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Quality Assurance Report (Associate) - Introduction

[Edit](#)

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. With over 4,100 students, the college's core institutional values of integrity, caring, responsibility, respect, and quality guide its policies and practices.

Institution Overview

Institution Name	Rhodes State College
Address	4240 Campus Drive, Lima, OH 45804
Year Accredited	1991
Year Reaffirmed	2009
Years Covered by this Report	2012 - 2013 through 2013 - 2014
Date Submitted	<i>Report has not been submitted</i>
Completed By	Rex, Cara
Phone	419-995-8323
Email	rex.c@rhodesstate.edu
ACBSP Champion	Rex, Cara
ACBSP Co-Champion	

Champion Contact Information

Name	Cara Rex
Title	Chair of Accounting & Financial Services
Phone	419-995-8323
Email	

rex.c@rhodesstate.edu

Address 4240 Campus Drive

Address Line 2

City Lima

State/Province Ohio

Zip/Postal Code 45804

Country USA

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

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

Assigned To

Not Assigned

Institution Response

O 4.

The Business Unit of the Business & Public Service Division of Rhodes State College includes the following programs:

****Accounting & Financial Services Program (Contains AAB in Accounting & AAB in Financial Services)**

****Management & Marketing Program (Contains four AAB degrees in the following majors: Business Administration, Business Management, Marketing, and Human Resources)**

****Paralegal/Legal Assisting Program (AAB in Paralegal/Legal Assisting) - This degree is also approved by the American Bar Association (ABA)**

O 5.

As of June 2014, no majors within the Business Unit were not accredited by ACBSP. Degrees that have achieved accredited status are clearly noted in the 2013-14 college catalog. Additionally, the Rhodes State College Web Page clearly denotes accreditation status on each of the programs individual pages.

O 6.

All seven of the accredited associate degrees can be completed at the 4240 Campus Drive, Lima, OH 45804 campus. Many courses within these degrees are offered in an on-line format. As of the 2013-2014 academic year the following degrees were available in a 100% on-line format: AAB degree in Business Administration, AAB degree in Business Management, AAB degree in Marketing, and AAB degree in Human Resources.

O 7.

Name: Cara E. Rex; Chair of Accounting & Financial Services

Phone: 419-995-8323

Email address: rex.c@rhodesstate.edu

ACBSP Champion name: Cara E. Rex; Chair of Accounting & Financial Services

ACBSP Co-Champion name: N/A

Sources

There are no sources.

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:

Remove Condition:

Do not remove note or condition. Explain the progress made in removing the note or condition:

QA Report

Status: Completed | Due Date: Not Set

Assigned To
Not Assigned

Institution Response

O 8.

There were no notes or conditions noted in the last Quality Assurance Response from ACBSP dated December, 9, 2013.

Sources

There are no sources.

III - Public Information

O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in Standard 4, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in Standard 4, graduation rates, retention rates, job placement, etc. How do you make the results public?

QA Report

Status: Completed | Due Date: Not Set

Assigned To

Not Assigned

Institution Response

O 9.

The Institutional Effectiveness Department at Rhodes State college provides information, direction, and support for strategic planning, decision-making, and reporting needs of Rhodes State College as well as internal & external stakeholders. The Institutional Research and Assessment & Quality Improvement Departments house a majority of information related to Student Achievement Results, Student Learning Outcome Assessment Results, and Program Results.

Student Achievement Results:

FERPA regulations prohibit the institution from releasing specific student academic information without a written waiver from the student. Students who permit such release are listed on Semester "Deans List" public relations announcements. Generalized student achievement information is released at semi-annual program advisory committee meetings and as appropriate at annual events such as:

1. College Wide Program Advisory Meeting
2. College Wide Program Advisory Chair Meeting
3. College Wide Commencement
4. College Wide Academic Awards Ceremony
5. Alpha Beta Gamma Induction Ceremony.
6. College Website for Institutional Effectiveness

The following websites house ACBSP Accreditation reports that are available to the public:

<http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Business%20and%20Public%20Service/Accounting-Banking-Real%20Estate/Accounting.aspx> (See Accreditation Tab)

<http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Business%20and%20Public%20Service/Management%20and%20Marketing/Business%20Administration.aspx> (See Accreditation Tab)

<http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Business%20and%20Public%20Service/Management%20and%20Marketing/Business%20Management.aspx> (See Accreditation Tab)

<http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Business%20and%20Public%20Service/Management%20and%20Marketing/Human%20Resource.aspx> (See Accreditation Tab)

<http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Business%20and%20Public%20Service/Management%20and%20Marketing/Marketing.aspx> (See Accreditation Tab)

<http://www.rhodesstate.edu/Current%20Students/Academic%20Programs/Business%20and%20Public%20Service/Paralegal-Legal%20Assisting%20Degree%20Program.aspx> (See Accreditation Tab)

The following website houses Institutional and Divisional "Fast Facts" that is available to the public:

<http://www.rhodesstate.edu/~media/pdf/InstitutionalEffectiveness/FastFacts.ashx>

Student Learning Outcome Assessment Results:

The College has an internal assessment process that evaluates student learning at the course, program, and institutional levels. This system is also used to evaluate program and department effectiveness. The data gathered through this process is used for informed decision making and continuous improvement. The College's internal assessment data is available to internal users via a centralized SharePoint site. The Business Unit Programs conducts two Program Advisory Committee Meetings per academic year. The Advisory Committees are made up of members of the public that work in fields relevant to each Business Unit Program. Information is provided in these meetings concerning specific course and program learning objectives and outcomes. The advisory committee members provide feedback which steers specific course and program learning objectives for future terms.

Program Results:

Program results are available to the public through the following:

Graduation Rates: Degrees Awarded by each division of the institution is available to the Public at the following website:

<http://www.rhodesstate.edu/~media/pdf/InstitutionalEffectiveness/FastFacts.ashx>

Retention Rates: Retention Information for the institution as a whole is available to the Public at the following website:

<http://www.rhodesstate.edu/~media/pdf/InstitutionalEffectiveness/FastFacts.ashx>

Job placement rates: Annually the institution prepares a Graduate Status Report that details Job Placement Rates by Division and Major. These reports are available to any members of the public who request them from Rhodes' Career Services Office.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

QA Report

Status: Completed | Due Date: Not Set

Assigned To

Not Assigned

Institution Response

A. Business & Public Service Division Dean

**Resignation of Brenda Rizor, Dean of Business and Public Service (2/5/14).

**Appointment of Roger Young, Interim Dean of Business and Public Service (4/21/14).

Academic Program Chairs

**Appointment of Cara Rex, Chair of Accounting & Financial Services (8/22/12).

**Resignation of Les Finley, Interim Chair of Management & Marketing (1/1/13). Les Finley returned to Management Full Time Faculty.

**Appointment of Stephanie Schmidt, Chair of Management & Marketing (8/5/13).

Non Adjunct Business Faculty

**Retirement of Ralph Boyer, Marketing Full Time Faculty (5/8/13).

**Hired John Livingston, Accounting & Financial Services Full Time Faculty (1/2/13).

**Hired Linda Gabriele, Paralegal .45 Faculty (8/15/12).

B. No new physical campus locations where students can earn an accredited degree have been added since the last report, but starting in the in the 2012-2013 academic year the AAB degree

in Business Management is now offered in a fully on-line format. In the 2013-2014 academic year the AAB degrees in Marketing and Human Resources are now offered in a fully on-line format.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

Effective with the fall 2014 QA report submittals, please use the Excel spreadsheet file found in the Evidence file tab to supply this information. Provide one to two examples of evidence of any improvements/updates in the strategic plan for current year or long-term action plans using the table in the spreadsheet:

Figure 2.2 Example of a Table for Action Plans	
Current Year action plans:	Long-term action plans:

QA Report

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

Assigned To
Not Assigned

Institution Response

Please see Evidence File... "Files_For_QA_Report_Rhodes_State_College" ... Tab "Standard 2"

Sources

- Files_for_QA_Report_Rhodes_State_College (Final)

Provide one to two examples of evidence of any improvements/updates in the strategic plan for current year or long-term action plans using the table below:

Figure 2.2	
Example of a Table for Action Plans	
Current Year action plans:	Long-term action plans:
Accounting & Financial Services Program will develop timeline to convert Accounting courses to the McGraw Hill Connect Platform in order to facilitate the launch of the Accounting Major in a 100% on-line format.	Accounting & Financial Services Program along with the Management & Marketing Program will develop a plan for sustainability of the Business Unit Majors internship program that keeps it viable and effective without grant funding.
Accounting & Financial Services Program along with the Management & Marketing Program will develop plan to launch mandatory internships for all Business Unit Majors with the funding provided through the Ohio Means Internships & Co-ops Round 2 Grant Award.	The Management & Marketing Program will develop a plan to launch a One Day A Week Business Administration Program.
The Paralegal Program will develop more Distance & Hybrid courses.	The Business Unit will provide more & encourage participation in Professional Development Opportunities for Adjunct Faculty.
	The Accounting & Financial Services Program will launch the Accounting Major in a 100% on-line format.

3 - Standard 3 Student and Stakeholder Focus

Complete the table for Standard 3 - Student- and Stakeholder-Focused Results, found under the Evidence File tab above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process in your QA report.

QA Report

Status: Completed | Due Date: Not Set

Assigned To

Not Assigned

Institution Response

Please see Evidence File... "Files_For_QA_Report_Rhodes_State_College" ... Tab "Standard 3 Results"

Sources

- Files_for_QA_Report_Rhodes_State_College (Final)

Standard Three: Student- and Stakeholder-Focused Results

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

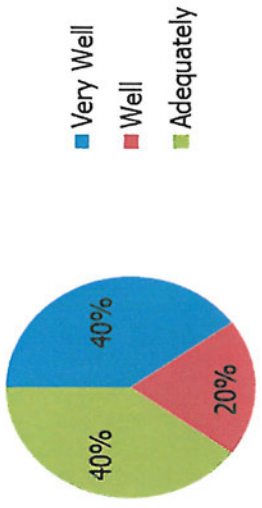
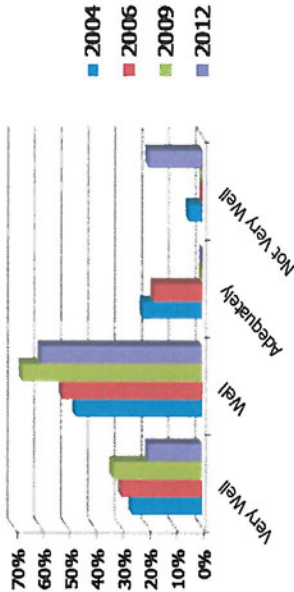
Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
The Accredited Business Unit Majors will achieve an 80% placement rate from the graduate status report.	The Annual Graduate Survey Report from the Career Services Office.	Respondents from the survey have exceeded the goal of 80% for the last five years.	Results from the 2013 & 2014 graduate surveys trended up from 2012.	The local job market is strengthening. The Career Services Office continues to offer numerous job fairs, interview workshops, & business etiquette training sessions for students. Plans are in place to launch mandatory work based learning (internship) experiences for all students in the Business Unit starting in the 2014 - 2015 academic year. Rhodes State College has received \$360,000 in grant funding from the State of Ohio to help launch internships in the Business Unit Majors.	<table border="1"> <caption>Annual Graduation Survey</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>80</td> <td>85</td> </tr> <tr> <td>2011</td> <td>80</td> <td>88</td> </tr> <tr> <td>2012</td> <td>80</td> <td>90</td> </tr> <tr> <td>2013</td> <td>80</td> <td>92</td> </tr> <tr> <td>2014</td> <td>80</td> <td>95</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2010	80	85	2011	80	88	2012	80	90	2013	80	92	2014	80	95
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<p>Paralegal employers surveyed will report that at least 75% of Rhodes State graduates were prepared "very well" or "well".</p>	<p>2012 Paralegal Employer Survey.</p>	<p>Employer responders having experience with Rhodes paralegal graduates reported 60% were prepared "very well" or "well". The remaining 40% were reported to have been prepared "adequately".</p>	<p>Overall employers feel that Rhodes State graduates are prepared for entry level paralegal positions. The variety of different types of employers for paralegal graduates provides challenges to develop curriculum that meets all of their diverse needs. (Please note that this survey is completed every three years - the next survey will go out in the Fall of 2015.)</p>	<p>Paralegal Program will follow up with a 2015 employer survey to gauge employer satisfaction. One area of focus will be to improve the response rates to allow for a more accurate picture of employer satisfaction. The ACC/FIN & MGT/MKT Programs are planning to develop a survey for employers hosting interns to measure employer satisfaction with the level of preparation for students participating in internship process.</p>	<p style="text-align: center;">Paralegal Employer Survey - Level of Preparation</p>  <p style="text-align: center;"> ■ Very Well ■ Well ■ Adequately </p>
<p>Paralegal graduates surveyed will report that at least 75% of them felt that Rhodes State prepared them "very well" or "well".</p>	<p>2004, 2006, 2009, & 2012 Paralegal graduate surveys</p>	<p>In the 2012 survey 80% of Graduates indicated that Rhodes State prepared them "very well" or "well" for their paralegal positions.</p>	<p>Program has a strong history of graduate & employer satisfaction. (Please note that this survey is completed every three years - the next survey will go out in the Fall of 2015.)</p>	<p>Program will follow up with a 2015 graduate survey to gauge graduate satisfaction. One area of focus will be to improve the response rates to allow for a more accurate picture of graduate satisfaction.</p>	<p style="text-align: center;">Paralegal Graduate Surveys</p>  <p style="text-align: center;"> ■ 2004 ■ 2006 ■ 2009 ■ 2012 </p>
<p>The Accredited Business Unit Programs will conduct two Program Advisory Committee Meetings per academic year.</p>	<p>Agendas & Minutes from Program Advisory Committee meetings.</p>	<p>All three Accredited Business Unit Programs met goal</p>	<p>Program Chairs should continue to plan meetings well in advance to accommodate member's schedules.</p>	<p>In the Spring of 2015 the Advisory Committees were surveyed to gain insight into their overall satisfaction and experience as a member of the committee. The response to the survey was overwhelmingly positive and emphasized that the members feel their input is valued by the program chair and faculty members.</p>	<p>AY 2009-10 = 6 meetings AY 2010-11 = 6 meetings AY 2011-12 = 6 meetings AY 2012-13 = 6 meetings AY 2013-14 = 6 meetings</p>

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

- a. **Program Outcomes.** List outcomes by accredited programs. Program outcomes should be used as part of a student learning assessment plan and be measurable.

AAS

AS

AS Accounting, etc.

- b. **Performance Results.** Complete the table for Standard 4 Student Learning Results (required for each accredited program) found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process. However, you must have results for every accredited program.

QA Report

Status: Completed | Due Date: Not Set

Assigned To

Not Assigned

Institution Response

A. Program Outcomes:

AAB in Accounting

*Students will have the computational skills necessary for accounting applications.

*Students will display the ability to critically think and analyze information using accounting knowledge.

*Students will display an awareness of diversity and its effects on the workplace.

*Students will display proficient skills & abilities in writing by producing correct, effective & coherent papers.

*Students will be familiar with GAAP concepts.

*Students will complete assignments in a professional manner.

*Students will be aware of an accountant's responsibility to the profession, clients, employers and governing bodies.

*Students will display necessary interpersonal skills required in typical work situations.

AAB in Financial Services

*Students will perform assignments with an expected degree of expertise and use computational skills when appropriate.

*Students will exhibit the ability to assess various business situations.

*Students will demonstrate an understanding of the appropriate computer software.

*Students will have the ability to share ideas in a professional manner, verbally and in written form, by producing correct, effective, and coherent papers.

*Students will be responsible for completing work assignments in a timely and trustworthy manner.

*Students will have the ability to work unsupervised in a self-sufficient manner, allowing for a leadership role in the workplace. Students will also have the necessary interpersonal skills to work with others, allowing for compromise when appropriate.

*Students will be well informed concerning current events relating to the financial profession.

*Students will be capable of applying sales techniques.

AAB in Business Administration

*Students will display an awareness of diversity and its effects in the workplace.

*Students will demonstrate proficient writing skills necessary for communication within a business environment.

*Students will use problems and case studies to develop critical thinking skills necessary to be successful within a business environment.

*Students will develop an awareness of diverse management styles.

*Students will be able to utilize the SWOT analysis tool to analyze internal and external business strategies.

*Students will work together in teams to develop a comprehensive business plan.

*Students will be able to utilize current technology that is common within a business environment.

AAB in Business Management

*Students will use problems and case studies to develop critical thinking skills necessary to be successful within a business management environment.

*Students will utilize research skills to complete case studies relevant to business management trends.

*Students will demonstrate proficient writing skills necessary for communication within a business management environment.

*Students will use excel spreadsheet to demonstrate an understanding of sales forecasting and profit-loss statements.

*Students will be able to utilize the SWOT analysis tool to analyze internal and external business strategies.

*Students will work together in teams to develop a comprehensive business plan.

AAB in Marketing

*Students will demonstrate the skills and knowledge necessary to be effective in the field of marketing.

*Students will demonstrate the ability to formulate structurally sound marketing plans that supports the 4P's (product, price, promotion, and place).

*Students will display thorough analysis and reasoning when preparing SWOT analysis.

*Students will be able to identify and explain market growth and market share based on research.

*Students will be able to identify a target market and its segmentations, and position a product accordingly.

*Students will develop a marketing plan and implementation timelines for that marketing plan.

AAB in Human Resources

*Students will use a human resource simulation project to develop critical thinking skills necessary to be successful within a human resource environment.

*Students will demonstrate the ability to manage a human resources budget.

*Students will work together in teams to develop a comprehensive business plan.

*Students will present an understanding of management's impact on organizational behavior.

*Students will have an understanding of the impact that motivation has on employee performance.

*Students will successfully complete a self-growth awareness assessment of their management style.

AAB in Paralegal/Legal Assisting

*Students will display an awareness of diversity and global business practices.

*Students will demonstrate critical thinking skills necessary to be successful in the field of legal assisting.

*Students will demonstrate proficient legal analysis and writing skills.

*Students will be capable of using electronic resources as used in modern legal practices to obtain and apply information related to the field of legal assisting.

B. Performance Results:

Please see Evidence File... "Files_For_QA_Report_Rhodes_State_College" ... Tab "Standard 4 Results"

Sources

- Files_for_QA_Report_Rhodes_State_College (Final)

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator		Definition																																					
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative - An assessment conducted during the student's education.</p> <p>Summative - An assessment conducted at the end of the student's education.</p> <p>Internal - An assessment instrument that was developed within the business unit.</p> <p>External - An assessment instrument that was developed outside the business unit.</p> <p>Comparative - Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>																																						
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results																																				
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results? What did you improve or what is your next step?																																				
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative	Goal was exceeded in all five years reported.	The last five years have been trending significantly higher than the goal of 70%. The program will look at adding more case studies into the Accounting major curriculum to reinforce what students are learning in their general education communication classes.																																				
At least 70% of Accounting Majors will demonstrate proficient writing skills by producing correct, effective, and coherent assignments	ACC-2401 Capstone course (Internal & Summative) All programs are assessed on an annual basis to measure student learning outcomes. (Please see program outcomes under Standard #4) The Accounting Major has been selected as an example to show you how student learning outcomes are established and measured.	Goal was exceeded in all five years reported.	The Accounting Major will continue to require 9 credit semester hours of course work in communication in addition to redesigning writing portfolio assignments that are utilized in 3 separate accounting courses.																																				
At least 70% of Accounting Majors will display the ability to critically think and analyze accounting information.	ACC-2401 Capstone course (Internal & Summative) All programs are assessed on an annual basis to measure student learning outcomes. (Please see program outcomes under Standard #4) The Accounting Major has been selected as an example to show you how student learning outcomes are established and measured.	Goal was exceeded in all five years reported.	The program plans to incorporate a new textbook related to business ethics in the ACC 2401 course in the 2014-2015 academic year. The case studies in this textbook will emphasize critical thinking skills in relation to ethical dilemmas.																																				
At least 70% of Accounting Majors will demonstrate familiarity with Generally Accepted Accounting Principles (GAAP).	ACC-2401 Capstone course (Internal & Summative) All programs are assessed on an annual basis to measure student learning outcomes. (Please see program outcomes under Standard #4) The Accounting Major has been selected as an example to show you how student learning outcomes are established and measured.	Goal was exceeded in all five years reported.	In the 2014-2015 academic year, most of the Accounting courses will move to McGraw Hill textbooks that utilize their "Connect" on-line learning tools. This change is being made to give students more resources and immediate feedback on homework problems. This should improve student engagement and assist students with their understanding of GAAP concepts.																																				
		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																					
		<table border="1"> <caption>Writing Skills</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>70</td> <td>85</td> </tr> <tr> <td>2011</td> <td>70</td> <td>88</td> </tr> <tr> <td>2012</td> <td>70</td> <td>90</td> </tr> <tr> <td>2013</td> <td>70</td> <td>92</td> </tr> <tr> <td>2014</td> <td>70</td> <td>95</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2010	70	85	2011	70	88	2012	70	90	2013	70	92	2014	70	95	<table border="1"> <caption>Critical Thinking</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>70</td> <td>78</td> </tr> <tr> <td>2011</td> <td>70</td> <td>80</td> </tr> <tr> <td>2012</td> <td>70</td> <td>82</td> </tr> <tr> <td>2013</td> <td>70</td> <td>85</td> </tr> <tr> <td>2014</td> <td>70</td> <td>88</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2010	70	78	2011	70	80	2012	70	82	2013	70	85	2014	70	88
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2014	70	90																																					

<p>Rhodes State graduates of the Accounting, Financial Services, Business Administration, Business Management, Marketing, Human Resources, & Paralegal Majors will perform at or above the national average on key accounting concepts that are covered on the Educational Testing Service (ETS) Major Field Test (MFT).</p>	<p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (External, Summative, & Comparative)</p>	<p>Financial Accounting Concepts that were measured were the Balance Sheet, Income Statement, & Statement of Retained Earnings. In no periods measured did the Rhodes State graduates exceed the National Average on these concepts, but in most periods our graduates trended very close to the National Average.</p>	<p>A renewed emphasis needs to be placed on the accounting student learning outcomes in the ACC 1010 course through homework assignments, projects, and exams.</p>	<p>During AY 2014-2015, most of the accounting courses will change over to textbooks by McGraw Hill which utilize the "Connect" on-line learning tools. This change is being made to give students more resources and immediate feedback on homework problems. It is expected that this change will drive improvement in student performance on the topics covered by the Major Field Test, which students are required to take as part of their Capstone course. Furthermore in the past, students have not received a grade when they take the Major Field Test, and therefore didn't always take the Major Field Test as seriously as they should. In an attempt to encourage students to be more diligent when taking the Major Field Test, the department is exploring the possibility of offering scholarships/other incentives to the students with the highest scores on the exam each year.</p>	<p>ETS Major Field Test Results - Financial Accounting Topic: Balance Sheet</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>45</td> </tr> <tr> <td>2012 Rhodes</td> <td>45</td> </tr> <tr> <td>2013 Rhodes</td> <td>45</td> </tr> <tr> <td>2014 Rhodes</td> <td>45</td> </tr> </tbody> </table>	Year	Score	National Average	45	2012 Rhodes	45	2013 Rhodes	45	2014 Rhodes	45
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5 - Standard 5 Faculty and Staff Focus

- a. **Faculty and Staff Focus** Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process.
- b. **Faculty Qualifications** Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** found under the Evidence File above. This table is for **new full-time and part-time faculty members since your last self-study or QA report. Do not include faculty members previously reported**, in accordance with Criterion 5.2 in the Standards and Criteria.

QA Report

Status: Completed | Due Date: Not Set

Assigned To

Not Assigned

Institution Response

Please see Evidence File... "Files_For_QA_Report_Rhodes_State_College" ... Tabs "Standard 5 - Table 5.1" & "Standard 5 - Table 5.2"

Sources

- Files_for_QA_Report_Rhodes_State_College (Final)

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Faculty and Staff Focused Results		Analysis of Results			Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																											
Performance Measure Measurable goal	What is your measurement instrument (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?																														
<p>What is your goal? The Accredited Business Unit within the BPS Division will strive for minimal turnover in full time faculty and staff.</p>	Annual review of employment status of full time faculty and staff.	From July 2012 to June 2014 the Dean of the BPS Division voluntarily resigned and one full time faculty member retired.	While we strive for minimal turnover in faculty it is not unavoidable. The turnover of one faculty position (Marketing) resulted from retirement. The full time Marketing Faculty position was not filled, but was absorbed into the workload of the Management/Marketing Chair position. The Dean of the BPS division voluntarily resigned for personal reasons. This position was filled in a timely manner by an new Interim Dean.	The Accredited Business Unit will continue to monitor turnover and work with Rhode's leadership to develop a succession plan for future retirements, resignations, and reorganizations.	Turnover within the Accredited Business Unit AY 2009-10 = 0 AY 2010-11 = 1 (Diane Maloney) AY 2011-12 = 3 (Michael Rex, Amanda Weimerskirch, & Christine Cross) AY 2012-13 = 1 (Ralph Boyer) AY 2013-14 = 1 (Brenda Rizor)																												
<p>The Accredited Business Unit Programs within the BPS Division will achieve ratings from the Student Evaluation of Instruction that will exceed the College's average</p>	Student Evaluation of Instruction surveys that are administered each term. The student course evaluations use a 1 to 5 point scale.	For a 7 term reporting period the College average is 4.5 out of 5.0 scale.	<p>The MGT/MKT Program met or exceeded the College average in 5 of 7 terms. The ACC/FIN Program met or exceeded the College average 6 of 7 terms. The PARALEG Program met or exceeded the College average 5 of 6 terms. The lowest average rating during a term experienced by a program was a 4.2 out of a 5 point scale.</p>	<p>We have found that not all classes are consistently surveyed especially on-line classes. On-line students are often given the opportunity to complete an instructor evaluation within the learning management system, but often very few students complete it. A direct effort will be undertaken by the chairs to reach out to on-line students to encourage their completion of these surveys. The Business Unit will also work with Institutional Research to develop controls to mandate completion of instructor evaluations for on-line students. This should drive improved response rates and better data to analyze related to Instructor Teaching Behaviors.</p>	<p>ACC/FIN</p> <table border="1"> <caption>ACC/FIN Program Scores</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Fall 2012</td><td>4.2</td></tr> <tr><td>Spring 2012</td><td>4.4</td></tr> <tr><td>Fall 2013</td><td>4.6</td></tr> <tr><td>Spring 2013</td><td>4.7</td></tr> <tr><td>Fall 2014</td><td>4.8</td></tr> <tr><td>Spring 2014</td><td>4.8</td></tr> </tbody> </table> <p>MGT/MKT/ECN</p> <table border="1"> <caption>MGT/MKT/ECN Program Scores</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Fall 2012</td><td>3.2</td></tr> <tr><td>Spring 2012</td><td>3.4</td></tr> <tr><td>Fall 2013</td><td>3.6</td></tr> <tr><td>Spring 2013</td><td>3.8</td></tr> <tr><td>Fall 2014</td><td>4.0</td></tr> <tr><td>Spring 2014</td><td>4.4</td></tr> </tbody> </table>	Term	Score	Fall 2012	4.2	Spring 2012	4.4	Fall 2013	4.6	Spring 2013	4.7	Fall 2014	4.8	Spring 2014	4.8	Term	Score	Fall 2012	3.2	Spring 2012	3.4	Fall 2013	3.6	Spring 2013	3.8	Fall 2014	4.0	Spring 2014	4.4
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Spring 2014	4.4																																

<p>All Business Unit Full Time Faculty will participate in at least one professional development activity each academic year.</p>	<p>Attendance at Internal & External Professional Development Activities. Records are housed in a Professional Development Reporting System available to college faculty. Additionally all internal professional development attendance is tracked by the VP of Academic Affairs' Office.</p>	<p>Goal was achieved over the last five years. On average full time faculty attended 3 to 4 professional development sessions per academic year. The Accounting /Finance Chair attended two national conferences in the 13-14 academic year including the ACBSP conference in Chicago. The Management /Marketing Chair attended a regional Conference in the 13-14 academic year.</p>	<p>The College provides professional development sessions for all full time faculty two times per academic year. This professional development is mandatory for all full time faculty and provides many opportunities to improve upon all facets of a faculty's job responsibilities. The college will also be implementing an annual professional development day for all adjuncts starting in the 14-15 academic year.</p>	<p>The Dean and Program Chairs will continue to monitor attendance at professional development activities. Chairs will normally ask for professional development dollars in the annual budgeting process to support faculty and chair attendance at regional and national conferences. The State places a high value on conference attendance and is normally supportive of allocating dollars for professional development.</p>	<p>Participation by Full Time Faculty in at least one Professional Development Activity Each Academic Year AY 2009-10 = 100% Of Faculty Participated AY 2010-11 = 100% Of Faculty Participated AY 2011-12 = 100% Of Faculty Participated AY 2012-13 = 100% Of Faculty Participated AY 2013-14 = 100% Of Faculty Participated</p>																		
<p>The Accredited Unit will strive to have 50% of the courses staffed by Full Time Faculty members.</p>	<p>Term/Annual analysis of Faculty teaching assignments.</p>	<p>In the 2011-2012 academic year 63% of courses were taught by full time faculty members. In the 2012-2013 academic year this number dropped to 48%, and in the 2013-2014 academic year this number dropped to 45%.</p>	<p>During the 12-13 academic year the Management /Marketing program saw the full impact of the headcount reduction that happened in January of 2012. The program went from having one Chair & 3 Full Time Faculty to having one Chair & 2 Full Time Faculty. The Accounting /Finance Program was down 1 Full Time Faculty position during the Fall of 2012 due to a resignation of a Full Time Faculty late in the summer term. This position was filled in the Spring of 2013. The college also moved from the quarter system to semester system during the 2012-2013 academic year. The entire curriculum for all majors was revised and significant changes were made to the number of courses offered and the credit hours of each course. Over both the 2012-13 & 2013-14 academic years, restrictions were placed by the administration on overload for full time faculty positions.</p>	<p>The college continues to monitor Full-time and Part-time faculty ratios and strives for quality instruction. Growth is expected within the Business Unit due to high school (College Credit Plus) enrollment. These classes are taught by credentialed Part-time adjuncts for Rhodes State College.</p>	<table border="1"> <caption>% Courses FT vs PT</caption> <thead> <tr> <th>Academic Year</th> <th>Full Time (%)</th> <th>Part Time (%)</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>~45</td> <td>~55</td> </tr> <tr> <td>2010-2011</td> <td>~48</td> <td>~52</td> </tr> <tr> <td>2011-2012</td> <td>~48</td> <td>~52</td> </tr> <tr> <td>2012-2013</td> <td>~45</td> <td>~55</td> </tr> <tr> <td>2013-2014</td> <td>~45</td> <td>~55</td> </tr> </tbody> </table>	Academic Year	Full Time (%)	Part Time (%)	2009-2010	~45	~55	2010-2011	~48	~52	2011-2012	~48	~52	2012-2013	~45	~55	2013-2014	~45	~55
Academic Year	Full Time (%)	Part Time (%)																					
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2013-2014	~45	~55																					

Standard Five: Faculty and Staff Focus - TABLE 5.2

Complete Table 5.2 for **new** full-time and part-time faculty members since last self-study or QA report. **Do not include faculty members previously reported**, in accordance with Criterion 5.2 in the Standards and Criteria.

Use a separate line in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

Table 5.2 - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS				
Faculty Member Name (alphabetically by Last Name)	Courses Taught (List the courses Taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include Major Field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : Two Years Work Experience Teaching Excellence Professional Certifications Research and/or Publication Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception
Stephen Chamberlain	LEG 1190 - Criminal Law (6 Credit Hours)	Juris Doctorate; BA, History	N/A	Doctorate Qualified in Legal
Shane Coleman	MGT 1010 - Principles of Management (18 Credit Hours); MGT 2010 - Organizational Behavior (3 Credit Hours)	MBA, Public Administration & Human Resources; BS, Business Administration	N/A	Masters Qualified in Management
David Collins	ECN 1410 - Macro Economics (3 Credit Hours); ECN 1430 - Micro Economics (3 Credit Hours); MGT 2010 - Organizational Behavior (3 Credit Hours)	MBA, Organizational Management; BS, Government Administration	N/A	Masters Qualified in Management & Introductory Economics
Dennis Cosart	ECN 1430 - Micro Economics (3 Credit Hours)	MA, Art of Teaching; BA History (concentration in Social Studies)	1) 11 Years of Professional Experience in running a small business 2) Awarded Who's Who Among American Teachers 2002 & 2005	Exception to teach Economics
Horstman	MGT 2000 - Human Resource Management (3 Credit Hours)	MBA, Human Resources; BA, Business Administration & Organizational Management; AAB, Business Management	N/A	Masters Qualified in Management
Susan Jacob	MGT 1260 - Team Leadership (3 Credit Hours); MGT 2000 - Human Resource Management (3 Credit Hours)	MBA, Business Administration; BA, Business Administration & Organizational Management; AAS, Industrial Engineering Technology	N/A	Masters Qualified in Management
John Livingston	ACC 1010 - Corporate Accounting Principles (24 Credit Hours); ACC 1020 - Managerial Accounting Principles (12 Credit Hours); ACC 2111 - Cost Accounting (10 Credit Hours); ACC 1121 - Payroll Accounting (2 Credit Hours); MGT 1010 - Principles of Management (6 Credit Hours); MGT 2000 - Human Resource Management (3 Credit Hours); FIN 1250 - Personal Finance (3 Credit Hours); FIN 2150 - Financial Management (4 Credit Hours)	*MBA, Business Administration; BA, Accounting (Individual has more than 18 semester credit hours in Accounting/Finance courses beyond the introductory principles level)	N/A	Masters Qualified in Accounting, Management, & Finance
Brenda McKinley	ECN 1430 - Micro Economics (15 Credit Hours); ECN 1410 - Macro Economics (9 Credit Hours); MKT 1010 - Principles of Marketing (12 Credit Hours); MKT 1450 - Customer Service (8 Credit Hours); MKT 2110 - Advertising and Sales Promotion (3 Credit Hours)	MBA, Business Management; Master's of Education; BS, Organizational Leadership	N/A	Masters Qualified in Management, Marketing, & Introductory Economics
Lynn Mercer	ECN 1430 - Micro Economics (6 Credit Hours); ECN 1410 - Macro Economics (9 Credit Hours);	MA, Economics; MA, History; BA, History	N/A	Masters Qualified in Economics
David Moritz	FIN 1250 - Personal Finance (18 Credit Hours)	MA, Educational Leadership & Supervision; BS, Business Administration		Exception in Finance

Cara Rex (A)	ACC 1010 - Corporate Accounting Principles (16 Credit Hours); ACC 1020 - Managerial Accounting Principles (16 Credit Hours); ACC 2010 - Intermediate Accounting 1 (4 Credit Hours); Intermediate Accounting 2 (4 Credit Hours); ACC 2401 - Special Studies in Accounting (4 Credit Hours); FIN 1251 - Personal Finance Module 1 (1 Credit Hours), FIN 1252 - Personal Finance Module 2 (1 Credit Hour); FIN 2601 - Special Studies in Finance (2 Credit Hours)	Master's in Accounting; BA, Accounting (Individual has more than 18 semester credit hours in Accounting/Finance courses beyond the introductory principles level)	N/A	Masters Qualified in Accounting & Finance
Beverly Rex-Cook (A)	ACC 1010 - Corporate Accounting Principles (4 Credit Hours); FIN 1010 - Principles of Money & Banking (2 Credit Hours); FIN 2500 - Healthcare Finance (2 Credit Hours);	MBA (In Process); BA, Accounting & Finance	1) 22 Years of Professional Experience in Accounting & Finance Positions 2) Individual has more than 18 semester hours of Accounting/Finance coursework beyond the level being taught.	Professionally Qualified in Accounting & Finance
J Sammet	LEG 1010 - Introduction to Legal Sys & Paralegal (2 Credit Hours)	Juris Doctorate; BA, Criminal Justice; AAB, Legal Assisting	N/A	Doctorate Qualified in Legal
Stephanie Schmidt	MKT 1010 - Principles of Marketing (6 Credit Hours); MKT 1500 - Consumer Behavior (6 Credit Hours); MKT 2110 - Advertising and Sales Promotion (3 Credit Hours); MKT 2210 - Comprehensive Sales Technique (6 Credit Hours); MKT 2520 - Special Studies in Marketing (2 Credit Hours)	MBA, Marketing; BS, Management	N/A	Masters Qualified in Marketing

6 - Standard 6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary found under the Evidence File tab above.
2. List any **new degree programs** that have been developed since your last report and attach a Table 6 Curriculum Summary found under the Evidence File tab above.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

3. List any accredited programs that have been terminated since your last report.

Note: If you do not have any new or revised programs, you do not need to complete Table 6 Curriculum Summary.

4. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

QA Report

Status: Completed | Due Date: Not Set

Assigned To

Not Assigned

Institution Response

1) The conversion from quarters to semesters that took place in the Summer of 2012. Because of this conversion all ACBSP accredited programs curricula were substantially revised. Please see Evidence File... "Files_For_QA_Report_Rhodes_State_College"

Tab "Standard 6 - Accounting" for changes made to the AAB in Accounting

Tab "Standard 6 - Financial Services" for changes made to the AAB in Financial Services

Tab "Standard 6 - Business Admin" for changes made to the AAB in Business Administration

Tab "Standard 6 - Business Management" for changes made to the AAB in Business Management

Tab "Standard 6 - Marketing" for changes made to the AAB in Marketing

Tab "Standard 6 - Human Resource" for changes made to the AAB in Human Resources

Tab "Standard 6 - Paralegal" for changes made to the AAB in Paralegal/Legal Assisting)

2) No new degree programs have been developed since the last QA report.

3) The AAB in Financial Services was terminated as of the Summer Term of 2014 due to low enrollment.

4) Please see Evidence File... "Files_For_QA_Report_Rhodes_State_College" ... Tab "Standard 6 - Table 6.1"

Sources

- Files_for_QA_Report_Rhodes_State_College (Final)

Table 6 - Curriculum Summary

Name of Major/Program:

Accounting Major

Total Number of Hours in Degree

67

Rhodes state College moved from Quarter to Semester system in the Summer of 2012.

List courses appropriate for each area I the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
BUS 2100	Business Law	E	3
CPT 1250	Computer Applications in the Workplace	B	3
CPT 1440	Internet Usage and Web Page Programing	B	1
ECN 1430	Micro Economics	D	3
FIN 2400	Corporate Finance	H	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			18
Percent of Total Hours			26.9%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
AOT 2640	Spreadsheet Software & Applications	7	3
COM 1110	English Composition	1	3
COM 1160	Business Communications	1	3
COM 2110	Public Speaking	1	3
HST 1620	American History Since 1877	2	3
MTH 1190	Finite Mathematics for Business	6	3
Total Credit Hours			18
Percent of Total Hours			26.9%

Business Major Component

Course Number	Course Title	Credit Hours
ACC 1020	Managerial Accounting Principles	4
ACC 1050	Accounting Software Apps. QuickBooks	2
ACC 1121	Payroll Accounting	2
ACC 1440	Governmental & Non-profit Fund Acctg.	4
ACC 2010	Intermediate Accounting 1	4
ACC 2020	Intermediate Accounting 2	4
ACC 2111	Cost Accounting	5
ACC 2250	Principles of Federal Income Tax	2
ACC 2290	Intermediate Income Tax	2
ACC 2401	Special Studies in Accounting	2
Total Credit Hours		31
Percent of Total Hours		46.3%

Total Credit Hours for Major

67

Table 6 - Curriculum Summary

Name of Major/Program: Financial Services Major
 Total Number of Hours in Degree: 65

Rhodes state College moved from Quarter to Semester system in the Summer of 2012.

List courses appropriate for each area I the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
ACC 2250	Principles of Federal Income Tax	A	2
BUS 2100	Business Law	E	3
CPT 1440	Internet Usage and Web Page Programing	B	1
ECN 1430	Micro Economics	D	3
MKT 1010	Principles of Marketing	F	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			17
Percent of Total Hours			26.2%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
COM 1110	English Composition	1	3
COM 1160	Business Communications	1	3
COM 2110	Public Speaking	1	3
CPT 1250	Computer Applications in the Workplace	7	3
HST 1620	American History Since 1877	2	3
MTH 1190	Finite Mathematics for Business	6	3
Total Credit Hours			18
Percent of Total Hours			27.7%

Business Major Component

Course Number	Course Title	Credit Hours
ACC 1020	Managerial Accounting Principles	4
FIN 1010	Principles of Money & Banking	2
FIN 1250	Personal Finance	3
FIN 2070	Analyzing Financial Statements	2
FIN 2150	Financial Management	4
FIN 2200	Introduction to Investments	2
FIN 2400	Corporate Finance	3
FIN 2500	Health Care Finance	2
FIN 2601	Special Studies in Finance	2
MGT 2430	Benefits	3
MKT 2210	Comprehensive Sales Techniques	3
Total Credit Hours		30
Percent of Total Hours		46.2%

Total Credit Hours for Major: 65

Table 6 - Curriculum Summary

Name of Major/Program: Business Administration Major
 Total Number of Hours in Degree 67 to 68

Rhodes state College moved from Quarter to Semester system in the Summer of 2012.

List courses appropriate for each area I the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
AOT 2640 or AOT 2650	Spreadsheet or Database Applications	B	3
BUS 2100	Business Law	E	3
CPT 1250	Computer Applications in the Workplace	B	3
ECN 1410	Macro Economics	D	3
ECN 1430	Micro Economics	D	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			20
Percent of Total Hours			29.4%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
COM 1110	English Composition	1	3
COM 1160	Business Communications	1	3
COM 2110	Public Speaking	1	3
HST 1620	American History Since 1877	2	3
MTH 1100	Math of Business	6	3
PSY 1010	General Psychology	8	3
Total Credit Hours			18
Percent of Total Hours			26.5%

Business Major Component

Course Number	Course Title	Credit Hours
ACC 1020	Managerial Accounting Principles	4
MGT 1010	Principles of Management	3
MGT 1050	Introduction to Entrepreneurship	3
MGT 1250 or MGT 1260	Team Building or Team Leadership	3
MGT 2000	Human Resource Management	3
MGT 2010	Organizational Behavior	3
MGT 2490	Applications in Bus. Administration	2
MKT 1010	Principles of Marketing	3
Technical Elective	Technical Elective	5 to 6
Total Credit Hours		30
Percent of Total Hours		44.1%

Total Credit Hours for Major 67 to 68

Table 6 - Curriculum Summary

Name of Major/Program: Business Management Major

Total Number of Hours in Degree: 67

Rhodes state College moved from Quarter to Semester system in the Summer of 2012.

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
ACC 1020	Managerial Accounting Principles	A	4
AOT 2640 or AOT 2650	Spreadsheet or Database Applications	B	3
BUS 2100	Business Law	E	3
CPT 1250	Computer Applications in the Workplace	B	3
ECN 1430	Micro Economics	D	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			21
Percent of Total Hours			31.3%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
COM 1110	English Composition	1	3
COM 1160	Business Communications	1	3
COM 2110	Public Speaking	1	3
HST 1620	American History Since 1877	2	3
MTH 1100	Math of Business	6	3
PSY 1010	General Psychology	8	3
Total Credit Hours			18
Percent of Total Hours			26.9%

Business Major Component

Course Number	Course Title	Credit Hours
MGT 1010	Principles of Management	3
MGT 1050	Introduction to Entrepreneurship	3
MGT 1250	Team Building	3
MGT 2000	Human Resource Management	3
MGT 2010	Organizational Behavior	3
MGT 2250	Organization Problem Solving / Operations	3
MGT 2900	Applications and Trends in Business Mgt.	2
MKT 1010	Principles of Marketing	3
MKT 1500	Consumer Behavior	2
MKT 2210	Comprehensive Sales Techniques	3
Total Credit Hours		28
Percent of Total Hours		41.8%

Total Credit Hours for Major: 67

Table 6 - Curriculum Summary

Name of Major/Program:

Marketing Major

Total Number of Hours in Degree

67 to 68

Rhodes state College moved from Quarter to Semester system in the Summer of 2012.

List courses appropriate for each area I the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
AOT 2640 or AOT 2650	Spreadsheet or Database Applications	B	3
BUS 2100	Business Law	E	3
CPT 1250	Computer Applications in the Workplace	B	3
ECN 1430	Micro Economics	D	3
MGT 1010	Principles of Management	I	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			20
Percent of Total Hours			29.4%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
COM 1110	English Composition	1	3
COM 1160	Business Communications	1	3
COM 2110	Public Speaking	1	3
HST 1620	American History Since 1877	2	3
MTH 1100	Math of Business	6	3
PSY 1010	General Psychology	8	3
Total Credit Hours			18
Percent of Total Hours			26.5%

Business Major Component

Course Number	Course Title	Credit Hours
CPT 1580	Introduction to Graphic Design	3
MGT 1050	Introduction to Entrepreneurship	3
MGT 1250	Team Building	3
MGT 2010	Organizational Behavior	3
MKT 1010	Principles of Marketing	3
MKT 1500	Consumer Behavior	2
MKT 2050	Business Marketing	2
MKT 2110	Advertising & Sales Promotion	3
MKT 2210	Comprehensive Sales Techniques	3
MKT 2520	Special Studies in Marketing	2
Technical Elective	Technical Elective	2 to 3
Total Credit Hours		30
Percent of Total Hours		44.1%

Total Credit Hours for Major

67 to 68

Table 6 - Curriculum Summary

Name of Major/Program: Human Resource Major
 Total Number of Hours in Degree 66 to 67

Rhodes state College moved from Quarter to Semester system in the Summer of 2012.

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
AOT 2640 or AOT 2650	Spreadsheet or Database Applications	B	3
BUS 2100	Business Law	E	3
CPT 1250	Computer Applications in the Workplace	B	3
ECN 1410	Macro Economics	D	3
SDE 1010	First Year Experience	I	1
Basic/Related Elective	Basic Related Elective	A, B, H or F	2 to 3
Total Credit Hours			20
Percent of Total Hours			29.9%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
COM 1110	English Composition	1	3
COM 1160	Business Communications	1	3
COM 2110	Public Speaking	1	3
HST 1620	American History Since 1877	2	3
MTH 1100	Math of Business	6	3
PSY 1010	General Psychology	8	3
Total Credit Hours			18
Percent of Total Hours			26.9%

Business Major Component

Course Number	Course Title	Credit Hours
MGT 1010	Principles of Management	3
MGT 1050	Introduction to Entrepreneurship	3
MGT 1250	Team Building	3
MGT 2010	Organizational Behavior	3
MGT 2060	Employee & Labor Relations	3
MGT 2410	Employee Selection & Placement	3
MGT 2420	Compensation	3
MGT 2430	Benefits	3
MGT 2440	Training, Development & Safety	3
MGT 2530	Applications in Human Resource	2
Total Credit Hours		29
Percent of Total Hours		43.3%

Total Credit Hours for Major 66 to 67

Table 6 - Curriculum Summary

Name of Major/Program:

Paralegal Major

Total Number of Hours in Degree

70

Rhodes state College moved from Quarter to Semester system in the Summer of 2012.

List courses appropriate for each area in the chart below

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
ACC 2250	Federal Income Tax	A	2
BUS 2100	Business Law	E	3
ECN 1410	Macro Economics	D	3
CPT 1250	Computer Applications in the Workplace	B	3
MGT 1010	Principles of Management	I	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			19
Percent of Total Hours			27.1%

General Education Component

Course Number	Course Title	Educational Goal	Credit Hours
COM 1110	English Composition	1	3
COM 1160	Business Communications	1	3
HST 2300	Technology and Civilization	2	3
MTH 1100	Math of Business	6	3
POL 1010	Introduction to Political Science	5	3
PSY 1010	General Psychology	8	3
SOC 1010	Sociology	8	3
Total Credit Hours			21
Percent of Total Hours			30.0%

Business Major Component

Course Number	Course Title	Credit Hours
LEG 1010	Introduction to Legal System & Paralegal	2
LEG 1020	Legal Ethics	1
LEG 1100	Legal Research and Writing 1	3
LEG 1110	Legal Research and Writing 2	4
LEG 1150	Litigation	3
LEG 1190	Criminal Law	2
LEG 1200	Family Law	2
LEG 2000	Civil Procedure	2
LEG 2050	Real Estate Law	2
LEG 2100	Probate Administration	3
LEG 2200	Debtor / Creditor / Bankruptcy	2
LEG 2250	Administrative Law	1
LEG 3000	Paralegal Internship	3
Total Credit Hours		30
Percent of Total Hours		42.9%

Total Credit Hours for Major

70

Standard #6 - Organizational Performance Results, Table 6.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

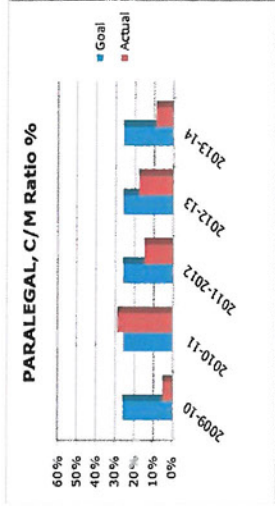
Organizational Effectiveness Results		Analysis of Results				Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																	
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made																			
<p>Measurable goal</p> <p>What is your goal? Each academic program should attain a 26% Contribution Margin Ratio comparing appropriate earned revenues with directly related expenditures.</p>	<p>Fiscal Year College Contribution Margin Report</p>	<p>What are your current results?</p> <p>The Accounting & Financial Services Program has exceeded the college goal of 26% for all five years reported. The 2012-2013 & 2013-2014 academic year's contribution margin was down slightly from prior years due to a declines in enrollment in Accounting & Finance classes during the periods and rising healthcare costs.</p>	<p>What did you learn from the results?</p> <p>Program Chair will continue to monitor. There are no significant concerns about program fiscal health.</p>	<p>What did you improve or what is your next step?</p> <p>Positive performance helps support requests made in annual budget hearings. Budgets will be monitored closely due to declining enrollment.</p>	<table border="1"> <caption>ACC/FIN, C/M Ratio %</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>26</td> <td>~45</td> </tr> <tr> <td>2010-11</td> <td>26</td> <td>~48</td> </tr> <tr> <td>2011-12</td> <td>26</td> <td>~50</td> </tr> <tr> <td>2012-13</td> <td>26</td> <td>~52</td> </tr> <tr> <td>2013-14</td> <td>26</td> <td>~55</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2009-10	26	~45	2010-11	26	~48	2011-12	26	~50	2012-13	26	~52	2013-14	26	~55
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<p>Each academic program should attain a 26% Contribution Margin Ratio comparing appropriate earned revenues with directly related expenditures.</p>	<p>Fiscal Year College Contribution Margin Report</p>	<p>The Management & Marketing Program has exceeded the college goal of 26% for all five years reported. The 2013-2014 academic year's contribution margin was down approximately 10% from the prior years due to declines in enrollment in Management & Marketing classes during the period.</p>	<p>Program Chair will continue to monitor. There are no significant concerns about program fiscal health.</p>	<p>Positive performance helps support requests made in annual budget hearings. One full time faculty retired, and was not replaced in the 2013-2014 academic year. This should drive improvement in Contribution Margin for future years.</p>	<table border="1"> <caption>MGT/ MKT, CM Ratio%</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>26</td> <td>~45</td> </tr> <tr> <td>2010-11</td> <td>26</td> <td>~48</td> </tr> <tr> <td>2011-12</td> <td>26</td> <td>~50</td> </tr> <tr> <td>2012-13</td> <td>26</td> <td>~52</td> </tr> <tr> <td>2013-14</td> <td>26</td> <td>~55</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2009-10	26	~45	2010-11	26	~48	2011-12	26	~50	2012-13	26	~52	2013-14	26	~55
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Each academic program should attain a 26% Contribution Margin Ratio comparing appropriate earned revenues with directly related expenditures.

Fiscal Year College Contribution Margin Report

The Paralegal Program exceeded the college goal of 26% in the 2010-2011 FY. All other years reported fail to meet the 26% goal. The 2013-2014 academic year the program contribution margin was 9%. The decrease in the margin from prior years was due to declines in enrollment in Paralegal classes during the period and rising healthcare costs.

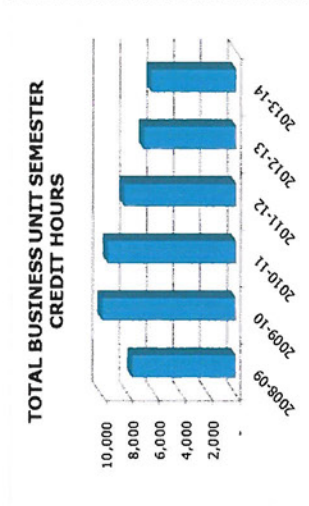
The Paralegal Program historically has run with low contribution margins due to low enrollment in the program. The Paralegal Program is considered sustainable as long as the program maintains an overall positive contribution margin.



The Accredited Business Unit will attain consistent billable credit hour growth of 4% over time.

Course enrollment report generated each academic quarter. College converted to semesters in the 2012-2013 academic year. Prior year's data was converted to a semester format for comparability purposes.

The Business Unit as a whole saw billable credit hours decline in the 2012-13 and 2013-14 academic years. A significant decrease was expected in the 2012-13 academic year due to the push to get students completed with their degrees prior to the semester conversion. Enrollment at Rhodes State will generally trend with the local economy and job market. As the local job market has strengthened enrollment has declined.

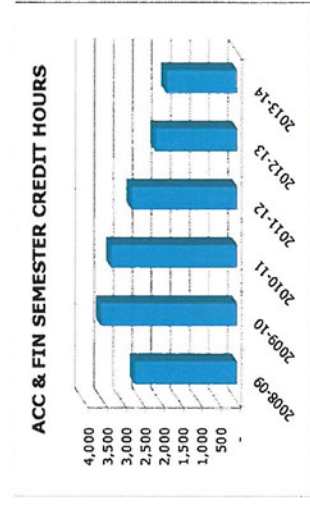


Rhodes State is looking at launching new initiatives and partnerships in the coming years to drive improvements in enrollment.

The Accounting & Financial Services Program will attain consistent billable credit hour growth of 4% over time.

Course enrollment report generated each academic quarter. College converted to semesters in the 2012-2013 academic year. Prior year's data was converted to a semester format for comparability purposes.

The Accounting & Financial Services Programs as a whole saw billable credit hours decline in the 2012-13 and 2013-14 academic years. A significant decrease was expected in the 2012-13 academic year due to the push to get students completed with their degrees prior to the semester conversion. Enrollment at Rhodes State will generally trend with the local economy and job market. As the local job market has strengthened enrollment has declined.



The Financial Services Degree will be removed from the curriculum starting in the 2014-15 academic year. This degree was not sustainable due to very low enrolled classes. Students in the Financial Services degree were individually advised and plans were developed to help the students complete their Financial Services Degree or transition into an alternative business related major. The Accounting Degree will be developed into an 100% on-line format for launch in the 2015-2016 academic year. It is expected that the 100% on-line format should drive growth in credit hours for the program.

The Management & Marketing Program will attain consistent billable credit hour growth of 4% over time.

Course enrollment report generated each academic quarter. College converted to semesters in the 2012-2013 academic year. Prior year's data was converted to a semester format for comparability purposes.

The Paralegal Program will attain consistent billable credit hour growth of 4% over time.

Course enrollment report generated each academic quarter. College converted to semesters in the 2012-2013 academic year. Prior year's data was converted to a semester format for comparability purposes.

The Accredited Business Unit graduate output should reflect changes in enrollment and billable credit hours.

Fiscal Year Rhodes Institutional Research graduate report.

The Management & Marketing Programs as a whole saw billable credit hours decline in the 2012-13 & 2013-14 academic years.

The Paralegal Program as a whole saw billable credit hours decline in the 2012-13 & 2013-14 academic years.

The 2012-2013 academic year experienced a decline in number of graduates of 17% from the 2011-2012 academic year. The 2013-2014 academic year experienced a decline of 34% from the 2012-2013 academic year.

A significant decrease was expected in the 2012-13 academic year due to the push to get students completed with their degrees prior to the semester conversion. The 2013-14 academic year only showed a decline of 2% from the prior year, which was a stronger performance than many other programs within the college.

A significant decrease was expected in the 2012-13 academic year due to the push to get students completed with their degrees prior to the semester conversion. Enrollment at Rhodes State will generally trend with the local economy and job market. As the local job market has strengthened enrollment has declined.

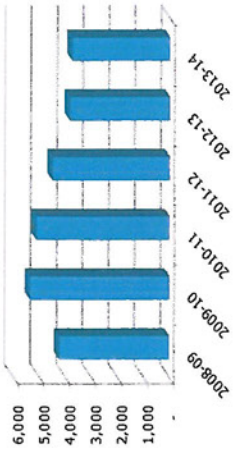
It was anticipated that the 2012-2013 academic year would see a steep decrease in number of graduates due to the significant push by the Business Unit to graduate students before the college's conversion to semesters that happened during the 2012-2013 academic year. The 2013-2014 academic year trended down which aligned with what was happening from a credit hours perspective within the Business Unit. We are finding that many of our students are working 30 to 40 hours a week and are often not able to complete their degrees in 2 years. Improvement in graduate numbers is expected in the 2014-2015 academic year, but we will not see a return to the 2011-2012 levels.

The Business Administration Degree will be exploring the launch of a One Day A Week Program during the 2014-15 academic year. There will also be more opportunities to partner with high schools on dual enrollment business classes which should drive credit hour growth.

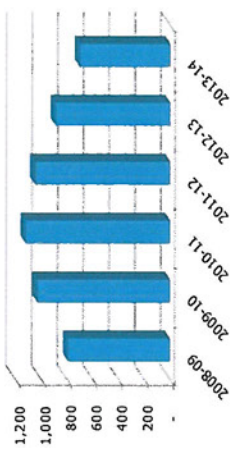
The Paralegal Degree will be developing an improved scheduling plan as well as reducing the total hours credit hours required to complete the degree. These improvements should help to drive some growth within the program.

During the 2013-2014 academic year the college developed a detailed plan to improve student course completion & graduation rates that was submitted to the Ohio Board of Regents. Some of the areas of focus coming out of the completion plan are: Orientation Redesign, Student Centered Scheduling, Learning Communities, Virtual Advising, Early Alert System, & Stackable Credentials. This plan will be put into action during the coming academic years and should improve course completion and graduation rates.

MGT & MKT SEMESTER CREDIT HOURS



PARALEGAL SEMESTER CREDIT HOURS



BUS UNIT GRADUATES

