



# All-in

*Imagine the Possibilities*

## Campus Completion Plan Update

**2022-2024 Outcomes &  
2024-2026 Improvement Focus**

# Campus Completion Plan 2022-2024 Summary

	<b>CONNECTION</b>	<b>1<sup>st</sup> YEAR ENTRY</b>	<b>PROGRESS</b>	<b>COMPLETION</b>	<b>WORKFORCE</b>
What Rhodes State College did differently to accomplish its goals.	<ul style="list-style-type: none"> <li>Enhance outreach to community centers w/a focus on DEI to engage underserved populations.</li> <li>Inaugural launch of the Young Scholars Program.</li> </ul>	<ul style="list-style-type: none"> <li>Implement personalized degree planning for all incoming students.</li> </ul>	<ul style="list-style-type: none"> <li>Establish new Institutional Learning Outcomes (ILOs) as part of a revised Assessment Model.</li> </ul>	<ul style="list-style-type: none"> <li>Remove student barriers (i.e. fees and re-enrollment).</li> </ul>	<ul style="list-style-type: none"> <li>Expand on the number of RSC Industry Recognized Credentials (IRCs).</li> </ul>
How Rhodes State College measured progress and success.	<ul style="list-style-type: none"> <li>Phlebotomy was launched @ Bradfield Center SP 2023 w/10 students enrolled. 50% successfully passed the course.</li> <li>17 scholars enrolled in the RSC YSP - 8 in cohort #1 (2022-23) and 9 in cohort #2 (2023-24).</li> </ul>	<ul style="list-style-type: none"> <li>99 degree plans were created for in the SP 2023 semester</li> <li>52% of FTF and new transfer students with a degree plans.</li> <li>AY 2022-23 Persistence rate for all traditional students 78.3%.</li> </ul>	<ul style="list-style-type: none"> <li>6 new ILOs implemented.</li> <li>100% curriculum maps with corresponding measures developed and assessed.</li> <li>Average of 75% student success across all ILOs.</li> </ul>	<ul style="list-style-type: none"> <li>Removed RSC application and graduation fees effective SP 2023.</li> <li>Implemented new CRM and advising model.</li> <li>Persistence: FA 2021 to SP 2022 was 77.51%; FA 2022 to SP 2023 was 77.96%.</li> </ul>	<ul style="list-style-type: none"> <li>3 current IRCs were aligned with credit courses during AY 2022-23.</li> <li>100% new IRCs were aligned with credit courses during AY 2023-24.</li> </ul>

# Campus Completion Plan 2024-2026 Improvement Focus

## Connection

Expand student and parent awareness of STEM careers in Advanced Manufacturing and Agricultural Technology within the RSC service area.

## 1<sup>st</sup> Year Entry

Expand RSC orientation model to include in-person orientation and pathway exploration.

## Progress

Implement a proactive systematic plan to reengage students who have been away from RSC for 1 year+ since Spring 2020.

## Completion

Identify specific programs and/or certificates that meet community, industry and student needs.

## Workforce

Expand the number of open enrollment topics to meet in-demand jobs.



# Board of Trustees Resolution

The Rhodes State College  
Board of Trustees  
unanimously approved  
Resolution No. 2024-39 for  
the 2024-2026 Rhodes  
State College Campus  
Completion Plan on May  
21, 2024.



## CONSIDERATION OF APPROVAL FOR THE 2024-2026 RHODES STATE COLLEGE CAMPUS COMPLETION PLAN

**Resolution No. 2024 - 39**

**Resolved**, upon the recommendation of the President, and with the concurrence of the Vice President for Institutional Effectiveness Planning and Vice President for Academic Affairs, that consideration be given for the Rhodes State College Campus Completion Plan update and activities for 2024-2026.

**Description:**

Public colleges and universities in Ohio are required to submit a campus completion plan that is approved by its board of trustees to the Chancellor by June 30, 2024.

The current legislation, as defined by section 3345.81 (Strategic Completion Plan) of the Ohio Revised Code, states:

*"The board of trustees of each institution of higher education shall adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education. The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption."*

The Rhodes State College Campus Completion Plan: 2022-2024 Outcomes & 2024-2026 Improvement Focus is a product of the College's efforts to align with its strategic plan priorities, goals and milestones, in conjunction with relevant grant activities, and collaborations with peer institutions through state initiatives. The continuous improvement focus outlined in the Rhodes State's Completion Plan, focuses on efforts along the continuum of student progress—from "Connection" to "Successful First-Year Entry" to "Student Progress" to "Completion" and "Workforce."

**Attachment**

- Rhodes State College Campus Completion Plan: 2020-2022 Outcomes & 2022-2024 Improvement Focus



## Rhodes State College Campus Completion Plan 2022-2024 Outcomes & 2024-2026 Improvement Focus

2022-2024 Outcomes: CONNECTION				
Strategy/Goal	Outcome	Progress	Measure	Comments
<i>What did you plan to improve?</i>	<i>What did you establish as your outcome?</i>	<i>What progress did you make towards strategy/goal?</i>	<i>What were measures of progress/success?</i>	<i>What contextual points are worth noting?</i>
Enhance outreach to community centers and organizations with a focus on Diversity, Equity and Inclusion (DEI) that specifically engages underserved student populations in the City of Lima and in the Allen County Service Area.	Establishment of new community partners with scheduled meetings to outline the types of engagement. Increased RSC staff presence and student access to services at area community centers. Establish a baseline number of underserved students resulting from community partnerships.	A section of Phlebotomy was successfully launched at the Bradfield Center during spring 2023 term.	<b>10</b> students enrolled (4 more than originally estimated) with <b>50%</b> of students successfully passing the course.	RSC offered classes at the Bradfield Center at no charge to the College. This may change in the future which could impact budget moving forward. Turnover in the Center's leadership has impacted RSC's ability to offer programming.  <b>7/10</b> students successfully passed the didactic course. Of those students, <b>5</b> passed the clinical component of the course.
Inaugural launch of the RSC Young Scholars Program (YSP)	Partnership with area schools and community organizations.  Establishment of a YSP Advisory Group to assist with program promotion.	Continuing to stay connected with community centers and organizations committed to partner with RSC. Engaged an additional community organization (Mizpah Community Center).  RSC representatives (Dean K-12, DEI Special Assistant, Board of Trustee member) participated in the Heir Force Community School graduation where the College presented YSP Cohort #1 participants with RSC certificates and cords.	Recruited <b>8</b> scholars for the inaugural YSP <b>Cohort #1</b> which started AY 2022-23.  Recruited <b>9</b> scholars for YSP <b>Cohort#2</b> (AY 2023-24).	YSP <b>Cohort #2</b> accepted <b>9</b> students for AY 2023-24, most of those students participated in the Pre-College Summer Camps.

## 2024 Improvement Focus: CONNECTION

<p><b>Description:</b> Increase the number of CCP students that matriculate to RSC for a degree and/or certificate.</p> <p><i>RSC Alignment – Strategic Plan 2024-26: Priority 1 (Goal 1); NSF ATE Grant for Ag Tech; PIPE Program</i></p>						
<b>Current Status:</b>	Survey of High school partners revealed the need to work closely with them to expand awareness in STEM education					
<b>Focus</b> <i>Improvement Objective (College strategy and/or intervention objectives)</i>	<b>Strategy</b> <i>What will we do differently? What are the action steps for intervention?</i>	<b>Leadership</b> <i>Who will be responsible (title)?</i>	<b>Others</b> <i>Who will need to support and/or bolster the change and how (titles)?</i>	<b>Outcome</b> <i>What will be our outcome indicator of success?</i>	<b>Measure</b> <i>How will we measure success?</i>	<b>Timeline</b> <i>What is our timetable?</i>
Expand student and parent awareness of STEM careers in Advanced Manufacturing and Agricultural Technology within the RSC service area.	<ul style="list-style-type: none"> <li>▪ Collect survey data to assess students' knowledge and understanding of opportunities in Advanced Manufacturing and Ag Tech</li> <li>▪ Work with area high school teachers and guidance counselors to bring awareness to STEM careers in manufacturing</li> <li>▪ Hold career discovery days for students and parents specific to Advanced Manufacturing and Ag Technology</li> <li>▪ Revise existing marketing/recruitment materials specific to STEM careers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ VP, Academic Affairs</li> <li>▪ Academic Deans</li> <li>▪ Coordinator, Engineering Technology</li> <li>▪ STEM faculty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research Coordinator</li> <li>▪ Title III Project Manager</li> <li>▪ K-12 Dean</li> <li>▪ PR &amp; Marketing</li> <li>▪ Student Navigator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase in the number of participating high schools in career discovery days for advanced manufacturing and/or ag tech</li> <li>▪ Increased student awareness in STEM programs from AY 2023-24 baseline</li> <li>▪ Increased enrollment of students in advanced manufacturing programs</li> <li>▪ Parent and teacher participation in career discovery events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>5-10</b> high schools participating in career discovery days for advanced manufacturing and/or ag tech</li> <li>▪ <b>10%</b> increase in student awareness about STEM programs</li> <li>▪ <b>10%</b> increase in enrollment in advanced manufacturing</li> <li>▪ <b>5%</b> increase in enrollment in ag tech</li> <li>▪ <b>25%</b> of teachers and parents accompany students to career discovery events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Summer 2024 – Spring 2026</li> </ul>

## 2022-2024 Outcomes: FIRST YEAR ENTRY

Strategy/Goal <i>What did you plan to improve?</i>	Outcome <i>What did you establish as your outcome?</i>	Progress <i>What progress did you make towards strategy/goal?</i>	Measure <i>What were measures of progress/success?</i>	Comments <i>What contextual points are worth noting?</i>
Implement personalized degree planning for all incoming students	<p>Implement Degree Works that includes training for all faculty and staff advisors.</p> <p>Establish a baseline for the number of active degree plans with an increase of 10% each year.</p>	<p>Faculty and staff advisors were trained on Degree Works in AY 2022-2023</p> <p>The Dean, Student Affairs reported the percentage of Degree Plans for First Term Freshman (FTF) and New Transfer students multiple times each semester.</p> <p>Faculty and staff advisors were encouraged via weekly Advising Update emails.</p>	<p><b>100%</b> faculty and staff advisors trained (current and new).</p> <p><b>99</b>-degree plans were created for in the Spring 2023 semester equaling</p> <p><b>52%</b> of FTF and New Transfer students with a degree plan at the end of their first term. An increase of <b>18%</b> over the Fall 2022 semester.</p> <p>AY 2022-23 Persistence rate for all traditional students <b>78.3%</b>.</p>	Staff Advisors offered open labs at least once a month to support faculty advisors in using Degree Works. Student response to advisor outreach remains a challenge. Advisors are encouraged to use multiple contact methods and not rely on emails to engage students. (e.g., LMS messages, text messages) to address the issue.

## 2024 Improvement Focus: FIRST YEAR ENTRY

<b>Description:</b>	Increase traditional and non-traditional student retention by revamping the overall student experience in the first year. <i>RSC Alignment – Strategic Plan 2024-26: Priority 1 (Goal 2); Title III Grant (Activity 1a)</i>					
<b>Current Status:</b>	Improve entry for students through enhanced communication, assessment and comprehensive orientation.					
Focus <i>Improvement Objective (College strategy and/or intervention objectives)</i>	Strategy <i>What will we do differently? What are The action steps for intervention?</i>	Leadership <i>Who will be responsible (title)?</i>	Others <i>Who will need to support and/or bolster the change and how (titles)?</i>	Outcome <i>What will be our outcome indicator of success?</i>	Measure <i>How will we measure success?</i>	Timeline <i>What is our timetable?</i>
Expand RSC orientation model to include in-person orientation and pathway exploration	<ul style="list-style-type: none"> <li>▪ Customize and communicate plan for in-person orientation</li> <li>▪ Develop and implement open pathway exploration into orientation model</li> <li>▪ Implement and sustain management and coordination of orientation</li> <li>▪ Evaluate orientation effectiveness and revise delivery as necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ VP Enrollment Management &amp; Student Affairs</li> <li>▪ Sr. Director, Student Success</li> <li>▪ Director, Admissions</li> </ul>	<ul style="list-style-type: none"> <li>▪ VP Academic Affairs</li> <li>▪ Academic Deans</li> <li>▪ Chairs and/or Coordinators</li> <li>▪ Faculty</li> <li>▪ IR Coordinator</li> <li>▪ Title III Project Manager</li> <li>▪ Sr. Staff Advisor</li> <li>▪ K-12 Success Navigator</li> <li>▪ Director, Accommodative Services &amp; First Year Programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased student participation in orientation</li> <li>▪ Increased retention rates for FT and PT students</li> <li>▪ Orientations are sustainable, consistent, and integrated into the college organization; students gain a clear understanding of program requirements as a result of taking new orientation</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>40%</b> students completing new student orientation in AY 2024-25; <b>52%</b> students completing new student in AY 2025-26</li> <li>▪ <b>1.25%</b> increase in annual FT student retention; <b>1.5%</b> increase in annual PT student retention</li> <li>▪ <b>100%</b> of the new student orientation is integrated into FYE</li> <li>▪ <b>75%</b> of students assessments indicate that new student orientation is effective</li> </ul>	<ul style="list-style-type: none"> <li>▪ Summer 2024 – Spring 2026</li> <li>▪ Fall 2024 – Fall 2025</li> <li>▪ Fall 2024 – Spring 2026</li> <li>▪ Fall 2024 – Spring 2026</li> </ul>

## 2022-2024 Outcomes: PROGRESS

Strategy/Goal <i>What did you plan to improve?</i>	Outcome <i>What did you establish as your outcome?</i>	Progress <i>What progress did you make towards strategy/goal?</i>	Measure <i>What were measures of progress/success?</i>	Comments <i>What contextual points are worth noting?</i>
Establish new Institutional Learning Outcomes (ILOs)/General Education Outcomes (GLOs) as part of revised Assessment Model	<p>Adopt a set of ILOs which also are used to assess General Education.</p> <p>Faculty and staff responsible for academic and/or co-curricular assessment are trained on the new ILOs.</p> <p>Fully implement new ILOs (and corresponding rubrics) and develop curriculum maps. Faculty and staff reporting ILO/GLO, PLO (program), and SLO (course) assessment outcomes.</p>	<p>An Assessment Team was charged with recommending and implementing 6 new Institutional Learning Outcomes (ILOs): Civic, Professional, and Ethical Responsibility (<b>CPER</b>); Cultural and Diversity Awareness (<b>CDA</b>); Critical Thinking (<b>CT</b>); Effective Communication (<b>EC</b>); Quantitative and Scientific Reasoning (<b>QSR</b>); &amp; Technological Proficiency (<b>TP</b>). ILO rubrics were developed for use during AY 2021-22.</p> <p>Faculty and staff were trained during Fall/Spring professional development days. Beginning FA 2021, assessment open labs were scheduled to provide hands-on training with ongoing open labs provided throughout the academic year/during College-wide assessment days. During AY 2022-23 curriculum maps developed for each program; assessment data was collected and plans completed FA 2022 through SP 2023.</p>	<p><b>6</b> ILOs identified and corresponding rubrics developed with <b>100%</b> of faculty/staff trained and have an understanding of the new ILOs and rubrics.</p> <p><b>100%</b> of active programs collected mastery data for CPER and TP using ILO rubrics.; <b>74%</b> of curriculum maps developed (AY 2021-22); <b>100%</b> of programs collected data for CDA and EC using ILO rubrics; <b>100%</b> of curriculum maps developed (AY 2022-23). <b>100%</b> of faculty have developed improvement plans.</p> <p>“Actions” based on assessment results to provide continuous improvement: 455 measures were assessed, with 588 actions added in the 2021-22 Assessment Plan; 692 Academic measures were assessed, with 733 actions added in the 2022-23 Assessment Plan. Target of Average of <b>75%</b> student success across ILOs. Faculty reporting on ILOs as follows: for AY 2021-22; CPER = 69.5% success &amp; TP = 80.9% success; for AY 2022-23, CDA = 76% success, EC = 92% success.</p>	<p>New ILO rubrics were implemented 2021-2023.</p> <p>Currently only 10 programs without curriculum maps in Watermark (i.e., 4 ATS degrees, 3 concentrations, 2 existing programs and 1 new program). All others have completed the curriculum map requirements.</p> <p>Between AY 2021-2023 consensus of program action plans include modifying assessed activity to better align with ILO (e.g., CPER, CDA) rubric criteria.</p>

## 2024 Improvement Focus: PROGRESS

2024 Improvement Focus: PROGRESS						
Description:		Develop and implement high-impact practices to re-engage students who stopped out due to COVID-19 <i>RSC Alignment – Title III Grant (Activity 4a)</i>				
Focus <i>Improvement Objective (College strategy and/or intervention objectives)</i>	Strategy <i>What will we do differently? What are the action steps for intervention?</i>	Leadership <i>Who will be responsible (title)?</i>	Others <i>Who will need to support and/or bolster the change and how (titles)?</i>	Outcome <i>What will be our outcome indicator of success?</i>	Measure <i>How will we measure success?</i>	Timeline <i>What is our timetable?</i>
Implement a proactive systematic plan to reengage students who have been away from RSC for 1 year+ since Spring 2020	<ul style="list-style-type: none"> <li>▪ Utilize enhanced data collection and analysis to identify students affected by COVID-19</li> <li>▪ Evaluate the effectiveness of current strategies (i.e., processes) to re-engage stop-out students</li> <li>▪ Connect target population to non-academic wrap-around services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ VP Enrollment Management &amp; Student Affairs</li> <li>▪ AVP Student Affairs</li> <li>▪ Sr. Director, Student Success</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title III Program Manager</li> <li>▪ Research Analyst</li> <li>▪ Staff Advisors</li> <li>▪ Student Advocate Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identification of student population(s) affected by COVID-19</li> <li>▪ Understand the strengths and/or inefficiencies in current returning students' process.</li> <li>▪ Establish baseline for returning students within the identified populations.</li> <li>▪ Increase student retention for identified student populations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>100%</b> of non-CCP students from SP20 – FA23 are reviewed and categorized</li> <li>▪ <b>100%</b> of returning students are evaluated for persistence.</li> <li>▪ Baseline data <b>established</b> for each population.</li> <li>▪ <b>1.5%</b> increase in student retention for stop-out students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spring 2024 – Fall 2024</li> <li>▪ Spring 2025 – Fall 2025</li> <li>▪ Fall 2023 – Fall 2024</li> <li>▪ Spring 2025 – Fall 2026</li> </ul>

## 2022-2024 Outcomes: COMPLETION

Strategy/Goal <i>What did you plan to improve?</i>	Outcome <i>What did you establish as your outcome?</i>	Progress <i>What progress did you make towards strategy/goal?</i>	Measure <i>What were measures of progress/success?</i>	Comments <i>What contextual points are worth noting?</i>
Remove student barriers (i.e. fees and re-enrollment).	Reduce outstanding student debt.  Remove the Application and Graduation Fees and stop collecting application and graduation fees beginning in FY 2022.  Increased completion and persistence rates.	Removal of RSC application and graduation fees became effective Spring 2023. As a result of the change, applications for the Fall 2023 semester climbed 88% (+467).  RSC implemented a Customer Relationship Management (CRM) system for advising, which allowed the College to provide proactive outreach to students who may be struggling in their coursework. In addition, the system facilitated communication with students in order to remind them to register for the upcoming semester.  Additionally, the RSC implemented a new advising model, which includes all faculty assisting with increased level of student support.	Fall 2021 to Spring 2022 persistence was <b>77.51%</b> . Fall 2022 to Spring 2023 persistence was <b>77.96%</b> .	Institutional Key Performance Indicator (KPI) definition of persistence is fall-to-spring. AY 2022-23 was the first fall-to-spring transition with CRM Advise being used College-wide. The new system provides "real-time" data to advisors regarding student registration and increases awareness regarding the need for registration outreach.

## 2024 Improvement Focus: COMPLETION

<b>Description:</b>	Drive growth and expand impact to meet the needs of RSC students and regional partners. <i>RSC Alignment – Strategic Plan 2024-26: Priority 1 (Goal 1)</i>					
<b>Current Status:</b>	Identification of in-demand programs and certificates for targeted populations.					
<b>Focus</b> <i>Improvement Objective (College strategy and/or intervention objectives)</i>	<b>Strategy</b> <i>What will we do differently? What are the action steps for intervention?</i>	<b>Leadership</b> <i>Who will be responsible (title)?</i>	<b>Others</b> <i>Who will need to support and/or bolster the change and how (titles)?</i>	<b>Outcome</b> <i>What will be our outcome indicator of success?</i>	<b>Measure</b> <i>How will we measure success?</i>	<b>Timeline</b> <i>What is our timetable?</i>
Identify specific programs and/or certificates that meet community, industry and student needs.	<ul style="list-style-type: none"> <li>▪ Using data from IR (e.g., demographics, programs, certs, enrollment, completions, etc.) develop an interactive dashboard for Academic program planning.</li> <li>▪ Use the institutional definition for low enrollment to evaluate and clarify programs needing focused attention.</li> <li>▪ Review <i>Ohio's Top Jobs List</i> to determine which RSC programs should be targeted for the Northwest Region.</li> </ul>	<ul style="list-style-type: none"> <li>▪ VP Academic Affairs</li> <li>▪ Academic Deans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director, Marketing &amp; PR</li> <li>▪ Dean, K-12 Partnerships</li> <li>▪ IR Coordinator</li> <li>▪ AVP, Student Affairs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identification of low enrolled/high demand programs and certificates</li> <li>▪ Development of a strategic marketing plan for targeted programs.</li> <li>▪ Targeted low enrollment/high demand programs assist in increasing RSC's overall FTE (from the 2022-23 baseline).</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>3-5</b> low enrolled/high demand programs and certificates identified</li> <li>▪ <b>100%</b> implementation of a strategic marketing plan</li> <li>▪ Increase FTE by <b>1%</b> each year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spring – Summer 2024</li> <li>▪ Summer 2024 – Fall 2025</li> <li>▪ Fall 2024 – Spring 2026</li> </ul>

## 2022-2024 Outcomes: WORKFORCE

<b>Strategy/Goal</b> <i>What did you plan to improve?</i>	<b>Outcome</b> <i>What did you establish as your outcome?</i>	<b>Progress</b> <i>What progress did you make towards strategy/goal?</i>	<b>Measure</b> <i>What were measures of progress/success?</i>	<b>Comments</b> <i>What contextual points are worth noting?</i>
Expand on the number of RSC Industry Recognized Credentials (IRCs)	Increased number of current IRCs aligned with credit courses  Increased number of new IRCs aligned with credit courses.  Increased number of new IRCs	During AY 2022-23 the following <b>3</b> current courses were aligned (STNA, Welding, Mitsubishi GXWorks2) aligned with college credit courses  During AY2023-24, the following IRCs were aligned into credit courses: <ul style="list-style-type: none"> <li>▪ Parker Pneumatic IRC to MET 2310</li> <li>▪ Parker Hydraulic IRC aligned to MET 2310</li> <li>▪ OSHA 10 aligned to ENV 1300</li> <li>▪ FANUC CERT Handling Tool Operations and Programming aligned to FMS 2130</li> <li>▪ Agriculture Commodity Tester (AGR 1000)</li> <li>▪ Commercial Pesticide Applicator (AVI 1000, AGR 1401, AGR 1402, AGR 1403, AGR 1404)</li> <li>▪ Part 107 Remote Pilot Certification (AVI 1000)</li> <li>▪ BASF Plant Science (AGR 1401, AGR 1402, AGR 1403, AGR 1404).</li> </ul>	<b>3</b> of the current IRCs have been aligned with credit courses during AY 2022-23.  <b>8</b> new IRCs were aligned with credit courses; <b>4</b> more are being explored in AY 2024-25, which include: Microsoft Azure, Tableau Desktop, Adobe, and Centiport IT into courses during AY 2024-25.  <b>100%</b> of new IRCs aligned with credit courses.	The IT IRCs were not completed during AY 2023-24 due to faculty openings.  The AG Tech IRCs embedded into courses will commence during Fall 2024.

## 2024 Improvement Focus: WORKFORCE

<b>Description:</b>	Create new open enrollment topics for which sessions can be offered to the community and industry over next several years.					
<b>Current Status:</b>	The College is currently working on its FY 2025 calendar for providing course offerings.					
<b>Focus</b> <i>Improvement Objective (College strategy and/or intervention objectives)</i>	<b>Strategy</b> <i>What will we do differently? What are the action steps for intervention?</i>	<b>Leadership</b> <i>Who will be responsible (title)?</i>	<b>Others</b> <i>Who will need to support and/or bolster the change and how (titles)?</i>	<b>Outcome</b> <i>What will be our outcome indicator of success?</i>	<b>Measure</b> <i>How will we measure success?</i>	<b>Timeline</b> <i>What is our timetable?</i>
Expand the number of open enrollment topics to meet in-demand jobs	<ul style="list-style-type: none"> <li>▪ Increase number of open enrollment courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director and Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Academic Deans</li> <li>▪ Chairs and/or Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>▪ Delivery of new open enrollment courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer 3 new open enrollment courses in Fall and Spring</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spring 2024 – Fall 2026</li> </ul>

## Appendix A

The information provided below is designed to address the items required by **ORC 3345.81**

1. Provide a report prepared by the institution of higher education regarding the institution's collaboration with other institutions of higher education through an initiative of the chancellor to assist students who have some college experience, but no degree, in earning an associate degree, certificate, or credential.

During 2023-2024, Rhodes State College (RSC) participated in the **Program Improvement Process for Equity (PIPE)** initiative sponsored by the Ohio Association of Community Colleges (OACC). This program is designed to assist help participating institutions increase equity in targeted programs, by specifically increasing the number of women pursuing advanced manufacturing and engineering degree pathways through 2028. As a participating institution, RSC developed its own cross-functional team to complete research and develop an implementation plan. Participation included a series of in-person and online workshops (see below) where institutions worked through a collaborative process of: exploration, discovery, selection and action planning to successfully implement the PIPE initiative on their respective campuses. Throughout the year, RSC collaborated with OACC, peer institutions (i.e., Owens CC, Clark State, Cincinnati State, Central OH Tech, Marion Tech, Stark State, NW State, CSCC, Zane State, Lorain CC, Southern State) and facilitators from the National Alliance for Partnerships in Equity (NAPE), to identify goals, review data, and develop action and implementation plans for the initiative. Although the formal PIPE initiative ends May 2024, RSC as part of its commitment to the project, will execute its final implementation plan and monitor its effectiveness through 2028.

9/14/2023 PIPE Explore Session	9/27/2023 PIPE Discovery Session	2/5/2024 PIPE Select and Act	5/14/2024 PIPE Showcase
<ul style="list-style-type: none"> <li>Analyze existing institutional data</li> <li>Identify equity gaps in participation, concentration, and completion of student subpopulations</li> <li>Determine SMARTIE goal(s)</li> </ul>	<ul style="list-style-type: none"> <li>Review research on Root Causes of inequities in student experiences and outcomes</li> <li>Develop hypothesis</li> <li>Test hypothesis with action research</li> <li>Validate the Root Causes of the equity gaps</li> </ul>	<ul style="list-style-type: none"> <li>Review your action research data to support, negate, or qualify your conjectures from the fall</li> <li>Revisit the research and utilize a decision framework to select an intervention suitable to your college's unique context</li> <li>Identify program evaluation objectives and tools to assess your selected intervention</li> </ul>	<ul style="list-style-type: none"> <li>Outline final implementation plan and sharing it with other participants.</li> </ul>

2. Provide information about the institution's efforts to assist students in attaining an associate degree, certificate, or credential while earning a bachelor's degree or using college credit transferred between institutions of higher education.

Rhodes State College (RSC) has established agreements with Bluffton University (BU) and Defiance College (DC) to facilitate the transfer of students between the institutions so that students may obtain a Bachelor of Science in Nursing (BSN) from either BU or DC by first obtaining their Associate of Applied Science in Nursing (AAS) at RSC. These agreements aim to bolster the number of baccalaureate-prepared nurses in Northwest Ohio (see attached). Outlined below are the number of graduates or current students enrolled by partnering institutions.

Partner Institution & Articulation Agreement	Graduates of the AAS nursing degree at RSC	Current enrollment in the AAS nursing degree at RSC
Bluffton  BU and RSC Dual enrollment agreement	7	7
Defiance  Defiance Trans Articulation Agree 1+		4
<b>Total</b>	<b>7</b>	<b>11</b>

- **Transfer Facilitation:** The agreements between RSC, Bluffton University, and Defiance College streamline the transfer process for nursing students. Students are accepted into pre-Nursing programs at Bluffton University or Defiance College during year one of the program and complete required pre-nursing courses. During years two and three of the program, Bluffton and Defiance students complete the Associate of Applied Science at RSC while continuing to live at their respective campuses. After the student's successful completion of the associate degree and NCLEX examination, students complete the BSN at their home institutions.
- **Reserved Seats:** To ensure access and opportunity for students from both RSC and the partnering institutions, a specific number of seats are reserved for transfer students each semester or year. For Bluffton University, eight seats per semester (Fall and Spring) are reserved, while eight seats once a year for fall enrollment are reserved for Defiance College students.
- **Agreements:** The dual enrollment agreements between RSC, Bluffton University, and Defiance College were signed in 2019 and 2020 (refer to attachments above). These agreements signify a long-term commitment to fostering collaboration between institutions and supporting the educational pathways of nursing students in the region.
- **Regional Impact:** By increasing the number of baccalaureate-prepared nurses in Northwest Ohio, these agreements contribute to the enhancement of healthcare services and the overall well-being of the community. BSN-prepared nurses are equipped with advanced skills and knowledge, enabling them to provide high quality patient care and support healthcare innovation.