

CHAPTER 4/ CRITERION FOUR



ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

*The organization promotes a life of
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CRITERION 4: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

RSC is committed to creating an atmosphere conducive to a life of learning through inquiry, creativity, practice and social responsibility. The College promotes this commitment through the policies of its Board of Trustees; its pattern of financial allocations; professional development opportunities for students, employees, and the community as a whole; public acknowledgement of student and faculty achievements; student scholarship through capstone projects; employee scholarship; its pattern of community engagements; and educational improvements arising from assessment and evaluation.

Core Component 4a:

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

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Board Approved Policy Statements Supporting Freedom of Inquiry

4a-1: The board has approved and disseminated statements supporting freedom of inquiry for the organization's students, faculty and staff, and honors those statements in its practices.

RSC is committed to providing programs and learning environments that enable students to pursue and achieve their educational and career goals. Freedom of inquiry and expression are requisite to achievement of these objectives. Freedom of inquiry is recognized as a long-standing academic tradition embraced at RSC. The Faculty Handbook acknowledges that “academic freedom requires that the teacher be free to teach in his/her own unique manner the truth as he/she has found it and as he/she sees it” and goes on to offer protection to the individual “in the exercise of his/her privileges of freedom as a faculty member and as a citizen” ([RD116-Faculty Handbook, p. 4-20](#)). The handbook is careful to articulate reasonable limitations to prevent dissemination of information that is not germane to course subject matter. In September 2008, on statements of Freedom of Inquiry for faculty, staff, and students will be presented to the Board of Trustees. The approved statements will be disseminated to faculty, staff, and students.

Lifelong Learning: Planning and Financial Allocation

4a-2: The organization's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

4a-3: The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

The College has consistently demonstrated strong commitment to promoting life-long learning through its planning. Planning for professional development is incorporated in the [2006-2009 Strategic Plan](#) (see Table 4-1).

Table 4-1: Strategic Professional Development Actions

Strategy, Goal, Objective	Mission Criteria	Key Performance Indicator	Target Audience
S1G1O3	Quality Environment	Student Engagement	Students
S1G1O3	Quality Environment	Student Engagement	Students
S1G1O4	Quality Environment	Student /Employee Satisfaction	Faculty
S5G2O2	Quality Environment	Student/Employee Satisfaction	Faculty and Staff

Source: 2006-2009 RSC Strategic Plan

Various faculty professional development activities have been planned by the Professional Development Committee of the Faculty Association and by College administrators for College-wide participation. Table 4-2 provides a list of these activities since 2002.

Table 4-2: Faculty Professional Development 2001-2008

Date	Program Title/Presenter	# Attending	# Eligible	% Attending
June 15, 2001	Process Based Learning	81	94	86%
Dec. 12-14, 2001	Advanced Teaching Workshop	47	96	49%
April 15, 2002	Writing Measurable Objective	18	18	100%
May 16, 2002	Program Assessment Workshop	37	96	39%
June 17- 18, 2002	Learning Communities Workshop	66	96	69%
Sept 4, 2002	Assessment (pre-workshop)	20	92	22%
Sept 5-6, 2002	Assessment	84	92	91%
Sept. 5/6, 2002	Development / Dan Apple	77	92	84%
Sept. 18, 2002	Writing Across the Curriculum	78	92	85%
Oct 24, 2002	Ready 2Net E-portfolio	9	92	10%
Oct 1, 2002	OATYC	10	92	11%
Dec. 13, 2002	Mad, Bad & Dangerous	86	92	93%
Dec16, 2002	WIDS Software	8	92	9%
March 3, 2003	Future Think	7	92	8%
April 1, 2003	NCA Annual Meeting	8	92	9%

Table 4-2 Continued

Date	Program Title/Presenter	# Attending	# Eligible	% Attending
June 13, 2003	Xanadu / Legalities of Fair Use & Distribution in Coursework	74	92	80%
Sept. 17, 2003	Legal Issues in Higher Education	86	96	90%
Dec12, 2003	Teaching Strategies - WebCT	35	96	36%
Dec 12, 2003	Teaching Strategies - Linked Learn	12	96	13%
Dec12, 2003	Teaching Strategies - PBL	32	96	33%
Dec12, 2003	Teaching Strategies - Process Ed.	24	96	25%
June 11, 2004	Using Rubrics to Assess Writing	82	96	85%
Sept 20, 2004	Dean/Chair Luncheon Meeting	36	36	100%
Dec 9, 2004	Learning Differences	71	104	68%
March 17, 2005	Thomas L. Hustak, Ph.D.	60	104	58%
April 15, 2005	Quarterly Dean/Chair Meeting	24	34	71%
June 1, 2005	Done @ Divisional Meetings			
Sept 1, 2005	Retreat @ Ford Training Center	97	104	93%
Oct 7, 2005	Quarterly Dean/Chair Meeting	29	34	85%
Dec 8, 2005	Molly Schaller, Ph.D.	59	100	59%
Jan 20, 2006	Quarterly Dean/Chair Meeting	28	34	82%
March 17, 2006	Karel Oxley, Lima City Schools	75	100	75%
April 13, 2006*	FERPA (J. Bodine, Asst. AG)	29	29	100%
Feb 23, 2007**	Public Records-Student Discipline	51	75	68%
March 16, 2007	Dr. Linda Caputi	86	101	85%
June 10, 2007	New Core Skills & Rubrics	67	101	66%
June 10, 2007	ADAM (T. Knoedler)	13	101	13%
June 10, 2007	Turn-it-in (A. Shappell)	16	101	16%
June 10, 2007	Learning Communities (Wells/Littell)	9	101	9%
June 10, 2007	Self-Defense (T. Wies/Haithcock)	3	101	3%
June 10, 2007	LGBT Awareness Training	10	101	10%
June 10, 2007	Interactive Computer Games	37	101	37%
June 11, 2007	Discipline Strategies	30	101	30%
Sept. 14, 2007	Kay Francis - Motivational Humorist	92	111	83%

Source: VPAA

* Deans and Chairs

** All Employees

In the past year, the Faculty Association began planning quarterly professional development events. In the spirit of continuous improvement, this change should strengthen the College's ability to measure its commitment to life-long learning with increased accuracy. The schedule can be accessed on the RSCFA Blog at <http://rhodesstateprofessionaldevelopment.blogspot.com/>.

Faculty members also participate in professional development through professional and/or discipline specific organizations. For example, faculty are affiliated with the Ohio Association of Two Year Colleges (OATYC). Dental Hygiene faculty may be associated with the Ohio Association of Dental Hygienists. Some serve or have served the organizations as officers or committee members.

Staff professional development consists of on-campus training in the form of classes, attendance at presentations by visiting speakers, training in a variety of processes used throughout the campus (e.g., Banner, Microsoft Suite, Perfect Interview, Optimal Resume, R2T4 and Verifications, Federal Verifications, Taxes, ACG Grant, budgeting, debt management, investments, online Veterans Certification Software, WebCT, Advisor Trac, Impatica, FERPA regulations). External professional development activities include membership and participation in professional organizations, such as the National Council on Student Development, National Academic Advising Association, Ohio Association of Student Financial Aid Administrators, National Association of Colleges and Employers, Society for College and University Planners, etc.

Financial Support for Professional Development and Lifelong Learning

Annual budget allocations to support a life of learning can be referenced in all budgets under the line item 400 - Travel. Allocations for travel show a pattern of financial allocation on average of \$289,394, between 2001 and 2005; and a 20.9% increase in 2006 and 2007 for an average of \$358, 553 for those two years. The overall average of \$309,000 per year for the total period with variation of increases in the past two years, demonstrates a steady financial allocation pattern toward travel, suggesting a financial commitment toward professional development.

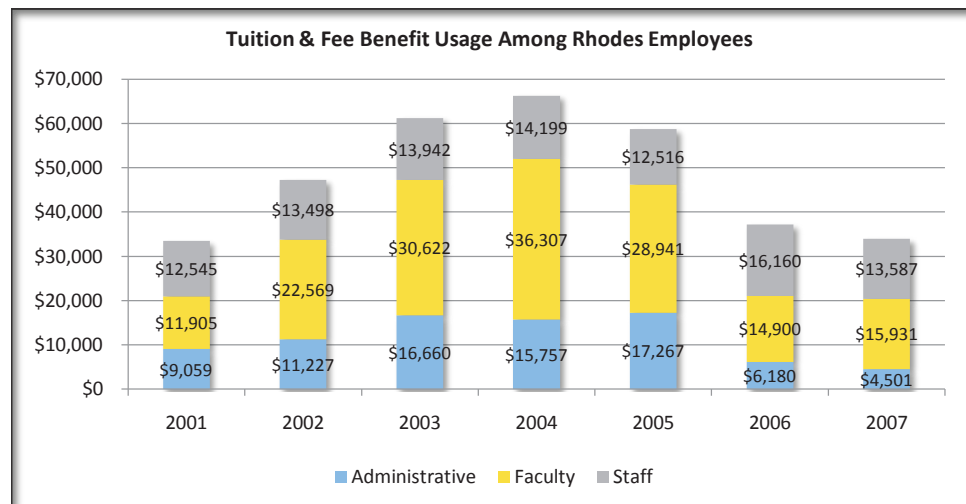
A clear pattern of financial allocation to support professional development was difficult to ascertain, since travel includes professional development expenses, as well as travel for clinical, recruitment, and off-site centers. The identified budget line issue was brought to the Executive Staff via [Rhodeside Assistance Intervention #2 \(RD105\)](#), which resulted in an improved Budget format. As of July 1, 2008, the operational budgets include a separate line item for professional development expenses. A second [Rhodeside Assistance Intervention #9 \(RD105\)](#) recommended the development of a College-wide definition for professional development, professional development categories, and a tracking mechanism to capture and track employee professional development activities. Through the efforts of a cross-functional team, these elements of professional development, which incorporate the Ohio Department of Education qualifications for faculty, were integrated into a web-based professional development tracking application. The application was released for employee use during Summer 2008 on the College's intranet.

Professional development is not limited to the activities that require funding. For example, the Allied Health Division has recently implemented a peer development process. Each member of the Allied Health Division is paired with a colleague outside his/her professional discipline. Through peer assessments of classroom instruction, each partner identifies strengths and weaknesses of the other’s performance and offers collegial guidance throughout the academic year. This process is utilized to identify opportunities for faculty members to establish goals that are subsequently discussed with their supervisor during yearly performance evaluations.

Policy and Financial Support for Lifelong Learning

The Board of Trustees supports lifelong learning through the Employee Educational Tuition Reimbursement/Waiver Policy (6.9). RSC provides its regular employees with both external and internal pathways to pursue a life of learning. The tuition reimbursement benefit provides full time administrators, faculty, and professional staff up to \$2,000 per fiscal year in tuition reimbursement for approved courses or training obtained from external educational institutions. Until June 2008, support staff members were excluded from reimbursement for attending another institution. However, access to RSC courses has been provided to all employees including support staff through a fee and tuition waiver. Adjuncts are provided limited internal opportunities. In 2005, the College revised Policy 6.9 to include a tuition waiver benefit for teaching adjunct faculty. The initial funding for this action was provided on a trial basis through a Special Initiatives Grant.

Figure 4-1: Institutional Educational Benefit



Source: HR | IR

Figure 4-1 shows usage of the benefit of Tuition Reimbursement by administrators, faculty and staff with institutional support totaling \$338,272 over the seven-year period (2001-2007). Support staff was not included in the original policy (tuition waiver for Rhodes State classes only); therefore, those figures are not reflected in this table. In response to those concerns and [Rhodeside Assistance Intervention #14 \(RD105\)](#), the College has revised the Tuition Reimbursement Policy to provide equitable opportunities for all employees, including support staff. Discussion during self-study Town Hall Meetings had revealed a strong sentiment that compensation for tuition reimbursement for support staff should be put on a comparable footing with the benefits provided to other employees. Therefore, in June 2008, the Board of Trustees approved the revised Policy (6.9) which now provides the benefit to support staff. The [2007 Employee Survey \(RD13\)](#), under the heading Human Resources – Benefits, Tuition Reimbursement, illustrates that 56 out of 108 responses or 52% of respondents rank the tuition reimbursement 4 or above (on a 5 point rating scale).

Professional Development via Center for Distance Education

The Center for Distance Education at RSC also contributes to the professional development of faculty, staff, and administrators. It annually licenses professional development workshops from [Dallas Tele-Learning's STARLINK](#) and from the Instructional Technology Council. These workshops are available via audio-conferencing, web streaming, and/or live satellite downlink. A faculty and adjunct faculty email distribution list is used to publicize these workshops. Any workshop with a broader audience appeal is publicized through an all employee distribution list. In addition, a web site for professional development, accessible to all faculty, staff, and administrators, has been created in WebCT.

Professional Development via RSCFA

The Professional Development Committee, a subcommittee of the RSCFA, is another vehicle for offering formalized programs to both full time and part time faculty. Traditionally, the committee plans formal activities at specified times throughout the year. Each academic division is encouraged to develop one professional development event annually to address the unique needs of its constituents, typically at the end of winter quarter. During spring quarter 2008, a Blog was created to provide a forum for sharing suggestions for future professional development activities and feedback on past professional development activities (<http://rhodesstateprofessionaldevelopment.blogspot.com/>).

Professional Development for Leadership

Recently, the College has placed increased emphasis on leadership development. In conjunction with other Chief Academic Officers from across Ohio, the VP for Academic Affairs sponsored four faculty / staff members to participate in The Chair Academy (Ohio, 2005-2006) held in Newark and Toledo, Ohio. Recognizing the need

for succession planning within the two-year college system in Ohio, this Academy was hosted, as a means to develop tomorrow's leaders in two-year colleges. Based upon the success of the previously mentioned Academy and as a means to facilitate continued growth in this area, RSC subsequently hosted The Chair Academy on its campus, further demonstrating its commitment to leadership development. Five faculty members from RSC took advantage of this opportunity during the summer of 2007, in concert with numerous other college employees from across the state and the nation.

Promoting Life-long Learning for Students

The Extended Statement of Institutional Purpose states, "Personal and professional growth through ongoing learning" enables life-long learning. RSC emphasizes the importance of life-long learning to its students. On page 40 of the 2007-2008 RSC Catalog, the Academic Mission Statement articulates its commitment to life-long learning by stating, "The Academic Division fosters the professional and intellectual growth of students and faculty by offering contemporary curricula that are taught by qualified faculty comprised of lifelong learners who provide a supportive environment intended to develop ... the capacity for life-long learning." The value of life-long learning is further woven into many of programmatic mission statements. For example, the Physical Therapist Assistant Program includes the following assertion as a component of its mission statement: "The student centered learning environment is managed ... to foster life-long learning ... through community involvement and social responsibility." Many other programmatic mission statements parallel this value.

Measures of life-long learning that demonstrate fulfillment of the mission include attitude, behaviors, and additional degree attainment. Specific to student assessment and institutional effectiveness measurement, the Alumni Survey, described in 4b-5 and 4b-6, provides measures of attitude and degree attainment. Results of the findings from these surveys are used in planning improvements of teaching and learning.

Providing for seamless transfer of college credits is another mechanism to enable a life of learning for students. RSC's Transfer Module is coordinated through the Ohio Board of Regents. When completed, this module is accepted in its entirety at any of the state's four-year universities and participating private colleges. In addition, any individual course approved for the Ohio Transfer Module is guaranteed to transfer anywhere within the University System of Ohio, which includes all 2-year and 4-year state institutions of higher education. Transfer Assurance Guides (TAGS) are a second statewide mechanism designed to ensure seamless transfer in both general education and technical arenas.

The College encourages a life of learning by older adults through Program 60. This program provides the opportunity for Ohio residents 60 years of age or older to take part in selected courses as guests of the College. Participants are admitted to credit courses without a fee on a space-available basis and are not required to take examinations since college credit is not awarded. Therefore, Program 60 facilitates a culture of learning for an underserved segment of the community while demonstrating accountability for effective use of resources.

One cannot overlook the significance of support services offered to the students. Services such as financial aid and scholarships or student advising and records, among others, enable continued access to education for learners who might not otherwise be able to pursue it.

In relation to professional development for students, most of the College's academic programs incorporate an externship or "clinical" practice as part of graduation requirements. These opportunities provide students with pathways to grow in their chosen majors and to experience "real life" situations that prepare them to be successful once they graduate. In addition, co-curricular activities are vital to developing a life of learning. The Student Activities Department has offered various retreats and in-house workshops for specific student organizations. Many disciplines also encourage their students to participate in local, state, and national professional organizations. For example, the OTA students' club does fund raisers to support student attendance at the national organizational meeting each year. One year they raised enough funds to enable all second year OTA students to attend the conference and participate in the opening ceremonies. MAT students are encouraged to attend the state organizational meetings and have participated in a special function at the meeting...a Quiz Bowl for Medical Assisting programs from throughout Ohio. By attending meetings of these organizations, students develop networks of peer professionals who can assist them in perpetuating a life of learning after graduation. Additionally these contacts often become valuable resources for job placement.

Because a life of learning takes place both inside and outside the classroom, the campus atmosphere must be conducive to a life of learning for employees and students alike. Means to accomplish this are varied, ranging from unconventional to conventional. For example, the landscaping (rocks and plantings in combination) in front of the Science Building was laid out as a DNA double helix to serve both as an emblem of scientific inquiry and as a large scale teaching model (see **Figure 4-2**). The natural surroundings of the campus emphasize the importance of the "green world" to all who visit it. These surroundings include an Arboretum and the Tecumseh Nature Trail that give access to numerous labeled botanical specimens. More conventionally, the campus Performing Arts and Lecture Series (PALS), which is discussed at length in Criterion 5, is also intended to foster an atmosphere, which emphasizes the value of, and provides the access to, a life of learning for students, College employees and the community as a whole. RSC financially supports the PALS series via the campus cost share agreement. Overall, the campus atmosphere quite evidently nourishes intellectual growth and expresses the transformational power of life-long learning.

Figure 4-2: Living DNA Model

Source: Public Relations

Public Acknowledgement of Achievements

4a-4: The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

Student Achievements

RSC publicly acknowledges the value placed on lifelong learning by recognizing student and employee achievements.

The College recognizes student accomplishments throughout their educational experience at RSC. For example, the College provides the names of students (with their permission) who attain Dean's List status to local newspapers. Faculty can also nominate high-achieving students to the All-Ohio Academic Team. Members of the All-Ohio Academic Team compete for positions on the All-USA Academic Team, which is sponsored by *USA Today*, the American Association of Community Colleges, and Phi Theta Kappa International Honor Society as shown in **Table 4-3**.

Table 4-3: Student Achievements

	Student Major	Placement
2002	Occupational Therapy Assistant	All-Ohio 2nd Team
2002	Physical Therapist Assistant	All-Ohio 3rd Team
2003	Dental Hygiene	All-Ohio 3rd Team
2003	Law Enforcement	All-Ohio 3rd Team
2004	Human Resource Management	All-Ohio 2nd Team
2004	Occupational Therapy Assistant	All-Ohio 1st Team
2005	Criminal Justice	All-Ohio 1st Team
2005	Nursing	All-Ohio 3rd Team
2006	Civil Engineering Technology	All-Ohio 3rd Team
2006	Dental Hygiene	All-Ohio 2nd Team
2007	Law Enforcement	All-Ohio 3rd Team
2007	Dental Hygiene	All-Ohio 3rd Team

Source: Public Relations

The annual Academic Awards Ceremony, a faculty-driven and institutionally supported ceremony occurring the evening before the commencement ceremony provides a venue for special recognition of student achievements. The program includes the following awards:

- Recognition of students with GPAs 3.5 and higher through a framed certificate and honor cords;
- Recognition of students with a 4.0 GPA through a RSC medallion and engraved pen set;
- Program Outstanding Student -- The Outstanding Student is selected by the faculty and/or peers of each program based on their own standards. Each honoree is presented with a personalized gift by the program chair;
- Recognition of students selected to the All-Ohio Academic Team; and
- Recognition of students admitted to honor societies within various professional areas.

The annual commencement ceremony offers another public forum for recognition of student attainment of degrees as well as many of the awards mentioned above. A highlight of this ceremony is the traditional Outstanding Alumni Award. In addition to the traditional graduation speaker, a previously selected Outstanding Alumnus/Alumna has the opportunity to address the graduating class.

Throughout the spring quarter prior to graduation, many programmatic honor societies also hold evening ceremonies to recognize their students. One such example is the Nursing Pinning Ceremony that celebrates each Nursing graduate’s journey at RSC. This rite of passage enables each graduate to reflect on his/her educational journey and

to express gratitude to family, friends, and significant others. The students compose a message that is read by the Nursing faculty during the ceremony.

Faculty and Staff Achievements Acknowledged

The College also demonstrates that it values a life of learning by publicly recognizing faculty and staff at the annual Employee Recognition Banquet, which hosts employees and other key constituent groups (e.g., Board of Trustee, Foundation Board members, retirees) and provides awards to those who have achieved various increments of service. The Outstanding Faculty Member, and Outstanding Staff Member of the Year are also recognized. In 2008, an Award for Outstanding Adjunct Faculty Member was also added and recognized.

The College consistently showcases faculty and staff achievements at the President’s Forums. In addition, the College often acknowledges employee’s achievements such as completion of advanced degrees or certifications; appointments to a state or national professional organization; promotions; or local, state, and national awards. Faculty members who attain further degrees may also become eligible for promotion to a new academic rank with additional financial incentives (see Table 4-4). Promotion requirements are detailed in the Nomination for Faculty Promotion Packet in the [Faculty Handbook \(Rd127\)](#).

Table 4-4: Promotional Financial Incentives

Faculty Rank	Addition to Base Salary
Instructor to Assistant Professor	\$1,100
Assistant to Associate Professor	\$1,650
Associate to Full Professor	\$2,200

Source: HR

Research and Research Based Improvements

4a-5: The faculty and students, in keeping with the organization’s mission, produce scholarship and create knowledge through basic and applied research.

4a-6: The organization and its units use scholarship and research to stimulate organizational and educational improvements.

At RSC, the faculty, staff, and students, in keeping with the organization’s mission, produce scholarship and create knowledge through basic and applied research. For students, this is achieved through capstone projects and activities. For faculty and staff, this may be achieved through presentations at conferences; publications in books, scholarly journals, and other media; or by the teaching and instruction that take place on a daily basis.

Discovery of knowledge by the faculty and staff occurs through professional development opportunities, assessment and research, and continuing education. The knowledge gained

through these activities is often applied to the teaching process or development and delivery of key College services. Results from assessment often guide improvements to the teaching process and improvement of student services and administrative operations. Faculty and staff disseminate the information gained to peers and other professionals through activities such as on-campus workshops, professional presentations, scholarly publications, and review of instructional resources. For example, in January 2008, RSC was one of thirty colleges (from an initial field of 350 applicants) invited to present innovative practices at the Community College Futures Assembly in Orlando, Florida. Representative teams from colleges across the country presented best practices that they have developed. The theme of the assembly was “Change or Die” which is very appropriate for higher education organizations striving to respond to an expectation of continual improvement. The RSC team was comprised of the President, a Board of Trustee member, an Administrator, a faculty member, and a technical professional. The team presented on The Impact of Strategic Planning on Institutional Effectiveness, demonstrating a new web-based planning application, [e-SIEPS](#).

Other selected recent examples of faculty and scholarship are included in **Table 4-5**.

Table 4-5: Selected Recent Examples of Faculty and Staff Scholarship

Activity	Organization	Functional Area	On/Off Campus
Oral Radiography (ongoing) Continuing Education	Area Dental Hygienists	Dental Hygiene Chair	On
Fellowship to National Endowment for Humanities Summer Institute (2006)	Univ. of California Santa Cruz/ University of Venice, Italy	Dean Arts & Sciences	Off
Snakebird: Thirty Years of Anhinga (publication)	Tallahassee: Anhinga Press 2004	Dean Arts & Sciences	Off
Writing Italian in English: Translations of Umberto Saba and Sara Copio Sullam, The Venetian Jewish Anthology	Univ. Of California; Santa Cruz	Dean Arts & Sciences	
Iceberg Ahead: Charting a Course from Bright Idea to Successful Institutional Initiative, 2005	International Institute for the First-Year Experience; University of Southampton (UK) July 13, 2005	Faculty / Staff Team	Off
Access and the Two-Year College	Ohio Association for College Admissions Counseling (OACAC) Spring Conference 4-8-2008	Student Affairs Team	Off
Student Development (Summer 2008)	Ohio Association of Two-year colleges Admissions Officer (OATYCAO)	Advisor	Off
Influences on Perceptions of Presidential Search Committee and Board of Trustee Members at Two-Year Colleges Regarding Effective Presidents, 2003	Association for Higher Education (ASHE) Portland, OR	Assoc. Vice President for Academic Affairs	Off

Table 4-5 Continued

Activity	Organization	Functional Area	On/Off Campus
Wake Rattle and Roll: Advanced Manufacturing; Lima, OH; 2004	Allen County Chamber	Assoc. Vice President for Academic Affairs	Off
One Instrument-Multiple Applications: Getting the Most from an Electronic Portfolio; 2005	Higher Learning Commission-NCA Chicago, Illinois	Academic Administrators & Faculty	Off
Partnering with Employers in Career Pathways, San Diego, CA	American Association of Community Colleges Workforce Development Institute San Diego, CA 2007 League for Innovation New Orleans, LA 2007	Assoc. Vice President for Academic Affairs	Off
Instilling Improved Instruction, T ³ Regional Conference	Teachers' Teaching with Technology™ RSC, 2007, Conference Chair	Math Faculty	On
A.D.D. Informs Practice in The Learning Center	Association for Tutoring Professionals 2008	Staff	Off
Dangers of Carbon Monoxide	Lima Exchange Club 2003	Respiratory Care Chair	Off
Using Songs, Rhymes and Manipulatives to Teach Anatomy and Physiology	OATYC Conference. October 27, 2006:	Arts & Sciences Faculty	Off
TQM versus Six Sigma 2007	NW Ohio Information Forum	Solutions Staff	Off
The Quality Diet 2008	NW Ohio Information Forum	Solutions Staff	Off
Internal Auditing 2008	NW Ohio Information Forum	Solutions Staff	Off
Devolution of Quality 2008	NW Ohio Information Forum	Solutions Staff	Off
Hearing Voices That are Distressing: A Training and Simulation Experience	Ohio NASW (National Association of Social Workers) 5-16-2008	Business and Public Service Faculty Team	On
The Power of the Pick: The Impact on Student Learning from Writing Self Placement, Spring 2007.	Journal of the Ohio Association of Two-Year Colleges.	Arts & Sciences Faculty Member	Off
A Vision: Mathematics for the Emerging Technologies Sept. 2000-2005 (extended grant)	NSF Grant: Technical Mathematics for Tomorrow: Recommendations & Exemplary Programs DUE-003065	Arts & Sciences Math Chair	Off
Beyond Crossroads Mathematics Standards in the First Two Years of College	AMATYC book; served as Writing Chair	Arts & Sciences Math Faculty	Off
Landmarks of American History & Culture: Remembering the Alamo	The Alamo Workshop Fellowship from the National Endowment of Humanities	Arts & Sciences Humanities Faculty	Off

Source: Program/Faculty/Staff Query

As noted in the preceding table, staff members, as well as faculty members, contribute to the organization’s mission by applying scholarship to many of the student support activities including the use of learning communities, developmental education, and many other topics relevant to fostering a learning environment at RSC.

Student scholarship frequently occurs within the culminating student project embedded within the Capstone Course. Core Component 3c-5 describes the application of scholarship by students in the Concrete Technology Program. Other examples are included in Table 4-6.

Table 4-6: Recent Examples of Student Scholarly Projects

Project	Program	Year
Mini Classic Car	Mechanical, Design and Manufacturing Engineering Technologies	2008
Moonbuggy	Mechanical, Design and Manufacturing Engineering Technologies	2007
Electric Motorcycle	Mechanical, Design and Manufacturing Engineering Technologies	2006
Assembly Machine	Mechanical, Design and Manufacturing Engineering Technologies	2005
Digitizing Maps for Hardin County	Geographic Information Systems Program	2007
META Program	Geographic Information Systems Program	2008
Student Research of Recidivism for ASTOP	Human Services Program	2007
Allen County Children’s Health Fair Adolescent Wellness Projects	Medical Assisting	2004-2008
Lima Rotary Blood Draw Program Adult Wellness Projects	Medical Assisting	2004

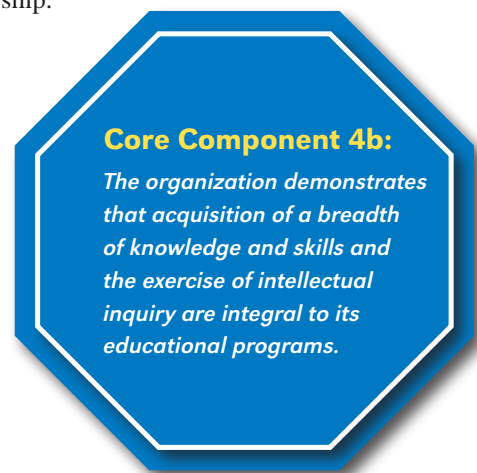
Source: Faculty Query

Thus, College programs demonstrate innovative opportunities for student scholarship.

Core Component 4b:

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Breadth of knowledge and the exercise of intellectual inquiry are integral to the achievement of a life of learning. RSC has fielded multiple strategies to ensure that it provides these opportunities to its students.



Integration of General Education

4b-1: The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

Description of General Education

General education at RSC is the foundation upon which students develop the requisite skills and breadth of knowledge to be creative and independent learners throughout their lives. General education carries a variety of meanings, often determined by the type of institution and by state legislation. As a result, RSC has articulated its philosophy of general education as follows:

Figure 4-3: RSC General Education Philosophy

RSC General Education Philosophy

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

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

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

Source: 2007-2008 RSC Catalog

In response to the 2001 HLC Challenge #4, the College developed, articulated, and broadly disseminated its General Education Philosophy, as detailed in the Challenges section of the Introduction. The development of the preceding statement is detailed in Challenge # 4 in the Introduction. Simultaneously, the LOIT Committee shepherded the development of identified student learning outcomes (SLOs) which include specified general education outcomes in every course offered by the College. These SLOs are assessed on a rotating basis as determined at the program and divisional levels. In August of 2004, a general education Task Force was created to identify a specific listing of general education courses so that programs could be monitored for breadth of knowledge in their stated curriculum. At the same time, the Task Force began work to devise a uniform core distribution requirement in general education so that all program curricula at RSC would contain at least one course in English Composition, a course in social and behavioral science, a college-level mathematics course, and course in either physical science or humanities. That distribution requirement went into effect (and was achieved by 100% of RSC associate degree programs) as of Fall Quarter, 2007.

General Education and Transfer

General education transfer is supported through two statewide vehicles designed by the Ohio Board of Regents. The Ohio Transfer Module focuses exclusively on general education courses while the Transfer Assurance Guides (TAGS) can include both general education and technical courses. Courses within the Transfer Module at RSC have been approved by panels of discipline experts at the state level for seamless transfer for equivalent courses throughout the University System of Ohio. Some of the same courses, as well as some additional courses, have been further vetted through the Transfer Assurance Guide (TAGS) discipline panels to further assure their seamless transfer to other two and four year colleges.

The [Two-Year Campus Operating Manual \(RD72\)](#) and other documents of the Ohio Board of Regents encourage a curriculum composition of 50% general and basic related courses balanced with 50% technical education courses. To emphasize this requirement, the RSC Catalog divides each associate degree program curriculum listing into the three subcategories: General Education, Related (Basic) Studies, and Technical Studies. An example of this for Radiographic Imaging is found on page 69 of the 2007–2008 RSC Catalog.

General Education Linkage to Mission and Values

4b-2: The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education.

From the mission documents, the institutional mission criterion of general education is reviewed annually using the E-portfolio assessments and CAAP results, both at entrance to and exit from the College. A Triangulation Report is produced utilizing the findings of assessment, which are reviewed by three entities: the Arts & Sciences faculty, the Executive Committee of the RSCFA and the assessment sub-committee, Learning

Outcomes Improvement Team (LOIT). These three faculty groups independently analyze the institutional general education data from their unique perspectives – discipline specific, elected representation of the academy, and assessment. Each group submits its analysis and recommendations to the Vice President for Academic Affairs, who summarizes the findings and prepares the Triangulation Report consisting of recommended improvements in general education. The impact of this report can be demonstrated by the development of the core curriculum in all of the RSC associate degree programs. This recommendation by the VPAA from the 2003-2004 data called for implementation by fall of 2007, which was accomplished [SIEPS Map \(RD106\)](#).

Curricular and Co-Curricular Linkages

4b-4: The organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

RSC has defined service learning as "A form of education, through experience, where students engage in activities addressing community and/or human needs, promote civil, moral, and ethical development" in [Board of Trustees Policy 5.13 \(RD34\)](#). Faculty members may assign students as part of their credit course work to activities addressing community and/or human needs, which promote civil, moral, and ethical development when such assignments have a nexus to the course content. The College supports these kinds of activities, and guidelines from the Ohio Board of Regents authorize and encourage out-of-class credit course work such as Service Learning. When Service Learning assignments involve religious-based organizations and/or in situations when students may object to assignment to such organizations, faculty members are obliged to provide non-sectarian alternatives. Opportunities to provide service learning in the co-curricular venue are currently being investigated. With limited diversity among faculty and staff, these opportunities can expose students to beneficial interactions in the diverse community.

Many programs include activities that apply to the curriculum but are performed outside the actual classroom:

- Law Enforcement students have worked with local and state law enforcement officials to monitor alcohol sales to minors;
- Law Enforcement students have journeyed to Washington D.C. for observations of urban policies and procedures;
- Human Services students perform many observations and services for area social agencies such as women's shelters, parenting liaisons, food kitchens, etc.; and
- Allied Health clinical externships provide hands-on experiences with live patients. Such activities not only enable the students to apply knowledge and skills but also supplement the community services provided by the healthcare facility.

Breadth of Knowledge and Skills and Demonstrated Student Learning

4b-5: Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

4b-6: Learning outcomes demonstrate effective preparation for continued learning

To fulfill Rhodes State College's commitment to produce graduates who possess the needed skills and abilities to act as life-long learners, the College systematically assesses student-learning outcomes. To validate the student's capacity for life-long learning, RSC has chosen five general education core skills and abilities to be assessed at the course, program, and academic institutional levels. The general education core skills and abilities are Writing, Global and Diversity Awareness, Critical Thinking, Information Literacy, and Computation Skills.

Institutional Assessment of General Education

General education is assessed at three levels at RSC – Institutional, Programmatic, and Course. CAAP and E-portfolio activities provide the institutional level of assessment of general education, while Student Learning Outcomes (SLOs) measure the core skills and abilities at the program and course level.

To ensure the appropriate depth and breadth of student exposure to general education, RSC has devised a distinctive fusion of general and technical education that is strategically deployed at three levels. The first and most obvious level is the core curriculum of general education courses that encompasses approximately 25% of each program curriculum. At the second level, designed to emphasize that ownership of and respect for general education is not exclusive to faculty teaching general education courses, the five general education core skills and abilities are deliberately embedded and assessed within the technical courses of each program. The third strategy to foster a breadth of knowledge in general education employs co-curricular activities such as campus events highlighting a diverse society, service learning, etc.

Through immersion of the five general education core skills and abilities within the curriculum at RSC, it is believed that enhanced personal growth will contribute to the mission of changing lives, building futures, and improving communities. These five skills are integral to the success of the College's graduates; therefore, they promote the College's mission of fostering life-long learning.

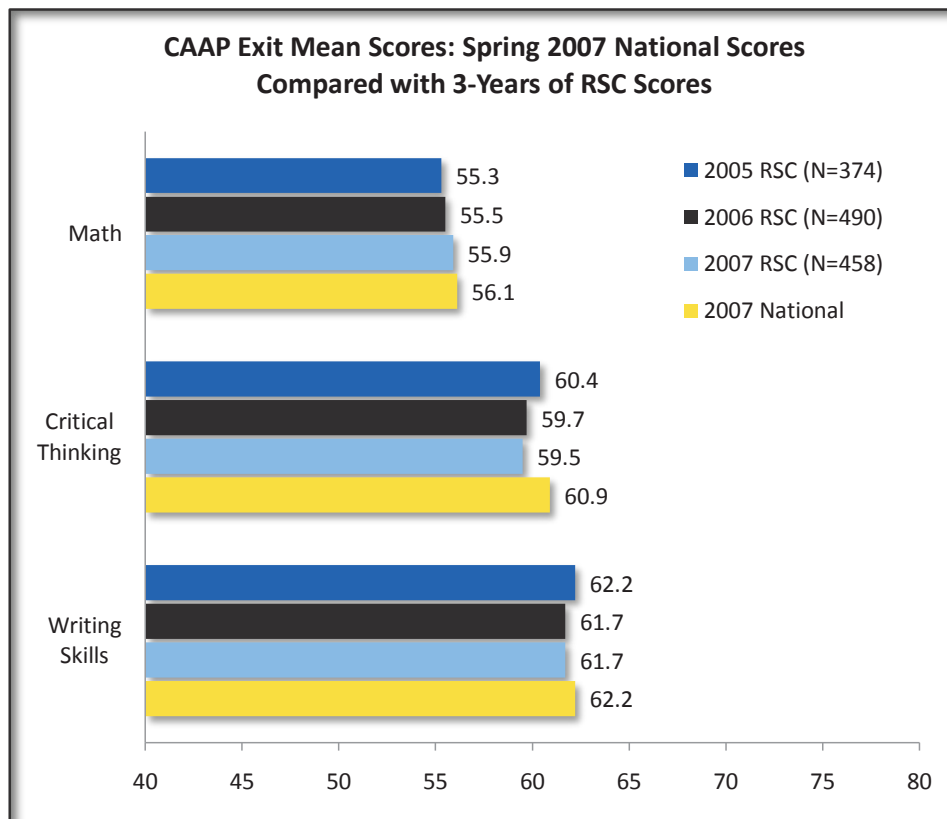
Measurements of student achievement of the core skills and abilities are obtained through the following vehicles:

- **ACT® CAAP** – This assessment is administered to a statistically significant number of students at the beginning and end of their academic program. The scores for Reading, Critical Thinking, Writing (Grammar), and Mathematics, provide a valuable pre- and post-program snapshot of student growth and are compared to state and national scores. (see **Figure 4-4** for results.)

- **First-Year Experience (FYE)** – New students are required to take a one credit hour First-Year Experience course that presents general information about study skills, time management, RSC policies and procedures, and assessment protocols. This also provides the entry-level venue for matched pairs measurement of diversity papers through that assignment’s alignment with the assignment in the Capstone Course.
- **E-portfolio** – All students enrolled in designated courses submit writing samples to the RSC electronic portfolio database. Six samples of student writing are collected throughout the student’s college career. These are assessed against institutional rubrics in areas such as writing, information literacy, and diversity awareness.
- **Capstone Course** – Completed near the end of the student’s educational program, the course is a culminating experience that works to display an integration of program technical skills with general education core skills and abilities. A self-growth awareness essay that addresses diversity awareness is completed during the Capstone Course. This essay aligns with the SDE 101 assignment for measurement of value-added learning.
- **Student Learning Outcomes at the course level.**

It is important to note that the CAAP sector scores include both technical and community colleges. RSC students’ CAAP Exit Scores across three years have continued to increase slightly, moving closer to the national exit score mean. Critical Thinking and Writing have seen a slight decrease from the 2005 exit scores through 2007, with writing closing in on the 2007 national mean scores (see **Figure 4-4**).

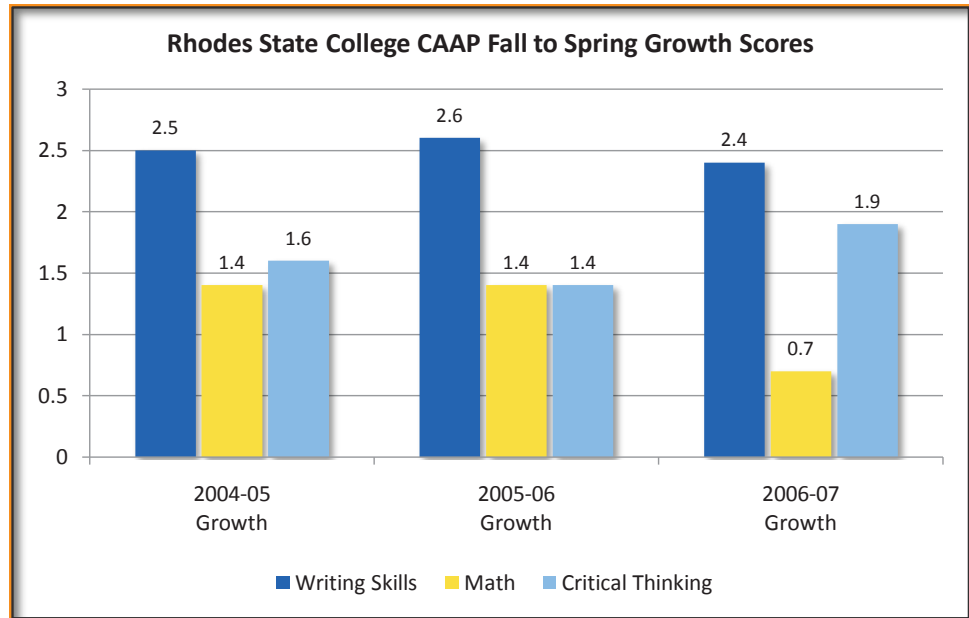
Figure 4-4: General Education CAAP Exit Scores Compared to 2007 National Exit Scores



Source: ACT®CAAP Institutional Summary and National Results | IR

When examining growth from fall entry to spring exit, however, it is apparent that the College adds value to student learning through the observed increase in scores (see Figure 4-5). Growth has been observed on the writing skills, math, and critical thinking objective tests over the past three years, but the magnitude of growth on the math portion was less in 2006-07 than in previous years, while stronger growth was observed on critical thinking in 2006-07 than in previous years. Stronger growth scores on writing skills and critical thinking parallel institution-level changes, including curricular changes focusing on practice and reinforcement and improved periodic assessment to improve student performance.

Figure 4-5: CAAP Fall to Spring Growth Scores

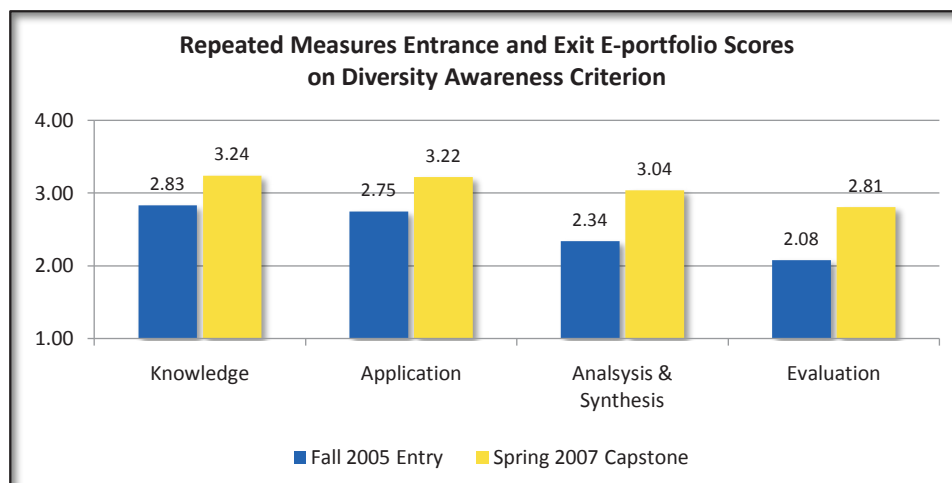


Source: ACT®CAAP Institutional Summary Results | IR

Through submission of E-portfolio writing samples, students provide evidence of their competency in four of the five core skills and abilities (with computational skills being the exception). The E-portfolio consists of six papers submitted throughout the student’s career at RSC:

- SDE 101 First-Year Experience;
- COM 111 English Composition;
- PSY 101 General Psychology or PSY 122 Psychology of Human Relations or SOC 101 Sociology;
- Technical Course early in the program;
- Technical Course late in program (not Capstone); and
- Capstone Course.

Papers from SDE 101 and the Capstone Course enable assessment of Global and Diversity Awareness. The other four papers are used to assess Writing and Critical Thinking. Information Literacy assessment is gleaned from the COM 111 Research Paper and the late technical paper. E-portfolio scores are derived from calibrated rubric assessments performed by raters comprised of faculty, adjuncts, and staff who have received reliability training in rating the measured standards.

Figure 4-6: Rating of E-portfolio Program Papers 2006-2007

Source: E-portfolio Data | IR

Figure 4-6 shows the results of fall 2005 entry and spring 2007 capstone rubric exit scores conducted on E-portfolio submissions. The benchmark established standard was set at a level 3. As can be seen, growth was observed in each of the four dimensions. While entry and exit scores exhibit a similar pattern from highest to lowest (knowledge, application, analysis, synthesis, evaluation), the largest gains were observed on the higher-level cognitive skills. That is, the largest gain was evidenced on the evaluation dimension followed by the analysis and synthesis dimension. This pattern of growth demonstrates the value-added that the RSC experience provides to students.

Program Assessment of General Education

Programmatic assessments reveal the impact of general education on graduates. For example, it is the philosophy of the PTA program that general education fosters the development of a well-rounded individual, enhances overall employment potential, and creates the ability for the graduate to see the patient as a whole. The employer surveys from the Class of 2005 asked employers to rate the following statement: “The RSC Graduate applies knowledge from the physical, behavioral, and social sciences to the care of the patients.” Of the surveys returned, 100% of the employers ranked the PTA graduates at a four or above on a 5 point Likert scale.

Through the institutional measure of Workforce Development preparation, the institution emphasizes the importance of competency preparation for a life of learning. The first time pass rate for many of the College’s programs provides an excellent measure at the institutional and program levels of student preparation for a life of learning. Allied Health and Nursing students are committed to a life of learning by selection of their respective career fields. Upon successful achievement of licensure / certification, graduates in these disciplines are required to maintain continuing education to maintain their professional credential. Many other professions recognize the importance of regularly updating the

knowledge and skill base and also require continuing education for their professionals. Table 4-7 also indicates degree and certification completion rates on a state or national exam for the Law Enforcement students.

Table 4-7: Professional Credential Pass Rates (2002-2005 Assessment Cycles)

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–Cycle 3
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 Cycle 3 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 Cycle 3 Program/Major Index For Reporting Success
Medical Imaging	93% first time pass rate on national certification exam over the past five years.	Medical Imaging Student Learning Outcome Standards Table 2005 Calendar Year (Cycle 3)
Physical Therapist Assistant	94% pass rate on State Board 100% employment.	Physical Therapist Assistant Program Plan 2004-2005 (Cycle 3)
Occupational Therapy Assistant	100% pass rate on NBCOT national exam.	Occupational Therapy Assistant Program Learning Outcomes Cycle 3 Program/Major Index For Reporting Success
Respiratory Care	93% first time pass rate (100% overall).	Respiratory Care Program Student Learning Outcomes Plan, Cycle 3, 2005
Nursing	81.4% pass rate on the NCLEX-RN in 2004 – 2005.	Division of Nursing Associate Degree Nursing Program Student Learning Outcomes Cycle 3, 2005
Law Enforcement	100% of students in 2005/2006 and 2006/2007 were awarded an Associated Degree with Police Academy. 100% of students in Summer '06, Fall '06/'07, and Summer '07 Police Academy passed certification.	Student Success: Law Enforcement, Chair of Criminal Justice; email sent 3/17/08; hard copy in Criterion 3d Evidence

Source: Program Assessments SIEPS Map 2002-2005 Cycle

Graduate surveys also reinforce that they are prepared for the workplace skills required of them and that they recognize the need for life-long learning. For example, results of the [2004 and 2006 Alumni Survey \(RD128\)](#) show, for the respective years, an 87% and 86.2% rating of moderate to major importance of the RSC experience in making a commitment to life-long learning (see [Table 4-8](#)).

Table 4-8: Alumni Survey Impact of RSC Experience on Life-Long Learning

Level of Importance	2006		2004	
	Count	Valid Percent	Count	Valid Percent
1 Major importance	82	37.8%	120	40.0%
2 Moderate importance	105	48.4%	141	47.0%
3 Minor importance	22	10.1%	25	8.3%
4 No importance	8	3.7%	14	4.7%
Total	217	100.0%	300	100.0%
Missing	3	1.4%	9	2.9%
Total	220		309	

Source: 2004 and 2006 Alumni Surveys | IR

The importance level of life-long learning is also evidenced through behavior as demonstrated by the number and percent of graduates who go on to attain higher-level degrees (see Table 4-9). In 2004, of the 301 Alumni Survey (RD128) respondents, 58 (18.9%) indicated that they had obtained a bachelor’s degree or higher. Of the 220 who responded to the 2006 Alumni Survey, 65 (29.6%) indicated higher-level degree attainment. It should be noted that individuals who obtained additional Associate Degrees could not be determined from this information.

Table 4-9: Alumni Survey Data on Additional Degree Attainment

	2006		2004	
	Count	Valid Percent	Count	Valid Percent
1 Vocational/technical certificate or diploma	2	0.9%	0	0.0%
2 Associate or other 2-year degree	153	69.5%	249	81.1%
3 Bachelor’s or other 4-year degree	49	22.3%	42	13.7%
4 Master’s or other 5-year degree	11	5.0%	15	4.9%
5 Specialist or other 6-year degree	3	1.4%	0	0.0%
7 Professional (MD, JD, etc.)	2	0.9%	1	0.3%
Total	220	100.0%	307	100.0%
Missing			2	0.6%
Total			309	

Source: 2004 and 2006 Alumni Surveys | IR

Active continuing monitoring of alumni validates that many students are using their attainment of an associate degree as a stepping-stone towards further career development.

Core Component 4c:

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

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Curriculum Relevance and Evaluation

4c-1: Regular academic program reviews include attention to currency and relevance of courses and programs.

4c-4: Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

A major challenge for RSC is preparing students for careers that are constantly transforming and developing. In fulfillment of its obligation to provide current and relevant courses and programs, RSC utilizes multiple vehicles:

- Programmatic and Departmental Advisory Committees composed of professionals and public members from the community;
- Employer surveys regarding the performance of RSC graduates, both institutional and programmatic;
- Graduate surveys, both institutional and programmatic;
- Programmatic assessment process; and
- Academic Curriculum Committee curricular review portion of Program Review.

The College maintains academic currency by consulting a diverse constituency: the community, employers, students, and faculty. Each program has an advisory committee, comprised of community members, who review the curriculum and provide input about community needs ([RD24- Advisory Board Membership](#)). Every year, the College conducts an Employer Survey to solicit feedback from local employers on graduate performance as detailed in Criterion 3a-3. Faculty review the relevance and currency of the curricula through the Program Review process that includes course content, learning outcomes, and the strengths and weaknesses ([RD20-Academic Curriculum Committee](#)).

Essential Global and Diverse Skills and Learning Outcomes

4c-2: In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.

4c-3: Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

4c-6: Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

In 2003-2004, Diversity Awareness was identified as a core skill and ability at RSC. As a result, the faculty have integrated materials designed to enhance diversity skills into the curriculum. The College recognizes that much learning takes place outside the classroom in the co-curricular arena. In 2007, RSC expanded the Diversity Awareness core skill to the much more encompassing skill of Global and Diversity Awareness.

Although the expansion of this general education core skill has taken place as noted in the catalog, measurement of this refinement will not be conducted until spring quarter 2010. The lag in measurement is necessary due to the alignment of the SDE 101 and Capstone course assignments on the reflective essay. Students in SDE 101 will receive the updated assignment beginning fall 2008, but will not enter the Capstone Course until spring quarter 2010, at the earliest.

An opportunity identified regarding the general education core skills and abilities is that CAAP testing provides external benchmarking of mathematical performance. Therefore, an internal capture-point is being developed to collect institutional data relating to computational skills.

The Learning Outcomes for the five general education core skills and abilities are included in the 2007-2008 RSC Catalog (RD17, p. 43), and include:

- **Writing:** Graduates' written documents reflect their ability to think critically about a topic; to organize and develop ideas effectively; to present those ideas in appropriate, mechanically correct, professional style; and to follow a standardized documentation format (when specified by the assignment).
- **Global and Diversity Awareness:** Graduates of Rhodes State College will demonstrate:
 - Appreciation for others as measured through effective interpersonal and collaborative skills with individuals and groups.
 - Awareness of the interdependence and interactive effects of such factors as culture, history, sexual orientation, psychological functioning, education, economics, environment, geography, language, politics, age, gender, ethnic heritage, physical challenges, social class, social skills and religion.
- **Critical Thinking:** Graduates can understand and interpret data, analyze and synthesize information, and draw unbiased, logical conclusions after fairly considering all-important aspects of a situation.

■ **Information Literacy:** Graduates will recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. They will also demonstrate the ability to extract appropriate information from hard-copy and electronic media, to manipulate current software and hardware to access and communicate information appropriately, and to have a basic understanding of copyright rules and the ethics of extracting, sharing and citing source information

■ **Computational Skills:** Graduates of RSC will demonstrate computational skills in the context of solving real-world problems by following some or all of these competencies:

- Read and understand the situation to determine a solution strategy.
- Set up the problem with the pertinent information.
- Solve the problem with the given data using appropriate technology such as calculators or computers as needed.
- Check the computational results for accuracy and reasonableness.
- Communicate or utilize the results.

In addition to the breadth of knowledge provided by general education, student mastery of required technical skills is equally essential. These skills are specific to each discipline and define the minimal expectations for a graduate with an associate degree in that discipline. Technical Competencies are found in each course level assessment plan and are identified including the expected standard of achievement. The programmatic technical student learning outcomes are identified in the Capstone Course and represent the skills that a completing student would be expected to perform at the conclusion of the program of study. However, some technical skills may not actually be measured within the Capstone Course but are still reflected within the programmatic scope of skills. Measurement of those skills not performed within the Capstone Course is identified by the particular course where measurement occurs. At the course level, assessment of the actual technical skills occurs with evaluation for improvements also being made.

Technical Competency is measured through the Mission Criterion of Technical Skills. Achievement of individual technical skills is measured in individual course's Student Learning Outcomes (SLOs). Summative assessment of the technical skills occurs at the program level through collection of assessment data in the Capstone Course for use by both the program and the institution. As stated earlier in this document, the ability to document and track the achievement of technical SLOs was not easily accomplished through the previous system of assessment. The skills had to be manually counted from the course and/or unit assessments. Therefore, a needed improvement was identified and became the impetus in e-SIEPS development. The e-SIEPS application now enables the collection of such data. As of the writing of this report, technical SLO's for the 2007-2008 AY at the Program and Course level are being submitted. Data are not available for this report.

Student Scholarship

4c-5: The organization supports creation and use of scholarship by students in keeping with its mission.

Preparing students for a life of learning is a mission criterion for RSC. While the core skills and abilities provide the knowledge and skill base necessary for a life of learning, the use of scholarship also promotes a life of learning. At RSC, all program/majors implemented a Capstone Course by the spring of 2004. The Capstone Course is scheduled near the end of the student's program of study. Designed to celebrate the knowledge gained throughout the program, the Capstone highlights the integration of technical and general education acquired by students. For example, in the spring of 2007, students from the Concrete Technology capstone course performed a study on the numbers of available parking spaces on campus. The study examined the total number of spaces available as compared to the total number of spaces required based on RSC and OSU-L enrollments and employee needs. Additionally, the students developed a future master plan for parking that focused upon the design of safer parking patterns and a more efficient traffic flow.

Along with three other student Capstone projects, these students demonstrated their project at the annual College Advisory Committee dinner. These students also made a separate presentation to a campus group comprised of faculty and staff members.

Core Component 4d:

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Responsible Use of Knowledge

4d-1: The organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

The College's academic programs and student support services incorporate responsible use of knowledge into their day-to-day operations through enforcement of the Student Code of Conduct.

Code of Student Conduct

The Code of Student Conduct, as contained in the RSC Catalog, spells out both expected and inappropriate behaviors including infractions and the mechanisms for resolving these occurrences. The College has adopted a Philosophy of Student Learning and Development (RD17, p. 13) and incorporates this philosophy into working with students who may find themselves in violation of the code. For example, in order to reinforce appropriate behaviors and expand the student's appreciation of the importance placed upon ethical behavior, a student may be required to research and write a paper discussing the impact of plagiarism or deviation from professional conduct as an element of the committee-imposed sanction.

Core Component 4d:

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Integration of Information Literacy

For students, research is one of the six components on the College-wide writing rubric. Information literacy has been identified as a general education core skill and ability necessary to develop a life of learning.

As a result of the VPAA's 2004-2005 [Triangulation Report](#), the College site-licensed Turn-it-in.com which evaluates student's papers electronically for intentional and unintentional errors in research protocol. For cases of overt plagiarism, the faculty member may refer the case to the Academic Integrity Council (formerly known as the Academic Misconduct Committee). This Council exists to protect the academic standards and integrity of the institution and due process for the student. The Hearing Officer is the VPAA who is an ex-officio member of the Council. The Council is comprised of five faculty members and one academic Chairperson appointed by the VPAA in consultation with the President of the RSCFA and one or two RSC students. A quorum of the Council consists of no less than one student and three faculty members. Student members must have a 2.5 cumulative GPA and no academic sanctions against them. Examples of academic misconduct include, but are not limited to, plagiarism and cheating on assignments or tests.

Ethical Conduct

4d-2: The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

Ethical conduct at RSC is guided by local, state, and federal rules, regulations, and legislation, as well as internal policies and procedures, regarding research and institutional practices.

Institutional Controls and Safeguards

RSC has developed a number of policies and procedures that establish the expectation for the responsible use of knowledge. The [Faculty Handbook \(RD127\)](#), the [Adjunct Handbook \(RD91\)](#), the [Student Handbook \(RD17, pp. 230-265\)](#), [Personnel Policies \(RD90\)](#), [Board of Trustees Policies \(RD34\)](#), [Student Policies](#), and [Program Handbooks \(RD100\)](#) detail policies and procedures related to ethical and legal matters (see [Table 4-10](#)).

Table 4-10: RSC Policies and Procedures for Ethical Behavior

Policy Description	Policy Number
Board of Trustees Policies	
Board Code of Conduct	2.2
Presidential Code of Conduct	3.3
Personnel Policies	
Copyright/Royalty and Licensing Policy	5.11
Use of Copyrighted Work	5.11.1
Conflict of Interest	5.8
Social Security Policy	5.14
Computer Resources and Facility Policy	6.14
Student Policies	
Code of Student Conduct	10
Student Grievance	11
The Faculty & Adjunct Handbooks	
Faculty Handbook	
Adjunct Faculty Handbook	

Source: RSC Website (<http://www.rhodesstate.edu>)

During a review of the policies for ethical conduct, confusion emerged regarding some policy nomenclature. Policy 5.11 governs the use of works produced internally at the College while Policy 5.11.1 governs the use of copyrighted works produced elsewhere. Both policies have used the label of Copyright when Policy 5.11 should be labeled as Intellectual Property.

Institutional policy management also appeared to be a significant area of concern, thus warranting a [Rhodeside Assistance Intervention #11 \(RD105\)](#). Currently, there is no centralized location for developing, managing, accessing, and maintaining institutional policies. This absence has led to barriers in communication among College constituencies who are often unaware of a policy's existence or unable to access it readily. Therefore, a working group of four Executive Staff members has been appointed to develop a plan to organize and standardize the policy issues. One of their tasks will be to establish a cycle of regular review for College policies. The nomenclature issue will also be revisited. As part of the [2006-2009 Strategic Plan \(RD10\)](#), the College website is under revision, thus providing an opportunity for better organization of, and access to, institutional policies. While not yet completed, this project is underway and should provide a more clearly articulated set of policies and procedures, including Board, Personnel, and Student Policies.

Members of the Ohio Attorney General's Office have presented several FERPA training sessions on-site to a variety of faculty, staff, and administrators. One session was archived on streaming video for access by those who were unable to attend or for those who desired to review the information. Presenter PowerPoints and pamphlets were also made available.

The College has implemented many actions to protect student, faculty, and staff information. Several years ago, RSC converted from the use of student social security numbers to the use of RSC-specific identification numbers. This change was implemented to protect student privacy.

Technological advances can raise new challenges with regards to the ethical conduct of business at RSC. Although an official policy regarding the protection of student and employee personal information has not yet been fully developed, the Information Systems Department abides by the guidelines of the Gramm-Leach-Bliley Act, which describes three categories of safeguards: 1) Administrative Safeguards, 2) Physical Safeguards, and 3) Technical Safeguards. Therefore, based on this framework, the protection currently in place at RSC includes, but is not limited to:

■ Administrative Safeguards:

- Perform routine preventive and regular maintenance for information systems;
- Manage information systems using a life cycle methodology that includes information security considerations;
- Maintain an enterprise firewall for the College and an administrative firewall for the Banner system;
- Back-up data on all systems on a regular basis;
- Store back-up copies in a fire-rated safe located in two separate buildings;
- Develop and update a plan of action based on findings from the security control assessments and continuous monitoring activities;
- Document and maintain a current, baseline configuration of the information system components; and
- College-wide training procedures consistent with FERPA federal regulations.

■ Physical Safeguards:

- Physical access controls to server rooms and all wiring closets;
- Camera surveillance controls;
- Automatic emergency lighting system that activates in event of power outage;
- Fire detection devices;
- Uninterruptable power supply to facilitate orderly shutdown of the information systems;
- Anti-virus protection on all workstations;
- Periodic updates to applications and operating systems on all workstations and servers;

- Enterprise spam and spyware protection; and
- Sanitize and destroy digital media before reuse to prevent unauthorized users from gaining access.

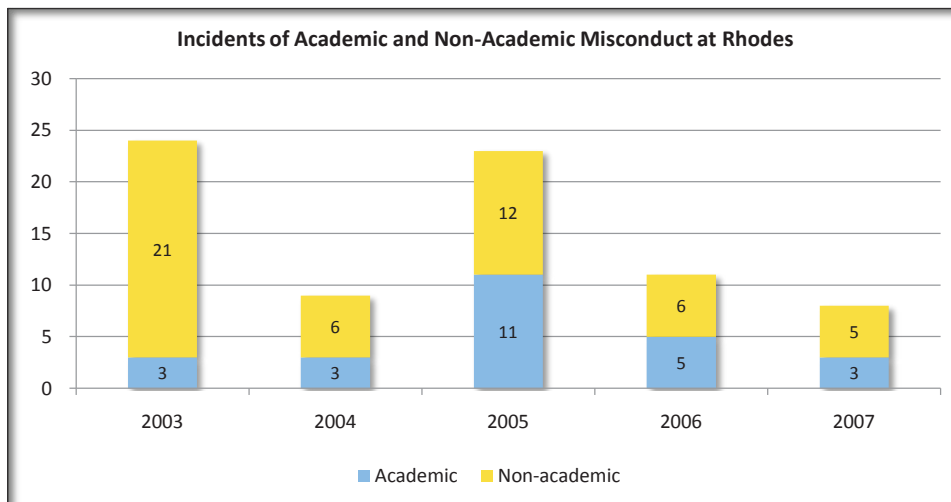
■ Technical Safeguards:

- Require all users to authenticate prior to gaining access to any information system or resource;
- Employ authentication mechanisms at the application level when necessary (e.g., all databases);
- Password management processes (minimum length, requirements to change every 90 days);
- Accounts automatically locked after three unsuccessful login attempts;
- Encryption protection for remote access;
- Regular review of audit records for inappropriate or unusual activity;
- Ensure all operating systems have the appropriate vendor-supplied security patches; and
- Network and network management passwords protected by encryption.

Student Controls and Safeguards

The College is committed to protect scholarly ideas, concepts, creations, and writings, as well as to identify and rectify plagiarism and other forms of academic dishonesty. **Figure 4-7** details the number of reported academic and non-academic misconduct cases that have been formally addressed through hearings over the last five years.

Figure 4-7: Academic/Non-Academic Misconduct Hearings 2003-2007



Source: VPAA and VPSA | IR

There has been a decrease in the number of reported cases addressed. Although specific reasons for the change are not clear, RSC has implemented several changes with an intention to improve student behavior (see Table 4-11).

Table 4-11: Actions Taken to Influence Changes in Student Behavior

Action Taken	Academic	Non-Academic
Implementation of the writing rubric and writing across the curriculum with the general education philosophy	X	
Triangulation report (2004-2005) recommendation for Implementation of Turn-It-In.com	X	
Statements regarding plagiarism and academic misconduct were added to all course syllabi	X	
Reconfiguration of Academic Integrity Council	X	
Implementation of the SDE 101 course which addresses both Academic and Non-Academic Misconduct cases	X	X
Increased presence of campus security		X
Post 9/11 increase in public awareness to risky situations		X
Improved signage and lighting		X
Distribution of adjunct newsletter that raised awareness level of adjunct faculty	X	X

Source: VPAA and VPSA

While a decrease was noted in reported cases, the College needs to be proactive on this issue. With the proliferation of technology and the ease of plagiarizing existing works, constant monitoring is required. With every new technology comes a new opportunity for cheating.

The following list indicates additional examples of the College’s commitment to ethical conduct and the responsible use of knowledge.

- Academic Integrity Council (RD17-2007-2008 RSC Catalog, p. 249).
- Prohibited conduct regarding computer usage and resources is explained in the Student Code of Conduct, Section 10.5 (RD17-2007-2008 RSC Catalog, pp. 242-244).
- Computer users are reminded about the College’s rules each time they take a computer course.
- College rules governing computer usage are posted in all RSC computer labs.
- RSC contracts with LAD Custom Publishing to provide a third party review of customized packets sold in the campus bookstore. Faculty members provide LAD with a bibliography of materials used in their packets. LAD reviews all packets for copyright violations and secures appropriate copyright permission where needed;

in some instances, materials are removed from the packets if copyright permission cannot be obtained. The Bookstore Manager submits all locally produced course packets to LAD Custom Publishing Inc. (www.ladcustompubl.com).

In light of rapid changes in information technology, the College must demonstrate ongoing vigilance in monitoring and maintaining the ethical use of knowledge.

Social Responsibility

4c-7: The organization provides curricular and co-curricular opportunities that promote social responsibility.

4d-3: The organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

Social responsibility prevails at RSC in various ways. Social responsibility includes complying with current laws, accepted business principles, and codes of conduct. Moreover, the College believes that exposure to certain core subjects and competencies promotes student success both within a chosen field of study and as a functional member of society. This belief motivated development of the general education distribution requirements and general education core skills and abilities at the College. As a result, graduates of RSC develop the skill sets necessary to perform professionally in their chosen disciplines while fulfilling their responsibilities as citizens.

Specific examples of social responsibility by RSC and its students can be pinpointed through the following actions:

- **Accountability** – The College maintains transparency in financial dealings and reporting
 - The College demonstrates transparency of its financial dealings through a monthly report to its Board of Trustees. In addition, the College complies with all state and federal audit requirements, as reported in Criteria 1, 2 and the Compliance Section.
 - As a member of the University System of Ohio, RSC is committed to the public sharing of student performance of its Student Learning Outcomes, thus making the value added services provided to its stakeholders available to current and potential students.
- **Community Outreach** – Engaging neighbors, stakeholders, the local community
 - Recognizing that hands-on learning and service learning are essential elements to prepare students for tomorrow’s workplace, the College employs these and other methods of delivery for its curricula. For example, Dental Hygiene students, while learning the required skills, provide services to the community at a minimal cost.

- Management and Marketing students engage in student learning as they work with local entrepreneurs to provide consultation services designed to improve their local business, thus improving the community at large.
- **Responsible Care** – Programmatic efforts to improve health, safety, and environmental performance as demonstrated by the following examples:
 - The Allied Health and Nursing Divisions utilize assessment and evaluation tools such as check-off sheets, rubrics, return demonstrations etc. that require students to complete tasks and skills in a competency-based format. Students must achieve a pre-determined standard level of care before being permitted to administer care to patients. These functions are monitored and regulated by external accreditation bodies.
 - The Early Childhood Education Program requires students to take Practicum I and II (Capstone Course) that provides “hands-on” experience for ECE and Educational Paraprofessional students. This experience offers on the job opportunities to learn, practice and demonstrate exemplary classroom teaching skills, conflict resolutions, and integrate appropriate curriculum for educational outcomes.
- **Stewardship** – Continuous improvement in environmental, health, safety, and security (EHS&S) performance as demonstrated by the following examples:
 - The Environmental Health Safety Technology students complete 40 hr. HAZWOPER and 8 hr. OSHA refresher training courses. These are simulations for an emergency response event that they are required to participate in at the end of the course.
 - The Emergency Medical Services, Respiratory Care, and Nursing students all use the human patient simulator to demonstrate clinical skills to their instructors. Instructors evaluate student performance with a rubric and track it for assessment purposes. Using technology to screen for competency ensures greater patient safety when the students go to the clinical sites for hands-on-experiences.
- **Sustainability** – Human and ecological health, social justice, secure livelihoods, and a better world for all generations.
 - Fiscal responsibility is the responsibility of RSC and its Board of Trustees. Audits indicate a healthy financial status for the College.
 - The purpose of RSC is “to change lives, build futures, and improve communities through higher learning.” Demonstration of mission achievement through the KPI’s indicates that RSC is accomplishing just that.

■ **Smart Growth** – land development and regional planning for better economic, environment, and quality of life

- As a cost-share facility, with OSU-L, RSC is cognizant of the need to protect the land and resources. Long-term facilities planning continues between the two institutions.
- Work with regional healthcare and manufacturing officials has led to several consortia that utilize available resources, including facilities, fiscal, and human, to ensure availability of a workforce that will meet current and future needs.

In addition to the aforementioned actions, the College demonstrates social responsibility as outlined in the chapter on Compliance. The College strives to stay abreast of the federal, state, and local regulations that are necessary for its day-to-day operation. The College has also articulated expected behaviors of its internal constituents through policies contained in documents such as the RSC Catalog or program handbooks.

Because ethical behavior starts at the top, the Board of Trustees Policy 2.3 Board Code of Conduct (RD34) establishes an expectation for all Board members to display the highest level of ethical and professional conduct in their official capacity. The Board policies address Presidential behavior in Policy 3.3 Presidential Code of Conduct (RD34). The RSC Catalog, published annually, contains the [Code of Student Conduct \(RD41\)](#) which is explained in Criterion 4d-1. Faculty and staff are guided by the [Personnel Policy 5.5 Disciplinary Action and Due Process \(RD90\)](#) which articulates behaviors that the College considers to be unacceptable.

Integrity of Research and Practice

4d-4: The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

Integrity of research is guided by the code of ethics of the Association for Institutional Research, which states

The Code of Ethics of the Association for Institutional Research (AIR) was developed to provide members of the association with some broad ethical statements with which to guide their professional lives and to identify relevant considerations when ethical uncertainties arise. It also provides a means for individuals new to the profession to learn about the ethical principles and standards that should guide the work of institutional researchers (<http://www.airweb.org/images/2002codeofethics.pdf>).

Guidelines provided within the AIR Code of Ethics include competence, practice, confidentiality, relationships to community and relationships to the craft.

Since the College has embarked upon a more aggressive grant-writing agenda, the need for a policy and Board to govern Human Subject research has become apparent. The College is currently reviewing an Institutional Review Board (IRB) policy and procedures, and creating an IRB responsible for overseeing the procedures to carry out its ethical commitment to protect human subjects in research.

Policies on Intellectual Property Rights

4d-5: The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

Personnel Policy 5.11 (RD90) speaks explicitly to the intellectual property rights of works produced by faculty, staff, and administrators at RSC. The policy expresses a balanced concern for protecting the interest of both the individual and the College.

As private citizens, James A. Rhodes State College faculty, staff members, and student employees have the right to apply for copyright of publications (using any medium) when such publications are produced on an individual's own time; and exclusive of any explicit contractual relationship with the College. The College, however, reserves all rights to any materials and products developed and/or produced by college faculty, staff, or student employees that result directly from their contractual relationship with the College.

In an effort to stimulate greater productivity in special projects, the College may, under contractual understandings, share the interest in materials/products otherwise reserved to the College when sold, licensed, leased, or otherwise contracted beyond its use. The contractual understandings should use the following guidelines: a) 50 percent of what the College receives in royalty earnings (after costs are absorbed) is assigned to the producing faculty/staff/student member and b) 50 percent to the general fund with a memo entry identifying the originating cost center. This agreement would remain in effect as long as the College derives revenue from the materials/products. Profits from materials/products produced in-house and distributed directly through the College bookstore for use by the campus community will accrue to the general fund with a memo entry identifying the originating cost center.

Materials authored by faculty/staff/student members but copyrighted by the College may not be assigned, licensed, leased, traded, transferred, sold, or otherwise disposed of in whole or in part without informing the author and the dean or chair of the respective area. In the selling, trading, leasing, assigning, or transferring of materials to agents outside the College, the faculty/staff/student member should be consulted in the establishment of price and

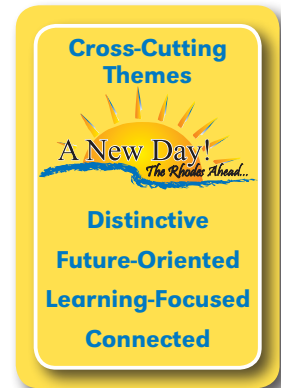
conditions. Authoring faculty members, if currently employed at James A. Rhodes State College, shall have the right of first refusal for updates.

Thus, a clear policy is in place to protect intellectual properties.

Summary Criterion 4

Strengths :

- Alternative delivery formats **integrate technology** to effectively enhance and support a **life of learning** for its students, faculty, and staff. **Future-Oriented; Learning-Focused**
- RSC faculty members demonstrate **breadth and depth in scholarship**. **Learning-Focused**
- General education at RSC is the foundation upon which students develop the requisite skills for being **lifelong creative and independent learners**. **Learning-Focused**
- Through **collaborative efforts** between technical and general education areas, the five general education core skills and abilities are deliberately embedded and **assessed** within technical courses as well as general education courses. **Connected; Future-Oriented**
- General education transfer is supported through RSC's active participation in two statewide vehicles designed by the Ohio Board of Regents: The Ohio Transfer Module and Transfer Assurance Guides, thereby preparing students for a **future-focused life of learning**. **Future-Oriented; Learning-Focused**
- First-time Pass Rates on licensure and certification examinations, are at or above the state or national standards established for their various professions; validating the **readiness of graduates** to enter the workforce and the focus on RSC's workforce **development mission criteria**. **Future-Oriented; Learning-Focused**
- Implementation of the General education Philosophy through a College-wide **collaborative effort** exemplifies an institutional understanding **in serving the common good**. **Connected**
- Capstone Courses enable consolidation of programmatic **learning** and provide a venue for students to apply **scholarship**. **Learning-Focused**
- Incorporation of general education and Technical Skills into the Compass Rose Model for Institutional Effectiveness has enabled better tracking of programmatic and institutional **self-reflection** regarding these **critical indicators of mission achievement**. **Future-Oriented; Distinctive**



- Through its intended levels of **accountability**, RSC models responsible **use of knowledge** and the **practice of social responsibility**. *Distinctive; Connected*
- RSC deploys effective policies to support the **responsible use of knowledge**. *Connected*

Challenges:

- The statement affirming academic freedom, contained in the Faculty Handbook, is difficult to locate and applies only to faculty.
- No statement affirming Freedom of Inquiry for students or staff exists.
- E-portfolio evaluations indicate that the College has not yet achieved its benchmark standards for writing, critical thinking or informational literacy.
- At present, there is no centralized location for accessing College policies and a process for systematic review for maintaining updated policies and procedures is lacking.

Opportunities:

- Both the designated budget line item for professional development travel and the newly created web-based Professional Development tracking application should facilitate consistent collection and management of professional development data and expenditures for faculty, staff, and administrators.
- Fusion of the aspects of Global and Diversity Awareness in the core skills and abilities will provide an expanded focus for student learning.
- Defining service learning at RSC and expanding service learning program opportunities can benefit student learning and society.
- Creation of policy statements on Freedom of Inquiry for faculty, staff, and students will enable a clear understanding of their rights and responsibilities.
- As part of the 2006-2009 Strategic Plan, the College website is being revised to provide an opportunity for better organization and access to institutional policies.
- CAAP testing provides an opportunity for external benchmarking of math performance; thus an internal capture point should be determined to collect institutional data relating to computational skills.