

International Assembly for Collegiate Business Education



IACBE

International Assembly for Collegiate Business Education

Annual Report Form 2009-2010

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

IACBE Annual Report
For Academic Year: 2009-10

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:		University of Rio Grande/Rio Grande Community College			
Institution's Address:		218 N. College			
City:	Rio Grande	State or Country:	Ohio	ZIP/Postal Code:	45674
Name of Submitter:		Dr. Darlene Ringhand			
Title:	Business Department Chair			Your Email:	ringhand@rio.edu
Telephone (with country code if outside of the United States):	740-245-7287			Date Submitted:	Oct. 21, 2010

Membership Status and Accreditation Information

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

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

B. If applicable, when is your next institutional accreditation site visit? 2015 Year

If applicable, when is your next reaffirmation of IACBE accreditation site visit? 2015 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 information: http://www.rio.edu/docs/academics/iacbe_annual_report.pdf

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

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
Revision of the Assessment plan was requested.	A revised Assessment Plan was submitted in the summer of 2005 prior to our IACBE Accreditation. The plan was updated in 2008 and a copy was forwarded. We continue to work with NCA using the	Assessment plan continues to evolve.

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
	AQIP format for accreditation.	
Plan for Faculty Development	Faculty had a Fall retreat in November, 2008 and a Spring retreat in February 2009 and November 2010.	Assessment of course objectives discussed in Fall 2010 with new AQIP plan implementation. Anchor projects were identified.
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. Areas of business to focus on from test results were addressed May 2010.

Outcomes Assessment

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

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

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

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

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

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

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

Programmatic Information

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

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

X	No
	Yes. If yes, please identify terminated programs.

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

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

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

X	No (skip to item 1 below)
	Yes. If yes, please identify the new programs on a separate sheet; answer item H-4 below.

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

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

Position	Name	Title
Telephone	Fax	Email
Provost/Academic Affairs	Dr. Kenneth Porada	Provost
740-245-7215		kporada@rio.edu
President	Dr. Barbara Gellman-Danley	President
740-245-7204		bdanley@rio.edu

Other Issues

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

The Evans School of Business is working with a revised degree programs from Spring of 2009 that created stackable certificates and associates to bachelor degrees in: Accounting, Business Management, Healthcare Administration, Information Technology, and Marketing. As a result, the department was able to focus more on program assessment. A new Provost, Dr. Kenneth Porada came on board in July of this year. Dr. Barbara Gellman-Danley became President of the University of Rio Grande in the fall of 2009.

Budgetary restraints persist through this academic year, however, the School of Business is actively recruiting from area high schools and the number of students attending at the University of Rio Grande is expected to increase.

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Exhibit A: Program-Level Intended Outcomes Form

Student Learning Information for (Program 1)	
Mission of the (<i>Academic Business Unit</i>): <i>The Emerson E. Evans School of Business provides a student centered premier business school dedicated to developing educational & business partnerships that open minds to meet the challenges of the global market place.</i>	
Intended Student Learning Outcomes for (<i>Program 1</i>) :	
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.	
Inculcate an understanding of how each Business area is affected by the global economy.	
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	<ul style="list-style-type: none"> •Develop competent managers and leaders for governmental, non-profit, and business organizations to effectively serve society by productively satisfying its needs.
1. <i>Business Field Test</i>	<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>
2. <i>Business Policy Course - Capstone</i>	<i>At least 2/3 of the class will achieve the B/C level in the integrative</i>

	<i>capstone project.</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</i>): See comments below. 39% of Students scored below 35% percentile.		X
2. (<i>Results for Direct Measure 2</i>) 72% of the students were 80% or higher for course. 89% were 70% or higher.	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. (<i>Results for Indirect Measure 1</i>):All faculty were rated between 2.8 and 1.0 by students.	X	
2. (<i>Results for Indirect Measure 2</i>):80% of Alumni said “Quality of Instruction within my program has met or exceeds my expectations.” NESSE was also evaluated.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. (<i>Course of Action 1</i>): Consider placing a minimum grade point average for students entering the Evans School of Business. Additional emphasis on class areas where students are not succeeding. Consider evaluating other global measures. Business Simulation capstone Class continues to place teams of two students in the top 100 competitors internationally. Capstone course combines all aspects of business management into a simulation.		
2. (<i>Course of Action 2</i>)		
3. (<i>Course of Action 3</i>)		
4. (<i>Course of Action 4</i>)		

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.