Higher Learning Commission

A commission of the North Central Association

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October 5, 2012

Dr. David T. Harrison
President
Columbus State Community College
P.O. Box 1609
550 E. Spring St.
Columbus, OH 43216-1609

Dear President Harrison:

Attached is the report of the team that conducted Columbus State Community College's Quality Checkup site visit. In addition to communicating the team's evaluation of your compliance with the Commission's Criteria for Accreditation and the Commission's Federal Compliance Program, the report captures the team's assessment of your use of the feedback from your last Systems Appraisal and your overall commitment to continuous improvement.

I Hope you will read and study the report carefully, because the team invested heavily in preparing for and conducting this visit, and its perceptions and advice are valuable to your institution. Please consider distributing it widely throughout your institution, since its positive feedback can be helpful in strengthening and broadening involvement in your quality improvement efforts.

A copy of the report will be read and analyzed by the AQIP Panel that reviews institutions for Reaffirmation of Accreditation at the time your review is scheduled. Prior to that review, we will send you a listing of the materials the Panel will consider, and give you an opportunity to update or supplement them if you so desire.

To comply with federal requirements, we need you, as CEO of your institution, to formally acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Your response will become a part of the institution's permanent record.

Sincerely,

Stephen D. Spangehl
Vice President for Accreditation Relations

QUALITY CHECKUP REPORT

Columbus State Community College

Columbus, Ohio
September 18-20, 2012

Quality Checkup team members:

Dr. George Johnston
Professor Emeritus
Parkland College

Dr. Cheryl Carpenter-Davis
Dean of Instruction
MCC-Blue River

Academic Quality Improvement Program

Background on Quality Checkups conducted by the Academic Quality Improvement Program

The Higher Learning Commission's Academic Quality Improvement Program (AQIP) conducts Quality Checkup site visits to each institution during the fifth or sixth year in every seven-year cycle of AQIP participation. These visits are conducted by trained, experienced AQIP Reviewers to determine whether the institution continues to meet The Higher Learning Commission's *Criteria for Accreditation*, and whether it is using quality management principles and building a culture of continuous improvement as participation in the Academic Quality Improvement Program (AQIP) requires. The goals of an AQIP Quality Checkup are to:

1. Affirm the accuracy of the organization's online Systems Portfolio and verify information included in the portfolio that the last Systems Appraisal has identified as needing clarification or verification (System Portfolio Clarification and Verification), including review of distance delivery and distributed education if the institution is so engaged.

2. Review with organizational leaders actions taken to capitalize on the strategic issues and opportunities for improvement identified by the last Systems Appraisal (Systems Appraisal Follow Up);

3. Alert the organization to areas that need its attention prior to Reaffirmation of Accreditation, and reassure it concerning areas that have been covered adequately (Accreditation Issues Follow Up);

4. Verify federal compliance issues such as default rates, complaints, USDE interactions and program reviews, etc. (Federal Compliance Review); and

5. Assure continuing organizational quality improvement commitment through presentations, meetings, or sessions that clarify AQIP and Commission accreditation work (Organizational Quality Commitment).

The AQIP peer reviewer(s) trained for this role prepare for the visit by reviewing relevant organizational and AQIP file materials, particularly the organization's last *Systems Appraisal Feedback Report* and the Commission's internal *Organizational Profile*, which summarizes information reported by the institution in its *Annual Institutional Data Update*. The report provided to AQIP by the institution is also shared with the evaluator(s). Copies of the Quality Checkup report are provided to the institution's CEO and AQIP liaison. The Commission retains a copy in the institution's permanent file, and will be part of the materials reviewed by the AQIP Review Panel during Reaffirmation of Accreditation.

Clarification and verification of contents of the institution's *Systems Portfolio*

The team verified the institutions' System Portfolio. In our judgment, CSCC took seriously the suggestions made in the 2009 System Appraisal Report. It is obvious that since the initial portfolio, that CSCC has made a number of significant changes including hiring a new president, a number of other administrative changes, and the creation and staffing of an Office of Institutional Effectiveness. The president has also implemented a new master plan and strategic planning process. One significant piece of evidence that the college took the Systems Appraisal Report seriously was the creation of a team who created a 121 page documentation of responses to O and OO items identified in the 2009 report. The committee reported that had the Checkup visit not been moved up, they would have been able to also expand on the S and SS items in the 2009 report.

In addition to this document, the team reviewed a number of documents including numerous weblinks and met with 16 different groups while on the visit, including faculty staff, administration, students, trustees, and local business and educational leaders.

The commitment to Achieving the Dream (ATD) and other related activities confirms that CSCC is serious about quality improvement and is committed to identifying and making necessary changes. AQIP Action Plans have focused the entire college on Student Success. Initiatives such as "Career Assistance to Help Undecided Students" provides intrusive counseling to students with undeclared majors, while the College Orientation course has assisted students in understanding what it means to be a college student and how to achieve success. Both these initiatives were conceived as a result the data analysis from the CCSSE survey and a review of best practices at similar institutions.

Although the College has strong operational processes in place, it is clear that the AQIP Systems Appraisal Feedback Report has changed the culture of the college, resulting in a more focused, intentional institution that relies heavily on data to make strategic decisions and ultimately organizational improvements. The reported lack of data for results and methods to incorporate stakeholder needs and benchmark against similar institutions as identified in the report led to the establishment of an Office of Institutional Effectiveness and the hiring of an Administrator in July 2012. The office is located within the Administrative Suite at the college.

The institution is in the process of rewriting the portfolio for the next review and determining

new action plans based on internal and external stakeholder input and planning committee work. The committee responsible for the creation of the portfolio provided assurances that it would include data on the assessment of student learning which the college has long maintained but may not have adequately documented in the 2009 Portfolio. The Assessment information is currently available on the college's website. Such data will include reports at the program level for Career and Technical Programs such as pass rates in the heath science curricula and analyses of various assessments in "gate-keeping" courses for transfer such as embedded questions in mathematics, social science, and composition courses.

Review of the organization's quality assurance oversight of its distance education activities.

In the team's judgment, the institution has presented satisfactory evidence that its distance education activities are acceptable and comply with the Commission's standards and expectations. The management of Distance Learning is coordinated through a centralized model with oversight by a Dean of Distance Education and Instructional Support. Division deans and discipline faculty hold the responsibility for determining course appropriateness for distance education in each division. Faculty and administration collaborate to analyze trends for online expansion and full degree offerings in addition to reviewing the scheduling capacity for on campus classes. An Annual Student Success Evaluation is conducted by each academic department and reviewed in conjunction with the Dean of Distance Education and Instructional Support Team.

The College provides online and hybrid formats and will soon include blended courses all through the online Blackboard Learning Management System. An emphasis has been placed on faculty training and student learning for success in the Distance Learning format. Faculty are trained using Quality Matters, and the institution is part of the Ohio statewide Quality Matters Consortium to further improve training and share best practices in distance education delivery. Mentor faculty conduct an Academic Quality Review (AQR) for the purpose of ensuring that content is a quality learning experience. A distance learning student orientation and training is available on the web to familiarize the student with the learning management system and afford students an opportunity to self-assess their ability to learn in this format via the READI

assessment. Student evaluations of courses are conducted each semester and reviewed annually. Trends are monitored to determine instructor effectiveness in this method of instruction.

A promising practice for further review is the integration of "gamification"--using game design/technology to engage students and promote learning. The Modern Languages faculty is currently using this as an Applied Learning Strategy threaded throughout the course to engage students and build upon foundational concepts.

Review of the organization's quality assurance and oversight of distributed education (multiple campuses, additional locations, off-campus course sites)

In the Team's judgment, the institution has presented satisfactory evidence that its distributed education activities are acceptable and comply with the Commission's standards and expectations. The curriculum, course offerings, and faculty at the Delaware campus and Regional Learning sites are coordinated and supervised by Deans and Division Chairs at the main campus. Information is collected to continuously improve course offerings, activities and services provided to students at each site. Course syllabi learning objectives and end of course assessments are the same at all locations. Discipline faculty from the main campus and distant site convene once a semester at the main campus or through desktop videoconferencing to discuss assessment results, review and improve rubrics, and develop solutions for improving student learning. The full time faculty are responsible for mentoring and reviewing classroom faculty at the regional sites and Delaware Campus.

The Regional Learning sites and Delaware Campus conduct course evaluation surveys to assess course effectiveness and review enrollment data and analyze trends. The Senior Vice President of Academic Affairs and the Senior Vice President of Finance, CFO are developing an Instructional Cost Modeling System to further align the resources, capacity, and delivery models. This model holds great promise for the institution and should be shared as a best practice.

Review of specific accreditation issues identified by the institution's last Systems Appraisal

There were no accreditation issues identified in the Systems Appraisal nor did the Checkup visit identify any.

Review of the institution's approach to capitalizing on recommendations identified by its last Systems Appraisal in the Strategic Issues Analysis.

Strategic Issues: The Systems Appraisal Report identified three strategic issues: lack of data, the need for more comprehensive and systematic surveys to better determine stakeholder needs, and the need for benchmarking. The checkup team determined that while the 2009 document did not capture the full range of data actually available at the time, significant steps have been taken including "Achieving the Dream" (ATD). ATD is a data intensive program complete with external coaches which should markedly improve presentation of data in the next portfolio scheduled for 2013.

There is reason to believe that the campus is making significant strides towards better understanding stakeholder needs. Achieving the Dream and association with the National Community College Benchmarking project and CCSSE will provide useful benchmarking tools. The 2013 portfolio will undoubtedly contain much more data and benchmarking. Once that data is available, how it is being used in the decision making process should be clearer.

Review of organizational commitment to continuing systematic quality improvement

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the quality checkup. The institution's approach to the issue, documentation, and performance were acceptable with Commission and AQIP expectations. In the team's judgment, CSCC presented strong evidence of their commitment to AQIP principles during all meetings and presentations. It is clear that employees are truly colleagues and "failing is not an option."

The College Administration, faculty, and staff focused on student success through the Action Plans chosen to provide Career Assistance to Help Undecided Students; Switch to Semesters; and The Master Plan intended to better serve the community through stakeholder input regarding the college's future direction. The College has adopted best practices including the Foundations of Excellence and recently joined the ranks of Achieving the Dream institutions. Faculty, staff and administrative teams have traveled to colleges currently employing best practices so these may be replicated at the college. AQIP consultants and strategic planning experts have been hired, as well as consultants to assist with Information Technology audits and management.

Under the president's leadership, college administration and faculty engaged in the development of mutually beneficial partnerships such as the "Central Ohio Compact" to reduce remediation through early assessment and dual enrollment with high schools, increasing opportunities for associate degree graduates, and providing unique learning options for adult, working and part-time students.

The College has implemented a Project Management Software that is available to all employees. Through the software, employees are able to track key milestones for Action Projects. Analytics are available to all employees through reports, and greater access will be available through the data warehouse currently in production.

Other AQIP issues

Valuing People – The Shared Governance model is in the process of reconfiguration. Prior to this date, staff and faculty were in two Councils: Instructional and Instructional Support. The faculty, in collaboration with the Senior Vice President of Academic Affairs, developed a model whereby Curriculum Issues are managed by the faculty and directly forwarded to the President for consideration. Issues that are college-wide are brought to the Policy Council for further action and recommendation to the board based on the Council's response. Both faculty and staff supported the new governance model and reported a greater sense of engagement over the past two years.

Appendix A
Worksheet for The Evaluation Team on Federal Compliance Requirements

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Instructions: The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of this AQIP Quality Checkup Report. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.

Institutional Materials Related to Federal Compliance Reviewed by the Team:

Documents Reviewed:

Course Proposal and Syllabi for the following courses: BIO 1113, COM 1105, PHYS 1251, PSY 1100, THEA 1100, HUM 1100, MATH 1099, MATH 1148, EET 1115, CSCI 1102, LAND 1106, PNUR 1862.

Website - Consumer information

Audit records for Fiscal Year ending June 30, 2011.

Record and Status of Scope

1545 AQ SP (System Portfolio) 20011101

2009 AQIP System Appraisal Review

CSCC EES

CSCC Federal Compliance Report (2012)

O & OO Revisions to System Appraisal Review

CSCC Quality Program Summary (August 2012)

"Helping Students Learn" CSCC Distance Learning Guide (2012-13)

CSCC Organization Chart (September, 2012)

Websites Visited:

http://www.cscc.edu/academics/transfer/transfer-module.shtml

http://www.cscc.edu/_resources/media/academics/pdf/AA%2012-13.pdf

http://www.cscc.edu/_resources/media/academics/pdf/AS%2012-13.pdf

http://www.cscc.edu/academics/courses2/thea.shtml

http://www.cscc.edu/academics/departments/engineering/eet-plan.shtml

http://www.cscc.edu/about/acc/

http://www.cscc.edu/about/acc/aqip.shtml

http://www.cscc.edu/about/acc/aap.shtml

http://www.cscc.edu/about/president/

http://www.cscc.edu/about/acc/qta.shtml

http://www.cscc.edu/assessment/

http://www.cscc.edu/about/board/agendas-minutes.shtml

http://www.cscc.edu/assessment/Files/AssessmentHandbook.pdf

http://www.cscc.edu/campus-life/food/

http://www.cscc.edu/campus-life/parking.shtml

http://www.cscc.edu/services/publicsafety/pdf/Annual%20Security%20Report.pdf

http://cscc-advising-services.wikispaces.com/Guidelines+for+Math+%28SEMESTERS%29

http://courses.cscc.edu/bbcswebdav/institution/Academics/Other/Evidence_of_Quality/index.html

http://www.cscc.edu/Update/Newsletter.2nd.Qtr.FY08.pdf

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Evaluation of Federal Compliance Program Components

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

        Comments:
The team has reviewed this component of federal compliance and has documented that the credit hour assigns and degree program lengths are within the range of good practice in higher education. (See the worksheet for use by Institutions on Credits and Program Length.)

        Additional Monitoring, if any: None.

 2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

       Comments:

The College has a documented process in place for addressing student complaints for students at all Campuses and Regional Learning Centers. It appears that the process is sufficient to address issues and identify trends to improve processes.

       Additional Monitoring, if any: None.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

       Comments:

The College has transfer policies and transfer agreements in place. Students interviewed confirmed they were aware of the policies and were actively engaged in planning for future transfer to area Universities. Policies and transfer agreements are available on the College Website.

       Additional Monitoring, if any: None.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S
CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the
institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the
institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the
institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria
for Accreditation. See Criterion (insert appropriate reference).

        Comments:
The College verifies the identity of the students who participate in course(s) through distance
education using Blackboard Technology. The Dean of Distance Education and Instructional
Support are investigating identity authentication technologies for future use.

        Additional Monitoring, if any: None.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on
the required components of the Title IV Program.*

- *General Program Requirements: The institution has provided the Commission with
  information about the fulfillment of its Title IV program responsibilities, particularly
  findings from any review activities by the Department of Education. It has, as necessary,
  addressed any issues the Department raised regarding the institution's fulfillment of its
  responsibilities in this area.*

- *Financial Responsibility Requirements: The institution has provided the Commission
  with information about the Department's review of composite ratios and financial audits.
  It has, as necessary, addressed any issues the Department raised regarding the
  institution's fulfillment of its responsibilities in this area. (Note that the team should also
  be commenting under Criterion Two if an institution has significant issues with financial
  responsibility as demonstrated through ratios that are below acceptable levels or other
  financial responsibility findings by its auditor.)*

- *Default Rates. The institution has provided the Commission with information about
  three years of default rates. It has a responsible program to work with students to
  minimize default rates. It has, as necessary, addressed any issues the Department raised
  regarding the institution's fulfillment of its responsibilities in this area.*

- ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- ***Student Right to Know****. The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- ***Satisfactory Academic Progress and Attendance****. The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.*

- ***Contractual Relationships:*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships* (*The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.*)

- ***Consortial Relationships****: The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships* (*The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.*)

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

      Comments:
The institution provided evidence that it has met general education requirements; met financial responsibility requirements; and has provided default rates, campus crime information and related disclosure of consumer information, satisfactory academic progress and attendance policies. A financial audit reviewed the fiscal year ending June 30, 2011. The audit found no instances of non-compliance.

      Additional Monitoring, if any: None.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

      Comments:
The College documents that it provides accurate, timely and appropriately detailed information to current and future students and the public about its accreditation status with the commission and other agencies in addition to its programs, locations and policies.

      Additional Monitoring, if any: None.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its*

*relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. **Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.***

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

        Comments:
The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

        Additional Monitoring, if any: None.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___x__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

__X___   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

There was a total of fifteen third-party comments from students, graduates, faculty, former faculty, and others. Twelve of these comments were highly positive and supportive. Three expressed some concerns which the team followed up on in the various meetings. One of the letters with concerns was from a former faculty member and HLC Peer Reviewer. The concerns expressed in this letter appeared to address an environment that has changed with the change in presidents, and the writer acknowledged limited experience with the current administration. The letter was useful by providing a context for the changes that had been made at CSCC.

Additional Monitoring, if any: None.

Appendix B
Credits and Program Length

Instructions: The team reviews the "Protocol for Peer Reviewers Reviewing Credit Hours Under the Commission's New Policies" before completing this Worksheet. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.

A: Answer the Following Questions

Institutional Policies on Credit Hours

➢ Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

x	Yes		No

Comments:
CSCC has recently undergone a multi-year process of converting from quarter hours to semester hours known on campus as S2S or Switch to Semesters. This conversion has been completed within and complies with the guidelines established by the Ohio Board of Regents.

➢ Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

x	Yes		No

Comments:

The S2S Project for converting quarter hours to semester hours also included extensive revisions is all programs. A review of selected programs and courses confirmed that instructional time and homework assignments were consistent with best practices followed by other institutions in the Higher Learning Commission region.

➢ For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

x	Yes		No

Comments:

➢ Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

x	Yes			No

Comments:
   All credit hour courses conform to standards established by the Ohio Board of Regents.

Application of Policies

➢ Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

x	Yes			No

Comments:
All credit hour courses and certificate and degree programs conform to the standards established by the Ohio Board of Regents.

➢ Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

x	Yes			No

Comments:

Learning outcomes were reviewed for ten courses from both transfer and CTE courses selected at the time of the visit by the team. The learning outcomes outlined in course proposal forms and syllabi for courses in both traditional and distance learning delivery formats were clearly stated and were consistent with similar courses at other HLC institutions.

➢ If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

x	Yes			No

Comments:

➢ If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

x	Yes			No

Comments:

➢ Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

　　　　　　[x] Yes　　　　　　　　[ ] No

Comments:

Considerable institutional effort was expended to ensure that the transition this semester from quarter hours to semester hours was reasonable and appropriate within commonly accepted practice in institutions of higher education. Ongoing assessments will continue to provide information for monitoring the extensive changes in all courses and programs at the institution.

HLC Support Document - Course Conversion explanation and examples

See the chart below for the equivalent of 1 credit hour of instructional minutes per instructional method. These standards were established by the Ohio Board of Regents in the Directive 2010-016, March 18, 2010, Definition of Semester Credit Hour and Length of Semester Term.

	Quarter System	Semester System
Classroom Instruction	500 minutes	750 minutes
Laboratory Instruction (No outside prep)	1,500 minutes	2,250 minutes
Laboratory Instruction (1 hour outside prep)	1,000 minutes	1,500 minutes
Clinical Laboratory	1,500 minutes	2,250 minutes
Directed Practice	3,000 minutes	4,500 minutes
Practicum Instruction	4,200 minutes	6,300 minutes
Cooperative Work Experience	6,000 minutes	9,000 minutes
Field Experience	7,200 minutes	10,800 minutes
Seminar	500 minutes	750 minutes
Studio Course	1,000 minutes	1,500 minutes

The college faculty utilized a process of converting courses from an 11-week quarter to a 16- week semester. The formula that faculty used as a guide for the conversion was to multiply the quarter hours by .667 and round to a whole number. In some cases, content was moved to allow the credit hour to contact hour ratio to work per the Board of Regents requirements. Additionally, faculty factored in the constraints set forth by the Board of Regents relative to minimum and maximum number of hours for degrees and certificates. The following is a chart showing the conversion of straight one to one course conversion and also where content was combined to move a sequence of 3 courses to 2 or 2 courses to 1. The conversion also allowed for removing content from outdated courses without inserting new content.

Qtr Credit Hours	Contact Hours	Sem Credit Hours	Contact Hours
1	10	1	15
2	20	1	15
2	20	2	30
3	30	2	30
3	30	3	45
4	40	2	30
4	40	3	45
4	40	4	60
5	50	3	45
5	50	4	60
5	50	5	75
6	60	3	45
6	60	4	60
6	60	5	75
7	70	4	60
7	70	5	75

The number of class meetings per week and duration of said meetings supports the number of credit hours and contact hours needed to award the credits (see Type of Instruction to Contact Minute Chart above). In the case of classroom instruction, it is expected that a student will need to work outside of class for an average of two hours for each hour of in class time. For Laboratory work, the consideration is factored into the contact and credit hours based upon whether there is outside prep work for the student to complete prior to the lab experience. If prep work is required, then the actual contact hours are reduced in relation to credit hours.

Course proposal forms and syllabi have been included to show examples of how several courses have been constructed that use different instructional formats.

MATH 1148 – 4 credits   Lecture Only   (previously MATH 148 was 5 credits)

BIO 1113 - 4 credits   Lecture and Lab   (previously BIO 174 was 5 credits)

PNUR 1862 – 2 credits   Lecture, Lab, & Clinical   (previously PNUR 104 was 6 credits)

B: Identify the Sample Courses and Programs Reviewed by the Team. For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

Course Proposal and Syllabi for the following courses were viewed: BIO 1113, COM 1105, PHYS 1251, PSY 1100, THEA 1100, HUM 1100, MATH 1099, MATH 1148, EET 1115, CSCI 1102, LAND 1106, PNUR 1862. The following programs were also examined: Associate of Arts, Associate of Science, Automotive Technology Associate degree, Automotive Ford

ASSEST Certificate, Electronics Engineering Technology, Associate Degree Nursing, and EMS/Fire Science ATS (Associate in Technology Studies). Courses and programs were consistent with practices at other institutions in the HLC.

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's credit hour policies and practices?

☐ Yes   ☒ No

Rationale:

Identify the type of Commission monitoring required and the due date: NA

D: Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

None.