

SELF-STUDY/ INTRODUCTION



I N T R O D U C T I O N

*As a college that exists to change lives,
build futures and improve communities
through higher learning,
Rhodes State College seeks to
become the College of choice in
west-central Ohio.*

R H O D E S S T A T E C O L L E G E



INTRODUCTION

Overview

Rhodes State College (RSC) is pleased to present the results of a two-year, comprehensive self-study to the Higher Learning Commission of the North Central Association of Colleges and Schools, as well as to the College community and stakeholders. The 2008 Self-Study Report summarizes the evaluation of the College as prescribed by the Higher Learning Commission to satisfy the requirements for continued accreditation. Throughout the process, the self-study theme, “A New Day...The Rhodes Ahead” provided the focus to celebrate accomplishments, address challenges, and create opportunities for future growth and achievement. Coinciding with the implementation of the 2006-2009 Strategic Plan, the self-study provided a venue to focus on advancing the College mission and expanding the vision for long-term planning. Thus, this report documents RSC’s comprehensive self-study as required for reaccreditation.

Organization of the Report

The self-study report is divided into three main sections: (1) introduction, (2) body, and (3) appendices. The introduction contains a brief history of the College; an institutional profile; economic impact; a community profile; a listing of major developments since 2001; a summary of the College’s relationship with the Higher Learning Commission; a response to the concerns generated by the 2001 Comprehensive Visit Team; and description of the self-study process. The body of the report consists of five chapters organized around each of the five Higher Learning Commission accreditation criteria and related core components. The examples of evidence provided by the HLC are generally listed in the same order as in the Handbook of Accreditation, but occasionally reordered or grouped to reduce redundancy and fit the institution’s discussion about the respective core components. Chapters 1-5 end with an assessment analysis of institutional strengths, challenges, and opportunities and a demonstrated alignment of the criterion summary strengths with the accreditation cross-cutting themes. Documents and additional resource materials will be referred to within the report by resource number (RD#) or (RD#-[Name of Resource](#)) and made available in the Resource Room as well as in virtual format. Chapter 6 provides supplemental information on Federal Compliance. Chapter 7 includes the Conclusion and Statement of Request for Continued Accreditation. Appendices of important documents, including the institutional snapshot, are followed by a List of Figures and Tables, and an Index.

History of the College

RSC is a two-year, state-assisted institution located in Allen County in west-central Ohio. Although its legally chartered district, established by the Ohio Board of Regents, is limited to Allen County (see [Appendix A: Charter of the Allen County Institute](#)), RSC's service area extends to nine other surrounding counties (see [Appendix B: Service Area Map](#)). The College was established in direct response to Allen County leaders' expressed need for post-secondary technical education. In February 1967, the Lima Area Chamber of Commerce conducted a survey to identify the technical education needs more clearly. The survey results served as the basis for the College's Official Plan submitted to the Ohio Board of Regents. The Regents subsequently appropriated funds to The Ohio State University (OSU) to construct facilities on its Lima Campus to accommodate technical education. Penta County Technical Institute of Perrysburg, Ohio was invited by the Ohio Board of Regents and OSU to assume operational control of technical education on the Lima Campus. The first class, representing 49 nursing students, enrolled at the Lima Technical Center in September 1969.

In June 1971, upon further recommendation of the Ohio Board of Regents, and in accordance with the Ohio Board of [Regents-Master Plan of 1966](#), the Allen County Technical College District was created under the provisions of Chapter 3357 of the [Ohio Revised Code \(RD87\)](#). Interim operation of technical education was transferred from Penta County Technical Institute to OSU. On September 17, 1971, a local Board of Trustees was appointed and assumed legal, statutory, and fiduciary control of the College. On May 18, 1972, the College was officially recognized as Lima Technical College (LTC).

By the mid-1990s, LTC offered over 70 associate degree programs and certificates. The College boasted an enrollment of approximately 2,500 students, and numerous non-credit courses serving professional training, skills upgrading, recreational, learning and personal development were offered through the Division of Community Education Services. During this time, the unique relationship with The Ohio State University at Lima (OSU-L) had extended beyond proximity and included sharing the same facilities; some courses; and some service unit personnel, including the Chief Executive Officer who served as both the President of LTC and Dean/Director of OSU-L. The relationship was and continues to be governed by a [Cost-Share Agreement \(RD46\)](#), which details terms of operation and financial responsibility.

In 1991, separations occurred between LTC and OSU-L. LTC hired its own CEO as President, and OSU-L hired its own Dean/Director. The separation extended beyond leadership, freeing LTC to broaden the scope of its curricula and non-credit offerings by assuming full responsibility for required general education courses and moving from a general continuing education platform into workforce development training. Security, Student Athletics and Activities, Central Duplication and Mail Services, Library Services, Facilities/Grounds, and Room Scheduling continued to be shared, although each reports to one or other of the institutions. During this same period, the Ohio Board of Regents'

Managing for the Future and Securing the Future initiatives resulted in converting Ohio's freestanding technical colleges to community colleges. After significant debate, the technical colleges co-located with University branch campuses (similar to Lima Technical College) were denied this conversion opportunity. This limited Ohio's co-located technical colleges to career-related technical disciplines and applied associate degrees, preventing them from offering the Associate of Arts and Associate of Science degrees.

In 2002, to symbolize the diverse educational opportunities that the College offered, Lima Technical College changed its name to James A. Rhodes State College, in honor of former governor James A. Rhodes, who played a vital role in establishing Ohio's two-year college system. In 2005, James A. Rhodes State College offered applied associates degrees and certificates in over ninety programs. This same year, over three thousand students enrolled. By fall 2007 enrollments grew to 3,386 students and in June 2008, James A. Rhodes State College honored its 13,000th graduate.

Institutional Profile

Located in Bath Township and three miles east of the city of Lima, RSC is situated in a 565-acre woodland setting shared with OSU-L. RSC is an important cog in strengthening the local economy and improving the standard of living.

The College has a recognizable ten-county service area, but is officially chartered by the Ohio Board of Regents (OBOR) to serve the residents of Allen County. Three additional counties (Hardin, Putnam, and Auglaize) have been acknowledged and assigned by the Ohio Board of Regents to the official service area, and an additional six adjacent or contiguous counties (Hancock, Logan, Mercer, Paulding, Shelby, and Van Wert) are recognized as those to which the College has extended service ([see Appendix C: Enrollment by County](#)).

The legal authority for Rhodes State College resides in its Board of Trustees. The Board is composed of seven Allen County residents, five of whom are appointed by a caucus of the city, county, and exempted village boards of education of Allen County and two of whom are appointed by the Governor. Full terms of appointment are for three years. The Board of Trustees of Rhodes State College has legal, statutory, and fiduciary authority and responsibility for the College as defined in [Chapter 3357 of the Ohio Revised Code \(RD87\)](#).

Figure 1: Map of RSC Campus



Rhodes State College
4240 Campus Drive
Lima, Ohio 45804
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www.rhodesstate.edu

- 1. Galvin Hall
- 2. Technology Education Laboratory
- 3. Cook Hall
- 4. Reed Hall
- 5. Public Service Building
- 6. Life & Physical Sciences Building
- 7. James J. Countryman Engineering and Industrial Technology Building
- 8. Keese Hall
- 9. Agricultural Services Building
- Visitor parking

Facilities

The campus is comprised of eight buildings. RSC and the OSU-L share many of these facilities. Classroom and laboratory space, comprising a total gross area of 359,000 square feet, is available to sustain current programs in technical and continuing education.

Figure 2: Galvin Hall



Galvin Hall — The first building constructed on the campus in 1966 houses numerous classrooms, lecture halls, faculty offices and a recreation area. This building is a shared facility with OSU-L.

Figure 3: Reed Hall



Reed Hall — Built in 1968, Reed Hall houses an auditorium, cafeteria, music laboratory, and OSU-L faculty offices.

Figure 4: Technical Education Laboratory**Technical Education Laboratory (TEL) —**

Built in 1970, the Technical Education Laboratory was designed and constructed specifically to support aspects of technical education programs at RSC.

A 13,000 square foot addition containing classrooms and laboratories was completed in the fall of 1988.

In 2007-2008, a \$1,607,003 renovation occurred including updates to the health program labs, Early

Childhood Education (ECE) lab, and the Criminal Justice and Human Service labs. It presently contains the ECE nursery school, several computer laboratories, faculty offices, Central Duplication, Security, the Center for Distance Education, Testing Center, and specialized laboratories for Criminal Justice, Physical Therapist Assistant, Occupational Therapy Assistant, Radiographic Imaging, Medical Assisting, ECE and Human Service programs. Non-dedicated lab space is available to both institutions for classes.

Figure 5: Cook Hall

Cook Hall — Dedicated in 1977, Cook Hall is a multi-purpose facility which houses the library, gymnasium, classrooms, The Kenneth and Jean Clemens Dental Hygiene Clinic, faculty offices, specialized laboratories for the Nursing, Emergency Medical Services, Respiratory Care programs, and the Human Patient Simulator Lab. In 2007 RSC completed a \$642,605 renovation of the Allied Health Division's classrooms and labs. The library and athletic and recreational areas are shared by both institutions.

Figure 6: Public Service Building

Public Service Building — Dedicated in 1993, the Public Service Building houses administrative offices for both institutions, including the Business Office; Admissions and Advising Offices; Career Services; Registration and Records; Bookstore; Financial Aid; Transfer; and Office of Residency and International Services.

Figure 7: James J. Countryman Engineering and Industrial Technologies Building

James J. Countryman Engineering and Industrial Technologies Building — Dedicated in 1996, The James J. Countryman Engineering and Industrial Technologies Building provides additional laboratory and classroom space for the Information Technology and Engineering Technology Division, as well as faculty offices. This building is used exclusively by RSC.

Figure 8: Life and Sciences Building

Life and Sciences Building — Dedicated in 1999, the Life and Sciences Building is a 90,000 square foot structure that houses many classrooms; lecture halls; faculty offices; a high-tech distance learning classroom; various science laboratories; Learning Center; Math/Science Skills Center; Human Cadaver Lab; and Multimedia Productions.

Figure 9: Keese Hall

Keese Hall — The most recent addition, Keese Hall opened in 2004. This 33,232 square foot structure houses the James & Helen Rhodes Board Room computer labs, classrooms, administrative offices, and the workforce development training unit, Solutions...etc. and is used exclusively by RSC.

Note: The Agriculture Sciences Building is an OSU-L community services extension facility.

Educational and Support Programs

The College's long-standing commitment to open access and educational excellence attracts students who are highly capable as well as those who are underprepared. Therefore, the College's course inventory includes both a range of developmental courses as well those courses that typically count for graduation. The College offers 44 Associate of Applied Business, Associate of Applied Science, and Associate of Technical Studies Degree Programs; 70 certificate programs; contracted business services; and continuing education in a variety of career and training options to meet the community needs. In addition, educational and enrollment services are provided to support the educational mission of the College. These include services related to admissions, registration and

records, financial aid, advising, First-Year Experience, disability support, learning and math skills tutorial support, testing, library, student activities, and athletics. Auxiliary services are also available including security, food services, and the bookstore.

The College prepares graduates to enter the workforce and assists them in pursuing their educational, professional, and personal goals through five academic divisions: Allied Health; Arts & Sciences; Business and Public Service; Information Technology and Engineering Technology; and Nursing.

Division of Allied Health

Programs include Dental Hygiene, Radiographic Imaging (formerly Medical Imaging), Medical Assisting, Emergency Medical Services, Respiratory Care, Physical Therapist Assistant, and Occupational Therapy Assistant. Additionally, eight certificates are offered.

Division of Arts & Sciences

The Division of Arts & Sciences provides courses that fulfill the core general education distribution requirements and/or basic educational requirements in humanities, social and behavioral sciences, physical and biological sciences, and mathematics, contributing to the development of well-rounded citizens. In addition, most developmental course work is housed within it.

Division of Business and Public Service

Programs include Accounting, Financial Services and Real Estate; Criminal Justice; Early Childhood Education; Human Service; Management and Marketing; and Paralegal/Legal Assisting. Nineteen certificates are available.

Division of Information Technology and Engineering Technology

Programs include Allied Engineering Technology Support, Civil Engineering Technology, Electronic Engineering Technology, Information Technology, and Mechanical Engineering Technology. There are 14 majors within the Division and over 30 certificates offered.

Division of Nursing

The Division of Nursing offers an associate degree in Nursing, a Practical Nursing certificate, a state-tested Nursing Assistant certificate, as well as an LPN to Associate Degree Nursing Transition Program.

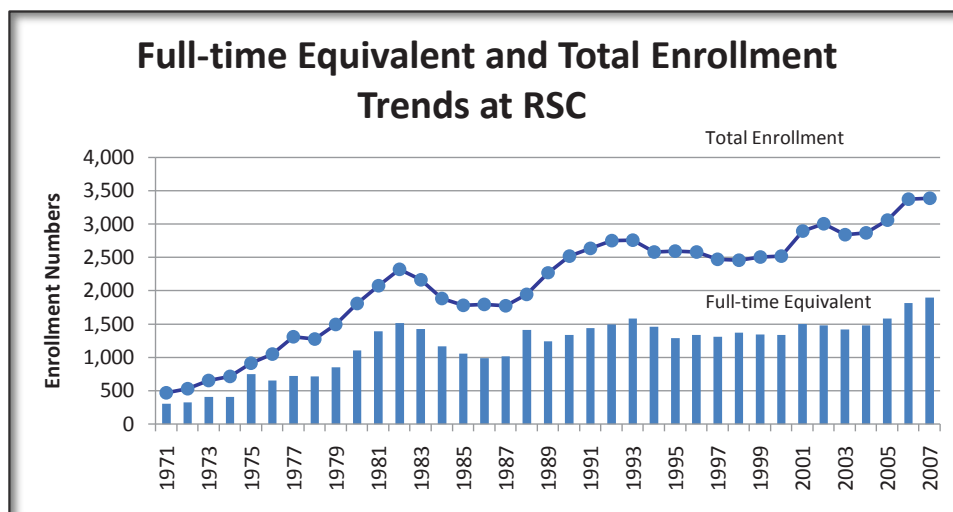
Students

Fall 2007 enrollment was 3,386, compared to 3,369 the year prior. Full-time students comprise just over half of fall enrollment (56% vs. 44%). Among full-time students, 65% are 24 years old or younger, while 39% of part-time students are 24 or younger. In total, 54% of students enrolled fall 2007 were 24 years old or younger and 41% of students

were over 24 years old. This parallels fall 2006 information (most recent available) reported by the Ohio Board of Regents, which indicates 42% of RSC students are over the age of 24, while 62% of students are first-generation students. This compares to 46% over the age of 24 years and 62% first-generation status among all Ohio technical colleges. According to the [2007 Community College Survey of Student Engagement \(CCSSE\)](#), RSC students spend an average of 6.2 hours per week commuting to the College, 40% have children living with them, and 26% are married ([RD37-CCSSE 2007](#)).

Enrollments at RSC grew steadily until the early 80s, declined between 1983 and 1987, followed by another steady increase from 1988 through 1993 (see [Figure 10](#)).

Figure 10: RSC (LTC) Fall Enrollment Trends 1971-2007



Source: [Quarterly Student Enrollment Report | IR](#)

In 1994, another downward shift was observed along with a projected five-year decline, curbed through strategic enrollment management initiatives. A more prominent increase emerged from 2001 to 2002 with another slight decline in 2004 followed by a steady increase through 2007.

The fall 2007 student headcount represents an increase of 915 students over the past 10 years. Of the 3,386 students attending in fall 2007, 86% were enrolled in daytime classes, 72% were female, and 9.5% were minority. Thus, the typical RSC student is a first-generation college student, age 26, female, who commutes to campus and works either full-time or part-time.

Economic Impact

In addition to serving its students, RSC serves the community by encouraging and assisting new and existing businesses, creating long-term growth, and providing workforce development in the region. According to an economic impact study conducted

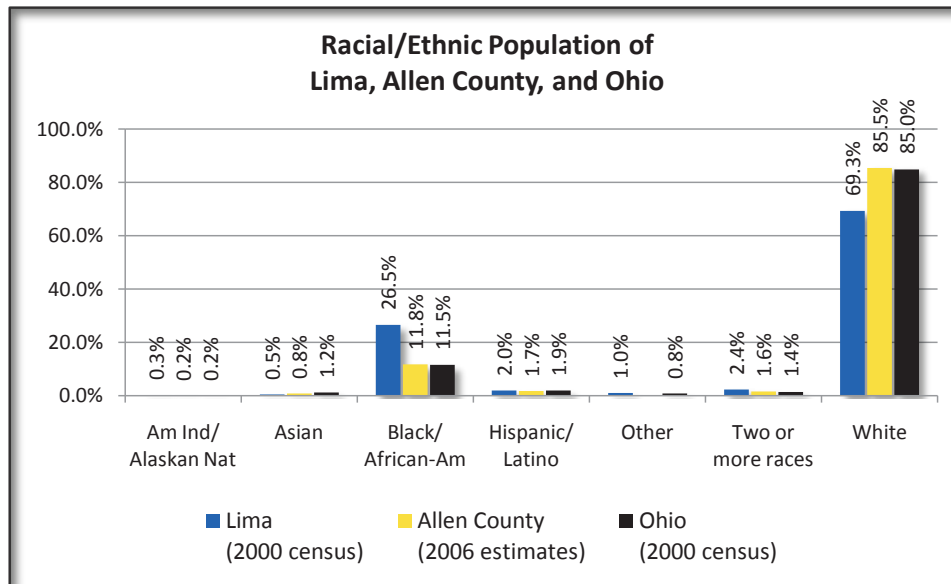
in 2003 by CCbenefits, Inc., a company that specializes in providing economic analyses to two-year technical and community colleges, business sales in the RSC region are \$178 million greater due to past and present operations of RSC ([RD121-CCbenefits, Inc., Economic Impact Fact Sheet, Nov. 24, 2003](#)). It is also estimated that RSC accounts for \$86 million of all annual earnings in the RSC region through (a) operations and capital spending and (b) higher earnings related to past instruction ([RD121-CCbenefits, Inc., The Socioeconomic Benefits Generated by RSC: Executive Summary, p.2, Nov. 24, 2003](#)).

As many as 95% of students stay in the region initially after they leave the College and contribute to the local economy. For every full-time year a student attends RSC, he or she will earn an additional \$3,905 per year ([RD121-CCbenefits, Inc., The Socioeconomic Benefits Generated by RSC: Executive Summary, p.2, Nov. 24, 2003](#)). RSC students will enjoy a 25% rate of return on their investments of time and money and will recover all costs in 6 years. The College is also a solid investment for the state and the community. CCbenefits, Inc. estimates that taxpayers see a return of 15% on their investments in RSC and recover all investments in 8.9 years ([RD121-CCbenefits, Inc., The Socioeconomic Benefits Generated by RSC: Executive Summary, p.4, Nov. 24, 2003](#)). A new economic impact study is scheduled for December 2008 to ensure continued value-added service to the community.

Community Profile

Located on the Ottawa River in west-central Ohio, Lima has played a key role in Ohio's development. The Shawnee Indian Tribe settled the area with remnants of their presence still part of its culture. The rich agricultural land and strategic location prompted settlement in the early 1800's. Lima, Ohio was incorporated in 1832 as the county seat of Allen County. Covering approximately 13 square miles, this city's population density is 3,135 people per square mile according to the [2000 U.S. Census Bureau, Quick Facts](#) report (see **Figure 11**). The city's population is predominantly white non-Hispanic with African-American /Black as the second most predominant declared race. Hispanic, American Indian, "two or more races" and "other" comprise the remaining population according to 2000 U.S. Census Data. Lima has been referred to as a typical small Midwestern city with surrounding agricultural/rural communities.

Figure 11: Population Composition of Lima, OH



Source 2000 U.S. Census Bureau | Quick Facts | IR

Once an oil boomtown, Lima is located within the “Rust Belt” of the Midwest. At various times, Lima has manufactured railroad equipment, tanks, automotive engines, buses, various machinery, and electrical goods. A limestone quarry is nearby. The city once was an oil pipeline center and today has an oil refinery and a petrochemical plant. The city serves as a regional healthcare center. Its largest employer is St. Rita’s Medical Center, which has experienced rapid growth in recent years. In 2002, women-owned firms were 10% higher in Allen County (31.8%) than in the State of Ohio (28.1%) perhaps a reflection on the College’s female-dominated student population (<http://www.infoplease.com/us/census/data/ohio/lima/>).

Allen County and its surrounding counties have been economically impacted by the departure of much heavy manufacturing with several significant factory closures due to relocation of facilities overseas. RSC has responded to this changing regional need by providing education through alternative delivery formats, expedited programs, and various other measures to serve the community.

The 2000 U.S. Census data in **Table 1**, indicates that 75.7% of the Lima population consisted of high school graduates with 9.5% holding Bachelor’s degrees or higher. The Allen County population showed a slightly higher level (+6.8%) of high school graduates at 82.5%; with 13.4% holding a Bachelor’s degree or higher. Lima and Allen County were below both Ohio’s high school and Bachelor’s degree or higher rates.

The median household income was nearly \$14,000 less in Lima than that of Ohio, and Lima reported more than twice the number of persons below poverty level than the Ohio rate. All of these factors impact an educated citizenry and a qualified employment pool. The addition of transfer degrees at an affordable cost, leading to Baccalaureate completion would improve the current educational and income levels in the Lima-Allen County area.

Table 1: People and Household Quick Facts for Lima / Allen County

	Lima	Allen County	Ohio
High school graduates	75.7%	82.5%	83.0%
Bachelor's degree or higher	9.5%	13.4%	21.1%
Median household income ¹	\$27,067	\$39,134	\$40,956
Persons below poverty ¹	22.7%	12.2%	10.6%
Home Ownership	56.8%	72.1%	69.1%
Median value of owner-occupied housing units	\$55,500	\$81,800	\$103,700

Source: 2000 U.S. Census Bureau | Quick Facts | IR

1. Lima and Ohio reflect 1999 data; Allen County reflects 2004 data.

Table 2 shows that between 2000 and 2003, unemployment increased in both Lima and Ohio, with Lima consistently having a higher rate of unemployment. A decline in unemployment was observed between 2004 and 2006. Unemployment began to increase again in 2007.

Table 2: Labor Force Data for Lima, OH

Year	Labor force	Employment	Unemployment	Unemployment rate-Lima	Unemployment rate-Ohio
2000	51,604	49,345	2,259	4.4%	4.0%
2001	51,553	48,961	2,592	5.0%	4.4%
2002	51,877	48,580	3,297	6.4%	5.7%
2003	52,331(e)	48,817(e)	3,514(e)	6.7%(e)	6.2%(b)
2004	52,323(e)	48,930(e)	3,393(e)	6.5%(e)	6.1%(b)
2005	52,577(e)	49,403(e)	3,174(e)	6.0%(e)	5.9%(b)
2006	52,680(e)	49,524(e)	3,156(e)	6.0%(e)	5.4%(b)
2007	51,995(e)	48,711(e)	3,284(e)	6.3%(e)	5.6%(b)
2008 (March)	51,761	48,284	3,477	6.7%	5.8%

Source: U.S. Department of Labor, Bureau of Labor Statistics | June 2008 | IR

Note: (e) and (b) Reflect revised inputs, reestimation, and new statewide controls.

Note: Ohio rates calculated from monthly figures.

Major Developments Since 2001

Since 2001, RSC has made significant changes and engaged in major initiatives that have continued to develop and strengthen the College and advance its mission. Among these are an academic reorganization and significant changes in planning, assessment of student learning, program review, and general education, which are further elaborated in the Response to 2001 Challenges section of the introduction. In addition, the College has realized a significant enrollment increase, as mentioned in the Institutional Profile, identifying RSC as one of the fastest growing Colleges of its kind in the nation. Other major changes are further elaborated in the Criterion Chapters and are briefly summarized in the remainder of this section as they relate to leadership, institutional effectiveness, program and educational development, collaboration and grant development, enrollment, facility development, student development, and technology integration.

Leadership

- The Office of Institutional Effectiveness and Planning was created (2001).
- Restructuring of Academic Division yields Dean of Nursing, Dean of Allied Health, Dean of Arts & Sciences, Dean of Information Technology and Engineering Technology, Dean of Business and Public Service and Dean of Student Development (2002).
- President, Dr. Earl Keese retired after five years of service (2005).
- Dr. Debra McCurdy assumed the Presidency at RSC (2006).
- The combined position of Vice President for Student Affairs and Institutional Advancement was separated into two Vice Presidential positions, resulting in one employee reassigned (VPSA) and one new hire (VPIA) (2006).
- Former Vice President for Academic Affairs (VPAA) retired after 27 years of service at RSC, with six years service as VPAA (2006).
- New VPAA hired (2006).
- RSC hosted International Chair Academy Week-1 Session for Ohio Academy 2007-2008, a program specifically designed to prepare tomorrow's leaders at two-year colleges (2007).

Institutional Effectiveness Assessment and Planning

- RSC undertook the development of the Strategic and Institutional Effectiveness Planning System including Mission Criterion and Key Performance Indicators (2002-2003).
- Development of the COMPASS ROSE-Model of Institutional Effectiveness and SIEPS Map, an award winning Model for Institutional Effectiveness and Planning, occurred (2004-2005).

- Strategic Planning Retreat was held to develop the College's strategic priority themes (2005).
- RSC Board of Trustees approved the 2006-2009 Strategic Plan: Thinking Outside (October, 2006).
- The e-SIEPS, an electronic assessment and planning tracking system was developed (2006-2007).
- CLARUS Corporation Marketing and Branding Consultants hired to conduct marketing scan and analysis. (2007)
- The Clements Group hired to conduct a Development Audit (2007).
- RSC received the Bellwether Award in recognition of its COMPASS ROSE-Model of Institutional Effectiveness and SIEPS Map application (2008).
- RSC piloted its Shared Governance system (Fall, 2008).

Program and Educational Development

- LTC opened its new ACT Center facilitating state-of-the-art testing and training programs for area businesses, individuals, and organizations (2002).
- LTC closed its final chapter of history, continuing thereafter as James A. Rhodes State College, honoring the former Ohio Governor who spearheaded the state's two-year college system (June 24, 2002).
- Dual enrollment available between RSC and Franklin University enabling students to pursue an associates and bachelors degree simultaneously so that students may remain in their community , continue working, and minimize educational expenses (2002)
- E-portfolio assessment of student learning was implemented (2003).
- Two new majors were offered: Geographic Information Systems Technology (GIS) and Educational Paraprofessional (2004).
- Rhodes State became an authorized Pearson VUE, ACT, and ACT/ASE computer-based Testing Center (2004).
- *Capstone Course* implemented in all academic programs (May 2004).
- General Education Core Skills and Abilities: Writing, Critical Thinking and Diversity Awareness (a.k.a. Cultural Diversity) were implemented (2004).
- One Night a Week Business Administration associate degree option was added (2006).
- Entrepreneurial Training offered through collaborative effort of RSC and University of Findlay (2006).
- Certificate in Sleep Technology for health professionals added (2007).

- Financial Services Degree introduced to prepare students for careers in insurance, investments, finance, or banking (2007).
- General Education Core Skills and Abilities revised to include the following: Information Literacy; and Global and Diversity Awareness (2007).
- Additional General Education Core Skill and Ability identified...Computational Skills (2007).
- House Bill 119 passed enabling RSC the opportunity to begin working on development of an AA/AS degree (2007).

Collaboration and Grant Development

- LTC received the second installment of a four-year commitment of \$25,000 each year from the Charles E. Schell Foundation to create an interest-free student loan fund. The program is to provide educational assistance loans, without interest, to qualified students to aid them in securing a practical education when other student loans or grants may not otherwise be obtainable (2001).
- LTC received \$185,375 grant from the National Science Foundation's Computer Science, Engineering, and Mathematics Scholarships Program. The grant was used to set up scholarships in computer science and engineering technologies (2001).
- Ohio Governor Robert Taft awarded \$62,000 to RSC for Job Training (2002).
- RSC received a \$250,000 federal High Tech Grant for the network infrastructure and computer equipment for the College's new IT building, subsequently renamed Keese Hall (2003).
- RSC secured \$250,000 in federal funds for its Nursing Expansion Program (2004).
- To ensure an adequate supply of registered nurses in the West Central Ohio area, RSC joined with regional hospitals to support a five-year expansion of its Nursing Program (2005).
- RSC received nearly \$225,000 from the Knowledge Works Foundation used to implement an advanced manufacturing career pathway in West Central Ohio (2005).
- RSC received a gift of \$20,000 from the Nationwide Foundation and its Ohio/West Virginia regional office in support of the College's nursing expansion initiative through its Major Gifts Campaign. The College will receive \$4,000 per year, 2005 – 2009 (2005).
- Ohio Governor Robert Taft presented a \$696,000 grant from the Ohio Department of Development's Ohio Investment in Training Program (2005).
- RSC spearheaded the West Central Ohio Manufacturing Consortium (WCOMC), a group of manufacturers dedicated to improving the manufacturing workforce in the West Central Ohio area, which pulled together regional partners to develop a

Manufacturing Pathways Certification program to prepare workers for the high-tech positions required in the modern manufacturing workplace (2005).

- RSC partnered with American Trim and the City of Lima, receiving a \$1.38 million Department of Development's Third Frontier Wright Project Grant to establish an Advanced Materials Commercialization Center (2006).
- RSC received \$192,000 equipment donation from Coldwater Machine Company (2006).
- RSC received a \$139,413 Grant from the Society of Manufacturing Engineers (SME) (2006).
- RSC received \$35,000 from Ohio Ready Mixed Concrete Association (ORMCA) to establish the Roger P. Jones Scholarship Fund for student scholarships and student enrichment programs (2007).
- The Advanced Materials Commercialization Center (AMCC) opened representing a significant step in development of the Physical Vapor Deposition process targeted at large component applications (2008).
- RSC received \$1,999,054 from the U.S. Department of Labor; via the President's Community-Based Job Training Grants Initiative, to support the "A Consortium Approach to Meeting the Needs of Healthcare in Northwest Ohio" project in partnership with three other regional colleges (2008).
- RSC received a \$472,000 grant from the Ohio Board of Regents for equipment purchases to support other educational institutions, in Region 3, in providing training activities for chemical operations and skilled trades (2008).
- RSC collaborated with the Ohio Learning Network (OLN), Owens Community College, and Zane State College on a "Quick Start to College" grant from the Lumina Foundation to develop an on-line orientation (i.e., first year experience) course. The partnership, led by OLN, received \$522,000 of which RSC received \$131,000 to provide SDE-101 on-line and advise students, and \$36,000 to market the program (2008).
- RSC was awarded a \$3 million grant from the Ohio Department of Development, Third Frontier Wright Project Program in partnership with American Trim, Edison Materials Technology Center, Ohio Northern University, and City of Lima. This unique collaborative effort among educational, governmental, and industrial sectors will contribute toward economic growth and workforce developmental in the community and region (2008).

Enrollment

- LTC announced a record fall quarter 2001 enrollment of 2,894, marking a 14.8% increase over fall of 2000 (2001).
- LTC announced a winter quarter 2002 enrollment of 2,793, marking an 18% increase over winter of 2001 (2002).

- RSC announced an enrollment of 3,002, representing a 3.7% increase over the 2001 fall record enrollment of 2,894 students (2002).
- RSC announced a record fall enrollment of 3,058 which marked an all-time high for the institution (2005).
- RSC announced a fall enrollment of 3,369 students. This marked the third straight year RSC broke its previous enrollment record which subsequently represented a 10.2% increase over the record-breaking 2005 fall enrollment (2006).
- RSC was named the 24th fastest growing two-year college in the nation among two-year colleges with enrollment of 2,500 – 4,999 according to a December report issued by the U.S. Department of Education (2007).
- RSC was named the 21st fastest growing two-year college in the nation among two-year colleges with enrollment of 2,500 – 4,999 according to a December report issued by the U.S. Department of Education (2008).

Facility Development

- RSC officially opened the doors to its new state-of-the-art Information Technology (IT) building. The 33,232 square foot building offers students IT-based classrooms and labs in a beautiful and traditional collegiate building. The building has twelve classrooms and labs, a newly created University Center for institutions offering baccalaureate completion programs on campus, general-purpose classrooms, new faculty offices, two conference rooms, and student and faculty lounge space (2005).
- Renovation of Cook Hall provided updated lab and classroom facilities for the following programs: Nursing, Respiratory Care, Emergency Medical Services, and Dental Hygiene (Summer, 2006).
- Renovation of the Technical Education Lab provided updated and expanded lab and classroom facilities for Early Childhood Education, Criminal Justice, Human Services, Radiographic Imaging, Physical Therapist Assisting, Occupational Therapy Assisting, and Medical Assisting. In addition, the Instructional Support areas of the Testing Center and Center for Distance Education were renovated to serve students. Office space was also renovated for faculty and staff (Summer, 2007).

Student Development

- First year Experience coursework implemented (Fall 2003).
- Early Alert system implemented (Fall 2006).
- Coordinator of Disability Services hired (2007).
- Participation in the OBOR TAGS and Career Pathways projects to support the University System of Ohio (2004-2008).

- Director of Community Outreach hired (2008).

Technology Integration

- Human Patient Simulator was purchased (2000).
- Attendance Tracking System was implemented (2002-2003).
- Electronic Grade Submission was initiated (2003).
- Web Casting was first utilized (2003-2004).
- WebCT advising implemented (2004).
- MPS500 automated systems integration equipment was purchased from FESTO, a German-based corporation, who subsequently provided the on-site training (2005).
- Response Technology introduced into the Classroom (2006).
- e-SIEPS tracking system for planning and assessment was implemented (2007).
- Firearms Simulator was purchased (2008).
- Ambulance Simulator was approved for installation (2008).

Accreditation History

James A. Rhodes State College (formerly Lima Technical College) was chartered in 1971 by the Ohio Board of Regents to provide technical education on the Lima Campus in lieu of Penta County Technical Institute, the initial provider. Subsequently, on July 28, 1972, the North Central Association (Higher Learning Commission) voted to transfer correspondent status from Penta County Technical Institute to LTC. LTC became a candidate for Initial Accreditation in July 1973. The Executive Board of the Commission on Institutions of Higher Education accepted the recommendations from the North Central Association that the College be continued as a candidate for Accreditation after two biennial evaluation visits (January, 1975; November, 1976). Lima Technical College was first accredited in 1979.

Subsequent comprehensive evaluation visits in 1984 and 1992 resulted in continuance of the College's accreditation status. Seven years of accreditation was conferred after the 1984 visit; and in 1992, a 10-year accreditation approval was awarded, contingent upon a response to long-range planning and continuing development of the College's program to document student academic achievement. The College's report and actionable response were accepted by the Commission in 1994. The next comprehensive evaluation was scheduled for 2001-2002. The October 2001 Comprehensive visit resulted in a seven (7) year Continued Accreditation and a Focused Visit on the following topics: planning, assessment of student learning and general education. According to the findings of the 2004 team, the issue of Institutional Effectiveness was addressed in an exemplary manner. The team stipulated that the completed Strategic Plan should be filed by November 1, 2006. The required report was submitted in a timely manner and accepted by the Higher Learning Commission.

Self-Study Process: March 2006—October 2008

With a determination to “get it right this time”, the College began its Self-Study ‘Rhodes Trip’ with plenty of time to spare shortly after the February 2006 arrival of its new College President. Upon the appointment of a Self-Study coordinator (Executive Director of Institutional Effectiveness, Assistant to the President for Planning), the President proceeded to select two Steering Committee Co-chairs (Dean of Arts & Sciences and Chair of Medical Assisting) to facilitate the self-study process and to serve as co-editors of the ensuing document. The March 2006 start-up enabled key personnel to attend the annual April convention of the Higher Learning Commission and the pre-conference workshop on the self-study process over the next three consecutive years. Members were appointed to the Self-Study Steering Committee and various sub-committees charged with preparing the initial drafts of each chapter. These subcommittees included five Criterion Committees; the Response Team, to respond to the challenges identified during the 2001 Comprehensive Site Visit; the Resource and Compliance Team, charged with writing the section on compliance and facilitating the flow of requested information to other committees; and the Communication and Events Team, charged with development of the self-study logo, handling logistics for activities and visits, as well as implementing a communication plan for the self-study process. A teleconference was conducted on July 31, 2006 between the then HLC liaison and key College personnel. In support of a purpose to advance institutional quality and produce a self-reflective self-study report, RSC identified five self-study goals that served to **DRIVE** the process:

- **D**emonstrate stronger linkages and an understanding of inter-connectedness between the self-study process, institutional assessment activities, planning, and strategic actions that advance the College’s mission.
- **R**efine the framework for a self-reflective culture of continuous improvement that will position the College to manage effectively capacity, social responsibility, and transformation into a rapidly changing and globally diverse environment over the next decade and beyond.
- **I**ntegrate into the campus community a better understanding of the students we serve and of the institutional changes that foster excellence in students’ learning and development as effective citizens.
- **V**alidate that RSC fulfills all criteria for continuing accreditation.
- **E**nhance communication, which becomes central to College governance, organizational effectiveness, and mission achievement.

As the various subcommittees undertook their duties, the then HLC liaison, Ingrid Walker, visited the campus in January of 2007 to provide additional input on the process and key personnel also traveled to Chicago the same month to participate in a planning workshop. After responding to multiple Steering Committee reviews, the sub-committees turned their drafts over to the two co-editors in February and March of 2008 for additional review, revision, and consolidation into a cohesive final report.



RSC approached the self-study process as part of its continuous improvement system, drawing on and supplementing the results of its ongoing assessment and evaluation processes, established in 2002. The self-study process was faculty-driven, with upper administration assigned to the Resource and Compliance Team for evidence coordination and review roles. The process was open and inclusive with many innovative efforts to keep the whole campus informed and involved, including the use of House Calls; a newsletter; faculty and staff forums known as Town Meetings; student focus groups; and frequent updates to the Board of Trustees via information inputs at Board Meetings and the RSC faculty and staff via Presidential Forums. Everyone was encouraged to provide input, and an atmosphere where candid input was solicited. In the spirit of self-reflection, occasions such as Town Hall Meetings were designed to facilitate discussion first and to provide information in response while soliciting additional inputs. In order to focus upon any significant shortcomings identified by the Criterion Committees, the Steering Committee, and/or other College constituents via the Town Hall Meetings, an intervention process, described as “*Rhodesside Assistance*”, was implemented. Once shortcomings were identified, they were communicated to upper administration which determined whether the necessary action was a ‘Quick Fix’ (i.e., able to be implemented in the months prior to the October 2008 Comprehensive Visit) or would require a longer time or series of actions to remedy. In both instances, the President assigned actions to the appropriate individual(s) within the Executive Staff so that actions intended to resolve the issue could be implemented and documented.

From the very first stages of the self-study, communication has been a priority. A site on the College intranet has enabled the College-wide sharing of drafts and comments from the early stages of the self-study process through the preparation of final drafts, with opportunities for input provided at every step. Throughout the process, a constant theme has been that the self-study must be evidence-based rather than perceptual. Although the intranet site has enabled the electronic capture, storage and sharing of the data accumulated throughout the self-study process, a physical room on campus has also been designated as the Self-Study Resource Room. It is anticipated that, in order to foster an atmosphere conducive to on-going assessment, this Self-Study Resource Room will be sustained and added to for the foreseeable future rather than dismantled after the completion of the October 2008 HLC Comprehensive Visit.

Finally, each core component of each Criterion is culminated with Strengths, Challenges, and Opportunities to underscore the importance of detailed self-reflection to generate self-improvement. The specific findings follow in each Criterion chapter.

2008 HLC Self-Study Steering Committee (Final Roster)

- Will Wells - Dean, Arts & Sciences; Steering Committee Co-chair and Co-Editor
- Dorothy Kiel - Director, Assessment and Quality Improvement; Chair, Medical Assisting Technology; Steering Committee Co-chair and Co-Editor
- Cynthia Spiers, Ph.D. - Executive Director for Institutional Effectiveness and Assistant to the President for Planning; Self-Study Coordinator
- Kala Maehlman - Faculty Support, Arts & Sciences; Steering Committee Secretary
- Steve Miller - Director, Institutional Research; Resource and Compliance Team Member
- Matthew Kinkley, Ph.D. - Associate Vice President, Academic Affairs; Resource and Compliance Team Co-Chair
- Paula Siebeneck - Coordinator, Public Relations; Communication and Events Team Co-Chair
- Lisa Tracy, Ph.D. - Faculty, Social Sciences; Response Team Chair
- Rhonda Sparrow - Faculty, Nursing; Response Team Member; 2001 Self-study Co-chair
- Tish Hatfield - Chair, Respiratory Care; Criterion One Chair
- Mary Ann Hovis - Chair, Mathematics; Criterion Two Chair
- Eric Mason - Faculty, Nursing; Criterion Three Chair
- Diane Miller - Faculty, Information Technologies; Criterion Four Chair
- Steve Stiles - Faculty, Information Technologies; Criterion Five Co-Chair
- Sally Angel, Ph.D. - Faculty, Humanities; Criterion Five Co-Chair
- Kathy Knisley - Faculty, Early Childhood Education; 2007-2008 Faculty Association President
- Brenda Rizor - Chair, Management and Marketing; Faculty at Large Representative
- Larry Hoffman - Controller/Assistant Treasurer, Business Office; Business Office Representative
- Bonnie King - Director, Student Records and Systems; Student Affairs Representative
- Cathy Kohli - Director, Financial Aid; Student Affairs Representative

To view a list of the Criterion Committees, Response Team, Resource and Compliance Team, and Communication and Events Team members, go to <http://www.rhodesstate.edu/SelfStudy/framework/structure/committees/>.

Response to 2001 Challenges

Challenge #1:

“Documentation of plans to restructure the Health Technologies Division is lacking.”

During the April 1992 Site Visit, the visiting team expressed concern with the lack of a Division Head for the Health Technologies Division. The team noted that the division had grown both in size and complexity to the point that there was concern about “a lack of coordinated leadership and focus in the division” and that the College should explore the “creation of a Division Head” ([1992 HLC Team Report, p. 30](#)). In October 2001, the visiting team identified this as an inadequately resolved challenge stating, “The restructuring of the Health Technologies Division has not occurred... set plans did not appear to be in place” ([RD1-2001 Report of a Comprehensive Visit, p. 4](#)).

Response to Challenge #1

The College finalized its review of an Academic Division restructuring during the 2001-2002 year ([RD50-Current and Historical Perspectives and Problem Statement, January 2001](#)). Effective July 1, 2002 RSC officially restructured the Health Technologies Division by creating positions for both a Dean of Nursing and Dean of Allied Health ([RD104-RSC Organizational Chart](#)). Both of these positions are twelve-month annually renewable contracts, helping to support continuous leadership in those areas.

The coordinated leadership and focus for both Deans is evidenced in the assigned position responsibilities within their respective divisions ([RD54-Dean of Nursing Job Description, Dean of Allied Health Job Description](#)). The general responsibilities for both Deans enable more focused leadership for each Division. These include: (a) continued development, implementation, promotion and daily operation of the Division; (b) planning and implementing the overall annual strategies for the division; (c) relating directly to the Health-care communities’ employment needs through needs assessment; (d) promoting integration of programs on campus through services, committees, and activities; (e) promoting non-credit offerings; (f) maintaining accreditation relationships; and (g) serving on the Academic Affairs Council and other College committees.

Impact of Response to Challenge #1

Because of the restructuring initiative, focused leadership is evident within both the Nursing and Allied Health Divisions. This new leadership has created a sense of esprit de corps among the faculty within these divisions, and a committed focus on student learning outcomes aligned with their program missions. The changes in Nursing were less evident due to the fact that the previous Chair of Nursing had a position title change, with many of the duties remaining the same. Allied Health, however, had multiple chairs now reporting to the Dean rather than the VPAA. Through an assessment conducted in the Allied Health Division, it was noted that an improved focus upon divisional activities and divisional initiatives was perceived. In addition, a sense of cohesiveness has been

effectively formed. Professional development for Allied Health improved through mentoring and division-wide activities. Although the chairs felt that expanded initial public relations had begun at the onset of the structural change, with the current dean, the focus on external collaborations has expanded.

Divisional leadership has enhanced the College's community outreach in the health-care community. For example, a Nursing Expansion Project (2005) was developed in collaboration with area hospitals as a consortium agreement to increase the number of nursing graduates over an five year period and meet the market demand. Through the outreach effort, the College was able to increase the number of nursing graduates from 89 to 152 within a two-year period, provide \$259,887 in scholarships to students, and achieve the goals set for the project. This highly successful project has continued through 2008 ([RD84-Nursing Expansion Project](#)) as a result of the focused leadership effort. To further support the success of the Nursing Expansion Project and continue to enhance focused leadership, a Chair position was added to the Division of Nursing during summer of 2008. Similarly in 2008, the Dean of Allied Health proposed the creation of the Northwest Ohio Allied Health Education Consortium with area colleges unable to offer needed health programs due to budget constraints. With this partnership, the Consortium will arrange courses offered via distance education, clinical instruction hours with the healthcare partners in the College's geographic area, and laboratory experiences will be arranged on Saturday or evening hours at the institution housing the allied health program ([RD25-Northwest Ohio Allied Health Education Consortium Plan](#)).

Challenges #2 and #7:

"[Rhodes State College] needs to develop a process of institutional college-wide planning (and especially institutional effectiveness).

Planning processes at the college, though improved, do not include the comprehensive components of an institutional effectiveness model such as budgeting, master facilities planning, affirmative action, technology, and assessment."

Challenges #2 and #7 ([RD119-Report of a Comprehensive Visit 2001, p. 18](#)) both refer to the need for a comprehensive institutional effectiveness model. The actions taken regarding institutional effectiveness were responsive to both challenges, and therefore, they are addressed together in this section of the report.

Regarding Challenge #2, the visiting team suggested that a comprehensive institutional effectiveness-planning model was not apparent at the College, and the team specifically raised concern about closing the loop in decision-making for several of the planning processes. They stated, "Some Action Plans are unfunded, and a definitive rationale for each proposal is weak, and in some cases, nonexistent" ([RD119-Report of a Comprehensive Visit 2001, p. 9](#)). In addition, as part of Challenge # 7, the visiting team noted that "Planning processes at the college, though improved, do not include the comprehensive components of an institutional effectiveness model such as budgeting,

master facilities planning, affirmative action, technology, and assessment of student learning” ([RD119-Report of a Comprehensive Visit 2001](#), p. 17, no.5).

Response to Challenges #2 and #7

Planning and Institutional Effectiveness were added to the high priority list in preparation for the 2004 Focused Visit. Because institutional effectiveness, assessment, and continuous improvement are foundations for improving institution-wide planning, the entire planning process was re-crafted into a Strategic and Institutional Effectiveness System (SIEPS) that: (a) includes the continuous improvement elements of assessment and feedback at all levels of the institution in order to “close the loop” on all funded or unfunded actions; (b) provides the flexibility to make decisions for severely needed programs and activities that may emerge; and (c) encompasses the components of a comprehensive institutional effectiveness model for critical resource areas of the institution; including facilities, budgeting, equipment and technology, human resources, and marketing ([RD5-2004 Focused Visit Report](#), p. 2).

The RSC planning process was revised to address more effectively assessment of student learning, academic program review, and evaluation of overall institutional effectiveness. The process changed from a periodic five-year cycle to a continuous improvement process that entailed a focus on institutional effectiveness and assessment. In order to develop and implement the system, the College made changes in: (a) professional development activities; (b) organizational structures, (c) policies and procedures, and (d) resource allocations. Because of these changes, various initiatives were taken to enhance the College’s Institutional Effectiveness and Planning System. Full descriptions of the actions taken prior to the focused visit are included in the ([RD5-2004 Focused Visit Report](#), Chapter 3, pp. 3-20). Activities continuing since 2004 include:

■ Training

- Multiple professional development activities continue.
- Ongoing Faculty and staff SIEPS training is conducted as improvements are made to the system ([RD108-SIEPS Training Schedule](#)).
- Enhanced employee orientation program developed to include planning and assessment process training.

■ Compass Council

- The Council guides the College-wide continuous improvement process.
- The Council is transitioning to become the College’s pinnacle governance body to review planning effectiveness, procedures, programs, and policies with resulting recommendations forwarded to the President.

■ Administrative and Committee Structures

- The Office for Institutional Effectiveness is responsible for coordination of the Strategic and Institutional Effectiveness Planning System.

- A Director of Assessment and Quality Improvement was added in 2007 to guide and monitor the programmatic and departmental assessment and planning processes.
- The Academic Curriculum Committee has expanded its role, now submitting both the Financial Productivity report from the Office of the VPB and the Curricular Review to the VPAA as part of the Program Review process.
- The Academic Division Assessment and Planning Team (ADAPT) and the Learning Outcomes Improvement Team (LOIT) combined during fall 2006 to provide a more comprehensive and aligned academic assessment process via its new identity as the Assessment Committee in the shared governance structure.
- The designated functions of the Support Unit Improvement Team (SUIT) have been absorbed into the Assessment Committee's role for assessment process improvement and incorporated into the Director of Assessment and Quality Improvement's responsibilities.

■ Master Planning Resource Committees

- Human Resources and Marketing Master Planning Committees, inactive since 2005, were eliminated during the development of the new shared governance structure.
- Projected needs and costs previously garnered from the eliminated committees are incorporated into the Financial Master Plan developed by the Financial Master Planning Committee.
- Three of the former Master Planning Committees are perpetuated in the new Governance Structure – Facilities; Financial; and Equipment and Technology.
- In 2004, the [Financial Master Planning Committee \(RD81\)](#) was tasked to develop a multi-year budget projection model. Although not completed, the budget projection model is an action culminating in a Financial Master Plan and included as part of the [2006-2009 Strategic Plan Strategy 4, Goal 1, Objective 4, Action 4a, p. 23 \(RD10\)](#).
- The RSC and OSU-L leadership are completing the discussion of a [Campus Master Plan \(RD35\)](#) which will then be presented to the Facilities Master Planning Committee for review.
- Since 2005, the [Equipment and Technology Master Planning Committee \(RD61\)](#) has been actively involved in maintaining a 3-6 year projection list of replacement and renewal equipment and technology needs and associated costs. The committee provides recommendations to the President and Executive Staff regarding planning priorities for emerging and new

equipment and technology requests. This committee uses information from assessment, in particular the [Executive Summary Reports \(RD65\)](#), to identify and prioritize equipment and technology needs. During the 2006 and 2007 annual budget hearings, requests for new or emerging needs have also been gathered by the Director of Information Systems, co-chair of the committee. The composite list of yearly equipment and technology needs is reviewed and discussed between the Executive Staff and President. Final decisions incorporate assessment into the prioritization of needs.

■ Policy and Procedural Changes

Eleven actions described in the 2004 Focused Visit Report (pp. 5-10) guided the development, adoption and understanding of the Strategic and Institutional Effectiveness System, one of which was the approval of the [Strategic and Institutional Effectiveness Planning Policy 9.1 \(RD110\)](#) setting policy-level expectations for planning and effectiveness by administrators, faculty, and staff.

- Continued review and refinement of feedback loops have identified the need for improved communication of results.
- Extended Statement of Institutional Purpose (ESIP) and Mission review occurs during the Improvement Phase of the Strategic and Institutional Effectiveness Planning System ([RD106-SIEPS Map, 2007](#)). The ESIP and Strategic Plan were reviewed and approved by the Board of Trustees on October 17, 2006 ([RD10-2006-2009 Strategic Plan, p. 3](#)).
- A three-year continuous improvement cycle is aligned with the Strategic Planning Cycle and budgeting cycle ([RD35-Budget and SIEPS Timelines](#)).
- Composite Key Performance Indicators (CKPI) of Mission Achievement continue to be measured within each year of the three-year cycle ([RD39-CKPI](#)).
- The assessment process has been streamlined and is now tracked through [e-SIEPS](#), an electronic assessment and planning application.
- College-wide student assessment schedules have been reviewed and updated ([RD52-Data Collection Assessment Calendar](#)).
- Assessment tools for Common Data Sets have been refined and devised, as appropriate (e.g., development of new rubrics for the added general education core skills and abilities). Further discussion of Common Data Sets occurs in the response to Challenge 6.
- An E-portfolio assessment process enables initial, formative, and summative evaluations of student writings to measure value-added growth of the students.
- Since 2004, the Strategic and Institutional Effectiveness Planning System has undergone significant changes in both process and procedure. More details on the SIEPS will be covered in Criterion 2.

Impact of Response to Challenges #2 and #7

A direct measure of understanding can be attributed to the continued use of the system by faculty and staff to inform practice and guide decisions ([RD26-Assessment-Based Budget Decisions](#)). Another significant and successful response to the planning and effectiveness challenge is embodied in the [2006-2009 Strategic Plan: Thinking Outside \(RD10\)](#), which is a product that grew from the 2003-2005 Planning and Assessment Cycle. Six institutional strategies were formulated:

- Create Dynamic Learning Environments;
- Maximize Collaborations;
- Maximize Access;
- Increase Resources;
- Increase a Qualified and Diverse Workforce;
- Create a “Portal to the Future” Image.

Goals, Objectives, and Actions were established for the institution and are incorporated into the electronic Strategic and Institutional Effectiveness System, e-SIEPS. The completed plan was submitted to the Higher Learning Commission (HLC) in October 2006 serving as a progress report. The report was accepted by HLC January 18, 2007 with no further action required. Strategy Teams were formulated in winter 2007 to develop implementation plans and budgets. At the end of the 2nd year of the 3-year cycle 37 of 76 strategic actions have been implemented. Measurement of the system’s success, based on intended results, is discussed in Chapter 2, Criterion 2 – Planning.

Challenge #3:

“[Rhodes State] needs to develop standard practices for periodic program review.”

The 2001 visiting team report noted that “while many programs seek professional accreditation or approval, there does not appear to be internal curricular standards... faculty members are to ensure appropriate rigor” ([RD1-2001 Comprehensive Visit Report, p. 13](#)). The visiting team further noted that the Program Review process in place during 2001 provided a “basis for measuring productivity, not measuring curriculum quality” (p. 13).

Response to Challenge #3:

To address this concern, the College first attempted to eliminate the confusion that existed regarding assessment, program review, and institutional effectiveness. This was done through engaging employees in both internal and external professional development activities. Additionally, policy and procedure handbooks were developed to provide guidelines on implementation of assessment, institutional effectiveness, and program review as distinctive College processes. ([RD5-2004 Focused Visit Report, pp. 2-9](#)).

In preparation for the 2004 Focused Visit, the primary focus for the Program Review was curricular review rather than financial review. Prior to the 2001 visit, the process had been based upon financial review and production rather than the rigor of the academic curriculum. In an effort to correct this curricular omission, the College inadvertently lost focus on the financial component. Thus, subsequent to the 2004 visit, efforts have concentrated on repackaging the financial and curricular components into a comprehensive [Program Review Process \(RD101\)](#).

The following actions were implemented:

- In March 2006, a [Contribution Margin Analysis \(RD43-CMA\)](#) was presented by the Vice President for Business (VPB) and Assistant Treasurer/Controller to the VPAA and the Academic Deans.
- The VPB recommended that the [CMA](#) be used as the financial productivity portion of the academic Program Review Process.
- Upon review of the [CMA](#), the [Financial Master Planning Committee \(RD81\)](#) recommended to the President and Executive Staff that it be used as a yearly analysis for cost effectiveness, as well as during the seven year program review rotation ([RD34-Cabinet Meeting Minutes, February 5, 2008](#)).

Impact of Response to Challenge #3

The full impact of the newly revised Program Review Process will be realized during Fall Quarter 2008 for the academic programs under scheduled review ([RD118-Program Review Schedule](#)).

Challenge #4:

“[Rhodes State] needs a discernable definition of general education.”

In the [Report of a Comprehensive Visit 2001 \(RD119; Part 6, p. 6\)](#) the visiting team stated that the College “lacks a definitive philosophy of general education... it is unclear if the general education courses listed within each program ensure breadth of knowledge and promote intellectual inquiry.” A 2004 Focused Visit was required for which the visiting team specifically challenged the College to “develop a clearly defined statement of the philosophy and objectives of its general education requirements” ([RD119-p. 20](#)).

Response to Challenge #4

This challenge has been effectively addressed as recognized in the [2004 Focused Visit Report, Chapter 3, p. 52, Table 12: General Education Progress \(RD5\)](#). The General Education Philosophy was completed in 2002 (see [Figure 12](#)), and first published in the 2003-2004 RSC Catalog ([RD4](#)) and subsequent catalogs through the 2007-2008 RSC Catalog ([RD17](#)).

Figure 12: RSC General Education Philosophy**RSC General Education Philosophy**

Through established core skills and abilities, General education provides the foundation for personal, professional, and social growth and life-long learning. General education encompasses the following areas of higher learning: communications and humanities, mathematics, life and physical sciences, and social and behavioral sciences. Collectively, General education course work enhances learners' abilities to:

- Understand human behavior and work effectively with others;
- Communicate effectively in a variety of media;
- Listen attentively, think critically, and use problem solving techniques appropriately;
- Access and synthesize information;
- Understand the ethical dimensions of life;
- Apply quantitative reasoning in various contexts;
- Acknowledge diversity;
- Recognize the necessity for life-long learning;
- Recognize the connection between higher learning and their personal and professional lives;
- Appreciate the complexity of the world around us.

Every course in the curriculum contributes to the acquisition of one or more of these general education competencies.

Source: 2007-2008 RSC Catalog

Thus, general education is integral to changing lives, building futures and improving communities. The end result of general education with its emphasis on acquisition of generalized or common and liberal learning is to provide a significant foundation for the individual to function adequately and responsibly in his or her relationship to the larger community. Thus, general education supports the College's purpose to change lives, build futures, and improve communities through higher learning.

Based on the RSC Philosophy of General Education, three components were identified. These include: (a) Distribution Requirements, (b) Competencies Across-the-Curriculum (a.k.a. General Education Core Skills and Abilities), and (c) Out-of-Class Activities ([RD19-A Handbook Establishing a Culture of Evidence for Continuous Improvement of Student Learning-2004, Section 4, p. 2](#)).

To ensure breadth and depth of knowledge, general education course distribution requirements were established for every program. Between 2004 and 2007, the General Education Task Force recommended and propagated changes to program curriculums in support of the requirements. As of fall 2007, core distribution requirements for all degree programs require compliance with the following distribution model:

- English Composition (COM 111);
- One social science (elective);
- One college-level mathematics course; and
- One course from either the Life and Physical Science discipline groups or Humanities discipline groups.

As of fall 2007, all academic programs are in compliance with these distribution requirements and the discipline specific subgroups necessary to demonstrate breadth of knowledge ([RD9-2006-2007 RSC Catalog, pp. 37-38](#)).

The 2001 visiting team also noted that the “College should review the courses included in its general education requirements ([RD-1-Report of a Comprehensive Visit Report, 2001, p. 11](#)). Since the development of the distribution requirements in 2004, RSC has used a ([RD69-General Education Decision Tree](#)) designed to determine whether a course fits the definition of a general education course. Once a course is approved through the General Education Decision Tree, discipline specific decision trees determine under which of the following discipline groups the course belongs: (a) Writing, Communication and Public Speaking; (b) Humanities, Literature and Ethics; (c) Mathematics, (d) Social and Behavioral Sciences or (e) Life and Physical Sciences. These decision trees organize the general education offerings. Beginning in the 2006-2007 RSC Catalog, the structured course sequence for each program has been posted alongside a listing of the General Education, Basic Related, and Technical courses. Thus, the integration of general and technical knowledge can be readily identified by all parties ([RD17-2007-2008 RSC Catalog, pp. 46-143](#)).

General education core skills and abilities are integrated across the program curriculum and documented for each academic program ([RD47-Course Accountability Matrix](#)). In 2003, three core skills and abilities (writing; critical thinking; and diversity awareness) were initially embedded into all curricula and measured at the program and institutional levels.

Measures were identified and assessment has continued over the subsequent five-year period (2003-2007). In 2007, two new general education core skills were identified, Information Literacy and Computation skills. In addition, the diversity awareness core skill was expanded to include global awareness. The measures are being determined in collaboration with Institutional Research. The assessment committees, Academic Division Assessment Planning Team (ADAPT) in conjunction with the General Education Task Force, discipline experts, and the VPAA developed rubrics to measure Computation Skills and Global and Diversity Awareness ([RD45-Core Skills and Rubrics Abilities](#)).

General education core skills and abilities are embedded into the out-of-class experiences provided through programs, services, and activities within Student Affairs and Instructional Services, in support of the mission. For example, Student Affairs manages the First-year Experience course in which the rubrics for writing, critical thinking, and diversity awareness core skills and abilities are introduced and the expectations for performance are discussed ([RD49-SDE 101 Syllabus](#)). The College's Learning Center supports the core skills of writing, diversity awareness, and critical thinking by serving students in tutoring sessions. The first-year advisors use an [Educational Planning Form \(RD23-Advising Manual\)](#) as a tool to assist advisors in their role as a teacher/ facilitator for enhancing the student's critical thinking ability. The Student Activities Office aligns many student events in support of diversity awareness ([RD111-Student Activities Calendar](#)).

Impact of Response to Challenge #4

The [Report of a Comprehensive Visit 2001](#) noted that a general education philosophy and objectives “may help guide the institution toward an identifiable and consistent undergraduate level general education component in all degrees” ([RD119](#); p. 11). The College placed a primary focus on the assessment of the general education competency outcomes, in an effort to obtain baseline data for the progress of general education student learning for the [2004 Focused Visit Report](#) and to establish a future standard of achievement. According to the [Report of a Comprehensive Visit 2001 \(RD119\)](#) the visiting team stated, “The general education component of degrees offered by the institution has been identified, and much effort has been expended examining courses which will meet the requirements of the various components. A portfolio process is utilized, and entry and exit abilities are tested to gather data that verify the extent to which the general education expectations are being achieved” ([RD119-Advancement Section, p. 7](#)). Since 2003, the general education outcomes have been documented. The details of general education outcomes will be included in Criterion 4.

Challenge #5:

“Assessment of General Education is in its initial stages”.

The 2001 visiting team noted “Student learning outcomes in general education have been identified in 16 areas. Only one outcome, writing, had identified means of measurement with data collected and an analysis conducted” ([RD119-Report of a Comprehensive Visit 2001, p. 12](#)).

Response to Challenge #5

In response to Challenge #5, and in conjunction with Challenge #4, twenty-nine (29) actions were taken regarding general education at RSC. All of the 29 actions were completed prior to the October 2004 Focused Visit with the assessment of the core skills and abilities continuing.

With the addition of Critical Thinking and Diversity Awareness to the already existing Writing skill, the institution adopted three initial general education core skills and abilities for integration into program curriculums and institutional measures of assessment. RSC continues to assess these core skills and abilities and is introducing two new or expanded core skills and abilities to be measured during different start-up years, (a) Information Literacy, (b) Global and Diversity Awareness, and (c) Computation. In 2006-2007, Diversity Awareness was expanded to include Global Awareness, with plans for measurement to begin during fall 2008. Finally, Computation skills are to be identified within program and institutional Student Learning Outcomes in 2008-2009, with measurement to begin during fall 2009.

The College developed three major assessment mechanisms to capture and measure the value-added results of these general education core skills and abilities from a student's initial matriculation at the College until the term just prior to graduation. These mechanisms, developed prior to fall 2002, remain in effect and include the Electronic Portfolio (E-portfolio) System, the ACT® Collegiate Assessment of Academic Proficiency (CAAP) and Capstone courses.

■ **E-portfolio:** Beginning in fall 2002, all students were required to submit an electronic writing portfolio. The first writing portfolio samples were assessed during summer 2003. The portfolio provides a means to collect student writings. These writings span the students' educational experiences at RSC. The portfolio system captures multiple examples of student performance in all three of the original core skills and abilities. The portfolio consists of up to six writing samples:

- Diversity Awareness essay from the First-Year Experience course, SDE 101 (taken in the first or second quarter of the students' college experience);
- Research paper from COM 111;
- Social science paper from PSY 101, PSY 122, or SOC 101;
- Program paper written early in student's experience;
- Program paper written near the end of their experience; and
- Expanded reflective Diversity Awareness essay submitted during the student's Capstone Course.

Performance for all general education core skills and abilities can be measured against rubrics. The writing rubric measures critical thinking, information literacy, and writing performance. The diversity rubric measures diversity awareness ([RD45-Core Skills and Abilities Rubrics](#)).

■ **ACT® Collegiate Assessment of Academic Proficiency (CAAP):** The second mechanism encompasses the initial and summative benchmarks obtained through CAAP testing. Beginning in fall quarter 2002, students were requested to take the CAAP upon entry and were required to retake it during their program's Capstone

Course experience. The first entry-level CAAP was administered just prior to fall 2002 with the first exit CAAP administered during spring 2003. The modules tested under CAAP were writing skills, critical thinking, and reading. Mathematics was added later. Although assessed areas of the CAAP do not match exactly, two of the three original core skills and abilities (Writing and Critical Thinking) are assessed by this instrument.

■ **Capstone Course:** The third mechanism is the Capstone Course. Each program offers a required Capstone Course as part of its graduation requirements. As a summative tool, the Capstone Course addresses cognitive, affective, social, and psychomotor learning. The course celebrates students' educational experiences at RSC and assesses strengths and/or weaknesses of individual and collective student learning. The Capstone Course enables students to integrate their specific program educational goals with the College's general education core skills and abilities. A final E-portfolio paper, which can be assessed for exit scores for comparison with the first-year and mid-point scores of the general education core skills and abilities, is submitted. A Capstone Course has been incorporated as a graduation requirement within every program curriculum and is completed near the end of the student's educational program.

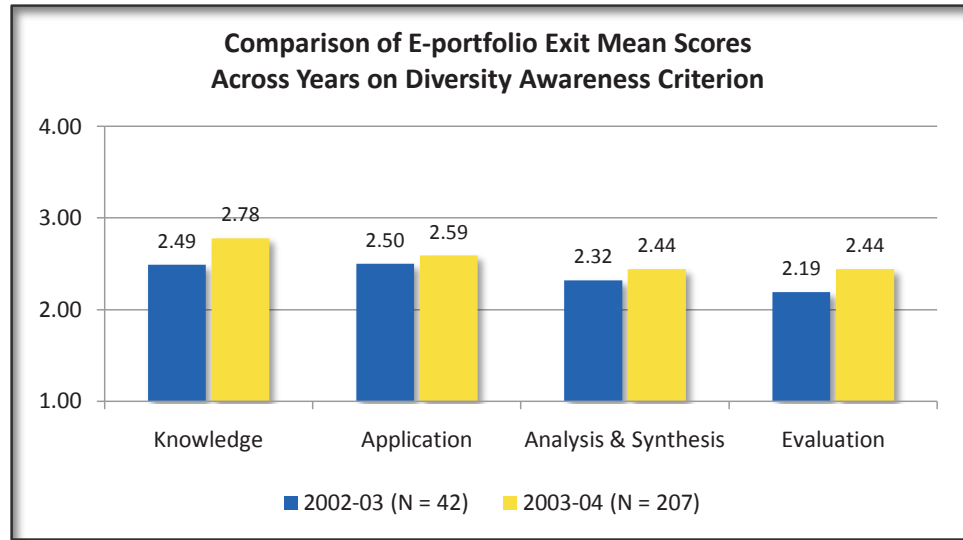
Impact of Response to Challenge #5

A great deal of progress has been made about general education assessment. The knowledge and skills gained through general education courses can have a significant impact on the life-long learning of graduates and their continued success in higher degree attainment. Student writing, critical thinking and diversity awareness performance levels have assisted the institution in identifying strengths and areas for needed improvements.

Figure 13 demonstrates a 2002-2003 benchmark performance of Diversity Awareness for entering students captured in the First Year Experience Course (SDE 101), followed by an introduction of the topic within the course. Results of the entry level of understanding data show that there were no mean scores meeting the intended standard of achievement (3) on any of the four elements evidenced in the data. In the initial benchmark year, mean exit scores in each of the four criteria ranged between 2 and 3, on a scale from 1 (low) to 4 (high). A diversity awareness anchor paper and [Statement of Commitment to Diversity](#) were developed and introduced institution-wide in 2003-2004. The additional curricular emphasis on Diversity Awareness led to an increase in mean exit scores observed across each of the four criteria (see **Figure 13**).

In spite of this improvement, however, mean exit scores remained below a level of 3, an initial expected institutional standard of achievement. Given that the number of diversity awareness papers increased from 42 in 2002-03 to 207 in 2003-04 and since the institution now had two years' worth of data, the standard score of 3 was set as the indicator of achievement.

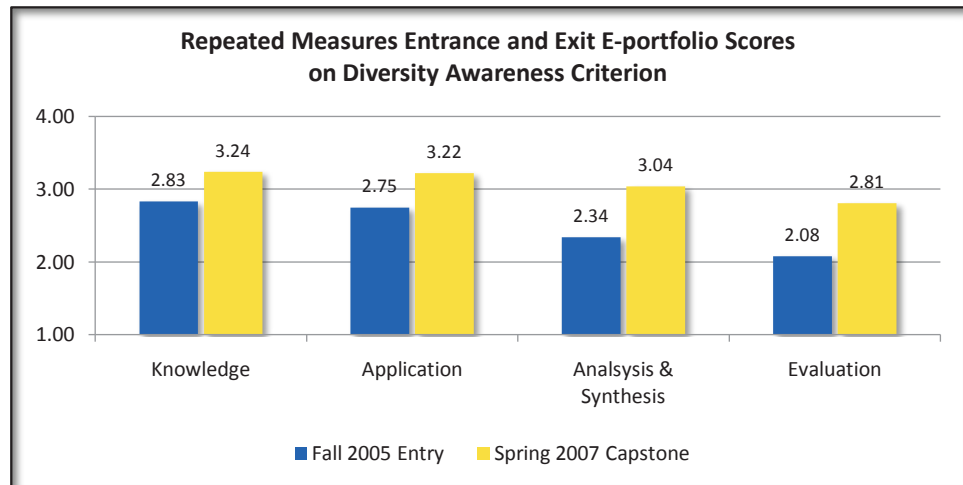
Figure 13: Comparative Diversity Awareness Exit Mean Scores (AY 03 vs 04)



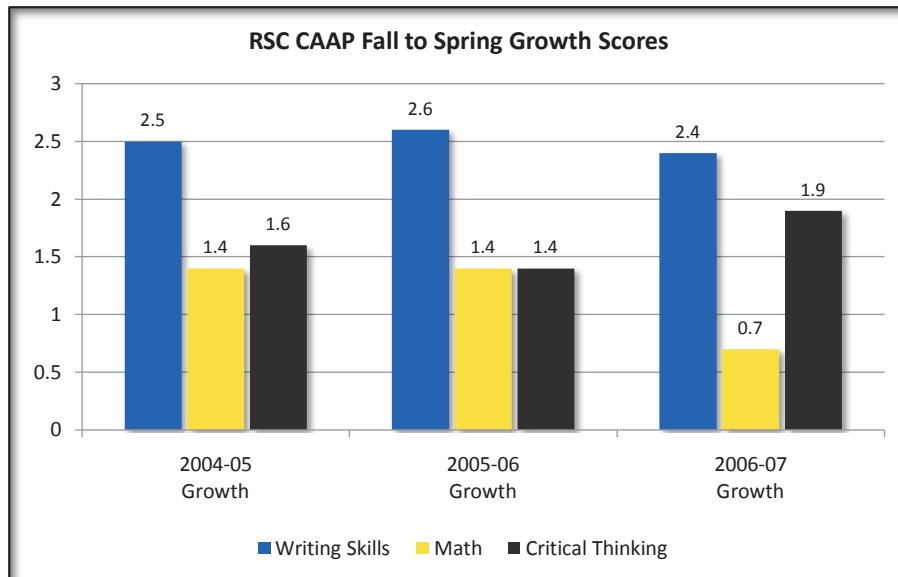
Source: E-portfolio Assessment Application | IR

Beginning in 2005-06, the scoring process for diversity awareness was modified to enable tracking of the same student’s entry and exit scores. In other words, a sufficient number of scores had been collected in E-portfolio to allow for a repeated measures design. Results from 2005-07 (see Figure 14) demonstrate growth from entry to exit in each of the four criterion areas. Three of the four exit ratings exceeded the standard of 3.

Figure 14: Diversity Awareness Repeated Measures for Fall 2005 and Spring 2007



Source: E-portfolio Assessment Application | IR

Figure 15: 2005-2007 CAAP Exit Means

Source: CAAP Institutional Summary Results | IR

As seen in Figure 15, the [ACT® Collegiate Assessment of Academic Proficiency](#) (CAAP) scores demonstrate the value added to students with regards to writing, math, and critical thinking. The magnitude of growth on the math portion was less in 2006-07 than in previous years, while stronger growth was observed on critical thinking in 2006-07 than in previous years. Stronger growth scores on writing skills and critical thinking parallel institution-level changes, including curricular changes focusing on practice and reinforcement and improved periodic assessment to improve student performance.

Challenge #6:

“Assessment of Student Learning is not clearly understood by the faculty and College administration. Confusion exists between assessment, institutional effectiveness, and academic program improvement [review].”

Response to Challenge #6

After the Comprehensive visit of 2001, the College began a two-pronged approach to better differentiate among assessment of student learning, academic program review, and the evaluation of overall institutional effectiveness ([RD5-2004 Focused Visit Report](#), pp. 33-36) and to ensure that administrators, faculty and staff understood the difference. In 2002 the College:

- adopted the visiting team’s definitions noted in the [Report of a Comprehensive Visit 2001](#), (RD119; pp. 13-14);

- offered educational activities which included workshops, planning and discussion sessions, newsletters, and assessment fairs;
- revised the overall planning process to more effectively address and manage each of the three processes;
- included new committee structures to develop standard policies and procedures for these processes and manage them respectively; and
- dedicated resources to support each of these as distinctive processes.

Impact of Response to Challenge #6

It is important to note that reallocation of financial resources, though not always a guarantee of results, does indicate a willingness and desire of the administration to ensure that all employees can distinguish among the concepts of assessment of student learning, academic program review, and the evaluation of overall institutional effectiveness. The College spent over a quarter of a million dollars in educational activities for the faculty and staff from 2002-2004 ([RD5-2004 Focused Visit Report, Chapter Three, p. 10](#)).

Continued activities include:

- 2007 Faculty Assessment Workshop with nationally known speaker, Linda Caputi;
- In-service training offered June 2007 to provide updates on recent changes regarding the work of the now combined Academic Division Assessment Planning Team (ADAPT), Learning Outcomes Improvement Team (LOIT), and the Institutional General Education Student Learning Outcomes ([RD76](#));
- 2006-2007 training sessions on the use of e-SIEPS, the electronic storage and tracking program for Strategic and Institutional Effectiveness ([RD63-e-SIEPS Training Schedule](#)).

Understanding of the three separate processes of Institutional Effectiveness, Assessment, Program Review is most clearly evidenced using each process for its intended purpose. Program Review is a systematically scheduled process that enables review of both productivity and curricular relevancy for all academic programs or departments. Faculty members assess student-learning outcomes at the course and program level; administrators, faculty, and staff engage in Unit level assessment of their programs and/or services. A comprehensive strategic and institutional effectiveness planning system links all of the processes in support of continuous improvement.

Challenge #8:

"The 1992 Team Report identified the lack of minority faculty as a concern. To date, little progress has been made. It is incumbent upon the College to develop a comprehensive strategy and plan to recruit faculty of color in order to reflect better the demographics of the [Rhodes] community service. In addition associated with the lack of minority faculty is the Team's concern of the lack of minority students enrolled in the college. As the [Rhodes] service area becomes more diverse, the

College's enrollment should better reflect this diversity. [Rhodes] should develop strategies to recruit more minority students and provide services to ensure their success."

Response to Challenge #8

Although this area was not addressed in the 2004 Focused Visit, the 2001 Visiting Team identified an affirmative action plan as a suggested component of a comprehensive institutional effectiveness model.

The response to this challenge will entail more details than the previous seven challenges because the 2001 visiting team reiterated the concern from 1992 and an expectation for significant progress, which to-date has been minimal.

The Multicultural Subcommittee, established in fall 2002, was created and charged by Compass Council (College's overarching planning and effectiveness Council) to: (a) review the [Higher Learning Commission's (HLC's)] definition of multiculturalism; (b) define multiculturalism for RSC; (c) assess faculty, staff, students and community with respect to that definition; and (d) provide recommendations for improvement to the Compass Council by November 1, 2002 ([RD83-Multicultural Subcommittee Charge, 2002](#)). During November 2002, the Subcommittee reported its findings and recommendations to Compass Council ([RD83-DATE Manual, Multicultural Subcommittee Report, November 2, 2002](#)). Its most pertinent 2002 finding regarding the lack of minority representation among faculty was that RSC employed only one minority out of 68 full-time faculty, while the student body was approximately 10% minority. The subcommittee's recommendations centered on implementing recruitment procedures listed in the [RSC Search Guidelines and Employment Procedures, \(RD78; pp. 8-9\)](#) designed to reach a more diverse population of potential candidates, yet no evidence existed that such procedures were routinely followed. The Committee recommended national advertising in the *Chronicle of Higher Education* and extending the timeframe for searches, which is consistent with practice at other institutions.

In October 2003, Compass Council re-instated the Multicultural Subcommittee, amended its charge, and expanded its membership to include student and community members. The Director of Human Resources was appointed as the Committee's liaison to Compass Council. The amended charge directed the members to develop clear definitions of both "multicultural" and "diversity" and develop an Action Plan with short and long-term goals ([RD53-DATE Manual Documentation](#)). The Subcommittee developed a Statement of Commitment to Diversity and Goals, enlarging its focus by developing a statement that was not specifically cultural (e.g., sexual orientation) - using "diversity" rather than the more limited term, "multiculturalism". The Statement was approved by Compass Council on October 31, 2003 ([RD42-Compass Council Meeting Minutes](#)).

Because of the 2002-2005 Institutional Strategic Implementation Plan ([RD5-2004 Focused Visit Report, pp. 21-31](#)), the Multicultural Subcommittee developed a [Diversity Action Plan \(RD57\)](#). During the period that the Subcommittee was developing its action

plan, it became a permanent committee, serving as advisory to the College's Compass Council; and a new liaison, the Associate Vice President for Student Affairs/Executive Director for Institutional Effectiveness, was appointed to manage communications between the committee and Compass Council. The committee changed its name to reflect its philosophy and goals, becoming the Diversity Action Training and Experience (DATE) Committee ([RD53-DATE Manual Documentation](#)). DATE subdivided into task forces to develop action plans based upon its self-defined charge, dated August 11, 2004, addressing: Training, Special Events and Speakers, Visual Displays, Policy and Procedure Review, Advocacy, and Promoting Inclusion of Diversity Issues in the Curriculum. These action areas reflect the Committee's philosophy that effective recruitment and retention of minority faculty, staff, and students is enhanced by building a campus community that embraces diversity. The plans were developed with the understanding that members of administration would be assigned to spearhead implementation. The plan drafts, dated October 15, 2004, were included in the 2004-2006 [Diversity Action Plan \(RD57\) \(RD53-DATE Manual\)](#) and made available during the 2004 Focused Visit. The DATE Manual is maintained by the DATE Committee Co-Chair and professor of Sociology.

Prior to approval of the 2004 Diversity Action Plan, three of the Diversity Action Planning Task Forces (Curriculum, Visual Displays, and Training) submitted applications for Special Activities Fund grants, and were awarded a joint amount of \$8,500. Most of the funds were used to purchase visuals and classroom materials. Administrative concerns regarding the chosen vendor thwarted the progress on the diversity-training proposal.

On January 27, 2005, the DATE liaison, presented the [Diversity Action Plan Executive Summary \(RD53\)](#) to Compass Council ([RD42-Compass Council Meeting Minutes](#)), which set forth the action plans and projected costs of implementation proposed by the three task forces. The Committee was notified by the President in July 2005 that \$22,500 for Diversity planning initiatives had been funded. The plans were to be implemented "in collaboration with the appropriate Senior Staff member". The President's memo further informed DATE members that Compass Council placed the planning initiatives in the priority of Training; Visual Displays; and finally Policy and Procedures, which included an Affirmative Action Plan.

While plans existed and funding was approved, administrative operations were not implemented. Without direction and spending authority, the DATE Committee eventually ceased to meet. However, the visual displays, funded previously, continued to be maintained and rotated through the Office of Student Development, with support from staff, faculty, and student workers, making this the most successful outcome of the DATE Committee's work. The visual displays continue to be carried out by the Office of the Dean of Student Development, in collaboration with the DATE Committee.

Many of the 2004-2006 DATE initiatives were incorporated into the [2006-2009 Strategic Plan \(RD10\)](#). These are most clearly identified in Strategies 1 and 4; and most extensively in Strategy 5 (Increase a Qualified and Diverse Workforce), Goal 1, Objective 1, Action 1a, which states, "Develop strategies to increase recruitment and retention of personnel

from underrepresented groups” (p. 24). In selecting the Strategy 5 team members, the College leadership made a concerted effort to include members of the DATE Committee. In December 2006, the President requested that the standard statement, “Equal Opportunity/ADA Employer, M/F, V/D,” be expanded to include the following:

Successful candidates will possess a commitment to serving a culturally diverse student population. RSC is committed to promoting a culturally diverse environment. Minority candidates are strongly encouraged to apply.

Additionally, during 2006 and continuing into 2008 a series of diversity outreach efforts, initiated by the President, and instituted under the leadership of the Vice Presidents for Student Affairs and Academic Affairs ensued. These efforts are designed to develop partnerships and engage College leaders, staff, and faculty with diverse community groups. These include:

- Engagement with minority community leaders from the YMCA-Black Achievers; Closing The Achievement Gap (CTAG) Program; and League of United Latin American Citizens (LULAC).
- Targeted partnership with the Lima City High School to engage faculty and staff in working with their students, teachers, and principals in providing educational experiences and learning strategies.
- Territory-Management Plan implemented targeting the primary feeder schools for minority students in order to provide a higher level of engagement with minority students.

Impact of Response to Challenge #8:

The Director of Human Resources reports that funding for advertising that is more extensive has been made available in support of the DATE Committee’s recommendation to Compass Council. Advertising has been expanded on the internet and more often placed in both the *Chronicle of Higher Education* and minority job publications. As a result, the annual funding for job recruitment has increased substantially over a five year period (see Table 3).

Table 3: Employment Advertising Costs

Employment Advertising Costs	Fiscal Years 2005-2007
FY	Total
2003/2004	\$9,132.43
2004/2005	\$32,865.89
2005/2006	\$53,058.98
2006/2007	\$62,853.02

Source: Office of Human Resources

It is difficult to determine whether the extended advertising has yielded more applications from minority candidates, because Human Resources (HR) changed its practice to send applications with EEO information forms only to candidates who were pre-screened for an interview, and a large number of applications are returned without the EEO forms. However, HR records, which detail the race/ethnicity of candidates interviewed, show that between 2003/2004 and 2006/2007, 44 of the 719 employment candidates interviewed were minorities (6.1%).

Despite these recent efforts, the College has not significantly increased its minority representation among faculty or staff. Table 4 shows that minorities are still underrepresented at the College among faculty and staff. Full-time minority faculty have increased by only one, while part-time minority faculty have increased from three to six, representing 3% and 4% of part-time minority faculty respectively. Although a higher percentage of both full-time and part-time, non-faculty minorities were employed between 2001-2004, a decline in minority representation has been observed from 2005-2008. Across all faculty and staff groups, a notable increase since 2001 is not evidenced.

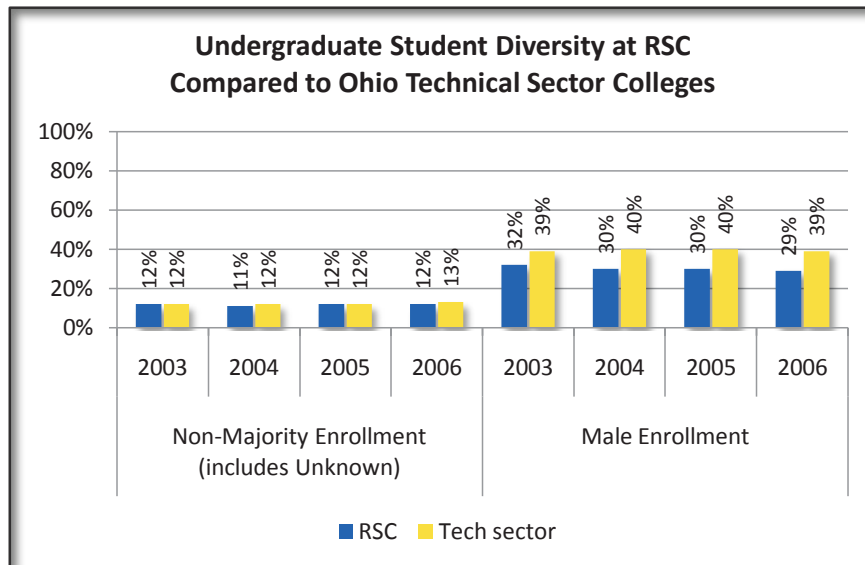
Table 4: Minority Employees by Status and Year

Minority Employee Status	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	% (#)	% (#)	% (#)	% (#)	% (#)	% (#)	% (#)
FT Faculty	3% (2)	2% (1)	2% (1)	2% (1)	3% (2)	3% (2)	3% (2)
PT Faculty	1% (3)	1% (1)	3% (5)	1% (1)	3% (4)	4% (6)	4% (6)
FT Non-Faculty	8% (8)	7% (7)	4% (5)	2% (2)	2% (2)	2% (2)	2% (2)
PT Non-Faculty	23% (7)	16% (5)	14% (3)	11% (3)	3% (1)	13% (4)	9% (3)
All Faculty & Staff	4% (16)	3% (15)	4% (14)	2% (7)	2% (9)	4% (14)	3% (13)

Source: Office of Human Resources/IPEDS Data

From 2003-2006, diversity representation among students had shown a relatively stable percentage among all diverse populations comparable to the Ohio technical college sector (see Figure 16). Between 2002 and 2006, RSC experienced a continuing increase in African-American enrollments. However, from summer 2007 through winter 2008, a decline in total African-American enrollments (-91, -14.5%) occurred. Hispanic enrollments have continued to increase slightly (+12, 11%) over all quarters in the same period, which may be attributable to the increase of Hispanics within the service area and to the outreach efforts. While a focus on diversity by race is important to the advancement of educational levels in the region, the lower than average male population at RSC is increasingly an area of concern. Comparatively, since 2004, RSC shows a 10% lower rate of male enrollments than the benchmark technical colleges (see Figure 16).

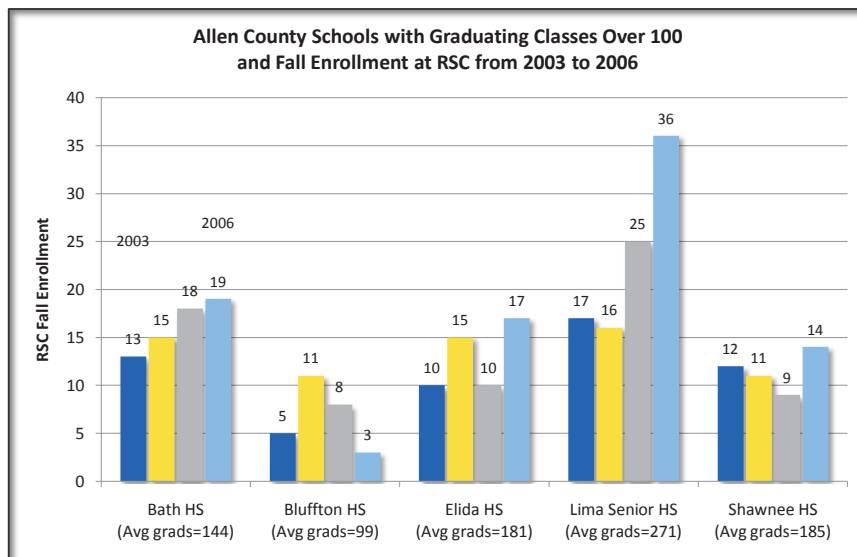
Figure 16: Diversity Enrollment



Source: OBOR | The Performance Report | Undergraduate Student Diversity | IR

Outreach efforts focused on increasing minority students have included activities at the city high school, Lima Senior High. As a result, the College has experienced a growth in the number of students from the school (see Figure 17).

Figure 17: RSC Enrollments from Area High Schools



Source: ODE | Interactive Local Report Card (iLRC) | Banner | IR

Student diversity, while showing better than faculty hiring, is an area that should improve with continued enrollment management efforts, such as those at Lima Senior High.

Challenge #9:

“A review of faculty credentials revealed that some adjunct faculty do not meet the minimum threshold of a master’s degree in the appropriate subject area to teach transfer level courses.”

Response to Challenge 9

Credentialing of adjunct faculty, as well as regular full-time and part-time faculty is a process that has evolved since the 2001 site visit. Careful monitoring of credentials for all faculty teaching transfer level courses has occurred subsequent to the 2001 HLC comprehensive visit. Since 2002, the Dean of Arts & Sciences (A&S) has been tasked to prepare a quarterly spreadsheet summary of faculty credentials for all instructors assigned to transfer level courses within the A&S Division and to forward that spreadsheet to the Vice President for Academic Affairs. Because most transfer level courses are housed within the Arts & Sciences Division, these quarterly summaries provide specific documentation of the College’s response to this challenge. Over the last six academic years, the summary spreadsheets ([RD118-Faculty Credentialing Process](#)) indicate that more than 95% of Arts & Sciences transfer-level sections have been taught by appropriately masters degree-credentialed faculty. In the previous Academic Year (2007-2008), 281/284 (i.e. 98.8%) of Arts & Sciences transfer sections were staffed by faculty holding the appropriate number of graduate credits in the discipline of record. The three other transfer sections were also taught by adjunct faculty holding a masters degree, but the faculty member, upon review, did not have sufficient credits in the discipline of record. All three of those exceptions occurred in fall term, and, upon discovery of the discrepancy, those adjunct faculty members were no longer assigned to transfer sections, meaning that 100% compliance was achieved during the winter, spring and summer terms of 2008. Moreover, it is anticipated that 100% of Arts & Sciences transfer sections taught in the fall term of 2008 will be staffed by appropriately credentialed faculty members.

In cases where the proposed instructor lacks the appropriate credential, the Dean of A&S and the affected discipline Chair have been required to provide justification (e.g., number of years teaching calculus in a high school setting). Most of the exceptions have occurred in the area of mathematics where local demographics have made it difficult to obtain adjuncts with a masters degree in mathematics or a related field. In response to this problem, the College administration has recently created two new full-time mathematics positions (starting Fall, 2006, Fall 2008, respectively) in order to assure the required standard of credentialing. Recognizing that some transfer courses reside outside Arts & Sciences, in 2007-2008, the College implemented two new forms ([RD118-Faculty Credentialing Process](#)):

■ RSC Faculty Credentials form:

- provides an overview of faculty names, the credentials they hold, and the courses that they have historically taught
- divided into three categories: faculty administrators, regular teaching faculty, and adjuncts

■ Faculty Qualifications Summary form:

- assessment tool which facilitates a systematic review of potential new hires throughout the Academic Affairs Division to ascertain whether and how faculty are qualified to teach particular courses.

Impact of Response to Challenge #9

These new forms have arisen in direct response to [Rhodeside Assistance Intervention #15 \(RD105\)](#) and their creation provides a good example of how the reflective aspect of self-study can lead to the recognition and resolution of gaps in a particular process.

In response to this challenge, a faculty credentialing document has been prepared by each division dean and his/her program chairs to articulate necessary baseline credentialing qualifications for all faculty within their respective programs.

