



INSTITUTIONAL EFFECTIVENESS REPORT

Fall 2018 – Spring 2022

Revised: February 6, 2023

Offices of
Institutional
Effectiveness
Planning &
Institutional
Research



Mission Criteria & Key Performance Indicators (KPIs) 2018 – 2022 Report

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

Summary

Rhodes State College's five (5) Mission Criteria and the associated 18 Key Performance Indicators (KPI) are the means by which the College measures its success and impact on Institutional Effectiveness. Outlined below is the data and analysis for **Fall 2018 to Spring 2022**.

Criterion 1 – Access

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

Criterion 2 – Student Progress

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

Criterion 3 – Learning Competencies

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

Criterion 4 – Satisfaction & Talent

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

Criterion 5 – Fiscal Responsiveness

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

KPI 1: Proportional Enrollment

Definition

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

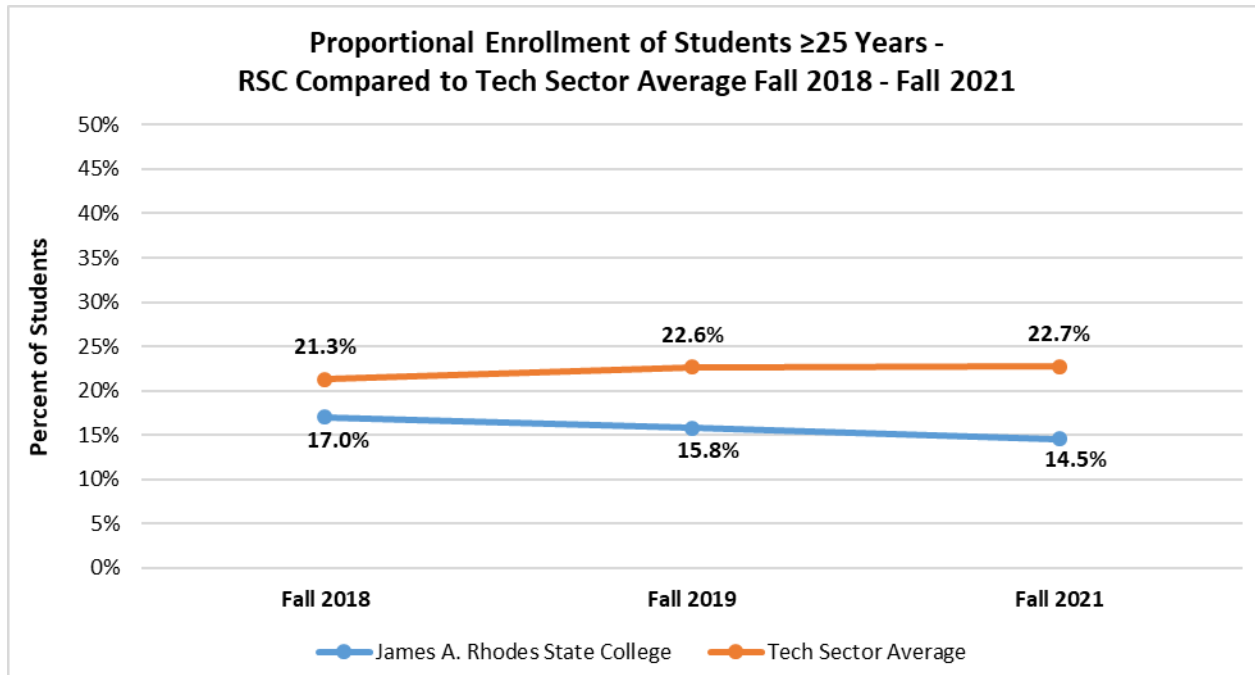
Standard

The proportions (%) for each enrollment segment’s (age, race/ethnicity, gender and socioeconomic) subgroup should be proportional to its occurrence in the Ohio Tech Sector Institutions.

Findings: Age Segment

Since Fall 2018, RSC’s proportion of adult (≥25 years) student enrollment has decreased while also remaining below the Ohio Tech Sector average (Figure 1.1A). Conversely, RSC’s proportion of student enrollment under the age of 25 has increased and remained above that of the Ohio Tech Sector average (Figure 1.1B).

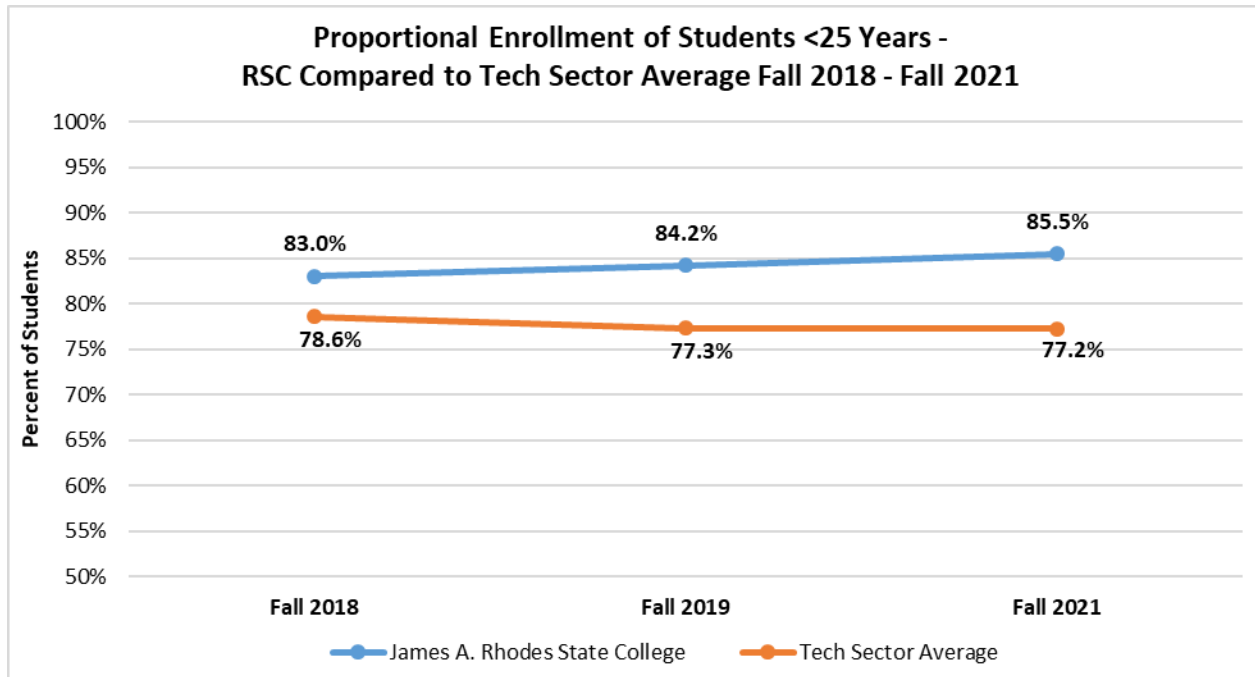
Figure 1.1A – Proportional Enrollment by Age - ≥25 Years Subgroup



Source: NCES IPEDS- Compare Institutions Report Fall Enrollment 2018-2021

Notes: CCP Students are counted in the Fall Enrollment data. Data is unavailable for Fall 2020, as the age is only required to be reported to IPEDS during odd numbered years.

Figure 1.1 B – Proportional Enrollment by Age - <25 Years Subgroup



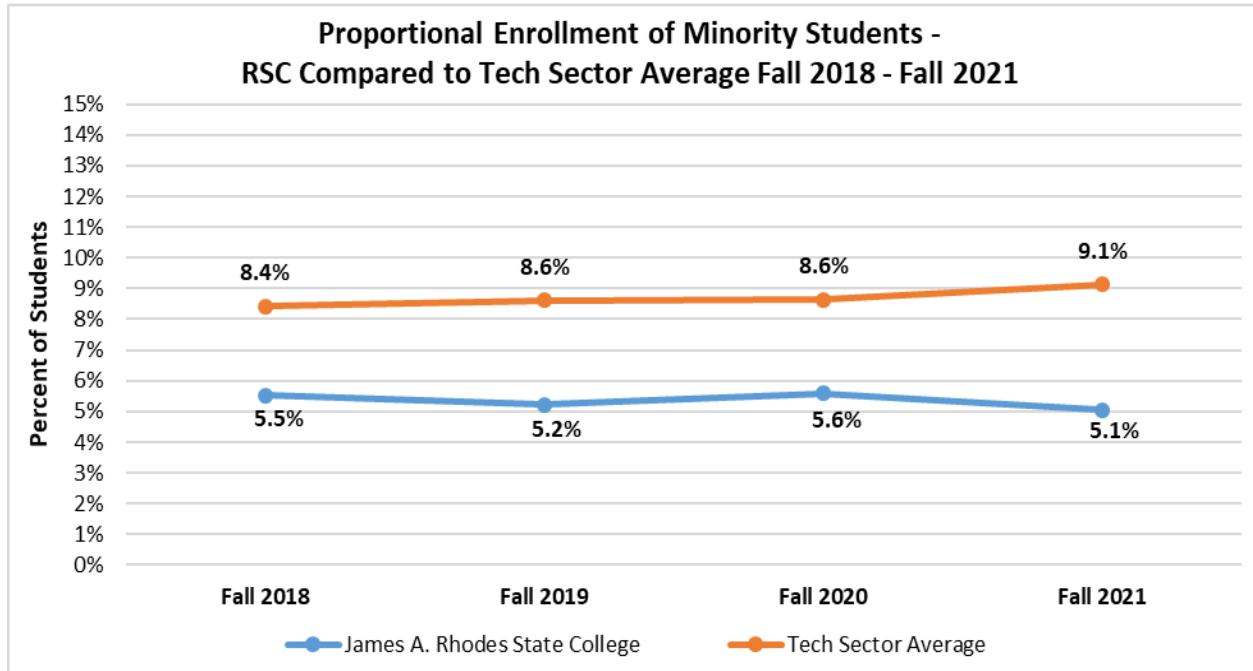
Source: NCES IPEDS- Compare Institutions Report Fall Enrollment 2018-2021

Notes: CCP Students are counted in the Fall Enrollment data. Data is unavailable for Fall 2020, as the age is only required to be reported to IPEDS during odd numbered years.

Findings: Race/Ethnicity Segment

Since Fall 2018, the Ohio Tech Sector average proportion of minority student enrollment has increased while also remaining above that of RSC, which decreased from Fall 2020 to Fall 2021 (Figure 1.2A). The Ohio Tech Sector average proportion of non-minority students has remained above RSC’s since Fall 2018, although both proportions decreased from Fall 2020 to Fall 2021 (Figure 1.2B).

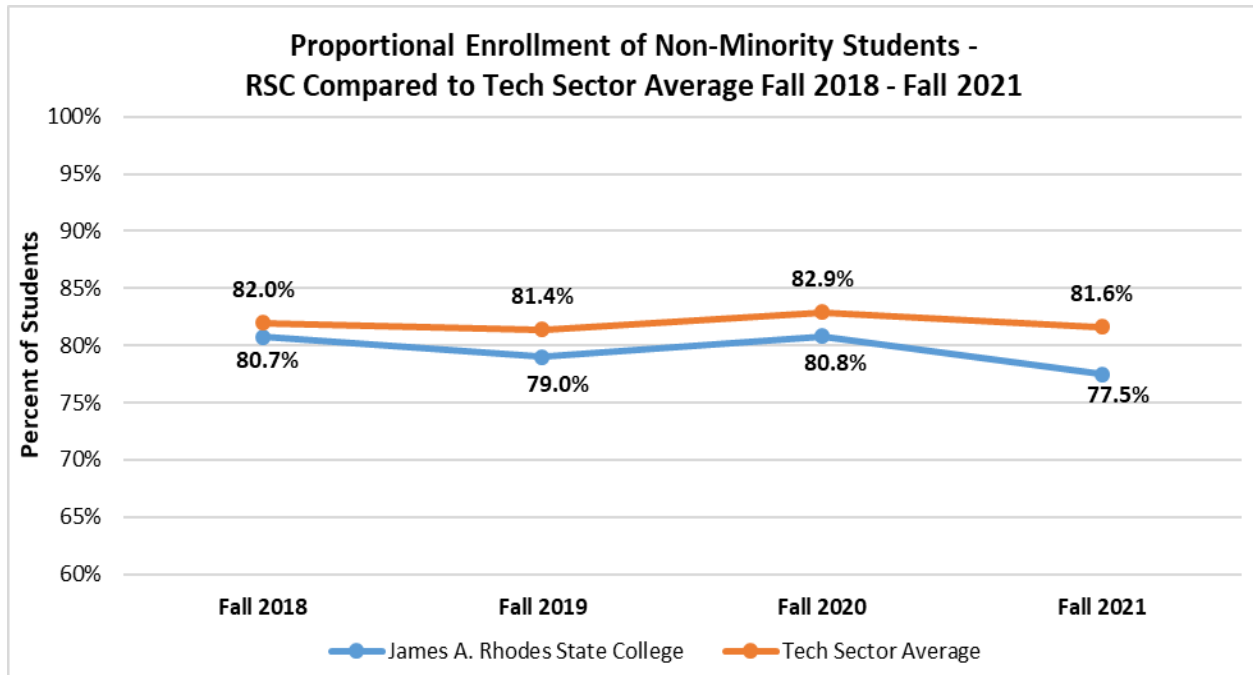
Figure 1.2A – Proportional Enrollment - Minority Subgroup



Source: NCES IPEDS- Compare Institutions Report Fall Enrollment 2018-2021

Notes: CCP Students are counted in the Fall Enrollment data. Minority students, as defined by SSI, are those that report their races as: Black, Hispanic, or Native American. Race/Ethnicity Unknown and Two or More races are categories that comprise a third Subgroup that is not displayed in this data.

Figure 1.2B – Proportional Enrollment - Non-Minority Subgroup



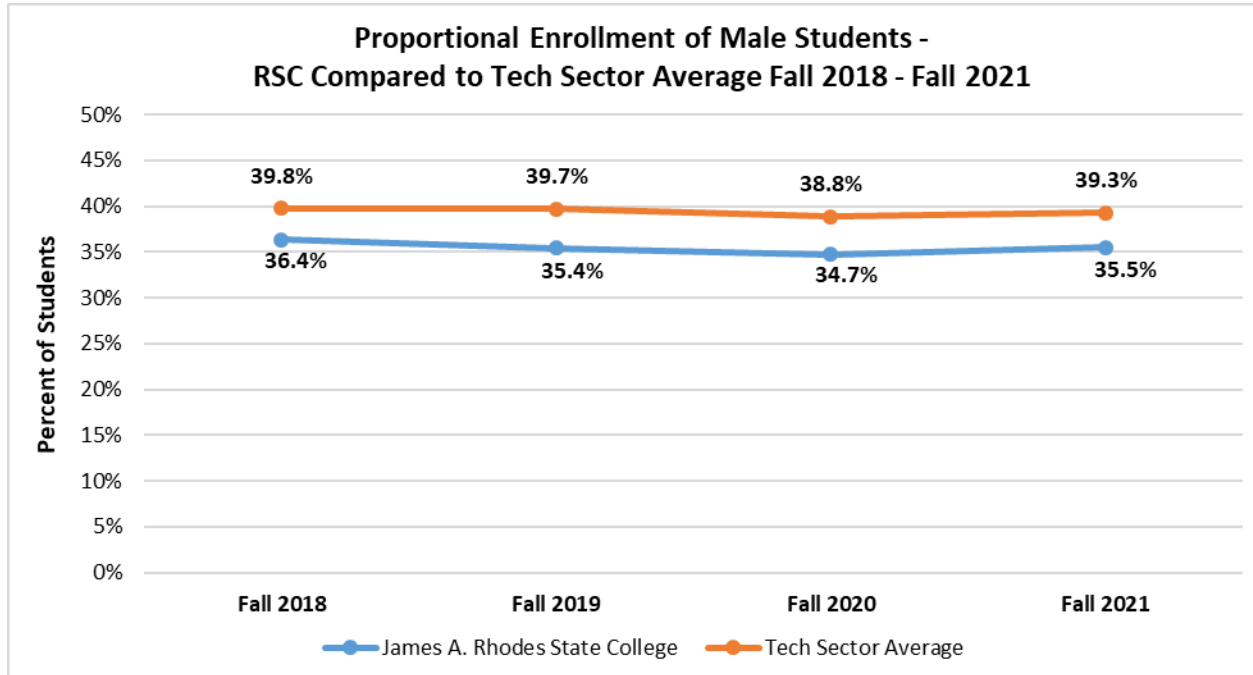
Source: NCES IPEDS- Compare Institutions Report Fall Enrollment 2018-2021

Notes: CCP Students are counted in the Fall Enrollment data. Minority students, as defined by SSI, are those that report their races as: Black, Hispanic, or Native American. Race/Ethnicity Unknown and Two or More races are categories that comprise a third Subgroup that is not displayed in this data.

Findings: Gender Segment

Since Fall 2018, the Ohio Tech Sector average proportion of male student enrollment has remained above that of RSC, although both have increased from Fall 2020 to Fall 2021 (Figure 1.3A). RSC’s proportion of female student enrollment has remained above the Ohio Tech Sector average since Fall 2018, although both proportions decreased from Fall 2020 to Fall 2021 (Figure 1.2B).

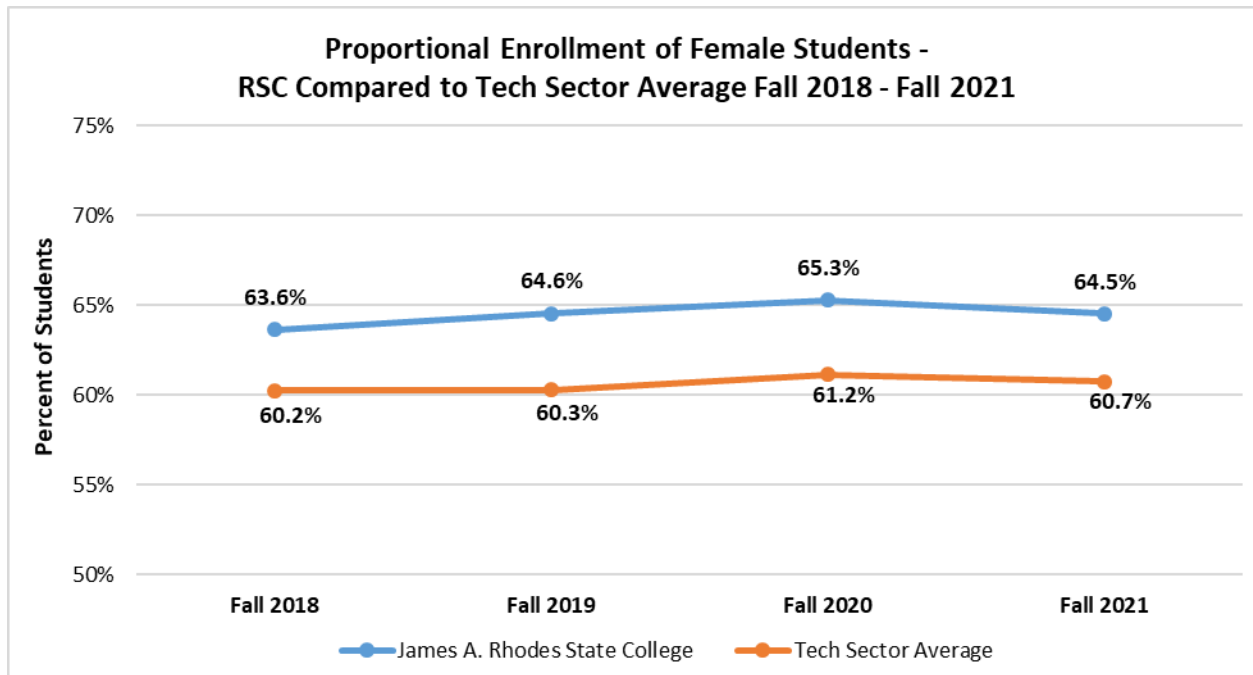
Figure 1.3A - Proportional Enrollment - Male Student Subgroup



Source: NCES IPEDS- Compare Institutions Report Fall Enrollment 2018-2021

Notes: CCP Students are counted in the Fall Enrollment data.

Figure 1.3B – Proportional Enrollment - Female Student Subgroup



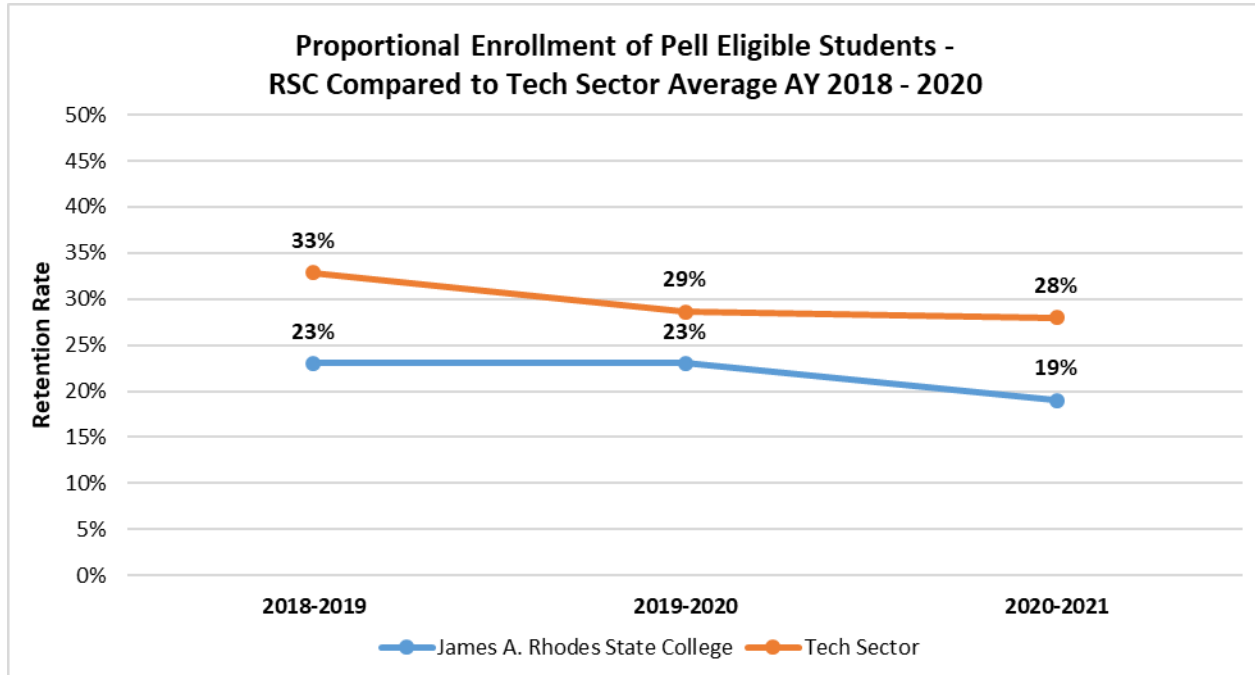
Source: NCES IPEDS- Compare Institutions Report Fall Enrollment 2018-2021

Notes: CCP Students are counted in the Fall Enrollment data.

Finding: Socioeconomic Status Segment

The Ohio Tech Sector average proportion of Pell-Eligible students has remained above that of RSC since 2018, although both proportions have decreased from 2019 to 2020 (Figure 1.4).

Figure 1.4 – Proportional Enrollment - Pell Eligible Subgroup



Source: NCES IPEDS- Compare Institutions Report Fall Enrollment 2018-2021

Note: Only Pell Eligible student data is reported from IPEDS, therefore, the percent of Non-Pell eligible students cannot be confirmed or reported.

KPI 2: Proportional Retention

Definition

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

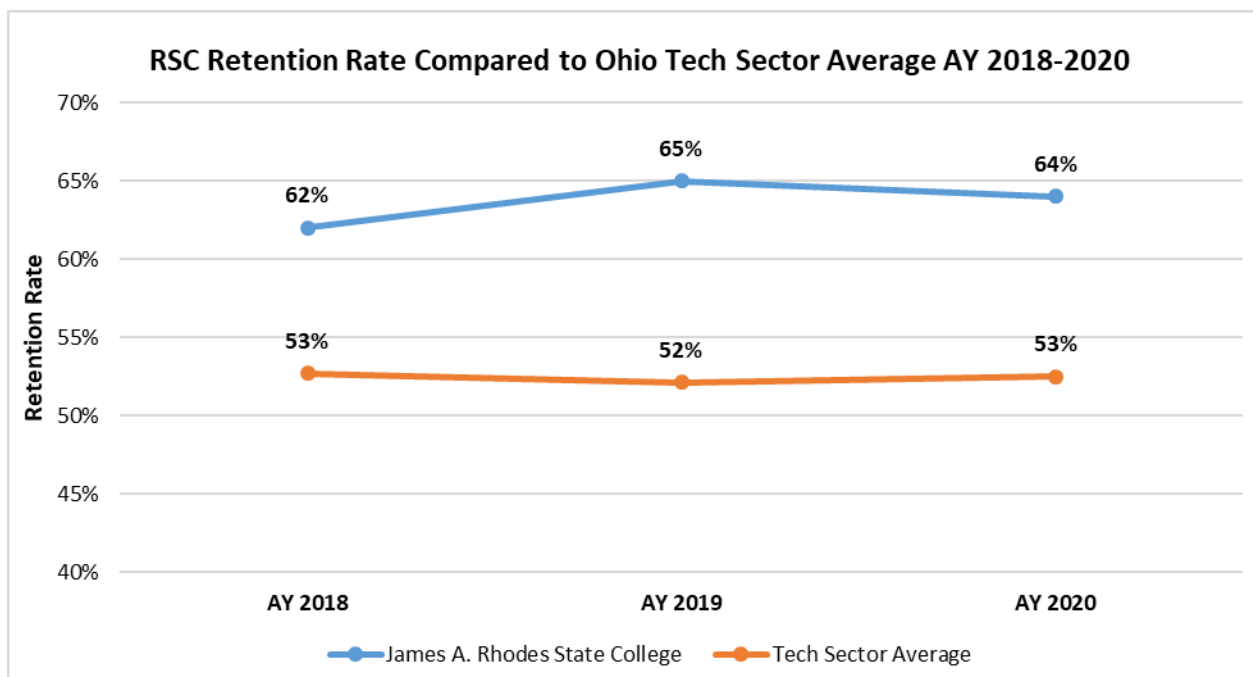
Standard

RSC's retention rate¹ (Fall to Fall) should be proportional to that of the Ohio Tech Sector. The retention rate for each subgroup within each segment (age, race/ethnicity, gender and socioeconomic status) should be proportional.

Findings (Age, Race/Ethnicity, Gender, Socioeconomic Status Segments):

RSC's overall retention rate has remained above that of the Ohio Tech Sector average since AY 2018 (Figure 2.1). Within RSC, the retention rate of adult students (≥ 25 years) is higher than that of students under the age of 25, although both rates have risen from AY 2020 to AY 2021 (Figure 2.2). The retention rate for minority students decreased from AY 2020 to AY 2021 and fell below that of non-minority students which increased during the same timeframe (Figure 2.3). Although both rose from AY 2020 to AY 2021, the retention rate of male students has been higher than that of female students since AY 2019 (Figure 2.4). The retention rate of non-Pell eligible students has remained higher than that of Pell eligible students since AY 2019, though the retention rate of non-Pell eligible students has decreased and the retention rate of Pell Eligible students increased from AY 2020 to AY 2021 (Figure 2.5).

Figure 2.1 – Overall Retention Rate Comparison

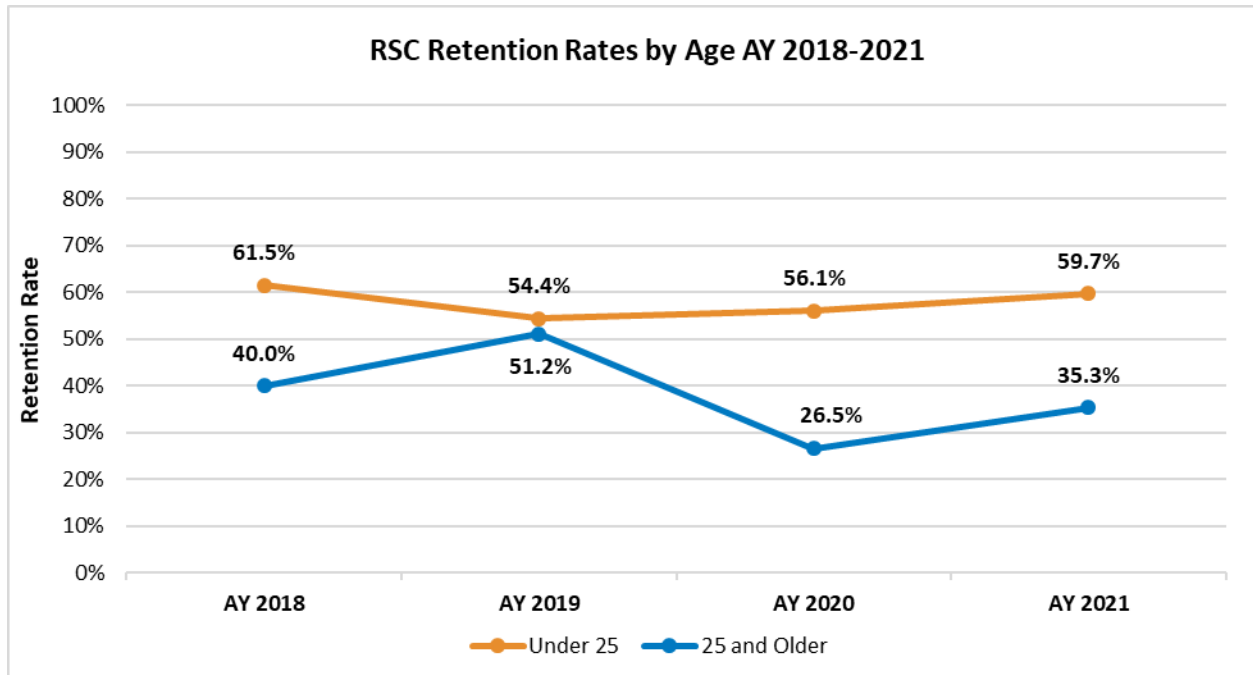


Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022, Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022, & NCES IPEDS- Compare Institutions Report Retention Rates 2018-2021

Notes: Retention rates are shown as reported by IPEDS (First-time, full-time, degree seeking students). Ohio Tech Sector is comprised of: Rhodes State College, Belmont College, Central Ohio Technical College, Hocking College, Marion Technical College, North Central State College, Stark State College, and Zane State College.

¹ Students counted in the retention rate calculation are First Time, Traditional students.

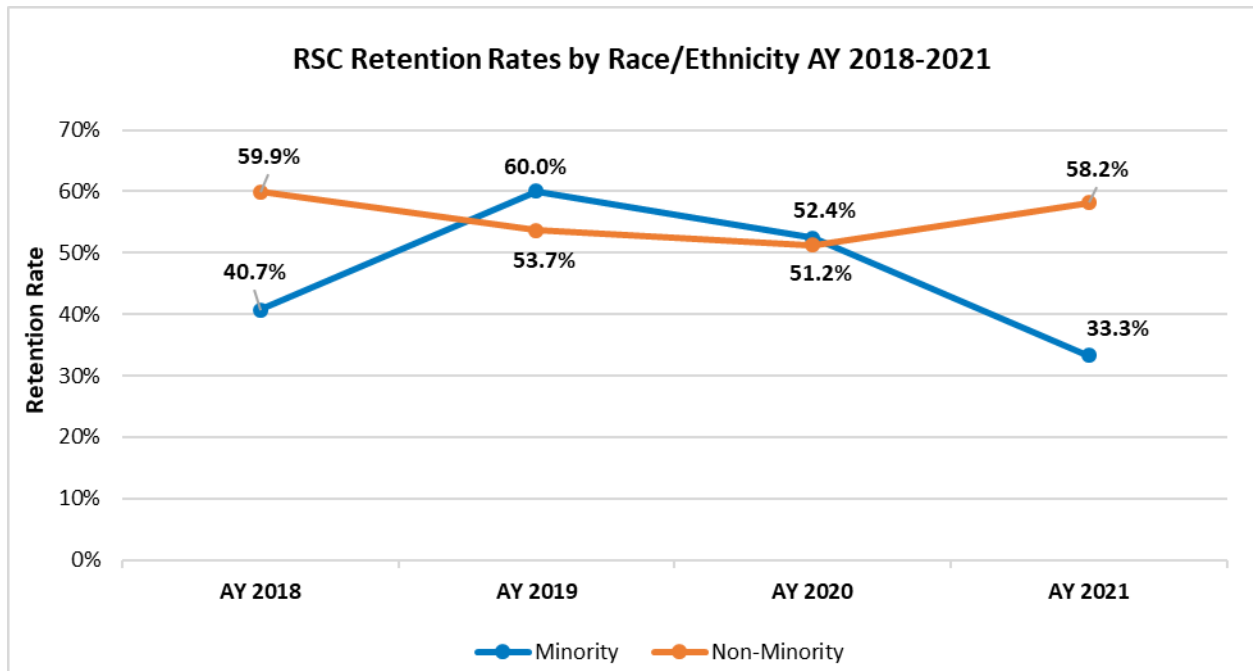
Figure 2.2 - Retention Rates by Age Subgroup (≥ 25 Years and < 25 Years)



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

Notes: Adult Students, as defined by SSI, are those that are 25 years or older.

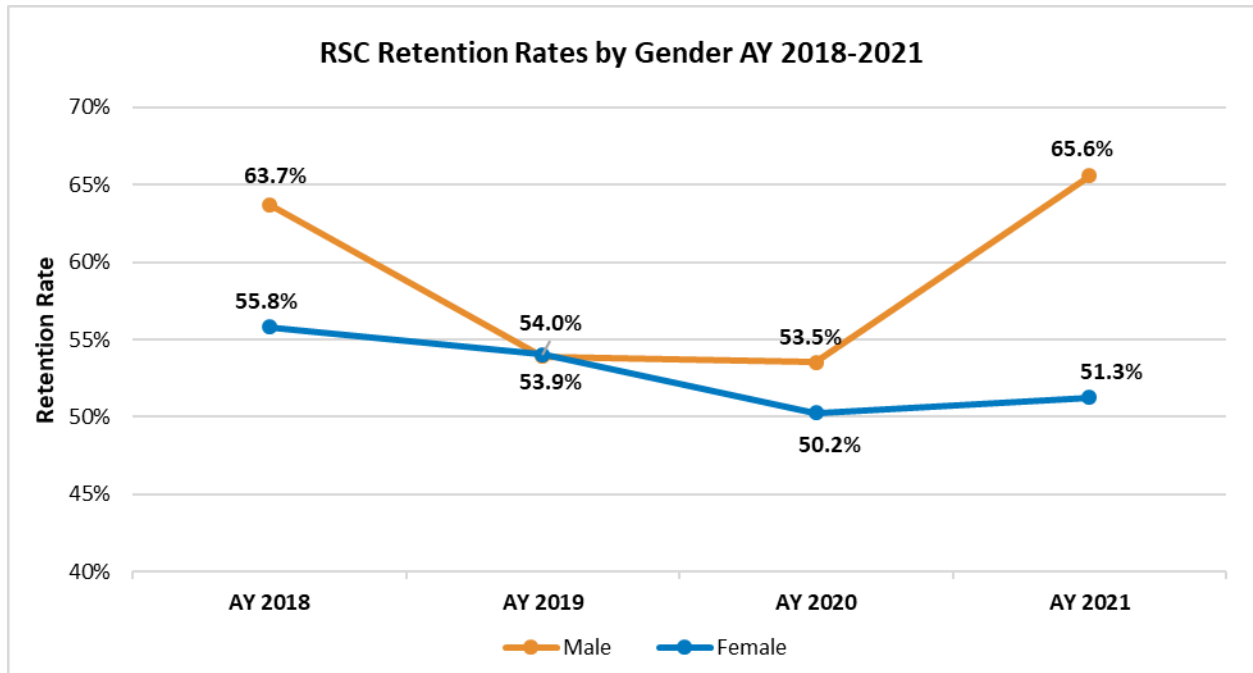
Figure 2.3 - Retention Rates by Race/Ethnicity Subgroup (Minority and Non-Minority)



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

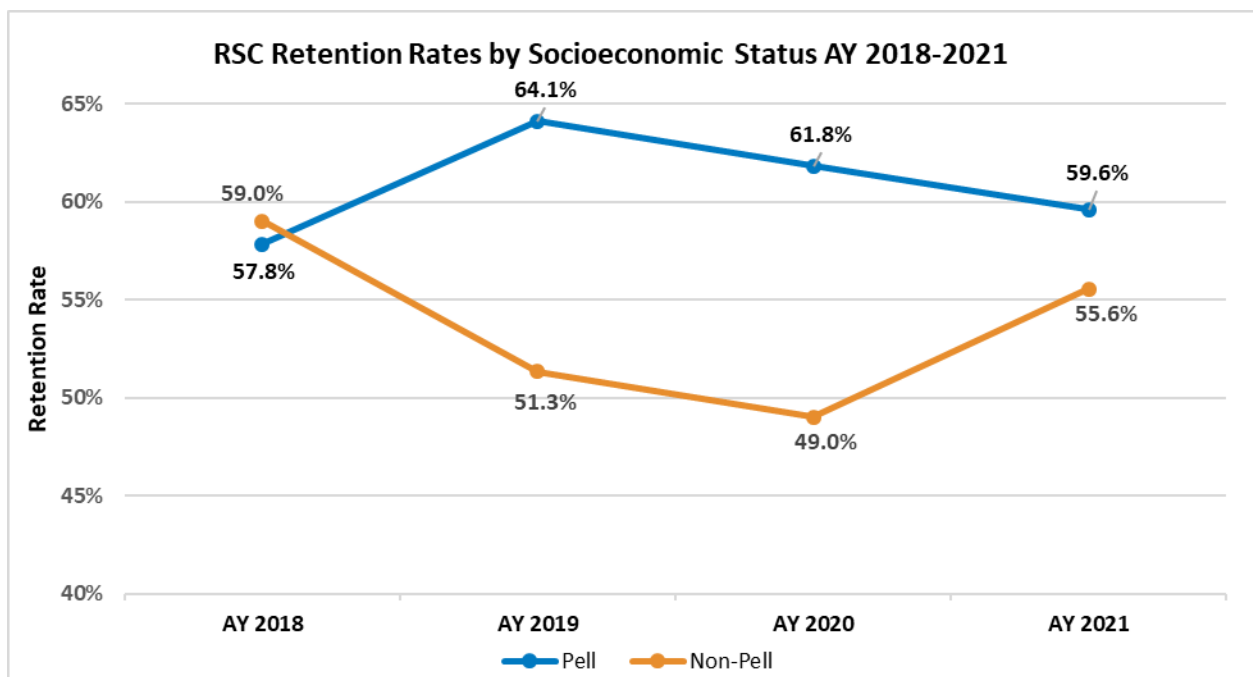
Notes: Minority students, as defined by SSI, are those that report their race as: Black, Hispanic, or Native American.

Figure 2.4 - Retention Rates by Gender Subgroup (Male and Female)



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

Figure 2.5 - Retention Rates by Socioeconomic Status Subgroup (Pell and Non-Pell Eligible)



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022, Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022, & Rhodes State College Banner System-Financial Aid Awarded Fall 2018-Fall 2021.

KPI 3: Persistence

Definition

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

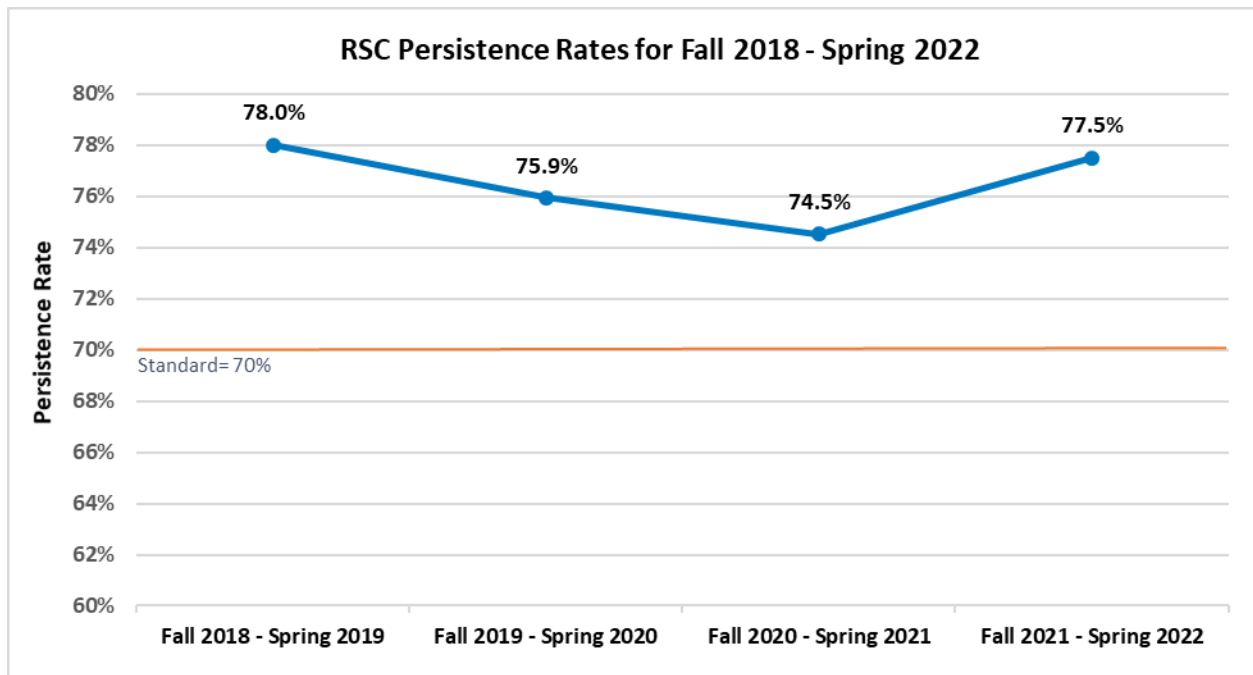
Standard

The overall internal institutional persistence rate² has been set at 70%. The persistence rate for each subgroup within each enrollment segment (age, race/ethnicity, gender and socioeconomic status) should be proportional.

Findings: Overall Persistence

Overall persistence rates for traditional students, both Fall to Spring and Spring to Fall, show a steady decline from 2018 to 2021. However, since Spring 2021, persistence rates have increased (Figures 3.1A and 3.1B).

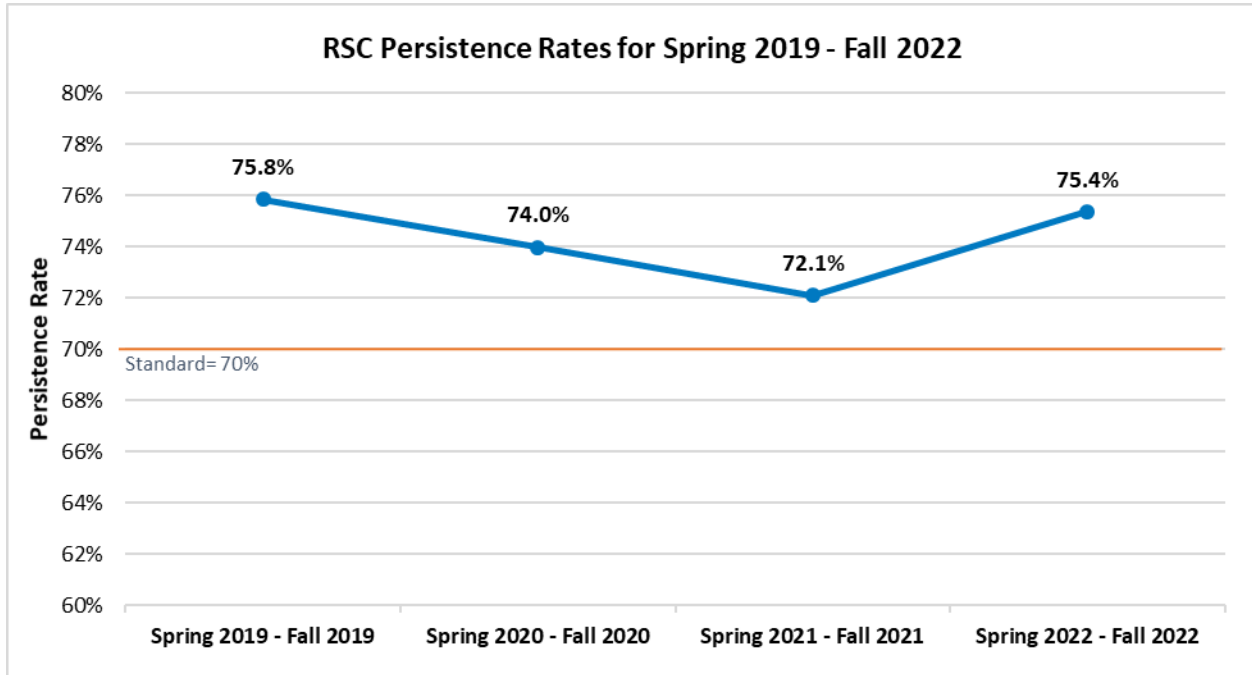
Figure 3.1A -Persistence Rates - Fall to Spring



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

² Students counted in the persistence rate calculation are Traditional students. The calculations for persistence rate accounts for students that graduate from/graduate from then return to RSC.

Figure 3.1B -Persistence Rates - Spring to Fall

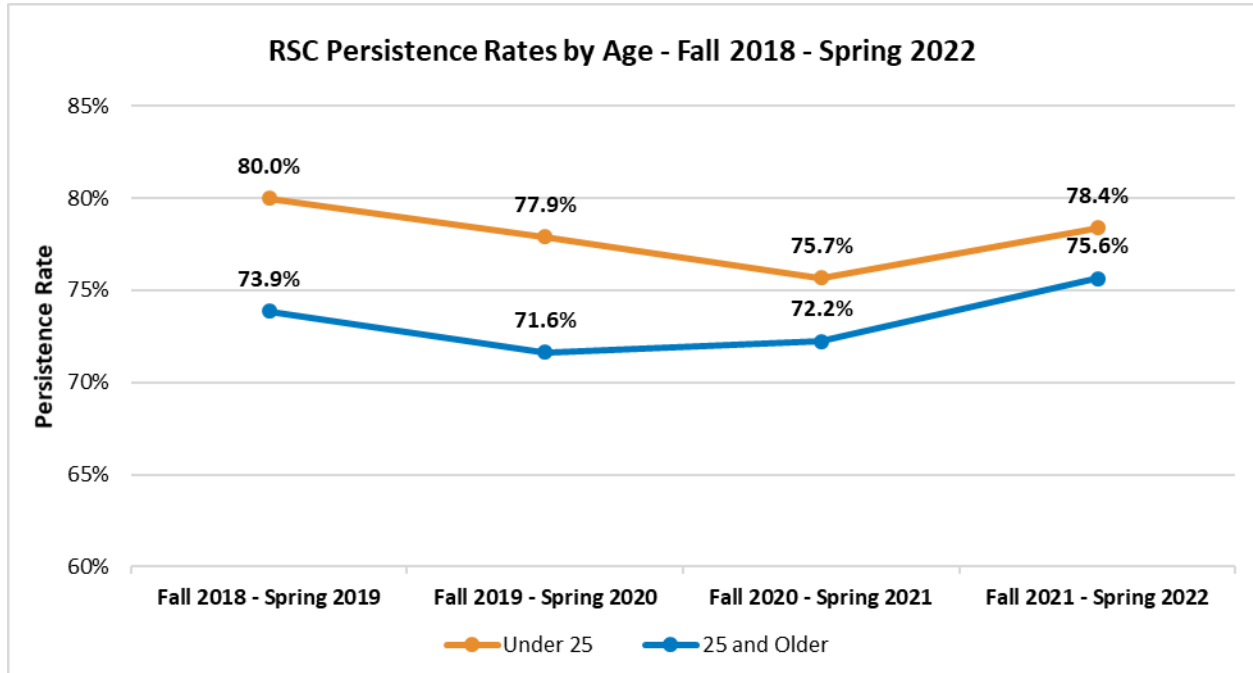


Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

Findings: Age Segment

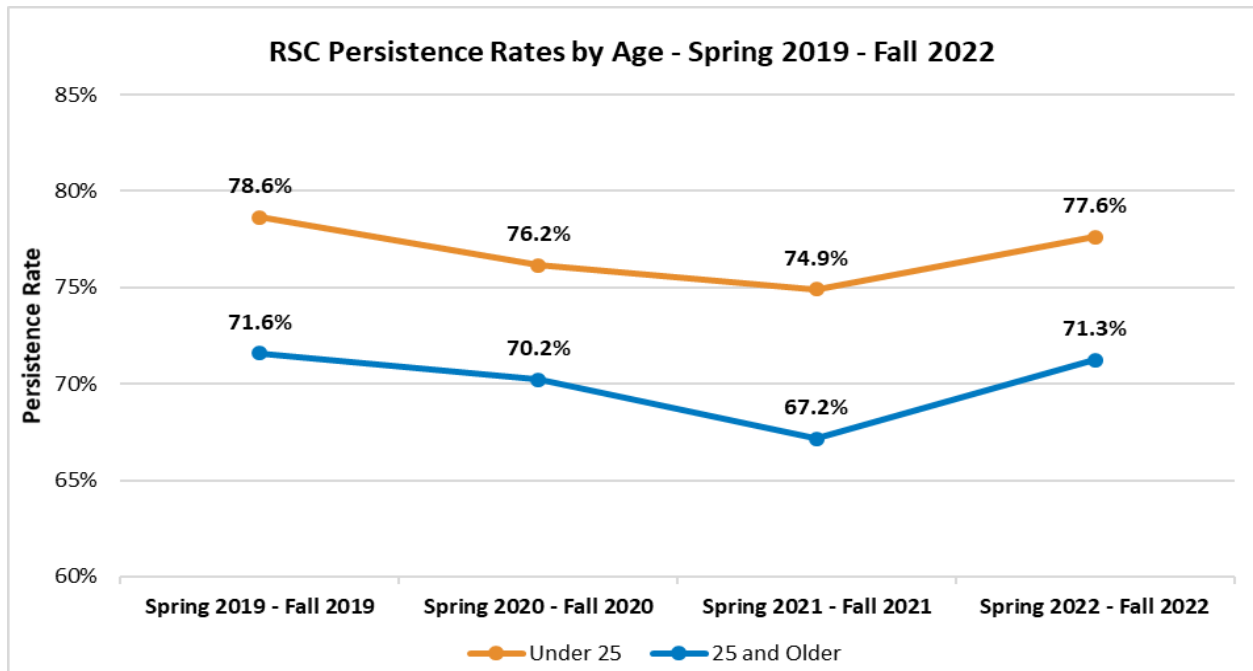
Persistence rates for both male and female traditional students, Fall to Spring and Spring to Fall, have risen since AY 2021 (Figures 3.2A and 3.2B).

Figure 3.2A -Persistence Rates by Age Subgroup (≥25 Years and <25 Years) - Fall to Spring



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

Figure 3.2B -Persistence Rates by Age Subgroups (≥ 25 Years and <25 Years) - Spring to Fall

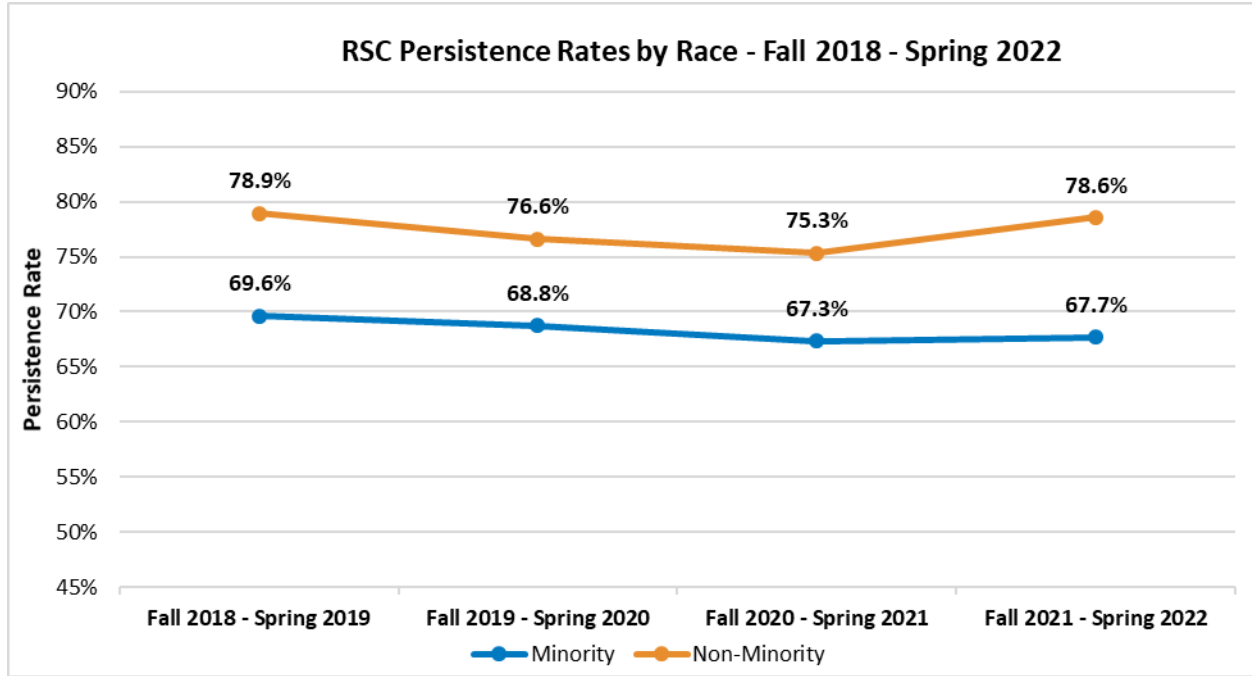


Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

Findings: Race/Ethnicity Segment

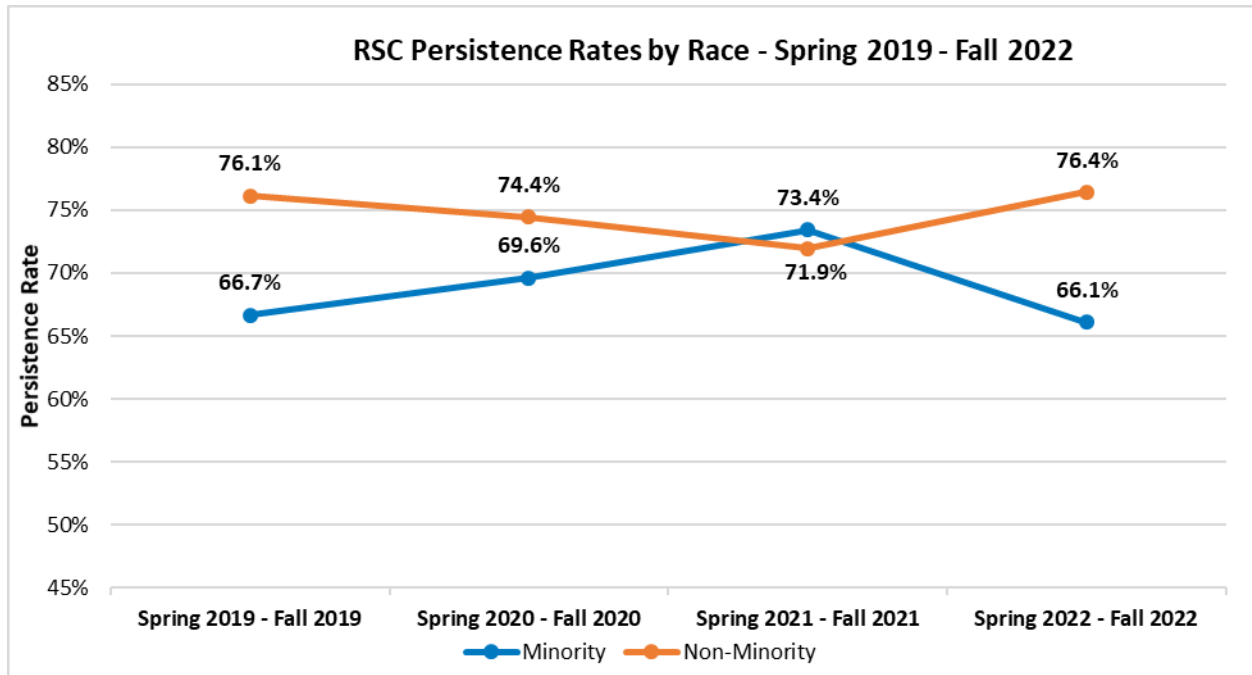
Fall to Spring persistence rates for traditional students, both minority³ and non-minority, have risen since Spring 2021 (Figure 3.3A). Persistence rates from Spring to Fall for traditional, non-minority students have risen slightly since Fall 2021, but have declined for minority students (Figure 3.3B).

Figure 3.3A-Persistence Rates by Race/Ethnicity Subgroup (Minority and Non-Minority) - Fall to Spring



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

Figure 3.3B -Persistence Rates by Race/Ethnicity Subgroup (Minority and Non-Minority) - Spring to Fall



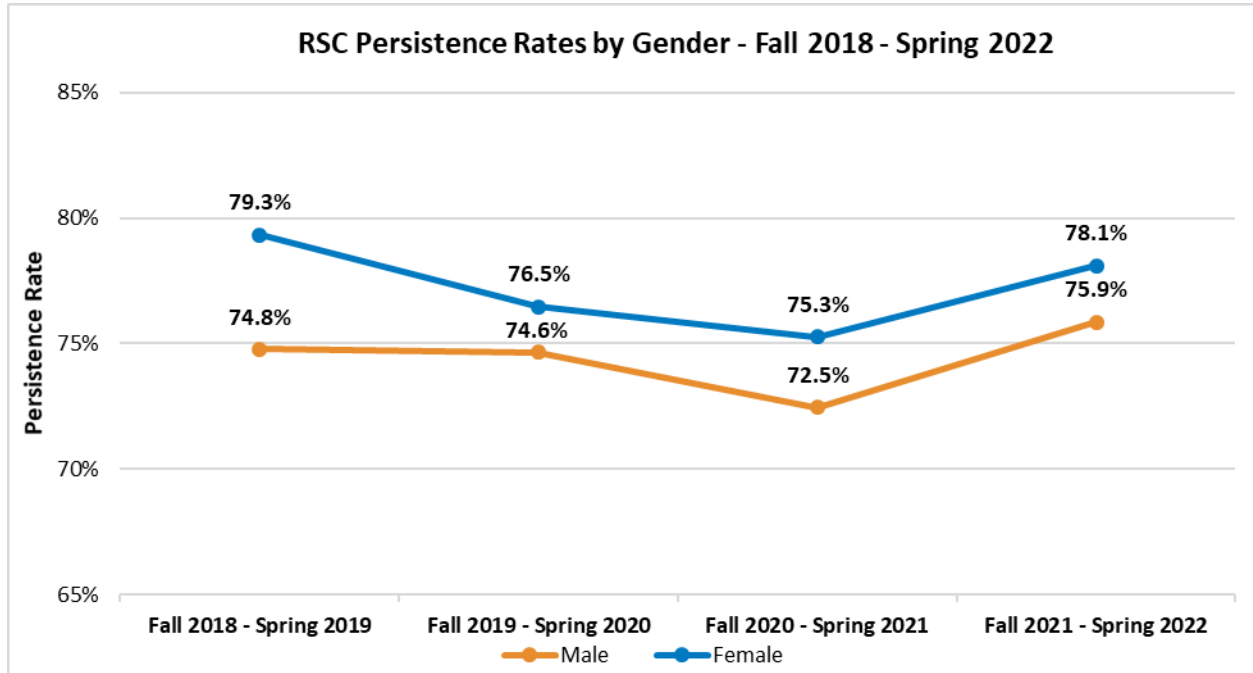
Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

³ Minority students, as defined by SSI, are those that report their race as: Black, Hispanic, or Native American.

Findings: Gender Segment

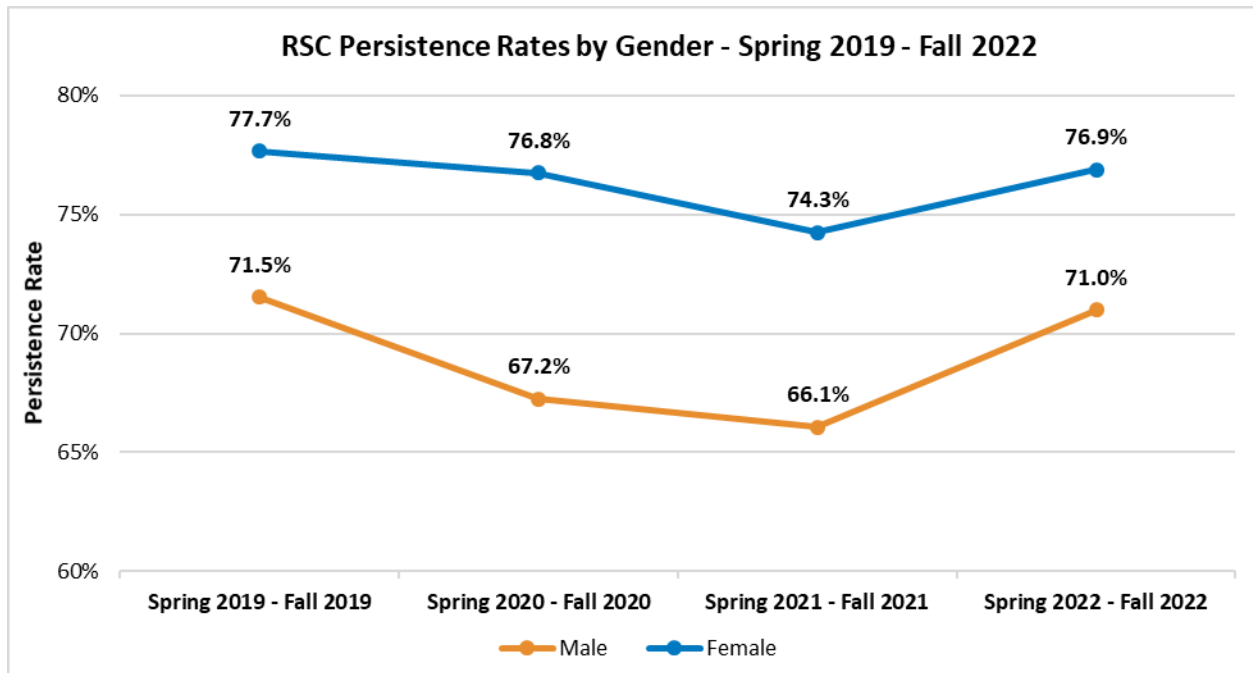
Persistence rates for Fall to Spring and Spring to Fall for traditional students, both male and female, have risen since AY 2021 (Figures 3.4A and 3.4B).

Figure 3.4A -Persistence Rates by Gender Subgroup (Male and Female) - Fall to Spring



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

Figure 3.4B -Persistence Rates by Gender Subgroup (Male and Female) - Spring to Fall

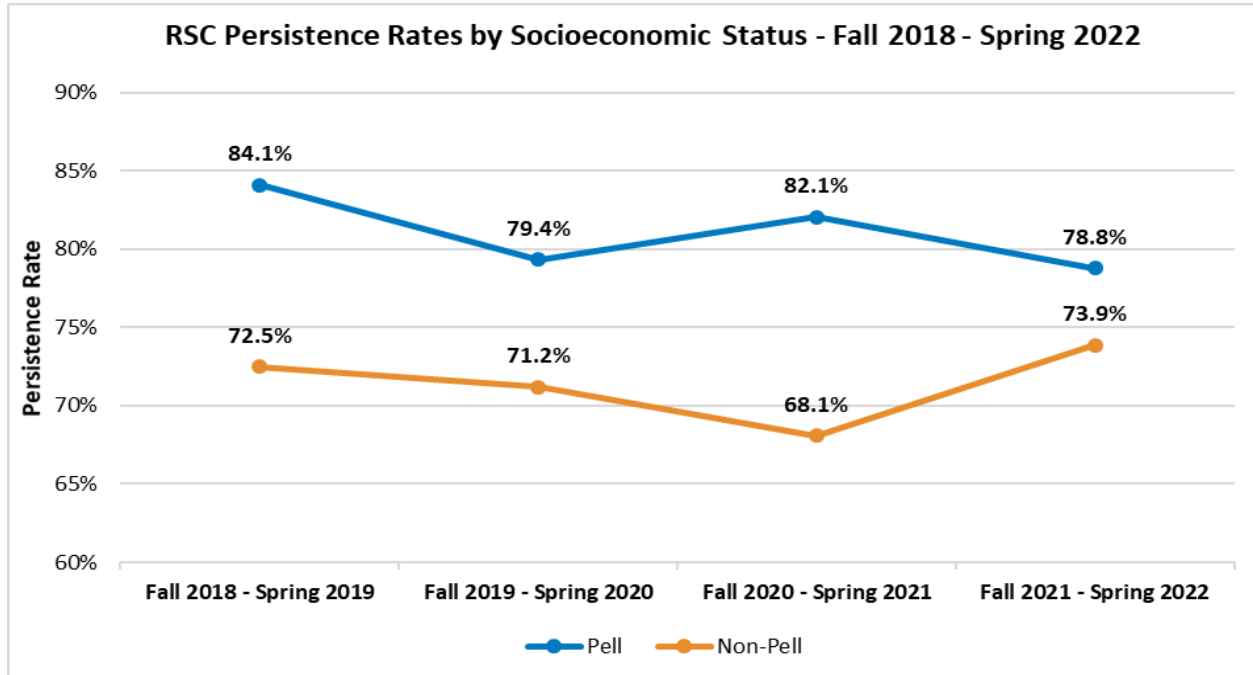


Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022 & Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022

Findings: Socioeconomic Status Segment

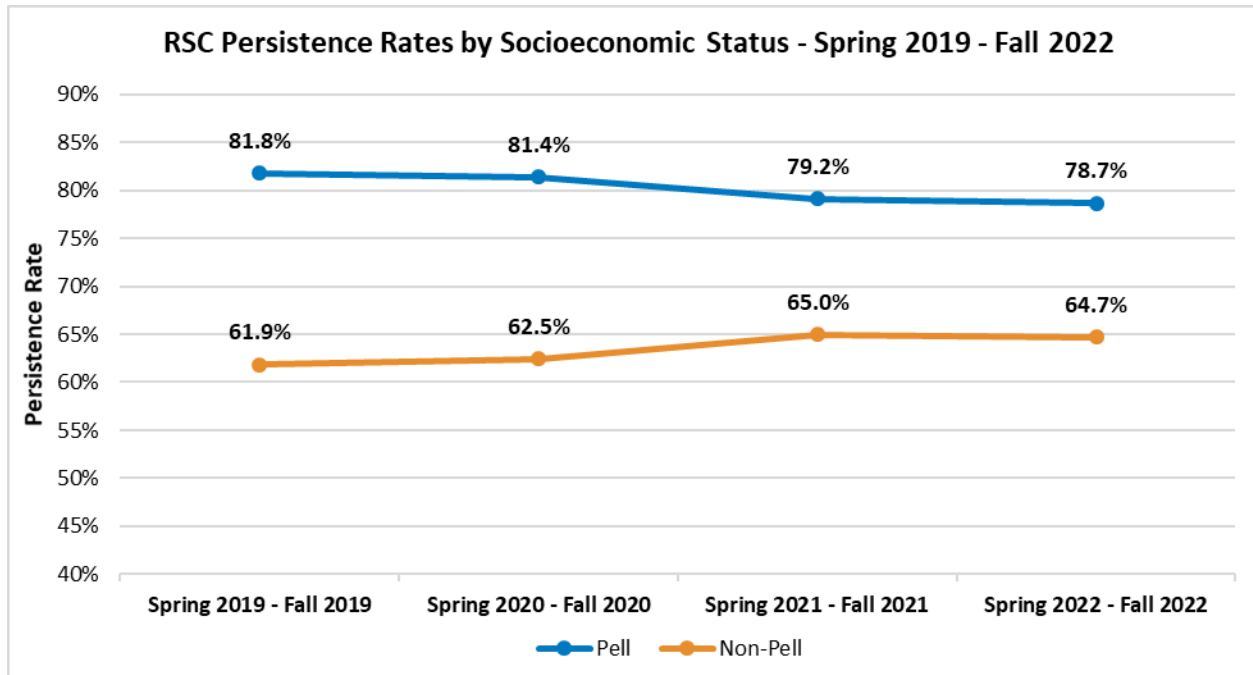
The Fall to Spring persistence rate for traditional, non-Pell eligible students has risen since Spring 2021. Although the Fall to Spring persistence rate for Pell eligible students has declined, it remains higher than that of non-Pell eligible students. (Figure 3.5A). Spring to Fall persistence rate for traditional students, both Pell eligible and non-Pell eligible, have declined since Fall 2021 (Figure 3.5B).

Figure 3.5A -Persistence Rates by Socioeconomic Status Subgroup (Pell and Non-Pell) - Fall to Spring



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022, Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022, & Rhodes State College Banner System- Financial Aid Awarded Report Summer, Fall, and Spring 2018-2022

Figure 3.5B -Persistence Rates by Socioeconomic Status Subgroup (Pell and Non-Pell) - Spring to Fall



Source: Rhodes State College Banner System-Census Report Fall 2018-Fall 2022, Rhodes State College Banner System-Degrees Awarded Fall 2018-Fall 2022, & Rhodes State College Banner System- Financial Aid Awarded Report Summer, Fall, and Spring 2018-2022

KPI 4: Degree Completion

Definition

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

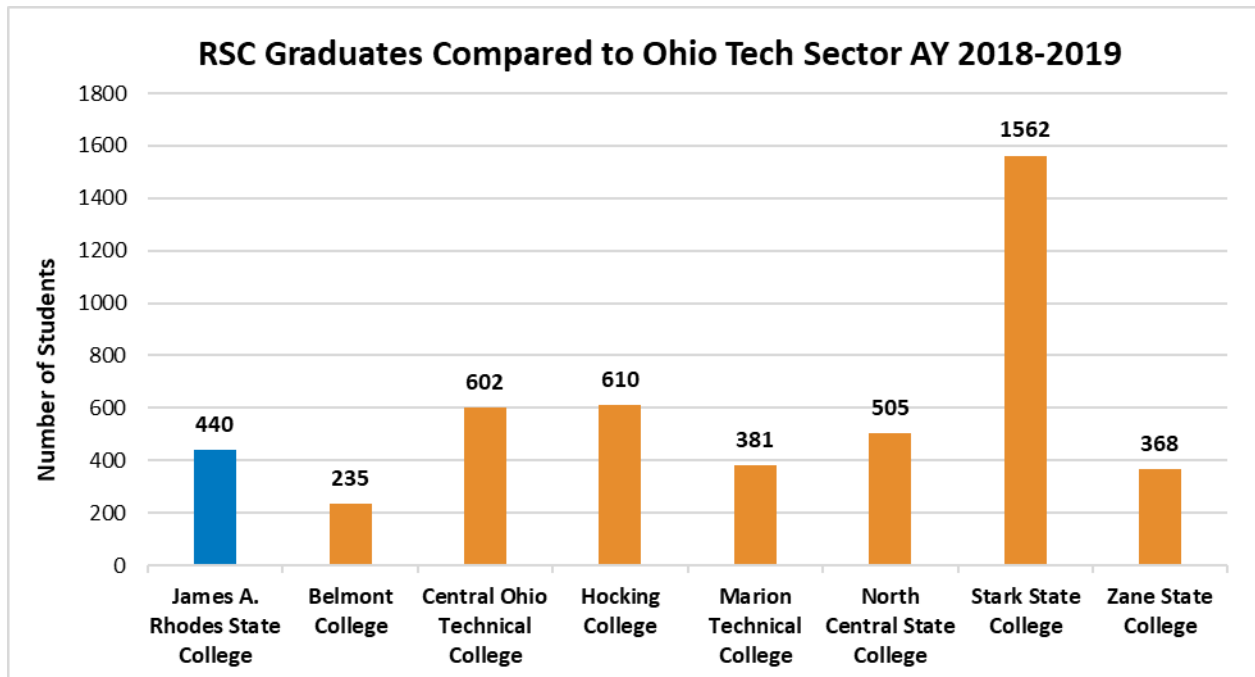
Standard

Degree and certificate completion is expected to be at or above the Ohio Tech Sector.

Findings:

When compared to the other institutions in the Ohio Tech Sector, RSC had the fifth highest number of graduates from AY 2018-2020, and the third highest in AY 2020-2021 (Figures 4.1-4.3).

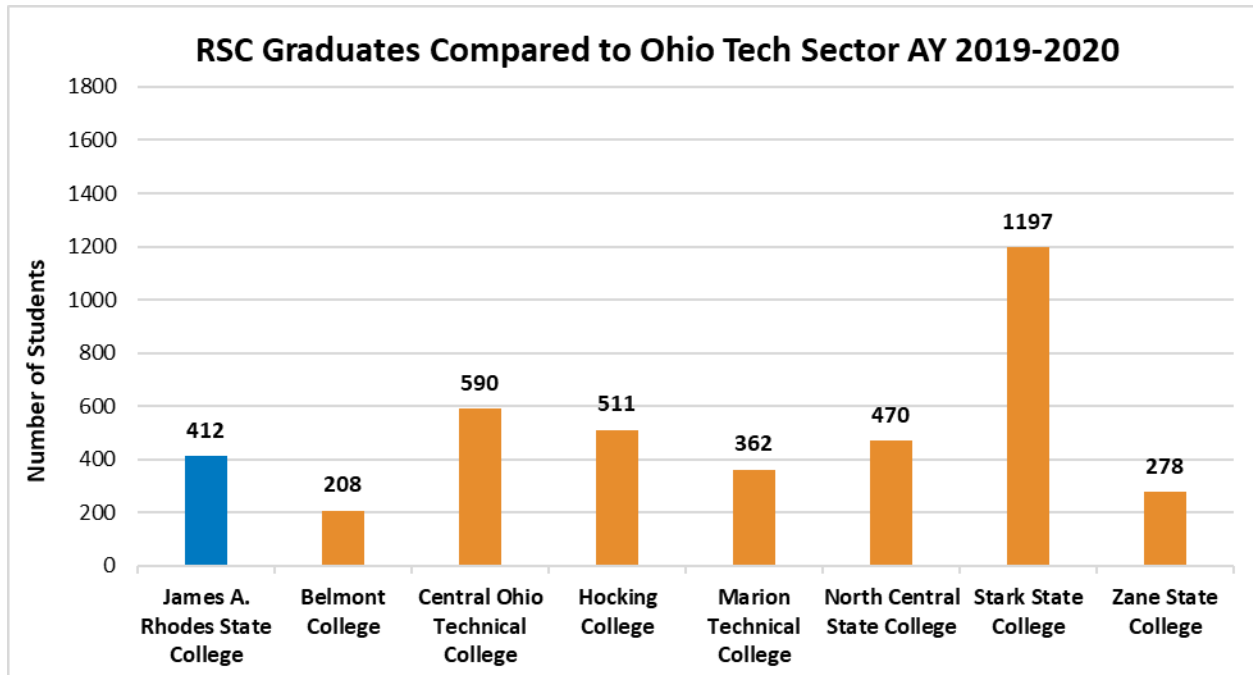
Figure 4.1 – Degree Completion Comparison AY 2018-2019



Source: NCES IPEDS- Compare Institutions Report Completions 2018-2021

Note: Data reflects number of degrees and certificates awarded.

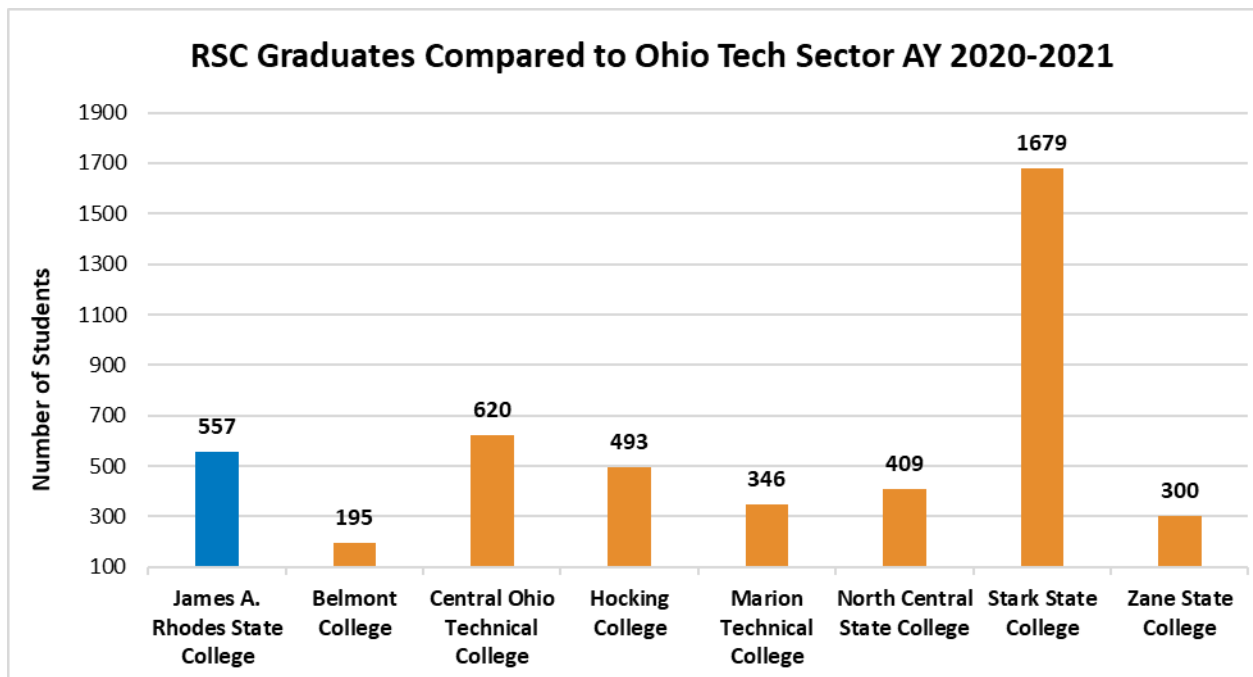
Figure 4.2 – Degree Completion Comparison AY 2019-2020



Source: NCES IPEDS- Compare Institutions Report Completions 2018-2021

Note: Data reflects number of degrees and certificates awarded.

Figure 4.3 – Degree Completion Comparison AY 2020-2021



Source: NCES IPEDS- Compare Institutions Report Completions 2018-2021

Note: Data reflects number of degrees and certificates awarded.

KPI 5: Course Completion

Definition

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

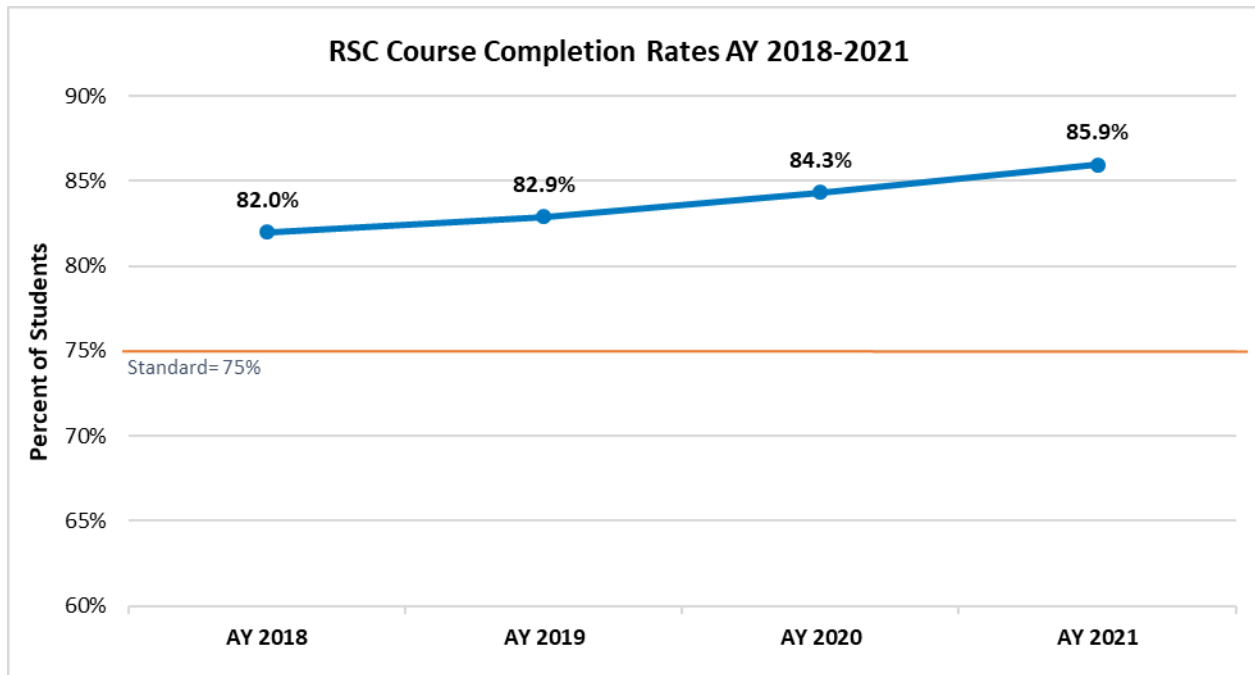
Standard

A course completion rate is 75% of the total number of students enrolled in all courses.

Finding:

There has been an increase in students who have completed courses with a C or better since AY 2018.

Figure 5 - Course Completion



Source: Rhodes State College Banner System-Grade Download Report Summer 2018-Fall 2022

Note: Line reflects percent of students that passed all courses with a C or better.

KPI 6: Placement

Definition

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

Standard

80% of the total number of graduates employed for a given academic year.

Finding:

The return on institutional placement surveys drastically reduced prior to collecting 2012 data. A new methodology for collecting institutional placement data is being researched. Due to accreditation requirements, Health Sciences and Public Service (HSPS) continues to be collected, but does not necessarily illustrate institutional outcomes.

Figure 6 – Placement

RSC Graduate Employment 2018-2021				
	AY 2018	AY 2019	AY 2020	AY 2021
Graduate Placement	90%	87%	82%	80%

Source: Rhodes State College HSPS Graduate Employment- 2018-2022. Survey is distributed annually to Graduates of HSPS programs.

KPI 7: Transfer Rate

Definition

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

Standard (Baseline Year)

The completion rate of RSC student by cohort year, who transfer to a 4-year institution and complete a degree within 3 years of transferring are equal to or greater than the baseline year (48.1%) of completion (2021-2022).

Finding:

For the baseline year 2021-2022 (comprised of RSC’s 2018 cohort) 24.5% transferred to a 4-year institution. Of those who transferred into a 4-year institution, 48.1% successfully completed a degree.

Figure 7 - Transfer Rates

RSC Transfer Rate and Degree Completion at 4 Year Institution				
Fall 2018 Cohort	Transferred to 4 Year Institution (#)	Transferred to 4 Year Institution (%)	Earned Degree from 4 Year Institution (#)	Percent of Transfers that Completed
2485	609	24.5%	293	48.1%

Source: Rhodes State College Banner Tree System- Census Report Fall 2018 & National Student Clearing House Student Tracker- 2018 to Spring 2022

Note: Data reported as a baseline year (Cohort Fall 2018).

KPI 8: Graduation Rate

Definition

Percent full-time, first-time degree/certificate-seeking students (by cohort) who completed their program within 100%, 150%, and 200% of normal time to completion.⁴

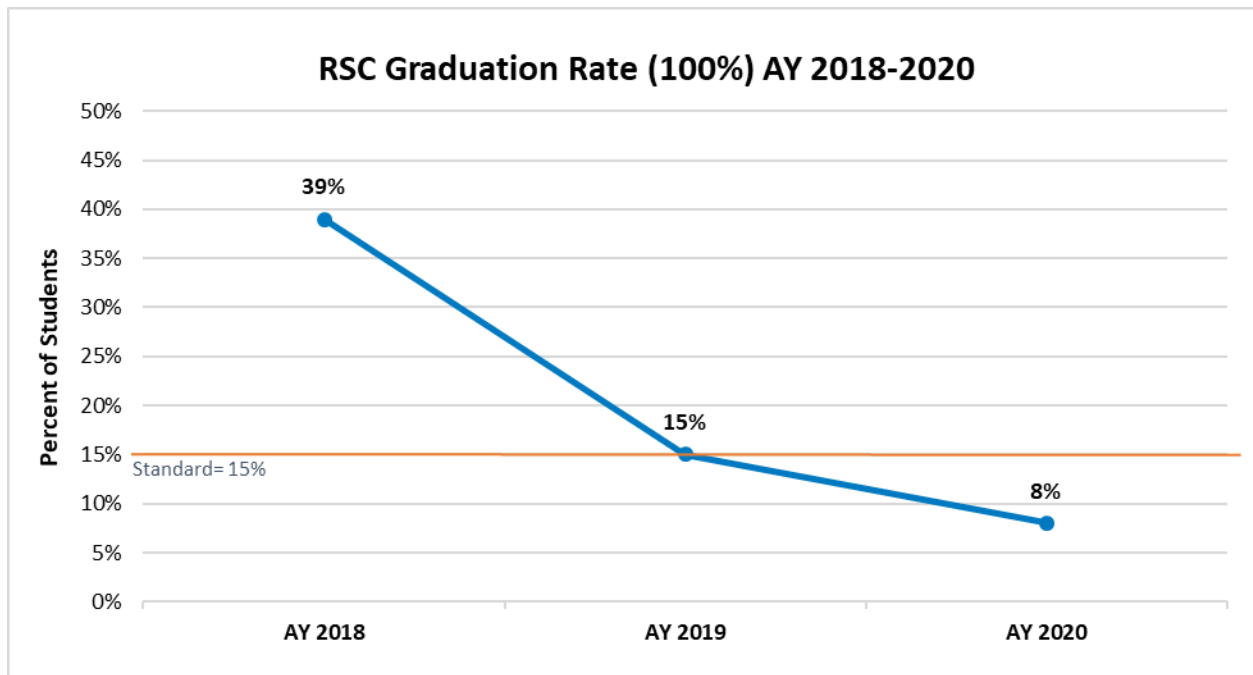
Standard

Graduation rate for 100%, 150%, and 200% normal time to completion are: 15%, 25% and 35% respectively.⁵

Findings: 100% Timeframe to Completion

Graduation rates for students that completed their declared degree or certificate within 100% of its expected timeframe for completion declined from AY 2018 to AY 2020 (Figure 8.1A). This graduation rate was the highest in the Ohio Tech Sector in AY 2018, but with continued decline it was the lowest by AY 2020 (Figure 8.1B).

Figure 8.1A – Completion Rates 100%



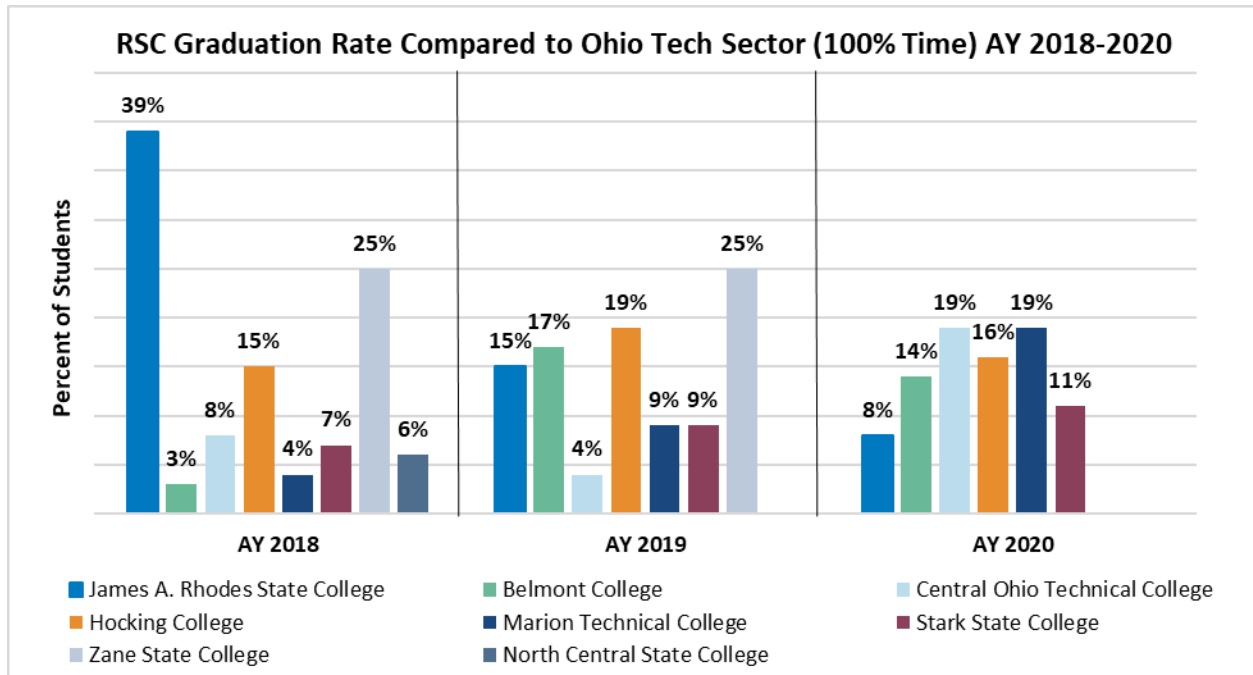
Source: NCES IPEDS- Compare Institutions Report- Graduation Rates 2018-2020

Notes: Cohorts of students are reported to IPEDS as noted: IPEDS 2020 began in 2016, IPEDS 2019 began in 2015, IPEDS 2018 began in 2014. Data reflects students that completed their program (degree or certificate) within 100% of normal completion timeframe.

⁴ Based on IPEDS Definition as reported by RSC.

⁵ Internal standard for graduation rates set by examining historical IPEDS data.

Chart 8.1B – Completion Rates Comparison 100%



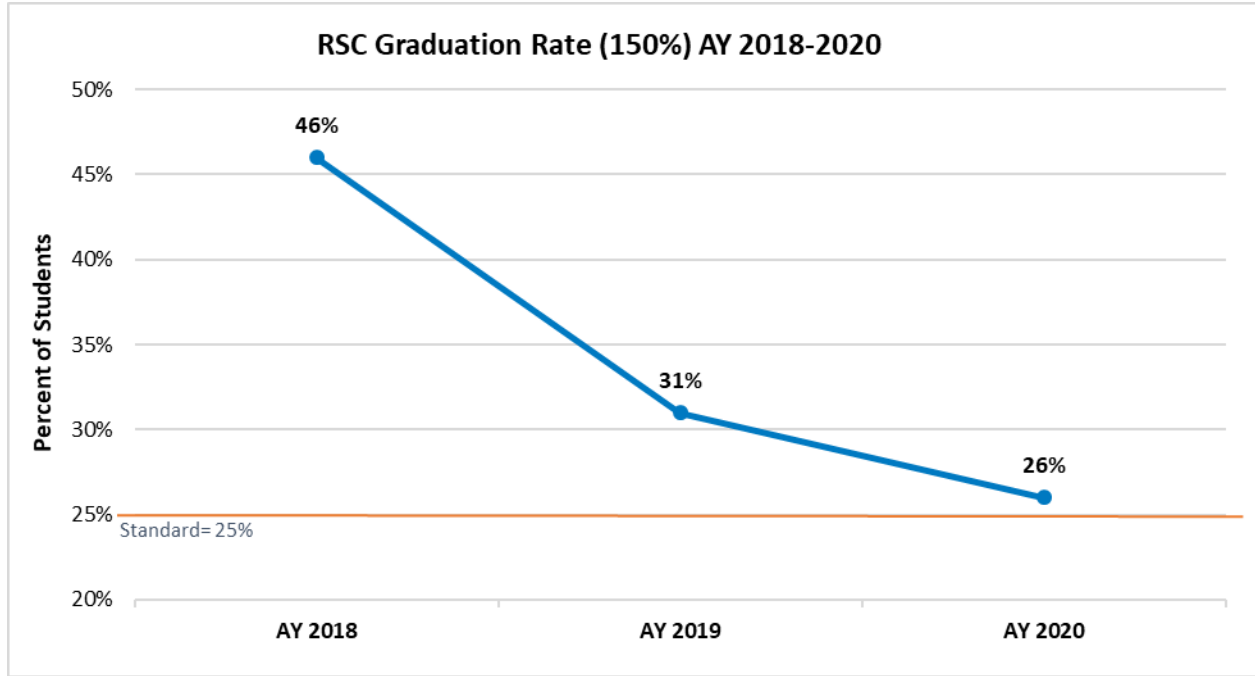
Source: NCES IPEDS- Compare Institutions Report Graduation Rates 2018-2021

Notes: Data not available for all institutions in AY 2019 and AY 2020. Cohorts of students are full-time, first-time degree/certificate-seeking undergraduates reported to IPEDS as: IPEDS 2018-19 began in 2014. IPEDS 2019-20 began in 2015, and IPEDS 2020-21 began in 2016. Data reflects students that completed their program (degree or certificate) within 100% of normal completion timeframe.

Findings: 150% Timeframe to Completion

RSC’s graduation rates at 150% timeframe for full-time, first-time degree/certificate-seeking students declined from AY 2018 to AY 2020 (Figure 8.2A). RSC’s rate was the highest in the Ohio Tech Sector in AY 2018 and remained one of the top 3 institutions for AY 2019 and AY 2020 (Figure 8.2B).

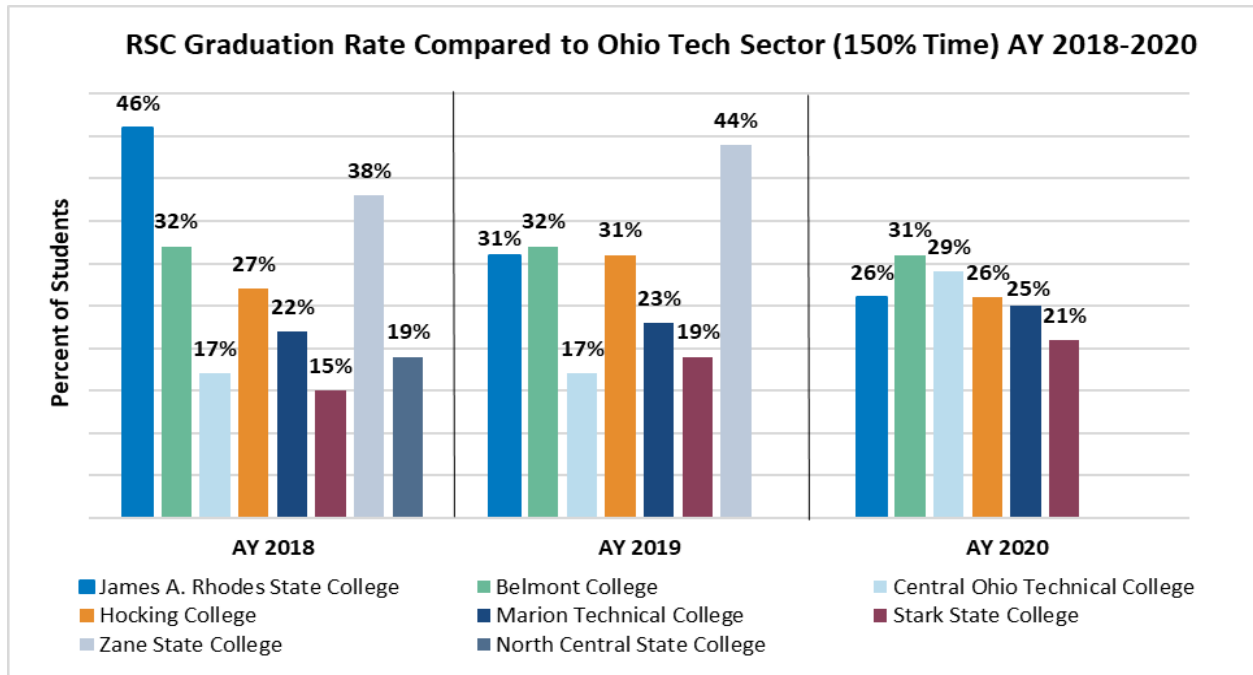
Figure 8.2A – Completion Rates 150%



Source: NCES IPEDS- Compare Institutions Report Graduation Rates 2018-2020

Notes: Cohorts of students are reported to IPEDS as noted: IPEDS 2020 began in 2016, IPEDS 2019 began in 2015, IPEDS 2018 began in 2014. Data reflects students that completed their program (degree or certificate) within 150% of normal completion timeframe.

Chart 8.2B – Completion Rates Comparison 150%



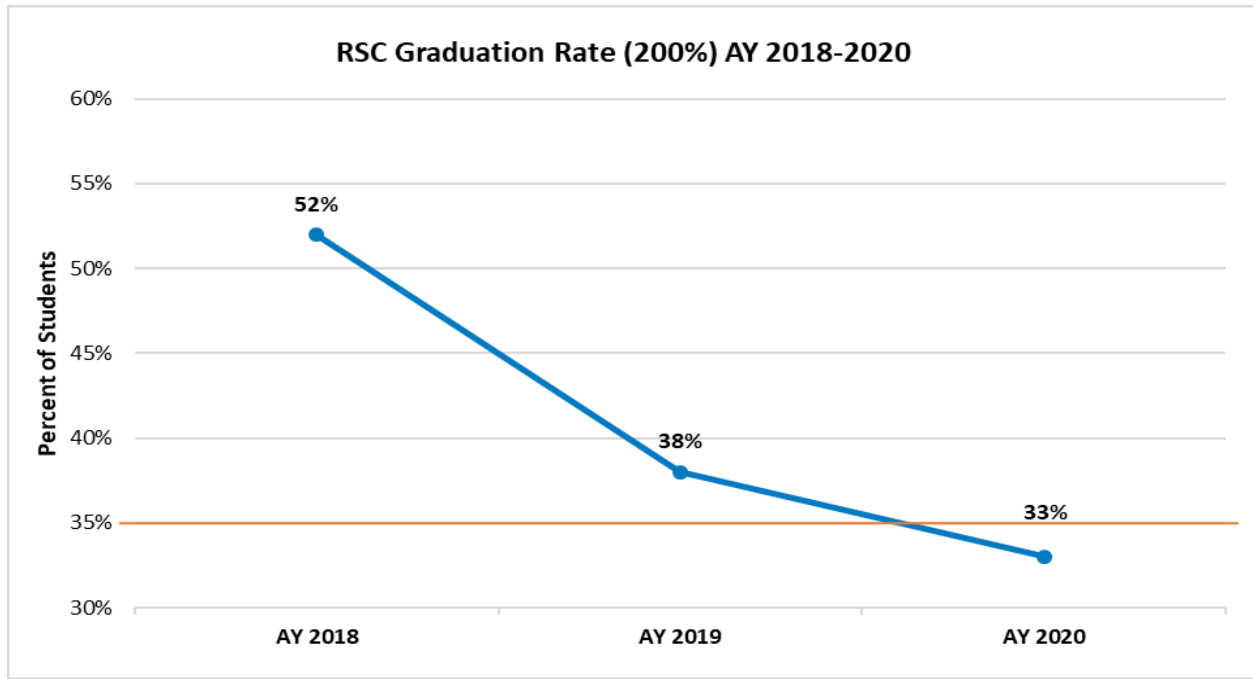
Source: NCES IPEDS- Compare Institutions Report Graduation Rates 2018-2021

Notes: Data not available for all institutions in AY 2019 and AY 2020. Cohorts of students are full-time, first-time degree/certificate-seeking undergraduates reported to IPEDS as: IPEDS 2018-19 began in 2014, IPEDS 2019-20 began in 2015, and IPEDS 2020-21 began in 2016. Data reflects students that completed their program (degree or certificate) within 150% of normal completion timeframe.

Findings: 200% Timeframe to Completion

RSC’s graduation rates at 200% timeframe for full-time, first-time degree/certificate-seeking students declined from AY 2018 to AY 2020 (Figure 8.3A). In AY 2018, RSC’s rate was the highest in the Ohio Tech Sector, one of the top 2 in AY 2019, and in the top 3 in AY 2020 (Figure 8.3B).

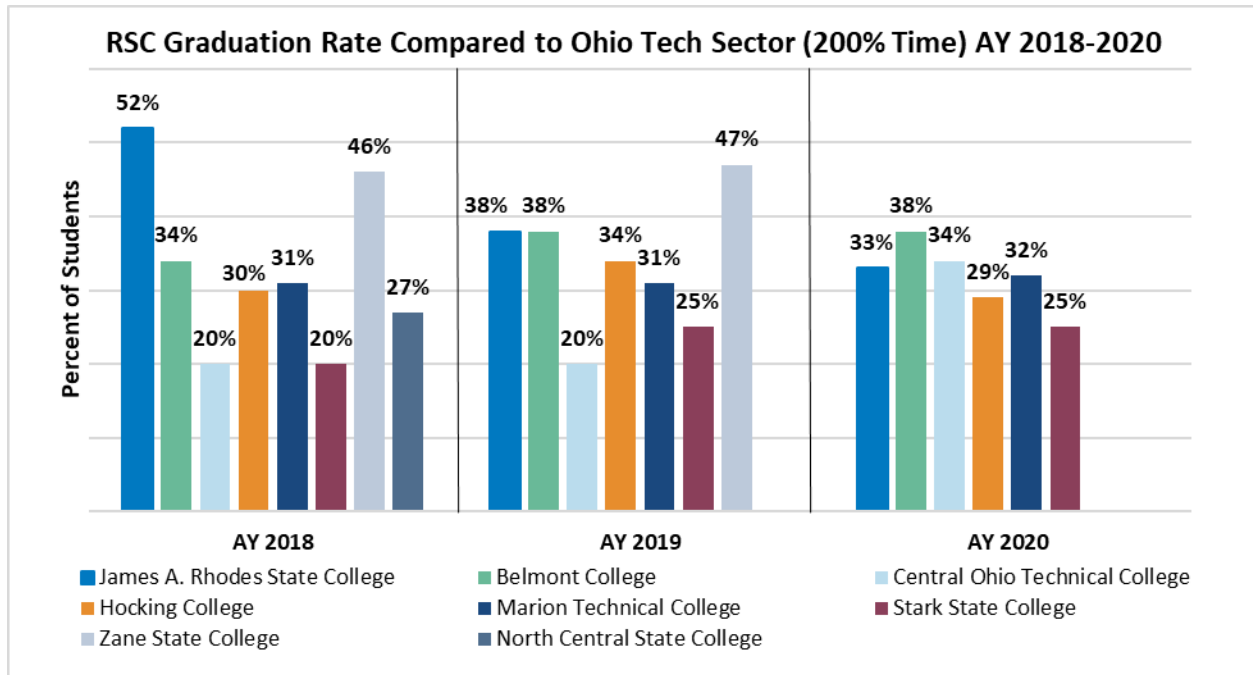
Figure 8.3A – Completion Rates 200%



Source: NCES IPEDS- Compare Institutions Report Graduation Rates 2018-2020

Notes: Cohorts of students are reported to IPEDS as noted: IPEDS 2020 began in 2016, IPEDS 2019 began in 2015, IPEDS 2018 began in 2014. Data reflects students that completed their program (degree or certificate) within 200% of normal completion timeframe.

Chart 8.3B – Completion Rates Comparison 200%



Source: NCES IPEDS- Compare Institutions Report Graduation Rates 2018-2021

Notes: Data not available for all institutions in AY 2019 and AY 2020. Cohorts of students are full-time, first-time degree/certificate-seeking undergraduates reported to IPEDS as: IPEDS 2018-19 began in 2014, IPEDS 2019-20 began in 2015, and IPEDS 2020-21 began in 2016. Data reflects students that completed their program (degree or certificate) within 200% of normal completion timeframe.

KPI 9: Institutional Learning Outcomes (ILOs)

Definition

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

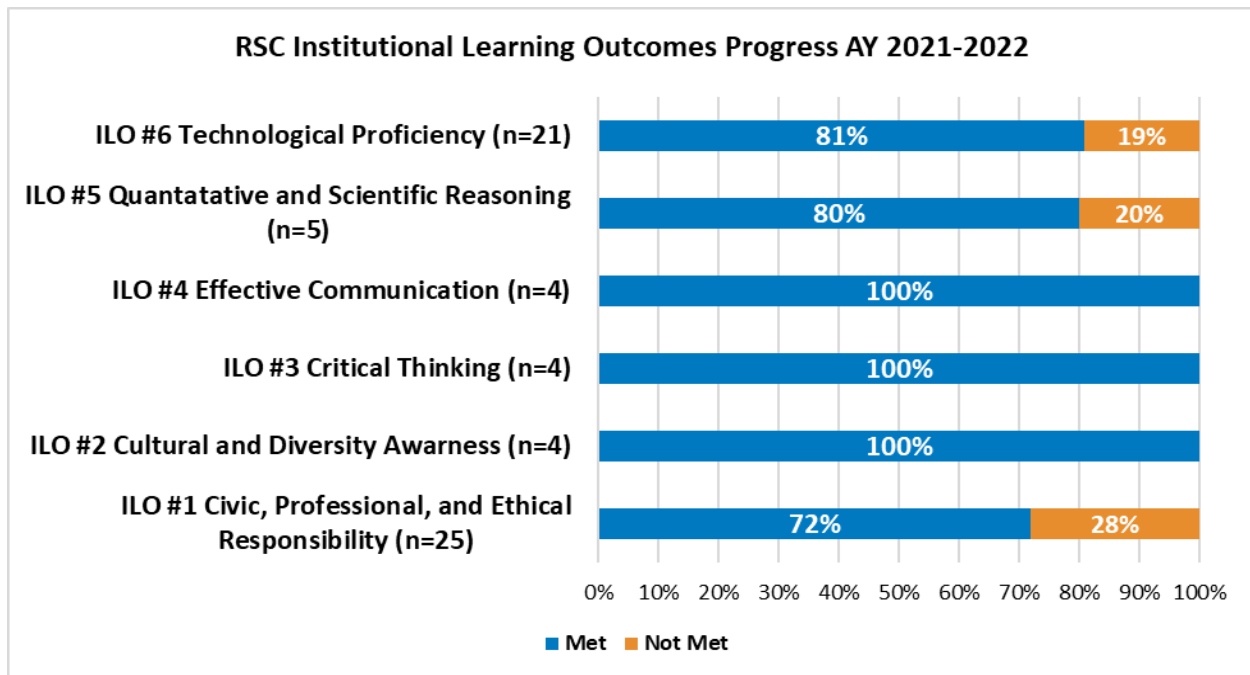
Standard (Baseline Year)

The percent of ILOs that are met are greater than or equal to 79% across all ILOs⁶ when compared to the baseline year (2021-2022).

Finding:

Institutional Learning Outcomes (ILOs), which were revised in AY 2020, represent changes from the historical General Education Outcomes. The following depicts the baseline year (2021-2022) during which 79% of all ILOs “Met” their standard.

Figure 9 - Institutional Learning Outcomes



Source: Rhodes State College Planning & Self Study Tool (Watermark)- ILO Progress Report 2021-22

Note: Each ILO is considered “Met” when at least a 75% rubric score is achieved for the respective learning outcome.

⁶ Internal ILO standard established by the RSC Core Skills & Abilities Taskforce.

KPI 10: Program Learning Outcomes (PLOs)

Definition

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

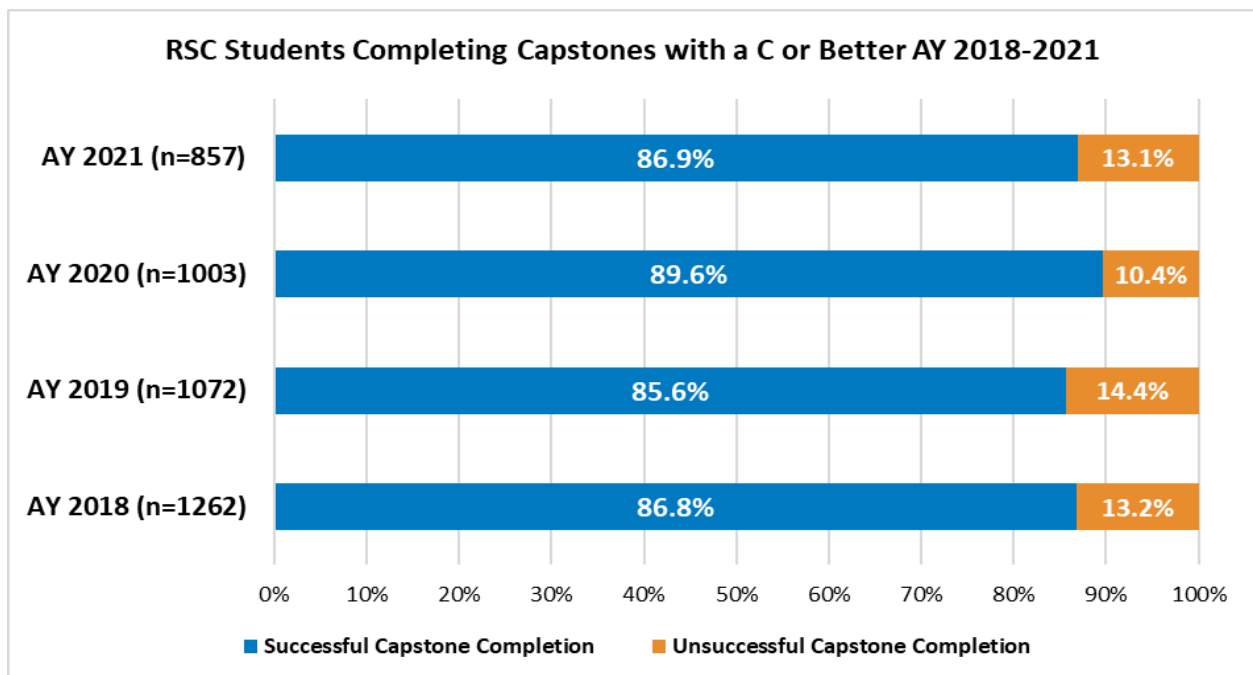
Standard

80% of all students enrolled in a Capstone course, will achieve a grade of C or better.

Finding:

Since AY 2020, the number of RSC students completing their capstones with a C or better have decreased, but remained higher than years prior to AY 2020.

Figure 10 - Program Learning Outcomes



Source: Rhodes State College Banner Tree System- Course Grades Report- Summer 2018 to Spring 2022

Notes: n is the number of capstones reported for each Academic Year. Successful completion of a Capstone course is defined as earning a C or better.

KPI 11: Student Learning Outcomes (SLOs)

Definition

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

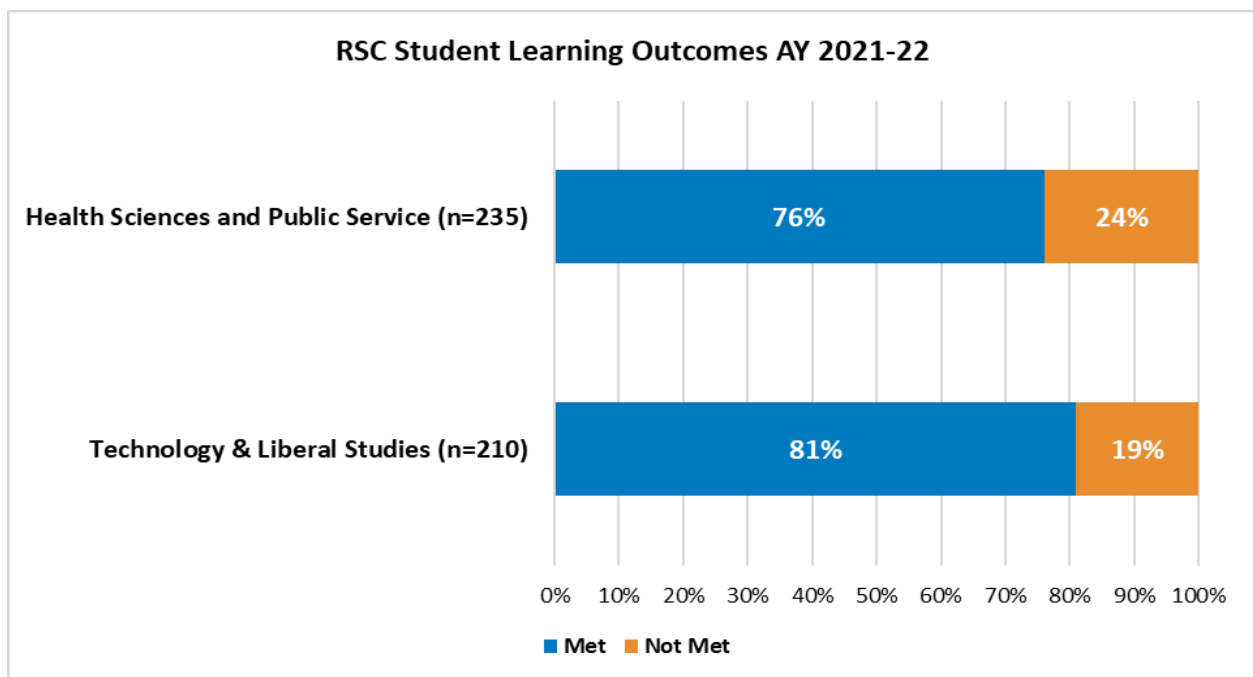
Standard (Baseline Year)

The percent of all SLOs that meet the standard are greater than or equal to 75% across all SLOs⁷ established during the baseline year (2021-2022).

Finding:

Health Sciences and Public Service (HSPS) met 76% of their SLO’s and Technology and Liberal Studies (TLS) met 82%.

Figure 11 - Student Learning Outcomes



Source: Rhodes State College Planning & Self Study Tool (Watermark)- SLO Progress Report 2021-22

Note: SLOs are considered “Met” when a passing grade of at least a 70% is achieved.

⁷ The institutional expectation is that 75% of all SLOs meet the required standard.

KPI 12: Student Satisfaction

Definition

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

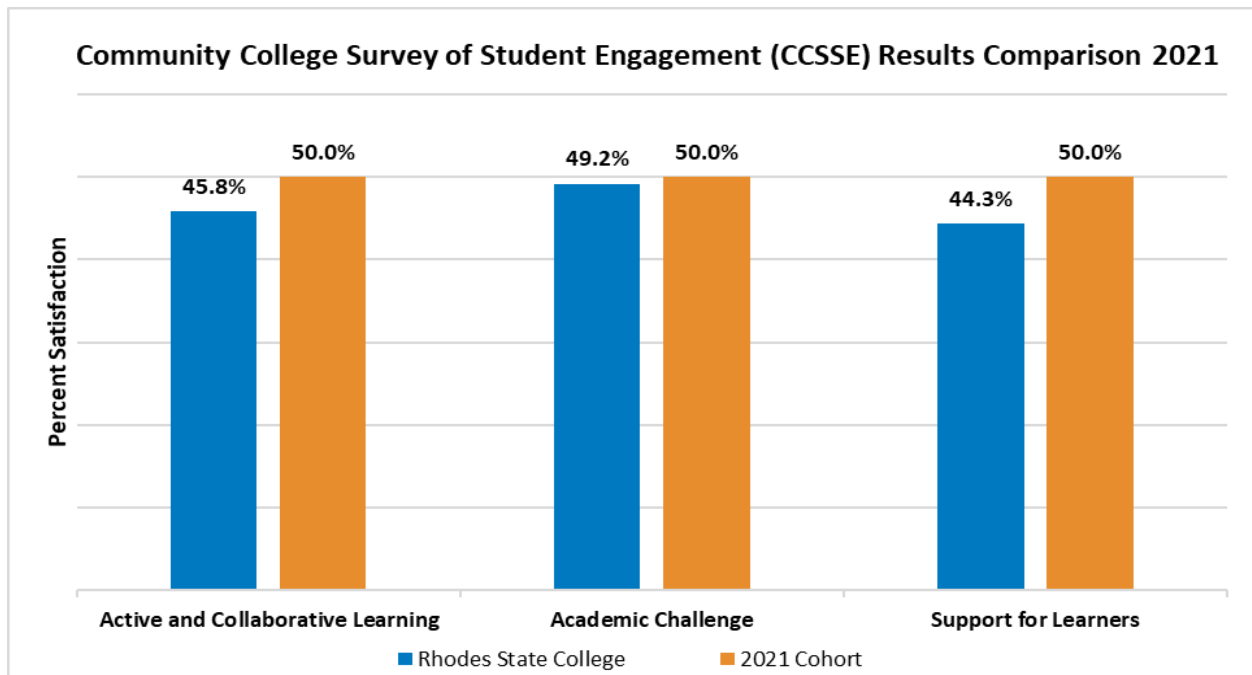
Standard

Student scores will be at or above the national average in all three areas of the Community College Survey of Student Engagement (CCSSE): Active and Collaborative Learning; Academic Challenge; Support for Learners.

Findings:

Based on student perceptions of overall education experiences, RSC was below average in all three areas of the 2021 CCSSE Survey with a decrease in all three areas since the previous CCSSE in 2015 (Figures 12A and 12B).

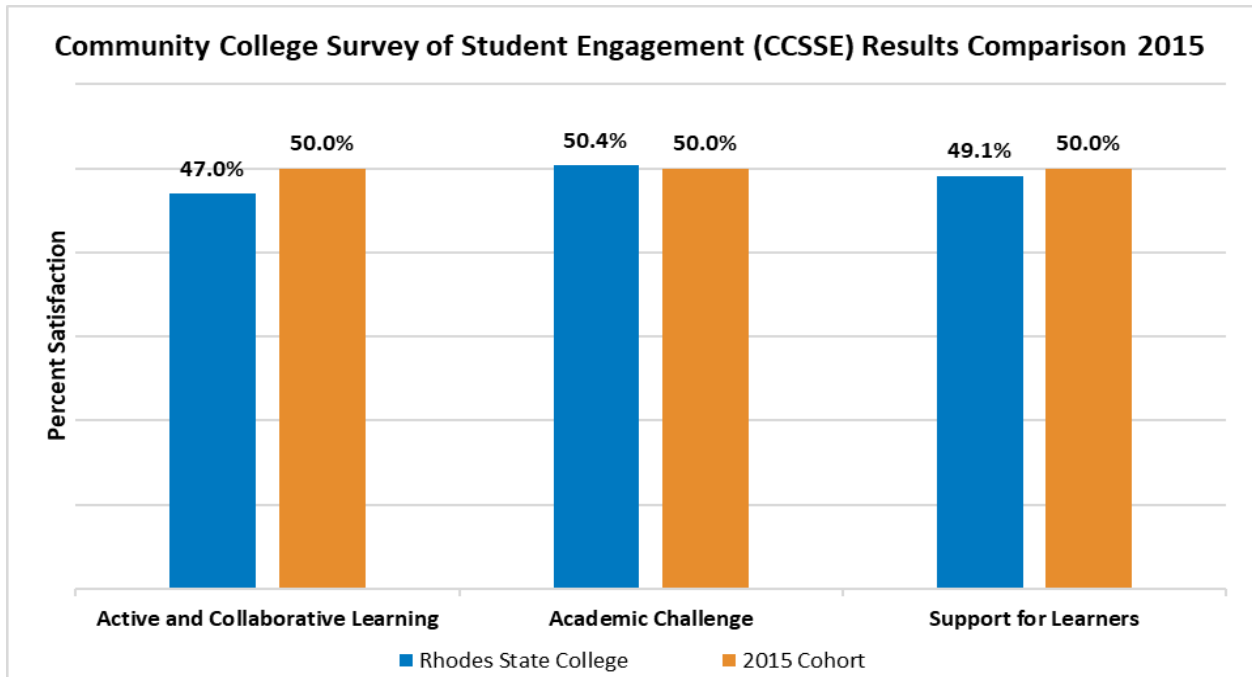
Figure 12A- CCSSE Result Comparison (2021)



Source: Rhodes State College CCSSE Survey Results- 2021

Note: CCSSE is administered once every 3 planning cycle. Due to COVID, there was a gap between survey administration from 2015 and 2021.

Figure 12B- CCSSE Result Comparison (2015)



Source: Rhodes State College CCSSE Survey Results- 2021

Note: CCSSE is administered once every 3 planning cycle. Due to COVID, there was a gap between survey administration from 2015 and 2021.

KPI 13: Employee Satisfaction

Definition

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

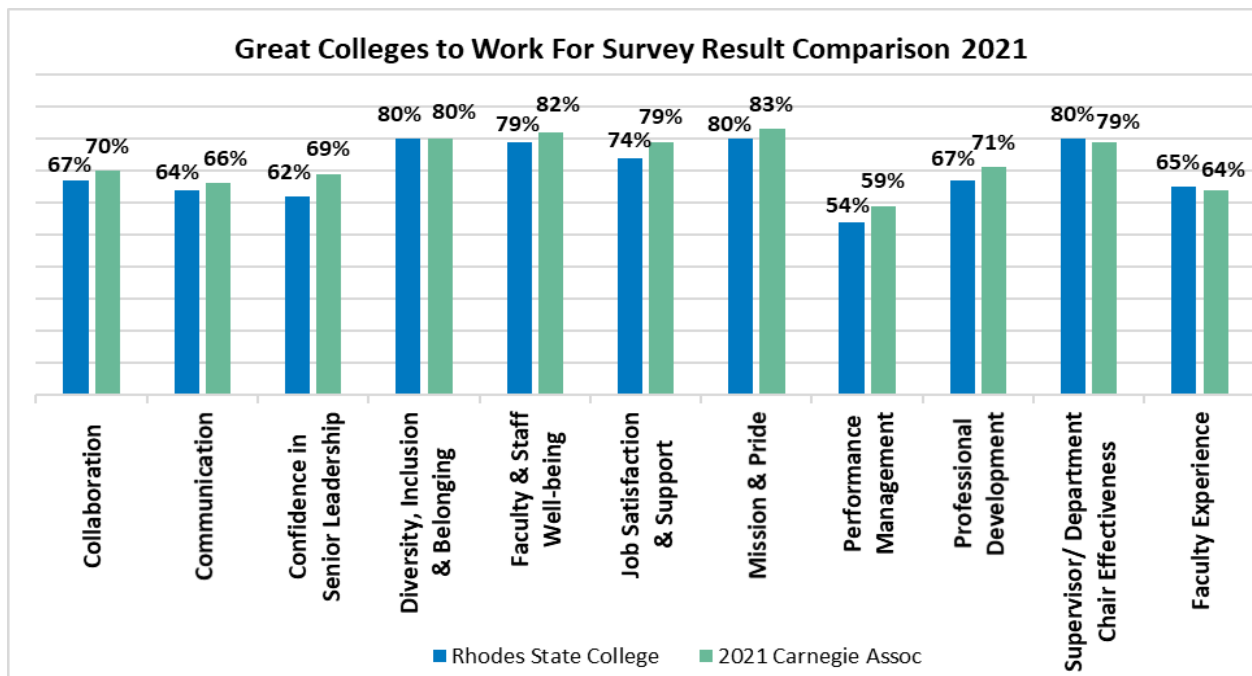
Standard (Baseline Year)

RSC will achieve scores \geq the average of Carnegie Association survey participants within each category of the Great Colleges to work for survey.

Finding:

RSC is at or above the average in the areas of Diversity, Inclusion, and Belonging; Supervisor/ Department Chair Effectiveness; and Faculty Experience.

Figure 13 - Employee Satisfaction



Source: Great College to Work For Survey Results- 2021

Notes: Recognition categories are based on the survey dimensions and responses to the benefits component of the survey.

KPI 14: Employer Satisfaction

Definition

The level of employer satisfaction with RSC graduate preparation.

Standard

Employed RSC graduates will receive at least 70% positive feedback using an Employer Satisfaction Survey.

Finding:

Data reflects surveys submitted by Health Sciences and Public Service (HSPS) employers only. Although satisfaction declined from AY 2018 to AY 2020, and increased since AY 2020, the results have consistently remained well above the standard. A new methodology to collect institutional employer satisfaction data is being researched.

Figure 14 - Employer Satisfaction

RSC Graduate Employer Satisfaction Scores AY 2018-2021				
	AY 2018	AY 2019	AY 2020	AY 2021
Percent Satisfied	98%	91%	90%	95%

Source: Survey Instruments Utilized by Academic Programs (HSPS) – AY 2018- AY 2021

Note: Data reported only contains employer information for HSPS graduates. A process is in development to capture a random sample of all RSC graduate employers.

KPI 15: Compliance

Definition

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

Standard

100% compliant with state and federal reporting, policies and institutional accreditation requirements.

Finding:

RSC has remained 100% compliant with state and federal reporting, policies and institutional accreditation requirements since AY 2018.

Figure 15 – Compliance

RSC Institutional Accreditation and Compliance Reporting 2018-2021				
	AY 2018	AY 2019	AY 2020	AY 2021
Percent Compliant	100%	100%	100%	100%

Source: *Rhodes State College/Cabinet Area Tracking - 2018-2022*

Note: *Data includes: Program Accreditation and State/Federal Compliance Reporting.*

KPI 16: Talent Growth

Definition

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

Standard (Baseline Year)

33% of employees are engaged in established talent development activities.

Finding:

During the baseline year (2021), excluding College-wide professional development activities, 14.2% of Full time employees engaged in established talent development activities during AY 2021.

Figure 16 - Talent Growth

RSC Employee Talent Development 2021-2022		
FT Employees	Employees Engaged in Established Talent Development Activities	Percent
155	22	14.20%

Source: Rhodes State College Office of Human Resources - 2021-22

Note: Talent Growth is a new measure. Data does not include College-wide professional development activities.

KPI 17: Economic Impact

Definition

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




Standard (Baseline Year)

Direct expenditures and investments will demonstrate positive outcomes for students, taxpayers, and society.

Finding:

The 2021 EMSI Executive Summary illustrates that direct expenditures and investments made by RSC demonstrated positive outcomes for students, taxpayers, and the community. *This is a baseline year due to EMSI formula changes.*

Figure 17 - Economic Impact

 STUDENT PERSPECTIVE		 TAXPAYER PERSPECTIVE		 SOCIAL PERSPECTIVE	
Present value benefits \$87.8 million		Present value benefits \$23.1 million		Present value benefits \$293.3 million	
Present value costs \$16 million		Present value costs \$12.7 million		Present value costs \$30.9 million	
Net present value \$71.8 million		Net present value \$10.3 million		Net present value \$262.4 million	
Benefit-cost ratio 5.5	Rate of return 18.3%	Benefit-cost ratio 1.8	Rate of return 4.7%	Benefit-cost ratio 9.5	Rate of return n/a*

* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.

Source: Rhodes State College EMSI Executive Summary Report- 2021

Note: Data represents the initial reporting that will be used to compare with future Economic Impact Statements (EIS).

KPI 18: Fiscal Viability

Definition

Composite Financial Index (CFI) values that demonstrate the College’s financial ability to carry out its operations. This CFI uses both financial and non-financial indicators as defined by HLC⁸.

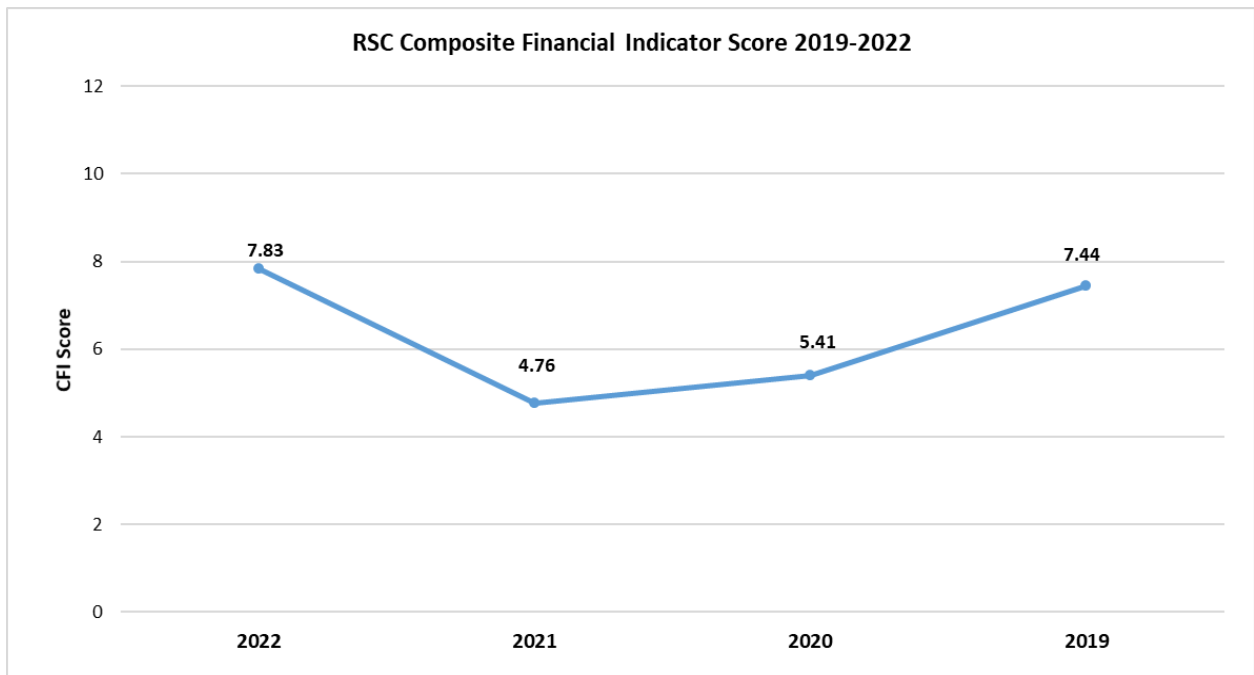
Standard

RSC’s CFI will be within the range, that HLC refers to as “Above the Zone,” (1.1 to 10.0), as reported in the annual HLC Institutional Update.

Finding:

RSC has maintained a Composite Financial Index (CFI) “Above the Zone” since 2019.

Figure 18 - Fiscal Viability



Source: Rhodes State College HLC Institutional Update Report- 2022

Note: Shaded area indicates desired zone for CFI.

⁸ Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks (Seventh Edition), by KPMG LLP; Prager, Sealy & Co., LLC; Attain LLC.

Glossary

Academic Year (AY): Summer term to the next Spring term.

Census: An official count of the student population on the 15th day of the term.

Cohort: A group of students established for tracking purposes.

Degree/Certificate Seeking: Students enrolled in courses for credit who are seeking a degree, certificate.

First-Time: A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time.

Full-Time: A student enrolled in 12 or more credit hours.

Graduation Rate: A measure of students from a cohort completing their program, divided by the total number of students in that cohort, expressed as a percentage.

IPEDS: The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system.

National Student Clearinghouse: An educational nonprofit that provides educational reporting, verification, and research services to North American colleges and universities.

Persistence Rate: A measure of the rate at which students persist in their educational at an institution from Fall term to Spring term, or Spring term to Fall term, expressed as a percentage.

Retention Rate: A measure of the rate at which students persist in their educational at an institution from Fall term to the following Fall term, expressed as a percentage.

Successful Course Completion: A course is considered successfully completed when a student completes it with a grade of C or higher.

Traditional Student: Students attending Rhodes State College that have completed high school. This includes: New First Term Freshman, Continuing Student, Returning Graduate, Returning Inactive, Transfer, and Transient.