

Assurance Argument
James A. Rhodes State College - OH
2/26/2019

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1 The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Rhodes State College's (RSC) established Vision articulates its aspiration to be "the # 1 Choice." RSC's Mission states that it "changes lives, builds futures, and improves communities through life-long learning." An [Extended Statement of Institutional Purpose](#) (ESIP) further clarifies its Mission regarding role, scope and commitments to constituents. These foundational statements guide RSC's direction, strategic and day-to-day operations, and performance. To ensure alignment, RSC's Vision, Mission, and ESIP are regularly reviewed, refined, and adopted through a collaborative process reflective of a shared governance culture.

The [Mission Statement Review Procedure](#) (MSRP) occurs as part of RSC's [Strategic and Institutional Effectiveness Planning System](#) (SIEP). During the 2013 planning sessions, students, employees, and external constituents used [MSRP criteria](#) to assess the Mission. RSC's Board of Trustees (BOT) adopted the revised Mission on [May 21, 2013](#). The [MSRP](#) was expanded in 2018 to include simultaneous review of all institutional statements.

1.A.2 The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Consistent with its stated Mission, RSC prepares students for entry into careers, offers transfer degrees, and develops the regional workforce through credit and non-credit occupational training. RSC offers [97 associate degrees and certificate programs](#) complemented by appropriate support services to help students reach academic and professional goals. RSC serves over 5,200 [students annually](#) through face-to-face, hybrid/blended and online courses.

Enrollment Profile

RSC's enrollment Profile reflects its 10-county service area in terms of [race/ethnicity and student socio-economic status](#). RSC's enrollment patterns reveal several disparities when compared to the service area population. [Females](#) constitute 64.5% of the student population compared to 50.2% within the 10-county service area population. Likewise, [Veterans](#) comprise 1.4% of RSC's student body compared to a 9.1% Veteran population within the service area.

RSC's average age has decreased from 26 to 21. This is due to a significant increase in [dually-enrolled College Credit Plus \(CCP\) students](#) and a decline in the adult student population, ages 20 and older. RSC's age-related enrollment trends are comparative to the Ohio Tech Sector. However, since 2012, RSC has experienced a 26% increase in CCP enrollment compared to a 12% rate for the Tech Sector. In 2017, RSC's student population under the age of 18 was 40% while the similar age group for the Tech Sector was 31%. Strategies to address enrollment shifts are incorporated into the [Enrollment Management Framework](#) to achieve proportional enrollment and proportional retention for specified student segments. These strategies are further described in **1.C.2**.

Academic Programs

[Initially chartered](#) as a technical college in 1971, the College offered occupational technical degrees, certificate programs, and continuing education designed to meet needs within its [service area](#). With the passage of Ohio House Bill 119 in 2008, and subsequent to [HLC approval in 2009](#), RSC expanded to include the Associate of Arts and Associate of Science degrees. RSC's academic programs reside within three Divisions: Arts and Sciences; Business, Technology and Public Service; and Health Sciences. Workforce training, academic programs, general education, and developmental education coursework align with specified [Mission Criteria](#).

Student Support Services

Student support services reinforce learning and career success for prospective, current, and former students. Service areas include the Academic Success Center, Accommodative Services, The Testing Center, Advising and Registration, the Financial Aid Office, Counseling Services, Career Development and Veterans' Services. See **3.D.1** for details on these services.

The [Lima Campus Library](#) is a shared resource between RSC and The Ohio State University - Lima (OSU-L) holding approximately 75,000 volumes, 40+ journal subscriptions, CDs, videos, and online access to over 130 databases. Through the library's online catalog, RSC students can request resources from other OSU libraries or use OhioLINK to access catalogs, databases, and resources from other locations.

Student Engagement and Activities offers an array of [extracurricular](#) activities, including cultural programs, intramural and recreational sports, and student clubs and organizations. Engagement in activities outside the classroom fosters meaningful interactions among students, faculty and staff, and complements academic programs.

Student technical support is provided through several areas. The [Center for Distance and Innovative Learning](#) supports access to online degrees and courses. The Center supports student use of RSC's Canvas Learning Management System through the Student Guide. The [Help Desk](#) serves as the central contact for students and employees to report hardware and software issues and to receive assistance with user ID and print management. Information is available to students regarding Information Systems standards and policies.

[Safety and Security](#) supports the safety of RSC's learning environment. Security staff patrol campus buildings, parking lots and grounds; serve as safety escorts; and address issues related to stalled vehicles or keys locked in cars. They investigate traffic violations and accidents or alleged offenses, and have a role in emergency management.

1.A.3 The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

In 2002 RSC Planning evolved into a comprehensive [system](#) focused on continuous improvement. This system's multi-level and interrelated processes link planning, assessment, improvement, and resource allocation. For further details see **5.C.1**.

RSC's planning, assessment, and improvement processes contribute to its Vision, Mission, goals, and Strategic Initiatives. RSC develops, manages and monitors institutional operations based on a comprehensive strategic and institutional effectiveness planning process conducted within all organizational units. Required annual and long-range planning, implementation, and analysis drive performance improvement of institutional, program/department, and student learning outcomes, furthering the Mission. Each unit links budget allocations and other key academic and administrative decisions to planning and assessment processes in order to improve institutional effectiveness.

Sources

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- RR39_Enrollment Management Framework
- VD-29.30 Lima Campus Library
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- VD-32 IS Help Desk User Reference

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1 The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans of institutional priorities.

Rhodes State College's [Vision, Mission and Core Values, Extended Statement of Institutional Purpose, Strategic Plan, and Completion Plan](#) are available to the public through the College's website. These fundamental documents express RSC's commitments to stakeholders and guide College policies, practices, and decision-making. Hardcopies are provided to key constituents to enhance relationships and foster awareness of institutional priorities and goals.

The Mission is featured in institutional materials, such as the [College Catalog](#), public reports, presentations, multi-level planning and assessment documents, and [marketing and recruitment materials](#). RSC's Foundation [communicates the Mission](#) to donors, scholarship recipients, area businesses, and community members. The Mission is published in the College's [Annual Report](#) and distributed to the BOT and Advisory Committees. The President regularly includes the Mission in College Forum presentations. RSC has standardized use of its Mission Statement in marketing and promotional materials, and its Vision is included in email signatures.

1.B.2 The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

RSC's key mission documents are current. These documents place emphasis on instruction, research, clinical service, and public service.

Currency and Emphases

To remain current, RSC's Vision, Mission and Core Values are [reviewed](#) during the three-year planning cycle. An institutional Mission change can occur any time within the planning cycle for just cause (e.g., legislative change). Academic and non-academic unit missions are also reviewed every three years. Any [change request](#) must first be reviewed for just cause by the appropriate supervisor and Cabinet member.

Instruction, Research, and Service

The ESIP, developed in 2003 and [updated in 2018](#), describes the College's emphasis on "teaching, research and [public service](#) in a manner relative to the institutional mission." As a core process of the College, teaching and learning provide opportunities that develop students' cognitive, psychomotor, affective, and social skills. Instructional and clinical aspects of teaching and learning align with the Technical Competencies, General Education and Workforce Development [Mission Criteria](#). These Criteria are assessed through Key Performance Indicators, (KPIs). For instance, the licensure and certification pass rates KPI is one indicator of Workforce Development achievement, demonstrating the extent that skill sets are effectively developed in preparation for clinical practice and workplace mastery.

Public service is a KPI for the Outreach Mission Criteria. Achievement is demonstrated through RSC's responsiveness to community needs, such as public service and [strategic partnerships](#), including clinical practice sites.

Research activities align with RSC's [curricular focus and functions](#). Faculty research often focuses on assessment, improvement of teaching and learning, and student learning outcomes. Likewise, administrator and staff research seeks to improve non-academic unit services and processes. [Assessment-related research findings](#) are incorporated into annual SWOT environmental analysis and improvement action plans. These are then entered into the electronic Strategic and Institutional Effectiveness Planning System (eSIEPS) and linked to related Mission Criteria to assess their impact on Mission achievement.

1.B.3 The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

RSC's Vision to be the "#1 Choice" encompasses service to a broad constituency, including prospective and current students, alumni, and employers. RSC's Mission Statement, "Rhodes State College changes lives, builds futures and improves communities through life-long learning," provides a more definitive blueprint for serving communities through its Charter, State authorizations, credit and non-credit offerings, and services. The ESIP articulates the Mission's scope and intended [constituents](#).

Scope

RSC's ESIP has five components, including [institutional role and scope](#). RSC prepares students for occupational career entry and baccalaureate transfer. Additionally, it provides non-credit training for the regional workforce. Degrees offered include: Associate of Applied Business, Associate of Applied Science, Associate of Arts, Associate of Science, and Associate of Technical Studies. As a learning-centered institution, RSC serves the needs of a varied student population through a comprehensive array of student support services.

Constituents

As an "open admission" institution, RSC [admits students](#) with varying levels of preparation. To address the nature of its constituents and program requirements, the College's ESIP delineates [11 Mission Criteria](#): Access, Student Progress, General Education, Technical Competencies, Life-long Learning, Developmental Skills, Workforce Development, Transfer Preparation, Quality Environment, Community Outreach, and Fiscal Viability. Each Criterion identifies constituencies

served, enabling institutional, unit, and course level planning strategies that address their needs. For example, Life-long Learning encompasses learning opportunities for community members, whether working or seeking to enter the workforce. Life-long learning constituencies include prospective and current students; students with diverse characteristics and developmental needs, employers, donors, alumni, and business and industry stakeholders.

The purpose and commitments outlined in the Vision, Mission, Core Values and ESIP guide RSC in identifying organizational priorities and goals, which form the foundation for the Strategic Plan. The 2017-2020 Strategic Plan, adopted by the Board of Trustees on [May 16, 2017](#), guides RSC's operations from 2017 to 2020. Four strategic priorities emerged within that plan, each identifying scope and intended constituents.

Sources

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1 The institution addresses its role in a multicultural society.

RSC's [ESIP Mission Criteria](#) describe its focus on multiculturalism. The Access Mission Criterion states, "Access to educational services and academic programs is provided to students with diverse socio-economic, academic, and cultural backgrounds in order to assure that students have the opportunities and tools they need to complete their educational goals." RSC's Student Progress Mission Criterion calls for experiences, inside and outside the classroom, that foster Global and Diversity Awareness (GDA), one of RSC's General Education Core Skills and Abilities, from the [General Education Mission Criterion](#).

State and federal laws establishing equal opportunity for all persons are promulgated through RSC's policies. The [Discrimination, Harassment, Sexual Misconduct, Stalking, and Retaliation Policy](#) and [Equal Employment for Individuals with Disabilities Policy](#) incorporate tenets of Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; and Ohio Civil Rights Act. These policies, in conjunction with RSC's [Non-discrimination policy](#), prohibit discrimination against any individual for reasons of race, color, religion, national origin, sex, sexual orientation, qualified disability, age (40 or older), or because he/she is a Vietnam-era or disabled veteran. The [Ohio Revised Code](#) governs RSC's policies for Veterans and military personnel, including [Valuing Our Veterans Support and Assistance Policy](#), and [Military Leave/Employment Rights Policy](#).

1.C.2 The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

RSC has institutionalized its commitment to human diversity by addressing it through employment policies and processes, teaching and learning, extra-curricular activities, enrollment planning, and strategic planning.

Employment Policies and Processes

RSC's employment policies and processes are intended to ensure equity in employment and to increase employee diversity. RSC policies governing treatment of job applicants and employees emphasize non-discriminatory practices, [fair and ethical hiring processes](#), and [employment for qualified individuals with a disability](#). Employment application processes and forms adhere to College policies and the equal employment opportunity (EEO) statement included on each job posting. Diversity recruitment is supported through RSC's posting of open positions in the **Chronicle for Higher Education** and HigherEdJobs.com diversity portals. RSC routinely reports employee

diversity through IPEDs and monthly Department of Labor Counts, enabling diversity employment comparisons with peer Ohio institutions. Human Resources has identified diversity recruiting and staffing as requiring institutional attention. Increasing employee diversity continues to be a strategic institutional priority as reflected by [Strategic Goal 3.3.1](#) to “increase a qualified and diverse applicant pool.”

Teaching and Learning Processes

RSC promotes student understanding of human diversity through teaching and learning processes which include curricular strategies, co-curricular experiences, faculty development, and assessment.

RSC’s [General Education \(GE\) Philosophy](#) underscores the importance of preparing students for a diverse society and includes five learning goals related to human diversity:

- Understand human behavior and work effectively with others;
- Understand the ethical dimensions of life;
- Apply quantitative reasoning in various contexts;
- Acknowledge diversity;
- Appreciate the complexity of the world around us.

These goals are incorporated into curricula through two strategies. First, Global and Diversity Awareness (GDA) is addressed within [required GE courses](#) as a core learning outcome. For instance, Sociology (SOC-1010) focuses on GDA. RSC’s second strategy integrates GDA across all programmatic curricula. For example, GDA is embedded in the [Occupational Therapist Assistant curriculum](#) and [Nursing curriculum](#) within courses and clinical practice. Graded practicum experiences and internship experiences also demonstrate GDA inclusion within program curricula, such as [Digital Media Technology](#). Graded co-curricular practice experiences occur in [various locations](#) where students engage with diverse populations.

Course assignments also address human diversity. All degree programs include a First-Year Experience course (SDE 1010) which introduces educational success strategies and [Critical Thinking and Global and Diversity Awareness](#). An intercultural community activity assignment requires students to observe and write about an activity outside their cultural norm. Two [Cultural Retreat assignments](#) are required of Health Science students during their course of study. Each cultural retreat includes an inter-professional activity focused on diversity in health care.

Academic co-curricular service learning enables student and community engagement. [RSC policy](#) permits student service learning assignments which address community and/or individual needs. [Examples](#) include:

- **MakerFest** – Information Technology students were assigned to assist in setting up the technology for a manufacturing job fair at the Lima Civic Center. Manufacturing jobs exist for local, state, and national companies, some of which include overseas operations.
- **National Children’s Dental Health Month** – In Community Dental Health (DHY 2770), students develop a dental health lesson plan and visual aids for an adult that is disabled and disabled children in the K-12 system. Students are introduced to an individual from Marimor Industries, a local work facility for adults with disabilities, midway through the course, and at the end of the course, the students present a dental health education program to that individual. The course director also works with Marimor Schools (K-12) enabling DHY students to provide oral health care instruction to children with disabilities during February for National

Children's Dental Health Month.

- **Deaf Game Night in Science 170** – Students from American Sign Language (ASL) courses hosted the deaf community on campus for food and games. The event provided an opportunity for students to apply their ASL skills in a casual setting.
- **Tim Tebow Foundation Night to Shine** – As an option for their service learning component, Physical Therapist Assistant (PTA) program students can volunteer to assist at this prom night event for special needs individuals, ages 14 and older. The event centers on God's love for these individuals. PTA students have participated since 2015.

Incorporating GDA content into teaching and learning necessitates ongoing [faculty professional development](#). To promote diversity training and professional development, an RSC internal [Innovation Grant](#) was approved to create a Center for Empathy Training Simulation Library to improve the listening, compassion and engagement skills of students, faculty, staff, and the community. Empathy training also occurs in [COM-2213, Verbal Judo](#).

Assessment is a key component of the teaching and learning process. As a Core Skill and Ability, GDA is expected of all students and measured upon entry, formatively, and at the conclusion of each degree program. Assessment of Core Skills and Abilities is detailed in **4.B.1**.

Extra-Curricular

The Coordinator of Student Engagement and Activities provides [cultural activities and programs](#) to connect diverse communities within the College. Often advised by faculty, [campus clubs](#), such as LGBT & Allies, Multicultural, Bible, and ASL, engage students in human diversity topics. See **3.E.2** for detailed discussion of student activities and programs.

Enrollment Planning

The enrollment management planning process responds to changing societal demographics. RSC understands that learning and working with individuals from diverse backgrounds prepares students to become active participants in a pluralistic society. Access, a Mission Criterion, is assessed through [Proportional Enrollment and Proportional Retention KPIs](#) to determine RSC's effectiveness in recruitment and retention of a diverse student population.

Enrollment processes address human diversity through [targeted recruitment](#) and retention strategies designed to maintain and expand RSC's diverse student population. Admissions' annual [Territory Management Plan](#) includes adult learners, students direct from high school, underserved race/ethnic populations, and Veterans. [Diversity recruitment programs](#) include the Ready to Work Program, Most Valuable Parent Sessions at Lima City Schools, and Veterans' Recruitment at the Lima Army Recruitment Office and on campus. In addition, a communication plan focuses on recruiting and retaining a diverse student population.

RSC has expanded recruitment and retention efforts through promotion and additional [grants and scholarships](#) for adults; socio-economically disadvantaged persons; women; persons with disabilities; and minorities (American Indian, Hispanic, and/or African American). A total of \$286,760 is awarded to these individuals through Foundation and Institutional Scholarships. Perkins Grant funding is allocated to non-traditional and underserved student populations to expand support services and training. Through this grant, RSC [exceeded target rates](#), with 84% of participants attaining a technical skill and 64% completing a credential, certificate or degree. Additionally, women, minorities, and persons with disabilities were recruited and enrolled in Information

Technology and Engineering Technology majors through a grant-funded STEM initiative. Those enrolled demonstrated success. By the end of the 2015 grant cycle, 99 STEM Scholars had been awarded scholarships (97% of goal); 10 had completed an associate degree and transferred to a 4-year institution; and 20 were actively pursuing an associate degree.

Enrollment planning is linked to the 2017-2020 Strategic Plan, 20/20 Vision, Priority 3: “Culture-Ahead of the Curve” which goes beyond increasing proportional enrollment and retention of students to include creating a diverse and welcoming environment and initiatives for students, faculty and staff. [Funding](#) is earmarked for these initiatives through the alignment between planning and budgeting.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1 Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

RSC's Mission commits to improving communities through higher learning, a clear indication of its public obligation. The College demonstrates its commitment to serving public good through its academic programs, outreach, planning, and regional economic development and workforce training.

Academic Programs

Providing an educated citizenship through in-demand degree programs improves RSC's communities. RSC connects with business and industry through academic program advisory committees and its Workforce Economic Development and Continuing Education (WEDCE) community training area. [Program Advisory Committees](#) collaborate with academic program leaders to ensure that academic programs align with current and future workforce skillset demands. Program improvements have been implemented as a result of [Advisory Committee feedback](#). For example, Information and Emerging Technology Advisory Committee feedback led to course modifications that reflect new CISCO requirements. Also, Nursing realigned credit hour distribution among lecture, lab, and clinical to provide more theoretical instruction and real-world clinical experience. Additionally, in 2013, RSC conducted a formal DACUM to develop a [Food Science Technology](#) curriculum in conjunction with industry and educational representatives.

Outreach

RSC demonstrates a commitment to public good through actions that connect faculty, staff and students to the community. RSC [collaborates with over 500 community partners](#) which provide experiential learning to students. The Dental Hygiene (DHY) Clinic provides free or low-cost preventative dental care to community and College student patients. The estimated [in-kind contribution to the community](#) for dental services ranged from \$1.04M in 2015-2016 to \$1.1M in 2017-2018. RSC also provides childcare and pre-school services through its Early Childhood Education program and manages the [Lima YMCA Childcare Center](#) which includes services for children ages six weeks to seven years.

[Events and activities](#) support the public good by focusing on diversity awareness, student and

community health, and safety. Student Activities, such as Black History Month Celebration, Veterans' Day Celebrations, Valentines for Cincinnati Children's Hospital, Run/Hide/Fight Active Shooter Training, Blood Drives, and HIV Testing, expand student and public awareness.

[Academic programs support the community](#) through student-led and employee-coordinated activities. For example, the Humanities Department has hosted diversity-inclusive community events, such as Eye Can; EYE - Empowering Your Employment Brochure; Deaf Town, Deaf Game Night; and Sign Language Concert. Additionally, faculty and staff provide [enrichment programs](#) to students from community schools or local agencies. Examples include: Rhodesology, Summer Discovery Camps, and IT/ET Technology Challenge.

A [suicide prevention grant](#), funded through the Substance Abuse and Mental Health Services Administration, enables collaboration between RSC Student Affairs and area counseling agencies to provide student support. Grant-related activities foster awareness of suicide-related topics and suicide prevention resources. See **5.C.5** for further details.

Financial outreach to the public takes several forms. RSC Foundation outreach to community supporters has resulted in \$145,777 for [student scholarships](#) in 2018-2019. Financial aid staff provide annual [Financial Aid Nights](#) for high school and community groups, sharing information about matriculation processes and available financial support.

RSC has served as a CCP resource for Principals and Superintendents since 2013. The annual [CCP Counselor Conference and Superintendent Summit](#) serves over 83 high schools within 19 counties. Speakers provide updates regarding CCP rules, funding, performance, services, processes, faculty credentialing, pathways, and upcoming changes that impact expectations for high schools and institutions of higher education.

Planning

RSC's obligation to public good is central to its planning. The current Strategic Plan focuses on aligning RSC programs and curricula with regional workforce needs ([Strategy 2.1.1](#)) and increasing continuing education to meet professional and workforce needs ([Strategy 2.2.2](#)). Additionally, Strategy 3.1.1 cultivates a culture of compliance with government and accrediting agencies to maintain public trust and integrity. Therefore, graduates from accredited programs, and employers who hire them, are assured of quality student preparation because RSC adheres to program accreditation standards.

Through collaborative planning and funding from RSC, community stakeholders, and Capital appropriations, a new Center for Health Science Education and Innovation is under development. The Center will support anticipated degree and workforce training employment needs for health care providers in a multi-county area and enable continuing education for more than 25,000 incumbent employees. The Center is expected to increase the downtown's economic development.

Economic Development and Workforce Training

Over 18,000 students have graduated from RSC. Graduates demonstrate the benefits of higher education, including its contribution to regional economic development. RSC greatly impacts the regional economy with over 90% of its graduates residing and employed in the area.

The 2009 Economic Impact Study states that RSC's "greatest contribution to the economy is its

capacity to provide worker training and career enhancement opportunities to area residents.” The 2012 Study reflects the impact of College operations and student enrollments as a “net added income generated by [RSC] operations (\$17.1 million) and the spending of non-local students (\$576,100) contributing a total of \$17.6 million in income to the [RSC] regional economy each year.” Expenditures by relocated and retained students added approximately \$3.2 million to the regional economy. The 2015 Study emphasized that RSC “creates a significant positive impact on the business community and generates a return on investment to its major stakeholders.”

RSC’s engagement with local business and industry promotes economic development through workforce training. After developing an [apprenticeship model](#), RSC became the first Ohio community college to become a [Registered Apprenticeship Sponsor](#). Supported by the [Ohio Apprenticeship Consortium Grant](#), RSC seeks to improve the economic investment in Lima and surrounding communities through apprenticeship training. The [Fall 2018 Apprenticeship Program](#) includes 12 local companies, which supports 114 apprentices taking 893 credit hours with a 98% retention rate. Students completing an apprenticeship may be eligible to earn a credit-based certificate and/or degree based on the related instruction received during the program. Additionally, the [Small Business Development Center](#) supports community entrepreneurs, and the [West Central Ohio Manufacturing Consortium](#) addresses training needs for employment in manufacturing. A 2018-2019 RSC Innovation Grant will allow up to 100 high school students to take the Work Keys Assessment, a skills assessment test for those interested in working for employers who want/require a National Career Readiness Certificate (NCRC). Those passing Work Keys receive the [NCRC credential](#). WEDCE provides non-credit course offerings for workforce development and continuing education. Grants operated by WEDCE also provide additional credit and non-credit training opportunities for students to enhance their careers.

1.D.2 The institution’s educational responsibilities take primacy over the other purposes, such as generating financial returns on investors, contributing to a related or parent organization, or supporting external interests.

With learning at the core of its Mission, RSC dedicates significant financial resources toward instruction and academic support. During FY2017, RSC allocated 59% (\$11.8M) of its overall budget (\$28.7M) to [support these expenditures](#). Over the recent [10-year period](#), an average of 37% to 40% of actual expenditures was devoted to instruction.

1.D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

RSC engages with multiple external constituents through partnerships, often formalized through Memorandums of Understanding (MOUs) or Articulation Agreements. Partnerships are established with various local businesses and industries, including the health industry; and educational institutions. Examples include:

- [West Central Ohio Manufacturing Consortium](#) See **1.D.1**
- [Apprenticeship Companies](#) See **1.D.1**
- [Northwest Ohio Allied Health Consortium](#) (NOAHC) was established in 2008 and is composed of five higher education institutions. Each partner school has established Memorandums of Understanding and reports annually to the HLC.
- [The Greater Northwest Ohio Tech Prep Consortium](#) was established in September 2011 for 10 colleges/universities in 12 career/tech planning districts with 102 school districts. Its purpose is to build and foster business/education relationships; develop career pathways and programs of

study; and disseminate technical information by convening and engaging stakeholders.

The [Tech Prep agreement](#) is renewed annually.

- [College Credit Plus \(CCP\)](#) enables dual credit opportunities for high school students. RSC has established [83 MOUs](#) with area high schools from 19 Ohio counties, serving 1,989 students in Fall 2015; 2,297 in 2016; 1,721 in 2017; and 2,123 through Fall 2018.
- Higher Education Partnerships include 35 [transfer articulation agreements](#) in various program areas.
- [Clinical Partnerships](#) are maintained for clinical practice required of Nursing or Allied Health students. RSC maintains 247 affiliation agreements for the Division of Health Sciences.
- [Internship, Practicum, Co-operative Partnerships](#) support program requirements and further develop student competencies. RSC has contractual agreements with 116 sites to support internships, practicums, and co-operative partnerships.

[Grant partnerships](#) exist with businesses and industries, educational facilities, and community agencies. In FY2018, grant-related partnerships included: the U.S. Department of Labor H-1B with Lorain County Community College for workforce development; an MOU between Crime Victim Services & RSC for sexual violence prevention; ODHE Choose Ohio First Scholarship agreement with RSC; Ohio Apprenticeship Consortium with the Ohio Department of Job and Family Services; Campus Suicide Prevention with the U.S. Department of Health and Human Services; and a Community Development Block Grant with the City of Lima for workforce development.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

1.S-Criterion 1 Summary

Rhodes State College's (RSC) publically-articulated Mission Statement describes how it "changes lives, builds futures, and improves communities through life-long learning." Its Board of Trustees adopted the most recent iteration of the Mission in 2013 to guide institutional operations in delivering academic programs and student support systems. Mission-centered institutional assessment produces planning and budgeting priorities aligned with the Mission. The current institutional Vision statement, Core Values, and Extended Statement of Institutional Purpose further articulate and explain the Mission in terms of its nature, scope and constituencies served. The Mission is featured in an array of public documents, on the College website, and in its Catalog.

RSC operates as a public two-year college under its Board of Trustees with additional oversight from the Ohio Department of Higher Education. Given its stated ambition to improve communities, RSC embraces its vital role in serving a multicultural society by acknowledging human diversity through deliberate actions and strategies. Acknowledging its obligation to public service as primary to building futures, RSC actively engages an extensive range of over 500 community partners and external constituencies whose needs it strives to serve through its academic programs, outreach, planning, and economic development within regional communities. RSC's financial allocations for instruction and academic support, planning, and collaborative ventures, such as the new Center for Health Science Education and Innovation, clearly reflect the commitment to public good expressed in its Mission.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Integrity, one of RSC's [Core Values](#), focuses on honesty and trust. RSC operates with integrity by following established policies in financial, academic, personnel and auxiliary functions which guide fair and ethical practice by the Board of Trustees (BOT) administration, faculty and staff.

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

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

The Vice President for Finance and Business (VPFB) oversees financial operations and [College financial policies](#). These policies guide financial ethics and integrity, ensuring financial operations comply with state and federal requirements, such as the Ohio Revised Code and all requirements of the Single Audit. Federal compliance is further maintained through the Foundation's audit and annual filing of IRS form 990.

RSC complies with [financial](#) reporting requirements for federal and state grants operated by its Workforce, Economic Development and Continuing Education (WEDCE) non-credit area. The applicable granting agency verifies compliance by conducting an independent audit. For example, audits were conducted on behalf of the U.S. Department of Labor in 2015 and 2017 on the [Trade Adjustment Assistance Community College and Career Training](#) (TAACCCT) Grant and by the Ohio Development Services Agency in 2017 on the [Small Business Development Center](#) (SBDC) grant. WEDCE operates under the [International Standards Organization](#) (ISO) 2009:2015 Standards

and was certified in December 2017 by Smithers Quality Assessment, receiving its current certificate on March 24, 2018.

Between 2008 and 2018, auditors annually inspected the College's [internal controls](#). [RSC's 2018 Single Audit](#) verified that financial statements were managed and accounted in compliance with applicable processes and laws, noting no significant deficiencies or material weaknesses.

RSC's [Student Complaint/Grievance Policy](#) provides guidance in managing and resolving student claims that their rights under College policy have been adversely affected by a College decision or action. Procedures are established to manage informal or formal resolutions.

A [Default Management Plan](#), utilized within the Office of Financial Aid, provides various procedures that support the management of student loan default rates. Examples include Entrance and Exit Interviews with students, and a Financial Aid Literacy Workshop which provides students with an individualized report of their loan debt. RSC's FY2014 rate (19.5%) was a 2.8% increase over FY2013 (16.7%). Rates for FY2015 returned to 16.7%. Of the 23 Ohio Community Colleges, RSC had the 5th lowest default rate.

All courses and programs offered via distance learning must verify that the student who registers for the courses is the same student who participates in, completes, and receives academic credit. Student identity is authenticated through RSC's Canvas Learning Management System through the issuance of a unique username and password, complying with federal requirement 34 CFR 602.17(g).

The VPFB oversees RSC's Information Systems (IS) to provide technical security support in compliance with the [Gramm-Leach-Bliley Act](#), safeguarding student financial and Social Security information. IS also complies with the [Higher Education Opportunity Act](#), addressing unauthorized file sharing on campus networks.

Specified campus auxiliary services are shared with Ohio State-Lima (OSU-L), including the bookstore (RSC), and cafeteria and vending services (OSU-L). Financial obligations for each institution are annually determined in accordance with a [Cost Share Agreement](#) which is managed by RSC's President and OSU-L's Dean/Director. The Agreement guides consistency and understanding between the institutions and ensures integrity when billing for services. RSC's VPFB coordinates with auxiliary service managers to meet state and federal compliance.

RSC Safety and Security policies follow [federal requirements](#) for campus crime disclosure. Safety and Security has an established Campus Emergency Action Plan. RSC collaborated with local emergency responders and OSU-L to develop the Action Plan which it reviews and updates. RSC maintains [Rhodes Alert](#) to send emergency alerts to the College community. Safety and Security transmits campus crime statistics to employees, followed by a communication to students by the Vice President for Student Affairs.

RSC maintains a [policy](#) governing ethical classroom use of copyrighted materials and conditions under which faculty may apply for individual or shared royalties for published work.

Employee policies play a vital role in creating a culture of compliance and integrity and govern ethical practices and fair treatment. These policies drive [equitable employment practices](#), [fair treatment](#), and [inclusivity](#) in a respectful and safe environment. [Family Educational Rights and Privacy Act \(FERPA\)](#) and [Title IX training](#) are conducted for faculty, staff and administrators. The Registrar conducts [FERPA training](#) for new employees. Respective Cabinet areas conduct position-

specific training for new employees which also may include introduction to these Federal policies.

Employee policies were reviewed during the 2009-2012 Semester Conversion process. Several policy revisions were not captured through SharePoint due to a system malfunction. Other policies were approved, but never listed on the website due to turnover in key HR positions. During the assurance review, it was also discovered that some RSC policies are maintained in handbooks and/or office manuals rather than centralized on the [College website](#) as required by [Ohio Revised Code](#). To update policies and assure ORC compliance, the following steps have been taken:

- Identification of all policies requiring updates through Shared Governance;
- Identification and collection of all policies not included on the College Website;
- Reformat of the policies to fit the revised policy template;
- Adoption of a policy numbering system with Chapters for policies, procedures, and forms to be collected in one location;
- Review and recommendation of a new policy document system (Document Management System) for use in submission and tracking of policies through BOT approval and subsequently automated posting onto the RSC Website; and
- Development of a systematic, ongoing policy update procedure.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

The College website includes an online Catalog and Search function, enabling access to information about programs, requirements, faculty and staff, costs to students, control and accreditation relationships.

Programs, Requirements, Contacts

[General admission and eligibility requirements](#) for new, transfer, transient, international, dually-enrolled/College Credit Plus, Tech Prep and Program 60 students and requirements for [limited enrollment programs](#) are accessible and posted in the online College Catalog.

[Academic program pages](#) detail relevant certificates, program mission, career opportunities, accreditation status, requirements, and technical standards. [FYI Sheets](#), accessible through the website Search Option, contain program overviews, General Education distributions, available concentrations, semester curriculum, Gainful Employment, and academic admissions contacts.

WEDCE [course and certification](#) information is included in the Catalog. Additional WEDCE information and scheduled trainings appear on the [Workforce Development](#) web page.

RSC also posts its 35 certificates which meet Gainful Employment Standards along with Federal requirements.

The [Student Handbook](#) details processes and requirements for registration, graduation, program changes, prior learning credit, auditing, and reinstatement following academic dismissal.

Financial Aid eligibility requirements, sources of aid, and procedures are included in the College catalog. Also included in the catalog is the policy for [Satisfactory Academic Progress](#) and the consequences of non-attendance.

The [Catalog Directory](#) lists faculty, staff and administrator titles, credentials, and academic areas. Employee contact information is accessible through RSC's Employee Directory.

Student Costs

[Tuition costs and applicable fees](#) are in RSC's Catalog, but program fees are not. To resolve that gap, a link to all specified program fees will be added to Academic Program pages during 2019 website updates. An online link to [Barnes and Noble](#) provides textbook and supply costs, enabling students to

determine overall semester costs prior to registration. Overall attendance costs can be estimated using RSC's [Net Price Calculator](#).

Control

The President is [RSC's Chief Executive Officer](#), subject to BOT control, and serves as the Board's single official link with the operating organization. RSC's organizational structure depicts day-to-day operational responsibilities and reporting lines. Policy, program and planning effectiveness decisions occur via RSC's [Shared Governance Structure](#), with final disposition by the President and, as applicable, the BOT.

Accreditations

RSC informs the public about its relationship with the Higher Learning Commission and displays its most recent accreditation documents. [HLC's Mark of Affiliation](#) is posted in accordance with [HLC policy](#) and links to the HLC website to verify [RSC's accreditation status](#). Students and the public can also access the 22 [programmatic accreditations and approvals](#) via program webpages to verify that accredited programs are in good standing.

Sources

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1 The governing board's deliberations reflect priorities to preserve and enhance the institution.

BOT deliberations reflect priorities to [preserve and advance the College](#) by fulfilling RSC's Vision, Mission, and Core Values. The BOT [approved the 2017-2020 Strategic](#) and its priorities for student retention, academic programs, institutional culture, and communication infrastructure and [three major technology and software purchases](#). Board approval requires that requests be fully vetted, justified, and deemed financially feasible. In one instance, during the April 17, 2018 meeting, the BOT tabled the [Consideration to Ratify Approval for Purchases Over \\$25,000 To Upgrade to Banner 9](#) pending legal review by the Ohio Attorney General's Office.

Facility improvements advance the institution. In 2013, the BOT approved [contracts and projected costs](#) for the Keese Hall and Countryman Building expansions. Recently, the BOT approved [funding for repaving](#).

2.C.2 The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Trustees serve as informed and [responsible representatives of public interests](#). External constituencies, such as the Ohio Attorney General (AG), Ohio Department of Higher Education (ODHE), health vendors, Lima City Council, Allen Economic Development Group, and/or area high schools provide inputs. Internal interests arise from operational units, Shared Governance, and the Faculty Association. The BOT approved modifications in CCP Memorandums of Understanding and cost reimbursements in response to [AG and Superintendents' recommendations](#). After considering inputs from vendors and employees, the BOT approved [employee health care benefits](#).

Serving as an "informed and responsible representative of the people's interest" requires BOT awareness of federal, state, and/or local priorities. [Board members attend professional meetings and development seminars](#) through the Ohio Association of Community Colleges (OACC), ODHE, Association of Community College Trustees (ACCT), the National Legislative Summit, and/or the Annual Conference for the American Association of Community Colleges.

2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

In 2010, the BOT [adopted standards of conduct](#) compliant with [Ohio Ethics Law](#). Trustees annually submit a [Financial Disclosure Statement](#) to the Ohio Ethics Commission (OEC). The OEC conducts periodic ethics training sessions which five Trustees have attended.

2.C.4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

[Statutory authority](#) is vested in the BOT. [BOT Policy](#) guides its governance of RSC. The BOT [delegates authority and responsibility](#) for administering and managing the College to the President. Under the President's leadership, the Cabinet manages [day-to-day operations](#) within [assigned areas of responsibility](#).

Faculty propose changes to academic programs or curricula which are reviewed within academic units and then submitted into Shared Governance through the Curriculum Inventory Management (CIM) system. The Academic Curriculum Committee, comprised of faculty and a faculty co-chair appointed by the Rhodes State College Faculty Association, reviews proposed changes (see process details in **3.C.1**). In Fall 2012, RSC converted from quarters to semesters. During that conversion process, faculty and academic Chairs [proposed all course and curricular modifications](#).

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

RSC's [Faculty Handbook](#) acknowledges that "academic freedom requires that the teacher be free to teach in his/her own unique manner the truth, as he/she has found it and as he/she sees it... in the exercise of his/her privileges of freedom as a faculty member and as a citizen." RSC's [Freedom of Inquiry and Expression Policy](#) demonstrates commitment to freedom of expression and pursuit of truth in teaching and learning. The Policy commits to advancing and transmitting knowledge and promoting personal discovery and development, accompanied by ethical and responsible obligations. Additional RSC policies supporting freedom of expression include [Use of College Outdoor Space Policy and Procedure](#) and [Use of College Facilities Policy and Procedure](#). Both policies were approved in November 2018.

Sources

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Chartered in 2013, RSC's [Institutional Review Board](#) (IRB) establishes expectations for faculty, staff and students engaging in College research and scholarly practice. The IRB reviews and oversees human subject research proposals to protect privacy and minimize participants' risks. Registered with the U.S. Department of Health and Human Services and abiding by regulations of the [Association for Institutional Research](#), the IRB has five voting members, one of whom is unaffiliated with RSC. The Director for Institutional Research (IR) serves as IRB Chair. The Vice President for Institutional Effectiveness and Planning collaborates with the IRB to ensure compliance and protect the rights of research participants. Most [IRB reviews](#) have considered exempt and low-risk surveys. The Director for IR provides support for survey administration through [EvaluationKit](#), a repository for RSC surveys. The [IRB Charter and Standard Operating Procedures](#) would apply if RSC's student body, in full or part, were asked to participate in human subjects' research.

As RSC's official data source, the Director for IR confirms the accuracy of data for reports, grant submissions, and scholarly presentations/articles, and provides guidance in interpretation.

2.E.2 Students are offered guidance in the ethical use of information resources.

All students are held to an academic integrity standard. [Policies](#) inform students about ethical and responsible use of College resources, including the internet, campus computers and social media. The [Student Code of Conduct](#) details specific expectations for academic honesty, and applicable sanctions if a student is found to have engaged in academic dishonesty, including plagiarism.

RSC understands the importance of introducing academic honesty early in a student's educational experience. During new student orientation, the Student Code of Conduct is introduced. Two required gateway courses engage students in academic honesty and integrity. The [First-Year Experience course](#) introduces students to academic integrity and plagiarism. [English Composition-1110](#) covers academic integrity by teaching students how to extract, combine, and document information. All [master course syllabi](#) outline academic integrity policies.

Lima Campus librarians offer individual and group orientation topics (e.g., identifying appropriate resources or conducting literature reviews). Printed [Library Guides](#), also available on the Library website, explain various citation methods.

2.E.3 The College has and enforces policies on academic honesty and integrity.

RSC maintains academic honesty and integrity policies for its students as detailed in the Student Code of Conduct. The [Medical Assisting Handbook](#), [Physical Therapist Assisting \(PTA\) Student Handbook](#), and Phi Theta Kappa Honor Society address expected conduct. The PTA handbook also describes misconduct proceedings, sanctions, and appeals. The [2017-18 Adjunct Faculty Handbook addresses student academic integrity](#).

RSC enforces academic honesty and integrity through a multi-step process that includes the faculty member, department chair, the Vice President for Academic Affairs, and the Academic Integrity Council. Since 2008, 64 student cases have been heard. Cases are documented in the [Log of Academic Misconduct](#).

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

2.S – Criterion 2- Summary

Integrity, one of RSC's stated Core Values, governs all institutional operations and is achieved through policies and processes designed to assure fair treatment of and ethical behavior toward all constituencies. An intervention is now in place to update policies and assure Ohio Revised Code compliance. Integrity is modeled by RSC's Board of Trustees (BOT) and permeates all levels of the College. Diverse publications and media accurately describe academic programs, costs, requirements and the status of the College's HLC and programmatic accreditations.

RSC's Board of Trustees maintains oversight of strategic initiatives, balancing prudent financial management with appropriate additions of new facilities, technologies and personnel to serve the needs of internal and external constituencies. The BOT delegates day-to-day management of the College to the President. RSC's Shared Governance System enables robust faculty involvement in all academic matters.

Freedom of expression is guided by institutional policies. RSC's Student Code of Conduct outlines clear expectations for ethical student conduct which are enforced by the Academic Integrity Council. Required learning experiences, embedded across curricula, guide students in understanding and practicing ethical use of information. Likewise, the IRB Board oversees human subject research.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

RSC's [program review](#), assessment, and curricular approval processes, coupled with external input from the Ohio Department of Higher Education (ODHE), advisory committees, program specific accrediting bodies, and Workforce, Economic Development, and Continuing Education (WEDCE), enable course and program currency and guide expected levels of performance appropriate to degrees and certificates awarded.

RSC's degree and certificate programs undergo cyclical three-year Program Review to facilitate continuous improvement. Program Review requires curricular evidence to demonstrate academic rigor and levels of performance, workplace relevancy, and conformity with current scholarly literature and trends. See **4.A.1** for Program Review details.

A continuous cycle of [course and program assessment](#) contributes to improved teaching practices and student performance. Course and program assessment monitor student performance against established standards. Assessment results identify needed improvements which include currency and performance levels of RSC graduates relevant to employer expectations and applicable accreditations.

As part of Shared Governance (SG), the Academic Curriculum Committee (ACC) reinforces program/course currency and levels of student performance during curricular reviews. Faculty proposing changes must provide [evidence documenting their rationale](#). Evidence may include Advisory Committee, faculty, and/or department meeting minutes, and needs assessments.

RSC's transfer courses and degrees follow ODHE's state-level [guidelines](#) to ensure currency of RSC's university-equivalent courses and expected performance levels. ODHE-approved General Education courses typically fall into two categories: Ohio Transfer Module (OTM) and Transfer

Assurance Guides (TAGs). ODHE defines OTM [courses](#) as liberal education courses forming a college's General Education requirements and distributed into six areas: Natural Sciences; Social and Behavioral Sciences; Arts and Humanities; Mathematics, Statistics and Logic; Oral Communication; and English Composition. ODHE sets discipline-specific guidelines and learning outcomes for OTM courses. A faculty panel, comprised of discipline experts, reviews each submitted course and recommends OTM inclusion if it meets all required Student Learning Outcomes (SLOs). Upon ODHE approval, the course is accepted into the state-wide OTM module and remains approved until ODHE guidelines are updated or RSC revises it. Currently 57 courses are included in RSC's [OTM](#).

ODHE also defines SLOs for pre-major/beginning major courses labeled as [TAGs](#) with a discipline-specific pathway. TAG-approved courses are guaranteed to transfer among Ohio public institutions for designated equivalent courses. RSC has [64 TAG courses](#). See **4.A.3** for TAG details.

[Advisory Committees](#) serve academic programs by providing expert input into curriculum development. [Advisory Committee members](#) represent regional employers and educators in specific disciplines and keep faculty and administration up-to-date regarding industry requirements and anticipated marketplace needs. Committees meet bi-annually, and their meeting minutes support curricular changes, such as the 2017 [Radiographic Imaging degree revision](#).

Fulfilling accrediting and licensure body requirements for accredited programs also maintains currency and appropriate levels of student performance. The [Accreditation Council for Business Schools and Programs](#)(ACBSP) standards are incorporated into the Accounting Program. The Physical Therapist Assistant Program includes [accreditation standards](#) in Program Learning Outcomes (PLOs), SLOs, and terminal course objectives. Also, the Electronic Engineering Technology Program has specific [outcomes](#) defined by its accreditor (ABET) and reported in its Self-Study.

WEDCE connections provide valuable feedback supporting the relevance and currency of RSC's related programs of study. Through Ford's apprenticeship programs and meetings with General Dynamics, employment and educational opportunities that support [emerging workforce demands](#) were identified.

3.A.2 The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

RSC awards Associate of Applied Science, Associate of Applied Business, Associate of Arts, Associate of Science, and Associate of Technical Studies degrees. Students may also complete coursework leading to certificates or industry certifications. RSC articulates and differentiates [academic requirements](#) for each degree or certificate. Learning outcomes are established at the institutional, programmatic and course levels.

To ensure breadth of study for all degree-seeking students, General Education (GE) Core Skills and Abilities are integrated across the curriculum. These institutional learning outcomes include (1) Writing, (2) Global and Diversity Awareness, (3) Critical Thinking, (4) Information Literacy, and (5) Computation Skills.

[PLOs](#) include GE Core Skills and Abilities and disciplinary technical competencies. [Program Curriculum Maps](#) show how levels of learning are organized and interconnected across each program's curriculum and illustrate where introduction, reinforcement, practice, and mastery of content/skill development occurs. PLOs for each Capstone Syllabus are documented in the

Curriculum Inventory Management (CIM) system. They will be added to program webpages for greater transparency during RSC's website update.

[Technical certificates](#) are designed for an occupation or specific employment opportunity. Completing students are prepared to test for a valid occupational license or applicable third-party industry certification. Designed to have value apart from a degree, certificates can serve as building blocks to an associate degree. Certificate learning outcomes are also documented in CIM.

All credit-bearing courses include SLOs on the [Course Syllabus](#). Pre-requisites, co-requisites, and recommended course sequencing contribute to expected levels of student achievement.

3.A.3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

RSC delivers courses and programs through traditional, hybrid, online, and/or video-conferencing formats on campus and at high schools. Institutional practices promote consistent quality and rigor for credit-bearing coursework and programs across all delivery modalities and locations.

RSC complies with [ODHE semester hour requirements](#) for associate degree programs to maintain a minimum of 60 semester hours and a maximum of 65. The ODHE Chancellor granted a special exemption for the Associate of Applied Science Degree in Dental Hygiene to remain at 72-73 hours. One AA concentration, the general AS degree, and several AS concentrations appear to fall above or below the 60-65 range. The AS Business Concentration (63-67); the AS Psychology Concentration (62-66); and the general AS degree (61-66) show maximum ranges above 65; however, the structured course sequence format simply counts the minimum and maximum hours listed for each distribution and totals them. These degrees/concentrations can all be completed in 65 hours or fewer. Conversely, the AA History Concentration (58-62) shows a bottom range below 60 credit hours, but ODHE requirements of a minimum of 60 hours to award an associate degree would still apply. In future RSC catalogs, clarification will be added below these structured course sequences.

RSC courses use a [uniform institutional syllabus](#) across all modalities and locations. Each syllabus must contain the program's approved SLOs. RSC recently updated the syllabus review process to ensure consistency. The revised process employs an institutional Master Syllabus Template for each Course Master Syllabus. Deans conduct a Working Syllabus Compliance review each semester, and their findings are recorded in the Office of Academic Affairs.

RSC requires credit-bearing courses to [use uniform textbooks](#) for all locations, sections, and delivery modalities, including dual credit coursework. For example, MTH 1260, COM 1110, and MGT 1250 which are taught online, face-to-face, and for College Credit Plus (CCP), use the [same course-specific textbooks](#).

All sections of the same course maintain uniform SLOs. To reinforce consistency in composing SLOs, faculty receive regularly scheduled [professional development](#) on topics such as Assessment and Quality Improvement training and assessment best practices. An action plan to improve the quality of online instruction is under development.

RSC manages faculty qualification standards as set forth by the Higher Learning Commission, ODHE, and programmatic accreditors. These standards, detailed in the [Faculty Credentials Policy](#), apply to all faculty teaching credit-bearing coursework for RSC, including dual-credit, CCP courses

delivered at [51 high schools](#).

Teaching quality is reviewed through [peer and administrator observation](#) of all faculty. Students complete course evaluations for all delivery modalities and locations. Offsite CCP instructors are subject to the same evaluations and observation requirements as on-campus faculty. See **3.C.3** for faculty evaluation details.

RSC offers six fully online associate degrees and eight fully online certificates. RSC utilizes the Canvas Learning Management System (LMS) to deliver its online, hybrid and web-enhanced face-to-face courses. All faculty, including those teaching face-to-face, must use five common elements of Canvas: Welcome Page, Announcements, Syllabus, Grades, and Grading Scheme. For all faculty teaching on-line, [Canvas training](#) increases course consistency and quality delivery. Guidelines describe required elements for online courses, including expectations for the homepage, announcements, grade board set-up, syllabus quiz, and best practices for module design. Every semester, the Center for Distance and Innovative Learning (CDIL) audits all course sections for inclusion of required elements. A [report](#) listing missing design elements is forwarded to Deans for follow-up by the appropriate chair/coordinator. A second audit prior to grade submission confirms corrected design elements. Prior to teaching an online course, faculty are encouraged to complete [DIL-1010](#).

RSC complies with [Ohio Administrative Code](#) expectations for equivalent CCP and non-CCP student standards. Consistent expectations for course quality and rigor at high schools delivering CCP are articulated in RSC's annual [Memorandum of Understanding](#) (MOU), developed in collaboration with the Ohio Attorney General's Office.

RSC's [consortial agreement](#) enables consortium partners to share health programs through a blended distance education format. RSC coursework offered to students meets institutional standards.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

In alignment with its Mission, RSC's [GE](#) provides the "foundation for personal, professional, and social growth and life-long learning." GE embeds specific foundational competencies and abilities across the curricula of all academic programs and promotes breadth and depth of learning through course distribution requirements.

RSC offers a [contemporary GE curriculum](#) that reflects competencies and Core Skills and Abilities fundamental to a well-rounded education expected of associate degree graduates.

RSC's GE degree requirements comply with ODHE [guidelines](#). The general education portion of the non-technical coursework must include at least 15 semester credit hours. A minimum of six semester hours must be found in the following two categories:

- At least one course (three semester credit hours) in the **English Composition and Oral Communication** area (e.g., First Writing, Second Writing, Public Speaking)
- At least one course (three semester credit hours) in the **Mathematics, Statistics and Logic** area (e.g., Algebra, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic)

A minimum of six semester hours must come from the following three categories, and at least two of the three categories must be represented.

- At least one course (three semester credit hours) in the **Arts and Humanities** area (e.g., Art History, Ethics, History, Literature, Philosophy, Religion, Ethnic or Gender Studies)

- At least one course (three semester credit hours) in the **Social and Behavioral Sciences** area (e.g., , Communication, History, Economics, Political Science, Psychology, Sociology)
- At least one course (three semester credit hours) in the **Natural Sciences** area (e.g., Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology)

The Associate of Arts (AA) and Associate of Science (AS) degrees are designed for students who intend to transfer into any baccalaureate degree program. Students are guaranteed transfer of completed coursework to fulfill degree requirements at Ohio public colleges or universities. Students earning AA and AS degrees complete the [Ohio Transfer Module](#) (OTM) to promote transferability. Following the State's OTM guidelines, RSC students must complete a minimum of 36-40 semester hours distributed among the following general education areas:

- 3 semester hours in English Composition and Oral Communication;
- a minimum of 3 semester hours in Mathematics, Statistics, and Logic;
- a minimum of 6 semester hours in Arts and Humanities;
- a minimum of 6 semester hours in Social and Behavioral Sciences;
- a minimum of 6 semester hours (with at least one laboratory course) in Natural Sciences; and
- the remaining 12-16 OTM semester hours distributed among the five General Education categories.

3.B.2 The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

GE content and intended learning outcomes provide students with:

- the breadth and depth of knowledge distributed through traditional liberal arts and sciences coursework;
- the ability to apply and integrate core knowledge and skills across the curriculum of their field of academic study; and
- experiences that promote intellectual inquiry.

RSC's associate degree seeking students learn the benefits of intellectual inquiry through the GE design. RSC articulates five institutional GE [Core Skills and Abilities](#): Writing, Critical Thinking, Global and Diversity Awareness, Information Literacy, and Computation Skills which all degree programs incorporate through two strategies: distribution requirements and embedded GE competencies. [Distribution requirements](#) assure GE delivery by requiring courses from the traditional liberal arts disciplines of writing, communication, and public speaking; humanities, literature, history, and ethics; mathematics; social and behavioral sciences; and life and physical sciences. Embedded GE [competencies](#) occur within selected courses or co-curricular learning experiences. GE learning outcomes are assessed for achievement, as detailed in **4.B.1**.

GE coursework has been an integral part of RSC's curriculum for all degree programs since its inception in 1970-1971. The Arts and Sciences Division was [established](#) in 1993-1994 to more efficiently manage and deliver GE programming. RSC's current GE model, initiated in 2002, is grounded by a [GE philosophy](#), which provides "the foundation for personal, professional and social growth and life-long learning."

The Developmental and General Education [Committee](#) (DGEC) meets regularly to evaluate courses for assignment into General Education or Developmental categories. A GE [Decision Tree](#) determines whether courses match RSC's GE requirements. To achieve GE status, courses must meet a minimum of five criteria outlined in the GE Philosophy. Courses such as ANT 2411, MTH 1611, GLG 1000, and MUS 1010 met the five requirements. This process assures that GE offerings align with the College's Mission, GE Philosophy, and Core Skills and Abilities.

3.B.3 Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

RSC involves students in collecting, analyzing, and communicating information and developing skills adaptable to changing environments through curricular and co-curricular experiences to build upon their Core Skills and Abilities.

Learning outcomes modeled on Bloom's Taxonomy, are written to progressively build upon previous levels of learning. Modes of inquiry and integration of the skills and abilities, which are adaptable to change, can be tracked from [introduction to points of mastery](#) throughout the curriculum.

Qualitative and quantitative modes of inquiry are implemented through course level learning [activities](#) derived from RSC's GE Core Skills and Abilities and program-specific competencies. Students are incrementally exposed to more sophisticated methodologies of inquiry, using deductive and inductive reasoning and providing evidence to support their findings or identify appropriate, alternative answers. Each degree pathway provides students with opportunities to practice inquiry through laboratory [experiences](#). Also, applied associate degrees require clinical, practicum and/or field experiences in professional settings. The Associate of Arts and Associate of Science degrees require completion of Sociology ([SOC 1010](#)) and/or General Psychology ([PSY 1010](#)) which delve further into discipline-specific methods of inquiry. [Capstone course projects](#) engage students in modes of inquiry at the mastery level.

Students develop skills adaptable to changing environments through GE and programmatic coursework. The [COM 1110 research paper assignment](#) involves accessing information and evaluating its validity, which builds Critical Thinking and Writing skills. A [MGT 1250 assignment](#) engages students in team building which applies Global and Diversity Awareness skills.

3.B.4 The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

RSC demonstrates recognition of human and cultural diversity through curricular, co-curricular, and extra-curricular learning experiences and its enrollment goals.

Integrated throughout the curriculum, the Core Skill and Ability of [Global and Diversity Awareness](#) provides students with an appreciation for differences and awareness of the interdependence and interactive effects of such factors as; culture, history, sexual orientation, psychological functioning, education, economics, environment, geography, language, politics, age, gender, ethnic heritage, physical challenges, social class, social skills and religion.

SLOs addressing human and cultural diversity are introduced in the required Student Development Education course (SDE 1010) which is recommended within the first semester for all entering first-year or transfer students with fewer than 15 credit hours. One [SDE 1010 learning outcome](#) requires

students to “demonstrate an understanding of the value of human differences.” [SDE 1010 learning exercises](#) that explore diversity include a community activity paper and a classroom activity entitled Privilege Walk. SLOs from [HUM 1111](#) also focus on diversity to achieve Technical Competencies from the Council for Standards in Human Service Education. One Public Speaking instructor has students view a video on Ethnocentrism to generate dialog. Subsequently, students give a speech on ethnocentrism, describing a personally experienced cultural misunderstanding and what they learned from it.

GE courses devoted to appreciating human and cultural diversity include: PSY 1010; SOC 1010; and SOC 1320. [PSY 1010](#) emphasizes “application of the scientific method to individual behavior” and group dynamics. Students in [SOC 1010](#) demonstrate knowledge of racial, ethnic, and gender stratification systems in the United States through group projects, presentations, and reflective writing. Students delve deeper into these topics in [SOC 1320](#), exploring racial, ethnic, and gender stratification systems in the United States through group projects, presentations, and reflective writing.

Many programs incorporate experiences to engage students with diverse communities. The Division of Health Sciences instituted [community clinics](#) to provide various health screenings that require students to interact with individuals from diverse backgrounds.

In several programs, [service learning experiences](#) foster growth in human and cultural diversity awareness. Physical Therapist Assistant (PTA) students in PTA 2100 must complete 10 hours of service learning. Most PTA students participate in the [Allen County Abilities Baseball League](#), allowing children, normally excluded from sporting activities, to play baseball in an adapted environment.

Information Technology program students have an opportunity to intern with the Specialized Alternative for Family and Youth Agency, which works with families to increase their capacity to care for and protect children. Students in various [Business majors](#) may intern with community organizations that serve diverse populations (e.g., Lima Municipal Court, Partnership for Violence Free Families, and The Learning Tree, a faith-based preschool).

RSC’s [student activities](#) engage students in various culturally diverse experiences. During 2017-2018, the Coordinator of Student Engagement and Activities provided social and diversity events, including The Giving Tree, Black History Month Celebration, and Walk a Mile in Her Shoes.

RSC implements enrollment initiatives to increase student diversity. RSC’s [Strategic Plan](#) objectives support activities and practices that address diversity of students, faculty, and staff. The current recruitment plan includes efforts to diversify the applicant pool by targeting adult learners, minorities, and veterans. Additional diversity initiatives include [grant projects](#), such as the Providing Diversity through STEM Scholarships grant, to increase underrepresented populations entering STEM programs. See **1.C.2** for additional diversity enrollment initiatives.

3.B.5 The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

RSC faculty actively contribute to the body of knowledge in their fields through various [scholarly and creative endeavors](#). Active participation in professional organizations enables faculty to stay current, interact, and contribute to their field. RSC faculty present at seminars, workshops, and conferences at local, state and national levels. They also assume vital roles in professional organizations such as the

American Historical Association, Ohio League of Nursing, Senior Professional in Human Resources, and Ohio Mathematical Association of Two Year Colleges. Additionally, faculty contribute to lifelong learning through publications in their respective fields. For example, a Humanities faculty member has published two books of poetry since 2013. In 2010 and 2013, the Dean of Arts & Sciences published two volumes of poems, with a third accepted in 2016. The Dean of Health Sciences has published in the Journal of Nursing Education and contributed a chapter on “Mastering the Teaching Role” in a text selected as an American Journal of Nursing book of the year (2008). A Nursing faculty member has contributed to multiple journal articles, such as, Cancer-Related Acute Pain: A Systematic Review of Evidence-Based Interventions for Putting Evidence Into Practice Published in ONS Journal (2017).

Notably, several faculty have received national recognition for pedagogical innovation. In 2013, a mathematics faculty member received one of four [Teaching Excellence Awards](#) from the American Mathematical Association of Two-Year Colleges (AMATYC). In 2016, the Chair of the Physical Therapist Assistant (PTA) program won the [2016 Faculty Innovation Award of Excellence](#) from the American Association of Community Colleges (AACC). This award recognized innovative use of tablet technology in the classroom to combat declining retention rates in the PTA program and demonstrated a 22% increase in retention. In 2010, the Dean of Arts and Sciences was recognized as Ohio Poet of the Year by the Ohio Poetry Society, and he received an Individual Artistic Excellence Award in Poetry from the Ohio Arts Council in January, 2016.

RSC Students contribute to the body of knowledge through program [Capstone course projects](#). For example, student projects in Integrated Systems Technology have included a life-size R2D2 robot model and an arcade game. Additionally, since 2014, [Train of Thought](#), a student-edited literary journal, has featured original poetry and prose.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

RSC has sufficient faculty to carry out all assigned roles. [Faculty load](#) was revised during semester conversion to establish full-time faculty duties for each division. In 2017, RSC's [student-to-faculty ratio](#) (12:1) was less than the 18:1 national average. RSC currently employs 154.67 FTE faculty (61 full-time, 315 part-time/adjunct) teaching the 1,812 FTE students. The institution adjusts faculty staffing levels to adapt to fluctuations in program and course enrollments.

Faculty retention helps to support efficiency of instructional activities, including teaching and assessment, by enabling mentoring to support the learning curve many new faculty face. RSC has a balance of new and experienced faculty. As of Spring 2018, 67% of faculty have been employed at RSC for more than three years.

Faculty content experts initiate curricular changes. Throughout the [curricular process](#) faculty review requirements and approve changes. Based upon analysis of student course evaluations in NSG 1523 (Adult Health 1), faculty recommended an increase in clinical contact hours to enhance student success. Other examples of faculty-driven curricular changes include [redesign of the CPT-1050](#) and [Biology 0900](#) in Arts and Sciences.

Faculty curricular oversight is extended via membership and co-leadership of Shared Governance (SG) Committees and Councils. The SG process for reviewing academic curricular proposals begins with the Academic Curriculum Committee (ACC), composed primarily of faculty. The ACC either

returns the proposal to the relevant department/program faculty for further changes or recommends it to the Academic Council (AC). Similarly, the AC can return the proposal to relevant faculty or recommend it to College Senate, which follows the same protocol, enabling continuing faculty input. The President has final approval for all curricular proposals. Curricular changes are tracked and documented in the Curriculum Inventory Management (CIM) system.

Credentialed faculty are assigned to teach Technical and General Education courses. See **3.C.2** for details regarding faculty qualification standards.

3.C.2 All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

To ensure compliance with qualification standards of the Higher Learning Commission, ODHE, and programmatic accreditors and approval bodies, the RSC Faculty Credentials Policy began in 2015-2016, and was approved by the BOT in May, 2018. The policy applies to all faculty teaching credit-bearing coursework including dual credit, consortial, and online. After policy approval, the College updated the credentialing process and initiated a subsequent review of [course qualification requirements](#).

The Vice President for Academic Affairs (VPAA) maintains responsibility for faculty qualifications and works with Academic Deans, Chairs, and Coordinators to meet institutional requirements. Human Resources maintains faculty files which include official transcripts, resumes, copies of certificates/licensures, and a [Credential Evaluation Summary \(CES\)](#).

CCP faculty who do not yet meet required qualifications are placed on a [temporary credentialing plan](#) of study, which is regularly monitored by the respective Chair/Coordinator. HLC has granted RSC an extension, allowing plans of study for dual-credit CCP faculty with degree coursework, to be completed by September 1, 2022.

During the recent review of faculty qualifications, several faculty credentials did not align with course credential requirements. Once these observations are confirmed, faculty course assignments will be aligned appropriately.

3.C.3 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Faculty are evaluated through annual performance appraisals, student evaluations of instruction, and faculty observations to maintain accountability, encourage professional development and provide constructive feedback for continuous improvement.

Each Program or Department Chair annually completes a [Performance Appraisal](#) for all reporting faculty. The appraisal examines faculty performance related to instruction; student advising; professional development; divisional and programmatic service; and community or College service.

Course evaluations support instructor development and provide constructive feedback from students to facilitate continuous improvement. Evaluations are obtained through [an online course evaluation tool](#) and follow an established schedule. Chairs and Deans access these data to manage and improve faculty performance.

[Faculty observation](#) fosters effective teaching through feedback provided by faculty content experts and academic Chairs. [Off-site CCP faculty observations](#) comply with [ORC 3365.05](#).

3.C.4 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Annual performance appraisals, student course evaluations, and faculty observations facilitate discipline currency and continuous improvement for faculty. These processes enable Deans and Chairs to engage faculty in discussing teaching effectiveness, discipline currency and innovation. See **3.C.3** for details on faculty evaluation and performance.

The [faculty promotion process](#) encourages faculty to pursue Professional Development (PD). During the process, a Committee composed of members from each division and all academic ranks, reviews submitted documentation to make promotion recommendations. The Committee considers evidence of PD related to instructional improvement and innovation. Committee recommendations are submitted to the VPAA for a final determination. The VPAA shares the information with the President, who submits the list of approved promotions to the BOT who move to send the faculty letters of acclamation.

Access to an extensive collection of scholarly journals and research databases through the Lima Campus Library enables faculty to stay abreast of current research on teaching, learning, and discipline-specific topics. See **3.D.4** for details on library collections.

RSC schedules PD sessions and faculty workshops throughout each academic year. Faculty-led PD sessions explore innovative teaching methodologies and share best practices among peer instructors. Faculty-led [Share and Learn workshops](#) have included presentations such as, Become a Wiki Warrior – Break Free of Old Routines; Cracking QR Codes – Unlocking Course Content; and Getting in Another’s Skin: Building Student Empathy through Simulation and Imagination.

RSC’s PD activities support faculty development in areas such as learning assessment, retention strategies, student support services and Shared Governance. Between 2016 and 2018, fall and spring PD [workshops](#) included topics on Early Alert, Aligning Academic Assessment, Ohio Ethics Laws, Suicide Prevention Training, Sexual Violence on Campus, Family Educational Rights and Privacy Act (FERPA), Title IX, and the Clery Act. Adjunct faculty, including off-site CCP instructors, attend an annual Adjunct Professional [Day](#) or view a webinar of the workshop presentations.

An [established budget line](#) supports faculty professional development. In 2016-2017, \$92,500 was spent for faculty PD and in 2017-2018, \$77,459. Budgetary allocations and requests for PD are considered during the [annual budget process](#) and linked in the electronic Strategic and Institutional Effectiveness Planning system (e-SIEPs) to measure the impact of funding on results.

RSC further supports PD by offering [tuition waivers](#) and/or reimbursements, enabling faculty and staff to take credit courses at RSC or another institution.

3.C.5 Instructors are accessible for student inquiry.

RSC Workload [Guidelines](#) describe the expectation for full-time faculty to maintain a minimum of 10 office hours per week for student interaction. Students have multiple avenues to access faculty: email, phone, faculty office hours, and in some courses, video chat. Office hours and instructor contact information are required syllabus elements. Adjunct faculty can be contacted by phone, e-mail and through the Canvas Learning Management System. Campus meeting spaces are available for student and adjunct interaction.

3.C.6 Staff members providing student support services, such as tutoring, financial aid advising, academic advising and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

In consultation with the appropriate Cabinet Member, hiring managers determine appropriate qualifications and job responsibilities for staff members providing student support services. Prior to any posting, a [position description](#) details required duties and responsibilities, minimum qualifications, skills and abilities, and related experience. Newly hired employees receive institutional onboarding through Human Resources. Institutional managers further orient new hires and provide requisite job-specific training during onboarding.

Staff members receive ongoing PD through [institutional](#) and departmental training. RSC allocates [financial resources](#) to support PD for student services staff, including professional memberships, conference travel, and/or webinars. In 2016-2017 \$65,150 was spent for PD and \$56,900 in 2017-2018.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1 The institution provides student support services suited to the needs of its student populations.

RSC's student support services suit the diverse needs of prospective, new, and current students. Services include Admissions, Academic Advising, Academic Success Center, Accommodative Services, Testing Center, Career Development, Center for Distance and Innovative Learning, Financial Aid, Counseling Services, and Veterans and Military Member Services.

Admissions supports prospective students by guiding them from initial contact with RSC to completion of the admissions process. The staff engage students through off-site and on campus recruitment events and communications. Admissions staff offer College Planning Information Nights which explain program options, career opportunities, and support services to families and prospective students. Admissions staff also deliver academic program-oriented events, such as college fairs, Med-Prep Day, IT/ET Day, Cadaver Day, and President's Day Open House.

Academic Affairs and Student Affairs collaborate to provide integrated services for students. Two key areas deliberately structured to provide integrated student support include academic advising and the College's Early Alert Process (CEAP).

Professional staff advisors guide initial student decision-making about career path, program selection, and course scheduling then continue to help students navigate College services, processes, and policies. No difference exists for CCP and online students who can access advisors by phone, email, and on-site. Students transition to faculty advisors after successfully completing 30 semester hours or upon matriculation into [limited enrollment programs](#). RSC is preparing to implement virtual advising with [Cranium Café](#) to enhance student support for online and/or offsite students, including dually enrolled CCP students and students making educational decisions independently. College-wide academic advising is further detailed in **3.D.3**.

The Academic Success Center (ASC) provides learning support including tutoring, strategies for

specific courses or independent learning, various learning resources, and linkages to community resources. Additionally, the ASC manages the College's Early Alert Process (CEAP), which enables timely at-risk student interventions by the Success Coach and Professional Staff Academic Advisors. CCP students can access ASC services as explained in new CCP student orientations. During 2016-2017, the [ASC documented 12,196 student visits](#), an increase of 4,517 visits over 2015-2016. ASC services are further detailed in **3.D.2**

Accommodative Services provides equal access, resources, advocacy, and outreach to other campus and community affiliates for students with documented disabilities. The office complies with the Americans with Disability Act (ADA) by providing reasonable [accommodations](#) that support learning and connect students to external resources. Reasonable resources and accommodations provide equal access for students with a qualified need.

[Testing Center \(TC\) services](#) include placement, distraction-free, makeup and online testing opportunities and assessments required for students seeking admission to limited enrollment academic programs or by external entities. TC services adhere to the National College Testing Association Professional Standards and Guidelines. Hours of operation accommodate student schedules and specific learning needs. [Resources](#) are available to familiarize faculty with TC policies and procedures.

Career Development (CD) provides individualized and group career counseling through various [services, resources and planned events](#). At new student orientation, students are encouraged to visit the CD Office to complete [FOCUS-2](#), an online interactive Career & Education Planning tool. A total of 902 students completed this assessment in 2017-2018. Students may also visit CD to access cover letter and resume design materials; interview workshops; and the [College Central Network](#) system which contains co-op, internship, and employment opportunities. CD organizes special events including Career Days, Job Fairs, Mock Interview Days, Employer Spotlight Series, Professional Development Series, and Transfer Fairs.

RSC requires all faculty to use its Canvas Learning Management System (LMS) for traditional, hybrid, CCP and online courses. The Center for Distance and Innovative Learning (CDIL) collaborates with the Helpdesk to resolve student issues, such as forgotten passwords or missing items on the Canvas dashboard. The LMS Coordinator assists students with technical issues related to coursework. CCP students can also access technical support from the Academic Affairs Technology Associate.

The Financial Aid (FA) Office assists students in navigating processes, obtaining and maintaining financial resources, and managing educational debt. This includes financial aid literacy and debt management skills; federal aid award guidelines; satisfactory academic progress (SAP) regulations; work-study; Workforce Innovation and Opportunity Act allocations; and support in completing Free Application for Federal Student Aid (FAFSA) and scholarship applications. In 2017-2018, 1,998 traditional (non-CCP) students were enrolled and 1,169 (58.5%) received at least one form of financial aid. Financial aid counseling promotes student understanding of available types of aid. Staff conduct Financial Aid Nights for prospective students. [Financial Aid Literacy](#) is incorporated into the Completion Plan. As part of a [Default Management Plan](#), FA engages graduates in Entrance and Exit Interviews to discuss ongoing management and repayment of their student loans.

[Counseling Services](#) (CS) was established in 2013 to provide psychological, emotional, and developmental support for students and receive student referrals from faculty and staff. Private sessions support a student's academic and personal functioning. When extended counseling needs are

identified, students are referred to off-site psychological services. A licensed counselor helps enrolled students manage personal problems that interfere with successful academic performance.

[RSC's Veteran Services](#) support individuals with internal processes and external referrals. RSC processes and procedures [comply](#) with state requirements for veterans, active military, and military dependents, including application fee waivers, priority registration, and a single point of contact.

3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

RSC promotes student learning and academic success through processes designed to meet academic needs of students at all levels of preparation by appropriately directing them into preparatory instruction, courses and programs, and learning support.

[Developmental Education \(DevEd\) coursework](#) is required for students academically underprepared for college-level coursework. These courses develop needed competencies and build student confidence. DevEd courses in reading, writing, chemistry, biology, mathematics, and information technology prepare students for college-level coursework. In cases of severe under-preparation, students have been referred for remediation to an on-campus adult education program, [ASPIRE](#), a partnership between RSC and Lima City Schools.

Students interested in specific programs are directed to orientation sessions where faculty explain program expectations, requirements, and employment outlook. At sessions for undecided students, staff explain processes for program selection decision-making. New students are required to enroll in the [First-Year Experience course, SDE-1010](#), which features optional sections based on intended major. Although all SDE-1010 sections share the same SLOs and assignments, career-specific sections build upon orientation experiences and lay foundations for later programmatic work.

All entering students are assessed for appropriate course placement. RSC employs [multiple measures](#) for placing students into mathematics, reading, English, and science courses, considering factors such as standardized test scores, a specialized biology placement exam, high school grade point average, and letter grades in related prior courses. Students who question their placement via initial measures may take Next-Generation Accuplacer in the RSC Testing Center to confirm appropriate placement.

The ASC provides no-cost academic support services and resources to all enrolled students. Students can access services by appointment, walk-in and online. The Center's extended [operating hours](#) include evenings and weekends. Professional and student peer tutors provide free face-to-face and online tutoring from the eTutoring platform. Professional tutors provide support in mathematics, writing, science, and other specific course content. Faculty recommend students who have successfully completed related coursework to become peer tutors. All tutors receive [training](#) approved by the College Reading and Learning Association (CRLA). The ASC Academic Success Coach supports students during individual and group sessions which develop time management and study skills, note-taking techniques, and test-taking strategies. The Coach is embedded in [gateway courses](#) to support student learning needs and the [College Early Alert](#) Process. As stated in **3.D.1**, the ASC manages the CEAP. The model brings Student Affairs, Academic Affairs, and faculty together for tracking students and providing [early intervention strategies](#). This highly integrated program links campus stakeholders to the shared goal of student completion and success.

Available learning [resources](#) to support course-related learning include manipulatives, flashcards, software, and computers. Anatomy models are provided for students in science and/or health sciences courses.

3.D.3 The institution provides academic advising suited to its programs and the needs of its students.

RSC's proactive (intrusive) team approach to advising fulfills program and student needs. This advising model implements a relationship-management philosophy premised on cooperation between academic and non-academic units. RSC's shared advising structure utilizes Professional Staff Advisors and Faculty Advisors.

Professional Staff Advisors (PSA) are assigned to new entering students based upon program of study. Five PSAs enable centralized student access and collectively serve the College's three academic divisions. Each advisor carries an average [advising load](#) between 170 and 550 students. PSAs engage with respective programmatic faculty to stay current with curricular changes or trending student issues. PSAs assist students in developing an [Educational Plan](#) and guide advising processes, such as course registration; assistance with reinstatement petitions, withdrawals, academic probation, and financial aid appeals; referrals to other support services; and degree audits. PSAs also manage the [qualification process](#) for Health Sciences programs.

Once students accumulate 30 credit hours or matriculate into the clinical portion of a Health Sciences program, they are assigned to a [Faculty Advisor](#) (FA). FAs assist students with registration and scheduling; degree audits; mentoring in continuing education and career opportunities; and engagement in career-related experiences, such as professional associations. Health Science programs employ a full-time Student Retention and Advocacy Coordinator to inform students about financial assistance, scholarships and community resources.

3.D.4 The institution provides to students and instructors, the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

RSC's infrastructure and resources support effective teaching and learning for students and faculty. RSC invests in technology, laboratories, library services, performance and event center space, and clinical or internship practice sites.

Technology and Equipment Planning

Technology and specialized equipment augment teaching and learning. [Ongoing technology and equipment planning](#) demonstrates RSC's commitment to technology improvements. Examples include:

- [Instructional technology and equipment improvements](#) include a Digital Radiography system in the Dental Hygiene lab, an [ABB Robot](#) in the Integrated Systems Technology lab, and videoconferencing equipment for the Allied Health Consortium.
- Administrative and infrastructure improvements, such as increased campus bandwidth (4.5 MB to 70 MB), a [network upgrade](#); and the Curriculum Inventory Management (CIM) system which supports curriculum approval and catalog processes.

Since 2008, RSC's computer labs have increased from 15 to 19. RSC deploys over [1,100 desktop and laptop computers](#), 469 of which are assigned to classrooms and open labs. Dedicated computer labs serve students enrolled in unique programs and courses, such as Digital Media, Web and Computer Programming, Networking, 3-D Printing, Electronics, and Programmable Logic Controllers. The Information Systems (IS) department manages multiple responsibilities, including technology planning, maintenance, and crisis management support for hardware, information security, Internet/Intranet, and telecommunication.

The Center for Distance and Innovative Learning (CDIL) provides technology and software to support innovative teaching methodologies. Faculty can use a Surface Pro laptop which contains Camtasia software to create pre-recorded content. In 2015, RSC upgraded its Learning Management System from ANGEL to the Canvas platform. All RSC courses, regardless of delivery mode or location, are uploaded into Canvas, requiring faculty use of [specified components](#).

Specialty Academic Laboratories

RSC academic divisions have [specialty laboratories](#) that enhance student learning through the use of specialized equipment and technology tailored to courses of study and programs. Laboratory highlights include:

- Dedicated Cadaver Lab;
- Samsung Digital, Interactive Tablets to enhance anatomical and physiological concepts;
- Completely Digitized Medical Records System for the Dental Hygiene Clinic;
- Intra-oral Care-Stream Dental CS 1500 cameras;
- Ambulance Simulator;
- Firearms Simulator;
- Human Patient Simulators;
- Noelle High Fidelity Birthing Simulator;
- High Fidelity Pediatric Simulator;
- High Fidelity 3 G Simulator;
- AMTEC Simulator (Simulated Assembly Line);
- 3-D Printers (To create prototypes for advanced manufacturing);
- Mitsubishi Programmable Logic Controllers and Human Machine Interfaces;
- Wireless Sensor System that collects physiological data during activity (New Exercise Science Lab);
- NetLab+ Virtual Appliance Simulation to create a virtual environment for network and cybersecurity; and
- Texture Analyzer for high volume food testing.

The Lima Campus Library maintains the [One Button Studio](#), a simplified video recording setup that can be used without any previous video production experience. It also has a microfilm/microfiche reader/printer, and a conference room equipped with a VCR/DVD player, enabling use of older resources.

RSC and OSU-L share and manage several performance and event center facilities. Reed Hall Auditorium houses co- and extra-curricular opportunities, such as plays, musical performances and lectures. RSC manages events for the Keese Hall Multi-purpose Center, opened in 2014, such as health fairs, nursing student pinning ceremonies, student honor and award ceremonies, faculty and staff professional development sessions, College orientation programs, and banquets. Additionally, the Countryman Building expansion added a large atrium conducive to speakers and performances.

The Quad provides green space for campus activities and programs, such as the Veterans Day Memorial Service, fallen law enforcement honors, student musical performances, Welcome Day, and activities sponsored by student organizations. Cook Hall Gymnasium serves campus club sports (Barons), intramural sports, student organizations, and community events, such as Job Fairs and Blood Drives.

RSC incorporates in-field workplace experiences to enable students to attain skill mastery. The Division of Health Sciences contracts with [247 affiliates](#) to provide clinical experiences in facilities across the region. RSC also partners with area facilities and businesses to connect students to internship and cooperative learning opportunities. All programs within the Division of Business, Technology and Public Service mandate internship or co-op experience as a graduation requirement.

3.D.5 The institution provides to students guidance in the effective use of research and information resources.

Information Literacy is an Institutional [Core Skill and Ability](#). RSC faculty assign students to locate, process, and report academic knowledge from multiple sources, including traditional and electronic forms of information, while adhering to copyright laws and demonstrating ethical principles concerning academic research and reporting.

Instruction on effective use of research and information resources is embedded in several courses required for all degree programs:

- [SDE 1010](#)– First Year Experience requires students to demonstrate understanding of information literacy through instructional learning activities, including a writing assignment assessed using RSC’s [Writing Rubric](#).
- [COM 1110](#)– English Composition includes a major focus on effective use of research and information resources. A writing rubric is utilized to assess student research methodology, including selection, use, and documentation of research sources following Modern Language Association (MLA) guidelines. Additionally, students complete a Bibliography [assignment](#) using EBSCO host which provides on-line databases with content that includes full-text journals, books, monographs, magazines, reports, essays and other various types of publications.
- [PSY 1010 and SOC 1010](#)– General Psychology and Sociology introduce students to the importance of peer-reviewed research. Students must locate peer-reviewed journal articles using electronic databases, such as Academic Search Complete, and submit a paper following American Psychological Association (APA) citation style.

Reference librarians offer individual and group-based orientations to library resources. Librarians assist students in locating appropriate research articles, and provide support in navigating and accessing research information from stacks, electronic databases, OSU’s Library Catalog, and the OhioLink statewide catalog. [Reference sheets](#) explain literature reviews and proper documentation of sources.

The Academic Success Center provides [tutoring](#) on effective use of research resources. Tutors assist students in identifying research topics, conducting literature reviews, presenting findings, and using various citation styles (e.g., MLA, APA, Chicago Style, etc.).

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- VD-73 PSY1010_Course Syllabus
- VD-73.1 Psychology and Sociology_PSY1010 and SOC1010

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1 Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

RSC co-curricular experiences include activities and programs that extend formal learning beyond the classroom. Clinical experiences, co-ops/internships, service learning, capstone projects, and cultural retreats contribute to students' cultural and career awareness and enhance their abilities to lead, work in teams, and engage in life-long learning.

The Division of Health Sciences provides hands-on learning through clinical practice experiences with 247 clinical [affiliates](#). Clinical experiences reinforce curricular concepts by integrating them into real-world situations. Students in the Division of Business, Technology, and Public Service are required to participate in a co-curricular [field experience](#) where they apply material learned in coursework to [practical workplace situations](#). Human Service students are assigned to write reflections, and Paralegal students keep an annotated log of work performed during the practicum.

Each RSC degree requires a capstone course to provide a summative experience and launch point into employment or further study. [Capstone projects](#) require students to complete activities that synthesize learning beyond the classroom.

Health Sciences students participate in two [Cultural Retreats](#) each year. Guest speakers, simulations, and group exercises explore diverse community perspectives and the interconnectedness of roles across health professions.

The Arts and Sciences Division has plans for a new [Honors Program](#) to provide students, who demonstrate superior academic achievement, with opportunities to enhance their education. Mentored by RSC faculty, students will engage in scholarly and professional activities related to their field of study.

3.E.2 The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Contributions to student educational experiences are expressed through three of the eleven Mission Criteria: Quality Environment, Workforce Development, and Community Outreach.

[Quality Environment](#) is comprised of the human and organizational infrastructures of Rhodes State College which result in a satisfied and engaged learning community. RSC events support community needs and raise awareness of contemporary social issues. Students can engage in community service activities such as Red Cross blood drives, Toys for Tots, or food collections for the West Ohio Food Bank. On-campus activities also focus on social or community issues through events such as Tent City for homelessness awareness, or Scholarship Souper Bowl which raises scholarship funds. In conjunction with the Scholarship Souper Bowl, Criminal Justice students hold a bake sale to raise money for a non-profit of their choice, such as the Allen County Humane Society or, in 2018, Family Promise, a program for homeless families. RSC Law Enforcement Students hosted local law enforcement in providing Run, Hide, Fight training to educate faculty, staff and students on responding to active shooters.

RSC Student Activities recognizes and observes a number of special months and weeks. Yearly observations begin with a celebration of Black History month. For two consecutive years, community organizations have been invited to meet students to discuss local resources available for people of color. In February 2019, a literacy drive was conducted to benefit the My Brother Readers program at a local Junior High School. Women's History Month was recognized with Feminini-tea, a social gathering of women to discuss the roles and ideals of women in society. The month was further celebrated with a showing of the film, "Hidden Figures." Suicide Prevention Week was observed through a Send Suicide Packing event which included display of 600+ backpacks across campus, each representing two college students who committed suicide nationwide. Break the Silence Week which raised awareness of sexual assault prevention and violence against women, was observed through a several events and activities, including the Clothesline Project and Walk a Mile in Her Shoes.

Student clubs, such as Business Professionals of America and Student American Dental Hygienist Association, hold meetings and events promoting career-specific professionalism and skills.

[Workforce Development](#) is credit and non-credit training provided to the service area to meet labor market demands for a skilled workforce and to serve residents' employment needs. Educating students contributes to the region's economic well-being. RSC's 2018 [Economic Impact Study](#) demonstrates its financial contributions to the region. This study indicated that RSC bolsters the local economy in three ways: (1) through local purchases, including wages paid to faculty and staff; (2) through monetary contributions by non-local students; and (3) through the enhanced skill base of the local workforce. The net added income generated by RSC operations and spending by relocated/retained students (\$3.2M) contributes a total of \$26.5M annually to the regional economy. Additionally, credits achieved by former RSC students have translated into \$137.2M annually in added regional income due to higher student earnings and increased productivity of businesses. Many RSC graduates stay in the area, becoming valued employees, business owners, elected officials, government workers, or leaders, and improving community and work environments.

[Community Outreach](#) is a strategic collaboration between RSC and the service area to meet community needs and to improve community quality of life through the provision of institutional leadership, expertise and/or facilities; thereby leveraging resources to achieve the strategic goals of the institution that are mutually shared by the communities it serves. Students participate in community-based service learning (SL). [SL assignments](#) promote social responsibility and provide needed support for community non-profit organizations, government programs, local business and community members. Examples include:

- The Dental Hygiene Program's on-campus clinic provides the community with dental hygiene

care.

- The on-campus Child Development lab and downtown YMCA childcare facility, operated by RSC, provide clinical experience for students and an on-site state-certified preschool program for children of faculty, staff and students.
- Health Sciences students participate in wellness and health fairs on campus and with local hospitals.
- Faculty and students from Allied Health programs participated in the Open Gate Project, a one-stop-shop providing comprehensive services (legal, medical, mental health, housing, etc.) for underserved populations in Lima. The premise was to provide service learning projects for Allied Health students and to expand RSC's partnership in downtown Lima in anticipation of the proposed move of the Health Sciences to the Center for Health Science Education and Innovation. Respiratory Care provided information on Smoking Cessation and screening spirometry tests to evaluate lung capacity; the Physical Therapist Assistant program provided lower extremity range-of-motion screenings, gait-training and balance testing; Dental Hygiene delivered oral health patient education; Medical Assistant Program conducted blood pressure, pulse, and glucose testing, and the Occupational Therapy Assisting program offered upper body range of motion screenings and information on how to perform activities of daily living (ADL's).
- Law Enforcement students assist local law enforcement with security at fairs and community events.
- Human Service students volunteer at social service or community service agencies.
- Paralegal students complete practicums at Crime Victim Services or legal aid agencies.

Each of these activities contributes to student learning by extending the classroom while promoting service and community partnerships.

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- VD-180.5 Field experiences_List of Internship Sites
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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

3.S- Criterion 3 Summary

Rhodes State College awards the Associate of Applied Science, Associate of Applied Business, Associate of Arts, Associate of Science, and Associate of Technical Studies degrees as well as coursework leading to a certificate or industry certification. All degrees and programs are kept current by mechanisms described herein and require levels of learning commensurate with the degree or certificate awarded. Established institutional, programmatic and course learning outcomes ensure breadth of study and degree-appropriate learning. Program quality and learning goals remain consistent across all modes of delivery and locations. General education requirements, driven by an articulated General Education Philosophy, are appropriate to educational offerings and degree levels; are broadly distributed; and impart knowledge and concepts fundamental to what every college-educated person should possess. Human diversity is institutionally addressed in curricular, co-curricular and extra-curricular activities via the Core Skill and Ability: Global and Diversity Awareness.

Policies and procedures are in place to ensure that faculty hold degrees appropriate to their instructional assignment(s). Faculty deliver coursework consistently, no matter the modality or location. Sufficient numbers of faculty exist, undergoing regular evaluation in accordance with established policies and procedures. Students and faculty engage in innovative service learning initiatives which serve diverse communities. Faculty scholarship and currency are promoted via professional development opportunities and budgets. Student scholarship is encouraged through the Capstone course experience. Required office hours make full-time faculty accessible to students and are supplemented by various student support services. Appropriate placement, preparatory instruction, academic advising, and College infrastructures contribute to student success.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1 The institution maintains a practice of regular program reviews.

RSC advances teaching and learning through its current, cyclical academic [Program Review Process](#) (PRP). PRP is a multi-faceted, data-driven, and analytic approach to assess academic programs and foster continuous improvement of their curricula, management, and student success. On a three-year rotation, program evidence is assembled by the Dean, Chair, and/or Coordinator, including enrollment, graduation, job placement, articulation and transfer, faculty qualifications, assessment and improvement, fiscal viability, engagement of Advisory Committees, and Mission alignment. A [Contribution Margin Analysis](#) (CMA) is prepared by the Business Office, and the Office of Institutional Research supplies official institutional data and reports. All [program documentation](#) is submitted to the Program Review Committee (PRC) for review. Upon review completion, the PRC prepares a written report with recommendations (Level I, Program Operating Normally; Level II, Program Working to Address Concerns Identified through the PRP; or Level III, Substantial and/or Continued Concerns Meriting Institutional Intervention) for submission to the Vice President for

Academic Affairs (VPAA). The Dean and Chair/Coordinator discuss the findings and recommendations with the VPAA and PRC Chair. The Deans' Council and Cabinet also review the CMA and PRC report, forwarding recommendations to the VPAA. Based on these inputs, the VPAA submits a final recommendation to the President. Information from the PRP provides oversight and direction to enhance curricula, recognize excellence, and improve program effectiveness.

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

- The Ohio Department of Higher Education (ODHE) subsidy model transitioned from enrollment-based to completion-based funding, invalidating RSC's 2014 CMA which analyzed program costs and earnings.
- The ODHE mandated a 60-65 credit hour range (2015-2016) for all two-year programs, causing substantial curricular changes in many programs.
- Revision of Program Review and the CMA began during the 2014-2015 academic year, but was again delayed by transitions in academic leadership, including all academic division deans, the VPAA, and VPFB.
- Annual course and program assessment activities were ongoing during this timeframe.

In Spring 2016, PRP revision resumed under the direction of the Associate Vice President for Academic Affairs, with the final draft completed in concert with the newly-appointed VPAA. Program Review and CMA revisions were [vetted](#) through Academic Affairs and Shared Governance Committees and Councils. The process was implemented during 2017-2018 for seven programs: Associate of Arts, Associate of Science, Education, Medical Assisting, Paralegal/Legal Assisting, Operations Excellence Technology, and Radiographic Imaging. Program reviews are continuing according to [schedule](#).

4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

AND

4.A.3 The institution has policies that assure the quality of the credit it accepts in transfer.

The College evaluates and awards transcribed credit and credit for prior and experiential learning. Quality of credit awarded is assured through policy guidelines.

RSC accepts [transfer credit](#) for college-level courses that meet ODHE [transfer credit requirements](#) for the quality of courses transferred from other public institutions, and credits originating from accredited independent, out-of-state, and international institutions of higher education.

Monitored and approved through ODHE, the [Ohio Transfer Module](#) (OTM) is a set of General Education (GE) courses guaranteed to transfer among all Ohio public higher educational institutions as a distribution credit in three areas or as equivalent courses in English Composition and Mathematics, Statistics, and Logic. The Module consists of 36–40 semester hours in the areas of English Composition/Oral Communication; Mathematics, Statistics and Logic; Natural and Physical Sciences; Social and Behavioral Sciences; and Arts and Humanities that must meet [specified learning outcomes](#).

RSC courses meeting ODHE's [Transfer Assurance Guides](#) (TAGs) are guaranteed to transfer for

named, equivalent courses at all Ohio public colleges and universities. Specified GE and disciplinary introductory level program/major courses are eligible for TAG designation.

Evaluation of transfer credits begins by comparing transcripts with RSC's Student Information System (SIS) and the [Transfer Equivalencies Degree Audit Table](#) that includes all OTM, TAG and previously evaluated courses. The Office of Transfer provides transcripts and other documentation for courses not listed in SIS for review by the appropriate Chair/Coordinator or Dean. Upon transfer approval, the course is entered into the Table. RSC only transcripts credits which apply to the student's program of study. If the student transfers to a different RSC program, transcripts are reevaluated.

RSC recognizes that college credit can be acquired through [experiential and prior learning](#). Credit can be awarded via credit by examination, credit for non-academic learning, and credit by experience. Students can receive up to 10 semester credit hours for each. Credits awarded in these areas do not count toward Grade Point Average.

Credit by examination evaluates a student's content mastery of an RSC course. If results indicate sufficient mastery, course credit is assigned in the student's permanent record. RSC also accepts nationally-recognized examinations and standards to evaluate credit for prior learning, such as the DANTES Subject Standardized Tests Score (DSST), American Council on Education (ACE), College Level Examination Program (CLEP), and College Board's Advanced Placement (AP) Exam.

Credit for non-academic learning is typically assigned in cases where formalized training that replicates learning objectives for specific courses took place in a non-academic environment. Credit for experience is typically assigned for work or applicable experiences that parallel learning objectives of specific credit course(s). In both cases, the respective Dean or Program Chair/Coordinator reviews student-submitted documentation to determine whether credit is awarded.

Credits for prior or experiential learning can emanate from sources such as apprenticeships; military training, experience, and coursework, including Military Assurance Transfer Guides; and through adult and secondary career-technical courses/programs (Career-Technical Assurance Guides, One-Year Option and Apprenticeship Pathway Program).

RSC's institutional process for awarding credit in prior and experiential learning categories is being enhanced to include a Prior Learning Assessment Process, Toolkit, training of key advising personnel, and a [uniform assessment rubric](#).

4.A.4 The Institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its program including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The HLC, ODHE, and accrediting/approval agencies guide curricular rigor, student learning expectations and faculty qualifications. RSC exercises authority over its curriculum through Shared Governance ensuring faculty engagement in curricular processes.

Prerequisites assure that students possess sufficient skills to master material in subsequent courses. To ensure student enrollment in prerequisite courses, RSC's Student Information System (SIS) prevents student registration in course(s) for which the prerequisite has not been met. Permission to

override a prerequisite can only be obtained from the appropriate Chair/Coordinator.

If applicable, RSC follows prerequisite requirements in [TAG and OTM guidelines](#), but adoption, modification, or removal of course prerequisites requires Shared Governance approval.

New curricula and curricular changes (e.g., prerequisites, co-requisites, course content, credit hour assignment, GE Core Skills and Abilities, Program Learning Outcomes (PLOs), Student Learning Outcomes (SLOs), and other substantial changes) are approved through the academic [curriculum process](#). Proposed changes originate within an academic unit from faculty content experts. After consultation with stakeholders, including Chairs, Deans, Institutional Research, Advisory Committees, and the Cabinet, the VPAA recommends course or curricular changes to the [Academic Curriculum Committee \(ACC\)](#). Once the ACC recommends approval, the proposal is forwarded to [Academic Council](#). If recommended for approval, the proposal flows to the [College Senate](#). Upon acceptance at that level, proposals require Presidential approval. The BOT must authorize new academic programs or program closures.

RSC uses an integrated system to coordinate, organize, and track curriculum approval. The [Curriculum Inventory Management \(CIM\)](#) system allows for an automated approval process that integrates with RSC's Shared Governance process. CIM identifies and displays departments, program requirements, and courses impacted by a proposed change before final approvals are made. Faculty can edit, review, accept, reject, [track and archive](#) curricular changes.

Faculty provide essential input for curricular development, Program Review, student learning assessment, and accreditation processes. Their first-hand engagement ensures course rigor and sustains student learning and achievement. Rigor is maintained in all courses through common textbooks, uniform course syllabi, in-class observations, and professional development of faculty to ensure equivalent levels of achievement. See **C.3.A** for further details.

RSC maintains rigor and consistency of instruction for dual-credit coursework by [using common textbook\(s\) and uniform syllabi](#) which define course level SLOs, content coverage, and grading scales. Dual credit, CCP faculty, participate in College and department professional development activities.

Unit administrators exercise line authority for a comprehensive system of learning resources and support services. These resources are further described in **1.A.2, 3.D.1, 3.D.2, and 3.D.3**.

RSC's [Faculty Credentials Policy](#) delineates qualification standards for full-time, adjunct, and dual-credit (CCP) faculty teaching credit-bearing coursework. The policy complies with standards established by HLC, ODHE, and programmatic accreditors/approval bodies.

Chairs and Deans review credentials for proposed faculty before recommending faculty appointments. Departments annually review course-by-course faculty qualification [requirements](#). In both cases, the VPAA exercises final authority over faculty qualifications. The Office of Academic Affairs maintains a list of [credentialed faculty](#). Human Resources maintains official [faculty qualification documentation](#) consisting of official transcripts, required licenses or certification, resumes or CVs, and Credential Evaluation Summary (CES) forms.

4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Recurring and specialized programmatic accreditation reviews assess the quality, rigor and productivity of academic programs. Twenty-one RSC programs maintain specialized [accreditations](#) and/or approvals from nationally recognized accrediting agencies and state level approval organizations. These programs, all currently in good standing, are regularly reviewed according to agency [schedules](#).

Accreditation reports provide insight into achievement of competencies and standards. Between 2015 and 2018, fifteen (15) specialized accreditation site visits occurred. All academic programs requiring a site visit during this period were granted continuing accreditation. They were either found in compliance with programmatic standards or required to address a specific finding, citation, deficiency/weakness, concern or recommendation and/or suggestion as part of continuing accreditation.

Only two accreditation visits occurred in 2017-18, the STNA and Emergency Medical Services (EMS) programs. STNA had no issues; however, the EMS program had two findings. EMS had to provide evidence that the program Medical Director reviews or is consistently aware of each student's progress throughout the program. A new program process now ensures evidence of implemented changes based upon results of major exams. EMS [implemented a process](#) for completion, review and sign-off of a student paramedic progress report by the Medical Director and a process for the review and discussion of assessments during Fall 2018.

RSC instituted a centralized [procedure](#) for programmatic accreditation preparation for site visits. This procedure promotes earlier and increased engagement of related support units during preparation for program accreditation.

4.A.6 The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Data collected from various sources demonstrate success of RSC graduates and affirm that RSC's certificates and programs prepare graduates as intended. These assurances are embedded within three Mission Criteria (MC) and assessed through associated key performance indicators (KPIs) demonstrating RSC graduates' achievement levels. These Criteria include [Life-long Learning](#), [Workforce Development](#) and [Transfer Preparation](#).

Life-long Learning focuses on personal and professional growth obtained through learning over time. RSC promotes students' participation in continued learning. RSC's effectiveness in achieving its Lifelong Learning Mission Criteria is measured through [Additional Degree Attainment](#). RSC utilizes the National Clearinghouse as a direct measure of KPI data. Based on the annual data from 2012-2013 (25.1%) through 2016-2017 (42.8%), the percentage of graduates who furthered their education increased.

RSC measures its Workforce Development Mission Criteria through three KPIs: [First-time Licensure/Certification Pass Rates](#), [Employer Ratings](#), and [Placement Rates](#).

Health Sciences programs prepare students to take examinations leading to licensure certification. [National and/or State pass rate standards](#) are established for five programs. National

Standards are published for the Associate Degree (AD) in Nursing, Practical Nursing, Occupational Therapy Assistant, and Respiratory Care programs. State standards apply to AD Nursing, Practical Nursing, and Radiographic Imaging programs. RSC's institutional standard for first time pass rates is, "at or above the State or National mean". Between 2015 and 2018, four of the five programs met their threshold and RSC's KPI. The AD Nursing program did not meet its pass rate standard during 2015-2017, but did so in 2017-2018.

RSC plans to expand collecting and reporting of pass rates beyond Health Sciences to include programs where students in the Business, Technology and Public Service Division earn a credential.

The Placement Rate is collected from the RSC National Association of Colleges and Employers Survey. [RSC Placement Rates](#) remained relatively stable for both degree and certificate completers between 2011 and 2017. Certificate placement rates peaked in 2011-2012 at 90% and remained relatively consistent with a rate of 90% in 2016-2017. Degree placement rates rose to the highest level (95%) in 2016-2017.

[Employer Ratings](#) are currently collected from program surveys for students within practicums and clinical practice sites. Employers rated RSC graduates an average of 4.4 on a 5 point scale, above the institutional standard (≥ 3).

RSC's [transfer rate](#) is low, compared to peer institutions, in the four access categories: minorities, greater or equal to age 25, Pell-eligible, and academically underprepared. Relatively few students who earn at least 12 hours transfer to a 4-year institution. RSC is evaluating its transfer related policies and procedures as a part of its Completion Plan (CP). The CP will help drive the transfer rate of College Credit Plus (CCP) students enrolled in Associate of Arts or Associate of Science pathways. Publication of programs or services which facilitate transfer, including agreements with local universities, is another focused strategy under development.

Of the nearly 3,000 RSC graduates 2010-2016, 240 additional credentials were earned, including 22 Master degrees, 197 bachelor degrees, 10 associate degrees and 7 certificates.

RSC has experienced external challenges collecting data to populate specific KPIs. Challenges include discontinued ODHE reports; small response rates on institutional surveys; and inconsistent use of KPI-related surveys. For example, Lifelong Learning KPIs include Attitude and Behavior, formerly captured from item-pool questions on the ACT Alumni Outcomes Survey. The Transfer Preparation Mission Criterion also faced a challenge when ODHE discontinued the report RSC used to populate its Performance after Transfer KPI. To address these challenges, RSC will incorporate the following improvements into operational planning:

- Reinstate item-pooled questions into the RSC Alumni Survey (last administered 2012 and 2018) and the national [Higher Education Data Survey](#), to be administered during Summer 2019;
- Review institutional surveys prior to implementation to determine if item-pooled questions need to be added;
- Schedule and conduct appropriate surveys recalibrated to KPI definitions, during each planning cycle; and
- Verify appropriate sources for direct and indirect measures, to assess Mission Criteria Effectiveness, prior to each planning cycle.

These actions will ensure KPI measures appropriate for assessing RSC's Mission and consistent with

higher education trends.

Sources

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Assessment of Student Learning has commitment and support ranging from the BOT to the faculty who establish and maintain rigorous academic standards and conduct course and program level assessment.

RSC articulates student learning outcomes at the institutional (GE Core Skills and Abilities), program (PLOs), and course (SLOs) levels. Goals are delineated for expected achievement at each level, and continuous improvement processes promote ongoing assessment and achievement.

[Expected learning outcomes](#) are established for five institutional GE Core Skills and Abilities (Writing, Global and Diversity Awareness (GDA), Critical Thinking, Information Literacy, and Computation Skills). Program faculty design GE PLOs to align with institutional Core Skills and Abilities and technical PLOs to meet [program-specific requirements](#). When applicable, technical PLOs incorporate performance levels expected by an accrediting agency. For instance, Occupational Therapy Assisting (OTA) accreditation expects students to “use professional literature to make evidence-based practice decisions.” Thus, OTA’s program-specific technical PLO states that the “graduate will demonstrate the ability to research, access and utilize evidence to support best practice.”

Faculty develop course-level SLOs consistent with ODHE and accreditation guidelines to measure course achievement levels. All sections of a specific course incorporate [common learning outcomes](#). SLOs are articulated on all [Course Master and Working Syllabi](#).

A standardized framework for student learning assessment began in 2004 and remains an ongoing, continuous improvement process for [Strategic and Institutional Effectiveness Planning](#). RSC’s framework for assessment begins with learning outcomes at institutional, program and course levels. The process is designed to capture evidence of achievement at each level through direct and indirect measures; plan improvement strategies; implement improvements; and measure the impact of planned improvements on intended learning outcomes.

Assessment occurs in a three-year cycle. Standards for expected achievement, measures, results, analysis, actions for improvement, and impact of those actions are stored in the [electronic Strategic and Institutional Effectiveness Planning System \(e-SIEPS\)](#), RSC's assessment management tool. Institutional outcomes, PLOs and SLOs are aligned for each program. GE Core Skills and Abilities are embedded in, and tracked at, all three levels. Using e-SIEPS enables consistent assessment within individual levels and alignment across all levels.

The Director for Institutional Research is responsible for gathering and analyzing institutional data. Three instruments have been utilized to capture data for measuring student performance in Writing, Critical Thinking, and GDA from entry to exit: the E-Portfolio, ACT Collegiate Assessment of Academic Proficiency (CAAP), and Capstone Courses.

- **E-Portfolio:** The E-portfolio system captures student artifacts solely for institutional assessment. Students in designated "portfolio" courses submit writing samples into the system. Each program collects writing assignments from the following courses: (1) SDE-1010; (2) COM-1110; (3) PSY-1010 or SOC-1010; (4) a disciplinary course early in the student's technical program; (5) a disciplinary course late in the student's technical program; and (6) a self-growth essay addressing global and diversity awareness in the Capstone course. [Rubrics](#) measure each Core Skill and Ability. For example, entry and exit papers addressing GDA are assessed using the [GDA Rubric](#). The [Writing Rubric](#) measures Writing performance, Information Literacy and Critical Thinking on papers submitted into the E-Portfolio.
- **CAAP:** The ACT® Collegiate Assessment of Academic Proficiency (CAAP) provided aggregate success data for pre and post-assessment (value-added outcomes). CAAP was administered to a statistically valid student sample prior to their initial term and during the Capstone course to capture matched-pair data on Writing, Critical Thinking and Computation. ACT discontinued CAAP in 2017. RSC is transitioning to the [Education Testing Services Proficiency Profile](#); "a test of college-level skills in reading, writing, critical thinking and mathematics computation designed to measure the academic skills developed through [GE] courses, rather than the subject knowledge specifically taught in those courses." With mathematics now included on the Proficiency Profile, RSC's Computation Skill and Ability will be assessed by comparing entry to exit mathematics skills.
- **Capstone Course:** The program Capstone serves as capture point for summative PLO data on cognitive, affective, social and/or psychomotor learning. Students' integrated-learning of discipline specific and GE Core Skills and Abilities is assessed. For example, in the Dental Hygiene Capstone, DHY 2540, student technical competency is measured through rubrics applied to student performance.

To identify suggested GE improvements, results from these vehicles were used to compile a cyclical [Triangulation Report](#). Results were reviewed separately by Arts & Sciences faculty, Rhodes State College Faculty Association Executive Committee, and the Outcomes and Assessment Committee. Subsequently these groups forwarded SWOT analyses to the VPAA who determined improvement strategies.

Turnover in the VPAA and Director for Institutional Research positions, coupled with the departure of division deans, impeded assessment of institutional GE Core Skills and Abilities from 2015 through 2018. RSC's plan for reinstating institutional GE Assessment will include:

- Implementing the ETS Proficiency Profile;
- Selecting and training reviewers for interrater reliability of portfolio rubric reviews;

- Selecting a statistically valid sample from 2017-2018 portfolios and conducting rubric reviews and E-Portfolio assignments; and
- Reconvening the GE Triangulation process.

All program or department Chairs assume primary responsibility for managing their assessment processes. Culminating experiences and measures from Capstone courses are used to assess program-level GE Core Skills and Abilities and discipline-specific competencies. One example is the “wiki” project associated with the Health Sciences Cultural Retreat. The Dental Hygiene and PTA programs assess student learning by rating student [performance](#) on the wiki.

During the Assurance review, it was identified that while GE Core Skills and Abilities were reviewed across the curriculum, they were inconsistently reviewed within the Capstone course. A General Education Assessment Committee is working to revitalize the process, part of which will include training, measures, expected standards, and accountability assignments.

Direct and indirect measures mandated by accrediting and approval agencies can be included in PLO assessment. For example, national board exam scores, which constitute direct measures of learning, are included in Nursing PLOs. Declining pass rates between 2013 and 2015 prompted a learning outcomes review across the Nursing curriculum. Nursing faculty identified needed improvements, which included implementation of standardized testing (National Council Licensure Examination), removal of “soft points” (e.g., allowing extra credit) and a required end-of-program NCLEX review course (Kaplan). Nursing graduates’ [first-time pass rates](#) increased from 70.86% (AY2014) to 83.59% (AY2016). SLOs are assessed regularly according to a divisional course assessment [schedule](#) which captures learning outcomes for most courses annually or each time the course is offered. Faculty gather data using various direct measures, embedded in activities such as student presentations, research papers, projects, assignments, portfolios, and common item/pooled questions on quizzes or exams. For example, General Psychology (PSY- 1010) uses a Journal Article Summary [Paper](#) to assess Information Literacy. Discipline-specific direct [measures](#), such as performance on a Lab Report assessed with a Lab [Rubric](#) are used in CET 2220, Surveying Fundamentals.

4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Institutional, program and course level learning outcomes are linked to expected standards. [Results](#) are compared with expected standards to determine achievement levels.

Institutional assessment of GE Core Skills and Abilities [used multiple measures](#). See **4.B.1** for descriptions.

CAAP Writing results showed a four-year (2012-2016) average of 61.0 for RSC students entering in the fall. That is above the national average of 60.9. For RSC students who exited during the same four-year period, the average was 61.1 which was below the national average of 61.3. RSC’s average gain from entry to exit (0.1) was lower than the national result (0.4), indicating that RSC did not meet its KPI standard (0.3).

CAAP Critical Thinking results showed a four year (2012-2016) average of 59.8 for RSC students entering in the fall. That exceeded the national average of 58.4. While the exit scores did increase during the four-year cycle from 57.3 to 59.8, the average exit level of 58.8 was below the national rate of 60.7. The RSC average from entry to exit was lower (1.3) than national results (2.3). RSC did

not meet the KPI Standard (1.0).

CAAP Computational Skills results showed a 4-year average of 54.7, a slight increase in entry scores from Fall 2012 to Fall 2015 (54.5 to 54.7), but below the national average entry of 58.4. RSC student exit scores increased over the 4-years (54.8 to 55.7) with an average exit of 55.6 which was lower than the average national rate of 56.1. In comparison, the RSC average from entry to exit increased from 54.7 to 55.6 (0.9), higher than the change for national results from 56.7 to 56.1 (-.6), indicating that RSC met the KPI standard.

Between 2009 and 2011, student E-portfolio submissions were assessed against internal [rubric standards](#) which aimed for performance of 3 or better on 4-point scales in Writing, Critical Thinking, Information Literacy, and Global and Diversity Awareness (GDA). Assessed data indicated growth from the first to second paper and achievement of expected standards in five of six Writing Subscales and in Critical Thinking. RSC Critical Thinking results showed a 4-year average of 59.8, a slight decrease in entry scores from fall 2012 to fall 2015 (60.8 to 60.0), but above the national average entry of 58.4. RSC student exit scores increased over the 4-years (57.3 to 59.8) with an average exit of 58.8 which was lower than the national rate of 60.7. In comparison, the RSC average from entry to exit was lower (1.3) than the national results (2.3), indicating that RSC did not meet the Critical Thinking KPI standard (by 1.0).

Relative to the previous cycle, RSC's 2012-2014 Core Skills and Abilities data revealed declining achievements in all Core Skills and Abilities. Reduced performance in Core Skills and Abilities during the second cycle resulted from emergent process gaps. Writing skills were often not reinforced in subsequent programmatic courses, and some programs failed to require documented research for programmatic paper two. In such cases, E-Portfolio raters assigned a zero for the research subscale, negatively skewing results.

Regarding GDA, fall 2012 student entry results of 2.27 increased to 2.46 by spring 2014, indicating a 0.49 positive increase in student performance, however, below the internal standard of 3.0. Fall 2015 entry results were lower than the previous fall at 2.13. Spring 2017 exit results are not available, but will be calculated in Spring 2019. The lack of periodic retraining in proper E-Portfolio assignment administration for SDE-1010 and Capstone courses caused significant deviation in how instructors presented those assignments, and how students completed them. In 2015, SDE-1010 course redesign addressed these gaps via renewed emphasis on consistent portfolio assignment delivery and mandated [periodic retraining](#) for all assigned instructors. Also, self-growth awareness essay assignments in Capstone and the SDE-1010 courses did not fully align, further clouding results. GDA assignments, rubrics, and directions have been aligned for both courses, enabling valid comparative analysis.

E-Portfolio fall 2012 to spring 2014 Writing results showed decreased student achievement in writing from entry to exit (2.88 to 2.75) with a standard/goal of three (3). Entry results from Fall 2015 were lower than the prior fall results of 2.69. Spring 2017 exit results were not captured, but results will be calculated Spring 2019, leaving the outcome currently inconclusive.

An analysis of all 2005-2011 results was consistent for KPIs not met. Therefore, RSC will re-evaluate its internal standard of 3 and assess implementation of the new ETS Proficiency Profile test that will replace the CAAP. [It was recommended to the Academy in 2014](#) that training occur for test proctors and professional development for existing and new faculty who teach courses impacting test results and/or portfolio submissions.

[PLO assessment](#) is also aligned with expected standards to determine levels of achievement. For example, the Physical Therapist Assistant program uses the Web Clinical Performance Instrument (CPI) to assess performance of technical competencies. The standard is for 100% of students to perform at or above 13 on the 9 performance criteria and above 17 on the 5 “red flag” CPI performance criteria. Results from 2012-13 failed to meet this standard and led to curricular changes that yielded satisfactory performance in 2013-14.

Exemplary PLO achievements are identified in the [Dean’s Executive Summary](#) which is discussed during budget hearings and presented to Cabinet.

Course/SLO assessment engages faculty in comparing achievement against established standards. For example, [MTH 0833T utilized a common question](#) embedded on the final exam from each section. The standard for success was a minimum of 50% of all students would correctly answer the common question. COM 1160 measured student usage of critical thinking skills using a rubric which defined success as at least 75% of students scoring at 3 or better on the four-point scale. ACC 1440 measured the SLO “Journalize typical transactions for funds and account groups” with a common assignment which set the standard for success at 100% of students scoring higher than 70%. In MAT 2010, drug calculation competency was measured using a common drug calculation test with a standard of all students scoring 100%.

RSC recognizes that learning occurs within student extra-curricular programming. The Vice President for Student Affairs, in collaboration with the VPAA, Outcomes and Assessment Committee, and representative faculty and staff, has developed learning outcomes, aligned with institutional GE Core Skills and Abilities, for extra-curricular programming. Assessment of student programming will be piloted during 2019-2020.

4.B.3 The institution uses the information gained from assessment to improve student learning.

RSC emphasizes closing the assessment loop by using results to develop strategies for learning outcomes improvement, followed by reassessment to determine the level(s) of improvement generated.

The [use of assessment data](#) related to PLOs is demonstrated by changes made to improve student learning:

- **Mathematics:** implemented course modularization and then co-requisite curricular design to improve developmental success;
- **Radiographic Imaging:** revised and reordered its curriculum as a result of low success rates; and
- **Physical Therapist Assistant:** revised course activity and assessment strategy for information literacy in PTA 1200.

[Closing the loop](#) on SLO assessment is demonstrated across the institution. For example, in AOT 2000, student performance fell short on applying correct keyboarding format, grammar, punctuation and proofreading skills to produce mail-able documents. The response was a prerequisite course to improve the skills of incoming students. Scores improved the next year. For BHS 1330, the response to a standard not met was to increase live chat office hours and Q&A time. In subsequent results, scores increased, but not enough to meet the standard. In BIO 1110, when students failed to correctly answer questions regarding the “sliding filament model,” the response was to include animations and more group discussions on the topic. Scores improved the following year.

The Completion Plan Steering Committee conducted an institutional SWOT analysis which produced over 100 initiatives, with Early Alert and Course Modularization in the top 10. Course success rates for mathematics were an issue, with only 57% of mathematics students scoring C or above in 2014-2015. Early intervention and modularized math courses were the identified responses. Implementation of these initiatives yielded an 11.7% increase (66.4% C or above) in success rates of students taking mathematics.

4.B.4 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

RSC's framework for student learning assessment incorporates processes and methods from [nationally recognized sources](#) and the [Commission Statement on Assessment of Student Learning](#). Assessment of learning is driven by the College's Mission as detailed in the [ESIP](#) and depicted on the [Compass Rose](#). Student learning outcomes align with the knowledge, skills, and competencies needed to complete courses and programs and to live and work productively. Within this context, faculty supported by [administrators](#) and the [BOT](#), play a vital role in sustaining systematic assessment.

Guided by [Bloom's Taxonomy](#), faculty create measureable student learning outcomes and assess learning outcome improvements throughout a student's program experience, tracking introduction, practice, reintroduction, and content mastery.

Assessment facilitates a broader College-wide [system of continuous improvement](#) designed to integrate institutional and unit planning, assessment, budgeting processes; program review; programmatic accreditation; and other external requirements, which generate improvement strategies to achieve Mission effectiveness. [Integrating assessment results into planning](#) and budgeting prioritizes assessment within the broader system. Annual budget hearings require assessment outcomes to support funding requests for strategic and operational improvements.

Assessment reporting is not yet at 100%. A [summary of engagement](#) demonstrates levels of engagement in course, program, and divisional assessment. Of the total number of courses (628) identified in eSIEPS 2012-2017, 259 (41%) were assessed. By division, the percentage of courses assessed was as follows: 30% Arts & Sciences; 43% Health Sciences; and 42% Business Technology and Public Service (BTPS). An audit through the Office of Assessment and Quality Improvement identified four indicators for non-assessment: (a) courses were not offered; (b) differing assessment frequency within the cycle (annual, biannual, once per 3 year); (c.) labs/clinical courses were listed separately but assessed within the related lecture course; and (d.) inactive courses were not assessed. Programs developed a course assessment schedule for the 2017-2020 cycle.

The total number of course Student Learning Outcomes (SLOs) assessed was 5,925. Of the assessed SLOs, 4382 (74%) "Met" the standard. Further clarification is needed for comparison across modalities (online, traditional, blended/hybrid, CCP). For instance, SLO data for CPT 1250 was disaggregated by modality in later years while earlier [data](#) was not.

Program Learning Outcomes (PLOs) are assessed in Capstone courses; 68% (21) were assessed during the 5-year planning cycle. In all, 530 PLOs were identified, with 84.9% of the standards met and 15.1% not met. Programs, mainly those in the Division of Health Sciences, must report assessment data as part of specialized accreditation and submit program learning outcome (PLO) data/information with their annual accreditation reports, within program/unit level assessment, and

annual executive summaries. For the reporting cycle, of 1,132 Mission Criterion measured by Academic Affairs (all divisions/departments), 35% were associated with Gen Ed or Technical Competencies. Of the Gen Ed/Technical Competencies assessed, 79% “met” the standard of performance.

Assessment [process insights](#) identify process improvements. Process SWOT Reports summarize these insights to refine and improve e-SIEPS.

Annual [institutional training](#) was organized by the VPAA and VPIE and conducted in concert with Academic Deans and Director of Assessment and Quality Improvement to ensure consistency and promote faculty understanding of the assessment process. Additional assessment training occurs within academic units, such as review of student learning outcomes (SLOs) by the Outcomes and Assessment Committee for Arts and Sciences Chairs and faculty.

Learning assessment depends primarily upon [direct measures](#) and secondarily upon [indirect measures](#). RSC’s direct measures include pre and post testing; rubric reviews; portfolios; common tests or test questions; and external evaluations of clinical performance.

Indirect measures capture perceptions that learning has occurred and supplement direct measures. While retention and completion rates do not directly measure student learning, they can substantiate direct measures. RSC’s indirect measures include course grades, course evaluations, [employer surveys](#), [graduate surveys](#), and Financial Aid exit surveys. Data gathering and analysis follow RSC’s continuous improvement schedule. Results are often [benchmarked](#) against peer institutions and/or accreditation requirements. RSC is working to implement a coordinated College-wide [communication process](#) to celebrate learning achievements and share best practices.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1 The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

[Overarching and disaggregated data](#) for student retention, persistence and completion have been captured and monitored since RSC instituted its Strategic and Institutional Effectiveness Planning System (SIEPS) in 2006. When applicable, institutional [KPI's](#) are compared to state or national standards to determine effectiveness.

In 2014, the ODHE redefined its subsidy model to reward performance instead of enrollment. Course completions, certificates and degrees awarded, accumulation of success points, etc., became central to the revised [ODHE subsidy model](#). RSC's retention, persistence, and completion rates have become a standard of achievement, which, if achieved, is financially rewarded relative to peer institutions.

4.C.2 The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The Office of Institutional Research (IR) compiles and disaggregates student demographics by age, ethnicity, gender, and socio-economic status for annual and semester-based student persistence, retention and completion data from RSC's student information system (SIS). RSC's data is submitted to the Integrated Postsecondary Educational Data System (IPEDS) and ODHE which provide detailed reports and peer institutional comparisons. RSC uses internal and external reports to analyze achievement levels.

Proportional Persistence, Retention, and Degree and Course Completion are Key Performance Indicators (KPI) that determine the extent to which the College achieves [Access](#) and [Student Progress](#). KPI data are derived from various [SIS](#), [state](#) and [federal](#) sources.

RSC's 2016 full-time (63.9%) and part-time (44.5%) [retention rates are derived via IPEDS](#). Institutional KPI retention rates, derived from ODHE, show [overall retention](#) (59%) remaining relatively flat between 2012 and 2017. Over the same period, [disaggregated student retention](#) showed increases for students 25 or older (44.3% to 54.2%) and males (46.2% to 64.1%). A decrease by socio-economic status was observed for students with high financial need (32.5% to 20.7%). Minority retention (45%) remained flat relative to the decline for non-minority students (55% to 44%). SIS program retention and demographic program retention are disaggregated into a Program Review Report and shared with the College community via meetings and [SharePoint](#). Program retention reports are also kept on SharePoint and contribute to Program Review, accreditation, cyclical program assessment and improvement, and strategic planning.

College [persistence](#) data is derived from the Banner SIS and has no national or state comparative analog based upon the current KPI definition and methodology. The average fall to spring (70.2%) and spring to succeeding fall (55.8%) persistence rates trended downward for the 2012-2017 planning cycle. Persistence was 76% for Fall 2012 and 65% for Fall 2016. An 11% difference occurred between average minority (70%) and non-minority (81%) persistence rates. Only a 2% difference was observed between female (78%) and male (76%) students, and a 3% difference between students who are less than 25 years (79%) and greater than or equal to 25 years (76%). Full-time (84%) students persist at higher rates than part-time (73%) students. The 22% difference between CCP (56%) (dual-enrollment) and non-CCP (78%) reflects the fact that many high school students do not enroll for both academic terms. Over 100 courses and 1,142 registrations (duplicated) are not reflected. Future KPI data will reflect this variable.

RSC's 3-year [average graduation rate](#) for the 2009-2013 cohorts is higher than most Tech Sector institutional rates, meeting RSC's KPI Standard. Historically (2009-2013), IPEDS data show RSC's graduation rate for first-time full-time cohorts trending 5% higher than peer institutions. Similarly, RSC's part-time students graduate at a higher rate (+9.2%) than peer institutions.

The IPEDS 2013 cohort achieved a 3-year degree completion rate of 41%. Completion rates by Ethnic group were African-American (33%), Hispanic (50%), White (42%), and race/ethnicity unknown (57%). The rising trend of students not identifying their race impacts the results, analysis and ability to narrow/address issues by ethnicity. Part-time degree seeking students in the 2008 cohort received degrees 6 years (25%) and 8 years (21%) after enrolling at RSC and 9% enrolled at another institution. Nearly 40% of CCP students, who take one or more courses, continue at RSC within 3-years of graduating from high school.

RSC's [Guided Pathway initiative](#) enables CCP students to more effectively accumulate college credit and increase opportunities to earn an associate degree and high school diploma simultaneously. Certificate and [degree completion rates can be tracked](#) either by program or designated demographic cohort.

Completion rates are based on SIS data and ODHE reporting. RSC's targeted course completion rate (70-79% with grade C or above) has been consistently achieved, remaining steady from 2012 through 2014, with an increasing trend during the subsequent three years (2015-2017). A 5% increase from 2012 (72.2%) to 2017 (77.2%) is attributed to the collective efforts outlined in the strategic and completion plans. Success rates for all online courses offered in the fall terms have increased steadily from 67% (Fall 2012) to 78% (Fall 2017). After a decline between Fall 2012 and Fall 2013, similar success rate trends occurred for blended courses from 71% (Fall 2013) to 80% (Fall 2017). Course success rates for both blended and online courses during the 2012-2017 fall terms fell short of face-to-face courses, -1.8% and -7.6% respectively. Blended course success rates were slightly higher than

traditional face-to-face courses for the Fall 2012 and Fall 2016 terms; 2.7% and 0.2% respectively. Online success rates for all fall terms fell below traditional rates.

CCP students completed courses with a C or above at 96% over the last three years. Increasing course completion for students experiencing academic and non-academic challenges was a priority for RSC demonstrated through the HLC Quality Initiative. Starting with a 2015 baseline of 71.8%, faculty-initiated interventions over the first three years of the early alert program, increased course completion rates by +4.1% (2016) and an additional +5.2% (2017). Math course modularization also contributed to an increase in course completion. To improve gateway course outcomes, RSC is evaluating placement scores and the introduction of an integrated reading and writing co-requisite course for at-risk students.

4.C.3 The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

RSC analyzes retention, persistence and completion (course, degree/certificate) data to improve student success. Actions for program improvement are initiated through strategic planning and program planning efforts.

The Strategic Plan: Vision 20/20 reflects priorities, identified during the [SWOT analysis](#), related to retention, persistence and completion data. Additionally, data-informed planning decisions were derived from [national data reports and literature](#) describing successful practices in retention, persistence and completion, such as American Association of Community College's (AACC) *Reclaiming the American Dream*, follow-up report *Empowering Community Colleges: To Build the Nation's Future*, and the Ohio Department of Higher Education's *Complete College Ohio Task Force Report & Recommendations*. RSC used these reports as [blueprints for Completion Plan initiatives](#) including Early Alert, Virtual Advising, Orientation Redesign and Student-Centered Scheduling.

Based upon data review, emergent retention, persistence and completion priorities were incorporated into the current [Strategic Plan](#) through "Strategy 1.2: Create and scale initiatives that contribute effectively to retention, completion, success, and an improved student experience." A key, ongoing institutional initiative supporting Strategy 1.2 is RSC's Completion Plan. Initiated in 2014 as part of a [state-wide ODHE initiative](#), RSC's goals and improvement strategies are scaled to improve retention, persistence and completion in support of its Strategic Plan.

Academic Program and Support Service Improvements

Student retention, persistence, and program completion data contribute to improvements in academic programs, academic support areas, and non-academic units.

Program Review, described in **4.A.1**, occurs on a 3-year cycle, during which disaggregated enrollment, retention, persistence, and completion data are reviewed to identify [needed improvements](#). Retention, persistence, and completion data also prompt program changes outside the PRP timeline. For example, in 2017-2018, low retention rates in the Radiographic Imaging program prompted [curricular changes](#). Changes implemented for 2018-2019 included a different required mathematics course, adjustments in pre and co-requisites, and curricular re-sequencing. In 2013, retention was an identified issue in the Physical Therapist Assistant (PTA) Program. Tablet technology was launched in the classroom as an improvement action. Retention for the PTA 2016 graduating class improved from 61% to 93%. In the Functional Anatomy course (PTA 1120), the

pass rate increased from 84% of students with a C grade or better to 93%.

Non-Academic Unit Improvements

Retention, persistence and program completion data also drive [improvements](#) within non-academic units to support retention via Strategy 1.2. The Offices of Advising and Registration, Financial Aid, and Student Activities and Engagement have created action plans focused on retention, persistence and completion. The Advising and Registration unit plan focuses on reducing wait times for students to meet with an advisor, thus enabling timely and effective course scheduling decisions to optimize academic progress. Their planning includes implementation of Cranium Café, a virtual advising application. The Financial Aid Office has incorporated Financial Aid Literacy into its planning efforts to keep students apprised of student debt and the impact of dropping out of college. In accordance with its action plan, Student Activities and Engagement will increase diverse and culturally inclusive programming to create a welcoming environment for all students, a retention strategy known to create stronger connections between students and the institution.

4.C.4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations but institutions are accountable for the validity of their measures.

RSC [utilizes common processes and methodologies to collect and analyze information](#) on student retention, persistence, and completion. Where possible, RSC uses [IPEDS definitions](#) to assure consistent reporting and institutional comparisons. When data elements are not reported in IPEDS, RSC employs other national or state reporting definitions. IPEDS does not track term-to-term persistence. Therefore, IR tracks persistence in the SIS and reports Fall to Spring and Spring to the succeeding Fall in order to capture comparative performance. Reporting-consistency is further assured through consistent data sets and collection timeframes. The Office of Institutional Research (IR) oversees data consistency, accuracy, and verification. IR is developing a Compliance Data Reporting Policy and procedures to guide IR oversight.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

4.S – Criterion 4 Summary

RSC's practice of regular program review, though subject to some disruption over the past decade, has been revitalized and reinstated. Policies and processes are in place to evaluate and assure quality of all accepted credits. Established internal processes control prerequisites, course rigor, student learning outcomes, course consistency and faculty qualifications at all locations. Specialized accreditations are consistently maintained to achieve programmatic educational purposes. RSC regularly assesses the success of its graduates and uses multiple indicators to verify appropriate student achievement of learning goals and relevancy of its degree or certificate programs.

RSC demonstrates its commitment to educational improvement by articulating and measuring clear learning outcomes and by regularly analyzing key outputs such as retention, persistence and program completion rates. Assessment results derived through sound practices are regularly used by faculty to benchmark and improve student learning. GE Core Skills and Abilities Assessment is being revitalized for sustainable improvement. Analysis of key performance indicators drives continuing improvement across the institution for ongoing Mission Achievement. Current and nationally-comparable data sources assure reliability of institutional information.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1 The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Educational quality and mission achievement are impacted by RSC's financial, human, physical and technological [infrastructure](#). RSC maintains the resources sufficient to support and sustain its operations.

Fiscal Resources

RSC's financial data demonstrate a continued [strong fiscal condition](#). This trend suggests that RSC is well positioned to maintain future financial support.

RSC has [annual budgeted expenditures](#) (2018) of \$26.2M, with three primary sources of revenue: State Appropriations (38.9%), Student Tuition and Fees (43.0%), and Federal Student Grants (15.1%).

[State Appropriations](#) increased nearly 18.9% from FY2008 to FY2017. Appropriations are calculated through a formula which was revised in 2014 from enrollment-based (2014: 50% Enrollment; 47% Completion/Success; 3% Stop-loss) to 100% [performance-based](#) funding (PBF). Revised performance

measures include course completion (50%), benchmark milestones (25%), and success points (25%). RSC's Completion Plan initiatives have generated increases in certificate attainment, course completion and transfer, helping to stimulate [revenue increases of over 7.3%, or \\$711,985](#), in appropriations from 2014 through 2017. RSC has [benefitted from PBF](#) and earned more than would have been received under the enrollment-based model.

Traditional student enrollments have decreased and [CCP enrollments have steadily increased](#). RSC's FTE decrease is partially attributable to CCP students who typically take lower credit loads. Dramatic increases in CCP enrollments resulted from a state mandate requiring all Ohio public high schools to provide CCP pathways to qualified students, grades 7-12. While tuition revenue has decreased, due to CCP students replacing traditional students, declines in these revenues have been partially offset by increased SSI revenue generated by a 94% CCP student course completion rate compared to a 70+% completion rate for traditional students. Consistent with enrollment changes, federal student grant revenues have declined.

[Tuition per credit hour rates](#) increased by 15.7% (\$92.30 per quarter hour to \$160.19 per semester hour) from 2008 to 2017. RSC has maintained tuition and fee rates at a [state-wide competitive level](#). The Ohio Legislature froze tuition for the first time in FY2008-2009 and has since done so several more times. RSC has [frozen tuition](#) on its own and even [dropped tuition](#). A [revenue comparison with Ohio's Tech Sector colleges](#), which face a similar challenge, demonstrates RSC's financial adequacy. If the state maintains its current funding model, an increase in State Share of Instruction can help offset the decline in tuition and fees.

As with other types of revenues, federal grants have also changed with the changes in student enrollments. With fewer traditional students, fewer students qualify for federal grants. But, as stated above, highly successful CCP students generate extra state funding through PBF.

Total annual expenditures decreased from a high in FY2011 (\$32.9M) through FY2017 (\$25.4M). However, expenditures per FTE increased from FY2010 (\$9,774) to FY2017 (\$10,544). RSC has addressed revenue shifts by adopting [cost-cutting measures](#), including program restructuring, division mergers, and consolidated positions, creating [organizational efficiencies](#) of \$704,000. Moving forward, a concerted effort must be made to [right-size class sizes](#) to maximize efficiency and decrease expenditures.

RSC maintains [reserve funds](#) exclusively for emergency use. Over the past decade, reserves have averaged \$4.2M which would cover 3 months of expenses.

Overall fiscal health is reflected through the Ohio Department of Higher Education (ODHE) and HLC indicators reports. [ODHE ratio analysis](#) computes three ratios and a composite score to determine an institution's fiscal health. On a 5.0 scale, RSC achieved a healthy composite score of 4.3 in FY2015, 3.8 in FY2016, and 4.2 in FY2017. During the past eight years, RSC's [HLC Composite Financial Index](#) (CFI) has scored "above the zone," with an average of 5.28. Composite ratios for the past three years include: 4.59 in FY2015, 3.98 in FY2016, and 5.28 in FY2017.

Over [\\$10.9M in institutional grants](#) have been acquired since FY2007. An annual average of \$1.1M supports additional resources, such as personnel, technology, student scholarships, and other operational costs. These funds also support RSC's commitment to a quality education.

Human Resources

A significant portion of RSC's overall budget is devoted to personnel. Salary and benefits comprise 67.6% of [total operational expenditures](#) with full-time, part-time, and adjunct faculty comprising the largest percentage (71.2%) of employees.

[RSC's 12:1 Student-to-Faculty ratio](#) is lower than the 18:1 national average. Of 154.67 FTE generated by instruction, 61 represent full-time faculty, and 315 are part-time and adjunct.

The Cabinet [reviews](#) vacated or open positions to determine whether they are required or could be consolidated without adverse impact. Faculty positions are justified by weekly student credit hours (WSCH) generated, number of sections needed, and student-to-faculty ratio.

Physical and Technological Infrastructure

Situated on 565 acres of land shared by RSC and OSU-L, with 60 acres dedicated to facility development, the campus includes 10 academic and administrative buildings and a maintenance garage. The [Campus Master](#) Plan helps identify potential development sites to accommodate facility growth, signage, parking, and open green space sufficient to support identified needs and future expansion. The two institutions have agreed on a vision to maintain a unified campus aesthetic.

The campus has 454,678 square feet of building space. Based on a [summary of space](#), RSC is assigned 61.7% of the overall square footage (280,537 square feet). The cost-share is calculated on different components; some on a three-year rolling average of on-campus full-time equivalency (FTE); and some based on assigned square footage; while other expenditures may be 50/50. The cost share agreement is also detailed in **2A**. RSC paid 67.8% of the shared cost in [FY2017](#). Over the past decade, RSC's expenditures for campus operations, maintenance, and physical plant represented 7%-10% of [total expenditures](#). A new Center for Health Science Education and Innovation (CHSEI) will add 50,000+ square feet of space which will not be subject to the cost-share agreement. The Center will be a state-of-the-art teaching facility representing a collaborative effort between RSC, the City of Lima, major hospitals, healthcare partners, and businesses to drive community revitalization, expand educational opportunities, enhance business development and innovation, and provide access to healthcare to underserved area residents. RSC's Nursing program will be moved into the Center, and several Allied Health programs are under consideration for relocation to the Center. The Center is planned to open 2020-2021.

RSC currently has budgeted \$18.25M for the new [downtown Center](#) for Health Science Education and Innovation. In FY2015, RSC received two \$5M appropriations toward the CHSEI. The first came through the State capital biennium appropriation with the second coming from the Small Campus Targeted Workforce Development Expansion grant. Along with appropriations for design fees, RSC has now received over \$12.25M of State funding to support that project. In FY2017, the College received a \$3M pledge from the City of Lima for the project. To date, Lima has expended over \$900K on acquisitions and demolitions. In addition, on March 18, 2014, the RSC Board of Trustees approved spending \$3M of unrestricted College funds on the CHSEI project.

In FY2017 and FY2018, the RSC Board of Trustees has averaged capital technology approvals of nearly \$870K each year. For the next biennium, RSC has been appropriated \$2.4M, with \$500K earmarked for basic renovations and [\\$1.9M for technology](#). Approximately \$900K is intended for technology on main campus and at least \$1M on technology for the CHSEI.

RSC currently has 70 MB of bandwidth. RSC's peak demand is double that and the College is working with the Ohio Academic Resources Network to upgrade to 350 MB. This capacity will meet

anticipated demand. The project will be completed during 2019-2020.

Capital projects are prioritized each biennium. The 2019-2023 [capital plan](#) describes capital requests (\$11M) for the next three biennia, which include safety renovations, basic renovations, classroom updates, and technology for RSC's main campus and for the future Center for Health Science Education and Innovation. The capital plan is annually revisited to align with variability in state allocations. RSC spends over \$400K per year on software maintenance agreements. RSC has also made a concerted effort to 'buy down' deferred maintenance by working with The Ohio State University – Lima on projects such as re-paving, roofing and HVAC replacements. Just a few years ago, RSC was expending operational funds for technology which became difficult to sustain as needs arose elsewhere. Now, nearly all capital spending for technology comes directly from State appropriations.

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

[RSC's Strategic Plan 2017-2020](#) focuses on creating, repurposing and sustaining facilities and technology to better support student engagement and learning. In support, RSC dedicated \$1.9 million to enhance its technological capacity. Capital appropriations provided Information Systems (IS) with the resources and tools to upgrade servers and applications. In [April and May 2018, the BOT approved](#) \$1,084,650 to sustain current systems, add new technology, upgrade classrooms, and acquire administrative tools to support students, faculty and staff.

RSC uses a [hardware lifecycle](#) schedule to identify when technology and equipment should be replaced. Concurrently, strategic and unit planning processes identify technology and equipment needs to advance College operations and student learning. Planning is an ongoing process that allows for emerging priorities to shift scheduled activities and drive the budget. For example, based on the hardware lifecycle process, the iMac lab was scheduled for upgrade. Due to emerging priorities, the iMac lab replacements were delayed until the next planning cycle. During the next cycle, a strategic goal which focused on sustaining technology to better support student learning was established. This goal identified the iMac labs as a top priority, so iMac replacements were approved. Previously, institutional funds were devoted to hardware acquisitions. However, as the opportunity arose to acquire hardware through the State, RSC shifted operational funds to support more cost-effective, cloud-hosted versions of the Canvas Learning Management System, Raiser's Edge, EvaluationKIT, and AwardSpring, eliminating the cost of dedicated hardware.

During its 2008 self-study, RSC noted its lack of a Disaster Recovery Plan (DRP) as a challenge. In 2009, a DRP was developed describing how to anticipate, prevent, manage and/or facilitate recovery of IS services after various types of incidents. The [DRP](#) identifies possible risks to the College's information technology infrastructure, identifies preventative and corrective actions to mitigate the effect of a disaster, and establishes responsibility for implementation. The DRP requires an off-site center for data backup. Initially, RSC worked with a State of Ohio Computer Center (SOCC) in Columbus which subsequently shut down. RSC is currently using a new digital backup system and working with SOCC to re-establish data backup for Disaster Recovery at a new location. The DRP will be updated in 2019-2020 with funding to support off-site management.

5.A.2 The institution's resource allocation process ensures that its educational purposes are not

adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

RSC's commitment to its educational purpose is evidenced by its [expenditures](#). Over the past 10 years of audited financial statements, an average of \$12.4M (43.1%) has funded instruction and academic support.

To ensure adequate funding of academic programs, baseline budgets are [annually reviewed](#) during budget hearings, which emphasize meeting student needs. A composite of [financial data](#) details annual spending in each area and demonstrates that most expenditures directly or indirectly support instruction. Additionally, between FY2007 and FY2017, [external grants](#) related to educational initiatives, added \$10,907,689.

5.A.3 The goals incorporated into mission statement or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

RSC's Mission statement is operationalized through the [Extended Statement of Institutional Purpose](#) which clarifies its role, scope and curricular focus. Through [continuous improvement](#), organizational units develop plans that must directly support one or more Mission Criteria. Past and current capacity is reviewed to develop realistic Strategic Planning objectives which are then aligned with approved funding for College units.

5.A.4 The institution's staff in all areas are appropriately qualified and trained.

Human Resources maintains [job descriptions](#) with detailed minimum qualifications for staff employees. RSC recruits qualified candidates by following its [Recruitment and Selection of Faculty and Staff Policy](#) and selects personnel based on skills, ability, and training. The relevant Cabinet member, hiring supervisor, and/or screening committee members review applications prior to interviews to determine which candidates meet or exceed required qualifications.

Professional development (PD) opportunities ensure that employees stay current and prepare for future needs. Financial support for advanced degree attainment, conferences, and training totaled [\\$153,754 in FY2017](#). Scheduled institutional [Professional Development](#) focused on institutional topics occurs in August, January and May.

Additionally, each department determines requisite staff training based on observed functional unit needs. For example, Information Systems staff are being trained in-house via a recently purchased [on-line library subscription](#) enabling access to technology research. The Registrar, VPAA, Deans, Chairs and faculty were trained on the [Curriculum Inventory Management](#) (CIM), which enables consistent tracking of course and program information, including learning outcomes and curricular changes. Institutional Research has completed in-house [IPEDS training](#).

A Screening Committee reviews employment qualifications prior to interviewing any applicant. This ensures that applicant qualifications meet position requirements. Resumes and credentials of employees are maintained in the Office of Human Resources.

5.A.5 The institution has a well-developed process in place for budgeting and for monitoring expense.

The Vice President for Finance and Business (VPFB) has oversight of the College's budget process.

In preparation for the [annual budget process](#), the VPFB collaborates with the President to establish assumptions and budget priorities. Budget assumptions are based on projected revenue and expense line-item details, enrollment and tuition, estimated annualized credit hours, FTE's, scholarships, grants, and State Share of Instruction (SSI). Budget line items are compared to prior year actual expenses. Budget managers calculate projected expenses in accordance with institutional budget assumptions and attach documentation to support budget requests related to strategic and operational initiatives.

[Annual budget hearings](#) are held with each budget manager, enabling Deans, Department Chairs, and Directors to review their [proposed annual budgets](#) with the President and VPFB. Annually, each budget manager enters the unit's projected budget into the budgeting database for the upcoming fiscal year. Strategic funding requests require identification of anticipated funding source(s). The President facilitates a collaborative review with the Cabinet to finalize the budget and subsequently [presents the drafted institutional budget for BOT approval](#).

Throughout the year, each department's budget is monitored by the Business Office for performance of actual expense versus budgeted expense, allowing for adjustment when a variance occurs. RSC allows realignment of budgets during the fiscal year to address emerging factors, such as legislative or enrollment changes, excluding salaries and benefits. Budget managers approve all purchases to ensure validity. Proposed purchases greater than \$25,000 must receive BOT approval. A new online budget monitoring process will launch for FY2019 and include budget manager [training on Banner 9](#).

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1 The governing board is knowledgeable about the institution; it provides oversight of the institution's financial, and academic policies and practices and meets its fiduciary responsibilities.

The Board of Trustees members are informed and knowledgeable about the institution, operations, policies and financial matters. Trustees are oriented and meet regularly, gaining knowledge and making decisions relative to their responsibilities.

Upon appointment, new Trustees attend an [initial orientation](#) for an overview of RSC's functions and culture. After initial orientation, new Trustees meet with the President, Cabinet, fellow Trustees, and others to better understand RSC processes, legal and fiduciary responsibilities, and current or trending issues. These engagements enable knowledge transfer from College administration and experienced Trustees to new Trustee(s). Trustees also gain institutional knowledge through regularly scheduled BOT meetings. At least [ten regular sessions](#) must be held annually according to responsibilities outlined in [BOT policies](#). To facilitate BOT financial monitoring, the VPFB presents a [Statement of Net Position and Statement of Revenue, Expenses and Changes in Net Position](#) at each board meeting. [Board Education](#) includes updates from Cabinet and/or Faculty Association on relevant topics.

The Board engages in RSC's [governance](#). [Approval responsibilities](#) are outlined on the BOT Annual Calendar.

5.B.2 The institution has and employs policies and procedures to engage its internal constituencies-including its governing board, administration, faculty, staff, and students in the institution's governance.

RSC's Shared Governance, piloted in 2008, is an “an inclusive process by which the College community has the opportunity to influence decisions on matters of planning effectiveness, policy, procedure and programs.” Shared Governance is a [structured system](#) designed to solicit input from a broad representation of students, faculty, staff, administrators, Faculty Senate, and the BOT. It consists of Committees, Councils, and the College Senate. Student members are selected by the

VPASA, staff members by a staff group, and faculty members by the Faculty Association. Each Committee and Council is co-chaired by an academic and non-academic representative and holds regular meetings following step-by-step procedures outlined within the Shared Governance Manual. The College President sits as Senate Chair and has final disposition on all recommendations.

5.B.3 Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Shared Governance (SG) emphasizes collaborative and cross-functional engagement of administration, faculty, staff, and students on [Committees and Councils](#). The Committees, Councils and College Senate review and recommend approval of academic requirements and operating policies and procedures, including planning and budgeting. Development or revision of institutional and departmental policies and procedures begins at the operational level. They are vetted cross-departmentally as needed. Proposals are then entered into the [SG Governance](#) and routed through appropriate Committees and Councils which maintain [agendas and subsequent meeting minutes](#). Examples of approved Policy and Procedures include [Out-of-State Authorization, Gainful Employment, and the Clery Act](#). Proposals may be returned at any level of SG for further clarification.

RSC's operational structure demonstrates institutional levels of functional authority and decision-making. The Cabinet members oversee RSC's functional areas and administrators, who, in turn, supervise assigned administrators, faculty and/or staff. Cabinet members maintain operational plans for effective management of their individual operations, as well as cross-functional operations which require collaboration. The President exercises final administrative approval for operational actions, and recommends decisions requiring approval to the BOT.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1 The institution allocates its resources in alignment with its mission and priorities.

RSC's resource allocations support its Mission through [strategic](#) and operational planning objectives. During strategic planning, institutional priorities that align with RSC's Mission emerge. To obtain requested funding, improvement action plans must align with [related Mission Criteria and priorities](#). See **5.C.5** for initiatives influenced by emerging trends.

Institutional, unit, and course level planning priorities are integral to the annual budgeting process. Assisted by their Cabinet member, budget managers prepare unit budgets that align with [spending priorities](#) for strategic, operational, and course-related improvements. Budget hearings require an Executive Summary and assessment findings for improvement aligned with RSC's Mission Criteria to justify requested allocations.

5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

RSC's comprehensive Strategic and Institutional Effectiveness Planning System (SIEPS) model has served the College well over the last 15 years. Cyclical planning, assessment, and improvement processes are aligned to occur every three years, during which annual results from processes, such as Program Review; Assessment (Institutional, Unit/Academic Program, Course levels); Strategic Planning achievements; and feedback from external audits, surveys, accreditation and approval agencies, are captured to guide budgeting and continuous improvement. At the end of the three-year cycle, all results become part of the SWOT analysis, accompanied by identified emerging trends which generate institutional and unit level priorities. These priorities are linked to budgeting decisions in preparation for improvement planning.

The College's [Strategic and Institutional Effectiveness Planning System Map](#) depicts how the assessment, planning and budgeting processes are linked through annual and long-range planning, implementation and analysis. SIEPS includes: (a) continuous improvement elements of assessment and feedback at all institutional levels to close the loop on funded or unfunded actions; (b) flexibility

to make decisions for severely needed programs and/or activities that may emerge; and (c) the components of a comprehensive institutional effectiveness model for allocating human, facilities, and equipment and technology resources. Learning and operations are assessed concurrently, enabling consistency in identifying priorities, preparing for budget hearings, and developing implementation plans. RSC's [electronic Strategic and Institutional Effectiveness Planning System](#) (e-SIEPS) mirrors the SIEPS Map. It tracks the connectivity of assessment of student learning and [operations](#) with planning and budgeting, enabling planners to document estimated costs and match action plans to Mission Criteria and Key Performance Indicators. Improvement strategies are linked to Mission achievement to ensure that RSC's environment is conducive to learning.

At the end of each year and planning cycle, [Executive Summaries](#) for academic and non-academic areas are submitted, reporting significant achievements, challenges, goals, and opportunities for improvement. Summaries and assessment results are incorporated into budget hearings to support requests for additional funding. The Business Office has initiated an [improvement for the budgeting process](#), which will add all approved strategic spending into Banner's General Ledger.

In 2010, RSC's SIEPS model received national recognition at the Community Colleges Futures Assembly as a finalist in the planning category of the Bellwether Awards. Bellwether Awards are widely regarded as the nation's most competitive and prestigious recognitions for community colleges. The Bellwether recognizes outstanding and innovative best practices. Out of hundreds of Bellwether Award submissions received annually, only ten are selected as finalists in the planning category.

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

RSC takes a holistic approach to institutional planning, considering perspectives of [internal](#) and external constituent groups before implementing plans of action. The College engaged 132 internal constituents to provide input into the 2017-2020 strategic planning process, facilitated by Keeling & Associates. Institutional Strengths, Weaknesses, Opportunities, and Threats were identified, and priorities were established. The priorities became the basis for the Strategic Plan's objectives and strategies. All units align improvement actions to the appropriate Mission Criteria and Strategic objective. This step engages all College operations in preparing plans to support RSC's overarching strategic objectives by incorporating unit level improvements from their unit perspective.

[Community partners](#) contributed external perspectives throughout the planning cycle. For example, the Northwest/West Central Ohio Public School Advocacy Network (NWCOSPAN) collaborates annually with RSC to discuss College Credit Plus (CCP) relations, contributing insights about faculty qualifications, tuition rates and textbooks. Additionally, alumni provide insight into RSC alumni connections. A 2012 [alumni survey](#) garnered 2,561 respondents. Survey results were used in 2015 to set strategies and goals "to enhance outreach and develop a communication plan for College alumni using electronic and direct communication." These same results supported Strategy 3.2 in the current Strategic Plan to "create a brand and identity that is welcoming and responsive" by [increasing alumni connections](#) 25% annually through [scheduled surveys](#) soliciting alumni feedback.

5.C.4 The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

RSC projects its [financial capacity](#) based on projected revenue. Projected revenue is considered when

determining strategies and budgets. Because enrollment impacts revenues, significant growth in College Credit Plus (CCP) students (51% of enrollment) has necessitated reallocation of resources. See **1.A.1** for details.

The [Technology Master Plan](#) contributes to RSC's understanding of its capacity and the resources required to sustain current and future capacity. The [2016-2017 Annual Report](#) incorporates RSC's ongoing awareness of current capacity related to facilities, finances, space, demographics, enrollments and program graduates.

The 2018-2021 [Enrollment Management Framework](#) addresses RSC's capacity to manage enrollments and support institutional revenue. That Plan aligns with RSC's Strategic Plan and considers market demand, enrollment trend data and ODHE performance-based data as elements of enrollment planning throughout the three-year cycle. Each year, assessment determines the levels at which the previous year's goals were achieved. In-depth analysis of data impacting annual results is conducted. By identifying annual and cyclical fluctuations in recruitment and retention, RSC can better understand the current and projected impact of enrollment on revenue (state subsidy and tuition and fees).

5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Long-term, multi-level planning positions RSC to anticipate emerging demographic, technological, educational, social, political, and globalization factors. RSC's Strategic and Institutional Planning System (SIEPS) reacts to current and emerging trends and their impact on institutional capacity through annual assessment and a three-year summative evaluation of strengths, weaknesses, opportunities, and threats. This process enables the institution and its units to reflect on and assess their past and current condition/capacity, and prepare for the future. Emerging factors in technology, demographics, and globalization were gathered from local, regional, and national sources and documented in the [2012-2017 Engagement SWOT Analysis](#) used to identify institutional priorities.

RSC addresses technology shifts in the [Strategic Plan: Vision 20/20](#) to create, repurpose, and sustain facilities and technology to better support student engagement and learning. This strategy responds to shifting student demographics and increased use of digital/mobile devices to access online coursework, games-based learning, and workplace technology. In response to these shifts, RSC implemented [Wi-Fi upgrades, virtualization, and enhanced technology](#) for online learning.

RSC has also utilized grants to address social, technological, and demographical changes in this region. Lima Senior High School (LSHS) has the highest percentage of minorities (67.5%) and highest percentage of economically disadvantaged students (99.9%) in the region. LSHS contends with chronic absenteeism (39.8%), high mobility (19.2%), low academic achievement (4.6% remediation free on ACT), and a low graduation rate (63.6%), hindering post-secondary opportunities. RSC has partnered with LSHS to bridge the gap through grants such as the National Science Foundation for scholarships in STEM; U.S. Department of Education Talent Search for at-promise students; and ODHE Straight-A to support pre-apprenticeship coursework.

As part of RSC's efforts to address school violence, the U.S. Department of Justice grant enabled funding to address prevention of and responses to school shootings. RSC shared resources, such as the "Preventing Suicide: A Toolkit for High Schools," with every regional high school.

RSC applied for two USDA grants to fund distance education initiatives to increase access to college

courses and credentialed faculty for dual-enrollment in rural areas. Although those grants were not awarded, the collaborative relationships established, laid the groundwork for future post-secondary initiatives.

Other RSC initiatives emerging from anticipated shifts include:

- [AwardSpring](#): In 2016, RSC moved to AwardSpring, a cloud-based and mobile-friendly software for scholarship applications. This move eliminated the need for new hardware to house scholarship software and improved access for all users. Award Spring integrates with the SIS, reducing the time to complete an application and improving accuracy; operates on mobile devices; automatically applies applicants to all scholarships for which they are eligible; and improves the reviewer evaluation process. A planned outcome of improved access for all users was to increase qualified applicants. In its first year of use, qualified applicants increased 143%.
- [Banner 9](#): The Banner software system (owned by Ellucian) is used for student and financial services by all areas of the College. Ellucian notified all Banner users that it would stop supporting Banner 8 at the end of 2018 and that all were required to upgrade to Banner 9. RSC worked with Campus Works to upgrade Banner 9 by mid-November 2018. Additional features and modules will be installed as they are upgraded and completed by Ellucian.
- [Mitsubishi Training Center](#): To increase capacity to train Honda of America supplier and affiliate employees, RSC opened a regionally-based certified Mitsubishi Training Center (MTC) in 2013. Previously, training for Mitsubishi-branded Programmable Logic Controls (PLC) was only available at Mitsubishi Headquarters in Illinois. Honda of America, a large customer of Mitsubishi Electric equipment, has multiple manufacturing plants in Ohio. According to Mark Werthman, Senior Manager Technical Support Group for Mitsubishi, RSC “is an ideal partner being that Ohio has ... one of the largest concentrations of our products in the U.S.” The MTC strengthens opportunities for students and incumbent workers to increase skills and knowledge related to Mitsubishi PLCs, Motion Controls, Human Machine Interfaces and Servos. Workers trained to operate and maintain such equipment are vital to area manufacturing.
- [Northwest Ohio Health Consortium](#): RSC collaborates with four Ohio community colleges to provide access to five health-related programs for students in Northwest Ohio, using interactive videoconferencing.
- [ODHE College Credit Plus at RSC](#): In response to the Ohio Legislature’s mandate regarding College Credit Plus, student demographics have changed. CCP student population has increased from 636 in Fall 2012 to 2,076 in Fall 2018. This shift has resulted in a review of the curriculum and the number of on-campus sections. As CCP students matriculate to campus after high school graduation, they can often move into upper level courses and/or a clinical program earlier, having completed pre-requisite courses while in high school.
- [Wireless Access Points](#): Due to shifts in student demographics and digital device technology, RSC recently updated its wireless access points, increasing that number from 64 to 239 across campus. This upgrade enables enhanced student use of wireless devices.

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- RL127.1_Technology Infrastructure Enhancements 2017-2018
- RL132_Standard Financial Reports to the BOT pp1-3_05152018
- RL136_Presidents 2018 Spring Forum_Technology Upgrades_Banner9 pp2-6
- RL95.5_2018-2019 Access Database Examples
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- RR112_Alumni Engagement Statistics 3-Year Trend 2014-2018
- RR113_Alumni and Academic Survey Schedule 2018-2030
- RR127.3_Criterion 5 College Credit Plus
- RR132_Criterion 5 Strategic Improvements
- RR39_Enrollment Management Framework
- VD-127.2 Northwest Ohio Health Consortium_Consortium website MOU

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1 The institution develops and documents evidence of performance in its operations.

RSC's [Strategic and Institutional Effectiveness Planning System](#) incorporates multiple internal and external reports to demonstrate effectiveness of College operations at all levels. These reports provide a basis for identifying learning and operational improvements. Institutional performance of General Education and program Technical Competencies is documented in institutional [KPI Reports](#). Annual and three-year cycle course level learning outcomes (SLOs) are maintained in eSIEPS. RSC's multi-level learning outcomes reporting is detailed further in **4.A.1, 4.A.5 and 4.B.1-2**.

Operational Performance

Performance of institutional and non-academic operations is also captured through [institutional KPIs](#). [KPI reports](#) document the measures, expected standards of performance, and data sources of institutional effectiveness. KPI data from the College's SIS are documented in standard internal reports generated by the Office of Institutional Research. [Standard financial reports](#) generated by Institutional Research and the Business Office are regularly shared with the BOT.

External data sources relative to degree and course completion, retention, enrollment, and costs demonstrate operational performance. Information is gathered from the Integrated Post-secondary Education System (IPEDS), Ohio Department of Higher Education (ODHE), and National Student Clearinghouse. IPEDS data benchmark enrollment and retention and compare disaggregated minority student populations with similar institutions. ODHE generates a State Share of Instruction report (SSI) with projected figures. ODHE and National Student Clearinghouse reports generate transfer data. IR conducts external surveys, such as the Community College Survey of Student Engagement (CCSSE), [during regular cycles](#) to capture student perceptions of operational performance. For example, the 2015 CCSSE revealed that only 12% of students were satisfied with career counseling and job placement resources in the Career Services Office. Its services were re-imagined, shifting the co-op/internship program from academics to Career Services, thus centralizing occupational services for students. Nearly half (46%) of students rarely or never used tutoring services. Thus, in 2016, RSC launched its Comprehensive Early Alert Program which interfaces with all students and directs them to tutoring and other faculty-identified support resources. Additionally, RSC maintains compliance through scheduled audits. Internal and external reports, surveys, and audits are routinely archived, enabling RSC to track, evaluate and modify performance.

5.D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Institutional Mission Criteria are assessed through institutional KPIs which are analyzed to improve operations, including teaching and learning. While institutional effectiveness (IE) is evaluated through KPIs, most improvements occur at the unit level through operational actions developed to impact [underperforming KPIs](#). Non-academic units annually assess levels of achievement against expected standards. Documented in eSIEPS, the results are used to improve performance. For example:

- Office of Admissions created a new form, called “CCP Intent to Enroll” to increase the number of CCP students committing to post-high school enrollment in RSC. Results showed an increase for Fall 2017 from 85 students to 102 (+20%).
- Office of Assessment and Quality Improvement worked to create a structure for organizing and deploying online course evaluation (EvaluationKit). After implementation, assessment results surpassed the 35% baseline response rate, achieving an overall response rate of 40%. Response rates for online (51.93%), hybrid (46.16%), and traditional (41.18%) exceeded the baseline. The dually-enrolled CCP student response rate (7.82%) remained below the baseline.

At the end of the three-year SIEPS cycle, institutional information, including operational and strategic performance, is incorporated into a SWOT analysis (see 5.C.5). Based upon identified opportunities or shortcomings, priorities for improvements are determined and implemented within appropriate units at multiple levels across the institution.

Operational Actions

RSC is committed to using assessment information from its operations to improve performance. The following improvements resulted from annual unit level assessments:

- [e-SIEPS Updates](#): Based on users’ process insights, e-SIEPS was updated and enhanced for the 2017-2020 cycle. User-friendly improvements included clear delineation between operational and strategic planning for reporting; addition of strategic budgeting requests; and more direct alignment of Mission Criteria, KPIs, and unit actions.
- [Electronic Alumni Communication](#): An electronic Alumni Newsletter, sent via email, launched in 2015. It uses the preferred method of contact indicated in the 2012 and 2018 Alumni Surveys.
- [West Central Ohio Manufacturing Consortium Basic Pathway Course Modification](#): Based on lower than expected pass rates, the Basic Pathway Course was modified to better prepare students to pass the four Manufacturing Skills Standards Council (MSSC) assessment. By passing all four assessments, students earn MSSC’s nationally-recognized Certified Production Technician credential.
- [Distance Education and General Education Assessment](#): To improve sustainability of distance education and General Education assessment, Action Plans have been established to improve processes and procedures; refine management roles and responsibilities; provide professional development; institute measureable outcomes; and develop cyclical assessment plans.
- [Completion Plan and Report Writer](#): As an outcome of strategic and completion planning activities, the Office of Institutional Effectiveness is leading the effort to expand data-access capacity by replacing Banner Tree, a home-grown report warehouse, with a Report Writer Enterprise System. The new system will automate manual, time-consuming reporting processes in the Offices of Institutional Research, Human Resources, Business and Registrar, facilitating data continuity, dependability and accuracy. Funding has been approved by the BOT. The system with roll-out in Summer 2019.

- [CourseLeaf](#): In 2014 RSC moved from a paper intensive catalog/curriculum process to an online approval software with the purchase of CAT and CIM modules from CourseLeaf. The approval process has been streamlined and has allowed for direct integration of the curriculum process, the course catalog and the Student Information System. The software archives changes and allows transparency of proposals throughout the Shared Governance approval process.
- [KPI Data](#): Performance-based funding changed the data reporting infrastructure at the ODHE. The elimination and/or replacement of standard reports prompted the review and update of definitions, standards, measures and methodology for the College's 2012-2017 Institutional Effectiveness Key Performance Indicator Report for accurate assessment. Review and update of the 2017-2020 KPIs occurs throughout the planning cycle.

Sources

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

5.S- Criterion 5 Summary

Rhodes State College maintains fiscal and human resources sufficient to support its operations. State-of-the-art physical and technological infrastructures enable appropriate learning environments for all modalities and locations. Resource allocations are consistent with the Mission and realistic for the College's educational endeavors. Regularly-monitored budgets support delivery of required services by appropriately qualified staff. RSC's well-informed Board of Trustees follows established policies to engage faculty, staff, students and administration collaboratively in governance activities which determine academic requirements and design institutional processes/policies. The Board of Trustees fulfills its fiduciary and governance responsibilities at regularly-scheduled meetings.

Regular College-wide assessment is incorporated into assessment of student learning, evaluation of operations, planning, and budgeting. Institution-wide planning solicits input from internal and external constituencies on a regular basis and in alignment with its current Mission and capacities. Documented evidence of past performance informs future planning designed to be agile and anticipate emerging factors. Evidence of performance is purposefully developed and documented to enable ongoing learning and improved institutional effectiveness. Assessment findings have contributed to a range of operational and technological improvements.

Sources

There are no sources.