

# IACBE Annual Report

## For the 2008-2009 Academic Year

*This is format for the 2008-2009 annual report you may submit your report using this form or through Livetext. Annual Reports accomplish several things: (1) the report can now be completed and conveniently submitted to the IACBE via email (to amy@iacbe.org); (2) we have provided an example of reported results from outcomes assessment results activities; (3) changes in administrative personnel can be more clearly reported to maintain current member information.*

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1, 2009.

### General Information

Institution's Name:		University of Rio Grande			
Institution's Address:		218 N. College			
City:	Rio Grande	State or Country:	OH	ZIP/Postal Code:	45674
Name of Submitter:		Dr. David Lawrence			
Title:	Dean of Professional Studies		Your Email:	Lawrence@rio.edu	
Telephone (with country code if outside of the United States):		740-245-7373		Date Submitted:	November 2009

### Membership Status and Accreditation Information

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

	Accredited
	Candidate for Accreditation
	Institutional Member

B. If applicable, when is your next institutional accreditation site visit? \_\_\_\_\_ Year

If applicable, when is your next reaffirmation of IACBE accreditation site visit? 2013 Year

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

Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.rio.edu/academics/page.php?ID=schoolofbusiness

Provide the website address for the location of your public disclosure of student achievement and business school performance information: http://www.rio.edu/academics/page.php?ID=schoolofbusiness

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

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
Revision of the Assessment plan was requested.	A revised Assessment Plan was submitted in the summer of 2005 prior to our IACBE Accreditation.	Assessment plan continues to evolve.

**IACBE Annual Report**  
For the 2008-2009 Academic Year

	The plan was updated in 2008 and a copy was forwarded. We continue to work with NCA using the AQIP format for accreditation.	
Plan for Faculty Development	Faculty had a Fall retreat in November, 2008 and a Spring retreat in February 2009.	Assessment of course objectives discussed in Fall and Spring discussion was for program review
Steps taken to improve student perception of national testing and improving Major Field Test scores	Major Field Tests purpose and benefit to students is discussed by all faculty in classes each semester.	Scores are beginning to rise above the national average.

# IACBE Annual Report

For the 2008-2009 Academic Year

## Outcomes Assessment

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

<b>X</b>	Yes (Revised and submitted fall 2008)	
	No. If no, when will the plan be submitted to IACBE?	

F. Is the original or revised outcomes assessment plan you submitted to the IACBE still current or have you made changes?

<b>X</b>	The outcomes assessment plan we 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:	

G. Complete the form in Exhibit A (page 4) and include it with this annual report to the IACBE. An example of a completed form can be found on page 5.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning and personal/professional development. These measures are most often used at the program level.

Examples of both direct and indirect student outcome measures are shown in the mock-up on page 5. You will need to insert your own direct and indirect student outcome measures when completing Exhibit A.

On the bottom of Exhibit A, space is provided to show changes and improvements you plan to make as a result of your assessment activity.

## Programmatic Information

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

1. Did you terminate any business or business-related degree programs during the reporting year?

	No
<b>X</b>	Yes. If yes, please identify terminated programs.
<p>Program reviews were conducted institution wide spring of 2009 with changes effective academic year 2009/2010.</p> <p>Economics and Finance degrees were deactivated due to low enrollment. Economics remains a minor.</p>	

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

## IACBE Annual Report

For the 2008-2009 Academic Year

	No
<b>X</b>	Yes. If yes, please identify the changes by adding an additional page to this document.
	The institution-wide program reviews resulted in changes to the following Business Majors: Business Management, Accounting, Information Technology, Marketing and Healthcare Administration Please see 2009/2011 academic catalog at: <a href="http://www.rio.edu">www.rio.edu</a> for specific program changes. Changes to programs were approved through Academic Affairs, Spring 2009.

3. Were any new business or business-related degree programs established during the academic year?

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

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

<b>X</b>	No
	Yes. If yes, please fax, mail, or attach a copy of the material you sent to your institutional accrediting body to obtain approval.

### Administrative Changes

I. In the table below, identify any administrative changes that directly affect your business school.

Such changes would include your business school's primary representative to the IACBE, your designated alternate to IACBE, your institution's chief executive officer and chief academic officer, and the head of your business school (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent's name, his or her title, telephone and fax numbers (with country code for institutions outside of the United States), and email address.

Position	Name	Title
Telephone	Fax	Email
No Changes since Last Report		

**IACBE Annual Report**  
For the 2008-2009 Academic Year


*Other Issues*

- I. Briefly comment on other issues pertaining to your business school that you would like to share with the IACBE.

**IACBE Annual Report**  
For Academic Year 2008-2009

**Program-Level Intended Outcomes Form**

<b>Student Learning Information for (Program 1)</b>	
Mission of the Evan's School of Business	<i>The Emerson E. Evans School of Business provides a student centered premier business school dedicated to developing educational &amp; business partnerships that open minds to meet the challenges of the global market place.</i>
<b>Intended Student Learning Outcomes for (Program 1) :</b>	
1.	•Develop the student's thought processes...to think clearly, reason logically, arrive at one's own conclusions through one's own observations, interpret data, analyze situations, evaluate evidence, discover principles, resolve problems, read rapidly with understanding, do research, stimulate his/her creative powers, to express one's ideas orally and in writing.
2.	•Develop good problem solving technique...the ability to think critically, evaluate evidence, apply principles of the Scientific Method, and solve problems.
3.	•Form the students with ethical and social responsibility values and leadership qualities conducive to success...basic honesty, individual responsibility, reliability, self-discipline, perseverance, interpersonal cooperation, social awareness, and a spirit of hard work, sacrifice and dedication to spiritual values, country, community, family, and neighbor.
4.	•Develop the student's research & communication skills through written reports & papers, oral presentations, and class discussion so that the student will someday be able to sell his ideas to superiors, peers, and subordinates in reports and presentations in business meetings, conferences, and training sessions.
5.	•Develop competent managers and leaders for governmental, non-profit, and business organizations to effectively serve society by productively satisfying its needs.
6.	•Inculcate an understanding of how each Business area is affected by the global economy.
7.	•Develop and train the student to be a quality product of the University of Rio Grande, equipping him/her with the basic tools in Accounting, Economics, Management, Finance, Marketing, International Business, and Information Technology.
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. (Direct Measure 1)	<i>At least 2/3 of the class will score at the nationwide 35%tile or higher and the class average will be at least 40%tile level.</i>

**IACBE Annual Report**  
For the 2008-2009 Academic Year

2. <i>(Direct Measure 2)</i>	<i>At least 2/3 of the class will achieve the B/C level in the integrative capstone</i>	
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:	
1. <i>(Indirect Measure 1)</i>	<i>The average score of the faculty on the student evaluations will be at least 3.20(Moderately/Effective)(3.4) and at least 1.80 (Little improvement is needed.) on the peer evaluations. (1.20)</i>	
2. <i>(Indirect Measure 2)</i>	<i>The Alumni will perceive their educational experience here as positive. (70%)</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Direct Measure 1) 39% of the class scored in the 35%tile or higher falling short of the 2/3 measure by 27%. Class average was 39% Nationally which is up from 2005/2006 and is 1%tile short of the goal.</i>		X
2. <i>(Results for Direct Measure 2) Average score for seniors in the capstone course was 90%. 7 out of 27 or 75% scored less than 80% on the capstone project. A full-time faculty member was added to teach the capstone project for academic year 2009/2010.</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Indirect Measure 1) Testing and capstone project scores continue to improve.</i>	X	
2. <i>(Results for Indirect Measure 2) Program Level Outcomes/Measures are improving. Alumni continue to perceive that they are well equipped for employment and contribute areas to make improvements.</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1) Action: Continue to focus on all business areas to enhance the student's perception of the National Field Test, as well as helping the students prepare to take the National Field Test.</i>		
2. <i>(Course of Action 2)</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		

# IACBE Annual Report

For the 2008-2009 Academic Year

## Notes:

1. A separate Program-Level Intended Outcomes Form should be used for each IACBE-accredited program that has different intended student learning outcomes.
2. Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone strategic management course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.
3. Insert rows in the form as needed.
4. Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.
5. In order to assist our members in reporting and to eliminate duplication of effort, the Program-Level Intended Outcomes Form above can also be used in the academic business unit's public disclosure of student achievement information.

**IACBE Annual Report**  
For Academic Year 2008-2009

**Sample of Completed Program-Level Intended Outcomes Form**

<b>Student Learning Information for the Major in Business Administration</b>	
Mission of the School of Business:	
Intended Student Learning Outcomes for the Major in Business Administration :	
1. Students will be able to demonstrate knowledge of the fundamental principles in the functional areas of business.	
2. Students will be able to explain the global dimensions of business.	
3. Students will be able to apply ethical principles to leadership decisions.	
4. Students will be able to apply quantitative decision-support tools in decision making.	
5. Students will be able to demonstrate effective professional communication skills.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. End-of-Program Comprehensive Examination	All senior students who major in business administration will score at least 70% on the comprehensive examination.
2. Senior Capstone Project	All senior students who major in business administration will score a minimum of 80% on their capstone projects.
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Student Satisfaction Survey	At least 90% of graduating seniors will express a high level of satisfaction from their learning experiences.
2. Alumni Survey	At least 80% of third-year alumni will indicate that they were very well equipped for employment in the business sector.

Exhibit A