

Systems Portfolio

Columbus State Community College

3/18/2019

1- Helping Students Learn

1.1- Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

[Abbreviations/Terminology link](#)

1.1 Processes

Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

CSCC offers four degrees: AA, AS, AAS, and AoTS. The College has identified eight Institutional Learning Goals (ILGs) or categories of learning that are central to the Mission of the College. The ILOs define the expected outcomes of learning for each of these ILGs ([Institutional Learning Goals and Outcomes](#)). The terms ILG and ILO are sometimes used interchangeably or referred to as the ILGs/ILOs. For all degrees offered, course and Program Learning Outcomes (PLOs) are mapped to align with the ILGs/ILOs (see [Figure 1.1](#)). These College-wide learning outcomes are grounded in a philosophy of learning that is articulated in the College's [General Education Statement](#). The institution's common categories of learning (ILGs) and their associated expectations of learning (ILOs) reflect the Mission of the College to educate and offer students the opportunity to achieve their goals. Courses, programs and degrees are aligned to the ILGs/ILOs in order to prepare students to meet the expectations of both four-year institutions and the workplace (3.B.1, 3.E.2.).

Determining common outcomes (3.B.2, 4.B.4)

In 2012, CSCC created a GenEd Task Force (GETF) that consisted of faculty from all academic divisions to evaluate and revise the common learning outcomes. The task force met with Dean of A&S, the Assessment Faculty Fellows (FFs) and the Associate VP of the Office of Academic Affairs (OAA) to discuss and collaborate. This team of faculty created the [General Education Statement](#), a statement articulating the skills and attitudes students with a general education from CSCC should possess. Based on this philosophy, the task force created a new set of GenEds that identified the common learning outcomes for the College. These GenEds provided the College with a common means for valid assessment of relevant skills. To determine this set of common relevant skills, the GETF conducted extensive research looking at the Association of American Colleges and Universities (AAC&U) Strategic Plan (2013-17) and assessment practices at other colleges. The faculty serving on this task force also considered skills relevant for four-year transfer and specialized accrediting body guidelines.

In AY 2014-15, these GenEd outcomes were approved by the faculty led Academic Council and became the College-wide learning outcomes. In that same year, the Assessment FFs, the OAA Assessment Committee, and the Chairs of the GETF evaluated feedback from faculty. They concluded that the GenEd Outcomes were only specific to the AA and AS degrees, and did not have applicability to Health and Human Services (HHS) and Business, Engineering, Technology (BET).

During the same year, the College determined it should expand the common learning expectations from the GenEd Outcomes to a more broadly defined set of ILOs. From the A&S-specific GenEd Outcomes, the more general ILGs and ILOs were drafted and subsequently approved by Academic Council. The ILGs/ILOs are listed in [Figure 1.2](#).

In order to maintain relevance, an ILG Committee was created consisting of faculty from all three

divisions that will systematically review the ILGs/ILOs every four years to ensure their currency to all courses, programs, and degrees (3.B.2, 4.B.4).

Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

The College's [General Education Statement](#) is posted on the College website and in the Catalog (3.B.2). For students, faculty and other internal and external audiences, the ILGs/ILOs are publicly available in the Catalog and are linked on both the [College's Vision, Mission and Values](#) web page and [Assessment homepage](#) (under: [Institutional Learning Goals & Outcomes](#)). The ILGs/ILOs assessed in each course are articulated to both faculty and students in the master course syllabi and are also stored for reference on both on the College's Assessment web page and CurricUNET, the College's online curriculum management tool.

The College's [Assessment homepage](#) is accessible to the public and provides an [Assessment Handbook for Arts and Sciences](#) as well as an [Assessment Handbook for Career and Technical Programs](#), with step-by-step instructions for faculty to guide them through the assessment process, links to assessment plans and reports, Program Review, and other work relevant to assessment. The website also includes a description of all of the assessment committees, an explanation of tasks assigned to each committee, and is maintained by the FFs to ensure that the information is accurate and current.

Departments or Programs, who determine the best methods and their benchmarks, determine level of achievement of the outcomes. Departmental reports are submitted and reviewed by the Division Assessment committee to ascertain whether common learning outcomes were met and provide useful feedback for the Departmental Assessment committees. The College also offers several annual training and PD opportunities on Assessment to further educate faculty and staff, including the Academic Onboarding program, In-Service presentations, and the annual Faculty Idea Exchange conference (4.B.1).

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

In AY 2015-16, the College began a project to align the ILGs/ILOs across the curriculum for all three divisions and incorporate opportunities for all students to achieve the common learning outcome (ILOs). The Division-level Curriculum and Assessment committees, the Assessment FFs, and the Curriculum Management Department led this work and eventually, Faculty from department/program curriculum committees approved the resulting alignment crosswalk. The process included identifying the ILGs/ILOs assessed in each course at the College and identifying them on each course syllabus. This data can also be found within the curriculum module in CurricUNET.

Once this process was in place for all credit-bearing courses across the College, department and program faculty along with their Assessment Committees acquired the ability to track and ensure whether or not plans of study include opportunities for students to achieve all of eight of the ILGs/ILOs. Additionally, the curriculum module in CurricUNET is able produce a map identifying the ILGs/ILOs that are assessed in all offered courses, a process that results in all stakeholders having the ability to identify the ILG's/ILOs across the curriculum. In addition, direct data in the Departmental Assessment reports map the ways that every degree program offered by the institution

engages students in collecting, analyzing and communicating information as specified by the ILGs/ILOs. The Departmental Assessment reports can be found on the Division Assessment Sharepoint site. Three examples of recently completed Assessment Reports are [Sociology 1101 2016](#), [Mathematics 1151 2017](#), and [English 1100 2015](#). **(3.B.3.)**

Faculty work with students to make contributions to scholarship and the discovery of knowledge to the extent appropriate to the program and Mission of the College. In Engineering, students have created research through the NASA Space Grant Consortium. CSCC was awarded a grant from the Louis Stokes Alliances for Minority Participation (LSAMP) initiative, a program that promotes STEM education, through which students are connected with internships and faculty mentors at both CSCC and The Ohio State University (OSU). Students have the opportunity to present research they have created at conferences. In addition, some Biological and Physical Science faculty recruit students to co-author and present at conferences.

Faculty members maintain relevance in their subjects by participating in both faculty development opportunities and professional communities. This work results in curricular updates and revisions, new programming, publications in scholarly journals, presentations at professional conferences, and publishing chapters and/or full textbooks. In addition, grant department successes, resulting in scholarships for economically underprivileged students and to provide wrap-around services to ensure success, demonstrate the College's focus on improving students' ability to meet the learning outcomes at the College **(3.B.5).**

Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

As stated earlier, in 2012 the GETF was convened to revise and evaluate the common learning outcomes at the College. This process ensured the outcomes would remain relevant and align with human and cultural diversity needs. To ensure the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills that are integral to CSCC's educational programs, the GETF did extensive research and considered the input of a broad range of stakeholders. The GETF benchmarked assessment practices at other colleges as well as relied on the AAC&U Strategic Plan (2013-2017) to guide their charge. The task force itself was composed of faculty representing all three academic divisions. The task force also held sessions to get feedback from faculty regarding the outcomes. From this work, they created the ILGs/ILOs.

In AY 2014-15, the OAA Academic Council approved the ILGs/ILOs of the GETF. The Academic Council is made up of the chairs of the individual OAA Committees. These faculty committees ensure the curriculum is responsive to the diverse needs of all stakeholders on issues related to student learning, success, assessment, and curriculum. Furthermore, faculty on the OAA committees from the Arts and Sciences Division (A&S) must certify that their curriculum meet Ohio Transfer Module (OTM) and Transfer Articulation Agreement (TAA) with four-year public institutions as stated by the Ohio Department of Higher Education (ODHE). The faculty who serve on the OAA committees from Career and Technical Programs work with their Advisory Boards and specialized accrediting bodies to confirm that their curriculum is relevant to the needs of workplace in their field. These processes ensure the ILGs/ILOs align with student, workplace and societal needs (see [Figure 1.3](#)).

In AY 2017-18, to ensure that these outcomes continue to remain relevant, an ILG committee of faculty from all three divisions has been created. Their task is to review the ILGs/ILOs every four years to make sure they promote intellectual inquiry, broad learning skills, and remain relevant for

the diverse needs of CSCC students **(3.B.4)**.

Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The College recognizes the importance of co-curricular activities as part of a well-integrated education in support of achieving the ILGs/ILOs. Faculty working with the OAA, and the Athletics Department, coordinate co-curricular activities. The list of clubs, programming, and athletics can be found on the campus life website ([Clubs & Organizations at Columbus State](#)). The College offers 52 clubs, a range of leadership, engagement, and diversity programming, study abroad, three intercollegiate men's sports and four intercollegiate women's sports. **(3.E.1)**.

Student Engagement and Leadership (SEAL) and the Global Diversity and Inclusion Center (GDIC) offer College-sponsored student activities and programs that are aligned with the ILGs/ILOs (see [Table 1.1](#)) as well as the College's Strategic Priorities. These co-curricular activities create opportunities to further pursue the ILGs/ILOs while learning more about a particular career field or interest. Student participation is tracked in the "HUB" and a co-curricular transcript can be produced.

Faculty committees also create co-curricular activities for students on campus. The English department sponsors two online journals (Spring Street and Et al.), where student's original work in writing or photography are published. The A&S Lecture Series Committee holds an annual Spring Symposium where faculty present issues in their field. The talks are open to students and faculty. In addition, this committee brings in speakers throughout the year to speak on contemporary issues. Recently, the Social Sciences faculty worked with GDIC to create an African Celebration Week.

Service-Learning classes include traditional in-class teaching as well as a meaningful community service project. Service-Learning classes provide hands-on learning and also demonstrate CSCC's commitment to its community. Students in Service-Learning classes learn a lot about the community and are encouraged to reflect on their growth throughout the experience. In the SP 2019 semester, the College offered service-learning classes in 5 separate academic areas (Accounting, Business Office Administration, Dental Hygiene, English and Psychology).

Co-curricular activities coordinated by faculty, SEAL, and GDIC are aligned with these ILG's/ILOs to support student's learning experiences at the College but are not yet formally assessed **(4.B.2)**.

Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

The institution assesses achievement of the learning outcomes it claims for all curricular programs and degrees through work completed by students in the classroom or online. Departmental Assessment Committees create their own tools, methods, and instruments of assessment that are relevant to their discipline in order to measure the ILGs/ILOs. This process of selecting instruments is repeated annually and enhances faculty buy-in as well as ensures the relevance and predictability of assessment for student learning. These methods include rubrics, test questions, short writings, and problem sets, among other methods. All methods are identified on the annual assessment reports and are reviewed and discussed by peers on the Departmental, Program, and Division Assessment

committees. Based on the feedback from the previous Systems Portfolio Feedback Report, the ILG Committee is in the process of creating college-wide rubrics for each ILG/ILO to further improve consistency and comparability.

The peer review process conducted at the level of the Division Assessment Committees helps to ensure uniformity in standards with respect methods, tools and instruments used to assess attainment of common learning outcomes. Once the ILG committee completes creation of the College-wide rubrics, faculty will use the ILG rubrics to maintain an assurance of uniform standards and the rollout of rubrics is planned for SP 2020. As stated previously, some co-curricular activities are assessed with rubrics that are loosely aligned with the ILGs but they are currently not part of the formal assessment process (4.B.2).

Assessing Common Learning Outcomes (4.B.1, 4.B.2, 4.B.4)

The College has several committees in place (see [Figure 1.4](#)) to oversee the administration of Assessment for Student Learning. The Department/Program Assessment committees determine which outcomes will be measured, collect data, and create the reports while Division Assessment Committees peer review and provide feedback. The ILG Committee reviews and evaluates the ILGs/ILOs every four years to ensure relevancy and is currently in the process of developing college-wide rubrics. Assessment FFs and the OAA Assessment Committee coordinate the assessment work across the College, working with faculty, Deans, the AQIP Steering Committee, Curriculum Management Department and Division Curriculum Committees. The OAA Assessment Committee and FFs also work with Academic Council to provide policy/procedure changes, as well as strategic and budgetary requests to the Senior VP of OAA. This documented communication aimed at “closing the loop” addresses a shortcoming of prior assessment processes (4.B.1, 4.B.2, 4.B.4).

Due in part to previous portfolio feedback, the College was intentional in creating the current assessment processes. In 2013-14, the Assessment FFs along with consultation from the OAA Assessment Committee began to revise the assessment process in an attempt to grow a culture of assessment. In AY 2014-15, [Procedure No.5-18\(C\) Assessment for Student Learning](#), in the College’s Policy and Procedure manual was revised so that faculty could create and modify a Handbook that defined the Assessment processes relevant to their work.

The new assessment process also includes a four-year cycle where faculty track assessment on a four-year plan form (sample [Four-Year Plan Form](#)). Previously, faculty did not have a formal system for tracking patterns of success and failure from year to year. This four-year cycle provides a window of time for faculty to evaluate data, follow up, identify patterns, and determine actionable plans to address any failures to hit benchmarks. The current cycle began in 2015-16 with the pilot and ends in 2018-19.

Faculty are required to identify internal targets on The Annual Assessment Plan and Report Form as identified by Program and Department Assessment committees. Assessment data is compared against those benchmarks to determine proficiency. When internal targets are not met, Departmental Assessment committees are required to engage in follow-up, which entails peer discussion surrounding plans for improvement, as well as strategic and budgetary requests.

The Assessment FFs, in conjunction with their work with all Assessment Committees, have continued to modify and improve the College’s Assessment web page to improve the communication

of the assessment process to others around the College and to improve the sharing and storing of data ([Assessment homepage](#)). The website includes a handbook, a link to a description of all Assessment committees and member contact information, links to master course syllabi, program review, and the accreditation web page. The current use of SharePoint has improved sharing of assessment data among faculty and once granted access, individuals are able to upload, download, and make revisions/comments to others' reports. This transparent and sharing process has enhanced the peer-reviewed element of Assessment for Student Learning.

In AY 2014-15, the College approved eight ILGs/ILOs central to all programs and degrees across the College (see [Figure 1.3](#)). The new assessment process has included formal mapping of the ILGs/ILOs across the curriculum with the College's Curriculum Management Department, thereby providing a cross-walk that was not previously available. This new process provides the College with an enhanced ability to ensure that students – regardless of their program of study – take courses that emphasize the full range of ILGs/ILOs.

In 2016-17 CSCC began formal revisions to its Program Review process and wanted to ensure a dynamic and reciprocal relationship between Assessment and Program Review. In 2017-18, [Policy 5-18\(C\)](#) was revised again and named *Assessment for Student Learning* to reflect the ILG's/ILOs and the newly established Program Review.

1.1 Results

Summary Results of Measures

Faculty collect annual data tracking outcomes based assessment in all three academic divisions to ensure that students possess the knowledge, skills and abilities that are expected from their courses, programs and degrees. In the pilot year, the Faculty assessed 100% of the eight ILGs across all the three divisions (See [Table 1.2](#)). In this first year, 89% of the 55 benchmarks assessed were met. In the second year, AY 2016-17, the Faculty assessed 100% of the eight ILGs across all three divisions. The number of benchmarks assessed grew to 131; 87% of those benchmarks were met. This data was collected from degree bearing courses involving 6,030 student assessments in the pilot year (AY 2015-16) and 10,615 student assessments in AY 2016-17, for a sum total of 16,645 student assessments over this two-year period. The sample represents some duplication of headcount as some students could have been in several classes where assessment took place.

The number of courses assessed each year has also grown. Faculty assessed 55 courses in the pilot year and that number increased to 83 in AY 2016-17. The assessed courses are significant courses owing to their high enrollment status by students completing the AA degree. Several of these courses are very large, offering 50 or more sections per semester. The HHS and BET faculty select courses (mostly from the AAS degree) to assess based on representativeness to the program. Assessment at the College now requires an assessment plan and report be completed annually.

Faculty share their reports by posting them to the CSCC Assessment SharePoint site. Interested stakeholders who have access can view these reports, accessing the website through the CSCC Assessment web page. The Division Assessment Committees use this SharePoint site to manage their workflow in their review and evaluation of the reports.

Comparison of results with internal and external benchmarks

Internal Benchmarking

Since the College implemented the new assessment process in AY 2015-16, 87%-89% of the internal benchmarks that were assessed have been met (see [Table 1.2](#)). This data suggest that 87%-89% of students assessed demonstrated the skills expected of them in their courses, programs, and degrees. In terms of participation, 100% of departments in the A&S participated and there is growing participation of programs in HHS and BET. Participation across the College has risen from 44% in the pilot year to 78% of all departments and programs in 2016-17. Department Assessment committees have also increased the number of courses being assessed. Currently there is no targeted number of courses to be assessed as the priority has been focusing on the most relevant, high-enrollment courses.

Comparisons with internal benchmarks indicate that students are meeting expectations of learning for courses, programs and degrees. Comparisons using the 2017 CCSSE as an external benchmark suggest that CSCC students feel similarly to students at comparable colleges that their coursework emphasized “integrating ideas or information from various sources” and even reported a higher levels of reading in their coursework than other colleges (See [Table 1.3](#)). This data validates internal measures that students are meeting the learning expectations required for a college course, program, or degree.

Insights Gained

Over AY 2015-16 and 2016-17, CSCC has collected 16,000 student assessments, in 138 courses, with 223 benchmarks and met 87%-89% of those benchmarks. Internal benchmarks reveal that, college-wide, Columbus State students are meeting the learning expectations of the college degrees, programs and courses; the CCSSE reinforces the idea that the College’s expectations are in line with other colleges, validating the internal assessment measures of student learning. The data underscores Columbus State’s need to continue to grow a culture of assessment, but also tells us that the College maintains a solid foundation from which to build.

1.1 Improvements

CSCC has striven to make improvements in four main areas: (1) improving repeatable, systematic processes, (2) assessing co-curricular activities and their impact on student success, (3) creating a faculty led Institutional Learning Goal (ILG) Committee, and (4) incorporating assessment data into initiatives surrounding student success.

Improving Repeatable Systematic Processes

In the new process established in 2015-16, the Assessment FFs changed the plan and report form to be more intentional in tracking follow up, collecting uniform information, and having a specific process for requesting budgetary and other resource needs. Faculty must complete a four-year plan where they track success from year to year, a change that allows trends over time to be more readily observed. The new form also has a place for faculty to reflect on follow up of failed benchmarks and make requests to the VP of OAA for budget or other resources to help in the assessment process. Additionally, the VP of OAA has been incorporated within the review process, furthering closing the loop (see [Figure 1.4](#)).

CSCC has also become more intentional in two areas that represent ongoing improvements: 1) the selection of ILGs to assess, and 2) improving the representativeness of classes sampled. Prior to the new process established in 2015-16, faculty could randomly choose to assess any of the common learning outcomes. Since courses have now been fully mapped to the ILG/ILOs, those collecting assessment data have specific goals/outcomes to assess as courses now have assigned outcomes based on their role within the curriculum. The updated assessment process has also become more intentional in targeting a representative sample of courses. The assessment forms now track the number of sections assessed to evaluate representativeness. Departments including English, Psychology, and Sociology sample from all possible offerings, ensuring all modalities are assessed.

Assessing Co-Curricular Activities

Both GDIC and SEAL have been assessing aspects of student performance in their programs. Both offices have aligned their activities in a manner that supports the ILG/ILOs. GDIC collects data showing participation in their programs are associated with improved student success and retention (see [GDIC Success and Retention](#)). The assessments these departments use are loosely aligned with the college's common learning outcomes however, these departments are considering a possible future improvement by creating assessments that more systematically align with the ILGs/ILOs.

Establishing the ILG Committee

CSCC has established a committee of faculty from across the college known as the ILG Committee. Their task is to review the common learning outcomes at the college every four years and to improve consistency of assessment across the College. They are currently developing College-wide rubrics for each ILG. Once created, these rubrics will be piloted AY 2018-19 and implemented in the SP Semester of AY 2019-20.

Incorporating Assessment Data into Student Success Initiatives

Another opportunity for CSCC concerned the utilization of assessment data for “curriculum updates and improvements.” The availability of this data has, in part, been used to inform the use of an internal PD Grant that seeks to improve performance on the ILG/ILO of Critical Thinking and Communication Competence through ACL. In addition, the A&S Success Committee is beginning to look at Assessment data and compare it with success rates. Assessment data, with the new process, is now used to inform student success initiatives.

Improving Consistency

The newly formed ILG committee is creating College-wide rubrics to consolidate consistent standards. Their work is documented on the College's internal SharePoint site and is linked publicly to the College Assessment website where faculty can log in to share and work with assessment data. The College may consider adding bringing study abroad faculty more formally into the assessment process.

Sources

- Abbreviations and Terminology
- Assessment Handbook for Arts and Sciences
- Assessment Handbook for Career and Technical Programs

- Assessment homepage
- Clubs and Organizations at Columbus State
- College Policy 5-18(C)
- English 1100 2015
- Et Al
- Figure 1.1 pdf
- Figure 1.2
- Figure 1.3
- Figure 1.4
- Figure 1.5
- Four-Year Plan Form
- GDIC success and retention
- General Education Statement
- Institutional Learning Goals and Outcomes
- Mathematics 1151 2017
- Mission Statement
- Sociology 1101 2016
- Table 1.1
- Table 1.2
- Table 1.3
- Table 1.5

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

[Abbreviations/Terminology link](#)

1.2 Processes

Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

CSCC, in performing its mission to offer high-quality programs, provides opportunities for students to transfer to four-year institutions and prepare for career and technical roles in a variety of fields. The A&S programs, which lead to the transfer-oriented AA and AS, use the ILOs as PLOs designed along the new Guided Pathways model. Guided Pathways is a term for the holistic redesign of a set of community college practices and services in order to help students complete their goals. The intent of guided pathways is to help students choose a clear pathway informed by their career goals, and support them to stay on it to completion. In A&S, Academic Pathways were designed using the ILOs as PLOs for ease in transfer upon earning an AA or AS. These learning outcomes were developed by the GETF (see 1P1).

The ILOs/ILGs are maintained and reviewed every four years by the ILG committee, which is a repeated and predictable. Programs in the BET and HHS lead to an AAS, AoTS, or one of many certificates. PLOs are aligned with the College's Mission, external program accreditation and approval standards, and community workforce needs. Program faculty and advisory committee review all PLOs as appropriate. The PLOs in BET and HHS are developed with a focus on skills needed to prepare students for specific careers, but are also aligned with the ILGs. The ILGs/ILOs provide the common outcomes that are interwoven with each program's specific technical skills and knowledge to promote individual student development. (3.E.2)

Determining program outcomes (4.B.4)

As stated earlier, the A&S PLOs were developed by the GETF (see 1P1) and are maintained and modified by the ILG committees. This process ensures that these outcomes meet the needs of CSCC students as they must meet the expectations of the workplace and four-year institutions.

BET and HHS have articulated learning outcomes developed in partnership with their specific advisory committees, external program accrediting bodies, and community workforce representatives. Each advisory committee includes representatives from local industry as well as representatives from 4-year programs where their graduates articulate, academic faculty, staff, and administration; in some cases, the committees incorporate program students or graduates. (4.B.4)

Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

The A&S program outcomes use the ILOs as PLOs; these are available in the College Catalog, on its Mission, Vision and Values page, and the College's Assessment page. The College has developed a standard syllabus template that includes all required information and policies ([Syllabus Statement](#)). Currently, the level of achievement of the outcomes are specified only on the Departmental/Program Assessment Plans and Reports, which can be found on the College's [Assessment homepage](#). PLOs for all degree and certificate programs are publicly available via the College's website and in the Catalog. (4.B.1)

Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Program faculty regularly consult with their advisory committees to ensure program learning

outcomes remain relevant and aligned with external accrediting bodies and community workforce needs. Changes to PLOs are driven by changes in industry standards, workplace diversity, accreditation or licensure requirements, or as a result of data gathered during program assessment or program review activities. The College's Program Review and planning process discussed in 1P3 also serves to ensure that relevance of Program curricula. **(3.B.4)**

Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The college has co-curricular activities delivered through Student Services, with SEAL and GDIC offering the majority of activities. These departments do assess some of their activities but these assessments are not formally aligned with the ILOs. However, many of their programs are aligned with the College's ILGs to support learning (see [Table 1.1](#) in section 1P1). SEAL has the capacity to produce co-curricular transcripts while GDIC has evidence of higher success rates among participants in their initiatives. The College also offers co-curricular activities that are faculty-driven and include the A&S Lecture Series as well as other offerings described in 1P1. **(3.E.1, 4.B.2)**

Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

The Faculty select the methods and instruments of assessment that are relevant to the ILGs/ILOs being assessed. These methods include test questions, written assignments, math solutions, oral presentations, lab skills, and real-world field, clinical and practical learning experiences. The faculty must choose an assignment that aligns not only with their course outcomes, but with their PLOs and ILGs/ILOs as well. This alignment between the assignments and the outcomes are built into the Assessment Plan and Report Form ([Figure 1.5](#)). Currently, the Faculty use Program or Departmental tools to assess the assignments. The assessment reports are peer reviewed by the Division Assessment committees and were described in 1P1 and 1P2. **(4.B.2)**

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

There is an Assessment Handbook for the A&S faculty and one for HHS and BET faculty (see links in 1P1). The A&S Division aligns outcomes by course and the process begins with a particular course outcome, which is then aligned to the GenEds, and by definition, the ILGs/ILOs. In contrast, HHS and BET programs begin by identifying PLOs to assess and then align those PLOs with the Course Outcomes and ILGs. When programs work with an external accrediting body, the PLOs are aligned with accrediting criteria and the ILGs. Data for assessment is collected from test questions, written assignments, math solutions, oral presentations, lab skills, and real-world field, clinical, and practical learning experiences.

The faculty members in the Department or Program compile yearly reports and collect data on a pre-determined schedule. The reports are then uploaded, reviewed, and shared by the Division Assessment committees. Data is compiled from the Division Committee Summary Reports and shared with other College committees, Academic Council, and the OAA VP to inform student success initiatives and ensure all stakeholders understand results of the yearly Assessment data. This process is explained in 1P1. **(4.B.1, 4.B.2, 4.B.4)**

1.2 Results

Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

In the Assessment process, each Academic Division aligns their course outcomes and PLOs with the ILOs. In the A&S, the AA and AS have been defined as the “programs” and therefore, the GenEds are the PLOs for A&S. In BET and HHS, PLOs are determined by program and then mapped to the ILOs. See [Table 1.4](#) for the results of the levels of deployment with respect to assessing these PLOs.

- AY 2015-16 was the pilot year for the new Assessment process. The A&S Division piloted the new plan and reporting process and as can be seen in [Table 1.4](#), 100% of the departments participated, assessing 15 degree-bearing courses. The 15 courses were systematically selected as they were the courses most often selected by students completing an AA degree. In year 2, 17 courses were assessed and again, 100% of A&S Departments participated.
- The A&S assessed 2,865 students in the pilot year and this increased to 3,178 in AY 2016-17, totaling 6,043 student assessments over the two years.
- Division Assessment committees tracked the number of sections being assessed in 2016-2017 for representativeness. Many of the courses selected for assessment in the A&S offer a large number of sections. For example, English 1100 offered 114 sections, English 2367 offered 135 sections, Sociology 1101 offered 53 and Psychology 1100 offered 58 sections. Tracking the number of sections that contributed data is a new addition in 2016-17, and unfortunately, not all faculty reported this number in their reports; however, of the courses tracked, the division assessed 194 sections in 2016-17. This accounts for 44% of all offered sections.
- The career and technical programs have 47 degree bearing programs; 21 in HHS and 26 in BET. Each program selects PLOs to assess and aligns them to the ILGs and selected Course Outcomes.

In 2015-16, HHS had 29% participation, which included 404 student assessments in the optional pilot year. This improved to 81% of the Programs participating with 1,489 student assessments. BET had 38% participation of programs in their optional pilot year, including 2,761 student assessments, and participation improved to 69% in the second year (2016-17), with 3,362 student assessments.

COLS 1100 is the orientation to college course that students from all three academic divisions must take. Because this course is taken by all degree-seeking students, but does not belong to any particular program, it aligns to the ILGs and provides ILG data for students across the College. Data within [Table 1.5](#) shows 104 sections of 2,586 students across all programs are part of assessment for student learning.

Summary results of assessments (include tables and figures when possible)

[Table 1.6](#) provides results for the A&S assessment of their PLOs, the GenEds. This division assessed Program Outcomes that represent five of the eight ILGs and included: Critical Thinking, Quantitative Skills, Scientific Literacy, Communication Competence, and Cultural and Social Awareness. In 2015-16, 78% of the benchmarks were met, while in 2016-17 80% were met. Overall, the assessment data in the A&S reveals that students are meeting the expectations of learning. Over these two years, 69 out of 87 (79%) benchmarks were met.

The A&S Division Committee, as part of the routine assessment process, examined unmet benchmarks identified in [Table 1.7](#). Critical Thinking accounted for 44% of the unmet benchmarks. Results were shared with the A&S Student Success Committee, Academic Council as well as the VP of OAA. Discussions of these results have led to an initiative to assist in the learning of critical thinking and are discussed in 1I2.

[Table 1.8](#) provides results of assessment for BET and HHS Divisions. HHS and BET assess their

PLOs by aligning them with the ILGs/ILOs. In both years, they assessed Program Outcomes that represent all eight of the ILGs. In 2015-16, 100% of the benchmarks set for the assessment of their learning outcomes were met in both HHS and BET Divisions. In 2016-17, 97% of benchmarks were met in HHS and 84% were met in BET.

[Table 1.9](#) shows the results of COLS 1100 assessment. COLS 1100 assesses one single ILG – Professional and Life Skills. This particular ILG is one that courses in the A&S Program do *not* assess. COLS 1100 is part of the curriculum of the AA/AS, and therefore, serves to inform the A&S about this particular outcome as well as HHS and BET. The benchmark was met and there is additional evidence showing the positive impact the COLS 1100 course has on degree program success.

Comparison of results with internal targets and external benchmarks

In order to benchmark externally, a Critical Thinking sub-scale was identified within CCSSE, and this provided an opportunity to compare the program learning outcomes in the A&S with an external benchmark.

In [Table 1.10](#) CCSSE data suggests that, in general, CSCC students score similarly to students who attend colleges in the College's comparison group regarding their perception of critical thinking skills being taught at the College. Columbus State scored slightly lower on 5e. "Applying theories or concepts to practical problems or new situations," a measure that is comparable to Critical Thinking Program Outcome (C) (see [Figure 1.6](#)) for A&S. This provided convergent evidence assessment data indicating the need to focus on Critical Thinking.

CCSSE data show that on question 5e "during the current academic year how much has your coursework emphasized applying theories or concepts to particular problems or new situations?" students reported slightly lower levels than the peer comparison group (large Ohio community colleges). However, assessment data collected from courses suggest that 10/14 or 71% of courses assessed in the A&S did, in fact, identify ILO (1C), "applying Learned Concepts and knowledge to make decisions relevant to problem solving" as a measured outcome, indicating students may not always be aware of outcomes emphasized in their courses.

Interpretation of assessment results and insights gained

Based on internal and external benchmarks, CSCC is meeting its goals with respect to student learning with 87%-89% of internal benchmarks having been met between 2015-16 and 2016-17. Though CSCC scores similarly on the CCSSE items about learning with the designated comparison group, there are areas where Columbus State has room for improvement. One key lesson learned is that though students are learning how to apply learned concepts to practical situations, they may not be identifying it this as critical thinking. Instruction involving critical thinking may need to be more explicit.

1.2 Improvements (4.B.3)

After examining CCSSE data along with the A&S Assessment Reports and discovering the gap in student perception of exposure to problem solving, a (Professional Development (PD) committee has partnered with members of the Assessment Committee to determine how best to utilize a \$1,000,000

internal grant. The grant's focus will include training for Active and Collaborative Learning (ACL) with an emphasis on developing classroom curricula and methods that foster the development of this ILG/ILO. Assessment will be a cornerstone in this grant to see if this training can impact the awareness and skills related to critical thinking. To improve faculty participation, the College has recently invested in re-assigned time for the Division Assessment Committee Chairs. This investment should enhance faculty in leadership roles to further the implementation of assessment throughout the three divisions.

CSCC is also in the process of implementing new academic pathways and is creating a system to select the most representative courses to be included in the Guided Pathways (see 1P2). This will further help to maintain that assessed courses are representative of the curriculum.

A final improvement concerns the recently-convened, faculty-led, ILG Committee. A primary task of the committee is to create College-wide rubrics for each ILG and promote their usage over the next two years. Since faculty from all over the College will use the same rubric, these should enhance uniformity of Assessment and communication between Faculty across disciplines. Their second task is to review the ILG's at the College. Currently, the A&S only address 5/8 ILG's and the committee will examine whether the ILGs need to be reformulated to better fit the curriculum across the College.

Overall, this new process has created a workflow for the Divisional Assessment committees that lead to sharing information with Academic Council and the VP of OAA in an intentional effort to "close the loop." This is key to ensuring that Columbus State maintains strong foundational processes in student learning and to continue to improve faculty participation in this process.

Sources

- Abbreviations and Terminology
- Assessment homepage
- Figure 1.5
- Figure 1.6
- Syllabus Statement
- Table 1.1
- Table 1.10
- Table 1.4
- Table 1.5
- Table 1.6
- Table 1.7
- Table 1.8
- Table 1.9

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

1.3 Processes

The College reviews degree and certificate programs for currency, quality, and viability through external accreditation and approval reviews, and through the College Program Review Process aligned to meet ODHE requirements for review of programs. Consistent approval procedures for

curricular changes ensure courses align with Program Outcomes and ILGs/ILOs. The College is committed to offering a wide range of academic, certificate, and workforce programs to meet the needs of students and the community.

The College develops and implements programs to meet the needs of its diverse student body and community. Per [College Policy 1-02:A-C.1.2](#), the College is “central Ohio’s front door to higher education and a leader in advancing Central Ohio’s prosperity with a mission to educate and inspire, providing our students with the opportunity to achieve their goals.”

As an open-access inner-city institution, CSCC has a diverse student body reflecting the community it serves, including age, ethnicity, culture, Socioeconomic Status (SES), educational attainment, life circumstance, employment, and many other factors. Gaps in student success related to ethnicity, gender, socioeconomic status, and first-generation college status are analyzed and considered in the development of programs to help students overcome their unique barriers.

CSCC has made significant gains in meeting stakeholder needs concerning the initial academic placement of students. Faculty in the Mathematics Department found that the Compass placement test that the College had been using was under placing students, forcing additional coursework and extending completion times. Likewise, English Department faculty and the CCP high schools instructors found the Compass writing test to be sub-optimal. During AY 2015-2016, faculty from a variety of departments along with administrators from CCP, EMSS, Disability Services, and the Dean of A&S formed the Placement Task Force (PTF) to evaluate placement of students who initially were not deemed “college ready” into college-ready courses. This task force examined alternatives to the Compass placement tests and developed alternatives:

- a) ALEKS PPL (Placement, Preparation, and Learning) for Mathematics
- b) Accuplacer for reading
- c) Writeplacer for writing
- d) Science test designed by Faculty delivered through Accuplacer
- e) Writing sample for ESL designed by Faculty
- f) Computer skills test for ESL through Accuplacer

These new readiness assessments were implemented AU 2017 and benchmark scores on these tests were aligned with state standards for determining college readiness for English and Mathematics. The resulting process more efficiently placed students into appropriate coursework.

Furthermore, CSCC has developed methods for helping those who are not evaluated to be college-ready. The Accelerated Learning Program (ALP) course (adapted from Community College of Baltimore County) is used specifically for those who are near-ready in English course skills. If students scored close to college-ready, they were placed in the higher-level course and simultaneously enrolled in this remedial, wrap-around support course.

A second method separate from ALP involves placing students in a remedial course, known as *College Success Express* (CSE), which is a two-week program combining COLS 1101 with intensive remediation in reading, writing, and mathematics. CSE provides recent high school graduates with support before taking placement tests. Students retake their placement test after working on that

particular content area and finish the course by registering for their first semester of credit-bearing coursework.

The Mathematics Department has also responded by creating new ways to help students become college ready faster and/or allow flexibility in the placement process. They have been successfully running an enhanced paced version of developmental Mathematics, MATH 1099, at full scale. Mathematics placement boot camps are now held within some sections of MATH 1099 during the first week of class. Students who place into and take this Developmental Mathematics course spend the first week trying to test out of the developmental course with assistance from the instructor. Those who do are immediately moved to a late-start section of the next course, reducing time to graduation. The pilot was successful and will expand to half-scale during AU 2018.

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

All College Programs are proposed and developed using consistent processes and procedures, collaboration with area workforce stakeholders, and approval through Academic Council. Each AAS and Certificate Program has an Advisory Committee with workforce, community, and educational representatives who share knowledge of skill sets and employer needs. Program faculty and staff meet with Advisory committees annually (and occasionally more frequently) for support and advisement for Program suggestions, development, planning, implementation, and evaluation.

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

The College requires proposals for new Programs to follow the established standardized process (see [Figure 1.7](#)). The process ensures new programming is feasible with current or obtainable resources and considers the diverse needs of the community, students, employers, and four-year academic institutions. New Programs and degrees require state-level submission and approval through the ODHE. New certificate Programs must be submitted to ODHE for determination of technical subsidy designation and to the U.S. DoE for potential employment approval providing federal financial aid eligibility. The HLC must also approve all new certificates not within an already approved degree.

One example of CSCC's responsiveness in programming is the design and creation of a Cybersecurity certificate. CSCC began with a labor market analysis that revealed a tremendous growth in employment opportunities within cybersecurity coupled with a limited pool of qualified applicants to fill those jobs. Further meetings with local area employers, government officials, and faculty from area high schools and universities highlighted the general absence of cybersecurity training programs within the region. This gap led to CSCC applying for and being awarded an NSF – ATE grant that will be used to create and implement a training curriculum to meet regional needs for Cybersecurity professionals ([ATENSF14-577](#)).

Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

The College's Program Review process has been in place for over 20 years. Previously, it was focused on validating Program Outcomes and correlating success of students in BET and HHS. Internal and external stakeholder data were manually collected and compiled in a Program Review document in which recommendations were made every three years. These documents were reviewed, discussed, and used to identify program quality by the academic departments, Division Assessment committee,

College Assessment committee, and up to the VP of OAA for review. These were identified as Validation Reports and are available in Archived Reports (two samples from the archives are [MT Program Review 2010](#) and [HHS Program Review 2010](#)). However, the A&S did not have a systematic program review process in place.

The implementation of the College's data warehouse in 2014 provided an opportunity to refine the Program Review process and expand it to A&S, as well. The Program Review Committee was formed in 2015 to create and implement a new Program Review process and to identify key goals for Program Review at the College. The committee emphasized several goals: (1) a data-driven approach, (2) the encouragement of programs to develop their own goals, (3) a system promoting individual program analysis, and (4) an explicit, repeatable process. A cross-functional team of administrators and faculty from A&S, HHS, and BET were assembled and included the FFs for Assessment, the ALO, FF for Accreditation, faculty, Chairpersons, Deans, and the VP of OAA.

To provide Faculty and Administration a clear understanding of the process for Program Review, the Assessment FFs created two Program Review Handbooks: the [A and S Program Review Handbook](#) and the [Academic Degree and Certificate Program Review for BET and HHS](#). The A&S Division Handbook has since been revised to align Program Review with the new Academic Pathways. The Handbooks include purpose, calendars, instructions, and forms for faculty to implement Program Reviews. The Program Review Committee defined the specific measures used (success rates, withdrawal rates, examination of performance gaps) to assess the effectiveness of the programs. The goal was to align Program Reviews across all College Programs as closely as possible to foster consistency and comparison. Each year, as the Program Review reports are reviewed, the individual metrics are examined for their utility. The initial A&S Program Review consisted of two Programs designed along the most frequent enrolled courses for the AA and AS degree.

The assessment of the Program Reviews for the BET and HHS Divisions began in SP 2018. The BET Division has submitted three Program Reviews, which will be reviewed by the Division Assessment Committee and the Dean of BET. The HHS Division has submitted 8 Program Reviews; two of the six reviews were the initial pilots. Per the Program Review workflow ([Academic Degree and Certificate Program Review for BET and HHS](#)) the reports have been reviewed by the Division Assessment Committee and Dean of HHS; approved reports will then be moved to Academic Council. (see [Table 1.11](#))

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1 The institution maintains a practice of regular program reviews.)

Faculty, as required by accrediting agencies, or ODHE, may initiate course and Program revision or discontinuation. When ODHE implemented a limit on credit hours for Associate Degrees in 2016, many Programs in the BET and HHS Divisions embarked on curricular and/or program redesign to meet the new reduction in program credit hours. Viability of Academic Degree and Certificate Programs is considered in Program Review every 3 years with enrollment, workforce, student success, resources, and fiscal measures. The process for curriculum and program changes is diagrammed in [Figure 1.8](#).

1.3 Results

Summary results of assessments (include tables and figures when possible)

Students who were not college-ready yet were accelerated through the "boot camp" CSE did just as

well fall semester as their peers, even though the CSE students had more risk factors (See [Table 1.12](#)). Furthermore, a considerable 71% of CSE students moved in to a higher course in at least one area while achieving comparable rates of success (66% for CSE vs. 68.2 college-ready students) to those who were “college-ready” ([Table 1.13](#)). ALP for near-ready students in English has demonstrated success as well. Specific rates for English 1100 are presented in [Table 1.14](#) and [Table 1.15](#) and suggest that near-ready, co-enrolled students in English performed slightly better with 73.8% of students earning A, B, and C grades as compared to 70.7% of non-ALP students in the same section.

Other results indicating the changes made to curriculum based on Program, Course, and Stakeholder’s needs varies from year to year. [Table 1.16](#) summarizes the different types of curricular updates driven by faculty and other stakeholders.

The success of boot camps in Math has also demonstrated considerable success. In a 2015 boot camp pilot that was part of an Action Project (see ALEKS Boot Camp Action Project), 103 students took a placement boot camp and of those, 84 completed the boot camp and placed higher upon re-taking the PPL test. Of the students who placed higher, 58% were successful as compared to a 57% success rate among those who had originally placed in to the higher-level course ([Table 1.17](#)).

Comparison of results with internal targets and external benchmarks

The comparison of students in English who were part of ALP vs. non-ALP students can be considered an internal benchmark – by this metric, ALP is successful in maintaining levels of success while decreasing time to credit-bearing courses. Furthermore, when Columbus State ENGL 1100 ALP-student success rates are compared against first-level composition course success rates across a national sample of students from community colleges ([NCCBP 2017](#)), the efficacy of ALP is confirmed, with 73.8% of Columbus State ALP ENGL 1100 students achieving success compared to 70.8% and 73.2% (median rate range between 2014-2017).

Interpretation of results and insights gained

The English Co-Requisite Model that allows for students who are “near-ready” to register simultaneously for college-ready English and a remedial, support-course was successful. Students who can complete both their developmental-level course and college English course in the same semester ultimately save time toward degree-completion. The success of these students compared against internal benchmarks provides evidence of the success of Math Boot Camp, CSE, and English Co-Requisite Model. These represent unique solutions and demonstrate that success and reduced time to graduation need not be mutually exclusive.

Overall, the current Program Review Reports that are currently under review (pilot for A&S; two more pilots for HHS) indicate the process is producing useful data and reports.

1.3 Improvements

As described earlier, the most valued process improvement has been the redesign of Program Review. The process improvement included the alignment of data, questions, and information to the College’s Strategic Priorities. The results and analysis are used to ensure students are learning in quality academic programs that meet stakeholders’ needs. Since the redesign, 9 Program Reviews were completed, and 40 were submitted in SP-SU 2018 for the BET and HHS Divisions with satisfaction expressed for the process. The A&S Division completed one review designed to examine the AA

degree with results that are currently being revised to be more inclusive and relevant to the Guided Pathways majors that began in AU 2018.

Given the successes in the Mathematics Department and the English Department due to the revision of the placement processes, a Placement Assessment Team working to resolve methods for multiple measure placement is under consideration. The new English Co-requisite Model opened in AU 2018 at full scale with 42 sections on all campus locations with the use of new mobile labs.

Sources

- A and S Program Review Handbook
- Abbreviations and Terminology
- Academic Degree and Certificate Program Review for BET and HHS
- ATENSF 14-577
- College Policy 1-02
- Dental Hygiene AAS Requirements
- Figure 1.7
- Figure 1.8
- HIS Program Review 2010
- Institutional Learning Goals and Outcomes
- MT Program Review 2010
- NCCBP 2017
- Professional Development
- Table 1.11
- Table 1.12
- Table 1.13
- Table 1.14
- Table 1.15
- Table 1.16
- Table 1.17
- Table 1.5

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

1.4 Processes

Faculty, with support from OAA leadership, maintain authority over prerequisites, academic rigor, learning expectations, and admissions requirements as described in [College Policy 5-01](#), [Academic Council Curriculum Committee Charter](#), [CSEA Agreement](#), and [Faculty Handbook](#). Lead faculty develop and revise a master course syllabus and outline that defines curriculum, textbooks, resources,

participation expectations, and outcomes. This syllabus and outline are used by all faculty teaching the course including, CCP courses delivered in high schools or campus, or distance learning versions of a course. All master course syllabi and outlines are housed in CurricUNET.

The College describes specific [admission requirements](#) for all students on the website, and selective admissions programs (primarily in BET and HHS programs) publish requirements in the College Catalog (example: [Dental Hygiene AAS Requirements](#)) and on individual program homepages. Selective admission requirements such as background checks, health requirements, drug testing, etc., are implemented in accordance with professional, program accreditation, and workforce requirements for learning. (See *IP3* for assessment of College readiness).

The College established minimum faculty credentials in accordance with the HLC guidelines and ODHE criteria. The College requires “Master’s degree in the discipline or appropriate degree, license, and/or certification or credential requirements adopted by the College and in accordance with the ODHE and the College’s accrediting bodies. State Motor Vehicle Operator’s License or demonstrable ability to gain access to work sites(s).” Faculty assigned CCP courses must also meet minimum credential requirements identical to faculty hired to teach other courses.

Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.34.A.4)

Program rigor for all modalities, locations, consortia and CCP (dual-credit) offerings is maintained using a centralized model where program rigor and consistency are monitored by individual academic departments and programs. With regard to courses, curricula, and current/new programs, all three move through an approval and review process beginning at department levels and then moving through the Division- and College-level Curriculum committees and ultimately to the VP of OAA to maintain quality, consistency, and relevance.

Distance Learning

Faculty develop course content and work with Distance Education and Instructional Services (DEIS), the academic division responsible for overseeing the College’s digital offerings, to explore ways to help improve students’ access and success in distance-learning courses. DEIS is committed to continuously improving the academic success of the College’s digital learners. Cultivating strong faculty leadership to guide the instructional design process, help select the most relevant instructional technologies, and help create the training and support provided for all faculty who engage in developing digital content is key to continued improvement.

Online learning students who live outside of Central Ohio may have their exams proctored at an out-of-city site. Students must first receive permission from the instructor and then locate an acceptable site, such as a public library, another college or university, or a testing business or organization. Once the Testing Center staff has approved a location, the exam is sent and proctored students must follow protocol (show identity) in order to begin their examination.

Students at a distance may opt to take a proctored exam through ProctorU, an organization external to CSCC that offers online monitoring for students taking exams in Blackboard. Students must receive permission from their instructor to use ProctorU and are responsible for creating a ProctorU account and paying for the service. Students must have a computer, webcam, a microphone, a high-speed internet connection and are also required to show their photo ID.

College Credit Plus (CCP; Dual-Credit)

Faculty play a critical role in the planning and implementation of CCP courses. The College has delegated significant support and resources towards ensuring CCP learning is consistent; the College utilizes CCP Lead Faculty, Faculty Instructors, Instructors of Record, FFs, and a CCP office to oversee the collaboration with K-12 partners.

CCP Lead Faculty are qualified Columbus State faculty members who collaborate with the CCP Curriculum Office, the Academic Department, and the high school's instructor to ensure that all CCP course content and learning is equivalent to that which is offered on any of Columbus State's campuses. Duties of CCP Lead Faculty include reviewing and recommending approval of credentialed high school instructors; approving course syllabi, policies, and assessments; observing high school CCP instructors; providing mentoring, PD, and dialogue; and managing situations that arise in ways that maintain the academic quality of Columbus State courses and ensure the academic support of Columbus State CCP high school students.

All CSCC CCP courses are taught by instructors with credentials consistent with guidelines published within HLC's *Assumed Practices* and the credentialing requirements by ODHE. High school teachers who meet the educational requirements and are approved by the individual academic units may serve as volunteer faculty and deliver the course. Regardless of who provides the instruction, the course must meet the same level of rigor as any other course offered by the College and the specific standards can include expectations regarding attendance, participation, level and pace of instruction, and assessments. All CCP faculty are expected to maintain College records as well as use the Blackboard learning management system, college email, Early Alert messaging, and Midterm Progress and Final Grade reporting in Cougarweb, the College's course registration system. CCP students have the same opportunities as other Columbus State students to provide feedback via student evaluations of instruction and course evaluations. All faculty teaching CCP courses are observed by either Department Chairs or Faculty Lead Instructors in order to ensure teaching excellence.

When CCP courses are delivered via distance learning methods and a high school educator acts as "facilitator", Columbus State faculty create the online digital content to deliver while the high school facilitator can enhance the learning experience for students in the classroom by assisting with Blackboard navigation or promoting timely submission of work (facilitators do not deliver course content). The CSCC Instructors of Record meet with high school facilitators at least one semester prior to implementation of the course. CSCC Instructors of Record are responsible for ensuring the academic quality of the learning experience and for delivering the final course grade for all enrolled students.

CCP FFs work with the OAA to oversee the mentorship, PD, planning, and implementation of CCP offerings with K-12 partners. In addition, they help resolve questions and issues surrounding quality and support associated with offering College credit courses in high schools. The FFs work with the Academic Council Committee to address curriculum, instruction, and PD associated with high school partnerships and college credit.

The Academic Council CCP Committee is charged with reviewing and developing policies and procedures surrounding CCP processes, guidelines, and faculty training. Additionally, this committee works with the CCP Curriculum Office and the FFs to establish training for faculty, faculty mentors, and high school faculty. Faculty credentials are maintained consistently across all modalities and locations through a hiring process that is identical to that of faculty who teach for CSCC at any other

location. While academic units within A&S rely upon the guideline that Instructors of Record must have a Master's degree in discipline or a Master's degree plus 18 graduate level hours, several Columbus State programs in HHS or BET also consider "tested experience" as a qualification to teach. In the cases involving tested experience, academic units ensure guidelines for tested experience are uniformly applied regardless of location, modality, or age of students of the course.

Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Evaluations are conducted on all official transcripts received from regionally accredited colleges and universities, domestic and foreign, after students have applied to CSCC. Transcripts from international colleges or universities must be accompanied by an evaluation from an independent credential evaluation service, such as World Education Services, before credit is awarded. An official report from a [credential evaluation](#) company may be required for some students with high school or secondary school education. The College awards credit for prior learning and accepts transfer credit when applicable. Academic Advisors are available to review transferable courses and to assist with other transfer credit questions. Clear and transparent agreements and policies are in place to ensure program requirements are met. Students may receive prior learning credit hours towards their degree through a variety of methods including articulation agreements, advanced placement, Tech Prep, College-Level Examination Program ([CLEP](#)), Non-Traditional Credit ([NCredit](#)), [DSST Credit by Exam](#), [Transferology.com](#), CCP, Placement Testing, [X Credit](#) (Proficiency Credit), and statewide transfer guarantees (OTM, TAG).

Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

The College currently supports 30 Programs with specialized external accreditations, certifications, or approvals that are accredited by professional associations and agencies. Maintaining and implementing accreditation statuses are overseen by Chairpersons within each academic unit – and in the case of more specific accreditation statuses required within a specific department – lead faculty are appointed by Chairpersons to ensure accreditation is maintained. The determination of which particular accreditation statuses are maintained is determined by Chairpersons in conjunction with the corresponding Academic Dean. Support includes allocation of significant personnel and fiscal resources to obtain and maintain accreditations. Administrative and support staff provide time, expertise, information, and flexibility to accommodate Program accreditation activities. Furthermore, the Assessment FFs work with faculty to synchronize assessment of general education, PLOs, and Program Review with various schedule and workload needs necessary for accreditation.

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

While the College sets the ILGs/ILOs, Departments and Programs set and align Major and Program level goals for degree and certificate programs. Majors and Program assessment processes measure student learning outcomes and these are reported annually on the college-wide [Assessment homepage](#). Faculty, with support and feedback from the Division and Academic Council Assessment Committees, utilize assessment results to plan improvements to curricular design as well as teaching strategies. In addition, students must achieve a minimum grade point average of 2.0 to graduate. The College also collects data on pass rates of graduates on certification and licensure exams to evaluate the success of program graduates.

Selecting the tools, methods, and instruments used to assess program rigor across all modalities

All Courses

CSCC uses a variety of tools to assess program rigor across all modalities. One of the primary methods of measuring program rigor concerns how students perform once they are ready to seek employment. Additional measures of program rigor involve student evaluations of instruction as well as peer observations of classroom performance. The multi-measure method of assessing program rigor provides useful data for maintaining teaching standards at the College.

The primary tool to assess program rigor is successful course and program completion based on grading and graduation. Through course, program, department, and College data sources, faculty and administration monitor student success and completion rates. Graduate and employer surveys are designed and implemented according to Program needs with results reported in Program Reviews. While there is variety in survey content and implementation, there are often questions regarding preparation, employment, and satisfaction.

After a detailed search for an improved course evaluation measure, Academic Council implemented a new online tool in SP of 2018 called EvaluationKIT. This new instrument was selected through a process led by the Instructional Success Committee in conjunction with Student Support Committee within OAA, and was chosen for its integration with Blackboard and robust method for evaluating teaching and course rigor. EvaluationKIT includes areas related to instructor responsibility, course design, teaching methods, resources, faculty rapport, progress towards goals, and open ended questions for students' specific comments. While specific faculty and course data will not be disseminated beyond the assigned faculty, the tentative plan is to collate areas that may be helpful for the College to develop strategies for student success.

The OAA Instructional Success Committee develops and recommends institutional guidelines to ensure the quality of courses and teaching. For example, in SP 2018, the Committee announced the launch of the new procedure for faculty classroom observations in non-distance learning courses after much research and development. The new process consists of three parts as depicted in [Table 1.18](#). Faculty receive peer review in seven areas: learning organization and management, knowledge of subject matter, teaching style, fostering critical thinking, Program specific criteria, strengths, and opportunities for development.

Distance Learning Courses

The College's online course Academic Quality Review (AQR) ensures that the learning experiences and academic rigor in CSCC's online offerings are consistent with College-wide and Departmental quality standards. The AQR is a review of the quality of the course's instructional design, not the individual instructor's performance. The AQR identifies the following criteria under review: course navigation, course content, student to student interaction, student-instructor interaction, student to content interaction, and assessment. Each Academic Department or Program is responsible for performing an AQR on all newly designed online courses as well as continuing to review existing online courses every three years. Additionally, the AQR process often includes the faculty designer of the course during the review. The AQR form is accessed online or on paper. Results of the AQR are discussed with the course designer and may include suggestions for improvement.

1.4 Results

Summary results of assessments (include tables and figures when possible)

Outcomes tracked include course success, program completion, licensure and certification pass rates, employment, employer satisfaction, and transfer rates. Data is obtained from the Office of

Institutional Effectiveness, some program specific graduate surveys, Advisory Committees, and transfer data from the NSC.

Employer satisfaction data reported in Program Reviews reveals graduates are generally learning the skills desired by employers. Employers also provide suggestions for maintaining and improving relevant teaching and learning. Sample employer comments are described in [Table 1.19](#) and include comments such as “Commend faculty for excellence [in] teaching the required base knowledge for aviation maintenance,” and “Strong and positive reputation in community.”

The College evaluates the success of graduates with review of employment rates in the chosen field as well as program specific advisory committee or employer satisfaction surveys. Employment rates were 76% for students graduating in 2012 within 4 years. See [Table 1.20](#) for employment rates of graduates from each annual graduating class who are found working in Ohio over time, from one to five years following graduation. The data excludes individuals working for a federal employer or self-employed.

While the Social and Human Services employment rate is less than the other programs, it is worth noting that the majority of students (60%) not entering the workforce enter a Bachelor’s Degree program. The College reviews transfer rate data by degree and certificate completion and makes comparison to data from the NSC. See [Table 1.21](#) for transfer rates for students completing degrees or certificates and [Table 1.22](#) for graduate employment rates by Program.

Another indicator of quality in academic programming is characterized by licensure and certification pass rates – in this area, CSCC students perform better than national certification pass rates nearly every area, indicating Columbus State students consistently outperform their national peers ([Table 1.23](#)). Each Program collects this data annually, and evaluates and uses results for development of strategies for improvement if needed.

The continuation of Program approvals and accreditations by external agencies, including regular reporting and site visit reports provides further evidence of Program quality. These Programs maintain accreditation, approval, or certification for a variety of reasons including discipline requirements and standards of excellence, and are identified in [Table 1.24](#) or in the [College Catalog 2016-2017](#).

Comparison of results with internal targets and external benchmarks

The College’s pass rates on Program certification and licensure exams exceeds, on average, known national averages. Results of accreditation, approval, and certification site visits have resulted in Programs reaffirmed with full approval. All Career and Technical Program accreditation statuses as of 2018 can be found in [HHS and BET Accreditation Map](#).

Comparing CSCC’s transfer rate within two years with national community college averages suggests Columbus State students successfully transfer to other institutions at rates slightly above the median, with 10.5% of students transferring within two years (53% percentile rank) for 2013 and 10.69% (52% percentile rank) for 2014. When transfer rates within three years are considered, Columbus State students perform even better against national medians with 18% of students transferring (67% percentile rank) for the 2012 cohort and 19.7% of students transferring (71% percentile rank) for the 2013 cohort ([NCCBP 2017](#), [NCCBP 2016](#)).

Student success in High School CCP (CCP) courses has generally exceeded success rates in the non-

high school campus courses as noted in [Table 1.25](#), [Table 1.26](#), and [Table 1.27](#). Data is presented for the top 25 most commonly enrolled courses for high school sections and non-high school sections including web and traditional since AU 2015, when the program began. Overall, the high school sections show slightly higher success rates likely due to advanced students more likely to participate in CCP. While engagement and participation in co-curricular activities of CCP students is more difficult to measure, inclusion of these students is encouraged and welcomed with numerous College Theatre productions.

Interpretation of results and insights gained

Analyzing and improving Program quality has been important to the College, and revising the process became an Action Project in 2016 after initial attempts at revision did not meet expectations. Using the new process successfully in 2017, BET submitted one Program Review; and HHS submitted 6 Program Reviews. The initial A&S Review was deemed in need of revision and a new process has been designed along the Guided Pathways.

1.4 Improvements

In an effort to improve student success and retention, the College reorganized Programs under eight that began in AU 2018 (see 1P2). Students choose a path declaring a major upon application to the College. The intention of the new design is to improve completion rates by providing students a clear path towards a degree for transfer or entering the workforce. Information related to each of the 27 A&S majors will be reviewed using the newly developed tool to evaluate success.

Sources

- (N) Credit
- Abbreviations and Terminology
- Academic Council Curriculum Committee Charter
- Admission requirements
- Assessment homepage
- CLEP
- College Catalog 2016-2017
- College Policy 5-01
- Credential Evaluation
- CSEA Agreement
- Dental Hygiene AAS Requirements
- DSST Credit by Exam
- Faculty Handbook
- HHS and BET Accreditation Map
- NCCBP 2016
- NCCBP 2017
- NCCBP 2017 2011
- NCCBP 2017 2012
- NCCBP 2017 2013
- NCCBP 2017 2014
- NCCBP 2017 2015
- NCCBP 2017 2016

- Table 1.18
- Table 1.19
- Table 1.20
- Table 1.21
- Table 1.22
- Table 1.23
- Table 1.24
- Table 1.25
- Table 1.26
- Table 1.27
- Transferology
- XCredit

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

1.5 Processes

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D, 2.E.1, 2.E.3)

Article 8 of the Columbus State Education Association (CSEA) [CSEA Agreement](#) between the College and CSEA delineates the College's commitment to Academic Freedom as well as faculty responsibilities for professional exercise of Academic Freedom. Additionally, the agreement includes

the grievance procedure for faculty.

All research activities that involve the faculty, staff, or students of CSCC must be reviewed and approved in writing by the Institutional Review Board (IRB) ([IRB Standard Operating Procedures](#)) before the research is initiated to ensure compliance with the ethical principles detailed in the [Belmont Report](#), the impetus for human subjects protection, and DHHS regulations 45 CFR Part 46. The IRB maintains Federal Wide Assurance #00010584 and consists of an administrator and five voting members with varying backgrounds and expertise in areas to provide complete review of the research in terms of College regulations, relevant law, ethical standards, and standards of professional practice.

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Any form of [Academic Misconduct](#), whether intentional or unintentional, is a violation of the [Student Code of Conduct](#) Policy and is unacceptable. Acts of misconduct include, but are not limited to, cheating, plagiarism, and violating course rules in clinical or field experiences. Specific information on academic misconduct is communicated through the College Website, College [Student Handbook 2018-2019](#), course syllabi, and some individual Program Student Handbooks. A student alleged to have engaged in academic misconduct is informed by the faculty and has five days to admit or deny responsibility. The faculty provides a full report of the incident to the Office of Student Conduct whereupon a confidential record is created. If the student admits responsibility or declines to respond, the faculty may issue no credit for the related assignment, and the issue is considered resolved. If the student does not accept responsibility or accept the sanction, or the faculty recommends a greater sanction, the violation is referred to the student conduct process for resolution. The [Student Code of Conduct Process](#) is used to educate students who violate this policy, and the Office of Student Conduct facilitates an Academic Integrity Workshop for students found responsible for violations of academic misconduct.

Resources for ethical learning and research are readily available to students and faculty from the College such as the [Student Handbook 2018-2019](#), Writing Center, [Writing Center Website](#), Turnitin, online tips, and representatives from the Office of Student Conduct. The Library offers an array of resources in multiple media formats in an effort to promote scholarly practice for students (see samples in [Table 1.30](#)). Librarians provide customized personal, group, or course instruction to introduce students to various avenues of research and library resources. The [Library Instruction](#) serves as a foundation for students' academic research and imbues students with information literacy skills. The Library has a computer classroom devoted to instruction where students and faculty may directly apply learning to navigate scholarly information. Additionally, the Library provides an informative and current [Library Homepage](#) with an easy to use federated library search tool with multiple links: Facebook, Twitter, and Pinterest Page, and [Library YouTube](#) channel. The library uses these platforms to provide instruction and support to students in environments that are convenient and familiar to them. The College is part of OhioLINK, which is partnered with SearchOhio, enabling students the opportunity to pick up OhioLINK materials at Columbus Metropolitan Libraries. These resources are offered to students and faculty from Regional Learning Centers (RLCs), Educational Partner Sites (EPSs), Industry Sites (IS) and CCP, in addition to the main campus. Orientation and training resources are offered continuously at all learning locations or online as desired.

Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Faculty participate in [Faculty Orientation](#) where information on ethical teaching and research begins.

Continuous PD is available for faculty to improve as educators and supporters of student learning in numerous forms such as: College Resources for Advance Faculty Training (CRAFT), Magna Mentor Video Series, Faculty Idea Exchange, Faculty Launch, LibGuides, Online Learning Consortium, Adjunct Conferences, and National Institute for Staff and Organizational Development (NISOD). Some development opportunities are College-wide and guided by faculty committees such as the Faculty Entry Training and Professional Development Committee (FETPD) and Instructional Success Committee, whereas specific academic units coordinate others. Lastly, Faculty are provided training and assistance in using tools such as Turnitin.com and Respondus to monitor student's ethical use of information.

Having training in place to prevent unethical behaviors of teaching and research is a preventative step but the College also has processes in place to handle complaints of unethical conduct by faculty that require corrective action. Such actions can involve incompetence, failure to perform, neglect of duty, inefficiency, dishonesty, use of or being under the influence of alcohol or illegal drugs, immoral conduct, discourteous treatment of the public, failure to return from a leave of absence, etc. and others that are clearly articulated in [College Policy 3-32](#). In addition, appropriate Faculty behavior is also described in the [CSEA Agreement](#) Section 21.03 that provides of list of required behavior for bargaining unit members.

The [Promotion and Tenure process](#) is designed to encourage excellence in education through quality of faculty. Numerous opportunities for assessment of teaching and research practices of faculty occur at the College: Student and Peer Evaluations, Faculty Observation Reports, Peer Review Teams, and Annual Faculty Performance Appraisals. The Grade Grievance Procedure in the Student Handbook provides a method of recourse to students who believe faculty made an error in grade assignment as well as a procedure for other student complaints.

Ethical practices in research are overseen by the College's IRB (see 1P5, paragraph 2). Columbus State is a steadfast protector of human research participants and a list of all protocols reviewed over the last four years can be found on the IRB Project List ([IRB Studies 2014-2015](#); [IRB Studies 2016-2017](#)).

Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Many of the tools supporting academic integrity involve online tools, and as such, DEIS works with faculty to determine which tools (Turnitin.com, Respondus, ProctorU) are best suited to meet academic integrity needs. For larger projects, like the College LMS, DL FFs in conjunction with TLTR put together an ad hoc LMS Evaluation committee in 2013 to explore different LMS options. The committee ultimately recommended Blackboard SP 13.

1.5 Results

[Table 1.28](#) contains student and sanction data related to Academic Integrity conducted through the Office of Student Conduct. Since 2012, all first time offenders are required to complete an academic integrity workshop. The recidivism rate is less than 3%, and much of the academic misconduct is representative of a lack of awareness of how to cite and attempts at using unapproved materials during testing.

[Table 1.29](#) displays the number of students and faculty participating in the College Library Instruction Sessions covering academic research and ethical use of information on main campus,

Delaware RLC, High Schools participating in CCP, and various classrooms. Student and faculty evaluations of these sessions on the *Library Instruction Fast Feedback Form* are positive and students voiced appreciation for a list of databases related to their area of study. [Table 1.30](#) lists the many different programs offered by the Library promoting ethical learning and research. Library staff uses specific guidelines to tally all transactions occurring in the library. This data is assessed to ensure student and faculty needs for reference, instruction, citing, etc., are met.

[Table 1.31](#) includes results from the IRB Process. The majority of the applications were from College faculty and staff, with a few of these related to continuing education towards another degree. There were 11 applications approved for faculty or students from other colleges and universities. Nearly all of the reviews were completed within 30 days, and many exempt or deemed not research applications were completed within 7 days. All applications received during the last 4 years have been approved with the majority qualifying for an expedited review and exempt protocol.

1.5 Improvements

While some Programs have implemented their own Graduate Surveys to meet Program Accreditation, there is a need and plan to improve this process college-wide through the OAA. With implementation of the new Program Review, it was evident the 6 Programs reviewed from the HHS Division were all attempting to perform their own Graduate Surveys, and there was a lack of significant data available from graduates related to their satisfaction. As noted in 1R5, much of the academic misconduct results from a lack of awareness of scholarly practice rather than intent. As a result, these topics have become a focus in early seminars and orientation of both faculty and students. Further, a Scholastic Integrity Committee has been maintained to review trends, consider sanctions, and develop educational tools to address issues of unintentional academic misconduct. The Office of Student Conduct plans to use the Office of Institutional Effectiveness to track student persistence at the College following interaction related to academic integrity.

Sources

- Abbreviations and Terminology
- Academic Misconduct
- Belmont Report
- College Policy 3-32
- CSEA Agreement
- Faculty Orientation
- IRB Standard Operating Procedures
- IRB Studies 2014-2015
- IRB Studies 2016-2017
- Library Homepage
- Library Instructions
- Library YouTube
- Promotion and Tenure Process
- Student Code of Conduct
- Student Code of Conduct Process
- Student Handbook 2018-2019

- Table 1.15
- Table 1.28
- Table 1.29
- Table 1.30
- Table 1.30
- Table 1.31
- Writing Center Website

2- Meeting Student and Other Key Stakeholder Needs

2.1- Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

2.1 Processes

Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

The processes related to identifying underprepared and at-risk students at the College include, but are not limited to, reflection of historical projects and data to guide current decision making, sharing current data, and strategizing current and future student academic and non-academic needs. (3.D.1) (The process used at CSCC is described in the Evidence File). ([Process Link 2.1](#))

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

For prospective students, admissions counselors answer questions about programs of study. Orientation and registration workshops are held frequently each year and focus on transition to college and program selection. (3.D.2) (The full process is described in the Evidence File.) ([Process Link 2.1a](#))

Ensuring faculty are available for student inquiry (3.C.5)

Per the Faculty Contract, Faculty are required to hold eight office hours per week each semester. Six of those eight hours must be regularly scheduled on campus and communicated to the students at the beginning of the semester. The faculty member may use the remaining two hours flexibly in order to respond to students' needs via email, chat rooms, or other existing or emerging technologies. Office hours should correspond with learning activities and reasonable student access. Any planned amendment to previously posted and scheduled office hours must be agreed upon by the chairperson and the faculty member. On occasion, faculty members may hold their scheduled office hours at an alternate location on campus. The faculty member must post notice of this change in a conspicuous location. This policy is embedded in the College faculty contract ([CSEA Agreement](#)). (3.C.5)

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D1, 3.D.3, 3.D.4. 3.D.5)

The College currently has numerous methods in place to determine and address learning support needs of students and faculty. These include tutoring services, specialized advising programs, disability services, testing services, and library and research support. The tutoring support services include in-person tutoring at multiple campuses, online tutoring, peer tutoring, supplemental instruction, and departmental tutoring. Specialized advising is provided to students in each academic division, at multiple regional learning centers, for College Credit Plus (dual credit) high school students, as well as in a centralized location for new and transient students. Academic advisors, career advisors, counselors, faculty, and student services staff help to identify students with support needs and refer them to the appropriate office for assistance. All students have access to direct

support services. **(3.D.3)**

The College's [Disability Services](#) department provides student advocacy, testing accommodations, assistive technology, alternate media, sign language interpreting, captioning services, note-taking accommodations, and resources on disability issues. Testing Services offered by the College include placement testing, department testing, classroom makeup exams, distance learning testing, and disability services testing. Library services and research support include reference librarians, research instruction, research databases, and course- and topic-based research guides. **(3.D.1, 3.D.5)**

The College uses Blackboard as its LMS. In May 2018, the College updated to the cloud-based version of Blackboard to provide students using laptops, tablets, phones or computers better access to their online course materials, College website pages, and information in a user-friendly format. Scientific laboratories, clinical practice sites, and performance spaces are provided for faculty and students to meet instructional requirements. **(3.D.4)**

Determining new student groups to target for educational offerings and services

To determine new student groups for targeted educational offerings and services, the College continuously seeks input from prospective and current students and alumni through the use of surveys, software, and national instruments including CCSSE and Noel-Levitz. In addition, industry feedback, program advisory committees, and review of national and regional best practices help to guide the College's offerings and services.

Meeting changing student needs

In order to identify, understand, and meet the changing needs of students, the College collects and analyzes input from prospective students, current students, and alumni. This data is analyzed and used to implement changes on a continuous basis. One example of the College's responsiveness to changing student needs includes the creation of a one-stop service area called Student Central. Student Central is a one-stop student service center that was implemented in the autumn of 2016. The Center provides a holistic approach to student service, offering in-person assistance with financial aid, records, and registration.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

Student subgroups with distinctive needs are identified through the use of application information and self-disclosure. Each office serving these specific populations pulls existing data before the beginning of each semester with the help of the OIE. This information allows the College and specific offices to identify, monitor, and provide support to these specific populations. Students may self-identify as part of a group with distinctive needs. [Table 2.1](#) provides a sample of services to support these subgroups. **(3.D.1)**

Deploying non-academic support services to help students be successful

The College offers an extensive array of non-academic support services to assist students in being successful. These include the [Student Engagement and Leadership](#) Office, the Office of Student Advocacy and [Generation One Trailblazers](#). These programs are established and the continued need for them evaluated by the use of student surveys such as the Noel-Levitz, CSSE and College-administered surveys. These survey results are compiled and analyzed by the OIE and shared with

corresponding departments and services. In addition, areas of challenge are presented to the Student Success Council by the Director of OIE for problem solving.

Ensuring staff members who provide academic and non-academic student support services are qualified, trained, and supported

The College's hiring processes ensure properly qualified personnel are selected for both academic and non-academic support services. Employees are supported by the College through the assignment of a Human Resources representative, who provides any needed advising or guidance. Annually, the College reviews staff performance, which affords each employee and their supervisor an opportunity to discuss additional training and support needs. Additionally, the College provides tuition waivers to all employees and tuition reimbursement for advanced education to all full-time employees.

Communicating the availability of non-academic support services

Students are informed about non-academic and other support services in a variety of ways. Prospective students receive admissions literature, attend campus tours, attend career fairs throughout the school year, and peruse the College's website for support services offerings. New students attend orientation and a first-year experience course, research non-academic support services found under "Resources for Current Students" on the College's website, and receive e-mails and newsletters about various support services. Additionally, information is shared throughout the College using various tools including signs, bulletin boards, course syllabi, the College Catalog, referrals, early alert messaging, social media and LMS announcements. The College actively reaches out to students who have been identified through referrals by faculty and staff and the early alert system, often used to deploy individualized services to students.

Selecting tools, methods, and instruments to assess student needs

When selecting tools, methods and instruments to assess student needs, the College considers the national data collection tools available and most used by other community colleges of similar size and demographics. The College belongs to several organizations that support benchmarking, including the NCCBP and AtD. With selective membership to these organizations, the College has access to student success coaching and research on specific methods and instruments used to assess student needs. With their assistance, the College has selected multiple student success assessment tools. Internally, the Department of Student Academic Success, as well as many individual departments, selects tools, methods and instruments to assess student needs based on current industry research trends.

Assessing the degree to which student needs are met

To assess the degree to which student needs are met, the College participates in national surveys that provide data about the experiences of the College's students. The College also submits data to the Integrated Post-Secondary Education system (IPEDS) and annually receives reports comparing the College to a set of similar institutions. The Department of Student Academic Success, as well as many individual departments such as Student Central, Tutoring, Early Alert, New Student Orientation, Military and Veteran Services, Disability Services, TRIO, Student Advocacy, Career Services, and the library, deploy student satisfaction surveys and convene focus groups to identify student success needs.

A new initiative this year is the Student Affairs/ Enrollment Management and Student Support

Assessment Academy. The Assessment Academy was created to provide interactive, ongoing assessment training specifically designed for Student Affairs professionals who are learning to assess the degree to which student needs are met. The program includes an introduction to assessment, common assessment language, networking, and capacity-building to achieve the Division's and College's commitment to establishing a culture of continuous improvement. A full description and example of projects can be found at [EMSS Assessment Academy Showcase](#). This program also recognizes the need to further develop the assessment of non-academic needs of students.

2.1 Results

Summary results of measures

As early as 2010-2011, the College engaged in the Foundations of Excellence (FOE) process, an intensive and comprehensive self-study of the student experience. As a concrete example of one of the outcomes of that experience, the College actively developed the creation of the one-stop [Student Central](#) office. Subsequent Noel-Levitz surveys and focus group results indicated that students needed one place on campus to go to complete a variety of new student and continuing student processes. The most recent data reports that Student Central serves approximately 7,500 students at the customer service desk and in the service lab each month. Full results for the survey can be found at [Student Central Satisfaction Survey](#).

In an effort to address student concerns about department-based academic and career advising, the Embedded Advising model was established in 2014. In order to compare the success of the model between its implementation in 2014 and its current state in 2017, the following was a response to data collected in 2017, as reflected in Challenge #32 of the Noel-Levitz survey ("My academic advisor is knowledgeable about my program requirements." Where it was indicated that there was a satisfaction level increase from 65% satisfaction level in 2014 rising to a 70% satisfaction level in 2017 and #40 ("My academic advisor is knowledgeable about the transfer requirements of other schools.") where the results indicated that there was a satisfaction level increase from 61% satisfaction level in 2014 rising to a 65% satisfaction level in 2017 ([Noel-Levitz 2017 SSI](#)).

Comparison of results with internal targets and external benchmarks

Using national benchmarking tools to identify student needs, the College conducts three main surveys: CCSSE, Noel-Levitz and SENSE. The CCSSE survey gives the institution insight into the engagement of the College's students through five main benchmarks including Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Looking at the progress of the College in terms of these five benchmarks in 2015 and 2017, improvements were made in each category except for student effort. Student effort is highly impacted by an increase in student employment hours (See [Figure 2.1](#)). The Noel-Levitz Survey focuses on student satisfaction across the institution including instructional effectiveness, diversity, support services, advising, admissions and financial aid, and service excellence, among other areas. In the strategic planning overview provided in the Noel-Levitz results, there were several items indicated as strengths and challenges for the College. According to these results, students generally have positive views of the campus academic environment but challenges identified in the survey included student dissatisfaction with support services and administrative processes, indicating a need for realignment ([Noel-Levitz 2017 SSI](#)).

When comparing the results to the previous survey administration (2014), there are 22 items with higher satisfaction ratings in 2017, indicating significant impact of success initiatives in these areas

and only one area rating lower than in the previous survey. Overall, the results of the most recent Noel-Levitz survey are positive and indicate the College is engaged in work to effectively increase student satisfaction and meet student needs ([Noel-Levitz 2017 SSI](#)).

The Survey of Entering Student Engagement (SENSE), administered in 2015 and 2017, provides insight about new student perspectives regarding academic planning and performance. In both 2015 and 2017 the College's highest evaluation scores were related to teaching and learning whereas the lowest evaluation scores were related to academic advising and tutoring ([SENSE 2017](#)).

Interpretation of results and insights gained

In its efforts to ensure proper interpretation of results data, the College collects data from many initiatives aimed at student success, including the Early Alert system, the COLS First-Year Experience course, the Math 1099 redesign, year-to-year retention rates and the Race/Ethnicity and Pell Eligible Gap. The data demonstrate an increase in success rates for all these subgroups as shown in [Table 2.2](#).

Upon interpreting the low results from the SENSE data, the College has conducted multiple satisfaction and usage surveys about tutoring services. The figures linked demonstrate the level of confusion vs. understanding perceived by students prior to and after receiving tutoring in multiple subject areas, and results suggest (see [Figure 2.2](#)).

After the insight gained as a result of the success rates of the developmental Math 1099 course, the College piloted the developmental English course and as a result, success rates have also increased. In the English Department, nineteen sections of the ALP were offered in Autumn 2017, and 221 students enrolled in the program. Their success rate of 73.8% was higher than their classmates (same sections) and the students in all other sections with traditional modality of instruction. [Figure 2.3](#) summarizes the results of the last three academic semesters. Overall, the success rates of the students taking English 1100 with the co-requisite of English 0190 were at least as good as, and sometimes higher than, students who did not take the co-requisite course. The data also demonstrate the College's initiative to close the Race/Ethnicity and Pell Eligible Gap has reduced the overall Race/Ethnicity Gap by 24% and the Pell Eligible Gap by 50% as shown in [Figure 2.4](#) and [Figure 2.5](#).

2.1 Improvements

Many improvements have been made to determine, understand, and meet the needs of current and prospective students. In the future, the College will continue to update the Student Central model of service to best serve students providing a holistic approach to student service, offering in-person assistance with financial aid, records, and registration.

Another improvement the College has made that will continue to impact student success is the Early Alert system, created to address student concerns about being notified early in the semester if they are doing poorly in a class, track attendance and write individualized comments to report student class performance.

To address aspects of lowest student engagement areas from CCSSE and challenge areas from Noel Levitz, the [Student Innovation Fund](#) was established in 2014 to provide funding to faculty and staff to address the needs in these areas. Recently these funds have been used to implement intensive writing, tutoring, supplemental instruction for gateway biology classes, peer advocates for the first-year experience course, and a new comprehensive orientation experience.

The College will continue to update its College Completion Plan, the Guided Pathways Initiative, and Holistic Student Supports. The College website will focus more on prospective and current students, alignment of the College's majors to eight distinct guided pathways, and the efforts of the Completion Team to help guide the work towards integrated student support services.

Sources

- Abbreviations and Terminology
- CSEA Agreement
- Disability Services Homepage
- EMSS Assessment Academy Showcase
- Figure 2.1
- Figure 2.2
- Figure 2.3
- Figure 2.4
- Figure 2.5
- Generation One Trailblazers
- Noel-Levitz 2017 SSI
- Process Link 2.1
- Process Link 2.1(2)
- Process Link 2.1a
- SENSE 2017
- Student Central
- Student Central Satisfaction Survey
- Student Engagement and Leadership
- Student Innovation Fund
- Table 2.1
- Table 2.2

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

[Abbreviations/Terminology link](#)

2.2 Processes

Collecting student retention, persistence, and completion data (4.C.2, 4. C.4)

The College collects student retention, persistence, and completion data aligned with State of Ohio and IPEDS reporting requirements. In addition, the College regularly monitors retention, persistence, and completion related to various academic and non-academic programs to measure their

effectiveness. Examples include gateway courses, developmental education, TRIO, and honors courses. Currently, the college has 58 student success strategies in place that are measured for retention, persistence, and completion. As an AtD college, the College regularly collects student retention, persistence, and completion data. This information is distributed to departments, Cabinet members and Board members, and is also available online ([Retention Rate Disclosures](#)). (4.C.2, 4.C.4)

Determining targets for student retention, persistence, and completion (4.C.1, 4.C.4)

The College has established a more deliberate campus-wide approach to determining targets for student retention, persistence, and completion rates based on both internal and external data. Over several months the Cabinet worked with stakeholders from Academic and Student Affairs and reviewed data provided by OIE related to student and other stakeholder needs. The College compared such internal data on retention, persistence, and completion rates with other in-state, peer institutions. At the completion of this process, the College approved five institutional student success goals-link this which will guide its work over the next five years (2018-2023).

The Director of OIE regularly shares data with the President, the Board of Trustees (BOT), and Cabinet in efforts to review goal attainment. (4.C.1, 4.C.4)

Analyzing information on student retention, persistence, and completion

Information on student retention, persistence, and completion is analyzed at all levels of the institution, led by the OIE which serves as the hub for gathering and processing all data and reports information to various audiences on student retention, persistence, and completion, enabling departments to implement programs and projects to improve outcomes.

Meeting targets for retention, persistence, and completion (4.C.1)

In order to meet retention, persistence, and completion targets, the College has become involved in initiatives including the Guided Pathways program, an advising services redesign, and a College Completion Plan, as required in State law, ([CSCC College Completion Plan 2018](#)). These comprehensive, integrated student-support system projects are proven nationally to increase retention, persistence, and completion. In its efforts to support the College Completion Plan initiative, it has recently hired a Director of Completion Programs and put into place a Completion Team that will be working to improve retention, persistence, and completion targets. This investment will help ensure a continuous and consistent focus on the targeted goals. (4.C.1)

Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)

The College uses a variety of tools and methods to assess retention, persistence, and completion that are aligned with state and IPEDS reporting. These include Achievement Analytics and recognized data models. As new tools and technologies emerge, members of the Institutional Effectiveness team assess their usefulness and make future recommendations for adding or eliminating them. These tools and technologies allow the College to compare retention, persistence, and completion rates with peer institutions and national best practices. (4.C.4)

2.2 Results

Summary results of measures

Retention for Black and African- American students increased from 53.3% to 71.4% between Autumn '13 to Spring '16 ([Figure 2.6](#)). This was a result of multiple interventions instituted as part of the AtD program designed to close the gaps between different student demographics. These interventions included creating the College's Global Diversity Office, various mentoring programs, and an increased focus on early alert.

Comparison of results with internal targets and external benchmarks

To measure persistence, the College tracks the number of new degree-seeking students who persist from Autumn to Autumn semesters. The persistence of degree-seeking students has increased continuously in the past three cohorts from 45.9% in 2013 to 48.9% in 2015. Overall, the persistence of all new students has also increased during this time period from 41.3% in 2013 to 45.2% in 2015. The NCCBP shows the College's Fall-Fall persistence rate in 2015 as 46.37% compared to the national average of 48.40%. [Figure 2.7](#) and [Figure 2.8](#) show progress in all areas over this time period from 2013 to 2015.

Interpretation of results and insights gained

Looking at the completion of the Autumn 2013 cohort, 11.42% completed their degree within two years and 10.50% transferred during the same two years. As compared to the Autumn 2014 cohort, we have seen an increase in the percentage of students who complete their degree in two years to 12.40% and 10.69% of students who transfer. Data on completion will continued to be measured and interpreted in an ongoing effort to ensure greater student success as it relates to retention, persistence, and completion.

2.2 Improvements

The College has implemented the Guided Pathways program and has aligned the College's majors into eight Career and Academic Pathways. Next steps are to align the College's support services, first-year experiences, co-curricular and other student engagement opportunities around the Guided Pathways. A Director of College Completion Planning is in now place with a team to organize and implement the work.

Sources

- Abbreviations and Terminology
- CSCC Completion Plan 2018
- Figure 2.6
- Figure 2.7
- Figure 2.8
- Retention Rate Disclosures

2.3- Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

2.3 Processes

Key stakeholder needs are discussed with the BOT, the community, K-12 schools, and area employers in bi-monthly Board meetings, departmental advisory committee meetings, local and regional conferences, and weekly meetings with various community employers and government agencies. Also, the President's Workforce Advisory Council, established in 2017, meets quarterly. Membership includes representatives from a wide spectrum of industry sectors across the region with the goal of helping prepare the region's employers to meet the challenges of an ever-changing economy by increasing educational opportunities for current and future emerging, incumbent, and

transitional workforces.

Determining new stakeholders to target for services or partnership

The College becomes aware of potential new stakeholders to target for partnerships through changes in federal, state, and community priorities; changes in the employer bases; requests from chambers of commerce, a workforce development board, or an agency in the College's service area; and requests from community employers made directly to the President. In response to evolving employer needs, the College continues to work with industry and employers to develop academic programs tied to in-demand industries in the region such as advanced manufacturing, logistics engineering technology, cybersecurity, banking, information technology, and healthcare industries.

Meeting the changing needs of stakeholders

A primary way of understanding and meeting the changing needs of stakeholders is the College's participation in the Central Ohio Compact ([Central Ohio Compact homepage](#)). The Central Ohio Compact is a regional strategy, led by CSCC, focused on developing a talented workforce that can meet evolving employer needs.

In addition to the Workforce Advisory Council, the College's academic departments also rely on the perspective of employers and maintain active advisory councils designed to advise the departments on the needs of key stakeholders. An advisory council is unique to an academic department and has a well-balanced mix of employers that inform and direct changes needed within the academic curriculum to stay tightly coupled with changing employer needs. Each advisory council meets bi-annually.

The College also meets the changing needs of key stakeholders through regular communication and consultation with its many partners through actively soliciting feedback using advisory boards, surveys, suggestions, conversations and observations. The College stays informed of regional priorities by being a part of community organizations such as Columbus 2020, Central Ohio's economic development group which provides the framework for understanding regional needs and goals.

The College's leadership team can be found on many community not-for-profit and workforce development boards. This level of leadership in the community allows the College to proactively understand the needs and direction of the community as it evolves.

Selecting tools/methods/instruments to assess key stakeholder needs

The College's established Values include student success, inclusion, quality, innovation, learning, partnership, stewardship, and leadership ([CSCC Vision, Mission, & Values](#)). Guided by these Values, the College engages in dialogues and relationship building to continue to assess key stakeholder needs.

Assessing the degree to which key stakeholder needs are met

The College assesses the degree to which key stakeholder needs are met through regular communication and updates from employers, the community, and governmental agencies. Each stakeholder has established points of contact to regularly share their needs. Additionally, academic units survey their advisory councils annually to confirm current curriculum meets the needs of their stakeholders. In addition, the College maintains specialized accreditation for many academic and

certificate programs that ensure that these programs are current and meet the needs of students and employers. These academic and certificate programs have committees and monitoring systems in place that align with their accreditation standards.

Currently, with the rise in enrollment through CCP ([CCP homepage](#)), the College is also supporting the educational and financial needs of community high school students through the attainment of college credit while still in high school.

2.3 Results

Summary results of measures

Results that show how stakeholder needs are being met can be demonstrated through the initiatives undertaken with the Central Ohio Compact. The Compact has begun developing work-based learning opportunities for high school students. For example, in 2017, more than 30 students at South High School participated in job shadows as part of a pilot program with Nationwide Children's Hospital. In addition, South High School English, math, science and social studies teachers completed externships at the hospital and integrated what they learned, including soft skills, into the core curriculum. South High School is one of 16 high schools participating in CSCC's \$11.5 million Investing in Innovation grant to bolster college readiness and college credit achievement among low-income and minority students.

Comparison of results with internal targets and external benchmarks

A result of key stakeholders' needs being met through its internal target of achieving the awarding of its competitive grant funding applications and awards in its constant efforts to support its ever-expanding offerings to students may be seen through the activity of the Grants Office. The Grants Office Annual Report provides documentation of the College's grants portfolio for FY 17 and comparison with previous years. The portfolio includes 80 total projects budgeted at \$48.2 million that were in operation during FY17. Based on the work that occurred last year, CSCC submitted 75 proposals. Of these proposals, 34 have been awarded, 16 were not funded, 24 remain pending, and one is being finalized for award. The 35 awarded projects thus far from the work in FY17 were worth over \$8.5 million. The 24 pending proposals are budgeted at \$21 million. As an update from last year's report, the final results from FY16, based on 68 proposals submitted, indicate that 42 projects were funded, and 26 were rejected, equaling a 62 percent funding rate. As of August 2017, the College has received ten NSF Advanced Technological Education grant projects, more than any other community college in the country. Measured against other institutions applying for the Title III grant last round for low-income students, the College was one of only ten colleges awarded grant funding.

Interpretation of results and insights gained

An example of the College responding to stakeholder needs based on insights gained through its PSEO program for high school students was to aggressively enter Ohio's CCP program, which was enacted by legislation in September 2015. Since CCP was enacted, the College has experienced a consistent increase in dual credit enrollment each autumn and spring semester. In autumn 2018, the College served approximately 5,200 unduplicated middle and high school students enrolled in CCP courses (an increase of more than 100 percent over autumn 2015). To date, approximately 250 high schools throughout Ohio have been served.

2.3 Improvements

In response to stakeholder needs, the College has implemented many improvements. In 2017, the College created a new position, Dean of Partnerships and Programs. With the College's partnerships and community-based programs growing, the need for dedicated leadership to organize this work is crucial to continued progress. The Center for Workforce Development has been renamed Workforce Innovation to match more closely with the College's mission.

Another improvement was the creation of a CCP office to support the growing responsibilities of working with the high schools in response to legislative requirements.

Sources

- Abbreviations and Terminology
- Central Ohio Compact homepage
- College Credit Plus homepage
- Mission Statement

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

2.4 Processes

Collecting complaint information from students

The College has a formalized process for collecting, analyzing, and responding to student complaint information. CSCC's Policy on Student Complaints ([College Policy 7-13](#)) encourages student communication with administration, faculty, and staff and encourages students to use existing policies, personnel, and department offices to express concerns. ([Process Link 2.4](#)).

Collecting complaint information from key stakeholders

The Office of Equity and Compliance works to support a healthy learning and working environment for all students, staff and faculty. (See [Process Link 2.4a](#)).

Learning from complaint information and determining actions

The College uses complaint information to improve services and determine student success initiatives. For example, the Office of Equity and Compliance uses the [Maxient](#) database software to track complaints and investigations. Analytics can be run to review trends and to develop training and response to those trends. Analytics from this database were used to support the need for a college-wide awareness campaign focused on Intimate Partner Violence (IPV) and stalking (see ODHE Changing Campus Culture initiative in 2R4). Additionally, HR Business Partners complete a weekly review of open complaint cases, and the President is updated annually on complaint database results.

Communicating actions to students and other key stakeholders

The process for communicating actions to students includes students being notified when the complaint is resolved or when actions are taken to address the complaint by the Complaint Representative, as described in 2P-1 above. The Complaint Representative is responsible for monitoring open or unresolved complaints and communicating with the designated supervisors and students. The Student Advocacy Office follows up with students in most cases the day of the report, but always within two business days. The Office of Equity and Compliance acknowledges the receipt of a complaint within two (2) business days and follows-up with next steps once the complaint has been reviewed. HR Business Partners work with non-student stakeholders to maintain open lines of communication throughout the complaint process.

Selecting tools, methods, and instruments to evaluate complaint resolution

HR and Student Advocacy use [Maxient](#), a software for tracking cases and issues, to organize information and analyze trends. Student complaints are maintained on databases. In addition, during exit interviews upon transition from the College, any employee complaint information is discussed, and insights inform future training.

2.4 Results

Summary results of measures

Databases and software help the College to track complaint response rates, which were previously not tracked. The current complaint response rate is 100 percent within two business days. The database also assists the tracking of issue resolution, and the College regularly resolves most issues within one month of the complaint ([Student Complaint Tracking 2017-2018](#)).

Comparison of results with internal targets and external benchmarks

As part of ODHE's Changing Campus Culture initiative, Ohio's public and private campuses were asked to embrace five cornerstone practices aimed at preventing and responding to sexual violence ([Changing Campus Culture](#)). Part of this initiative involved completing benchmark surveys that resulted in a snapshot of Ohio's public two-year, four-year, and private campuses. The statewide benchmark questions were carefully selected to provide a common set of data across all participating

Ohio campuses. In the 2016-2017 academic year, CSCC scored a perfect 5/5 on the Changing Campus Culture recommendations led by the cornerstone practices.

Interpretation of results and insights gained

One interpretation of results indicated that, in the Student Advocacy Office, the complaint trends show interactions with Cashiers and Student Accounting, Financial Aid, Office of the Registrar, and Academic Affairs as the key areas of issue that students report. Since the new Student Advocacy Office was established in 2015, there has been an increase from 51 student complaints in 2015-2016 to 93 in 2016-2017. The data demonstrates that the Student Advocacy Office is increasing student success by providing a method for addressing and resolving student complaints ([Student Issue Support and Complaint Response Process](#)).

Between April 2015 and April 2017, 71 percent of the investigations completed by the Office of Equity and Compliance concerned incidents of stalking and/or IPV. As a result, in 2017, the Office of Equity and Compliance received an ODHE grant titled, "Inspiring a Community of Shared Responsibility." This grant supported a year-long, College-wide IPV and stalking awareness campaign. In order to guide the implementation of the grant, the College incorporated feedback from its climate survey and the ODHE benchmark questions, which demonstrated that students would benefit from more knowledge and engagement in these areas.

2.4 Improvements

Many improvements regarding the processing of complaints throughout the College have been implemented and have been embedded into the manner by which the College approaches its response to complaints. The Student Advocacy Office was established with a director, team of coaches, and peer advocates to assist students and ensure that complaints are followed up with in a timely manner. Complaint Representatives within each Vice President's Office manage complaints and report issues to the President's Office. [Maxient](#) tracks historical data for HR and Student Advocacy that can be used for reporting, identifying patterns, and keeping practices consistent.

Sources

- Abbreviations and Terminology
- Changing Campus Culture
- College Policy 3-44
- College Policy 7-13
- Maxient Reporting System
- Process Link 2.4
- Process Link 2.4a
- Student Complaint Tracking 2017-2018
- Student Issue Support and Complaint Response Process

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

2.5 Processes

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

One of the College's identified key values is Partnerships. The College recognizes that more can be accomplished collaboratively than individually and seeks like-minded partners to advance the shared goals. The College's strategic priorities represent the ways in which the College will best serve students, Central Ohio educators, regional employers, service providers, and key community

stakeholders.

The College partners with many educational institutions and civic organizations. With ODHE stressing improved college completion rates and the Central Ohio Compact focusing on raising the percentage of area residents holding postsecondary credentials, academic success is essential. In response to the state's mandates for CCP, the College has partnered with many regional K-12 public school districts. To assist students in furthering their education at four-year institutions, the College has established transfer modules with area public and private university systems.

The Workforce Innovation Office develops industry sector strategies aligned with employers as partners to meet incumbent and emerging workforce needs, builds grades 9-14 career pathway systems aligned with labor market needs, and establishes the Career Placement Services office to support students with career planning and successful job placement.

The College fosters partnerships that enrich and support the student experience and strengthen the community. By growing these community partnerships, the College ensures the opportunity for success for all students. Partnerships have also expanded service-learning and community service opportunities to address community priorities and needs.

Building and maintaining relationships with partners

To build and maintain these relationships, the College engages with its partners in ongoing communication, regularly scheduled meetings, retreats, new and ongoing initiatives, community gatherings and events.

Selecting tools, methods and instruments to assess partnership effectiveness

To assess partnership effectiveness, the College uses indices such as membership, attendance at summits, available dashboard data, tools such as Achievement Analytics and various surveys of employers, graduates, and employees, and other data maintained by the OIE. Examples of data collected using these tools include graduation rates, CCP completion rates by institution, degrees awarded for career programs, student transfer rates, and community grants, such as the AEP Credits Count, New Skills at Work Initiative, Central Ohio Partnership for College and Career Readiness Expansion, and Great Lakes College and Career Pathways Initiative.

Evaluating the degree to which collaborations and partnerships are effective

The College evaluates the effectiveness of partnerships through the collection of a variety of data. Information collected for the K-12 partnerships includes the increase in CCP students and their attainment of college credit, the success rates of students in developmental courses and their advancement to credit-bearing courses, student success in gateway courses in subjects such as math and English, successful completion of all courses, student persistence from Autumn to Spring and from Autumn to Autumn semesters.

Information collected to evaluate effectiveness of partnerships with other educational institutions includes the number of transfer students who finish BA/BS degrees and attainment rates, including completion of degrees and certificates, and successful transfer.

Information collected to evaluate effectiveness of partnerships with employers includes overall job placements and job placements in field of study. Additionally, employer survey information is collected, and forums with advisory groups are conducted. The effectiveness of civic engagement

partnerships is evaluated continuously through community feedback and success in completing initiatives with the community partners.

2.5 Results

Summary results of measures

The College supports the Central Ohio Compact, a consortium of institutions including those in higher education, K-12, as well as community workforce partners. The goal of the Central Ohio Compact is to create an adult population of whom 65% have attained a college degree. The results for determining the effectiveness of the Compact are through membership of the Compact, attendance at the annual summit, and overall goal attainment of working adults in Central Ohio. Dating back to 2011, the number of Central Ohioans with degrees has increased from 42% to 44%. See [Figure 2.9](#) for the comparison of Central Ohio with the entire US population for greater detail and progress toward the 65% goal. Furthermore, active participation in the Compact – as measured by attendance – has also demonstrated an overall positive growth trend (see [Figure 2.10](#)).

Comparison of results with internal targets and external benchmarks

A Comparison of results indicate that partnerships with K-12 school districts as part of the State of Ohio's CCP legislation have grown steadily. The activity and success of the partnerships of CSCC with various high school districts is evident in the number of high school districts with whom CSCC partners as well as the overall success rates of CC+ students. CSCC now partners with 97 school districts and as of 2018, enrolled over 5200 CC+ students in its FY '19 Spring semester. The partnership between CSCC and the surrounding area high schools is productive, prolific, and expanding (see [Figure 2.11](#) and [Figure 2.12](#)). CC+ students are also more successful; success rates among CCP are higher than non-CCP students and during AY 2016-2017, success (earning A,B, or C) was 89.5% and for AY 2017-2018, the overall success rate was 88.4% (see [Table 2.3](#) for complete breakdown of success rates by district). These partnerships provide tangible benefits to stakeholders including the families of students of CCP - among families in Hilliard City School District alone (one of the largest districts with whom CSCC partners), families saved \$540,420.36 for 2015 graduates, \$1,015,043.18 for 2016 graduates, and \$1,100,646.26 for 2017 graduates (savings computed by determining the cost-per-credit-hour in the institution students eventually matriculate to and multiplying by courses for which they received credit through CCP).

As can be seen in the long-term plan of the Central Ohio Compact, even at 44% of adults in Central Ohio, there is a significant amount of work remaining to achieve the 65% target (See [Figure 2.9](#)). Benchmark data from the NCCBP are used to assess CSCC's performance relative to other two-year colleges across the nation. [Figure 2.16](#) demonstrates that while CSCC students complete Developmental Education Writing courses with success at a comparable rate to the rest of the nation, success rates in Developmental Education Math and English lag other two-year colleges. Similarly, CSCC is competitive with other two-year colleges with regard to degree completion and transfer within two-years, exceeding the median percentage for transfer in both the 2013 cohort and 2014 cohort (53rd percentile and 52nd percentile, respectively; See [Figure 2.17](#)).

Interpretation of results and insights gained

Though enrollment has climbed only marginally, CSCC has continued to award an increased number of degree certificates (see [Figure 2.13](#)). As a result, there are an increasing number of certificates currently under development and those bearing credit will go through the process of formal approval

by ODHE and HLC. Also, as a result with the College partnering with business and industry an increased number of non-credit certificates are also under development. Furthermore, success in Developmental Education courses to degree bearing courses is another measure of meeting stakeholder needs and success data can be found in [Figure 2.14](#) with success in gateway courses available in [Figure 2.15](#).

2.5 Improvements

The College's executive leadership identified the need to restructure workforce development initiatives and created a new position, the Dean of Partnerships and Programs, in 2017. This position has worked to develop and organize more formal processes related to College partnerships and collaborations in Business and Industry with an emphasis on short-term certificates specifically aligned with those organizations in a credit and non-credit environment. In the next one to three years, the work in this area will include developing tools for assessment and evaluation and regular reporting of partnerships, to assess effectiveness for continuous improvement.

Sources

- Abbreviations and Terminology
- Figure 2.10
- Figure 2.11
- Figure 2.12
- Figure 2.13
- Figure 2.14
- Figure 2.15
- Figure 2.16
- Figure 2.17
- Figure 2.9
- Table 2.3

3- Valuing Employees

3.1-Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

3.1 Processes

Recruiting, hiring, and orienting processes that result in staff and administrators who possess the required qualification, skills, and values (3.C.6)

In 2013, a holistic HR Business Process Study was conducted by CampusWorks, an external consultancy who works with colleges & universities to improve academic services, assess technology & IT implementation, optimize business processes, manage projects, augment staff & promote security. As a result, it was recommended that the College's Human Resources department re-engineer its entire hiring process along with the implementation of a new computerized Applicant Tracking System (ATS) ([Employment Opportunities ATS](#)) through the vendor, Cornerstone on Demand.

The process for recruiting and hiring employees at the College reflects legal standards and industry best practices to ensure skilled, qualified employees fill positions ([College Policy 3.02B](#)). Those applicants whose qualifications and credentials best match the needs of the job opening are considered for interviews. HR trains search committee members in the College's policies and procedures, as well as provides written guides for both. (see [Interview Guide](#), [Resume Review Guide](#), and [Hiring Manager Guide](#)) (3.C.6)

The level of the position determines whether a hiring manager or an entire search committee is required. Non-faculty staff-level and adjunct positions do not require a search committee. Faculty and management positions do require a search committee. Depending on the level of the position, there can be one, two or three interviews, which may also include open forums, Cabinet member interviews, and Board of Trustee meetings. Once interviews have been conducted, the hiring manager or search committee discusses the finalists within their supervisory chain, sometimes up to and including the President. Reference checks are completed prior to a hiring decision. CSCC uses a third-party software system called SkillSurvey, which produces validated predictive analytical reports of a finalist's likely success performing the duties of the position based on the references' responses gathered electronically. (see [Annual Account Review](#))

The College's hiring process includes multiple, cross-disciplinary levels of review and background checking (using Truescreen, a background check provider) before being hired. If concerns are identified during review, a contingent offer may be revoked. These policies and procedures are best practices to ensure those hired possess the required qualifications, skills and values to be a good fit with the College. (3.C.6)

Once an employment offer is accepted, the College's orientation or "onboarding" process begins. The onboarding process includes review of College policy and procedures, completion of required paperwork, and orientation registration. Orientation includes routine matters such as accessing the computer network, getting into the employee self-service portal, and submitting time cards, as well as overviews from offices such as Title IX, Legal, Benefits, Wellness, and Diversity and Inclusion.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs. (3.C.1, 3.C.2)

Credentialing standards for faculty are derived from two sources: the HLC Assumed Practices (B.2.a "[Faculty Roles and Qualifications](#)") - and the ODHE Guidelines and Procedures for Program Approval. The College ensures that all faculty meet the criteria cited above through their hiring process as described in the previous section. New hires must submit an original certified transcript to HR for their highest degree earned, and HR regularly audits for compliance. Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which

they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree.

When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. For general education courses, faculty members teaching general education courses must hold a master's degree in the discipline or a master's degree and a cohesive set of at least 18 semester credit hours of graduate coursework relevant to the discipline. Instructors in the College's CCP program are held to the same credentialing requirements. **(3.C.1 and 3.C.2)** (see [Process Link 3.1](#))

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

To ensure the College has sufficient numbers of faculty, each fiscal year the hiring process for tenure-track faculty positions begins with a review of campus-level needs between the Senior VPAA and the faculty union. The process begins with an exhaustive study of current and future needs including full-time enrollment, number of full-time, Annually Contracted Faculty (ACF) and adjunct faculty members in the discipline, and available resources are used to determine how best to fill these vacancies. Once a consensus is reached regarding faculty positions to be posted, that information is shared with HR to begin the recruitment process ([Tenure Track Faculty Roster 11-30-18](#)). **(3.C.1)**

Ensuring the acquisition of sufficient numbers of staff to provide student support services

Each spring, all department managers with budgetary responsibility must confirm current positions and can make requests to fund new positions tied to one or more of the College's strategic priorities. Submitted requests are prioritized through consideration of the College's current and upcoming budget projections as well as administrative oversight. In areas where demand ebbs and flows, seasonal, intermittent or temporary employees may be utilized, such as in the Bookstore during the rush of each new semester. According to the 2017 IPEDs Data Feedback report, CSCC employs slightly more full-time equivalent staff than peer colleges, indicating that we have sufficient numbers to provide student support services ([IPEDS Data Feedback Report 2017](#): Fall 2016, page 8)

Tracking outcomes/measures utilizing appropriate tools

The ATS through Cornerstone, as well as College's enterprise-wide HR module through Colleague, are College tools used to complete the processes needed to hire faculty, administrators and staff. Using these systems has allowed for the hiring process to be performed consistently across the College and almost entirely online and mostly automated, resulting in a smoother process for new hires. **(3.R.1)**

3.1 Results

Summary results of measures

With digitization of the applicant process in 2014, the College can now generate data and reports that were previously unavailable to understand the volume of hiring in ways that were not analyzed in the past. A review of system data for the past three years since Cornerstone ATS was implemented shows the College initiates approximately 320 new positions to be filled annually across all categories of hire within an average of 66 days from posting-to-closing of requisitions. Human Resources processes about 700 other employment-related personnel actions per year such as

promotions, reassignments, transfers, etc.

In the summer of 2018, the College administered a survey that was jointly designed with peer Ohio community colleges ([Ohio AQIP Employee Onboarding Survey](#); [Ohio AQIP Employee Satisfaction Survey](#)). The survey was administered to all employees with the intention of specifically discovering employee satisfaction with Category 3 measures, such as recruitment, hiring and orientation practices in hopes that the customer satisfaction has improved through vigorous improvements made in the past five years.

Over 95% of the 442 employees who responded to the 2018 employee satisfaction survey agree that the various aspects of the interview process were reasonable and appropriate for the position. Over 70% of responding employees agreed that the hiring and orientation process was positive and encouraged them to want to work at CSCC.

Comparison of results with internal targets and external benchmarks

Regarding orientation, the 2012 Great Colleges to Work For survey reported that only 48% of CSCC employees agreed that orientation prepared them to be effective. Yet, in the 2018 survey nearly 69% said orientation was thorough, indicating a positive effect is also occurring from the improvement efforts undertaken by HR over the past five years. As an external benchmark, the College measured results against Lakeland Community College's survey reporting that 74.6% attending orientation was thorough (N=63). Also, there were several important actions taken in 2016 by the College as a result of the Great College to Work For surveys. These actions can be found in [Table 3.1](#), [Table 3.2](#), and [Table 3.3](#).

Interpretation of results and insights gained

As a result of the 2018 survey, responses were interpreted to demonstrate that the redesign was highly effective given the 95% of employees who agreed with the process being reasonable and appropriate. However, a significant number of responding employees neither agreed nor disagreed with many other questions posed in the 2018 survey. Thus, this presents a great opportunity for College HR and hiring managers to more fully engage with employees currently answering in the neutral to improve their experiences. To address this gap and assist in continuing process improvement, HR has dedicated a full-time HR employee effective May 1, 2018 to conduct onboarding check-in interviews with regular, full-time employees to start with at intervals of 30, 90, 120 and 360 days to explore the employee's needs and satisfaction levels with being onboarded so that any deficiencies can be remedied through the new hire's manager and/or HR.

3.1 Improvements

Revising the ATS system led to forgoing a request for references at the initial application stage since SkillSurvey collects reference information again from the applicant once a finalist has been chosen. Making this improvement should enhance the applicant's experience and ease of application, thus speeding up the time-to-hire.

HR has contracted with a background check provider, Truescreen, to expand their services as of July 1, 2018 to include verification of educational credentials on all new hires (but HR will continue to collect original transcripts for adjuncts and faculty as required by various accreditation boards).

The Onboarding experience for non-faculty will be revised to transfer some of the training that

occurs at orientation into the College's new Learning Management System (LMS). Human Resources has also purchased a large library of digital content from Skillsoft that will be available to all employees, including courses on management, law, ethics, safety and technical and soft skills. The LMS also allows HR to assign curriculum to new hires to be consumed over time and with 24/7 access. HR can now track and run reports to ensure completion.

The Faculty PD Committee has just received significant resources to revise faculty and adjunct orientation, including four fellows and a robust budget to pay for attendance at additional training. HR has also recently partnered with the Academic Deans to create a day of orientation for new Chairs to get quickly oriented to important duties as managers.

Sources

- Abbreviations and Terminology
- Annual Account Review
- Checklist for Onboarding(2)
- College Policy 3-02B
- Employment Opportunities ATS
- Faculty Qualifications
- Hiring Manger Guide
- Interview Guide
- IPEDS Data Feedback Report 2017
- Ohio AQIP Employee Onboarding Survey
- Ohio AQIP Employee Satisfaction Survey
- Process Link 3.1
- Resume Review Guide
- Table 3.1
- Table 3.2
- Table 3.3
- Tenure Track Faculty Roster 11-30-18

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

3.2 Processes

Designing performance evaluation systems for all employees

The College's President is evaluated at the end of each fiscal year by the BOT. The BOT sets the priorities for the College's next fiscal year at that time. The College President then evaluates his executive Cabinet leaders and establishes the strategic goals and priorities for the next fiscal year. The Cabinet leaders can then "cascade" that information down through the organization. Using the new Cornerstone on Demand system, this cascading can be done automatically to whole or partial divisions, departments, units or people.

A cross-functional committee redesigned the College's non-faculty, non-bargaining staff performance evaluation system during AY 2014-2015 in conjunction with the introduction of Cornerstone on Demand. The cross-functional committee examined HR best practices and gathered opinions from employees, which resulted in the system now called MyPLAN within Cornerstone ([MyPLAN – Columbus State Community College](#)). Managers work with employees to monitor progress toward completion of their goals. The MyPLAN system allows for a continuous conversation between leadership and the employee. Rather than a once-yearly annual percentage salary increase, HR also utilizes an annual snapshot of employee performance for the purpose of awarding performance bonuses to those employees who have accomplished or exceeded goals.

The CSCC [Faculty Handbook](#) describes the ongoing components of the promotion and tenure process, which culminates in the development of each portfolio a candidate prepares for promotion and tenure. Full-time faculty members, represented by the CSCC Education Association ([CSEA](#)), are evaluated in multiple ways through the current promotion and tenure process. In 2014, a revised process was implemented. The components of the current system are Peer Review Teams (PRT) (made up of experienced faculty members designated to mentor and review the performance of a newer or lower-ranking faculty member), faculty observations, student evaluations, annual faculty performance appraisals, and promotion and tenure portfolios.

The [Annual Faculty Performance Appraisal Form](#) details the faculty member's activities and contributions from the previous summer through the end of spring semester. The categories that are included parallel the categories used in the promotion and tenure process, and the document includes areas for reflection and planning. The promotion portfolio is the vehicle by which faculty members are evaluated for promotion and tenure.

First-year Adjunct Faculty are observed during their first semester by the chairperson, peers, lead instructors or coordinators. During subsequent years, adjuncts are observed at least once per year. The [Faculty Observation Report](#) and the [Online Faculty Observation Report](#) are the documents used to evaluate faculty performance. Performance expectations are documented and input is solicited using the MyPLAN and faculty annual appraisal processes, as described previously. Adjunct faculty are also evaluated by their students each semester.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

For non-faculty, non-bargaining unit employees, one section of the [MyPLAN – Columbus State Community College](#) system measures performance of each employee's job duties (key responsibilities). Another section rates their goals that are project-based and/or outside their normal scope of duties (called "operational goals"). A third section rates employees' service to the college/community. A fourth section rates how well they accomplished their PD goals. A final section rates their performance against five (for non-managers) and seven (for managers) [Core Competencies](#), which were determined by committee to be tied to the common core values and institutional priorities of the College. The core competencies for all employees include:

Customer/Student/Employee Focus, Professionalism, Collaboration, Managing Work, and Continuous Improvement. Additional competencies for managers include Managing People and Leadership. Employees rate themselves in each category using a performance rating scale that includes the following categories: unsatisfactory, needs development, accomplished, and exemplary. After employees have made their self-ratings in MyPLAN, the system pushes the self-review to the employee's supervisor, who in turn completes their review.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (3.C.3)

The College evaluates instructors regularly in accordance with established [College Policy 5-19](#) Promotion and Tenure for Faculty. The College evaluates staff and administrators regularly in accordance with established [College Policy 3-03](#) Talent Management for Managers and Non-Bargaining Staff. (3.C.3)

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance.

The College employs various methodologies to recognize employees, as well as to compensate them, for the purposes of encouraging retention and high performance. Recognition and Retention Efforts include [Staff Employee of the Month](#) (SEOM), [CQI Awards](#), [Distinguished Teaching Awards](#), [Distinguished Full Professor Awards](#), Service Awards, [Women's Herstory Leadership Celebration](#), and [Student Employee of the Year](#).

Compensation

The College's Human Resources department maintains subscriptions to state and national salary databases and participates in an all-Ohio community colleges salary survey annually to keep the pulse on pay trends and recommend adjustments to the President as needed. For labor union employees, compensation is bargained for and then set forth in contracts every three years. For non-bargaining units, the Board of Trustees determines the percentage increase to be awarded yearly. In addition, performance bonuses are awarded to board-approved, full-time non-faculty who successfully complete a special initiative or project, or who exhibit exemplary performance.

Benefits

The College's benefit plans and wellness programs ([Employee Benefits](#)) support employees to be prepared physically and emotionally to report to work and perform to the best of their ability for students' success. The College continually reviews plans and adjusts offerings to aid in the attraction and retention of employees and to keep costs to employees as low as possible. Current offerings include medical, dental, vision, long-term disability, life insurance, flexible spending accounts and Matrix Employee Assistance.

Promoting employee satisfaction and engagement

The College is proud to report that there are more CSCC faculty on statewide committees of all types having an impact on statewide initiatives and projects that positively influence teaching and learning at community colleges across the spectrum. With their deepening influence, CSCC faculty are fully supported to serve on statewide committees by their Chairs and Deans so as to provide those faculty members with the level of professional engagement and satisfaction that is well-deserved and

celebrated.

Across the College, an initiative known as “[CougarPaw Kudos](#)” was introduced in 2015 as a way to promote employee satisfaction and engagement. CougarPaws are a peer-to-peer recognition system that can be awarded digitally through the Cornerstone system to thank colleagues for demonstrating one of the College’s seven core competencies from MyPLAN. Awardees celebrate together quarterly at a social hour.

Tracking outcomes/measures utilizing appropriate tools

Compensation and benefits are tracked and audited through reporting tools using the Colleague HR module. Various outcomes are measured through collected data available in Colleague. Administrators can request and run reports through the OIE. Reports support are used for data-driven decision-making throughout the decision-making levels at the College.

3.2 Results

Summary results of measures

Every employee at CSCC is evaluated through a documented and repeatable process appropriate to his or her level within the College. As an example, the Board of Trustees evaluates the College’s President at the end of each fiscal year when the Board sets the priorities for the College’s next fiscal year at that time. Faculty are evaluated through multiple measures involving direct observations as well as student evaluations. Staff are evaluated through MyPlan and must meet certain expectations in order to receive increased compensation and/or a bonus.

Comparison of results with internal targets and external benchmarks

According to the [IPEDS Data Feedback Report 2017](#), CSCC’s full and associate professors’ salaries are in line with the College’s peer benchmarks, although the same data shows that we lag (about 10%) in pay for assistant professors and instructors. The annual adjunct faculty pay survey for Ohio Community Colleges shows that CSCC is a leader compared to those benchmark institutions regarding level of compensation for Adjunct faculty (\$50.36 per contact hour vs. \$30.73 average Ohio adjunct pay).

One measure that could be considered an indication of employees’ satisfaction about their performance is annual turnover rate. A 2016 study by the Society of Human Resources Management Association reported the average annual turnover rate across industries is 19%. According to the NCCBP report for years 2011-2018, CSCC’s turnover rate is consistently under 5% on average, which was well below the average turnover rate for the peer benchmark comparisons in the NCCBP report. This indicates that the vast majority of employees at CSCC are satisfied by their contributions such that they want to stay employed with the College.

In the 2018 Employee Satisfaction Survey, 73% of respondents felt that the processes the College have in place captured their contributions to the institution. In comparison with Lakeland Community College the response to the same question was 50%. Also, 46% of respondents are satisfied with how the College rewards performance. In comparison with Lakeland Community College the response to the same question was 33%

Interpretation of results and insights gained

The 2018 survey shows that there are a significant number of responding employees (18-25%) who neither agreed nor disagreed with the questions about the evaluation process adequately assessing employees' contributions. This presents a great opportunity for College HR and managers to more fully engage with employees currently answering in the neutral to improve their experiences. An upcoming process regarding improvements is currently under development in an effort to address the evaluation process.

3.2 Improvements

Human Resources is slated to engage a consultant in FY18-19 to holistically evaluate the College's compensation and classification system given that the last revision occurred 10 years ago.

Human Resources plans to make some improvements to the annual evaluation process based on feedback obtained by employees through the 2018 survey, as well as the 2017 survey conducted specifically to gather feedback about myPLAN.

The College also plans to broaden the way it recognizes years of service to lessen the restrictions currently in place; to introduce an outstanding supervisor of the semester award similar to how CSCC recognizes the employee of the month.

HR would also like to propose expansion of more benefits to part-time employees, such as giving adjuncts access to Matrix and to move the exit interview survey process online into a secure software that will allow the Employee Career Facilitation unit to analyze and spot trends using the data produced.

In addition to amplifying its recognition efforts, the College is planning to expand the use of the myPLAN evaluation system to the College's Teamster and Fraternal Order of Police staff thereby encompassing all non-faculty in the use of the same system for evaluations.

HR would also like to work with faculty committees to explore whether Cornerstone could be helpful to managing the review of tenure and promotion portfolios, which is currently manual and paper-based.

Sources

- Abbreviations and Terminology
- Adjunct Hiring Exception Form
- Annual Faculty Performance Appraisal Form
- College Policy 3-03
- College Policy 5-19
- Core Competencies
- CougarPaw Kudos
- CQI Awards
- CSEA Agreement
- Distinguished Full Professor Awards
- Distinguished Teaching Awards
- Employee Benefits
- Faculty Handbook
- Faculty Observation Report

- Faculty Online Observation Report
- IPEDS Data Feedback Report 2017
- MyPLAN - Columbus State Community College
- Staff Employee of the Month
- Student Employee of the Year
- Womens Herstory Leadership Celebration

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

3.3 Processes

Providing and supporting regular PD for all employees (3.C4, 5.A.4)

The College is committed to the development of institutional leaders from all major employee groups.

It encourages employees to become avid learners and continually develop their knowledge, skills and abilities in many different ways. Dozens of training sessions in Supervision, Management and other HR issues are offered through HR and some individual departments, providing employees with a variety of ongoing PD opportunities. Another opportunity for PD for all employees is the College's annual [In-Service Day](#), which provides employees with a full day of academic and non-academic educational offerings ([In-Service Day 2018 Program](#)).

The College also offers tuition waiver and a generous tuition reimbursement program. The tuition waiver program provides employees and their dependents with the opportunity to take credit courses at CSCC for free. The College also offers employees tuition reimbursement up to \$6,000 per year for undergraduate degrees and \$8,000 per year for graduate degrees. **(3.C4, 5.A.4)**

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

College policy and procedure ensures that instructors are observed regularly depending on their length of service. As mentioned earlier in 3P2, annual faculty appraisals are completed each year and include an overview of all instructional, PD and service activities, which are reviewed by a peer review team and the department chairperson to ensure instructors are current in their disciplines.

The College offers faculty vast PD opportunities and instructional support focused on pedagogical processes. These include training modules on using features in the College's learning management system (Blackboard), using software applications, and creating instruction for various instructional modalities.

In addition to PD, the College has a shared governance system that includes many faculty-led committees addressing issues related to instructional success, PD, distance learning, curriculum, and assessment. Through the College assessment process, required licensures and continuing education units (CEUs) are maintained. **(3.C.4)**

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (advising, financial aid, etc.) (3.C.6)

The College supports staff members to increase their skills and knowledge in their areas of expertise beginning with new hire orientation. New hire orientation includes review of all College resources, policies, procedures, systems, and College and departmental goals. Beginning the first year of employment, employees participate in the MyPLAN process.

An example of this continuous process of support can be illustrated within the College's library. In the College library, new librarian hires are mentored through a rigorous training period prior to their working with students and faculty. Librarians not only need to be able to provide reference and research services to library users, each librarian is also expected to lead workshops in bibliographic instruction to teach entire classes of students in effective and efficient library usage. In 2017, 328 library instruction workshops were led by CSCC librarians training 5017 students on the use of the library.

Another method of support provided to staff to increase their skills and knowledge is department training days, which are in-house retreats that focus on practices specific to each job function and how they interact with the larger College community. As an example, the College's Advising Services department meets monthly for PD trainings. The library provides quarterly colloquia

focusing of subjects of interest and importance to professional librarians in a workshop format. In addition, all employees within the student support departments have access to a Blackboard site that acts as a repository for job manuals, best practices documentation, post conference presentation materials, etc. **(3.C.6)**

Aligning employee PD activities with institutional objectives

For faculty members specifically, the College offers a variety of PD opportunities, including a budget line item in the office of the Senior Vice President for Academic Affairs providing annual PD funding to faculty. Departments coordinate some of these opportunities and others are College-wide and guided by faculty committees such as the Faculty Entry Training and PD Committee (FETPD) and Instructional Success Committee ([Faculty Handbook](#)). Examples of these PD opportunities include CRAFT (an on-demand library of College Resources for Advanced Faculty Training), Magna Mentor video series, Faculty Launch!, and Winter Warm-up. **(3.C4, 5.A.4)**

There has been an annual budget line available for faculty professional development with funds established at the following levels (2014-2019):

FY14 \$300,000.

FY15 \$340,000.

FY16 \$250,000.

FY17 \$250,000.

FY18 \$250,000.

FY19 \$300,000.

In 2018, the College approved an internal grant to develop and deliver a comprehensive PD program directed toward faculty. The expectation of this initiative will provide ongoing training for faculty to develop and sharpen their skills in active and collaborative learning.

Tracking outcomes/measures utilizing appropriate tools

The College's LMS module through Cornerstone is one important tool the College uses to track and measure PD activities. All regular employees, management and faculty have access to the LMS to register for training sessions and view their training transcripts. Managers can use the tool to assign training to their employees based on need. The Professional Development & Retention (PDR) unit of HR can analyze the number of employees in training sessions and utilize the information to plan new offerings. PDR also offers in-person instruction and supports numerous requests for retreat topics and team building sessions. The documentation within the promotion and tenure process for faculty is another tool for tracking PD activities and outcomes.

In addition, the College tracks payments to employees receiving educational reimbursement or fee waivers as they continue to build their knowledge and skills in their areas of expertise. The College also tracks the expenses of employees who pursue other PD activities, such as conferences and certification programs.

3.3 Results

Summary results of measures

From the 2018 employee satisfaction survey, approximately 88% of responding employees strongly agreed, agreed or were neutral to the question of whether they were satisfied with the level of support and the resources provided by their supervisor for their PD activities.

Comparison of results with internal targets and external benchmarks

Results from the NCCBP Report for years [2011-2017](#) show that CSCC consistently spends above average amounts for FTE PD. In 2015, CSCC was in the 52%, In 2016, CSCC was in the 61% and in 2017, CSCC was in the 54%.

The 2012 Great Colleges to Work For survey showed 74% of employees agreed that the College gave them the opportunity to develop. Comparing that to the 2018 data, 65.8% were either “satisfied” or “very satisfied” with the support they received for professional growth and development. More specifically, 63.5% of the 442 surveyed suggested they were either “satisfied” or “very satisfied” with the amount of resources the College provides employees to become more knowledgeable in areas related to their specific jobs.

Interpretation of results and insights gained

With 12% of employees in 2018 disagreeing that they are satisfied with the level of support and the resources provided by their supervisor for their PD, and nearly 25% being neutral, clearly there is still some room for improvement, which is the focus of the next year within HR and the Faculty PD Committee as discussed in the Improvement section below.

3.3 Improvements

The recently purchased library of training from SkillSoft that is now available to everyone, including student workers will seamlessly integrate within the myPLAN Cornerstone system, so that employee learning will be recorded on their transcript, which is tied to the annual performance reviews. Performance compensation and bonuses will be tied in to performance and PD as well, thus forming a holistic and complete talent management system for non-faculty.

The addition of more employees to the PDR unit within HR is an additional effort at improving employee experiences. The College has added one full-time office assistant and one half-time trainer to the staff to offer additional support and more instructor-led training offerings.

Within the portfolio of this work is also expanded programming ideas such as “lunch and learns” featuring a different career each month available within the College so employees can get a sense of what it takes to do a different job. Human Resources is also working on the creation of a community of support and resources for employees within the College pursuing terminal degrees or desiring to.

Through its receipt of new funds and additional support to increase the level of engagement with adjuncts and fellow faculty members for continuing educational initiatives, PD opportunities for an expanded slate of active and collaborative learning workshops and training will be available to faculty starting in early 2019. At present, the PD initiative geared toward faculty will be measured on an annual basis. The metrics of success will be determined as the new program moves forward.

Sources

- Abbreviations and Terminology
- Faculty Handbook
- In-Service Day
- In-Service Day 2018 Program
- NCCBP 2011
- NCCBP 2017

4- Planning and Leading

4.1-Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

4.1 Processes

Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)

The President initiated a process in October 2011 to revise the College's mission, vision and values. The process began with departmental brainstorming of the academic culture with recommendations to the President and BOT who then provided input through a retreat, under the facilitation of a consulting firm brought in to provide research and facilitate collaboration. Data were collected and a cross-functional Steering Committee was formed who reviewed the research results and received input from across the College. Groups from across the College reviewed drafts. The BOT approved the final version of the mission, vision and values in January 2013. ([Mission Page](#)) (1A1, 1D3)

Ensuring that institutional actions reflect a commitment to its values

In order to ensure that institutional actions reflect a commitment to its values, the College entered a Strategic Planning process in 2014 that evolved from comprehensive planning sessions involving several hundred faculty, staff, and administrators. This process engaged the College's entire community, including a cross section of alumni and regional leaders. These conversations led to three strategic priorities being identified: Student Success and Attainment, Workforce Development, and Civic Engagement. Dedicated work groups were charged with developing priorities and practical initiatives for each goal. Assembled together, these individual priorities became the Strategic Plan, which now drives the College to perform its mission, realize its vision, and demonstrate its commitment to its values. Details of the process for updating the College's mission, vision and values along with its strategic plan appears in the [Strategic Plan 2014](#). (1D3)

Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)

The mission, vision and values are regularly communicated to both internal and external stakeholders. The Board of Trustees opens every meeting by reading the mission and vision of the College aloud to a public audience that includes internal and external stakeholders as well as members of the press. A pamphlet outlining the Strategic Plan and its alignment to the mission, vision and values as well as the overarching priorities has been shared with all staff at the College's In-Service Day and the materials are clearly displayed on the College's website and through numerous public documents. (1.B.1, 1.B.2, 1.B.3)

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

Beginning in the 2015-16 academic year, a new academic program review process began that requires all academic degree and certificate programs to participate. The purpose of the program review process is to ensure students are participating in quality, relevant academic programs. The reviews are designed to demonstrate alignment with quality educational standards for higher education, the HLC, the ODHE, and numerous other professional accreditation and approval agencies. Ongoing program reviews focus on program quality and student success and is linked to the College's strategic priorities ([Program Review Homepage](#)). (1.A.2)

The latest update to the College Completion Plan, completed in 2018, was developed by the Student

Success Core Team and has been widely reviewed by groups working on success projects as well as Ohio Association of Community Colleges (OACC) and American Association of Community Colleges (AACC) pathways teams, members of Academic Council, and faculty, staff and administrators in the Executive Offices of Academic Affairs and Enrollment Management and Student Services. The updated plan includes data on initiatives underway, and a path forward to integrate CSCC student success work into a cohesive pathway for students, offering support and engagement from initial entry to workforce or transfer. This plan integrates the College work on student success to provide a framework for developing clearer academic and career pathways for all students, and for supporting them to achieve their unique goals. **(1.A.2)**

Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

Consistent with the College's values of stewardship and partnership and building on the partnerships already in place through the Central Ohio Compact, the region will have the most productive education partnership in the nation, fully able to raise education attainment levels and support the region's economic growth strategies.

As an example, the College was positioned to allocate needed resources to build the CCP program with its leadership and support staff. CSCC also sought to ensure success of the program by eliminating some concerns by College's high school partners over costs. To achieve greater buy-in from the high schools who partnered with CSCC at the outset, the College invested \$1 million of its own resources to pay for students' textbooks for the first year of the program. The College has also stood firm on ensuring that all high school faculty have the proper credentials and receive appropriate leadership from CSCC faculty to deliver CSCC's courses at the same high level of quality as all other courses taught in any modality. **(1.D.1, 1.A.3)**

Tracking outcomes/measures utilizing appropriate tools (e.g., brand studies, focus groups, community forums/studies, and employee satisfaction surveys)

CSCC is meeting its mission, vision and values with appropriate tools including the College Scorecard, Regional dashboard and annual summits through the Central Ohio Compact, Federal i3 grant evaluation, Student surveys and focus groups, Employee surveys, Parent Study and a Brand Study.

In a process designed to track and measure outcomes, the College developed its "Master Plan" to help guide capital decisions and priorities. The Master Plan proposed the phasing of projects based on academic need, resource availability, partnership potential, and community and regional priorities. [Table 4.1](#) provides the status of the Near Term space and campus recommendations made in the Master Plan.

4.1 Results

Summary results of measures

The College's mission, vision, and values are reflected in the success initiatives initiated through the Strategic Plan and are showing promising results. Initial data indicate achievement gaps for Pell students having closed by 50% and for students of color by 24%. For example, 37% of new degree-seeking, non-high school students, who participated in only one success initiative in AU14, were still enrolled in AU15, while 71% were still enrolled in AU15 if they were involved in five or more

success initiatives. In [Table 4.2](#), success initiatives launched and showed increased results in their specific areas.

Internal target results have been established in the areas of Developmental Math Redesign, Year-to-Year Retention, Early Alert and COLS 1100/1101 (a required class for all freshmen). Internal measures also include data received from community and parent surveys which are conducted on an as-needed basis. A December 2016 survey of 259 Central Ohio residents who have children likely to enroll in a postsecondary school in the next few years, recently enrolled in a postsecondary school, or are likely to enroll in a postsecondary school in the next few years revealed the following:

79% (n=195) have a very or somewhat favorable impression of CSCC.

Of those, 30% indicated this impression is because of the positive experience of others, 24% indicated it was because it is affordable and a good value, 18% indicated that they had a positive personal experience, 16% indicated it was because the College has good faculty and staff, and 13% indicated that it was because it was close to home.

86% (n=192) are very or somewhat familiar with the College

51% (n=191) had been enrolled or had an immediate family enrolled at the College

[Table 4.3](#) is a table that shows parent opinions of CSCC through the survey

The importance to students of feeling welcome is high at CSCC. External benchmark measurements as a result of the Noel-Levitz surveys reveal that CSCC students rated it as 6.34 out of 7 in importance. On the other hand, CSCC rated their satisfaction as 5.96 compared to 5.77 nationally. This level of satisfaction was significantly higher than the national response. CSCC has also improved on this measure since the last administration of this survey ([Table 4.4](#)).

Comparison of results with internal targets and external benchmarks

Two critical internal targets that enable outcomes and measures to be tracked are the College Scorecard and the Central Ohio Compact Regional dashboard. Also, internally, in the 2016-17 school year, CSCC had established over 400 affordable pathway agreements with College's Preferred Pathway institutions and other four-year institutions, which represents an increase of almost 60%. The availability of affordable options has resulted in an increase in the number of students who attend CSCC and then transfer to a four-year degree. This has contributed to an almost 50% increase in Bachelor's degrees and almost 40% increase in all degrees obtained by students within two years of first attending CSCC between the 2012-13 school year and the 2015-16 school year, despite CSCC's overall student population decreasing by almost 3% during that time. [Table 4.5](#) shows the number of students who attended another four-year institution after a specified number of years after first attending CSCC.

CSCC reported certain internal measures in several important student success areas:

- Success rates in all courses of students for the 2016-17 academic year was 72.5%. An increase compared to the 70.8% of the previous academic year.
- Retention rate semester to semester of students who participate in Student organizations and peer groups for engagement and Diversity and Cultural Inclusion for Engagement has been consistently in the 90% range compared to the 68% of the college.
- The success rates COLS-1100 in AU16 = 80.4% and AU17 = 79.2 compared to 77.3% of the

AU15 cohort.

Evidence that students are coming to college more prepared for the rigor of postsecondary education is shown by the decrease in the number of students in need of remedial education both at the regional level and at CSCC. Regional results for students enrolled in a developmental course can be found here (COC Developmental Education In-School Progression) and then click on “In-School Progression” on the left side of the webpage. CSCC has seen similar decreases in total students enrolled in developmental education courses from the 2011-12 school year to the 2015-16 school year. Even though progress has been made in this area, it is clear that there is much work to do. While 85% of students test ready in English at CSCC only 35% test ready in Math as of Autumn 2016 as evidenced in [Figure 4.1](#).

Another external benchmark used by the College to measure the importance the faculty’s role at the College measured against College Administrator and staff respondents, could be found in a direct comparison with a community college of similar size and scope as Lakeland Community College in [Table 4.6](#).

Interpretation of results and insights gained

As the result of a survey of students conducted with 30 or more hours during Autumn 2017 semester, 81% of respondents indicated that they intended to finish a credential. The most commonly cited issues countering that finding were financial or related issues, class scheduling and availability, academic challenges, advising, or transfer issues. Therefore, it was clear, based on this data that there were challenges the College needed to address regarding the increasing of persistence and retention. While the initial interventions implemented significantly closed achievement gaps and continue to have a positive effect, College’s data show that results have plateaued as those of more mature AtD schools and that students lose momentum over time ([Figure 4.2](#)).

As of Spring 2018, 29% of CSCC’s entering students have previously been engaged with the College while in high school through the CCP program. Recognizing that advising and supports necessary for these students will be different than others, the College determined that it was of critical importance to establish a new CCP Services Office has been established that worked in collaboration with the Admissions Office. Once a CCP student reaches 15 credit hours, a transition advisor will help them transition from the general courses they have taken to the specific academic and career path they want to pursue.

CSCC students are increasingly part-time and having to balance school, family and work. Students often indicate that issues related to financial challenges are the reason for not completing a credential. Therefore, the College is determined to develop strategies underway to assist students with these and other challenges including a financial stability model that is under development. This includes addressing food insecurity, better use of scholarships that will help students who have completed 30 hours and are in need of financial assistance and improved scheduling will make the courses students need available to them when they need them.

4.1 Improvements

Analytical tools will be introduced, first to faculty and then to students through Blackboard Analytics in order to provide easy access to important data regarding the mission, vision and values of the college as implemented through this enhanced online communication practice.

The next step in the College Completion Plan framework will be to implement a comprehensive completion model that restructures and aligns people, processes and technology so that roadblocks are eliminated that hinder or stop students from progressing onto completion of their goal.

Also, a continuation of Guided pathways to four-year institutions and deeper partnerships with employers will help students seamlessly transition to their next step after completing their credential. The improvements that have been implemented or will be implemented in one to three years can best be conveyed by use of the College Completion Plan framework.

Through the Central Ohio Compact, the college-readiness of students in the region - with emphasis on low-income, first generation college going, and under-represented populations – will continue to be addressed in such programs as Credits Count (a grant from AEP) and the College and Career Readiness Expansion program (an Investing in Innovation (i3) grant from the U.S. Department of Education).

Resources are being focused on students most at risk of not making it through the first semester. Orientation, one of the initial success initiatives implemented, is now being scaled with a focus on equity and an integrated approach is being taken to admissions, orientation, the “first four weeks,” program and advising.

Sources

- Abbreviations and Terminology
- COC Developmental Education In-School Progression
- Figure 4.1
- Figure 4.2
- Mission Statement
- Program Review Homepage
- Strategic Plan-2014
- Table 4.1
- Table 4.2
- Table 4.3
- Table 4.4
- Table 4.5
- Table 4.6

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

4.2 Processes

Engaging internal and external stakeholders in strategic planning (5.C.3)

A new Strategic Plan was developed in 2014 that engaged the entire College community, including a cross section of alumni and regional leaders. Also, participation in a number of national success initiatives informed strategic planning and development of the College's 2014, 2016 and [2018 College Completion Plans](#) developed by groups working on success projects as well as OACC and AACC pathway teams, members of Academic Council, and faculty, staff and administrators in both the Executive Offices of Academic Affairs and Enrollment Management. Another ongoing process that informs strategic planning is the [Central Ohio Compact's](#) annual summits. The ninth annual summit, held in October of 2018, focused on college access, college readiness, and degree completion for Central Ohio students. Also, to better encompass strategic planning across the College community, the Student Success Council was established to move the needle on student success (provide resources, remove barriers, support initiatives, and evaluate student success initiatives) by using data to guide their work. **(5.C.3)**

Aligning operations with the institution's mission, vision and values (5.C.2)

All faculty, staff and administrators take a student-focused approach to how their department operates. As outlined under the Mission and Vision section, the comprehensive completion model that the College is in the process of implementing will restructure many departmental operations and align the College's people, processes and technology in a way that best meets the needs of students. Evaluations are often used to help inform how to best proceed with improved operations. **(5.C.2)**

Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency

All departments of the institution strive to continuously improve their operations while always keeping what is best for students at the forefront of their decisions. Often this involves projects that cross many divisions. A new Enterprise Project Management Office (EMPO) that lives within OIE was established and all project requests must be submitted through a process that requires a complete understanding of what resources are needed from a human/capital and budgetary standpoint. **(5.B.3)**

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

Economic and population trends of Central Ohio indicate that:

- Central Ohio's population has grown considerably since 2010 with more than half (55%) coming from international residents. The Bureau of Labor Statistics shows that the City of Columbus had the highest population growth in the Midwest compared to other cities.
- The Bureau of Labor Statistics shows that the City of Columbus also has the highest percentage of growth in private sector jobs.
- The City of Columbus is among the most economically segregated cities in the country. While the unemployment rate is 4.6%, one in three live at or below 200% of the poverty line.

The above demographics of the Central Ohio Region show that CSCC must have support available to reach a diverse student population, must ensure it is preparing its students with the skills needed for the growing number of jobs available, and must be affordable. **(5.C.5)**

There is an opportunity for the College in an era of the uncertainty of revenue growth and a limited revenue portfolio to strategize and continue to develop a plan to increase its two streams of revenue: student tuition and state subsidy. CSCC has managed its revenue uncertainty by conservative

budgeting and careful investment in initiatives that have shown to result in increasing student success through data-driven analysis. **(5.C.4)**

In an effort to address the issue of affordability, the library has received an internal grant that will engage faculty in adapting, adopting or completely replacing costly textbooks in their courses with Open Educational Resources (OER). While the eventual goal of the grant is to drive textbook costs to zero, in the interim, faculty will develop course content of equal quality and rigor so as to ensure each course provides students with the opportunity of receiving quality course content at less cost to them than is presently the case. The initiative is led by the library and its staff and is supported by the Distance Education and Instructional Services (DEIS) department, as well as five Faculty Fellows for OER whose primary tasks include teaching a series of OER workshops and communicating with the Academic departments on campus in order to ensure the departments are aware of the benefits of OER. **(5.C.5)**

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

The College has leveraged annual resources and grants to remove academic barriers for students through its regional strategies with its education and workforce partners and to accelerate a comprehensive completion model that will restructure the College's academic and support services for students. In 2018, the Grants Office annual report indicated that it will continue to work strategically with College leaders to align funding initiatives for the year with college goals. Based on discussions, the strategic priorities for grants aligning to the initiatives at the College include:

- Guided Pathways
- Supporting Social Impact for Underserved Populations
- Experiential Learning and Employer Engagement
- Innovation for Emerging Technologies
- Flexible Curriculum Delivery ([Grants Office Annual Report 2018](#)) **(5.C.1)**

The College is also using its small debt burden to leverage an affordable financing strategy for a new Hospitality Management and Culinary Arts building. The new building, which was part of the College's master plan, will move the College's nationally top-ranked culinary arts program from one of the oldest buildings on campus to a premier location. The rationale from an industry need standpoint is that Central Ohio, both in the Columbus urban area and in its suburban areas, is seeking to become a larger, more profitable destination for conventions, business meetings, large collaborations, and tourism. It will provide a highly reliable pipeline of employees into an industry in which turnover is relatively large. **(5.C.4)**

Tracking outcomes/measures utilizing appropriate tools.

Tools used by the College to measure outcomes on strategic planning include the College Scorecard, the Achievement Analytics website, the Regional dashboard and annual summits through the [Central Ohio Compact](#) a Project rating methodology used to plot out all scored requests on a grid to better inform project ideas that we may want to move forward in the governance/approval process to fund and staff, a Project Portfolio Site which is an ongoing priority list maintained by the Business Office providing a continuous and updated listing of projects, by priority ranking in the areas of Basic Operations, Buildings / Grounds / Technology, Culinary/Events, Diversity, Employee Related Items, Strategic Partnerships, Student Success, and Student Support.

4.2 Results

Summary results of measures

Through the Aligning and Communicating Strategic Priorities action project, an inventory of College projects identified 226 projects in the 2015-16 academic year. These projects were aligned and prioritized by merging similar projects and cancelling others altogether. This process resulted in 87 identified projects. The new College Project Planning Group used the new project rating and prioritization process with Cabinet for the first time during development of the 2017-18 budget. Twenty-two projects were submitted and scored with 14 approved to plan and eight rejected. At the start of the 2017-18 budget development process, there are 38 approved college projects, all with specific internal measures and expected outcomes attached to each project. ([Results Link 4.2](#))

During FY18, the Grants Office continued to expand operations building on efforts from the previous three years. Since the leadership changes in early FY15, grants at CSCC have risen from 24 grants totaling \$12m to 84 grants equaling \$48.4m. The driving focus for the year was integration among departments and sustainability for projects. Below demonstrates the growth of the College portfolio:

- FY14: 24 grants @ \$12.0m
- FY15: 42 grants @ \$27.9m
- FY16: 57 grants @ \$41.5m
- FY17: 80 grants @ \$48.2m
- FY18: 84 grants @ \$48.4m

Comparison of results with internal targets and external benchmarks

Through the College's work with AtD, the College was able to review data and external benchmarks in a deeper way in comparison with its colleague institutions engaged in that national initiative and launch a success agenda that was targeted at the needs of students. These efforts resulted in achievement gaps being closed for Pell students between the 2011-12 and 2014-15 academic years by 50% and for students of color by 24%.

In measuring internal targets, in a survey administered in 2018 that was developed in collaboration with other Ohio AQIP institutions, the following results were reported in the areas allied to communicating, planning and implementing, and reviewing the institution's operational plans. ([Results Link 4.2a](#))

Interpretation of results and insights gained

A number of insights gained through reviewing particular inequities in certain processes, new processes and timelines have allowed for deeper and more meaningful discussions of the work and priorities of the College. Greater understanding has been gained about resource capacity and how work should be sequenced. While communications about the new processes have been provided at College-wide forums and budget trainings, official communications on the new processes could not be shared until they were finalized. These communications will be part of a new budget training series currently under development.

4.2 Improvements

After developing an Action Project as a result of the 2015 Strategy Forum, the new budget process has also improved transparency and clarity about how work aligns to strategic priorities and will be

used to ensure proper alignment of the budget and the strategic priorities into the future.

A full-on project management strategy has become imbued into the manner by which the College manages its projects planned to remain in place and into the future.

A cross-functional team will be developing recommendations for classroom upgrades using technologies of the future that are more modern and more responsive to the needs and requirements of the students and faculty.

Sources

- Abbreviations and Terminology
- Central Ohio Compact homepage
- CSCC Completion Plan 2018
- Grants Office Annual Report 2018
- Results Link 4.2
- Results Link 4.2a

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

4.3 Processes

Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

Governance is vested in the BOT who delegates operational responsibilities to the President. The Board consists of nine members who are appointed by the Governor with advice and consent of the Ohio Senate. Three are rotated off every two years. There are three ex-officio members, a student member, a staff member and a faculty member. The Board approves Policies and the President reports directly to the Board and has been given the authority to update the College's Procedures.

Policies and procedures of the College are reviewed through a shared governance model that was originally established in March 2002 and updated in November of 2013. ["Approval of Updated Shared Governance Nov 2013," Shared Governance is made up of two councils: 1) Academic Council, made up entirely of faculty, has the responsibility of reviewing and updating Chapter 5 (Academic Services) of the Policies and Procedures; and 2) Policy Council - made up of representation from divisions throughout the College, a member from each union and Cabinet – has the responsibility of reviewing and updating all other policies and procedures of the College. (2.C.4)

Establishing oversight responsibilities and policies of the governing board (2.C.3., 5.B.1., 5.B.2)

[College Policy 1-08](#) establishes the responsibilities of the BOT and members receive appropriate training aligned to these required duties. New members attend a one-day orientation held by the President and senior staff. As outlined in the Integrity section, annual training is also provided on ethics and conflicts of interest and members must annually disclose their financial interests, which are submitted to the State. The College must also submit the vendors with which CSCC conducts business and the Ohio Ethics Commission then notifies the College of any concerns. (2.C.3, 5.B.1)

Monthly, the Board receives a month-ending status of the College's finances, which includes its Foundation and auxiliary enterprises. The Treasurer provides an update on these financials at their meetings every other month and the Board then approves them. The Board approves the College's budget for the following fiscal year at its May meeting while approving any revisions to this annual budget at its January meeting. The Board receives an update every January from the Auditing Firm that conducts the College's annual audit. The Board approves the audit and has the opportunity to ask questions of the Auditing Firm and the College's Treasurer. (5.B.1)

Shared Governance was approved by the Board as a model to utilize the collective intelligence of the College community in planning and decision-making and to foster shared confidence that is extended to all other areas of responsibility within the institution. Policy/Procedure 5-15 (C) also establishes advisory committees for all career and technical programs and other programs as identified by the SVPA. This procedure maintains that no more than 25% of the advisory council membership will be employed by the College and includes such members as adjuncts, students, and administrators. (5.B.2)

Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

The BOT delegates operational responsibilities to the President and has established a Shared Governance model for managing campus-wide policies and procedures. Academic Council has the responsibility to review and update Chapter 5 (Academic Services) of the College's policies and procedures. Membership of Academic Council and its committees is entirely comprised of faculty who work closely with many other staff and administrators from across the College. (2.C.4)

Ensuring open communication between and among all colleges, divisions and departments

While primary responsibility of day-to-day operational management and communication is expected from divisions and departments and to faculty for oversight of academic matters, it is important that communication and input on both are provided by leaders horizontally across the College. This is accomplished through teams and committees that have cross-divisional membership. The teams also help to ensure that there is open communication between and among all divisions and departments.

College-wide communications also occur through regular written communications and meetings. For example, at the beginning of each month “First Wednesday” gatherings, open to all employees, and streamed on the intranet, allow the President and other leaders of the College to provide updates on major accomplishments and work of the College.

The Marketing and Communication Department also provides bi-weekly updates to all staff via email links to website news items of interest on the achievements and work of the College.

The President has also initiated a number of scheduled informal conversations called “Third Friday Conversations” where employees are invited to a lunchtime series of open-ended discussions and idea exchanges in an effort to expand lines of communication across campus.

There are also annual Staff and Faculty Convocations where the President dives deeper on the progress being made on the College’s strategic priorities while also connecting how new opportunities are being pursued that align to these priorities. These occur once a year.

The President also communicates regularly to all staff through College-wide emails.

The Human Resource Department manages a series of “College Knowledge Information Sessions” that allow staff to learn about the work of specific divisions. These sessions are provided monthly with each division leading a session twice a year. Each division presents twice a year.

Collaborating across units to ensure the maintenance of high academic standards (5.B.3)

As discussed in the [Mission and Vision](#) section, the College has completed the latest comprehensive completion model that restructures and aligns the College’s people, processes and technology so that roadblocks are eliminated that hinder or stop students from progressing onto completion of their goals. In details mentioned in 2.1, a new Student Success Council was developed. (5.B.3)

Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The BOT established goals and priorities of the College through the [Strategic Plan 2014](#) and the [College Completion Plan](#). The Board annually evaluates the President and establishes his goals for the following year. These goals are aligned to the Strategic Plan and priorities and values of the College. The President embeds these goals into the goals of each of his Vice Presidents, who compose the President’s Cabinet, and others who directly report to him. The President and Vice Presidents work collaboratively with internal and external stakeholders to advance these goals. In a comprehensive effort to demonstrate leadership to all institutional stakeholders, the President and Vice Presidents actively participate in regular Board meetings every other month as do the deans and other leaders of the College. (2.C.1, 2.C.2)

Developing leaders at all levels within the institutions

The College is committed to the development of institutional leaders from all major employee groups by encouraging employees to become avid learners and to continually develop their knowledge, skills and abilities.

Managers' Forums also began in 2015 to support those in leadership positions with specific knowledge they need to know in their supervisory capacity as well as information that will help them grow as leaders.

In 2018, the CSCC Strategy Forum Team (SFT) identified talent development with a leadership initiative as the topmost priority in the current Strategy Forum work. Two areas in particular – a non-integrated, unintentional, and inequitable system of Talent Development (TD) as well as the absence of any formal leadership development/succession program – provided the onus to make a comprehensive TD campaign the focus of that AQIP Strategy Forum.

CSCC supports a [Fee Waiver Program](#) that provides employees the opportunity to take credit courses at the College and have instructional fees waived as well as a Tuition Reimbursement Program ([College Policy 3-08](#)) that allows employees to be reimbursed for credit courses taken at other institutions.

Students are also recognized and celebrated for participating in other service and leadership opportunities at CSCC. Students who complete workshops or service projects can earn recognition at the annual Student Leadership and Service Awards held every spring. As a result, Certificate opportunities were developed for students as a “Future Leader”, an “Emerging Leader” or an “Advanced Leader”.

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

The BOT and its executive leadership team ensures the institution's ability to act in accordance with its mission and vision by keeping student success as the basis on which all decisions are made. The Board begins each regular meeting by reading the mission and vision, hears progress reports on student success initiatives, and approves Board actions and policies that will advance its strategic priorities. The board also holds retreats at least twice a year for deeper discussions. **(2.C.3)**

Tracking outcomes/measures utilizing appropriate tools

Following are tools used by the College to measure outcomes on leadership:

- Great Colleges to Work For Surveys and new employee survey
- 2018 employee satisfaction survey
- Environmental scan of leadership initiatives currently ongoing at the College in an effort to develop more target and specific training for all levels of staff.
- PD tracking (which will be enhanced through new Learning Management System)
- Specific departmental workshops and other in-house training opportunities

4.3 Results

Summary results of measures (include tables and figures when possible)

The [Ohio AQIP Employee Satisfaction Survey](#) resulted in responses from College faculty, administrators and staff. As described in Category 3, over 95% of the 442 employees who responded to the 2018 survey agree that the various aspects of the interview process were reasonable and

appropriate for the position. Over 70% of responding employees agreed that the hiring and orientation process was positive and encouraged them to want to work at CSCC.

In order to be awarded and recognized as one of the above student leader distinctions, students are required to submit their attendance in various leadership workshops (4, 8 or 12 workshops) and/or community service hours (10, 20 or 40 hours) via the CSCC Hub. Once submitted, the planning committee for the Student Leadership and Service Awards contacted those who submitted entries and awarded the submitted students with a certificate at the annual Student Leadership and Service Awards (April/May of the corresponding years). Between 2016-2018 students who submitted their involvement hours and were recognized and awarded in the categories of Future Leader (6 students), Emerging Leader (10 students), and Advanced Leader (14 students).

Comparison of results with internal targets and external benchmarks

After the BOT approves the updates to Shared Governance in late 2018 (with a focus on the Policy Council) the following year will be used to communicate and train employees on the new process. A comparison of these results measured against the external benchmark of the Carnegie classification scale, which is defined as “the average positive scores from all the institutions within the College’s basic Carnegie Classification,” can be found in [Table 4.8](#).

The results of this comparative survey played a role in the discussions during 2017 and 2018 and are centered on the need for greater faculty leadership options available at the College. As a result of this comparative survey and the recognition of the importance of faculty leadership, the College established Academic Success committees, to provide an opportunity to Faculty to engage in areas of expertise where their leadership could be highlighted to the benefit of the student success initiative of the College. Leadership on these faculty-led committees can be found in [Table 4.9](#).

Interpretation of results and insights gained

An insight gained through the tracking of training for staff resulted in the recognition that training provided by and taken at CSCC was previously tracked, but perhaps, not as effective as it could have been. Therefore, the new LMS allows for tracking of both internal and external training is integrated with the College’s new Performance Review System that includes a Skills Database. This allows the College to better determine the training needs of employees and understand and analyze their competencies and strengths. This new LMS system will provide more useful data on which to determine future PD offerings of the College.

In the administration of 2014 and [2017](#) student satisfaction surveys, in all of the categories represented in the Noel-Levitz student satisfaction surveys administered at the College, there was nothing mentioned in the surveys regarding student leadership. As a result there was a recognition that there was a clear need to engage students in leadership opportunities. The College then developed a Student Engagement and Leadership Department whose Student Ambassador Leadership Program selects students who can become enthusiastic and visible campus leaders by giving tours, interacting with other students, and hosting events on campus. This program also allows students to expand on skills that will help them succeed both inside and outside of the classroom.

4.3 Improvements

A new LMS will provide more useful data on which to determine future PD offerings of the College.

A section on [Shared Governance](#) has been established on the College website.

As the result of the 2018 Strategy Forum, a comprehensive and inclusive talent development program will be rolled out to all employees. Also, leadership opportunities will make themselves more transparent and available to all staff through this new initiative.

A new program will support advisors so that they can better support students and including a revamped onboarding process that that puts student success and equity at its core.

The President has approved an internal grant to support a program of PD for Faculty to focus on active and collaborative learning through workshops and training with the goal of increasing student success and completion initiatives, curriculum development, 2+2 and other affordability pathways, and diversity and cultural inclusion.

Sources

- Abbreviations and Terminology
- College Policy 1-08
- College Policy 3-08
- CSCC Completion Plan 2018
- Fee Waiver Program
- Mission Statement
- Noel-Levitz 2017 SSI
- Ohio AQIP Employee Satisfaction Survey
- Shared Governance
- Strategic Plan 2014
- Table 4.8
- Table 4.9

4.4-Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

4.4 Processes

Developing and communicating standards.

CSCC observes and communicates legal and ethical standards, principles and policies established by

federal and state statute in addition to guidelines set by the Ohio Ethics Commission. These are reinforced by College policies and procedures, which address many ethical issues. Policies that promote ethical behavior are outlined in [Table 4.10](#). Procedures are developed to implement these policies. The Institutional Review Board (IRB) ([College Policy 13-08\(C\)](#)), whose activities are administered by the Office of Institutional Effectiveness, develops and publishes guidelines on the use of human subjects in research to protect their welfare ([IRB Standard Operating Procedure](#)).

Training employees and modeling for ethical and legal behavior across all levels of the institution

New employee orientation includes training in ethics and what it means to be a public employee and a new faculty orientation occurs each fall. The Office of Equity & Compliance requires CREST (College Respect, Equity and Support Training), which are two annual trainings for all employees on [Title IX](#) and [FERPA](#). These trainings have been required for all employees, except for about 20 in Facilities Management who are not required to receive FERPA training, since 2015-16 but were for the first time launched through the College's new learning management system (LMS) in November 2017.

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for governing board, administration, faculty and staff. (2.A)

1. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions. The evidence for each area may be found at this (See [Process Link 4.4](#)). (2.A)

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents. (2.B)

The overall accreditation process of the College as well as program-specific accreditation information is clearly articulated on the College's [Accreditation homepage](#).

Also on the website, students and employees can find information on the College's policies and procedures, its student handbook, and its online catalog. The College is also in the process of including this information in its individual program handbooks.

The College's website also communicates a wealth of information about the work of the College and its various committees and councils. The website was recently updated to better acclimate students to the possible academic and career choices available to them. A faculty and staff page on the website continues to include relevant and helpful information to employees. Information for parents and students on affordability and how a debt free degree can be obtained by attending CSCC can be found on the College's website. Families are also provided information through mailings about the affordable options at CSCC. In addition to its website the College also uses media relations, social media and publications to communicate information about its academic programs and its faculty and staff. The College also shares information about its programs through summits and forums done in collaboration with strategic partners of the College. (2.B)

4.4 Results

Summary results of measures

The statewide CCP initiative has remained on a firm footing and in alignment with the HLC standards regarding proper credentialing for its faculty teaching in this program. The College is continuously ensuring that all high school faculty have the proper credentials and receive appropriate PD to deliver CSCC's courses at the same high level of quality as all other courses taught in any modality. A comparative measure of the FY'17 and FY '18 fiscal years indicate that there have been increases in all areas measured (see [Table 4.11](#)).

The 2015-16 school year was the first year the process for training was automated. Prior to that, the process was very inconsistent with little documentation. The new automated process allows for tracking and more thorough review. The percentage overall of employees completing the review improved from 57 percent in the first year of using the new automated process to 68 percent in the second year. Also, every employee group improved its completion rates.

Comparison of results with internal targets and external benchmarks

A comparison of results of internal targets measured include CREST training. The College requires all employees to take which includes requirements from Title IX and FERPA. This training is provided on-line through the College's new learning management system (LMS). [Table 4.12](#) shows the completions rates for employees who completed both trainings for FY16 and FY17.

Per College Policy an annual ethics questionnaire is given to employees to complete. This requires acknowledgment that employees have read and agree to the information regarding Ohio Ethics law, conflicts of interest, and limits on part-time employee work hours. The following table shows the data received from the forms from 2015 onward. Starting in 2015, the form was moved to electronic format and was made a priority at the College. As can be seen, the total number of responses, which includes both part-time and full time employees, has increased each year. A drop-off was noted in 2017 and was theorized that this was caused by the form being released slightly later in the year, causing Faculty not currently working at the College during summer semester to not respond. Forms that had responses indicating a potential ethical conflict were pulled out and further analyzed with individual follow-up with the employee if necessary ([Table 4.13](#)).

The Legal Office tracks the types of requests that employees submit to their office for assistance. Below is a table that summarizes the types of requests received by year. This information serves as a guide to help determine what type of trainings provided by the Legal Office is most effective as well as how templates and processes should be improved. Beginning in FY17 a new tool was used to collect employee requests and new categories of requests began to be tracked (see [Table 4.14](#)).

Interpretation of results and insights gained

Previously, a manual process of collecting data resulting from college employees completing Title IX and FERPA training through CREST training, this process has now been automated through the College's new Learning Management System which allows for automatic assignment of the training for new employees, automated reminders, and better tracking of completion rates.

As there are more and more legal questions that arise from departments, it became incumbent upon the legal department to develop a new tool to collect employee requests for legal assistance, which has allowed additional categories to be tracked and made the process less manual. Employees can now directly enter their requests into the system and the Legal Office can track how long it takes to address each request.

Recognizing that contracts are the largest number of requests from employees at the College to the Legal Office, the insight gained by the Legal Office resulted in drafting templates for the most common types of vendor contracts received. It describes in detail the College's contract routing process, and how to adequately complete the agreement.

4.4 Improvements

Planned improvements in this category are appear in [Table 4.1](#) - Master Plan recommendations and Status. [College Policy 3-20](#), Conflict of Interest and Nepotism will be revised and is currently being evaluated so that new trainings will be in process to be established for 2019. The Office of Equity & Compliance will be launching anti-harassment training for all employees starting in 2018, which will be required bi-annually. CSCC will continue to recruit students from an ever-expanding network of area high schools to offer college-level courses in the state's CCP program. A new victim advocate position was created in partnership with the Ohio Attorney General's Office to further enhance campus safety at the College.

Sources

- Abbreviations and Terminology
- Accreditation homepage
- College Policy 13-08(C)
- College Policy 3-20
- Education and Training FERPA
- IRB Standard Operating Procedure
- Process Link 4.4
- Table 4.1
- Table 4.10
- Table 4.11
- Table 4.12
- Table 4.13
- Table 4.14
- Title IX

5- Knowledge Management and Resource Stewardship

5.1- Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

5.1 Processes

Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement, and decision making

The OIE has been charged with and has taken the lead in pulling institutional data and disseminating it into usable reporting formats from Achievement Analytics, as appropriate, in order to enhance, inform, and support decision-making of key stakeholders across all areas of the organization.

In order to handle the additional workload and responsibilities required to build, maintain, and add content to the website on a consistent basis – as well as to continue with pre-existing and ongoing, regular assessment of various student success outcomes – the OIE has added two new full-time employees since 2014. Furthermore, all new OIE employees hired since that time are required to have exceptional skillsets in research, analysis, assessment, communication, and data visualization.

OIE has works in consultation and collaboration with various stakeholders across the institution, in order to get critical current and historical data into the hands of key decision-makers, who use the data to support planning and continuous quality and process improvements.

The Achievement Analytics website is managed by the OIE and is described in the evidence file. It is organized with the aggregated data sets providing “big picture” overviews. (See [Process Link 5.1](#))

Determining data, information and performance results that units and departments need to plan and manage effectively

Since the rollout of the Achievement Analytics site, OIE has advised and collaborated with stakeholders in virtually every department across the college to build reports that will provide the reliable, quality data needed for each area to be able to make sound decisions with regard to daily business operations, forecasting, and strategic planning.

In addition to building reports based on feedback and collaboration with stakeholders while Achievement Analytics was in the development phase, the OIE researched the more than 300 ad hoc data requests the department had received in the prior 12-18 months. From that analysis, the OIE determined that approximately 75% of all ad hoc requests could be addressed by site users themselves by creating a number of generic, student-level data sets available to site users for user self-service. These data sets are now available providing self-service access. However, there was the recognition, that, to access data efficiently, users would require training. OIE made that training available in Data Analysis and Pivot Tables, Achievement Analytics – Basics; and Achievement Analytics – Reports.

Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements.

To make data, information, and performance results readily and reliably available to departments, site users can select and run the appropriate report to answer their particular question, export the resulting data into a document such as Excel, then manipulate the data however they need by deleting or editing columns or rows that are not needed for their particular request.

Apart from the various aggregated data that is available on Achievement Analytics, student-level

data is the second type of data that is available to site users. Student-level data has a wide variety of potential uses, but the operational nature of that data makes it most useful to “front-line,” student-facing personnel in areas such as academic advising, student support services, course faculty (both full-time and adjunct), workforce development, student athletics, and Veterans Services, to name a few.

Ensuring the timeliness, accuracy, reliability and security of the institution’s knowledge management system(s) and related processes

To ensure the timeliness, accuracy, reliability, and security of the College’s Achievement Analytics site, the data presented in all reports housed on the site is actually a “snapshot” of that data taken from the college’s student information system the previous night, a process that repeats each 24-hour cycle. This data snapshot ensures that any two users running the same report at two different times on the same day will receive the same results, which is critical to data integrity, accuracy, and reliability to stakeholders.

Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

As OIE was in the process of developing and building Achievement Analytics, the College-wide decision was made, in the interest of transparency, to make the site available to any employee who requested access (subject to supervisor approval in some cases). In the spirit and the intent of the site itself, it is important to make data readily available to the various institutional stakeholders to assist with and enable strategic decision-making.

5.1 Results

Summary results of measures

As shown in [Table 5.1](#), starting from an initial rollout to a small number of beta-testers -- approximately 30 employees -- in late 2014, there are now nearly 300 College employees with basic access to the Achievement Analytics website’s aggregated data sets and reports, as of the end of the 2017 calendar year. At the same time, more than 200 site users also have “Reports” access to student-level data. Based on the number of full-time College employees that have been reported in recent state and federal reports, roughly 30% of full-time employees currently have access to the “basic” Achievement Analytics, and roughly 20% have “reports” access.

Comparison of results with internal targets and external benchmarks

In general, for the duration of the institutional review period, the transparency, availability, and accessibility to data has not only increased awareness and knowledge across the institution, but it has assisted and empowered strategic decision-making to address performance gaps and, ultimately, increase student success rates with virtually all performance metrics.

Course Section Reports are widely used by course managers, program coordinators, program chairs, and deans within Academic Affairs to manage the number of course sections that are open and available to students for registration. If there are too many students and not enough sections to allow for a reasonable average class size for the optimal learning environment appropriate to the course /subject, a report user should open more sections of a course as needed to meet demand. Should the reverse scenario arise (too many sections and a low fill rate and /or average section size), the user

could decide to cancel and /or consolidate the number of sections offered for the semester ([Au18 Section Fill Report](#)).

Although Autumn semester enrollments, for the most part, have been trending upward and, as of Autumn 2017 have increased by nearly 10% throughout the review period, (see Figure 5.2) the number of active sections as of each semester's opening day has decreased by more than 4 percentage points. Average section fill rates have also increased by roughly 11 percentage points over the same time.

Interpretation of results and insights gained

By interpreting the impact of using data for decision-making have far-reaching impacts on other parts of the institution, especially to academic affairs and faculty. For example, "inside" the classroom, the effects of stronger course-section management can contribute and lead to a more positive impact in the College's learning environment with regard to course scheduling and availability, diversity, and student engagement.

At an institutional level, the recognition of the increased visibility of and access to data has made a positive impact on high-level, over-arching student success metrics, as shown in Key Performance Indicators tracked in each annual, updated College Scorecard. From academic year 2012/13 to 2015/16, there has been increased performance in these key student progression metrics:

- Developmental-level course success rates (increase from 53.8 to 58.5 percent success)
- All course success rates (increase from 66.1 to 70.8 percent success)
- Autumn-Spring retention (increase from 38.4 to 45.2 percent retention)

5.1 Improvements

An increased awareness of the data to a wider number of stakeholders will lead to a positive impact in the College's operational processes and, ultimately, performance metrics.

From the perspective of content development and innovation, the ability to automate just one large-scale and complex report that used to be produced manually, multiple times per week, has saved OIE thousands of work hours, time that is now able to be put to better use for more impactful research and reporting.

The College anticipates converting some current reports to run off of Achievement Analytics rather than the Colleague enrollment and student data system, which will allow for enhanced capabilities in operational reporting.

There is current discussion with regard to the Key Performance Indicators (KPI) that are currently displayed in the College Scorecard. It is highly likely that there will be amendments and /or additions to the KPIs tracked in that document within the next year, and definitely within the next review period. The intent of any changes or additions to the KPIs will be to more strongly align outcomes and results with the state of Ohio's community college performance funding model and metrics, as well as with the College's conversion to Guided Pathways.

Sources

- Abbreviations and Terminology
- Autumn 2018 Section Fill Report
- Course Section Trend Reports
- Process Link 5.1
- Table 5.1

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

5.2 Processes

Fiscal

The College maintains fiscal, physical and technological infrastructures sufficient to support operations. The key components of the College's infrastructure include human resources, information technology, and facilities, with each addressing its fiscal responsibilities. The Controller and the

CFO, along with the auditing firm, presents the audit results during the January board meeting. The audit for FY17 reported as not identifying any deficiencies in internal control. The College received an unmodified opinion, which is the highest rating possible.

[College Policy 9-01 \(F\)](#) requires the Board of Trustees approve an operational budget before June 30 for the fiscal year that begins July 1, and only the Board of Trustees has authority to allocate funds for expenses not included in the approved operating budget.

Regarding Capital expenditures, in order to maintain facilities and modernize outdated facilities so that the needs of the students and demands of a 21st Century workplace are met, and to maintain the technology infrastructure, a Technology and Facilities Fee and an Online Course Fee were implemented effective Autumn 2016.

The College understands there is no assurance that State appropriated funds for operating or capital improvement purposes will be made available in the amounts requested or required by the College, and that at any time the Governor through Executive Order or the General Assembly, through legislation, can amend the College's allocations. Therefore, in addition to College policy, the College established Resource Planning Principles, revised in November 2013, that help guide the preparation of general fund operating budgets. **(5.A.1)**

Revenues for the College are based upon reasonable enrollment projections and tuition rates approved by the Board of Trustees (increases as allowed by State budget legislation), providing a solid budget parameter for the revenue calculation and estimates of SSI subsidy allocations provided by ODHE. Since FY16, a statistical model has been used to inform enrollment projections. Expenses are constrained by budgeted revenues. The Vice President of Business Services (CFO), along with the Director of Resource Planning and Analysis, presents a balanced budget to the Board of Trustees for approval. **(5.A.1)**

Human Resources

As detailed in Cat. 3., hiring at the College is managed by Human Resources, which includes the Employment Services and PD & Retention departments.

Information Technology

As is detailed in 5.3, The Information Technology (IT) department maintains the technological infrastructure to ensure that it is sufficient to support the operations of the College.

Facilities

The College's physical plant is overseen by the Director of Facilities Management (DFM), who reports directly to the Sr. Vice President of Administration and General Council. Responsibilities that fall under the DFM are facility assessments and facility operations. The day-to-day operations of the facilities are managed by the Director of Facilities Operations (DFO), who reports directly to the DFM, with the responsibility of building services, grounds, maintenance of buildings, and parking. The DFO is assisted by a staff of administrators, maintenance technicians, groundskeeper, and facility support workers who are responsible for meeting the needs of the physical plant at the College on a daily basis. Also reporting to the Senior Vice President of Administration, under the physical plant umbrella, is the Director of Facility Planning, Design and Construction. This director is responsible for any on-campus construction projects, current or future, and the future planning of

the facilities.

The College's employees are able to make requests to schedule necessary work through Facility Management's work order system for routine maintenance of items such as electrical, HVAC, plumbing, and furniture repairs. Projects requiring renovation of existing educational or office space or expansion for additional space requirements require a Project Application Request to be submitted to Facility Planning, Design and Construction. Decisions on the funding and prioritization of projects are based on the College's mission, vision, and values and are made by the President, in consultation with the President's Cabinet, and submitted to the Board of Trustees when appropriate. (5.A.1, 5.A.2, 5.A.3)

5.2 Results

Summary results of measures

The annual budget planning schedule change was inserted into the project planning budget cycle. In 2015, the College began using BudgetPak software to plan the annual budget; prior to that budgets were planned on paper and spreadsheets. The new budget software has saved time, given the Cost Center Managers (CCMs) the entire picture of their budgets and allowed more time for review and analysis that had historically been unavailable. BudgetPak has given the College the ability to report on the alignment of the budget with the strategic priorities of the College.

The College has focused the last three years on aligning resources with strategic priorities. With revenues budgeted flat from FY17 to FY18 (See [Figure 5.2](#)), the College was still able to reallocate more funds to Education and General Instruction (See [Figure 5.3](#)). The results show that the College can continue to fiscally support the operations wherever and however programs are delivered.

Senate Bill 6, enacted in 1997, mandates an annual review by the ODHE of each college's and university's financial accountability. The College continues to maintain a level of financial accountability above the state average for each fiscal year. In addition, as stated in the College's Resource Planning Principles, the College continues to maintain a SB6 composite score higher than the required 3.0 on a 2-year rolling average basis.

Human Resources have been another priority in the budget allocation process. The number of faculty at the College continues to increase coming out of the great recession (2007-2013). During this period of time, the College experienced a large decrease in enrollment due to the change in the local economy as well as the mandate of switching from quarters to semesters. Also, as a cost savings in FY13, a voluntary separation incentive plan was offered in which 11 faculty retired. (5.A.1)

Comparison of results with internal targets and external benchmarks

As shown in [Table 5.5](#), the College showed an increase in year-over-year results from 2015 to 2016 in the number of faculty employed at the College, while the remainder of the state's technical and community colleges' averages declined. This shows that the College continues to maintain staffing levels in the academic area wherever and however programs are delivered. This data suggests that the College is moving in the right direction in supporting student success. It also suggests that all the technical and community colleges were greatly impacted by both the great recession and switching from quarters to semesters (some colleges were impacted by the economy only as they were already on semesters). (5.A.1.)

Where the College has seen slow but steady growth in faculty positions, information technology resources have grown significantly. In FY2014, the State of Ohio approved \$6.4M for the College to use on IT Infrastructure improvements.

Interpretation of results and insights gained

In order to respond to student requests for more flexibility in the College workstations, thin clients (lightweight computers that have been optimized for establishing a remote connection with a server-based computing environment) were introduced and installed and have made it easier for IT to update software remotely. Almost any application needed by the College's students and employees can be applied via a central server that then can be immediately accessed by them. The thin clients have afforded ability to more easily create large flexible computing labs for students as all of the computing (processing) and all of the file systems are in a centralized location.

Also, to meet ongoing technology needs, a new technology fee was proposed and approved by the Board of Trustees in May 2016; the fee was effective autumn 2016 or FY2017. The fee is assessed to students registered in autumn and spring semesters; however, in an effort to incentivize students to complete a degree in two years, those taking 15 or more credits in a semester are not charged and no student is charged for the summer semester.

5.2 Improvements

Business process improvements in Human Resources have been reviewed and redesigned over the last four years. See Category 3 Human Resources: Valuing Employees for more detailed information.

Another process improvement occurs through the Information Technology leadership team. Each year the IT leadership team either revises its current IT Plan or undertakes development of a new two- to three-year plan. The plan ensures the activities, including projects, initiatives, service development, and delivery, all align with the mission and strategic priorities of the College.

The College continues efforts to improve the budgeting process. Some improvements include more integration with the EPMO and more focus on key priorities to eliminate the number of project requests. The College has instituted a multi-year project process that considers the expansion of grants and the impact of personnel that might be kept at the college as some grants expire.

Sources

- Abbreviations and Terminology
- CollegePolicy9-01
- Figure 5.2
- Figure 5.3
- Table 5.5

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

5.3 Processes

Building budgets to accomplish institutional goals

Monitoring revenues and expenditures play a key role to assuring there are funds to meet the goals of the institution. The College takes a balanced, practical approach to budgeting. Revenues are based upon reasonable enrollment projections and tuition rates approved by the BOT, providing a solid

budget parameter on the revenue calculation, and estimates of state instructional subsidy allocations provided by the ODHE. State instructional subsidy revenues are treated as operating revenues for budget purposes. Mission and goals, together with current and predicted economic environment and local conditions, all factor into the development of expense budgets. Expenses are constrained by budgeted revenues.

Priority Planning

The priority-planning phase of the budget planning process starts in October/November of the current fiscal year for the ensuing fiscal year. The VPs receive an Excel spreadsheet from Resource Planning and Analysis (RPA) to request their division's priorities for the upcoming fiscal year. These priorities must align with one of the following strategic objectives: Student Success, Workforce Development, Civic Engagement, Risk Mitigation or Operational Efficiency. Through a series of conversations with VPs, the Board and other stakeholders, along with analyses by RPA, decisions are made as to which priorities will be funded in the operating budget.

Operational Budget Planning

The College takes a continual approach to budget monitoring and planning, with the processes for revised budget of the current year and planning for the subsequent fiscal year often running simultaneously. (The process used at CSCC is described in the Evidence File). (See [Process Link 5.3](#))

Capital Equipment Planning

Capital Equipment (CE) is a budget line within the annual operating budget for non-IT and non-facilities related needs. Capital expenditures are primarily funded by the Facilities and Technology Fee revenue, State capital appropriations, or other sources. The process for determining CE allocations each fiscal year is completed by CCMs or Point of Contacts (POC) entering their needs via a Capital Equipment [Excel spreadsheet](#) distributed by RPA. RPA completes an analysis of the data compiled to determine allocations per division. Once the new fiscal year starts, CCMs or POCs enter their requests into an online system that collects all pertinent data points.

Monitoring financial position and adjusting budgets (5.A.5)

Monthly monitoring of the financial position of the College is a collaborative effort between the Office of the Controller and Resource Planning and Analysis (RPA) in consultation with departmental CCMs and administrators, as appropriate. Several monthly reviews happen prior to the release of the financials. The CFO presents the financial package and narrative explanation to the President for review. The package is forwarded to the Board of Trustees. **(5.A.5.)**

To support student needs and strategic goals, an opportunity to adjust budgets occurs during a mid-year review process and, depending on the enrollment projection and spending. Review of budgets happen at the department level as well as at the executive office level; the global review is completed by RPA. CCMs are able to review their departmental budgets at any time throughout the year via Colleague.

As part of the monthly financial reporting, RPA prepares projections for revenue and expenses to compare against the budget. The Director of RPA and a financial analyst review the revenues – SSI, tuition, fees and miscellaneous – and project them for the remainder of the year based on enrollment projections and other known business decisions when funds might be reallocated to other college

initiatives based on the projections. **(5.A.5.)**

Maintaining a technological infrastructure that is reliable, secure and user-friendly

IT maintains a reliable and secure infrastructure by adhering to an Information Security program. This program is managed by the Information Security Officer, who reports to the VP of IT. The ultimate goal is to more accurately protect the College's systems and increase recovery point objectives while remaining flexible enough to foster continual growth and future needs. (The process used at CSCC is described in detail in [Process Link 5.3a](#))

Maintaining a physical infrastructure that is reliable, secure and user-friendly

To address the needs of 31 buildings that have an average age of 42 years old and an age span ranging from 7-97 years old, the College began several intensive facilities' assessments. These assessments were to assist with maintaining a reliable and secure physical infrastructure and to assist with prioritizing the needs. With the implementation of a new Computerized Maintenance Management System, Archibus, is in its final stages and will improve future maintenance work by better prioritizing needs and addressing preventative maintenance. Once Archibus is in place, the Space Utilization assessment will begin.

To maintain a physical structure that is secure, a Room Numbering Guideline was created by Facilities Management as a result of IT's 911 phone project. The guideline requires that a number scheme be created to identify all rooms within each building for inventory, keying, and other identification purposes as well as 911 emergency location purposes. Facilities Management devised the wayfinding plan based on industry best practices. Considerable flexibility is necessary due to the numerous possibilities of building designs. This process will help maintain a physical infrastructure that is secure for all students, staff, faculty, and visitors.

Maintaining a physical infrastructure that is reliable happens through planning and partnerships. Extensive planning is underway with partners in CSCC's neighborhood, known as the "Creative Campus", it is home to a concentration of major cultural and higher educational institutions. There was a shared desire to make the neighborhood a much more vibrant place and to most effectively leverage one another's assets.

Managing risks to ensure operational stability, including emergency preparedness

In Spring 2015, the Board of Trustees directed the President to establish a formal Enterprise Risk Management (ERM) Program that involves the process of planning, organizing, leading, and controlling College activities in order to minimize the effects of risk on capital and revenue. In response, College leadership reviewed risk management processes of other institutions and then began a series of meetings to create a comprehensive list of risks as identified by each division. The risks were then grouped, scored and ranked and presented to the Board. The Board then identified the risks that they wanted the College to prioritize. This new risk management process is on a 2-year cycle with a new Risk Management Assessment Team tracking and updating progress made on the risks prioritized by the Board. The Board is provided an update annually on the College's progress of addressing risks and a major update is conducted every two years.

Tracking outcomes/measures utilizing appropriate tools

The ITSC uses ServicePro to track IT-related hardware and software issues tickets and provides the

ability to either call with a technology issue or create a ticket online for a follow-up call by a technician. Globalview Enterprise (GVE) software is used by Academic Technology Support to measure usage of media technology within the classrooms. GVE is used to support buying decisions.

Facilities Management is moving from their current system, Maintimizer, to Archibus in 2018. The current system has been in place since 1990 and does not have effective reporting tools and, as a result, reporting is done via spreadsheets. Another gap with the current system is that it does not track preventative maintenance; therefore, it is difficult to track life-cycle replacement.

To track outcomes of the assessed risks, RMAT created a form that outlines the priorities for the year and categorizes them according to the Board's desired level of emphasis. The form also captures the prior year's preventative measures along with those mitigation priorities that were achieved. RMAT members complete the forms for their individual area they represent with compilation of the forms completed annually. The Board of Trustees receives bi-annual progress updates.

As described in 2.4 Processes, another tracking tool is the Maxient system, which tracks reported incidents of alleged violations to the Student Code of Conduct.

5.3 Results

Summary results of measures

By allocating funds for IT-related equipment centrally to the IT division, the IT division is better able to manage these resources. This process change allows the College to ensure that available funds are used most efficiently. In FY19 31% of all Capital Equipment requests are for IT-related purchases which increased from FY18's YTD actual of 23%.

Bad debt expense was budgeted in FY13 at \$4 million dollars. While bad debt expenses increased between FY2010 and 2013, after the new financial aid disbursement processes, bad debt decreased from a high of \$5 million in FY12 to \$1 million in FY16.

To assess the effectiveness of the College's website, online surveys were conducted for the website redesign in 2015. Although the outcomes thus far have been focused on students, faculty and staff were included in the survey in order to address their concerns as well. [Table 5.6](#) outlines who was surveyed and the response rates for each group.

The survey demonstrated that current and prospective students want more detailed information about managing their financial situations. To streamline navigation, a category for "Affordability" was included to help students find financial information. As of January 2018, click data indicates that prospective students are more easily able to navigate the website to the affordability pages.

Comparison of results with internal targets and external benchmarks

Another operational change was supported through the use of result data from the Community College Survey of Student Engagement (CCSSE). The survey question about students' perceptions of the importance of having a computer lab indicated that there was a decrease of need from 2013 to 2017. Community colleges similar to CSCC and the entire cohort of colleges that participated in the survey are experiencing the same result as outlined in [Table 5.7](#). One reason for this is due to the ownership of personal technology devices such as laptops, tablets, etc. Students are not quite as reliant on the computer lab space since most have their own device and can use public Wi-Fi at the College or other locations. However, the increase in the personal technology devices was a driving

factor to create the IT Frontliners unit, as one of the three units under the IT Support Services umbrella, which services students, faculty and staff with their technology issues.

Additional comparative results may be seen through the collaborations and partnerships within the community. The internal and external collaborations with the Police Department at the College have resulted in receiving a #1 ranking for 2016 and #7 ranking in 2017 from BestColleges.com in the category of Best Campus Security of ALL colleges – public or private – that were eligible for ranking. ([The Colleges With the Best Campus Security](#)). The annual ranking is based on the results of the Jeanne Clery Annual Security reports. The College's ability to maintain safety for students, employees, and visitors has improved with the formalization of the Enterprise Risk Management program. Improvements in emergency preparedness over the years 2014-2016 minimized criminal offenses, as reported on the Clery Report. However, the College has seen a spike in drug law violations due to the national opioid crisis ([2017 Clery Report Crime Statistics](#)).

Interpretation of results and insights gained

After interpreting results and focusing on quality monitoring and incident monitoring, ITSC was able to review at how IT service calls are handled, to help identify opportunities for improvement, and to ensure processes are being followed. First Call Resolution (FCR) is another industry standard that is measured in ITSC. FCR occurs when a technician creates a ticket and closes it when the call has ended, so the rate is the percentage of tickets resolved on the initial phone call. The actual combined FCR rate (incidents plus service requests) for 2017 by HDI was 67% while the ITSC at the College measured at 63% for the first week of March. While ITSC does not normally exceed the HDI's actual rate of 67%, it is measured weekly by the supervisor of ITSC and reviewed with the technicians for coaching and training opportunities.

ITSS adjusted staffing levels in 2016 as a result of the downward trend in call volume. Autumn calls from 2015 to 2017 decreased from over 14,000 to under 12,000. Calls during spring semester remained constant because the majority of the technology issues happen at the beginning of autumn semester. The cost per call in 2016 reached a peak of \$42.99 per call based on an average hourly rate and the actual number of calls during the 9:00 pm hour.

A proposal to shift several technicians from the evening hours, when the call volume is not as great, to the morning and afternoon hours when the call volume is higher, was implemented. Technicians working under the prior work schedule were also shifted to non-call work under the IT Support Services umbrella gaining new skills to assist students, faculty, and staff with other technology needs. The result of the cost per call in the 9:00 pm hour decreased to \$23.45 per call.

Effective management of electrical resources is another area of operational focus. Savings of over \$187 per day (or \$68,390 annually) are being realized by reducing the wattage used from 273,390 watts to 99,898 watts in FY17 when LED usage was implemented. Based on these savings and our capital investment in the new lights, the College is projecting a 2 ½ year return on equipment, if current rates stay where they are now. ([Figure 5.4](#))

An ADA Compliance assessment resulted in 5,921 items deemed to be non-compliant, of which 789 were deemed priority level red or do not meet ANSI/ICC A117.-2009 requirements or the 2010 ADAAG requirements. As a result, the implementation of a new Computerized Maintenance Management System, Archibus, is in its final stages and will improve future maintenance work by better prioritizing needs and addressing preventative maintenance.

5.3 Improvements

A proposal for a new capital equipment approval process for IT-related purchases is being proposed for FY19.

IT Support Services will conduct one-on-one user tests with prospective students and current students. The College will seek more qualitative insights into how users approach the College website, our academic offerings, and our admissions processes.

As the College moves toward cloud-based application software services, it is projected that greater bandwidth will be needed. As a result of moving to governmental resources for the College's fiber optic usage, as opposed to a service provider, the College was able to save money and create redundant links between data centers, which provides for real-time backup.

Curriculum is being designed to include expanded use of digital media. Flexible classroom carts will be available in 15 areas, mainly English and Math, to help with the demand of computer lab space. These classrooms will contain furniture that is designed to be easily moved. Instructors will be able to design the room around the needs of the curriculum. Each cart will contain 25 thin client laptops that will not be movable from room to room, but will be easily distributed to the students for classroom use. The initial pilot is slated to be completed in 2018.

The College will be taking the appropriate steps over the next one to three years to align its applications and systems with the Enterprise Architecture Plan to reduce costs, improve support and security, and minimize duplicative functionality and tasks.

The risk assessment process is on a three-year cycle, therefore the process will provide an opportunity to review the risk experiences of other institutions and evaluate progress towards institutional mitigation efforts.

In the next one to three years, the College's Police Department wants to create and implement a functional emergency preparedness exercise at all CSCC locations. It will also be integrated with the new 911 phone system currently being installed at the College.

Sources

- 2017 Clery Report Crime Statistics
- Abbreviations and Terminology
- Capital Equipment Excel Spreadsheet
- Figure 5.4
- Process Link 5.3
- Process Link 5.3a
- Table 5.6
- Table 5.7
- The Colleges with the Best Campus Security
- The Colleges with the Best Campus Security(2)

6- Quality Overview

6.1- Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

6.1 Processes

Selecting, deploying, and evaluating quality improvement initiatives

The College's quality improvement initiatives and overall culture is inextricably linked to its Strategic Plan. This process described in section 4.2.).

As an example of selecting and deploying a quality improvement effort, in 2012, the College was accepted into the prestigious and nationally recognized "Achieving the Dream (AtD)" organization in which the College is expected to "assess needs for improvement in student success, identify strategies for addressing those needs, and monitor the effectiveness of strategies in improving student success." A major endeavor was designed to build on the work already underway by creating clearer entries to programs and greater awareness of the careers and transfer opportunities that are available

to students.

In a CQI effort to include faculty in administrative and consultative roles within the major initiatives and projects, the College established and funded “Faculty Fellow” positions whose primary duties include serving as the communications and process link to project managers and initiative administrative leaders. Faculty applied for these posted positions, were interviewed and selected based on their experience and interest. There are presently Faculty Fellows serving in the areas of: Accreditation, Assessment, Business, Engineering and Technical Curriculum, CCP, Digital Education, Financial Stability, Health and Human Services Curriculum (HHS), Honors, Math Re-Design, Office of Academic Affairs Committee Chair, Open Educational Resources (OER), Guided Pathways, PD, Promotion and Tenure, Service Learning, Study Abroad, and the Writing Center.

In a re-organized process for the advising process, advisors who were originally positioned in the Student Affairs were divided into two modes of advising. One mode ensured that a group of advisors remained in Student Services to support entering and continuing students requiring needed assistance in college requirements, logistics and future planning. Other advisors were assigned to the Academic Divisions in order to serve as support for students on matters of academic planning, articulation and transfer issues, structure and specific degree or certificate issues faced along the way in their academic journey at the College. The goal was to have advisors work directly with content areas and faculty to better serve the student population and give more directed advising on scheduling and pathways through the specific degrees, certifications, and pre-majors. To that end, six academic advisors were embedded into the Arts and Sciences Division, one for Development Education and five for remaining departments. The Career and Technical Areas hosted ten advisors, five for Health and Human Services, and five for Business and Engineering.

In order to streamline the student admissions process, and as a result of its work within the “Foundations of Excellence” structure, the College developed a comprehensive intake process as a result. This improvement, with a link to its services available to students is described in at the website ([Student Central](#)) and in section 2.1.

On a statewide level, the CSCC ALO and FF for Accreditation have led the Ohio AQIP Coalition, an organization that included all of the AQIP institutions in Ohio. Meetings were held semi-annually at CSCC and the HLC conference to discuss information of common interest regarding the AQIP pathway. Invited speakers included noted experts from HLC and ODHE. This coalition was lauded for its pro-active and sharing approach to accreditation issues of the day that affected all member institutions.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

The College’s process of developing the Systems Portfolio has, itself, gone through a continuous quality improvement cycle. To write the 2013 Systems Portfolio, structurally there was a Steering Committee and a Core Team that guided the work of nine subcommittees (based on the then 9 AQIP categories). The subcommittees were chaired by faculty and they gathered information from the departments relevant to each Category. After the portfolio was submitted, the participants answered a survey about the process. Based on feedback from the surveys, it was determined that employees who were closer to the data of each category should lead the committees going forward and that the Category team leads be reduced from 9 to 6 to coincide with the categories themselves being reduced to that level by HLC. This structure was also supported by the experience of other institutions, which was shared at several sessions during the HLC annual conference.

During the 2015 Strategy Forum, it was decided that for the next portfolio, these employees would be appointed to lead each of the respective categories that matched their particular expertise. Another lesson learned was to keep the portfolio process ongoing through the collection of updated data housed in OIE. As a result, since 2015, the category team leads have met often with the ALO and Faculty Fellow for Accreditation to provide training and leadership in AQIP processes and to keep the overall CQI and the systems portfolio processes current. The team leads spent the better part of a year collecting and posting data as references to the Systems Portfolio categories and criteria. The Core Team of writers synthesized the collected data and authored the portfolio based on information gathered by the AQIP SC team leads in conjunction with those responsible with reporting relevant data on each of the Systems Portfolio's respective areas of concentration.

As a result of comments made in the 2014 appraisal feedback report indicating that there was a limited amount of information on the student placement testing process, the College developed The College Readiness Center (CRC) whose mission is to support and advance student placement into the appropriate core subject areas. ([College Readiness](#))

As a result of participation in the AQIP Strategy Forum 2018, the Strategy Forum Team (SFT) identified the development of a leadership initiative as the topmost priority in the current Strategy Forum work. Two areas in particular – a non-integrated, unintentional, and inequitable system of talent development (TD) as well as the absence of any formal leadership development/succession program – provided the onus to make a comprehensive TD campaign the focus of this year's AQIP Strategy Forum. While, as previously reported, an internal grant has recently been awarded to support PD for faculty, it is understood that there must be a similar mechanism set in place for the rank and file staff and administrators on campus.

6.1 Results

The College has engaged annually in CQI initiatives and Action projects with the overall goal of ensuring quality in all of its actions aligned to the Strategic Plan. A comprehensive inventory of Action Projects dated from the 2007/2008 period to the present which demonstrate the variety of categories completed may be found at AQIP [Action Projects homepage](#). Also, starting in 2014/2015, the College began producing video interviews for YouTube with the Action Project leads detailing their work in the action project process. Early Alert • Category 6: Institutional Operations Institutional Reporting, Phase II • Category 7: Measuring Effectiveness Reverse Transfer • Category 9: Building Collaborative Relationships. (See [Results Link 6.1](#) for more detailed results of the Action Projects.)

Since its last CQR visit, in 2015, the College hosted an HLC multi-location visit review to its Reynoldsburg and Electrical Trades locations. In 2018, the College hosted an HLC multi-location visit review to its Bolton Field and Dublin locations. The outcome of these visits supported the College's attention to detail and evidence indicating consistency to mission, vision and values and CQI imperatives wherever it provided teaching and learning to students.

6.1 Improvements

The College has brought a pilot to scale and developed a College Readiness Center (CRC) in which students can receive tutoring and other services as they review for the placement test. As a new service, it will be important to report out student successes that could be linked to its available services.

The Guided Pathways began in the Fall 2018 semester, therefore, results and improvement data will be reported starting in the 2019 school year.

The Aligning Strategic Priorities Action Project will move into phase II, in which communication of the processes will be emphasized through a series of training classes designed to fully acquaint Cost center Managers with appropriate budget alignment to the components of the Strategic Plan.

The College will study the impact of its Tutoring and Supplemental Instruction initiatives through TutorTrac, Early Alert and NetTutor and adjust to the needs of students towards the outcome of increased student success using these tools.

An initiative arising from the College's participation in the 2018 Strategy Forum will bring to scale a formal mechanism to foster appropriate training and talent development at every level of the institution.

The College will expand its digitization efforts in bringing to scale an initiative that will include the adaption, adoption or development of open textbooks and course content in an effort to increase student success levels and support a textbook affordability plan, the outcome of which will save students a considerable cost of textbooks.

The College will expand its original Apple iPad initiative "Bring Your Own Apple Device" to class (BYOAD) into a program where the device agnostic courses will accommodate students who bring any approved device to class called "Bring Your Own Device" (BYOD) so that students can download digital materials and store them directly on their devices.

The Ohio AQIP Coalition members are currently in discussions regarding the future of their own strategies to transition from the AQIP pathway to either Open or Standard moving forward.

Sources

- Abbreviations and Terminology
- AQIP Action Projects homepage
- College Readiness Center
- Results Link 6.1
- Strategic-Plan-2014
- Student Central

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

[Abbreviations/Terminology link](#)

6.2 Processes

Developing an infrastructure and providing resources to support a culture of quality

CSCC is demonstrating its obligation to quality every day through its Strategic Plan, its use of project management to ensure consistency in its processes and expected outcomes. The culture of quality is evident in the College's value statement where it is stated that, "we expect excellence and accountability in ourselves and our students." Additionally, the College maintains and fosters the culture of quality through:

Innovation

We embrace bold ideas and an entrepreneurial spirit, and we are responsive to the changing needs of

students, employers, and other stakeholders.

Learning

We are a community of teachers and learners who believe that fulfilling lives are grounded in self-awareness and continuous learning.

Partnership

We recognize that more can be accomplished collaboratively than individually, and we seek like-minded partners to advance a established set of shared goals.

Stewardship

We are careful and thoughtful stewards of the resources entrusted to us.

Leadership

We lead by action and example to help the College community pursue opportunities and address the challenges of the 21st century.

While the entire College community is made aware of accreditation and the importance of maintaining quality through all of its practices, the College manages a website for accreditation where historical information (Systems Portfolio, Appraisal Reviews, Multi-location visit, etc.) and the latest information regarding accreditation is posted including links to the work aligned with Assessment, Program Review, a comprehensive selection of reports and surveys reporting internal and external data collected ([Accreditation homepage](#)).

The College closes its doors for two days each year to offer two distinct models of service to the College and the community for the Spring In-Service, where faculty and staff present workshops of numerous academic and non-academic topics for presentation to their peers and in the fall, where the College employees participate in a “Day of Service” when all employees are offered the opportunity to volunteer their services to many organizations in the Central Ohio region.

Also, an example of the structure that supports the culture of quality and its communication regarding accreditation at CSCC has even been in the composition of the AQIP Steering Committee itself, which is composed of members from departments across the college. The ALO chairs the committee with assistance from the Faculty Fellow for Accreditation. Other members of the committee serve as leads of each category of the portfolio. These individuals are in leadership positions in their areas of the College, thus allowing them to gather information for the portfolio from their colleagues as well as disperse CQI information within their areas. There is also a “core team” of faculty who, along with the ALO authors the Systems Portfolio.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

As mentioned in Category 3, CSCC recognizes and celebrates the impact of its CQI activities through its Quality Team Awards. **(5.D.1)**

Since the last Systems Portfolio reporting period, the College has engaged in a project management approach in an effort to widen the impact on institutional culture and operations. To that end, and in

order to promote innovation, the college currently manages numerous CQI projects beyond those officially declared as AQIP Action Project ([College Projects 2017-2018](#)).

The OIE employs a number of Project Managers who work with chartered committees to manage open projects under management. As of this writing, the College's project portfolio includes numerous projects all representing initiatives identified in the Strategic Plan under the overall heading of "student achievement". The time frame for these projects are a mixture of short-term (several months), to longer term (several years), depending on their alignment to the three overarching Strategic Plan components. **(5.D.1)**

Also, CSCC's Grants Office ([Grants Office Annual Report 2018](#)) leverages external funding to support the college's curriculum improvements and workforce development.

Ensuring the institution learns from its experiences with CQI initiatives. (5.D.2)

As a result of being designated by AtD its "Leader College" status, CSCC dedicated itself to pursuing accelerated, evidence-based student success initiatives. The result has been an incremental but unmistakable improvement in several key areas, including course completion rates in developmental and gateway courses and improved completion rates for students in nearly all high-risk categories. As an outcome of its work within AtD, the College embarked on developing a comprehensive assessment methodology that would positively impact the outcomes of course success, GPA, and student retention including:

- Focusing and identifying the students participating in the different initiatives
- Getting knowledge of each initiative (from each initiative leader)
- Gathering the data (different systems, different programs, different formats)
- Clustering (by number of initiatives that impact each student) **(5.D.2)**

The work of the Departmental and Division Assessment Committee provided valuable lessons for other CQI activities on campus ([Assessment Committees](#)) as reported in Cat 1 and elsewhere in the portfolio. **(5.D.2)**

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

In 2018, the number of employees of the college certified as Peer Reviewers in the AQIP Pathway increased to eight (with an additional one planning to attend training in Fall 2019). Having such a large number of dedicated Peer Reviewers who are fully supportive of accreditation and its processes has also helped promote the importance of CQI accreditation in general and a wide understanding across the College. With the sunseting of the AQIP Pathway having been announced by HLC, moving to a new pathway will offer its challenges to the College. However, given the manner by which the College has adopted CQI in its manner of operations, a smooth transition to another pathway is expected. It will also be up to the ALO and the Faculty Fellow for Accreditation to communicate information regarding the steps to the transition to the new pathway and what it will mean for the College moving forward.

6.2 Results

Evidence of a culture of quality at the College may be exemplified by its dedication to CCP. CSCC is presently Ohio's largest provider of CCP courses. CCP courses are offered online and on site at

participating middle and high schools, online, and on site at the College campuses. [Table 6.3](#) presents a comparison of the growth of the CCP student population in FY '17 and FY '18.

There is considerable evidence of results demonstrating continuous quality improvement to evidence a culture of quality at the College. For example, the tutoring initiative at CSCC has expanded into a much more robust program since reporting in the previous Systems Portfolio. The College has partnered with NetTutor to provide students with a wide array of tutoring options. Students have access to CSCC's professional and peer tutors (Peer Tutors, providing assistance from students are well-versed in their subjects), as well as NetTutor experts, providing assistance in more subjects and at more times, either on campus or online from any computer. Data indicating results from 2012-2017 are reported in [Table 6.4](#), a comparison of success rates of students Tutored and Not-tutored students.

The results of the College's Supplemental Instruction (SI) initiative can be demonstrated in the following longitudinal measures. [Table 6.5](#) supports the consistent outcome that students who attend Supplemental Instruction are more successful than their peers.

In order to additionally preserve the College's attention on student success, the OIE was able to identify numerous student success initiatives that were occurring on campus. In order to measure effectiveness, they were able to track specific student participation in many of these activities. From the results, OIE was able to perform a trend analysis and discovered increases in critical areas of engagement such as readiness, progress and completion ([Table 6.6](#)).

Several other examples of how the College measured results of integrating a culture of quality that is impacting the organization and its students can be demonstrated in a project began in 2014-15, when the college began a pilot Orientation in which students received information over a 4-6 hour time period versus the current 2.5 hour Registration Workshop. Students who participated in the Orientation group outperformed, withdrew less ([Table 6.7](#)), and registered at a higher rate in future semesters than student in the comparison group ([Table 6.8](#)). While causation cannot be determined because students self-selected participation, it is encouraging that the more intensive orientation may have an impact on student success.

The College has been collecting and reporting on enrollment, academic standing, grades and GPA, as well as retention data on students who have participated in the new orientation process vs. those who have not ([Table 6.9](#)). The College's first year success course was developed as a result of a comprehensive partnership with "Foundations of Excellence" where it was recommended that the College develop such a course for entering freshmen. In fact, it developed two of these courses. In [Table 6.10](#), the OIE can quickly run reports showing the number of students who have completed a particular competency. Comparative evidence of that compares the retention, GPA and successful completion of the New Students who took COLS (1100 and/or 1101) with those who did not.

6.2 Improvements

In preparing for the sunseting of AQIP, the ALO and Faculty Fellow for Accreditation will be instrumental in communicating to the College on the transition steps that will be taken to ensure a smooth transition to a new pathway for accreditation.

Enrollment Management Services will continue to report on the number of orientation sessions. The OIE will be working on the student success data for students who completed the orientation in comparison to those who have not.

The College will collect and report success, retention, or GPA data on students who have taken the required introductory COLS 1100 or COLS 1101 vs. students who have not taken these courses.

The College will collect and report success, retention, or GPA data on students who have participated in the new orientation process vs. those who have not.

The College will develop and report on a comprehensive talent development initiative that will be designed to provide a greater level of training and development opportunities for staff at every level of the institution.

The College will fully develop and implement an overall PD program for Faculty that will focus on the elements and strategies around active and collaborative learning. Incorporated into this strategy will be a funded and supported textbook affordability initiative where faculty will be encourage to replace costly textbooks with open-text content in an effort to increase student success levels and save students money throughout their studies at the College.

Through the Central Ohio Compact, the College has begun to develop deeper employer engagement with a newly created Workforce Advisory Council. Building upon successful employer partnerships already in place and feedback from the Workforce Advisory Council will place greater emphasis on developing additional partnerships that prepare students for the skills that employers say they need. This work will include better alignment of the College curriculum to employer needs. It will also include a greater focus on the incumbent, transitional and mobile workforce allowing individuals to stay up-to-date and relevant in their career field or allow them to successfully pivot to another career as business and industries' needs change.

Sources

- Abbreviations and Terminology
- Accreditation homepage
- Assessment homepage
- College Projects 2017-2018
- Grants Office Annual Report 2018
- Table 6.10
- Table 6.3
- Table 6.4
- Table 6.5
- Table 6.6
- Table 6.7
- Table 6.8
- Table 6.9