James A. Rhodes State College Business Group within the Business & Public Service Division – Overview

1.

Self Study Committee

Chair

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2. **Business Group Programs' Degrees Conferred 2007-08**

Program	Major	Degree Type	# Conferred 2007-08
Accounting & Financial Services	Accounting	AAB	10
	Financial Services	AAB	5
Management & Marketing	Business Administration	AAB	9
	Business Administration ONAW	AAB	17
	Business Management	AAB	7
	Marketing	AAB	5
	Human Resource	AAB	4
Paralegal/Legal Assisting	Legal Assisting	AAB	3
	Total		**60**

3. **Institution and Business Unit Description**

RSC is a two-year, state-assisted institution located in Allen County in west-central

Ohio. Although its legally chartered district, established by the Ohio Board of Regents, is limited to Allen County **(BUO – 1)**, RSC's service area extends to nine other surrounding counties **(BUO – 2)**. The College was established in direct response to Allen County leaders' expressed need for post-secondary technical education. In February 1967, the Lima Area Chamber of Commerce conducted a survey to identify the technical education needs more clearly. The survey results served as the basis for the College's Official Plan submitted to the Ohio Board of Regents. The Regents subsequently appropriated funds to The Ohio State University (OSU) to construct facilities on its Lima Campus to accommodate technical education. Penta County Technical Institute of Perrysburg, Ohio was invited by the Ohio Board of Regents and OSU to assume operational control of technical education on the Lima campus. The first class, representing 49 nursing students, enrolled at the Lima Technical Center in September 1969.

In June 1971, upon further recommendation of the Ohio Board of Regents, and in accordance with the Ohio Board of Regents-Master Plan of 1966, the Allen County Technical College District was created under the provisions of Chapter 3357 of the Ohio Revised Code. Interim operation of technical education was transferred from Penta County Technical Institute to OSU. On September 17, 1971, a local Board of Trustees was appointed and assumed legal, statutory, and fiduciary control of the College. On May 18, 1972, the College was officially recognized as Lima Technical College (LTC).

By the mid-1990s, LTC offered over 70 associate degree programs and certificates. The College boasted an enrollment of approximately 2,500 students, and numerous non-credit courses serving professional training, skills upgrading, recreational learning and personal development were offered through the Division of Community Education Services. During this time, the unique relationship with The Ohio State University at Lima (OSU-L) had extended beyond proximity and included sharing the same facilities; some courses; and some service unit personnel, including the Chief Executive Officer who served as both the President of LTC and Dean/Director of OSU-L. The relationship was and continues to be governed by a Cost-Share Agreement located in the President's Office, which details terms of operation and financial responsibility.

In 1991, separation occurred between LTC and OSU-L. LTC hired its own CEO as President and OSU-L hired its own Dean/Director. The separation extended beyond leadership, freeing LTC to broaden the scope of its curricula and non-credit offerings by assuming full responsibility for required general education courses and moving from a general continuing education platform into workforce development training. Security, Student Athletics and Activities, Central Duplication and Mail Services, Library Services, Facilities/Grounds, and Room Scheduling continued to be shared, although each reports to one or other of the institutions. During this same period, the Ohio Board of Regents' *Managing for the Future and Securing the Future* initiatives resulted in converting Ohio's freestanding technical colleges to community colleges. After significant debate, the technical colleges co-located with University branch campuses (similar to Lima Technical College) were denied this conversion opportunity. This limited Ohio's co-located technical colleges to career-related technical disciplines and applied associate degrees, preventing them from offering the Associate of Arts and Associate of Science degrees.

In 2002, to symbolize the diverse educational opportunities that the College offered, Lima Technical College changed its name to James A. Rhodes State College, in honor of former governor James A. Rhodes, who played a vital role in establishing Ohio's two year college system. In 2005, James A. Rhodes State College offered applied associates degrees and certificates in over ninety programs. This same year, over three thousand students enrolled. By fall 2007 enrollments grew to 3,386 students and in June 2008, James A. Rhodes State College honored its 13,000th graduate.

Facilities

The campus is comprised of eight buildings. RSC and the OSU-L share many of these facilities. Classroom and laboratory space, comprising a total gross area of 359,000 square feet, is available to sustain current programs in technical and continuing education.

Galvin Hall — The first building constructed on the campus in 1966 houses numerous classrooms, lecture halls, faculty offices and a recreation area.
This building is a shared facility with OSU-L. The second floor houses offices for the Business Group Program Chairs, full time faculty and adjunct faculty requiring office space. Courses from all three programs are delivered in shared classrooms located on the second floor of Galvin Hall.

Reed Hall — Built in 1968; Reed Hall houses an auditorium, cafeteria, music laboratory, and OSU-L faculty offices.

Technical Education Laboratory (TEL) — Built in 1970, the Technical Education Laboratory was designed and constructed specifically to support aspects of technical education programs at RSC. A 13,000 square foot addition containing classrooms and laboratories was completed in the fall of 1988. In 2007-2008, a $1,607,003 renovation occurred including updates to the health program labs, Early Childhood Education (ECE) lab, and the Criminal Justice and Human Service labs. It presently contains the ECE nursery school, several computer laboratories, faculty offices, Central Duplication, Security, Center for Distance Education, Testing Center, and specialized laboratories for Criminal Justice, Physical Therapist Assistant, Occupational Therapy Assistant, Radiographic Imaging, Medical Assisting, ECE and Human Service programs. Non-dedicated lab space is available to both institutions for classes. The Dean's offices for the Allied Health Division and Business and Public Service Division reside in the TEL including support staff. Some Business Group courses are scheduled in the shared classrooms and computer labs.

Cook Hall — Dedicated in 1977, Cook Hall is a multi-purpose facility which houses the library, gymnasium, classrooms, The Kenneth and Jean Clemens Dental Hygiene Clinic, faculty offices, specialized laboratories for the Nursing, Emergency Medical Services, Respiratory Care programs, and the Human Patient Simulator Lab. In 2007 RSC completed a $642,605 renovation of the Allied Health Division's classrooms and labs. The library and athletic and recreational areas are shared by both institutions.

Public Service Building — Dedicated in 1993, the Public Service Building houses administrative offices for both institutions, including the Business Office; Admissions and Advising Offices; Career Services; Registration and Records; Bookstore; Financial Aid; Transfer; and Office of Residency and International Services.

James J. Countryman Engineering and Industrial Technologies Building — Dedicated in 1996, The James J. Countryman Engineering and Industrial Technologies Building provides additional laboratory and classroom space for the Information Technology and Engineering Technology Division, as well as faculty offices. This building is used exclusively by RSC.

Life and Sciences Building — Dedicated in 1999, the Life and Sciences Building is a 90,000 square foot structure that houses many classrooms; lecture halls; faculty offices; a high-tech distance learning classroom; various science laboratories; Learning Center; Math/Science Skills Center; Human Cadaver Lab; and Multimedia Productions. Business students typically receive math instruction and learning support services in this facility.

Keese Hall — The most recent addition, Keese Hall opened in 2004. This 33,232 square foot structure houses the James & Helen Rhodes Board Room computer labs, classrooms, administrative offices, and the workforce development training unit, Solutions…etc. and is used exclusively by RSC.

Educational and Support Programs

The College's long-standing commitment to open access and educational excellence
attracts students who are highly capable as well as those who are underprepared.

Therefore, the College's course inventory includes both a range of developmental courses as well as those courses that typically count for graduation. The College offers 44 Associate of Applied Business, Associate of Applied Science, and Associate of Technical Studies Degree Programs; 70 certificate programs; contracted business services; and continuing education in a variety of career and training options to meet the community needs. In addition, educational and enrollment services are provided to support the educational mission of the College. These include services related to admissions, registration and records, financial aid, advising, First-Year Experience, disability support, learning and math skills tutorial support, testing, library, student activities, and athletics. Auxiliary services are also available including security, food services, and the bookstore.

Number and Sources of Students

Fall quarter 2007 enrollment for the college was 3386 while the Business Group Programs within the BPS Division enrolled 351. The Business Group enrolled more male students than the college, (35.9% vs. 27.3%). Average age of Male students in the Business Group Programs is comparable to the college, (24.2 vs. 24.6); however, female students during fall 2007 had a higher average age, (29.1 vs. 26.1). Analysis of racial makeup of the Business Group Programs indicated a higher African American percentage of students, (10.3 vs. 6.9). This difference reflected a lower percentage of Caucasian students, (84.9 vs. 88.4) in the Business Group Programs compared to the college. Other racial categories were comparable to college wide percentages. Enrollment from the following counties showed higher percentages of Business Group Programs' students versus the college: Allen (51.6 vs. 45.7), Hardin (8.5 vs. 6.9) and Logan (8.3 vs. 4.6). During fall 2007 the following five counties were the top enrollment producers for the Business Group: Allen – 181, Auglaize – 40, Hardin – 30, Logan – 29 and Putnam – 28.

Business Group Programs' Employee Profile

Business Group Programs' faculty members and all college faculty members are not part of a bargaining unit. Each faculty member is offered an annually renewable employment contract after administrative review of performance. For full-time faculty members beyond the first year probationary period typically a one year advance notice is given to faculty and staff regarding possible non renewal of contract. These procedures are located in the faculty handbook and will be available in the ACBSP resource room.

During the fall 2007 quarter, the Business Group Programs employed 6 full-time and 12 adjunct faculty members. The full-time Program Chairs and faculty members delivered 117 credit hours of course work for an average of 16.7 credit hours while the 12 adjunct faculty members delivered 86 credit hours of course work for an average of 7.8 credit hours.

The gender/racial portrait follow for fall 2007 of the Business Group includes:

Three Program Chairs – Female/Caucasian
One Full-Time Faculty - Female /Caucasian
Two Full-Time Faculty – Male/Caucasian
Six Adjunct Faculty – Female/Caucasian
Six Adjunct Faculty – Male/Caucasian

An African American Male Adjunct Faculty member occasionally instructs accounting courses but was not employed during fall 2007; however, he taught a five credit hour course in spring 2008. Typically faculty turnover has been low in the Business Group for both full time and adjunct. Additional data is included in Criterion Five: Faculty and Staff Focus.

4. **Institution Regional Accreditation**

Rhodes State College as an institution is accredited by the North Central Association of the Higher Learning Commission. The statement of affiliation from HLC
(BUO – 3) is located at the following web address:

http://www.ncahlc.org/index.php?option=com_directory&Itemid=192&Action=ShowBasic&instid=1841

On October 27-29, 2008, James A. Rhodes State College successfully completed an on-site accreditation visit by the Higher Learning Commission. The findings of the team indicated 10 year reaffirmation of accreditation through 2018 with no follow-up actions required, endorsement of the request to offer two new degrees, Associate of Arts and Associate of Science, and excellence in respect to our planning and effectiveness model. Final results are still pending commission reviews and as such are not currently reflected on the Higher Learning Commission's website. The institution expects final documentation from HLC before the March ACBSP site visit.

5. **Institution Mission**

The Vision, Core Values, Purpose and Mission for Rhodes State College are listed on page 9 of the 2007-08 & 2008-09 catalogs. These documents also appear on the Rhodes State web site:

http://www.rhodesstate.edu/mission.asp

Rhodes State College Mission:

As a college that exists to change lives, build futures, and improve communities through higher learning, Rhodes State College seeks to become the College of choice in west-central Ohio. (Approved by the Board of Trustees/February 18, 2003, revised October 17, 2006)

6. **Business Group Programs' Mission**

The Business and Public Service Division endorses and seeks to implement the Rhodes State College Academic Vision, Academic Mission Statement, Academic Statement of Values and Academic Commitment to Assessment as listed on page 40 of the 2007-2008 & 2008-2009 catalogs. The following Mission for the BPS Division was drafted and approved by the Program Chairs in the fall of 2006; however, due to the wide diversity of the programs within the BPS Division each program has developed a Program Mission Statement that drives the Academic Program Strategic Plan and Assessment Process. To emphasize academic division unity and purpose, the Business Group Programs within the BPS Division have not published a separate mission statement.

BPS Division Mission

The Business and Public Service Division provides access to professional and intellectual growth to the student body as well as the faculty.

This is accomplished by ensuring the curriculum is current, the faculty is qualified, and all are exposed to global diversity in a dynamic learning environment where life-long learning is encouraged.

Accounting & Financial Services Program Mission

The Accounting and Financial Services Program exists to engage students in meaningful student development and learning opportunities which provide the student with the technical knowledge and general education skills necessary for an entry level position in their career field and the desire to seek out opportunities for lifelong learning that may or may not culminate in a baccalaureate degree by ensuring the learning process can be accessed in a variety of mediums that meet their needs.

Management & Marketing Program Mission

The Management and Marketing Program will provide uncompromised quality education while maintaining programs of course studies that reflect an environment of contemporary higher education and students with well-developed core skills and abilities thereby attracting and preparing *students for employment and promotion in management, marketing and related fields; and establishing a pattern of life-long learning.*

Paralegal/Legal Assisting Program Mission

The Paralegal/Legal Assisting Program exists to provide students with the knowledge and skills necessary to be successful for entry level jobs relating to the legal field. The curriculum includes skills and technical concepts applicable to potential employers in the legal profession as well as business and industry. Graduates also obtain the necessary coursework to further their education towards a baccalaureate degree. Rhodes State Paralegal Program does not prepare students to practice law. The Program does not provide legal services directly to the public.

Business Group Programs' Mission statements are listed on the college web site, unit/program assessment documents and program technical course syllabi.

7. **Organizational Charts**

The following organizational charts are included in the self study document.
Rhodes State College **(BUO - 4)**
Academic Affairs **(BUO - 5)**
Business and Public Service Division **(BUO - 6)**, the Business Group Programs are included within the BPS Division Chart.

8. **Institutional Governing Body**

The current College Board of Trustees is comprised of a mix of individuals representing business, industry, government, and healthcare. These individuals are directly involved in the College's planning, financial, and instructional oversight activities, therefore achieving their responsibility to advance the institutional mission.

Since the College is currently chartered in Allen County, board membership is limited to residents of Allen County despite the fact that the College serves residents of a ten county area. Full terms of appointment are for three years with unlimited reappointment. Current Board membership is detailed in following table. **(Figure 1)**

Figure 1: Board of Trustees

Trustee	Appointed by	Date of Initial Appointment
Wilfred J.G. Ellis, M.D., Chair	School Board Caucus	1996
Jack Spratt, Jr., D.D.S, Vice Chair	Governor	2007
Kenneth M. Clemens, D.D.S.	School Board Caucus	1981
Margaret S. Vollmer	School Board Caucus	2000
Richard L. Rapp	School Board Caucus	1996
Keith Cunningham	School Board Caucus	2007
John Paradore	Governor	2007

The Board of Trustees of RSC has legal, statutory, fiduciary authority and responsibility for the College. All duties of the Board are defined in Chapter 3357.09 of the Ohio Revised Code. In support of their responsibility, and as stated in their mission:

...the Board will provide visionary leadership and governance in maintaining the values of lifelong learning and professional growth and development as the guiding principles of the College" (Policy 1.1, p. 2-3).

RSC operates pursuant to the Ohio Revised Code sections 3357.01 to 3357.19, and is chartered by the Ohio Board of Regents for operation as a technical

college, pursuant to section 3357.07. The Board of Trustees exercises the powers
prescribed in ORC 3357.09, as necessary for the efficient management of the College.

The Policies of the Board of Trustees document contains the policies and processes that govern Board operation. Policy 2.1, Board Job Description further sets the standard for the Board to operate legally, as outlined in the ORC 3357.00. Additionally, Board Goal number four states that the "Board is to successfully conduct its business in accordance with the Board's Annual Calendar" (Policy 1.1, p. 2-3), speaking to the expectation for conducting operations with integrity. Trustee Board meeting calendar, agendas and minutes are available in the President's Office.

9. **Business Group Programs' Competitive Factors**

The Business Group Programs at Rhodes State College provide quality student learning in traditional business education programs for students pursuing associate degrees. Since Rhodes is a state supported college it is able to keep student tuition at a very affordable rate of $92.30 per quarter credit hour.

Post-secondary institutions located within Allen County are as follows:

Ohio State University at Lima shares the campus with Rhodes State College. OSU Lima offers a general business administration baccalaureate degree that can be completed at the Lima campus. The program is primarily available for evening classes often using distance education video conferencing from the main campus in Columbus. The program generally is more appealing to traditional students who are focused on achieving an OSU degree or plan to complete two years at the Lima campus and then seek transfer to the main Columbus campus. www.**lima.ohio-state**.edu

The University of Northwestern Ohio (UNOH) is located on the west side of Lima. It is a private, non-profit, non-religious affiliated institution offering associate degrees that directly compete with Rhodes State. In recent years UNOH has expanded availability of baccalaureate degrees in Accounting, Business and Information Technology. Most recently it has added an executive MBA degree. The institution has regional accreditation through the Higher Learning Commission and the associate business degrees were recently accredited by ACBSP. UNOH is extremely aggressive with marketing, promotion and recruitment of students. Significant resources are devoted to these processes to attract students to the university. The UNOH tuition rate is two to three times that of Rhodes State depending upon course format and how textbooks are handled. UNOH is the most aggressive competitor of the Business Group Programs at Rhodes State within Allen and contiguous counties. http://www.unoh.edu/

Bluffton University is located in northeast Allen County. It is a private, non-profit, religious affiliated (Mennonite Peace Church) institution. It offers traditional business baccalaureate degrees in its College of Business. Tuition is typically four times greater than that of Rhodes State. Bluffton seeks to attract residential students who are seeking a baccalaureate degree experience. Bluffton also offers an accelerated baccalaureate completion organizational management degree that has served Rhodes graduates. The College of Business also offers an accelerated master's of organizational management degree. Typical Rhodes students cannot afford Bluffton's tuition and fees without employer assistance or heavy reliance on financial aid. http://www.bluffton.edu/

Ohio Northern University is located in Ada within northwest Hardin County. It is a private, non-profit, religious affiliated (United Methodist Church) institution. It offers traditional business baccalaureate degrees in its College of Business. Tuition is typically four times greater than that of Rhodes State. ONU seeks to attract residential students who are seeking a baccalaureate degree experience. The College of Business does not offer accelerated baccalaureate degree completion programs or evening/distance education classes. http://www-new.onu.edu/

The Findlay campus of Owens State Community College is located in central Hancock County. The Owens Findlay campus offers traditional associate business degrees comparable to Rhodes. Tuition is competitive with Rhodes allowing the Owens Findlay campus to make measurable impact within eastern Putnam County, Northeast Allen County and Northern Hardin County. Owens enrollment exceeds Rhodes' in Hancock County. https://www.owens.edu/

Marion Technical College (state supported technical college) is located in Marion County within the city of Marion. MTC offers traditional associate business degrees comparable to Rhodes. Tuition is competitive with Rhodes. Due to MTC location its greatest impact is attracting students in eastern Hardin County. http://www.mtc.edu/

Edison State Community College (state supported community college) is located in Piqua, Ohio within Miami County. Edison offers traditional associate business degrees comparable to Rhodes. Tuition is competitive with Rhodes. Due to Edison's location it competes with Rhodes in parts of Shelby, Auglaize and Mercer Counties. http://www.edison.cc.oh.us/

Wright State University – Lake Campus (state supported university branch) is located on the border of Auglaize and Mercer Counties between St. Mary's and Celina. WSU – Lake offers more associate degrees than OSU Lima such as: Business & Administration, Financial Management Technology, Information Technology and Office Information Systems. Business students are promised that they may complete all courses through Junior level with only senior level course work being completed at

the main campus in Dayton. Due to the WSU – Lake location it has important impact on student rich counties such as Auglaize, Mercer, western Shelby and south/central Van Wert Counties.
http://www.wright.edu/lake/

To respond to these increased choices for students the Business Group Programs of the BPS Division of Rhodes State College must continue to offer high quality business coursework in convenient formats that meet students' diverse needs. There is no guarantee of a future continuous stream of new students.

CRITERION ONE: LEADERSHIP

Introduction

The Business Group Programs are a component of the Business and Public Service (BPS) Division. The three Program Chairs report to the Dean of the BPS Division, Mr. Michael Rex. Dean Rex reports to the Vice President of Academic Affairs, Dr. Dorey Diab, who reports to Rhodes State College President, Dr. Debra McCurdy. The Business Group Programs continually seek to foster actions that adhere to guidance provided by the Academic Affairs Division: Vision, Mission Statement, Statement of Values and Commitment to Assessment that are listed on page 40 of the 2007-08 catalog. Actions and processes listed below have contributed to the success of the Business Group Programs:

Establish expectations for all employees in the Business Group Programs.

Lead by example and support employees as they seek to identify creative solutions to challenges.

Hire employees who support the vision, mission and values of the institution.

Collaboratively set goals that support the strategic direction of the institution.

Monitor performance annually and provide recognition or appropriate reinforcement to enhance faculty and staff contributions.

1. How do our administrators and faculty tangibly demonstrate quality and commitment to students and stakeholders?

Faculty members participate and administrators support participation in training, conferences and professional associations designed to enhance technical knowledge and improve teaching skills. The Business Group Programs support faculty members to maintain appropriate professional licenses. Faculty members are also encouraged to attend continuing professional education courses. Both full time and adjunct faculty receive tuition waiver for course work at Rhodes State College. Full time faculty members are eligible to receive tuition support for approved course work at other institutions at a 75% reimbursement rate with an annual limit of $2,000.

The Business Group Programs operate under the open enrollment policy of the college allowing admittance to anyone who desires further education. The Business Group Programs accept students of all ages, economic backgrounds, ethnicities, religions and levels of previous academic achievement. Only students granted entrance into the “One Night a Week” accelerated business administration degree cohorts are required to meet some additional screening criteria.

Further evidence of the Business Group Programs commitment to students and stakeholders is demonstrated by its leadership in distance education and technology- enhanced instruction. The BPS Division is a leader in the college in the number of course sections offered in a distance education format. The Management & Marketing Program offers one of the few degrees at RSC that may be completed in a Distance Education format that includes utilization of web-based and self-directed instruction. The Accounting and Financial Services degrees have the majority of the course work available in a Distance or Blended format that allows busy students to minimize trips to campus. The Accounting major was the first area at the college where faculty employed the use of keypad response devices “clickers” to enhance classroom instruction. Graduates of the Business Group Programs acquire valuable experience with technology applications and appropriate specialized software.

The campus Center for Distance Education provides quarterly training free to full time and adjunct faculty members. This allows skill improvement with web-based course management systems and related tools and techniques (bulletin boards, chat rooms, wikis, impatica, frontpage, respondus and most MS Office applications) to provide quality distance education.

All three Business Group Programs have prepared “Program Review Reports” for the college internal Academic Curriculum Committee that reviewed and awarded, level one, the highest level of approval. The Paralegal/Legal Assisting Program received reaffirmation of approval (accreditation) from the American Bar Association in August 2007 based upon a self study report and site visit conducted in February 2007. Program Review Reports and ABA Self Study report will be available in the ACBSP resource room.

Program Chairs and the Dean prudently manage financial resources through a strategic planning and budgeting process. Program needs are assessed annually, discussed openly and prioritized for annual budget request meetings conducted with the President and appropriate executive staff. The Business Group Programs have consistently operated within expenditure parameters and generated identifiable revenues that have exceeded direct operating expenditures. This has been the case for the three fiscal years reported since the Contribution Margin Analysis (CMA) system was implemented. The CMA financial reporting system directs focus toward revenue vs. expenditure comparison to provide analysis for program and division managers. From reviewing excerpts of the included Contribution Margin Analysis Report for the three fiscal years ended June

30, 2008 **(CRT-1.1)** it is very apparent that the Accounting/Financial Services and Management/Marketing Programs have significantly contributed to the financial success of the BPS Division. The Paralegal Program is challenged by a recent history of lower enrollments; however, the program provides an important TAG approved business law service course and is one of only eight private/public colleges and universities that offer associate degree Paralegal programs in the state of Ohio to be awarded "**approval**" by the American Bar Association www.abanet.org/legalservices/paralegals/directory/oh.html . Minor enrollment gains will allow the program to rise above the break- even point in the CMA analysis.

2. **What are the mission and vision statements that are articulated by our administrators and faculty? How do these statements emphasize the importance of quality of our organization's instruction, services, educational programs, and personnel? How do these statements provide a student focus and direction for faculty and staff?**

The College Mission, Academic Affairs Mission, BPS Division Mission and Business Group Programs Mission statement are listed in section 5 and 6 of the Business Unit Overview of this report. These documents are generally reviewed during each three year strategic planning cycle. Periodic reference may occur at Division Faculty meetings, BPS Program Chair meetings and specific Business Program meetings. As the Business Group Programs are approaching a new strategic planning cycle commencing with the 2009 – 20010 academic year, Business Group Programs' Advisory Committees have reviewed Program mission statements and provided suggested feedback for possible revisions during the fall 2008 meetings. Any finalized revisions must be approved through the Institutional Effectiveness Office to assess alignment with the institutional planning strategy.

3. **What are the values and expectations that have been developed by our administrators and faculty?**

The Values: Quality, Ethical Behavior, Competence, Collegiality and Commitment (page 40 catalog) are often established at the beginning of an employee's experience in the Business Group Programs at Rhodes State. The hiring process focuses on recruiting individuals who demonstrate commitment to the two-year college mission and possess appropriate academic credentials, relevant work experience and clearly express a desire to serve our students. The results are often represented by highly rated course/instructor assessments evidenced in **(CRT -2.1d).**

4. **How are our student/stakeholder requirements and expectations reflected in our vision and values?**

The Business Group Programs within the BPS Division clearly realize that our main focus is assisting students in the learning process. We are a teaching institution not a research institution. Both our every-day and special activities encourage students to desire learning and understand the application to the world of work and life. This is evidenced through:

Curriculum Development, Community Partnerships, Service Learning, Outcomes Assessment, Faculty Assessment, Faculty Development, Special Class Projects, Competitive Student Events, Outside Speakers, Student Internships and hosting training events for community professionals.

Further evidence for the above items will be available in the ACBSP resource room.

5. How do we know if faculty and staff understand our mission, vision and values?

Understanding and support of the mission by the board, administration, faculty, and staff is most visibly demonstrated through the 2006-2009 Strategic Plan. The Strategic Plan is derived from the mission, as evidenced by the link between goals and objectives and the mission criteria outlined in the Extended Statement of Institutional Purpose. The Vision and Mission Statement and its Extended Statement of Institutional Purpose serve as the foundation for converting the mission from commitment statements into actionable goals and objectives.

> ***Extended Statement of Institutional Purpose***
>
> ***Institutional Role and Scope***
> *Rhodes State College is a public, state assisted institution of higher learning which is chartered to provide degree granting career education programs, non-credit workforce development, and consulting for business and industry. The College prepares students for entry into careers, develops the regional workforce through credit and non-credit occupational training, and offers curricular programs that prepare students for transfer completion baccalaureate programs at selected colleges and universities. Our core institutional values of integrity, caring, responsibility, respect, and quality guide our policies and practices. We are dedicated to providing an accessible quality education for students of all socio-economic and cultural backgrounds.*
>
> ***Curricular Focus***
> *The academic focus of the college curriculum is career preparation programs leading to associates in applied science, applied business, and technical studies degree. A focus is placed on foundational skill development and general education core skills and abilities in preparing students for effective*

citizenship in a diverse and global society and to achieve success in a chosen field. In addition, the College contributes to the community by providing workforce development and training, continuing education, economic development services, community outreach and cultural enrichment opportunities.

Environment

To achieve our mission and purpose, we recruit, develop, and retain faculty and staff who are dedicated to upholding the core values of the institution. The faculty and staff provide a learning-centered environment which promotes student engagement; the acquisition of career building technical competencies and core general skills for written communication and critical thinking; and the ability to understand and deal with diverse ideas, populations, and cultures in a global society. The College believes in, and practices, non-discrimination in all activities involving the employees, students, and constituents it serves. The human, physical, financial resources are managed with integrity, in a caring, respectful, and responsible manner that facilitates a working and learning environment focused on continuous improvement and institutional effectiveness.

Core Functional Indicators of Effectiveness

The 11 mission criteria and 29 (Adding Compliance within Quality Environment and Information Literacy and Global Awareness within General Education will make it 32) core indicators of institutional effectiveness are established through leadership and derived from the mission of Rhodes State College. These criteria include: (1) access, (2) student progress, (3) general education (4) technical competencies, (5) lifelong learning, (6) developmental skills, (7) workforce development, (8) transfer preparation, (9) quality environment, (10) community outreach, and (11) fiscal viability. ***Access*** *to educational services and academic programs is provided to students with diverse socio-economic, academic, and cultural backgrounds in order to assure that students have the opportunities and tools they need to complete their educational goals.* ***Student progress*** *and educational goal attainment is facilitated both inside and outside of the classroom by engaging students in meaningful student development and learning opportunities.* ***General education*** *is designed to imbed specific foundational competencies and abilities across the curriculum of all academic programs and to address the breadth and depth of knowledge relating to courses from communications and humanities, social and behavioral sciences, mathematics, and/or natural and physical sciences.* ***Technical competencies*** *are taught through major programs for professional positions requiring specific technical skill sets for performance and often, professional* *licensure or certification.* ***Lifelong learning*** *is facilitated through learning experiences that promote personal and professional attitudes and behaviors of growth through learning over the course of the graduate's life.* ***Developmental Skills*** *instruction is provided to equip incoming students with the general education foundation, personal development, and study skills for successfully completing college level work.* ***Workforce development*** *is provided to the service area through both credit and non-credit educational opportunities that serve the stakeholders' employment needs.* ***Transfer preparation*** *enables a student to transfer coursework completed at Rhodes to other state institutions, and to persist at another institution. Although not a chartered responsibility, transfer preparation is a mission criterion because campus data demonstrates a substantial movement to four-year campuses. A* ***quality environment*** *is established through a commitment to the continuous improvement of the human and organizational infrastructures of Rhodes State College resulting in increased satisfaction and engagement of the stakeholders.* ***Community outreach*** *is planned collaboration between Rhodes State College and the service area to meet community needs through the provision of institutional leadership, expertise and/ Facilities.* ***Fiscal viability*** *demonstrates the availability and allocation of institutional resources to support the mission effectively and efficiently.*

Teaching, Research, and Service Functions

Rhodes State places emphasis on teaching, research and public service in a manner relative to the institutional mission. Teaching and learning is a core process of the organization. Through this teaching and learning process the faculty and staff provide learning opportunities that develop students' cognitive, psychomotor, affective and social skills needed for entry or advancement in career occupations and/or occupational training. Faculty and staff facilitate a life-long learning process by engaging students in activities in which they learn to access and apply knowledge. In turn, faculty and staff model lifelong learning by pursing professional development to support continuous improvement and growth in their professional lives as teachers and administrators. In relation to the mission, faculty and staff pursue research and service activities that enrich and improve the teaching and learning process. Research conducted by administrators and/or staff is focused on the improvement of services and processes.

Approved by the Board of Trustees/February 18, 2003 [Revised October 17, 2006] Faculty Association voted to support March 21, 2003

Support for the mission is evidenced through the financial allocation directed toward the Strategic Plan, totaling $5,785,750. Funding was identified to support the implementation of the 2006-2009 strategic actions. Support for the mission is also evidenced through its reaffirmation by the Board of Trustees on October 17, 2006. In 2007, as part of the institutional Self-study process, a Core Component Questionnaire asked administrators, academic chairs, directors, and committee chairs to respond to a variety of core component-related questions. One question was, "What are your perceptions of the RSC mission?" Responses demonstrated that an understanding existed about the mission's role to inform planning and budgeting and about the commitment to stakeholders. Examples include:

[The mission's role is] the compelling force behind college planning, budgeting, and its operational activities.
[The mission informs us in] preparing the Academic Master Plan… developing the [student learning outcomes] assessment process… how we will assess that we are indeed accomplishing our mission.
[The mission] is used to design, collect, conform, organize, analyze, report, and facilitate the use of information to advance institutional effectiveness through informed decision-making by the learning community.
[The mission] focuses on providing students with the information they need to make informed and positive decisions with regard to their education and career choices.
[My program] identifies most with the community partnership and workforce development arenas.
[The mission advances access, student progress, outreach, quality environment, and lifelong learning.

The Institutional Employee Survey: Perceptions of Institutional Climate and Effectiveness, conducted in both 2004 and 2007, demonstrates a strong level of administrative, faculty and staff understanding of both college and unit mission **(CRT - 1.5).** Based upon a five point scale comparable results were recorded from the 2004 to 2007 surveys related to the following questions:

I know my unit (program) mission: 2004 – 4.39, 2007 – 4.09

I know the college mission: 2004 – 3.95, 2007 – 4.10

In support of the survey data, during summer and fall of 2007, Institution wide Town Hall Meetings were held to disseminate information and gather data from faculty and staff. Comments to the question "Do people understand the mission?" have been:

Fulfilling the mission is measured by the success of students.
Overall awareness of [the] mission has improved.
[The] Mission is future oriented and can be linked to cross cutting themes.
All units are supportive of the mission.

The report will be available in the ACBSP resource room.

6. How often do we review progress to ensure that we are moving toward our planned goals? What type of reviews is used and how do these reviews produce actions to improve performance?

The Strategic and Institutional Effectiveness Planning System Map **(CRT - 1.6a)** outlines the process for annual and strategic decision-making. Through these processes, decisions and planning priorities link to and flow from the mission. As an evolving process, budget planning and development have periodically undergone changes. The President has worked with the Business Office to make the budget process and decision-making more transparent and inclusive. The annual budget hearings, which formerly engaged only senior administration, are now open to and include discussion with Deans, Chairs, and Directors. In addition, the program/department units align their plans and outcomes standards with the Strategic Plan and present relevant assessment results at the budget hearings. Decisions about continuing and/or new budget requests are linked to specific outcomes, justifying the requests. The Business Office collects the information and summarizes requests and justifications for submission to the President for review with the Executive Staff. A preliminary budget that supports the institution's mission and strategic goals is developed **(CRT - 1.6b).** Upon final review by Executive Staff, the President presents the final budget to the Board of Trustees for approval. This process incorporates a feedback loop regarding financial requests based on the assessment of outcomes. Open discussions at each planning level create a better understanding of how funding priorities are determined through the use of outcomes-based decision-making. In preparation for these Budget Hearing meetings the Business Program Chairs meet with program faculty and then meet with the BPS Division Dean to review assessment results and prioritize future program actions that may require continued or new resources. Once each of the six programs within the BPS Division has completed this process a BPS Division Program Chairs meeting is conducted to collaborate on a final prioritization of the resource request and related actions to be presented at the institutional budget hearings. The budget hearings are typically held in early March for ultimate review/approval and implementation in the following academic year.

7. How do we serve as a role model for areas of public interest and concerns?

The Business Group Programs Dean, Program Chairs and faculty are involved serving areas of public interest and need. Ten hours per week during the traditional fall, winter and spring quarters are allocated to full time faculty for program, campus and community service. The following list provides evidence of campus, professional, community involvement and service.

Member, HLC Self Study Steering Committee
Co-Faculty Chairs Alpha Beta Gamma Business Honorary Organization
Member, ADAPT and LOIT assessment committees
Chair, CLARUS Adult Market Team
Many Faculty involved on various employee/search committees
Member, Academic Affairs
Member, Dean's Council
Chair, BPS Division Program Chair Committee
Member, Strategy Team #6 – Portal to the Future
Member, Enrollment Information Committee
Member, General Education Task Force
Member, Developmental Education Committee
Member, Equipment & Technology Master Planning Committee
Board Member, Hardin County Chamber & Business Alliance (HCC&BA)
Board Member, Hardin County Business & Education Together (BET) Council
Member, HCC&BA Education Sub-Committee
Member, HCC& BA Legislative Event Sub-Committee
Member Steering Committee Hardin County OSU Cares Grant Implementation
Member, High School of Business Implementation Steering Committee – Leipsic High School
Member, attended fall conference Ohio Association of Two Year Colleges (OATYC)
Member, Teachers of Accounting at Two Year Colleges (TATYC)
Member, Ohio Administrator's of Business Programs (OABP)
Member & Champion, Association of Colligate Business Schools & Programs (ACBSP)
Member, Institute of Management Accountants (IMA), Certified Management Accountant
Members, Ohio Society of Certified Public Accountants (OSCPA)
Members, American Institute of Certified Public Accountants (AICPA)
Member, American Bar Association
Member, Ohio Bar Association
Member, American Marketing Association

Licensed Certified Public Accountant (State of Ohio) (2)
Hosted Business Professionals of America High School Regional in October 2006 and 2007 with approximately 450 attendees at each event
Held annual Career Day in March 2008
Held annual Open House event February 2008
Held annual Alpha Beta Gamma Business Honorary Induction Ceremony
Provided Real Estate Continuing Professional Education through Solutions, non-credit division
Hosted 8 OSCPA workshops related to Tax, Accounting, Auditing and Ethics for community CPA professionals and faculty
Delivered Accounting & Economics coursework at two Putnam County high schools
Supervising internships in the Paralegal Program
Participated in annual spring Job Expo at campus
Responding to regular inquiries from employers desiring to hire students

CRITERION TWO: STRATEGIC PLANNING

2.1 Strategic Planning Process

Strategic Planning Team

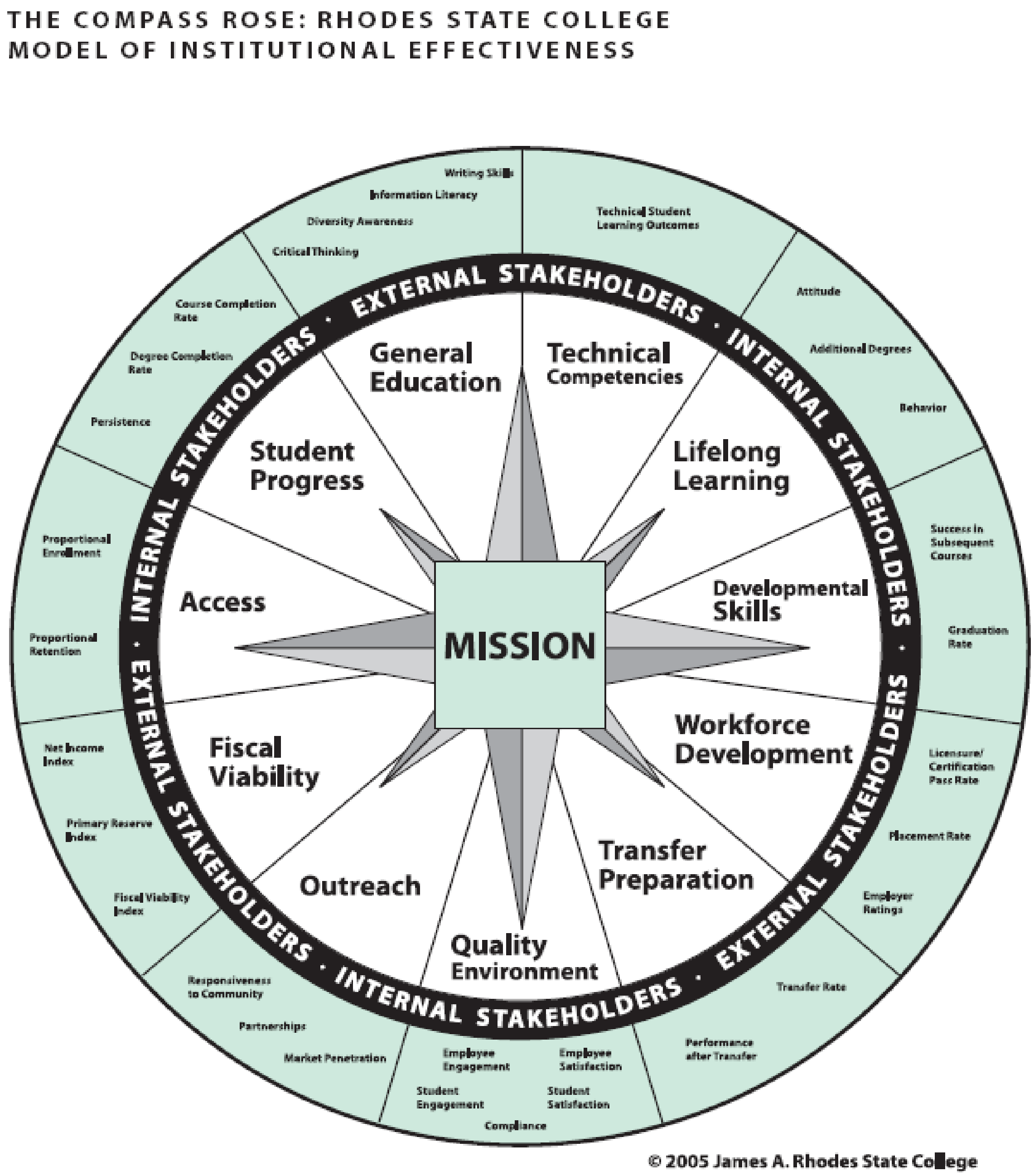
Michael Rex, *Dean, Division of Business and Public Services*
Diane Maloney, *Chair, Associate Professor, Accounting & Financial Services Program*
Christine Cross, *Assistant Professor, Accounting & Financial Services Program*
Margaret Schuck, *Associate Professor, Paralegal / Legal Assisting Prog*ram
Brenda Rizor, *Chair and Assistant Professor, Management and Marketing Program*
Donald Camper, *Instructor, Management and Marketing Progra*m
Leslie Finley, *Assistant Professor, Management and Marketing Program*

The strategic planning team for Rhodes State's Business Group Programs' are comprised of full-time-faculty and administrators of degree-granting business programs within the Division of Business and Public Services. The current team was formed fall quarter 2005, as part of a college-wide movement to improve decision making. The entire team meets three times per academic year. Administrative members, consisting of the Dean and BPS Division Program Chairs, meet monthly.

Strategic planning, assessment and evaluation occur at every level of the Business Group Programs. Processes focus on continuous improvement and include information from faculty, adjunct instructors, students, advisory committees and business leaders. Plan specifics support the College mission with an emphasis placed on business academic programming, student and instructor needs, financial resources, and Business Group Program contribution to the growth of the college.

The team's primary responsibility is to link program strategies, plans and actions to those of the College. Doing so required Business Group programs to create program mission statements, student profiles, and action plans that would integrate with the College's mission and strategies. To facilitate this, some members of the strategic planning team also serve on College Strategy Teams as illustrated in **(CRT – 2.1a).** Efforts to create seamless planning resulted in the Strategic Planning Team adopting the planning framework of the College. The framework is built on 11 mission criteria **(CRT - 2.1b)** as illustrated in the Rhodes State College compass rose **(Figure 2.1),** and six key strategies **(CRT - 2.1c).**

Figure 2.1



The Business Group Programs and the College monitor effectiveness of mission statements and planning based on these criteria. To accomplish this, all Business Group Program personnel conduct routine assessments and evaluations of program planning, implementation and outcomes ranging from course to program levels **(CRT - 2.1d)**. Gathered data is submitted to the Strategic Institutional Effectiveness Planning System database, ***e***-SIEPS **(CRT - 2.1e)**, where it is maintained and recorded in three-year cycles. All college personnel can access data and use it to make decisions related to curriculum and physical, human, and financial resources. Open access to data ensures individuals are informed and engaged in the strategic planning process.

2.2 Evaluation and Improvement of the Strategic Planning Process

As stated in 2.1, the entire business program team meets three times per academic year, or quarterly, to discuss strategic plans, progress and changes. Administrative members of the team meet monthly. Business program strategies, plans and actions are developed and reviewed using data from the Strategic Institutional Effectiveness Planning System (*e-SIEPS)* data base. A brief history of the business program's planning process is summarized in the following paragraphs.

Prior to the 2005 academic year Rhodes State College and its Business Group Programs utilized a three-tiered Adaptive Planning Process **(CRT - 2.2a)**.

- Tier one, Adaptive Strategic Planning, included pre-planning, mission awareness, SWOT analyses, goals, strategies and mission affirmation.

- Tier two, Operations planning, addressed action plans, budgets, strategy implementation and evaluation.

- Tier three, Contingency Planning, is where plan evaluations occurred and contingency plans were implemented if deemed necessary.

Overarching goals of the planning process were to involve people, improve communication, create annual plans to initialize a college strategic plan, and establish a means to request funding. An important omission from the plan was assessment planning and outcomes. Though the college had begun assessment in the late 1990's, it had not yet been fully incorporated in strategic planning efforts.

Rhode State College held a campus-wide strategic planning retreat fall quarter of 2005 **(CRT - 2.2b)**. The Executive Team introduced college personnel to the Strategic and Institutional Effectiveness Planning System (SIEPS), a systematic approach to planning, and a planning system map **(CRT - 2.2c).**

During the 2005-2006 academic year Business Group Program planning moved to the SIEPS system. The system proved cumbersome at the program and user level because it was not automated and therefore hindered outcomes reporting and tracking. The Strategic Planning Team saw value in the foundation of the SIEPS system, based on assessment and outcomes, and assigned team representatives to serve on the

Learning Outcomes Improvement Team (LOIT) to assist in the creation of an automated SIEPS system. Spring of 2007 marked the introduction of *e-SIEPS,* an automated planning and assessment system **(CRT - 2.2c)**. On occasion, members of the strategic planning team may find it appropriate to accelerate or modify a portion of the plan. The current planning process provides the flexibility to do so.

2.3 Student and Market Needs, Competition, New Technology, Capital Equipment, Facilities, Training and Personnel

Student and market needs, competition new technology, capital equipment, facilities, training, and personnel are part of the business program's planning process. The following are used in the planning process:

Student and Market Needs – Assessment and learning outcomes; new, current, and graduating student surveys; Advisory Committees; employer surveys; articulation agreements with Tech Prep schools and four-year institutions of higher learning are used to evaluate student and market needs.

Working adults and employers seek affordable options and greater access to education. The Business Group Program responded with the development of a One Night a Week degree option in Business Administration **(CRT - 2.3a)**. Designed for working adults, the inaugural cohort began August 21, 2006. Another avenue for increased access is the availability of blended courses. Students enrolled in blended courses meet once per week on campus and a second time online. Finally, the business program offers an extensive list of distance education courses. A complete list of blended and distance education courses appears in **(CRT - 2.3b).** The Business Group Program maintains an ongoing and active relationship with recruiters from four-year colleges and universities. These relationships are strengthened through invitations to recruiters to visit our campus and business classrooms multiple times each academic year. Such visits afford recruiters the opportunity to discuss transfer options with Rhodes' students while introducing our students to baccalaureate opportunities. Articulation agreements can be found in **(CRT - 2.3c).**

New Technology, Capital Equipment, and Facilities – Assessment and Learning Outcomes; Faculty Surveys, Technology Committee, and Facilities Committee.

Like many Ohio schools, Rhodes State College has experienced a decrease in state funding. Therefore, strategic planning includes a prioritization process as part of assessment and the budget process **(CRT - 2.3d)**. Since the 2005-2006 academic year all requests for budget increases must be supported by evidence resulting from assessment. The Business Group

Program has proven to be a good steward of the College's financial resources.

During the 2006-2007 academic year the Technical Education Lab (TEL) building was completely renovated. Many Business Group Program courses convene in TEL. Business Group Program Chairs and faculty had the opportunity to participate in a space reallocation study and submit requests and recommendations to the Rhodes State Facilities Committee **(CRT - 2.3e)**.Every classroom was equipped with new student furniture and state-of-the-art computer technology for course delivery. Technology installations were also made in two classrooms in Galvin Hall where Accounting and Finance courses are routinely taught. Technology, capital equipment, and facilities improvement needs were identified in Business Group Program assessment documents. While the TEL building is shared with other academic programs, the college's investment and its benefit to the Business Group Program is significant.

Training – Assessment at the program level, faculty surveys, and Professional Development Committee.

Training is supported at the program and college level. Business program faculty and Chairs can choose from multiple internal professional development sessions **(CRT - 2.3f)** at the end of fall, winter, and spring quarters. Mini professional development sessions are also offered mid quarters. External training and development is supported and encouraged within the Business Group Programs as illustrated in the Faculty Development Expenditures **(Figure – 5.5).**

Since 2003, position vacancies have been filled but no new positions were created. When filling vacant positions the business program follows college policies and procedures as stated in the Rhodes State College Search Guidelines and Employment Procedures Manual **(CRT - 2.3g)**. Positions and related job descriptions are reviewed and updated as deemed necessary. Business Group Program faculty and Chairs have input and direct participation in the candidate search process. Multidisciplinary search committees comprised of Chairs, faculty and non-faculty personnel, review resumes, interview candidates, and narrow the field to the top three candidates. These candidates are then interviewed by the program Chair and BPS Division Dean.

2.4 Strategic Objectives and Timetables

The Business program's strategic plan contains Criterion (goals), each with multiple Key Performance Indicators (objectives) and the actions necessary to implement plans. Responsible parties and timelines are assigned to each action step which is then tracked in three year cycles.

2.5 Action Plan to Address Key Strategic Objectives

Every Criterion has defined Key Performance Indicators and Action Plans **(CRT - 2.5a)**. Action plans are implemented as follows:

- Business Group Programs' Chairs and faculty collect quarterly assessment data at the course level and record outcomes in the *e-SIEPS* data base. Chairs evaluate assessment outcomes and record program results annually and update plans accordingly.

- Outcomes and results are discussed during monthly and quarterly planning meetings.

- The BPS Division Dean summarizes key outcomes and results and prepares an Executive Summary report that is utilized during the budget process.

- Individuals adopt or are assigned to action plans and develop specific time tables for action completion.

2.6 Communication and Deployment of Objectives and Action Plans

All Rhodes State personnel can participate in strategic planning. Copies of the college strategic plan is widely distributed and routinely highlighted during the President's quarterly forums. Each program's strategic plan is connected to the college plan by way of the Strategic Institutional Effectiveness Planning system and its guiding compass **(CRT - 2.6a)**. Program planning processes are now standardized.

Other planning that occurs beyond the scope of the business programs, such as division, department and institutional planning, follows the standardized implementation process as illustrated in the Rhodes State Strategic and Institutional Effectiveness Planning System Map **(CRT - 2.2c)**.

CRITERION THREE: STUDENT, STAKEHOLDER AND MARKET FOCUS

Introduction

The Business Group Programs value market information and therefore practice routine gathering and utilization of data relevant to students, stakeholders and markets served. Information is gathered through internal and external surveys, Advisory Committee meetings, professional and academic associations, seminars, conferences, and consultants. Broad participation of Chairs and faculty in the above has led to improved student learning outcomes, increased articulation agreements and six Transfer Assurance Guide (TAG) course approvals **(CRT – 3a)**.

Advisory Committees are critical links between the Business Group Programs and employers. The Business Group Program has three such committees serving the academic programs of Accounting and Finance, Management and Marketing, and Paralegal/Legal Assisting. Complete listings of committee members appear in
(CRT - 3b).

Advisory Committees are comprised of business and industry owners, entrepreneurs, executives, managers, attorneys, and community leaders. Committee members assist with program review and development, collaborate with program faculty on community relations and provide information relative to job market or industry trends **(CRT - 3c)**. Business Group Programs' Chairs recruit members via personal contact or other reference. Prospective committee members are informed about how, through service to the college, they will benefit themselves, their business, the community, the college and our students. The business program uses feedback from its advisory committees as evidenced by changes in major offerings and/or course needs documented in assessment results located in the ACBSP resource room.

Business Group Programs' chairs and faculty host fall and spring quarter advisory meetings and attend annual Advisory Committee appreciation dinners. Established relationships help to maintain dialogue beyond meetings and can result in intern placement, service learning opportunities, and graduate job placement.

Combined, these activities help to ensure the Business Group Programs' offerings respond to the needs of both students and employers. Activity evidence exists in students' course assessment results **(CRT - 3.2b)**, survey results and Program Advisory Committee meeting agenda and minutes that are available in the ACBSP resource room.

To further explore student, stakeholder and market needs, Rhodes State College contracted with Paradigm Group, a market research company and CLARUS Corporation, a marketing research firm for community colleges. Paradigm Group research focused on demographics and psychographics of Rhodes' ten-county market. CLARUS research included market scans of the community, employers, current students, non-returning students, non-enrolling students, high school students and Rhodes' customer service. Scan results were shared with the campus community and three task teams were formed to address issues identified with high school, adult learner, and employer markets. Task teams were charged with reviewing CLARUS research, developing S.W.O.T. analyses, setting market goals, recommending actions, and presenting to the President and executive team. Paradigm and CLARUS research results and task team presentations are available in the ACBSP resource room.

3.1 Student Needs and Expectations

Awareness and responses to student needs and expectations are identified and recorded as follows:

1. Academic Advising – The Business Group Programs have an assigned academic advisor that is shared with the rest of the Division of Business and Public Services. This advisor assists students with program selection, understanding program requirements, scheduling, and setting graduation goals. In addition, the academic advisor plays a key role in referring students to appropriate support services offered by the college. The academic advisor advises students until they reach 45-credit hours at which point students are transferred to a faculty advisor. Students are informed of the transfer through written correspondence **(CRT - 3.1a)**. Program Chairs and fulltime faculty routinely assist the academic advisor during peak advising periods.

2. Faculty Advising – All full-time faculty of the Business Group Programs are responsible for advising students having completed greater than 45 credit hours. Student Services forwards a list of such students to business program Chairs who then disseminate advising lists to faculty advisors. Faculty expertise determines the major(s) one will advise. A complete list of faculty advising assignments appears in **(CRT - 3.1b)**. Chairs and faculty maintain a minimum of 10 office hours per week. Faculty and students use this time for advising, coaching, and in some cases tutoring.

3. Student Services – The Student Affairs Division is led by a Vice President reporting directly to the President. Students can find services and support for most needs by visiting the Public Services building room 148. Typical hours of operation follow:

8:00 a.m. – 6:00 p.m.	Mondays and Tuesdays
8:00 a.m. – 5:00 p.m.	Wednesday through Friday
7:30 a.m. – 5:00 p.m.	Summer quarters

Services offered by the Student Affairs Division include but are not limited to the following. Comprehensive information appears in the Rhodes State Student Success Planner, Viewbook **(CRT – 3.1c)**, and college catalog.

- Admissions
- Registration
- Advising
- Financial aid
- Disability resources
- The Learning Center
- Testing Center
- Math Skills Center
- Career Placement

4. Information Technology (IT) – Operated by the Information Technology Department, the Helpdesk assists students with computer, software, or Intranet issues in person, via telephone or online. The Helpdesk is located in Keese Hall room 102. The direct telephone number is 419-995-8069. The e-mail address is Helpdesk@rhodesstate.edu. Hours of operation follow:

Monday through Thursday	7:30a.m. – 10:00 p.m.
Friday	7:30a.m. – 5:00 p.m.
Saturday	8:00 a.m. – 5:00 p.m.
Sunday	1:00p.m. – 5:00 p.m.

5. Center for Distance Education – Students enrolled in blended or distance education courses receive assistance in person, via telephone or online. The Center is located in the Technical Education Lab building room 132. The direct telephone number is 419-995-8493. Online assistance is available through WebCT, a secure environment where students communicate with Center staff and course instructors. Hours of operation follow:

Monday through Thursday	8:00 a.m. – 8:00 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	10:00 a.m. – 2:00 p.m.
Sunday	1:00 p.m. – 5:00 p.m. (excluding summer quarter)

6. Business Group Programs' Learning Support – On occasion the Business Group Programs conduct course-specific tutoring labs. One such lab supports accounting courses. Labs are established on an as-needed basis and staffed by an adjunct instructor whose schedule is coordinated through the Director of the Learning Center.

3.2 Active Learning, Satisfaction and Student Development

Active Learning – The Rhodes State Business Group Program prides itself on active learning. Students participate in virtual businesses, service learning, internships and classroom activities which enhance the learning process through application. Each discipline within the Business Group Program utilizes active learning. Examples of active learning will be available in the ACBSP resource room.

Satisfaction – The primary tool for measuring student satisfaction is the written survey. Rhodes State conducts quarterly student course and instructor assessment surveys, the Community College Survey of Student Engagement (CCSSE), and annual graduate surveys.

The Course Assessment Form **(CRT - 3.2a)** can be used quarterly and measures Student engagement, classroom tools and techniques, and teaching behaviors. Results are summarized and shared with Chairs and faculty. This provides opportunities for faculty to modify course instruction to improve the classroom experience when needed. To view a sample results page please see **(CRT - 3.2b)**.

The Community College Survey of Student Engagement **(CRT – 3.2c)** was first administered in 2004, and most recently in 2007, to a representative sample of Rhodes' student population. The college does not isolate Business Group Program students' CCSSE responses. The survey is a tool used primarily by the Student Affairs Division to gage student satisfaction. The College plans to administer the survey on a three-year cycle.

Annual graduate surveys are conducted by Rhodes State's Career Services office. All graduates receive a written survey within six months of their graduation date. Career Services personnel implement a survey management system that typically results in an 80% return rate. Program Chairs and Division Deans receive a bound copy of survey results. The Class of 2006 survey **(CRT – 3.2d)** is included. Prior graduate survey results will be available in the ACBSP resource room.

Student Development – The assessment process at Rhodes State College provides the business program with the necessary tools to measure student learning outcomes. As stated in section 2.1, the business program actively participates in assessment at the course and program levels.

Detailed descriptions of the assessment process and results are discussed in Criterion 6.

3.3 Anticipating Changing Needs and Expectations

Business program enrollment is tracked using data maintained in the Banner data base. Data is entered and managed in the Student Affairs Division and Institutional Research Department. Rhodes personnel can access the password protected data 24/7. Key data is found in the Banner 15th Day Report. This quarterly report has numerous sort functions which help personnel identify student demographics by division, program and major. Reports can be generated by quarter and trends studied to monitor changes in enrollment.

CLARUS Corporation market scans, discussed in the introduction, provided valuable data relative to changing needs and expectations. Based on CLARUS findings, the college must address issues which include the following:

- Internships
- Evening class and program offerings
- Expand accelerated degree offerings
- Create online degree offerings
- Communication
- Hours of operation
- Marketing
- One stop career and employment services

The Business Group Programs of Rhodes State College are proactive. Current internship opportunities exist for Legal Assisting majors but program Chairs and faculty acknowledge the need for more internship opportunities. Evening classes and program offerings are extensive but not all majors are available as evening programs. The Management and Marketing program championed Rhodes' first accelerated degree offering in Business Administration. Designed for working adults, the accelerated option began in August of 2006. Additionally, the Management and Marketing Program offers the Business Administration degree in a distance education format that allow students to complete all coursework off campus. Course delivery is both online and video.

3.4 Complaint Resolution, Analysis and Improvement

Business Group Programs' Chairs and faculty support and enforce the College's Code of Student Conduct **(CRT – 3.4a)**. The code is published in the college catalog (pages 247 – 259, 2007-08 catalog), on the college website, and portions of the code are reinforced in course syllabi. Ideally, student or faculty complaints are resolved between the student and faculty member. A formal process does exist for both students and faculty to involve other members of the campus community as deemed necessary to reach a resolution. Disciplinary procedures are specific to academic and nonacademic misconduct. Following an initial report of misconduct an investigation begins and the student is advised of pending charges. If formally charged, the student is notified and appears before the Academic Integrity Council or College Judicial Panel for a hearing. Sanctions may be imposed based on the outcomes of such hearings.

3.5 Processes for Measuring Student and or Stakeholder Satisfaction and Dissatisfaction

Student and stakeholder levels of satisfaction are measured through the processes detailed in items 3.2 and 3.3. In addition, the business program actively seeks student and stakeholder feedback through informal classroom discussions, advisory committee meetings, internship summaries, and occasional focus groups. An employee survey was conducted in 2007. The survey form and results will be available in the ACBSP resource room.

Criterion Four: Measurement, Analysis and Knowledge Management

Introduction

The Business Division participates in the campus wide institutional assessment process and plan. This plan consists of three major components: (1) Program Student Learning Outcomes Assessment (SLO's); i.e. What knowledge and skills does the market place and campus want graduates of a program to have? "How do we provide this? What do we need to change? (2) Unit Plans and Assessment; i.e. How does a program work as a whole to provide students with the necessary knowledge and skills. (3) Course Assessment; i.e. Do individual courses provide the knowledge, training, or skills to reach the student outcomes? Are the students achieving the outcomes? The Campus Plan is flexible and can be tailored to meet individual division or program requirements and accreditation.

1. Describe the current student outcomes assessment program. Include any plans for improving, refining, or enhancing the student outcomes assessment program.

The student outcomes assessment process is applied at the institutional level, the program/unit level and the course level. The process consists of 7 steps. We will discuss the process at the unit and course level.

1. Creation of Mission statement. The mission statement describes the purpose of each program or major.

2. Scope. This second step expands and defines the individual mission statements by specifically stating what professions and students are involved in the program. Information is obtained from local business and industry, from focus groups, advisory boards, and individuals and graduates who are employed in specific fields. Using this information, the faculty, coordinators and/or chairs of each specific program create a profile showing knowledge and skills a graduate from that program should have to enter the workplace. This profile helps determine the specific outcomes needed for each course and program.

3. Self Assessment. The self assessment process identifies the strengths and weaknesses that exist internally within each program. It also identifies external opportunities and threats that will affect the

program. Educational and workplace trends, emerging issues, and potential policy questions are included in this assessment.

4. Mission Criteria Definitions. The institution has identified several key criteria that need to be addressed. For example: General education needs, diversity, workforce development, etc. These definitions are used in the next step. Programs may also develop additional criteria unique to the program or required by its accrediting body.

5. Mission Criteria and Key Performance Indicators (KPI). Using the criteria defined in Step 4, faculty and chairs identify specific key performance indicators that will be used to measure the student outcomes. The specific performance indicators are found at the unit and course level. Specific knowledge and skills are listed on the syllabus for each course.

6. Data Collection Plan. This step involves selecting the instructional methods to be assessed, the assessment tools to be used, and establishing the standard to be achieved i.e. expected level of performance and collecting the data. Documents and rubrics are created at the course level to specify the different levels of performance.

7. Yearly Results and Findings. Data is gathered, documented, and summarized. The results are analyzed. Changes to the course, program or process are implemented as needed.

General comments: Faculty members are not expected to assess all criteria and key performance indicators in all classes each quarter. The faculty can select which courses and key performance indicators to assess. The purpose of assessment is continual and effective improvement of the courses and programs to better prepare students to enter the workforce and to meet the program and institutional goals.

This process is continually being refined and changed at both the institutional and division level. For example, at the institutional level the process started as a cumbersome 25 step process – lots of good ideas, but inefficient and unwieldy in application. It was changed to a 15 step process. Experience with the process helped focus on the necessary assessment and eliminated much redundancy. The process is now a web-based 7-step procedure with practical applications.

At the unit and course level, the student profiles, student learning outcomes and key performance indicators are continuously being revisited, updated and refined. Rubrics and other assessment documents evolve as knowledge, methods and technology changes. Input from stakeholders (students, advisory boards, employers, etc.) assist in refining the process.

2. What student learning data do we collect and why?

Rhodes State College has identified 11 campus-wide areas for assessment from the Compass Rose **(CRT - 2.6a)**. Student learning data is collected in the areas of general education, technical competencies, and lifelong learning.

(1) General education: Data is collected on critical thinking skills, communications (writing skills), and diversity awareness.

(2) Technical competencies: Data is collected focusing on the specific knowledge, training, or skills required for a specific course or unit.

(3) Lifelong learning: Data is collected for student attitudes, implementation of knowledge and skills gained in general education and technical courses, and the number of students who seek additional training or degrees.

The data that is gathered is used to identify strengths or weaknesses in programs, curriculum, and individual courses. It is used to determine student learning outcomes and key performance indicators. It helps evaluate student learning through objective and subjective assessments. The data helps faculty to create or refine standards for student progress. The information clarifies whether the rubrics and assessment document are accurate, or if the key performance indicators are practical and realistic.

3. How do we use information about students and other stakeholders?

The information gathered is used:
To change, update and refine coursework, assignments, and teaching methods.

To demonstrate whether or not the student outcomes and competencies are being met and are preparing the students for their chosen field or for licensure and certification examinations.

To change and improve the assessment process i.e. unit plans and course assessment

To ensure that coursework is consistent between traditional, on-line and blended courses

For reporting to accreditation and other licensure bodies

For internal campus program review

For reporting to internal and external stakeholders

To monitor the need for specific courses and programs

4. How do we determine what kinds of information to seek about comparable business units or programs?

Many of the programs in the Business Group have similar core courses, i.e. beginning accounting, business law, and business management. The faculty, chairs, and dean discuss common issues and outcomes. This is reflected in the rubrics and assessment documents. Each faculty member and program chair will determine student outcomes and performance indicators unique to its program/course.

The Dean and program chairs belong to various professional and educational organizations. They also have access to members of the program advisory boards. This provides access to outside sources for information about workplace needs, changes in law, technology or other sources. Community and employer surveys as well as focus groups provide additional input in determining what data should be gathered and compiled.
The campus has several assessment committees who participate in state and national organizational seminars and conferences as well as research what systems other campuses and accrediting bodies employ. The campus assessment committees review the assessment criteria and data collection plans and provide input based on their knowledge and experience. In 2007-2008 the campus implemented a web-based assessment library so assessment plans could be easily accessed and compared.

5. How are comparable information and data used to set targets?

Faculty determine beginning standards (targets) based on class experience and licensure or accreditation standards (if any). These outcomes are included in the course objectives listed in the course syllabus and guide the type of class work, assignments, quizzes, tests, etc. used in the course. Data is collected and analyzed. Based on the results, the instructor may adjust the standard to reflect the needs for the course or program. For an example of outcome assessment refer to **(CRT – 4.5)** that is related to the Accounting Program and introductory accounting course.

6. How do we use comparative or benchmark data to enhance and improve student learning?

Information is collected at both the course level and the unit/program level. Each year the information is reviewed by chairs, deans and other administration. Benchmarks for specific outcomes are set by faculty for individual courses; by the chairs/dean for the unit/program levels; and in some instances by licensure/accrediting bodies. The advisory committees, employers and government agencies may also require certain levels of performance. These levels would be incorporated into the assessment process.

Each year the data results are reviewed to determine if the benchmark is being reached or exceeded. Adjustments are made either to the benchmark as required or adjustments are made to the curriculum or course to ensure the students are being held to an appropriate standard for the profession. Failure to reach certain benchmarks means a thorough review of the course content, teaching methods, student and course evaluations, assessment documents and any other activity that may affect the student learning. Changes are made based on this review. The assessment process is repeated each course/year.

7. Provide results of current levels and trends in key measures of student learning, such as nationally- normed or locally-prepared assessments, portfolios, and other assessments that demonstrate that there has been an improvement in student learning. Trends should be compared with comparable business programs and/or student populations. Results should be illustrated by graphs, tables or figures. Three to five years of trend data would be ideal.

The Business Group Programs within the BPS Division at Rhodes State continue to search for nationally – normed learning assessments that relate effectively to the Business Group Program’s assessment of student learning. The state of Ohio or more recently The University System of Ohio has not provided a system for Associate Degree institutions to report comparable student learning data. Several years ago the Ohio Administrators of Business Programs, an informal organization of associate degree institution Business Deans, led by Dr. Larry Zachrich worked to develop a Business Major Proficiency exam that could be utilized by business programs across Ohio. After reasonable effort it was determined that resources and experience required for exam development and validity were not adequate to see the project to an acceptable conclusion. It was agreed that professional testing organizations such as ACT were better equipped to successfully execute the project.

From attendance at the annual ACBSP conferences by the BPS Dean and subsequent follow up, it is clear that most professional testing/assessment organizations continue to struggle with development of learning assessment nationally–normed examinations for associate degree business students. The Accounting and Financial Services Program Chair has explored a possible strategy to utilize a professional exam for a revised capstone course that includes administration of an accounting exam for pending graduates from the Accreditation Council for Accountancy and Taxation (ACAT), www.acatcredentials.org . The project remains in progress as we consider the fiscal and curricular resources required for the program and the accounting students.

Listed below is a sample of learning outcome assessment selected from the accounting program. The sample lists the learning outcomes in the accounting major capstone course displaying results over three academic years **(Figure 4.7).**

Figure 4.7 Accounting Program Learning Outcomes Sample

ACC230 - Auditing (Capstone) **LEARNING OUTCOMES**	**SPR 05**	**SPR 07**	**SPR 08**
Proficient Skills & Abilities in writing by producing correct, effective & coherent papers	50%	70%	50%
Students will display the ability to critically think and analyze using accounting knowledge	70%	80%	70%
Familiarity with GAAP	70%	80%	70%
Demonstrate the ability to verbally communicate effectively by delivering quality presentations that are clear, precise and as well as cover the topic thoroughly	60%	70%	60%
Students will be aware of the accountant's responsibility to the profession, clients, employers and governing bodies	70%	90%	70%
Assessment Notes The Auditing capstone course was not assessed spring of 06. Spring 07 - a more motivated group of students. Little changed in the presentation of the material between 08 and 07. There appears to be no rational explanation for the decline in performance from 2007 to 2008. The instructor concludes it was due to a lack of preparation by a more significant number of students in the 2008 class. Because of the unpreparedness of students in 05, special attention was given by the instructor in 07 to emphasize the need for students to take communication of accounting information seriously. 2008, instructional strategies need to be further developed to encourage and motivate students to put forth their best effort. Although results of assessment slipped from 2007 to 2008 the students are displaying satisfactory performance in most areas except for communication.			

Meaningful national and state data on comparable business programs continue to not be available. Our data is extracted from our Rhodes State student population on a sample basis. There is no purposeful bias to exclude student population from day or evening courses taught by full-time and adjunct faculty, and from Distance Education sections where applicable. Obviously, our sample is not able to test every section of each course offered every quarter. The Business Group Programs continue to focus on key student learning outcomes that are most valuable to graduate preparedness.

Faculty members are encouraged to create graphs, tables and figures as part of the ongoing documentation of the assessment process. To date the institutional requirement expects at least one offering of each technical course within every program to be assessed within a three year strategic planning cycle. Additional examples of assessment results will be available in the ACBSP resource room.

8. Explain how the business unit has used student-learning data to improve the business program and enhance student learning.

Direct student learning data and performance indicators have improved the Business Division's programs in the following ways:

First, identifying core learning outcomes (criteria) and key performance indicators have guided faculty in the creation and improvement of specific courses so that each program can meet the specific needs of the workplace and students.

Second, it has increased the accountability of the faculty for the content of a course.

Third, it has also increased the accountability of the students for doing the work that is needed in each course and reaching expected results.

Fourth, the assessment process gives objective data showing the weaknesses in each business program and highlighting the successes and points of excellence.

Fifth, the process has worked well in adapting traditional coursework with modern technology and other changes in the work place.

Overall, the assessment process has strengthened the business programs as well as led to new and innovative thinking and educational approaches.

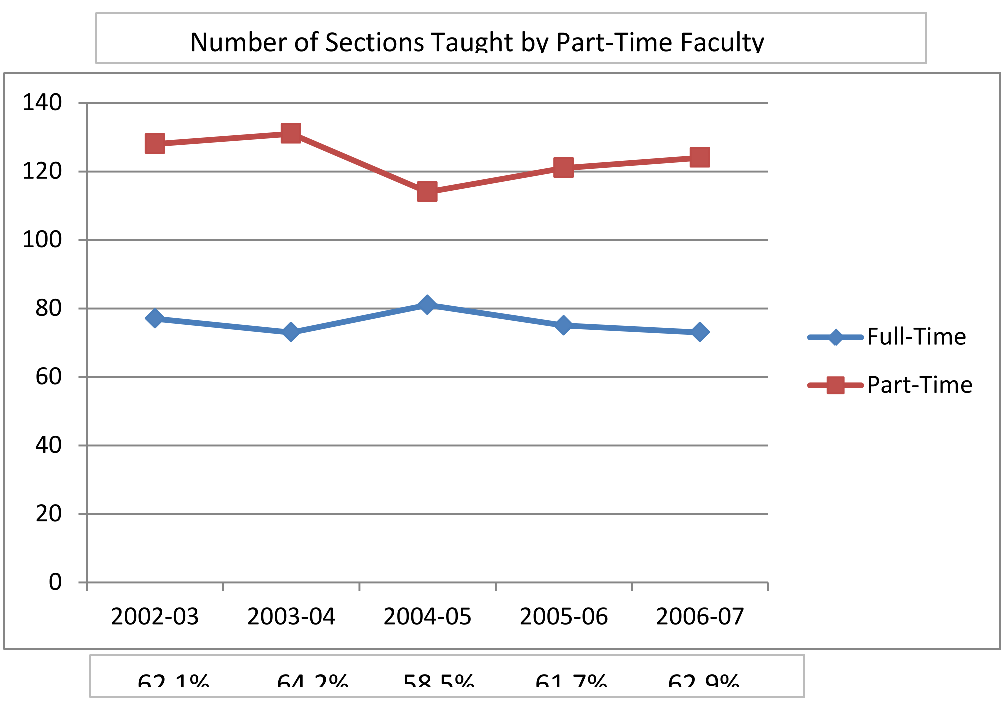
Criterion 5: Faculty and Staff Focus

5.1 Human Resource Planning

Faculty in the Business Division of Rhodes State College are credentialed with either a bachelor's or master's degree and/or are certified in their respective area of teaching with professional experience. In addition, since they are either currently or have previously been employed in their respective industry, they are able to bring practical applications to the classroom. The mission of the division is to provide access to professional and intellectual growth to the student body as well as the faculty. This is accomplished by ensuring the curriculum is current, the faculty is qualified, and all are exposed to global diversity in a dynamic learning environment where life-long learning is encouraged. Simply stated, our goal is to provide our student body with the ability to graduate with the skills necessary to successfully seek employment in an entry level position or successfully transfer into a four-year business program at another institution. The quality of faculty hired, both full-time and adjuncts, ensures our ability to accomplish this mission.

Over a 5 year period approximately 62% of all business classes were taught by part-time, adjunct faculty. The remaining 38% were taught by full-time instructors. The division relies heavily on our adjunct instructors to cover the business classes offered each quarter **(Figure 5.1).**

Figure 5.1 –Adjunct Faculty Courses Taught



The chair of each major is ultimately responsible for the curriculum. However, the chair works closely and depends on the full-time faculty to suggest, recommend and actively participate in its development. In turn, both the chair and other full-time faculty are responsible for mentoring the adjuncts. In addition, the division has a master syllabus for each class. This ensures no matter who may be teaching the class (full-time or part-time) the same objectives are being emphasized. Continual discussion (via face-to-face, email and phone conversations between the chair and all faculty members) adds to an overall understanding of expectations. Chairs provide adjuncts with all the necessary materials needed. In that manner we are assured that teaching by all faculty members, including adjuncts, is in line with the division's objectives.

Business Group Program Chairs are responsible only for their respective area. It is the Dean of the Business Division who has access to information concerning the 3 majors that make up the business division. The Dean annually reviews the ratio of full-time versus part-time instructors for the entire division to ensure there is an appropriate balance. The information derived from this review is used to guide both the dean and the chairs when requesting funding for faculty in the annual budget process.

Full-time faculty have a pathway to promotion available to them. There are automatic salary increases directly linked to the faculty member's advancement. See the faculty handbook, which will be available in the ACBSP resource room. (Faculty handbook, page 4-17 (g), promotion and salary are further discussed in Section 5.2 Employment.)

5.2 Employment

The college does not offer tenure positions. Full-time faculty sign annual contracts. Most adjuncts are hired on a quarter to quarter basis.

Rhodes State as a whole has employment procedures that the Business Group Programs follow. An approved employment requisition is required for all full-time faculty positions. This is not required when searching for quarterly adjunct positions. Job advertisements, including the position description, are placed in several newspapers in order to create a large and diverse pool of applicants. Although not required, it is recommended that an interview committee be selected. This committee typically has representation from both the academic as well as the non-academic side of the college. The chair of this committee develops a rating form consisting of the qualifications required for the job to ensure only those applicants meeting that criteria are considered. The applications are then screened based on the rating form in order to determine which individuals will be invited to interview. After the interviews take place the committee comes together to discuss the relative merits of each interviewee and recommendations are made to the supervisor responsible for the final hiring decision. The supervisor conducts his/her own interview with the remaining candidates. Once a decision is made, the dean finalizes the details of the employment offer; i.e. beginning annual salary, starting date, rank, contract type and length and any other applicable details. The letter of offer is then sent to the applicant by the dean. A more detailed explanation can be found in the Recruitment and Selection of Faculty and Staff document located in **(CRT - 5.2a).**

As mentioned in Section 5.1 it is imperative that qualified faculty are hired to ensure the objectives of the business programs are met. Tables, **(CRT - 5.2b and 5.2c),** provide information for both full-time and adjunct faculty which depict the faculty member's major teaching field, highest degree earned and professional certifications for the 2007-08 academic year. The Faculty Credentials Exceptions Report **(CRT-5.2d)** lists faculty members not meeting the ACBSP Master's and professionally qualified standards.

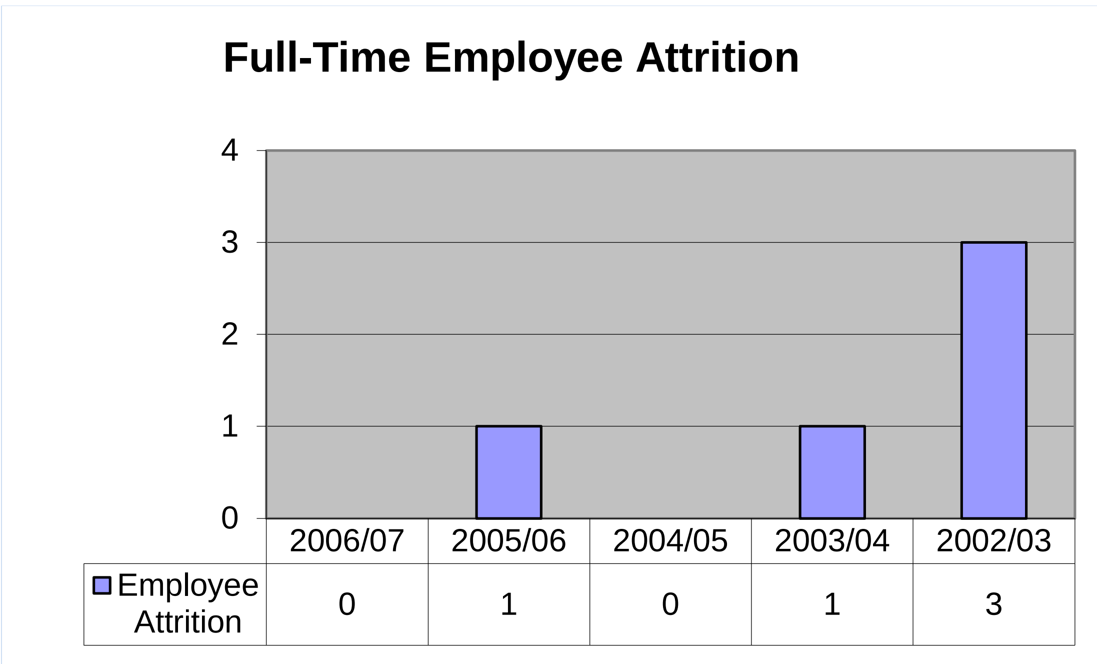
A full-time faculty member starting salary is determined by his/her level of education and previous experience. There is no set salary schedule. Other than the annual percentage increase recommended by the president of the college and voted on by the board, a faculty member will receive a salary increase when he/she has petitioned and been granted promotion. However, the employee's entire compensation package includes much more. Medical, dental and vision care is available as well as several options to select in tax-deferred annuities and compensation plans. Full-time faculty may take advantage of employee and dependent tuition waivers. The college provides life insurance, accidental death and dismemberment insurance and long term disability insurance at no cost to the faculty member. Each faculty member participates in STRS **(CRT - 5.2e).**

Adjunct faculty members are paid on an hourly rate. This rate is determined by their education, previous experience and professional certifications. Adjunct faculty members are also included in STRS. In addition they have access to the college's tuition waiver plan.

Full-time faculty may take part in the promotion process. Faculty ranking moves from instructor to assistant professor, associate professor and professor based upon education, years of service, and demonstrated contributions to the department and college. Details of the description of each rank can be found in **(CRT - 5.2f).** Faculty that wish to advance to the next ranking complete a comprehensive portfolio consisting of their service to the college as well as additional education, new certifications, recommendation of their supervisor, student evaluations, evaluations by their supervisor and committees on which they have chaired or participated. Individuals invited by the Vice President of Academic Affairs serve as committee members to review the portfolios and offer their recommendation to the Vice President. The recommendation of the committee is put before the college advisory board for official approval.

One indication of a stable and dedicated workforce is the degree of attrition. The Business Group Programs have enjoyed a very low attrition the past several years as displayed in **(Figure 5.2).**

Figure 5.2: Full-Time Employee Attrition



The Business Group Programs had six full-time faculty members each year from 2002/03 through 2007/08. This does not include the Dean. Other than 2002/03 (all three can be attributed to retirements) we have experienced very little attrition contributing to our ability to achieve consistency in our Business Group Programs. A new full-time management/marketing faculty member was employed in the fall of 2008.

5.3 Faculty Composition

Faculty Load Calculations **(CRT – 5.3a)**, **(CRT – 5.3b)**, **(CRT – 5.3c)** and Faculty Composition Summary **(CRT – 5.3d)** provide evidence that during the 2007-08 academic year faculty members, employed by the Business Group Programs exceeded the ACBSP standard that 50% of the FTE faculty hold master's or doctoral degrees and at least 90% of the FTE faculty hold a master's degree or are professionally qualified.

To achieve quality student learning the Business Group Programs consistently recruit and develop full time and adjunct faculty who are appropriately credentialed and experienced in their respective field.

5.4 Faculty Evaluation

Each full-time faculty member is evaluated by her/his immediate supervisor annually. This takes place any time toward or just following the end of the spring quarter. A master copy of the form used by the entire college including the Business Division and a Guide to Performance Appraisal which is provided by the Human Resource Department can be found in **(CRT - 5.4a)** and **(CRT-5.4b)**. The dean evaluates the chairs and the chairs complete an evaluation form for each full-time faculty. Individuals are rated as "Below Expectations," "Meets Expectations" or "Exceeds Expectations." Topics that are assessed include:

- Administrative Responsibilities
- Leadership Ability
- Communication
- Community/College Service Responsibilities
- Instructional Responsibilities
- Student Advising
- Professional Development.

In addition, the form provides a place for the supervisor to note strengths, opportunities for development and other general recommendations. Once the supervisor has completed his/her assessment, the individual faculty member meets with the supervisor to discuss the evaluation. Suggestions are made as to how to improve performance. At the conclusion of the evaluation the faculty member has the opportunity to include any written comments on the evaluation form. The faculty member receives a copy of the evaluation form and the original is retained by the supervisor. A copy may be sent to the Human Resource Department. This allows the faculty member to know where they excel and where there is room for improvement for the coming academic year. Continual evaluations that indicate the individual is deficient provide the basis for dismissal or failure to renew the contract. Conversely, positive evaluations are used in the faculty member's portfolio when applying for promotion.

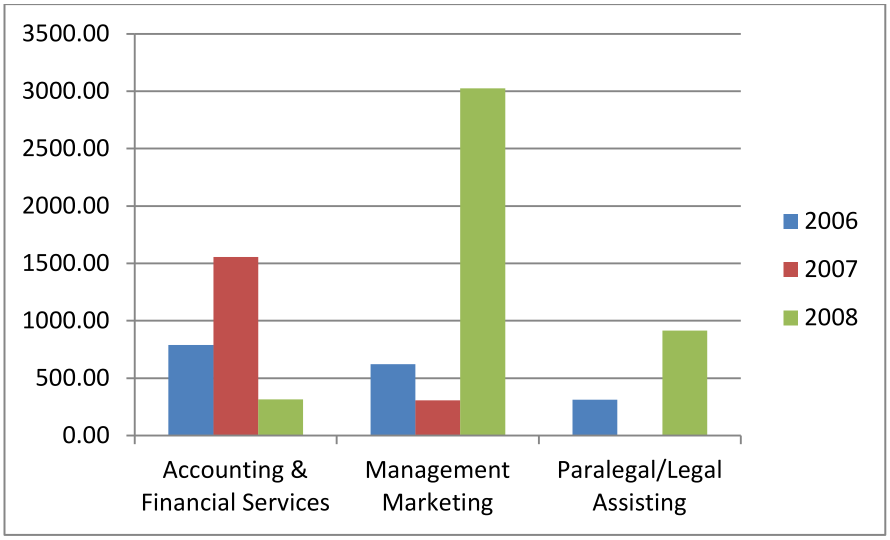
In addition, student evaluations are completed once a year, typically during the fall quarter for full-time faculty. A copy of the results and comments of the students is provided to the employee as well as their supervisor. Should the employee apply for promotion they are included in the promotion portfolio. Adjuncts are evaluated by students each quarter. Similarly, both the adjunct and their supervisor are provided with the results. These student evaluations along with discussions with the supervisor that occur during the mentoring process are used to determine whether to invite an adjunct back for another quarter. Additional information concerning this evaluation process can be found in the **Faculty Handbook** (pages 4-13 through 4-17) which will be available in the ACBSP resource room.

5.5 Faculty and Staff Development

Faculty and staff on a regular annual renewable contract with at least a 50% FTE may make a written request for a leave of absence without salary for personal and/or medical reasons. One faculty member took advantage of this due to family medical leave during the self-study year. Leave of absence may be used for professional development if administrative approval is secured.

Each program within the Business Group Programs is provided with a budget. Each program chair's budget includes a line for both full-time as well as adjunct salary. The budget for the BPS Division as a whole can be found in the dean's division budget. This would include funds available for full-time administrative help to assist both the dean and the faculty. In addition, since the Business Group Programs' faculty is geographically located in a different building than the BPS Dean and his administrative employees the faculty members have the use of other administrative help that fall under a different division's budget. Work Study students are also available through the Federal Work Study Program. CPE is supported through division and department funds **(Figure - 5.5).** This resource is provided to encourage faculty to take advantage of opportunities for professional development and to represent the college at professional functions.

Figure 5.5 Faculty Development Expenditures



Full-time faculty have a variety of ways to participate in professional development. Funds are available through budgets for an individual to pursue a topic of interest. This allows faculty to travel to attend seminars, conferences and workshops. In addition the college regularly offers professional development throughout the academic year. There is one professional development activity each quarter that is held campus wide in which full-time faculty members are expected to attend and adjuncts are welcome. A list of the dates and topics that have occurred are listed in **(CRT- 5.5a).** Names of faculty members that attended can be found in the Office of the Vice President of Academic Affairs. In addition, several times during each quarter there are workshops offered on a variety of topics that both full-time faculty members and adjuncts can participate. A list of those workshops offered for the calendar years 2005 through 2008 can be found at **(CRT- 5.5b)**. The Center for Distance Education also provides various topics of interest to educators via webcast seminars to all employees. Employees are notified of these via email and the college website. All faculty members have access to this training. A list of these offerings can be referenced in **(CRT- 5.5c)**.

5.6 Faculty Member Operational Policies, Procedures and Practices

The expectations for faculty in the Business Group were last revised in May 2005. A document entitled James A. Rhodes State College, Instructional Division
(CRT - 5.6a) outlines the recommended teaching load of faculty and chairs.

Teaching Load: Full-time faculty is expected to teach 20 contact hours a quarter for a total of 60 hours per academic year. Chairs have a reduction in their teaching loads due to their administrative responsibilities. Currently the dean is seeking approval to make some adjustments to the teaching load of some chairs,

Service to the College and Community: Full-time faculty members are expected to participate in standing as well as ad hoc committee work. They are to mentor adjuncts when asked and participate in "open houses", "career day", assist in honor society functions and similar activities. In addition they are to devote time to professional development and community service. These activities constitute approximately 10 hours a week. See Contractual Expectations in the Faculty Handbook, (page 4-3), which will be available in the ACBSP Resource room.

Professional Expectations: Faculty members are expected to meet with their assigned classes at the scheduled times using methods that promote learning. They are expected to maintain at least 10 office hours per week making themselves available to consult with students. Faculty members are expected to provide students with syllabi that follow the master syllabus format adopted by the college which incorporates an overview of the class, the course objectives and requirements of the class. As mentioned earlier faculty members are expected to participate in committee work. Full-time faculty members are also responsible for assessing at the minimum one class per quarter and attending the necessary workshops to learn new or revised procedures to access a variety of computer applications needed to do assessment, enter final grades, access student records, etc.

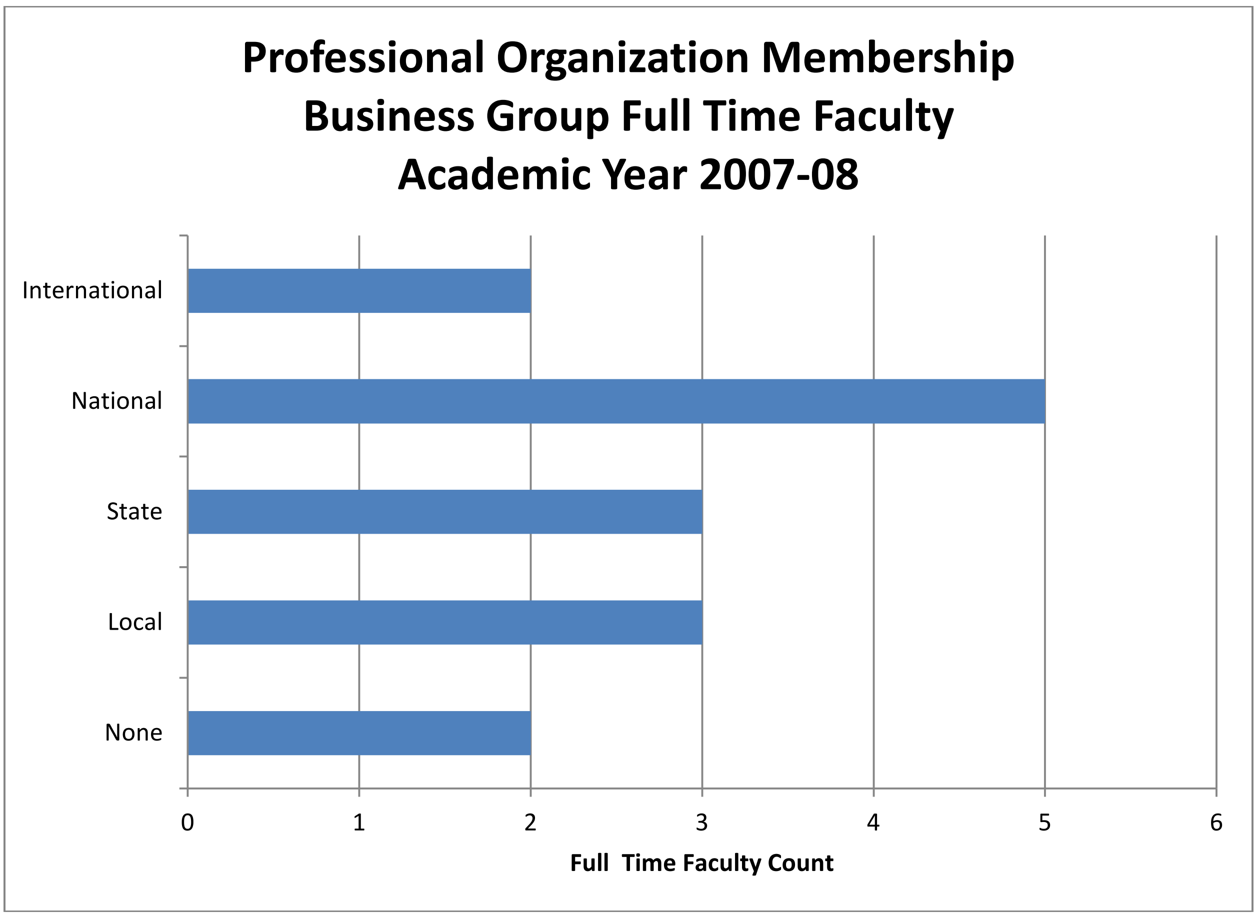
Scholarly Expectations: Faculty members are encouraged to remain active in their respective field. This may be accomplished by taking part in continuing education and participation in professional organizations. See **Figure 5.6.**

Termination Policies: See a copy of the Disciplinary Action and Due Process Statement **(CRT - 5.6b)**. The statement can also be accessed under the Human Resource link on the college homepage listed under section 5.5. Disciplinary action including reprimand, suspension, involuntary demotion, and termination may be taken against any faculty/staff member for violation of college by-laws, policies or procedures, and/or offenses such as incompetency, dishonesty, drunkenness, immoral conduct, insubordination, discourteous treatment of the public and neglect of duty. Termination of employment for financial or organization reasons is covered by policy 8.3 Reduction in Work Force – Faculty.

5.7 Scholarly and Professional Activities

Faculty members are encouraged to attend professional workshops in their area of expertise. As mentioned in Section 5.5 each major is provided with a budget line to provide monies for travel in order to attend professional workshops/CPE. In addition, the college offers professional development each quarter on more general topics that relate to teaching. The college also offers several workshops each quarter that provide instruction on how to use a variety of computer applications. Refer to **(CRT- 5.5b and CRT - 5.5c).**

Figure 5.6 – Professional Organization Membership



CRITERION 6: PROCESS MANAGEMENT

6.1 Professional Component

The curriculum summary is provided for each major within the Business Division **(CRT - 6.1a)**. These summaries provide a breakdown of the courses that are considered general education, professional and related studies. There is no duplication of courses among categories . All but one major (Human Resource) has greater than 25% of the required coursework categorized as the professional component of the curriculum. Thus overall we have met the guidelines established by ACBSP.

Determining the correct curriculum is a process that is initiated within the respective department. To ensure the curriculum remains current and maintains the proper allocation of courses within the three categories; discussion among the faculty and chair and later with the appropriate advisory board takes place. Once it is determined a change is needed it is referred to the Curriculum Committee. The members of this team have the general responsibility to review and consider major and minor curricular changes brought forth by the chairs. The proposed changes are reviewed and recommendations are made to the Council of Academic Affairs. More details concerning the responsibilities of the Curriculum Committee can be found in **(CRT - 6.1b).**

6.2 General Education

General education credits in each program with the exception of Paralegal are equal to or at least 25% of the total required program credits. These general education credits include at least three of the items identified in Criterion 6.2. **(CRT - 6.1a)**

6.3 Business Major

The curriculum summary **(CRT - 6.1a)** demonstrates each two-year business program consists of at least 25% of the required credits for graduation appropriate to the business major. It also demonstrates the curricula is content-specific and requires appropriate prerequisites. The Rhodes State catalog provides a course description as well as the necessary prerequisites to be successful. These prerequisites ensure a building process of knowledge which provides a foundation of skills and understanding required in the respective profession. In addition, the catalogue provides a recommended timeline for scheduling coursework.

A review of each curriculum summary **(CRT - 6.1a)** demonstrates there is no duplication of courses among the professional component, general education and business major categories.