



Annual Report – Accredited Member

Institution:	<u>University of Rio Grande/Rio Grande Community College</u>
Academic Business Unit:	<u>Emerson E. Evans School of Business</u>
Academic Year:	<u>2012-13</u>

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

IACBE ANNUAL REPORT

For Academic Year: 2012-13

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 and State or Country: Rio Grande, OH Zip or Postal Code 45674

Name of Submitter: Barbara Michal and Alan Cook

Title: Assistant Professor of Accounting and Assistant Professor of Business IT

Your Email Address: bmichal@rio.edu and acook@rio.edu

Telephone (with country code if outside of the United States): (740) 245-7040 and (740)245-7283

Date Submitted: October 1, 2013

Total Headcount Enrollment of the Institution for 2012-13: _____

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2015 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2015 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: www.rio.edu/business/Accreditation.cfm/
4. Provide the website address for the location of your public disclosure of student learning results: _____
5. If your accreditation letter from the IACBE Board of Commissioners contains "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. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
Change to the website regarding the accreditation of associate programs.	The change has been made.	

Commissioners' Notes	Action Already Taken	Action Planned

Administrative Information

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

Name: Dr. Barbara Gellman-Danley

Title: President

Highest Earned Degree: Ph.D. Email: bdanley@rio.edu

Telephone (with country code if outside of the United States): (740)245-7205 Fax (with country code if outside of the United States): (740)245-7110

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. Zaki Sharif

Title: Dean of Professional and Applied Studies

Highest Earned Degree: Ph.D. Email: zsharif@rio.edu

Telephone (with country code if outside of the United States): (740)245-7373 Fax (with country code if outside of the United States): (740)245-7110

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: Jason Winters

Title: Emerson E. Evans School of Business Chair

Highest Earned Degree: MBA Email: jwinters@rio.edu

Telephone (with country code if outside of the United States): (740)245-7352 Fax (with country code if outside of the United States): (740)245-7110

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. Zak Sharif

Title: Dean of the College of Professional and Applied Studies

Highest Earned Degree: Ph.D Email: zsharif@rio.edu

Telephone (with country code if outside of the United States): (740) 245- 7407 Fax (with country code if outside of the United States): (740) 245-7110

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: Alan Cook

Title: Assistant Professor of Business IT

Highest Earned Degree: Master's Email: acook@rio.edu

Telephone (with country code if outside of the United States): 740 245 7283 Fax (with country code if outside of the United States): _____

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

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, and emphasis) for 2012-13 (insert rows in the table as needed):

Program	Enrollment 2012-13	Number of Degrees Conferred 2012-13
Bachelor of Science- Comprehensive Major in Accounting	14	6
Bachelor of Science- Comprehensive Major in Business Management	85	19
Bachelor of Science- Comprehensive Major in Information Technology	10	3
Bachelor of Science- Comprehensive Major in Marketing	10	2

Totals for All Programs Combined (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.)	119	30
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2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No. If no, proceed to item 3 below.

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 business programs during the reporting year?

No. If no, proceed to item 4 below.

Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs

4. Were changes made in any of your business programs?

No. If no, proceed to item 5 below.

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, and/or emphases) established during the academic year?

No. If no, proceed to the *Outcomes Assessment* section below.

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

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

No. If no, proceed to the *Outcomes Assessment* section below.

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

Outcomes Assessment

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

Yes

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

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

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: _____

3. 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).

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 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.

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.

At the bottom of each section of the form, 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. Add tables and insert rows in the tables as needed.

Other Issues

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

The department suffered one large disruption during the spring semester. One of our professors left ill in the middle of the semester. The courses he taught were quickly taken over by other members of the faculty. The courses involved included Business Management, Business Law, and Principles of Investment. The professors who took over classes were then teaching a much larger load than is ideal. The new professors had different teaching styles than the preceding professor.

Outcomes Assessment Results

For Academic Year: 2012-13

Section I: Student Learning Assessment

Student Learning Assessment for (Program 1)	
Intended Student Learning Outcomes for (Program 1) :	
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 techniques...the ability to think critically, evaluate evidence, apply principles of the Scientific Method, and solve problems.	
3. Instill 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 and communication skills through written reports and 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 for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ETS Major Field Test- Business	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.

2. Strategic Management Capstone Simulation Course and Evaluation	At least 2/3 of the class will achieve the B/C level in the integrative capstone.	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Student Surveys	The average score of the faculty on the student evaluations will be at least 3.20 (Moderate/Effective)(3.4) and at least 1.80 (Little improvement is needed) on the peer evaluations. (1.20)	
2. Alumni Surveys	The Alumni will perceive their educational experience here as positive. (70%)	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. ETS Major Field Test Results: 2/3 of the class score at the 20% tile or above; the class average was at the 30% tile; our overall average was down about 1.5 percent.		X
2. Strategic Management Test- Business: 87% of the graduating Seniors received a B or A in the capstone course	X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. Student surveys of professors and classes are handled at the administrative level. The administration is making a switch from paper surveys to CoursEval. The last year was in the testing phase. Results were spotty as courses taught during the summer session were the courses first to be addressed 100%. However, if the course had under 5 students, students did not receive the survey. Also, response rates were low. The administration is considering methods to increase the response rate.		X
2.a. Alumni Surveys: Contained 6 questions: Specific question #3: “What changes would you recommend in the environment that would enhance your learning experience?” Out of 25 responses, 14 were positive or 56% . Among the unhappy responses included too many online courses, poorly maintained computers, desire for more internship opportunities, less noise, high tuition, and 2 responses that criticized teaching techniques of specific professors.		X
2.b. Specific question #6: “Which of your professors were particularly instrumental in your preparation for outside	X	

employment? And why?" Out of 18 responses, 100% of students mentioned between 1 and 4 professors that helped them along the way.		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. The ETS Major Field Test will be moved to the more official testing laboratory on campus		
2. Many of the unhappy responses in the Alumni Survey pertain to operational assessment that will be addressed in full during our Self-Study and Outcomes Assessment this coming year. Our Reaffirmation process will be acting upon these responses and suggestions.		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		

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

Operational Assessment for <i>(Name of Academic Business Unit)</i>	
Mission of the <i>(Name of Academic Business Unit)</i> :	
<i>(Mission Statement)</i>	
Intended Operational Outcomes:	
1. <i>(Intended Operational Outcome 1)</i>	
2. <i>(Intended Operational Outcome 2)</i>	
3. <i>(Intended Operational Outcome 3)</i>	
4. <i>(Intended Operational Outcome 4)</i>	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. <i>(Measure for Intended Operational Outcome 1)</i>	<i>(Target/Criterion for Measure 1)</i>

2. <i>(Measure for Intended Operational Outcome 2)</i>	<i>(Target/Criterion for Measure 2)</i>	
3. <i>(Measure for Intended Operational Outcome 3)</i>	<i>(Target/Criterion for Measure 3)</i>	
4. <i>(Measure for Intended Operational Outcome 4)</i>	<i>(Target/Criterion for Measure 4)</i>	
Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Measure 1)</i>		
2. <i>(Results for Measure 2)</i>		
1. <i>(Results for Measure 3)</i>		
2. <i>(Results for Measure 4)</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i>		
2. <i>(Course of Action 2)</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		

4 Were changes made in any of your business programs?

No. If no, proceed to item 5 below.

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

Adjustments were made to address redundancies with respect to the presentation of Human Resource topics within the relevant courses offered.

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

No. If no, proceed to the *Outcomes Assessment* section below.

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

The Hospitality Management degree began in the fall of 2012. This program was in cooperation with Bob Evans, Inc. and required us to hire one additional personnel member to be in charge of the program. The program began with 24 cohorts taking courses on an 8-week basis.