



Academic Quality Improvement Program (AQIP)

2009 AQIP Systems Portfolio Appraisers' Review User's Guide – April 2010

The Columbus State Systems Portfolio

Colleges are admitted to AQIP based on their track record of improving processes and systems to increase the effectiveness of student learning and institutional operations. As a newcomer to AQIP, Columbus State has and practiced the basic tools of continuous process improvement by maintaining and reporting three action projects. By the fourth year, the college had to describe process improvement activity within the context of the larger college systems which align to the nine AQIP categories. (see review) To do this, the college wrote what is called a Systems Portfolio.

The Columbus State Systems Portfolio is a 100-page public document describing fundamental institutional systems of the college. Content was developed through interviews and data submission involving teams from each functional area of the college.

The portfolio provides examples to illustrate **how** the college carries-out its work. Systems Portfolio content describes the overall context, pro of continuous improvement. While Columbus State was only required to write to one third of the questions in each category, it decided to use this opportunity to obtain feedback on almost all questions, even if a process is not well developed.

Importantly, the examples in the portfolio provide the evidence used to determine that the institution continues to meet the Higher Learning Commission's Five Criteria for Accreditation. Page five of the review clearly states:

The Systems Appraisal team concluded that Columbus State Community College has presented evidence that it complies with each of the *Five Criteria for Accreditation and Each of their Core Components*.

Keeping with the intent of continuous process improvement, each college's portfolio is appraised by a team. Team members represent experience in continuous improvement gained in private industry, non-profit work and education. The purpose of the appraisal is to provide feedback that Columbus State can use in planning how to strengthen its current systems. This feedback is a great resource for the college to use in moving forward.

Systems Portfolio Organization

The portfolio consists of two main sections: An Institutional Overview which provides the current context or environment in which Columbus State is operating. The second is a set of questions under each of the nine AQIP categories.

Systems Portfolio Questions

Process (P): Process questions, explain **how** - “Who, What, How, and Why” are the key words to keep in mind when describing a process.

1. **Name** - Division – who does it (e.g. Human Resources, Board of Trustees)? Processes can involve more than one department or division.
2. **Description of Process** –what is the process called? How do employees refer to it ?(e.g. Census Day Reporting)
3. **How It Works** – describe the process
 - a. This is the what, when, where, and how of the process
 - b. What is the purpose of the process?
 - c. What is the process suppose to accomplish or achieve?
 - d. How is the process deployed across the institution?

Results (R): questions present key results - what happened, and what were the outcomes of the process?

Improvements (I): What specific improvements are being targeted and what was achieved? Responses should illustrate a clear pattern of how you are improving your process.

Systems Portfolio Appraisal

This is the first systems portfolio for Columbus State. For that reason, the college is considered a beginner with more opportunities (Os) than complete processes. The appraisals are written to provide guidance on specific steps to make the actions stronger.

The coding that is used is:

SS — A significant or “super” strength, something the institution does so well that it should be the model of good practice, efficient operation, or effectiveness for others.

S — An institutional strength, a process that is well-designed and demonstrates operating effectiveness.

? — A system or performance result that people in the institution are unsure represents either strength or an opportunity for improvement.

O — An opportunity for improvement, an area that the institution is aware can be improved.

OO — An outstanding improvement opportunity, one that needs attention because it represents a opportunity to diminish future effective operations.

How to Use the Appraisal

The appraisal is intended to provide meaningful discussion among process owners and their stakeholders. Even if an area is not included in the examples used in the document, the appraisal can be used to highlight what is expected in a strong process improvement. Some recommendations point out process steps that can be included in operational improvements. Others suggest opportunities for collaboration across divisions and departments to combine processes into systems. This information will also provide direction for selecting future work.

If you have additional comments, forward to portfolioreview@csc.edu

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

COLUMBUS STATE COMMUNITY COLLEGE

February 10, 2010



**Academic
Quality Improvement
Program**

The Higher Learning Commission NCA

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EXECUTIVE SUMMARY FOR COLUMBUS STATE COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight CSCC's achievements and to identify challenges yet to be met.

Category One: Helping Students Learn

- CSCC appears to have a number of processes to support student learning; however, data collection, with regard to student learning outcomes must be addressed in future portfolios.

Category Two: Other Distinctive Objectives

- CSCC is responsive to community needs and has a number of diverse programs to address the needs of a growing population. A lack of critical data collection and analysis other than that required by funders, as well as the reliance on grant funded sources may jeopardize several of the enterprises in this area. A better utilization of data for decision-making might strengthen the credibility of these activities and "close the loop" in a continuous improvement manner.

Category Three: Understanding Students' and Other Stakeholders' Needs

- While CSCC states it has trend data and uses these data for decision-making purposes, greater transparency in the methods used to collect and analyze the data would improve the ability of external evaluators and consultants to provide more useful feedback. More detailed explanations and context about sampling, data collection and analysis would provide more information about improvement and results in this category.
- CSCC could strengthen its evaluative process by engaging in more meta-analyses.

Category Four: Valuing People

- Though CSCC has a commitment to people and their ongoing development is a reported part of the culture, it is unclear what specific processes are utilized to improve the organization's performance in valuing people. The establishment of measures, the examination of results, and the provision of data for institutional review would provide the opportunity for CSCC to have a more research-based approach to how they value people.

Category Five: Leading and Communicating

- The leading and communication processes are supported by traditional structures. In addition, informal structures exist and even some unique elements are in place to build a common vocabulary for “elevating conversations from the issues to the possibility.”
- CSCC has the beginnings for the necessary processes and tools to continuously monitor and evaluate the overall effectiveness of its various communications strategies. The use and analysis of trend data and benchmarking should prove useful to strengthening these processes.

Category Six: Supporting Organizational Effectiveness

- The model of the process used for the Public Safety Studies and subsequent data-driven decisions could serve as an effective means for continuous improvement in other aspects of support services, particularly the use of external consultants and benchmarking. These strategies do not appear to be utilized in other aspects of this category.

Category Seven: Measuring Effectiveness

- CSCC appears to be in the early stages of development and implementation of its measures of effectiveness. The AQIP action project, the formation of cross functional teams, and the environment of the University System of Ohio are positive leverage points to help propel the college forward into its own environment of measuring effectiveness.

Category Eight: Planning Continuous Improvement

- Strategic planning processes are in place. The Scorecard documents the snapshot of existing goals. Benchmarking will help CSCC to set specific goals.

Category Nine: Building Collaborative Relationships

- CSCC could benefit from the development of an effective survey of faculty and staff satisfaction if it does not already have such an instrument. Such a survey administered over time could provide useful trend data on the effectiveness of a variety of measures used to improve aspects of campus life.

Accreditation issues and Strategic challenges for **CSCC** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Columbus State Community College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement

goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build.

Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Columbus State Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the *Criteria* will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Columbus State Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Columbus State Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- CSCC has a number of processes in place which should produce the types of data necessary for the College to continue its progress in becoming a more a more effective and continuously improving institution. However, across the board there is a lack of data

reported by which to actually measure the state of that progress. Furthermore, in future reports, it would be most helpful if CSCC were to clarify exactly how the data are collected, analyzed, and reported. If such data are not provided by the next portfolio, there might be serious accreditation issues raised. The lack of data is particularly noticeable in the area of demonstrating student learning. It is not clear if CSCC understands assessment in the same manner as that expected by the Higher Learning Commission. It is possible that CSCC has such data and has chosen not to report it. If, or when, such data are collected, CSCC should consider providing appropriate hyper-text links.

- A second strategic issue would be for CSCC to improve its own understanding through more comprehensive and systemic surveys of its various stakeholders including broadening the scope of stakeholders, their needs and satisfactions. If such data are already being collected and analyzed, it is not evident in the portfolio. More transparency on exactly how data are used in decision-making would also be useful.
- A third strategic issue for CSCC is their need for benchmarking key areas of their work with similar colleges. Such benchmarks could provide more insights into areas of strengths and weaknesses.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate

lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity.

Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Columbus State Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Columbus State Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

- O1a CSCC has established five quantifiable college goals (Access, Student Success, Human Capacity Development, Sustainability and Academic Quality Improvement) aligned with the goals of the University System of Ohio.
- O1b CSCC maintains a wide variety of electronic support and social networking resources.
- O1c CSCC does not receive local levy support. Its two primary sources of revenue are state subsidy and student tuition and fees.
- O2a CSCC recently created the Division of Community Education and Workforce Development.
- O2b Bachelor's degrees can be earned from Ohio University on the College campus.
- O3 CSCC has a significant focus on meeting the needs of recent-immigrant students, particularly Somali refugees, resettlement of Russian Jewish immigrants, Southeast Asian immigrants, and a growing Latino population.
- O4a CSCC workforce is comprised of 908 full-time employees and 1,768 part-time employees. Full-time faculty, campus safety personnel, and physical plant personnel are represented by unions.
- O4b CSCC is committed to Leadership development, cross-functional project work, sustainability, and performance-based compensation.
- O5 CSCC operates under shared a governance model and within the guidelines of the University System of Ohio.
- O6a The annual planning process, which includes budgeting and resource allocation, is linked to the College goals.
- O6b The decision making process seeks to align all college activities and programs with the college mission and values.
- O7 At present CSCC does not have a system-wide approach to selecting, managing, and distributing data.
- O8a CSCC maintains the lowest cost of instruction per full-time equivalent student of Ohio's community colleges.

- O8b Two significant events will shape the future CSCC in FY 2010-2011 as the current President retires and it opens its second campus in Delaware County.
- O8c CSCC is mandated to focus on increasing enrollment, increasing the annual number of graduates, and serving more people, businesses and organizations while being constrained by declining financial resources at the state level.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Columbus State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Critical Characteristic

- O1a CSCC has established five quantifiable college goals (Access, Student Success, Human Capacity Development, Sustainability and Academic Quality Improvement) aligned with the goals of the University System of Ohio.
- O1b CSCC maintains a wide variety of online support resources.
- O2a CSCC recently created the Division of Community Education and Workforce Development.
- O2b Bachelor's degrees can be earned from Ohio University on the College campus.
- O3 CSCC has a significant focus on meeting the needs of recent-immigrant students, particularly Somali refugees, resettlement of Russian Jewish immigrants, Southeast Asian immigrants, and a growing Latino population.
- O7 At present CSCC does not have a system-wide approach to selecting, managing, and distributing data.

Here are what the Systems Appraisal Team identified as Columbus State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1a	S	A cross-functional task force reviews, researches, drafts and recommends general education goals.
1P2a	S	Departments within the Arts and Sciences Division determine learning objectives for courses within their departments.
1P2b	S	Advisory committees, focus groups, employers, and graduates of Career and Technical Education provide input in the development of objectives via the formal process that occurs every three years.

1P3/4	S	The Ohio Transfer Model, articulation agreements, market study surveys and advisory committees inform the design of new academic and career programs.
1P5a	S	The COMPASS and COMPASS ESL are used for course placement.
1P5b	S	An analysis of student transcripts are used to determine what portions of the placement test will be administered.
1P6	S	CSCC uses the website, the College Catalog, admissions advising, new student orientation, and campus visit s to communicate required preparation to current and prospective students. Admissions, student support and registration services provide information to parents and students.
1P7	S	Students choose appropriate credit and noncredit programs with advice and support from admissions counselors, career counselors, faculty advisors, and online resources. The Career counseling center provides a self-administered survey to help students select a major field of study.
1P8a	S	Students are referred to Counseling Services to gather information about their aptitudes and interests.
1P8b	S	The Developmental Education department develops general and discipline-specific learning strategies to address preparedness and barriers to learning.
1P8c	S	Remedial coursework in mathematics and basic English is offered by the Community Education and Workforce Education division.
1P10a	S	The special needs of student subgroups is addressed through the Disability Services Office, TRiO Student Support Services, a Department of Diversity, Study Abroad, and TRiO Programs, general education development programs.
1P10b	S	The Community Education and Workforce Development provide programs for seniors. The International Enrollment Services Office, K-12 Initiatives, and a Veterans Service Office also provide support for student subgroups.

1P11a	S	The method for defining, documenting, and communicating expectations for effective teaching involves a cross-functional team review of policies and procedures outlined in the Academic Affairs Procedures.
1P11b	S	The Faculty Promotion and Tenure Handbook, the Policy and Procedure Manual, and the Assessment for Student Learning Handbook, as well as faculty orientations, professional development conferences and the Center for Teaching and Learning Innovation are all used to communicate the standards and expectations for effective teaching.
1P13a	S	CSCC ensure programs are current and effective by monitoring and analyzing professional exam results; benchmarking; and through articulation agreements.
1P13b	S	Program Outcome Validation uses a three year process used to determine if program and general education outcomes are meeting academic, industry, and professional standards.
1P13c	S	A continuous improvement model is used measure intended learning outcomes.
1P15a	S	The learning support needs of students are determined via required midterm progress reports; individual counseling interventions; and advising. The learning support needs are addressed through Disability Services, Tutoring Services, Advising Services, Career Counseling, and TRiO Student Support Services and the Educational Resources center.
1P15b	O	CSCC acknowledges that its tutoring services are being restructured to better align with course content and expectations.
1P16a	S	Student Life Division is in the process of developing co-curricular learning experiences that are linked to CSCC's Community and Civic Responsibility Goal.
1P16b	O	Alignment of co-curricular development goals with curricular learning objectives has not occurred.

1P17	S	CSCC uses course learning outcomes, portfolios, capstone courses, graduation rates, and laboratory experiences to determine that students have met learning and development expectations.
1P18	S	CSCC designs processes for assessing student learning by a faculty committee with support from the Office of Assessment for Student Learning.
1R1a	S	CSCC collects and analyzes data quarterly with regard to graduation rates, course completion rates, student retention rates, GPA, progress toward degree or certificate completion, degree or certification completion, transfer rates and enrollments. The College compiles standardized test results, graduate surveys, and licensure test results.
1R1b	O	With the exception of capstone projects and licensures, few measures are used for student learning outcomes at the course level.
1I1	S	Surveys and evaluations results, as well as feedback from advisory committees are used to modify and restructure services, which include the transition of ESL placement testing from the Admissions Office to the Testing Center and of post-placement test advising from the Admissions Office to Advising Services, as well as the enhancement of the new student orientation program and expansion of the online orientation program.
1I2	O	CSCC acknowledges it is working to better assess student learning by setting goals and targets through the integrated planning process.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives,

alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Columbus State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item Critical Characteristic

- O1a CSCC has established five quantifiable college goals (Access, Student Success, Human Capacity Development, Sustainability and Academic Quality Improvement) aligned with the goals of the University System of Ohio.
- O2a CSCC recently created the Division of Community Education and Workforce Development.
- O3 CSCC has a significant focus on meeting the needs of recent-immigrant students, particularly Somali refugees, resettlement of Russian Jewish immigrants, Southeast Asian immigrants, and a growing Latino population.
- O8c CSCC is mandated to focus on increasing enrollment, increasing the annual number of graduates, and serving more people, businesses and organizations while being constrained by declining financial resources at the state level.

Here are what the Systems Appraisal Team identified as Columbus State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1a	S	The division of community education and workforce is led by a college dean.
2P1b	S	CSCC serves as the regional coordinator for Ohio Skills Bank, a state mandated process which helps to coordinate collaboration between industry and education within the region. The language institute provides English literacy skills for attending schoolwork and life skills.

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|------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2P1c | S | CSCC has three principles that frame the design and operation of specific programs to address stakeholder needs; specific offices and staff to facilitate outreach, community education, workforce development, and funding and process to meet business and industry concerns. |
| 2P1d | O | The Community Outreach Office is staffed by one full-time college employee. CSCC has an opportunity to be creative in how the institution can provide and accomplish the needed functions of the outreach office |
| 2P2a | S | Non-instructional goals are aligned with the Institutional goals and provide support for area of the cultural, economic, recreational, and aesthetic program of the multicultural community; broaden learning opportunities by strong community outreach programs partnerships with employers and other economic and educational institutions in the community. |
| 2P2b | O | Although institutional goals regarding external stakeholders are provided, how these goals are set and by whom is unclear. The specific processes on how the goals are set could be more transparent to external stakeholders. |
| 2P3a | S | Communications of objectives between partners and the stakeholders involves direct contact and during staff and planning meetings. Additionally the college uses traditional electronic and print media to communicate goals, objectives, and successes. |
| 2P3b | O | Communication occurs with external stakeholders through direct discussions. An opportunity exists to formalize communication channels and expectations. |
| 2P4 | O | Apart from grant processes, CSCC does not describe how it assesses the appropriateness of its other distinctive objectives. A clearly defined process with clearly established guidelines and benchmarks might strengthen such processes. |
| 2P5 | O | CSCC does not identify how it seeks input on staff needs in this area although there does appear to be some form of feedback however |

- informal it might be. CSCC is encouraged to conduct more formal surveys specific to identifying faculty and staff needs.
- 2P6 O While informal sharing occurs, CSCC does not appear to have a formal process which utilizes data to determine faculty, staff and stakeholder needs in this area. These partnerships may present best practices that would benefit the entire institution if a formal process was in place.
- 2R1 O While CSCC provides a general listing of measures primarily determined by grant requirements, it is unclear how specific data points are identified, analyzed and incorporated into determining other distinctive objectives.
- 2R2a S Individual results from programs such as the Transitional Workforce and the Ohio skills Bank initiatives have given Columbus State the honor of "Best of Business".
- 2R2b O CSCC collects some data such as that provided for its ESL Afterschool Communities which seems to indicate that progress in being made in certain areas. However, CSCC did not provide goals or any trend data to indicate a continuous use of this data for decision-making purposes. Such trend data are essential to determine if, in fact, programs or alterations in programs are truly having the desired effect.
- 2R4 O CSCC does not describe specifically how it utilizes performance results to strengthen the overall organization.
- 2I1 O While CSCC does appear to be systematically adding new programs and activities such as changes to the ESL Afterschool Communities, no quantitative data were presented to support the improvement and expansion initiatives.
- 2I2a S The Dean of the Division of Community Education and Workforce Development is a member of the Provost's team. DCEWD works to meet community needs and to be flexible in creating programs and partnerships that do not fit within the framework of credit programming.

- 212b O While the Division of Community Education and Workforce Development creates programs and partnerships, it is unclear how the Division selects processes to improve and how or it targets for improvement are set.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Columbus State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item Critical Characteristic

- O1a CSCC has established five quantifiable college goals (Access, Student Success, Human Capacity Development, Sustainability and Academic Quality Improvement) aligned with the goals of the University System of Ohio.
- O1b CSCC maintains a wide variety of electronic support and social networking resources.
- O2a CSCC recently created the Division of Community Education and Workforce Development.
- O2b Bachelor's degrees can be earned from Ohio University on the College campus.
- O3 CSCC has a significant focus on meeting the needs of recent-immigrant students, particularly Somali refugees, resettlement of Russian Jewish immigrants, Southeast Asian immigrants, and a growing Latino population.

- O4a CSCC workforce is comprised of 908 full-time employees and 1,768 part-time employees. Full-time faculty, campus safety personnel, and physical plant personnel are represented by unions.
- O7 At present CSCC does not have a system-wide approach to selecting, managing, and distributing data.

Here are what the Systems Appraisal Team identified as Columbus State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1a	S	CSCC uses a variety of means to collect quantitative and qualitative data on changing student needs including intake forms, surveys, focus groups, academic trend data, open-ended student forums, and incident reports. Teams lead by deans or directors evaluates and develop process plans using the collected data.
3P1b	S	The integrated planning process accommodates the need for additional personnel, capital equipment, facilities, or significant funding changes.
3P1c	O	Multiple independent processes exist to interact with students through support services and classroom instruction. CSCC has identified an opportunity to align those processes to better inform and address the changing needs of the student groups.
3P2	SS	In addition to traditional methods of building and maintaining relationships with students with enrollment management process, admission and academic advising, student clubs and organizations, and college-wide Campus Days, CSCC also has begun to explore the use of social networks such as blogs, Facebook, YouTube, and Twitter. Randomly selected students are invited to focus groups to discuss methods of communication.

3P3a	S	The College values the input of essential stakeholders in their efforts to make decisions and changes; those stakeholders include employers and transfer institutions
3P3b	O	No information on how the college assesses the needs of the stakeholder businesses is provided.
3P4	S	CSCC builds and maintains relationships with key stakeholder groups by a variety of methods including participation by faculty and staff in professional organizations and industry groups, High School Counselor Advisory Committees and the annual High School Counselor Workshop, and various K-12 initiatives.
3P5	S	CSCC uses a variety of techniques to determine the need to target new student and stakeholder groups including college data, contract research, advisory committees, changes communicated through grant solicitations, requests from local Chambers of Commerce, and specific requests relayed to the President.
3P6	S	CSCC has a clear process to respond to student complaints by attempting to resolve problems at the point closest to the source of the complaint. The process is clearly described in the student handbook.
3R1a	S	CSCC has used an image study to determine student and stakeholder satisfaction. This study is given every two or three years and provides long-term trend data for comparisons. In addition, a selection schedule is used to sample course sections every quarter.
3R1b	O	It is not clear from the report what statistical process is used to create this sample. Given the small numbers reported in the next section it is critical that such a sample be both random and representative in order that valid and reliable data can be produced. While CSCC does mention it will be participating in the National Community College Survey of Student Engagement in the winter of 2010, critical data is lacking in this critical area for ensuring student engagement.

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| 3R2 | O | CSCC uses a graduate follow-up survey for one of the surveys that demonstrates high levels of satisfaction. The College might benefit from the use of multiple measures to determine student satisfaction |
| 3R3 | OO | Performance results for building better relationships appear to be limited to analysis of application and matriculation. It is not clear if the increase in applications and enrollments is, in fact, a result of improved relationships with students or if other external factors might explain these changes. Clarification of actual cause and effects are needed. |
| 3R4 | OO | Only a single year of results are reported for documenting employer satisfaction and only six employers results were reported. A more clear explanation of the sampling techniques and additional years are needed to understand these results. |
| 3R5 | O | It is not at all clear what the table in 3R5 represents or how this documents building better relationships with key stakeholders. An opportunity to diversify stakeholder participation and measures exists which may provide a more complete understanding of key stakeholder relationships. |
| 3I1a | S | CSCC has made a number of improvements in understanding students' and other stakeholders' needs including better use of off-campus sites, an increased use of the college website, increased use of YouTube, and the development of a series of 90 second videos called "Teaching Moments." |
| 3I1b | O | CSCC has an opportunity to link improvements within the context of a systematic and comprehensive process by which results are analyzed and acted upon. |
| 3I2a | S | The Board of Trustees is encouraging a documented culture of engagement that can support learning. The board funds specific college projects to effect change in areas where data calls for the change. |

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Columbus State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

- O1a CSCC has established five quantifiable college goals (Access, Student Success, Human Capacity Development, Sustainability, and Academic Quality Improvement) aligned with the goals of the University System of Ohio.
- O4a CSCC workforce is comprised of 908 full-time employees and 1,768 part-time employees. Full-time faculty, campus safety personnel, and physical plant personnel are represented by unions.
- O4b CSCC is committed to Leadership development, cross-functional project work, sustainability, and performance-based compensation.
- O5 CSCC operates under shared a governance model and within the guidelines of the University System of Ohio.

Here are what the Systems Appraisal Team identified as Columbus State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

Item S/O Comment

4P1	S	CSCC utilizes a performance planning guide on an annual basis which specifies key-job related functions and goals resulting in an annual updating of competencies and credentials.
4P2	S	Hiring committees for faculty and administrative positions use competency based interview questions. Teaching positions must show experience in the classroom, contribution to discipline and diversity. Reference check are critical.
4P3	S	CSCC rewards employees who complete degrees with onetime bonuses.
4P4	S	CSCC's new employee orientation includes a six-month structured on-boarding process which includes a mentoring component. CSCC has hired a full-time program coordinator to design, implement, evaluate and improve the program. In addition the college provides a complete orientation process for new faculty including release time during the first year to work with a senior faculty member.
4P5	O	An AQIP Action Project documented the process for creating a new position from justification through posting, however the opportunity exists for developing a formal succession planning process.
4P6	S	Training is conducted to facilitate the alignment of college, division, department and individual goals.
4P7	S	CSCC ensures ethical practices of its employees through its employee orientation, individual acknowledgement of ethical guidelines for public employees statement, and presentations by the Ohio Ethics Commission.
4P8	O	While CSCC provides on-going employee training, it is unclear how the training is aligned to the College's short- and long-range goals.
4P9	SS	CSCC has developed the PERFORMs employee investment model which includes an annual performance plan that identifies seven key responsibilities, two SMART operational goals, a new competency to be attained, a professional development goal and a service goal.
4P10a	S	Student evaluations of faculty are used to improve instruction and are not used for rewards or punishment.

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| 4P10b | O | While CSCC is revising its system for evaluating non-bargaining unit employees based on the PERFORMs initiative; it is unclear how the revision is aligned objectives for instructional and non-instructional programs and services. |
| 4P11 | O | CSCC rewards individual and teams through pay for performance and for goal-attainment and years of service. However how those recognitions, rewards, and compensations align with objectives is unclear for either instructional or non-instructional programs or services. |
| 4P13a | S | CSCC has adopted a holistic approach to wellness which includes workshops, counseling, safety training, and employee fitness programs. |
| 4P13b | O | While CSCC provides for employee satisfaction, health and safety, and well-being through activities coordinated by the departments of Public Safety, Facilities and Human Resources, it is not clear how the College evaluates employee satisfaction on an institution-wide basis. |
| 4R1-2 | O | The College has an opportunity to improve its process to show valuing its people as it reviews its measures and performance results. |
| 4R3 | O | CSCC does not provide any evidence indicating how productivity and effectiveness of faculty, staff and administrators help to achieve College goals. |
| 4R4 | O | CSCC could benefit from developing benchmarking strategies in order to help identify areas of strengths and weaknesses. |
| 4I1 | O | While one of the college's action projects focused on the hiring process, it is unclear how this project shows results for "valuing people". |
| 4I2a | S | Using the coaching-mentoring approach will help employees improve performance and become employees that are more effective. |
| 4I2b | O | The recent changes/improvements were prompted by a research-based practice, however, no data are available to support the efficacy of this approach. |

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Columbus State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

- O1a CSCC has established five quantifiable college goals (Access, Student Success, Human Capacity Development, Sustainability and Academic Quality Improvement) aligned with the goals of the University System of Ohio
- O4a CSCC workforce is comprised of 908 full-time employees and 1,768 part-time employees. Full-time faculty, campus safety personnel, and physical plant personnel are represented by unions
- O4b. CSCC is committed to Leadership development, cross-functional project work, sustainability, and performance-based compensation.
- O5 CSCC operates under shared a governance model and within the guidelines of the University System of Ohio.
- O6a The annual planning process, which includes budgeting and resource allocation, is linked to the College goals.
- O6b The decision making process seeks to align all college activities and programs with the college mission and values.
- O7 At present CSCC does not have a system-wide approach to selecting, managing, and distributing data.

- O8 Two significant events will shape the future CSCC in FY 2010-2011 as the current President retires and it opens its second campus in Delaware County.

Here are what the Systems Appraisal Team identified as Columbus State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	O	While the Board of Trustees reviews the College's mission, vision and values, it is not clear how external and internal stakeholders provide input into the review process. An opportunity exists to outline how these are defined. An intentional and systematic review process is often a key element in the continuous improvement process.
5P2	S	Recognizing the tension among affordability, convenience, and quality, CSCC, has conversations that begin at the president, Board and cabinet and extend to the rest of the campus through their integrated planning process, and annual updates including program and service additions or discontinuations
5P3	S	A variety of formal and informal mechanisms exist by which the college collects information about current and future needs including stakeholder surveys, departmental collection service trend data, and environmental scanning done on an annual basis
5P4	S	CSCC uses a variety of means to seek input including book and discussion clubs, speakers and professional organizations, staff briefings, department meetings, and a strategic planning process
5P5	S	Decision making occurs through standing bodies, function-specific committees, committees, and task forces with the standing bodies having charters or by-laws which govern their decision making scope and process.
5P6	S	Planning and proposal development includes analysis of baseline, outcome, and trend data, cost savings and increases in productivity and

		when appropriate, market studies for adding, modifying or closing career programs.
5P7	S	Information is shared both vertically and horizontally at CSCC through regular staff and department meetings, Shared Governance, chartered committees and task forces, <i>Update</i> (a twice-weekly online newsletter), emails, the CougarWeb, and one of the College's Action Projects - Bridging Communications Gaps
5P8	S	CSCC leaders communicate a shared mission, vision and values via a variety of venues and activities: President's Update e-mail, addresses on in-service days, at Leadership Coffees, and through publications such as the Connections quarterly newsletter, annual report and the President's report to the Board of Trustees
5P9a	S	CSCC uses a Leadership Institute to introduce faculty and staff to the philosophy and practice of leadership development. Since 2002 a total of 176 employees have completed the Institute. Department chairs are also encouraged to participate in the Chair Academy
5P9b	O	While opportunities such as participation in the Chair Academy and brown bag discussions exist, the opportunity to formalize the collection of leadership professional development and share best practice has been recognized by the college.
5P9c	O	Formalizing the Innovation Center data collection system will help the college track organizational learning
5P10a	O	CSCC does not appear to have a formal succession process in place. This is especially important given the planned change in presidential leadership in 2010-2011.
5P10b	O	It is not clear from the information provided if there have been systematic attempts to evaluate the effectiveness of the Leadership Institute.
5R2a	S	Twenty-one policies and procedures were revised, rescinded or created using the shared governance process.

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| 5R2b | O | There is no process in place to systematically track college-wide faculty and staff awareness of various decisions. Such a process could provide useful information towards improving the communications processes. |
| 5I1a | S | CSCC has taken advantage of an Action Project team to improve the upward communication processes of Shared governance and has initiated yearly training for newly elected and returning members. |
| 5I1b | O | While CSCC has taken significant steps to improve its communications processes particularly as a result of its 2008 Action Plan, it is not yet clear how effective these changes have been or whether any systematic evaluation process is in place to help make that determination. |

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Columbus State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

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| O1a | CSCC has established five quantifiable college goals (Access, Student Success, Human Capacity Development, Sustainability and Academic Quality Improvement) aligned with the goals of the University System of Ohio. |
| O1b | CSCC maintains a wide variety of online support resources |
| O1c | CSCC does not receive local levy support. Its two primary sources of revenue are state subsidy and student tuition and fees |

- O4a CSCC workforce is comprised of 908 full-time employees and 1,768 part-time employees. Full-time faculty, campus safety personnel, and physical plant personnel are represented by unions
- O6a The annual planning process, which includes budgeting and resource allocation, is linked to the College goals.
- O6b The decision making process seeks to align all college activities and programs with the college mission and values.
- O7 At present CSCC does not have a system-wide approach to selecting, managing, and distributing data.
- O8a Two significant events will shape the future CSCC in FY 2010-2011 as the current President retires and it opens its second campus in Delaware County.
- O8b CSCC is mandated to focus on increasing enrollment, increasing the annual number of graduates, and serving more people, businesses and organization

Here are what the Systems Appraisal Team identified as Columbus State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a	S	The college's prospective student system is a robust process for identifying and then meeting student needs and Point of Service feedback is used to identify support services for students.
6P1b	O	A more comprehensive listing of key academic and stakeholder groups would assist the College in determining if it is collecting the correct data to identify and prioritize service gaps.
6P2a	S	CSCC utilizes several methods to identify administrative support services needs including annual integrated planning and resource allocation processes, collective bargaining and reviews of point-of-service feedback.
6P2b	O	Identification of support service needs of administration and staff appears to be limited primarily to the collective bargaining process (PERFORM provides annual performance reviews but if it is only for non-union

members). CSCC has the opportunity to develop more proactive approaches to identification of stakeholder needs through regular and repetitive surveys of those needs.

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| 6P3a | S | A series of studies conducted by CSCC's Department of Public Safety, the web site, and the published <i>Policy and Procedures Manual</i> all contribute to the physical safety and security of the college. Campus-wide risk-reduction surveys are completed every two years. These processes involve multiple perspectives and serve as sound communication channels |
| 6P3b | O | Although CSCC has engaged in regular studies designed to contribute to the public safety and security of its campus, it is not clear how these studies have been utilized to inform or modify changes in current practices. It is not clear if students and employees are receiving this information and feel safe on campus due to these actions. |
| 6P4a | S | CSCC's IT department utilizes several processes that facilitate user input and provide a means to fully address user needs. In addition, CSCC provides front-line managers the authority to monitor and adjust support processes as needed to meet daily student and administrative demands. |
| 6P4b | O | While CSCC states that it has processes in place to quickly identify changing needs of staff, it is not clear what these processes are or how they are used to document effectiveness of any changes |
| 6R1 | O | While CSCC appears to have many traditional processes in place to measure effectiveness, data were not provided to support claims of effectiveness. For example, it is not clear if trend lines have been established to capture recurring variations in many of the variables. |
| 6R1 | S | It is evident that CSCC has identified measures of performance of student, administrative and institutional support services that lead to continuous improvements. Results include improved scheduling process, financial aid processing, and new methods of monitoring enrollment activity. |

6R2a	S	The financial aid student default rate was 5.7%, over 4% below the national average.
6R2b	S	CSCC uses trend data to monitor and improve student support services.
6R2c	S	CSCC developed new processes to improve scheduling process, monitoring enrollment activity student payment s and nonpayment of fees causing students to drop classes.
6R2d	O	While CSCC mentions that the abandon rate for financial aid calls was reduced to 11 percent, it is difficult to assess the real impact of this result without knowing what the previous rate was and what industry averages are for this incident.
6R4	O	CSCC uses teams of employees to monitor relevant information and has completed several improvement projects. A number of projects are in progress or have been completed to improve course selection enrollment processes and fees collection. Course syllabuses are being placed on line. However, it is not clear how the results will improve the experience for the students, or how the improvement plans were developed. The criteria for determining success are not transparent nor does there appear to be a process for evaluating the evaluations. Such meta-analyses are often useful for further refining the improvement process.
6I1a	O	The changes in the Department of Public Safety and its comprehensive self study provide the opportunity to implement like program reviews throughout the full array of supportive organizational operations. Both the change to the online enterprise and delivery of educational opportunities as well as the changes in the public safety department are wonderful best practice models that the college could use to formalize the performance review and improvement throughout its supportive organizational operations.
6I1b	O	CSCC uses a systematic method for evaluating and improving public safety on campus. Documented results of improvements within the Department of Safety include restructuring of its organization, adopting principles of community policing, and upgrading security systems have

resulted in the reduction of theft on campus. This approach will present a more student centered, customer-friendly culture within the college community.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Columbus State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

- O1a CSCC has established five quantifiable college goals (Access, Student Success, Human Capacity Development, Sustainability and Academic Quality Improvement) aligned with the goals of the University System of Ohio.
- O4b CSCC is committed to Leadership development, cross-functional project work, sustainability, and performance-based compensation.
- O5 CSCC operates under shared a governance model and within the guidelines of the University System of Ohio.
- O6a The annual planning process, which includes budgeting and resource allocation, is linked to the College goals.
- O6b The decision making process seeks to align all college activities and programs with the college mission and values.
- O7 At present CSCC does not have a system-wide approach to selecting, managing, and distributing data.

Here are what the Systems Appraisal Team identified as Columbus State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1	O	Although CSCC reports an AQIP Action Project was to develop and pilot a method to capture data, there does not appear to be an expectation for systematic and standard collection of data, or an expectation for frequency of reporting of the data. Without consistent standards, expectations and process it may be difficult for CSCC to target specific institutional needs and improvements associated with instructional, non-instructional improvement efforts.
7P2	S	Under the Division of Knowledge Resources and Planning a <i>Data Handbook</i> , <i>Year in Review</i> , the Scorecard, and the presidential progress reports provide performance information to support planning and improvement.
7P3a	S	CSCC's AQIP Action Project for Measuring Effectiveness project findings and methodology have been transferred to the Division of Knowledge Resources & Planning for continued development and data workshops are offered to staff.
7P3b	O	An opportunity exists for the college to use this project as a model for ensuring the evidence is collected, analyzed, and utilized in the support of the college goals and mission.
7P4a	S	CSCC has a set of criteria it uses regarding overall performance including metrics that drive state funding, College goals, benchmarking of performance and decision-making at the College level.
7P4b	O	While data are collected regarding overall performance; it is not clear how the data are actually analyzed. The opportunity exists to move from simply reporting the data to reporting of analysis.
7P6a	S	Based on reports required by the Ohio board of Regents, CSCC ensures departmental and unit analysis of data and information aligns with

organizational goals through the formulation of goal statements and the definition of metrics for evaluating goals.

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| 7P6b | O | The alignment of data and analysis with institutional goals does not ensure the effective use of data. |
| 7P7a | S | CSCC has several layers of security restrictions on access to data dependent on the data system being used. CSCC has implemented hard passwords and password-protected databases. A security committee was formed to review systems and recommendation regarding weaknesses. As a result information disaster plans and enhancement to ensure reliability of the systems have been installed. |
| 7P7b | O | Security for data is provided, but the insurance of the timeliness, accuracy, reliability are not addressed. |
| 7R1a | O | While the college has identified cross functional teams to measure task activity it has also identified the opportunity to gather data to support cost analysis and the implementation of a data warehouse to track information systematically and comprehensively. |
| 7R1b | O | A systematic meta-evaluation of all systems including information and knowledge management systems might give the college a better sense of which systems are working at optimum efficiency and which are not. |
| 7I1 | O | The opportunity presented by the Action Project team will position the college to continue making data based improvement decisions and to integrate critical processes across the campus. It is not clear what improvements have been implemented with regard to this category. |
| 7I2 | O | CSCC is using the requirements of the University System of Ohio as a framework for measuring institutional effectiveness. When fully implemented this framework should be useful in monitoring the various measures of institutional effectiveness. |

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Columbus State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

- O1a CSCC has established five quantifiable college goals (Access, Student Success, Human Capacity Development, Sustainability, and Academic Quality Improvement) aligned with the goals of the University System of Ohio.
- O4b CSCC is committed to Leadership development, cross-functional project work, sustainability, and performance-based compensation.
- O5 CSCC operates under shared a governance model and within the guidelines of the University System of Ohio.
- O6a The annual planning process, which includes budgeting and resource allocation, is linked to the College goals.
- O6b The decision making process seeks to align all college activities and programs with the college mission and values.
- O7 At present CSCC does not have a system-wide approach to selecting, managing, and distributing data.
- O8b Two significant events will shape the future CSCC in FY 2010-2011 as the current President retires and it opens its second campus in Delaware County.
- O8c CSCC is mandated to focus on increasing enrollment, increasing the annual number of graduates, and serving more people, businesses and organizations while being constrained by declining financial resources at the state level.

Here are what the Systems Appraisal Team identified as Columbus State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	S	CSCC has recently developed an integrated planning process to support its goals and strategic objectives.
8P2a	S	CSCC aligns its planning efforts through a strategic planning process based on the Strategic Thinking model and involving environmental scanning, employee representative of all campus divisions and employment categories, and the community. Strategy proposals at the department and division level are prioritized using six criteria identified by the extended cabinet.
8P2b	SS	CSCC involves representatives from all campuses to an electronically managed planning process with goals implemented on a three year cycle using annual benchmarks.
8P3a	S	Descriptions of the institution level strategic planning and department and division planning processes provide evidence of efforts to achieve continuous quality improvement.
8P3b	O	While work within departments and divisions follows steps described in the college's Integrated Planning Manual, the college has identified the opportunity to strengthen these processes to include interdepartmental and work as well as an accommodation of regulatory changes, upgrades in technology standards, and other operational challenges.
8P4a	S	CSCC includes the practice of chartering projects as part of the integrated planning process that includes stating the purpose, setting parameters and timelines, and identifying co-sponsors, key providers, and stakeholders.
8P4b	S	CSCC aligns its processes and action plans with their goals and outcome metrics as guided by the Board. Proposals flow from the departments and divisions to the board.

8P5	S	CSCC has begun to align the College Goals to outcomes adopted by the University System of Ohio. The Board of Trustees has established performance metrics based on historical trend data and projections provided by the college president. This alignment will help provide a collaborative relationship and will facilitate shared metrics and access to comparative data.
8P6	O	CSCC has not clearly identified exactly what the linkage is between the planning process and the action plans.
8P7	O	CSCC recognizes the need to develop a formal process for integrating risk assessment into the planning process. When these processes are developed and integrated, the overall planning process should be significantly strengthened.
8P8	S	CSCC has developed the PERFORMs model that links performance outcomes for college goals with annual employee planning guides and performance reviews.
8R2	SS	CSCC maintains a <i>Data Handbook</i> that provides trend data on key factors.
8R3	O	While CSCC has specific and measurable targets for each of the college goals, what is not clear is what the next 1 to 3 years.
8R4	O	With the exception of fiscal efficiencies CSCC does not identify how the results of their performance compare to other higher education institutions or other organization.
8I1a	S	CSCC has recently developed a comprehensive and integrated planning process to support its goals and strategic objectives.
8I1b	O	Finalizing, implementing and evaluating the integrated processes will allow the college to move forward with integrated processes will allow the college to move forward with changes that positively impact the college as it balances future needs with fiscal constraints.
8I2	O	The University System of Ohio has a major influence on the college. While the guidelines do not specify exactly how they do specify the end

targets. Internal challenges call for the college to commit to process improvement and reengineering.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Columbus State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- O2a CSCC recently created the Division of Community Education and Workforce Development.
- O3 CSCC has a significant focus on meeting the needs of recent-immigrant students, particularly Somali refugees, resettlement of Russian Jewish immigrants, Southeast Asian immigrants, and a growing Latino population.
- O5 CSCC operates under shared a governance model and within the guidelines of the University System of Ohio.
- O8b Two significant events will shape the future CSCC in FY 2010-2011 as the current President retires and it opens its second campus in Delaware County.
- O9 CSCC maintains external partnerships with government, other educational institutions, and private concerns.

Here are what the Systems Appraisal Team identified as Columbus State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1a	S	CSCC prioritizes its relationships with other educational organizations based on the number of students served or representation for a group or an area not already served.
9P1b	O	While CSCC states three tenets inform the College's approach to creating, prioritizing, and building relationships, no processes are provided only a list of activities.
9P2	S	CSCC utilizes several methods for meeting the varying needs of its educational and employer relationships including articulation agreements, advisory committees, post secondary institutions, participation in professional associations and evaluative analysis.
9P3	O	While CSCC describes how relationships are built through a formal request process, the College does not describe how it prioritizes relationships based on anticipated needs.
9P4-5	O	While CSCC utilizes several methods for creating and building relationships with educational associations and external agencies and partners, it is not clear who is involved in prioritizing partnerships.
9P6a	S	CSCC has built a variety of partnerships that meet the needs of students and the institutional partners (i.e. advisory committees, focus groups, Campus Visit program, and cross-functional programs for target groups). Departments strive to have clear purpose, scope, and intended outcomes. The college uses these to build and assure relationships are successful
9P6b	O	While CSCC identifies and describes a variety of groups; it is unclear what data is collected and evaluated to identify how they are meeting the needs of those involved.(i.e. advisory committees, focus groups, and college and university consortiums.)
9P7	S	CSCC has developed the use of chartered, cross-functional teams for all major projects to address campus wide issues that include divisional sponsors and designating internal stakeholders.

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| 9R1a | S | CSCC keeps a variety of statistics related to campus visits, attendance at various events and is required by the University System of Ohio to annually collect and report cost savings. |
| 9R1b | O | While CSCC provides a brief listing of measures the school uses for determining the effectiveness of its relationships, no evidence is provided indicating the usefulness of the results obtained. CSCC does not describe how it is using the cost/benefit data it is collecting to improve its processes or its external relationships. |
| 9R2a | O | While CSCC collects the data identified in 9R1, there is are little data or results reported directly related to the processes identified. |
| 9R2b | O | While CSCC reports on dollar efficiencies and productivity gains attributed to collaborative relationships, CSCC does not tie the data directly to key goals and objectives. |
| 9R3 | O | CSCC does not utilize any benchmarking techniques to quantify or compare its efforts on collaboration with other similar institutions of higher education. |
| 9I1a | S | PERFORM and alumni relations have demonstrated engaged partnerships that advance the College mission and serve the needs of the community and demonstrated in increased productivity and efficiency. |
| 9I1b | O | It is not clear from the information presented how systematic and comprehensive are the processes and performance results for building collaborative relationships. |
| 9I2 | O | improvements appear to be largely drive by external grants rather than a result of systematic and comprehensive and analysis and action. External grants may or may not reflect improvements needed. |