

**TABLE 1: Student and Stakeholder Focused Results (Standard 3)**

- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.  
 - Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

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

- Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.  
 - Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.  
 - Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.  
 - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.  
 - For all data reported, show sample size (n = 75).

**Analysis of Results**

<b>Performance Measure:</b> What is your performance measure? What is your goal? (The goal should be measurable.)	<b>What is your measurement instrument or process?</b> (indicate length of cycle)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)															
The Accredited Business Majors will achieve an 80% placement rate from the Graduate Survey Report prepared by the Career Services Office.	The Annual Graduate Survey Report from the Career Services Office.	Placement Rates from the Annual Graduate Survey Report have exceeded the goal of 80% for all years reported, except for the 2015-2016 academic year which had a placement rate of 71%.	Please note that the placement rate calculation currently does not include a graduate that is continuing their education at a baccalaureate institution as positive placement. If continuing education at a baccalaureate institution were factored into this placement number in the 2015-2016 academic year the placement rate would have been 91%.	The local job market is strengthening. The Career Services Office continues to offer job fairs, interview workshops and one-on-one resume reviews meeting for students. Mandatory internships are now required for all students entering an ACBSP accredited major from Fall 2014 forward which helps students with job placement. Beginning in the 2016-2017 academic year, continuing education at a baccalaureate institution will be considered positive placement when these results are prepared by our Career Services Office.	<p><b>Annual Graduation Survey</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Graduate Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2012-2013 (N=58)</td> <td>80.0%</td> <td>90.0%</td> </tr> <tr> <td>2013-2014 (N=34)</td> <td>80.0%</td> <td>85.0%</td> </tr> <tr> <td>2014-2015 (N=57)</td> <td>80.0%</td> <td>90.0%</td> </tr> <tr> <td>2015-2016 (N=35)</td> <td>80.0%</td> <td>71.0%</td> </tr> </tbody> </table>	Year	Goal (%)	Graduate Placement Rate (%)	2012-2013 (N=58)	80.0%	90.0%	2013-2014 (N=34)	80.0%	85.0%	2014-2015 (N=57)	80.0%	90.0%	2015-2016 (N=35)	80.0%	71.0%
Year	Goal (%)	Graduate Placement Rate (%)																		
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Paralegal employers surveyed will report that at least 75% of Rhodes State graduates were prepared "very well" or "well" for the profession.	Paralegal Employer Survey Report - Internship supervisor evaluations are conducted each semester. Survey results were compiled into reports that cover 2010-2012 and 2013-2015.	Employers having experience with Rhodes State Paralegal graduates reported 17% were prepared "very well" and 67% were "well" prepared on the 2013-2015 survey. This delivers a combined rating of 84% which exceeds the goal of 75% and is a 24% improvement over the 2010-2012 survey results.	Overall employers feel that our graduates are prepared for entry level paralegal positions and improvements have been made in graduate preparation over the last several years.	One area noted by the employers for improvement was writing skills of the Paralegal interns. The Paralegal Program has made changes to its Legal Research and Writing Class (LEG-1100) to improve student engagement and performance on written assignments. This class now meets in a computer lab so that students can become more comfortable with the technology required to produce quality written Paralegal documents. Paralegal Program will follow up with a Fall 2017 Paralegal Employer Survey Report. Note that this report is completed every three to four years.	<p><b>Paralegal Employer Survey - Level of Preparation</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Very Well (%)</th> <th>Well (%)</th> <th>Adequately (%)</th> <th>N/A (%)</th> </tr> </thead> <tbody> <tr> <td>2010-2012 (N=17)</td> <td>40.0%</td> <td>20.0%</td> <td>40.0%</td> <td>0.0%</td> </tr> <tr> <td>2013-2015 (N=21)</td> <td>17.0%</td> <td>67.0%</td> <td>17.0%</td> <td>0.0%</td> </tr> </tbody> </table>	Year	Very Well (%)	Well (%)	Adequately (%)	N/A (%)	2010-2012 (N=17)	40.0%	20.0%	40.0%	0.0%	2013-2015 (N=21)	17.0%	67.0%	17.0%	0.0%
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<b>Performance Measure:</b> <b>What is your performance measure? What is your goal? (The goal should be measurable.)</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>															
<p>Employers of Business Student Interns will report an overall rating of "Good" which is at least 56 out of 70 possible points on the Internship Student Performance Evaluation.</p>	<p>Fall 2015, Spring 2016, Summer 2016 and Fall 2016 Internship Student Performance Evaluations that were completed by the employers.</p>	<p>Student interns are rated by the employers on the following performance criteria: Knowledge, Planning, Accuracy, Adaptability, Judgement, Creativeness, Communication, Initiative, Interest, Cooperation, Reliability, Follow-up, Promptness, and Appearance. The scale to rank each of these 14 performance criteria is 5 (Excellent), 4 (Good), 3 (Satisfactory), 2 (Fair) and 1 (Poor). The rankings in the four terms ranged from 61.8 to 64.2. The goal was met in each term.</p>	<p>Fall of 2015 was the first term that required students to complete internships in all business majors. Overall employer satisfaction exceeded the goal. The area rated highest by employers was Student Reliability which averaged a 4.7. The area rated the lowest by employers was Creativeness which averaged a 4.2.</p>	<p>Creativeness (Student's capability in making contributions to improve methods or to add to existing knowledge) which averaged the lowest ranking of 4.2 was not an overall surprise. The student's are completing internships which range from 105 to 210 hours. This does not allow much time or opportunity for a student to make significant contributions above their daily assigned tasks. Discussions are currently underway with faculty members to determine if the performance criteria assessed by the employers are appropriate. These discussions should result in an improved evaluation experience for both the employer and the student.</p>	<p style="text-align: center;"><b>Overall Employer Satisfaction with Business Student Interns (Out of 70)</b></p> <table border="1"> <caption>Overall Employer Satisfaction with Business Student Interns (Out of 70)</caption> <thead> <tr> <th>Term</th> <th>Goal</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 (N=6)</td> <td>56</td> <td>64</td> </tr> <tr> <td>Spring 2016 (N=13)</td> <td>56</td> <td>62</td> </tr> <tr> <td>Summer 2016 (N=9)</td> <td>56</td> <td>62</td> </tr> <tr> <td>Fall 2016 (N=13)</td> <td>56</td> <td>63</td> </tr> </tbody> </table>	Term	Goal	Actual	Fall 2015 (N=6)	56	64	Spring 2016 (N=13)	56	62	Summer 2016 (N=9)	56	62	Fall 2016 (N=13)	56	63
Term	Goal	Actual																		
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Summer 2016 (N=9)	56	62																		
Fall 2016 (N=13)	56	63																		
<p>Business Student Interns will report an overall rating of their internship experience of "Good" which is at least 4 out of 5 possible points on the Internship Student Experience Evaluation.</p>	<p>Spring 2016, Summer 2016, and Fall 2016 Internship Student Performance Evaluations that were completed by the students.</p>	<p>Student Interns rated their experience based on the following criteria: Supervision received at the internship site, Opportunities available to learn new things, Guidance received from supervisor, and Overall internship experience. The scale to rank each of these 4 criteria is 5 (Excellent), 4 (Good), 3 (Satisfactory), 2 (Fair), and 1 (Poor). The rankings in the three terms for overall internship experience ranged from 4.2 to 4.6. The goal was met in each term.</p>	<p>Fall 2015 was the first term that required students to complete internships in all business majors. Spring of 2016 was the first time that students were required to complete the Internship Student Experience Evaluation. Overall student satisfaction exceeded the goal. Students overwhelmingly expressed that they felt their coursework at Rhodes State had prepared them well for their internship experience. They also expressed that they felt their communication, time management, and technology skills improved during their internship experience. The Business Internship Program is funded through a grant from the State of Ohio. The long term sustainability is currently being analyzed to determine if funding is available to continue the internship program after the grant funds are no longer available. Funding for the internship coordinator position is critical to maintain quality internship experiences for the students and sustain the long term success of internship program.</p>	<p>One area of improvement that students mentioned in their evaluation was the need for more training in regards to interviewing for their internship. Career Services will be taking a lead role in developing additional opportunities for students to gain more experience interviewing.</p>	<p style="text-align: center;"><b>Overall Student Satisfaction with Internship Experience (Out of 5)</b></p> <table border="1"> <caption>Overall Student Satisfaction with Internship Experience (Out of 5)</caption> <thead> <tr> <th>Term</th> <th>Goal</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Spring 2016 (N=11)</td> <td>4.0</td> <td>4.4</td> </tr> <tr> <td>Summer 2016 (N=10)</td> <td>4.0</td> <td>4.5</td> </tr> <tr> <td>Fall 2016 (N=14)</td> <td>4.0</td> <td>4.2</td> </tr> </tbody> </table>	Term	Goal	Actual	Spring 2016 (N=11)	4.0	4.4	Summer 2016 (N=10)	4.0	4.5	Fall 2016 (N=14)	4.0	4.2			
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<b>Performance Measure:</b> What is your performance measure? What is your goal? (The goal should be measurable.)	<b>What is your measurement instrument or process?</b> (indicate length of cycle)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
The Accredited Business Unit Programs will conduct two Program Advisory Committee Meetings per academic year.	Agendas & minutes from Program Advisory Committee meetings.	All accredited business programs met the goal.	The goal was met. Please note that in the 2015-2016 academic year, the Management/Marketing program and Accounting/Finance program were combined under the leadership of one Chair. In Fall 2015, separate Advisory Committee meetings were held for these areas, but in Spring 2016, a combined Advisory Committee meeting was held due to the meeting needing to be in advance of a dinner that the President hosts annually for Advisory Committee Members.	In Spring 2015, the Advisory Committees were surveyed to gain insight into their overall satisfaction and experience as a member of the committees. The response to the survey was overwhelmingly positive and emphasized that the members feel their input is valued by the program chair and faculty members. This survey will be done again in the Fall of 2017. Input from the Advisory Committees is used make changes to curriculum, course learning outcomes, and program learning outcomes. Advisory Committee Members are also invaluable resources in terms of helping with student recruitment, student internships, and graduate job placements. One specific example of Advisory Committee input that resulted in a curriculum change was the elimination of the Business Management Degree. This was discussed in detail at several Advisory Committee meetings where the curriculum for the Business Administration and Business Management degrees were compared. The Advisory Committee recommended the elimination of the Business Management degree. That change was brought through the curriculum process and made effective Summer 2017.	<div data-bbox="1354 324 1953 657"> <p style="text-align: center;"><b>Number of Advisory Board Meetings Held Annually</b></p> <table border="1"> <caption>Number of Advisory Board Meetings Held Annually</caption> <thead> <tr> <th>Year</th> <th>Number of Meetings</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>11'-12'</td> <td>6</td> <td>6</td> </tr> <tr> <td>12'-13'</td> <td>6</td> <td>6</td> </tr> <tr> <td>13'-14'</td> <td>6</td> <td>6</td> </tr> <tr> <td>14'-15'</td> <td>6</td> <td>6</td> </tr> <tr> <td>15'-16'</td> <td>5</td> <td>5</td> </tr> </tbody> </table> </div>	Year	Number of Meetings	Sample Size (N)	11'-12'	6	6	12'-13'	6	6	13'-14'	6	6	14'-15'	6	6	15'-16'	5	5
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**TABLE 2: Student Learning Results (Standard 4)**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<b>1. Student Learning Results</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work                      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 professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

**Analysis of Results**

Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																
<p><b>Program</b> - AAB in Accounting; <b>Program Learning Outcome:</b> 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. <b>Course Student Learning Outcome: (ACC-1010)</b> Students will analyze business transactions and construct basic corporate financial statements. <b>Goal:</b> 80% of students will score 80% or above on the Accounting Cycle Project.</p>	<p>In <b>ACC-1010 (Corporate Accounting)</b> students complete an in depth problem that encompasses the entire accounting cycle. Grading on this assignment is done via an answer key. All sections of the class complete the same assignment. This is a direct, formative, internal, and comparative assessment.</p>	<p>Spring 2016 Seated Class - 86% of the students scored 80% or above; Spring 2016 On-line Class - 56% of the students scored 80% or above; Spring 2016 One Night a Week Class - 94% of the students scored 80% or above.</p>	<p>Two of the three sections of ACC-1010 met the goal. It is not unusual for the One Night a Class to perform exceptionally well, due to this class being made up of working adults that generally are highly motivated when it comes to their classes. In the On-Line class, 7 out of the 18 students did not even attempt to complete this assignment. It is not uncommon to lose a significant amount of students early in this class. Generally these are students that should not be taking accounting in an on-line setting.</p>	<p>One of the biggest areas of concern in the ACC 1010 courses is the number of students that stop completing work early in the term in the on-line version of this class. Beginning in the 2016-2017 academic year, a coach from our Academic Success Center will be assigned for all Accounting courses. This coach will follow up on early alerts that are being submitted by the instructors for students that are not turning in work or are missing assignments. If students respond to the coach and utilize the services of the Academic Success Center this should improve student retention in the on-line ACC 1010 courses. Advising has also been asked to steer poor performing students away from on-line classes and into seated classes where they have more accountability.</p>	<p style="text-align: center;"><b>ACC 1010 SLO</b></p> <table border="1"> <caption>ACC 1010 SLO Performance Data</caption> <thead> <tr> <th>Term</th> <th>Sample Size (N)</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 2016 Seated</td> <td>14</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>Spring 2016 On-line</td> <td>18</td> <td>80%</td> <td>55%</td> </tr> <tr> <td>Spring 2016 ONAW</td> <td>16</td> <td>80%</td> <td>95%</td> </tr> </tbody> </table>	Term	Sample Size (N)	Goal (%)	Actual (%)	Spring 2016 Seated	14	80%	85%	Spring 2016 On-line	18	80%	55%	Spring 2016 ONAW	16	80%	95%
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**Analysis of Results**

<p><b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p><b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</p>	<p><b>Current Results:</b> What are your current results?</p>	<p><b>Analysis of Results:</b> What did you learn from your results?</p>	<p><b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>												
<p><b>Program</b> - AAB in Business Administration; <b>Program Learning Outcome:</b> Prepare written and oral communication in professional formats. <b>Course Student Learning Outcome: (MGT-2991)</b> Students will develop a professional portfolio that summarizes work-based learning experience(s). <b>Goal:</b> 100% of the students will submit a professionally written portfolio by the end of the course.</p>	<p>In <b>MGT-2991 (Practicum)</b> students participate in an internship work experience and are required to present a portfolio which summarizes their time spent in the work experience. Grading on this assignment is done via a rubric, and the student will receive a pass/fail grade. All sections of the class complete the same assignment. This is a direct, summative, and internal assessment.</p>	<p>Fall 2015 Courses - 86% of the students submitted a professional portfolio; Spring 2016 Courses - 91% of the students submitted a professional portfolio; Summer 2016 Courses - 100% of the students submitted a professional portfolio.</p>	<p>One of the semesters of MGT-2991 met the goal. In both semesters where the goal was not met, one student did not turn in a portfolio. Instructors meet one-on-one with each student at the beginning of each term to ensure that the student understands the requirements associated with submitting a portfolio. Despite this one-on-one meeting, there still are students that fail to submit a professional portfolio even though this submission is a requirement to pass this course. These students are generally given an incomplete in the course and provided with additional time to submit the portfolio to the instructor.</p>	<p>Beginning in the 2016/2017 year, more full-time instructors will be assigned to this course. Full-time instructors are readily available to students and will spend more time following up with them through the semester to ensure that the portfolios are submitted in a timely manner. Additionally checkpoints will be built into the coursework to force the students to work on sections of the portfolio throughout the term.</p>	<p align="center"><b>MGT-2991 SLO</b></p> <table border="1"> <caption>MGT-2991 SLO Performance Data</caption> <thead> <tr> <th>Term</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 (N=7)</td> <td>100</td> <td>86</td> </tr> <tr> <td>Spring 2016 (N=11)</td> <td>100</td> <td>91</td> </tr> <tr> <td>Summer 2016 (N=8)</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	Term	Goal (%)	Actual (%)	Fall 2015 (N=7)	100	86	Spring 2016 (N=11)	100	91	Summer 2016 (N=8)	100	100
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<p><b>Program</b> - AAB in Business Management; <b>Program Learning Outcome:</b> Business Management Majors will be able to construct a comprehensive business plan in a team setting. <b>Course Student Learning Outcome: (MGT-1250)</b> Students will write a business plan in team environment. Goal: 85% of the students score will 73% or above.</p>	<p>In <b>MGT-1250 (Team Building)</b> students work in teams to prepare a detailed written business plan that is presented to a panel of judges at the end of each semester. Grading on this assignment is done via a rubric completed by the judges. All sections of the class complete the same assignment. This is a direct, formative, internal, and comparative assessment.</p>	<p>Fall 2015 Traditional Classes - 88% of the students scored 73% or above; Fall 2015 High School College Credit Plus Class - 100% of the students scored 73% or above; Spring 2016 Traditional Classes - 77% of students scored 73% or above.</p>	<p>Two of the three sections of MGT-1250 met the goal. The Spring 2016 Traditional class did not meet the goal because one group struggled with leadership, working together, and meeting deadlines. The High School College Credit Plus section met 5 days a week during the semester which improved student engagement within the teams and resulted in 100% of those students meeting the goal.</p>	<p>Beginning 2016-2017 academic year, team structuring will be reviewed and the instructors will be looking at teams early in the semester to see if changes need to be made in team personnel in order for it to function properly. Additionally, this project was not part of the MGT-1250 One Night a Week Course curriculum. This will be changed so that the One Night a Week students complete the same assignment that is being required in other sections of this course.</p>	<p align="center"><b>MGT-1250 SLO</b></p> <table border="1"> <caption>MGT-1250 SLO Performance Data</caption> <thead> <tr> <th>Term</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 Traditional (N=26)</td> <td>85</td> <td>88</td> </tr> <tr> <td>Fall 2015 CCP (N=11)</td> <td>85</td> <td>100</td> </tr> <tr> <td>Spring 2016 Traditional (N=30)</td> <td>85</td> <td>77</td> </tr> </tbody> </table>	Term	Goal (%)	Actual (%)	Fall 2015 Traditional (N=26)	85	88	Fall 2015 CCP (N=11)	85	100	Spring 2016 Traditional (N=30)	85	77
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**Analysis of Results**

<p><b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p><b>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</b></p>	<p><b>Current Results:</b> What are your current results?</p>	<p><b>Analysis of Results:</b> What did you learn from your results?</p>	<p><b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>												
<p><b>Program</b> - AAB in Human Resource; <b>Program Learning Outcome:</b> 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. <b>Course Student Learning Outcome: (MGT-2435)</b> Students will analyze contemporary strategic compensation challenges. Goal: 85% of the students will score 73% of above based on a grading rubric.</p>	<p>In <b>MGT-2435 (Benefits and Compensation)</b> students prepare a term paper analyzing current compensation and benefit topics that affect today's businesses. Grading on this assignment is done via a rubric. All sections of the class complete the same assignment. This is a direct, formative, internal, and comparative assessment.</p>	<p>Fall 2015 on-line class 78% of students scored 73% or above; Spring 2016 on-line class - 89% of students scored 73% or above; Spring 2017 on-line course - 90% of students scored 73% or above.</p>	<p>Two of the three sections of MGT-2435 met the goal. The Fall 2015 on-line Class did not meet the goal due in part to one of the nine students not turning in their paper.</p>	<p>For Spring 2016 and Spring 2017, the overall weight of this assignment was increased in the course points scale. This was done to provide more incentive for the students to complete this assignment and to put more overall effort into the assignment. The increase in weight has improved overall performance on this assignment.</p>	<p align="center"><b>MGT-2435 SLO</b></p> <table border="1"> <caption>MGT-2435 SLO Data</caption> <thead> <tr> <th>Term</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 On-line (N=9)</td> <td>85</td> <td>78</td> </tr> <tr> <td>Spring 2016 On-line (N=9)</td> <td>85</td> <td>89</td> </tr> <tr> <td>Spring 2017 On-line (N=20)</td> <td>85</td> <td>90</td> </tr> </tbody> </table>	Term	Goal (%)	Actual (%)	Fall 2015 On-line (N=9)	85	78	Spring 2016 On-line (N=9)	85	89	Spring 2017 On-line (N=20)	85	90
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Spring 2016 On-line (N=9)	85	89															
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<p><b>Program</b> - AAB in Marketing; <b>Program Learning Outcome:</b> 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. <b>Course Student Learning Outcome: (MKT-2210)</b> Students will differentiate between various professional selling presentation methods and identify appropriate situations for the use of such methods. Goal: 85% of the students will score 73% or above.</p>	<p>In <b>MKT-2210 (Comprehensive Sales Technique)</b> students complete a paper on the topic of "The Ten Steps of a Sales Presentation." Grading on this assignment is done via a rubric. All sections of the class complete the same assignment. This is a direct, formative, internal, and comparative assessment.</p>	<p>Fall 2015 on-line course - 90% of the students scored 73% or above; Spring 2016 on-line Course - 79% of the students scored 73% or above; Spring 2016 One Night a Week Course - 95% of the students scored 73% or above.</p>	<p>Two of the three sections of MKT-2210 met the goal. It is not unusual for the One Night a Week course to perform exceptionally well, due to this class being made up of working adults that generally are highly motivated when it comes to their classes. More resources need to be provided for students taking this class in an on-line environment.</p>	<p>Beginning the 2016-2017 academic year, we are changing textbooks to a Pearson published book that will incorporate the MyManagementLab. This will include a simulation and assignments to be completed in the companion website. This will give students ample practice in the art of selling and further knowledge in the field. The textbook will also allow for increased rigor in the MKT-2210 course. Additionally for the 2016-2017 academic year, the course will be offered in a blended format.</p>	<p align="center"><b>MKT-2210 SLO</b></p> <table border="1"> <caption>MKT-2210 SLO Data</caption> <thead> <tr> <th>Term</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 On-line (N=15)</td> <td>85</td> <td>90</td> </tr> <tr> <td>Spring 2016 On-line (N=12)</td> <td>85</td> <td>79</td> </tr> <tr> <td>Spring 2016 ONAW (N=11)</td> <td>85</td> <td>95</td> </tr> </tbody> </table>	Term	Goal (%)	Actual (%)	Fall 2015 On-line (N=15)	85	90	Spring 2016 On-line (N=12)	85	79	Spring 2016 ONAW (N=11)	85	95
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**Analysis of Results**

<p><b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p><b>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</b></p>	<p><b>Current Results:</b> What are your current results?</p>	<p><b>Analysis of Results:</b> What did you learn from your results?</p>	<p><b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>																												
<p><b>Program:</b> AAB in Paralegal/Legal Assisting; <b>Program Learning Outcome:</b> A paralegal graduate is qualified to perform specific substantive legal work as directed by an attorney. <b>Course Student Learning Outcome: (LEG 1100)</b> Students demonstrate ability to identify legal issues and concepts and apply their knowledge to a factual situation by completing a legal memorandum assignment. <b>Goal:</b> 70% at an acceptable level or higher based on a grading rubric.</p>	<p>In <b>LEG-1100 (Legal Research and Writing)</b> this is measured through student performance on a legal memorandum assignment. Grading on this assignment is done via a rubric. This is a direct, formative, and internal assessment.</p>	<p>Fall 2013 Class - 72% of the students met the standard; Fall 2014 Class – 88% of the students met the standard; Fall 2015 Class - 75% of the students met the standard.</p>	<p>The goal has been met each year. We believe the case study is an effective way to see a student's progress and ability to meet the student learning outcome.</p>	<p>Restructured lab (LEG-1100L) which is held in conjunction with the LEG-1100 course. As of Fall 2015, all labs are now taught by instructors instead of lab assistants which provides more opportunity for one on one interaction between the students and their instructor. This interaction has provided students with more feedback to be able to improve their writing skills. Labs are now also held in a room with computers so students can work directly on their assignments in an electronic format.</p>	<p align="center"><b>LEG 1100 SLO</b></p> <table border="1"> <caption>LEG 1100 SLO Performance Data</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2013 (N=11)</td> <td>70</td> <td>70</td> </tr> <tr> <td>Fall 2014 (N=16)</td> <td>70</td> <td>88</td> </tr> <tr> <td>Fall 2015 (N=4)</td> <td>70</td> <td>75</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	Fall 2013 (N=11)	70	70	Fall 2014 (N=16)	70	88	Fall 2015 (N=4)	70	75																
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<p>Rhodes State graduates of the Accounting, Business Administration, Business Management, Marketing, Human Resources, &amp; Paralegal Majors will perform at or above the national average on key accounting concepts that are covered on the Educational Testing Service (ETS) Major Field Test (MFT).</p>	<p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (Direct, Summative, External, and Comparative)</p>	<p>Financial Accounting Concepts measured were the Balance Sheet, the Income Statement, &amp; the Statement of Retained Earnings. In 2015 and 2016, our graduates did not exceed the national average on the Balance Sheet concepts, but trended very close to the national average. In 2015 and 2016, our graduates exceeded the national average on the Income Statement and the Retained Earnings concepts and significantly improved on scores from prior year graduates.</p>	<p>The implementation of accounting textbooks by McGraw Hill which utilize the "Connect" on-line learning tools has driven improvements in the student performance on the Financial Accounting Concepts. This change was made to give students more resources and immediate feedback on homework problems when completing them from home.</p>	<p>Additional problems dealing with the Balance Sheet will be added into the ACC-1010 course in future terms. Students do not receive a grade when they take the Major Field Test due to the timing of when we are able to access the results from Educational Testing Services. Because of this, we believe that students do not always take the Major Field Test as seriously as they should. The Business Program would like to start offering scholarships and/or other incentives to the students with the highest scores on the exam each year. We believe that this could drive an improvement in our students' test performance. Budget funds will need to be approved in order to pilot incentive rewards.</p>	<p align="center"><b>ETS Major Field Test Results - Financial Accounting Topic: Balance Sheet</b></p> <table border="1"> <caption>ETS Major Field Test Results - Balance Sheet</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>52</td> </tr> <tr> <td>2012 Rhodes (N=97)</td> <td>48</td> </tr> <tr> <td>2013 Rhodes (N=56)</td> <td>50</td> </tr> <tr> <td>2014 Rhodes (N=50)</td> <td>48</td> </tr> <tr> <td>2015 Rhodes (N=45)</td> <td>50</td> </tr> <tr> <td>2016 Rhodes (N=66)</td> <td>50</td> </tr> </tbody> </table> <p align="center"><b>ETS Major Field Test Results - Financial Accounting Topic: Income Statement &amp; Retained Earnings</b></p> <table border="1"> <caption>ETS Major Field Test Results - Income Statement &amp; Retained Earnings</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>38</td> </tr> <tr> <td>2012 Rhodes (N=97)</td> <td>32</td> </tr> <tr> <td>2013 Rhodes (N=56)</td> <td>32</td> </tr> <tr> <td>2014 Rhodes (N=50)</td> <td>38</td> </tr> <tr> <td>2015 Rhodes (N=45)</td> <td>42</td> </tr> <tr> <td>2016 Rhodes (N=66)</td> <td>40</td> </tr> </tbody> </table>	Year	Score	National Average	52	2012 Rhodes (N=97)	48	2013 Rhodes (N=56)	50	2014 Rhodes (N=50)	48	2015 Rhodes (N=45)	50	2016 Rhodes (N=66)	50	Year	Score	National Average	38	2012 Rhodes (N=97)	32	2013 Rhodes (N=56)	32	2014 Rhodes (N=50)	38	2015 Rhodes (N=45)	42	2016 Rhodes (N=66)	40
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**Analysis of Results**

<p><b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p> <p>Rhodes State graduates of the Accounting, Business Administration, Business Management, Marketing, Human Resources, and Paralegal Majors will perform at or above the national average on key economic concepts that are covered on the Educational Testing Service (ETS) Major Field Test (MFT).</p>	<p><b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</p> <p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (Direct, Summative, External, and Comparative)</p>	<p><b>Current Results:</b> <b>What are your current results?</b></p> <p>Economic Concepts that were measured were Supply and Demand, as well as Employment, Inflation, and Growth. On the Supply and Demand Concept our graduates matched the national average in 2016, but were well below it in 2015. On the Employment, Inflation, and Growth Concept our graduates were below the national average in both 2015 and 2016.</p>	<p><b>Analysis of Results:</b> <b>What did you learn from your results?</b></p> <p>All Rhodes State Business Students take either Macroeconomics or Microeconomics. Only the Business Administration students take both Economics courses. Improvements need to be made in Economics course standardization to ensure that these topics are covered in a consistent manner.</p>	<p><b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b></p> <p>We will be switching both the Macroeconomics and Microeconomics courses to utilize Pearson's MyLab Platform in the Summer of 2016. This change will be made to increase rigor in the courses and give students more resources and immediate feedback on homework problems especially when they are working from home. Students do not receive a grade when they take the Major Field Test due to the timing of when we are able to access the results from Educational Testing Services. Because of this, we believe that students do not always take the Major Field Test as seriously as they should. The Business Program would like to start offering scholarships and/or other incentives to the students with the highest scores on the exam each year. We believe that this could drive an improvement in our students' test performance. Budget funds will need to be approved in order to pilot incentive rewards.</p>	<p><b>Provide a graph or table of resulting trends (3-5 data points preferred)</b></p> <div data-bbox="1402 378 1908 618"> <p align="center"><b>ETS Major Field Test Results - Microeconomics</b> <b>Topic: Supply &amp; Demand</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>National Average</th> <th>2012 Rhodes (N=97)</th> <th>2013 Rhodes (N=56)</th> <th>2014 Rhodes (N=50)</th> <th>2015 Rhodes (N=45)</th> <th>2016 Rhodes (N=66)</th> </tr> </thead> <tbody> <tr> <td>Score</td> <td>~75</td> <td>~75</td> <td>~75</td> <td>~75</td> <td>~75</td> <td>~75</td> </tr> </tbody> </table> </div> <div data-bbox="1402 626 1908 867"> <p align="center"><b>ETS Major Field Test Results - Macroeconomics</b> <b>Topic: Employment/Inflation &amp; Growth</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>National Average</th> <th>2012 Rhodes (N=97)</th> <th>2013 Rhodes (N=56)</th> <th>2014 Rhodes (N=50)</th> <th>2015 Rhodes (N=45)</th> <th>2016 Rhodes (N=66)</th> </tr> </thead> <tbody> <tr> <td>Score</td> <td>~38</td> <td>~32</td> <td>~42</td> <td>~38</td> <td>~32</td> <td>~35</td> </tr> </tbody> </table> </div>	Year	National Average	2012 Rhodes (N=97)	2013 Rhodes (N=56)	2014 Rhodes (N=50)	2015 Rhodes (N=45)	2016 Rhodes (N=66)	Score	~75	~75	~75	~75	~75	~75	Year	National Average	2012 Rhodes (N=97)	2013 Rhodes (N=56)	2014 Rhodes (N=50)	2015 Rhodes (N=45)	2016 Rhodes (N=66)	Score	~38	~32	~42	~38	~32	~35
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**TABLE 3a: Faculty and Staff Focus Results (Standard 5)**

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.

<b>Faculty and Staff Focused Results</b>	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. <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 theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

**Analysis of Results**

<b>Performance Measure:</b> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																					
The ACBSP Accredited Majors within the Business, Technology, and Public Service Division will strive for minimal turnover in full time faculty and staff.	Annual review of employment status of full time dean, chair, coordinator, and faculty.	From July 2014 to June 2016 three employee positions turned over. The Interim Dean of the Business and Public Service Division's contract was not renewed. The Chair of the Management and Marketing Program resigned, and one full time faculty member in the Management and Marketing Program retired.	While we strive for minimal turnover in employees, it is not unavoidable. The turnover of one faculty position resulted from retirement. The Chair of the Management and Marketing Program voluntary resigned for personal reasons. The Accounting Chair and Management/Marketing Chair were merged into one position following this resignation (Business Administration Chair). The Business Administration Chair Position was filled by the Accounting Chair. The Business and Public Service Division and Information Technology and Engineering Technology Division were merged into one new division (Business, Technology, and Public Service) and a new Dean was hired to oversee this newly created division.	The ACBSP Accredited Majors will continue to monitor turnover closely. A new strategic plan for the college is being developed in which new employee retention initiatives will be launched. Human Resources is also actively working to improve its new employee onboarding process.	<p style="text-align: center;"><b>Business Unit Full Time Employee Turnover</b></p> <table border="1"> <caption>Business Unit Full Time Employee Turnover Data</caption> <thead> <tr> <th>Year</th> <th>Total Full Time Employees (Including Dean, Chairs and Faculty)</th> <th>Full Time Employee Turnover</th> </tr> </thead> <tbody> <tr> <td>2010-2011 (N=8)</td> <td>8</td> <td>1</td> </tr> <tr> <td>2011-2012 (N=8)</td> <td>8</td> <td>3</td> </tr> <tr> <td>2012-2013 (N=8)</td> <td>8</td> <td>1</td> </tr> <tr> <td>2013-2014 (N=7)</td> <td>7</td> <td>1</td> </tr> <tr> <td>2014-2015 (N=7)</td> <td>7</td> <td>2</td> </tr> <tr> <td>2015-2016 (N=6)</td> <td>6</td> <td>1</td> </tr> </tbody> </table>	Year	Total Full Time Employees (Including Dean, Chairs and Faculty)	Full Time Employee Turnover	2010-2011 (N=8)	8	1	2011-2012 (N=8)	8	3	2012-2013 (N=8)	8	1	2013-2014 (N=7)	7	1	2014-2015 (N=7)	7	2	2015-2016 (N=6)	6	1
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The ACBSP Accredited Majors within the Business, Technology, and Public Division will achieve ratings from the Student Evaluation of Instruction that will exceed the College's average.	Student Evaluation of Instruction surveys that are administered each term. The student course evaluations use a 1 to 5 point scale.	For a 6 term reporting period, the College average is 4.6 out of a 5.0 scale. Management, Marketing, and Economics classes met or exceeded the College average in 5 of the 6 terms. Accounting and Finance classes met or exceeded the College average in 4 of the 6 terms. Paralegal classes met or exceeded the College average in 2 of the 5 terms.	Strides have been made to improve student response rates to course evaluations especially in on-line classes. All business courses trend very close to the College's average of 4.6. The lowest average rating during a term experienced in any business course was a 4.4 out of a 5.0 point scale. Please note that starting in the Summer of 2015 Rhodes State's Institutional Research started piloting various products to move course evaluations from largely paper based to web based. This pilot ran for several terms and resulted in Rhodes State selecting "EvaluationKit" to deliver course evaluations. Because of this pilot, summary data of course evaluation is not available from Institutional Research to present information from Summer 2015, Fall 2015, and Spring 2016 terms. Institutional Research will be working to develop summary data reporting out of the "EvaluationKit" application.	Continued effort will be undertaken by faculty to encourage students to complete these surveys. Faculty, Coordinators, Chairs, and Deans will continue to monitor feedback from individual classes to make necessary adjustments to course content, course structure, and faculty assigned to courses. In the Paralegal Program specifically, the program Coordinator is now teaching more sections of Business Law, which is the highest enrolled class in the program. The seated Business Law class has also been redesigned to do more hands on application case studies, which should improve student evaluations.	<div style="text-align: center;"> <b>Accounting &amp; Finance</b> </div> <table border="1"> <caption>Accounting &amp; Finance Data</caption> <thead> <tr> <th>Term</th> <th>Sample Size (N)</th> <th>Average Rating</th> </tr> </thead> <tbody> <tr> <td>Summer 2013</td> <td>33</td> <td>4.8</td> </tr> <tr> <td>Fall 2013</td> <td>94</td> <td>4.4</td> </tr> <tr> <td>Spring 2014</td> <td>118</td> <td>4.4</td> </tr> <tr> <td>Summer 2014</td> <td>11</td> <td>4.8</td> </tr> <tr> <td>Fall 2014</td> <td>100</td> <td>4.4</td> </tr> <tr> <td>Spring 2015</td> <td>131</td> <td>4.4</td> </tr> </tbody> </table>	Term	Sample Size (N)	Average Rating	Summer 2013	33	4.8	Fall 2013	94	4.4	Spring 2014	118	4.4	Summer 2014	11	4.8	Fall 2014	100	4.4	Spring 2015	131	4.4
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<p>The ACBSP Accredited Majors within the Business, Technology, and Public Division will strive to have a reasonably even distribution of students assigned to faculty advisors.</p>	<p>Report of students assigned to faculty advisors from Institutional Research.</p>	<p>Distribution of students to faculty advisors is not reasonably even term to term. Improvements need to be made in this area to ensure that faculty are not overloaded with student advising responsibilities.</p>	<p>Currently students are assigned to faculty advisors based on their major and last name. The Business Administration and Business Management majors have significantly more students than other business related majors which in-turn can cause those faculty to have a much higher number of students to advise. Due to turnover and elimination of positions, there is significant variance in these numbers term to term. Faculty advisors along with the Chair work closely with each other to ensure that all students are advised and often advise students even when they are not assigned to them.</p>	<p>In the Fall of 2017 the distribution of students to faculty advisors will be looked at closely to see if revisions can be made to ensure a more equal distribution of students.</p>	<p align="center"><b>Number of Students Assigned to Faculty Advisor</b></p> <table border="1"> <caption>Number of Students Assigned to Faculty Advisor</caption> <thead> <tr> <th>Faculty</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Accounting Faculty</td> <td>50</td> <td>85</td> <td>35</td> </tr> <tr> <td>HR &amp; Management Faculty</td> <td>135</td> <td>205</td> <td>65</td> </tr> <tr> <td>Marketing &amp; Management Faculty</td> <td>85</td> <td>0</td> <td>170</td> </tr> <tr> <td>Paralegal Faculty</td> <td>15</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	Faculty	Fall 2014	Fall 2015	Fall 2016	Accounting Faculty	50	85	35	HR & Management Faculty	135	205	65	Marketing & Management Faculty	85	0	170	Paralegal Faculty	15	10	10	
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Marketing & Management Faculty	85	0	170																							
Paralegal Faculty	15	10	10																							
<p>The ACBSP Accredited Majors within the Business, Technology, and Public Division will strive to have 50% of the courses staffed by full time faculty members.</p>	<p>Term/Annual analysis of faculty teaching assignments.</p>	<p>In the 2014-2015 academic year, 50% of the courses were taught by full time faculty members. In the 2015-2016 academic year, this number dropped to 43% which is below the targeted goal.</p>	<p>A 5% increase in courses being staffed with full time faculty was made from the 2013-2014 to the 2014-2015 academic year which allowed the Accredited Business Unit to hit the 50% goal. During the 2015-2016 academic year the headcount reduction at the Chair level along with increases in College Credit Plus faculty negatively impacted the number of courses being staffed by full time faculty. 43% of classes were taught by full time faculty in the 2015-2016 academic year. This is down from 67% in 2010-2011 and 50% in the 2014-2015 academic year. Full time headcount reductions at the faculty and Chair levels over the last four years are contributing to these results.</p>	<p>The college continues to monitor full time and part time faculty ratios and strives for quality instruction. It will be challenging to reach the 50% goal in future if we see growth in the number of courses being offered each academic year. Since the ACBSP Accredited Majors rely heavily on adjuncts the Chair and Coordinator are working to ensure that all courses are consistent section to section, and that adjuncts have one of their courses reviewed at least annually to provide feedback for continued improvement.</p>	<p align="center"><b>% Courses FT vs PT</b></p> <table border="1"> <caption>% Courses FT vs PT</caption> <thead> <tr> <th>Academic Year (N)</th> <th>Full Time (%)</th> <th>Part Time (%)</th> </tr> </thead> <tbody> <tr> <td>2010-2011 (N=211)</td> <td>67</td> <td>33</td> </tr> <tr> <td>2011-2012 (N=210)</td> <td>65</td> <td>35</td> </tr> <tr> <td>2012-2013 (N=184)</td> <td>48</td> <td>52</td> </tr> <tr> <td>2013-2014 (N=165)</td> <td>45</td> <td>55</td> </tr> <tr> <td>2014-2015 (N=185)</td> <td>50</td> <td>50</td> </tr> <tr> <td>2015-2016 (N=169)</td> <td>43</td> <td>57</td> </tr> </tbody> </table>	Academic Year (N)	Full Time (%)	Part Time (%)	2010-2011 (N=211)	67	33	2011-2012 (N=210)	65	35	2012-2013 (N=184)	48	52	2013-2014 (N=165)	45	55	2014-2015 (N=185)	50	50	2015-2016 (N=169)	43	57
Academic Year (N)	Full Time (%)	Part Time (%)																								
2010-2011 (N=211)	67	33																								
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2013-2014 (N=165)	45	55																								
2014-2015 (N=185)	50	50																								
2015-2016 (N=169)	43	57																								

**TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)**

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

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

**TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS**

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA :	ACBSP QUALIFICATION
			1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	
Dotson, Aron	ECN 1410 - Macro Economics (3 Cr Hrs); ECN 1430 - Micro Economics (3 Cr Hrs)	B.A., Education; M.A., Economics	N/A	Master's Qualified in Economics
Elliott, Ashley	MKT 1010 - Principles of Marketing (3 Cr Hrs)	B.S. Business Administration; MBA	N/A	Master's Qualified in Marketing
Foster, Joe	ECN 1430 - Micro Economics (12 Cr Hrs)	B.A., Political Science; Master of Public Administration	18 Cr Hrs in Economics beyond the introductory principles level	Master's Qualified in Economics
French, Bruce	BUS 2100 - Business Law (6 Cr Hrs)	B.A. International Relations; M.A. Government; Juris Doctor	N/A	Doctorate Qualified in Law
Gruters, Ryan	ACC 1010 - Corporate Accounting (4 Cr Hrs)	B.A., Humanities; MBA; M.A., Sociology	N/A	Master's Qualified in Accounting (Principles Level Courses Only)
Heitmeyer, Sara	MGT 1010 - Principles of Management (3 Cr Hrs)	B.A., Business Administration; MBA	N/A	Master's Qualified in Management
Heitmeyer, Sara	MKT 1010 - Principles of Marketing (3 Cr Hrs)	B.A., Business Administration; MBA	N/A	Master's Qualified in Marketing
Junkins, Chelsea	MGT 1250 -Team Building (3 Cr Hrs)	B.S., Business Education; MBA	N/A	Master's Qualified in Management
Junkins, Chelsea	MKT 1010 - Principles of Marketing (3 Cr Hrs)	B.S., Business Education; MBA	N/A	Master's Qualified in Marketing
Lawrence, Margaret	MGT 1010 - Principles of Management (6 Cr Hrs)	B.S., Business Management; MBA; M.S., Health Informatics	N/A	Master's Qualified in Management
Lawrence, Margaret	MKT 2210 - Comprehensive Sales Techniques (3 Cr Hrs)	B.S., Business Management; MBA; M.S., Health Informatics	N/A	Master's Qualified in Marketing
McClurg, Missy	ACC 1010 - Corporate Accounting (4 Cr Hrs)	B.A., Accounting; Master of Education	18 Cr Hrs in Accounting beyond the introductory principles level	Master's Qualified in Accounting
Neeper, Kurtis	MGT 2490 - Applications in Business Administration (2 Cr Hrs)	B.A., Political Science; MBA	N/A	Master's Qualified in Management
Phillips, Rebecca	FIN 1010 - Principles of Money & Banking (3 Cr Hrs)	B.S., Business Administration; MBA	N/A	Master's Qualified in Finance (Principles Level Courses Only)
Phillips, Rebecca	ECN 1410 - Macro Economics (6 Cr Hrs)	B.S., Business Administration; MBA	N/A	Master's Qualified in Economics (Principles Level Courses Only)
Phillips, Rebecca	MGT 2991 - Practicum (5 Cr Hrs); MGT 2992 - Seminar (2 Cr Hrs)	B.S., Business Administration; MBA	N/A	Master's Qualified in Management
Ridgwell, Diana	MGT 2010 - Organizational Behavior (6 Cr Hrs)	B.S. Business Administration & Marketing; M.A. Liberal Studies, Ph. D. Educational Leadership and Policy Studies	18 Cr Hrs in Management beyond the introductory principles level	Master's Qualified in Management
Ridgwell, Diana	MKT 1010 - Principles of Marketing (6 Cr Hrs)	B.S. Business Administration & Marketing; M.A. Liberal Studies, Ph. D. Educational Leadership and Policy Studies	N/A	Exception
Schnieder, John	ACC 1010 - Corporate Accounting (8 Cr Hrs); ACC 1121 - Payroll Accounting (4 Cr Hrs)	B.A., Economics; M.S. Education and Health Sciences	N/A	Exception
Schnieder, John	ECN 1410 - Macro Economics (6 Cr Hrs); ECN 1430 - Micro Economics (6 Cr Hrs)	B.A., Economics; M.S. Education and Health Sciences	18 Cr Hrs in Economics beyond the introductory principles level	Master's Qualified in Economics
Young, Roger	MKT 1500 - Consumer Behavior (2 Cr Hrs); MKT 2110 - Advertising and Sales Promotion (3 Cr Hrs)	B.A., Accounting; MBA	N/A	Master's Qualified in Marketing

**TABLE 7: Business Unit Performance Results (Standard 6)**

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.

<b>Organizational Effectiveness Results</b>	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, 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.</p> <p><b>- Please note that data reported in this table should be business unit data and not institution-wide data.</b></p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p>
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Analysis of Results																							
<u>Performance Measure:</u> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (Indicate length of cycle)	<u>Current Results:</u> What are your current results?	<u>Analysis of Results:</u> What did you learn from your results?	<u>Action Taken or Improvement Made:</u> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
Each academic program should attain a 26% Contribution Margin Ratio comparing appropriate earned revenues with directly related expenditures.	College Contribution Margin Report (Fiscal Year)	The Business Program has substantially exceeded the College's goal of 26% for all five years reported. In the 2015-2016 Fiscal Year the Business Program had Revenues of \$1,330,350; Expenses of \$496,100 and a Contribution Margin of \$834,250.	Program Chair will continue to monitor. The Business Program is a strong contributor to the college in terms of contribution margin and revenue.	Positive performance helps support requests made in annual budget hearings. New marketing efforts that are part of the College Strategic Plan will be explored to promote the business program to the community.	<p style="text-align: center;"><b>Business, CM Ratio%</b></p> <table border="1"> <caption>Business, CM Ratio% Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>26%</td> <td>55%</td> </tr> <tr> <td>2012-13</td> <td>26%</td> <td>53%</td> </tr> <tr> <td>2013-14</td> <td>26%</td> <td>51%</td> </tr> <tr> <td>2014-15</td> <td>26%</td> <td>44%</td> </tr> <tr> <td>2015-16</td> <td>26%</td> <td>62%</td> </tr> </tbody> </table>	Fiscal Year	Goal (%)	Actual (%)	2011-12	26%	55%	2012-13	26%	53%	2013-14	26%	51%	2014-15	26%	44%	2015-16	26%	62%
Fiscal Year	Goal (%)	Actual (%)																					
2011-12	26%	55%																					
2012-13	26%	53%																					
2013-14	26%	51%																					
2014-15	26%	44%																					
2015-16	26%	62%																					

Analysis of Results																							
<b>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement Made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>																		
Each academic program should attain a 26% Contribution Margin Ratio comparing appropriate earned revenues with directly related expenditures.	College Contribution Margin Report (Fiscal Year)	The Paralegal Program exceeded the College's goal of 26% In the 2015-2016 Fiscal Year. Three of the other 5 years reported fail to meet the 26% goal. In the 2015-2016 Academic Year the Paralegal Program had Revenues of \$181,767; Expenses of \$133,440 and a Contribution Margin of \$48,327.	The Paralegal Program historically has run with low contribution margins due to low enrollment in the program. Additionally, rising healthcare costs are also contributing to weaker contribution margins. The Paralegal Program is considered sustainable as long as the program maintains an overall positive contribution margin.	Paralegal budgets will be monitored closely due to inconsistent contribution margins. New marketing efforts that are part of the College Strategic Plan will be explored to promote this program to the community.	<p style="text-align: center;"><b>PARALEGAL, C/M Ratio %</b></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>2011-12</td> <td>0.26</td> <td>0.29</td> </tr> <tr> <td>2012-13</td> <td>0.26</td> <td>0.15</td> </tr> <tr> <td>2013-14</td> <td>0.26</td> <td>0.18</td> </tr> <tr> <td>2014-15</td> <td>0.26</td> <td>0.10</td> </tr> <tr> <td>2015-16</td> <td>0.26</td> <td>0.27</td> </tr> </tbody> </table>	Year	Goal	Actual	2011-12	0.26	0.29	2012-13	0.26	0.15	2013-14	0.26	0.18	2014-15	0.26	0.10	2015-16	0.26	0.27
Year	Goal	Actual																					
2011-12	0.26	0.29																					
2012-13	0.26	0.15																					
2013-14	0.26	0.18																					
2014-15	0.26	0.10																					
2015-16	0.26	0.27																					
The Business Administration Program will attain consistent billable credit hour growth of 4% annually.	Course Enrollment Report generated each academic semester. Please note the Business Administration Program includes the Accounting, Business Administration, Business Management, Human Resource, and Marketing Majors. (Academic Year)	The Business Administration Program saw billable credit hours increase by 5% in the 2014-15 academic year and increase 1% in the 2015-16 academic year.	The goal was met in the 2014-2015 academic year, but not met in the 2015-2016 academic year. Enrollment at Rhodes State College will generally trend with the local economy and job market. The local job market has strengthened over the last six years which has negatively affected enrollment. The Business Administration Program experienced significant declines in student credit hours from 2010 through 2014. It appears that student credit hours have stabilized over the last two years due in part to increases in College Credit Plus classes that are being offered at local high schools.	Rhodes State is continuing to look at new marketing initiatives and College Credit Plus partnerships to drive increases in enrollment for future years. The development of a degree in Supply Chain Management is also under consideration to be launched in a future academic year.	<p style="text-align: center;"><b>BUSINESS ADMINISTRATION PROGRAM STUDENT CREDIT HOURS</b></p> <table border="1"> <caption>BUSINESS ADMINISTRATION PROGRAM STUDENT CREDIT HOURS</caption> <thead> <tr> <th>Year</th> <th>Student Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>8,500</td> </tr> <tr> <td>2011-12</td> <td>7,500</td> </tr> <tr> <td>2012-13</td> <td>6,000</td> </tr> <tr> <td>2013-14</td> <td>5,500</td> </tr> <tr> <td>2014-15</td> <td>6,000</td> </tr> <tr> <td>2015-16</td> <td>6,000</td> </tr> </tbody> </table>	Year	Student Credit Hours	2010-11	8,500	2011-12	7,500	2012-13	6,000	2013-14	5,500	2014-15	6,000	2015-16	6,000				
Year	Student Credit Hours																						
2010-11	8,500																						
2011-12	7,500																						
2012-13	6,000																						
2013-14	5,500																						
2014-15	6,000																						
2015-16	6,000																						

**Analysis of Results**

<b>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement Made: What did you improve or what is your next step?</b>
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Provide a graph or table of resulting trends (3-5 data points preferred)

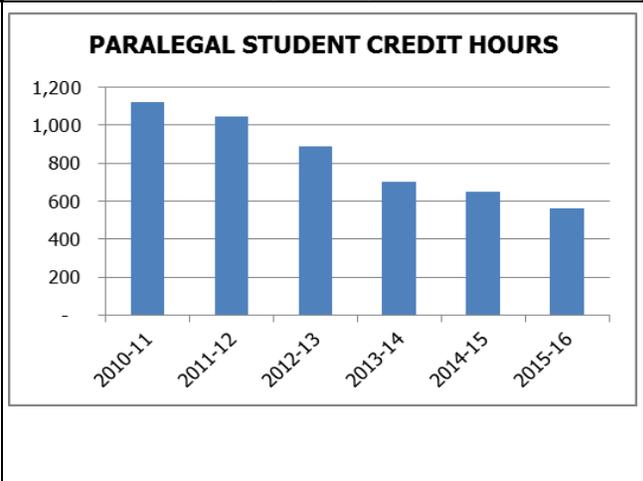
The Paralegal/Legal Assisting Program will attain consistent billable credit hour growth of 4% over time.

Course Enrollment Report generated each academic semester. (Academic Year)

The Paralegal/Legal Assisting Program saw billable credit hours decline by 8% in the 2015-2015 academic year and decline by 13% in the 2015-2016 academic year.

The goal was not met in the 2014-2015 academic year or the 2015-2016 academic year. Enrollment at Rhodes State College will generally trend with the local economy and job market. The local job market has strengthened over the last six years which has negatively affected enrollment.

The program has changed the curriculum schedule to be more accommodative to student work and daycare needs by reducing the total required hours and including hybrid and on-line formats for courses. A direct effort needs to be launched to market the Paralegal Degree to the community. Rhodes State is continuing to look at new marketing initiatives to drive increases in enrollment for future years.



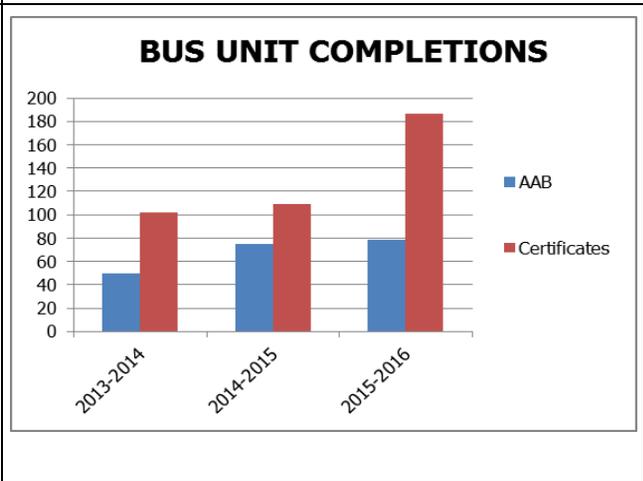
The Accredited Business Programs' AAB degree and certificate output should reflect changes in enrollment and billable credit hours.

Rhodes Institutional Research graduate report. (Fiscal Year)

The 2014-2015 academic year experienced an increase from the prior academic year of 50% in AAB degrees issued as well as an increase of 7% in certificates issued. The 2015-2016 academic year experienced an increase from the prior academic year of 5% in AAB degrees issued as well as an increase of 72% in certificates issued.

Both the 2014-2015 and 2015-2016 academic years trended up which corresponds with what was happening from a credit hours perspective within the Accredited Business Programs. The large increase in certificates issued in the 2015-2016 academic year is largely attributable to academic advisors encouraging students to earn and apply for certificates.

The College has developed a detailed plan to improve student course completion and graduation rates across the campus. Completion teams are actively working on the following areas of focus to help students complete degrees: Virtual Advising, Prior Learning Assessment, Stackable Credentials, Guided Pathways, and Orientation Redesign.



**TABLE 5: Curriculum Summary (Standard 6)  
Fall 2015 Catalog**

**Name of Major/Program:**

AAB - Accounting

**Total Number of Credit Hours in Degree**

64

List courses appropriate for each area in the chart below

**Professional Component**

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
AOT 2640	Spreadsheets Software & Applications (Excel)	B	3
BUS 2100	Business Law	E	3
ECN 1430	Micro Economics	D	3
ACC 1440 or 1010 or 2400	FIN Select One of the Following Electives: Governmental & Non-Profit Accounting, FIN Principles of Money & Banking or Corporate Finance	H, A	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			17
Percent of Total Hours			27%

**General Education Component**

Course Number	Course Title	Educational Goal Area	Credit Hours
COM 1110	English Composition	1	3
COM 1160	Business Communications	1	3
COM 2110	Public Speaking	1	3
CPT 1250	Computer Applications in the Workplace	7	3
HST 1620	American History Since 1877	2	3
MTH 1100 or MTH 1260	Math of Business or Statistics	6	3
Total Credit Hours			18
Percent of Total Hours			28%

**Business Major Component**

Course Number	Course Title	Credit Hours
ACC 1020	Managerial Accounting Principles	4
ACC 1050	Accounting Software (QuickBooks)	2
ACC 1121	Payroll Accounting	2
ACC 2010	Intermediate Accounting I	4
ACC 2020	Intermediate Accounting II	4
ACC 2111	Cost Accounting	4
ACC 2250	Principles of Federal Income Tax	2
ACC 2290	Intermediate Income Tax	2
ACC 2401	Special Studies in Accounting	2
ACC 2991	Accounting Practicum	2
ACC 2992	Accounting Seminar	1
Total Credit Hours		29
Percent of Total Hours		45%

**TABLE 5: Curriculum Summary (Standard 6)  
Fall 2015 Catalog**

**Name of Major/Program:**

AAB - Business Administration

**Total Number of Credit Hours in Degree**

64

List courses appropriate for each area in the chart below

**Professional Component**

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
AOT 2640 or AOT 2650	Spreadsheets Software & Applications (Excel) or Database Software and Applications (Access)	B	3
BUS 2100	Business Law	E	3
CPT 1250	Computer Applications in the Workplace	B	3
ECN 1430	Micro Economics	D	3
SDE 1010	First Year Experience	I	1
		Total Credit Hours	17
		Percent of Total Hours	27%

**General Education Component**

Course Number	Course Title	Educational Goal Area	Credit Hours
COM 1110	English Composition	1	3
COM 2110	Public Speaking	1	3
ECN 1410	Macro Economics	8	3
HST 1620	American History Since 1877	2	3
MTH 1100 or MTH 1260	Math of Business or Statistics	6	3
PSY 1010 or SOC 1010	General Psychology or Sociology	8	3
		Total Credit Hours	18
		Percent of Total Hours	28%

**Business Major Component**

Course Number	Course Title	Credit Hours	
ACC 1020	Managerial Accounting Principles	4	
MGT 1010	Principles of Management	3	
MGT 1050	Principles of Entrepreneurship	3	
MGT 1250 or MGT 1260	Team Building or Team Leadership	3	
MGT 2000	Human Resource Management	3	
MGT 2010	Organizational Behavior	3	
MGT 2490	Applications in Business Administration	2	
MGT 2991	Practicum	1	
MGT 2992	Seminar	1	
MKT 1010	Principles of Marketing	3	
Elective	Related Business Elective	3	
		Total Credit Hours	29
		Percent of Total Hours	45%

**TABLE 5: Curriculum Summary (Standard 6)  
Fall 2015 Catalog**

**Name of Major/Program:**

AAB - Business Management

**Total Number of Credit Hours in Degree**

64

List courses appropriate for each area in the chart below

**Professional Component**

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
AOT 2640 or AOT 2650	Spreadsheets Software & Applications (Excel) or Database Software and Applications (Access)	B	3
BUS 2100	Business Law	E	3
ECN 1430	Micro Economics	D	3
MKT 1010	Principles of Marketing	F	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			17
Percent of Total Hours			27%

**General Education Component**

Course Number	Course Title	Educational Goal Area	Credit Hours
COM 1110	English Composition	1	3
COM 2110	Public Speaking	1	3
CPT 1250	Computer Applications in the Workplace	7	3
HST 1620	American History Since 1877	2	3
MTH 1100 or MTH 1260	Math of Business or Statistics	6	3
PSY 1010 or SOC 1010	General Psychology or Sociology	8	3
Total Credit Hours			18
Percent of Total Hours			28%

**Business Major Component**

Course Number	Course Title	Credit Hours
ACC-1020	Managerial Accounting Principles	4
MGT 1010	Principles of Management	3
MGT 1050	Principles of Entrepreneurship	3
MGT 1250 or MGT 1260	Team Building or Team Leadership	3
MGT 2000	Human Resource Management	3
MGT 2010	Organizational Behavior	3
MGT 2250	Organizational Problem Solving	3
MGT 2490	Applications in Business Administration	2
MGT 2991	Practicum	1
MGT 2992	Seminar	1
MKT 2210	Comprehensive Sales Technique	3
Total Credit Hours		29
Percent of Total Hours		45%

**TABLE 5: Curriculum Summary (Standard 6)  
Fall 2015 Catalog**

**Name of Major/Program:**

AAB - Marketing

**Total Number of Credit Hours in Degree**

64

List courses appropriate for each area in the chart below

**Professional Component**

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
AOT 2640 or AOT 2650	Spreadsheets Software & Applications (Excel) or Database Software and Applications (Access)	B	3
BUS 2100	Business Law	E	3
CPT 1250	Computer Applications in the Workplace	B	3
ECN 1430	Micro Economics	D	3
MGT 1010	Principles of Management	I	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			20
Percent of Total Hours			31%

**General Education Component**

Course Number	Course Title	Educational Goal Area	Credit Hours
COM 1110	English Composition	1	3
COM 2110	Public Speaking	1	3
HST 1620	American History Since 1877	2	3
MTH 1100 or MTH 1260	Math of Business or Statistics	6	3
PSY 1010 or SOC 1010	General Psychology or Sociology	8	3
Total Credit Hours			15
Percent of Total Hours			23%

**Business Major Component**

Course Number	Course Title	Credit Hours
CPT 1580	Introduction to Graphic Design and Layout	3
MGT 1050	Principles of Entrepreneurship	3
MGT 1250 or MGT 1260	Team Building or Team Leadership	3
MGT 2010	Organizational Behavior	3
MGT 2991	Practicum	1
MGT 2992	Seminar	1
MKT 1010	Principles of Marketing	3
MKT 1450	Customer Service	2
MKT 1500	Consumer Behavior	2
MKT 2110	Advertising and Sales Promotion	3
MKT 2210	Comprehensive Sales Technique	3
MKT 2520	Special Studies in Marketing	2
Total Credit Hours		29
Percent of Total Hours		45%

**TABLE 5: Curriculum Summary (Standard 6)  
Fall 2015 Catalog**

**Name of Major/Program:**

AAB - Human Resource

**Total Number of Credit Hours in Degree**

62 to 63

List courses appropriate for each area in the chart below

**Professional Component**

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
AOT 2640 or AOT 2650	Spreadsheets Software & Applications (Excel) or Database Software and Applications (Access)	B	3
BUS 2100	Business Law	E	3
CPT 1250	Computer Applications in the Workplace	B	3
ECN 1410	Macro Economics	D	3
SDE 1010	First Year Experience	I	1
		Total Credit Hours	17
		Percent of Total Hours	27%

**General Education Component**

Course Number	Course Title	Educational Goal Area	Credit Hours
COM 1110	English Composition	1	3
COM 2110	Public Speaking	1	3
HST 1620	American History Since 1877	2	3
MTH 1100 or MTH 1260	Math of Business or Statistics	6	3
PSY 1010 or SOC 1010	General Psychology or Sociology	8	3
		Total Credit Hours	15
		Percent of Total Hours	24%

**Business Major Component**

Course Number	Course Title	Credit Hours	
MGT 1010	Principles of Management	3	
MGT 1050	Principles of Entrepreneurship	3	
MGT 1250 or MGT 1260	Team Leadership	3	
MGT 2010	Organizational Behavior	3	
MGT 2060	Employee and Labor Relations	3	
MGT 2410	Employee Selection and Placement	3	
MGT 2435	Benefits and Compensation	3	
MGT 2440	Training, Development and Safety	3	
MGT 2530	Applications in Human Resources	2	
MGT 2991	Practicum	1	
MGT 2992	Seminar	1	
Elective	Related Business Elective	2 to 3	
		Total Credit Hours	30 to 31
		Percent of Total Hours	49%

**TABLE 5: Curriculum Summary (Standard 6)  
Fall 2015 Catalog**

**Name of Major/Program:**

AAB - Paralegal/Legal Assisting

**Total Number of Credit Hours in Degree**

70

List courses appropriate for each area in the chart below

**Professional Component**

Course Number	Course Title	Area of Study	Credit Hours
ACC 1010	Corporate Accounting Principles	A	4
ACC 2250	Principles of Federal Income Tax	A	2
CPT 1250	Computer Applications in the Workplace	B	3
BUS 2100	Business Law	E	3
ECN 1410	Macro Economics	D	3
MGT 1010	Principles of Management	I	3
SDE 1010	First Year Experience	I	1
Total Credit Hours			19
Percent of Total Hours			27%

**General Education Component**

Course Number	Course Title	Educational Goal Area	Credit Hours
COM 1110	English Composition	1	3
COM 1160	Business Communications	1	3
HST 2300	Technology and Civilization	2	3
MTH 1100	Math of Business	6	3
POL 1010	Introduction to Political Science	5	3
PSY 1010	General Psychology	8	3
SOC 1010	Sociology	8	3
Total Credit Hours			21
Percent of Total Hours			30%

**Business Major Component**

Course Number	Course Title	Credit Hours
LEG 1010	Introduction to Paralegals and the Legal System	2
LEG 1020	Legal Ethics	1
LEG 1100	Legal Research & Writing 1	3
LEG 1110	Legal Research & Writing 2	4
LEG 1150	Litigation	3
LEG 1190	Criminal Law	2
LEG 1200	Family Law	2
LEG 2000	Civil Procedure	2
LEG 2050	Real Estate Law	2
LEG 2100	Probate Administration	3
LEG 2200	Debtor/Creditor/Bankruptcy	2
LEG 2250	Administrative Law	1
LEG 2991	Paralegal Assisting Practicum	3
Total Credit Hours		30
Percent of Total Hours		43%