CHAPTER 3/ CRITERION THREE

STUDENT LEARNING AND EFFECTIVE TEACHING

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In its values, RSC states a commitment for caring, responsibility, and quality; meeting the needs of others, doing competently what is supposed to be done, and taking pride in excellence. These values, coupled with the Academic Vision to "kindle a passion for learning", speak to the College's commitment to high-quality educational experiences for students and community members served.

The wide range of educational opportunities offered by RSC includes post-secondary education for high school students, multiple associate of applied business or associate of applied science degrees, various certificates, continuing education for graduates in specific disciplines of study, and business and industry training. As part of its commitment, RSC provides a range of student support services designed to assist students in working successfully toward their educational goals. These educational and learning support opportunities, coupled with the expertise of faculty and staff, help to situate RSC as one of the top providers of public post-secondary education in a ten-county service area and as the top provider in seven of those 10 counties (RD80-Market Penetration Report).

The following core components address how the College fulfills its educational mission through instruction and curriculum, both advanced through ongoing assessment. The core component sections also address how educational support services nurture the success of diverse populations of learners.

Core Component 3a:

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

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Student Learning Outcomes Clearly Articulated

3a-1: The organization clearly differentiates its learning goals for undergraduate programs by identifying the expected learning outcomes for each.

A standardized approach to assessment requires all programs to align their mission criteria with College mission criteria, thus aligning their expected student learning outcomes with the institutional mission and goals. Programs develop and document expected learning outcomes in their course assessment plans (RD48-Course Assessment Plans). This comprehensive and integrated approach to assessment of student learning was established during 2002-2003 and initially documented in A Handbook

Establishing a Culture of Evidence for Continuous Improvement of Student Learning 2004 (RD19). Through both course and program assessment processes, each academic program/major unit identifies learning outcomes, links those outcomes to teaching methods, and identifies where data are collected and who is responsible for collecting the data. In addition, the handbook describes the process for collecting course assessment information, differentiating between technical and general education outcomes and expected standard outcomes. In 2007, a supplemental handbook, e-SIEPS Manual was introduced to faculty and staff. This manual informs users how to populate the electronic database (RD62-2007 e-SIEPS Manual).

Program-specific student learning outcomes are articulated to students through their Program Handbooks, when available (e.g., Nursing, Allied Health, Criminal Justice, Human Services) (RD100-Program Handbooks). Other programs include the program-specific expected outcomes on individual course syllabi. Thus, expected learning outcomes are clearly differentiated for every program.

Multiple Levels of Assessment

3a-2: Assessment of student learning provides evidence at multiple levels: course, program, and institutional.

The College's framework for assessment consists of a process designed to capture evidence at multiple levels, as shown in **Table 3-1**.

Table 3-1: College Student Learning Outcomes Assessment Activity Levels

Assessment Level	Assessment Activity
Course	Scheduled assessment of Technical and General Education learning outcomes for all sections of a course, culminating in a composite outcome for the designated course.
Program	Yearly assessment of an academic program's expected Technical and General Education learning outcomes; Occurs within the Capstone Course
Institution	Yearly Assessment of the College's mission criteria through Technical Competencies and General Education Key Performance Indicators (KPIs) and supported by KPIs measuring Student Progress, Developmental Education Preparation, Workforce Development, Transfer Preparation, and a Quality Environment.

Source: IE

Thus, evidence of student learning is available and routinely utilized at all levels. All completed course, unit, and institutional assessments are archived on the SIEPS Map.

Use of Direct and Indirect Measures

3a-3: Assessment of student learning includes multiple direct and indirect measures of student learning.

Assessment and evaluation of student learning at RSC includes multiple direct and indirect measures of student learning. Direct measures provide reliable data regarding the actual learning performance levels of students. Table 3-2 lists direct measures used at RSC and the learning domains to which they apply.

Table 3-2: Student Learning Outcomes – Direct Measures and Domains Applied

Type of Measure	Learning Domain		
	Cognitive	Psychomotor	Affective & Social
Pre-testing/Post-testing	Yes	Yes	N/A
Capstone Course	Yes	Yes	Yes
Oral Examinations	Yes	Yes	Yes
Internships/Clinical Performance	Yes	Yes	Yes
Portfolio Assessments	Yes	Yes	Yes
Locally Developed Tests	Yes	Yes	N/A
Licensing Exams	Yes	No	N/A
Standardized Tests	Yes	NA	N/A
Internal/External Juried Reviews	Yes	Yes	N/A
External Evaluations of Internships/ Clinical Performance	Yes	Yes	Yes

Source: LOIT

Conversely, indirect measures (see Table 3-3) provide perceptions that learning has occurred (e.g., student surveys of perceived learning, retention rates), and support findings from direct measures. Grades and pass rates are not considered to be direct evidence of learning. Standardized tests, oral exams, and/or licensure exams are only considered as direct measures, if questions are directly linked to learning outcomes or if feedback is related to student competencies in achieving program-learning outcomes.

Table 3-3: Indirect Measures of Student Learning

Alumni, employer, and student surveys of goal satisfaction
Graduate exit interviews
Focus group interviews
Graduate follow-up studies
Retention and transfer studies
Length of time to complete a degree
SAT/ACT scores
Graduation and transfer rates
Job placement data
Transcript analysis

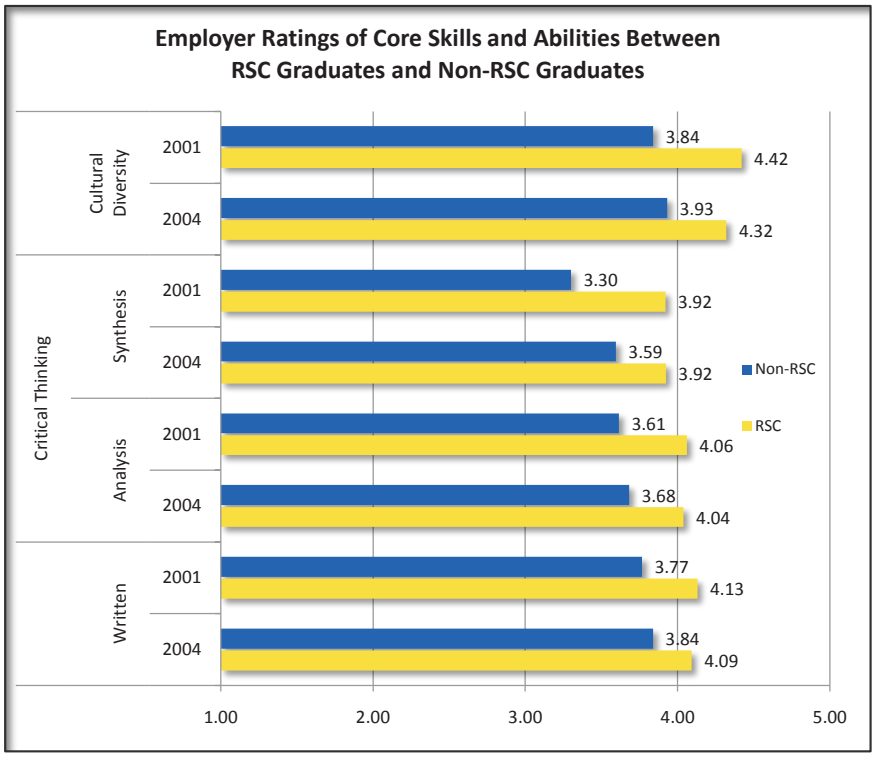
Source: IR

Faculty members utilize rubrics, presentations, research projects, assignments, portfolios, participation, common item-pooled questions, and surveys to assess classroom learning.

Institutional common data sets consist of both direct and indirect measures drawn from regular institutional assessments (RSC Effectiveness and Assessment Schedule). For example, the Employer Survey of Graduates (RD60), administered by the Office of Institutional Research, serves as an indirect measure of general education skills. The Survey asks employers to rate 10 skills and abilities of both RSC graduates and graduates from other institutions. **Figure 3-1** shows that among 10 skill areas, RSC graduates consistently rate higher in communication, teamwork, and work ethics than other rated college graduates.

On the core competencies shown in **Figure 3-1**, RSC graduates are consistently rated more positively as new employees on these four general education competencies than are non-RSC new employees. RSC graduates were rated most highly on cultural diversity, followed by written skills, and then analysis and synthesis. This pattern was observed among non-RSC graduates as well.

Figure 3-1: Employer Perceptions of Skill Differences between RSC Graduates and Other College Graduates:



Source: 2001 and 2004 Survey of Employers | IR

Measurements that compare RSC to national results include: the Community College Survey of Student Engagement (CCSSE); Alumni Survey; ACT-Advising Survey, and the ACT-Collegiate Academic Assessment Proficiency (CAAP). The SCT-Banner administrative system provides aggregate assessment data regarding student progress, graduation rates, and retention rates as well as the opportunity to compare these data among student cohorts.

Transparent Outcomes

3a-4: Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

The SIEPS Map, developed in 2003, enables transparency of posted assessment results to internal constituents. However, a formal means to share institutional learning outcomes with students does not currently exist. Assessment feedback from E-portfolio reviewers, while used as the institutional measure of student learning, is not provided to individual students because E-portfolio assessment is conducted on a statistically significant sample of papers of graduates rather than on the papers submitted by all students. Thus, only a portion of the student body would receive results and even then only subsequent to their graduation.

The current E-portfolio system paradigm is premised on College ownership and management of documents solely for institutional assessment. An alternative paradigm for portfolio use that is frequently seen at other colleges, presumes student ownership and management which results in documents that produce personal marketing tool. Therefore, merging the two E-portfolio paradigms would allow for shared College and student ownership to create a more robust system.

The ACT® Collegiate Assessment of Academic Proficiency (CAAP) testing provides aggregate, success; however, CAAP contracting explicitly prohibits use for placement purposes. Because the exclusive purpose of CAAP testing is assessment (value-added outcomes through pre and post-assessment. It is selectively administered to a statistically valid student sample. Therefore it would be discriminatory to provide results to some students and not to others. Without sufficient context, those results would also be difficult for students to interpret meaningfully.

However, at the course level, instructors often share assessment results with students. Some instructors use College-wide rubrics (e.g., writing or diversity rubrics) to score student work; others actually train the students to use the rubrics for self-assessment (e.g., in SDE 101 or COM 111) during assignment preparation.

The Board of Trustees receives an annual report on institutional effectiveness, which includes the results of institutional student learning outcomes. RSC is developing a new website where institutional effectiveness and student learning results will be posted by November 2008.

Given the limitations discussed above, other avenues for reporting assessment findings to students should be identified as the College strives to create a student-centered learning environment.

External Data Integrated into Assessment

3a-5: The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, and transfer rates).

The College's institutional effectiveness report includes data on external accountability (see **Table 3-4**).

Table 3-4: External Accountability Data Integrated into Institutional Assessment

External Agencies	Institutional Integration	Mission Criteria
IPEDS	Graduation Rate	Access, Student Progress
Ohio Board of Regents	Student Persistence Rate	Student Progress
Ohio Board of Regents	Developmental Education Students' Success in Subsequent Courses	Developmental Education Preparation
Ohio Board of Regents,	Licensure/Certification Pass Rate	Workforce Development
Ohio Board of Regents	Transfer Rate	Transfer
Ohio Board of Regents	Performance After Transfer	Transfer

Source: IR

Accountability measures required by program accreditation agencies are also incorporated into the College's program assessments. Assessment findings from both external and internal sources are used to validate outcomes.

Educational Offerings Utilize Assessment

3a-6: The organization's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.

Certificates awarded for college credit through the Academic Division are assessed through the College's course level assessment process. Non-credit educational offerings are provided and assessed by the business and industry training housed within the area designated as Solutions, etc. (SIEPS Map). The non-credit assessment process does assess student learning, but it does not parallel the credit assessment process, utilizing industry-recognized quality criteria (RD77-ISO 9001:2000 Quality Manual). Inputs and "incomplete, ambiguous, or conflicting requirements are resolved" (RD120-The Quality Manual, p. 11) through a review, verification, and validation process that allows for continuous improvement.

Faculty-Defined Student Learning Outcomes and Strategies for Achievement

3a-7: Faculty is involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

After the 2001 comprehensive visit, two faculty-driven assessment committees (Academic Division Assessment Planning Team and Learning Outcomes Improvement Team) were created to integrate student learning and the assessment processes. The committees were also charged to work collaboratively in establishing expected student learning outcomes at all levels (RD22-Academic Governance Manual).

General Education Outcomes Assessment

As a result of extensive faculty input, the College identified and began to assess three general education Core Skills and abilities in 2002:

- writing,
- critical thinking, and
- diversity awareness.

The selection of general education core skills and abilities was based upon their foundational value for personal, professional, and social growth and lifelong learning; as well as their broad applicability across all program areas, stakeholder priorities, and workplace relevancy. Once a sufficient number of assessment cycles had focused College-wide attention on these three core skills and abilities, several new core skills and abilities were added in 2007:

- global and diversity awareness,
- information literacy, and
- computation skills (2007-2008 RSC Catalog; p. 43).

The diversity awareness core skill was expanded to include global awareness as a relevant skill set required in today's global society. The prevalence of technology in all disciplines dictated a need to measure information literacy. The introduction of a College-wide math requirement, as part of the general education core distribution requirements, dictated the inclusion of computation skills.

Writing, critical thinking, and diversity awareness were integrated into the curriculum and have been assessed at the course, program and institutional levels since 2003. Faculty currently are developing measures to assess the added core skills and abilities. The 2006-2009 Strategic Plan calls for formal integration of global awareness, information literacy, and computational skills (RD10-2006-2009 Strategic Plan; Thinking Outside, Strategy Team 1, Goal 1 Objective 1, Actions 1f and 1g).

Assessment of Technical Competencies

Program faculty are responsible for assessing technical competencies. The Learning Outcomes Improvement Team (LOIT) guided program chairs and faculty in establishing expected student learning outcomes for their programs (RD79-LOIT Minutes). Since 2003, responsibility for program assessment has resided with the program chair and his/her respective faculty. LOIT continues to guide faculty regarding development and assessment of course learning outcomes. The expected program student learning outcomes are documented in the Capstone Course assessment plan (RD107-SIEPS Map Program Unit Plans; RD48-Course Assessment Plans).

Strategies for Learning Outcomes Achievement

Faculty members document strategies for learning improvement within Program Unit Plans (RD107). Annual assessment and analysis of the institutional general education outcomes provides an opportunity for faculty to influence learning improvement.

The Office of Institutional Research compiles the general education assessment data derived from the E-portfolio and CAAP measurements. These data are then provided to three academic constituent groups:

- Arts & Sciences faculty,
- Learning Outcomes Improvement Team,
- Executive Committee of the RSCFA

Each group submits written analysis of these general education data to the Vice President for Academic Affairs (VPAA) who then prepares a Triangulation Report (RD132) that includes a plan for institutional level improvement. An example of improvement resulting from this process was the adoption of "Turn-It-In.com"- a software application that checks student papers for originality and appropriateness of citations. Evaluation of E-portfolio papers had yielded lower scores in the area of documentation of sources, especially in papers submitted in programmatic courses. To enhance academic integrity, the VPAA authorized the purchase of a College-wide Turn-It-In.com site license for student and faculty use.

Review of Assessment Process

3a-8 Faculty and administrators routinely review the effectiveness and uses of the organization's program to assess student learning.

Process Review

A process review is part of the annual assessment process. Within the self-assessment phase, assessment planners document "insights" about the assessment process. Recommended changes may include a new assessment measure or instrument, a timeline, a capture point, or rethinking the person responsible for gathering particular data. The appropriate managers and/or committees discuss recommended changes to the assessment process. For example, between 2002 and 2004, faculty and chairs thoroughly documented program assessment and submissions were easily located on the SIEPS Map. Difficulty in managing multiple documents resulted in course assessments, being reported less systematically. By 2005, the process was starting to show signs of being unsustainable. The process insights and informal faculty feedback confirmed multiple problem areas:

- Managing the volumes of data;
- Duplication of data on multiple forms;
- Lack of communication regarding revision to the forms; and
- Limited opportunities for faculty training.

The review process resulted in the development of an electronic assessment tracking system (e-SIEPS) application, which enabled better data management.

Realizing that effective integration of assessment into a continuous improvement planning cycle required a sustainable process, the College felt obliged to streamline its processes through electronic systems. The assessment process for student learning, formerly consisting of more than 30 steps, was reduced to 10. Users now enter information into a user-friendly e-SIEPS application, which maintains the required documents in one secure location. Ongoing training is available through the Office of Assessment and Quality Improvement. Assessment planners involved in training and use of the e-SIEPS provided positive reviews of the new system as noted on the training surveys (RD64-e-SIEPS Training Surveys).

Core Component 3b:

The organization values and supports effective teaching.

RSC demonstrates that it values and supports learning through its commitment to lifelong learning and teaching excellence. The College demonstrates its commitment through many practices including employment of qualified faculty; support for professional development; instructional services and teaching innovation; course evaluation and faculty review to encourage quality instruction; and recognitions of teaching excellence.

Qualified Faculty Lead Innovative Practice

3b-1: Qualified faculty determine curricular content and strategies for instruction;

3b-4: The organization demonstrates openness to innovative practices that enhance learning.

Qualified Faculty Appointments

Faculty qualifications are determined by a number of factors including guidelines from accrediting bodies, both regional and programmatic; state regulations; and departmental, divisional and/or College guidelines. For example, the Nursing Division is governed by the Ohio Board of Nursing (RD87-ORC Section 4700), which requires faculty who are teaching theory content to have a minimum of a masters degree in nursing. Faculty qualifications required for the other programs, majors, and certificates offered at RSC follow the standards outlined in the Academic Division Faculty Credential Standard (RD21).

Curriculum Development and Innovative Pedagogical Strategies

Faculty are responsible for curricula and strategies for instruction. Thus, curriculum development and pedagogical advancements begin with the faculty and are enhanced by a tradition of innovation, which enables them to revitalize the curriculum and reframe

their teaching methods. Program faculty members recommend new courses, certificates, programs or degrees; as well as changes to existing courses or programs. Currently, as new or revised courses are proposed, the Academic Curriculum Committee (ACC) reviews the proposed changes and forwards them to the VPAA for final approval. The Office of the VPAA maintains a central file of all approved course revision and new course forms.

Introducing new teaching materials, methods, or technologies into the classroom is an ongoing practice at RSC. Recent innovations include:

1. Human Patient Simulators in Allied Health and Nursing Programs: The simulators replicate real-life healthcare scenarios, enabling students to synthesize learning and use critical thinking to implement appropriate interventions.
2. Respiratory Care Instructional Model for Student Development and Learning: Many programs use assessment to determine student learning preferences. This enables instruction that engages visual, auditory, body-kinesthetic, and other intelligences. For example, students in Respiratory Care take the Teele Inventory for Multiple Intelligences (TIMI). The program also uses Problem Based Learning (PBL) to develop critical thinking and effective clinical decision-making skills.
3. Interactive Classroom Technology: Turning Point Software and response keypads enable faculty and students to improve the teaching and learning through immediate feedback on content comprehension. A keypad response system allows student interaction with a PowerPoint presentation through a wireless keypad (clicker). The Business and Public Service Division has used the Response Keypad technology since 2005. For example, accounting students are quizzed on comprehension of accounting concepts, providing the instructor with real-time data, which enables timely feedback and clarification. Student course evaluations consistently remark that the keypad response system has positively impacted their learning. Such interactivity fosters engagement for the new generation of learners (HLC Self-Study Survey). Faculty networking has subsequently promoted emulation in other divisions. In 2007, RSC received support for more widespread access to this teaching tool through a West Central Ohio Tech-Prep Consortium Mini-Grant. The grant funded 425 additional Response Keypads and 9 receivers.
4. Linked Learning: Linked learning of courses has existed since 1999. Starting in 2003, collaboration between advisors and Humanities faculty resulted in a learning community comprised of students in SDE 101 and COM 090. The impact of this initiative has included increased likelihood of program completion due to:
    - Greater student-to-student interaction and bonding;
    - Greater student-to-teacher interaction; and
    - Bridging the “perceived” gap between general education and discipline-specific courses.

The data in **Table 3-5** demonstrate the notion that students engaged in the linked learning increased their grades of C or higher by 18%, and were retained at a higher rate through a two-year period.

Table 3-5: Retention of Student Enrolled in Learning Communities

Impact	Learning community	Non-linked Complementary Courses
Retention after 1 Quarter	95%	82%
Retention after 1 year	62%	54%
Retention after 2 years	42%	40%
Grades of C or better	90%	78%

Source: IR

5. A.D.A.M. Anatomy Software: This software is used to improve student success in anatomy and physiology (BIO 111 and BIO 112). During Winter Quarter 2006, four laboratory sections were randomly selected to encourage student use of the A.D.A.M. software. The use of this software application resulted in improved scores (see **Table 3-6**).

Table 3-6: Use of ADAM Software in BIO 111

Exam	Class that didn't use ADAM (N=21)	Class that did use ADAM (N=12)	Difference in scores between class that did vs. didn't use ADAM
Lab Exam 1	86.67	88.92	+2.25
Lab Exam 2	82.14	88.75	+6.61
Lab Exam 3	80.19	81.58	+1.39
Lab Overall	83.00	86.42	+3.42
Lecture Overall	83.19	86.63	+3.44

Source: Biology Department Database

6. Web-CT Delivery: RSC uses Web-CT to support online, self-directed, traditional and blended courses. The number of individual faculty incorporating Web-CT into their curriculum increased by 521% from AY 2001 to AY 2006-2007, including everything from minimal use to display grades to fully online courses. In 2002, 19 instructors used Web-CT in 35 sections. By 2006-2007, 118 instructors were using Web-CT in 707 sections.

Many other innovative instructional practices including civic projects, service learning, and integration of new technologies occur throughout the academic programs.

Professional Development Supports Multiple Learning Environments

3b-2: The organization supports professional development designed to facilitate teaching suited to varied learning environments.

Institutional Professional Development

The College supports faculty involvement in professional development activities focused on teaching and learning. Institutional on-campus professional development activities have included:

1. presentations by external experts;
2. presentations by College personnel, such as Web-CT training, hands-on Microsoft Office training for faculty and staff, Audience Response Systems, and faculty professional development sessions during and at the end of each quarter;
3. online access to audio-conferences from the Instructional Technology Council; and
4. live satellite feeds and online video-streaming workshops from Dallas Community College System's STARLINK or Ohio Learning Network's archived workshops on teaching and learning Faculty Professional Development Activities (RD67).

Rhodes State Faculty Association Professional Development

The Faculty Association Professional Development Committee is comprised of regular faculty members from all RSC academic divisions. The committee has provided professional development sessions on topics such as teaching techniques, use of new technology (group response keypads) in the classroom, stress reduction, and classroom management. Selected topics often highlight best practices to optimize teaching in varied learning environments. For example, professional development on June 11, 2007 showcased innovative practices by RSC faculty members (see **Table 3-7**).

Table 3-7: 2007 Showcase of RSC Faculty Talent

Topic	Presenter
Interactive Gaming Software	Deb Geis and Cindy Woodfield (NSG)
Audio Email	John Fallon (COM)
WebCT	Eric Mason and Lynn Franck (NSG)
Higher Learning Commission	Dorothy Kiel (MAT)
ADAM	Tom Knoedler (BIO)
Learning Communities	Will Wells and Tim Littell (A&S;SDE)
Turn It In	Andy Shappell (RAD)
Gloria Murphy	Handling Difficult Behavior
Self defense	Terri Weis-Haithcock (COR)
Safe space training awareness	Lisa Nickles (EMS)
Turning Point Software and Response Keypads	Chris Cross (ACC)

Source: VPAA

The topics included a cross-representational look at best practices in the classroom. Technology was addressed with the interactive gaming software, audio email, WebCT and ADAM. Diversity was addressed through the Safe Space Awareness training and Handling Difficult behavior. Learning communities and interactive gaming software focused on cutting-edge pedagogical techniques. Sessions on the Higher Learning Commission and Turn It In.com facilitated dialogue on accountability. The session on self-defense addressed elements of emergency preparedness. Continued institutional support of and investment in faculty development contributes to effective teaching at RSC.

Teaching Evaluated for Effectiveness

3b-3: The organization evaluates teaching and recognizes effective teaching.

Teaching Evaluation

The College encourages teaching excellence through the evaluation of faculty performance, both inside and outside the classroom. Faculty are reviewed through a variety of evaluation methods and at several junctures throughout the academic year. Mechanisms for feedback include the annual Performance Evaluation maintained in the employee's personnel file, Course Assessment surveys completed by students, and peer and administrative classroom assessments.

Each department chair or dean evaluates regular contract faculty annually through the Performance Evaluation Form. This evaluation examines the overall performance of the employee including instructional responsibilities, student-advising responsibilities, professional development responsibilities, division/program responsibilities, and community/college service responsibilities. In addition, the Professional Development Summary section enables discussion of the employee's strengths, opportunities for development and other recommendations or comments. An area is reserved for the faculty member's responses. The evaluations are reviewed with the faculty members and any suggestions are discussed during those meetings. The Human Resource Department maintains a copy of the evaluation in each regular-contract faculty member's personnel file. These documents may be inserted into promotion documentation during the faculty promotion process of the Academic Affairs Division.

Peer and administrative teaching assessments provide another mechanism to foster effective teaching. The peer assessment process does not follow a consistent template College-wide. Thus, templates and practices reflect the pedagogical models typically practiced within specific disciplines. External regulations, such as programmatic accreditations, often dictate discipline-specific requirements for faculty assessment. The evaluation and assessment process demonstrates RSC's commitment to provide its consumers with qualified educators and an effective teaching environment.

Recognition of Effective Teaching

Apart from its role in the annual evaluation and faculty promotion, the College acknowledges teaching effectiveness in other venues. Over the years, individual faculty members have received state or national recognition for their role in teaching leadership. For example, on November 1, 2007, a RSC mathematics professor was one of eight College mathematics instructors nationwide to receive the National Teaching Excellence Award from American Mathematical Association of Two-Year College's (AMATYC). Another mathematics professor was recognized for teaching excellence in a statewide publication (Ohio Magazine, December 2005). An Outstanding Faculty Leadership Award was initiated by the current President in 2007 to acknowledge faculty leadership and innovative teaching.

Instructional Support

3b-5: The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

To promote teaching effectiveness, the College supports on-going opportunities to supplement employees' technological and pedagogical skills through various strategies. The Center for Distance Education (CDE) helps to train employees how to use new technologies effectively. **Table 3-8** depicts attendance at in-house workshops sponsored by the Center for Distance Education. The Center's activities reflect a consistent and on-going process to provide professional development for faculty and staff.

Table 3-8: Center for Distance Education Workshop Attendance

	# workshops offered	# participants
2000 - 2001	53	158
2001 - 2002	59	189
2002 - 2003	43	111
2003 - 2004	50	115
2004 - 2005	no trainer spring 04 through fall 2005	
2005 - 2006	33	150
2006 - 2007	41	150

Source: Center for Distance Education 2008

The Center for Distance Education regularly licenses and downlinks audio-conferences from the Instructional Technology Council, helping both faculty and staff to stay abreast of technological advances that can support student learning. Other downloads include online streaming video programs and satellite downlink programs from STARLINK – a service of (RD51-Dallas TeleLearning Downloads). STARLINK is discussed further in Criterion 5.

Models of Professionalism

3b-6: Faculty members actively participate in professional organizations relevant to the disciplines they teach.

Faculty members are encouraged to model professionalism via active participation in professional organizations at the local, state, and national levels. Many faculty currently serve or have served as officers of the organizations relevant to their respective disciplines. The Office of Human Resources circulates annual personnel profiles to capture these activities. However, RSC has recently implemented a web-based faculty and staff Professional Development Tracking application, discussed further in Criterion 4, to capture professional development activities in greater detail.

Several faculty routinely serve as surveyors for programmatic accreditations within their specific disciplines. In addition, many faculty have either been active participants in the writing or review of textbooks. Moreover, community Service is an assignable duty for all full-time faculty.

Core Component 3c:

The organization creates effective learning environments.

Through its assessment process, the College creates effective learning environments. By using assessment results to inform practice, guide needed changes, and improve outcomes, Rhodes State establishes an environment that positively impacts the success of its diverse population of students.

Improvements Based on Assessment Results

3c-1: Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

Assessment results help to inform curricular, pedagogical, resource, and student service improvements. Program and course assessments have identified needs for substantive improvements to support effective teaching and learning. Challenges identified through program assessment have driven curriculum, pedagogy, and instructional resource changes. **Table 3-9** details some representative examples.

Table 3-9: Instructional Changes based upon Assessment

Identified Concerns	Implemented Changes	Type of Change	Impact of Change
EMS: Student mastery of oral skills was lower level than intended.	More opportunities for students to demonstrate mastery were provided by adding oral presentation to three EMS courses.	Pedagogical	*Pending*
MAT: Student knowledge of current drug information was lower than intended.	Inclusion of drug cards throughout the clinical curriculum, not just in pharmacology class.	Curricular	*Pending*
	Inclusion of quick-writes throughout the courses as means of self-assessment.	Pedagogical	*Pending*
MTH 030 Pre-Algebra: Students were unable to solve linear equations in one variable algebraically (31.9% success rate).	Students exposed to more difficult equations through practice sets.	Pedagogical	Results showed student improvement. Success rate rose to 55.8%. Decision to continue with providing practice sets at a difficulty level above what is in the textbook.
PTA: First Time Pass Rate Concerns	Implementation of mock computerized licensure exam	Technology Materials	Positive impact with improved pass rates

Source: SIEPS Map

Ultimately, effectiveness of assessment depends upon closing the loop, which requires determining the impact of change on expected outcomes. Column 4 in **Table 3-9** articulates the impact of change through reassessment of outcomes. In some cases, impact is dependent upon an assessment more than one year out (referred to as Pending). RSC administrative and service units also assess their processes using the outcomes to inform changes in their practices (RD55-Department Unit Assessment Plans) to effectively achieve expected outcomes. All unit plans in progress are available on e-SIEPS and completed results are located on the SIEPS Map.

Environment Supports Diversity of Learners

3c-2: The organization provides an environment that supports all learners and respects the diversity they bring.

As an open enrollment, rural, commuter campus, RSC serves the needs of a diverse population of students with a broad range of generational, lifestyle, and educational backgrounds. RSC demonstrates respect and support for them through its programs, services, and facilities, such as the Offices of Disability Services, Veterans Affairs, the Learning Center, and Financial Aid. In addition, diversity awareness is incorporated throughout the curriculum and annually assessed as a general education core skill and ability.

Through several student surveys, the College has identified service and program processes needing improvement. The Community College Survey of Student Engagement (CCSSE) first conducted in 2004 to obtain baseline findings, and re-administered in 2007, revealed comparative data regarding the learning environment. **Table 3-10** shows the comparison of the 2004 and 2007 surveys regarding the key areas in which RSC scored above the mean, and the areas in which the College rated lower than its national peers (RD37-CCSSE 2004, 2007).

On benchmark scores, RSC respondents had higher benchmark scores in all areas except Support for Learners in 2004. That benchmark, however, significantly improved in 2007. Active and collaborative learning scores increased from 2004 to 2007 as well, while the Student Effort benchmark remained relatively unchanged. Academic Challenge and Student-Faculty Interaction benchmarks, however, declined from 2004 to 2007. Reasons for the decline are not completely clear and have not yet been identified, but results are being reviewed and summarized by recently hired institutional research staff.

Table 3-10: CCSSE Benchmark Scores

	2004 to 2007 Growth		2007		2004	
Benchmark	RSC	Small Colleges	RSC	Small College	RSC	Small Colleges
Active & Collaborative Learning	1.8	0.9	52.9	51.7	51.1	50.8
Student Effort	0.1	0.5	51.5	51.1	51.4	50.6
Academic Challenge	-2.5	0.5	57.2	50.4	59.7	49.9
Student-Faculty Interaction	-2.4	0.9	53.9	51.9	56.3	51.0
Support for Learners	3.1	0.1	52.1	51.9	49.0	51.8

Source: CCSSE Institutional Report | IR

These surveys provided key data points, which when reviewed together, guided development of priorities for the 2006-2009 Strategic Plan (RD10). For example, findings from both the 2007 CCSSE and 2007 ACT-Advising Survey indicated that students were not satisfied with Career Counseling services. These findings served as the catalyst for Strategy 3, Goal 1, Objective 2, Action 2a: Develop and Implement a Career Services Program.

As previously described in Criterion 3b-1 and 3b-4, RSC faculty incorporate appropriate pedagogy to accommodate varied learning styles. The 2002 – 2005 assessment documents indicate use of the following pedagogies:

- Problem Based Learning (e.g., Respiratory Care, Medical Imaging);
- Multiple Intelligences (e.g., Physical Therapist Assistant, Occupational Therapy Assistant, Early Childhood Education, Humanities);
- Team building exercises (e.g., Accounting, Banking/Financing, Business Management);

- Role playing (e.g., Corrections, Law Enforcement, Human Services, Paralegal/ Legal Assistant, Nursing);
- Guided Discovery Activities (e.g., Digital Design, Networking, Network Security, Computer Programming, Electronic Engineering Technology, Office Administration/Executive Administrative Assistant, Nursing);
- Key Pad Response System/"Clickers" (e.g., Biology, Nursing, Business and Public Service, Engineering Technology);
- Blended courses (Chemistry); and
- One Night A Week program (Management and Marketing).

Facility management is a cost-shared function between RSC and OSU-L. Maintaining a level of respect for a diverse population of students requires collaborative efforts. The Vice President for Business noted that the buildings constructed since 1999, such as the Life and Sciences Building and Keese Hall, passed ADA compliance inspections following construction. Renovations of the Technical Education Laboratory and Cook Hall buildings have brought them into compliance under the current standards. The older buildings, however, such as Galvin Hall, Reed Hall, James J. Countryman Engineering and Industrial Technologies Building, and Public Service remain under the previous compliance standards.

While in compliance, access to facilities is inconsistent. For example, Galvin, Public Service, and Science buildings have over 20 handicapped parking spots within a short distance of each building. Other buildings have few, if any; handicapped parking spots in close proximity to their entrances. Handicapped parking should be evaluated as both RSC and OSU-L plan for growth Campus Master Plan (RD35).

Some concerns are apparent regarding satisfaction with both classroom and "soft space" (where students can socialize and study). The 2000 Student Satisfaction Survey rated classroom facilities at 3.87 on a 5-point scale, which decreased to 3.47 in 2006. Student comments focused on inadequacy of classroom seating and desktop space at computer stations. Additional concerns were raised regarding overcrowded classrooms and an inadequate range of seat sizes in desks or chairs (2000 Student Opinion Survey Comment Tally).

Research and assessment supports decisions to facilitate student learning. For example, after attending a Council of Writing Program Administrators (CWPA) Conference, several writing faculty proposed a change in writing placement, endorsed and implemented in 2004 by the Developmental Education Committee. The writing faculty developed a self-placement assessment for writing which incoming freshman complete to determine placement into developmental writing (COM 098) or the required English Composition course (COM 111). Placement into developmental writing rather than English Composition increased from 26% to 33% after implementation of directed self-placement (DSP). A follow-up study of success rates for students placed via DSP compared to students placed via the traditional ACT-COMPASS placement test was

conducted to determine impact upon student outcomes in subsequent courses. The results in **Table 3-11** show a substantial increase in student pass rates with a C grade or better. More importantly, for students earning a grade of B or better in the developmental sections, pass rates in the subsequent writing course increased.

Table 3-11: Impact of Directed Self Placement

Placement Mode	Percentage Passing Developmental Writing with Grade C or Better	Percentage of Those Earning Grade B Who Subsequently Received a Grade C or Better in COM -111
COMPASS Writing Placement (2001-2003)	48%	62%
Self-directed placement (2004-2005)	75%	83%

Source: Banner | IR | Chair of Humanities

This study demonstrates that self-placement in writing has resulted in an improved learning environment.

Advising Focus on Student Learning

3c-3: Advising systems focus on student learning, including the mastery of skills required for academic success.

Since 2001, the advising systems have continued to evolve. The current advising model (full-intake model) focuses on developmental advising. Advisees up through 45 credit hours are channeled through the Office of Advising where professional staff advisors guide them in developing an Educational Career Plan. Professional staff advisors teach the First-year Experience course (SDE 101) which introduces students to the academic, interpersonal, and life management skills necessary to function within the college environment and a global society. This course introduces two of the general education core skills and abilities (writing and global and diversity awareness) through use of the respective rubrics designed to establish the standards for mastery.

After 45 hours, advising duties shift to programmatic faculty who guide students to completion of their program course work and into their career field. As programmatic advisors, faculty are ideally suited to focus on critical technical competencies necessary for career success, and on the applicability of general education core skills and abilities to their fields.

Advising Assessment

In 2004 and 2007, both the ACT-Advising Survey and the CCSSE Survey review indicated student concerns regarding advising and career counseling at RSC. According to results from the Community College Survey of Student Engagement, (see **Table 3-12**) the frequency of academic advising/planning use among respondents was similar across years, rated between rarely and sometimes, although it was used less than at other small

colleges. Satisfaction was consistently rated above somewhat satisfied but was generally rated less than at other small colleges. The importance of academic advising/planning, however, differed across years. Importance of advising was rated higher among RSC students in 2007 than in 2004 and, while still rated lower than other small colleges, the 2007 rating was closer to the rating at other small colleges.

Ratings for career counseling followed a similar pattern. On responses to financial aid advising, however, RSC students generally rated responses higher than respondents to other small colleges, particularly on level of importance in 2007.

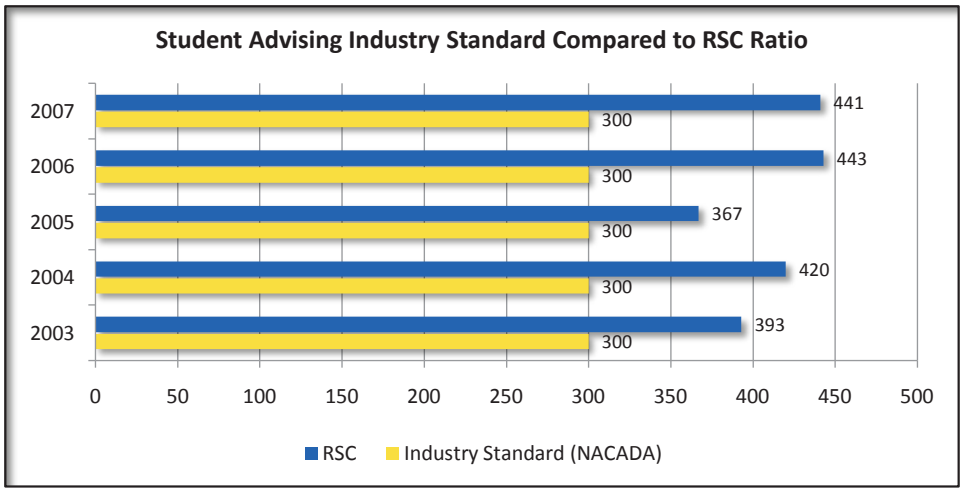
Table 3-12: Mean Scores CCSSE Comparison 2004 / 2007

		Academic Advising/Planning		Career Counseling		Financial Aid Advising	
		RSC	Small Colleges	RSC	Small Colleges	RSC	Small Colleges
Frequency	2007	1.73	1.79	1.26	1.44	1.90	1.87
	2004	1.72	1.77	1.3	1.46	1.93	1.88
1=Rarely/never, 2=Sometimes, 3=Often							
Satisfaction	2007	2.20	2.27	1.86	2.07	2.25	2.24
	2004	2.20	2.24	1.86	2.06	2.07	2.23
1=Not at all, 2=Somewhat, 3=Very Satisfied							
Importance	2007	2.49	2.51	2.14	2.27	2.51	2.43
	2004	2.39	2.49	2.07	2.28	2.37	2.39
1=Not at all, 2=Somewhat, 3=Very							

Source: CCSSE | Institutional Report | IR

The 2004 and 2007 ACT-Advising Surveys (RD126) also identified the need for increased access to advisors. Lack of student access to advisors can be attributed to limited availability during break weeks and increased student/staff advisor ratios. In addition, increases in professional advisor loads have limited access to advising staff. The Student Advising Center strives to serve all students effectively. However, with an internal student to advisor ratio standard of 350:1 (NACADA standard 300:1), it is clear that increasing enrollments have strained the capacity and availability of staff advising for students (see **Figure 3-2**).

Figure 3-2: Advising Ratio at RSC Compared to Industry Standard



Source: Institutional Effectiveness

Support Programs and Resources

3c-4: Student development programs support learning throughout the student's experience regardless of the location of the student.

The College utilizes learning resources and support services to reinforce a holistic approach to learning. In addition to the advising services described in 3c-3, the College's learning support is comprised of the following:

- Library Services,
- Multi-Media Center,
- Center for Distance Education,
- Computer Labs,
- Testing Center,
- Math/Science Skills Center,
- Learning Center,
- Student Advising Services,
- Off-site Learning Support,
- Dual Enrollment Services.

These learning support systems are further described in Component 3d-1.

Technologies Enhance Learning Environments

3c-5: The organization employs, when appropriate, new technologies that enhance effective learning environments for students.

Classroom Technology

Classroom Technology is a key component of an effective learning environment. The need to better articulate classroom standards resulted from the College's self-study Rhodesside Assistance Intervention #1 (RD105). Standards to promote an effective classroom environment should consider many elements: student soft space, desk and chair sizes to accommodate student workspace and the diversity in students' physical stature, lighting, air temperature control, and standards for technology. Although levels of technology are defined, classroom design and existing technologies are not consistently integrated in the classrooms.

The College has sought to support and encourage faculty integration of technology into the curriculum with specialized smart classrooms, computer classrooms, and mobile media carts for classrooms without permanent technology. All classrooms are classified by technology level as shown in **Table 3-13**.

Table 3-13: Technology Classification Levels in Classrooms

Level of Technology	Technology	Current Rooms with Technology	Rooms with Upgraded Technology
Level 1	TV, whiteboard/blackboard	50	24
Level 2	Computer, projector, VCR/DVD player, wireless keyboard / mouse, Speakers, Remote	33	47
Level 2 Mobile Cart	Computer, projector, VCR/DVD player, keyboard, mouse, speakers, remote on mobile cart	19	19
Level 3	Computer, projector, VCR/DVD player, Wireless Keyboard / Mouse, Speakers, Remote AND document camera or mini touch-screen Smartboard	6	19
Level 4	Computer, projector, VCR/DVD player, Wireless Keyboard / Mouse, Speakers, Remote AND podium control system or specialized equipment	6	6
Totals		114	115

Source: IS Department

Technology Support

RSC substantially improved its support infrastructure for students, faculty, and staff by establishing the Helpdesk staffed by student assistants and Information Systems (IS) personnel. The Helpdesk assists faculty, staff, and students with technology- related issues such as network access or password changes.

The IS department supports effective learning environments by providing the technological expertise required for a College fully integrated with wired and wireless networking. The IS employees support the computing and technology needs of employees and students in credit and non-credit on-campus classes, offices and labs; off-site labs; and on-campus events such as:

- World GIS Day;
- Literacy Council Scrabble Tournament;
- Management and Marketing Programs Trading Day; and
- T^3 Conference (Teachers Teaching with Technology).

IS support for curricular events is demonstrated through involvement in activities, such as arranging videoconference communications between RSC and Kingsborough Community College (Brooklyn, New York) to connect the Virtual Enterprise courses at both institutions. Kingsborough has a globally diverse student body. Virtual Enterprise, an emerging global trend, allows RSC students to benefit from interchange with a parallel program offering a diversity experience difficult to simulate in RSC's rural setting. Live presentations are web-cast between the colleges enabling students at both locations to broadcast business plans and commercials for entrepreneurial simulations back and forth (RD73-Institute for Virtual Enterprises, http://www.ivefinancial.com/get.php?q=ive_global).

Quality Improvement through Assessment

3c-6: The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

Quality assurance at RSC is maintained through institutional effectiveness, student learning outcomes assessment, program review, and faculty evaluation. All of these processes are described more fully in the sections on Response to Commission Concerns and Criteria 1, 2, and 4.

The academic divisions systematically evaluate instructors and review student evaluations to improve teaching and learning. Divisional deans and chairs conduct direct observation of faculty teaching during classroom activities as well as reviewing results of student course evaluations. The supervisor reviews full-time faculty members on a regular basis. Some divisions perform peer review in classroom teaching assessment. Adjunct faculty members are reviewed through their student course evaluation results on a quarterly basis.

Full-time faculty course evaluations are administered during fall quarter; however, some programs may administer them on a more frequent basis. Since full-time faculty are evaluated in the fall term, some courses taught by full-time faculty in other quarters may not generate a student course evaluation. The College does not have a process in place to track whether in fact each course is evaluated annually by students.

Core Component 3d:
The organization's learning resources support student learning and effective teaching.

Core Component 3d

The organization's learning resources support student learning and effective teaching.

Faculty, staff, and students at RSC have access to its physical campus, as well as to a wide range of resources during scheduled hours of service, including various clinical and externship sites. Through new construction and renovation, the organization has improved access to all types of labs, including computer labs. Student study space, large conference rooms, and performance spaces, however, continue to be limited. Although sharing the Campus with OSU-L has some decided disadvantages, it also offers distinct advantages in access to additional learning resources that support student learning and effective teaching.

Access to Learning Resources

3d-1: The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.

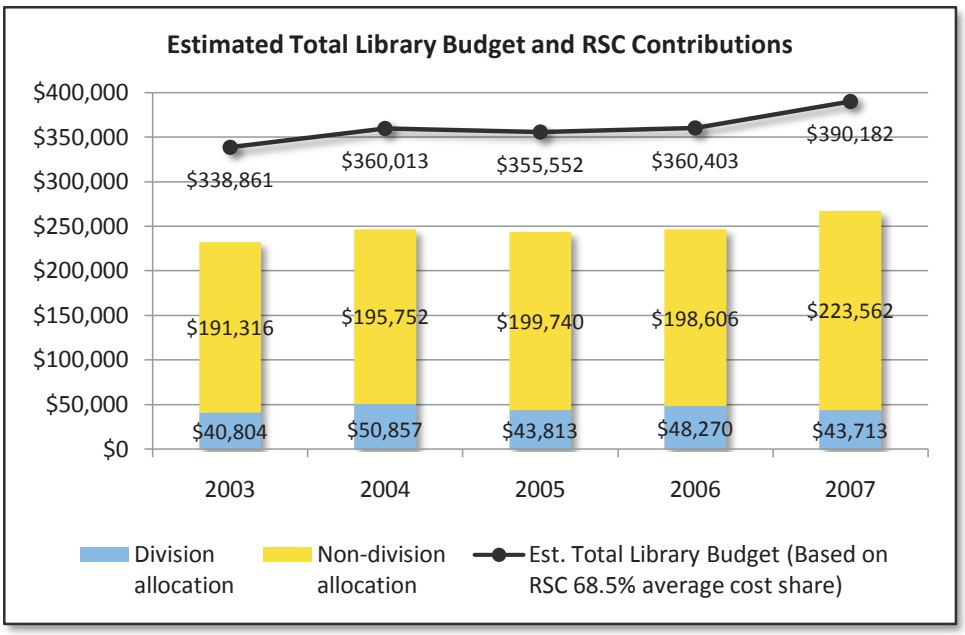
Library

As a facility covered by the Campus Cost Share Agreement, the library offers special advantages and disadvantages. Because of its affiliation with OSU in Columbus, RSC students, faculty, and staff can access a wealth of information. In addition to over 80,000 volumes and over 400 journal subscriptions in its stacks, the Library provides access to thousands of online journals (RD74-Lima Campus Library, http://www.lima.ohio-state.edu/library). RSC students can request and receive materials from any OSU library facility at no charge, providing access to millions of additional resources. Through OhioLINK, students and faculty can request books from other member libraries at no additional charge. The campus library also provides access to any community patron who holds a Lima Public Library card, and a library member from any of the surrounding communities is eligible for a campus library card at no charge. The campus library has documented 871,265 patron uses from 1996-2007 (Library Statistics, Reference Librarian).

Because of the Cost-share Agreement (RD46), the library budget contribution formula is based on the student head-count and FTE. With sustained higher enrollments, RSC has consistently borne the larger share of the expenses associated with the Library. From 2003 to 2007, the RSC contribution accounted for between 66% and 71% of the

total costs. In 2003, the College's budget for the Library was a little over $232,000 (see **Figure 3-3**). Since that time, the budget has varied somewhat, but it has increased recently due to the larger enrollments. The RSC contribution includes two types of expenses: (1) ongoing operational costs for library personnel, supplies, equipment, etc., and (2) divisional allocations to support maintenance and acquisition of library materials. With the availability of many journals and books electronically, the actual dollars spent on materials for the Library has recently decreased.

Figure 3-3: RSC Contribution to the Total (Estimated) Library Budget



Source: Business Office | IR

Table 3-14 shows the amount budgeted versus the amount spent by each department and/or division for fiscal year 2007, showing that 97% of the budget was utilized.

Table 3-14: Budget Unit Library Expenditures AY 2006

		Budgeted	Spent
Division of Allied Health	**TOTAL**	**$13,950**	**$14,608.13**
• Dental Hygiene		$3,500	$3,134.61
• Emergency Medical Services		$450	$440.11
• Medical Assisting		$2,000	$2,236.29
• Occupational Therapy Assistant		$2,000	$2,398.40
• Physical Therapist Assistant		$2,000	$1,807.48
• Radiographic Imaging		$2,000	$2,594.03
• Respiratory Care		$2,000	$1,997.21
Division of Arts & Sciences	**TOTAL**	**$250**	**$213.67**
Division of Business and Public Service	**TOTAL**	**$19,500**	**$18,671.08**
• Accounting, Financial Services and Real Estate		$1,700	$2,072.18
• Criminal Justice		$1,700	$1,798.56
• Early Childhood Education		$1,900	$1,460.79
• Human Services		$1,700	$1,581.19
• Management and Marketing		$2,500	$3,143.15
• Paralegal/Legal Assisting		$10,000	$8,615.21
Division of Engineering Technology and Information Technology	**TOTAL**	**$3,679**	**$3,329.41**
Dean's budget		$700	$397.38
• Allied Engineering Technology		$600	$597.49
• Civil Engineering Technology		$300	$299.42
• Electrical Engineering Technology		$500	$601.78
• Office Administration		$500	$510.04
• Information Technology		$500	$472.76
• Mechanical Engineering Technology		$580	$475.77
Division of Nursing	**TOTAL**	**$7,400**	**$6,883**
Total for All Divisions		$45,280	$43,712.53

Source: Business Office

Although RSC contributes to the majority of the library's budget, RSC has only minimal supervision over its administration. In an effort to include the library in the assessment of institutional effectiveness, RSC administrators previously attempted to engage library personnel in the Unit Assessment process. However, difficulties were encountered since OSU-L does not follow the RSC assessment process. To secure cooperation, RSC committed funds to support the 2003 LibQual Survey (RD3). The resulting data proved minimally useful to RSC as it merged responses from both OSU-L and RSC users. Conformity with the RSC assessment model has not been addressed in the Cost-share Agreement (RD46). Implementing this change would facilitate better measurement of service to RSC.

OSU Performance Space

OSU performance space consists of the Reed Hall Auditorium. While not available for RSC classroom instruction, the auditorium offers co-curricular opportunities for student learning. For example, RSC students are able to attend performances or events in locations such as the campus auditorium. RSC faculty sometimes urge attendance at performances or lectures in the auditorium to facilitate out-of-class learning.

Center for Distance Education

The Center for Distance Education supports the Teaching and Learning Resource Lab to assist faculty in learning how to use new technologies effectively and advance their pedagogical skills. CDE provides opportunity for the College to deliver courses for academic credit through Ohio Learning Network (OLN). The Center is described further in 3d-4.

Information Systems Department

The RSC Information Systems Department provides teaching support services involving video and audio equipment as well as technical support for classroom teaching. The IS staff take part in the research and design of classroom technology for new construction and renovation. IS support is described further in 3d-4.

Multi-media Productions Center

The Multi-media Productions Center provides centralized support and leadership for effective teaching and learning through its services. The Center provides technical support for production of various media to support on-line and self-directed classes. The Center also provides support for presentations made to community constituencies. Multi-media Productions is described further in 3d-4.

Learning Center (TLC) and Math/Science Skills Center (MSSC)

The TLC and MSSC provide free support to any student requesting assistance. Both Centers provide instructional support through group and individual tutoring, mentoring, and skill development. Through the coordination of the Learning Center and Math/Science Skills Center, specific instructional support exists for developmental education students.

Disability Services Office

The Disability Services Office provides services for students needing disability-related accommodations. Although enrollments of students with disabilities remains relatively constant, the number of accommodations for enrolled students has shown steady growth from 391 accommodations during fall 2004 to 492 in fall 2007. RSC strengthened its commitment to serving students with disabilities by hiring a full-time Disabilities Coordinator.

Testing Center

The Testing Center supports teaching and learning by providing students with a secure venue in which to take exams at times that accommodate their busy schedules. It offers placement testing and facilitates administration of assessment instruments such as CAAP. Mandatory placement testing facilitates appropriate student placement. The Center is available for use by all RSC students and employees.

Off-site Learning Locations

RSC has a variety of off-site learning locations that enable delivery of individual course work or short-term certificates. Off-site locations include the Hardin County Learning Lab and the Putnam County Learning Lab. RSC also delivers course work at several high schools, allowing efficient service to post-secondary enrollees. RSC students receiving instruction at off-campus have access to all RSC services. RSC does not currently deliver 50% or more of a degree at any given site.

Classroom Labs

Access to learning resources includes access to labs. While the campus buildings meet the needs of many, some areas are devoted to the specialization of RSC academic programs. Recently, several labs were renovated to meet the needs of their learners and/or program accrediting bodies. Labs are reviewed as part of assessment, sometimes through program level assessment and always through program accreditation reviews.

All labs in the Allied Health Division are dedicated to specific programs. Several labs in the Business and Public Services Division were designed for discipline-specific use. As shown in **Table 3-15**, many received substantial upgrades during recent renovations to Cook Hall and the Technical Education Lab:

Table 3-15: Recent Upgrades to College Laboratories

Program	Building	Enhancements
Nursing	Cook	Expanded lab facilities
Dental Hygiene	Cook	Remodeled class room and lab facilities with technology updates
Emergency Medical Services	Cook	Remodeled lab facilities to include Ambulance Simulator
Respiratory Care	Cook	Remodeled lab facilities
Radiographic Imaging	Technical Education Lab	New lab with expansion to two radiographic units, dark room, classroom, computers
Physical Therapist Assistant	Technical Education Lab	Remodeled lab with study area, organized storage for equipment shared with OTA
Occupational Therapy Assistant	Technical Education Lab	Remodeled lab with study area, organized storage for equipment shared with PTA

Table 3-15 Continued

Program	Building	Enhancements
Medical Assisting	Technical Education Lab	Expanded lab with classroom and two patient exam rooms; medical lab facilities that can be used by the Venipuncture Certificate students
Early Childhood Education	Technical Education Lab	Remodeled and expanded lab with observation room adjacent to on-campus childcare facilities; private bathroom facilities for children; expanded storage for supplies; and craft room
Human Services	Technical Education Lab	Remodeled and expanded lab with observation room
Criminal Justice	Technical Education Lab	Remodeled lab; firearms simulator; Two projectors/screens installed in TL155; New cabinets in TL155 to allow more floor space for students; New podium, computer and wall mount controls in TL155; "Wrestling" style mats for TL164; and Firearms Simulator (FATS) permanently installed in TL158

Source: Chair Query | AQI

Labs continue to be monitored for improvements, enabling both proper learning environments for students and compliance with program accreditation standards.

Recognizing that learning resources and community service often go hand-in-hand, the Dental Hygiene Clinic, part of the Allied Health Division, offers students the chance to learn in a real-world setting. Staffed by full-time dental hygiene faculty members and dentists from surrounding communities, the clinic enables students to apply their learning under the careful supervision of dental professionals. The clinic fulfills a need for reasonably priced dental care in the local community. The Clinic is usually open to the public at least four days per week and offers a variety of services such as health screenings, oral examinations, dental health education, x-rays, polishing, ultrasonic scaling, fluoride treatments, placement of dental sealants, nutritional counseling, diabetic screening, and cleaning of dentures.

The Information Technology/Engineering Technology Division has specialty labs located in Keese Hall, Science Building and James J. Countryman Building (see **Table 3-16**).

Table 3-16: IT/ET LABS

Lab	Location	Capacity	Special Features
IT Labs	Keese Hall (KH)	15-21	Limited by software license restrictions
Networking Lab	KH 246, 251, 261	15-21	Software / Technology
Digital Media	KH 212	21	Software/Technology
Civil Engineering Technology	JJC 157	18	Software / Technology
GIS	JJC 125	20	Software/Technology
Hydraulics and Mechatronics labs	JJC	16	3 hydraulics testers; fatigue tester, impact tester and 2 tensile testers; blow molder, vacuum molder, injection molder and a rotation molder
Physics lab/ Quality Lab	SCI 208	24	acceleration tracks, gravity machines, vector force tables, 2 electronic ultrasound testers. Bead Box for Probability Training; 3 Catapults for Design of Experiments.
Manufacturing Lab	JJC	12	3 CNC mills and 2 CNC lathes along with standard mills and lathes
Electronic Lab	JJC 110 and 123	18	oscilloscope, digital multimeter, DC power supply, and a function generator.

Source: Chair Query | AQI

A specialized manufacturing lab, housed at American Trim Manufacturing resulted from the Advanced Materials Commercialization Center (AMCC) grant, and a partnership between RSC and American Trim Manufacturing. The lab features a state-of-the-art coating system capable of producing full-scale coated components at prototype or sample volumes. The Center is an approximately 5,000 square foot clean room inside a 10,000 square foot walled off facility separated from the rest of the plant. It is available as a training center for students, customers, and industry constituents and accommodates approximately 10 students per class. Training of technicians employed by the College commenced in June 2008.

Computer Labs

Currently RSC houses 307 computers within 15 teaching labs, 31 computers in one open computer lab (Keese Hall) and 64 computers in 3 dedicated student learning assistance labs. The teaching labs range in size from 13-30 seats per lab.

Since 2001, access to open labs and labs for large numbers of students has been of continued concern. Access was expected to improve after construction of Keese Hall in 2004. During the design phase of Keese Hall, three different user groups of faculty and staff suggested a computer lab with 50 or more computers: (1) Humanities, Social Sciences, and Biology representatives, (2) nursing faculty, and (3) the Facilities Master Planning Committee. Unfortunately, Keese Hall computer labs were structured for Information Technology Programs, and have only enough computer stations to

accommodate classes with 21 or fewer students, thus excluding classes with larger enrollments (RD36-CampusRooms2007.xls). During this same time, the Facilities Master Planning Committee also recommended expanding a current computer lab to approximately 1,500 square feet (FMP Meeting Minutes, Chair of FMP Committee), which was reduced to 30 computers—the same size previously available. Feedback was not provided as to why the recommendations were not enacted, causing concern for future facilities planning.

In 2006 and 2007, RSC demonstrated a strategic commitment to upgrade computers in its labs, and during remodeling of the Technical Education Laboratory Building, it opened two adjoining 30-seat computer labs (RD36-CampusRooms2007.xls), thereby increasing the potential seating capacity to accommodate 60 or more students.

Clinical, Practicum and Independent Study Sites

Four of the five academic divisions have courses in which students enter the workplace to gain valuable hands-on experiences. The Nursing and Allied Health Divisions deliver these experiences through clinical sites, whereas the Business and Public Service Division provides those learning opportunities through practicums. The IT/ET Division offers workplace experience through independent study courses (297 series) that may be paid or unpaid experiences for credit. Programs using clinicals / practicums include:

- Criminal Justice – Corrections major
- Criminal Justice - Law Enforcement major
- Early Childhood Education
- Early Childhood Education – Paraprofessional major
- Emergency Medical Services
- Human Service
- Medical Assisting
- Nursing
- Occupational Therapy Assistant
- Office Administration
- Physical Therapist Assistant
- Radiographic Imaging
- Respiratory Care

These clinical and practicum sites encompass 25 Ohio counties, and may extend into other states, including Michigan, Pennsylvania, and Kentucky.

Facilities

The College maintains campus roads, parking lots, and walkways as part of the Cost-share Agreement (RD46) with OSU-L. Campus security opens the buildings by 7 a.m. and closes them by 11 p.m. Many of the campus learning resources are available into the evening, and some are open on weekends (see **Table 3-17**). Hours are consistent throughout fall, winter, and spring quarters, but vary during summer quarter due to decreased enrollment. Though most classrooms are available once a building is opened, some areas such as labs may only be available when classes are scheduled or faculty/staff are present. Other resources such as the chemistry lab, cadaver lab, electronics lab, human patient simulator, and some programmatic labs are accessible to faculty at most times, but student access is limited because these resources require supervision to ensure the safety/security of both students and resources.

Hours during which students can access resources and services vary. For example, due to course scheduling, access to faculty advising and labs varies. Current representative schedules are included in **Table 3-17**.

Table 3-17: Access to Learning Resources

Resource	Hours it is open	Information Source
Bookstore	Mon. – Fri. 8 am – 5 pm, with expanded hours as appropriate (efollet.com accessible 24 hrs/day)	http://www.rhodesstate.edu/campus_resources/campus_bookstore/index
Cadaver Lab	By appointment or during a class	Cadaver lab coordinator
Center for Distance Education	Mon. – Fri. 7:30 am – 9 pm Sat. 10 am – 5 pm Sun. 1 pm – 5 pm	Director, CDE
Concrete Lab	Mon. – Fri. 8 am – 5 pm (or later)	Concrete lab coordinator
Dental Hygiene Clinic	Mon. – Fri. 8 am – 5 pm	Chair, Dental Hygiene
Electronics Lab	Mon. – Fri. 8 am – 10 pm (supervised)	Electronics Lab Coordinator
Help Desk	Mon. – Thur. 7:30 am – 10 pm Fri. 7:30 am – 5 pm Sat. 8 am – 5 pm Sun. 1 pm – 5 pm	Help Desk Coordinator
Human Patient Simulator	By appointment	HPS coordinator
Hydraulics Lab; CAD lab; Manufacturing Lab	ET building open hours (students must follow Division Lab Safety guidelines)	Lab Coordinator

Table 3-17 Continued

Resource	Hours it is open	Information Source
Learning Center	Mon. – Thur. 8 am – 8 pm Fri. 8 am – 4:30 pm Sat. 9 am – 2:30 pm	Director, Learning Center
Lima Campus Library	Mon. – Thur. 8 am – 8 pm Fri. 8 am – 5 pm Sat. 10 am – 2 pm	2007-2008 RSC Catalog
Math/ Science Skills Center	Mon. 8 am – 8 pm Tues. – Thur. 8 am – 7 pm Fri. 8 am – 5 pm	Posting on door
Nursing Lab	Mon. – Fri. 8 am – 5 pm	Nursing lab coordinator

Source: Departmental Query

One facility concern involves the use of temporary trailers between Galvin Hall and TEL. They are not handicap-accessible. The trailers have technology limitations with no internet access, monitor, nor computers. A more permanent and efficient response to classroom capacity should be identified in the future.

Assessment and Evaluation of Learning Resources

3d-2: The organization evaluates the use of its learning resources to enhance student learning and effective teaching.

Since 2002, both curricular and non-curricular unit assessments have measured the effectiveness of resources to support an effective learning environment (Unit Assessments). Additionally, the Program Review Process (RD101) requires that the documentation include evaluation of the use of the program as measured by student enrollments; and an inventory of program facilities, equipment, and technology. Some departments have not yet undergone the Program Review Process revised in 2004, and the information for those who have done so is only available in hard copy binders stored in the Academic Curriculum Committee Chair's office. Program Accreditation documents also provide additional sources of assessment, as most include measurement of program resources. However, not all programs are subject to external programmatic accreditation bodies. Therefore, the Unit Assessment documents remain the broadest source of assessment information. For example, the Nursing Unit Assessment for year one of the 2006 – 2009 Cycle, noted overcrowding in both the classroom and campus lab in Cook Hall. In 2006 and 2007, the second floor of Cook Hall was renovated to increase available space. In another example, year three of the 2002 – 2005 Cycle, the Early Childhood Education (ECE) Unit Assessment Plan noted that the student learning resources in the Technical Education Lab were "adverse" and that shortages of space and materials existed. Children needing to use the bathroom had to be escorted into the hallway to use the same facilities as the adult general public; the ECE students also used the Faculty Lounge sinks to clean art supplies, resulting in plugged drains. After renovation of the Technical Education Lab, the ECE program moved from Galvin Hall

into a renovated classroom in the Technology Education Laboratory. ECE renovation improvements also included lab space to apply learning theories; and the Childcare Center, functioning as a learning lab, now has a bathroom designed for children, a dedicated kitchen, and an art supply storeroom. Thus, the 2007 renovations addressed the concerns identified from assessment.

Use of Resources

An increase in College resources does not necessarily demonstrate effectiveness in enhancing student learning and teaching. For this reason, learning resources are assessed annually followed by a summative evaluation in the third year, to determine whether expected outcomes have been met. Measures of assessment remain consistent across all three years, but the evaluation in the third year also provides baseline data for the next three-year cycle. The summative evaluation for all programs and departments becomes part of the environmental scan for the refocus of the continual strategic plan.

For example, student utilization of the Math/Science Skills Center remained relatively constant for 2005 and 2006. The Learning Center, however, has observed an increase of 250 students served over those same two years (see **Table 3-18**).

Table 3-18: Learning Resources Usage

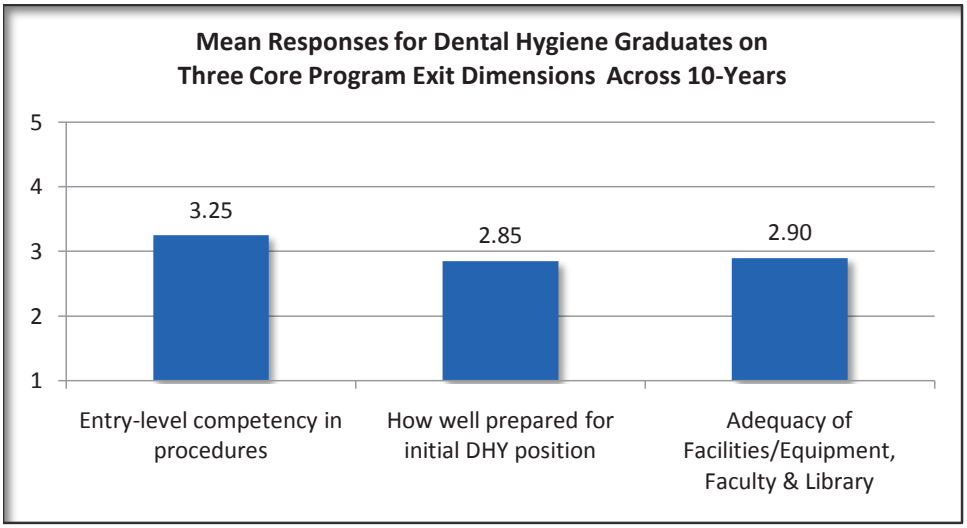
	Math/Science Skills Center		The Learning Center	
Academic Term	Students served	Hours used	Students served	Hours used
Fall 2005	787	3911	419	2016
Fall 2006	640	4817	493	2550
2005-06 Growth Ratio	0.81	1.23	1.18	1.26
Fall 2007	694	3760	569	2351
2006-07 Growth Ratio	1.08	0.78	1.15	0.92

Source: Learning Center | AccuTrack | IR

The 2006 Student Opinion Survey (RD8) indicated that a large percentage (79%) of students knew about the learning resources, knew where the services were located (72%), and rated the importance of their service at 3.0 out of a 5.0-point scale. Customer service also ranked high with 92% reporting convenience of services and 90% reporting user-friendly services. Overall 46% of respondents indicated using the service.

The Testing Center also continues to show growth in its use, with an increase since 2005 of just over 17.2%, from 8,525 in 2005-06 to 9,995 in 2007-08. Ongoing assessment and evaluation of the Dental Hygiene Lab ensures the provision of quality care. The Clinic uses assessment instruments such as patient surveys, graduate surveys, and student surveys. With a 3 corresponding to Well Prepared and a 2 to Adequately Prepared, **Figure 3-4** shows that from 1996 to 2006, graduates felt that the program gave them competency in entry-level job skills, but indicated a lower ranking in overall preparedness for the job, and for the adequacy of facilities on campus.

Figure 3-4: Dental Hygiene Graduate Survey Results 1996-2006



Source: Dental Hygiene | IR

While the 2007 DHY Patient Survey demonstrated above 90% ratings for most areas, facilities fell below this rating for Excellent, particularly regarding parking, waiting area, and temperature (see **Table 3-19**).

Table 3-19: 2007 Dental Hygiene Patient Survey

N = 50	Excellent	Good	Average	Fair	Poor	Total
The Facility						
Convenience to parking	32%	44%	18%	4%	2%	100%
Cleanliness and Appearance	82%	18%	0%	0%	0%	100%
Level of noise	70%	28%	2%	0%	0%	100%
Comfortable waiting area	58%	38%	4%	0%	0%	100%
Comfortable temperature	58%	40%	2%	0%	0%	100%
The Dental Hygiene Student						
Taught me something new about oral hygiene	100%	0%	0%	0%	0%	100%
Provided information about my oral health in words that I could understand	94%	6%	0%	0%	0%	100%
Explained to me how I can best improve my oral health	94%	6%	0%	0%	0%	100%
Encouraged my questions and carefully listened to me	86%	14%	0%	0%	0%	100%
Gave me choices about my dental hygiene treatment	92%	8%	0%	0%	0%	100%
Included me in decisions made about my treatment	92%	8%	0%	0%	0%	100%

Table 3-19 Continued

N = 50	Excellent	Good	Average	Fair	Poor	Total
The Facility						
Allowed me to make the final decisions concerning my dental hygiene treatment	90%	8%	2%	0%	0%	100%
Prepared me before each procedure so that I knew what to expect	90%	8%	2%	0%	0%	100%
Made me feel safe	98%	2%	0%	0%	0%	100%

Source: Dental Hygiene Patient Survey | IR

The Nursing program conducts ongoing assessment of its lab space for both its program unit assessment and evaluation for accreditation. Table 3-20 shows the two-year average scores for student satisfaction of labs. In this case, the area of most concern is access to the labs for return demonstrations.

Table 3-20: Exit Survey Nursing Lab Satisfaction AY 2005 and 2006 (Averaged)

Category	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There were opportunities to practice skills during the scheduled campus lab.	22.52	54.69	13.86	6.84	1.51
Return demonstrations were helpful in the learning process.	24.57	52.58	8.90	10.06	3.75
There was adequate equipment to use in practicing skills.	22.38	50.83	10.89	12.36	2.96
There was adequate time to practice skills outside of the scheduled campus lab.	18.55	47.19	12.62	15.53	4.98
The instructors' demonstrations and videos were helpful in learning the skills.	29.64	48.18	9.61	9.44	2.32
There were adequate sign-up times for doing return demonstrations.	8.06	30.37	10.89	34.22	15.90

Source: Nursing Division | Exit Survey

Assessment of clinical sites for the health programs varies by program and is dictated by the external accrediting bodies, which dictate the frequency and format for site evaluation. For example, the Nursing Division uses hospitals and clinics in six surrounding counties as clinical sites. New sites are assessed on a quarterly basis; continuing sites on an annual basis. Table 3-21 depicts student ratings of clinical sites based upon the following four criteria:

- The attitude and cooperation of the nursing staff;
- The degree to which the nursing staff assisted with learning;
- The degree to which the nursing staff understood the student responsibilities for patient care; and

- The degree to which the nursing staff communicated with the student.

Table 3-21: Average Student Ratings of Nursing Clinical Sites

(Scale 1-4 with 4 being Excellent) AY 2004-2008

Clinical Site	Score
Wilson Memorial Hospital	3.76
Joint Township District Memorial Hospital	3.53
Mercer County Community Hospital	3.51
Blanchard Valley Hospital	3.28
Mary Rutan Hospital	3.25
Lima Memorial Health System	3.10
St. Rita's Medical Center	3.08
Hardin Memorial Hospital	2.83
Van Wert County Hospital	2.61

Source: Nursing Division

In another example, Radiographic Imaging uses ten clinical sites. Student assessment of these sites indicates that, overall, they are effective learning resources (see **Table 3-22).** Each clinical site is sent a summary of the student evaluations providing insights for improvement of learning at their institution.

Table 3-22: Average Score of Radiographic Imaging Student Assessment of Clinical Site

(Scale 1-5 with 5 being Agree) AY 2002-2008

Clinical Site	Score
Van Wert County Hospital	4.80
Mercer County Community Hospital	4.73
Hardin Memorial Hospital	4.72
Joint Township District Memorial Hospital	4.72
Blanchard Valley Hospital	4.66
Wilson Memorial Hospital	4.62
Mary Rutan Hospital	4.53
Defiance Regional Medical Center	4.44
Lima Memorial Health System	4.31
St. Rita's Medical Center	4.19

Source: Radiographic Imaging Department

Effectiveness of Learning Resources

3d-3: The organization regularly assesses the effectiveness of its learning resources to support learning and teaching.

The institution and program missions are clearly defined through mission criteria for effectiveness. The mission criteria are measured through key performance indicators of success. The level of mission achievement is documented on the SIEPS Map beginning with the 2002 -2003 academic year, through the 2006-2007 academic year. The 2007-2008 academic year assessment will be posted by November 2008.

Table 3-23 shows the achievement levels related to the Workforce Development mission criteria and associated KPI-Licensure/Certification Pass Rates for the Allied Health and Nursing programs during the 2004-2005. With an average pass rate of over 93.5%, these programs demonstrate effectiveness of Workforce Development.

Table 3-23: Program Certification/Licensure KPI Measures

Program	Indicator of Success	Source of Information
Dental Hygiene	• 96% passed National Dental Hygiene Board on first attempt • 92% passed the clinical portion of the Northeast Regional Board on the first attempt (the rest passed on the second)	Dental Hygiene Program Student Learning Outcomes 2004-2005
Emergency Medical Services	• 100% of graduates are employed. • Students were rated at 4.0 or above on a 5.0 scale by EMT-Paramedic preceptors.	Emergency Medical Services Program Learning Outcomes 2004-2005 Program/Major Index For Reporting Success
Medical Assisting	• 100% passed certification • 97% passed national examination (compared with 69% national average) • 4.5 out of 5 on employer satisfaction survey.	Medical Assisting Learning Outcomes Program/ Major Index For Reporting Success 2004-2005
Medical Imaging	• 93% first time pass rate on national certification exam over the past five years.	Medical Imaging Student Learning Outcome Standards Table 2004-2005
Physical Therapist Assistant	• 94% pass rate on State Board • 100% employment	Physical Therapist Assistant Program Plan 2004-2005
Occupational Therapy Assistant	• 100% pass rate on NBCOT national exam	Occupational Therapy Assistant Program Learning Outcomes Program/Major Index For Reporting Success 2004-2005

Table 3-23 Continued

Program	Indicator of Success	Source of Information
Respiratory Care	• 93% first time pass rate (100% overall)	Respiratory Care Program Student Learning Outcomes Plan 2004-2005
Nursing	• 81.4% passed the NCLEX-RN in 2004 – 2005	Division of Nursing Associate Degree Nursing Program Student Learning Outcomes 2004-2005

Source: SIEPS

The Law Enforcement Police Academy also demonstrated effectiveness as seen by a 100% certification pass rate for students completing the curriculum in Summer 2006, Fall 2006, Fall 2007, and again for Summer 2007.

Another measure of institutional effectiveness is the success of developmental education students in subsequent courses. **Table 3-24** shows that subsequent success for fall 2006 and fall 2007 students varies from 55% to 80%, with the highest levels of success demonstrated in mathematics courses.

Table 3-24: Success of Developmental Education Students

Dev Ed Course and Subsequent Course	Pass Rate for Students in Subsequent Course Who Passed the Dev Ed Course
COM 080 to COM 090	62.5%
COM 090 to PSY 101	55.6%
COM 090 to SOC 101	66.7%
BIO 096 to BIO 100	57.1%
BIO 096 to BIO 109	72.5%
BIO 096 to BIO 111	65.5%
MTH 030 to MTH 040	80.0%
MTH 030 to MTH 045	56.6%
MTH 030 to MTH 110	66.7%
MTH 040 to MTH 119	75.0%
MTH 045 to MTH 126	75.0%

Source: Banner

Student opinion surveys offer opportunities for student input on the effectiveness of their learning and of learning resources. For example, in the 2006 Student Opinion Survey (RD8), a randomly selected sample of 246 students rated their satisfaction with several College resources. **Table 3-25** indicates that on a satisfaction level of 1-4, with 4 being the highest, that satisfaction was highest for the Library. Students rated classrooms and computer labs as the highest among the category Layout that Supports a Learning Environment and classrooms among the Equipment Supports Learning category.

The Center for Distance Education and Learning Center showed the lowest average satisfaction rates. The same survey found that 71% either agreed or highly agreed that the instruction at RSC was of high quality, and 76.5% felt that the College personnel seemed to care about students. Overall, over 78% of them were satisfied with their College experience.

Table 3-25: 2006 Student Opinion Survey

Resource (percent using it)	Average Satisfaction	Layout Supports a Learning Environment	Equipment Supports Learning
Library (64.68%)	2.886	3.000	3.005
Math/Science Skills Center (46.35%)	2.451	2.887	2.873
Learning Center (46.61%)	2.407		
CDE (36.05%)	2.004	2.380	2.432
Classrooms (no data)		3.667	3.709
Computer labs (no data)		3.742	3.775

Source: IR

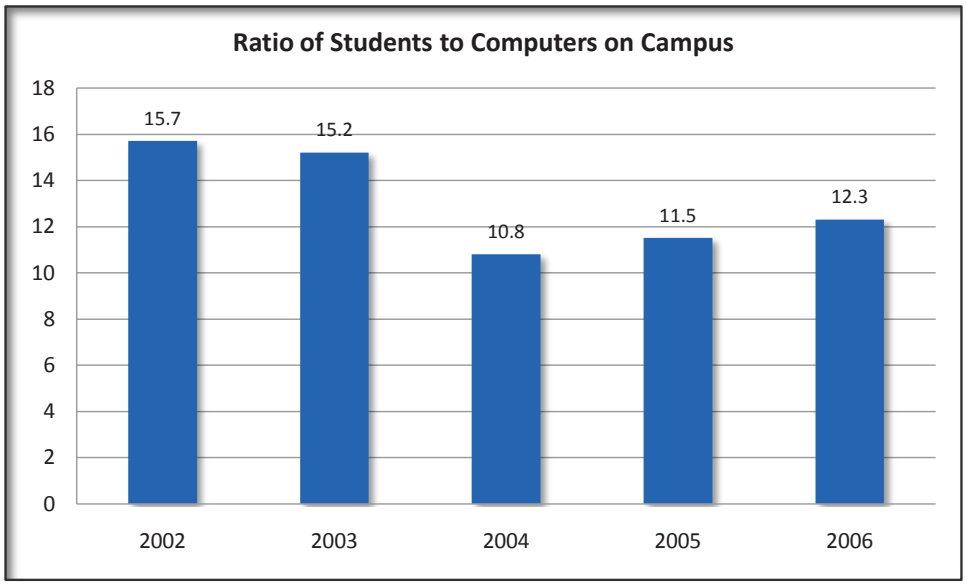
Support for Effective Use of Technology

3d-4: The organization supports students, staff, and faculty in using technology effectively.

Accessible Computer Labs

RSC has more than 17 computer labs that require no sign-in, and 3 that are accessible only through a sign-in process. The College attempts to ensure that computers are high quality, but since 2004, the ratio of students to computers has been increasing due to increased enrollment, with no corresponding increase in the number of computers (see **Figure 3-5**).

Figure 3-5: Ratio of Students to Computers on Campus



Source: IS | IR

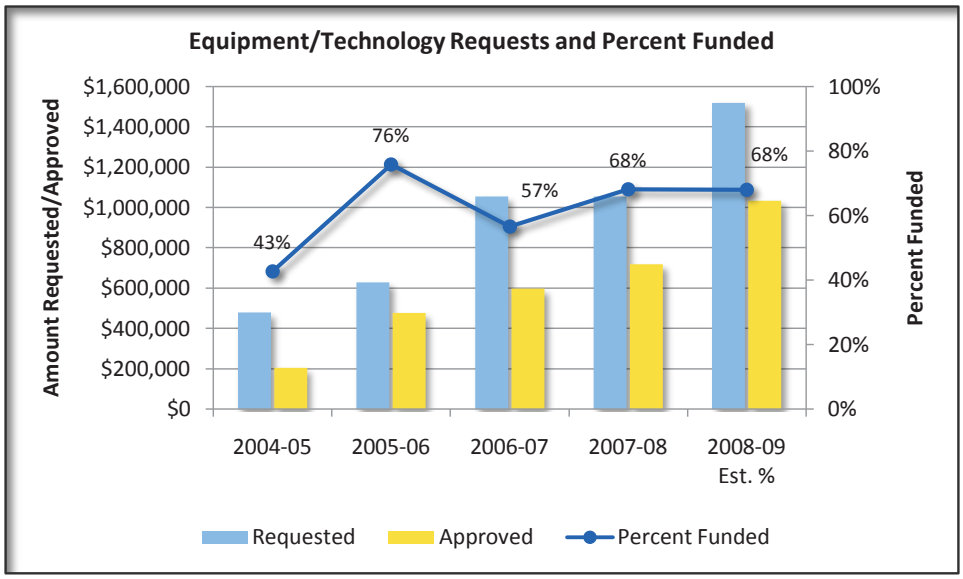
Student expectations of ready-access to computers as a learning resource may go unmet as the "wait time" for one to become available increases. Moreover, the computer labs designated as open labs are located in Keese Hall and the Technical Education Lab, at the two "poles" of the campus.

Technology Allocation

The IS department ensures that all full-time faculty are provided with computers, and part-time/adjunct faculty have access to them. The IS department maintains a computer migration plan so that as new computers are purchased, the older, but still functioning computers can still be utilized; these computers are typically given to half-time employees and the Center for Distance Education (CDE). The current administration has assured that the migrated computers given to the faculty are "high-end". However, those sent to the CDE are typically previous generations with those in other computer classrooms being more current (Resource Committee Request 3d_3.doc). Indeed, student surveys (such as the 2006 Student Opinion Survey, Office of Institutional Research) have ranked the equipment in the CDE lower than equipment available in other computer classrooms. Recognizing the need to provide faculty and staff with the technology to effectively manage their processes, President McCurdy, in February 2006, allocated an additional $200,000 above and beyond the original 2005-2006 technology funding amount (see **Figure 3-6**) to update faculty and staff PCs.

The IS department maintains over 20 servers for faculty, staff and students to access information. It also uses wireless laptop carts to create "portable" computer labs. These carts are can be requested by any faculty or staff member via the Help Desk. In addition to these carts, faculty and staff may check out individual laptop computers for off-campus use.

Figure 3-6: History of Equipment and Technology Funding at RSC



Source: IS | IR

As part of RSC's planning for future technology, the College created the Equipment and Technology Master Planning (ETMP) Committee in 2004. Comprised of both faculty and staff, the committee works with the IS department and campus employees to identify and evaluate assets in need of replacement. A rubric (which aligns with Institutional Effectiveness) measures their effectiveness. Between 2004 and 2007, the College allocated over $2 million towards equipment and technology requests to secure assets identified by the ETMP committee. Unfunded requests were moved forward into the future years for review. These assets supported a wide range of College programs.

Center for Distance Education and Multimedia Productions

The Center for Distance Education and the Multimedia Production departments provide students with a wide array of flexible learning solutions, such as

- Telecourses;
- Videoconferencing;
- Online courses;
- Self-directed courses;
- Blended courses; and
- Webcasts.

While the CDE is the student access point; Multi-Media Productions produces many of the DVD and videotape resources that support the initiatives listed above. The CDE automatically creates WebCT pages for every course and uploads the student roster. Through WebCT, students can access a plethora of resources and learning tools created by

the CDE, faculty, or book publishers, and can also track their course performance. Every WebCT homepage has a Student Resources link containing MLA and APA formatting guides, links to tutoring services, course evaluations, and various student services such as the bookstore, the Learning Center, and the Advising Center. One drawback of WebCT is the lack of 24-hour technical support, but this inadequacy will be better addressed after RSC moves to a new system (ANGEL software) in summer 2008.

The CDE and Multi-media Productions work with RSC faculty to create materials to support student learning. For example, the Multimedia department worked with the Nursing Division to produce skills demonstrations digitized for viewing in a streaming video medium, and duplicated them onto DVDs and VHS tapes for students to use. Some of their other services include:

- In the MultiMedia production studio, telecourses are produced, edited with graphics, and imprinted on authored DVDs for student use;
- Satellite downlinks of professional development materials are completed for distribution to faculty and staff as well as to other constituencies (e.g., downlinking No Child Left Behind workshops and information for K–12 schools such as St. Mary's and Lima City schools);
- Student learning is supported through recording of classroom lectures onto DVDs for students hospitalized with severe illness; and
- The studio copies web media onto CD-ROM or DVD for students whose home computer configuration is insufficient to play the streaming video.

The CDE also houses the Teaching and Learning Resource Center (TLRC) where fulltime and adjunct faculty can find computers linked to scanners and loaded with teaching software such as Adobe Acrobat Professional so they may create pdf files, a color printer, and a computer projection system used for training purposes. In the TLRC, the CDE provides training for faculty and staff on all software licensed to RSC. Each quarter, TLRC provides 10 to 15 workshops on a range of topics. A CDE trainer spends about 2.5 hours per week in workshop preparation and delivery, and may also provide one-on-one training in faculty offices. Licensed software and online resources to support campus learning include:

Software:

- **WebCT –** Course management system available to any RSC instructor; used by distance education faculty and traditional course faculty to support instruction.
- **Impatica –** Online PowerPoint tool; site license available to any RSC instructor; used by distance education faculty.
- **Respondus –** Online test generation tool, available on computers in TLRC; used by faculty uploading tests / surveys into WebCT.
- **WIDS –** Instructional design tool.

- **Adobe Acrobat Professional –** 15 licenses; available on computers in TLRC, for faculty or staff who need to create pdf files.
- **SecureExam Browser –** license for use in CDE and Testing Center to provide secure online testing environment.
- **Turning Point –** audience response system ("clickers") used across all divisions.
- **Game Show Presenter –** allows the creation of interactive games accessible on the network.

Licenses:

- **TurnItIn.com –** Online service that checks for plagiarism; licensed for use by any RSC instructor.
- **SmartThinking.com –** Online tutoring service available to any RSC student in specified courses.
- **STARLINK –** Licensed satellite downlinks and webcast training / professional development workshops from the Dallas County Community College District; available to all faculty and staff.
- **Instructional Technology Council (ITC) –** licensed audio-conferences to support professional development of all faculty and staff.

Learning Resources Staffed and Supported

3d-5: The organization provides effective staffing and support for its learning resources.

Qualified Staffing for Labs

Qualifications for the lab positions can be found on individual job descriptions and vary from lab to lab (see **Table 3-26**).

Table 3-26: Staff Qualifications for Campus Learning Resources

Resource	Qualifications
Cadaver Lab	3 faculty: 2 with MS in Biology; 1 with MS Ed.
CAD Lab; Hydraulics Lab; Manufacturing Lab	1 Faculty with MS in Industrial Technology, an AAS in Electrical Engineering, and another AAS in Flexible Manufacturing Systems
Center for Distance Education	3 employees: 2 with BA, 1 with ATS
Computer Labs	9 employees: 1 with MBA and BS in Computer Science; 1 with MBA and BS in Math; 1 with Bachelors in Business Management; 1 with Bachelors in Management Info Systems; 1 with Bachelors in Educational Technology and Associates in Computer Info Systems; 4 with Associates in Computer Info Systems
Concrete Lab	3 faculty: 1 with BS in Chem. Eng. and Masters in Environmental Management; 1 with BS in Civil Eng. and certification from the American Concrete Institute and Ohio Aggregate and Industrial Mineral Assoc.; 1 with Assoc. in Mech. Eng. Design and BS in Advanced Technologies Ed.
Dental Hygiene Clinic	3 faculty (all Registered Dental Hygienists): 1 with MBA; 1 with MEd; 1 with MS Ed.
Electronics Lab	3 employees: 1 with Masters in Electrical Eng.; 1 with BS in Mech. Eng.; 1 with Assoc. in Electronics Eng. Tech.
Human Patient Simulator	1 Faculty with BA, Registered Resp. Therapist, Resp. Care Practitioner, certification in Basic Life Support and Advanced Cardiovascular Life Support.
Learning Center & Math/ Science Skills Center	3 employees: 1 with Master of Music and MS Ed. and Ph.D. in Adult Ed (pending); 1 with MS Ed; 1 with MA in Math.
Library	4 employees: 1 PhD in Library & Information Science; 1 MS in Library & Information Science; 1 Assoc. in Applied Sciences; 1 BA in Psychology.

Source: Department Query

The College Help Desk is intended to provide technological support for all faculty, staff and students. The day-to-day operations are handled by the student workers with IS staff supervision. Two major concerns regarding the Help Desk were identified:

- The outdated application for managing the Help Desk, created by an IS staff member, no longer efficiently handles the current volume of requests.
- An increased lag time exists in responding to requests for assistance.

By the fall of 2006, the average response time to resolve a software application issue had grown to six days, and a typical printer problem took eleven days to resolve (see **Table 3-27**). Resolution of these Help Desk concerns is needed.

Table 3-27: IS Response Time for Computer Issues

Classification of request	Average Days for Resolution
Printer issues	11
Applications	6
Peripherals	6
Network	5
PC Hardware	3
Printer cartridges	1

Source: IS

Partnerships Enhance Learning

3d-6: The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

Internal Partnerships

Findings during the 2007 research conducted by the CLARUS Corporation, suggested that relationships have been important to the students, faculty, staff and administration of the College. Partnerships built on existing relationships have proven beneficial for RSC and its students. Since 1999, for example, the Arts & Sciences Division in partnership with the technical divisions, has offered various learning communities. From 1999 to 2005, Arts & Sciences faculty and the Occupational Therapy Assistant faculty linked OTA with Public Speaking, English Composition, and Abnormal Psychology. Other technical programs have linked courses with English Composition, Public Speaking Developmental Writing, Pre-Algebra, and/or Intro to Computers. Specific linkages have included:

- First-Year Experience (SDE 101) and Reading and Study Skills (COM 090);
- First-Year Experience (SDE 101) and Developmental Writing (COM 098);
- First-Year Experience (SDE 101) and English Composition (COM 111);
- First-Year Experience (SDE 101) and Microcomputer Lab (CPT 104); and
- Materials Science (MET 102) and Technical Writing (COM 114).

Several faculty have presented at national and international conferences on the topic. (e.g., International Conference on the First-Year Experience, University of Southampton, 2005 and American Association of Community Colleges, Tampa, 2007).

External Partnerships

Partnerships between the College and off-campus groups are also in evidence. All College programs have advisory committees that meet on a semi-annual basis. Through these contacts, faculty and program chairs keep abreast of community needs and develop partnerships with community organizations.

The College has a formal partnership with the West Central Ohio Tech Prep Consortium to prepare high school students for college and a career. Because the director for Tech Prep has an office at RSC, her presence affords close ties between the two entities. This proximity has enabled several partnerships, including integration of science software in area schools and the teaching of specialized bridge courses (for instance in mathematics) to ease the transition from high school to RSC (RD103-Replicable Models Grant Summary). Tech Prep has also been invaluable in purchasing some assets that it shares with RSC. For example, funds from Tech Prep have supported the purchase of cadavers and anatomical models that are also used by the Allied Health and Arts & Sciences Divisions.

Grant funded consortium partnerships have expanded the learning opportunities for individuals in west-central Ohio. The West Central Ohio Manufacturing Consortium (RD115-WCOMC) is a partnership between RSC and area manufacturers. In order to meet the employment needs of the new manufacturing environment in the area, the partnership provides the resources and learning opportunities to current employees and students interested in preparing for the new manufacturing environment. The Northwest Allied Health Education Consortium (RD25-Northwest Ohio Allied Health Education Consortium) is a partnership between RSC and several two-year and four-year institutions in the area. Through this partnership, RSC enables students from other institutions to complete an Allied Health Degree through dual enrollment, distance education, and weekend lab experiences. Criterion Five provides a long list of active partnerships between RSC and the community.

Summary Criterion 3

Strengths

- Faculty members develop and assess **clearly stated learning outcomes** at the course, program, and institutional levels and employ both direct and indirect measures. Distinctive; Learning-Focused
- Assessment and analysis findings demonstrate a College-wide **commitment to quality improvement** in **teaching, student learning,** and **support service delivery.** Distinctive; Learning-Focused
- **Assessment-driven changes** to pedagogical practices have **positively impacted student learning** and resulted in **improved learning environments.** Distinctive; Learning-Focused
- The newly designed electronic application (e-SIEPS) manages the collection and reporting of assessment data in a user-friendly format **incorporating web-based technology.** Future-Oriented
- The RSC Faculty Association, with the support of the VPAA, actively promotes **professional development** for faculty members. Learning-Focused
- Pedagogical innovations by RSC faculty are responsive to the **diverse needs** and **social trends** impacting today's students. Distinctive, Connected, Future-Oriented
- RSC students have access to a wide range of **learning resources** including laboratories, libraries, technologies, and support services. Learning-Focused
- The Equipment and Technology Master Planning (ETMP) Committee communicates recommendations to ensure that RSC is positioned to **support the current and future technology needs of learners, faculty and staff.** Connected, Future-Oriented; Learning-Focused

Challenges

- Unit and course level assessments for AY 2005-2006 are incomplete.
- Institutional assessment results are not transparent to students.
- Data and information management within the former assessment process was unnecessarily complex and unsustainable.
- Standards defining in-class and out-of class facility and technology environments for a diverse student population are not fully established nor articulated.
- The College does not have a process in place to track whether in fact student evaluations are conducted annually for each course.
- The availability of handicapped parking spaces should be reviewed.
- Delays in responding to Help Desk requests result from the increase in the number of users and outdated management software.

Opportunities

- The student-centered learning environment can be enhanced by sharing assessment findings with students and other constituents through the newly designed RSC website.
- Ongoing review should further strengthen the assessment process.
- The new web-based faculty and staff Professional Development Tracking application will enable enhanced transparency and documentation of the full-range of faculty and staff accomplishments. Efficient application of assessment data will be enhanced through the e-SIEPS and the SIEPS Map.
- Completing the loop through the new e-SIEPS should facilitate more uniform analysis of assessment findings at the institutional level.
- Standards clearly defining effective in-class and out-of-class environments will enable the design or redesign of facilities to maximize learning.
- Facilities planning requires a focus on future enrollments, programs, and technology/equipment needs.