

## CHAPTER 5/ CRITERION FIVE



### ENGAGEMENT AND SERVICE

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## CRITERION 5: ENGAGEMENT AND SERVICE

*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

Criterion Five addresses the College's relationships with various constituencies, and the evidence shows that RSC, as called for by its mission, identifies its constituencies and serves them in ways both value. Within the context of a technical college education, RSC provides a thorough general education platform which supports both certificate and degree programs to achieve its purpose: "To change lives, build futures, and improve communities through higher learning" (RD17-2007-2008 RSC Catalog, p. 9). By combining general and technical education, the College enhances the habit of lifelong learning essential to local and global constituents. The mission's charge "to become the College of choice in west-central Ohio" indicates RSC's intention to identify its constituencies, learn about their needs, and strive to meet those needs.

The RSC [Strategic Plan 2006-2009](#) (RD10) formally identifies a wide range of entities with whom the College interacts: "Students; faculty; staff; the Board of Trustees; alumni; the Foundation Board; Advisory Committees; community organizations; local, state, and federal government; accreditation agencies/commissions; media; educational institutions; business; and industry..." (2007-2008 RSC Catalog, p. 9). This chapter examines how the College has interacted with many of these constituents through its programs and services of engagement in order to meet their needs in mutually beneficial ways that illustrate commitment to them and to the goals of higher education.

### Core Component 5a:

*The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

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Through cyclical environmental scanning; assessment and evaluation and dialogue with College constituencies, RSC systematically analyzes the needs of various communities of interest. Analysis of resulting information guides the development of strategies of engagement and service to ensure fulfillment of the needs of RSC's constituents in fulfillment of its mission.

#### Commitments Shaped by Mission and Capacity

*5a-1: The organization's commitments are shaped by its mission and its capacity to support those commitments.*

Throughout Criterion 1, RSC's mission documents and commitments are described. The framework of the RSC's [2006-2009 Strategic Plan](#) (RD10) describes how its commitments are shaped. The vision, consisting of the College's values, purpose, and mission, serves as the foundation for what it seeks to accomplish and shapes how it sets and achieves its goals. To be effective, the strategic plan requires an understanding of the context in which the College operates. The context for the plan was derived from the

social, technological, economic, environmental, and political factors that influence the institution and from the relationships, it maintains with various stakeholders. The [2006-2009 Strategic Plan \(RD10\)](#) was crafted to establish the overall three-year direction for the College via yearly foci. The organization's commitments are articulated through the six strategies:

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

Since each goal is linked to specific Key Performance Indicators (KPIs) shown on the Compass Rose (see **Figure 1-3**, p. 1-4), these indicators of mission achievement also are used to assess the progress made on each of the six institutional strategies.

While all of the strategies are relevant to the College's constituents, Strategy 2 speaks most directly to the College's intentions to engage and serve the external community. Strategy 2, Goal 1 specifically states "Develop and expand partnerships with educational providers, companies, corporations, and governmental entities at the local, state, and national levels to contribute to the region's economic development" and focuses on collaborations with both K-20 and business and industry partners.

### **Periodic Environmental Scanning to Understand Changing Needs**

*5a-2: The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.*

The Strategic and Institutional Effectiveness Planning System (SIEPS), as described in Criterion 2, contains RSCs environmental scanning process. Assessments, evaluations, and direct contact with constituents, as part of the continuous and systematic scanning processes, enable RSC to gain understanding of constituents' needs and expectations in order to demonstrate its commitment to respond.

#### **Scanning STEEP**

Scanning changing demographics and the other social, technical, economic, educational, and political factors discussed in Criterion 2 is helpful in predicting trends that may affect RSC's constituents. The most recent summative environmental scan, conducted in 2004-2005, provided a demographic understanding of the College's geographic service area. Within Allen County, RSC's chartered service area, 14.5% of the population is minority, represented by 11.8% African American, 1.7% Hispanic, .8% Asian American, and .2% American Indian. Comparing Allen County's minority percentages with RSCs representative enrollment places the College 2.5% below the demographic profile of

its chartered Allen County service area. Reflecting the regional demographics, the composition of many of the constituencies served by RSC is diverse in many ways, and as stated in Policy 5.1 of the ([RD 34-Policies of the Board of Trustees](#)), represents diversities of race, color, religion, national origin, gender, sexual orientation, qualified disability, age, and status of Vietnam Era veteran or a disabled veteran. Supporting the diversity of its constituents, RSC, through its Mission, recognizes equitable and proportional access for students by age, gender, race, and socioeconomic status. Diversity is reflected in the membership of Board of Trustees, the Foundation Board, typical advisory committees and in RSCs student body, faculty and staff, although diversity representation came under scrutiny by the Higher Learning Commission during both the 1992 and 2001 comprehensive site visits.

### ***Direct Constituent Contact***

Gathering information directly from constituents is a valuable way to clarify their needs and expectations. RSC relies on local, state, and national surveys, as well as advisory committees for constituent feedback. Such surveys as the Alumni Survey, ACT-Advising Survey, ACT-Student Opinion Survey, Community College Survey of Student Engagement, Employer Survey, and others provide valuable feedback regarding the perceptions of both internal and external constituents. Institutional and program accreditations also enable direct feedback from accrediting agencies to whom RSC and its programs are accountable. Information from both surveys and accreditation surveyors provides direct feedback leading to strategies for improvement. The [2004 Focused Visit \(RD5\)](#) is evidence of the impact such direct contact from accrediting bodies can have on institutional improvement.

The Office of Institutional Advancement, in collaboration with RSC President and the Foundation Board, have actively been involved in refining the development efforts of the College. In October 2007, the Clements Group completed an audit of the Development Program. As a result of the audit, several actions will be implemented including a Community Needs Assessment (scheduled for fall 2008), an Economic Impact Study (scheduled for December 2008), and a Feasibility Study (scheduled for summer 2009). In addition, it was recommended that Foundation Board committees be formally restructured and include an Executive Committee, Board Relations Committee, and maintenance of the existing Investment Committee.

Advisory committees also serve as a source of direct feedback from constituents. Effective in 2002, all Academic Programs have been required to have an Advisory Committee that meets a minimum of two times per Academic year. Advisory Committees are an integral component in technical education to facilitate effective connections with constituents served. Drawn from the fields in which graduates are likely to work, committee members provide input into curriculum development and help the faculty and administration to keep abreast of recent changes in the workplace. Some programmatic accreditation policies specify aspects of committee composition such as students, graduates, employees from clinical sites, licensed professionals, faculty, and public

members to name a few. While advisory committees are obliged to maintain minutes, no College-wide template for Advisory Committee meetings has been established; a consistent format would facilitate better record keeping and data management pertinent to these important activities.

In 2006, RSC's President hosted the first annual Advisory Chair Luncheon, where the chair or representative liaison from each advisory committee is engaged at a broader institutional level, networking with the College President to share information relevant to the programs, current workplace environment, and other pertinent community and College relations topics; while the President shares the future vision of the College and its direction.

### ***President's Office Outreach***

The current President has also been instrumental in initiating engagement with a variety of diverse constituents, such as hosting a quarterly Women's luncheon; events for the Black Ministerial Association, including a meeting with Reverend Jesse Jackson; meetings with the YMCA-Black Achievers; and hosting the League of United Latin American Citizens (LULAC). The President's outreach has extended to local community leaders, such as Lima's Mayor, visits to Businesses and Industry, the local media, and other key leaders through a series of scheduled meetings to gather information and perceptions concerning RSC's level of service to its communities. Since her arrival in February 2006, the President has held multiple meetings with local leaders to discuss pertinent topics ([Rd56-Dialogues with the President](#)).

### **Outreach Programs Respond to Community Needs**

***5a-3: The organization demonstrates attention to the diversity of the constituencies it serves.***

***5a-4: The organization's outreach programs respond to identified community needs.***

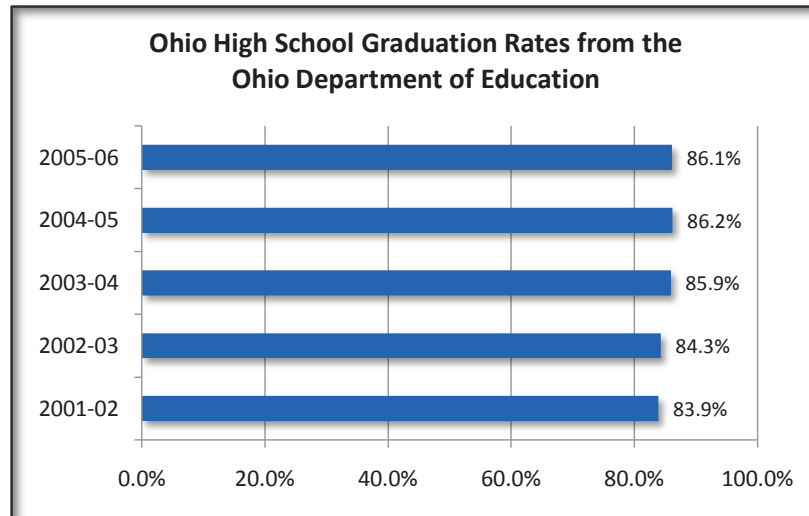
Through analysis of the environmental scan, the College responds with strategies for improvement. In response to serving an increasing pool of diverse constituents, specific outreach programs focused on critical needs have been implemented. These formalized outreach efforts include programs responding to and advancing educational attainment of underserved and socio-economically at-risk populations, and meeting the needs of children.

### ***Advancing Educational Attainment***

To measure high school graduation rates, two calculation methods are employed by both the [Ohio Department of Education](#) (ODE) and the [National Center for Higher Education Management Systems](#) (NCHEMS). Both show increasing high school graduation rates in Ohio, except for the decline of 1.1 points in **Figure 5-2** from year 2004 to 2005.

The ODE rates show a steady increase for the classes of 2002-2006 (see **Figure 5-1**).

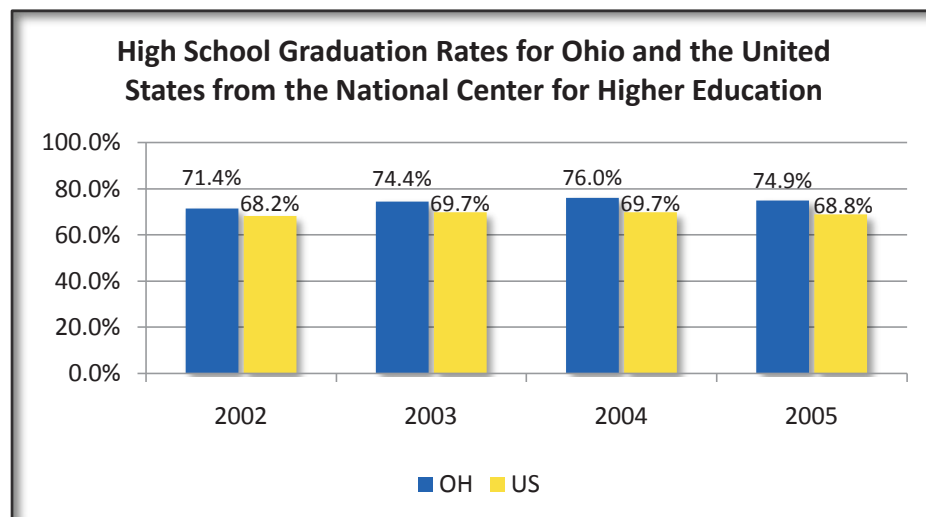
**Figure 5-1: Ohio High School Graduation Rates**



Source: ODE | Annual Report on Educational Progress in Ohio | IR

NCHEMS shows a comparison between Ohio and national high school graduation rates, which are less than those of Ohio. Ohio high school graduation rates in **Figure 5-1** are higher than those of **Figure 5-2**, presumably because the calculations from the National Center for Higher Education do not account for students who transfer to private schools or who move out of state.

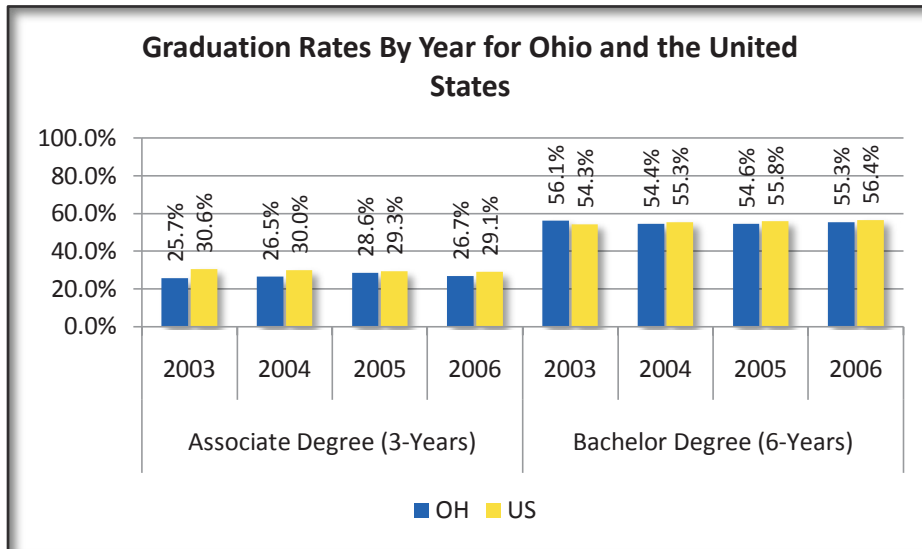
**Figure 5-2: High School Graduation Rates for Ohio and US (NCHEMS)**



Source: NCHEMS | IR

Higher Education graduation rates (see Figure 5-3) show a similar pattern as the NCHEMS. After several years of increasing 3 year associate degree completion rates, a decline was observed in 2006. Among 6-year bachelor’s degree completion rates, a decline was observed between 2003-2004 with three years of increasing graduation rates again approaching the level observed in 2003.

Figure 5-3: Graduation Rates By Year for Ohio and U.S.



Source: NCHEMS | IR

One unique challenge has been a typical two-year matriculation lag for graduates from Lima Senior High School (largest Allen County high school). In an attempt to increase the number of minority students at RSC, a focused effort has been placed on recruiting Lima Senior graduates directly from high school.

Outreach programs have been implemented to increase access and advance the educational attainment of other identified groups who face multiple barriers, such as:

- Northwest Allied Health Education Consortium;
- Off-campus locations;
- One Night A Week Business Administration Program;
- West Central Ohio Manufacturing Consortium;
- Tech Prep;
- GED/ABLE;
- Closing The Achievement Gap (CTAG);
- YMCA-Black Achievers;

- M-I Ready; and
- Women in Engineering META.

Each of these efforts is further discussed in Core Components 5b and 5c.

### ***Children's Needs***

Academic programs have a long-standing history of collaborating with and supporting the local schools, social service agencies, and local medical professionals. These constituents have reached out to the College requesting assistance in meeting the health-related needs of area children and RSC has responded as follows:

- Allen County Health Fair;
- Orthopaedic Institute Sports Physical Clinic;
- Abilities Baseball;
- Equestrian Therapy; and
- Dental Hygiene Clinic.

Each of these initiatives is further discussed in Core Components 5b and 5c.

RSC is in partnership with the Lima YMCA to provide childcare services to the communities it serves. The mission of the YMCA/RSC Childcare Center is to provide a loving, nurturing environment that supports the children's physical, emotional, social and cognitive development needs. The children in their care learn through play in an environment that allows them to reach their full potential. The Center provides practicum experience for students in the RSC Early Childhood Education Program. Any student or employee of RSC, The OSU-L, Lima Memorial Hospital, or the YMCA is eligible for discounted rates for their children. Any families living or working in the greater Lima area can seek childcare at this facility. Low-income eligible families with childcare assistance from Allen, Van Wert, Hardin, and Auglaize County Job and Family Services may seek childcare at this facility ([http://www.rhodesstate.edu/campus\\_resources/child\\_care\\_center/index.asp](http://www.rhodesstate.edu/campus_resources/child_care_center/index.asp)).

### **Response through Continuing Education and Customized Training**

***5a-5: When responding to external constituencies, the organization is well served by programs such as continuing education, outreach, customized training, and extension services.***

The College responds to the educational needs of citizens in its service area through two types of response. First, various units provide a variety of non-credit and continuing education unit (CEU) workshops, seminars, and courses. Second, the workforce development training division, Solutions, etc. provides specialized training to business and industry.

**Continuing Education**

While a centralized office of continuing education does not exist within RSC, continuing education is typically provided through individual academic programs, embedded as part of their educational responsibilities; or occasionally through Solutions upon request and in collaboration with the respective academic program. The primary focus is related to on-going professional education requirements such as CEUs, CMEs, CLEs, and others.

Table 5-1 provides a representative list of continuing education offerings held from 2006 to 2008. Schedules for previous years are maintained by departments.

**Table 5-1: Continuing Education Offerings at RSC 2006-2008**

Continuing Education Activity	Sponsor	Year
PVD training seminar (Physical Vapor Deposition)	AMCC	Winter 2008
Oral Radiography Lecture for Dental Assistants	DHY, Solutions, etc...	Summer 2006, 2007, and 2008
Local Anesthesia Training	DHY, Solutions, etc...	Summer 2008
ISO/Quality Information Forum	Solutions, etc...	Fall, Winter & Spring 2006; Fall, Winter & Spring 2007; Fall, Winter & Spring 2008
Radiographic Anatomy	DHY, Solutions, etc...	Spring 2006; Summer 2008
HR Certification Review Course	Solutions, etc...	Winter 2006
Panoramic Radiography	DHY, Solutions, etc...	Summer 2006
Cisco Academy Train-the-Trainer Conferences for Local Network Academy Instructors	Cisco Corporation	Summer 2008
Go for the Gold	West Central Ohio Tech Prep (WCOTP)	January-06
Knocking at the College Door Meeting College English Expectations	WCOTP	February-06
IT Curriculum Leveling	WCOTP	February-06
Math from Secondary to Post Secondary	WCOTP	May-06
TP Summer Academy	WCOTP	June-06
TP Summer Academy	WCOTP	June-07
Audience Response Device Workshop	WCOTP	August-07
20 Tech Things Your Students Know That You Don't	WCOTP	November-07
Health Curriculum Leveling	WCOTP	December-07
Math/TP Instructors Workshop	WCOTP	January-08
Math & Language Arts Forum	WCOTP	April-08
Manufacturing Curriculum Leveling	WCOTP	April-08
TP Summer Academy	WCOTP	June-08
TP Summer Academy	WCOTP	July-08
Go for the Gold	WCOTP	January-06
Knocking at the College Door Meeting College English Expectations	WCOTP	February-06

**Table 5-1 Continued**

Continuing Education Activity	Sponsor	Year
Ohio Judicial College Professional Development Workshop Series	Center for Distance Videoconference	2007-2008
Ohio Peace Officers Training Academy Professional Development Workshops	Center for Distance Education Videoconference	2007-2008

Source: Program Query

RSC's 2005 environmental scan suggested that continuing education was an opportunity for the College, and the review of continuing education is part of the 2006-2009 Strategic Plan. The 2007 marketing and branding research, conducted by CLARUS Corporation, also suggested that the College should develop a comprehensive continuing education program to serve the professional educational needs of the community, as well as the more general continuing education interests of a rapidly changing technological society and the many "baby boomers" who will soon retire. During the 2008-2009 year of the Strategic Plan, a task force will begin to investigate the need and capacity for continuing education in support of both identified populations.

### **Customized Training**

Solutions, etc... is the business and industry workforce-training arm of the institution. Constituent engagement is enabled through:

- Small business development activities;
- Customized instructor led training;
- Web-based training;
- Quality related services;
- Skills MAX;
- Engineering Tech certification; and
- Delivery of professional development i.e. CEUs.

A long-term training contract exists between Solutions and the International Brotherhood of Electrical Workers IBEW-Local 32, based in Lima. The IBEW first contracted with Solutions for apprenticeship training services in August 2002. More than 250 training sessions have occurred via this contract, totaling 2,881-contact hours. Solutions reported enrollment of more than 355 individuals for these sessions. In addition to apprenticeship training, Solutions and the IBEW have partnered to deliver other specialized training services, such as Journeyman Motor Control Training and Journeyman Stainless Steel Welding Training. About 10 separate training events have been conducted since spring quarter 2004. Approximately 70 participants completed more than 240 contact hours of training. Solutions' project coordinator for Engineering and Industrial Technologies meets regularly with IBEW representatives to assess progress of deliverables and to determine additional training needs and strategies for their achievement. Teledata training sessions

resulted from such planning. Solutions began offering Teledata-related training to the IBEW during Spring Quarter 2007. To date, eight individuals have completed nearly 140 hours of training.

Dedicated training and computer labs demonstrate a capacity to conduct training in an environment where facilities are readily available, and training is also made available 24/7 as needed. Schedules reflect dates and times preferred by the customer. Solutions works closely with the businesses to assign instructors who are most qualified to deliver the technical skills training they require. Staffing appears to be sufficient, as identified through a marketing and analysis scan, conducted by CLARUS Corporation, which rated customer service as “strong” for those companies engaged with Solutions...etc. Collaborative effort keeps these training partnerships intact and growing. However, Clarus also indicated that Solutions demonstrates only 16% market penetration rate in the service area. Another capacity issue for Solutions is fiscal viability as discussed in Criterion 5b-1 and 5b-4.

The Ohio SKILLS Bank provides one avenue of customized training at Rhodes State College. Its purpose is to map the economic and educational assets that exist in the region and link them in order to enhance workforce development. This is mainly done by recognizing the existing and emerging economic sectors in a certain region and providing the necessary training for the incumbent and emerging workforce to maintain and fill those positions. The West Central Ohio Manufacturing Consortium is a perfect example of how Rhodes engages the manufacturing sector in the regional manufacturing sector (Region 3) and provides training through the Endeavor Program and stackable certificates. RSC continues to work with the Ohio Department of Development on this initiative. With their expected need for workforce development training exceeding 64,000 within the next 12 months, these employers offer a potential and expanded market for RSC. With the anticipated employee shortfall in Region 3, Solutions is prepared to provide training and retraining to meet their stakeholders’ needs.

### **Core Component 5b:**

*The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

RSC is committed to engaging and serving multiple constituencies as evidenced in this section. The structures and processes, which the College employs to reach its constituents, are effective as demonstrated by continued engagements with them. RSC has maintained and expanded its resource capacity to provide educational programs and services that benefit the communities it serves.

### **Core Component 5b:**

*The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

## **Organizational Structures and Resources Enable Connections**

*5b-1: The organization's structures and processes enable effective connections with its communities.*

*5b-4: The organization's resources—physical, financial, and human—support effective programs of engagement and service.*

RSC does not have a centralized office to coordinate engagement and service. Rather, throughout the organization's structural areas, divisions, individual programs or service units identify the primary constituents they serve or should serve, and determine how best to engage and serve them. Divisional or program-level connections and partnerships succeed, in part, because those areas understand their constituents, have established meaningful connections, and contain the expertise to identify potential partnerships that will produce successful outcomes.

The College's organizational structure includes the Office of the President and the six functional areas focused on academic affairs, advancement, business and administration, human resources, institutional effectiveness and planning, student affairs, and workforce development. Each of these areas, through a variety of processes, facilitates connections with RSC's constituents. Details of the constituent connections are available from the individual divisions, departments, and programs.

### ***Prospective and Student Outreach Connections***

RSC's most prominent constituent is its students, whether prospective, stop-out or continuing. In keeping with their mission and the College mission, the many offices of Student Affairs connect to students to advance access to educational experiences, services, and programs that develop the life skills necessary to participate successfully in a diverse and global society. These processes of engagement include:

- Engagement with prospective students to investigate various educational opportunities through college fairs, high school visits, campus tours, student ambassador interactions, new student orientations, matriculation communication series, and publications.
- Targeted engagement to assist individuals in obtaining various means of support for both access to a college education and successful completion of intended outcomes (i.e., financial aid, Veterans affairs, academic support services, disability services, referrals to external agencies).
- Engagement in student development activities (i.e., student activities, athletics, and other out-of-class experiences designed to promote wellness, professional and career development, and social development).
- Provision of student development courses that introduce core skills, an understanding of available College resources, and student policies.
- An Early Alert mechanism, which identifies at-risk student behaviors and connects those students to appropriate support resources.

All units in Student Affairs conduct a unit assessment to identify areas in which the capacity for successful outcomes is not achieved. One capacity issue is the lack of space to provide a full range of services. The lack of space for large group recruitment activities, orientation, and small group engagement seminars has increasingly made scheduling of events for families and prospective or new student admits difficult. Increased soft space for students would increase student engagement across the College. A second capacity issue is student access. Due to an intrusive approach to student connection and growing enrollments, timely availability to services is strained in the areas with high student contact. In particular, the student to advisor ratio in 2007 (441:1) is 47% above the national standard (300:1). Even though RSC has set its standard slightly higher at 350:1, the RSC student to advisor ratio is still 26% above the internal standard. Results from the 2007 ACT-Advising Survey identify availability of advisors as an issue as does the most recent CCSSE survey.

### ***Connecting a Student Workforce with Community Employers***

Many academic programs have established internships, externships, and formal agreements for clinical practice in hospitals or other medical health facilities, which benefit both the community and the student. Identifying enough clinical sites to accommodate all of the students qualified to enter particular programs has been an ongoing issue for Allied Health and Nursing students, resulting in waits that may extend up to two years in some programs. Many academic programs involve students in community service opportunities, which are described further in Core Component 5c.

### ***Educational Outreach***

Educational programs range from opportunities for children to individuals over 60 years of age. Student Affairs staff, often in collaboration with academic support services and/or faculty, provide programs for youth during the summer. These are further described in Core Component 5c. The Office of Admissions works with the area high schools to connect high school students and their parents with dual enrollment opportunities, such as the Post-secondary Enrollment Option and Concurrent Enrollment. Additionally, a new program, M.I. Ready, was initiated through a partnership discussion with the Lima City schools. Through ongoing collaborations and engagement, the program has continued to grow, touching over 100 students in just two years. RSC's Program 60 connects adults over the age of 59 to classes at RSC at no cost. Processes are also in place to connect to other institutions of higher education, in order to support articulation agreements that enable students to transfer to other institutions to advance their degree level attainment. As the Governor Strickland's vision for a University System of Ohio continues to evolve, transfer will be encouraged, and this process of engagement, coordinated through the Student Advising Center, will become a more prominent role.

Educational outreach has recently been advanced with the 2007-2008 hires of both a new Off-site Coordinator to provide service needs to students at locations other than the RSC campus; and a Director of Community Outreach to support and work with at-risk student populations and community agencies and public schools.

***Distance Education Connections for Students***

To increase access to RSC courses, alternative educational delivery methods have continued to evolve to accommodate the needs of students, faculty, and staff. The number of students registered in alternative delivery formats has grown by over 42% since 2001. Between spring 2004 and Winter 2008 the student satisfaction with the access to website and navigation has improved by over 24%. A new distance-learning platform, ANGEL, will be introduced beginning fall 2008 to decrease the cost of the software and to enable more user-friendly delivery methods.

***Community Access to Cultural Enrichment, Entertainment, Athletics***

All of the areas referred to in this section are managed by OSU-L on a cost-shared basis with RSC. PALS provides opportunities for the area community members to attend a performing arts and lecture series that is free and open to the public. The effectiveness of the series, based on attendance is not able to be obtained. Theatre productions are open to the public at a minimal fee and advertised on campus and in local media. Athletics consists of club sports in men's and women's basketball, women's volleyball, men's and women's golf, and baseball. Advertisements and promotion of these events athletics is managed by OSU-L.

***Alumni Connections***

While alumni services exist, limited engagement and service are provided. While alumni addresses are being maintained, a newsletter has not been maintained since 2005. Alumni development will be a focus of the 2008-2009 academic year, and a part-time employee is being hired to assist with the effort.

***Community Workforce Development Connections***

Effective connections to community, business and industry leaders help to develop or advance academic program offerings and business and industry training to meet the needs of area employers. The academic programs work with advisory committees to ensure current and relevant programs of study. Through engagement with community leaders and employers, future employment and educational opportunities are identified, guiding development of new educational opportunities to prepare the upcoming workforce.

The College's workforce development function Solutions, etc... focuses on entrepreneurship, training, certification, and professional development. Solutions, etc... is discussed in 5A-5. The College monitors the effectiveness and fiscal viability of Solutions, etc..., focusing on community need as an important factor. Between FY 2001 and FY2007, the Division showed an average Net Income, including grants, non-credit and credit courses of \$711,053 from FY 2001- FY 2007. However, FY 2004 is the only year, during the period referenced, in which revenue covered expenses. The College has continued to support the shortfall each year as part of its commitment to providing workforce development service to the communities.

***Childcare Connections***

The YMCA/RSC Childcare Center, discussed previously in 5a-5, provides valuable service to the community. The College financially supports this endeavor. Between 2001-2007, revenues from the Center averaged \$313,129. Although revenue has not covered expenses, the College continues to support this vital program.

***Government Connections***

Among the constituencies served by RSC are the local, state, and federal governmental agencies. The College President serves as a significant link to the various governmental agencies. Through ongoing communication with the Governor's Office and the Chancellor, the President maintains an understanding of RSC's direction and role within the University System of Ohio. President McCurdy has been working with the Ohio Board of Regents regarding space allocation issues between RSC and OSU-L, to expand the RSC's physical infrastructure.

The President and several Executive Staff annually attend the ACCT Legislative Summit, during which they meet with Senators and State Representatives to discuss and influence policy development regarding the Community and Technical College sector. In 2008, they met with Senator Voinovich to present information to influence the deliberations on renewal of the Higher Education Reauthorization. In addition, the President, Vice President of Academic Affairs, and another Executive Staff member were able to speak with two Senators regarding the pending decision for the U.S. Department of Labor President's Community-Based Job Training Grants Initiative grant. Through direct discussions and a summary of the request, the College received the 1.99 million dollar grant.

***Building Capacity through Resource Development Connections***

The College connects to community constituents to garner financial and other resources that will enrich its educational programs and services, facilities, and other learning resource needs. Through grant activities and partnership development, RSC has increased its restricted funds by 88% since 2001, garnering \$5,808,153 in restricted funds during FY 2007 to support College and community initiatives. A Foundation Board serves the vital role of assisting the College in increasing financial resources through the development campaign process. In 1999, the College began a major gifts campaign which was completed in 2003. The campaign goal was \$1.2 million with a total of \$1.5 million pledged. Another campaign is scheduled to be conducted after the completion of the 2009 Feasibility Study referenced in Section 2b-5.

In the Fall of 2008, RSC will launch a new Branding Campaign to promote better brand recognition for all constituents. Through public relations, communications and marketing, RSC will connect the service area communities to a "top of the mind" awareness campaign designed to inform them about its educational opportunities and encourage participation in these opportunities. Increased enrollment will generate increased revenue.

### ***Planning and Effectiveness Connections with Constituents***

The examples of constituent connections provide evidence that structures and processes exist to engage with and serve RSC's constituents. However, planning and effectiveness processes that connect both internal and external constituents are necessary to inform and learn from constituents, garner financial resources to advance all resource development, and advance structures and processes that promote mission achievement. Planning processes drive priorities for allocation of scarce resources toward both short and long-term needs. Effectiveness assessment of engagement and service activities will enable improvements or provide information necessary to discontinue the engagement activity.

### **Educational Program Connections**

#### ***5b-3: The organization's educational programs connect students with external communities.***

Faculty, staff, and students engage with members of the communities through academic programs and out of class activities. Although not all may have been captured, the institution's capacity and commitment to engage with external constituents is embodied by representative examples of educational program engagement experiences and the co-curricular engagement experiences.

#### ***IT/ET Division***

RSC has been involved in additional outreach programs catering to under-represented groups through its engineering technology and information technology programs. In 2007, We Are IT Day was initiated as a statewide endeavor consisting of 18 colleges and universities intended to encourage girls, grades 7-10, to consider careers in IT and other Science Technology Engineering and Mathematics (STEM) related careers. The campaign focused on reaching 2500 Ohio girls. RSC hosted one such event in 2007, attracting 72 girls from the service area and providing hands-on activities. Participant evaluations were highly positive.

Minorities in Engineering Technology Academy (META) is a project designed to encourage minority students from 2 area high schools to develop an interest in Engineering Technology. Summer workshops provide access to 5 majors in the IT/ET Division, including Allied Engineering Technology, Civil Engineering Technology, Manufacturing Technology, Electronic Engineering Technology and Information Technology. Students enter the two-week summer program, which includes 2-4 IT/ET workshops, during their first year in high school and participate through their senior year.

In 2006, the College established a partnership with Lima Senior High School (School of Multiple Intelligence) on a Moonbuggy Project (see **Figure 5-4**), which culminated in participation in NASA's Great Moonbuggy Race held at NASA's Marshall Space and Rocket Center in Huntsville, Alabama. RSC provided lab space and equipment to build the Moonbuggy. An instructor, a lab technician, and five RSC State students offered

advice on design, assisted with equipment operation, and mentored the high school students. The Lima Senior teams won two awards; the Pit Crew Award and the Spirit Award.

**Figure 5-4: Moonbuggy Project 2007**



#### ***Allied Health Division***

Another example of regional engagement serving up to 25 counties would be the Northwest Allied Health Education Consortium project. In 2007, the Allied Health Division began a consortium project with Northwest State Community College, Urbana University, and Marion Technical College to provide the healthcare facilities and students in those locales with programs not currently offered in their regions. This consortium project also aligns with the College's strategic plan and recent priorities of the Ohio Board of Regents.

**Figure 5-5: Allied Health Student**



The Division of Allied Health also engages with its identified constituencies and communities through student and faculty participation in community activities such as: Allen County Children's Health Fair, Orthopaedic Institute of Ohio (OIO) Sports Physical Clinic, Stillwater Family Practice Flu Shot Clinic, Lima Rotary Health Fair and the Equestrian Therapy Program (see Figures 5-5 and 5-6).

**Figure 5-6: Equestrian Therapy Activity**



The Sports Physical Clinic, sponsored by the Orthopaedic Institute of Ohio (OIO) includes participation from multiple RSC academic programs. Annually, junior and senior high students from area schools have the opportunity to visit OIO for free athletic physicals. Community physicians donate their services for the physicals, and community volunteers fulfill the non-clinical duties. During two Mondays in May, RSC faculty and students donate their time and energy to help make the event a success. Criminal Justice students assist with parking duties and maintaining order and safety at peak-attendance times, while Medical Assisting students are responsible for taking blood pressures, performing distance vision screening, recording height and weight, assisting the physicians if needed and helping with the flow of students through the OIO stations. This opportunity enables students to apply their knowledge and skills and to work with younger students. More than 1,500 students from surrounding communities attend the two-day event.

The Medical Assisting students are also engaged in a service learning Flu Shot Clinic project with Stillwater Family Care in Versailles, Ohio and provide flu shots during three days each fall. In addition, both OIO and Stillwater Family Care offer externships for RSC Medical Assisting students and employ Medical Assisting graduates.

***Business and Public Services Division***

A partial listing of community service projects and sponsorships provided by the BPS Division includes activities related to service, research, and community awareness. These include:

- Lima's Soup Kitchen – serving at the site and providing donations.
- Allen County Ohio Dept. of Job and Family Services, Love Luggage – supporting an existing program that provides a book bag or suitable piece of luggage filled with personal hygiene items for youth who have been removed from unsuitable environments. Early Childhood Education (ECE) students assemble the items and package the luggage given to youth whose lives are temporarily in turmoil.
- Heartbeat of Lima – providing counseling services during crisis pregnancies.
- Bradfield Center – ECE students assisted in painting at the facility which provides educational and recreational services to a predominately minority community.
- Lima Sertoma Pancake Day – Criminal Justice students assist visitors in locating the cafeteria and other facilities and maintain order at peak attendance times.
- Allen County DARE Camp – Criminal Justice students assist DARE officers with a three day, countywide camp, ensuring that the activities are conducted safely and with supervision.
- Delphos DARE Camp – Criminal Justice students assist DARE officers at the Delphos School System, which encompasses two separate counties and DARE programs.
- Lima Allen County Regional Planning, Seat Belt Surveys – Criminal Justice students conduct traffic surveys at intersections identified as high crash zones, documenting restraint use for local, state and federal highway safety planning.
- Out of the Darkness Walk – Human Services students work with Lutheran Social Services to prepare for an awareness and fundraising walk to bring attention to suicide prevention and assist survivors with the loss.
- United Way Directory update – Human Services students complete a project updating the information on the Community and Social Service Network (CSSN) website, maintaining the accuracy of the information for The United Way.

While community engagement activities are implemented through academic programs, the outcomes for student engagement are measured to determine the effectiveness of the Mission Criteria of Community Engagement. The results of the CCSSE serve as a measure of the College's effectiveness regarding student engagement.

### Co-curricular Engagement Activities

*5b-2: The organization's co-curricular activities engage students, staff, administrators, and faculty with external communities.*

Students have opportunities to engage in service opportunities outside their course and program experiences. At RSC there are 15 student clubs and organizations of which 6 enable participation by students from both RSC and OSU-L. Many of these clubs and organizations participate in or facilitate support for several local agencies. In addition, faculty and staff initiate several engagement opportunities. Co-Curricular engagement has focused on socioeconomic; health; career/educational awareness; and diversity activities (see Table 5-2).

**Table 5-2: Co-Curricular Engagement Opportunities**

Co-Curricular Activity	Socio-economic	Health	Career / Educational Awareness	Diversity
Red Cross Blood Drive	X	X		X
AIDS testing through Allen County Health Department	X	X		X
Tech Prep Day Allied Health/ Nursing		X	X	
March of Dimes Walk		X		
Abilities Baseball		X		X
Allen County 4th and 5th Grade Health Fair	X	X		X
PALS (Yellow Dress Program)	X			X
Crossroads Crisis Center Coat Drive Student Senate	X			
Crossroads Crisis Center Food Drive Catholic Organization	X			X
Career Day			X	
Engineering Day Tech Prep			X	
Business and Professional Association			X	
Pathfinder House (Men's Shelter) Volunteer	X	X		
Salvation Army Angel Tree	X			
Phi Theta Kappa Feed a Body Feed a Mind Program			X	
Allen County Lima Leadership Luggage			X	
Asthma Walk Respiratory		X		

Source: Departmental Engagement Query

**Core Component 5c:**

*The organization demonstrates its responsiveness to these constituencies that depend on it for service.*

The College demonstrates responsiveness to many constituents within the community. In particular, collaborative efforts that include formal partnership or contractual arrangements demonstrate interdependent responsiveness.

**Collaborative Ventures with Educational Sectors**

*5c-1: Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).*

The level of collaboration between RSC and other educational institutions is particularly strong. The K-12 commitment to collaborative partnerships with K-12 initiatives is embodied by partnerships, such as the M-I Ready Program (see **Figure 5-7**). In 2005, this Program initiated collaboration between Lima Senior High School's Multiple Intelligence Small School and RSC. Collaboration has expanded to include the other two small schools at Lima Senior High School.

**Figure 5-7: M-I Ready Program at Lima Senior High School**



The Principal at the school of Multiple Intelligences was seeking opportunities to engage ninth and tenth grade students who typically would not be tracked towards college attendance into a program that enabled them to experience some success in college while still engaged in their early years of high school, thus increasing their likelihood to attend college. His concern converged with a conversation at RSC, (i.e., finding new ways to encourage high school students to enroll in college immediately after high school).

**Core Component 5c:**

*The organization demonstrates its responsiveness to these constituencies that depend on it for service.*

**Figure 5-8: M-I Ready Participants**

Lima Senior High School has traditionally been the single largest feeder school for RSC, sending 103 high school graduates directly to RSC in the fall of 2005. However, that same quarter, an additional 174 Lima Senior alumni enrolled at RSC, all of whom were aged 25 or older. Recognition of this significant lag provided the impetus to develop the MI Ready partnership with Lima Senior. This cohort-based program now identifies eighth graders and provides on-site opportunities throughout their high school experience (see **Figure 5-8**).

The first year, 45 students participated in the MI Ready program, which included 22 ninth and 23 tenth graders. In the second year (2006-2007), the program engaged 76 students. Finally, in 2007-2008, nearly 100 students were engaged, primarily because a freshman cohort was identified, while still maintaining the other two groups through their subsequent grade level. Of the approximately 450 students assigned to the Multiple Intelligence School, nearly 100 (approximately 23%) participate in the MI Ready program. While the racial breakdown at the MI school for 2006-2007 was 45% African American; 45% Caucasian; and 10% Hispanic, the racial mix in the MI Ready Program is 49% African American; 49% Caucasian; and 2% Hispanic. Therefore, while it appears that the engagement of African American and Caucasian students is proportional, the program has lagged in its engagement with Hispanic students.

The Division of Allied Health responds to the K-12 audience by partnering with the Allen County Health Department to coordinate an annual Community Health Fair (see **Figure 5-9**) at RSC. The Division of Allied Health's faculty and students develop and run stations on health information during the fair (pictured below). Attendance typically ranges from 700 to 1000 Allen County third and fourth grade students.

**Figure 5-9: Allen County Children's Health Fair****Transfer Policies and Practices Support Mobility of learners.**

*5c-2: The organization's transfer policies and practices create an environment supportive of the mobility of learners.*

RSC assumes a leadership role in partnering with other higher learning organizations and other educational sectors to provide opportunities to advance their degree attainment. RSC participates in formal articulation and transfer agreements and statewide transfer initiatives, both of which support the mobility of learners.

***K-12 Partnerships***

Articulations provide vital links to efficient access to advanced degrees. Through its relationships with educational partners, RSC provides transfer pathways for students. Fifteen articulation agreements have been developed for students transferring from RSC to other institutions of higher education. These agreements ensure that RSC degrees are accepted by the receiving institution as fulfilling the first two years of the baccalaureate degree. Specific agreements are listed on page 31 of the 2007-2008 RSC Catalog ([RD17](#)). Six articulation agreements have been developed with local high school Career Centers, providing a pathway for potentially 300 Tech Prep students annually. These agreements often provide “two plus two” transfer opportunities in specific programs, a head start toward an associate degree, or credit for experience that encourages participation in life-long learning.

***Consortium Agreements***

RSC serves as the fiscal agent for two educational consortiums. Through these formal agreements, greater access through educational pathways is provided to students.

RSC is a member of the West Central Ohio Tech Prep Consortium and houses its administrative offices. The Consortium works with high schools, colleges, and employers to support educational opportunities for students who aspire to world-class technology careers. College Tech Prep combines college prep academics with skill building technologies to create high school and college pathways to high tech career success.

The West Central Ohio Tech Prep Consortium includes two colleges, 60 school districts and numerous business and community groups within nine counties of west central Ohio. These partners are committed to quality educational options for students interested in highly competitive technology careers. Collaboration is enhanced by the cross-representation of many RSC faculty and administrators on the advisory boards of other consortium members. In turn, some faculty members from other consortium members also serve on advisory boards at RSC (<http://www.techprepwohio.org/>).

The Northwest Allied Health Education Consortium referenced in 5b, formally aligns the resources of four institutions of higher learning to provide access to specific Allied Health programs to underserved areas throughout Ohio. In addition to the four formal partners, a fifth college, Edison State College, plans to participate outside the grant. More partners may be added in the future. Bowling Green State University-Firelands, Owens College, and Ohio Northern University have already expressed some interest.

### ***State Policies Support Student Mobility***

All Ohio public institutions use the [Course Applicability System \(CAS\)](#), a web-based network for information on courses, course equivalencies, and program requirements. CAS is a web-based tool used to determine how courses taken at one institution transfer and apply towards a degree at another Ohio institution. CAS is used to:

- View course information;
- Check course equivalencies;
- Store coursework;
- Research degree requirements; and
- Discover how courses apply toward a degree at another institution.

To promote seamless transfer from Ohio's two-year colleges to its four-year colleges, the state has developed the Ohio Transfer Module (OTM). Each state-funded institution has developed its own transfer module that complies with established guidelines. The College's Transfer Module, a subset of the general education curriculum, requires completion of 54 credits in specified English, mathematics, arts and humanities, social and behavioral sciences, and natural and physical sciences courses. When completed, the OTM is accepted in its entirety at any of the state's four-year universities and participating private colleges. The former President of RSC spearheaded a key improvement of the OTM. In the 2004-2005 academic year, a guideline that permits a student to transfer any course(s) within the Ohio Transfer Module rather than requiring completion of the entire module was adopted at his suggestion. The 2007-2008 RSC

Catalog includes a selection of approved courses totaling 130 credit hours. The [RSC Transfer Module](#) establishes the foundation for potential expansion of RSC degrees to include the Associate of Arts and Associate of Science degrees. Thus, other existing general education courses at RSC are being reviewed for potential revisions, which would enable their inclusion in the OTM ([RD17-2007-2008 RSC Catalog, page 32](#)).

A second statewide initiative to promote seamless transfer has been the establishment of Transfer Assurance Guides (TAGS). While many of the general education courses in the OTM are also included, TAGS also enable inclusion of technical courses that meet guidelines for statewide transfer. Courses approved through TAGS are guaranteed for acceptance in the major field by the receiving institution. As can be expected with technical courses, this listing is more fluid due to changes in curriculums ([RD113-TAGS](#)).

The CT<sup>2</sup> pathways (Fall, 2006) are designed to create seamless pathways for transition from state funded schools of adult education into the two year college setting. RSC programs currently involved in this pilot include Electrical Engineering Technology, Nursing, and Medical Assisting. RSC served as a Beta site for the Engineering Technology pathway, and the Medical Assisting Chair served on the faculty panel that determined essential outcomes for those programs.

In 2007, Ohio's State Governor introduced the [University System of Ohio](#) and a plan to provide access to affordable, quality higher education opportunities for all Ohioans. The expectation is that programs and curricula be designed to meet Ohioans' needs for the 21st century. The System networks 13 public universities with 24 branch campuses, a public medical school, and 23 two-year technical and community colleges (including RSC). Through this legislative action, the Governor has charged Ohio's institutions to create a seamless pathway for advancement from K-20 and beyond without duplication of coursework.

### **Building Effective Bridges Among Diverse Communities.**

*5c-4: The organization's programs of engagement give evidence of building effective bridges among diverse communities.*

The Student Affairs staff has become more involved in the development of plans to increase diversity with respect to minority students. The Admissions Office has joined such groups as the Educators Committed to Helping Hispanics Onward (ECHHO) to promote college opportunities to Hispanic students at designated college fairs. The Financial Aid Office provides FAFSA guidebooks in Spanish for families who may not speak or read English. The Advising Office and the Learning Center combine to promote diversity through several early college actions at Lima Senior High School. They facilitate the offering of post-secondary courses at the school and bridge courses on campus.

In furtherance of its “access” mission criterion, the College partners with and provides space for the GED/ABLE Program. GED/ABLE has an office adjacent to the Learning Center on the first floor of the Science Building. At that location, it is able to serve the community in a variety of ways. The GED/ABLE transition program is designed to facilitate career laddering by promoting enrollment of students who complete their GED’s into College programs. The COMPASS Prep Program helps students who have performed poorly on their initial placement tests in math, English, etc. by providing tutoring focused on individual areas of weakness prior to retesting for placement into College courses. In conjunction with the West Central Ohio Manufacturing Consortium, GED/ABLE provides a basic certificate which focuses on employability skills. Finally, GED/ABLE serves individuals whose primary language is not English by providing English as a Second Language (ESL) classes. Applicants with limited English language proficiency are referred to this program to prepare them for success at RSC.

Recognizing that all students do not enter the College equally prepared, the Early Alert System is a recent innovation designed to facilitate communication with students. The system, developed by the College’s Information Services programmer, integrates the Banner System’s Class Roster with an Attendance Tracking service and the Early Alert System, so that faculty members are able to identify students needing support while recording attendance. The Early Alert Option contains several check boxes for the faculty to designate potential interventions to address specific at-risk behaviors. Individual telephone calls are made to students in need of tutoring to remind them of available support services and free tutoring. The Director of The Learning Center (TLC) facilitates the process, forwarding communication to division deans who may identify additional support activities.

As the system development continues, integration of demographic information from Banner including ACT/Placement test scores, High School GPA and rank, as well as student age, gender, ethnicity, can be used to identify students in need of support prior to course enrollment. According to the Director of The Learning Center (TLC), during AY 2006-2007, as many as 1300 students received an Early Alert notice. Based on a recent survey of students and faculty, approximately 380 (28%) responded to the notice by seeking out the faculty member or support services.

#### ***Planned Engagement Linked to Diversity***

The College focus on diversity has led to an increase in engagement activities planned around the multiple types of diversity. Activities in support of diversity include, but are not limited to those listed in **Table 5-3**.

**Table 5-3: General Activities and Collaborations Addressing Diversity**

Activities and Collaborations	Diversity Focus
YMCA-Black Achievers; CTAG; PALS; Curriculum Infusion; Grant Funded Programs; DATE Committee Initiatives	Race
Diversity poster displays; Curriculum Infusion; DATE Committee Initiatives	Religion
Diversity poster displays; May Week Activities; PALS; Curriculum Infusion; DATE Committee Initiatives	National Origin
Diversity poster displays; Curriculum Infusion; Targeted Recruitment; Grant Funded Programs; Perkins Grant; DATE Committee Initiatives	Gender
Diversity poster displays; Curriculum Infusion; DATE Committee Initiatives; Safe Space Training	Sexual Orientation
Challengers Student Club; Office of Disabilities; Diversity Poster Displays; Curriculum Infusion; DATE Committee Initiatives	Qualified Disabilities
Program 60; Children's Health Fair; Targeted Recruitment Activities; Diversity Poster Displays; Curriculum Infusion; DATE Committee Initiatives	Age/Lifespan
Diversity Poster Displays; Veterans Affairs; Curriculum Infusion; DATE Committee Initiatives	Veterans
Financial Aid; Learning Center; DATE Committee Initiatives Perkins Grant Diversity Poster Displays; Curriculum Infusion; Math/Science Skills Center	Socio-economic Status

Source: IE

Many of these programs build effective bridges among diverse communities. For example, the Campus Challengers Club is a student club that hosts an annual event to build awareness about various disabilities and address issues for faculty, staff and students. The Lima City Parks and Recreation Day Camp is a summer activity for urban youth designed to expose them to potential careers offered at RSC. The Allen County Health Partners Facility Collaboration is a grant-funded program that supports uninsured individuals in need of medical and/or dental care. RSC faculty and staff have served in an advisory capacity, while in turn the facility offers clinical sites to various health programs. The Literacy Council Scrabble Tournament is an annual fund-raising event hosted by RSC. Several RSC employees serve on the advisory board of the Crossroads Crisis Center, a center for abused and battered women. The Minorities in Engineering Technology Academy (META) is a project directed toward minority students from two area high schools, intended to interest them in Engineering Technology. Members of the PTA Class of 2006 coached children with physical disabilities in the Abilities Baseball summer league at Lima's Faurot Park as part of a service-learning project. Community outreach also includes P-12 Children's Dental Hygiene Presentations during February's National Children's Dental Health Month and In-service Dental Hygiene Presentations to external facilities, such as the WORTH Center and various Long Range Care Facilities/ Nursing Homes.

### **Strong Partnerships and Contractual Arrangements Uphold Integrity**

*5c-5: The organization participates in partnerships focused on shared educational, economic, and social goals.*

*5c-6: The organization's partnerships and contractual arrangements uphold the organization's integrity.*

RSC maintains integrity of its contractual arrangements through the processes of integrity and compliance outlined in Criterion 1. These processes are outlined within the College's operating procedures.

Due to programmatic accreditation standards, many programs are required to have signed contractual arrangements for clinical, internship, and/or externship sites. The contractual agreements are reviewed by the Ohio Attorney General's Office, the College President, and the Vice President for Business, and clinical agreements are signed by the VP for Business.

Funds resulting from grant-initiated partnerships are expended according to the rules of the grant. An assigned administrator is responsible for each grant activity to maintain the integrity of funding and activity development. All grants are reviewed according to the grant's requirements.

Articulation and transfer agreements require signatures from both the President and VPAA. These transfer agreements are reviewed annually for changes and in the event of changes, they are again discussed between the respective institutions. Revised versions must also be signed by the President and VPAA.

RSC is a participating member of the Ohio Learning Network (OLN). The OLN electronically catalogs distance-learning courses from 81 public and private colleges and universities throughout Ohio. Through the OLN, students can identify and enroll in various distance-learning courses provided by member institutions. The RSC's Chair of Distance Education serves as Campus Catalog Coordinator for OLN. Her responsibility is to upload files from Banner into Ohio's Higher Education Information System annually. The Chair also serves on OLN's Academic Outreach Committee, which provides guidance to OLN regarding student services, technology group purchases, and other related topics. Although currently not performed, tracking of OLN usage by RSC students would provide an opportunity to assess its impact.

### Core Component 5d:

*Internal and external constituencies value the service the organization provides.*

RSC employs numerous programs of engagement to serve its constituents. College assessment and evaluation include the constituents engaged in the engagement programs and service.

#### Constituent Evaluation of Services

*5d-1: The organization's evaluation of services involves the constituencies served.*

*5d-2: Service programs and student, faculty, and staff volunteer activities are well received by the communities served.*

RSC employs numerous activities to evaluate the services rendered to internal constituencies. The College assesses and evaluates its services through direct and indirect measures.

#### Institutional and Unit Level Assessment and Evaluation

First and foremost is the assessment of institutional effectiveness and of student learning outcomes described in Criteria 2 and 3. Outcomes provide evidence of the success achieved through programs of engagement ([Unit Level Results](#)).

Externally, the College employs a variety of instruments to determine constituency satisfaction with its programs of engagement. These include but are not limited to:

- Advisory committee discussions;
- Focus groups;
- Marketing and Branding Community Survey (CLARUS Corporation);
- Advisory Committee Chairs (Presidential Advisory Board);
- Alumni Survey;
- Employer Survey;
- Employee Survey;
- Community College Survey of Student Engagement;
- ACT Advising Survey; and
- Programmatic Surveys.

### Core Component 5d:

*Internal and external constituencies value the service the organization provides.*

The following excerpts from Unit Assessment documents reveal how RSC endeavors to measure constituent satisfaction with its services:

■ **Arts & Sciences**

**Criterion/KPI:** Outreach/Community Service

**Cycle Year:** 1

**Results:** Over the last year as determined by the Dean's survey, 17 of 18 of the full-time A&S faculty have performed Community service and 12 of 18 have performed professional services such as TAG Transfer Panel Membership, Publisher or Professional Organization Officer, authoring articles etc.

**Findings:** Both categories exceed the expected benchmark with 94% achieving the first benchmark and 67% achieving the second benchmark.

**Standard was met**

■ **Information Services**

**Criterion/KPI:** Quality Environment/Employee Satisfaction

**Cycle Year:** 2

**Results:** Level 3 - Acquire and maintain technology infrastructure process Level 3 - Manage performance and capacity process Level 2 - Manage service desk process

**Findings:** 1) Acquire and maintain tech infra - Upgraded 16 classrooms w/ permanent technology; Campus-wide wireless deployment 25% complete; No major service outages with servers applications; 21 out of 28 servers house critical applications of which 24% (5/21) have reached end-of-life. Voicemail EOL 2 years ago. Out of the 52 network switches deployed in 13 closets, 56% (29/52) have low bandwidth capacity-->end-user connectivity issues. Accomplishment-In collaboration with IT faculty, the network traffic was segmented which drastically reduced network access issues. User satisfaction with PC migration plan, however, deployment process longer than desired. x% of PCs exceed 4 year life cycle. 2) Manage performance and capacity -Major internet connectivity issues during primary business hours, bandwidth frequently peaked at 100% thus impacting all students and employees. 3) Manage service desk and incidents process -- Another year of high dissatisfaction with help desk services currently staffed with student workers. Issues- minimal resolutions on 1st contact, high # of callers reach voicemail instead of reaching live person, data entry errors leading to missed or delayed AV services, >50% of callers bypass help desk in attempt to reach knowledgeable individual directly causing interruptions leading to inefficiencies of FTE's time, and no full-time staff after 5:00 pm.

**Standard was not met**

■ **Radiographic Imaging**

**Criterion/KPI:** Workforce Development/Employer Satisfaction

**Results:** Employer Satisfaction survey: All category average score - 4.29 (5.0 scale)

**Findings:** Employer Satisfaction survey Exceeds standard of 4.0. Down from 4.44 in 2005. Continue to follow trend.

**Standard was met**

**Student Affairs****Criterion/KPI:** Quality Environment/Student Engagement**Results:** CCSSE 2007 Results

**Findings:** Students were satisfied as much or more than their peers at other small colleges in 7 of 11 support service areas which they used. Although satisfaction with Career Counseling remained below the national mean of peers at two-year colleges, Job Placement Assistance showed a gain above the national mean (+.04) since the last CCSSE administration. Satisfaction with student organization remained below the mean. Additionally, academic advising/planning (-.01) and transfer credit assistance (-.06) have newly ranked below the national mean. Financial aid advising moved in the positive direction (+.07) since the last CCSSE assessment above the national mean while the following services remain at or above the national mean for student users of these services compared to their national peers at small colleges: peer or other tutoring (+.13), skills labs (+.12), child care (+.23), computer lab (+.02), services to students with disabilities (+.00).

**Standard was not met**

Information gleaned from these assessment findings guides actions for improvements.

**Community Value**

Key community members who have worked with the College on educational business and industry endeavors recognize the value of the service that RSC provides. Examples include:

- On behalf of the Lima/Allen County College Access Program, we would like to express our gratitude for the collaborations created with Rhodes State College.... Rhodes State has been instrumental in helping the program reach the goal of assisting more individuals in pursuing a postsecondary education. A staff member at Rhodes helped facilitate regional meetings with representatives from the Chambers of Commerce, higher education institutions, Educational Service Centers, and Access Programs to expand beyond Allen County to serve West Central Ohio. Rhodes State has provided numerous campus visits for the College Access Program with tours of the campus, lunch for the students, and activities for the students. One of the most beneficial collaborations with Rhodes State is the willingness of admissions and financial aid representatives to volunteer for the program. Staff members have volunteered for the Resource Centers, College Goal Sunday to help individuals complete the Free Application for Federal Student Aid (FAFSA), the KnowHow2Go Expo, and the fundraiser.... It has been a pleasure to collaborate with Rhodes State College on so many of the program endeavors, and we look forward to the opportunity to strengthen these partnerships.

*Angela R. Meyer, Director, College Access/GEAR UP Program and  
Jed E. Metzger, CEO/Pres. Lima/Allen County Chamber of Commerce*

Our law firm has been fortunate to be used as an intern site for the Rhodes State Legal Assisting program on several occasions. We found our interns to be extremely well-prepared, focused and eager to begin their career; so much so that two of our interns became invaluable and greatly appreciated. Rhodes State's Legal Assisting program does a great job in preparing its legal assisting students.

***Dale M. Vandemark***  
***Partner***  
***Romey and Vandemark, Attorneys at Law***

- In 1994 the concrete industry had a vision. The industry saw an ever increasing need for technically trained individuals to work in their industry, due to all the technology advancement that had taken place in the concrete industry in the last thirty years. Rhodes State College has helped the industry here in Ohio and surrounding states to solve that problem by instituting a Concrete Technology two year degree program and training individuals to go out into the concrete industry work force since 1995. Our industry is certainly grateful to Rhodes State for being one of a handful of institutions in the U.S. to answer our call for assistance.

***Roger P. Jones***  
***Retired President and Executive Director***  
***Ohio Ready Mixed Concrete Association***

- As a local government official, I am regularly reminded of the importance of education here in Allen County and our region. Rhodes State College has been an institution supporting the educational, economic, and community development of our communities, through its outreach to high schools, business and industrial organizations, and the many individuals seeing to improve their lives through education.

For all its constituents, Rhodes State builds productive two-way relationships, building new opportunities and expanding the impact of their current programs, and services. The impact this institution has had on our economic development is, without doubt, far reaching. Rhodes State College truly is a powerful asset to our communities and will only continue to contribute to the economy on local, regional, and statewide scales through the development of our workforce, collaborative revenue ventures, support to business and industry, and its vision to truly change lives.

***Sam D. Bassitt***  
***Allen County Commissioner***

- I want to express my appreciation to James Rhodes State College for their many years of service to Northwest and West-Central Ohio.

The educational opportunities they provide are an important part of our regional economic development - past and future. Rhodes State is also to be commended for the numerous opportunities and programs they offer our local primary and secondary students.

*Joel B. Hatfield, Superintendent  
Spencerville Local School District*

- Lima City Schools, an urban and diverse learning community, is deeply appreciative of the Programs of Engagement that have been built in partnership with Rhodes State College. Strong links have been built through shared vision and goal setting. Directors and professors have stepped forth to link to our Knowledgeworks' Small School Concept and our Middle School Programs. The commitment of Rhodes with rigor, relationships, and relevance has enriched the lives of many students by engaging them in a college dynamic. Rhodes' partnerships and opportunities for students to experience their campus and faculty have instilled the confidence for our students to become lifelong learners. Rhodes State College is to be applauded for their great leadership in building bridges to engage the Lima City School's learners

*Karel Oxley, Superintendent  
Lima City Schools*

### **Civic Leaders Seek Economic and Workforce Development Activities**

*5d-3: The organization's economic and workforce development activities are sought after and valued by civic and business leaders.*

In response to a community need to revitalize manufacturing in the region, RSC, supported by a KnowledgeWorks grant, formed the West Central Ohio Manufacturing Consortium ([RD115-WCOMC](#)), a successful and valued partnership, which promotes work-force development. Managed within the Division of Information Technology/Engineering Technology, the WCOMC currently consists of 24 dues-paying member companies in five Ohio counties and an active Steering Committee and Board of Directors. Through the Consortium, area manufacturers, educational institutions and other workforce agencies provide training to area residents who meet the requirements for skill training needs for current and future manufacturing jobs. There are three levels of certification: basic, intermediate and advanced, each described in the RSC Catalog. For manufacturers, membership in the WCOMC provides them with access to students who successfully complete any of the three pathways, assuring them of a skilled employee prospect and reducing the costs associated with hiring and training workers ([RD117-WCOMC DVD](#); [RD17-2007-2008 RSC Catalog](#), p. 153).

In 2005, in response to a regional nursing assessment, which identified a significant gap in the availability of nurses regionally, the College initiated a collaborative [Nursing Expansion Project \(RD84\)](#) with a number of regional healthcare facilities. As a result of the increased publicity, locally and nationally, regarding the shortage of available nurses, the wait list for admission into the Nursing Program had increased dramatically. In an effort to retain high caliber potential students, the Nursing Division developed an Accelerated Clinical Entry (ACE) track to facilitate accelerated admission of highly qualified students. The ACE initiative has increased nursing admissions by approximately 20 students per quarter.

The Division of Nursing demonstrates its responsiveness to constituencies that depend on it for service and provides a valued service in numerous ways. In particular, the Division has identified the need for additional financial support to aid in retention of successful students confronted with financial difficulties. The Division actively engaged local hospitals to provide scholarship funds totaling \$115,000.

The quality of service from the Nursing Division is evidenced by significant contributions from area hospitals. During the [Nursing Expansion Project \(RD84\)](#), the College's six regional healthcare partners responded with a total contribution of over \$2.39 million during a five-year period (Nursing Initiative Hospitals Gift Summary).

RSC also partnered in an economic and workforce development project, the [Advanced Materials Commercialization Center Project \(RD129\)](#). RSC was sought out as a partner by American Trim (AmTrim), which needed a facility to provide life-size proofing samples of a near-chrome physical vapor deposition (PVD) coating operation on Class 8 truck bumpers (see [Figure 5-11](#)). Among many other products, AmTrim chrome-plates a variety of truck bumpers. Chrome plating operations are becoming increasingly difficult to maintain with EPA restrictions; but customers are reluctant to switch to new coating processes based only on lab placards that have achieved superior performance testing. Instead, manufacturers want to see the new processes on actual production components; therefore, the need for the Center was born. Entitled in the collaborative grant as, the "Advanced Materials Commercialization Center Featuring a 'Green' Physical Vapor Deposition", RSC applied for Ohio Third Frontier funding to create the Advanced Materials Commercialization Center (AMCC) and was awarded \$1.38 million in May 2006.

The City of Lima has collaborated on this project from its inception. The City views the AMCC as a synergistic component to Lima's competitive future in emerging technology. Lima has a unique opportunity to merge energy and carbon-nanofiber production with abilities of the AMCC in future development of the Job-Ready-Site near the Global Energy, Inc facility. The City has fostered this vision from the beginning of the project and continues to seek innovative means of expansion and local job creation.

The AMCC is managed and funded collaboratively by AmTrim and RSC. While the AMCC will focus all its energy initially on AmTrim's inaugural bumper project, the future business model is for the collaborators to have two primary fronts of business

activity. AmTrim and RSC intend to seek out additional grant funding for support of emerging technology commercial ventures. The AMCC's unique processing capabilities opens up significant opportunities for applied research into polymeric tooling, plasma-enhanced chemical vapor deposition, thermal voltaic coatings, and a variety of innovative decorative and functional coatings for manufactured products. The Center will actively seek funding to explore these and other commercial opportunities.

In spring 2008, RSC was awarded a \$3 million grant from the Ohio Department of Development, Third Frontier Wright Project Program in partnership with American Trim, The Edison Materials Technology Center, Ohio Northern University, and the City of Lima. This unique collaborative effort among educational, governmental, and industrial sectors will contribute toward economic growth and workforce developmental in the community and region (2008).

**Figure 5-11: Coated Bumper from AMCC**



### **External Constituent Participation in Programs of Engagement**

*5d-4: External constituents participate in the organization's activities and co-curricular programs open to the public.*

*5d-5: The organization's facilities are available to and used by the community.*

Promoting life-long learning is a civic responsibility; RSC encourages community involvement in many events that occur on campus. Although public participation at events varies, the institution has experienced continued involvement from community organizations and individuals, as well as from an expanded state constituency for services of value to selected groups.

**Statewide Participation for Program of Mutual Benefit and Value**

One statewide program illustrating a strong commitment to provide services valued by both internal and external constituents is the T<sup>3</sup> Regional Conference (Teachers Teaching with Technology) (see Figures 5-12 and 5-13). In affiliation with the Ohio Mathematical Association of Two-Year Colleges (OhioMATYC), the Rhodes Mathematics Department organized and hosted two of these regional conferences. Funded by grants through Texas Instruments and with support from two different RSC administrations, these events took approximately a year of planning and preparation. Participation in these conferences provided an excellent professional development opportunity, unique to this region, for mathematics, science, and technology educators. In 2007, only 18 such conferences were held nationally and the one held at RSC was the only offering in Ohio, Michigan, and Indiana that year. It featured more than 70 presentations over two days and served approximately 260 attendees (up from 206 attendees in 2005). The presenters represented over 30 different schools, and participants consisted of educators at all levels, K-16, including some 40 pre-service math and science teachers who were permitted to attend at no cost with early registration.

**Figure 5-12: T<sup>3</sup> 2005 Regional Conference****Figure 5-13: T<sup>3</sup> 2007 Regional Conference**

***Performing Arts and Lecture Series (PALS)***

The campus sponsors various venues every quarter through its Performing Arts and Lecture Series (PALS), which contains a combination of speakers, and performers who have addressed a diverse range of issues over the years. Several of the presentations every quarter specifically address global and diversity awareness topics. Besides serving a range of internal constituents from both institutions, these presentations are generally free and open to the public. Upcoming performances are advertised through print and broadcast media. Groups that have been served include the Lima Arts Magnet School, the Hi-Ho Club (social club for women of color), residents from various assisted living facilities, healthcare professionals, and many other civic organizations. Due to the cost-share arrangements, RSC currently does not receive attendance data for these events. The OSU coordinator for the PALS program informally disclosed that attendance ranges from 10-150 depending on timing and topic. Efforts are made to identify programming which will appeal to and be useful to students. The Director of Student Activities researches what similar colleges are doing, adapts programming to this campus, and attends conferences to network with other professionals. However, no effective means to obtain student input has been identified. In 2007, an i-card, intended to encourage student involvement in campus activities, was initiated. Students who attend out of class activities receive i-card credit that can be redeemed for prizes. One challenge yet to be resolved is how to track student numbers with the i-card. Without barcode scanners at events, cards are unable to track student attendance numbers or institutional affiliation on this shared campus. The card represents a positive innovation, but it must be aligned with campus-wide technology in order to be effective.

***Special Community Forum***

In February 2008, RSC hosted a community forum to enable open dialogue between community officials and leaders from Lima's minority community. This forum addressed elevated tensions within the community following a nationally publicized incident in Lima. The Reverend Jesse Jackson acted as forum facilitator. Attendance at the forum was by invitation only; however, Reverend Jackson held a press conference in the Keese Hall lobby upon its conclusion. RSC's role in the event demonstrates that it acknowledges its responsibility to serve as a vital resource to evolving community needs.

***Career Day Participation***

Career Day is an annual event designed to educate and inspire area high school students. Career Day, is held on campus as a shared event with OSU-L. An average of 2,000 area high school junior and seniors visit the campus to learn details about over 60 career options enabling them to make informed decisions regarding their career choice. Students pre-select three careers of interest and attend classroom presentations conducted by faculty and industry professionals. High school guidance counselors are also invited to participate in a breakfast and informational session where RSC admission counselors are available to answer questions regarding admission. Through Career Day, RSC opens another door of opportunity for youth and the community.

***Health Fair Participation***

Each spring, in conjunction with the Allen County Health Partners, RSC hosts the 4th Grade Health Fair in the gymnasium of Cook Hall. All Allen County 4th graders are invited to participate. This includes those enrolled at public, parochial and private schools in addition to home-schooled children. Students and faculty from various Allied Health programs volunteer their time to demonstrate relevant aspects of health and wellness to the fourth graders.

***Use of College Facilities***

Concerns have arisen over the inconsistent management of campus facility availability and usage. Due to the cost-share arrangements, the protocol to obtain access to and reservations for campus facilities is not transparent to either internal or external constituents. On a similar note, there is no unified mechanism for publicizing upcoming campus events leading to missed opportunities for the community. However, campus availability and service to the community remain high despite this obstacle.

In addition to the events mentioned throughout the self-study, the following community groups and organizations have utilized the campus facilities:

- Allen County Sheriff's Department;
- Allen County Water and Soil Conservation District;
- Allen County Superintendent's Meetings;
- Literacy Council;
- Chair Academy;
- Extension Services and 4-H;
- Ohio State Troopers;
- Ohio Peace Officers;
- Judicial College;
- Association of Quality Engineers;
- Procter and Gamble;
- Ohio Department of Rehabilitation and Corrections;
- State Teachers Retirement System;
- ArtSpace/Lima;
- Concept Rehab;
- Allen County Health Department;
- Lima City Schools;
- Family Resource Center;
- Ohio School Counselors Association;

- Lima Allen Leadership;
- March of Dimes;
- Allen County Fair;
- Business Professionals of America;
- Lima Symphony;
- Audubon Society;
- Master Gardeners; and
- National Guard Deployment.

As the preceding list demonstrates, RSC provides access to a broad spectrum of the community.

### **Meeting the Continuing Education Needs of Licensed Professionals**

*5d-6: The organization provides programs to meet the continuing education needs of licensed professionals in its community.*

Reflective of its extensive variety of learning opportunities, RSC serves and engages a broad range of professionals from throughout the service area with programs of tangible value to their careers. RSC provides multiple opportunities for community professionals to obtain continuing education needs as demonstrated by the following partial listing:

- Many RSC health programs provide continuing education opportunities for professionals within their respective disciplines. For example, the Dental Hygiene Program has offered radiography classes for peer professionals. Medical Assisting and Occupational Therapy Assistant have hosted state conferences enabling peer professionals to earn CEU's.
- The Center for Distance Education, in conjunction with Ohio Police Officer's Training Academy (OPOTA), provides video conferencing of continuing education for law enforcement officials from the surrounding communities.
- Credit and non-credit workshops on various writing topics were sponsored by the Early English Composition Assessment program (EECAP) which was administered by the RSC Humanities Department for area middle and high school teachers as well as higher education instructors.
- RSC hosts professional continuing education coursework for regional certified public accountants on behalf of the Ohio Society of Certified Public Accountants.
- The Human Service Program hosted a conference on social services training for regional professionals.
- In conjunction with Solutions, etc..., the Accounting, Financial Services, and Real Estate Program presents continuing professional education for regional real estate professionals in a distance education format.

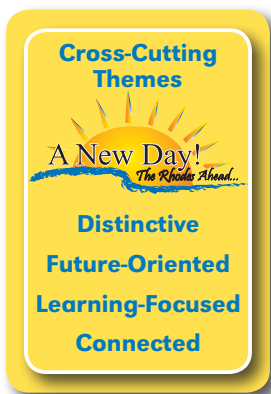
- The Allied Engineering Technology Program hosts the Information Forum for the American Society for Quality offering CEU's to regional professionals.
- The Environmental Health and Safety Program offers HAZWOPER training to first responders to ensure the safety and well-being of regional citizens. In addition, an eight-hour mandatory refresher course is also available to enable area safety professionals to maintain currency.
- The West Central Ohio Tech Prep Consortium offers on-campus CEU opportunities throughout the academic year to middle and high school teachers, guidance counselors, and administrators (typically 4-5 sessions per academic year).
- Through membership in The Small Business Development Centers of Ohio (SBDC of Ohio), Solutions, etc... provides free, professional, in-depth, and confidential business consulting and training to new and existing entrepreneurs.

This impressive range of engagements attests that RSC is of value to, and valued by, multiple constituencies.

### Summary Criterion 5

#### Strengths

- RSC's **commitments** are achieved through its **clear mission** and demonstrated capacity to support those commitments. **Future-Oriented; Distinctive**
- RSC delivers a broad range of **outreach services** that are of value to both the College and a **diverse** cross-section of external constituencies thereby building bridges of **communications** among **diverse communities**. **Connected; Distinctive;**
- RSC's educational programs **connect** students with external communities, providing **learning opportunities** and **servicing** service organizations. **Connected; Learning-Focused**
- Co-curricular **outreach** focuses on **improving** the **socio-economic** status; wellness; and career and educational awareness of a **diverse** constituency. **Distinctive; Connected**
- RSC's active **participation in** the Ohio Transfer Module, Transfer Assurance Guides, CT<sup>2</sup>, and the University System of Ohio has enabled it to plan for and demonstrate progress in assuring **seamless transfer of college credits**. **Connected**
- A **culture of collaborative planning and service** is demonstrated through the increase in successful grant and/or fund-raising partnerships, which have enabled increased service to multiple constituencies (e.g., Allied Health Initiative, Advanced Materials Commercialization Center Project, Career Pathways, Nursing Expansion Project, Materials Deposition Center Project). **Future-Oriented; Connected**



- Multiple opportunities for **life-long learning**, such as provision of **workplace training** or CEU's, support mission achievement. **Learning-Focused**
- **Partnerships** with civic organizations, educational providers, and private industry support **collaborative** relationships and strengthen the College's capacity to provide **programs and services that meet constituent** needs as verified by assessment and feedback. **Connected; Learning-Focused**

### Challenges

- Solutions, etc... has a limited market-share for business and industry customized training.
- Capacity issues have arisen, especially in regards to facilities and support personnel.
- Lack of attendance data for cost-shared events, such as campus PALS, makes it difficult to assess the levels of service provided to the community.

### Opportunities

- A workforce development project team is charged with increasing the business and industry market penetration.
- Continuing Education at RSC can enable engagement with a broader scope of community constituents.
- While it provides an exemplary model for community outreach to underserved populations, the College should identify additional avenues to engage more underserved populations.
- Redesign of the College website will facilitate a "top of the mind" awareness of the RSC brand and encourage greater participation and awareness by constituents.
- Coordination of the development and use of sanctioned survey instruments between the Office of IR and the units can lead to less duplication, an improved return rate, and improved understanding of results and use of results.

