

## Overview

---

**Institution Name**

Rhodes State College

**Address**

**Year Accredited**

Not Set

**Year Reaffirmed**

Not Set

**Years Covered by this Report**

Not Set - Not Set

**Date Submitted**

07/09/2019

**Completed By**

**Phone**

**Email**

**ACBSP Champion**

**ACBSP Co-Champion**

## I - Business and Business Related Programs

---

NOTE: (Mentors are available on request for reaffirmations)

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

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

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

Indicate number of degrees conferred during self-study year.

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

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

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Business & Bus. Rel. Programs"

The A.A.S. Degrees in Executive Administrative Assistant and Medical Administrative Assistant are not accredited by ACBSP. Rhodes State College (RSC) has chosen to not seek accreditation for these degrees at this time. It is clearly noted in the College Catalog and on the College Website what degrees are accredited by ACBSP (Accreditation Council for Business Schools and Programs).

### Sources

---

*There are no sources.*

## II - Overview and Organizational Profile for Accreditation

---

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

### Institution Response:

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

**Assigned To**

Cara Rex

## **Institution Response**

---

**A. Self-Study Preparers:**

\*Ms. Cara Rex, Chair, Business Administration - ACBSP Champion

\*Dr. Margaret Schuck, Coordinator, Paralegal/Legal Assisting

**B. Self-Study Purpose:**

RSC uses external accrediting and approval bodies to assist in evaluating its degrees. The Business Administration and Paralegal Departments at Rhodes State College voluntarily participate in the ACBSP accreditation process. ACBSP provides a standard of excellence from which to evaluate the areas of leadership, strategic planning, relationships with stakeholders, quality of academic programs, faculty credentials, and educational support services. ACBSP also helps to evaluate whether programs are meeting institutional missions, standards, and values. Graduates from the accredited programs and employers who hire them are assured of quality student preparation because the college adheres to ACBSP accreditation standards. Additionally, fulfilling the requirements for accredited programs helps maintain currency and validates appropriate levels of student performance. Thus, the purpose for a self-study process is to provide an opportunity for an external measurement of quality, to ensure our students are gaining the appropriate skills from their educational investment.

**C. Self-Study Timeline:**

RSC has a rigorous process to prepare for Academic Program Accreditation. The Office of Institutional Effectiveness at RSC has developed a detailed manual that lays out the process that the college follows for the preparation of annual reports, self-studies, and site visits. Pages 17-20 of this manual lays out key due dates and project milestones that must be adhered to during the preparation process.

Please see "Academic Program Accreditation and Non-academic Audit Manual" under Sources for more details about the self-study timeline.

**D. Regional Accrediting Body:**

RSC is accredited by the Higher Learning Commission (HLC). RSC's statement of affiliation with HLC is located on the College's accreditation webpage ([RSC's statement of affiliation with HLC](#)) and on HLC's website ([HLC Accreditation Information](#)).

On March 25 – 26 , 2019, RSC completed its 2019 Comprehensive Evaluation site visit with the Higher Learning Commission and on May 1, 2019 the final HLC Team report was received. On June 3, 2019 HLC granted the College continued accreditation with reaffirmation of accreditation scheduled for 2028-2029

Please see "RSC Reaffirmation Open Pathway Action Letter 06-07-19" under Sources for a copy of the letter of reaffirmation of regional accreditation.

**E. Profile of the Institution:**

RSC is a two-year, state-assisted institution of higher learning located in Allen County in west-central Ohio. RSC 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 into baccalaureate programs at selected colleges and universities. Rhodes State College services the west-central Ohio region, which includes Allen County and nine other surrounding counties.

RSC is co-located with The Ohio State University - Lima (OSU–Lima), and the relationship with OSU-Lima is governed by a cost-share agreement, which details terms of operation and financial responsibility. The legal authority for RSC resides in its Board of Trustees. RSC (originally, Lima Technical College) was officially chartered in 1971 as a state, public assisted, associate degree granting institution of higher education. By the mid-1990s, the College offered over 70 associate degree programs, certificates, and numerous noncredit courses serving professional training, skills upgrading, recreational learning, and personal development were offered through the Division of Community Education Services. In 2002, 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. As of Spring 2018, the College consists of three academic divisions: Arts and Sciences, Health Sciences, and Business, Technology, and Public Service (BTPS). During the 2017-2018 academic year, the combined divisions offered 46 degrees and 51 credit bearing certificates.

The BTPS Division is made up of the Business Administration, Paralegal, Law Enforcement, Early Childhood, Human Service, Engineering Technology, and Information and Emerging Technology Departments. The Business Administration Department consists of 6 degree programs (Accounting, Business Administration, Human Resources, Marketing, Executive Administrative Assistant, and Medical Administrative Assistant) as well as 11 certificates. The Paralegal Department consists of a Paralegal/Legal Assisting Degree and post-degree certificate.

### *College Demographics*

The five year average (Fall 2013 to Fall 2017) enrollment for the College is 3,980. As of Fall 2017 the total enrollment for RSC was 3,760, which is composed of 22% full-time students and 78% part-time students. RSC students took classes in a wide variety of learning formats, 25% (on campus only), 26% (on campus and distance), 10% (distance only), and 39% (off-campus at local high schools). The RSC campus faculty is made up of 16% full-time and 84% part-time (adjunct) faculty. In the Fall of 2017, the student/faculty ratio was 12:1. During academic year 2017-18, 535 students graduated from RSC with either a degree and/or a certificate.

The Business Administration & Paralegal Departments had 216 degree seeking students in the Fall of 2017, which is made up of 46% full-time students and 54% part-time students. The Business Unit students took classes in a wide variety of learning formats: 14% (on campus only), 30% (combined on campus and distance), 42% (distance only), and 14% (off-campus at local high schools). There were 120 female and 96 male students. The average age of these students is 24.4. The ethnic background of the students is 84% White, 10% African American, 1% Hispanic, 1% two or more races, and 4% not reported.

### **F. Organizational Chart:**

Please see "Rhodes Org Charts AA & BTPS" under Sources for the Academic Affairs and Business, Technology, and Public Service Division Organizational Charts.

### **G. Legal Authorization:**

The legal authority for RSC resides in its Board of Trustees.

### **H. Governing Board:**

Pursuant to Ohio Revised Code (ORC), RSC is governed by a Board of Trustees (BOT) comprised of seven Allen County residents. Five trustees are appointed by a caucus of Allen County's city, county, and exempted village boards of education and two trustees by the Governor. RSC's BOT operates and exercises its duties and powers in alignment with ORC 3357.09 and BOT policies.

The BOT complies with the Board Operating Structure for meetings and the Annual Calendar. Ten meetings are scheduled August through May. Special meetings may be convened during or outside that period. The BOT hires and evaluates the President and approves College policies and personnel actions. As part of their responsibility, trustees exercise fiduciary oversight for all major financial decisions. Policies guide trustees' ethical and professional conduct. Each trustee completes an annual financial disclosure and abstains from voting when a conflict exists.

The current Board membership is detailed in following table:

<b>Board of Trustee Membership</b>	<b>Date of Initial Appointment</b>
Dr. Wilfred G. Ellis, M.D. (Chair)	08/24/1996
Ms. Jane Krites (Vice Chair)	09/01/2009
Mr. Sam Bassitt	09/04/2013
Mr. Douglas Degen	12/17/2013
Mr. Everett "Butch" Kirk III	09/15/2009
Mr. John Paradore	10/17/2007
Dr. Mona Willamowski	10/24/2013

**I. Institution Mission:**

Rhodes State College Mission Statement:

"Rhodes State College changes lives, builds futures and improves communities through life-long learning." The Rhodes State mission statement is designed to describe the College's desired outcome and what it should strive to achieve.

Rhodes State College Vision Statement:

"Rhodes State...the #1 Choice." The Rhodes State vision statement creates a sense of direction and opportunity for the College, articulating the desired future and pushing the campus community to move beyond current practice.

Rhodes State College Core Values:

Integrity: Value trust and honesty.

Caring: Committed to meet the needs of others.

Responsibility: Do competently what is supposed to be done, when it is supposed to be done.

Respect: Treat people with dignity and fairness.

Quality: Take pride in excellence

The RSC Values are the underlying principles that are the basis for vision, plans, policies, and actions. RSC holds itself accountable to these core values as it seeks to fulfill its mission and vision.

The mission statement, vision statement & core values are listed on page number 7 of the 2017-18 RSC Catalog. The catalog can be accessed at the following website: [2017-2018 Rhodes State College Catalog](#).

**J. Business Unit Mission:**

The Business, Technology, and Public Service Division at Rhodes State 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 22 of the 2017-2018 catalog. The Business Administration and Paralegal Department mission statements are listed on unit/program assessment documents and program technical course syllabi.

*Business Administration Department Mission Statement:* The Business Program at Rhodes State College delivers quality learning, promotes student success and facilitates career advancement for our students.

*Paralegal/Legal Assisting Department Mission Statement:* The Paralegal/Legal Assisting program provides students with knowledge and skills necessary to be successful in entry level jobs relating to the legal profession, business and industry, and government. Graduates can also obtain the coursework applicable to a baccalaureate degree. Rhodes paralegal program does not prepare students to practice law. It does not provide legal services directly to the public.

Please see criterion 4.1 for detailed information on Program Learning Outcomes/Objectives.

The Business Administration and Paralegal Departments provide students with the knowledge and skills necessary to be successful in entry-level jobs or to advance their careers in various business fields. The departments also provide pathways for students to continue their education towards a baccalaureate degree. This aligns with the College's mission, which is to change lives, build futures and improve communities through life-long learning.

## **K. Business Programs**

- \* Associate of Applied Business in Accounting
- \* Associate of Applied Business in Business Administration
- \* Associate of Applied Business in Human Resource
- \* Associate of Applied Business in Marketing
- \* Associate of Applied Business in Paralegal/Legal Assisting

The A.A.S. Degrees in Executive Administrative Assistant and Medical Administrative Assistant are not accredited by ACBSP. RSC has chosen to not seek accreditation for these degrees at this time.

## **L. Academic Degrees:**

- \* Associate of Applied Business in Accounting had eight degrees conferred during self-study academic year. This degree is offered in a traditional on-ground format and also a 100% on-line format.
- \* Associate of Applied Business in Business Administration had 29 degrees conferred during self-study academic year. This degree is offered in a traditional on-ground format, a 100% on-line format, and in a one-night-a-week format.
- \* Associate of Applied Business in Human Resource had ten degrees conferred during self-study academic year. This degree is offered in a 100% on-line format. Many of the courses in this degree can also be taken in a traditional on-ground format.
- \* Associate of Applied Business in Marketing had six degrees conferred during self-study academic year. This degree is offered in a hybrid format. Many of the courses in this degree can also be taken in a traditional on-ground format.
- \* Associate of Applied Business in Paralegal/Legal Assisting had one degree conferred during self-study academic year. This degree is offered in a traditional on-ground format. The non-legal courses in this degree can also be taken on-line.

\* Associate of Applied Science Degree in Executive Administrative Assistant had two degrees conferred during self-study academic year. This degree is offered in a 100% on-line format. Many of the courses in this degree can also be taken in a traditional on-ground format.

\*Associate of Applied Science Degree in Medical Administrative Assistant had zero degrees conferred during self-study academic year. This degree is offered in a 100% on-line format. Many of the courses in this degree can also be taken in a traditional on-ground format.

No business degrees are offered outside of the main campus location at 4240 Campus Drive in Lima, Ohio.

#### **M. Class Time:**

Detailed documentation has been provided for all business courses that ran in the Fall of 2017 and Spring of 2018 to show that on-ground classes were meeting for at least a minimum of 50 minutes per week for every one credit hour of the course.

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Credit Hours"

On-line, college credit plus, hybrid, and on-ground courses use the same standard syllabi, textbooks, and Canvas course platform. The syllabi, regardless of format, have the same learning outcomes and generally the same assignments with minor exceptions. Additionally, any courses that utilize publisher platforms like McGraw Hill's Connect or Pearson's MyLab require this platform to be used regardless of the format. In the summer of 2018, a new syllabi review process was implemented across the college. All syllabi are reviewed by the Program Chair every term to ensure consistency. The BTPS Dean also conducts a Working Syllabus Compliance review each semester, and her findings are recorded in the Office of Academic Affairs.

#### **N. Course Delivery:**

On-ground, On-line, Hybrid, and at High School Campuses (College Credit Plus)

#### **O. Credit Hours:**

RSC has a credit hour policy that governs how the institution calculates and awards credit hours.

For lecture courses specifically, which are the majority of the Business courses, one semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work on out-of-class assignments an average of two hours for every hour of formalized instruction. This awarding is the same regardless of delivery method.

The RSC credit hour policy is available for review on the following website: [RSC Credit Hour Policy](#)

The Ohio Department of Higher Education requires that associate degree programs maintain a minimum of 60 semester hours and a maximum of 65 semester hours. All Business Degrees at RSC comply with this requirement.

#### **P. Student Communication:**

Prospective and enrolled business students are provided with relevant information about the institution and their program that may affect them. Information is included in but not limited to catalogs, handbooks, academic calendars, website, and course syllabi. Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.

Please see detailed information below related to student communication:

\*General Admission ([2017-2018 Rhodes State College Catalog](#) <Page 10> and RSC Website)

\*Program Admission

\*\*All ACBSP accredited degrees are open enrollment degrees and do not require specific admission requirements beyond the RSC general admission requirements ([2017-2018 Rhodes State College Catalog](#) <Page 10>)

\*\*The BTPS Division outlines essential skills/functions that students must be able to perform with or without reasonable accommodations. ([2017-2018 Rhodes State College Catalog](#) <Page 46>)

\*Academic Calendar ([2017-2018 Rhodes State College Catalog](#) <Page 8> and RSC Website)

\*Financial Information ([2017-2018 Rhodes State College Catalog](#) <Page 15> and RSC Website)

\*\*Tuition cost per credit hour

\*\*Fees

\*\*Refunds policies

\*\*Payments policies and payment plans

\*Student Policies ([2017-2018 Rhodes State College Catalog](#) <Student Handbook Page 200> and RSC Website)

\*\*Registration (Orientation & Advising)

\*\*Grading System

\*\*Academic Standing

\*\*Attendance

\*\*Graduation Requirements

\*\*Student Services

\*\*Students Activities and Athletics

\*\*Safety and Security

\*Student Code of Conduct (RSC Website)

\*Academic Credentials of Faculty ([2017-2018 Rhodes State College Catalog](#) <Page 188>)

## Sources

---

- Academic Program Accreditation and Non-academic Audit Manual
- Rhodes Org Charts AA & BTPS
- RSC Reaffirmation Open Pathway Action Letter 06-07-19

## 1 - Standard 1: Leadership

---

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

Please see criterion 1.1 (Leadership Strategies), 1.2 (Leadership Measures of Performance, and 1.3 (Leadership and Community) for details on how Standard 1 is met.

### Sources

---

*There are no sources.*

## 1.1 - Criterion 1.1 Leadership Strategies

---

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

The mission statement of college declares “Rhodes State College changes lives, builds futures and improves communities through life-long learning.”

Rhodes State College’s core values and current Strategic Plan, 20/20 Vision, provide the underlying principles that guide the college’s leadership when making decisions. The leaders of the College strive to uphold those values and direct attention to initiatives that support the Strategic Plan.

The Rhodes State College Core Values are:

Integrity: Value trust and honesty.

Caring: Committed to meet the needs of others.

Responsibility: Do competently what is supposed to be done, when it is supposed to be done.

Respect: Treat people with dignity and fairness.

Quality: Take pride in excellence

The current Strategic Plan, 20/20 Vision, contains four core strategies that guide the college’s leadership when making decisions.

Strategy One: Create and scale initiatives that contribute effectively to retention, completion, success, and an improved student experience

Strategy Two: Align academic programs with the needs of students, workforce, and community

Strategy Three: Promote a culture that inspires innovation, collaboration, and entrepreneurship; and creates a workplace climate that supports and celebrates employees, students and other constituents

Strategy Four: Create and implement a comprehensive marketing plan

The structure of the academic divisions within the College and the administrative structure supports the mission and

strategic plan of the College. Extensive restructuring has been done to these structures over the last several years to remain cost effective while still meeting the needs of our students and stakeholders.

The Vice President of Academic Affairs oversees the academic divisions. There is a dean for each academic division. Department chairs and coordinators support the deans by determining class offerings, developing faculty schedules, hiring adjunct faculty, and performing various other duties. All of these individuals are involved in the development and execution of the strategic plan as well as maintaining program approvals and accreditations.

Please see "Rhodes Org Charts AA & BTPS" under Sources for detailed RSC Academic Affairs and BTPS Division Organizational Charts.

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

The leadership of Rhodes State College maintains effective communications through the following methods:

\*College, Division, and Department-wide meetings

\*President's Forum (generally held three times a year)

\*Professional development activities for both faculty and staff

\*Annual adjunct in-service meeting

\*Shared Governance processes & meetings

\*Special initiative meetings (Higher Learning Commission Preparation & Completion Plan)

\*Advisory committee meetings and annual dinner

\*Annual employee awards dinner

\*Scholarship Reception, Academic Awards Ceremony, Phi Theta Kappa Honor Society Induction Ceremony, and Alpha Beta Gamma Honor Society Induction Ceremony

\*Faculty presentation opportunities

\*Written communication from academic leadership (generally e-mails)

\*Formal policies and procedures

Attendance at college-wide Presidential Forums is mandatory for all faculty and staff. The division leadership team, dean and chairs, meet regularly to discuss issues pertinent to the division. The division and individual departments meet periodically at the beginning and throughout the academic year to address planning, assessment, curriculum development, and other matters pertinent to operating activities. Minutes are kept of all actions taken at the division and department meetings. Participation and contribution from both faculty and staff is highly encouraged in all of these different venues.

Finally, the importance of rank advancement and professional development are clearly articulated within the division and at the department level. Faculty and staff are encouraged, through individual performance goals and objectives, to take active leadership roles in College committees and teams.

## Sources

---

- Rhodes Org Charts AA & BTPS

## 1.2 - Criterion 1.2 Leadership Measures of Performance

---

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

The College measures performance from a “top-down” perspective. The President’s performance is evaluated by the Rhodes State College Board of Trustees. The Vice President of Academic Affairs is evaluated by the President. The Academic Division Deans are evaluated by the Vice President of Academic Affairs. The Department Chairs are evaluated by their Deans, and the Department Chairs evaluate Coordinators and Faculty.

A defined evaluation structure is used for measuring the performance of BTPS Division administrators and faculty. Specifically, each faculty member is evaluated based on their instructional responsibilities, student-advising responsibilities, Division/Program responsibilities, and community/College service responsibilities. Through the evaluation process, the faculty member identifies specific areas where they have opportunities for development in the next year. They can also develop specific goals for the next year that align with the overall goals and objectives of the College, Division, and Department. These items are discussed with the Department Chair to ensure they are measurable and action plans are in place for the faculty member to be able to achieve them. As part of the performance evaluation process, faculty and staff are required to participate in Division and College committees, professional development programs, and community activities.

### Sources

---

*There are no sources.*

## 1.3 - Criterion 1.3 Leadership and Community

---

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

Rhodes State College believes strongly in being an active participant in the surrounding community and a good corporate citizen. Below are some of the ways that RSC, the Business Administration Department, and the Paralegal Department engage in activities to support good citizenship.

#### **Environmental Citizenship:**

\* Completed the 2018-2019 American Electric Power Ohio's Continuous Energy Improvement Program in conjunction with co-located partner The Ohio State University at Lima. RSC and OSU-Lima earned special recognition in the "Strongest Energy Team" category for the sustained work to engage the student body and employees in energy savings.

\*Promotes a College-wide recycling program.

\*Encourages faculty to strive for reductions in paper within our classrooms by using the Canvas Learning Management System.

\*Faculty and Staff participate in the annual Ottawa River Clean Up Day.

#### **Good Citizenship on Campus Student and Community Focused:**

\*The RSC Foundation Scholarship Program awarded \$145,777 for student scholarships in 2018-2019 academic year.

\*Academic Affairs hosts an annual Rhodesology Summer Camp for 6th – 9th grade students. The Business Administration Department has run business related camps as part of Rhodesology.

\*Career Services hosts an annual Career Day for high school juniors in which faculty from the Business Administration and Paralegal Departments lead career focused sessions.

\*The Student Engagement and Activities Office and other departments at RSC host diversity and community oriented events on campus for the following:

\*\*Black History Month Celebration was observed by inviting community organizations to meet with students to discuss local resources available for people of color.

\*\*Women's History Month was recognized with Feminini-tea, a social gathering of women to discuss the roles and ideals of women in society. The month was further celebrated with a showing of the film, "Hidden Figures" on campus.

\*\*Suicide Prevention Week was observed through a Send Suicide Packing event, which includes a display of 600+ backpacks across campus, each representing two college students who committed suicide nationwide.

\*\*Break the Silence Week, which raises awareness of sexual assault prevention and violence against women, was observed through several events and activities, including the Clothesline Project and Walk a Mile in Her Shoes.

\*\*Homeless awareness was observed through an overnight tent city event.

\*\*Scholarship Souper Bowl event raised money for scholarship funds.

**\*The Student Engagement and Activities Office and other departments at RSC host Community Service events on campus for the following:**

\*\*Red Cross blood drives.

\*\*Toys for Tots drives.

\*\*West Ohio Food Bank drives.

\*\*Literacy drives to benefit the My Brother Readers program at a local junior high school.

\*Business Professional of America Club students hold meetings and attend events that promote career-specific professionalism and skills. These students also volunteer on campus at community service events.

\*The Dental Hygiene Program at RSC runs an on-campus clinic that provides students, staff and the community with dental hygiene care at below market rates.

\*The Early Childhood Education Program at RSC provides an on-campus state-certified and highly awarded preschool program for children of faculty, staff, and students at below market rates.

\*On Campus Food Pantry is currently under development for RSC.

**Good Citizenship off Campus Student and Community Focused:**

\* Faculty and staff volunteer for the Allen County Fair, Tee Off for Scholarships event, and Wapakoneta Moon Festival.

\*Business Administration Department students have interned with community organizations like the Lima Municipal Court, Partnership for Violence Free Families, and Family Promise.

\*Paralegal Department students have completed practicums at Crime Victim Services or legal aid agencies.

\*The Early Childhood Education Program provides an off-campus state-certified preschool program at the downtown YMCA that services the community.

## Sources

---

*There are no sources.*

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

---

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Summary

---

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

#### Strengths

\*The administrative and Shared Governance structures at RSC support the institution's Mission, Core Values and Strategic Plans.

\*RSC administrators consistently communicate to the faculty and staff and provide many opportunities for their participation in decision-making.

\*Professional development opportunities for faculty and staff are ample and participation in them is highly encouraged.

\*RSC has a comprehensive and fair evaluation process for all administrators, faculty, and staff where employee input is strongly encouraged.

\*RSC strongly values practicing good citizenship both on and off campus and provides numerous opportunities for administrators, faculty, staff, and students to participate in them.

#### Opportunities for Improvement

\*The Business Professionals of America Club was not active in the 2018-2019 academic year due to turnover in the faculty advisor position. The Business Administration Department would like to collaborate with the Information and Emerging Technology Department to relaunch and grow this club in the 2019-2020 academic year.

\*The Business Administration and Paralegal Department's faculty need to explore more opportunities to be engaged in our community individually and as a group by participating in volunteer activities, projects and events. RSC will be launching an Employee Volunteer Program in the Summer of 2019, which will help to support and coordinate volunteer efforts by the college faculty, staff, and administrators.

\*The Internship Coordinator at RSC could work more with the local community to develop additionally internship and practicum sites for business and paralegal students with a community service focus.

\*The Business Administration Chair needs to strengthen outreach efforts to local businesses.

## **Sources**

---

*There are no sources.*

## 2 - Standard 2 Strategic Planning

---

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

Please see criterion 2.1 (Strategic Planning Process), 2.2 (Current Strategic Plan), 2.3 (Finance), 2.4 (Facilities), 2.5 (Equipment) for details on how Standard 2 is met.

### Sources

---

*There are no sources.*

## 2.1 - Criterion 2.1 Strategic Planning Process

---

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

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

This section explains how the Business Administration and Paralegal Departments participate in the formation of the Rhodes State College Strategic Plans and how these plans continue to guide the efforts of the departments.

The Institutional Effectiveness and Planning Department of Rhodes State College coordinates strategic focus groups with students, faculty, and staff as well as business, industry, and community leaders to develop, review or revise a strategic plan. The Business, Technology, and Public Service Division faculty, staff and administrators are heavily involved in these focus groups. In the focus group sessions, stakeholders complete a SWOT analysis and provided input on strategic goals and objectives for the college. The Institutional Effectiveness and Planning Department analyzes and summarizes the comments and other reports to create a new Strategic Plan. This Strategic Plan is then presented to the President's Cabinet and the Board of Trustees for approval.

The three most recent Strategic Plans are:

\*2009-2012 (Vision 2012)

\*2012-2015 (Rediscover Rhodes)

\*2017-2020 (20/20 Vision)

Please see "2009-2012 Strategic Plan," "2012-2015 Strategic Plan," and "2017-2020 Strategic Plan" under Sources for copies of these strategic plans.

The 2017-2020 Strategic Plan, adopted by the Board of Trustees in May 2017, guides RSC's

operations from 2017 to 2020. Four key strategic priorities emerged within that plan.

Strategy One: Create and scale initiatives that contribute effectively to retention, completion, success, and an improved student experience

Strategy Two: Align academic programs with the needs of students, workforce, and community

Strategy Three: Promote a culture that inspires innovation, collaboration, and entrepreneurship; and creates a workplace climate that supports and celebrates employees, students and other constituents

Strategy Four: Create and implement a comprehensive marketing plan

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

Every three years, each department at RSC develops its own strategic goals that guide the department's efforts. These goals are developed in RSC academic departments through comprehensive conversations between the faculty, coordinators, chairs, deans, advisory board members, and many others. Below is a discussion of some of the Business Administration and Paralegal Departments key strategic goals for the 2017-2020 RSC planning cycle, and how these goals align with the College's current Strategic Plan (20/20 Vision).

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

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

\*Business Administration Department Goal #2 - Develop on-line Supply Chain certificates and degree with the assistance of RSC Workforce Economic Development and Continuing Education Department.

Aligns with Strategic Plan Strategy 1.1.4 – Increase the number of programs offered completely on-line and through alternate scheduling formats.

\*Business Administration Department Goal #3 - Continue to utilize the Quality Matters process to improve on-line courses. The Business Administration Department should be fully engaged in the Quality Matters process and have faculty who are certified Quality Matters reviewers.

Aligns with Strategic Plan Strategy 3.3.3 – Support and develop faculty and staff through progressive professional development.

\*Business Administration Department Goal #4 - Work with the Ohio Guaranteed Pathways (Ohio Articulation & Transfer Network) and the Dean of Arts and Sciences to revise the Associate of Science with Business Concentration Degree to align with the state model.

Aligns with Strategic Plan Strategies 1.3.1 – Create a strong foundation for liberal arts education by enhancing Associate of Arts and Associate of Science programs. 1.3.2 – Develop structured academic and career pathways to guide students toward completion.

\*Business Administration Department Goal #5 – Increase four year transfer pathways for business students.

Aligns with Strategic Plan Strategy 1.3.3 – Expand and enhance marketing of articulation agreements.

\*Business Administration Department Goal #6 - Realign general education coursework in all degrees to provide more options for students to be able to take either humanities or natural science courses, and add in more math course options.

Aligns with Strategic Plan Strategy 1.3.2 – Develop structured academic and career pathways to guide students toward completion.

\*Business Administration Department Goal #7 – Add new Advisory Committee Members across the Business program with an emphasis on RSC alumni.

Aligns with Strategic Plan Strategy 2.1.1 – Develop and align programs with curriculum and regional workforce needs.

\*Business Administration Department Goal #8 - Grow Business Professionals of America Club.

Aligns with Strategic Plan Strategy 1.4.1 – Develop opportunities for student leadership and engagement.

\*Business Administration Department Goal #9 - Grow Marketing Degree enrollment, and revise curriculum to align better with the needs of employers for graduates with more digital marketing experience.

Aligns with Strategic Plan Strategies 2.1.1 – Develop and align programs with curriculum and regional workforce needs. 4.1.1 Capture the attention of prospective students and employees through new and existing media.

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

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

\*Paralegal Department Goal #2 - Submit reapproval report to American Bar Association in order to maintain American Bar Association approval status.

Aligns with Strategic Plan Strategy 3.1.1 - Enhance the college-wide framework for ensuring compliance with government and accrediting agencies.

\*Paralegal Department Goal #3 - Develop and review a new course incorporating modern technology into law office management, legal case management, and e-discovery. More legal technology skills need to be incorporated into the paralegal curriculum.

Aligns with Strategic Plan Strategy 2.1.1 - Develop and align programs with curriculum and regional workforce needs.

C & D (Combined) Describe how the business unit communicates and deploys the strategic plan throughout the business unit. Describe how the business unit evaluates and improves the strategic planning process.

The Business Administration Chair and Paralegal Department Coordinator document their department goals in the RSC e-SEIPS system (Electronic Strategic and Institutional Effectiveness Planning System). These goals and the initiatives associated with them are regularly discussed at faculty and Advisory Committee meetings. Annually the Chair and Coordinator review the department goals in the e-SEIPS System and document progress on the goals. Additionally, any barriers that are being encountered that are prohibiting progress on goals are also documented. New department goals can also be added at any time during the year. The focus of the department goals is to drive continuous improvement within the departments and to ensure alignment of department initiatives with the current RSC Strategic Plan.

Annually, the Business Administration Chair and Paralegal Coordinator prepare Executive Summaries for their departments that highlight the following:

\*Achievements/Outcomes

\*Challenges/Gaps

\*Actions for Improvement

\*Operational Budget Analysis

\*Strategic Budget Analysis

The Business, Technology, and Public Service Division Dean uses this information when preparing the Division Executive Summary in e-SEIPS. Executive Summaries are reviewed by college leadership and can be discussed in department/division Budget Hearings.

## Sources

---

- 2009-2012 Strategic Plan
- 2012-2015 Strategic Plan
- 2017-2020 Strategic Plan

## 2.2 - Criterion 2.2 Current Strategic Plan

---

- A. Describe the business unit's key strategic objectives.
- B. Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.
- C. Describe the performance measures used to assess the business unit's action plans.

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

Please see criterion 2.1 B for specific examples of Business Administration and Paralegal Department strategic goals tied to the current strategic plan.

B & C (Combined) Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how. Describe the performance measures used to assess the business unit's action plans.

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

Action Plan – Meet with BTPS Dean and Marketing Department to advocate for program specific marketing resources and initiatives. Assist the Marketing Department with content development of marketing initiatives specific to Business Administration Department degrees.

Performance Measures – Development of new website content, brochures, print, radio, TV, and social media initiatives throughout the three-year cycle.

\*Business Administration Department Goal #2 - Develop on-line Supply Chain certificates and degree with the assistance of RSC Workforce Economic Development and Continuing Education Department.

Action Plan – Business Administration Department Chair and Faculty will meet with VPAA, BTPS Dean, and Workforce Economic Development and Continuing Education Department, and supply chain industry experts to develop certificates and a degree for Supply Chain Management. An Advisory Board specific to supply chain management will need to be developed and consulted for curriculum input.

Performance Measures – Supply Chain certificates and degree will be in 2018-2019 college catalog. Please note the certificates and degree launch has been delayed due to other strategic priorities for the institution.

\*Business Administration Department Goal #3 - Continue to utilize the Quality Matters Review process to improve on-line courses. The Business Administration Department should be fully engaged in the Quality Matters process and have faculty that are certified Quality Matters reviewers.

Action Plan – Develop a sustainable schedule with the RSC Center for Distance and Innovative Learning for Quality Matters Course Reviews. Increase Business Administration Department's faculty participation in the Quality Matters

Review Process as Peer Reviewers.

Performance Measures – Target for at least five Business Administration Department courses to go through Quality Matters Review Process annually. Target for at least one Business Administration Department faculty member to become a certified Quality Matters Peer Reviewer by the end of the three-year cycle.

\*Business Administration Department Goal #4 - Work with the Ohio Guaranteed Pathways (Ohio Articulation & Transfer Network) and the Dean of Arts and Sciences to revise the Associate of Science with Business Concentration Degree to align with the state model.

Action Plan – Business Administration Chair will be attending Ohio Articulation & Transfer Network Cluster Panel Meetings to provide input into the Associate of Science with Business Concentration Degree changes. Once the Cluster Panel provides a final recommendation for what needs to be included in the degree, the changes to the RSC Associate of Science with Business Concentration Degree will be reviewed with the Dean of Arts and Sciences and Dean of Business, Technology, and Public Service. The revised degree will then be submitted to the Curriculum Inventory Management system for catalog change approvals.

Performance Measures – The revised Associate of Science with Business Concentration Degree will be in the 2018-2019 College Catalog. Please note this revision was delayed and will be made in the 2020-2021 College Catalog.

\*Business Administration Department Goal #5 – Increase four-year transfer pathways for Business students.

Action Plan – Business Administration Chair and Faculty will work with Bluffton University representatives to finalize 3+1 transfer agreements for Accounting, Business Administration, and Marketing degrees. Business Administration Chair will also explore additional transfer pathway opportunities with OSU-Lima representatives for both the Associate of Science with Business Concentration Degree and the Technical business degrees. Please also see Business Administration Goal #4, which aligns with this goal as well.

Performance Measures – New 3+1 transfer pathways will be in place with Bluffton University by the 2018-2019 academic year. Promotion documents will be in place for Associate of Science with Business Concentration Degree 2+2 transfer pathway to OSU-Lima by the 2019-2020 academic year.

\*Business Administration Department Goal #6 - Realign general education coursework in all degrees to provide more options for students to be able to take either humanities or natural science courses, and add in more math course options.

Action Plan – The Business Administration Chair and Faculty will meet with General Education Chairs and Business Advisory Committees to prepare a proposal to streamline the general education coursework in all Business degrees. The proposed changes to the business degrees will be reviewed with the Dean of Arts and Sciences and Dean of Business, Technology, and Public Service. The revised degree will then be submitted to the Curriculum Inventory Management system for catalog change approvals.

Performance Measures - The revised business degrees will be in the 2020-2021 College Catalog.

\*Business Administration Department Goal #7 – Add new Advisory Committee Members across the Business Program with an emphasis on RSC alumni.

Action Plan – The Business Administration Chair and Faculty will meet to discuss potential new Advisory Committee members that could be strong contributors to the various Business Advisory Committees. The Business Administration Chair will contact potential new members to determine their level of interest and potentially formally add them to the Business Advisory Committees.

Performance Measures – Target to add at least two new Advisory Committee members each to the Business Administration/Marketing/Human Resource and Executive/Medical Administrative Assistant Advisory Committees by the 2018-2019 academic year.

\*Business Administration Department Goal #8 - Grow Business Professional of America Club.

Action Plan – The Business Administration Chair and Faculty will collaborate with the Information and Emerging Technology Department faculty to grow student and faculty involvement in the Business Professionals of America Club. Financial sustainability to be able to send students to regional and national Business Professionals of America Competitions will also need to be addressed with RSC leadership.

Performance Measures - Student participation and faculty involvement in the Business Professionals of America Club will steadily increase over the 3-year cycle.

\*Business Administration Department Goal #9 -Grow Marketing degree enrollment, and revise curriculum to align better with the needs of employers for graduates with more digital marketing experience.

Action Plan – The Business Administration Chair and faculty will meet with the Information and Emerging Technology Chair, Digital Media faculty, and Business Administration/Marketing/Human Resource Advisory Committee to prepare a proposal to overhaul the Marketing degree with a strong digital marketing focus. The Business Administration Chair and Marketing faculty will also attend a regional and national conference focused on digital marketing topics. The proposed changes to the Marketing degree will be reviewed with the Dean of Business, Technology, and Public Service. The revised degree will then be submitted to the Curriculum Inventory Management System for catalog change approvals.

Performance Measures - The revised Marketing Degrees will be in the 2020-2021 College Catalog.

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

Action Plan – Meet with marketing director/marketing staff to develop workable plan with identifiable actions to be completed.

Performance Measures - Target specific media and marketing activities to be completed.

\*Paralegal Department Goal #2 - Submit reapproval report to American Bar Association in order to maintain American Bar Association approval status.

Action Plan – Compile information needed for report. Create and distribute graduate survey. Prepare report and exhibits.

Performance Measures - Report submitted to institutional reviewers. Report submitted to American Bar Association by required date.

\*Paralegal Department Goal #3 - Develop and review a new course incorporating modern technology into law office management, legal case management, and e-discovery. More legal technology skills need to be incorporated into the paralegal curriculum.

Action Plan – Create, offer, and review new course incorporating modern legal technology into the paralegal curriculum.

Performance Measures - When is course offered utilize student evaluations and feedback on legal technology assignments to determine effectiveness.

## Sources

---

*There are no sources.*

## 2.3 - Criterion 2.3 Finance

---

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

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

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

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

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

The Business Administration and Paralegal Departments meet the requirements of this standard for adequate financial resources. As described in Criterion 2.1 and 2.2, the College links programs, activities, and decisions to the current Strategic Plan. The departments present financial requests annually at Budget Hearings, and budgets are approved to provide adequate financing to meet the departments' needs.

Finances for the Business Administration and Paralegal Departments are linked directly to the current Strategic Plan specifically through the strategies noted below:

1.1.4 Increase number of programs offered completely on-line and through alternate scheduling formats.

1.4.1 Develop opportunities for student leadership and engagement.

1.4.2 Create, repurpose, and sustain facilities and technology to better support student engagement and learning.

Please see criterion 2.3 C for specific examples of spending tied to the strategic plan.

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

1) The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Charts 1.1 – Standard 2"

Total student credit hours for the Business Administration and Paralegal Departments have trended down over the last three years. The Accounting and Management areas are the main contributors to the downward trend in the Business Administration Department. These trends parallel the downward trend that is happening at the institutional level.

2) The business unit budget and actual expenditures.

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Charts 1.2 – Standard 2"

The budget and actual expenditures for the Business Administration Department were very closely aligned for the three-year period presented. In the 15-16 and 17-18 academic years, budget and actual expenditures were within 1.5% of each other. In the 16-17 academic year, actual expenditures were 6% higher than budget due almost entirely to benefit costs being under budgeted.

The budget and actual expenditures for the Paralegal Department showed significant variance for the three-year period presented. In the 15-16 academic year, actual expenditures were 29% higher than budget due largely to personnel and equipment/book costs being under budgeted. In the 16-17 and 17-18 academic year actual expenditures were 9-13% lower than budget due to equipment/book costs spending being significantly less than what was budgeted.

3) The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Charts 1.3 – Standard 2"

The Business Administration Department's budget as a percent of the institution's total academic budget trended in the 4.6-4.7% range for the three-year period presented. The Business Administration Department's actual spending percent of the institution's total academic spending trended in the 5.1-5.5% range for the three-year period presented.

The Paralegal Department's budget as a percent of the institution's total academic budget trended in the 1.2-1.3% range for the three-year period presented. The Paralegal Department's actual spending percent of the institution's total academic spending trended in the 1.3-1.6% range for the three-year period presented.

All academic departments budgets are developed to ensure that adequate resources are budgeted to maintain a high level of quality.

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

### **Changing Technology**

RSC's technology infrastructure effectively supports students and employees through multi-level and multi-year budgeting and planning. The current Technology Master Plan outlines actual and projected capacity and guides equipment and technology planning to reflect current and future industry standards. The Technology Master Plan supports and informs strategic planning and capital appropriations, through which RSC maintains and grows its technological infrastructures.

Please see "Technology Master Plan" under Sources for more details about the current information technology infrastructure and planned improvements.

The Technology Master Plan lays out replacement cycles for technology in labs and faculty offices to ensure

access to state-of-the-art equipment. Lifecycle standards are as follows:

\*Desktop computers replaced every four years

\*Laptops replaced every three years

\*Four of the 19 computer labs on campus will be upgraded annually

\*Classroom technology replaced every five to seven years (Including Apple TVs, Document Cameras, Projectors, Microphones, Speakers, Voice and Video Recorders, etc.)

Over the last several years, RSC has made major investments in technology that have had a direct impact on faculty, staff, and students. Below are a few highlights of recent technology investments that have been supported through the Information Technology Department's budget:

\*Launched the Canvas Learning Management system

\*Launched Curriculum Inventory Management (CIM) system

\*Upgraded to Banner 9 (RSC Enterprise, Resource and Planning system)

\*Increased campus bandwidth (4.5 MB to 70 MB)

\*Increased wireless access points from 64 to 239 across campus.

### **Program Improvements**

The College encourages development of new programs and enhancements to existing programs to meet the education demands of both the local and national workforce. The Business Administration and Paralegal Departments meet regularly with Advisory Committees to get a real sense of what skills and proficiencies our Business students need. The College strives to provide funding to improve and align our programs to ensure the necessary workforce skills as suggested by our Advisory Committees.

The Business Administration and Paralegal departments have annual budgets that provide adequate funding for instruction, basic technology, supplies, professional development, and other necessary expenses. The Business Administration Department Chair and Paralegal Department Coordinator prepare the budget, review the budget with the division dean, and then attend a "budget hearing" to present the proposed budget to the President and members of the President's Cabinet for their approval. The budget funds in these departments have adequately supported program improvements in the following ways:

\*Necessary costs to support launch of mandatory internships in the Business Administration Department

\*Necessary costs to support the launch of Accounting, Human Resource, and Marketing degrees in a 100% on-line format

\*Necessary costs to support launch of Business Professionals of America Club on campus

\*Necessary costs to maintain ACBSP accreditation for Accounting, Business Administration, Human Resource, Marketing, and Paralegal degrees and ABA approval for Paralegal degree

\*Purchase of new computers for faculty offices and computer labs used by business students.

\*Purchase of Zoom to facilitate face-to-face class meetings for on-line classes

\*Purchase of Camtasia to capture lectures more effectively in on-line classes

\*Purchase of web cameras

### **Professional Development of Faculty**

Approval for professional development follows a chain of command at the College. The faculty member requesting professional development seeks approval from the department chair. Once the chair has approved the request, it is forwarded to the division dean for approval. If the request is for over \$1,000, the dean will then forward the request for approval to the Vice President of Academic Affairs. The chair, dean, and VPAA consider many factors when approving professional development, such as if the professional development is required by accreditation, if it supports licensure or certification, if the faculty member was approved for other professional development opportunities that year, etc. The budget funds in the Business Administration and Paralegal Departments have adequately supported professional development of faculty in the following ways:

\*Purchase of annual subscription to The Wall Street Journal for Business faculty's use

\*Purchase of annual subscription to Keller On-line Safety and Management Resources

\*Purchase of new books and periodical subscriptions to keep library up to date with business related topics

\*Payment of dues for professional memberships (ex. Society Human Resource Management & Certified Fraud Examiner)

\*Payment for full-time faculty and adjunct faculty to sit for Microsoft Office certification examinations

\*Necessary Costs for faculty to attend numerous local, state, and national conferences/workshops. Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)"...Tab "Table 5.3 – Standard 5" for detailed information on all professional development activities for full-time faculty that were supported by the college.

### **Sources**

---

- Technology Master Plan

## 2.4 - Criterion 2.4 Facilities

---

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

The Business Administration and Paralegal Departments meet the requirements of this standard for facilities. The current Strategic Plan at Rhodes State College states in strategy 1.4.2 the need to “create, repurpose, and sustain facilities and technology to better support student engagement and learning.” As the non-CCP enrollment has continued to decrease over the last several years, it is critical to maintain efficiency throughout the facilities. The RSC Board of Trustees maintains the oversight process of balancing prudent financial management with appropriate additions or changes to the facilities. The College’s Vice President of Finance/Business continually reviews the facility requirements to ensure the physical facilities are in alignment with the needs of both the students and the faculty on a college-wide basis. Changes in enrollment and technology are taken into consideration when making facility decisions. The assignment of classrooms and available resources specifically for the Business Administration and Paralegal Departments is discussed in more detail in the next section.

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

The Business Administration and Paralegal Departments have adequate classrooms, laboratories, and office space that meet the needs of both students and faculty.

#### Classrooms

Classroom space is designated for the Business Administration and Paralegal department courses in several buildings on campus. Classes are taught in both traditional classrooms and in computer labs. Generally, business classes meet in rooms that hold 20-30 students. Each classroom is provided with adequate seating and surfaces for writing and instructional material. These rooms are also equipped with chalkboards/whiteboards and appropriate lighting and ventilation. Classrooms have computer stations with projection systems, document cameras, overhead screens, and DVD units. The classrooms are also wired for network and internet access where the faculty and students may access course materials and library materials directly in the classroom. Wi-fi is available campus-wide as well. The computer labs used by the Business Administration and Paralegal departments' courses are mainly located in Keese Hall. The Business Administration Program has one dedicated computer lab space (Keese Hall Room #218) which is used heavily by the Accounting Program. This room has dual monitors for both the students and instructor computer stations.

### **Office Space**

Each full-time faculty member has his or her own office. These offices are nicely sized and appointed with a computer, adequately sized desk, storage cabinet, bookshelves, visitor chairs, and a phone with voicemail. The Business Administration and Paralegal faculty offices are located in the Keese Hall and the Technical Education Laboratory buildings, which is highly convenient for students since many of their courses are held in these buildings. Each faculty member (full-time or adjunct) has an individual email and Canvas account that can be accessed from any computer, on campus or remotely. All office computers are linked to the campus network and printers. Adjunct faculty who would like office space on campus are currently accommodated in Galvin Hall.

### **Accommodations**

The campus provides vending machines and offers a full-service cafeteria as well as a Starbucks coffee shop. The bookstore, located in the Public Service Building, offers many products including textbooks, class supplies, course required computer software, apparel, and food/drink items. Local food trucks are also regularly scheduled on campus to provide alternative food options for the campus community. There are a variety of public labs and lounges that can be used by students, faculty and staff.

### **Accessibility**

Facilities at the College are compliant with requirements of the Americans with Disabilities Act.

### **Parking and Security**

The campus has well-lit permit parking for its students, faculty, and staff. RSC also provides 24-hour security to assure safety and assist with access to secured areas.

### **Sources**

---

*There are no sources.*

## 2.5 - Criterion 2.5 Equipment

---

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

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

The Business Administration and Paralegal programs at Rhodes State College meet the requirements of this standard for equipment. The rapid pace of technological change in business and industry makes it essential for the departments and the College to stay current in equipment and software used in the job market. Students and employers expect that RSC business graduates are prepared with the necessary technical skills to be successful in their chosen fields. The current Strategic Plan at Rhodes State College states in strategy 1.4.2 the need to “create, repurpose, and sustain facilities and technology to better support student engagement and learning.” Additionally, strategy 1.1.4 is focused on increasing the “number of programs offered completely on-line and through alternate scheduling formats.” The accomplishment of both of these strategies requires heavy investment in technology and software.

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

The computer laboratories used by students in the Business Administration and Paralegal Departments provide a range of the latest versions of standard software packages as well as specialized software required for specific courses. The College provides students with access to computer-based learning modules and provides tutoring in various technology skill areas. Each department identifies and purchases software as needed for its programs. The Information Technology Department will then install needed software into the required computer laboratory. Standard software such as Microsoft Office is purchased, maintained, and licensed for use throughout the College by the Information Technology Department.

All equipment is replaced on a regular basis as it ages out. The Technology Master Plan lays out replacement cycles for technology in labs and faculty offices to ensure access to state-of-the-art equipment. Lifecycle standards are as follows:

\*Desktop computers replaced every four years

\*Laptops replaced every three years

\*Four of the 19 computer labs on campus will be upgraded annually

\*Classroom technology replaced every 5-7 years (Including Apple TVs, Document Cameras, Projectors, Microphones, Speakers, Voice and Video Recorders, etc.)

Please see "Technology Master Plan" under Sources for more details about the current information technology infrastructure and planned improvements.

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

The equipment and services available at Rhodes State College meet the instructional needs of the faculty, staff, and students through electronic communication and learning tools, hardware and computing resources, audio/visual and learning technology resources, and technical support.

### **Electronic Communication and Learning Tools**

All full-time and adjunct faculty, staff, and students have a College email account, which can be accessed from any computer on campus or from a home computer. Students have access to the College's website at [www.rhodesstate.edu](http://www.rhodesstate.edu), which contains general information on topics such as registration, financial aid, counseling, tuition, college catalog, and college events. Students can also access the College's secure web portal (STARS), which allows students to conduct most of their business online, including registering for classes, viewing of degree audits, viewing of current tuition and fees, viewing of grades, etc. College faculty have access to STARS as well. This site allows faculty to check grades, run degree audits, examine student information, review pay stubs, etc. from any web-enabled computer.

The College utilizes the Canvas Learning Management System for all courses and requires for specific resources like course syllabi, gradebook, Canvas Student Guide, and Student Resources be located in all Canvas courses. All Business Administration Department courses, regardless of format, are web-enabled. This means online tools and materials are provided via Canvas, and all assignments are submitted through Canvas or a publisher-learning platform. All course evaluations and general surveys are distributed using the Evaluation Kit software. This provides a consistent look and feel for all surveys and evaluations used on campus

### **Hardware and Computing Resources**

All laboratories, classrooms, offices, and other areas of the College are fully networked with high-speed internet connections. The entire campus has wireless access. Students and all employees at the College can access the College's wireless network using their personal or RSC provided wireless devices in areas throughout the campus. There are also several open labs available on campus that students can use anytime the campus is open.

### **Audio/Visual and Learning Technology Resources**

All college laboratories and classrooms have dedicated multimedia projectors connected to the instructor computer station. Some classrooms also have other equipment such as document cameras, microphones, and live lecture-streaming technology. The RSC Information Technology Department supports all audio/visual equipment at the College. They have equipment that can be checked out for use by faculty including projectors and laptops. The RSC Center for Distance and Innovative Learning also has laptops with specialized software that can be checked out by faculty for multimedia content development.

### **Technical Support**

The Information Technology Help Desk provides the first line of support for the Rhodes State College campus community. They are committed to providing a high level of technical support and dispatch questions to the appropriate department for a swift resolution. Please see criterion 6.7 C for more detailed information on the Help Desk.

## Sources

---

- Technology Master Plan

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

---

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Summary

---

#### Strengths

\*The physical space of the RSC facilities is well maintained. The College has expansive modern facilities that allow the Business Administration and Paralegal Departments to incorporate new equipment and learning technologies into their classes.

\*RSC maintains up-to-date hardware and software, which enables the faculty to deliver current, marketable skill-sets to our students.

\*RSC has a comprehensive strategic planning process completed in regular cycles that engages with faculty, staff, administrators, and other stakeholders across the institution.

\*The Strategic Plan guides the College and Department's decision-making processes. It also provides a focus for key initiatives and support for allocation of financial resources.

#### Opportunities for Improvement

\*The Business Administration Department needs to collaborate with the Center for Distance and Innovative Learning to find a cost effective solution for an on-line exam-proctoring tool with video monitoring, screen monitoring, and lockdown browser capabilities to be used in on-line and hybrid classes across the Business Administration Department.

\*The Business Administration and Paralegal Departments need to collaboratively work with the RSC Admissions and Marketing Departments to identify opportunities for marketing and recruiting.

### Sources

---

*There are no sources.*

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

---

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Sources

---

*There are no sources.*

## 3.1 - Criterion 3.1 Stakeholders

---

- A. List the business unit's key stakeholders.
- B. Explain how the business unit determines key stakeholder requirements and expectations.

### Self-Study

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

**Assigned To**  
Cara Rex

### Institution Response

---

- A. List the business unit's key stakeholders.
  - \*Current students (Traditional, On-line, College Credit Plus (High School), and Hybrid)
  - \*Alumni
  - \*Industry employers
  - \*Advisory Committee Members
  - \*RSC Workforce, Economic Development, and Continuing Education Center
  - \*RSC Small Business Development Center
  - \*Four-Year transfer partners
  - \*College Credit Plus (High School) partners
  - \*Donors
  - \*Taxpayers/Legislators
  - \*Ohio Department of Higher Education
  - \*Accrediting bodies
  - \*Faculty/staff
  - \*Prospective students

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

The Business Administration and Paralegal Departments determine stakeholder requirements and expectations through a variety of different methods. Below is a list of some of the key methods used to gather this information from specific stakeholders:

- \*Current students - course evaluations, internship evaluations, Community College Survey of Student Engagement,

orientation and advising meetings, and formal/informal feedback built into courses

\*Alumni – graduate survey, four-year transfer partner meetings, alumni participation on advisory committees, and informal feedback from alumni

\*Industry employers – internship evaluations; internship site visits; informal feedback during student’s internship; faculty member’s participation in training, conferences, professional associations related to their field; employer guest speakers in classes, Advisory Committee Members, and Needs Analysis Reports from RSC Institutional Research Department

\*Advisory Committee Members - Fall and Spring Advisory Committee Meetings, Annual Advisory Committee Dinner, Advisory Committee surveys, and Advisory Committee Members formal/informal feedback from participation as guest speakers and mock interviewers in classes

\*RSC Workforce, Economic Development, and Continuing Education Center & Small Business Development Center – formal/informal meetings concerning partnership and new program development opportunities, businesses looking for credit and non-credit training, collaboration on business summer camps, and formal/informal feedback from participation as guest speakers and judges in classes

\*Four-Year Transfer Partners- formal/informal meetings, informal feedback as guest speakers, and advising meetings with students

\*College Credit Plus (High School) Partners – high school visits, instructor observations, annual adjunct meeting, and meetings with high school guidance counselors and administrators

\*Ohio Department of Higher Education - transfer pathway meetings, Transfer Assurance Guide surveys, and Transfer Assurance Guide course approvals

\*Accrediting Bodies (HLC, ACBSP, and ABA) – chair and faculty attendance at annual/regional accreditation meetings and compliance with reporting to accrediting bodies

\*Faculty – course evaluations, faculty evaluations, and classroom observations

\*Prospective Students - open houses, formal/informal meetings with potential students, and faculty participation in Business Professionals of America high school events

Combined, these activities help to ensure the Business Administration and Paralegal Departments' offerings respond to the needs of all key stakeholders. Evidence of this activity exists in student course evaluation results, student and employer internship evaluations, graduate survey results, faculty evaluations, classroom observations, and Advisory Committee Meeting minutes. Examples of these items will be available in the ACBSP resource room.

## Sources

---

*There are no sources.*

## 3.2 - Criterion 3.2 Stakeholder Satisfaction

---

- A. Explain how the business unit builds relationships to attract and retain students.
- B. Explain how the business unit delivers services that satisfy students and stakeholders.
- C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.
- D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

### Self-Study

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

---

**Assigned To**  
Cara Rex

### Institution Response

---

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

The process to build relationships with Business Administration and Paralegal Departments' students is well developed. Students are presented with many opportunities to develop a connection with our faculty and staff through marketing, recruiting, admissions, financial aid processes, advising, registration, orientation, during their classes, and during extra-curricular activities.

As a part of the relationship building process, RSC sponsors many activities both on campus and throughout the community. The College's marketing efforts encompass a ten-county area targeting a diverse population of potential students including adult learners, working learners, students direct from high school, underserved race/ethnic populations, and veterans. The Business Administration Chair, Paralegal Coordinator, and faculty participate in all division-appropriate marketing efforts. RSC marketing and recruiting efforts include, but are not limited to:

- \*Career fairs
- \*College planning information nights
- \*Open houses
- \*High school visits
- \*College Credit Plus partnerships
- \*Career Day (Event held on campus for high school juniors)
- \*Business Professionals of America high school events
- \*Local business events
- \*Social media marketing
- \*Radio marketing

\*TV marketing

\*Print marketing

\*Program-specific scholarships

Information about the Business Administration and Paralegal Departments' programs is available and easily accessible on the Rhodes State College website and in the College Catalog. The College's Student Affairs department has trained staff to assist students with advising, registration and financial aid. The relationship with the student is maintained through multiple opportunities of engagement. The College maintains electronic communication with students and other stakeholders using the RSC home page, the STARS portal, the Canvas Learning Management System, email, and social media, including Facebook, Instagram, Twitter, LinkedIn and YouTube.

The College continues to maintain relationships with students through academic support services provided by Accommodative Services, the Academic Success Center, the Testing Center, and the Library. Faculty have the ability to flag a student who is struggling in their coursework for intervention by an Academic Success Center Coach through the College's Comprehensive Early Alert Program (CEAP). Coaches provide in-depth, hands-on guidance and assistance to students who need extra support on their college completion path. Coaches can also assist students with applying for benefits through the State of Ohio and can refer them to counseling services if needed.

The Financial Aid Office assists students with filing their Free Application for Federal Student Aid and navigating all financial processes, and the Rhodes State College Foundation provides scholarships for business students. There are specific scholarships that only business students can be awarded like the Business Leaders Scholarship and the One-Night-a-Week Champion Scholarship. Both the Financial Aid Office and the Foundation help students with the financial resources needed to be able to pursue their educational goals.

The Business Administration and Paralegal Departments utilize the Canvas Learning Management System for all courses, which provides a consistent platform and methods for communication with students enrolled in business courses. Additionally, each Business Administration and Paralegal department's full-time faculty member is assigned students as advisees once the student has reached 30 credit hours. Full-time faculty members are encouraged to engage with their advisees each semester and provide clear information to the student on their degree progress. Further, the Business Administration and Paralegal Department's faculty know the students and clearly communicate their "open door policy" to help students in any way possible. Advising meetings with students can happen in-person, on phone, via video conferencing, or via email. The Business Administration Department also offers a number of certificates, which are embedded into degree programs. These certificates offer a low-key introduction to these programs and allow students to see incremental success on their way to completion of an associates' degree.

Student organizations are another way to retain students who have declared a business major. Students can participate in the Business Professionals of America Club and other student organizations that are available on campus.

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

The Business Administration and Paralegal Departments deliver services that satisfy students and stakeholders by maintaining open lines of communication with students, faculty, alumni, and employers. Faculty engage students in the classroom using a variety of methods including technology such as the Canvas Learning Management System, McGraw Hill's Connect, Cengage's SAM, Pearson's MyManagementLab, Pearson's MyEconomicsLab, videos, and Kahoot. Faculty use student feedback from course evaluations to improve the classroom experience. Faculty assess courses regularly. When a course is assessed, student performance is used to measure effectiveness of content delivery and determine if courses meet program requirements. Change and innovation are implemented as necessary to ensure success in the classroom. Both students and employers complete evaluations of students at the completion of a student's internship. The information gathered from these surveys as well as faculty internship site visits is used to evaluate how effective students were prepared for success at their internship.

The Business Administration and Paralegal Departments also maintain open lines of communication with local employers through the use of Advisory Committees. Advisory Committee Members provide expert input into

curriculum development. They also keep faculty and administration up-to-date regarding industry requirements, changes in technology, and current movements/changes in the local business community.

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

The Business Administration and Paralegal Departments as well as other RSC departments use student and alumni feedback to improve courses and improve the overall student experience. Feedback is gathered through a variety of different methods, including but not limited to student course evaluations, internship evaluations, Financial Aid exit surveys, graduate surveys, and the CCSSE Survey (Community College Survey of Student Engagement). Regular "Lunch with a Leader" sessions are held with the Vice President of Student Affairs, which allow students to give feedback on any issues or concerns that they have related to their experience at RSC.

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

The Business Administration and Paralegal Departments present issues, survey information, and other course/program specific data in the Advisory Committee Meeting agendas. Discussion and recommendations are recorded in meeting minutes. Advisory Committee responses and recommendations are taken under advisement and returned to faculty for program enhancement. Please see criterion 3.5 B for specific examples of changes made in consultation with the Advisory Committees. Additionally, the Ohio Department of Higher Education (ODHE), Higher Learning Commission, and accrediting bodies also provide data and input regarding changing program requirements.

## Sources

---

*There are no sources.*

## 3.3 - Criterion 3.3 Student Support

---

- A. Describe the support services available to business students, including admissions, financial aid, and advising.
- B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

A multitude of support services are available to RSC students. Information about Student Support Services is shared with students during orientations and during SDE 1010 (a required first year course for all RSC students). Information about student support services can be found on the RSC website and catalog (page 206 [2017-2018 Rhodes State College Catalog](#)).

#### **Administrative Support Services:**

##### **Admissions**

Please see criterion 6.8 A for more detailed information on Admissions.

##### **Academic Advising**

The Business Administration and Paralegal Departments have an assigned academic advisor who is shared with other programs in the Division of Business, Technology, 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 30 credit hours at which point students are transferred to a faculty advisor. Students are informed of the transfer through written correspondence.

The Chair, Coordinator, and all full-time faculty of the Business Administration and Paralegal Departments are responsible for advising students having completed greater than 30 credit hours. Faculty expertise determines the major(s) one will advise. The Chair, Coordinator 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.

Please see criterion 6.8 A for more detailed information on Advising.

##### **Financial Aid**

Please see criterion 6.8 A for more detailed information on Financial Aid.

##### **Career Services**

Please see criterion 6.8 A for more detailed information on Career Services.

**Business Office**

Please see criterion 6.8 A for more detailed information on the Business Office.

**Bookstore**

Please see criterion 6.8 A for more detailed information on the Bookstore.

***Academic Support Services:***

**Accommodative Services**

Please see criterion 6.7 C for more detailed information on Accommodative Services.

**Academic Success Center**

Please see criterion 6.7 C for more detailed information on the Academic Success Center.

**Testing Center**

Please see criterion 6.7 C for more detailed information on the Testing Center.

**Library**

Please see criterion 6.7 A & B for more detailed information on the Campus Library.

***Technical Support Services:***

**Center for Distance and Innovative Learning**

Please see criterion 6.7 C for more detailed information on the Center for Distance and Innovative Learning.

**Information Systems Department**

Please see criterion 6.7 C for more detailed information on the Information Systems Department.

***Campus Life:***

**Counseling Services**

Please see criterion 6.8 A for more detailed information on Counseling Services.

**Student Engagement and Activities**

The Coordinator of Student Engagement and Activities provides social and diversity events that students can attend throughout the academic year. Examples of activities that students can participate in include: The Giving Tree, Black History Month Celebration, Suicide Awareness Paint and Sips, and Walk a Mile in Her Shoes.

### **Child Care**

RSC has a childcare facility site located on campus in the Tech Education Laboratory for children three to six years of age. This center has been awarded the prestigious Four Star "Step Up to Quality" rating. The RSC Childcare Center at the Lima YMCA is available for students and staff with small children six weeks to six years of age at a reduced rate. This center has been awarded the prestigious Three Star "Step Up to Quality" rating.

### **Dental Hygiene Clinic**

The RSC Dental Hygiene Clinic provides preventive dental hygiene treatment to include: an oral exam, radiographs (x-rays), oral prophylaxis (cleaning), fluoride treatment, dental sealants, and oral health instruction. The majority of these services are available without charge to the Rhodes State College students and employees. The Dr. Kenneth and Jean Clemens Clinic is located in Cook Hall.

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

Prospective and enrolled students are provided with relevant information about RSC and their program of study that may affect them including, but not limited to, catalogs, handbooks, academic calendars, grading policies, total cost to student, financial aid, and the program's accreditation status. The Business Administration and Paralegal Departments adhere to all College policies, procedures and processes that govern student relationships with the College. The College Catalog (including the Student Handbook), Student Code of Conduct, and Student Complaint Grievance Process provide students with comprehensive information on key policies, procedures, and processes at the College. Below are some key policies, procedures, and processes that govern student relationships with the business unit.

### **Academic Calendars**

Students can preview the calendar for important dates per semester via the College website. The academic calendar is also located in the College Catalog (page 8 [2017-2018 Rhodes State College Catalog](#)).

### **Grading Policies**

College grading policies including Grade Appeals are located within the College Catalog (starting on page 202 [2017-2018 Rhodes State College Catalog](#)), and course specific grading policies are located in individual course syllabi that are posted to each Canvas course. A student who feels that they were not assigned a fair grade for a course can appeal their grade. Students appealing a grade should first consult the instructor who taught the course. Then, if not resolved, they should discuss the matter with the Division Dean or Department Chair. Finally, students have the option of taking their appeal to the Vice President for Academic Affairs. Any appeal of a grade must be initiated before the end of the semester immediately following the semester in which the grade was received.

### **Classroom Attendance Policies**

College attendance policies are located within the College Catalog (page 205 [2017-2018 Rhodes State College Catalog](#)), and course specific attendance policies are located in individual course syllabi that are posted to the Canvas course. Students are notified that lack of regular attendance may result in a grade of "E" and can negatively impact a student's financial aid eligibility.

### **Non-Discrimination Policy**

RSC does not discriminate against any individual for any reasons of race, color, religion, national origin, sex, sexual orientation, qualified disability, age, or because he/she is a veteran. The Non-Discrimination Policy is located within the College Catalog (page 210 [2017-2018 Rhodes State College Catalog](#)). The College's admissions policies, instructional programs, extracurricular activities and employment practices reflect this Nondiscrimination Policy. Students, who believe that they have experienced discrimination, including sexual harassment, should contact the Vice President for Student Affairs. RSC Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation Policy is located on the following website: [College Policies](#)

### **Code of Student Conduct**

Business Administration and Paralegal Departments Chair, Coordinator, and faculty support and enforce the College's Code of Student Conduct. The code is published on the college website ([College Policies](#)), 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 may appear for a hearing before an Administrative Hearing, the Academic Integrity Panel or the Discipline Review Panel. Sanctions may be imposed based on the outcomes of such hearings. Students have a right to appeal the decision from an Administrative Hearing, Discipline Review Panel Hearing, or Academic Integrity Panel Hearing.

### **Student Complaint/Grievance Policy**

RSC Student Complaint/Grievance Policy provides guidance for students, faculty, and staff to work together in resolving student claims that their rights under a College policy have been violated. The Student Complaint/Grievance Policy is published on the college website ([College Policies](#)). The policy lays out time limits and procedures for informal and formal resolutions for student complaints. The formal resolution procedure involves the College Grievance Review Panel. Students have a right to appeal the decision of the Grievance Review Panel.

### **Sources**

---

*There are no sources.*

## 3.4 - Criterion 3.4 Stakeholder Results

---

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

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

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

### Self-Study

Status: Completed | Due Date: Not Set

#### Assigned To

Cara Rex

### Institution Response

---

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

Offerings: Previous semesters' enrollment is reviewed closely when course offerings are determined. Department Chairs, in consultation with the business unit faculty and Dean, determine course offerings. Strong consideration is given to course format to ensure we are meeting needs of traditional, on-line, and hybrid students. Individual course enrollment data is continuously updated and available on the College's internal portal, STARS.

Services: Student utilization of the services listed in Criterion 3.3 A, are measured by the departments providing the service and are not generally broken down by academic departments.

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

#### Course evaluations

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" -Tab "Charts 2.1 – Crse Eval Bus Adm".

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" -Tab "Charts 2.1 – Crse Eval Paraleg".

These charts show course evaluation information related to the following questions for the Business Administration and Paralegal Departments:

1) The instructor's feedback on assignments and tests improved my understanding of the course content. (Ranked on a scale of 1<Never>, 2 <Rarely>, 3 <Sometimes>, 4 <Frequently>, 5 <Always>)

2) The instructor provided feedback in a timely manner. (Ranked on a scale of 1<Never>, 2 <Rarely>, 3

<Sometimes>, 4 <Frequently>, 5 <Always>)

3) The instructor showed flexibility when appropriate. (Ranked on a scale of 1<Never>, 2 <Rarely>, 3 <Sometimes>, 4 <Frequently>, 5 <Always>)

4) I would recommend this course to another student. (Ranked on a scale of 1<Strongly Disagree>, 2 <Disagree>, 3 <Agree>, 4 <Strongly Agree>)

The Business Administration Department consistently scores between a 4 and 5 on questions 1, 2 and 3, and consistently scores between a 3 and 4 on question 4.

The Paralegal Department regularly scores between a 4 and 5 on questions 1, 2 and 3, and regularly scores between a 3 and 4 on question 4.

Evaluations are available for students to take in Canvas for all courses in the Business Administration and Paralegal Departments. Through the analysis of these evaluations, we have seen some inconsistency in the questions asked and ranking of questions. Additional conversations will need to be had with the RSC Quality and Assessment Office to ensure consistency in evaluation questions and rankings going forward.

#### Student satisfaction surveys

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)".

Tab "Table 1 - Standard 3" – Chart - Overall Student Satisfaction with Internship Experience

#### Alumni satisfaction surveys

There is no survey currently in place that measures alumni satisfaction for both the Business Administration and Paralegal Departments. This is an area to note for an improvement opportunity in the future.

#### Employer satisfaction surveys

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)".

Tab "Table 1 - Standard 3"– Chart - Overall Employer Satisfaction with Business Student Interns

#### Other student/stakeholder measures

The Business Administration and Paralegal Departments holds Advisory Committee meetings every Fall and Spring Semester to review current curriculum and solicit input into business needs as well as assess employment opportunities for our students. Advisory Committee information is addressed in more detail in Criterion 3.5 Business/Industry Relations. Advisory Committee Surveys are completed, but they are not done annually.

## **Sources**

---

*There are no sources.*

## 3.5 - Criterion 3.5 Business/Industry Relations

---

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

Advisory Committees provide critical links between the college and business practitioners. The Advisory Committee Members provide expert input into curriculum development. They also keep faculty and administration up-to-date regarding industry requirements, changes in technology, and current movements/changes in the local business community. Also, vitally important to the programs, the Advisory Committee Members share with the community and their associates their impressions of the quality of our programs, practices, and graduates.

The Chair and Coordinator host Fall and Spring Semester Advisory Committee meetings and attend the annual Advisory Committee Appreciation Dinner. Established relationships with Advisory Committee Members help to maintain dialogue beyond meetings and can result in internship placement and graduate job placement. Advisory Committee Members have opportunities to engage with students directly as job fair recruiters, guest speakers, judges, and mock interviewers.

Advisory Committees in the Business Administration and Paralegal Departments are comprised of business owners, entrepreneurs, executives, managers, attorneys, educators, and community leaders. The Chair and Coordinator recruit members via personal contacts or other references. Recent additions to the Advisory Committees have also had a strong focus on Rhodes State College Alumni. Prospective committee members are informed about how, through service to the college, they will benefit themselves, their businesses, the community, the college, and our students.

The Business Administration and Paralegal Departments have three Advisory Committees serving the academic programs of the ACBSP accredited majors. Please see below for a listing of the current Advisory Committee Members:

#### Accounting Advisory Committee

\*Jan Acerro – VP Internal Auditor/Risk Officer (CPA, CIA, CFE) – The Union Bank Company (Alumni)

\*Dr. Antoinette Baldin – Dean of Business, Technology, and Public Service – Rhodes State College

- \*Steve Boroff – SVP of Administration – Superior Federal Credit Union
- \*Colleen Diller – Adjunct Lecturer in Accounting (CPA) – Rhodes State College
- \*Mark Edelbrock – Branch Manager – The Fort Jennings State Bank
- \*Andy Farley – Senior Vice President/Market Executive – The State Bank and Trust Company
- \*Deborah Lee – Financial Advisor (AAMS) – Edward Jones
- \*Heather Oatman – Human Resources Manager – The Union Bank Company (Alumni)
- \*David Plaughter – Treasurer/CFO (CPA) – Lima Communications Corporation (Alumni)
- \*Cara Rex – Chair/Instructor – Rhodes State College
- \*Herbert Shaw – Accounting Instructor – University of Northwestern Ohio
- \*Rhonda Zimmerly – Consultant – Ohio Department of Higher Education (Alumni)

Business Administration, Human Resource & Marketing Advisory Committee

- \*Dr. Antoinette Baldin – Dean of Business, Technology, and Public Service – Rhodes State College
- \*Wendy Baxter – Owner – Baxter Benefit Solutions
- \*Craig Brown – Business Advisor – Rhodes State College Small Business Development Center
- \*Adah Ellerbrock – Director of Sales – Woof Boom Radio
- \*Mike Fagan – Blow Mold Department Manager – US Yachiyo (Alumni)
- \*Ron Freed – President – Freed Marketing
- \*Brenda Honigford – Corporate HR Manager – HCF Management (Alumni)
- \*Cara Rex – Chair/Instructor – Rhodes State College
- \*Cindy Scott – SVP Marketing and Communications – Citizens National Bank
- \*Nicole Scott – Vice President of Investor Relations and Communications – Lima/Allen County Chamber of Commerce (Alumni)
- \*Joshua Young – Vice President – Happy Daz Brand/Good Food Restaurants (Alumni)

Paralegal/Legal Assisting Advisory Committee

- \*Dr. Antoinette Baldin – Dean of Business, Technology, and Public Service – Rhodes State College
- \*Mandy Crowell – Office Administrator – Auglaize County Public Defender's Office (Alumni)

- \*Linda Gabriele – Part Time Instructor in Paralegal – Rhodes State College
- \*Amanda Hunsaker – Legal Assistant/Deputy Clerk – City of Lima (Alumni)
- \*John Maguire – General Attorney – Marathon Petroleum Corporation
- \*Michelle Powell – Corporate Paralegal – Mercy Health – St. Rita's Health Partners
- \*Richard Reese – Attorney at Law - Fitzgerald, Reese, & Van Dyne, Co.
- \*Margaret Schuck- Coordinator/Associate Professor – Rhodes State College
- \*Winnie Warren – Service Office Manager – Bureau of Workers Compensation

Advisory Committee Meeting Minutes will be available in the ACBSP resource room.

Another way that the Business Administration and Paralegal Departments demonstrate linkages to business practitioners is by using business professionals as guest speakers, judges, and mock interviewers in courses. Student internships also provide a critical link to the local business community. The Business Administration Department also launched a Business Professionals of America Club in the fall of 2016 to provide opportunities for students to interact with each other outside of the classroom and compete against peers from other colleges.

Below are some specific examples of these linkages:

- \*In MKT 1010 (Principles of Marketing) and MKT 2000 (Digital Marketing) student interact with Demian Ross, a professional Social Media vlogger, through Twitter and Facebook.
- \*In MGT 1250 (Team Building), Kathy Keller and Craig Brown from the RSC Small Business Development Center are guest speakers and have judged the students business plan presentations.
- \*In ACC 2401 (Special Studies in Accounting), many business professionals and advisory committee members have been guest speakers in class and have participated in mock job interviews.
- \*In LEG 1150 (Litigation), the Deputy Clerk from the Allen County Common Pleas Court has been a guest speaker.
- \*Many business professionals and advisory committee members have presented at the RSC Career Day, which provides career exploration for high school juniors.
- \*Students have completed hundreds of internships with a variety of local businesses, non-profits, and governmental organizations.
- \*Students have participated in regional and national business competitions through the Business Professionals of America Club.

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

Advisory Committee Members reviewed, commented on, and made recommendations for the following items since the last self-study: (This listing is not comprehensive)

- \*Program and course Student Learning Outcomes
- \*Curriculum mapping

- \*Business Administration Department Mission Statement
- \*Conversion of all degrees from quarters to semesters
- \*Reduction of all degrees to 65 or fewer total credit hours
- \*Launch of 100% on-line of Human Resource, Marketing, and Accounting degrees
- \*Revision of Banking Certificate
- \*Revised Digital Marketing Certificate and creation of two new classes for it MKT 2300 (Social Media & Mobile Marketing) & MKT 2350 (Digital Marketing Analytics)
- \*Elimination Business Management and Financial Services degrees
- \*Elimination of Entrepreneurship Certificate
- \*Incorporation of payroll skills in the Accounting Degree through the new ACC 1121 (Payroll) course
- \*Incorporation of digital marketing skills in the Marketing Degree through the new MKT 2000 (Digital Marketing) course
- \*Incorporation of legal technology skills into the Paralegal Degree through the new course LEG 1300 (Legal Office Management Technology) course.
- \*Incorporation of McGraw Hill's Connect platform into almost all Accounting courses
- \*Launch of mandatory internships for Accounting, Business Administration, Human Resource, and Marketing degrees
- \*Review of internship locations and leads on future internship opportunities
- \*Guidance for enrollment and marketing initiatives
- \*Launch of Business Professionals of America Club

## Sources

---

*There are no sources.*

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

---

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

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Summary

---

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

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Table 1 - Standard 3"

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

#### Strengths

\*The Business Administration and Paralegal Departments have engaged Advisory Boards with alumni representation that provide a wealth of employer and community stakeholder input into business degrees.

\*Internship or practicum experiences are required for all Business Administration and Paralegal Department students to graduate with a RSC business degree. Business Administration and Paralegal students leave the college with not only a degree but also real world business experience on their resume.

\*Employer Satisfaction with Business Administration Department student interns ranks on average between Good and Excellent on end of internship surveys. These results support the contention that the RSC Business Administration Department produces quality graduates who fulfill employer needs and expectations.

\*Extensive support services are available to RSC business students to help them persists and complete both certificates and degrees.

#### Opportunities for Improvement

\*The Business Administration and Paralegal Departments must work with the RSC Institutional Research Department, Alumni Relations Department, and Career Services to increase feedback gathered from Students, Alumni and Employers. The following survey's need to be developed:

\*\*Business Student Satisfaction Exit Survey (For students to complete in their Business Capstone classes.)

\*\*Business Graduate Alumni Survey (One-year and five-year post-graduation)

\*\*Employer Survey (post-graduation)

\*The Business Administration and Paralegal Department Chair, Coordinator, and faculty need to strengthen external partnerships and relationships to promote the programs to the business community and potential students.

## **Sources**

---

*There are no sources.*

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

---

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

### Self-Study

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

---

### Assigned To

Cara Rex

### Sources

---

*There are no sources.*

## 4.1 - Criterion 4.1 Student Learning Outcomes Assessment

---

Institution Response:

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

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

1. What student learning data is collected and why
2. How the business unit uses student-learning data to improve the business program and enhance student learning
3. How comparative or benchmark data is used to enhance and improve of student learning
4. How the business unit improves, refines, or enhances the student outcomes assessment process

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

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

- Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments
- Three to five data points of trend data including the self-study year  
(Candidates with less than three data points are eligible for accreditation with conditions.)

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

The Business Administration and Paralegal Departments have on-going assessment activities related to student learning which provide the necessary feedback to improve the quality of student learning. The Business Administration and Paralegal Departments' accountability for students' learning and goal achievement is established at the institutional level (General Education Core Skills and Abilities - writing, global and diversity awareness, critical thinking, information literacy, and computation skills), program level (Program Learning Outcomes), and course level (Student Learning Outcomes). Goals are outlined for expected achievement at each level. Action plans are developed during reporting of goal outcomes to support continuous improvement processes and promote ongoing assessment processes.

Planning and assessment is a continuous process that generally occurs on a three-year cycle. Assessment plans for the Business Administration and Paralegal Departments are developed during the beginning of each three-year planning cycle and assessed annually for the purpose of institutional reporting. Program level assessments include a SWOT (Strength, Weakness, Opportunity and Threat) Analysis along with agreed upon Program Level Action plans which are reported annually. Course level assessments include development of student learning outcomes, standards of assessment, and information sources in order to determine overall effectiveness of the courses and the student learning that occurs during the cycle. This assessment information is captured at the program and course levels, which filters to the administrative-level assessments. Standards for expected achievement, targets/measures, qualitative/quantitative outcomes, analysis/impact of the actions, and an assessment action plan for improvement are all captured via the College's electronic Strategic and Institutional Effectiveness Planning System (e-SIEPS). The Business Administration Program Chair and Paralegal Program Coordinator have primary responsibility for managing their course and program level assessments. Their information filters up to the Dean of Business, Technology, & Public Service, who manages the administrative level assessment and the executive summary for the Division.

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

1. What student learning data is collected and why

Student learning assessment information is captured within individual program's Curriculum Map and the College's e-SIEPS system. The program learning outcomes are linked to the program technical courses on the program curriculum map. For the Accounting, Business Administration, Human Resource, and Marketing majors, the capstone course student learning outcomes align with the program learning outcomes. The capstone courses provide an opportunity for students to integrate their specific program educational goals with Rhodes State's general education five cores skills and abilities. The capstone course is a requirement for graduation and should be completed near the end of the student's educational program. The Paralegal program's learning outcomes are assessed through both the capstone and practicum course's student learning outcomes. Thus, the capstone course's student learning outcomes alone do not directly align with the program learning outcomes.

As part of the assessment process, in addition to program learning outcome assessment, course-level assessment is conducted by the Business Administration and Paralegal Departments. Completing a course assessment includes (1) linking course student learning outcomes to RSC Key Performance Indicators ; (2) developing data driven standards for which course student learning outcomes will be assessed; (3) reporting and analyzing findings for these standards; and (4) reporting plans to improve or change the standard being used to assess the course student learning outcome. Data is collected through both formative and summative assignments appropriate for the course. For example: In the introductory course (LEG 1010) and Legal Research 1 (LEG 1100), the students are introduced to specific legal skills and concepts. In the later legal specialty courses and Legal Research 2 (LEG 1110), they do assignments "practicing" the skills learned from previous courses, as well as being exposed to new concepts. The data generated through this process is used by the instructors, Chair and Coordinator to update, change and evaluate the effectiveness of the courses and to assess whether or not students are meeting the student learning outcomes. Generally, the Accounting, Business Administration, Human Resource, and Marketing programs courses are assessed annually. If the course runs in multiple formats like traditional, on-line, College Credit Plus, or hybrid, generally assessment data is gathered from each format. The Paralegal Program conducts course assessment on a three-year rotating cycle for general and legal specific courses. The Legal Research and Writing, capstone, and practicum courses are assessed each year. Other courses may be assessed more frequently if substantive changes have been made to the course. Currently the college only requires that courses, with the exception of capstones, be assessed once every three years.

Curriculum Maps, Program level e-SEIPS reports, and Course Level e-SEIPS reports will be available in the Team Resource Room during the on-site visit.

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

The information gathered through the student learning assessment process has improved the Business Administration and Paralegal Departments in the following ways:

\* Provides an opportunity to refine course student learning outcomes so that each degree can meet the specific needs of the workplace and students.

- \* Provides an opportunity to evaluate textbooks and publisher platforms.
- \* Provides increased accountability for faculty for the content of the courses being delivered to students.
- \* Provides an opportunity to change, update and refine coursework, assignments, and teaching methods.
- \* Provides evidence to ensure that coursework is consistent between traditional, on-line, hybrid, and College Credit Plus course formats.
- \* Provides an opportunity to determine if delivery method traditional, on-line, hybrid, or College Credit Plus is effective.
- \* Provides an opportunity to highlight weaknesses, successes, and points of excellence with objective data.
- \* Provides an opportunity to demonstrate whether the program and student learning outcomes are being met and are preparing the students for their chosen field.
- \* Provides validation of good teaching practices.
- \* Provides an opportunity to change and improve the assessment process.
- \* Provides objective assessment data to be presented for internal campus program review every three years.

Overall, the assessment process has strengthened delivery of courses in the Business Administration and Paralegal Departments. The assessment process ensures that continuous improvement efforts are being prioritized, documented, and communicated.

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

In the Business Administration and Paralegal Departments, course Student Learning Outcomes guide the type of class work, assignments, quizzes, tests, etc. that are used in the courses. Faculty determine key assessments and beginning standards (targets) for those assessments that are tied to course Student Learning Outcomes. These standards can be developed based on class experience, advisory committee recommendations, industry trends, and licensure/certification requirements.

Each year, assessment data results are calculated and reviewed to determine if the standard is being met or exceeded. Faculty analyze the data looking for trends and indicators to help drive course improvements and curriculum changes. If students are not achieving the standard, then course assignments and course structure are reviewed as well as student behaviors in the course. Adjustments can be made to either the standard, the course curriculum, or course format to ensure the students are being held to an appropriate standard for the profession. All changes made through the assessment process are monitored in future terms to ensure they have positively impacted student performance. Failure to reach a standard on a reoccurring basis triggers a thorough review of the course content, teaching methods, student and course evaluations, assessment documents, and any other activity that may affect students' learning.

For example, in ACC 1010 (Corporate Accounting Principles) the following Student Learning Outcome is assessed annually: analyze business transaction and construct basic corporate financial statements. Annually, multiple sections of this course in various formats are analyzed to determine if the standard is being met. For several years this standard was being met or exceeded but the faculty felt that the assessment tool was likely not a rigorous enough measure of the student's learning. As part of this review process in the 17-18 academic year, the assessment tool was changed from a project that students completed out of class to an exam that covers basic journal entries and preparation of financial statements. In the 18-19 academic year this course was analyzed again and it was determined that the assessment tool should be broken out into two separate exams in order to allow students more time to absorb the difficult material related to adjusting entries. Going forward the combined scores on the these two exams in the course will be used as the assessment tool to measure this standard. The faculty will continue to monitor this Student Learning Outcome and assessment tool going forward to determine if additional changes need to be made.

The assessment process is repeated on a regularly scheduled basis (annually or on a three-year cycle). All assessment data is recorded in the curriculum maps and e-SIEPS. Each year the assessment information is reviewed by the Coordinator, Chair, Dean and other administrators at RSC.

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

Program Learning Outcomes and course Student Learning Outcomes are reviewed regularly with the Accounting; Business Administration, Human Resource and Marketing; and Paralegal Advisory Committees. Course Student Learning Outcomes are continuously being revisited, updated, and refined by faculty in collaboration with the Coordinator, Chair, Dean, and the College's curriculum process. Assessment standards evolve as knowledge, methods and technology changes. Input from stakeholders (students, Advisory Committee Members, internship employers, and the workforce development area, etc.) assist in refining the assessment process. Faculty also rely heavily on their professional organizations to provide guidance about workplace needs, changes in laws, and changes in technology.

RSC regularly offers training and working sessions related to assessment and the tools the college uses for the assessment process. Additionally, many of the Business courses have gone through the Quality Matters Review process, which has a heavy focus on course Student Learning Outcomes.

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

##### AAB in Accounting

Accounting Majors will be able to:

\*Interpret, analyze, and present reliable and relevant information to financial statement users based upon Generally Accepted Accounting Principles both manually and electronically.

\*Demonstrate an understanding of Federal Tax Laws and their application to both individuals and business entities.

\*Demonstrate an understanding of the basic concepts of Managerial and Cost Accounting and their roles in business and decision making.

\*Develop the ability to be a problem-solver utilizing critical thinking skills as they apply to their chosen profession.

\*Prepare written and oral communication in professional formats.

\*Utilize software programs commonly used in the Accounting profession to provide practice for real world Accounting application.

\*Apply ethical and professional behavior while working as an individual and as part of a team.

##### AAB in Business Administration

Business Administration Majors will be able to:

\*Develop knowledge of best practices in the four key managerial functions: 1) Planning, 2) Organizing, 3) Leading, and 4) Controlling.

\*Apply team leadership skills needed in an entry-level supervisory position.

\*Develop the ability to be a problem-solver utilizing critical thinking skills as they apply to their chosen profession.

\*Prepare written and oral communication in professional formats.

\*Utilize software platforms commonly used in the business administration profession.

\*Apply ethical and professional behavior while working as an individual and as part of a team.

#### AAB in Marketing

Marketing Majors will be able to:

\*Construct an integrated marketing communication mix conveying product, price, place, and promotion in the form of Sales Promotion, Sales, Advertising, and Public Relations.

\*Create a marketing strategy and marketing plan.

\*Develop the ability to be a problem-solver utilizing critical thinking skills as they apply to their chosen profession.

\*Prepare written and oral communication in professional formats.

\*Utilize software platforms commonly used in the business marketing profession.

\*Apply ethical and professional behavior while working as an individual and as part of a team.

#### AAB in Human Resource

Human Resource Majors will be able to:

\*Develop knowledge of best practices in the five key Human Resource functions: 1) Selection, 2) Training, 3) Compensation, 4) Benefits, and 5) Labor Relations.

\*Generate decisions based on analysis of data related to the five key human resource functions.

\*Develop the ability to be a problem-solver utilizing critical thinking skills as they apply to their chosen profession.

\*Prepare written and oral communication in professional formats.

\*Utilize software platforms commonly used in the human resource profession.

\*Apply ethical and professional behavior while working as an individual and as part of a team.

#### AAB in Paralegal/Legal Assisting

A Paralegal Graduate:

\*Understands the role of the paralegal in relation to attorneys and legal-related professions.

\*Is qualified to perform specific substantive legal work as directed by an attorney.

\*Is knowledgeable in current legal practices in the State of Ohio.

\*Is skilled in legal research techniques, both traditional and electronic.

\*Demonstrates critical thinking and legal analysis skills.

\*Recognizes legal and community issues and shows respect for cultural diversity.

\*Demonstrates good oral and written communication skills.

\*Shows respect for the law of the nation, the State of Ohio, and the local communities.

\*Recognizes ethical issues and agrees to abide by the Ohio Code of Professional Conduct.

D. Complete Table 2 – Student Learning Results.

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Table 2 - Standard 4"

Additional examples of Student Learning Outcome Results documented in Curriculum Maps and Course Level e-SEIPS reports will be available in the Team Resource Room during the on-site visit.

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

Generally, course success rates are highest in the CCP (High School) and Hybrid (One Night a Week) delivery formats. For the CCP sections, success rates can be contributed to 1) students being required to attend classes, and 2) students often having many more hours with the instructor than traditional students do. This trend is noticeable across all classes at the college and not just in the business classes. Success rates for One Night a Week students can be contributed to 1) cohort learning and 2) generally these non-traditional students, usually working adults, are highly motivated to complete their degrees.

Generally, course success rates in the on-line sections are the lowest. We see many students in on-line classes that simply just quit submitting work and responding to instructor communication. This often happens early in the on-line class. RSC is utilizing the CEAP (Comprehensive Early Alert System) to engage academic coaches to contact students when instructors flag them for not submitting work or participating in the class.

For detailed course success rate comparisons please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)".

Tab "FA 2017 Course Success Rates"

Tab "SP 2018 Course Success Rates"

## Sources

---

*There are no sources.*

## 4.2 - Criterion 4.2 Program Evaluation

---

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

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

B. Describe faculty involvement in the program evaluation process.

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

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

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

### Self-Study

Status: Completed | Due Date: Not Set

---

#### Assigned To

Cara Rex

### Institution Response

---

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

Rhodes State College's degree and certificate programs undergo a cyclical three-year program review process to facilitate continuous improvement. Program review requires curricular evidence to demonstrate academic rigor, workplace relevancy, and incorporation of data from the assessment process. Program review also requires evidence related to Ohio Department of Higher Education compliance, faculty qualifications, fiscal viability, articulation/transfer agreements, enrollment rates, graduation rates, and job placement rates.

The Paralegal Program submitted program review documents to the Program Review Committee in the spring of 2018. The Business Administration, Human Resource, and Marketing programs submitted program review documents to the Program Review Committee in the fall of 2018. The Accounting Program will be submitting program review documents in the spring of 2020.

Upon review completion, the Program Review Committee prepares a written report with recommendations (Level I, Program Operating Normally; Level II, Program Working to Address Concerns Identified through the Program Review Process; or Level III, Substantial and/or Continued Concerns Meriting Institutional Intervention) for submission to the Vice President for Academic Affairs (VPAA). The Dean and Chair/Coordinator discuss the findings and recommendations with the VPAA and Program Review Committee Chair. The Deans' Council and Cabinet also review the Program Review Committee report and the Contribution Margin Analysis, forwarding recommendations to the VPAA. Based on these inputs, the VPAA submits a final recommendation to the President. The President makes the final determination of the program level that will be assigned.

As of the writing of this report, the Program Review Committee has made the following recommendations for these programs:

\*Paralegal – Level 3 (VPAA has yet to submit recommendation to the President). This rating was assigned due in large part to the significant enrollment issues that the program is currently facing.

\*Business Administration – Level 1 (Dean's Council has yet to submit recommendation to the VPAA)

\*Human Resources – Level 1(Dean’s Council has yet to submit recommendation to the VPAA)

\*Marketing – Level 1(Dean’s Council has yet to submit recommendation to the VPAA)

Although recommendations have been made by the Program Review Committee, which have been discussed with the Academic Affairs leadership, final recommendations from the VPAA Office and a final decision from the Office of the President are pending until the College has completed its Presidential search.

From 2004 to 2013, Rhodes State College maintained regularly scheduled program reviews. The process was hindered, however, between Fall 2014 and Fall 2017 due to several factors:

\*The Ohio Department of Higher Education (ODHE) subsidy model transitioned from enrollment-based to completion-based funding, invalidating RSC’s Contribution Margin Analysis Reports which analyzed program costs and earnings.

\*The ODHE mandated a 60-65 credit hour range (2015-2016) for all two-year programs, causing substantial curricular changes in all of the programs in the Business Administration and Paralegal Departments.

\*Revision of Program Review and the Contribution Margin Analysis began during the 2014-2015 academic year but was again delayed by transitions in academic leadership, including all academic division deans, the VPAA, and Vice President of Finance/Business.

Annual course and program assessment activities were ongoing during the timeframe that the formal Program Review process lapsed. As evidence of this happening within the Business Administration Department during this time, the Business Management degree was discontinued effective in the 2017-2018 Academic Catalog. This was done through recommendation from faculty and the advisory committee because of the redundancy between the Business Administration and Business Management degrees.

Please see “Program Review Process” under Sources for more details about Program Review.

Documents submitted for Program Review as well as the Program Review Committee Feedback for Paralegal, Business Administration, Human Resource, and Marketing programs will be available in the Team Resource Room during the on-site visit.

B. Describe faculty involvement in the program evaluation process.

The Program Review narrative and evidence is assembled by the Chair and/or Coordinator with the assistance of all full-time faculty in the program being evaluated. All Program Review documentation is submitted to the Program Review Committee for review. The Program Review Committee consists of six members: two from the Academic Curriculum Committee, two from the Outcomes and Assessment Committee, and two from the Developmental and General Education Committee. Most of the members are either Program Chairs or full-time faculty.

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

Below is a list of the key data that is collected and presented as part of the Program Review process that relates to effectiveness of courses and programs to meet the educational objectives of graduates:

\*Course and program student learning assessment data

\*Program needs assessment data

\*Student retention and persistence rate data

\*Business Administration Program employer internship survey data

\*Paralegal graduate survey data

\*Graduate job placement rate data

\*Graduate transfer rate data

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

The program review narrative and supporting documents were reviewed formally and informally with all full-time faculty in the Business Administration and Paralegal Departments. The program review process and narratives were also discussed formally with the departments' Advisory Committees. The Dean and Chair/Coordinator have discussed the preliminary findings and recommendations of the Program Review Committee with the VPAA and Program Review Committee Chair. These preliminary findings have been shared with all full-time faculty and the departments' Advisory Committees. As of the writing of this report, the most recent program reviews for Business Administration, Marketing, Human Resource, and Paralegal have yet to complete the formal Review Process and be assigned a final level ranking.

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

Below is a list of some of the most significant improvements that have resulted from formal and informal program evaluations that have occurred since the last ACBSP self study.

\*All degrees were converted from quarters to semesters.

\*All degrees were reduced to 65 or fewer total credit hours.

\*Human Resource Degree now offered in a 100% on-line format. (This dramatically improved enrollment.)

\*Accounting Degree now offered in a 100% on-line format.

\*Marketing Degree now offered in a 100% on-line format.

\*Business Management Degree eliminated due to redundancy with the Business Administration Degree.

\*Financial Services Degree eliminated due to low enrollment.

\*Internships are now mandatory for all degrees.

\*All Accounting classes are now taught in a computer lab setting utilizing current technology.

\*Payroll skills have been incorporated in the Accounting Degree through the new ACC 1121 (Payroll) course.

\*Digital marketing skills have been incorporated in the Marketing Degree through the new MKT 2000 (Digital Marketing) course.

\*Legal technology skills have been incorporated into the Paralegal degree through the new course LEG 1300 (Legal Office Management Technology) course.

\*New 3+1 transfer agreements with Bluffton University have been developed for students in the Accounting, Business Administration, and Marketing degrees.

\*Adjunct office space issues have been addressed.

\*Technology and classroom issues have been addressed.

\*Redesign of Marketing Degree is currently in process to incorporate a stronger digital/social media focus.

## Sources

---

- Program Review Process

## 4.3 - Criterion 4.3 Student Assessment

---

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

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

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

- A. Explain the process for identifying student needs for developmental assistance.
- B. Explain the process for determining and awarding advanced placement, if applicable.
- C. Explain the student advisement process, including the use of remedial assessment information.
- D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

Developmental coursework at Rhodes State College provides appropriate educational experiences aimed at strengthening a student's academic skills and developing the competencies necessary for success in college courses. Developmental courses do not count toward a student's graduation requirements. However, final grades in these courses do count in the student's grade point average. Rhodes State College evaluates students' academic preparedness by administering an assessment of reading, writing, and math skills upon admission. Rhodes State's current assessment tool is the NextGen examinations. This assessment information along with ACT/SAT scores and high school GPA/grades are used to determine if a student has a need for developmental coursework.

The developmental courses that could be taken by students in the Business Administration and Paralegal Departments include:

COM 0950 College Reading (4 credit hours)

COM 0980 Developmental Writing (3 credit hours)

COM 0990 Integrated Reading and Writing (3 credit hours) \*\*New course Fall 2019

CPT 0980 Developmental Computer Skills (2 credit hours)

MTH 0901 College Prep Math 1 (1 credit hour)

MTH 0902 College Prep Math 2 (2 credit hours)

MTH 0903 College Prep Math 3 (3 credit hours)

MTH 0904 College Prep Math 4 (2 credit hours)

Please see "2019-2020 RSC Placement Scores - Final" under Sources for more details about Developmental Education Placement.

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

Students may submit standardized examination scores for Advanced Placement from the College Examination Board for evaluation of credit. Students must submit the official results to the Office of Transfer at Rhodes State College, upon application to the college, for evaluation of Advance Placement credit. Advance Placement credit is awarded for appropriate courses for scores between 3-5 on Advanced Placement examinations. Scores of 1-2 on Advanced Placement exams are not viewed as indicative of sufficient mastery of the subject matter to warrant the awarding of college credit. Advanced Placement credit is counted as hours only and is not considered when determining a student's grade point average.

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

Academic Advisors review NextGen, ACT, and SAT scores along with high school transcripts to determine if developmental education is required for a student. Students work closely with their Academic Advisor to ensure they are taking developmental coursework in the appropriate sequence to ensure they are progressing appropriately towards degree completion.

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

An example of the significant work being done to improve academic skills and retention in the area of developmental education can be found in the English Department. In 2014 the English Department launched a co-requisite model for the teaching of writing, adapted from the Accelerated Learning Program (ALP) co-requisite model started at the Community College of Baltimore County. This model offers students the opportunity take the development writing course as a co-requisite class to the transfer level English Composition course. The co-requisite model creates a cohort effect for students, allows time for faculty to address non-cognitive issues with students, allows for more individualized attention for students, and reduces the stigma often associated with developmental courses.

Here is some of the key data that was noted after studying the results of the implementation of the co-requisite model in English here at Rhodes State College:

\*96% of the developmental students enrolled in the co-requisite model that completed the developmental writing course also completed the English Composition course.

\*75% of the developmental students that completed the developmental writing course in the non-co-requisite model eventually enrolled in the English Composition course.

Through this data it was evident that the co-requisite model was working effectively, but that there was an opportunity to increase retention of developmental students by moving from directed self-placement (2014-2019) to mandatory placement cut scores. Another significant issue that was noted was that students needing developmental English education were essentially required to take 10 credits of English in their first year - English Comp (3); Developmental Writing (3), and College Reading (4). This led to an unnecessarily longer pipeline to attain their degree and hurt retention.

To address these concerns related to English developmental education, the content from Developmental Writing (3) and College Reading (4) has been integrated into one developmental class called Integrated Reading and Writing (3). Additionally the college is now requiring mandatory NextGen Reading assessment scores and other measures to place students into their English classes. This is eliminating self-placement directly into English Composition. These changes will be effective in Fall 2019. Data will continue to be gathered to determine if these changes improve retention.

Another example of the significant work being done to improve academic skills and retention in the area of developmental education can be found in the Math Department. In summer of 2017, the Math Department launched a co-requisite model for many of their courses. For example, Quantitative Reasoning (MTH 1151) is a course that business students can take to meet their math requirement in their degrees. Prior to the co-requisite model in 2015-2016, only 48% of the students who began in the developmental math course (MTH 0902 – College Prep Math 2) were successful in the Quantitative Reasoning course the following term. With the implementation of the co-requisite model, the math area found that 72% of the students were successful in both the developmental course and the Quantitative Reasoning course when taking them at the same time in the co-requisite model.

## Sources

---

- 2019-2020 RSC Placement Scores - Final

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

---

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

### Self-Study

Status: Completed | Due Date: Not Set

#### Assigned To

Cara Rex

### Institution Summary

---

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

#### Strengths

\*The Business Administration and Paralegal Departments have a faculty-led course-level assessment process that includes comparison data for courses that run in multiple formats. This course-level assessment process provides a foundation for faculty discussion of course and program effectiveness as well as opportunities for improvement.

\*The Business Administration and Paralegal Departments have a strong history of program improvements from formal and informal program reviews.

\*The Rhodes State College Division of Arts and Sciences has incorporated a co-requisite model for many developmental education courses with proven success.

#### Opportunities for Improvement

\* The Business Administration Department needs to explore revising certificates to be more stackable to enable students to earn certificates earlier in their academic career.

\*The Business Administration and Paralegal Departments need to incorporate more industry-recognized credentials into courses, certificates, and degrees.

\*The Business Administration Department needs to revise the Marketing Degree curriculum to align better with the needs of employers for graduates with more digital marketing experience.

\*The Business Administration and Paralegal Departments need to explore additional 4-year transfer pathways. An area of specific transfer focus would be to provide better transfer pathways for students that do not want to take classes 100% on-line.

\* The Business Administration and Paralegal Departments need to explore other testing services to replace the Educational Testing Service Field Test that is given in business capstone class students. The cost of administering the Educational Testing Service Field Test is quite high and the data provided from it is limited in value. Because of the specialized nature of the business degrees offered at Rhodes State College, many students are being tested on areas in the Educational Testing Service Field Test that were not a significant part of their educational experience.

## Sources

---

*There are no sources.*

## 5 - Standard 5 Faculty and Staff Focus

---

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Sources

---

*There are no sources.*

## 5.1 - Criterion 5.1 Human Resource Planning

---

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

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

Rhodes State College as a whole has employment procedures that the Business Administration and Paralegal Departments follow. An approved employment requisition is required for all full-time faculty positions. This is not necessarily required when searching for semester adjunct positions. Job advertisements, including the position description, are placed on the College's website as well as on-line job sites.

Once faculty applications are received for open full-time positions, the Chair and Dean screen the resumes to determine if the individuals meet the minimum educational requirements for the open position. Resumes are also screened for breadth and depth of academic credentials and professional work experience. Next, an interview committee is selected with representation from both the academic as well as the non-academic side of the college along with the Dean and the position's immediate supervisor. After the interviews and teaching demonstrations are complete, the committee discusses the relative merits of each interviewee and recommendations are made to the VPAA. Once the VPAA has met with the potential candidates, the Dean and Vice President of Academic Affairs meet to discuss which candidate should be offered employment.

Once a decision is made, the Vice President of Academic Affairs finalizes the details of the employment offer; i.e. beginning annual salary, starting date, rank, contract type and length, and any other applicable details. A full-time faculty member's starting salary is determined by his/her level of education and previous experience. There is no set salary schedule. The letter of offer is then sent to the applicant by the President.

Adjunct positions are also advertised on the College's website. When applications are received, they are screened by the Chair/Coordinator with a focus on academic credentials and professional work experience. The Chair/Coordinator will interview these individuals and make a determination about hiring them. All candidates recommended for hire as an adjunct will have to have their credentials approved through a formal process by the Dean and VPAA's office.

Examples of Credential Evaluation Approval Packages for full-time and adjunct faculty will be available in the Team Resource Room during the on-site visit.

Rhodes State College has many employment policies and procedures that are intended to ensure equity in

employment and to increase employee diversity. These are some of the key policies that are followed in relation to hiring faculty:

- \*Recruitment and Selection of Faculty and Staff Policy
- \*Nondiscrimination Policy
- \*Equal Employment for Individuals with Disabilities Policy
- \*Faculty Credentials Policy
- \*Fair Labor Standards and Wage Payment Policy

College Policies are available for review on the following website: [College Policies](#)

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

The college supports the recruitment of high-performance faculty through a work environment that positively supports the achievements and efforts of our faculty. The compensation package for full-time faculty is comprehensive, and the process for career progression is clearly laid out and communicated to faculty. The atmosphere within the Business Administration and Paralegal Departments is positive, encouraging, and accepting of efforts for continuous improvement. All faculty are encouraged to be creative and have autonomy in the classroom. Faculty follow the College's Defined Workload Schedule in order to support the diverse class formats offered within the programs. Faculty are provided with the necessary office space, technology, and other resources to be able to effectively complete their jobs. Faculty are also strongly encouraged and financially supported to participate in professional development opportunities related to their teaching fields.

#### Compensation

The compensation and benefit package at the College supports the recruitment of high-performance faculty. The college offers a competitive compensation package for all full-time faculty that includes salary along with medical, dental, vision, life, and long-term disability insurance. Each full-time faculty member has the opportunity to participate in the State Teachers Retirement System of Ohio.

Other than the annual percentage increase recommended by the President of the College and voted on by the Board of Trustees, a faculty member will receive a salary increase when he/she has petitioned and been granted promotion. Faculty members are not part of a bargaining unit and are not offered tenure positions. Each faculty member is offered an annually renewable employment contract after administrative review of performance.

Full time faculty may take advantage of employee and dependent tuition waivers for classes at the College. Additionally, tuition reimbursement is available for classes taken at other colleges.

Most adjunct faculty are hired on a semester-to-semester basis. Adjunct faculty members are paid based on an hourly rate. This rate is determined by their education, previous experience and professional certifications. Adjunct faculty members are also included in the State Teachers Retirement System of Ohio. In addition, they also have access to the College's employee tuition waiver plan and professional development activities hosted by the College.

#### Career Progression

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. 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 served. This portfolio is reviewed by the Promotion Committee and recommendations for promotion are submitted to the Vice President of Academic Affairs for final determination. The Vice President of Academic Affairs

shares the information with the President, who submits the list of approved promotions to the Board or Trustees. There are automatic salary increases directly linked to the faculty member's advancement through the promotion process. The faculty promotion process encourages professional development and fosters a culture of continuous improvement for full-time faculty.

Please see criterion 5.9 for more detailed information on the Faculty Promotion Process.

### Workload Assignments

The college has clearly defined workload policies that limit the number of contact hours for a full-time faculty to 32 contact hours over an academic year. Full-time faculty are allowed overload of up to three contact hours or one course per semester, and 12 contact hours during the summer term. Please see criterion 5.5 & 5.9 for more detailed information on these policies. This enables faculty time outside of the classroom to participate in professional organizations, take part in continuing education activities, and provide meaningful service to the College and community. Faculty workload policies and flexible schedules help to create a balanced work/life experience for full-time faculty and supports the recruitment of new faculty.

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

To build upon the work environment described above, the Business Administration and Paralegal Departments contribute to the wellbeing, satisfaction, and motivation of staff and faculty first by offering a positive atmosphere of support and team spirit. We highlight successes both interdepartmentally and institutionally. An open door policy is offered at all levels of management to facilitate open and honest communication among administration, faculty, and staff. The College holds many events including employee awards, luncheons, dinners, chili cook-offs, and picnics to foster a positive work culture and recognize achievements of faculty and staff. We offer summers off to faculty and generous paid holidays. Administrators and staff have access to vacation time along with paid holidays. Faculty have the ability to complete a portion of their office hours from home and have flexible teaching schedules.

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

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Table 5 - Standard 5"

## **Sources**

---

*There are no sources.*

## 5.2 - Criterion 5.2 Faculty Qualifications

---

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

### **DEFINITIONS:**

#### **Master's or Doctorate Degree Qualified**

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

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

#### **Professionally Qualified**

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

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

#### **Exceptions**

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

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

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

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

---

Complete and attach **Table 4 – Faculty Qualifications** (found under the Evidence File tab above) for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

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

## Self-Study

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

### Assigned To

Cara Rex

## Institution Response

Complete and attach Table 4 – Faculty Qualifications (found under the Evidence File tab above) for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Table 5.1 - Standard 5"

## Sources

*There are no sources.*

## 5.3 - Criterion 5.3 Faculty Composition

---

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

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

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

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

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

C. Report the following:

\_\_\_\_\_ % Masters/Doctorate qualified

\_\_\_\_\_ % Professionally Qualified

\_\_\_\_\_ % Exceptions

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

Full-Time Equivalent (FTE) is calculated using 32 semester contact hours as the base for an academic year (Fall and Spring Term). Full-time faculty are required to teach 32 semester contact hours over an academic year. Full-time faculty are allowed overload of up to three contact hours or one course per semester. The maximum number of hours an adjunct faculty member may teach in a semester is twelve.

Please see "Chair & Adjunct Workload Report" and "Faculty Workload Report" under Sources for more details about faculty workload.

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

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Table 5.2- Standard 5"

C. Report the following:

79.20 % Masters/Doctorate qualified

17.09 % Professionally Qualified

3.70 % Exceptions

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

N/A

## Sources

---

- Chair & Adjunct Workload Report
- Faculty Workload Report

## 5.4 - Criterion 5.4 Faculty Deployment

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

A) For the self-study year (Fall/Spring terms) 44% of business classes were taught by full-time faculty. The remaining 56% were taught by part-time/adjunct faculty. The business program relies heavily on adjunct instructors to cover business classes offered each semester.

Please see Chart below which details total credit hours in each delivery method for our courses along with showing whether the courses were taught by full-time or adjunct faculty.

Delivery Method	Number of Credit Hours Offered	Credit Hours Taught by Full-Time Faculty	Credit Hours Taught by Part-Time/ Adjunct Faculty
Day - Traditional	110	78	32
		71%	29%
Evening - Traditional	8	8	0
		100%	0%
College Credit Plus	49	0	49
		0%	100%
On-line	141	48	93
		34%	66%
Blended	43	19	24
		44%	56%
<b>Total Credit Hours</b>	<b>351</b>	<b>153</b>	<b>198</b>
		<b>44%</b>	<b>56%</b>

Due to limited adjunct availability to cover daytime classes during the self-study year, 71% of traditional daytime courses were taught by full-time faculty. During the self-study year, 34% of on-line and 44% of blended courses

were taught by full-time faculty. All College Credit Plus courses were taught by adjunct instructors employed by the high schools. The Chair of the Business Administration Department is actively trying to recruit new adjunct faculty that have ability to teach daytime courses.

Course term reports for 2017-2018 will be available in the Team Resource Room during the on-site visit.

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

The Business Administration Department offers degrees in Accounting, Marketing, Business Administration, and Human Resources. Three full time faculty and numerous adjuncts are qualified to teach across all of these degrees. In the last few years, Rhodes State College has seen a shift in enrollment patterns with more students taking college courses as dual enrollment instead of on campus. As a result of that pattern, when faculty retire or resign, the College reviews enrollment program patterns and unduplicated headcounts to determine if a new faculty will be hired for certain programs and what should be done with that degree. We currently do not have one full-time, professionally qualified faculty member in each program in which a business degree is offered due to elimination of full-time faculty positions over the last several years. Currently, our Business Administration Program Chair, full time Marketing, and full-time Human Resource faculty member share the responsibility of teaching and advising for the Business Administration degree.

The Marketing Degree is currently low enrolled and cannot financially support a dedicated full-time faculty member at this time. To improve enrollment in the Marketing Degree, a redesign is currently being considered to incorporate more digital and social media marketing skills. This will align the degree more closely with an existing Digital Media Degree that is offered at the College. As of the writing of this report, the Marketing Degree redesign conversations are ongoing, and it is not known if the Marketing Degree will remain as a stand-alone degree in the Business Administration Department.

## Sources

---

*There are no sources.*

## 5.5 - Criterion 5.5 Faculty Load

---

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

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

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

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

### Self-Study

Status: Completed | Due Date: Not Set

#### Assigned To

Cara Rex

### Institution Response

---

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

Full-Time Equivalent (FTE) is calculated using 32 contact hours as the base for an academic year (Fall and Spring Term). Full-time faculty are required to teach 32 contact hours over an academic year. Full-time faculty are allowed overload of up to three contact hours or one course per semester. Chair and Coordinator teaching loads are subject to a range and under the administration of the Dean with approval from the VPAA. Generally, Chairs on twelve-month contracts are not allowed to teach overload. The maximum number of contact hours an adjunct faculty member may teach in a semester is 12.

During the Fall Term of 2017 the Business Administration and Paralegal Departments employed 5 full-time and 17 adjunct faculty members. The full-time time Program Chair, Coordinator, and faculty members delivered 85 credit hours of course work for an average of 16.7 credit hours, while the 17 adjunct faculty members delivered 103 credit hours of course work for an average of 6.1 credit hours. See chart below for credit hours taught broken out by full-time faculty member.

	<b>Fall 2017 Credit Hours taught</b>
Business Program Chair	11
Coordinator Paralegal	17
Accounting Full-time Faculty	20
HR & Business Admin Full-Time Faculty	19
Marketing & Business Admin Full-Time Faculty	18

During the Spring Term of 2018 the Business Administration and Paralegal Departments employed 4 full-time and 16 adjunct faculty members. The full-time Program Chair, Coordinator, and faculty members delivered 62 credit hours of course work for an average of 15.5 credit hours, while the 16 adjunct faculty members delivered 99 credit hours of course work for an average of 6.2 credit hours. See chart below for credit hours taught broken out by full-time faculty member.

	<b>Spring 2018 Credit Hours taught</b>
Business Program Chair	9
Coordinator Paralegal	14
Accounting Full-time Faculty	20
HR & Business Admin Full-Time Faculty	19
Marketing & Business Admin Full-Time Faculty	Open Position

Course term reports For 2017-2018 will be available in the Team Resource Room during the on-site visit.

There is no formal policy concerning number of class preparations for individual faculty during a given term, but the Chair and Coordinator make every effort to provide a reasonable number of class preparations for faculty in a given term. Generally, on-line classes are capped at 25 students, and on-ground classes are capped in a range of 20-30 students depending on the size of the classroom. There is no formal policy concerning different types of delivery mode for classes assigned to an individual faculty in a given term, but the Chair and Coordinator make every effort to ensure delivery mode distribution is reasonable. Reassignment time can be arranged with Chair/Dean approval. Full-time faculty are expected to have a minimum of 10 posted office hours in week. Full-time faculty are also expected to have 14 hours of service weekly to the college, their profession, and community.

Please see "Chair & Adjunct Workload Report" and "Faculty Workload Report" under Sources for more details about faculty workload.

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

Not Applicable

## Sources

---

- Chair & Adjunct Workload Report
- Faculty Workload Report

## 5.6 - Criterion 5.6 Faculty Evaluation

---

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

- A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.
- B. Describe how the results of the evaluation are shared with the faculty member.
- C. Describe how the faculty evaluation is used in making decisions.

### Self-Study

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

**Assigned To**  
Cara Rex

### Institution Response

---

- A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.
- B. Describe how the results of the evaluation are shared with the faculty member.
- C. Describe how the faculty evaluation is used in making decisions.

A, B & C Combined)

Faculty evaluation is accomplished in three different ways: Annual Performance Appraisals, Students Course Evaluations, and Peer/Administrator Class Observations. These evaluations enable the dean, chair and coordinator to engage faculty in discussing teaching effectiveness, job performance, and professional development opportunities.

#### Annual Performance Appraisals (Full-Time Faculty Only)

Each full-time faculty member and chair is evaluated by her/his immediate supervisor annually. This generally takes place at the end of the spring semester. 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:

\*Instructional Responsibilities (Faculty Only)

\*Student Advising Responsibilities (Faculty Only)

\*Division/Program Responsibilities (Faculty Only)

\*Professional Development Responsibilities (Both)

\*Community/College Service Responsibilities (Both)

\*Administrative Responsibilities (Chair Only)

\*Leadership Ability (Chair Only)

\*Communication (Chair Only)

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 is 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.

Please see "Annual Performance Evaluation Forms" and "RSC Faculty Association Handbook" under Sources for more details about Annual Performance Evaluations.

The college's Performance Appraisal Policy is available on the following website: [College Policies](#)

#### Students Course Evaluations (Full-Time and Adjunct Faculty)

Students are offered the opportunity to complete course evaluations for every course every time it is offered. All course evaluations are completed through the Canvas Learning Management System. Course evaluations give students the opportunity to provide feedback on teaching behaviors, course design, course support, classroom environment, and overall course satisfaction. This process is the same whether the course is taught by a full-time or adjunct faculty member. Faculty, coordinators, chairs and deans can access the course evaluation results at the end of each academic term. These course evaluations are closely reviewed to help determine the teaching effectiveness of each instructor. Information from course evaluations can be included in Annual Performance Appraisals for full-time faculty. This information is also used to help determine whether to invite an adjunct back for another semester.

Please see "RSC Faculty Association Handbook" under Sources for more details about Course Evaluations.

#### Peer/Administrator Class Observations (Full-Time and Adjunct Faculty)

Faculty are reviewed through class observations conducted by either a peer faculty or administrator like a chair or coordinator. The purpose of classroom assessment is to improve teaching effectiveness and to enhance quality of instruction at Rhodes State College. Class observations provide feedback to the instructor on the following:

\*Planning and preparation/content knowledge

\*Classroom management/creating an environment for learning

\*Effective communication/student engagement

After each classroom visitation, the reviewer will meet with the faculty member observed to discuss the evaluation and any areas noted for improvement. This evaluation is then reviewed by the Program Chair/Coordinator. Any professional development suggested for full-time faculty through this process will also be noted in their Annual Performance Appraisal. If a faculty member is struggling in the classroom, mentors can also be assigned to work with the faculty on teaching improvement strategies.

Please see "Faculty Observation Form" and "RSC Faculty Association Handbook" under Sources for more details about Class Observations.

Disciplinary action can be taken against a faculty 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. Disciplinary action can include a reprimand, suspension, involuntary

demotion, and/or termination.

These are some of the key policies that are followed in relation to faculty evaluation and continued employment:

\*Performance Appraisal Policy

\*Disciplinary Action and Due Process

\*Reduction in Workforce – Faculty Staff Professional Technical

College Policies are available for review on the following website: [College Policies](#)

## Sources

---

- Annual Performance Evaluation Forms
- Faculty Observation Form
- RSC Faculty Association Handbook

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

---

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

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

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

The Business Administration and Paralegal Department faculty members are encouraged to remain active in their

respective fields. Any training needed to support or maintain licensure or credentials for instruction in a particular discipline is supported by the campus. Faculty members are encouraged to attend professional workshops and seminars in their area of expertise. Professional development is a line item in each department's budget and has been ample to serve the needs of faculty by paying for mileage, lodging, registration and meals. Also, the College makes it possible for faculty to take the needed time off to attend professional development opportunities, which includes coverage for class meetings that would be missed because of a professional development event. Both full-time and adjunct faculty are able to request funds for needed professional 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. Leave of absence may be used for professional development if administrative approval is secured.

The College has a Grant's Office that provides assistance to faculty and staff that would like to pursue a grant opportunity. Faculty and staff can forward leads on grant opportunities to the Grants Coordinator who then researches those opportunities and forwards them to the Vice President of Institutional Effectiveness and the College President for further review. Grant opportunities are evaluated to determine such things as the potential return on investment, space availability on campus, etc. and if pursuing the grant opportunity is viable. If a grant is pursued, detailed timelines are established through the Grants Office to ensure timely submissions.

Please see "RSC Grants Manual" under Sources for more details about the grant process.

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

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Table 5.3- Standard 5"

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

Below are just a few examples of how professional development and scholarly activities have supported the mission of delivering quality learning, promoting student success, and facilitating career advancement for our students:

Our full-time Business Administration/Human Resource faculty member attended a regional ACBSP conference at Tiffin University. He saw a presentation at the conference from students at the University of Findlay that showed a comprehensive company profile project that they had completed in one of their courses. Our faculty member has now incorporated a similar project into our Organizational Behavior class, where our students complete a comprehensive profile of a company and give a presentation. This project is graded utilizing similar rubrics as the project from the University of Findlay.

Our Business Administration Chair attended a national Teachers of Accounting at Two Year College's conference in New Orleans. She saw a presentation from a company (PKL Software) that provides on-line algorithmic practice sets for accounting. One of these practice sets has now been incorporated into the accounting capstone class. Students enter daily, adjusting, and closing entries for a month for a company and prepare financial statements. Students are also required to complete analysis tasks on the financial statements. This has provided a culminating experience for accounting majors related to financial accounting processes.

In order to stay at the top of our technology driven world, our professional development is weighted heavily on including and upgrading the technology implemented in our curriculum. Professional developments is also focused on improving and honing our teaching skills to better reach the upcoming generations in the way they prefer to learn. Examples of technology training that have directly impacted our classes include:

\*Canvas training – used in all Business courses

\*McGraw Hill Connect training – used in Accounting and Business Administration courses

\*Pearson MyLab training – used in Business Administration and Economics courses

\*Cengage SAM and Mindtap training – used in Microsoft Excel courses

\*Stukent On-line Platform training – used in the Marketing courses

\*Interpretive Simulation training – used in Business Administration and Human Resource capstone courses

\*PKL Software training - used in Accounting capstone courses

\*Zoom training

\*Google Analytics training – used in Marketing courses

\*Hootsuite training – used in Marketing courses

\*Hubspot In-bound Marketing training – used in Marketing courses

## Sources

---

- RSC Grants Manual

## 5.8 - Criterion 5.8 Faculty Instructional Development

---

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

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

1. Improve teaching skills that may include mentoring, orientations, in-service programs, and other activities.

When all full-time faculty and staff are back on campus for fall and spring semester (so prior to students returning), the College has planned professional development events, which require attendance for all faculty. These events cover a wide variety of topics such as instruction, college-policies, campus resources, new systems, and major initiatives of the college. Faculty and chairs are often asked to provide suggestions for professional development topics to be covered in these sessions. Adjunct faculty are offered the opportunity to participate in an in-service training in August of each year where college policies and campus resources are covered in addition to instructional training being provided. Over the last few years, the College has moved to a new learning management system, banner system, catalog system, and curriculum system. Professional development training sessions were required on these new systems for faculty using the system(s).

Please see "August 2017 Professional Development Schedule," "January 2018 Professional Development Schedule," "May 2018 Professional Development Schedule," and "August 2017 Adjunct In-Service Agenda" under Sources for more details about professional development offered at Rhodes State College during the self-study year.

Full-time and adjunct faculty also regularly participate in professional development sessions that are offered through the Center for Distance and Innovative Learning (CDIL). Faculty usually have a choice to attend in person or via webinar. All sessions coordinated by the CDIL aim to improve teaching skills. The sessions offered during the 2017-2018 academic year were 1) Finding Your Instructional Materials and 2) Teaching Online at Rhodes State College.

Please see "CDIL\_Professional Development\_16-17," "CDIL\_Professional Development\_17-18," and "CDIL\_Professional Development\_18-19" under Sources for more details about Professional development for teaching skills offered at Rhodes State College.

Faculty also attend conferences that focus on teaching. For example, the full-time Accounting faculty member

attended the Teachers of Accounting at Two Year Colleges in the summer of 2018. Virtually all sessions at this conference focused on improving teaching skills.

2. Acquire skills in the use of alternative methods of instructional delivery.

The CDIL offers sessions that aim to present skills in the use of alternative methods of instructional delivery. Some of the sessions with this focus over the last three years have been:

2016-2017

\*You'll FLIP OUT...Flipping Your Classroom Using Canvas

\*GAME NOT OVER....Implementing Gamification in Your Instructional Approach!

\*BYOD...Using Student Devices Effectively in the Classroom

2017-2018

\*Teaching Online at Rhodes State College

2018-2019

\*Creating Audio/Video Recordings

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

The College provides instructional development opportunities for faculty to learn about and participate in curriculum development. Faculty can be appointed to serve on Curriculum Committee. This committee considers matters concerning curriculum, including but not limited to program and course development and modification, course descriptions, course learning outcomes, co-requisites and prerequisites, and delivery modalities. A faculty member from the Business, Public Service, and Technology Division is always a member of this committee. When curriculum changes are being reviewed by the Curriculum Committee, the Chair, Coordinator and faculty are encouraged to attend and participate in the curriculum discussions.

Faculty are encouraged to participate in many professional development sessions that are focused on curriculum development. These can be webinars, workshops, graduate courses, conferences, and continuing education required to maintain professional licensure.

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Table 5.3- Standard 5" for a detailed listing of professional development sessions attended by full-time faculty over the last three years.

The Online Course Quality Review process led by the Center for Distance and Innovative Learning provides insight into the curriculum development process by establishing the importance of objectives/outcomes and the alignment of all instructional materials, learning activities, and assessments to those objectives/outcomes. All online courses must be reviewed following the Online Course Quality Assurance Policy. All online courses are reviewed using the Online Course Quality Review Rubric, which is the Quality Matters Higher Education Rubric. Over the last four academic years five Accounting courses, eight Management courses, two Economics course, one Business Law course and one Marketing course have gone through the Quality Matters review process. Generally on-line, College Credit Plus, hybrid, and on-ground courses use the same standard canvas course platform, so when the on-line course is revised through the Quality Matters process, all sections of the course are updated.

Please see "RSC\_OnlineCourseQualityAssurancePolicy," "RSC\_OnlineCourseQualityReview\_Procedure," and

“Quality Matters Rubric” under Sources for more details about Course Quality Review at Rhodes State College.

Below are just a few examples of how instructional development activities have supported the RSC mission of delivering quality learning, promoting student success, and facilitating career advancement for our students:

\*When the Canvas Learning Management System was launched there was extensive training held at the College for faculty and adjuncts on how courses were to be structured. Prior to this launch, there was no consistency course to course in how they were set up and structured in prior Learning Management System. This training has given faculty the tools to build courses in a standard format so that students can easily navigate and understand where to find things within their courses.

\*In response to new guidelines from the Ohio Department of Higher Education regarding the maximum credit hours that a major may have, all departments were required to change their curriculum so that no degree program exceeded 65 credit hours. Each faculty member in the division was active in changing and refining their curriculum to comply with this guideline.

\*Through Quality Matters reviews, the Canvas instructions for the simulations used in the on-line MGT 2490 (Applications in Business Administration) and MGT 2530 (Application in Human Resources) courses were significantly streamlined and improved. Navigational changes were made in Canvas to help students get registered and acclimated faster in the simulations that are used in these capstone courses.

\*The full-time Accounting faculty attended a Federal Tax Update Workshop in 2018. This workshop provided guidance for the incorporation of new tax law changes into the curriculum for ACC 2250 (Principles of Federal Income Tax) and ACC 2290 (Intermediate Income Tax).

## Sources

---

- August 2017 Adjunct In-Service Agenda
- August 2017 Professional Development Schedule
- CDIL\_Professional Development\_16-17
- CDIL\_Professional Development\_17-18
- CDIL\_Professional Development\_18-19
- January 2018 Professional Development Schedule
- May 2018 Professional Development Schedule
- Quality Matters Rubric
- RSC\_OnlineCourseQualityAssurancePolicy
- RSC\_OnlineCourseQualityReview\_Procedure

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

---

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

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

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

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

The following Policies, Handbooks, Procedures and Practices are available to faculty:

#### Faculty development

\*RSC Faculty Association Handbook - (See under sources <Pg 13>) - available on RSC Public Shared Drive (H:\Faculty Association\Handbook)

\*Employee Educational Tuition Reimbursement-Waiver Policy – available on RSC Website [College Policies](#)

\*Travel Policy – available on RSC Website [College Policies](#)

#### Tenure and promotion policies

\*RSC Faculty Handbook - (See under sources <Pgs 4-10 to 4-13; 4-17>) - available on RSC Public Shared Drive (H:\Academic Affairs\Promotion Info)

\*RSC Promotion Form - (See under sources) - available on RSC Public Shared Drive (H:\Academic Affairs\Promotion Info)

Evaluation procedures and criteria

\*RSC Faculty Handbook - (See under sources <Pgs 4-13 to 4-17>) - available on RSC Public Shared Drive (H:\Academic Affairs\Promotion Info)

\*RSC Faculty Association Handbook - (See under sources <Pgs 14 to 19>) - available on RSC Public Shared Drive (H:\Faculty Association\Handbook)

\*Performance Appraisal Policy – available on RSC Website [College Policies](#)

\*Annual Faculty Performance Evaluation Form – (See under sources) - available on RSC Public Shared Drive - available on RSC intranet (Human Resources -Performance Evaluations)

\*Annual Administrator Performance Evaluation Form – (See under sources) - available on RSC Public Shared Drive - available on RSC intranet (Human Resources -Performance Evaluations)

Workload policies

\*Faculty Workload Report – (See under sources) – available on RSC Public Shared Drive (G:\Deans-Chairs-Coordinators\Workload)

\*Chair & Adjunct Workload Report – (See under sources) – available on RSC Public Shared Drive (G:\Deans-Chairs-Coordinators\Workload)

Service policies

\*RSC Faculty Handbook - (See under sources <Pgs 4-26 to 4-33>) – available on RSC Public Shared Drive (H:\Academic Affairs\Promotion Info)

Professional expectations

\*RSC Faculty Handbook - (See under sources <Pgs 4-20 & 4-26 to 4-33>) – available on RSC Public Shared Drive (H:\Academic Affairs\Promotion Info)

All of the policies below are available on the RSC Website [College Policies](#)

\*Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation Policy – available on RSC Website

\*Sexual Harassment Policy – available on RSC Website

\*Drug Free Campus Policy – available on RSC Website

\* Freedom of Inquiry and Expression Policy – available on RSC Website

\*Use of Copyrighted Work Policy – available on RSC Website

\*Hours of Work Policy – available on RSC Website

\*Sick Leave Policy – available on RSC Website

\*Vacation Policy – available on RSC Website

\*Leave of Absence Policy – available on RSC Website

\*Holidays Policy – available on RSC Website

\*Jury Duty-Court Appearance Policy – available on RSC Website

\*Military Leave Policy – available on RSC Website

\*Family Medical Leave Act Policy – available on RSC Website

#### Scholarly expectations

\*RSC Faculty Handbook - (See under sources <Pgs 4-20>) – available on RSC Public Shared Drive (H:\Academic Affairs\Promotion Info)

\*Freedom of Inquiry and Expression Policy – available on RSC Website [College Policies](#)

#### Termination policies

\*RSC Faculty Handbook - (See under sources <Pgs 4-17 to 4-19>) – available on RSC Public Shared Drive (H:\Academic Affairs\Promotion Info)

\*Disciplinary Action and Due Process Policy – available on RSC Website [College Policies](#)

## **Sources**

---

- Annual Performance Evaluation Forms
- Chair & Adjunct Workload Report
- Faculty Workload Report
- RSC Faculty Association Handbook
- RSC Faculty Handbook
- RSC Promotion Form

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

---

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Summary

---

#### Strengths

- \*The Business Administration and Paralegal Departments have well-qualified faculty based both on education and work experience. ACBSP, ABA, and HLC standards are followed when credentialing new faculty members.
- \*The Business Administration and Paralegal Department faculty have numerous internal and external opportunities for professional development, which is used to improve curriculum design and classroom teaching.
- \*RSC has defined teaching load policies, which are adhered to by the Business Administration and Paralegal Departments. This allows faculty to teach a manageable number of credit hours in a term.

#### Opportunities for Improvement

- \*The Business Administration and Paralegal Departments should initiate more cross-training with other departments at RSC to share and learn teaching best practices.
- \*The Business Administration and Paralegal Departments should take advantage of opportunities to present both internally and externally at in-services, workshops, conferences, and seminars.
- \*The Business Administration Department should consider building a mentor/mentee program for new faculty members.
- \*Active and defined succession planning would provide a process for identifying and developing internal candidates (including adjunct faculty) with the potential to fill key positions when vacancies occur. This could increase the availability of experienced people that are prepared to assume roles when turnover occurs. This will reduce the time and effort necessary to search for and train replacements.

### Sources

---

*There are no sources.*

## 6 - Standard 6 Process Management

---

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

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

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Sources

---

*There are no sources.*

## 6.1 - Criterion 6.1 Curriculum

---

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

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

The Business Administration (Accounting, Business Administration, Human Resource, and Marketing) and Paralegal Departments are designed to meet the individual major's learning outcomes. The programs at their core use general education and technical courses along with internships, so students can quickly apply learned knowledge and develop skills. This design allows the student to enter the profession with the meaningful and relevant knowledge, skills, and abilities needed by business professionals.

Rhodes State has five (5) General Education competencies that are college wide and constant for all programs:

1. Writing: Written documents reflect ability to think critically about a topic; organize & develop ideas effectively; present those ideas in an appropriate, mechanically correct, professional style, and follow a standardized documentation format.
2. Critical Thinking: Understand and interpret data, analyze, and synthesize information and draw unbiased, logical conclusions after fairly considering all-important aspects of the situation.
3. Global & Diversity Awareness: Appreciation for others measured through effective interpersonal and collaborative skills with individuals and groups. Awareness of interdependence and interactive effects of such factors as culture, history, sexual orientation, psychological functioning, education, economics, environment, geography, language, politics, age, gender, ethnic heritage, physical challenges, social class, social skills, and religion.
4. Information Literacy: Recognize needed information; locate, evaluate, and use information; communicate information appropriately; understand copyright rules.
5. Computation Skills: Read and understand situations to determine a solution strategy; set-up problems with pertinent information; solve problems with given data appropriate technology; check computational results for accuracy and reasonableness; communicate or utilize results.

The five General Education competencies and the specific General Education courses selected to meet those competencies in the Business Administration and Paralegal Departments, have a direct impact on the student's development into a business professional. For example, English Composition teaches the student writing skills and information literacy skills, and Public Speaking allows the student to gain the applied knowledge needed to develop, prepare, and deliver verbal material. Math of Business or Statistics helps the student gain essential critical thinking and computational skills, and the courses in Sociology and Psychology are directly related to helping develop a business professional in areas such as interaction with consumers, involvement in the community, advocacy, and

worldview.

The Business Administration and Paralegal Departments also participate in the College's three-year Program Review cycle, annual course assessments, and curricular approval processes. All College programs receive external input from the Ohio Department of Higher Education (ODHE), advisory committees, and accrediting bodies to ensure courses and programs are relevant and current to meet the needs in the business community.

See criterion 4.2 for more detailed information related to the College's Program Review process.

See criterion 4.1 for more detailed information related to the College's Course Assessment process.

Curricular changes are reviewed by various entities within the College's shared governance structure. The Academic Curriculum Committee meets regularly to review all course and program changes being proposed to the college catalog. Faculty, Chairs, and Coordinators proposing changes must provide evidence documenting their rationale for the change. Evidence may include advisory committee, faculty, and/or department meeting minutes, and needs assessments.

Specific courses in the Business Administration and Paralegal Departments follow ODHE's state-level guidelines to ensure currency of RSC's four-year university-equivalent courses. These courses are referred to as Transfer Assurance Guides (TAGs). A statewide faculty panel, comprised of discipline experts, reviews each submitted course and recommends TAG approval if it meets all required Student Learning Outcomes (SLOs). TAG-approved courses are guaranteed to transfer among Ohio public institutions for designated equivalent courses.

The following courses in the Business Administration and Paralegal Departments have TAG approval:

\*ACC 1010 (Corporate Accounting Principles)

\*ACC 1020 (Managerial Accounting Principles)

\*BUS 2100 (Business Law)

\*ECN 1410 (Macro Economics)

\*ECN 1430 (Micro Economics)

\*MGT 1010 (Principles of Management)

\*MKT 1010 (Principles of Marketing)

\*MKT 2110 (Advertising and Sales Promotion)

See criterion 3.5 for more detailed information on the use of Advisory Committees at RSC.

The Business Administration and Paralegal Department's also comply with guidelines provided by ACBSP for general education components, professional components and business major components within the individual degrees. See criterion 6.2, 6.3 & 6.4 for more detailed information related to these specific components.

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

The Business Administration and Paralegal Departments ensure course quality and rigor are consistent regardless of whether the course is taught by a full-time faculty or adjunct faculty. All courses use the same master syllabi and general course layout within Canvas, which includes the same core assignments. All sections of courses use the same textbook and publisher learning platforms (if required). Adjunct faculty are not allowed to create their "version" of the course. Adjunct faculty are required to use the standard syllabi and course provided to them by their Program Chair/Coordinator. Syllabi and Canvas courses are reviewed regularly through the faculty observation

process to ensure that all full-time and adjunct faculty members are abiding by the guidelines they have been given.

## **Sources**

---

*There are no sources.*

## 6.2 - Criterion 6.2 Professional Component

---

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

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

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

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)".

Tab "T6-ST6-Accounting" for the AAB in Accounting

Tab "T6-ST6-Business Administration" for the AAB in Business Administration

Tab "T6-ST6-Marketing" for the AAB in Marketing

Tab "T6-ST6-Human Resource" for the AAB in Human Resources

Tab "T6-ST6-Paralegal" for the AAB in Paralegal/Legal Assisting

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

Not Applicable

## **Sources**

---

*There are no sources.*

## 6.3 - Criterion 6.3 General Education Component

---

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

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

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

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)".

Tab "T6-ST6-Accounting" for the AAB in Accounting

Tab "T6-ST6-Business Administration" for the AAB in Business Administration

Tab "T6-ST6-Marketing" for the AAB in Marketing

Tab "T6-ST6-Human Resource" for the AAB in Human Resources

Tab "T6-ST6-Paralegal" for the AAB in Paralegal/Legal Assisting

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

Not Applicable

## **Sources**

---

*There are no sources.*

## 6.4 - Criterion 6.4 Business Major Component

---

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

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

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

A specialized business major should provide the following:

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

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)".

Tab "T6-ST6-Accounting" for the AAB in Accounting

Tab "T6-ST6-Business Administration" for the AAB in Business Administration

Tab "T6-ST6-Marketing" for the AAB in Marketing

Tab "T6-ST6-Human Resource" for the AAB in Human Resources

Tab "T6-ST6-Paralegal" for the AAB in Paralegal/Legal Assisting

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

Not Applicable

## **Sources**

---

*There are no sources.*

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

---

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

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

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

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

Not Applicable. The ACBSP accredited degrees can only be earned through the 4240 Campus Drive, Lima, Ohio, campus.

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

Not Applicable. The College does not have branch or off-site campuses.

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

The Business Administration and Paralegal Departments follow all standard College academic procedures and policies.

### Sources

---

*There are no sources.*

## 6.6 - Criterion 6.6 Minimum Grade Requirement

---

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

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

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

### Self-Study

Status: Completed | Due Date: Not Set

#### Assigned To

Cara Rex

### Institution Response

---

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

Graduation Requirements are detailed in the [2017-2018 Rhodes State College Catalog](#) (Page 206). In order to graduate with an associates degree from RSC, students must have a final cumulative grade point average of 2.0 or higher (C or better). Additional information on the College’s grading system and method used to calculate Grade Point Average is available in the [2017-2018 Rhodes State College Catalog](#) (Pages 202-205).

Additionally, in the Paralegal Department students must attain a “C” grade in each paralegal/technical course (LEG and BUS prefix). Any paralegal/technical course in which a grade below a “C” is received must be repeated. Students must receive a “C” grade in COM 1110 English Composition before enrolling in LEG 1110 Legal Research and Writing II. ([2017-2018 Rhodes State College Catalog](#) Page 85)

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

The Academic Standing Process is used to monitor a student’s cumulative GPA at the end of each term. This process is detailed in the [2017-2018 Rhodes State College Catalog](#) (Page 205). A student is considered to be in good standing if his/her cumulative grade point average is 2.0 or higher (C or better). A student is placed on academic warning or probation based upon a schedule with various credit hour ranges and cumulative GPAs below a 2.0. This academic standing process is used to alert students to the fact that they must improve their GPA to meet graduation requirements and not potentially be dismissed from the college. Any student who is placed in academic warning or probation works closely with their Academic Advisor and Program Chair to build a schedule that will help them be more successful in future terms. This could involve strategies like taking fewer classes, taking seated classes instead of on-line classes, enrolling in a general education ALP (Accelerated Learning Program) support course, or attending tutoring sessions at the Academic Success Center. The Director of Advising & Counseling and the Director of the Academic Success Center review the progress of students on warning and probation and recommend retention activities that will assist students in achieving academic success.

At the end of every term, the Student Transfer and Degree Reporting Coordinator will run degree audits for every student who has petitioned to graduate for that term. The coordinator will review the degree audits to ensure all graduation requirements have been met including cumulative GPA requirements. If all requirements have been met, the degree will be issued to the student. If any requirements have not been met, the degree will not be issued to the student.

## **Sources**

---

*There are no sources.*

## 6.7 - Criterion 6.7 Learning and Academic Resources

---

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

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

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

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

The library offers students a variety of current books and related textbooks for various business fields and topics. On an annual basis, the Library Director consults with the Business Administration Program Chair and Paralegal Program Coordinator to gather their input to enhance student resources at the library. Generally, the Chair and Coordinator will consult with faculty to determine if they have any suggestions for what books/journals should be purchased to be added to the library's catalog. Budget funds are allocated annually within each program to keep the library materials up-to-date.

The Paralegal Program is approved by the American Bar Association, which has specific guidelines that require the program have a basic state legal library available, so that students can learn to do legal research in hard copy format. The campus library has the Ohio State code, state cases and appropriate indexes, and related reference books as required. The subscriptions are updated regularly as changes are made and new cases are decided. In addition, the students have access to state, federal and some international research sources through web-based electronic legal resources. Each paralegal student receives an ID and password to access the Lexis Nexis legal research system. The paralegal students are also required to join the Ohio State Bar Association as a student member. This gives them free access to Casemaker, another computerized, legal research system.

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

The Lima Campus Library is a shared resource between RSC and The Ohio State University – Lima. This Library holds approximately 80,000 volumes, 40+ journal subscriptions, CDs, videos, and online access to over 130 databases. Through the online catalog, students of both campuses can search for and request items from other

Ohio State University libraries. Students can also access and request items through OhioLink, a statewide online catalog of over 49 million items in 89 Ohio colleges and universities. Many of the online databases provide full-text articles from thousands of journals. The catalogs and databases can also be accessed from home by logging into the library website.

Librarians assist students in locating appropriate research articles, and provide support in navigating and accessing research information from stacks, electronic databases, OSU's Library Catalog, and the OhioLink statewide catalog. Reference librarians offer individual and group-based orientations to library resources. These services are also offered to RSC students not able to come to campus through the "Speak with Librarian" function on the Library Webpage. Students can call, e-mail, or live chat with a librarian at their convenience.

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

#### Academic Success Center

The Academic Success Center (ASC) offers business students tutoring services, workshops related to test taking strategies, how to study, and anxiety management, along with multiple on-line resources such as the Kahn Academy, Purdue Owl Online Writing Lab, and E-tutoring. All services offered through the ASC are free. Additionally, the ASC manages the College's Early Alert Process (CEAP), which enables timely at-risk student interventions by Success Coaches and Academic Advisors. The ASC is located in Room 151 of the Science Building with both weekday (daytime/evening) and Saturday hours of operation.

In the Fall Term of 2017 there were 44 visits, and in the Spring Term of 2018 there were 74 visits by Business majors to the ASC. Corporate Accounting was the most tutored business specific course during these terms.

#### Accommodative Services

Accommodative Services provides equal access, resources, and advocacy for business students with documented disabilities. The office complies with the Americans with Disabilities Act by providing reasonable accommodations that support learning and connect students to external resources. Eligible students receive accommodation letters that are presented to instructors that may include the following: note-taking, preferential seating, audio recording, service animals, sign language interpreters, assistive technology, electronic textbooks, testing accommodations, etc. Accommodative Services is located in Room 132 of the Technical Education Laboratory.

#### Testing Center

Testing Center services include placement testing, distraction-free testing, makeup testing, online testing and off-site test proctoring for Business students. The Testing Center services adhere to the National College Testing Association Professional Standards and Guidelines. The Testing Center is located in Room 132 of the Technical Education Laboratory with both weekday (daytime/evening) and Saturday hours of operation.

In the Fall of 2017 and Spring of 2018 terms there were 68 tests administered in the Testing Center for different Business courses. There were 364 students that logged into the Testing Center to take those 68 tests. A majority of the tests were from the Accounting major.

#### Center for Distance and Innovative Learning

The Center for Distance and Innovative Learning (CDIL) collaborates with the IS Helpdesk to resolve student, staff, and faculty issues, such as forgotten passwords or missing items on the Canvas (Learning Management System) dashboard. The LMS Coordinator can also assist students and faculty with technical issues related to coursework.

The CDIL has dedicated personnel to work directly with faculty to enhance instruction. The CDIL provides services to support the use of Canvas, which houses course information for all traditional, hybrid, CCP, and online courses. The CDIL provides faculty training and faculty professional development opportunities. The CDIL also facilitates the Quality Matters Reviews for on-line courses in the Business Program. The CDIL also provides technology and software to support innovative teaching methodologies. Faculty can use a Surface Pro laptop, which contains Camtasia software to create pre-recorded content for their on-line and hybrid classes.

If a faculty member wishes to develop a new on-line course, the faculty member and instructional designer will meet, in-person or virtually, to discuss existing course content, online content delivery methods, online learning activities, assessments, and Americans with Disabilities Act compliance. The faculty member and instructional designer will collaborate to develop a preliminary weekly/modular course design. The faculty member and instructional designer will also collaborate on developing instructional materials, learning activities, and assessments. The instructional designer will complete the development of the online course. An Online Course Quality Assurance review team will review the course using the Quality Matters Rubric. If the course does meet the expectations of the Quality Matter Rubric, the faculty member will work with the instructional designer to make the necessary revisions, and the course will be re-reviewed. When the course meets the expectations of the QM rubric the course will be scheduled.

The CDIL is located in Room 233 of Keese Hall.

#### Information Systems Department

The Information Systems (IS) Department provides a comprehensive platform of technology tools utilized by business students. A valuable service offered by IS is the Help Desk. The Help Desk is also available to Business students to assist with resolving user account and password problems and/or wifi connectivity issues with phones, tablets, or laptops. The Help Desk also serves as a central point of contact for faculty to contact when they encounter hardware or software problems, user ID management, and requests for special equipment such as laptops. The Help Desk can be reached via phone, email, or in person. The Help Desk is located in Room 104 of Keese Hall.

IS also maintains the campus wi-fi network and 19 computer labs across the RSC campus. Many of these labs are used for Business classes or accessible to Business students while they are on campus. Open labs with computer stations are available to Business students in Keese Hall 120, Science Building 151, Science Building 240, Technical Education Laboratory 132, and the Campus Library.

## **Sources**

---

*There are no sources.*

## 6.8 - Criterion 6.8 Support Services

---

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

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

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

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

The Business Administration and Paralegal Departments have access to substantial support services to meet the needs of prospective, new, and current students. These services include Admissions, Academic Advising, Financial Aid, Business Office, Bookstore, Counseling Services, Student Engagement and Activities, and Career Development.

#### Admissions

Admissions supports prospective Business students by guiding them from initial contact with RSC to completion of the admissions process. The staff engage students through off-site and on campus recruitment events and communications. Admissions staff offer College Planning Information Nights, which explain program options, career opportunities, and support services to families and prospective students. Admissions also hosts the annual Welcome Day for students that allows them to meet faculty and staff, tour the campus, and explore student services and activities. The Admissions Office is located on the first floor of the Public Service Building.

#### Academic Advising

Professional staff advisors guide students in selecting among the various programs offered in business related fields. Once a program is selected, advisors work with the students on course scheduling and also help students navigate College services, processes, and policies. Advising happens one-on-one and also through orientation group sessions. Advisors can be accessed by phone, email, and on-site. Students transition to faculty advisors after successfully completing 30 semester hours. The Academic Advising Office is located in Room 148 of the Public Service Building.

#### Financial Aid

The Financial Aid Office has advisors that assist students in obtaining and maintaining financial resources to pursue their college education. The advisors also work closely with students to manage their educational debt. Advisors support students through the process of completing their Free Application for Federal Student Aid (FAFSA) and scholarship applications. Advisors also work with students to complete Financial Aid Exit counseling before their degree is issued to them. In 2017-2018, RSC had 1,998 traditional (non-CCP) students enrolled, and 1,169 (58.5%) received at least one form of financial aid. The Financial Aid Office is located Public Service Building, Room 150 and is open for scheduled and walk-in appointments Monday through Friday.

### Business Office

The Business Office provides services to students by processing tuition payments, fee payments, and refunds of excess financial aid. The Business Office also supports the Business Administration Chair and Paralegal Coordinator when they prepare their Annual Budgets and participate in Budget Hearings. Actual expense versus budgeted expense is monitored closely by the Business Office throughout the year, and Annual Contribution Margin reports are prepared by the Business Office to show how each program is financially performing. The Business Office is located in the Public Service Building, Room 222. Office hours are 8 a.m. to 5 p.m., Monday through Friday.

### Bookstore

The Lima Campus Bookstore is a shared resource between RSC and The Ohio State University – Lima. The bookstore is managed by Barnes and Noble. Students can come to campus to purchase textbooks, or they can purchase them on-line through Barnes and Noble's campus webpage. The bookstore is located on the first floor of the Public Service Building.

### Counseling Services

Rhodes State has available to students, at no cost, a licensed professional counselor on campus. The counselor meets with faculty, attends division meetings, and participates in other college functions to make faculty and students aware of the counseling office on campus. Faculty and staff can make a student referral by completing a Counseling Services Referral form. Students do not need a formal referral to see the counselor, they may merely call, email, or stop by to be seen or if needed, schedule an appointment.

### Career Services

Career Services provides a wealth of resources for students and alumni, which include personal assistance in writing a cover letter and resume along with identification of potential employers. Career Services also provides assistance in placing students in internships. Career services organizes special events which include career days, job fairs, mock interview days, employer spotlight series, professional development series, and transfer fairs.

Faculty can contact the Director of Career Services to have her come into their classes as a guest speaker to present on topics like cover letters, resume preparation, interview preparation, and professional dress. The Career Services office is located in the Public Service Building, Room 150.

### Administrative/Clerical Support

The Business Administration Chair and Paralegal Program Coordinator receive administrative and clerical support from Mrs. Ardella Jones. Mrs. Jones is located in JJC 179. Mrs. Jones has 50% of her time devoted to support the Business and Public Services Programs at the college. Mrs. Jones' main support functions relate to preparing purchase requisitions, entering maintenance requests, tracking syllabi and syllabi checklists, assisting with honor society inductions, and running reports requested by the Chair and Coordinator. The Business Administration Chair also usually has access to a work-study student to provide limited clerical support during the Fall and Spring terms.

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

The Business, Technology, and Public Service Dean directly supervises the administrative assistants that support the Division. The Dean and Department Chairs have meetings regularly to discuss new initiatives, proposed changes, or other items of general interest. The Chair of Human Service meets regularly with the Coordinator of Paralegal Department to ensure she is updated on any needed information that was presents in the Dean's Meeting. The Business Administration Department Chair has a bi-weekly meeting with faculty to discuss curriculum, assessment, and other pertinent items. The academic advisors assigned to the Business Administration Department are regularly invited to attend these faculty meetings so that they are current on any issues impacting their responsibilities. These individuals are also invited to attend Department Advisory Committee meetings.

## **Sources**

---

*There are no sources.*

## 6.9 - Criterion 6.9 Educational Innovation

---

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

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

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

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Response

---

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

The College maintains a robust training and performance review process that includes new faculty orientation, faculty/staff professional development, faculty/staff performance evaluations, student course evaluations, and classroom observations (including off-campus visitations of College Credit Plus faculty), and the faculty promotion review process. In addition, the College offers financial incentives to faculty and staff members to continue formal learning through the Tuition Assistance Program. Outstanding achievement of faculty and staff is recognized annually by the college at an Employee Awards Dinner. Awards are presented for the following: Years of Service, Outstanding Faculty Award, Outstanding Adjunct Faculty, Outstanding Support Staff Award, Outstanding Professional/Administrative Leadership Award, and the Compass Presidential Award. Innovation and creativity are recognized and encouraged by these awards. In 2018, Les Finley, full-time Business Administration/Human Resource faculty received the Outstanding Faculty Award. He has also been nominated for the 2019 Ohio Association of Two Year Colleges Teacher of the Year Award. In 2019, Traci Bitler, full-time Business Administration/Marketing faculty has been nominated for the 2019 Ohio Association of Two Year Colleges John Fallon Early Teaching Award.

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

The Business Administration and Paralegal Departments have initiated or participated in a number of innovations and creative activities. The following summarizes some of the innovation and creative activity highlights:

\*Launched Business Professionals of America Club with the assistance of a Rhodes State College Innovation Grant.

\* Launched Internship Program for Accounting, Business Administration, Human Resource, and Marketing students with the assistance of multiple Ohio Means Internships and Co-ops Grants.

\*Partnered with the Rhodes State Small Business Development Center and Apollo Career Center to launch an Entrepreneur Academy where students can earn a stackable certificate applicable for college credit at Rhodes State College.

\*Participated in the launch and implementation of the RSC Comprehensive Early Alert Program (CEAP). CEAP is a cross-functional program that engages students, faculty, and staff in conversations and activities that promote student success. This program was one of four finalists, for the American Association of Community Colleges' Student Success Award for 2019.

\*Developed a business focused summer camp targeting middle school students.

\*Launched Business Administration Degree in a One-Night-a-Week format

\*Launched Accounting, Business Administration, Human Resource, and Marketing degrees in 100% on-line format

\*Incorporated a student collaboration with business and digital media students to produce commercials in MGT 1250 (Team Building).

\*Incorporated industry recognized credentials like Google Analytics Certification, HubSpot Inbound Marketing Certification, Hootsuite Platform Certification, and Hootsuite Social Media Certification into various marketing courses.

\*Created a new Legal Office Management Technology course (LEG 1300) to increase student technology skills and awareness of unique issues to legal offices.

## **Sources**

---

*There are no sources.*

## 6.10 - Criterion 6.10 Articulation and Transfer Relationships

---

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

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

- A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.
- B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)
- C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
- D. Describe the student advisement process that counsels students as to the transferability of course work.
- E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.
- F. Total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward general education and/or business concentration requirements at receiving institution.

### Self-Study

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

#### Assigned To

Cara Rex

### Institution Response

---

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

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Table 6.10 – Articulation Agreement"

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

The Business Administration and Paralegal Departments through the admission, orientation and advising process encourage all incoming students to send official transcripts to RSC from any institution that they have attended. These transcripts are evaluated to determine any credits that could be transferred into RSC and applied to their degrees. Students transferring into RSC can have credits from a wide variety of prior institutions including: two-year in-state public, four-year in-state public, in-state private, and out-of-state public and private institutions. Over the last 4 ½ years, transfer credit has been awarded for business students transferring to RSC from at least 74 different institutions.

Over the last six academic years, 27% of RSC students graduating with Business degrees have transferred to other institutions. Here is the breakout of RSC student's transferring by degree:

- \* Associate of Applied Business in Accounting – 39%
- \* Associate of Applied Business in Business Administration – 28%
- \* Associate of Applied Business in Human Resource – 23%
- \* Associate of Applied Business in Marketing – 29%
- \* Associate of Applied Business in Paralegal/Legal Assisting – 9%

A majority of these students have transferred to Franklin University, but students have also transferred to the University of Northwestern Ohio, Columbus State Community College, Bluffton University, Wright State University, Bowling Green State University, and the Ohio State University to name a few.

Please see "Top 5 Transfer Institutions by Program" under Sources for more details about student transfer.

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

RSC accepts transfer credit for college-level courses that meet Ohio Department of Higher Education (ODHE) transfer credit requirements for the quality of courses transferred from other public institutions and credits originating from accredited independent, out-of-state, and international institutions of higher education.

RSC participates in both the Ohio Transfer Module (OTM) and Transfer Assurance Guides (TAGs) through ODHE. ODHE monitors and approves all courses that are OTM or TAGs. OTM is a set of General Education courses guaranteed to transfer among all Ohio public higher educational institutions. TAGs is a set of technical courses guaranteed to transfer among all Ohio public higher educational institutions. Please see Standard 6.1 for more detailed information on Business Unit TAGs courses.

Evaluation of transfer credits begins by comparing transcripts with RSC's Student Information System and the Transfer Equivalencies Degree Audit Table that includes all OTM, TAG, and previously evaluated courses. The Office of Transfer provides transcripts and other documentation for courses not listed in Student Information System for review by the appropriate Chair/Coordinator or Dean. Upon transfer approval, the course is entered into the Table. RSC only transcripts credits which apply to the student's program of study. If the student transfers to a different RSC program, transcripts are reevaluated.

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

In order to guarantee transferability of courses within Ohio public colleges and universities, a course may have OTM (Ohio Transfer Module) approval, TAG (Transfer Assurance Guides) approval, or both. OTM approved courses are typically general education courses that can transfer from one college or university to another. This can help students make progress towards general education requirements and avoid unnecessary duplication of courses. TAG approved courses are foundational or "technical" courses that represent a commonly accepted pathway towards a bachelor's degree. A TAG approved course is guaranteed to transfer within Ohio public colleges and universities and apply to the degree or program requirements.

Rhodes State College's course catalog lists the OTM or TAG designation for every course accepted for transfer. In addition, the master syllabus for every course indicates whether it is approved for transfer as OTM or TAG. (Please see Standard 6.1 for more detailed information on Business Unit TAGs courses.) RSC also has an Associate of Science degree with a Business Concentration that has a clearly defined transfer pathway to Ohio four-year public colleges and universities business programs.

For students interested in transferring into key private university transfer partners like Franklin University or Bluffton University, clear pathways are laid out that explain what courses will transfer into those institutions and apply to a

student's bachelor's degree. Transfer pathway information is available to students in a kiosk in the Business Administration Department lobby and is given to students by faculty advisors as they near the end of their associate's degree. Representatives from those institutions are on campus regularly to meet with students and assist them with the transfer process. These representatives regularly meet with the Chair of Business Administration and have been invited to present transfer information for their institution at faculty/advisor meetings.

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

Because Franklin University is the largest four-year transfer partner of the Business Unit the data being presented below is solely in relation to Franklin University. Franklin University has provided their overall student GPA average for the last five years broken out by students that have transferred from RSC and two other community colleges in northwest Ohio. The names of the other two community colleges were not provided for privacy reasons.

RSC – Business Transfer Students – Average Franklin University GPA 3.36

NW Ohio Community College #1 – Business Transfer Students – Average Franklin University GPA 3.08

NW Ohio Community College #2 – Business Transfer Students – Average Franklin University GPA 3.14

RSC Business Unit transfer students on average perform significantly better on their Franklin University coursework than students from the two other community colleges in northwest Ohio.

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

The key transfer institutions that are promoted on the RSC campus for business students are Franklin University and Bluffton University. Both of these institutions primarily offer 3+1 transfer agreements, where students can complete their associate's degree at RSC (60-65 semester hours), complete their junior year of coursework at RSC (30 semester hours), and then complete their senior year of coursework at either Franklin University or Bluffton University (30-32 semester hours). These 3+1 transfer pathways provide an opportunity for students to complete a bachelor's degree for a total tuition cost for all four years combined of \$30,000-33,000.

Copies of all articulation agreements and detailed transfer pathways will be available for the peer review evaluation team in the resource room.

Again, because Franklin is the largest four-year transfer partner of the Business Unit the data being presented below is solely in relation to Franklin University. Franklin University has provided their overall student credit hours transferred from community colleges average for the last five years broken out by students that have transferred from RSC and two other community colleges in northwest Ohio. The names of the other two community colleges were not provided for privacy reasons.

RSC – Business Transfer Students – Average Credit Transferred from Community College to Franklin University – 72 Semester Credits

NW Ohio Community College #1 – Business Transfer Students – Average Credit Transferred from Community College to Franklin University - 45 Semester Credits

NW Ohio Community College #2 – Business Transfer Students – Average Credit Transferred from Community College to Franklin University - 51 Semester Credits

## Sources

---

- Top 5 Transfer Institutions by Program

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

---

### Criterion 6.11 Business Program Performance Including Student Achievement

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

- Attrition and retention
- Graduation
- Licensure pass rates
- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

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

### Summary of Standard 6 - Process Management

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

## Self-Study

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

---

### Assigned To

Cara Rex

## Institution Summary

---

Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement.

The Business Administration and Paralegal Departments at RSC provide information to the public on business student achievement. Please see the following website: [Business Program Accreditation](#). Business student

achievement can be found under the heading "Rhodes State College ACBSP Accredited Program Performance."

Complete Table 6 - Standard 6 Business Unit Performance Results for Standard 6.

Please see Evidence File... "Files for Self Study Rhodes State College (7-15-19)" - Tab "Table 6 – Standard 6" for Business Unit Performance Results.

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

### **Strengths**

\*All of the Business Administration and Paralegal degree programs contain an appropriate mix of general education, professional, and business major courses.

\*The Business Administration and Paralegal Departments have a strong program in place to insure consistency of content, delivery, and assessment of all courses taught by full-time and adjunct faculty.

\*There are broad institutional support services available to RSC students.

\*The Business Administration Department has strong 3+1 transfer agreements in place with clear pathways for students to be able to earn a Bachelor's degree.

\* The Business Administration Department is a strong financial contributor to RSC.

### **Opportunities for Improvement**

\*The Business Administration and Paralegal Departments should make a stronger effort to recognize outstanding adjunct faculty by nominating them for teaching awards.

\*The Business Administration and Paralegal Departments should incorporate more industry recognized credentials/certifications into courses.

\*The Paralegal Department needs to increase the number of articulation agreements for students transferring to four-year institutions from the Paralegal Degree.

### **Sources**

---

*There are no sources.*

## S - SELF-STUDY SUMMARY

---

1. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.
2. Explain how student achievement will be made public. Provide a direct link on your website to the required public information such as graduation rates, retention rates, etc for your business programs.

### Self-Study

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

---

#### Assigned To

Cara Rex

### Institution Summary

---

Despite experiencing a period of declining enrollment, the Business Administration and Paralegal Departments at Rhodes State College have remained strong throughout the 10-year period of accreditation. During this period, the College has provided financial resources and facilities that have supported the departments and our students. The Business Administration Department has launched multiple programs in on-line and hybrid formats throughout the 10-year period of accreditation that are meeting the needs of our students and the business community. We also look for ways to continuously improve our existing programs through interaction and involvement with our internal and external stakeholders.

Perhaps our greatest strength is our outstanding faculty whose expertise and dedication strongly contribute to our students' success. As a result, the graduates of our accredited programs move into the job market or onto higher education with exceptional skills.

The greatest opportunities for improvements within the Business Administration and Paralegal Departments are increased community engagement and incorporation of more stackable certificates and industry recognized credentials within our accredited programs. The College's current strategic plan provides the framework and expectations for improvement in these areas.

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

Not applicable

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

Family Educational Rights and Privacy ACT (FERPA) regulations prohibit the institution from releasing specific student academic information without a written waiver from the student. Students who permit such a release are listed on the 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 Wide Website for Institutional Effectiveness ([RSC Institutional Effectiveness](#))

The Business Administration and Paralegal Departments at RSC provide information to the public on business student achievement. Please see the following website: [Business Program Accreditation](#). Business student achievement can be found under the heading "Rhodes State College ACBSP Accredited Program Performance."

## Sources

---

*There are no sources.*