



Extended Statement of Institutional Purpose

As stated in the Mission, “Rhodes State College changes lives, builds futures and improves communities through life-long learning.” The Extended Statement of Institutional Purpose (ESIP) defines and clarifies the College’s ability to match its performance to the purposes established in its Mission and to the needs and expectations of its communities. As the College continues to evolve, the Mission and associated ESIP are reviewed to better align with the emerging shifts in higher education, and in particular with Community Colleges.

Institutional Role & Scope

Rhodes State College is a public, state-assisted institution of higher learning. The College prepares students for entry into careers through its associate, certificate, and applicable baccalaureate programs; develops the regional workforce through credit and non-credit occupational training and consulting; offers curricular programs that prepare students for transfer completion at Ohio colleges and universities; and supports the economic development of the region. Our core institutional values of equity, quality, integrity, innovation, passion, and compassion guide our policies and practices. The College is dedicated to providing students of all backgrounds with an equitable opportunity to achieve their career and educational goals.

Curricular Focus

The academic focus of the College curriculum includes both occupational and professional preparation programs leading to associate degrees in applied science; applied business; associate of arts; associate of science; and applicable baccalaureate degrees. A focus is placed on the knowledge, skills and abilities that students are expected to develop for effective citizenship in a diverse and global society and to achieve success in their chosen field. This is accomplished through a process of ongoing assessment of students’ curricular, co-curricular, and student services learning experiences at the course, academic program, and institutional levels. Course level student learning outcomes (SLOs) assist with the improvement of learning and instruction. Program learning outcomes (PLOs) help to assure stakeholders that graduates possess the skills and abilities needed to perform competently in the workforce. Institutional Learning Outcomes (ILOs) affirm that graduates possess the needed skills and abilities as life-long learners and quality contributors to their communities. The ILOs include: **Civic, Professional, and Ethical Responsibility; Cultural and Diversity Awareness; Critical Thinking; Effective Communication; Quantitative and Scientific Reasoning; and Technological Proficiency.** In addition, the College serves as an educational broker to meet the needs of business and industry, through non-credit workforce development, and provides continuing education, community service and enrichment opportunities.

Environment

To achieve its Mission and purpose, the College recruits, develops, and retains a diverse, qualified faculty and staff who are dedicated to upholding the core values of the institution. The faculty and staff provide a learning-centered environment which promotes the importance of diversity, equity and inclusion in our operational practices and a culture of respect where, employees, students and constituents, regardless of background, are able to thrive and engage in the social, academic, and intellectual life at the College. In addition, the physical and financial resources are managed with integrity to facilitate an innovative,

learning-centered environment. This environment is advanced through a process of continuous improvement leading to institutional effectiveness.

Mission Criteria and Indicators of Effectiveness

The Mission Criteria serve to define Rhodes State College's core components of institutional effectiveness. These Criteria are assessed through Key Performance Indicators (KPIs) which are embedded in each Criterion definition. The Mission Criteria include: (1) Access, (2) Student Progress, (3) Learning Competencies, (4) Satisfaction and Talent, and (5) Fiscal Responsiveness.

- **Access** provides a pathway to educational services and academic programs for first-time students with diverse socioeconomic, academic, and cultural backgrounds in order to enable entry to the College, unimpeded by institutional barriers.
- **Student Progress** is facilitated both in and outside the classroom by engaging students in meaningful student development and learning experiences leading to completion of their educational goals. It is observable movement toward attainment of a student's educational goal through course completion, persistence, and degree and/or certificate attainment.
- **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, program, and within courses are designed to facilitate learning required to achieve an acceptable level of performance.
- **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 and internal and external compliance.
- **Fiscal responsiveness** ensures the availability of resources to meet the current and emerging, educational needs of stakeholders, and support the economic and social wellbeing of the communities served.

Teaching, Research, and Service Functions

Rhodes State places emphasis on teaching, research, and public service in a manner relative to its institutional Mission and purpose. Through teaching and learning the faculty and staff provide experiences which develop students' cognitive, psychomotor, affective and social skills needed for entry or advancement in career occupations and the workforce. They engage students in collecting, analyzing, and communicating information to apply knowledge as a life-long learner. Faculty and staff pursue research and service opportunities that enrich and improve teaching and learning, student development, business and administrative services, educational leadership, and management functions.

History

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