

James A. Rhodes State College - OH

HLC ID 1841

OPEN PATHWAY: Reaffirmation Review

Visit Date: 3/25/2019

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Context and Nature of Review

Visit Date

3/25/2019

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

- Federal Compliance 2018

Institutional Context

As a response to a 1967 Lima Area Chamber of Commerce survey about the technical education needs of its area, what is now Rhodes State College (RSC) was established on location at the Lima Campus of The Ohio State University under the control of Penta County Technical Institute and known as The Lima Technical Center (LTC). The first class of nursing students enrolled in 1969 and graduated in 1971. Although the Ohio Board of Regents originally limited its charter to Allen County in west-central Ohio, the two-year, state-assisted institution currently serves nine additional surrounding counties.

The college's first independent Board of Trustees was established in 1971, and Lima Technical Center was officially named Lima Technical College (LTC) in 1972. Over the next several years, LTC added numerous certificate and degree programs in allied health, public service, engineering technology, and business and also established itself as a dexterous provider of customized training for local business and industry. In 1991 Lima Technical College hired its first President independent from Ohio State University-Lima, and the number and variety of certificates, degrees, workforce training programs, and delivery modes have grown exponentially since then. In 2002, the college changed its name to James A. Rhodes State College to honor the former governor who had been a driving force behind the development of Ohio's two-year community college system.

The College was first accredited by the HLC in 1979 and has remained in good standing since then, transitioning

from the former self-study process to the current pathways system. On the Open Pathway, Rhodes State also maintains more than 20 program-specific accreditation relationships for its well-respected technical programs. Frequently referred to as Rhodes State College (RSC), the institution has become an integral member of the local community and true to its vision, "the #1 Choice" for technical education, transfer programs, dual credit coursework, and customized workforce training.

Rhodes State College has continued to adapt its offerings to the needs of the community and the state of Ohio. Since 1979, RSC has received HLC approval to extend its Distance Education Programs to meet the needs of students who are place-bound and/or juggling the responsibilities of working, parenting, and care-taking along with the demands of successfully completing college courses/programs. To that end, Rhodes State currently offers six fully online two-year degree programs and eight fully online certificate programs.

Since its last HLC Comprehensive Evaluation in 2008, RSC has implemented many changes, the most notable being the 2009 addition of Associate of Art and Associate of Science Degree Programs to accommodate students for whom the college is a stepping-stone to a Bachelor's Degree or beyond. Also since the last visit, Rhodes State has transitioned from a quarter to a semester system (in Fall 2012) and established itself as a premier provider of dual credit coursework for local high school students via the College Credit Plus (CCP) Program.

From its humble beginnings in a single building to its current ten-building campus, Rhodes State has continued to grow in ways that stay true to its mission. Currently offering 46 associate degrees and 51 certificates, RSC will soon expand its physical presence to downtown Lima via the state-of-the-art Center for Health Science Education and Innovation, slated for completion in 2021. This venture, a collaborative effort among the college, local businesses, and the town of Lima, is a concrete example of Rhodes State College's commitment to and fulfillment of its mission of "chang[ing] lives, build[ing] futures, and improv[ing] communities through life-long learning."

Interactions with Constituencies

Academic Advisors (3)

Administrative Assistant, Business and Finance

Administrative Assistant, Student Affairs

Admissions Counselor

Admissions Counselor CCP Recruiter

Assistant Director, Admissions

Assistant Vice President, Student Affairs

Assistant Dean, Center for Distance and Innovative Learning (CDIL)

Assistant Dean, Health Sciences/Nursing

Assistant Dean/Assistant Professor, Health Sciences-Allied Health

Assistant Director, Admissions

Assistant Professor, Business Administration

Assistant Professor, Information and Emerging Technology

Assistant Professor, Mathematics (2)

Assistant Professor/Interim Chair, Information and Emerging Technology

Assistant Registrar

Associate Vice President, Academic Affairs

Assistant Vice President, Student Affairs

Assistant Director, Marketing and College Relations

Associate Facilitator, Advanced Manufacturing Initiatives

Associate of Arts Technology Associate

Associate Professor, Humanities (2)

Board of Trustees Members (4)

College Credit Plus (CCP) Recruiter

Chair and Assistant Professor, Criminal Justice

Chair and Assistant Professor, Diagnostic and Therapeutic Health Sciences/Respiratory Care

Chair and Assistant Professor, Human Services

Chair and Assistant Professor, Physical and Rehabilitative Services/Occupational Therapy

Assistant (OTA)

Chair and Associate Professor, Mathematics

Chair and Instructor, Business Administration

Chair, Board of Trustees

Chair, Dental Hygiene

Chair, Diagnostic and Therapeutic Health Sciences

Chair, Higher Learning Commission Communication and Events Team

Chair, Higher Learning Commission, Federal Compliance

Chair, Human Services

Chair, Humanities

Chair, Physical and Biological Sciences

Chair, Social and Behavioral Sciences

Clinical Coordinator and Professor, Dental Hygiene

Coordinator and Assistant Professor, Construction Engineering Technology

Coordinator and Assistant Professor, Medical Assisting

Coordinator and Assistant Professor, Radiographic Imaging

Coordinator and Associate Professor, Paralegal/Legal Assisting

Coordinator and Instructor, Nursing

Coordinator, Academic Advising

Coordinator, Grants

Coordinator, Physical Therapy Assistant

Coordinator, Student Engagement and Activities

Coordinator, Student Transfer and Degree Report

Criterion 1 Co-chairs (2)

Criterion 2 Co-chairs (2)

Criterion 3 Co-chairs (2)

Criterion 4 Co-chairs (2)

Criterion 5 Co-chairs (2)

Dean, Business, Technology and Public Service/Executive Director: Workforce, Economic

Development and Continuing Education

Dean, Division of Arts and Sciences

Faculty and Chair, Public Relations Ad-hoc Committee

Director, Academic Success Center

Director, Advanced Manufacturing Initiatives

Director, Alumni Relations

Director, Assessment and Quality Improvement

Director, Career Development

Director, Information Systems

Director, Institutional Research

Director, Public Safety and Security

Director, Testing and Accommodative Services

Director, West Central Ohio Manufacturing Consortium (WCOMC)

Editor, Higher Learning Commission Assurance Argument

Duplication and Mail Center Supervisor

Executive Director, Development

Faculty Members (24)

Federal Compliance Team Members (6)

Higher Learning Commission Steering Committee Co-chairs (2)

Instructional Designer, Center for Distance and Innovative Learning (CDIL)

Instructor, Human Services

Learning Management Services (LMS) Coordinator

Office Assistants (4)

Office Specialist

President

Professor, Social and Behavioral Sciences

Program Review Committee Chair

Project Coordinator, Small Business Development Center (SBDC)

Room Scheduling Specialist

Small Business Development Center (SBDC) Business Advisor

Senior Accountant

Senior Financial Analyst

Senior Human Resources Generalist

Special Assistant to the President

Staff Members (6)

Student (1)

Systems Programmer/Network Analyst

Vice Chair, Board of Trustees

Vice President, Academic Affairs

Vice President, Finance and Business

Vice President, Institutional Effectiveness and Special Assistant to the President for Planning

Vice President, Student Affairs

Additional Documents

There are no additional documents reviewed.

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.)

Rating

Met

Evidence

James A. Rhodes State College, commonly referred to as Rhodes State or RSC, serves a ten-county area of west central Ohio in fulfillment of its regularly-reviewed and updated mission statement. Viewed by the Team, the Institutional Effectiveness Mission Statement Review Procedures (MSRP) document outlines an inclusive process of reviewing/updating the mission statement of Rhodes State College (RSC). Board of Trustee minutes from May 21, 2013, affirm that the current mission statement was approved by the Board in 2013 and last updated in 2018 to include simultaneous revision of all institutional mission statements as part of the "Rediscovering Rhodes" strategic plan. On-site discussions with various constituents validated cross-campus involvement in the mission review and update process leading to RSC's current mission statement of "Rhodes State College changes lives, builds futures, and improves communities through life-long learning."

According to the "About Rhodes" link on the college's website, RSC "prepares students for entry into careers, develops the regional workforce through credit and non-credit occupational training, and offers curricular programs that prepare students for transfer completion baccalaureate programs at selected colleges and universities." RSC currently offers 46 associate and 51 certificate degree programs. Among those are 6 fully online two-year degree programs and 8 fully online certificate programs in addition to several hybrid/blended degree programs to meet the needs of its students who are not able to attend classes on campus due to other work, family, and personal demands. RSC serves not only local high school students through its College Credit Plus Program (CCP) but also senior citizens through its Program 60.

RSC recognizes that college is often a stressful experience due to increased academic demands and personal adjustments, particularly for new student populations as a result of statewide or institutional

initiatives. Via the Academic Support Center (ASC), students have access to free academic tutoring (both on-ground and online). They may also request free personal counseling services and/or refer others to meet with a licensed therapist to address issues that may be impeding their progress. Advisement assistance is offered to students throughout their time at Rhodes, and career counseling is available (both on-ground and online) to assist them in understanding their strengths and helping them to choose a career that suits their interests and aptitudes.

Rhodes State College's enrollment profile is consistent with that of its service region only in race/ethnicity and student socioeconomic status. The "Fast Facts" document reviewed by the Team reports a Fall 2018 end-of-term enrollment of 3996 students, 2521 or 63% being female and 1475 or 37% being males although the 10-county service area is only 50.2% female. A demographic analysis reveals opportunities for RSC to attract more male and veteran students from its service region and documents the College Credit Plus (CCP) Initiative's impact on the average age of RSC students: the Fall 2018 average age without CCP is 24.8 whereas the average age with CCP is 20.3. These discrepancies and differences offer opportunities for growth as Rhodes sets priorities for its Enrollment Management Framework.

To assure alignment with programmatic and enrollment planning and budgeting priorities, revisions to RSC's mission are submitted during the last year of the Strategic and Institutional Effectiveness Planning Cycle. A team review of several departments' budgeting requests in Banner (**in Addendum 1a**) verified that requests must reflect individual areas' mission statements as well as alignment with the overall mission of Rhodes State. For additional information regarding the budgeting process, see Criterion 5.C.1.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Rhodes State College's mission statement is articulated to its constituents via numerous media. It is readily available on the college website, www.rhodesstate.edu, in numerous locations. In fact, a "Mission" link is prominently displayed along the bottom right side of *every* page of the website between "Campus Security" and "Site Map." The vision, mission and core values also appear on the "About Rhodes" page via "Institutional Information," and the President refers to Rhodes State's mission in her online "Message from the President." Because the Vision Statement appears in every RSC employee's email signature, correspondence both within and outside of the organization references and reiterates the mission/vision.

Additionally, the mission statement is included on campus informational and off-campus marketing documents read by the Team: the college catalog (immediately following the Message from the President), the standard course syllabi template, several randomly selected syllabi, and the *Rhodes in Motion Newsletter*. Finally, the college mission statement is prominently displayed in framed copies on the walls of campus meeting rooms including the Multi-Purpose Room and the President's Board Room. This transparency is concrete evidence of RSC's commitment to its mission statement of "Rhodes State College changes lives, builds futures, and improves communities through life-long learning."

This mission statement was affirmed by RSC faculty and staff, adopted by the Board of Trustees on May 21, 2013, and updated in September 2018 to include individual departmental mission statements as part of the regular review process. Team members reviewed The Extended Statement of Institutional Purpose (ESIP) document to confirm that it outlines the college's emphasis on teaching and learning as well as on public service and research.

Extending the ESIP to include regular review of the individual departments' mission statements assures that employees in all departments understand how their day-to-day and long-term activities support the vision and mission of Rhodes State. Team conversations with staff and faculty members

from academic divisions, academic support departments, and workforce development initiatives revealed that currently under discussion is the desire for the departments to transition from mission statements to statements of purpose.

Faculty and staff with whom the Team interacted lamented the amount of time it could potentially take for the 77 purpose statements to traverse the shared governance process yet conceded that although initiatives sometimes get "bogged down," the process does assure that "everyone has a voice." Campus leaders shared with the Team their hope that initiatives that are operational in nature can be streamlined for quicker turnaround time by a more meticulous vetting process during the yearly SWOT (Strengths, Weaknesses, Opportunities, Threats) Analyses at the departmental level prior to their moving into shared governance.

Via its Key Performance Indicators (KPI's) tailored to the respective area, RSC identifies relevant mission criteria for technical competencies, general education coursework, and workforce development initiatives. When asked how their day-to-day operations fulfill the mission of RSC, one faculty member who represents the college at its booth at the annual Allen County Fair shared that she is consistently impressed by the number of people who approach her to either inquire about Rhodes State programs or share a personal story about how RSC has changed their lives. A math faculty member described a 2012 STEM (Science, Technology, Engineering, and Math) Grant that covered the tuition of 1600 high school students in 19 school districts, affording them the opportunity to complete RSC college coursework through the College Credit Plus (CCP) initiative. These instances are prime examples of how RSC fulfills its mission in a myriad of ways.

According to ESIP documents viewed by the Team, Institutional Scope is one of five components of Rhodes States' Extended Statement of Institutional Purpose, the others being Curricular Focus; Environment; Core Functional Indicators of Effectiveness; and Training, Research and Service Functions. RSC's Vision is to be "the #1 Choice" to all its constituents, whether they are high school students getting a head start on their college careers by completing general education coursework; college students desiring the Associate of Applied Science, Associate of Applied Business, or Associate of Technical Studies degree for career entry; local employers seeking customized workforce training for their employees; or college students wishing to complete the Associate of Science or Art degree with aspirations of transferring to a four-year institution to complete a bachelor's degree or beyond. By clearly articulating its vision, mission, and core values to all potential and current constituents, James A. Rhodes State College is poised to achieve its goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

RSC's commitment to increasing and supporting diversity appropriately targets diverse populations in the 20/20 Vision Strategic Priorities: 1.1.2 Enhance existing high school relationships to increase student recruitment opportunities, including *underserved* populations; 1.1.3 Develop initiatives to attract and retain students *ages 25+*; 1.2.2 Integrate **culturally-specific** career and success coaching with academic and financial aid advising; and 1.2.4 Develop a mentorship program that includes **diversity training and awareness.**"

In its Access Mission Criteria of the Extended Statement of Institutional Purpose (ESIP), Rhodes clearly affirms its dedication to ALL students, including those from different cultures: "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." Embracing diverse cultures is reiterated in the General Education Core Skill of Global and Diversity Awareness (*RSC Catalog*). Graduates of Rhodes State College will demonstrate: 1. Appreciation for others as measured through effective interpersonal and collaborative skills with individuals and groups. 2. 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 (p. 23).

RSC is dedicated to respecting and recruiting diverse students not only in its policies and procedures, but also in its teaching and learning processes specifically the General Education Philosophy and coursework. All new students complete a First-Year Experience course (SDE1010) that addresses Critical Thinking and Global and Diversity Awareness as evidenced by a review of the master course syllabus. Two Student Learning Outcomes (SLO's) address the importance of respecting differences: "Students will be able to demonstrate an understanding of the value of human differences, and "Students will demonstrate understanding of the General Education Core skills and abilities:...(2) Global and Diversity Awareness." Additionally, the master course schedule lists Week 8 as devoted to "Diversity Discussion." However, it is unclear that any course assignments truly address diversity unless the "Fixed versus Growth Mindset Assignment" does so. Master syllabus developers and SDE 1010 course instructors may need to more clearly align assignments with each of the eight stated goals, particularly the two that address diversity.

Rhodes State's Student Affairs Department sponsors co-curricular activities that honor and celebrate differences. This year's calendar representative activities include a *Hidden Figures* viewing, Black History Month Celebration, Chinese New Year Celebration, Feminini-Tea Women's History Celebration, Walk a Mile in Her Shoes, and Veterans Day Celebration. Course-specific assignments also address diversity. For example, an English faculty member described an activity during which sighted students were blindfolded so that they could understand their low-sighted peers' need for a sighted guide to safely navigate the campus. The Criminal Justice Department Chair proudly asserted, "We don't just teach diversity. We *live* diversity."

Interim Monitoring (if applicable)

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.

Rating

Met

Evidence

Striving to fulfill its Vision as "the #1 Choice," James A. Rhodes State College's mission undoubtedly reflects its commitment to the public good: "Rhodes State changes lives, builds futures, and improves communities through life-long learning." True to both its vision and mission, RSC contributes to an educated citizenry via quality academic programs, a well-trained workforce, and numerous enrichment events, all of which improve the local financial and intellectual economy.

Program advisory boards comprised of "practitioners" in business and industry assist Rhodes State in keeping its programs relevant and current with industry standards. Local hospitals benefit from serving as clinical sites where they in many cases literally train their future employees. The Dental Hygiene Program's Free Dental Clinic is a perfect example of how Rhodes contributes to the physical well-being of community members and positively impacts the local economy. A team review of the "Rhodes State College Dental Hygiene Cumulative Services Spreadsheet" for August 2017 to May 2018 reveals a total cost savings to the community of \$1,135,616 and reports that 625 individuals received free services for the same time period. This is a win-win situation because dental hygiene students get firsthand experience that ensures that they can apply coursework to "real-world" situations, and the community members gain access to better oral health at no cost to them.

RSC also contributes to an enlightened citizenry through its sponsoring of extracurricular and co-curricular events that are generally open to the public. A review of the Student Activities Calendar verifies that programs have included a Veterans Day Celebration, Tension Prevention, Officer Transition Workshop, Constitution Day, and World AIDS Day. These events provide numerous opportunities for RSC students, staff, and faculty to interact and connect with local residents. Many take place in the Multi-Purpose Room, a tangible testament to the college's commitment to its community by providing a welcoming space for both RSC and community events.

RSC budget allocations demonstrate its understanding that educational responsibilities are at the forefront of its mission. Data shared with the team shows that in Fall 2017, 59% of RSC's budget was dedicated to instruction and academic support. A team review of the Rhodes State College

Budget Summary 2011-2018 document demonstrated that in Fiscal Year 2018, the College devoted \$9,774,344 to instruction and \$1,079,282 to academic support equating to 41.3% of the total budget expenditure of \$26,243,768.

Further evidence that RSC fulfills the "life-long learning" piece of its mission statement is the plethora of learning activities across the lifespan of its constituents, beginning with its child care centers licensed by the Ohio Department of Job and Family Services for children as young as six weeks (downtown Lima YMCA) up to the age of five (on-campus center). The College also offers Rhodesology Summer Camps to students in sixth through ninth grade. The College Credit Plus Program allows students in grades seven through twelve to earn college credit, giving them a head start on their college careers. Finally, RSC educates its "traditional" college students through its on-ground and online coursework and the Rhodes 60 Program offers Ohio residents aged sixty and above "to participate in selected undergraduate courses without a fee on a space available basis and are not required to take examinations since college credit is not awarded" (2017-18 Course Catalog, p. 12).

In all its document review and conversations with administrators, staff, faculty, and the Board of Trustees, the Team recognized RSC employees' commitment to their students, their colleagues, and the Lima community. In both the open faculty and staff sessions with the HLC team, Rhodes employees touted their mission with pride as they continuously provided examples of how RSC changes lives. Two board members stated it best when one proclaimed, "Rhodes State is necessary for this community because we have to provide the ways and means into higher education" and another simply echoed, "I am here to make a difference!"

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Serving constituents from age six weeks to sixty and beyond, Rhodes State is a mission-driven institution that educates and enriches the lives of residents in its 10-county service area in west-central Ohio. Located in Lima, Rhodes State has evolved from a technical institute to a comprehensive community college offering over 90 associate degree and certificate programs in addition to customized training for the local workforce. The college aspires to be "the #1 Choice" for all its constituents no matter their educational, career, or personal enrichment goals as articulated in its mission statement. Rhodes State *changes lives* by offering quality academic and technical programs. Rhodes State *builds futures* by providing the skills and aptitudes necessary for gainful and sustained employment. Rhodes State *improves communities* by providing extra- and co-curricular programs that celebrate diversity and positively impact the local economy. Rhodes stays true to its mission through the life cycle of its constituents by supporting *lifelong learning* and striving to fulfill its Vision of being "the #1 Choice."

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.

Rating

Met

Evidence

Rhodes State College follows policies and regulations to ensure its financial, academic, personnel and auxiliary functions operate with integrity to safeguard the institution. Throughout the Assurance Argument, copies of policies, regulations, and procedures are cited and provided. Examples include Computer Resources and Facilities Policy, the Use of College Outdoor Space Policy and Procedure, Rhodes State Freedom of Inquiry and Expression Policy. A series of Board policies and regulations (e.g., job description, governing style, code of conduct, operating structure, and annual calendar) govern RSC's Board of Trustees. These policies are readily available to employees of the institution by accessing the Rhodes State College intranet. RSC administrators assured the Team that campus leaders regularly announce and share important briefs with the public. Additionally, stakeholders may visit the campus to obtain public Board documents. Based on conversations with faculty and staff, the review team recommends that the College consider publishing Board and other committee agendas and minutes on the web to enhance transparency, garner interest and input from constituents, and expand the College's informational resources.

The institution has also promulgated general administration policies and regulations covering such issues as their Institutional Review Board, Policies of Sexual Harassment, Computer Resources and Facilities, and Drug Free/Tobacco Free Campus on the College's intranet. Additional policies (e.g., Purchasing, Supplies and Services, Equipment, Inventory Control, Gifts to the College, Disposal of Surplus Property, and Travel Expense Reimbursement Policy) govern financial operations. In the academic area, the college maintains a Freedom of Inquiry and Expression Policy that adheres to the freedom of inquiry and expression for learners and citizens accompanied by ethical and responsible obligations through truth and integrity. The college adheres to the Ohio Ethics Law regarding conflicts of interest and personal financial disclosures. Rhodes State College employees participate in training covering Title IX and Family Educational Rights and Privacy Act (FERPA). This broad collection of policies speaks to the institution's work in managing the complex issues of integrity that touch the many areas of college operations as well as stakeholder functions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The Rhodes State College catalog, student handbook, and website each serve as key sources of academic information and document the institution's compliance with clearly and consistently presenting information about the College for easy access to students and the community. In a variety of accessible methods, both in person and online, the college maintains program information and associated program requirements, admission information, financial data, accreditation information—both regional and program related—along with tuition and fees. The variety of methods to convey institutional information recognizes the different types of communication styles preferred by the campus community, allowing for individualization among the various units and programs of the College. Faculty and staff interviewed by the team confirmed the accuracy of the information the institution presents to the public.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Trustees of James A. Rhodes State College have legal, statutory, and fiduciary authority and responsibility for the college as defined in Chapter 3357 of the Ohio Revised Code." With nearly 70 years combined service, the Board of Trustees understands its purpose and the needs of the institution. Board members are conscious of their role representing the College in the community and listening to community constituents. Trustees noted some of the activities and memberships which allow them to interact with a wide variety of community members. Especially appreciative of Rhodes' ability to change lives, one Board member, a Rhodes graduate, recounted the story of how his college girlfriend (now wife) had encouraged him to attend Rhodes (even though he had never considered himself "college material"). This led to a successful engineering career and now a spot on the Board of Trustees, where he can give back to the school that changed his life. The review team believes that the dedicated Board is one of the strengths of the College, as Board members enthusiastically articulated their role and were able to cite several examples of actions taken in the best interest of the College.

To support the Board in its important role, policies exist to ensure that members operate with integrity. A code of conduct policy proclaims, "Members of the Board of Trustees are expected to display the highest level of ethical and professional conduct in their official capacity as Board members." This policy addresses the avoidance of conflict of interest or appearance of conflict of interest with respect to their fiduciary responsibility. The Board members indicated to the Team that they participate in training, professional development, and governance-related reading to ensure they are knowledgeable about policies and responsibilities. Such activities reinforce their role as trustees who delegate day-to-day management of RSC to the President/CEO and entrust academic matters to RSC's dedicated faculty. It was evident to the Team that the Board members are deeply committed to supporting Rhodes and take genuine pride in their roles. One Trustee declared, "I am a true believer in this organization and its mission!"

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

Rhodes State College promotes policies that address freedom of expression and the pursuit of teaching and learning in several ways. For example, the Board of Trustees Policy on Freedom of Inquiry and Expression states that the College “is committed to freedom of inquiry and expression in fostering personal discovery and development through teaching, learning, research, discussion, and publication.” In addition, the *Rhodes State College Faculty Handbook* underpins these statements by outlining a code of academic behavior, honesty, and ethics in Section IV: College Personnel. Team discussions with faculty and staff also confirmed an environment of academic freedom in and out of the classroom. The College demonstrates adherence to these policies through faculty engagement with students and in faculty interactions with administrators.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Rhodes State College acknowledges how it ensures integrity in the acquisition, discovery and application of knowledge by faculty, students and staff through appropriate policies and procedures in the Assurance Argument. The College ensures that it is responsible in the acquisition of knowledge through policies establishing and requiring the use of an Institutional Review Board for any research involving human subjects or animals. Additionally, the College's policies on Copyright/Royalties, Course-Related Materials/Products, and Licensing provide for responsible discovery and application of knowledge by all constituents. The Lima Campus Library publishes educational material and provides both faculty and students with materials regarding the ethical use of information. Furthermore, information literacy serves as a core skill and ability in the General Education student learning outcomes.

Rhodes State College's Academic Misconduct Policy clearly articulates forms of academic dishonesty and introduces the code of conduct to students through new student orientation. Additionally, students are provided guidance in the ethical use of information resources through a First Year Experience course and English Composition 1110. Moreover, academic integrity policies appear on all master course syllabi and in the student handbook, both reviewed by the Team. The student handbook outlines the college's policy on academic conduct, plagiarism, and honesty. Rhodes publishes a Code of Student Conduct policy used to investigate infractions of academic policies. A team review of the college's student complaint log provides evidence that the college enforces and adheres to the academic honesty policies.

It is evident that Rhodes State College maintains policies on academic honesty and integrity, makes the policies readily available, and enforces them.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Policies and practices exist to ensure that Rhodes State operates with integrity and acts in an ethical and responsible manner. The College's handbooks, orientation materials, and operating practices ensure that faculty, staff, and students are aware of and adhere to ethical guidelines. Policies are publicly available and guide the actions of stakeholders of the institution at all levels.

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).

Rating

Met

Evidence

Rhodes State College (RSC) offers three 65 credit hour associate degrees including the Associate of Arts, Associate of Science, and Associate of Technical Studies as well as 51 certificates with varying credit hours ranging from 6 credit hours (Pharmacy Technician) to 40 credit hours (Early Childhood Education) as listed in its *2018-19 Course Catalog*. Both associate degree and certificate programs are appropriate for the two-year sector in higher education. Rhodes' transfer courses and degrees follow the Ohio Department of Higher Education (ODHE) state-level guidelines. RSC general education core meets ODHE discipline-specific guidelines and learning outcomes as evidenced by a review of the ODHE website and the RSC catalog.

Three accredited programs (Business, Physical Therapy Assistant, and Electronic Engineering) serve as examples of currency and appropriateness with documented student performance. RSC appropriately differentiates academic requirements for each degree or certificate with learning outcomes established at the institutional, programmatic, and course levels. Learning goals are consistent across modes of delivery as documented in Course Master Syllabi; for example, a team review of two courses (Public Speaking and Computer Applications in the Workplace) *confirmed that the courses* reflect identical outcomes and note the difference in delivery mode on the 10 syllabi (per different instructors). RSC offers 6 fully online associate degree programs and 8 fully online certificates to accommodate students who wish to remotely complete coursework rather than attend on campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Since 2009, both the Associate of Arts (AA) and Associate of Science (AS) degrees have been serving the general education needs of Rhodes students who are preparing for university transfer. Rhodes State College has continually offered an appropriate and rigorous transfer general education core (a minimum of 6 credit hours of communication and math) as well as a minimum of 18 credit hours required arts & humanities, social and behavioral science, and natural sciences with an additional 12-15 credit hour aligned with the Ohio Transfer Module's (OTM) five general education categories. A review of the catalog and website verified that RSC aligns with the state required 36-40 semester credit hours in a distributed model of traditional liberal arts and sciences curriculum.

Rhodes students are engaged in learning both in the classroom and through a number of enhanced environments of laboratory experiences, clinical placements, practicums, and field experiences in professional settings. Several examples incorporate human and cultural diversity – a First-Year Experience course, general education coursework, community clinics, service learning, baseball leagues, internships, and student activities. The Physical Therapy Assistant Program requires 10 hours of service learning in the last technical course which is documented and assessed alongside clinical requirements as formal co-curricular learning. In addition to student learning, RSC scholarly and creative endeavors range from faculty participation in professional organizations, publications (e.g., poetry, articles, chapters in texts) to college-sponsored presentations at seminars, workshops, and conferences at local, state and national levels (e.g., American Historical Society, Ohio League of

Nursing, Ohio Mathematical Association).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

A Spring 2019 Office of Human Resources report reviewed by the Team demonstrates that Rhodes State College has a sufficient number of faculty as documented by 58 full-time and 195 part-time (including College Credit Plus [CCP] or dual credit) faculty records. Sufficient years of service are categorized on the Spring 2019 Spreadsheet with 73 of the faculty having more than 3 years of service; of the full-time faculty, 34% have served between 10 and 20 years, and 22% have served 21-31 years. Faculty credentials range from 20% associate, 43% baccalaureate, 32% masters, and .03% doctoral degrees. A well-documented RSC Faculty Credentials Policy with accompanying procedures describes course qualification requirements of the faculty according to teaching responsibilities. Appropriate faculty degrees range from doctoral (e.g., PhD., JD, DDS, DNP, EdD) to masters/baccalaureate degrees to approved exceptions/tested experience in applied curricula (e.g., real estate, criminal justice, culinary). The team selected/reviewed ten files in the HR Office as well as the detailed Faculty Credentials Spreadsheet and determined that instructors meet the established credentialing standards. Because the Higher Learning Commission has granted Rhodes State an extension (until September 1, 2022) for dual credit instructors to become compliant with current credentialing standards, those faculty members' files were not part of the Team's review.

The RSC overall student-to-faculty course ratio is 12:1 yet nursing faculty reported the great benefit of an 8:1 ratio in clinical settings to improve their ability to focus on student healthcare skill sets. A three-tiered faculty evaluation process includes 1) annual Performance Appraisal completed by a

Program or Department Chair, 2) student course evaluations, and 3) faculty observations by faculty content experts and academic chairs. All processes are geared toward improving instructional performance.

Professional development is encouraged through access to scholarly journals and research databases, faculty workshops, tuition waivers, and/or reimbursements. Professional development funding includes faculty attendance at national meetings, such as the Oncology Nursing Society Annual Congress, Ohio Society of Radiologic Technicians Annual Meeting, and the Association of American Colleges and Universities. New Rhodes faculty report that they receive training in technology systems as well as in institutional effectiveness/assessment. Faculty maintain a minimum of 10 office hours a week and the expectation of a 40-hour workweek. Several communication avenues are available for students to contact their instructors: office visits, email, phone, LMS, and/or video chat in a few courses.

A team review of Rhodes staff qualifications confirms that 11 program chairs are appropriately qualified with associate, baccalaureate, masters, and 3 have earned doctoral degrees from a range of Ohioan and online institutions; 3 distance learning staff are appropriately credentialed in visual/telecommunications; 12 Academic Success, 8 student affairs, 2 accommodative services, and 8 information systems staff possess credentials appropriate for their current roles at RSC. This group also confirmed that adequate support for professional development and institutional training exists.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Evidence

The catalog, website, orientations materials, and RSC pamphlets substantiate that Rhodes State College offers a range of appropriate student services that include admissions, academic advising, academic success center, accommodative services, testing center, career development, distance learning, financial aid, counseling services, and veteran/military member services. Specific documented services include virtual advising through the Cranium Café, early alert processes to help at-risk students, and assessments and employment assistance offered through Career Development. While these services appear to be adequate and comprehensive, the institutional organizational chart reflects vacancies in essential Student Affairs positions: Director of Financial Aid (not currently posted by HR), Director of Advising and Counseling (posted by HR on 4/26/2018), and Director of Off-Site Programs (posted by HR on 7/3/2018). These vacancies, coupled with data/student comments from the James A. Rhodes Student Survey, suggest that although employees working in under-staffed areas are serving students to the best of their abilities, the sheer number of students needing/seeking assistance may impede their ability to do so.

Based on a review of the organizational chart, student responses to survey questions, and conversations with faculty and staff, the Team is concerned that students may be frustrated because they feel their needs are not being met in a timely manner and current staff may be stressed because they are doing their best to serve students while juggling additional responsibilities. Because RSC has no defined timeline to fill open student support positions, important duties typically performed by those in vacant positions and/or plans for filling positions may not receive institutional attention until the Human Resources Director position is filled. the Team recommends that Rhodes State submit a monitoring report by January 1, 2020. Details appear under Interim Monitoring below.

RSC uses multiple measures (e.g., standardized test scores, specialized placement exam, high school

GPA, and letter grades in related prior courses) to determine appropriate placement in math and English. NextGen testing is also available to confirm placement. The Academic Success Center (ASC) provides professional and student tutoring, individual and group sessions to assist with time management, study skills, note-taking, test-taking, and academic success coaching along with learning resources (e.g., manipulatives, PC's, software, models). Severely underprepared students are referred to an Ohio adult education program in cases where more time and/or basic skills enhancement is required. Professional staff and faculty advisors report that they assist students with educational planning, registration, reinstatements, withdrawals, probation, financial aid appeals, and referrals.

A team member's tour of RSC's campus confirmed that RSC has adequate physical resources and a solid infrastructure (e.g., technology, labs, libraries, performance spaces, clinical sites, and museum collections) to serve students well. Upgrades have been made in digital radiography, robotics, videoconferencing equipment; further, over 1,100 desktop/laptops, including classrooms and open labs availability, 3-D printers, a Canvas LMS, specialty laboratories for cadaver and interactive A&P, and a family of healthcare simulators. As with all institutions serving technical programs, RSC understands that currency of equipment/software/hardware is vital to student learning in order to meet industry standards. The Team noted effective use of research and information resources "best practice" examples developed by many dedicated faculty and staff in the First Year Experience course, English composition and math courses, humanities and social science coursework, and many technical programs (e.g., PTA, dental hygiene, nursing). Reference librarians provide support and assistance with effective use of research and resources, appropriate citations, and presentation of findings as does the Academic Success Center.

Interim Monitoring (if applicable)

The Team recommends an interim report due by January 1, 2020, to include the following:

1. a detailed plan specifying how the college will assure adequate coverage of responsibilities in open student support positions to reduce student frustration and prevent undue stress on current personnel and/or
2. a detailed recruitment plan/timeline for hiring key student support personnel (Director of Financial Aid, Director of Advising and Counseling, and Director of Off-Site Programs) and
3. step-by-step process by which 1 and/or 2 will be completed until the vacant Human Resource Director position is filled

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.

Rating

Met

Evidence

Based on a review of student activities, the Team determined that co-curricular programming is appropriate for the institutional mission and contributes greatly to student learning. A range of activities and programs extend beyond the classroom (e.g., clinicals, co-ops, internships/externships, service learning, capstone projects, cultural retreats, career awareness, and an Honors program is in the planning stages). Many examples support co-curricular programming ranging from Red Cross blood drives, Toys for Tots, and food collections to scholarship fundraisers, special celebrations during Black History month, Women's History month, health/wellness fairs, and healthcare screenings. These events/activities formally align with general education outcomes, include embedded evidence-based research requirements, and are assessed within discipline specific courses/programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

Rhodes State College (RSC) offers associate degrees (AA, AS, ATS, AAB, and AAS) and 51 certificates in a range of professional programs geared to serve the employment needs of its community. Appropriate transfer coursework aligns with the Ohio Department of Education state-level guidelines with pathways specifically designed and appropriate for a community college mission.

Over 20 accredited programs (as do most RSC programs and certificates) include embedded general education learning outcomes. These are measured, assessed, and modified with carefully designed improvement strategies. RSC students are engaged in both on-ground and online enhanced learning environments as offered through labs, clinical placements, practicums, field experiences, internship/externships, capstone courses, course projects, service learning activities, and college events. Outcomes specified on the Master Course Templates viewed by the Team reflect that outcomes and curricular expectations are formally embedded within programs of study to explore evidence-based research and provide learning documentation of general education outcomes as well as course/program outcomes.

Faculty and staff are appropriately credentialed, experienced in their respective fields, and able to access ongoing professional development onsite, within the state/region, and at the national level. An evaluation process geared toward instructional/institutional performance improvement is in place.

Rhodes State offers a range of appropriate student services that includes admissions, advising and counseling, academic and student services support, and career development as well as specialized services to veteran/military members, distance education learners, and at-risk populations. RSC uses multiple measures for placement and assists student success in a myriad of ways (i.e., tutoring, virtual advising, adult education, success coaching, appeals, and referrals). Vacancies in key positions and student survey comments indicate the need for attention in this area.

Rhodes State has adequate fiscal and physical resources and infrastructure (e.g., technology, labs, libraries, simulators, hardware/software, clinical sites) to effectively serve student learning needs. As with all community colleges, RSC understands that currency of technology and information must meet employment needs and industry standards. Finally, RSC integrates co-curricular learning throughout a host of community events and activities that enhance the College's ability to "change lives, build futures, and improve communities."

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).

Rating

Met

Evidence

Rhodes' three-year cycle for internal program review is independent of accredited program reviews. Several operational groups (e.g., Academic Deans, Chairs, Coordinators, Outcomes and Assessment Committee) recently reviewed and revised this comprehensive process prior to its implementation in February, 2018. Meeting minutes from the Curriculum Committee (September 13, 2017) and the Outcomes & Assessment Committee (February 15, 2018) reflect review of this process. Discussions during the "Program Review" focus area session of the site visit confirmed that revision of the process included input from Deans, Chairs, etc. The focus area session also revealed that while a formal program review process was not in place for non-accredited programs from 2014-2017, annual program review for accredited programs and informal annual reviews to support the budget

process were conducted during this time. During the gap period, two significant changes occurred: a) transition from quarter to semester hours and b) revision of programs to comply with Ohio Department of Higher Education requirement for all associate degrees to comprise 60-65 semester hours. Program review resumed, and the documentation for Early Childhood Education Technology review was provided as an example of the revised process. An "Academic Program Review Rotation" document outlines the scheduled program reviews from FY18-FY23.

Review of the college catalog and section D.1 of the Ohio Articulation and Transfer Policy affirms that RSC follows state policies for transfer credit and articulation agreements, ensuring transfer of its courses to other Ohio higher education institutions. This includes approved courses that qualify as part of the Ohio Transfer Module, which directly emphasize at least one standardized learning outcome. RSC generates and provides Transfer Assurance Guides (TAGs) to assist students in choosing courses for their majors that are guaranteed to transfer. RSC has developed procedures and rubrics for evaluating prior learning and awarding credit for up to 30 hours of coursework. This new process is scheduled to be implemented Fall 2019. RSC uses Course Master Syllabi and maintains consistent faculty minimum credentials to ensure consistent course quality for all course sections.

A team review of three sets of instructor syllabi (Physics I, Corporate Accounting Principles, and Principles of Nutrition) confirmed standardization of student learning outcomes, grading, content, and policies. The Faculty Credentials Policy outlines credentials required for teaching various courses at RSC (general education, program specific, career and technical, lab/clinical, and developmental education). This document also includes criteria for exceptions (emergencies, emerging fields, and appropriate tested experience) as well as information regarding evaluation of international degrees. Per the HLC-approved extension agreement, dual-credit instructors who do not currently meet the minimum qualifications must complete a plan of study no later than September 1, 2022. A Spring 2019 alphabetical list of credentialed faculty (full-time, part-time, and adjunct) summarized the current status of each faculty member and confirmed compliance with HLC guidelines for qualified faculty.

RSC's curriculum process document outlines the three-phase process (operational, shared governance, and external) for curricular changes at both the course and program levels. The Curriculum Inventory Management (CIM) system allows those involved with curriculum revision to track changes and monitor progress. While this process has been implemented, according to team conversations, it is currently slow in moving from the operational to the shared governance phase. This inhibits RSC's agility in responding to community education needs, complying with ODHE mandates, and/or adapting courses/programs based on updated industry standards. The team therefore reiterates that maintaining regular committee meeting schedules is necessary for ensuring timely consideration of curricular changes and encourages Rhodes to develop and adhere to such a schedule.

A team review of an accreditation calendar affirms that programs at RSC are accredited/approved by appropriate external agencies through FY26. Fifteen site visits for specialized accreditations occurred between 2015 and 2018. The EMS site visit in 2017-18 led to changes in monitoring of student progress through the program by the Medical Director. Review of the "Paramedic Student Progress Report" verified monitoring of student progress every five weeks during the program.

RSC evaluates the success of its graduates in accordance with three mission criteria and associated Key Performance Indicators (KPIs): Lifelong Learning (KPIs: Attitude, Behavior, and Additional Degrees), Workforce Development (KPIs: Licensure/Certification Pass Rates, Employer Ratings, and Placement), and Transfer Preparation (KPI: Transfer Rate). The 2012-2017 KPI reports confirm that

the KPIs for Attitude and Behavior are currently under revision and that others have been consistently reported.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

RSC assesses student learning outcomes at the institutional, program, and course levels. The college catalog outlines the institutional learning outcomes associated with the general education core skills and abilities. These are assessed in the required first-year experience and capstone courses as well as through an e-portfolio of student writing samples. Each program collects writing samples from designated "portfolio" courses and places them into an electronic database. These samples are assessed using standardized rubrics for each core skill and ability. The capstone courses are designed for students to demonstrate integration of programmatic technical skills with General Education core skills and abilities. In addition, a general education assessment exam is administered during this course. Data are included in Key Performance Indicator (KPI) reports and combined into a Triangulation Report to improve general education at Rhodes. A General Education Assessment Committee discussed during the Criterion 3 & 4 Open Forum addressed the inconsistency in reviewing the Core Skills and Abilities within the capstone courses.

Program learning objectives are aligned with the institutional core skills and abilities. Technical programs are aligned with accrediting agency requirements; program assessment includes measures required by these agencies (e.g., pass rates on board exams). Review of representative syllabi showed that student learning objectives (SLOs) for courses are clearly presented on Course Master Syllabi and demonstrated that SLOs are shared across all sections/delivery models of a course. Course SLOs are assessed regularly based on a divisional schedule. An engagement audit report shows the number of courses assessed from 2012-2017 along with the number of SLOs identified, met and not met. A course-level assessment summary table viewed by the team showed that 30-43% of the courses were assessed, depending on division.

RSC's Strategic and Institutional Effectiveness Planning System Map confirms that this process uses assessment data as part of internal assessment to identify strategic issues/emerging trends and make strategic decisions. These decisions lead to a recursive process of development of assessment and implementation plans, followed by a new round of assessment and analysis. Strategic Planning

occurs on a three-year cycle, although discussion during the Program Review focus area session revealed that this had been extended to five years during the period when the college was transitioning from quarters to semesters and revising programs for compliance with semester-hour requirements. The Electronic Strategic and Institutional Effectiveness Planning System (e-SIEPS) is used for management of assessment at all levels.

Assessment Data Reporting tables over the five-year period from 2012-2017 clarified how assessment data is being used to implement changes and improve student learning. These include modularization of courses (developmental math), addition of prerequisites (Radiographic Imaging Program and AOT 2000), changes in activities and assessments related to information literacy (PTA 1200), addition of animations and discussions (BIO 1110), and addition of live chat office hours (BHS 1330). These assessment data are integrated into the Executive Summary reports provided by the Academic Deans to support the annual budget process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Met

Evidence

Initiated in 2006, the electronic Strategic and Institutional Effectiveness Planning System (e-SIEPS) captures data regarding retention, persistence, and completion. The 2012-2017 Key Performance Indicator Reports indicate that RSC KPIs for proportional retention (fall to fall), persistence (fall to spring and spring to fall), course completion, and degree completion (both 150% and 300% completion rates) are based on data retrieved from the RSC Banner System and IPEDS. Course completion data has become particularly important with Ohio's transition to a performance-based state subsidy model. Course completion rates were in the target range (70-79%) for the 2012-2017 reporting period (KPI #3). The retention and program completion rates at RSC were above the tech sector mean for both full and part-time students from 2012-2017 (KPIs #2 and #5). Mean persistence was approximately 78% for fall to spring and 69% for spring to fall from Fall 2012 to Fall 2017 (KPI #4). The fall persistence was consistent with the internal target of 70-79% while the spring rate was slightly lower than this institutional goal (KPI #4).

RSC has developed a Completion Plan specifically designed to improve institution-wide policy and procedure to directly impact student persistence and completion. The Plan identifies five areas of focus (Connection, First-Year Experience, Progress, Completion, and Workforce) and ten correlating initiatives. For each initiative, the document specifies strategies, leadership, collaborators, outcomes, metrics, and a timeline. The timeline for overall implementation of the plan was Jul 1, 2014-June 30, 2016. A SWOT analysis in September of 2016 found that there was progress on several of these initiatives, but also noted there had been limited focus on retention efforts. RSC's commitment to retention and completion is demonstrated by the 2017-2020 Strategic Plan. Strategy 1 of the plan is

"Create and scale initiatives that contribute effectively to retention, completion, success, and an improved student experience."

At the program level, the review process document includes enrollment and completion data as a component of part C (Student Success) of the program review documentation. Notes from faculty and advisory committee meetings for the Radiographic Imaging Program outlines concerns regarding low retention rates contributed to curricular changes in the program. An Assessment Data Reporting Table for the 2017-2020 cycle shows there is currently an initiative in advising to reduce the wait time to see an advisor. This initiative is tied to the persistence KPI as well as to student engagement and attitude.

The KPI Reports clearly identify data sources (in most cases, IPEDS data); however, IPEDS does not have persistence data, so these were instead extracted from Banner by the Office of Institutional Research.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

Rhodes has resumed its internal program review process following a period of revision. Currently, RSC conducts a comprehensive review of programs every three years as well as annual reviews for accredited programs and budget planning. RSC follows state policies for transfer credit and articulation agreements to ensure transfer to Ohio higher education institutions. Course Master Syllabi and uniform faculty credentials ensure course quality consistency across all course sections, including dual-credit offerings. RSC evaluates success of its graduates in accordance with three mission criteria and associated Key Performance Indicators (KPIs): Lifelong Learning (KPIs: Attitude, Behavior, and Additional Degrees), Workforce Development (KPIs Licensure/Certification Pass Rates, Employer Ratings, and Placement), and Transfer Preparation (KPI: Transfer Rate).

RSC assesses student learning outcomes at the institutional, program, and course levels. At the institutional level, general education core skills and abilities are assessed in the required first-year experience and capstone courses as well as through an e-portfolio of student writing samples. Well-stated program learning objectives are aligned with the institutional core skills and abilities; technical programs are aligned with requirements from the specialized accrediting agencies. Student learning objectives (SLOs) for courses are designed by faculty to be consistent with ODHE and accreditation guidelines. Assessment data used in the strategic planning process, and the Electronic Strategic and Institutional Effectiveness Planning System (e-SIEPS) allows efficient management of assessment at all levels. These course and program data initiate changes to improve student outcomes, and are integrated into the Executive Summary reports provided by the Academic Deans in the annual budget process.

In addition to assessment data, e-SIEPS captures data regarding retention, persistence, and completion. RSC has Key Performance Indicators (KPIs) for proportional retention, persistence, course completion, and degree completion. Course completion data has become particularly important with the change to a performance-based state subsidy model. Retention, persistence, and completion rates from 2012-2017 are consistent with institutional goals. RSC utilizes IPEDS for data when possible, with additional data extracted from the Banner system by the Office of Institutional Research.

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.

Rating

Met

Evidence

At Rhodes State College (RSC), a consistent stream of evidence supports the conclusion that RSC is well-positioned to maintain financial stability—evidence seen in official documents, both internal and external, reflects effective fiscal management and strategic planning. Evidence from financial documents gathered during team interviews demonstrates Rhodes State College's preparedness to meet future financial challenges. Further assurance is evident through successful grant-seeking activities averaging \$1.1 M annually.

Financial documents confirm that state appropriations increased through 2017, totaling 18.9% according to the Ohio Department of Higher Education (ODHE) and the Higher Learning Commission financial index for community colleges. The ODHE ratio analysis calculates three ratios to determine institutional fiscal health. In FY 2017, RSC's ratio measured 5.38 according to the HLC Composite Financial Index (CFI) which was favorably "above the safe zone." RSC's Chief of Financial Operations reports the more recent measurement could be even stronger at 7%. Additional assurance of RSC's financial well-being stems from the results of a state-appropriations-funding-formula (Performance-Based Funding) created to help stimulate revenue increases. RSC actually

benefited from this 2017 performance-based funding model, receiving more funding than from the previous enrollment-based funding model.

Although tuition revenue decreased due to reduced tuition for CCP student enrollments, declines in those revenues were offset by increased SSI revenues due to the higher CCP student course completion rate of 94% as compared to 70% rate for traditional students. Rhodes State College builds additional confidence in fiscal management by successfully maintaining a reserve fund of \$4.2 million to cover three months of expenses in the event of an emergency. RSC has avoided usage of the emergency fund over the past decade.

The institution has a well-developed process for budgeting and monitoring expense based on direct evidence provided in financial statements, meeting minutes, state contracts, shared budgeting agreements, budget reviews and formal audits. The addition of the planned downtown center (Center for Health Science Education and Innovation), however, catalyzes the need for expansion of human resources to accommodate growth in both student enrollment and staffing challenges. RSC provides financial and administrative support for a Director of Human Resources position whose responsibilities include the maintenance of job descriptions for minimum qualifications for staff employees, recruitment of qualified candidates by following Recruitment and Selection of Faculty and Staff policies and assurance of appropriate qualifications.

Rhodes State has also established a resource allocation process ensuring that elective redirection of resources not considered instructional or academic does not adversely affect resources allocated for educational purposes. Ten years of financial records provide evidence of RSC's ability to support instruction both directly and indirectly. A combination of tuition revenue, state appropriations, and external grants related to education initiatives confirms that nearly half of budget expenditures are dedicated to instruction and academic support. RSC continues to search for external grant funding to support educational needs; as of FY2017, the ten-year total award for educational initiatives was \$10 M.

The Campus Master Plan documents the "summary of space" totaling half-a-million square feet and 60 acres of land dedicated to facility development. Currently 10 academic and administrative buildings and a maintenance garage are located in that space. A unique sharing agreement between RSC and OSU-L assures efficient use of space and resources, one example being the library.

The two institutions pledge to maintain a unified campus aesthetic as part of the collaborative planning for the Campus Master Plan. The collaborative approach for a cost-share agreement between the two institutions reflects a variation in shared costs based on each institution's enrollment. In FY2017, for example, RSC paid 67.8% of the total cost share. This agreement between OSU and RSC is one example of the ongoing collaboration between RSC and OSU that enables both institutions to anticipate and individually plan for future expenditures and potential collaborative initiatives for Capital Appropriations.

Constituents' confidence in and support for RSC is further enhanced by RSC's \$18.25 allocation dedicated to the construction of the downtown Center for Health Science Education and Innovation, currently under design. Health science students and instructors will benefit from state-of-the-art learning labs comparable to on-campus labs in the simulation center for nursing and dental hygiene. Local residents will benefit from access to health care in downtown Lima. The Center will undoubtedly stimulate new businesses and add to the local tax base. RSC's trustees sincerely value the impact that such a center will have on the community as well as the benefits it will bring to all constituents.

The Center for Health Science Education and Innovation will undoubtedly uncover vast opportunities for education, collaboration, enrichment, and community service to the residents of Lima and the students, faculty, and staff at Rhodes College. Unforeseen challenges may also arise due to the unique nature and off-campus location of the facility. Therefore, the Team recommends that Rhodes State consider multiple management styles for assuring that the College meet the human resource challenges inherent in staffing and managing employees at an off-site, shared facility that is open to the public.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

As noted in 2C, Trustees of James A. Rhodes State College have legal, statutory, and fiduciary authority and responsibility for the College as defined in Chapter 3357 of the Ohio Revised Code. RSC employs policies and procedures to engage its internal constituencies in governance-- including the Board of Trustees, the administration, faculty, staff and students. A Shared Governance System (adopted in 2008) depends upon input from a broad representation of students, faculty, staff, administrators, Faculty Senate, and the Board of Trustees. An organizational chart published on the RSC website consists of Committees, Councils, and College Senate. Selected student, staff, and faculty members represent their respective groups.

By design, RSC administrators, faculty, staff, and students participate in setting academic requirements, policy, and processes by engaging in cross-functional decision-making as described in the Shared Governance Process. This cross-functional engagement assures collaboration and access to the Shared Governance System. The President exercises final administrative approval for Shared Governance actions and recommends decisions that require approval by the RSC Board of Trustees. However, this process has immensely slowed the curriculum approval process and costs the institution speed-to-market time with new/innovative curriculum. One possible solution mentioned in an on-site open session is to develop a process/system (perhaps a rubric) that enhances the vetting process in the initiating department before ideas move forward in the shared governance system. This would expedite the process from there forward.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

RSC aligns its resources according to mission-related priorities. Examples include assessment data that noted necessary updating and replacement of radiographic room equipment in the Tech building and the purchase of teaching lab equipment at the high end of \$100K. The first alignment required how the equipment would meet operational planning objectives and priorities. Evidence included cost estimates and planning a positive impact on student learning outcomes with improved accessible technology. Also considered were predicting trends in the industry for technicians' future needs.

RSC budgeting artifacts and processes readily support its commitment to student learning. RSC's Strategic and Institutional Effectiveness Planning System (SIEPS) aligns results of planning achievements as well as feedback from external audits, surveys, accreditation and approval agencies to monitor and guide budgeting for continuous improvement. College faculty and staff are well aware of the three-year Program Review cycle. 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, widely regarded as the nation's most competitive and prestigious recognition for community colleges.

RSC recognizes the value of students as both internal and external constituent groups by administering a series of on-campus surveys at the beginning of the next three-year planning process (2017-2020). RSC will utilize results to set priorities for addressing institutional strengths, weaknesses, opportunities, and threats as part of the three-year planning process. RSC considers projected revenue when determining enrollment. Because enrollment impacts revenues, significant growth in College Credit Plus (CCP) enrollment (51% of overall enrollment) necessitated reallocation of resources.

Three other tools utilized by RSC to align its planning processes with the Mission include The

Technology Master Plan (RL_TMP 2017-2023), the most recent Annual Report (KR122 Annual Report 2016-2017), and the current Enrollment Management Framework (RR39_Enrollment Management Framework) which address RSC's capacity to manage enrollment and support institutional revenue.

The college is keenly aware of challenges facing institutions of higher learning (e.g., changing demographics, technology demands, and globalization), each requiring multi-level planning constructs and contemporary research. RSC commits necessary resources for professional research teams to specialize in long-range two-to-three year measurements to help RSC develop a summative evaluation of emerging factors. Using SWOT Analysis research (eSIEPS 2012-2017 Engagement Audit Program/Unit and Administrator Level SWOT), RSC's faculty, staff, and administrators reflect on and assess the institution's past and current condition/capacity to prepare for the future.

Additionally, RSC benefits from collaborative relationships with industry and research-based training activities, including the following: a) increasing wireless access points from 64-to-239 across campus, b) upgrading to a nationally known management-information-system with new providers, c) upgrading scholarship application software by moving to cloud-based and mobile-friendly software to improve the evaluation process, and d) providing access for all users resulting in a 143% increase in applicants. RSC's willingness to collaborate is evidenced by its partnership with a certified Training Center with multiple manufacturing plants in Ohio. This partnership with Mitsubishi Electric, a customer of Honda of America, is one example of how RSC's collaborations with the business community expand opportunities for both students and incumbent workers.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

RSC submitted an abundance of evidence attesting to its commitment to the RSC Mission including numerous reports that provide a basis for identifying learning and operational improvements. Institutional performance of General Education and program technical competencies is documented in institutional key performance indicators. An example is the so-called “Compass Rose” viewed as a proven institutional model that captures Rhodes’ commitment towards achieving comprehensive efficacy. The RSC mission is centric to attaining the highest level of institutional effectiveness displayed throughout the RSC Assurance Argument. RSC publicly displays the College Mission criteria and subscribes to the belief that a host of key performance indicators measure success.

RSC acknowledges that Institutional Mission Criteria are assessed through institutional Key Performance Indicators (KPI) that are analyzed to improve operations, including teaching and learning. In addition, while institutional effectiveness (IE) is evaluated through KPIs, most improvements occur at the unit level through operational actions developed to impact. RSC submitted two examples of “unit level” action: (1) RSC’s 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%) and (2) RSC’s Office of Assessment and Quality Improvement worked to create a structure for organizing and deploying online course evaluation (EvaluationKit). RSC submitted ample evidence (numerous action examples) suggesting that the College is committed to using assessment information from its operations to improve performance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

Rhodes State College maintains fiscal 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 college Mission and realistic for the RSC'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 collaboratively engage faculty, staff, students, and administration in governance to determine academic requirements and design institutional processes/policies. The Board of Trustees fulfills its fiduciary and governance responsibilities at regularly-scheduled meetings. As stated in Criterion 2, the Team recommends that agendas and minutes from the Board and other college committee meetings be published on the college website and saved on the college Intranet to increase accessibility and transparency.

College-wide assessment is incorporated into student learning, evaluation of operations, planning, and budgeting. Institution-wide planning solicits input from internal and external constituencies on a regular basis in alignment with RSC's 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. The institution provides ample documentation that it learns from its operational experience and applies that learning to improve its institutional effectiveness, to prepare for its future capabilities, and to support sustainable systems in academic programming, institutional and student services, resource maintenance and development, and strategic planning.

The construction of a state-of-the-art healthcare facility in downtown Lima will increase opportunities for Rhodes State to educate its students, engage with its faculty, and positively impact its community. With increased opportunity come additional (and sometimes unforeseen) responsibilities. In many cases, institutions seek assistance from education professionals who have experienced similar growth. Rhodes State will need to determine if outside assistance is warranted, and if so, earmark funding that may in the long run save the institution money.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met With Concerns
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

1/1/2020

Report Focus

1. *a detailed plan specifying how the college will assure adequate coverage of responsibilities in open student support positions to reduce student frustration and prevent undue stress on current personnel and/or*
 2. *a detailed recruitment plan/timeline for hiring key student support personnel (Director of Financial Aid, Director of Advising and Counseling, and Director of Off-Site Programs)*
 3. *process by which 1 and/or 2 will be completed until the vacant Human Resource Director position is filled*
-

Conclusion

Based on the evidence provided in its Assurance Argument and interactions with constituents on the James A. Rhodes State College (RSC) campus, the Team asserts that RSC meets the criteria for continued accreditation and is eligible to choose its pathway. Faculty, staff, administrators, and trustees genuinely understand and wholeheartedly support the college's succinct mission of "Rhodes State College changes lives, builds futures, and improves communities through life-long learning." Regularly reviewed by all constituents and intricately linked to planning and budgeting decisions, the mission guides all aspects of the institution.

Rhodes State has evolved from a technical institute to a comprehensive community college with policies and procedures in place to assure integrity and ethical conduct of all its constituents. Board of Trustees support the mission and vision of Rhodes State while delegating daily management to the President. RSC's associate and certificate degree programs include embedded general education outcomes, and master course syllabi ensure that student learning outcomes are consistent no matter the delivery mode of the course.

Appropriately-credentialed faculty oversee the curriculum by engaging in assessment activities and regular program review via the committee structure and shared governance system. Qualified staff offer various forms of academic support to RSC students to assist them in achieving their academic or workplace goals. Rhodes State evaluates student success in relation to three mission criteria and Key Performance Indicators as well as monitors data on student retention, persistence, and completion.

Rhodes State is a fiscally-responsible institution with the human, physical, and financial resources to necessary to fulfill its mission. The budgeting and planning processes are inclusive and intricately tied to the mission. Resource allocations align with mission priorities. Properly credentialed faculty and staff work together to instruct and support student learning in high-quality facilities. Once completed, the Center for Health Science Education & Innovation in downtown Lima will serve as a tangible example of RSC's commitment to the needs of its community, its desire to increase educational opportunities for its students, and its confidence in the talented faculty and staff dedicated to student success.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer's findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team's final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

Submission Instructions

Federal Compliance reviewer: Email this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

Team chair: Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheets to HLC at finalreports@hlcommission.org.

Institution under review: James A. Rhodes State College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Benjamin F. Young

I confirm that the evaluation team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

All materials provided by the college demonstrate that the institution has a policy for awarding credit, including a definition for a credit hour and how it measures appropriate student contact hours. The syllabi submitted in the Federal Compliance Filing (Filing) and upon request by the reviewer are consistent with this policy. The reviewer took special note of the high credit

hour courses and the courses and programs taught outside the college's start and stop dates (see Appendix A). The identified programs outside the normal start and stop dates are divided into three categories: One Night a Week (ONAW), Basic Police Academy, and College Credit Plus (CCP). The CCP program houses the dual credit coursework taken by high school students on-campus, online, and at the high schools. The reviewer acknowledged and accepted the fact that high school calendars may vary slightly from that of Rhodes. Descriptions of the three programs were provided in Appendix A of the Filing.

Additional monitoring, if any:

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college student grievance policy (Policy 11.1, Rhodes State College Student Complaint/Grievance Policy) defines what can and cannot be grieved. Grade appeals are excluded from the policy and deemed, by the reviewer, appropriately covered by college Grade Appeal Policy. There are informal and formal procedures within the policy. The Filing contained a log of student complaints, dated 2011 through 2018, with identified resolutions. The Filing also contained a segment that highlighted several examples of how the college takes, on an annual basis, what it learns from the student complaint information and what, if any, actions were undertaken because of that information. The policy identifies responsible parties and even includes an avenue for non-credit students to lodge complaints regarding the office of Workforce, Economic Development and Continuing Education on an annual basis. Overall, the policy and procedures represent acceptable practice in a higher education setting and adheres to HLC expectations.

Additional monitoring, if any:

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution's transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

- Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college, through evidence provided notably in Appendix D of the Filing and Rhodes State College Course Catalog 2018-2019, has a well-reasoned transfer policy and describes in detail how the transfer to Rhodes works. As an Ohio public institution, it adheres to The Ohio Articulation and Transfer Policy which stipulates that transfer credit is determined by an analysis of course subject content and credit hours. The transcript evaluation process is clearly outlined, and an appeals statement is included for those instances in which the student with potential transfer credit disagrees with the outcome of the review process. In addition, students can earn articulated college credit while in high school through two processes outlined in Appendix D. Prospective and currently enrolled students can learn about the various forms of articulated credit acceptable at Rhodes from their high school counselors, the Ohio Department of Higher Education website, the Rhodes website, and the Rhodes College catalog. On its website, the college publishes information on transfer articulation agreements with neighboring higher education institutions; this includes public and private institutions and a column showing which Rhodes academic degree programs will articulate to the receiving college. In addition, the Filing contains evidence that the college tracks, since Fall 2012, the number of students to whom it has awarded transfer credit (over 11,000) and the total of students who have received already evaluated transfer credits (almost 2,900). COM1110 English Composition and PSY1010 are the two courses most transferred to Rhodes; The Ohio State University-Lima ranks first in the number of students (288) receiving transfer credit. The reviewer and evaluation team conclude that Rhodes State College meets HLC expectations.

Additional monitoring, if any:

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Based on the reviewer's reading of the statement provided in the Filing, the college holds the faculty member teaching online courses responsible for verifying the student's identity for enrollment. Because students are required to change their initial college-issued passwords upon their first log-in, this process ensures students will possess a unique username and password before enrollment in classes. The college indicated that students have 160 days (a reasonable timeframe) to change their passwords. To protect the student identity process, the college locks the accounts of students who do not log-in before the deadline. This method of student identity verification for online courses meets Federal requirements. Rhodes charges an additional course fee of \$10.50 per credit for online courses. In Appendix G, the college produced three links that notified students of the distance education fee. The additional costs are primarily disclosed on the college's website and in the catalog.

Additional monitoring, if any:

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.

- The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
 - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the

team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
 - Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college provided clear evidence that it meets its Title IV Program responsibilities, with the most recent recertification occurring on March 6, 2018. The annual audits for the last three years of 2016, 2017, and 2018 revealed no weaknesses in processing and awarding of financial aid. College composite ratios for 2015, 2016, and 2017 fell “Above the Zone,” and deemed acceptable by HLC. The college has a home page (www.rhodesstate.edu/security) devoted to the Clery Act Annual Security Report, published by the Director of Safety & Security. The director is joined by the Vice President for Student Affairs and Vice President for Finance and Business for ensuring crime and financial aid disclosures to the public and students are made. The college does not field intercollegiate athletic teams. The default rates for the three most recent years (FY2013, FY2014, and FY2015) ranged from 16.7%, 19.5%, and 16.7% respectively. These default rates are in line with United States Department of Education guidelines, yet the college is advised to shore up its default management plan as the rates are within reach of the 25% threshold that mandates prevention strategies. The Student Right to Know Information is published in the catalog, and supportive data can be found on the college’s website. Satisfactory Academic Progress and Attendance Policies are clearly stated in the catalog, including financial aid policies describing satisfactory academic progress processes. Related policies regarding student standings (withdrawal and class attendance) are outlined in the student handbook. The college has no contractual agreements; current consortium arrangements are presented in Appendix Q. The information provided outlines the purpose of each relationship and the dates of operation for the consortium relationships.

Additional monitoring, if any:

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college publishes and informs the public of its institutional programs, fees, policies and procedures based on the reviewer's examination of multiple websites and documents provided. Appendix R provided links to the current (2018-2019) student handbook and course catalog. In addition, links for required disclosures were listed in the Federal Compliance Filing, pages 14-15. These included HLC Institutional Disclosure Data, DOE Gainful Employment, Net Price Calculator, NC-Sara, Ohio Suicide Awareness, FERPA, Financial Aid Disclosure, Types of Financial Aid, Textbook Information, Student Copyright Infringement, Entrance and Exit Financial Aid Counseling, and Clery Act report. The college has a timeline for publication of the catalog, which is August 1st of each year. This timeline allows for accurate information to be distributed to new, incoming students prior to the start of the semester. Each page in the electronic catalog is assigned an owner and has a cabinet level workflow approval process. Tuition and fees are approved by the Board of Trustees in adherence to the Ohio Revised Code regarding annual and regular approval as required by the Ohio Department of Higher Education. Appendix S contained a series of websites housing timely and accurate required information pertaining to college programs, fees, and policies for current and prospective students. The reviewer sampled a number of these websites and found pertinent information (ranging from Gainful Employment to Accrediting Bodies to Approval Bodies) offered in a manner deemed understandable to the intended parties.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
 - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.

- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A sample of advertising and recruiting materials was provided in the Filing. These items reflect the composition of the student body and faculty-staff in terms of gender and race/ethnicity. Names and links for sections of the college’s website containing advertising and recruiting information were posted in the Filing, page 17. The HLC Mark of Affiliation was pulled up and located under “Accreditation>About Us. “

Additional monitoring, if any:

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college provided evidence of a Program Review Process that is designed to assess academic programs and to facilitate continuous improvement. Academic programs follow a common practice of submitting required evidence on a three-year cycle governed by the Office of Academic Affairs. There are three foundational criteria: (1) Curriculum, (2) Program Management, and (3) Student Success. Narrative reports based on data analyses provide vital information on student persistence, retention, and completion helping determine the financial impact of each academic program. The Office of Institutional Research develops performance reports and publishes the reports internally in its SharePoint system. The reviewer noted that Rhodes uses the College Scoreboard to gauge student success and entrusts the President's Cabinet to appropriately apply student outcome data to strategic planning and key decision-making.

Additional monitoring, if any:

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college makes student outcome data readily available to internal and external constituents. The 2018-2019 edition of the Course Catalog and the student handbook were presented in Appendix R. Specifically, the college publishes an array of student academic achievement data on its Institutional Data page, accessible via the quick link feature on its website. Data includes retention, graduation/completion, and persistence. Also available are links to the net price calculator, Clery Act Report, tuition and fees, and accommodation services for students with disabilities. The reviewer recommends that the College consider presenting its student academic achievement data by program, race/ethnicity, and gender.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.

- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

There are no issues with Rhodes’s ability to communicate to HLC and the public its relationships with the state of Ohio and other accrediting bodies. The college displays the standing of all its accredited programs throughout the website. Each academic program has its own homepage listing its accrediting and approval body. On pages 21-23 of the Filing, the college lists accrediting bodies and approval bodies for which it has an ongoing relationship. In addition, the HLC Mark of Affiliation is found under the Accreditation tab. The reviewer considers this item appropriately addressed.

Additional monitoring, if any:

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the appropriate section of its report in the Assurance System.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.

- The evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college provided evidence of an extensive list of targeted constituencies that received the notice giving them the opportunity to comment on the onsite comprehensive visit. Notices went out via news releases, newspaper ads, social media, and college website. Notices were sent to students, employees, advisory committees, Board of Trustees members, Foundation Board members, industry partners, alumni, College Credit Plus Partner Schools, Work-based Learning Partners, and the local community.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
 - Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.

- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college does not offer direct assessment or competency-based programs.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Courses:

Review includes all submitted high school courses and courses for programs (that normally exceeded four credit hours) falling outside the institutional start and end dates. In addition, the reviewer requested and received a sample of at least one course for each of the three of Summer 2018 terms and a series of matching syllabi for online and traditional taught courses for each of the three academic divisions (most from Fall 2018 semester). A total of five matching sets of syllabi came from the Arts and Sciences Division; six matching sets from the Business, Technology and Public Services Divisions; and four matching sets from the Health Sciences Division (all ran over eight-week term).

BHS 1750	Intro to Pharmacy Technician	6 credits
EMS 1120	Advanced EMT	8 credits
EMS 1580	EMT-Basic	7 credits
EMS 2220	Paramedic II	13 credits
NSG 1423	Med-Surg I for the LPN to RN	6 credits
NSG 1520	Foundations of Nursing	8 credits
NSG 1523	Adult Health I	6 credits
NSG 2522	Adult Health II	6 credits
NSG 2525	Essentials of Nurse Practice	9 credits
PNS 1202	Adult Medical-Surgical Nursing	10 credits
LAW 2820	Basic Police Academy II	11 credits

EDU 2200	Special Topics: What to do When—Practical Strategies for Challenging Behaviors in the Preschool (hybrid)	3 credits
BHS 1711	Pathophysiology for Health Care (traditional)	2 credits
PNS 1204	Maternal-Child Nursing (traditional)	5 credits
HST 1610	America to 1877 (traditional)	3 credits
HST 1610	America to 1877 (online)	3 credits
MTH 1260	Statistics (traditional)	3 credits
MTH 1260	Statistics (online)	3 credits
PSY 1010	General Psychology (traditional)	3 credits
PSY 1010	General Psychology (online)	3 credits
COM 2400	Composition & Literature (traditional)	3 credits
COM 2400	Composition & Literature (online)	3 credits
COM 2110	Public Speaking (traditional)	3 credits
COM 2110	Public Speaking (online)	3 credits
ACC 1010	Corporate Accounting Principles (traditional)	4 credits
ACC 1010	Corporate Accounting Principles (online)	4 credits
CPT 1040	Introductory Computer Applications (traditional)	1 credit
CPT 1040	Introductory Computer Applications (online)	1 credit
MGT 1010	Principles of Management (traditional)	3 credits
MGT 1010	Principles of Management (online)	3 credits
MGT 2010	Organizational Behavior (traditional)	3 credits
MGT 2010	Organizational Behavior (online)	3 credits
MGT 2000	Human Resource Management (traditional)	3 credits
MGT 2000	Human Resource Management (online)	3 credits
ACC 2250	Principles of Federal Income Tax (traditional)	2 credits
ACC 2250	Principles of Federal Income Tax (online)	2 credits
BHS 1390	Medical Terminology (traditional)	2 credits
BHS 1390	Medical Terminology (online)	2 credits
BHS 1711	Pathophysiology for Healthcare (traditional)	2 credits
BHS 1711	Pathophysiology for Healthcare (online)	2 credits

BHS 1160	Medical Law & Ethics Healthcare (traditional)	2 credits
BHS 1160	Medical Law & Ethics Healthcare (online)	2 credits
BHS 2110	Growth and Development: Lifespan (traditional)	2 credits
BHS 2110	Growth and Development: Lifespan (online)	2 credits

Programs:

Associate of Arts Degree--Sociology

Associate of Arts Degree--History

Associate of Science Degree—Registered Nursing

Associate of Applied Science Degree--Business Administration

Associate of Applied Science Degree--Early Childhood Education

Associate of Applied Science Degree--Web Programming/Computer Programming

Associate of Applied Business Degree--Marketing

Associate of Technical Studies

Human Resources Management Certificate

Real Estate License Certificate

James A. Rhodes State College (College) Federal Compliance Filing and Assurance Argument

College Website (www.rhodesstate.edu)

Rhodes State College Course Catalog 2018-2019

Rhodes State College HLC Substantive Change Application: "Change of Length of Term Affecting Allocation of Credits," 2012

Rhodes State College Student Handbook

Ohio Department of Higher Education, [Class Instructional Minutes Requirement](#)



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: James A. Rhodes State College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

The college's academic calendar and term lengths, including an array of irregular/flexible sessions, fall within the range of best practices for higher education institutions. This judgment was based on an examination of the college's catalog, Federal Compliance Filing Appendix A, and discussion with the college's Vice President for Institutional Effectiveness and Assistant to the President for Planning/ALO regarding course length and academic organization. In addition, the college provided a thorough justification for its high credit courses and programs outside the normal institutional start and stop dates. The reviewer examined the high credit courses and adjudged that they met the policy for awarding credit. Please note the college is organized in three academic divisions: Arts and Sciences; Business, technology and Public Services; and Health Sciences (which includes Allied Health and Nursing). The fall and spring semesters are 16

weeks (15 weeks of instruction with one week for final exams) in length and include a first eight-week term and a second eight-week term. The summer session is composed of a first five-week term, a ten-week term, and a twelve-week term. The college submitted documents in the Federal Compliance Filing (Filing) displaying the number of credit hours awarded and course format for each credit hour designation. The academic calendar is readily available on the college's website.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm

for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

- Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
 4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
 6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

Courses:

Review includes all submitted high credit courses (normally beyond four credit hours) and courses for programs that fell outside the institutional start and end dates. In addition, the reviewer requested and received a sample of at least one course for each of the three of Summer 2018 terms and a series of matching syllabi for online and traditional taught courses for each of the three academic divisions (most from Fall 2018 semester). A total of five matching sets of syllabi came from the Arts and Sciences Division; six matching sets from the Business, Technology and Public Services Divisions; and four matching sets from the Health Sciences Division (all ran over eight-week term).

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Programs:

Associate of Arts Degree--Sociology

Associate of Arts Degree--History

Associate of Science Degree—Registered Nursing

Associate of Applied Science Degree--Business Administration

Associate of Applied Science Degree--Early Childhood Education

Associate of Applied Science Degree--Web Programming/Computer Programming

Associate of Applied Business Degree--Marketing

Associate of Technical Studies

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

The college does have a policy on how its awards credit for all types of courses regardless of term or session taken. The Ohio Department of Higher Education's Class Instructional Minutes Requirement, covering all formats of delivery of instruction including lecture, discussion, labs, clinicals, practicums, etc., is followed by the college. Specifically, the guidelines establish the baseline for offering degree programs and awarding credit for college work. The college's policy calls for one credit hour to equal one contact hour plus two out-of-class hours per week over 15 weeks and for the equivalent amount of work over a different amount of time. As such, a three-hour credit course would require 45 contact hours and an additional 90 hours of out-of-class work. Given the sizable number of Rhodes classes beyond four credit hours, the reviewer examined all that were listed in the Filing. All courses were found satisfactory.

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

The college makes clear on its standard syllabi the expectations of students beyond the classroom or online experience. These expectations are expressed in the form of meeting assignments, program learning outcomes, student learning outcomes, course participation requirements, and lab/clinical academic activities.

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes No

Comments:

College policy and practices follow state guidelines. Regardless of format (online, hybrid, or traditional), the reviewer found a match in studying course syllabi between intended student learning outcomes and clear expectations of student achievement within course grading timeframes. It was noted by the reviewer that college policy limits the total number of credit hours students can attempt to 21 for a semester and 15 for the summer terms. While these figures exceed the norm for full-time enrollment (normally 12 for semester and six to nine for summer), they are deemed acceptable given the quality of academic advising staff and information available.

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The college's policy follows Federal and state policy and represents good practice.

2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The review of sample course syllabi in the academic programs and submitted syllabi in the Filing confirmed that the college's credit hour policy is followed across the three academic divisions. The college's website contains easily reached academic information for each degree and certificate, including courses, faculty, overview, and concentrations, if applicable. The college is applauded for how it displays academic program information.

- b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

Yes. The sample examined adhered to college policy.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

College policy is followed. For example, the LAW 2820 Basic Police Academy II course is a prime example. It carries 11 semester credit hours. A total of 728 hours must be completed for the student (candidate) to sit for the state's peace officer exam. As such, the candidate must complete 43,680 minutes (60 minutes X 728 hours). The candidate's hours are audited at the end of a specified period by the state compliance officer. Any hours that are missing must be made up, or the candidate may be disqualified from certification.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

The learning outcomes included in the sample of syllabi courses for alternative-delivery and/or compressed-format courses and programs are reasonable, provide evidence of rigor, and confirm that the college's credit hour policy is consistently applied. In sum, alternative-delivery and /or compressed-format courses are the same as face-to-face offerings.

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

This judgment is based on the reviewer's analysis of sample course syllabi.

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution’s credit hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This

worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction

1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

Yes No

Comments:

NA

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

NA

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

NA

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

NA

B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, if Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

College does not operate on clock hour formula.

Identify the type of HLC monitoring required and the due date:

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	James A. Rhodes State College, OH
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Visit to include a Federal Compliance reviewer: Dr. Benjamin Young.
DATES OF REVIEW:	3/25/2019 - 3/26/2019
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: NO CHANGE

Degrees Awarded: Associates

Recommended Change: NO CHANGE

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2008 - 2009

Year of Next Reaffirmation of Accreditation: 2018 - 2019

Recommended Change: 2028-2029

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: NO CHANGE



Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change: NO CHANGE

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: NO CHANGE

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: NO CHANGE

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Interim report due 1/1/2020 – Student Support Personnel

Institutional Data

Educational Programs

Undergraduate

Certificate	51	_____
Associate Degrees	46	_____
Baccalaureate Degrees	0	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Institutional Status and Requirements Worksheet

None

Recommended Change: NO CHANGE

Additional Locations

None

Recommended Change: NO CHANGE

Correspondence Education

None

Recommended Change: NO CHANGE

Distance Delivery

11.0202 - Computer Programming, Specific Applications, Associate, AASCPC-AAS in Digital Media

11.0202 - Computer Programming, Specific Applications, Certificate, CB3003-Certificate in Digital Media

11.0202 - Computer Programming, Specific Applications, Certificate, CB3005-Certificate in Video and Graphic Specialist

11.0202 - Computer Programming, Specific Applications, Certificate, CB3014-Certificate in Pre-Gaming Design

11.0202 - Computer Programming, Specific Applications, Certificate, CB3015-Certificate in Web Programming/Computer Programming

11.0202 - Computer Programming, Specific Applications, Certificate, CB3016-Certificate in Social Media Technician

15.0612 - Industrial Technology/Technician, Associate, 15.0612, Associate, AASOET-AAS in Operations Excellence Tech

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, ASBUS-AS Business concentration

24.0102 - General Studies, Associate, AA-Associate of Arts

43.0102 - Corrections, Associate, AASCOR-AAS in Corrections

44.0000 - Human Services, General, Associate, AASHUM-AAS in Human Service

44.0701 - Social Work, Associate, AABHRM-AAB in Human Resource Mgmt

44.0701 - Social Work, Certificate, CP3002-Cert in Activities Directing

44.0701 - Social Work, Certificate, CP3011-Cert in Adv Activity Directing

45.0101 - Social Sciences, General, Associate, AASOC-AA Sociology

52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, AABACC-AAB in Accounting

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, CB1001-Cert in Tax Preparer

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, CB1002-Cert in Accounting Clerk

Institutional Status and Requirements Worksheet

- 52.0401 - Administrative Assistant and Secretarial Science, General, Associate, AASOAE-AAS in Executive Admin Asst
- 52.0401 - Administrative Assistant and Secretarial Science, General, Associate, AASOAM-AAS in Medical Admin Asst
- 52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, CB5101-Cert in Software
- 52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, CB5103-Certificate in Office Publications
- 52.1401 - Marketing/Marketing Management, General, Associate, AABMKT-AAB in Business Marketing
- 52.1401 - Marketing/Marketing Management, General, Certificate, CB2003-Cert in Marketing and Sales
- 52.9999 - Business, Management, Marketing, and Related Support Services, Other, Associate, AABMGB-AAB in Business Administration
- 52.9999 - Business, Management, Marketing, and Related Support Services, Other, Associate, AABMGT-AAB in Business Management
- 52.9999 - Business, Management, Marketing, and Related Support Services, Other, Certificate, CB2001-Cert in Business Management
- 52.9999 - Business, Management, Marketing, and Related Support Services, Other, Certificate, CB2013-Cert in Team Leadership
- 52.9999 - Business, Management, Marketing, and Related Support Services, Other, Certificate, CB2017-Cert in Business Administration
- 52.9999 - Business, Management, Marketing, and Related Support Services, Other, Certificate, CB2021-Cert in Entrepreneurship
-

Contractual Arrangements

None

Recommended Change: NO CHANGE

Consortial Arrangements

51.0803 - Occupational Therapist Assistant - Associate - Associate - 51.0803 Occupational Therapist Assistant (Occupational Therapy Assistant) - Northwest Ohio Allied Health Education Consortium

51.0907 - Medical Radiologic Technology/Science - Radiation Therapist - Associate - Associate - 51.0907 Medical Radiologic Technology/Science - Radiation Therapist (Radiographic Imaging) - Northwest Ohio Allied Health Education Consortium

51.0908 - Respiratory Care Therapy/Therapist - Associate - Associate - 51.0908 Respiratory Care Therapy/Therapist (Respiratory Care - CoARC accredited (Commission on Accreditation for Respiratory Care)) - Northwest Ohio Allied Health Education Consortium

Recommended Change: NO CHANGE
