



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>2013-2014</u>

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

IACBE ANNUAL REPORT
For Academic Year: 2013-2014

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 20, 2014

Total Headcount Enrollment of the Institution for 2013-14: 2200

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2016 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. Michelle Johnston

Title: President

Highest Earned Degree: PhD Email: mjohnston@rio.edu

Telephone (with country code if outside of the United States): (740)245-7204 Fax (with country code if outside of the United States): (740)245-5266

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

New as of September 29th, 2014

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

Name: Dr. Richard Sax

Title: Provost/Vice President of Academic Affairs

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

Telephone (with country code if outside of the United States): (740)245-7303 Fax (with country code if outside of the United States): (740)245-7154

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. Donna Mitchell

Title: Dean of Professional and Applied Studies

Highest Earned Degree: PhD Email: mitchell@rio.edu

Telephone (with country code if outside of the United States): (740)245-7303 Fax (with country code if outside of the United States): (740)245-7177

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: Jason Winters

Title: Chair of the Emerson E. Evans School of Business

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.

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): (740) 245-7110

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 2013-2014 (insert rows in the table as needed):

Program	Enrollment 2013-2014	Number of Degrees Conferred 2013-2014
Bachelor of Science- Comprehensive Major in Accounting	15	3
Bachelor of Science- Comprehensive Major in Business Management	65	12
Bachelor of Science- Comprehensive Major in Information Technology	7	1
Bachelor of Science- Comprehensive Major in Marketing	11	2

Totals for All Programs Combined	98	18
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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: Barbara Michal

We submitted our Outcomes Assessment for the Reaffirmation Process. See note at end.

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.

1. We have not eliminated any business programs. However, we have piloted two new programs which have been placed on hold and will not have a student population past December 2014. Our Hospitality Management pilot offered an associate degree and bachelor degree component. We offered the associate degree for two years and halted student applications in Spring of 2013. The bachelor's degree was never offered. We piloted the MBA in Entrepreneurship program for 6 years. During this time period, we struggled with low enrollment and experimented with various course delivery methods. Fall of 2012 was the last semester we accepted new students and the program was indefinitely placed on hold pending review of market demand and course delivery methods.
2. Our Outcomes Assessment plan originally presented for IACBE is current. However, we are choosing to seek accreditation for each of our Associate programs and separate Baccalareate programs in our upcoming Reaffirmation; therefore, we are submitting a new Outcomes Assessment Plan in anticipation of the Site Visit next year.
3. We have been more successful in the last year with achieving our Direct Measures for academics. We are already in process with improving our results for our Indirect Measures. This year, we begin including an exit survey to our comprehensive exam. We are switching to Peregrine because they offer that service. With respect to the alumni survey, we are formally working with our Alumni Office to pull our own list of names to draw from. Also, we aim to use our Exit Survey to create our own alumni data going forward.
4. Moving forward, our reaffirmation includes the beginning of assessment for six separate Bachelor's programs: accounting, marketing, business management, information technology in business, healthcare administration, and healthcare administration 2+2 program. We are also assessing our three associate programs: accounting, business management, and information technology. Finally, we are creating a template for assessment of our MBA program. This has required us to examine carefully our measurements for assessment and make changes to strengthen each of these programs. Also, we are now including examination of our operational outcomes beginning with this new year.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Student Learning Assessment for (<i>Bachelor Program in Business</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 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	<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. Strategic Management Capstone Simulation Course and Evaluation	70% of all graduating students will achieve a 70% or better on their Business Management-Strategic Management Capstone Course.	
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. <i>Comparisons to the ETS BFT comparative data:</i> <i>For all participants of the test:</i> <i>Median score for all participants was 151.</i> URG students had a median score of 152 <i>Mean Average for all participants was 150.6.</i> URG students had a mean average of 150.722 And, our mean average of 150.722 was near the 43%; we met target of being at least 40% Also, 61% of our students scored above the 35% for all participants. The score at that level was 147. We did not achieve this portion of the target. But overall, our students improved dramatically.	X	
2. Strategic Management Test- Business: 79% 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 made a switch from paper surveys to CoursEval. The last year was in the testing phase. Results have been spotty as they continue to be voluntary. Courses with under 5 students do not receive the survey. As a department, we are electing to use an exit test as a part of our Peregrine testing that will begin this academic year.		X
2. Alumni Surveys: we received 10 responses. At this point, we are really looking to have a greater response rate.		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. We have no complaints about the ETS testing. We are switching over to Peregrine for the coming year so that we may test each program separately.		
2. As part of the testing, we are including exit surveys as part of the test in hopes that we may generate more data for our indirect measure #1. We also have created a connection with our Alumni Office to generate a business program list for our Alumni Survey purposes to generate more data for indirect measure #2.		
3. We will be updating our targets and criteria moving forward. Many of our goals, particularly with respect to the surveys, automatically gave our performance a "met" designation.		
4. We are looking to find a better storage of data and information going forward.		

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>		