# I - Business and Business Related Programs - Institution Comments

NOTE: (Mentors are available on request for reaffirmations)

Using the Table found under the Evidence File tab above and (shown below), list all business or business-related programs (including those with designations in the degree or major title such as "business," "industrial," "administration," "management," or "organizational").

Indicate with "yes" or "no" whether the program is administered by the business unit.

Indicate with "yes" or "no" whether the program is to be accredited by ACBSP. If "no", provide justification explaining why the program should be excluded from the accreditation process.

Indicate number of degrees conferred during self-study year.

Column A: List all business or business-related programs (including those with designations in the degree or major title such as "business," "industrial," "administration," "management," or "organizational.")

Column B: Indicate with "yes" or "no" whether the business unit administers the program.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP.

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited

Column D: Indicate number of degrees conferred during self-study year

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- The programs to be accredited were identified.

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# II - Overview and Organizational Profile for Accreditation - Institution Comments

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

A. Self-Study Preparers:  Identify those individuals who prepared the self-study.
B. Self-Study Purpose:  State your institution's purposes for the self-study.
C. Self-Study Timeline:  Include the timeline used for the self-study.
D. Regional Accrediting Body:  State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.
E. Profile of the Institution:  Provide a profile of the institution, including the business unit, service area, and student composition.
F. Organizational Chart:  Include a copy of the institution's organizational chart and the business school or program organizational chart.
G. Legal Authorization:  Cite the legal authorization your institution has to operate and confer degrees.
H. Governing Board:  Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).
I. Institution Mission:  Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.
J. Business Unit Mission:  State the mission and objectives of the business program(s) for which you are seeking accreditation.  Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.
K. Business Programs:  Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.
L. Academic Degrees:  List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year.  If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.
M. Class Time:  Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter.  Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.
N. Course Delivery:  List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)
O. Credit Hours:  The associate degree system requires a minimum of two academic years of full-time course work.  State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.
P. Student Communication:  Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

# Strengths

- An organizational profile for the College and the business programs was provided.

    **Institution Comment**
    *There is no Institution comment.*

# Opportunities for Improvement (OFI)

*There are no OFI's.*

# Institution Comment Sources

*There are no sources.*

# 1 - Standard 1: Leadership - Institution Comments

Business Unit administrators and faculty should 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. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit provided information on site to verify expectations of leadership for this standard.

    **Institution Comment**
    *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 1.1 - Criterion 1.1 Leadership Strategies - Institution Comments

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The College's core values and current Strategic Plan, 20/20 Vision, provide the underlying principles guiding the college's leadership when making decisions. The College prominently displays the Mission and Vision across the campus so all stakeholders are aware of the guiding principles in place. All levels of College Leadership communicate across the organizational chart and with all stakeholders. Examples include Presidential Forums, Bi-Monthly Dean's Meetings, and Monthly Program Meetings.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

- Strategy 4.1 of the College's Strategic Plan states "create and implement a comprehensive marketing plan". The College lacks an overall marketing plan and has had a vacancy in their Director of Marketing for over three years. Leadership should consider filling the vacancy for the Director of Marketing and establish an overall marketing/communications plan to provide guidance and assistance to the Business Unit and across the College.

  **Institution Comment**
  The Director of Marketing position was last vacated in May 2018. Since that time, the responsibilities were absorbed by the Assistant Director of Marketing. The job posting for Director of Marketing and Public Relations is currently on the Rhodes State College website. The College is currently receiving applications from interested, qualified individuals for the position. The process for hiring a candidate is scheduled to take place in November 2019.

  As part of the College's revised Shared Governance model, Rhodes State has formed a Strategic Enrollment Planning (SEP) Committee which includes various stakeholders from across the College (including the Marketing department). The SEP Committee is charged with assisting the President and Cabinet with development of strategic institution-wide marketing and communication goals for the College. Some current Marketing related actions for the remainder of 2019 through Fall of 2020 that specifically relate to the Business Programs are the following:

  *One Night a Week Business Administration Ads in the Toledo Business Journal and La Prensa.

  *New TV Commercials (7-10) are in development. The focus will be on the following programs: Business,

AA/AS, Health Sciences, and Nursing. Scheduled to be completed November 2019. The commercials focus on the testimonies of Alumni and current students.

*Contracts have been signed for Lamar Billboards.  Digital, Posters will rotate in a ten-county area.  Digital boards will be updated to feature Business programs.

*Online Marketing has and will continue to focus on Business programs with the addition of featured interviews/articles with our Business "experts."

*New Friday Focus Social Media promotion is being developed.  Each Friday, social media channels will focus on faculty, programs, and staff at Rhodes State. The program will begin when a new a Web Content Specialist is hired in November. First Focus will be Business and Concrete Programs.

*Marketing is currently working with IS on updating the entire RSC Website.

- While on site, the Site Visit team became aware of some morale concerns during the Self-Study year within the Business Unit regarding leadership style among one or more in senior leadership positions.  This was mentioned in multiple discussions with college personnel and Advisory Board members.

  The Site Visit Team was able to verify on site that the College and its leadership is actively improving its processes and committed to filling necessary vacancies to improve the overall performance of the College.

  Regarding morale, while an administrative "Open Door Policy" may exist at the College, an opportunity exists to monitor faculty well-being and satisfaction through some type of engagement and/or satisfaction survey.

  **Institution Comment**
  Rhodes State College's Office of Human Resources anticipates implementation of an annual employee satisfaction survey beginning Fall 2020. The College will begin the process of vendor selection in early 2020.

- The Site Visit team was made aware of a high level of turnover with the Vice-President of Academic Affairs and dean's positions in interviews with faculty and staff, which is an ongoing concern.

  Active and defined succession planning could provide a process for identifying and developing internal candidates to fill key positions when vacancies occur.

  **Institution Comment**
  The new Executive Director of Human Resources has an extensive background in leadership development. Rhodes State College's Office of Human Resources intends to create a leadership training and succession-planning program for faculty and staff by Fall 2020.

## Institution Comment Sources

*There are no sources.*

# 1.2 - Criterion 1.2 Leadership Measures of Performance - Institution Comments

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The necessary performance measures and their use for improving performance were verified on site by interviews with institutional effectiveness and documentation in the Resource Room.  The use of performance measures for improving performance of the College and the Business Unit was taking place, and all stakeholders were participating and aware of these measures.

    **Categories:** Approach, Deployment, Results, Improvements

    **Institution Comment**
    *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 1.3 - Criterion 1.3 Leadership and Community - Institution Comments

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The College and Business Unit are involved extensively with the community through partnerships with local employers and the Chamber of Commerce.  Both Business and Paralegal Programs have interned with local agencies such as the Lima Municipal Court and Crime Victims Services, allowing students to gain real-world experience while engaged in service learning.

  The College offers a variety of student engagement activities including Suicide Awareness, Black History Month, and LGBTQ+ awareness.  Environmental responsibility efforts include on-campus recycling, reduction in classroom paper use, and clean up efforts around the community.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 1.S - Summary of Standard 1 - Leadership - Institution Comments

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The College has a strong mission and vision guiding operations. Communication is consistently improving with the new leadership. The College and the Business Unit operate as good citizens in their community and environmentally. Employees of the College and the Business Unit are treated fairly and given multiple opportunities to participate in shared governance, curriculum development, and community outreach.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

- Strategy 4.1 of the College's Strategic Plan states "create and implement a comprehensive marketing plan". The College lacks an overall marketing plan and has had a vacancy in their Director of Marketing for over three years.  Leadership should consider filling the vacancy for the Director of Marketing and establish an overall marketing/communications plan to provide guidance and assistance to the Business Unit and across the College.

  The Evaluation Team was excited to verified on site the new College leadership is actively improving its processes and filling necessary vacancies to improve the overall performance of the College.

  **Institution Comment**
  The Director of Marketing position was last vacated in May 2018.  Since that time, the responsibilities were absorbed by the Assistant Director of Marketing. The job posting for Director of Marketing and Public Relations is currently on the Rhodes State College website.  The College is currently receiving applications from interested, qualified individuals for the position. The process for hiring a candidate is scheduled to take place in November 2019.

  As part of the College's revised Shared Governance model, Rhodes State has formed a Strategic Enrollment Planning (SEP) Committee which includes various stakeholders from across the College (including the Marketing department).  The SEP Committee is charged with assisting the President and Cabinet with development of strategic institution-wide marketing and communication goals for the College. Some current Marketing related actions for the remainder of 2019 through Fall of 2020 that specifically relate to the Business Programs are the following:

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  *New TV Commercials (7-10) are in development. The focus will be on the following programs: Business, AA/AS, Health Sciences, and Nursing. Scheduled to be completed November 2019. The commercials focus

on the testimonies of Alumni and current students.

*Contracts have been signed for Lamar Billboards.  Digital, Posters will rotate in a ten-county area.  Digital boards will be updated to feature Business programs.

*Online Marketing has and will continue to focus on Business programs with the addition of featured interviews/articles with our Business "experts."

*New Friday Focus Social Media promotion is being developed.  Each Friday, social media channels will focus on faculty, programs, and staff at Rhodes State. The program will begin when a new a Web Content Specialist is hired in November. First Focus will be Business and Concrete Programs.

*Marketing is currently working with IS on updating the entire RSC Website.

## Institution Comment Sources

*There are no sources.*

# 2 - Standard 2 Strategic Planning - Institution Comments

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- A Strategic Plan exists and has been communicated to all stakeholders. A Capital Plan and Master Technology Plan exist to help meet the established goals of the overall Strategic Plan.

    **Categories:** Approach, Deployment, Results, Improvements

    **Institution Comment**
    *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 2.1 - Criterion 2.1 Strategic Planning Process - Institution Comments

A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

D. Describe how the business unit evaluates and improves the strategic planning process.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The College's 20/20 Vision Strategic Plan is holistic and well developed.  Communication of the mission and vision of the College is well deployed to all stakeholders and highly visible across campus.  The strategic planning development process is a strength for the College for its inclusion of numerous stakeholders and the robustness of gathering necessary information.

  The Business and Paralegal Programs have alignment between the overall strategic plan and their established goals and communicate their results on an ongoing basis to their faculty, students, Advisory Board members, and college leadership.  They are responsive to change and make adjustments as needed to meet established goals.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

- Business Administration Department Goal #1 - Work with institutional Marketing Department to assist with the development of a comprehensive marketing plan. Goal is to increase promotion of programs with a heavy initial focus on the promotion of One-Night-a-Week Program in Business Administration.

  Paralegal Department Goal #1 - Develop a marketing plan with the RSC Marketing Department to increase promotion of the Paralegal Degree.  Goal is to increase promotion of program and to increase enrollment to respond to market demand and fiscal viability.

  Both of these align with the Strategic Plan Strategy 4.1.1 – Capture the attention of prospective students and employees through new and existing media.

  Business and Paralegal faculty, students, and Advisory Board members expressed the need for marketing these programs to make the service area more aware of what they have to offer potential students and employers. The lack of an institution-wide marketing plan and Director of Marketing for three years now

has contributed to both programs struggling to meet their strategic goals tied to marketing. Leadership should work to establish an overall marketing plan.

**Institution Comment**

The Director of Marketing position was last vacated in May 2018. Since that time, the responsibilities were absorbed by the Assistant Director of Marketing. The job posting for Director of Marketing and Public Relations is currently on the Rhodes State College website. The College is currently receiving applications from interested, qualified individuals for the position. The process for hiring a candidate is scheduled to take place in November 2019.

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*Marketing is currently working with IS on updating the entire RSC Website.

## Institution Comment Sources

*There are no sources.*

# 2.2 - Criterion 2.2 Current Strategic Plan - Institution Comments

A. Describe the business unit's key strategic objectives.

B. Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.

C. Describe the performance measures used to assess the business unit's action plans.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business and Paralegal strategic objectives are well defined and measurable and are tied into the college's Strategic Plan.  Action plans are highly detailed with what resources and actions are needed. Performance measures accurately measure the objectives stated.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 2.3 - Criterion 2.3 Finance - Institution Comments

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

A. Describe how the business unit links finances to strategic planning.

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.
2. The business unit budget and actual expenditures.
3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- The Business Administration and Paralegal departments have annual budgets that provide adequate funding for instruction, basic technology, supplies, professional development, and other necessary expenses. Examples of Business Unit expenses covered include: new equipment and technology to better serve their online learning population, professional development opportunities for faculty, and establishment of a Business Professionals of America student organization. These are reflected back to the Business and Paralegal Program's strategic goals.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 2.4 - Criterion 2.4 Facilities - Institution Comments

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

A. Describe how the business unit links facility planning to strategic planning.

B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The facilities used by the Business Unit are first rate and very modern. Many of the classrooms are computer labs, and all have the audio/visual equipment needed to instruct the students in all the business classes. Keese Hall offers top-notch classrooms, meeting space, open computer labs, collaborative learning areas, and technical support to faculty as well as students. The other buildings and overall campus are well taken care of and offer students a quality learning environment.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 2.5 - Criterion 2.5 Equipment - Institution Comments

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

A. Describe how the business unit links equipment planning to strategic planning.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment that reflects current technology.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit's use of technology for course delivery and faculty/student interaction is robust and engaging.  Faculty teach many of their courses in computer labs making the courses more engaging and realistic.  Faculty in accounting and marketing used outside funding to add dual monitors to their computerized classrooms so students could work more efficiently on coursework.  Faculty use Zoom technology to interact for class assistance and advising and, in turn, build more meaningful relationships with students.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 2.S - Summary of Standard 2 - Strategic Planning - Institution Comments

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit's use of technology for course delivery and faculty/student interaction is robust and engaging. Faculty use Zoom technology to interact for class assistance and advising and, in turn, build more meaningful relationships with students.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

- The College's campus is beautiful and well maintained.  There are numerous collaborative spaces for all stakeholders to interact.  The facilities used by the Business Unit are modern and reflective of the workplace. Many of the classrooms are computer labs, and all have the audio/visual equipment needed to instruct the students in all the business classes.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

- Business and Paralegal faculty, students, and Advisory Board members expressed the need for marketing these programs to make the service area more aware of what they have to offer potential students and employers. The lack of an institution-wide marketing plan and Director of Marketing for three years now has prohibited both programs from meeting their strategic goals tied to marketing. Leadership should work to establish a overall marketing plan.

  **Institution Comment**
  The Director of Marketing position was last vacated in May 2018.  Since that time, the responsibilities were absorbed by the Assistant Director of Marketing. The job posting for Director of Marketing and Public Relations is currently on the Rhodes State College website.  The College is currently receiving applications from interested, qualified individuals for the position. The process for hiring a candidate is scheduled to take place in November 2019.

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*Marketing is currently working with IS on updating the entire RSC Website.

## Institution Comment Sources

*There are no sources.*

# 3 - Standard 3 Student, Stakeholder, and Market Focus - Institution Comments

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The College and Business Unit determine its stakeholders and their expectations and needs, develop processes to address those needs, and assess how well they are doing at meeting those needs. Actions plans are developed, when necessary, to ensure stakeholder satisfaction.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 3.1 - Criterion 3.1 Stakeholders - Institution Comments

A. List the business unit's key stakeholders.

B. Explain how the business unit determines key stakeholder requirements and expectations.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- The Business Unit seeks and captures input from a variety of stakeholders (internal and external) through numerous and various methods.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 3.2 - Criterion 3.2 Stakeholder Satisfaction - Institution Comments

A. Explain how the business unit builds relationships to attract and retain students.

B. Explain how the business unit delivers services that satisfy students and stakeholders.

C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- The Advisory Board communicates well the needs of the service area and input is acted upon. Current students provide input via course evaluations, as well as classroom assessment techniques. The College also conducts CCSSE surveys and the results, although not disaggregated by departments, provide valuable information concerning student engagement.

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 3.3 - Criterion 3.3 Student Support - Institution Comments

A. Describe the support services available to business students, including admissions, financial aid, and advising.

B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- There is a breadth of Student Support Services available for Business Unit students to assist the students in achieving student retention, completion, and ensuring student success.  There is a dedicated Business Advisor for the programs in the Business Unit. Meetings with Student Services personnel confirmed services are provided to assist students to be successful at the College. Admissions, Financial Aid, and Career Services personnel discussed a commitment to customer service.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 3.4 - Criterion 3.4 Stakeholder Results - Institution Comments

A. Describe how the business unit measures student utilization of offerings and services.

B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

- Course evaluations
- Student satisfaction surveys
- Alumni satisfaction surveys
- Employer satisfaction surveys
- Other student/stakeholder measures

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit does receive feedback from stakeholders in the form of student course evaluations, graduate surveys (job placement), Advisory Board members, and Internship supervisors.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

- With the assistance of the Offices of Institutional Effectiveness and Institutional Research, surveys could be created to better collect information of student and alumni satisfaction with offerings and services.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  The Business Program Chair has had preliminary conversations with faculty and the Office of Institutional Effectiveness on how the Business Programs can create a Business Student Satisfaction Exit and Business Graduate Alumni Surveys. Plans are in place to develop the content for the Business Student Satisfaction Survey and schedule for deployment in April 2020. Plans are in place to develop content for the Graduate Alumni Survey and schedule for deployment in Fall 2020.

- In addition to the ETS Major Field Test, which compares student learning with national norms, there are other avenues to college comparable data.  For example, the Business Unit could compare their graduate exit survey results or their job placement results with other programs at the College.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**

Exit surveys at Rhodes State College are typically developed by each program based upon their accreditation requirements. Academic Affairs will investigate other options for obtaining comparable data.

## Institution Comment Sources

*There are no sources.*

# 3.5 - Criterion 3.5 Business/Industry Relations - Institution Comments

Each academic unit must demonstrate linkages to business practitioners and identify organizations that are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

B. Describe the impact or results of business and industry linkages.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- There are two strong ways in which the Business Unit partners with the business community: Strong, engaged Advisory Boards and required internships for students.


  The Business Advisory Boards provide valuable input to the Business Unit for planning, new program development, curriculum re-design, and review of key metrics. Numerous examples were provided in the Self-Study and verified on-site with Advisory Board members of the involvement of the Boards. No curriculum proposal may go forward to the Curriculum Committee without support from the Advisory Board. The representation of members backgrounds is strong, with very qualified individuals servings as board members.
  Internship supervisors provide critical feedback to the Business Unit on student abilities, skills, and knowledge. Input from these supervisors is used to make improvements in courses.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 3.S - Summary of Standard 3 - Student, Stakeholder, and Market Focus - Institution Comments

Complete Table I Student and Stakeholder-Focused Results for Standard 3 (See Excel table found in the Evidence file tab).

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit did an effective job of providing responses to Standard 3 criteria. There was ample documentation verified on site to support stakeholder satisfaction.

**Institution Comment**
*There is no Institution comment.*

## Opportunities for Improvement (OFI)

- The Business Unit has ways of determining community needs, but more could be done to communicate (market) which programs exist and how their programs will help students and the service area of the College.

**Categories:** Approach, Deployment, Results

**Institution Comment**
The Director of Marketing position was last vacated in May 2018.  Since that time, the responsibilities were absorbed by the Assistant Director of Marketing. The job posting for Director of Marketing and Public Relations is currently on the Rhodes State College website.  The College is currently receiving applications from interested, qualified individuals for the position. The process for hiring a candidate is scheduled to take place in November 2019.

As part of the College's revised Shared Governance model, Rhodes State has formed a Strategic Enrollment Planning (SEP) Committee which includes various stakeholders from across the College (including the Marketing department).  The SEP Committee is charged with assisting the President and Cabinet with development of strategic institution-wide marketing and communication goals for the College. Some current Marketing related actions for the remainder of 2019 through Fall of 2020 that specifically relate to the Business Programs are the following:

*One Night a Week Business Administration Ads in the Toledo Business Journal and La Prensa.

*New TV Commercials (7-10) are in development. The focus will be on the following programs: Business, AA/AS, Health Sciences, and Nursing. Scheduled to be completed November 2019. The commercials focus on the testimonies of Alumni and current students.

*Contracts have been signed for Lamar Billboards.  Digital, Posters will rotate in a ten-county area.  Digital

boards will be updated to feature Business programs.

*Online Marketing has and will continue to focus on Business programs with the addition of featured interviews/articles with our Business "experts."

*New Friday Focus Social Media promotion is being developed.  Each Friday, social media channels will focus on faculty, programs, and staff at Rhodes State. The program will begin when a new a Web Content Specialist is hired in November. First Focus will be Business and Concrete Programs.

*Marketing is currently working with IS on updating the entire RSC Website.

The Business Program Chair is researching opportunities to host high school business competitions on campus.  DECA and BPA high school competitions would be a great opportunity for a "grass roots" marketing effort to promote the Rhodes State Business Programs.  Rhodes State College is actively reaching out to offer coursework at off-site locations in Lima to overcome access barriers that prevent some potential students from opportunities in higher education.  Currently, the College is working with a community organization to assess educational needs to construct a slate of courses that will meet as many potential students as possible.  A survey has been deployed, and the College awaits results to determine next steps.

## Institution Comment Sources

*There are no sources.*

# 4 - Standard 4 Measurement, Analysis, and Knowledge Management - Institution Comments

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit has an outcomes assessment process for each program that measures student achievement of stated learning goals in the program areas.

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 4.1 - Criterion 4.1 Student Learning Outcomes Assessment - Institution Comments

Institution Response:

**A. Describe the current student learning outcomes assessment plan.**

**B. Describe the student learning outcomes assessment process and include information about the following:**

1. What student learning data is collected and why

2. How the business unit uses student-learning data to improve the business program and    enhance student learning

3. How comparative or benchmark data is used to enhance and improve of student learning

4. How the business unit improves, refines, or enhances the student outcomes assessment process

**C. List the student learning outcomes for each program seeking accreditation or re-affirmation.**

**D. Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation.**

• Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments

• Three to five data points of trend data including the self-study year
(Candidates with less than three data points are eligible for accreditation with conditions.)

**E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.**


## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*


## Strengths

- There is a complete Student Learning Assessment cycle, including program and course learning outcomes. Assessments are administered, data are collected, and results are analyzed.  Faculty discussions occur with Department Chair/Coordinators and actions plans are created (and implemented).

    **Categories:** Approach, Deployment, Results, Improvements

    **Institution Comment**
    *There is no Institution comment.*
- The College has a very elaborate process regarding assessment of student learning. Each Business Unit

program has course learning outcomes that are linked to the program learning outcomes (PLOs). The programs all have capstone courses in which the PLOs are being assessed, analyzed, and action plans have been implemented to close the assessment loop.

Each program has Curriculum Maps in place that are reviewed and adjusted when needed. Evidence was provided during the Site Visit to verify the process. The College uses e-SEIPS to report the progress and results of the assessment plans. Chairs/Coordinators present an annual plan for review that the Dean manages to prepare a Division Annual Assessment Plan.
The Business Unit has students complete the ETS Major Fields Test in Business to use for comparable data.

Assessments results for different delivery methods were presented in the Evidence File of the Self-Study and more results were available in the Resource Room.

**Institution Comment**
*There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 4.2 - Criterion 4.2 Program Evaluation - Institution Comments

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

A. Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)

B. Describe faculty involvement in the program evaluation process.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

E. Describe the improvements that have been implemented as a result of the program evaluation.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- There is a thorough Program Review process in place. Every three years, the Business Unit programs conduct a Program Review that includes information regarding curriculum, program management, and student success. The completed report is then reviewed by a Program Review Committee comprised of faculty and the Director.  A rubric is used by the Committee to assess the quality of the program on 17 topics. Then a final Program Review Committee Recommendation level is assigned. The level recommendation then goes to the VP of Academic Affairs. Discussion occurs with the VP, Program Review Chair, and the Dean and Chair/Coordinator of the Business Unit. The VP then submits a final recommendation to the President for final determination.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 4.3 - Criterion 4.3 Student Assessment - Institution Comments

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance and degree satisfaction.

A. Explain the process for identifying student needs for developmental assistance.

B. Explain the process for determining and awarding advanced placement, if applicable.

C. Explain the student advisement process, including the use of remedial assessment information.

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- There is a dedicated Business Unit advisor that assists students through their first 30 credits.

  **Categories:** Approach, Deployment

  **Institution Comment**
  *There is no Institution comment.*

- The Site Visit Team verified on site that processes and procedures are in place to identify student needs for developmental assistance through NextGen examinations and to determine the awarding of advanced placement through AP credit.

  The Site Visit Team met with Student Services personnel, including a dedicated Business Unit Advisor. Business Unit students are advised by this advisor through the first 30 credit hours then moved to being advised by a Business Unit faculty member. Advising is not mandatory and faculty did express some concerns about those self-advising and self-registering, but steps have been taken, through communication, to minimize the self-serve process.

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

- While the College provided information regarding a new co-requisite model in English Composition and in Math courses, and some success rates were given, no information was provided regarding retention rates as of the result of the co-requisite model.

  **Categories:** Approach, Deployment

  **Institution Comment**
  The co-requisite model in English was implemented into the curriculum in the Fall of 2019. A year's worth of data will be available on this model in the Fall of 2020 to be used to evaluate success and retention rates.

## Institution Comment Sources

*There are no sources.*

## 4.S - Summary of Standard 4 - Measurement, Analysis, and Knowledge Management - Institution Comments

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

### Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

### Strengths

- The Business Unit is conducting assessment at the program and course level and has course level assessments for the differing delivery modes. With regard to student level assessment, there is an Approach, it is Deployed, there are Results, and Improvements plans have been developed and implemented.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

### Opportunities for Improvement (OFI)

*There are no OFI's.*

### Institution Comment Sources

*There are no sources.*

# 5 - Standard 5 Faculty and Staff Focus - Institution Comments

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit documented support for the achievement of Standard 5 - Faculty and Staff Focus. Evidence included documentation and interviews related to the effectiveness of the Business Unit in procuring and retaining doctorate, master's, and professionally qualified faculty, as well as the reasonableness of faculty workloads. Faculty evaluation processes were considered, as well as instructional development opportunities. The communication and accessibility of faculty operational policies and procedures was analyzed.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 5.1 - Criterion 5.1 Human Resource Planning - Institution Comments

A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

D. Report evidence of business unit faculty and staff well-being and satisfaction.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The processes used for recruiting faculty, fostering a positive work environment, and creating a climate conducive to Business Unit employees' well-being and satisfaction were well described. Discussions with faculty revealed an enthusiasm and appreciation for the work environment at Rhodes State College. Faculty cited their favorable relationships with the administrative staff and their strong comfort level in approaching their supervisors for discussion. Faculty reported that they were well equipped by the College to perform their duties.

  **Categories:** Approach, Deployment

  **Institution Comment**
  *There is no Institution comment.*

- The HR staff described the recruiting and selection process for faculty positions with an emphasis on education and experience requirements which meet ACBSP criteria for doctorate and master's qualified classification. Nearly all faculty for the 2017-2018 academic year were either master's, doctorate, or professionally qualified. Students and advisory board members reported favorable perceptions of faculty performance. Faculty overwhelmingly conveyed a positive work environment and effective organizational climate with their peers and the administration at Rhodes State College. The referenced evidence file does not contain data specific to "faculty and staff well-being and satisfaction". However, other forms of evidence appear permissible in the Excel tables file.

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

- The Business Unit identified and measured performance for full-time faculty turnover, number of students assigned to faculty advisors, and percentage of courses taught by full-time and part-time instructors. However, there is no evidence that the Business Unit has developed an approach for gauging faculty and staff well-being and satisfaction.

**Institution Comment**

Under new leadership, the College will start looking for external vendors for an employee satisfaction survey in early 2020 with the hope of administering the first survey in Fall of 2020.

## Institution Comment Sources

*There are no sources.*

# 5.2 - Criterion 5.2 Faculty Qualifications - Institution Comments

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

**DEFINITIONS:**

**Master's or Doctorate Degree Qualified**

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field— The institution must provide documentation.
2. Juris Doctorate— Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master's degree in teaching field— The institution must provide documentation.
5. Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level – The institution must provide documentation.
6. Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:
   1. In-field professional certification (national, regional, or state)—The institution must provide documentation.
   2. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
   3. Teaching excellence—The institution must provide documentation.
   4. In-field research and publication—The institution must provide documentation.
   5. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.—The institution must provide documentation.

**Professionally Qualified**

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas:

1. Professional certification (national, regional, or state)—The institution must provide documentation.
2. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
3. Teaching excellence—The institution must provide documentation.
4. In-field research and publication—The institution must provide documentation.
5. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

**Exceptions**

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified.

*Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree*

*Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.*

*Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.*

_____

Complete and attach **Table 5.1– Faculty Qualifications** (found under the Evidence File tab above) for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.
- List the major teaching field for each faculty member.
- List courses taught during self-study year; do not duplicate if taught both fall and spring semesters.
- List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.
- For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master's or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.
- List the ACBSP qualification of each faculty member – Master's/Doctorate Degree, Professional, or Exception.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit properly classified faculty as: doctorate degree qualified, master's degree qualified, professionally qualified, and exceptions. Two faculty members classified as exceptions have either since completed an MBA degree or are on a plan to complete an MBA degree.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

- The quality of the Business Unit faculty was evident. Students and advisory board members praised the Business Unit faculty quality. The quality of the Business Unit faculty is highlighted by recent award nominations. For the 2018-2019 academic year, Les Finley, Management and Human Resources instructor, was nominated for the Ohio Association of Two-Year Colleges (OATYC) outstanding faculty award. Traci Bitler, Marketing and Management Instructor, was nominated for the OATYC John Fallon Early Teaching Award.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 5.3 - Criterion 5.3 Faculty Composition - Institution Comments

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- Semester system: one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).
- Quarter system: one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).

A. Explain the business unit's method of calculating FTE teaching loads for full-time and part-time instructors.

B. Complete and attach Table 5 – FTE and Faculty Composition, found under the Evidence File tab above. List all full-time and part-time faculty members for the self-study year in alphabetic order.

C. Report the following:

_____ % Masters/Doctorate qualified

_____ % Professionally Qualified

_____ % Exceptions

D. If exceptions exceed 10 percent, provide a detailed plan to improve and meet Criterion 5.A.2.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- On a full-time equivalency basis, the percentage of Master's or Doctorate qualified Business Unit faculty was 79,2% and the percentage of Master's, Doctorate, or professionally qualified Business Unit faculty was 96.29%. The percentages exceeded the minimum percentages defined in Criterion 5.3 (50% and 90%, respectively).

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 5.4 - Criterion 5.4 Faculty Deployment - Institution Comments

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit offers classes through a variety of delivery modes through which Business students have access to full-time faculty.  Specifically, business students taking courses in traditional day, traditional evening, online, and blended delivery modes have the opportunity to receive instruction from full-time faculty.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

- During the self-study year, the Business Unit did not have a full-time, professionally-qualified faculty member in the Marketing program. However, since the self-study year, a full-time faculty member has been secured for the Marketing program. Therefore, the matter has been remedied. Students reported the ability to access to full-time faculty across diverse delivery modes.

  While College Credit Plus courses are led by adjunct faculty in high school settings, high school students taking College Credit Plus courses benefit from cost savings. High school students can access full-time faculty through classes on campus, but at a higher cost.

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 5.5 - Criterion 5.5 Faculty Load - Institution Comments

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments that exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution's ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- Scholarly activities
- Curriculum development activities
- Instructional technology efforts

A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- Business Unit faculty are expected to engage in instructional, student advising, professional development, division/program, and community/college service activities.  The Business Unit Administrative staff are mindful of the number of preps, class size, and delivery modes assigned to faculty.  The approach to balancing faculty time benefits students, faculty, program areas, the Business Unit, and the community in which Rhodes State College operates.  Faculty workloads were within the standard of a normal workweek defined by the Business Unit.

  **Categories:** Approach, Deployment, Results

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 5.6 - Criterion 5.6 Faculty Evaluation - Institution Comments

Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

B. Describe how the results of the evaluation are shared with the faculty member.

C. Describe how the faculty evaluation is used in making decisions.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit evaluates faculty through observation, annual performance reviews, and student evaluations. Faculty are observed and evaluated with regard to planning, preparation, content knowledge, classroom management, the learning environment, communication, student engagement, and course syllabi.  Professional development goals, action steps, and deadlines are defined. Student evaluations, including open-ended questions, are procured in Canvas.  The observation and professional development evaluation processes function as a springboard for continuous improvement.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

- The Business Unit has employed a consistent faculty evaluation system. However, the Faculty Observation Form does not include criteria for faculty who utilize alternative methods of delivery. Therefore, an opportunity exists to develop an approach for evaluation of the teaching function in alternative delivery modes.

  **Institution Comment**
  A revised Faculty Observation Form for distance delivery methods is in the final phase of review by the institution with planned implementation in Spring 2020. The College currently uses one Faculty Observation Form for all modes of delivery.

## Institution Comment Sources

*There are no sources.*

# 5.7 - Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities - Institution Comments

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication
- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit encourages and provides opportunities and financial resources for on-campus and off-campus faculty development activities. Business Unit faculty demonstrate diverse professional development and scholarly activities, including professional certification, campus-wide professional development, pursuit

of doctorate degrees, multicultural and diversity initiatives, memberships, and instructional and curriculum development efforts.  The Business Unit professional development and scholarly activities support the mission of the departments and of the College.

**Categories:** Approach, Deployment, Results, Improvements

**Institution Comment**
*There is no Institution comment.*

# Opportunities for Improvement (OFI)

*There are no OFI's.*

# Institution Comment Sources

*There are no sources.*

# 5.8 - Criterion 5.8 Faculty Instructional Development - Institution Comments

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

A. Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills that may include mentoring, orientations, in-service programs, and other activities.
2. Acquire skills in the use of alternative methods of instructional delivery.

B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- Business Unit faculty have diverse opportunities and available financial resources to pursue instructional development opportunities.  Instructional development opportunities include trainings designed to improve teaching skills, such as strategies to enhance the learning experience of students with autism. A "Teaching Online at Rhodes State College" course is offered to facilitate quality and consistency in the delivery of online courses at the College. Curriculum development opportunities include a training on the alignment of academic assessments. Exceptional instructional development opportunities elevate the competitive position of the Business Unit.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 5.9 - Criterion 5.9 Faculty Operational Policies, Procedures, and Practices - Institution Comments

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- The Business Unit maintains a comprehensive repertoire of operational polices and procedures, which are accessible through the RSC public shared drive and the RSC website. Resources include policies and procedures related to faculty development, tenure and promotion, evaluation, workload, service, professional expectations, scholarly expectations, and termination.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 5.S - Summary of Standard 5 – Faculty and Staff Focus - Institution Comments

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- The Business Unit achieved all criteria for Standard 5 - Faculty and Staff Focus. Evidence obtained from documentation and interviews supported that the Business Unit effectively procures and retains doctorate, master's, and professionally qualified faculty. Faculty workloads are reasonable and faculty are evaluated consistently and are provided actionable feedback.  Diverse faculty professional and instructional development opportunities are provided and financially supported.  Faculty operational policies and procedures are accessible through the RSC publicly shared drive and RSC website.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6 - Standard 6 Process Management - Institution Comments

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 a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- The Business Unit evidenced support for the achievement of Standard 6 - Process Management. Evidence included documentation related to the professional, general education, and business major components of the Business Unit curriculum. A minimum grade requirement was established and documented. Student success was supported through learning, academic, and student support services.  Educational innovation initiatives were highlighted. Articulation and transfer agreements are in place for students wishing to continue their education.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.1 - Criterion 6.1 Curriculum - Institution Comments

A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit effectively manages the design and delivery of program courses, as well as comparable quality and consistency among full-time and part-time faculty. Program design is developed with input from the Ohio Department of Higher Education, Advisory board members, and accrediting bodies. Quality and consistency in program delivery is supported by the use of a master syllabus, three-year program reviews, and annual course assessment processes, as well as administrative oversight. Program modifications are made using a flexible, evidence-based approach. Students perceive consistency in course delivery among full-time and part-time faculty.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.2 - Criterion 6.2 Professional Component - Institution Comments

At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

- A. Accounting
- B. Computer information applications
- C. Quantitative methods of analysis
- D. Principles of economics
- E. Business in society - the international environment, legal/political environment, and ethical business behavior
- F. Marketing
- G. Entrepreneurship/free enterprise
- H. Finance
- I. Management

Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

A. Complete and attach the Professional Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit demonstrated for each associate of applied science degree program that at least 25% of the business curriculum consisted of a professional component in four of the defined study areas. The following programs met the criteria: Accounting, Business Administration, Marketing, Human Resources, and Paralegal.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.3 - Criterion 6.3 General Education Component - Institution Comments

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas do not have to be included.)

1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution's definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program. List courses numbers, course titles, educational goal, and credit hours. A template for Table 6 is provided under the Evidence File tab above.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit demonstrated for each associate of applied science degree program that the general education component included at least 25% of the credits required for the associate degree and consisted of courses which contributed to the defined educational goals.  The following programs met the criteria: Accounting, Business Administration, Marketing, Human Resources, and Paralegal.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.4 - Criterion 6.4 Business Major Component - Institution Comments

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment.

Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

A. Complete and attach the Business Major Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit demonstrated for each associate of applied science degree program that at least 25% of the program was devoted to courses appropriate to the student's business major beyond the professional component. The following associate of applied science degree programs met the criteria: Accounting, Business Administration, Marketing, Human Resources, and Paralegal.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.5 - Criterion 6.5 Off-Campus Operations and Unique Items - Institution Comments

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

B. Identify any branch campus at which it is possible for students to complete a degree program.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Rhodes State College, Lima, Ohio location is the sole campus location.  The Business Unit provided the number of business student credit hours produced by Business Unit departments and the institution for its sole location in Chart 1.1.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.6 - Criterion 6.6 Minimum Grade Requirement - Institution Comments

Business students must achieve a minimum grade average of "C" for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

A. Provide evidence that business students from an associate degree program have a minimum grade average of "C", such as a letter of certification from the registrar or a catalog statement.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- The Business Unit evidenced that a minimum grade average of a "C" is required for graduation in business, per page 206 of the 2017-2018 Rhodes State College Catalog.  Compliance with minimum grade requirements is facilitated by the Academic Standing Process used to monitor a student's cumulative grade point average at the end of each term.  A degree audit is performed to ensure students who petition to graduate meet graduation eligibility requirements.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.7 - Criterion 6.7 Learning and Academic Resources - Institution Comments

Comprehensive and current learning resources should be available to students and faculty that includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

A. Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.

B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit provides comprehensive and current learning and academic resources to students and faculty. The Lima Campus Library is an impressive shared resource with Ohio State University. The tutoring program and early alert system maintained by the Academic Success Center are important components for supporting student success.

  **Categories:** Approach, Deployment, Results, Improvements

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.8 - Criterion 6.8 Support Services - Institution Comments

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

A. Describe the level of institutional support services available to the business unit.

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit demonstrates adequate institutional support services to meet the needs of its programs. Support services available to the Business Unit include admissions, academic advising, administrative/clerical, bookstore, career services, counseling services, career services, and financial aid resources.  A dedicated business office is an important service and point of contact for Business Unit students.

    **Categories:** Approach, Deployment, Results, Improvements

    **Institution Comment**
    *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.9 - Criterion 6.9 Educational Innovation - Institution Comments

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit fosters an environment that encourages and recognizes innovation and creativity in the education of business students. For example, all Business Unit students must complete an internship. Students may also be required to complete computer simulations in some classes.  Faculty are recognized for outstanding teaching.

    **Categories:** Approach, Deployment, Results, Improvements

    **Institution Comment**
    *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*

# 6.10 - Criterion 6.10 Articulation and Transfer Relationships - Institution Comments

For the purpose of defining roles, relationships, and procedures that promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years' credit toward specified baccalaureate degrees.

For the purpose of satisfying Criterion 6.10, use a table such as Figure 6.10.1 found under the Evidence File tab above to explain or describe any articulation and/or course transfer arrangements you have with other institutions, as well as report in the following areas as appropriate for your institution:

A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.

B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

D. Describe the student advisement process that counsels students as to the transferability of course work.

E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.

F. Total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward general education and/or business concentration requirements at receiving institution.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- The Business Unit identified an array of transfer institutions through which students are received, sent, or transferred. Transfer institutions include Franklin University, Bluffton University, Defiance College, Mount Vernon Nazarene University, the University of Northwestern Ohio, Ohio Northern University, Urbana University, Tiffin University, The University of Toledo, Strayer University, and Bowling Green State University.

**Categories:** Approach, Deployment, Results

**Institution Comment**
*There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*


## Institution Comment Sources

*There are no sources.*

# 6.11 and 6.S - Business Program Performance Including Student Achievement and Summary of Standard 6 – Process Management - Institution Comments

Criterion 6.11 Business Program Performance Including Student Achievement

1.      Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding some of the following business student achievement measures:

·      Attrition and retention

·      Graduation

·      Licensure pass rates

·      Job placement rates (as appropriate)

·      Employment advancement (as appropriate)

·      Acceptance into graduate programs

·      Successful transfer of credit

·      Other

Note: Website links submitted to document the implementation of this requirement must be on the business landing page, clearly identified, and lead directly to information regarding business student achievement.  Provide the link in Section III of the online reporting portal.

Summary of Standard 6 - Process Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

### Assigned To
*There are no users assigned.*

## Strengths

- Information regarding the quality of the Business Programs is available on the Business Program Accreditation page, which is accessible through links from the program's web pages. This self-study, as well as previous QA Reports are provided. In addition to the full Self-Study, the supporting documentation is accessible to the public.

**Categories:** Approach, Deployment, Results

**Institution Comment**
*There is no Institution comment.*

# Opportunities for Improvement (OFI)

*There are no OFI's.*

# Institution Comment Sources

*There are no sources.*

# S - SELF-STUDY SUMMARY - Institution Comments

1. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

2. Explain how student achievement will be made public. Provide a direct link on your website to the required public information such as graduation rates, retention rates, etc for your business programs.

## Review: Institution Comments

**Status:** Not Started | **Due Date:** Not Set

**Assigned To**
*There are no users assigned.*

## Strengths

- The Business Unit provides information to the public on business student achievement. on the Business Program Accreditation website.

  **Categories:** Approach, Deployment, Results

  **Institution Comment**
  *There is no Institution comment.*

## Opportunities for Improvement (OFI)

*There are no OFI's.*

## Institution Comment Sources

*There are no sources.*