ROOSEVELT UNIVERSITY
WALTER E. HELLER COLLEGE OF
BUSINESS ADMINISTRATION

The HELLER College of Business

Dean's Monthly Update: November 2013

Dear Colleagues,

Homestretch! Thanksgiving is fast approaching, midterms are over and we are headed to finals and commencement in less than a month. One of the things I love about working at a university is the cyclicality of life. And one of the things I hate about it is exactly the same thing.
We have this predictability to our schedule that is comforting that gives one a sense of control. However, a sense of control is almost always false and when we have problems we often have to deal with them every expeditiously because the semester ends so rapidly. Thus demonstrates my love/hate relationship for our "seasons."

This fall, we have been blessed with pretty good weather; bright sunny, crisp days and few rainy dreary days and that tends to keep folks full of vitamin D and upbeat. I love walking into the building and greeting all the smiling kids. That row of graduate students in the dean's office is often a wonderful welcome as they lift their heads and smile at me. We are lucky at universities to be so involved with the youth. Their vitality and optimism is so uplifting to me. On great days when there are no complaints, yes I have a few, I renew my faith in humanity and our futures because we have so many smart, motivated students here.

One student application letter I just read contained the life story of a young man from El Salvador who escaped poverty to the US only to be met with pressure to join gangs. His story is an amazing testament to the determination of our students to better their lives. He eschewed the gangs, pursued arts and education and is applying to our graduate program. Our faculty will likely teach him without ever knowing his background as he has been in the US since grade school.

I know that is why our board keeps working with us and our alums come back. Universities, despite the hype of the media, still offer a ticket to opportunity that cannot be gotten any other way. When we do our jobs well, we are the conductors and the coaches and the guides to helping them achieve their dreams. What an honor to be a part of an organization that keeps helping people that otherwise would not have a chance to create a new reality and build a better Chicago, nation and world; one great student at a time.

Thank you to all who have helped me in this job for the last 5.5 years. (No this is not good bye.) I simply value the art of reflection, want to convey my gratitude, and I need to remind myself from whence I came and why I am on my path. I hope this heartens you and helps you to celebrate a wonderful Thanksgiving Holiday.

Happy Holidays!!!

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STUDENT RECRUITING EVENTS /PUBLICITY

At the IACS event we gathered 20 prospective student names that are now in our follow-up process. This day also engaged our alums who worked in the resume review area. I stopped by to say hello to them and helped to do some recruiting. Brian and George did a great job collecting potential student names.

Brian is currently traveling in the Pacific Rim and Asia, visiting the Philippines, Viet Nam, Malaysia. Unfortunately he left on the day of the storm and was rerouted to Beijing for two days before he made it to Manila. On the first day of the QS tour (focused on recruiting prospective Master's students in all areas of RU) he picked up 60 names. He felt these were good potential students. There were hundred at the event according to him. He is doing QS tours at each location. QS is an international company that organizes student college fairs regularly around the world. They deliver the names and contact information of attendees.

Joanne Canyon-Heller and Maureen Doyle are handling advising for all graduate students in Brian's absence.

PERSONNEL

The Accounting Position ad has been posted. We have requested that it be posted in the AACSB sites and with Academic Keys. I have also shared the ad with my business deans mailing list requesting that they share the ad with any graduating accounting PhDs.

The Dossiers for Husam Abu-Khadra, Meng Li and Rifat Gorener will be in the office by November 15 for the next step in the review. Each has received three letters of external review. The next review is the Peer review committee due December 15. If the committee could do their work earlier I'm sure it would be greatly appreciated as the Chair letter is due Jan 2.

Service Awards: Congratulations!!

FRIDAY DECEMBER 6 11:30-1:30 ALUMNI-FACULTY LUNCHEON FLEMINGS STEAK HOUSE
Join the Holiday cheer with our faculty and celebrate Heller! A Great lunch with a fun crowd. Parking across the street or valet. Click here to register: http://www.cvent.com/d/s4qmq2

We have some folks in the faculty and staff who have been around awhile. Anyone on this list is invited to have FREE lunch on December 6, 2013 at the Alumni Faculty luncheon at Flemings Steak House:

Dr. Sofia Dermisi 10 years
Dr. Gordon Patzer 10 years
Dr. Thomas Head 15 years
Dr. Ralph Haug 20 years
Associate Dean Undine Stinnette 35 years
Dr. Paul Wellen 35 years
Dr. Charles Noty 40 years
Dr. Donald Bernstein 40 years

We do not acknowledge 5 years, but I want to let you know that I have been here 5 years. ~the Dean.

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AACSB/ACBSP and ACCREDITATION ISSUES

I just sent the reply to the official letter from the ACBSP on November 14, 2013. Their official letter is attached at the end of this update. The main issue regarding faculty transcripts is nearly resolved. Thank you to all faculty who requested transcripts. We lack only a few of them. Dianne will let you know if we do not have yours.

Tom Head is working with Brian and the graduate committee on the proposal for the AMBA application. This is predominantly a European accreditation of the MBA program. As we have the college self-study for ACBSP, making use of these data for other applications is a good approach. There is only one issue with AMBA that we will have to resolve although in discussing it with Joanne and Brian we believe it can be dealt with. The committee will be asked to review the proposal and informed of the costs.

TASK FORCE AND COMMITTEE ACTIVITY

I am on the University HLC accreditation committee for 2015. My group will handle the Chapter 4 part of the submission dealing with Assurance of Learning. Heller's leadership in assessment is considered valuable in our reporting for the HLC review.

Dr. Carolyn Wiley is our university representative and feedback from the committee is that she is really doing a great job for them and for us. We are fortunate to have such commitment from Carolyn and our committee to keep the college in the forefront of this issue. The charge to the committee for the college, from the ACBSP review, is to begin developing student outcomes for each undergraduate major. This will require faculty who teach in these majors to work with the committee to develop these SLOs and then work on data collection.

You can find the committee membership at any time in the GROUPS section of the HCB Blackboard site.

If you need to use teleconferencing, you can use our FUZEbox subscription which replaces GOTOmeeting. FUZEbox includes screen viewing, phone or computer voice transmission, webinar technology, meeting recording options, up to 100 attendees, and video transmission.
Watch the demo here: https://www.fuzebox.com/support/daily-demo
In order to use FUZEbox, use tfriel@gmail.com as the user id and treble11 as the password to log in and set up a meeting.

DEVELOPMENT /NEW INITIATIVES

International Classes

The Madrid and Krakow classes are now being recruited for. Payment of the first deposit for Madrid is December 1. Please help us recruit for this class!
Here is the link to the course descriptions:
http://www.cvent.com/d/tcqhlh

ADVISORY BOARD ACTIVITIES

The Alumni board have accepted the task of planning the commencement celebration party after commencement. They have made plans for the flowers and the music. This should be a fun party! Plan to come up to the 12th floor after commencement to enjoy the celebrations and stand for a few photos with happy students and their families. I believe we will have a photo station with a photographer through the work of our alum board! Please be sure to thank our alums for sponsoring the event and underwriting it as well!

EXECUTIVE EDUCATION

Board Member Ralph Nach has agreed to handle our Exec Ed programs. He and I will be working with Vinny Caraballo who has several proposed classes in international innovation he wants to deliver. http://globaltargeting.com/
http://www.roosevelt.edu/Business/ExecutiveEducation.aspx

Ms. Norinne Wiebmer (NWI) and Mr. Ralph Nach are working on an MOU for collaboration to deliver courses to mid-level managers on leadership and several other areas. This relationship will bring an established organization to our campus to deliver courses and provide us with courses that our students can take a reduced costs. We are excited to be developing this relationship and looking forward to a significant increase in the offerings of Exec Ed courses on both campuses for the community and our students and alums. More on this as we get set to launch!

INCUBATOR UPDATE

Last week Dr. Raed Elaydi and Dr. Sumaria Mohan-Neill watched presentations from all the incubator applicants. We have several who are asking to return that will provide services for us as well as on-site access to internships and projects for students and many other benefits. We have decided on the winners and once they are informed and contracts are signed I will announce the winners publicly. The breadth of business experience these residents provide is really exciting. Dr. Elaydi and Dr. Mohan-Neill will be happy to share their impressions with you and their ideas for collaborations that can happen. The new season for these residents begins January 2, 2014.

EVENTS

The Marshall Bennett Institute for Real Estate Gala was a huge success last week. They hit 300K for the revenue, brought in several new scholarships and sponsorships and by all accounts this was one of the best, if not THE best, Gala we have had. It was full of great connections, the honoree was really well liked and supported and the keynote speaker had a “Slammin’” speech. Each year we revise and improve this program. This year one improvement was that the

honoree Michele Panovich introduced four of our MSRE students with 4.0 GPAs and had one of them talk about her career and her dreams. Michele made the point that the Gala was all for that. It was a really great moment. Well done to Director Jon DeVries and his board for the outstanding success this year.

Boardroom Bound that specializes in teaching diverse groups how to sit on corporate boards taught on our campus last month. They charge 2200 per person for the program. They gave four of our alums free access to the program for the use of our space.

Bloomberg terminals are now installed. We have booklets to help you get started and Dr. Gorener is requiring his students to use the terminals for projects. If you want training, we have completely free training available at any time from Bloomberg. Request your training from Debbie Yates to set up a time to learn more about these very powerful data sources.

As this is my fifth year, I will be reviewed this spring. When asked, please contribute your feedback and opinions to help me be a better dean.

CALENDAR FOR 2012-2013

These events are upcoming

Calendar Fall 2013/Spring 2014

11/14	Delta Mu Delta Awards Night	x	
11/19-11/23	Thanksgiving week	X	x
11/15	**BAT Exam**		x
11/16	**BAT Exam**	x	
11/20	**Brown Bag Lunch with Business Networking**	x	
12/4	Faculty council meeting	X	X
12/6	**Emeritus Faculty luncheon, Flemings Steakhouse** University Senate	 x	X x
12/14	Commencement YAB Commencement Party/Reception		X x
12/18	**Brown Bag Lunch with Business Networking**	x	
	SPRING SEMESTER		
1/8	Adjunct orientation (mandatory for new adjuncts)	X	x
1/11	Classes begin	x	X
1/17	Faculty Senate	X	x
1/28 1/29	Student Mixer Student Mixer	x	 x
TBA	Internship planning		x
TBA	Internship planning	x	
2/18-3/1	Advising Weeks	X	x
TBA	Resume builder		x
TBA	Resume builder	x	
2/24	HCB Advisory Board Meeting		x
2/26	Faculty council meeting **Black History Month Event**	X	X x
3/4-3/8	Student appreciation week	X	x

TBA	**Women's History Month events: Conscious Business Network**		x
3/15-3/22	**International experience Madrid**		
3/26	**DMD and student awards night**	x	X
3/28	Faculty Senate	x	x
4/11	**BAT exam**	x	
4/12	**BAT exam**		x
4/18	Faculty Senate	x	x
4/23	Faculty Council	x	x
5/2	**Commencement** **YAB Commencement Reception**		X x
5/6	Admin Team retreat		x
5/8	Heller Annual Luncheon (date confirmed)		x
5/9	Faculty retreat	x	
5/16-5/24	**Poland International Experience**		
5/19	**HCB Advisory Board Meeting**		x
7/15-7/20	**Project Green Teens**		x
7/29-8/4	**Project Green Teens**		X

ROOSEVELT UNIVERSITY
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ACBSP
GLOBAL BUSINESS ACCREDITATION

ACBSP Feedback Report

Sept. 30 - Oct. 2, 2013

Roosevelt University
Evaluation Feedback Report

Introduction

Congratulations on the completion of your self-study and site visit for specialized business accreditation through Accreditation Council for Business Schools and Programs (ACBSP). This report is based upon the data and information from your self-study and site visit as it relates to the appropriate sections of the ACBSP Standards and Criteria. This report provides some basic information on the process used to evaluate your business programs and a detailed listing of the strengths and areas of improvement as identified by the team. This report is not intended to tell you what to do differently, but will provide you with feedback on things you appear to be doing well and where there appear to be opportunities for improvement as defined in the ACBSP Standards and Criteria.

Background

After receiving the self-study report, ACBSP put together a team of trained program evaluators to conduct the site visit. ACBSP selects visiting team members from a pool of well qualified persons who have experience in the Association's evaluation process.

Each member of the team independently evaluated the self-study to identify strengths and opportunities for improvement using the ACBSP Standards and Criteria. The evaluation team met via conference call prior to the site visit to come to consensus on comments and scoring for each section of the ACBSP Standards and Criteria. The site visit was essential to verify or make changes in this work.

After the site visit was finished and the team chair completed the final report, the report was forwarded to ACBSP headquarters. ACBSP is now sending the team's report to the institutional representative for review and comment. The response should be signed by the President of the institution. A written response is requested within two weeks of receipt of this report. After the institution's response is received by ACBSP, it becomes a part of the material to be reviewed by the Board of Commissioners.

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After careful review of the self-study report, the visiting team's findings, the response by the institution, and other relevant materials, the Board of Commissioners makes a determination of whether the business school or program meets the accreditation standards of ACBSP.

ACBSP
GLOBAL BUSINESS ACCREDITATION

EXECUTIVE SUMMARY

Key summary findings from the feedback report:

1. The most important strengths or outstanding practices are:

   • In all areas of the college there appears to be a state-of-the-art implementation of technology in all college classroom and support areas. The use of multiple displays, discussion enabling furnishings, the Bloomberg terminals, a learning management system, wireless connectivity, and Eno smart board systems provides an engaging teaching and learning environment allowing immeasurable creativity and innovation to faculty members and students alike.

   • The assessment program in the college appears fully deployed, demonstrating a closing of the loop for continuous improvement in the area of student learning objective performance by collecting a minimum of three measurements for each expected outcome and making initial improvement actions. The assessment committee has achieved much of this success by convincing the faculty of the benefits of assessment and obtaining complete buy-in. The two, detailed annual reports allow faculty members to better determine which areas are strong and which require additional improvement and/or support.

   • While interviewing students, they were asked why they chose Roosevelt University to continue their studies. They all responded that during their search process in deciding upon a local college, Roosevelt faculty members and staff were exceptional in welcoming and providing help, consistently going out-of-their way to respond to requests. This was, for many, the deciding factor in ensuring their enrollment at Roosevelt.

• The Master of Business Administration (MBA) /Real Estate and the Master of Science in Real Estate (MSRE) programs, along with the Graduate Credential in Commercial Real Estate Development, fill a valued, competitive niche in the Chicago market area. The Marshall Bennett Institute of Real Estate provides excellent support to students and faculty members, always working to enhance the relationship between the school and the private sector. This is evidenced by having real estate students mentored throughout the program by Real Estate Advisory Council members, who often assist students in obtaining real estate internships. Only DePaul University has such a program in the Chicago market, and that program is declining. Because of internships and student exposure to industry professionals, Roosevelt real estate students know that they are respected in the industry. This may help the college become the unquestionable leader in Chicago real estate education.

• The strong leadership of the college has been a key to its continued progress, particularly with external fund raising initiatives to secure necessary resources for the college. This is extremely important in view of the austere financial conditions at the school due to lower enrollments and debt related to the new building in Chicago.

• The college leadership has developed an excellent process for communicating and deploying many college programs via the Blackboard Learning Management System. Internal stakeholder groups have received monthly newsletters, communications essential to faculty members and staff governance, and other items critical to the operation of the college via the Blackboard site. This has enhanced the engagement of all and ensured that everyone knows the college's priorities and direction.

• Consultant Associate Provosts for Financial Aid and Enrollment are in the process of initiating a Customer Resource Management system (BANNER recruiting module) that includes building a 30,000 student prospect database, establishing enrollment/advising counselor territory management, providing a net price calculator on the Roosevelt University website, defining a successful student profile, building robust recruiting pools, tying recruiting with scholarships, and many other enrollment related processes. They will be hiring a business recruiter in the spring and the entire process will be fully staffed and operational by fall 2015. This new system/process will systematically enhance many of the enrollment management processes and practices that address Roosevelt's most important concerns of enrollment, retention, and graduation.

2. The most significant opportunities for improvement are:

• The college has installed and has very good technology available in the classroom; however, there is little evidence of a proactive process to engage the faculty in

developing pedagogies complimentary of the classroom and online environments. The Blackboard Learning Management System provides an excellent framework to deliver course materials and communicate electronically, but there is no systematic method of ensuring that classroom and online courses are meeting an acceptable standard of quality in design and delivery using technology tools.

- There is no evidence of a comprehensive Human Resource Plan. While the dean of the college has a Hiring Plan, there are elements of a Human Resource Plan not included that may assist the dean and the institution to better plan for promotions, retirements, program adjustments, funding requirements, and many other items associated with managing the human resources of the college.

- While the college surveys many stakeholders associated with the school, the faculty has not had a satisfaction survey completed in more than five years. A satisfaction survey administered more frequently may enhance management's ability to identify and address many faculty concerns and improve faculty performance.

- While the college has an excellent assessment process in place using the Major Field Test and internal assessment methods, one student outcome area significantly lower in comparison tests shows that math and quantification skills are below average. The Common Professional Component (CPC) study shows that 85 percent of these skills are obtained in courses taught out of the control of the college as they are taught in the College of Liberal Arts. Input by the business department chairs into economic and math curriculums may improve the quantitative skills of incoming business students and lessen the need to create math in business courses. This may improve the college's ability to significantly improve skills in this area.

- While the college has many full- and part-time faculty members, the qualifications of some full-time faculty members could not be verified as their human resource files did not contain original or copies of terminal degree transcripts. A process of collecting and verifying faculty credentials and qualifications may be essential in ensuring to all stakeholders that the quality of education is as expected and meets ACBSP faculty qualification standards.

- The hiring of an assistant dean to assist with student advising in business has helped students clearly plan their course of study. Because of the two separate campuses, the implementation of an electronically-based university advising system to replace the existing manual system may improve and ensure the quality of the transition of students from freshman, general education advising, to advising within the student's major and allow advising a student from either location.

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Program Accreditation: This self-study requested that the Bachelor of Professional Studies Business, originally under the control of the College of Liberal Arts but now in the College of Business, be accredited. Upon arriving on site, it was determined that the College of Business assumed control of the degree this fall 2013 and that they are discontinuing the degree. Presently, there are 11 students in the program, and it was determined after consulting with the ACBSP Accreditation Office that the degree program, with the consent of the college, would not be accredited by ACBSP.

The team would especially like to thank the Dean of the college, Dr. Terri Friel, and the entire faculty and staff for the kind hospitality and assistance given to the team during this site visit. The team could not have performed its task without their help.

Team Members:
Tim Bridges
Judy Eberhart
Roberto Ike

ACBSP

Feedback Report
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Feedback Report

STANDARD #1. Leadership
Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. The values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Strengths

The strong leadership of the college has been a key to its continued progress, particularly with external fund raising initiatives to secure necessary resources for the college. This is extremely important in view of the austere financial conditions at the school due to lower enrollments and debt related to the new building in Chicago.

The administration of the College of Business exhibits effective leadership and is held in high esteem by the faculty and staff. The College of Business integrates the university's mission into its various programs by involving faculty, staff and stakeholders. Shared governance/faculty involvement is one of the key principles upon which the university is built.

The MBA/Real Estate and the MSRE programs, along with the Graduate Credential in Commercial Real Estate Development, fill a valued, competitive niche in the Chicago market area. The Marshall Bennett Institute of Real Estate provides excellent support to students and faculty, always working to enhance the relationship between the school and the private sector. This is evidenced by having real estate students mentored throughout the program by Real Estate Advisory Council members, who often assist students in obtaining real estate internships. Only DePaul University has such a program in the Chicago market, and that program is declining. Because of internships and student exposure to industry professionals, Roosevelt real estate students know that they are respected in the industry. This may help the college become the unquestionable leader in Chicago real estate education.

The College of Business has established numerous committees and boards comprised of its stakeholders: faculty, students, staff, alumni, and businesses. This has assisted the college in accomplishing the many facets of management, including communications, policy review, and overall support of the essential elements of the strategic and other plans.

Feedback Report

The college maintains a viable program of evaluation, most recently conducting a "360 degree" evaluation of the dean, by the faculty and staff. This may ensure that the leadership of the college, along with the other surveys to other stakeholders, produces actionable information directly contributing to the operation of the college.

Program reviews have been executed for Accounting, Marketing and Management and the Department Chairs listed several noteworthy improvements that have come from the reviews such as adding the Accounting Forensics courses, which are unique to Roosevelt and keyed to allow students to take the CFE exam.

According to College Advisory Board members, their involvement has resulted in improvements such as mentorships, numerous guest lecturers, the offering of credential/certificate programs, real estate program actualization and higher visibility for Roosevelt graduates.

Opportunities for Improvement

The college endorses the mission of the university in maintaining diversity of students, faculty and staff. There are, however, no stated goals to help ensure that the desired diversity is maintained and may be celebrated by the college. These goals may help when allocating scare resources within the university and college.

Figure 1.1 of the self-study is evidence that the school measures its impact on society. A more robust system to specifically measure the results of its impact on society may provide a way to evaluate and make improvements to that impact.

Faculty and adjunct faculty members seem to be involved in the strategic planning process; however when asked, they do not necessarily connect their involvement to the words, "strategic planning." Better communication of how their input ties into the final plan would improve their understanding of how important they are to the process and improve their understanding and participation in the process.

ACBSP Feedback Report

STANDARD #2. Strategic Planning

The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

Strengths

The Walter E. Heller College of Business Administration at Roosevelt University demonstrates there is a process in place for strategic planning. The business unit has a process that shows full-time and adjunct faculty participation in contributing ideas toward the strategic plan. The business unit has retreats that faculty participate in twice a year. During these retreats, faculty members are able to brainstorm on ideas that will help move the business unit toward the future. The dean puts those ideas together, finally generating the strategic plan. These ideas are also presented to the entire faculty through the dean's monthly report posted in the Blackboard internal site. The monthly reports are also shared with external stakeholders by the dean via email.

Opportunities for Improvement

It is clearly evident that the business unit has a process by which strategic ideas are generated. The business unit also has clear short-term and long-term objectives that show the priorities of the business unit. Due to budget constraints, the business unit is not clear on what could be done with the long-term objectives. This is because the university has just completed the strategic plan for the university, and it is not evident how resources will be allocated to meet various strategic benchmarks. In response to this uncertainty, the business unit has decided to suspend some strategic goals, such as "developing Investment Management Specialization." Removing this uncertainty may help the business unit plan better to help the college and university achieve their overall strategic objectives.

There is evidence that the business unit has a process of communicating strategic issues to faculty and stakeholders through the dean's monthly reports and annual retreats with faculty. It is evident there is need to integrate the business unit's strategic plans with the university's strategic objectives. While it is evident that linking business unit plans with overall university goals may happen in due time, there is no systematic approach to accomplishing this. Linking these two strategic plans may help guarantee the resources needed to help the business unit meet strategic objectives.

STANDARD #3. Student and Stakeholder Focus
A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

Strengths

The college has used various tools to identify and reach out to its stakeholder groups for the purpose of listening and collecting information in order to determine how all groups may be served better. A list is provided as an exhibit of this data in Figure 3.2. This has led to improved programs, enhanced relationships, and sources of revenue to support student programs.

The university recently hired consultants to assist with one of their primary issues which is enrollment. The consultants are developing the profile of the successful Roosevelt student so the school may focus its limited resources toward their success. Previously, the institution accepted all qualified students for entry, many of whom did not have the necessary skills to be successful. At the same time, the consultant is developing strategies to penetrate local markets where students match their profile. This will significantly enhance recruiting and admissions to the university and college.

The college conducts graduating senior exit surveys to determine each student's assessment of the impact of his/her college education upon the development of many business skills, rating the quality of its instruction over four on a five point scale. More than 80 percent of students, many of whom work, feel that their business skill levels have improved in all areas. This survey provides current, qualitative feedback on all of the college programs.

The college has created credentialing programs in response to a business community need in the Chicago area. Businesses were asking for certification programs, but, due to state and federal rules, they could not provide them. Instead, they created credentialing programs with which the business community has been very satisfied.

Opportunities for Improvement

The dean and administrative staff have developed numerous tools and methods to accumulate input from all stakeholders; however, there is no scheduled frequency or rotation of administering the delivery, or taking action on this input. Establishing a systematic approach to collect and react to stakeholder input may improve the operation of the college, as well as generate more interest in the output of the college.

One of the items requested by stakeholders is the establishment of a career placement director to assist students in finding internships and full-time jobs upon graduation. Hiring a career placement director may lead to higher retention and graduation rates as students see the result of their studies and become engaged in their disciplines.

While the college talks a great deal about focusing on its primary concerns -- recruiting, retention, and graduation -- there is no overriding plan in place to address these concerns in a systematic way. Having a plan and processes may assist the college in directing resources and measuring impact in addressing its concerns.

The college has a very well-defined system for handling grievances, but there is no systematic way to record, track, and resolve every day issues faced by all stakeholders. A systematic process may ensure that small issues are addressed before they become larger and require more resources to resolve.

The college surveys many stakeholders associated with the school, yet the faculty has not had a satisfaction survey completed in more than five years. A satisfaction survey administered more frequently may enhance management's ability to identify and address many faculty concerns and improve faculty performance.

STANDARD #4. Measurement and Analysis of Student Learning and Performance
Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

4.1 Learning Outcomes Assessment Program

Strengths

The assessment program in the college appears fully deployed, demonstrating a closing of the loop for continuous improvement in the area of student learning objective performance by collecting a minimum of three measurements for each expected outcome

and making initial improvement actions. The assessment committee has achieved much of this success by convincing the faculty of the benefits of assessment and obtaining complete buy-in. The two, detailed annual reports allow faculty to better determine which areas are strong and which require additional improvement and/or support.

Opportunities for Improvement

The college has produced two detailed assessment reports showing the results of its assessments of each of its undergraduate and graduate degree programs. The graduate degrees are assessed in their major classes and their outcomes are reflective of their degree. The undergraduate assessment process only reviews outcomes from the core of the Bachelor of Science in Business Administration (BSBA) for all of its majors. There should be outcomes measured in each major area, as students have more than 12 required credit hours in their major field. This is also true of the MBA with concentrations. By having outcomes specific to the major field of study, the college may have a better understanding of whether the major courses are effective.

STANDARD #4. Measurement and Analysis of Student Learning and Performance Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

4.2 Reporting Results and Trends

Strengths

The two college reports for 2011-2013 show the results of objectives measured in the assessment programs and portray the results graphically with sufficient detail in the reports to understand the process and the results of the process. The quality of the reports presenting the process, as well as the analysis, are very helpful to faculty members as they make adjustments to continuously improve the college's programs.

Opportunities for Improvement

In the Master of Business Administration, Master of Science in Accounting, Master of Science in Accounting Forensics, and the Master of Science in Real Estate programs there were only two data points in the latest assessment report for many of the objectives measured. It is essential to have three or more data points to determine if there are any trends within these degree programs. Identifying trends may help the college know which actions actually improve program outcomes or not.

STANDARD #4. Measurement and Analysis of Student Learning and Performance
Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

4.3 Selection and Use of Comparative Information Data

Strengths

The college has elected to use the Business Achievement Test as a tool to compare its students to students in other areas of the country and world. This helps the college understand how its students can compete with students from other institutions and adjust the college curriculum accordingly.

The assessment process in the Master's degree programs assess at the core course and Capstone levels in the MBA, and at the program specific course level in the other Master's programs. They are: MS in Accounting, MS in Accounting Forensics, MS in Human Resource Management, and the MS in Real Estate. The college assesses five outcome categories utilizing program-specific objectives in major area courses. In each case, this provides assessment information directly associated with outcomes and objectives specific to each program.

Opportunities for Improvement

While the college has an excellent assessment process in place using the Major Field Test and internal assessment methods, one student outcome area significantly lower in comparison tests shows that math and quantification skills are below average. The CPC study shows that 85 percent of these skills are obtained in courses taught out of the control of the college, as they are taught in the College of Liberal Arts. Input by the business department chairs into economic and math curriculums may improve the quantitative skills of incoming business students and lessen the need to create math in business courses. This may improve the college's ability to significantly improve skills in this area.

In the assessment of all BSBA degrees, the college has instituted a process to measure BSBA objectives through assessment in program core classes. While this provides excellent outcome information to the general BSBA program, the college does not assess any objectives unique to and providing information regarding each major. With a significant number of credits hours in the BSBA dedicated to major courses, it may enhance student outcomes from each major by assessing within major courses some objectives unique to that major.

STANDARD #4. Measurement and Analysis of Student Learning and Performance
Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

4.4 Continuous Process Improvement

Strengths

The college has a committee of representatives from various disciplines that meets every two weeks to further define, develop, and improve the process of assessment within the college. Representatives are from many areas of each campus to ensure widespread input and faculty engagement in such a critical process as assessment.

Opportunities for Improvement

None noted.

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5.1 Human Resource Planning

Strengths

The university has a long-term commitment to ensure diversity in its human resource planning. The business unit dean and department chairs play an active role in orienting and evaluating faculty members through annual retreats and classroom visits. This helps the faculty and staff stays engaged and add value to the college.

Opportunities for Improvement

There is no evidence of a comprehensive Human Resource Plan. While the Dean of the college has a Hiring Plan, there are elements of a Human Resource Plan not included that may assist the dean and the institution to better plan for promotions, retirements, program adjustments, funding requirements, and many other items associated with managing the human resources of the college.

While the business unit has a clear process of orienting and evaluating adjuncts and tenure-track faculty members, it is not clear whether there is a Human Resource Plan. The business unit has a Hiring Plan, but not a systematic Human Resource Plan. It is also not evident how tenured faculty members are evaluated. Having a clear Human Resource Plan will help assure a process to maintain faculty quality, diversity, and the unique mission of the business unit.

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5.2 Employment Practices

Strengths

It is evident that the dean provides resources for faculty members to participate in professional development. A number of faculty members take advantage of professional development opportunities by attending conferences and publishing papers. Even though the college is operating with limited resources, all of the faculty members interviewed have been able to attend essential activities required for their development when requested.

Opportunities for Improvement

Even though the dean provides resources for professional development, it is not evident how many faculty members actually take advantage of this opportunity. Making sure that all faculty members are involved in professional development may help maintain superior teaching.

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5.3 Faculty Qualifications, Work Load, and Coverage

Strengths

It is known that the university and college are operating with limited resources, yet the college of business has been able to maintain a faculty load that promotes the accomplishment of scholarly contributions in their disciplines. Overloads have been at an absolute minimum and used only in emergencies. This has helped faculty members maintain currency in their discipline and classroom, as well as ensure high morale and engagement.

Opportunities for Improvement

A sample of faculty transcripts examined shows that most faculty members meet qualifications for courses taught. There was an individual faculty member whose official doctoral transcript was not readily present in human resource files. Although this faculty member has a document indicating a doctoral degree was awarded, there was no transcript to substantiate that claim. Having official transcripts will help guarantee that faculty members actually meet qualification requirements.

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ensure scholarly productivity to support department and individual faculty development plans and program objectives; and (4) foster an atmosphere conducive to superior teaching.

5.4 Faculty Deployment

Strengths

With the load policies in place at the college, faculty members are of sufficient number and deployment to allow participation in all nine functions essential to maintaining healthy programs. Leadership's commitment to stand by a 21-hour load policy, using named professorships to help new faculty members establish a research stream, maintaining reduced loads for those in supervisory positions, and many other policies have given the faculty sufficient flexibility to address the nine functions in a meaningful manner.

Opportunities for Improvement

None noted.

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5.5 Faculty Size and Load

Strengths

Faculty size and load have been sufficient to ensure coverage of all offerings and meet student scheduling needs. Operating between two locations with significantly different student profiles attending each, the leadership has created a balance for faculty members to remain engaged and productive in the classroom and has taken advantage of technology, where applicable, to satisfy student needs at both campuses using a conferencing tool.

Opportunities for Improvement

The college has recently hired a student advisor and a half-time internship coordinator which has helped significantly; however, the students expressed a need for more support in obtaining internships and the college has requested the ability to hire a college-based career placement

director. Addressing both of these issues may significantly help students complete their degrees in a timely fashion and accelerate their assimilation into the workforce.

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5.6 Faculty Evaluation

Strengths

The department chairs indicated a systematic approach to evaluating adjunct and tenure-track faculty members. The department chairs regularly visit adjunct and tenure-track faculty classrooms and provide them with feedback that helps improve classroom instruction. Each faculty member can also engage, in addition to the electronic course survey, in paper surveys where students provide a narrative evaluation of faculty and course performance.

Opportunities for Improvement

Even though there is a systematic approach to evaluating adjunct and tenure-track faculty members, there is no evidence of a systematic approach to evaluating faculty members after tenure has been granted. Evaluating all faculty members may help to ensure continuous improvement and teaching quality.

Since the university started using Educational Testing Service (ETS), the electronic evaluations of faculty by students, there have been low returns on student response. There is no clear plan as to how the business unit will improve student response on electronic evaluation of faculty members. Having a strategy in this area may help provide faculty members with valuable additional student feedback.

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5.7 Faculty Operational Procedures, Policies, Practices and Development

Strengths

The contributions of the Business Advisory Board and the Recent Graduate Advisory Council greatly assist the college by providing curriculum advice, supporting the student mentor program, assisting with internships, and assisting the dean wherever possible in moving the college forward.

College leadership has developed an excellent process for communicating and deploying many college programs via the Blackboard Learning Management System. Internal stakeholder groups have received monthly newsletters, communications essential to faculty and staff governance, and other items critical to the operation of the college via the Blackboard site. This has enhanced the engagement of all and ensured that everyone knows the college's priorities and direction.

Opportunities for Improvement

None noted.

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5.8 Scholarly and Professional Activities

Strengths

It is evident that a number of faculty members are involved in scholarly and professional activities. Department chairs indicated there are about seven faculty members with endowed chair positions. With a number of advisory boards and progressive real estate facilities and programs, the business unit ensures that students have opportunities to interact with local professionals.

Opportunities for Improvement

None noted.

STANDARD #6. Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Thus, business students share common professional requirements. For this reason, certain common subject matter and areas of specialization are expected to be covered in baccalaureate and graduate degree programs in business schools and programs.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

6.1 Education Design and Delivery

Strengths

In all areas of the college there appears to be a state-of-the-art implementation of technology in a classroom and support areas. The use of multiple displays, discussion enabling furnishings, the Bloomberg terminals, a learning management system, wireless connectivity, and Eno smart board systems provide an engaging teaching and learning environment allowing immeasurable creativity and innovation to faculty and students alike.

The MBA/Real Estate and the MSRE programs, along with the Graduate Credential in Commercial Real Estate Development, fill a valued, competitive niche in the Chicago market area. The Marshall Bennett Institute of Real Estate provides excellent support to students and faculty, always working to enhance the relationship between the school and the private sector. This is evidenced by real estate students being mentored throughout the program by Real Estate Advisory Council members who often assist students in obtaining real estate internships. Only DePaul University has such a program in the Chicago market, and that program is declining. Because of internships and student exposure to industry professionals, Roosevelt real estate

students know that they are respected in the industry. This may help the college become the unquestionable leader in Chicago real estate education.

Students were complimentary of smaller class sizes, and they indicated that the smaller classes, along with individualized attention during the admissions and advising process, led them to choose Roosevelt over other local schools.

Several years ago the College of Business successfully initiated a program review process executed by outside reviewers. The process is well deployed and reviews have been completed for Accounting, Management and Marketing. This has ensured currency of programs.

Articulation agreements, communications, and relationships with area community colleges are strong to the point of having several dual degree and 2 + 2 programs with several partners that tie back to the College of Business' new vision. This helps many transfer students, who are a major part of the student body, to achieve their goals.

Opportunities for Improvement

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Despite improved scheduling efficiencies achieved of late (according to the Vice Provost of Academic Affairs) day students expressed a desire for more classes to be scheduled during the day. Adjustment by business school administrators to scheduling keyed to their new target market of day students may help alleviate this frustration of students with the scheduling function.

While the measures utilized on educational design changes 2003 to 2012 are listed in Figure 6.1, no data were provided from those measures that would indicate the success of the changes that were made. A systematic approach to collecting and analyzing trend/comparison data could enable the school to tell to what degree their changes have been successful and allow them to make continued improvements.

Limited results are provided for the program reviews executed in Accounting, Management and Marketing. Results (Figure 6.8) only include expansion capacity percentages and primary reviewer conclusions. A few changes have been made as a result of the reviews, but no data were provided as to whether those changes were measured for improvements. Department Chairs were able to discuss the positive effects of the changes anecdotally.

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6.2 Management of Educational Support Service Processes and Business Operation Processes

Strengths

Students were very complimentary as to how diverse, accommodating, genuinely helpful, and how very responsive staff and Roosevelt University (RU) faculty are and how they do not waste students' time. They indicated that they see these attributes as a RU competitive advantage.
A move to decentralize (move Information Technology (IT) positions to within business units) has improved efficiencies and effectiveness of IT customer-centric RU Online initiatives. This is done by deciding ahead of time what to measure and then measuring the effectiveness in order to make improvements.

Library services provided are strengthening programs by providing: department liaisons; library orientation in the freshman program; online help in the form of chat; instant messaging; email; consortium interlibrary loans; and Easy Access Proxy.

Opportunities for Improvement

The college has installed and has very good technology available in the classroom; however, there is little evidence of a proactive process to engage the faculty in developing pedagogies complimentary of the classroom and online environments. The Blackboard Learning Management System provides an excellent framework to deliver course materials and communicate electronically, but there is no systematic method of ensuring that classroom and online courses are meeting an acceptable standard of quality in design and delivery using technology tools.

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6.3 Enrollment Management

Strengths

Consultant Associate Provosts for Financial Aid and Enrollment are in the process of initiating a Customer Resource Management system (BANNER recruiting module) that includes building a 30,000 student prospect database, establishing enrollment/advising counselor territory management, orientation, providing a net price calculator on the Roosevelt University website, defining a successful student profile, and many other enrollment related processes. They will be hiring a business recruiter in the spring, and the entire process will be fully staffed and operational by fall 2015. This new system/process will systematically enhance many of the

enrollment management processes and practices that address Roosevelt's most important concerns of enrollment, retention, and graduation.

Graduate and undergraduate students were extremely complimentary concerning the newly-hired Assistant Dean who is the college student advisor and, according to the students, has "saved" them. Students love the individual attention of the admissions process.

Opportunities for Improvement

The hiring of an assistant dean to assist with student advising in business has helped students clearly plan their course of study. The additional implementation of an electronically-based university advising system to replace the existing manual system may improve and ensure the quality of the transition of a student from freshman (general education advising) to advising within the student's major.

The consultant for recruiting and enrollment is addressing recruiting, enrollment, and retention, but it is unclear if he/she is to create a formal plan covering all aspects of these primary concerns to the college and university. It may make it difficult to sustain and integrate all processes without a formal plan in place when the consultant departs.