

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
James A. Rhodes State College
Associate Degree Business Programs
September 11, 2013

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

O 2. Institution Name: James A. Rhodes State College Date: September 11, 2013
Address: 4240 Campus Drive, Lima, OH, 45804

O 3. Year Accredited/Reaffirmed: April 29, 2009 / This QA Report Covers Academic Years July 2010 – June 2012

O 4. List All Accredited Programs (as they appear in your catalog):

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

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

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

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

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

All seven Associate of Applied Business Degrees within the Business Group of the Business & Public Service Division are accredited by ACBSP. An explanation is listed on page 87 of the 2011-12 college catalog.

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

Completion of all seven of the accredited associate degrees must be accomplished at the 4240 Campus Drive, Lima, OH 45804 campus. Starting the 2011-2012 academic year the AAB degree in Business Administration was offered in a fully on-line format.

O 7. Person completing report

Name: Cara E. Rex, Chair of Accounting & Financial Services, Rhodes State College

Phone: 419-995-8323

E-mail address: rex.c@rhodesstate.edu

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

ACBSP Co-Champion name: N/A

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI). Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report. No conditions or notes to be addressed.

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

Remove Note: Not Applicable

Remove Condition: Not Applicable

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

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

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

Student Achievement Results:

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

1. College Wide Program Advisory Meeting
2. College Wide Program Advisory Chair Meeting

3. College Wide Commencement
4. College Wide Academic Awards Ceremony
5. Alpha Beta Gamma Induction Ceremony.
6. College Web site for institutional effectiveness

Please see the following websites with ACBSP Accreditation and Graduate Status reports that are available to the public:

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

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

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

Please see the following website with Institutional and Divisional “Fast Facts” that is available to the public:

<http://www.rhodesstate.edu/~media/pdf/InstitutionalEffectiveness/2012%20Fast%20Facts.ashx>

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

Student Learning Outcome Assessment Results:

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

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

Program Results:

Program results are available to the public through the following:

Graduation Rates: Degrees Awarded by each division of the institution is available to the Public at the following website:
<http://www.rhodesstate.edu/~media/pdf/InstitutionalEffectiveness/2012%20Fast%20Facts.ashx>

Retention Rates: Retention Information for the institution as a whole is available to the Public at the following website:
<http://www.rhodesstate.edu/~media/pdf/InstitutionalEffectiveness/2012%20Fast%20Facts.ashx>

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

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.

Changes since last QA Report:

BPS Division Dean

**Retirement of Michael Rex, Dean of Business & Public Service (12/31/2011)

**Appointment of Brenda Rizer, Dean of Business & Public Service (1/9/2012)

Academic Program Chairs

**Retirement of Diane Maloney, Chair of Accounting & Financial Services Program (6/30/2011)

**Appointment of Christine Cross, Interim Chair of Accounting & Financial Services Program (9/1/2011)

**Appointment of Les Finley, Interim Chair of Management & Marketing Program (1/10/12)

**Resignation of Christine Cross, Interim Chair of Accounting & Financial Services Program (6/30/2012)

Full time Business Faculty

**Hired Amanda Weimerskirch, Instructor in Accounting & Financial Services Program (9/14/2011)

**Resignation of Amanda Weimerskirch, Instructor in Accounting & Financial Services Program (6/13/2012)

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report.

There are no new physical campus locations, but starting in the 2011-2012 academic year the AAB degree in Business Administration is now offered in a fully on-line format.

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard #3 Student and Stakeholder Focus

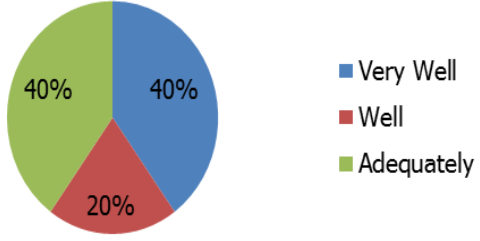
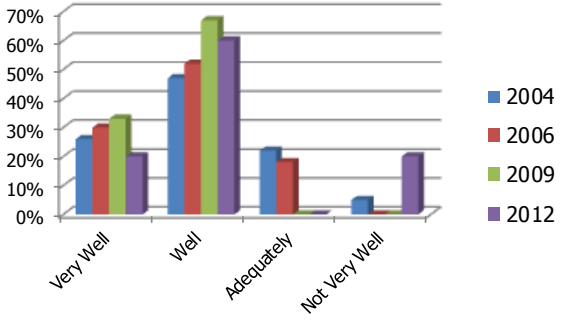
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results	Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building.</i> <i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i> Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board. Periodic surveys should be made of graduates, transfer institutions, and/or
---	--

employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

		Analysis of Results			Insert Graphs or Tables of Resulting Trends																								
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	(3-5 data points preferred)																								
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																									
The Accredited Business Group Programs will achieve an 80% placement rate from the graduate status report.	The Annual Graduate Survey Report from the Career Services Office.	Respondents from the survey have exceeded the goal for the last seven years.	Results from the 2010 & 2011 graduate surveys trended up from 2008 and 2009. The Results from the 2012 Graduate Survey showed an 82% placement rate which exceeds the 80% target.	The local job market has strengthened from the recession years of 2008 & 2009. The Career Services Office continues to offer numerous job fairs, interview workshops, & business etiquette training sessions for students. Accounting, Finance, & Management capstone courses are now incorporating interview and business professionalism skills within the capstone coursework.	<p style="text-align: center;">Annual Graduation Survey</p> <table border="1"> <caption>Annual Graduation Survey Data</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>80</td> <td>95</td> </tr> <tr> <td>2007</td> <td>80</td> <td>98</td> </tr> <tr> <td>2008</td> <td>80</td> <td>85</td> </tr> <tr> <td>2009</td> <td>80</td> <td>90</td> </tr> <tr> <td>2010</td> <td>80</td> <td>95</td> </tr> <tr> <td>2011</td> <td>80</td> <td>98</td> </tr> <tr> <td>2012</td> <td>80</td> <td>82</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2006	80	95	2007	80	98	2008	80	85	2009	80	90	2010	80	95	2011	80	98	2012	80	82
Year	Goal (%)	Actual (%)																											
2006	80	95																											
2007	80	98																											
2008	80	85																											
2009	80	90																											
2010	80	95																											
2011	80	98																											
2012	80	82																											

<p>75% of employers surveyed of Paralegal graduates will report that Rhodes State prepares graduates “very well” or “well”.</p>	<p>2012 Paralegal Employer Survey.</p>	<p>Employer responders having experience with Rhodes paralegal graduates reported 60% were prepared “very well” or “well”. The remaining 40% were reported to have been prepared “adequately”.</p>	<p>Overall employers feel that Rhodes State graduates are prepared for entry level paralegal positions. The variety of different types of employers for paralegal graduates provides challenges to develop curriculum that meets all of their diverse needs.</p>	<p>Paralegal Program will follow up with a 2015 employer survey to gauge employer satisfaction. One area of focus will be to improve the response rates to allow for a more accurate picture of employer satisfaction.</p>	<p style="text-align: center;">Paralegal Employer Survey - Level of Preparation</p>  <table border="1"> <caption>Paralegal Employer Survey - Level of Preparation</caption> <thead> <tr> <th>Level of Preparation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Well</td> <td>40%</td> </tr> <tr> <td>Well</td> <td>20%</td> </tr> <tr> <td>Adequately</td> <td>40%</td> </tr> </tbody> </table>	Level of Preparation	Percentage	Very Well	40%	Well	20%	Adequately	40%																	
Level of Preparation	Percentage																													
Very Well	40%																													
Well	20%																													
Adequately	40%																													
<p>75% of Paralegal graduates surveyed will report that Rhodes State prepares them “very well” or “well”.</p>	<p>2004, 2006, 2009, & 2012 Paralegal graduate surveys.</p>	<p>In the 2012 survey 80% of Graduates indicated that Rhodes State prepared them “very well” or “well” for their paralegal positions.</p>	<p>Program has a strong history of graduate & employer satisfaction.</p>	<p>Program will follow up with a 2015 graduate survey to gauge graduate satisfaction. One area of focus will be to improve the response rates to allow for a more accurate picture of graduate satisfaction.</p>	<p style="text-align: center;">Paralegal Graduate Surveys</p>  <table border="1"> <caption>Paralegal Graduate Surveys</caption> <thead> <tr> <th>Year</th> <th>Very Well</th> <th>Well</th> <th>Adequately</th> <th>Not Very Well</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>~28%</td> <td>~48%</td> <td>~25%</td> <td>~5%</td> </tr> <tr> <td>2006</td> <td>~32%</td> <td>~55%</td> <td>~20%</td> <td>~5%</td> </tr> <tr> <td>2009</td> <td>~35%</td> <td>~68%</td> <td>~10%</td> <td>~5%</td> </tr> <tr> <td>2012</td> <td>~22%</td> <td>~62%</td> <td>~10%</td> <td>~22%</td> </tr> </tbody> </table>	Year	Very Well	Well	Adequately	Not Very Well	2004	~28%	~48%	~25%	~5%	2006	~32%	~55%	~20%	~5%	2009	~35%	~68%	~10%	~5%	2012	~22%	~62%	~10%	~22%
Year	Very Well	Well	Adequately	Not Very Well																										
2004	~28%	~48%	~25%	~5%																										
2006	~32%	~55%	~20%	~5%																										
2009	~35%	~68%	~10%	~5%																										
2012	~22%	~62%	~10%	~22%																										

The Accredited Business Group Programs will conduct two Program Advisory Committee Meetings per academic year.	Agendas & Minutes from Program Advisory Committee meetings.	All three Accredited Business Programs met goal	Program Chairs should continue to plan meetings well in advance to accommodate member's schedules.	The Business Group Programs are working with Rhodes State's Institution Research Department to develop an advisory committee member satisfaction survey. This survey should help gauge the effectiveness and efficiency of the Program Advisory Committee meetings.	AY 2006-07 = 6 meetings AY 2007-08 = 6 meetings AY 2008-09 = 6 meetings AY 2009-10 = 6 meetings AY 2010-11 = 6 meetings AY 2011-12 = 6 meetings
--	---	---	--	---	--

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

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

****AAB in Accounting**

- Students will have the computational skills necessary for accounting applications.
- Students will display the ability to critically think and analyze information using accounting knowledge.
- Students will display an awareness of diversity and its effects on the workplace.
- Students will display proficient skills & abilities in writing by producing correct, effective & coherent papers.
- Students will be familiar with GAAP concepts.
- Students will complete assignments in a professional manner.
- Students will be aware of an accountant's responsibility to the profession, clients, employers and governing bodies.
- Students will display necessary interpersonal skills required in typical work situations.

****AAB in Financial Services**

- Students will perform assignments with an expected degree of expertise and use computational skills when appropriate.
- Students will exhibit the ability to assess various business situations.
- Students will demonstrate an understanding of the appropriate computer software.

- Students will have the ability to share ideas in a professional manner, verbally and in written form, by producing correct, effective, and coherent papers.
- Students will be responsible for completing work assignments in a timely and trustworthy manner.
- Students will have the ability to work unsupervised in a self-sufficient manner, allowing for a leadership role in the workplace. Students will also have the necessary interpersonal skills to work with others, allowing for compromise when appropriate.
- Students will be well informed concerning current events relating to the financial profession.
- Students will be capable of applying sales techniques.

****AAB in Business Administration**

- Students will display an awareness of diversity and its effects in the workplace.
- Students will demonstrate proficient writing skills necessary for communication within a business environment.
- Students will use problems and case studies to develop critical thinking skills necessary to be successful within a business environment.
- Students will develop an awareness of diverse management styles.
- Students will be able to utilize the SWOT analysis tool to analyze internal and external business strategies.
- Students will work together in teams to develop a comprehensive business plan.
- Students will be able to utilize current technology that is common within a business environment.

****AAB in Business Management**

- Students will use problems and case studies to develop critical thinking skills necessary to be successful within a business management environment.
- Students will utilize research skills to complete case studies relevant to business management trends.
- Students will demonstrate proficient writing skills necessary for communication within a business management environment.
- Students will use excel spreadsheet to demonstrate an understanding of sales forecasting and profit-loss statements.
- Students will be able to utilize the SWOT analysis tool to analyze internal and external business strategies.
- Students will work together in teams to develop a comprehensive business plan.

****AAB in Marketing**

- Students will demonstrate the skills and knowledge necessary to be effective in the field of marketing.
- Students will demonstrate the ability to formulate structurally sound marketing plans that supports the 4P's (product, price, promotion, and place).
- Students will display thorough analysis and reasoning when preparing SWOT analysis.
- Students will be able to identify and explain market growth and market share based on research.
- Students will be able to identify a target market and its segmentations, and position a product accordingly.
- Students will develop a marketing plan and implementation timelines for that marketing plan.

****AAB in Human Resources**

- Students will use a human resource simulation project to develop critical thinking skills necessary to be successful within a human resource environment.
- Students will demonstrate the ability to manage a human resources budget.
- Students will work together in teams to develop a comprehensive business plan.
- Students will present an understanding of management’s impact on organizational behavior.
- Students will have an understanding of the impact that motivation has on employee performance.
- Students will successfully complete a self-growth awareness assessment of their management style.

****AAB in Paralegal/Legal Assisting**

- Students will display an awareness of diversity and global business practices.
- Students will demonstrate critical thinking skills necessary to be successful in the field of legal assisting.
- Students will demonstrate proficient legal analysis and writing skills.
- Students will be capable of using electronic resources as used in modern legal practices to obtain and apply information related to the field of legal assisting.

b. Performance Results

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

Standard 4 Student Learning Results (Required for each accredited program)

Performance Indicator	Definition
<p>1. Student Learning Results (Required for each accredited program)</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work. Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between</p>

professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

		Analysis of Results			Insert Graphs or Tables of Resulting Trends																					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	(3-5 data points preferred)																					
Measurable goal	Grades should not be used	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																						
What is your goal?	(Indicate length of cycle)																									
70% of Accounting students will demonstrate proficient writing skills by producing correct, effective, and coherent assignments.	ACC-230 Capstone course (Internal & Summative) All programs are assessed on an annual basis to measure student learning outcomes. (Please see program outcomes under Standard #4) The Accounting Major has been selected as an example to show you how student learning	Goal was achieved or exceeded in four out of six years reported.	Continue 15 credit quarter hours of course work in communication and reemphasized writing portfolio assignments that are utilized in 5 separate courses.	The last three years have been trending significantly higher than the goal of 70%. An emphasis on writing skills will continue as the Accounting Program converts from quarters to semesters in the 2012-2013 academic year.	<p style="text-align: center;">Writing Skills</p> <table border="1"> <caption>Writing Skills Data</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>70</td> <td>72</td> </tr> <tr> <td>2008</td> <td>70</td> <td>70</td> </tr> <tr> <td>2009</td> <td>70</td> <td>65</td> </tr> <tr> <td>2010</td> <td>70</td> <td>72</td> </tr> <tr> <td>2011</td> <td>70</td> <td>85</td> </tr> <tr> <td>2012</td> <td>70</td> <td>88</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2007	70	72	2008	70	70	2009	70	65	2010	70	72	2011	70	85	2012	70	88
Year	Goal (%)	Actual (%)																								
2007	70	72																								
2008	70	70																								
2009	70	65																								
2010	70	72																								
2011	70	85																								
2012	70	88																								

	outcomes are established and measured.																									
70% of Accounting students will display the ability to critically think and analyze accounting information.	ACC-230 Capstone course (Internal & Summative) All programs are assessed on an annual basis to measure student learning outcomes. (Please see program outcomes under Standard #4) The Accounting Major has been selected as an example to show you how student learning outcomes are established and measured.	Goal was achieved or exceeded in five out of six years reported.	Continue use of in depth problems in technical courses that require students to synthesize information and make recommendations	Assignments will continue to be incorporated into the curriculum which requires analysis and recommendations to users of accounting information.	<p style="text-align: center;">Critical Thinking</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>72</td> <td>82</td> </tr> <tr> <td>2008</td> <td>72</td> <td>72</td> </tr> <tr> <td>2009</td> <td>72</td> <td>70</td> </tr> <tr> <td>2010</td> <td>72</td> <td>74</td> </tr> <tr> <td>2011</td> <td>72</td> <td>88</td> </tr> <tr> <td>2012</td> <td>72</td> <td>78</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2007	72	82	2008	72	72	2009	72	70	2010	72	74	2011	72	88	2012	72	78
Year	Goal (%)	Actual (%)																								
2007	72	82																								
2008	72	72																								
2009	72	70																								
2010	72	74																								
2011	72	88																								
2012	72	78																								

<p>70% of Accounting students will demonstrate familiarity with Generally Accepted Accounting Principles (GAAP).</p>	<p>ACC-230 Capstone course (Internal & Summative) All programs are assessed on an annual basis to measure student learning outcomes. (Please see program outcomes under Standard #4) The Accounting Major has been selected as an example to show you how student learning outcomes are established and measured.</p>	<p>Goal was achieved or exceeded in all six years reported.</p>	<p>Continue to offer a heavy mix of upper level technical courses in the accounting degree.</p>	<p>Feedback from graduates, employers, and transfer institutions indicate a high level of satisfaction with students graduating from Rhodes with the Associate of Applied Business Degree in Accounting. The Accounting Program will be developing several new courses for students in the 2012-2013 academic year which will continue to strengthen their GAAP skills.</p>	<p style="text-align: center;">GAAP</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>70</td> <td>82</td> </tr> <tr> <td>2008</td> <td>70</td> <td>72</td> </tr> <tr> <td>2009</td> <td>70</td> <td>78</td> </tr> <tr> <td>2010</td> <td>70</td> <td>80</td> </tr> <tr> <td>2011</td> <td>70</td> <td>98</td> </tr> <tr> <td>2012</td> <td>70</td> <td>100</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2007	70	82	2008	70	72	2009	70	78	2010	70	80	2011	70	98	2012	70	100
Year	Goal (%)	Actual (%)																								
2007	70	82																								
2008	70	72																								
2009	70	78																								
2010	70	80																								
2011	70	98																								
2012	70	100																								

<p>Assess Business Group Program students using a third party external evaluation instrument.</p>	<p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (External, Summative, & Comparative)</p>	<p>Test was administered during the Spring Quarters of 2010, 2011, & 2012.</p>	<p>Students from all three Business Group Programs were tested as a component of their capstone course.</p>	<p>Overall Mean Scaled score for entire group of Rhodes students ranged from 543-549 out of perfect score of 600 during the last three academic years. Rhodes student's test results were compared against 10 other regional two year colleges in Ohio, Indiana, & Michigan and we found that in the last two academic years 22% of our students scored in the top 1% of all students tested.</p>	<p>AY 2009 - 2010 = 549 AY 2010 - 2011 = 545 AY 2011 - 2012 = 543</p>																
<p>Due to curriculum content variation it was assumed that Management & Marketing Majors will perform better than Accounting, Financial Services, or Paralegal majors.</p>	<p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (External, Summative, & Comparative)</p>	<p>Accounting & Financial Services majors ranked higher than Management & Marketing majors all three years. Paralegal Majors ranked highest of all majors on the 2011 test.</p>	<p>Historically, Accounting and Financial Services Majors perform the strongest on the Major Field Test. The 2011 Paralegal class was exceptionally strong and that showed in their 2011 Major Field Test results. More trend data should be gathered before any curriculum or course revisions are implemented.</p>	<p>Rhodes Business Programs will continue to require all students enrolled in capstone classes to take the ETS Major Field Test. Data will continue to be gathered and analyzed to provide further insight into how our students are performing as a whole and in comparison to other regional two year colleges.</p>	<p style="text-align: center;">ETS/MFT Test 2010</p> <table border="1"> <caption>ETS/MFT Test 2010 Data</caption> <thead> <tr> <th>Year</th> <th>ACC/FIN</th> <th>PARALEG</th> <th>MGT/MKT</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>558</td> <td>538</td> <td>547</td> </tr> <tr> <td>2011</td> <td>548</td> <td>549</td> <td>545</td> </tr> <tr> <td>2012</td> <td>552</td> <td>544</td> <td>544</td> </tr> </tbody> </table>	Year	ACC/FIN	PARALEG	MGT/MKT	2010	558	538	547	2011	548	549	545	2012	552	544	544
Year	ACC/FIN	PARALEG	MGT/MKT																		
2010	558	538	547																		
2011	548	549	545																		
2012	552	544	544																		

<p>Due to curriculum content variation it was assumed that certain majors will perform better in related test subject areas.</p>	<p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (External, Summative, & Comparative)</p>	<p>During 2010 & 2012 Accounting & Financial Services Majors recorded the highest scores in all four subject areas (Accounting, Economics, Management, & Marketing). During 2011 Paralegal Majors recorded the highest scores in all subject areas except Accounting.</p>	<p>Accounting and Financial Services Majors generally perform strongly in all four subject areas. Management and Marketing Majors generally perform strongly in the areas of Management & Marketing and are weakest in Accounting. Paralegal Majors perform surprisingly well in the four subject areas considering their limited exposure to Accounting, Management, & Marketing classes. More trend data should be gathered before any curriculum or course revisions are implemented.</p>	<p>Rhodes Business Programs will continue to require all students enrolled in capstone classes to take the ETS Major Field Test. Data will continue to be gathered and analyzed to provide further insight into how our students are performing as a whole and in comparison to other regional two year colleges.</p>	<p>The figure consists of four bar charts, one for each subject area: Accounting, Economics, Management, and Marketing. Each chart displays the percentage of students in three groups (ACC/FIN, PARALEG, and MGT/MKT) who performed well in that subject area for the years 2010, 2011, and 2012. The y-axis represents the percentage, ranging from 0% to 70%.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Year</th> <th>ACC/FIN (%)</th> <th>PARALEG (%)</th> <th>MGT/MKT (%)</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Accounting</td> <td>2010</td> <td>65</td> <td>35</td> <td>45</td> </tr> <tr> <td>2011</td> <td>50</td> <td>40</td> <td>35</td> </tr> <tr> <td>2012</td> <td>55</td> <td>38</td> <td>38</td> </tr> <tr> <td rowspan="3">Economics</td> <td>2010</td> <td>65</td> <td>48</td> <td>55</td> </tr> <tr> <td>2011</td> <td>55</td> <td>65</td> <td>55</td> </tr> <tr> <td>2012</td> <td>60</td> <td>58</td> <td>55</td> </tr> <tr> <td rowspan="3">Management</td> <td>2010</td> <td>55</td> <td>45</td> <td>55</td> </tr> <tr> <td>2011</td> <td>50</td> <td>55</td> <td>55</td> </tr> <tr> <td>2012</td> <td>55</td> <td>50</td> <td>52</td> </tr> <tr> <td rowspan="3">Marketing</td> <td>2010</td> <td>55</td> <td>45</td> <td>55</td> </tr> <tr> <td>2011</td> <td>50</td> <td>55</td> <td>55</td> </tr> <tr> <td>2012</td> <td>55</td> <td>50</td> <td>52</td> </tr> </tbody> </table>	Subject	Year	ACC/FIN (%)	PARALEG (%)	MGT/MKT (%)	Accounting	2010	65	35	45	2011	50	40	35	2012	55	38	38	Economics	2010	65	48	55	2011	55	65	55	2012	60	58	55	Management	2010	55	45	55	2011	50	55	55	2012	55	50	52	Marketing	2010	55	45	55	2011	50	55	55	2012	55	50	52
Subject	Year	ACC/FIN (%)	PARALEG (%)	MGT/MKT (%)																																																										
Accounting	2010	65	35	45																																																										
	2011	50	40	35																																																										
	2012	55	38	38																																																										
Economics	2010	65	48	55																																																										
	2011	55	65	55																																																										
	2012	60	58	55																																																										
Management	2010	55	45	55																																																										
	2011	50	55	55																																																										
	2012	55	50	52																																																										
Marketing	2010	55	45	55																																																										
	2011	50	55	55																																																										
	2012	55	50	52																																																										

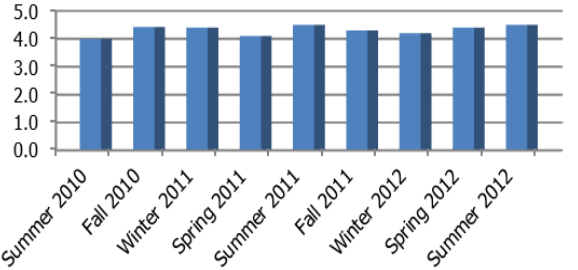
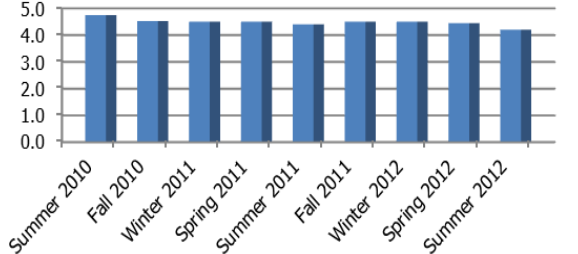
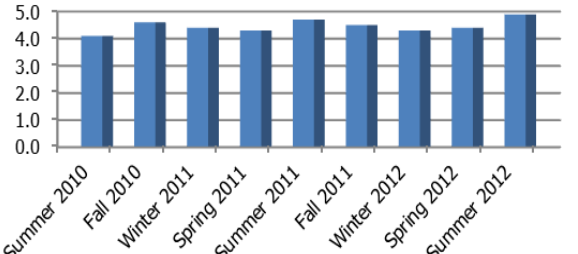
Standard #5 Faculty and Staff Focus

Complete Table 5.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		<p>Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.</p> <p><i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of these supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i></p>			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?					

<p>The Accredited Business Group Programs within the BPS Division will strive for minimal turnover in full time faculty and staff.</p>	<p>Annual review of employment status of full time faculty and staff.</p>	<p>From July 2010 to June 2012 the Dean of the BPS Division and one full time faculty member retired. Retirements are on the rise because of benefit changes to the State Employees Retirement System in Ohio. These benefit changes are encouraging employees to retire at their earliest opportunity or face reduced benefits. From July 2010 to June 2012 two full time faculty members of the BPS division voluntarily resigned.</p>	<p>While we strive for minimal turnover all faculty are evaluated annually using student course evaluations and personnel evaluations. This evaluation process is critical to determine the effectiveness of the faculty and staff in the Business Group Programs.</p>	<p>The Accredited Business Group Programs will continue to monitor turnover and work with Rhode's leadership to develop a succession plan for future retirements and resignations.</p>	<p>AY 2005-06 = 1 AY 2006-07 = 0 AY 2007-08 = 0 AY 2008-09 = 0 AY 2009-10 = 0 AY 2010-11 = 1 (Diane Maloney) AY 2011-12 = 3 (Michael Rex, Amanda Weimerskirch, & Christine Cross)</p>
--	---	--	--	--	---

<p>The Accredited Business Group Programs within the BPS Division will achieve ratings from the Student Evaluation of Instruction that will exceed the College's average</p>	<p>Completed Student Evaluation of Instruction surveys that are administered each quarter. The student course evaluations use a 1 to 5 point scale.</p>	<p>For a 9 quarter reporting period the College average is 4.5 out of 5.0 scale.</p>	<p>The MGT/MKT Program met or exceeded the College average in 7 of 9 quarters. The ACC/FIN Program fell below College average in 7 of 9 quarters. The PARALEG Program fell below College average in 5 of 9 quarters.</p>	<p>During the 2012-2013 academic year two new full time instructors were brought into the ACC/FIN program and one new part time instructor was brought into the Paralegal program. These instructor changes should drive new ratings from Student Evaluations.</p>	<div data-bbox="1423 131 2039 505"> <p style="text-align: center;">ACC/FIN</p>  <table border="1"> <caption>ACC/FIN Student Evaluation Ratings</caption> <thead> <tr> <th>Quarter</th> <th>Rating</th> </tr> </thead> <tbody> <tr><td>Summer 2010</td><td>4.0</td></tr> <tr><td>Fall 2010</td><td>4.4</td></tr> <tr><td>Winter 2011</td><td>4.4</td></tr> <tr><td>Spring 2011</td><td>4.1</td></tr> <tr><td>Summer 2011</td><td>4.5</td></tr> <tr><td>Fall 2011</td><td>4.3</td></tr> <tr><td>Winter 2012</td><td>4.2</td></tr> <tr><td>Spring 2012</td><td>4.4</td></tr> <tr><td>Summer 2012</td><td>4.5</td></tr> </tbody> </table> </div> <div data-bbox="1423 537 2018 894"> <p style="text-align: center;">MGT/MKT/ECN</p>  <table border="1"> <caption>MGT/MKT/ECN Student Evaluation Ratings</caption> <thead> <tr> <th>Quarter</th> <th>Rating</th> </tr> </thead> <tbody> <tr><td>Summer 2010</td><td>4.6</td></tr> <tr><td>Fall 2010</td><td>4.4</td></tr> <tr><td>Winter 2011</td><td>4.4</td></tr> <tr><td>Spring 2011</td><td>4.4</td></tr> <tr><td>Summer 2011</td><td>4.3</td></tr> <tr><td>Fall 2011</td><td>4.4</td></tr> <tr><td>Winter 2012</td><td>4.4</td></tr> <tr><td>Spring 2012</td><td>4.3</td></tr> <tr><td>Summer 2012</td><td>4.1</td></tr> </tbody> </table> </div> <div data-bbox="1423 927 2018 1284"> <p style="text-align: center;">PARALEGAL</p>  <table border="1"> <caption>PARALEGAL Student Evaluation Ratings</caption> <thead> <tr> <th>Quarter</th> <th>Rating</th> </tr> </thead> <tbody> <tr><td>Summer 2010</td><td>4.1</td></tr> <tr><td>Fall 2010</td><td>4.5</td></tr> <tr><td>Winter 2011</td><td>4.4</td></tr> <tr><td>Spring 2011</td><td>4.3</td></tr> <tr><td>Summer 2011</td><td>4.6</td></tr> <tr><td>Fall 2011</td><td>4.4</td></tr> <tr><td>Winter 2012</td><td>4.3</td></tr> <tr><td>Spring 2012</td><td>4.4</td></tr> <tr><td>Summer 2012</td><td>4.8</td></tr> </tbody> </table> </div>	Quarter	Rating	Summer 2010	4.0	Fall 2010	4.4	Winter 2011	4.4	Spring 2011	4.1	Summer 2011	4.5	Fall 2011	4.3	Winter 2012	4.2	Spring 2012	4.4	Summer 2012	4.5	Quarter	Rating	Summer 2010	4.6	Fall 2010	4.4	Winter 2011	4.4	Spring 2011	4.4	Summer 2011	4.3	Fall 2011	4.4	Winter 2012	4.4	Spring 2012	4.3	Summer 2012	4.1	Quarter	Rating	Summer 2010	4.1	Fall 2010	4.5	Winter 2011	4.4	Spring 2011	4.3	Summer 2011	4.6	Fall 2011	4.4	Winter 2012	4.3	Spring 2012	4.4	Summer 2012	4.8
Quarter	Rating																																																																
Summer 2010	4.0																																																																
Fall 2010	4.4																																																																
Winter 2011	4.4																																																																
Spring 2011	4.1																																																																
Summer 2011	4.5																																																																
Fall 2011	4.3																																																																
Winter 2012	4.2																																																																
Spring 2012	4.4																																																																
Summer 2012	4.5																																																																
Quarter	Rating																																																																
Summer 2010	4.6																																																																
Fall 2010	4.4																																																																
Winter 2011	4.4																																																																
Spring 2011	4.4																																																																
Summer 2011	4.3																																																																
Fall 2011	4.4																																																																
Winter 2012	4.4																																																																
Spring 2012	4.3																																																																
Summer 2012	4.1																																																																
Quarter	Rating																																																																
Summer 2010	4.1																																																																
Fall 2010	4.5																																																																
Winter 2011	4.4																																																																
Spring 2011	4.3																																																																
Summer 2011	4.6																																																																
Fall 2011	4.4																																																																
Winter 2012	4.3																																																																
Spring 2012	4.4																																																																
Summer 2012	4.8																																																																

<p>100% of Business Group Program Faculty will participate in at least one professional development activity each academic year.</p>	<p>Professional Development Reporting System available to college faculty.</p>	<p>Goal was achieved for last six years.</p>	<p>The College provides Professional Development for all full time faculty and any available adjunct faculty three times per academic year.</p>	<p>The Dean and Program Chairs will continue to monitor for attendance. Starting in the 2013-2014 academic year, the Business Group faculty will target to participate in three professional development activities each academic year.</p>	<p>AY 2006-07 = 100% AY 2007-08 = 100% AY 2008-09 = 100% AY 2009-10 = 100% AY 2010-11 = 100% AY 2011-12 = 100%</p>																								
<p>The Accredited Business Group Programs will strive to have 50% of the courses staffed by Full Time Faculty members.</p>	<p>Quarterly/Annual analysis of Faculty teaching assignments.</p>	<p>The goal was exceeded by 17% in the 2010-11 academic years, and the goal was exceeded by 13% in the 2011-12 academic year.</p>	<p>During the reporting period, the college has continued to invite Full Time Faculty to consider overloads to serve evening and Distance Education classes.</p>	<p>The 2010-2011 & 2011-2012 academic years showed the most favorable Full Time to Part Time Faculty Teaching Assignment ratios over the last seven years.</p>	<table border="1"> <caption>% Courses FT vs PT</caption> <thead> <tr> <th>Academic Year</th> <th>Full Time (%)</th> <th>Part Time (%)</th> </tr> </thead> <tbody> <tr> <td>2005-2006</td> <td>40</td> <td>60</td> </tr> <tr> <td>2006-2007</td> <td>40</td> <td>60</td> </tr> <tr> <td>2007-2008</td> <td>45</td> <td>55</td> </tr> <tr> <td>2008-2009</td> <td>48</td> <td>52</td> </tr> <tr> <td>2009-2010</td> <td>55</td> <td>45</td> </tr> <tr> <td>2010-2011</td> <td>68</td> <td>32</td> </tr> <tr> <td>2011-2012</td> <td>65</td> <td>35</td> </tr> </tbody> </table>	Academic Year	Full Time (%)	Part Time (%)	2005-2006	40	60	2006-2007	40	60	2007-2008	45	55	2008-2009	48	52	2009-2010	55	45	2010-2011	68	32	2011-2012	65	35
Academic Year	Full Time (%)	Part Time (%)																											
2005-2006	40	60																											
2006-2007	40	60																											
2007-2008	45	55																											
2008-2009	48	52																											
2009-2010	55	45																											
2010-2011	68	32																											
2011-2012	65	35																											

Faculty Qualifications

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

Table 5.2 Standard 5 - NEW FULL-TIME QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Document ed on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL SPECIFIC QUALIFICATIONS <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Master's 2. Doctorate 3. Professional 4. Exception
Weimerskirch, Amanda	Business	**ACC 101 – Corporate Accounting Principles **ACC 102 – Managerial Accounting Principles **ACC 144 – Governmental & Non-Profit Fund Accounting **ACC 202 – Intermediate Accounting 2 **ACC 230 - Auditing	**BS (Accounting)	**More than 5 years of In-field Professional Employment	8 – Exception (Last Instructional Assignment Summer 2012)

NEW PART-TIME FACULTY QUALIFICATIONS

McGarvey, Mark	Business	**MKT 221 – Comprehensive Sales Techniques	**MA (Sociology) **BS (Interdisciplinary Studies) **AAB (Data Processing Tech)	** 28 Years of Professional experience in Marketing & Sales Positions	8 – Exception (Last Instructional Assignment Spring 2011)
Runkle, John	Business	**ECN 141 – Macro Economics **ECN 143 – Micro Economics	**MBA **BA (Economics)	N/A – In Field Master's Degree	5 – Master's Qualified
Violet, Deborah	Business	**ACC 225 – Principles of Federal Income Tax **ACC 229 – Intermediate Income Tax	**MBA **BS (Accounting)	N/A – In-Field Master's Degree	5 – Master's Qualified
Wagner, Michael	Business	**ACC 102 – Managerial Accounting Principles **ACC 201 – Intermediate Accounting 1 **ACC 211 – Cost Accounting 1 **ACC 212 – Cost Accounting 2 **FIN 215 – Financial Management	**BS (Accounting)	**Less than 2 years of In-field Professional Employment	8 - Exception
Weiss, Andrew	Business	**MKT 150 – Consumer Behavior **MKT 221 – Comprehensive Sales Techniques	**MBA **BS (Business Administration)	N/A – In-Field Master's Degree	5 – Master's Qualified
Welch, Chip	Business	**ACC 105 – Accounting Software Applications	**MBA **BS (Business Administration & Management Information Systems) **AS (Computer Science)	N/A – In-Field Master's Degree	5 – Master's Qualified

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

No program has been substantially revised since the last QA report.

2. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

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

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

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

All seven ACBSP accredited Associate of Applied Business Degrees examined in last QA Report continue to be offered.

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

Curriculum Summary

Accounting Major/Accounting & Financial Services

Total Number of Hours for Degree: 100

List Courses Appropriate for each Area

Accounting Major

Professional Component:

<u>Course Title</u>		<u>Areas Of Study</u>	<u>Credit Hours</u>
ACC -101	Corporate Accounting Principles	A	5
BUS-210	Business law	E	4
CPT-125	Computer Applications in the Workplace	B	4
CPT-144	Introduction to the Internet	B,E	2
ECN-143	Micro Economics	D	5
FIN-240	Corporate Finance	H	5
OAD-264	Spreadsheets Software & Applications (Excel)	B	3
SDE-101	First Year Experience	A	1
		Area Total Credit Hrs.	29
		<u>29.00%</u> % of total program hrs.	

General Education:

<u>Course Title</u>		<u>Educational Goal Area</u>	<u>Credit Hours</u>
COM-111	English Composition	1	5
COM-116	Business Communications	1	5
COM-211	Public Speaking	1	5
HST-162	American History since 1977	2	5
MTH-119	Finite Mathematics for Business	6	5
		Area Total Credit Hrs.	25
		<u>25.00%</u> % of total program hrs.	

Business Major:

<u>Course Title</u>		<u>Credit Hours</u>
ACC-102	Managerial Accounting Principles	5
ACC-105	Accounting Software Applications	3
ACC-144	Governmental and Non-Profit Funds Accounting	5
ACC-201	Intermediate Accounting I	5
ACC-202	Intermediate Accounting II	5
ACC-211	Cost Accounting I	5
ACC-212	Cost Accounting II	5
ACC-225	Principles of Federal Income Tax	3
ACC-229	Intermediate Income Tax	5
ACC-230	Auditing (Capstone)	5
		Area Total Credit Hrs.
		<u>46.00%</u> % of total program hrs.

Curriculum Summary

Accounting Major/Accounting & Financial Services

Total Number of Hours for Degree: 99

List Courses Appropriate for each Area

Financial Services Major

Professional Component:

<u>Course Title</u>		<u>Areas Of Study</u>	<u>Credit Hours</u>
ACC -101	Corporate Accounting Principles	A	5
ACC-225	Principles of Federal Income Tax	A	3
BUS-210	Business Law	E	4
CPT-125	Computer Applications in the Workplace	B	4
CPT-144	Introduction to the Internet	B,E	2
ECN-143	Micro Economics	D	5
MKT-101	Principles of Marketing	F	5
SDE-101	First Year Experience	A	1
Area Total Credit Hrs.			29
<u>29.29%</u> % of total program hrs.			

General Education:

<u>Course Title</u>		<u>Educational Goal Area</u>	<u>Credit Hours</u>
COM-111	English Composition	1	5
COM-116	Business Communications	1	5
COM-211	Public Speaking	1	5
HST-162	American History since 1977	2	5
MTH-110/120	Math of Business or Finite Mathematics for Business	6	5
Area Total Credit Hrs.			25
<u>25.25%</u> % of total program hrs.			

Business Major:

<u>Course Title</u>		<u>Credit Hours</u>
ACC-102	Managerial Accounting Principles	5
FIN-101	Principles of Money & Banking	3
FIN-102	Consumer Lending	3
FIN-125	Personal Finance	5
FIN-207	Analyzing Financial Statements	3
FIN-215	Financial Management	5
FIN-220	Introduction to Investments	3
FIN-240	Corporate Finance	5
FIN-250	Healthcare Finance	3
MGT-243	Benefits	5
MKT-221	Comprehensive Sales Technique	5
Area Total Credit Hrs.		45
<u>45.45%</u> % of total program hrs.		

Curriculum Summary

Business Administration/Management & Marketing

Total Number of Hours for Degree: 93-97

List Courses Appropriate for each Area

Business Administration Major

Professional Component:

<u>Course Title</u>		<u>Areas Of Study</u>	<u>Credit Hours</u>
BUS-210	Business Law	E	4
CPT-125	Computer applications in the workplace	B	4
CPT-144	Introduction to the Internet	B,E	2
ECN-141	Macro Economics	D	5
ECN-143	Micro Economics	D	5
OAD-264	Spreadsheet Software & Applications (Excel)	B	3
OAD-264	Database Software & Applications (Access)	B	0
SDE-101	First Year Experience	A	1
Elective	Basic Elective		3-5
		Area Total Credit Hrs.	27-29
		<u>29.03%</u>	% of total program hrs.

General Education:

<u>Course Title</u>		<u>Educational Goal Area</u>	<u>Credit Hours</u>
COM-111	English Composition	1	5
COM-116	Business Communications	1	5
MTJ-110	Math of Business	6	5
PSY-101	General Psychology	8	5
HST-162	American History since 1877	2	5
		Area Total Credit Hrs.	25
		<u>26.88%</u>	% of total program hrs.

Business Major:

<u>Course Title</u>		<u>Credit Hours</u>
ACC-101	Corporate Accounting Principles	5
ACC-102	Managerial Accounting Principles	5
MGT-101	Principles of Management	5
MGT-125/126	Team Building OR Team Leadership	3
MGT-200	Human Resource Management	5
MGT-201	Organization Behavior	5
MGT-249	Applications & Trends in Business Administration	2
MKT-101	Principles of Marketing	5
MKT-145	Customer Service	3
Tech Elective	Technical Elective	3-5
		Area Total Credit Hrs.
		41-43
		<u>44.09%</u>
		% of total program hrs.

Curriculum Summary

Business Administration/Management & Marketing

Total Number of Hours for Degree: 102

List Courses Appropriate for each Area

Business Management Major

Professional Component:

<u>Course Title</u>		<u>Areas Of Study</u>	<u>Credit Hours</u>
ACC-101	Corporate Accounting Principles	A	5
ACC-102	Managerial Accounting Principles	A	5
BUS-210	Business Law	E	4
CPT-125	Computer Applications in the Workplace	B	4
CPT-144	Introduction to the Internet	B,E	2
ECN-143	Micro Economics	D	5
OAD-264	Spreadsheet Software & Applications (Excel) OR	B	3
OAD-264	Database Software & Applications (Access)	B	
SDE-101	First Year Experience	I	1
		Area Total Credit Hrs.	29
		<u>28.43%</u>	% of total program hrs.

General Education:

<u>Course Title</u>		<u>Educational Goal Area</u>	<u>Credit Hours</u>
COM-111	English Composition	1	5
COM-116	Business Communications	1	5
COM-211	Public Speaking	1	5
HST-162	American History since 1877	2	5
PSY-101	General Psychology	8	5
MTH-110	Math of Business	6	5
		Area Total Credit Hrs.	30
		<u>29.41%</u>	% of total program hrs.

Business Major:

<u>Course Title</u>		<u>Credit Hours</u>
MGT-101	Principles of Management	5
MGT-105	Introduction to Entrepreneurship	5
MGT-125	Team Building	3
MGT-200	Human Resource Management	5
MGT-201	Organizational Behavior	5
MGT-225	Organizational Planning & Problem Solving	5
MGT-290	Small Business Management	2
MKT-101	Principles of Marketing	5
MKT-150	Consumer Behavior	3
MKT-221	Comprehensive Sales Technique	5
		Area Total Credit Hrs.
		43
		<u>42.15%</u>
		% of total program hrs.

Curriculum Summary

Business Administration/Management & Marketing

Total Number of Hours for Degree: 97

List Courses Appropriate for each Area

Marketing Major

Professional Component:

<u>Course Title</u>		<u>Areas Of Study</u>	<u>Credit Hours</u>
ACC -101	Corporate Accounting Principles	A	5
CPT-125	Computer Applications in the Workplace	B	4
CPT-144	Introduction to the Internet	B,E	2
ECN-143	Micro Economics	D	5
MGT-101	Principles of Management	I	5
OAD-264	Spreadsheet Software & Applications (Excel) OR	B	3
OAD-264	Database Software & Applications (Access)	B	
SDE-101	First Year Experience	F	1

Area Total Credit
Hrs. 25

25.77%
% of total program
hrs.

General Education:

<u>Course Title</u>		<u>Educational Goal Area</u>	<u>Credit Hours</u>
COM-111	English Composition	1	5
COM-116	Business Communications	1	5
COM-211	Public Speaking	1	5
HST-162	American History since 1877	2	5
PSY-101	General Psychology	8	5
MTH-110	Math of Business	6	5

Area Total Credit
Hrs. 30

30.93%
% of total program
hrs.

Business Major:

<u>Course Title</u>		<u>Credit Hours</u>
MGT-125	Team Building	3
MGT-201	Organization Behavior	5
MKT-101	Principles of Marketing	5
MKT-111	Retail Merchandising	5
MKT-145	Customer Service	3
MKT-150	Consumer Behavior	3
MKT-205	Business Marketing	3
MKT-211	Adverting & Sales Promotion	5
MKT-221	Comprehensive Sales Techniques	5
MKT-252	Special Studies in Marketing	2
Tech Elective	Technical Elective	3

Area Total Credit
Hrs. 42

43.30%
% of total program
hrs.

Curriculum Summary

Business Administration/Management & Marketing

Total Number of Hours for Degree: 102

List Courses Appropriate for each Area

Human Resources Major

Professional Component:

<u>Course Title</u>		<u>Areas Of Study</u>	<u>Credit Hours</u>
ACC-101	Corporate Accounting Principles	A	5
BUS-210	Business Law	E	4
CPT-125	Computer Applications in the Workplace	B	4
CPT-144	Introduction to the Internet	B,E	2
ECN-141	Macro Economics	D	5
FIN-125	Personal Finance	H	5
OAD-264	Spreadsheet (Excel) OR	B	3
OAD-265	Database Software (Access)	B	0
SDE-101	First Year Experience	I	1
		Area Total Credit Hrs.	29
		<u>28.43%</u>	% of total program hrs.

General Education:

<u>Course Title</u>		<u>Educational Goal Area</u>	<u>Credit Hours</u>
COM-111	English composition	1	5
COM-116	Business Communications	1	5
COM-211	Public Speaking	1	5
HST-162	American History since 1877	2	5
PSY-101	General Psychology	8	5
MTH-110	Math of Business	6	5
		Area Total Credit Hrs.	30
		<u>29.41%</u>	% of total program hrs.

Business Major:

<u>Course Title</u>		<u>Credit Hours</u>
MGT-101	Principles of Management	5
MGT-125	Team Building	3
MGT-150	Safety Management for Managers	3
MGT-201	Organizational Behavior	5
MGT-206	Employee & Labor Relations	5
MGT-241	Employee Selection and Placement	5
MGT-242	Compensation	5
MGT-243	Benefits	5
MGT-244	Training & Development	5
MGT-253	Issues & Trends in Human Resource Management	2
		Area Total Credit Hrs.
		43
		<u>42.16%</u>
		% of total program hrs.

Curriculum Summary

Paralegal-Legal Assisting

Total Number of Hours for Degree: 107

List Courses Appropriate for each Area

Paralegal-Legal Assisting Major

Professional Component:

<u>Course Title</u>	<u>Areas Of Study</u>	<u>Credit Hours</u>
ACC-101	Corporate Accounting Principles	A
ACC-225	Principles of Federal Income Tax	A
BUS-210	Business Law	E
CPT-125	Computer Applications in the Workplace	B
CPT-144	Introduction to the Internet	B,E
ECN-141	Macro Economics	D
MGT-101	Principles of Management	I
SDE-101	First Year Experience	E
Area Total Credit Hrs.		29
<u>27.10%</u>		% of total program hrs.

General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credit Hours</u>
COM-111	English composition	1
COM-116	Business Communications	1
HST-230	Connections, Technology & Civilization	2
MTH-110	Math of Business	6
POL-101	Introduction to Political Science	5
PSY-122	Psychology of Human Relations	8
SOC-101	Sociology	8
Area Total Credit Hrs.		35
<u>32.71%</u>		% of total program hrs.

Business Major:

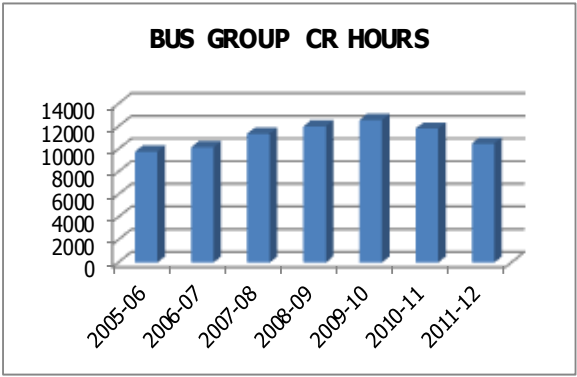
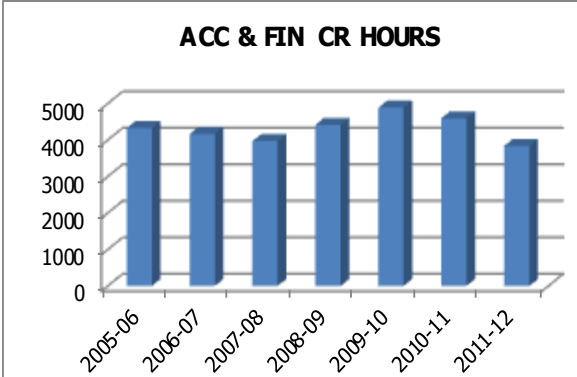
<u>Course Title</u>	<u>Credit Hours</u>
LEG-101	Intro to Legal Assisting & the Legal System
LEG-102	Legal Ethics & Code of Professional Responsibility
LEG-110	Legal Research & Writing I
LEG-111	Legal Research & Writing II
LEG-112	Computerized Legal Research
LEG-115	Litigation
LEG-119	Criminal Law & Procedure
LEG-120	Family Law
LEG-200	Civil & Trial Procedure
LEG-205	Real Estate Transactions
LEG-210	Estate & Probate Administration
LEG-220	Debtor-Creditor Relations
LEG-225	Administrative Law
LEG-300	Legal Assisting Internship
Area Total Credit Hrs.	
<u>40.19%</u>	
43	
% of total program hrs.	

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. <i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i>																											
		Analysis of Results																											
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																								
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)																								
What is your goal?																													
Key Performance Indicator – Fiscal Viability Index, each academic program should attain a 26% Contribution Margin Ratio comparing appropriate earned revenues with directly related expenditures.	College Contribution Margin Report	The Accounting & Financial Services Program has exceeded the college goal of 26% for all seven years reported.	Continue to monitor.	Positive performance helps support requests made in annual budget hearings.	<p style="text-align: center;">ACC/FIN, C/M Ratio %</p> <table border="1"> <caption>ACC/FIN, C/M Ratio % Data</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>26</td> <td>52</td> </tr> <tr> <td>2006-07</td> <td>26</td> <td>52</td> </tr> <tr> <td>2007-08</td> <td>26</td> <td>50</td> </tr> <tr> <td>2008-09</td> <td>26</td> <td>52</td> </tr> <tr> <td>2009-10</td> <td>26</td> <td>54</td> </tr> <tr> <td>2010-11</td> <td>26</td> <td>54</td> </tr> <tr> <td>2011-12</td> <td>26</td> <td>52</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2005-06	26	52	2006-07	26	52	2007-08	26	50	2008-09	26	52	2009-10	26	54	2010-11	26	54	2011-12	26	52
Year	Goal (%)	Actual (%)																											
2005-06	26	52																											
2006-07	26	52																											
2007-08	26	50																											
2008-09	26	52																											
2009-10	26	54																											
2010-11	26	54																											
2011-12	26	52																											

<p>Key Performance Indicator – Fiscal Viability Index, each academic program should attain a 26% Contribution Margin Ratio comparing appropriate earned revenues with directly related expenditures.</p>	<p>College Contribution Margin Report</p>	<p>The Management & Marketing Program has exceeded the college goal of 26% for all seven years reported.</p>	<p>Continue to monitor.</p>	<p>Positive performance helps support requests made in annual budget hearings.</p>	<table border="1"> <caption>MGT/MKT, C/M Ratio%</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr><td>2005-06</td><td>26</td><td>42</td></tr> <tr><td>2006-07</td><td>26</td><td>38</td></tr> <tr><td>2007-08</td><td>26</td><td>52</td></tr> <tr><td>2008-09</td><td>26</td><td>55</td></tr> <tr><td>2009-10</td><td>26</td><td>55</td></tr> <tr><td>2010-11</td><td>26</td><td>60</td></tr> <tr><td>2011-12</td><td>26</td><td>60</td></tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2005-06	26	42	2006-07	26	38	2007-08	26	52	2008-09	26	55	2009-10	26	55	2010-11	26	60	2011-12	26	60
Year	Goal (%)	Actual (%)																											
2005-06	26	42																											
2006-07	26	38																											
2007-08	26	52																											
2008-09	26	55																											
2009-10	26	55																											
2010-11	26	60																											
2011-12	26	60																											
<p>Key Performance Indicator – Fiscal Viability Index, each academic program should attain a 26% Contribution Margin Ratio comparing appropriate earned revenues with directly related expenditures.</p>	<p>College Contribution Margin Report</p>	<p>The Paralegal Program exceeded the college goal of 26% in the 2010-2011 FY. All other years reported fail to meet the 26% goal.</p>	<p>The Paralegal Program has seen improvement in its C/M Ratio over the last four years. Plans have been put into place to construct a “mock” court classroom to serve students and host special recruiting events.</p>	<p>The Paralegal Program enrollment and related C/M Ratios have improved substantially over the last four academic years.</p>	<table border="1"> <caption>PARALEGAL, C/M Ratio %</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr><td>2005-06</td><td>26</td><td>-10</td></tr> <tr><td>2006-07</td><td>26</td><td>-10</td></tr> <tr><td>2007-08</td><td>26</td><td>-25</td></tr> <tr><td>2008-09</td><td>26</td><td>5</td></tr> <tr><td>2009-10</td><td>26</td><td>5</td></tr> <tr><td>2010-11</td><td>26</td><td>28</td></tr> <tr><td>2011-2012</td><td>26</td><td>15</td></tr> </tbody> </table>	Year	Goal (%)	Actual (%)	2005-06	26	-10	2006-07	26	-10	2007-08	26	-25	2008-09	26	5	2009-10	26	5	2010-11	26	28	2011-2012	26	15
Year	Goal (%)	Actual (%)																											
2005-06	26	-10																											
2006-07	26	-10																											
2007-08	26	-25																											
2008-09	26	5																											
2009-10	26	5																											
2010-11	26	28																											
2011-2012	26	15																											

<p>The Accredited Business Group Programs will attain consistent billable credit hour growth of 4% over time.</p>	<p>Course enrollment report generated each academic quarter.</p>	<p>The Business Group Programs as a whole saw billable credit hours decline in the 2010-11 & 2011-12 academic years. This decline was consistent with enrollment trends for the college as a whole.</p>	<p>Enrollment at Rhodes State will generally trend with the local economy and job market. As the local job market has improved enrollment has declined.</p>	<p>Rhodes State has renewed its focus on marketing and recruiting and expects to see enrollment improvement in the coming academic years.</p>	 <table border="1"> <caption>BUS GROUP CR HOURS</caption> <thead> <tr> <th>Academic Year</th> <th>CR Hours (Approximate)</th> </tr> </thead> <tbody> <tr><td>2005-06</td><td>10500</td></tr> <tr><td>2006-07</td><td>11000</td></tr> <tr><td>2007-08</td><td>11500</td></tr> <tr><td>2008-09</td><td>12000</td></tr> <tr><td>2009-10</td><td>12500</td></tr> <tr><td>2010-11</td><td>12000</td></tr> <tr><td>2011-12</td><td>11000</td></tr> </tbody> </table>	Academic Year	CR Hours (Approximate)	2005-06	10500	2006-07	11000	2007-08	11500	2008-09	12000	2009-10	12500	2010-11	12000	2011-12	11000
Academic Year	CR Hours (Approximate)																				
2005-06	10500																				
2006-07	11000																				
2007-08	11500																				
2008-09	12000																				
2009-10	12500																				
2010-11	12000																				
2011-12	11000																				
<p>The Accounting & Financial Services Program will attain consistent billable credit hour growth of 4% over time.</p>	<p>Course enrollment report generated each academic quarter.</p>	<p>The ACC/FIN Program saw declines in 2010-11 of 6% & 2011-12 of 16%. These trends were consistent with enrollment trends for the college and business division as a whole.</p>	<p>Enrollment at Rhodes State will generally trend with the local economy and job market. As the local job market has improved enrollment has declined.</p>	<p>The Business Division as a whole will be engaging in developing a new marketing/recruiting strategy for the division during the 2013-2014 academic year.</p>	 <table border="1"> <caption>ACC & FIN CR HOURS</caption> <thead> <tr> <th>Academic Year</th> <th>CR Hours (Approximate)</th> </tr> </thead> <tbody> <tr><td>2005-06</td><td>4500</td></tr> <tr><td>2006-07</td><td>4300</td></tr> <tr><td>2007-08</td><td>4200</td></tr> <tr><td>2008-09</td><td>4400</td></tr> <tr><td>2009-10</td><td>4800</td></tr> <tr><td>2010-11</td><td>4500</td></tr> <tr><td>2011-12</td><td>4000</td></tr> </tbody> </table>	Academic Year	CR Hours (Approximate)	2005-06	4500	2006-07	4300	2007-08	4200	2008-09	4400	2009-10	4800	2010-11	4500	2011-12	4000
Academic Year	CR Hours (Approximate)																				
2005-06	4500																				
2006-07	4300																				
2007-08	4200																				
2008-09	4400																				
2009-10	4800																				
2010-11	4500																				
2011-12	4000																				

<p>The Management & Marketing Program will attain consistent billable credit hour growth of 4% over time.</p>	<p>Course enrollment report generated each academic quarter.</p>	<p>The MGT/MKT Program saw declines in 2010-11 of 13% & 2011-12 of 6%. These trends were consistent with enrollment trends for the college and business division as a whole.</p>	<p>Enrollment at Rhodes State will generally trend with the local economy and job market. As the local job market has improved enrollment has declined.</p>	<p>The Business Division as a whole will be engaging in developing a new marketing/recruiting strategy for the division during the 2013-2014 academic year.</p>	<table border="1"> <caption>MGT & MKT CR HOURS</caption> <thead> <tr> <th>Year</th> <th>CR Hours</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>4800</td> </tr> <tr> <td>2006-07</td> <td>5200</td> </tr> <tr> <td>2007-08</td> <td>6800</td> </tr> <tr> <td>2008-09</td> <td>6800</td> </tr> <tr> <td>2009-10</td> <td>6800</td> </tr> <tr> <td>2010-11</td> <td>6000</td> </tr> <tr> <td>2011-12</td> <td>5500</td> </tr> </tbody> </table>	Year	CR Hours	2005-06	4800	2006-07	5200	2007-08	6800	2008-09	6800	2009-10	6800	2010-11	6000	2011-12	5500
Year	CR Hours																				
2005-06	4800																				
2006-07	5200																				
2007-08	6800																				
2008-09	6800																				
2009-10	6800																				
2010-11	6000																				
2011-12	5500																				
<p>The Paralegal Program will attain consistent billable credit hour growth of 4% over time.</p>	<p>Course enrollment report generated each academic quarter.</p>	<p>The PARALEG Program saw an increase in 2010-11 of 28% & a decrease in 2011-12 of 13%. The 2010-2011 increase is consistent with the strong contribution margin experienced by the program that academic year. The 2011-2012 decrease is consistent with enrollment trends for the college and business division as a whole.</p>	<p>Enrollment at Rhodes State will generally trend with the local economy and job market. As the local job market has improved enrollment has declined.</p>	<p>The Business Division as a whole will be engaging in developing a new marketing/recruiting strategy for the division during the 2013-2014 academic year.</p>	<table border="1"> <caption>PARALEG CR HOURS</caption> <thead> <tr> <th>Year</th> <th>CR Hours</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>1100</td> </tr> <tr> <td>2006-07</td> <td>1150</td> </tr> <tr> <td>2007-08</td> <td>1050</td> </tr> <tr> <td>2008-09</td> <td>1300</td> </tr> <tr> <td>2009-10</td> <td>1400</td> </tr> <tr> <td>2010-11</td> <td>1800</td> </tr> <tr> <td>2011-12</td> <td>1600</td> </tr> </tbody> </table>	Year	CR Hours	2005-06	1100	2006-07	1150	2007-08	1050	2008-09	1300	2009-10	1400	2010-11	1800	2011-12	1600
Year	CR Hours																				
2005-06	1100																				
2006-07	1150																				
2007-08	1050																				
2008-09	1300																				
2009-10	1400																				
2010-11	1800																				
2011-12	1600																				

<p>The Accredited Business Group Programs graduate output should reflect changes in enrollment and billable credit hours.</p>	<p>Rhodes IR graduate report.</p>	<p>The 2010-2011 & 2011-2012 academic years have experienced the highest number of graduates over the last seven years.</p>	<p>Even with declining enrollments, more students completed degrees during the last two academic years. This is due in part to a significant push by the business programs to graduate students before the college's conversion to semesters during the 2012-2013 academic year.</p>	<p>Because of new funding requirements, the college will be refocusing on seeing students successfully complete certificates & programs during the upcoming academic years. Student completion of certificates and degrees will be a critical measure for how Rhodes State will be funded by the State of Ohio in the future.</p>
---	-----------------------------------	---	--	---

