AQIP
Systems Portfolio 2011
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The University of Rio Grande and Rio Grande Community College is located in Gallia County in rural southeastern Ohio. A **safe and beautiful** university town with great amenities, Rio Grande is small enough for students to feel a sense of belonging to the community. The campus is friendly, casual, and includes acres of rolling lawns, expansive athletic fields and attractive facilities. The two nearest large cities are Chillicothe, Ohio (approximately 50 miles northwest) and Charleston, WV (approximately 50 miles southeast)(see figure 0.1 Location of Rio Grande).

The University of Rio Grande and Rio Grande Community College form a unique institution that combines a state-assisted **public** two-year institution with a four-year **private** university offering programs in professional, arts and sciences and graduate education. The University began in 1876 and is known for its excellence, creativity, and innovative approach to learning. The Rio Grande Community College opened its doors in 1974.

Of 88 counties in Ohio, 29 in the southern and southeastern part of the state are identified as Appalachian (see figure 0.2). The four counties (Gallia, Jackson, Meigs, and Vinton) which comprise the Rio Grande Community College district are described as 79% **rural** compared to an Ohio average of 13%.

These same four counties and four of the six counties contiguous to the Community College district are also ranked in the top 10 poorest counties in the state with poverty rates ranging between 17-33%.

**FUNCTIONAL MISSION STATEMENT**

The University of Rio Grande/ Rio Grande Community College (URG/RGCC) is a unique partnership between a public community college and a four-year comprehensive university. Deeply rooted in Appalachian history, both institutions are committed to encouraging lifelong learning, personal and professional growth, critical thinking and problem-solving skills, and effective written and oral communication skills to students from the southeastern Ohio area, the state, the nation, and the world.
Rio Grande Community College, created in 1974, offers:

- Associate's degrees for students in professional studies and the liberal arts and sciences, as well as certificates in career and technical areas.
- The first two years of courses for bachelor’s degrees.
- Access to a broad array of courses at an affordable price.
- Developmental courses along with the necessary support to enhance academic skills.
- Appropriate business and industry partnerships and training for economic development in the surrounding four-county community college district.
- Linkages with high schools that promote uninterrupted high school to college articulation.
- Opportunities for community involvement in the decision-making processes.

The University of Rio Grande, founded in 1876, offers:

- Access to a broad array of associate's, bachelor's and master's degrees.
- An effective balance of career preparation, liberal arts and practical training in a nurturing environment characterized by a focus on the unique needs of the individual.
- Opportunities for intellectual and personal growth in a close-knit campus community.
- Small business entrepreneurial training and partners with RGCC to enhance economic development opportunities in the region.

Both URG and RGCC are committed to:

- Encouraging the development and enhancement of integrity, morally and ethically responsible behavior, respect for diversity and service learning among students and employees.
- Nurturing basic professional values such as a hard work ethic, basic honesty, self-discipline, perseverance, interpersonal cooperation and social responsibility among students and employees.
- Providing equal opportunity for students and employees, whatever their age, gender, religious background, ethnic or cultural heritage.
- Providing opportunities for any student with special needs to receive an education equal to that of any other student.
- Offering courses through distance and distributed learning at the certificate, undergraduate and graduate levels.
- Providing opportunities for students, employees and members of the communities served by the institutions to be engaged intellectually, aesthetically, socially and physically outside the classroom setting.
- Maintaining a highly motivated and academically qualified full-time faculty dedicated to excellence in teaching, advising and personal attention.

A Rio Grande education instills self-confidence and motivation and prepares students for the challenges of living a fulfilling life, reaching career and pre-professional goals and being a responsible citizen in a culturally diverse, global community.
URG/RGCC VISION

URG/RGCC will become a learner-centered community. It will provide support, developmental activities and modern equipment for faculty, staff and students. This support will enable the faculty and staff to increase the learning and academic achievements of the students. URG/RGCC will provide an environment where learning is the priority and excellent teaching is honored. The institution will respond quickly to regional, state, national and international needs.

To realize this vision, all members of the URG/RGCC community must emphasize the following:

- **Teaching-learning.** Rio Grande will implement a campus-wide coordinated effort to help students make learning a priority and achieve academic success. Rio Grande will emphasize critical thinking and reflective thought. Our increase in the depth and breadth of instruction will result in graduates better prepared for the world of the future.

- **Technology.** Rio Grande will encourage the use of educational technology to facilitate teaching and learning.

- **Assessment.** Rio Grande will continue and increase our efforts to evaluate the effectiveness of teaching and learning by both traditional and innovative means.

- **Transfer.** Rio Grande will continue to work with other degree-granting institutions in the State of Ohio and outside to establish mutually satisfactory terms for transfer.

- **Faculty and staff development.** The institution will be committed to increasing the level of faculty and staff development in order to enrich both our professional and personal lives.

- **Economic development.** Rio Grande will provide a rapid response to the needs of local businesses, industry and organizations to provide courses, programs of study, certification and retraining of employees for new business opportunities.

- **Communication.** Rio Grande will promote open communication with all stakeholders, such as members of the boards of trustees, administration, faculty, staff and students. Open communication promotes accountability and responsibility for teaching-learning.

O1 Goals for Student Learning

Consistent with URG/RGCC’s mission, Rio Grande will strive to promote the holistic development of students with respect to vocational as well as transferable skills and attitudes.

- During the past year, Rio began a number of initiatives aimed at enhancing the institution’s academic climate through the support and recognition of faculty/student scholarship and other experiential student learning opportunities. Rio Grande implemented the Provost’s Academic Excellence Initiative which funds collaborative faculty/student scholarly or artistic endeavors. The Academic Climate Task Force, a newly created group, has identified three significant goals for the 2011-2012 academic year, including reconceptualization of the Honors Program in order to better attract and retain high-achieving students, support for faculty professional development within their disciplines, and development of a life-long learning institute as an effort at community outreach.

- As both a public community college and a private university, Rio Grande offers certificate, associate degree, bachelor’s degree, and Master’s degree programs: [http://www.rio.edu/docs/catalog/2009_rio_catalog_major.pdf](http://www.rio.edu/docs/catalog/2009_rio_catalog_major.pdf)
**O2  Key Organizational Structures**

In addition to instructional programs, students are provided a variety of services:

- The institution reorganized the academic advising services in 2010-2011. Students receive advising initially through the New Student Advising Office and subsequently by faculty within their academic program.
- All new students participate in a first-year experience program, Liberal Arts LA101, which includes an introduction to the college experience and helps to develop skills that will enhance student success.
- Based upon either ACT scores or COMPASS testing, Rio evaluates all entering students with respect to college readiness. Those needing remediation are referred to developmental education courses in reading, writing, or mathematics. The institution is currently searching for a Director of College Readiness and intends to redesign its developmental education program in the near future. The Academic Success Center also provides academic counseling, tutoring, and disability services for students.
- Through the Office of Student Services, students receive health and counseling services, as well as opportunities to participate in leadership opportunities such as Student Senate.

**O3  Requirements and Expectations of Student and Key Stakeholder Groups**

- Within the local region, Rio Grande is expected to provide certificate and associate degree preparation to enable students to seek employment and to provide a trained workforce for local employers. These expectations are most apparent in fields such as allied health and technology.
- As a public community college, the institution participates fully in the Ohio Articulation and Transfer Policy which helps to ensure ease and consistency for students transferring among the state’s public colleges and universities.
- As a private university, Rio Grande provides bachelors and graduate level education in disciplines ranging from Art to Chemistry to the MBA.
- In 2011-2012 Rio Grande began an initiative to increase our community outreach with respect to cultural, speaking and academic engagements and activities. To that end, Rio created the position of Director of Cultural Advancement.
- Local competitors include:
  - Marshall University (about 32 miles; HUNTINGTON, WV; Full-time enrollment: 13,435);
  - Ohio University main campus (about 36 miles; ATHENS, OH; FT enrollment: 17,247);
  - Shawnee State University (about 40 miles; PORTSMOUTH, OH; FT enrollment: 3,282);
  - Hocking Technical College (about 41 miles; NELSONVILLE, OH; FT enrollment: 594);
  - West Virginia University at Parkersburg (about 64 miles; PARKERSBURG, WV; FT enrollment: 3,242); and
  - West Virginia State College (about 70 miles; INSTITUTE, WV; FT enrollment: 3,344).
Systems Portfolio Overview

04  Human Resources

- The university employs 90 full-time and 77 part-time faculty. It also employs 114 full-time administrative and hourly staff. Faculty and staff resources are organized in a manner intended to provide optimal transparency, communication, and accountability.
- In order to enhance efficiency, responsiveness, and accountability, the Provost, along with the Deans of Professional Studies and Enrollment Management reorganized the academic structure in 2010-2011. In the new structure, there are three colleges, each with a Dean: Arts and Sciences, Health Sciences, and Professional and Applied studies. Each college is further divided into three schools, each with a chair. Duties of chairs are being redefined in the new structure to provide increased authority in addition to ongoing responsibilities.
- The President conducts regular meetings of the Cabinet, which is made up of administrative leaders throughout the institution. This body is intended to ensure effective communication of information and concerns throughout the institution's administration. A smaller group, the Executive Staff, consisting of the President, the Provost, the Chief Operating Officer, the Chief Financial Officer, and the Vice President for Finance of the Community College meets on a weekly basis to deal with essential and time-sensitive matters.
- The Provost similarly convenes a regular meeting of the Provost Managers’ Group, consisting of Deans and academic administrators, and of School Chairs to disseminate information and receive input from academic leadership.

05  Strategies that Align Leadership, Decision-Making and Communication Processes with Mission and Values

The University of Rio Grande and Rio Grande Community College are governed by separate boards of trustees, with the latter being appointed by Ohio’s governor. Each board meets approximately four times a year, and on certain occasions, such as consideration of the current strategic plan, the boards meet together. A single President serves as the CEO for both institutions.

Each division of the university provides updates at URG board meetings in order to keep the board informed about important activities, events and programs occurring at the institution. The President of the Faculty Association also regularly reports to the board. The URG board is organized into a number of committees, each dealing with essential activities of the institution, such as academic affairs, enrollment management, finance and investment, facilities, and advancement. In addition to board members, committees typically include staff associated with that area. As an example, the Academic Affairs/Enrollment Management Committee of the URG board includes the Provost, academic Deans, and the Dean of Enrollment Management.

06  Strategies that Align Key Administrative Support Goals with Mission and Values

Rio Grande aligns key administrative support goals with its mission and values based on surveys such as the NSSE, CCSSE and FSSE, focus groups, stakeholder meetings, and alumni and employer feedback. The institution also conducts program reviews for all academic programs and student evaluations of instruction. Rio’s strategic plan, Decade of Dreams, articulates its key goals: Financial Stability, Access, Culture, Economic Development, and Student Success.
07 Determine the Data and Information Rio Collects and Distributes

Rio Grande collects and maintains data for a variety of administrative uses including admissions and retention efforts, externally required reports such as IPEDS and those to the Ohio Board of Regents, and budgets and financial forecasting. Rio also maintains and makes available data sets for all departments undergoing academic program review, which occurs every five years.

Rio’s student database, StudentSpace, is somewhat dated and a challenge for end-users needing to produce and interpret reports. The institution’s online course interface has been through WebCT but in May 2011 changed to Blackboard.

An area of increased emphasis for the institution is anticipated to be a growing use of benchmark data for decision-making purposes. Rio Grande does use benchmark data in a limited fashion, such as for faculty and staff salaries and benefits or for enrollment comparisons. However, benchmarking has proven to be challenging in many other areas because of the unique hybrid nature of the institution as both a private university and a public community college. For example, entering student academic profiles is not as easy compared to other private universities because Rio is, of necessity, an open access institution. Likewise, even though the vast majority of student credit hours are generated at the community college level, all faculty are university employees and carry teaching loads comparable to private university peers, making financial comparisons with other community colleges difficult.

08 Key Commitments, Constraints, Challenges and Opportunities

Rio Grande’s recently developed strategic plan, Decade of Dreams, describes the institution’s strategies for the next ten years. As detailed in the plan:

- Rio is committed to providing quality workforce training, including certificates and associate degrees, for students and employers within Ohio but especially within our four-county service area. Rio is committed to the education of highly qualified teachers, nurses and allied health professionals in the region.
- Rio is committed to providing increased access, high-quality educational programs, and meaningful outreach into the community.
- Rio faces very high rates of intergenerational poverty, unemployment, and economic stagnation in its geographic region. It also faces current and expected decreases in financial support from the state of Ohio.
- There are clear opportunities to expand student enrollment within the private university. Such attainments will depend on Rio’s efforts in developing an integrated marketing plan, expanding the sophistication of admissions department processes, and enhancing the academic climate of the institution.
- There are also opportunities to offer some of the institution’s most sought after programs, such as nursing, in nearby areas of greater population. Increased course offerings at off-campus locations, evening programs, and via Internet hybrid delivery modes are possible viable options.
Key Partnerships and Collaborations

As both a public community college and private university, the institution is engaged in many partnerships at the local, regional, national, and international levels.

- Locally, the institution communicates in an ongoing manner with employers ranging from healthcare systems to power plants to school districts ensuring academic offerings meet the expectations of employers.
- Many academic programs have organized Advisory Boards comprised of area stakeholders. Similarly, during the recent strategic planning process, a significant number of stakeholder meetings provided rich insights into the promise and concerns about the institution’s future. The 300+ stakeholders involved in the strategic planning were organized according to: academic area (such as Humanities), administrative service (such as library or technology), or geographic region (such as Meigs or Vinton counties).
- Nine different academic programs currently hold national accreditation from external bodies. Our athletics program is a member of the Mid-South Conference of the NAIA.
- URG/RGCC endeavors to enter into cooperative arrangements with several international institutions of higher education. The most significant arrangement is with Trinity University-St. David in Wales, which is consistent with the rich Welsh heritage of the Rio Grande geographic region.
1P1  Determining Common Learning Objectives

The General Education Committee developed a list of nine goals for student learning and development that apply to all Rio students. Although they are described as “goals,” these statements are written as Learning Outcomes. [These goals/outcomes are listed on the institution’s website] Although all students completing either an Associate’s or a Bachelor’s degree are required to complete the General Education curriculum, coursework varies somewhat depending on the student’s major. The goals/outcomes are divided into the nine categories of Communication, Cultural Diversity, Human Values, Ethical Behavior, Technological Literacy, Health and Well-Being, Aesthetic Awareness, Critical Thinking, and Scientific Reasoning.

Although there is a General Education requirement for all Associate’s and Bachelor’s degrees, the coursework is not uniform. Many programs specify an abbreviated, extended or restricted General Education curriculum. Despite these variations in curriculum, all students are expected to achieve the goals/outcomes of the nine categories. Other than General Education, there is no list of common or shared objectives for learning for all students at a particular level (associate, bachelor, or master).

1P2  Determining Specific Program Objectives

Program faculty define common learning objectives for students within a certain degree program or discipline. At Rio, these common learning objectives are referred to as “Program Student Learning Outcomes” or PSLOs. PSLOs are developed with the assistance of the school chairs and the Assessment Committee. Programs subject to external accreditation often rely on their accrediting agency for developing PSLOs, either using guidelines provided/mandated by the agency or adopting a mandated/suggested list of outcomes directly from that agency’s requirements. Programs with professional associations but without accreditation also heavily rely on guidance from those organizations. School chairs and faculty define programs often combining two- and four-year degrees in a specific discipline and even various concentrations or subsets of a discipline within the same program.

Beginning with the 2010-2011 academic year, each program submitted a list of its PSLOs to the Assessment Committee for review. The Assessment Committee is comprised of faculty members from each school and the Provost. This committee makes suggestions to program faculty in developing Program Student Learning Outcomes, but these suggestions are typically related to clarification, structure, and ensuring that stated outcomes are specific and measurable as written, rather than the appropriateness of each outcome as it relates to the discipline. The program faculty is the ultimate arbiter of what is and is not included in the list of outcomes for each program (with the exception of externally mandated outcomes, as occurs in some accredited programs).

1P3  Designing New Programs and Courses

Either the faculty or the administration may propose, design and develop new programs in response to stakeholders’ needs. A recent example of this is the Respiratory Technology program, which was initiated in response to area hospital (employer) needs. Rio partnered with Buckeye Hills Career Center, a local vocational high school, to offer an associate degree that would lead to licensure. The School of Technology and the
Buckeye Hills Career Center along with an Advisory Council made up of institutional and regional health care providers jointly designed the program and developed coursework under the guidance of the national accrediting board. Other programs are initiated internally, such as the Chemistry major, which replaced the previous Chemistry/Physics major. In this case, faculty felt that although nearby institutions were offering similar degrees, the Chemistry major was a more viable option in terms of careers for graduates than the Chemistry/Physics major.

All new program and course proposals must go through the following process. Faculty/administrators meet with area stakeholders from business and industry and review current licensure/certification requirements to determine the need for new programs or courses. Within this context, stakeholders identify other institutions offering the proposed program to help determine the viability of Rio developing and offering the same program. The Ohio Board of Regents requires all Associate Degree Programs to complete and submit a comprehensive formal application which includes information on Enrollment Projections, Program Outcomes, Rationale and Need for the Program, Academic Control, a Curriculum Summary, Staffing Requirements, Facilities and Support Service needs, and Financial Resources. In addition, Rio Grande requires initiators of new program proposals to submit to the Academic Affairs Committee a similar application for any new degree program. For new programs the school chair and program faculty complete a Program Proposal form that includes the following questions/statements:

- Name of Proposed Program.
- Description of Proposed Program.
- Rationale for adopting Proposed Program (include employment opportunities for graduates of Proposed Program).
- College and School of Proposed Program.
- Mission statement of Proposed Program.
- Conceptual Framework of Proposed Program.
- List all sites where program will be delivered.
- List any and all degree(s) and certificates to be awarded, including minors.
- List credit hour requirements and components of Proposed Program, including the following categories:
  - General Education component
  - Capstone experiences
  - Portfolio reviews
  - Clinical experiences
  - Senior projects
  - Other components (describe)
    - List any programs or courses which will be deleted. Provide rationale for deletions.
    - List entrance requirements for program other than those of the university.
    - List faculty and/or staff that will need to be hired to conduct Proposed Program. Specify full or part-time status, and list responsibilities for each. Include clinical site personnel, program coordinators, etc. List expenses for each on the Financial Impact Statement.
    - List minimum qualifications necessary for each proposed faculty/staff.
    - List any new or additional equipment and room requirements for Proposed Program.
    - List any new or additional library resources necessary for Proposed Program.
    - List regulating boards and/or outside certification agencies associated with Proposed Program. Describe licensure or certification requirements (if applicable).
The New Course Proposal form asks similar questions related to new courses only. The chair and program faculty then submit the proposed new program to the Academic Affairs committee for a first reading. The Academic Affairs committee is a standing committee meeting monthly during the academic year. The Provost chairs the committee, which includes the school chair and an elected faculty member from each school, the Dean of each of the colleges, the Dean of Enrollment Management, the Director of the Library, the President of the Faculty Association, and two student representatives. If after discussion there are no major objections to the program the committee may approve it for first reading by a majority vote. The proposal then goes back for revision to the chair and faculty who initiated it. Upon completion of any required or suggested revisions, it then goes back to the Academic Affairs committee for second reading. If a majority of the committee votes to approve the program, it then goes to the Board of Trustees for approval. If approved, the Provost's office submits the proposal to the Ohio Board of Regents. Once OBR approves it Rio Grande implements the new program.

1P4 Balancing Learning Goals, Career Needs, and the Employment Market

All proposals for new academic programs must balance academics with vocational opportunities for students. While some programs are more specifically geared toward a particular occupation, other degrees, such as History, English, or Math, are more general in their approach, and focus more on a thorough exploration of the discipline. As the employment marketplace is volatile and the pace of change is rapidly increasing, it could be fairly stated that these degrees are intended to supply the student with a broad foundation in a discipline that is likely to apply to a wide variety of future careers, rather than specific skills relevant to a few current opportunities.

The process of Program Review will provide valuable feedback relating to all of these issues. Program Review incorporates career and employment information, student learning, enrollment, faculty and staff, support services, infrastructure, and a variety of other factors that all relate to this question. However, since the Provost introduced the Program Review process this year it has yielded no data. The Provost’s office has identified five programs to review during the 2011-2012 academic year. Although Program Review serves to monitor and improve existing programs, it seems reasonable to assume that one could apply the same process to proposed programs as a valuable tool for designing programs that functioned well academically, as well as serving real needs in the employment market.

Associate’s degrees tend to be more specifically focused, and are designed to be offered as needed. Faculty and school chairs in these areas work closely with advisory groups (including local employers) to determine need for these offerings (per OBR requirements, all associate’s degree programs, if not aligned with a bachelor’s degree, have an advisory council). The Community College has a mandate to supply skilled technical workers in a variety of health care and industrial markets.
1P5  Determining Student Preparation Needs

Rio Grande is an open admission institution, so there is no institutional entrance requirement related to academic ability (the Ohio Board of Regents mandates Rio Grande Community College be open enrollment and the University of Rio Grande has always been open enrollment). However, upon admission, students are required to submit either ACT scores or complete COMPASS testing to determine whether to begin in either college-level courses or remedial/developmental coursework. Currently, approximately 60% of Rio students are required to complete at least one developmental course.

Some programs have specific entrance requirements: Clinical Laboratory Technology, Diagnostic Medical Sonography, Education, Honors, Nursing, Psychology, Radiologic Technology, Respiratory Therapy, Social Work, and Wildlife and Fish Conservation and Management. The Music program uses a diagnostic Music Theory Placement Exam to determine a student’s theory and aural training ability. The Pharmacy Technology program requires students to meet Math and Chemistry prerequisites before taking specific Pharmacy Technology courses.

Other programs have no specific admission requirements, and students may begin the program upon admission to the institution.

Each program sets course prerequisites, entrance requirements and other preparation required for the curriculum. Programs with external accreditation often rely on their accrediting agencies to develop these requirements, which might include obtaining and maintaining a certain GPA, meeting a benchmark on a standardized test, or other requirements. Additionally, some programs require other non-academic preparation, including immunizations and criminal background checks.

1P6  Communicating Student Preparation Needs

The Admissions Office is often the first point of contact with many prospective students. Admissions counselors are professional advisors who meet with students to discuss goals, interests, and available education options. Information regarding admission to the University, registration for coursework, payment and financial aid, required coursework and degree requirements are introduced and reviewed in different and multiple ways. The primary means of distributing this information is the Course Catalog, which exists in both printed and electronic form.

In 2009, Rio completely reorganized its catalog to make it more accurate, consistent, and user friendly. Rather than dividing the catalog by Colleges and then Schools, each program has its own heading and information including all program student learning outcomes, accreditation (as applicable), and all degree requirements.

Also that year, the Academic Affairs committee mandated standardization of course syllabi. While continuing to give individual faculty multiple options for how they present the required information, the new syllabi require faculty to list all the program learning outcomes, course learning outcomes, a complete grading scale with an explanation of how grades are calculated, a listing of assignments and how they are graded, a course calendar by date or topic, an attendance policy and how it relates to the grading policy (if applicable), Rio's ADA and FERPA statements, and an Academic Dishonesty statement. Individual faculty members also utilize Internet sources such as Blackboard, Facebook, and faculty websites to distribute this information.
Admissions and other student support offices rely on the Course Catalog and program information and advising sheets to inform students of required preparation and learning and development objectives.

This academic year, Rio made significant changes to the advising procedure. Students are now required to meet with their academic advisor prior to registering for courses. Each advisor receives a code that the student must obtain in order to complete registration. Advisors, including faculty advisors and support staff in admissions, meet with students to review degree and course requirements.
The Office of Enrollment Management is currently piloting a process of creating an online degree audit system, which will address curriculum and degree requirements, and which may include some information regarding learning and development objectives.

**1P7 Helping Students Select Programs of Study**

Students with a stated preference or educational goals meet with advisors in that area, while students who are undecided meet with an advisor from the Advising Office, where the student is usually directed to completing coursework in the General Education Curriculum until they declare a major.

In 2010, the Admissions Office revised Rio's New Student Orientation. One of the major changes is to have new students meet with a faculty member in their area of study in that faculty member's office. The goal of this change is to get new students connected to their major and a faculty advisor as quickly as possible providing the opportunity for the student to become engaged, focused and connected to the University earlier, improving retention and academic success.

A required first year course, Liberal Arts 101, also attempts to address these issues, although it is unclear how successful this approach has been. The Provost's office has as a goal for the 2011-2012 academic year to develop a more comprehensive first-year experience program for Rio. Currently, the first-year experience consists primarily of completing LA 101, General Education, and/or developmental coursework.

Although some changes to the LA 101 coursework have been implemented already, these are largely related to grouping students who have declared a major into specialized sections of LA101. Although this will mostly aid in communicating program requirements for those students, it may also help students solidify their decision or change to a more appropriate major.

The administration is keenly aware of the importance of better meeting the needs of our underprepared students and therefore has added a new position to the budget—Director of College Readiness—the search for which is currently underway. This individual, once identified, will lead a major review and revision of Rio's Developmental Education Program. The administration also intends for this office to help students select programs appropriate to their abilities. If Rio is unable to identify an appropriate candidate, then, in the interim, it will contract with a consultant, a number of which the institution has already identified.

**1P8 Dealing with Underprepared Students**

Currently, students identified as underprepared for college-level coursework must complete one or more developmental courses prior to enrolling in Composition I and/or their program's mathematics sequence.
Faculty from the Mathematics and English departments teach these developmental courses (Introduction to Writing, Read and Learn, Math Review, Introductory Algebra, and Intermediate Algebra). Faculty members teaching these courses are typically either full-time faculty, many with terminal degrees in English or Mathematics, or adjunct faculty with bachelor’s or master’s degrees specifically hired to teach developmental coursework. Neither group has a high percentage of individuals with specialized training or credentials in developmental education. One responsibility of the new director will be to identify additional faculty with particular expertise in developmental education.

The developmental sequence is a prerequisite for entry-level English and Mathematics coursework, but there is no university-wide requirement that students complete the developmental courses prior to registering for many other General Education or program coursework. Although students are advised to avoid coursework that has significant reading, writing or computing components until the developmental coursework is complete; this advising is not always successful. Also problematic is the fact that students enrolled exclusively in developmental coursework are less likely to feel engaged in their studies and less likely to identify a major, both of which lead to increased attrition and lower overall success rates.

Although placement into developmental education coursework is determined by standardized test, successful completion of developmental coursework is measured by course grades (assigned by instructors).

Currently, the Assessment Committee is not assessing the learning outcomes in this area as part of the Institution’s Program Assessment process. This may change in the next academic year (2011-2012), although as the new Director has not been named, it is unclear whether assessment of this area would be conducted in the same manner as other programs, which are structured around a single academic discipline, rather than around basic skills.

1P9  Addressing Differences in Students’ Learning Styles

For years, Rio’s Masters in Classroom Teaching program was based on Howard Gardner’s theory of Multiple Intelligences. Faculty across campus know and use multiple intelligences theories, learning styles, and personality assessment. Faculty peers and supervisors identify weak instruction based on student and peer evaluations. The Dean works with these instructors showing them how changes to their syllabi allow them to incorporate Multiple Intelligences theory into their classroom.

1P10  Addressing the Needs of Student Subgroups

The Accessibility Office at Rio Grande is committed to advocate for the student with an Americans with Disability Act (ADA) qualified disability. Its mission is “not to make things easier, but to make things equal.” It is the policy of Rio Grande to ensure students with disabilities receive appropriate accommodations as mandated by State and federal law. These accommodations, relevant to physical, emotional, and learning limitations, impact the student’s learning environment as well as quality of life, and provide an equal playing field with non-disabled counter parts. The Accessibility Office assists all Rio Grande registered students who have ADA qualification(s), whether physical, emotional, or learning disabilities including students with challenges, seniors, and commuters.
Consideration for eligibility for Accessibility Services is open to any student (full- or part-time, commuter or resident) who has a documented disability. Documentation of a disability may include a written statement from a physician or a psychologist depending on the ADA referenced disability. In the case of a Learning Disability, a recent Multifactor Evaluation is required from the referring high school.

After the student establishes eligibility based on documentation of the disability, the Director recommends accommodations. The student is the responsible party and must self proclaim by contacting the Accessibility Office. Accommodations are the result of a signature agreement between Student and Counselor. Since the academic schedule changes each semester with different instructors and, possibly, different accommodations, the enrolled student must provide a current schedule to renew his/her accommodations each semester.

The campus terrain is flat to rolling with 75% of the campus wheelchair accessible. Six of the seven classroom buildings are wheelchair accessible; six have elevators or have all classrooms on one floor. Two of five residence halls are wheelchair accessible; one (New Dorm) has an elevator. The library, student center and student cafeteria are accessible. All campus classrooms, dorms, and administrative offices are air-conditioned.

Rio Grande has a growing population of student veterans and has responded to their needs. Rio Grande’s Veterans Affairs Representative is available to assist veterans with a variety of services. The office serves as a liaison between Rio Grande students and the U.S. Department of Veteran Affairs. In addition, the Veterans Affairs Representative assists student veterans or dependents of veterans with forms and information regarding educational benefits. To provide student veterans with a sense of community, in 2010 Rio Grande opened a Veterans Center where student veterans can study and/or interact with fellow students. The same year, Rio Grande received national recognition as a veteran-friendly school.

During the past year, Rio enrolled approximately 130 students from diverse backgrounds, a number unprecedented in its history. To address the needs of these students, Rio Grande created a new Office of Multicultural Affairs intended to help articulate the importance of diversity issues throughout campus and to ensure that the institution is meeting the needs of its multicultural students. The office has participated in the organization of special events such as Martin Luther King Day, sponsored student discussion forums, and assisted in recruitment efforts for students of color.

1P11 Defining, Documenting, and Communicating Expectations

The effectiveness of teaching and learning at Rio is defined, documented and communicated through the process of Program Assessment. As described in 1P2, each program develops Program Student Learning Outcomes. These outcomes are measurable, clearly defined abilities of students, such as “Student is able to apply GAAP’s (Generally Accepted Accounting Principles) requirement of the accrual method of accounting in all parts of the accounting cycle, through purchases, sales, accrual adjustments and deferral adjustments.” In addition to defining PSLOs, each program sets benchmarks for student achievement, and develops tools for measuring student achievement of these outcomes. These tools vary widely and include standardized testing, portfolios, performances, interviews, and surveys. Each academic year, the program faculty must measure and assess student achievement of the program’s “Anchor” or most important outcome as well as at least one other outcome. Over a five-year period, faculty must assess all PSLOs.
The Assessment Coordinator summarizes the program assessments into an annual report. The Assessment Committee, academic deans and provost review all Program Assessment Reports over the summer session. As this is a new initiative with reports not submitted until May 20, the results of this review will not be available for inclusion in this Systems Portfolio but will be posted on Rio’s Intranet.

1P12 Building an Effective and Efficient Course Delivery System

School chairs and program faculty set course schedules. For classes where instructors and students meet face-to-face, a restrictive schedule is employed to prevent unnecessary overlaps and redundancies. This process minimizes scheduling conflicts for students and allows for more efficient use of instructors, rooms and other limited resources. Additionally, certain blocks are set aside for faculty and administrative meetings. Further, the Provost, Deans, and Enrollment Management review previous registration trends to determine high demand times, heavily enrolled courses, pre-requisites for major courses, etc. This allows the institution to provide students with a schedule designed to meet their needs in terms of times and course sequencing.

The current room scheduling process also allows faculty to identify instructional needs and match them to the instructional support equipment available in each classroom.

In addition to Rio Grande’s main campus, classes meet at the Meigs Center in Meigs County (a facility owned and operated by the Community College) and the McArthur Center in Vinton County (a facility not owned but operated by the Community College). Each site is approximately 30 to 40 miles away from the main campus. Hybrid and online sections of many courses are also available, the majority of which are General Education or at the graduate level.

1P13 Ensuring Programs and Courses are Up-to-date

As stated in 1P4, all associate’s degree programs not aligned with a Bachelor’s degree have advisory councils that work closely with program faculty to ensure program coursework and policies are up-to-date and effective. Program faculty incorporate advisory council recommendations on a regular basis.

Additionally, during the 2010-2011 academic year, Rio instituted a Program Assessment system to measure effectiveness of courses and programs and identify and implement necessary improvements. All academic programs have submitted a Program Assessment plan, but the results of the first year of Program Assessment are not yet available.

The Provost worked with the Assessment Committee and other academic leadership to develop both the Program Assessment and Program Review processes. The Board of Trustees Academic Affairs Committee approved both new processes.

1P14 Changing or Discontinuing Programs and Courses

Program faculty and School Chairs initiate changes to program curriculum, including changes, additions and deletions of courses. The Academic Affairs Committee must approve all substantive changes to course content, credit hours, title, or numbering, as well adding or deleting courses from the curriculum. To make changes,
program faculty complete and submit to the Executive Sub-committee of the Academic Affairs Committee a course proposal form for initial review and approval for a first reading. This Sub-Committee examines both the course proposal form and supporting documents, including course syllabi, and frequently interviews the faculty representative. This Sub-Committee includes members from the faculty and administration, including the Registrar. If the proposing faculty does not reasonably address any Sub-Committee concerns, and the proposal does not pass first reading, the Sub-Committee returns it to the proposing faculty representative for clarification, modification, or refusal. If the Sub-Committee approves the proposal for first reading, it forwards the proposal to the full membership of Academic Affairs. If the Academic Affairs Committee approves the proposal for second reading, the process is complete, and the change is implemented.

The process is implemented for changes to program curriculum or requirements as well as course alterations. However, the addition or discontinuation of an entire program would typically go through a higher level of preparation prior to being submitted to the Executive Sub-Committee, including substantial input from the Dean(s) and Provost, and include extensive documentation regarding the need to add or delete a program, including budget statements and market studies.

Beginning this year, there is the intent to conduct a system of Program Review on a five-year cycle for every program (see 1P4). Program Review includes a systematic examination of each program’s enrollment, costs, staffing, market need, benefits to the mission, income generated, achievement of student learning, and other relevant factors. Following the review, which includes a self-study and an evaluation by external reviewers, the administration will determine what changes to implement and if the program should continue. The Program Assessment process, designed to measure student learning (within a program), is one element of Program Review, designed to measure program viability. All programs must continually assess student learning regardless of their status in the review cycle.

### 1P15 Determining and Addressing Learning Support Needs

Recent changes to the advising system, as described in 1P6, were precipitated by a faculty discussion in a Provost’s Open Forum. Beginning in the 2010-2011 academic year, the Provost’s office instigated a series of Open Forums in which the faculty and academic administration discussed issues of concern to the institution. At one of these forums, faculty identified advising as an area in need of remediation and voted to require that students meet with academic advisors prior to scheduling classes. This change was affected through the joint efforts of the offices of the Provost, Enrollment Management, and Management Information Services. Student Space (Rio’s Enrollment Management System) now includes the tools necessary to enforce and monitor the new advising system.

The Jeanette Albiez Davis Library has holdings in excess of 575,000, including 94,857 volumes, 448,345 units of microforms, and 2,419 audiovisual materials. Davis Library subscribes to 141 current print periodical titles and maintains a collection of approximately 30,000 federal government documents as a selective U. S. Government Documents Depository. During the regular academic year, Davis Library is open seven days each week for a total of 73 hours each week.

Davis Library is a member of OhioLINK. Through OhioLINK, Rio students have online access to the library collections of virtually every college and university in Ohio. Students are able to request materials from these libraries and receive these materials within a few days. OhioLINK also offers Rio students access to over 150
online research databases as well as its Electronic Journal Center, Electronic Book Center, and Digital Media Center. Rio students may visit and use participating OhioLINK academic libraries throughout the State simply by presenting their valid student ID card.

Additionally, as a charter member of the Online Computer Library Center (OCLC), an international bibliographical database, and OHIONET, a statewide network of OCLC participating libraries, Davis Library can provide students, faculty, and staff with access to virtually anything they may wish to use for their research through its traditional interlibrary loan service. Davis Library strives to facilitate the retrieval of information, in any form, and provide resources and services in support of the academic programs of the University and Community College.

Last year Rio joined eTutoring, a consortium of Ohio schools pooling their resources to provide electronic tutoring in several subject areas. Ohio eTutoring consortium began two years ago and, last year, added 18 more schools, bringing the total to 23 institutions.

1P16 Aligning Co-Curricular Development Goals with Curricular Learning Objectives

Co-curricular development goals have not been formally articulated at the institutional level; although a variety of student organizations are available, including fraternities, sororities, academic honors societies, and student governance. There is not a plan or system for aligning these goals with curricular learning objectives. However, faculty and administrators that develop, implement and review co-curricular activities are cognizant and appreciative of the need to support Rio’s educational mission in co-curricular activities, and this alignment occurs as a direct and indirect result of that shared commitment.

Additionally, in the 2010-2011 academic year, the Provost’s office instituted two major initiatives related to co-curricular activities. The first of these is the Provost’s Academic Initiative. Faculty and undergraduate students prepared proposals for joint research projects to be conducted outside of regular course offerings, and not tied to any course credit. A faculty committee selected five projects representing the disciplines of English, Biology, Fish and Wildlife Conservation, Chemistry and Art. The Provost supported each project with a stipend. Faculty and student research teams presented their results during the Spring Semester. This initiative will continue in future years.

The second major initiative instituted in the 2010-2011 academic year was the formation of the Academic Climate task force. This committee is charged with identifying curricular or co-curricular strategies for enhancing and promoting academics. The committee generated a number of ideas, such as redesigning the Honor’s Program and creating a Lifelong Learning Center. This task force will remain as a working group and will continue to establish and promote a vibrant academic climate on the campus.

Additionally, in order to develop a Strategic Plan, each academic and administrative area conducted a “town-hall” style stakeholders’ meeting to communicate directly with the community members that share an interest in the various groups represented. Information gained in these forums directly relate to the alignment of the curricular and co-curricular goals of the institution.
1P17 Determining if Graduates Meet Learning and Development Expectations

The process of Program Assessment implemented in the 2010-2011 academic year is intended to address this question. Programs now have listed PSLOs that are specific and measurable; programs must measure the Anchor PSLO (the most overarching PSLO) and one other PSLO each year. All PSLOs must be measured every five years.

All programs complete the following:

- Develop instruments and processes for measuring student achievement of PSLOs;
- Set benchmarks for success;
- Specify where in the curriculum the PSLOs are addressed;
- Specify where in the curriculum the PSLOs are measured;
- List who performs the assessment; and
- State how data is stored.

Program representatives describe deficiencies and develop plans for improvement. As previously stated, 2010-2011 is the first year in which the assessment of student learning was structured around program-level outcomes. However, accredited programs routinely included this information in their reports to their accrediting agencies, and several non-accredited programs had some formal program-level assessment processes they reported to the Assessment Coordinator.

1P18 Designing Student Learning Assessments

Each program chooses one faculty member to serve as the Program Representative for the purpose of Program Assessment (of student learning). The Program Representative works with other program faculty to design processes for assessing student learning in consultation with the Assessment Committee, the Assessment Coordinator, and, if relevant, with representatives of the accrediting agency or advisory council. The Assessment Committee reviews each program’s Assessment Plan and makes suggestions for improvement to the outcomes, assessment methodology, and reporting.
1R1 Results for Student Learning and Development

Each academic program lists all PSLO’s, and assesses both the Anchor PSLO and one other PSLO each year (beginning with the 2010-2011 academic year). Each program submits an annual report to the Assessment Committee, which is stored in electronic form on campus servers and in printed form in the Provost’s office. This report summarizes the findings rather than the individual instruments and scoring. Each program stores and manages rubrics, portfolios, test scores, and other associated documents, either in faculty offices, on faculty computers, or in other campus locations. Programs with external accreditation also submit this information to the accrediting agencies.

The New Student Advising Office, Testing & Career Services conducts exit testing (COMPASS) of graduating seniors and compares these results to entrance tests.

1R2 Performance Results for Common Learning Objectives

Rio recognizes the need to review the General Education goals/outcomes. In the 2011-2012 academic year, the Assessment Committee will begin identifying processes for conducting cross-curricular or institutional assessments of student learning, including the possibility of establishing assessment plans for the General Education and College Readiness programs.

The Office of New Student Advising, Testing, and Career Services compared test results of incoming freshman to test results of the same students on the same test the last semester of their senior year. Three distinct tests were administered: Reading, English and Math. Results indicate some improvement in all areas: 3% in English (writing), 5% in Reading, and 27% in Math. Unfortunately, the results measure only a small percentage of the students enrolled at Rio; pre and post-test data of the exact same test was only available for approximately 50 students in English and Reading, and 20 students in Math.

Pre- and Post-Testing of all students enrolled in developmental Mathematics and English courses measures student achievement relating to these skills. Test results indicate that an improvement rate of 25-35% is typical for these courses. The Pre-Test Post-Test used COMPASS reading and writing. Of those that complete either the Writing or Reading course successfully, there is considerable improvement (see Table 1.1).

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<tr>
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<th>Writing</th>
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<th>Reading</th>
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<tbody>
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<td>Post Test</td>
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*Figure 1.1 Developmental Writing and Reading Pre and Post Test Compass Scores*

The Student Success Center tracks each student’s Pre and Post test, grade in the class, completion status, and number of lab hours each semester. They can compare results from year-to-year since 2007.
1R3  Performance Results for Specific Program Objectives

Passage rates for licensure examinations are good evidence that students are achieving PSLOs at a high rate. Programs report results for specific program learning objectives in an annual report submitted to the Assessment Committee. These are not currently available, as reports are due on May 20, 2011. In the 2011-2012 academic year, the Assessment Committee will begin developing a section of pages on the campus website related to Program Assessment and student learning.

1R4  Acquisition of Knowledge and Skills required by Stakeholders

Allied Health, Nursing, Education, and Electronics track the job placement of graduates. Because of the close relationship these programs have established with employers, they are able to receive updates on graduates. They also receive feedback and assistance in changing programs or establishing new programs. Nursing uses the HESSI test and Education uses the Praxis tests for controlling entry and exit from their respective programs. The pass rate of Nurses in the Board of Nursing tests and education Praxis tests indicate that our students are competing favorably with students at other Ohio institutions.

1R5  Performance Results for Learning Support Processes

The Student Success Center tracks lab hour usage and compares this information to final grades in developmental courses. They also have access to COMPASS entrance and exit scores as well as ACT Reading scores, if applicable. The Student Success Center is able to determine the success of students and the amount of effort required to improve individual success.

Every year, Rio Grande has offered an early registration period. Every year since 2002, the number of registrations have been declining during the early registration period. This decline leveled off in early registration period of fall 2010 with the numbers of students registered in the fall 2009 early registration period being comparable. Changes in recruiting, early orientations, and attempts to reach students had been largely ineffective in the early registration period. This spring, Rio instituted a new advising system and developed a series of e-mail communications to students emphasizing the benefits of early registration. While the cause and effect is not totally clear, early fall 2011 enrollments are up 27% from the previous period.

Standardized testing in fields such as Nursing and Education provide comparisons with schools around the state and country on how our completers are faring. Other programs, such as Computer Networking, attempt to track industry standard certification completers. Because of the reporting problems of industry certifications, the Ohio Board of Regents is in discussion with some industry certification programs to create a means of tracking completers.

1R6  Comparison of Results with Other Institutions

The Ohio Board of Regents publishes community college portraits every year allowing institutions to be able to compare data. The data comes in part from the University Systems of Ohio report that each college creates every year and from the Higher Education Information (HEI) System which is the electronic reporting
mechanism that the Ohio public schools use to report enrollment, financial, facilities, and fiscal data every semester. The reports include demographics, continuous enrollment at the same institution or in the Ohio public systems, degrees or certificates awarded, financial aid as a percent of source, and the percent of enrollment in largest majors.

The HEI system is only available for public institutions in Ohio with the exception of state supported financial aid awarded to students at private institutions. Rio Grande only reports community college student data and because of this are exempted from some reporting. This exemption means that the ability to compare class sizes and instructional costs is unavailable. For the past year, Rio Grande has been negotiating for the ability to load private university students and additional cost related data into the HEI system. When this process is complete, Rio Grande will be able to compare overall enrollment and instructional costs to public colleges in the state.

The CSSE and NSSE reports provide a snapshot of how Rio students are engaged as compared to schools in the Great Lakes region and nationally.

Rio asked the Board of Regents to identify exemplary development education programs in the state. In the past year, Rio Grande has been meeting with Zane State, among other schools, and has begun to build a new developmental education program based on best practices. This will be an ongoing project through next year.
Improvements Made in Helping Students Learn

Assessment of student learning has undergone significant changes during the 2010-2011 academic year. Previously, assessment of student learning occurred in three ways. First, accredited programs were required to submit annual or bi-annual reports to their accrediting agencies. These programs addressed student learning as it related to standardized test performance (often externally administered), portfolios of student work, student surveys, or other instruments designed to directly or indirectly measure student learning. Second, faculty members are generally aware of student learning through daily interaction with students, test scores, papers, lab assignments, and other elements that contribute to students’ grades. These observations and measurements were seldom reported or recorded in any written form in any non-accredited program (with a few exceptions). Third, each faculty member was required to complete a “mini-project” within one course each semester. These mini-projects were designed by faculty members to study student learning regarding one specific element within the course. These projects were gathered by the Assessment Coordinator and stored on a campus server and in printed form in the Assessment Office. This year, the mini-projects were discontinued in order to shift formal internal assessment to the program rather than at the course level.

As described in 1P2, 1P17, and 1R1, the Program Assessment process is a much more comprehensive and systematic approach to measuring student learning. Beginning in the 2010-2011 academic year, this process includes the following elements:

- School Chairs and program faculty designate a Program Representative to assume primary responsibility for completing and submitting paperwork related to student learning.
- Program Representatives, with the assistance of program faculty and the Assessment Committee, develop and list Student Learning Outcomes and include these outcomes in the course catalog, advising forms, syllabi, and assessment forms.
- Program Representatives and program faculty, with the support of the Assessment Committee and the Assessment Coordinator, develop methodology for measuring and analyzing student achievement of PSLOs on an annual basis.
- Program Representatives and other program faculty conduct assessment of PSLOs on an annual basis.
- Program Representatives and other program faculty develop, propose and implement changes to curriculum or program policies to improve student learning.
- The Assessment Coordinator stores all Program Assessment Plans and Program Assessment Reports on a central campus server available to faculty and staff.
- The Assessment Committee, Deans and Provost review all Program Assessment Plans and Program Assessment Reports each year.

Further improvements planned for the 2011-2012 academic year include:

- The Assessment Committee is beginning the process of identifying possibilities for campus-wide or departmental professional development activities related to pedagogy and student learning.
- The Assessment Committee has changed its name to “the Student Learning Committee” in order to broaden its focus to include professional development related to pedagogy and student learning.
- The Assessment Committee will identify processes for conducting cross-curricular or institutional assessments of student learning, including establishing assessment plans for the General Education and College Readiness programs.
The Assessment Committee will begin developing pages on the campus website related to Program Assessment and student learning. These pages could include strategies and forums regarding pedagogy, pass rates for licensure exams, and program reports.

112 Selecting Processes and Setting Targets

During the 2001-2009 academic years, Rio Grande experienced a large number of turnover and interim appointments at the highest levels of its academic administration. This uncertainty led to an undesirable level of confusion and lack of coordinated efforts in leadership, oversight, and management in a variety of areas, including academics. The appointment of a new President (October 2009) and Provost (July 2010), both on a permanent basis, provide both leadership and a strong clear vision of academic improvement and integrity. Central to both of these positions is the desire to create long-term plans for coordinated efforts to improve the institution. One of the President’s objectives has been the creation of a living, breathing Strategic Plan which will position Rio Grande for current and future success. Every academic and administrative department held a meeting with its stakeholders to discuss the strengths, weaknesses, opportunities, and threats unique to its area. These discussions formed the basis for an institution-wide strategic plan, as described in 8P2 and 8R3. Although the strategic plan discusses a broad range of goals and processes, a number of these directly relate to Rio Grande’s educational mission.

One of the Provost’s objectives in his first year (2010-2011 academic year) was to improve the processes for measuring and improving student learning. Under his leadership, the Assessment Committee is meeting regularly and focusing on program assessments. Additionally, the Assessment Committee conducted several presentations during faculty development sessions (attended by a large majority of the faculty) in order to promote the need to conduct assessment of student learning, and to develop a “culture of assessment” on the campus. Recent surveys of faculty attitudes regarding assessment of student learning indicate the following:

- 80% of respondents agree or strongly agree with the statement “Program Assessment is a valuable tool for improving student learning.”
- 70% of respondents agree or strongly agree with the statement “Program Assessment can improve my teaching.”
- 70% of respondents agree or strongly agree with the statement “I understand how to write Program Student Learning Outcomes.”
- 65% of respondents agree or strongly agree with the statement “I understand how to measure Program Student Learning Outcomes.”

The AQIP Steering Committee is overseeing the action projects and other elements of the System Portfolio. Since becoming an AQIP institution, Rio has only created one Action Project related to student learning. Rio is eager to find ways to use the AQIP process and create future Action Projects focusing on student learning.
2P1  Designing and Operating Key Non-Instructional Processes

Rio Grande’s key non-instructional processes, whether current or new, exist to support the mission and goals of the institution. These areas include Athletics, Student Services, Davis Library, Institutional Advancement, the Berry Center for Economic Development, and the Madog Center for Welsh Studies. The Decade of Dreams strategic plan highlights these and other areas within the five major goals: Financial Stability, Access, Culture, Economic Development, and Student Success.

2P2  Determining Non-Instructional Objectives

The Athletic Department reviews best practices and applies them to the athletic programs. A financial analysis for proposed new sports areas and concentrations is completed. The program also focuses on recruiting a significant number of out-of-state students to participate as team members thus increasing campus diversity. NAIA League and conference officials consult with the Athletic Department to design and maintain the sports programs at the appropriate levels. The Athletic Council, required by NAIA, is composed of faculty and staff and helps determine and assess objectives, although their primary role is advisory in nature. The department is also considering expanding the Athletic Council to include athletic alumni, supporters, boosters, and sponsors to increase perspective on offerings, objectives, and reviewing outcomes.

The Office of Student Services uses input from key stakeholders including parents, students, student government, housekeeping, foodservice, campus police, local village officials, faculty and staff to develop new campus activities and maintain health and safety standards at all activities. The Student Services leadership regularly consults with the Student Planning Board and student government leaders to get feedback and establish goals and objectives based upon the desires of the students.

Many local residents use Davis Library as a community resource since it is open to the public. Services such as OhioLINK and computer labs serve not only the students, but also provide support for local non-profits and businesses, which greatly benefit the community. The Library has various external groups including Friends of the Library that assist in establishing, meeting, and measuring objectives. The friends group also assists staff in activities such as the annual membership drive, National Library Week, and banned books week. The Library regularly surveys its stakeholders to ascertain satisfaction and effectiveness of its collection and services.

Institutional Advancement follows proven best practices, while maintaining alignment with the institutional strategic plan goals and objectives. Faculty, staff, students, Trustees and area stakeholders are involved in these processes. The administration evaluates and prioritizes needs and Institutional Advancement identifies potential funding.

The Madog Center for Welsh Studies, established to promote the Welsh-American history of the region and local area, identifies campus and community needs via surveys. The Center collects data from student stakeholders (currently enrolled students) such as a survey to measure interest in a Minor in Welsh Studies and feedback from the local Welsh community members and groups. The Welsh Advisory Board, consisting of 22 community members from multiple regional counties, the Provost, other Rio Staff, current and past Madog Center Faculty Fellows, and students, assists in establishing goals and objectives for the Center along with the Welsh Student Advisory Board comprised of both American and Welsh prior participants in the Welsh exchange program.
The Berry Center for Economic Development provides projects covering economics, personal finance (financial literacy), and entrepreneurship to the Rio Grande community and beyond. The Director coordinates and cooperates with school districts, government entities, associations, clubs, and other organizations to deliver economic education curricula and lesson plans for kindergarten through 12th grade and adults. Students in Free Enterprise (SIFE), a student organization sponsored by the Center, develop objectives with local stakeholders, the Ohio Council on Economic Education, and the national SIFE organization, which has established goals and criteria for SIFE projects.

Rio Grande strives to be a cultural center in Southeastern Ohio. Monthly art exhibits rotate through the Greer Museum. In fall 2010, a permanent art exhibit was opened on the 2nd floor of the museum highlighting art collection of prominent Jackson native, Brooks Jones. Music, dance, and theater productions are frequently held in the Fine Arts building featuring university, local, and professional groups. In the spirit of the Community College, people in the local community are encouraged to be part of these productions.

2P3 Communicating Expectations regarding the Objectives

The Institution keeps the campus and local community informed of upcoming events, new initiatives, and expectations via Internet (Rio's website, Facebook, and Twitter), email, surveys, written reports, and on-and off-campus meetings and events. Internally, Rio uses the same means but focuses on emails and regularly scheduled meetings at the program, department, school, and committee levels. The library also distributes a newsletter to faculty, staff, students and the public. Additionally, the library utilizes a large portion of the website containing information about the library and its operations. The Dean of Students (Student Services) and Athletic Director report to the Chief Operating Officer; the Vice President for Institutional Advancement reports to the President, the Directors of Davis Library and the Madog Center report to the Provost; and the Director of the Berry Center reports to the Dean of the College of Professional Studies. All management team members hold regular staff meetings to communicate expectations with these staff members.

2P4 Assessing and Reviewing the Objectives

In general, Rio Grande reviews and assesses the appropriateness and value of these objectives through the development and communication processes described in 2P2 and 2P3. Specifically, the Athletic Department uses an internal review committee of faculty and staff members known as the Athletic Council to review objectives. The department plans to create a new external committee that would assist in reviewing and providing guidance to all areas of athletics. Institutional Advancement regularly gathers feedback from student services staff, discussions with the programming board and other student leaders, community reaction to events, and attendance surveys. Similarly, the Davis Library Director routinely reviews attendance and involvement in activities at events such as National Library Week, storytelling events, input from the Friends group, teachers, and staff to determine the success and appropriateness of the objectives.

The Madog Center relies on its Advisory Board, which meets semi-annually (see 2P2), to review and revise program objectives.

The Berry Center for Economic Development employs feedback from the SIFE team students and advisors to determine their objectives and goals for the program. Students, teachers and school administrators also submit input for economic education events that occur in local schools.
## 2P5 Determining Faculty and Staff Needs

All programs and departments participate in Rio Grande’s budget process to determine faculty and staff needs (see 8P4). Programs also rely on stakeholder feedback, whether it is from an official advisory council or board, or from sources that are more anecdotal. For example, Student Services seeks input from faculty and staff as to the timing of student events to prevent interference with the academic priorities of the students. The library surveys the staff, students and faculty to solicit feedback and invite all faculty and staff to participate and attend various library events.

The Athletic Department works with faculty to maintain the educational priorities of athletes. For example, faculty brought to the attention of leadership a problem regarding not knowing when student athletes were going to be absent from class for a sporting event. Faculty were unsure of which students should have an excused absence for these reasons. The Athletic department worked through a process and incorporated the needs of the faculty to develop a policy and process of notification.

The Madog Center, in consultation with their Advisory Council, established a faculty fellowship to promote cultural differences and to give select faculty members the opportunity to explore the Welsh heritage from the perspective of their specific discipline. The Madog Faculty Fellowship provides a stipend for a full-time faculty member to assist with Welsh-related research on behalf of the institution. In many cases, the faculty fellow uses the stipend to cover travel expenses to Wales to complete the research on their chosen topic. Each year applicants for the fellowship submit proposals to the Advisory Council and a recipient is selected. The faculty member has one year to complete the research and prepare the project that they present at an open forum in the spring of each year. Following the presentation, the project is archived and the faculty fellow becomes a two-year member of the Madog Center Advisory Council.

Institutional Advancement utilizes budgetary data compiled by departments for capital needs to establish possible fundraising objectives. Departments prepare their annual operating budget along with a budget request for equipment and other capital needs. The Executive Cabinet prioritizes these needs and the needs are then matched to possible funding sources by the leadership in Institutional Advancement and the President. This last year, in conjunction with the strategic plan, they developed a deck of playing cards to give donors. On the front (see [http://aqip.rio.edu/docs/Front%20Cards.pdf](http://aqip.rio.edu/docs/Front%20Cards.pdf)) of each card is the need and the department, and on the back (see [http://aqip.rio.edu/docs/Back%20Cards.pdf](http://aqip.rio.edu/docs/Back%20Cards.pdf)) is the specific amount required to purchase the equipment or fill the need.

## 2P6 Incorporating Information on Faculty and Staff Needs

Faculty were concerned there was not a specific process for them to be notified regarding students who were required to be absent for sporting events. When faculty brought this to Athletic Department’s attention, the Athletic Director met with various faculty groups, the Provost and the Academic Affairs Committee to develop a procedure to communicate with faculty and staff regarding the students. An official excused absence policy was developed and distributed to the faculty. In this policy, the athletic coaches provide documentation to the faculty for all student athletes who are required to be absent for a sporting event. This process and procedure has minimized the confusion between faculty, coaches and students.
Additionally, these areas incorporate faculty and staff needs in the following ways:

- The Athletic Department invites all faculty and staff to participate and attend various sporting events.
- Students Services attempts to meet the needs of faculty by not scheduling events during the weeknights which would interfere with the academic priorities of students.
- The Director of Davis Library incorporates survey results and attendance information in planning and budgeting future library events.
- All former faculty fellows become members of the Welsh Advisory Board, and are instrumental in strategic planning at the program level.
- The Berry Center solicits faculty volunteers to assist with some Junior Achievement activities in area schools. The Berry Center Director uses results of the activities along with participant opinion to help determine future events.
- Each year, on the first day of the Bob Evans Farm Festival, Rio Grande has a Community Service day in which it dismisses all classes and closes all offices so faculty, staff, and students can participate in activities supporting the festival.
2R1  Measures of Accomplishing Rio’s Major Non-Instructional Objectives

- The Athletic Department uses the Equity in Athletics (EQIA) report to compare participation, financial aid, coaching FTEs, and financial aid by sport and gender. A link to the EQIA site is available on Rio Grande’s athletic department Website. Additionally, the Athletic Department has recently engaged the Austen Sports Index to complete a survey and analyze data from the last 5 - 8 years. The analysis will compare Rio to other schools across the country.
- Student Services reviews attendance at various student events and solicits feedback from students and internal stakeholders.
- The Davis Library is in the process of sending out a new satisfaction survey in spring 2012. Staff used similar surveys in the past, but the new instrument is more in-depth. Attendance at the events is also used as a measure.
- Institutional Advancement reviews and compares the total dollar value and number of donor gifts and or pledges, number of donors, number of alumni participation by count of emails, website and link hits, attendees at various events, faculty, staff and trustee support.
- The Berry Center for Economic Development examines the number of students participating in the Students in Free Enterprise program as compared to previous years. The SIFE Annual Report contains information regarding the various SIFE projects. The measures evaluated include the number of students affected, materials distributed, and other project-specific factors. Effectiveness of economic literacy projects is measured by administering pre-tests and post-tests to participants, conducting question and answer sessions, and collecting participant evaluations.

2R2  Performance Results

Since the Athletic Department began the Austen survey this academic year, results will be available in the summer of 2011.

Student Services made recent improvements in engaging residential students in non-academic, social activities based upon event attendance and feedback from students. In 2011, the number of students participating in Greek Council increased by 50%, and the number of student led organizations on campus increased by four. The number of large campus-wide events, open to all students on campus, increased by 30% while events particular to residential students has increased by more than 60%.

The Institutional Advancement Department tracks and compares institutional gifts and pledges by constituency, total dollars, and number of donors. Alumni Relations, which is part of Institutional Advancement at Rio Grande, monitors their social networking site for active users and visits. There is also a separate “NetCommunity” website set up for Rio Grande alumni, but visitors can only be tracked when they are registered and logged in, so tracking this number is misleading.

Institutional Advancement has experienced mixed results in contributions over the last nearly three fiscal years, as represented in the following table. The significant increase in trustee giving in the current year is due almost entirely to a single substantial gift. Other trustee giving is up slightly, along with gifts from friends, faculty/staff, and businesses. Contributions from Alumni and other constituent classifications show slight decrease. Excluding the single large trustee gift, total giving as of the end of FY 2011 is expected to show little change as compared to FY 2010 (see figure 2.1).
Figure 2.1 Contributions from Alumni and Other Constituent Classifications.

Increasing numbers of exchange students from Trinity University-St. David attending Rio Grande and the number of Rio students going to Trinity each year, demonstrates the success of the Madog Center and the student exchange program.

The formation of a yearlong internship at Rio Grande for a student/Trinity graduate provides and enhances the Welsh dynamic on campus and in the community. The intern develops and presents cultural programs and language workshops on campus, in the local schools and throughout the community. The Madog Center is affiliated with local Welsh Society, the Welsh American Heritage Museum, and with state Welsh societies in Ohio and other states. The Director also serves on the board of the Welsh National Gymanfa Ganu (WNGGA, the National Welsh Association), all of which raise the profile, exposure and value of the Madog Center.

During fall semesters, students from Rio Grande travel to Wales to attend Trinity. During spring semesters, theater students from Trinity attend Rio Grande. Over the past four years, the Welsh and Rio Grande students produced original plays highlighting the Welsh heritage and history of the area. Students performed *Lonesome Valley* written by Jackson, OH native, Brooke Jones, *New Worlds*, which focused on the immigration to the region in the 1800’s, and the most recent production, *What is a Welshman*, in the surrounding communities, on campus, and as far away as Columbus, OH for the Columbus Welsh Society. The Madog Center promotes and supports the only school Eisteddfod, a Welsh singing competition still performed in the United States, held annually in the Jackson City Schools. This is a historical nod to the time when Jackson hosted the US National Eisteddfod prior to World War II. The Madog Center hosts meetings related to Welsh culture and genealogy each year in the local area.

The theater, in association with the University of Rio Grande library, presented readings of James Whitcomb Riley's poetry to surrounding schools and libraries during library week. The Rio Grande Library and the Friends of the Davis Library host an event every year during this time. In the past, these included presentations by notable speakers on multiple intelligences, the history of baseball, the history of World War II, and Welsh music. The library hosts other public events such as Rio authors, banned book readings, and poetry readings.

Enrollment in SIFE programs average 10-15 students annually. The URG SIFE Annual Report for 2010-2011 (see http://aqip.rio.edu/docs/SIFE%20Annual%20Report%202010.pdf ) identifies ten individual economic education projects, resulting in services provided to 2,292 students from different age groups and schools, as well as 436 project hours contributed by Rio SIFE students. Figure 2.2 lists other SIFE projects and results.
Table 2.2 Other SIFE Projects and Results.

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Impact / Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let's Can Hunger Challenge</td>
<td>Holiday food drive as a community service project</td>
<td>Total of 5,311 canned goods items and $150 were donated to assist 1,265 families</td>
</tr>
<tr>
<td>Welcome to the Real World</td>
<td>An on-campus event providing exercises in personal financial management</td>
<td>475 students attended, comprised of Rio freshmen and students grades 7-12 from surrounding schools</td>
</tr>
<tr>
<td>American Free Enterprise and Leadership Conference</td>
<td>Annual business economics conference hosted by Rio for Ohio high school students, and offered for college credit</td>
<td>17 students participated in the June 2010 event. Average pre-test score was 62%; average post-test score was 74%</td>
</tr>
<tr>
<td>Responsible Use of Credit</td>
<td>Instruction in credit basics in a game show format</td>
<td>Participation by 60 Rio freshmen and high school students grades 9-12. Pre vs. post test scores reflected knowledge improvement of 8%</td>
</tr>
</tbody>
</table>

Figure 2.2 Other SIFE Projects and Results.

2R3 Comparing Results with Other Institutions

The administration uses the Campus Annual Security Report to compare Rio’s safety record with other schools. The Equity in Athletics (EQIA) Web sites allows Rio Grande compare itself to other schools. With a direct link from the Rio Athletics’ Web site prospective students can compare schools. Coaches are using this information to compare their program to other MSC schools as well as to schools in our previous conference, the AMC. The NAIA reports allow the athletics department to compare itself to other NAIA schools. From the athletic reports Rio is able to glean information about operating expenses, team sizes, coaching FTEs by sport, financial aid, and academic scholarship by team and gender.

Rio submits data about enrollment and alumni to the Association of Independent Colleges and Universities of Ohio (AICUO). This allows Rio Grande to compare data with other colleges. AICUO publishes a graph of the results and maintains data that institutions can use for informational purposes. The chart at right (see figure 2.3) highlights undergraduates at AICUO institutions by house district, showing a particularly heavy concentration in Rio Grande’s district.
Rio Grande intends to increase its use of benchmark data for decision-making purposes. Such benchmarking has proven to be challenging in many areas because of the unique hybrid nature of the institution as both a private university and a public community college (see O7). Rio is one of only two institutions in the nation with a Center for Welsh Studies. Green Mountain College located in Vermont is the other school with a Welsh cultural center.

**2R4 How do the Results Strengthen Rio Grande**

- Athletes comprise a large percentage of the students living in the residence halls. Athletics also contributes to the diversity of the campus because of the out-of-state and non-regional students recruited.
- The library has close bonds with the community and community members come to the campus to utilize the library services. It engages people who might not otherwise come to campus. The community views the library as a valuable resource.
- Rio provides students international exchange possibilities through the Madog Center, giving them opportunities for personal growth.
- The institution provides strong support for the Bob Evans Farms Festival, a popular festival in Rio Grande every October. The university provides facilities support and volunteers to the festival itself as well as students and staff working for volunteer organizations working at the farm festival. Over 200 of Rio Grande’s athletes assist in various activities of the farm festival. Participation in the festival from faculty, staff, and students along with the use of university facilities provided to support the festival is substantial enough for the college to close on the first day of the festival. The President encourages participation and identifies it as a Community Service holiday.
2I1  Recent Improvements for Accomplishing Other Distinctive Objectives

- See 2R1. The Athletic department has engaged the Austen Sports Index to analyze and compare Rio’s data to other similar institutions.
- Student Services has seen an increased number of requests for student activities as well as student involvement. Rio has several newly organized student groups along with increased student membership in all organizations.
- The library has developed the “InfoLit” blog as a method to provide instruction of various topics, ask questions and provide feedback. Based on survey results, the library made improvements to its surveys to seek additional information and feedback. The Library also produces a newsletter to distribute on and off campus.
- Rio is in the planning stage of establishing a separate foundation for fundraising and advancement opportunities. Other improvements include refining data collection of donors and prospects, construct alumni lists and categories for efficient usage, and “legacy” mailing to create interest in estate planning and gifting.
- Rio is undergoing a renaissance in theater. The college produced the play, Return to Oz, a world premiere with original by a faculty member, What It Means to be a Welshman, and And the Goblins are Gonna’ Get Yo based on the poetry of James Whitcomb Riley. The college is planning several productions next year to engage the community and school age students. Stakeholders in town hall meetings across the area highlighted their desire for Rio Grande to provide cultural events for the community.
- Trinity University St. David identified the University of Rio Grande as one of its leading exchange institutions and plans are underway to develop opportunities for students to earn dual degrees, to provide students in education programs at both institutions the opportunity for culturally diverse experiences by doing short term exchanges focusing on different approaches to the teacher training process.
- SIFE (Students in Free Enterprise) students discussed going to Wales to present programs on the American Free Enterprise system to elementary school children there under the direction of Trinity University St. David.

2I2  Selecting Processes and Setting Targets

- Because of Rio’s technology, the Athletic Department can now broadcast many sports events over the internet giving the institution increased exposure. The conference has a television contract allowing Rio Grande to televise up to 80 sporting events each year.
- Student Services recognize Rio is located in a rural community with a lack of surrounding metropolitan area, which leads to an increased need for activities on-campus. Thus, Rio has increased the number of activities to encourage student engagement.
- Rio is part of a rural, close-knit community. Satisfaction is important. Various departments use estimates of attendance to set targets for events.
- People of Welsh origin originally settled the area around Rio Grande. To this day, the area strongly represents Welsh surnames, as well as Welsh traditions such as Eisteddfods and Gymanfa Ganus. The Welsh scenic byway goes through the Rio Grande campus highlighting Welsh churches, cemeteries and homesteads, and other historical landmarks.
- The original Bob Evans Farms is located adjacent to the University of Rio Grande property. Bob Evans and the Evans family have been prominent supporters of the institution as reflected in the names of some of the buildings on campus. The college will continue to support the Bob Evans Farm Festival.
Category 3 • Processes

3P1  Identifying the changing needs of student groups.

Rio uses a variety of assessment tools to determine the changing needs of our student groups. Rio uses the NSSE and FSSE surveys (2009 and 2011), and the CCSSE survey since 2009 and 2011. In addition, the institution administers the following institutional surveys:

- Residence Hall Student Satisfaction Surveys – conducted and compiled every semester
- Food Service Satisfaction Surveys – conducted annually by Sodexho Food Services
- Health Service Assessment/Recordkeeping – ongoing on a daily basis
- Career Assessment Surveys – ongoing each semester
- Survey of graduates – conducted annually

Several programs also collect stakeholder satisfaction data. A sampling of that collection is as follows:

- Nursing – graduates complete a survey every spring
- Diagnostic Medical Sonography – graduates and employers complete a survey every semester
- Business – an alumni survey was administered every spring up to 2009
- Fine Arts – BFA graduates in Visual Arts complete an exit interview
- Education – graduates complete a survey every semester
- English – both majors and minors complete an exit interview as part of the capstone class
- Library – LibQUAL was administered in 2002, 2003, and 2008

In the 2010-2011 Academic Year (AY), each school/department held stakeholder meetings involving faculty members, current students, alumni, and others who had an interest in the specific program. These meetings gave departments and programs an opportunity to collect feedback in an informal setting.

In addition, assessments that are more informal are ongoing. For example, students express their needs to their advisors during the advising process. Students also have the opportunity to bring their needs to both the Student Senate and the All Greek Council.

When concerns are raised, they are funneled to the appropriate department, school, program, or administrator for action. If the change is curricular, the school chair sponsors a proposal that goes to Academic Affairs where the committee votes on the curriculum change. If the course of action occurs at a student organization level, the organization's advisor and members determines the best approach for change. Finally, if the course of action requires an administrative change, the proper office determines the best approach.

3P2  Building and maintaining relationships with students.

Students feel connected to Rio Grande in a variety of ways beginning with orientation where admissions staff and student ambassadors introduce new students to Rio’s campus, activities, and resources. Incoming students attend sessions relevant to their Rio experience. For example, commuter students can attend a workshop that will assist them in preparing for college while those students who wish to live on campus can attend a workshop on campus living. In addition, students meet with advisors to select courses best suited to their placement and program needs, thus beginning the one-on-one advising relationship.

One of the first courses students take at Rio Grande is LA101, Freshman Success. Through this class, students learn how to be successful in their college curriculum. Class meetings focus on such topics as campus
resources (i.e. financial aid, the registrar, and the library), study skills, and choosing a major. Although students can sign up for any Freshman Success section, during the 2010-2011 AY, Academic Affairs added two specific LA101 sections to the schedule: one for education and one for humanities/social sciences; a third LA101 section for nursing majors is scheduled for the 2011-2012 AY.

After students begin coursework, they stay connected to the institution in a variety of ways. For those students living in the dormitories, the resident assistants serve as an integral connection to the institution. For both commuter and resident students, relationships with their peers are created through campus programs, class trips, sporting events, student activities, international student trips, and Little Sibs Weekend. Finally, Rio Grande has a variety of campus clubs, honor societies, and Greek organizations available to students.

The Jenkins Center for Student Success fosters academic relationships providing tutoring in several majors, but especially Writing and Math. Although advising has always been an important connection between students and faculty members, the connection was enhanced in spring 2011 when advisor meetings became mandatory. In the past, students were not assigned a faculty advisor until declaring a major; the New Student Advising Office advised undeclared majors. Once a student expresses an interest in a specific major s/he is matched with an appropriate faculty member; the advisor-student relationship allows the student to connect to his/her program that assists in student retention.

3P3 Analyzing the changing needs of stakeholder groups.

There are many opportunities for stakeholder groups to offer Rio Grande feedback. The 2010-2011 AY marks the beginning of a new strategic plan: Decade of Dreams. One of the first steps in the strategic plan required all departments – academic and administrative – to compile such things as external and internal environment analyses and to target and communicate with stakeholders. The President synthesized these lists and presented them to board members, faculty, and staff; all stakeholders use the lists to help guide the strategic plan.

As part of the strategic plan, departments and programs held stakeholder meetings during the spring 2011 semester both on and off campus to collect ideas and feedback from a wide range of voices. Departments and program representatives held stakeholder meetings in each county of the community college district. In addition, individual academic programs and departments held their own meetings. Stakeholder meeting attendees included board members and President’s Cabinet members, faculty, staff, students, alumni, the four-county business and school leaders, elected officials, international partners, and friends. Recording secretaries collected feedback and forwarded it on to the President’s office for incorporation into the strategic plan (see 8P1).

On a departmental level, Rio Grande utilizes student-satisfaction surveys (see 3P1) to assess the changing student needs. Residence Life, Sodexho, and the Davis Library are among those student-support units that administer such surveys. On the academic side, the 2010-2011 AY saw a more concerted effort in program assessment. Currently, all academic majors are completing their assessment projects and determining the changes they will implement in the upcoming academic year (see 1P2).

3P4 Building and maintaining relationships with stakeholders.

The institution builds and maintains relationships with internal stakeholders through such things as advising, campus programming, and satisfaction surveys. In addition, Rio Grande offices maintain an open-door policy, which creates a welcoming environment for students, faculty, and other staff members. The institution also
Rio Grande also maintains strong relationships with external stakeholders. The stakeholder meetings held throughout the spring 2011 semester provided the institution with many suggestions for improvement. There are also strong relationships with the local public schools in the four-county area—many of which employ Rio Grande education alumni as teachers and administrators. Students from these schools also benefit from the relationship; Rio Grande had over 90 Post Secondary Enrollment Options (PSEO) students in the 2010-2011 AY. Both the Schools of Sciences and Business host annual visitation days for approximately 200 local high school students. These visitation days are excellent opportunities for students to explore possible majors, visit with admissions advisors, and meet program faculty members. Other schools are considering developing visitation day strategies modeled on those of Sciences and Business.

To maintain relationships with community stakeholders, Rio Grande makes available its facilities. Groups have used Rio facilities for, among other things, local proms, meetings such as the Ohio Association of Two-Year Colleges’ annual conference, various art and music events, retreats, and athletic events. In addition, several days a week the cafeteria hosts a senior lunch program for anyone over the age of 60. The Older Americans Act funds this program and the funds are secured through the Area Agency on Aging, District 7, an agency located on the Rio Grande campus.

Finally, there are opportunities for community outreach. One of the biggest outreach opportunities occurs every fall at the Bob Evans Farm Festival, held at the Bob Evans Farm, adjacent to campus; students, faculty, and staff both volunteer at and attend the Festival. At various times throughout the year, the Greek organizations perform community service such as picking up trash along the road and co-hosting a fireworks display at the Bob Evans Farm Festival. Rio Grande’s sports teams raise money for causes like breast cancer awareness and campus clubs host and/or participate in such community events as the intergenerational walk and District 9 History Day. All of these community outreach opportunities allow the students, faculty, and staff to build and maintain relationships with the institution’s external stakeholders.

3P5 Targeting students and stakeholders for educational offerings and services.

Analysis of enrollment levels, trends, and projections are a crucial element in determining needs. High enrollments yield more sections and can initiate new courses in popular programs. Low enrollments can result in cancelled sections and, possibly, the elimination of courses and even programs. If a significant number of new students are registering for certain courses, administrators may schedule additional sections.

During the 2010-2011 AY, Rio implemented some new processes that directly address the assessment of stakeholders’ needs. The institution’s new strategic plan, with its ongoing stakeholder meetings, will be instrumental in determining new student and stakeholder groups. In addition, the new program assessment process will assist individual programs in finding and making curriculum changes that will directly benefit students. Both of these assessment tools have and will continue to provide Rio Grande with the data needed to modify any existing educational offerings and services and add to or remove items from those offerings and services.
3P6  Addressing complaints

Students can submit complaints face to face or via telephone, letter, and/or email. Students may also voice complaints through the surveys mentioned in 3P1. The department/office that administers these surveys also determines the best course of action based on the feedback.

If a student has an academic complaint, s/he submits it to the appropriate school chair that will either address it then or send it on to the Dean or Provost as needed. The Student Handbook includes information on how to submit a grade complaint. In addition, students evaluate non-tenured faculty members every year and tenured faculty members every four years. Based on these course evaluations, individual faculty members determine the best course of action to take regarding course modifications.

Rio Grande faculty and staff forward complaints to the appropriate office. Employees submit all sexual harassment complaints directly to the Human Resources office (see PPM Section 4.10 Sexual Harassment http://aqip.rio.edu/docs/4.10.pdf ). Grievance complaints are addressed first to an employee’s immediate supervisor and then, if the grievance is not resolved, to Human Resources (see PPM Section 4.26 Grievance Procedure http://aqip.rio.edu/docs/4.26.pdf ). Faculty may raise concerns to the Faculty Association, the institution’s collective bargaining unit. The Faculty Association Executive Committee can then direct the complaint appropriately.

If a complaint results in necessary action, that action is communicated via a written document, as in the case of grievances and grade complaints. Policy changes appear in the catalog and/or Student Handbook or in the Policy and Procedures Manual (PPM) on MOSS for faculty and staff. There are times when the administration emails all students, faculty, and staff informing them of changes. Finally, actions may be communicated to the larger stakeholder community via local newspapers and the Rio Grande website.
3R1 Determining student and stakeholder satisfaction.

Since the last Systems Portfolio report in 2007, Rio Grande departments implemented several satisfaction surveys, as have been mentioned in 1P1. In addition, the institution is completing CCSSE, NSSE, and FSSE surveys on a regular basis. For academic feedback, students complete evaluations every year for non-tenured faculty and every four years for tenured faculty. Finally, the implementation of stakeholder meetings assists in measuring student and stakeholder satisfaction.

Some programs and departments use the CCSSE, NSSE, and FSSE information but the institution as a whole has not fully mined this data. To facilitate better understanding of this data, the AQIP Steering Team created a new Action Project focusing on analysis of student satisfaction data. The Action Project’s goal is to develop processes to better utilize the various satisfaction surveys Rio administers. Achieving this goal requires four steps:

- Using the new MOSS intranet, identify and/or develop a central digital collection space for all non-academic stakeholder satisfaction surveys and other satisfaction data related to decision making,
- Identify the various surveys the institution administers at the program, department, school, and institutional levels,
- Develop a process and timelines for stakeholders to upload survey results to a central location,
- Identify and charter a task force representing students, faculty, staff, and administrators to analyze and act on the data.

This new Action Project begins June 1, 2011 with an anticipated completion date of May 31, 2012.

Further, the University has contracted with a major marketing firm to develop a strategy for branding and marketing the institution. The Research Phase of the project was conducted in May 2011 and included interviews and discussions with four different student focus groups. Data and feedback from this report will be used to reposition the institution for recruitment and support retention efforts.

3R2 Performance results for student satisfaction.

Because individual offices, departments, and programs collect the internal surveys and Rio Grande has not yet implemented the new data collection Action Project, it is difficult to analyze student satisfaction results for the institution. However, the CCSSE and NSSE data provides Rio Grande with some information on overall student satisfaction.

According to CCSSE:
- Rio Grande students scored Rio Grande's assistance in providing support as equal to the nationwide small college average and slightly above the CCSSE cohort.
- Rio Grande students scored their classroom effort on par with other small colleges and slightly above the CSSE cohort.
- Rio Grande students report a higher student-faculty interaction than other small colleges or the CCSSE cohort. Student-faculty interactions were among the highest CCSSE scores Rio achieved.

According to NSSE:
- 57% of FY students frequently work harder than they thought they could to meet faculty expectations.
- 52% of FY students say their faculty are available, helpful, and sympathetic.
• 58% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.
• 91% of FY students report a favorable image of this institution.
• 70% of seniors would choose this school again if they could start their college career over.

3R3  Performance results for building student relationships.

Currently, CCSSE and NSSE are the best determinants for Rio Grande’s performance results on building relationships with students.

According to CCSSE:
• Rio Grande scored slightly below small colleges and the CCSSE cohort in providing the support you need to help you succeed at this college, although overall in support the school scored slightly lower than small colleges and slightly above the CCSSE cohort.
• Rio Grande scored slightly below small colleges and the CCSSE cohort in encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
• Rio Grande scored slightly above small college and the CCSSE cohort in helping you cope with your non-academic responsibilities (work, family, etc.)
• Rio Grande scored above small colleges and the CCSSE cohort in providing the support you need to thrive socially.

According to NSSE:
• 44% of FY students frequently have serious conversations with those of a different race.
• 31% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.
• By the time they are seniors, 67% of students have participated in community service or volunteer work.
• 76% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.
• 16% of FY student spend more than 15 hours per week participating in co-curricular activities.
• 30% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

The Jenkins Center for Student Success also tracks student use of the Center as well as their satisfaction. Results are available in the Jenkins Center Report (see http://aqip.rio.edu/docs/Jenkins%20Center%20Report%20Spring%202011.pdf).

3R4  Performance results for stakeholder satisfaction.

Rio Grande conducted ten public town hall meetings, a SWOT analysis with the Board, student focus groups, Advisory Board/Council meetings, and a library survey as part of the strategic planning process. These results are included in the notes. Rio’s leadership used the comments provided in these meetings to shape the direction of the Strategic Plan.

With help from a generous Rio Grande supporter, the institution constructed an Annex to the Student Center. However, before the individual would give their donation, he stipulated that Rio must raise the additional monies required for construction. Institutional Advancement was able to raise the required funds, received the donation, and now Rio Grande has a modern student center with new meeting spaces.
In addition to the above donation, Rio received donations from stakeholder attendees who were excited by specific possibilities in the town hall meetings. Specifically, one supporter donated to fund technology upgrades and new equipment for the School of Education.

The library survey has reinforced the library’s commitment to providing electronic services and access to mobile computing devices.

Comments from the stakeholder meeting for the School of Fine Arts reinforced the administration’s decision to revitalize the Theatre program. Now the Theatre program is beginning to stage shows on campus and in the community, and is planning new cultural events for future presentation.

### 3R5 Performance results for building stakeholder relationships.

As mentioned in 1P4 and 4P8, associate degree programs, per OBR standards, are required to have and meet with an Advisory Council on a regular basis. Council members meet with program faculty to review the curriculum, discuss market needs, and make program recommendations. These meetings are also an opportunity to determine stakeholder satisfaction. Faculty act upon these recommendations as appropriate to improve the program.

The Spring 2011 town hall and other stakeholder meetings are instrumental in building relationships with key stakeholders. Recording secretaries took notes at each stakeholder meeting and then forwarded them to the President’s office and uploaded them to the intranet. The President incorporated the information into the new Decade of Dreams strategic plan. Although it is too soon to determine performance results, a process for obtaining those results is now in place.

### 3R6 Result comparisons for student and stakeholder needs.

The information below compares the most recent CCSSE and NSSE data regarding students’ and stakeholders’ needs with other higher education institutions.

According to CCSSE:
- Providing the financial support you need to afford your education: 2.54 (Rio), 2.54 (small colleges), 2.46 (2010 cohort)
- Providing the support you need to help you succeed at this college: 2.9 (Rio), 3.01 (small colleges), 2.98 (2010 cohort)
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds: 2.41 (Rio), 2.47 (small colleges), 2.5 (2010 cohort)
- Helping you cope with your non-academic responsibilities (work, family, etc.): 2.00 (Rio), 1.98 (small colleges), 1.95 (2010 cohort)
- Providing the support you need to thrive socially: 2.28 (Rio), 2.18 (small colleges), 2.15 (2010 cohort)

According to NSSE:
- Supportive Campus Environment:
  - URG: First Year – 55.5, Senior – 61.3
  - Great Lakes Private: First Year – 65.3, Senior – 62
  - Carnegie Class: First Year – 63.9, Senior – 62.9
  - NSSE 2009: First Year – 61.6, Senior – 58.2
Recent improvements for Understanding Students’ and Other Stakeholders’ Needs.

Rio Grande has made four major improvements to better understand students’ and other stakeholders’ needs:

- Strategic Plan – The institution is in the beginning stage of a decade-long strategic plan.
- Stakeholder Meetings – Stakeholder meetings now occur at every level of the institution from meeting with community members in Rio’s four-county district to meeting with current students and alumni in specific programs. These stakeholder meetings allow for immediate feedback and suggestions from those stakeholders who are most directly affected by the institution.
- Academic Program Assessment – The new program assessment process relates directly to student learning as indicated in Category One. However, this new process also affects stakeholder satisfaction. The program assessments will inevitably reflect how well students are learning and how that learning is directly connected to their satisfaction.
- Quality Assurance Council – The AQIP Steering Team established the Quality Assurance Council (QAC) to help close the loop in places where Rio is lacking effective processes and results. The QAC has already made several suggestions, one of which the AQIP Steering Team has chosen to implement as an Action Project. This Action Project, as detailed in 3R1, will specifically deal with collecting and analyzing NSSE, FSSE, and CCSSE data.

Although it is still too early to determine the results of these four major improvements, Rio now has processes in place that will allow the institution to better analyze data from various locations across campus.

Specific processes and setting targets.

The four major improvements mentioned in 3I1 will assist Rio Grande in selecting specific processes to improve and in setting goals. Because Rio Grande is a small institution with close ties to the immediate area it serves, information about these processes and goals can be disseminated through local media and town hall meetings as well as the institution’s website. Regular updates from the President, Provost, and Deans at faculty development meetings and faculty forums will also assist in disseminating information. Finally, thanks to the completed Action Project that established a better internal communication system, all student satisfaction documents can be stored on MOSS, the institution’s new intranet, where all Rio Grande employees can access them.
4P1  Identifying Employee Credentials, Skills, and Values

Rio's Human Resource office develops job descriptions including general and specific credentials and skills for every position on campus. Ohio Board of Regents and Higher Learning Commission guidelines are considered and followed. Accrediting body guidelines regarding faculty credentials for independently accredited programs (NCATE – Education, NLNAC – Nursing, IACBE – Business, etc.), applicable federal and state laws, Rio's Policy and Procedures Manual, existing position profiles, and a review of similar positions and requirements in comparable institutions and taken into consideration as positions are defined and filled.

HR works with administrators and faculty to identify a selection committee of at least 4-5 members for each position interview. HR then reviews with all committee members the relevant legal aspects of interviewing. Selection committee members complete an interview evaluation form for each candidate interviewed.

4P2  Ensuring Employee Credentials, Skills, and Values

The HR office ensures all potential employees have the proper certification by checking references, status of required licenses, transcripts, and background checks for misdemeanor and felony claims. Selection committees consider only those applicants who meet the minimum or preferred requirements.

Along with written documentation, on campus and/or distance interviews (telephone or Skype) help to identify skills and values required for the position. Applicants may demonstrate requisite qualifications through teaching presentations, open forums in which the entire Rio community may participate, and/or presentations.

4P3  Recruiting, Hiring, and Retaining Employees

The HR office, Deans, Chairs, and other stakeholders play a role in identifying and recruiting employees. The Affirmative Action Plan is evidence of Rio’s commitment to recruiting talent from diverse backgrounds.

The hiring process begins with a department evaluating their needs and determining the need for a new position and then submitting a request for the position to their supervisor. This occurs during the annual budget process. The President’s Cabinet evaluates each request in relation to the strategic plan, the mission, and the budget. If approved, the Vice President of Human Resources collaborates with the administration and the appropriate supervisor to develop a position announcement detailing the position responsibilities, required credentials/experience, and the application process. Once approved, the HR office posts the position announcement internally, on the Rio website, in local and regional newspapers (as appropriate), on higheredjobs.com, the Chronicle of Higher Education, specialized professional association sites, and, as appropriate, specific trade journals.

Chapter IV, Sections 4.01-4.09 (see http://aqip.rio.edu/docs/4.01-%20-%204.09.pdf) of the Policy and Procedures Manual details Rio Grande’s policy and procedures for recruiting and hiring employees.

Rio uses numerous strategies to retain productive employees. Included among them are annual employee performance evaluations during which time supervisors meet individually with their employees to discuss the employee’s strengths, areas of concern, goals and how best to achieve them. Each year the Vice President for
Human Resources publicly acknowledges with a commemorative pin those employees who have given the institution 5, 10, 15, 20, etc., years of service.

Additional retention initiatives include:
- Annual employee appreciation lunch
- Annual family picnic
- Life, medical, dental, vision, and total disability insurance (full-time employees)
- Free use of the Davis Library, Health Center, parking, admission to University activities, fitness center, and bookstore discounts.

4P4 Orienting Employees to Rio’s History, Mission, and Values

An HR representative introduces all new employees to their supervisor who orients them to the campus and, as necessary, to the position. Additionally, the HR office, in conjunction with academic affairs, campus police, student services, administrative affairs, student accessibility, management information systems, and campus computing and networking hold an orientation for new faculty at the beginning of each academic year. Each area disseminates information regarding their area and discusses with the employees any concerns they might have.

Likewise, the HR office has orientation meetings for all new part-time faculty (current part-time faculty who have attended in the past are encouraged but not required to attend) at which time they receive information about the institution along with a printed handbook specifically developed by HR and Academic Affairs for part-time faculty.

4P5 Planning for Changes in Personnel

Rio reviews student enrollment data, local and regional employment trends, and internal program status to determine shifts in demand for personnel changes. As part of the annual budget process all programs and departments review their personnel needs. During their budget hearing program/department representatives submit a narrative which, if needed, includes new personnel requests (see 4P3). Rio leadership addresses succession needs and planning as part of the annual budget process and the Decade of Dreams strategic plan.

- Annual review of program requirements
- Institutional and departmental strategic plan
- Annual budget process (linked to strategic plan)

4P6 Designing Work Processes that Contribute to Productivity and Satisfaction

In general, Rio encourages and solicits input from employees at all levels as to how work is accomplished. Significant changes have come about based on input from open forums, AQIP principles focusing on quality at all levels of the institution, lessons learned through past and current Action Projects, formal and informal dialog between internal and external stakeholders, and new employees who bring a fresh perspective to a situation.
When she came in 2009, Rio’s new president, Dr. Barbara Gellman-Danley, began making changes across the institution. Among the changes she reorganized the committee structure of the Board of Trustees to be more efficient and put in place principles of operation based on best practices recommended by the Association of Governing Boards of Universities and Colleges. Recognizing the need to address the same issue on campus, the AQIP Steering Team developed an Action Project—Committee Effectiveness—to examine the current committee structure and procedures and recommend any changes to better meet the needs of the institution. As a result of this Action Project a new committee structure will be in place for fall 2011, once approved by the Board of Trustees. In the new structure all standing campus committees align with and report to one of the Board of Trustee committees and each committee is responsible for one or more of the AQIP categories and specific goals of the strategic plan. All standing committees include representatives of the staff, faculty, and administration, and most include students.

In July 2010, Rio Grande hired Dr. Kenneth Porada to serve as the Provost/Vice President of Academic Affairs. Under his leadership and in collaboration with the Academic Affairs sub-committee of the URG Board, the Dean of Professional Studies and the Dean of Enrollment Management, and after 6 months of open forums with faculty and staff (see 8P3), Rio is moving to a new academic structure (see figures 4.1 and 4.2).

<table>
<thead>
<tr>
<th>Current Academic Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>School of Humanities</td>
</tr>
<tr>
<td>School of Sciences</td>
</tr>
<tr>
<td>School of Social Sciences</td>
</tr>
<tr>
<td>School of Nursing</td>
</tr>
</tbody>
</table>

*Figure 4.1 Current Academic Structure*

<table>
<thead>
<tr>
<th>New Academic Structure (beginning Fall 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>School of Liberal Studies</td>
</tr>
<tr>
<td>School of Sciences</td>
</tr>
<tr>
<td>School of Fine Arts</td>
</tr>
</tbody>
</table>

*Figure 4.2 New Academic Structure (beginning Fall 2011)*
The new academic structure divides Rio into three colleges with three schools in each thereby allowing for a more realistic reporting and oversight arrangement. All stakeholders had opportunities to ask questions and raise concerns throughout the process. Faculty made numerous suggestions to the original proposal which the provost incorporated into the final structure. Because of the transparency and inclusivity of the planning process there is campus-wide consensus as to the advantages of the new organizational structure.

**4P7  Ensuring Ethical Practices**

Rio Grande's Policies and Procedures Manual (PPM) includes detailed policies on:
- Non-discrimination [PPM 4.02 (see http://aqip.rio.edu/docs/4.02.pdf )];
- Minimum Ethical Standards [PPM 4.27 (see http://aqip.rio.edu/docs/4.27.pdf )];
- FERPA [PPM 4.31 (see http://aqip.rio.edu/docs/4.31.pdf )];
- HIPPA [PPM 4.25 (see http://aqip.rio.edu/docs/4.25.pdf )];
- Harassment, including sexual [PPM 4.10 see http://aqip.rio.edu/docs/4.10.pdf ]; and
- Acceptable and Ethical Use of Technology Resources [PPM 5.31 (see http://aqip.rio.edu/docs/5.31.pdf )].

Additionally, Rio's negotiated Faculty Contract, Article 11, Exhibit A is the **Statement on Professional Ethics** (see http://aqip.rio.edu/docs/Faculty%20Contract%20Article%2011%20Apendix%20A.pdf ) adopted in 1987 by the American Association of University Professors. By signing a contract to teach, all faculty agree to abide by this statement. Both the PPM and the Faculty Contract are available for employees on the intranet.

Employees of Rio Grande Community College are bound by Ethics laws codified in the Ohio Revised Code.

**4P8  Determining, Aligning, and Strengthening Training Processes**

Supervisors, along with the HR office, annually evaluate all non-instructional employees to determine further training needs. Supervisors and employees, through their daily routines, also identify areas of emerging problems and issues further training may address.

Program Advisory Councils, required by OBR for all associate degree programs, provide valuable, up-to-date needs based on current practices. Each associate degree program meets with their Advisory Council annually at a minimum, at which time members review the curriculum, discuss market needs, and make program recommendations. In this context, members may identify additional training needs related to students, faculty, and staff.

**4P9  Training and Developing Employees**

Rio trains and develops its employees by providing financial support to attend internal and external conferences and workshops. FERPA and HIPPA training as well as information technology training (Excel classes), Safety sessions (full staff and especially maintenance/grounds) are ongoing. HR holds training workshops and meetings on employee benefits such as insurance, pension plans, Social Security, wellness programs and effective communications. Recently, the HR office has paid specific attention to identity theft and fire safety. On campus classes give employees the opportunity to obtain training and certification in CPR and First Aid.
The Academic Affairs office in conjunction with MIS and CC&N offers faculty training workshops throughout the academic year.

**4P10  Designing and Using the Employee Evaluation System**

Supervisors evaluate all administrative and hourly employees yearly. The Employee Performance Evaluation form, which includes the typical areas of evaluation (responsibilities, accomplishments, job performance, productivity, dependability, initiative, work environment, etc.), also includes sections for developing goals and action plans. In it supervisors and employees agree on strategies to improve performance, satisfaction, and growth. All faculty are given the opportunity to evaluate their deans, online and anonymously, one time a year. The HR office summarizes the results and forwards them to the appropriate dean as well as the provost and president. If the evaluation identifies areas of improvement they will be included in the goals and objectives for the next year.

Article 8 of the negotiated Faculty Contract (see [http://aqip.rio.edu/docs/Faculty%20Contract%20Article%208%20Evaluation%20of%20Instructional%20Staff.pdf](http://aqip.rio.edu/docs/Faculty%20Contract%20Article%208%20Evaluation%20of%20Instructional%20Staff.pdf)) outlines the faculty evaluation process. Their Dean and peers evaluate probationary faculty every year. They also evaluate themselves. Tenured faculty members follow the same process every four years. Students evaluate faculty at least once per academic year.

**4P11  Designing Employee Recognition, Reward, Compensation, and Benefit Systems**

The University Administration and the University of Rio Grande Faculty Association negotiate the compensation and benefits for faculty members. Rio compensates full-time faculty based on the salary schedule in the negotiated contract including release time, overload pay, separate contracts for summer teaching, and other supplemental non-instructional services. Rio determines its compensation package for all other employees based on institutional needs, the projected budget, and the market, and adheres to all state and federal employment laws and guidelines. Through the budget process, the President’s Executive Staff reviews the goals and objectives for both instructional and non-instructional programs and determines compensation adjustments necessary to meet those goals.

Full-time employees and eligible dependents may take advantage of Rio’s Tuition Remission Program thus providing professional development opportunities for employees and their families (see 4R2).

Employee recognition and reward initiatives have been in place for many years. Article six, section four of the faculty contract outlines the policy and procedures related to Faculty Emeritus. Currently, Rio Grande has 34 faculty emeriti. Likewise, the institution values those faculty members who demonstrate a strong record of teaching, scholarship, and service.

Rio’s vision includes providing an environment where learning is the priority and excellent teaching is honored. Rio honors outstanding teaching with two awards: The Ernie Wyant Award presented to the outstanding faculty member as selected by the students, and the Edwin A. Jones Teaching Excellence Award presented to the outstanding faculty member selected by the faculty.
Rio Grande honors faculty who demonstrate success in teaching, scholarship, and service by offering them the opportunity to earn tenure and promotion. Article 9– Tenure (see http://aqip.rio.edu/docs/Faculty%20Contract%20Article%209%20Tenure.pdf) and Article 10– Promotion (see http://aqip.rio.edu/docs/Faculty%20Contract%20Article%2010%20Promotion.pdf) of the Faculty Contract outline the procedures and related information.

4P12  Determining Key Issues Related to Employee Motivation

Rio Grande uses many approaches to determine and analyze key issues related to employee motivation. The Provost meets on a monthly basis with the Executive Committee of the Faculty Association, the faculty union, to exchange information and to discuss emerging issues and concerns. Regular meetings are similarly conducted for academic school chairs, staff, the Provost’s Management Group, and academic departments.

An important development within the past year is the creation of Open Faculty Forums. Instituted by the Provost, these forums provide a vehicle for the faculty as a whole to discuss issues that impact the academic life of the institution, to prioritize them, and to consider approaches to their resolution. As a result of such forums, Rio Grande recently redesigned its student advising process and, during the upcoming year, will consider alternatives to improve our first year student experience.

In addition, Rio Grande has an “open door” culture in which employees are encouraged to approach administrators or HR about issues of concern. Employees recognized at annual events for accomplishments and years of service.

4P13  Providing and Evaluating Employee Satisfaction, Health and Safety, and Wellbeing

Rio Grande serves as one of more than 80 Safety Councils sponsored by the Ohio Bureau of Workers’ Compensation Division of Safety and Hygiene. According to the Ohio BWC website, “These safety councils provide their local communities with quality programs addressing occupational safety and health, workers’ compensation and risk management education and information. They inform participants about new techniques, products and services, and provide a thorough knowledge of these services.” To meet its goal of increasing safety awareness Rio holds monthly Safety Council meetings for its 90 plus members from its four county service area during which guest speakers discuss various safety issues and strategies to make the workplace safer. Participants are encouraged to complete an evaluation of each speaker/meeting. Rio’s HR office then returns the surveys to the BWC Division of Safety and Hygiene.

The institution provides a number of programs or services to address the health, safety and wellbeing of its employees (see figure 4.3).
### Initiative Description

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Benefit Program</strong></td>
<td>Life, medical, dental, vision, and total disability insurance (full-time employees)</td>
</tr>
<tr>
<td><strong>Paul Lyne Fitness Center</strong></td>
<td>Weights, Exercise Machines, Aerobics, Pool, Racquetball Courts, and Basketball Courts.</td>
</tr>
<tr>
<td><strong>Blood Drives</strong></td>
<td>Hosted numerous times throughout the year Blood Drives give the campus community a chance to support others.</td>
</tr>
<tr>
<td><strong>Mental Health Counselor</strong></td>
<td>Confidential counseling services are available through external licensed providers.</td>
</tr>
<tr>
<td><strong>Health Services</strong></td>
<td>A registered nurse is available for limited treatment of illnesses and injuries and refers for further treatment as needed, anonymous HIV and STD testing, immunizations, TB screening, allergy injections, blood pressure screening, and weight loss and walking programs, free for all students and employees.</td>
</tr>
<tr>
<td><strong>Health Fairs</strong></td>
<td>The nursing students and the Community Health class host a free Community Health Fair every semester. It provides blood glucose testing, blood pressure testing, cholesterol testing, dietary information, military information, information on long term health care, and planned parenthood.</td>
</tr>
<tr>
<td><strong>Drug &amp; Alcohol Prevention Specialist</strong></td>
<td>A Drug and Alcohol Prevention Specialist is available twenty hours a week by appointment.</td>
</tr>
<tr>
<td><strong>Nixle Emergency Text Messaging System</strong></td>
<td>Emergency messages delivered to mobile phones and email from campus/local police, weather, and other agencies.</td>
</tr>
<tr>
<td><strong>Outdoor Emergency Early Warning System</strong></td>
<td>Warns the campus of impending emergencies such as severe weather, hazardous material spills, and other critical incidents such as terrorist attacks or an active shooter in one of our area schools or at the University of Rio Grande.</td>
</tr>
<tr>
<td><strong>Campus Police</strong></td>
<td>24/7 Police presence, all officers are certified by the Ohio Peace Officer Training Council.</td>
</tr>
<tr>
<td><strong>Social Events</strong></td>
<td>Annual Family Picnic, Annual Employee Appreciation Luncheon,</td>
</tr>
<tr>
<td><strong>Free Parking</strong></td>
<td>Employees have separate designated parking areas</td>
</tr>
<tr>
<td><strong>Davis Library</strong></td>
<td>All employees may use the library without payment of fines or fees.</td>
</tr>
<tr>
<td><strong>Rio Grande Activities</strong></td>
<td>Free admission to Rio sponsored athletic activities, concerts, plays, and lectures.</td>
</tr>
<tr>
<td><strong>Bookstore Discounts</strong></td>
<td>Employees receive a 10% discount on textbooks and 15% on non-textbook items.</td>
</tr>
</tbody>
</table>

*Figure 4.3 Employee Satisfaction, Health, and Safety Activities*

The campus also has eyewash stations in locations where they might be needed, specialized chemical disposal in the School of Science, First Aid kits in all buildings, emergency call boxes, and two emergency defibrillators (one in the Lyne Fitness Center and the other at the campus Police Office). The institution also has a robust Rio Goes Green (paper, aluminum cans, electronics, etc.) recycling program.
4R1 Measures of Valuing People

Rio Grande routinely analyzes the performance evaluations of all employees. HR also reviews other data such as longevity of employment, promotions, and low turnover rates. This evidence supports the assertion there is a satisfied workforce at Rio Grande (see figure 4.7).

Rio also collects and analyzes the following measures of valuing people:
- Employee Diversity Profile
- Faculty Gender/Tenure Profile
- Rio Leadership Position Profile
- Exit interviews
- Employee Years of Service
- Technology Training Sessions
- Tuition Remission Data

4R2 Performance Results for Valuing People

The specific performance results demonstrating Rio's success in valuing people include:

**Rio Grande Diversity:** University employees (see figure 4.4) across all categories (Administration, Faculty and Staff) are predominately White/Non-Hispanic (96%) and a majority female (51.5%). The total race/ethnic minority employee population is 7.6% (of which 6.1% is Asian/Pacific Islander).

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Administration/Staff</th>
<th>Faculty</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>50</td>
<td>61</td>
<td>44</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>64</td>
<td>47</td>
<td>40</td>
</tr>
</tbody>
</table>

**TOTAL:** Male: 98 48.5%
Female: 104 51.5%

*Figure 4.4 2010-2011 AY Race/Ethnicity and Gender Data*
Faculty Gender/Tenure Profile: The rate of tenure by gender (see figure 4.5) is proportionate at all faculty rank levels. Tenure patterns remain influenced by an earned doctorate and length of service.

<table>
<thead>
<tr>
<th>Position</th>
<th>Female</th>
<th>Tenure</th>
<th>Male</th>
<th>Tenure</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer/Instructor</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>27</td>
<td>13</td>
<td>15</td>
<td>8</td>
<td>21</td>
<td>50%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>8</td>
<td>6</td>
<td>12</td>
<td>11</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Professor</td>
<td>4</td>
<td>4</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>94%</td>
</tr>
<tr>
<td>2009/2010 Total/%</td>
<td>23/42</td>
<td>56%</td>
<td>32/48</td>
<td>67%</td>
<td>55/90</td>
<td>61%</td>
</tr>
<tr>
<td>2004/2005 Total/%</td>
<td>22/36</td>
<td>61%</td>
<td>39/54</td>
<td>72%</td>
<td>61/90</td>
<td>67%</td>
</tr>
<tr>
<td>1997/1998 Total/%</td>
<td>20/29</td>
<td>69%</td>
<td>48/56</td>
<td>86%</td>
<td>68/85</td>
<td>80%</td>
</tr>
<tr>
<td>1991/1992 Total/%</td>
<td>13/36</td>
<td>36%</td>
<td>30/57</td>
<td>53%</td>
<td>42/90</td>
<td>47%</td>
</tr>
</tbody>
</table>

Figure 4.5 2010-2011 AY Faculty Gender/Tenure Profile

Leadership Position Profile: The proportion of female to male faculty has improved to 47% (2010) from 40% (2004). Women hold 24 key administrative and leadership positions in the university. Figure 4.6 lists the individuals and the positions they hold.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position - Academic Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Mitchell, Ph.D., RN, CNS</td>
<td>Administrator of Nursing</td>
</tr>
<tr>
<td>Phyllis McQueen, Ph.D.</td>
<td>Head of Teacher Education</td>
</tr>
<tr>
<td>Darlene Ringhand, Ph.D.</td>
<td>Chair, School of Business</td>
</tr>
<tr>
<td>Vicki Crabtree, M.Ed.</td>
<td>Chair, School of Technology</td>
</tr>
<tr>
<td>Tracy Boggs, M.Ed.</td>
<td>Director, Radiologic Technology</td>
</tr>
<tr>
<td>Stephanie Saunders</td>
<td>Director, Diagnostic Medical Sonography</td>
</tr>
<tr>
<td>Laura Lee, BS</td>
<td>Clinical Coordinator, Diagnostic Medical Sonography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Position - Administrative Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Gellman-Danley, Ph.D.</td>
<td>President</td>
</tr>
<tr>
<td>Luanne Bowman, MBA</td>
<td>Vice President for Financial and Administrative Affairs (RGCC)</td>
</tr>
<tr>
<td>Phyllis Mason, MBA, SPHR</td>
<td>Vice President for Human Resources</td>
</tr>
<tr>
<td>Beverly Crabtree, B.A.</td>
<td>Vice President for Institutional Advancement</td>
</tr>
<tr>
<td>Joyce Manuel-Wolfe, Ed.D</td>
<td>Director of Jenkins Center for Student Success</td>
</tr>
<tr>
<td>Susan Haft, B.S.</td>
<td>Director of New Student Advising</td>
</tr>
<tr>
<td>Marlene Childers, RN</td>
<td>Director of Health Services</td>
</tr>
<tr>
<td>Annette Ward, B.S.</td>
<td>Director of Alumni Relations</td>
</tr>
<tr>
<td>Hong N. Yang, MBA</td>
<td>Director of Finance</td>
</tr>
</tbody>
</table>
Exit interviews: The HR office meets with each individual who chooses to leave Rio Grande. Using a standardized exit survey, the Vice President for HR gathers information and reviews the data to determine necessary changes. Based on exit interviews from 2009 through 2011, of those who responded as dissatisfied, most comments centered on concerns over salaries, promotion opportunities, and staff development. Of those who responded as satisfied, most comments seemed to center around the areas of opportunity to use skills, friendliness and cooperation of co-workers, communication practices, and working conditions and benefits.

Employee Years of Service: The Human Resources Office tracks the years of service of employees and grants annual service awards to full-time employees based on years of service (see figure 4.7).

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>38</td>
<td>37</td>
<td>46</td>
<td>49</td>
<td>54</td>
</tr>
<tr>
<td>10</td>
<td>18</td>
<td>19</td>
<td>15</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>44</td>
<td>41</td>
<td>32</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>25</td>
<td>28</td>
<td>34</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>25</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>30</td>
<td>4</td>
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<td>1</td>
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</table>

Technology Training Sessions: The director of IDMS (Instructional Design and Media Services) in conjunction with the CC&N (Campus Computing and Networking) office held training sessions for all employees on Rio’s new MOSS Intranet when it began (see figure 4.8). Additionally, CC&N facilitated training on videoconferencing methodologies, using instructional podiums, and using Impatica for compacting PowerPoint for Distance Learning use. Over the last few years both IDMS and CC&N experienced more success in meeting with individuals, depending on the type of training, than groups.
University of Rio Grande & Rio Grande Community College

Category 4 • Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Topic</th>
<th>Session</th>
<th># of Attendees</th>
</tr>
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<tbody>
<tr>
<td>Fall 2010</td>
<td>Microsoft SharePoint Server Training</td>
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</tr>
<tr>
<td></td>
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<td>Spring 2011</td>
<td>Microsoft SharePoint Server Training</td>
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<tr>
<td></td>
<td>Blackboard Training</td>
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*Figure 4.8 2010-2011 AY Employee Technology Training Sessions*

**Tuition Remission Data:** Numerous Rio Grande employees take advantage of Rio’s Tuition Remission program (see figure 4.9)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number of Employees Working Toward Degree</th>
<th>Number of Spouses and Dependants Working Toward Degree</th>
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<td>Non-Degree Seeking</td>
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<tr>
<td><strong>Total Amount of Tuition Benefit</strong></td>
<td><strong>$66,700.00</strong></td>
<td><strong>$237,160.75</strong></td>
</tr>
</tbody>
</table>

*Figure 4.9 2010-2011 AY Tuition Remission Data*

**4R3 Evidence of Productivity in Achieving Goals**

Each May faculty submit an annual activities report to their Dean and to the Provost. Faculty also participate in an evaluation of teaching process by students and on occasion receive classroom visitations by their school Dean.

An AQIP Action Project planned for the upcoming year is a redesign of the evaluation of faculty teaching by students. Currently, URG is considering use of a nationally normed instrument along with an online, rather than in-class paper and pencil process.

Low faculty and staff turnover, as well as the institution’s experience of very few formal grievances suggests high employee satisfaction.

**4R4 Comparison Results**

The institution currently compares faculty and staff salary and benefits, as well as faculty workload, to other institutions. Faculty salaries at almost all ranks are comparable to benchmark institutions (see 7R3). The institution intends to employ more frequent benchmarking for decision-making in other areas but has found this to be challenging because of the unique hybrid nature of the institution as both a private university and a public community college.
4I1 Recent Improvements for Valuing People

In October 2009, the administration added another position to the HR office bringing the total number of staff to two plus the Vice President for Human Resources. The new staff person took on payroll for the institution as well as coordinating benefits.

The HR office is not required by law to perform audits of its processes. However, with the addition of a new staff member and other internal issues, the Vice President for HR voluntarily began the process of an external audit of all HR functions, the results of which are available in the November 2010 HR Audit Report (see [http://aqip.rio.edu/docs/East%20Coast%20Risk%20Management%20HR%20Audit.pdf](http://aqip.rio.edu/docs/East%20Coast%20Risk%20Management%20HR%20Audit.pdf)).

The most meaningful recent improvements have been the creation of a variety of new mechanisms for faculty and staff to share information, express concerns, and discuss issues of importance to the performance of their jobs and the overall well-being of the institution. These have included regular meetings of the Cabinet, School Chairs, and various management groups. The faculty have been afforded such opportunities on a regular basis through either the “Conversations with Ken” or the Open Faculty Forum, both of which were organized by the Office of the Provost. Administrative leadership also meets on a regular basis with the leadership of the Faculty Association.

4I2 Setting Targets for Valuing People

Faculty and staff are asked to evaluate their supervisors and the quality of the various recently-organized forums and meetings on a regular basis.
5P1  Defining and Reviewing Rio’s Mission and Values

In recent years, a joint boards retreat has been the forum for beginning discussion on Rio’s value and mission. For the past two years, the joint board retreat has expanded to include faculty and staff representatives, and now serves as a forum to explore the board level issues and grass roots issues of a unified institution. During these retreats, the university conducted SWOT analyses at a global level. SWOT analyses have continued at the departmental level through the strategic planning process. Because of challenging issues related to being both a private university and a public community college, Rio Grande has rigorously reviewed its values and mission. Once the two institutions unified under one President, the two boards undertook the process of developing a strategic plan.

As part of the new budgeting process Rio initiated in 2009, each department presents to the President’s Cabinet, its goals, objectives, a SWOT analysis, and a proposed budget (see 8P4). The primary purpose is to determine program needs related to the budget but it is also an opportunity to communicate program goals, objectives, and concerns to a wider audience across the institution. Within this context, stakeholders review how each program aligns with Rio’s mission and values.

A variety of committees and groups that focus on tactical issues meet regularly on campus, such as the Provost’s Management Team, the School Chairs, the Academic Affairs Committee, the Enrollment Management Committee, and the Academic Climate Task Force. Each committee includes at least one cabinet level representative and, because of tactical plan deliberations within these meetings, mission and values discussions occur. Value statements can be passed bidirectional from the top to the bottom of the organization.

5P2  How Rio’s Leaders Set Direction

Over the past four years, Rio Grande's Community College and University Boards have established a joint Coordinating Committee to study and explore Rio Grande's mission, values, and objectives. Initially, the joint committee focused on resolving issues between the two boards. One result of their efforts is a return to a single president for both institutions. The joint board committee has assigned subcommittees to study various issues such as enrollment management and finance with representation from both boards. For the past two years, the joint boards have held a retreat and invited faculty and staff to participate (see 8P1). The first year of the retreat, the boards focused on getting a grass roots view of the institutions. The second year, they focused on the values and mission of the institutions and began developing the Decade of Dreams strategic planning process. The board subcommittees have been very active exploring issues with assistance from the President, the President’s Cabinet, and from faculty and staff through appropriate cabinet officers.

5P3  Needs and Expectations of Students and Key Stakeholder Groups

In the past couple of years, the University started using student focus groups to develop recruiting, retention, and marketing plans. Rio also started using student surveys such as CSSE and NSSE to assess student engagement. The institution participates in state surveys of students to gain a better understanding of their financial burdens.
Using the Rio Profile (see http://aqip.rio.edu/docs/Rio%20Profile%202010.ppsx), MIS analyzes incoming and outgoing classes to identify differences between non-returning, returning, and graduating students. The institution has changed its recruiting practices to identify those students that are more likely to be successful at Rio Grande. The leadership intends to use this information to change educational values in the broader community.

Institution representatives meet with high school counselors and administrators on a regular basis. Representatives also engage in conversations with county commissioners of the four-county service area as well as businesses such as the Veteran’s Administration and Hospital Systems to provide new educational opportunities for new niches of students. Holzer Hospital has been instrumental in helping Rio establish Allied Health programs to meet their needs.

After discussions, the cabinet meets with the President. Initiatives need appropriate board level approval for implementation. However, Rio now will try pilots to gauge interest before fully committing to a project.

**5P4 Leading Rio While Focusing on Students**

Within the past several years, Rio Grande has significantly enhanced its focus on data driven decision-making. The administration recently developed an academic program review process, and will fully implement it during the upcoming year. As part of the review process, which will occur every five years for each program, MIS created for each program a data template containing information about enrollment, retention, and graduation rates. In addition, a program assessment process began during the past year. All academic programs have submitted assessment plans with student learning outcomes and associated metrics.

Over the past few years, the Ohio Board of Regents has been much more active in promoting communications between schools. To this end, they set up several groups, more or less aligned by function, that meet much more frequently than in the past. Institutional Researchers, Registrars, Academic Deans, and Vice Presidents meet as frequently as once a month to discuss Regents level issues and implementations. The state often introduces issues, problems, and opportunities that may or may not be addressed by individual institutions. For those issues and opportunities that would not naturally occur for most institutions to address, these meetings encourage institutions to take steps in new directions. For those issues that are beyond the capacity of most institutions to address individually, the Board of Regents is encouraging institutions to work cooperatively.

As part of the current strategic planning process, each academic school developed strategic goals for their area. Program representatives referenced these goals during the budget planning process recently completed for the upcoming year.

**5P5 The Decision Making Process**

The institution uses a variety of committees and groups, standing and ad hoc, to recommend or carry out decisions. Standing committees, such as the Academic Affairs Committee, make decisions that affect offerings and programs at an operational level. School Chairs meet regularly with the Provost to disseminate information from administration to faculty and vice versa. The AQIP program has ignited a
focus on worthwhile program review efforts effecting change. In the past year, Rio started to focus on broader changes such as the new advising system and a potential new honors program. Groups such as the Users Group (see 6P2), a multi-departmental group focusing on administrative policies and procedures, made recommendations on policies and procedures to the President's Cabinet. Ad hoc groups, such as the committee reviewing registration procedures, will work for a short period studying a specific problem and make recommendations to the President's cabinet. At times, outside consultants are engaged to provide insight and recommendations based on best practices in the area of concern.

5P6  Using Data to Make Decisions

MIS used the Rio Profile (see http://aqip.rio.edu/docs/Rio%20Profile%202010.ppsx ) with faculty, staff, and the Board to dispel some myths that developed around anecdotal stories and permeated its campus. One myth was that students left the community college after completing two years. Data in the Rio Profile showed that students leave Rio Grande during or after the first year and that retention among second and third year students is much higher. Another myth is that almost all of Rio's students were poor and first generation. Again, the profile dismissed this myth. Finally, it showed gaps between those that successfully graduated from Rio and those that left after the first year. The data demonstrates which programs tend to retain students, which high schools have higher retention rates, and which locations have more students that are successful in Rio's environment. Multiple offices use this information to reorganize programs, highlight successful programs, and change the focus of recruiting locations.

It also changed the perceptions of Community College and University relations. The profile shows how Rio compares to other institutions in terms of graduation rates and retention. Again, some have made assumptions related to how the institution compares to other schools, but the Rio Profile shows how Rio compares in real numbers. Finally, the profile highlights average community college students across the country in terms of classes, hours driven, work responsibilities, and other criteria. This information helped frame the study of community college student issues in terms of averages rather than on exceptions.

Enrollment and Admissions data is available on a weekly basis. For those needing more up to date information, MIS can run numbers in real-time. Some information, such as real-time section enrollment data, is currently available online.

The provost holds town hall meetings with faculty and staff. He often asks people to come to these meetings to present data. Stakeholders use this data to frame discussions leading to decisions such as the creation of a new advising system and the need to redesign developmental course methodologies.

5P7  Communicating Internally

Directors meetings, division meetings, and School Chair meetings form the first line of data transmission between upper management and middle management. Departmental meetings, such as the accounting office meeting, occur on a weekly basis. In the last three years, there has been a greater emphasis on interdepartmental meetings with representation across departments. The President's Executive Cabinet meets every week and the President's Cabinet meets once a month for the expressed purpose of extending communications. The strategic plan is now a written document that is referred to frequently as the guide for actions. Board meetings, Board and Staff retreats, and Faculty Association meetings are more active and interactive.
5P8  Communicating Rio’s Mission, Vision, and Values

The President and Provost are the primary carriers of the shared mission and values. Together, they have changed the language used in the institution from that of providers and users of services to prosumer language in which responsibilities lie on each individual. They have engaged the faculty and staff in change management.

The fiscal issues of the University have helped heighten the need for individuals and groups to take action. The disagreements of the University and Community College have heightened awareness of the One Rio message and the need to work together. The President provided training recently for board members that improved board related communications. Faculty and staff participation in the Board Retreats improves the substance and focus of discussions related to campus effectiveness. Effective teaching and learning is now the topic of greatest interest among these groups.

The Academic Affairs Committee of the URG Board of Trustees met on average once a month over the past year. The Committee focused primarily on the issue of enhancing student success and retention. As a result, the committee endorsed a broad array of initiatives such as a redesign of the student advising process, creation of new faculty/student collaborative scholarship projects, and several new early intervention strategies for high-risk students.

5P9  Encouraging, Developing, and Strengthening Leadership

One of the advantages of working in a small institution is that each employee, as s/he desires, can wear multiple hats. At the managerial level, directors are hands-on managers in that they are actively performing departmental tasks as well as managing the department. As new employees join the organization, they have opportunities to take on new responsibilities, as they are able and interested. All employees also sit on committees providing exposure to different aspects of the campus and the opportunity to either follow or broaden interests. Opportunities for faculty and staff to attend workshops are available and the leadership strongly encourages individuals to participate in stakeholder meetings that help shape the mission and vision for the future.

5P10  Maintaining Rio’s Mission, Vision, and Values During Leadership Succession

By naming a single president, the University and Community College Boards sent a strong message to the employees and public that Rio Grande is a united institution. The President guides both boards and the joint board committee. The institution also recognizes the need for experienced leadership in other key executive positions. While a search continues for a permanent Chief Financial Officer, Rio contracted with the Registry for Senior Administrators to identify and retain a highly qualified and experienced individual who is already familiar with college accounting procedures. The interim CFO assists with budgeting, auditing, and operating procedures. Recently, our financial aid director suffered some medical problems. In her absence, Rio is employing a retired financial aid director to help with the responsibilities of administering the financial aid office.

The institution made an important shift in its hiring practices. Rather than fill a position from available candidates that often include local applicants, the administration may leave a position unfilled until they find the best match. This practice is effectively changing Rio’s culture by raising its commitment to higher performance standards, as the institution fulfills its mission, vision, and values generated by the Decade of Dreams strategic plan.
5R1  Performance Measures for Leading and Communicating

The faculty employs an early alert system to identify students with problems. The Advising Office tracks the number of early alerts and their responses. This year, there was renewed emphasis placed on the early alert system and the number of faculty using the alert system and the number student responding to an early alert great increased over the previous year. The Provost has commented on the increase use and response of early alert in faculty meetings to encourage continued use.

5R2  Results for Leading and Communicating

Two years ago, the Community College and University each had their own President. Through the work of both boards, the institution now has a single president united under the theme of One Rio. The strategic plan is the next major step in outlining the values and mission of the institution, which involved the boards, the subcommittees, faculty, staff, students, outside stakeholders, and the public. The Board subcommittees have been very active and an AQIP project to align faculty and staff subcommittees with board level subcommittees is in process. The alignment is an outgrowth of discussions from the Board retreat.

5R3  Comparing Results

Rio Grande has limited comparative data with other institutions of higher learning. These include recent participation in the HEI system of the Ohio Board of Regents and working toward achievement of success points articulated in the Strategic Plan for Higher Education 2008-2017 of the OBR. Other benchmarking has proved to be challenging because of the unique hybrid nature of the institution as both a private university and a public community college. URG intends to focus increased attention to such benchmarking for decision-making purposes within the next year.
5I1  Recent Improvements

Rio undertook an AQIP project to put data and reports online using Microsoft Office SharePoint Server (MOSS). Meeting notes and other reports are now shared and public to the Rio Community.

The Instant Messenger pilot standardized an Instant Messaging system across campus. The initial pilot grew to 40 users and the system is now available to everyone on campus.

The User’s Group changed the billing and financial aid procedures. The resulting procedures involved a number of shared reports coming from a central source. This ensures that various departments are looking at the same report. MIS eliminated a number of intermediate reports to ensure the integrity and consistency of the data. Interdepartmental representation has agreed upon these changes.

Recognizing the need to market the institution more efficiently and consistently, the administration invited three different marketing firms to campus to propose marketing strategies to a search committee consisting of faculty, staff, and administrators. Once all the firms made their proposals, the committee discussed each firm’s plan and identified Paul Werth Associates to represent the institution. Rio Grande tasked this firm to develop specific strategies to combine and rebrand the institution.

The institution created an enrollment management team and appointed a Dean of Enrollment Management (see 7P2). This group reviews enrollment trend data at the institution down to the individual majors in order to make projections for the coming year budgeting process.

AQIP processes, the President, and the new Provost have all played a role in changing the culture at Rio Grande to one of data based decision-making. Administrators and directors are reviewing and revising more processes to rely on accurate data (see 7R1 and 8R5).

5I2  Selecting Processes and Setting Targets

The Provost’s town hall meetings with faculty reenergized the faculty and led to new developments in processes such as the new advising system. The User’s Group spawned an interdepartmental study of bookstore processes that greatly enhanced the ability of the bookstore to apply charges to the bill and to ensure students have the ability to make payments on purchases. The position of Chief Operating Officer allows the institution to have a single office that looks for issues and the groups needed to solve these issues as well as have oversight on changes.

One lesson Rio has learned through the AQIP process is that in order to affect change in behavior, it must affect change in values. It is much easier to direct behavior when values are in place to guide behavior as opposed to changing behavior through prescription only.
6P1  Identifying Support Service Needs for Students and Stakeholders

A variety of groups and offices provide data on support services needed by the University’s students and other stakeholder groups. Included among them are Financial Aid, Campus Computing & Networking, Admissions Office, Accounting Office, Instructional Design & Media Services, Alumni Association, Food Services, Student Life, Campus Police, the Jenkins Center for Student Success, the Registrar’s office, Academic Affairs, Davis Library, Placement Testing Services, The Center for New Student Advising, and the Bookstore.

Rio has engaged in a number of activities since the 2007 Systems Portfolio to identify the needs of its students and other key stakeholder groups:

- The University and Community College hold Joint Board Retreats in the fall each year to maintain an effective and coordinated relationship between the two Boards (see 5P1).
- The Decade of Dreams strategic planning process (see 4P1).
- Additional stakeholder feedback is also gleaned from LA 101 (Freshman Student Success course) Town Hall Meetings.
- In early 2010, the University began participating in the Center for Transforming Student Services (CENTSS) Online Student Services Audit. This audit provides a systematic, data driven means to help assess e-student services. The CENTSS Audit examines 31 student service areas from an institutional perspective/informational level through a student-centered level (Figure 6.1). Rio was one of 29 institutions throughout Ohio participating in the survey. Round 1 included the CENTSS Personal Service Suite and Academic Service Suite. While focused on the online community, the audits provide a comprehensive view of the processes within each area and the delivery of those services to the student target population. Aggregate and detailed scoring results have already been disseminated for the Academic Services Suite (10 categories) and the Personal Services Suite (8 categories).

Figure 6.1 Depiction of the CENTSS Student Service Area Suites
Rio Grande’s Davis Library participated in the 2009 beta test of LibQUAL+ Lite™ user survey. LibQUAL+™ is a suite of services that libraries across the country use to solicit, track, understand and act upon users’ opinions of service quality. LibQUAL+ Lite™ is a shortened version developed to reduce the completion time of the survey. Davis Library previously participated in full versions of LibQUAL+™ in 2002 and 2003.

Davis Library also began using TRAILS (Tool for Real-Time Assessment of Information Literacy Skills) in the spring of 2009 as a means of annually assessing graduate in regard to their information literacy competencies. Results provide an indication of how well students retain information literacy instruction over their academic career.

6P2 Identifying Support Service Needs for Faculty, Staff, and Administrators

The University determines support service needs of its faculty, staff and administrators through its strategic planning process as well as through an annual budgeting process.

Beginning last fall and concluding this spring, every department was engaged in the institutional strategic planning process that included identifying pertinent national, regional, state and local trends that will affect operations and services over the next ten years. These trends, along with relevant stakeholder feedback provided valuable insight as to support service needs of each constituent group. These needs will be included as part of the budgeting process in subsequent years.

The annual budgeting process continues to be refined. Process guidelines have been improved and the timeline for development and submission of proposed budgets by the various departments is better coordinated with strategic planning. Budget justification hearings occur early enough in the year that the President’s Executive Staff can review and adjust proposed budgets in time for Board approval prior to the beginning of the next fiscal year.

Other examples of methods used to identify administrative support service needs of faculty, staff and administrators include:

- Since starting in July 2010, the Provost instituted faculty town meetings, held monthly on various days and times to garner as much faculty participation as possible. Through these meetings, he can discuss with faculty what issues they are facing, what issues the university is facing, prioritize issues, and discuss possible solutions in a public forum.

- For the past two years, an interdepartmental committee, the Users Group, has been reviewing operational practices and making recommendations to the President’s Cabinet (see 6I2). This group codified its current processes, facilitated interdepartmental training, and made several recommendations. The group disbanded in January 2011 as the new strategic plan, the Chief Operating Officer, board committee changes, and a greater understanding of the issues allow ad-hoc groups to more actively focus on specific processes related to broader procedures.

- The Enrollment Management committee discusses new enrollment initiatives and approaches as well as strategies to increase retention. This group investigates new opportunities and problem areas inviting different areas of campus to participate in shaping enrollment and retention strategies.

- The Marketing Committee is an interdepartmental group that has guided marketing efforts at Rio for the past two years. They also recommended the administration engage a marketing firm (Paul Werth Associates, Columbus, Ohio) which is now in place.
Up until two years ago, the institution used at least five different IM (Instant Messaging) chat services to communicate across the campus. The problem was that there was no standard IM mode. For example, MySpace IM in Academic Affairs, Yahoo Chat in Information Systems, Microsoft IM in Campus Computing and networking, Facebook IM in other offices. The University decided to implement a trial of a unified IM chat two years ago in its business related offices. IM was always installed with pairs of people that were already socially connected. Quickly it evolved into a standardize IM tool that offices were using for business and social purposes. It allowed various offices to communicate, to avoid the telephone logjam, and to reduce the amount of time students had to walk between offices. The platform was changed and slowly opened campus wide. Now staff can quickly share operational issues between offices.

Additionally, regular staff meetings by departments across campus include “around the table” reports to share all projects for coordinating the impact of any one on another. The President’s Cabinet down through Divisional Meetings uses this practice. Information flows upward and downward.

Faculty, staff and administrators also use the minutes@rio.edu distribution list to place documented departmental minutes into a standardized format and then publishes minutes into the MOSS site, respective to each set of minutes.

**6P3 Support Processes for Safety and Security**

Campus Police maintains a website on which it posts all crime statistics and reports in accordance with Clary Act compliance requirements.

In order communicate emergency information effectively to the entire campus community, the 911 center or campus officials can activate a set of two sirens; one on campus and one just off campus at Buckeye Hills Joint Vocational School. Such emergencies could include severe weather alerts, terrorist activity, haz-mat emergencies and active shooter variations, as well as an all clear. Similarly, Rio now uses Nixle.com as a multi-modal emergency notification system through which officials can warn students, faculty, staff and administration via email and/or SMS text messages.

Campus police conduct a minimum of four fire drills, one each quarter, one of which must be in an academic building. Police evaluate each drill on how quickly occupants evacuate the building and level of cooperation with students and staff.

The institution conducts a tornado safety drill each April using the 911 system to activate the tornado sirens. The campus police chief sends out tornado safety information to staff and students prior to the drill. Using Internet surveys and informal questions, the safety director evaluates each safety drill and makes changes to the procedure as needed.

Campus police complete a safety inspection on each dorm room each fall and spring semester. All freshmen dorm residents complete a Fire Safety Orientation each September.

The campus police chief conducts fire safety and active shooter training with Resident Assistants (RA’s) each August during RA training. The campus police chief is also actively involved in written correspondence and radio media on active shooter safety defense. All Rio Grande students, staff, faculty, and administrators may participate in sexual assault and self-defense training sessions conducted on campus.
**6P4  Managing Support Service Processes**

For the past two years, a cross-campus committee, the User’s Group (see 6P2), reviewed processes and procedures from admissions and enrollment to financial aid. Its goal was to make policy and procedure recommendations to the administration. As a cross-campus group, it also performed training and some job shadowing to gain a better understanding of how the output of one department affects the performance of another. This led to better understanding and compliance with policy and procedures across departments.

The Users Group tackled short-term, as well as long-term problems. In general, organizations that reach the size of Rio share a common systemic issue—they outgrow some of their simple procedures and must adopt advanced processes. This calls for professional management that establishes policies and procedures in order to maintain growth. The User’s Group was the conduit for tackling these issues.

Within each division and department, staff meets on a regular basis to monitor the functions of the unit and to identify problems in support of service operations. For example, the Office of Campus Computing and Networking (CC&N) holds a weekly review of outstanding information technology support requests as well as a “Follow-up Friday” to close and resolve all outstanding issues of the week prior. The intent is to leave no unresolved items from week to week.

**6P5  Documenting Support Service Processes**

The institution documents support processes using a variety of methods. The Office of Management Information Systems (MIS) opened parts of the Student Information System (SIS) to various departments in “read-only” format to promote better understanding of how their decisions and actions affects others so better informed decisions can be made. The University also employed consultants in accounting, systems analysis, and auditing to improve all phases of its Accounting Office.

Rio publishes a monthly newsletter, *Rio Grande News*, with articles submitted by faculty and staff describing Rio activities and events occurring during the previous month. *The Signals*, Rio’s student newspaper, often includes articles describing student life activities as well as other student support events.

Rio Grande’s website documents and promotes support activities and operations throughout the campus community. Campus departmental web pages & MOSS document all active projects outlining the status of the project and any impacts on the campus community.

The Office of Campus Computing and Networking (CC&N) publishes *NOTICE*, monthly-distributed e-mails on major projects that affect student or faculty/staff user groups. Davis Library also publishes a newsletter, *Ex Libris et Al*, each semester as well as an Information Literacy Blog [http://library.rio.edu/infolitblog/], both of which are accessible from the Library web page. These publications serve as examples of how the institution documents its support processes to encourage knowledge sharing, innovation and empowerment.

Additionally, the campus-wide User’s Group rewrote the policies and procedures of several departments including Financial Aid, Accounting, Records, and others to bring these processes up to date. The group also promoted cross training; each department described activities in their office so other offices could understand their inputs and outputs.
6R1  Measures of Support Service Processes

The University collects and analyzes student, administrative and institutional support processes in a variety of areas. Accounts Receivable, various aging reports, and bookstore receipts are analyzed weekly, if not daily, in peak times. The Financial Aid office reviews Education Express (EDE) and Common Origination and Disbursement (COD) reports daily. Multiple departments monitor daily College code changes (changing a student from community college status to university status and vice versa) but distributed through a single source. The Finance Office monitors cash flow reports, money transfers from community college to university and vice versa, charges, aid, and cash reports daily. They also automated end of month reconciliations to the extent possible and continually review process improvements. The Enrolment Management Team reviews admissions and enrollment reports weekly, specialty admissions groups, such as Cappex, weekly, and other groups, such as Minority Recruits, biweekly as the institution receives updates. Some special programs, such as Minority Recruits, the RN to BSN program, meet with the enrollment management team periodically for updates on progress.

In conjunction with the Chief Operating Officer and a consultant, the Finance Office updates and checks endowment systems more frequently to keep the status of funds and financial aid up to date. As a result, the Financial Aid office is now using funds more predicatively to award financial aid than in the past.

Rio Grande, as part of the OBR’s Big IDEA initiative, participated in a statewide program for surveying distance-learning capabilities through a state supported program called, CENTSS. After completing round one, the institution was able to compare itself to others around Ohio and nationwide. By doing so, Rio learned that its distance education capabilities were comparable to other 2-year institutions in the state as this report compares both 2- and 4-year institutions. CENTSS is a multi-round survey. The institution intends to participate in round two in the coming year.

Davis Library began collecting data using the TRAILS Information Literacy Assessment Tool in 2009 as a means of annually assessing graduates information literacy competencies. The Library will also participate in LibQUAL+ Lite™ in five-year increments (again in spring 2013). In the interim, the Library will administer annually a local library satisfaction survey for students, faculty and staff beginning fall 2011.

6R2  Performance Results for Student Support Service Processes

The User group worked for about two years on business policies and interdepartmental procedures and relationships. They made recommendations to the President’s Cabinet for policy and procedure changes. If approved, the group will begin implementing the new procedures.

One of the processes the Users Group changed was the non-payment pull procedures, which they continued to revise and refine for a number of consecutive semesters. At the end of each pull/refund period, members review the procedures. One of the group’s goals was to encourage students to pay on time thus, reducing the number of people appearing on non-payment accounts. By changing the process in financial aid, records, information systems, accounting, the community college office, student life, and the advising office, the initial pull list of students whose accounts appear in arrears has been greatly reduced. At the end of the semester, the group modified procedures for aging accounts receivable and generating aging reports thereby
reducing its auditing time. Using consultants and the Users Group, the institution has moved from performing audits and reporting late, to on time, and, this past year, early. MIS reported IPEDs audit information in the second round of IPEDS reporting, as opposed to the third round (approximately 80% of schools report audit information in the second round). These new processes, along with other changes in the accounting office, have greatly reduced Rio’s accounts receivable from an all-time high in 2007.

Several years ago, Rio Grande set up a system for reporting non-attendance. The purpose was to identify students not attending classes during the first two weeks and administratively withdraw them. Those students would not receive refund checks, thereby reducing the Return to Title IV (R2T4) reporting, reducing the number of students reported for collections, and making audit processes cleaner. However, faculty participation was low. The Provost’s office, Record’s office, and Financial Aid office communicated to faculty how important it is to report non-attending students and by simplifying procedures and automating reporting faculty participation is near 100%. These same non-attendance procedures are also applicable to mid-term and final grade reporting. On time reporting from faculty, along with increased automation, has reduced final grade processing time from a week to 24 hours. Final grade reporting also affects how quickly Rio completes other reporting such as the state's Higher Education Information System (HEI) reporting and Satisfactory Academic Progress (SAP). MIS now completes these reports the same week as grades. Every semester the User Group reviews these procedures and modifies them as needed.

In fall 2010, Rio Grande changed its grading procedures to incorporate + and – grades. In addition, new grades, such as NF non-attendance F and NW non-attendance withdrawal, UF unearned F, were added to designate unearned “F”s and administrative withdraws to assist with financial aid processing and financial aid auditing. The + and – grades were incorporated based on the desires of the Academic Affairs committee and faculty. The institution implemented NF and NW grades after discussing with other colleges, such as Hocking College and Belmont Technical College, how they handle administrative withdraws and unearned “F”s. Based on the results from the TRAILS Information Literacy Assessment Tool, Davis Library will enhance its instruction in two specific areas, namely, how to develop, use, and revise search strategies and how to use information responsibly, ethically, and legally. Davis Library will continue to administer the assessment over the next several years determine the impact of library instruction on graduating classes.

In response to comments from the Decade of Dreams stakeholder meetings, Davis Library is revising its web page design and is currently contracting with OHIONET, a statewide library consortium, to provide enhanced user interface and functionality of its online catalog. In addition, Davis Library has developed an information literacy blog as a means to better advertise library events and provide mini-tutorials for online instruction (see [http://library.rio.edu/infolitblog](http://library.rio.edu/infolitblog)).

### 6R3 Performance Results for Administrative Support Service Projects

Since 2007, the institution focused on improving admissions processes. To this end, they have employed two different consultants to increase the number of new students. These efforts have also been interdepartmental with primary emphasis on the Admissions and Financial Aid offices. Since 2007, the number of staff in Admissions has doubled and starting in fall 2010, Rio added a Dean of Enrollment Management. The Admissions office has used a variety of techniques for recruiting students, which they continue to review and modify.

The Financial Aid office made two major changes in packaging philosophy for recruiting students, which they also continue to revise each year. While the number of inquiries has decreased, the number of new students has more than doubled since 2006 (see Figure 6.2).
However, recruiting changes have led to a decline in retention. Efforts are now underway to increase the retention rate. The institution implemented a new advising system spring 2011 (see 1P6 and 3P2). Rio plans to make changes in developmental education and the first year experience in the 2011-12 AY. MIS maintains multiyear retention data by class, type of student, and by developmental education status. The administration is aware that retention problems are primarily with the incoming first year students. Over the last three years, MIS produced the Rio Profile (see [http://aqip.rio.edu/docs/Rio%20Profile%202010.ppsx](http://aqip.rio.edu/docs/Rio%20Profile%202010.ppsx)) that reviews incoming and graduating classes with cross year comparisons and where applicable, comparisons from other institutions based on IPEDS or AICUO data.

The Cafeteria card system was problematic every year at the beginning of the term, which was a financial drain on the institution and our cafeteria vendor, Sodexho. Once again, an interdepartmental approach involving Sodexho, the accounting office, Student Life, Campus Police, Campus Computing and Networking, Financial Aid, the Bookstore, and Information Systems solved the problem. As a result, the cafeteria systems have been operational on day one. An additional change the Users Group made during the 2010-2011 AY was to allow students to charge books against the SFA system. Prior to this, students would have to go to the accounting office to move money from one system to another, and then return to the bookstore to make their purchases. By automating the system, the bookstore can do most of the checking on their own reducing the need for students to make trips between there and the accounting office. Even the procedures for checking bookstore charges have changed, making the process faster and more efficient so refunds are more accurate and internal and external audits are easier.

### 6R4 Using Information to Improve Services

Since 2007, more information has been more readily available for departments to run their own reports. The Admissions office has several reports on enquiries, applicants, accepts, and enrollments they can now run on a weekly basis enabling week-to-week comparisons to previous years. These reports also show year-to-year differences permitting weekly recruiting strategy changes.

Rio Grande sent representatives to visit Hocking College and Ohio University to examine the procedures and process they use for packaging, billing, and recruitment. These meetings have led to changes in billing, packaging, and collection procedures.
6R5 How Performance Results Compare to Other Institutions

Through the Admissions consultants, Rio Grande was able to compare our results to other colleges, in particular Ohio Dominican University. Rio’s inquiries, accepts, and applications are comparable, but its yield rate is much higher. MIS uses IPEDS data to compare Rio Grande retention and graduation rates. While Rio’s retention rate has been falling, it is still higher than that of any of the regional colleges except Ohio University Main Campus. The institution’s graduation rate is also higher than comparable regional schools. During 2010-2011, MIS, using NSLC data, is learning what happens to Rio students when they leave the institution. An ongoing challenge Rio Grande faces when using comparative data is its unique blending—a private, four-year university and a public two-year community college—comparing to privates only and publics only. In the past, Rio tried to compare itself to a mixed group of public and private institutions. This past year, Rio added comparisons to a private only group and public only group. When doing salary comparison, the institution falls in the middle of 2-year college and 4-years plus master groups. From Association of Independent Colleges and Universities of Ohio (AICUO) data, Rio enrollment trends tend to lag one year behind Ohio University-Chillicothe and demographic data is similar to Ohio University-Southern. In a study of university pricing, Rio’s private university pricing fell below that of other private schools in Ohio. To be competitive, the administration used comparable programs at other private institutions to set its rates for graduate programs and the new Adult Completion program. Numerous offices and departments reviewed online pricing among privates and publics across the state to determine Rio’s choice of distance education delivery and pricing.

The Ohio Board of Regents implemented an Automated Articulation Transfer (ATC) program for public institutions to share transcripts. Working with other colleges and the Ohio Board of Regents ATC group, Rio is now sharing electronic transcripts, eliminating the need for paper. The institution has been sending representatives to ATC meetings in anticipation of Ohio’s electronic transcript exchange with Ohio Local Education Agencies (LEA).
6I1  Recent Improvements for Supporting Institutional Operations

The Users Group cataloged business processes and stored the official document with the Chief Operating Officer. Rio's audits are now cleaner and faster. The Finance office continues to employ two consultants who review processes, procedures, and automation related to business practices.

In consultation with faculty in open forums (see 1P15), the Provost made changes to the advising process (see 1P6). Additionally, the Academic Affairs office reorganized the academic structure (see O4 and 4P6) and revised the catalog making it more consistent and user friendly (see 1P4). Academic program assessment is in place and functioning (see 1P2) and the new program review process begins next academic year (see 1P4).

A strategic plan is now in place to guide decisions and to prioritize efforts (see 8P1). The realignment of standing committees with board committees should increase the effectiveness of these committees in getting communications to the President's Cabinet (see 8P4). The formal documentation of committee meetings will continue.

6I2  Planning Improvement Efforts and Setting Targets

The President's Cabinet meets monthly to review and discuss issues related to the institution's operations, including the identification of specific processes to improve.

Another administrative committee that addresses these issues is the User's Group, which is composed of members from the departments of Records, Accounting, Financial Aid, Student Services, the Community College, Admissions, and Management Information Systems. Representatives from other offices were included as necessary, depending on what issues they discussed. It formed in order to improve Student Space, although the utility of these discussions led to the group addressing broader, including how changes to processes in one department would potentially affect other departmental operations.

The User's Group recommended many procedural changes relating to Student Space and inter-departmental practices, including streamlining processes, developing new operational manuals for various departments, responding to audit management letters, and dealing with general operational issues as they arose.

One larger issue they addressed is the 'Rio Run-Around'. This term refers to the practice of sending students to multiple offices across the campus to accomplish simple and related tasks (Advising, then Records, then back to Advising, then to Financial Aid). While the long-term solution is to consolidate student services offices in a single building (Rio is currently renovating a building for that purpose and intends to open it fall 2011), the staff chose to tackle this problem over a series of years. The Financial Aid, Accounting, Records, and Advising offices temporarily moved into the same building during the peak registration period the first week of school, with a single representative from each office located on the same floor of one building. This limited the number and distance of trips required of the students. In the majority of cases, the student never had to leave the floor. Only those students with more complicated issues needed to visit multiple offices. This resulted in greater efficiency and has reduced the size of lines in the peak registration periods.

The User's Group met weekly for approximately two years. It disbanded in January 2010 replaced by ad-hoc groups, led by the Chief Operating Officer, who now make changes.
7P1 Instructional and Non-Instructional Programs and Services

The university uses SharePoint software to distribute Admission and Enrollment information. Enrollment information is available back to 1994. Traditionally, MIS took data snapshots at key moments in the enrollment process such as orientations, the start of school, and 15th day. Beginning during the enrollment period of fall 2009, MIS snapped enrollment at weekly intervals through the 15th day allowing enrollment management to compare enrollments on a weekly basis between the past two years. Stakeholders (Enrollment Management, Admissions, and the Finance office) can compare data at critical points going back many years, such as enrollment after an orientation.

Beginning March 2010, Rio began taking snapshots of admissions data on a weekly basis for fall and spring semesters. The institution is at the beginning point of being able to compare data across two years to review enquiries, accepts, and admits on a week-to-week basis for the coming year.

In previous years, the Admissions Office kept paper copies of admissions figures for fall enrollments. These are now in electronic format and admissions staff members maintain them on weekly, if not daily, basis for fall, spring, and summer semesters. Comparative reports are distributed to enrollment management and administration via email each week. While these reports are intended as a very quick visual cue to check performance, they have been expanded a little this year to contain some more information. Percentages, in addition to raw numbers, have been added to cross compare data.

The institution’s student information system, StudentSpace, has over 3300 queries in its systems. The range of queries includes records, admissions, academic, student life, accounting, financial aid, and athletic queries. These queries generate Excel based reports end users may run. Over the past year, MIS has developed approximately 100 new queries per month, mostly at the requests of departmental users.

In addition to simple queries, about 130 programs create more extended reports covering the spectrum of college services from development education to finance. In October 2010, MIS checked the usage of these reports and a retired a number of reports. MIS continuously develops new reports and programs, like the queries, for the end user to employ. During the 2010-2011 AY, MIS staff developed many of these programs for the Finance office as they have been changing their procedures.

The Accounting Office has been running encumbrance and budget reports for the past year to distribute to departments. They create these using an accounting tool and distribute via email. MIS recently installed the business portal that accompanies the accounting package and plans to distribute these reports via the portal.

The university is beginning to place a larger emphasis on comparing itself to other institutions. With both private and community college data intermingled, it is often difficult to make valid comparisons. Over the past year and half, Rio maintained four different custom groups for comparison. These groups include similar private institutions, community colleges, a mixed group, and a local comparison group. MIS is using this data to compare retention rates, graduation rates, faculty-staff mix, and salaries. In order to make it easier to compare Rio with other institutions, MIS has been changing Rio’s classifications, such as staff and administrative positions in IPEDS, to conform to what peer institutions are doing.
7P2 Using Data to Support Planning and Improvements

The institution created an enrollment management team and appointed Dean of Enrollment Management. This group reviews enrollment trend data at the institution down to the major level in order to make projections for the coming year budgeting purposes. By analyzing enrollment levels, EFC’s, etc., the institution is better able to plan Financial Aid use for retaining and recruiting students. Using ACT scores, residency, and enrollment information, Enrollment Management developed a plan, pending approval, to recruit high earning ACT students using institutional money.

For the past three years, MIS has created a presentation comparing the incoming class to the outgoing class. Since this is now a yearly process, Rio compares data from one year to the next. The Rio Profile contains not only internal data, but also comparative data from IPEDS, the Association of Independent Colleges and Universities of Ohio (AICUO), and statewide trends. Both the URG and RGCC Boards and the faculty view the profile each year. The data it contains forms the baseline for developing enrollment and retention goals for the coming year. It dispelled the “myth” that retention issues are between the first and second year and not between the tuition levels of the community college and the university. It also identifies the differences between students who do not retain, those who do, those who graduate across several variables such as EFC, ACT score, and high school attended.

This year, with leadership from the Dean of Enrollment Management, the institution changed its focus from monitoring admissions information for fall only to studying admissions data for each semester. The driver of this change is the enrollment funnel. Each year MIS distributes the enrollment funnel to enrollment management and others in administration. It is allowing the institution to monitor its yield. Using the enrollment funnel and the enrollment data, Enrollment Management is now making admissions decisions to change the recruiting process and experience. This led Rio Grande to begin using an enrollment tool, CAPPEX, to help recruit private university students. Over the past several years, Rio has used various strategies to improve student recruitment. With continued data monitoring, Enrollment Management can create inducements that target specific student populations rather than broadly defined markets.

MIS developed a number of retention queries and reports to monitor different retention rates. Each year, the Rio Profile includes retention by class data. In addition, Enrollment Management reviews other retention rates, such as retention by location and retention by students taking developmental education. Much of this data spans multiple years. The retention data is leading to new programs for the first year experience, changes in developmental education, and programs to improve retention such as early alerts.

For the past three years, MIS generates USO reports for the community college only. This is a state required report that measure performance on about 20 indicators. OBR uses the report to review public colleges and universities performance over the previous 5 years and to project out 5 years. The report aligns with the University System of Ohio goals. Rio Grande has adopted some of the indicators to look beyond the community college to the entire population.

The institution realigned its schedule in the previous two years to reduce the number of sections offered, which in turn reduced the number of low enrollment classes and limited the number of courses by arrangement. The institution brought in a consultant who reviewed several years of schedules. The result of the review indicated Rio should proceed with a review of programs. During the program review, faculty
reviewed their program data (15th day enrollments over several years, current enrollments, seats in classes, and demographic data on majors and seats) and occupational outlook. As a result, the institution retired several programs with low enrollment. Academic Affairs then reviewed programs against the same or similar programs offered at other institutions. In particular, the institution studied the number of credit hours in the major and any additional requirements that may be associated with a major, such as those in the School of Business. The review highlighted several majors that had an unnecessarily high level of credit hours required for completion. Program faculty deleted courses to better align programs with Ohio and national averages resulting in a 20% decrease in course offerings. Many of those deleted were upper level, lower enrollment classes.

The next phase of schedule reduction will focus on cancelling low enrollment courses in a timely manner. The Provost and Dean of Enrollment Management moved forward the registration cut-off date so they can review enrollment numbers and adjust the course schedule. This allows the administration to terminate earlier low enrollment courses, which are mostly upper level, and reallocate teaching load among full- and part-time instructors.

**7P3 Determining Department and Unit Needs**

The various departments make internal requests for data in addition to requests from outside agencies. Academic Affairs, Admissions, Records, Enrollment Management, Accounting, and Financial Aid are the heaviest departmental requestors. When departments make similar, but different requests, the Provost or Chief Operating Officer will clarify what data to use. For a brief time, in order to learn where requests originated and to check the differences in requests, all requests had to come through the Chief Operating Officer.

Over the past five years, the MIS department developed nearly 3500 reports and queries, which are open and available to users. The MIS department has encouraged a prosumer approach by providing program staff the ability to run their own reports allowing thus obtaining data in a timely manner. The number of staff members running their own reports has increased dramatically over the last several years. Staff frequently monitor enrollment, college code changes, inquires, accepts, applications, financial aid changes, transfers, and refunds allowing the institution to more quickly and efficiently react to changes or trends affecting individual students or the entire institution.

**7P4 Analyzing and Sharing Data at the Institutional Level**

The Admissions Office and Dean of Enrollment Management review admission and enrollment reports every week. The Dean of Enrollment Management reports this data to the President’s Executive Staff weekly. The Chief Financial Officer compare the overall enrollment and private university enrollment to the budget with increasing frequency from the time admissions process begins through the 15th day. During the recruiting process, the President’s Executive Staff receives a weekly email containing the current yield, the yield last year is compared at the same time, and the net gain/loss in real terms as well as percent. The Enrollment Management Committee of the Board reviews the enrollment funnel monthly during the school year, as well as selected programs or topics. Enrollment and admissions information is shared through Rio SharePoint. Real-time course enrollment information is available on the Rio Web Site, specific student enrollment is available on the StudentSpace Web site for each faculty member, and real-time course enrollment is available to StudentSpace client users.
The President’s Executive Staff and the Board’s Finance and Investment Committee review variance reports, cash flow, income statements, and balance sheets monthly. The Finance and Investment committee receives a prepared booklet of the information. Finance office staff email to the manager of each department a detail and summary of their variance report. If variances are noted as exceptional, the Chief Financial Officer will schedule a meeting with the manager. The board audit committee meets bimonthly. These meetings are not driven by exacted reports, but rather by current audit needs.

MIS produces enrollment by school, major, and college with multiyear comparisons once per year during the budget process for projecting enrollment and producing a budget. These are distributed by Academic Affairs to faculty and by management information systems to administrative staff. Each department meets with the President’s cabinet to present their budget and projects and to discuss how this affects that department as well as the institution (see 8P4). Executive staff presents the budget to the Board level Finance and Investment committee as well as the both boards.

The provost holds general faculty workshops prior to the beginning of each fall and spring terms and just after the end of the spring semester. Each department manager reports on their respective areas – finance, academic affairs, enrollment, development, facilities, and operations. The provost meets with school chairs and the Academic Affairs Committee monthly. Directors meet weekly. Offices such as accounting, financial aid, and campus computing and networking have weekly office meetings.

MIS produces the Rio Profile (see http://aqip.rio.edu/docs/Rio%20Profile%202010.ppsx) and presents it to the Board and the Rio campus community yearly. The Dean of Enrollment Management presents more details of the profile throughout the year to various groups.

Student Life holds weekly Resident Assistant (RA) meetings where they discuss performance. The Student Senate meets monthly. Sodexho, Rio’s food service contractor, reviews food service receipts weekly and submits them to the Chief Operating Officer.

In the event of an exceptional event or an urgent need to relay news, the President or Vice Presidents will call for meetings. The schedule is set up so that there is an open block, which everyone can use for faculty and institutional meetings. Normally reserved for faculty meetings, other stakeholders use this time as well. For less critical items but important communications, such as changing insurance providers, departments and offices will schedule meetings over multiple days at multiple times to make participation as convenient as possible.

7P5 Determining Comparative Data Needs

Comparative data is usually framed by the problem. When the institution asked all academic departments to review job prospects of their programs, the Ohio Jobs Service Web site and Federal Job sites proved to be valuable in ascertaining information. While MIS has used IPEDS and OBR faculty and staff salary data to help determine where the university’s pay classification stands, the administration is considering participating in the Delaware Studies for the first time in years.

Recently, as part of the Decade of Dreams strategic plan, Rio Grande has introduced Town Hall meetings in the community to discuss strategies and directions. This will probably lead to more discussions with county one stops about job and employment data.
The AICUO produces a weekly graph MIS uses in a number of its reports for private and public college performance. The Ohio Department of Ed, Board of Regents, and IPEDS are sources for data.

### 7P6 Aligning Data Analysis with Institutional Goals

- Data such as major and graduate data are available on StudentSpace. Every year during the budget process, MIS distributes this information in hard copy form to all department chairs and the President’s cabinet for review. The data is in a multiyear table, which is more formal than the default StudentSpace report. This allows everyone to review trend data by school or by major within in school.
- Many departmental reports are available to be run by the department. This type of data includes specialty reports for Financial Aid, Records, Admissions, Development, Accounting, Developmental Education, Academic Affairs, and some school level reports. For these departmental reports, dissemination is at the discretion of the department. The Financial Aid office distributes daily college code reports to several departments. Additionally, MIS distributes weekly enrollment comparisons across campus.
- Admissions reports and Enrollment reports are on the Virtual Office Systems (VOS) SharePoint. Those with a VOS account can retrieve these reports. The annual College Board report, which is a Common Data Set (CDS) report, is also on VOS SharePoint.
- MIS distributes reports, such as the Rio Profile, to the Enrollment Management Team for them to disseminate to the Board or faculty at the discretion of the Provost and President.
- The Accounting office generates and distributes via email various accounting reports to others for review, and then loads the reports into the accounting system. These hard copy files remain in folders so the accounting office can distinguish between current and posted files. The Accounting office often shares files with the Community College office.
- Athletic data uses a link to the Federal Equity in Athletics site to display reported Rio Grande data.

### 7P7 Ensuring Information Timeliness, Accuracy, Reliability, and Security

Rio stores most of the more detailed reports on an outsourced site hosted by Virtual Office Systems (VOS). The administration further divides the reports into groups, which have difference levels of security. For sensitive accounting reports and procedures, there may be only two or three people with authority to access the programs. Other, less sensitive reports, such as the enrollment and admissions reports, are open to any user that can log onto VOS.

Most of the queries and reports are in real-time. In order to eliminate delays, end users can run these reports at their leisure as part of the movement to a prosumer culture. Other reports are based on end of term or 15th day. MIS can update reports on or shortly after the report timeframe, such as 15th day, particularly if they cover multiple terms, such as major reports. Published reports are locked in time in SharePoint and date stamped.
**7R1 Measures of Information and Knowledge Management**

Enrollment Management and MIS analyze inquiries, applications, and accepts weekly. Enrollment Management set up targeted campaigns that it will analyze at least monthly. These offices also monitor enrollment and persistence by high school for retention and through graduation for the past 3 years. The Admissions office uses this data to help shape the high school recruiting schedules for the coming year.

At certain points in the enrollment process, the Admissions office, Dean of Enrollment Management and MIS analyze headcounts, FTE, and credit hours. Enrollment is monitored at a minimum monthly, but at times daily. These offices also analyze headcount for university undergraduates, community college undergraduates, and university graduate students. Sometimes, special programs or categories are broken out in the headcount. Class standing is part of the analysis as well. After MIS snapshots the 15th day, Enrollment Management uses it to breakout students by ACT, EFC, Compass, high school, and county comparisons. Orientation classes are also compared for persistence and retention. Given that the institution has found that early orientation classes are more likely to persist, Admissions has scheduled earlier orientations than in past years. In addition, Rio is continuing its efforts to encourage earlier registrations.

Dorm students are cross-compared for performance. In the registration process, Admissions uses intended residency to identify non-enrolled students in order to boost enrollment. At midterm, MIS and the Records office identify students with academic problems and refer them to the residence hall director for intervention.

Over the last two years, MIS and the Vice President of Finance have generated a series of reports and process changes in an effort to improve processes in the finance office. The Finance office has automated more procedures and processes to make collection and reconciliation easier and faster. Also, processes for identifying financial aid and providing better communications between the billing and financial aid processes have been instituted.

Within a specified number of days following the start of a term, the Records office generates a non-attendance report. The administration uses this report to determine administrative withdrawals and Return to Title 4 (R2T4). Since fall 2007, the Records Office began collecting and maintaining mid-term grades in addition to final grades. Rio now has an active early alert system in which instructors create early alert reports allowing the staff or the instructor to intervene before student issues become larger.

MIS collects and analyzes graduation and retention rates for developmental education. Results of the retention and graduation numbers are leading the administration to implement major changes in the developmental education program (see 1P7 & 8, and 1R2).

**7R2 Evidence of Measuring Effectiveness**

Rio's Accounts Receivables dropped from an all-time high in 2007 considerably due to a number of process changes in the billing and accounting procedures. Through efforts in the Admissions Office and Financial Aid, the number of new students has been increasing every year for the past 3 years. Enrollment Management also monitors inquiries, applications, and accepts and performs weekly year-to-year comparisons. The accept to yield rate fell as expected early in the changes in the recruitment process. As data became available on retention by high school, EFC, ACT scores, etc., Admissions changed the recruitment process to be more targeted resulting in a higher accepts to enrollment yield (see figure 7.1 Enrollment Funnel).
While Admissions worked with consultants, Rio’s yield rate was higher than average, compared to other schools, and has remained higher.

Retention efforts to date have yet to yield positive results. Over the next two years, the Provost, in conjunction with Enrollment Management and the Academic Affairs committee, is planning substantive changes in developmental education, advising, and first year experience, in an effort to increase first year retention.

Changes in the non-payment and non-attendance process have resulted in a lower number of students in preliminary pull lists saving financial aid, the community college, the records office, and the accounting office time in peak enrollment periods. At the end of the semester, the number of students the institution submitted for collections declined.

Early results of the new advising process show a substantial increase in enrolled students for the early registration period. This reverses a nearly decade long trend of declining enrollment during the early registration period. At this point in the fall 2011 registration process, it is too early to project that enrollment will substantially higher by 15th day. However, Rio has made a substantial change in behavior resulting in students choosing to enroll earlier in the registration process.
7R3 Comparisons of Measuring Effectiveness

Every year Rio compares its graduation and retention rates to selected institutions and makes the information public in board and faculty meetings (see figure 7.2).

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Grad Rate</th>
<th>% FT 2007 return rate</th>
<th>%PT 2007 return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rio Grande</td>
<td>47</td>
<td>59</td>
<td>37</td>
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<tr>
<td>Lincoln Memorial</td>
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<td>65</td>
<td>40</td>
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<td>Washington State CC</td>
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</tr>
<tr>
<td>William Penn</td>
<td>26</td>
<td>57</td>
<td>55</td>
</tr>
</tbody>
</table>

Figure 7.2 Graduation and Retention Rates of selected institutions.

This past year, Rio chose to compare its results to specific private institutions in Ohio (see figure 7.3).

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Grad Rate</th>
<th>% FT 2007 Return Rate</th>
<th>% PT 2007 Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rio Grande</td>
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<td>37</td>
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<td>Marietta</td>
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</tr>
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<td>Muskingum</td>
<td>53</td>
<td>67</td>
<td>22</td>
</tr>
<tr>
<td>Ohio Dominican</td>
<td>45</td>
<td>61</td>
<td>43</td>
</tr>
<tr>
<td>Walsh</td>
<td>52</td>
<td>74</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Figure 7.3 Grad Rates and Retention rates compared to selected Ohio Institutions

The institution did similar comparison for faculty salaries comparing itself to a group of two-year schools (see Figure 7.4) and four-year schools (see Figure 7.5).
Figure 7.4. Comparison of two-year schools (Hocking, Washington State, Southern State, OU Southern). Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank. Academic year 2009-2010.

Figure 7.5. Comparison of four-year schools (Shawnee State University, Tiffin University, Muskingum University, and Ohio Dominican University). Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank. Academic year 2009-2010.
711  Recent Improvements in Measuring Effectiveness

Results of retention and developmental education data are leading to changes in the first year experience, developmental education, a review of housing, and retention efforts. It is also leading to changes in how the institution approaches advising.

712  Selecting Processes and Setting Targets

Over the past five years, Rio has evolved from a culture where there is no information requested or reviewed to a prosumer culture where information is available on demand. While the prosumer movement is picking up momentum, its biggest challenge is developing a campus wide understanding of the subtle difference between similar questions asked. Changing prepositional phrases within the query changes the results of reports. In addition, the campus needs to develop a better understanding of data across time. Now that Rio is using data to answer questions and the staff now has the freedom to run reports at their own discretion, everyone needs to develop a deeper understanding of how to query data and how data changes through time. Occasionally, misunderstandings occur regarding the correctness of data when comparing two or more reports when the reports answer subtly different questions or the reports represent data at different points in time. The next step in training is to help the staff understand how to query data.
Key Planning Processes

With leadership from the University Board, the Community College Board, and the President, Rio Grande developed a comprehensive strategic plan entitled *Decade of Dreams*. It serves as a roadmap for the 2011-2021 decade, with an initial focus on the first five years. It is a comprehensive plan tied to Rio’s mission and vision, and includes yearly tactical plans, budgets, and evidence-based metrics including dynamic updates.

The official launch of the *Decade of Dreams* Strategic Planning Initiative (see [http://aqip.rio.edu/docs/Matrix%20vertical%20(for%208P1).pdf](http://aqip.rio.edu/docs/Matrix%20vertical%20(for%208P1).pdf)) occurred at the joint board retreat October 14-15, 2010 when the URG board and the RGCC board met with members of the administration, faculty, and staff in Athens, OH.

At the retreat:
- National, regional, and local trends impacting higher education and the implications for Rio Grande were reviewed and discussed.
- Trustees established “Principles of Operation” for the plan.
- Trustees identified principle stakeholders for involvement in the planning process.
- All participants discussed initial ideas for the future direction of Rio Grande.

After the retreat, campus departments and stakeholders continued the process (see [http://aqip.rio.edu/docs/Strategic%20Plan%20Brochure.pdf](http://aqip.rio.edu/docs/Strategic%20Plan%20Brochure.pdf)) of identifying major environmental trends impacting Rio Grande. One principle of operation guiding the plan was to allow open debate about Rio’s future and to encourage creative tension with respect for all ideas. At the same time, faculty, staff, and administrators worked to clearly identify the “current state” of each area by meeting with various stakeholders. Figure 8.1 lists the meetings and the stakeholder groups involved in the planning process.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-01-31</td>
<td>Davis University Center</td>
<td>Athletics w/Alumni &amp; Institutional Advancement</td>
</tr>
<tr>
<td>2011-02-01</td>
<td>Bob Evans Farms Hall</td>
<td>School of Business</td>
</tr>
<tr>
<td>2011-02-02</td>
<td>Jenkins Center</td>
<td>Jenkins Center for Student Success</td>
</tr>
<tr>
<td>2011-02-08</td>
<td>Greer Museum</td>
<td>School of Fine Arts</td>
</tr>
<tr>
<td>2011-02-10</td>
<td>Jackson High School</td>
<td>Jackson County Stakeholders</td>
</tr>
<tr>
<td>2011-02-11</td>
<td>Davis University Center</td>
<td>Student Services</td>
</tr>
<tr>
<td>2011-02-15</td>
<td>McArthur Center</td>
<td>Vinton County Stakeholders</td>
</tr>
<tr>
<td>2011-02-16</td>
<td>Bob Evans Farms Hall</td>
<td>School of Education</td>
</tr>
<tr>
<td>2011-02-22</td>
<td>Bob Evans Farms Hall</td>
<td>Gallia County Stakeholders</td>
</tr>
<tr>
<td>2011-02-23</td>
<td>Wood Hall</td>
<td>School of Humanities</td>
</tr>
<tr>
<td>2011-02-23</td>
<td>Davis University Center</td>
<td>School of Education</td>
</tr>
<tr>
<td>2011-02-24</td>
<td>Meigs Center</td>
<td>Meigs County Stakeholders</td>
</tr>
<tr>
<td>2011-03-02</td>
<td>McKenzie Hall</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>NA</td>
<td>Online survey</td>
<td>Davis Library</td>
</tr>
<tr>
<td>NA</td>
<td>Online survey</td>
<td>Alumni</td>
</tr>
</tbody>
</table>

*Figure 8.1 2011 Stakeholder Meetings*
To help promote the strategic plan both internally and externally, the Director of Publications produced a Summary Matrix (see [http://aqip.rio.edu/docs/Matrix%20vertical.pdf](http://aqip.rio.edu/docs/Matrix%20vertical.pdf)) of the plan's themes and goal areas. Rio is also developing a comprehensive Technology plan that will follow the same process. It will support of the Decade of Dreams plan.

### 8P2 Selecting Short- and Long-Term Goals

Rio develops short- and long-term strategies based primarily on the Decade of Dreams Strategic Plan. The President's Cabinet is the chief planning and leadership body for the institution. It includes the President, the Vice Presidents, the Deans, and the Directors of Financial Aid, CC&N, and MIS. It meets monthly to discuss and determine solutions for institution-wide areas of concern. The President’s Executive Staff, including the Provost, the Chief Operating Officer, the Vice President for Finance, and the Vice President for the Community College, leads the day-to-day operations of the institution including developing and managing short- and long-term strategies. Rio Grande's standing committees are responsible for all functions concerning the effective and efficient operation of the institution (see 8P4).

### 8P3 Developing Key Action Plans

Rio develops key action plans based on recommendations from institutional stakeholders and from its Quality Assurance Council (QAC). The QAC was an Action Project developed to:

1. Identify internal and external indicators of quality achievement throughout the University enterprise;
2. Review existing processes to determine effective and efficient practices in the full range of Institutional operations;
3. Recommend modification or innovation as solutions to persistent opportunities; and
4. Champion the “Rio Grande” brand and suggest prioritized strategies to sustain the institution’s Mission and Vision.

In their report to the AQIP Steering Team, the QAC identified four outstanding opportunities for improvement and made numerous recommendations for each: 3R1 – Learner Satisfaction Results; 3R3 – Results of Stakeholder Satisfaction; 4P10 – Measures of Valuing People; and 6R1 – Learner Support Service Process Results (see 8R2).

Another method for developing action plans involves institutional stakeholders identifying other needs Rio might address through action projects. During the spring 2011 semester the Provost convened the first of many Open Faculty Forums. These forums are an opportunity for faculty to discuss any issues or concerns related to Rio's academic climate. In the first open forum faculty spent a majority of the time discussing student advising and related issues. As a result of that discussion the administration enacted a system whereby students can only enter the online registration process after meeting with and receiving a code from their adviser. The AQIP Steering Team is developing a longer term action project that includes selecting five programs to pilot a new process utilizing degree audits and other tools to maximize an increase in efficiency of the advising system.
8P4  Coordinating and Aligning Planning, Strategies, and Action

The annual operating budget is a major component of Rio’s planning process. The budget translates programmatic intentions into specific financial investments. Each department composes a narrative explaining what they plan to achieve in the year ahead, how the priorities of the budget align with the strategic plan, any capital expense requests, and all operating expense requests. Vice-presidents, deans, and chairs work with faculty to assure alignment with the strategic plan. The Finance office convenes Budget Hearings in which Chairs and program representatives meet with the President’s Executive Cabinet to discuss their shared vision for the program and determine how best to achieve program objectives.

One of the project outcomes of the Action Project: Committee Effectiveness was to reorganize our campus standing committees and align them with the Board of Trustees committees, the nine AQIP categories, and the goals in the strategic plan. The action project team developed a new structure in which all committees, categories, and goals align and, in May, presented their proposal to the president’s cabinet. If the Board of Trustees adopts the proposal, Rio will begin the New Committee Structure (see http://aqip.rio.edu/docs/Committee%20Structure%20(Proposed).pdf) fall 2011.

8P5  Defining Objectives, Selecting Measures, and Setting Performance Targets

The strategic plan identifies institutional objectives, measures, and performance targets. The President’s Cabinet and the Deans monitor attainment of these goals based on criteria set forth in the plan (see 8P1). As Rio moves from the strategic planning phase to tactical planning, the next step is to define organizational objectives in measurable terms, which the President will present at the July 2011 Board meeting. From there, following the path of the strategic plan, objectives will be refined at the departmental level and measures identified to tracking progress in making goals. Finally, each employee will define measurable goals and objectives for monitoring their own performance. The strategic plan provides the values Rio is striving for and aligns them with tactical and operational goals and objectives.

8P6  Linking Strategies and Plans to Resources and Needs

As part of the procedure for developing its budget Rio Grande reviews the strategic plan, school and program goals, and projected revenue (tuition, fees, grants, donations, etc.) to determine what strategies to pursue. This academic year the process included a trustee retreat and meetings with stakeholders (see 8P2), the budget process (see 8P4), and open faculty forums (see 8P3).

8P7  Assessing Risk in the Planning Process

Historically, assessing risks in conjunction with strategic planning has been reliant on the depth and breadth of the collective experience of the URG executive team, as well as others included in the planning process. This was generally an informal assessment, requiring that knowledge be drawn from various areas in a largely decentralized or “silied” risk environment. Recognizing the need for more structure and sophistication surrounding risk analysis and response, Rio is currently developing an institution-wide system of risk assessment that will include centralized monitoring of risks, controls, and compliance issues, while encouraging “ownership” by individuals from all functional areas of the institution of risk identification.
and measurement. In this manner a collaborative approach to risk management is sought, with quality improvement being the overarching goal.

**8P8 Developing and Nurturing Employee Capabilities to Meet Strategic Demands**

Rio provides a number of ways to develop faculty, staff, and administrators including on and off campus training opportunities, open forums, campus announcements and more. Although limited, Rio sets aside funds specifically for faculty development. Faculty may apply for these funds throughout the year and an elected faculty committee determines which applicants will receive funds and how much each receives.

The Academic Affairs office holds three faculty workshops per year, one at the beginning of fall and spring semesters, and one at the end of the spring semester. A portion of these workshops included training on the new Program Assessment and Review processes. To address changing needs related to Rio’s growing population of non-traditional students, two staff members have become certified with CAEL (the Council for Adult and Experiential Learning). In preparation for upcoming negotiations, faculty and administration members of the negotiating teams attended an off-campus workshop in November 2010 on Interest-Based Negotiation: Skills for Discovering Mutual Gain, facilitated by a faculty member of Cornell University.

The Ohio Learning Network started the Ohio Quality Matters Consortium in June 2008 with 6 institutions and encouraged other colleges around the state to participate. By October 2010, the Ohio Quality Matters Consortium consisted of 51 institutions including Rio. The goal of the consortium is to improve online offerings, to certify instructors, and to build a sufficient core of instructors to be able to evaluate and certify online offerings. Last May, Rio Grande sent nine faculty and distance learning staff members to Quality Matters training at Washington State Community College. Since the initial training, one faculty member obtained Quality Matters Course Evaluator certification. Two more staff members will receive Quality Matters training this summer. Rio intends to improve its online instruction and to take advantage of Ohio’s consortium to certify its online course work.

Rio has also participated in a statewide initiative for social media training, hosting an event on our campus which was widely attended by staff and faculty, as well as representatives from other colleges and the Board of Regents. The Chancellor of the University System of Ohio also spoke at this one day event promoting the distance education agenda of the state.

Additionally, all full-time Rio Grande employees may have the tuition remitted on courses they take at Rio Grande (see 4R1).
8R1  Measures of Effectiveness

The *Decade of Dreams* strategic plan is new this academic year but the institution is developing a process whereby it will review and evaluate each goal of the plan annually by June 1.

The Finance Office monitors several accounting processes frequently, in particular, the variance reports between actual and budget at every level. Each unit with a budget receives a unit level variance and must explain differences between actual and budget. Resulting actions include shifting monies in budgets to keep the budget on track, or in some cases, changes in accounting office and procedures.

Every year the finances of the institution go through a series of audits through various agencies including the unqualified outside audit, the United States Department of Education (DOE) audits, Board of Regents audit of accounting and financial aid, and Board of Regents audit of private university financial aid. These audits sometimes result in management letters or recommendations for changes. The university or community college or both will develop a response and an action plan for improving or correcting any known deficiencies. As a result of audits, Rio Grande has changed the sort order of financial aid awards, modified the collection procedures, and created cohort specific aging reports. Since audits are completed at midyear in the financial cycle, Rio is required to show, in the subsequent audit, progress made to date in correcting deficiencies in the current fiscal year as these deficiencies often carry into the next fiscal year prior to the audit.

The finance office divides the aging reports into various levels to monitor, and in some case, protect cohorts of students. There are separate community college and university aging reports, as well as a combined aging report per student. This eliminates confusion between the two colleges depending on the student’s delinquency status. Outside Billing and Post Secondary students, who are often on vary different billing cycles, are isolated and protected from collections and delinquency procedures. The finance office generates these reports on a timed basis which trigger actions based on the aging cycle.

Finally, Rio provides these reports along with enrollment reports and expenses to auditors as proof of the effectiveness of our financial measures and controls. The cycle of reviewing controls begins anew toward the end of the audit cycle.

8R2  Performance Results

At its November 23, 2010 meeting the Steering Team discussed the need to continue the QAC, but suggested it might be more effective as a standing committee. At the same meeting the team discussed another possible Action Project that would examine the current institutional committee structure and procedures and recommend any changes to better meet the needs of the institution (see 8P4). The project was accepted and the current proposal from the Committee Effectiveness Action Project includes moving the QAC to a standing committee that reports to the Academic Climate Task Force, which, in turn, reports to the Academic Affairs Sub-committee of the Board.

The AQIP Steering Team, at its April 24, 2011 meeting, acted on each of the QAC’s recommendations not already addressed in previous meetings. Minutes of all Steering Team meetings are available on Rio’s Intranet.
The implementation and completion of Rio’s AQIP Action Projects developed focused efforts and wide engagement of both faculty and staff members (See figure 8.2). Based on lessons learned from the first four action projects, subsequent action projects have a narrower scope and more defined and measurable outcomes.

1. Reexamine our mission and define our vision.
   
   **Primary Category: Understanding Students' and Other Stakeholders' Needs**
   
   **Goal:** To effectively focus the University and Community College toward a common goal.
   
   **Achievement:**
   1. Revised mission/vision statement sent to URG/RGCC Boards Summer 2006.
   2. Excellent effort to promote stakeholder input through revision cycles.
   
   **Completed:** 2009-11-24

2. Student learning as vision realized.
   
   **Primary Category: Helping Students Learn**
   
   **Goal:** This project contends that a quality culture of student learning at Rio Grande has persevered AND can be more fully realized.
   
   **Achievement:**
   1. Good effort to engage academics and support staff in project.
   2. Student Learning Committee recommendations helped structure the AQIP Assessment Committee.
   3. Increased involvement of faculty in structured assessment activities that emphasized evidence collection.
   4. Website related workshops and projects contributed to technology expertise of faculty and staff.
   5. Systems Portfolio Coordinators actively meeting with administrative staff and faculty to initiate learning and implementation of the assessment process.
   
   **Completed:** 2010-12-14

3. Financial process: A.P.I.E.
   
   **Primary Category: Supporting Institutional Operations**
   
   **Goal:** To create and implement a financial process to ensure a viable institution.
   
   **Achievement:**
   1. Dedication to project for improving institutional operations.
   2. Broad-based University-wide participation on an ambitious project.
   3. Minnesota Satisfaction Questionnaire (MSQ) completed Spring 2005 to provide baseline for employee morale (63% return rate).
   
   **Completed:** 2010-12-15

4. Accountability
   
   **Primary Category: Planning Continuous Improvement**
   
   **Goal:** To improve processes for revising and disseminating information about and consistently enforcing current policies and procedures.
### 5. TIA: Transparent Information Accountability

**Primary Category:** Leading and Communicating

**Goal:** To create a user-friendly, reliable intranet website that strengthens the level of communication between board, departments and schools.

**Achievement:**
1. Successfully installed, configured, and implemented Microsoft Office SharePoint Server for use as our Intranet.
2. More administrative transparency including in Board meetings and retreats.
3. Implemented training sessions for all faculty, staff, and administration.

*In progress – scheduled completion date 2011-06-01*

### 6. Quality Assurance Council: Closing the Loop

**Primary Category:** Supporting Institutional Operations

**Goals:**
- Identify internal and external indicators of quality achievement throughout the University enterprise;
- Review existing processes to determine effective and efficient practices in the full range of University operations;
- Recommend modification or innovation as solutions to persistent opportunities;
- Champion the “Rio Grande” brand and suggest prioritized strategies to sustain the institution’s Mission and Vision.

**Achievement:**
1. Identified four outstanding opportunities for improvement
2. Recommended changes to the AQIP Steering Team who, in turn, implemented or forwarded for implementation recommendations to the appropriate department(s).

*In progress – scheduled completion date 2011-06-01*

### 7. Committee Effectiveness

**Primary Category:** Leading and Communicating

**Goal:** Examine current committee structure and procedures and recommend any changes to better meet the needs of the institution.

**Achievement:**
1. New committee structure that aligns Board of Trustees committees, the nine AQIP categories, and the goals of the strategic plan.
2. Revised section 5.3 of the Policy and Procedures Manual to clarify committee responsibilities and leadership.

*In progress – scheduled completion date 2011-06-01*
**8R3  Targets for Performance**

The *Decade of Dreams* strategic plan articulates performance targets and strategies for the next one to five years with specific measurable targets for most goals (see Strategic Plan Goals). The President will submit the final version of the plan to the Board of Trustees for final approval at their July 2011 meeting.

**8R4  Comparing Results**

Every year, the University System of Ohio requires Rio Grande Community College to submit a report which shows progress on key state indicators, as well as make predictions for the future on these indicators. Because of the unique relationship between the public community college and the private university, the Board of Regents does not require Rio Grande to submit some data. Some of the indicators the state measures are enrollment, degree attainment, minority student enrollment, and condition of facilities. The state reinforces their emphasis on these success measures by using the results to appropriate the state share of instruction to schools. In the coming year, the state will be using student progress in developmental education as a measure of performance as well as means of allocating the state share of instruction. To this end, the state has held a series of meetings with stakeholders by institutional position to prepare for the emphasis on development education.

**8R5  Evidence for Effective Planning**

Several institutional processes have planning and "post-mortem" meetings every semester. The Financial Aid office, MIS, and the Provost hold meetings for non-attendance and non-payment pulls, refunds, and enrollment. Figure 8.3 shows the number of students contacted for the fall semester’s pull.

<table>
<thead>
<tr>
<th>Number of students on pull list</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>310</td>
<td>140</td>
<td>41</td>
</tr>
</tbody>
</table>

*Figure 8.3 Number of Students on Initial Pull Lists*

Various offices make changes to processes in both the planning and post-mortem phases. The post-mortem occurs shortly after the cycle has ended so that issues are fresh in the minds of the participating parties. Since staff members are directly involved with changes, their familiarity with processes is helping to reduce the number of students they must contact each semester related to the pull procedure.

Since Rio began changing the admissions reporting processes in 2007, reports are readily available for review on a weekly basis. For the past year, MIS had 2 years of weekly enrollment snapshots to compare with the same week in previous years. The institution has multiple years of enrollment snapshots at set times, and is now able to make adjustments in the recruiting process week to week.

The Users Group recommended and implemented changes in the billing process. Members planned, implemented, and reviewed each decision. Where automation was involved, members reviewed prototypes to ensure that the automation process could solve the problem.
The President’s Executive Staff meets each week to address issues. Once a month, the President’s Cabinet meets to broaden the spectrum of issues and to bring awareness of issues to a broader audience. School Chairs and Academic Affairs meet each monthly.

The Enrollment Management Team invites people from across the college to address issues in enrollment and review the recruitment, admissions, and enrollment data. The earlier retention committee reviewed advising information and helped institute a stronger early alert program that included a midterm grade. Midterm grades are assigned to each student every semester and these grades are maintained in StudentSpace. The retention committee also developed the Rio Profile, which now contains 3 years worth of data and can be referenced for comparisons.
8I1  Recent Improvements

Rio is employing the *Decade of Dreams* strategic plan to guide its improvements. It lists key goals and measures the institution is striving to reach. These key measures are adjusted to take into account opportunities and constraints.

For the first cycle in AQIP, Rio did a number of course specific mini-projects. Since the first cycle ended, Rio has instituted a program assessment. An assessment committee meets once a month and has been educating and guiding faculty on assessing programs. The Fine Arts department completed program assessment resulting in a new Associate’s degree and Bachelor of Fine Arts degree.

The institution developed a program review process (which will begin fall 2011). This past year a prototype of the program review was developed and presented to the school chairs at the end of the year. To begin this process, the Provost and Deans selected five programs in which to pilot a full program review cycle. The Provost, Deans, and pilot participants will revise the process during the pilot phase in preparation for implementation campus-wide.

8I2  Selecting and Setting Targets

The University System of Ohio helps to clarify the institution’s goals and objectives. The University System of Ohio sets state goals for increasing enrollment, increasing the number of graduates, and improving developmental education. The Board of Regents changed its State Share of Instruction (SSI) to reflect these improvements. As the Board of Regents makes this transition, they have held multi-functional meetings to ensure all schools understand these changes and what results they will reward. In response, Rio Grande is making efforts to improve developmental education and looking at ways to increase associate degree graduates.

Through information sharing presentations, all stakeholders have a better understanding of the institution’s finances, revenues, and costs. Rio is taking steps to increase the number of private university students with new programs designed to enroll more out of state students. The school is using a service, CAPPEX, to locate interested out of state students and has a strong start to the 2012-13 recruiting year.

Using data from the Rio Profile, the administration is able to focus faculty and staff on the first year experience. The early alert program and the new advising system have both stemmed from faculty efforts to be part of the first year retention solution.
9P1 Relationships with the Schools and Organizations from which Rio Receives Students

Regular high school visits by Admissions Office staff members make direct linkage with local high schools, providing information about the required academic preparation, available academic program offerings, and financial aid opportunities. Rio School of Education faculty members provide workshops and continuing education opportunities for area public school districts. Since Rio is located in such a rural setting, its teacher candidates observe and complete their clinical experiences in public schools all over the state but primarily in the four-county area. Many of the regional public school teachers and administrators are graduates of Rio Grande and continue to support the institution.

Rio also:

- Hosts High school visitation days on campus for prospective students
- Provides speakers for high school classes/events including economic education
- Coordinates with middle and grade school teachers/principals to provide mentors, readers, and volunteers
- Hosts school competitions, field trips, etc.
- Collaborates with Hocking College, Washington State Community College, Shawnee State University, and Buckeye Hills Career Center by offering degree opportunities, dual credit courses, and articulations.
- Participates and helps lead the KUALI Technology Initiative (Statewide student information system) with Hocking and Washington State
- Meets regularly with High School superintendents and District Counselors
- Hosts Tech Prep Board Meetings
- Collaborates with Holzer and Adena Hospitals
- Encourages and supports Veterans programs
- Hosts SIFE Junior Achievement program and promotes economic education in the local schools.
- Ongoing dialog with County Commissioners, local and regional politicians
- Works with the Department of Jobs and Family Services to assist workers/students in need of retraining to acquire the educational funds.
- Shares Small Business Counselor with OSU SouthCenters
- Partners with the Meigs County Community Improvement Corporation, Meigs Local Schools, and Meigs County Commissioners for the development of the Meigs Center.
- Works closely with Adult Basic Literacy Education, including hosting the ABLE program in the Meigs Center facility.
- Established a partnership with the Vinton County School District to utilize a former school building to establish an additional off-site location for Rio Grande.
- Actively participates in local fairs, festivals and parades to be a part of the community and distribute information about Rio Grande.

9P2 Relationships with the Schools and Organizations to which Rio Supplies Graduates

The 2007 Systems Appraisal identified Rio’s collaborative relationships as a significant institutional strength. Rio has more data supporting these processes’ effectiveness but need no additional feedback at this time (see 2007 Systems Portfolio Category 9 P1 (see http://aqip.rio.edu/docs/2007%20Systems%20Portfolio%20Cat%209%20P1.pdf).
9P3  Relationships with Organizations that Provide Services for Rio Students

Rio’s strategic plan emphasizes participation in shared services with other institutions. To this end, Rio’s participation in Articulation Transfer Credit began in 2007 with full participation in the summer 2010. The institution is now accepting and receiving electronic transcripts with all public institutions in Ohio. Starting in 2011, Rio Grande volunteered to be part of the pilot program for High School to College Electronic Articulation Transfer Credit. Rio joined the Ohio eTutoring collaborative in the summer of 2010 (see 1P15). The decision to join the Ohio eTutoring collaborative was a late entry into the budget process that the Dean supported and the President’s Cabinet approved.

The Ohio Learning Network also set up a program for improving online instruction by joining Quality Matters (see 8P8). The State of Ohio started the Big Idea initiative three years ago to address the needs of distance learning. This group consists of representatives from the government and public and private institutions around the state of Ohio. The Big Idea committee, with two representatives from Rio Grande, created a series of recommendations for combining existing initiatives, such as electronic transfer (Articulation Transfer Credit), with new initiatives, eTutoring (see 1P15), that in addition to providing services to an online population, would provide better services to all students. As the state funded these initiatives, it rolled these services out at minimal cost, but required group participation.

Additionally, several key administrators hold significant roles in statewide projects and consortia.

9P4  Relationships with Organizations that Provide Materials for Rio Grande

When Rio Grande needed to replace its Student Information System (SIS), it worked with the company StudentSpace to develop a system that would work with the private and public parts of the institution. Rio purchased the original StudentSpace product for tracking retention. While the retention system was not a full student information system, it was clear that it could expand to meet the institution's needs. Representatives from StudentSpace visited the college frequently for several years, as the various departments helped design and test the product that would become StudentSpace 360. While developing this product, Rio worked with programmers from India World Wide and Nihal Software, both located in India. To this day, the institution has open chat lines with both StudentSpace and Nihal Software. Additionally, the college traded code with the Native American Institute of Arts (NAIA) which also worked on the StudentSpace 360 product. Often, when StudentSpace developers need to test a new product, Rio will serve as one of their pilot institutions.

Three years ago, Rio began outsourcing our SIS hardware systems to Virtual Office System (VOS) in Columbus, OH. As a result, the college increased its servers from two to six, providing real-time concurrent backups, a backup system, and a warm site in the event of a disaster. This arrangement also provides Rio with some level of 24-7 support. Over the past year, MIS has explored the use of KUALI in which Rio shares a test KUALI system with Hocking College and Washington State Community College. MIS invited VOS to the initial meetings between Hocking, Rio, Washington State, and technical representatives from the Board of Regents.

Rio Grande also maintains a close relationship with Business Systems Solutions, Inc. in Lancaster, OH. BSSI is our accounting package representative. BSSI’s President served as an interim CFO and began the process of changing and modifying our business processes. She helped establish the User Group to study business processes, procedures, and policies (see 6P2). Because of this collaboration, the administration is confident that BSSI will continue to assist Rio make the finance and accounting changes needed to be successful.
Rio believes if it has a good relationship with a vendor, that it should help promote the vendor. College representatives talk about relationship with StudentSpace, VOS, and Nihal software at conferences. Rio assisted StudentSpace, VOS, and BSSI with recommendations as they searched for new business. All three businesses have grown since Rio began working with them. The University has learned a great deal about outsourcing and best practices in dealing with outsourcing vendors.

Rio Grande has a long-term relationship with Sodexho to provide dining and food services on campus. The relationship has grown and expanded over time into a successful partnership. Sodexho is a valued member of the Rio Grande community often participating in student led campus events. Many times throughout each academic year, Sodexho offers special indoor and outdoor dining events for students, including barbecue grilling at soccer games, homecoming and other activities. Sodexho regularly seeks feedback and input from students on the meal preferences and quality and attempts to incorporate these into the students dining experience. In addition, Sodexho, through their corporate leadership has provided workshops for various administrators on campus dealing with issues such as “Understanding the Needs of Today’s Students”, “The Students of the Future”. This information has been provided free of charge and has broadened the partnership with Sodexho to include areas beyond food services.

Rio Grande contracts with Mid-American Cleaning, a company to provide housekeeping services in the student residence halls as well as all administrative and instructional buildings. The staff of Mid-American is dedicated, competent and enthusiastic about the role they play in helping students learn and make sure they enjoy their educational experience at Rio Grande.

The institution closely collaborates on a consistent basis with both Mid-American and Sodexho to find ways of making the educational experience at Rio Grande as positive and fulfilling as possible for the students, staff and faculty.

Overall, the process is relatively distributed across campus service areas, such as those with maintenance or athletic fields. High dollar or cross-functional relationships require Presidential and board approval. Outsourcing functions, such as Rio’s relationship with the Virtual Office Systems (VOS) or the Ohio SuperComputer System, will begin with meetings and require approvals at all levels. Once parties agree, often after legal review, Rio continues to cultivate relationships with these vendors often involving trips to campus or to the vendor site.

Rio is actively engaged in sharing services with other colleges. The process is relatively similar to working with vendors. Initially, a small group approaches another unit at a college and engages in discussion. If there is continued interest, then it will advance to the Presidential level to address governance issues between institutions. The institution actively supports the Ohio Board of Regents strategic goal for efficiency through cross-campus collaboration.

9P5 Relationships with Education Associations, Agencies, Partners, and the Community

Rio Grande strives to maintain and nurture relationships with many different external organizations and stakeholders. For example, seven different academic programs maintain national professional accreditation by external organizations. Rio’s athletic programs maintain an affiliation with the Mid-south Conference of the NAIA. The University of Rio Grande maintains continuous institutional accreditation through the Higher
learning Commission since 1969, and all of its academic programs are subject to approval and periodic review by the Ohio Board of regents. The institution also maintains relationships with several international organizations. Probably the most notable is with Trinity-St. David University in Wales, which is consistent with the rich Welsh heritage within southeastern Ohio.

Rio Grande participates actively in the Association of Independent Colleges and Universities of Ohio, the American Association of Community Colleges, and the Ohio Association of Community Colleges. The President, Provost and Vice President for Financial and Administrative Affairs regularly attend monthly meetings of their counterparts, as well as annual meetings of each association. The President also serves on other state and national boards. These groups provide opportunities for networking, collaboration, and resource sharing among institutions with similar missions.

Over the past two years, the Ohio Board of Regents frequently called increased numbers of meetings in order to promote items on its agenda and gain support among the institutions to implement new programs. Rio Grande, in turn, has been receptive to participating in these meetings in the past, trying to ensure participation as this aligns with the strategic plan. Rio’s President previously served as OBR’s Vice Chancellor for Academic Affairs and Systems Integration and, therefore, encourages Rio’s participation.

Rio Grande also endeavors to be a good partner and neighbor within our local community. The institution is a member of several local Chambers of Commerce, and the Gallia County Chamber recently honored Rio Grande as the Business of the month. The Meigs County Chamber of Commerce also awarded the Meigs Center with the organization with the most economic impact on the county in 2010. Many employees and trustees participate in local community organizations, such as the Gallipolis Rotary Club, and the institution regularly participates in and sponsors events such as the County Fairs and the Bob Evans Farm Festival.

**9P6  Ensuring Partnerships Needs**

As part of the strategic planning process, Rio introduced Town Hall Meetings and asked each academic unit to assemble an advisory committee. The meetings are a public forum held in Rio’s four county service district and across the campus. A Rio representative led each meeting under the President’s directive to “listen to those affiliated with the institution.” Representatives listened to stakeholders regarding what the Rio should be doing, what it can be improve, and what should be changed.

Several academic units have had active advisory committees for years. The groups that either lacked an advisory group or had inactive advisory groups are now required to meet and to report their findings to the President. Cabinet level members are encouraged to attend these meetings. The President fully supports these meetings and initiatives.

As part of its efforts toward continuous institutional improvement, Rio Grande annually administers the CCSSE, NSSE, and FSSE surveys (see 3P1 and 3R1-3, 6). The AQIP Liaison distributes results of the surveys throughout the institution and various offices make changes to structures and processes when warranted.

**9P7  Building and Communicating Relationships within Rio**

There have been a number of efforts in recent years to increase communication among academic departments and administrative units across campus. For example, in addition to meetings of the Executive Staff, the President holds monthly meetings of an extended cabinet, consisting of mid- and upper-level administrators in order to share information and to discuss issues and concerns.
Similarly, within the past year, the new Provost organized regular monthly meetings of the Deans and the Chairs of the eight academic schools, as well as the Provost’s Management Group made up of all academic directors. Because Rio Grande had no existing mechanism for faculty meetings, the Provost began a series of open town meetings for faculty, which have been termed Open Faculty Forums. The forums enable faculty across the campus to discuss issues of broad concern for the academic life of the institution. These discussions have led to initiatives to reformulate the student advising process (see 7P2) and the student first year experience.

A current AQIP Action Project aims to revise the institution’s standing committee structure to be more responsive to the needs and interests of the community (see 8P4). One committee in the proposed new structure is the Academic Climate Task Force. Initiated by the Provost as an ad hoc group of faculty and administrators who shared an interest in improving the academic life of Rio Grande, it will now serve as a standing committee with two sub-committees: Faculty Development and Staff Development. The Academic Climate Task Force has formulated three major goals upon which it will focus its energies during the upcoming year: reconceptualization of the Honors Program, creation of new professional development activities for faculty, and introduction of new community outreach efforts.
9R1  Measures of Building Collaborative Relationships

Rio Grande collaborative relationships can be measured by the enrollment data. More than 70% of the enrollment is derived from the local four county district. This enrollment is a direct result of our engagement in various aspects of the community. Rio analyzes enrollment at both on-campus and off sites. The two off-site locations are 30 and 40 miles from the main campus and both are in rural and impoverished areas. They were each developed in a collaborative manner. The Meigs Center was developed as a part of a collective effort between the Meigs County Community Improvement Corporation, Rio Grande, Meigs County Commissioners and the Meigs Local School Board. The Meigs Center is built on land adjacent to the middle and high school buildings. In fact, over seven acres of land was given to the project for a nominal fee by the Meigs Local School Board. The gift of this property saved the College hundreds of thousands of dollars, thus ensuring the success of the project. The Meigs Center facility had almost 300 students enrolled in the Spring of 2011. The same relationship exists in Vinton County (McArthur). The Vinton County School Board has enthusiastically invited Rio Grande to occupy two class rooms in a former school building, now an administrative building, with no rental or payment to the School Board. The School Board has committed an additional two classrooms for a total of four, in the building to be utilized by Rio Grande in the Fall. The School Board has also made a commitment to allow the usage of their infrastructure and technology network in the building by Rio Grande. Both the Vinton County School Board and the three school systems in Meigs County are also eager about plans for Rio Grande to develop a dual credit program to be offered in their school districts.

For the past two years, an interdepartmental committee, the Users Group, has been reviewing operational practices and making recommendations to the President’s Cabinet (see 6R2 and 6I2). This group codified its current processes, facilitated interdepartmental training, and made several recommendations.

Minutes of the Town Hall meetings are maintained and reviewed for action items. The information gathered at the meetings was used to develop the strategic plan.

9R2  Performance Results

Performance results are measured by the enrollment at the various locations. The collaborative relationships in Vinton and Meigs counties have resulted in tremendous growth in our enrollment at off-site locations (see figures 9.1 and 9.2). The growth has far exceeded the original enrollment projections for these sites. The potential for continued growth in enrollment is also great. The locations currently serve students who are mostly location bound due to transportation, economic and other hardships. The locations offer a full-service but more familiar learning environment for students. The number of Post Secondary Enrollment Option students from Meigs County has tripled since the opening of the Meigs Center.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Count</td>
<td>13</td>
<td>38</td>
<td>77</td>
</tr>
</tbody>
</table>

* registration ongoing

Figure 9.1 Vinton County End of Semester Registrations

<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Count</td>
<td>75</td>
<td>196</td>
<td>250</td>
</tr>
</tbody>
</table>

Figure 9.2 Meigs Center End of Semester Registrations
Other performance results are measured through;
- Ongoing meetings with local school superintendents
- Feedback from Holzer Hospital (Nursing and Allied Health)
- Chillicothe VA (Nursing and Allied Health)
- Adena in Chillicothe (Nursing and Allied Health)
- Advisory Board input from members at Pleasant Valley Hospital, O’Bleness Health Systems, and Holzer Hospital and Medical Center
- American Electric Power
- Continued and broadening Articulation agreements
- Increased and continued enrollments in special programs (Respiratory Therapy, EMS, Plant Maintenance technology etc.)
- Veterans enrollments
- Enrollment in the Fish/Wildlife degree offered at Hocking College.

**9R3 Comparative Results**

The University System of Ohio provides the institution with guidelines and success points based on programs throughout the state. These common goals and success points are clearly presented in The Strategic Plan for Higher Education 2008-2017 written by the Ohio Board of Regents, [http://uso.edu/index.php](http://uso.edu/index.php). Additionally, Rio Grande has recently been accepted for inclusion in the HEI system, provided by the OBR, which enables data comparisons among institutions of higher education within Ohio.

Other attempts at benchmarking have proved to be challenging because of Rio Grande's unique hybrid as both a private university and public community college. The institution intends to increase its use of such benchmarking data in the near future.
911  Recent Improvements for Building Collaborative Relationships

KUALI project

In November 2009, the CFO at the Board of Regents, encouraged schools to share services. In June 2010, CIOs from Hocking, Rio Grande, and Washington State Community college met along with representatives from eTechOhio and OARnet to discuss the possibility of sharing services focusing on the data bus (ERP/SIS) and electronic services. Initially, members agreed to share a KUALI sand box that each member would have access to use. Members established an agreed in October Virtual Office Systems managing the system. Hocking provided an electronic project board. The group has been meeting in person or by phone every other month. As the KUALI project is unveiled, Rio Grande installs the latest software. To date, Rio has installed the underlying management system, the grant and institutional system, and the finance system. As the project progresses, the consortia intends to eliminate maintenance costs for the three systems and share IT staff resources. At this point, the CIO's keep their President’s apprised of developments. The participants believe it will take until 2015 to bring all schools to the point where shared hardware, software, and personnel will maximize the consortium. Assuming the project continues to progress, institutions will need to address governance issues.

912  Selecting Processes and Setting Targets

The culture at Rio Grande is one of collaborative learning. Employees strive to incorporate this methodology in all aspects of operations. In fact, the very nature of Rio’s existence and operation is bound by a collaborative arrangement between the public community college and the private university. The Boards of Trustees work together in a very cooperative and understanding arrangement. The institution's day-to-day operations require shared mission and objectives. This collaborative process is also evident in Rio's newly developed strategic plan, Decade of Dreams. The Boards of Trustees developed the plan with input from administration, staff, students, and faculty, but especially from local stakeholders who are instrumental in the success of both entities of the combined Rio Grande.

Collaborative relationships have evolved throughout the campus as a result of activities used to develop the Strategic Plan. Interaction and collaboration have become the norm rather than the exception. Off campus collaboration has broadened because of the success experienced in forming degree partnerships and articulation agreements with Hocking College, Washington State Community College and Columbus State Community College. Ohio’s USO initiative fueled the spirit of collaboration but Rio Grande has embraced this concept to the point that it is in the early stages of developing a collaborative arrangement with Hocking & Washington State to share a common Student Information System.

The rural nature of the region and the economic needs within the counties Rio Grande serves stimulated interest on the part of community leaders and educators to work together to provide accessible, affordable educational opportunities for area residents. Thus, RGCC created the Meigs Center and the Vinton Center, which have become real options for students to achieve their educational goals.
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Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The University of Rio Grande/Rio Grande Community College mission statement supports the institution’s institutional objectives. [Institutional Overview, 5P1, 5P8, O6]
- The mission requires inputs from various constituencies.[8R2]
- The mission statement is present in all documents available to the public, e.g., in the college catalog [Catalog], student handbook [StudentHandbook], and on the URG website. [page.php?ID=mission]
- The mission and vision are supported by the goals of the Decade of Dreams strategic plan. [8P1]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Rio Grande’s mission and vision statement encourages respect for diversity [Mission Statement in the Institutional Overview]
- Curricular and co-curricular activities support the institution’s efforts to introduce its students to diversity. [2P2]
- Rio Grande is currently experiencing rapid growth in enrollment of students from a diverse background prompting the university to establish and Office of Multicultural Affairs. [1P10]
- Diversity is included in two of the five major goal areas of the strategic plan: Access and Culture. [summary matrix]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- The institution’s strategic plan, Decade of Dreams, is mission driven and includes measurable goals and objectives reflecting the URG/RGCC’s mission. [O6, 8P1, 8R3]
- The President and both Boards of Trustees drive the strategic planning process, which includes input from faculty, staff, students, administrators, alumni, area business leaders, local officials, and friends of the institution. [8P1, 9P6, 9R1, 3P3]

Core Component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Broad participation in the discussions by internal and external stakeholders reaffirms the University mission. [8P1, 4P6]
• The University of Rio Grande reorganized its Board of Trustees committee structure based on best practices recommended by the Association of Governing Boards of Universities and Colleges. [4P6] Similarly, the Action Project: Committee Effectiveness team recommended changes to the institution’s standing committee structure. [8P4, 4P6]

• In order to enhance efficiency, responsiveness, and accountability, the Provost reorganized the academic structure from two colleges with four schools each to three colleges with three schools each. [04, 4P6]

• In order to enhance stakeholder communication regarding areas of concern and opportunities for improvement, the Provost instituted open faculty forums. [1P15, 4P6]

Core Component 1e. The organization upholds and protects its integrity.

• Values and expectations implied in the mission address access, equity, social responsibility, community service and civic engagement. [Institutional Overview, 1P4, 4P7, 2P6, 2R4]

• The University policies and procedures describe expectations for ethical and professional behaviors of all employees. [4P7]

• The Student Handbook defines a student’s rights and responsibilities. [Student Handbook]

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

• The Strategic Planning Brochure articulated the process for developing the Decade of Dreams strategic plan including a review of internal and external trends at the national, regional, and local levels. [Strategic Planning Brochure, (see http://aqip.rio.edu/docs/Strategic%20Plan%20Brochure.pdf) 8P1]

• The institution’s budget process is open, inclusive, and ongoing. All stakeholders review multiple data sources to determine what needs to support [5P1, 8P4]

• Rio Grande has established alliances with area businesses, public schools, government, and the community. [9P2, 9P4, O9, 1P3]

Core Component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

• The partnership between the private University and the public Community College sustains the fulfillment of the institution’s mission. [Institutional Overview]

• The budget planning process begins at the program level and includes faculty, staff, and administrators. [8P4, 2P5, 4P3]

• Rio’s strategic plan includes five major goal areas (Financial Stability, Access, Culture, Economic Development, and Student Success) that reinforce the institution’s position to maintain and strengthen academic programs in the future. [8P1]
Core Component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Assessment of student academic achievement occurs at the program level. [1P13, 1P17, 1I1] The Assessment Committee exists to lead efforts to evaluate student academic success. [1P18, 1R1]
- Rio Grande has an assessment process in place for all its human resources. [4P10]
- The Action Project: Committee Effectiveness revealed the need to implement changes to Rio’s committee structure. The Action Project Team recommended changes to the structure to meet the needs of the institution more efficiently. [4P6, 8P4]
- Numerous advising boards contribute to academic curriculum development in specialized programs. [1P13, 3R5]
- The institution identifies key support needs through the budget and strategic planning processes. [6P2, 8P1]

Core Component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

- Annual budget planning supports priorities within the institutional mission, such as transferable skills through general Education, lifelong and distance education, diversity and multiculturalism, and accessibility needs of students. [8P4]
- Planning processes include internal and external constituencies. [8P1, 8P2, 8P3]
- The strategic plan represents priority initiatives aligned with the mission. [8P1]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- General Education and program specific student learning outcomes along with any course pre-requisites, are available in the course catalog. [http://www.rio.edu/catalog/index.php]
- Faculty define student learning outcomes and create strategies to determine if those outcomes are achieved. [1P2, 1P11,1I1]
- Rio’s process for curriculum development and revision for all programs and courses includes a required statement of learning outcomes [1P3, 1P11]

Core Component 3b. The organization values and supports effective teaching.

- The University recognizes and rewards effective teaching. [1P9, 4P11]
- A system is in place for scheduled faculty evaluation. [4P10]
- A faculty tenure and promotion policy clearly identifies effective teaching as a primary evaluation criterion. [4P11]
- The budget supports faculty development. [8P8]
Core Component 3c. The organization creates effective learning environments.

- The Jenkins Student Success Center and the Math Lab provide campus-level resources to support effective teaching and learning. [3P2, 3R3, 6P1]
- Academic and student support services accommodate the learning styles of a diverse student population. [1P9, 1P10]
- Online learning opportunities and other web-enhanced modalities enhance effective learning environments for students. [1P12, 1P15, 8P8]
- Rio Grande's campus provides a safe and inviting environment that enhances learning. [Institutional Overview, 6P3]

Core Component 3d. The organization’s learning resources support student learning and effective teaching.

- Campus Computing & Networking and Instructional Design and Media Services provide all technology support for faculty, staff, and students. [4P9, 4R2]
- The Jenkins Student Success Center offers individualized support for students through the tutoring program. [3P2, 3R3]
- Rio's Accessibility Office ensures students with disabilities receive appropriate accommodations as mandated by State and federal law. The Veteran's Affairs Representative and the new Office of Multicultural Affairs assist veterans and students from diverse backgrounds integrate into Rio Grande's culture. [1P10]

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

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The Academic Climate Task Force, made up of faculty and administrators, selected three areas of focus for next year: redesign of the Honor's Program, creation of new professional development opportunities for faculty, and community outreach through the development of a lifelong learning institute [O1, 1P16, 9P7]
- The Provost's Academic Excellence Initiative, introduced in 2010-2011, provides funding for scholarly, research, or artistic collaborative projects with faculty and students. [O1, 5P8]
- The importance of the life of learning to the institution is supported by the selection of Student Success and Culture as two of the major goal areas in the strategic plan, The Decade of Dreams. [O6, 2P1, 8P1]
- Continuing funding within the URG budget for faculty development demonstrates the University’s efforts and support for valuing a life of learning. [8P8]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The General Education Program emphasizes the breadth of intellectual skills in the arts and sciences content that supports advanced study and lifelong learning. [1P1]
- Faculty and Chairs developed assessment plans, which include measurable student learning outcomes, for all academic programs. [1P1, 1P3, 1P13, 1P18, 1I1]
- The University values and protects academic freedom as articulated in the Faculty Association agreement. [Faculty Contract, Article 9, Section 1]
Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Measurable goals in diversity enhancement, globalization, technology in the curriculum and multicultural programming are prominent in the strategic plan, the Decade of Dreams. [8P1, 8R3]
- Similarly, the Provost targeted globalization and multiculturalism in the major academic goals for the upcoming year during the annual Faculty Development Day program in May. [Provost's Presentation May 10, 2011]
- General Education Program Goals and academic curriculum address diversity, global awareness, and ethical and civic responsibilities. [1P1]
- Academic benchmarks in writing, critical thinking, quantitative reasoning and research encourage the level of student achievement that is aligned with real world success. [http://www.rio.edu/academics/page.php?ID=generaleducation2]
- Student learning outcomes are based on analysis of student preparation, professional standards and expertise, and external advisory groups. [1P2, 1P11, 1I1]

Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The University has explicit policies detailing ethical academic and professional principles and expectations for members of the University community. [4P7, PPM 4.27]
- Rio Grande’s Policy and Procedures Manual contains the institution’s policies on copyright and acceptable and ethical use of technology resources. [PPM 5.30-31]
- The Student Handbook, page 11, articulates Rio Grande’s Academic Integrity policy. [Student Handbook] All course syllabi must contain, among other elements, Rio’s ADA Statement, FERPA Policy, and (at a minimum) the Academic Integrity Policy. [URG/RGCC Syllabus Format]
- The University Policies and Procedures Manual addresses standards of ethical and legal conduct. [PPM 4.27]

Criterion Five – Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- As part of the process for reviewing programs and developing the strategic plan, Rio solicits feedback from area stakeholders. [Institutional Overview, O9, 1P3, 2P2, 5P3, 8P1]
- Many of Rio’s programs have advisory councils who meet with program faculty regularly to identify program and business needs, and methods of aligning those needs. [O9, 1P3, 4, & 13, 2P2 & 5, 4P8, 9P6, 9R2]
- Rio’s Mission Statement articulates its commitment to its constituencies. [Institutional Overview]
- Programs are responsive to constituency needs. [1R4, 5P3]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- Rio demonstrates its capacity and commitment to engage with its identified constituencies and the local community by open stakeholder meetings [8P1, 9P5 & 6] and soliciting input from advisory councils [1P13, 2P2 & 5, 4P8].
- The University of Rio Grande/Rio Grande Community College maintains an open-admission policy. [1P5]
- Programs such as Education, Nursing, Social Work, and the Allied Health programs connect students to area constituencies through clinical experiences [9P1 & 2]
**Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

- Rio Grande uses the Ohio Board of Regents Articulation and Transfer Guide to facilitate access for students. [O3, 9P3]
- The collaborative relationship between the private University and public Community College facilitates a continuum of entry-level higher education for students. [Institutional Overview]
- Rio Grande actively collaborates with other higher education institutions and other constituencies. [9P1, 4, & 5]

**Core Component 5d. Internal and external constituencies value the services the organization provides.**

- Survey results indicate students are generally satisfied with the institution. [3R2]
- Rio Grande provides courses and programs at conveniently located satellite locations. [1P12, 9P5, 9R1 & 2]
- The local community values and supports Rio Grande. [2I2, 3R4, 9P5]