> | <i>Operational Assessment Measure/Method 3</i> | <i>Operational Assessment Measure/Method 4</i> | <i>Operational Assessment Measure/Method 5</i> | <i>Operational Assessment Measure/Method 6</i> | <i>Operational Assessment Measure/Method 7</i> | <i>Operational Assessment Measure/Method 8</i> |
| | | 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. | <i>Intended Operational Outcome 1</i> | Not met | | | | | | | |
| 2. | <i>Intended Operational Outcome 2</i> | Not met | | | | | | | |
| 3. | <i>Intended Operational Outcome 3</i> | Met | | | | | | | |

| |
|--|
| Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met: |
| <i>Course of Action 1: Take steps to ensure that all faculty members participate in two professional conferences in their field of business within the next five academic years.</i> |
| <i>Course of Action 2: In our hiring process, we will ensure that at least 90% of our faculty have at least 5 years of business experience.</i> |

7. Outcomes Assessment Plan for the Academic Business Unit

The IACBE strategy for continuous quality improvement is an ongoing process of continuous quality improvement. As such, based on your analysis of the results provided above, provide a copy of a revised – forward looking – Outcomes Assessment Plan (OAP) **as a separate MS WORD document** This OAP should encompass any changes that have been made based on the above (and any prior year) outcomes assessments (e.g. changes to goals, intended learning or operational outcomes, assessment measures, and targets). The OAP must follow the current IACBE template and requirements. For more information on the OAP, refer to the Member Resource page of the IACBE website.

OAP Submission instructions:

Using the current IACBE template, the OAP is to be submitted as a separate Word document.

OAP appendices are to be collected and submitted as a separate folder “OAP Appendices” and may be in any file format.

8. Compliance with Accreditation Principles

This section is a self-assessment of your compliance with the IACBE's Accreditation Principles for the Accreditation of Business Programs.

For each of the IACBE's Accreditation Principles, indicate if you believe you are in compliance with the principle. If you indicate that you are not in compliance, describe the business unit's action plan to come in to compliance with the principle. If your self-assessment indicates you are in compliance but identifies areas for improvement to be in compliance, check the "Needs Improvement" option and describe the business unit's action plan for addressing the issues. Add as many lines as required for your response.

Please refer to the Self-Study Manual for the details on meeting compliance with the IACBE's Accreditation Principles. The manual is available in the Members Only Resources section of the IACBE website.

Principle 1.1: Commitment to Integrity, Responsibility, and Ethical Behavior

Is the academic business unit in compliance with the principle? ____ Yes ☒ Needs Improvement ____ No

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

With the new curriculum in place, it is imperative the ISLOs will be reviewed to ensure that it is aligned with the program mission and the program objectives.

The assessment instrument will be further reviewed to reflect that it measures the ISLOs well and all students graduating from the program will be mandated to take that comprehensive exam. Also, a new assessment instrument for the capstone project in the BSBA program will be developed (along with rubrics for assessment) To assess all the ISLOs.

Principle 2.1: Assessment Planning

Is the academic business unit in compliance with the principle? ☒ Yes ____ Needs Improvement ____ No

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 2.2: Assessment of Student Learning and Operational Effectiveness

Is the academic business unit in compliance with the principle? ____ Yes ☒ Needs Improvement ____ No

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

With the new curriculum in place, it is imperative to review the operational effectiveness to ensure alignment with the program mission and the program objectives.

Principle 2.3: Continuous Quality Improvement

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 3.1: Strategic Planning

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 4.1: Business Program Development and Design

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 4.2: Curricula of Undergraduate-Level Business Programs

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 4.3: Curricula of Master’s-Level Business Programs

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 4.4: Curricula of Doctoral-Level Business Programs

Is the academic business unit in compliance with the principle? ☐ Yes ☐ Needs Improvement ☐ No
N/A

Principle 4.4: Curricula of Doctoral-Level Business Programs

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 4.5: International Dimensions of Business

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 4.6: Information Technology Skills

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 4.7: Curriculum Review, Renewal, and Improvement

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 5.1: Qualifications of Business Faculty

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 5.2: Deployment of Business Faculty

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 5.2: Deployment of Business Faculty

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

Principle 5.3: Scholarly and Professional Activities of Business Faculty

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 5.4: Professional Development of Business Faculty

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 5.5: Evaluation of Business Faculty

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 6.1: Admissions Policies and Procedures

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 6.2: Academic Policies and Procedures

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded "no" or "Needs Improvement", provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 6.2: Academic Policies and Procedures

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

Principle 6.3: Career Development and Planning Services

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 7.1: Financial Resources Supporting Business Programs

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 7.2: Facilities Supporting Business Programs

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 7.3: Learning Resources Supporting Business Programs

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 7.4: Technological Resources Supporting Business Programs

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 7.4: Technological Resources Supporting Business Programs

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

Principle 7.5: Other Instructional Locations

Is the academic business unit in compliance with the principle? ☐ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

N/A

Principle 8.1: External Linkages with the Business Community

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 8.2: External Accountability

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle:

Principle 9.1: Innovation in Business Education

Is the academic business unit in compliance with the principle? ☒ Yes ☐ Needs Improvement ☐ No

If you responded “no” or “Needs Improvement”, provide the Course of Action to bring the program(s) in to compliance with the principle: