



Annual Report – Accredited Member

Institution:	<u>Robert Morris University</u>
Academic Business Unit:	<u>School of Business Administration</u>
Academic Year:	<u>2013-14</u>

IACBE ANNUAL REPORT
For Academic Year: 2013-14

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: Robert Morris University

Institution's Address: 401 South State Street

City and State or Country Chicago, IL Zip or Postal Code 60605

Name of Submitter: Larry Nieman

Title: Dean, School of Business Administration

Your Email Address: LNieman@robertmorris.edu

Telephone (with country code if outside of the United States): 312-935-6231

Date Submitted: November 26, 2014

Total Headcount Enrollment of the Institution for 2012-13: 2,994

Administrative Information

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

Name: Michael Violtt

Title: President

Highest Earned Degree: M.S.A./M.Ed Email: mvioltt@robertmorris.edu

Telephone (with country code if outside of the United States): 312-935-6600 Fax (with country code if outside of the United States): 312-935-6656

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: Mablene Krueger

Title: Provost

Highest Earned Degree: M.B.A. Email: mkrueger@robertmorris.edu
Telephone (with country code if outside of the United States): 312-935-6645 Fax (with country code if outside of the United States): 312-935-6656

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: Larry Nieman
Title: Dean, School of Business Administration
Highest Earned Degree: M.B.A. Email: lineman@robertmorris.edu
Telephone (with country code if outside of the United States): 312-935-6231 Fax (with country code if outside of the United States): 312-935-6215

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: _____
Title: _____
Highest Earned Degree: _____ Email: _____
Telephone (with country code if outside of the United States): _____ Fax (with country code if outside of the United States): _____

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: Jennifer Muryn
Title: Associate Dean, School of Business Administration
Highest Earned Degree: M.B.A./M.A. Email: jmuryn@robertmorris.edu
Telephone (with country code if outside of the United States): 312-935-6430 Fax (with country code if outside of the United States): 312-935-6215

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

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2020 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2019 Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:
- (Note:** Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation”
etc.)

1. At home page: Click on “About RMU”
2. Click on “Accreditation”
3. _____
4. <http://www.robertmorris.edu/about/accreditation/>
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4. Provide the website path to the page containing your public disclosure of student learning assessment results:
- (Note:** Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation”
etc.)

1. At home page: Click on “About RMU”
2. Click on “Accreditation”
3. Click on “Business Program Student Learning Results”
4. _____
5. <http://www.robertmorris.edu/about/accreditation/>
6. _____
7. _____
8. _____
9. _____
10. _____

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
4.1 Faculty Qualifications	1) 2 Faculty are in 3 rd year of Cardinal Partnership 2) 1 Faculty are in 2 nd year of Cardinal Partnership 3) Sabbatical can be used for extended research	
4.2 Faculty Load	1) No adjunct faculty taught over a 10 course load year	
5.1 Scholarly Activities	1) 30% of faculty review now includes scholarship of teaching, discovery, integration and/or application 2) Text and Academic Authors Association Chapter formed at RMU 1/13 3) 7 faculty have presented at national/world conferences 4) 4 faculty have engaged in consulting activities 5) 3 faculty took the lead on delivering the new Adult Evening Model (AEM)	

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 2013-14	Number of Degrees Conferred 2013-14
MBA	428	150
BBA	1049	419
AAS	938	230
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.)	2,415	799

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. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

Yes. If yes, proceed to item 2 below.

No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

Yes. If yes, proceed to item 3 below.

No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

Yes. If yes, proceed to item 4 below.

No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the 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: _____

5. 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).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. 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.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit’s current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance objectives are the measurable targets/criteria associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance objectives are the measurable targets/criteria associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objective might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, 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.

Other Issues

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

Outcomes Assessment Results

For Academic Year: 2013-14

BACHELOR’S-LEVEL PROGRAMS

Student Learning Assessment for Management Concentration	
Intended Student Learning Outcomes for Management Concentration :	
1. Students will have the ability to analyze an organization from a strategic perspective	
2. Students will be able to facilitate awareness of internal and external business environments and dynamics	
3. Students will be able to generate business solutions	
4. Students will be equipped to evaluate business opportunities and threats that could impact the formulation of a business plan	
5. Students will develop the ability to communicate with appropriate technology	
6. Students will be able to conduct proper research	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. End-of-Program Comprehensive Exam administered in MGT 450 Capstone Class	Management students will attain a 75% score or higher on the Management questions.
2. Direct measure of authentic work through assessment of MGT 450 Capstone paper. Student work is evaluated using a standardized rubric developed by faculty	At least 75% of students will score 3 or higher (on a 5 point scale) based on faculty-developed rubric
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Formal student evaluations of faculty in every course every quarter. Specific questions asked are “How much did you know about the subject prior to taking this class?” and “How much knowledge about this subject do you feel you gained?”	“How much knowledge about this subject do you feel you gained” should score 2 levels higher than “How much did you know about the subject prior to taking this class” (on a 6 point scale)
2. 6-Month Post Graduatom Survey – Students are asked their satisfaction level on “employment preparation provided by RMU”	At least 80% of students will be satisfied with employment preparation

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. The average on the Management section of the Comprehensive Test for Management majors was 76%	x	
2. 83.5% of students received a score of 3 or higher on the Capstone Project	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Average for prior knowledge was 3.18 and after course was 5.01 for a difference of 1.83		x
2. 80% of students were satisfied with employment preparation	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Focus should be placed on reviewing course objectives at the end of the course to reconnect and review specific objective material/examples.		

BACHELOR'S-LEVEL PROGRAMS

Student Learning Assessment for Accounting Concentration
Intended Student Learning Outcomes for Accounting Concentration:
1. Students will have the ability to analyze an organization from a strategic perspective
2. Students will be able to facilitate awareness of internal and external business environments and dynamics
3. Students will be able to generate business solutions
4. Students will be equipped to evaluate business opportunities and threats that could impact the formulation of a business plan
5. Students will develop the ability to communicate with appropriate technology
6. Students will be able to conduct proper research
7. Students will gain an understanding of accounting principles, objectives and auditing standards

8. Students will develop critical thinking and analytical reasoning skills as they apply to identifying how management and industry issues affect accounting principles and the impact on financial statements		
9. Students will be equipped to analyze relevant business situations, determine the financial results of the options available and provide a written recommendation to management		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. End-of-Program Comprehensive Exam administered in MGT 450 Capstone Class	Accounting students will attain a 75% score or higher on the Accounting questions.	
2. Direct measure of authentic work through assessment of MGT 450 Capstone paper. Student work is evaluated using a standardized rubric developed by faculty	At least 75% of students will score 3 or higher (on a 5 point scale) based on faculty-developed rubric	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Formal student evaluations of faculty in every course every quarter. Specific questions asked are “How much did you know about the subject prior to taking this class?” and “How much knowledge about this subject do you feel you gained?”	“How much knowledge about this subject do you feel you gained” should score 2 levels higher than “How much did you know about the subject prior to taking this class” (on a 6 point scale)	
2. 6-Month Post Graduatom Survey – Students are asked their satisfaction level on “employment preparation provided by RMU”	At least 80% of students will be satisfied with employment preparation	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. The average on the Accounting section of the Comprehensive Test for Accounting majors was 75.5%	x	
2. 83.3% of students received a score of 3 or higher on the Capstone Project	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Average for prior knowledge was 3.18 and after course was 5.01 for a difference of 1.83		x
2. 80% of students were satisfied with employment preparation	x	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

1. Focus should be placed on reviewing course objectives at the end of the course to reconnect and review specific objective material/examples.

MASTER'S LEVEL PROGRAMS - Student Learning Assessment for Masters of Business Administration

Student Learning Assessment for Masters of Business Administration – Management Concentration	
Intended Student Learning Outcomes for Management Concentration:	
1. Students will be able to demonstrate effective oral and written communication, presentation skills and collaborative competencies.	
2. Students will be able to analyze and interpret data in the areas of accounting, finance, economics, marketing, management information systems, and management to formulate sound business decisions.	
3. Students will be able to utilize statistical and analytical software and describe the role of collaborative systems in formulating effective business solutions.	
4. Students will be able to analyze and propose solutions that balance the ethical and social needs of the global community with the sustainability of the organization.	
5. Students will be able to formulate strategic perspectives that identify an organization's competitive advantages and addresses stakeholder concerns, organizational capabilities, and ethical responsibilities.	
6. Students will be able to demonstrate growth in personal leadership competencies and assess an organization's leadership and social capital and evaluate their effects on an organization.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone Assessment Projects	80% of students achieve level 3 or 4
2. GLO BUS Simulation MGT590	Percentile Ranking of 50 or higher compared to other universities
3. Capstone Comprehensive Exam	All students should earn a 70%
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:			
1. Faculty Evaluations	Faculty evaluations to average 5.0 on a 6.0 scale		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. 90% of students achieved level 3 or 4		x	
2. Actual ranking was at the 52		x	
3. Average test score was 67%			x
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Average faculty evaluation was 5.2		x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. We will continue to review item analysis results to identify further improvements and potential updates to questions. In addition, we have started piloting mini exams about the core concepts covered during each week for certain courses where goals are not met (e.g., Statistics, Finance and Operations Management).			

MASTER’S LEVEL PROGRAMS - Student Learning Assessment for Masters of Business Administration

Student Learning Assessment for Human Resource Concentration		
Intended Student Learning Outcomes for Human Resource Concentration:		
1. **See Management Concentration Learning Outcomes also		
2. Students will be able to design effective human resource systems to support organizational needs and create the next generation of high performing leaders		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. MGT557 Assessment Project	80% of students achieve level 3 or 4	
2.. Capstone Assessment Projects	80% of students achieve level 3 or 4	
3. GLO BUS Simulation MGT590	Percentile Ranking of 50 or higher compared to other universities	
4. Capstone Comprehensive Exam	All students should earn a 70%	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Faculty Evaluations	Faculty evaluations to average 5.0 on a 6.0 scale	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. 80% of students achieved level 3 or 4	x	
2. 90% of students achieved level 3 or 4	x	
3. Actual ranking was at 52	x	
4. Average test score was slightly below 67%		x

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Average faculty evaluation was 5.2	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. We will continue to review item analysis results to identify further improvements and potential updates to questions. In addition, we have started piloting mini exams about the core concepts covered during each week for certain courses where goals are not met (e.g., Statistics, Finance and Operations Management).		

MASTER'S LEVEL PROGRAMS - Student Learning Assessment for Masters of Business Administration

Student Learning Assessment for Accounting Concentration	
Intended Student Learning Outcomes for Accounting Concentration:	
1. **See Management Concentration Learning Outcomes	
2. Students will be able to apply accounting methods and communicate in-depth financial analysis to complex organizational situations	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ACC560 Assessment Project	80% of students achieve level 3 or 4
2.. Capstone Assessment Projects	80% of students achieve level 3 or 4
3. GLO BUS Simulation MGT590	Percentile Ranking of 50 or higher compared to other universities
4. Capstone Comprehensive Exam	All students should earn a 70%
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Faculty Evaluations	Faculty evaluations to average 5.0 on a 6.0 scale

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. 86% of students achieved level 3 or 4	x	
2. 90% of students achieved level 3 or 4	x	
3. Actual ranking was at 52	x	
4. Average test score were slightly below 67%		x
Summary of Results from Implementing Indirect Measures of Student Learning:	Summary of Results from Implementing Indirect Measures of Student Learning:	
		Not Met
1. Average faculty evaluation was 5.2	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. We will continue to review item analysis results to identify further improvements and potential updates to questions. In addition, we have started piloting mini exams about the core concepts covered during each week for certain courses where goals are not met (e.g., Statistics, Finance and Operations Management).		

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 Robert Morris University – School of Business Administration	
Mission of the School of Business Administration:	
The School of Business Administration is committed to fully preparing our diverse student body for entry into the workforce, career advancement and/or the pursuit of graduate education.	
Intended Operational Outcomes:	
1. The School of Business will increase the number of degrees offered in the undergraduate and graduate programs	
2. The School of Business will increase the number of internships and other experiential opportunities per student	
3. The School of Business will increase enrollment for the overall program	
4. Students matriculation rates from the School of Business will improve	
5. The School of Business will increase the percentage of students employed	
6. The School of Business will increase the percentage of BBA graduates that choose to enter graduate school six months after graduation	
7. The School of Business will keep the average class size to 28	
8. The School of Business will keep the default rate under 6%	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. Actual number of degrees offered	An Average of one degree will be added each year
2. Total internships completed for business students (compare FY 2008-2009 to FY 2009-2010 to demonstrate increase)	All business students should complete at least one internship prior to graduation
3. Enrollment levels by program concentration	Specific enrollment goals for each program and results

4. Actual matriculation rate of undergraduate students	Target is that 80% of Sophmores will matriculate to Junior year	
5. Student Employment rate 6 months after graduation	80% of students will be employed in field of study	
6. Student graduate school entrance rate 6 months after graduation	50% of students will attend graduate school	
7. Average class size for the year	Average class size should not exceed 28	
8. Measure of default rate of students in School of Business	Default rate should be kept under 6%	
Summary of Results from Implementing Operational Assessment Measures:		Performance Target Was...
		Met Not Met
1. No new degrees offered in 2013-14		x
2. Average per student is 1.8	x	
3. Overall increase in business enrollment from last year was 6.9%	x	
4. Average for School of Business is 83%	x	
5. 81% were employed	x	
6. 51% of students are attending graduate school	x	
7. Average class size is 26	x	
8. Default rate was at 5.85%	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. The School of Business is working on a BS in Finance, but will not be submitted to IBHE until next academic year.		