



Office of Institutional Effectiveness Planning
Mission Criteria and Key Performance Indicators (KPIs)
Definitions, Standards, Measures & Methodology

2021-2023 Mission Criteria & Key Performance Indicators		
Criterion 1: Access	KPI 1	Proportional Enrollment
Criterion 2: Student Progress	KPI 2	Proportional Retention
	KPI 3	Persistence
	KPI 4	Degree & Certificate Completions
	KPI 5	Course Completion
	KPI 6	Placement
	KPI 7	Transfer Rate
	KPI 8	Graduation Rate
Criterion 3: Learning Competencies	KPI 9	Institutional Learning Outcomes (ILOs)
	KPI 10	Program Learning Outcomes (PLOs)
	KPI 11	Student Learning Outcomes (SLOs)
Criterion 4: Satisfaction & Talent	KPI 12	Student Satisfaction
	KPI 13	Employee Satisfaction
	KPI 14	Employer Satisfaction
	KPI 15	Compliance
	KPI 16	Talent Growth
Criterion 5: Fiscal Responsiveness	KPI 17	Economic Impact
	KPI 18	Fiscal Viability

Institutional Effectiveness

What is Rhodes State College's model for measuring success?

Rhodes State College (RSC) continues to measure its success with a commitment to a greater purpose of existence as pronounced in its Mission, which is foundational to attaining the highest level of institutional effectiveness. Since 2005 the Compass Rose with its Mission Criteria and KPIs have served as the proven institutional model for Institutional Effectiveness.



The model captures RSC's commitment towards achievement of comprehensive efficacy. As the College evolves and reimagines itself, the Mission has remained a strong indicator of why and for whom the College exists. The Mission Criteria are continuously reviewed and revised as needed to better align with a new aspirational Vision and the emerging shifts in Higher Education. The Mission Criteria and their associated KPIs serve as a foundation for Strategic Planning and Mission achievement.

Criteria

AND KEY PERFORMANCE INDICATORS

ACCESS

- Proportional Enrollment

STUDENT PROGRESS

- Proportional Retention
- Persistence
- Degree Completion
- Course Completion
- Placement
- Transfer Rate
- Graduation Rate

LEARNING

- Institutional Learning Outcomes (ILOs)
- Program Learning Outcomes (PLOs)
- Student Learning Outcomes (SLOs)

SATISFACTION & TALENT

- Student Satisfaction
- Employee Satisfaction
- Employer Satisfaction
- Compliance
- Talent Growth

FISCAL RESPONSIVENESS

- Economic Impact
- Fiscal Viability

"If we all did the things we are really capable of doing, we would literally astound ourselves."
— Thomas Edison

Office of Institutional Effectiveness Planning
Mission Criteria & Key Performance Indicators (KPIs)
 2021- 2023 Definitions, Standards Methods & Methodology

Criterion 1 – Access

Access provides an equitable pathway to educational services and academic programs for students with diverse socioeconomic, academic, and cultural backgrounds enabling entry to the College, unimpeded by institutional barriers.

KPI 1 – Proportional Enrollment

The participation rate of underserved students, enrolled on the 15th day, reflects the demographics of benchmark institutions.

Standard (Target)	Measure	Methodology
<p>The proportions (%) for each enrollment segment’s (age, race/ethnicity, gender and socioeconomic) subgroup should be proportional to its occurrence in the Ohio Tech Sector Institutions.</p> <p><i>[NOTE: Institutional targets for enrollment for each segment is established during each 3-year Strategic Planning process.]</i></p>	<p>The identified subgroup within each enrollment segment (age, ethnicity, gender and socio-economic status) divided by the total headcount by reported in the IPEDS-Fall Enrollment Survey. The calculated number is compared to the same data reported by other institutions in the Ohio Tech Sector through IPEDS. Enrollment segments and subgroups are as follows:</p> <ul style="list-style-type: none"> ▪ Age: < 25 years and ≥ 25 years ▪ Minority: African American/Black; Native American/Alaskan; Hispanic American; ▪ Non-Minority: Asian American/Pacific Islander; Caucasian American/White; Two or More Races; Unknown ▪ Gender: Male and Female ▪ Socioeconomic Status (SES): is determined annually, using the RSC Student Financial Aid Report for Pell Eligibility. <p><i>[NOTE: if a degree/certificate seeking undergraduate student who took a summer term preceding the start of the July 1 – June 30 reporting period enrolled in the following fall term as a full-time student, they should be reported as a full-time, first-time degree/certificate seeking undergraduate student-per IPEDS]</i></p>	<p>Unduplicated enrollment headcount for first-time entering students, derived annually for the IPEDS-Fall Enrollment Survey <i>[NCES-IPEDS Compare Institutions Report Builder]</i>.</p> <p>All segments are compared to the Ohio Public Community College Technical Sector ¹ average.</p>

¹ Ohio Public Community College Tech Sector: Belmont College, COTC, Hocking College, Marion Tech, North Central State, Stark State, Rhodes State and Zane State.

Criterion 2 – Student Progress

Student Progress is facilitated both in and outside of the classroom by engaging students in equitable and meaningful student development and learning opportunities. It is observable movement, for students of diverse backgrounds.

KPI 2 – Proportional Retention

The rate of first-time, underserved traditional students, enrolled on the 15th day of fall semester who return and are enrolled on the 15th day of the subsequent fall semester.

Standard (Target)	Measure	Methodology
<p>RSC’s retention rate² (Fall to Fall) should be proportional to that of the Ohio Tech Sector. The retention rate for each subgroup within each segment (age, race/ethnicity, gender and socioeconomic status) should be proportional.</p>	<p>Retention rates for each segment and subgroup are categorized as follows:</p> <ul style="list-style-type: none"> ▪ Age: < 25 years and ≥ 25 years ▪ Minority: African American/Black; Native American/Alaskan; Hispanic American; ▪ Non-Minority: Asian American/Pacific Islander; Caucasian American/White; Two or More Races; Unknown ▪ Gender: Male, Female and Neutral/Unknown ▪ Socioeconomic Segment (SES): is determined annually, using the RSC Student Financial Aid Report for Pell Eligibility. <p>Retention Rate Formula: $\frac{\text{Enrolled Students}}{(\text{Returned Students} - (\text{Graduated Students} - \text{Graduated/Returned Students}))} \times 100$</p> <p><i>[NOTE: if a degree/certificate seeking undergraduate student who took a summer term preceding the start of the July 1 – June 30 reporting period enrolled in the following fall term as a full-time student, they should be reported as a full-time, first-time degree/certificate seeking undergraduate student-per IPEDS]</i></p>	<p>Fall-to-Fall retention data are derived each semester from the static 15th day census report [<i>Census/End-of-Term Enrollment Report-Banner Tree</i>].</p> <p>Overall retention rates are retrieved from the IPEDS-Fall Enrollment Survey data [NCES-IPEDS Fall Enrollment Survey-Compare Institutions Report Builder].</p> <p>All segments are broken down by subgroups and compared using internal retention rate data.</p>

² Students counted in the retention rate calculation are First Time, Traditional students.

KPI 3 – Persistence

All traditional students enrolled on the 15th day of fall term who return the subsequent spring; or traditional students enrolled on the 15th day of spring term and return the subsequent summer or fall.

Standard (Target)	Measure	Methodology
<p>The overall internal institutional persistence rate³ has been set at 70%. The persistence rate for each subgroup within each enrollment segment (age, race/ethnicity, gender and socioeconomic status) should be proportional.</p>	<p>A data warehouse database that is updated each fall and spring term, which tracks the unduplicated headcount enrollment in total and by the following subgroups and segments:</p> <ul style="list-style-type: none"> ▪ Age: < 25 years and ≥ 25 years ▪ Minority: African American/Black; Native American/Alaskan; Hispanic American; ▪ Non-Minority: Asian American/Pacific Islander; Caucasian American/White; Two or More Races; Unknown ▪ Gender: Male, Female and Neutral/Unknown ▪ Socioeconomic Segment (SES): is determined annually, using the RSC Student Financial Aid Report for Pell Eligibility. <p>Persistence Rate Formula: $\frac{\text{Enrolled Students}}{(\text{Returned Students} - (\text{Graduated Students} - \text{Graduated/Returned Students}))} \times 100$</p> <p><i>[NOTE: if a degree/certificate seeking undergraduate student who took a summer term preceding the start of the July 1 – June 30 reporting period enrolled in the following fall term as a full-time student, they should be reported as a full-time, first-time degree/certificate seeking undergraduate student-per IPEDS]</i></p>	<p>Persistence data are derived each fall and spring term from the static 15th day census report [<i>Census/End-of-Term Enrollment Report-Banner Tree</i>].</p> <p>Persistence rate is shown as a year-to-year comparison. Each of the subgroups’ persistence rates will also be compared year-to-year.</p>

KPI 4 – Degree and Certificate Completion

Total number of postsecondary degree and certificate completions within each academic year.

Standard (Target)	Measure	Methodology
<p>Degree and certificate completion is expected to be <u>at or above</u> the Ohio Tech Sector.</p>	<p>Completions are measured by the number of degrees and certificates earned as reported to IPEDS for the previous academic year.</p>	<p>Degree and certificate completion data, for RSC and the Ohio Tech Sector, are retrieved from the IPEDS Completions Survey [NCES IPEDS- Compare Institutions Report Completions 2018-2021].</p>

³ Students counted in the persistence rate calculation are Traditional students. The calculations for persistence rate accounts for students that graduate from/graduate from then return to RSC.

KPI 5 – Course Completion

The total percent of students enrolled and who successfully complete all courses with a C or better.

Standard (Target)	Measure	Methodology
A course completion rate is 75% of the total number of students enrolled in all courses.	Course completion is measured by dividing the count of students enrolled and who complete all courses with a grade of C or better by the total count of students enrolled.	Course grades for students are selected using a scripted grade download from the <i>Banner Grades Report from Banner Tree</i> . <ul style="list-style-type: none"> Individual term reports aggregated into 1 academic year. Successful completion equals C or better.

KPI 6 – Placement

Number and percent of graduates employed both directly and indirectly in their field of study.

Standard (Target)	Measure	Methodology
80% of the total number of graduates employed for a given academic year.	Percent (%) of respondents to the Health Sciences and Public Service (HSPS) Graduate Survey who are employed.	Graduate student data is collected using the HSPS Graduate Survey. This survey is sent out on an annual basis to all HSPS graduates.

KPI 7 – Transfer Rate

The percentage of all students enrolled by the 15th day who subsequently enroll in a four-year institution.

Standard (Target)	Measure	Methodology
The completion rate of RSC students by cohort year, who transfer to a 4-year institution and complete a degree within 3 years of transferring are equal to or greater than the baseline year (2021-2022) completion rate of 48.1%.	Transfer rate equals the number of students who transferred to and completed a degree at a 4-year institution, divided by the number of students that transferred to a 4-year institution, by cohort year ⁴ .	Student cohorts are formed using the 15 th day enrollment file for Fall term. The cohort consists of all students enrolled in that term, both CCP and traditional. Transfer student data is gathered from National Student Clearinghouse (NSCH) and includes students that transferred from RSC to a 4-year institution.

⁴ Cohorts are established allowing students time to complete a 4 year degree in what would be 100% the expected timeframe (i.e. the students in the 2022 cohort began at RSC in 2018).

KPI 8 – Graduation Rate

Percent full-time, first-time degree/certificate-seeking students (by cohort) who completed their program within 100%, 150%, and 200% of normal time to completion.⁵

Standard (Target)	Measure	Methodology
Graduation rate for 100%, 150%, and 200% normal time to completion are: 15%, 25% and 35% respectively. ⁶	Graduation rates consist of full-time, first-time, degree/certificate-seeking students that entered and institution and completed a degree or certificate in 100%, 150%, or 200% of normal time to completion. Both internal, longitudinal comparisons and external comparisons to the institutions in the Ohio Tech Sector are made.	Graduation Rate data, for RSC and the Ohio Tech Sector, are retrieved from the IPEDS “Graduation Rates and Graduation Rates 200” surveys [NCES IPEDS- Compare Institutions Report “Graduation Rates/Graduation Rates 200” 2018-2021].

⁵ Based on IPEDS definition as reported by RSC.

⁶ Internal standard for graduation rates set by examining historical IPEDS data.

Criterion 3 – Learning Competencies

Learning Competencies are designed to facilitate learning both in and outside the classroom, developing students’ general education competencies and discipline-specific skills and abilities. The essential knowledge, skills, and abilities, across the institution, program, and within courses are designed to facilitate learning required to achieve an acceptable level of performance.

KPI 9 – Institutional Learning Outcomes (ILOs)

The necessary skills and abilities required for demonstrating life-long learning and being a quality contributor to society. The ILOs for the College include: Civic, Professional, and Ethical Responsibility (CPER); Cultural and Diversity Awareness (CDA); Critical Thinking (CT); Effective Communication (EC); Quantitative and Scientific Reasoning (QSR); and Technological Proficiency (TP).

Standard (Target)	Measure	Methodology
<p>The percent of ILOs that are met are greater than or equal to 79% across all ILOs⁷ when compared to the baseline year (2021-2022).</p>	<p>Standard rubrics which outline the criteria and corresponding expected level achievement for each ILO measured:</p> <ul style="list-style-type: none"> ▪ CPER: Self-awareness; Career Pathway; Campus Community Engagement; Effective Leadership with Collaboration and Communication; Societal Engagement ▪ CT: Explanation of Issues; Quality of Evidence; Context, Assumptions, and Alternate Viewpoints; Drawing Conclusions; Implication and Consequences ▪ CDA: Openness; Cultural Self-awareness; Cultural Worldview Frameworks; Skills; Advocacy & Coalition Building ▪ EC: Purpose; Organization; Mechanics & Usage in Written and/or Oral Communication; Clarity; Language Choice ▪ QSR: Interpretation; Calculation; Application/Analysis; Communication; Use of Support Tools/Use of Appropriate Technology. ▪ TP: Use of a variety of Computer Technologies; Tools necessary to collect the appropriate information; discipline-specific technologies to collect, gather and evaluate data; technology information, effectively to accomplish a goal/assignment; ethical and responsibility use of technological information. 	<p>Analysis of ILO data reports from the College’s Assessment Tool (Watermark Planning & Self-Study). Each ILO is considered “Met” when at least a 75% rubric score is achieved for the respective learning outcome.</p>

⁷ Internal ILO standard established by the RSC Core Skills & Abilities Taskforce.

KPI 10 – Program Learning Outcomes (PLOs)

Knowledge, skills, and competencies that student are expected to articulate, put into action or utilize in the workplace and to achieve success in their chosen field.

Standard (Target)	Measure	Methodology
<p>80% of all students enrolled in a Capstone course, will achieve a grade of C or better.</p>	<p>Successful completion of a Capstone course is defined as earning a C or better. The percent of successful Capstone completions determines whether Program Learning Outcomes have been met or not.</p>	<p>Course grades for students are selected using a scripted grade download from the <i>Banner Grades for a Specific Course Report</i>. Capstone courses are extracted from this data, and the number of Capstones completed with a C or better is divided by the total number of students enrolled in Capstones. This number is then converted into a percent.</p>

KPI 11 – Student Learning [Course] Outcomes (SLOs)

Knowledge, skills, and competencies students are expected to learn in a course.

Standard (Target)	Measure	Methodology
<p>The percent of all SLOs that meet the standard are greater than or equal to 75% across all SLOs⁸ established during the baseline year (2021-2022).</p>	<p>Course assignments/activities for all student learning outcomes.</p>	<p>Analysis of SLO data reports from the College’s Assessment Tool (Watermark Planning & Self-Study).</p>

⁸ The institutional expectation is that 75% of all SLOs meet the required standard.

Criterion 4 – Satisfaction & Talent

Satisfaction and talent is established through a commitment to the public good and encompasses satisfactorily serving the needs of internal and external stakeholders. Student, employee, and employer satisfaction is established through a commitment to continuous improvement of the College’s talent pool and internal and external compliance.

KPI 12 – Student Satisfaction

Attitudes resulting from the evaluation of students based on the perceptions of their overall educational experiences.

Standard (Target)	Measure	Methodology
Student scores will be at or above the national average in all three areas of the Community College Survey of Student Engagement (CCSSE): Active and Collaborative Learning; Academic Challenge; Support for Learners.	<p>The CCSSE survey is used to evaluate against the CCSSE cohort in 3 areas (Active and Collaborative Learning, Academic Challenge, and Support for Learners).</p> <p>The CCSSE survey calculates item pool responses and compares RSC student satisfaction to the National satisfaction data.</p>	All three scores (out of 100) are averaged, and then divided by the total number of elements.

KPI 13 – Employee Satisfaction

The extent to which employees are content with their jobs, work environment, and level of engagement.

Standard (Target)	Measure	Methodology
RSC will achieve scores \geq the average of Carnegie Association survey participants within each category of the Great Colleges to work for survey.	Data for Employee Satisfaction is derived from the Great Colleges to Work for (GCW) Survey Report.	Average positive response rate comparison between RSC and the rate of all survey participants is provided by GCW.

KPI 14 – Employer Satisfaction

The level of employer satisfaction with RSC graduate preparation.

Standard (Target)	Measure	Methodology
Employed RSC graduates will receive at least 70% positive feedback using an Employer Satisfaction Survey.	Data for Employer Satisfaction is from employers of RSC HSPS graduates, that is administered annually.	Average response rate of “Agree” and “Strongly Agree” provided within the Graduate Employer Survey administered by HSPS.

KPI 15 – Compliance

Abiding by applicable laws and regulations that apply to College operations and Board governance.

Standard (Target)	Measure	Methodology
<p>100% compliant with state and federal reporting, policies and institutional accreditation requirements.</p>	<p>Receipt of the agency report and/or certification stipulating compliance. An institutional average percent of compliance is calculated.</p>	<p>All established components of compliance will be captured by the respective office and reported to the Office of IEP. Each component is assigned a category of “Compliant,” “Compliant with Concern,” or “Not Compliant.” Each category is assigned a numerical weight which is then used to calculate an average percent compliant for each Cabinet Area. These percentages are used to calculate an institutional average percent compliant.</p>

KPI 16 – Talent Growth

Building upon employees’ existing skills while identifying new skills and opportunities.

Standard (Target)	Measure	Methodology
<p><i>33% of employees are engaged in established talent development activities.</i></p>	<p>Number and percent of employees engaged in established talent development programs as identified by HR, excluding College-wide professional development activities.</p>	<p>HR will maintain an annual database of employees who engage in established talent development activities.</p>



Criterion 5 – Fiscal Responsiveness

Fiscal Responsiveness ensures both the availability of resources to meet the current and emerging educational needs of stakeholders, and the economic and social wellbeing of the communities served.

KPI 17 – Economic Impact

The economic value created by the College on the business community and the benefits generated in return for the investments made by students, taxpayers, and society.

Standard (Target)	Measure	Methodology
Direct expenditures and investments will demonstrate positive outcomes for students, taxpayers, and society.	The bi-annual Economic Impact Study (EIS) provides the economic and investment analysis for the students, taxpayers, and society.	Data pulled from IR submitted to EMSI who will provide the results of the economic impact in report form. Data represents reporting that will be used to compare with future Economic Impact Statements (EIS).

KPI 18 – Fiscal Viability

Composite Financial Index (CFI) values that demonstrate the College’s financial ability to carry out its operations. This CFI uses both financial and non-financial indicators as defined by HLC⁹.

Standard (Target)	Measure	Methodology
RSC’s CFI will be within the range, that HLC refers to as “Above the Zone,” (1.1 to 10.0), as reported in the annual HLC Institutional Update.	Viability Ratio calculations of long-term debt categorized for Public Institutions as follows: <ul style="list-style-type: none"> ▪ Above the Zone: 1.1 to 10.0 ▪ In the Zone: 0 to 1.0 ▪ Below the Zone: -4.0 to -0.1 	The Business Office uses the last complete fiscal year audit in conjunction with the HLC Financial Data Worksheet to calculate the Fiscal Viability Ratio, which includes Expendable net assets, Institution long-term debt, and Component Unit long-term debt. The information is compared annually to determine trends.

History

	Date:	Reason:
Issued:	2005	Mission Criteria and KPI definitions established.
Revised:	9/29/2022	Revised to align with Strategic Plan 2021-2023 and emerging shifts in Higher Education.
	1/23/2023	Updates to definitions and standards to ensure consistency for IE data collection.
	1/24/2023	IR Updates to Measure and Methodology to ensure accuracy for 2018-2022 Report

⁹ Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks (Seventh Edition), by KPMG LLP; Prager, Sealy & Co., LLC; Attain LLC.