



Columbus State Community College

AQIP Systems Portfolio

October 2013



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Institutional Overview

Columbus State Community College has undergone significant change in recent years. A number of factors and events have converged within close proximity to create a transformative moment in time. These factors include conversion to a semester-based academic calendar, the opening of a second campus in neighboring Delaware County, the hiring of a new president and the associated leadership changes and, most importantly, a systematic college-wide focus on student success.

In the spirit of AQIP and to maximize the transformative moment mentioned above, the college has just completed a year-long process to review and revise its mission, vision and values statements. The new Columbus State mission statement, approved by the Board in January 2013, reflects what the college—through its employees—strives to accomplish every day: “To educate and inspire, providing our students with the opportunity to achieve their goals.” The college identified eight crucial values to infuse and support the new mission: student success, inclusion, quality, innovation, learning, partnership, leadership and stewardship. And to guide its practice of mission and values, the college adopted the following vision: “Columbus State Community College is Central Ohio’s front door to higher education and a leader in advancing our region’s prosperity.”

The revised mission, values and vision build on the college’s half-century of responding to the varied educational needs of Central Ohioans. This “re-visioned” triangle will anchor Columbus State’s efforts as it serves more than 25,000 students on two campuses and at nine regional learning centers. The diverse student body (63 percent white, 24 percent black, 3 percent Asian, 3 percent Hispanic, and 7 percent Other) hails mainly from the college’s four-county attendance area, but many students also attend from around Ohio, across the U.S. and from 110+ foreign countries. The college’s students are equally diverse in age, learning experiences and economic background, but their use of financial aid is a fairly common denominator. Nearly two-thirds of students take advantage of financial aid of some kind with 55 percent receiving Pell Grants.

To help students learn and provide the support needed, Columbus State employs more than 300 full-time faculty, 242 staff and 439 administrators. The college maintains academic and operational flexibility by cultivating experienced part-time associates. Currently there are approximately 1,300 adjunct faculty and 350 part-time staff at Columbus State.

To meet the needs of students and the community, the college offers over 80 majors in the degree of the Associate of Applied Sciences (AAS). Students also have the option of earning Associate of Arts (AA) or Associate of Sciences (AS) degrees. Columbus State offers online/distance learning as a unique alternative to traditional on-campus learning. Online/distance learning allows students from around the city or around the globe to learn, using the latest interactive Web and video technologies (mainly three different modalities) without the limits of time and place. Distance/blended education represents 29 percent of the college’s FTE with 11,601 students enrolled in at least one distance course.

In addition to the personnel and programs noted above, other key college resources (discussed later within this portfolio) enhance Columbus State’s achievement of its mission, values and vision:

- Center for Workforce Development employs both a company and an industry sector approach in identifying the needs of its community stakeholders.
- Central Ohio Compact is a regional strategy group, led by Columbus State, which focuses on college completion and career success. Members include area colleges, K-12 districts and the Educational Service Centers of Central Ohio.
- Achieving the Dream is a national reform network dedicated to community college student success and degree completion and to helping low-income students and students of color complete an education and obtain market-valued credentials.

- Preferred Pathway® guarantees Columbus State graduates admission to The Ohio State University. Other 2+2 and 3+1 bachelor's degree partnerships have been developed with area universities providing affordable access to a baccalaureate degree.
- Dual Enrollment and Other K-12 Initiatives: Innovative partnerships with K-12 districts and four-year colleges and universities advance the student success model for Columbus State.
- Columbus State Police Department designs support processes that contribute to college security and the physical safety of students, employees, and visitors.
- Shared Governance addresses college policy and procedures through the Academic Council's ten faculty committees and the Policy Council, on which faculty, staff and administrators serve.

Columbus State Community College has matured over the past four years in its approach to the AQIP process. In particular, the college has employed project management principles to organize and implement major initiatives such as the Switch to Semesters project completed last fall. This multi-year transition from a quarter-based curriculum to a semester-based one required a large, cross-functional team, many of whom were new to project management. Faculty, staff, and administrators acquired valuable, transferable skills as they evaluated and tested proposed procedures, devised computer program patches, and identified risks, deadlines and milestones to complete this project. Project management principles were also used in an analysis of the college's Information Technology Services, in preparation for the college's reaffirmation of accreditation, and participation in Achieving the Dream.

To broaden the scope of involvement and decision making in continuous quality improvement, the college recently instituted a two-tiered process. The first tier involves the Operational Steering Committee, made up of leadership within the college faculty, staff and administration. Overseen by the Associate Vice President for Academic Affairs and led by a Faculty Fellow, this committee identifies the work to be done within the AQIP process and provides information and recommendations to the Strategic Steering Committee (second tier), which is composed of the President and Cabinet.

Since the 2009 Systems Portfolio, the college completed eight action projects and has three in progress. Completed projects are Master Plan Phases I & II, Making Sense of CCSSE, Switch to Semesters Phases II & III, Career Assistance to Undecided Students Phases II & III, and Improving Parking Management. Still in process are Dual Enrollment, Achieving the Dream – Planning Year, and the final Master Plan.

In 2009, Columbus State became a member of the Foundations of Excellence. From that starting point, the college began a more intentional journey to understand its students and to collect data that would inform decisions about supporting student learning and success. The Community College Survey of Student Engagement (CCSSE), completed in 2010 and again in 2013, provided critical national benchmarking data to further support Columbus State's student success initiative. To put that data to work, the college chartered an action project to analyze, use and distribute the CCSSE data to the college. Not only did the college complete the data evaluation successfully, but, in the process, it also created a procedure for handling future data sets and is in the final stages of developing a data warehouse for storing such important benchmarking data.

Continuous Quality Improvement efforts receive a high degree of participation at Columbus State. At the Spring 2012 In-Service Day, AQIP leaders collected information regarding current continuous quality improvement activities in which employees were engaged within their departments. More than forty activities were identified, demonstrating a solid culture of continuous quality improvement at the college.

Category One

HELPING STUDENTS LEARN

Focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your organization's credit and non-credit programs and courses, and on the processes required to support them.

Introduction

Columbus State has a number of processes in place to ensure that the college is helping students learn while supporting its mission: "To educate and inspire, providing our students with the opportunity to achieve their goals." The processes documented in this category help Columbus State to identify student needs, guarantee quality education that is transferrable and valuable, communicate expectations to students and faculty, improve teaching and provide various services for a diverse student population.

Columbus State is committed to building effective and efficient course delivery systems that address both student needs and organizational requirements. The college offers face-to-face, distance, and blended courses including lectures, labs, studios, practicums, internships, seminars, clinicals, directed studies and travel studies. Assessment reports provide feedback for student learning just as validation reports ensure that the college is teaching curricula that reflect the skills needed in the current job market. In addition, college curriculum committees, along with advisory boards, gather regularly to make sure that curricula are meeting the requirements of the Ohio Board of Regents, the standards of the various industries and professions, and the needs of community employers. To determine that students who are awarded degrees and certificates have met specific learning and development expectations, the college carefully reviews transfer rates, grade point averages, employer follow-up, graduate surveys and assessment reports for student learning. And from day one, the college communicates required preparation, learning and development objectives for specific programs, courses and credentials through admissions and academic advising, orientation sessions, and various programs and documents.

Columbus State helps students select programs of study that match their needs and abilities through contact with staff resources (admissions counselors, career counselors, academic counselors and faculty advisors), via online resources and through outreach and recruitment events. COMPASS testing identifies underprepared students, and they are immediately referred to academic advising for placement. The college also provides career counseling, English as a Second Language (ESL) programming, and tutoring services. Achieving the Dream (AtD) and the Community College Survey of Student Engagement (CCSSE) are two initiatives that the college has engaged to collect data to understand the differences in the student population. The college addresses the special needs of diverse students through dedicated programs throughout the college.

Curriculum committees from Arts and Sciences and Career and Technical Programs set specific program learning objectives at Columbus State. Faculty members in each department develop courses and submit them to department and division curriculum committees, who accept or reject these courses. The committees reviewing the proposed courses must adhere to established guidelines with respect to the preparation required of students for the curricula, course content and prerequisites based on the Ohio Board of Regents Transfer Assurance Guidelines, Ohio Transfer Module requirements, advisory boards and industry standards.

Columbus State's processes for Helping Students Learn are well-integrated, with regular monitoring, collaborative problem-solving, and data analysis of its curricular and assessment practices guiding the college's efforts.

1P1 DETERMINING COMMON LEARNING OBJECTIVES

How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

[3B] To determine the common or shared objectives for learning and development, the college established a policy and procedures for student learning assessment in 2009. This ongoing, mission-driven assessment process includes the assessment of student learning outcomes, course learning outcomes, program outcomes and General Education Goals. In addition, the process validates program outcomes.

The college has determined that outcomes assessment, the process for ongoing measurement and continuous improvement of student learning, has specific and interrelated purposes:

- To improve student academic achievement
- To improve teaching strategies
- To document best practices
- To identify opportunities for systemic improvements
- To provide evidence for institutional effectiveness.

To develop a more comprehensive planning and implementation process and reinforce its commitment to assessment for student learning, Columbus State's Office of Assessment created the *Assessment for Student Learning Handbook*, which outlines the college's overall assessment process and general education validation procedures. In addition to assessing all program-specific student learning outcomes, the college established, and continually assesses, General Education Goals for all learners.

In 2011-12, the Office of Academic Affairs (OAA) Assessment Committee (See 5P5) and the Assessment Faculty Fellows (See 4P5, paragraph three for information.) were established. With the foundation of work created by the Office of Assessment, the OAA committee and Faculty Fellows are currently responsible for program review and validation, revision of the assessment handbook and selection of an assessment tracking and reporting tool. The Center for Teaching and Learning Innovation, along with the Human Capacity and Development Office, created faculty training modules to support the ongoing assessment process.

Faculty are involved in, and responsible for, developing objectives for their individual courses. In the classroom, students are engaged in analyzing, communicating, inquiring or doing creative work and developing skills as identified by course/program outcomes. Assessments measure the learning outcomes of the course/program and are mapped to the General Education Goals.

Columbus State Community College General Education Goals

- Critical Thinking
- Effective Communication
- Community and Civic Responsibility
- Quantitative Literacy
- Scientific and Technological Effectiveness
- Information Literacy

Figure 1P1.

The college's General Education Goals (See Figure 1P1.), which set the common objectives for learning across the college, were revised by a task force in 2006 and are currently under revision using the following process:

- The Senior Vice President for Academic Affairs charts a task force that includes
- full-time faculty from all academic areas.

- The task force conducts a comprehensive review of literature, current General Education Goals, other colleges' and universities' General Education Goals, state and federal regulatory expectations and other relevant data.
- The task force establishes a draft of General Education Goals and a campus communication and implementation plan.
- The task force uses input from the campus community to finalize General Education Goals and presents results to the college Shared Governance Councils for final approval.

In the college's General Education Goals, the goal of Community and Civic Responsibility stresses recognizing the contributions of diverse groups. The departments of Global Diversity and Inclusion, Academic Opportunities for Study Abroad, Student Engagement and Leadership (SEaL), and TRIO Programs support the college's stated value of inclusion. Individually and collectively, these departments offer college programs and activities which attract diverse learners and build and sustain an inclusive community. Study Abroad offers students immersive cultural experiences while Global Diversity and Inclusion presents annual events, celebrations and activities recognizing Black History Month, American Indian Heritage Month, Asian Pacific American Heritage Month, LGBT Pride Month, Women's History Month, MLK Day and many others. SEaL organizes countless activities welcoming new and returning students to the college and inviting their participation in community service. TRIO programs support low-income and first-generation students, opening the door to education to yet another "category" of students.

1P2 DETERMINING PROGRAM LEARNING OBJECTIVES

How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

[3B, 4B] The college determines its specific program learning objectives based on the General Education Goals, validation reporting and faculty expertise. This process is woven throughout all college divisions including Arts and Sciences, Career and Technical Programs, and the Center for Workforce Development (CWD). (Please Note: The Center for Workforce Development reflects a very recent [July 1, 2013] restructuring of the Community Education and Workforce Development Division. While much of the information presented herein happened prior to the restructuring, this portfolio will use the division's current name throughout this document.)

The curriculum for the Arts and Sciences and Career and Technical Programs is rooted in the institution's General Education Goals. Validation processes for the General Education Goals are described fully in 1P1. Each department is responsible for determining that the learning objectives in each of their courses conform to the appropriate General Education Goals, and, where appropriate, that Ohio Board of Regents (OBOR) Ohio Transfer Module and/or Transfer Assurance Guide standards are met.

Additionally, the Career and Technical Programs Division performs a validation of program outcomes in a formal three-year process for each program of study. The process began at Columbus State in 1994 to:

- Provide a formalized process for programs to systematically validate outcomes being measured.
- Help faculty and chairs examine program resources and their impact on student learning.
- Provide a way to validate program outcomes by internal and external methods and to make recommendations and action items for the continuous improvement of assessment, curriculum and student learning.

Faculty develop program outcomes based on input from industry advisory committees, transfer institutions, focus groups, employers, graduates and affiliated accrediting agencies. Course proposals include program outcomes and are reviewed for clarity and appropriateness by department and division assessment and curriculum committees and academic administrators.

In the college's Center for Workforce Development Division (CWD), learning objectives for non-credit coursework and training are developed based on research into best practices and national trends. The CWD consults advisory committees, employment analyses and employer focus groups to create learning objectives. The close business ties and strong working relationships the CWD has established with local, state and federal governments help the college better understand workforce needs and thus support the development of learning outcomes.

The college's processes for determining specific program learning objectives provide a framework for continuous improvement of student learning and a commitment to program excellence:

- Learning outcomes are observable and are achieved by the student.
- Curriculum alignment provides the opportunity for students to achieve these outcomes because the curriculum is driven by intended learning outcomes and assessment evidence.
- Learning opportunities are consistent and contribute to student learning. Successful program completion provides students with the requisite skills and abilities described in the General Education Goals and are clear enough to be understood by stakeholders.
- The faculty who teach these courses provide students with multiple integrated learning opportunities to assure that students will be able to do outside the classroom (in context) what they have mastered through their learning experience.
- Students are engaged in analyzing, communicating, inquiring and/or doing creative work and developing skills as identified by course/program outcomes.

The OAA Assessment Committee is currently working to review, update and create policy and procedures for assessment throughout the college using the assessment framework. Division assessment committees are key communication links between the programs/departments and the OAA Assessment Committee. Departments across the college create annual assessment plans, collect data and complete assessment reports throughout the year.

1P3 DESIGNING NEW PROGRAMS

How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

Columbus State's process for designing new programs and courses is informed by its continuous improvement assessment framework, resulting in offerings that are competitive with those of other institutions.

Curricular updates include the development or revision of courses, degree programs and certificates. A request for a new course must include a rationale and an explanation of how the need was determined, as well as information about learning objectives, units of instruction, textbooks, assignments and methods for evaluating student learning. The information included in the proposal informs discussion in curriculum committees. The development process for a new course also is influenced by state requirements in the form of Transfer Assurance Guidelines, the state of Ohio Transfer Module and current articulation agreements with higher learning institutions.

Course revision is an ongoing activity for faculty as evidenced by the Switch to Semesters in the fall of 2012, which the Ohio Board of Regents (OBOR) mandated. This transition from academic quarters to semesters warranted an extensive amount of course revision and restructuring (1500+ courses) over several years in order to meet the mandate within the specified timeframe.

To develop a new academic program, the department faculty and chairperson must complete a market study that gauges the need for the program, evaluates industry interest and collaboration, forecasts local job opportunities and

indicates the proximity of similar programs. The market study, proposed curriculum and estimations of potential enrollment must be approved by the college and the Ohio Board of Regents. The college designs pathways and partnerships to give students a competitive advantage when entering the workforce and/or transferring to a four-year institution.

1P4 BALANCING LEARNING GOALS AND STUDENT CAREER NEEDS

How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

[3A] The college is committed to the formation and maintenance of a dynamic curriculum that is aligned with and meets the diverse needs of its learners and other stakeholders. This commitment is directed by student needs, the community job market, relationships with other institutions, licensing boards, accrediting agencies and requirements of the Ohio Board of Regents.

For example, before a new Career and Technical Programs degree or certificate is developed, faculty and administrators conduct a series of activities designed to ensure that the program meets the needs of employers, students and the community. These activities include:

- A market study to determine employability of graduates
- Surveys of prospective employers to help shape the learning goals of the program
- A needs assessment
- If indicated, a review of licensure and accreditation standards.

The institution articulates and differentiates learning goals for its degree and certificate programs through its many plans of study found on the college website, *csc.edu*. These plans of study provide descriptions of the requirements for each major along with sample two-year plans, which suggest how a student might schedule the required coursework and complete a degree within two years. The college encourages students to work with advisors to incorporate electives, minors and certificates into a personal plan of study for their time at Columbus State. Thanks to consistent program quality and learning goals across all modes of delivery, developing a personal plan helps students make strategic decisions about the courses they select and the best time to take them.

[4A] The college maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources and faculty qualifications for all its programs, including dual credit programs. It assures that dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Two exemplary models of how the college manages and oversees the quality of its educational programs are its Post Secondary Enrollment Options (PSEO) and Dual Enrollment programs (DE). Within these programs, the college requires learning outcomes and levels of achievement equivalent to its higher education curriculum. And to ensure the excellence of faculty involved, the college's hiring process validates credentials for all dual enrollment and post-secondary educators.

The PSEO program at Columbus State was established to allow qualified high school students to take college-level courses at one of Columbus State's campuses or regional learning centers or online. Participation in the PSEO program is not intended to replace or substitute coursework available at the high school, but rather to enhance the educational opportunities available to students while in high school.

Dual Enrollment allows high school students to take college classes without leaving their local high school. Unlike the PSEO program, students take Dual Enrollment classes in their regular school with high school teachers who are certified and credentialed to teach the course.

Dual Enrollment programs are designed for high school juniors and seniors. Exceptional students in the ninth or tenth grade may apply for the program, but they must meet the same admission requirements as older students. Participating students must have a 2.75 GPA and demonstrate college readiness through submission of ACT scores and/or completion of the COMPASS placement test.

In addition to responding to student needs, the college evaluates the success of its graduates and its ability to respond to employer needs. Columbus State monitors and assures that the degree and certificate programs it represents as preparation for advanced study or employment do equip graduates with the knowledge and skills to move ahead successfully. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs and participation rates in fellowships, internships and special programs.

[1C] As part of the college's mission, Columbus State demonstrates its response to the diverse needs of its students through academic programming such as the Language Institute, ESL courses, and the Academic Opportunities for Study Abroad program. Also, college career and tech programs maintain advisory committees composed of local community members who work in relevant fields. These committees are involved in the development of new programs as well as the continuous cycle of validating existing ones.

All academic programs are encouraged to use a variety of methods to evaluate student learning and validate outcomes for their programs. Department faculty review program outcomes and curricula to ensure that they continue to meet the needs of students and local employers. Columbus State's framework encourages departments to look critically at their curricula and consider a myriad of factors, including logical sequencing of courses, changes in the field or discipline and whether a curriculum is meeting the goals of the program. Internal and external reviews take place regularly. Internal reviews include assessments by department committees, literature reviews, exit interviews and surveys of students. External reviews include DACUM's analysis, employer and graduate surveys, focus groups, meetings with industry representatives, results of licensing exams and data on the success of students who transfer to four-year institutions. Full program validation is conducted on a three-year cycle, while the curricular change process occurs annually.

1P5 DETERMINING THE REQUIRED SKILLS

How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

A primary method by which the college determines the preparation required of students for the specific curricula, programs, courses, and learning they will pursue is through the testing process. The college Testing Center offers the COMPASS and COMPASS ESL placement tests, which are computerized assessments for new students used to identify the appropriate starting level in reading, writing, math, and English as a Second Language courses. Once a student completes placement testing, s/he meets with an academic advisor in Advising Services for an interpretation of test results and assistance in selecting appropriate first semester courses. If a student is placed into developmental courses in both English and mathematics, s/he has the opportunity to participate in Adult Basic and Literacy Education (ABLE) programs to help prepare him or her for college. Placement testing is required for:

- All students who register for a course with established reading, writing, or math prerequisites
- All students who register for 12 or more credit hours during their initial semester
- All part-time students who will register for their 12th credit hour
- All high school students intending to take classes.

Students with transfer credit in college-level composition and algebra from an accredited institution may not need to complete the entire placement test. These students meet with an academic advisor to determine their appropriate placement level. Conversely, students who enroll in health-related programs at the college may have additional

requirements for program admission. An evaluation of these students' high school or college transcripts and applicable employment experiences may be used to determine placement level. The college also provides opportunities for students' life experiences, gained through employment and/or military and community service, to assist in the determination of placement.

1P6 COMMUNICATING STUDENT EXPECTATIONS

How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

[2B] The college communicates the required preparation and learning objectives for degrees through multiple methods. The *College Catalog* and csc.edu website contain detailed admissions, registration, financial aid and other student support information. The college's Advising Services Department employs knowledgeable academic advisors who provide individual, group and written communication and support for the preparation, learning and development objectives students must meet to be successful in specific programs. New students who complete placement testing meet with an academic advisor to discuss placement results, required courses for their intended program of study, and to learn to use the Degree Audit Report System, which helps them track their academic progress. The college's *Student Handbook*, used in the mandatory college success/orientation courses, details the commitment students must make to their education and provides study tips and time management tips, as well as a calendar and planner with key deadlines highlighted by semester. Current students receive course syllabi outlining all expectations.

The Admissions Office, in concert with Marketing and Communications, promotes and informs various stakeholders about Columbus State. Information goes out to prospective students, new applicants, parents, high school counselors, agency representatives, etc., regarding admissions and enrollment processes, programs of study, course offerings, college resources, student services, campus activities and academic expectations. This information is provided in-person, individually and in groups, and by phone, e-mail, and regular mail. Methods for disseminating this information include:

- Admissions Advising: Provides admissions and enrollment process advising to prospective students and new applicants in person (individually and in groups), by phone and by e-mail.
- New Student Orientation: Provides Getting Started 101 orientation for new applicants.
- Campus Visit Program: Provides campus tours and a campus visitation program for groups of prospective students, parents and other key stakeholders.
- Program Information Dissemination: Provides print materials (e.g., Program of Study sheets, *College Catalog*) and online information to prospective students and new applicants.
- External Recruiting: Conducts recruiting program for key stakeholders in the community such as K-12 schools, community agencies, business and industry, government entities.
- Degree Audit: Provides degree audit reports to ensure students understand the preparation and learning required for successful program completion.

Columbus State's Records and Registration Department oversees important forms and processes related to student registration, enrollment and records, including Audit Registration Forms, Change of Information Forms, Dean's List letters, evaluation of transcripts from other colleges, evaluation of prior learning assessment credit, residency status evaluations, transcript requests, tuition refund requests and appeals, enrollment verification for loan deferment, grade changes, etc.

Through the college's website, *csc.edu*, and *College Catalog*, the institution presents itself clearly and precisely to students and the public with regard to programs, requirements, tuition/fees and accreditation.

1P7 HELPING STUDENTS SELECT PROGRAMS

How do you help students select programs of study that match their needs, interests, and abilities?

Columbus State helps students select programs of study that match their needs, interests, and abilities by offering a variety of resources to help students choose credit and non-credit programs of study that are appropriate for their life plans. These resources include:

- Staff resources including admissions, career and academic counselors, and faculty advisors
- Online resources for undecided students and for specific programs
- Outreach and recruitment events.

Columbus State uses the following methods to help students decide on appropriate programs:

- [3D] Admissions advisors are available in-person or over the phone to provide information about various program options at Columbus State, discuss how to get started and refer students to academic or career counseling as needed.
- Students can be referred to online resources. The “Majors and Programs” page has links to all programs the college offers and includes introductory material, course offerings, and programs of study. The “Health Careers” page contains information to help students determine which career would be a good fit for them, as well as links to program pages with more detailed information.
- The First Year Experience Seminar, designated as COLS1100, is a required seminar designed to introduce and orient the first-year student to the college and to strategies for success.
- Some college programs require students to become acquainted with a profession before being admitted. For example, the Dental Hygiene program requires that students shadow a dental hygienist for 20 hours before they are eligible to apply for the program.
- Tear-off inquiry cards are provided at recruitment events, allowing students to request information about particular areas of study.
- The Admissions Office collaborates with academic areas in recruiting and outreach efforts (on campus and off), including events such as the Career and Technical Programs Open House.
- Some enrolled students are referred to Academic Advising, especially those in selective admissions programs, to discuss possible academic programs.
- Students can be referred to Career Services for career counseling and/or gather more information about their aptitudes through career assessments and career inventories. Through Career Services, students can explore employment options in the *Occupational Outlook Handbook* and research starting salaries for various career fields. Career selection can be a long-term process, but Career Services has many tests and online reference tools to help students narrow their choices. Students can arrange for job shadowing and help with job interviewing skills through this office as well. They also can receive guidance on choosing a college major that will lead to their desired career.

- Various dedicated spaces encourage student participation in performance, the creative arts, scientific exploration and research.

1P8 DEALING WITH UNDERPREPARED STUDENTS

How do you deal with students who are underprepared for the academic programs and courses you offer?

Columbus State serves students who are underprepared for academic programs and courses through the following goals: 1) Educational opportunity for all students; 2) Placement according to the student's preparedness; 3) Career counseling and advising; and 4) Success in college-level learning.

Columbus State is an open access institution, and, as such, the college accepts all students, regardless of preparedness for college-level coursework. Entering students complete the COMPASS placement test to determine their academic skill level. Students receive placement test results immediately after testing and are referred to Advising Services for assistance in developing an academic plan of study. Academic advisors make recommendations based on test scores and discuss the importance of developmental coursework designed to prepare students for college-level coursework. During the summer of 2013, for example, 172 students were referred to the Adult Basic Literacy Education (ABLE) program to enhance their readiness for college studies.

As mentioned previously, students who are unsure about their academic direction are often referred to Career Services for counseling and for interest and aptitude testing. Students may also take advantage of advising regarding major life stressors that may affect their academic success at Columbus State.

The Developmental Education Department develops general and discipline-specific learning strategies to address preparedness and barriers to learning. Students participate in developmental education based on their results from the COMPASS placement test. Developmental Education is a comprehensive program that provides courses, academic advising, registration and financial-aid assistance, career counseling and tutorial services. Instruction is offered in math, reading and writing. Support classes such as Strategies for College Success and Career Life Planning are provided for first-semester students.

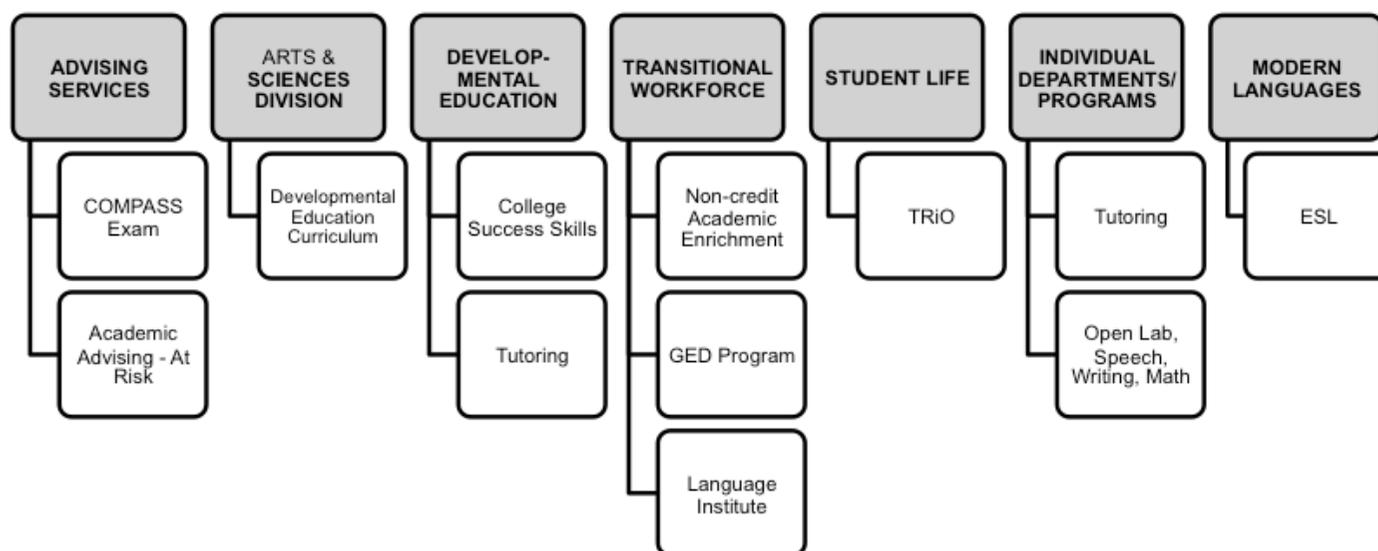
To address the level of math preparation for college studies, Columbus State mathematics faculty developed a series of modules into a class that is now being delivered as an alternative to DEV 0115, MATH 1020, MATH 1030, MATH 1050, and MATH 1075. The computer-based, modular class called MATH 1099 (Bridge to College Math) provides students with an alternate strategy and individualized approach to mastery of course concepts. Similarly, in order to address the issues of readiness and retention, the English Department created an accelerated pathway for students whose COMPASS placement scores fall just below the threshold for taking college-level composition, allowing these students to take both college composition and a supplemental composition workshop simultaneously.

The Transitional Workforce Department's Academic Enrichment Program and Language Institute offer remedial coursework in mathematics and Basic English to prepare learners for more advanced coursework. Programs offered through the ESL Afterschool Communities program provide on-site educational enrichment opportunities for refugee and immigrant elementary school children in three Central Ohio communities.

Based on an evaluation of existing tutoring services, the college recently converted to a combination of centralized (Title III) and decentralized (department) tutoring functions. This dual delivery process will provide a stronger foundation for tutoring activities and lead to the creation of a documentable and quantifiable performance feedback for students, faculty, tutors and administrators.

Figure 1P8 shows college departments and the services they offer to support student success. In addition, Title III offers services college-wide which are not shown in the chart below.

FIGURE 1P8. COLLEGE DEPARTMENTS AND THE SUPPORT SERVICES OFFERED



1P9 DIFFERENCES IN STUDENTS' LEARNING STYLES

How do you detect and address differences in students' learning styles?

Each faculty member addresses individual learning styles, and the college supports these initiatives with appropriate technology. Informal observations and self-reports can reveal elements of students' learning styles. Additionally, the college provides workshops for students that help them access the most effective strategy to process, organize and remember information.

Faculty are encouraged to be sensitive to individual student needs and to adopt effective instructional practices. In addition to peer review and departmental learning communities, the college provides several professional development opportunities that address the needs of the student population, methods of instruction and formative assessment including:

- Build a Student Success Story, a game activity that explores barriers common to first-generation students.
- Assessing Learning, an online course that introduces classroom assessment techniques to diagnose incorrect student thinking, timing and design of feedback, and use of rubrics to help students self-assess.
- Cultural Competency in the Classroom, a course inviting reflection on the cultural lens faculty and students bring to teaching and learning.
- Teaching Effectively with PowerPoint, a course encouraging presentations, coupled with interaction that is consistent with how students process and assimilate new information.

As Columbus State continues to collect data through its involvement in the Community College Student Survey of Engagement (CCSSE) survey, Achieving the Dream, and other initiatives, the college will continue to identify promising instructional strategies to close gaps in student achievement and support all learners. For instance, CCSSE validation studies show that features of "Active and Collaborative Learning" have the strongest correlation

with student performance and outcomes. This was the lowest-rated category in the 2010 CCSSE survey for Columbus State. Through employee and student focus groups conducted for the Achieving the Dream self-assessment, the college learned that there is a need to develop greater cultural competency to support students from different cultural backgrounds and experiences. Cross-functional and faculty-led committees will provide direction for building on these insights. Both instructors and students benefit when instructors recognize individual learning styles and make reasonable accommodations in presenting course content.

1P10 ADDRESSING SPECIAL NEEDS

How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

[1C] The college has addressed the special needs of students using a number of measures, including the Foundations of Excellence (FOE) initiative in 2011 which studied and reviewed needs of student subgroups. FOE's overall objective is to cultivate an open and civil community in which students interact with people from varied backgrounds and cultures, reflect on ideas and values different from those they currently hold, and explore not only their own culture, but also the cultures of other fellow students.

The college began its involvement in this initiative with an evaluation of students in their first year of college (First College Year Self-Study), which ran from October 2010 through July 2011. From there, the Foundations of Excellence progressed into a study of students who would be transferring from Columbus State to a four-year college or university (Transfer Focus).

Through the Foundations of Excellence model, the college also evaluated its own policies and practices. Based upon the data collected, the college developed action plans to improve student learning, success and persistence. This guided self-study brought together multiple viewpoints about how students experience the college. The FOE model recognizes the multiple roles and functions of two-year institutions as well as their service to diverse student populations who come from widely varying educational backgrounds and who have many different goals. As an evaluation tool, the model enables two-year institutions both to confirm their strengths and to recognize the need for improvement.

Also, the college is collecting data to better understand the needs of students through the Achieving the Dream initiative, a national reform network dedicated to community college student success and completion, focused primarily on helping low-income students and students of color complete their education and obtain market-valued credentials.

Columbus State has many programs and services to address special needs of certain student populations.

- The Disability Services Department offers support to students with documented disabilities. Support available includes a pre-enrollment interview and counseling, readers and scribes, alternative media for textbooks and other material, sign-language interpretation, accessible and adaptive work stations, assisted listening devices and a variety of other forms of assistance.
- TRiO Student Support Services provide academic and non-academic support for disadvantaged students, including one-on-one academic advising, tutoring, workshops and skill-building activities, social networking and cultural enrichment.
- Global Diversity and Inclusion conducts programs throughout the year to create and support awareness in college community. The initiatives support diverse learners, including African-American and Latino students, international students, English as a Second Language and new American students, veterans, and lesbian, gay, bisexual and transgender students.

- The Transitional Workforce Department (TWD) offers General Educational Development programs for returning adults providing them with enrollment options and supporting their transition to degree and certificate programs.
- The Good as Gold program provides senior citizens with the opportunity to enroll at no cost.
- Several offices on campus can work with students on housing location and assistance since Columbus State is a commuter college.
- The International Enrollment Services Office, in conjunction with Global Diversity and Inclusion and Student Engagement and Leadership, serves the enrollment needs of international students and provides them with myriad services, patient direction and caring assistance.
- Counseling Services addresses a wide range of student support needs through personal counseling. The office also works with faculty who are dealing with student and classroom management issues, and Counseling Services personnel serve on the college's Behavioral Intervention Team.
- K-12 Initiatives provides programs and services to students who are enrolled in classes but have not yet graduated high school.
- Veterans Services offers many types of assistance, often in concert with Financial Aid Services.
- English as a Second Language students at Columbus State are supported through a number of programs and departments, including International Enrollment Services, Testing Services (ESL placement testing), Advising Services (post-test advising), the Language Institute (pre-college, non-credit English as a Second Language classes), Community Outreach and ESL After School Programs (for children of ESL students), and the Modern Languages Department (ESL credit classes and tutoring services).

1P11 DEFINING TEACHING AND LEARNING EXPECTATIONS

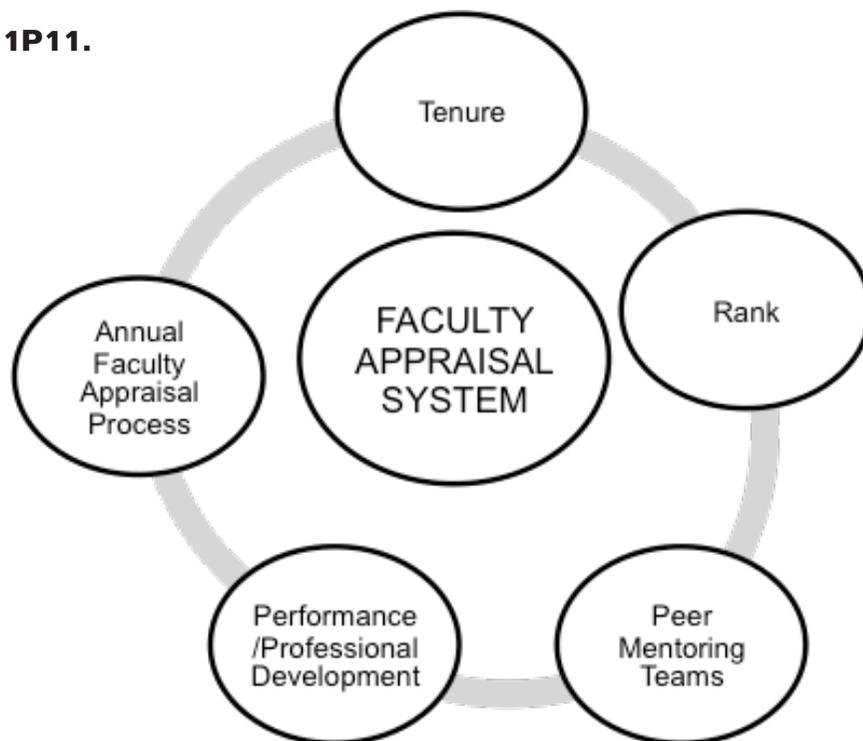
How do you define, document, and communicate across your organization your expectations for effective teaching and learning?

[2D, 2E] Columbus State is committed to academic freedom of expression (stated in college Policy 5-01[B]) in the pursuit of truth in teaching and learning and in performing educational assignments. Instructional personnel have freedom in the classroom to present assigned subjects in the order and manner of their choice while also communicating expectations and documenting the effectiveness of teaching and learning.

Columbus State has a number of methods for communicating and documenting its expectations for effective teaching and learning. For students, expectations are communicated in the *Student Handbook*, on the class syllabus (e.g., course objectives), and via the General Education Goals as determined per course. For faculty, expectations are outlined in the *Faculty Promotion and Tenure Handbook*, the *Policy and Procedure Manual*, and the *Assessment for Student Learning Handbook*. Each of these three documents is currently undergoing review by Office of Academic Affairs (OAA) committees. (OAA committees are faculty committees which provide governance for academic matters. See 3I2 for greater detail on these ten committees.)

Columbus State is committed to ensuring effective teaching through the faculty appraisal system and assessment for student learning. In all of the college's courses, faculty collect data and write annual assessment reports that measure how well students are mastering the General Education Goals. These reports are available to the public on the college assessment website. The Faculty Appraisal System at Columbus State documents the value, quality and effectiveness of faculty. Several cross-functional committees review, evaluate and refine effective teaching and learning methods through the Faculty Appraisal System. These committees work together to perform the following responsibilities:

- Review the current practices at Columbus State
- Review the literature, studies and practices of student appraisals of faculty
- Review other community college comprehensive faculty appraisal systems/practices
- Review accreditation standards (North Central Association and discipline-specific) regarding student appraisal of faculty
- Develop procedures that encourage excellence in teaching by incorporating accreditation standards of student appraisal of faculty. (Figure 1P11 outlines components of the Faculty Appraisal System.)

FIGURE 1P11.

The Faculty Appraisal Committee produced the *Faculty Promotion and Tenure Handbook*, which assists tenure-track faculty in the development and maintenance of professional portfolios used in tenure applications and subsequent evaluations for promotions. The handbook is used in conjunction with peer and chair mentoring. Another task force of the Faculty Appraisal Committee is refining and updating a model for faculty peer mentoring, which is being piloted in a number of academic departments.

Student evaluations are consistently reviewed by non-credit instructors and course coordinators. Non-credit instructors are regularly observed for teaching effectiveness.

The college also supports effective teaching and learning through the following:

- Full-time and adjunct faculty orientations
- Faculty professional development through academic conference participation
- Center for Teaching and Learning Innovation programming
- Participation in grants (Title III, Choose Ohio, STEM, Disabilities, TRiO)
- Department and division assessment curriculum committees

- Academic department and division meetings
- Adjunct faculty advanced training.

1P12 COURSE DELIVERY SYSTEM

How do you build an effective and efficient course delivery system that addresses both students' needs and your organization's requirements?

[3A] Columbus State has established a course delivery system using various modalities that offers student access, promotes student success, and meshes with the higher education requirements of a community college. Courses can be structured in a number of formats depending upon the overall subject matter, the specific nature of the course content, the course competencies, and the learning styles of the students. The instructor's responsibility for program quality and learning goals is consistent across all modes of delivery and at all locations. This includes modalities such as online/distance learning, dual credit, contractual or consortial learning arrangements, as well as every class location, i.e., both campuses, at regional learning centers and special short-term, off-site locations.

Course structures include:

- Directed Study: A directed study course is one in which the student must meet a specific set of objectives that are agreed upon by the instructor and the student and that lead to attainment of course competencies. Directed study courses require one-on-one instructional conferences.
- Lecture (Face-to-Face): A lecture is formal instruction conducted on- or off-campus by an instructor using any combination of instructional methods. Students are expected to work on out-of-class assignments on a regular basis over the length of the course.
- Lecture (Distance–Web and Blended): Distance education instruction requires regular and substantive interaction between the students and the instructor in synchronous and/or asynchronous learning activities. Students may be required to take tests on campus or at designated testing sites. Blended courses are held both online and at required real-time, face-to-face sessions, with course content and instruction split between the two. The college's primary learning management system for Web and blended courses is Blackboard, and My Math Lab is also used for mathematics classes.
- Laboratory: A laboratory is an educational experience in which students conduct experiments, develop skills, or practice procedures under the supervision of a faculty member.
- Seminar: A seminar brings together a group of students for a number of recurring meetings under the guidance of an instructor. Each meeting focuses on a particular subject related to a program's field of study. The seminar provides an opportunity for readings or practical problems to be discussed or debated. Active participation by the students is required.
- Studio: A studio is an educational environment in which students work on individual or group projects under the guidance of a faculty member. Projects may vary in scope, content and length.

Experiential delivery methods take place at an alternative facility or off-campus. Experiential learning cannot comprise more than 25 percent of the overall program. A Columbus State faculty member directs and supervises each experiential delivery course.

- Practicum/Internship: An educational experience replicating what a student would do on the job by applying previous or concurrent knowledge while guided by an instructor. The student demonstrates content proficiency in a specific area within a program of study.

- Clinical: A clinical experience is offered at an off-campus healthcare setting such as a hospital, clinic, or nursing home. The student is under constant supervision by a Columbus State clinical instructor. Students on a clinical should receive individual instruction in, and critique of, their performance. A clinical applies only to health sciences and health technology programs.
- Travel Study: This academic opportunity combines travel and cultural study as a main competency within the student's program. Travel study is directed and supervised by a Columbus State faculty member through the Social Sciences Department.

To manage classroom space throughout the college, block scheduling was recently implemented. The process is currently under review to study its efficiency and effectiveness. Revisions will occur if warranted.

In an effort to provide consistency in distance learning courses, a committee of faculty and distance learning staff developed a common structure to be used college-wide for distance learning courses. The structure was approved by the Office of Academic Affairs (OAA) Student Success Committee, a component of faculty governance, and provided to departments for their voluntary use in Academic Year (AY) 2012/13. Based on universal design principles and best practices in distance learning pedagogy, the structure contains seven navigational buttons and two communication buttons, so that regardless of the content area, students will understand how to navigate online courses at Columbus State. This consistency in course structure has three goals: student success, quality courses and academic freedom for faculty.

In autumn 2011, the Office of Dual Enrollment, in consultation with the OAA Faculty Entry, Training, and Professional Development Committee, established the standards and procedures for implementing the Dual Enrollment program at Columbus State. Dual Enrollment (DE) allows students in participating high schools in the region to take college classes for credit without leaving their local high school. The program is administered through the Office of Dual Enrollment, with faculty advisors (for training and observation of high school teachers) housed in departments and programs that offer DE courses. (See Section 1P4 for additional DE information.)

1P13 EFFECTIVE CURRICULUM

How do you ensure that your programs and courses are up-to-date and effective?

Columbus State ensures that programs and courses are kept up-to-date through the assessment and curriculum processes.

[4A] The curriculum-approval process at Columbus State starts with a comprehensive review of key elements such as accreditation studies and four-year transfer agreements. Because a number of the college's Career and Technical programs require a professional or standardized license exam before graduates enter the workforce, the college also monitors student performance in state, regional, and other licensure exams to ensure effective teaching and learning.

Columbus State has had an outcomes-based curriculum since 1994, with ongoing assessment for student learning and continuous curriculum review and improvement. The assessment and curriculum review processes are administered by the faculty and supported through the OAA committees, Assessment Faculty Fellows and the Curriculum Management Office. The assessment of student learning process is a continuous improvement model focused on measuring intended learning outcomes.

Program Outcome Validation is a three-year process that determines if program and general education outcomes are up-to-date and appropriate in meeting current academic, business, trade, and professional/technological standards. Validation studies and reports are required of all technical programs. From this study, faculty and department chairs decide on revisions to the program based on data received from internal and external review. Changes to the curriculum are implemented to enhance student academic achievement. (See 1P1 and 1P2 for additional information.)

In those programs where the graduates take state/national licensure or certification exams, the programs follow the results and analysis tools carefully to understand the outcome knowledge level of graduates. From this data, some changes can be made to the curricula to improve student knowledge and performance.

Columbus State also engages in benchmarking through comparison with other community colleges and through articulation agreements with four-year institutions. There is an ongoing commitment to ensure that Columbus State courses and programs maintain a level of excellence to allow the transfer and articulation of credit courses. Columbus State faculty and administrators maintain contact with colleagues at other institutions to make sure that courses transfer seamlessly.

Columbus State also meets the requirements of the Ohio Board of Regents Transfer Articulation Guides and Career-Technical Transfer Articulation Guides. These programs allow for ease of transfer across public institutions in Ohio. The curriculum review process begins with an academic department identifying and researching a potential new curriculum. After the department curriculum review committee has completed its work, approved changes move forward to a division curriculum committee, the Office of Curriculum Management, the Associate Vice President for Academic Affairs and the OAA Curriculum Committee.

1P14 CHANGING PROGRAMS

How do you change or discontinue programs and courses?

In Arts and Sciences, courses are continually reviewed and content is modified to maintain relevance, currency, alignment with transfer institutions, pedagogy to improve student success, and the like.

Career and Technical programs of study are changed based on licensure requirements, industry needs and transferability, as well as an analysis of graduation rates and employee satisfaction. Professional accreditation bodies sometimes dictate program changes, too.

The decision to discontinue a course is based on changes in articulation, changes in transfer institutions, or other changes that make the course no longer relevant in terms of transmission of required knowledge and skills. Externally, there are processes the college needs to follow with both the Ohio Board of Regents and the Higher Learning Commission for program closures. Course decisions are made at the program/department level and communicated through the curriculum process.

Additionally, when it is determined through industry feedback, job availability or accreditation standards that a program is no longer viable, Columbus State follows its program closure process. The process includes making certain that current students are able to complete their plan of study, deploying internal communication plans, and reallocating equipment, faculty and staff as necessary. Approval for closure of the program is then gathered from internal and external stakeholders. The final step in the program closure process is to notify the Ohio Board of Regents and Higher Learning Commission.

1P15 LEARNING SUPPORT NEEDS

How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

[3D] To address supplemental student support needs, the college has implemented many successful practices including tutoring, supplemental instruction, supplemental labs, library instruction and embedded advising. The tutoring programs at the college have matured over the last several years. Academic programs across the college have identified tutoring programming for students, first, in the high-volume, high-risk courses, and subsequently in a broader percentage of the classes. The infrastructure initiated through the Title III Office includes the use of

TutorTrac, a software product that tracks students' progress as they access tutoring services and provides feedback to faculty members and departments.

Tutoring sessions are managed and recorded in various ways. For example, in most Communications (COMM) coursework, tutoring sessions are 30 minutes in length. Students who are participating in the mandatory COMM 1105 rehearsal process come prepared with a full-sentence outline; the tutor videos the performance and reviews the recording with the student, providing feedback about organization, development, citations and delivery. Students seeking pre-presentation help can receive assistance with that as well. Theatre and Oral Interpreters, by contrast, arrive with a memorized script for performance, are video-recorded and then they review the recording with the tutor for feedback.

Both the scheduling of appointments and the filing of reports are done online for Columbus and Delaware campus tutoring. Walk-in sessions are accommodated whenever possible. The software gathers statistics and maintains records of all client visits. Tutors complete the online report forms by selecting appropriate check boxes and completing brief narratives about the sessions. Instructors can access reports right away, review them, and engage students in conversation about the experience. If follow-up sessions appear necessary, instructors advise students to seek additional support at the lab. Tutor reports provide faculty and lead instructors with valuable information about student learning and course delivery.

In addition to tutoring, many programs have adopted the Supplemental Instruction Leader (SI) model that allows trained student peers to lead study groups covering specific course materials. According to the initial data from TutorTrac, the college was able to identify a positive correlation between the number of SI sessions that students attended and their final course grades.

The library also determines and addresses the learning support needs of students. Collection development guidelines, as well as ordering processes and procedures, are available to all academic departments. This availability helps support departmental curricula with relevant and specific library materials for helping students learn. Also, as a member of the statewide consortium OhioLINK, the library develops its student support needs based on curricula both common and diverse to member libraries.

Faculty can request that Bibliographic Instruction Workshops be presented to their classes. The library gives approximately 400 workshops to students annually to provide them with a context and rationale for using the library and its resources. These resources include materials available in print and electronically, as well as the assistance of experienced and knowledgeable librarians who are expected to provide quality supplementary instruction.

Finally, the college is keenly aware of the proper laboratory support necessary to meet the academic and scientific needs of its student populations. The number of departmental labs either built or renovated since the year 2000 numbers 66.

1P16 CO-CURRICULAR DEVELOPMENT

How do you align your co-curricular development goals with your curricular learning objectives?

Columbus State offers a wide variety of co-curricular activities that support common student learning. Core competencies such as critical thinking, effective communication, community awareness, and civic responsibility are incorporated into many of the college's co-curricular activities.

Columbus State endeavors to make it easy and attractive for students to become engaged in their learning through co-curricular programs. Students are connected to resources and gain experiences that are valuable for a future career and/or community service. Student Engagement and Leadership (SEaL) coordinates programs and leadership opportunities for students to become involved during their time at Columbus State. Currently SEaL offers wellness, social, community service, leadership and educational programs to students at the Delaware and Columbus

campuses. From Weeks of Welcome to Halloweek to Stressbusters to Spring Fling to Zumba, there is an activity for every student to attend and to participate in. SEaL also advises 40 student clubs and/or organizations. These co-curricular opportunities give students the avenues to practice the interpersonal and time management skills that will enhance their academic and professional success.

Phi Theta Kappa, the national student honorary for two-year institutions of higher education, is a campus co-curricular organization that directly contributes to student success. Phi Theta Kappa recognizes and encourages scholarship, provides opportunities for development of leadership and service, serves as a forum for the exchange of ideas and stimulates fellowship among students. Phi Theta Kappa also offers scholarship direction and opportunities for outstanding students to continue their education.

The Landscape Club is another example of co-curricular learning. This active club promotes student interest in all kinds of green-growing industries and advocates on behalf of the students in the Landscape Design and Management program with faculty, staff and administration. Club members earn money to send a college team to national competitions via fund-raising projects such as the annual poinsettia sale.

1P17 STUDENT LEARNING AND DEVELOPMENT EXPECTATIONS

How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

[3E] Columbus State discovers how well students are prepared for further education and employment by studying internship success rates, grade point averages, apprenticeship programs, transfer rates and work experience. The college also does graduate surveys, employer follow-up contacts, and program reviews. Student success courses and college plans of study help Columbus State ensure that students have acquired the knowledge and skills to receive a degree or certificate.

The college also employs a variety of direct and indirect measures of student achievement and performance that include:

- Course-learning outcomes, including written and performance demonstrations, projects, clinical laboratory experiences and work experiences
- Employer satisfaction surveys, internship supervisor assessments and faculty observations
- Program outcomes including licensure/certification/credentialing exams, portfolios, capstone projects, written exams, standardized exams, internships, clinical experiences, graduation rates and licensure rates
- Success rates, including persistence and retention rates, grade-point averages and grade distributions.

1P18 ASSESSING STUDENT LEARNING

How do you design your processes for assessing student learning?

[4B] The development of General Education Goals and Outcomes began at Columbus State in 1988 as the college transitioned from a technical school to a community college. In 1994, each program was charged with showing “purposeful development of the student learning system” by developing the following: program outcomes, learning outcomes, methods matrices (learning activities), formative and summative charts to identify where and how learning outcomes were measured, unit outlines, course syllabi, annual assessment plans and reports. Columbus State uses outcomes-based assessment with clearly stated General Education Goals that define the mission of learning across the college.

Columbus State faculty, supported by the Office of Academic Affairs, deans, and department chairs, developed the process for assessing student learning. The process was designed, and is maintained, by a committee of faculty with support from the Office of Assessment for Student Learning, and it has been validated by benchmarking with other community colleges. The assessment process requires faculty to provide assessment in the classroom of the General Education Goals through the learning objectives of their courses. The college's assessment process also targets curricular effectiveness by crafting course-level learning outcomes, competencies and skills that are aligned with state, institutional, program and course goals. The outcome of the assessment process is an Annual Assessment Plan and Report that is reviewed by faculty committees, reported to Academic Council for review and feedback, and then posted on the college assessment website.

1R1 MEASURES OF STUDENTS' LEARNING

What measures of your students' learning and development do you collect and analyze regularly?

Every academic department and program at the college is engaged in the assessment of student learning at the course level. In the annual assessment plan, faculty members select which courses within their curriculum they will focus on for the year. The faculty members develop a plan that identifies which course, program, and General Education Outcomes listed on the course syllabi are to be reviewed in relation to the course assessment activities. Faculty members identify the assessment activities they will review along with their methodology and benchmarks. At the end of the academic year, faculty members collect the data regarding the course assessments and write a report that identifies their findings. The report includes what teaching strategies they would change as a result of the findings and their action plan for continuous quality improvement within the course. These reports are publicly accessible for peer review on the college's assessment website.

Recently, the college has used course grade summaries to determine which courses might benefit from Supplemental Instruction Leader (SI) assistance. Courses with low success rates were identified as potential courses that may benefit from SI. Under a pilot program, selected courses in mathematics and career and technical areas began using trained supplemental instructors. Preliminary results suggest that students who participate in SI have more success than students who do not.

1R2 PERFORMANCE RESULTS FOR COMMON LEARNING

What are your performance results for your common student learning and development objectives?

As mentioned in 1P1, 1P2, and 1P18, learning outcomes for courses are mapped to General Education Outcomes. These are assessed annually at the course level in each department. A common assessment with a grading rubric is created to be used in multiple sections. Table 1R2A displays the results for two geography courses. The analysis of the results includes recording best practices and plans for improvement. An example of the analysis is provided in Table 1R2B.

Table 1R2A. General Education Assessments for Geography Courses

Quantitative Literacy								
	Geography 200			Geography 240				
Computations	67%	n=143		76%	n=63			
Working with Data	75%	n=143		71%	n=83			
Analyze Data	70%	n=145		81%	n=81			
Effective Communication, Information Literacy								
	Content		Organization		Spelling, Syntax, Grammar		Information Literacy	
Geography 200	89%	n=123	90%	n=123	86%	n=123	83%	n=96
Geography 240	99%	n=73	99%	n=73	82%	n=72	92%	n=62
(Benchmark for success has been 70% of students passing each component of the assessment.)								

Bridge to College Math (Math 1099 – See 1P8.) began as a pilot program with 16 students during Summer Semester 2009. It has evolved into a modularized, self-paced course in which students can complete up to four developmental math courses in one semester. Because students could progress at a quicker rate, they were able to complete in one semester what normally would have taken 2.26 semesters. (See next page for Table 1R2B.)

Table 1R2B. Analysis of Geography Assessment Results

Program/Department Assessment Report: Classroom Assessment	
<p>Best Practices</p> <p>Describe your best practices for learning outcomes that met or exceeded the benchmark.</p>	<p>Many faculty have reported that they hand out the rubric to the students ahead of time; this allows students to better understand the tasks and improve their chances of success.</p>
<p>Teaching Strategies</p> <p>Describe the teaching strategies that you will use to improve student learning particularly where students fell below the program/department benchmark. (Faculty will implement these strategies in the following year.)</p>	<p>May consider attaching the department rubric to all course shells on Blackboard so that students are aware of the expectations for writing in Social Science courses.</p>
<p>Action Plan for Continuous Improvement</p> <p>Describe any changes in curriculum, course sequencing, and prerequisites. Identify resource needs.</p>	<p>Rubric: We are in the process of changing our rubric and creating measures that will yield more data. This includes a unit on Blackboard (for all classes in department) that teaches and assesses information literacy, which is the category in which students have scored the lowest most consistently. The department committee has been working on changing the measures, so this year only a few sections of data were collected using the old measures. We will pilot the new measures in 2011-2012 and have them ready for the Switch to Semesters.</p> <p>We are also going to expand the number of General Education Outcomes that we measure and include "Scientific and Technological Effectiveness, as well as "Civic and Community Responsibility."</p>

1R3 PERFORMANCE RESULTS FOR SPECIFIC LEARNING

What are your performance results for specific program learning objectives?

Just as learning outcomes are mapped to General Education Outcomes, learning outcomes are also mapped to program outcomes. Each academic department compiles data from their classes into an assessment report which includes an assessment plan in which benchmarks for the upcoming year are identified. At the end of the term, an assessment report is completed that measures the identified benchmarks.

Table 1R3 provides results from Health Information Management that includes data from HIMT 135, HIMT 294, and HIMT 290. A full set of assessments reports from 2009-2012 may be found on the college website.

Table 1R3. Results from HIMT 2011 Assessment Report

Courses	Gen Ed Objective	Program Objective	Course Objective	Quarter
HIMT135 – Health Data Management	Critical Thinking	Identify components of appropriate and adequate documentation of health care.	Identify selected components of documentation in a health record.	Autumn 2010
HIMT 294 – Practical Applications in HIMT II	Effective Communication	Apply principles of supervision and leadership and the tools used to effectively manage human resources.	Write a job procedure on an HIM function performed in lab.	Autumn 2010
HIMT 290 – Capstone for HIMT	Scientific and Technological Effectiveness	Maintain and compile health information using electronic applications and work processes.	Complete an installation and configuration of an electronic health record (EHR).	Winter 2011

HIMT 135: Identify components of appropriate health care and adequate documentation of it. (Critical Thinking)

Benchmark: 85% of students assessed will achieve average grade of 75% or higher on the assignment in which they were asked to identify components of specific documentation in a health record.

Results: 92% of the students (46 out of 50) achieved a grade of 75% or higher on the assignment.

Action Plan: Continue to provide application-type assignments in the classroom to promote a deeper level of learning.

HIMT 294: Apply principles for supervision and leadership and the tools used to effectively manage human resources. (Effective Communication)

Benchmark: 85% of students assessed will achieve an average grade of 75% or higher on the job procedure assignment.

Results: 90% of the students (19 out of 21) achieved a grade of 75% or higher on assignment.

Action Plan: Continue to provide application-type assignments in the classroom to promote a deeper level of learning.

HIMT 290: Maintain and compile health information using electronic applications and work processes. (Scientific and Technological Effectiveness)

Benchmark: The college was unable to complete this assignment because Toolwire had unanticipated license issues and the college couldn't use it.

Results: Since students were unable to complete the electronic health record (EHR) installation and configuration assignment as originally planned, the 11 students enrolled in this course were given other assignment options to complete, one of which included hands-on training in performing health information-related tasks.

1R4 EVIDENCE OF KNOWLEDGE AND SKILLS

What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

Because the college is so focused on student success, it follows many avenues to arrive at confirmation of curricular soundness and graduate preparation. Columbus State first reviews data collected and reported by the Office of Institutional Effectiveness to assist in this confirmation. This data looks at the number of graduates, the programs they graduate from, the institutions they transfer to and their employment after graduation. Additionally, in the case of career and technical programs, the college considers the input received from advisory committees representing the business sector that would employ its graduates, as well as outside accrediting or credentialing bodies.

Data collected by Columbus State indicates that the college had 1,991 total graduates during AY 2010/11 with 491 Associate of Arts, 149 Associate of Science, and four Technical Communication graduates. The total number of graduates from the Career and Technical Programs Division numbered 1,347. Of that population, 178 students provided the college with valuable feedback on the program/degree/certificate they completed and how it prepared them to move on academically or professionally. Additionally, many stakeholder partnerships provide evidence of acquired knowledge and skills obtained through bachelor's degree completion. For example, the Nursing program partners with Ohio University to allow students to obtain a BSN degree within one year of earning their associate degree, and the Sport and Exercise Studies program partners with Union Institute & University to provide a one-year baccalaureate degree completion program. Furthermore, Franklin University conducted an analysis of Columbus State transfer students and found that those students had a higher success rate (91.5 percent vs. 81.3 percent), higher retention rate (83.7 percent vs. 77.5 percent) and higher graduation rate (63 percent vs. 43 percent) than Franklin's native students.

Performance on professional licensure exams is another measure used to demonstrate that students have acquired knowledge. These exams offer Columbus State the ability to benchmark with national averages, and its students perform well and compare well. Table 1R4 provides pass rates for selected technical programs.

Table 1R4. Licensure Exam Pass Rates

	2010	2011	2012
Certified Sous Chef			
CSCC pass rate	100%	100%	100%
National pass rate	71%	66%	80%
Dental Hygiene			
CSCC pass rate	100%	100%	100%
National pass rate	*NP	*NP	*NP
EMT			
CSCC pass rate – 10 year average			85%
National pass rate – 10 year average			82%
Medical Laboratory			
CSCC pass rate	100%	100%	100%
National pass rate	72%	75%	76%

Nuclear Medicine			
CSCC pass rate	92%	92%	88%
CSCC average score	80	77	77
National average score	80	78	78
Nursing (RN)			
CSCC pass rate	80.50%	87.65%	91.76%
National pass rate	87.42%	87.90%	90.34%
Nursing (PN)			
CSCC pass rate	91.76%	87.65%	86.67%
National pass rate	86.35%	84.84%	84.23%
Paramedic			
CSCC pass rate - 10 year average			85%
National pass rate - 10 year average			84%
Radiography			
CSCC pass rate	100%	100%	100%
CSCC average score	87	94	89
National average score	70	75	81
Vet Tech			
CSCC pass rate	60%	57%	69%
CSCC average score	503	494	504
National average score	462	481	484
*NP = Not provided by National Council			

1R5 PERFORMANCE RESULTS FOR LEARNING SUPPORT

What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

Columbus State demonstrates performance results for various learning support processes by building service relationships with students and by collecting data on the number of those service contacts. Advising Services, Library Services, and Supplementary Lab and Tutoring Services are useful examples.

Advising Services anticipates the needs of the college's diverse student population and supports students in achieving lifelong educational, career and personal goals. Department personnel strive to inspire students and promote their autonomy with the following services:

- Answering general questions about the student's education
- Helping the student develop a term-by-term plan outlining courses needed to get his or her degree
- Discussing academic progress with the student
- Helping student improve study skills and handle difficulties he or she may have with coursework.

Advising Services reports that 27, 231 students met with advisors between 8/1/12 and 5/29/13.

Columbus State's Library provides students with access to information through print and electronic resources. The library's catalog is part of OhioLINK, a connection which allows students to initiate loan requests for materials from other collegiate and state libraries. Students easily access reference assistance and can borrow a laptop from the library as well. Students must present a Cougar ID or driver's license to check out materials, and that picture ID also can be used to acquire access off-campus library databases. Circulation period for books is three weeks; other materials circulate for one week.

In 2012, the library reported the following statistics to the Association of College and Research Libraries of the American Library Association:

- Number of weekly public service hours – 75.5
- Number of FTE – 13
- Number of support staff – 23
- Number of student assistants – 9
- Volumes added during fiscal year (FY) – 1,825
- Volumes removed during FY – 1,364
- Total volumes held during FY – 45,214
- Electronic serials held during year – 57,779
- Print serials held during FY – 676
- Number of library bibliographic instruction classes – 379
- Number of reference transactions – 10,681
- Number of circulations – 29,455
- Total interlibrary loans lent – 3,370
- Total interlibrary loans received – 4,498

With a number of designated departmental labs available, students have easy access to supplementary labs and tutoring. Statistics indicate they take advantage of those services. For example, in the Speech Lab and Speech Rehearsal Lab, there were 2,164 tutorial sessions for AY 2011/12. The Writing Center is another popular go-to place for assistance/tutoring, as evidenced by the increasing session numbers below. The Writing Center keeps records on the number of 30-minute sessions conducted per term not on the number of students who attend, since many of them attend multiple times.

Writing Center Sessions

SUMMER 2011 -- 992 sessions

AUTUMN 2011 -- 1,976 sessions

WINTER 2012 -- 2,299 sessions

SPRING 2012 -- 1,932 sessions

TOTAL 11/12 -- 7,199 sessions

The Community College Survey of Student Engagement (CCSSE) completed in 2010 is a critical representative of the college's larger student success initiative. One of the survey's compelling findings was that only 19 percent of

surveyed students reported using college career counseling services—well below the 31 percent reported by other extra-large community colleges. This data supported the need for more intrusive and comprehensive student counseling and provided support for reworking, retooling and relocating the career counseling operation and creating a new position: Director of Career Services. The availability of enhanced career counseling services is being communicated to all students, most especially to those who need assistance in choosing a career or an educational direction which will ultimately lead to a desired career. Further, the 2010 CCSSE findings supported the need for students to have mandatory college orientation as well as a student success course during their first term. Both of these items are being piloted within the Student Success and Attainment initiative that began in 2011.

1R6 PERFORMANCE COMPARISONS

How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

Columbus State uses a variety of benchmarking data to compare its results to those of other higher education organizations. Each year, the college examines its IPEDS data feedback reports which are made available on its intranet site. The college pays particular attention to retention, graduation, and transfer rates. Columbus State recently revised its list of comparison institutions to ensure that the reports provided valuable comparison data for the college. As of 2012, the college's rates of retention and graduation are slightly lower than its benchmarks; however, Columbus State students appear to have more economic challenges than students at comparison institutions, a factor which often impacts retention and graduation rates. The college has looked more deeply into the issue as part of its Achieving the Dream (AtD) planning process and has incorporated projects to support students with financial challenges into its AtD implementation plan. Columbus State's transfer rates are quite similar to its comparison group.

As part of Achieving the Dream, the college has begun to use the AtD data tool to compare its results to other similar institutions. Several challenges come with that introduction: 1) It's a new data resource and the college is still learning how best to utilize it; and 2) Due to its size and demographics, the college has encountered challenges in finding directly comparable institutions within AtD. Data examined so far have shown that Columbus State is similar to other institutions its size in the early stages of AtD implementation in overall attainment (degree/certificate completion or transfer out), that the college has better results in completion of developmental English, and that it has lower rates than comparable institutions in completion of developmental math. Thus the AtD implementation plan includes a goal around developmental math curricular redesign to help address the latter issue.

Columbus State's initial (2010) and follow-up (2013) participation in CCSSE indicated a need for greater out-of-class support (scores were under the benchmark in "Active and Collaborative Learning" and "Support for Learners") and the qualitative data analysis conducted for AtD supports this need. Scores for "Engagement in Communicating with Faculty" and "Receiving Encouragement from Faculty to Spend Significant Time Studying" were higher.

Additionally, in benchmarking its processes and results against other higher education institutions in the area of distance learning, Columbus State participated in the 2011 National Community College Benchmarking Project (NCCBP). So far the college has utilized the national aggregate data which the project provides. According to its metrics, the college is below the median in degree completion within three years but above the median in transfer.

NCCBP is also useful for the distance learning metrics it provides. Columbus State is a large provider of online/distance learning courses, and NCCBP allows the college to compare success rates. Columbus State's success, completion, and withdrawal rates vary only slightly from median values.

In Table 1R6, the college's data on credit hours and success rates for distance learning courses are presented, along with the percentile rank compared to the 280 community colleges participating.

Table 1R6. Columbus State's Distance Learning Compared to Other Institutions

Benchmark	Columbus State	Percentile Rank
DL % of college's total credit hours	24.97%	89
DL % of college's total credit sections	24.49%	95
DL grades		
% Withdrawal	13.59%	50
% Completed	86.41%	50
% of completers who had success	76.63%	44
% of enrollees who had success	66.21%	51
% of grades which were A&B	51.82%	46

(Source: NCCBP 2009)

The college is able to compare its distance education enrollment with other state institutions through Ohio Board of Regents' reports. For example, in 2009, the college had the largest increase (2,157) in headcount for distance education in the state.

III RECENT IMPROVEMENTS

What recent improvement have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

In an effort to take a systemic and comprehensive approach, the college embarked on a number of important initiatives to help students learn. As noted in IR5, support services such as academic and career advising, supplemental laboratories, tutoring and library services have been improved and/or expanded to meet student needs. Similarly, in the past two years, the college has added a number of computer labs, including open computer labs and dedicated classroom spaces on the Columbus and Delaware campuses and at regional learning centers. "Smart classroom" technology with instructor workstations and the latest AV equipment has been added to many classrooms improving the learning experience. Comprehensive statistics on monthly lab use are compiled and compared across academic years so that facilities support student learning. Also, tutoring programs at the college under Title III have improved significantly with the implementation of TutorTrac and the Supplemental Instruction Leader model to reach more students, target students with specific needs, and create a feedback loop for faculty and academic departments and programs. Anecdotally, Columbus State was accepted into the Foundations of Excellence program based on a college-wide initiative which focused on the needs of first-year students.

Additionally, the college has engaged in multiple action projects that address "Helping Students Learn." These projects led to innovations arising out of the college's comprehensive engagement in Switch to Semesters, CCSSE, Career Assistance to Undecided Students, Achieving the Dream and others.

To get students learning at a higher level even earlier, the college initiated the Dual Enrollment program. Dual Enrollment allows high school students to remain in their own schools to take classes that earn both high school and college credit. Between autumn 2012 and 2013, Dual Enrollment expanded into eight more high schools (it had been in five the first year) and increased enrollment by 25 percent. Columbus State also improved the process through which high school teachers apply to the program as well as the training for instructors in order to address the curricular alignment between high school and college.

1I2 CULTURE AND INFRASTRUCTURE SUPPORT

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

The culture of assessment for student learning lies mostly in the work of the department and division assessment committees through their work on assessment and validation reports. As stated in 1P1, 1P2, 1P13 and 1P18, the college participates in outcomes-based assessment to improve and set targets for improved performance in helping students learn. The process is specified by the *Assessment for Student Learning Handbook*.

Every autumn semester, each department creates an assessment plan which sets targets for student learning based on selected General Education Goals of the college (e.g., critical thinking, effective communication, quantitative literacy, etc.). At the end of the academic year, each department compiles classroom data that measures how well students are learning course outcomes while demonstrating that they have accomplished the General Education Goals specified by the college. The results of the data and the improvements the department identifies to help students learn are explained in the annual assessment report. These reports are sent to the division committees where the reports are shared and discussed.

The validation reports allow the college to determine whether or not its programs are offering skills that are the most current and that meet market demand. The validation reports are completed every three years and help programs adjust curricula to ensure that they are teaching the right material and the latest skills that are required in their respective industries. In 2009, the Office of Assessment for Student Learning began storing the assessment and validation reports online on the Columbus State assessment website. (See 1R3 for examples of Assessment Reports.)

As stated in 1P1, Columbus State recently updated aspects of these processes to improve them. The formation of the OAA Assessment Committee, along with the creation of Assessment Faculty Fellows in 2012, have allowed the faculty to come together from across the college and evaluate processes for assessing student learning. The college has determined that it has a good process for data collection in place, but that the process should be clarified and simplified to increase faculty participation in, and acceptance of, the data. As a result, the *Assessment for Student Learning Handbook* is being revised to present the process in a streamlined fashion that makes assessment a more efficient and doable process for faculty. In addition, there is now a task force of faculty, staff and administrators engaged in searching for an online tool that will improve the data collection process and allow the data to be shared more readily across the college.

The commitment to employ data in decision making illustrates an overall improvement in the college culture. Examples of data collection and analysis being used in decision making at Columbus State include tutoring reports via TutorTrac (1P15), Achieving the Dream (1P9, 1P10, and 1R6) and transfer data (1R4).

Category Two

ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders — the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational organizations.

Introduction

Columbus State has historically played an important role in nurturing and supporting the Central Ohio region. The college's mission and values encourage outreach to the larger community in areas of education and job development. College employees serve as representatives on city and regional programs designed to improve the daily lives of community members.

As part of Columbus State's recently initiated Strategic Plan, the college has acknowledged the importance of its goals of Workforce Development and Civic Engagement. Columbus State's Center for Workforce Development is engaged with the region's businesses and governmental agencies in meeting specific community needs. College programs such as Global Diversity and Inclusion, Community Outreach, International Enrollment, Academic Opportunities for Study Abroad, as well as the efforts of the Marketing and Communications Department, provide multiple avenues for serving the public and demonstrating strong commitment to civic engagement.

Columbus State demonstrates a maturity level of systematic to aligned in Accomplishing Other Distinctive Objectives and will reach a higher maturity through continued involvement in national benchmarking initiatives and commitment to workforce development in the community.

2P1 DESIGNING KEY NON-INSTRUCTIONAL PROCESSES

How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

The college values inclusion and recognizes that it demographically reflects the rich diversity of Central Ohio. Consequently, Columbus State seeks to harness that diversity to benefit the college's surrounding community. Discussion has occurred, and is occurring, on how to better leverage college resources for community outreach. The areas of Marketing and Communications, Outreach, Diversity, Study Abroad, International Enrollment, Community and Civic Engagement, and Workforce Development consistently reach out across the college and within the community to help all Columbus State's students succeed. These areas support, cooperate with, and enhance the programs and resources mentioned in the introduction to this section.

In January 2012, the President convened a group of local, nonprofit, government and college leaders to discuss how Columbus State could partner to connect vulnerable students with needed resources and services to help them remain in school. From this conversation, four initiatives emerged:

1. Franklin County Department of Job and Family Services assigned a program coordinator to the Columbus Campus to support students who are Work Experience Program (WEP) participants. The coordinator is assigned full time to Columbus State and serves as a point of contact and support for 350+ WEP students, extending the capacity of the Student Engagement and Leadership (SEaL) office. The county benefits from improved reporting thus these resources remain in the college's community.

2. Columbus State applied for, and the Ohio Association of Foodbanks assigned, an AmeriCorps volunteer who facilitates the Ohio Benefit Bank (OBB) on campus, expanding the capacity of the college SEaL office. The OBB is a free, online service that connects Ohioans in need with a variety of supports through one portal.
3. The Alcohol, Drug and Mental Health Board (ADAMH) of Franklin County collaborated with Columbus State's Counseling Services to conduct Mental Health First Aid training for frontline staff. The program is designed for non-practitioners and will help staff members, who are the first point of contact, to better assess and refer students as needs are identified.
4. The Drug Free Action Alliance worked with the Student Life team to develop a plan to bring substance abuse prevention, awareness and education to Columbus State students this year.

Building on these initiatives, the SEaL team established Columbus State C.A.R.E.S., a cross-functional group of faculty, staff and administrators who are working together to support students facing extraordinary situations. The group meets regularly to identify and compile resources available to support Columbus State students and to educate the campus community about them.

Under the Ohio Board of Regents' plan for statewide transfer accessibility, Columbus State is working with the other state two-year and four-year institutions to insure students can transfer across the Ohio system. Columbus State has joined with area high schools and universities in a variety of programs, such as the Central Ohio Compact, to help the transition to college. The Central Ohio Compact is a regional strategy group focused on college completion and career success led by Columbus State. (See 6P1)

2P2 DETERMINING NON-INSTRUCTIONAL OBJECTIVES

How do you determine your organization's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

Major non-instructional objectives for external Columbus State stakeholders are developed by the President's Cabinet and approved by the Board of Trustees. An example of an institutional structure that directly addresses external stakeholder relationships is the Center for Workforce Development (CWD).

CWD employs both a company and an industry sector approach to identifying the needs of its stakeholders. For contract training and other services, college representatives meet with individual companies to determine, through interviews and the use of various standardized assessment tools, the specific needs to be addressed on a case-by-case basis. Once objectives are agreed upon, a customized program is developed and delivered—usually on-site—to accomplish them. CWD also has convened meetings with employers from industry-specific sectors (manufacturing, IT, health care, etc.) in order to identify common needs. Through panels, focus groups, world café sessions, surveys, and other activities, common needs are prioritized, and a plan for addressing them is drafted. Since these needs are major undertakings and require additional staff to implement, they are largely dependent upon grant funding. The LogisticsART (Attracting and Retaining Talent) program is a prime example of this effective approach. LogisticsART, which was underwritten by a \$4.6 million grant from the Department of Labor, brought several hundred unemployed individuals into the logistics industry in Central Ohio after short-term, but intensive training through Columbus State and its industry partners. Significant work has also been done with the bioscience, insurance, IT, health care, hospitality and “green” industry sectors.

CWD focuses on community engagement through partnering with various nonprofit/governmental agencies engaged in workforce development and through working directly with various groups of individuals. Courses are provided for individuals who want to gain the skills needed to enter, re-enter, or advance in the workforce. Many of these programs are grant-funded and are developed in response to requests from these nonprofit/governmental agencies. At times, these agencies contract the college to provide specific services or training.

Transitional Workforce Development (TWD) initiated the development of the Language Institute to address the demand for English as a Second Language (ESL). The Institute also serves the needs of business and community services organizations that deal with the ESL population. Initially grant-funded, it has developed into a self-sustaining department.

2P3 COMMUNICATING EXPECTATIONS

How do you communicate your expectations regarding these objectives?

Columbus State utilizes a number of methods to communicate with external stakeholders and maintains close and frequent contact with leaders and decision-makers in business and industry, K-12 and higher education, community organizations, government, and health care and social service agencies.

Personal contact is the major way through which the college forms deep partnerships with external stakeholders and communicates with them. The President and other college leaders meet regularly with public officials such as Ohio General Assembly members, city and county officials, and key business and community leaders. The college also retains a government relations expert to apprise officials on college initiatives and objectives and to keep college leaders informed about government activities.

Columbus State leaders participate on a number of community boards of trustees, including social service agencies (e.g., Amethyst), community partnerships (e.g., Discovery District Development Corporation and Partners Achieving Community Transformation), arts organizations (e.g., Westerville Symphony), and community leadership (e.g., Columbus Partnership and Columbus Metropolitan Club). Through this participation, the college maintains ongoing contact with key community organizations, provides seasoned leadership to these organizations, and communicates about college objectives in the community.

Columbus State also participates actively and plays a leadership role in community initiatives that are aligned with the college's mission. For example, Columbus State sponsors special activities and events such as 200Columbus (2012 bicentennial celebration) and the 2012 EcoSummit. Additionally, when the college sponsors significant community events aligning with the college's mission, Columbus State leaders, faculty, staff, and students attend and participate in meaningful numbers. These events include annual meetings for the Columbus and Delaware Chambers of Commerce and events for major social service agencies such as Children's Hunger Alliance, the YWCA, and Prevent Blindness Ohio. Information about these events is shared with college and external stakeholders through the college website in a timely fashion. Through these partnerships, community leaders and the community at large better understand the connection between the college and the community and how Columbus State initiatives and objectives align with community goals.

For issues of comprehensive impact, Columbus State is not shy about leading the way and recruiting large groups to tackle the problem. For example, in 2011, Columbus State convened the first two Regional Summits on College Access and Student Attainment. Each was attended by approximately 150 leaders from K-12 school systems, colleges and universities, and other stakeholders in the region. Columbus State led the presentations, and the participants are now working to develop a regional plan to promote college access and student attainment.

In addition, Columbus State conducts a thorough and proactive media campaign to generate stories about college initiatives in local newspapers and magazines, on television and radio. Columbus State produces, prints, and distributes an annual report to the community which provides details about college initiatives and objectives, as well as data about student success, college finances, and community partnerships. Beginning in 2011, this annual report was distributed through *The Columbus Dispatch* and *The Delaware Gazette* to all the newspapers' readers, and it was mailed directly to community and business leaders. This distribution method proved to be cost-effective and generated many favorable comments. Other college communications of interest to the community are posted on the college website. Several years back, Columbus State hired a local television reporter and a videographer to be part of the Marketing and Communications Department. Their work on behalf of the college has won numerous awards,

and their familiarity with how the news cycle and news reporters work has proved invaluable in getting the college's activities covered regularly.

2P4 ASSESSING APPROPRIATENESS AND VALUE

How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

Non-instructional objectives for external stakeholders are assessed by their impact on the college and community. Projects are assessed and reviewed for appropriateness and value through institutional planning forums with stakeholder groups and external surveys. This assessment continues along project management guidelines, with the assignment of roles, responsibilities, milestones, stakeholder engagement and review/revise components.

Many units use a series of questions to assess the appropriateness and value of potential objectives. For example, the Director of the Center for Workforce Development uses these questions to guide decisions:

- How does this line up with Columbus State-established goals? How does it align with division goals as set for CWD by Columbus State leadership?
- In value, where does this proposed project/process fall on a scale of 1-10 in securing those goals? Is that value long- or short-term in nature?
- Who is being served and to what outcome? Who else is serving this population or providing this outcome in the Columbus State service area or internally on the Columbus State campus?
- Does the college have the resources to provide quality in this area? Are there best practices for this service or delivery and how can the college replicate that value? Does the college have any past history for this work and what was that history?
- What resources are needed and at what cost in time, equipment, dollars, personnel, etc.?
- Can the college define the impact on metrics for: Columbus State, a specific population, community, economic or other that the service provides?
- Can the college be a community leader by supplying this service? Is this a core support for Columbus State overall goal attainment or delivery?

2P5 DETERMINING FACULTY AND STAFF NEEDS

How do you determine faculty and staff needs relative to these objectives and operations?

Opportunities to address faculty/instructor and staff needs occur during the regular fiscal year budget review and the mid-year budget review processes, including additional funding, equipment, and staffing. For grant-funded programs, such needs are identified in the initial proposal phase and revised as necessary during implementation.

To determine faculty and staff needs that meet the requests from the college's stakeholders, including area businesses and employers, industry sectors, and the international community, data is gathered and analyzed from the previously mentioned meeting opportunities (see 2P3).

A specific example of use of this data is the formation of a cross-functional committee on international students. This group was created to help facilitate communication between college departments concerning the needs of these students and how to better serve them. The committee has assisted in building awareness of the varied needs of international students and has helped improve basic processes and services they routinely access. Now, right from the start, Columbus State involves many departments in its international student orientation: Academic Affairs,

College Information Center, Columbus State Police, Advising Services, the Student Assistance Center, Career Services, the Library, ESL, Student Engagement and Leadership, and Student Conduct.

2P6 INCORPORATING FEEDBACK

How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

As noted in 2P3 and 2P5, faculty and staff needs are determined via a variety of stakeholder surveys, meetings and face-to-face interactions. The data gathered through these means are analyzed and used. Feedback is continuously reviewed after each interaction with stakeholders.

2R1 MEASURES OF NON-INSTRUCTIONAL OBJECTIVES

What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

The college's 2011 Foundations of Excellence project identified 25 evidence-based items to improve in the first-year experience. As a result, First-Year Experience courses COLS 1100 and COLS 1101, which offer all students a uniform introduction to college life, were developed. (See 1P10 for further information on Foundations of Excellence.)

2R2 PERFORMANCE RESULTS

What are your performance results in accomplishing your other distinctive objectives?

Columbus State has initiated a comprehensive process to update the college's Strategic Plan. Multiple forums and town hall meetings have been held to engage the entire campus community, including students, alumni, and local leaders. The results of these forums have determined that the Strategic Plan will serve three main goals:

1. To develop a strategic vision of the future, describing the value Columbus State will be delivering to its stakeholders including students and alumni, central Ohio educators, employers and leaders, and Columbus State faculty, administrators and staff.
2. To review and refine the college's statements of mission and values in light of its strategic vision.
3. To identify the institutional priorities that the college has underway or will initiate to achieve its strategic vision in accordance with its mission and values.

All programs offered through Transitional Workforce Development (TWD) are based on the achievement of specific objectives. An example of this is the ESL Afterschool Communities (ESLAsC). It is one of several TWD programs that support Columbus State's institutional goal of Civic Engagement. The ESLAsC programs provide after-school programming and tutoring to immigrant and refugee school-aged students. Using grant funding, each year from 2005 to the present, the college has operated 4 – 6 ESLAsC centers, serving more than 1,000 students in total.

The ESLAsC project managers monitor test scores, survey results, and other feedback mechanisms that measure performance results to continually revise and enhance the programs along multiple dimensions. These data are collected from students, parents, teachers, school staff, apartment building managers, community advisory boards, funders, independent auditing bodies and other stakeholders. The statistics and information are then used to revise components of the curriculum as part of the continuous improvement process. The ESLAsC curriculum is unusually dynamic and diverse in order to bridge language and cultural barriers.

These programs also have been independently audited by The Ohio State University and the Ohio Department of

Education, with successful results. Trend data is collected on a variety of program success measures. Success measure data for 2011 and 2012 are presented in Table 2R2 below.

Table 2R2.

ESLAsC Program Outcomes	
2011	2012
Served 186 students at four different sites in Franklin County	Served 183 2 nd – 8 th grade students attending Columbus City, South-Western and Charter Community Schools
54% of ESLAsC students increased OTLEA scores	47% of ESLAsC students increased OTLEA scores
56% increased their OAA scores	29% increased their OAA scores
89% of ESLAsC students increased reading levels	94% of ESLAsC students increased reading levels
44% increased reading grades/GPA	48% increased reading grades/GPA
42% increased math grades/GPA	49% increased math grades/GPA

2R3 PROCESS COMPARISON

How do your results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

In an effort to validate the college’s key processes in response to external stakeholder needs, Columbus State has pursued several strategies, including those noted in more detail throughout Category 9. Columbus State made benchmarking visits to both Valencia Community College and Johnson County Community College. The purpose of these visits was to gather resources and documents and review processes to assist in planning and implementation of Student Success and Attainment initiatives, such as the ESL program objectives. In addition, Columbus State actively participates in Ohio Association of Community Colleges (OACC) and Ohio Board of Regents (OBOR) reporting. Results on first- to second-year retention rates are noted in 9R3, along with distance education benchmarking data and national internship and co-op study data.

Columbus State is currently in the process of setting and collecting metrics that will further enhance our benchmarking efforts, providing more meaningful comparisons and performance results. An example of these efforts is the Central Ohio Compact, which is discussed in 2P1 and 6P1. From information presented to it, the Compact concluded that by adopting a regional approach, it could create a national model of collaboration that would lead to a dramatic increase in college success for Central Ohio students and position the region as a leader in economic growth, per capita income and quality of life.

2R4 STRENGTHENING THE ORGANIZATION

How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall organization? How do they enhance your relationships with the communities and regions you serve?

Columbus State enhances its relationships with the communities and regions served through a number of outstanding initiatives.

The college has a full-time employee in CWD that has been serving as the Ohio Skills Bank administrator for the

nine-county Economic Development Region 1 (EDR-1). The employee is a key player in bringing together community-based employers representing all industry sectors within EDR-1 to discuss workforce issues and to make decisions regarding workforce initiatives. CWD (under its former name and structure) used economic data acquired through the Ohio Skills Bank to identify an unmet need for logistics and bioscience technology workers. In response and in conjunction with those industry partners, the division developed two major, grant-funded programs to address the shortfall in their workforce.

LogisticsART is designed to attract and retain qualified individuals in the field of logistics. Fully funded by a \$4.6 million Department of Labor grant, the program provides training tailored to meet the workforce needs of businesses at entry- to mid-level positions within warehouse, distribution, and related logistics positions. This two-week program is on track to prepare well over 1,000 people for these jobs.

Columbus State's Biomanufacturing program is also a grant-funded training and employment producing program. It is designed to train dislocated, unemployed workers and veterans in foundational biomanufacturing concepts and to impart the knowledge and skills necessary to obtain employment. This nine-month program, worth 19 credits at Columbus State, has a goal of graduating more than 100 students. Discussions are now taking place with representatives from the logistics and bioscience industries on how to sustain these programs beyond the end of the grants. Both of these ventures include significant academic credit components (which had to be developed in conjunction with the Career and Technical Programs Division) and may eventually grow into degree-granting programs.

Through open-enrollment courses and programs based on grants and contracts, the Language Institute has opened the door to educational opportunities for many central Ohio refugees and immigrants, including the large and growing Somali community. From FY07 through FY12, of the 5,997 enrollments in non-credit Language Institute Basic English courses, 27.5 percent were Somali students.

With respect to the ESL Afterschool Communities (ESLAsC) programs, TWD has gone a long way toward engaging the Somali community in the public education system. What makes the program unique is the fact that it is housed in the apartment complexes where the Somalis live, and, as a result, staff has access not only the children involved, but also to their siblings and parents. There is statistical and anecdotal evidence suggesting that some members of these immigrant families are now attending Columbus State.

211 RECENT IMPROVEMENTS

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

By updating the strategic planning process and redeveloping the mission, values, and vision statements, the college has laid the foundation for creating a focused and data-driven approach to all processes, including those relating to non-instructional objectives.

To address needs identified by the CCSSE survey in the Career Services provision for students, the college made staffing and software improvements, hiring two part-time counselors and a new Director of Career Services and adding Career Coach software. The college's International Enrollment Services Office collaborates with academic and student services departments to help its international student population by providing more comprehensive orientation and advising.

In January 2012, the President hosted nonprofit, government and college leaders to help connect vulnerable students with resources. As a result of this outreach, in April 2012, the Office of Student Life was restructured to become the office of Student Engagement and Leadership (SEaL). SEaL subsequently operationalized partnerships with the Ohio Benefit Bank (OBB), Franklin County Department of Job and Family Services (FCDJFS), and Family

Fellowship to better address student needs. FCDJFS placed a program coordinator on campus in the SEaL office to work with Ohio Works First (OWF) participants; in six months, the percentage of students meeting their required OWF participation hours rose from 57 percent in October 2012 to 82 percent in March 2013. With an AmeriCorps volunteer supporting the OBB, 86 student households were served, generating \$264,097 in tax credits and work supports (health coverage, food assistance, student aid, etc.). In addition, the SEaL Director organized and co-chairs a cross-functional team of staff and faculty to help educate the entire college about resources available to students that can facilitate their success.

2I2 CULTURE AND INFRASTRUCTURE SUPPORT

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives?

The President initiated Strategic Planning in October 2011 to revise the college's mission, values and vision. The resulting work exemplified the college's culture of collaboration, inclusion, and partnership, incorporating input from local businesses, community and educational partners, students, faculty and staff. The Board of Trustees approved the final version of the mission, values and vision in January 2013. Subsequently, three strategic goals were identified: Student Success and Attainment, Workforce Development and Civic Engagement. The strategic planning team is now working on defining these enterprise goals and the metrics that will support implementation. This framework will establish the infrastructure for improved performance in the future.

In addition, CWD selects specific processes to improve and sets targets for improved performance results by exploring and developing opportunities that do not fall within the traditional academic framework. The expectation is that CWD will serve as a laboratory for the design and testing of programs that may eventually evolve into credit courses, strengthening the culture and infrastructure of the college.

Category Three

UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Examines how your organization works actively to understand student and stakeholder needs.

Introduction

Columbus State's primary focus is to serve the educational needs of students and stakeholders in the Central Ohio area. In this second Systems Portfolio, the college has become more systematic in assessing student and stakeholder needs and in aligning infrastructure and processes to address these needs.

Columbus State's student stakeholders represent a diverse group of individuals who become part of the college community for any number of reasons, including attainment of a credential, transfer preparation, continuing education or simply to satisfy curiosity. Columbus State strives to meet the challenge of assessing the needs of its diverse population through the use of nationally validated surveys (CCSSE, CCFSSSE) and participation in college-wide quality improvement initiatives (AtD). The benefit of using repeatable and validated surveys is clear: Columbus State can assess trends over time, as well as benchmark itself against similar institutions both locally and nationally.

Columbus State also utilizes institutionally created surveys to understand the needs of stakeholders as they interact with particular aspects of the Columbus State ecosystem. Feedback from internal surveys is then used to shape timely and tangible initiatives that directly impact the student experience. Examples of responsive action can be found in the development of a new mandatory First-Year Experience course, the opening of a dedicated Transfer Center, and the introduction of a self-paced Developmental Math sequence known as Math 1099 (described in 1P13).

Columbus State considers other educational institutions to be stakeholders, partnering heavily with neighboring colleges and universities to provide smooth pathways for students who obtain AA/AS degrees from Columbus State. Through K-12 partnerships, the college is able to reduce the time needed for students to earn degrees and certificates. Together with its educational partners in Central Ohio, Columbus State has become a leader in identifying and implementing a regional strategy for increasing degree attainment.

The employers of Central Ohio expect Columbus State to provide the talent and human resources that help this region prosper. Data collected through employer surveys is critical at the program level and needs to be integrated throughout college planning processes. This remains an area in which Columbus State strives to further improve, and the college has recently streamlined processes associated with understanding the needs of workforce stakeholders.

Compared to its first Systems Portfolio in 2009, Columbus State has improved in two key ways: 1) Improving the processes involved with understanding stakeholder needs, and 2) Demonstrating real improvement in the levels of reported satisfaction among students and stakeholders.

3P1 IDENTIFYING THE CHANGING NEEDS OF STUDENTS

How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

[4C] Columbus State interacts with students through the delivery of support services and through classroom instruction. Both environments yield insights into changing needs. The processes involved in recognizing and acting

on those needs differ, and they tend to be isolated to either non-instructional procedures or instruction and advising. To that end, the college has established an Office of Institutional Effectiveness. This office is serving as a data-gathering mechanism for the college. To further the office's data-gathering and reporting functions, the office has engaged ZogoTech™ software in order to support the development and maintenance of a data warehouse scheduled to open autumn 2013. This warehouse will support the data analysis and courses of action regarding the changing needs of student groups.

Columbus State assesses the changing needs of its student groups on broad macro-levels, as well as at the individual student level through a series of systematic and reliable channels. Very broadly, Columbus State has aligned its student success initiatives with the assessment of student needs, and it accomplishes this through the use of nationally validated surveys and research processes that assess student needs via rigorous collection of qualitative and quantitative data.

In 2010, Columbus State first administered the CCSSE and participated in FOE, two methods of data collection that have been nationally validated and that are useful for understanding student needs.

Two years later in 2012, the college was accepted to be part of the Achieving the Dream (AtD) cohort, the goal of which is the realization of student success. AtD helps an institution focus on “success for more community college students, especially students of color and low-income students.” As part of the college's participation in AtD, the changing needs of students are assessed through the analysis of existing success data and faculty/staff-led focus groups with targeted populations. Data will be analyzed and recommendations made with an emphasis on the reduction of performance gaps for identified at-risk groups. The college will then determine the needed courses of action in consultation with Columbus State faculty, administration, and AtD data coaches and leadership coaches. The college has completed the AtD planning year and is just starting the implementation year.

Columbus State has established a first-year student success course. Beginning Autumn Semester 2012, all new students were required to complete, successfully, either COLS 1100 (First Year Experience Seminar) or COLS 1101 (College Success Skills). The two courses, each worth one credit hour, share identical learning outcomes and unit topics but differ slightly in approach. Students with two or more developmental education placements are required to enroll in 1101, where two contact hours provide additional instructor support while students with one or no developmental education placements are required to enroll in 1100. Both courses meet for 15 weeks, or the flex term, and address college success skills such as time management, career planning, study skills, academic planning, and health and wellness. The classes also present useful introductory information related to Columbus State.

Developmental Education has implemented several new initiatives to meet the changing requirements of its students/courses. One such initiative is the Bridge to College Math course that was created in conjunction with the Math Department. This course allows students to move at their own pace throughout the material covered in four developmental/remedial courses and allows them to finish the course ready for a college-credit math course. Another recent initiative offers College Prep Math to seniors at area high schools to ensure that they're ready for college-level math courses after graduation.

Developmental Education also houses a Peer Tutoring program. Peer Tutoring allows students to work one-on-one with fellow students who have been successful in a Developmental Education course. It also allows students who become tutors to continue to refresh their own math skills, helping them to be successful in subsequent math courses.

Within individual college offices, data are collected regarding instructional support functions and then analyzed to reveal usage trends, changes in student behavior related to the support function, and potential opportunities for improving convenience and efficiency. An office or a service team monitors data. When this team recognizes a need or opportunity, they submit a recommendation for a more formal study. A dean or director identifies a team within a department or across departments to gather more information. Changes that impact major processes, or a set of

processes, are first tested on a pilot basis. Examples of changes based on these processes are described in 3R3. Instructional and institutional support offices that compile data on students and learn about changing student needs through direct contact include:

- Admissions: Obtains data through departmental service intake forms, student and stakeholder surveys, event evaluations, focus groups, advisory committees, staff feedback, service contact, and content statistical tracking.
- Advising Services: Monitors academic standing and alerts advisors of students at risk.
- Disability Services: Collects trend data on the type and number of adaptive strategies requested.
- Library: Conducts formal and informal surveys of students regarding library services. Hosts an open-ended, online student forum with electronic suggestion box. Receives an annual report of the electronic resources used by students from the statewide OhioLINK library consortium.
- Information/Phone Center: Monitors call volume and trends in student questions. Alerts college departments when questions suggest the need to post information on the college website or Blackboard or to take other steps.
- Financial Aid: Monitors utilization of college scholarships and recommends ways to increase use of available funds.
- Cashiers and Student Accounting Office: Monitors fee payment volume and patterns. Adjusts processes to accommodate increasing demand for online payment.
- Columbus State Police (formerly Public Safety): Reviews incident reports to identify patterns or trends that suggest changes in coverage or service. Compiles Clery statistics and reports.
- Information Technology: Monitors use of Blackboard and other Web-based resources and adjusts delivery model and online tools to meet demand.
- IT Help Desk: Tracks service volume and patterns in service demand. Provides information to relevant departments. Adjusts service delivery accordingly.

Teams, task forces and committees also collect data each term, continue to analyze trends, and recommend focused study when a change in process may be warranted. Depending upon the change required, the work may take a few months or several years. Changes that require additional personnel, capital equipment, facilities, or significant funding proceed within the integrated planning process.

Columbus State demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. The college, now in collaboration with AtD, has defined goals for student retention, persistence and completion that are ambitious but attainable and that are appropriate to its mission, student populations and educational offerings. The college collects and analyzes information on student retention, persistence and completion of its programs and makes improvements as warranted by the data.

3P2 BUILDING STUDENT RELATIONSHIPS

How do you build and maintain a relationship with your students?

Building relationships with students happens on many levels, in many different places and at many different points in time, with the earliest points of contact arguably being the most important. The relationship many students have

with Columbus State sometimes begins even before their first enrollment inquiry or contact. Columbus State uses a “funnel” model for strategic enrollment management. At the widest end of the funnel are prospects, those who could be interested in pursuing higher education at Columbus State. Prospects then move through the funnel to become applicant, registrant, enrollee, retaineer, and, ultimately, graduate. Departments identify specific strategies that are important in keeping a student moving forward at each point. A two-hour registration workshop facilitates group advising and covers COMPASS test score interpretation, first-term course placement, introduction to AA/AS degrees and Career and Technical degrees and certificates, schedule planning, registration and orientation to Columbus State’s online services (CougarWeb, electronic billing, student e-mail). Students are directed to one of these Registration Workshops after completion of the COMPASS test.

Students with transfer credit, Advanced Placement, ESL placement, or other unique circumstances are referred directly to Advising Services before, during or after the Registration Workshop. This referral allows students to receive information that is customized to their unique circumstances. Students who attend the Registration Workshop, and would like additional individualized advising, may also be referred to Advising Services for either an appointment or walk-in advising. The One-Stop Wednesday program is currently being offered as a pilot program and offers an alternative to the Registration Workshop. The program is offered through a collaboration of various enrollment services providers (Testing, Advising, Financial Aid, and the Student Assistance Center) and is designed to help students test, receive advising, and register on the same day. Students, who have been accepted but have not yet completed COMPASS placement, are targeted for this one-day program to encourage streamlined enrollment.

Early contact with students also comes through the efforts of Instructional and Student Support Services. Admissions advisors serve as a point of contact for students. Academic advisors are assigned by program of study. Academic advising is conducted in person, by phone, and via e-mail. Relationships are built and maintained using sequential communication that is consistent, accurate, timely, relevant, and as personalized as possible. The staff in student services pass along important updates and deadlines prior to the start of a term and during pre-registration, enhancing the student-college relationship. Academic advisors and faculty are available to meet with students before they register for classes. Faculty members maintain weekly office hours to meet with their students and advisees. Students stay connected through support systems such as advising, tutoring, classroom interaction and assistance in computer labs.

Relationships with students are also maintained via the Block Program offered in the Developmental Education Department. The Block Program is a learning community designed to assist students in attaining stronger academic skills and forming support networks while adjusting to their first semester at Columbus State. Studies show that many learners immediately face obstacles when they enter college. The Block Program was created to help alleviate these obstacles by strengthening relationships both among students and between students and faculty/staff. In the Block Program, students take DEV 0115 (Pre-Algebra), DEV 0155 (Basic Composition) and COLS 1101 (College Success Skills) as a cohort. This creates a sense of accountability among classmates. The instructors who teach the three segments of the Block Program work closely together to intervene with students who are struggling before they fall too far behind. Surveys show that students found instructors in the Block Program to be sensitive to the differing backgrounds and needs of individual learners. They also found the academic advisors to be engaged, resourceful and attentive during advising sessions. Block Program participants who enrolled in classes at Columbus State the following semester recommended the program to other new students.

Advising Services has integrated the AmeriCorps College Coaches program into its practice (three-year commitment, beginning autumn 2012). College Completion Coaches support Advising Services by offering intrusive, caseload-based guidance to students enrolled at Columbus State. Referrals to College Coaches come from a variety of sources, including direct Advising Services referrals, COLS 1100/1101 instructors, Developmental Education advisor referrals, and general advertising of services to targeted, at-risk student populations.

College Completion Coaches meet with their assigned students four times per semester, in addition to monitoring academic progress. The coaches are cross-trained on general information related to career counseling, financial aid

processes, advising, and other student affairs areas in order to make proper referrals and assist students in navigating college resources. The coaches also meet weekly with a team consisting of an Advising Services Assistant Director, two academic advisors and the Developmental Education advisor to review student cases and determine referrals and/or appropriate courses of action.

Outside of the classroom, more than 30 clubs, services, and leadership organizations provide additional opportunities for students to get to know faculty and advisors as mentors and partners. Through these college organizations, students and faculty/staff work together on projects related to community service, professional development, hobbies and interests. Campus special events such as autumn's Weeks of Welcome, Spring Fling, and Jazz in July bring students and employees together, sharing information and celebrating the start and close of the academic year.

One of the newer methods of building and strengthening relationships is the college's use of social media such as blogs, Facebook, YouTube and Twitter. Guiding the college's Marketing and Communication Department is the philosophy that to communicate with students and serve them fully, the college must be able to see students' goals from their perspective. Columbus State communicates with students using multiple methods, contacting them face-to-face and interacting via the Web.

A key part of any relationship involves listening. One of the most effective actions taken to build and maintain relationships is the establishment of discussion group sessions with 20 randomly selected students. In these 90-minute sessions, students talk about college communications, student services and a variety of other topics. Focus-group comments led to changes in the method for sending e-mail notices to students and informed a planned redesign of the college website.

Yet another point of contact and relationship building is the Columbus State Library. Students attend bibliographic instruction classes at the library early in their first year to learn the basics of the materials and support services available. The library also develops and supports numerous student activities, such as art exhibits, readings, film showings, and gaming events.

Columbus State employs a broad set of methods to cultivate relationships with its students, making use of Instructional Support Services, various programs designed to elicit feedback from students, and the ever-present technology which has become a mainstay with students. As environmental conditions change and the modalities of education evolve over time, Columbus State strives to remain flexible and adaptable in engaging with its students.

3P3 IDENTIFYING THE CHANGING NEEDS OF STAKEHOLDERS

How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Addressing the changing needs of our community is at the core of our mission. Leaders from many sectors throughout the region make up the college's nine-member Board of Trustees, and they provide a good conduit for executive-level interface with community needs. A number of academic programs have formal advisory committees, comprised of local employers and other industry representatives, who help ensure alignment of students with regional needs.

In addition to these routine forms of needs analysis, Columbus State is actively involved in initiatives that reflect regional priorities. Columbus 2020, Central Ohio's economic development organization, provides a framework for understanding regional needs and goals, and they issue regular updates on emerging trends and progress toward goals. As an integral part of the team, Columbus State supports economic development opportunities associated with attracting new employers to the region and helping existing companies grow their talent. Based on Columbus 2020's sector strategy, the college has developed or deployed academic programs in insurance, logistics, bioscience, health care, hospitality, and information technology to address regional workforce needs. The Columbus Chamber

of Commerce, the Ohio Board of Regents, and BioOhio – among other stakeholders – have been partners in this work.

Columbus State provided regional leadership in the establishment of the Central Ohio Compact, a regional strategy for college completion and career success. This collaboration of colleges, universities, K-12 districts, and area agencies and employers has the stated goal of helping 60 percent of Central Ohioans earn a post-secondary credential by 2025. Columbus State has convened four “Regional Summits” to develop and implement strategies to achieve this goal. The Compact was the impetus for an aggressive set of partnerships advancing developmental math, dual enrollment, reverse transfer, and other initiatives, and it also provided the framework for the college- and career-ready component of the Columbus Education Commission, the mayor’s task force on improving educational opportunities for Columbus children.

Columbus State cultivates and perpetuates a number of mutually beneficial relationships with various stakeholders. In order to remain a value-added partner within these relationships, Columbus State must be able to pinpoint the needs of these stakeholders and to select courses of action when necessary. As a two-year college, Columbus State recognizes the importance of one group in particular: other institutions to which Columbus State students transfer. As part of an ongoing dialog with these colleges and universities, Columbus State established its Transfer Center in summer 2012. The Transfer Center hosts visiting advisors from colleges and universities throughout the semester and promotes transfer assistance events such as the Annual Transfer Fair and the new Destination Days program (initiated in spring 2013). The Transfer Fair, offered each autumn, hosts more than 50 individual colleges, universities, or transfer programs. In 2012, at least 350 students attended the Transfer Fair. The first Destination Day was offered in conjunction with The Ohio State University in February 2013.

Columbus State and Ohio State have established a strong partnership to foster transfer and completion of bachelor’s degree programs. The Preferred Pathway® program clearly maps transfer routes to Ohio State using approved pre-major tracks which are completed at Columbus State. More than 53 pre-major tracks have been developed and approved, and this number is expected to increase as new articulation agreements are established. OSU-bound students, who meet GPA and ACT/SAT requirements, are invited to apply to the scholars’ cohort of Preferred Pathway. This subgroup is designed to initiate and foster a connection with both Columbus State and Ohio State. Some scholarship funding is available, too.

In addition to hosting visiting advisors from partner institutions, academic advisors at Columbus State stay current on transfer institution requirements by attending Advisor Visit Days at the Fisher College of Business at Ohio State and other professional programs at Ohio State and Capital universities.

[1D] In addition to other colleges and universities, Columbus State also sees local area high schools as key stakeholders. In 2012, Columbus State created an Office for Dual Enrollment (DE) and began aggressively pursuing dual enrollment opportunities around Central Ohio. These DE articulation agreements allow high school students to take Columbus State classes, either in their own high school (traditional DE) or at Columbus State through Post-Secondary Enrollment Options (PSEO). In order to create a dialog with the different high schools, the Dual Enrollment Office oversees a number of DE Leads, who are faculty members working closely with the different districts to determine the best delivery of Columbus State courses. By having DE Leads collaborating with the different districts, Columbus State is able to analyze the needs of its high school stakeholders.

In early spring 2013, Columbus State opened a new college regional learning center in the original Reynoldsburg High School. As a result of this partnership, Reynoldsburg High School students are invited to enroll in pre-college programs that include the COLS 1100 First-Year Experience course, as well as other core college classes.

Columbus State also has partnered with Southwestern City Schools to offer COMPASS placement testing and first-term advising on college general education requirements to juniors and seniors enrolled in tech prep programs. This partnership connects students to Columbus State Career and Technical Programs faculty for credit evaluation and

program planning. In spring 2013, some 400 students from Southwestern City Schools' academies took the COMPASS test at their high school locations and then visited Columbus State for additional advising and enrollment information.

The educational institutions who receive Columbus State students as transfers and the employers who hire students from the college are also essential stakeholders. Columbus State maintains a continuous conversation with these and other stakeholder groups to make sure their standards and the needs of the students are being met.

Columbus State has numerous stakeholders in the local community. The Center for Workforce Development (CWD) analyzes the changing needs of its key community stakeholder groups and selects courses of action regarding these needs. CWD has relied on a four-pronged approach that involves dialogues with employers, industry sectors, workforce agencies, and individual workers. The division conducts ongoing conversations with representatives from each of these categories, and decisions regarding program development are based primarily on assessment of need.

The CWD employs both an employer and an industry sector approach to identifying the needs of its stakeholders. For contract training and other services, CWD representatives meet with individual companies to determine, through interviews and the use of various standardized assessment tools, the specific needs to be addressed on a case-by-case basis. Once the objectives have been agreed upon, a customized program is developed and delivered to accomplish them.

The Transitional Workforce Department (TWD) is focused more on community engagement through partnering with nonprofit/governmental agencies engaged in workforce development and through working directly with various groups of individuals. The principal goal of TWD programs is to provide basic skills' courses and advising for (a) incumbent, displaced or future workers, and (b) populations with one or more barriers to success, including the refugee and immigrant communities. Many of these programs are grant-funded and are developed in response to requests from these nonprofit/governmental agencies. At times, TWD is contracted by these agencies to provide specific services or training. On its own, TWD has developed other programs to address the needs of specific groups of individuals, such as the Language Institute. (See 2P2 for more information.)

3P4 BUILDING STAKEHOLDER RELATIONSHIPS

How do you build and maintain relationships with your key stakeholders?

Columbus State builds relationships with key stakeholders through individual and departmental contacts and by taking leadership roles in forming consortiums. Columbus State believes that stakeholder relationships are enhanced when college faculty and staff are active participants in the professional organizations and industry groups related to the work they do for the college. Departmental budgets support program memberships in professional organizations and participation in professional activities. Some of the college's interactions with key stakeholders are detailed in 3P2 and 3P3.

The Admissions Office is a point of contact for many of the college's key stakeholders. Each admissions advisor serves as a primary liaison and coordinates communication and outreach efforts with a particular stakeholder group (e.g., high schools, businesses, community organizations and government agencies). Ongoing contact occurs with many stakeholder groups, especially high school counselors. Examples of ways the college maintains these relationships include year-long recruitment and outreach activities, High School Counselor Advisory Committee meetings, and the annual High School Counselor Workshop. School counselors contribute through membership in the Central Ohio Collegiate Alliance, a consortium of Central Ohio colleges and universities that provides education fairs for area businesses. Internally, advisors also serve college faculty and staff by communicating information and training on departmental processes and referrals and providing updates regarding changes.

Columbus State also has specific offices to work with different stakeholder groups, such as K-12 school districts. The K-12 Initiatives Department, a part of Learning Systems, has a mission to enhance the educational opportunities

for youth in the service area while fostering the development of lifelong learning. Temporary staff members support summer programming.

3P5 DETERMINING NEW TARGET GROUPS

How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

The composition of student and stakeholder groups changes over time with the surrounding community. The decision to take action and to invest in a specific target group proceeds through the following steps: awareness, initial research, feasibility research, recommendation and action. At an institutional level, Columbus State becomes aware of changes in the college's student and stakeholder markets through:

- Contract research to determine changes in potential markets based on where people live, their demographics, and the type of education they seek (credit, non-credit, associate degree, certificate, etc.)
- Input from employers, often communicated through advisory boards and other relationships with career and technical programs and professional associations
- Changes in federal, state and community priorities, often communicated through grant solicitations from state and local agencies
- Changes in the employer base, resulting in requests from chambers of commerce, a workforce development board, or an agency in Columbus or elsewhere in the service area
- Requests from a local community, industry, or employer, often made directly to the President.

Two process variables are time and decision authority. The amount of time required to move through the steps can be very brief or as long as two years, as evidenced by the feasibility study undertaken prior to deciding on a second campus. The Board of Trustees has delegated to the President the authority to commit the college to grants and strategic partnerships.

3P6 HANDLING COMPLAINTS

How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Student complaints are expressed verbally and in writing, often by e-mail. The college encourages student communication with the administration, faculty and staff, and is committed to resolving issues or problems at the point closest to the source of the complaint using existing policies, procedures and appeal processes. Students are first encouraged to seek resolution to minor issues through such channels as speaking with their instructors, lead instructors (or equivalent) and department chairs. College personnel are trained to refer a student to the office involved in the complaint or to the appropriate supervisor or administrator for that area. If the student is not able to resolve the complaint through these channels, the student may make a formal complaint following the college Written Student Complaint Policy in the *Student Handbook*. The complaint must be made in writing (including electronically) to the appropriate vice president or the President. Each office keeps written complaint records in a log and records actions taken to address the complaints. Once a formal student complaint is initiated, the Office of the President or a vice president will make a determination as to the exact nature of the complaint and forward the complaint to the appropriate college office/department or external agency for response or resolution.

As part of continuing process improvements, all formal complaints are reviewed annually by the college. In addition, departments and service areas frequently discuss student issues and concerns in departmental meetings and seek ways to improve, streamline and strengthen college programs, services and activities for students. These

improvements or changes are communicated through various means, including updates to the *Student Handbook*, and in other printed or online materials and communications.

3R1 STUDENT AND STAKEHOLDER SATISFACTION

How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

Columbus State assesses student and stakeholder satisfaction at both the institutional and department/office levels. At the level of the institution, general measures of area stakeholder satisfaction involve measurement of enrollment growth and the feedback received from consortium members, such as the college's K-12 College Prep Math programs, which collect their own data on student progress and satisfaction. Recently, Columbus State began taking a number of measures to assess the satisfaction of students. Three of the most recent and thorough examples of assessing student satisfaction have occurred via 1) Columbus State's Graduate Follow-Up Survey, 2) Administration of the Community College Survey of Student Engagement, and 3) Participation in Foundations of Excellence.

Columbus State conducts a Graduate Follow-Up Survey with all recent graduates to assess their satisfaction with their college experience, and results are posted on the college website. Columbus State also participated in a second administration of the Community College Survey of Student Engagement (CCSSE) in winter 2013. Having CCSSE data from both 2010 and 2013 will enhance benchmarking against other, similar institutions and allow the measurement of any changes in student satisfaction from three years ago. Acknowledging the benefits of moving toward data-driven decision making and the requirements of data access this shift requires, data from CCSSE 2013, as well as other data about student and stakeholder satisfaction, will soon be readily available to employees via a data warehouse. A third source of data regarding student satisfaction was collected while participating with the Foundations of Excellence explorations of both first-year and transfer-bound students. Snapshots of the results can be found in 3R2.

College academic and non-academic departments also conduct surveys of student stakeholders. Some of these surveys are directed at students and may include topics such as the effectiveness of tutoring methods, student impressions of online instruction, or the different types of technology that students use. Others are done at the request of campus support offices and are intended for college staff. These are used to discover areas of strength and opportunities for improvement within these offices.

To assess and improve employer satisfaction with the preparedness of Columbus State graduates, a process change has been proposed to Career and Technical Programs for review and approval. The recommended change is to make greater use of advisory committee members to contact and solicit feedback from community businesses.

3R2 STUDENT SATISFACTION RESULTS

What are your performance results for student satisfaction?

Besides using a Graduate Follow-Up Survey, Columbus State administered two surveys that included components explicitly measuring student satisfaction: 1) the Community College Survey of Student Engagement (CCSSE) in winters 2010 and 2013, and 2) Foundations of Excellence (FOE) throughout 2011. The following information provides highlights on student satisfaction from these two initiatives.

In the results from the 2010 and 2013 CCSSE surveys, the aspects of student engagement which ranked the highest were "Student Effort," "Student-Faculty Interaction" and "Academic Challenge." Both sets of results also show that students use college computer labs with great frequency, use e-mail often when communicating with their instructors, and work on papers or projects that require integrating ideas or information from various sources. Additionally, there is some agreement between the 2010 and 2013 surveys regarding the areas of lowest student engagement: "Frequency of Career Counseling," "Working with Classmates Outside of Class to Prepare for an

Assignment,” and “Participating in Community-based Projects.” Tutoring is one area that showed marked improvement in 2013 over 2010. This data proved quite gratifying since the college has been working diligently on upgrading and expanding its tutoring services after receiving a Title III grant.

Additional student surveys, used to identify areas of strength and opportunities for growth, include those evaluating food service, the library, Delaware Campus student experiences, the COLS Student Growth Survey 2012 – 2013 and the faculty. In each of these targeted surveys, the responses indicated that students were making good use of college facilities and services, but that there is always room for improvement. Students were asked for suggestions on specific ways to update college resources and daily operations, and those responses are being considered and, if possible and appropriate, implemented. The very act of completing the survey informed students about certain services that they may not have accessed often and seemed to increase student satisfaction with the college.

3R3 STUDENT RELATIONSHIP RESULTS

What are your performance results for building relationships with your students?

One of the most important measures of success in building relationships with students is the increasing number of prospects who enroll at Columbus State and eventually graduate. An example of an operational change which impacted enrollment was the plan to allow students to make partial tuition payments. The recommendations included developing an internal process through Datatel’s Colleague system in order to facilitate offering a payment plan option for students. Students have indicated their approval of this move by participating in recognizable numbers.

The implementation of several Hobsons’ Enrollment Management Technology (EMT) and Communication tools also is an example of a recent performance result in building a relationship with students. After researching the needs of prospective students and new applicants, a cross-functional team oversaw the implementation of the new tools. The “Ask a Cougar” smart FAQ system has provided automatic answers to nearly 53,000 questions since it was implemented in March 2008. Nearly 600 live chats with admissions advisors have been conducted since the “Instant Chat” tool was implemented at the end of September 2008. Students have an ability to send e-mails through these systems, each receiving a personal response. Alternately, using the Hobsons’ Communication components, a variety of e-mails have been sent to remind students of key deadlines and guide them through enrollment processes. These e-mails were analyzed to determine the number and percentage of students who opened them and to gather statistics on such things as what links they followed. This analysis allows staff to improve e-mail communication. Work is currently being done to implement the next phase of Hobsons’ EMT tools, an online information request page and personalized student webpages.

Also, Columbus State recently implemented the “Starfish” Early Alert System. Starfish allows instructors to contact students who are struggling academically, or not attending class, and also to acknowledge great work/effort in a class. Starfish began in 2012 as a pilot program with more than 4,500 students tracked and in excess of 1,200 flagged items addressed between spring and autumn. For Spring Semester 2013, Starfish was available to all faculty, and 11,951 students received comments with more than 1,300 items addressed.

Another way in which relationships are maintained is through ongoing contact via the focus groups and fishbone groups coordinated by the leadership teams and data teams working under Achieving the Dream (AtD). From December 2012 through March of 2013 a number of fishbone groups (faculty and staff) and focus groups (students) were conducted to collect information about student success and the overcoming of obstacles. As a result of these contacts, the AtD Data Team is in possession of data concerning students’ perceptions about academic success and has made the data available to faculty and staff via Blackboard.

3R4 STAKEHOLDER SATISFACTION RESULTS

What are your performance results for stakeholder satisfaction?

The college has come to rely on a number of different strategies to assess stakeholder satisfaction. Currently, the CWD's performance results for stakeholder satisfaction are regularly assessed through the achievement of identified objectives, continued funding, and surveys. For example, all grant-funded programs include specific objectives which are a measure of the program's success. On performance-based grants, meeting objectives directly impacts reimbursement rates. Sometimes the grants also include some form of assessment or report card, and, occasionally, independent audits.

The Testing and Talent Assessment Center (TTAC) serves numerous categories of stakeholders – from current students to community businesses, whose employees may need to obtain certification or to re-certify via a formally administered test; the TTAC is therefore a way Columbus State efficiently furnishes services to a number of different stakeholders. (Student satisfaction is addressed in 3R2.)

The TTAC surveyed 83 test-takers about customer service between November 14 and December 3, 2011, using a five-point Likert scale from “Strongly Agree” to “Strongly Disagree,” with 5.0 being the highest score. TTAC plans to survey test-takers twice a year. The results of the initial survey were as follows:

- I received helpful information and/or test scheduling by phone - 4.47
- I received helpful information and/or test scheduling in person - 4.43
- I received accurate directions to the Testing Center - 4.43
- The Testing Center hours are convenient for me - 4.73
- The Testing Center staff is courteous - 4.86
- The Testing Center staff is knowledgeable and helpful – 4.83
- I understood the procedures for taking the test - 4.82
- The testing environment is comfortable (space, lighting, temperature, etc.) - 4.82
- Process (scheduling, checking in/out, testing) was professional and efficient - 4.82
- Testing was completed with no interruptions or distractions - 4.84
- I am satisfied with the services I received – 4.86.

The college also considers continued funding to be a form of stakeholder satisfaction. Evidence of this is the continued funding of the Small Business Development Center (SBDC). The SBDC at Columbus State has grown considerably since it first arrived on campus seven years ago. In addition to the “core” SBDC, it has added a Manufacturing and Technology SBDC, an International Trade Center, and recently, a Latino SBDC. Along the way, it has won national recognition for being one of the best-operated SBDCs in the country. Yet, each year, it must renew or seek additional funding, which it always gets. The renewed funding for 2011/2012 is de facto evidence of stakeholder satisfaction.

The college also collects data from its articulation partners. In August 2010, under the Title III Grant for Strengthening Institutions, the college invited its four-year private partners to campus to assess their needs and satisfaction with articulation agreements with Columbus State. The day of professional development and information sharing concluded with a survey to gather information on what the colleges valued in articulation agreements and to uncover unmet needs.

Under the Title III Grant for Strengthening Institutions, the college began requesting data annually to evaluate transfer efforts. Using the Academic Year (AY) Transfer Data Request, the college has requested data for AY 2009/2010 and AY 2010/2011 from all four-year partners to develop a benchmark. In 2012, the college developed an online application to support the request for this information on an annual basis to evaluate transfer efforts and their impact moving forward.

Columbus State’s Dual Enrollment program continues to grow its numbers. Table 3R4 below gives an indication of the number of students who are earning college credit through this program.

Table 3R4.

Comparison of Autumn 2012 and Spring 2013 High School Enrollments				
Dual Enrollments Only and All High School Students				
	Autumn 2012*		Spring 2013**	
	DE Sections	All HS Students***	DE Sections	All HS Students***
Unique Students	294	489	183	330
Section Enrollments	346	750	159	521
Total Credits	1048	2349	580	1655
<p><i>*Note 1: Autumn 2012 data is based on finalized HEI data</i></p> <p><i>**Note 2: Spring 2012 data is based on census day data</i></p> <p><i>***Note 3: If a student is taking classes in both a Dual Enrollment section and a regularly offered section (such as through the PSEO program), that student will be counted in both categories.</i></p>				

3R5 STAKEHOLDER RELATIONSHIP RESULTS

What are your performance results for building relationships with your key stakeholders?

In the process of educating Central Ohio’s students, Columbus State identifies many stakeholders in education, from the numerous K-12 districts surrounding the city of Columbus to the other two- and four-year institutions with whom the college partners to create seamless, fluid and economical educational pathways. Dating back to May of 2011, the Regional Summit on College Access and Student Attainment (sometimes referred to as the Central Ohio Compact) has convened four times at Columbus State’s Convention Center, bringing together superintendents of school districts, high school principals, admissions staff, college/university presidents and others in academia who wish to promote the goals of educational access and student attainment. A goal derived from these summit meetings is 60 percent degree attainment by 2020. The groundswell of support and significant attendance at this summit validate how actively and successfully Columbus State is building relationships with stakeholders.

A key topic of discussion at the Regional Summits has been finding ways to close the gap of college readiness between high school and college, especially in the subject area of mathematics. To narrow that gap, Columbus State piloted a computer-based modularized program which allows a student to progress at his/her own pace through the college prep math sequence. There appears to be noteworthy success with this approach, and Columbus State and the participating high schools are analyzing the early data. The table below (Table 3R5) shows the growing engagement of high school partners with Columbus State’s College Prep Math course.

Table 3R5.**College Prep Math Participant High Schools and Student Numbers**

2011-2012	Student Number	2012-2013	Student Number	2013-2014	Student Number
Reynoldsburg HS (1 school)	55	Reynoldsburg (2 schools)	78	Reynoldsburg (2 schools)	Confirming*
		Smithville	10	Smithville	27
		Gahanna	22	Gahanna	Confirming*
		Delaware	12	Delaware	Confirming*
		Canal Winchester	37	Canal Winchester	89
		Southwestern (2 schools)	52	Southwestern (5 schools)	Confirming*
		Africentric	13	Africentric	Confirming*
				Waynedale	17
Total	55		224		500+

* Initial estimation by school (s) is greater than 2012-2013.

The Career Assistance for Undecided Students action project was coordinated closely with other student success projects. In November 2009, a cross-functional team of staff, faculty and administrators was established to provide support to undecided students who had not declared a program of study by the end of their first quarter. The project included the development and implementation of an intrusive counseling intervention.

Academic and demographic data were gathered for autumn 2009 – autumn 2010 (undeclared compared to declared) and autumn 2010 – 2011 (undeclared compared to declared) students to measure the effectiveness of the intrusive counseling intervention. The results indicate that declared students performed at a higher rate than undeclared students across all student success measures. For example, among the 2009 –2010 cohort, declared autumn 2009 students' course completion was 86 percent compared to 81 percent for undeclared autumn 2009 students. In terms of academic progress, the average grade point average (GPA) for declared autumn 2009 students was 2.58 compared to 2.39 for undeclared autumn 2009 students. The percentage of autumn 2009 students earning a GPA at or above 2.0 was 77 percent for declared autumn 2009 students versus 73 percent for undeclared autumn 2009 students. Finally, the autumn 2009 – autumn 2010 retention of declared autumn 2009 students was 71 percent compared to 14 percent for the undeclared students.

The results were similar with respect to the 2010 – 2011 (undeclared vs. declared) cohort: Declared autumn 2010 students' course completion was 78 percent compared to 57 percent for undeclared autumn 2010 students. In terms of academic progress, the average grade point average (GPA) for declared autumn 2010 students was 2.43 compared to 2.03 for undeclared autumn 2010 students. The percentage of declared autumn 2010 students earning a GPA at or above 2.0 was 71 percent while 57 percent of undeclared autumn 2010 students attained that GPA.

Overall, the “intrusive counseling” intervention pilot has shown increased learning results across all student success measures for students who have declared an academic major. For example, since the inception of the intervention, a total of 3,276 students were identified as undeclared. Among the 3,276 students, a total 1,716 (52 percent) students have declared a major.

The COLS 1100 course is another method the college has instituted to enhance student success and build relationships among students and between students and faculty/staff. More than 170 individuals from various college units (staff, faculty, and administration) have completed a three-hour training session to become eligible to teach the COLS 1100 course. Training is offered on a semester basis in order to maintain a pool of qualified instructors to teach the course. The departments of Developmental Education and Advising Services coordinate the ongoing training and support for these instructors, facilitate monthly instructor meetings, and monitor/update the COLS 1100 Blackboard communities to encourage dialogue and course improvement. In autumn 2012, a professional development seminar, focused on intervention strategies, counseling referrals and approaches to retention, was attended by more than forty COLS 1100 instructors.

For Spring Semester 2013, several sections of COLS 1100 and 1101 were offered in an online-only format. This pilot is being assessed and will be developed further to provide a convenient option for distance learning students, who need to complete a COLS course to satisfy college requirements.

After Autumn Semester 2012, 79 percent of students enrolled in COLS 1100 returned to Columbus State and registered for spring classes. And more than 71 percent of students enrolled in COLS 1101 also returned for spring. Both courses' first-to-second year retention rates show an increase over the total student population's autumn 2012-spring 2013 retention rate (69.44 percent).

3R6 PROCESS COMPARISON

How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

See 3R2 for relevant data regarding the use of CCSSE and FOE as benchmarking initiatives that have addressed the comparative activities associated with understanding student needs. Also, as the college continues its work in the Achieving the Dream nationwide initiative, greater measures of student success will be defined by the rates at which students:

- Successfully complete remedial or developmental instruction and advance to credit-bearing courses
- Enroll in, and successfully complete, the initial college-level or gateway courses in subjects such as math and English
- Complete the courses they take with a grade of "C" or better
- Persist from one term to the next
- Attain a certificate or degree.

3I1 RECENT IMPROVEMENTS

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students' and Other Stakeholders' Needs?

As indicated throughout this category, Columbus State has made improvements in both the processes of gathering stakeholder-need data as well as demonstrating improvement in specific measures of stakeholder satisfaction. Following the submission of the college's 2009 portfolio, cross-functional teams analyzed data gathered through FOE and CCSSE and made recommendations that led to the creation of the Transfer Center, the requirement that students take a first year experience seminar (COLS 1100), and the creation of a success course for developmental education students (COLS 1101). Furthermore, the analysis of CCSSE survey data also confirmed internal findings that students rated Career Advising Services as needing improvement.

The action project Helping Undecided Students Declare a Major began three years of work along with the development of the Career Assistance for Undecided Students project to close the gap in career advising. In short, Columbus State identified needs and responded quickly to address those needs. Beyond the 2010 FOE and the 2010 CCSSE surveys, Columbus State has continued student and stakeholder needs' assessment in a way that is systematic, comprehensive and repeatable. The first administration of CCSSE from 2010 will complement data gathered from CCSSE 2013, and the Great Colleges To Work for Survey (GCTWF) of 2012 will be compared against data gathered in 2013. The data collection phase for both surveys just concluded during spring 2013, so data are not yet available to provide evidence of any change over time. Columbus State also recognizes the need to assess faculty needs and student engagement; the college administered the Community College Faculty Survey of Student Engagement for the first time during spring 2013.

As Columbus State improves its process for collecting student and stakeholder satisfaction data and continues to work toward putting recommendations in to actionable projects, the college is optimistic that student success, retention and degree attainment will continue to improve.

3I2 CULTURE AND INFRASTRUCTURE SUPPORT

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?

The college has a longstanding commitment to improving how well services meet student needs. By adopting specific success goals from course completion through graduation, the Board of Trustees is establishing a culture with a comprehensive understanding of how engagement supports effective learning. To meet these goals, the Board funded specific college projects targeted to effect change in areas where data indicated a need for improvement. The projects are sponsored and chartered with specific performance metrics. Funds are available for training and staff development so that employees develop the understanding and skills needed to work with the changing student body. Funds also provide for hiring personnel to perform new roles that have been identified as necessary in serving today's students.

Columbus State has embraced a data-driven culture that helps inform which projects are institutional priorities and how those priorities become actionable projects. The need to have empirical support for major college decisions complements a newly adopted success agenda that targets improvements in student success, retention, and degree completion. Both the new data-driven culture and the adoption of a comprehensive success agenda have facilitated the development of infrastructures dedicated to improving Columbus State's understanding of student and stakeholder needs.

The Central Ohio Compact (Regional Summit on College Access and Student Attainment), one of the noted initiatives for understanding student and stakeholder needs, is pulling together individuals from all over the college and the region to impact higher education. As mentioned earlier, this relatively new partnership (first summit was in May 2011) to which Columbus State belongs allows for dialogue between Central Ohio educational partners in aligning curriculum with the needs of students as they progress from the K-12 to postsecondary education.

A recent improvement in Columbus State's infrastructure is the development of faculty committees attached to the Office of Academic Affairs (OAA). These committees provide governance for academic matters. Of the ten OAA committees, Student Support and Professional Development deal directly with issues related to student and faculty needs – a change that brings a formal process to address professional development needs as well as student support needs. In addition, the OAA Pathways committee oversees academic issues related to transfer, a process that serves students, the college, and the region well.

Category Four

VALUING PEOPLE

Explores your organization's commitment to the development of your faculty, staff, and administrators.

Introduction

Columbus State's processes for valuing people are steadily moving into the aligned region. While opportunities for improvement still clearly exist, many effective and efficient processes have been initiated and several improvements have been made to existing processes and structures aimed at the effective development of faculty, staff and administrators.

One of the major suggestions from feedback on the college's first Systems Portfolio was the clear need to gather and analyze more data and to integrate the results of the data analysis into the college's decision making processes. In order to move in this direction, the college now administers and analyzes several surveys: Great Colleges ToWork For (GCTWF), Community College Faculty Survey of Student Engagement (CCFSSE), and Community College Survey of Student Engagement (CCSSE). Results from the GCTWF survey led directly to the formation of a team to investigate improvements to the college's internal communication process.

The college has robust employee evaluation processes that are employee-driven and integrate the work of each individual into the larger mission, values, and vision of the college. The two-way PERFORMS employee evaluation process is not only used to evaluate employee performance, but also to provide an opportunity to gather feedback from them on how the college can improve its performance in valuing people. Staff members using PERFORMS, in consultation with their supervisors, set performance and development goals that are in line with college goals and are evaluated at the end of each year. There is a separate employee evaluation process for faculty, in which tenure-track faculty members write a self-appraisal at the end of each academic year that documents their work in the past year and their plans for the coming year. This appraisal is summarized by the department chair, discussed at a follow-up meeting between the faculty member and the department chair and forwarded to the dean.

PERFORMS results have been tied to raises for staff members, and the faculty appraisals establish the foundation of the tenure and promotion process. The appraisal is parsed into categories that are used to evaluate faculty for tenure and promotion. Each promotion in rank requires significant achievement in several categories, and the number of categories increases with the level of promotion. The tenure and promotion process, which involves faculty, chairs, deans, the Senior Vice President for Academic Affairs, the President, and the Board, is an integrated process that was recently improved by expanding the categories and is currently being re-evaluated by the OAA Promotion and Tenure Process faculty committee.

In addition to employee appraisal and evaluation processes, the college has several new and continuing structures in place that provide a voice for all employee groups. Faculty are now represented by the faculty union and several faculty committees that are charged with oversight of curriculum, assessment, tenure and promotion, etc. Staff are represented by the Staff Advisory Council. Both groups are represented in the college's policy and procedure development and review process of Shared Governance.

Finally, the college offers its employees a comprehensive benefits package that includes health insurance, dental and vision insurance, long-term disability insurance, life insurance, Columbus State fee waivers for employees and

dependents, tuition assistance for pursuing advanced degrees, free fitness center access, several wellness programs, on-campus professional development opportunities, and funding for off-campus professional development.

4P1 IDENTIFYING EMPLOYEE REQUIREMENTS

How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

Columbus State recognizes that the workplace constantly requires new skills; thus, it is engaged in a continuous process of identifying the specific credentials, skills, and values required for faculty, staff and administrators to be successful in the changing work environment. This process includes analysis of various labor and market trends, referencing standards such as the *Dictionary of Occupational Titles*, and ensuring that there is a common set of expectations across a position classification (regardless of the specific job being performed). Supervisors, in conjunction with Human Resources personnel, review position descriptions annually to ensure that the descriptions reflect the work that is being performed.

Faculty members are selected based on their level of education, teaching ability and expertise in an area of specialty. Adjunct hiring is done by academic chairpersons, lead instructors, and program coordinators who assess the qualifications of individual instructors. The college sets credential guidelines for faculty which meet or exceed those required by the Ohio Board of Regents and program-level accreditation bodies. These guidelines vary by discipline, level of courses taught, and even the target for a particular position. They are established by current full-time faculty and chairpersons in each academic department, in consultation with the deans and/or the Senior Vice President for Academic Affairs. Consistent with the college's mission, "To educate and inspire..." a high level of teaching ability and a true passion for teaching are fundamental requirements for faculty.

In 2010, the college completed a competency analysis for staff and administrator job classifications using Development Dimension International (DDI) Success Profiles and Targeted Selection tools. The college continues to use Targeted Selected tools to create interview guides based on the competencies identified for a position.

4P2 ENSURING CREDENTIALS, SKILLS, AND VALUES

How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

[3C] To ensure that new employees possess the credentials, skills and values the college requires as discussed in 4P1, the hiring department and/or appropriate administrators, in consultation with Human Resources, first verify that the position description is current and accurately reflects both the work to be done and the required credentials.

Hiring committees are used for full-time faculty and senior administrative positions. Full-time faculty hiring committees are structured according to the faculty union contract. These committees, by design, consist mainly of faculty from the hiring department since they have the expertise required to properly evaluate candidates in their discipline. Senior administrator hiring committees are comprised of faculty, staff and administrators with diverse knowledge and experience from across the college. Open forums may be part of the process for hiring senior academic leaders. Hiring committee members receive training in behavioral interviewing, which includes development of competency-based interview questions, interviewing techniques and candidate evaluation. In addition, Human Resources uses the DDI Targeted Selection tool to develop interview guides based on the competencies identified for the position.

Faculty hiring committees consider a candidate's love of teaching, classroom experience, contributions to a discipline and diversity. Many faculty search committees require a teaching demonstration during the interview process as well. Certain positions that involve teaching Ohio Board of Regents-approved Transfer Assurance Guidelines (TAG) and/or Career-Technical Assurance Guide (CTAG) courses may require additional academic and/

or professional credentials. All decisions to hire a faculty member are approved by the appropriate dean and/or the Senior Vice President for Academic Affairs.

Adjunct faculty members are interviewed by content experts who may be academic chairpersons, faculty lead instructors, faculty program coordinators and/or faculty volunteers from the academic department. Adjunct faculty members must meet the same standards as full-time faculty.

Reference and credential checks are conducted by the Human Resources Department. They employ a variety of methods including but not limited to: official transcripts, pre-employment checks (e.g., criminal background, motor vehicle records and drug screening) and reference checks.

Columbus State has sufficient faculty to carry out all necessary functions and to perform many value-added duties. There are faculty committees at the department, division, and college level that are charged with the oversight of curriculum, assessment, student success and many other functions. As mentioned above, full-time faculty hiring committees are comprised primarily of faculty with expertise in the discipline. The college has approximately 300 tenure-track, full-time faculty. In addition, the college recently created the position of Annually Contracted Faculty (ACF), which is a full-time, non-tenure-track position. These positions were created to meet both instructional and advising needs (especially during the Switch to Semesters). Several part-time adjunct faculty members moved into this role at the beginning of AY 2011/2012. There are currently approximately 50 ACF positions, and these will be renewed in the next budget year. The addition of these positions caused an overall increase in full-time faculty, even during the temporary hiring freeze in effect during 2012.

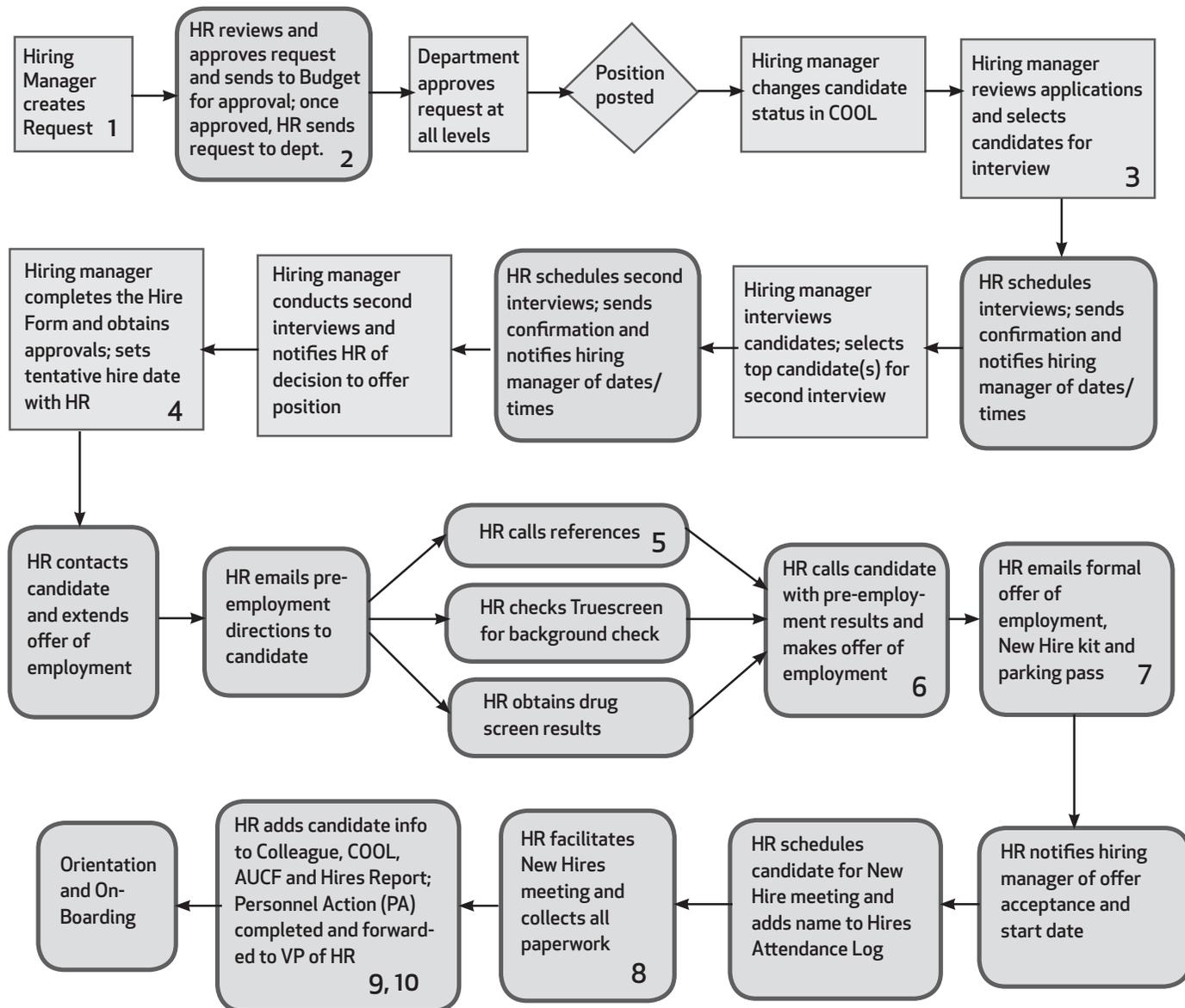
[3C] As explained above and in 4P1, all faculty are required to meet credential requirements that meet or exceed state and program accreditation guidelines. Compliance with these requirements is monitored at the departmental level and ultimately overseen by the Senior Vice President for Academic Affairs. The processes described above ensure that all staff and administrators possess the necessary skills and credentials to be successful in the assigned roles. Each student support department has its own set of hiring expectations (See 4P1) and initial and ongoing training procedures and documents to help ensure that all staff are able to excel in their roles. As an example, the Telephone Information Center (TIC) has both an intense training program and a 130+-page training manual that contains information about all aspects of the college.

4P3 RECRUITING, HIRING, AND RETAINING EMPLOYEES

How do you recruit, hire, and retain employees?

The college utilizes a variety of avenues for recruiting, many of which take advantage of Web technologies and online opportunities such as listservs, search engines, LinkedIn, and other social media outlets in addition to the college website, *csc.edu*. HR representatives also attend various career fairs to recruit for the college, and targeted print ads are used as needed. The college is an affirmative action/equal opportunity employer and actively recruits a diverse pool of qualified candidates. Columbus State requires that applications and resumes be submitted electronically through the Career Opportunities On-Line (COOL) system. If necessary, a candidate can complete the application electronically in the Human Resources Department. Current employees are encouraged to apply for open positions, and internal candidates are considered as part of the candidate pool. Search firms may be employed for senior administrative positions.

Figure 4P4. Existing Hiring Process Map (A New, Streamlined Process Is Coming in 2014)



Human Resources has created several Hiring Process Maps that detail the administrative process for hiring various positions. While faculty and senior administrators are hired by the processes explained in 4P2, hiring managers have the authority to interview and select a staff member without a committee and are responsible for evaluating each candidate’s qualifications. In those situations, an HR representative reviews and assists the process.

The college’s retention strategy includes competitive market-rate compensation, health care benefits, tuition waivers, and professional and personal development opportunities. In particular, the college encourages employees to pursue advanced degrees at other accredited institutions. With an approved plan, the employee can receive up to \$8,000 per year in tuition reimbursement for degrees at the bachelor’s and graduate degree levels and a one-time bonus for degree completion for staff employees.

As part of each year’s goal setting, employees write professional and personal development goals. This is accomplished through the appraisal process for faculty and through the PERFORMS process for staff. These goals help articulate the employee’s commitment to develop additional skills and experience to achieve performance goals

or to prepare for new responsibilities. These goals are set by the employee, with input from his or her supervisor, which allows for self-directed career development.

4P4 EMPLOYEE ORIENTATION

How do you orient all employees to your organization's history, mission, and values?

Columbus State believes an effective orientation and on-boarding process is crucial to the success of the college. This is particularly important as higher education in general faces the retirement of many seasoned employees. Columbus State provides a welcoming process that introduces employees to the history and culture of the organization. New staff and administrators receive an *Employee Handbook* and orientation. Both address the college's history, mission, and values directly and indirectly. A full-time program coordinator in the Human Capacity Development Office designs, implements, and continually evaluates the on-boarding program and recommends improvements.

All new faculty receive a *Faculty Handbook* and participate in institutional orientations. Part-time faculty participate in a three-hour, face-to-face orientation. Full-time faculty participate in an initial one-day orientation. These sessions provide an overview of: academic policies and practices, use of college support resources (e.g., Disability Services, the Student Conduct process), effective teaching strategies, FERPA, Academic Council and Policy Council processes and workplace conduct. These practices are placed in the context of achieving the college's student success efforts and the larger college mission and values. Full-time faculty may also participate in an extra day of "Extended Orientation," where they explore more deeply the issues related to their faculty responsibilities, instructional technologies and college-wide initiatives. Both full-time and part-time faculty can participate in an orientation to Blackboard, the college's course management system. All faculty, new and veteran, have the opportunity to participate in a newly created, year-long series of academic on-boarding and renewal workshops. These sessions invite faculty and staff to learn and discuss important issues relevant to teaching and learning.

Many academic departments have an orientation for their new full-time and part-time faculty, usually at the beginning of the academic year. All academic departments provide mentoring and training for new full-time and adjunct faculty throughout the rest of the year via discipline-specific meetings, workshops, or one-on-one help sessions lead by faculty who serve as Lead Instructors and Program Coordinators. Typically, Lead Instructors and Program Coordinators serve as mentors for adjuncts who teach in their course sequences. Many departments offer a department handbook and/or instruction guides that are updated each year for all new and current faculty.

4P5 CHANGES IN PERSONNEL

How do you plan for changes in personnel?

Cabinet meets on a regular basis to review all college personnel needs and approves any changes to personnel based on organizational needs. Columbus State has processes in place to address succession planning, talent development, phased retirement and strategic workforce planning.

There are numerous components to succession planning that Columbus State has addressed for current employees and for attracting new talent as needs arise and positions become vacant. To address internal development needs, Columbus State is in the process of creating a comprehensive approach to leadership development. Plans are underway to roll out a leadership development program with three tracks: Aspiring Leaders, Emerging Leaders and Accomplished Leaders. In addition to focusing on developing competencies, other topics, such as self-reflection, feedback and ethics, will be covered. The program will be using materials from *True North: Authentic Leadership and the Leadership Challenge*.

In addition, the college recently created Faculty Fellow positions, which allow faculty to be partially or fully re-assigned from teaching duties in order to focus their efforts in administrative roles. Currently, there are Faculty

Fellows serving as leaders of the college's accreditation team, assessment team, and the Achieving the Dream Leadership Team, in addition to many others. These positions give faculty a unique opportunity to both grow professionally outside of the classroom and effect real change at the college level. Faculty Fellow positions are an important piece of the succession planning process; they provide an opportunity for faculty to contribute their expertise and to "test the waters" on the administrative side.

Columbus State has adopted a phased retirement program which allows the college to harness institutional knowledge and expertise through a phased process. This program allows incumbents to train and mentor a successor while transferring knowledge and key information critical to the success of the college.

The Human Resources Department has a staff member who was recently certified as a Strategic Workforce Planner through the Human Capital Institute (HCI). Human Resources is adopting HCI's eight-step, strategic workforce planning process to address future staffing needs and is on target to train other HR representatives in this process.

4P6 ORGANIZATIONAL PRODUCTIVITY AND EMPLOYEE SATISFACTION

How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

One of the guiding principles of the college's PERFORMS (for staff) and appraisal (for faculty) processes is the alignment of college, division, department, and individual goals and focuses. Both of these employee review processes are designed to allow for self-directed goal setting, so it is the responsibility of each individual to make sure that his/her goals do indeed align. Allowing employees to set goals that mesh with those of the college creates an environment that fosters productivity and employee satisfaction.

Columbus State aligns people, technology, and processes with the overall strategic direction of the college. Various work groups are convened to review college processes, make recommendations and adjust policies and procedures to meet the changes that occur. For example, the college recognizes the need for flexibility and alternative work arrangements for its employees. Flexible work arrangements and telecommuting are options that promote employee productivity and work/life balance. The Board of Trustees recently approved a telecommuting policy, and it is currently being piloted in the Information Technology Division.

Employees have the opportunity to participate in forums to provide input and to review major college processes, such as the college's master planning and strategic planning processes. Those who cannot attend the forums have the opportunity to provide input electronically.

Columbus State conducts a variety of surveys to gather feedback from employees on satisfaction including The Great Colleges To Work For (GCTWF) survey through Modern Think and an internal communication survey. (See 4P12 for more information.)

4P7 ENSURING ETHICAL PRACTICES

How do you ensure the ethical practices of all of your employees?

[2A] Columbus State follows federal and state laws in addition to guidelines set by the Ohio Ethics Commission. These are reinforced by college policies and procedures, which address many ethical issues including fiscal oversight, non-discrimination and conflict of interest/nepotism. Employee orientation includes training in ethics and what it means to be a public employee. In-House Counsel and the college EEO Coordinator also conduct training at the department level on ethics, public records and EEO matters. Annually, all employees are required to read College Policy and Procedure (P&P) 3-20, Conflict of Interest and Nepotism, sign off on it, and disclose any potential conflict of interest that might exist. Per state ethics' guidelines, employees are not permitted to accrue frequent traveler "points" when traveling for college business; the college does not process reimbursements if they

are associated with a rewards account. Each year, independent auditors review the Transaction Class Document, which indicates the college's internal process for major transactions. This includes separation of duties and approvals as a part of the documents. The auditors issue an opinion on internal controls as determined by the Government Auditing Standards. Finally, the college has an internal audit function, which looks at processes, segregation of duties and procedures in areas of the college. These steps all help to ensure that there are adequate controls in place that would help to detect and deter unethical practices of college employees.

[2E] Columbus State's Institutional Review Board, as described in P&P 13-08, is charged with oversight of research, compliance with federal regulations, and the protection of the welfare of human subjects used in research. P&P 7-10 establishes guidelines for student conduct, which includes, but is not limited to, academic integrity. In particular, this policy establishes the procedures that are followed when a student is accused of academic misconduct. This information is disseminated to students through various means, including the *Student Handbook*. The *Student Handbook* carries a comprehensive section on Student Rights and Responsibilities and also reprints the college's Information Technology Policy, which contains the required procedures for ethical use of technology.

4P8 EMPLOYEE TRAINING

How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

For the design of training and development programs, Columbus State uses the ADDIE model (assess, design, develop, implement and evaluate). By identifying needs up front and then creating programs that specifically meet those needs, the college ensures that its training and development programs contribute to productivity and create employee satisfaction. The evaluation stage of the ADDIE model allows the college to verify that program objectives are met as well.

Columbus State determines that both the needs of the individual and those of the organization are being met by collecting feedback on the reaction, learning, behavior and results (Kirkpatrick's four levels of evaluation) generated by the training. A specific example of this process was the survey of chairs, program coordinators, and lead instructors conducted by the Faculty Development Program Coordinator in 2009. This data was used to develop online learning modules for adjunct faculty and led to the creation of the Faculty Development website. Then, the programs were evaluated using the Kirkpatrick model.

Training needs are also determined during the annual performance reviews and in response to department requests, needs assessments and employee feedback. The college has established a college-level Faculty Entry, Training, and Professional Development committee through the Office of Academic Affairs. This committee, comprised solely of faculty, is charged with the oversight and promotion of faculty-driven training and professional development.

The Human Capacity Development (HCD) section of the college's Human Resources Department also uses the consulting model shown in Table 4P8 to determine departmental training needs and to develop an intervention plan. In addition, HCD has created a series of employee development courses based on

the Clifton StrengthsFinder™ assessment, which measures the presence of thirty-four talent themes. The HCD series includes Discover Your True Calling, Career Pathing, and Career Decision-Making Using the MBTI. Following this strengths-based model, HCD offers classes and coaching to help employees at all levels reach their potential. HCD provides one-on-one sessions with employees to discuss their StrengthsFinder assessment and to develop strategies to use those strengths to complement those of colleagues, making the entire department or service area more effective. Columbus State believes that employees are in charge of their careers and that the role of the college is to provide learning opportunities and support. The college also recognizes that employees who are skilled and engaged in their work provide a welcoming atmosphere and excellent service to students.

Table 4P8. HCD Consulting Model

Steps we share with clients	Processes and tools used by HCD
Explore – Learn about the situation. What are the needs, goals, aspirations, and desired performances?	Ascertain need through: <ul style="list-style-type: none"> • Interviews • Surveys • Relevant Data • ES Perspective Draw from bank of questions to query clients and stakeholders. Identify impact on college.
	Diagnosis: Cause analyst (why performance gaps exist). Look for performance gaps, work-arounds. Identify key stakeholders who can most influence change. Look for alignment with strategic priorities to leverage change. Look for key motivators for change.
Recommend – Share our understanding of the situation. Offer a range of options for addressing needs. Identify desired outcomes for the interventions and identify how desired outcomes can be measured. Identify how key stakeholders are involved in assessment.	List of intervention strategies: training, coaching, peer support groups, development of job aids, process improvements, team dynamics, etc. Existing training resources. Network of internal expertise and experience.
Agreement – All parties sign off on deliverables	
Facilitate – Carry out intervention(s)	Develop and/or carry out appropriate interventions.
Assess – Was need or goal met? Has performance improved?	Implement multiple levels of assessment. Self-assess the intervention process.
Reinforce – Support sustaining the positive changes	Follow-up with reminders, coaching, feedback, and celebration.
Document – Support employees in documenting individual and group performance improvement.	Document for systems portfolio; report relevant data to central repository (Institutional Effectiveness?); compare to other interventions to identify organizational trends, needs and capacities.

4P9 EFFECTIVE TRAINING AND DEVELOPMENT

How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

The college offers a variety of development training opportunities (one-on-one coaching, courses, seminars, online training, workshops, brown-bag lunches, lectures) and development options (including attendance at conferences, fee waivers/continuing education benefits, Information Technology Institute offerings, Leadership Development programming, and workshops held at the Center for Teaching and Learning Innovation). Twice a year, the entire college is closed for faculty and staff In-Service Day, which includes a college-wide general session, department meetings, and various training sessions and workshops. Training is reinforced through coaching, discussion groups, and cohort teams. Employees are required to establish professional development goals as part of the annual review process.

HCD provides a variety of classroom and online training opportunities for employees to sharpen existing skills and acquire new ones. Offerings include the Project Management Series, Nuts and Bolts of Supervision, and Emotional Intelligence. HCD also offers self-directed learning options, an example of which is the Columbus State Learning Channel on YouTube. In addition, the IT Department offers a variety of courses to help faculty use online resources, such as Blackboard and Camtasia, in their courses.

The college is in the process of creating a management training program, which is scheduled to be introduced during spring 2014. Plans are also underway to roll out a three-track (Aspiring Leaders, Emerging Leaders, and Accomplished Leaders) leadership development program to replace the previous Leadership Institute as mentioned in 4P5.

HCD has a full-time Faculty Development Program Coordinator, who works under the direction of the Faculty Development Committee. The college offers a variety of learning programs for faculty. The Adjunct Professional Development program, offered each semester, consists of a series of online training modules for adjuncts. These modules were developed and are facilitated by full-time faculty. Module topics cover Effective Classroom Presentation, Effective Teaching with PowerPoint, Educational Psychology, Community in the Classroom, Effective Assessment Techniques and Rubrics.

The Adjunct Advanced Leadership Program is for experienced adjunct faculty. Up to 25 selected adjuncts meet three times during the term for workshops and facilitated discussion about classroom experiences and best practices in teaching and classroom management. Each participant selects a project area, and, with a mentor's assistance, tests a teaching innovation in class. Project areas have included instructional technology use, assessment, and collaborative learning. Roughly 50 adjuncts participate each year.

All faculty can take advantage of the Academic On-Boarding and Renewal Workshops. These sessions invite faculty and staff to explore and discuss important issues relevant to teaching and learning. Recent workshop topics have included Effective Teaching Conversations with Distinguished Teachers, First-Generation Students, Managing Disruptive Behavior, Cultural Competency and Assessing Learning Outcomes. These sessions allow for cross-departmental discussion, interaction and support. Additionally, all academic departments provide continuous training and development for faculty. As an example, the Math Department holds a "mini-conference" twice a year for adjunct faculty to discuss classroom innovations, new technologies and curricular issues.

4P10 PERSONNEL EVALUATION

How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

[3C] The faculty evaluation system is quite comprehensive. For full-time faculty, it includes upward evaluation (by students), self-evaluation (annual self-appraisal), peer evaluation (peer review teams and peer classroom evaluations), systemic evaluation (tenure and promotion), and downward evaluation (chair classroom observations and annual chair appraisal summaries). Adjunct faculty are evaluated through student evaluations and classroom observations performed by lead instructors and/or chairpersons.

Student evaluations of their instructors are intended primarily for individual faculty members to improve the quality of the teaching and learning process and are not directly used for reward or punishment. Classroom evaluations are performed more often for junior faculty and are used as a tool to provide feedback to encourage professional growth.

The faculty annual appraisal is based on work in ten categories that are both in direct alignment with college goals and valued in the tenure and promotion process at the college. The primary categories that are evaluated each year

on the appraisal and at every level of tenure and promotion review are those of Instructional Planning and Presentation and the Assessment for Student Learning. These categories are directly aligned with the college goal of Student Success. The other categories included in the process are Student Advising and Support, Scholarship, Professional Development, Service to the College, Service to the Division, Service to the Department, Service to the Profession, and Service to the Community. Tenure and promotion decisions are based on portfolios that contain evidence of strong performance in a subset of these categories (three for Assistant Professor, five for Associate Professor, and seven for Professor).

The department chair reviews the appraisals, adds summative comments and holds a follow-up meeting with each faculty member. The appropriate dean is then responsible for approving completed appraisals.

In 2008, Columbus State introduced a comprehensive approach to managing performance for full-time, non-bargaining unit staff and administrators, called PERFORMs (Program for Employee Recognition Founded on Opportunities, Results and Measures). This process encouraged the development of a partnership between employee and manager to determine a plan of work for the performance year, which mirrors the fiscal year. Core competencies for employees were identified to support organizational priorities, and a separate set for administrators was added in 2010. When new employees are hired, the manager and employee identify key responsibilities, or Key Performance Indicators (KPIs), for the position to differentiate individual responsibilities from those of others with the same classification. These stay the same from year to year, unless the position is significantly changed. Annually, the manager and employee identify operational and professional development goals in support of the priorities and initiatives of the department, division, and, ultimately, the college. Ongoing formal and informal coaching and feedback occurs throughout the year to support the employee in achieving these goals. At the mid-point of the performance year, managers and employees are encouraged to hold a formal meeting and document progress toward completion of goals and make adjustments as needed. At the end of the performance year, employees perform a self-review, which they share with the manager, who also completes a review. The manager and employee meet to discuss the review and sign the document before forwarding it to the manager's administrator for review and signature. During AY 2013/14, this process will be revisited and revised to meet the current needs of the organization, including integrating part-time employees into a similar approach to employee evaluation.

Additionally, in 2012, academic administrators, including chairpersons, deans, and associate vice presidents, were introduced to a new performance management tool developed at the request of the Senior Vice President for Academic Affairs. This tool provided these leaders with an opportunity to reflect/report on how their individual and departmental accomplishments mirrored the academic year plans established for each department (and approved by the Senior Vice President for Academic Affairs) and supported the academic priorities and initiatives of the college. The new tool aligns competencies with those identified for academic leaders by the American Association of Community Colleges (AACC).

4P11 EMPLOYEE REWARDS AND RECOGNITION

How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

To encourage a culture that practices and rewards continuous improvement, Columbus State has created an annual Quality Team Awards competition. Quality Team Awards annually recognize groups that have had the most continuous improvement impact on the college by incorporating the values and strategic goals set forth by the Board of Trustees. Applicants are judged by the degree to which their projects address an institutional strategic priority/ value or contribute to student retention. Nominees and awardees are honored at an annual employee awards ceremony.

The Distinguished Teaching Awards recognize faculty for exhibiting performance indicators for effective teaching which is a top priority for the college. Students nominate faculty whom they recognize as being outstanding in subject matter knowledge, rapport with students, course design, and using effective and varied instructional methods. Peers then evaluate the nominees. This process includes a review of student and chairperson evaluations according to the above criteria, along with evidence of effective instructional planning and student assessment. Finally, a selection committee looks for evidence of exceptional performance through classroom observations. Distinguished Teaching Award winners exhibit outstanding performance in all the institutional criteria for effective teaching.

The CSCC-CSEA Labor Management Committee introduced a process, outlined in the Collective Bargaining Agreement, for recognizing the work of faculty who have achieved the rank of Professor and who continue to advance the objectives of the college in an exemplary manner through service, scholarship, innovation, leadership, and other professorial achievements. The award, known as the Distinguished Full Professor Award, is intended to recognize those professors worthy of emulation and to reward professors exhibiting outstanding leadership. Awardees demonstrate institutionally valued qualities in service to department/division/college, service to profession and scholarship, innovative teaching methods, caring student advising, and community service in representation of Columbus State.

The tenure and promotion process at Columbus State provides faculty with the opportunity to demonstrate growth, academically in the classroom and professionally in service to various groups including the department, division, college, and community. The ten categories in this process (see 4P10) are designed to align directly with college goals. At each level of review, faculty themselves judge the portfolios, looking at the faculty-created objectives and those created by the chairperson for the coming academic year. Within the portfolio are the annual faculty appraisals which demonstrate whether the faculty member met the objectives. The tenure and promotion process demonstrates legitimacy to faculty contributions and ability; in other words, it purveys the faculty member's past, present and ongoing ability to create a productive learning atmosphere. Failure to meet the agreed upon objectives can result in dismissal, in the case of the beginning first tenure step, or not being promoted.

The President hosts monthly town hall-style meetings on the first Wednesday of each month. First Wednesday gatherings begin with the announcement of the Full-time and Part-time Staff Employee of the Month award(s), which recognize outstanding contributions toward college objectives by staff members.

Finally, the President presents service awards annually to recognize long-term commitment to the college. Full-time employees are recognized for service in five-year increments, while part-time employees are recognized for reaching various benchmarks measured by the number of academic terms of service.

4P12 EMPLOYEE MOTIVATION

How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

One of the main vehicles for determining issues and actions related to motivation are the evaluation instruments described in 4P10. The PERFORMS and the faculty appraisal processes offer staff and faculty members the opportunity to give feedback both through written responses and during face-to-face meetings with the supervisor. For example, the faculty appraisal document directly seeks input through questions such as, "What can the college/department do to help you accomplish your own professional goals in the coming academic year?"

Recognizing the value of gauging employee satisfaction and comparing the college to other institutions, Columbus State participated in the 2012 GCTWF survey sponsored by the *Chronicle of Higher Education* and ModernThink. The college used the data to establish a benchmark to better understand the needs of faculty, staff and administrators and make improvements. Columbus State will access survey data again this year, analyzing it as part of a

continuous improvement plan. The college also participated in the Community College Faculty Survey of Student Engagement (CCFSSE) for the first time in 2013.

The college recently completed a project to improve internal communications in 2012 based on feedback from the Leadership Institute fellows, Staff Advisory Council, and the GCTWF survey. A project team was formed from the Leadership Institute class to make recommendations for improvement. Their work included a survey, Appreciative Inquiry, and Compression Planning Session. The project team used the information gathered to make recommendations for improvement which were presented to Cabinet. A focus group is being convened to review the internal communication recommendations and develop a plan for implementation.

4P13 EMPLOYEE WELL-BEING

How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

Recognizing the value of assessing employee satisfaction and comparing the college to other institutions, Columbus State participates in the Great Colleges To Work For (GCTWF) survey. GCTWF provides baseline data for college employee satisfaction and allows for comparisons to peer institutions in the areas of leadership (e.g., governance), compensation (e.g., benefits and recognition), workplace (e.g., diversity) and careers (e.g., professional development).

Columbus State's comprehensive employee benefits package supports the college's objective of attracting and retaining employees and helps contribute to employees' health and well-being. Columbus State offers a comprehensive health benefits package with two options to meet the unique needs of its employees. Both medical plans include prescription drug coverage and the option to elect dental and/or vision coverage. Domestic partner health care benefits were established starting in June 2013. Both plans also include a health rewards-wellness initiative.

In addition, Columbus State full-time employees have access to the Employee Assistance Program (EAP). The college provides one- or two-times annual salary, employer-paid life insurance benefits and long-term disability insurance at no cost to employees as well as resources, programs and incentives for employee wellness activities. Benefit information is available to employees at a self-service website.

Columbus State carefully evaluates its health care plans yearly. Claims are reviewed and also compared with peer groups. Based on the analysis of college data and health care trends, recommendations are made and shared with the Health Care Committee. The Health Care Committee encompasses a cross section of college employees, including full-time, benefit-eligible representation from the three bargaining groups, staff and administrators. Feedback and recommendations are also solicited from the Columbus State Staff Advisory Council. A comprehensive plan is then developed, recommendations are presented, and, once approved, these are presented to the bargaining groups for approval.

Columbus State has a full-time Wellness Coordinator to oversee wellness initiatives. Employees have access to a college fitness center and open gym at no charge and can also receive a massage from advanced Massage Therapy students for just \$10. Fitness classes are offered in aerobics, kickboxing, athletic conditioning, hula hoop workout, Pilates, yoga, and Zumba. The college hosts a Weight Watchers at Work program, seminars on topics such as stress management, financial planning, budgeting, retirement, physical activity, nutrition, and mental/behavioral health and wellness challenges.

The Human Resources Department hosts a Wellness Fair during the Spring In-Service Day, which always attracts participants. Approximately 35 vendors and 250 employees attended the most recent In-Service Day Wellness Fair. In addition to sharing information, the fair includes demonstrations of line dancing, Zumba, guided meditation, tai

chi, yoga, and other health-promoting activities. The college provided 275 flu shots during the Fall 2012 In-Service Day. In a related effort, each year, the Staff Advisory Council hosts a 5K run, called the Cougar Challenge, to raise money for book scholarships.

Columbus State has a Health and Safety Program Coordinator to oversee employee safety needs, and safety training is covered during orientation for all new employees. The college also offers classroom and online safety training on a regular basis which is, in turn, evaluated by those participating. For the last two years, active shooter training was presented during In-Service Day for all employees.

4R1 MEASURES OF VALUING PEOPLE

What measures of valuing people do you collect and analyze regularly?

The college collects both qualitative and quantitative data regarding valuing people through several means discussed in this category:

- PERFORMS
- Faculty Appraisals
- Great Colleges To Work For Survey (GCTWF)
- Community College Faculty Survey of Student Engagement (CCFSSE)
- Health Care Committee
- Open Forums/Town Hall Meetings
- Various surveys as necessary (such as the communication survey)
- Usage data for fringe benefit programs
- First Wednesdays (See 4I1)

4R2 PERFORMANCE RESULTS

What are your performance results in valuing people?

The college collects usage data for many of its fringe benefit programs. Last year, Human Resources processed 822 employee and dependent fee waivers, which provide free tuition for college courses. In addition, 139 employees took advantage of the college's tuition reimbursement program, which covers tuition at other institutions, and several employees have earned advanced degrees through this program. Full-time employees also have access to an Employee Assistance Program (EAP) at no charge. The college reviews the utilization data each term, and on average 40 to 60 employees take advantage of this program. The utilization report also gives information on wellness programming that benefits employees.

The college had a 90 percent completion rate for the first year of the new Health Rewards program. These employees maintained their 80%-20% contribution rate for health care premiums. Some encouraging success stories were reported to Human Resources as a result of this program's implementation. One woman, who had never had a mammogram, scheduled one in order to earn a health reward point. The mammogram alerted physicians to a cancerous lump, and the employee was treated successfully. Another employee completed the Diabetes Prevention Program and lost approximately 45 pounds. Three other employees shared that they had not been to the dentist in 15 - 20 years, but made a point to visit a dentist in order to get points for the program. Overall, the college saw an increase in preventive services over the past year, as well as a decrease in non-catastrophic claims. It is too early to state that it had an impact on claims; however, claims are running under budget.

Managers review performance with employees on a mid-year and annual basis. Employees are encouraged to establish operational, service and professional development (i.e., conference, seminars, workshops or educational) goals and are rewarded based on individual achievement through bonus and/or one-time compensation increase. In 2011, more than 97 percent of employees received a one-time compensation increase for meeting Performance Goals and 33 percent of employees received an additional bonus increase for exceeding expectations.

The college demonstrates valuing its employees by encouraging individuals to be healthy and to participate in their own wellness. The college supports this initiative by providing employees with opportunities to attend workshops, seminars and various aerobic and physical fitness activities and to access the fitness center on campus. Additionally, employees are recognized through various reward systems (e.g., bonuses and wellness gift certificates). The college also recognizes employees for years of service, as the Staff Employee of the Month or Year, and celebrates faculty excellence with Distinguished Teaching Awards.

Results from several sources, including the GCTWF survey, indicated a key opportunity for improvement in the area of college internal communication. A team was formed, as described in 4P12, and several improvements were made, including the implementation of First Wednesdays, a gathering that begins with the announcement of the Full-time and Part-time Staff Employee of the Month award(s) and continues with college-wide announcements, presentations and briefings, opportunities for questions, and a chance to visit and socialize with colleagues. The event is also streamed live and archived for those who cannot attend. This is a two-way meeting where information from the college is shared and feedback is encouraged. In addition, the President continues to meet with cross-divisional groups of faculty on a biannual basis to share college-wide updates and to gather information on faculty concerns.

4R3 EMPLOYEE PRODUCTIVITY AND EFFECTIVENESS

What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

All non-faculty employees at the college identify goals they will work on during the year through a program called PERFORMS. In the Operational Goals planning section of PERFORMS, the employee establishes job, strategic, and project goals for the year. These goals are reviewed with his or her supervisor and agreed upon. Strategic and project goals are to be linked to college-level strategic goals, and all college projects, many of which have cross-functional teams, are managed through a charter that links the work to a college goal. A project management process is followed for all college-level projects so that the work is tracked until culmination of the project. Therefore, an individual's contribution can be documented by the PERFORMS process at the end of the year, and a team's progress is documented by project management reports.

Faculty members also establish goals for their work within the yearly appraisal process with the results of that work documented in the appraisal the following year. Faculty are integral members on many of the college strategic and governance committees as well as project teams. Faculty accomplishments are also chronicled in the service sections of the individual faculty member's tenure and promotion portfolios. Individual divisions have developed coordinated efforts to align their work around the goals of the college and have lauded the accomplishments of division teams regarding these efforts.

The success of the college's Switch to Semesters (S2S) initiative is an excellent example of the effectiveness and productivity of the college as whole. Switching academic calendars in a relatively short time was a truly massive undertaking that involved the entire college working together for several years. From faculty curriculum development to financial aid to IT to communications, everyone on campus contributed to make the transition as

smooth as possible. In particular, faculty developed and/or converted 1506 college courses and submitted more than 100 new courses to the state for Transfer Assurance Guide (TAG) approval. College processes adapted to the change with minimal difficulties, and as a whole, the transition was a memorable success.

4R4 PERFORMANCE COMPARISONS

How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The college engages in benchmarking activities for compensation and benefits for all employees. The college conducts market studies, surveys other community colleges and universities and examines and compares benefits, salaries, policies and procedures, and positions. State Employee Relations Board reports are studied to determine average wage increases and market trends. Columbus State also participates in professional associations, which keep the college abreast of current practices in Human Resources within public and private employers in Ohio. These include the Ohio Association of Community Colleges, Society for Human Resources Management, Central Ohio Labor and Employment Association, and the Human Resources Association of Central Ohio.

When developing its performance management process, Columbus State investigated performance management practices at other organizations, inside and outside of higher education. Some of these included other community colleges in Ohio (through the Ohio Association of Community Colleges) and four-year institutions in Ohio, other states, and Canada. Best practices for performance management as identified by the Conference Board, Society for Human Resources Management, the International Society for Performance Improvement and the American Society of Training and Development were used as benchmarks for the development of the initiative.

Columbus State, through members of its Staff Advisory Council, is a member of the Ohio Staff Council for Higher Education (OSCHE). This organization is composed of employee organizations from many colleges and universities in Ohio. Representatives gather at biennial OSCHÉ meetings to share successes and concerns and solicit input from peer institutions. The areas for which staff have been able to compare notes and make improvements upon include part-time employee recognition, social media policy, Employee Health and Benefits Fair, Employee Consumer Discount Association, and an Employee Textbook Scholarship.

Human Resources carefully evaluates the college's benefit plans every year. The college compares its benefits against peer group colleges and against the United Health Care Book of Business. The comparison is used to identify areas for improvement and areas of strengths. This information lets the college know if its benefits are competitive. Benefits are planned for three-year cycles but are evaluated annually. The Health Care Committee, comprised of a cross section of employees from all areas of the college, reviews benefit recommendations. This committee includes full-time, benefit-eligible representation from the three bargaining groups (Columbus State Education Association, Teamsters and Federation of Police), faculty, staff and administrators.

4I1 RECENT IMPROVEMENTS

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

The President has established multiple mechanisms for communicating with college employees, including social media accounts, the *Update* electronic newsletter, e-mails and monthly town hall meetings called First Wednesdays.

The college recognizes the need for flexibility and alternative work arrangements for its employees. Flexible work arrangements and telecommuting are options that promote employee productivity and work/life balance. The Board

of Trustees recently approved a telecommuting policy, and it is currently being piloted in the Information Technology Department.

The Board recently approved domestic partner benefits.

During contract negotiations, the college and Columbus State Education Association (CSEA) worked together to design a more transparent and effective process for hiring tenure-track faculty members, which included more department-level faculty on hiring committees. Both faculty and administration agreed that the new system was a significant improvement. Also, the college and CSEA agreed to create a new, non-tenure-track, full-time faculty classification known as Annually Contracted Faculty (ACF). ACF are full-time employees and members of the faculty bargaining unit. Many outstanding adjunct faculty at Columbus State were able to move into these teaching-focused positions, resulting in a pay increase, access to benefits, and pay for departmental time. The ACF were also critical for the success of Switch to Semesters (S2S), and the Board of Trustees recently approved the continuation of the ACF position for the next fiscal year.

Faculty Fellow positions were created in order to help succession planning, reward college-level initiative, increase faculty involvement, and offer further opportunity for advancement within the college. Faculty Fellows are tenure-track faculty who are partially or fully reassigned from their teaching responsibilities in order to lead college-level initiatives such as accreditation, Achieving the Dream and assessment. These opportunities allow the college to provide short-term administrative leadership positions to faculty. Faculty Fellow positions also provide the college a time and cost benefit for short-term administrative positions.

Human Resources (HR) and Human Capacity Development (HCD) have created several new process and development plans, such as the HCD consulting model and hiring maps. These are further explained in 4P3 and 4P8. HR is in the process of creating a three-track leadership development program to replace and build on the Leadership Institute. Developing talent from within is a top priority at Columbus State.

The college's Shared Governance process was recently restructured into two branches: the Academic Council and the Policy Council. The Academic Council is comprised of 10 faculty committees that develop policy and procedures for: curriculum, assessment, tenure and promotion, faculty professional development, academic rules and regulations, instructional support and student success, honors curriculum, and service-learning. College policy and procedures are now addressed by the Policy Council, which is composed of faculty, staff and administrators.

4I2 CULTURE AND INFRASTRUCTURE SUPPORT

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

Columbus State has established a culture and infrastructure that help the college to select specific processes to improve its performance related to valuing people.

- Human Capacity Development (HCD) is an office focused entirely on valuing people through professional development.
- The college Labor Management Committee (LMC) is a joint committee, comprised of administrators and faculty union leadership, charged with solving problems that arise in both areas. In many cases, issues are resolved, resulting in fewer grievances.
- College staff are represented by the Staff Advisory Council (SAC), which serves as the formal voice of the staff. SAC gives staff a vehicle to address concerns directly with administration.

- Faculty and staff concerns are validated through their participation in the Policy Council, which addresses college policy and procedures.
- Faculty expertise is valued through their participation and leadership on the OAA committees.
- Faculty Fellow positions provide a formal structure to allow faculty to step into leadership roles on a temporary basis, contributing to succession planning and developing talent from within.

Category Five

LEADING AND COMMUNICATING

Addresses how your leadership and communication processes, structures, and networks guide your organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

Introduction

Columbus State's mission, values, and vision were updated within Phase I of the college strategic planning process. Leaders make decisions informed by these delineated guidelines which are to be reviewed regularly. To that end, Phase II of the strategic planning process is underway and will involve identifying specific, measurable goals based on the mission, values, and vision defined in Phase I.

Decision-making processes are focused at appropriate and varied levels. The college serves many audiences including current students, potential students, graduates, community members, local businesses and employers, and college faculty, staff, administrators and retirees. Extensive sets of data are analyzed and reported to guide the decisions the college makes regarding academic programs, support services, college policies and partnerships.

The college uses a principle-based approach to leadership decisions combined with a project management approach to accomplishing the work. The college's organization allows for flexibility and the means to capitalize upon talent by gathering input, studying options and recommending action. Driven by a charter, committees and task forces/teams identify a comprehensive scope of work and objectives within a specific time frame to accomplish various leadership initiatives.

Through a myriad of methods, information is circulated to college employees between and among the levels and units of the institution. These methods include *Update*, a twice-weekly online newsletter which presents college news, events, awards, and other employee information; monthly forums such as First Wednesdays; biannual, college-wide In-Service Days; and the college website. The President and Cabinet also meet at least once a year with academic departments to pick their brains and identify possible problems or issues to address. This gathering fosters two-way communication and leadership teamwork.

Finally, the college employs various national benchmarking tools to routinely collect and analyze data related to Leading and Communicating. These tools provide useful information that helps guide the college as it attempts to implement improvements. With the addition of the national benchmarking tools, Columbus State has moved from a maturity level of systematic to aligned.

5P1 MISSION AND VALUES

How are your organization's mission and values defined and reviewed? When and by whom?

[1A] The drafting of Columbus State's mission, values, and vision was Phase I of the college's strategic planning process. This process was initiated in autumn 2011 with departmental brainstorming sessions designed to identify key characteristics of the current academic culture of the college for recommendation to the President and the Board of Trustees. The Board of Trustees provided input during their retreat in October 2011. Additionally, a consulting firm was contracted to conduct extensive research and assist in coordinating the process.

After initial data was gathered, a Steering Committee was formed, made up of a cross-section of faculty, staff and administrators. This committee was responsible for reviewing all of the research results, as well as input from across the college. The words *student success, inclusion, quality, innovation, learning, partnership, stewardship* and *leadership* became the guiding principles that formed the college's new values statement. The mission, values and vision statements underwent several drafts, which were extensively reviewed by groups and individuals across the college. The final statements were approved by the President, and then by the Board of Trustees at their January 2013 meeting.

Phase II of the strategic planning process is currently underway and will involve identifying specific, measurable goals based on the mission, values, and vision as defined in Phase I.

5P2 SETTING DIRECTIONS FOR HIGH PERFORMANCE

How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

[1A, 2C, 5C] After an extensive internal and external stakeholder engagement process, the mission, values, and vision statements were authorized by the Board of Trustees in January 2013. The direction of the college is aligned with the mission and is supported by increasingly available data, which are used to support informed decision making by the Cabinet and President. The college's Board of Trustees is able to preserve and enhance the college's priorities by deliberate and transparent discussions of the data and associated decisions.

Examples of work that demonstrate engagement in systematic and integrated planning include setting the college's strategic goals (Student Success and Attainment, Workforce Development and Civic Engagement), crafting a Master Plan, Switching to Semesters, seeking reaffirmation of accreditation, aligning the resource allocation process with the strategic goals, and bringing together the community's social service agencies to partner in new ways to more conveniently meet the holistic needs of students.

Under the leadership of the college's Director of Budget and Financial Planning, the college began an integrated resource planning process by seeking strategic proposals and then determining resources necessary to support them. To further align the process, the Director of Budget and Financial Planning attempts to work closely with administrators across the college to understand priorities and to assist them in developing thoughtful and complete proposals. The objective of the integrated planning process is to have the annual operating budget reflect the institution's priorities. Recognizing the limited resources available from the state and the desire to keep college attendance affordable for students, several processes are being engaged to maximize use of existing resources.

Examples of major initiatives that were embarked upon in support of the college's mission, values and vision include Foundations of Excellence, CCSSE, Achieving the Dream and others as described in detail throughout this portfolio. These initiatives have revealed key characteristics of the college's student enrollment profile and have allowed the college to tailor academic programs and support services to specific student needs.

To provide oversight for enrollment-related activities, the college recently reorganized the Office of Student Affairs (OSA). This office is charged with developing, facilitating and providing ongoing assessment of enrollment management-related activities and marketing strategies to enhance the college's institutional image. In addition, the OSA is committed to delivering superior customer service to prospective and current students, campus constituents and the greater Columbus community.

5P3 ACCOUNTING FOR STUDENT AND STAKEHOLDER NEEDS

How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

[1B] The college serves many audiences, and Columbus State considers its key stakeholders to be current students, potential students, graduates, area high schools and their staffs, community members, local businesses and employers, and college faculty, staff, administrators and retirees.

Data are analyzed and reported to influence the decisions the college makes regarding academic programs and support services, college policies, and partnerships. In addition to more formal research, Columbus State interacts with key stakeholders on a personal level by holding forums on joint interests, inviting them to focus groups, working with stakeholders to initiate mutually beneficial programs, and communicating with them directly through e-mail, direct mail, social media, phone and the college website. To assess the needs of each group, the college engages in ongoing research and outreach, which has included:

- Current Students: CSSEE survey (2010 and 2013), Foundations of Excellence surveys (2010, 2011), Achieving the Dream focus groups (2012), and ongoing focus groups (each semester)
- Potential Students: Focus groups at area high schools (2012, 2013)
- Graduates/Community: Discover Columbus State sessions with community leaders and the President (2012), Access Summit research (2011)
- Businesses/Employers: Research based on Aspen Institute Models for Sector Strategies (2011)
- Employees: Foundations of Excellence survey, Great Colleges To Work For survey (2012, 2013), Achieving the Dream fishbone sessions (2012)

The college's mission is articulated to all stakeholders on the website and in various public documents.

5P4 SEEKING FUTURE OPPORTUNITIES

How do your leaders guide your organization in seeking future opportunities while enhancing a strong focus on students and learning?

Columbus State has made important strides toward building a culture of student learning and student success. The college's strategic priorities, which focus on success and completion for students from all backgrounds, will be achieved internally through an ongoing methodical process of innovation, data analysis and continuous improvement. Externally, deep partnerships with K–12 districts, other colleges and universities, area employers, and community agencies, fueled by the work of college leaders, will move Columbus State students forward as strong learners. The following initiatives help to guide the organization in seeking future opportunities while enhancing a strong focus on students and learning:

- Preferred Pathway®: This program, implemented in autumn 2011, provides students guaranteed admission to The Ohio State University once they have completed a pre-major track at Columbus State. Advising is provided to students for Ohio State and Columbus State, along with other services, such as BLUEprint workshops, which inform students about the transition process. This initiative is also targeted at recent high school graduates through the Preferred Pathway Scholars program, which includes a small scholarship, access to certain resources and activities at Ohio State, dual orientation, and dedicated advising.
- Dual Enrollment: This program allows current high school students to take college courses through Columbus State at their home schools in a traditional high school schedule. The courses are taught by qualified high school instructors with Columbus State faculty support. The program also provides a reduced rate of tuition and access to 29 different courses in several disciplines.

- **Master Planning:** The master planning process is intended to develop a framework within which facility infrastructure and partnership decisions which advance student success and workforce development goals can be made. A key objective of this process was stakeholder engagement. Sponsored by the President, this plan calls for updating demographics, analyzing the relationships among all locations of the college, and providing a plan for land and facility acquisition to meet the needs of future students.
- **Achieving the Dream:** This action project is integrated with accreditation, strategic planning, and annual planning and resource allocation. The goal of the project is to develop evidence-based programs and interventions aimed directly at assisting students in the beginning of their college experience and continuing that support. Ultimately, data about student success will be shared with each department for discussion and planning purposes.

5P5 MAKING DECISIONS

How do you make decisions in your organization? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

[5B] The college's Board of Trustees adopts college policy, and the President adopts college procedures that allow for the policy to be implemented consistently across the institution. The President is also responsible for making operational decisions, factoring in the input and guidance from Cabinet. However, these decisions are also informed by Columbus State's Shared Governance process which yields recommendations from several groups across the organization.

Shared Governance utilizes the collective intelligence of the college community in planning and decision-making and involves joint effort in the development of college policy. This process fosters a shared confidence that is extended to all other areas of responsibility within the institution, e.g., departments, programs and units.

Columbus State's governance model is comprised of the Policy Council and the Faculty Council. The Policy council has four (4) standing committees that address the following areas: 1) Fiscal resources and facilities; 2) Student support; 3) Human capacity and development; and 4) Technology. Sixty members serve on Policy Council—25 staff, 25 faculty, and 10 administrators—and they serve three-year, staggered terms. They are elected by their respective constituents each spring for the next academic year. Policy Council and all its committees also have non-voting, ex-officio member representatives (typically a division vice president or dean/director.).

Policy Council committees address selected policy and procedure matters and make recommendations for adoption by the full Policy Council. Those recommendations are then forwarded for review and comment by the three labor unions, the staff advisory council, in-house legal counsel, the senior leadership team and the President. The Board of Trustees authorizes new policies and revisions to existing policies, and the President has final approval of college procedures.

Faculty Council has ten (10) standing committees which address: 1) Academic Pathways; 2) Academic Rules and Policies; 3) Assessment; 4) Curriculum; 5) Faculty Entry, Training and Professional Development; 6) Honors Curriculum; 7) Instructional Success; 8) Service Learning; 9) Student Support; and 10) The Tenure and Promotion Process. More than 100 faculty members serve on OAA committees.

Faculty Council has purview over policies and procedures that pertain to curriculum and assessment. Those matters are managed by the Chief Academic Officer in partnership with various faculty committees that have responsibility for curriculum and assessment. Where policy and procedural changes are necessary in these specific instances, the faculty committees will make recommended changes to the Chief Academic Officer, who will, in turn, present recommendations to the President. In instances where the subject matter pertains to an issue of interest to a Policy Council committee, the recommendation is forwarded to the appropriate committee for a comment opportunity. If policies require change, the President recommends the changes for review and approval by the Board of Trustees.

Policies and procedures governing working conditions and other personnel-related matters are exempt from Shared Governance because the college has various labor management agreements that impact these matters. Changes to these policies and procedures are managed by the Vice President for Human Resources and recommended to the President. In instances where policies require change, the President recommends the changes for review and approval by the Board of Trustees, who then can act on the proposed changes.

Another example of using teams to solve problems, make decisions and carry them out is the Dual Enrollment (DE) program. A cross-functional team was assembled to address issues that arose as the fledgling program took flight. When issues became apparent during the processing cycle, the group met to problem-solve and evaluate the implications of proposed solutions. Not only the college and the program, but also every current and potential Dual Enrollment participant benefited from the team's deliberations.

5P6 USING INFORMATION AND PERFORMANCE RESULTS

How do you use data, information, and your own performance results in your decision-making process?

[5C] Columbus State uses information and performance results derived from the various standing committees and task forces addressing key college processes. Two examples are the master planning process and the Achieving the Dream project.

The master planning project illustrates how Columbus State uses information to inform its decision-making process. The project's goal was to develop a comprehensive Master Plan to serve as a flexible framework within which decisions can be made as to how to best meet the higher education needs of Central Ohioans. A Master Plan provides a context for articulating strategic priorities and making informed decisions on allocating resources most effectively to meet students' access and success needs.

The master planning project occurred in four (4) phases, with earlier phases acting as a basis for information to move forward with the project. Columbus State has completed all four phases as action projects, culminating with the Board of Trustees' approval of the plan at its July 2013 meeting.

Another action project that demonstrates Columbus State's use of information to inform decision making is the Achieving the Dream project. Achieving the Dream is a national effort dedicated to helping community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. At present, the project is finishing its first planning year, with a goal of creating an implementation proposal. The creation of this proposal will act as a basis for how the project is carried forward in the future.

5P7 COMMUNICATION STRATEGY

How does communication occur between and among the levels and units of your organization?

The leaders at Columbus State realize that effective communication is crucial if the college's goals are to be reached. To that end, Columbus State has developed a multi-pronged model for communication that has evolved in recent years.

Within the first six months of his arrival, the President visited every department to make introductions and receive feedback on what employees like about the college and what things they would change or improve. These initial meetings have morphed into periodic gatherings between the President and several groups of departments.

During his introductory months, the President also met with a group of approximately forty employees from a number of established work teams across the college. This meeting was called the Planning Forum, and its goal was to share what was going on around the college and to solicit input on initiatives. Again, the initial outreach

has evolved into even broader communication at the college: The President holds monthly gatherings, open to all employees, on the first Wednesday of each month. At this casual convocation, which is streamed live for those who can't attend, the President shares the latest news and developments, recognizes the Staff Employee of the Month, and answers any questions put forth. First Wednesdays, as these sessions are called, were also a response to both internal and national surveys about communication at the college.

Biannual In-Service Days provide another opportunity for significant sharing of goals and college-wide communication. Morning hours are devoted to a general meeting of all employees which features a state- of-the-college review and explanation of future plans. Afternoon breakout sessions give entire divisions and later, individual departments, a chance to communicate their own information.

The OAA committees also act as a means of communication through various levels of the college, as concerns that are raised with administrators or faculty members are then assigned to one of the ten OAA committees for study and discussion. Once the committee has information to present, it is provided to the OAA Academic Council and then appropriately disseminated.

5P8 LEADERSHIP COMMUNICATION

How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

[1B] As indicated in 5P3 and 5P7, the college's mission, values, and vision are communicated through various processes, including broad participation on the Strategic Planning Committee and forums open to all college employees. The President's Cabinet meets weekly to discuss the business of the college and put forward recommendations pertaining to budgetary matters and the general operation of the college. The Cabinet consists of the Senior Vice President for Academic Affairs, Senior Vice President for Business and Administrative Services and Chief Financial Officer; Chief of Staff, Vice President for Marketing and Communications, Vice President for Student Affairs, and Chief Information Officer.

The college leadership communicates information to all faculty and staff through First Wednesdays, departmental staff meetings and Update, a twice-weekly online employee newsletter. The digital format of the newsletter means it is convenient to distribute and access; additionally, the format allows for linking of information from the college website to encourage readers to explore its resources.

5P9 ENCOURAGING LEADERSHIP

How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

[5B] As mentioned in 5P5, Columbus State has established governance structures including the OAA Academic Council and the Policy Council. These leadership groups share their knowledge, skills and best practices throughout the organization.

Another leadership group, the Staff Advisory Council (SAC), was established to provide a means of open communication among the various levels of the college community. The goal of SAC is to review, evaluate and make recommendations on institutional and staff development concerns.

Additional leadership opportunities exist for faculty through the tenure and promotion process and the Faculty Fellows program. Both initiatives provide leadership and knowledge opportunities for faculty advancement and are supported by college policy and procedure.

The college recognizes best practices throughout the institution. Individuals and groups can be nominated for the

Continuous Quality Improvement (CQI) Team Award. The purpose of the Team Award is to recognize groups or individuals that have had the most impact or continuous improvement on the college, by incorporating the values and strategic goals set forth by the Board of Trustees.

5P10 LEADERSHIP SUCCESSION

How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

Columbus State is in the process of developing a comprehensive approach to leadership succession, as detailed in 4P5. Currently, the college seeks to assist internal faculty and staff in building their portfolio of skills and abilities so as to be viable candidates for future opportunities that align with their interests and career goals.

5R1 MEASURES OF LEADING AND COMMUNICATING

What performance measures of Leading and Communicating do you collect and analyze regularly?

The college routinely employs a number of tools to collect and analyze data related to Leading and Communicating. (See Figure 5R1)

Figure 5R1. Tools Used to Collect and Analyze Data

Tool Used	Purpose	Frequency Used
Foundations of Excellence	To develop initiatives for establishing programs to support the first-year student.	2011
Great Colleges To Work For Survey	To analyze, monitor and understand the factors that contribute to the dynamics and influences of the workplace and organizational culture at Columbus State.	2012 and 2013
College Forums	To disseminate information to the entire college regarding any significant organizational change or development and collect feedback related to this process.	Semiannually
Community College Survey of Student Engagement (CCSSE)	To collect data from students regarding institutional practices and student engagement. The college analyzes the survey results to quantify what the college is doing well and identify the areas where improvements can be made.	2010 and 2013
Community College Survey of Faculty Engagement (CCSFE)	To collect data from faculty regarding institutional practices, teaching practices, and student educational experiences.	2013

5R2 PROCESS RESULTS

What are your results for leading and communicating processes and systems?

After reviewing results from the college's initial Great Colleges To Work For survey, Columbus State identified several opportunities for improved internal communication. To pinpoint the gaps and develop processes and systems for improved communication, the college generated an internal survey, distributed to randomly selected faculty and staff. The following are solutions arose and are being implemented:

- Evaluate electronic communication platforms and practices: Create an easily identifiable “home” for authoritative and accurate news, meeting minutes and college updates on concerns identified in the internal communication survey.
- Adapt practice of “cascading talking points:” Leadership groups provide direction for the college and disseminate their decisions.
- Implement communication plans: With every college project, a communication plan is developed and implemented to share information with stakeholders.
- Host college forums: The college now holds forums to disseminate information to the entire college regarding any significant organizational change/development, and it collects feedback on the process. Recent examples include forums on changes to college policies that govern employment and related matters; forums on the budget; forums on master planning and strategic planning for each college goal.

5R3 PERFORMANCE RESULTS

How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Since the last Systems Portfolio, Columbus State has focused efforts on collecting data that are comparable to other institutions of higher learning. To that end, the college collected data through Foundations of Excellence, which has led to student success initiatives including first-year student experiences like the COLS 1100 and COLS 1101 courses and CCSSE, which allowed Columbus State to learn from students about their experiences and engagement at the college. The CCSSE results indicated that Columbus State’s levels of student engagement are nearly equivalent to other institutions measured. For example, students’ scores in “Student Effort” were 49.4 percent, which was the same rate as other extra-large colleges. Students’ scores in “Student-Faculty Interaction” were 50.9 compared to 48.6 for other extra-large colleges.

5I1 RECENT IMPROVEMENTS

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Leading and Communicating?

Through its various communication and leadership initiatives, Columbus State is engaging faculty, students, and administration in the greater use of data to increase communication. Results from these initiatives have been described throughout this category and elsewhere in the portfolio. As noted in 5R2, for example, the college is seeking new avenues to formalize and strengthen internal communication. As noted in 5R3, the college has engaged in multiple communication methods to improve systematic processes for student engagement such as success/orientation classes and other first-year experience interventions and CCSSE. All of these processes are documented and available to stakeholders on the college website, csc.edu.

5I2 CULTURE AND INFRASTRUCTURE

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

As noted in 5P5, the college uses a project management approach to leadership along with task forces, forums, and student and faculty surveys to improve and initiate communication to its stakeholders. Specific processes are selected based on the data gathered from these groups and survey instruments.

In addition, OAA faculty committees study specific issues and provide recommendations to the Academic Council for review by Policy Council and approval and implementation from the Office of Academic Affairs.

Category Six

SUPPORTING ORGANIZATIONAL OPERATIONS

Addresses the organizational support processes that help provide an environment in which learning thrives.

Introduction

The college is moving from systematic to aligned in supporting organizational operations. This is occurring as all environmental and support processes at the college are considered within the context of student success and achievement. As previously discussed, the master planning process began with a review of all current physical structures, green spaces, parking, physical plant and learning spaces as well as the surrounding community space in order to have a clear understanding of the college environment on both campuses and at the regional learning centers. This was reviewed in relation to known space data and needs as identified by multiple stakeholders. The result is a comprehensive plan that provides a road map that supports student learning into the future.

The stewardship of financial resources has also been a focus of operational support processes due to the decreasing share of the state budget for higher education. To realize some of the Master Plan's objectives and other initiatives that support student success, efficiencies and sustainable practices have an important part in future planning.

In the academic programming area, the college's Distance Learning Education evaluation process has moved from an outside vendor to an in-house created and controlled electronic format. This move has resulted in financial savings for the college and better assessment of student needs in online learning. Technology support for students has been enhanced through the use of a Help Desk and multiple computer commons with on-site support.

Other areas of the college that have contributed to enhanced support of student success initiatives and that have improved their services through the use of data are Career Services, Disability Services and the Behavioral Intervention Team. The newly formed Department of Career Services puts a number of tools to work in assisting students in identifying the college program that best "fits" them and in defining their career goals. Disability Services works with all students who present to the college with any type of disability to navigate the college's systems and access the adjunctive support tools that will aid in their success. The Behavioral Intervention Team works with students who have displayed behavioral issues that place them at risk. The team provides intervention within the college setting and links the student to community resources to provide ongoing support. The end goal is to maintain a safe environment for learning while providing additional guidance and assistance to those students who will benefit most from that kind of help.

To further the college's commitment to student and employee safety, the Columbus State Police Department is developing a College Safety Council. This group will address classroom safety, employee, and environmental safety and continued compliance with the federal Clery Act. The Police Department (formerly Public Safety) also instituted the college's RAVE, which supports crime prevention, notification and emergency response.

6P1 IDENTIFYING STUDENT AND STAKEHOLDER SUPPORT SERVICE NEEDS

How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

Columbus State identifies student and other stakeholder needs through a variety of mechanisms including surveys, partnerships, focus/advisory groups, analysis, benchmarking and communication feedback.

Columbus State surveys students, faculty and recent graduates to collect information that indicates where the college is and where it needs to go. Columbus State participated in the Community College Survey of Student Engagement (CCSSE) in 2010 and again in 2013. There is a section of this survey that is specific to “Support for Learners.” Within this section, students provide feedback and rate the college in relation to providing support to help them succeed, such as academic advising and career counseling support.

In late 2013, Columbus State will survey all students, teachers, guidance counselors and college faculty who are engaged in the Dual Enrollment program. From these surveys, the college seeks to ascertain the program’s impact on the individual stakeholder as well as any additional support resources needed. Columbus State also conducts a Graduate Follow-Up Survey, which provides key data regarding the support services for students who have graduated from the college.

Another survey in which Columbus State has participated for the past two years is The Chronicle’s GCTWF survey. This survey is designed to recognize institutions that have been successful in creating great workplaces and to further research and understanding of the factors, dynamics and influences that have the most impact on organizational culture at higher education institutions. Benchmarks and reports are available on the Columbus State website.

The Central Ohio Compact is a regional strategy group focused on college completion and career success led by Columbus State. Members include colleges (Ohio State, Otterbein, Ohio Wesleyan, Capital and DeVry), K-12 districts (Columbus City, Dublin, Southwestern, Reynoldsburg, Olentangy, and Grandview Heights), and the Educational Service Centers of Central Ohio. Columbus State hosted three regional summits between May 2011 and April 2012 that brought together public and private college presidents, school superintendents, college and K-12 faculty and staff, workforce and economic development professionals, and government officials. The group concluded that by adopting a regional approach they could: 1) Create a national model of collaboration, leading to a dramatic increase in college success for Central Ohio students, and 2) Position the region as a leader in economic growth, per capita income, and quality of life. Work groups collaborated on the resulting strategy of the Central Ohio Compact and developed a joint resolution that provides an opportunity for governing boards to demonstrate their commitment to these principles.

Partnerships with K-12 districts and four-year colleges and universities advance the student success model for Columbus State. The partnerships include oversight teams that continually assess and adjust to constituent needs. One such partnership, Preferred Pathway, guarantees admission to The Ohio State University for Columbus State graduates. More than 5,000 Columbus State students transferred to Ohio State during a recent four-year period, and now some 1,200 new Columbus State students are following the Preferred Pathway program. Other 2+2 and 3+1 bachelor’s degree partnerships have been developed with area universities including Otterbein, Capital, Franklin, Miami, Ohio Dominican, Ohio Wesleyan, and Ohio University, providing affordable access to a baccalaureate degree. Columbus State has shared-campus arrangements with Ohio State, Gahanna-Lincoln High School, and Reynoldsburg High School, providing complementary coursework to students in Delaware and Franklin counties, all of which have oversight and input through advisory groups.

Similarly, Columbus State’s Workforce Development team has partnered with industry and community leaders to facilitate the development of programming to meet local employer needs. For example, the college has identified the need to assist in supporting the 17,000 open positions expected statewide in the insurance industry by 2018.

The college also focuses on stakeholder input, feedback and communication through forums. Topic-specific open forums include master planning, budget, and strategic planning, all of which are designed to partner with stakeholders by sharing information and gathering/assessing feedback.

6P2 IDENTIFYING ADMINISTRATIVE SUPPORT SERVICE NEEDS

How do you identify the administrative support service needs of your faculty, staff, and administrators?

Columbus State identifies administrative support needs of employees through multiple mechanisms, including surveys, advisory groups, and communication feedback. Surveys administered include The Chronicle's GCTWF and the CCFSSE.

Advisory groups at the college include the Staff Advisory Council, an elected group of full-time staff employees who meet monthly to review, evaluate and make recommendations on institutional and staff development concerns. Two other groups who impact administrative support decisions are the Policy Council and the Academic Council. These two councils collectively address policy and procedure development, review and revision through the governance process at the college. Faculty, staff and administrators make up the Policy Council which reviews and makes recommendations regarding college policy and procedures. The Office of Academic Affairs (OAA) Academic Council is comprised of 10 faculty committees who develop policy and procedures for curriculum, assessment, tenure and promotion, faculty professional development, academic rules and regulations, instructional support and student success, honors curriculum, and service-learning. The three bargaining units representing college employees also serve as advisory groups to identify administrative support needs.

Finally, the college gathers feedback from a number of forums, standing committees and regular Columbus State gatherings. College-wide forums were held for master planning, strategic planning, budget planning and information technology planning over the past academic year, inviting faculty, staff and administrators to communicate their needs and concerns. In-Service Days are held each autumn and spring semester to bring faculty, staff and administrators together for informational sessions and division- or department-specific working meetings. First Wednesdays, a new monthly forum, gives the President an avenue to announce Staff Employee of the Month awards and to update attendees on college news. It also provides an opportunity for faculty, staff and administration to gather and discuss employee concerns. Other methods of identifying administrative support needs include committee meetings (e.g., Policy and Academic councils, AQIP, Technology Roundtable and Cabinet), electronic communications (e.g., Update, e-mail blasts, college website and intranet) and professional development sessions.

6P3 PHYSICAL SAFETY AND SECURITY

How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

Columbus State's Police Department designs support processes that contribute to college security and the physical safety of students, employees and visitors. Studies and self-assessments inform this work.

College-wide risk reduction surveys are done every two years, and corrections and repairs are documented. Recommendations from a Security Technology Study have resulted in the expansion of building-access controls, monitoring by closed circuit television of parking lots, central monitoring of all alarms, and improvements to emergency communication systems.

To maintain safety and security processes, the Police Department monitors its processes and emerging college needs. The Crime Prevention through Environmental Design program monitors conditions that could invite crime and suggests corrective measures. Fire, alarm, and emergency phone systems are routinely tested and maintained. In 2009, the then Department of Public Safety began assisting college departments with the design of internal emergency response procedures that aligned with Columbus State emergency operations plans.

One of the major improvements in safety and security communication was the implementation of the RAVE emergency text notification system in 2010. A collaborative effort between the Police Department (at that time

named Public Safety), Information Technology, and Marketing and Communications, the RAVE system: 1) Provides emergency text alerts, 2) Can serve as a “virtual escort” for students around campus, and 3) Includes a text “tip line” so that users can report suspicious activity. Students and employees can sign up any time on the Police Department’s website. Since RAVE’s enactment, an increasing number of students and employees (14,672 as of April 2012) have enrolled in the system. The college’s selection team chose RAVE using a competitive bid process. RAVE’s proposal was judged superior based on the firm’s ability to provide both an alert system and crime prevention services, as well as their experience in tailoring services to the needs of a college as opposed to a municipality.

Additionally, in autumn 2011, based on requests from faculty expressing a need to learn how best to respond to classroom incidents (specifically active shooters), the Police Department worked with the faculty Campus Safety Committee to create training sessions to be delivered as part of the In-Service Day program. The topics included active shooter training, dealing with difficult people, student conduct and behavior, intervention and even prevention. The training sessions were engaging, and faculty and staff participants still repeat tips and suggested actions they learned concerning personal and institutional safety. Post-session evaluations rated them as excellent.

The Police Department uses its website to communicate Columbus State’s safety and security processes. The site contains safety and security information as required by federal law, and it offers timely warnings on matters that could be a continuing and significant threat to the college. Accident prevention and safety procedures are published in the college employee safety manual, and college personnel attend the college safety academy for lectures and hands-on training as required. Some departments and personnel also receive emergency management training. To ensure widespread knowledge of safety procedures, the procedures are published in the *Policy and Procedures Manual* and discussed during staff orientation.

6P4 DAY-TO-DAY SUPPORT SERVICE PROCESSES

How do you manage your key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

Columbus State engages in many day-to-day support service processes to manage student, administrative, and organizational needs. In the Division of Student Affairs, each department administrator is responsible for implementing area-specific processes for assessing student service needs and implementing the appropriate and responsive staffing solutions. These processes include reviewing CCSSE survey results; reviewing and implementing Foundations of Excellence Self-Study; obtaining direct feedback from Student Ambassadors (leadership program); completing department-specific student surveys and program evaluations; and seeking feedback through regular staff meetings and supervisory one-on-one meetings.

Student Support Services, a part of Student Affairs, focuses on student retention and graduation rates of participants and on facilitating the transition from one level of higher education to the next. Eligible program participants have the opportunity to receive individual advising on a regular basis and to access tutoring, mentoring and other academic support services.

Additionally, the Director of Student Conduct leads a Behavioral Intervention Team, which includes faculty and staff representatives. The team uses an online incident report to document issues related to student conduct, allowing faculty, staff and administrators to respond to critical incidents immediately. To facilitate resolution of student conduct issues, the college purchased the Maxient software program in October 2010. This software provides online storage of all student conduct correspondence and student case files and gives real-time access to the Datatel Colleague system from within the program.

Career Services is a newly formed department which works with individual students to identify a program and career that are good “fits” for them. Students who visit Career Services for assistance complete a survey both before and after they meet with a career counselor. The survey aims to assess students’ level of overall confidence in

selecting a major, career decision-making, job search skills and post-graduation plans once they have received counseling assistance. In addition, Career Services utilizes Microsoft Access to track daily contact with students to help determine the effectiveness of the various career services offered and where improvement may be needed. A similar before-and-after survey is being used in the First-Year Experience courses (COLS 1100 and COLS 1101). Students are given a pre-class survey during week one and a survey at the end of the courses to assess program goals and outcomes.

Another important student support service is Disability Services, whose primary responsibility is to provide accommodations to Columbus State students who have documented disabilities. The department employs 11 full-time and 45 part-time staff members to assist registered students. Disability Services offers a variety of in-class and out-of-class accommodations on both campuses and at regional learning centers. Department administrators oversee specific services, such as accommodated testing, production of alternative media, text and test reading, sign language interpreting, and assistive technology. Administrators also track student traffic and the types of accommodation requests, with staff scheduling and the acquisition of assistive hardware/software based on the data gathered. At the end of each term, Disability Services produces a report that details the number of students served, the types of disabilities, frequencies of certain accommodations, and the number of exams provided. This report helps to plan for future academic terms and staffing needs.

6P5 DOCUMENTING SUPPORT PROCESSES

How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

Columbus State documents its support processes primarily through electronic means, which encourages knowledge sharing, innovation and empowerment. All stakeholders can access public information easily, and important college documents such as the *Policies and Procedures Manual*, *Student Handbook* and the annual *College Catalog* are housed on the Columbus State website, *csc.edu*.

Offices providing support services share their knowledge and resources through user-friendly websites in a standardized format. Stakeholders can navigate through these pages easily to locate the content or links needed. Students are able to find detailed information to help them apply online (Admissions); learn about financial aid, scholarships and grants (Financial Aid); register for courses (Records and Registration); and find a wide range of individualized assistance such as Disability Services, Veterans Services, Career Services and Academic Advising. The Center for Workforce Development website provides information pertaining to resources, services and training for local businesses. Additionally, educational opportunities for the larger community, such as GED preparation, ESL Afterschool Communities, and the Language Institute, can be accessed via the “For the Community” tab on the Columbus State homepage.

Stakeholders have online access to information on current and future college endeavors as well. The website details the college’s Strategic and Master Plans and major initiatives such as AQIP, Achieving the Dream and CQI projects.

College committees create and refine institutional processes, driving much of the change at Columbus State. Current projects and meeting minutes from Policy Council and Staff Advisory Council are posted on the college’s website, as are all agendas and minutes for the college’s Board of Trustees. The OAA committees, along with the leadership of the Academic Council, use Blackboard, the college’s online course management system, to document their work and solicit feedback.

Columbus State maintains an employee intranet, although much of the information once housed there has migrated to the main website, promoting quicker and broader access to information/documents by all stakeholders. On the intranet, faculty, staff, and administrators can find important policy changes and updates, the many forms necessary for general college functions (e.g., room/facilities requests, a purchase order template, information technology requests, etc.) and information related to Human Resources.

The college communicates regularly with all current Columbus State employees through *Update*, a semi-weekly online publication. The *Update* documents changes to processes, policy, personnel and departments, committee work, upcoming events and people in the news. Global e-mail blasts (sent to everyone in the college) are used for urgent news such as safety alerts or immediate changes that occur between *Update* issues. Semi-annual In-Service Days are used to update employees on the state of the college, current and upcoming projects, and changes in policies and processes. In-Service Days also include training on issues ranging from college safety (Active Shooter/ Safety Training, April 2013) to Achieving the Dream metrics (What Have We Learned: AtD Data and Student Voices, also April 2013.)

Further encouraging innovation and empowerment, Columbus State actively promotes Continuous Quality Improvement (CQI). In 2012, the college requested that all departments submit information on CQI projects they were currently engaged in; the reports were transmitted to the CQI website. Cross-functional/departmental teams can enter their CQI projects to compete for monetary rewards and peer recognition as part of the college's Quality Awards Program.

6R1 MEASURES OF SUPPORT PROCESSES

What measures of student, administrative, and organizational support processes do you collect and analyze regularly?

Columbus State regularly utilizes multiple measures to collect data on the effectiveness of support processes at all levels. First, benchmarking is done to create a baseline. Subsequent data are analyzed, with particular attention to trends to see what is currently effective and what needs improvement. Based on data and analyses, the college then makes changes to support processes. Columbus State is in a continuous cycle of process mapping, evaluation, change and review. Figure 6R1 details some of the measures currently in place and the groups served by them. Changes made following analysis of these measures are discussed throughout Category 6.

Figure 6R1.

Support Service Process Measures	Group Served
CCSSE	F, ST
CCFSSE	F, ST
Dual Enrollment Survey	F, ST
Preferred Pathway Survey	F, ST
Writing Center Data Collection	F, ST
The Chronicle: Great Colleges To Work For Survey	F, S, A
In-Service Days (College Wide)	F, S, A
First Wednesdays with President Harrison (College Wide)	F, S, A
Smart Classroom Survey	F
Public Safety Risk Reduction Surveys	F, S, A, ST
Library Annual ACRL Data Collection	F, S, ST
Key: F=Faculty, S=Staff, A=Administration, ST=Student	

6R2 STUDENT SUPPORT SERVICE PERFORMANCE RESULTS

What are your performance results for student support service processes?

Columbus State collects performance results for student support organizations throughout the college. Data collected through institutional initiatives, such as the college's participation in CCSSE, allow for analysis of how Columbus State performs. Results from the "Support for Learners" section of CCSSE (both the 2010 and 2013 surveys) showed that approximately 82 percent of students responded that the college provided "quite a bit" or "very much" support for them to succeed academically. Other statistics of note were that 38 percent of respondents said they used academic advising "rarely" or "never," and 57 percent reported using career planning "rarely" or "never." However, 64 percent indicated that advising and career planning were very important to them. The 2013 CCSSE did reveal a slight improvement in usage for both services, but the college continues to emphasize their availability and to communicate to students about the value of these two important support services. The AtD plan will assist in these efforts.

In 2011, the college, in partnership with Ohio State University, initiated the Preferred Pathway® program. Preferred Pathway offers Columbus State students a direct, cost-efficient path to complete a bachelor's degree at Ohio State. The program is designed to promote strong academic and co-curricular preparation that will establish patterns for academic success and successful transfer. In January 2012, Preferred Pathway Scholars were invited to participate in an electronic survey about the program. Results indicated that 72 percent of students preferred to be included in the Preferred Pathway Scholars' cohort rather than self-directed academic study. Results also indicated that Scholars preferred to be affiliated with three categories of student organizations: community service, social clubs and academic/career programs.

Another largely used student support service is the college library, the renovation of which was completed in 2012. (See 8I1 for a full listing of renovation improvements and results.) To document results of its service model, the library annually undertakes data collection as part of the Association of College and Research Libraries (ACRL) national report. The ACRL data analyzed include collections, expenditures, fringe benefits, expenditures from external sources, personnel, instruction, reference, circulation, electronic resource usage, interlibrary loans, and enrollment. Recent improvements implemented as a result of the data collection and analysis include the implementation of more than 120 LibGuides, realignment of print versus periodical resources (shifting print subscriptions to electronic versions of these same resources), the elimination of little-used or unused databases, addition of requested databases, the realignment of library hours based on student usage, the addition of bibliographic instruction sessions, and the expansion of library services at regional learning centers.

Student success implications show up in data measured regularly through the Writing Center as well. Data collected by this support service, which also happens to be located in the library, reveal that students in ENGL 1100 (a course with one of the largest enrollments) who visit the Writing Center succeed in the course at a higher rate than students who do not visit the Writing Center (82.3 percent vs. 64.3 percent).

Columbus State also seeks to find innovative ways to offer cost-saving alternatives for textbooks and print resources for students. The college bookstore has added an Affordability Matters section to its website to help improve budget awareness for students. This section includes a price comparison tool, the option of textbook rental, and details about the textbook buy-back program. Google Analytics measures the success of the webpage. From August 2012 through January 2013, Google Analytics information confirmed 156,616 customers visited this webpage, and the average time spent on it was more than four minutes. The bookstore also provided additional student services to the Gahanna and Reynoldsburg regional learning centers by adding a textbook buy-back program during finals week.

Additionally, Columbus State students have ready access to nearly unlimited printing services. To ensure that the college's resources are supporting registered students, the open computing areas, including the Computer Commons and libraries on the Columbus and Delaware campuses, were retooled to validate a student's registration status. In

2012 alone, this saved over 4 million pieces of paper and associated supply costs. The college continues to explore its printing services and is benchmarking for best practices.

Finally, technology improvements throughout the college include:

- Classroom Support: In Autumn Semester 2012, 66 new classrooms were technology-enabled. As a result, 100 percent of the classrooms that can be technology-enabled now are. Evidence that this was both successful and appreciated is demonstrated in a spring 2013 survey of faculty teaching in some of the improved classrooms, which showed steadily rising satisfaction with classroom technology. A principles-based framework for classroom design, developed collaboratively by two OAA committees, Information Technology and the Distance Learning Department, drove this technology-enabling effort.
- Student E-mail: As part of the college's efforts to modernize and improve services to students, the college upgraded the student e-mail system in 2012 to the Microsoft Live@edu platform. This not only provided improved e-mail and calendaring services, but it also increased student access to online versions of other Microsoft products and collaboration tools. In 2013, this system will be upgraded again, as part of continuous improvement, to the Office 365 platform. Continued enhancements to services for students will result.
- Virtual Desktop Infrastructure: Classrooms are equipped with virtual terminals that can be configured and reconfigured easily to meet instructional needs. This innovative strategy resulted in significant investment in the back-end infrastructure to secure high-quality, agile and streamlined services for faculty and students. Students enrolled in classes that require expensive and complex software, such as Computer Aided Design (CAD) and Geographic Information Systems (GIS), have enjoyed substantial benefit as they now can log in to a Columbus State-managed virtual environment from any system to which they have access. The educational benefits of this activity continue to be documented.
- Regional Learning Center Support: The Columbus and Delaware campuses have had staff dedicated to IT support in classrooms and offices throughout their existence. Support for the regional learning centers has been provided by a dedicated individual who traveled among the sites and juggled the many and complex needs of each location. With the advent of a new Call Center Management system, Help Desk staff and technicians can access the system from anywhere, improving response time and problem resolution.

6R3 ADMINISTRATIVE SUPPORT SERVICE PERFORMANCE RESULTS

What are your performance results for administrative support service processes?

Two examples of performance results for administrative support service processes include the college's Enrollment Services processes and Distance Education Instructional Services (DEIS).

The college's Enrollment Services Department monitors student enrollment patterns, use of the Colleague system, requests for services, and upgrades to technology infrastructure. The following chart (Table 6R3) outlines some recent improvements in Enrollment Services:

Table 6R3. Recent Improvements in Enrollment Services

Employee Team or Area(s) Responsible	Improvement Area	Actual or Expected Improvement Results
Curriculum Management	Web services delivery of degree audit.	Students can now view their current program of study and their academic progress, as well as look at the applicability of their courses to other possible majors.
Enrollment Services	Alignment of financial aid deadlines with new drop date policy.	Fewer deadlines for students to remember results in less confusion for students. Aligning freeze date with the drop policy results in students having additional time to resolve financial aid issues.
Advising Services	Assessment of effectiveness of student advising model deployed on Delaware campus.	A survey conducted on the newly opened Delaware Campus assessed the effectiveness of the student advising model piloted at that time (2010). Positive responses have led to similar models at Dublin, Westerville, and Gahanna regional learning centers; a fourth iteration is planned for Reynoldsburg in late 2013. Additional student surveys are planned for each of these locations at the conclusion of the academic year.
Division of Student Affairs	Effectiveness assessment of intrusive advising intervention.	The college Career Assistance for Undecided Students project engaged a college-wide, cross-functional team of faculty, staff and administrators in a three-year process improvement that developed, collected and used data to guide their work and assess the effectiveness of the intrusive advising intervention pilot.

Another area in which the college has shown significant results for administrative support services is in distance education evaluation. With the development of the Columbus State Course Evaluation System (CSCES) by a cross-functional group, including Distance Education and Instructional Support (DEIS), the Arts and Sciences Division, and the Career and Technical Programs Division, a college-wide online course evaluation tool became a help rather than a headache (as the previous one often was). The new tool meets the needs of online instructors to facilitate quality improvement and student success, and it also addresses problems inherent in the existing evaluation tool. Prior to the implementation of CSCES, faculty could deploy evaluations only through the Blackboard Survey tool. This tool had a number of problems: 1) Technology variables often “locked out” students or blocked them from completing evaluations; 2) Evaluations which were set up incorrectly allowed students to complete an evaluation multiple times; 3) Faculty could view and delete responses at will; 4) Faculty were able to determine which student completed which evaluation; and 5) Evaluations were not stored outside of the course environment thus data disappeared as each course was disabled.

After researching the merits and costs of course-evaluation tools, and being mindful of budget constraints, the committee decided to develop a custom, in-house product. The new system was first tested Spring Semester 2012 and enhancements were added throughout the summer and autumn. In the first two years of use, the CSCES has saved the college between \$36,000 and \$78,000 and improved the ability of course evaluations to be deployed and stored indefinitely by DEIS.

6R4 IMPROVING SUPPORT AREAS

How do your key student, administrative, and organizational support areas use information and results to improve their services?

The college's support areas have used information and results to improve services in a number of areas, including stewardship of college resources and public safety.

The college has taken many steps in recent years to improve stewardship of its financial and other resources. Recent examples include:

- Office Supplies: In an effort to control office supply expenses, the college changed office supply vendors and tightened controls on certain items, as well as on the cost center manager approval process. As a result of these changes, expenses decreased by \$32,000 during the first three months of implementation and first-year savings are projected to be at least \$75,000.
- Increased Efficiency of Mail Delivery: As a result of time studies, the college reduced the number of mail delivery routes from four to two and delivery frequency from twice to once daily. These changes, made without significant reduction in service quality across the college, have resulted in annual labor savings of about \$80,000.
- Strategic Hours of Operation: After last year's Switch to Semesters, hours of operation for student services departments across the college were evaluated using benchmarks, time studies and various business plans that inform student services operations. In May 2013, the college adjusted hours of operation to align in-person and online support service hours to the times students most need to access them. Additionally, the Board of Trustees authorized the elimination of four Personal Business Leave Days in exchange for Holiday Leave Days, which, when fully implemented in 2014, will save an estimated \$350,000 on personnel costs, utilities and annual payouts of unused Personal Business Leave.
- Position Management: The Budget and Financial Planning Office, in partnership with the Human Resources and Payroll offices, developed a Microsoft Access database to track full-time, Board-approved positions. As the college's budget has tightened in the last couple years, the position management tool allows for careful management of payroll funding.

Similarly, the college has taken many steps in recent years to improve safety for Columbus State students and employees. Based on self-studies, two independent reviews by outside public safety consultant teams, one division-wide benchmark study, and a yearlong, department-wide strategic planning process, Columbus State developed a new model for college safety that aligns with the college mission and continually informs the newly restructured Police Department's work.

The new model is based on an understanding that college safety includes community policing, safety and security and emergency preparedness. As a result of this model, the former Public Safety Department:

- Restructured its organization to redefine the work and personnel roles.
- Adopted principles of community policing, in keeping with U.S. Department of Justice.
- Instituted personnel training which regards college police officers as part of the teaching and learning mission, not simply as enforcers of rules.
- Targeted patrols based on campus activity, time of day, increased visibility in areas of concern, and student/faculty/staff interaction. This has reduced theft and increased parking enforcement:

- Thefts from buildings have been reduced by 41 percent for the second year.
- Thefts from vehicles in parking lots decreased by 63 percent in 2012.
- Parking enforcement citations doubled in 2012 to more than 5,000, which led to greater compliance in permit sales and to greater parking space accessibility.
- Student parking permit compliance increased from 36 percent to 50 percent.
- Instituted the college's RAVE program, as described in 6P3, which supports crime prevention and emergency response and notification.

6R5 PERFORMANCE COMPARISONS

How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

As a new Achieving the Dream school, Columbus State seeks to engage in additional benchmarking activities to collect data that will inform the college's best practices for supporting organizational operations.

Currently, the college participates in the CCSSE national benchmarking process, as the survey provides important data about effective educational practices extant at community colleges. Results from CCSSE revealed that Columbus State scored 47.6 percent in the survey category "Support for Learners" compared to a combined score of 48.9 percent for other extra-large colleges. Because the benchmark data indicated that Columbus State trailed other similar-sized colleges in this category, the college regarded this information as an opportunity to get better in the ways it offered support services. As noted in 5R3, students' scores in the "Student Effort" section were 49.4 percent, which was the same rate as other extra-large colleges combined. "Student-Faculty Interaction" results were 50.9 percent for Columbus State compared to 48.6 for other extra-large colleges. These latter CCSSE results demonstrate that Columbus State's levels of student engagement are equivalent or slightly better than other institutions measured.

6I1 RECENT IMPROVEMENTS

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

Several recent systematic and comprehensive process improvements in supporting organizational operations are documented in 6R2, 6R3, and 6R4. These include distance education evaluation, enrollment services processes, stewardship of financial resources and public safety enhancements.

Additionally, the Police Department is developing a College Safety Council, designed to assimilate, under one umbrella, the safety-focused work that has been done over the years across college committees and teams, including classroom safety, employee and environmental safety and federal Jeanne Clery Annual Security Report requirements. This Council will stay current on the college's safety programs, seeing the integration points more readily, providing input and feedback on college safety concerns and activities, and serving as key communicators about the work. Programs on which input will be sought include emergency preparedness and crime prevention. Stakeholders across college departments and locations will be represented, including a representative from the standing Classroom Safety Committee and Clery Audit Team. The college's former Safety Committee was more narrowly focused.

6I2 CULTURE AND INFRASTRUCTURE SUPPORT

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

A recently adopted Shared Governance model is evidence of a culture committed to supporting organizational operations. Decisions of the President and Cabinet are informed by the Shared Governance process, which yields recommendations from several groups across the organization.

Columbus State's governance model is comprised of the Policy Council and the Academic Council. The Policy Council has four standing committees that address: 1) Fiscal Resources and Facilities, 2) Student Support, 3) Human Capacity and Development, and 4) Technology. The Academic Council has 10 standing committees that deal with: 1) Academic Pathways, 2) Academic Rules and Policies, 3) Assessment, 4) Curriculum, 5) Faculty Entry, Training and Professional Development, 6) Honors Curriculum, 7) Instructional Success, 8) Service Learning, 9) Student Support, and 10) The Tenure and Promotion Process.

Policy Council Committees address selected policy and procedure matters and make recommendations for adoption by the full Policy Council. Those recommendations are then forwarded for review and comment by the three active labor unions, the Staff Advisory Council, in-house legal counsel, the senior leadership team and the President. The Academic Council Committees address policy regarding curriculum, assessment and student success. Once the Academic Council develops final recommendations, they are forwarded to the Office of Academic Affairs for approval by the Senior Vice President for Academic Affairs, the President, and the Board of Trustees.

There are a total of 60 Policy Council members: 25 staff, 25 faculty, and 10 administrators. Members are elected by their respective constituents in the spring of each year for the next academic year, and they serve three-year, staggered terms. The Policy Council and all committees have non-voting, ex-officio member representatives (typically a division vice president or designee). Eight to twelve faculty members serve on each Academic Council standing committee. Currently, a Faculty Governance Committee is developing recommendations for member selection, length of service, selection of leadership and Faculty Fellow responsibilities.

Category Seven

MEASURING EFFECTIVENESS

Examines how your organization collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

Introduction

Columbus State's processes for measuring effectiveness exhibit a range of maturity levels from systematic through aligned towards full integration. Columbus State is increasingly moving toward data-driven decision making, and the new Operational Data Store (ODS), under the Office of Institutional Effectiveness (IE), is, and will be, providing consistent data collection, analysis and reporting of college-wide data.

Additionally, in an effort to align the college processes with the mission, vision, and goals of the college and to benchmark these efforts with peer institutions, Columbus State has engaged in the FOE, CCSSE and AtD surveys/programs. Initial FOE planning included data analysis training. Centralized data collection and analysis under the FOE initiative resulted in several new initiatives for transfer-bound students. CCSSE identified a student success gap among enrolling students who had not declared a major. Data reported through FOE and CCSSE processes also resulted in curricular changes in the First-Year Experience course (COLS 1100) to provide more transfer planning instruction.

The methodology the college has selected to manage and integrate data collection into its projects and processes is project management. TeamDynamix, the project management software employed, has been embedded into the planning process for its analytic capabilities such as risk identification and management, change controls and key performance indicators. Major college initiatives such as the Switch to Semesters, the Master Plan, Reaffirmation of Accreditation, and Achieving the Dream have utilized this model and software.

Data needed to conduct the college's operational work and strategic initiatives are identified during the project management process. If the required data are not currently available, the project team will work with the Information Technology Department and Office of Institutional Effectiveness to create a plan to collect and distribute it.

7P1 INSTRUCTIONAL AND NON-INSTRUCTIONAL DATA

How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

To support the college's selection, management, and distribution of data for instructional and non-instructional programs and services, Business Administrative Services (BAS) has built a database that analyzes the cost effectiveness of course or program delivery. The Senior Vice President for Academic Affairs receives this data from BAS and has shared it with faculty, staff and administration of Academic Affairs during each college In-Service Day.

Additionally, the Master Plan project systematically gathered data from across the college and from community partners to identify strengths and opportunities regarding Columbus State's physical environment. This data is reported on the college website.

Under a Title III grant project, the college identified courses in which students were at greater risk and applied tutoring interventions. The software TutorTrac was used to track student usage of tutoring and create reports

indicating student success at the end of each term. Grade comparison data (students who received tutoring versus those who received no tutoring) are used to support the student success initiative.

The college also employs Supplemental Instruction (SI) to support student learning. Following a best practice model of support, SI uses the principles from the International Center for Supplemental Instruction at the University of Missouri-Kansas City. Courses for SI are selected based on a history of successful completion rates. Having completed a pilot program and several terms using SI study groups led by trained student leaders, the college has seen varied results. SI initially began in Mathematics with Beginning Algebra (Parts 1 and 2), and has grown to include SI for Developmental Math, Respiratory Therapy and Computer Science. All SI leaders are trained in the use of TutorTrac and are able to compare the success rates of students who attend SI with those of their peers who do not.

The college has established an Office of Institutional Effectiveness, which is serving as a data-gathering mechanism for the college. To further the office's data gathering and reporting functions, the office has engaged ZogoTech™ software in order to support the establishing of a "data warehouse" expected to open in late 2013. The data warehouse will support the college's analysis and development of courses of action related to the changing needs of the college's student groups.

7P2 PLANNING AND IMPROVEMENT DATA

How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

[5D] Selection, management and dissemination of data and performance information are handled using a variety of methods. For example:

- The college has developed a centralized schedule of courses for each term based on historical enrollment data as well as on space and time data. Using that initial centralized schedule, all divisions and departments analyze enrollment data at weekly data points leading up to and throughout the term to construct/modify the preliminary and amended schedule of courses. This is done in the context of times and locations available. Actual section enrollment and course minimums are determined by reviewing reports pulled at the department and program level.
- Faculty committees at the department, division and college level receive general student performance data which enables faculty to provide continuous quality improvement within the college's student success initiative. This process informs the tutoring activities delivered within each department and program.
- Student enrollment data and financial data are increasingly the bases on which the college makes decisions related to program development and expansion and to faculty hiring. This also influences the way the college recruits students.
- Student performance and enrollment data is used to evaluate the modes of course delivery the college uses to maximize student success.
- Enrollment and performance data on dual enrollment initiatives is collected and analyzed in an effort to identify the direction of the Dual Enrollment program.
- Performance data has been central to a three-pronged effort to improve remediation:
 - The movement of pre-college mathematics courses to high schools for delivery in the senior year
 - Parallel conversion of remedial courses to an Emporium model to minimize the time spent in remediation

- Partnerships with area Adult Basic Literacy Education (ABLE) programs to provide an extended bridge/career experience to students who test at the K-6 readiness level.

7P3 DETERMINING DATA AND PERFORMANCE NEEDS

How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

The college determines the needs of departments and units related to collection, storage and accessibility of data and performance information by employing project management (PM) methodology. The PM process instills a common language of planning and delivery as a means to achieve college goals. Project proposals are submitted to the division vice-president and approval is secured at the Cabinet level based on strategic priorities. High-level approval links projects to the annual college resource planning process.

The Project Management Office advisory staff and database resources are now widely used for all substantive college work. TeamDynamix, the project management software, has been embedded into the planning process for its analytic capabilities such as risk identification and management, change controls and key performance indicators. Major college initiatives such as the Switch to Semesters, the Master Plan, Reaffirmation of Accreditation, and Achieving the Dream have used or are utilizing this model.

Data needed to conduct the college's operational work and strategic initiatives are identified during the PM process. If the required data are not available, the project team will work with Information Technology (IT) and Institutional Effectiveness (IE) to create a plan to collect and distribute it.

In November 2011, Information Technology identified the need to develop an overall technology plan to align with best practices and to support integrated technology decision making using an Enterprise system. Five priorities that emerged from this process include:

- Maintain and enhance information technology infrastructure
- Lead Colleague optimization and improvement efforts
- Continue migration to Microsoft standards-based architecture
- Continue to refine the data architecture, warehouse and reporting requirements
- Continue to improve instructional technology, including distance education and on-site support at regional learning centers.

Additionally, Columbus State is in a continuous process of reviewing and assessing its classroom spaces, collecting feedback from faculty, staff and students, articulating classroom design standards, and planning for future classroom renovations. IT developed a classroom design standards document, which proposes a process for creating and implementing a communally adopted, principle-based classroom design standard that can be used to drive specific classroom technology and design decisions at Columbus State. Faculty members regularly provide feedback to curriculum committees on classroom functionality and technology as it relates to instructional success.

7P4 ANALYZING PERFORMANCE

How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?

[5D] At the organizational level, the college analyzes and shares data and information regarding overall performance in a variety of ways. The College Scorecard is one methodology that has been extremely effective in performing the above tasks. The College Scorecard originated as a means to track progress on achieving the 2008 – 2011 strategic goals set by the Board of Trustees in July 2008. The scorecard carried a listing of the 2008 – 2011 goals, definitions of terms, sources of data and baseline measures/figures for each goal. Both qualitative and quantitative data was collected, either quarterly or annually depending upon the particular goal. Updated scorecards were posted to the college’s intranet and printed in the college’s Data Handbook, which is published every year. The data and its analysis were then made available to the entire college on the Columbus State website and intranet.

Not long after its inception, the scorecard was expanded to monitor progress toward the attainment of University System of Ohio (USO) measures, which the Ohio Board of Regents (OBOR) establishes. Using the scorecard, the college updated USO measures annually and submitted them to OBOR as part of a yearly progress report.

Currently, as mentioned in 7P1, a data warehouse is under development and will replace the functionality of the College Scorecard. The college continues to report performance data annually to the OBOR.

The process for analyzing data at the college level includes establishing a definition of the data set, identification of current performance levels, and the establishment of a threshold against which future performance levels are compared. When performance of a specific criterion is determined to be below the established threshold, an action plan is created by the Cabinet, division, or appropriate department. Foundations of Excellence, CCSSE and Achieving the Dream are examples of initiatives started as a result of this data analysis process.

7P5 DETERMINING COMPARATIVE DATA

How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

The goals and strategies of the college determine the needs and priorities for comparative data and information. The strategic planning process was used to identify three college goals—Student Success and Attainment, Workforce Development and Civic Engagement—and the subsequent strategies to operationalize those goals. Columbus State has made a significant effort to align college projects with these goals because they provide direction in determining what types of benchmark data is important. Below are several examples.

As mentioned previously, the college participated in the Community College Survey of Student Engagement (CCSSE) for the first time in 2010. A second administration of the survey was conducted in 2013. After the data was received, a cross-functional team met to review the data, glean important concepts, and determine a plan to share the data with the campus community. This team also studied how other community colleges put the data into action. A framework emerged from working with this one set of data that demonstrated how the college could make use of other/future data sets to improve its work in many areas. The team discovered that this framework should include identification of stakeholder groups who might benefit from working with the data and should also offer a presentation that explained the data available and how it could be used.

Because the college was recognizing the value of benchmarking data, it chose to gather such data from additional sources. Several years ago, Columbus State decided to participate in the National Community College Benchmarking Project (NCCBP) and it has continued to do so. NCCBP participation allows the college to select comparable institutions to benchmark against and to review where it stands via data points that impact goal-related issues such as retention, completion and student performance.

The criteria used for assembling data are national data sources, such as the National Center for Education Statistics (NCES) and Integrated Post-Secondary Education Data System, followed by data submitted to the State of Ohio through the Board of Regents Higher Education Information (HEI) system, then the college's Operational Data Store (ODS), and, finally, the Enterprise Management System, Colleague. The college is currently implementing a data warehouse environment to make consistent data more readily available to the college community.

In 2012 the college was selected to participate in the Achieving the Dream (AtD) initiative. This initiative has a set requirement of enrollment data, as well as the identification of gaps in student achievement. Those gaps provide the framework for additional data gathering from employee "fishbone" sessions, where the causes for a gap are diagrammed. This is followed by sessions with students to help verify or contradict the employee session results.

NCCBP and AtD participation also allowed the college to select a set of benchmark institutions based on comparable demographics for the Data Feedback Report provided annually by the National Center for Education Statistics. Prior to 2012, the college selected comparable institutions based on geographic proximity. In 2012, the college selected a list of 20 institutions for this report based on authority, size, funding and geographic region being served, in addition to participation in NCCBP and/or AtD.

The college participates annually in salary surveys sponsored by groups such as the College and University Personnel Association (CUPA) and Higher Education Information Technology Services (HEITS). The resulting data allow the college to compare itself locally and nationally to align employee salaries with comparable industry benchmarks.

7P6 ENSURING ANALYSIS OF DATA

How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?

To ensure department and unit data aligns with the organizational goals for instructional and non-instructional programs and services, Columbus State uses Project Management (PM) methodologies, under which projects are aligned with college goals. Rigorous application of PM requirements assures the effective use of data through gap analyses.

Analysis of prioritized project data is shared through *Update*, the weekly college e-newsletter, regularly scheduled open forums with the President, department meetings with the President, all-employee In-Service Days, division and unit-level meetings and dedicated websites. For example, *Update* regularly publishes information about and/or links to the CCSSE data.

Resource allocation requests for budget changes and replacement or new personnel must be accompanied by data that supports the allocation or reallocation of college resources to instructional programs and service areas. The college has developed a cost analysis model for courses and programs that is used to help departments identify effective use of resources. Employee openings resulting from vacancies are not awarded automatically to the department creating them, but are distributed based on data that indicate where the position would be most effective for the college. Data-informed decisions based on reallocation of existing funds and positions are also being used for reorganizing college departments and service areas.

Additionally, the Career and Technical Programs Division regularly completes instructional program reviews. Advisory committees, consisting of employers of program graduates, provide timely feedback on college course offerings and the skills potential employees need to succeed in the field. This feedback allows for ongoing curriculum review to maintain currency with local employment requirements.

The college has invested in an operational data store (ODS) and Ohio Board of Regents (OBOR) data warehouse. The ODS has been implemented and allows staff easier access to data from the Enterprise Resource Planning

(ERP). The data warehouse will soon be implemented, allowing the college to decentralize data access while still providing a “single truth” for reports, based on a common set of definitions.

7P7 ENSURING SYSTEM ACCURACY

How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

Three college areas and activities directly impact the timeliness, accuracy, reliability and security of information systems and related processes: 1) the Information Technology Department, 2) College business processes, and 3) Validation activities.

1. Information Technology (IT), in its role as data custodian, provides the technical environment that ensures the availability of systems and data. IT also enforces the college-wide data security policies and procedures.
 - a. Computer Network Reliability

The college has three server rooms; two on the Columbus campus and one on the Delaware Campus. Each campus has back-up generators to assure uninterrupted service, and the college uses real-time reporting of server traffic. All staff are considered on-call, and six subgroups rotate on-duty roles which include network, e-mail, ERP and lab personnel to respond to any situation. The on-duty staff can respond 24/7 to campus computer issues within 30 minutes of receiving the call. The dedicated technical environment, equipment and personnel have helped the college to maintain a 99.999 percent uptime on the core switches.
 - b. Information Security

The full Information Security program is outlined on the college website, *csc.edu*. Security processes include password protection requirements, firewall technology, audit logs, virus-scanning software deployed, and a formalized change management program.
2. College Business Processes
 - a. Business processes enable employees to have access to Colleague and to CougarWeb based upon job roles. The access work is completed during the New Hire On-Boarding process. Business process owners develop their office procedures for data entry accuracy.
 - b. Employing project management at the college provides a uniform method for coordinating and securing projects which involve more than one division. PM’s framework assures a focused examination of the initial request process, including cost-benefit analysis, identification of project stakeholders, budgetary implications, alignment with college goals, and accreditation impact. A project manager regularly reviews progress via TeamDynamix.

3. Validation Activities

Validation activities include prescribed practices for timeliness, accuracy and reliability. (See Table 7P7.)

Table 7P7.

Name of Report	Timeliness Ensured	Accuracy Ensured	Reliability Ensured	Security Ensured
External Reports				
Higher Education Information (HEI) System reports to Ohio Board of Regents (OBOR)	Required reports are due on a scheduled basis (usually quarterly or annually). College has "window" in which to submit files for reporting purposes.	Internal queries have been developed to extract data. Subject matter experts verify accuracy of data. Files are reviewed at institutional level and at OBOR before being finalized and posted.	HEI has prescribed set of definitions and steps for data to be submitted. All institutions must utilize this process and the data definitions.	Submitted electronically via secure server. Limited user access to secure server. Training and confidentiality agreement signed by all users before access is granted.
Integrated Post-Secondary Education Data System (IPEDS) reports to US Department of Education	Required reports are due on a scheduled basis (usually quarterly or annually). College has a "window" in which to submit files for reporting purposes.	Use of finalized files submitted to HEI assures the data has been submitted error-free. Then that data is queried to develop the IPEDS reports.	The HEI definitions mirror the IPEDS definitions.	Submitted electronically via secure server. Limited user access to secure server.
Internal Reports				
Student Characteristics	Reports are produced every term after HEI data have been finalized and posted to HEI website.	Only finalized HEI data is used for student characteristics reports. Subject matter experts also review reports to ensure accuracy.	HEI definitions are also used for reports.	Reports are only available through the college's intranet site.
Enrollment Quick Glance	Reports are produced every term on the college's census day (15 th business day of the semester).	Internal queries have been developed to extract data. Subject matter experts verify accuracy of data. Files are reviewed at institution level.	HEI has prescribed set of definitions and steps for data to be submitted. The college uses these definitions for this report.	Reports are only available through the college's intranet site.
Term Headcount and FTE	Reports are produced every term on the college's census day (15 th business day of the semester).	Internal queries have been developed to extract data. Subject matter experts verify accuracy of data. Files are reviewed at institution level.	HEI has prescribed set of definitions and steps for data to be submitted. The college uses these definitions for this report.	Reports are only available through the college's intranet site.

7R1 MEASURING EFFECTIVENESS

What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

In 2011, the college undertook a major analysis of IT functions at the direction of the Board of Trustees and the college administration. CampusWorks, Inc., an IT consultancy company which specializes in systems and data analysis requirements for higher education, was engaged to conduct the study. The consultant gathered extensive input from representative constituents of the college—from part-time students at off-campus sites to heavy users in the Distance Learning labs. In addition, a detailed technical analysis was made of every aspect of Information Technology's infrastructure. The data collected informed the development of a new IT plan, which offers a thorough and unified solution for college data reporting, collection, storage and retrieval, as well as a design map for future system growth.

The Office of Institutional Effectiveness supports the effectiveness of the college through regularly provided reports such as:

- The Grade Distribution Report allows academic departments to view course success, based on location and modality, and adjust their curricula accordingly.
- The College Scorecard, used from 2008-2011, provided a review of progress toward strategic planning goals and state requirements. As new initiatives are developed through the strategic planning process and as a member of AtD, these will be monitored using PM methodologies.
- Data provided to academic departments allow the completion of program review and accreditation activities. The data include course enrollments and FTE, demographics for program majors, retention and graduates.
- The Data Handbook provides a three-year, Autumn Term trend of student access/success data.

The use of data to measure and inform practice includes:

- Student Success, a 2012 prioritized project, is one example of how the college has moved from reporting data to actively using it. Student Success addresses graduation, retention and many underlying college preparedness issues, all which were previously identified in the College Scorecard and other internal surveys. As a result, Cougar Edge, a tuition-free introduction to college coursework, was developed for at-risk students.
- College Prep Math, a Developmental Math program, is being piloted in several area high schools. (See Table 3R5.)
- Tutoring: TutorTrac data showed that in summer 2011, students who received any tutoring had a 78.7 percent success rate compared to a 54.7 percent success rate for those did not. In 2009, the college received a Title III grant to revitalize the college's tutoring processes. As a result of new initiatives, such as Supplemental Instruction (SI) and the opening of a Tutoring Center, the number of students receiving tutoring went up as did their grades. The most recent annual grant report (summer 2012 – spring 2013) shows that in Business and Technology programs, 873 students were assisted in the Tutoring Center, with more than 3912 visits. Of particular note is the success of students participating in SI. For the 2012/2013 year, 88.73 percent of students receiving SI earned an A, B or C grade versus 67.64 percent of the students not using SI.
- Foundations of Excellence (FOE) data highlighted issues with Student Success and Career Counseling. As a result three success initiatives were created: Preferred Pathway®, First Year Experience Seminar courses, and a student transfer metric.

- An Enrollment Management team, comprised of personnel from Enrollment Services, the Business Office, Advising Services, the Delaware Campus, Institutional Effectiveness, and Curriculum Management, meets on a weekly basis to review data for the upcoming term's enrollment. They study headcount, total and average credit hours registered, FTE, percent of students at a full-time status, number of new students enrolled, section fill rates, fill rates by instructional modality (face-to-face, blended, or Web) and fill rates by location (Columbus and Delaware campuses and the regional learning centers). The team uses the data to forecast enrollment, make decisions about section planning by department, schedule what is offered and when, and to cancel courses. Business Office representatives use the data to review projections for budgetary implications and to assure the enrollment and budget assumptions are meshing. Deans also make section cancellation decisions based on this data.

7R2 EVIDENCE OF EFFECTIVENESS

What is the evidence that your system for Measuring Effectiveness meets your organization's needs in accomplishing its mission and goals?

Columbus State used analysis of its College Scorecard data from 2008-2011 as the primary metric to measure whether the college accomplished its mission and goals. During this analysis, a problem in the area of student success was identified. As a result, the college initiated multiple strategies to collect and analyze data with the goal to improve student success.

In an effort to collect evidence that the college's system for measuring effectiveness aligned with the college mission and goals, Columbus State engaged its stakeholders, including students, faculty, staff and area employers. The Foundations of Excellence and CCSSE processes provided a baseline of student input and started important college conversations, including focus groups.

The Foundations of Excellence process engaged more than 100 faculty and staff who worked on cross-functional committees to gather institutional data and conduct a Current Practices Inventory. The data, along with the results of faculty/staff and student surveys, and research on best practices, were used to assess the college's current state, identify gaps from its desired state, and recommend steps to reduce or eliminate those shortfalls. The project culminated in ten prioritized recommendations for improvement of student success. A number of these have been acted upon, including implementation a required college success course and mandatory orientation for new students. Advising Services is making organizational changes designed to support many of the recommended student success initiatives.

The college applied for and received Title III funding in 2009. The Title III subcommittee for this five-year grant guides the tutoring infrastructure and Supplemental Instruction (SI) project. TutorTrac is now used to monitor tutoring effectiveness, and preliminary data for Autumn Semester 2012 indicates more than 3,100 students were served during approximately 15,400 visits and 18,300 hours of tutoring.

In 2010, the college embarked on an action project with the intention of developing a program to address the needs of undecided students. During this project, students were identified using data collected from the Higher Education Information (HEI) system, Colleague, and the Operational Data Store (ODS). Demographic data and retention patterns were also used. The analysis of this data resulted in the development of an intrusive advising intervention, the creation of a website to enhance career resources available to students, and the purchase of "Career Coach" software, which connects students interested in a particular career to local labor market data and even prospective jobs. Following the intrusive advising intervention, there was an increase in the number of students declaring majors, an overall decrease in the number of undecided students, and an increase in the utilization of career resource information.

7R3 PERFORMANCE RESULTS

How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The college measures effectiveness against the results of other higher education organizations through its participation in surveys that provide national benchmarking. These include the 2010 and 2013 CCSSE, Foundations of Excellence in 2010, and the 2012 and 2013 GCTWF survey through *The Chronicle of Higher Education*. Each of these surveys has helped the college assess its performance as compared to similar institutions and to identify areas of success and opportunities for improvement.

The 2010 CCSSE results allowed the college to monitor Columbus State's performance in five areas, including "Active and Collaborative Learning," "Student Effort," "Academic Challenge," "Student-Faculty Interaction" and "Support for Learners." While Columbus State scored below the 2010 Top Performing Colleges in the five CCSSE benchmarks, the college achieved the same score as other colleges in the 2010 CCSSE Cohort in "Student Effort," "Academic Challenge" and "Student-Faculty Ratio." More importantly, the survey results identified that the college scored below the 2010 CCSSE Cohort in "Active and Collaborative Learning" and "Support for Learners." Further analysis of the survey results identified those full-time and part-time students who participated in the survey ranked career counseling as the lowest engagement item. Armed with the CCSSE results, the college undertook an institutional re-organization to create an Office of Career Services. The college has just completed the 2013 CCSSE and CFSSE surveys and looks forward to improvement in this and other benchmarks.

Columbus State participated in the 2012 *Chronicle of Higher Education's* Great Colleges To Work For (GCTWF) survey. Randomly selected full-time and adjunct faculty, administrators and exempt professional staff were asked to participate. The college intranet site carried the results, making them easily accessible. The Topline Summary Report compared Columbus State to the top performing colleges with more than 10,000 students. Overall, the college was rated "Good" or "Very Good to Excellent" in six of the fifteen categories, "Fair to Mediocre" in three categories, and "Warrants Attention" in six categories. The college's lowest ranking was in the "Communication" category. Consequently, a cross-functional group of employees gathered to participate in an Appreciative Inquiry root cause analysis on internal communications. Several action steps arose from this AI analysis, including a centralized action point for official communication, the strategic cascade of information to the college community, creating a communication plan for all major college projects, and hosting forums with college leaders. One direct response was the implementation of "First Wednesdays," monthly town hall-style meetings with the President, college leadership, faculty, and staff which began in early 2013. The college has just completed the 2013 GCTWF survey and expects improvement in this and the other workplace categories.

As a member of the National Community College Benchmarking Project, Columbus State identified peer colleges for comparison. In relation to Valencia, Sinclair, and Owens community colleges, Columbus State ranks second in number of associate degrees awarded 2003 – 2010. The college ranks third in full-time retention rates over time, second in enrollment, and fourth in graduation rates. Columbus State has joined AtD (see next paragraph) intentionally to work on the graduation metric and student success.

Achieving the Dream processes will ensure both data discipline and ongoing benchmarking. During 2012 and 2013, Columbus State's data team will be working with faculty and staff to clearly define the data elements that will be used to track student progress over time. The college will populate the AtD database annually and use this framework as a means of assessing progress toward greater student completion.

7I1 RECENT IMPROVEMENTS

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Columbus State is increasingly moving toward data driven decision making. Responses 7P7 and 7P4 provide discussions of consistent data collection, analysis and reporting from the Office of Institutional Effectiveness (IE). Under direction from the Board of Trustees, Columbus State began a major analysis of data collection and data use processes. The college administration hired IT consultant Campus Works, Inc., and this firm gathered data from multiple college constituent groups. This collection and analysis was the first step in the development of a unified plan for college data reporting, collection, storage and retrieval (Operational Data Store). IE currently reports data in standing formats, e.g., the College Scorecard from 2008-2011, which includes data for enrollment, instructional performance and instructional cost analysis. IE also makes specific data sets available at the request of individuals or administrative units.

Recently, the Office of Academic Affairs (OAA) applied data sets from the master planning process to a scheduling issue. OAA analyzed data systematically gathered by Institutional Effectiveness (IE) on student enrollment patterns and space utilization to develop a centralized scheduling matrix. The matrix allowed the college to meet student academic needs while using limited classroom space more efficiently.

Foundations of Excellence (FOE) and the Community College Survey of Student Engagement (CCSSE) are additional examples of how Columbus State is moving from statistical reporting to data driven decision making. Initial FOE planning included data analysis training and the implementation of the project management process. Centralized data collection and analysis under the FOE initiative resulted in several new initiatives for transfer-bound students. An action project identified a student success gap among enrolling students who had not declared a major. Data reported through FOE and CCSSE processes also resulted in curricular changes in the First Year Experience Seminar (COLS 1100) to provide more transfer planning instruction.

7I2 CULTURE AND INFRASTRUCTURE SUPPORT

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

Columbus State's culture and infrastructure assist in selecting processes that enhance and set targets for improved performance results in measuring effectiveness as indicated in 7P2. Some examples include:

- The college's development of centralized scheduling
- Tutoring activities delivered within each department and program
- The process by which the college recruits students
- Evaluation of the modes of course delivery the college uses to maximize student success
- Enrollment and performance data analyzed to identify the direction of dual enrollment programs
- The college's three-pronged effort to improve remediation.

Additionally, as indicated in 7P5, the college has engaged in master planning, strategic planning, and various national surveys as a means of identifying specific performance improvement areas.

Category Eight

PLANNING CONTINUOUS IMPROVEMENT

Examines your organization's planning processes and how your strategies and action plans help you achieve your mission and vision.

Introduction

Columbus State examines strategies and action plans to help achieve its mission and vision through a structured integrated planning process. After the arrival of a new college president, the college developed a new process for planning continuous improvement using project management measures. As projects are developed, some are identified as action projects. Action projects are selected within core college processes, ensuring that projects receive the necessary resources to complete planning, as well as the financial and human resources to integrate them into ongoing operations.

Cross-functional groups have become the “modus operandi” at Columbus State. These groups use project management tools and methodologies to organize and manage major continuous improvement initiatives. As part of this process, a charter is created for each project. The charter identifies the sponsors, summarizes the project, recruits the proper leadership and details the desired results. The Switch to Semesters (S2S) effort is a prime example of this new way of getting things accomplished at Columbus State. Using project management principles, all areas of the college came together to complete the conversion to semesters on time, under budget, and sans glitches!

As the college strives to become integrated in all of its continuous improvement activities, it has moved to a culture of evidence. To build evidence libraries that allowed the college to benchmark with other institutions, Columbus State participated in various benchmarking activities including the Community College Survey of Student Engagement (CCSSE) and Foundations of Excellence initiatives. The college's student success initiatives/processes came about as a result of continuous improvement functionality, which increasingly rests on data collection and analysis, college-wide teams collaborating on major initiatives, and the application of project management methodologies to manage the changes and innovations indicated by the assembled evidence.

8P1 KEY PLANNING PROCESSES

What are your key planning processes?

After the college established its goals and strategic directions for 2008-2011, an Extended Cabinet spent much of AY 2008/2009 developing an integrated planning process that would support the identified goals and directions. Columbus State created its first College Scorecard, aligned college goals to University System of Ohio outcomes, prioritized and funded college projects to specifically drive achievement of the college goals, and implemented the PERFORMs model, in which employees develop individual performance goals that support college goals.

Work also included:

- Development of a common set of terms and definitions.
- Creation of a calendar of deadlines which identified the many processes that support planning including budget, capital equipment, curriculum, staffing, governance, and employee evaluations.
- Development of an integrated planning manual.

- Creation of an integrated planning cycle that complements the processes needed to support planning.
- Creation of a communication plan to educate the campus about integrated planning.
- Development of tools to support the submission, evaluation and funding of strategic initiatives to achieve college goals.
- Implementation of a process for an annual environmental scan and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to support the planning process.

8P2 SHORT- AND LONG-TERM STRATEGIES

How do you select short- and long-term strategies?

In 2011, with the new president in place for one year, Columbus State embarked on a comprehensive process to update its Strategic Plan. The following were the guiding principles for the process:

- To develop a strategic vision of the future, describing the value Columbus State will be delivering to its stakeholders including students and alumni, Central Ohio educators, employers and leaders, and Columbus State faculty, administrators and staff.
- To review and refine the college's statements of mission and values in light of its strategic vision.
- To identify the institutional priorities that the college has underway or will initiate to achieve its strategic vision in accordance with its mission and values.

Led by a team of cross-functional membership, the Strategic Planning Committee engaged groups across the college, including focus groups with students, alumni and local community leaders. Upon completion, the Strategic Plan will guide the college's response to change in higher education.

8P3 DEVELOPING ACTION PLANS

How do you develop key action plans to support your organizational strategies?

During AY 2008/2009, the college moved projects, including AQIP Action Projects, into an integrated planning process. Positioning the identification of projects within core college processes ensured that projects received the necessary resources to complete planning, as well as the financial and human resources to implement them and integrate them into ongoing operations.

Today, planning begins at the department level as employees engage in conversations about their roles in helping the college to meet its goals and uncover ways to improve college processes. Questions abound: Are current ways of working adequate? What else needs to happen? Recognizing that most work occurs across departments and divisions, the college encourages these conversations across stakeholder groups.

With the arrival of a new college president, the college developed a new process for planning continuous improvement. Project Management is the planning and organizational process now used to develop initiatives focused on student success.

In September 2011, college-wide faculty committees were created to provide more of a structure for faculty input into college decisions. The committees are: Curriculum, Assessment, Professional Development, Academic Rules and Policies, Academic Pathways, Instructional Success, Student Support, Service Learning, Honors Curriculum, Tenure and Promotion, and Distance Learning.

8P4 ALIGNING THE PLANNING PROCESS

How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization's various levels?

Alignment of planning processes, strategies, and action plans begins with the President and the Board working together to approve college goals and outcome metrics. Departments develop goals to support their division, which in turn supports college goals. Departments then develop initiative proposals, which are integrated at the divisional level. Proposals must include outcome metrics, proposed internal stakeholders and a budget. At this point, lead areas and supporting areas are identified. Proposals may come through represented by one division or several partners and the Cabinet prioritizes them. Ultimately, approval and funding recommendations are forwarded to the Board.

Once the plan is approved, a project charter will be developed which establishes the scope of the approved project. The practice of chartering projects has become an essential tool for aligning work and allocating resources. Charters are more specific than matrix models; by spelling out the expected roles for different departments and individuals, charters decrease the potential for overloading one or the other or both. Charters also contain anticipated timelines which focus the work and limit it. The Cabinet reviews charters for college-wide projects; funds for projects beyond the operating budget may require Board approval. Resources required for project work, such as personnel, capital equipment and budgetary needs, are determined and included in the planning process. These goals are then communicated internally and externally.

8P5 SELECTING MEASURES AND SETTING TARGETS

How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

As noted in 1P2, the strategic planning process has begun and has addressed numerous issues. The results of this planning will lead to a comprehensive Strategic Plan with college goals clearly delineated and student success at the forefront. At several early work sessions, participants engaged in discussion and debate designed to elicit key issues and outcomes; at the conclusion of these sessions, participants provided recommendations as to next steps. Session participants worked diligently and were highly successful in: applying their discussions to an Enterprise Goals Model; considering goals and strategies aligned with the mission and that matter most to a unified college community and high-impact Board; endorsing possible enterprise-wide guiding principles; cutting through the complications and confusions of three elements of “Civic Engagement” (academic, student, and community) to create a solid, draft strategic goal; articulating priority strategies/programs that advance the entire enterprise toward the goal; and proposing a number of draft metrics or achievements to guide the next steps in planning, implementation and operationalization of the strategy. In spring 2013, the Board of Trustees accepted the new mission, a new values statement, and three overarching college goals. The goal of Student Success will be led by the college’s AtD team which is currently working on identifying metrics to be measured. The President has established this same planning process for the workgroups addressing the goals of Workforce Development and Civic Engagement.

8P6 LINKING STRATEGY AND RESOURCES

How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

[5A] As an example of a college-wide strategic action plan, Columbus State updated its long-range facilities Master Plan by engaging an outside consultant to facilitate input and discussions. This effort was tightly linked to overall growth strategies to ensure that the college’s physical presence and resources are well positioned for the future that is envisioned. The master planning process was designed to yield the following activities and outcomes:

1. Update demographics using 2010 census data.
2. Consider the most advantageous growth opportunities/characteristics for each of the two campuses, including partnership opportunities and synergies with other development projects.
3. Explore the relationship between the college's two campuses and its regional learning centers, particularly the future roles of the Westerville and Dublin regional learning centers with regard to the Delaware Campus.
4. Analyze the college's current use of its facilities, classrooms, laboratories and office resources, and propose options for enhancing effectiveness, efficiency and sustainability.
5. Recommend a strategic approach to the use of existing and potential parking resources on or near the Columbus Campus and identify pedestrian-friendly access routes and additional green spaces.
6. Provide a plan for future land/facility acquisition linked to projected needs.
7. Strengthen the linkage between facility development and specific institutional goals/priorities.

College and community engagement in this process has been a key objective. The project was organized into four phases, and during the course of the work, some 500 internal and external stakeholders participated in more than 100 engagement sessions.

- Phase I: Discovery: Study the physical campuses and nine regional learning centers, including parking, demographics, site plans, and drawings. Study neighborhood conditions and opportunities, as well as other master, strategic, and transportation plans including the Ohio Department of Transportation's plans for the I-70/I-71 split and I-670. Conduct and document interviews, focus groups, and open houses with internal and external stakeholders including students, faculty and staff, and civic, neighborhood and business partners.
- Phase II: Synthesis and Identification of Needs: Synthesize the information from Phase I to understand the current state; analyze and identify the college's needs and wants; develop planning principles, goals and a vision; and present findings to leadership and stakeholders.
- Phase III: Exploration and Options Development: Develop options and plans for facilities/space usage and zoning, new buildings and renovation, student life and recreation, vehicular and pedestrian circulation and parking, landscaping, infrastructure and utilities, and property acquisition and disposition.
- Phase IV: Master Plan Development: Prepare the college's Master Plan including the implementation strategy, present to leadership and stakeholders, and develop final report.

On July 18, 2013, the Board of Trustees approved the Master Plan's visions for the college, including principles that will guide the plan's implementation. The final Master Plan is being compiled, and the initial phase is being costed in preparation for a submission to the State of Ohio for consideration during the capital funds allocation process.

In addition to physical resources, the college ensures that its human resources meet the required credentials and licensures by utilizing a portion of its annual budget to provide opportunities for faculty and staff to attend continuous professional educational opportunities.

During the annual budget process, non-operational budgets are developed and resources allocated according to their alignment with prioritized goals established by the Cabinet. The process begins with a resource proposal form being submitted by the department to the Cabinet. The proposal includes specific needs related to human resources, capital equipment and information technology. The final part of the proposal includes a cost benefit analysis wherein the requestor outlines assumptions and includes revenue, expense and bottom line impact of each request. When the

decision is made by the Cabinet member as to whether or not funding will be available, the requestor is notified appropriately.

8P7 ASSESSING RISK

How do you assess and address risk in your planning processes?

To assess and address risk in the college's planning processes, Columbus State uses Project Management (PM) methodologies based on criteria obtained from the Project Management Institute (PMI) to plan approved work activities. The request for project management assistance begins with the review, completion and submission of the Project Request Form to the Project Management Office (PMO). The completion and submission of this form initiates the PM process and opens discussion between the Project Management Office and the requestors (stakeholders). During the request and chartering of an endeavor, identification of the risks associated with such work is shown in the request document, charter and risk register. The risk register is reviewed at the administrative level in the PMO and then assessed with the project requestor as to the level of expected risk involved (resources, time and staffing), and a determination is made at that time as to whether or not the project can move forward.

8P8 DEVELOPING CAPABILITIES

How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

The college ensures employee development in its projects by virtue of the project management methodology that demands a work breakdown structure that assigns duties, responsibilities and accountability by each project team member.

Additionally, as part of the annual performance review, employees (faculty, staff and administrators) complete a planning guide in which they identify their professional and departmental development goals. Each employee also is encouraged to develop new skills, and department budgets contain funds to support training opportunities. With the implementation of the PERFORMs model, performance outcomes that relate to meeting college goals are defined in an individual employee's planning guide. The employee's planning guide defines the projects and activities to be completed, indicating how they contribute to the department, a cross-functional team, or a service unit and to meeting college goals. The resources provided to support employees in developing new competencies are described in 4P8.

8R1 MEASURES OF EFFECTIVENESS

What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

In using project management, the college collects its measures of the effectiveness of its planning processes and systems and houses this information in the TeamDynamix database.

As an example, during the college-wide Switch to Semesters project, 1,506 college courses were reviewed, assessed, and/or redeveloped to meet semester criteria determined by the Board of Regents. Constant monitoring of the course review process was maintained, and project leaders could check course status and determine when the process was complete.

Also, as examples of the effectiveness of college planning processes, the renovation of the library and the implementation of a Document Management System are both yielding tangible results since their completion and implementation. Improvements are documented in 8I1.

8R2 PERFORMANCE RESULTS

What are your performance results for accomplishing your organizational strategies and action plans?

With more than 90 percent of U.S. colleges and universities operating on semesters, the Columbus State Board of Trustees voted at their May 2009 meeting to make the transition to semesters beginning in autumn 2012. Columbus State developed a process for converting to semesters, along with the 16 other state colleges and universities still operating under a quarter-based academic calendar. The Ohio Board of Regents mandated that all USO institutions make the switch by autumn 2012. After receiving the charge from the Board of Trustees, the college appointed an overall S2S Steering Committee, which in turn created five subcommittees, to complete the conversion effort. These subcommittees (Communications, Curriculum, Enrollment and Student Services, Information Technology and Operations) were comprised of individuals from across the campus, including students. The Steering Committee and subcommittees pioneered the use of TeamDynamix and set the tone for future project management efforts at Columbus State. The S2S project had a \$6 million budget, was completed successfully on time, and came in below budget at \$4 million. The savings have been reallocated to a Student Success and Innovation Fund.

As noted in 8P2, the college has enacted many planning processes. The college is collecting information for evaluation that will lead to hard data held by the new Data Warehouse (coming in late 2013.)

8R3 PERFORMANCE PROJECTIONS

What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

The metrics for the three broad college goals are currently being established. As previously discussed, project management will be the tool used to assure objectives are met and metrics collected for analysis. The AtD college team has just concluded its planning year and have metrics established for the Student Success goal. As noted before, several student success strategies were established based on CCSSE and FOE student data. These will be considered as metric data is collected and analyzed for student success.

8R4 PERFORMANCE COMPARISONS

How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations, and if appropriate, of organizations outside of higher education?

As a result of Foundations of Excellence (FOE) activities, a group from Columbus State went to Valencia Community College to validate certain FOE findings. Based on the validation, a decision was made to apply as an Achieving the Dream school, and this process resulted in Columbus State's acceptance into that initiative.

The Distance Education and Instructional Support Division also measures and maintains statistics on distance learning at the college. These include measures of growth, retention, and learner performance and satisfaction. In benchmarking with other institutions, these statistics are reviewed to monitor progress and make necessary changes to support distance learning success. Columbus State's Distance Education program partners with multiple institutions both in Ohio and out of state. Figure 8R4 shows comparative data concerning each institution's distance education program.

Figure 8R4. Comparison of Distance Learning Growth Rate

Community Colleges	Fall 2008	Fall 2009	% Change	HC Change
Cincinnati State Technical and Comm. College.....	1,628.....	2,466.....	51.47%.....	838
Clark State Community College	1,397	1,690	20.97%	293
Columbus State Community College	8,965	1,122.....	24.06%	2,157
Cuyahoga Community College	6,445.....	8,181	26.94%	1,736
Lakeland Community College	2,222	2,438	9.72%	216
Lorain County Community College	4,326	5,672	31.11%	1,346
Marion Technical College	330	396	20.00%	66
Owens Community College	6,364	6,594	3.61%	230
Rio Grande Community College	149.....	168.....	12.75%	19
Sinclair Community College	4,867	5,878	20.77%	1,011
Washington State Community College	432	437	1.16%	5

8R5 EVIDENCE OF EFFECTIVENESS

What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

Evidence that the college’s system for planning continuous improvement is effective can be measured, evaluated and supported by several processes and activities throughout the college.

As part of its AQIP participation, the college engages in a number of action projects and reports on the progress made. The planning of continuous improvement in this area includes the active commitment of an AQIP Steering Committee. The Steering Committee reviews approximately seven potential action projects and then recommends those to the Cabinet. The Cabinet chooses three action projects from the submitted potential projects. In this manner, the college can place special emphasis on projects to be accomplished in the coming year. At the end of the year, the action projects are evaluated, successes and reversals documented, and reports are written and submitted to AQIP as required.

Beyond the Quality Awards and the Action Projects, there is other documentation of continuous quality improvement at the college. At the Spring 2012 In-Service, all departments were asked to submit a summary of continuous quality improvement activities being conducted in their department. Besides collecting more than 40 summaries of multiple activities, the college demonstrated that continuous quality improvement is not just relegated to selected action projects, but that it has been adopted as an expected and common process on campus.

The Quality Improvement Team Awards offer another measurement of continuous improvement. Project teams, often from multiple departments and service areas, submit applications for the awards. Applications are evaluated on how closely the project aligns with college goals and on: 1) Cooperation across divisions, 2) Cost benefit or savings, 3) Student retention, and 4) Student attainment. Each year three to five teams win cash awards and accolades from their colleagues

Additionally, a cross-functional team was established to answer questions that were rated as opportunities for improvement prior to the 2012 Checkup Visit. After the successful Checkup Visit, the Steering Committee and the Criterion Subcommittees were surveyed to determine lessons learned from the preparation for the visit. It was determined that the size of the subcommittees was appropriate, but that the number of them should be increased from five (one for each Criterion) to nine (one for each Category). Based on excellent feedback from the Checkup Visit, the subcommittees were restructured to prepare the 2013 Systems Portfolio.

8I1 RECENT IMPROVEMENTS

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

The college chose to develop the integrated planning process while implementing it in planning 2009/2010 strategic initiatives. Twenty-five initiatives were submitted by college divisions for review. The board approved \$5.5 million from a fund designated for initiatives that strategically move the college forward. (See 8R3 for the approved projects.) Still under discussion is how to operate efficiently with the anticipated workload which results from mandates, University System of Ohio requirements and growth.

After the arrival of its new president, the college developed a new process for planning continuous improvement. Project concepts are presented to the Cabinet, prioritized by them (some projects are identified as action projects), and funded by the Board. Once a project is approved, the designated sponsors develop a charter. The chartering process is an essential factor of Project Management, which is the methodology the college has now implemented to organize and manage major initiatives, including continuous quality improvement. Cross-functional groups from across the college are then recruited to carry out the charter provisions and lead the work. TeamDynamix software is used to track the projects, and the Project Management Office maintains documentation on the project, which is available for review.

The recent Switch to Semesters (S2S) effort serves as a dramatic and highly visible example of how much the college has changed and improved its processes and performance in planning continuous improvement. Through the use of project management principles, all areas of the college were brought together to complete the transition from quarters to semesters. Major risks and milestones were identified and respectively avoided and accomplished. All stakeholders received information, updates and deadlines throughout the project, and there were no major glitches or PR issues. This project is now used as a template for project management at the college.

In the response to finalizing, implementing and evaluating the integrated processes, the college balances future needs with fiscal constraints. One example would include the renovation of the library, a major college project that yielded the following improvements:

- The library renovation design phase was started by gathering student input through online surveys, individual interviews and a suggestion board.
- The Learning Commons space on the 1st Floor brings together a multitude of services in a “one-stop shopping” model for students, including the IT Support Center, Writing Center, vending machines for drinks, comfortable furniture, group study rooms, Print Express stations, Open Study area with collaboration tables, Multimedia Support Center, Library Circulation Desk, Reserve Collection, and a Computer Lab.
- The entrance to the building was moved from the 2nd floor to the 1st floor, improving access to the building and creating a new outside community space.

- The stairwells were enclosed to meet students' expressed need for varied learning environments. Now the library can offer both social and collaborative space as well as quiet study space.
- The Multimedia Support Center was expanded to support digital multimedia (video, audio, animation, photography, gaming design, music) and its use in student projects.
- The Writing Center was moved into the library with expanded tutoring space. The close proximity allows for more collaboration between tutors and students and librarians.
- The IT Support Center now has a Walk-In Support area away from the Call Center.
- An art display case has been installed for the library's Permanent Art Collection on the 2nd Floor.
- The Reference Desk was redesigned to be more open and inviting for walk-up service.
- The library has more than tripled the number of student desktop computers on the 2nd Floor. Three high capacity printers allow for double-sided printing to save paper.
- Book stacks on the 2nd and 3rd floors were moved to create more study space which takes advantage of the natural light from the windows.
- Library Technical Services is now a staff-only area allowing for better protection of incoming library materials.
- The library instruction room was redesigned to accommodate larger class sizes.
- A silent study room is now available for those who prefer the noise-free environment.

The Document Management System (DMS), another recent and comprehensive initiative, offers college departments, programs and service areas the ability to transition print documents into electronic format through scanning, indexing, storage and retrieval. To date, the DMS has scanned and indexed nearly 300,000 documents in 13 college departments, creating easier access and greater capacity of materials. This initiative has saved the college needed resources as it transitions from print to digital documentation.

8I2 CULTURE AND INFRASTRUCTURE SUPPORT

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

As a community college, part of Columbus State's culture is to be responsible to external stakeholders. A major stakeholder is the Ohio Board of Regents (OBOR). In countless ways, the OBOR champions student access to higher education, but it has begun emphasizing student success even more. In response to this emphasis, Columbus State engaged in a work plan that resulted in the college switching to semesters from quarters in order to be in alignment with other colleges in the state. This plan provided the college with the opportunity to update its curriculum, set and achieve targeted results that minimized the impact of the change on students, and demonstrate continuous quality improvement by coming up with innovative ways to master the complex issues the project presented.

Another way the college culture and infrastructure helped select processes is by moving more to a culture of evidence. Columbus State began participating in and using the results of the CCSSE and Foundations of Excellence to build evidence libraries that facilitated benchmarking with other institutions. As a result, the college developed a student success initiative that went through the chartering process mentioned in 8I1. Charters have specific goals

and targets, with due dates and stakeholders, and a checklist of the multitude of activities and responsibilities that ensure project completion and quality processes along the way. As a result of the student success initiative being brought forward, the college recruited and integrated many departments to accomplish this work.

The PERFORMS initiative, implemented across the college, offers faculty, staff and administrators the opportunity to devise work plans and personal objectives in line with college goals and to improve on-the-job skills to become a better employee and community member.

Category Nine

BUILDING COLLABORATIVE RELATIONSHIPS

Examine your organization's relationships — current and potential — to analyze how they contribute to the organization's accomplishing its mission.

Introduction

Columbus State Community College is mature in its approach to creating and integrating partnerships, both external and internal. The college aims to see “the big picture” and relates all processes and partnerships back to its key goals and strategies. In determining educational partnerships, for example, the college explored the regional flow of traditional students from high school to college, collecting data, and analyzing statistics related to K-14 progression in the local region. This data indicated the need for the development of a regional approach to educational partnerships. The college, at the suggestion of the President, initiated and led a creative, comprehensive response to this need as detailed in 9P1.

The college is also on a significantly mature level in creating, prioritizing and building relationships with those entities that depend on our supply of students. The college prioritizes relationships with educational organizations based on the number of students likely to benefit, considering such variables as a school's location, cost, demand, and transfer pattern history, along with an overall fit with the curriculum and mission of Columbus State. Meanwhile, the college's approach to filling labor market needs has been developed with an industry sector strategy. Columbus State will enhance this further through a partnership with the national network for Pathways to Prosperity (PTP). This network, a collaboration of the PTP project at the Harvard Graduate School of Education, Jobs for the Future, and nine states, focuses on ensuring that more young people complete high school and attain a postsecondary credential with currency in the labor market. To accomplish this, states are engaging employers and educators to build a career pathways system for high school students.

Measuring for performance results has historically been more focused on isolated programs or units with no connection back to overall strategic approaches to college partnership goals. Joining the Achieving the Dream Cohort of community colleges is part of the plan to improve that measuring work. Achieving the Dream and its model of data collection, storage and analysis will help the college create the data field required for meaningful performance measurement. The AtD data tracking and collection processes will become the college's basis for data sharing. Emphasis is being placed on instructional strategies, including learning communities, supplemental instruction, active learning, and innovative uses of technology. Committees have been assigned charges within these areas.

Also, the college's work with compression planning will help to develop not only a formal partnership approach but also a working tool to enable Columbus State to use baseline measurements in many areas.

Currently, Columbus State is showing tremendous growth in establishing vital, collaborative partnerships across the college and within the Central Ohio community. Where there is need for improvement is in the college's development of clearer measures for collecting and analyzing the data in order to identify the effectiveness of some of those partnerships.

9P1 BUILDING RELATIONSHIPS WITH EDUCATIONAL ORGANIZATIONS

How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?

As prefaced in the introduction to this category, to determine educational partnerships, the college explored the regional flow of traditional students from high school to college, collecting data and analyzing statistics related to K-14 progression in the local region. (See 9R2 for specific data.) Additionally, Columbus State's President met individually with school district superintendents throughout the region to learn about their work and explore potential partnerships. The quantitative and qualitative data gathered indicated the need for the development of a regional approach to educational partnerships. In response, in May 2011, the college convened a summit of more than 120 regional and state leaders to explore the case for a regional agenda in promoting college access and attainment. This high-level convocation led to the formation of the Central Ohio Compact, a consortium of primarily educational leaders, including those of four-year institutions, dedicated to addressing the high school-to-college pathway. The Compact has become the cornerstone of the college's strategy as it pursues partnerships with educational organizations and other groups from which Columbus State receives students. The overarching goal for the college and its Compact partners is that 60 percent of Central Ohioans will hold a postsecondary credential by 2025. The college took a resolution, related to the Central Ohio Compact, to the Board of Trustees in September 2012. (A summary of the Central Ohio Compact work can be found on the college website, www.csc.edu/centralohiocompact/.) Compact partners are taking similar resolutions to their boards, working on metrics and measurements, and defining future communication methods for the Compact.

Outside of the Compact strategy, a number of defined process relationships focused on specific student populations exist:

1. Autism College Transition (ACT) Program: To address increasing numbers of students on the autism spectrum, an advisory board of Education Services Center (ESC) of Central Ohio and Columbus State officials was formed. (ESC accelerates the missions of school districts in several counties, serving more than 200,000 school children in 27 school districts). The ACT director has access to office space and other college resources. ESC and Columbus State host an annual open house for school officials, campus and community officials and prospective ACT students.
2. Winning Independence Naturally through Guided Support (WINGS) is a Columbus State/ESC partnership that provides additional training for students, 18 to 22 years old, who have special needs and are still enrolled in the K-12 system.
3. College Prep Math began as a grant-funded partnership with Reynoldsburg City Schools in AY 2011/2012. Nine high schools currently participate in this effort to better prepare students for college-level math.
4. Africentric/PSEO (Post Secondary Enrollment Options) is a grant-funded partnership between the college and Africentric High School that allows faculty pairings between the two institutions to align students with college prerequisite skills.

Collaborations beyond those with traditional education institutions are evident in the college's involvement with the Governor of Ohio's Office of Workforce Transformation. Through that work, which began in March of 2011, the Center for Workforce Development (CWD formerly CEWD) was able to identify the source of workforce funds in Ohio (90 programs through 13 agencies). From that analysis, CWD refined an extensive list of workforce partners who would have funds, programs or services that could move students into the college. A CWD staff member serves on committees/boards of some of these non-traditional student pipelines, including workforce investment boards in Franklin, Delaware and Union counties, Employment for Seniors (Age 50+), Community Research Partners, United Way, etc. These collaborations assist in building relationships to bring non-traditional students into the college.

9P2 BUILDING RELATIONSHIPS WITH OTHER ORGANIZATIONS

How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

Columbus State prioritizes relationships with educational organizations based on the number of students likely to benefit, considering aspects such as a particular school's location, cost, demand, and transfer pattern history, along with an overall fit with the curriculum and mission of Columbus State. Based on such criteria, Columbus State has developed several programs or partnerships:

1. The Preferred Pathway® program was created to enable Columbus State students to transfer to Ohio State in a direct, seamless fashion. Students start at Columbus State and follow prescribed pre-major tracks to complete their associate degree and move into a corresponding major for their undergraduate degree from Ohio State. Benefits of the program include lower degree cost, the presence of Ohio State advisors on Columbus State campuses, unique orientation program, and access to certain OSU college resources such as the library. Ohio State is also co-located on the Delaware Campus, offering an array of courses which benefits students from both institutions.
 2. The 3 + 1 programs with four-year institutions in which students are dually enrolled at Columbus State and their home institutions (Franklin University, Ohio University, Tiffin University and Union Institute & University). In addition to having articulation agreements, Columbus State faculty work closely with these partner institutions on academic delivery, referrals and advising.
 3. The first Ohio State Destination Day, held in February 2013, began as a partnership between Columbus State and Ohio State. Students interested in transferring to Ohio State had the opportunity to speak with more than twenty offices, colleges and departments from Ohio State to answer questions about admissions, financial aid, faculty, etc.
 4. In the K-12 space, the college sits on the Columbus Education Commission, instituted in December 2012. The Commission is examining the challenges and opportunities facing children living within the largest K-12 urban system in the region. The Commission is charged with developing specific recommendations that will enable all children in the community to succeed in the city's vibrant, growing economy. Emphasis is also on making Columbus a global leader in developing the highly-skilled, creative, entrepreneurial workforce that will propel economic growth in the 21st Century and leverage the resourcefulness of our entire community to meet these goals. More information can be found on the college website.
1. Columbus State has partnered with Tiffin University to offer an online and off-campus bachelor's degree program for working adults on Columbus State's campus. Students take only one accelerated class at a time and meet one day or night per week. Columbus State has a contractual agreement with Tiffin in regards to the use of space on campus.

The college's process for identifying business partnerships that drive non-traditional students is based on Aspen Institute Models for Sector Strategies. In 2011, the Director of the then Department of Continuing Education and Workforce Development (now Center for Workforce Development) attended the Aspen Institute under a year-long program focused on applying sector strategies. The process begins with an analysis of labor market data and ends with the formation of industry committees which provide advice on aligning student career pathways to regional workforce needs. The committees also engage businesses in short- and long-term workforce planning with the college.

Recognizing the role education plays in supporting regional economic development goals, Columbus State has partnered with Columbus 2020, the entity responsible for economic development in the eleven counties surrounding the college. Columbus 2020 makes business retention and expansion visits and shares the data on workforce needs

from those visits (750 in 2012 alone) with Columbus State. This data sharing is housed in a regional system known as “Executive Pulse.” Routinely, Columbus 2020 and Columbus State together visit businesses with expressed workforce needs, in order to develop partnerships that meet goals both for the college and the business.

9P3 RELATIONSHIPS WITH STUDENT SERVICE PROVIDERS

How do you create, prioritize, and build relationships with the organizations that provide services to your students?

The college’s strategic planning process resulted in three goals: Student Success, Workforce Development and Civic Engagement. The Civic Engagement goal invoked the following process related to securing resources for students:

In January 2012, the college hosted a conversation with 19 community leaders of non-profit or government agencies with resources that could potentially be beneficial to its students. That conversation resulted in the following resource additions to the campus community:

1. Ohio Benefit Bank – The college applied for, and was assigned, a Harvest Corps volunteer who facilitates the Ohio Benefit Bank (OBB), which is now housed in the Student Engagement and Leadership Office. OBB is a Web-based program that identifies public resources, such as food stamps, Medicaid, Earned Income Tax Credit (EITC), cash assistance, child care subsidy, etc.
2. C.A.R.E.S. (Caring Advocates Responding to Extraordinary Situations) – This newly established function creates an interconnecting referral system to meet students’ basic needs, strengthening access to and delivery of services for hungry, homeless and low-income students at the college.
3. Mental Health – ADAMH (Alcohol, Drug and Mental Health Board) conducted Mental Health First Aid training in September 2013 for college frontline staff. Designed for non-practitioners, the training prepared staff members (often the first point of contact) to better assess and refer students to resources as needs are identified.
4. Work-based Learning Experiences – These serve as an integrated career pathway. An example is the college’s Automotive Technology Department teaming up with Ford to create the Ford Asset Program, which employs students at a dealership while they complete their degree or certificate. Similarly, within the college’s Business, Integrated Media and Marketing programs, more than 600 internships are arranged per year; in the Skilled Trades program, students are part of a trade apprenticeship; and all health care programs have a clinical component.

9P4 RELATIONSHIPS WITH SERVICE PROVIDERS

How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

Purchasing at Columbus State is largely decentralized. Purchasing decisions below \$10,000 are made at the department level. In the competitive bid process, a group of individuals is often organized to evaluate proposals, ensuring that primary stakeholder interests are considered. Recent examples include teams organized to procure banking services, master planning consultants, information technology infrastructure and capacity building, and resources to conduct a physical inventory of college equipment, with teams ranging in size from four (4) to twelve (12) people.

Partnerships with organizations that supply materials and services to the college are prioritized based on certain characteristics and criteria defined for the goods or services needed at the time. It is the mission of a community college to serve the community at large, and it is with that philosophy that suppliers are sought from the surrounding community and actively encouraged to engage in purchasing processes. Administrators and staff in the purchasing department utilize Vendor Open Houses and Vendor Fairs to identify new vendors and leverage memberships in several organizations to gain access to buying consortiums. The college website includes a link to “Doing Business with Columbus State,” which describes the decentralized nature of the college’s purchasing activities. The Center for Workforce Development (CWD) hosts a Small Business Development Center (SBDC), which is utilized to push out requests for bids to ensure that the college reaches the maximum audience with work in this area. This outreach includes the Central Ohio Minority Business Association.

In addition to formal purchasing processes and procedures, Career and Technical Programs often enter into partnership arrangements and contracts to use professional buildings, space or supplies from outside entities to enhance student learning. For example, the Columbus State Fire Academy uses the Columbus Fire Department’s burn buildings for training purposes. This allows Columbus State students to train with the exact same materials and methods being used in the field. Similarly, the Fisher College of Business at Ohio State donates used computers for Columbus State students to repair and give to the YWCA.

9P5 RELATIONSHIPS WITH ASSOCIATIONS

How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

Despite the initial and ongoing success of certain academic partnerships as evidenced by the Central Ohio Compact, Preferred Pathway, and others, Columbus State identified the need for a process approach to engaging in partnership activities overall. In October 2012, a number of individuals representing multiple functions across the college participated in a Compression Planning session for the purposes of systematizing the approach to partnership development. The core principles that resulted from that session are listed below and represent a draft of the work as of February 2013.

The Partnership:

- Should result from an intentional decision; a go-no-go process
- Will be evaluated regularly using a risk management process
- Aligns with college mission, values, vision and strategic direction (leads to student success)
- Creates a win-win situation, which may include:
 - A reasonable number of students affected
 - A shared fiscal responsibility between Columbus State and partner
 - Effective use of college resources (money, space, technology, human resources)
- Is replicable to other partners and/or is scalable to other areas of the college
- Is sustainable.

The Processes Needed to Manage and Grow Effective Partnerships:

- Decision-making processes regarding how and when to enter a partnership need to be created and then communicated to all.

- Before entering a partnership, a process is needed to determine if an existing relationship with this partner already exists (connect the dots). A dynamic customer relationship management system is needed.
- Prior to entering a partnership, a standardized process will be used to clearly define the partnership. There must be a clear purpose and expectations mutually understood.
- Create a standardized communication plan for each partnership (to communicate who's doing what, when, how).
- Create standards of measure and satisfaction for all partners using the data to drive how the partnership evolves over time and the nurturing that may be required.
- Use the communication process to ensure all internal players know who "owns" the partnership (who is driving it) and what is involved.
- Ensure the communication process communicates internally the scope of the partnership in its early stages of development.
- The process/communication strategy needs to include how to say "no" without burning any bridges, especially when the decision is politically charged.

Additional Partnership Qualities:

- The quality of partnerships is more important than the quantity.
- Proactive partnerships are generally better than reactive ones.
- The college should take a long-term view toward developing partnerships.
- Business transactions are not partnerships; use guiding principles to discern between the two.
- Columbus State wants to be easy to do business with.
- Columbus State is a natural convener.

9P6 ENSURING NEEDS ARE MET

How do you ensure that your partnership relationships are meeting the varying needs of those involved?

Currently, there is no formal college-wide process to conduct checks on partnership activities. Evaluation of how well partnerships meet the agendas established at the outset of the collaborative relationship is conducted at the college unit/department level. The detail provided under 9P5 regarding the development of a systematic approach to partnering will be used to develop much of the criteria in this section. However, some examples do exist within several initiatives:

1. The Central Ohio Compact, outlined in 9P1, is currently focusing on developing infrastructure framework, including evaluations and systems that will allow ongoing knowledge of progress towards its goals.
2. The college conducts ongoing and regular meetings with those in the 2 + 2 and 3 + 1 articulation programs. For example, the Preferred Pathway program holds regular, ongoing meetings with Ohio State representatives to discuss the flow of students into the program and their progression along the pathway.
3. The Delaware Campus conducts validation reports with its Ohio State partners and others every three years to determine if program outcomes and objectives meet industry needs.

4. Multiple methods, including advisory committees and employer surveys, are used to determine if needs are being met for Career and Technology Programs. For example, the Criminal Justice program created an employer survey, which it distributes to all local law enforcement departments in the service area. Survey result data are used to assist faculty in judging if program objectives are meeting industry needs; if not, the program will be adjust accordingly.

9P7 CREATING INTERNAL RELATIONSHIPS

How do you create and build relationships between and among departments and units within your organization?

The data tracking and collection processes from the Achieving the Dream initiative will be the basis for data sharing that drives a refined process for strategically creating and building internal relationships on delivery that affects students and the community.

1. As part of Achieving the Dream, in the spring of 2013, discussion groups began examining current gaps in student success and searching for strategies to close these gaps.
2. MATH 1099, launched in the summer of 2010, evidences a strong partnership between the Developmental Education and the Math departments. With the recent national emphasis on getting students through developmental courses faster (per the Developmental Education Initiative), this emporium model allows students to work at their own pace on up to five modules. MATH 1099 is co-led by a Developmental Education faculty member and a Math faculty member. Twice a semester, all MATH 1099 faculty, from both departments, meet.
3. Focusing on communication and networking among college departments and peers, Columbus State's President established "First Wednesdays," town hall-style meetings which premiered in February 2013. These gatherings are live-streamed on the Web and include announcements of Staff Employee of the Month, college news and developments, presentations and briefings, question and answer sessions, and a chance for socialization with colleagues.
4. The Developmental Education Department's Block Program is a learning-community created to boost the success and retention of first-year students who place in developmental courses in math and writing. The Block Program allows learners to have the same three classes with the same students, complete interdisciplinary projects, and have a team of teachers who closely monitor the progress of each student. Collaboration among academic departments/student services (e.g., Developmental Education, Advising Services, and the Testing Center) is crucial for the successful recruitment and operation of each year's Block Program.
5. In 2011, Columbus State advanced the possibilities for even stronger collaborative relationships between faculty and administration with the formation of ten Office of Academic Affairs (OAA) Faculty Committees: Curriculum, Assessment, Academic Rules and Policies, Academic Pathways, Faculty Entry/Training/Professional Development, Instructional Success, Student Support, Service Learning, Honors Curriculum, and Tenure and Promotion.
6. Columbus State has been developing the use of chartered, cross-functional teams to tackle work that requires the expertise and support of multiple areas. All major projects are chartered, with divisional sponsors and internal stakeholders identified. Internal stakeholders appear at the formative stage of the work and continue to be involved as long as their participation is relevant.

9R1 MEASURES OF COLLABORATIVE RELATIONSHIPS

What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

Columbus State collects and regularly analyzes data from several initiatives related to building relationships such as Achieving the Dream, the Central Ohio Compact, Pathways to Prosperity, the partnership compression planning process, and the strategic goal planning sessions. Each of these require the development of a strategy toward relationship building—both internal and external—and a process for ensuring the vitality of those relationships through measuring and nurturing. Other measures exist as well:

1. Regional Learning Centers distribute student satisfaction surveys. Information gathered includes location, status, class load, scheduling plans and questions, and demographics. These surveys, aimed at instilling collaborative relationships with the students of Columbus State and to determine the most conducive class times, course offerings, etc., are distributed each term and analyzed by the Off-Campus Programs administrator and others.
2. As outlined in 9P2, Columbus State engages in planning, development and benchmarking with other community colleges and with four-year institutions through articulation agreements with the latter. To ensure that courses transfer seamlessly, Columbus State faculty and administrators maintain contact with colleagues at other institutions and maintain a commitment to course and programming excellence.
3. Validation studies and reports are required of all technical programs. Program Outcome Validation is a three-year process that assesses whether the program and General Education Outcomes are up-to-date and appropriate in meeting current academic, business, trade, technical and professional standards. From this study, faculty and department chairs consider revisions to the academic programs, if shown to be needed.
4. Internship programs measure the college's partnerships with students and businesses. These programs are evaluated and analyzed regularly to determine if they are meeting the needs of the students, the industry, and program objectives.
5. Industry sector strategies are partnerships between the college and several businesses within an industry sector, e.g., LogisticsArt and IT-Art training programs and the Bioscience Technology and Foundations of Insurance certificate programs. Measurements include training of graduates, employment and wages. Regular focus groups reveal business and student satisfaction.

9R2 PERFORMANCE RESULTS

What are your performance results in building your key collaborative relationships, external and internal?

Columbus State's key collaborative relationships, both external and internal, are exhibiting strong performance results. The Central Ohio Compact, which the college initiated and is leading, is well on its way to creating a regional strategy for credentialing a greater percentage of area adults. The Dual Enrollment program is growing quickly, thanks to personal relationships the college is building with area superintendents, high school counselors, and high school teachers. These professionals are responding positively to the outreach and the programs that Columbus State has put in place, not to mention the pleas of students and parents for more cost-effective higher education.

Internally, the college's strategic planning process has recruited cross-functional committees and is brainstorming countless projects to align and advance the colleges three goals of Student Success, Workforce Development and Civic Engagement. In the area of Civic Engagement, Columbus State devoted its Fall 2013 In-Service Day to community service, with more than 600 employees fanning out to assist at least 50 area agencies,

organizations and schools. Some of these same agencies, in turn, support service learning projects at the college. Columbus State is also offering free classes to the community on Columbus State Day (Oct. 12) as a gift to the community in celebration of the college's 50th anniversary. These classes demonstrate the value of learning and the ageless nature of it, and let the community know that the college realizes its success is built upon the individual learner's success.

As for industry sector work, the college is making progress on internal and external efforts. Since both the compression planning initiative, which is building an internal framework for the partnership process and industry sector strategies, and the affiliation with the Pathways to Prosperity (external) are new actions, results are not available for much of the work. In industry sector strategy work, performance is usually a one-time measurement with little progression year-to-year. One industry sector program which does have quantifiable results is the LogisticsArt program, which used a federal grant to collaborate with area companies in developing and presenting a short-term training program. The goal was to introduce displaced and long-term unemployed individuals to the booming Central Ohio logistics industry and get them working again. One-time measures of the college's logistics sector work indicate that 1,100 students were trained, 75 percent were placed into employment, and 132 transitioned into other credit programming at the college. Other sector-based training programs are underway at Columbus State, including a nine-month Bioscience Certificate, IT-Art program, health information management training, and insurance industry courses. Due to the short-term nature of many of the collaborative industry training efforts, the college elected to join the Pathways to Prosperity network to create sustainability within industry sector strategies and provide the ability to measure impacts over time.

Outside of the larger initiatives noted above for key collaborative relationships, the college has data on several other important efforts, measurements and results:

1. Data was recently obtained and evaluated to assess the Writing Center's support services. The study compared tutored versus non-tutored students and their success in ENGL 1100. A summary of those results show that ENGL 1100 students who visited the Writing Center succeeded in the course at a higher rate than students who did not visit the Writing Center (82.3 percent versus 64.3 percent). This suggests that the college as a whole needs to promote the Writing Center's services more heavily to increase the overall success rate of students taking ENGL 1100.
2. On a daily basis, the Dean of the Delaware Campus collects and analyzes enrollment numbers of Columbus State students attending courses at the campus. Enrollments for the second year of operation showed significant increases in every term:

Autumn 2011 – 1,294	Autumn 2012 – 2,300
Winter 2011 – 1,366	Winter 2012 – 2,035
Spring 2011 – 1,357	Spring 2012 – 1,884
3. As mentioned in 9R1, the Regional Learning Centers distribute a survey regularly to students at the nine regional sites and results are analyzed each term. These surveys measure overall satisfaction with educational experiences at the sites and reveal other worthwhile data, such as demographics, the number of non-traditional versus traditional students, and when students tend to make scheduling decisions. Summary data for the Dublin Center show that the facility pulls the majority of its students from Dublin, Delaware, and Hilliard. Results also indicate that 32.57 percent of students plan to enroll in multiple locations, 90.80 percent plan to attend Columbus State the next semester, and 53.64 percent make scheduling decisions once registration begins.
4. As referenced in 9P3, the college internship program placed hundreds of students in internships with more than 200 different companies. The internship program has grown 77 percent over last few years. In the past three years, 62 percent of the student interns have been offered continued employment beyond their

internship. Of the 176 interns placed between Autumn Quarter 2011 and Spring Quarter 2012, 114 students were offered continued employment for a 64 percent placement rate. At the conclusion of each internship experience, students are asked to complete an evaluation scale of their business mentors, rating them from “1” to “5”, with “5” being the highest mark. Students rate them on communication, direction, support, feedback, and supervision, and during the past year, students rated their employers an average of 4.69 out of 5.00. The program strives to maintain an average rating above 4.5 by working with employers to develop and present effective internship positions. Students rated the internship program at 4.67 out of 5.00 over the last year, displaying satisfaction with the service level from faculty and staff through the internship experience.

9R3 PERFORMANCE COMPARISONS

How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations, and if appropriate, of organizations outside of higher education?

In an effort to build collaborative relationships and benchmark with other institutions and organizations, Columbus State has pursued the following strategies:

1. Student Success and Attainment Initiatives: Columbus State made benchmarking visits to both Valencia Community College (<http://valenciacollege.edu/>) and Johnson County Community College (<http://www.jccc.edu/index.html>). College personnel gathered resources and documents, and reviewed processes to assist in planning and implementation of Student Success and Attainment initiatives, including a revision of the college’s Student Handbook.
2. State Reporting and Benchmarking: Columbus State actively participates in Ohio Association of Community Colleges (OACC) and Ohio Board of Regents (OBOR) reporting related to work in community colleges across Ohio. First- to second-year retention rates show Columbus State in 2009 with 52 percent persistence at same institution in comparison to Cuyahoga Metro at 40 percent and Clark State at 50 percent. The rate of first-time, full-time, degree-seeking undergraduates was 32 percent for Columbus State in comparison to 21 percent at Cuyahoga Metro and 54 percent at Clark State. The number of Columbus State certificates and degrees awarded in FY2011 was 3,051 versus Cincinnati State’s 1,757 and Clark State’s 534. Columbus State’s instructional fee was \$1,637 in 2012 compared to Cuyahoga at \$1,229, Clark State at \$1,721 and Cincinnati State at \$2,133.
3. 2011 National Internship and Co-op Study: In autumn 2011, Columbus State participated in the National Internship and Co-op Study conducted by Intern Bridge. The study was able to collect responses from more than 27,000 students attending some 225 colleges and universities across the country. In the 2011 National Internship and Co-op Study report, Columbus State had 96 students respond to the survey. Of those respondents, 60 students (62 percent) were in the preparation stage, 17 students (18 percent) were presently participating, and 19 students (20 percent) had already completed their internship requirement. Of those students currently or previously interning, 92 percent of students claimed the experience helped them explore interests and career options. This was on par with the national average of 93 percent. Additionally, 92 percent of those students attended other classes while interning. Overall student satisfaction was 83 percent for interns, with 14 percent neutral and only 3 percent unsatisfied.

Columbus State is currently setting and collecting metrics that will further enhance its benchmarking efforts, providing more meaningful comparisons and performance results. Achieving the Dream, Central Ohio Compact, and Pathways to Prosperity will assist the college to mature in this process.

9I1 RECENT IMPROVEMENTS

What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

Building collaborative relationships is a high priority for Columbus State. The selection of partners, the process/system and measures used to demonstrate the collaborative relationships may be seen in the following projects:

1. The Central Ohio Compact was developed to maintain K-12, college/university, education non-profit, career and technical, and economic development partnerships that will drive how the college approaches partnering through education strategies.
2. The Pathways to Prosperity (PTP) National Network: The college joined this network through business partnerships because Columbus State had received evidence that there is a need for a community approach to career pathways.
3. Partnership Compression Planning: Columbus State formed a committee that used a college-wide compression planning process to connect established unit-level industry partnerships with college-wide strategic goals.
4. Student Success: The college's strategic planning process for student success lead to the development of new partnerships with non-profit, community-support agencies, which include the Ohio Benefit Bank, C.A.R.E.S., and ADAMH (See 9P3). The various agencies have provided representatives and/or training for college staff on how to connect students to resources.
5. Civic Engagement and Workforce Development: In an effort to further enhance collaborative relationships, Columbus State formed two committees to address the strategic goals of civic engagement and workforce development. A half-day planning session surveyed and measured internal activities and partnerships in these areas. Beginning in May of 2013, each committee participated in forums to outline the goals, measures, and partnerships needed within each area.
6. Continuous Quality Improvement Team Award: In 2009, the college established a Continuous Quality Improvement Team Award program. The awards recognize up to three teams of employees for their contribution of time, energy and talent which resulted in an outcome enhancing or improving one of the college values or that produced cost savings, enhanced student retention, or affected student attainment.
7. Student Success Course: In response to the Foundation of Excellence benchmarking results, Columbus State now has a standard student success course, COLS 1100 or its developmental counterpart COLS 1101, that is required of all students within their first 15 hours of study. Data from the Foundations of Excellence work moved the college to refining the new student orientation. Emphasis is being placed on instructional strategies, including learning communities, supplemental instruction, active learning, and innovative uses of technology. The work continues as the college engages in the Achieving the Dream platform. Committees have been assigned charges within these emphasized areas.

9I2 CULTURE AND INFRASTRUCTURE SUPPORT

How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

In working with Foundations of Excellence, Achieving the Dream, Central Ohio Compact, and various community-based organizations, Columbus State has fostered a culture and infrastructure that enhances its ability to build

collaborative relationships. As members of these organizations, the college participates in various metric and benchmarking processes that enable it to increase its educational value to college stakeholders. One such process is the college's strategic planning process, which begins with an electronically managed environmental scan of employee feedback. A synthesis of data gathered is discussed in forums and various retreats with all stakeholders. The results of the forums and retreats are further analyzed by a large consortium of more than 100 employees, representing all college divisions and employment categories who participate in a group scanning process. The Board then distills this work, transforming the observations and analyses into strategic directions to frame further work toward college goals. This process was also used to develop the Central Ohio Compact and the Compression Planning partnership process.

